



Commission
Scolaire **Kativik** School
Board

1st Cycle of Primary

Performs

Movement skills in different physical activity settings

Balance

Document 1 (LS)

May 2011

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Physical education and health

Title: Balance

Cycle:

1 2 3

Number of periods:

4 5 6 7 8

Competency:

- Performs movement skills in different physical activity settings
 Interacts with other in different physical activity settings
 Adopts a healthy, active lifestyle

Essential skills:

- Movements about an area with or without obstacles
 - Walks, crawls, skips, moves on all fours
 - Runs, gallops, hops, performs standing long jump
 - Goes over obstacles
- Movements about on apparatuses
 - Moving through low apparatuses
 - Moving through apparatuses of various heights
- Balanced stances (postures) on the floor and on apparatuses
 - Maintains simple postures using different body parts for support
 - Maintains simple postures on apparatus

Equipment:

Note that the equipment used is for information only and can be replaced by other objects that meet the educational requirements of the taught activity.

- Blue carpets
- Balance benches
- Wall bars
- Ladder
- Hoops
- Beam (if available)
- Blocks- (wood or foam)
- Bean bags
- Skateboard
- Cones
- Jump rope
- Physitubes
- Plastic rings

Success criteria:

The criteria that the teacher must consider in the child in order to help the latter improve his balance.

- Look straight ahead
- Have the arms on the side to help keep one's balance
- Do the events successfully without losing balance
- Succeed without putting a foot on the ground
- Increase the difficulty (one foot, closed eyes, backwards, etc.)
- Increase the balance time (5, 10, 15 seconds, etc.)
- Increase the execution speed

Educational intent:

Lead the students to develop their stable and dynamic balance in different ways.

Situation simulation exercise:

Introducing a ludic element to the situation invites the students to participate in a more active way. The following ideas can apply to the LES:

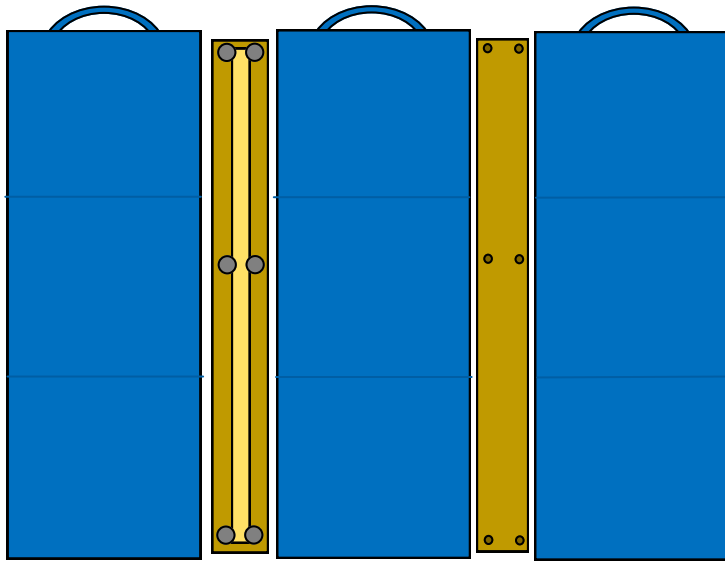
- The world of animals: each of the movements looks like an animal.
- The circus: introduce the activities or circuits like circus events
- The jungle: each of the workshops, circuits enables to cross the jungle completely
- The super heroes: each of the student groups represents a super hero with their powers
- The challenges (each workshop with a challenge): introduce the challenge aspect which must be accomplished in order to succeed in a mission or in a task
- Any other idea

Course: 1

Course intent: Introduction, exploration (workshops)

Organization

Workshop #1 Balance on balance benches



Execution:

Leave the students in 3 teams and rotate the workshops. Each student must have the possibility of working on each of the apparatuses.

