

Lesson 5 of 6

Walking

EQUIPMENT

red, green, and yellow sheets of paper » lists of scavenger hunt items » pencils » awards or healthy snacks

Warm It Up

TRAFFIC LIGHTS

Stand on one side of the activity area and hold up a red, yellow and green sheet of paper, one at a time. Explain the traffic light colors and their significance in traffic control. Explain that students will pretend to be cars and will need to obey the traffic lights while moving throughout the activity area. Green light means rev your engine and move quickly, yellow light means slow down and jog on the spot, red light means stop and freeze. Emphasize “safe” driving; e.g., move into open spaces and avoid collisions. Instruct students to start in an open space and wait for the green light to begin. Change signals frequently throughout the activity. To end the activity, call out “parking lot” and instruct students to park their car beside one other car by standing beside the closest person.

ABCD's of Physical Education



RELATED RESOURCES

- Walking for Little Children, R. Sweetgall & R. Neeves, 1987, www.creativewalking.com



Safety First!

See Safety Guidelines pages 11-17.



Do it Daily...For Life!

Effort	
Safety	D2-5
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

“Students will move safely and sensitively through all environments; e.g., space awareness activities” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can move among peers in the activity area without colliding
- Students can follow safety rules while searching for scavenger hunt items



Whoop It Up

SCAVENGER HUNT

Create a list of 6-10 scavenger hunt items that can be found in the designated activity area; e.g., black rock, old newspaper, something with school colours on it, large leaf. Include pictures on the list for pre-readers, and give a copy to each group of 2-3 students (parked cars from the warm up activity). Challenge students to find all of the items on the scavenger hunt list in a pre-determined amount of time. Emphasize the importance of walking and obeying the safety rules: each group must stay together; stay in the activity area, do not walk on the street, report any unsafe objects found, and be respectful of other classes and the environment. Explain that three loud whistles means all students must return to the starting area immediately. If collecting scavenger hunt items is not feasible, consider providing groups with a white piece of paper and a crayon and challenging them to place the paper on top of each item on a list; e.g., a brick, bottom of a shoe, a leaf, soccer goal post, and rub with the crayon to display the pattern of each item.



Safety First!

See Safety Guidelines page 106.



Do it Daily...For Life!

Wrap It Up

SHOW AND SHARE, THEN CELEBRATE!

Gather as a large group and ask each pair to share an example of how they followed the safety rules and to identify any new safety rules that should be considered. Provide time for teams to show the scavenger hunt items they have collected and tally the number of points for each team. Award points to the team that found the superlative of each item; e.g., *oldest* paper, *biggest* rock. Award safety points too! Award two points to the first team to return to the starting area with all of the scavenger hunt items. Award prizes to the teams with the most points; e.g., certificates, homemade ribbons, cards, or share a class treat of fruits or vegetables (teams with most points get to help themselves first).