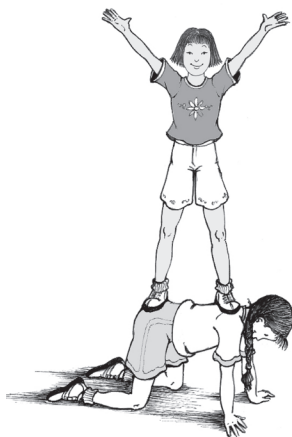


# COLLECTION OF POSTERS



Physical Education and Health  
Elementary 2

Competency 2:  
To interact with others in different  
physical activity settings



## SEQUENCE OF GROUP FIGURES WITH A PARTNER

2023 Version

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# 1

## Your challenge for the evaluation task



1. From the posters on the wall, choose:

- ☐ four group figures to work into a sequence
- ☐ one starting position
- ☐ one finishing position
- ☐ a movement between each group figure to transition from one to the other
- ☐ a method for communicating with your partner (speech or gestures), for example to signal the start of a sequence, to count, etc.

2. Indicate your choices on the first page of your Individual Worksheet.

3. Practise your sequence, observing the constraints shown in the box below.

4. Adjust your plan or performance based on each person's strengths and challenges, as well as any feedback you may have received.

5. Present your plan and performance to your teacher.

6. Identify what worked well, what difficulties you encountered and what you learned.



### The Constraints of the Activity

You must:

- ☐ perform the sequence on the mat
- ☐ perform the sequence according to your plan
- ☐ perform the sequence without breaks, that is, fluidly and without interruption
- ☐ adjust the performance of your movements to those of your partner, according to your abilities
- ☐ maintain each position and each group figure for three seconds

# 2



## Safety rules

**I respect the work area.**

For example:

- I stay on my mat when practising my sequence.
- When circulating, I do not walk into other students' spaces.

**I respect my partner.**

For example:

- I gently position my supporting body parts on my partner, then adjust them if necessary
- I tell my partner when I don't feel comfortable or when I want to stop a figure
- I gently release my supporting body parts on my partner at the end of a figure.



## Ethical Behaviour

**I behave ethically with my partner.**

For example:

- I frequently encourage my partner.
- I speak courteously when communicating with my partner.
- I take into account my partner's ideas.

**I behave ethically with the other teams.**

For example:

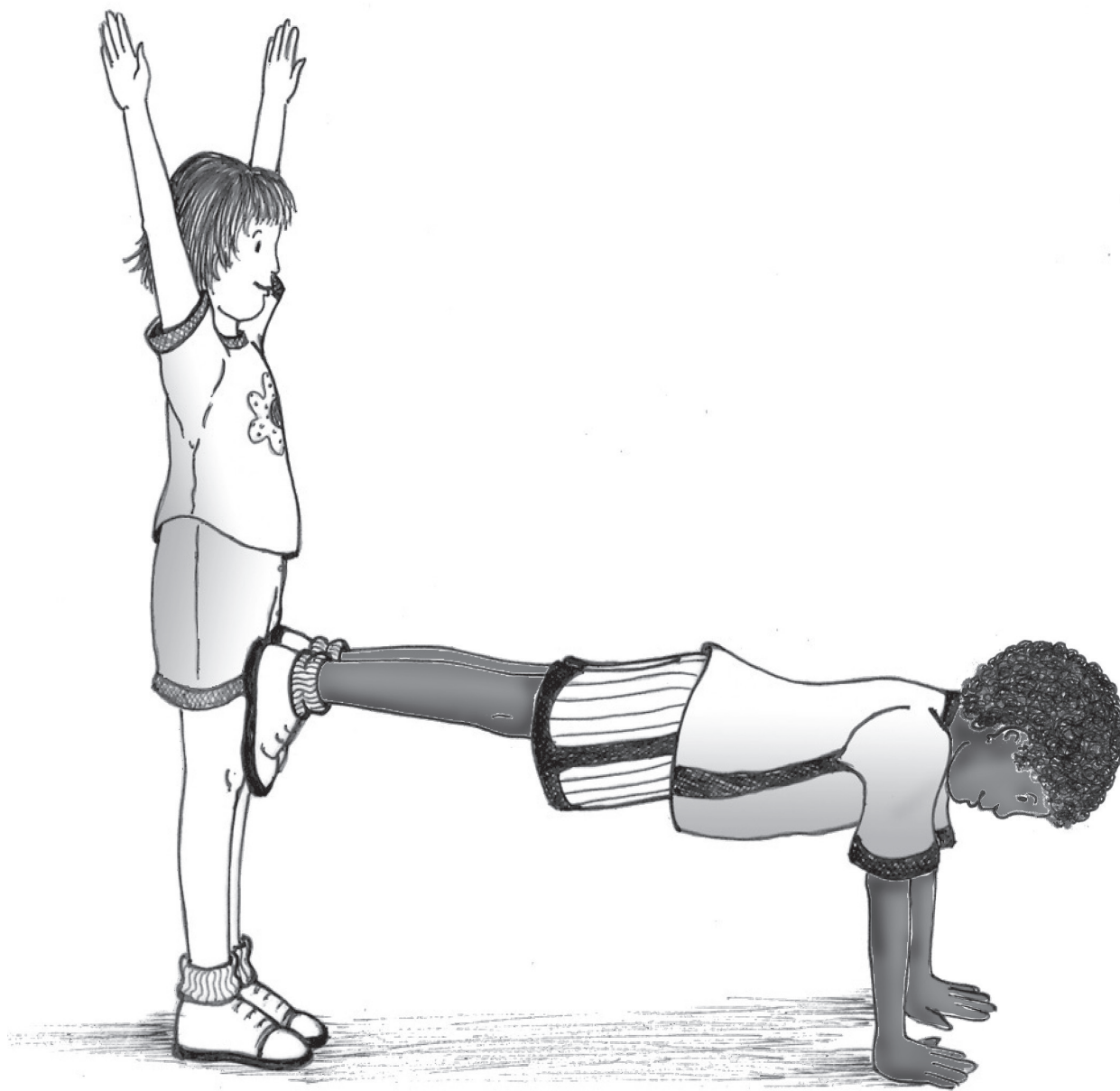
- I do not make fun of the other teams.
- I encourage the other teams.

**I behave ethically in order to maintain a pleasant environment.**

For example:

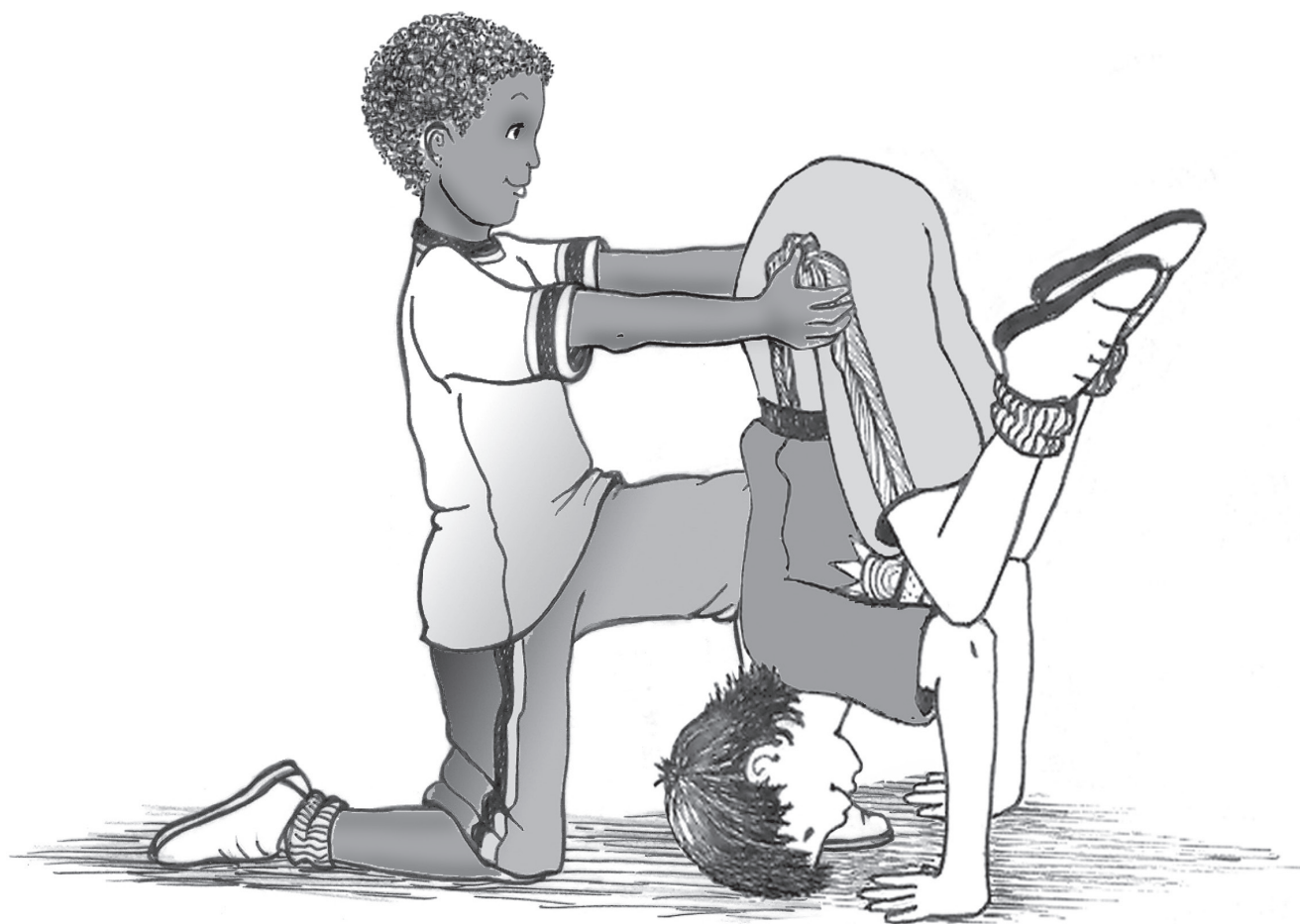
- I speak in a low voice with my partner.
- I set out and put away the mats calmly, without running.

