

Summary of the LES

The following LES is based on [Parkour](#), an activity which started in France and today is commonly practiced in cities. In a safe environment, such as a gym, students will select different ways to use each of the pre-selected obstacles. Parkour movements for the student's final production should be fluid and continuous. Because different uses of the apparatuses are associated with different levels of difficulty, each student will select a level of difficulty depending on his or her own restrictions and abilities.

Duration: 4 to 5 periods

N.B: The following steps are not necessarily listed in chronological order. They are associated with important elements found within 3 teaching phases. These are **examples** that you can modify or adapt according to your learning environment.

During the **Preparation, Production and Reflection** phases, the teacher should...

Present the challenge:

Present a video on Parkour

- http://www.youtube.com/watch?v=QrxpH6_vjMU
(China vs Austria-World Championship Obstacle Course and Freerunning)
- http://www.recitdp.qc.ca/index.php?option=com_content&view=article&id=179:parkours&catid=27:agir-secondaire&Itemid=33 (Students on a gym Parkour course)



Demonstrate

- Invite students who have previously done Parkour to give a short demonstration.

Question the students after the warm-up activity

- What kind of activity is this?
- What skills do you need to be able to do Parkour?
- Do you know the difference between Parkour and [freerunning](#)!?

Activate prior knowledge and present the safety rules:

Ask the students:

- Did you do an obstacle course in elementary school?
- What kind of actions and obstacles did you use?
- What attitudes and behaviour did you need to do a Parkour safely?

Present the essential safety rules for doing a Parkour (Annex 2).

Divide the class into teams, and assign each group an apparatus for which the team must find the name, a safety rule and a use for that particular apparatus.

Perform a diagnosis:

Invite students to experiment with different ways of safely using the apparatus assigned to them. Divide the class according to the number of apparatuses available, and allow each group to experiment with each apparatus.

Review the different ways the students suggest for using the various apparatuses.

Present three uses that correspond to different levels of difficulty. Each level is associated with a score (1 point easy, 2 points medium, 3 points hard), which indicates the degree of difficulty. The levels of difficulty can be determined with students.

Invite the students to experiment with the various levels presented. Refer to [RECITDP](#) or posters that can be put at each station.

During the experimental phase, it is important to explain and demonstrate different techniques and principles associated with successful movement from obstacle to obstacle (dynamic balancing, coordination, locomotion...)

In addition to trying the levels presented, students can, under the supervision of the teacher, find new movements and associate them with an equivalent level of difficulty 1, 2 or 3 points

Present some cultural facts:

- On the origins of Parkour and its founder [David Bell](#).
http://en.wikipedia.org/wiki/David_Belle
- On links to [Georges Hébert's Natural Method \(Hébertism\)](#).
<http://parkourpedia.com/about/hebertism-methode-naturelle/hebertism-methode-naturelle-principles>
- Make connections with the tree adventures that are popular in Quebec



Present the production and the Evaluation Criteria:

- Production: Run the course in a fluid and continuous manner making sure to use each of the selected obstacles. Choose a level of difficulty that is determined by adding the number of points associated with each pass.
- Evaluation criteria:
Explain the Evaluation Criteria (Annex 3) and the Student Booklet (Annex 4).

After these presentations are completed and students have had the time to experiment, they will be given time to prepare their presentation and take note of the levels of difficulty in their Student Booklet.

Provide a means for feedback:

- Video to allow students to observe themselves and adjust after running the course
- Peer observation
- Feedback, etc.



Provide differentiated educational exercises:

- Plan times when students choose the devices in which they would like to further improve their performance.
- Provide additional help for students with particular difficulties.

Have the students do their final production:

Several groups of students will run the Parkour course at the same time (4 groups in line waiting at 4 different locations) for about 1 to 2 minutes.

Using the Student Booklet, have another person help to judge if the difficulty level has been respected and if the fluidity of the Parkour has been maintained. (See Page 2 of the Student Booklet)

After 2 attempts, the student completes his/her self-evaluation in the Student Booklet.

Give feedback on what they have learned:

Question the students on:

- what they have learned & any difficulties they encountered
- their overall appreciation of the activity
- how they can apply their learning to other contexts (jobs, everyday life...)

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Parkour

LES in Movement: Secondary Cycle One



A few Elements of Learning

- Knowledge: (B2ⁱ) Describe any necessary adjustments (Speed & execution movements) – (A2) Safety rules
- Skills: (A2a) Principles of balance, (B1) coordination and (D1c) locomotion – (A9) Perform exercises in a safe manner
- Life skills: Respect for material and perseverance in the activity
- Culture: The origins of Parkour

Suggested materials: Floor ladder, climbing frame, beam, large cylinders, mats, horse, timber bench, floor mattress, gate, springboard, trampoline or any other material that can act as an obstacle. (See example of organization proposed in Annex 1)

ⁱ Letters and numbers refer to the **Progression of Learning**.