



TEACHER WORKSHEET

CYCLE 1 • PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN •

ACT, EXPRESS, UNDERSTAND THROUGH PHYSICAL ACTIVITY

THE OLYMPIC MOTTO

OVERVIEW

EDUCATIONAL OBJECTIVE:

- Act, express oneself, understand through physical activity.
- Put all aspects of language to work.
- Learn together and live together.

GENERAL OBJECTIVES:

- **Run:** Run fast in a straight line for 5 seconds.
- **Jump:** Jump as far or as high as possible with or without a run-up.
- **Throw:** Throw a weighted object as far as possible, without stepping beyond the run-up zone.

SKILLS TARGETED:

- Physical activities:
 - Different ways of running, jumping, and throwing in a variety of spaces and with different materials for specific purposes.
 - Adapting and sequencing actions and movements according to obstacles to overcome or the trajectory of objects to act on.
 - Easily move around in a variety of environments, natural or arranged.
- Language activities: Practice verbal communication in various ways—tell, describe, recall, explain, question, propose solutions, discuss a point of view.

NOTE:

Only the “running” module is detailed here. Other modules could be developed for “jumping” and “throwing”.

→ OLYMPIC GAMES KEYWORDS:

OLYMPIC MOTTO • FASTER, HIGHER, STRONGER
• TRAINING • CONCENTRATION



TIPS & TRICKS

- **Each scenario should be played out at least twice**, so that students have time to learn how to do the activity and get better at it.
- **Once back in the classroom, review the activity orally.** What did you do? What did you learn?
- **At the end of the session, make another connection** between the photographs of athletes and the Olympic Games.
- **Show students the progress they have made** between the first session and the last. Explain that this is the purpose of training.



CONCEPTS ADDRESSED

THE OLYMPIC MOTTO

Olympic athletes have to train a lot to get good at what they do! Remember, we have been learning about the Olympic Games. We have already talked about the Olympic rings... The rings are a symbol of the Olympic Games. But as well as a symbol, the Games also have a motto.

Who knows what a motto is?

It is a phrase that explains a rule, or something important. The motto of the Olympic Games is in a language called Latin: *Citius, Altius, Fortius*, which means: "faster, higher, stronger."

Over the next few weeks, in motor skills, you will be training in order to:

- Run faster.
- Jump higher or further.
- Throw harder, i.e. further.



Photos CNOSF/KWSP



ORGANIZATION

EDUCATIONAL OBJECTIVE:

Run fast in a straight line.

RESOURCES:

Photos of athletes running, jumping, or throwing while competing in events at the Olympic Games (attached in annex).

QUIET TIME



Remind students of the importance of drinking water throughout the day. When we're thirsty, it's a sign that our body doesn't have enough water. So, it's important to drink water before you get thirsty. And it's important to remember to drink water before, during, and after you do sports.

If your body doesn't have enough water, it won't work as well, and the same goes for your brain!

➔ STEP 1: PRELIMINARY ACTIVITY

(whole class, 10–20 min.)

Show the photos of the athletes, let students make comments and then guide the discussion:

- ➔ What do you see in the photos?
- ➔ Do you know what sports these are?
- ➔ How do you know?

➔ STEP 2: WARM-UP (whole class, 5 min.)

Ask students to form a big circle and then sit down.

Warm up the different parts of the body (naming each one) to avoid getting injured while playing.

Warm up the neck (very gently to not hurt it), shoulders, hands, waist, knees, and ankles.

➔ Tell students that before athletes play sports, they always do a warm-up first to avoid getting injured.

➔ STEP 3: SAFETY

Important! Before letting students play, remind them of the safety rules: Listen to the instructions and don't start until you hear the signal.

When you run, look where you're going so that you don't bump into anybody else. Pay attention to what is happening around you. And stop when the teacher gives the signal to stop.

➔ STEP 4: GAME PHASE / RUNNING MODULE

(whole class, 15–25 min. based on age group)

Baseline scenario: Run as fast as possible in a straight line to go as far as possible in five seconds
➔ ACTIVITY A

Baseline scenario:

- React to a signal: Against the Clock / Hurry Home / Magicians and Statues
➔ ACTIVITY B
- Run in a straight line: Move objects from one point to another in a straight line / Mommy is calling
➔ ACTIVITY C
- Finish your run: Ring the bell / Race to the ball
➔ ACTIVITY D
- Final evaluation: Run as fast as possible to cover the longest distance.
➔ ACTIVITY E

DETAILS OF ACTIVITIES A, B, C, D, AND E ON PAGES 5 TO 15.

