# Design physical activity options – Stage 5

Duration: 2-3 lessons (50-60 minutes in length)

## Educative purpose

This learning sequence aims to enable students to create physical activity options for themselves and others. Students will consider their own needs and the needs of young people and design a circuit with minimal equipment to be completed in their own home or outdoor environment. Students think critically about the types of activities and their purpose and suitability for fitness development.

## Syllabus content

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

All outcomes referred to in this unit come from [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question | Syllabus content |
| How can I plan and advocate for health, safety, wellbeing and participation in a lifelong of physical activity? | * design, implement and evaluate creative interventions for enhancing their own and others’ fitness levels and participation in a lifetime of physical activity   + investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing a lifetime of physical activity and/or improving fitness levels **M**   + design and implement a health or skill-related fitness circuit using non-specialised equipment that can be used by others to improve or maintain fitness levels **M**   + create personalised fitness plans which address goals, the components of fitness and physical activities that meet the needs of different people **M** |

## Learning activity description

### Activity: Design your own circuit and activity cards

Research and design a circuit (at least 10 stations) for local secondary school students, including yourself. Your circuit should:

1. Include a warm-up, conditioning and a cool-down.
2. Use non-specialised equipment, e.g. equipment found around the home, garden or park.
3. Incorporate the natural environment in your circuit. For example, place it in your garden, a park, a paddock or the beach.
4. Include the number of repetitions or time frame for each station.

### Activity: Design activity cards

For each of the stations within your circuit (at least 10), design an activity card. Pretend your target audience has never performed these exercise before. Each station should include:

* written key components of the activity
* diagram/ video
* option for lower or more advanced performers

An app such as [Workout producer](https://apps.apple.com/us/app/workout-producer/id1499283151) could be helpful to create the workout.

### Activity: Marketing and promotion

Justify why and how your circuit will be effective in impacting your target audience.

Present your circuit to the class in a few minutes. This can be done live (online platform delivery or in a class) or recorded as video (using an iPhone, iPad or other device) and shared in the class online platform.

Option: Give students the opportunity to select one of their peers’ circuits and complete it. On your class online platform students record part of the circuit and evaluate the effectiveness of the circuit.