

Circuits and Obstacle Courses



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CIRCUIT TRAINING

Circuit training is a type of activity which includes a number of exercise stations arranged in a given area such as a classroom, hall, gym or outside area. Each station has a different set of exercises or tasks to be completed before the participants move to the next station.

Because of the variety of activities circuits can develop all components of fitness and a wide range of movement skills.

Circuits are easy to organise and manage and can be readily modified. All the circuits shown in this chapter can be adapted for any age level, any area and whatever equipment is available.

The combinations and possibilities for circuits are endless as you will realise after becoming familiar with these circuits.

There are two methods of organising a circuit:

1. Children try to complete a specified number of repetitions at each station in the fastest possible time. (Self monitoring).
2. Children remain at a station for a given amount of time before moving on. (Teacher directed).

Guidelines for Operating Circuits

1. Pre-teach all activities before introducing the circuit.
2. For general fitness include some activities for speed, agility, strength, endurance, flexibility, upper and lower body.
3. Exercises which follow each other should use different body parts or focus on a different component e.g. cardio vascular → strength → flexibility.
4. There should be a rise and fall in energy requirements e.g. a period of recovery after hard activity.
5. Emphasis should always be placed on performing exercises correctly rather than speed.
6. Keep the circuit non stop – there should be no waiting for turns.
7. Encourage pupils to compete with themselves not each other.
8. Ensure that the activities match the developmental abilities of the children.
9. Make frequent changes to the format of the circuit and the types of activities used. Let the children plan the circuit.

CIRCUITS AND OBSTACLE COURSES

- For each activity station have a card which gives the name of the activity, a diagram or stick figure showing the activity.
- Ensure that all children understand how the circuit works
i.e. what to do and when to move on.
- Recording, if any, should be simple and quick.
- Have sufficient activity stations to give a maximum of 15 children at each – 6 – 8 activities for the average class.
- Plan an activity for those who finish early.
- Teach older pupils how to monitor their pulse rates.

Activities Suitable for Circuit Stations

Skipping with a rope

– use Jump Rope for Heart Manual and Daily Fitness circuit cards

Running on the spot

Running widths, lengths or circuits of the exercise area

Skipping widths, lengths or circuits of the exercise area

Galloping widths, lengths or circuits of the exercise area

Slip stepping widths, lengths or circuits of the exercise area

Brisk walking widths, lengths or circuits of the exercise area

Marching on the spot

Astride jumps/Straddle jumps

Double foot jumps – side to side – forward and back

Hops – on the spot – forward

Twisting

Toe Taps

Walking or

Butterfly Swings

Jumping Knee Lifts

Hoe Downs

Heel to Bottom

Pendulum Swings

Fast Feet

Step Ups

Spring

Leg Changes at Bench

Shuttle Runs/Line Sprints

Abdominal Crunchies

Knee Bends

Side Push Ups

Standing Broad Jumps

Hand presses

Lunges Side to Side

Straddle and Bench Jumps

Bunny Hop Jumps Over a Bench

Simple Circuit



EQUIPMENT

8-10 cones, 6-8 ropes, 2-3 benches, 6-8 hoops.

AREA

Grass – if dry, hard surface, hall.

FORMATION

Children in 6 groups.

INSTRUCTIONS

- One group at each station. Children work at the station for 30-45 seconds. On whistle children stop and move on to the next activity. Continue until all children have completed each activity or you may have them do the circuit twice.



Zig zag: In and out of cones, then run back to the start, vary the distance between cones.



Step ups: Steady walking pace, up, up, down down.



Rope circle: Rope is folded in half, step over the rope, bring it up behind body and over head. Repeat.



Side to side jumps



Follow the leader: Jump or leap from hoop to hoop, run around end cone then back to start..

TEACHING POINTS

- Ensure that all the activities have been explained.
- The children need to be well warmed up.

FOCUS ON

Physical – Cardio-vascular effect. Leg strength.

CIRCUITS AND OBSTACLE COURSES

Geordies Joggers

ALL AGES

EQUIPMENT

Select the equipment necessary for the stations chosen.

AREA

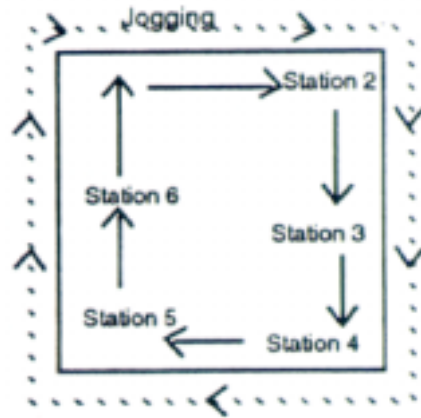
Hall, grass – if dry, hard surface.

FORMATION

Divide the class into groups so there is one more group than the number of stations i.e. 6 stations = 7 groups.

INSTRUCTIONS

- Set up the circuit activities – have one group begin at station
- The extra group are the joggers who jog twice around the perimeter of the circuit area, keeping together.
- When the joggers return to the start “change” is called.
- All groups rotate one station.
- A new group become the joggers at station one and the joggers join the exercise circuit at station two.
- Repeat until all children have completed each station.



VARIATIONS

1. Change the circuit activities.
2. Change the joggers activity e.g. walking, skipping, zig zag running.

TEACHING POINT

- The stations can be set up in a circular or rectangular formation.

