

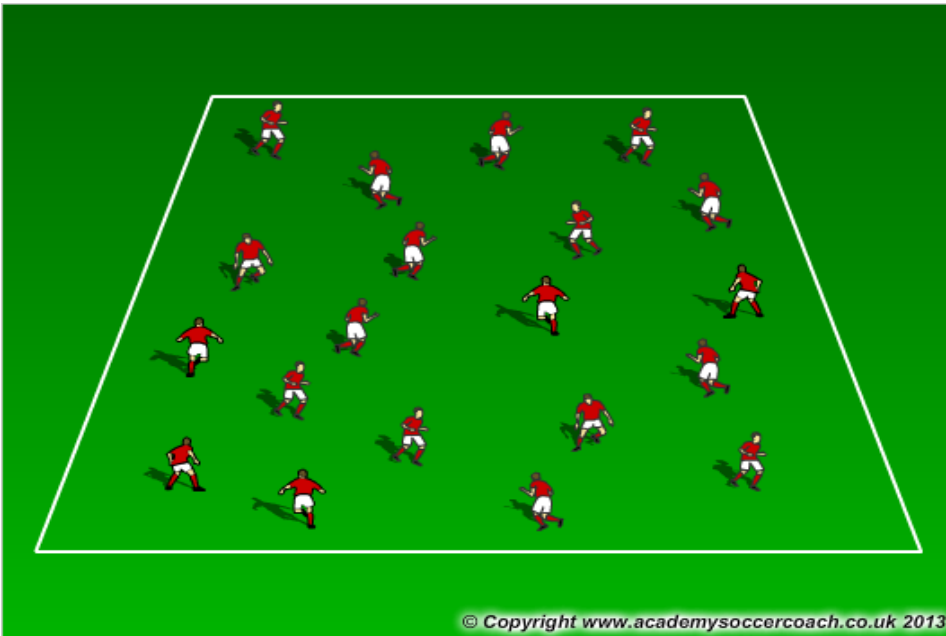


Curriculum Sports Programme

Balance - Warm Ups

Balance - Warm Up (Balance Freeze) #1

To improve pupils' ability to perform a variety of static balances
Provide pupils with a range of ideas to practice balancing



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Clear hall, bean bags and balls.

Rules

Pupils move around the hall using a movement of their choice. They are encouraged to change their movement frequently exploring as many different ways to move as possible. When coach calls a number pupils must demonstrate a static balance using that number of body parts. For foundation pupils coach can start by calling the specific body parts to be used. Pupils hold balance for 10 seconds and move on, on coach's command.

Development

- Call an animal and pupils must balance like that animal (Can link with class topic)
- Call letters of the alphabet (this can be done on own or with a partner)
- Give each pupils a beanbag to carry while moving and on coaches command pupils must perform a static balance and balance the beanbag somewhere on their body
- Introduce a ball to carry or dribble and on command pupils perform a balance using the ball.

Coaching Points

Pupils should be aware of good balance when moving as well as when performing their static balances. Encourage pupils to be still and steady during static balances. Encourages pupils to challenge themselves by attempting unusual or new balances. Allow choice to encourage creativity. Mention the balance of weight and check for understanding.

Balance - Warm Up (Balance Tag) #2

Explore a variety of different static balances

Explore a variety of different dynamic balances



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Clear hall, bibs, beanbags, footballs.

Rules

This is basically a simple game of tag but once a pupil is caught (tagged) by a catcher they must perform a static balance of choice or one that has been specified by the coach, for 10sec. The number of catchers can be changed at any time depending on the level of success they are achieving.

Development

Increase/Decrease the number of catchers. Change the movement to be used – this may depend on who is achieving success e.g. lots of pupils getting caught, can slow the catchers down by making them jump. Use beanbags – when caught perform a balance with beanbag. Use footballs – when caught perform a balance with ball

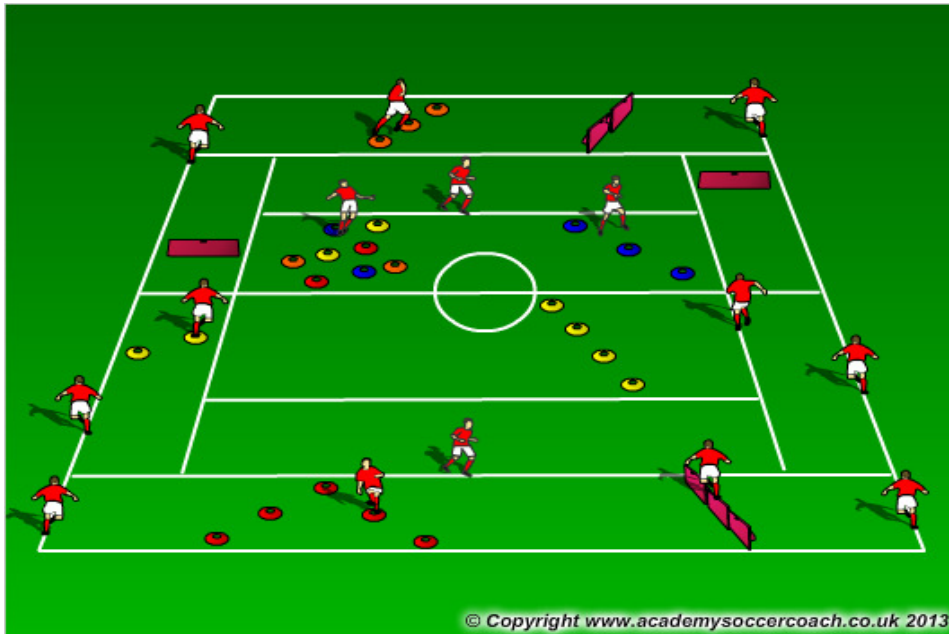
Coaching Points

Pupils should be aware of good balance when moving as well as when performing their static balances. Encourage pupils to be still and steady during static balances. Encourages pupils to challenge themselves by attempting unusual or new balances. Allow choice to encourage creativity. Mention the balance of weight and check for understanding

Balance - Warm Up (Extreme Pacman) #3

Improve line walk technique

Improve decision making while performing balancing skills



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Lines on hall, spots, benches, bibs (if adding catchers).

Rules

Pupils find a space on one of the white lines to begin with. On coaches command pupils can move anywhere around the hall but must stay off the green area. They can move on the white line using a line walk, over the stepping stones (spots) using hopping, leaping or jumping, and across the benches/beams using a line walk. Pupils are not allowed to run or overtake. Anyone who steps on the green area must perform a static balance for 10sec.

Development

Add extra equipment. Add catchers – if caught must perform a static balance for 10sec. Use beanbags to balance on head. Vary movements used across spots. Vary static balances used when caught.

Coaching Points

Line Walk – heel strikes the ground first, one foot after the other (alternating), arms can assist with balance, keep body upright. Try to attempt all parts of the game. Head up looking for own space, if there are too many pupils in one area can they change direction and find a free area (decision making). Reinforce landing technique on the spots - knees bend, hands forward for balance, eyes looking forward, soft landing. Safety – only one person on each bench at any one time.

Balance - Warm Up (Large Patches) #4



Develop an understanding and competence in holding a still position

Develop an understanding and competence in holding different body parts still



Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Children must balance on large patches off the body, for example their tummy, back, sides, feet and feet and hands.

Development

Link two or three balances positions together, e.g., tummy, to side, to one foot. Repeat. Travel, and on signal, repeat your little balance sequence when you are in a good space. Choose another way of travelling (not on your feet). On signal be very still and hold the shape.

Coaching Points

Arms in correct position for support. Holding body parts as still as possible (especially torso). What body parts are taking your weight?. Which balance positions did you find most difficult and why?

Area

School hall or outside space.

