



## NOTES FOR PARENTS

- Our activity cards were designed for classrooms, but can also be used at home.
- Movement breaks can support children to express and regulate their emotions.
- These group activity cards provide some movement ideas to get you started. You can also use our individual activity cards, different games and activities your child has done before, or come up with your own movement activities!
- We recommend using activities that allow your child to move in their own way, are fun, and are non-competitive.
- Allowing children to lead movement activities can be a good way to promote student voice and self-determination. Provide guidance where needed to support them as they lead an activity.
- Remember, any movement is good movement. The most important part is to get your child moving in a way they enjoy!



## INCLUSION TIPS

Each activity card suggests variations you can use to support the participation of your child. Here is a summary of our general inclusion principles.

- Change the activity, not the child, so that everyone can join in.
- Provide options for how children move their bodies, and allow children to move in their own way.
- If a child finds the activity too demanding, allow them to have an agreed backup activity to do that they enjoy.
- Monitor the rules of the activity, and the environment to ensure they are appropriate for your child.
- Demonstrate and join in the activities with your child. Modelling can provide visual prompts and reminders for children.
- Brief but specific verbal prompts throughout the activity can also remind children what they need to focus on.
- Modify the activities on an individual basis for children, but ensure no child feels singled out.
- Start with activities that only have a few rules to follow. Add new rules when children demonstrate that they have understood the first instruction.
- And remember, attitude matters. Always be encouraging!







# Mood Breaker

Movement activities (Group)



## ICON KEY

Our group activity cards contain icons to help you decide if the activity is suitable for your child at the time. Here is a key of what each icon means:

	<p><b>Children and/or adults need to work together</b></p>
	<p><b>Space is required (either inside or outdoors)</b></p>
	<p><b>Music might help or is required</b></p>
	<p><b>Most of this activity can be done on the spot</b></p>
	<p><b>More time may be needed</b></p>
	<p><b>Equipment is required</b></p>



## AMAZING ATHLETES



Students can do this activity on the spot with a little space around them to perform sport-like movements.

### Instructions for teachers:

- Demonstrate a sporting activity, such as basketball, and encourage students to do movements that represent the sport using the prompt: “Who can show me an action you do when you play basketball?”
- Make suggestions such as “Bouncing the ball”.  
Say, “Let’s try bouncing an imaginary basketball five times with each hand.”
- Make two other suggestions such as: “Show me the action of a basketballer defending the goal”, or, “Now, show me the action of shooting a hoop.”
- Ask students to put three actions together in a sequence: Say, “Let’s try those basketball actions one after the other: First bouncing the ball, next defending the goal and finally shooting a hoop.” Students put all 3 actions in sequence.
- Suggest other sports such tennis, soccer, football, golf, hurdling and swimming.  
Work with the class to demonstrate 3 different actions for each sport.

### Try these for other sports:

- Tennis:** Pretend to serve, hit a forehand stroke, hit a backhand stroke, sidestep across the court.
- AFL:** Pretend to kick the football, mark the ball, handball the ball.
- Soccer:** Pretend to dribble with a soccer ball, kick a goal, throw the ball in from the sideline, sidestep in a confined space like a goal keeper.
- Swimming:** Pretend to do freestyle, backstroke, breaststroke, dive in the pool.

**Student led option:** Students could take turns in suggesting their favourite sporting activities to act out.



## AMAZING ATHLETES

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Focus on just one action for each sport. Only build additional actions on after students are comfortable with the first action.
- Prompt, demonstrate and guide the class. Increase repetition where required.
- Find visuals that can support students to understand actions to perform and choose sports that students are familiar with.


#### **HARDER:**

- Ask students to add the actions of 2 or 3 sports together to make up a longer sequence of sporting actions: For example, “Now let’s remember the actions of basketball, tennis and football and join them together into a longer sequence.”
- Ask students to perform more than 3 actions for each sport, or ask students to build longer movement sequences from a greater range of sporting activities.



## ANIMAL ROLL CALL



 Students may need a little space in this activity so that they can move around the room pretending to be different animals!

### Instructions for teachers:

- Demonstrate the body shape and movement of an animal, and prompt the students to copy you.

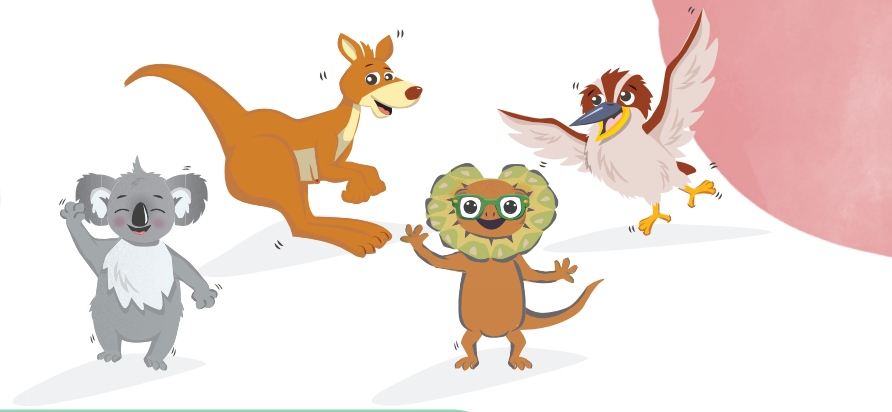
### Here are some examples:

- **Kangaroo:** Bend your elbows and draw your hands into your chest, then bend your knees ready to jump. Jump on two feet. You can jump on the spot if there is not much space in the classroom.
- **Elephant:** Stomp from side to side and swing one arm as the elephant's trunk.
- **Koala:** Shape your arms in circles beside your head to show big fluffy ears. Pretend to sit on the floor of a forest or on a tree branch. Reach forward with your head and mouth to chew yummy leaves from a tree.
- **Kookaburra:** Flap your arms like wings and hop on one leg, like a kookaburra trying to fly. Then, glide around the room flapping your arms like you are flying.
- **Emu:** Standing still with one arm reaching up, make your hand into a beak shape. Turn your hand left and right to pretend the emu is looking from side to side. Bend over and touch the floor with your beak-shaped hand to peck insects that are hiding in the grass.
- **Snake:** Weave around the classroom with your arms reached out in front of your body and your hands clasped.
- **Frog:** Crouch down to the floor and jump on two feet. Use your hands to assist with jumping forward, if space permits.

You can call out any other animal you wish and ask students to make the shape and movements of that animal. Call out an animal at random and ask students to make the shape and movement of that animal as quickly as possible.

