

BALANCING ACTIVITIES

LESSON PLAN OBJECTIVES

PHYSICAL DOMAIN

Develop balancing through exploring and performing controlled static actions such as support balances and basic shapes on the ground

PSYCHOLOGICAL DOMAIN

Draw confidence through the involvement in balancing contexts and connect to encouraging movement environments

COGNITIVE DOMAIN

Build relationships and positive social interactions with peers, work cooperatively recognizing others' contributions, diverse opinions, perspectives and experiences

SOCIAL DOMAIN

Develop the understanding and knowledge of fundamental movement elements and associated safety requirements, enhance kinesthetic awareness and movement memory

LINKS TO CURRICULUM, TEACHING UNITS AND TOPICS

SUPPORTS
GROUND SUPPORTS

AGE GROUP

3 - 7

ENVIRONMENT

Terrestrial
Both Gymnasium and Playground
Both Indoor and Outdoor

EQUIPMENT

10 mats, 20 delineation and marking caps



Jouets KIMBOO

CLASS OPERATIONALISATION

METHODOLOGICAL AND ORGANIZATIONAL FORMS OF WORK

Group work

TEACHING METHODS

Oral presentation
Demonstration
Setting up and solving motor tasks

LEARNING METHODS

Synthetic

PRACTICING METHODS

Standard repetitive practicing
Variable practicing
Combined

TEACHING STYLES

Teacher-centered:
Command, Practice
Student-centered:
Learner initiated

UNIT DURATION

45 min

SAFETY ADVICE

Ensure a smooth, obstruction free activity area. Always use gymnastic mats as they provide a soft, safe surface for skill exploration. Always be aware of changes in the environment (mats shifting, different heights of flooring and ceilings, position of other equipment, wiring). Do not wear jewelry or adornments as inappropriate for safe practice. Always maintain core stability. Do not use head as support option. For safe learning and performance of the skill, apply observation and handling techniques.

ACTIVITIES OVERVIEW

WASHING MACHINE

On the teacher's marking: 1- Mum's Delicates: gentle jog on spot; 2- Boys Clothes: fast jog on spot; 3- Trousers: sitting in L shape (pike); 4- Shorts: sitting in tuck shape; 5- Skirts: sitting in straddle shape; 6- Dress: lie or stand in star shape; 7- Scarf: lie or stand in straight shape, 8- Softening: lie in tuck shape and roll on back.

Ask pupils which shape was the hardest to hold and how they managed to do it.

After forming groups, allow children to create their own fun sequences combining the most varied shapes. The group should first explore different ideas for new shapes and then select an idea that all members can show through the routine.

Duration: 15 min

Safety advice: 1- work in a safe space away from equipment; 2- maintain safe spacing; 3- do not wear jewelry as it may cause injury; 4- all shapes should be safe to hold.

READY, STEADY, FREEZE!

Pupils run around the space freely. At a given stop mark, they freeze in a static position (front support, back support, crab support, arabesque, stork stand, corkscrew, stretched elastic, cat stretching, various ballet, rhythmic and gymnastics forms) and hold it for 3 seconds (younger children) or 5 seconds (older children) to again run freely. After initial positioning, the educator orally assigns different balancing positions to each group for them to identify and demonstrate.

Ask pupils which positions were the hardest to hold and how they managed to do it. How did they make sure the position was safe? Did they use some strategies to memorize balancing positions?

Game variations: 1- to make the game easier let the pupils imitate the educator; 2- to make the game more complex, call out a sequence of two or more instructions; 3- to make the activity easier or more complex, decrease or increase balance duration and holding time.

Duration: 15 min

Safety advice: 1- always maintain core stability in static positions; 2- take the time to position; 3- do not use head as support option; 4- work in a safe space away from the equipment; 5- to prevent injuries, maintain safety distance from peers; 6- do not wear jewelry as it may cause injury.

THE ZOO

Pupils are divided into teams/columns and lined up in a seated position on the start line. On the teachers marking, they should move across the playing area using an assigned animal walk (rabbit, giraffe, crab, penguin, frog, bear, turtle, elephant, etc.), reach the set marking placed at 10 meters from the starting line, bypass it, turn around and move in the opposite way. The fastest team to reach the finish line wins.

Ask pupils which animal walk they liked imitating and what they did to maintain such position. Did their muscles hurt? Which ones?

Game variations: 1- to make the game easier, allow pupils to explore animal walks using actions relevant to one's ability and perform them during the activity; 2- to make the game more complex, call out a sequence of two or more instructions; 3- to make the activity easier or more complex, decrease or increase distance.

Duration: 15 min

Safety advice: 1- always maintain core stability; 2- take the time to position; 3- do not use head as support option; 4- work in a safe space away from the equipment; 5- work in a separate lane safely distanced from other groups; 6- do not wear jewelry as it may cause injury.