

Playground Circuit

Action Schools! BC



K to 3

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
HOPPING
JUMPING

FUNDAMENTAL MOVEMENT SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living (K-1).
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (2).
- Movement skills and strategies help us learn how to participate in different types of physical activity (3).

CURRICULAR COMPETENCIES:

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.
- Identify and describe opportunities to be physically active at school, at home, and in the community (K-2).
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different activities on the body (1).
- Effects of physical activity on the body (2).
- Practices that promote health and well-being.

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, and deliver an appropriate level of challenge for each student.

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 plan and lead this activity and/or have pairs within the class do the same.

OUR SCHOOL POLICIES

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

EQUIPMENT AND RESOURCES



- Hoops, skip ropes, balls at activity stations (optional)

IMPLEMENTATION



- Refer to Playground Circuit– example included.
- 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.
- There is no ‘start’ or ‘finish’ (to avoid idle time) – just do for a set time (e.g., 10 or 15 minutes).
- Have students explain reflect on and explain how this activity could influence their health (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, 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.) and how they would feel if they were not invited to participate in these kinds of activities with their friends.

ACTION TIPS

- Walk students through the first time.
- Add activity stations or modify the circuit over time (e.g. balls, skipping ropes).
- Display circuit map in the classroom and/or on a window facing the playground so students can try the circuit before and after school or during recess and lunch.
- Use as a break- like a brain builder- between classroom subjects or when there is a short period of time after a test before 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.
- Ensure surfaces being used are free from clutter or objects that might cause students to trip or slip on.

EXTENSION OF LEARNING

- Ask students where and when (e.g. after school at a playground by their home) they can do this activity outside of school and who they might be able to do it with (e.g. family, friends, etc.).
- Use concepts such as body shapes, relationships and spatial awareness to challenge the student's movements.

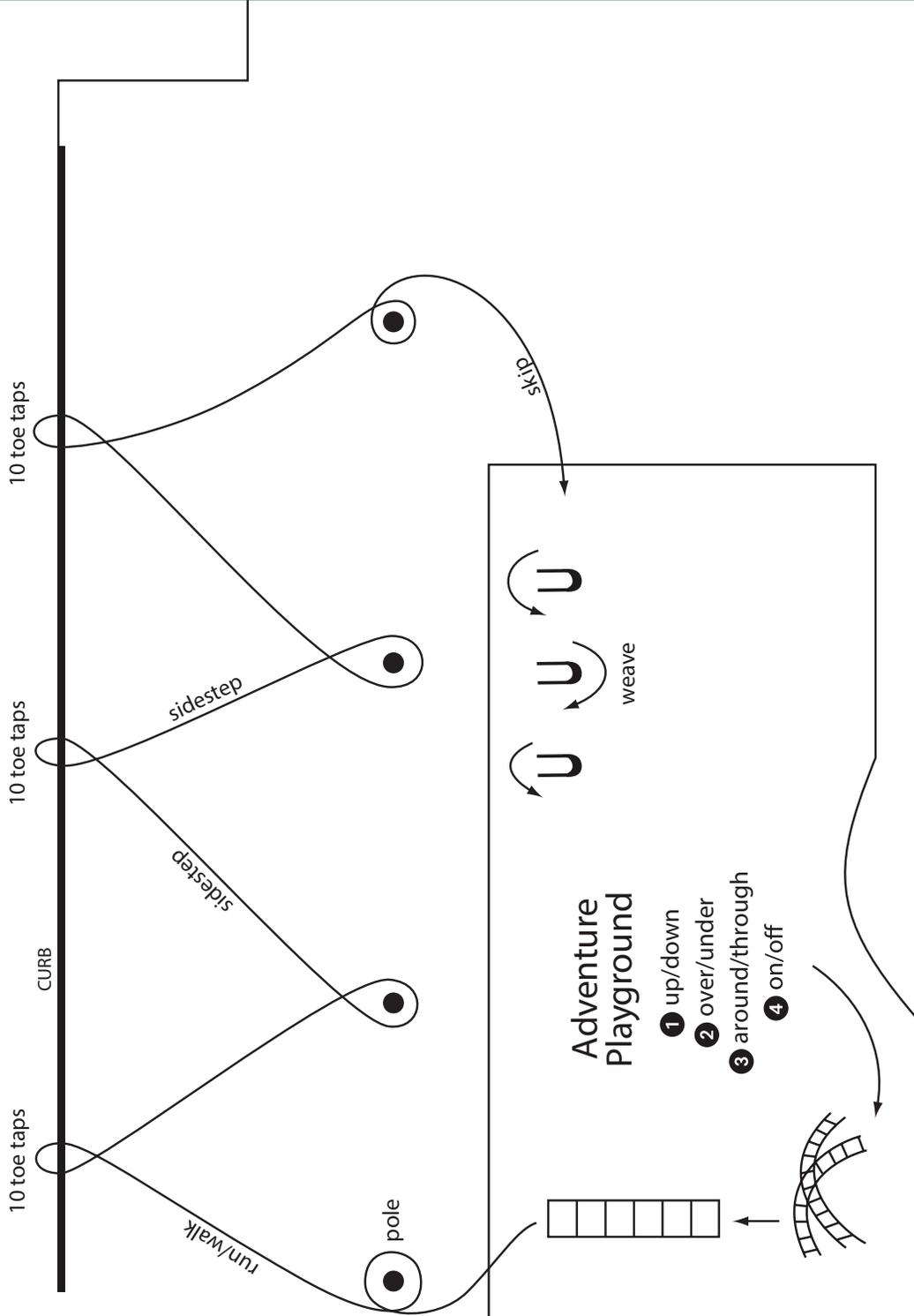
Example Playground Circuit

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K - 3

Davie Jones Primary Playground Circuit



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