

Activities for children 8-11

Activity 26

How long can you balance? (Poland 7)

Duration: 60-90 min.

Numbers of Players: Individual

Type of Activity: Movement & Traffic Safety (Cycling / balance)

Objectives:

- The aim of the task is to develop balance skills while cycling. The task can be a separate activity or supplementary to other lesson.

Skills & Knowledge:

- Exercising movement coordination
- Practicing precision
- Learning the concepts "faster-slower", "right-left", "front-back"
- Learning to count
- Learning to positively compete with others.

Materials required:

- Bikes, balance boards and so-called graters, gutters and other elements that increase the attractiveness of the exercise and strengthen the balance and control of a child in a bicycle.

Instructions:

- The teacher discusses the rules of conducting the game. Children compete with each other. The task is to stay on the bike without riding it as long as possible. It is about balancing the body, making small movements with the steering wheel, pedals, jumping, etc. in such a way so as not to fall off the bike or touch the ground with the feet. Another option is to cycle very slowly. The winner is the one who covers the shortest possible distance and stays on the bike the longest. In both options (standing and slowly cycling) the teacher can measure the time and write down the results on a board.

Variations:

- The natural form of practicing balance is to overcome an obstacle track consisting of various elements. The teacher can develop such track according to the presented picture and organize a competition among students.
- Another form of a balance exercise is to play a bike match. The rules of the game are very similar to soccer game. Players cannot use their arms and legs, but must hit the ball only with the wheels of their bicycle. The goalkeepers may additionally catch the ball in their hands, but cannot hit it. The players cannot touch the ground with their feet.

Tips:

- Conditions for implementation: space that allows freely performing the activity in the gym, playground, park – remember that the surface should be "cleared" of stones, protruding roots, without pits.
- During such activities, it is important to pay attention to the following elements: stopping in front of the line and starting again; turning left/right with an outstretched hand; driving between two lines; driving along the line; driving over/between obstacles; turning back; stopping at a marked place; stopping quickly on a whistle signal.
- These activities prepare a child to participate in real road traffic as a cyclist and personal transport devices user.
- The variety of obstacles and maneuvers that must be performed can definitely make the competition more attractive. These exercises can be a part of the "sport day" at school as one of the competitions.

Activity 27

Map (Poland 8)

Duration: 45 min.

Numbers of Players: Individual, in pairs, groups of 3 or more

Type of Activity: Traffic Safety (Pedestrian: Paying attention)

Objectives:

- The aim of the task is to develop skills of moving around as a pedestrian and understanding the needs of this group of road users. The task is a separate activity.

Skills & Knowledge:

- Practicing the spatial orientation
- Practicing perceptiveness
- Consolidation of knowledge and skills related to cartography
- Paying attention to the needs of pedestrians in vicinity
- Comparing objects - looking for common features and differences

Materials required:

- Printed maps (can be schematic or tourist map – as in pictures or found online), markers.

Instructions:

- The teacher discusses the rules of conducting the activity. He/she distributes the maps to the students as they work individually or in pairs/small teams. The task of the children is to count and mark all crossings on the map, including underground and over ground ones and pedestrian facilities.

Variations:

- The students can also mark other elements on the map, such as dangerous/safe places to cross the street etc.

Tips:

- Conditions for implementation: in class.
- Best solution is to use a tourist map of a city/area.

Activity 28

Road to the park (Poland 9)

Duration: 45 min.

Numbers of Players: One or few students

Type of Activity: Traffic Safety (Pedestrian: Paying attention)

Objectives:

- The aim of the task is to develop skills of moving around as a pedestrian and understanding the needs of this group of road users. The task is a separate activity.

Skills & Knowledge:

- Practicing perceptiveness
- Paying attention to the needs of pedestrians in vicinity
- Learning to positively compete.