➔ **STEP 5: QUIET DOWN PHASE / STRETCHING** (whole class, 5–10 min.)

Ask students to form a big circle and stay standing.

Explain what to do: just like in warm-up before playing sports, always remember to stretch afterwards to keep muscles from getting sore.

Here, in addition to teaching a healthy habit, this quiet down phase is necessary to refocus the class and bring down their level of excitement.

Stretch the arms up as high as possible. One arm after the other, then both arms together.

Bring the arms back down while breathing out deeply.

Sit with legs crossed and lean forward to stretch the back, while breathing out.

Finally, have students lie down (eyes closed).

Put on some soft music and tell students to get up one by one and form a line.

➔ **STEP 6: BACK IN THE CLASSROOM** (whole class, 5–10 min.)

Review what the class has done. Talk about any challenges and give students the opportunity to engage in the learning experience by explaining that everything they will do over the coming weeks will help them improve and learn how to run faster by following a path (a trajectory).



ACTIVITY A - BASELINE SCENARIO: HURRY HOME!
PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN

EDUCATIONAL OBJECTIVE:

- Get home before the gates close.

The baseline scenario allows the teacher to assess the students' skills. To that end, it is recommended to fill out the attached document at the end of each round in order to have a "snapshot" of their skill level.

RESOURCES:

1 tambourine.

DURATION:

20–30 min. depending on level.

SET-UP:

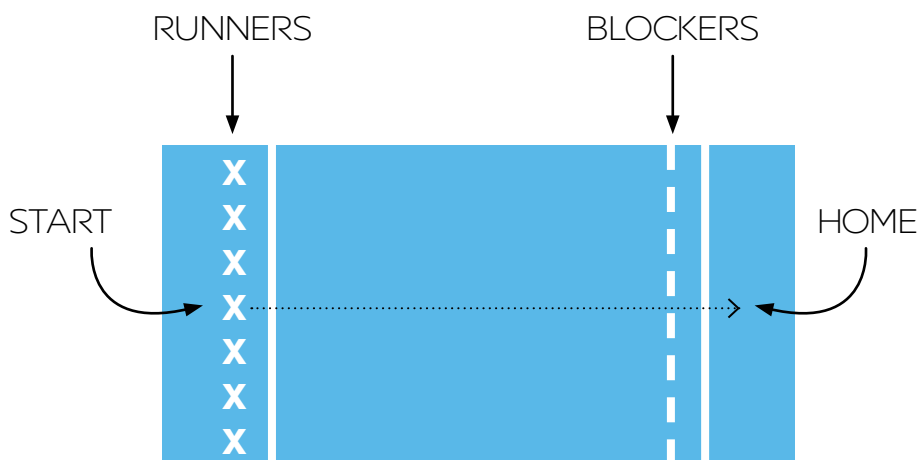
- 1 leader: the teacher.
- 2 teams: runners and blockers.
- Waves of 5 students: each runner becomes a blocker and vice versa.

→ **Runners:** Runners are spread out over the width of the play area.

→ **Blockers:** Students standing in a straight line. with their arms outstretched to the side. They stretch their arms upwards to signify opening the gates, and stretch them out to either side to signify closing the gates.

→ **Leader:** Role played by the teacher, who is in charge of managing the time.

- The teacher gives the signal to open and close the gates.
- He/she notes down the expected behaviors (reacting to a signal, running in a straight line, finishing a run).
- He/she records the distance covered.



INSTRUCTIONS:

→ When I clap my hands and say "go", you have to run to get home before the gates close. The gates will come down when I shake the tambourine.



➔ **ACTIVITY B - SCENARIO TO MAKE PROGRESS:**

“REACT TO A SIGNAL” PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN

EDUCATIONAL OBJECTIVE:

- Listen for the signal.
- React faster.

Sessions to be worked on as:

- A learning scenario in *Preschool*.
- A warm-up scenario in *Pre-Kindergarten and Kindergarten*.

SCENARIO 1 / AGAINST THE CLOCK (PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN)

RESOURCES:

- 1 tambourine.
- 1 triangle.
- Maracas.