FOCUS ON

- Physical – Cardio-vascular effect.
Other – Perseverance. Goal setting.

Basic Group Circuit

ALL AGES

EQUIPMENT

As required for the activities selected.

AREA

Hall, grass – if dry, hard surface.

FORMATION

8-10 activity stations, children in groups of 3 or 4 – one group at each station.

INSTRUCTIONS

- Children perform the activity for a timed interval, 30 seconds to 1 minute.
- On a whistle, signal or background music stopping the children stop and on command move onto the next station and immediately begin doing the activity.
- Continue until all groups have been to each station.
- The circuit may be done twice if time permits.

VARIATION

Add a Jog:

- Basic group circuit as above.
- Instead of moving straight to the next station each group jogs around the perimeter of the exercise area, then moves on as a group to the next station.
- Groups work for 30-45 seconds then on next signal jog around the perimeter and onto the third station.
- Repeat until all stations have been completed by all groups.

TEACHING POINT

- Stress that correct performance of each activity is more important than speed.

FOCUS ON

- Physical – Cardio-vascular effect. Developing components of fitness depending on activities chosen.
Other – Children working at their own level. Goal setting.

CIRCUITS AND OBSTACLE COURSES

Individual Circuit

 ALL AGES

EQUIPMENT

As required for the station activities selected. Activity cards for this type of circuit require guidelines for the number of repetitions to be performed usually given in two levels e.g.

ASTRIDE JUMPS

A 20

B 25

AREA

Hall, grass, hard surface – mats required if including crunchies or kneeling activities.

FORMATION

Children begin in groups of 3 or 4. One group at each activity station.

INSTRUCTIONS

- Children decide which level they will work at.
- On 'Go' children complete the number of repetitions for their chosen level – then move on independently of the group to the next activity.

VARIATIONS

1. Add a jog – individuals may elect to jog or walk one lap of the circuit before moving onto the next station.
2. Two children of similar ability could pair up and work together.

TEACHING POINTS

- The capable children can extend themselves, while the less able can complete the circuit successfully at their own pace.
- Emphasise that the circuit is not a race and correct technique is important.

FOCUS ON

- Physical – Cardio-vascular effect. Developing components of fitness depending on activities chosen.
- Other – Goal setting. Children working at their own level.

Paired Circuit

ALL AGES

EQUIPMENT

As required for the activities selected (mats needed if working on the ground).

AREA

Hall, grass – if dry, hard surface.

FORMATION

Children in pairs, begin the circuit with pairs evenly distributed around the activities.

INSTRUCTIONS

- One partner jogs or walks around the perimeter of the exercise area while the other partner performs the activity. She continues until her partner returns.
- Swap over.
- When both have had a turn at the activity the pair move onto the next station and repeat the sequence until the circuit has been completed.

VARIATION

Both partners remain at the station, one working, the other partner counting the number of repetitions. This is a useful organisation if repetitions are to be recorded.

TEACHING POINT

- This activity allows more capable children to exert themselves and the less able to achieve success at their own level.

FOCUS ON

- Physical – Cardio-vascular effect. Developing components of fitness depending on activities chosen.
- Other – Learning to encourage and support others.

CIRCUITS AND OBSTACLE COURSES

Half In – Half Out

ALL AGES

EQUIPMENT

Prepared activity cards – equipment as needed for activities selected.

AREA

Hall, grass (if dry), hard surface.

FORMATION

Free spacing – teacher in a central visible position. Class divided into two groups.

INSTRUCTIONS

- Half the class jogs or walks around the perimeter of the exercise area to a boundary point and back (approximately 100-200 metres away).
- The other half of the class performs an activity on the spot – displayed by the teacher on a card or demonstrated by the teacher.
- When the boundary runners return or on teacher's signal for change the groups change over and the runners perform the activity and the activity group jog or walk.
- On the next change a different activity card is displayed.

VARIATION

- 3 groups – 1st group = jogging
- 2nd group = teacher directed activity on the spot
- 3rd group = sprinting 20-30 metres.
- Rotate the groups – 1-2, 2-3, 3-1.
- Repeat until all groups have done each activity.

TEACHING POINT

- The sprinting option gives a very demanding workout. The sprinters may need to rest after 2 or 3 laps.

FOCUS ON

- Physical – Cardio-vascular effect. Stamina and endurance training. Developing components of fitness depending on the activities chosen.
- Other – Meeting a challenge.



Time Up Circuit

ALL AGES

EQUIPMENT

As required depending on activities selected.

AREA

Hall, grass – if dry, hard surface.

FORMATION

Children in groups of 4-5 with 8-9 stations. One group begins at each station.

INSTRUCTIONS

- Organisation as for Basic Circuit.
- Groups move on after a set time at each station.
- The length of time at each station increases over a period
- Days 1 and 2 – 30 seconds per station
- Days 3 and 4 – 35 seconds per station
- Day 5 – 40 seconds per station
- Day 6 – 50 seconds per station
- Day 7 – 1 minute per station
- Day 8 – 1 minute 10 seconds per station (maximum time per station)



VARIATION

If this circuit is to be used over a shorter period e.g. 5 days, follow these times – Day 1 = 30 seconds, Day 2 = 45 seconds, Day 3 = 50 seconds, Day 4 = 1 minute, Day 5 = 1 minute 10 seconds.

TEACHING POINTS

- Use this circuit as a challenge once the children have become familiar with circuits and are fitter.
- Set an upper time limit on the completed circuit.

