

CARLA BUDRIESI

Anno scolastico 1996/97 - classi IV A e B - A. Moro

INGLESE IN PALESTRA (educazione motoria in inglese)

periodo: anno scolastico (parte della lezione di educazione motoria nella palestra piccola)

SCOPI:

- utilizzare la L.S. in contesti di apprendimento
- estendere la varietà e la gamma di attività motorie

INDICATORI:

LINGUA STRANIERA (INGLESE)

1. Ascoltare e comprendere semplici messaggi

- 1.1 Prestare attenzione a messaggi prodotti in L.S. (prodotti dall'insegnante o registrati)
- 1.3 Ascoltare e comprendere parole e brevi frasi

3. Saper sostenere una facile conversazione utilizzando un lessico gradualmente più ampio

- 3.1. Comprendere il lessico presentato
- 3.2. Ripetere un modello per imitazione
- 3.3. Memorizzare il lessico presentato
- 3.4. Esprimersi in LS in modo comprensibile

EDUCAZIONE MOTORIA

1 PADRONEGGIARE ABILITA' MOTORIE DI BASE IN SITUAZIONI DIVERSE

1.1 Consolidare l'equilibrio statico e dinamico

- 1.1.1 Consolidare gli schemi posturali e dinamici
- 1.1.2 Consolidare il sé corporeo in rapporto agli oggetti
- 1.1.3 Consolidare le condotte motorie di base

2 PARTECIPARE ALLA ATTIVITA' DI GIOCO E DI SPORT, RISPETTANDONE LE REGOLE

2.1 Collaborare con gli altri secondo le consegne ricevute

- 2.1.1 Rispettarsi ed aiutarsi tra compagni
- 2.1.2 Accettare le regole di un gioco e il risultato finale di una gara
- 2.1.3 Rispettare le regole sia codificate che occasionali

CAPACITA' e TIPOLOGIA DI ATTIVITA':

- **Percezione, conoscenza e coscienza del corpo:** attività espressive, rilassamento
- **organizzazione spazio-temporale:** giochi
- **coordinazione segmentaria e dinamica:** TPR

ATTIVITA'	ESERCIZI	LINGUA UTILIZZATA
ATTIVITA' ESPRESSIVE 1. con le espressioni del viso che esprimono sentimenti ed emozioni 2. diversi modi di muoversi	<ul style="list-style-type: none"> • group mirror • pair mirror • staffetta: passare un messaggio soltanto con l'espressione del viso • muoversi nello spazio seguendo le consegne • 'scatolino' • say "Hello" 	lessico per sentimenti ed emozioni: angry, happy, sad, excited..... Walk like an old man, jump like a frog, like a kangaroo, ... Little boxes, close. At five ...an angry boy will come out of the boxes. 1,2,3,4,5 Say "hello" with you head... say "Goodbye" with your head, ..with you nosewith your back
RILASSAMENTO	al termine di un'attività movimentata, supini sul pavimento, rilassare le parti del corpo ascoltando la voce dell'insegnante	testo allegato (riduzione da Dufeu 1994)
GIOCHI	<ul style="list-style-type: none"> • cantati: 'the Hokey Cokey' 'In and out the dusty bluebells' • di movimento: 'What's the time Mr Wolf' • imitativi: 'Noise jingle' • di gruppo: 'Who stole the cookies ?' 	testi allegati
Total Physical Response	riscaldamento iniziale, in cerchio o in ordine sparso; l'ins. dà le consegne ed esegue le azioni, smette di eseguire le consegne già note.	run, jump, walk, stop, turn around, sit down, stand on your right foot, slow, fast, faster, slow down. Sequenze quali quella allegata da Vale 1990

RILASSAMENTO

Riduzione da:

Bernard Dufeu TEACHING MYSELF Oxford University Press 1994

'Metodo sandwich': le istruzioni vengono date 3 volte:
in inglese, nella traduzione italiana, di nuovo in inglese.
Dopo alcune volte, viene abbandonata la traduzione in italiano.

