



## Balance 1.3: Connect it, cross the river, feed the shark

3 - 5 year olds

### Introduction (2 - 3 minutes)

Greet the children and ask them to sit in a circle.

Explain any special safety rules for the day.

Remind children to stop, look, and listen when you signal (e.g. blow whistle).

Explain in 20-30 seconds what you will be doing today.

*Where should you look when you are balancing?*

**TIME:** 30 minutes

**SKILL:** Balance

**EQUIPMENT:** Low beam or bench, bean bags, hoops, tape or chalk

**ORGANIZATION/PROGRAM:**

**ACTIVITY LEADER:**

**GROUP NAME:**

**DATE:**

**DISCLAIMER:** The lesson plans and activities provided on this website are for educational purposes only. Physical activity is not without its risks and the activities provided on this website may result in injury. We disclaim any liability from and in connection with the activities provided on this website.

## Activity 1: Connect it (5 - 8 minutes)

- Leader asks the children to move around the activity space when music starts (walk, run, hop, gallop or skip).
- When the music stops, leader calls out two body parts.
- Children join together those two body parts and freeze in that position.
- Suggested body parts:
  - » *hand to foot*
  - » *foot to foot*
  - » *elbow to knee*
  - » *hand to shoulder*
  - » *head to hand*
  - » *knee to ankle*
  - » *foot to head (sit to do this)*
- Allow children to freeze for 3-5 seconds.
- The leader can ask the children to “switch” and join the opposite body parts together.

## Activity 2: Cross the river (5 - 8 minutes)

- Leader sticks tape on the floor to represent “logs”.
- Create different shapes (e.g. straight, zigzag, angled, squiggly).
- “Logs” can also be made with balance beams, foam blocks, skipping ropes, thin mats, etc.
- Leader must arrange the “logs” so children can move easily from one to another.
- Leader demonstrates how to walk along “logs” with arms straight out to the side, looking up as much as possible.
- Leader explains that when the music is on, children are to walk along the “logs” without falling off.
- *When the music stops, I want you to “freeze” on the log.*

## TIPS FOR INSTRUCTION

- Praise children for being creative.
- Demonstrate the positions for children who have difficulty.

## TIPS FOR INSTRUCTION

- If leaders help children to balance, stand beside them.
- Encourage children to take steps and not slide their feet.

## CUES

- *Head up*
- *Look forward*
- *Hold yourself steady*

### Activity 3: Feed the shark (8 - 10 minutes)

- Leader sets up a low beam or bench for children to walk across the “water”.
- Leader places a bucket or hoop on the floor at one end of bench. This is the “shark”.
- Leader gives each child a bean bag as “food”.
- Leader explains that they will work as a team to feed the shark.
- Leader demonstrates how to bring food to the shark by crossing the “bridge” (beam).
- *When you reach the end of the bridge, throw your food to the shark (hoop).*
- Children then return to the start of bridge and the next child goes.
- Explain that the goal is to get as many pieces of food into the shark’s mouth as they can before time runs out (2 minutes per round).

### Wrap-up (2 minutes)

Ask children to sit quietly in a circle.

Review what they learned today.

Talk about things the group did well.

### TIPS FOR INSTRUCTION

- Keep track of how many pieces of “food” go into the hoop.
- Repeat activity and challenge the children to beat their record.

### CUES

- *Arms like wings*
- *Arms straight*
- *Look forward*