FOCUS ON

- Physical – Cardio-vascular effect. Developing components of fitness depending on the activities chosen.
- Other – Goal setting.

CIRCUITS AND OBSTACLE COURSES

Challenge Circuit (1)

 ALL AGES

EQUIPMENT

As required for the activities selected. Individual activity cards for each station with two levels of repetitions marked.

AREA

Hall, grass – if dry hard surface.

FORMATION

Individuals evenly spread out around the 8-10 stations.

INSTRUCTIONS

- Organisation as for the Individual Circuit.
- Children decide the appropriate level and perform that number of repetitions before moving onto the next station.
- A time is set of 10 or 12 minutes.
- Children work non-stop for the 10 or 12 minutes to see how many full circuits they can complete in the time – children note their results e.g. 1 circuit + 4 stations, 1 circuit + 1 station.
- Repeat this procedure for 2 or 3 days, each child tries to improve his performance over a period of 3-5 days.

VARIATION

All children work at the same level or the same number of variations.

TEACHING POINTS

- This circuit can be used for evaluation if done at the beginning of a term or unit and again at the end.
- Make sure all stations, times etc. are identical.
- Emphasise quality of performance rather than speed.

FOCUS ON

Physical – Cardio-vascular effect. Developing components of fitness depending on activities chosen.
Other – Goal setting. Perseverance.

Challenge Circuit (2)

MIDDLE/SENIOR

EQUIPMENT

As required depending on activities selected for circuit. Stop watch, individual circuit cards with levels marked.

AREA

Hall, grass – if dry, hard surface.

FORMATION

Children work individually, begin spread out evenly around the 8-10 stations.

INSTRUCTIONS

- All children work at Level 1.
- On 'Go' and stop watch start children begin the activity at their first station. Once Level 1 repetitions have been completed they move onto the next station.
- Continue moving around the stations until all stations have been completed.
- Jog or run twice around the perimeter of the exercise area or to a boundary point and back.
- Teacher calls out the time in minutes and seconds as finishers return e.g. 13 minutes, 20 seconds.
- Children remember this number and record it when they return to class.
- Each day this circuit is done, children try to improve their time.

VARIATIONS

1. Children may select the level they want to attempt.
2. Change the format or one or two of the exercises after 3 or 4 days.

TEACHING POINTS

- Ensure that each day the activities are set out in exactly the same order and place.
- Results could be graphed.
- Discourage children from comparing their results with others – it is a self improvement activity.

FOCUS ON

Physical – Cardio-vascular effect. Developing components of fitness depending on activities chosen.
Other – Responding to a challenge. Self improvement.

CIRCUITS AND OBSTACLE COURSES

Gear Circuit

ALL AGES

EQUIPMENT

As shown.

AREA

Hall, grass – if dry, hard surface.

FORMATION

As shown below.

INSTRUCTIONS

- Children in groups of 4 or 5.
- One group at each activity station.
- For the 'follow the leader' activities the children line up at the starting cone, then follow one behind the other to the end of the course then back to the start again.
- For other activities e.g. shuttle runs, standing jump, crunchies, skipping, there should be enough gear i.e. bench space, skipping ropes, mats, for 4 or 5 children per group.

TEACHING POINTS

- Select activities appropriate for the age level.
- Emphasise safety when using gear.
- Takes some time to set the circuit up so co-ordinate with other classes to share the gear on the days you are doing circuits.
- Some children may be wary or afraid of gear so may need plenty of encouragement and support.

FOCUS ON

- | | | |
|----------|---|--|
| Physical | – | Cardio-vascular effect. Developing components of fitness depending on activities chosen. |
| Other | – | Confidence in using gear. |

Hoop leap: Follow the leader – jump or leap from hoop to hoop around the end cone then run back to the start.

Zig zag: in and out of cones then run back to the start – vary the distance between cones.



Step ups steady walking pace, up - up - down - down



Skipping on the spot - any step.



Abdominal crunchies: lying on back - knees bent - hands behind head - elbows back. Lift shoulders 5-6cm off the ground and back.

Hopscotch: Hop and jump as for hopscotch to the end of the hoops. Run back to the start.



Shuttle runs continuous run around cones (cones approximately 5-6 metres apart)

Standing broad jump Begin standing at one end of the mat with both feet together. Jump lengthways as far as possible - run back to the start.



CIRCUITS AND OBSTACLE COURSES

HOW TO ORGANISE SKIPPING CIRCUITS

1. Have 6-8 stations or activities set up around the area you are using e.g. netball/tennis court.
 - At each station have a card with the name of the activity and a diagram if possible.
2. Divide the class into even numbered groups, 4-6 per group.
3. Each group begins at a different activity – if you have six groups you will need six stations.
4. Rotation is in a clockwise direction and can be organised in one of two ways.
 - a) Groups rotate after a specified time e.g. 1 1/2 minutes – this means all groups move at the same time e.g. on whistle from teacher. As soon as groups reach the next station they start that activity.
 - b) Children begin as a group at an activity – each child completes a specified number of repetitions then moves on individually to the next station.
 - Station cards would have the number of repetitions on them e.g.
5. Change one or two of the circuit station activities every 3 or 4 days to add variety and challenge to the circuit.
6. Have children create their own skipping activities to include in the circuit.
7. Pre-teach the organisation of a circuit and the individual activities in the circuit before attempting the full circuit.

