

Materials	Paper or thin cardboard, markers, scissors, timer
Learning Outcome	Complete a fitness activity performing endurance, strength, and balance exercises.

Description

Give the child a piece of paper or cardboard asking them to draw at least 8 connected puzzle pieces on the paper. Cut the puzzle pieces out and decide on a fitness activity for each puzzle piece. Write an activity on each puzzle piece as well as a number of repetitions for each activity. Ten is an adequate number of repetitions but modify the amount depending on the ability and endurance of the child. Ensure that the child knows how to perform each of the fitness activities using proper form to prevent injury. Examples of activities are:

- Long jumps
- Tuck jumps
- Crunches
- Jumping Jacks
- Swimmer kicks (lie on stomach and flutter kick legs)
- Triangle run (run forwards, backwards, and side shuffle in a triangular shape)
- Burpees
- Squats

Ensure there is enough space to do the activity away from any safety hazards. Decide a start line and the distance for the child to run to collect the puzzle pieces. Mix up the puzzle pieces and place them on the floor or ground in the agreed upon location. The child stands on the start line and when you say “go”, start the timer, and the child runs to pick up a puzzle piece. They perform the fitness activity on the puzzle piece and then run that piece back to the start line. The child continues to get puzzle pieces, one at a time, performing the fitness activity, and running the puzzle piece back to the start line. After all of the puzzle pieces are collected, the child puts the puzzle together. The time is stopped once the puzzle is completed. Encourage the child to play again to try to beat their previous time or create another puzzle with the same amount of pieces and have a race against another person.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *How many ways can you think of to make this activity easier? Harder?*
- *Was your ability to put the puzzle together impacted by the fitness activities you performed?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
<p>Reduce the size of the playing area with the child performing the actions in one spot and not running to collect the puzzle pieces.</p>	<p>The child moves to collect different sensory items (e.g., kush balls, colourful scarves, gel shapes, etc.) spread throughout the playing area and performs different movements to reflect their ability (e.g., twist, bend, arms up, etc.).</p>	<p>The child follows a tactical line (e.g., rope or string taped to the ground) to collect the puzzle pieces.</p>	<p>The child holds onto a tether as another individual guides them to the different puzzle pieces.</p>