

Warming Up



Contents

Why Warming Up Is Important	19
Using Charts	20
Follow the Leader	20
Change the Leader	21
Simon Says	21
Memory Challenge	22
Whistle Stop	22
Slow 'N' Go	23
Vehicles	23
Go Home	24
Colours	24
Numbers	25
Can You Be?	25
Cars	26
Pairs	26
Here-There-Where	27
Rhythms	27
Walk and Circle	28
Big Steps-Small Steps	28
Lift and Clap	29
Hand Push	29
Hand Flappers	30
Side to Side Lunges	30
Taps	31
Rowing	31
Walking Partner Tag	32
Connect It	32
Move It	33
Spirals	33
Freeze	34

Every exercise session should be preceded by a period of warm-up where the body is prepared gradually for the effort to follow.

An Effective Warm-Up

- i Allows the respiratory and circulatory systems to adapt by:
 - increasing blood flow to muscles resulting in a higher rate of oxygen exchange between blood and muscles
 - increasing body and muscle temperatures gradually
 - increasing elasticity of muscle tissue
- ii Reduces the risk of injury to muscles and joints.
- iii Takes muscles and joints through their full range of movement.
- iv Prepares the participant psychologically to take part in strenuous activity.
- v Should be gentle and rhythmic and preferably use all the major muscle groups involved in the main activity.
- vi Begins slowly and builds up to more vigorous activity.
- vii Should include specific stretching and movements that are to be used in the activities to follow.

Guidelines For Safe Effective Warm-Ups

- Begin all warming up activities in a slow controlled manner.
- Increase the intensity gradually.
- If using children as leaders make sure they understand and adhere to the “Start slowly” principle.
- Keep the warm-ups simple.
- Modify games and activities depending on the age level, weather conditions and space available.
- Avoid games and activities that involve chasing.
- Always ‘warm-up’ thoroughly. Don’t ‘cheat’ on the warm-up if time is in short supply.
- Sprints and tag games have no place in the early part of warm-up.

WARMING UP

IDEAS FOR ACTIVITY CARDS AND CHARTS

Use these charts and cards as starters only for your own “creations” – these descriptions and instructions may not be appropriate for your class, playground or equipment.

WARM UP CHARTS – can be illustrated or stick figures drawn. They could then be used with less able readers or young children. If reading the charts is a problem use a buddy system and team up the less capable reader with a good reader.

- Suitable for
- netball/tennis court
 - hall
 - part of soccer/rugby field
- or
- use cones to mark boundaries

WARM UP 1 (Remember to start slowly)

1. Walk along two sides of the court.
2. Walk briskly along two sides.
3. Walk two widths pushing arms above head.
4. Walk two widths pushing arms forward.
5. Jog two widths with arms hanging by sides.
6. Jog two widths – one push up with arms then one push forward.

WARM UP 2 (Start slowly)

1. Walk around two trees.
2. Walk along the top of a bench or form.
3. Find something circular and walk around it.
4. Jog to the nearest goalpost and back.
5. Jog with your partner to the nearest fence, take turns at being leader and changing the speed.
6. Jog back and keep moving on the spot.

These charts could be on small cards and used as individual or paired activities.

Follow the Leader

ALL AGES

EQUIPMENT: None

AREA: Grass, hall, hard surface

FORMATION

Children form a single line, one behind the other, all facing in the same direction.



INSTRUCTIONS

- Teacher or pupil as leader, in front of line.
- Children follow the leader’s speed, direction, arm movements, type of walk, march or jog etc.

Activities:

Walking.

- forwards, backwards, sideways
- along a line, in circles, in curves, in a zig-zag
- low, tall
- on toes, on heels
- fast, slow, variations in speed
- big steps, small steps
- with feet close together, with feet wide apart
- knees lifted high in front
- legs kicked out straight in front (wooden soldier)
- on the spot

Add arm movements

- pushing arms above head
- pushing arms out to sides at chest height
- pushing arms forward at chest height
- circling arms forwards across body and backwards
- single arm punches upwards, forwards and sideways
- arms extended overhead and out to side

WARMING UP

VARIATIONS

1. Jogging – use all the arm variations given for walking.
2. Children follow a leader but walk together as a group rather than in a line.
3. Divide the class into groups of 4-5 children with each group having a leader.
4. Once the children are warmed up the activities can become more vigorous to include running, jumping, skipping, hopping and leaping.

