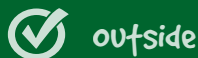


# Playground Circuit

Action Schools! BC



4 to 7

Healthy Heart

Every school can have a Playground Circuit, unique to its playground. Circuits have students running, skipping, hopping, jumping, weaving, and sidestepping around the playground area as well as over, under, around, through, on and off the adventure playground structure.

**HEALTH COMPONENTS OF FITNESS**

ENDURANCE  
FLEXIBILITY  
STRENGTH

RUNNING  
SKIPPING

**FUNDAMENTAL MOVEMENT SKILLS**

## CURRICULUM CONNECTIONS



### BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity (6-7).
- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals (7).

### CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4-5).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).

## CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- Differences between the health components of fitness (5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).

## FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



## RELATIONSHIPS AND ENVIRONMENTS

- Use as many of the school playground pieces as possible to create a sense of variety in the activity.

## TEACHING AND LEARNING

- This activity allows students to exercise their heart, muscles, and brain to help them develop their movement skills, physical health, and learning potential in the classroom.

## COMMUNITY PARTNERSHIPS

- Have older students in the school, or those who volunteer, to plan and lead this activity.

## OUR SCHOOL POLICIES

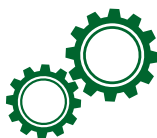
- Students follow school/class guidelines on how to speak and treat each other, and how to use the playground.

## EQUIPMENT AND RESOURCES



- Hula hoops, skip ropes, balls, ladders at stations, stopwatch (optional)
- *Get Strong 101 DVD* or YouTube videos of strength and conditioning moves such as walking lunge, squat jumps, sit-to-stand agility test, and balance activities

## IMPLEMENTATION



- No equipment or set-up necessary.
- Teachers should stand where all students can be seen.
- In pairs, one partner stays at the playground structure while the other travels the circuit. When the first partner returns he or she 'high fives' the partner who then begins the circuit.
- Allow students to create and map out their own circuit.
- Introduce *Get Strong 101 Station* – strength and conditioning moves to be performed for 30 seconds each (see *Playground Circuit* for example or refer to *Get Strong 101 DVD*).
- Incorporate activity stations with equipment (skipping, throwing, juggling etc.).
- There is no 'start' or 'finish' (to avoid idle time) – just do it for a set time (e.g., 10 or 15 minutes).
- Have students explain reflect on and explain how this activity could influence their health and well-being (e.g., How it can improve their strength and endurance levels, it can help strengthen their lungs and bones, it can influence how they feel about themselves, it can help lower stress levels, etc.)
- Have students reflect on and explain how participating in this activity with their friends makes them feel (e.g., They had fun and felt good about themselves, they did/did not feel confident about themselves, etc.).

## ACTION TIPS

- Walk students through the first time; modeling for the students the correct movements and/or actions at each space.
- Add equipment or modify the circuit to keep students interested over time.
- Reverse directions of circuit.
- Display circuit map in the classroom or on an inside window facing out so students can try the circuit before and after school or during recess and lunch.

## SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Be aware of weather conditions that may impact the playground equipment (rain=slippery, frost/snow=slippery, extreme sun= hot, etc.).
- Ensure surfaces being used are free from clutter or objects that might cause students to trip or slip on.
- Ensure that all students know and understand what to do if/when they encounter someone else along the circuit (i.e., move to the side to allow them to pass, politely call out if you are approaching someone from behind and they cannot see you, etc.).

## EXTENSION OF LEARNING

- Have students work in pairs to develop their own playground circuits. Check to ensure activities are age appropriate and safe.
- While on the playground circuits have students:
  - determine what the body can do; the shapes it can make, how it can balance, the transfer of weight, and flight.
  - make many shapes can be formed with the body, such as long and short, wide or narrow, straight or twisted, stretched or curled, symmetrical or asymmetrical.
  - balance demands that different body parts of the body support the weight or receive the weight.
- Different numbers of body parts can be used as body supports and involved in movements. The body is in a balanced position when its center of gravity is over its base of support.
- Many skills demand moving the body weight from one body part to another, such as walking, leaping, rolling, etc.
- The amount of time off the floor distinguishes flight from the transfer of body weight. Examples include jumping onto a climbing rope, hanging, and running.

