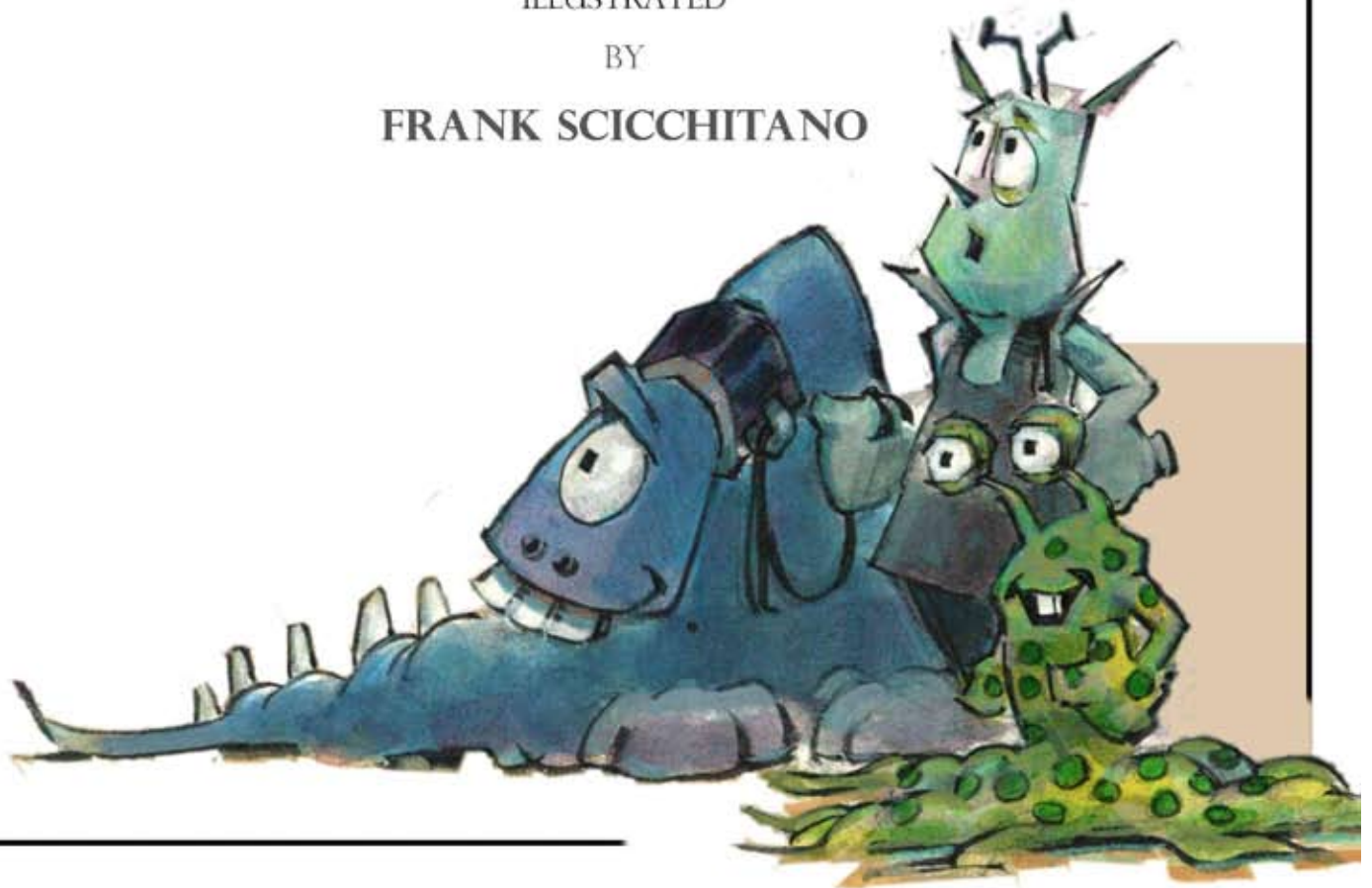


# ZINNY'S DRIVING SCHOOL

BY  
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ILLUSTRATED  
BY  
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# **Ziny's Driving School**

