

# TARGET DISK BALANCE

Item #17690

**What Are the Educational Applications?**

Target Disk Balance is an excellent way to enhance balance, hand/eye coordination, and concentration skills. Target Disk Balance generates excitement and curiosity across all grade levels because of the unique equipment and coordination skills needed to participate.

**How Can I Use This Product With My Students?**

Objective: Keep the ball balanced on top of the disk without dropping it while performing different challenges! Or, play like badminton by striking the ball back and forth using the disks as rackets.

**Activity #1 Passing the Torch:**

The Objective: Be the fastest team to pass the ball balanced on a disk around from person to person, without having the ball touch any other body part or the floor.

Set Up: None.

How to Play:

1. Divide the class into four groups.
2. Have each group sit in a tight circle with legs crossed.
3. One student in each group gets one disk and one ball.
4. The student holds onto the disk, places the ball on the disk balancing the ball on the disk.
5. On the teachers signal to start, the student:
  - a. Passes the disk with the ball on top to the student on the right (Student #2).
  - b. Student #2 takes hold of the disk trying to keep the ball balanced on the disk.

- c. Once Student #2 is in control of the disk and the ball, s/he passes it to the next student in the circle on the right.
- d. Continue in this manner until the disk/ball have made one complete rotation around the circle back to the first student.
- e. When the first student gets the disk and the ball back, the entire team calls out "Torch is passed!" This signifies they completed the task and are the winners.

Modifications/Extensions:

1. Add movement: When a student receives the disk/ball, s/he
  - a. Stands up.
  - b. Moves to the outside of the circle.
  - c. Walks as quickly as possible around the outside of the circle keeping the ball balanced on top of the disk without using any other body part to keep the ball balanced on the disk, back to his/her original spot.
  - d. Sits down.
  - e. Passes the disk/ball to the next student on his/her right (Student #2).
  - f. Student #2 takes hold of the disk trying to keep the ball balanced on the disk, and performs the same movement sequence stated above.
  - g. Continue in this manner until the disk/ball makes one complete rotation around the circle back to the first student.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

**Activity #2 Flying Target**

The Objective: Be the team to obtain the most points by keeping the ball in the air through consecutively hitting it with a hand or disk.

Set Up: None.

How To Play:

1. Divide the class into two groups.
2. Have each group stand in a small circle.
3. Each group gets two disks and one ball.
4. Give the disks to any 2 students in the group; give the ball to any student in the same group.
5. On the teachers signal to start, the student with the ball tosses the ball to any group member.
6. From then on, the group's task is to try to keep the

- ball in the air using their hands or disks.
- 7.If the ball is hit with the hand, 1 point is scored.
  - 8.If the ball is hit with the disk, 2 points are scored.
  - 9.When the ball hits the floor they start again with a score of zero.
  - 10.Scoring options:
    - a.Have the group call out their score as points are accumulated (this way you and the opposing team know the top score).
    - b.Have one student in the group keep score aloud who is quick with math concepts.
    - c.Have an opposing team member keep score aloud.
  - 11.Duration of play options:
    - a.Play rounds of 2-3 minutes each. At the end of each round, write down the highest score achieved from each team. The team with the highest score at the end of each round, and/or the end of class, is the winner.
    - b.No time limit. Teams play continuously while keeping score. Teams are in competition with themselves as they try to beat their own high score.
  - 12.Safety:
    - a.No diving for a ball is allowed. Students must stay on their feet.
    - b.Encourage students to call the ball if it comes to them. This encourages communication.
  - 13.Make sure to rotate (after each round or time frame) the disks between the students so each student has a chance to hold and use a disk during the activity.

**Modifications/Extensions:**

- 1.To make the activity easier:
  - a.Students can hit the ball twice in a row (no additional points are scored).
  - b.Allow the ball to contact the floor a certain number of times before they have to start again from zero (e.g. 3 bounces = start again).
  - c.Students can hit the ball with any body part (foot, leg, arm, head, etc.).
- 2.To make the activity harder:
  - a.Add a second ball into the circle.
- 3.For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

**Activity #3 Target Practice**

The Objective: Be the fastest relay team to balance the ball on the disk from a starting point, place it on top of a cone and get back to the starting point, without the ball being touched by any other body part or the floor.