DURATION:

- 5 min. for a warm-up scenario.
- 15 min. for a learning scenario (Preschool).

SET-UP:

Students are spread out across the classroom.

INSTRUCTIONS:

➔ When I shake the tambourine, you must walk, walk fast, or run. But be careful! If the tambourine goes slowly, you must walk slowly. If the tambourine speeds up, you must walk faster. And if the tambourine goes very fast, you must run! When I say “Freeze!” you must stop.

The teacher speeds up or slows down the sound of the tambourine to make the students run, walk, start, or stop.

Possible variant: Make 2 teams with 2 different signals (e.g. tambourine and maracas). Each team must react to their signal only.

SCENARIO 2 / HURRY HOME (PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN)

RESOURCES:

- 1 tambourine.
- 1 triangle.
- Hula-Hoops (as many as there are students in the class).
- Ribbons or bibs (for the variant).

DURATION:

5 min. for a warm-up scenario.
15 min. for a learning scenario (Preschool).

SET-UP:

Students are spread out across the classroom.

INSTRUCTIONS:

→ You are going to walk around using the space of the classroom. When I shake the tambourine, you must get into a Hula-Hoop as fast as you can. But there can only be one person in each Hula-Hoop.

Possible variant: Get into the Hula-Hoop that is the same color as the bib (or ribbon), or lay out one fewer Hula-Hoop than the number of students.

SCENARIO 3 / MAGICIANS AND STATUES (PRE-KINDERGARTEN AND KINDERGARTEN)

RESOURCES:

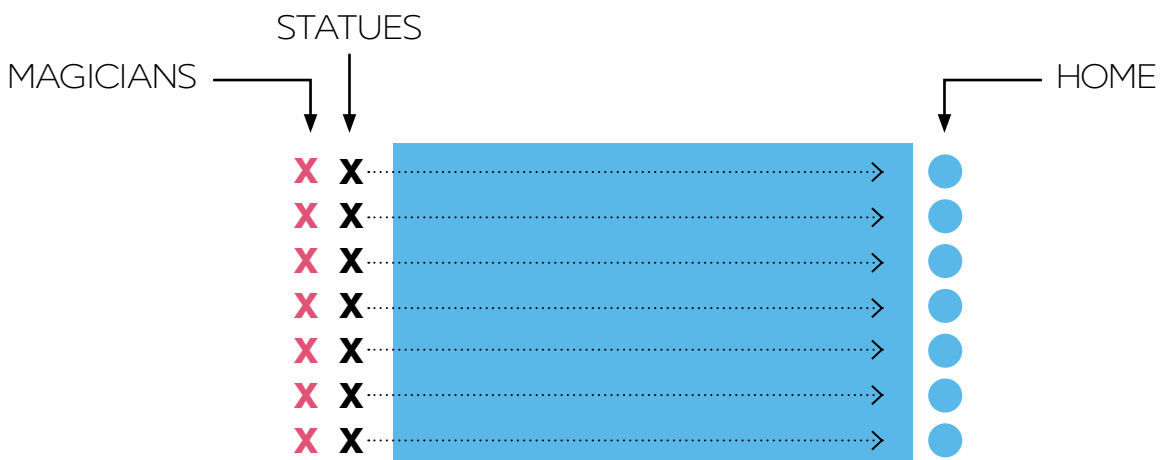
- Hula-Hoops or mats to represent “home”.
- 1 tambourine or whistle.
- Strips to mark out spaces and lanes.

DURATION:

5 min. for a warm-up scenario.
15 min. for a learning scenario (Preschool).

SET-UP:

Groups of 2 children (1 magician and 1 statue).
The first must run, the second gives the signal (following the signal from the teacher).
The goal is to get home as quickly as possible.



INSTRUCTIONS:

→ Statues, you must be ready. Because when I beat the tambourine, the magicians will tap you on the shoulder and you must run home as fast as you can. The first one to reach home scores 1 point.



STEP 4 • GAMES PHASE • RUNNING MODULE

➔ **ACTIVITY C - SCENARIO TO MAKE PROGRESS:**

“RUN IN A STRAIGHT LINE” PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN

EDUCATIONAL OBJECTIVE:

- Stay in the right lane.
- Look beyond the goal to be reached.

