

<h2 style="text-align: center;">Aerobic Pump-up</h2>	<p style="text-align: center;"><b>Time</b> 20 minutes</p>	<p style="text-align: center;"><b>Facility</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Classroom  <input checked="" type="checkbox"/> Gymnasium                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose  <input checked="" type="checkbox"/> Outdoors                 </div> </div>	
<p><b>Equipment</b> Audio equipment (optional), 5–8 aerobic cards (large cards with different aerobic activities printed on them), rubber chickens</p>		<p style="text-align: center;"><b>Physical Activity Level</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Moderate                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous                 </div> </div>	
<p><b>Safety</b></p> <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>● If the activity takes place in the classroom, ensure that there is adequate room to stretch and move safely.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students walk around the activity area, slowly increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Aerobic Pump-up (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 7 and 8, 2000.</i>)</p> <ul style="list-style-type: none"> <li>● Select 5–8 students to be leaders.</li> <li>● Give each of these students an aerobic activity card, and have the students go up to an area where they can easily be seen by the other students.</li> <li>● Start the music. Every 30 seconds, have a different leader demonstrate the activity on his or her card.</li> <li>● Have the students work backwards after every new activity, repeating each previous activity, until they reach the first one again. For example, in a sequence of five, they would do activity 1, activity 2 then 1, activity 3, 2, then 1, and so on. Continue until all the leaders have demonstrated the activity on their cards.</li> <li>● Prompt each new activity and make sure that all students are engaged and are performing the correct activity in the sequence.</li> <li>● Ensure that students with the cards know they have a responsibility to demonstrate the activity on their card.</li> <li>● Activities may include: marching on the spot, jogging on the spot, jumping jacks, lunges, side-to-side jumps, the twist, squats, toe touches, sit-ups, hopping on one foot, hopping on the other foot, can-can kicks, push-ups, and jumping lunges.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Place students in groups of 4–6. Have them walk around the activity area, slowly decreasing their speed and throwing a rubber chicken from student to student.</li> <li>● Give a signal to stop. The last student in each group to touch the rubber chicken leads a stretch of the large muscle groups.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Have leaders choose their favourite physical activity and demonstrate a movement that they would do when participating in that activity.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students what it means to be physically active.</li> </ul>		<p style="text-align: center;"><b>Planning Notes and Reflection</b></p>	