Materials required: Dice, pawns, board game

Instructions:

- The players' task is to go along the route from home to the park, crossing many streets to get there. Sometimes player has to deviate from the route in order to perform various activities that slow down the walk (loss of turns). There are also places where the route can be shortened.
 1. It started to rain. You forgot your umbrella. You have to go back home (go to start).
 2. If you get 5 or 6 with the dice, you can safely cross the street.
 3. Orange light – you lose your turn.
 4. You met a friend and you're talking.... – you lose your turn.
 5. Red light - you lose two turns.
 6. Your shoelace is broken. You have to fix it somehow – go back 1 space.
 7. You are thirsty and went to the shop to get water – you lose your turn.
 8. You help the old lady to go through the underpass.
 9. Road works. You have to go around and you only move by two spaces in two turns.
 10. Tourists ask for directions – go back 2 spaces.
 11. Road accident! You have to wait one round.
 12. If you roll 3 with a dice – you can take a shortcut.
 13. The route of the cycling race. You cannot pass, go back 2 spaces.
 14. Green light – you have an extra move.
 15. You saw a nice bike at the exhibition – go back 1 space.
 16. If you get 5 or 6 with a dice, you can safely cross the street.
 17. Water from a burst pipe flooded the street – go back 2 space.
 18. Old cars parade – you lose your turn.
- Congratulations! You've reached your destination! Maybe a little later than you thought, but you've helped a lot of people! You behaved safely and responsibly! You deserve a reward!

Tips:

- Conditions for implementation: in class.
- It's better to print the board game on a larger board so more students can play.

Activity 29

Mirrors

Duration: 10 min.

Numbers of Players: Whole group or class in pairs

Type of Activity: Movement game

Objectives:

- Learn to imitate the movements of another child in order to obtain body movement awareness

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Mimetic ability
- Balance
- Cooperation
- Non-verbal communication

Instructions:

1. The children split into pairs and find a spot in the area.
2. At our signal, one child starts moving and its partner tries to follow and mimic its movements.
3. Then they switch roles.

Tips:

In this game, it is important for the children to move as slowly as possible, in order for their partner to be able to follow them and mimic their exact movements.

Activity 30

Blind & Driver

Duration: 10 min.

Numbers of Players: Whole group or class in pairs

Type of Activity: Movement game

Objectives:

- Learn to guide and accompany their mate in the designated area, with respect, carefully and safely

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Cooperation
- Non-verbal communication
- Trust

Instructions:

1. Children split into pairs (A - B) and find a spot in the area.
2. Child A closes its eyes.
3. Child B holds its hand and its back, in order to help child A feel safer.
4. At the teacher's signal, child B starts guiding child A very slowly and carefully around the area, while child A puts its trust in its guide.
5. Then, they switch roles.

Activity 31

Keep the distance

Duration: 10 min.

Numbers of Players: Whole group or class in pairs

Type of Activity: Movement game

Objectives:

- Learn to keep safe distances

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Cooperation
- Non-verbal communication
- Trust

Instructions:

1. Children split into pairs and find a spot in the area.
2. They stand facing each other, keeping distance between them.
3. At the teacher's signal, child A starts moving slowly towards child B.
4. Child B starts moving backwards trying to maintain the same distance.
5. Then, they switch roles

Tips:

- They always need to maintain eye contact with each other.

Activity 32

Tangle – Untangle

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Develop team coordination and synchronization

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Cooperation-Team work
- Non-verbal communication

Instructions:

1. All children gather in a circle.
2. Each child must remember who stands on its right and left side.
3. Then, children scatter and move freely in the area.
4. At the teacher's signal, they freeze.
5. In the position they freeze, they must locate the two children standing next to them.
6. With their right hand, they point at the child that was on their right side, and with their left hand, they point at the child that was on the left side.
7. Then, children slowly start coming closer together to reach the children they pointed at, tangling and holding hands.
8. Gradually, they start to untangle themselves very carefully (without letting go of each other's hands) in order to recreate the primary circle.

