

# **PRACTICAL USE OF BALANCE EQUIPMENTS IN THE CLASSROOM ENVIRONMENT**

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**SEDENTARY LIFE STYLE IN CHILDHOOD  
and  
AT SCHOOL**



**health and fitness  
no respect to the children's needs  
behavioral disabilities  
learning disabilities**

**PROJEKT:**

**MOVEMENT DURING LESSONS  
at ELEMENTARY SCHOOL**

**Methods:**

**observing**

**practicle experiment**

**MOVEMENT DURING LESSONS** - it respects children's needs and helps

as

**RELAXATION** - children attention 10 min.,  
changing activity, breaks, games, relaxation

as

**MOTIVATION** - games and exercises awake  
interest

by

**LEARNING** - movement helps to understand

## **MOVEMENT ACTIVITY during 4 lessons:**

- 1.+ 2. grade .....120 min...20min./1lesson**
- 3.+ 4. grade.....98 min...15min.**
- 5. grade.....75 min...10min.**

## **SPONTANEOUS ACTIVITY:**

- 1.grade..... 15 min.**
- 2.grade.....10 min.**
- 3.-4.grade.....8 min.**
- 5.grade.....3 min.**

# MOVEMENT FOR MOTIVATION:

1.grade.....**20** min.

5.grade.....**3** min.

# MOVEMENT FOR LEARNING:

1.+2.grade.....**22** min.

3.+3.grade.....**36** min.

5.grade.....**40 min.!!**

# **PRACTICAL CONCLUSIONS:**



**Children need movement during lessons and teacher can use it in any cases as relaxation, motivation or help in learning..**

**The spontaneous activity and motivated activity go down with the children's age.**

**The movement activity by learning rise with children's age. It dispute the opinion, that older children can sit in quiet all the lesson but support children's activity in learning.**

# **SPACE and EQUIPMENT in the CLASSROOM ENVIRONMENT**

**MOTIVATE CHILDREN TO THE POSITIVE MOVEMENT ACTIVITIES**

**BALANCE EQUIPMENT develop**

**body posture  
coordination of the whole body  
orientation in the body  
concentration  
attention**

**A PROJECT :**

**SOME BALANCE EQUIPMENT WERE  
ESTABLISHED IN CLASSROOM  
ENVIRONMENT**

**in**

**KINDERGARTEN**

**ELEMENTARY SCHOOLS - 1.grade**

**SPECIAL ELEMENTARY SCHOOLS**



# **HYPOTHESIS:**

**USING EQUIPMENT HELPS**



**to respect children's needs**

**ability in concentration**

**in body balance and body orientation**

# **METHODS:**

**visual difference tests**

**attention test**

**observing**

**interview with teacher**

**Results of testing are not finished.**

**Results of observing and interview bring some practical informations.**

# **CHILDREN USED EQUIPMENT**

**for spontaneous activities**

**during the breaks**

**under certain condition during classes, too**

**for guided activities**

**but the teachers preferred children's**

**own activity**

# **PRACTICE EXPERIENCES:**

**children were motivated in activity during breaks**

**all children used equipments**

**children with lower movement skills need teacher's help**

**hyperactive children used equipment as a possibility to move during the quiet work (sitting in balance, moving equipment by hand)**

**children standing in balance on equipment change to other activities (for example talking together, eating, playing flute...)**

# **SOCIAL EXPERIENCES**




**Using balance equipment supported cooperation between children:**

**they had to organize their order,  
they helped each other...**



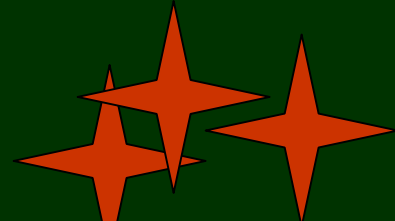
**Posibility to get equipment was some time used by teacher as a reward**

# **PRACTICAL CONCLUSIONS:**

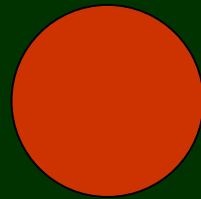
 **Equipment supported positive kind of movement  
in classroom environment.**

 **All children were involved in this activities.**

 **Using equipment supported social relationship  
in group.**



**SOME EXAMPLES ON VIDEO**



**THANKS FOR YOUR ATTENTION**