Set Up: (Refer to Diagram 1)

- 1.Place 4 polyspots and 4 large cones (cones that have an opening at the top that the ball can be balanced on without falling through) 5 yards apart (1 yard = 1 step) and approximately these distances in front of and from each other based on grade/

developmental level:

- a.9-11 yards for Elementary Students
  - b.15 yards for Middle School Students
  - c.16+ yards for High School Students
- Place a disk and ball on top of each polyspot.

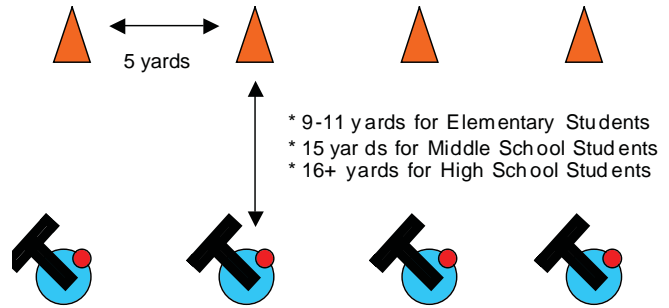


Diagram 1

How To Play:

- 1.Divide the class into four groups.
- 2.Each group stands in single file line, one behind the other, with the first person standing by the polyspot (Diagram 2).

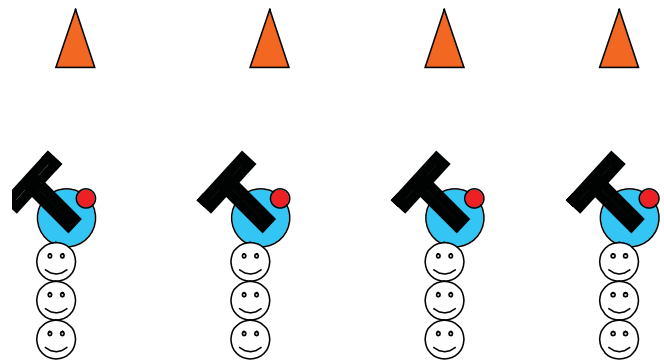


Diagram 2

- 3.On the teachers signal to "Go," the first student in each line (Student #1) holds the disk in his/her hand and places/balances the ball onto the disk.
- 4.Once the ball is balanced on the disk, Student #1 moves as quickly as possible without dropping the ball or touching it with any other body part to the cone in front of the team.
- 5.Student #1 uses his/her hand to place the ball on top of the cone.
- 6.Student #1 runs back to the starting point, gives the disk to the next student in line (Student #2) and sits at the back of the team's line.
- 7.Student #2 takes the disk; runs to the cone; picks up the ball off the cone; places the ball onto the disk; moves as quickly as possible without dropping the ball or touching it with any other body part to the starting point (polyspot); gives the disk and ball to the next student in line (Student #3) and sits at the back of the team's line.
- 8.Play continues in this way until all the players have had a chance to participate.
- 9.The first team to all be seated is the winner.

#### Modifications/Extensions:

1. Make this activity harder by having the students:
  - a. Walk to the cone, around it, and back to the starting polyspot. They do not stop to put the ball onto the cone.
  - b. Use the disk to strike the ball into the air as they move forward (instead of balancing the ball on the disk).
2. Refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

#### Activity #4 Moving Target

The Objective: To be the fastest relay team to balance the ball on the disk from a starting point, through a series of obstacles, and get back to the starting point, without the ball being touched by any other body part or the floor.

