Secondary Circuit Training II – Core, Balance, and Flexibility
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NASPE Standards
Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning.
Participates regularly in physical activity.

VA Standards of Learning
2 – Application of movement principals and concepts
3 - Demonstration of achievement and maintenance of fitness

Character Standards
Responsible for self control and safety during activity around equipment.

Designate one day a week for fitness work in the neglected areas: core, balance and flexibility and create a new challenge for your students. By providing a variety of stations each time, the circuit remains novel, keeping student interest and the exercises are challenging because of the changes in lever, planes of movement, and gravity. Station cards are available commercially or test your inner artist by creating your own. After a warm up, group students in twos, threes, or fours and send to stations. Ask students to read station card and demonstrate for the class. Another approach that takes less time is to ask students to read their station card, check for understanding and start. About 15 seconds before rotation, ask students to look one station ahead to know what they are expected to do. When students are familiar with exercises, two cards/exercises could be at each station minimizing time for movement. Stations should include dynamic and static flexibility, balance activities on a stable and unstable surface, stabilizing with hips and shoulders, and muscular endurance work for the abs, obliques, erector spinae, and the inner core muscles of the transverse abdominals, and pelvic floor. For the creative, make your own station cards. A wonderful resource is the CD, Every Move Counts, by Susan Nye.