## GROUP FIGURE WITH A PARTNER



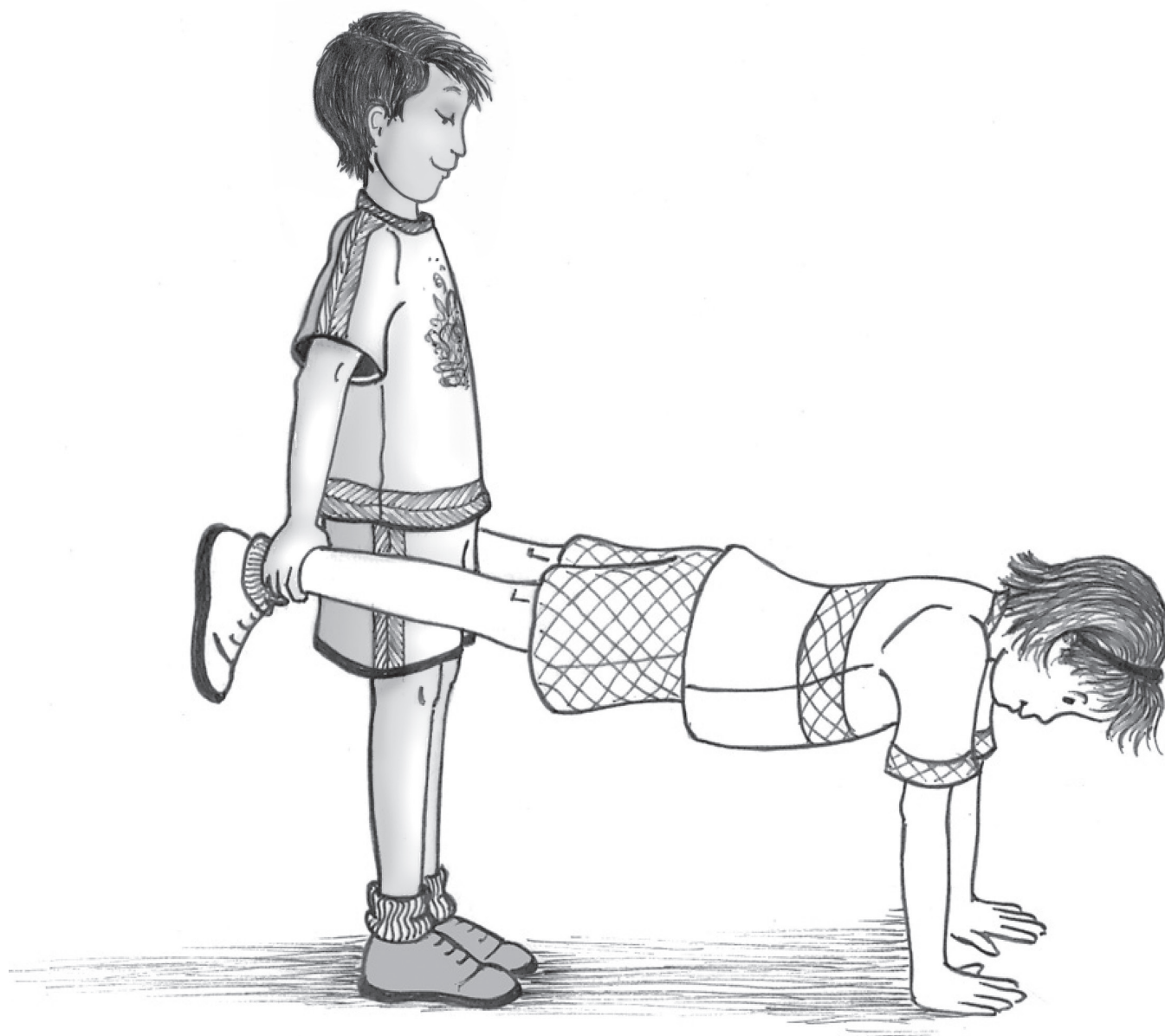
# F1

## GROUP FIGURE WITH A PARTNER



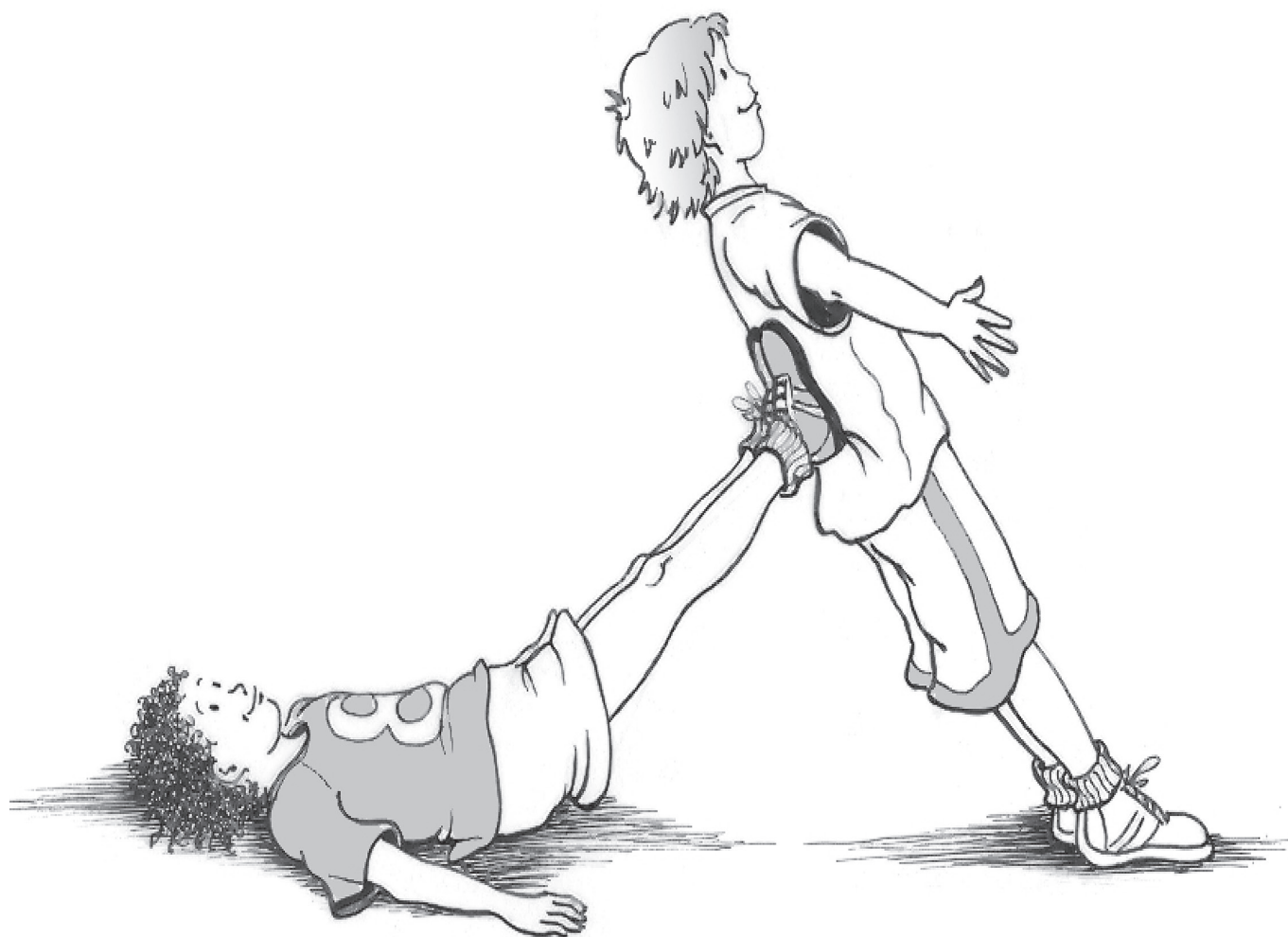
# F2

## GROUP FIGURE WITH A PARTNER



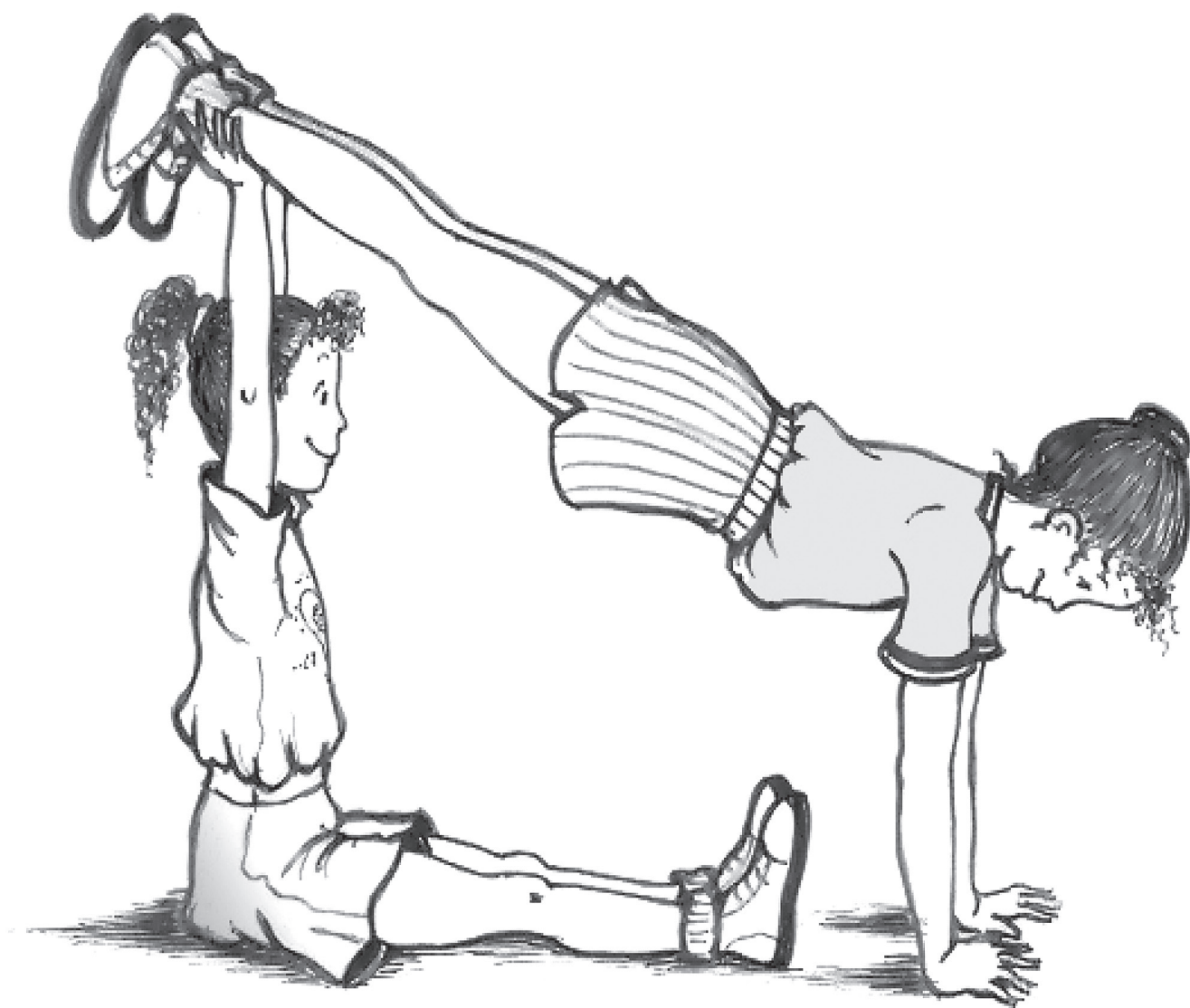
# F3

## GROUP FIGURE WITH A PARTNER



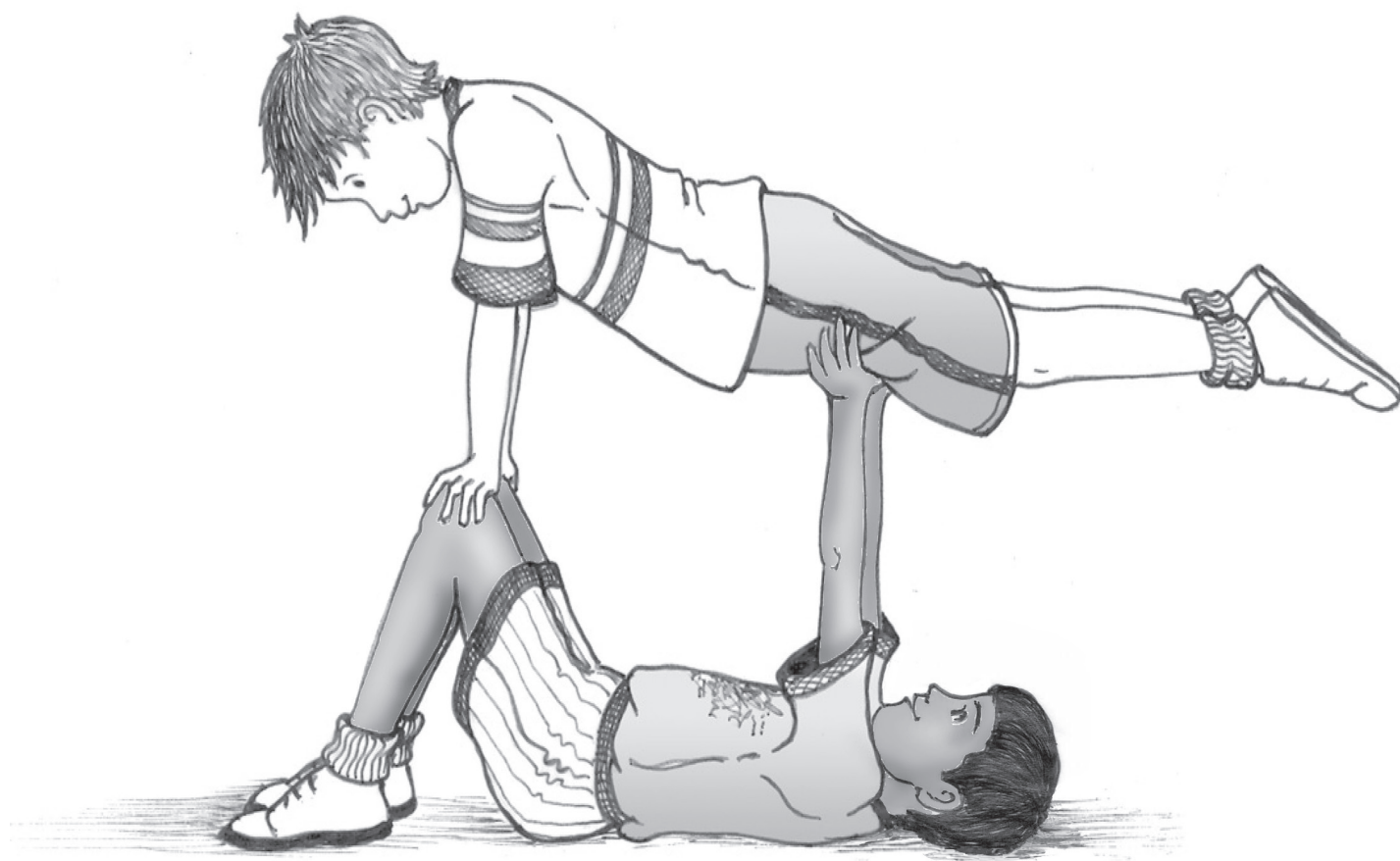
