

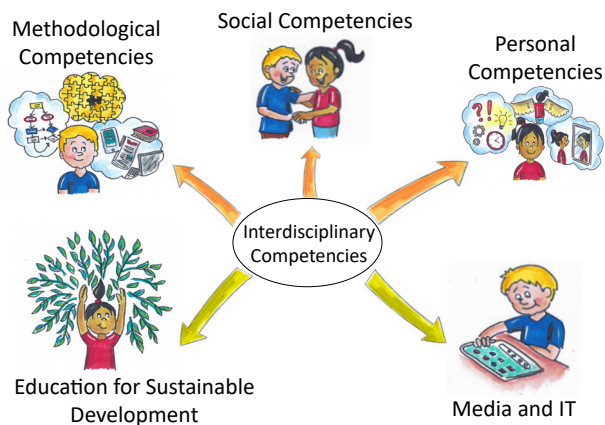


Group sizes



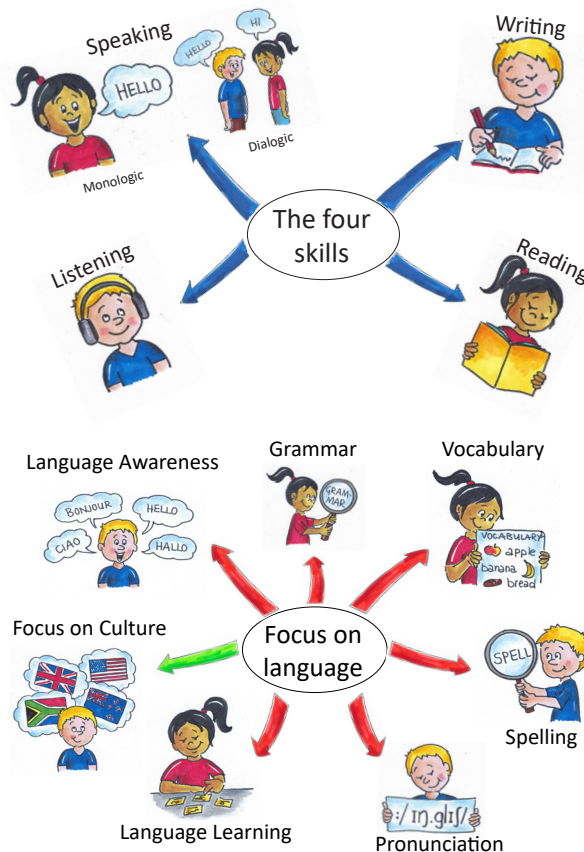
- Material needed
- Overview of competency pictures

How to play:



Circle the competencies to focus on.

Competencies:



A visualisation of the material required

1.2/2 Body

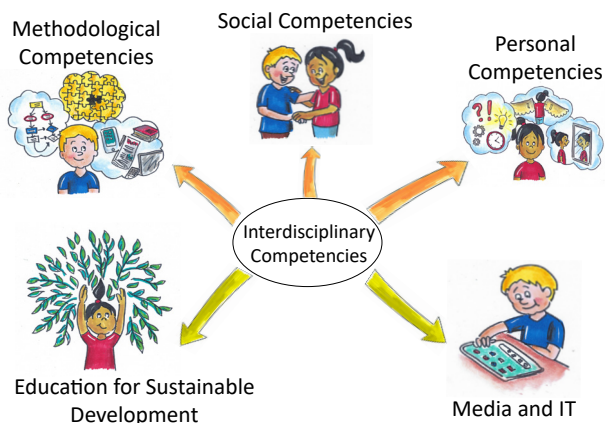


Group sizes



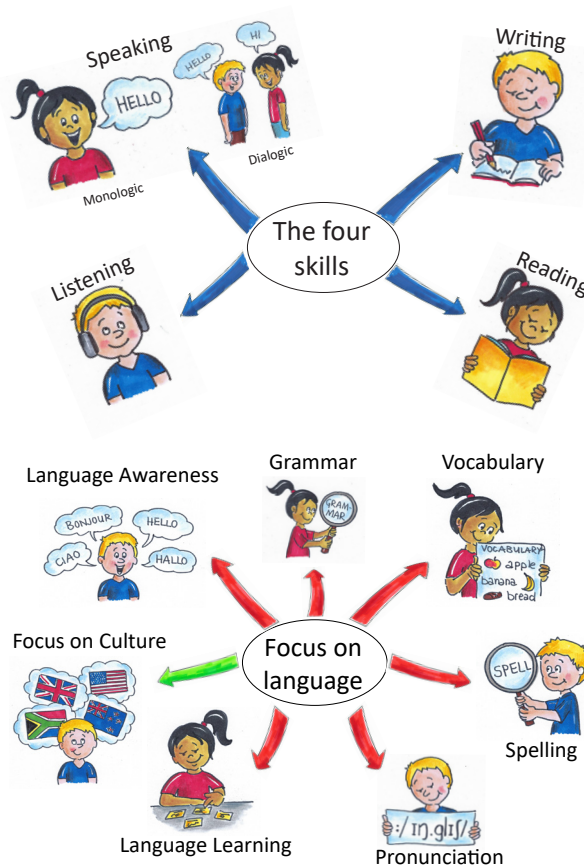
- Material needed
- Overview of competency pictures

How to play:



Circle the competencies to focus on.

Competencies:



A visualisation of the material required

1.2/2 Body



3-4



- C1 cards
- BG1
- 6-sided dice and counters

How to play:

- Form teams of 3 - 4.
- Students take turns rolling the dice and moving accordingly.
- Students either take a card and
 - draw (blue circle) the other students guess.
 - or touch (red circle)
 - or say (green circle) the indicated body part
- . eg. "It's a/an (body part)".

**Competencies:**

1.2/2 Body



3-4



- C1 cards
- BG1
- 6-sided dice and counters

How to play:

- Form teams of 3 - 4.
- Students take turns rolling the dice and moving accordingly.
- Students either take a card and
 - draw (blue circle) the other students guess.
 - or touch (red circle)
 - or say (green circle) the indicated body part
- . eg. "It's a/an (body part)".

**Competencies:**

1.2/2 Body



Individual



- Craft material
- Or plastic waste

**How to play:**

- Students create their own monster, alien, ghost, animal etc.
- Some craft possibilities are to use spools, sticks, clay, fimo, pipe cleaners, felt, beads, paper mache, corn starch, dough etc.
- *Alternatively:* use scrap materials such as lids, cans, styrofoam, bottles etc. that the students have collected in order to sensitise the students to recycling and plastic waste issues.
- See QR code link given or www.supersack.ch for more information
- Students can then present their creature to the class: "This is my ____", "His/Her name is ____", "The eyes are ____(colour or item)"

Competencies:

1.2/2 Body



Individual



- Craft material
- Or plastic waste

**How to play:**

- Students create their own monster, alien, ghost, animal etc.
- Some craft possibilities are to use spools, sticks, clay, fimo, pipe cleaners, felt, beads, paper mache, corn starch, dough etc.
- *Alternatively:* use scrap materials such as lids, cans, styrofoam, bottles etc. that the students have collected in order to sensitise the students to recycling and plastic waste issues.
- See QR code link given or www.supersack.ch for more information
- Students can then present their creature to the class: "This is my ____", "His/Her name is ____", "The eyes are ____(colour or item)"

Competencies:

1.2/2 Body



3



- HO4
- C4 dominoes cards
- See D 11 for a follow-up

How to play:

- Mime and have the students repeat a movement for the actions on the cards, eg. "I smell with my nose", "I sing with my mouth", etc.
- Divide the class into teams of 3-4 and give each group the C4 cards.
- Shuffle the cards then help them match them up. Repeat as many times as necessary.
- To play the groups then shuffle the cards well and deal out 4 cards to each player.
- The rest of the cards are put in the middle face down and the top card is turned over and placed in the middle.
- Student 1 looks at his/her cards. S1 puts a matching card down or takes a card from the pile when there isn't a match.
- If this card matches S1 puts it down, if not S1 keeps the card and the next student continues.
- Once the cards in the middle are used up instead of taking a card the students miss a turn.
- When S1 has a match he says a sentence combining the number and object: "I smell with my nose". they can add a word like "I spell apig with my nose"
- The winner is the first student to have no more cards.

