

Arbeitsmaterialien für Lehrkräfte

Kreative Ideen und Konzepte inkl. fertig ausgearbeiteter Materialien und Kopiervorlagen für einen lehrplangemäßen und innovativen Unterricht

Thema: Sport

Titel: Animal Olympics - Moving the Australian Way (37 S.)

Produkthinweis zur »Kreativen Ideenbörse Grundschule«

Dieser Beitrag ist Teil einer Print-Ausgabe aus der »Kreativen Ideenbörse Grundschule« der Mediengruppe Oberfranken – Fachverlage GmbH & Co. KG*. Den Verweis auf die jeweilige Originalquelle finden Sie in der Fußzeile des Beitrags.

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* Ausgaben bis zum Jahr 2015 erschienen bei OLZOG Verlag GmbH, München

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8.3.1 Animal Olympics – Moving the Australian Way

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Lernziele:

The students should

- participate in a team,
- create a part of a course using the provided equipment,
- learn and use new English vocabulary and phrases,
- improve specific locomotor skills.

Didaktisch-methodischer Ablauf	Kommentare und Materialien
<p>1. Hinführung</p> <p>All students get one hoop and they form a big circle. They all sit in their hoops and the teacher introduces himself by using a parrot puppet.</p> <p><i>“Hello, I’m Peter the Parrot, it’s nice to meet you. How are you? I’ve just travelled all over the world and I’ve been to Africa, South America etc. There were many different animals. Do you know any animals? How do they move?”</i></p> <p>The students call out the names of the animals they already know (e.g. dog, cat, horse, cow, bird). They also try to imitate typical movements of the animals.</p> <p>After naming each animal the whole class repeats the name and all the students try to move like the respective animal in a circle around all the hoops until they reach their own hoop again.</p> <p><i>“My last stop was Australia. Do you know where Australia is?”</i></p> <p>One of the students is allowed to show Australia on the map of the world.</p> <p><i>“Do you know which animals live in Australia?”</i></p> <p>Again the students name the animals and imitate typical movements. Everybody repeats the name of the animal and moves around within the circle until the teacher gives a signal to go back to their hoops.</p>	<ul style="list-style-type: none">  • one hoop for each student  • a parrot puppet <p>The teacher takes over the role of the parrot for the whole lesson.</p> <p> Map of the World 8.3.1/M 1</p> <p>A map of the world can be used to visualize where the parrot has seen all the animals.</p> <p> If none of the students can think of an Australian animal the teacher can help by imitating the movements of one of them or by showing pictures of the animals.</p> <p>Since five specific animals (kangaroo, koala, sea-lion, crocodile, penguin) play a major role in the lesson, they all have to be named and a typical movement has to be found for each of them.</p>

8.3.1 Animal Olympics

<p><i>“Now we are all in Australia and everybody is going to be an Australian animal. Pick a card and find the other students with the same animal cards.”</i></p> <p>Five sheets of paper showing the five animals are spread out at the sides of the gym and each animal team has to find its sheet. The five animal teams (kangaroos, koalas, sea-lions, crocodiles and penguins) sit down by the sheet.</p> <p>Cool Runnings</p> <p> In order to warm up the students for team-work the teacher (Peter the Parrot) organizes this game. He gives orders and the teams try to follow them as fast as possible. E.g.:</p> <ul style="list-style-type: none"> • <i>“Run around in your team holding hands.</i> • <i>Run around backwards holding hands.</i> • <i>Run around and put your arms through your legs and hold on to each other.</i> • <i>Run around and put your arms on the hips, around the waist, on the head of the student in front of you.</i> • <i>Crawl on the floor holding on to the feet of the student in front of you.”</i> <p>The teacher takes the puppet, puts on a parrot mask and (Peter) explains.</p> <p><i>“We all want to look like real animals now. Let’s make some animal masks. There is one shoe box for each team.”</i></p> <p>After the students have coloured the masks they gather in the center of the gym.</p>	<p> Animal Cards 8.3.1/M 2</p> <p>The teacher collects the hoops and puts them out of the way while the students are looking for their animal teams.</p> <p> Kangaroo 8.3.1/M 3 Koala 8.3.1/M 4 Sea-lion 8.3.1/M 5 Crocodile 8.3.1/M 6 Penguin 8.3.1/M 7</p> <p> Collages of the animals can be created by each team in the classroom using brochures, dictionaries and even multi-media sources. The results can be presented to the class afterwards.</p> <p> If the teacher supports his commands by gestures all the students will be able to understand them.</p> <p> parrot mask for the teacher</p> <p>A parrot mask has to be prepared by the teacher beforehand using one of the masks ordered from Labbé (see “Tip”).</p> <p> for each team 1 shoe-box</p> <ul style="list-style-type: none"> • with coloured pencils • 5 masks • 5 threads <p>The shoe boxes have to be prepared in advance by the teacher.</p>
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“Now put on your masks. Let’s find animal names for everybody. My name is Peter the Parrot. What’s your name? Are you Kevin the Koala? Write your name on the back of your mask.”