SKIP WITH REBOUND

LEVEL 1 LEVEL 2

30

50

- Option a) is recommended as an introduction to circuit work or for junior classes.

Skipping on the Move

ALL AGES

EQUIPMENT

One rope per child – cones or markers to show the boundary.

AREA

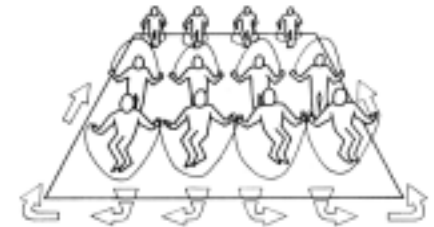
Extensive hard surface e.g. netball court size, short grass.

FORMATION

Children in lines of 6-8 lined up across the width of the area being used all facing the direction of travel.

INSTRUCTIONS

- First line travels to the end of the area.
- Each line follows – as children get to end they jog back around the sides of the area and line up again.
- Running Step One (one leg and turn):
- Use a running leg action with the rope.
- One turn of the rope for every step.
- Left leg and turn rope – right leg and turn rope.
- Row 1 begins at teacher's direction.
- Rows 2, 3, 4 follow as directed.
- Running Step Two:
Running leg action but the rope only turns after left and right legs have stepped. The rhythm call is left – right – rope turn. The run becomes like a leap.



VARIATIONS

1. Run lifting knees high in front.
2. Run kicking legs behind.
3. Follow The Leader Run – Children form one long line or several shorter lines – two arm lengths between children. Children follow the leader who moves anywhere in the area or who may skip on the spot using basic steps.

TEACHING POINT

- If the area is very large the children may be able to practise their running skip with free movement rather than the lines described above.

FOCUS ON

Physical – Cardio-vascular effect. Co-ordination. Leg strength.

CIRCUITS AND OBSTACLE COURSES

Basic Skipping Circuit

ALL AGES

EQUIPMENT

Activity cards as shown, equipment for each station is written beside cards.

Station 1)		Station 4)	
FOLLOW THE LEADER	2 cones 6 ropes	ROPE CIRCLE	6 ropes
Station 2)		Station 5)	
DOUBLE ROPE JUMP	6 ropes	ROPE TO ROPE	5 ropes
Station 3)		Station 6)	
BASIC SKIP	6 ropes	HIGH JUMP	1 rope

AREA

Grass, hard surface the size of a netball court.

FORMATION

Area set up as in diagram.

Children in groups of 4-6.

INSTRUCTIONS

- One group begins at each station.
- 1-2 minutes at each station.
- Blow whistle after 1-2 minutes and children move clockwise to next station.

VARIATION

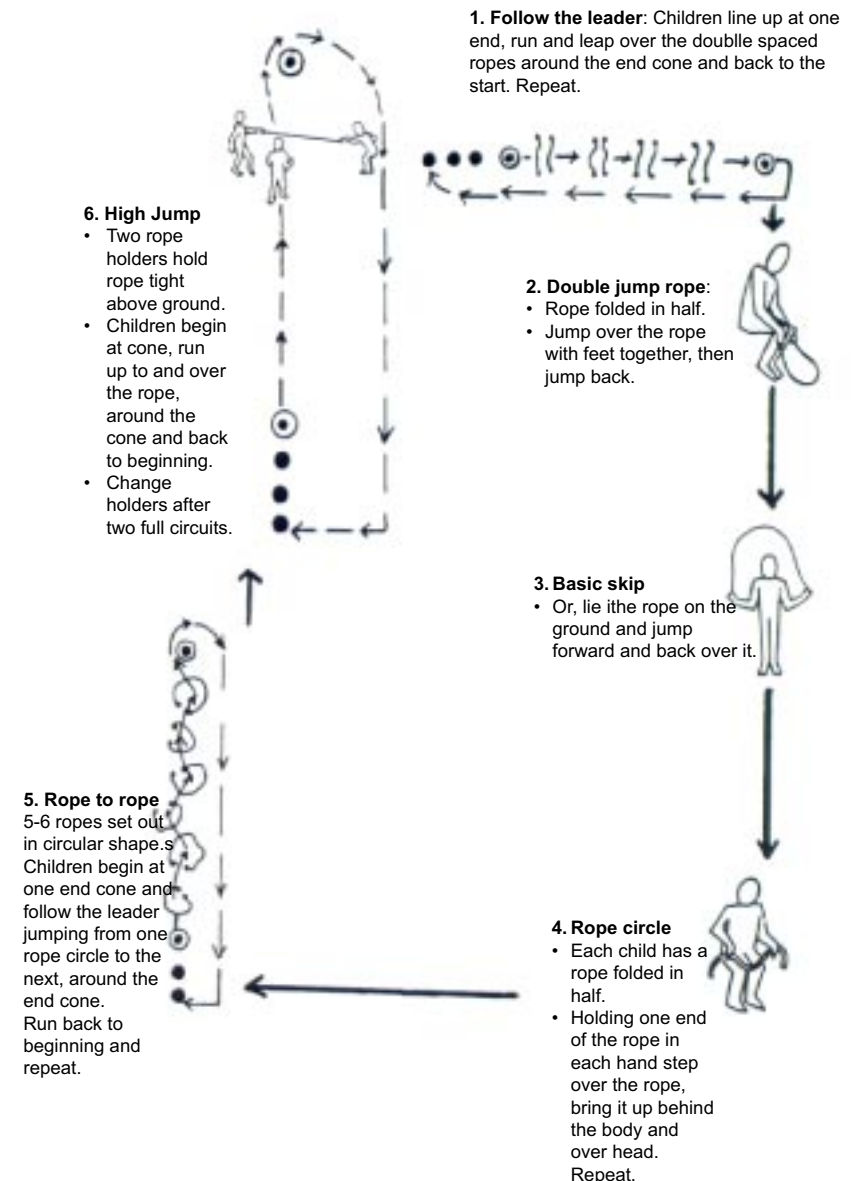
Change the activity at one or two stations every 3-4 sessions.