# F4

## GROUP FIGURE WITH A PARTNER



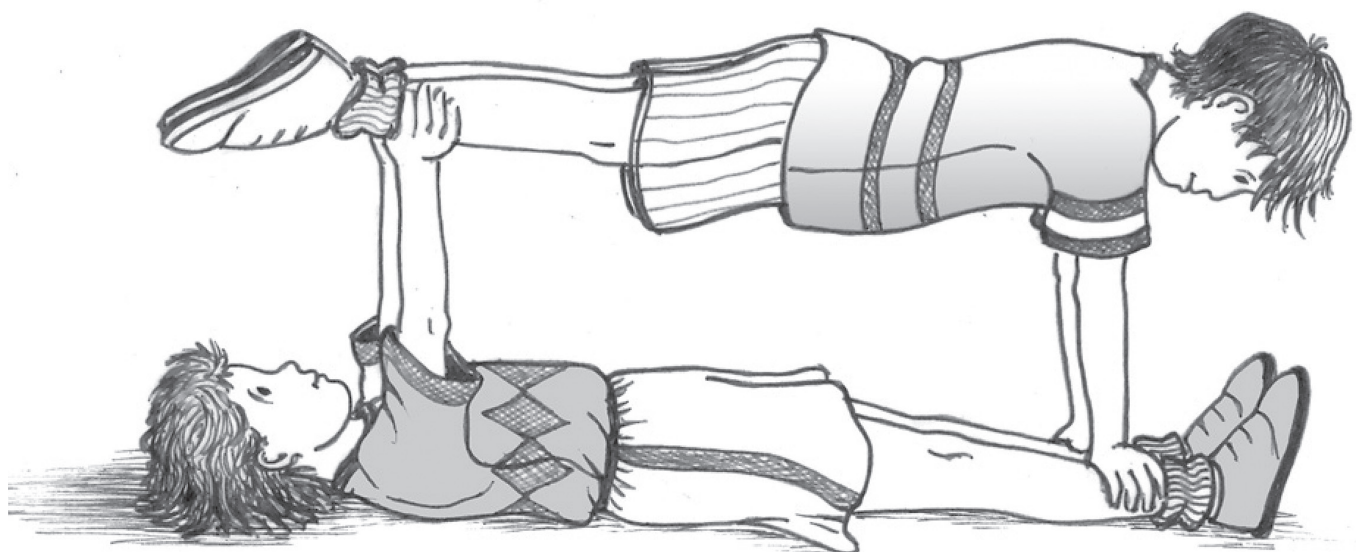
# F5

## GROUP FIGURE WITH A PARTNER



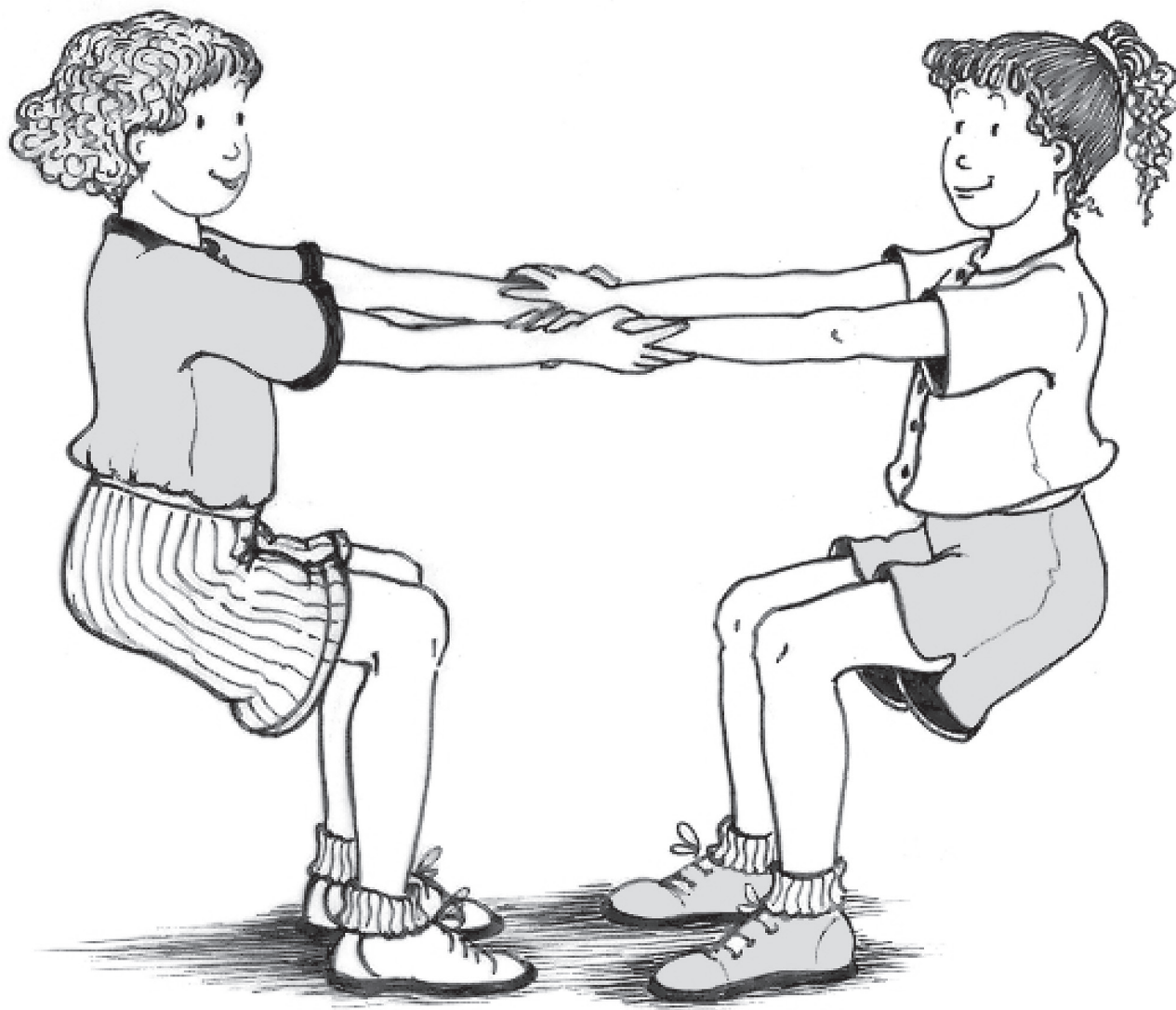
# F6

## GROUP FIGURE WITH A PARTNER



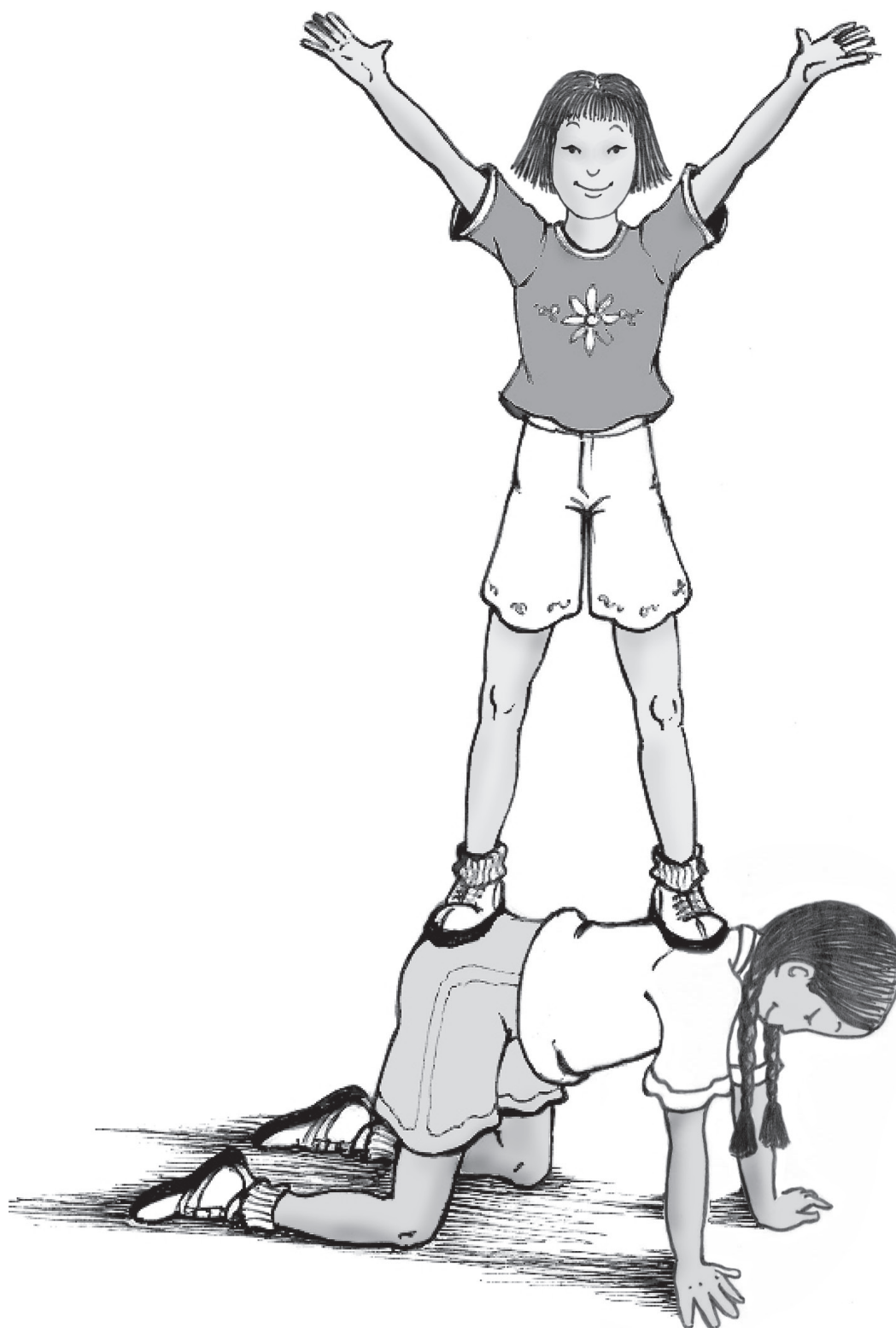
**F7**

## GROUP FIGURE WITH A PARTNER



**F8**

## GROUP FIGURE WITH A PARTNER



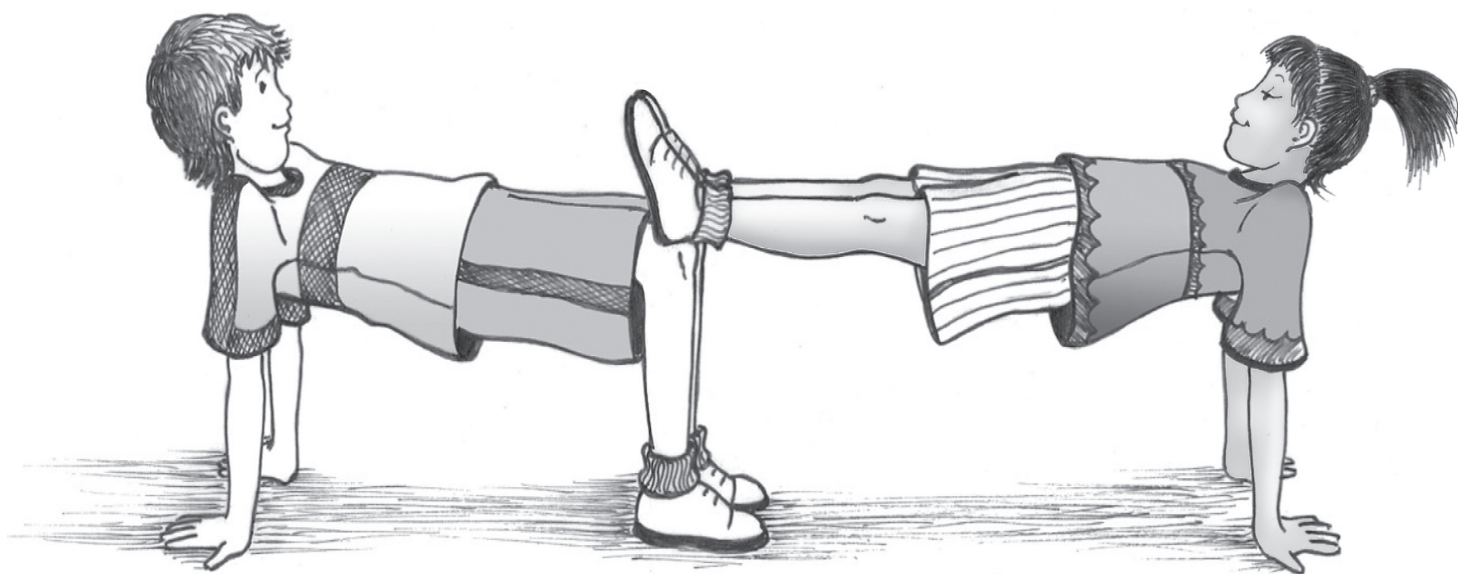
