

<h2>Classy Cars</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors													
<b>Equipment</b> Class set of paper plates for “steering wheels” (optional)		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous													
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Remind students that they are guiding the students in front and should not push or steer inappropriately.</li> </ul>															
<b>Warm-up</b> <ul style="list-style-type: none"> <li>● Have students move around the activity area in a variety of ways, slowly increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity 1: Who Is Behind Me?</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 3, 2000</i> ) <ul style="list-style-type: none"> <li>● Have students work in groups of two or three. Students stand in a straight line, facing the same way, with their hands on the shoulders of the student in front of them.</li> <li>● Explain that the student in the back is the driver and the students in front are the cars. The driver directs the car around the activity area using the following signals:               <ul style="list-style-type: none"> <li>○ squeeze left shoulder = turn left</li> <li>○ squeeze right shoulder = turn right</li> <li>○ squeeze both shoulders = stop</li> </ul>               The teacher, or the students in front, decide on the type of locomotion (e.g., walking, hopping, galloping, skipping).             </li> <li>● Have students switch roles at a given signal.</li> </ul> <b>Activity 2: Classy Cars</b> <ul style="list-style-type: none"> <li>● Have students begin by “putting on their seatbelts” and “driving” around the activity in “3rd gear” (brisk walk; see below) with their hands on a “steering wheel.”</li> <li>● Call out various directional cues, such as “forward,” “reverse,” “left turn,” “U-turn,” “curved road.”</li> <li>● Call out random traffic cues, such as:               <table border="0" style="width: 100%;"> <tr> <td>○ idle – march on spot</td> <td>○ 4th gear – jog on the spot</td> <td>○ brake – stop quickly</td> </tr> <tr> <td>○ 1st gear – walk slowly</td> <td>○ bumpy road – jump up and down</td> <td>○ flat tire – do wall or desk push-ups</td> </tr> <tr> <td>○ 2nd gear – walk</td> <td>○ windshield wipers – move arms</td> <td>○ out of gas – do 4 leg lifts on each side</td> </tr> <tr> <td>○ 3rd gear – walk briskly</td> <td>○ school zone – drive very slowly</td> <td>○ rainy weather – leap over puddles</td> </tr> </table> </li> </ul> <b>Cool-down: Ladder Climb</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 2, 2000</i> ) <ul style="list-style-type: none"> <li>● Have students walk on the spot, with feet slightly apart.</li> <li>● Ask students to pretend that they are climbing a ladder to the sky, using their arms and legs to “climb” upward for 20–30 steps.</li> <li>● Have students repeat the process, climbing down the ladder at a slower and slower pace.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>				○ idle – march on spot	○ 4th gear – jog on the spot	○ brake – stop quickly	○ 1st gear – walk slowly	○ bumpy road – jump up and down	○ flat tire – do wall or desk push-ups	○ 2nd gear – walk	○ windshield wipers – move arms	○ out of gas – do 4 leg lifts on each side	○ 3rd gear – walk briskly	○ school zone – drive very slowly	○ rainy weather – leap over puddles
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<b>Variations</b> <ul style="list-style-type: none"> <li>● Have students design their own car or decorate their own paper plate “steering wheel,” which can be used each time the activity is done.</li> <li>● Change the actions or speed of travelling depending on the space available (more vigorous activities should take place outdoors or in the gymnasium).</li> </ul>															
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Discuss with students information associated with pedestrians and ways of remaining safe (e.g., look both ways, obey road signs).</li> </ul>		<b>Planning Notes and Reflection</b>													