

You'll need: jump elastics, music, dance cards, number cards

You can play: outside, in the gym, on the blacktop

Game 1

Mirror, Mirror

Place the learners in to groups of two. One learner is selected as the 'Mirror Master' and the other the 'Mirror Image'. While standing facing each other, the 'Mirror Master' performs any movement sequence they would like. The 'Mirror Image' has to copy each of the movements as best they can. Movements can be extremely active (such as jumping jacks or burpees), stationary (such as stork stands or other balance poses), or slow moving (such as yoga flows). After a few minutes, switch the roles of the learners so each person gets a turn in each role.

Game 2

Jump Elastics

Divide the learners in to groups of three with one jump elastic for each group. Two learners in the group place the elastic around their ankles and spread out so the elastic is tight. The third learner now has to perform a five jump sequence jumping in, over, out and on the elastic. The learners can jump however they like. Once they have completed their routine, the learners switch positions so everyone has a chance to be the jumper.



Raise the elastic higher up the legs
Perform the moves of the first learner
and add on two extra moves each time



Lower the elastic to be on the ground

Game 3

Take a Chance with Dance!

Place nine different dance cards in nine different locations around the space. Label each dance card with a number. Learners move around the space and stand next to a dance card while the adult counts down to zero (from any number below ten). On zero, the adult will shout out a number between one and nine. Whichever learners are standing by that number can stand still. Everyone else has to perform the dance move on their card. Repeat the instructions and remind learners they must move to a different number/dance card each time.

Note: To increase the randomness of the number being called, take nine playing cards out of a deck and draw a card out each time.

Debrief

Was it hard to think of movements when you had to?
How did it feel to have someone copy you? What was it like to copy someone else?
Why do you think dancing makes some people uncomfortable?

Being creative in our movements is not easy to do and can often be intimidating for both children and adults alike. This is why we need to try and provide a safe space for children to explore movement in all its form, including dance, gymnastics, theatre, circus and other performance arts.

Most games and activities are derivatives of sport and/or aerobic-based activities. While these activities have many benefits, they do not engage every learner within a diverse classroom. Many learners excel in other types of movement, such as dance or strength-based activities, that are often overlooked. These activities can be left out during planning due to a lack of knowledge or confidence from the adults teaching these sessions. The objective of the above activities is to show how anyone can integrate creative movements in to the curriculum through intentional planning, regardless of previous knowledge or ability level.

The activities used above focus on different types of creativity. The first two activities involve deliberate, thoughtful solutions to the task. For example, they both involve the need to think about a movement before it is performed. This form of creativity is likely to be successful for learners that are analytical and like to consider a response before performing or answering a question. The third activity features more emotional, spontaneous creativity. In this activity the music may make people move in ways that were not thought out, or the suggested movements will take a new form as they let their connection to the music move their bodies. Both forms of creativity have value, and the learners in your class may connect with one more than the other.

An additional benefit to engaging in creative movements is that it may also allow learners who may not typically excel in physical education to come to the fore, and likewise those who may be more 'athletic' to not be as comfortable. This has many benefits for the confidence of those who may enjoy more artistic movements, as well as the resilience and exposure of other activities to individuals involved in more 'traditional' sporting activities.

If creative movements are still a challenge for you or your colleagues, please contact us at play@pise.ca. We are happy to share additional resources, discuss ideas with you or put you in contact with groups that may be able to instruct sessions within your school.