Change the Leader

INSTRUCTIONS

- Children line up in their groups of 4-5 all facing the same way, leader at the front.
- Children follow leaders actions as in ‘Follow the Leader’.
- On whistle or signal from teacher the leader takes one step out to the side and moves to the back of the team line.
- The next person becomes the leader.
- Repeat several times until all children have been the leader.
- Activities as for ‘Follow the Leader’.

TEACHING POINTS

- Encourage variations in speed and direction.
- Try combinations of all the arm movements given.
- Encourage originality.
- Extend the boundaries to include playground equipment, trees, slopes etc.

FOCUS ON

- | | | |
|----------|---|---|
| Physical | – | General warming. |
| Other | – | Copying.
Experience at being a leader. |

Simon Says

 ALL AGES

EQUIPMENT: None

AREA: Grass, hall, hard surface, classroom

FORMATION

Children freely spaced all facing the teacher or leader who stands in front of the group facing them.



INSTRUCTIONS

- The teacher calls out a movement command preceded by the words “Simon Says” and demonstrates the activity.
- The children obey the command and continue with the activity until the leader gives the next command.
- If the words “Simon Says” are given with each command the children must obey and change their activity.
- If “Simon Says” is not said and a command given then the children must stand still and make no movement.
- Any child that does change the movement either loses a point and continues or moves to the side and continues the game.
- Leaders should give the commands in rapid succession, every now and then giving a command that is not preceded by “Simon Says”.
- Activities: walking and jogging as in ‘Follow the Leader’
 - stepping forwards and backwards
 - bouncing on the spot
 - stepping from side to side
 - hopping

TEACHING POINTS

- Encourage originality.
- Begin all movements slowly and gradually, build up to more strenuous actions.
- Modify actions for juniors and extend the seniors with more complicated activities/instructions.

FOCUS ON

- | | | |
|----------|---|---|
| Physical | – | General warming. Experiencing a variety of movements. |
| Other | – | Copying. |

WARMING UP

Memory Challenge

 ALL AGES

EQUIPMENT None

AREA

- 1) Any part of an outdoor area visible from the starting position.
- 2) Can be done indoors on a smaller scale.

FORMATION

Children in a group near the teacher to receive the instructions.

INSTRUCTIONS

- Teacher gives 2,3 or 4 instructions (to the whole class) of activities they are to do either in the order given or in any order.
- Children must listen carefully before moving.
- Example 1.
Walk to and touch 3 trees
Then walk sideways to the oak tree
Then jog around the oak tree and back “home”
- Example 2.
Walk to and touch 3 trees
Walk along 2 sides of the netball court
Walk to the nearest fence
Jog back “home”

VARIATION

Have the children work in pairs and give 2 or 3 extra instructions.

TEACHING POINTS

- Keep instructions simple for juniors. Extend seniors with more complicated instructions.

FOCUS ON

- Physical – General warming.
Other – Listening. Following a series of instructions.



Whistle Stop

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface

FORMATION

Children freely spaced.



INSTRUCTIONS

- Children walk freely within a given area trying not to touch others.
- On whistle from teacher children must “freeze” on the spot.
- On signal from teacher children begin moving again.
- Vary the length of time between whistles.

VARIATION

1. Change the type of movement after each stop
e.g. walking backwards, sideways or on tip toes
walking with short strides or long strides
walking with knees up high
jogging
2. Teacher nominates some kind of statue position which the children assume on the whistle e.g. ballerina, tall shape, stretched elastic, on one leg.

TEACHING POINTS

- Encourage children to move freely using all the space.
- Encourage quick reaction to the whistle.

FOCUS ON

Physical – General warming. Quick reactions. Spatial awareness. Stopping on a given signal.