**F9**

## GROUP FIGURE WITH A PARTNER



# F10

## GROUP FIGURE WITH A PARTNER



# F11

## GROUP FIGURE WITH A PARTNER



# F12

## GROUP FIGURE WITH A PARTNER



# F13

## GROUP FIGURE WITH A PARTNER

# Headstand

(for students who are able to do so)

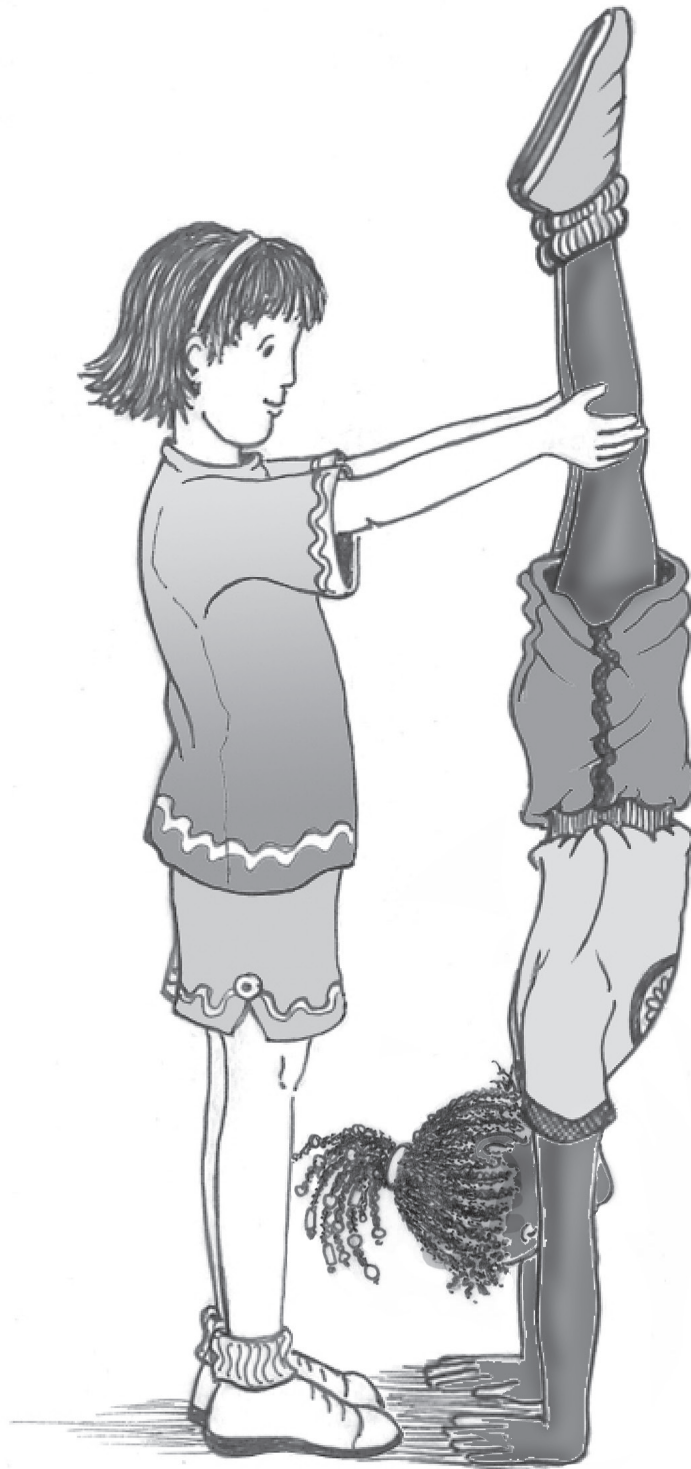


# F14

## GROUP FIGURE WITH A PARTNER

# Handstand

(for students who are able to do so)



# F15

# A1

## INDIVIDUAL TRANSITION MOVEMENTS

### LOCOMOTOR SKILLS

- Roll (forward, backward, legs together or apart)
- Cartwheel
- Side stepping
- Galloping
- Skipping
- Cross-stepping
- Hopping over a distance
- Hopping on the spot
- Others

