

**1****BALANCE AND BODY IMAGE ACTIVITIES****PERFORMANCE OBJECTIVE**

The child demonstrates his skill in developing stationary (static) balance and body awareness by his ability to perform the following activities.

**SUGGESTED BASIC CHALLENGES***SHOW ME HOW YOU CAN:*

1.
  - a) hold the bean bag in one hand.
  - b) hold the bean bag very high in your space.
  - c) hold the bean bag very low in your space.
  - d) hold the bean bag between low and high.
  
2.
  - a) hold the bean bag in one hand.
  - b) touch your chin with the bean bag.
  - c) touch the bean bag to your nose, right ear, chest, left hip, right ankle.
  
3.
  - a) stand up straight.
  - b) balance the bean bag on your head.
  - c) balance it on your shoulder, foot, wrist, elbow, knee. (Teacher may wish to add right or left.) Can you balance the bag on any other part of your body?
  
4.
  - a) balance the bean bag on your head.
  - b) sit down and stand up without dropping the bag.
  
5.
  - a) stand up straight.
  - b) balance the bean bag on your head.
  - c) rotate your head in as large a circle as possible without moving your feet or dropping the bean bag.
  
6.
  - a) hold the bean bag in your hands.
  - b) place the bean bag between your elbows so that only the elbows are holding it.
  - c) hold the bean bag between your wrists.
  - d) hold the bean bag between your knees. Use only your knees.
  - e) hold the bean bag between your ankles.



and do and, in the process, learn! The teacher is constantly encouraging, praising and noting progress and watching for evidences of creative thinking on the part of the children.

### **Success**

The evaluation of success is made at once by the child and as he adds one small success to another, one new skill to another, grows in his ability to listen, follow cues, and create, he becomes what each one of us would have him become: an alert, confident, thinking, sharing, creating individual, a whole person.



### **GOALS**

1. To promote the perceptual-motor abilities of hand/eye coordination, balance, laterality, body and space awareness.
2. To enhance sensory functioning — particularly vision, hearing, touch and kinesthesia.
3. To develop listening skills and concentration.
4. To provide the opportunity for children to manipulate and explore the use of a specific object (bean bag).
5. To provide fun and challenging movement activities where children can be successful.

### **GETTING STARTED**

1. Each child should have his own bean bag.
2. Group the children in a “scatter” formation with each child working within his/her own “personal” space. Each child should have enough space around him so that he can move comfortably.
3. Children can stand, kneel, sit, or lie on their backs depending on the activity.
4. Children begin by working independently but are later encouraged to work with partners.
5. Physical involvement and mental concentration are the keys to success.
6. Be specific about directions and use a consistent vocabulary.

# INTRODUCTION

Children should be given many opportunities to handle a wide range of materials. Working with them, they discover their nature and their properties.

Children need to move and explore and it is this interaction between the child and the stimulant that produces appropriate forms of expression.

The bean bag, used effectively, can reinforce perceptual-motor abilities. Being soft and flat it has definite advantages over other manipulative instruments. Throwing and catching are tasks which require considerable practice. Because of its shape, the bean bag can easily be tracked by the eye. Eye muscle training and the development of eye/hand coordination are of prime importance.

Although movement is concerned with body fitness, its ultimate aim is rather to develop the child's resources as fully as possible. The bean bag is flexible and can easily be manipulated, thereby strengthening those finger and arm muscles used in writing. As he handles and manipulates the bean bag he can talk about his actions, thereby developing expressive language in relationship to his environment.

The bean bag does not sting the hands or bounce or roll away like the illusive ball, making it ideal to use and control. Its size and shape allows it to be easily balanced on various parts of the body. Everybody needs the opportunity to practice success. Because the bean bag can be controlled, the child is able to toss and catch it successfully, thereby developing confidence and an ability to manage his actions.

Young children tend to engage in parallel play, involved with their own private world. Bean bags can be used individually or as a total class activity. As the total class participates children progress from playing individually to playing in groups. Group play extends these relationships and young children learn to live with others. They learn by actively participating in these activities.

## Verbal Challenge

The primary method of movement education is that of exploration and problem solving in response to a verbal challenge. The verbal challenges stimulate language development, thinking and creativity in planning basic body movements. Each challenge allows for creative variability by the child and therefore allows every child a degree of success. It is the instructor's responsibility to see that each child experiences success and feelings of accomplishment as he solves the perceptual motor problems presented by the verbal challenge.

## Suggested Basic Challenges

On the following pages in Parts I and II, we have given you numerous *Suggested Basic Challenges* for each locomotor activity. (The challenges have been written in the same kind of simple explanatory language that you might use with your pupils.) And we have prefaced each one with "Show me how you can." However, other prefaces such as "Can you:", "How would you:", can be used just as well. The goal or point is to keep challenging children to solve problems. The goal is to keep adding to their ability to make judgments and to perform in response to these judgments. The goal is to help children think

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