

OVERVIEW

| | |
|---|---|
| DURATION | 45 mins |
| AGES | 6 - 9 |
| MILES RATING | 1.04 |
| STAGE(S) OF ATHLETIC DEVELOPMENT | FUNdamentals (Age 6-9) |
| SKILL LEVEL | Beginner |
| DEVELOPMENT FOCUS | Fundamental Movement Skills Body: Balance |
| SPORT(S) | Multisport |
| EQUIPMENT | Beanbags, Music |
| ENVIRONMENT | At Home, Field, Gym |

These resources have been taken from (Sport for Life - Playbuilder), and with the support of the Commonwealth Secretariat have been adapted so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

- Activities can be facilitated in multiple environments. E.g. Home, backyards, gym, field, track, parks, etc.
- Equipment need not be specialized. Be creative with what you have. E.g. Use water bottles or empty boxes for targets, use rolled up socks or paper for throwing and catching, for lines use tape, chalk, or draw on the ground using a stick.
- These activities were created for simplicity, fun, and skill development. You need not be specifically trained to be a facilitator. Anyone with a passion for fun and play can lead.

SAFEGUARDING CHILDREN AND CHILD PROTECTION

Setting up and following good safeguarding policies and procedures means children are safe from adults and other children who might pose a risk.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse and maltreatment;
- Preventing harm to children's health or development;
- Ensuring children grow up with the provision of safe and effective care; and
- Taking action to enable all children and young people to have the best outcomes.

This may be the first time you are engaging with children and young people online, and it can be very easy to unintentionally blur the boundaries between your personal and professional digital presence.

Here are some quick tips:

- **Never share personal contact information.** For example, only use work mobiles and social media accounts linked to your professional organisation.
- **Do not accept friend requests on personal accounts from children and young people you are engaging with in a professional setting.** Consider the privacy setting on any personal accounts you have, to reduce the likelihood of this happening.
- **When representing your organisation as part of an online event, be sure to check your organisation's policy** if you would like to promote the event online.

Children have the right to participate in sport in a safe and enjoyable environment. These safeguards are already being piloted by organisations all over the world and are set to be adopted more widely.

For more information please visit UNICEF's keeping children **safe** online guidelines and NSPCC's resource page on safeguarding and child **protection**.

PARTNERS

This program delivered in partnership with:



COMMONWEALTH MOVES SAFETY GUIDELINES

Equipment

1. Equipment should be checked on a regular basis to ensure quality and safety.
2. Inspect all equipment prior to use and remove or repair any equipment as deemed necessary. i.e. remove sharp edges, cracks, splinters, etc.
3. Ensure equipment is developmentally appropriate. i.e. proper weight, size, height, etc.
4. Participants must use equipment in the way it is intended so as not to harm themselves, another individual, or the facility. For example, if using implements such as sticks or racquets participants must not swing them aimlessly as they may hit the walls and cause damage or harm another individual.
5. If extra safety equipment is required, i.e. helmets, safety goggles, etc, be sure they are worn in the proper way intended for use. For example, goggles on the face not head, chin straps secured, etc.
6. Ensure all balls are properly inflated.

Attire

1. Appropriate athletic footwear, i.e. running shoes, must be worn at all times and shoelaces tied and secure.
2. Appropriate athletic clothing, i.e. t-shirts, shorts, or sweat pants, must be worn at all times. When religious requirements create a safety concern the activity must be modified.
3. Jewelry must be removed for any activity where incidental contact may occur and covered for all other activities.
4. Long hair should be tied back to avoid blocking of vision.

Environment

1. Easy access to a fully stocked first aid kit must be available.
2. Ensure facility is free from debris and all safety hazards are removed.
3. Participants are to avoid the walls of the facility. Supervisors should place cone(s) to mark a finish line or turning point to avoid running into the walls or stage.
4. If participants are in an outdoor environment be sure the surface is free from holes, glass, rocks, and any other hazards.
5. If activity is taking place outside, supervisors must take into consideration the temperature, UV index, accessibility to water, etc and ensure safety measures are put into place.
6. When participating outside safety procedures must be communicated and followed in case of the threat of lightning.
7. Be aware of fire exits and protocols for evacuating the building in case of emergency.
8. Water must be accessible during all sessions.