I am calm, relaxed, at peace.

I feel my legs and my feet in contact with the floor.

(traduzione)

My legs and feet are in contact with the floor.

I feel my back and my shoulders in contact with the floor.

(traduzione)

My back and shoulders are in contact with the floor.

I feel my hands and my arms in contact with the floor.

(traduzione)

My hands and arms are in contact with the floor.

I feel my head in contact with the floor

(traduzione)

My head is in contact with the floor.

My whole body is in contact with the floor.

(traduzione)

I am calm, relaxed, at peace.

(traduzione).

TPR da David Vale EARLY BIRD 1 Cambridge University Press 1990

Reach up with your arms. Higher. Higher. Relax.

Stretch your arms out. Wider. wider. Relax

Stand on your right foot. 1.2.3. Hop

Stand on your left foot. 1.2.3. Hop

Both feet, now. 1.2.3. Jump

curl up. Really small. Smaller. Smaller. Relax.

What's the Time, Mr Wolf?

One player is *Mr Wolf*. *Mr Wolf* walks slowly.



The players walk slowly towards *Mr Wolf* and shout, 'What's the time, Mr Wolf?'

Mr Wolf turns around quickly and shouts, 'One o'clock'.



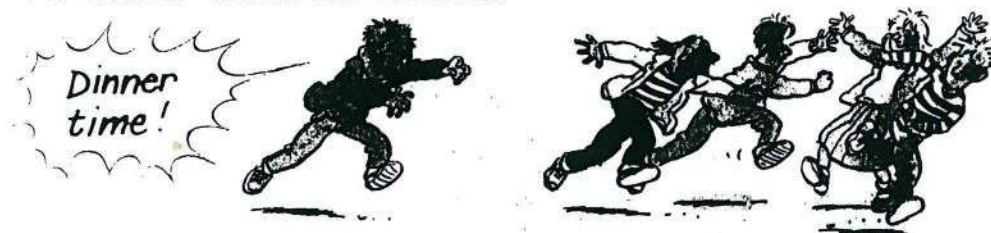
Mr Wolf turns around and walks again.

The players get nearer and nearer to *Mr Wolf*.

They ask, 'What's the time, Mr Wolf?' again.



If *Mr Wolf* shouts 'Dinner time!', he runs after the players. He tries to touch one of them.



If he touches someone, they are *Mr Wolf*. The game starts again.

NOISE-JINGLE

Let's name and point at the parts of our body:

HANDS, FISTS, PALMS, FINGERS, THUMBS, KNUCKLES,
LEGS, FOOT, FEET, THIGHS, TOES, HEELS,
HEAD, FACE, NOSE, MOUTH, LIPS, TONGUE,

Let's say them faster... and all mixed up:

NOSE, THIGHS, THUMBS, LIPS, FINGERS, KNUCKLES...

Now let's play this noise-jingle together.

We all say the words of an action,
and then do the action twice.

Let's learn the game by building it up step by step:

CLAP YOUR HANDS - (clap hands twice)...

CLAP YOUR HANDS...

SLAP YOUR THIGHS - (slap thighs twice)...

CLAP YOUR HANDS...

SLAP YOUR THIGHS...

SNAP YOUR FINGERS - (snap fingers twice)...

CLAP YOUR HANDS...

SLAP YOUR THIGHS...

SNAP YOUR FINGERS...

← KNOCK, KNOCK - (knock fists together twice)...

← POUND, POUND - (pound fists together twice)...

CLAP YOUR HANDS...

SLAP YOUR THIGHS...

SNAP YOUR FINGERS...

KNOCK, KNOCK...

POUND, POUND...

TAP YOUR TOES - (tap toes twice)...

CLICK YOUR HEELS - (click heels twice)...

SHUFFLE YOUR FEET - (shuffle feet twice)...

CLAP YOUR HANDS...

SLAP YOUR THIGHS...

SNAP YOUR FINGERS...

KNOCK, KNOCK...

POUND, POUND...