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# **Ziny's Driving School**

## **Kindergarten- 3rd grade**

### **NASPE Standards Applied**

Students will:

- Demonstrate a competency in the locomotor skills: hop, skip, gallop, slide, jump, leap, and jog.
- Demonstrate an understanding of pathways and levels. (Lesson 1)
- Demonstrate an understanding of cardiovascular endurance and interval training. (Lesson 2)
- Demonstrate communication and interpersonal skills in a game situation. (Lesson 3)
- Actively participate in the movement portion of the lesson.
- Attempt to maintain movement during the entire lesson to increase fitness.
- Exhibit an understanding of self-space and safe speed while in motion.
- Enjoy movement and use self expression while pretending to drive a spaceship and to play with aliens.

### **Safety**

Instructors will:

- Always announce the proper speed limit for the type of skill being performed.
- Stress that the students are to watch where they are going and maintain self-space at all times.
- Instruct the students to let go of the hoop if they feel themselves falling.
- Instruct the students not to stop in the middle of traffic. Students must move to the side of the gym to stop.
- Review the command for stopping (i.e. freeze, whistle blowing, etc.).

\*\*\*Safety instructions included in this book are not meant to replace the discretion of the teacher. The teacher should implement any precautions deemed necessary. Children should be medically cleared for participation by a physician before participating in these activities.

## **Equipment**

- As many hula hoops as there are children in the class.
- Music

## **Downloads**

Jetson's theme song

Close Encounters

Star Wars

Star Trek

Superman

Greg and Steve's "Listen and Move" song on the *We All Live Together* CD

## **Lesson 1**

### **First Day of School**

#### **Outline**

- Read Ziny's Driving School.
- Tell the children that you will be Teacha and they will be the students learning to drive like Ziny.
- Give each child a hula hoop spaceship and have them spread out around the gymnasium. Instruct them to begin checking "landing gear" better known as hula hooping.
- Explain to the students that the area that their body takes up and all of the space as far as they can reach is their self-space.
- Explain that in order to stay safe, students must keep other people, objects, and spaceships from entering into their self-space.
- Tell the students to pretend they have a bubble around the Quasar and keep everything far enough away so that it doesn't pop.

## **Round 1**

### **25 MPH**

- Introduce the commands and demonstrate: 25 mph - walking while following the directions right turn, left turn, zigzag, swerve, high and low.
- Explain that 25 mph is used for crowded spaces when everyone is moving in different directions or if everyone is moving to the same place (i.e. lining up).
- Students begin walking with their hula hoop held waist level as a spaceship.
- Start the music and give speed and pathway commands.
- After a sufficient amount of time, stop the music and have students sit in their hoops.

## **Round 2**

### **Black Hole**

- Introduce the Black Hole - On the command, “Oh, no, a Black Hole” students will spin in their hoops from a high position to a low position and up again.
- Begin the music, give 25 mph commands and add the black hole.
- Stop the music and have the children sit in their hoops.

## **Round 3**

### **Jumping, Hopping, Leaping**

- Demonstrate jumping, hopping and leaping and use the following commands:
  - “Oh, no a meteor shower! Begin jumping!”
  - “Aliens crossing! Let’s hop over them.”
  - “We’re approaching the Milky Way! Try to leap over it.”
- Begin the music, review the past commands and add jumping, leaping and hopping.
- Stop music and have students sit in their hoops.

## **Round 4**

### **50 MPH**

- Introduce commands and demonstrate: 50 mph - gallop, slide, skip.
- Explain that 50 mph is used in less crowded spaces. It could be with students moving in different directions or all in the same direction depending on the size of the gym.
- Review safety rules, start the music, and let students practice skills by reviewing and adding the new commands.
- Stop the music and have students sit in their hoops.

## **Round 5**

### **75 MPH**

- Introduce commands and demonstrate: 75 mph - jogging at 3/4 speed on the interspace highway with all students going in the same direction around the gym.
- Review safety rules.
- Start music and have students begin jogging in a clockwise direction.
- Stop the music and change directions.

