

OVERVIEW

DURATION	45 mins
AGES	10 - 12
MILES RATING	1.55
STAGE(S) OF ATHLETIC DEVELOPMENT	Learn to Train (Age 9-12)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Body: Balance
SPORT(S)	Multisport
EQUIPMENT	Balance Objects, Beanbags, Blocks, Hoops, Poly Spots, Skipping Rope
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 will be focusing on balance.
- Question: Why is balance important?
- Answers will vary: Keep us from falling, allows us to participate in certain sports and physical activities, 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

■ The Warm Wind Blows

 Poly Spots 5 mins Setup

- Ask participants to stand in a circle close to each other with one in the middle (suggest leader begin in middle to get it started) (tip: if you have polyspots or some other marker have participants stand on these)
- Leader in middle says “The warm wind blows on _____.” (Fill in the blank) What ever statement they say must apply to them as well. For example, “The warm wind blows on those who own a dog.”
- Whoever the statement applies to needs to find another spot across from them.
- At the same time the participant in the middle tries to quickly find an empty spot.
- There will be a participant left in the middle without a sport. They will continue the game by giving a new statement.
- Change locomotor movements each round.

SKILL LESSONS & ACTIVITIES

30 mins

■ Balance Cues



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

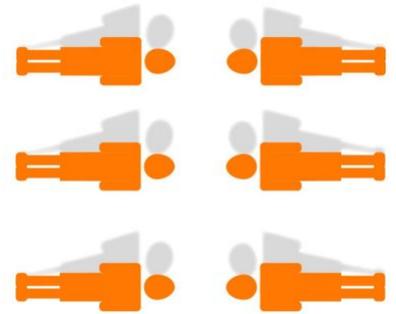
■ Bent Knee V-Sit

🕒 30 secs



🔧 Setup

- Arrange athletes into two lines or a circle
- Athletes lay down face forward, on mats on hard surfaces
- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity



Instructions

- Sit with knees bent 90 degrees, toes pointing to sky, heels on the ground
- Lean back slightly, trunk tall, and lift heels off ground



■ Superman (Right and Left)

🕒 30 secs

🔧 Setup



- Arrange athletes into two lines or a circle



- Athletes lay down face forward, on mats on hard surfaces



- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

Instructions

- Begin in standard front plank position
- Shift weight entirely onto the left forearm
- Raise right arm, straighten, and point index finger in front of you
- Raise left foot slightly off the ground
- Lower left foot and return to front plank position
- Shift weight onto right forearm and do a left arm pointer
- Raise right foot slightly off the ground
- Continue alternating right and left Supermans
- Feet shoulder width apart, shoulders align with hips and ankles, left and right hips same height



👁 Starting Position

- Shoulders align with hips and ankles
- Left and right hips are same height
- Elbows directly under shoulders
- Forearms straight forward (not grasping hands to form a triangle)



📐 Progression

- Begin with an activity duration of 10 seconds, progress to 30
- When introducing this exercise, allow for a belly rest between pointers
- As athletes master the movement, begin to eliminate the rest
- Eventually, move towards doing the pointer at the same time as lifting the foot
- Ask athletes to “switch”: go directly from Superman Right to Superman Left

■ Sky Centre Side Centre

🕒 30 secs



🔧 Setup

- Arrange athletes into two lines or a circle



- Athletes lay down face forward, on mats on hard surfaces



- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

Begin in a Bent Knee V Sit

- Sit with knees bent 90 degrees, toes pointing to sky, heels on the ground
- Lean back slightly, trunk tall, and lift heels off ground (“center” position)



Instructions: Sky-Center-Side-Center

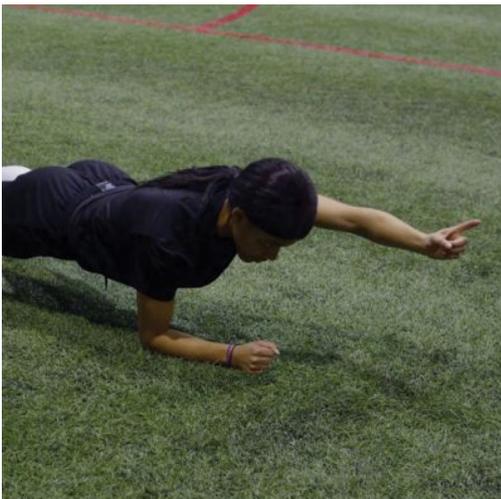
- From "**center**" position
- Grasp an imaginary grapefruit in your hands, and cradle it near your belly button
- Lift arms and grapefruit to "**sky**", making trunk upright and tall
- Lower arms and return to "**center**"
- Touch your grapefruit on the ground to the right ("**touch right**")
- Return to "**center**" and lift grapefruit to "**sky**"
- Return to "**center**" and touch grapefruit on the ground to the left ("**touch left**")
- Continue the pattern "**sky, center, side, center**" etc.

