

Materials	Bean bags or a similar object to balance (e.g., dried beans or rice in a baggie)
Learning Outcome	Practice different ways of balancing an object and maintaining stability.

Description

Provide the child with an object that they can balance on different body parts. Ensure there is enough space to do the activity away from any safety hazards. Encourage the child to start by balancing the object while stationary and then have them balance it while moving around the space. Challenge them to try to balance it on different body parts (e.g., head, upper arm, hand, back of the neck, foot, etc.).

Discuss with the child why being able to balance our bodies and be stabilized helps us to be able to perform a variety of movements while also preventing us from getting injured. Brainstorm ways that the child has developed balance and stability from the time they were babies (e.g., sitting up by themselves, walking, riding a bike, landing a jump, etc.). Balance refers to controlling your body when not moving and stability refers to controlling your body when moving. Ask the child what they think would happen if they were not able to balance themselves in a variety of daily tasks.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *What did you do with different parts of your body to keep the object balanced?*
- *How did your ability to balance the object change from when you started the activity to when you finished it?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
The child remains stationary and does not move through the space.	The child holds the object in the palm of their hand with their arm extended while moving through the space.	The child chooses the type of object they would like to balance (e.g., sensory object, stuffed animal).	The child follows another individual or, with permission, is manually guided through the space.