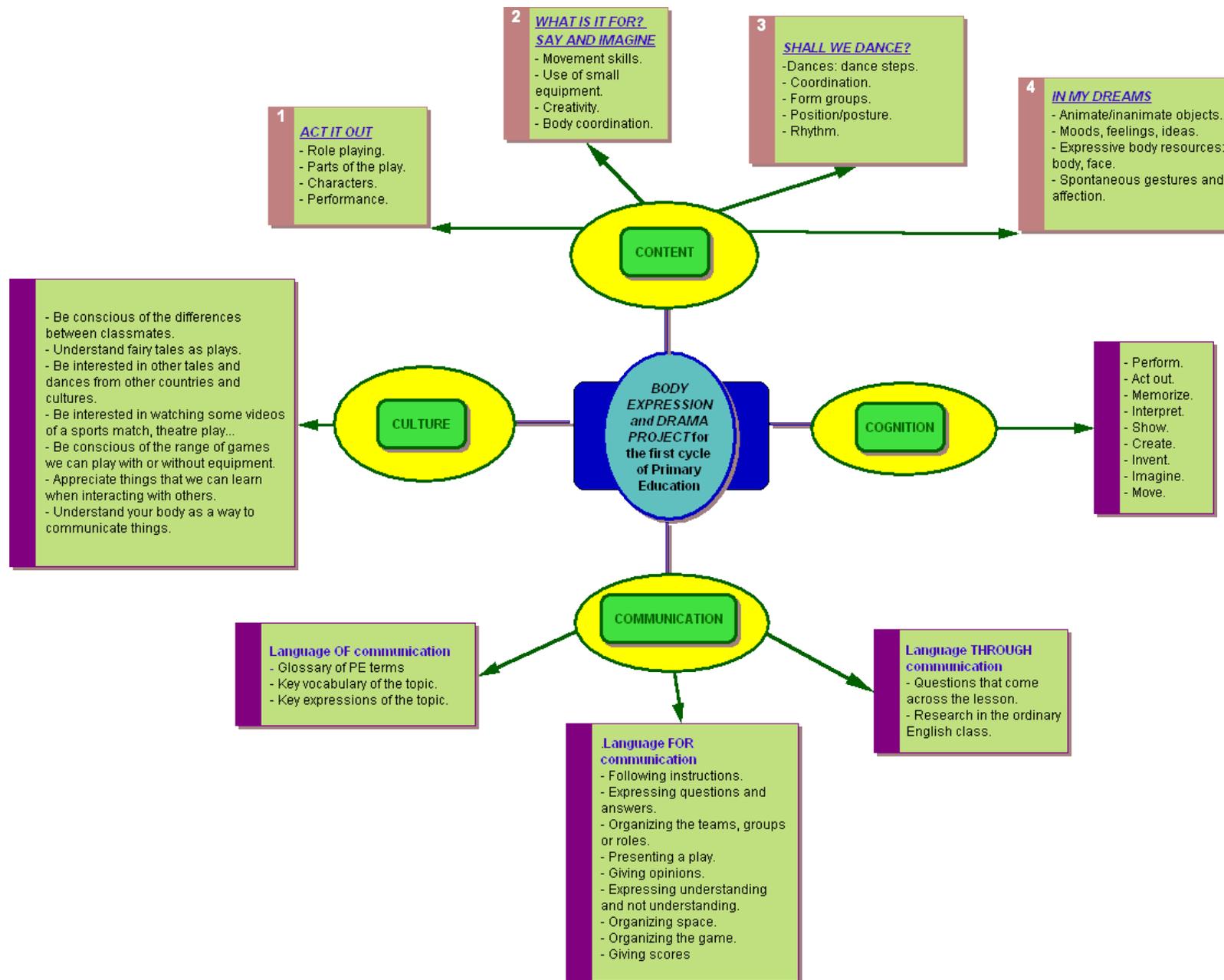


# “BODY EXPRESSION AND DRAMA PROJECT”



## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **CLIL LESSON PLAN**

#### **PHYSICAL EDUCATION: “BODY EXPRESSION AND DRAMA PROJECT”.**

#### **UNIT 1- TOPIC: ACT IT OUT!**

#### **AIMS**

- 1. To introduce drama activities related to a range of fairy tales.**
- 2. To participate and become aware of character and dialogue by role-playing.**

#### **OBJECTIVES**

<b>Teaching Aims</b>	<b>Learning Outcomes</b>
<b>A. Content</b>	<b>A. Content</b>
<ul style="list-style-type: none"><li>▪ Introduction of different plays.</li><li>▪ Parts of the play: scenes.</li><li>▪ Main features of a play.</li><li>▪ Movement: body parts, senses, postures.</li><li>▪ Body language: moods and feelings.</li><li>▪ Sense of space.</li><li>▪ Basic body skills.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Recognize the fairy tales as plays.</li><li>▪ Identify the basic story elements: beginnings and endings.</li><li>▪ Recognize parts of the body, senses and body postures.</li><li>▪ Identify how we can communicate with moods and feelings.</li><li>▪ Name some space locations.</li><li>▪ Recognize different possibilities of movement using the body.</li></ul>
<b>B. Cognition</b>	<b>B. Cognition</b>
<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"><li>▪ Use language to imagine and recreate roles and experiences.</li><li>▪ Interact with others in role-playing.</li><li>▪ Interpret characters, different moods and personalities.</li><li>▪ Use their body and senses imaginatively, responding to stimuli and performing basic skills.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Use language and actions to explore and convey situations, characters and emotions.</li><li>▪ Create and sustain roles individually and when working with others.</li><li>▪ Comment constructively on drama they have watched or in which they have taken part.</li></ul>

**“BODY EXPRESSION AND DRAMA PROJECT”**

<ul style="list-style-type: none"> <li>▪ Develop a set of actions using the space appropriately.</li> <li>▪ Perform basic body actions responding to a situation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take turns in speaking and respond to performances.</li> <li>▪ Explore actions related to body movement.</li> <li>▪ Create a body language related to moods and feelings.</li> <li>▪ Show some possibilities of movement using their body.</li> </ul>
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**C. Communication**

**C. Communication**

C.1 Language of learning

- **Key vocabulary** needed in every play:

Red Riding Hood: food, grandmother, flowers, wolf, tree, sun, house, door, bed, pillow, woodcutter, party.

Goldilocks and the three bears: big, middle, little/ tall, short/ new, old/ hot, cold/ opened, closed/ soft, hard.

The three little pigs: mother/son, straw/wood/bricks, house/home, man/women, boy/girl, big/bad/hungry.

- **Key expressions** required in every play:

Red Riding Hood: Good morning, good afternoon, good night, my name is..., I am...., thank you/ you're welcome, come in/come out.

Goldilocks and the three bears: I'm hungry, I'm tired, I'm sorry, I'm happy, I'm sad, I'm thirsty, I'm scared, I'm hot, I'm cold.

The three little pigs: Build your house. I like/ I don't like..., can you give me... /Yes, of course. Here you are; thank you/you're welcome.

- **Other vocabulary** related directly to the topic of the play:

Parts of the body: (face, nose, eye, ear, tooth/teeth, mouth, hair, leg, finger, toe, arm, foot/feet).

Senses: Verbs related to senses (taste/eat, see/look, touch, smell, hear/listen).

Positions: Stand up, sit down, kneel down, crouch down, lie down.

Space (prepositions and adverbs): on/under, in/out, in front of/behind, next to, between, here/there, near/far, quickly/faster/slowly.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- **Vocabulary needed to play games:** Tag/saved/stop.

Numbers (1 to 10).

Frozen/ saved.

Giant/snail.

Quickly/faster

**Words:** “Sleeping wolf, sleeping wolf, wake up, wake up, waaaaake up!”

**Instructions:** right, left, straight, stop / up, down/ faster.

**Questions/answers:** What can you hear? I can hear...

**Expressions:** I am the wolf!

I can touch with my hands!

I’m hungry!

Finish!

Let’s go to sleep!

I am IT.

You are out!

With my (hand) I can...

Sit down.

Can you guess?

I pass the message to...

The bomb is here!

Let’s go to the beach.

Stand up.

This is...

I am an aeroplane.

Let’s land!

Can you help me, please?

You are a pig!

You are the head!

I am letter b.

Hold hands.

Close eyes.

Let’s relax.

**Names of the skills:** do a forward roll, climb the wooden bars, balance the stick on your hand, jump the benches from side to side, do a log roll, skip with the rope, bounce the ball, play with hoops, crawl along the mattress, throw the ball up into the air.

### C.2 Language for learning

Language:

- How to take turns in speaking: You are the first, you are the second... it’s my turn.
- Organizing the roles: You are the wolf, you are Little Red...
- Organizing the play: At the beginning, in the middle, at the end.
- How to place everybody on the stage: I’m in the middle, I’m on the left, I’m on the right; I’m in front of (the stage).
- How to present a play: Boys and girls we present...

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- Giving opinions: In my opinion the play was...phenomenal/ very good/ regular/ bad/ very bad.

Learning how to learn:

- Understanding instructions.
- How to deal with understanding and not understanding: I understand. I don't understand. Can you repeat, please?

### **C.3 Language through learning**

- Dictionary use for vocabulary extension.
- Research in the ordinary English lesson.

<b>D. Culture</b>	<b>D. Culture</b>
<p>To offer opportunities to:</p> <ul style="list-style-type: none"><li>▪ Be conscious about their ideas and feelings when working in role.</li><li>▪ Understand the differences and similarities between narrative stories and playscripts.</li><li>▪ Appreciate the things we can learn when working in group.</li><li>▪ Be more creative and expressive using body language in daily life situations.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Demonstrate a raised awareness of character and dialogue.</li><li>▪ Identify and compare the basic story elements in all the plays.</li><li>▪ Be interested in other plays based on fairy tales or other stories.</li><li>▪ Make a final performance of the play.</li><li>▪ Be attentive and responsive with the others, creating a good group environment.</li></ul>

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **CLIL LESSON PLAN**

**PHYSICAL EDUCATION: “BODY EXPRESSION AND DRAMA PROJECT”.**

**UNIT 2- TOPIC: WHAT IS IT FOR? Say and imagine.**

#### **AIMS**

3. To explore basic skills and actions when using small equipment.
4. To use small equipment imaginatively improving the way they coordinate and control their bodies.

#### **OBJECTIVES**

<b>Teaching Aims</b>	<b>Learning Outcomes</b>
<b>A. Content</b>	<b>A. Content</b>
<ul style="list-style-type: none"><li>▪ Introduction of small equipment: balls, cones, quoits, rackets, ropes.</li><li>▪ Use of the equipment.</li><li>▪ Coordination when using small equipment.</li><li>▪ Basic body skills: throw, catch, hit, kick, roll, balance.</li><li>▪ Good quality of movement.</li><li>▪ Control of the body.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Recognize some basic skills that can be done with an object.</li><li>▪ Identify a range of equipment.</li><li>▪ Identify a good quality of movement.</li><li>▪ Name some small equipment.</li><li>▪ Name some basic skills.</li><li>▪ Recognize different possibilities of movement using the body.</li></ul>
<b>B. Cognition</b>	<b>B. Cognition</b>
<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"><li>▪ Use a range of equipment and improve the way they coordinate and control their bodies.</li><li>▪ Remember, repeat and link combinations of skills.</li><li>▪ Recognize good quality in performance.</li><li>▪ Use their body and the equipment imaginatively, responding to stimuli and performing basic skills.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Use language and actions to explore the use of some equipment.</li><li>▪ Choose some skills to suit different situations</li><li>▪ Explore actions related to body movement.</li><li>▪ Create and perform movements imaginatively related to an object.</li></ul>

**“BODY EXPRESSION AND DRAMA PROJECT”**

<ul style="list-style-type: none"> <li>▪ Develop a set of actions using the equipment appropriately.</li> <li>▪ Perform a range of throwing and catching skills with some control.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show some knowledge about scoring and keeping the rules of the game.</li> </ul>
<b>C. Communication</b>	<b>C. Communication</b>

**C.1 Language of learning**

- **Key vocabulary** related to the equipment:

Balls: apple, potato, egg, sun, kangaroo, frog.

Cones: icecream, hat, trumpet, loudspeaker.

Quoits: hat, wheel, bracelet, moon, cake.

Rackets: pan, plate, telephone, pear, pillow, broom, spoon.

Ropes: snake, hose, some spaghetti, belt, whip, river, necklace.

- **Question/answer:** What could a ball be? It could be a/an...

What is a ball used for? A ball is used for playing games.

What could a cone be? It could be a/an...

What is a cone used for? A cone is used for playing games.

What could a quoit be? It could be a/an...

What is a quoit used for? A quoit is used for playing games.

What could a racket be? It could be a/an...

What is a racket used for? A racket is used for playing games.

What could a rope be? It could be a/an...

What is a rope used for? A rope is used for playing games.

- **Some vocabulary** used in this Unit:

Parts of the body: (face, nose, eye, ear, tooth/teeth, mouth, hair, leg, finger, toe, arm, foot/feet).

Colours (red, green, blue).

Numbers (from one to five).

- **Vocabulary needed to play games:** Faster!

**Song:** “the wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round. All day long”.

## ***“BODY EXPRESSION AND DRAMA PROJECT”***

**Expressions:** This ball is the cat/mouse

Change direction

Teacher, look at me.

**Names of the skills:** throw, bounce, kick, balance, roll, hit, catch, skip.

### C.2 Language for learning

Language:

- Organizing the game: me first, me second. It's your turn.
- Counting: one time, two times...
- Organizing space: near, far.
- Aiming: Nearly! Done! Try it again! Well done!.
- Scoring: one point, two points...  
Your score is...

Learning how to learn:

- Understanding instructions.
  - “stretch your legs”, “lie down on your back/tummy”, “relax”.
  - “take big steps”, “freeze”, “turn”, “change direction”, “step forwards”, “step backwards”.
  - “jog on the spot”, “walk on tiptoe”, “skip”, “freeze”, “turn”.
  - Understand the instructions: “lie”, “close your eyes”, “stretch your arms and legs”, “hold five seconds”, “curl up”, “stretch as tall as you can”.
- How to deal with understanding and not understanding: I understand. I don't understand. Can you repeat, please?

### C.3 Language through learning

- Dictionary use for vocabulary extension.
- Research in the ordinary English lesson.