# Example Playground Circuit

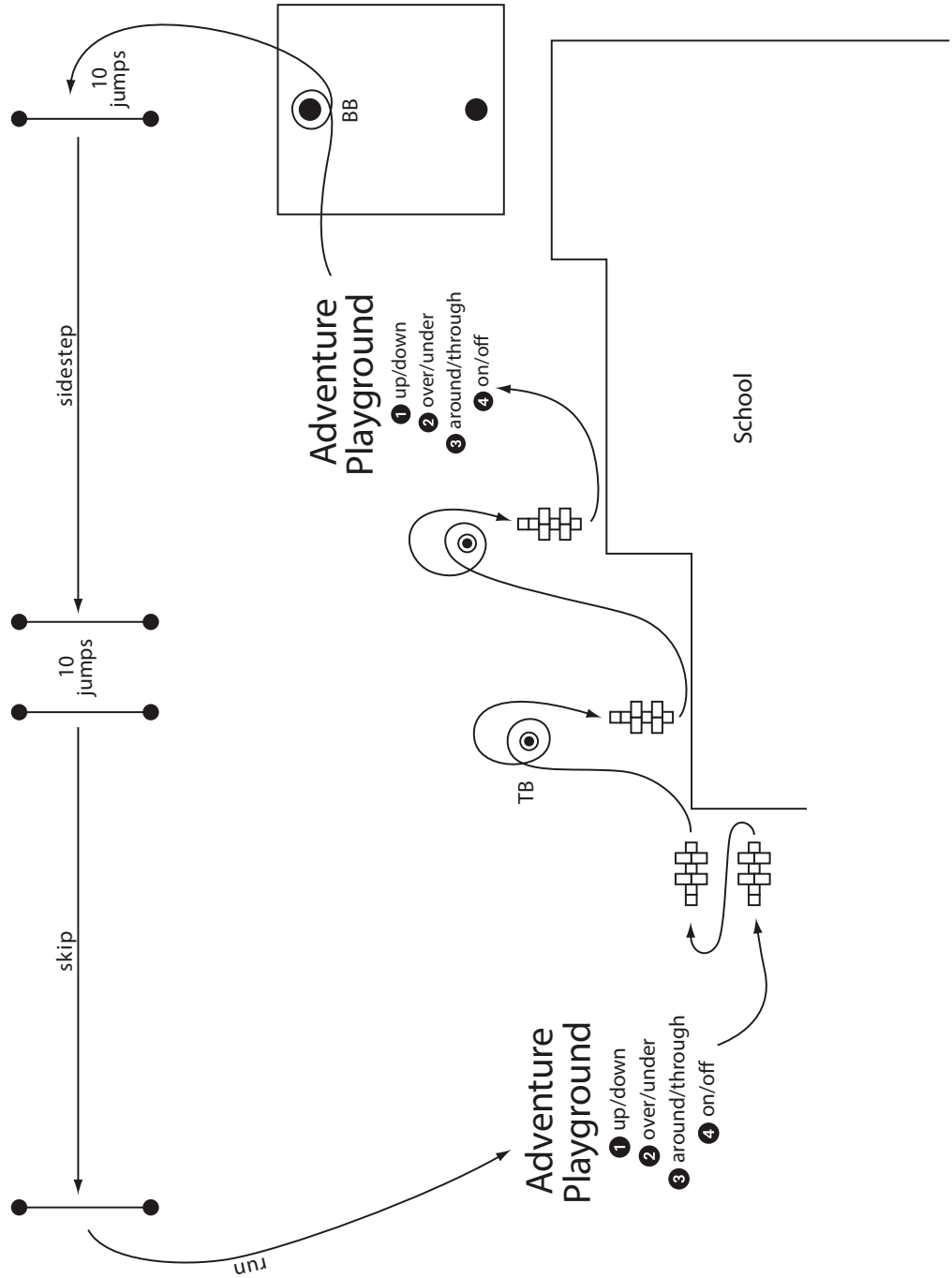


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4 to 7

## McCammom Elementary Playground Circuit



Healthy Heart