Competencies:



1.2/2 Body



3



- HO4
- C4 dominoes cards
- See D 11 for a follow-up

How to play:

- Mime and have the students repeat a movement for the actions on the cards, eg. "I smell with my nose", "I sing with my mouth", etc.
- Divide the class into teams of 3-4 and give each group the C4 cards.
- Shuffle the cards then help them match them up. Repeat as many times as necessary.
- To play the groups then shuffle the cards well and deal out 4 cards to each player.
- The rest of the cards are put in the middle face down and the top card is turned over and placed in the middle.
- Student 1 looks at his/her cards. S1 puts a matching card down or takes a card from the pile when there isn't a match.
- If this card matches S1 puts it down, if not S1 keeps the card and the next student continues.
- Once the cards in the middle are used up instead of taking a card the students miss a turn.
- When S1 has a match he says a sentence combining the number and object: "I smell with my nose". they can add a word like "I spell apig with my nose"
- The winner is the first student to have no more cards.

Competencies:



1.2/2 Body





varies



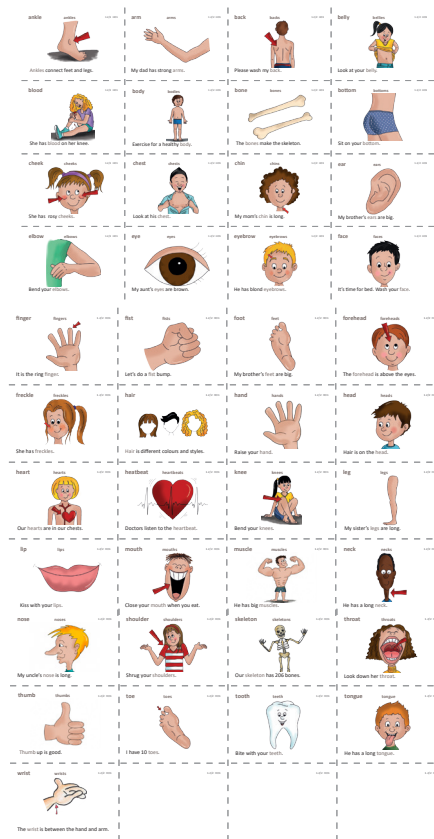
- HO1
- C1

How to play:

- Introduce the vocabulary with exaggerated movements.
- Hand the NOSE picture dictionary card around saying loudly NOSE
- miming a long nose or a turned up or big nose.
- Have fun .
- Pass TOE card around kids show, wiggle and point to their toes
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card
 - d) Mold

Competencies:

1.2/2 Body



varies



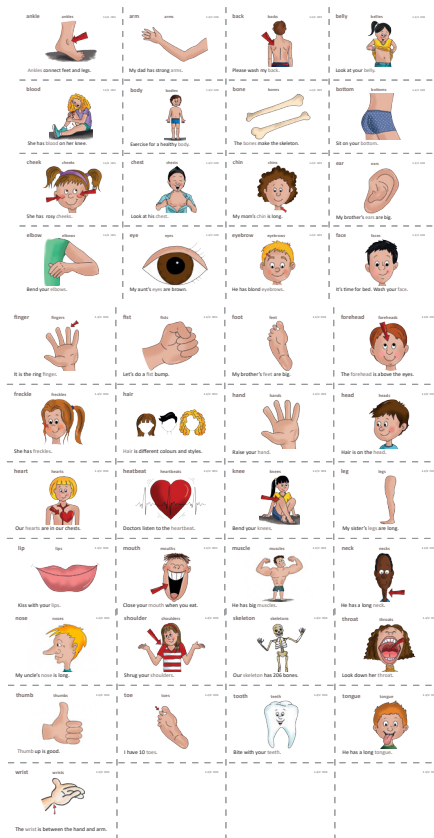
- HO1
- C1

How to play:

- Introduce the vocabulary with exaggerated movements.
- Hand the NOSE picture dictionary card around saying loudly NOSE
- miming a long nose or a turned up or big nose.
- Have fun .
- Pass TOE card around kids show, wiggle and point to their toes
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card
 - d) Mold

Competencies:

1.2/2 Body





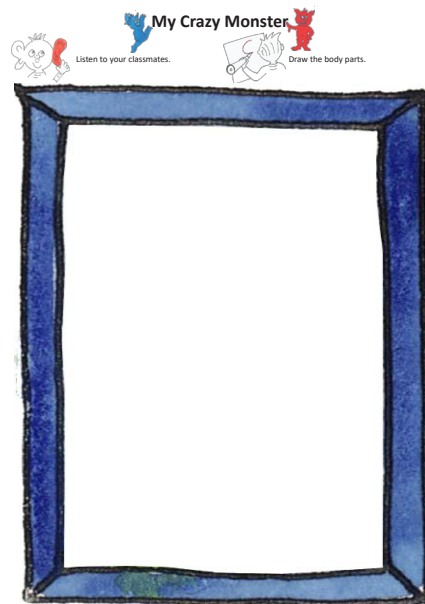
3-4



- HO8
- C1
- 6-sided dice

How to play:

- The group sit in a circle and each student has a HO8.
- A pile of C1 cards lies face down in the middle of the circle.
- The first student throws the dice and says the number eg. "6".
- The same student turns over a C1 card and says what is on it eg. "ears".
- The student then says, "**Draw 6 ears.**"
- The next student has a turn.
- When all the student have had a turn they compare their pictures and talk about them.
- Alternatively: Give each student a copy of HO8. Ask them to draw a monster in the picture using different coloured crayons for the different body parts. They can give their monsters a name. The kids can describe their monsters. eg. "**My monster's name is...**", "**It has ... (colour and number)legs**" etc.



1.2/2 My Body HO8 028

Competencies:

1.2/2 Body



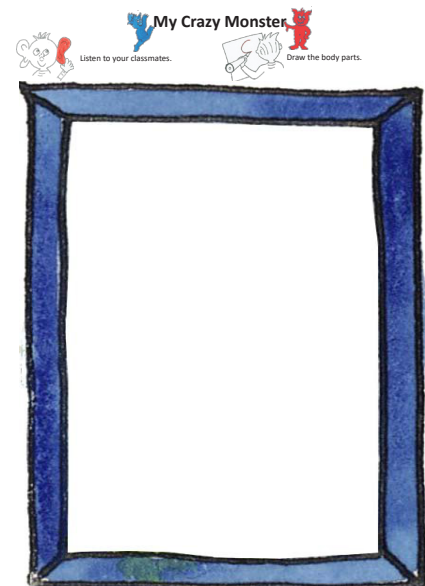
3-4



- HO8
- C1
- 6-sided dice

How to play:

- The group sit in a circle and each student has a HO8.
- A pile of C1 cards lies face down in the middle of the circle.
- The first student throws the dice and says the number eg. "6".
- The same student turns over a C1 card and says what is on it eg. "ears".
- The student then says, "**Draw 6 ears.**"
- The next student has a turn.
- When all the student have had a turn they compare their pictures and talk about them.
- Alternatively: Give each student a copy of HO8. Ask them to draw a monster in the picture using different coloured crayons for the different body parts. They can give their monsters a name. The kids can describe their monsters. eg. "**My monster's name is...**", "**It has ... (colour and number)legs**" etc.



1.2/2 My Body HO8 028

Competencies:

1.2/2 Body



Individual



- HO6

How to play:

- The students listen carefully and follow these instructions:
- Draw coloured lines from Jeremy or the animals to the matching body parts,
- draw a red line from the snakes tongue to the picture of a tongue
- chest, muscles, mouth , bones, freckles, bottom, ear, head, tongue and thumb.
- Write 1 on the red line, 2 on the yellow line, 3 on the blue line, 4 on the green line, 5 on the orange line, 6 on the pink line, 7 on the brown line, 8 on the black line, 9 on the purple line and 10 on the grey line.

**Competencies:**

1.2/2 Body



Individual



- HO6

How to play:

- The students listen carefully and follow these instructions:
- Draw coloured lines from Jeremy or the animals to the matching body parts,
- draw a red line from the snakes tongue to the picture of a tongue
- chest, muscles, mouth , bones, freckles, bottom, ear, head, tongue and thumb.
- Write 1 on the red line, 2 on the yellow line, 3 on the blue line, 4 on the green line, 5 on the orange line, 6 on the pink line, 7 on the brown line, 8 on the black line, 9 on the purple line and 10 on the grey line.

**Competencies:**

1.2/2 Body



entire class



- P4
- C1
- Musical instrument

How to play:

- Put C1 cards on the magnet board in the order that they appear.
- Have students touch the body parts as they sing.
- After singing both verses repeat and replace the first body part with "hmmm".
- Sing again and replace the second body part with "hmmm" and so on.
- Also touch the body part when singing "hmmm".
- Compose new versions with the students and/or have the children create new verses in groups.
- Present the new verses to the class.