WARMING UP

Slow 'N' Go

ALL AGES

EQUIPMENT

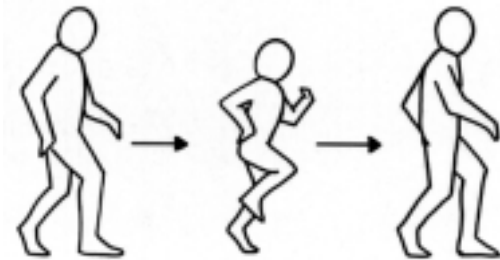
None

AREA

Hall, grassed area, hard surface

FORMATION

Free spacing



INSTRUCTIONS

- Children begin walking anywhere within the area.
- On whistle or signal they change from a walk to a jog.
- On next whistle they change from a jog to a walk.
- Repeat several times varying the length of time between whistles.

VARIATIONS

1. Walk forwards – on whistle walk backwards.
2. Walk low with bent knees – on whistle walk on toes.
3. Walk with tiny steps – on whistle walk with long strides.
4. Walk or jog – on whistle change direction and continue moving.

TEACHING POINTS

- Encourage children to move freely on their own, changing direction often.
- Encourage quick responses to the whistle.

FOCUS ON

Physical – General warming. Quick reactions.
Other – Following a movement sequence.

Vehicles

JUNIORS

EQUIPMENT

None

AREA

Hall, grass, hard surface – care needed if children work on the ground.

FORMATION

Free spacing.



INSTRUCTIONS

- Teacher names a type of vehicle and children move around the area imitating the vehicle.
- Change the vehicle several times.
- Suggested vehicles – rowing boat, bicycle, steam roller, crane, train, helicopter, car, bus.

VARIATIONS

1. Have children work together to make the movements of one vehicle.
2. Have children move like machines or mechanical objects.
3. Have children move like an animal or insect.
4. Have children move like their favourite toy.
5. Have children move about and make the shape of individual letters, words or numbers on the ground.
6. Have children nominate their own vehicle or animal.
7. Have children work in pairs, one imitates a vehicle or animal's movement, the other child copies the movement and tries to guess what it is.

TEACHING POINT

- Suggest slower movements to begin with.

FOCUS ON

Physical – General warming and mobility.
Developing movement patterns.
Other – Using imagination.

WARMING UP

Go Home

ALL AGES

EQUIPMENT

Hoops, cones, skipping ropes will be needed if no line markings are present.

AREA

Hall, hard surface with painted marking lines e.g. netball, badminton or padder tennis court. If no lines are present, use the hoops, cones and ropes scattered randomly around the area.

FORMATION

Each child stands on her own easily identifiable spot called home e.g. intersection of lines, corner etc. (or at cones, hoops or on a rope).

INSTRUCTIONS

- Teacher nominates an activity e.g. robot walk, and children move freely about the area in the manner suggested by the teacher.
- On command “Go Home” children return to their spot.
- Repeat using a different activity.
- Suggested activities – marching, walking, wooden soldiers, robot walk, slip step, jogging, skipping.

VARIATIONS

Give the children an activity to do when they “Go Home” e.g.

1. Go Home and bounce on the spot.
2. Go Home and stretch high.
3. Go Home and balance on one leg.

TEACHING POINT

- Encourage quick actions.

FOCUS ON

Physical – General warming. Cardio-vascular effect.
Other – Orientation and spatial concepts.



Colours

ALL AGES

EQUIPMENT

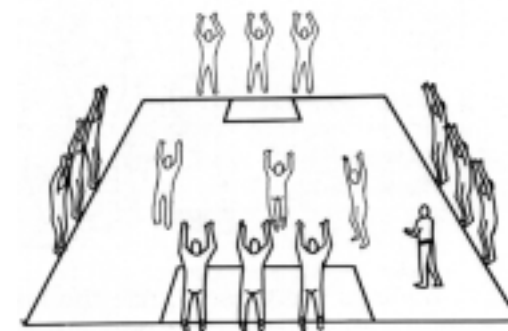
Cones or hoops as markers if there are no lines to use as boundaries.

AREA

Hall, grass, hard surface lines are useful to define boundaries – about one third of a netball court.

FORMATION

Children stand around the boundary lines of court or rectangle – or make a large circle.



