

2 PRIME activity: Balance & stability

These activities help learners to focus on the specific fundamental skill of balance – in its widest interpretation

What do you need?

- Most of these activities can be performed without equipment. However, the following may be useful:
 - mats, soft floor covering;
 - bean bags, small paper balls (see Extension activity).

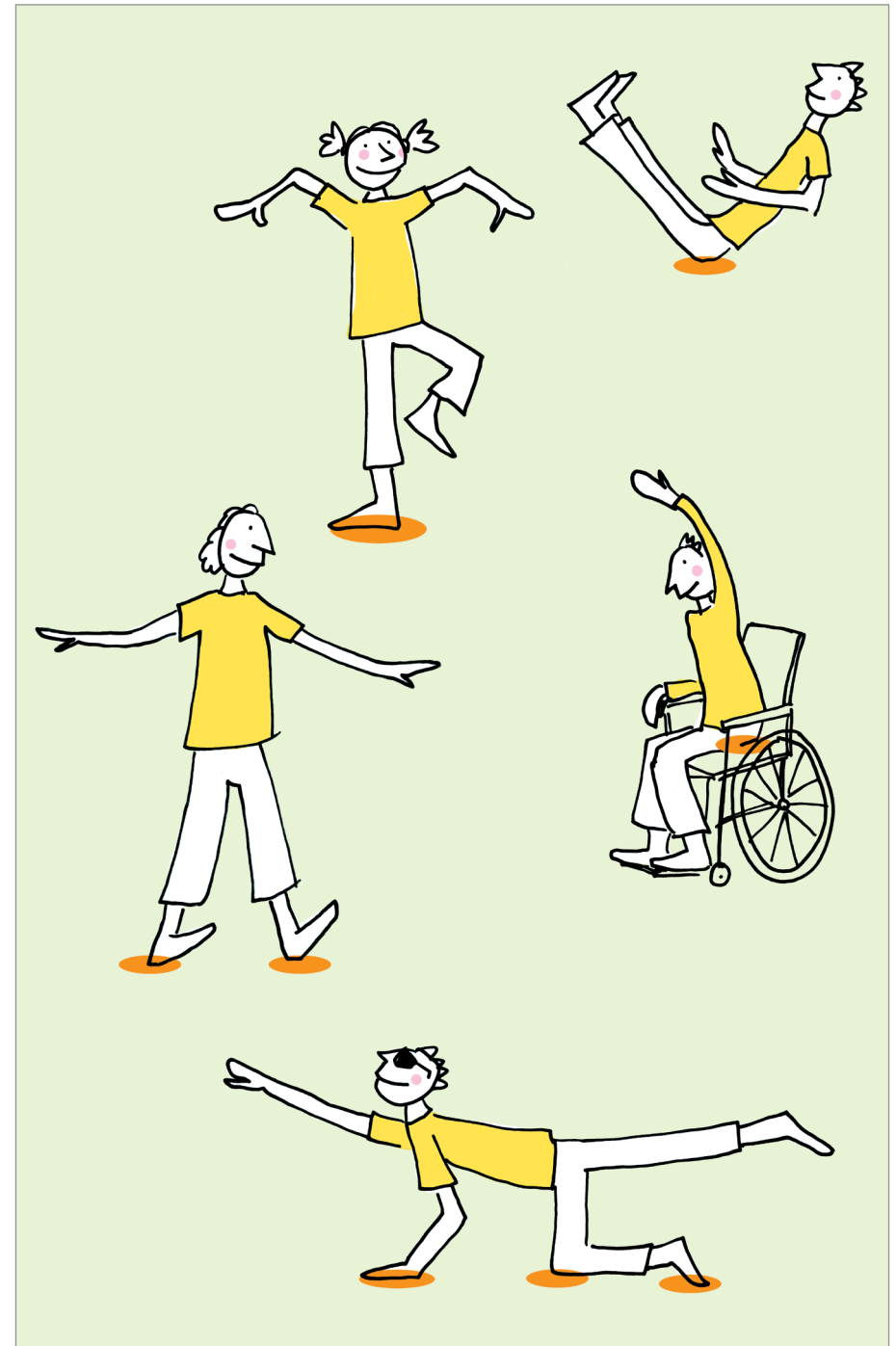
How do you play?

Creating a stable base (see STEP for variations)

- Ask learners to find a space and then show all the different ways that they can balance:
 - standing on both feet; then both feet together; then on tiptoes (note: what can they do with their arms to assist?);
 - progress to a one-leg balance: lifting one foot slightly; raised bent knee; raise knee then turn it to the side;
 - from a stable position, learners try to bend from the waist forward, backward and to either side; how far can they go before compromising balance?
- Wheelchair user or seated learner can find their most stable trunk position
 - then explore how far they can bend forward, backward or to either side.

Floor-based stability

- On a thin mat or on the floor, learners explore different ways of achieving a balanced position: e.g., different number of points of contact:
 - three point balance (e.g., both hands and one knee);
 - four point balance (e.g., fingers of both hands, toes of both feet);
 - two point balance (e.g., one elbow, one knee).



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Balance & stability

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
Space S	<ul style="list-style-type: none">• Ensure that there is sufficient space for each individual to explore different ways of achieving balance.• Space can be explored by the individual; e.g., wide or narrow balances.
Task T	<ul style="list-style-type: none">• Ensure that balance is achieved based upon the functional ability of each individual.• Challenge learners to find new and different ways to perform the same balance; e.g., two point balance can be both feet or one hand and one foot.
Equipment E	<ul style="list-style-type: none">• Where support is required, available equipment or items in the surrounding environment can be used:<ul style="list-style-type: none">– a chair can provide support;– lean against a wall with one or two hands in order to perform a one-leg balance.
People P	<ul style="list-style-type: none">• Learners can pair up and provide each other with support:<ul style="list-style-type: none">– one learner can find a stable position to enable the partner to achieve a supported balance;– both partners can achieve a mutual balance; e.g., each other, supported on both hands, palm to palm.

Extension activity: Balancing an object

Where persons are participating from a seated position, they can explore balance by balancing an object (e.g., a bean bag or a small paper ball), e.g.:

- Balancing the bean bag/ball on as many parts of the body as possible, such as:
 - on outstretched hand;
 - back of hand;
 - head;
 - knee;
 - foot.
- Introduce movement; e.g.:
 - whilst balancing the object on a part of the body, turn in different directions or lean forward or back;
 - try moving around the space in different directions.