Competencies:



Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes

Heart, eyebrows, thumbs and body, thumbs and body,

Heart, eyebrows, thumbs and body, thumbs and body,

Cheek and chin and tongue and bones

Heart, eyebrows, thumbs and body, thumbs and body,



1.2/2 Body



entire class



- P4
- C1
- Musical instrument

How to play:

- Put C1 cards on the magnet board in the order that they appear.
- Have students touch the body parts as they sing.
- After singing both verses repeat and replace the first body part with "hmmm".
- Sing again and replace the second body part with "hmmm" and so on.
- Also touch the body part when singing "hmmm".
- Compose new versions with the students and/or have the children create new verses in groups.
- Present the new verses to the class.

Competencies:



Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes

Heart, eyebrows, thumbs and body, thumbs and body,

Heart, eyebrows, thumbs and body, thumbs and body,

Cheek and chin and tongue and bones

Heart, eyebrows, thumbs and body, thumbs and body,



1.2/2 Body



2 groups



- P5

- C1

How to play:

- Have each group create a zebra crossing (UK)/crosswalk (US) with scrap paper and/or masking tape.
- One group calls out the commands loudly and the other group follows the directions.
- Students should exaggerate their movements.
- Reverse roles.
- Have groups make a list of other commands or give them the `Move your Body` command cards (C3) or HO.

Stop! Look! Listen!

Stop!

Look



and listen



before you cross the street.

Use your eyes.



Use your ears.



And then use your feet.



1.2/2 DE

1.2/2 DE

Competencies:

1.2/2 Body



2 groups



- P5

How to play:

- Have each group create a zebra crossing (UK)/crosswalk (US) with scrap paper and/or masking tape.
- One group calls out the commands loudly and the other group follows the directions.
- Students should exaggerate their movements.
- Reverse roles.
- Have groups make a list of other commands or give them the `Move your Body` command cards (C3) or HO.

Stop! Look! Listen!

Stop!

Look



and listen



before you cross the street.

Use your eyes.



Use your ears.



And then use your feet.



1.2/2 DE

1.2/2 DE

Competencies:

1.2/2 Body



entire class



- Lively music

How to play:

- The students dance to the music throughout the room.
- Stop the music and give a command. eg. **"Touch as many ears as you can"**.
- students count as they do it **"1 ear, 2 ears, 3 ears"** etc.
- The children start dancing again when the music starts.
- Commands can vary eg. **"Touch the left ear of a girl"** or **"Touch a right foot"** etc.



Competencies:



1.2/2 Body



entire class



- Lively music

How to play:

- The students dance to the music throughout the room.
- Stop the music and give a command. eg. **"Touch as many ears as you can"**.
- Children count as they do it **"1 ear, 2 ears, 3 ears"** etc.
- The students start dancing again when the music starts.
- Commands can vary eg. **"Touch the left ear of a girl"** or **"Touch a right foot"** etc.



Competencies:



1.2/2 Body



3 - 4



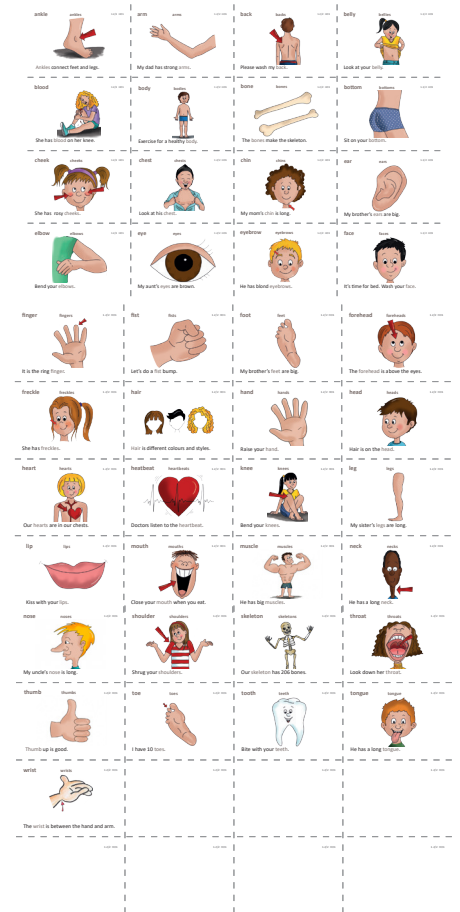
- C1 cards

How to play:

- Have each group shuffle the cards and make two piles.
- Students take turns taking a card from each pile and saying the word. eg. **"ear and elbow"**
- They then try to touch the two body parts. eg. **"Touch your ear with your elbow"**
- It's a game of luck as some combinations are very easy and others impossible.
- If a student is able to touch the two body parts he/she keeps the two cards.
- If it isn't possible the cards are placed back in the piles.
- **Variation:** One of the piles could be objects from the classroom eg. desk, pencil, chair, etc. or parts of the room, floor, window, etc. The students would then touch the body part to an object eg. **"Touch the desk with your feet"**

Competencies:

1.2/2 Body



3 - 4



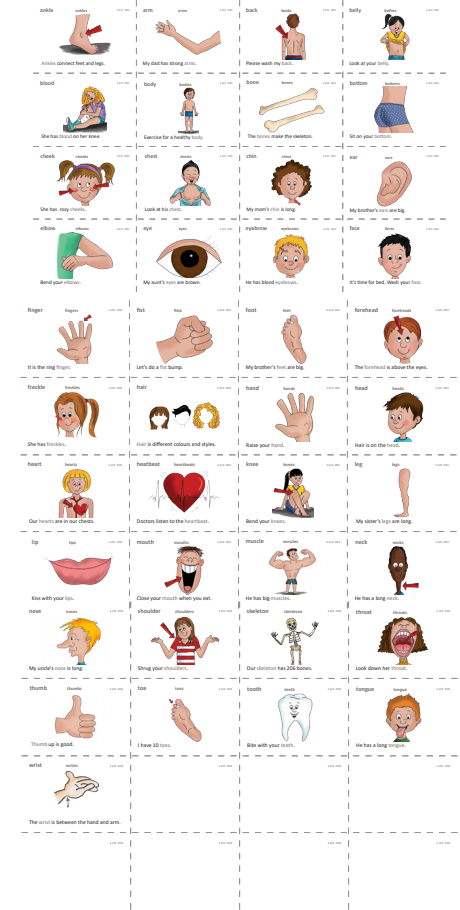
- C1 cards

How to play:

- Have each group shuffle the cards and make two piles.
- Students take turns taking a card from each pile and saying the word. eg. **"ear and elbow"**
- They then try to touch the two body parts. eg. **"Touch your ear with your elbow"**
- It's a game of luck as some combinations are very easy and others impossible.
- If a student is able to touch the two body parts he/she keeps the two cards.
- If it isn't possible the cards are placed back in the piles.
- **Variation:** One of the piles could be objects from the classroom eg. desk, pencil, chair, etc. or parts of the room, floor, window, etc. The students would then touch the body part to an object eg. **"Touch the desk with your feet"**

Competencies:

1.2/2 Body





3-4

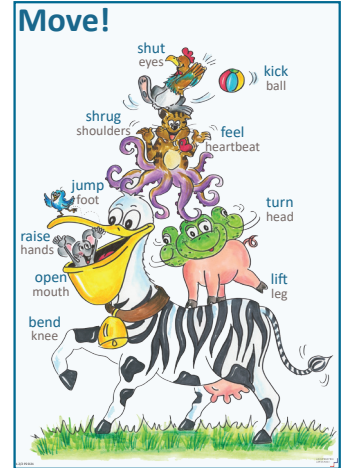
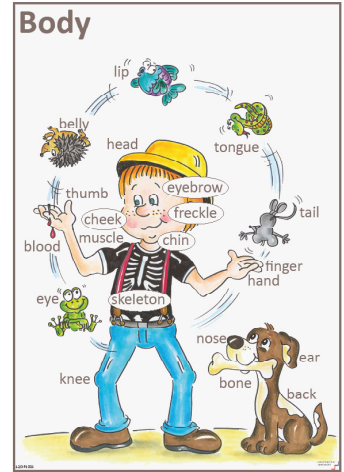


- C1 and C4
- P1 and P2

How to play:

- Quickly review the vocabulary by playing Simon Says or telling students to **"Touch your mouth"** etc.
- *Alternatively:* Have the students match the C1 and C4 cards and discard the rest for a faster paced snap.
- Give each group a set of the combined C1/4 cards.
- They shuffle and deal the cards.
- Each child has the same number of cards which are placed in a pile face down in front of them.
- Children take turns turning over their top card, placing it in the middle and saying the body part.
- If two cards match, either the two pictures of the body part or the body part and corresponding action from C4, the first child who says **"Snap"** and can name the body part gets eg. **"Mouth"** the cards from the middle and puts them in his/her pile.
- The students with the most cards at the end of the set time is the winner.

