

<h2>Run/March Both Ways</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 None		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" 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. ● In Activity 1, designate the inside of the activity area for students moving clockwise and the outside for students moving counterclockwise. 		
<p>Warm-up: Follow the Leader</p> <ul style="list-style-type: none"> ● Have students line up in groups of 3–6, and have them travel throughout the activity area, copying the movements the student leader chooses (e.g., walking, shoulder rolls, knee lifts). ● Every 30–45 seconds, have each leader go to the end of the line so that the second student becomes the leader. ● Have students increase the pace slightly with each change of leader. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Run Both Ways (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3</i>, 2002)</p> <ul style="list-style-type: none"> ● Have students jog around the playing area, all moving in the same direction. ● Ask a series of questions that have a “Yes” or “No” answer (e.g., “Do you like broccoli?”; “Are you wearing anything red?”). ● Have students change directions and continue jogging each time they answer “Yes” to a question. If the response to the question is “No,” the students continue jogging and do not alter their direction. <p>Activity 2: March Both Ways</p> <ul style="list-style-type: none"> ● Have students march on the spot (e.g., beside their desks or in their own personal spaces). ● Ask a series of questions that have a “Yes” or “No” answer (e.g., “Have you ever tried skiing?”; “Do you have a brother?”; “Did you watch television yesterday?”). ● Each time students answer “Yes” to a question, have them do a quarter turn and move in a new way (e.g., facing forward = marching; $\frac{1}{4}$ turn = running on the spot; $\frac{1}{2}$ turn = stride jumps; $\frac{3}{4}$ turn = walking with high knees). <p>Cool-down: Stretch Wave</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. Designate a leader, who chooses 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). 		
Variations <ul style="list-style-type: none"> ● Have students do a fitness activity each time they answer “Yes” (e.g., jump up and down, do twist jumps, hop on one foot). ● Give a series of true or false statements that reinforce concepts from any curriculum area (e.g., $2 + 2 = 4$; the first letter of the word “cat” is “k”; red and blue are primary colours). 		
Notes for Teachers <ul style="list-style-type: none"> ● Have students create the yes/no questions or true/false statements to reinforce other curriculum concepts. Use this as a way for students to study for upcoming assessments. 	Planning Notes and Reflection	