



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

### Living Skills

#### Personal Skills

- Understanding one's own strengths with skill/concept application and areas that need improvement when participating in different fitness activities (e.g., being able to practise the fitness activity so that you can improve on personal performance and endurance)

## Living Skills

### Critical & Creative Thinking Skills

- Reflecting on personal performance of the fitness activity and what could have been done differently

## Sport Connections

Contains aspects of:



## Canadian Physical Activity Guidelines