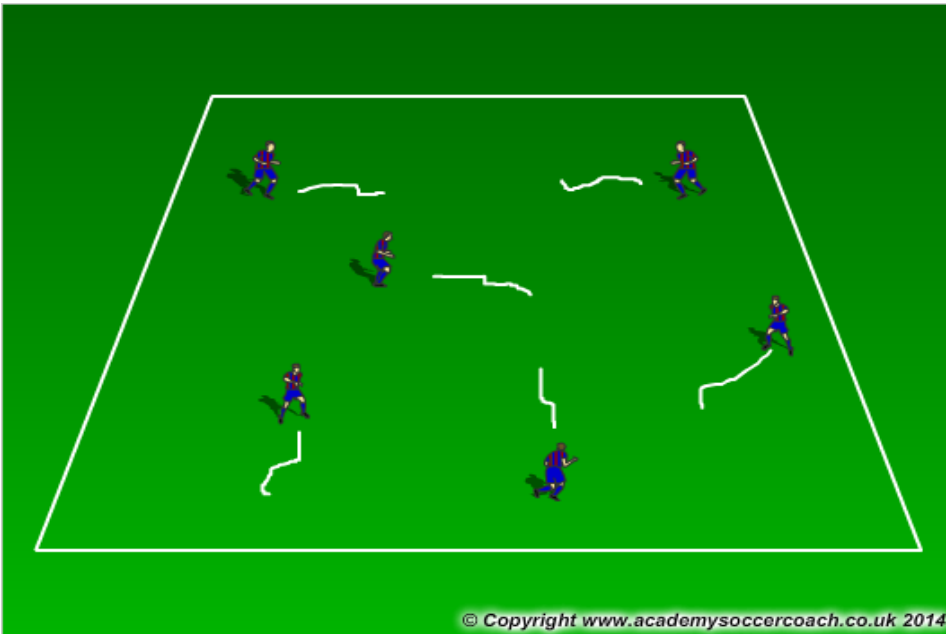
Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Warm Up (Skipping Rope Worm) #5



Maintain balance whilst travelling along a rope
Talk about their own and others' movements



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Give each child a skipping rope (if not enough then 1 rope between 2). Each child places the rope on the ground like a worm. They then walk along the worm trying to reach the end without falling off.

Development

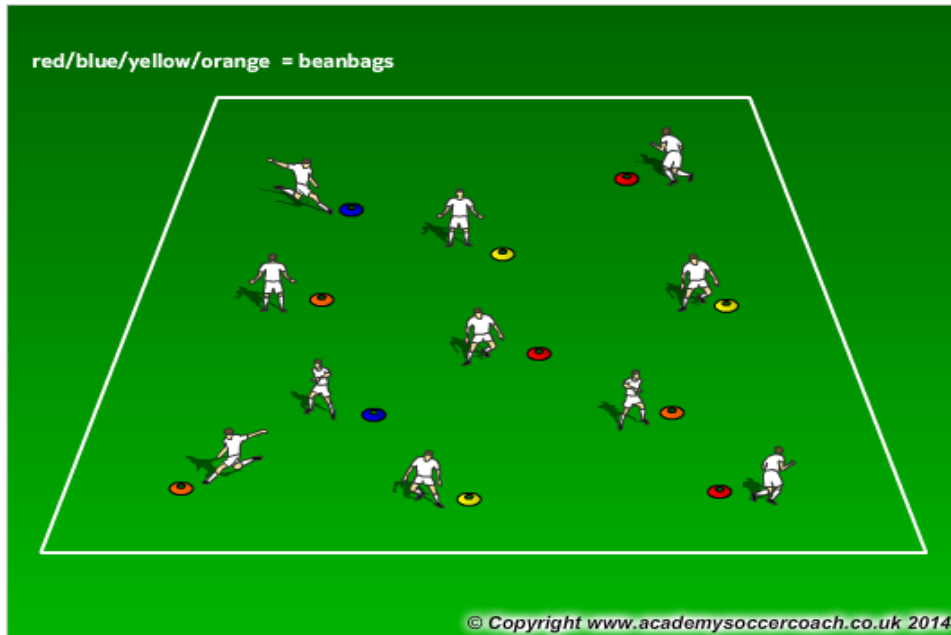
To make it harder put the children into groups of 2 with 2 ropes on the ground together making 1 longer rope. If they fall off the rope they must start at the beginning again. Every time they complete the rope without falling off they get a point.

Coaching Points

Keep your head up and straight. Holding body parts as still as possible (especially torso). Keep back straight. Keep arms out for extra balance support.

Balance - Warm Up (Baby Bean) #6

Perform a short sequence of travel, be still, travel, be still
Travel whilst balancing object on different body parts



Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Each child has a beanbag (Baby Bean). They then Place bean-bag approx 1m away and stand sideways on to it. Try to reach and touch beanbag with the nearest foot. Then try touching the bean bag with nearest hand. Then furthest foot and furthest hand.

Development

Travel with beanbag on head. On signal, 'freeze'. Then move from standing to sitting. Travel with beanbag on different body parts, 'freezing' on signal. Choose your favourite balances on any part or parts of your body.

Coaching Points

Keep your head up and straight. Holding body parts as still as possible (especially torso). Keep back straight. Keep arms out for extra balance support.

Area

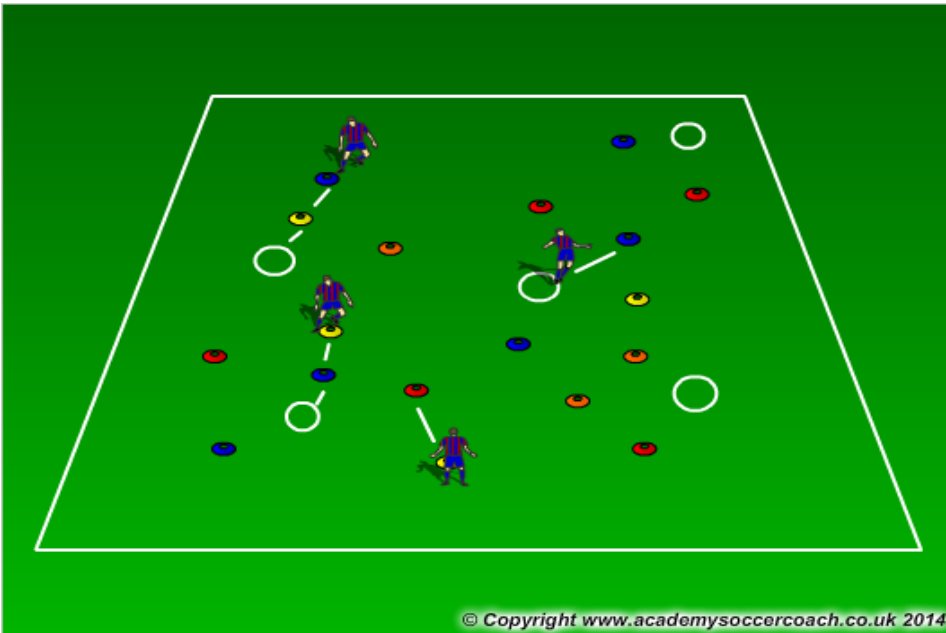
School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Warm Up (River Run) #7

Develop body awareness through varying body movements
Develop problem solving capabilities



Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Place lots of equipment around the hall (hoops, hands and feet, floor spots etc.). the children then have to move from each piece of equipment and are not allowed to touch the free space in the hall, e.g. they have to move from floor spot, to hoop, to hands and feet.

Development

Assign each piece of equipment with a command. E.g. Hoop = balance on back, Floor spot = balance on 1 foot. Hands/Feet = balance on 1 foot and 2 hands.

Coaching Points

Keep your head up and straight. How must you land when moving in between equipment. How can you move around the river?