INSTRUCTIONS

- Teacher calls a colour and an activity e.g. red – robot walk.
- All children wearing that colour move into the middle of the area and move in the way nominated.
- Children around the outside perform the same activity but stay in their places.
- Teacher may change the activity while the same group of children are in the middle or bring a second group of children into the middle by calling out another colour.
- On the call “too dark to see” all the children return to their places around the boundary.
- Repeat several times.
- Use activities such as walking, jogging, slip steps.

VARIATION

Use hair colour or eye colour and an activity.

TEACHING POINT

- Make sure all children have a turn in the middle.

FOCUS ON

Physical – General warming. Cardio-vascular effect.
Identified fitness components.
Other – Colour recognition (Juniors).

WARMING UP

Numbers

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface

FORMATION

Free spacing.

INSTRUCTIONS

- Children walk freely around the area.
- Teacher calls a number from 2 to 6.
- Children quickly gather in a group of that number.
- Repeat several times varying the number with each call.



VARIATIONS

1. Moving in different ways.
2. When the number is called teacher also nominates an activity for the group to do e.g. 4's bouncing on the spot, 3's walking in a circle.

TEACHING POINTS

- This is a useful organisational game to arrange children in even sized groups.
- There is no punishment for children who are not able to get into the right sized group, encourage them to do better next time.

FOCUS ON

- Physical – General warming and locomotor skills.
Other – Developing mathematical concepts of number groupings.

Can You Be?

ALL AGES

EQUIPMENT

None

AREA

Hall, grass,
hard surface

FORMATION

Children in groups of 6 or 7.



INSTRUCTIONS

- Explain to the children they will have to work together to solve the questions.
- Teacher asks a question to which the children respond with appropriate movements.
- E.g. “Can you be?”–
a string of beads falling to the ground
a forest of trees blowing in the wind
a train shunting down the track
bubbles in a glass of lemonade
porridge boiling in a pot

VARIATIONS

1. Make the groups smaller or larger.
2. Have the children make up their own examples.

TEACHING POINT

- The examples should involve some kind of movement.

FOCUS ON

- Physical – General warming and movement skills.
Other – Co-operation. Group interaction.

WARMING UP

Cars

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface

FORMATION

Children in pairs one behind the other both facing in the same direction.



INSTRUCTIONS

- The child at the back is the driver and puts his hands on the front child's shoulders.
- Both children begin walking with 'the driver' steering and changing speed and direction.
- Change positions.

VARIATION

This can become a trust activity. The "car" closes his eyes and must trust his partner to steer him safely about.

TEACHING POINTS

- Encourage children to keep away from others i.e. in their own space.
- As children become familiar with the activity encourage moving backwards and sideways.

FOCUS ON

Physical – General warming.
Other – Learning to trust peers.

Pairs

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface

FORMATION

Children in pairs with inside hands joined.



INSTRUCTIONS

- Pairs walk freely about avoiding other pairs and keeping their hands joined.
- On signal from teacher the pairs speed up slightly but still at a walk.
- Teacher can signal 2 to 3 more increases of speed until the pairs are jogging.

VARIATIONS

1. Both hands joined – face to face.
2. Back to back – elbows linked.
3. Have the children find one other way to move as a pair.

TEACHING POINTS

- Encourage co-operation and control.
- Praise pairs who can speed up and avoid contacting others.

FOCUS ON

Physical – General warming.
Other – Working with a partner.

WARMING UP

Here-There-Where

JUNIORS

EQUIPMENT

None

AREA

Hall, grass, hard surface.

FORMATIONS

Free spacing.

INSTRUCTIONS

- Teacher has a choice of 3 calls to the children.
- “Here” children line up in front of teacher.
- “There” – teacher point in another direction and children start jogging that direction.
- “Where” – children jog or bounce lightly on the spot.