**“BODY EXPRESSION AND DRAMA PROJECT”**

<b>D. Culture</b>	<b>D. Culture</b>
<p>To offer opportunities to:</p> <ul style="list-style-type: none"><li>▪ Be conscious about the different possibilities of playing some games with a range of equipment.</li><li>▪ Understand space, rules and scoring in games.</li><li>▪ Appreciate the things we can learn when working in group.</li><li>▪ Be more creative and expressive using small equipment.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Demonstrate a raised awareness in playing games using some equipment.</li><li>▪ Identify and compare movement with and without objects.</li><li>▪ Be interested in watching some videos of a tennis match or a football match.</li><li>▪ Learn about how to score points in a game.</li><li>▪ Be attentive and responsive with the others, creating a good group environment.</li></ul>

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **CLIL LESSON PLAN**

#### **PHYSICAL EDUCATION: “BODY EXPRESSION AND DRAMA PROJECT”.**

#### **UNIT 3 - TOPIC: SHALL WE DANCE?**

##### **AIMS**

- 5. To introduce dance activities related to different topics.**
- 6. To move safely and creatively according to the music, with partners and in large and small groups.**

<b>Teaching Aims</b>	<b>Learning Outcomes</b>
<b>A. Content</b>	<b>A. Content</b>
<ul style="list-style-type: none"><li>▪ Simple movement patterns.</li><li>▪ Rhythm, speed, level and direction of the movements.</li><li>▪ Facial expression and gesture to communicate.</li><li>▪ Roles in dancing: toys, players at the seaside and at the park.</li><li>▪ Body feelings when still and when exercising.</li><li>▪ Dance phrases: space, time, actions.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Recognize basic body actions.</li><li>▪ Identify sense of dynamic, expressive and rhythmic qualities in a dance.</li><li>▪ Select movements for short dance phrases and simple dances.</li><li>▪ Identify types of facial expressions and gestures to communicate.</li><li>▪ Find a role when dancing as a toy, as a kid playing at the seaside and at the park.</li></ul>
<b>B. Cognition</b>	<b>B. Cognition</b>
<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"><li>▪ Explore movements ideas and respond imaginatively to a range of stimuli.</li><li>▪ Interact with others using changes of speed, level and direction.</li><li>▪ Interpret expressive qualities of the dance.</li><li>▪ Repeat a range of actions with a partner.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Respond to different stimuli with a range of actions.</li><li>▪ Copy simple movement patterns from each other and explore the movement.</li><li>▪ Copy, watch and describe dance movement.</li><li>▪ Practice and repeat their movement phrases and perform them in a controlled way.</li></ul>

**“BODY EXPRESSION AND DRAMA PROJECT”**

<ul style="list-style-type: none"> <li>▪ Compose dance phrases that express moods, ideas and feelings, with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work in groups to perform a set movement phrase.</li> <li>▪ Choose appropriate movements for different dance ideas.</li> <li>▪ Remember and repeat a short dance, showing greater control, coordination and spatial awareness.</li> </ul>
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**C. Communication**

**C. Communication**

C.1 Language of learning

- **Key vocabulary** needed in every dance:

The magic toys: doll, teddy bear, clown, train, ball, soldier, robot, puppet, fairy, bike, toy shop.

At the seaside: sea, beach, footprints, starfish, shells, sand, kite, swimming costume, towel, bucket, spade, sunglasses, coke, sandals, beach ball, beach bag.

At the park: slide, monkey bars, swing,

- **Key expressions** required in every dance:

The magic toys: My favourite toy is the... teddy bear,

- *Actions:* let's sleep, let's wake up slowly, let's stretch, let's move like a toy, let's clean the toyshop.

- *Expressions:* I am happy, I am sad.

- *Dancing actions:* hold hands, form a circle, walk forwards, walk backwards, walk two steps, walk four steps, wiggle your body.

At the seaside:

- *Actions:* I go for a walk, I pick up a shell. Related to counting: One footprint, two footprints...; I can pick up shells, tiptoe, I can build a sandcastle, I can lie down, I can sunbathe, let's pick up everything and leave.

- *Expressions:* I am relaxed, It's delicious!

- *Questions/answers:* What can you see?/ I can see the sand.

What will you need? / I will need a towel.

What can you do?/ I can swim.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### At the park:

- *Actions:* climb up the steps, sit down, slide down, stretch arms, go across the bars, hold the ropes, swing forwards, swing backwards, freeze, change direction.

- *Expressions:* This is a slide, these are monkey bars, this is a swing. Hello, how are you? Follow me, it's your turn. This is a ribbon.

- *Questions/answers:* What can you see at the park?/ I can see... a slide; How do you feel at the park? / happy, excited.

- **Other vocabulary** needed to perform the dance: high/low; up/down.
- **Vocabulary needed to play games:** Tag/saved.  
Numbers (from 1 to 10).

**Instructions/ actions:** freeze, change direction, straight, stop, right, left. Lie down, tense your body, hold for 5 seconds, relax, sit down, shake hands and feet.

**Questions/answers:** Who are you? / I am... the teddy bear.

Are you Hannah? / Yes, I am Hannah.

**Expressions:** I am the toymaker.

This is sand.

You are a fairy.

This is a shell.

I am the shark.

It's my turn

You are the shark.

I am the boat.

It's my turn.

It's your turn.

### C.2 Language for learning

Language:

- Organizing the dance: At the beginning, in the middle, at the end.
- When nominate leaders: I am the first, you are the second.
- When choosing a partner: Do you want to dance with me? Yes, I do/ No, I don't.

Learning how to learn:

- Understanding instructions.
- How to deal with understanding and not understanding: I understand. I don't understand. Can you repeat, please?
- Learning how to ask questions: Can I ask you a question?

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **C.3 Language *through* learning**

- Dictionary use for vocabulary extension.
- Research in the ordinary English lesson.

### **D. Culture**

To offer opportunities to:

- Be conscious about ideas and feelings from the others when dancing in group.
- Be interested in other dances from their own country and others.
- Understand the body, how it feels and changes during dance activities.
- Appreciate the things we can learn when dancing alone, with a partner or in group.
- Join a school dance club.
- Watch dance on television and video or see dance life at the theatre.

### **D. Culture**

Pupils will be able to:

- Appreciate their favourite toys and the vocabulary related to them.
- Identify and compare modern toys with those in the past.
- Be interested in other music to use when dancing as toys.
- Think about how toys move and compare it with human movement.
- Find out about the seaside in the past.
- Relate simple percussion instruments to seaside sounds.
- Think about other ways of moving when playing in a park.
- Visit a local play area to observe children playing on the apparatus.
- Make a final performance of the dance.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **CLIL LESSON PLAN**

**PHYSICAL EDUCATION: “BODY EXPRESSION AND DRAMA PROJECT”.**

**UNIT 4- TOPIC: IN MY DREAMS.**

#### **AIMS**

- 7. To move confidently and safely on their own and general space.**
- 8. To explore movement ideas performing animate/inanimate objects and daily life situations.**

#### **OBJECTIVES**

<b>Teaching Aims</b>	<b>Learning Outcomes</b>
<b>A. Content</b>	<b>A. Content</b>
<ul style="list-style-type: none"><li>▪ Animals, jobs, daily life situations.</li><li>▪ Performing: sound, character, miming.</li><li>▪ Movement ideas, imagination.</li><li>▪ Movement: body expression.</li><li>▪ Body language: face, body.</li><li>▪ Sense of space.</li><li>▪ Basic body skills.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Recognize different animals.</li><li>▪ Identify a range of movements to an animal.</li><li>▪ Recognize some jobs.</li><li>▪ Identify some actions related a job.</li><li>▪ Name some animals and jobs.</li><li>▪ Recognize different possibilities of movement using the body.</li><li>▪ Recognize some daily life situations like the ones proposed by the teacher.</li></ul>
<b>B. Cognition</b>	<b>B. Cognition</b>
<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"><li>▪ Explore, remember and repeat a range of actions, showing an awareness of performing.</li><li>▪ Analyse how they body feels when still and when exercising.</li><li>▪ Interpret animals, jobs and daily life situations.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>▪ Choose movements to make up their own performances related to a topic.</li><li>▪ Create some movement phrases that express an idea.</li><li>▪ Compare their own movements with the ones performed by their partners or demonstrated by the teacher.</li></ul>

## **“BODY EXPRESSION AND DRAMA PROJECT”**

<ul style="list-style-type: none"> <li>▪ Use their body and face to express ideas, actions.</li> <li>▪ Develop a set of actions using the space appropriately.</li> <li>▪ Perform basic body actions responding to a situation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Propose new movements to perform a specific topic.</li> <li>▪ Practice and repeat their movement phrases and perform them in a controlled way, showing coordination and spatial awareness.</li> <li>▪ Explore and use skills to suit the game they are playing.</li> </ul>
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### **C. Communication**

### **C. Communication**

#### C.1 Language of learning

- **Key vocabulary** needed in every topic:

Animals: crocodile, lion, zebra, bird, parrot, fish, monkey, elephant, turtle, tiger, dog, cat, frog, butterfly, rabbit, mouse, fox, chicken, spider, snake, horse, giraffe.

Jobs: secretary, caretaker, bricklayer, detective, doctor, fireman, teacher, tourist, scientist, waiter, gymnast, artist, carpenter, cook, dentist, musician, astronaut, policeman, driver, pilot, hairdresser, student, soldier, vet, dancer.

Daily life situations1:

Greetings: Good morning, how are you? / Good afternoon, how are you? / Good night, how are you?.- I'm fine, thank you.

Moods and feelings (hot, cold, happy, sad, angry, scared, hungry, thirsty, surprised, tired).

Daily life situations2: Means of transport: train, car, ambulance, taxi, police car, motorbike, airplane, school bus, bicycle, lorry, helicopter, ship.

Expressions: Goodbye! / See you later! / We will miss you!

- **Other vocabulary** required:

Animals: adverbs/ adjectives: slow/ fast; low/ tall; heavy/light.

Movements: Fly, slither, swim, go on all fours, jump.

Names of colours: orange, brown, blue, black, green, white, grey, purple, yellow, red, pink.

Parts of the body (back, tummy, leg, arm..).

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ▪ **Vocabulary needed to play games:** Tag/saved.

Fire, earth, air, water.

Zoo.

Numbers from one to ten.

coats, dressing gowns, caps, bags.

Blood, stop.

Deaf, dumb.

Home.

School, railway station, airport.

**Questions/answers:** Which is your favourite animal/ My favourite animal is...

What's my job?

What do you want to be? / I want to be a...

Are you a policeman? Yes, I am / No, I am not.

Which has been taken away?

How do you feel? I feel... surprised.

Who can drive a taxi? A taxi driver.

Who can drive a bus? A bus driver.

Who can fly an aeroplane? A pilot

**Expressions:** You are...

Touch colour... blue!

I am colour...red.

I am a... secretary.

You are the soldier!

You are IT.

I am... a train.

### C.2 Language for learning

Language:

▪ Organizing groups: You are a nurse, you are a doctor...

▪ Organizing the game: It's your turn.

▪ Organizing space: this space is our hospital.

▪ How to make teams: paper, scissors, stone... (game in pairs).

You are in team A, you are in team B.

▪ Giving scores: Your score is one point...

## **“BODY EXPRESSION AND DRAMA PROJECT”**

Learning how to learn:

- Understanding instructions.
- How to deal with understanding and not understanding: I understand. I don't understand. Can you repeat, please?

### **C.3 Language through learning**

- Dictionary use for vocabulary extension.
- Research in the ordinary English lesson.

#### **D. Culture**

To offer opportunities to:

- Be conscious about the different movements related to the same topic.
- Appreciate the things we can learn when working in group.
- Be aware of the movements they can explore in their normal routine (jobs, animals that they can see...).
- Be more creative and expressive using body language in daily life situations.

#### **D. Culture**

Pupils will be able to:

- Be aware of how to draw an animal.
- Identify the animals and jobs that they can see where they live.
- Use the internet to find out about animals and jobs.
- Be interested in reading stories about animals or jobs.
- Be interested in performing other daily life situations.
- Identify some poems to a specific movement.
- Be attentive and responsive with the others, creating a good group environment.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**Plays: Structure, character and dialogue.**

### **SESSION 1**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Red Riding Hood”.

● **Aim: Understand the play.**

**Perform the basic points from the play.**

● **Lesson description**

**WARM UP- GAME:** “*Little Red and the Wolf*”. All the students have to escape from the wolf (who has a tail). When they are tagged they have to sit down. Then Little Red can save them by giving them a kiss.

- One hold body stretch.

◆ **Objectives:**

To raise the body temperature.

To prepare our body for moving.

◆ **Language:**

In this activity the children are likely to use:

Vocabulary: Tag, saved.

Expression: I am the wolf!

(Every time that the teacher decides to change it).

**ACTIVITY-** Tell the children that they will be watching a story. Watch the “**redridinghood**” **PowerPoint**, and explain the language. Act out the story as a group, how it starts and ends, and what happens in between (Main scenes). Repeat some of the basic language.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Watch the “**keyvocabularylittlered**” PowerPoint and go through the different situations that are proposed at the end.

### ◆ **Objectives:**

To understand the characters and the dialogues of the story.

To perform the main scenes of the play.

To act out different situations related to the vocabulary of the story.

### ◆ **Language:** The one that appears in the ppt of the story.

- Key vocabulary: food, grandmother, flowers, wolf, tree, sun, house, door, bed, pillow, woodcutter, party.

- Organizing the play: At the beginning, in the middle, at the end.

**COOL-DOWN - GAME:** “*the Wolf sleeps*”. After eating a lot, the wolf breathes and goes to sleep.

### ◆ **Objectives:**

To calm down and relax.

To feel one’s breathing.

### ◆ **Language:**

In this activity the children are likely to use:

Expressions: I am the wolf!

I’m hungry!

Let’s go to sleep!

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## ● **Resources**

- Cloth (tail).
- PowerPoint “*redridinghood*”.
- PowerPoint “*keyvocabularylittlered*”.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 2

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Red Riding Hood”.

- **Aim: Understand the characters and emotions from the play.**

**Perform using language.**

- **Lesson description**

**WARM UP- GAME: “Be careful Little Red!”** Little Red escapes from the wolves that try to catch her cloak. When Little Red turns around, the wolves must stop and can be touched by her. If they are tagged, they are out (must sit down), if not... they continue playing. The winner is the wolf who takes the cloak.

- One hold body stretch.

- ◆ **Objectives:**

To feel our body activated.

- ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: Tag, stop, numbers (1-10, before start running).

Expressions: You are out, sit down.

**ACTIVITY-** Tell the children that we will be reading a playscript. Read “*playscriptlittlered*”(in **playscripts folder**) and explain the language. Perform the play in groups, taking turns in speaking. It will be necessary to organize the students (give a role to everyone).

- At the end of the session a small group can perform the play in front of the others. When they are reading, correct mistakes in the language.

## “*BODY EXPRESSION AND DRAMA PROJECT*”

### ◆ Objectives:

To understand the language of the story.

To act out one character from the play.

### ◆ Language: The one that appears in the playscript.

- Organizing the roles: You are the wolf, you are Little Red...
- How to take turns in speaking: You are the first, you are the second..., it's my turn.
- How to deal with understanding and not understanding: I understand. I don't understand. Can you repeat, please?

**COOL-DOWN - GAME:** “*Sleeping Wolf*”. The wolf is sleeping on a mattress. Meanwhile, the others recite some words. When they finish, the wolf wakes up and chases everybody.

### ◆ Objectives:

To perform a less energetic activity.

### ◆ Language:

In this activity the children are likely to use:

Words: “Sleeping wolf, sleeping wolf, wake up, wake up, waaake up!”