Competencies:



1.2/2 Body



3-4

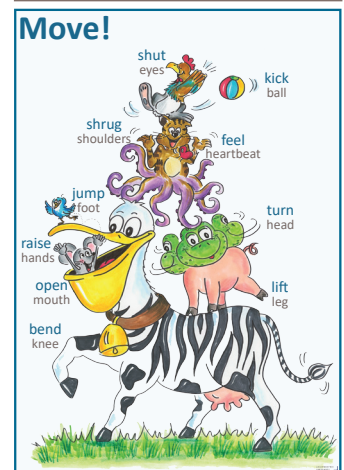
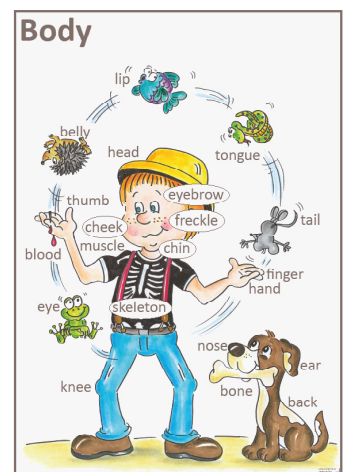


- C1 and C4
- P1 and P2

How to play:

- Quickly review the vocabulary by playing Simon Says or telling students to **"Touch your mouth"** etc.
- *Alternatively:* Have the students match the C1 and C4 cards and discard the rest for a faster paced snap.
- Give each group a set of the combined C1/4 cards.
- They shuffle and deal the cards.
- Each child has the same number of cards which are placed in a pile face down in front of them.
- Children take turns turning over their top card, placing it in the middle and saying the body part.
- If two cards match, either the two pictures of the body part or the body part and corresponding action from C4, the first child who says **"Snap"** and can name the body part gets eg. **"Mouth"** the cards from the middle and puts them in his/her pile.
- The student with the most cards at the end of the set time is the winner.

Competencies:



1.2/2 Body



entire class



- P7
- C1, C3, C4

How to play:

- Introduce/review vocabulary the class doesn't know through miming, exaggerating the movements.
- Choose a simple rhythm and chant the text.
- Encourage the class to do the movements.
- *Follow up activities for Thank you body:*
 - Create new verses with other body parts.
 - Stand in a circle. Give each student a C1 card. Each student says what that body part does. The entire class chants, „Thank you body.“ after each one.

Thank you body!

Yes, I can do so many things!

My mouth can talk.

My feet can walk.

My head can think.

My eyes can wink.

My shoulders can shrug.

My arms can hug.

Thank you body!



Competencies:



1.2/2 Body



entire class



- P7
- C1, C3, C4

How to play:

- Introduce/review vocabulary the class doesn't know through miming, exaggerating the movements.
- Choose a simple rhythm and chant the text.
- Encourage the class to do the movements.
- *Follow up activities for Thank you body:*
 - Create new verses with other body parts.
 - Stand in a circle. Give each student a C1 card. Each student says what that body part does. The entire class chants, „Thank you body.“ after each one.

Thank you body!

Yes, I can do so many things!

My mouth can talk.

My feet can walk.

My head can think.

My eyes can wink.

My shoulders can shrug.

My arms can hug.

Thank you body!



Competencies:



1.2/2 Body



Individual



- bread rolls, raisins, peanuts or other food items

**How to play:**

- As it's new vocabulary introduce the selected food items before the children create their Crazy Faces.
- Organize one bread roll per child and place various food items, like raisins, seeds, nuts, M&Ms etc on the table and let them create their faces.
- *Alternatively:* make a cookie dough with the students, roll it out, and use cookie cutters to make big round circles and decorate with fruit and nuts or M&Ms and smarties etc.
- They can present their faces in the group/to the class. eg. **"This is my crazy face. It has raisin eyes and a peanut nose"**

Competencies:

1.2/2 Body



Individual



- bread rolls, raisins, peanuts or other food items

**How to play:**

- As it's new vocabulary introduce the selected food items before the children create their Crazy Faces.
- Organize one bread roll per child and place various food items, like raisins, seeds, nuts, M&Ms etc on the table and let them create their faces.
- *Alternatively:* make a cookie dough with the students, roll it out, and use cookie cutters to make big round circles and decorate with fruit and nuts or M&Ms and smarties etc.
- They can present their faces in the group/to the class. eg. **"This is my crazy face. It has raisin eyes and a peanut nose"**

Competencies:

1.2/2 Body



3-4



- HO11
- 6-sided dice
- P1, P2 and P3

How to play:

- Have kids choose either Poster 1,2 or 3
- Have them cut the HO into 6 pieces and number them from 1-6 on the back.
- They place the numbered sides face up.
- This game is similar to Mix Max.
- In groups of 4 they take turns rolling the dice and turning over the corresponding piece of paper.
- After they turn it over they point to 2 parts of the body or animal body and say what they are. **"There is a hand and an arm"**.
- If they have turned over number 5 and roll another 5 they must repeat what is on no.5. ie: **"There are two legs"**
- The object of the game is to be the first one to turn over all 6 pieces of the puzzle.



Competencies:



1.2/2 Body



3-4



- HO11
- 6-sided dice
- P1, P2 and P3

How to play:

- Have kids choose either Poster 1,2 or 3
- Have them cut the HO into 6 pieces and number them from 1-6 on the back.
- They place the numbered sides face up.
- This game is similar to Mix Max.
- In groups of 4 they take turns rolling the dice and turning over the corresponding piece of paper.
- After they turn it over they point to 2 parts of the body or animal body and say what they are. **"There is a hand and an arm"**.
- If they have turned over number 5 and roll another 5 they must repeat what is on no.5. ie: **"There are two legs"**
- The object of the game is to be the first one to turn over all 6 pieces of the puzzle.



Competencies:



1.2/2 Body



Individual



- HO9

How to play:

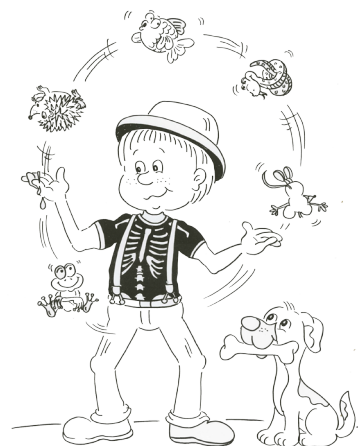
- Give a HO 9 to each student.
- Give them a colour dictation.
- ie. **colour the bone blue, colour the mouse purple.**
- Let the students give instructions.
- This HO can also be used as a filler.

Animal Juggling
listen and colour

Listen to your teacher.



Colour.

**Competencies:**

1.2/2 Body



Individual



- HO9

How to play:

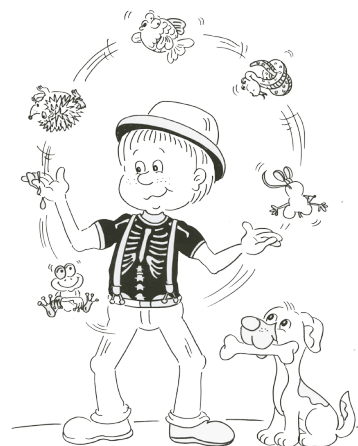
- Give a HO 9 to each student.
- Give them a colour dictation.
- ie. **colour the bone blue, colour the mouse purple.**
- Let the students give instructions.
- This HO can also be used as a filler.

Animal Juggling
listen and colour

Listen to your teacher.



Colour.

**Competencies:**

1.2/2 Body



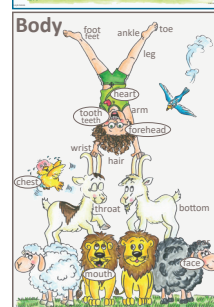
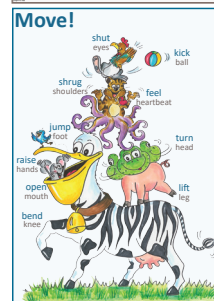
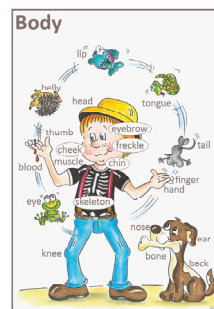
3-4



- C1
- P1, P2, P3

How to play:

- Give each group a set of cards.
- Give commands like: **"What's between the head and shoulders?"**
- The first team that has the head, neck, and shoulders cards in the right order stands up and says, „Neck.“
- Other examples: **"What is on the head?"**, **"What is between the legs and back?"**, **"What is between the hands and shoulders?"** etc.