Workshop #1:

- Ask the students to walk through the benches without falling

Workshop #2:

- Ask the students to stand on one circuit on each of the surfaces for as long as possible (vary the support circuit)

Workshop #3:

- Ask the students to walk through the beam and to go up and down the ladder

Equipment:

Workshop #1:

- 2 or more balance benches
- Blue carpets on each side of the benches

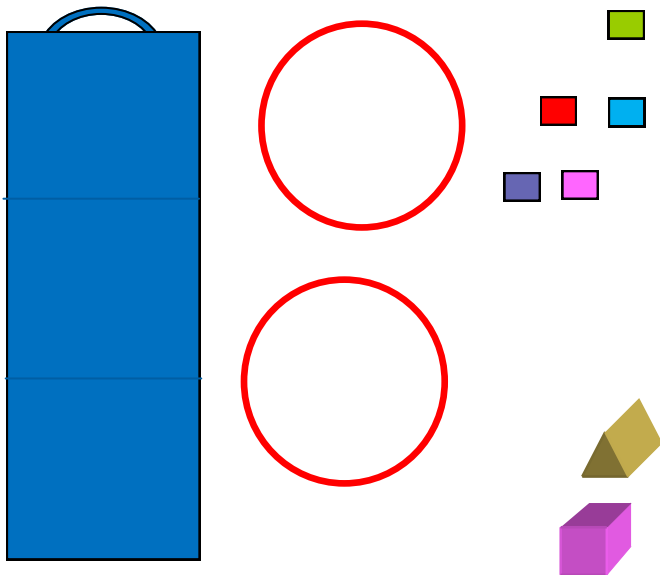
Workshop #2:

- Blue carpets
- Blocks (wood or foam to enable changing the student's centre of gravity)
- Bean bags

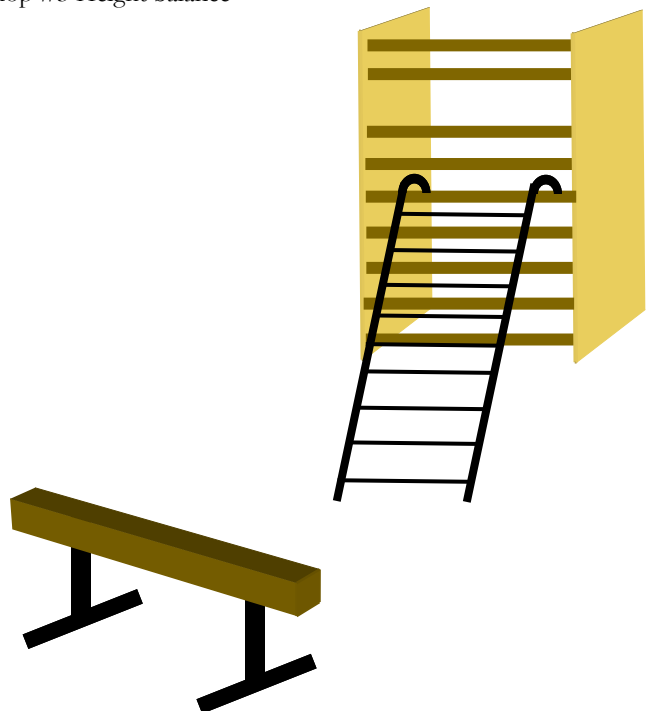
Workshop #3

- Beam
- Wall bars + ladder (or balance bench upside down)

Workshop #2 Balance on one foot



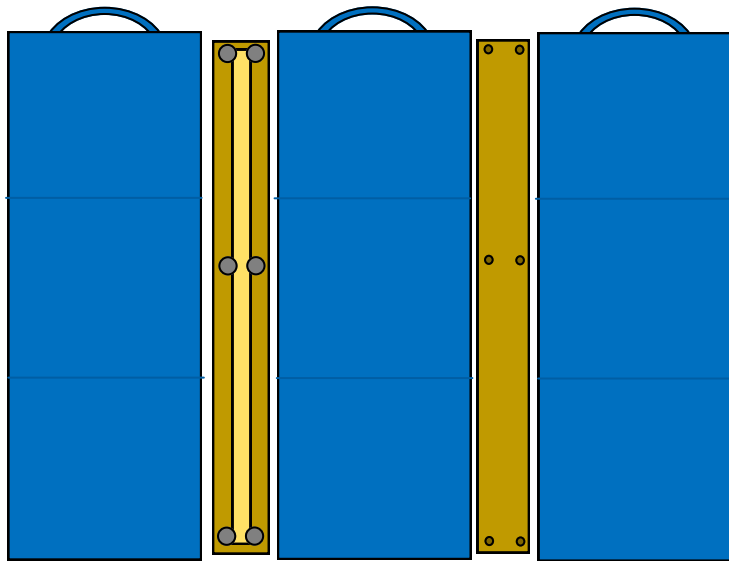
Workshop #3 Height balance



Important: Through these workshops, the students must explore each of the ways of keeping their balance. Allow free exploration while making sure all safety aspects are under control. Each of these workshops may be transformed with the addition of various equipment items enabling the students to keep their balance. Ask the students for their appreciation after the exploration.