Area

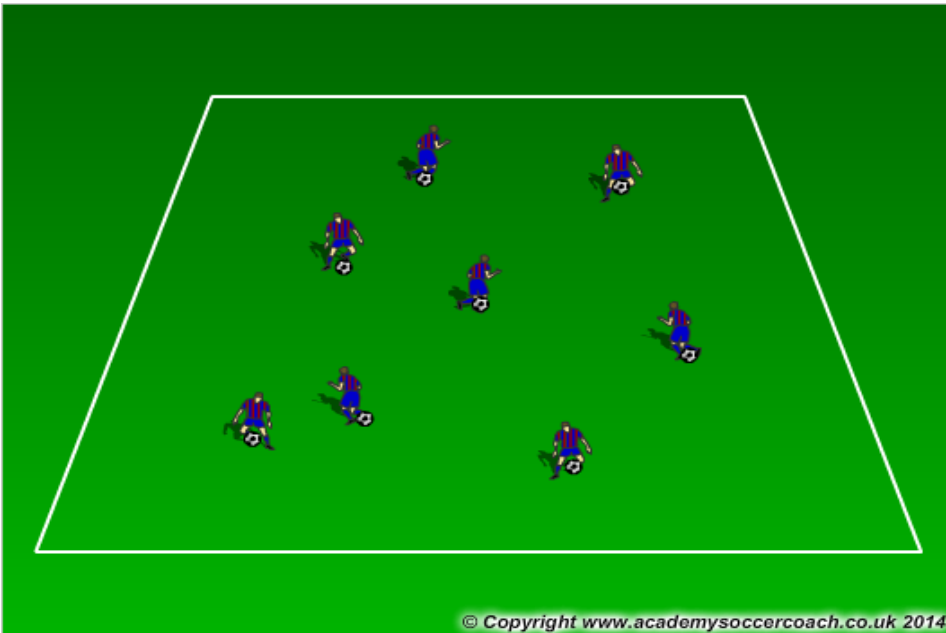
School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Warm Up (Animal Kingdom) #8

Develop body awareness through varying body movements
Develop a good centre of gravity



Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Each Child moves around the hall like an animal of their choice. Exploring different ways to move and practicing keeping low to the ground.

Development

Give each child a ball, ask the kids can they move around like a monkey whilst holding the ball? Can they move around like a frog or rabbit whilst holding the ball? What other animals move low to the ground.

Coaching Points

Keep low to the ground. Bend your knees. How can you move faster?

Area

School hall or outside space.

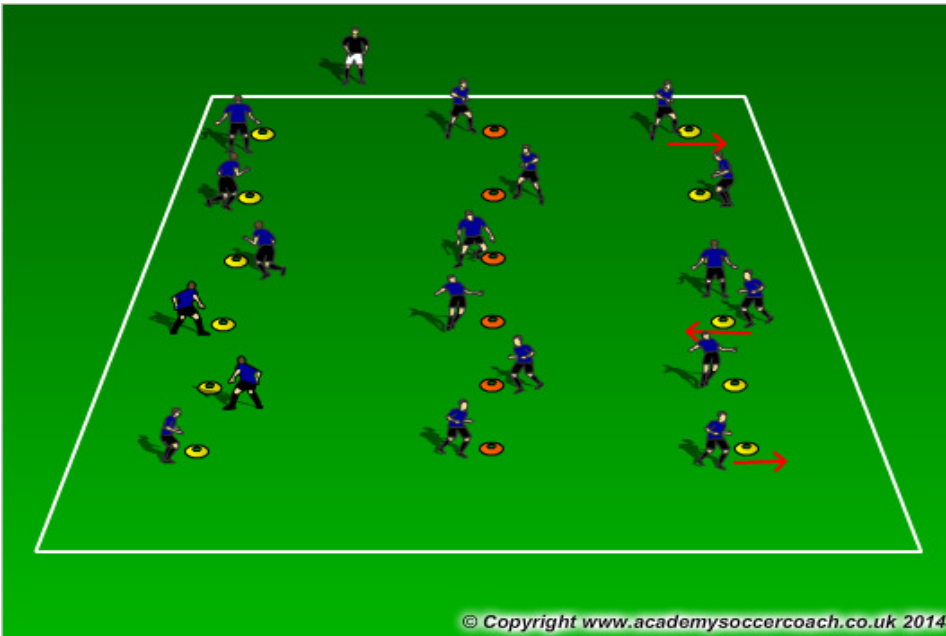
Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Warm Up (Hopping, Jumping, Walking) #9



Develop improve balance
Develop running technique



Rules

Participants will start by finding a spot laid out in the hall. There will be a spot for each participant. Participants will jump back and forth over their spot. Participants will then be instructed to jump side-to-side, then 2 jumps forwards and 2 back. This will then be replicated with hopping.

Development

The activity can be progress by replicating the previous action but with hopping. Additional difficulty can be added by requesting the participants to close their eyes and perform the same actions.

Coaching Points

Coaches should observe the following technique:

- Knees bent while jumping
- Use arms for more power in jump, to also help us balance
- Head up, eyes looking forward
- Land on balls of feet

Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Colour spots or discs should be laid out over the activity area.

Balance - Warm Up (Sharks and Islands) #10

Develop improve balance
Develop spatial awareness



Rules

Participants will move around the marked area, when a shark attacks them (Chaser tries tip them on shoulder or arm), they have to move onto an island to stay safe (hoop on the ground). If a player is tagged they must perform a certain exercise such as, star jumps or bounces and then play on. Participants can only stay on the island for a maximum of 5 seconds. Participants are encouraged to perform a balance exercise when they are on the island.

Development

The activity can be progressed with the participants having to move to the instruction of the coach. For example the coach could call, bounce, hop, skip, tip toes etc.

The activity can be further progressed to include the rule if a shark catches a participant then their roles are reversed. The time allowed to stay on the island can also be reduced or the number of islands (hoops) can be reduced.

Coaching Points

Coaches should observe the following technique:

- Body position while balancing on the island:
- Head up
- Eyes looking forward
- Chest out, stomach in

Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Hoops should be laid out over the activity area.

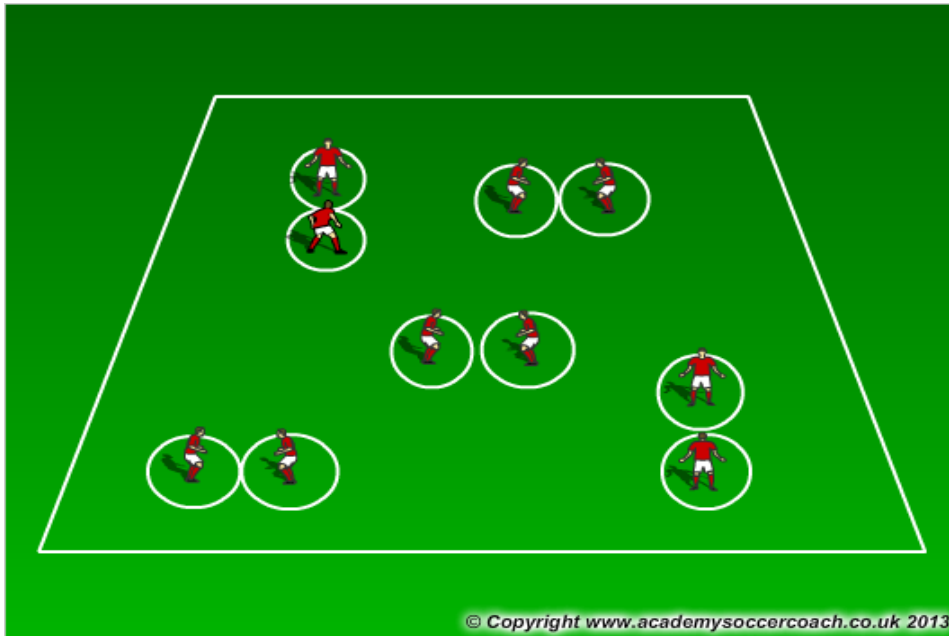


Curriculum Sports Programme

Balance - Skill Practice

Balance - Skill Practice (Hoop Push) #1

Improve ability to maintain and recover balance
Improve understanding of bases for good balance



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Pupils take a hoop each and find their own space. Place hoop beside your partners.

Rules

Pupils work in partners. Both pupils stand inside a hoop facing each other. The pupils press their palms together and then try to push each other off balance so that they have to step out of their hoop. If a pupil loses their balance (steps out of their hoop) then their opponent gets a point.