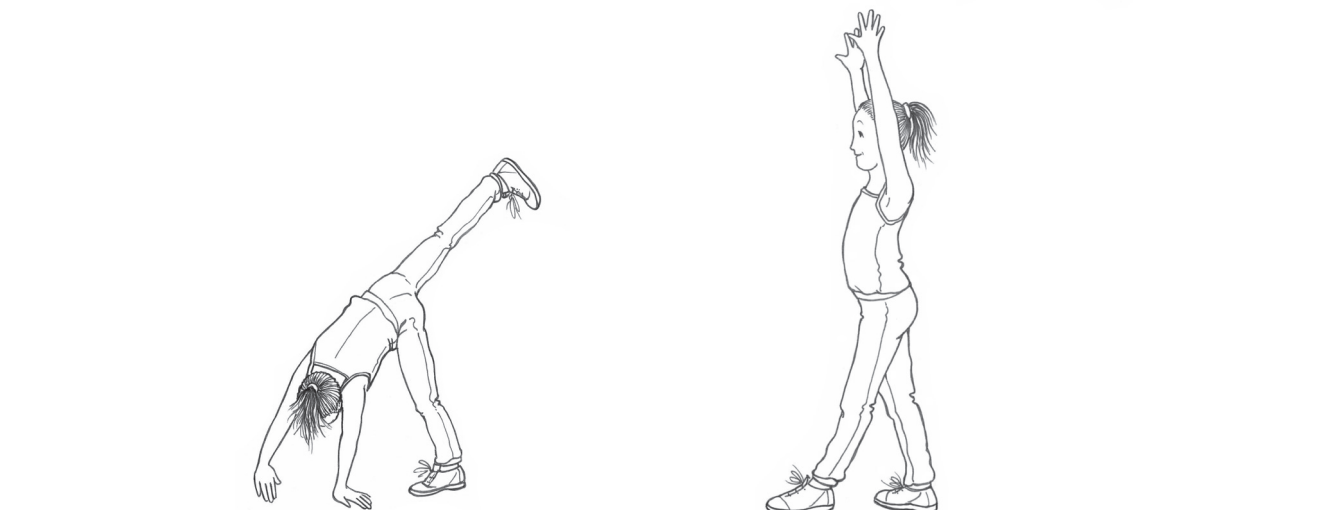
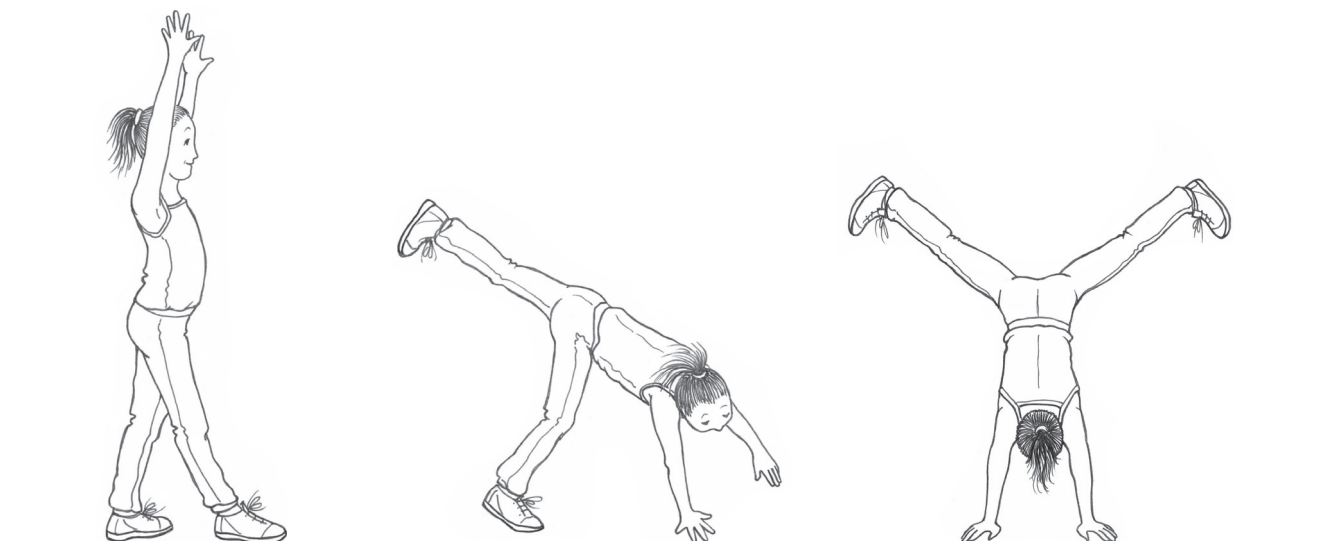
### NONLOCOMOTOR SKILLS

- Pivoting
- Spinning
- Jumping on the spot (legs together, straight or apart)
- Turning

