

Balance Lesson Plan TRAIN @ School

Objectives

- Define balance and what sports it is used in
- Apply balance to sports

Outline

- Introduction :
 - Stand like a Flamingo contest
 - Sports that apply to balance
- Instruction:
 - Define balance
 - Modeling
 - Discussion
 - Application
- Activity:
 - Hula-hooping
 - Coffee can stilts (*optional)
 - Tight rope walking

- Rhythmic gymnastics
- Artistic roller skating
- Equestrian



Special Olympics

TRAIN
♡ ♡

Supplies

Time: 15-60 minutes

Materials

Hula-hoops, tape, timer, props (scarves, beanbags, etc), coffee can stilts

Resources

Special Olympics Website : <http://www.specialolympics.org/>
TRAIN SO Website <http://trainso.blogspot.com>

Balance

- Time: 15-60 minutes
- Materials: Tape, hula hoops, books, dance props, timer, music
- Objectives:
 - Given proper instruction balance, students will verbally tell their teacher when asked, what “balance” is along with the sports with which it’s associated.
 - Students will apply their knowledge of balance in participating balance activities such as hula hooping, stilt walking, and tight rope walking (by walking on a strip of tape).
- Introduction to Lesson
 - Have the students spread out across the gym. **We’re going to have a little contest. I want you all to stand like a flamingo. Flamingos tend to stand on one leg. I want each of you to stand on one leg, and we’ll see who can stand the longest.** Teacher needs to demonstrate how to stand like a flamingo. Teacher should stop after the contest after a minute, whoever is still standing can be considered the “winner.”
 - List of sports that involve balance. **Sports such as rhythmic gymnastics, artistic roller skating and equestrian all involve balance. Today we are going to talk about balance and how it applies to sports.**
- Instruction
 - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
 - Discuss the topics of balance
 - Define balance
 - **Balance is the ability to stay upright and stay in control of body movement.**
 - Modeling / Demonstration
 - **When we stood like flamingos, we were balancing. Everyone has different balancing abilities.**
 - Discussion
 - **What type of sports do you guys like to play that involve balancing?** (Allow students a few minutes to talk and discuss).
 - Application
 - Teachers can use the activities of hula hooping and tight rope walking to demonstrate the importance of balance. **In both hula hooping and tight rope walking balance is used. Balance is used to maintain stability of your body so you don’t fall.**
- Activity

- Hula Hooping

- Have students space out around the gym. Instruct the students on the proper hula hooping techniques. **Hula hooping can be a bit hard, to hula hoop, start out by holding the hoop against your back. You may want to place it a little above your waist. They, rotate the hoop around your waist, and shift your weight back and forth on your feet to keep the hoop moving.** Continue on to have the class engage in a variety of activities with hula hoops. Some activities could include a king of the mountain competition to see which student can continuously hula hoop the longest. There is also a competition to see which student can complete the most hula hoop revolutions in a thirty second time period. Another competition can be a one minute time period to see you can do the most revolutions. The teacher can demonstrate different types of hula hooping such as hula hooping around the neck, hip, ankle or adding multiple hula hoops. Then allow the students to have free style hula hooping session.
 - Planned Differentiation: Have a variety of hula-hooping games for the students to participate in. Make the activities more or less competitive. Vary the size groups of competitions or free styles
 - Guided Practice: The teacher will assist the student in revolving the hula hoop around their body. There does not have to be any competitions or any winners of the game. Allow the students to have free style hula hooping the whole time.
 - Limited Guidance: Divide the students into smaller groups allowing them to have smaller competitions or free style. The teacher will supervise the groups.
 - Independent Practice: Students can be separated into smaller groups for the competitions then the winners of the groups can then compete until there is a single conqueror. The teacher may watch from the sideline.

- Stilt walking

***** (This is an optional activity; it is up to each school and teacher if they feel comfortable in using this activity to help teach balance.)**

- Use coffee can stilts (two empty 1lb cans of coffee, with holes drilled into the side and string looped and tied to have something to hold onto) to practice balance with your students. Instruct the students on how to use the coffee can stilts; it is advised that the teacher demonstrates this.

Walking on stilts is a great way to practice balance. We are going to use these homemade coffee can stilts to practice this. You step on the stilts (one foot on each can), and hold the loop that is attached to the can. Take a step forward, lifting you foot and the can together. Take a step with the other foot and can. You're now walking on stilts! Remember to keep your head up so that you know where you are going. If you like this idea and want to do this at home, be sure to ask your parents, and get their permission, and have them supervise. The class should line up in two lines (A & B), and stand on opposite ends of the designated path. The first person in line A will walk with the stilts to the second group, and hand off the stilts to the first person in that line B, who will walk back to line A and hand off the stilts to the 2nd person in line A. This pattern will continue until everyone has had a chance to walk on the stilts. It is very important that initially the teacher supervises each person walking on the stilts. The other students can encourage their classmate who is walking on the stilts.

- Planned Differentiation: This activity can be varied by how advanced the students are when it comes to stilt walking. If they feel comfortable with it, and the teacher is confident in their ability and safety, more than one individual can be walking at a time, if there are enough stilts. Also, the length that the students walk can be varied.
 - Guided Practice: The teacher walks along side the student who is walking on the stilt, in order to help them keep their balance, prompting and encouraging them in what they should do. (**Hold the loop, lift up your foot and the coffee can stilt together, and take a step forward. Good job. Now step with the next foot.**)
 - Limited Guidance: The teacher walks along side the student who is walking on the stilts.
 - Independent Practice: The teacher supervises from the side as the student walks on the stilts.
- Tight rope walking
 - There should be several lines of tape on the floor spread out throughout the gymnasium. The tape should be at least 15 feet. The students should be in several small groups lined up at one end. Inform the students from the beginning that this activity is not a race, and then allow them to begin. (**This tight rope walking activity is about being able to maintain your balance. It is not a race, each one of us may take a different length**

of time to walk the line, and stay balanced.) If a student is unable to maintain their balance, they should start from the beginning again. After all the students have completed the tight rope walking successfully three times. They can be given props to add a challenge such as umbrellas, fans, scarves and canes.

- **Planned Differentiation:** This activity can be varied by the length of the tight rope (line of tape), along with the various props that are used. Also, when introducing this lesson, it can be associated with various events. Relating tight rope walking and the circus may be more appropriate for early elementary school students than older students. The sizes of teams the class is divided into can vary as well.
 - **Guided Practice:** The teacher can assist the student by standing beside them to help them balance along the tape. The student does not have to start from the beginning if they cannot maintain their balance. All the students can go down the same tight rope line.
 - **Limited Guidance:** Teacher divides class into a couple teams to go down the tight rope lines. The teacher supervises closely. The student can use props after completing the tight rope activity by them self.
 - **Independent Practice:** The class can be divided into several small groups. After completing the tight rope activity three times the students can use props. After using the props the students can attempt to juggle scarves, balls, pins or rings while keeping their balance walking down the tight rope tape.
- **Conclusion / Wrap up**
 - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about balance. Who can tell me what balance is?** (Teacher calls on student). **What sports do we find balance in** (Teacher calls on a student). Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