Activity

1. Be aware of any medical conditions your participants may have and the protocols in place to deal with any situations that may arise.
2. Supervisors should always be facing the participants so all activity can be seen and safety hazards addressed in a timely manner.
3. Ensure all activities are developmentally appropriate. i.e. a 6 year old should not be shooting free throws at a 10 foot high net with an adult sized ball.
4. Teach proper progressions of skills from basic to more advanced.
5. A participant should be challenged by choice. If they do not feel comfortable performing a certain skill give them alternatives so they can still participate but at their own comfort level.
6. Be aware of the safety issues of all activities and verbalize these to the students beforehand.
7. Be sure to provide a proper warm – up before activity takes place and cool – down at the end of each session.
8. Participants are not permitted in the area of play unless a supervisor is present.
9. Participants must be aware of their general and personal space at all times, and look where they are moving to ensure the safety of themselves, others and the facility.
10. Supervisors must establish and communicate behavior routines and rules with their group and remind and enforce these when necessary. A participant cannot be allowed to participate if they pose a safety risk to themselves, others and the facility.

INTRODUCTION ----- 2 mins 30 secs

Health and Safety Considerations

- Keep a distance of 2 meters.
- Avoid sharing equipment.
- Disinfect equipment before and after use.
- Wash hands with soap and water before and after play.
- Use visual guides for spacing such as tape, ropes, signs, etc.

■ Sustainable Development Goals



Goal #3: Ensure healthy lives and promote for all at all ages.

- SDG 3.4 - Inactivity is the fourth leading risk factor for global mortality. The importance of healthy lifestyles is prioritized in the Sustainable Development Agenda. Participating in physical education and sport can motivate people to be more active, contributing to the reduction of “premature mortality from non-communicable diseases” and associated healthcare costs.
- SDG 3.5 - Evidence shows that participating in physical education, physical activity and sport, including traditional sport and games, is associated with improved psychological and social health, as well as the prevention and treatment of substance abuse.
- SDG 3.3 and 3.7 - Regular participation supports the healthy development of children and adolescents, including their cognitive and psychosocial development. Sport events and large-scale physical activity programmes can also provide a platform for community health messaging and empowerment, engaging a diverse range of people who might otherwise not be reached through conventional health delivery. This supports efforts to address communicable diseases and improve access to health-care services.

Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all.

- SDG 4.1 - Physical education, physical activity and sport are “fundamental rights for all” and, as such, constitute important components of equitable and quality education.
- SDG 8.7 - Physical literacy provides the basis for lifelong participation in physical activity and the associated health benefits, making it essential for young people’s development and an important learning outcome across educational settings. High quality physical education, sport values education, skills development, physical activity and sport learning environments can also contribute to broader education outcomes.
- SDG 4.5 and 5.1 - they promote transferable soft-skills such as team-building, leadership and increased discipline, empathy and respect that assist with the transitioning from youth to adulthood and help to improve school attendance. They can also provide experiential and empowering education that can promote the engagement of a diverse range of students, irrespective of their background, including those less suited to formal education settings.
- SDG 4.5 - The inclusive and equitable delivery of physical education, sport values education, physical activity and sport at all levels of education will contribute to eliminating gender disparities.
- SDG 4.7 - It can also promote holistic development and lifelong learning, providing a platform well-suited to developing the knowledge and leadership skills needed to promote sustainable development.

Goal #5: Achieve gender equality and empower all women and girls.

- SDG 5.1, 5.5, and 5.c - Physical education, physical activity and sport reflect societal gender norms. Women are less likely to participate in physical activity than men and are significantly under-represented in leadership roles across sport. Proactive investment, policies and strategies can help address inequalities in sport participation and leadership.
- SDG 5.5 - Evidence suggests that the strong and active participation of women in decision-making processes has a potent impact on social development. In many communities, targeted sport-based programmes, especially at grassroots levels, as well as sport values education have made important contributions to the empowerment of women, girls and other vulnerable gender groups. Well-designed and effectively delivered initiatives can provide safe spaces to engage and support women and girls, promote female leadership and encourage respectful attitudes towards women and girls.

- SDG 5.2 and 5.3 - Eliminating all forms of violence and harmful practices against women and girls in sport will also contribute to wider sustainable development goals.

Learning Focus

🕒 2 mins 30 secs

- Today we are going to learn about and practice our balancing.
- Question: Why is it important to have good balance?
- Answers may vary: To prevent injuries, to participate in various activities, to move though life safely, etc.

