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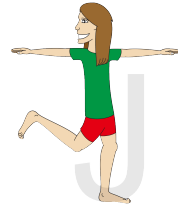
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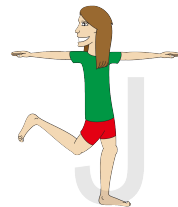
J 1



How many steps does it take you and your partner to get around the track?

Keep on running.....

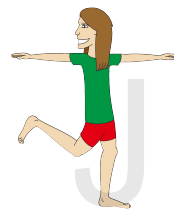
J 2



Name as many different athletic events as possible. Can you think of a famous person who takes part in each?

Keep on running.....

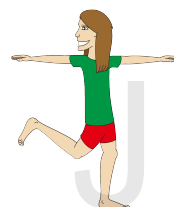
J 24



Jog around the track and find out:- your partner's

- e.g. Birthday
 Favourite food
 Favourite Sports personality
 Favourite pop group
 (One person to be tested at the end)

J 25



Cards on the track with instructions:-

- e.g.
- 1 Side-step to next card
 (keep changing the leading leg)
 - 2 Step hop with high knees to
 to next card *(look over your*
 Shoulder)
 - 3 Hop scotch to next card
 (2 feet To 1 foot etc)
 - 4 Stride to next card



Set distances according to activity 1

A 3



TRAFFIC POLICEMAN

- (i) All children face the teacher so they all travel in the same direction at the same time, to the teacher's signals they walk forward, backwards, to one side, then the other.
(For sides, instructions could be "towards the school" "towards the trees" etc instead of left and right)
This could all be repeated with jogging or gentle running according to the children's ability.



- (ii) Traffic Policemen could also be placed with the teacher giving **verbal** instructions, **signal** the direction and **move** in the direction. As children become efficient gradually take out the **move** and the **verbal** instruction, so children just respond to **signals**.

A 4



CLOSE THE DOOR

Children move about on the entire playground dodging, jogging and weaving in and out of each other with no collisions. Gradually the teacher restricts the space available for them to move in until only a small amount of space is available (*closing the door*).

Children have to adjust the **way** they move and the **speed** they move. They start with 5 "lives" and every time they touch someone they "lose a life". The space is gradually opening up again and the teacher checks how many "lives" children still have!

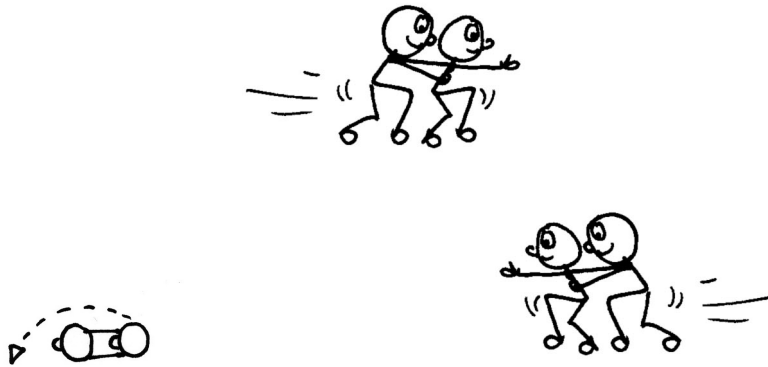


A 27

RUSH HOUR



In twos, back person holding the waist of the one at the front with both hands (*like a train*). Run gently in and out of other pairs, changing pace from walking to jogging. Change the “engine” regularly. How quickly can they start moving again after the signal to “change engine”?



A 28

HORSE AND JOCKEY



Standing in pairs, the back person holding the waist of the one in front (*both hands on waist*) – *odd person is the chaser*. The chaser attempts to link up behind a horse and jockey. When successful the jockey is released to become the new chaser.



