

Junior Seasonal Stations

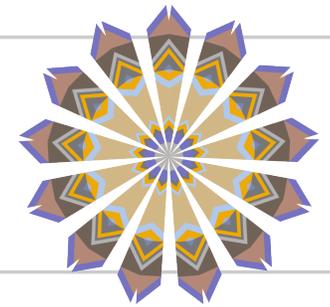
Facilities

- Classroom
- Gymnasium
- Multipurpose
- Outdoors

Equipment

- Appendix A
- Appendix B
- Appendix G

- Audio equipment and music
- Station cards (see GETTING ACTIVE)



Physical Activity Level

- Moderate

Safety Considerations

Before starting, inspect the activity area to eliminate any potential hazards. Remind students to be cautious when moving and to be aware of the personal space of others.

Overview

Students will actively and safely explore the four seasons through a series of stations.

WARM UP

Fun with Fitness

- Students gradually increase their heart rates by participating in the following fitness activities (from Appendix A): Flutter Kicks for 4 counts, Cross Country Skier for 4 counts, Skier Jumps for 4 counts, X-Jumps for 4 counts, and High Jumper for 4 counts.
- Students repeat the activities, increasing their speed each time through the sequence.

GETTING ACTIVE

Seasoned Circuit

- Divide the activity area into 4 quadrants (i.e., North, East, South, and West). On each of the four walls, post 1 station sign that lists the station's 2 activities (print should be large enough to be visible across the activity area). Use the following coloured paper for each direction: *East=yellow*, *South=red*, *West=black*, *North=white*. Incorporate a teaching or discussion of the Medicine Wheel / Four Directions teachings (Appendix G) into your introduction about the circuit.
- Students form 4 groups. Assign to each a starting "direction"; groups will spend 2 minutes at each station before moving to the next one.
- For the first minute, students perform the first activity. Then pause the music to signal groups to switch to the second activity at that direction.
- After 2 minutes from the start, the music is paused for 10 seconds to allow groups to move to the next direction, clockwise. Students should jog on the spot while waiting for the music to start again.

Station 1 - Spring arrives and the sun rises in the East

- Crouch, and then jump up with arms stretched to the sky (like flowers growing).
- Rise slowly (like the sun), and then complete one of the 50 fitness activities.

Station 2 - Southern Summers

- Sitting on floor, kick legs in front, and rotate arms backward (like backstroke swimming).
- Skip rope on the spot with an invisible rope.

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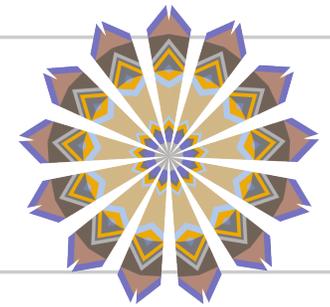
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Station 3 - Fall Back West

- Keep feet planted, but move arms and torso in different directions (like trees blowing in the wind).
- In push-up position, keep arms straight, tuck one leg up to the chest, and then alternate with the other leg.

Station 4 - Northern Winters

- Scissor kick by alternating one foot forward and the other back, then jumping and switching feet. When left foot is forward, right arm is back, and when right foot is forward, left arm is back.
- Take two large running steps (as if you are wearing snowshoes) and then pretend to throw a stick (underhand) as far as possible.

COOL DOWN

Stretch it Out

- Students form groups of 4-6; each group lines up in single file. Ask for 1 volunteer per group to stand at the front and lead their group in one of the activities just completed. After 20 seconds, the volunteer switches, and the next student in line performs a new activity with a slightly lower intensity.
- Repeat, if necessary, (1-2 minutes).
- Lead students through a series of static stretches, using ideas from Appendix B (1-2 minutes).

Other Considerations

- Explain the Medicine Wheel to the students (consult Appendix G or bring in a local Elder).
- If students are learning their traditional language, teach them or remind them of the names of the four directions, the four colours and other words they know in that language.
- The Medicine Wheel always starts in the East. Most First Nations in Ontario will follow the circle in a clockwise direction, while the Haudensaunee (h-oh-den-e-SHO-nee) Nations (Iroquois) do so counter-clockwise.
- Review the cardinal directions—North, East, South, West—and teach some possible ways to remember the directions (e.g., Never Eat Shredded Wheat). Make it fun by asking the students to come up with a memorable saying.
- There are some fun, upbeat songs by Aboriginal artists that would work well. See a list and examples in Appendix D.