

FIRST AND SECOND CLASS



1. Move with Me

Description

Arrange pupils on their own spot marker in a large circle. Place an additional spot marker in the centre of the circle. The first pupil moves to the centre of the circle and performs a movement of their choice. All pupils join in the movement.



The pupil in the centre returns to their spot marker on the outside of the circle and chooses the next pupil to take their place in the centre. All pupils will get a chance to lead.

Equipment

- Spot Markers

Variations

- Challenge the pupils to remember the movements of 3 pupils in a row, and to recreate their movements as a continuous sequence.
- Invite the pupil in the centre to create a sequence of 3 movements, e.g. squat, lunge, jumping jack and invite all pupils to copy and repeat this sequence several times.

2. Musical Statues

Description

Arrange pupils on their own spot marker in a large circle. Invite pupils to dance, hop, or skip around their designated spot marker while the music is playing and to freeze into a statue when the music stops. The pupils are requested to remain like a statue until the music restarts again. Randomly stop and start the music.



Equipment

- Spot Markers
- Music

Variations

- Vary the speed of the music, the length of the music and the length of the 'freeze' pause.
- Change the method of travel to a more complex movement, such as, hop.

3. Animal Walks

Description

Arrange pupils on their own spot marker within the playing space. Supply a second spot marker for each individual pupil to travel to, creating the animals trail. Invite pupils to move along their animal trail using the following animal walks:

- **Giraffe** – Start by stretching very tall. Walk with high legs and giant strides.
- **Elephant** – Start in the standing position and bend over with your hands held together. Keeping your back straight and parallel with the floor, hang your hands under your shoulders and swing them back and forth as you walk with straight legs across the floor.
- **Zebra** – Move forward with one leg in front of the other. Change leading leg and repeat.
- **Kangaroo** – Starting in the standing position, put both feet together and squat down. Jump as high as you can using only your feet, and no hands.

Equipment

- Spot Markers

Variations

- **Mirror the animals:** Working with a partner, pupils try to mirror the action of their partner. Slow, conscious, deliberate movements are emphasised.
- Invite pupils to explore and identify new animal walks. Teach another pupil your new animal walk.



4. Name Dance

Description

Arrange pupils on their own spot marker in a large circle. Invite each pupil to say their name, and to perform a movement of their choice as they say their name. After each pupil has said their name and completed their movement, the whole group repeats the name and completes the movement. Continue this process until everyone has had an opportunity to say their name and perform their movement.

Equipment

- Spot Markers

Variations

- Arrange pupils in smaller groups in multiple playing spaces.
- Integrate any subject area e.g. Counties of Ireland, Number facts, Gaeilge foclóir & frasaí.



5. Move to the Music

Description

Arrange pupils on their own spot marker in a large circle. Play the music and invite the pupils to listen to the beat of the music. Teacher calls the following actions and pupils complete the action for a count of 16 beats, then change to the next movement:

1. Clap hands,
2. Tap knees,
3. Tap shoulders,
4. Punch the air with both hands,
5. March on the spot and swing arms,
6. Skip around their spot marker.

Equipment

- Spot Markers

Variations

- Repeat the first two actions several times until pupils become familiar with them.
- Challenge small groups of pupils to create their own sequence to perform for the class.



6. Memory Making

Description

Arrange pupils on their own spot marker in a large circle. The teacher begins by saying "I have been on many different adventures recently, but I forgot to bring my camera! I need you to help me to recreate some of my favourite moments so I can have some photos. I am going to describe some of my memories, and I need you to try and recreate them, using only your body and your imagination", e.g, one day I went for a swim in the sea.

Equipment

- Spot Markers

Variations

- Invite pupils to take turns being the leader.
- To make the activity easier the memories may consist of using arms and legs only.
- To make the activity more difficult pupils could be challenged to move their entire body.



7. The Exercise Detective

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to act as the 'Exercise Detective' and must cover his/her eyes or look away briefly. Silently invite an additional pupil to act the role of 'the leader' who leads the pupils through a series of exercises on their spot marker. The 'Exercise Detective' will be given a spot marker in the centre of the circle and must guess who the 'Leader' is.



Equipment

- Spot Markers

Variations

- Create multiple playing circles.
- Include a time limit with different pupils being assigned to the roles every 2 minutes.
- Limit the number of guesses the exercise detective may make.

8. Group Balance

Description

Arrange pupils on their own spot marker in a large circle. Invite all pupils to perform the T-balance on their strong leg. Whilst balancing as a group, one at a time the pupils will each say their own name. Continue this process until everyone has had an opportunity to say their name and perform the collective balance. Repeat the activity, with pupils balancing on their other leg and calling out their surnames.