## **Final Round**

### **The Test**

- Take students from 25 mph through 50 mph then to 75 mph and back down again.
- Finish with students stopping and putting down their landing gear (hula hooping).
- Have the students sit in their hoops and debrief.

## **Debriefing**

Make the connection between the story and safe movement in the gym.

- What movements are at 25 mph? When should we use 25 mph?  
(Entering the gym and lining up to exit– crowded spaces.)
- What movements are at 50 mph? When should we use 50 mph in the gym?  
(Gallop, slide, skip– less crowded spaces.)
- What movement is at 75 mph? When should we use 75 mph in the gym?  
(Jogging 3/4 speed when we are all going in the same direction.)
- Can you move safely in the gym at 100 mph? (as fast as you can)  
(No, it would be too dangerous.)
- If a spaceship has a collision what could happen?  
(The spaceship might need repairs and the driver's lesson could be over.)
- If we have a collision in the gym what could happen?  
(Someone could be injured.)
- How do we prevent collisions from happening in the gym?  
(Always keep self-space, watch where you are going, move at a safe speed.)
- Should you ever stop in the middle of the gym to tie your shoe? Why not?  
(No, don't stop in the middle of the gym, someone could bump into you.)

## **Teacher's Role during Activity**

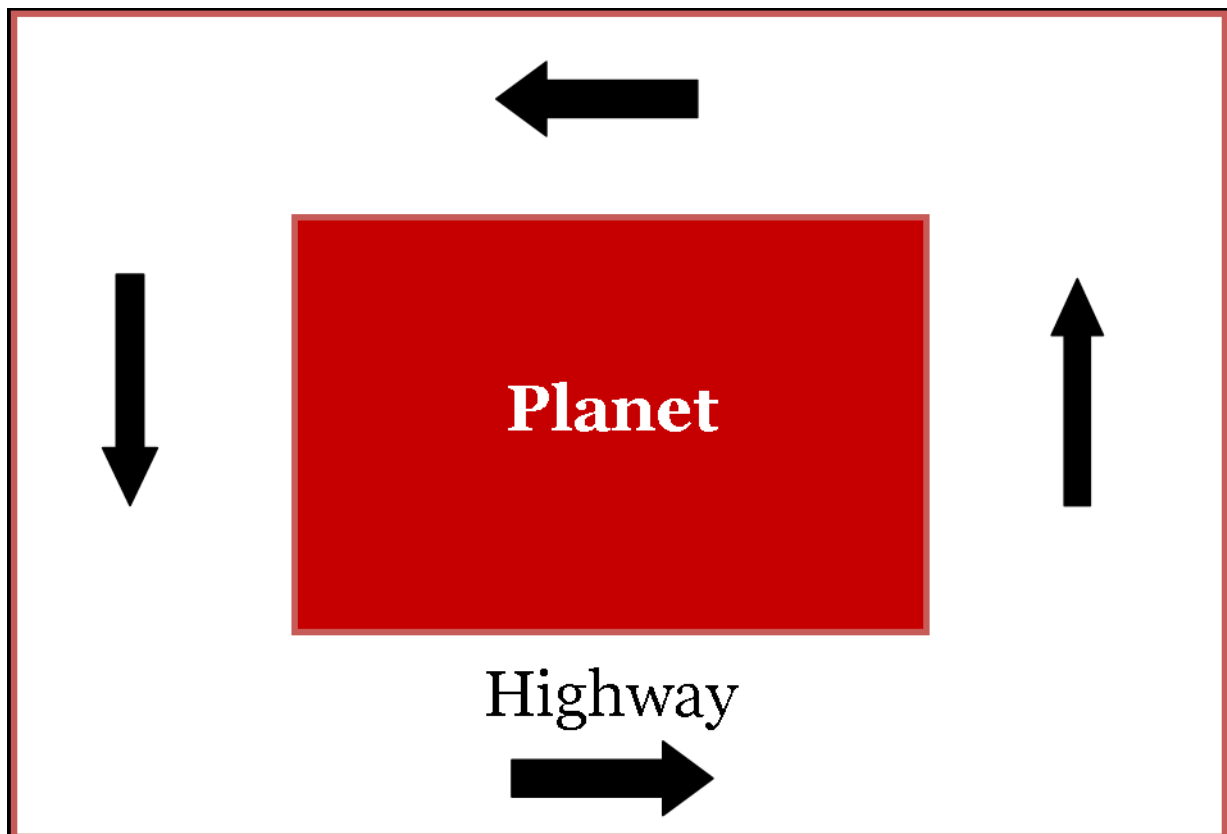
- The teacher will be watching the students to determine when they have accomplished the task and/or show signs of fatigue. When the students demonstrate an understanding of the information given and/or are becoming fatigued, the teacher will stop the round and introduce the next round.
- The teacher will be looking for and making corrections to movement patterns and monitoring for safety.

