



## DRIVING AROUND

### STUDENT TARGETS

- **Skill:** I will use different locomotor movements to travel around the running loop.
- **Cognitive:** I will listen to the instructions given by the teacher and change my movement based on those instructions.
- **Fitness:** I will talk about how food is fuel for physical activity – it gives me energy to move.
- **Personal & Social Responsibility:** I will move safely around the running loop, staying in control of my movement and watching out for my classmates.

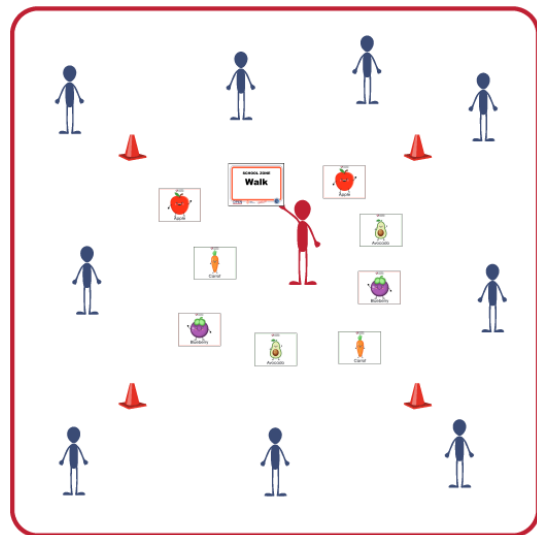
### EQUIPMENT & SET-UP

#### Equipment:

- 4 to 16 cones to create a running loop/track
- Printable Driving Traffic Signs
- Garden Heroes®, Fruit & Veggie Spots, or [Fun Fruit & Veggie Posters](#) (at least 1 per student)
- Music and music player

#### Set-Up:

- Use cones to set up a medium-sized running loop in the activity area.
- Scatter Garden Heroes® or Fruit & Veggie Posters or Spots inside of the cones to create a “gas station” for students to move through.
- Scatter students around the running loop.



### ACTIVITY PROCEDURES

1. It's time for a Driving Around fun run! The object is to drive an imaginary car around the track. People driving cars must pay attention to many different things to stay safely on the road. Look for and listen to my traffic signs, and then change the way you move depending on what signal you see and hear.
2. When the music starts, everyone will begin moving at a jogging pace around the running loop.
3. Every 30 seconds, I'll call out a new traffic signal and hold up a traffic sign. For example, if I call out, “School Zone!” everyone will walk. (Teachers, review all of the Traffic Signs with the students).
4. When you hear, “You ran out of gas!” move off the road and find a Fun Fruit & Veggie Poster. Food gives our bodies energy to move, just like the gas or battery in a car. Next, name the food on the poster and give one classmate a high-5 before moving back on the road at a jogging pace.
5. We'll continue to move around our track, listening and watching for traffic signs.

### GRADE LEVEL PROGRESSION

- **K:** Start at a walking pace. Practice each traffic sign several times before moving on to the next sign.
- **1:** Teach, demonstrate and practice locomotor skills in general space before beginning this activity.
- **2:** Participate in the activities as written above.

### TEACHING CUES

- **Cue 1:** Keep your ears and eyes active. Stay aware of your classmates as you move on the road.
- **Cue 2:** Stay at the speed limit. Control your speed to control your movement.



**DRIVING AROUND** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use a projector to flash the Traffic Signs up onto a screen.
- **UDL 2:** Limit the number of Traffic Signs that you use. If needed, modify the movements to match the skills and talents of your students.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

**ACADEMIC LANGUAGE**

Fuel, Fruit, Gallop, Leap, Skip, Vegetable

**PRIORITY OUTCOMES**

**Nutrition:**

- **(K)** Recognizes that food provides energy for physical activities.
- **(1)** Identifies foods that promote good health.
- **(2)** Describes the specific roles that nutrition and physical activity play in overall good health.

**Personal Responsibility & Safety**

- **(K)** Follows directions for safe participation and proper use of equipment with minimal reminders.
- **(1)** Follows directions for safe participation and proper use of equipment without reminders.
- **(2)** Works independently and safely in physical education.

**DEBRIEF QUESTIONS**

- **DOK 1:** What is fuel?
- **DOK 2:** Do you know what our body uses as fuel?
- **DOK 3:** What might happen if you put the wrong type of fuel into a car?
- **DOK 4:** Using everything that we've just talked about, let's create a list of foods that we think are best for fueling our bodies.