Activity 33

Pedestrians and Drivers

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement & Traffic Safety

Objectives:

- Learn to move safely around others

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Reaction time
- Balance
- Cooperation
- Non-verbal communication

Materials required:

- Tambourine
- Hula hoops

Instructions:

1. Children are split into two groups, Pedestrians and Drivers. Each Driver holds a hula hoop around him/her which represents a vehicle and a steering wheel at the same time.
2. Then, Drivers start moving freely in the area.
3. The teacher instructs children by playing the tambourine.
4. At one beat, the Drivers stop and politely let pedestrians walk. Pedestrians look carefully and start walking, while Drivers remain still.
5. At two beats, Pedestrians stop and the Drivers start moving slowly and carefully, with respect to every road user.

Activity 34

Blind & Pedestrians

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement & Traffic Safety

Objectives:

- Learn to move safely in space and to keep safe distances with others

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Reaction time
- Cooperation
- Non-verbal communication

Materials required: Blindfolds

Instructions:

1. Children are split into two groups, Pedestrians and Blind People.
2. They scatter and find a spot in the area.
3. 'Blind' children tie their eyes with blindfolds and hold their position.
4. Then, Pedestrians start moving slowly and carefully in the area, avoiding the Blind.
5. At the teacher's signal, Pedestrians freeze and the Blind start moving very slowly and carefully (in slow motion), making a sound (e.g. a whistle), in order to be noticeable by the other Blind.
6. After a while, Pedestrians also start moving slowly and carefully, as the safety of all depends on them.
7. Then, they switch roles.

Tips:

- Children usually think that when they see a car, the driver sees them too. Through this game, children learn that this is not always the case, so they become more careful and responsible.

Activity 35

Vehicles and Sidewalks

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement & Traffic Safety

Objectives:

- Understand the concept of distance and speed
- Estimate and control one's speed
- Learn to keep safe distances from others

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Reaction time
- Cooperation
- Non-verbal communication

Instructions:

1. Children move freely in the area.
2. They secretly choose another child to be their "Vehicle".
3. "Vehicles" represent danger. Therefore, each child needs to be as far as possible from its "Vehicle" and at the same time cautious of others.
4. At the teacher's signal, they freeze. This time, they secretly choose another child to be their "Vehicle" and another one to be their "Sidewalk" that represents their safety.
5. At the teacher's signal, they start moving around in the area, being as far as possible from their Vehicle and as close as possible to their Sidewalk, in order to be safe.

Variations:

- Depending on the message we want to get across, we can always change the name of the game. For example, "Cars – Seatbelts", "Motorcycles – Helmets", etc.

The egg or the head?

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety (Experiment - Conversation)

Objectives:

- To understand the importance of helmet.

Skills & Knowledge:

- Relationship awareness
- Protective equipment knowledge
- Discussion

Materials required:

- A small helmet (egg sized) made from real helmet material
- A real egg
- A small plastic transparent food bag

Instructions:

1. The teacher asks the students if they have a bicycle, how frequent they use it, how many of them own a helmet and how many actually wear it, etc.
2. The teacher demonstrates the helmet. He/she explains that despite its small size, this is a very real helmet and goes through how it works by absorbing the energy of the fall in case of an accident.
3. The teacher demonstrates the egg. He/she asks students to imagine that the egg is their head.
4. The teacher asks for a volunteer.
5. The teacher puts the egg into the helmet and asks the volunteer to throw it on the floor.
6. The egg doesn't break and then the teacher puts it in the plastic bag and asks the student to throw it again, this time without the helmet.
7. The egg breaks and the conversation about its importance begins.

Safe scootering

Duration: 15-20 min.

Numbers of Players: Whole group or class (individually or in groups)

Type of Activity: Traffic Safety

Objectives:

- To familiarize themselves with the scooter and the scooter safety equipment.

