



Participants learn about and practise a variety of fitness activities by responding to physical activity-related questions. Participants learn how participation in these activities can contribute to overall physical health.

### Facility

- Classroom
- Gymnasium
- Multipurpose room

### Materials and Equipment

- Audio equipment
- Upbeat music
- Poster paper/white board/chalk board
- Writing utensil

### Safety

Inspect the activity area and eliminate potential hazards. Check that the activity surface provides safe traction. Set boundaries for the activity a safe distance from walls and obstacles. Provide a safe distance between activities.

## Activity Information

### Activity Set-up

- Participants spread out around the perimeter of the activity area.
- Brainstorm a list of on-the-spot fitness activities and record them on poster paper for student reference throughout the activity.

### Activity Instructions

- Participants jog around an identified space in the activity area while listening to music.
- After a given period of time (e.g., after a minute) the leader calls out a physical activity-related question, such as “Have you ever done a cartwheel?” “Have you ever thrown a baseball?” “Have you ever been to a karate class?” etc.
- If a participant answers “yes” to the question, he or she stops jogging and does 10 repetitions of their choice of on-the-spot fitness activities based on interest or personal fitness goals (e.g., 10 jumping jacks), then changes directions and continues to jog. If a participant answers “no” to the question, he or she continues jogging in the same direction.
- Remind participants to be cautious and aware of others while running.
- The leader asks open-ended questions to help participants refine their movement strategies and tactical solutions during the activity. Examples include: When you are performing the fitness activity, what do you notice about your heart rate? Describe some things that happen to your body when you participate in physical activity.





## 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:

- Provide pictures showing how the required fitness activity is performed.
- Write down their own fitness-related questions in advance for the leader to ask.
- Do a simplified version of the fitness activity (e.g., half-time jumping jacks).

To increase the challenge, participants could:

- Use different forms of locomotion (e.g., skipping, galloping, etc.).
- Do a more challenging version of the fitness activity (e.g., jogging on the spot with high knees and arm actions).

## Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies to perform a variety of fitness activities. Note that this is not an exhaustive list, and further learning opportunities may arise during the task.

### Movement Skills and Concepts

- Locomotion: Coordinating different body parts when performing the fitness activities
- Spatial awareness and relationship: Being aware of where the body is moving in relation to others while moving in different directions around the playing area

## Sport Connections

Contains aspects of:



## Canadian Physical Activity Guidelines