Development

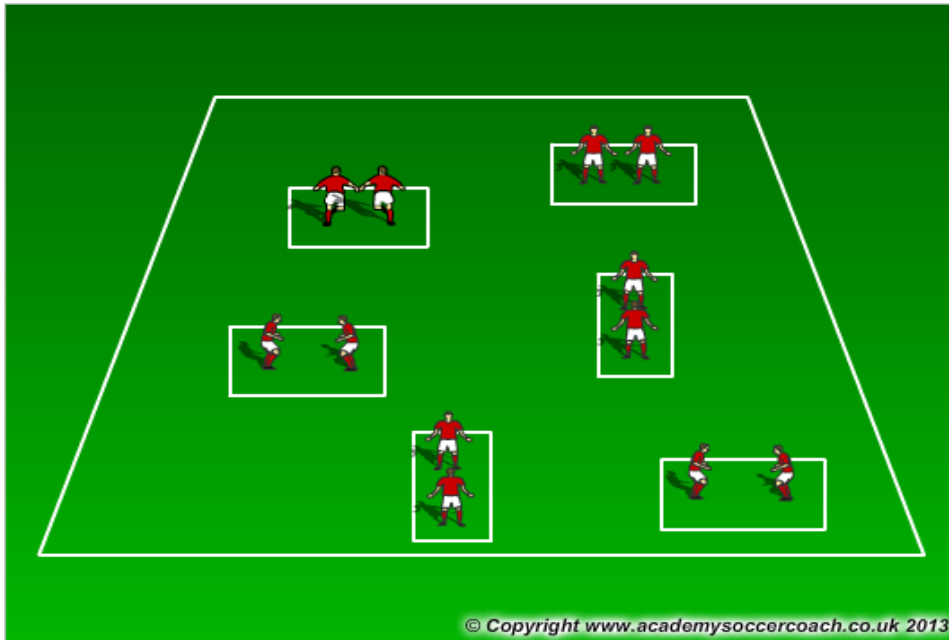
Can pupils think of different starting positions e.g. seated, balance on one foot, crouched down, kneeling. Play in groups of 3. Use beanbags – each pupil has a beanbag on their head and aim is then to get partner out of their hoop or get beanbag off their head. Encourage pupils think of any other ways to play the game e.g. use any other equipment

Coaching Points

Try to start with a good base – feet apart, knees bent. Encourage pupils to explore different bases and discover which ones worked best. Keep the game safe and fun.

Balance - Skill Practice (Partner Balance) #2

Improve pupils' ability to balance when dealing with external pressures/forces
Encourage creativity when balancing



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Scatter 10-15 mats around hall, 2 pupils per mat as shown in the diagram.

Rules

Pupils work with a partner on a mat. Coach provides pupils with a topic and the pupils take it in turns to perform a static balance related to this topic and their partner must attempt to copy it. Coaches should try and link the topic to a relative topic within the year groups class work, e.g. seasonal animals, letters, symmetry.

Development

Support balances – pupils work together to make the balance e.g. they both join together to make the letter 'A'. Resistance balances – one pupil gets into a balance and the other applies pressure gradually to see if it was an easy or difficult balance to knock over (encourage discussion in groups). Use equipment – repeat above progressions using beanbags and balls.

Coaching Points

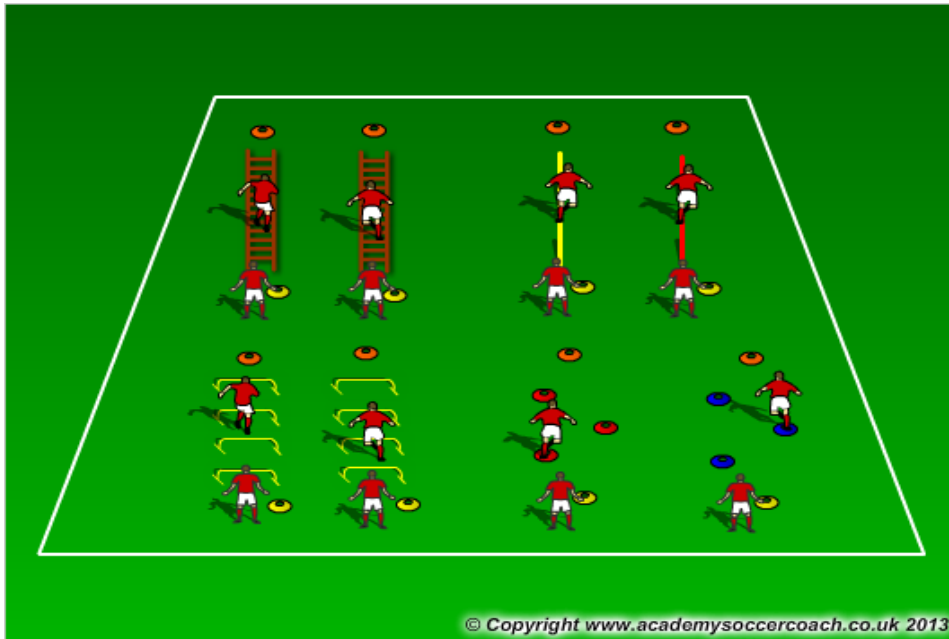
Maintain still and steady during static balances. Encourage creativity and imagination – can anyone come up with a balance that no one else has used? Discuss the balance of weight – why to we lose our balance?

Balance - Skill Practice (SAQ Multi Balance Station) #3



Improve dynamic balance

Understand the importance of good landings



Layout

4 activities with 2 stations of each activity as shown above.

Rules

Split class into 8 groups and start them at one of the yellow cones behind a balance station. The 4 activities shown are ladders, balance beams (benches turned upside down), stepping stones (spots) and hurdles. Pupils can move through the equipment in a variety of ways (let pupil choose or coach can specify). At the end of each station the pupil must land safely and with good technique on the orange spot. Next pupil only goes once pupil in front has returned. Pupils stay at the same activity for 3min before moving to the next one. Pupils can go round the circuit numerous times with the movement being changed each time.

Development

Use different/extra equipment, some schools may have climbing or gymnastics equipment which can be used. Change the technique or movement e.g. hop, leap, jump. Change the landing e.g. 2 feet, 1 foot, half turn before landing.

Coaching Points

Landing technique – knees bend, hands forward for balance, eyes looking forward, soft landing. Maintain balance throughout the different movements, not just the landing.

Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Skill Practice (Colours and Movement) #4



Improve ability to maintain and recover balance
Improve understanding of bases for good balance



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Participants will move around the marked area (free movement). The coach will introduce 4 different colours of cones. Each colour will represent a movement. Red = Hop, Green = Skip, Orange = bounce etc.

Development

This activity can be progressed by the coach renaming colours to different movements. The participants will then have to concentrate and remember which colour, requires which movement. This can be further progressed to the coach not calling colours out, but simply holding them in the air, to make participants lift their heads up.

Coaching Points

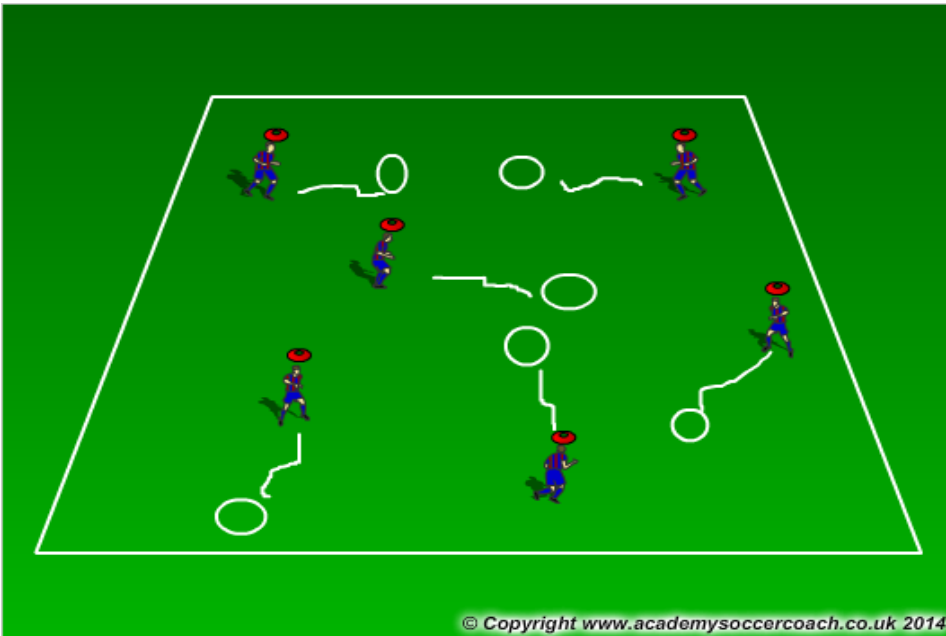
Coaches should observe the following points:

- Encourage good movement
- Show examples of good movement from other participants.
- Encourage enjoyment and fun within movement (example if bouncing, be a kangaroo or rabbit).