**Competencies:**

1.2/2 Body



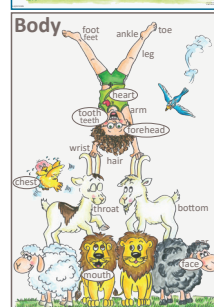
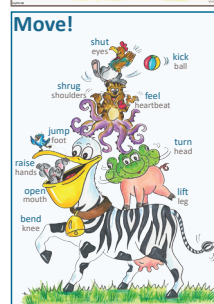
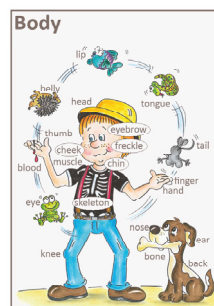
3-4



- C1
- P1, P2, P3

How to play:

- Give each group a set of cards.
- Give commands like: **"What's between the head and shoulders?"**
- The first team that has the head, neck, and shoulders cards in the right order stands up and says, „Neck.“
- Other examples: **"What is on the head?"**, **"What is between the legs and back?"**, **"What is between the hands and shoulders?"** etc.

**Competencies:**

1.2/2 Body



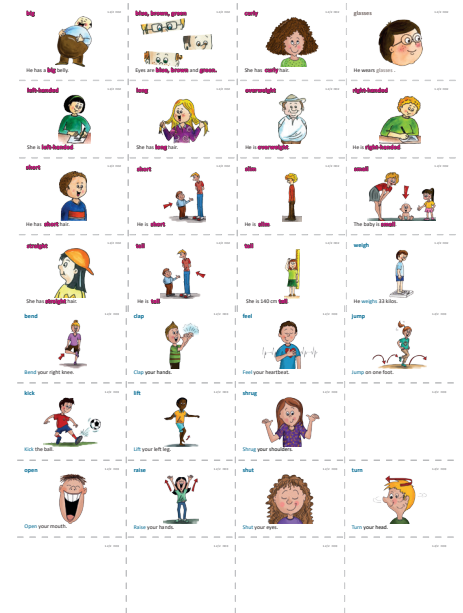
entire class



- P1, P2, P3
- C3
- C2

How to play:

- Do several rounds with the class before choosing a leader.
- Simon (the leader) gives commands such as **"Simon says, touch your nose."**
- The students follow the commands that begin with **"Simon says."**
- If the command does not begin with "Simon says" for example, **"Touch your toes."**, the players don't move.
- Students who do touch their toes are out.
- *Alternative:* Instead of being out the student/s are give a task eg. turn around 3 times, smile at the teacher . . .
- As the students get better make it more complicated. Simon says, **"Touch your knee with your nose."**, **"Don't touch your ears"**.
- Use the C3 cards for ideas. ie.
- **Clap your hands, lift your right / left leg.** etc
- Use the C2 cards to point to. ie.
- point to a boy with curly hair,
- point to a tall girl. etc

**Competencies:**

1.2/2 Body



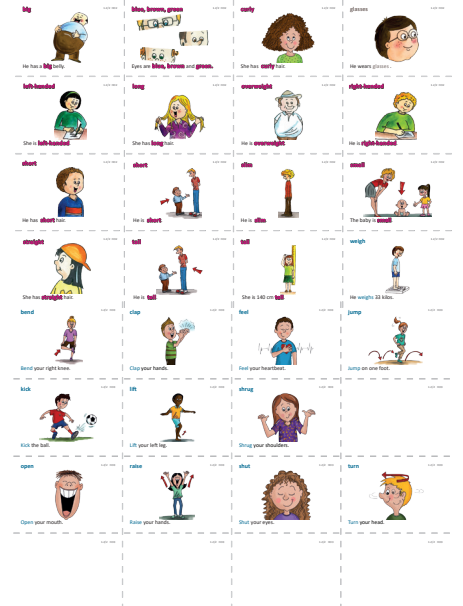
entire class



- P1, P2, P3
- C3
- C2

How to play:

- Do several rounds with the class before choosing a leader.
- Simon (the leader) gives commands such as **"Simon says, touch your nose."**
- The students follow the commands that begin with **"Simon says."**
- If the command does not begin with "Simon says" for example, **"Touch your toes."**, the players don't move.
- Students who do touch their toes are out.
- *Alternative:* Instead of being out the student/s are give a task eg. turn around 3 times, smile at the teacher . . .
- As the students get better make it more complicated. Simon says, **"Touch your knee with your nose."**, **"Don't touch your ears"**.
- Use the C3 cards for ideas. ie.
- **Clap your hands, lift your right / left leg.** etc
- Use the C2 cards to point to. ie.
- point to a boy with curly hair,
- point to a tall girl. etc

**Competencies:**

1.2/2 Body



3-4



- HO2
- C2

How to play:

- Students describe people they know using these expressions.
- In groups of 4 students take turns using these expressions and describe someone in their class. The other students guess who it is.
- Introduce the vocabulary with exaggerated movements.
- The card BIG the students act big with a big bottom or a big chest.
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card



Competencies:



1.2/2 Body



3-4



- HO2
- C2

How to play:

- Students describe people they know using these expressions.
- In groups of 4 students take turns using these expressions and describe someone in their class. The other students guess who it is.
- Introduce the vocabulary with exaggerated movements.
- The card BIG the students act big with a big bottom or a big chest.
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card



Competencies:



1.2/2 Body



3-4



- HO3

- C3

How to play:

- One or two students leave the room and the whole class mimes the same action on their return and that student has to guess.
- Each student chooses one movement. The class stands in a circle.
- Student with longest hair mimes her movement.
- The others guess the movement i.e. **Kick a ball**
- Student 2 repeats the mime Kick a ball and then adds their own mime g continue around the circle and make a "Move your body." chain.
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Simon Says
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card

Competencies:

1.2/2 Body



3-4



- HO3

- C3

How to play:

- One or two students leave the room and the whole class mimes the same action on their return and that student has to guess.
- Each student chooses one movement. The class stands in a circle.
- Student with longest hair mimes her movement.
- The others guess the movement i.e. **Kick a ball**
- Student 2 repeats the mime Kick a ball and then adds their own mime g continue around the circle and make a "Move your body." chain.
- The picture dictionary pictures can be cut out and put in a file to learn.
- The children can play:
 - Simon Says
 - Memory
 - "What is missing?" etc. taking one card away and students guess which.
- Make teams and use 2 fly swats and play
 - a) Describe a card (first students to swat it gets team point)
 - b) Mime a card
 - c) Describe the colours on one card

Competencies:

1.2/2 Body





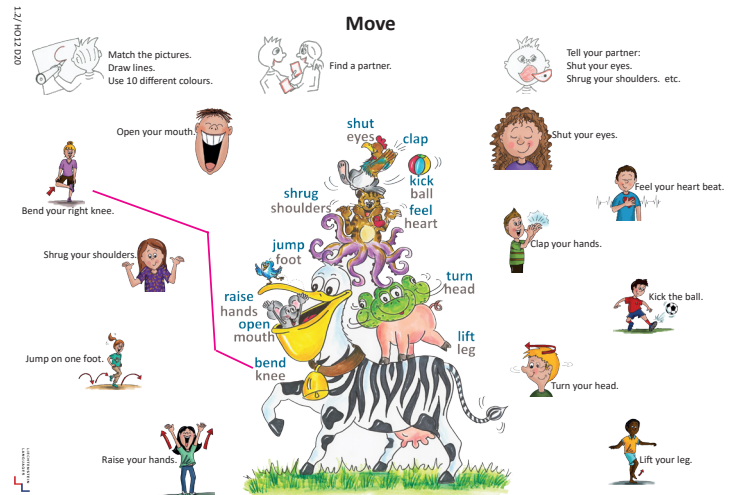
3-4



- HO12
- C1, C3

How to play:

- Students match the action pictures to the correct body part.
- Use 10 different colours
- Students find a partner .
- Students take turns giving commands while the other performs them
- Tell your partner
- **" Shut your eyes" or**
- **" Shrug your shoulders"**
- Play memory with C1 and C3 cards.



