

**SUSD Elementary Lesson Plan**

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| **Topic: Keeping our “CARS” Safe (Spatial Awareness Activity) - Elaine**  **Duration: 45-60 minutes *(Outside Activity)***  **Grade Level**: **Preschool - Kinder** | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  Personal/Social Development C: Students will understand safety and survival skills.  PS:C1.2 – Learn about the relationship between rules, laws, safety and the protection of rights of the individual  PS:C1.3 – Learn about the difference between appropriate and inappropriate physical contact  PS:C1.4 – Demonstrate the ability to set boundaries, rights and personal privacy  **ASCA MINDSETS & BEHAVIORS**  Mindset Standard: 1– Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.  Behavior Standard: Self-Management Skills 2 and 9 – Demonstrate self-discipline and self-control. Demonstrate personal safety skills. Social Skills 6 and 9 – Use effective collaboration and cooperation skills. Demonstrate social maturity and behaviors appropriate to the situation and environment. | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| Students will have a better understanding of how keeping their “cars” safe on the road is similar to keeping your body safe in and outside the classroom with peers.  Vestibular: Help hypersensitive students distinguish different commands, signals, sounds and movement.  Proprioceptive: Help students with poor body awareness, motor control and motor planning to move with various movement opportunities. | | Safety  Boundaries  Car terminology: Gas Pedal, Brakes, Slow Down, Traffic Jam; Tune-Up, Speeding, Ticket; Body Shop, etc. | |
| **INTRODUCTION TO LESSON** | | | |
| This lesson follows the previous lesson from the book, Personal Space Camp written by Julia Cook. You will need P.E. Equipment:   * One Hoola-Hoop for each student * Cones to designate play area/boundaries * One matching Rubber Poly Spot Marker for each student to designate their “Parking Space” * Music, musical instruments or whistle   Instructions and rules reviewed during large group time inside and again prior to activity outside. | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Instruct students what the Hoola-Hoop (car) and Poly Spot (parking space) represent. | | Students are scattered in a designated area with their matching Hoola-Hoop and Poly Spot. | |
| Review safety issues when driving a car (i.e., speed, seat belt, etc.) | | Students imagine their Hoola-Hoop is their car and they are the drivers. Students stand inside their Hoola-Hoop or car, hold it at their waist and buckle up! | |
| Instructor gives example of using musical instrument or whistle of when to “go” (Green Light) and when to “stop” (Red Light) | | Upon direction/signal, students travel (walking) about the “streets” (no directions making sure they are avoiding other vehicles. | |
| Discuss why we have stop signs on our roads and why we have our streets divided. Discuss the importance of safety on our roads and the importance of keeping our bodies safe when we play with our friends at school. Discuss the importance of taking care of our friends when we physically may hurt them. Discuss what getting a “ticket” means (i.e., speeding, crashing). | | Students will be able to participate with questions imposed by instructor about safety issues, apologizing to our friends and making sure they are taken care of when hurt. | |
| Discuss safety rule about cars who repeatedly collide must report to the “Body Shop” before they may resume participating. | | 1. Students must stop and get out of their car (hoola hoop).  2. Students can “tune-up” their engines by doing 5 jumping jacks or 5 hops on one foot.  3. Student must shake hand with the car/student he/she collided with. Motto: Let’s drive safety! | |
| Can use the following verbal and visual commands:  Green Light: “Go”  Yellow Light: “Slow Down”  Red Light: “Stop”  Beeping Sound: “Drive backwards”  Emergency Siren: Move to the side of the road.  Highway: Run  Flat Tire: Hop or Spin  Tunnel: Duck Down  Traffic Jam: Shuffle your feet side to side  Pot Hole: Jump or Leap | |  | |
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| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| Allow students to think about what they learned about themselves, personal safety, etc. Review with students how they kept their cars and body safe while driving. Discuss challenges of paying attention, driving, and distractions.  Social/Emotional Activity: Can play the “Car Wash” activity as a follow up game. Have children make two lines. Each child gets to have their car (i.e., truck, SUV, limousine) washed by touching/slapping the hands of their friends as they go through the line. Child picks one student to give them a compliment to make them and their car shine! Can also use music from “Car Wash” | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
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| **RESOURCES** | | | |
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| **DIFFERENTIATED INSTRUCTION** | | |
| Repeat instructions. Have a student model each (newly introduced) movement.  Provide closer supervision if student(s) need support to understand various verbal commands and movement. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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