Balance - Skill Practice (Eels & Ponds) #5



Maintain balance whilst travelling along a rope
Talk about their own and others' movements



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

If possible give each child a skipping rope and hoop each. Place rope on ground like an 'eel'. Move along eel – on signal, be still on a named body part e.g. tummy, one foot, back. Move along eel from head to tail. Show a balance. On signal, Hop, skip or bounce to 'pond' (hoop) and show a different balance. Finish back at head of worm – be still.

Development

To progress this further give each child a beanbag and ask them to walk along the eel without dropping the beanbag. When they reach the pond they can put their beanbag down. Each time they successfully complete this they receive a point.

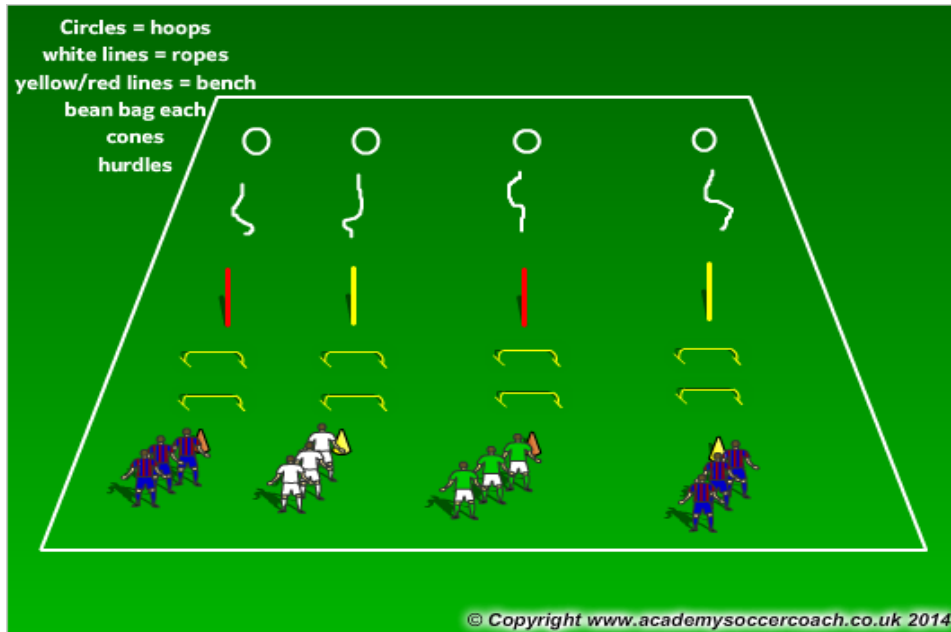
Coaching Points

Keep your head up and straight. Holding body parts as still as possible (especially torso). Keep back straight. Keep arms out for extra balance support

Balance - Skill Practice (Baby Bean Race) #6



Perform a short sequence of travel, be still, travel, be still
Travel whilst balancing object on different body parts



Layout

The participants should be organised into four groups and positioned as shown in the diagram.

Rules

Divide the class into 4/5 equal groups. Each group has a little slalom course which they must travel through whilst balancing the baby bean (bean bag) on their head. Each course contains a hurdle to step over, a rope to walk along and a bench to walk across.

Development

To progress this further, make it a competition. Place a hoop at the end of each course. When each child gets to the end they drop their baby bean in the hoop. First team to have all baby beans in the hoop wins.

Coaching Points

Keep your head up and straight. Holding body parts as still as possible (especially torso). Keep back straight. Keep arms out for extra balance support.

Area

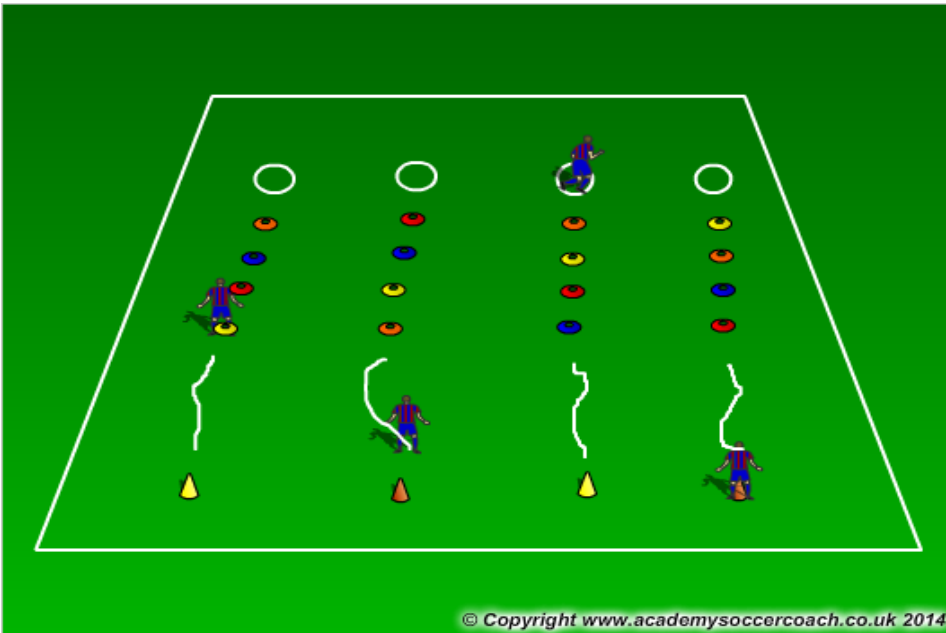
School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Skill Practice (River Race) #7

Develop body awareness through varying body movements
Problem solving



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be organised into four groups and positioned as shown in the diagram.

Rules

Divide the class into 4/5 equal groups. Each group has a little slalom course made of 'steeping stones' which they must travel through. Use the same equipment as in previous game. The children are only allowed to move through the course using the stepping stones and if they fall off into the river (floor), they must start again.

Development

To progress this further, make it a competition. Place a hoop at the end of each course. When each child gets to the end they drop their baby bean in the hoop. First team to have all baby beans in the hoop wins.

Coaching Points

Keep your head up and straight. How must you land when moving in between equipment. How can you move around the river? How can you avoid falling into river?

Balance - Skill Practice (Monkey Race) #8

Develop body awareness through varying body movements
Problem solving



Layout

The participants should be split into 4/5 equal groups and organised as shown in the diagram. Cones should be placed in-between each group to separate them and create lanes for them to operate.

Rules

Place a hoop at the end of each teams course. Each child moves through their lane with the ball between their legs, placing 1 hand in front of the ball and 1 hand behind the ball. The team to place all their balls in their hoop first wins.

Development

To make this game harder, place obstacles in the way of each teams lane, i.e hurdles to step over, ropes to walk along etc.

Coaching Points

Keep low to the ground. Bend your knees. How can you move faster?

Area

School hall or outside space.

