

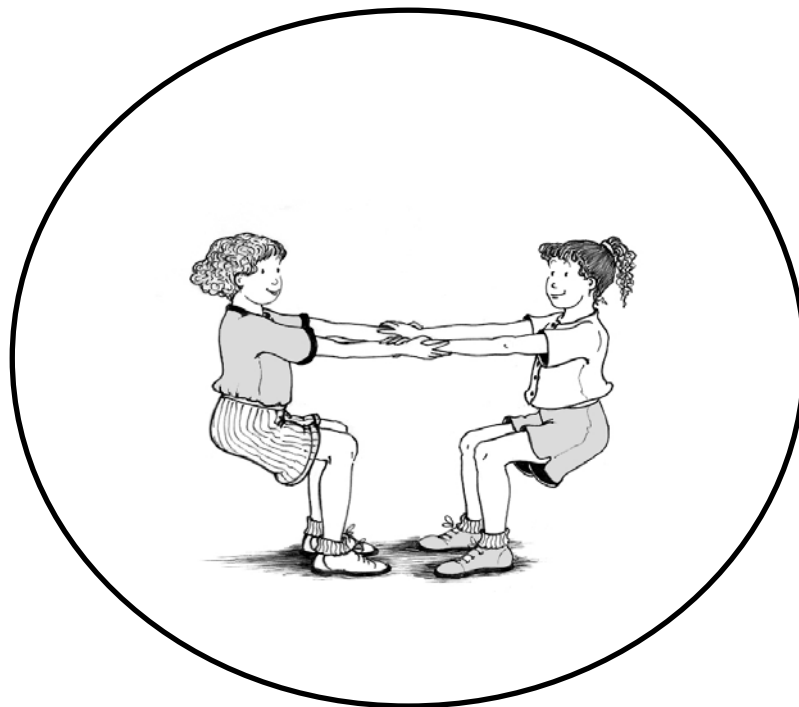
Student Booklet

PHYSICAL EDUCATION AND HEALTH Second Year of Elementary School

COMPETENCY

*To interact with others in different
physical activity settings*

PYRAMID AND BALANCE SEQUENCE WITH A PARTNER



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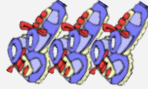
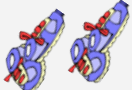

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STUDENT CHECKLIST

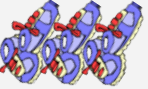
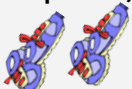

Name: _____

Instruction: Check the box (☑) in the column that best describes your performance for each step according to the criteria indicated.

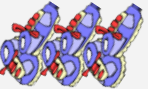


Step 1

	EXCELLENT (completed) 	GOOD (partially completed) 	NEEDS WORK (not completed) 
Coherent planning			
I contributed my ideas and I listened to my partner(s) ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a plan with my partner(s) (Worksheet 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 2

	EXCELLENT (completed) 	GOOD (partially completed) 	NEEDS WORK (not completed) 
Effective implementation			
I performed the planned sequence with my partner(s) (see the constraints related to the task).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I positioned myself and moved taking my partner(s) into account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I followed the safety rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sent out clear messages and I was receptive to those of my partner(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adopted elements of ethical behaviour specified by my teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 3

	EXCELLENT (completed) 	GOOD (partially completed) 	NEEDS WORK (not completed) 
Relevant reflection			
I evaluated: <ul style="list-style-type: none"> • the plan of action • how the sequence was performed with my partner • the results obtained 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I identified what I learned (Worksheet 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAN OF ACTION FOR THE PYRAMID AND BALANCE SEQUENCE TO BE USED FOR LEARNING AND EVALUATION PURPOSES

Names: 1. _____ 2. _____ Class no.: _____

Plan of action for the sequence

1. Write your names and the corresponding number on the sheet showing your individual starting and finishing positions in the appropriate rectangles.
2. Write the number corresponding to the sheet showing the group figure in the appropriate rectangle.
3. Write your names as well as the letter or the name of your transition movements in the appropriate rectangles.

INDIVIDUAL STARTING POSITION	GROUP FIGURE 1	TRANSITION MOVEMENT	GROUP FIGURE 2	TRANSITION MOVEMENT
Name		Name		Name
Name		Name		Name



GROUP FIGURE 3	TRANSITION MOVEMENT	GROUP FIGURE 4	INDIVIDUAL FINISHING POSITION
	Name		Name
	Name		Name



PYRAMID AND BALANCE SEQUENCE SELF-EVALUATION

(TO BE HANDED IN TO THE TEACHER)

Name: _____ Group: _____ Date: _____

1. For the evaluation task you completed, check off () the appropriate box in the column that corresponds to your evaluation of yourself for each of the following elements.

Elements of the evaluation task	I did it correctly.	I still have difficulty.	I should make changes.	I did not do it.
I cooperated with my partner(s) (we did it together): <ul style="list-style-type: none"> • when developing the plan of action • when performing the sequence • when making changes 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I developed the plan of action (see Worksheet 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I performed the sequence of group figures according to the plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicated while performing the sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I followed the safety rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adopted ethical behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I changed, as needed: <ul style="list-style-type: none"> • my way of cooperating • the plan of action • the performance of the sequence • my behaviour in order to follow the safety rules • my behaviour in order to conduct myself ethically 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Note to the teacher: Explain this tool to the students and present each element one after the other as well as the choices for the answer. When the students have submitted their self-evaluation, compare their answers with the information you recorded in the rubric as well as the notes you took while observing the evaluation task. Then, judge whether their reflection on the observable element *Evaluates the process, plans and results* was successful, more or less successful or unsuccessful.

2. In what other tasks or types of physical activity could you apply your ability to follow safety and behaviour rules, communicate and make changes according to your partner?

TEACHER'S SIGNATURE

