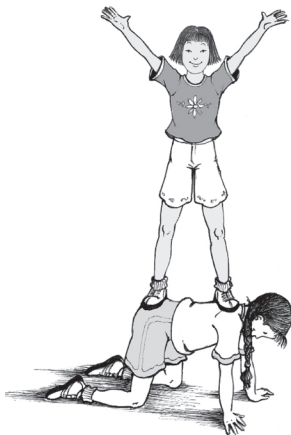


TEACHER'S GUIDE



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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Overview of the Learning and Evaluation Situation

SUMMARY OF THE STUDENT'S TASKS

In this learning and evaluation situation (LES), which lasts seven classes, students will carry out a sequence of group figures with a partner. Together, the students will develop a plan that includes a starting position, a sequence of four figures with a transition movement between each, a finishing position and a method for communicating between themselves. They will practise performing the planned sequence, applying the technical elements required for this type of physical activity, maintaining each position and each group figure for at least three seconds, and staying on the mats. At the evaluation stage, the students will perform the sequence according to the established plan. Lastly, they will carry out a self-evaluation. Throughout the LES, students will be expected to follow safety rules and demonstrate appropriate ethical behaviour.

SUBJECT-SPECIFIC COMPETENCY EVALUATED

Competency 2, *To interact with others in different physical activity settings*

TYPE OF ACTIVITY AND MEANS OF ACTION

Type: Cooperative activity

Means of action: Group figures

DIMENSIONS OF THE QUÉBEC EDUCATION PROGRAM AND THE PROGRESSION OF LEARNING THAT MAY BE USED

- **Knowledge:** Names a few ways of being understood by others and of being receptive to others' messages. Finds a few ways of maintaining [their] balance. Names some sensations perceived by the body when it is stationary and in balance. Names different types of support. Distinguishes different levels and identifies reference points. Locates [their] body and main body parts in space. Names the main positions occupied by partners in a given activity (top and base in acrobatic gymnastics).
- **Motor skills:** Positions [themselves] and moves, taking a partner into account. Applies the principles of balance. Maintains simple positions using different body parts for support. Performs a tuck forward roll and a complex rotation (cartwheel).
- **Behaviour:** Respects the rules, uses language that shows respect for [their] partner, cheers on [their] partner, respects the point of view or ideas of others.

CULTURAL REFERENCES

Activities related to performing in a circus, whether it is in Québec or elsewhere (Cirque du Soleil, Cirque Éloize, Royal Canadian International Circus, etc.)

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EVALUATION CRITERIA TARGETED

- Coherent planning
- Effective implementation
- Relevant reflection

DOCUMENTS PROVIDED

- Collection of Posters
- Slide Show
- Individual Worksheet
- Evaluation Rubrics – Elementary Cycle One

REQUIRED MATERIALS

- Equipment for projecting the slide show
- Mats

OVERVIEW

Classes 1 to 3	Classes 4 and 5	Classes 6 and 7
Introduction and tasks for acquiring and applying knowledge	Action plan and sequence	Evaluation task and integration

Preparation

- Read all the documents, paying close attention to the safety rules.
- Print the required number of Individual Worksheets.
- Print, on one side, the posters found in the Collection of Posters and stick them onto the walls of the gymnasium.
- Gather the rest of the necessary materials.
- Make teams of two students who are the same size.
- Become familiar with the evaluation rubrics for the targeted competency, on pages 5 and 6 of the *Evaluation Rubrics – Elementary Cycle One*.

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Class 1 — Introduction and tasks for acquiring and applying knowledge

- As an introduction, explain to students what the next few classes will focus on.
- Using posters 1 and 2, introduce students to:
 - their challenge for the evaluation task
 - the safety rules to follow and the ethical behaviours to adopt
- If needed, show the students how to take out, move, position and put away the mats safely on their own.

Before each physical activity session, it is essential to have students warm up properly and to remind them of the ethical behaviours and safety rules.

Ask the students to put their shoes along the wall before starting the tasks on the mats.

Task 1

Topic: Get Into Position!

- Ask the students about the positions and principles of balance previously learned and use visual resources to present them.
- Have the students spread out over the available space.
- In order to verify the students' ability to perceive their body in space and their knowledge of vocabulary used in physical education and health, ask them to perform and maintain various positions presented in posters T1 to T14. Start with the simplest positions that use just one body part before adding more complex positions involving several body parts, always taking into account the students' abilities. As the students hold their positions, show them the corresponding poster so they can correct their positions.