Students continue the animal movement until the next animal is called.

**Student led option:** Students can take turns in suggesting animals for the class to move like!



## ANIMAL ROLL CALL

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### Suggested variations may include:

#### EASIER:

- Use visuals (eg, YouTube clips of animals) to familiarise students with the activity and help them perform the movements.
- Spend time on just two animals, for example: 'Koala' and 'Kangaroo'. Other animals can be included as the students gain familiarity and confidence with the game.
- Focus on only one movement. Students could remain still while only doing upper body movements. For example, the 'kangaroo hop' can be demonstrated with only upper body movement by bouncing the arms, rather than a full body jump.
- Avoid transitions from standing to sitting on the floor. Either perform only movements that can be done standing, or sitting.



#### HARDER:

- Vary the timing at which the animals are called, so students can't predict how long they will be moving as that animal.
- Call out 'Freeze' and students must hold the shape of the animal.
- Call out 'Slow Mo', in which case all actions must be done in slow motion.
- Call out 'Fast Mo', in which case all actions must be done quickly for an extra energy burst.



## BOBS AND STATUES



  Music is required for this activity. Students can do this activity on the spot with a little space around them.

### Instructions for teachers:

- Ask students to do any movement they would like to do while the music is playing. If they would prefer guided movements, you can call out movements for students to do (eg, Simon Says style), or you could suggest dance moves (eg, the Chicken Dance or the Macarena).
- Before starting the activity, tell students whether they should bob or freeze (statue) when the music is paused. The challenge is for students to remember this throughout the activity.
- To start the activity, play some music and ensure all students are moving. If you are providing movement prompts, regularly change the movement instruction.
- Pause the music intermittently. When you pause the music, students either need to bob down and touch the floor or freeze like a statue, according to the instructions given before starting the activity.
- When the music starts again, students resume moving or dancing.

Note: nobody is eliminated in this activity.

**Student led option:** Students could take turns being the leader to suggest movement prompts, pause/play the music and call out bobs or statues.



## BOBS AND STATUES

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Keep the pace of the game slow. Provide warnings for upcoming changes and provide prompts and reminders throughout (eg, remind students whether they need to bob or freeze).
- If you are providing movement prompts, start the activity by introducing students to the movements you will be calling out. Allow time to practise the movements. Or, keep the same movement for the entire game.
- Modify movements according to ability levels (eg, hands on head could be used instead of bobbing to the floor).

#### **HARDER:**

- Hold freezes for longer and change between different movements, bobs, and statues more often to increase the pace of the game.
- When students are 'frozen' in a statue, call out other movement challenges such as, "Keep your shape, but now balance on one leg."
- Add in a challenge before students need to bob or statue (eg, touch your toes, spin around, jump up high).



## BODY KNOTS



This activity requires enough space for students to work in small groups. The groups will need to move in different ways to untangle themselves!

### Instructions for teachers:

#### Part A

- Split the class into two groups.
- Ask each group to form a circle, shoulder-to-shoulder.
- Ask each student to place one hand in the middle of the circle and grasp another student's hand.
- Ask students to put their other hand in the middle and grasp a different person's hand.
- Ensure that students are not holding the hand of a person that is standing on either side of them.
- Ask students to move around to try and untangle themselves without letting go of hands.

#### Part B

- Gather all students into a circle and hold hands with the person next to them.
- Ask two students in the circle to drop hands. One of these students becomes the leader and leads the line in and out of the circle. The leader can either go under the arms of the students (asking them to raise their arms) or over their arms (asking them to lower their arms).
- This will result in the line of students spiralling among themselves – the idea is to keep moving without getting into a knot!



## BODY KNOTS

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Try Part A in smaller groups (eg, 4-6 students).
- Teachers can assist students in working through the best way to 'unknot' themselves by providing prompts and guidance.

#### **HARDER:**

- Make the whole activity silent, so students can't talk to each other and must rely on observing and working together physically.
- Create a challenge by timing the groups with a stopwatch to see how quickly each group can dis-entangle themselves from their knot. Be strict about the 'not letting go of hands' rule.
- Join the smaller groups into one whole class group (if space permits) to make it more difficult to untangle.



## CAPTAIN'S COMING



Students can do this activity on the spot. They will pretend they are sailors on a ship!

### Instructions for teachers:

- Tell your students that they are going to become sailors on large sailing ships. The teacher will be the captain of the ship and the students need to learn some sailing skills and obey the captain's commands:
  - Port:** Students jump and turn to face the left side of the room.
  - Starboard:** Students jump and turn to face the right side of the room.
  - Hoist the sails:** Students pretend they are pulling on large heavy ropes to hoist the sails.
  - Scrub the deck:** Students get down onto their knees and pretend they are scrubbing the floor.
  - Climb the mast:** Students pretend they are climbing up the tall mast.
  - Rough sea:** Students jump and sway as if their boat is going over big choppy waves.
  - Walk the plank:** Students take 5 steps forward, walking heel to toe.
  - Captain's coming:** Students stand straight and salute the captain.
- Practise these commands with students until they become familiar with each command.
- Once students learn all the commands, call each of the commands randomly. Students need to perform the actions, as soon as they are called.

**Student led option:** Students can take turns becoming the captain and calling out commands for the rest of the class.



## CAPTAIN'S COMING

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

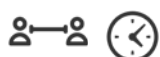
- Choose only a few of the commands and give students extra time to learn them accurately.
- Demonstrate the movements and perform them with the students as reminders when you call the commands. Prompts on the whiteboard may also help to remind students of the commands.
- Port and starboard commands can be replaced by steps to the left and right, instead of jumps

#### HARDER:

- Increase the speed at which you change commands. Call the commands in quick succession and make sure students are doing the actions clearly and accurately.
- Add to the commands. For example, ask students to take 5 steps in the direction they jump for the port and starboard commands.
- Ask students to come up with their own commands.



## DRIVER'S SEAT



Students will need some space to move around the classroom in this activity. They will move by imagining they are driving a car!

### Instructions for teachers:

Call out different driving commands from the list below and ask students to move around the classroom in response to the commands.

- **Safety first:** Start by asking students to pretend to put on their seatbelt and check the area around them to ensure it is safe to “drive”.
- **Drive:** Instruct students to imagine that they are driving a car by walking slowly around the classroom.

Once the activity has been set up using the instructions above, the commands below can be called randomly at any speed.