SCENARIO 1 / MOVE OBJECTS FROM ONE POINT TO ANOTHER IN A STRAIGHT LINE (PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN)

RESOURCES:

- Strips to mark out the lanes (about 15 meters long).
- 2 boxes for each lane.
- Lots of small objects to move from one box to the other.
- Score sheets.

DURATION:

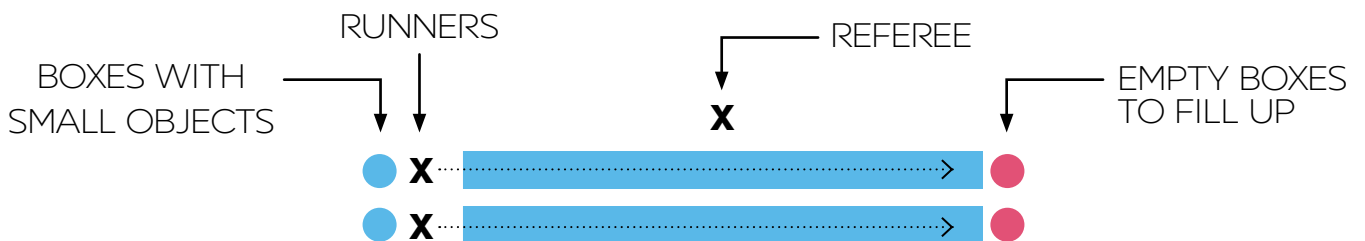
Approximately 20 min. (enough time for each student to do the activity 3 times).

SET-UP:

The class is split into several teams (6–8 students per team) and referees (1 referee per lane). Remember to switch up the roles.

INSTRUCTIONS:

➔ Your team must move the items one by one from Box 1 to Box 2. The team that finishes first wins. But be careful! You can only start running once the teammate before you has reached home, and you must stay inside your lane. The referee checks that the runners start at the right time.



Possible variant: Increase the distance to be covered, increase the number of objects, limit the running time, initiate a round-trip system (put the object in the box to be filled, then run back to tag a teammate, who in turn takes an object to the second box), count points, remove the lane markings.

SCENARIO 2 / MOMMY IS CALLING (PRE-KINDERGARTEN AND KINDERGARTEN)

RESOURCES:

- Strips to mark out the lanes (about 15 meters long).
- Mats or Hula-Hoops to represent “home”.
- Colored bibs or ribbons.
- Score sheets.

DURATION:

Approximately 20 min. (enough time for each student to do the activity 3 times).

SET-UP:

Team of 4 students per color + 1 referee.

Remember to switch up the roles.

INSTRUCTIONS:

→ When you hear the “go” signal, run home as fast as you can. The first to get home scores a point. The points will be counted once everyone has played.

Referee’s job: Mark an X in the red column if the student who got home first is on the red team.

Possible variant: Increase the distance of the race, start from a standing position with back to home, start from a seated position facing toward/away from home, start from a kneeling position facing toward/away from home, grab a ribbon when home.



STEP 4 • GAMES PHASE • RUNNING MODULE

➔ **ACTIVITY D - SCENARIO TO MAKE PROGRESS:**

“FINISH YOUR RUN” PRE-KINDERGARTEN / KINDERGARTEN

EDUCATIONAL OBJECTIVE:

- Run beyond the finish line.
- Look at the goal to be reached.

SCENARIO 1 / RING THE BELL (PRE-KINDERGARTEN AND KINDERGARTEN)

RESOURCES:

- Strips to mark out the lanes (about 15 meters long).
- Bells or balls or ribbons suspended at the students' height in the middle of the race course.
- 1 tambourine.
- Score sheets.

DURATION:

Approximately 20 min. (enough time for each student to do the activity 3 times).

SET-UP:

One team of 4 + 1 referee per lane.

Remember to switch up the roles.

INSTRUCTIONS:

➔ When you hear the “go” signal, run to be the first to touch the bell or the ribbon.

If you succeed, your team scores 1 point.

The referee keeps score.

Possible variant: Increase the distance to the bell or ribbon.

SCENARIO 2 / RACE TO THE BALL (PRESCHOOL, PRE-KINDERGARTEN, AND KINDERGARTEN)

RESOURCES:

- 1 race area with lanes marked out by colored strips.
- 1 finish line.
- 1 ball.