# A2

## INDIVIDUAL LOCOMOTOR TRANSITION MOVEMENTS

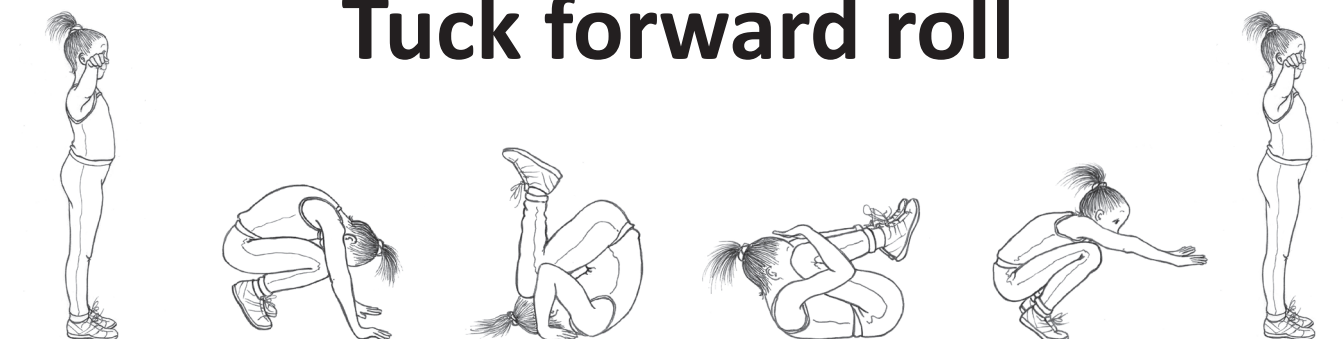
### Cartwheel



# A3

## INDIVIDUAL LOCOMOTOR TRANSITION MOVEMENTS

### Tuck forward roll



# INDIVIDUAL TRANSITION POSITIONS

## ARMS IN A “T”



# T1

## INDIVIDUAL TRANSITION POSITIONS

# ARMS EXTENDED DIAGONALLY ON EITHER SIDE OF THE BODY



# T2

## INDIVIDUAL TRANSITION POSITIONS

### ARMS IN AN “L”



# T3

# INDIVIDUAL TRANSITION POSITIONS

## ON TIPTOES



# T4

## INDIVIDUAL TRANSITION POSITIONS

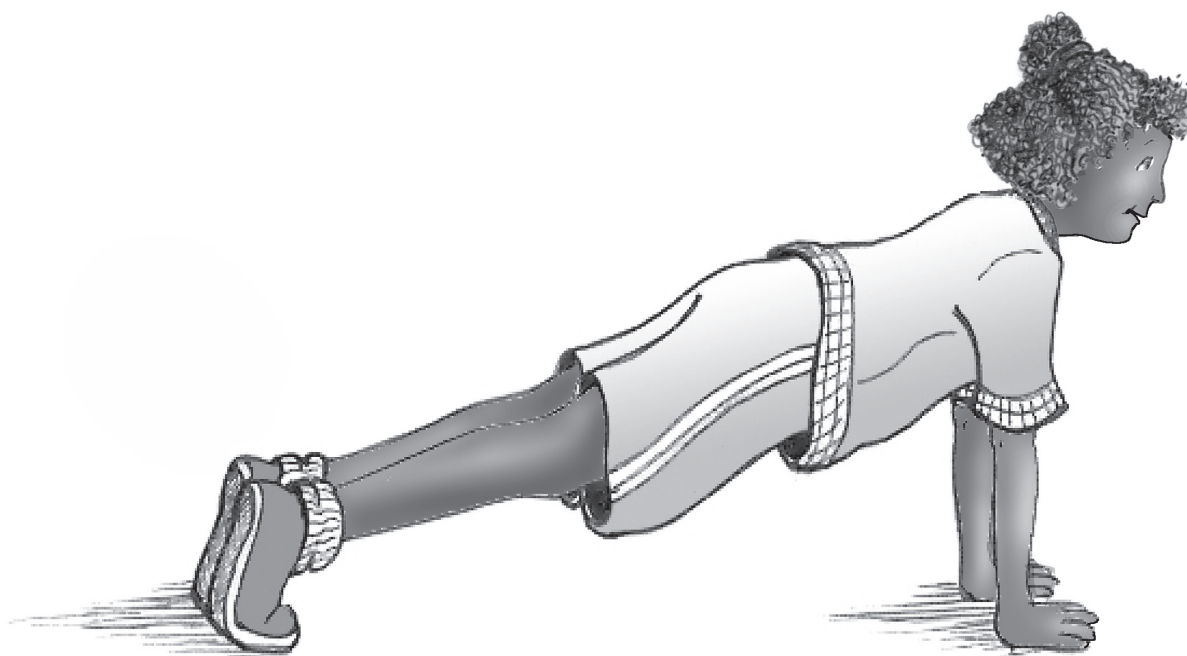
# STORK STAND



# T5

## INDIVIDUAL TRANSITION POSITIONS

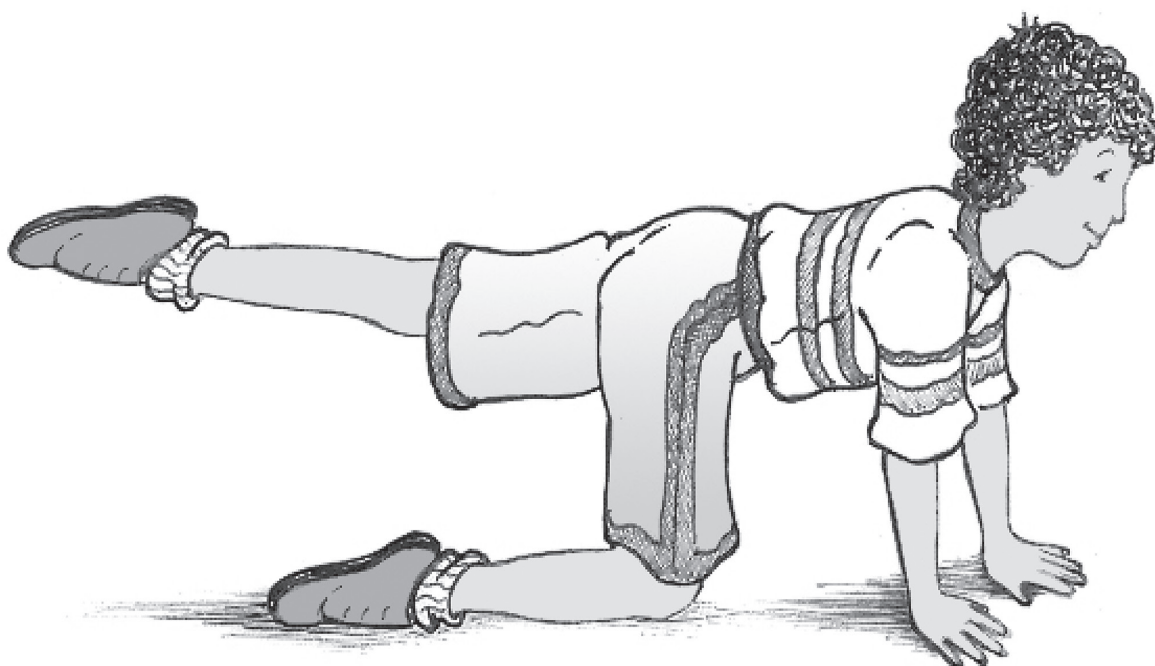
# PLANK ON HANDS



# T6

## INDIVIDUAL TRANSITION POSITIONS

# ARABESQUE ON ONE KNEE



# T7

## INDIVIDUAL TRANSITION POSITIONS

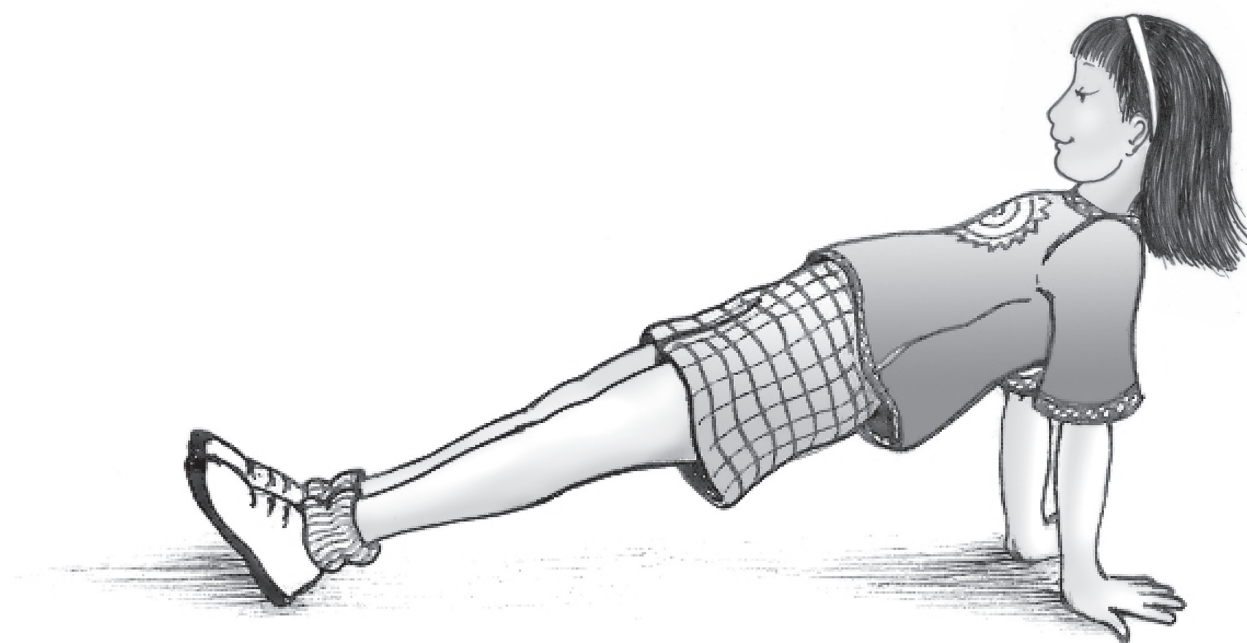
# LOW ARABESQUE



# T8

## INDIVIDUAL TRANSITION POSITIONS

# REVERSE PUSH-UP POSITION



# T9

# INDIVIDUAL TRANSITION POSITIONS

## AIRPLANE



# T10

## INDIVIDUAL TRANSITION POSITIONS

# ARABESQUE ON ONE KNEE WITH ONE HAND ON THE FLOOR



# T11

## INDIVIDUAL TRANSITION POSITIONS

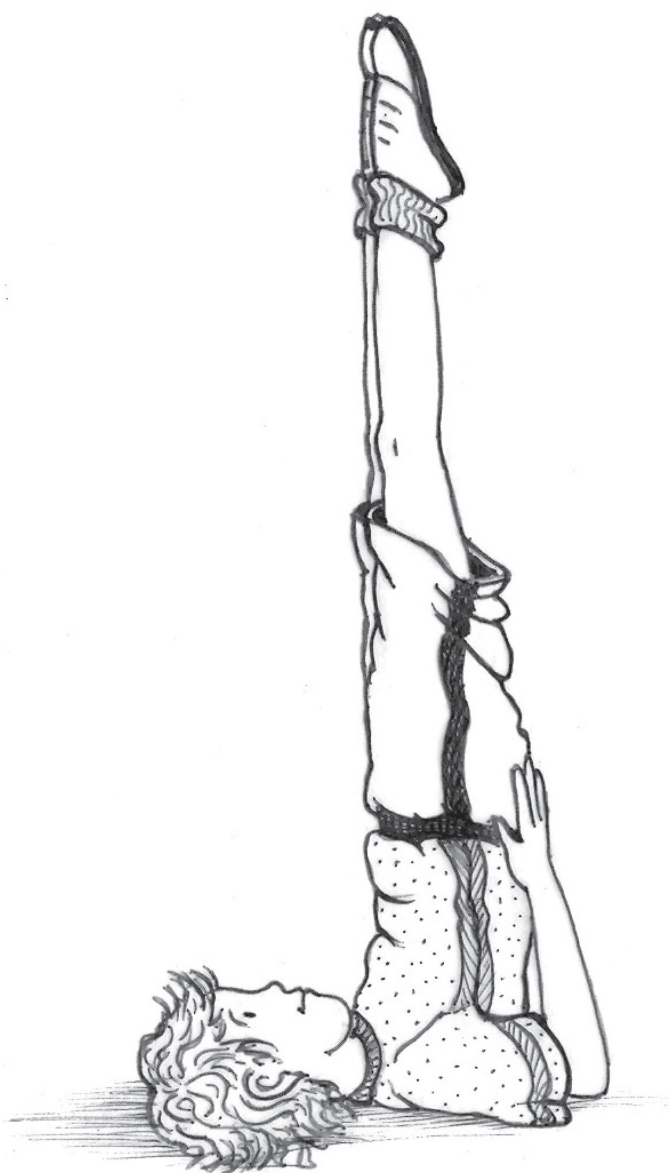
### “V” SEAT



# T12

## INDIVIDUAL TRANSITION POSITIONS

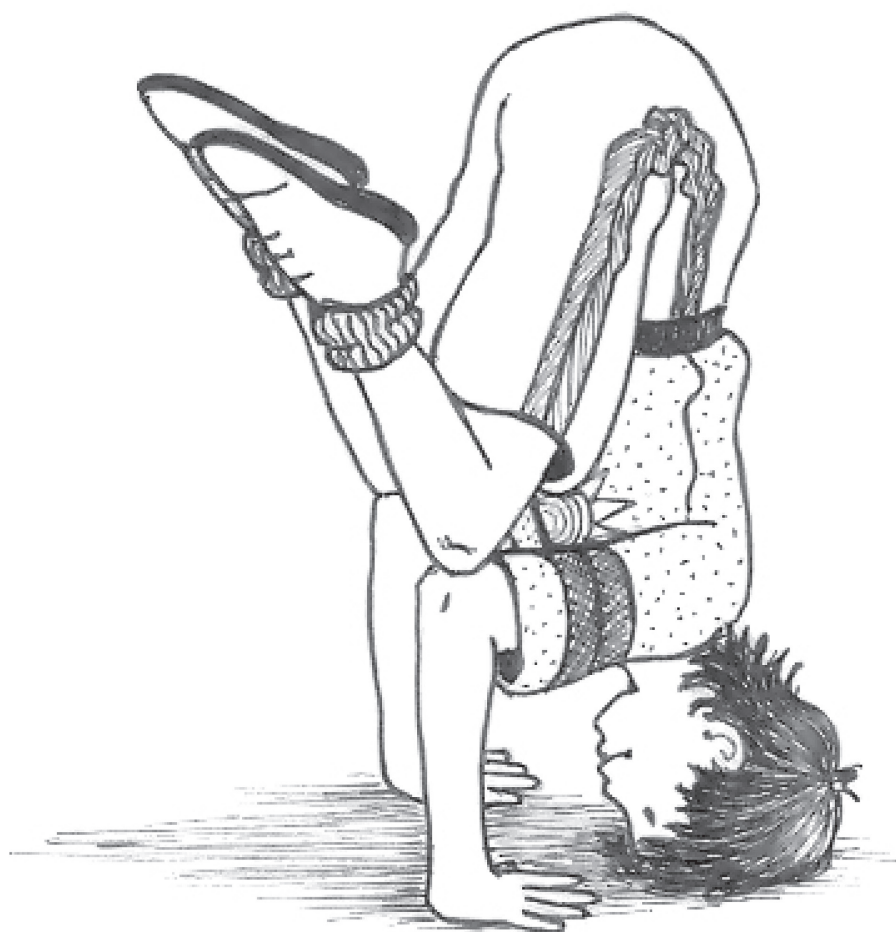