- **Highway:** Students pick up speed and walk briskly around the classroom.
- **Red light:** Students stop walking, crouch down to the floor, and wait for the teacher to make another call.
- **Speed bump:** Students jump up and down.
- **Rain:** Students pretend to turn the windscreen wipers on by waving their arms in front of them while walking slowly.
- **Left or right turn:** Students change the direction that they were walking in according to the teacher’s call.
- **Roundabout:** Students walk around in a circle.
- **U-turn:** Students turn around and walk back the way they came.
- **Reverse:** Students walk backwards until the next command is made.

**Student led option:** Students could take turns in calling out the commands, or suggesting new driving commands.



## DRIVER'S SEAT

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

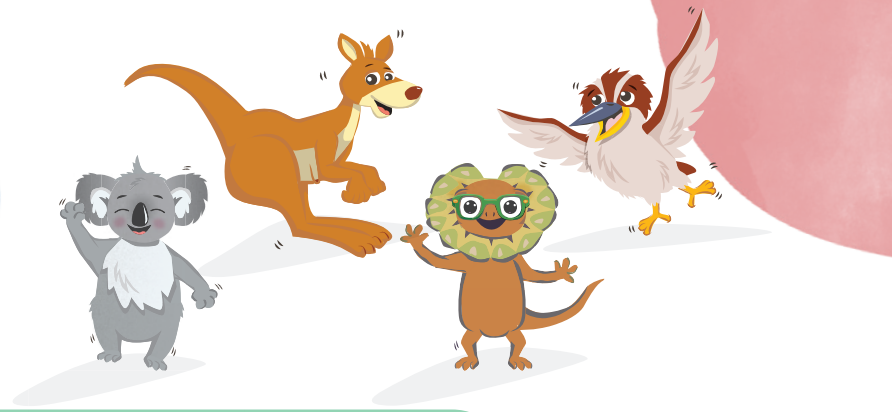
### Suggested variations may include:

#### EASIER:

- Change commands less frequently to allow longer time for students to perform each movement.
- Pick only a few of the commands to repeat so that students become familiar with the actions. Demonstrate each command while you call it.
- Movements can be done on the spot (eg, walking could be substituted for marching on the spot and turns could involve spinning on the spot in the direction called).

#### HARDER:

- Increase the speed at which you call different commands.
- Add new commands with additional movement elements, such as balance. For example, 'Flat tyre': Children stand and balance on one leg.
- Students come up with their own commands.



## HAND BAND



Students will work together as a group for this activity. You will need enough space for the class to gather together to send various clapping patterns around a circle by each student repeating the movement of the previous person.

### Instructions for teachers:

- Ask your class to stand and form a circle.
- Start a simple clapping pattern (such as a double 'high five') to send around the circle by double high-fiving the person next to you and asking them to pass it on. Each student repeats the movement of the person before them.
- The students pass the pattern around the circle until it returns back to the teacher.
- The teacher then adds a new element to the beginning of the clapping pattern. For example, slapping both of their hands on their knees before double high-fiving the person next to them. The teacher sends this two-part pattern around the circle.
- When the pattern reaches the teacher again, add a third element to the beginning of the pattern. For example, clapping your hands together. Now there is a three part clapping pattern – clapping your hands, slapping your knees, and double high-fiving the person next to you.
- Pass this pattern around the circle with each student repeating it.
- Continue adding more elements to the pattern as appropriate.

**Student led option:** Ask students to suggest a new action to add to the beginning of the pattern. When a new movement is offered by students, they become the leader and send their action around the circle via the person on their left. Actions can involve any body part, not just hands (eg, march or jump on the spot).



## HAND BAND

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Use patterns that contain only one action. Send this around the circle and then change to a different action. Slow the pace and provide prompts and reminders to students of how to do the action while it is being passed around the circle.
- Split the class into smaller groups.
- Students may sit in the circle instead of standing.



#### **HARDER:**

- Ask students to ensure they include changing levels in their patterns. For example, high-five above head, clap at mid level and reach down to touch your toes.
- Call out 'Change direction' while the pattern is going around the circle. The student performing the action when the teacher calls 'change direction' has to pass their final move back in the other direction (ie, to the person who passed it to them).
- Ask students to balance on one leg or march on the spot while the pattern goes around the circle.



## HEAD, SHOULDERS, KNEES & TOES



  Students can do this activity on the spot! Music might help, but is not required.

### Instructions for teachers:

#### Part A

Ask students to sing the song below as they touch the part of their body named in the song.

Heads, shoulders, knees and toes, knees and toes.  
Heads, shoulders, knees and toes, knees and toes.  
Eyes and ears and mouth and nose.  
Heads, shoulders, knees and toes, knees and toes.

You could try another variation of the song. See below:

Feet, tummies, arms and chins, arms and chins.  
Feet, tummies, arms and chins, arms and chins.  
Eyes and ears and mouth and shins.  
Feet, tummies, arms and chins, arms and chins.

Repeat as many times as desired.

#### Part B

Ask students to listen to the body part you name and touch it as quickly as possible (eg, elbow, wrist, shoulder, ankle, hip, earlobe, eyebrow, back, toe, chin, stomach, palm).

Next, ask students to point to different parts of the room using different body parts. For example, "Point to the ceiling with your nose," "Point to the door with your knee," "Point to the floor with your shoulder," "Point to a corner with your heel," "Point to the window with your elbow."

**Student led option:** Students could take turns in calling out different parts of the body to be the target of the activity.



## HEAD, SHOULDERS, KNEES & TOES

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

- Spend longer engaging with the songs, rather than working on Part B of the activity.
- Provide consistent modelling of the actions and repeat the instructions throughout the song. Display the lyrics on the whiteboard for students to see.
- Spend time identifying the body parts before singing the song so that students are familiar with the targets before beginning. It may be helpful to show the song on YouTube before beginning.

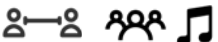
#### HARDER:

- Increase the speed at which students perform the song.
- Ask students to form groups connecting body parts named by the teacher. For example, “Make a group that connects one hand, one head, one back.” Students need to work out how to form a group so that only these parts are connected with other members of the group. Another example: “Make a group that connects one shoulder, two knees and one thumb”.



## HOKEY POKEY



 This activity works best when students work together in one group.

### Instructions for teachers:

- Ask the class to form a circle.
- The class sings or chants the Hokey Pokey lyrics below and the students follow the actions of the song.