DURATION:

Approximately 20 min. (enough time for each student to do the activity 3 times).

SET-UP:

In teams of 2: 1 pitcher (of a ball that must roll) and 1 runner + 1 referee.
Remember to switch up the roles.

INSTRUCTIONS:

At the “go” signal, the pitcher must roll the ball towards the finish line.
The runner must run to reach the finish line before the ball crosses it.

Possible variant: Only one ball pitched but 2 runners who compete against each other, replace the finish line with a 3- or 4-meter finish zone, in which the ball must be retrieved.



ACTIVITY E - FINAL EVALUATION: "RUN FAST"
PRESCHOOL / PRE-KINDERGARTEN / KINDERGARTEN

EDUCATIONAL OBJECTIVE:

Run as fast and as far as possible (with go and stop signals).

RESOURCES:

- 1 colored marker every 2 meters to indicate the different distances.
- Strips to mark out the lanes.
- Score sheets.

PRE-SCHOOL

- The final evaluation could be copied from the empty-the-box scenario, with the objective of being the first team to move all the items from one box to the other.
- The additional factor would be items that do not belong in the box to be emptied (e.g. objects that are not the team's color).

PRE-KINDERGARTEN AND KINDERGARTEN

EDUCATIONAL OBJECTIVE:

Run as far as possible until the stop signal is heard.

CRITERIA FOR EACH STUDENT'S PROGRESS:

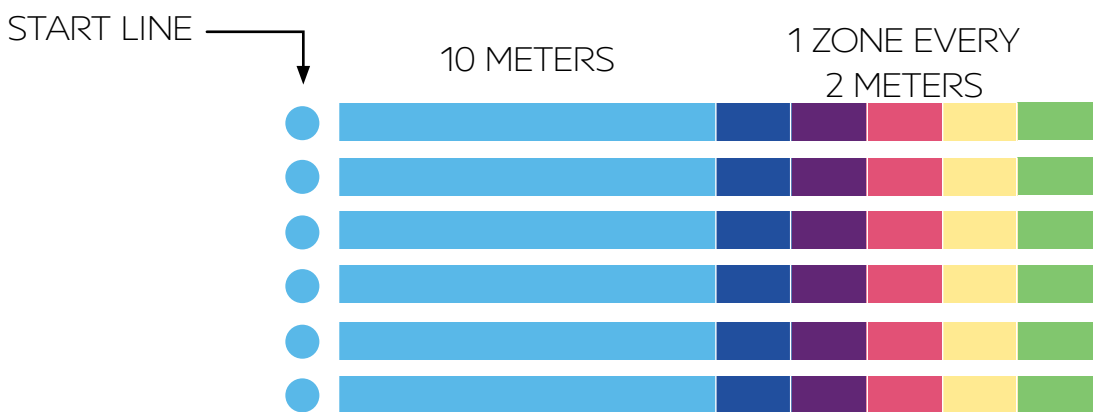
The color of the finish zone reached, increase in the distance covered, improved performance.

WHAT STUDENTS NEED TO BEAR IN MIND:

Start as soon as you hear the "go" signal / Run straight ahead / Look where you are going.
Requirement: Stay in your lane.

SET-UP:

A race area about 20 meters long marked out with colored markers starting at 10 meters.



SEQUENCE OF EVENTS:

Several students run in a straight line in a lane.

The teacher gives the “go” and “stop” signals (voice and whistle).

He/she watches and makes a note of each student’s best performance.

After the race, the students walk back to the start zone, following the arrows so they do not get in the way of the next runners.

Several trials per group of students (to be taken into account on the score sheet).

INSTRUCTIONS:

→ Remember a little while ago you played a game called “Hurry home!”? The aim of the game was to get home before the gates closed. Today, the aim of the game is the same, but there are no gates. Instead, you have to stop running when you hear the whistle.

When I clap my hands, you run as fast as you can and stop when I whistle. I will write down the color of the zone where you were when I whistled.



Teaching resources for Preschool, Pre-Kindergarten, and Kindergarten: athlete photos.



CNOSF/KMSP photo



Teaching resources for Preschool, Pre-Kindergarten, and Kindergarten: athlete photos.



CNOSF/KMSP photo



Teaching resources for Preschool, Pre-Kindergarten, and Kindergarten: athlete photos.



CNOSF/KMSP photo