

<h2>Cross Country Canada</h2>	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors
Equipment Audio equipment (optional), paper		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. 		
Warm-up <ul style="list-style-type: none"> ● Have students begin by walking on the spot or around the activity area with a partner while discussing the components of physical activity, slowly increasing their speed. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity: Cross Country Canada <ul style="list-style-type: none"> ● Have students perform each of the following activities for 45 seconds. Have them repeat the circuit, performing it a total of four times. <ul style="list-style-type: none"> ○ <i>Climbing the mountain:</i> Have students pretend they are climbing a mountain. They can pretend they are using a rope or just climbing up a slope. Make sure they are using their legs. ○ <i>Skiing the Rockies:</i> Have students do side-to-side steps with twists as if they are doing a slalom down the Rocky Mountains. ○ <i>Biking the plains:</i> Have students pretend to be sitting on a bicycle, while they are sitting either at their desks or at a specific location. Have them move their legs as if they are cycling. ○ <i>Skiing the north:</i> Have students place their feet on pieces of paper. Without taking their feet off the floor, they slide their feet in a skiing motion either side-to-side or front-to-back as if they are cross-country skiing (either Nordic-style or skate skiing). ○ <i>Paddling the St. Lawrence:</i> Have students pretend they are paddling a kayak on the St. Lawrence. Have them sit straight up, either on the floor or in a chair. Students need to paddle on both sides, as a kayak paddle has blades on both sides. Cool-down <ul style="list-style-type: none"> ● Have students walk on the spot, slowly reducing their speed. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 		
Variations <ul style="list-style-type: none"> ● Encourage students to add their own examples of activities that they have already done or would like to do. 		
Notes for Teachers <ul style="list-style-type: none"> ● Discuss with students geographical differences found in Canada and ways in which these can influence physical activity levels. ● You could make connections to the Patterns in Physical Geography strand of the geography curriculum. 	Planning Notes and Reflection	