

Lesson 4 of 6

Scooter Activities

EQUIPMENT

obstacle free area » one scooter for each student » 5 sponge balls » 5 bean bags

Warm It Up

SCOOTER BALL TAG

Choose 3-5 students to be taggers and give them each a sponge ball. On the signal to begin, all students will move

throughout the activity area on a scooter. Should a student be tagged, they take the ball from the tagger and then take on the role of the tagger. Encourage students to move on the scooters in a variety of ways. For a modification, have the taggers roll the ball towards other students. If the ball touches the scooter or a body part of a classmate, they become it.



Safety First!

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

ABCD's of Physical Education



Benefits of Health

Functional Fitness	
Body Image	B(K-3)-4
Well-Being	

Clues that students are achieving the outcome...

"Students will recognize and identify personal physical attributes that contribute to physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify personal physical attributes
- Students can identify how their personal attributes affect their ability to complete scooter activities with ease



Whoop It Up

PARTNER SCOOTER RELAY ACTIVITIES

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. Group students, in groups of 4. Have them up at a start line that extends the length of the activity area. Place a pylon 10 meters away from each team as a turn around point. On the signal to begin, one student at a time from each team will perform the predetermined task as they move toward the pylon, travel around it and back to their team. Students will give the next teammates in line a high five when crossing the start line as a signal for them to complete the relay. Continue each relay for 2 minutes so that all teams stop at the same time. The challenge is for each team to complete the relay as many times as possible in the time provided. At the beginning of each new relay, ask students to find a new partner within their group. Tell students to think about which relay activities were the easiest and most difficult for them to complete and why, when they are resting in line. Lead students through the following relay activities:

Siamese Twins Relay » Partners sit beside each other on their own scooters and link elbows. Complete the relay using only their feet to move. At the turn around point, switch sides and link other elbows. Repeat. **Scooter Footwork Relay** » Partners sit on the scooters back to back and link elbows. One partner will be traveling forward and the other traveling backwards. Change direction at the turn around point so each partner has a turn traveling forward and backwards. Stop and ask students which partner relays they have found to be the most and least challenging so far. It is likely the relay identified as least challenging for some students may be the most challenging for others. Explore reasons why there might be disagreements; e.g., partners who are similar in size may be less challenged than partners of different sizes by the footwork relay. Encourage students to identify their physical attributes and consider how their attributes help them complete the following challenges: **Horsie-Cart Relay** » One partner puts their hands on one scooter and kneels on a second scooter. Be sure to keep shoulders directly above the hands and hips above the knee. The other partner pushes safely in the direction of the pylon. Switch roles at the turn around point. **Create a Partner Relay** » Challenge each group to create a safe way of completing a relay with a partner. Invite groups to demonstrate and allow time for groups to try the suggested ideas.



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.



Wrap It Up

Instruct students to travel on a scooter around the perimeter of the activity area in a way that highlights their physical attributes. Ask individual students to share their attributes as they pass a ‘check point’.