## Lesson 2

### Ziny's Solar System Field Trip

#### Outline

- Welcome the students back to Driver's Education. Tell them they will be driving on the interplanetary highway to the different planets of the solar system.
- Point out that driving for long periods of time is good for the Quasar's turbines. Likewise, moving for a long period of time is good for the heart.
- Have the students "check their turbines" better known as feeling the heart beat or taking a pulse.
- Give each student a hula hoop and have them spread out around the outside of the gymnasium. Define an area to be called the interspace highway. (The area outside a volleyball court works best. If the gym does not have a lined area then place cones in a rectangle around the gym.)





## **Round 1**

### **Mercury**

- Explain to the students that they will be traveling to Mercury at 25 mph by walking. The time it takes to get there is 30 sec. Demonstrate that when the music starts they will travel clockwise walking. When the music stops, they will merge into the center of the gym and land on Mercury. To land, they will hula hoop and let it fall to the ground and sit in it. They will sit with hands folded in their laps.
- Begin music.
- Stop music after 30 sec. and have the students check their turbines. Ask them if they are beating fast or slow?
- Explain to the students that they have landed on Mercury.
- They will now leave their Quasar and step out onto the planet.
- Demonstrate that the creatures on Mercury jump like kangaroos. Have the students jump around the planet in and out of the craters (hula hoops).
- Have the students return to their Quasars and move back onto the highway.

## **Rounds 2-8**

### **The Rest of the Solar System**

Using the following chart, drive to each planet using the locomotor skill, speed limit, and time suggested. Land on each planet and have the students perform the activity described or make up their own.



## Field Trip Guide

Planet	Locomotion	Speed	Time	Activity
Venus	Gallop	50 mph	30 sec.	Hop like Venetians
Earth	Slide facing the center of the gym	50 mph	45 sec.	Use hoop as a jump rope like Earthlings
Mars	Skip	50 mph	45 sec.	Spin hoops on their side like Martian pets
Jupiter	Jog	75 mph	60 sec.	Tip toe pretending to be the giants on Jupiter
Saturn	Skip	50 mph	45 sec.	Do push-ups like the strong people on Saturn
Uranus	Slide facing center of gym going the other direction	50 mph	45 sec.	Bear walk like the furry creatures on Uranus
Neptune	Walk	25 mph	30 sec.	Stretch like the rubbery people of Neptune

## **Reflections**

- When were your turbines (heart and lungs) working the hardest, after walking at 25 mph or jogging at 75 mph? (Jogging at 75 mph.)
- How could you tell? (My heart was beating fast! My pulse was a high number.)
- Explain to the students that just like a Quasar needs a lot of gas to go fast, muscles need a lot of air/oxygen to move fast. The heart has to beat fast to get the air we breath to the muscles.

## **Concepts to Teach**

### **Interval Training**

Explain to the students that just like there are different exercises to make arms stronger, there are also different exercises to make the heart stronger. Doing periods of locomotor exercises with short breaks in between is called interval training and is a great way to strengthen the heart.

