

OVERVIEW

DURATION	45 mins
AGES	10 - 12
MILES RATING	1.33
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, Cones, Dice
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 continue to practice balancing including balancing on objects.
- Question: What sports or physical activities do you know of that include balancing on an object?
- Answers will vary: Skateboarding, biking, snowboarding, skating, surfing, etc.

Video Links

- Activity: "Beanbag Obstacle Course" and "Cross the Lake".
- Link: <https://vimeo.com/410905485> (skip to 2:08 and 3:35)

WARM-UP

5 mins

■ Fitness Dice

 Setup

- Place participants into groups of three.
- Give each group a pair of dice.
- Give each group a sheet with the corresponding numbers and exercises:

2 = 2 laps

3 = 3 burpies

4 = 4 twisties

5 = 5 butt kicks

6 = 6 push-ups (modified on knees if needed)

7 = 7 sit-ups

8 = 8 second plank

9 = 9 jumping jacks

10 = 10 high knees

11 = 11 squats

12 = 12 second stretch of your choice

- Go through each exercise showing proper form.
- Give a time limit. Within that time limit groups roll the dice and perform the corresponding exercises.
- The goal is to get as many exercises done as possible in the time limit.
- Emphasize proper form throughout.

SKILL LESSONS & ACTIVITIES

30 mins

■ Balance Cues



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

■ Freeze It

🕒 5 mins



🔧 Setup

- Before starting the activity discuss the importance of balance and how it is used in other sports and daily activities. Give examples.
 - Yoga, hockey, badminton, etc and kicking, dodging, throwing, running, etc.

🛡️ Safety

Safety

The teacher reminds students of the importance of being safe during all balancing activities.

- Participants travel freely in general space, trying different locomotor movements chosen by the leader being careful not to collide with others.
- Leader will call out a number that indicates how many body parts the participants are to balance on for five seconds. For example: If three is called out, they may balance on two hands and one foot. For five body parts they may balance on two hands, two feet, and their head.
- Encourage creativity and remind them of the balancing cues. If someone is very creative highlight them to the rest of the class.

■ Staying Alive

🏠 Balance Objects

🕒 5 mins



🔧 Setup

- Participants help leader scatter balancing objects across playing area.

🛡️ Safety

Safety

Use area with safe and dry landing surface.

- Leader tells participants to begin walking in general space (around the objects and around others) when the music starts or on a signal.
- When music stops, they walk to the closest object and balance on that surface with both feet for 30 seconds.
- Participants count how many times they lose balance in 30 seconds (when both feet end up on the ground).
- Leader encourages those who lose balance to get right back onto the surface and continue balancing and reminds them to try all the different objects during the game.
- After one round of the game, use different locomotor movements to move around and challenge participants (if they feel ready) to balance on one foot on the object while the other foot is suspended in the air.
- Options for balancing objects: lines on floor/ground, hula hoops, jumping ropes, benches, rocks, bricks (if safe), etc.
- Ask participants questions such as: Which objects were easier/harder to find your balance? What muscles did you use to stay balanced? Core muscles (stomach and back) How did you improve your balancing each round? –See cues below

Instructional Cues: Skills

- Tighten muscles
- Hold Still
- Extend free body parts for stability
- Focus eyes on stationary object
- Transfer weight to balancing body part

Instructional Cues: Strategies

- Maintain personal and general (safe) space
- Plant balancing foot firmly on object
- If you lose your balance, practice getting back on the object

■ Stepping on Stones

 Balance Objects 10 mins

Setup

- Leader divides participants into groups of three and give each group approximately ten stepping-stones (objects to balance on).
 - These stones can range from one-foot wide dome discs to more flat surfaces resembling a low level (ankle height) stone. Make sure they are safe!
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- Ask groups to create a shape/pattern on the ground using stepping-stones (balance objects).
 - After groups form their stepping stone shape/pattern, give them time to walk through it, balancing on each stone.
 - On a signal (“Go”), each participant gets a chance to walk through the stones.
 - If their feet do not touch the ground, the group receives a point.
 - After each participant goes through the stones, the group rotates to another pattern.
 - Groups continue until all have walked through all patterns, keeping a running score during the game.
 - Ask them questions such as: Where were your eyes focused while balancing? How did you keep a wide base of support? Were there any other strategies you used to be successful?

■ Cross the Lake Balance Objects 10 mins **Setup**

- Leader will give each student 2 safe objects to balance on.

- Participants start on one side of the playing space and must try to get to the other side while balancing on their given objects.
- If they fall in the “lake”- they must bring objects back to the beginning and start over.
- Once participants make it to the other side the leader may get them to try coming back again.

Instructional Cues: Skills

Balance

- Tighten muscles
- Hold Still
- Extend free body parts for stability
- Focus eyes on stationary object

Instructional Cues: Strategies

- Maintain personal and general (safe) space
- Plant balancing foot firmly on object
- If you lose your balance, practice getting back on the object

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 was your favourite activity today?
- Answers will vary.
- Question: What did you do today to help you balance better?
- Answers may vary. See cues above.
- Question: What sport or physical activity would you like to try that includes balancing on an object?
- Answers will vary.