#### Set Up: (Refer to Diagram 3)

1. You will need:
  - a. Four sets of 6 cones
  - b. Four sets of 2 chairs
  - c. Four sets of 2 long jump ropes
  - d. Four balls
  - e. Four disks
  - f. Four polyspots
  - g. Four small mats (optional)
  - h. Four sets of seven 8" x 10" double headed arrows (made out of paper and laminated so paper does not tear)
  - i. One roll of painters tape
2. Set up four identical courses side by side and approximately 4 yards (1 yard = 1 step) apart maintaining a safe distance between courses

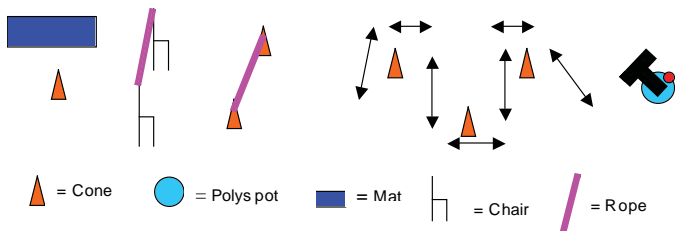


Diagram 3

3. The distance between each obstacle is determined by the student's developmental level. Generally, the closer the obstacles are to one another the easier and faster the course (perfect for the first time students play this game). However, make sure there is enough space for the students to be safe as they maneuver through the course.
4. Place a ball and disk by the starting polyspot.
5. Tape the laminated arrows to the floor using the painter's tape (painter's tape is easier to remove than masking tape). The arrows are visual cues to guide the students as they maneuver through the cone pathway.
6. The distance between the 3 cones in the

cone pathway is determined by the student's developmental level. Generally, the closer the cones are to one another the easier and faster they are to maneuver. However, make sure there is enough space for the students to be safe as they walk through/around the cones.

7. Secure one long jump rope across the 2 cones (or provide another developmentally appropriate and safe item for the students to STEP OVER).
8. Secure the other long jump rope between the tops of the two chairs (or provide another developmentally appropriate and safe item for the students to GO UNDER).
9. Place the mat (if using) next to the furthest cone away from the course. The mat is for the student's comfort when performing sit-ups (described below in the section "How to Play").

#### How to Play:

1. Divide the class into four groups.
2. Each group stands in a single file line, one behind the other by the starting polyspot.
3. On the teachers signal to "Go," the first student (Student #1) on each team picks up the ball and places it on top of the disk.
4. Once the ball is balanced on top of the disk, Student #1 moves as quickly as possible without dropping the ball or touching it with any other body part to the cones.
5. Student #1 follows the arrow pathway through the cones.
6. Upon clearing the last cone in the cone pathway, Student #1, still balancing the ball on top of the disk, steps over the long rope supported by 2 cones.
7. Then Student #1 goes under the long rope supported by 2 chairs.
8. Student #1 moves to the last cone and places the ball on top of the cone using his/her hands.
9. Student #1 places the disk down next to the cone, sits on the mat and performs 5 sit-ups.
10. After completing the 5 sit-ups, Student #1 picks up the ball and replaces it onto the disk.
11. Once the ball is balanced on the disk, Student #1 goes back through the obstacle course as quickly as possible without dropping the ball or touching it with any other body part. That is:
  - a. Goes under the long rope supported by 2 chairs.
  - b. Steps over the long rope supported by 2 cones.
  - c. Walks through the cone pathway using the arrows to guide him/her, to the starting polyspot.
  - d. Gives the disk and ball to the next student (Student #2) and sits at the end of the team's line.
1. Student #2 (and the rest of the team) repeats all steps through the obstacle course until the last student on the team is sitting at the back of the line.
2. The first relay team accomplish this is the winner.

#### Modifications/Extensions:

1. Add more obstacles to increase the difficulty; remove

obstacles to decrease the difficulty.

2. For additional ideas, refer to the section “How Do I Make This Product Developmentally Appropriate For My Students?”

### Activity #5 Target Disk Balance Challenges

The Objective: To be successful in as many Target Disk Balance Challenges as possible in a given amount of time.

#### Set Up:

1. Use the list of challenges (below) to create a “Target Disk Balance Challenge Checklist” for students to record performance results.
2. Make as many copies of the “Target Disk Balance Challenge Checklist” as needed so each student receives his/her own checklist.

#### How to Play:

1. This activity is a great station activity in that no more than 4 students can participate at one time.
2. Give a “Target Disk Balance Challenge Checklist” to each student.
3. Tell the students they have “X” amount of time (e.g. 10 minutes) to perform the activity challenges on the checklist.
4. The challenges do not need to be performed in order.
5. Explain to the students to record their performance results for each challenge on the checklist (e.g. if they were successful, place a checkmark in the “Yes” column, if they were not successful, place a checkmark in the “Needs Practice” column).
6. Tell the students to perform the challenges without touching the ball or having the ball hit the floor.