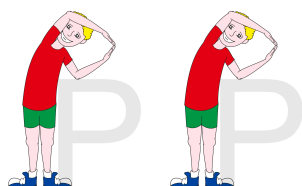
GIVE ME A LETTER

- A7. When some letters have become familiar, children travel about the space in a manner decided by the teacher, then respond to the letter called out in random order. *(The teacher will introduce different modes of travel e.g. Jog, side-step, stride, high knee jog, jog with feet raised **behind** and touching heels with hands, stride and face in a different direction with each stride etc).*



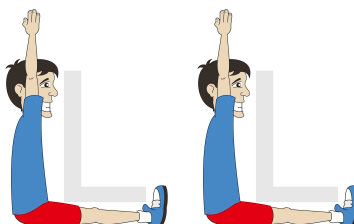
FRONT LETTER

- A8. Children work in twos – follow my leader with the front one deciding on the mode of travel. The teacher calls stop and the leader assumes the shape of a letter which partner copies. On “begin” they change the leader and mode of travel etc.



CHANGE AND SHOW

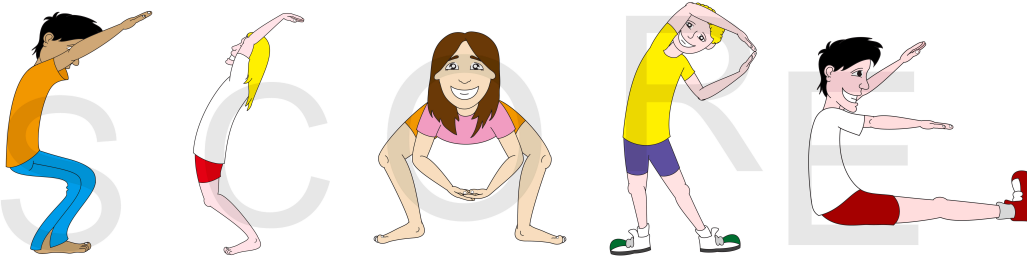
- A9. Children work in twos – follow my leader and work out mode of travel and how to change the leader in their own time. When do they stop to show a letter?



“CRACKING THE CODE!”

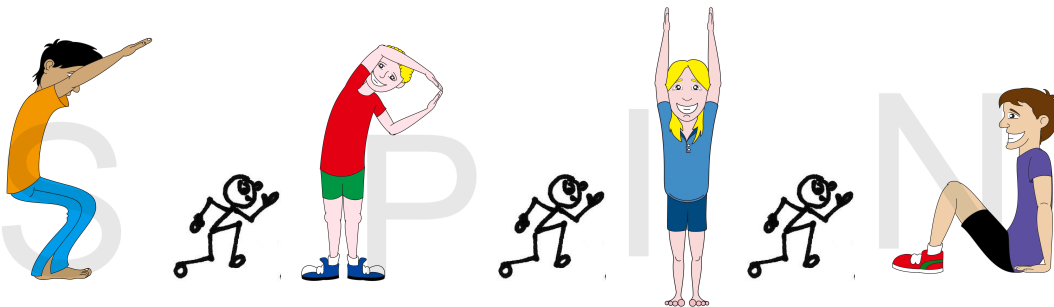
LOOK AND READ

A17. Children make up their own words (or use them from the word bank) with travelling in between. They practise their words and then show them to a partner at the beginning of the lesson for the partner to read the message or “crack the code!”



READ THE MESSAGE

A18. In pairs children create a “message” with travelling between the letters and one pair tries to read the other pairs message.



TRACK 1

S 1 “LEARNING TO STOP”

TRACK 1

Travelling to the music and stopping when the music stops.
(Children gradually begin to recognise the repeated rhythms
and anticipate when to stop)



S 2 SYMMETRICAL SHAPES

TRACK 1

Children learn “tall as a tree
wide as a house
thin as a pin
small as a mouse”

and the appropriate symmetrical shapes.

Children skip and dance to the music, then make one of the symmetrical shapes when the music stops.



S 3 “ASYMMETRY & LEVELS”

TRACK 1

Children move about in a lively way to the music. When the music stops
they show their own shapes and try to different levels.



S 4 ARCH & DISH

TRACK 1

Children move about to the music and include skipping and side
stepping. When the music stops the teacher calls “arch” or “dish”
and children assume the shape.