Getting to Know each other

The animals walk around and greet each other saying their names aloud.

“Hey, my name is Kevin the Koala. What’s your name? My name is Paula the Penguin.”

The teacher (Peter) introduces some words describing activities.

“Australian animals are very active and all of them have their favourite **activities**. They like jumping, climbing, sleeping, swimming, crawling and running.”

The teacher (Peter) demonstrates the different activities and also holds up pictures which depict the respective activities.
All the students join in imitating the different movements.

Likes and Dislikes

“I like jumping and sleeping! I don’t like swimming. What do you like? Do you like swimming?”

After the teacher (Peter) has asked a few students about their favourite activities he makes use of a worksheet to explain the next task. He fills in his name and marks his likes and dislikes.
Everybody fills in the table.

Interviews about Likes and Dislikes



In the following communication game the students have to question each other and fill in their tables. The teacher explains the game and demonstrates it with the help of a student:

“You just ask one of the animals: What’s your name? What do you like? And your animal partner answers the question by saying his name and imitating the activities, e.g.:

I like (activity) ...

And I don’t like (activity) ...

You then say:

Oh, you like jumping and you don’t like swimming!

Don’t forget to write down the name of your interview partner and mark his/her likes and dislikes.”



The animal’s name should start with the same letter as the animal. The teacher tries to emphasise this by stressing the initial sound of the respective name.



Cards showing Pictures and Spelling of Activity Words 8.3.1/M 8 to M 10

To help the students remember the activities the word-cards can be attached to the wall.



My Likes and Dislikes 8.3.1/M 11



for each student

- 1 pen
- 1 copy of the worksheet

The sign ☺ means “I like” and the sign ☹ means “I don’t like”.



My Partners’ Likes and Dislikes 8.3.1/M 12



The worksheet has to be copied for each student.



If the three phrases “What do you like?”, “I like ...”, “I don’t like ...” are unfamiliar to the class, they can be written on a big poster.

8.3.1 Animal Olympics

2. Erarbeitung

The whole class gathers in the middle of the gym and the teacher (Peter) shows a flag with the **Olympic logo**.

*“Do you know this? What is it? Yes, it’s the Olympic logo. Now we want to make a big Olympic logo. Each team gets **one ring** and colours it. Afterwards we put the rings together.”*

Colouring Race

The teacher (Peter) places the rings in the center of the gym on the floor, adds the wax crayons and explains the game and asks one team to demonstrate it.

“You have two and a half minutes to colour your ring. The crocodiles colour their ring green, the penguins black, ...

Only one student at a time colours the ring, the other members of the team run around the gym (volleyball lines).

When you hear the signal after 30 seconds the whole team goes back to its ring and another student colours the ring for the next 30 seconds, the others run around again.

It’s important that there are no white patches left. The team with the most immaculate ring is allowed to carry the Olympic flag in the opening ceremony.”

The coloured rings are arranged on a big piece of paper (e.g. wallpaper) to form the Olympic flag.

“What do the athletes do at the Olympic Games?”

It’s only necessary to name a few disciplines such as running, swimming or throwing.

Then the teacher (Peter) explains that everybody is invited to take part in very special Olympic Games in Australia.

“This morning, I received a letter from Sydney, a big city in Australia! I will just read it out to you. Listen carefully!”

Step 1: Prepare Yourself for the Skills

Five benches are placed next to each other and the each animal team stands behind one of them. Every team member holds a beanbag in his/her



Olympic Logo 8.3.1/M 13



Olympic Ring 8.3.1/M 14



- 5 cut out rings from white cardboard
- wax crayons (blue, black, yellow, green, red)

The flag is necessary for the Olympic Games later on.



Olympic disciplines can be collected on a flipchart paper like a mind-map using picture dictionaries in the classroom.



Invitation to the Animal Olympics in Australia 8.3.1/M 15



Olympic Skills 8.3.1/M 16 to M 18

Enlarge the sheets so that everyone can see them well from a distance.