*You put your right hand in. You put your right hand out. You put your right hand in. And you shake it all about. You do the Hokey Pokey. And you turn yourself around. That's what it's all about.*

*Your put your left hand in. You put your left hand out. You put your left hand in. And you shake it all about. You do the Hokey Pokey. And you turn yourself around. That's what it's all about.*

*Ohhh the Hokey Pokey, Ohhh the Hokey Pokey, Ohhh the Hokey Pokey, that's what it's all about.*

- Students can clap while singing 'That's what it's all about.'
- During the 'Ohhh the Hokey Pokey' sequence, students rush into the middle of the circle with their arms up and rush backwards out of the circle while bringing their arms down.
- Repeat the song with right foot and left foot.



## HOKEY POKEY

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

- Slow the rhythm down and perform the actions slowly until students are familiar with the routine. Segment the sequence into small chunks to help students become familiar with the actions.
- Lead students by demonstrating each action and providing verbal prompts. Showing students a video of the Hokey Pokey on YouTube before starting the activity, and displaying the lyrics on a whiteboard could also help.
- Replace rushing in and out of the circle with marching on the spot and waving hands up and down.
- Students could peer coach each other.

#### HARDER:

- Increase the speed of the rhythm.



## HOLIDAY SNAPS



 This activity can be done on the spot, or students can move around the room while acting out holiday activities, if space permits.

### Instructions for teachers:

Tell your students that you are going to lead them on a tour of different adventures around Australia. Ask students to pretend they are doing each of the activities below. While the students are pretending to do each of the activities, call out “Holiday Snap!”. The students need to freeze in their position and you can pretend to take a photo (holiday snap) of the group.

- Swimming at Bondi Beach
- Skiing down Mt Buller
- Surfing at Surfer’s Paradise
- Climbing the steps of the Sydney Harbour Bridge
- Kicking a goal at the MCG
- Running in the Rottneest Running Festival
- Rowing on the Yarra river
- Walking along a beach in Perth, eating an ice-cream
- Snorkelling at the Great Barrier Reef
- Playing tennis at the Australian Open
- Riding a bike along the Barossa Trail
- Squashing sand between their toes at Byron Bay

**Student led option:** Ask students to come up with more activities from other locations.



## HOLIDAY SNAPS

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### **Suggested variations may include:**

#### **EASIER:**

- Demonstrate the movements and choose only a few of the activities to repeat so that students can become familiar with the game.
- Describe the place/activity rather than just naming it (eg, MCG), or use visuals or YouTube clips to help students recognise the landmarks and engage with the movement.

#### **HARDER:**

- Include multiple movement elements in each scene (eg, paddling out and then surfing a wave or marking a football and then kicking a goal).
- Change the pace at which each movement needs to be done. For example, one activity might be in slow motion and the next activity might be faster than usual.



## IMAGINE AND MOVE



It can be helpful if students have space to move around the classroom for this activity so that they can be creative in acting out the imaginary scenarios!

### Instructions for teachers:

Ask students to find a space in the room. Explain that they need to imagine the scene that you describe and then demonstrate it with body movements.

Start by describing the following scenes:

1. “Imagine you are a farmer slashing down tall sheaves of corn. Make strong slashing actions as you move up and down the rows of corn.”
2. “Imagine you are a fish darting in different directions under the water, sometimes you hide behind rocks.”
3. “Now you are a dolphin jumping in and out of the water.”
4. “Imagine you are a balloon: Take a breath as you fill up with air; use your arms to show your round shape and float gently through space.”
5. “Imagine you are an explorer trying to walk in a blizzard. It is windy and you are pushed in different directions.”
6. “Imagine your feet are getting stuck in the mud and it is very hard to lift them out to take a step.”
7. “Imagine a wizard has cast a shrinking spell on you. You begin to shrink, becoming smaller and curling down into the smallest shape you can make.”
8. “From your curled up shape near the ground, imagine you are a fire cracker. Show how you explode!”
9. “Now you are an ice-skater gliding across a frozen lake. Take long gliding steps. It is getting so cold you begin to freeze until you are frozen solid still in your skating shape.”
10. “The sun has just come out. You slowly start to unfreeze and begin to melt. You keep melting until you become a big puddle lying on the floor.”

**Student led option:** Students can take it in turns to come up with other scenarios for the class to act out.



## IMAGINE AND MOVE

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### Suggested variations may include:

#### EASIER:

- Choose only a few of the scenes to spend longer on. Try to choose scenes that involve only one or two actions.
- Join in the activity and demonstrate an example of the different actions in the imaginative scenarios so that students have visual prompts.
- You could suggest more concrete scenarios if the examples are too abstract by using 'real-life' activities that your class has done recently as the scenarios.

#### HARDER:

- Increase the speed at which you change the scenarios.
- Call out a number of actions at the same time to make a movement sequence. For example (1) Imagine diving into a pool, swimming a lap of freestyle, a lap of backstroke and then celebrate winning the race, (2) Be in the ready position to start a hurdle race, jump over all of the hurdles and celebrate winning the race.



## INVISIBLE PEN



Students can do this activity on the spot. They will move by imagining that they can 'write' with different parts of their bodies!

### Instructions for teachers:

- Ask students to find a space in the classroom to do this activity.
- Using their index finger as an imaginary pencil, ask students to draw shapes in the air (eg, a line, square, circle, triangle and diamond).
- Now, ask the students to repeat the activity using different body parts as the pencil (eg, students could use their elbow, knee, toe, heel, head, shoulder, or nose).
- It can help to say to the students, "The top of your head is the tip of a pencil" or "The middle of your knee cap is the tip of a pencil" and ask them to touch this point so they can identify and feel exactly what part of the body is leading the action.
- After drawing shapes, you could ask students to draw letters of the alphabet or numbers with the designated body part. Students could try writing their name using a different part of the body for each letter.

**Student led option:** Students could take turns in suggesting a body part to use as the pencil and 'drawings' to create.



## INVISIBLE PEN

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### **Suggested variations may include:**

#### **EASIER:**

- Spend more time working with the finger to draw the shapes in the air, and focus on familiar shapes/figures to draw. Use repetition to further increase familiarity.
- Start each activity by identifying the body part that will be used as the invisible pencil. Before drawing imaginary shapes, ask students to point to the target body part.
- When using different body parts, start with 'pointy' body parts like the tip of their elbow, or their big toe.
- Use a video (eg, on YouTube) that shows a person writing out letters or shapes to give students an example to follow.

#### **HARDER:**

- Vary the size of the 'drawings'. For example, ask students to 'draw' a tiny circle, followed by a big triangle.
- Vary the speed of each drawing, alternating between slow and fast. For example, the first letter of a word could be performed quickly and the second letter slowly, etc.
- Students can work with a partner and 'draw' each other's name. Next, students join both their names together to make a movement sequence.
- Students can balance on one leg while doing the activity.