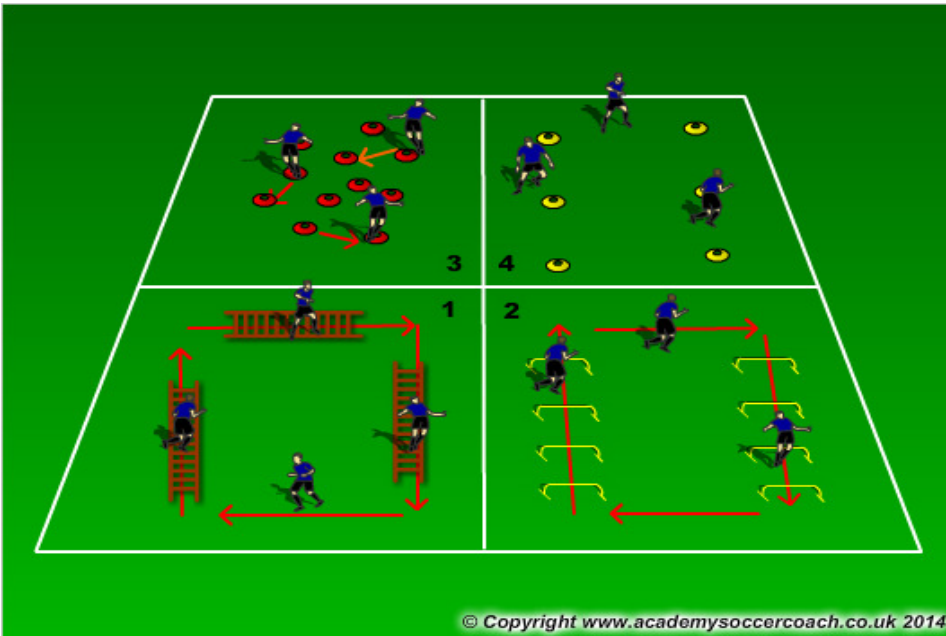
Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Balance - Skill Practice (SAQ Movement Circuits) #9



To explore how balance is required for movement
To learn correct techniques of movement



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be organised into groups as shown in the diagram above.

Rules

The area is divided into four stations, 1, 2, 3 and 4. Each station will represent a different movement

1. Ladders – one foot in each ladder.
2. Hurdles – two feet over each hurdle.
3. Spots – jump onto different spots.
4. Cones – move in and out of cones to the end cone.

Development

The activity can be progress in each of the stations as follows:

1. Ladders – variations, two feet in each, moving laterally etc
2. Hurdles – bunny hooping over the hurdles
3. Spots – quicker jumping movements
4. Cones – forwards, backs in and out of cones

Coaching Points

Coaches should observe the following technique:

- Balance, important to keep your balance with each movement.
- Head up straight, looking forwards
- Using arms, hand working from hip to temple of head
- Opposite leg and arm (mechanics)
- High knees
- Moving on balls of feet

Balance - Skill Practice (Body Part with a Ball) #10



To explore other ways of balance while using a ball
To incorporate countries and their football colours



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

5 different colour poster and placed are the edge of the playing area. Participants will be encouraged to spread out in area.

Rules

Each participant will have a ball and they will all carry it in their hands. As the participants move around the hall they must not drop their ball. The coach will call out a country, when participants hear this country they must move to the part of the hall which has that colour poster on the wall and put their foot on the ball.

Development

The activity can be progress by introducing different parts of the body on the ball such as knee, bottom, head etc. The activity can be further progressed by introducing a bouncing ball while moving or a dribble of the ball while moving.

Coaching Points

Coaches should observe the following points:

- Hold the ball in two hands with arms underneath
 - This will also make balance more of a challenge
- Head up looking for space and looking for colours
- Body shape while balancing foot on the ball
- Head up, eyes straight
- Arms out wide, one leg up



Curriculum Sports Programme

Balance - Game Practice

Balance - Game Practice (Bubble Game) #1



To balance on one foot in a game setting
To perform balance on coach's call straight after



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be spread throughout the area.

Rules

The participants should move around the area by hopping, skipping or jumping. On the coach's call the participants must freeze. To freeze the participants must balance on one foot. Participants will stop balancing when the coach calls to restart their movement.

Development

Participants are encouraged to use their imagination in how to move around the area. The activity can be progressed by requesting participants to balance on their least preferred foot.

Coaching Points

Coaches should observe the following technique:

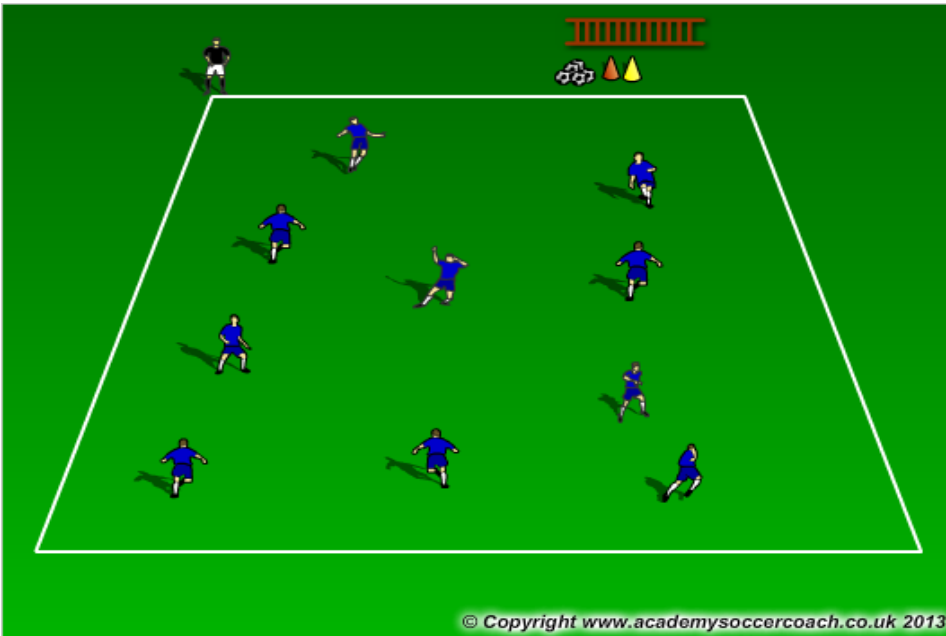
- Head up to find space within area
- Creative movement while staying balanced
- Stabilising body before they balance
- Balance position on one foot (standing leg bent, arms out)
- Look straight ahead

Balance - Game Practice (Body Parts) #2



To explore other ways of balancing

To understand different types of balance and their importance within sport



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be spread throughout the area.

Rules

Participants will be encouraged to find a space within the marked area. Within their space they will try new ways of balancing on different body parts. For example:

- 2 feet, 1 hand
- 2 hands, 1 foot
- Bottom, no hands or feet

Development

The coach can demonstrate different ways of balancing on 2 feet and one hand, or 2 hands and one foot. The participants should then be given time to help and guide each other in pairs to balance in different creative ways.

The activity can be progressed to the coach calling out a number and the participants have to balance on that number of body parts.

Coaching Points

Coaches should deliver on the following points:

- Allow creativeness.
- Encourage thinking
- Experience new ways of how to balance
- Point out times they may use these positions during sports

Balance - Game Practice (3 Spot Challenge) #3

Improve pupil's teamwork and decision making skills
Reinforce landing technique



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Clear hall, identify a starting and finishing point. 3 spots per group.

Rules

Pupils work in groups of 2 or 3. They will have 3 spots between them. Using the 3 spots the pupils have to work out how they can get one of the pupils across to the other side of the hall without them touching the hall floor. Pupils take it in turns to be the one who isn't allowed to touch the floor. Encourage the pupils to use different jumping and landing techniques. If the chosen pupil touches the ground then they swap the chosen pupil and go back to the start.

