Balancing act

Players try balancing different objects to see which shapes are easiest to balance.

**What you need**
- Various balancing objects, such as balancing poles (made from rolled up newspaper and sticky tape), feathers (easier), shoes, plastic chairs, baseball caps and broom handles (harder)

**What to do**
- Players balance various objects to see which shapes are easiest to balance.
- Players use different body parts to balance the objects, such as the palm or back of their hand, or their knee, foot, elbow or chin.

**Change it**
- Emphasise the need to look out for others (i.e. leave lots of space for balancing activities).
- Players try walking or lying down and getting back up again while trying to balance their object.
- Players ‘jump’ the balancing object from one body part to another (e.g. one hand to another).
- Players work in pairs to pass balanced objects to each other using the ‘jump’ method.
- Allow students to explore balance position and equipment used.

**Scoring**
- How long can you hold a balance for?

**Safety**
- Check there is enough space between players/groups and that players are away from walls or obstacles.
- When balancing objects on the head, the chin or the forehead are the safest places. Objects balanced on the nose can slip and fall into the eye.
- Players should not run around while balancing objects.

**Ask the players**
- What objects balance the best, or the worse?
- How could you ‘act’ to make your balancing act look dangerous and exciting (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken)?
- What strategies did you use when you found it challenging (e.g. positive self-talk)?
- What can affect your focus in this activity?

**LEARNING INTENTION**

*Balancing act* is an introduction to balancing objects, which encourages spatial awareness. It combines well with plate-spinning activities.