Competencies:



1.2/2 Body



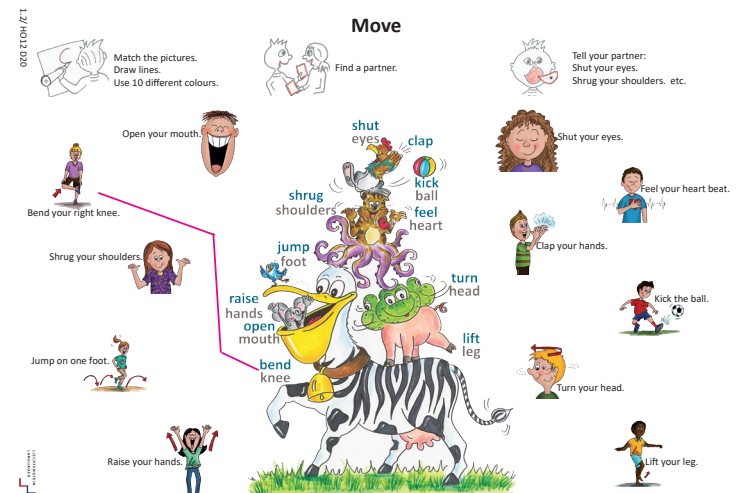
3-4



- HO12
- C1, C3

How to play:

- Students match the action pictures to the correct body part.
- Use 10 different colours
- Students find a partner .
- Students take turns giving commands while the other performs them
- Tell your partner
- **" Shut your eyes" or**
- **" Shrug your shoulders"**
- Play memory with C1 and C3 cards.



Competencies:



1.2/2 Body



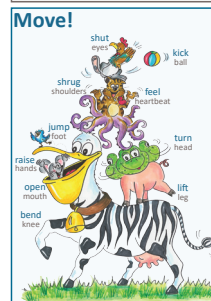
Individual



- P1
- P2
- P3
- C1, C3

How to play:

- Gather the students around the posters.
- Ask Students questions.
- How many animals are there?
- **I can see ___ animals**
- What animals can you see?
- **I can see ____**
- What is your favourite animal?
- **My favourite animal is _____**
- Which poster do you like best?
- **I like the _____ poster best.**
- Match and place the C1 cards around the poster
- Students each choose a different animal on the posters
- Have the students lie on the floor like the animals in the poster
- Make a race with the C1 cards and the posters.
- Students choose the C1 cards that match the posters
- Students run up and place the cards beside the correct body part.

Competencies:

1.2/2 Body



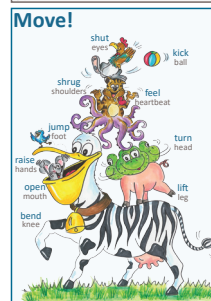
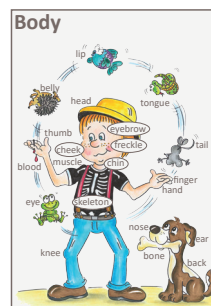
Individual



- P1
- P2
- P3
- C1, C3

How to play:

- Gather the students around the posters.
- Ask Students questions.
- How many animals are there?
- **I can see ___ animals**
- What animals can you see?
- **I can see ____**
- What is your favourite animal?
- **My favourite animal is _____**
- Which poster do you like best?
- **I like the _____ poster best.**
- Match and place the C1 cards around the poster
- Students each choose a different animal on the posters
- Have the students lie on the floor like the animals in the poster
- Make a race with the C1 cards and the posters.
- Students choose the C1 cards that match the posters
- Students run up and place the cards beside the correct body part.

Competencies:

1.2/2 Body



2



- HO14
- C2

How to play:

- Before completing the handout give each group of 3-4 a set of C2 cards. They make as many opposites as they can.
- Describe your class mates with C2 cards
- One students describes a classmate the other students guess who it is.
- Give each student a HO14.
- They draw lines from the bottom illustrations to the matching sentences.
- Then draw lines from the sentences to a matching person in the family portrait.
- Fill in the blanks with He= boys and men. She = girls and women.
- Have a completed HO14 on the blackboard so that the students can correct their own work.

Who is who?

Match the descriptions and illustrations. Write the numbers in the circles. Draw lines from the sentence to a matching person in the family portrait. Circle he or she.

1. He She has brown eyes.
2. He She has curly hair.
3. He She wears glasses.
4. He She has long hair.
5. He She is overweight.
6. He She has short hair.
7. He She is small.
8. He She has straight hair.
9. He She is tall.
10. He She has freckles.

1.2/2 HO14 D22

Competencies:



1.2/2 Body



2



- HO14
- C2

How to play:

- Before completing the handout give each group of 3-4 a set of C2 cards. They make as many opposites as they can.
- Describe your class mates with C2 cards
- One students describes a classmate the other students guess who it is.
- Give each student a HO14.
- They draw lines from the bottom illustrations to the matching sentences.
- Then draw lines from the sentences to a matching person in the family portrait.
- Fill in the blanks with He= boys and men. She = girls and women.
- Have a completed HO14 on the blackboard so that the students can correct their own work.

Who is who?

Match the descriptions and illustrations. Write the numbers in the circles. Draw lines from the sentence to a matching person in the family portrait. Circle he or she.

1. He She has brown eyes.
2. He She has curly hair.
3. He She wears glasses.
4. He She has long hair.
5. He She is overweight.
6. He She has short hair.
7. He She is small.
8. He She has straight hair.
9. He She is tall.
10. He She has freckles.

1.2/2 HO14 D22

Competencies:



1.2/2 Body



entire class



- P6

- C1

How to play:

- Chant the text with your class using exaggerated mimes to fit the words.
- Create new verses with your class using different body parts.

Me

I have 10 little fingers



and 10 little toes.



2 little eyes



and a mouth



and a nose.



Put them all together
and what have you got?



You've got me, baby, me baby
and that's a lot.

1.2/2 PE 023



Competencies:



1.2/2 Body



entire class



- P6

- C1

How to play:

- Chant the text with your class using exaggerated mimes to fit the words.
- Create new verses with your class using different body parts.

Me

I have 10 little fingers



and 10 little toes.



2 little eyes



and a mouth



and a nose.



Put them all together
and what have you got?



You've got me, baby, me baby
and that's a lot.

1.2/2 PE 023



Competencies:



1.2/2 Body



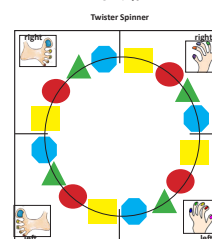
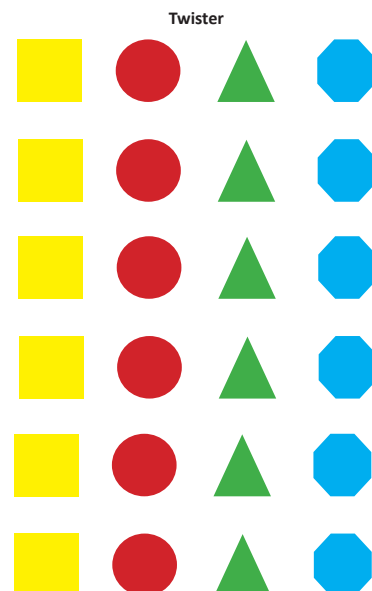
4



- HO10
- Twister squares coloured on an old sheet or with sidewalk chalk outside
- Pencil for the spinner

How to play:

- The students can create their own Twister in Arts and Crafts according to the template in HO14 using old sheets or large pieces of fabric.
- Alternatively, they can go outside and use sidewalk chalk.
- Children form groups of 4.
- Three of the players stand around the sheet.
- The 4th player calls out the commands.
- This student spins the pencil on the spinner.
- The commands combine the shape the tip of the pencil is pointing to as well as the corresponding hand or foot. eg. **"Put your left foot on a blue star"**. The 3 players standing around the game take the position called.
- Play continues until 1 of the 3 students falls.
- When a player falls or an elbow or knee touches the floor the game is over and the student who falls then gives the commands.
- Once placed players' hands and feet cannot be lifted without a new command for that body part. A hand or foot may be lifted to put a hand or foot in place but must be returned immediately.