Skills & Knowledge:

- Traffic Vocabulary
- Critical Thinking
- Decision Making
- Visual perception - Observeness
- Classification
- Cooperation
- Non-verbal communication

Materials required:

- A card with scooter equipment and scooter safety equipment words
- Stickers of equipment
- A board with 2 categories: scooter safety equipment and scooter equipment
- A card explaining the use of the equipment
- (A small ball)

Instructions:

1. The teacher divides the class into 2 groups.
2. The first group holds a card with scooter equipment and scooter safety equipment words. Students have to use pantomime in order for the second group to guess which part of the equipment they're referring to.
3. When a student of the second group finds a word, they take the equivalent sticker and stick it to the right place on the board.
4. At the same time, the class discusses the importance of the particular piece of equipment and the teacher provides further information if needed.

Variations:

- Students may stick the stickers mixed on the wall instead of the board. Then the teacher may give a ball to the students and ask them to aim and hit the scooter equipment and then the scooter safety equipment.

Play Word - Activity sheets

Duration: 10 min.

Numbers of Players: Whole group or class (individually)

Type of Activity: Traffic Safety

Objectives:

- Children will have the opportunity to demonstrate their knowledge of traffic vocabulary, improve their cognitive skills and also have fun, with these traffic education activity sheets

Skills & Knowledge:

- Traffic Vocabulary
- Visual perception
- Classifying of meanings
- Critical Thinking
- Subtractive Thinking
- Math Thinking
- Decision Making

Materials required:

- Book of Worksheets:
 - ✓ Find the hidden word
 - ✓ Crossword puzzle
 - ✓ Color the number
 - ✓ Painting
 - ✓ Find the right path
 - ✓ Match the trivia

Instructions:

1. The teacher demonstrates and explains the tasks and the goals of the worksheets
2. Each student choose three tasks

Variations:

- The students can split into small groups of 2 or 3.
- The teacher asks them to complete 3 specific tasks.
- The team that completes the tasks first WINS!

Dodger Cars (Ireland 4)

Duration: 15-20 min.

Numbers of Players: Individual or groups of 5 within a class

Type of Activity: Movement game

Objectives:

- Walking, reacting, balancing, dodging, side stepping, changing direction, maintain a good posture

Skills & Knowledge:

- Walking
- Weight Transfer
- Posture
- Movement
- Locomotor Skill
- Dodging
- Side stepping

Materials required:

- An open playing area
- Cones
- Spot markers
- Sponge balls

Instructions:

1. Arrange the pupils in groups of 5.
2. Divide the playing area into five metre by five metre squares and invite one group to stand in each square.
3. Give a spot marker or ball to each pupil.
4. Invite the pupils to hold the ball out in front of them like a steering wheel and to move around the square without touching the other students in the square.
5. After a designated time, pause the activity, take a stretch break and play again.

Variations:

- Pause the activity at intervals to focus on specific teaching points for dodging / side stepping in the lesson.
- Invite a pupil to demonstrate correct technique.
- Introduce obstacles (cones) in the squares and invite pupils to dodge around them.
- Vary the locomotor skill used to move around the space e.g. skip, jog, hop, walk, etc.
- Gradually increase / decrease the size of the square.

Tips:

- Ensure pupils exercise caution when dodging around each other, by keeping their eyes open and looking forward in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson.
- Invite pupils to demonstrate correct technique, allow pupils to practice in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.

Activity 40 Changing Speed (Ireland 5)

Duration: 15-20 min.

Numbers of Players: Full class

Type of Activity: Movement & Traffic Safety (walking, jogging, sprinting / accelerating)

Objectives:

- Walking, reacting, balancing, moving at a consistent pace, maintaining good posture, understand the importance of accelerating and decelerating, lean slightly forward when accelerating and slightly backwards when slowing down.