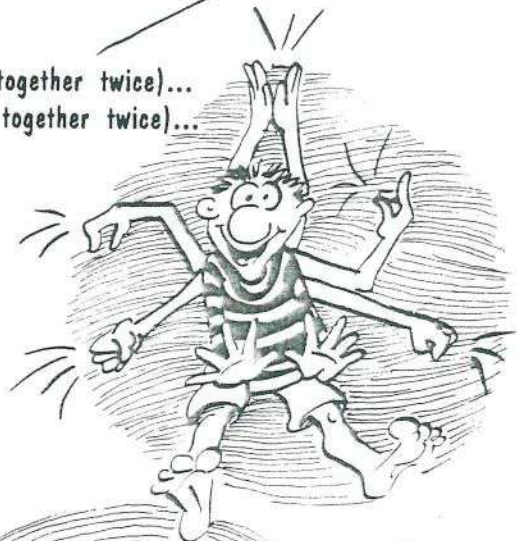
TAP YOUR TOES...

CLICK YOUR HEELS...

SHUFFLE YOUR FEET...

THUMP, THUMP - (stamp feet twice)...

STAMP, STAMP - (stamp feet twice)...



Build up the whole game step by step in the same way.
Use the words of the whole game:

CLAP YOUR HANDS...
SLAP YOUR THIGHS...
SNAP YOUR FINGERS...
KNOCK, KNOCK...
POUND, POUND...
TAP YOUR TOES...
CLICK YOUR HEELS...
SHUFFLE YOUR FEET...
THUMP, THUMP...
STAMP, STAMP...



SMACK YOUR LIPS - (smack lips twice)...
CLICK YOUR TONGUE - (click tongue twice)...
SNIFF, SNIFF - (sniff nose twice)...
SNORE, SNORE - (snort twice)...
SNEEZE, SNEEZE - (sneeze twice)...
G A P E !

Let's play it with our eyes closed.

Let's play it with feeling. We can be
HAPPY... SAD... PROUD... ANGRY... SCARED... LOVING...
What else would you like to be?

Let's play it in pairs, face to face,
while we all chant the words together.

Sit in pairs,
face to face,
touch palm to palm,
make eye-contact and
ready, steady, go!



all start clap-slapping continuously and chanting the rhythm-game,

WHO STOLE THE COOKIES FROM THE COOKIE-JAR?

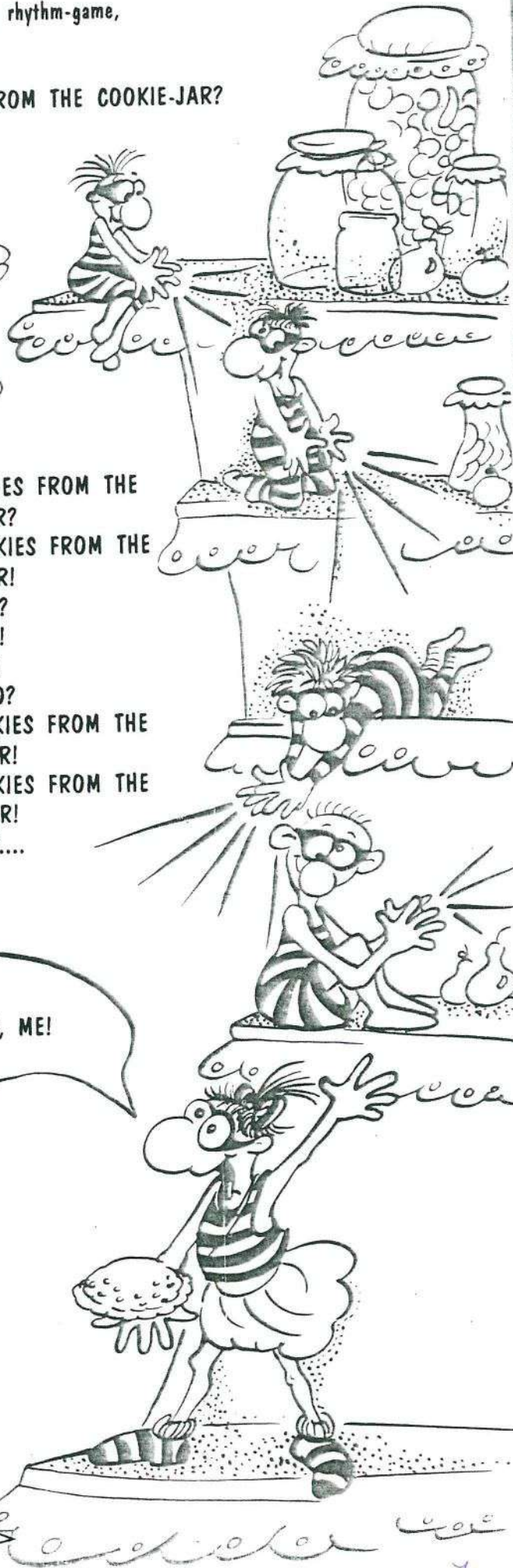
In the first round we name anyone of the players, eg: "Tommy stole the cookies from the cookie-jar!" Tommy denies stealing the cookies, and names someone else, eg: saying "Linda", or "Linda stole the cookies from the cookie-jar!". The group repeats this. Linda "denies it" and names someone else -