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## ● Resources

- Cloak.
- “*playscriptlittlered*”.
- Mattress.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **SESSION 3**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Senses / Play “Red Riding Hood”.

- **Aim: To play a variety of games using different senses.**  
**To be confident in performing imaginative situations.**

- **Lesson description**

**WARM UP- GAME: “The train”.** In groups of 4 the last one is the train driver and gives the orders – right, left, straight, stop- to the partners. The train driver can say the orders aloud or by pressing right/left shoulders.

- ◆ **Objectives:**

- To respond accurately to the commands and warm up the general body.

- ◆ **Language:**

- In this activity the children are likely to use:

- Vocabulary: right, left, straight, stop.

**ACTIVITY-** Tell the children that we are going to learn about senses. There are some of them in the play: sight, hearing and taste. Watch the “**senses PowerPoint**”, and explain the language.

- With different stuff in the gym (small apparatus, large equipment, some instruments, some flashcards of food, some toilet kits with soap, cologne...), ask the children:

- What can you see? I can see...

- What can you touch? I can touch...

- What can you hear? I can hear...

- What can you taste? I can taste...

They have to run where the objects are and do the action: smell, touch, hear...

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: “**Listen carefully**”. Let’s propose some actions related to some sounds. If they hear the flute they have to jump; if it’s the whistle they have to run; if the teacher plays the tambourine then they have to walk. We can vary the speed: “slowly!”, “faster!”.

- Watch the “*keyexpressionslittlered*” *powerpoint*. Go through the different situations proposed at the end.

Related to some expressions in this PowerPoint we can also imagine a *normal day*, it should be something like this: We wake up, wash hands and face, and say “good morning”, we go to school, have lunch and say “good afternoon”, we play with some friends, do some homework and say “good night”.

### ◆ **Objectives:**

To have experiences with senses.

To understand the expressions from the story.

### ◆ **Language:** - Verbs related to senses: taste/eat, see/look, touch, smell, hear/listen.

- Questions/answers: What can you hear? I can hear...

- Expressions from the PowerPoint: Good morning, good afternoon, good night, my name is..., I am..., thank you/ you’re welcome, come in/come out.

**COOL-DOWN - GAME:** “*The statue*”. In pairs, one is the Grandmother and the other is Little Red. Grandmother makes a posture and Little Red (with the eyes covered by a cloth) must make the same posture just by touching her.

### ◆ **Objectives:**

To calm down and relax.

To experiment with the touch sense.

### ◆ **Language:**

In this activity the children are likely to use:

Expression: I can touch with my hands!

Finish! (When they have already done the position).

## “BODY EXPRESSION AND DRAMA PROJECT”

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### ● Resources

- PowerPoint: “senses”.
- PowerPoint: “keyexpressionslittered”.
- A variety of stuff in the gym: small apparatus, large equipment, some instruments (flute, whistle, tambourine), some flashcards of food, some toilet kits with soup, cologne...

### SESSION 4

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Parts of the body.

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### ● Aim: To recognize and mention parts of the body.

To move spontaneously, showing a wide range of movements with the body.

### ● Lesson description

Remind the children which parts of the body appeared in the Red Riding Hood play. Tell them that we are going to work on some more.

**WARM UP- GAME:** “*Let’s count arms, legs*”. All the children have to run but when the teacher says “let’s count arms!” they have to go to the classmates and touch their arms saying “one arm, two arms...” They will do the same with other parts of the body.

- One hold body stretch.

#### ◆ Objectives:

To raise the body temperature.

To prepare our body for moving.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: Parts of the body (arm, leg, foot/feet, head, nose).

Numbers (one to ten).

**ACTIVITY-** Tell the children that they will be watching a *PowerPoint of “partsofthebody”*. Watch the PowerPoint, while pointing to the different parts.

- Activity with hoops: **Exercises with hoops** playing with parts of the body. There are a lot of hoops spread around the gym. The teacher says... “Show me your nose in a hoop”, “now... skip to another hoop and show me your arm”.. “now run backwards...show me you foot/your feet).

- GAME: **“The sticky fly”**. The catcher (IT) brings a cloth and has to tag someone in a concrete part of the body saying its name; the tagged person must chase the others but now with the cloth stuck on this part of the body.

- EXERCISE: **“Let’s do some massage!”**. In pairs, one is lying on the ground while the other does a massage over his/her body with the ball. They are supposed to say the body parts’ names while rolling the ball over their partner. After that, they have to show each other what they can do with a particular part of the body: “with my hand I can...”.

### ◆ **Objectives:**

To play some games using parts of the body.

To experience a variety of movements with different parts of the body.

### ◆ **Language:** Parts of the body (face, nose, eye, ear, tooth/teeth, mouth, hair, leg, finger, toe, arm, foot/feet).

Expression: I am IT (this means that he/she is the catcher).

With my (hand) I can...

**COOL-DOWN** - GAME: **“Guess the word”**. In pairs facing each other, one says one word learned in Little Red story, but only moving her/his lips, the other must guess which word is it.

## “BODY EXPRESSION AND DRAMA PROJECT”

### ◆ Objectives:

To play a less energetic activity and calm down.

### ◆ Language:

In this activity the children are likely to use:

Expressions: Can you guess?

I don't understand. Can you repeat, please?

---

### ● Resources

- Hoops, cloth, little balls – for the half of the class- .
- PowerPoint “*partsofthebody*”.

## SESSION 5

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Red Riding Hood”.

---

### ● Aim: Use movements and language to perform a character.

To role-play the script.

### ● Lesson description

**WARM UP-** Let's do different exercises:

- Stretch up your... arms.
- Stretch up high.
- Touch your foot.
- Bend your knees and hold here.
- Move your...shoulders.
- Nod your head.
- Roll your neck.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Shake your arms.
- Swing your arms back and forth.
- Wiggle/move...your hips.
- Jump up & down.
- Jump opening and closing legs.
- Stand with all your weight on one foot and then with the other.
- Jump and clap upwards.

### ◆ **Objectives:**

To remember parts of the body.

To prepare our mind for performing.

### ◆ **Language:**

In this activity the children will only listen to the instructions and perform them.

**ACTIVITY-** Tell the children that they will be performing the story with the playscript in front of the others. Somebody will have to present the play.

This activity will be a final **assessment** for the teacher related to this theatre play. He/She can make notes related to:

- Use different skills and actions appropriately in order to perform their character.
- Show an understanding of the team work as a group.
- Create and perform moods, feelings and expressive ideas related to the play.
- Act out their character avoiding shyness and enjoying themselves.

The teacher can use the “*assessmentdrama*” sheet for this exercise.

### ◆ **Objectives:**

To perform the play in groups and in front of the others.

### ◆ **Language:** The one that appears in the playscript.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- How to place everybody on the stage: I’m in the middle, I’m on the left, I’m on the right, I’m in front of (the stage).

- How to present a play: Boys and girls we present “Red Riding Hood”.

**COOL-DOWN** – Talk about how the performances were. We can use the PowerPoint “My opinion” to explain every word.

### ◆ Objectives:

To calm down and relax.

### ◆ Language:

In this activity the children are likely to use:

Expression: In my opinion the play was...phenomenal/ very good/  
regular/bad/ very bad.

---

### ● Resources

- *“playscriptlittlered”*.
- *Powerpoint “myopinion”*.
- *“assessmentdrama” sheet*.

## **SESSION 6**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Goldilocks”.

---

### ● Aim: Understand the play.

**Perform the basic points from the play.**

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Lesson description**

**WARM UP- TAG GAME: “Frozen!”.** The catcher (IT) runs to touch the others. When he/she tags somebody then must say “frozen!”. There will be two people running together holding hands and saving frozen people by embracing them.

- One hold body stretch.

#### **◆ Objectives:**

To raise the body temperature.

To prepare our body for moving.

#### **◆ Language:**

In this activity the children are likely to use:

Vocabulary: frozen, saved.

Expression: I am the IT! (Every time that the teacher decides to change the catcher).

**ACTIVITY-** Tell the children that they will be watching a story. Watch the “**goldilocks**” **PowerPoint**, and explain the language. Act out the story as a group, how it starts and ends, and what happens in between (Main scenes). Repeat some of the basic language.

- Watch the “*keyvocabularygoldilocks*” *powerpoint* and go through the different situations that are proposed at the end. Motivate the students to make good quality movements related to the adjectives. They all can observe different ways to respond to the same thing.

#### **◆ Objectives:**

To understand the characters and the dialogue from the story.

To perform the main scenes of the play.

To act out different situations related to the vocabulary of the story.

#### **◆ Language:** The one that appears in the ppt of the story.

- Key vocabulary: big, middle, little/ tall, short/ new, old/ hot, cold/ opened, closed/ soft, hard.

- Organizing the play: At the beginning, in the middle, at the end.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**COOL-DOWN - GAME: “up and down”.** Players stand in a circle and the one in the middle has a long thin stick. If he/she shouts “up” everyone has to crouch down as the stick goes over their heads, if he/she shouts “down” they jump as the stick runs round the ground. They will have to pay attention to the stick movement, if it goes up or down.

◆ **Objectives:**

To be concentrated and respond appropriately.

◆ **Language:**

In this activity the children are likely to use:

Vocabulary: up, down.

Expression: it’s my turn (when the teacher changes the person in the middle).

---

● **Resources**

- *PowerPoint “goldilocks”.*
- *PowerPoint “keyvocabularygoldilocks”.*
- A light, long stick.

**SESSION 7**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Goldilocks”.

---

● **Aim: Understand the characters and emotions from the play.**

**Perform using language.**

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Lesson description**

**WARM UP- GAME:** “Let’s pass the message”. Everybody is linking hands and forming a circle, one pupil is outside it. The game starts when this student says “*I pass the message to... Albert!*” and he/she starts running around the circle to touch Albert. The ones in the circle have to run around whilst still holding hands to make the circle turn. The aim is to protect Albert from being touched. The chaser can run in either direction and this will change the direction that the circle spins.

- One hold body stretch.

#### **◆ Objectives:**

To feel that the warm up before an activity is important.

#### **◆ Language:**

In this activity the children are likely to use:

Expression: I pass the message to...

**ACTIVITY-** Tell the children that we will be reading the “*playscriptgoldilocks*” (in **plascripts folder**) .Read it and explain the language. Perform the play in groups, taking turns in speaking. It will be necessary to organize the students (give a role to everyone).

- At the end of the session a small group can perform the play in front of the others. When they are reading, correct mistakes in the language.

#### **◆ Objectives:**

To understand the language of the story.

To act out one character from the play.

#### **◆ Language:** The one that appears in the playscript.

- Organizing the roles: You are Goldilocks; you are the Little Bear...
- How to take turns in speaking: You are the first, you are the second..., it’s my turn.
- How to deal with understanding and not understanding: I understand. I don’t understand. Can you repeat, please?

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**COOL-DOWN - GAME: “The bomb”.** All the students sitting down and forming a circle. They will have to pass a ball (bomb) to the person besides them very fast. One of the pupils is in the middle with his/her eyes covered. This person starts counting while the others are passing the ball to each other.

The counting will be like this: One, two, three, four, five and then he/she says “*the bomb is here*”.- Six, seven, eight, nine, ten and then he/she says “boom!”

At this time the one who has the bomb goes to the middle and counts again.

### ◆ **Objectives:**

To perform a less energetic activity.

### ◆ **Language:**

In this activity the children are likely to use:

Numbers: From 1 to 10.

Vocabulary: “*faster!*” (When they are passing the ball).

Expression: “*The bomb is here*”.

---

### ● **Resources**

- “*playscriptgoldilocks*”.
- Ball.

## **SESSION 8**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Goldilocks”/ Moods and feelings.

---

### ● **Aim: To perform simple adjectives confidently.**

**To explore, copy or create movements using face parts.**

## “*BODY EXPRESSION AND DRAMA PROJECT*”

### ● Lesson description

**WARM UP- GAME: “*Underwater fishing*”.** The fisherman can go fishing if he is saying “Ahhhhhh...” continuously without taking a breath. When he has run out of air he must go to the beach (a specific area) and breathe in order to go fishing again.

◆ **Objectives:**

To prepare the body for the activity.

◆ **Language:**

In this activity the children are likely to use:

Vocabulary: *tag*.

Expression: “*Let’s go to the beach*” (when someone is tagged).

**ACTIVITY-** Tell the children that we are going to watch the “*keyexpressionsgoldilocks*”. Go through the different situations.

- Let’s **remember** other adjectives related to this story: big/little, tall/short, opened/closed. They can be used in the following games as well.

- GAME: “**Temperamental labels**”. Everyone is given a label to stick on their forehead with a characteristic written on it, such as “cold”, “hungry”, “sad”... Players circulate and from others’ attitudes towards them, they are able to guess their own personalities or characteristics. They can swap labels and start again. It will be necessary to have some flashcards related to the words hanging on the walls of the gym (from the powerpoint).

- GAME: “**Opposite partners**”. All the students have to run and at the sign they have to join in pairs. If the teacher says “*tall!*”, one of them has to perform this word while the other performs and says the opposite one “*Short*”. All the contraries *hot/cold, hungry/thirsty*... can be used.

◆ **Objectives:**

To use movement to perform basic moods.

To understand the expressions from the story.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**Language:** - Expressions from the PowerPoint: I’m hungry, I’m tired, I’m sorry, I’m happy, I’m sad, I’m thirsty, I’m scared, I’m hot, I’m cold.

**COOL-DOWN - GAME:** “*Passing a gift*”. One decides on a certain mood and he/she passes the ball as if it was a gift. The next one copies the mood and passes the ball again. Afterwards the moods can be identified and discussed.

◆ **Objectives:**

To play a less energetic activity.

◆ **Language:**

In this activity the children are likely to use:

Expressions from the PowerPoint: I’m hungry, I’m tired, I’m sorry, I’m happy, I’m sad, I’m thirsty, I’m scared, I’m hot, I’m cold.

---

● **Resources**

- PowerPoint: “*keyexpressionsgoldilocks*”.
- Labels, one for everybody.
- Ball.

**SESSION 9**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Positions and postures.

---

● **Aim:** To move on their own, creating a variety of postures.

To copy simple movement patterns from each other and explore the movement.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Lesson description**

Remind the children which postures appeared in the Goldilocks play, for example standing, sitting or lying down. Tell them that we are going to work on some more.

**WARM UP- GAME: “Giants and snails”.** The catcher (IT) chases the others. When IT is due to tag someone, this person can say “*giant!*” and stand opening arms and legs; or can say “*snail!*” and be curled up at that moment. The others can save giants by passing under their legs or can save snails by jumping over them.

- One hold body stretch.

#### **◆ Objectives:**

To raise the body temperature.

To prepare our body for moving.

#### **◆ Language:**

In this activity the children are likely to use:

Vocabulary: tag, saved, giant, snail.

**ACTIVITY-** First and foremost the teacher shows these positions: Standing still as a statue, sitting down, kneeling down, crouching and lying down. Everybody makes the postures. After that, show the *Powerpoint “positions”* and repeat the movements again.