Competencies:



1.2/2 Body



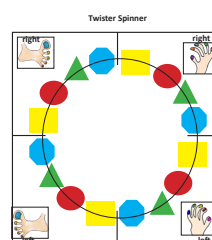
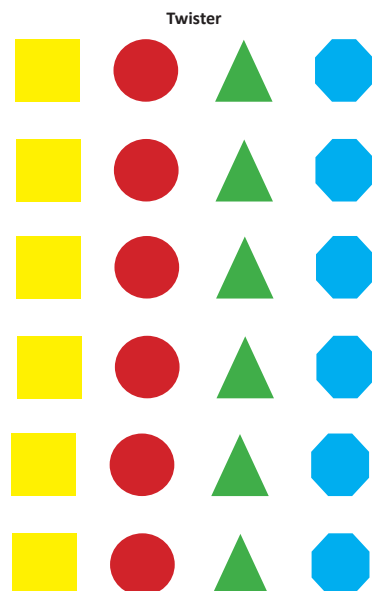
4



- HO10
- Twister squares coloured on an old sheet or with sidewalk chalk outside
- Pencil for the spinner

How to play:

- The students can create their own Twister in Arts and Crafts according to the template in HO14 using old sheets or large pieces of fabric.
- Alternatively, they can go outside and use sidewalk chalk.
- Children form groups of 4.
- Three of the players stand around the sheet.
- The 4th player calls out the commands.
- This student spins the pencil on the spinner.
- The commands combine the shape the tip of the pencil is pointing to as well as the corresponding hand or foot. eg. **"Put your left foot on a blue star"**. The 3 players standing around the game take the position called.
- Play continues until 1 of the 3 students falls.
- When a player falls or an elbow or knee touches the floor the game is over and the student who falls then gives the commands.
- Once placed players' hands and feet cannot be lifted without a new command for that body part. A hand or foot may be lifted to put a hand or foot in place but must be returned immediately.



Competencies:



1.2/2 Body



entire class



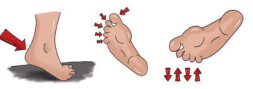
- P8
- C3

How to play:

- Stand in a circle.
- Choose a rhythm with the class.
- Chant the verses while doing the movements.
- Create new verses with the class.

Heel and Toes

With a heel and toes
And a heel and toes
And a tap, tap, tap.



Hands open and close
And open and close
And clap, clap, clap.



Look up and down
And up and down
To the side, side, side.



Now walk and walk
And walk some more.
Then hop, hop, hop.



1.2/2 PE 025

LIBRARY

Competencies:



1.2/2 Body



entire class



- P8
- C3

How to play:

- Stand in a circle.
- Choose a rhythm with the class.
- Chant the verses while doing the movements.
- Create new verses with the class.

Heel and Toes

With a heel and toes
And a heel and toes
And a tap, tap, tap.



Hands open and close
And open and close
And clap, clap, clap.



Look up and down
And up and down
To the side, side, side.



Now walk and walk
And walk some more.
Then hop, hop, hop.



1.2/2 PE 025

LIBRARY

Competencies:



1.2/2 Body



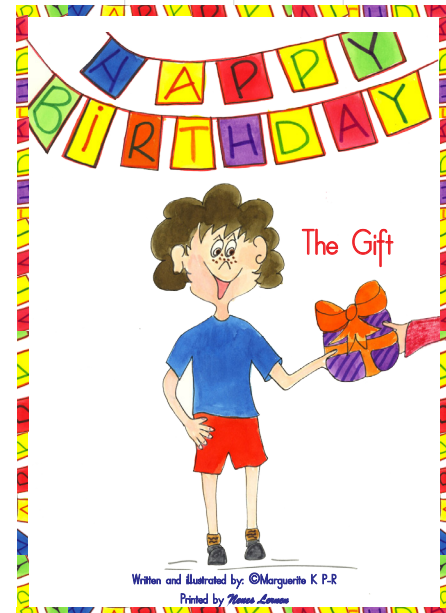
varies



- HO5
- The Gift Story

How to play:

- Cut out HO5 and give each child one or two pictures (depending on class size). Whilst the story is being read the student holding the picture on that page either stands up or holds up the picture and so on.
- The student can put the pictures in the correct order on the floor whilst the story is being read.
- Read the whole story before asking the questions.
- Alternatively, let a student read the questions and choose who answers them.
- Take turns reading
- Act out the story
- The students choose an animal in the story and mime or make noise of the animal when that page is being read. Miss out the animal name when reading the story and let the students guess the animal.
- Give each student one story picture and the students tell the story starting with the student who has the first picture in the story.

Competencies:

1.2/2 Body



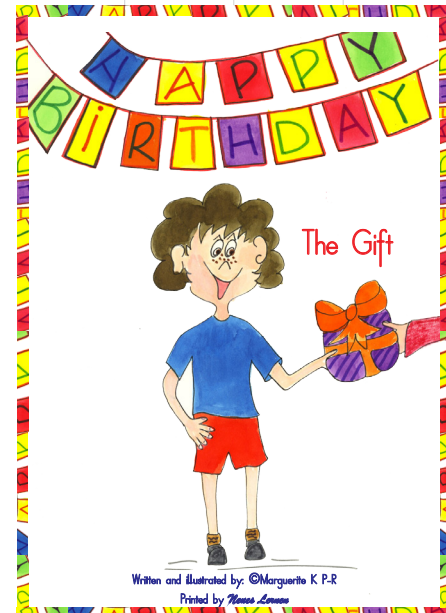
varies



- HO5
- The Gift Story

How to play:

- Cut out HO5 and give each child one or two pictures (depending on class size). Whilst the story is being read the student holding the picture on that page either stands up or holds up the picture and so on.
- The student can put the pictures in the correct order on the floor whilst the story is being read.
- Read the whole story before asking the questions.
- Alternatively, let a student read the questions and choose who answers them.
- Take turns reading
- Act out the story
- The students choose an animal in the story and mime or make noise of the animal when that page is being read. Miss out the animal name when reading the story and let the students guess the animal.
- Give each student one story picture and the students tell the story starting with the student who has the first picture in the story.

Competencies:

1.2/2 Body



2



- HO15

- C4

- HO4

How to play:

- Cut HO 15 down the dotted lines.
- Give half the class BACK and half the class BELLY.
- Students with BELLY find a partner with BACK.
- Belly mimes the odd numbers 1,3,5,7,9,11,13.
- Back mimes the even numbers 2,4,6,8,10,12,14.
- BELLY mimes ie. "I kick with my feet"
- Back says "Is it 'I kick with my feet?'"
- BELLY says "Yes, it is"
- Back says "Is it number 5?"
- Belly says "Yes, it is"
- Back writes the odd number ie. 5
- next to the pictures kick and foot.
- Students continue until HO15 completed.

Competencies:

Mime and Guess

Find a partner with a belly.

Take turns miming and guessing.

mime for

2 I listen to music with my ears.

4 I wash my hair with my fingers.

6 I clap with my hands.

8 I stand up with my legs.

10 I sing with my mouth.

12 I shrug with my shoulders.

14 I taste with my tongue.

Guess.
Draw lines to matching pictures.

1 I hug with my arms.

3 I see with my eyes.

5 I kick with my feet.

7 I think with my head.

9 I kiss with my lips.

11 I smell with my nose.

13 I bite with my teeth.

Guess.
Draw lines to matching pictures.

2 I listen to music with my ears.

4 I wash my hair with my fingers.

6 I clap with my hands.

8 I stand up with my legs.

10 I sing with my mouth.

12 I shrug with my shoulders.

14 I taste with my tongue.

1.2/2 My Body HO15 D27

page 2 of 2

1.2/2 Body



2



- HO15

- C4

- HO4

How to play:

- Cut HO 15 down the dotted lines.
- Give half the class BACK and half the class BELLY.
- Students with BELLY find a partner with BACK.
- Belly mimes the odd numbers 1,3,5,7,9,11,13.
- Back mimes the even numbers 2,4,6,8,10,12,14.
- BELLY mimes ie. "I kick with my feet"
- Back says "Is it 'I kick with my feet?'"
- BELLY says "Yes, it is"
- Back says "Is it number 5?"
- Belly says "Yes, it is"
- Back writes the odd number ie. 5
- next to the pictures kick and foot.
- Students continue until the HO15 is completed

Competencies:

Mime and Guess

Find a partner with a belly.

Take turns miming and guessing.

mime for

2 I listen to music with my ears.

4 I wash my hair with my fingers.

6 I clap with my hands.

8 I stand up with my legs.

10 I sing with my mouth.

12 I shrug with my shoulders.

14 I taste with my tongue.

Guess.
Draw lines to matching pictures.

1 I hug with my arms.

3 I see with my eyes.

5 I kick with my feet.

7 I think with my head.

9 I kiss with my lips.

11 I smell with my nose.

13 I bite with my teeth.

Guess.
Draw lines to matching pictures.

2 I listen to music with my ears.

4 I wash my hair with my fingers.

6 I clap with my hands.

8 I stand up with my legs.

10 I sing with my mouth.

12 I shrug with my shoulders.

14 I taste with my tongue.

1.2/2 My Body HO15 D27

page 2 of 2

1.2/2 Body



Individual



- HO7

How to play:

- Distribute the handouts.
- Give students the following instructions:

Draw a line from the belly to the knees.