Equipment

- Spot Markers

Variations

- Create smaller circles if some pupils are struggling with this activity.
- Introduce different types of balances and integration across other curricular areas: towns & cities, farm

9. Invisible Pattern Ball

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to begin by throwing an 'invisible' ball to another pupil until each pupil in the circle has received the 'invisible' ball once. Invite the pupils to call the name of the pupil receiving the 'invisible' ball to avoid any confusion. Once each pupil has received and passes the 'invisible' ball,



invite them to place their hands behind their back as no one in the group should be passed the 'invisible' ball more than once. Once the 'invisible' ball has been returned to the pupil who began the pattern, invite the pupils to repeat the exact same pattern again.

Equipment

- Spot Markers

Variations

- Create smaller circles to limit the number of passes within the group.
- Invite the pupils to repeat the sequence 3 times continuously.
- Once familiar with the sequence, challenge the pupils to complete the sequence without calling names.
- Invite the pupils to challenge themselves by attempting to repeat the pattern in reverse order.

10. Rocket Launch

Description

Arrange pupils on their own spot marker in multiple circles. Invite one pupil in each group to take the role of the group captain. Invite this pupil to count how many people, in total, are in the group (10). Standing in the circle, the captain sits on their spot and calls out the starting number (10), which is the exact number of people in the group. Anyone in the group can sit on their spot and call the next number (9) and so on to number one. However if two pupils sit on their spot at the same time the countdown has to begin again. When the number one is reached, all pupils raise their arms and collectively shout "we have lift off". Invite the group captain to choose another pupil to take the role of the new group captain.

Equipment

- Spot Markers

Variations

- Arrange pupils in smaller groups of 5 pupils.
- Invite pupils to perform the T-balance while they are standing in the circle.



11. 1,2,3,4,5 Action

Description

Arrange pupils in pairs on their own spot marker facing each other within the playing space. Give each pupil a letter A or B. 'A' starts by saying the number 1. 'B' follows by saying the number 2, then 'A' says 3 etc. Continue until the pupils are familiar with the 5 number pattern – 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, etc.

Invite the pupils to replace the number 1 with a jump, so instead of saying number 1 the pupil jumps as high as they can with their feet together. The numbers 2, 3, 4 & 5 are spoken as before.

Once the pupils are comfortable with this pattern (jump, 2, 3, 4, 5) invite them to also replace the number 2 with an action of their choice. Challenge the pupils to replace all the numbers in the pattern, with actions of their choosing.

Equipment

- Spot Markers

Variations

- Begin this activity by inviting pupils to create actions up to the number 3.
- Invite the pupils to repeat the activity one group at a time, to allow each group the opportunity to perform their created sequence for their classmates.



12. Run on the Spot

Description

Arrange pupils on their own spot marker in a large circle. The emphasis of this game is on short bursts of vigorous activity. Invite one pupil to act as the caller who chooses the activity that all pupils should perform. These activities should only last about 15 seconds.



Equipment

- Spot Markers

Variations

- Begin this activity as a whole group where the teacher acts as the caller before arranging pupils in multiple circles.
- Invite pupils to introduce a variety of movements such as fast jogging, high knees, heel flicks, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.

13. I See!

Description

Arrange pupils on their own spot marker in a large circle. Teacher stands on a spot marker in the centre of the circle. The teacher begins by saying "I see." The pupils answer in chorus by saying "What do you see?" The teacher responds with a sentence indicating what the pupils are invited to do, for example, "I see all

pupils doing 5 star jumps". Pupils respond to this command and complete the instruction. Repeat, with a different activity each time.

Equipment

- Spot Markers

Variations

- As a variation, the pupils could each take turns as the leader, choosing a different exercise each time. If this is too difficult, teacher could provide a list/pictures of suitable exercises from which the pupils could choose.



14. Simon Says!

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to play the role of Simon, and to stand on a spot marker in the centre of the circle. Simon instructs the pupils as to what they must do. However, the pupils must only obey the commands that begin with the words "Simon Says."

Variations

- Rotate the role of Simon regularly.
- Create multiple playing circles based on pupil ability.
- To challenge the pupils increase the speed of the instructions given.

If Simon was to say, "Simon says touch your nose," then pupils must touch their nose. But, if Simon was to say, "jump," without first saying "Simon says," pupils must not jump.

Equipment

- Spot Markers



15. The Bean Game

Description

Arrange pupils on their own spot marker in a large circle. Invite the pupils to walk around their designated spot marker. On the various commands listed below, they should carry out the appropriate action:

jumping bean – jump around their spot marker,

broad bean – walk around their spot marker taking large strides,

jelly bean – wobble like jelly,

frozen bean – stand still,

chilli bean – shiver and shake,

full of beans – dance around their spot marker full of energy.

Equipment

- Spot Markers

Variations

- Invite pupils to come up with their own commands and actions.
- Arrange pupils in small groups and allow each pupil in each group to call out the commands.



