

Materials	Deck of cards, paper, red and black markers
Learning Outcome	Complete a fitness circuit performing endurance, strength, balance, and flexibility exercises.

Description

Ensure there is enough space to do the activity away from any safety hazards. With the youth, choose different activities for endurance, strength, balance, and flexibility. Choose two-three different activities for each category. Examples of activities are:

- Endurance - high knees, long jump with jog back, skip in place (no rope needed)
- Strength - crunches, squats, lunges
- Balance - skaters, single leg deadlift (move core parallel to floor, extend one leg lifting off the ground and extending straight out behind you, opposite arm extends straight out), alternating leg bridges (extend one leg out in bridge position, switch legs)
- Flexibility - cat stretch, hand walkouts (standing straight, bend and walk hands out into plank position and then up to standing again), forward bend (reach your chest to your toes while standing)

Assign one card suit to each activity category (e.g., hearts = endurance, diamonds = strength, spades = balance, and clubs = flexibility). Draw each suit symbol on a different paper and post the papers around the room, ensuring there is enough room to move around freely in front of each card.

Place the deck of cards face down in the centre of the playing area. Play with two players with each player taking a turn running to the deck, selecting a card, and then running to the activity station that corresponds to the symbol on the card.

Each player performs the same amount of repetitions of the activity as is on the card they chose (with ace representing 1 and face cards representing 10). Play until all the cards from the deck have been chosen.

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 youth the reflection questions below and discuss the answers together.

- What exercises did you find it the easiest to do? Hardest? Why?
- What ways could you modify the activity to make it easier? Harder?



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
Reduce the size of the playing area by having the youth perform the actions in the same spot.	Spread 10-15 objects of four different colours (e.g., coloured jewels, Lego, coloured papers, etc.) with each colour representing actions that reflect the youth's ability (e.g., red = lift ball above head, blue = punch the air, yellow = side bend, green = arm circles etc.). The youth performs five repetitions for each object collected.	Provide the youth with a sensory object, like a mesh squish ball, to hold while performing the movements.	The youth follows the movements of another individual.