# SHOULDER STAND



# T13

## INDIVIDUAL TRANSITION POSITIONS

# BEAR STAND



# T14

## STARTING OR FINISHING POSITIONS

# STANDING POSITION



**STARTING/FINISHING**

**A**

## STARTING OR FINISHING POSITIONS

# STANDING POSITION



**STARTING/FINISHING**

**B**

**STARTING OR FINISHING POSITIONS**

# **LEGS APART POSITION**



**STARTING/FINISHING**

**C**

**STARTING OR FINISHING POSITIONS**

# **TUCKED POSITION**

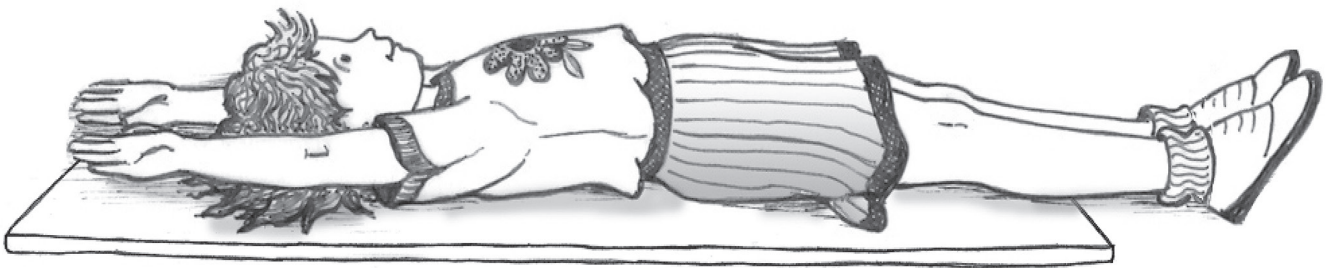


**STARTING/FINISHING**

**D**

## STARTING OR FINISHING POSITIONS

# SUPINE POSITION



**FINISHING**

**E**

**STARTING OR FINISHING POSITIONS**

# **STRAIGHT LEG POSITION**



**FINISHING**

**F**

**STARTING OR FINISHING POSITIONS**

# **LEGS APART POSITION**



**FINISHING**

**G**

## STARTING OR FINISHING POSITIONS

# POSITION ON ONE KNEE



**FINISHING**

**H**

**Enlarge, laminate and post the indications  
below on the gymnasium wall.  
They can be used to show how to develop a plan.**

# **STARTING POSITION**

**Group Figure 1**

**Group Figure 2**

**Group Figure 3**

**Group Figure 4**

**Individual  
transition movement  
1**

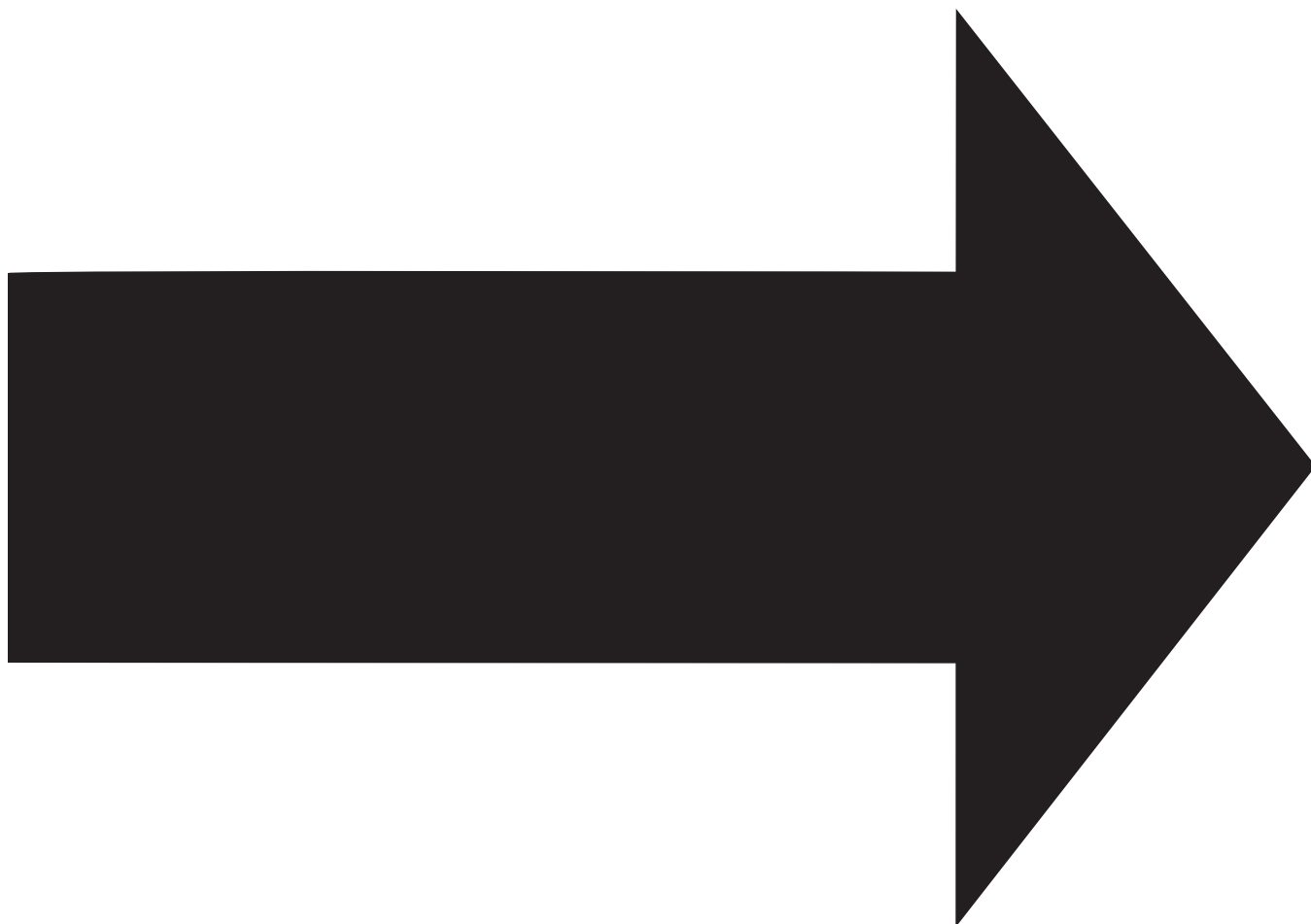
**Individual  
transition movement  
2**

**Individual transition  
movement  
3**

**FINISHING POSITION**

**Enlarge, laminate and post the arrow  
below on the gymnasium wall.**

**The arrows indicate the order  
of the elements of the sequence.**



**Rectangle for indicating the letter or the  
number corresponding to the position,  
individual transition movement  
or group figure selected.**