- GAME: “**Musical freeze**”. Pupils can only move when the music is playing. When it stops, they freeze in one of the positions above. Another student goes around touching them and saying the names of the postures. This will make the statues come to life.

Language: “*Stand up*”, “*Sit down*”, “*kneel down*”, “*Crouch down*”, “*lie down*”.

- GAME: “**The aeroplanes**”. In pairs, they have to draw their partners’ body shape with chalk on the ground. They have to invent a good posture.

At the sign they must run with their arms opened saying “*I am an aeroplane*”. Then the teacher will say “*Let’s land!*”, they will have to choose a body shape and land over it, adopting the same position.

Language: “*I am an aeroplane*”, “*let’s land!*”

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: “**Your move**”. In a circle one player starts with a simple rhythmic movement and the next one imitates it and adds another and so on. The group is ready to help those who forget.

Language: “*It’s my turn*”. “*Can you help me, please?*”.

◆ **Objectives:**

To move with confidence adopting some postures.

To demonstrate coordination and control in making positions.

◆ **Language:** The one detailed in every game.

**COOL-DOWN** - GAME: “**Add your statue**”. One player starts by making a posture. The others imitate the posture. Then somebody else makes a posture and the rest imitate. This continues until everybody has created a posture. The teacher can decide on a name: this is a pencil, this is a tree, this is a soldier... At the end, they can repeat all the postures and names, saying “*this is...*”.

◆ **Objectives:**

To play a less energetic activity and calm down.

◆ **Language:**

In this activity the children are likely to use:

Expressions: “*this is...*”

---

● **Resources**

- PowerPoint “*positions*”.
- Chalk.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **SESSION 10**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “Goldilocks”.

- **Aim:** Use movements and language to perform a character.

**To role-play the script.**

- **Lesson description**

**WARM UP-** Let's do different exercises:

- Stretch up your... arms.
- Stretch up high.
- Touch your foot.
- Bend your knees and hold here.
- Move your...shoulders.
- Nod your head.
- Roll your neck.
- Shake your arms.
- Swing your arms back and forth.
- Wiggle/move...your hips.
- Jump up & down.
- Jump opening and closing legs.
- Stand with all your weight on one foot and then with the other.
- Jump and clap upwards.
- Stand still as a statue.
- Sit down.
- Kneel down.
- Crouch down.
- Lie down.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To remember parts of the body and positions.

To prepare our mind for performing.

### ◆ **Language:**

In this activity the children will only listen to the instructions and perform them.

**ACTIVITY-** Tell the children that they will be performing the story with the playscript in front of the others. Somebody will have to present the play.

This activity will be a final **assessment** for the teacher related to this theatre play. He/She can make notes related to:

- Use different skills and actions appropriately in order to perform their character.
- Show an understanding of the team work as a group.
- Create and perform moods, feelings and expressive ideas related to the play.
- Act out their character avoiding shyness and enjoying themselves.

The teacher can use the “*assessmentdrama*” sheet for this exercise.

### ◆ **Objectives:**

To perform the play in groups and in front of the others.

### ◆ **Language:** The one that appears in the playscript.

- How to place everybody on the stage: I’m in the middle, I’m on the left, I’m on the right, I’m in front of (the stage).

- How to present a play: Boys and girls we present “Goldilocks”.

**COOL-DOWN** – Talk about how the performances were. We can use the *PowerPoint “my opinion”* to explain every word.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

In this activity the children are likely to use:

Expression: In my opinion the play was...phenomenal/ very good/  
regular/bad/ very bad.

---

### ● **Resources**

- *“playscriptgoldilocks”*.
- *Powerpoint “myopinion”*.
- *“assessmentdrama” sheet*.

## **SESSION 11**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “The Three Little Pigs”.

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### ● **Aim: Understand the play.**

**Perform the basic points from the play.**

### ● **Lesson description**

**WARM UP-** TAG GAME: **“Pig tag”**. One pig (IT) starts running to tag the others. When someone is tagged he/she will become a pig as well, they will continue tagging the others. The winner is the last to be tagged. All the pigs will run with their hand on their back.

- One hold body stretch.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for moving.

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: tag.

Expression: You are a pig! (Every time that a pig tags someone).

**ACTIVITY-** Tell the children that they will be watching a story. Watch the **“threelittlepigs” PowerPoint**, and explain the language. Act out the story as a group, how it starts and ends, and what happens in between (Main scenes). Repeat some of the basic language.

- Watch the **“keyvocabularypigs”** and go through the different situations that are proposed at the end.

- *Situation one:* In pairs (mother and son). The mother “puts” her son to sleep, she must cover him with the blanket, tell a short story...

- *Situation two:* In pairs, make a pile of bricks as high as possible. They can use other objects to make their pile higher.

- *Situation three:* run as fast as you can to touch all the boys’ heads. Do the same but now with the girls’ backs.

- *Situation four:* Half of the players are big, bad and hungry wolves. The other half are foxes (with a cloth hanging on their bottom - as tails). The wolves will run to catch as many tails as possible. When a fox has no tail, they must sit down until the end of the game. The winner is the wolf with the most tails.

### ◆ **Objectives:**

To understand the characters and the dialogues of the story.

To perform the main scenes of the play.

To act out different situations and play games related to the vocabulary of the story.

### ◆ **Language:** The one that appears in the ppt of the story.

- Key vocabulary: mother/son, straw/wood/bricks, house/home, man/women, boy/girl, big/bad/hungry.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Organizing the play: At the beginning, in the middle, at the end.

**COOL-DOWN - GAME: “the pig and the wolf”.** Players sit down in a circle. They have 2 balls (one big, one small). The bigger one (wolf) is meant to eat the smaller one (pig). The two balls start at opposite sides of the circle. Pupils start passing the balls to the person beside them so that both balls are moving around the circle in the same direction. Thus the big ball chases the small ball. The game finishes when the big ball reaches the small one.

◆ **Objectives:**

To play a less energetic activity.

◆ **Language:**

In this activity the children are likely to use:

Vocabulary: faster, quickly! (Children can use this vocabulary when they are passing the ball).

---

● **Resources**

- PowerPoint “*thethreelittlepigs*”.
- PowerPoint “*keyvocabularypigs*”.
- Bricks and cloths (as many as possible).
- 2 balls (one big, one small).

**SESSION 12**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “The Three Little Pigs”.

---

● **Aim: Understand the characters and emotions from the play.**

**Perform using language.**

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Lesson description**

**WARM UP- GAME: “Catch the snake’s tail”.** In groups of four and holding hands, one end is the snake’s head and the other is the snake’s tail. The head of the snake tries to catch its own tail, and when it does the second person becomes the head and the head become the tail.

- One hold body stretch.

#### **◆ Objectives:**

To feel that the warm up before an activity is important.

#### **◆ Language:**

In this activity the children are likely to use:

Vocabulary: tag.

Expression: You are the head!

**ACTIVITY-** Tell the children that we will be reading the **“playscriptpigs”(in plascripts folder)**. Read it and explain the language. Perform the play in groups, taking turns in speaking. It will be necessary to organize the students (give a role to everyone).

- At the end of the session a small group can perform the play in front of the others. When they are reading, correct mistakes in the language.

#### **◆ Objectives:**

To understand the language of the story.

To act out one character from the play.

#### **◆ Language:** The one that appears in the playscript.

- Organizing the roles: You are the wolf; you are Jack the pig...
- How to take turns in speaking: You are the first, you are the second..., it’s my turn.
- How to deal with understanding and not understanding: I understand. I don’t understand. Can you repeat, please?

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**COOL-DOWN - GAME: “the word”.** In groups of 5, think of a word from the story of 5 letters. For example: house, brick, straw, three... With their bodies on the ground they have to make the letters of the word using body shapes.

◆ **Objectives:**

To perform a less energetic activity.

◆ **Language:**

In this activity the children are likely to use:

Expression: “*I am letter b*”, (teacher can help if they don’t know names of letters).

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● **Resources**

- “*playscriptpigs*”.

**SESSION 13**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play “The three little pigs”.

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● **Aim: To play a variety of games using basic body skills.**

**To perform a range of actions with control and coordination.**

● **Lesson description**

**WARM UP- GAME: “Stop”.** The catcher (IT) chases the others. When IT is due to tag someone, this person can say “*stop*” and stand still opening their arms and legs. IT will continue chasing the rest of the students and when one of them is tagged they

## **“BODY EXPRESSION AND DRAMA PROJECT”**

will become IT. It is possible to save the players who are standing still by passing under their legs.

### ◆ **Objectives:**

To prepare the body for the activity.

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: *tag, saved, stop.*

Expression: *“I am IT!”* (when someone is tagged).

**ACTIVITY-** Tell the children that we are going to watch the **“keyexpressionspigs”**.

We are going to play some games related to the expressions.

- GAME: **“I like, I don’t like”**. There will be spread throughout the gym different equipment and apparatus divided in stations. Every station will have a paper with some words describing it.

- Station 1. Equipment: mattress. Paper: *“doing a forward roll”*.
- Station 2. Equipment: wooden bars. Paper: *“climbing the wooden bars”*.
- Station 3. Equipment: sticks. Paper: *“balance the stick on your hand”*.
- Station 4. Equipment: benches. Paper: *“jumping the benches from side to side”*.
- Station 5. Equipment: mattress. Paper: *“doing a log roll”*.
- Station 6. Equipment: skipping ropes. Paper: *“skipping with the rope”*.
- Station 7. Equipment: balls. Paper: *“bouncing the ball”*.
- Station 8. Equipment: hoops. Paper: *“playing with hoops”*.
- Station 9. Equipment: mattress. Paper: *“crawling along the mattress”*.
- Station 10. Equipment: balls. Paper: *“throwing the ball up into the air”*.

Before starting we have to show every skill separately. Then in pairs, one says *“I like... crawling along the mattress”*. They should go there and both do the action. And they can say *“I don’t like... climbing the wooden bars”*, but they will have to do the action as well.

### **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: “**Can you give me...**”. The teacher is at one end of the gym and students at the other end. There will be lots of little plastic balls on the ground. When the teacher says: “*can you give me...two little balls?*”, they are supposed to pick up 2 balls and run to the teacher as fast as possible. Once they are there, the teacher can say “*thank you*” to all of them, and they will answer “*you’re welcome*”. The game continues with one of the students taking the teacher’s roll: “*Can you give me...?*”.

◆ **Objectives:**

To understand the expressions from the story.

To work well with a partner to experience some skills.

◆ **Language:** - Expressions from the PowerPoint: I like/ I don’t like..., can you give me /Yes, of course. Here you are; thank you/you’re welcome.

- Names of the skills: do a forward roll, climb the wooden bars, balance the

stick on your hand, jump the benches from side to side, do a log roll, skip with the rope, bounce the ball, play with hoops, crawl along the mattress, throw the ball up into the air.

**COOL-DOWN - GAME: “Circle breathing”.** The group lies face upward with their heads pointing to the centre; they shut their eyes and hold hands. They are to breathe in and out at the same time as their neighbours, at first breathing normally and then deeply in through the nose and out through the mouth.

◆ **Objectives:**

To feel one’s breathing and relax.

◆ **Language:**

In this activity the children are likely to use:

Expressions: hold hands, close eyes and let’s relax (they can repeat these sentences when they are getting ready to breathe calmly).

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Resources**

- *PowerPoint*: “keyexpressionspigs”.
- Equipment: 3 mattresses, wooden bars (in the gym), 4 sticks, 2 benches, 4 skipping ropes, 8 balls, 4 hoops.
- Lots of little plastic balls.

### **SESSION 14**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Sense of space.

### **● Aim: To be aware of space in relation to themselves and others.**

**To work individually and as a group showing control of equipment and space available.**

### **● Lesson description**

Remind the children that in the Three Little Pigs story we could see how the pigs were building their own space. They were building their house. Tell them that we are going to work on space a little bit more.

**WARM UP- GAME: “Circus horses”.** Half the players form a circle kneeling down with their backs to the centre and holding sticks. The horses move around freely. If a horse is near to a person with a stick then that person can say “over” or “under”. The horse must obey the command and jump over or pass under the stick.

- One hold body stretch.

#### **◆ Objectives:**

To raise the body temperature.

To prepare our body for moving.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: over/under.

**ACTIVITY-** Show the *Powerpoint “space”* to understand the prepositions and adverbs appearing in it. Tell the children we will do some activities and games related to space.

- **ACTIVITY: “Build your house”.** There will be a lot of cushions and mattresses. In groups they will have to build a house. When the teacher is counting down from 10 to 1, they will have to hide inside the house and no feet or hands must be seen by the teacher. At the end the teacher will say “*come out!*”.

Language: *Go in!* (they will say that when they are hiding).

Numbers (from 1 to 10).

- **ACTIVITY: “Balances”.** In pairs first and then in trios, they will have to face gravity showing some control when balancing. (Use the **“balances” pdf**). The teacher must show the balances one by one and give them some time to think and perform.

Language: “*Me on!*”, “*Me under!*”. (when they are choosing who they want to be in the balance).

- **GAME: “Where are we?”.** Spread all over the gym will be some cones, hoops, mattresses and benches. The teacher starts giving the orders: “*go IN(to) the hoops*”, “*go UNDER the mattresses*”, “*go BETWEEN the benches*”, “*go NEXT TO the cones*”... The teacher can ask them to do something more complicated: “*go NEXT TO the yellow cone*”, “*go IN(to) the hoops and show me your arm*”, “*run FAR FROM the cones QUICKLY*”... It will be easier for the students if we hold some flashcards and we show every preposition or adverb at the beginning.

Language: prepositions and adverbs appearing in the powerpoint.

### ◆ **Objectives:**

To be aware of space and work collaboratively.

To experience some balances showing increasing control over them.

### ◆ **Language:** - The one detailed in every game.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Space (prepositions and adverbs): on/under, in/out, in front of/behind, next to, between, here/there, near/far, quickly/faster/slowly.

**COOL-DOWN** - GAME: **“Jack and Jill”**. Two players are in the middle of the circle. Jill has her eyes closed and tries to catch Jack by calling out, *“Where are you?”* He then has to reply *“here!”* but the others can say *“there, there!”*. She has one minute to catch him, both keeping within the confines of the circle. Then it is the turn of the next couple.

◆ **Objectives:**

To play a less energetic activity and calm down.

◆ **Language:**

In this activity the children are likely to use:

Adverbs: *here/there*.

Expressions: *“Where are you?”*.

---

● **Resources**

- PowerPoint *“space”*.
- Cushions and mattresses (as many as possible).
- pdf *“balances”*.
- Equipment: cones, hoops, mattresses and benches.

**SESSION 15**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Play *“The Three Little Pigs”*.

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● **Aim:** Use movements and language to perform a character.