TEACHING POINTS

- Teach all the activities before attempting the circuit.
- Begin with simple easily learned and performed activities.
- Challenge the children to work hard at every station.

FOCUS ON

Physical – Cardio-vascular effect. Co-ordination. Leg strength.



CIRCUITS AND OBSTACLE COURSES

Advanced Skipping Circuit

ALL AGES

EQUIPMENT

As for station cards.

Station 1)	LONG ROPE	1 long rope 1 cone	Station 4)	TUG OF WAR	6 short ropes
Station 2)	TWISTING	6 short ropes	Station 5)	CROSS OVER	6 short ropes
Station 3)	CIRCUIT SKIP	6 short ropes	Station 6)	PARTNER SKIP	6 short ropes

AREA

Grass, hard surface the area of a netball court.

FORMATION

Area set up as in diagram. Children in groups of 4-6.

INSTRUCTIONS

- One group begins at each station.
- 45 seconds – 1 minute at each station then move on clockwise to next station.

VARIATION

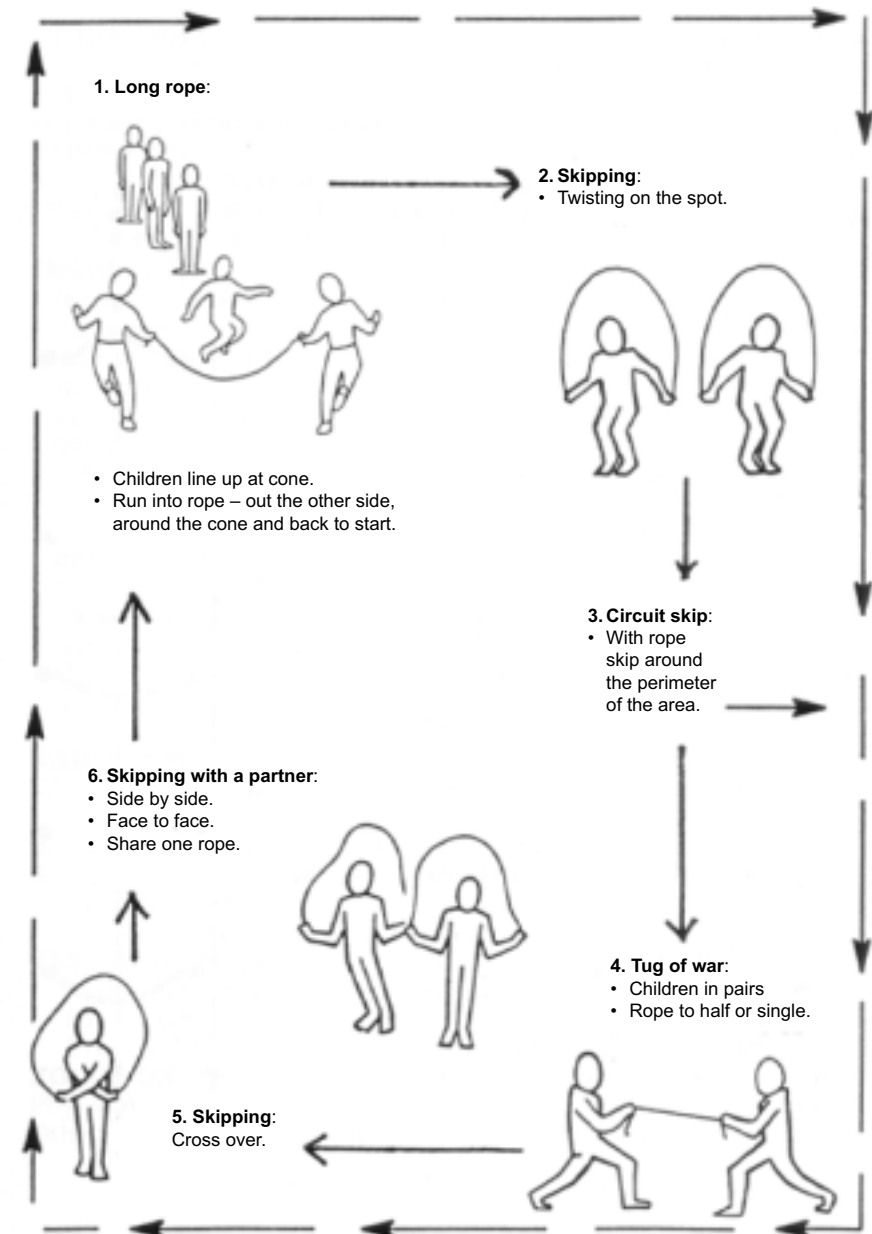
Change one or two activities every 3-4 sessions

TEACHING POINTS

- Teach all the activities before detailing the circuit.
- Begin with activities that are easily learned and preformed.
- Use the *Jump Rope for Heart* manual for more advanced steps.