VARIATIONS

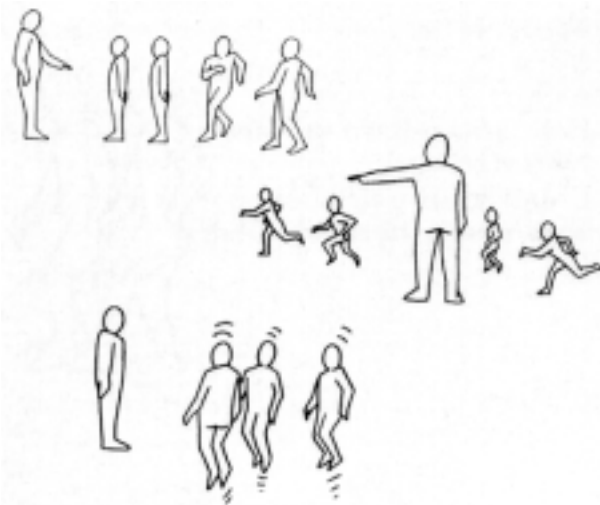
1. Here There Everywhere” – same calls “Here” and “There” as above. On call “Everywhere” the children move quickly out to one of the boundary lines where they Jog or bounce on the spot.
2. Children line up in front of teacher on the “There” line On call “Here” or “Where” children run to that line and bounce on the spot. Add a fun element by teacher calling one line but pointing to the other line. * Children must run to the line called.

TEACHING POINTS

- Teachers and classes may develop their own responses to calls.
- The bounces on the spot are light with feet only just coming off the ground.

FOCUS ON

Physical – General warming. Quick reactions.



Rhythms

ALL AGES

EQUIPMENT

A drum if available.

AREA

Hall, grass, hard surface, classroom if done on the spot.

FORMATION

Free spacing.

INSTRUCTIONS

- Teacher could clap the rhythm or have a drum or similar.
- Children move freely within the area.
- Teacher claps or drums out a steady beat to ensure that the children are walking at the same speed.
- When this has been achieved, teacher directs children to clap their hands on every 4th beat.
- Rhythm call will be 1 2 3 and clap.
- Once this pattern is established children are directed to jump lightly on every 4th beat as well as clapping.
- Rhythm will be 1 2 3 and jump.

VARIATIONS

1. Clap hands high above head.
2. Clap hands behind back.
3. Instead of jumping on 4th beat, children could kick one leg forward e.g. 1 2 3 and kick.

FOCUS ON

Physical – General warming. Developing rhythmic movement patterns.
Other – Enjoyment of working with rhythms.



WARMING UP

Walk and Circle

 ALL AGES

EQUIPMENT

None

AREA

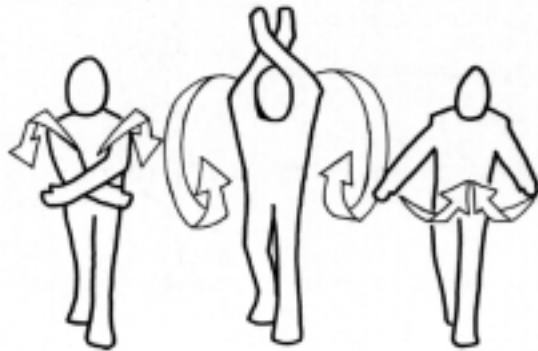
Hall, grass, hard surface

FORMATION

Free spacing.

INSTRUCTIONS

- Children walk freely within area circling their arms across in front of their body.
- On teacher's command children change the direction of the circles.
- Combination of four circles downwards and four circles upwards as the walking continues.
- Teacher may need to count the timing.



VARIATIONS

1. Walk and push arms upwards above head.
2. Walk and push arms out to the sides of the body.
3. This activity can be done on the spot or with gentle knee bends as the arms circle.

TEACHING POINT

- Try background music with a steady walking rhythm.

FOCUS ON

Physical – General warming. Arm and shoulder flexibility.

Big Steps-Small Steps

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface.

FORMATION

Free spacing.

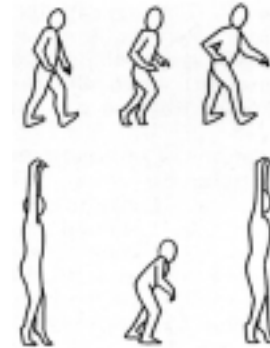
INSTRUCTIONS

- Children move freely around the area at a walk or jog.
- On whistle and call from teacher "Big Steps" all children change and begin moving with long strides.
- On whistle and call from teacher "Small Steps" children continue moving but with very small steps.
- Repeat several times.