# Mood Breaker

Movement activities (Group)



**JOIN IN**



This activity works best if students can form one group.

Students will move in and out of the circle while doing self-led or teacher-directed movements!

## Instructions for teachers:

- Ask students to stand in a circle.
- This activity is based on a simple walking pattern: 4 steps into the centre of the circle, make a movement, then 4 steps out.
- On your signal, all students take 4 steps towards the centre, do a movement in the centre, and take 4 steps back out.
- Students can do their own unique movement or you can call out a movement for all students to do before they move into the circle (eg, a star jump, a body roll etc).
- Repeat the pattern several times so students know it well.
- After practising with the whole class, call out groups such as “All girls”, “Anyone wearing a jumper”, or “Anyone wearing sneakers”. Only these students will walk in and do a movement. You can alternate between calling “All in” and different categories of students.
- After a few repetitions, change the method of moving into the circle from 4 walking steps (eg, 4 jumps, 4 hops, 4 lunges, 4 skips etc.)

**Student led option:** Students can take turns of calling out the movement for everyone to do in the middle of the circle.

# Mood Breaker

Movement activities (Group)



## JOIN IN

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Demonstrate and join in with the students to do each movement so that students can follow visual modelling.
- Reduce the movement into the circle to 2 steps from 4 steps.

#### **HARDER:**

- Increase the pace of moving into the circle and increase the distance if space permits.
- Encourage students to do multiple movement sequences in the middle of the circle, instead of singular movements.



## MAKE A SHAKE



   Some space may be required in this activity for students to create a handshake in pairs or small groups.

### Instructions for teachers:

- Ask students to find a partner (or group of 3 if there are odd numbers).
- In their pair or group, ask students to create a 'handshake' using at least 5 different actions and body parts. For example: shoulder bump, jazz hands, high five, elbow touch, hip bump.
- Give groups 3 minutes to create and practise their unique handshake.
- Once pairs/groups have created their handshake, ask them to include an alternative action (eg, hopping or jumping) into their handshake but NOT at the end of the sequence.
- Give the pairs/groups time to include this addition and practise the new handshake.
- Each pair/group then teaches their handshake to another pair/group. Students practise and try to memorise both handshakes.



## MAKE A SHAKE

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Modify the rules so that the handshake only includes two different body actions and two different body parts.
- Ask students to focus only on movements using the upper or lower body, but not a mix of both. This allows students to create a handshake while seated, if required.
- For students who may be uncomfortable with touching, modify the rules to involve actions with no physical contact.

#### **HARDER:**

- Two pairs/groups can combine their handshakes together to form a movement sequence of at least 10 actions.
- Introduce restrictions around what movements are allowed. For example, ask students to try making a handshake that doesn't include the hands, but can include other parts of the arm (eg, elbows, forearms and shoulders).
- Ask students to ensure they include changes in direction (eg, left, right, forward, backward) and level (eg, high and low) in their handshake.



## MINI OLYMPICS



Most of these movements can be done independently and on the spot. Students will just need some space around them so that they can pretend to play a series of Olympic sports!

### Instructions for teachers:

Lead students through a series of sports and ask them to act out the associated movements. Demonstrate each of the activities as they are called.

- **Sprint:** Students scissor jump (alternate feet back and forth while jumping) for 30 secs.
- **Marathon:** Students march on the spot for 1 min.
- **Long jump:** Students jump with 2 feet as far forward as they can. Repeat 3 times.
- **Swimming:** Students pretend to do freestyle stroke for 30 secs, backstroke for 30 secs and breaststroke for 30 secs.
- **Rowing:** Students sit in their chair and pretend to pull a rowing oar back with both hands for 30 secs. Children should also lean their torso forward and backward each time they pretend to row.
- **Wheelchair tennis:** Students sit in their chair and pretend to toss the ball to serve, and have a back and forth rally with forehand and backhand swings. Students should pretend to push their chair between each swing.
- **Cycling:** Students sit in their chair and pretend to pedal on a bike for 30 secs (feet and/or arms can be used to 'pedal').
- **Triple jump:** Students hop, step and then jump in a sequence. Repeat 3 times.
- **Wheelchair basketball:** Students sit in their chair and pretend to push wheels on their chair, defend the ball and shoot goals.
- **Boccia:** Students pretend to bowl a ball towards a jack.

**Student led option:** Students may suggest their own sports or repeat their favourite activity from the list above.



## MINI OLYMPICS

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Reduce the number of repetitions that students are asked to do, and focus on only a few sports.
- Simplify the more complex activities such as scissor jump (replace with a quick march on the spot) and triple jump (students can step and jump only, instead of doing the whole sequence).




#### **HARDER:**

- Increase the number of repetitions and the speed at which you change the activity.
- Make movements more complex. For example, marathon marching could be changed to high knee jogging, and students could be asked to walk around the room while doing the swimming strokes.
- Combine two or three sports.



## MIRROR IMAGES



   Students need to work in pairs for this activity and will need a little space around them to mirror each other's actions.

### Instructions for teachers:

- Divide students into pairs, and designate each student in the pair 'A' or 'B'.
- Ask students to stand facing their partner about one metre apart.
- Explain to students that this activity involves pretending that they are looking into a mirror. Person A is standing in front of a mirror and Person B is their reflection. This means Person B has to copy all of Person A's actions as carefully as they can. Explain to students that mirror reflections do not touch.
- Start the activity by calling out slow-paced movements for Person A to perform and ask Person B to mirror the actions. For example:
  - "Begin to move your hands in slow circles"
  - "Lean your head slowly to one side" (and repeat with the other side)
  - "Lift one foot slowly off the floor and balance" (and repeat with the other foot)
  - "Clap your hands above your head"
  - "Bend down and touch your toes"
- After about two minutes of slow mirroring actions, say, "Let's up the pace" and call out a series of energetic activities for Person A to do, while Person B continues to mirror Person A. "Up the pace" activities could include:
  - Star jumps
  - Hopping
  - Marching on the spot

After about one minute of Person A leading fast actions, the partners swap roles and repeat the whole activity with Person B leading.

**Student led option:** After completing the list of movements above, allow some time for students to lead their own movements for their partner to follow before swapping over.



## MIRROR IMAGES

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Use only slow-paced movements so that the students can master the mirroring actions.
- Pick actions that require only one movement at a time. For example, do movements that involve only arms or only legs. Avoid activities that combine arm and leg movements.
- Model each of the actions that are called so that students have a visual demonstration to follow. All students could mirror the teacher, instead of working in pairs, if required.




