

**LESSON PLAN by** \_\_\_Jenny Stiffler\_\_\_\_\_

**Lesson:** \_\_\_Indianapolis 500 (Gross Motor PE)\_\_\_\_\_ **Length** \_15-20 Minutes \_\_\_\_\_

**Age or Grade Intended** \_\_\_\_\_4<sup>th</sup> Grade\_\_\_\_\_

**Academic Standard(s):** Physical Education: 4.3.1 Describe the physical, emotional, and psychological benefits of participation in health-related activities.

Social Studies: 4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation, and global connections

**Performance Objectives:** After holding a book to experience physical and emotional strengths on a racecar driver, the student will write two paragraphs reflecting on how their experiences relates to how a racecar driver experiences.

**Assessment:** The teacher will observe the activity in progress to make sure the students complete the activity correctly. The teacher will also collect the paragraph to assess if the students made connections and used proper writing skills. The paragraphs will be worth five points using the checklist below. Each item is one point.

Checklist:

\_\_\_ Students made a connection

\_\_\_ Had at least five sentences in a paragraph

\_\_\_ The sentences were complete

\_\_\_ There was one or less spelling mistake

\_\_\_ Students supported their thoughts

**Advanced Preparation by Teacher:** The teacher will need to set up the activity area by measuring the angle of the ‘driver’s seat.’ The teacher will need to also need to have a stop watch, two text books, and pillows.

**Procedure:**

**Introduction/Motivation:** Yesterday we learned different details from racing as we researched for the magazine article. We found information regarding cars, time trails, dates, and drivers. Today we are going to determine several things about a racecar driver. Are they athletes? Do they have to be in shape? The teacher will then begin the discussion by asking the following questions. The teacher will ask the students if it is easy to drive a racecar at 220 mph and why? Ask the students if they think that racecar drivers are athletes and why. Then the teacher will explain to the students that she/he will be testing their thinking by having them act like a real race car driver.

**Step-by-Step Plan:**

1. Set up the racecar ( and perhaps multiples of the racecar) in front of the room. Have each student come to the front of the room and become a racecar driver. Place pillows at a 30 degree angle behind the student's back. Have the students then hold two textbooks at arm's length to represent the effort needed to control an Indy car at full speed. (Gardener's Bodily-Kinesthetic)
2. Set a timer for two minutes and have the student hold the position which will enable them to simulate a racecar driver in the activity of racing. (Gardener's Bodily-Kinesthetic- Gardener's Logical-Mathematical)
3. Discuss what it would be like to sit in a racecar for two hours based on what the students experienced. (Bloom's Synthesis) The students will write a paragraph explaining whether or not their predictions/thoughts/opinions were correct or not. (Bloom's Knowledge: Bloom's Evaluation) Then the students will write a second paragraph explain how they felt emotionally and physically while they were the racecar driver.(Bloom's Evaluation) The students will also need to state why this is important to know how a racecar driver feels inside a race car.

**Closure:** Have a classroom discussion to create a list on some of the things the students included in their paragraphs. (Gardener's Interpersonal- Bloom's Knowledge) Introduce the next topic-being able to tell a story like a racecar driver- the students will learn about in the unit for the following lesson/day to get them excited.

**Adaptations/Enrichment:** If there is a physically disabled student in the room, they could still simulate the arm position by holding their arms up for an amount of time less than the other students. These students could also use a paper back, lighter book. For those students who have mastered writing a paragraph, have those students compose a list of muscles in their arms that could be sore after a two hour race.

**Self-Reflection:** Were the students able to complete the activity and write two paragraphs? Were my adaptations and enrichments effective? Will I do this activity again with this unit? If I do decide to do this activity again, what should I do differently?

Source: Staci Revere's Indianapolis 500 Unit Lesson Plans- Based off the "Fuel the Dream" packet from the Indianapolis 500 Youth education program