Unit 11: Scooters

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 29**
Length: **3 Weeks**
Status: **Published**

Unit Overview

During the scooter unit, students will participate in various tag games, team activities, and fitness exercises while using a scooter. The students will be able to identify the muscles and body systems involved when participating in scooter activities. Students will gain a general understanding of the rules of several different scooter activities, and learn and observe scooter safety.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How can using a scooter help one become more physically fit?

2. Why is following safety rules so important in scooter activities?

Application of Knowledge and Skills...

Students will know that...

- 1. one must utilize safety rules and proper movement techniques on the scooter at all times.
- 2. team work and team play are critical to the success of scooter games.

Students will be able to...

- A. Move in various different directions and at different speeds on a scooter.
- B. Safely navigate a crowded area while riding a scooter.
- C. Participate in scooter activities designed to increase cardiovascular endurance.
- D. Demonstrate the ability to follow directions and adhere to safety regulations.

Assessments

- Scooter Safety Rules Pre-Assessment: Students will respond appropiately to identify proper and improper ways to use a scooter. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2
- Scooter Safety Use: Students will be assessed on their ability to follow instructions, game rules, and safety procedures during scooter activities. 2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.2 2.5.2.C.2

Activities

- Scooter Tag Games: A variety of tag games, including Scooter Tag, Everybody's It Scooter Tag, Scooter Scramble, Scooter Octopus Tag, Scooter Knight Tag, and Scooter Reversal Tag. Students will practice using the scooters with the proper technique and will display sportsmanship while playing the games.
- Scooter Obstacle course: An obstacle course in which students will maneuver on scooters using appropriate movement techniques.
- Scooter Games: A variety of team games including Scooter Unscramble, Scooter Hockey, Scooter Coneball, and Scooter Minefield.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Students who have difficulty will focus on offense or defense during team games.
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Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: scooter

Differentiation to extend learning for gifted students may include:

- Students who excel will be encouraged to involve other students in gameplay.
- Students who are able will spend an equal amount of time on offense and defense.

Integrated/Cross-Disciplinary Instruction

Health/Social Studies connection: Students compare and contrast the safe operation of scooters to the safe operation of bicycles; "driving" rules

Resources

- Pecentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and worksheets
- **NJAHPERD** convention materials
- 35 Scooters
- Cones, markers, and gatorskin balls

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.