VARIATIONS

1. Walking on heels – walking on toes.
2. Walking with arms high above head – walking with arms close to body.
3. Walking quickly – walking slowly.
4. Walking with feet wide apart – walking with feet together.



TEACHING POINT

- Encourage children to exaggerate the movements e.g. very long strides and tiny steps.

FOCUS ON

Physical – General warming.

Other – Concept of opposites. Developing word and movement associations.

WARMING UP

Lift and Clap

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Free spacing or in a large circle.

INSTRUCTIONS

- Children lift one bent leg upwards and clap underneath it, then lift the other leg up and clap underneath it.
- Teacher may need to call out the rhythm. Rhythm call “lift and clap, lift and clap”.

VARIATIONS

1. Lift one knee and clap under it, then lift the other knee and clap over it. Rhythm call “lift and under, lift and over”.
2. Continue with the knee lifts but instead of clapping underneath, gently slap hands on the top of knee.
3. Continue with knee lifts but click the fingers beside the lifted knee. Rhythm call “lift and click left, lift and click right”.
4. Combinations. Continue with the knee lifts but vary the hand patterns e.g.
 - 1 clap under left and 1 clap over right
 - 1 slap on top left and 1 slap on top right
 - 1 click beside left and 1 click beside rightRepeat several times until children have the pattern.
5. Children work in pairs or small groups experimenting with combinations and with travelling forwards and backwards as they do knee lifts.
6. Heel and Toe: Feet hip width apart, toes turned slightly outwards – knees slightly bent. Tap both toes up and down keeping a steady rhythm. Tap one toe then the other. Lift heels off the ground together. Lift one heel then the other.

TEACHING POINT

- Encourage the children to keep in time.

FOCUS ON

- Physical – General warming. Hip flexibility.
Other – Enjoyment of working with rhythms.



Hand Push

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Children in pairs, similar size and height.

INSTRUCTIONS

- Partners stand facing each other, one foot slightly forward of the other – both knees slightly bent and body leaning forwards.
- Place palms of hands against partners at shoulder height and push against each others hands.
- Keeping palms together push upwards, sideways and downwards trying to maintain balance.

VARIATION

Hand Push Off – same position as above.

- Both partners lean towards each other and place flat hands together – count 1 2 3 and on 4 – push hard against each others hands so they return to an upright position.
- Repeat several times.

TEACHING POINT

- Encourage children to work together to change the direction and speed of the arm movements.
- Can be a strength activity.

FOCUS ON

- Physical – General warming. Upper body strength.
Other – Co-operating in pairs.



WARMING UP

Hand Flappers

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Free spacing.

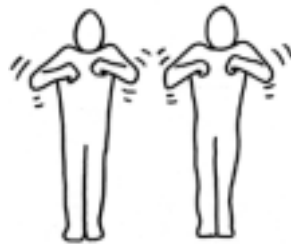


INSTRUCTIONS

- Begin with both hands in front of body at waist height.
- Pull both hands upwards at the same time, then push downwards.
- Pull one hand then the other, upwards and downwards.
- Circle both wrists inwards then outwards.
- Open and close the hands i.e. spread the fingers wide then make a tight fist.
- Flap the hands up and down from the wrist.

VARIATION

1. Hand circles in pairs.
 - Children find a partner and stand facing each other.
 - One child leads and changes the hand movements while her partner tries to copy her movements.
 - Change over.
2. Teach the children the actions for the 'Bird Dance'.



TEACHING POINT

- This is an excellent starter for cold days.

FOCUS ON

- Physical – General warming. Fine muscle control in arms and hands.
Other – Observing and imitating movements.

Side to Side Lunges

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Free spacing.



INSTRUCTIONS

- Children stand with feet a little more than hip width apart and toes turned outwards and hands on hips.
- Slowly lean to one side bending that knee and pushing the opposite leg almost straight.
- Return to starting position.
- Repeat to the other side. Repeat 10-12 more times.