Skills & Knowledge:

- Walking
- Weight Transfer
- Posture
- Movement
- Locomotor Skill
- Accelerating
- Decelerating

Materials required:

- Open space
- Spot markers
- Cones

Instructions:

1. To begin this lesson, the children will practice changing speed by inviting pupils to move freely around the area. When 'sprint' is called, pupils run as fast as possible. When 'jog' is called, they slow down to a medium pace. When 'slow' is called students to slow down to almost walking pace (but still jogging on balls of their feet).
2. Then, invite pupils to line up in groups of five. Place six cones approx. twenty meters apart, with a set of cones for each group. Explain that between each pair of cones pupils must adhere to a different speed, e.g. slow, medium, fast.
3. It would be very useful to color code cones, e.g. green for fast, yellow r medium, red for slow (as seen on traffic lights).
4. On a signal, the first pupil in each group moves through the cones, speeding up and slowing down where appropriate.
5. Once the pupil finishes, they line up at the other end behind a cone and the next pupil starts. Repeat going back to the starting point.

Variations:

- Invite pupils to take turns setting their own pace for each set of cones.
- Progress the activity so that each pupil begins their run when the pupil in front has reached the first cone.

Tips:

- Ensure pupils have warmed up before the activity and cool down afterwards.
- Acceleration, and deceleration are key concepts of this activity. Explain each concept and ask why they are important (in relation to traffic safety).

Activity 41

Cycling: How to use a scooter? (Ireland 6)

Duration: 15-20 min.

Numbers of Players: Whole class activity

Type of Activity: Traffic Safety (Road Safety Awareness Game)

Objectives:

- Reacting to other road users
- Situational awareness
- Applying knowledge of road signs and signals.

Skills & Knowledge:

- Scooting safely
- Using the 'push foot'
- Safety gear needed
- Movement
- Emergency Stop

Materials required:

- An open playing area
- Chalk
- Scooters

Instructions:

1. Ask the children what they need to have before they begin scooting, eliciting the response of a scooter and a helmet.
2. Discuss how a scooter is used on the footpath where pedestrians walk and pedestrians have priority.
3. Show the children how to adjust the handlebars on a scooter to be appropriate for them to manage easily.
4. Demonstrate how to use a scooter by holding the handlebars and placing one foot on the scooter while propelling yourself forward by pushing yourself forward on the ground with your other foot.
5. Demonstrate an emergency stop on a scooter, which is planting your two feet on the ground at the side of your push foot.
6. Use chalk to draw out a short series of interlocking roads with pedestrian footpaths parallel to the road on the yard outside.
7. Assign the children to the groups of pedestrians, scooters, cars, traffic lights.
8. Show the children how to move through the roads and footpaths by obeying the rules of the road, stopping at red traffic lights and crossing at pedestrian crossings (Cars can walk around and pretend to be in cars).
9. After a short while, introduce Gardaí that can bring offenders to 'jail' if they break any of the rules of the road and they must stay in jail for 20 seconds.
10. Engage in a short discussion with the class after the activity about the challenges that they faced in each role.

Variations:

- Swap the roles the children play after a short while so that they get to play each role.
- Have children participate in the demonstrations.
- Introduce 'busy roads' where a lot of traffic builds up in the same area for a short period of time.

Tips:

- Have the intersecting roads drawn out before the lesson starts.
- Encourage the scooting children to keep a safe distance from themselves and pedestrians.
- Ensure pupils move safely within the play area and avoid making contact with one another.
- Provide feedback to individual pupils as they demonstrate good scooting technique and safety awareness during the activity.
- Use the link to Scoot to School Week by Green Schools Ireland as a guide to other challenges and alternative ideas.

<https://greenschoolsireland.org/wp-content/uploads/2021/03/Scoot-Safe-Activities.pdf>

Activity 42

Use of force & Human Heart (Ireland 7)

Duration: 10 min.

Numbers of Players: Full class

Type of Activity: Movement game (walking, jumping)

Objectives:

- Understand where the heart is located, understand that heart rate increases with increased effort and use of force, understand that various activities have different effects on the heart.

