



VANDERMEULEN Mary

Circuit method in fundamental motor education : the CEReKi* example



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Introduction

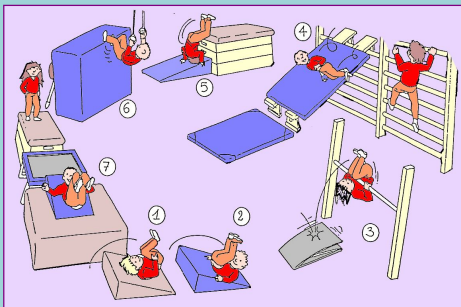
- ▶ Circuit is a method usually used with children in fundamental motor education.
- ▶ This method of organization meets several goals :
 - ▶ Increase exercise involvement time
 - ▶ Develop active movement
 - ▶ Favour success
- ▶ Since more than twenty years, the CEReKi has successfully used the circuit organisation with three to six years old children.
- ▶ The aim of this study is to present how the pedagogic approach of the circuit has to be adapted to children characteristics.



Methods

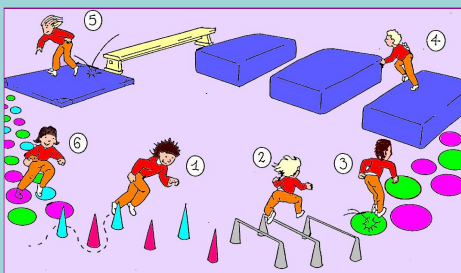
Three main themes :

- ▶ **gymnastic** (rotation, balance, adventure, trampoline)



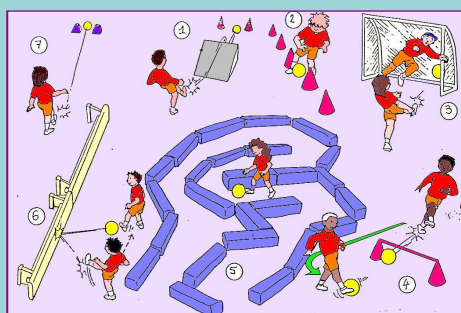
Ex 1 : Rolling circuit

- ▶ **Track and field** (jumping, throwing, running)



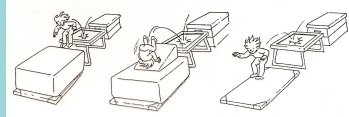
Ex 2 : Jumping circuit

- ▶ **ball games** (basketball, football, volleyball, hockey)



Ex 3 : Football circuit

- ▶ Working with specific themes allow the repetition of similar motor skills during the whole activity
- ▶ Thanks to individual instructions and to a quick possible equipment adaptation, every circuit can be adapted for different aged children.



Ex 4 : Increasing complexity for trampoline



Ex 5 : Identical disposition but adapted instruction



Ex 6 : Parallel bars can be used in a different way according to children age and level

A good knowledge of equipment is necessary to provide multiple levels of difficulty for each play in the circuit.

- ▶ Circuits are organised in such a way that children can do most exercises on their own. If they are well organised, they need the presence of only one teacher for 15 children



- ▶ The arrangement of equipment offers multiple possibilities of movement.

➡ situation of ACTIVE MOTOR DISCOVERY

- ▶ The autonomy of children allows the teacher to move throughout the circuit and assist children in their learning.

Conclusion

The circuit method used since more than twenty years by the CEReKi is an efficient way to stimulate fundamental skills and perceptual abilities. It is particularly well adapted for gymnastic, track and field and ball activities. The knowledge of the equipment and the pedagogic approach is decisive. However, it is not the only efficient method and a lot of games should be organized in another way.