### Target Disk Balance Challenge Checklist

Challenge: With ball balanced on the disk, can you...	Yes	Needs Practice
Sit down and stand up using your dominant (favorite) hand?		
Sit down and stand up using your non-dominant (non-favorite) hand?		
Pass the disk between your legs in a figure “8” pattern, switching from one hand to the other?		
Perform sit-ups using your dominant (favorite) hand?		
Perform sit-ups using your non-dominant (non-favorite) hand?		
Reach far to the left/right/in front of your body using your dominant hand?		
Reach far to the left/right/in front of your body using your non-dominant hand?		
Pass the disk from one hand to the other?		
Start on your back and then move so you are lying on your stomach using your dominant hand?		
Start on your back and then move so you are lying on your stomach using your non-dominant hand?		
Push the ball up into the air (toss), do a half turn and catch it on the disk using your dominant hand?		
Push the ball up into the air (toss), do a half turn and catch it on the disk using your non-dominant hand?		

Pass the disk around your body (behind your back) starting with your dominant hand and ending with your non-dominant hand?		
Pass the disk around your body (behind your back) starting with your non-dominant hand and ending with your dominant hand?		
Push the ball up into the air (toss) using your dominant hand, switch the disk into your non-dominant hand and catch the ball on the disk?		
Push the ball up into the air (toss) using your non-dominant hand, switch the disk into your dominant hand and catch the ball on the disk?		
Create your own challenge(s)? List the challenge(s) here:		
<b>Challenge: Can you...</b>		
Toss the ball up in the air with your dominant hand and “catch” it on the disk (so the ball does not roll off) below your waist?		
Toss the ball up in the air with your non-dominant hand and “catch” it on the disk (so the ball does not roll off) below your waist?		
Toss the ball up in the air with your dominant hand and “catch” it on the disk (so the ball does not roll off) above your head?		
Toss the ball up in the air with your non-dominant hand and “catch” it on the disk (so the ball does not roll off) above your head?		
Toss the ball into the air and catch it on the disk without moving your feet using your dominant hand?		
Toss the ball into the air and catch it on the disk without moving your feet using your non-dominant hand?		
Use the disk to strike the ball continuously into the air with your dominant hand?		
Use the disk to strike the ball continuously into the air with your non-dominant hand?		
While sitting cross legged, toss the ball into the air, then stand up to catch it on the disk using your dominant hand?		
While sitting cross legged, toss the ball into the air, then stand up to catch it on the disk using your non-dominant hand?		
Create your own challenge(s)? List the challenge(s) here:		
<b>Challenge: With a partner can you...</b>		
Use disks to strike a ball back and forth to one another from a close distance using your dominant (favorite) hand?		
Use disks to strike a ball back and forth to one another from a farther distance using your dominant (favorite) hand?		
Use disks to strike a ball back and forth to one another from a close distance using your non-dominant (non-favorite) hand?		
Use disks to strike a ball back and forth to one another from a farther distance using your non-dominant (non-favorite) hand?		
Play tag keeping your ball balanced on your disk using your dominant hand?		
Play tag keeping your ball balanced on your disk using your non-dominant hand?		
Play “catch” by balancing a ball on one disk, pushing it up into the air to your partner who “catches” the ball on his/her disk and pushes it back in the air to you using your dominant hand?		
Play “catch” by balancing a ball on one disk, pushing it up into the air to your partner who “catches” the ball on his/her disk and pushes it back in the air to you using your non-dominant hand?		
Create your own challenge(s)? List the challenge(s) here:		

## How Do I Make This Product Developmentally Appropriate For My Students?

### 1. Introduce Consequences:

You can make the games more difficult by introducing consequences if the ball is dropped and/or touched with any other body part (e.g. hand, fingers, etc.). There are three possible consequences (listed below). The consequence you choose is based on the groups' developmental level. For example, if the ball is dropped or touched with anything other than the disk:

- a. The student/team is allowed to continue without returning to the starting point (Easy).
- b. After a certain amount of drops/touches, the individual/team returns to the starting point (e.g. three touches = start again) (Intermediate).
- c. The student/team returns to a starting point and starts again (Advanced).