To role-play the script.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### **● Lesson description**

**WARM UP-** Let's do different exercises:

- Stretch up your... arms.
- Stretch up high.
- Touch your foot.
- Bend your knees and hold here.
- Move your...shoulders.
- Nod your head.
- Roll your neck.
- Shake your arms.
- Swing your arms back and forth.
- Wiggle/move...your hips.
- Jump up & down.
- Jump opening and closing legs.
- Stand with all your weight on one foot and then with the other.
- Jump and clap upwards.
- Stand still as a statue.
- Sit down.
- Kneel down.
- Crouch down.
- Lie down.

#### **◆ Objectives:**

To remember parts of the body and positions.

To prepare our mind for performing.

#### **◆ Language:**

In this activity the children will only listen to the instructions and perform them.

**ACTIVITY-** Tell the children that they will be performing the story with the playscript in front of the others. Somebody will have to present the play.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

This activity will be a final **assessment** for the teacher related to this theatre play. He/She can make notes related to:

- Use different skills and actions appropriately in order to perform their character.
- Show an understanding of the team work as a group.
- Create and perform moods, feelings and expressive ideas related to the play.
- Act out their character avoiding shyness and enjoying themselves.

The teacher can use the “*assessmentdrama*” sheet for this exercise.

### ◆ **Objectives:**

To perform the play in groups and in front of the others.

### ◆ **Language:** The one that appears in the playscript.

- How to place everybody on the stage: I’m in the middle, I’m on the left, I’m on the right, I’m in front of (the stage).

- How to present a play: Boys and girls we present “The Three Little Pigs”.

**COOL-DOWN** – Talk about how the performances were. We can use the *PowerPoint “myopinion”* to explain every word.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

In this activity the children are likely to use:

Expression: In my opinion the play was...phenomenal/ very good/  
regular/bad/ very bad.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ● Resources

- “playscriptpigs”.
- Powerpoint “myopinion”.
- “assessmentdrama” sheet.

## **SESSION 16**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “The Magic Toys”.

### ● Aim: Explore a range of actions and movements related to different toys.

Use movement imaginatively, responding to stimuli, including music and performing basic skills.

### ● Lesson description

**WARM UP-** Start the lesson showing the *Powerpoint “toys”*. Every student has to choose their own favourite toy and remember its name.

- GAME: “*Musical hoops*”. There are some large hoops on the ground forming a circle. Every child is a type of toy. Players must run around the hoops while the music is playing; when the music stops they have to get inside a hoop. As the hoops are withdrawn one by one, the players all have to crowd into one hoop, or at least have a toe in it. The last one to reach a hoop miss one go. This person will be asked by the class “*Who are you?*”, then this kid will say “*I am...the teddy bear*”.

- One hold body stretch.

#### ◆ Objectives:

To raise the body temperature.

To prepare our body for dancing.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary- Names of toys that appear in the PowerPoint: doll, teddy bear, clown, train, ball, soldier, robot, puppet, fairy, bike and toyshop.

Expressions: “Who are you?”; “I am... the teddy bear”.

My favourite toy is the... teddy bear.

**ACTIVITY-** Watch again the *Powerpoint “toys”*. Introduce the toys one by one and show how they move: walk like a robot, tiptoe like a fairy, walk like a soldier... Encourage the children to walk to a space, freeze, turn and then walk in another direction. The teacher can say “freeze”, “change direction”. Use the tambourine to signal when to freeze. Include different speeds, e.g. walking fast for a robot and slower for a puppet.

- Now the teacher can use the *ppt “teacherthemagictoy”*. Read it and see how the dance goes. Show some movements to the students about the different moments in the dance.

- Starting the dance with the **music**:

- **Track 1 (Musical box):** They have to find a sleeping position. When they hear the music they should wake up slowly and stretch (do this with the children).
- **Track 2 (Funny sound):** As soon as they hear this sound they must change their expression to a happy face. They can say “*I am happy*”.
- **Track 3 (Toys alive):** Encourage the children to move individually as their favourite toy in time to the music. Remind them to move in a space and to change direction often.

- Go through the dance together from the beginning.

### ◆ **Objectives:**

To copy and explore basic body actions demonstrated by the teacher.

To respond to different stimuli with a range of actions and moving confidently using changes of direction.

### ◆ **Language:**

- Instructions: freeze, change direction.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Actions: let's sleep, let's wake up slowly, let's stretch, let's move like a toy.

- Expressions: I am happy.

**COOL-DOWN - GAME: “Massage circle”.** Everyone sits in a circle massaging the neck and shoulders of the one in front. Foot massage can be done in pairs facing each other. It will be useful to play some relaxing music.

### ◆ **Objectives:**

To calm down and relax.

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### ● **Resources**

- *Powerpoint “toys”.*
- Hoops, lively music.
- *Powerpoint “teacherthemagictoys”.*
- Tambourine.
- Music: track 1 (Musical box), track 2 (Funny sound), track 3 (Toys alive).
- Relaxing music.

## **SESSION 17**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “The Magic Toys”.

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### ● **Aim: Explore a range of actions and movements related to different toys.**

**Use movement imaginatively, responding to stimuli, including music and performing basic skills.**

## “**BODY EXPRESSION AND DRAMA PROJECT**”

### ● Lesson description

**WARM UP-** Start the lesson showing the *Powerpoint “Toys”*. They have to move like if they were them, imitating every single one.

- GAME: “*The Toyshop*”. One player is the toymaker and stands on a chair in the centre. In the four walls are some papers hanging on them with the names of the different toys. When the toymaker calls out a toy, everyone dashes to that paper hanging on the wall chased by the toymaker. The toy that is tagged becomes the toymaker.

- One hold body stretch.

#### ◆ Objectives:

To raise the body temperature.

To prepare our body for dancing.

#### ◆ Language:

In this activity the children are likely to use:

Vocabulary: Names of toys that appear in the PowerPoint: doll, teddy bear, clown, train, ball, soldier, robot, puppet, fairy, bike.

Expressions: “I am the toymaker”, “tag”.

**ACTIVITY-** Show the *PowerPoint “storythemagictoy”*. Now the students can check if they understood the story without pictures on the previous day.

- Play the first three tracks from the dance and perform them. Encourage the children to use words to describe these movements: “*I sleep*”, “*I wake up slowly*”, “*I stretch*”, “*I am happy*”, “*I am moving*”.

- At the end of these tracks and without music they should pretend to look at the shop with a sad face because it is dirty. They can say “*I am sad*”.

- Play

○ **Track 4 (cleaning the shop):** With the music, ask the children to do cleaning movements. They can do them alone or in pairs. They can say “*let’s clean the toyshop*”.

- Split the class into two groups and ask half to perform while the other half views. Swap the groups over.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To create and perform movements according to the topic of the dance.

To choose and link actions to make short dance phrases that express an idea, mood or feeling and reflect rhythmic qualities.

### ◆ **Language:** The one that children can use from the ppt of the dance “*storythemagictoys*”.

- Actions: I sleep, I wake up slowly, I stretch, I am moving, let’s clean the toyshop.

- Expressions: I am happy, I am sad.

**COOL-DOWN - GAME: “Fairy tag”.** In a limited space the fairy is blindfolded (with a cloth) and counts to ten. During that time the toys can walk around in the space, but when the fairy finishes counting they must stop and stay still. The first one who is caught by the fairy becomes a blind fairy and takes the lead in counting and tagging with the first one holding on behind them still blind. This continues until everyone is in a long blindfold chain.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Key vocabulary: tag.

Numbers (from 1 to 10).

- Expression: you are a fairy.

---

## ● **Resources**

- *Powerpoint “Toys”.*
- Chair, papers with names of toys written on them.
- *powerpoint “storythemagictoys”*
- Music: track 1 (Musical box), track 2 (Funny sound), track 3 (Toys alive), track 4 (cleaning the shop).

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 18

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “The Magic Toys”.

- **Aim: Remember and repeat a short dance showing greater control, coordination and spatial awareness.**

Use movement imaginatively, responding to stimuli, including music and basic skills.

- **Lesson description**

**WARM UP- GAME:** “*Soldiers and wild robots*”. Four players are soldiers and the rest robots. The robots are broken and are walking freely through the gym. Soldiers must chase the robots and catch them by putting a string round them and leading them back to the factory. The factory is a marked square. Soldiers will have to say instructions: “*straight*”, “*stop*”, “*right*”, “*left*”.

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

- ◆ **Language:**

In this activity the children are likely to use:

Instructions: straight, stop, right, left.

**ACTIVITY-** Play the first three tracks from the dance and perform them. Encourage the children to use words to describe these movements: “*I sleep*”, “*I wake up slowly*”, “*I stretch*”, “*I am happy*”, “*I am moving*”. Then without music they should pretend to look at the shop with a sad face because it is dirty. They can say “*I am sad*”.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Play Track 4 (cleaning the shop) do the movements while saying “*let’s clean the toy shop*”. Then listen to the track again and clap to the beat: one, two, three, four.

- Play

- **Track 5 (party time):** Tell the children that the toys will celebrate a party because the

toy shop is very clean. Ask the children to link hands and form a circle. Teach the children the following set step: walk four steps into the circle and four steps out. Repeat. Ask the children to let their hands go and turn to one side, looking at the back of the head of the child in front. Tell them to walk two steps forward and wiggle twice (one, two, wiggle, wiggle) and continue around the circle.

- **Track 6 (musical box):** the toys go back to sleep as practised in the warm-up.

- Play all the tracks and go through the whole dance. Encourage a good use of space, changing directions and showing good quality of movement. This activity can be an assesment and the teacher can use the “*assessmentdance*” *sheet*.

- Split the class into two groups and ask half to perform while the other half views. Swap the groups over.

### ◆ **Objectives:**

To create and perform movements according to the topic of the music.

To perform the whole dance using expressions to describe their movements.

- ◆ **Language:** The one that children can use from the ppt of the dance “*storythemagictoy*s”.

- Actions: I sleep, I wake up slowly, I stretch, I am moving, let’s clean the toyshop.

- Expressions: I am happy, I am sad.

- Instructions: hold hands, form a circle, walk forwards, walk backwards, walk two steps, walk four steps, wiggle your body.

**COOL-DOWN** – Encourage the children slowly lie down in a space and stretch their arms and legs very gently. Tell them to hold the stretch for a count of five and then relax. Do this activity with relaxing music.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ Objectives:

To calm down and relax.

### ◆ Language:

- Vocabulary: Numbers (from 1 to 5).

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### ● Resource

- Four strings.
- Music: track 1 (Musical box), track 2 (Funny sound), track 3 (Toys alive), track 4 (cleaning the shop), track 5 (party time), track 6 (musical box).
- Music: track 41 (The magic Toys), for the whole dance.
- Relaxing music.
- “assessmentdance” sheet.

## **SESSION 19**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the seaside”.

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### ● Aim: Move confidently and safely in their own space.

**Use movement imaginatively, responding to stimuli, including music and performing basic skills.**

### ● Lesson description

**WARM UP- GAME:** “*The shark and the swimmer*”. One student has to be the shark (will run holding a cloth) and the others will be swimmers in danger of being attacked by the shark. When the swimmers are in danger of being attacked, they can shout “help” and if another player comes to the rescue, they can hold hands and they are both safe. Otherwise the one caught becomes the shark.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- One hold body stretch.

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary- Tag, saved.

Expression- I am the shark.

**ACTIVITY-** Show the *Powerpoint “Attheseaside”*. Comment on all the language appearing related to the topic: go through the questions, introduce each item from the beach bag, discuss language briefly. This PowerPoint will be the reference for the whole dance.

- Starting the dance with the **music**:

- **Track 7 (Strolling by the sea):** They have to walk along the beach in their own time, stopping to pick up starfish shells, shells or to count footprints. They can say “*I go for a walk*”, “*I pick up a shell*” or “*one footprint*”, “*two footprints...*”. To encourage the children it would be useful if the teacher uses the language “*pick up a shell*” as commands *first*. After several times they will remember the expression.
  - **Track 8 (Looking out to the sea):** Everyone has to stop in a space to breathe in twice and look out to the sea. They can say “*I am relaxed*”.
  - **Track 9 (Tiptoe):** Ask the children to find their partner and tiptoe down to the sea. It may be necessary to demonstrate how to tiptoe. Explain that they will have to move in time with the music such as copying each other and their partners. They can say the word “*tiptoe*” to their partner.
  - **Track 11 (Swimming):** Perform the swimming action together. They can say “*I can swim*”.
- Go through the dance together from the beginning. Applaud each other to finish.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To copy and explore basic body actions demonstrate by the teacher or their partners.

To demonstrate various beach activities with appropriate movements.

### ◆ **Language:**

- Vocabulary that appears in the PowerPoint: sea, beach, footprints, starfish, shells, sand, kite, swimming costume, towel, bucket, spade, sunglasses, coke, sandals, beach ball, beach bag.

- Questions/answers: What can you see?/ I can see the sand.

What will you need?/ I will need a towel.

What can you do?/ I can swim.

- Actions: I go for a walk, I pick up a shell. Related to counting: One footprint, two footprints...; tiptoe, I can swim.

- Expressions: I am relaxed.

**COOL-DOWN - GAME: “Playing in the beach”.** The players are in a circle. One player throws the ball up into the air. They must try to keep the ball in the air using different parts of the body. Every time that somebody hits the ball must say a word related to the beach: sea, shell, swim, sand, sandals...

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary related to the beach: sea, shell, swim, sand, sandals...

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## ● **Resources**

- *Cloth.*
- *Powerpoint “attheseaside”.*
- Music: track 7 (Strolling by the sea), track 8 (looking out to the sea), track 9 (tiptoe), track 11 (swimming).
- Beach ball.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 20

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the seaside”.

- **Aim: Compose and perform their own dance phrases related to the topic.**  
Use movement imaginatively, responding to stimuli, including music and performing basic skills.

- **Lesson description**

**WARM UP- GAME:** “*Safe in the sand*”. There are seven hoops on the ground. The players have to run round from one hoop (sand) to another while the shark (somebody holding a cloth) tries to tag them. When they are in the sand they are safe from the shark, who can only tag them when they are running in between (water). Anyone caught becomes the shark. Students must say “*this is sand*” when they are in a hoop.

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

- ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: tag.

Expressions: This is sand, you are the shark.

**ACTIVITY-** Start showing the *Powerpoint “attheseaside”*. Remember the expressions that they were learning in the first day doing this dance. Now the students can check which vocabulary they know and which movements they can link with the dance, e.g. picking up shells, going for a walk...

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Play tracks 7, 8, 9, 11 from the dance and perform them. Encourage the children to use words to describe these movements.

- Play

- **Track 12 (ice cream):** They have to pretend to be eating an ice cream. They can say “*it’s delicious!*”.
- **Track 13 (sandcastles):** They have to dig the spade into the sand four times, pick up the bucket, turn it over and tap it four times. They can say “*I can build a sandcastle*”.
- **Track 14 (sunbathing):** Now they will have to put out the towel, rub on the suncream and lie down to sunbathe. They can say “*I can lie down*”, “*I can sunbathe*”.
- **Track 10 (finding groups):** There will be four groups of children. When they listen to this track they must go to their group in a marked area and freeze.