#### **HARDER:**

- Change the pace of the movement actions more frequently during the activity. For example, do one minute of slow actions followed by one minute of fast actions, then 30 seconds of slow actions and 30 seconds of fast actions.
- Use movements that include changes in direction (eg, left, right, forward, backward) and level (eg, high and low).
- Combine multiple movements into a sequence that partners have to follow instead of using singular movements. Or, combine multiple movements simultaneously (eg, rub your tummy and pat your head).



## PAPER SCISSORS ROCK



   Students will work in pairs and will require some space to move around the room while playing an active game of paper, scissors, rock!

### Instructions for teachers:

Before getting into the game, show your class 3 whole-body shapes that represent Paper, Scissors and Rock (see below), and ask the students to copy and learn.

1. 'Paper' - Jump out while extending your arms and legs out wide, like a star jump.
2. 'Scissors' - Jump, landing with one leg forward and one back. Stretch your arms out in front like a crocodile's jaw.
3. 'Rock' - Jump into a low squatting shape. Wrap your arms around your body like a rock.

To play the game, ask students to find a partner and stand back-to-back with a little bit of space between them. When the class is ready to play, count down "3, 2, 1!" On the count of "1" students jump (while turning to face their partner) into their chosen position (paper, scissors or rock).

Partners play three rounds with each other.

After three rounds, call out a way of moving such as 'skipping' or 'lunging' or 'crawling'. Students use this way of travelling to move around the room.

Then, call out "New partner" and ask the students to join a student near them. Students now play 'Paper, Scissors, Rock' with a new partner.

Note: it can be played with three students in a group, if there is an odd number of students in the class.



## PAPER SCISSORS ROCK

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

- Remove the 'rules' of the game and work together as a whole group. Simply call out "paper", "scissors" or "rock" and ask the whole class to jump into that position. Continue calling out the positions in random order for the class to follow.
- Students could start by playing a few rounds of the original version of the game (ie, using hand gestures).
- Play the game with students sitting on chairs facing each other. In this case, the focus for the students would be on making large arm gestures to indicate their chosen position.

#### HARDER:

- Encourage the students to respond quickly by accelerating the pace of the 'count down' in each game.
- Travelling movements between each game can be more complex such as, "Walk while holding your calves" or "Skip while tapping your shoulders".

# Mood Breaker

Movement activities (Group)



## RELAX MAX



Students can do this activity on the spot, as long as they have some space for stretching. It can involve standing up, and laying on the floor. You might like to play some relaxing music during this activity, but this is not required.

### Instructions for teachers:

Lead students through a series of stretches and gentle movements.  
Hold each stretch for about 15 seconds and then let all muscles relax.  
You can read the text below out to your students as prompts.

- “Stretch two arms up, stand on tiptoes, and try to touch the clouds.”
- “Reach your right arm up to the sky while you lean your body to the left.”
- “Reach your left arm straight up and lean your body to the right.”
- “Make big slow circles with your arms”
- “Shrug your shoulders in big slow circles”
- “Bend forward and reach low. Try to touch your toes.”
- “Stand and stretch your arms out wide.”
- “Clasp your hands together and extend your arms out in front, straight and strong.”
- “Put your hands on your hips and try some torso twists. Keep your legs still. Gently twist your torso so you can look over your shoulder.”
- “Place your hands on your knees and arch your back, like a cat stretching”
- “Lift one foot off the floor as high as you can and balance on one leg. Repeat with the other side”.
- “Lie down on your back and pull your knees to your chest. Hug your knees tight”
- “Stretch your legs out and let your body sink back into the floor. Take a big breath in, let it out slowly and let all the muscles in your body relax”.

**Student led option:** Students can take turns in suggesting other stretches that the rest of the class follow.



## RELAX MAX

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Demonstrate each stretch and describe the change in muscle tone between the actions of stretching and relaxing (eg, relaxation should look and feel floppy).
- Spend longer learning each stretch. Reduce the number of stretches you do and repeat them.

#### **HARDER:**

- Hold stretches for longer – up to 20 secs. Make sure students can demonstrate the contrasting muscle tone between holding a stretch and letting go.
- Stretch two body parts at the same time. For example, stretch an arm across your body while lunging forward to stretch your legs and hips.



## ROLY POLY



You will need two dice for this activity. The dice will determine which movement to do and how many times to do it! Students can do this activity on the spot with a little space around them.

### Instructions for teachers:

- Assign a movement to each number on one of the dice. For example:
  - 1 = star jumps;
  - 2 = touch your toes;
  - 3 = above head hand claps;
  - 4 = hop on one foot;
  - 5 = wave your hands;
  - 6 = march on the spot.

It could be helpful for students to practise each of the movements before starting the activity.

- To start the activity, roll both dice, one at a time.
- The first dice will determine what movement to do.
- The second dice will determine the number of times the movement will be done.
- After the two dice are rolled, students perform the movement displayed on dice 1, the number of times displayed on dice 2.
- Change the activities associated with each number after a few rounds of the game.

Some new movements could include:

- 1 = jumping;
- 2 = backstroke arm action;
- 3 = squat down then jump up;
- 4 = high knee jogs;
- 5 = stretching sideways;
- 6 = twirl around.

**Student led option:** Students can take turns rolling the dice to determine the movement activity. Students could also suggest other movements to allocate to the dice numbers.



## ROLY POLY

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Demonstrate the activities while students are doing the movements. Also provide verbal prompts and reminders throughout.
- Write the movement and their corresponding dice number on a board where all students can see. This will provide students with a visual reminder of the rules.
- Instead of rolling a dice to determine how many times to perform a movement, you could set your own limit.
- Have smaller groups and assign each group their own movements.

#### **HARDER:**

- Include movements which involve coordinating different body parts. For example, “Rub your tummy while you pat your head”, or “Lift your left knee to your right elbow”.
- Ask students to move (eg, march, jog or star jump) on the spot while the dice are being rolled
- Multiply the number on the dice that determines how many times to do the movement activity by 2 to increase the amount of movement students do.




# Mood Breaker

Movement activities (Group)



## SHOW, DON'T TELL



   This task requires students working in small groups to act out various activities while another group guesses their actions!

### Instructions for teachers:

- Divide the class into 2 or more small groups.
- Secretly tell one group an activity to act out or mime in silence (no sounds, only movements).

