

<h2 style="text-align: center;">Birds of a Feather</h2>	<p style="text-align: center;"><b>Time</b></p> <p style="text-align: center;">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</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> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students walk, gallop, or hop around the physical activity area in pairs or small groups, slowly increasing speed and changing direction on your signal.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Birds of a Feather</p> <ul style="list-style-type: none"> <li>● Before the activity, divide students into groups of 4–6 with one student in each group as the leader. Each leader is responsible for designing a 30–45-second sequence of aerobic movements to be used during the activity.</li> <li>● Have students get into their groups.</li> <li>● Start the music. Have leaders lead their groups through their sequences.</li> <li>● After the sequences are complete, stop the music. Have the leader lead the group around the activity area using one type of movement (e.g., walking, jogging, skipping, galloping).</li> <li>● Once the groups have done one complete lap of the activity area, have the leaders rotate to the group to their right. The leaders repeat their original sequence with the new group.</li> <li>● Repeat until the leaders have returned to their original groups.</li> </ul> <p><b>Cool-down:</b> Stretch Wave (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Relate movements to a specific sport or theme (e.g., badminton, seasonal events).</li> <li>● Use music with a variety of beats so students can change their movements to match the beat of the music.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Have leaders prepare routines beforehand.</li> <li>● Discuss with students the way different music changes the way they perform their movement sequences.</li> <li>● You could make connections to the Drama and Dance strand of the arts curriculum.</li> </ul>		<p style="text-align: center;"><b>Planning Notes and Reflection</b></p>	