Organization

Workshop #1 Balance on balance benches



Execution:

Create 3 teams, give 5 to 7 minutes for each of the workshops and make a rotation

Workshop #1:

- Ask the students to walk across the benches, sideways, backwards, without falling and with closed eyes

Workshop #2:

- Ask the students to go across the equipment path without touching the ground,
 - Walk on the side of hoops
 - Walk on the wood blocks
 - Walk on the fabric blocks
 - Walk on the objects ON the blue carpet

Workshop #3:

- Ask the students to go across the equipment path without touching the ground,
 - Walk up the ladder
 - Cross the wall bars
 - Go down sitting on the balance bench hanging from the wall bars.
 - Walk across the beam

Equipment:

Workshop #1:

- 2 or more balance benches
- Blue carpets on each side of the benches

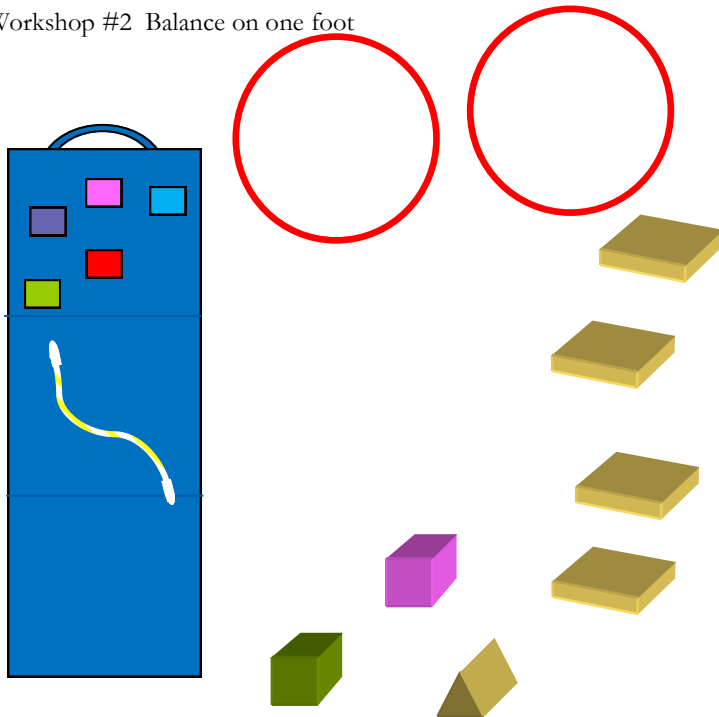
Workshop #2:

- Blue carpets
- Wood blocks (foam form which enables to change the student's centre of gravity)
- Bean bags
- Jump rope

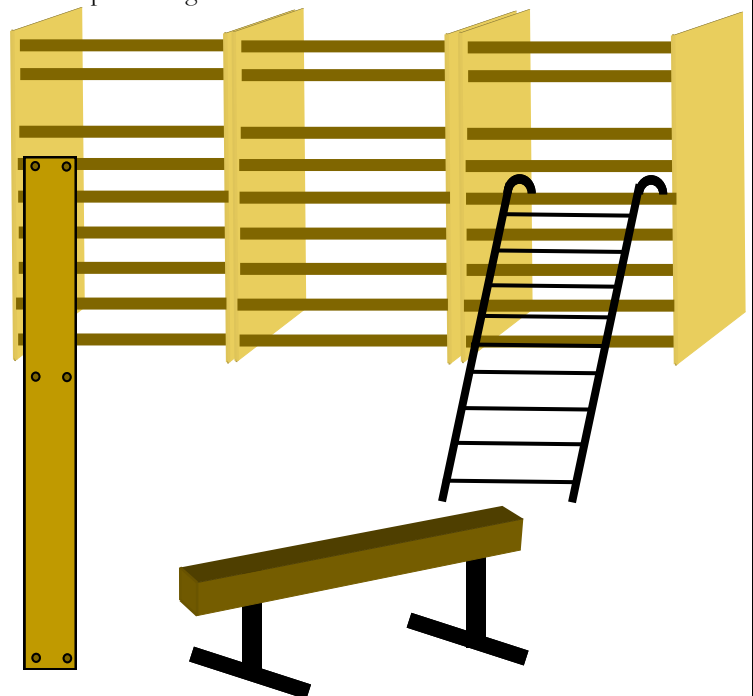
Workshop #3

- Beam
- Wall bars + ladder (or balance bench upside down)