- Split the class into two groups and ask half to perform while the other half views.

Swap the groups over.

### ◆ **Objectives:**

To create and perform movements according to the topic of the music.

To practise and repeat short dance phrases and perform them in a controlled way.

### ◆ **Language:**

- Actions: I go for a walk, I pick up a shell. Related to counting: One footprint, two footprints...; tiptoe, I can swim, I can build a sandcastle, I can lie down, I can sunbathe.

- Expressions: I am relaxed. It’s delicious!

**COOL-DOWN - GAME: “the beach bag”.** Write down in little cards the following words (one on each card): towel, bucket, sunglasses, sandals, spade. Students should be in groups of five and everybody will have a different card. They all have to memorize their own word. Now in a circle, everybody has to show the card to the others. Then one person from each group calls out a word that is not on their card i.e “*spade*” and the one who is the spade calls out another; and so on. The one who makes a mistake will have to say “*beach bag!*” and everybody will swap places.

## “*BODY EXPRESSION AND DRAMA PROJECT*”

### ◆ Objectives:

To calm down and relax.

### ◆ Language:

- Vocabulary: towel, bucket, sunglasses, sandals, spade, beach bag.

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### ● Resources

- Powerpoint “*attheseaside*”.
- 7 hoops, a cloth.
- Several little cards to write a word on them.
- Music: track 7 (Strolling by the sea), track 8 (looking out to the sea), track 9 (tiptoe), track 11 (swimming), track 12 (ice cream), track 13 (sandcastles), track 14 (sunbathing), track 10 (finding groups).

## SESSION 21

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the seaside”.

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- ### ● Aim: Remember and repeat a short dance showing greater control, coordination and spatial awareness.

Use movement imaginatively, responding to stimuli, including music and basic skills.

### ● Lesson description

**WARM UP- GAME:** “*Moor the boat*”. In groups of 5, one person will be carried by the other four (holding arms and legs), to an specific place marked in the gym. Then they will have to carry another student (boat), and so on, until everybody has had their go. Each time that the boat has changed they will have to say “*It’s my turn, I am the boat*”.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- One hold body stretch.

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

### ◆ **Language:**

In this activity the children are likely to use:

Expression: it's my turn, I am the boat.

**ACTIVITY-** Play the tracks 7, 8, 9 from the dance and perform them. Encourage the children to use words to describe these movements: *“I go for a walk”, “I pick up a shell”, “I am relaxed”...*

- Play

- **Track 10 (finding groups):** Tell the children that they must go with their group. Explain that each group is going to do a different activity and demonstrate the following to each group while the others sit and watch.

1) Swimming group: stand in a circle and pretend to swim. Then turn to face out of the circle, holding the nose and sink underwater, gradually sitting down. They can say: *“I can swim”*. Freeze.

2) Ice cream group: pretend to eat the icecream while doing similar movements, they turn the pages of a magazine. They can say: *“It's delicious!”*. Freeze.

3) Sandcastle group: Kneel in a circle and dig the spade into the sand four times, pick up the bucket, turn it over and tap it four times. They can say *“I can build a sandcastle”*. Freeze.

4) Sunbathing group: put out the towel, rub on the suncream and lie down to sunbathe. They can say *“I can lie down”, “I can sunbathe”*. Freeze.

Ask the children to find a starting position for their group work. Everybody should observe how the other groups work together.

- Play

- **Track 15 (thunder and lightning):** When they hear the thunder and rain, the children should pretend to pick up their towel and beach bag and leave the beach. They can say *“let's pick up everything and leave”*.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Go through the whole dance. Applaud each other to finish.
- This activity can be an assesment and the teacher can use the “*assessmentdance*” *sheet*.

### ◆ **Objectives:**

To create and perform movements according to the topic of the music.

To perform the whole dance using expressions to describe their movements.

### ◆ **Language:**

- Actions: I go for a walk, I pick up a shell. Related to counting: One footprint, two footprints...; tiptoe, I can swim, I can build a sandcastle, I can lie down, I can sunbathe, let’s pick up everything and leave.

- Expressions: I am relaxed. It’s delicious!

**COOL-DOWN – GAME: “The shell”.** People are in a circle holding hands; one person leads off from one end turning in to start a spiral, and everyone slowly winds round until they are in a complete spiral, then they can say “*this is a shell*”. Then the leader makes an about turn and the group gradually unwinds itself.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Expression: This is a shell.

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## ● **Resources**

- Music: track 7 (Strolling by the sea), track 8 (looking out to the sea), track 9 (tiptoe), track 10 (finding groups), track 11 (swimming), track 12 (ice cream), track 13 (sandcastles), track 14 (sunbathing), Track 15 (thunder and lightning).
- Music: track 42 (At the seaside), for the whole dance.
- “*assessmentdance*” *sheet*.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 22

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the park”.

- **Aim: Move confidently and safely in their own space.**

Use movement imaginatively, responding to stimuli, including music and performing basic skills.

- **Lesson description**

**WARM UP- ACTIVITY:** “*Let’s play in the apparatus*”. This activity will be played in the playground. Children will have to play freely in the apparatus. The teacher can introduce their name: “*this is a slide*”, “*these are monkey bars*”... Encourage the children to think about the way they move on the apparatus.

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

**ACTIVITY-** Show the *Powerpoint “Atthepark”*. Comment on all the language appearing in it related to the topic: go through the questions, introduce the apparatus, discuss language briefly and pretend to be using each apparatus following the steps that appear in the PowerPoint. Encourage the children to say each phrase when they perform: “*I walk*”, “*I stop*”, “*I change direction*”...

- Starting the dance with the **music**. It is important to have each action phrase in mind “*sit down*”, “*hold the ropes*”... so that children can say it when they do the movements.

- **Track 18 (Down the slide):** Tell the children that they are going to slide down two slides. With the children, walk to an imaginary slide and then freeze for three tings. Pretend to climb up the steps of a slide. Count six steps, as this fits with the music. Put both hands up in the air

## **“BODY EXPRESSION AND DRAMA PROJECT”**

as if going down a slide. Call out “*sliiiiiide*” when they go down the slide.

They can say “*this is a slide*” when they are in front of the imaginary slide.

There is a musical interlude for the children to walk to the second slide, encourage them to go in a different direction like the tortoise in the powerpoint. Freeze three tings before climbing the six steps from the second slide. Repeat the actions from the first slide.

- **Track 19 (On the monkey bars):** Ask the children to copy and follow you as you pretend to climb across the monkey bars. Move swinging under the bars. Emphasize the forward action of the arms and feet and the stretching up of the arms. Turn round and swing back the other way. They can say “*these are monkey bars*” and they can count “*1, 2, 3... 7, turn*” when they swing, this will help with fitting the actions to the music.
- **Track 20 (On the swings):** Ask the children to sit in a space. Show them how to walk forwards and then backwards as though on a swing. Ask them to copy you and to stay in time. Take one big step forwards, wait 2, 3 and take one big step backwards, wait 2, 3. Teacher can use the tambourine to help. Remind the children to pretend to hold the ropes as they swing. They can say “*this is a swing*” at the beginning and the “*forwards*”, “*backwards*”.

- Go through the dance together from the beginning. Applaud each other to finish.

### ◆ **Objectives:**

To copy and explore basic body actions demonstrate by the teacher or their partners.

To experiment with different ways of moving –climbing and sliding actions.

To move backwards and forwards.

### ◆ **Language:**

- Vocabulary that appears in the PowerPoint: slide, monkey bars, swing.

- Questions/answers: What can you see at the park? / I can see a slide;

How do you feel at the park? / happy, excited.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Actions: climb up the steps, sit down, slide down, stretch arms, go across the bars, hold the ropes, swing forwards, swing backwards, freeze, change direction.
- Expressions: This is a slide, these are monkey bars, this is a swing.
- Numbers: from 1 to 7.

**COOL-DOWN - ACTIVITY: “Let’s relax”.** Ask the children to lie down on the floor with their legs and arms on the ground. Tell them to be very still and to relax. Teacher will go to everyone and will say “*Are you Hannah?*”, and the student will reply “*Yes, I am Hannah*”. Then the teacher will call another student; and so on.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Instructions: lie down, be relaxed.
- Question/ answer: Are you Hannah? / Yes, I am Hannah.

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## ● **Resources**

- Powerpoint “*atthepark*”.
- Tambourine.
- Music: track 18 (Down the slide), track 19 (On the monkey bars), track 20 (On the swings).

## **SESSION 23**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the park”.

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## ● **Aim: Compose and perform their own dance phrases related to the topic.**

**Use movement imaginatively, responding to stimuli, including music and performing basic skills.**

## “*BODY EXPRESSION AND DRAMA PROJECT*”

### ● Lesson description

**WARM UP- GAME:** “*Follow me*”. In pairs, one is the leader. When the upbeat music is playing the leader will have to perform some movements while his/her partner copies them. Swap roles.

- One hold body stretch.

#### ◆ Objectives:

To start working with a partner.

To prepare our body for dancing.

#### ◆ Language:

In this activity the children are likely to use:

Expressions: It’s your turn.

**ACTIVITY-** Start showing the *Powerpoint “attheseaside2”*. Remember the expressions learnt in the first day whilst doing this dance. Now the students can check which vocabulary they had already learnt. Explain the story “Greeting a friend” and practice how to greet a friend.

- Play track 18 (Down the slide), track 19 (On the monkey bars) and track 20 (On the swings). Perform them. As the music plays remind the children of the actions. Encourage them to make a good use of space, change direction and keep in time with the music, especially on the swing.

- Play

- **Track 21 (greeting a partner):** Put the children in twos and practice how to greet. They will have to say “*hello, how are you?*”.
- **Track 22 (walking with a partner):** They will have to hold their partner’s hand and take them for a walk around the park. Then tell them to change leaders. They will have to say “*follow me*” and “*it’s your turn*”.

- Split the class into two groups and ask half to perform while the other half views. Swap the groups over.

#### ◆ Objectives:

To learn to work with a partner.

To move in different directions.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

- Vocabulary that appears in the PowerPoint: slide, monkey bars, swing.
- Questions/answers: What can you see at the park? / I can see... a slide; how do you feel at the park? / happy, excited.
- Actions: climb up the steps, sit down, slide down, stretch arms, go across the bars, hold the ropes, swing forwards, swing backwards, freeze, change direction.
- Expressions: This is a slide, these are monkey bars, this is a swing. Hello, how are you? Follow me, it's your turn.
- Numbers: from 1 to 7.

**COOL-DOWN - GAME: “Roly poly”.** The players lie down side by side in a row close together, rolling their bodies round and round. The player at the top end takes the first turn in rolling over the rest and when she reaches the opposite end she takes her place alongside the rolling bodies and the next one comes down the line.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary: It's my turn (every time that a person starts).

---

## ● **Resources**

- *Powerpoint “attheseaside2”.*
- Upbeat music.
- Music: track 18 (Down the slide), track 19 (On the monkey bars), track 20 (On the swings), track 21 (Greeting a partner), track 22 (Walking with a partner).

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 24

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** Dance “At the park”.

- **Aim: Remember and repeat a short dance showing greater control, coordination and spatial awareness.**

Use movement imaginatively, responding to stimuli, including music and basic skills.

- **Lesson description**

**WARM UP- GAME:** “*Statue tag*”. There are two chasers, and when anyone else gets tagged they keep the position they were in at that moment. Their peers can rescue them taking their place in exactly the same position; this also gives them a breather!

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for dancing.

- ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: tag, saved.

**ACTIVITY-** Watch the *Powerpoint “attheseaside2”*. Remember the expressions. Give each child a ribbon. Ask the children to follow you as you lead them about the space holding and twisting the ribbon high in the air and then low near the ground. Tell them to freeze with the ribbon and then turn to another direction, holding the ribbon up high and then down low.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- Play

- **Track 23 (collecting a ribbon):** each child will take a ribbon saying “*this is a ribbon*”. It will be necessary to place the ribbons around the hall so they can find them when needed.
- **Track 24 (dancing with ribbons):** When they are moving the ribbon they will have to say “*high*” and “*low*”, or “*up*” and “*down*”.

- Go through the whole dance. Applaud each other to finish.

- This activity can be an assesment and the teacher can use the “*assessmentdance*” *sheet*.

### ◆ **Objectives:**

To make dance movements in response to music.

To use space appropriately when moving with a ribbon.

To perform the whole dance using expressions to describe their movements.

### ◆ **Language:**

- Vocabulary that appears in the PowerPoint: slide, monkey bars, swing.

- Questions/answers: What can you see at the park? / I can see... a slide; how do you feel at the park? / happy, excited.

- Actions: climb up the steps, sit down, slide down, stretch arms, go across the bars, hold the ropes, swing forwards, swing backwards, freeze, change direction.

- Expressions: This is a slide, these are monkey bars, this is a swing. Hello, how are you? Follow me, it's your turn. This is a ribbon.

- Other vocabulary: high/low; up/down.

- When choosing a partner: Do you want to dance with me? Yes, I do  
No, I don't.

- When nominate leaders: I am the first, you are the second.

**COOL-DOWN – ACTIVITY:** Ask the children to lie down in a space with their hands and feet on the floor. They have to tense their body, hold for a count of five and then relax. Repeat. Ask the children to sit up very slowly, keeping their head down and then stand up very slowly, bringing their head up last. Tell them to shake out their

## **“BODY EXPRESSION AND DRAMA PROJECT”**

hands and feet. Students can repeat the instructions meanwhile they are performing them.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Instructions: Lie down, tense your body, hold for 5 seconds, relax, sit down, shake out hands and feet.

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### ● **Resources**

- *Powerpoint “attheseaside2”.*
- One ribbon for each child.
- Music: track 18 (Down the slide), track 19 (On the monkey bars), track 20 (On the swings), track 21 (Greeting a partner), track 22 (Walking with a partner), track 23 (collecting a ribbon), track 24 (dancing with ribbons).
- *“assessmentdance” sheet.*

## **SESSION 25**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams. - Animals.

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### ● **Aim: Play some games related to different animals.**

**Work individually and in groups, respecting the rules of the games.**

### ● **Lesson description**

**WARM UP- GAME: “Fire, earth, air and water”.** A soft ball is thrown from one player to the next and the thrower calls out either “fire”, “earth”, “air” or “water”.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

If “*fire*” is called, the catcher remains silent; if “*earth*” she must say “*lion*” or “*zebra*”, if “*air*” she must say “*bird*” or “*parrot*”; and with “*water*” she must say “*fish*”.

- One hold body stretch.

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for the activity.

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: Fire, earth, air, water, lion, zebra, bird, parrot, fish.

**ACTIVITY-** Watch the *Powerpoint “animals”*. Every child will have to remember their favourite one and imitate it in front of the others. The movements of the animals should have contrasting levels and speeds (e.g. fast, low movements for a monkey, tall movements for a giraffe, heavy movements for an elephant...). We can classify the animals depending if they move slow/ fast; low/ tall, heavy/ light. As you do the movements with the children, remind them about finding a space, turning and moving in different directions.