WHO STOLE THE COOKIES FROM THE
COOKIE-JAR?
TOMMY STOLE THE COOKIES FROM THE
COOKIE-JAR!
WHO? ME?
YES, YOU!
NOT ME!
THEN WHO?
LINDA STOLE THE COOKIES FROM THE
COOKIE-JAR!
LINDA STOLE THE COOKIES FROM THE
COOKIE-JAR!
WHO? ME?....

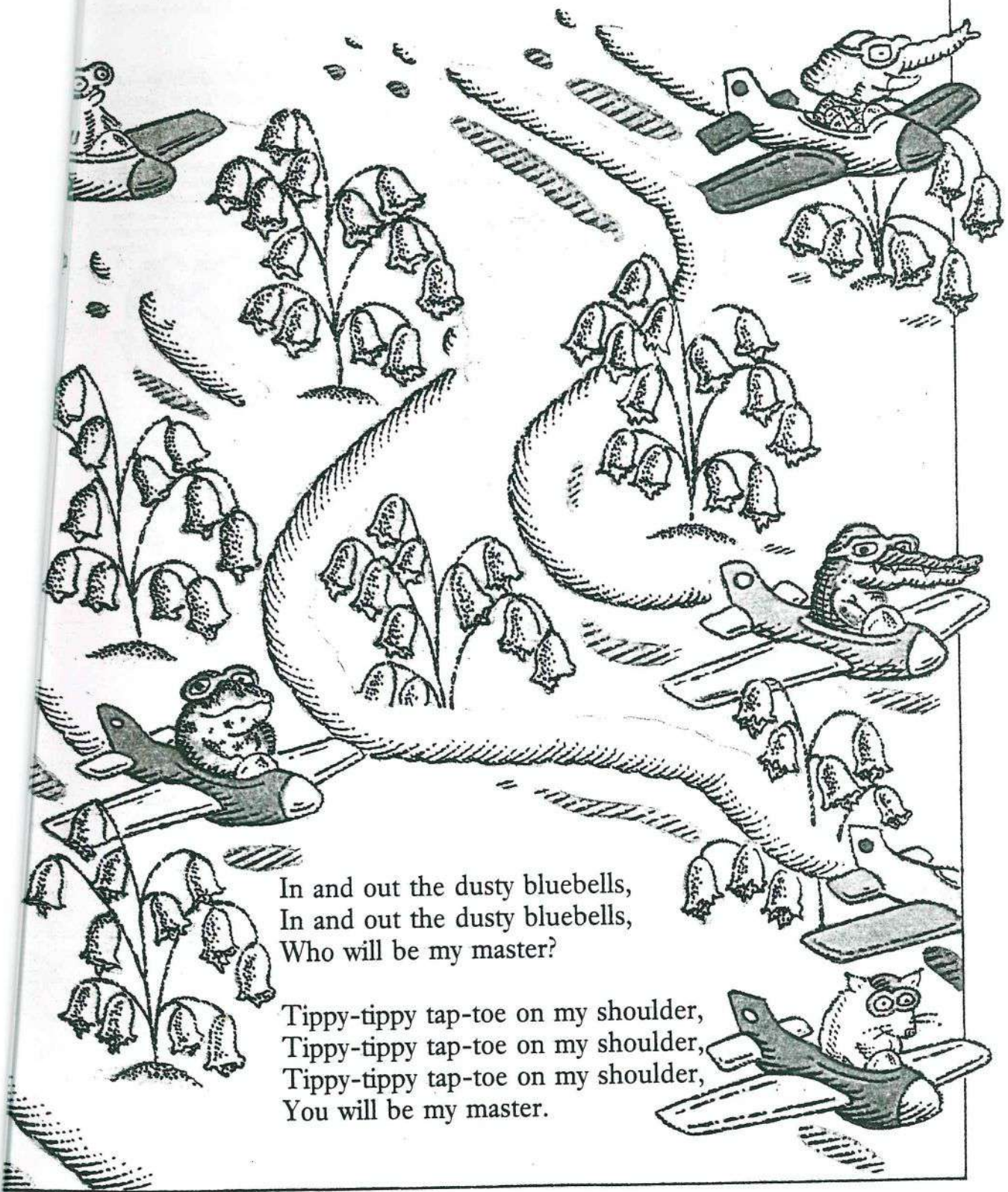
and the game continues, unless it is Linda who has the hidden cookie. In this case she says:

WHO, ME? YES, ME!

and the group starts a new game by hiding the cookie using the mime-game as before. Linda will be the new Game Master, who hides the cookie in someone's hands.



In and out the dusty bluebells



In and out the dusty bluebells,
In and out the dusty bluebells,
Who will be my master?

Tippy-tippy tap-toe on my shoulder,
Tippy-tippy tap-toe on my shoulder,
Tippy-tippy tap-toe on my shoulder,
You will be my master.

A delightful, old dancing game, which has a kind of 'follow-my-leader' theme. It is a popular one in the playground with infant school children, although it is equally good at parties.

Age: 4+
Number of children:
ten or more.

Choose a child to be the leader. The rest of the children form a ring, with hands joined, and raise their arms to form arches. The leader then weaves in and out of the arches.



1
In and out the dusty bluebells...

At the end of the first verse, the leader goes to stand behind one of the children in the ring and taps his shoulders with alternate hands, rhythmically.



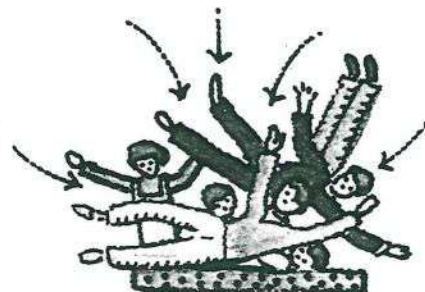
2
Tippy-tappy tap-toe on my shoulder...

The child whose shoulders have been tapped becomes the leader. The ring closes and the first child holds on to the new leader's waist as they both weave in and out of the arches.



3

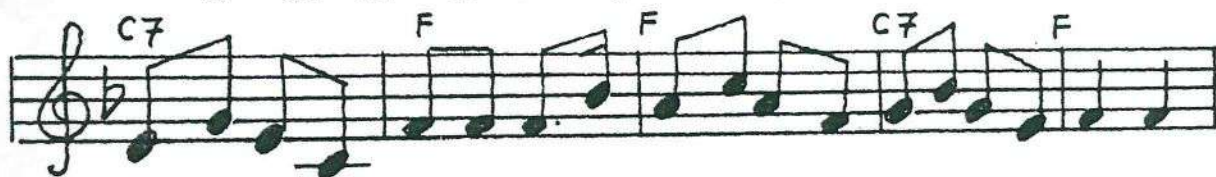
4
The song is repeated, the weaving line grows longer and the ring smaller until the ring becomes too small to weave in and out of. Whereupon the game is over and everybody falls in a heap!