Workshop #2 Balance on one foot



Workshop #3 Height balance



Important: Offering achievable challenges to students stimulates their interest and enables them to improve their motor capacity .

Course: 3

Course intent: The raised tag

Equipment:

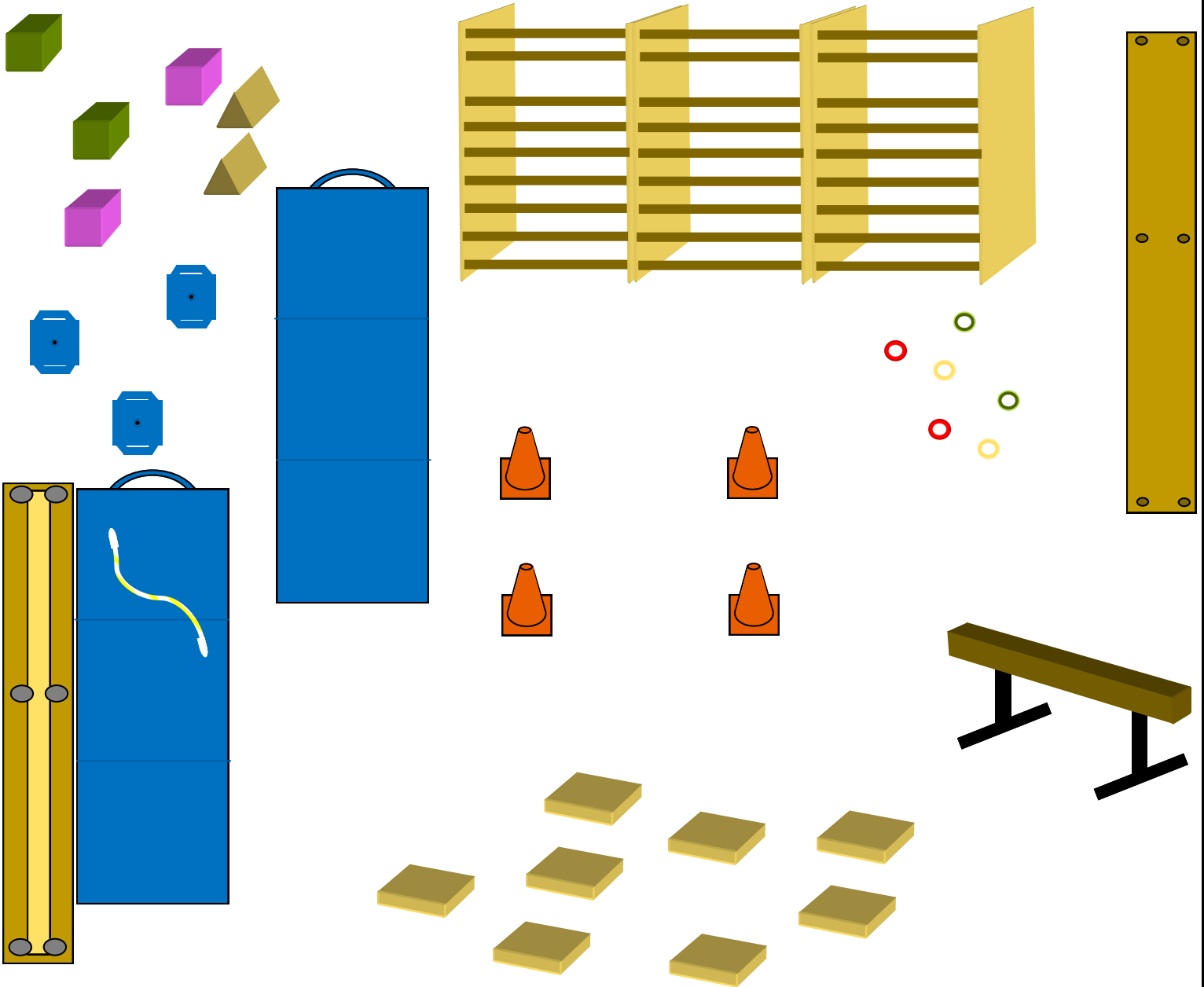
Take out the elevated equipment or the equipment with different textures to allow the students to work in teams, in different ways.