- GAME: “*Turn into an animal*”. Either individually or in small groups they have to perform an animal while the others guess. If it proves too difficult to guess, sounds can be added. When they guess they should say “*you are...* ”.

- GAME: “*Fox and chickens*”. Two are the foxes (they will go with a cloth hanging on their bottom) and the rest are chickens. Chickens that have been caught can change with the foxes.

- GAME: “*Escaping from the zoo*”. The teacher gives names of zoo animals in turn so that there are so many lions, monkeys, etc. The animals get together to choose a noise and action to portray themselves. In the centre of the gym there is the zookeeper who has the keys of the cage. The zookeeper is sleeping and at the sign every group tries to steal the keys. The one who gets the keys will be chased by the zookeeper. The first one being tagged (“*tag lion!*”) will become the zookeeper.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To choose movements and perform them, inspired by the movements of animals.

To make animal movements, using different levels, speeds and direction.

### ◆ **Language:**

- Vocabulary: names of animals that appear in the Powerpoint: crocodile, lion, zebra, bird, parrot, fish, monkey, elephant, turtle, tiger, dog, cat, frog, butterfly, rabbit, mouse, fox, chicken, spider, snake, horse, giraffe. Tag.

- Adverbs/ adjectives: slow/ fast; low/ tall; heavy/light.

- Expression: You are...

- Movements: Fly, slither, swim, go on all fours, jump.

**COOL-DOWN – GAME: “Animal jigsaw”.** To play this game it is necessary to have little cards with pictures of animals and then little cards of the name of those animals written down. The ones with the picture will have to act as the animal, and the ones with the name will have to go around saying its name to see if they can find the animal from the card. The game is to be able to find all the people who have the same animal and join together.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary: Names of animals that appear in the Powerpoint.

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## ● **Resources**

- *Powerpoint “animals”.*
- Two cloths, keys.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 26

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams. - Animals.

- **Aim: Play some games related to different animals.**

**Work individually and in groups, respecting the rules of the games.**

- **Lesson description**

**WARM UP- GAME:** “*Spider*”. The spider will be in the middle of the gym and can only move sideways. Players will be at one end of the gym. When the spider says “*spider!*” all the players will have to get across the room to the other end without being caught. The ones who are tagged by the spider will become a spider as well, so that every time will be more difficult to get across without being tagged.

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for moving.

- ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: spider, tag.

**ACTIVITY-** Watch the *Powerpoint “animals”*. Remember names of animals and expressions.

- GAME: “*Zoo*”. Everyone sits in a circle and chooses an animal. A player stands in the middle and calls out two animals. These two have to change places before the caller can take the place of one of them. When the caller says “*zoo!*” everyone has to change places.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: **“Wild animal”**. Everybody is running and at the call *“wild animal, three”*, they will have to join in groups of three. This is a very useful way of getting people into groups quickly.

- GAME: **“Jumping monkey”**. Children will be in groups of 5 that we have already created from the last game. They will be standing in a circle with the monkey in the middle. In turn and with a soft ball each one tries to hit the monkey. When they throw the ball they will say *“jump!”*. If hit, the monkey changes places with the one who hit them (*“You are the monkey”*). The object is to be the monkey as long as possible.

### ◆ **Objectives:**

To play circle games related to animals.

To feel that playing with others and being active is good for them and fun.

### ◆ **Language:**

- Vocabulary: Names of animals. Zoo. Jump.

- Numbers: from one to five.

- Expression: You are... (the monkey).

**COOL-DOWN** – GAME: **“Roller ball”**. All the players sit in a circle on the floor and spread out their legs so that each foot meets the foot of a neighbour. One player is given a large ball which is rolled across the floor to be caught in someone’s legs. The person rolling the ball says *“which is your favourite animal?”*. The one who receives the ball will answer, saying *“my favourite animal is...”*.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Names of animals.

- Question/answer: Which is your favourite animal/ My favourite animal is...

● **Resources**

- Powerpoint “animals”.
- A soft ball.

**SESSION 27**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams.- Jobs.

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● **Aim: Play some games related to different jobs.**

**Work individually and in groups, respecting the rules of the games.**

● **Lesson description**

**WARM UP- GAME:** “*Nurses and doctors*”. Two teams line up at either end of the gym having placed a heap of belongings, coats, dressing gowns, caps, bags. at a certain distance in front of each team (in their hospital). The game is to capture the enemy’s belongings without getting caught (and then having to join the other side). They can name the objects when they catch them. At first they have to divide the space “*this is our hospital*”.

- One hold body stretch.

◆ **Objectives:**

To raise the body temperature.

To prepare our body for moving.

◆ **Language:**

In this activity the children are likely to use:

- Vocabulary: coats, dressing gowns, caps, bags.

- Organizing groups: You are a nurse, you are a doctor...

- Organizing space: this space is our hospital.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**ACTIVITY-** Watch the *Powerpoint “jobs1”*. At the end we can ask to the children “*What do you want to be? And they will answer “I want to be a... ”.*

- GAME: “*What’s my job?*” In a circle one person volunteers to mime a job, the others guess. The next one has a turn (they will say “*it’s your turn*”) and so on.

- GAME: “*Ball upwards*”. The players stand up in a circle and each takes the name of a job. There’s one in the middle who throws the ball upwards and calls out one of the jobs. Whoever is called must catch the ball before it falls, throw it again and call out another name. If it is difficult to remember names of jobs they can play with a label stuck on their t-shirt, with names written on them.

- GAME: “*The magic stick*”. Everyone has to think of a job that they want to mime. The stick can be the prop that they can use for any purpose, except for a stick. Then the one who guesses the job is the next one to mime. Other props can be a chair, a hoop, a rope.

### ◆ **Objectives:**

To choose and perform different movements to imitate jobs.

To explore and use skills to suit the game they are playing.

### ◆ **Language:**

- Vocabulary: names of jobs – secretary, caretaker, bricklayer, detective, doctor, fireman, teacher, tourist, scientist, waiter, gymnast, artist, carpenter, cook, dentist, musician, astronaut, policeman, driver, pilot, hairdresser, student, soldier, vet, dancer.

- Question: What’s my job?

- Organizing the game: It’s your turn.

**COOL-DOWN – GAME:** “*What do you want to be?*”. Everybody wanders round with eyes shut and when they encounter someone, they explore the face and guess who it is. Once they have guessed they ask to each other “*What do you want to be?*” and they will answer “*I want to be a... ”.*

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary: names of jobs.

- Question/ answer: What do you want to be?/ I want to be a...

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### ● **Resources**

- *Powerpoint “jobs1”*.
- A stick, a chair, a hoop, a rope, a ball.

## **SESSION 28**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams.- Jobs and colours.

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### ● **Aim: Play some games related to different jobs and colours.**

**Work individually and in groups, respecting the rules of the games.**

### ● **Lesson description**

**WARM UP- GAME: “Run and guess”.** The teacher has a bag with little papers in it with some names of jobs. There are two teams. Each team sits down at a different end of the gym. Two volunteers start taking a paper from the bag. Then they read which the job is, run to their team and perform it. Players from the same team must guess the job. This is a competition between the two teams, seeing which is the first one to guess it. Then another child takes a paper from the bag.

- One hold body stretch.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for the activity.

### ◆ **Language:**

In this activity the children are likely to use:

Vocabulary: names of jobs.

How to make teams: paper, scissors, stone... (game in pairs).

You are in team A, you are in team B.

Giving scores: Your score is one point...

**ACTIVITY-** Watch the *Powerpoint “colours”*. Learn names of colours.

- GAME: **“Blood... Stop!”**. One child (IT) joins his hands to form a hole. The rest of the class put a finger in this hole. When IT says *“blood!”*, everybody must run away from him. Then IT says *“stop!”*, the other students have to freeze. IT will then say: *“touch colour... blue!”*. Everybody should touch the blue colour before IT tags them. Then someone else starts *“blood!”*...

- Watch the *PowerPoint “jobs2”*. Remember names of jobs. Remember how to answer *“Yes I am”*, *“No I am not”*.

- GAME: **“Jobs and colours”**. Two circles alongside each other; in one the players choose names of colours (*“I am...red”*), and in the other jobs (*“I am... a secretary”*). When the teacher calls out two names, one colour and one job, each one has to jump up and run round the two circles. Colours will be chasing jobs. If the job is caught it will swap places with the colour taking its name.

- GAME: **“Labelling”**. Everyone puts the name they like to be called by in a bag (it can be a colour or a job). Each one then picks out another person’s label and has to find that person asking *“Are you the fireman?”*. If the person asks *“yes, I am”*, the first one can stick the label on him. If this person answers *“No, I am not”* then the first one must keep trying until he finds the person from the label.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To explore and use skills to suit the game they are playing.

To enjoy playing with others recognizing their role in the game.

### ◆ **Language:**

- Vocabulary: blood, stop, tag, names of jobs.

Names of colours: orange, brown, blue, black, green, white, grey, purple, yellow, red, pink.

- Expression: Touch colour... blue!

I am colour...red.

I am a... secretary.

- Question/ answer: Are you a policeman? Yes, I am / No, I am not.

**COOL-DOWN – GAME: “Detective”.** Each player takes a little paper from a bag. All the papers are blank except three, one of which carries the word “soldier”, another “detective” and the other “policeman”. No one must reveal what is on their paper. Then the players start walking over the gym. After a time the soldier chooses someone, look into his/her eyes and winks twice (closing one eye briefly). Then this person becomes a soldier as well and starts to walk as a soldier. Meanwhile, the detective and the policeman may have to try at picking out the soldier, but if they accuse the wrong people, the soldier goes free and everyone picks up a little paper from the bag again.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary: detective, policeman, soldier.

- Expression: you are the soldier!

---

## ● **Resources**

- *Powerpoint “jobs2”.*
- *Powerpoint “colours”.*
- Bag, little papers to write on them, pencils.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 29

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams.- Daily life situations.

#### ● **Aim: Play some games related to greetings and moods.**

Explore ideas, moods and feelings by improvising and by experimenting with actions and body expressions.

Work individually and in groups, respecting the rules of the games.

#### ● **Lesson description**

**WARM UP- GAME:** “*The doorkeeper*”. In this game the players stand in a circle with their legs apart; the one in the middle tries to roll a ball through the legs of one of them. They try to stop the ball by hitting the ball quickly when it is coming their way. A player who lets the ball through can change places with the one in the middle. They can say “*it’s your turn*” when they have to swap places.

- One hold body stretch.

##### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for moving.

##### ◆ **Language:**

In this activity the children are likely to use:

Expression: *it’s your turn*.

**ACTIVITY-** Watch the *Powerpoint “dailylifesituations1”*. See how we can greet somebody and which are the moods and feelings that we can have in our normal life.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: **“Spot the changes”**. To play this game it will be necessary to print and cut out **“moods and feelings” word document**. Everybody will be sitting down in a circle, the teacher will put some cards in the middle. Students will be asked to close their eyes and the teacher will take one card away. Then he/she will ask *“Which has been taken away?”*, and they will answer *“scared!”*, for example then everybody will have to perform this mood. They will be doing that until they have performed all the feelings.

- GAME: **“Deaf and dumb”**. The players are sitting in a circle and are named alternately *“deaf – dumb”*. The deaf ones ask *“how do you feel?”* to the dumb ones who can only reply by miming or gestures. Then the deaf ones will have to say the mood or feeling, e.g. *“happy”*. Then they reverse roles. Do the same activity several times. It will be helpful to have the cards from the **“moods and feelings” pdf document**.

- GAME: **“The magic box”**. Kids line up in a row. One by one, they must pass under a tunnel –e.g one table- and when they go out of this tunnel they become... a pianist, a soldier, a dancer, a singer, a policeman, a lion, a snake... This activity can help them to remember vocabulary that they have learnt in the previous lessons related to animals and jobs.

### ◆ **Objectives:**

To act out some feelings using their body and facial expressions.

To imagine daily life situations and perform them.

### ◆ **Language:**

- Vocabulary: moods and feelings (hot, cold, happy, sad, angry, scared, hungry, thirsty, surprised, tired). Deaf, dumb.

- Vocabulary related to animals and jobs.

- Question/ answer: Which has been taken away?

How do you feel? I feel... surprised.

**COOL-DOWN – GAME: “Greetings”**. One person sits on a chair at the end of the gym, blindfolded. In turn players go up to her and say some kind of salutation. It might be *“Good morning, Mrs. Happy”*; *“Good afternoon, Mr. Sad”* or *“Good night, Mrs. Hungry”*. And then adding *“How are you?”*. She has to guess the person

## **“BODY EXPRESSION AND DRAMA PROJECT”**

from the disguised voice. After three turns of guessing wrongly, she gives the throne to the next one, who might choose another name (related to moods and feelings) and will make it known to his subjects.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Vocabulary: moods and feelings (hot, cold, happy, sad, angry, scared, hungry, thirsty, surprised, tired).

- Greetings: Good morning, how are you? / Good afternoon, how are you? / Good night, how are you?.- I’m fine, thank you.

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### ● **Resources**

- Powerpoint “*dailylifesituations1*”.
- pdf “*moodsandfeelings*”.
- Chair, table.

## **SESSION 30**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** In my dreams.- Dailylife situations.

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### ● **Aim: Play some games related to daily life situations.**

**Work individually and in groups, respecting the rules of the games.**

### ● **Lesson description**

**WARM UP- GAME: “Hide and seek”.** There will be one seeker who will count up to ten. The rest will go off to hide. In each case when anyone is found they will join the seeker. If one of the hidiers arrives to the starting place of the game and says “home”, everyone will be saved and the seeker will have to count up to ten and start again.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- One hold body stretch.

### ◆ **Objectives:**

- To raise the body temperature.
- To prepare our body for moving.

### ◆ **Language:**

In this activity the children are likely to use:

- Vocabulary: home.
- Numbers (from one to ten).
- Expression: You are IT.

**ACTIVITY-** Watch the *Powerpoint “dailylifesituations2”*. See how we can say goodbye in different situations and check which means of transport that we know.

- GAME: **“Saying goodbye”**. Each small group will have to create a movement/drama around this topic “goodbyes”. This could be at school (“See you later!”), at a railway station or at an airport (“We will miss you!”).

- GAME: **“Car wash”**. The players stand in two lines facing each other with some space between each couple. Each participant in turn chooses the vehicle he or she would like to become: a lorry, a train, a bus,...(*“I am a train, I am a taxi...”*). As they go down the line each couple uses their hands to wash the vehicle and polish it.

The same activity can be done but the two lines are like a **shower** and there’s one who passes in between. When the couples are washing him/her, they should say which part of the body they are washing (*“head, arm, tummy...”*).

- ACTIVITY: “Movement poems”. From the *Powerpoint “poems”* choose one poem and learn it while doing the actions that the poem suggests.

### ◆ **Objectives:**

- To imagine daily life situations and perform them.
- To perform some actions related to a poem.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

- Vocabulary: school, railway station, airport.