Development

Add equipment to block some of the pathways across to the other side. Use other equipment to balance on e.g. balance/agility mat, hands and feet throw down mats, dome cones. Only allowed one foot on each mat. Work in groups of 3 and then instruct 2 of the pupils to stay off the floor. Add 'treasure' (beanbags/balls) the pupils must get to the other side as well without touching the floor

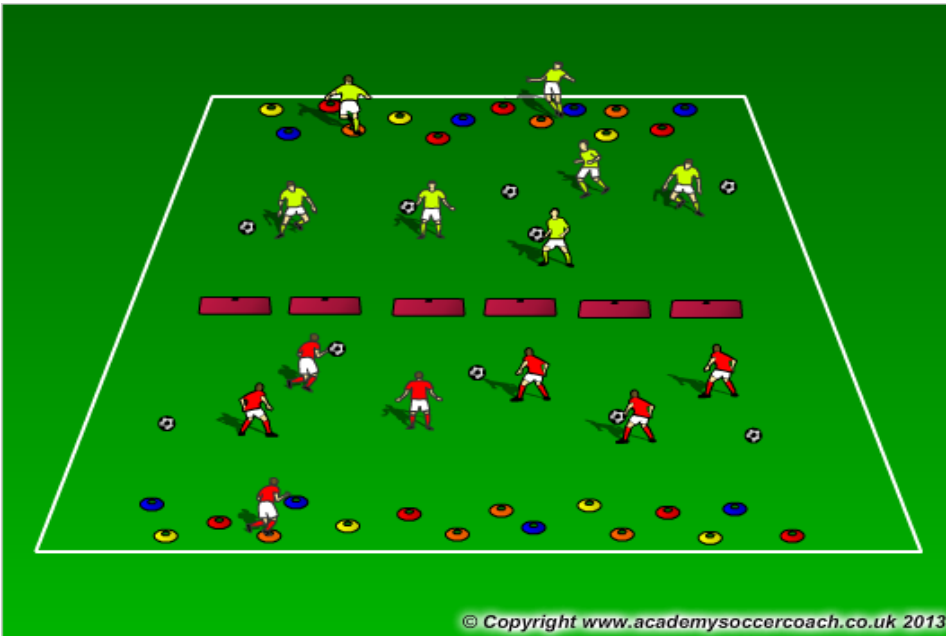
Coaching Points

Teamwork – talking and listening skills. Encourage creativity by telling the pupils to explore different ways to move from spot to spot – encourage them to create unusual pathways rather than just a straight line. Reinforce technical points on their chosen movements. Reinforce landing technique – see above.

Balance - Game Practice (Balance Dodgeball) #4



Understand the important link between good balance and effective dodging
Improve the ability to balance on the move in the response to external stimulus



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Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Split hall in half and set out 2 dodgeball courts similar as the one pictured in the diagram.

Rules

Split class into 4 even teams. Have 2 teams on each court to play against each other. Have an even number of soft balls on each side (approx 3/4). Pupils must throw the balls in an attempt to hit any of the players on the opposing team. Aim should be below the shoulders. Anyone who gets hit by a ball must go to the back of the court and complete the stepping stones challenge using a movement of their choice – hop, jump, leap. Rotate the teams every 2-3min.

Development

Change the challenge if hit by a ball e.g. perform a static balance, use different equipment at the back of the court (hurdles, ladders, mats). Must stay on your feet at all times, any loss of balance is the equivalent to being hit by a ball. Must be on one foot when throwing.

Coaching Points

Maintain good balance throughout all aspects of the game. Stance – knees bent when dodging to maintain balance. Small quick steps, on balls of the feet to dodge and keep balance.

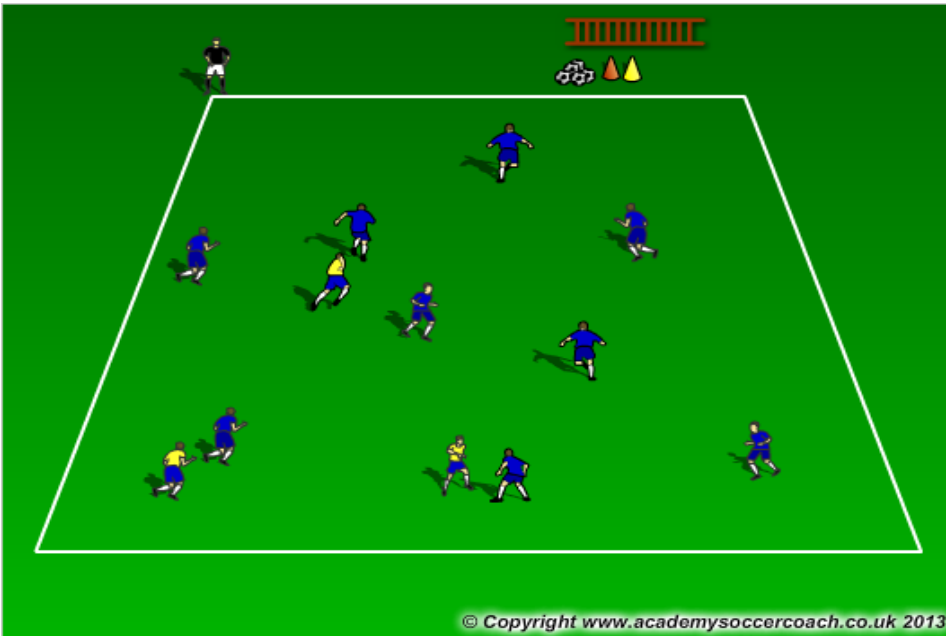
Questioning

Why would you want to keep good balance during the game of dodgeball? What would happen if you lost your balance? How does good balance help with effective dodging?

Balance - Game Practice (Stuck in the Mud) #5



To perform a stationary balancing position
To understand spatial awareness



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be spread throughout the area. The group are organised into Mud Monsters (chasers) and ... (runners). Two participants will become chasers and wear bibs.

Rules

The Mud Monsters can catch participants by simply tipping their shoulder or back. If a participant is caught they freeze on one foot with their arms out. This participant can be freed by another participant who runs under their arms.

Development

The activity can be progressed by adding more Mud Monsters (chasers). If caught the participants should balance on their bottom with legs in the air until a friend crawls under their legs to free them (under the bridge).

Coaching Points

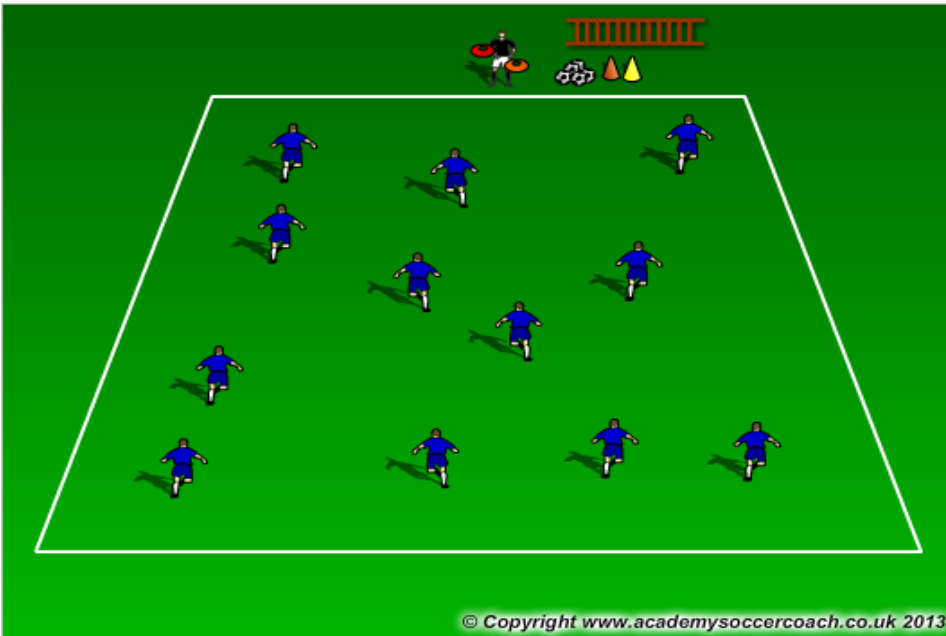
Coaches should observe the following technique:

- Holding a balance position
- Head Up
- Arms out
- Standing straight chest out
- Communication to other participants to be set free

Balance - Game Practice (Traffic Lights) #6



Perform a short sequence of travel, be still, travel, be still
Travel whilst balancing object on different body parts



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should spread out within the playing area and in a space so to keep a safe distance from other participants.