- Blocks (foam, wood)
- Blue carpet
- Beam
- Wall bars
- Cones
- Plastic rings
- Balance benches
- Jump rope
- Skateboard

Execution:

Place as many equipment items as possible in your gymnasium, for the students to be able to climb on the apparatuses for the game.

1. Designate 1 or 2 tags that must "it" the students.
2. Place a prison at the centre of the gymnasium with cones.
3. Allow the students to release prisoners by going and tapping on the hand (or any other way).
4. Limit the time per student on an apparatus to 15-20 seconds.
5. Change the "it"
6. Provide instructions as the game progresses
 - i. Run on one circuit
 - ii. Jump along
 - iii. Crawl on the objects
 - iv. Gallop, hop along, skip along



Important: The gymnastics equipment must be secured and correctly assembled and the safety instructions must be understood by the students for these apparatuses.

Course: 4

Course intent: The balance circuit

Equipment:

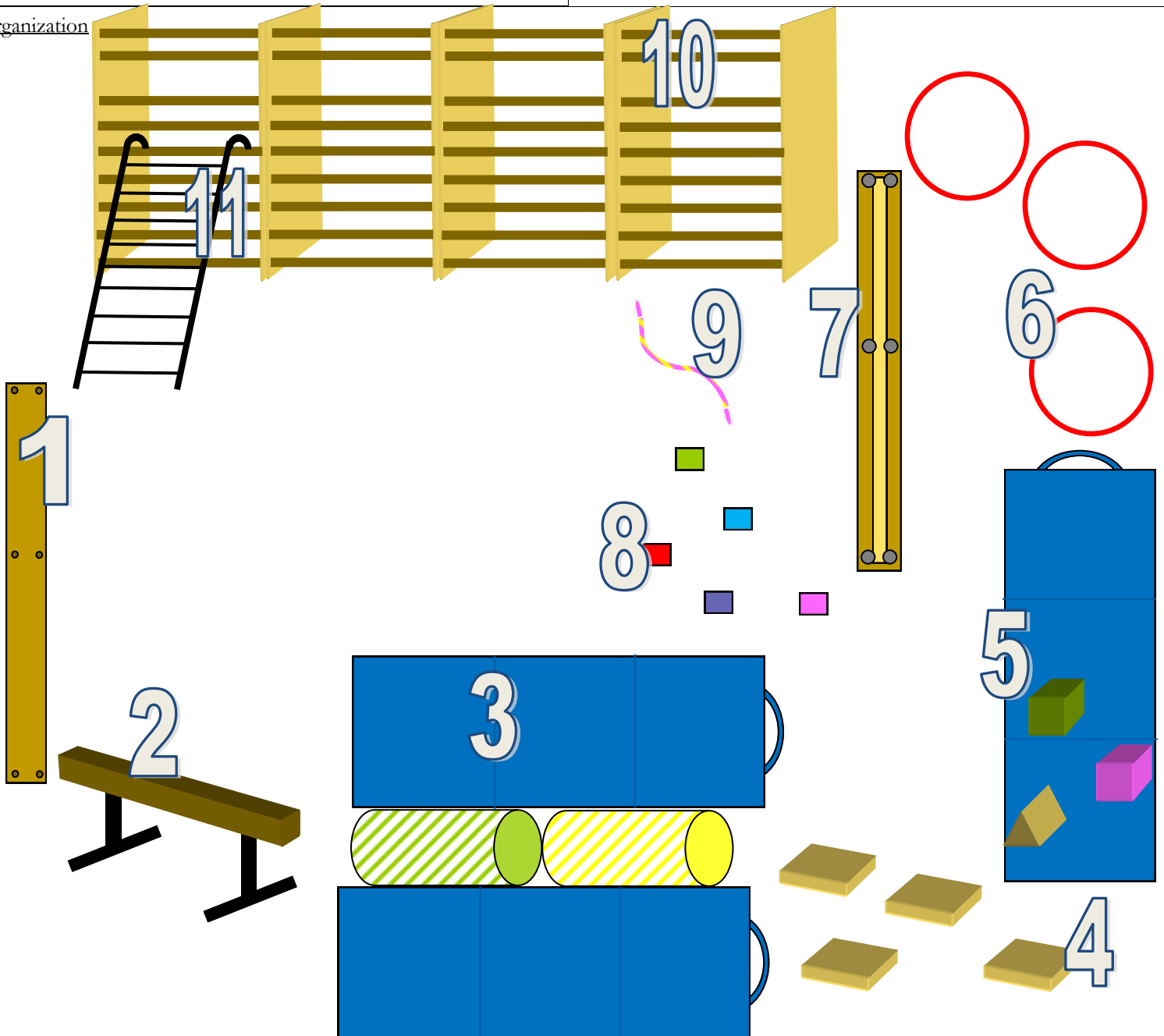
- Balance benches
- Carpet
- Physitubes
- Beam
- Blocks
- Hoops
- Ladder
- Wall bars
- Bean bags
- Jump rope