FOCUS ON

Physical – Cardio-vascular effect. Co-ordination



CIRCUITS AND OBSTACLE COURSES

Long-Long Circuit

ALL AGES

EQUIPMENT

5-6 long ropes, 2 cones.

AREA

Short grass, hard surface, hall – the length of a netball court.

FORMATION

5 or 6 pairs of rope turners about 4-5 metres. A cone at the beginning and end of the circuit, jumpers lined up behind the starting cone.

INSTRUCTIONS

- Turners turn ropes continuously.
- One after the other jumpers run through the ropes.
- Around cone and back to start.
- Repeat 4-5 circuits then change the turners.

VARIATIONS

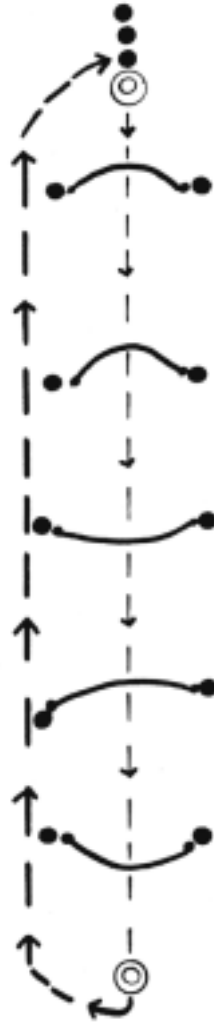
1. Some ropes turning in, some ropes out.
2. Jumpers stay in the rope and jump then run on.

TEACHING POINTS

- Encourage children to sprint along the outside on the way back to the starting cone.
- Change the rope turners frequently.

FOCUS ON

- | | | |
|----------|---|--|
| Physical | – | Cardio-vascular effect. Arm and leg strength.
Jumping and leaping skills.
Co-ordination and balance. |
| Other | – | Timing. |



Rope Circuits – Wheel Circuit

ALL AGES

EQUIPMENT

4-5 long ropes, 1 cone

AREA

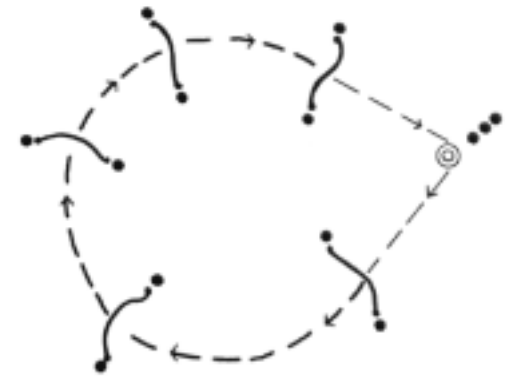
Hard surface/short grass – area the size of a netball court.

FORMATION

4-5 pairs of rope turners in a large circle formation as in diagram. Remaining children in a line behind the cone.

INSTRUCTIONS

- Ropes are turned continuously.
- Jumpers jump into and out of each rope in turn around the circle – then back to cone.
- After each jumper has done 3 or 4 circuits the turners can be changed – have children change rope turners without stopping the continuous movement.



VARIATIONS

1. All ropes can be turned the same way or some ropes turning inwards – some turning out.
2. Jumpers stay in the rope for 5-6 jumps before running out.
3. Have some children run around the circle in a clockwise direction while at the same time have some children move in an anti-clockwise direction.

TEACHING POINTS

- Make the circuit more demanding by increasing the size of the circle.
- Change the rope turners frequently.

FOCUS ON

- | | | |
|----------|---|--|
| Physical | – | Cardio-vascular effect. Co-ordination. |
| Other | – | Judging distances. |

CIRCUITS AND OBSTACLE COURSES

High Tide

ALL AGES

EQUIPMENT

Four long skipping ropes per group.

AREA

Grass, hard surface.

FORMATION

Groups of 12-16 children who make a circle.

INSTRUCTIONS

- Four pairs of children hold long skipping ropes as in diagram. Rope holders stand still moving the ropes.
- Remainder of children move around the circle jumping the moving ropes.
- Teacher is the caller.
- There are 4 calls which have a movement associated with the rope:
 - (1) The sea is choppy – the pairs holding the ropes move them up and down like waves
 - (2) The sea is flowing – pairs wriggle the ropes sideways
 - (3) The sea is low – pairs hold the ropes tight just above ground level
 - (4) The sea is high so stay dry – all the children about to jump change places with the rope holders after jumping the high rope.



VARIATION

Have the children devise their own calls and movements.

TEACHING POINT

- Two short ropes can be tied together to give longer ropes.

FOCUS ON

Physical – Cardio-vascular effect. Jump. Co-ordination.
Other – Taking turns.

OBSTACLE COURSES

These are an exciting extension to circuit training and involve a running circuit with obstacles or equipment which must be travelled over, under, around or along.

OBSTACLES – Benches, cones, hoops, mats, playground climbing frames, rope swings, crash mats, pipes, slides, adventure playground apparatus, paths, fences, slopes, sandpits, trees.

Where possible set up an all weather permanent obstacle course using landmarks around the school grounds.

If equipment needs to be moved to set up an obstacle course, either inside or out it can be time consuming, so co-ordinate with other classes to be working with obstacle courses on the same day or week. This shares the responsibility for setting up and putting away the gear.

Obstacle courses should be challenging and interesting with a stress on safety factors.

