

<h2>Conflict and Change Circuit</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p>Equipment Audio equipment (optional)</p>		<p>Physical Activity Level</p> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<p>Safety</p> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up</p> <ul style="list-style-type: none"> Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth. Have students gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Conflict and Change Circuit</p> <ul style="list-style-type: none"> Have students perform each of the following activities for 45 seconds. They repeat the circuit, performing it a total of four times. Music may be used. <ul style="list-style-type: none"> <i>Mackenzie's march:</i> Have students march on the spot or within a small space. Encourage them to use their arms as well. <i>Paddle the canoe:</i> Have students reach out with both hands to the left and pull them back to the right. Have them repeat these actions in the opposite direction. <i>Look out:</i> Have students jump up and down as high as they can, using their arms for extra momentum, as if they were jumping to look over a fence. <i>Clearing the land:</i> Have students walk on the spot with high knees for 5 steps. Students then reach down and touch the ground, reach up as high as they can and then reach out as wide as they can. Repeat. After each station on the circuit, have students march on the spot or within a small space. Have them pump their arms back and forth as they are marching. Have them continue for 45 seconds before starting the next circuit station. <p>Cool-down</p> <ul style="list-style-type: none"> Have students walk on the spot, slowly decreasing their speed. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p>			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> Discuss with students how young people's physical activity levels have changed throughout history. You could make connections to the Conflict and Change strand of the history curriculum. 		<p>Planning Notes and Reflection</p>	