Execution:

The students must complete the circuit without touching the ground. They must wait till the student before them has completed the station prior to starting.

1. Walk on the balance bench
2. Go across the beam
3. Go ON the physitubes
4. Walk on the wood blocks
5. Walk on the fabric blocks on the carpet then cross half the carpet with a long jump
6. Jump from one hoop to the other
7. Walk on the upside down balance bench
8. Walk on the bean bags
9. Walk on the jump rope
10. Go across the wall bars
11. Go down the stairs

Organization



Information: The equipment is for information only. If you do not have this equipment, use other equipment at your disposal. The number of stations may be increased or decreased depending on the number of students and equipment items available.

Course: 5

Course intent: The balance circuit with objects

Equipment:

Same as course #4

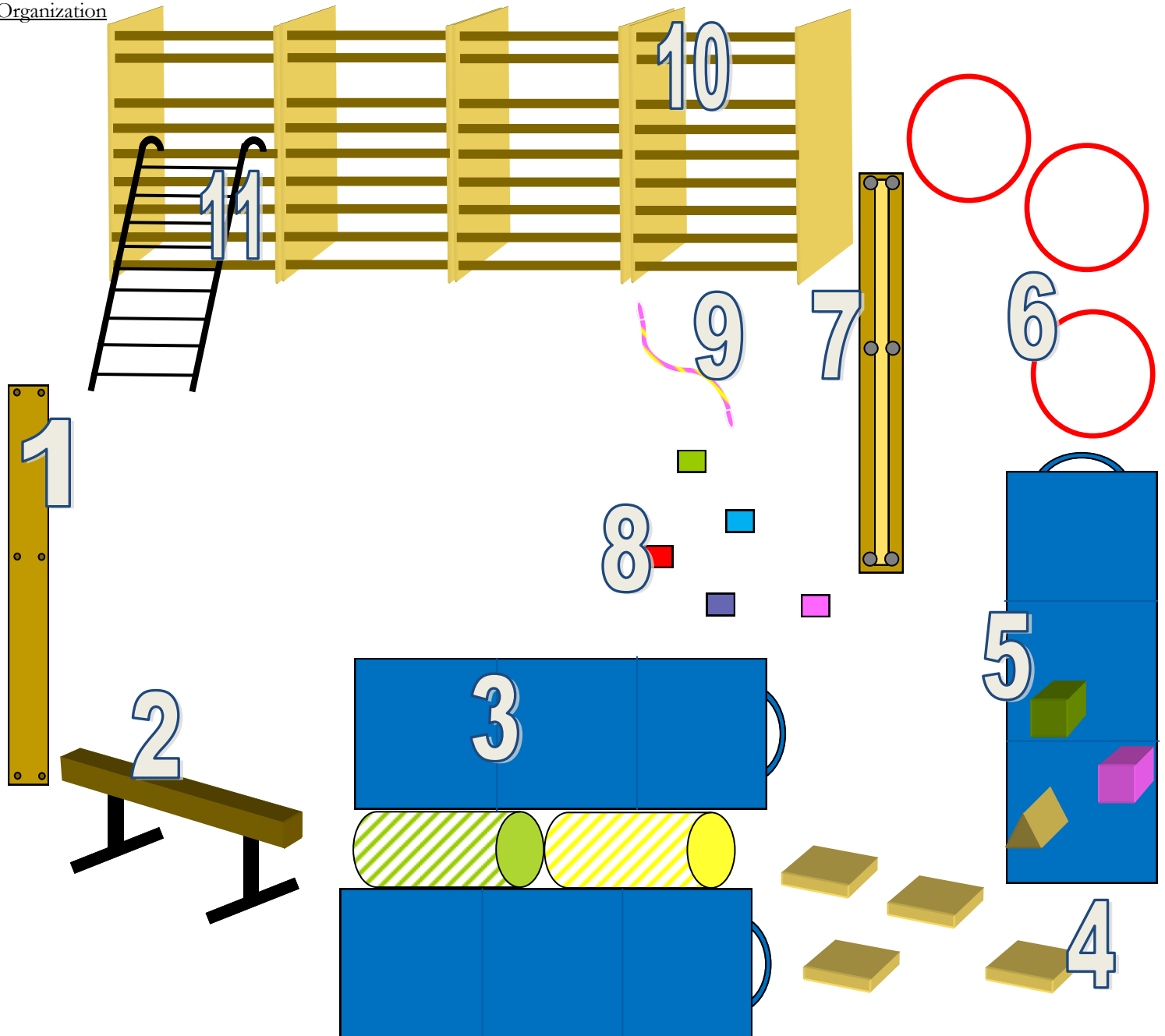
Important:

- The students must look ahead to have good balance
- Arms on the side help get balance on the beam
- Rapidity is detrimental to good balance
- Allow the students to have additional help for some apparatuses
- Carrying a large beach ball obliges the students to work differently in their environment while working on their balance

Execution:

- The students must complete the circuit without touching the ground. They must wait till the student before them has completed the station prior to starting.
 - Ask the students to carry an object in their hand
 - Go across the bench and beam sideways, backwards
1. Walk on the balance bench
 2. Go across the beam
 3. Go ON the physitubes
 4. Walk on the wood blocks
 5. Walk on the fabric blocks on the carpet, then cross half the carpet with a long jump
 6. Jump from one hoop to the other
 7. Walk on the balance bench upside down
 8. Walk on the bean bags
 9. Walk on the jump rope
 10. Go across the wall bars
 11. Go down the stairs

Organization



Information

Safety:

- Ask the students to walk at all times (except in places indicated in the planning)
- Place blue carpets on each side of the apparatuses high up (balance benches, beam, ladders)
- Make sure the students can execute the movements
- Do not let the students go onto the apparatuses without your approval
- Manage the groups and workshops
- The gymnastics equipment must be correctly secured and installed and the safety instructions must be correctly understood by the students for these apparatuses

Useful links:

<http://www.enseignons.be/forum/psychomotricite-f56/topic12711.html>

<http://www.chups.jussieu.fr/polysPSM/anatfonctPSM2/poly/POLY.Chp.3.html>

<http://eps-premier-degre.scola.ac-paris.fr/>

For more information:

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Movement skills in different physical activity settings

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Document 2 (Evaluation)

May 2011

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Physical Education and Health

TEACHER'S EVALUATION GRID MOTOR SKILLS

Competency: **Performs** movement skills in different physical activity settings

1st cycle of primary Grade: Class: LES: BALANCE C1	Observable elements (indicate, in the relevant column, the score concerned)							
	Evaluation criteria Motor skills							
	Locomotor skills				Nonlocomotor skills			
	Moving about an area with and without obstacles				Moving about on apparatus		Balanced stances (postures) on the floor and on apparatus	
	The student keeps his balance while walking	The student keeps his balance while running	The student keeps his balance while rushing around	The student does a long jump while keeping his balance	The student moves through the low surface apparatuses with good balance	The student moves through the apparatuses with a more or less high surface with a good balance	The student keeps simple postures by using various support points while keeping his balance	The student keeps simple postures on apparatuses while keeping his balance
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Legend:

- 4: Performs the task easily according to the expected results
- 3: Performs the task in a partially way according to the expected results
- 2: Performs the task with difficulty according to the expected results
- 1: Does not perform the required task in full

*Scores 2-3-4 may be improved with a +