Examples could include:

- Baking a cake,
  - Playing basketball,
  - Brushing your teeth,
  - Cleaning a large window,
  - Kicking a soccer ball toward the goal,
  - Riding a horse,
  - Swimming,
  - Bowling,
  - Fishing,
  - Building a sandcastle,
  - Skipping with a rope,
  - Lifting a heavy school bag onto your back.
- 
- Allow the group to demonstrate their own versions of the action to the rest of the students for between 30 seconds to 1 minute.
  - After at least 30 seconds, ask students in the watching group to guess the activity. Note: Don't allow students to guess until 30 seconds have passed.
  - After guessing the correct answer, the groups swap roles. Continue the activity until both groups have had a few turns at miming.

**Student led option:** Allow students in the miming group to come up with their own activity to mime.



## SHOW, DON'T TELL

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

- Show the miming group a visual of the activity to ensure they all understand that activity to demonstrate before starting. You could also join the miming group to demonstrate actions.
- Ensure the activities to mime are activities that students are familiar with. This may be something at your school that you know all students are aware of. Give students time to come up with their own movement responses.

#### HARDER:

- Ask students to create movement sequences with 4 or more actions.
- Create more complex activities where the miming group needs to work together to role play a scenario.
- Ask the students in the guessing group to move while they are watching the other group mime (eg, march on the spot)



## SHOW US YOUR MOVES



  You will need some music for this activity so that students can learn well-known dance styles.

### Instructions for teachers:

- In this activity, students have a dance break! Ask students to do well-known dance styles such as The Macarena, The Nutbush and The Chicken Dance. Students might enjoy having music to follow along with.
- Once students are familiar with the dance moves, call out variations so that students change the way they dance while doing the moves. For example:
  - “Dance like you’re angry”,
  - “Dance like you are floating on a cloud”,
  - “Dance like your team has just won the grand final”,
  - “Dance like an elephant”,
  - “Dance like an elderly person”.
- You can also provide time for students to do freestyle dancing according to your commands. For example:
  - You could call “Smooth”, and students dance in any way they feel represents smooth movements.
  - You could also call “Jerky” and students need to dance using jerky movements.
  - You could also call “Jumping” and “Rolling”, if appropriate

Tip: watch this AllPlay Learn video to see a demonstration of freestyle dancing according to the commands of Smooth, Jerky, Jumping and Rolling. Students could follow along with the video. ([Get going dance | AllPlay Learn](#))

**Student led option:** Ask students to suggest other ways that they can freestyle dance.



## SHOW US YOUR MOVES

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Play music videos so that students have a visual demonstration to follow.
- Focus on one part of the body (eg, ask students to dance only using their arms, or only using their lower body).
- Teach the dance styles slowly or only focus on one dance style. You could also allow students to do their own dance style that they enjoy instead.

#### **HARDER:**

- Challenge students to do the dance moves (eg, The Macarena or The Chicken Dance) on one leg, or march on the spot while doing the Chicken Dance.
- Where possible (eg, in The Macarena and The Chicken Dance), gradually increase the speed at which the dance is performed until students are moving quickly.



## SIMON SAYS



Students can do this activity individually in as much or as little space available. In this version of Simon Says, no one is eliminated. The focus is on performing the actions as fully as possible.

### Instructions for teachers:

Lead the class through a series of movements by calling out “Simon says...” and then describing an action.

For example:

- “Simon says: Do 4 small and quick jumps on the spot.”
- “Simon says: Clap your hands behind your back 5 times.”
- “Simon says: Reach for the sky, stand on your tippy toes, and then collapse back to earth.”
- “Simon says: Sway like a tree blown by the wind.”
- “Simon says: Make big circles with your arms.”
- “Simon says: Twirl in a circle, then twist yourself up in a knot.”
- “Simon says: Put your right hand on your left toe.”
- “Simon says: Shake your whole body.”
- “Simon says: Take 5 big steps backwards”
- “Simon says: Swing your arms from side to side.”
- “Simon says: Lift your knee up to your tummy and balance on one leg.”

### Student led option:

Students can take turns being the leader who calls out the Simon Says actions for the rest of the class to follow. They can come up with their own suggested actions.



## SIMON SAYS

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Demonstrate the actions and model them at the same time as the students so that there is a visual prompt to follow.
- Keep the actions to one instruction only. For example, separate “Reach for the Sky” from “Collapse back to earth”. “Twirl in a circle” and “Twist yourself into a knot” would also become two separate instructions.
- Call actions that you are confident students already know before progressing to new actions.



#### **HARDER:**

- Change the pace by calling out “Slow Mo”, in which case all actions must be done in slow motion.
- Don’t demonstrate the moves. Let students listen to the instructions and work out how to interpret the action independently.
- Combine two actions together. For example: “Simon says: Shake your whole body while jumping from side to side” or “Simon Says: Swing your arms from side to side as you walk in a small circle”.



## THE MEXICAN WAVE



  This activity requires students to form a group circle. It will require some space!

### Instructions for teachers:

- Ask students to stand in a circle. Form multiple small circles, if required.
- Explain that the students are going to work as a group to create a wave pattern. The pattern will be made by every person quickly lifting and lowering their arms, one after the other.
- Choose a leader to begin the wave pattern and decide which way the wave will go.
- On your call, the leader raises and lowers their arms at a medium pace. The student next to the leader then does the same action, and this pattern is continued around the circle.
- Repeat the 'Mexican Wave' pattern, building the pace of each wave pattern.
- Once students have mastered the wave pattern at a fast pace, call out "Change" and the students have to change the direction of the wave pattern.
- Extra movement could also be added by asking students to march on the spot while the wave is going around the circle.

**Student led option:** Students can take turns being the leader who starts the wave and decides which way the wave will go, and who calls out 'Change' to change direction.



## THE MEXICAN WAVE

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Keep the wave at a slow-to-medium pace. Only build the pace once all students are confident with the timing of the action.
- Provide prompts and reminders while the wave is going around the circle to keep it on track.
- Do not change direction of the wave during the activity.
- Allow students to sit in a chair.

#### **HARDER:**

- Students can try doing the Mexican wave with their whole body. They would begin crouching at the floor and then raise their whole body to a standing position with arms reached up before returning to the floor when it is their turn to do the wave.
- Students can choose other movement sequences to replace the wave such as a jump back and forth.
- The teacher could introduce a second wave to go around the circle simultaneously. This requires extra focus and attention from students!



## TUNNEL TAP



Students need to work in small groups for this activity. It will require enough space so that all groups can form a line, and move from the back of the line to the front, like in tunnel ball. It may not be suitable for inside the classroom.