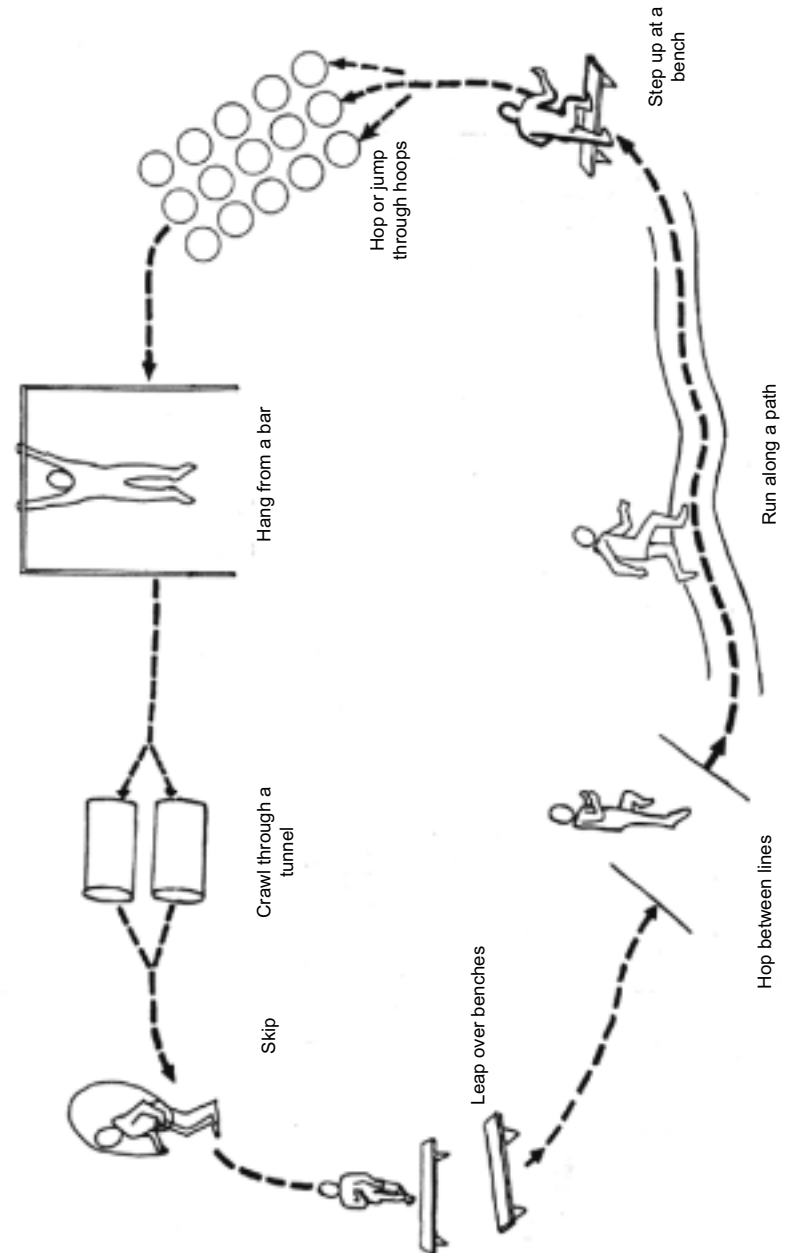
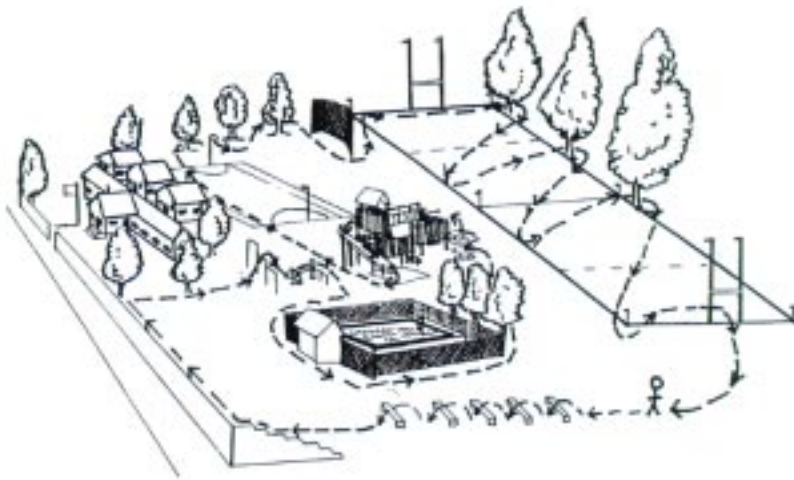
- Use the course in different ways.
- Children run the course individually.
- Time individuals per circuit.
- See how many circuits can be completed in a set time.
- Children work in pairs, groups.
- Groups may challenge others to a directional run with one group going clockwise, the other group anti-clockwise.
- Groups may find one different way of using some part of the obstacle course.

The following are some suggestions for different obstacle course ideas, most of which can be used indoors or outside.

- Climb over, under and along benches.
- Jump over a series of benches about one metre apart.
- Crawl through hoops.
- Run through spread out hoops.
- Leap from hoop to hoop – vary the distances.
- Climb over a box horse.
- Climb over 3 boxes together, first 2 layers – 3 layers – 4 layers.
- Walk along a narrow board or upturned bench.

