

Thinking while Moving - English

Adjective echo

Syllabus focus area

- Understanding and using grammar when interacting
- Learning and using words

Suggested outcomes

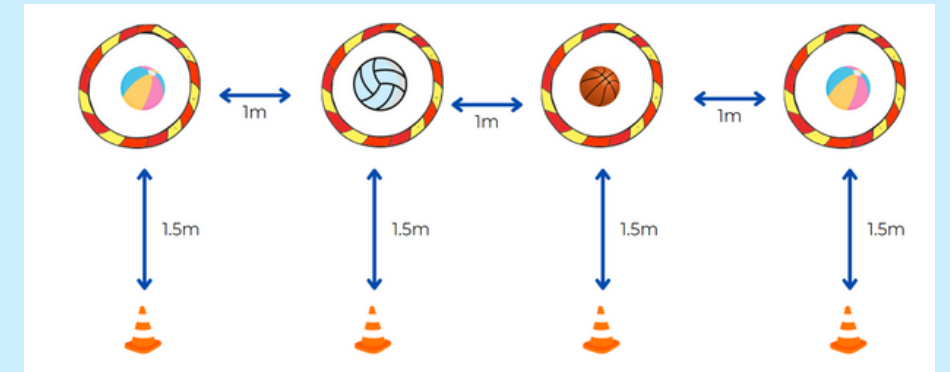
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Activity set-up

- Set up hula hoops on the ground spaced approximately 1 m apart and place a marker or cone 1.5m opposite.
- Place a soft ball in each hula hoop.
- Form student groups of 2.
- Students go to a hoop with their partner, 1 student stands in the hoop, the other at the marker.

Resources

- 1 cone per group
- 1 whiteboard per group
- 1 marker per group



How to play

- Teacher names and displays a familiar character from a movie or book (e.g. Spiderman, Elsa, Mickey Mouse, Pig the Pug).
- Taking turns, the player with the ball starts by saying a word or short phrase to describe the character and passing the ball on (e.g. bossy, tall, pointy ears, messy, sad, lonely).
- The next player says a word or phrase to describe the character and passes the ball back.
- Play continues until all options of describing words and phrases have been exhausted.
- Teacher then names and shows another familiar character, and the adjective echo game resumes.

Variations

The TREE model is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of students with a range of abilities. Below are some examples of how this Thinking while Moving activity could be modified.

Teaching style

- Model the activity for students.
- Encourage players to pass the ball in different ways
- Emphasise having hands in the ready position and watching the ball as they prepare to catch it.
- Encourage communication with team mates.

Rules

- Gradually introduce the rules (one at a time) once students understand the pattern or flow of the activity
- Begin teaching the activities in slow-motion e.g. using a slower moving ball or restricting player movements.

Equipment

- Modify the ball used: Semi-inflated beach ball / Large soft foam ball / Inflatable spiky ball.

Environment

- Increase or decrease the distance from the passer and the catcher.
- Students that experience difficulty standing or walking can participate in activities from the floor e.g. from a sitting, kneeling, or side-lying position
- Lighting for vision impaired