

Fitness Circuits at Reynolds Secondary

Contact Person:

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School:

Reynolds Secondary School

Process:

We have implemented a fitness circuit into our Physical Education curriculum for the past three years. The circuit compliments our curriculum by bringing all P.E. classes, within a block, together each Friday.

Twenty-two stations make up our circuit, which can accommodate up to 88 students. Groups of four students work at each station.

The gymnasium is divided into two parts. One half of the gym has our “stationary” stations while the other half has our “movement stations,” each with stations numbered 1-11. Stationary activities include t-push-ups, sit-ups, bicep curls and balance exercises. Movement activities include agility ladders, shuttle runs, skipping and mini hurdles.

Students engage in 30–40 seconds of activity while music plays in the background. An audible tone signifies the end of each interval. Students are given 30 seconds to move to a station on the other side of the gym before the next interval begins. This pattern continues for the entire block.

Selected students wear pedometers during the class. At the end of each class, the reading on the pedometer is recorded on a success board.

People Involved:

PE teachers and students, school-wide.

Key changes or results:

We found that by allowing only two students from each class to be at a station of four facilitated cross-grade interactions, students look forward to the fitness circuit because they get to meet other students in the school who they do not share classes with.

We have introduced varying levels of difficulty to some of the stations to challenge and motivate our kids. This helps support different fitness levels as well – everyone can experience success.

We have found the level of intensity to be above average. Students take their heart rate at the end of the workout and compare their beats/minute to their training zone. The majority of our



students are working within their training zones.

Student “buy-in” was initially a problem. The enthusiasm and energy brought forward by P.E. staff participation as well as up-to-date music helped increase the intensity and quality of the circuit.

Challenges:

Finding a variety of exercises has been a challenge although the resources available online and in literature have been extremely helpful. Communication with other physical educators has been an invaluable resource as well.

Solutions/Keys to success:

Staff participation and enthusiasm has been a critical component for success.

A mix of stations and a commitment to challenging the students is also necessary.

The use of pedometers has fostered a competitive spirit within classes. This, in turn, has led to an increased level of participation and intensity.

Next Steps:

TBD