CIRCUITS AND OBSTACLE COURSES

- Jump over a high rope (1 metre).
- Crawl under a series of low ropes.
- Crawl through or climb over a pipe.
- Run around a tree.
- Zig zag around a line of trees.
- Climb over, swing on a climbing frame.
- Swing on a bar.
- Run up and/or down some steps.
- Jump up to touch a mark on a tree.
- Run up and/or down a slope.
- Jump over a mat or a series of mats.
- Roll sideways on a mat.
- Hop across a marked area.
- Zig zag around cones.
- Use the adventure playground.



CIRCUITS AND OBSTACLE COURSES

Obstacle Course – Outdoor

ALL AGES

EQUIPMENT

15 cones, pipe to crawl through, climbing frame, 10 hurdles or benches, 6-8 trees, stop watch if timing. Use whatever landmarks and equipment you have.

AREA

Outside – school grounds, playing field.

FORMATION

Children individually – then in pairs.

INSTRUCTIONS

- Equipment needs to be set up before the daily exercise session.
- Explain the course to children. If complicated a copied sketch map may be required.
- Have class jog a familiarisation lap.
- Children repeat the course individually then in pairs or groups.

VARIATIONS

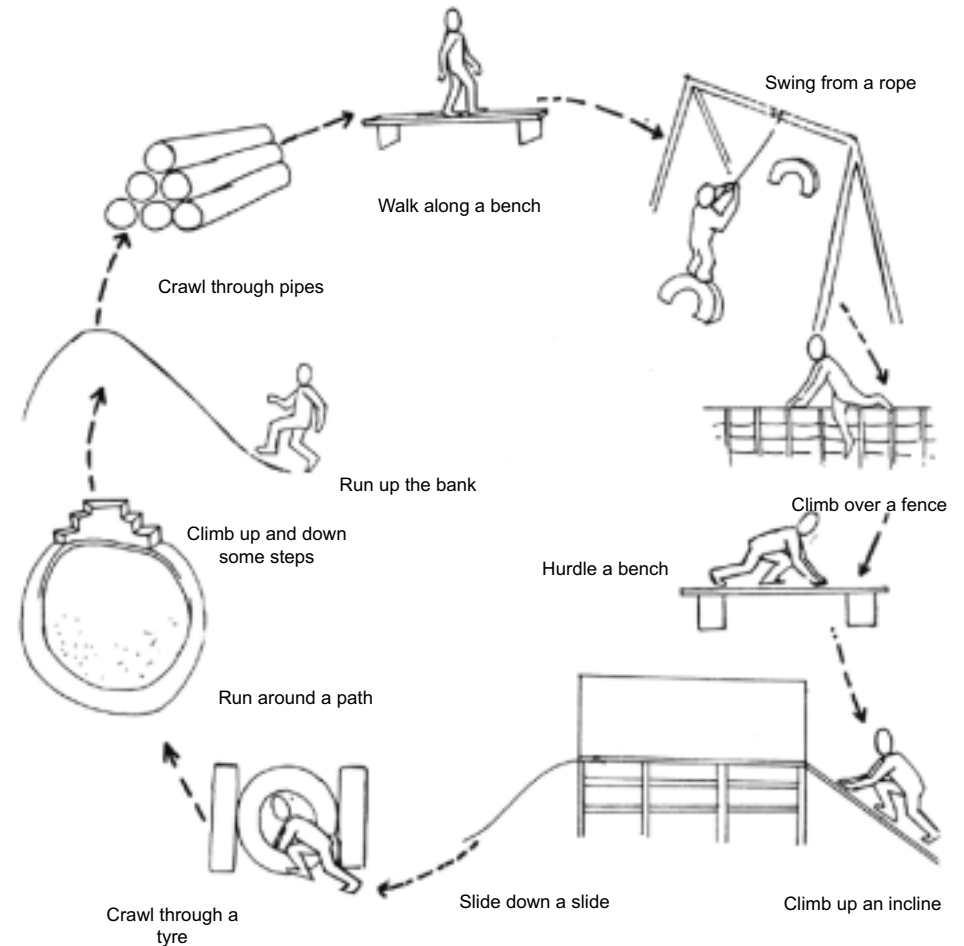
1. Change the direction of travel.
2. Include activity stations where children do some on the spot activities.

TEACHING POINT

- Stress safety and correct use of gear.

FOCUS ON

- | | | |
|----------|---|--|
| Physical | – | Cardio-vascular effect. Developing components of fitness depending on activities chosen. |
| Other | – | Gaining confidence using gear. Develop and demonstrate basic safety practices. |



CIRCUITS AND OBSTACLE COURSES

Obstacle Course – Indoor

 ALL AGES

EQUIPMENT

As required.

AREA

Hall, gym, classroom – with modifications.

FORMATION

Individual, teams or groups.

INSTRUCTIONS

- Set up the course in advance.
- Explain the activities.
- Children jog the circuit to familiarise themselves with it.
- Repeat several circuits – individually, in pairs, groups etc.

Possible gear – benches, boards, hoops, tyres, ropes, bins, boxes, vaulting horses, mats, markers (skittles, cones, beanbags, softball bases...).

VARIATIONS

1. Change the activities.
2. Run the course in the opposite direction.

TEACHING POINT

- If including activity stations keep the activities simple with no more than 10 repetitions.

FOCUS ON

- | | | |
|----------|---|--|
| Physical | – | Cardio-vascular effect. Developing components of fitness depending on activities chosen. |
| Other | – | Learning to be responsible with equipment. |