## **Teacher's Role During Activity**

- The teacher is starting, stopping and demonstrating the movements for each round.
- The teacher should be monitoring the students' exertion level. The time durations are estimates. Each grade level will have different times.
- Explain to the students that if they need to walk or stop they should do so closest to the outer wall.
- The teacher can and should use sound effects and give the creatures on each planet more character with a visual description. (i.e. The Martians are green with 6 eyes.)
- The teacher may also ask a student to describe what they see when they land on the planet and create the activity.
- The teacher should be reinforcing good effort and proper technique.
- The teacher should adapt language, concepts, and exercises to the students' abilities.
- The teacher should check heart rate/pulse periodically.

## **Lesson 3**

### **Musical Craters**

#### **Outline**

- Welcome the students to Pluto. Tell them that they are going to play a popular Plutonian game called “Musical Craters.”
- Give each student a hoop and ask them to find their own space in the gym.
- Tell them that their own space is a space in which they can reach out and not touch any other person or thing in any direction. (K-1st graders will need to practice this a few times before they get the concept).

#### **Part 1**

##### **Review of Skills and Speeds Without Spaceships**

- Explain to the students that when the music starts, they will leave their crater (hula hoop) and travel around the planet.
- Discuss self-space. They need to keep a space around them as though they still have a spaceship.
- Demonstrate walking around the planet avoiding craters.
- Explain that when the music stops they will step into a crater and sit down.
- Start the music.
- Students walk around the hoops and sit in a hoop when the music stops.
- Perform a number of rounds with different locomotor skills emphasizing speed limits and moving with self-space without their spaceships.

## **Part 2**

### **Cooperative Craters**

- Explain to the students that when the music starts they will leave their crater and move as described.
- The teacher will remove a few hoops while the music is playing.
- When the music stops the students will find a crater. If they can not find one they must ask the inhabitant of another crater if they can share with them.
- Discuss how to introduce yourself and ask to share. “Hi, my name is Ziny. Can I share your crater?”
- Play as many rounds as necessary to review locomotor skills and speed limits.
- Keep removing hoops until everyone has a partner.
- Variation– Have students introduce themselves and share something about themselves (i.e. favorite color, pet’s name, zip code, address, phone number.)

### **Reflection**

- How did it feel when you didn’t get a hoop?
- Was it hard to introduce yourself and ask someone to share?
- How can you help someone that is too shy to ask to share?
- Have you ever wanted to play something on the playground but were afraid to ask to play? Why were you afraid?
- If someone asks you nicely, “Can I play with you?” should you say yes or no?

### **Interdisciplinary Contests**

#### **2nd-3rd Graders**

- Illustrations– Draw a picture of yourself on a new planet playing a game with an alien.
- Essay– Write a story about a new planet. Describe the people there, the environment, and what games or exercises they like to do.

# **Rubric**

## **Pre-Control**

### **1**

Attempts at the locomotor pattern are discontinuous or do not resemble the skill at all.  
Example: Student's attempts to skip consist of a hop followed by a few steps then a hop.

## **Developing**

### **2**

Locomotor skill has more correct elements but may be missing an element or they may be inconsistent.

Example: Student's attempts to skip consist of a step/hop with one foot but not with the other.

## **Mechanical**

### **3**

Locomotor skill is mechanically correct but is not one fluid motion.

Example: Student skips with exaggerated arm swing and/or heavy steps.

## **Fluent**

### **4**

Locomotor skill is mechanically correct and fluent.

Example: Student skips with a light smooth step/hop pattern.

## About the Author



Lynn Hefele is a physical education teacher and volleyball coach in the Huntington Union Free School District in Huntington, New York. She is the Vice President Elect for the Elementary/Middle School section of the NYS AHPERD Suffolk Zone. She was the New York Lottery/Channel WLNY TV 55 Educator of the Week in 2002, as well as, the recipient of SEPTA's Distinguished Service Award in 2002 for her work with children in Adapted Physical Education. A graduate of Springfield College in Springfield, Massachusetts, Lynn holds a Bachelor of Science in Physical Education and a Master of Science in Movement Science with a concentration in Biomechanics. She lives in Greenlawn, New York with her husband, Steve and their sons Harrison and TJ.

Lynn created Literature Enhanced Physical Education (LEPE, Inc.) and published its first book, *Clean Up Your Backyard*, in 2009.