VARIATIONS

1. Move in a continuous flowing action from one side to the other without stopping in the middle.
2. Make two lunges to one side and then two lunges to the other side.
3. Add some arm movements e.g. (i) arms straightening out from the chest, (ii) lifting straight arms up and down from waist height to shoulder height.
4. Forward Lunges.
 - Stand with one foot, a foot's length in front of the other. Front leg is bent slightly and back leg is straight.
 - Lean slightly forward over the bent front leg – gently bend deeper then almost straighten the front leg.
 - Repeat 6-8 times.
 - Change legs and bend and straighten 6-8 times.



TEACHING POINTS

- Have the children experiment with different arm movements.
- This activity is suitable for a cool down/stretch.

FOCUS ON

- Physical – General warming. Flexibility and stretching of leg muscles.

WARMING UP

Taps

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Free spacing.

INSTRUCTIONS

- Children begin standing with feet together.
- Extend right foot forward and tap the ground in front of body once.
- Extend right leg to the side of body and tap the foot on the ground once.
- Extend right leg to the back and tap foot on the ground once.
- Return right foot to starting position beside the other foot.
- Repeat with the left leg.
- Rhythm call is “forward, side, back, together or 1 2 3 together.
- Begin slowly with teacher calling, children can also call the words as it helps them learn the pattern.

VARIATIONS

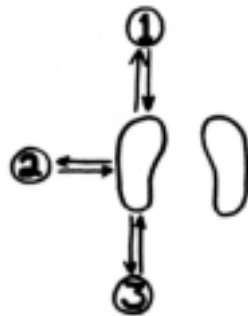
1. Add a small jump as the feet come together.
 - Call will be “forward, side, back and jump”.
2. Add a hand clap as the feet jump together.
3. Repeat the right leg twice before changing to the left leg.
4. Stand with one foot slightly in front of the other and tap the front toe up and down on the ground 16-20 times. Change legs, try tapping and clapping at the same time.

TEACHING POINT

- Begin slowly until the children have the pattern then the tempo can be increased.

FOCUS ON

Physical – General warming, especially shin region of lower leg.



Rowing

 ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom

FORMATION

Free spacing children in pairs sitting on ground facing each other.

INSTRUCTIONS

- Children seated on the ground as shown, hands joined and arms straight.
- Slowly alternate forward and backward rocking.
- One child leans forward, the other is leaning back.
- Maintain a steady rhythm.

VARIATION

Children in 4's, seated in a circle facing each other with knees bent and together in the centre of the circle. Hands joined around the circle.

- 1 and 3 lean backwards while 2 and 4 lean inwards. Then 1 and 3 lean inwards and 2 and 4 lean outwards. Repeat in rhythmic movements.

TEACHING POINT

- Partners should be about the same size.
- Keep a steady rhythm without jerky movements.
- Keep bottoms on the ground.

FOCUS ON

Physical – General warming. Upper body and hip strength and flexibility.
Other – Co-ordinating own movements with others.



WARMING UP

Walking Partner Tag

ALL AGES

EQUIPMENT

None

AREA

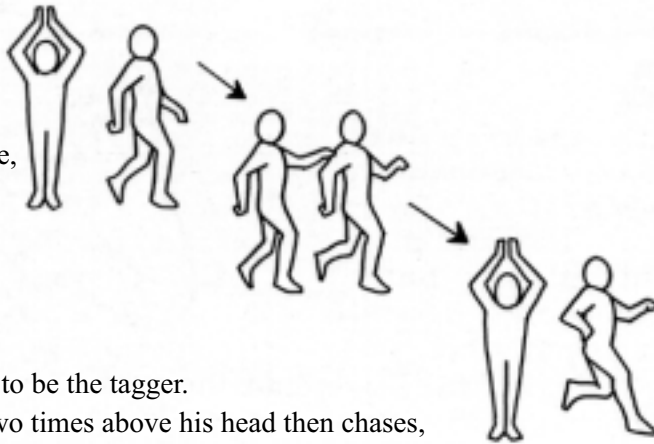
Hall, grass, hard surface, classroom.

FORMATION

Children in pairs.

INSTRUCTIONS

- One person is first to be the tagger.
- The tagger claps two times above his head then chases, his partner at a walk until he catches him.
- The new tagger claps twice above his head before he begins the chase.



