



Session 7

Balancing

Healthy Lifestyles



MOVE4LIFE – SESSION 7

WELCOME TO SESSION 7 OF THE MOVE4LIFE SERIES

This session will focus on the movement skill of **balancing** and the life-skills for leading a **healthy lifestyle**. It is important in sport and in life to be healthy both physically and mentally and lifestyle has a big impact on your health. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical dimension and SDG3 Good Health and Well-Being.



Physical Dimension



Cognitive Dimension



Emotional Dimension



Social Dimension



Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

SESSION OUTCOMES

By the end of the session, participants will be able to:

- (i) demonstrate good balancing skills.
- (ii) explain why good balancing skills are important.
- (iii) list different aspects of healthy living.

KEY MESSAGES

MOVEMENT SKILLS.

- Balance is the ability to control and manage your body's position whether stationary or while moving.
- Children require balance in all aspects of their daily lives, e.g. walking up or down steps, reaching for something on your toes, carrying a tray of food.
- Young children are prone to falling.
Therefore, developing good balancing skills is very important.
- Balance is also a key component of fitness.
- Children need the ability to maintain controlled positions during both still and moving activities.
- Static balance is the ability to hold a stationary position with control, such as when children have to stand on one leg and hold their position.
- Dynamic balance is the ability to remain balanced while moving, such as riding a bike.



LIFE SKILLS

Young people must get into the habit of maintaining a healthy lifestyle. This includes:

- Regular physical exercise and reducing sedentary activities like watching television.
- Maintaining a balanced and nutritious diet and making healthy food choices.
- Maintaining high standards of personal hygiene to prevent viral and bacterial infection.
- Getting adequate sleep.
- Avoiding stress when possible. Identify the things that will cause you stress e.g. getting into trouble for not doing your homework at school or not doing your chores at home.

At Home Activity

HEALTH & SAFETY

- Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into or fall on and hurt yourself. Make sure there are no wet or slippery surfaces.
- A parent or caregiver should observe the activity and ensure a safe environment.
- Family members such as elder siblings should encourage participants and support them in any way possible. Joining the participant in the activity will encourage and support them, making it more fun, and helping to bond family members.
- Balancing is important for all age groups so there will be some parts of this session that everybody at home can join in.
- Remember to wash your hands before and after the activity and wipe any objects or equipment that you used during the session.

WASH YOUR HANDS



SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).



OPENING REFLECTIONS

On your own or with a family member take five minutes before starting your session to reflect.

- Think about balancing. Do you know what balancing is? Stand on one leg for a few seconds while you reflect. That is balancing in its simplest form. Think about when you need balancing in your daily life. Can you ride a bicycle? Do you need balancing skills when you ride a bicycle? What happens if you do not keep your balance?
 - What does it mean to have balance in the way you live? How much junk food should you eat? How much time should you spend watching television every day? How much time doing your homework? How much time per day should you walk? How much time should you spend on your cell phones talking to your friends?



WARM UP

TIME

5 Minutes



EQUIPMENT

None (music optional)

SET UP

Select a practice space at home for the balancing activities. The warm-up part can be done indoors but the main activity should be done outdoors.

ACTIVITY

Standing Balance

- Stand on one foot, hold, bend your knee and hold it with your hand.
- Change feet.

The Aeroplane

- Stand on one foot, your favourite leg, spread your arms and lean forward as far as you can. Straighten out your back leg. See how long you can keep this pose.
- Come back up to a standing position. Now switch legs.
- It's not a big deal if you fall, just catch yourself with your hands. Practice "falling" deliberately and "catching yourself with your hands".

Wall Squat

- Move up and place your back against the wall.
- Squat down.
- Put your leg out (any leg, you decide)
- See if you can hold up your leg for 8 seconds.
- Now switch legs.

For a demonstration [click here](#)

MAIN PART

TIME

15 - 20 Minutes



EQUIPMENT

House broom or similar, mop or rake. NOT dangerous garden tools like a spade or pitchfork



SET UP

Mark out a space outside at home suitable for the balancing activities depending on how many people join.

NB The object you are holding is likely to fall at some stage so make sure there is enough space for the object to fall safely.

ACTIVITY

Broom balancing

- Watch the video clip and practice until you are able to perform all three movements.
- Stand with your feet together. Place the broom in the palm of one hand, steady the broom and try to balance without moving your body. Now place your feet apart and try to balance the broom. Which was better? Feet together or feet apart?
- Watch the video and try to do the movements. Practice and make up your own positions in which to balance the broom.