### Instructions for teachers:

This activity involves playing imaginary tunnel ball. There are two versions of the game; one focuses on under/over movements and the other focuses on side-to-side movements.

#### Part 1 - Under and Over

- Ask students to form small groups of approx 5 students and find a space large enough to stand in a line.
- On your cue, the student at the front of each line reaches under and through their legs to tap the hands of the student behind them. The second student in line then reaches over their head to tap the hands of the student behind them.
- This pattern keeps being passed down the line from student to student, alternating each time between under the legs and over the head until the hand tapping reaches the end of the line.
- The last student then jogs (or walks, depending on classroom space) to the front of the line and repeats the hand tapping – under then over.
- Students keep moving from the front to the back of the line until each student has had a turn of being the leader.

#### Part 2 - Side to Side

- Ask students to form small groups of approx 5 students and find a space large enough to stand in a line. It can be helpful to ask the student at the start of the line to pretend they are holding an imaginary ball.
- On your cue, the student at the front of the line turns to their right and pretends to pass a ball to the person behind them. The second student in line then turns to their left and pretends to pass the ball to the person behind.
- This pattern keeps being passed down the line from student to student, alternating each time between turning right and turning left until the imaginary passing reaches the end of the line.
- The last student then jogs (or walks, depending on classroom space) to the front of the line and repeats the imaginary passing from right to left.
- Students keep moving from the front to the back of the line until each student has had a turn of being the leader.



## TUNNEL TAP

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Stick to only one movement for the whole sequence instead of alternating. For example, stick to *either* under or over, and stick to *either* left or right.
- It may be easier for students to conceptualise the activity if they pass a small object such as a light book or a pencil.
- Remind students of the actions by vocalising the patterns throughout the activity.

#### **HARDER:**

- Increase complexity by adding another movement to alternate throughout the sequence. For example, you could play a round where the sequence is under, over, turn left, turn right.
- Change the method of students going from the back of the line to the front from walking to hopping, skipping, jumping, etc., where space permits.



## WHAT'S THE TIME MR WOLF?



This activity will require a large space and may be difficult to do in the classroom. There are a few rules to follow, but no one is eliminated in this version of the game.

### Instructions for teachers:

- Ask students to form a line opposite the teacher.
- The teacher faces away from the students (ie, your back is to the students).
- The game starts with students asking “What’s the time Mr. Wolf?” altogether.
- The teacher responds with a number to represent a random time of the day (eg, 2 o’clock).
- The students take steps towards the teacher according to the time that was called out (eg, 2 o’clock = 2 steps).
- This is repeated, which allows students to move closer to the teacher with each ‘time’ that is called.
- When the students are close to reaching the teacher, the teacher calls out “Dinner time”, at which point students turn around and jog (or walk) back to the starting line. The teacher can ‘chase’ behind the students.
- Repeat as many times as you would like.

**Student led option:** Students could alternate being the wolf.



## WHAT'S THE TIME MR WOLF?

You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.

### Suggested variations may include:

#### EASIER:

- Shorten the distance between the students and the teacher.
- Face the students, rather than having your back to them, so that you can provide prompts and reminders of the rules (eg, you can count the number of steps with the students).

#### HARDER:

- Ask the students to take different kinds of steps when you call out the number (eg, small steps, big steps, jumps, hops).
- Ask the students to move back to the starting line using different movements (eg, jumping, hopping, side stepping etc.) instead of jogging or walking.


# Mood Breaker

Movement activities (Group)





## YOGA TIME



 Students can do this activity on the spot, as long as they have some space for stretching. It can involve standing up, and laying on the floor. You might like to play some relaxing music during this activity, but it is not required.

### Instructions for teachers:

- Ask students to find a space and stand calmly. Start by asking the students to take 3 deep breaths.
- Lead the students in a series of yoga positions (see below). Hold each position for about 15 secs.

<b>Extended mountain pose</b>	Stand up straight on your tippy toes and reach up for the sky.		<b>Child's pose</b>	Kneeling on the floor, lean forward so that your forehead touches the floor and stretch your arms forward past your head with your palms on the floor.	
<b>Half-moon pose</b>	Arms over head joined at the palms. Slowly lean from side to side.		<b>Warrior pose</b>	Bend your front knee, so you are in a lunge. Have your hips turned to the side with both arms outstretched, palms down. Look forward in the direction of your bent knee.	
<b>Tree pose</b>	Join your hands at the palms in front of your chest. Bend one leg and rest the other foot against the knee of the supporting leg.		<b>Butterfly stretch</b>	Sitting on the floor, bring the soles of your feet together in front of your body. Gently push your knees towards the floor.	
<b>Knee press pose</b>	Lie on your back and pull your knees to your chest.		<b>Ankle and wrist rotations</b>	Make small circles with your wrists and ankles	
<b>Downward facing dog pose</b>	From a standing position, lean forward and put your hands on the floor. Keep your feet flat on the floor and your hips up high.		<b>Small arm circles</b>	Stretch your arms out wide and make small circles	
<b>Cobra pose</b>	Start by lying on your stomach. Push on your hands under your chest to lift your head and upper torso off the floor.		<b>Shoulder shrugs</b>	Make big circles by shrugging your shoulders	
			<b>Body twists</b>	Twist your torso slowly from side to side	

Shake your whole body to release. Take 3 deep breaths. Reverse the sequence from 'Body twists' back through all the actions to 'Mountain pose'.

**Student led option:** Students can suggest other yoga poses for the class to try.



## YOGA TIME

**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

### **Suggested variations may include:**

#### **EASIER:**

- Choose only a few poses to work on. Spend longer on each pose so that students have time to learn. Choose the poses that you think your class might be familiar with or able to do.
- Demonstrate each of the poses or use pictures to show the students a visual example of each pose.
- Encourage students to use a wall to stabilise themselves.
- Give variations for each pose (eg, focus on one part of a pose rather than coordinating multiple body parts) and allow students to choose the variations individually.

#### **HARDER:**

- Challenge the students to hold some of the balancing poses for longer.
- Add in some more complex poses. For example; Triangle pose: Lunge to the side, with one arm reaching up and the other arm touching the floor.

# Mood Breaker

Movement activities (Group)



## Instructions:

# Mood Breaker

Movement activities (Group)



**You may like to adapt this activity to maximise the participation of the students in your class. Changes to the teaching style, activity rules and environment can help. Remember, variations can be on an individual basis, but should not make any particular student feel singled out.**

**Suggested variations may include:**

**EASIER:**

**HARDER:**