

<h2>Mission Possible Circuit</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Mission sheets		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Do not use walls/stages and fences as finish lines or stopping points. Place pylons or use a line a safe distance from the wall.</li> <li>● If the activity is taking place in the classroom, caution students to walk or crab-walk between activity sites instead of running.</li> </ul>			
<p><b>Warm-up: On the Move</b></p> <ul style="list-style-type: none"> <li>● Have students walk in a large circle formation and respond to cues such as the following:             <ul style="list-style-type: none"> <li>○ Walk and roll your shoulders.</li> <li>○ Jog and shake your hands above your head.</li> <li>○ March with high knees.</li> <li>○ Leap over lines on the floor.</li> <li>○ Walk and pretend you are swimming.</li> <li>○ Change directions and gallop.</li> <li>○ Scatter and run in a figure eight.</li> </ul> </li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity: Mission Possible Circuit</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document</i>, Grades 1, 2, and 3, 2000)</p> <ul style="list-style-type: none"> <li>● Divide students into groups of 4–6.</li> <li>● Put the following list of missions on a chart in a visible area, or on individual sheets for each group. If students are not able to read the tasks, call out a different one every 30 to 45 seconds.             <ul style="list-style-type: none"> <li>○ Touch six red objects with your knee.</li> <li>○ Complete one jumping jack for every letter found in your name or other suitable words (e.g., Ontario).</li> <li>○ Line up in single file and pass an object over your head or through your legs until it has been passed all the way down your line.</li> <li>○ Stand in the corner of the classroom and sing a verse of “Row, Row, Row Your Boat” or another suitable song.</li> <li>○ Touch every line/desk and chair in the activity area.</li> <li>○ Shake hands with five students not in your group.</li> <li>○ Stand in the middle of the activity area and perform the “Chicken Dance”.</li> <li>○ Using your chair, sit down and stand up ten times with hands on your hips or head.</li> <li>○ Create a cheer, using the words “I love being active”.</li> </ul> </li> <li>● Have students complete all the missions. They may do so in any order, as long as they complete every activity as a group. Once students complete the Mission Possible circuit, they “high five” each other.</li> </ul> <p><b>Cool-down: Statue</b></p> <ul style="list-style-type: none"> <li>● Have students walk slowly around the activity area, pretending they are slowly turning into statues. Gradually, their arms and legs move more and more slowly, until the students become perfectly still.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Create new missions appropriate for a variety of activity areas.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Emphasize that the aim is to be active, and discuss with students what they had to do to complete the circuit.</li> </ul>		<b>Planning Notes and Reflection</b>	