### 2. Adjust the Distance Between the Starting Point and the End Point:

You can make the games easier or more difficult by changing the distance between the starting point and the end point. Easier = decrease the distance; Harder = increase the distance.

### 3. Change the Locomotor Skills Being Performed:

Beginner students can first perform the activity while sitting down (Activity 1). This allows the students to practice using the disk to balance/move the ball without having to worry about physically moving their bodies through/in space. As coordination improves, beginner students walk from a starting point to an end point. Advanced movers can run, hop, skip, slide or walk backwards.

### 4. Use Listed Game Modifications/Extensions:

These modifications/extensions can be used for all ability and skill levels. Included are modifications, extensions and/or adaptations that make the task easier as well as harder for students.

### 5. Vary How Students Hold the Disk:

Beginner student will do better and feel more comfortable if they use their preferred (dominant) hand when using the disk to move the ball from the starting point to the end point. Intermediate and advance students will enjoy the challenge of using their non-dominant hand to move the ball from the starting point to the end point.

### 7. Include a Fitness Component:

You can add a fitness component to most of the Target Disk Balance games.

For example, students are told to perform a pre-determined amount of a pre-determined exercise before and/or after the students pick up the disk and ball (e.g. 5 sit ups, 3 push ups, run 1 lap around the activity space).

## How Does This Product Relate to Current Educational Thinking?

Depending on the developmental level of your group, use one or more of the following items to assess student learning at the end of the class or at the

completion of the activity.

### 1. Have students comment (either written or verbally):

- a. What did participating in this activity teach them about balance, hand/eye coordination, and concentration skills?
- b. What did participating in this activity teach them about cooperation and teamwork (if the team games were played)?
- c. How did they feel, both as an individual and as a group, during the experience?
- d. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.

### 2. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show the students the photographs/video and compare what you see to what they see.

### 3. Have students create their own Target Disk Balance Game. The best learning environment is one where students are involved in the learning process. Students learn best when they are allowed to make choices and are given numerous opportunities for learning. Help students learn and assert their individualism and use higher order thinking skills by having them create their own Target Disk Balance game. Students can perform this activity individually or in groups. In allowing students to explore a problem (i.e. create their own games) in terms of how it relates to their own experiences and ideas as well as those of their group members, you are introducing the teaching/educational philosophy known as progressivism. Students will take the knowledge from their own individual experiences and ability levels to create something uniquely their own based on their own and/or groups' abilities.

## **In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.**

1. When first introducing Target Disk Balance to beginner learners, allow them to explore the disk and ball through play. Doing so gives them practice time before they participate in the actual activity. Through this practice time they learn how to use the disk, how the ball reacts on the disk, etc. Also, it allows the teacher to visually observe the students to see if which students are skilled at balancing, coordination, concentration, etc. and which students may need extra practice time or help and care when participating in the activity in partners or in a team.
2. Students move through each game in sequence. Students should play and be successful with the beginner games before they move onto the intermediate games. Students should be successful in the intermediate games before playing the advanced games. Progressively moving students

from easier to more difficult games keeps the students motivated and interested in the task. It also allows them to be successful before moving onto something more difficult before they are ready.

3. Set up the game BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious physical education time and an invitation for trouble to start.
4. Supervise students as they participate in the activity. Make sure the students are on task and adhering to the classroom and game rules.
5. Give positive reinforcement and feedback to the students as they participate in the activity. This motivates the students and lets them know you are watching and paying attention to their hard work.
6. Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
7. Check for student understanding of how to play the game and the rules, before allowing students to participate in the activity.
8. Stand where everyone can hear when you talk. It will save having to repeat yourself. It will eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow the students to sit close to you in a semi-circle formation when you need to say something.

### **Safety Issues and Concerns**

Remind the students that even though the disks and game balls are safe because they are made of foam padding, they are not to be used in any other way other than what the game rules state.

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