

<h2 style="text-align: center;">One After</h2>	<p style="text-align: center;">Time 20 minutes</p>	<p style="text-align: center;">Facility</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>Equipment Audio equipment (optional)</p>		<p style="text-align: center;">Physical Activity Level</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous </div> </div>	
<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 walk, gallop, or hop around the physical activity area with a partner. Have them change direction and slowly increase their speed at regular intervals. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: One After (Adapted from: Alberta Education, <i>Daily Physical Activity School Handbook</i>, 2005)</p> <ul style="list-style-type: none"> ● Divide students into groups of 4–6. ● Choose a student in each group to lead a series of aerobic movements. ● Start the music. Have the leader of the first group do a physical activity (e.g., stride jumps) for 30 seconds. Have students in that group copy the leader. All the other groups walk or jog on the spot. ● At the end of 30 seconds, have the group leader switch to a second movement (e.g., arm punches). Have the second group start the first activity the leader did. ● Have the second group always follow one move behind the leader, the third group follow two moves behind the leader, and the fourth group follow three moves behind the leader. ● Have this sequence continue in a chain reaction, with everyone switching at the same time and each group doing the action one after the group that is in front of them. ● At your signal, have the leader stop moving. The groups continue until the leader gives the stop signal three times. <p>Cool Down: Stretch Wave (Adapted from: Opeha, <i>H&PE Curriculum Support Document</i>, Grade 8, 2000)</p> <ul style="list-style-type: none"> ● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. ● Have students form a circle. Appoint a leader, who will choose stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Use a variety of music beats to increase and decrease students’ physical activity levels. ● Increase the length of time that students spend on each physical activity to 45 seconds. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Discuss with students how they felt after being physically active and how it felt to be active with a group of peers. ● You could make connections to the Drama and Dance strand of the arts curriculum. 		<p style="text-align: center;">Planning Notes and Reflection</p>	