Examples of positions:

- Extending and crossing arms (poster T1)
- Bending upper body forward (posters T8 and T10)
- Positioning arms in an "L" (poster T3)
- Putting left foot on the side of the knee (poster T5)
- Making a diamond with their arms, hands pointing upward (poster T5)
- Positioning themselves on four support points (hands and feet), with a straight upper body and arms extended (posters T6 and T9)
- Positioning themselves on three support points (two hands and one knee), with one leg parallel to the floor, extended and pointing backward (poster T7)
- Bending legs (poster T14)

During the LES, take breaks as needed to review a concept, remind students of a safety rule, etc.

Note: The task above is useful if the students have weak proprioceptive perception. It could be repeated at the beginning of each class for a few minutes. Closing their eyes during this exercise will help students develop their proprioceptive perception.

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Task 2

Topic: Working on my positions

- Teach the principles of balance according to students' needs.
 - Show the students slide S1, ask them questions about the positioning of the body parts and encourage them to establish links with a few principles of balance.
 - From the students' answers, point out the positioning of the different body parts when getting into a position. If necessary, show slides S2 and S3.
 - Ask the students to pair off and take turns maintaining a position on the mat while their partner observes them and corrects them if necessary.
 - Repeat the procedure for the other slides.

Task 3

Topic: Maintaining different group figures with my partner

- Ask students what makes for a solid structure, for example a bridge, a tower or a Roman aqueduct.
- Using slides S4 to S8, invite students to think about what makes for a solid structure and to establish links with the group figures.
- Go over the technical elements that will be worked on during the next task, for example establishing a sufficient number of solid and stable bases.
- Assign a mat to each team and have the students reproduce the group figures presented on the posters, applying the technical elements that you mentioned.
- Reconvene the students for a brief period of reflection to have them point out their successes, their difficulties and the elements that need to be adjusted next class.

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Class 2 — Tasks for acquiring and applying knowledge

- Using posters 1 and 2, remind students of their challenge for the evaluation task as well as the safety rules to follow and the ethical behaviours to adopt.

Task 4

Topic: Communicating and performing group figures with my partner

- Use a demonstration to question students about synchronization problems that can arise when building or dismantling a group figure. Follow up by explaining the importance of the following:
 - Communicating between partners to solve the problem
 - Agreeing on the words to use when communicating between partners to start building and dismantling the group figure (e.g. “one, two, three, go!”) and to maintain the group figure while counting out three seconds (e.g. counting out loud “1 crocodile, 2 rhinoceros, 3 hippopotamuses”).
- Assign a mat to each team and invite them to choose their messages.
- Show slides S9 to S14 about the positioning of the different parts of the body, support points, and grips in specific spots, in accordance with the safety rules and the different roles students are playing (top and base) and depending on the size of each team member.
- Use a demonstration to explain to students the procedure for building, maintaining and dismantling the group figures while following the safety rules.
 - **Build**
 - Using the message they have selected, the base or the top signals when to start building the group figure.
 - The base first positions their support points, then their other body parts.
 - The top then positions their support points (first the feet, then the hands) or their grips, then their other body parts. The base and the top must position themselves carefully in accordance with the illustration of the group figure.
 - **Maintain:** When they have built and stabilized the group figure, the base or the top counts out three seconds using the agreed-upon message.
 - **Dismantle:** After the three seconds, using the message they have selected, the base or the top signals when to start dismantling the group figure. For example, in a given group figure, the top could move their support points (feet or hands) or grips in order to break physical contact with the base before the base returns to their original position.
- Ask the teams to practise by reproducing a few group figures presented on slides S9 to S14 or on posters F1 to F15. Intervene when necessary.

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- Reconvene the students for a brief period of reflection to discuss what worked well and what difficulties they encountered, particularly with regard to:
 - the roles each played
 - the adjustments they made to the positioning of the support points on specific body parts of their partner, taking the safety rules into account
 - the procedure for building, maintaining and dismantling the group figures
 - the use of messages for communicating
- Ask students to continue working the sequence of group figures for the rest of the class.

FIGURES COLLECTIVES

Class 3 — Tasks for acquiring and applying knowledge

- Using posters 1 and 2, remind students of their challenge for the evaluation task as well as the safety rules to follow and the ethical behaviours to adopt.