16. Beat My Score

Description

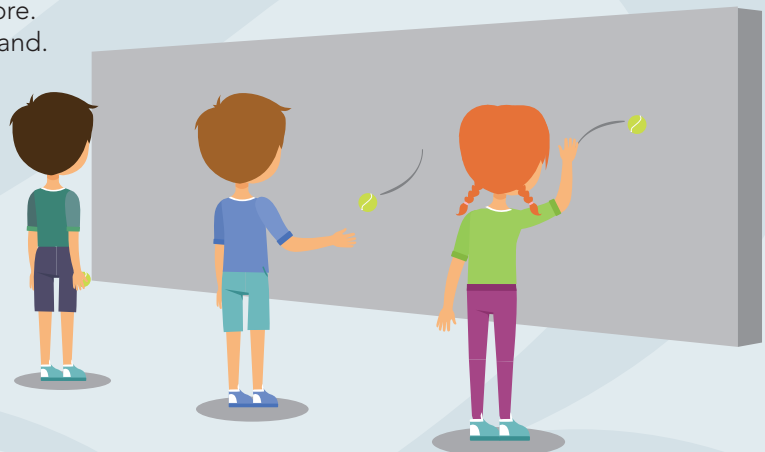
Arrange pupils on their own spot marker opposite a suitable wall. Each pupil is given their own tennis ball to use. Invite pupils to throw the ball with one hand against the wall, and to catch it as it bounces back with two hands. Practise this skill to allow the pupils to become familiar with it. Set a time limit of 1 minute and invite the pupils to count how many catches they can make in this time. Challenge the pupils to repeat the activity once more, and this time to beat their previous score. Repeat this activity throwing with the other hand.

Equipment

- Tennis balls
- Wall
- Spot markers

Variations

- Count the number of throws rather than the number of catches.
- Allow a little extra time on the repeat activity, 1 minute and 15 seconds for example, to make it easier for pupils to beat their score.



17. Skipping Challenges

Description

Arrange pupils on their own spot marker. Each pupil is given their own skipping rope to use. Invite pupils to practise the skill of skipping to allow the pupils to become more familiar with it. Remind the pupils to land on the balls of their feet and to keep their knees bent. Challenge the pupils to count how many consecutive skips they can do. Challenge the pupils to skip 5 times using their right foot only and then 5 times using their left foot only.

Equipment

- Skipping Ropes
- Spot Markers

Variations

- Invite pupils to skip without a rope to practise the movement, or skip with the rope on the ground to build up their confidence.
- Invite pupils to challenge themselves by skipping with high knees, one foot and then the other, double unders, skipping backwards etc.



18. Up, Down, Stomp, Clap

Description

Arrange pupils on their own spot marker in a large circle. Teacher explains the simple commands:

- **Up** - raise your arms up
- **Down** - put your arms down
- **Stomp** - stomp your feet once
- **Clap** - clap once.



Teacher assumes the role of leader and invites the pupils to practise the instructions. When the pupils have become familiar with the instructions begin the activity. Invite one pupil to act as the leader calling out a series of commands for pupils to follow.

Round 1: All instructions remain as is.

Round 2: 'Up' and 'Down' become opposites.

Equipment

- Spot Markers

Variations

- Challenge pupils by including 'Stomp and Clap' as opposites.
- Practice round 1 of them game several times until pu-pils become familiar with

19. Twizzle #2

Description

Arrange pupils on their own spot marker in a large circle. Use chalk or tape to draw the direction of travel (clockwise). Invite the pupils to listen carefully to the commands and to be quick with their responses. Invite pupils to turn to their left so the pupils are all moving clockwise. The commands may include:

- **Go** – run slowly in the direction you are facing around the spot markers
- **Stop** – Jump onto the next spot and freeze
- **Shape** – Jump up into the air, make a shape and land on the spot
- **Butterfly** – Jump onto the spot but land as quietly as a butterfly
- **Turn** - do a half turn (180 degrees) and freeze.
- **Twizzle** - do a full jump (360 degrees) and freeze.

Practice the commands to allow the pupils become familiar with them, before starting the activity.

Equipment

- Spot Markers
- Chalk/Tape

Variations

- Challenge pupils by changing the method of travel to side step, hop, jump, etc. Introduce a balance command where pupils are invited to perform the T-balance on the spot.
- Create multiple playing circles based on ability levels with the class.
- Invite pupils to identify new commands.



20. Temple Runner

Description

Arrange pupils on their own spot marker in a large circle. Teacher assumes the role of leader and sets the scene. "You will have to dodge magical monsters to get to the temple's hidden treasure". Teacher calls out the following commands:

Run - Move your feet as quickly as you can (as if you were running away from monsters guarding the temple).

Stop - Stop moving your feet.



Reach up - Reach your arms up to collect coins.

Lean - Lean your body to one side to stay on the temple path.

Equipment

- Spot markers

Variations

- Model the actions and repeats the instructions to ensure pupil understanding.
- Invite pupils to take turns as leader.
- Invite pupils to create their own storyline to include the addition of more complex movements.

