

1 PRIME activity: Balance & movement

These activities enable learners to develop controlled balance with movement

What do you need?

- Thin mats or soft floor-coverings.
- Throw-down markers (e.g., rubber spots) or plastic marker discs (note a slip risk with these).

How do you play?

- These activities challenge each learners' balance and control.

Compass points

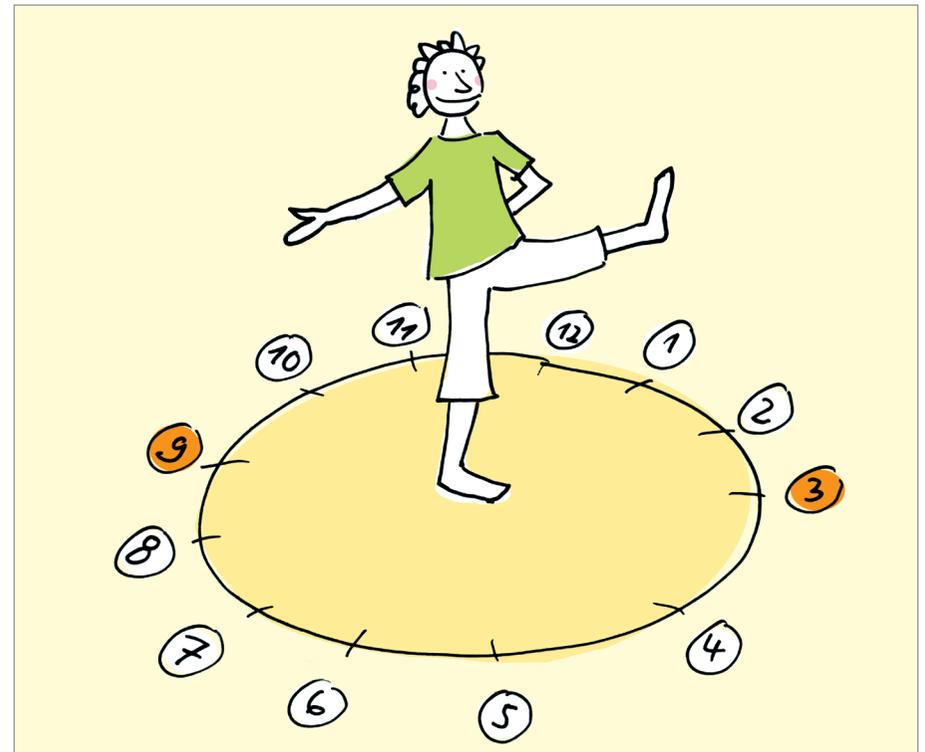
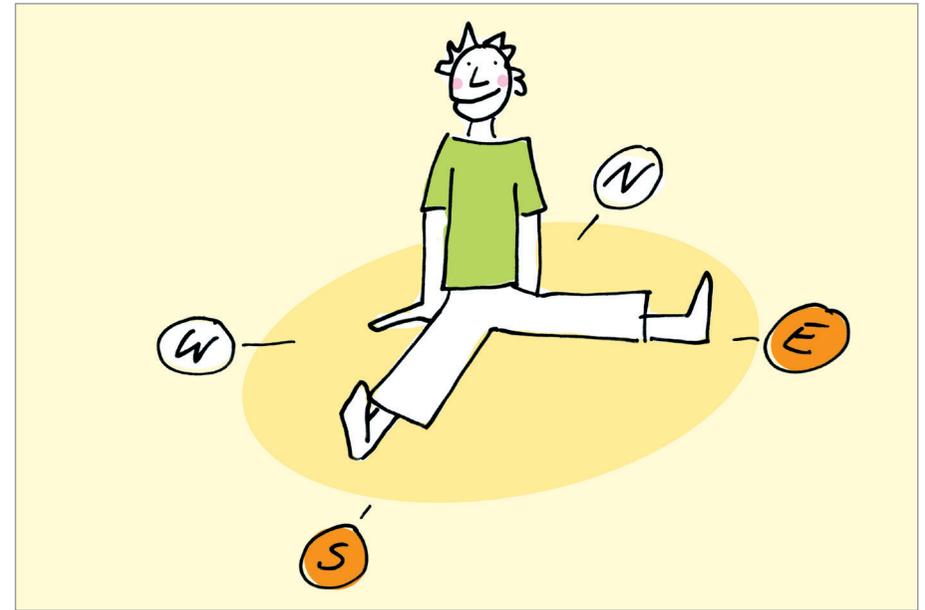
- Arrange four discs or throw-down spots in a circle around each individual representing points of the compass (or colours, or place names).
- Positioned at the centre of the compass, learners stretch/lunge to touch each point of the compass as directed by the coach or a partner; this encourages a transfer of weight.
- Vary the challenge by asking learners to keep one foot at the centre of the circle and stretch to the appropriate point with the other foot.

Clock face

- Arrange markers/spots in a circle representing a clock face.
- Learners stand, sit or kneel on a mat inside the circle.
- As directed by the coach or a partner, learners reach with hand or foot towards the appropriate disc.
- Try a sequence of numbers; learners stretch to each in turn; or use different parts of the body to indicate two/three numbers at the same time.

Who will benefit from balance & movement activities?

- All learners will establish a stable, balanced position from which movement can be generated.



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Balance & movement

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"> Begin with smaller spaces where the learners can easily reach the target markers; then increase to encourage more weight transfer.
Task T	<ul style="list-style-type: none"> Try find a stable base position in different positions (e.g., kneeling, one knee, sitting, sitting with support, standing). Progress to moving from each of these stable positions; (e.g., from kneeling, lean forward, sideways or back).
Equipment E	<ul style="list-style-type: none"> Use skittles or tall cones which can be reached more easily by seated learners or wheelchair users. Incorporate target objects at different heights above the learners; e.g., attached to a wall or suspended on string from a kendo shinai held aloft by two partners.
People P	<ul style="list-style-type: none"> Wheelchair users can turn their chairs to face the appropriate disc as directed. For vision impaired learners, the coach can issue instructions from behind the target disc/spot.

Extension activity: Balance challenges

These activities are designed to encourage learners to develop balance and counterbalance against an opponent.

Stepping stones

- Arrange throw-down spots or strips of masking tape on the floor to create a short trail.
- Learners walk, crawl on all fours or follow the trail in their wheelchair.
- For learners using walking frames, allow more space between each spot or mark out larger 'stones' using paper and tape.
- Change the positioning of the stepping stones to create different challenges (e.g., further apart, closer together, diagonals).

Pull & push

- In pairs, two learners hold a belt or a ball between them – no direct contact; each learner tries to push or pull the ball/belt in order to force their opponent off-balance.
- This can be done in a standing or seated position, or between a standing and seated learner.
- Impose a restriction; e.g., both learners must stand on the same line or in a small circular space; they try to force their opponent off the line or out of the space by pulling or pushing on the ball/belt.