Skills & Knowledge:

- Learn where the heart is located in the human body
- Learn what the function of the heart is
- Understand that the heart acts as a pump in the body
- Learn the names of the four different chambers in the heart and what type of blood flows into them.
- Understand that the heart rate will increase with increased effort

Materials required:

- Open space, Stopwatch, Record sheet, Labelled diagram of the heart

Instructions:

1. To begin this lesson, I will show the pupils a labelled diagram of the human heart and we will learn all about how the blood flows through the different areas of the heart and learn the names of the different elements of the heart for example valves, atrium, ventricle etc.
2. Then I will arrange the children into pairs, one with a record sheet and stopwatch.
3. Explain to the children what a pulse is, once they have found their pulse ask the children to feel their own pulse.
4. The children will record their pulse rate at rest for one minute.
5. Once this has been recorded get the children up doing jumping jacks in their place for one minute. The children will record their pulse rate after a minute of activity.
6. What has happened to their pulse rate? Explain to the children that your pulse rate increases after exercise as your heart has to beat faster to pump the blood all around the body.

Variations:

- Physical activity could include games linked with traffic terminology, eg – dodger cars, traffic lights etc.
- Activities of different intensities, eg – walking, jogging, skipping etc. This will demonstrate how heart rate increases with increased effort.
- This can also be done as an individual activity, where the children record their own pulse before and after an activity.

Tips:

- Jogging on the spot or jumping jacks would be suitable activities for indoors or classroom.
- If the teacher had access to a sports hall or yard other games and movements could be used for the minute of activity.

Activity 43

Watch & Move (Ireland 8)

Duration: 15-20 min.

Numbers of Players: Full class

Type of Activity: Movement & Traffic Safety (walking, jogging, sprinting / accelerating)

Objectives:

- Walking, reacting, balancing, understand the importance of accelerating and decelerating, changing direction

Skills & Knowledge:

- Walking
- Jogging
- Running
- Accelerating
- Decelerating
- Side stepping
- Dodging

Materials required: Open space

Instructions:

1. Invite the pupils to find a space in a large open playing area where they are not in contact with anyone else
2. On a signal, pupils move around the playing area in response to the following commands:
Red: Stop
Amber: Walk
Green: Run

Variations:

- Change the instructions for each color, e.g. amber: move on hands and feet
- Invite the pupils to perform a balance when red is called
- Change the vocal commands to whistle commands e.g. short whistle for green, three short whistles for amber and one long whistle for red.

Tips:

- Ensure the children exercise caution when running. Invite them to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst and they will have to stop and spend five seconds blowing it back up again.
- Pause the activity at different intervals to focus on the specific teaching points for running in the lesson as well as the importance of preparing to stop at amber and stopping at red. Provide feedback to the children when they demonstrate correct running / decelerating technique.

Activity 44

Bus Passenger (Ireland 9)

Duration: 15-20 min.

Numbers of Players: Whole class

Type of Activity: Traffic Safety – Role Plan

Objectives:

- Waiting for a bus, getting on, getting off, seat belt use, behavior during the trip

Skills & Knowledge:

- Walking
- Movement
- Locomotor Skill
- Applying pressure
- Entering/Exiting Bus
- Use seat belt
- Appropriate behavior on a bus journey

Materials required:

- An open playing area, Cones, Benches/classroom chairs, Model seatbelts (if possible)

Instructions:

1. Arrange the classroom/outdoor space as a bus. Create an aisle between seats and, if possible, a step/bench for entering/exiting bus.
2. Demonstrate how to correctly apply your seatbelt. Ask several children to try with other children observing and giving verbal feedback.
3. Model good behavior to the children (greet the bus driver, walking to the nearest available seat, ensuring you respect all other passengers' personal space and ensuring noise making is at a minimum).
4. The children can now all enter the bus one by one and take their seat.
5. Once the driver has told the passengers the journey has ended, the children should exit the bus one by one.
6. Now, split the class into two. Create two 'busses'. Choose a student to be the driver and others to be passengers that are already on the bus. Allow the children to now enter the bus, apply their seatbelt and enjoy their journey.
7. Change the driver/passengers after a few minutes.