Video Links

- Activities: "Can you balance like me", "Beanbag Balance", and "Beanbag Balance Relay Race".
- Link: <https://vimeo.com/409895928>

WARM-UP

5 mins

■ Protect your Bubble

🕒 5 mins

 Setup

- Leader instructs participants to place themselves in a "bubble".
 - They stretch out their arms all around them to represent their bubble.
 - They must protect their bubble and not let anyone pop it - spatial awareness.
-
- Participants move around the space using various locomotor movements instructed by the leader trying not to pop any bubbles.
 - When the leader says "FREEZE", participants must stop and freeze, being sure not to pop any bubbles.

SKILL LESSONS & ACTIVITIES

30 mins

■ Balance Cues



- Eyes forward.
- Upright posture.
- Arms out to side.
- Hold still.

■ Can You Balance Like Me?

🕒 5 mins




🔧 Setup

- Stand in the middle, facing the participants.

- Demonstrate several different ways to balance (e.g. like a star, one foot like a flamingo, two feet - two hands (down dog), butt only, etc.) while participants try to copy.
- Ask participants for an example of creative ways to balance and have them showcase it to the rest of the group to try.

■ Musical Statues


 Music 5 mins

Setup

- Participants spread out around the playing space.

- When the music is playing participants move around in various ways such as skipping, jumping, hopping, etc.
- When the music stops participants balance in different ways such as like a star, flamingo, on three body parts, etc.

■ Stick Together

 5 mins


Setup

- Participants spread out in the playing area.



- Choose a locomotor movement for participants to use each round (e.g. walking, running, leaping, jumping, hopping, galloping, crawling, sliding, skipping).
- When you yell out various body parts, participants must connect the said body parts together. For example, if you say knee and elbow they must connect these two body parts together for five seconds.

■ Beanbag Balance (Moving)


 Beanbags 5 mins

Setup

- Spread participants out around the playing area with their own beanbag. If you don't have beanbags you can use rolled up socks, paper balls, or anything else you can safely balance that's in your environment.

- Call out different body parts (e.g. shoulder, back, knee, foot, stomach, thumb, etc.) and have them balance their beanbag on each body part while moving around the space.
- Start off easy with balancing on one hand or shoulder and progress to more difficult tasks such as knee or elbow. Choose funny/challenging body parts to keep it fun. You may add a rule that if the beanbag falls off they must do five jumping jacks or another appropriate exercise. You should play along as well to make the activity fun for the participants.

■ Beanbag Balance Relay Race

 Beanbags 10 mins

Setup

- Place participants into teams of three and line them up on the end of a line on the floor, each with a beanbag. If you don't have beanbags you can use rolled up socks, paper balls, or anything else you can safely balance that's in your environment.

- Tell the participants which body part (e.g. shoulder, back, stomach, finger, etc.) to balance the beanbag on for each round.
- On the cue, "go", the first person in each line will balance the beanbag on the chosen body part and move to the other end of the line and back, tagging the next person in their group.
- While participants are waiting for their turn, they may use their beanbag to practice balancing it on the chosen body part.
- When that round is over, a new body part is chosen.

COOL-DOWN

7 mins 30 secs

■ Yoga Stretches

⌚ 5 mins



🔧 Setup

- Participants form a semi-circle with leader in the middle.

- Participants perform the following yoga poses:
- Cat - Hands and knees with flat back, exhale and round your back toward ceiling, inhale and return to neutral position. Do this a few times.
- Cow - Hands and knees with flat back, inhale and drop belly toward floor keeping everything else stable. Do this a few times.
- Cobra - Lay on your belly, put palms flat on floor, inhale, push up, stretch arms out straight and lift chest off the floor.
- Down dog - Begin on hands and knees, stretch your elbows and relax upper back, press firmly through palms, exhale as you tuck your toes and lift your knees off the floor, lift pelvis toward ceiling and gently try to straighten your legs. Your body should resemble a letter A. Hold this position and breathe.
- Child's pose - Spread your knees wide but toes touching, sit up straight and as you exhale bow forward resting torso on thighs, arms long and extended in front of you with palms facing down, forehead comes to floor pressing butt to heels. Hold for a few breaths.

💬 Debrief

⌚ 2 mins 30 secs

- Question: What are some things you can do to help you keep your balance?
- Answers may vary: Refer to cues above.
- Questions: Is balance something we can practice by ourselves? How?
- Answers may vary: Yes. Standing on one foot, balancing on objects like rocks or logs, balancing while moving like walking on a log, etc.