Means of transport: train, car, ambulance, taxi, police car, motorbike, airplane, school bus, bicycle, lorry, helicopter, ship.

Parts of the body (back, tummy, leg, arm..).

- Expressions: Goodbye! / See you later! / We will miss you!

I am... a train.

- Question/answer: Who can drive a taxi? A taxi driver.

Who can drive a bus? A bus driver.

Who can fly an aeroplane? A pilot.

- Movement actions that appear in the “poems” PowerPoint.

**COOL-DOWN – GAME: “Pass the smile”.** The first player takes the smile off her face and passes it to the next one, who is looking very relaxed until the smile is directed at her: she then becomes radiant.

### ◆ **Objectives:**

To calm down and relax.

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### ● **Resources**

- *Powerpoint “dailylifesituations2”.*
- *Powerpoint “poems”.*

**In this Unit “In my dreams” the teacher can use the assessment sheet to make notes throughout the sessions 25-30.**

## “*BODY EXPRESSION AND DRAMA PROJECT*”

### SESSION 31

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** What is it for? Say and imagine. - Balls.

- **Aim: Show increasing control in using small equipment (balls).**

**Roll, throw, catch or kick a ball successfully.**

- **Lesson description**

**WARM UP- GAME: “*Shadows*”.** In pairs imitate what the other is doing with a ball. At first it can be mirroring as if one was standing in front of a mirror. As a progression there could be quite active movement such as running, bouncing the ball...

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for playing.

- ◆ **Language:**

- Organizing the game: Me first, me second.

**ACTIVITY-** Watch the *Powerpoint “Balls”*. See what a ball could be. Everybody will have a ball. It will be used to perform the different objects related to a ball that appear in the Powerpoint. Then the students can say some things that a ball could be. The teacher will have to translate what the students say. After this they will play some games with balls.

- GAME: “*Throw it*”. The child runs to the hoop with the ball. The child stands in the hoop and throws the ball into the air and catches it (three times). Each time he/she will call out a thing that a ball could be “apple”, “potato”, “egg”... The child runs back to the start with the ball and passes it to the next child (“it’s your turn”).

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- GAME: **“Aiming at...”**. Show the children how to throw a ball into a hoop. They can stand a short distance from the hoop (they will say “near”) or they can walk some strides back (they will say “far”). Show them the underarm throwing technique. They can also bounce the ball and see if it stops in the hoop. They will use the verbs when doing the actions “throw”, “bounce”. They will say “nearly” or “done” depending on where the ball goes when it’s thrown.

- GAME: **“Kicking”**. Ask the students to kick the ball against a wall. The teacher can chalk a target on to the wall. In pairs, let’s see who is the one who can kick the ball more times without missing it (he/she will count “one time, two times, three times...”).

### ◆ **Objectives:**

To perform a range of skills with control when playing with a ball.

To play with others and keep the rules of the game.

### ◆ **Language:**

- Vocabulary from the Powerpoint: apple, potato, egg, sun, kangaroo, frog.

- Question/answer: What could a ball be? It could be a/an...

What is a ball used for? A ball is used for playing games.

- Organizing the game: It’s your turn.

- Counting: one time, two times...

- Organizing space: near, far.

- Actions: throw, bounce, kick.

- Aiming: Nearly! Done!

**COOL-DOWN – GAME: “The cat and the mouse”**. Players sit in a circle and pass a small ball (mouse) around the circle one at a time. The large ball (cat) is introduced and also passed round in the same direction. The idea is to try and get the cat to catch the mouse; when it catches up you can go in the opposite direction.

### ◆ **Objectives:**

To calm down and relax.

## “BODY EXPRESSION AND DRAMA PROJECT”

### ◆ Language:

- Expressions: This ball is the cat/mouse.

Change direction (when the cat catches the mouse).

- Adverbs: Faster! (When passing the balls round).

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### ● Resources

- *Equipment: balls, hoops, chalk.*
- *Powerpoint “balls”.*

## SESSION 32

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** What is it for? Say and imagine. – Cones.

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### ● Aim: Show increasing control in using small equipment (cones).

Use increasing control over an object by balancing, rolling and throwing it.

### ● Lesson description

**WARM UP- GAME: “Colour cones”.** The teacher will say a colour to each player. At the call “Green cones” players group according to the instruction given. If it is said “three red cones” they will have to group according to this one.

- One hold body stretch.

### ◆ Objectives:

To raise the body temperature.

To prepare our body for playing.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Language:**

In this activity the children are likely to use:

- Vocabulary: colours (red, green, blue).

Numbers (from one to five).

**ACTIVITY-** Watch the *Powerpoint “Cones”*. See what a cone could be. Everybody will have a ball. It will be used to perform the different objects related to a cone that appear in the Powerpoint. Then the students can say some things that a cone could be. The teacher will have to translate what the students say. After this they will play some games with cones.

- GAME: **“Four cones”**. Put out four pairs of cones. Children will be in teams of 4 or 5. They will take it in turns (playing one team against another one) to dribble the ball in and out of a pair of cones. They will count the times they can do that. “One point, two points...”. At the end they can compare the score between teams “your score is...”.

- GAME: **“What can we do with a cone?”**. Let the children play with some cones. Encourage them to do some balances “I can balance the cone on my hand...” , make some group balances using cones. Use some points of the gym as a target and throw the cones aiming at them.

### ◆ **Objectives:**

To explore some movements with coordination when using cones.

To complete simple tasks such as throwing a cone towards a target.

### ◆ **Language:**

- Vocabulary from the Powerpoint: icecream, hat, trumpet, loudspeaker.

- Question/answer: What could a cone be? It could be a/an...

What is a cone used for? A cone is used for playing games.

- Scoring: one point, two points...

Your score is...

## **“BODY EXPRESSION AND DRAMA PROJECT”**

**COOL-DOWN** – ACTIVITY: Ask the children to sit down with their legs crossed and backs straight. Go round and collect the cones. Remember the colours while collecting them “red cone, blue cone...” . Ask the children to stretch out their legs. Now ask the children to lie down on their backs or tummies with their eyes shut and relax.

◆ **Objectives:**

To calm down and relax.

◆ **Language:**

- Colours.
- Understand the instructions: “stretch your legs”, “lie down on your back/tummy”, “relax”.

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● **Resources**

- *Equipment:* cones, balls.
- *Powerpoint* “cones”.

**SESSION 33**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** What is it for? Say and imagine. – Quoits.

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● **Aim: Show increasing control in using small equipment (quoits).**

**Use increasing control over an object by balancing, rolling and throwing it.**

● **Lesson description**

**WARM UP-** ACTIVITY. Ask the children to run two laps. After ask them to copy you while you stretch different parts of the body while saying the names.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

To raise the body temperature.

To prepare our body for playing.

### ◆ **Language:**

In this activity the children are likely to use:

- Parts of the body.

**ACTIVITY-** Watch the *Powerpoint “quoits”*. See what a quoit could be. Everybody will have a quoit. It will be used to perform the different objects related to a quoit that appear in the Powerpoint. Then the students can say some things that a quoit could be. The teacher will have to translate what the students say. After this they will play some games with quoits.

- **GAME: “Quoits drop”**. The child walks with a quoit balanced on their head up to a hoop. The child drops the quoit into the hoop from their head (He/she can say “done!” if the quoit aims the hoop or can say “nearly!” if it nearly aims the hoop). The child picks up the quoit, runs back to the start and passes it to the next child (then he/ she will say “it’s your turn”).

- **ACTIVITY:** Set up four to six cones and ask the children to throw their quoits underarm, so that they hit the cone from four strides away. Tell the children to move further away if they are successful at hitting the cones.

- **ACTIVITY:** Put the children in pairs. Ask the pairs of children to stand about 5 metres apart and roll the quoit to each other. Can their partner stop the quoit and roll it back straight away?

They can use this language: “nearly! Try it again”, ” Well done!”

- **GAME: “net-type game”**. The aim of the game is to throw quoits into your opponent’s hoop to score points. The game is played one against one. Set up a court, with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line. One player tries to throw three quoits into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. Once one player has thrown three quoits, the other player has a go (“it’s your turn”).

## **“BODY EXPRESSION AND DRAMA PROJECT”**

### ◆ **Objectives:**

- To explore some movements with coordination when using quoits.
- To complete simple tasks such as throwing or balancing a quoit.

### ◆ **Language:**

- Vocabulary from the Powerpoint: hat, wheel, bracelet, moon, cake.
- Question/answer: What could a quoit be? It could be a/an...  
What is a quoit used for? A quoit is used for playing games.
- Organizing the game: It's your turn.
- Actions: “balance”, “throw”, “roll”.
- Expressions: “nearly! Try it again”, ” Well done!”.

**COOL-DOWN – GAME:** “*Monarch of the court of the silence*”. The teacher announces that they are the queen/king of the court of silence. The teacher commands everyone to go and sit at the opposite end and when silence is reached he/she asks silently to one of the people to come to her/him. That chosen person then has to walk without making any noise up to the throne. If the monarch hears them they are gestured at to sit down and someone else is asked to go forwards. This continues until everyone is at the throne.

### ◆ **Objectives:**

- To calm down and relax.

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### ● **Resources**

- *Equipment:* quoits, cones, hoops.
- *Powerpoint* “quoits”.

## “BODY EXPRESSION AND DRAMA PROJECT”

### SESSION 34

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** What is it for? Say and imagine. – Rackets.

- **Aim: Show increasing control in using small equipment (rackets).**

**Perform a range of throwing, striking and catching skills with control.**

- **Lesson description**

**WARM UP-** ACTIVITY. Ask the children to take big, slow steps. Tell them to freeze, turn and change direction. Encourage them to take some steps sideways and backwards as well.

- One hold body stretch.

- ◆ **Objectives:**

To raise the body temperature.

To prepare our body for playing.

- ◆ **Language:**

- Instructions: “take big steps”, “freeze”, “turn”, “change direction”, “step forwards”, “step backwards”.

**ACTIVITY-** Watch the *Powerpoint “rackets”*. See what a racket could be. Everybody will have a racket. It will be used to perform the different objects related to a racket that appear in the Powerpoint. Then the students can say some things that a racket could be. The teacher will have to translate what the students say. After this they will do some activities with rackets.

- ACTIVITY: Show the children how to hold a short tennis racket. Show the children how you toss a beanbag off the racket and how you can catch it again on the racket. Let them practice that action. They can use some verbs “throw”, “catch”.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- **ACTIVITY:** Change the beanbag for a medium foam ball. Try to hit the ball with the racket as many times as possible. Count “one, two, three...”.

They can do now the same activity but hitting the ball against a wall. To make it easier they can let the ball bounce before hitting it.

- **GAME:** Use skipping ropes on the ground as a net. The game is played two against two. On each side, one child has the racket and the other the ball. The child with the ball feeds it to the child with the racket. If the ball bounces twice before the other child without the racket can catch it then a point is scored. The pair on the other side then do the same (It’s your turn”). At the end they can count their score “your score is...”

### ◆ **Objectives:**

To coordinate and control their body when performing some racket skills.

To copy actions and ideas and use the information they collect to improve their skills.

### ◆ **Language:**

- Vocabulary from the Powerpoint: pan, plate, telephone, pear, pillow, broom, spoon.

- Question/answer: What could a racket be? It could be a/an...

What is a racket used for? A racket is used for playing games.

- Organizing the game: It’s your turn.

- Scoring: one point, two points... Your score is...

- Actions: throw, hit, catch.

**COOL-DOWN – GAME: “Poor cat”.** One person begins by sitting on someone’s lap and giving a “miaoww” to which the person has to say “poor cat”, this is repeated three times with the object of making the sitting player laugh. If he does, then he becomes poor cat.

### ◆ **Objectives:**

To calm down and relax.

● **Resources**

- *Equipment:* rackets, balls, beanbags, skipping ropes.
- *Powerpoint “rackets”.*

**SESSION 35**

**Subject:** Physical Education      **Age:** 1<sup>st</sup> Cycle (Primary Education)

**Topic:** What is it for? Say and imagine. – Ropes.

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● **Aim: Show increasing control in using small equipment (ropes).**

**Use increasing control over an object by playing with it.**

● **Lesson description**

**WARM UP- ACTIVITY:** Jog on the spot, then jog to a space, freeze, turn and jog again. Walk on tiptoe. Find a space, freeze and tiptoe again. Skip to a space, freeze, turn and skip to another space.

- One hold body stretch.

◆ **Objectives:**

To raise the body temperature.

To prepare our body for playing.

◆ **Language:**

- Instructions: “jog on the spot”, “walk on tiptoe”, “skip”, “freeze”, “turn”.

**ACTIVITY-** Watch the *Powerpoint “Ropes”*. See what a rope could be. Everybody will have a rope. It will be used to perform the different objects related to a rope that appear in the Powerpoint. Then the students can say some things that a rope could be. The teacher will have to translate what the students say. After this they will play some games with ropes.

## **“BODY EXPRESSION AND DRAMA PROJECT”**

- ACTIVITY. Give each child a rope. Ask these questions: Who can throw it with two hands? Who can throw it with one hand? Who can catch it with two hands? Who can catch it with one hand? Who can skip with the skipping rope?

When they are performing they can use this expression “*teacher, look at me*”.

- GAME: “**Four cones**”. Use four cones to make a playing area of about five metres squared. Three children are attackers and one is a defender. The attackers are not allowed to move but they can score points by touching a cone with the rope. The defender is allowed to move and must try to stop the attackers touching the cones. They will count the points “one point, two points..” and at the end the score “your score is...”

- GAME: “**Skipping rope**”. Use a skipping rope, two children will hold it and another one will skip. Everybody will sing: “the wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round. All day long”.

### ◆ **Objectives:**

To explore some movements with coordination when using ropes.

To enjoy playing some games using ropes.

### ◆ **Language:**

- Vocabulary from the Powerpoint: snake, hose, some spaghetti, belt, whip, river, necklace.

- Question/answer: What could a rope be? It could be a/an...

What is a rope used for? A rope is used for playing games.

- Expression: teacher, look at me.

- Scoring: one point, two points... Your score is..

- Actions: skip.

- Song: “the wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round. All day long”.

**COOL-DOWN** – Let’s relax. Ask the children to lie in a space. Ask them to close their eyes and stretch out their arms and legs. Tell them to hold the stretch for a count

## **“BODY EXPRESSION AND DRAMA PROJECT”**

of five and then relax. Now tell the children to curl up small and then slowly stretch as tall as they can. Tell them to hold the stretch again for a count of five and then relax.

### ◆ **Objectives:**

To calm down and relax.

### ◆ **Language:**

- Understand the instructions: “lie”, “close your eyes”, “stretch your arms and legs”, “hold five seconds”, “curl up”, “stretch as tall as you can”.

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### ● **Resources**

- *Equipment:* skipping ropes, cones.
- *Powerpoint “ropes”.*

**In this Unit “What is it for” the teacher can use the assessment sheet to make notes throughout the sessions 31-35.**

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