**Progression**

- Manage pace by calling the cues for each movement.
- Once athletes understand the movements, the sequence can be varied to enhance interest and focus.

■ Pointers, Right and Left

⌚ 30 secs

 **Setup**

- Arrange athletes into two lines or a circle



- Athletes lay down face forward, on mats on hard surfaces



- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

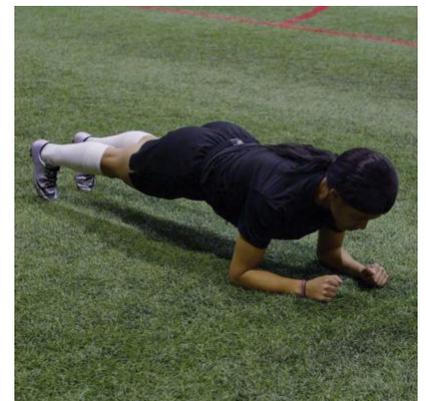
Instructions

- From a solid plank, athletes slowly lift one arm straight out, hand level with shoulder.
- Their bodies remain rigid, similar to Front Plank position.
- Athletes return to Front Plank position.
- Without bellying down, athletes now point the other arm out.



👁 Cues - Starting Position

- Shoulders align with hips and ankles
- Left and right hips are same height
- Elbows directly under shoulders
- Forearms straight forward (not grasping hands to form a triangle)





Progression

Build towards the ability to perform the exercise with good form and fluid transitions to other exercises without pause.

- When introducing this exercise, allow for a belly rest between pointers. As athletes master the movement, begin to eliminate the rest
- Begin by performing the exercise for 10 seconds (or less), take a pause and repeat or transition to another exercise
- Progress to 30 second holds with no pause, sequenced with other activities - see core progressions.
- Vary the tempo by having athletes ***“Follow the leader”***



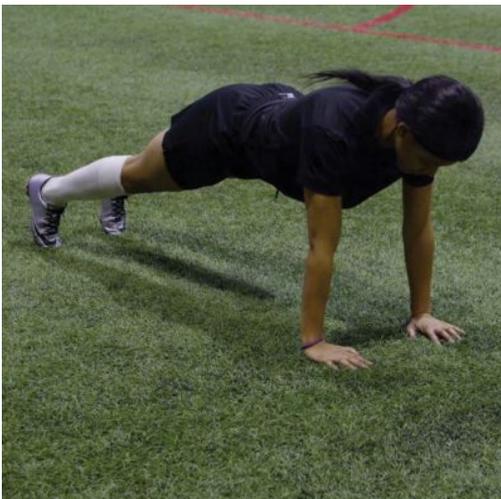
Variation

- Play pat-a-cake with the person directly in front of you - watch YouTube video for a reminder of the lyrics. (<https://www.youtube.com/watch?v=7wSvmCKZyQs>)
- Fun cue - tickle the nose of the person directly in front of you (don't actually tickle it)



■ Up-Up Down-Down

🕒 30 secs



Setup

- Arrange athletes into two lines or a circle
- Athletes lay down face forward, on mats on hard surfaces
- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

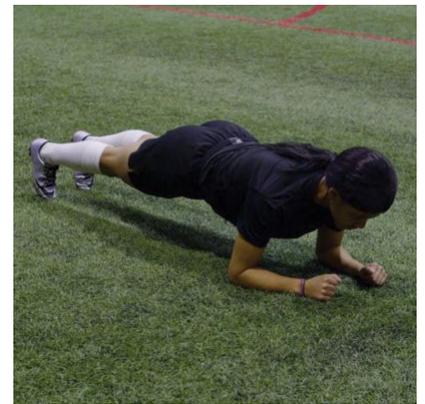
Instructions

- From lying positions, athletes enter Front Plank (“**Plank It Up**”).
- Athletes push up off one forearm so that they are resting on their forearm and one palm of their hand.
- Athletes then lift themselves up to end up in a push-up position (command: “**Up, Up**”).
- Their bodies should stay as rigid as possible.
- On the command “**Down, Down**” athletes return one arm, then the other arm, to Front Plank position.



Cues: Starting Position

- Shoulders align with hips and ankles
- Left and right hips are same height
- Elbows directly under shoulders
- Forearms straight forward (not grasping hands to form a triangle)



Progression

Build towards the ability to perform the exercise with good form and fluid transitions to other exercises without pause.

- Begin by performing for 10 seconds (or less), take a pause and repeat or transition to another exercise
- Progress to 30 second with no pause, sequenced with other activities - see core progressions.
- Vary the tempo by having athletes “**Follow the leader**”

■ Table Top

⌚ 30 secs

 Setup



- Arrange athletes into two lines or a circle



- Athletes lay down face forward, on mats on hard surfaces



- All in a line, side by side, or facing each other in a circle

- Spaced about 3 – 4 feet apart

- Designated athlete, coach, or parent leads the session

- The lead cues each activity and sets duration of the activity

Instructions

- From a seated position, athletes create a “table” with their body
- Palms down, arms locked straight, knees bent 90 degrees, belly raised flat
- Legs parallel, straight body through shoulders, trunk, hips, and legs
- Lift one heel slightly off the ground for 1 second
- Lift other heel off the ground for 1 second
- Continue alternating heel lifts



Progression

- Ask athletes to balance a ball or other unstable object on their table top.

