

OVERVIEW

DURATION	5 mins
AGES	6+
PACE	2.20 - Easy walk
RPE	4.0 - Somewhat Hard
MILES RATING	0.18
STAGE(S) OF ATHLETIC DEVELOPMENT	Active for Life FUNdamentals (Age 6-9) Late Entry Learn to Train (Age 9-12) Train to Train
SKILL LEVEL	Beginner, Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Body: Coordination Life Skills Social: Working with others Physical Capacities Strength: Core Strength Psychological (Mental Skills): Understanding
SPORT(S)	Cross-Country Running, Running, Track & Field
ENVIRONMENT	Classroom, Field, Gym, Hallway, Stationary, Track
CAN BE USED AS...	Game / Activity, Skill Lesson
SHAPE America Standards:	<p>Standard #1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> • S1.E7 Nonlocomotor (stability): Balance • S1.E8 Nonlocomotor (stability): Weight transfer • S1.E12 Nonlocomotor (stability): Balance & weight transfers <p>Standard #2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> • S2.E2 Movement concepts: Space

In pairs, participants create their own balancing poses that meet the criteria of the instructor.

Standard #3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- S3.E3 Fitness knowledge
-

Safety

- Make sure students are practicing with mats in wide open general space.



Instructions

Present participants with a series of challenges where each pair tries to hold a static balance position with their partner for fifteen seconds.

- For each pose, indicate the number of bases of support touching the ground for the pair. For example, for two bases of support, only two total body parts can be touching the ground for one pair.
- Start with six bases of support and progress to five, four, three, two, and one.
- Give pairs time to be creative and experiment with the different bases of support.
- Do not give them examples or ideas unless they ask for your help.
- Have participants come up with a cue word to stop activity when someone needs a break.