Rules

Participants will move around the marked area, guided by cones in colour of traffic lights. Participants must, Go = Green, Get Ready = Orange, or Stop = Red. All movements will relate to balance. When coach holds a red cone up participants must stop and balance on one foot.

Development

The coach will no longer call out the colour being held up, so participants will have to have their heads up to see, while also looking for space. Participants will be asked to balance in different ways and use their creativity.

Coaching Points

Encourage participants to keep their head up to ensure that they can look for space and see what colour is being held up. The coaching point for a balanced position for one foot is as follows:

- Standing leg with foot planted on the ground
- Arms out to the side and body straight
- Eyes looking forwards.

Try to come up with a new way of balancing, allowing participants to be creative.

Balance - Game Practice (Freeze and Thaw) #7



To perform a stationary balancing position
To understand spatial awareness



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be spread throughout the area. The group are organised into freezers (chasers) and thawers (runners). Two participants will become chasers and wear bibs.

Rules

The freezers can catch participants by simply tipping their shoulder or back. If a participant is caught they freeze in their caught position and will hold this until they are thawed out. This participant can rejoin the game if they are touched by another participant (thawer).

Development

The activity can be progressed by adding more freezers (chasers). The thawers can also be encouraged to use a chosen locomotion to movement through the playing area and avoid contact with the freezers.

Coaching Points

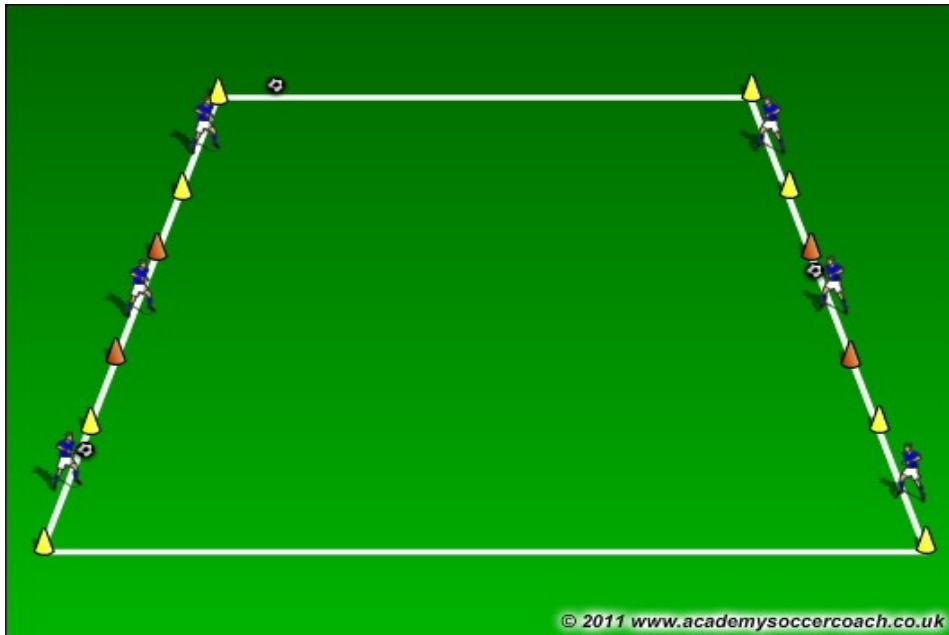
Coaches should observe the following technique:

- Holding a balance position
- Head Up
- Arms out
- Standing straight chest out
- Communication to other participants to be set free

Balance - Game Practice (Line Balance) #8



To develop an understanding of that balance is achieved when the Centre of Gravity is over the supporting base



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Participants are organised in pairs and are spread out evenly inside the playing area. The distance between the pairs will be determined by the coach. Cones can be used to mark out the line if there are no lines present on the surface.

Rules

Participants try a range of static balances while on a line, holding a ball, throwing and catching a hoop, ball, large ball, balancing a bean bag on their head etc.

Development

The coach can vary the activity by introducing movement, varying the speed of movement and direction of movement.

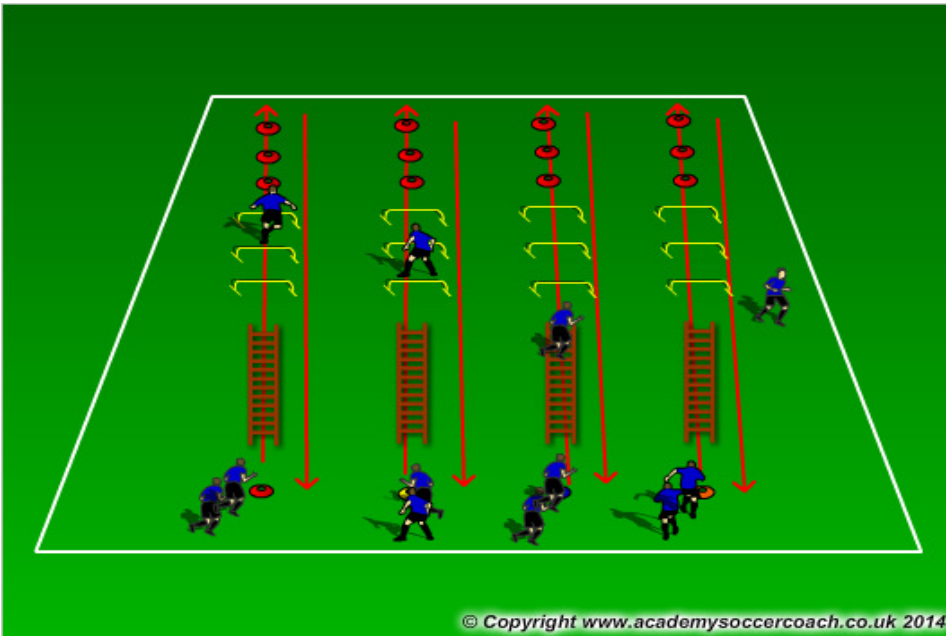
Coaching Points

Question the participants on the balanced position they adopt and how they stay balanced while completing the various tasks. Highlight the various positions the participants adopt with their body parts to maintain balance.

Balance - Game Practice (SAQ Jungle Run Course) #9



To perform a variety of movements which will incorporate balance
To use these movements at a higher tempo



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The area is laid out with equipment in 4 lines and with 4 groups of equal numbers behind the starting cones.

Rules

The area is laid out with equipment in 4 lines and with 4 groups of equal numbers behind the starting cones. Participants will each go twice (this can depend on time and amount of people per line). Participants perform the shown movement racing against the participant in the other lines beside them. The participants should run back to the start and high 5 the next participant.

- Hurdles – one foot over each hurdle
- Ladders – Two feet in each space
- Spots – Two feet together and jump

Development

Each race can be changed to suit the ability level of the participants.

Easier - all hops and jumps through the course

Harder - jumping in and out of ladders, hopping over 2 spots etc.

Coaching Points

Coaches should observe the following technique:

- Use of the arms for balance when appropriate
- Correct movement technique, head up, eye forward, high knees and moving arms, making hand go from hip to lip

Balance - Game Practice (Remote Control with a Ball) #10



To perform a stationary balancing position, with a ball
To help with ball familiarisation / different movements



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

The participants should be spread throughout the area with a ball each.

Rules

Participants will move around the marked area, with the ball in their hands. On the coaches command they must perform the following actions:

- Play - move with ball in hands
- Change Channel - Jump over the ball, side to side
- Pause - sit on the ball
- Fast Forward - ball on the ground, perform 5 toe taps
- Rewind – Move back backwards with ball in hands.
- Stop - 1 foot on the ball, balancing on standing leg
- Eject – throw or kick ball above head height

Development

The activity can be progressed by encouraging the participants to move at different speeds. Participants can also dribble the ball with their hands and feet to increase the difficulty of the activity.

Coaching Points

Coaches should observe the following technique:

- Use of the arms for balance when appropriate
- Correct body shape for balance actions
- Correct movement technique, head up, eye forward, high knees and moving arms, making hand go from hip to lip