Variations:

- Pause the activity at intervals to focus on specific teaching points for walking in the lesson.
- Invite a pupil to demonstrate correct technique.
- Allow the pupils to practice in isolation and then return to the activity.
- Create several smaller busses to ensure more role-playing activity

Tips:

- Encourage the children to give verbal feedback in their roles.
- Use a bench to act as a step for entering/exiting the bus.
- Play music/the radio to give the children a more realistic simulation.

Activity 45 Movement teacher (Spain 7)

Duration: 45 min.

Numbers of Players: Whole group of class / groups of 3 or 4

Type of Activity: Movement (Body coordination tasks prepared by the children)

Objectives:

- To work on basic body coordination movements.
- To create some activities to work the coordination of one specific part of the body.
- To encourage the creativity and imagination.

Skills & Knowledge:

- Definition of body coordination
- Ways to train the coordination
- Parts of a training
- Autonomy of the children

Materials required:

- All kind of balls
- Cercles
- Training bibs
- Ropes
- Some other material from the school

Instructions:

1. The idea is to explain the pupils the definition of body coordination and how we can train this ability.
2. When they get a general idea about the topic, the teacher is going to divide the class in small groups.
3. Each group will have to prepare a short activity related to the coordination of one specific part of the body.
4. When all the groups have their activity, they will become the teachers, explaining what the others have to do.
5. All the groups are going to present their activity and they will train the body coordination with activities made by themselves.

Variations:

- One variation of the activity could be focusing on the use of only one material. For example, the teacher could say to the students to prepare a body coordination activity using only three balls.
- On the other hand, if we have more time, each group could prepare the activity and write down in a paper the instructions, so the others could go to one corner, read the paper and do the activity.

Tips:

- Each group is going to be in distribute in one corner of the playground, to have enough space to create the activities.

Activity 46

Find the sound (Spain 8)

Duration: 30 min.

Numbers of Players: Whole group of class

Type of Activity: Movement & Traffic Safety (Group dynamic about traffic sounds)

Objectives:

- To recognize all kind of traffic sounds we could hear in the street.
- To become a good citizen.
- To promote the active listening

Skills & Knowledge:

- Different kinds of traffic sounds
- Not to be distracted in the street

Materials required: Computer

Instructions:

1. First of all, we are going to talk about different sound we can hear in the street (people talking, motorbike, cars...)
2. We are going to discuss about bad habits people do (to be listening to music, using the mobile phones...) and how we can avoid it.
3. Everybody is going to close their eyes and the teacher will put in the computer different sounds.
4. Children will have to try to recognize what is every sound.

Variations:

- We can simulate different situations to see if the recognition of the sounds is still the same. For example, they can put on their headphones and then, the teacher could reproduce the sounds to discuss if they have heard them in the same way.

Tips:

- We should try to make everyone speak, and to give them the opportunity to talk, because if the same persons are speaking all the time, we don't know if all the children have understood the main goals of the activity

Activity 47

Match the word with image (Spain 9)

Duration: 30 min.

Numbers of Players: Small groups of 4-5 students

Type of Activity: Traffic Safety (Memory activity about road signage)

Objectives:

- To recognize traffic signals.
- To understand the definition of each word.
- To learn through playing.

Skills & Knowledge:

- Traffic vocabulary
- Traffic images
- Traffic definitions

Materials required: Memory cards

Instructions:

1. First of all, the teacher is going to present a PowerPoint with all kind of different images related to road safety (traffic lights, pedestrians, bus stop...)
2. Children will try to recognize each image and they will have to create a definition with their own words.
3. Then, the teacher is going to give some memory cards to each group, and they will have to play to link the different images with the correct definition of each word.

Variations:

- Maybe it could be a good idea to give some words to each group and they could do a drawing of it in a sheet of paper and, in other one, they could write down the definition, creating their own memory.
- Then, all the groups could play with the memories of the other ones.

Tips:

- It's important to guarantee the correct recognition of each word. So, at the end of the activity, we could do another one the first part, where the teacher project the images in the screen and the children try to say the word.