VARIATION

Instead of clapping twice above their heads have the taggers:

- a) turn around on the spot
- b) bend knees and touch fingers to the ground
- c) do two astride jumps.

TEACHING POINTS

- Emphasise that this is a walking game and partners must walk to chase their partners.
- This is an excellent tag game for the activity session. Allow the children to run, best to have a large space such as a rugby field.

FOCUS ON

Physical – General warming. Cardio-vascular effect.
Other – Self control – walking not running.

Connect It

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Free spacing.

INSTRUCTIONS

- Children move freely about the area.
- On whistle or teacher's signal they stop and listen, teacher calls out two body parts which each child has to join together e.g. elbow to knee, hand to foot, foot to foot.
- Repeat several times using different body parts.



VARIATION

On whistle two children connect the body parts called by the teacher e.g. two feet – would be one foot from each person connected.

TEACHING POINT

- Take care to make the combinations possible.

FOCUS ON

Physical – General warming.
Other – Problem solving.

WARMING UP

Move It

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface.

FORMATION

Free spacing.

INSTRUCTIONS

- Children move freely about the area.
- On whistle or teachers signal they stop and listen.
- Teacher names an 'on the spot' activity for the children to do e.g. bounce on the spot, hip twisting, hand flappers.

VARIATIONS

1. On whistle or STOP children invent their own 'on the spot' movement.
2. On whistle children find a partner and do an 'on the spot' activity together.

FOCUS ON

Physical – General warming.
Other – Following directions. Copying.



Spirals

ALL AGES

EQUIPMENT

None

AREA

Hall, grass, hard surface, classroom.

FORMATION

Children in a circle, all holding hands, teacher also in the circle.

INSTRUCTIONS

- Teacher drops the hand of one partner.
- Teacher begins walking in a circle moving on the inside of the oncoming line.
- Teacher keeps walking inwards as the circle gets smaller and a spiral is formed.
- When teacher reaches the centre of the spiral they turn around and begin moving in the opposite direction out of the spiral in between the lines of children, keep walking until everyone is 'out' of the spiral.

VARIATION

Everyone forms a circle as above.

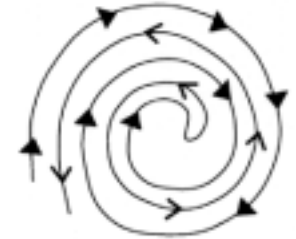
- Teacher drops the hand of one partner and begins walking the group around the outside of the circle.
- The last child (who was the teacher's partner) stays still and everyone is spiralling around them.
- Teacher keeps walking around the circle until the spiral is tight.
- The centre person leads the group out of the spiral by going under arms and through the legs of the outer circle. Great care needs to be taken to keep hands joined. Once the children have some experience with spirals, a pupil can be leader.

TEACHING POINT

- Emphasise the need to (1) keep hands joined, (2) take care not to pull on partners' arms.

FOCUS ON

Physical – General warming.
Other – Co-operation. Enjoyment of mass participation.
Spatial concepts.



WARMING UP

Freeze

ALL AGES

EQUIPMENT

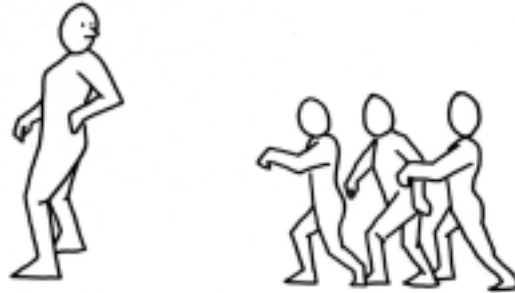
None

AREA

Hall, grass, hard surface.

FORMATION

Children in a group behind the teacher or leader.



INSTRUCTIONS

- Leader walks or jogs and the group follow a short distance behind.
- When the leader turns around all children 'freeze' on the spot.
- Any children who move or who are slow to stop collect a 'thaw' point.
- Repeat several times - leader can change the type of movement to skipping, slipping, galloping etc.
- Change the leader after several turns.
- Children who have 'thaw' points could be asked to help put gear away.

VARIATION

Have children in smaller groups with their own leader.

FOCUS ON

- Physical – General warming. Quick reactions.
Other – Honesty.