TRACK 14

S 45 STRETCHES

TRACK 14

Copy the teacher performing slow, sustained stretching and curling movements, moving in different directions (*up, down, side, side forward, back*) and on different levels (*high, medium, low*).



S 46 STRETCHES

TRACK 14

Find a space and perform some stretching and curling shapes of your own choice. (*Encourage children to respond to the quality of the music and perform in a smooth and sustained way – reaching in different directions and on different levels*).



S 47 STRETCHES

TRACK 14

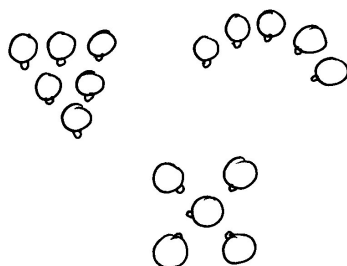
In pairs, opposite each other, mirror each other. Create a series of stretching and curling movements and perform in time to the music.



S 48 STRETCHES

TRACK 14

In a group, use a range of stretching and curling movements to create a group warm-up showing different group relationships.



MFA 5



EVEN SHUTTLES

Shuttle running in groups as relays. The game requires **start** lines and **three** markers/lines at **different distances** away from the start line.

“A” runs to line 1 and returns to touch “B” who repeats the line then to line 2 and line 3 etc.

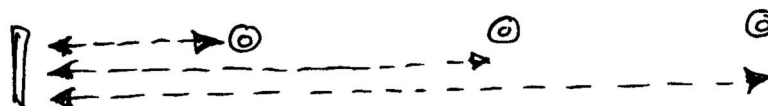


MFA 6



123 SHUTTLE

“A” runs to touch line 1 with hand, back to touch baseline with hand, then repeat to line 2 and line 3, then hand over to “B”.



MFA 7



SHUTTLE DRIBBLE

One ball per team – same shuttles but with dribbling ball. (*With feet, bouncing or dribbling with a stick*)



MFA 31



STEP-CHASE

Within a class of children, three or four are chasers and wear braids. The players all dodge, weave and run in and out of each other avoiding collisions until the teacher calls "Stop!" everyone must stand still on this command. The catchers may then take one step or one leap in any direction to try and touch a player. Anyone tagged changes places with the successful catcher.

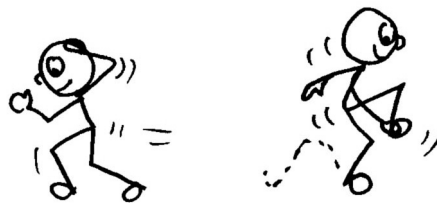


MFA 32



TOUCH TAG – THREE OR FOUR CATCHERS

When a catcher touches someone, that person becomes the catcher and has to put a hand on his/her body where he/she was tagged to take up the chase. (e.g. if touched on the foot, he or she would have to hop etc)

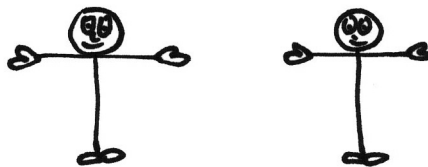


MFA 37



FREE AND CAUGHT – SCARECROWS

A tag game with three or four catchers with braids. The catchers attempt to catch **all** free runners. When runners are caught they make a “scarecrow” shape with arms stretched out wide. They can be released by a free runner passing under one arm. No player can be caught whilst releasing a caught player. (**SAFETY POINT!** Children may only release the player by approaching them from **behind** and passing under an arm)



MFA 38



TUNNEL TAG

Children stand in pairs side-by-side holding hands/wrists, 2 pairs of children are “taggers”. Keeping in contact all the time, they chase and “tag” other pairs. When tagged, the pair makes an archway. To release “tagged” players the pair must run beneath and through the archway. *(This is a continuous game, so change the catchers about every 40 seconds. How many pairs are still in “archway” at the end of the 40 seconds. Which taggers manage to catch the most in the time?)*