Draw a line from the head to the fingers.

Draw a line from the bottom to the chin.

Draw a line from the knees to the toes.

Draw a line from the fingers to the mouth.

Draw a line from the chin to the belly.

Draw a line from the toes to the eyes.

Draw a line from the eyes to the head.

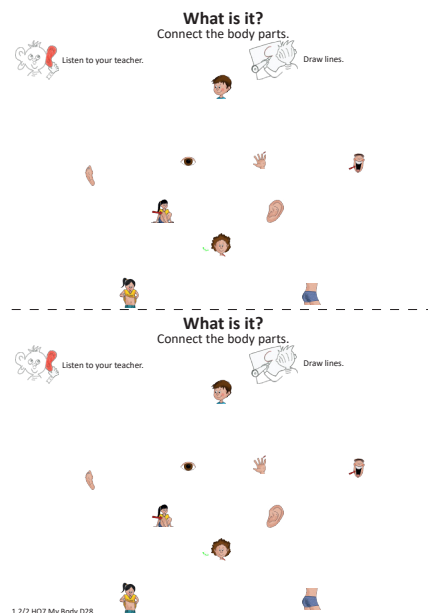
Draw a line from the ears to the bottom.

Draw a line from the mouth to the ears.

- Note: This activity can be made more difficult by including colours and numbers. For example: "**Connect the belly and knees with 2 yellow lines**".

Competencies:

1.2/2 Body



Individual



- HO7

How to play:

- Distribute the handouts.
- Give students the following instructions:

Draw a line from the belly to the knees.

Draw a line from the head to the fingers.

Draw a line from the bottom to the chin.

Draw a line from the knees to the toes.

Draw a line from the fingers to the mouth.

Draw a line from the chin to the belly.

Draw a line from the toes to the eyes.

Draw a line from the eyes to the head.

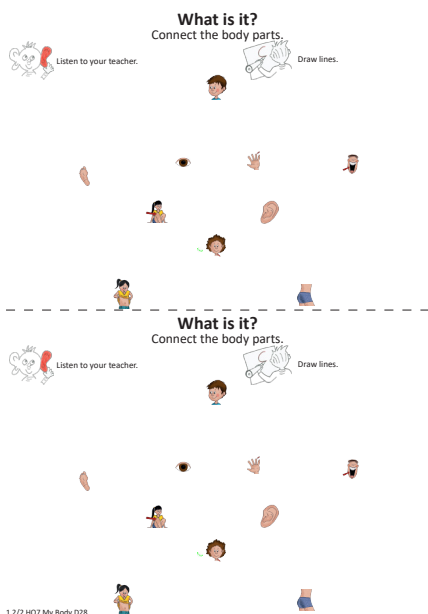
Draw a line from the ears to the bottom.

Draw a line from the mouth to the ears.

- Note: This activity can be made more difficult by including colours and numbers. For example: "**Connect the belly and knees with 2 yellow lines**".

Competencies:

1.2/2 Body





Individual



- HO16

- HO4

How to play:

- Give each child a copy of handout 16.
- Students find groups of 4
- Two pictures and 2 parts of the sentences.
- **" I hug with my arms" I clap with my hands"**
- See number 1
- Students connect the matching pictures and parts of the sentence.
- Put a completed handout on the blackboard so that students can either check their own work or each other's work. Alternatively, students can check their work with HO4.

Competencies:

I smell with my nose.

Make groups of 4,
2 pictures and 2 parts of the sentences.
Write the same number on the 4 parts.
See 1.

1 I hug	1 with my arms.
2 I listen to music	with my eyes.
3 I see	with my fingers.
4 I wash my hair	with my teeth.
5 I kick	with my hands.
6 I clap	with my head.
7 I think	with my tongue.
8 I stand up	with my legs.
9 I kiss	with my lips.
10 I sing	with my mouth.
11 I smell	with my nose.
12 I shrug	with my ears.
13 I sit	with my shoulders.
14 I bite	on my bottom.
15 I taste	with my feet.

1.2/2 My Body HO16 D29

1.2/2 Body



Individual



- HO16

- HO4

How to play:

- Give each child a copy of handout 16.
- Students find groups of 4
- Two pictures and 2 parts of the sentences.
- See number 1
- Students connect the matching pictures and parts of the sentence.
- Find a partner and go through the sentences.
- **" I hug with my arms" I clap with my hands"**
- Put a completed handout on the blackboard so that students can either check their own work or each other's work. Alternatively, students can check their work with HO4.

Competencies:

I smell with my nose.

Make groups of 4,
2 pictures and 2 parts of the sentences.
Write the same number on the 4 parts.
See 1.

1 I hug	1 with my arms.
2 I listen to music	with my eyes.
3 I see	with my fingers.
4 I wash my hair	with my teeth.
5 I kick	with my hands.
6 I clap	with my head.
7 I think	with my tongue.
8 I stand up	with my legs.
9 I kiss	with my lips.
10 I sing	with my mouth.
11 I smell	with my nose.
12 I shrug	with my ears.
13 I sit	with my shoulders.
14 I bite	on my bottom.
15 I taste	with my feet.

1.2/2 My Body HO16 D29

1.2/2 Body



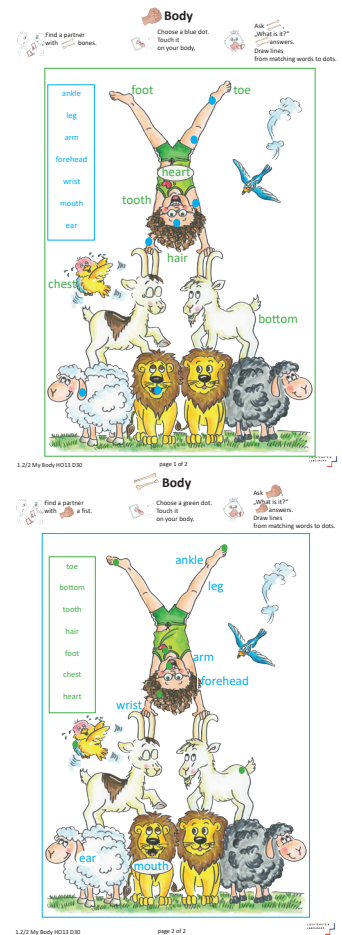
Individual



- HO13

How to play:

- Cut HO 13 down the dotted line.
- Give half the class the fist
- and the other half the bones
- The fist students find a bones partner.
- Fists choose a blue dot. ie. "ankle".
- Fist touches the ankle
- and asks bones **"What is it?"**
- Bones answers **"It's an ankle"**
- Fist writes ANKLE in the blue box
-
- Now bones chooses a green dot
- for example "chest"
- Bones touches chest and asks fist **"What is it?"**
- Fist answers **"It is a chest"**
- Bones writes CHEST in the green box.

Competencies:

1.2/2 Body



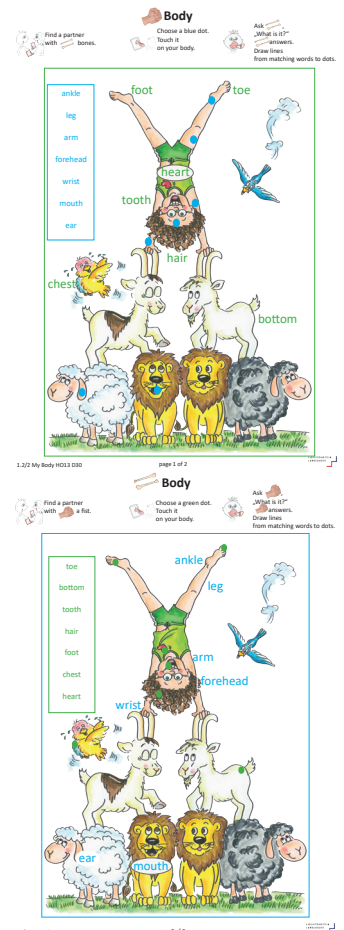
Individual



- HO13

How to play:

- Cut HO 13 down the dotted line.
- Give half the class the fist
- and the other half the bones
- The fist students find a bones partner.
- Fists choose a blue dot. ie. "ankle".
- Fist touches the ankle
- and asks bones **"What is it?"**
- Bones answers **"It's an ankle"**
- Fist writes ANKLE in the blue box
-
- Now bones chooses a green dot
- for example "chest"
- Bones touches chest and asks fist **"What is it?"**
- Fist answers **"It is a chest"**
- Bones writes CHEST in the green box.

Competencies:

1.2/2 Body