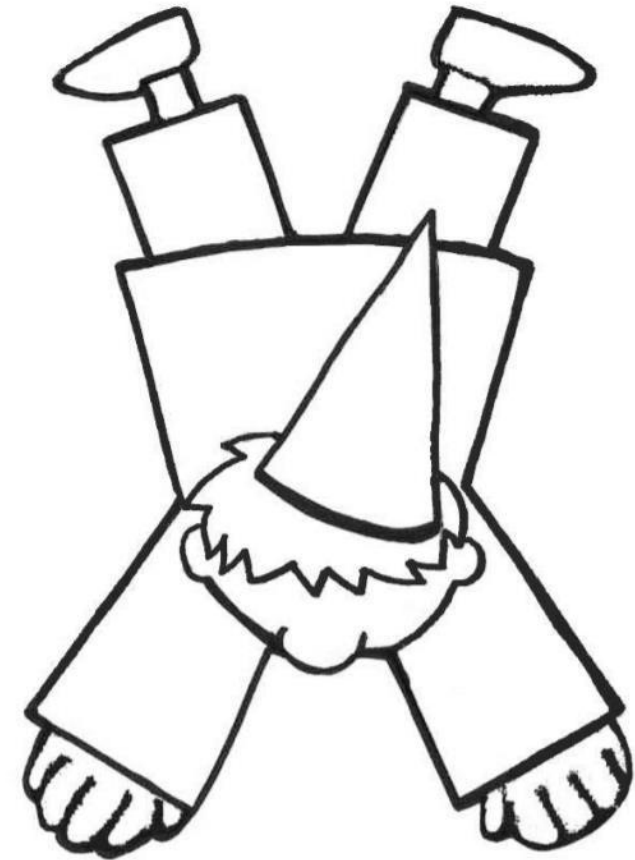


This experiment was written in the USA – substitute nickels for 1p or 5p coins – even a bit of blu-tac can work.

You will need to cut out the clown and stick it onto a piece of card (the back of a cereal packet would do).

## Balancing Clown



### Activity #4

#### Art and science in the classroom

##### GOAL

To create a figure using concepts of balance.

##### DURATION

30-40 minutes

##### MATERIALS

*Balancing Clowns* printed on cardstock (see appendix); scissors; crayons; nickels; tape

##### STANDARDS

VA.K-2.O.1.1  
SC.1-2.N.1.1

##### ACTIVITY

Pass out copies of the *Balancing Clown* to each student, and have them cut out the figure. Tell students to imagine that this clown is balancing on the tip of his nose on a tight wire. Have students try to balance their clowns' noses on their fingers. What happens when they try? Ask: *What force made the clown fall down?*

Explain that, because the clown is balancing on such a tiny point, it's hard to keep his weight evenly supported in every direction. We can add weight to the clown to help keep the pull of gravity equal on all sides – this will help him balance.

Give 2 nickels to each student. Have them try taping the nickels to different parts of the clown to see if he will balance. *Hint: Taping them to the clown's hands works best.*

##### FOLLOW-UP

Have students draw clothing onto their clown using the principal of balance in art. The design should have the same amount of "stuff" on both sides of the clown's body. Ask: *How is balance in art similar to balance in science?*