Activity 1: Community Building with Balloons



**intent:**

This activity cooperatively engages participants in a community building activity illustrating vocabulary for perceptual motor skills and movement concepts using balloons.

**OUTCOMES:**

Participants will cooperatively engage in partner and small group activities involving balloons, as well as identify perceptual motor skills and movement concepts. Discuss vocabulary in small groups after activity.

MCBS00539A0000[1]**Materials Required:**

* Balloons, 1/pair (extra balloons are needed in case balloons pop)
* 1-2 balloon pumpers (to speed up inflating balloons)
* Music and music player (trainer’s choice)
* Open space free of obstacles
* Optional: Large trash bag to store balloons, recycled plastic grocery bags or beach balls for individuals with latex allergies

**Time:** 5 minutes

**Process:**

1. Prepare participants for movement with ample space for movement, push in chairs/bags/tote, be aware of objects or others nearby, check shoes (move with caution if shoes are not flat or secured to feet). Remind participants to work within their limitations and move into open space. Cue music.
2. Ask participants how familiar they are with vocabulary for perceptual motor skills and movement concepts.
3. See balloon instruction prompts below.

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| **Balloon Instruction Prompts** *(Music can be played in background if desired.)* |
| Ask participants how familiar they are with perceptual motor skills and movement concepts vocabulary. This community building activity illustrates how balloons can introduce and reinforce movement vocabulary through active physical play. This  activity can be used with all ages. Teachers can use it with children for development of perceptual-motor skills and movement concepts, as well as with parents at a parent meeting illustrating how play can enhance motor development in young children. Staff can use it as a physical activity break during a long meeting. |
| * *When I say GO, find a partner about your same height and introduce yourself. Decide who will be a kiwi and who will be a papaya. If you are the kiwi, please pick up one balloon for you and your partner.* |
| * *Stand side-to-side, place the balloon between your hips – no hands allowed. Begin moving in open space when you hear the music and freeze when the music stops. Communicate with your partner so you don’t lose your balloon. Allow 15-20 seconds of movement.* |
| * *Stand front-to-front, place the balloon between your bellies – no hands allowed. Begin moving in open space when you hear the music, and freeze when the music stops. Allow 15-20 seconds of movement.* |
| * *Stand back-to-back with knees slightly bent, one partner holds the balloon. On GO, twist and turn going from side to side, exchanging the balloon with your partner. Allow 10 seconds, otherwise dizziness may occur.* |
| * *Remain back-to-back, place the balloon between your back. Begin moving in open space when you hear the music, and freeze when the music stops. Allow 15-20 seconds of movement.* |
| * *Remain back-to-back again with a little space in between. One partner bends forward and passes the balloon between their legs to the other partner who is also bending forward. Then stretch up high overhead and pass the balloon to your partner. Keep bending and stretching as you pass the balloon from low to high. Allow 10 seconds, otherwise dizziness may occur.* |
| * *Combine your pair with another pair and stand in a straight line, balloons between your bellies and backs. (The first person in line holds their balloon.) Begin moving in open space when you hear the music, and freeze when the music stops. Move slowly so you don’t lose a balloon!*   In your small group, discuss vocabulary terms you heard during our community building activity. Were there additional domains of learning that this activity connects to? |

**OPTIONS:**

* If an odd number exists, trainer can be a partner or have a group of three.
* Additional substitution items: Nerf balls, bean bags, stuffed animals, beach balls, etc.