Task 5

Topic: Learning to transition from one group figure to another

- Ask the students about the locomotor and nonlocomotor movements as well as the technical elements they have already learned and present these movements using posters A1 to A3.
- If needed, using posters A2 and A3, review with students the way to perform tuck forward rolls and cartwheels, and ask them to practise them on the mats.
- Reconvene the students for a brief period of reflection and mention any adjustments they could make. Continue the exercise if needed.
- Use a demonstration or a video to question students how to perform a series of group figures without stopping or hesitating.
- Explain how to transition from one group figure to the next in a sequence using locomotor or nonlocomotor movements. Introduce the concept of fluidity and remind the students how important it is to use a message for building and dismantling the figure as well as maintaining the figure for three seconds.
- Have the students choose two group figures and practise transitioning between the two using a locomotor or nonlocomotor movement (e.g. figure F3, followed by a forward roll, then figure F4). Remind them of the elements presented and practised in Class 2. If necessary, use the posters or slides S9 to S14 on figures with a partner.
- Using posters A to H, introduce students to starting and finishing positions from which they can choose.
- Have them present a starting or finishing position for starting the sequence and another for finishing the sequence.
- Ask the students to practise a sequence of three group figures. Their sequences should include a transition movement between each group figure in order to ensure fluidity. The students must communicate with each other and respect the safety rules and the constraints associated with the task.
- In a brief period of reflection, ask students to discuss the problems they encountered so they can make the necessary adjustments.
- Discuss the challenge presented in the evaluation task and the performance constraints (poster 1) to make sure the students understand what the evaluation covers.

The teacher may also allow students to use the positions presented on posters T1 to T14 as a starting or finishing position.

Classes 4 and 5 — Plan of action and sequence

- Hand out a copy of the Individual Worksheet to each student.
- Remind students of their challenge for the evaluation task and explain how the targeted competency will be evaluated by presenting the evaluation criteria and the observable elements of the descriptive rubric provided on page 4 of the *Evaluation Rubrics – Elementary Cycle One*. It is suggested that a copy of the rubric be reproduced and posted on one of the gymnasium walls.
- Remind students of the safety rules to follow and the ethical behaviours to adopt.

Task 6

Topic: Learning to write out my sequence and preparing for the evaluation task

- With the students, discuss the necessity of having a plan of action for building a house, a shed, etc. Explain how a plan of action is useful for successfully performing a sequence of group figures.
- Using the indications, the arrows and the rectangles posted on the wall, show the students the plan of action template on the Individual Worksheet. Use a visual aid to show students a way to develop a plan of action and ask them questions to make sure they understand.
- Have the students:
 - refer to the posters of group figures on the wall and discuss which figures they can build, maintain and dismantle easily, which figures are reasonably challenging as well as those that are too difficult for them
 - develop a plan of action by choosing elements that represent a challenge for their team and by writing down their choices in their plan of action
 - practise performing the sequence of group figures in their plan of action, making sure to apply the technical elements, follow safety rules and communicate the selected message at the appropriate time
- Observe the students and provide feedback.
- Ask the teams to adjust the following elements as needed:
 - the content of the plan of action
 - the performance of the movements and holding the positions
 - the transition movements between group figures
 - communication
- Collect the copies of the Individual Worksheet.

Classes 6 and 7 — Evaluation task and integration

- Give each student their copy of the Individual Worksheet.
- Using posters 1 and 2, remind students of their challenge for the evaluation task as well as the safety rules to follow and the ethical behaviours to adopt.

Task 7

- First, select the teams that volunteer.
- Ask the team to explain their plan of action and to perform their sequence.
- Record your observations in the Group Observation Rubric on page 5 of the *Evaluation Rubrics – Elementary Cycle One* document or use the Descriptive Rubric on page 4 of the same document.
- Compare the performance with the plan of action and adjust your notes if needed.
- To determine the student's result, use the scale adopted in the local standards and procedures or a scale of your choice.

Note: During the evaluation, the students who are waiting can practise their sequence. The students who have been evaluated can start completing the self-evaluation in the Individual Worksheet. They can then practise tasks related to the same competency or to another competency.

Integration

- If needed, allow time for students to complete their self-evaluation.
- Lead a discussion with the whole class.
 - Have students present what worked well, what difficulties they encountered and what they learned, referring to their self-evaluation.
 - Present the main observations you recorded in the Group Observation Rubric.
 - Discuss with the students their participation and their answers given in their self-evaluation.
- Collect the copies of the Individual Worksheet.

FIGURES COLLECTIVES

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Online resources

<http://acrosport.roudneff.com/>

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<http://www.csdecou.qc.ca/sources/sources/pageprof/pwmarc/htm/acrogym.htm>

[http://patrick.messin.free.fr/acrosport/pages/pyramides par niveaux.htm](http://patrick.messin.free.fr/acrosport/pages/pyramides_par_niveaux.htm)

<http://www.ac-nancy-metz.fr/ia57/schalbach/acrogym.htm>