

# Balancing in Interesting Shapes

## Activity

**Resource:** Early Learning Resource

**Grade(s):** Early Learning

## Curriculum Expectations

7.1, 8.1, 8.2, 8.3

See the *Kindergarten Program 2016* for details on the specific expectations.

## Activity Learning Goals

By the end of the activity children will be able to:

- participate actively in creative movement activities
- demonstrate spatial awareness
- demonstrate control of large muscles without equipment
- demonstrate balance, whole-body coordination and flexibility in movement

## Equipment

- Mats (optional)
- [Early Learning Anecdotal Recording Chart](#)

## Safety

Inspect activity area for safe traction and eliminate potential hazards. Clearly outline the boundaries for the activity making sure there is a safe distance between the activity area and the furniture/walls. Remind children to be cautious when moving, and to be aware of personal space.

## Assessment Opportunity

EL-K Team observation of children's demonstrated application of creative movement, active participation, spatial awareness, large muscle control and balance in movement can be recorded on the Anecdotal Recording Chart.

## Statues

Children skip in the open space. On the "stop" signal, children "freeze" in interesting shapes. Children hold the shape for a number of seconds. Repeat using a variety of locomotor skills (e.g., hopping, galloping, walking).

## Body Part Balance

- Name body parts and challenge children to balance with those parts touching the ground. Choose a number of body parts and challenge children to balance with 1, 2, 3, 4 or 5 body parts touching the ground.
- Encourage children to explore using different body parts when balancing in their own space. Children hold each balance for a count of three before changing their balance. Children attempt to move from one balance to another smoothly in their own space.

## Notes to EL-K Team

- Reinforce safety rules such as: move in your own space, move in control, and stop and go signals.
- Encourage children to make high, medium, and low shapes.
- Children can make shapes with a partner.
- Encourage children to count "1-2-3" out loud as they hold their balances.

- Look for smooth transitions from one balance to another.
- Define balance: being still or frozen like a statue.

## Connection Questions to Expand and Enhance Play

- Why is it important to move safely in the open space?
- How many different body parts can you balance on?
- How can you move your body from a high balance to a low balance?