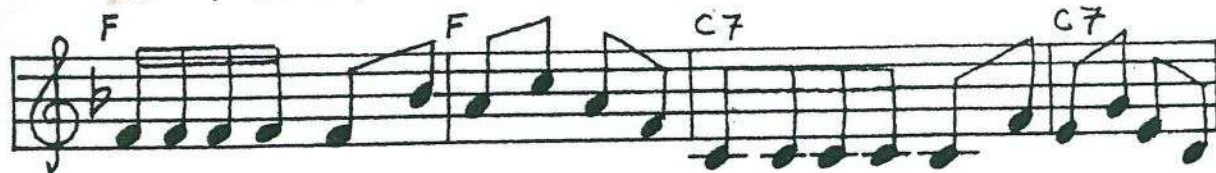
In and out the dusty bluebells...



In and out the dust - y blue - bells, In and out the



dust - y blue - bells, In and out the dust - y blue - bells, Who will be my mas - ter?

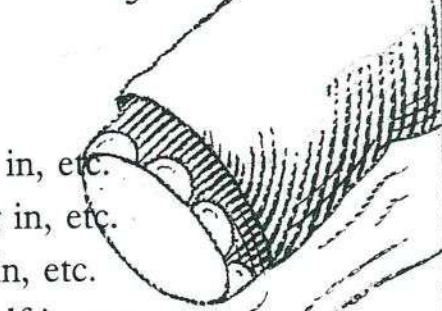
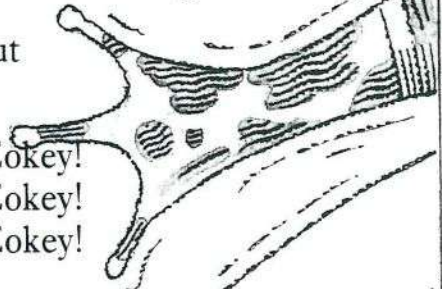
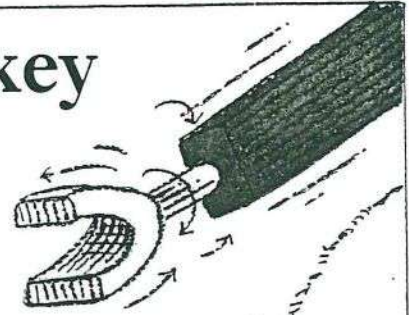
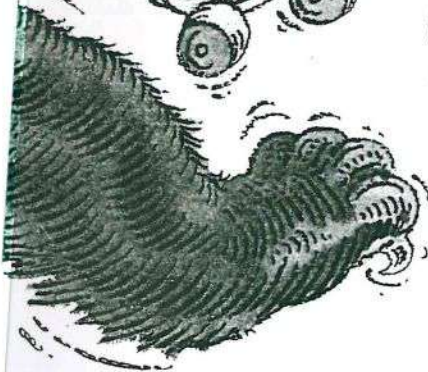
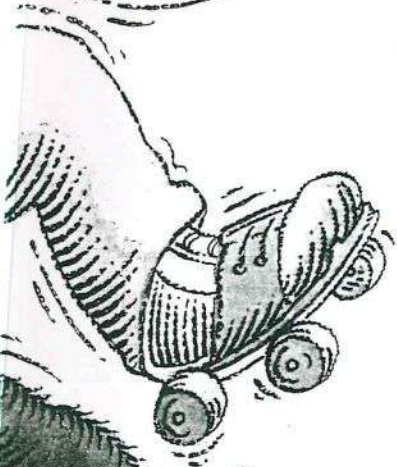
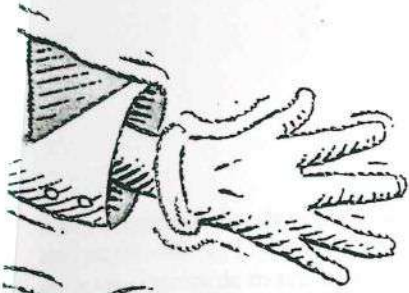


Tip - py - tip - py tap - toe on my shoul - der, Tip - py - tip - py tap - toe on my shoul - der,



Tip - py - tip - py tap - toe on my shoul - der, You will be my mas - ter.

