

Learning Outcome: Developing static balance, body and space awareness.



Setup

- Children, each with a mat, are spread out in a defined area with an even surface.
- Who can balance while making...?
 - A narrow/wide/twisted/curl shape with your body in a standing position
 - The same shape as above but resting on other part(s) of the body, (e.g. a wide shape while your hands and feet are on the ground)
 - A wide shape with your upper body and a narrow shape with your lower body
 - A twisted shape with your upper body and a curled shape with your lower body
 - A symmetrical/asymmetrical shape
 - A shape at different levels – low, medium, high
 - The shape of a letter of the alphabet, (e.g. X, T, C, F, I, L, O, V, Y)
 - A number shape, (e.g. 7, 6, 2)
 - The shape of the first letter of your name or your favourite number
 - Make the shape of a giant squash racket hitting a giant ball using groups

You Could Ask...

- Which body shape made it easy to balance?
- Could you be pushed over in that shape?
- Which body shape made it easy to be pushed over?

You Could Change It...

- Create a shape story: make up a travelling shape story, (e.g. move from a wide shape to a twisted shape to a curled shape). Keep the transitions smooth.
- Make group shapes: as a small group, form simple three or four-letter words, (e.g. OAR, BIRD, SUN, CAT, MAN).

Can you see?



Children being creative, tight muscles, balancing like a statue – not moving, eyes up.

Safety

No climbing or falling on each other.



Equipment



Mats if possible

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