For a demonstration [click here](#)

COOL DOWN

The session was not too strenuous, so no need for stretching. The cool down activity must simply be to wipe down the brooms and wash your hands.

CLOSING REFLECTIONS

- Write down a few notes in your “Move4Life” Diary.
- Write down what movement activities you did during this session.
- How do you feel about the movement activities? What was easy and what was difficult?
- What life skill did you learn?
- How can you apply this life skill in your life?



ADAPTATIONS

These balancing activities are easily accessible for all. Even blind or partially sighted participants will cope. The activities can be adapted by:

- Allowing balancing with both hands instead of one.
- Balance on palm of your hands instead of your fingertips.

At the Sports Field

HEALTH & SAFETY

- The facilitator should check that the practice area is free of any hazards such as broken glass, wet floors, holes in the grass, etc
- Let the players assist in clearing the area. You may appoint a participant to “specialise” in creating a safe environment. This also builds leadership, and self esteem
- Areas for landing should be safe such as soft sand (long jump) crash mats (gymnastics).

SAFEGUARDING

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Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.

- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

- Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle)
- Welcome the participants and create a friendly, safe environment.
- Facilitate a brief conversation with and amongst the participants.
- Introduce the intended outcomes for the session through questioning.

Note to facilitator: Guide participants to the **key messages** through questions, do not lecture.

WARM UP

TIME

5 Minutes



EQUIPMENT

None

SET UP

Mark out small practice spaces on the sports field suitable for the activity and the number of participants.

ACTIVITY

Standing Balance

- Stand on one foot, hold, bend your knee and hold it with your hand.
- Change feet.

The Aeroplane

- Stand on one foot, your favourite leg, spread your arms and lean forward as far as you can. Straighten out your back leg. See how long you can keep this pose.
- Come back up to a standing position. Now switch legs.
- It's not a big deal if you fall just catch yourself with your hands. Practice "falling" deliberately and "catching yourself with your hands".

Wall Squat

- Move up and place your back against the wall.
- Squat down.
- Put your leg out (any leg, you decide).
- See if you can hold up your leg for 8 seconds.

Now switch legs.

For a demonstration [click here](#)

MAIN PART

TIME

15 to 20 minutes



EQUIPMENT

House broom or similar



SET UP

Mark out a space outside at home or on the sports field suitable for the balancing activities depending on how many people join.

Note that the object you are holding is likely to fall at some stage so make sure there is enough space for the object to fall safely.

ACTIVITY

Broom balancing

- Watch the video clip and practice until you are able to perform all three movements.
- Stand with your feet together. Place the broom in the palm of one hand, steady the broom and try to balance without moving your body. Now place your feet apart and try to balance the broom. Which was better? Feet together or feet apart?
- Watch the video and try to do the movements. Practice and make up your own positions in which to balance the broom.

For a demonstration [click here](#)

BALANCING CHALLENGE

Divide the group into two teams and each team must further divide into pairs.

Each team starts at the opposite end of a marked-out space. Participants need to balance their brooms and make their way across to the other side without touching anybody or dropping the broom. Your partner must guide you and catch the broom should the broom fall. If you touch or drop the broom, switch partners, and start again. Once you are safely across, encourage your team mates still trying to cross safely.

For this exercise, let the participants work in pairs.

COOL DOWN

The session was not too strenuous, so no need for stretching. The cool down activity must simply be to wipe down the brooms and wash your hands.

CLOSING REFLECTIONS

- Form a circle.
- Review the session outcomes. Ask the participants to tell you what they learnt about the movement skills. Which skills were easy? Which were difficult?
- Ask the participants to reflect on the Life Skill. Ask leading questions to reinforce the Key Messages.
- Ask the participants to pair up and reflect on how the Life Skill impacts on their daily lives using the Think, Pair and Share method.
- Ask the participants to give you feedback on the session. What did they enjoy, what did they find difficult? Do they have any suggestions?
- Close the session, make any announcements, confirm time of next session, etc.

ADAPTATIONS

- Facilitators on the sports field should be aware of the different levels and different abilities of the participants.
- The facilitators must adapt their communication style to ensure the inclusion of all participants.
- These include children with hearing or visual impairments or learning difficulties but also children who may be conscious of their body weight, introverts etc.
- Balancing activities are easily adaptable. The participants can set their own goals, e.g. see how long you can balance on one leg.
- Allowing balancing with both hands instead of one.
- Balance on palm of your hands instead of your fingertips.