



Participants learn about and practise the components of physical activity as they explore different types of fitness-themed stations.

Facility

- Gymnasium
- Multipurpose Room
- Outdoors

Materials and Equipment

- Pieces of paper with fitness activities identified
- 2 dice or 2 number cubes
- Audio equipment
- Upbeat music

Safety

Inspect the activity area and eliminate potential hazards. Check that the activity surface provides sufficient traction. Set boundaries for the activity a safe distance from walls and obstacles. Ensure that activities take place a safe distance apart.

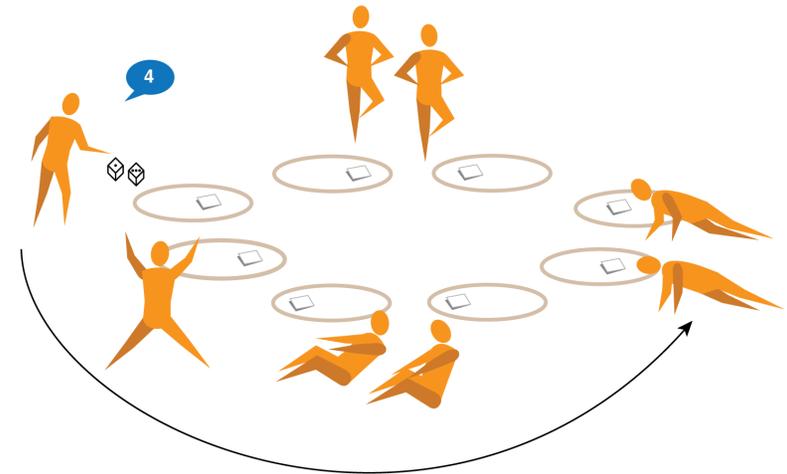
Activity Information

Activity Set-up

- Divide participants into small groups (e.g., two to three).
- Prior to starting the circuit, participants can help generate fitness activities to be placed on the station cards.
- Set up stations throughout the activity area using the pieces of paper with fitness activities identified on them from the different components of physical activity.
- Some possible fitness activities include: running on the spot (cardiovascular fitness) push-ups (muscular strength and endurance), stork stand (muscular endurance and balance enhancement).
- Each group begins at a different station and establishes the route that groups will use to move around the stations.

Activity Instructions

- A selected participant rolls the dice to determine how many stations the groups will move ahead.
- Once groups have moved, they perform the fitness activity on the piece of paper. Participants work on quality (doing the activity the best they can) and quantity (doing as many repetitions as they can). Music is used to signal start and stop of activity (approximately two to three minutes/station).
- Once the specified time is up, another participant rolls the dice.
- The leader asks open-ended questions to help participants reflect about their participation. Examples include: For the activities that were easy for you, how did you adjust to make them challenging? For the activities that were difficult for you, how did you adjust to be able to do them? Some of the movement activities may be new to you. Why is it important to try new things? What does it look and sound like when you are performing at your best when being physically active? How did working with someone else at your





Adaptations

To maximize the challenge and the fun, participants could identify their own ways to increase or decrease the challenge.

To decrease the challenge, participants could:

- Choose movement activities that they already know (e.g., moves from a dance already learned).
- Reduce the amount of time for each station.

To increase the challenge, participants could:

- Track the number of repetitions they were able to complete within the allotted time at each station. Complete a second circuit of the activities and try to beat their previous number of repetitions.

Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies. Note that this list is not exhaustive, and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Locomotion – coordinating different body parts while moving from one point to another

Movement Strategies

- Developing personal tactics (e.g., counting, mirroring a peer, setting goals, increasing the challenge bit by bit, taking deep breaths) for working at their optimal level of challenge

Living Skills

Personal Skills

- Understanding one's own strengths in applying skills and concepts with the different fitness activities, and understanding areas that need improvement

Critical and Creative Thinking Skills

- Reflecting on personal performance of the movement skill and what could have been done differently

Sport Connections

Contains aspects of:



Canadian Physical Activity Guidelines