■ Side Plank Rollover - Heel to Sky

🕒 1 mins



Setup



- Arrange athletes into two lines or a circle



- Athletes lay down face forward, on mats on hard surfaces



- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

Instructions

- Athletes begin with a right side plank
- Leader says “Point your left arm to the sky”
- “Bend your left arm to 90 degrees”
- “Make a fist with your left hand”
- “Roll into a left side plank without touching your hip to ground”
- Repeat going left to right



Side Plank Right - Heel to Sky

- Athletes begin by lying on their right side, with their elbow under their shoulder.
- Hand and elbow should be at 90 degrees
- Lift into side plank
- While maintaining the side plank position, slowly lift left leg up in the air and hold for 1 second "Heel to Sky"



From the front: Watch that upper shoulder, upper hip, and upper leg are aligned

From the top: Watch that the body is straight from head to toe

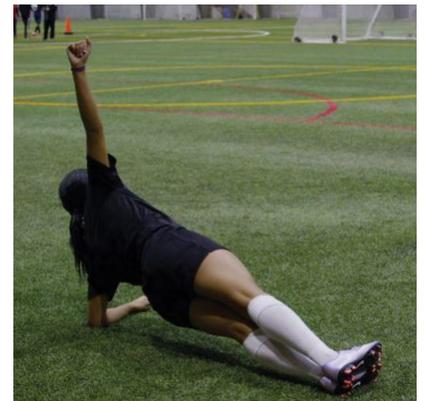
Rollover

- Leader says "Point your left arm to the sky"
- "Bend your left arm to 90 degrees"
- "Make a fist with your left hand"
- "Roll into a left side plank without touching your hip to ground"



Side Plank Left - Heel to Sky

- Athletes begin by lying on their left side, with their elbow under their shoulder.
- Hand and elbow should be at 90 degrees
- Lift into side plank
- While maintaining the side plank position, slowly lift left leg up in the air and hold for 1 second "Heel to Sky"



From the front: Watch that upper shoulder, upper hip, and upper leg are aligned

From the top: Watch that the body is straight from head to toe

Side Plank (Right and Left)

🕒 1 mins



🔧 Setup

- Arrange athletes into two lines or a circle
- Athletes lay down face forward, on mats on hard surfaces
- All in a line, side by side, or facing each other in a circle
- Spaced about 3 – 4 feet apart
- Designated athlete, coach, or parent leads the session
- The lead cues each activity and sets duration of the activity

📝 **Make sure to plank on both sides (right and left).**

1 Side Plank Right

- Athletes begin by lying on their right side, with their elbow under their shoulder.
- On command (“Plank It Up”), athletes enter into a side plank, resting on their forearm.
- On command (“Plank It Down”), athletes return to resting position



2 Side Plank Left

- Athletes begin by lying on their right side, with their elbow under their shoulder.
- On command (“Plank It Up”), athletes enter into a side plank, resting on their forearm.
- On command (“Plank It Down”), athletes return to resting position



 **What to watch for**

- Hand and elbow should be at 90 degrees
- **From the front:** Upper shoulder, upper hip, and upper leg are aligned
- **From the top:** Body is straight from head to toe

 **Progression**

Build towards the ability to perform the exercise with good form and fluid transitions to other exercises without pause.

- Begin by holding for 10 seconds (or less), take a pause and repeat or transition to another exercise
- Progress to 30 second holds with no pause, sequenced with other activities - see core progressions.
- Add leg lift, slowly lift your top leg and hold for 1 second, “Heel to sky”

■ 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.

■ Balance Obstacle Course (Unassisted)

 Beanbags, Blocks 10 mins

Setup

- Set up an obstacle course with several raised objects (e.g. benches, beanbags, foam frisbees, foam blocks, etc.)

- Have the participants travel through the course balancing on the objects as they go.

COOL-DOWN

7 mins 30 secs

■ Copy Cat Stretching

⌚ 5 mins

 Setup

- Bring participants to the middle and form a semi circle around the leader.

 Safety**Safety**

Students must have spatial awareness so as not to crash into other players. Reinforce heads up and looking forward at all times.

- Leader starts as the “cat” that the participants must copy.
- Leader does static movements such as stretching to toes, reaching to the sky, stretching to the side, sitting on bottom and reaching for toes, etc.
- Leader can get volunteers to be the cat and lead the class in stretches.

 Debrief

⌚ 2 mins 30 secs

- Question: What was your favourite activity today?
- Answers may vary.
- Question: What did you do to help you balance today?
- Answers may vary. See cues above.
- Question: What types of things do you use balance for every day?
- Answers will vary. Walking, sitting up, walking on objects, biking, etc.