The Hokey Cokey



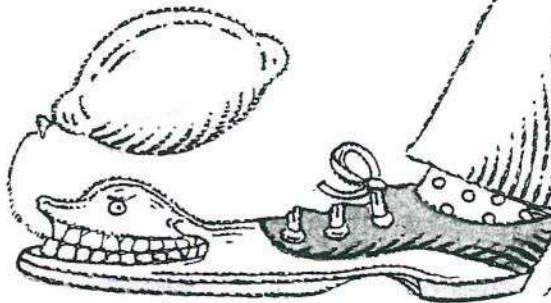
1. You put your right arm in
Your right arm out
Your right arm in
And you shake it all about
You do the Hokey Cokey
And you turn around
that's what it's all about

Chorus:

Oh, the Hokey, Cokey, Cokey!
Oh, the Hokey, Cokey, Cokey!
Oh, the Hokey, Cokey, Cokey!
Knees bent
Arms stretched
Ra! Ra! Ra!

2. You put your left arm in, etc.
3. You put your right leg in, etc.
4. You put your left leg in, etc.
5. You put your whole self in, etc.

*(Don't forget to sing the chorus
after each verse.)*



This is a tremendously popular song with children of all ages. It is very noisy and action-filled. There are often many tumbles and falls, and feet trodden on in the stampede to see who can reach the centre first! Don't forget to sing the chorus after each verse.

Put right arm in towards the centre of the circle, out behind you, then back in again and shake vigorously. Clasp hands together and rock them from side to side; turn body in one complete circle; then clap hands rhythmically.

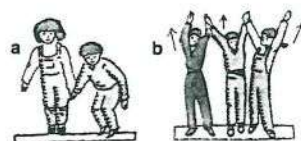
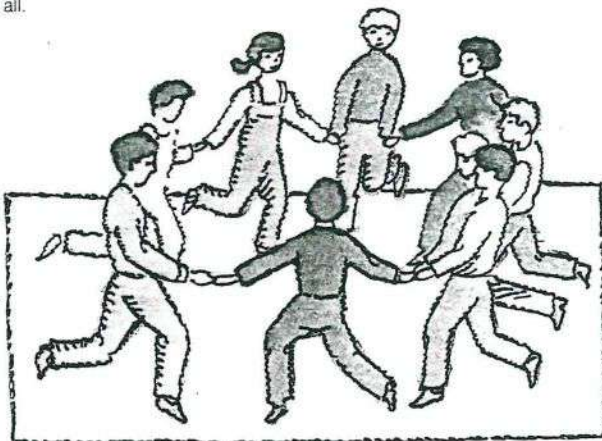
Each time the chorus is sung, all join hands in a circle, dance towards the centre and back again, once for each line of 'Hokey Cokey', three times in all.

Age: 4+
Number of children:
Any

The remaining verses are performed in the same way as the first, except a different part of the body is used in each one.



You do the Hokey Cokey, and you turn around. That's what it's all about...



Knees bent... a
Arms stretched... b
Ra! Ra! Ra! c

Chorus:
Oh, the Hokey, Cokey, Cokey...

Verse

1. You put your right arm in, Your right arm out, Your right arm
in And you shake it all a - bout. You do the Ho - key, Co key And you
turn a - round, That's what it's all a - bout. Oh, the Ho - key, Co - key,
Co - key, Oh, the Ho - key, Co - key, Co - key! Oh, the
Ho - key, Co - key! Co - key, Knees bent, Arms stretched, Ra! Ra! Ra!

Chorus

Oh, the Hokey, Cokey, Cokey...

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Titolo: Inglese in palestra

Sottotitolo:

Collocazione: LS 58



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