

Lesson 1 of 6

Scooter Activities

EQUIPMENT

obstacle free area » one scooter for each student » 10-20 pylons » 5 bean bags

RELATED RESOURCES

Ready-to-Use P.E. Activities for Grades K-2 & Grades 3-4, J. Landy & M. Landy, 1992, www.amazon.ca

Physical Education Online website, www.education.alberta.ca/physicaleducationonline

ABCD's of Physical Education



Activity

Basic Skills	A(K-3)-1
Application of Basic Skills	

Clues that students are achieving the outcome...

"Students will select and perform locomotor skills through a variety of activities." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can travel on a scooter in a variety of ways
- Students can identify and perform a variety of locomotor movements

Warm It Up

RED LIGHT GREEN LIGHT

Instruct students to stand in a personal space as they enter the activity area. Explain that they will move throughout the activity area in a variety of ways to warm up their bodies. When the teacher calls "green light", students move, and when the teacher calls "red light", students stop and freeze in place. Call out the name of a locomotor movement; e.g., hopping, skipping, galloping, tip toe walking, followed by "green light". Be sure to move around the perimeter of the activity area to maintain visual supervision of all students. Consider choosing the first 3-4 locomotor movements and then inviting students to suggest new ways to move.



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Whoop It Up

SCOOTER EXPLORATION

Be sure to take into account the abilities of all students when planning learning opportunities and incorporating variations as needed to ensure learning and success for all. Provide each student with a scooter and instruct them to sit in a personal space and place the scooter upside down on the floor in front of them. Post and review the following safety rules prior to students using the scooter:

1. Keep clothing, hands and hair away from the wheels
2. Never stand on the scooter
3. Always keep scooters under control (do not send them crashing into each other)
4. Check casters to make sure that they are tight and move freely

Read a part of each safety rule out loud, prompting students to shout out some of the key words; e.g., “Keep _____, _____, and _____ away from the wheels” (students shout out the appropriate words to fill in the blanks). Once students are familiar with the safety rules, they can begin exploring by moving on the scooter. Encourage students to sit, kneel or lie on the scooter and to move in a controlled fashion into open spaces.

Challenge students to complete the following activities:

- change direction and speed while moving forward and backward into open spaces
- travel on a colored line on the floor throughout the activity area, then choose a different line and try again
- move between and around pylons placed randomly throughout the activity area
- sit on the scooter, hold feet off the floor, and move using hands only
- sit upright on the scooter, lift legs off the floor and hold them straight or with knees bent while balancing for 5-10 seconds in a V-sit
- move using feet only
- lie face down with stomach on the scooter, move using only feet and then only hands; stop, spin around and repeat in the opposite direction.
- kneel on the scooter and move forward, backwards and around in a circle
- place toes on the scooter and stretch out into a push-up position with hands on the floor and move forward, backwards, and sideways.
- create other safe ways of traveling on a scooter.



Safety First!

For safety, equipment, and supervision considerations when planning activities with scooters, see “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Activity

Wrap It Up

Scooter Tag: Choose 2-5 students to be taggers and give them each a bean bag. On the signal to begin, all students will move throughout the activity area on a scooter. Should a student be tagged, they take the bean bag from the tagger and then take on the role of tagger. Review the variety of locomotor movements explored during the class by having all students travel on the scooters in the same way for the first minute of play, and allowing students to choose how they would like to move for the last minutes of play.