



TEACHER WORKSHEET

CYCLE 1 • PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN •
EXPLORE THE WORLD (OF LIVING THINGS)

KNOW YOUR BODY

FROM HOW IT IS ARRANGED TO HOW IT MOVES

OVERVIEW

EDUCATIONAL OBJECTIVES:

- Explore the world: living things, materials, and objects.
- Act, express oneself, understand through artistic activities.
- Act, express oneself, understand through physical activity.
- Put all aspects of language to work.

GENERAL OBJECTIVES:

- **Know and name** the different parts of the body.
- **Make an accurate representation** of one's body: associate movements with parts of the body.

SKILLS TARGETED:

- Locate and name the different parts of the human body, on oneself or on an image of a body.
- Learn and adopt some rules of personal hygiene and healthy living.
- Use newly learned techniques to create a piece of visual art.
- Practice using oral language in various ways: tell, describe, recall, explain, question, propose solutions, discuss a point of view.
- Express oneself in syntactically correct and precise language. Reformulate to be better understood.

▶ NOTE:

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

➔ OLYMPIC GAMES KEYWORDS:

TAKE CARE OF YOUR BODY • HEALTH • OLYMPIC SPORTS



TIPS &
TRICKS



Remember to take photos during the different teaching steps to use them to look back on language tenses by bringing the students back to an event/moment.



CONCEPTS ADDRESSED

KNOW YOUR BODY: from how it is arranged to how it moves

Knowing the body and how it is arranged is a “spiral” learning process over the three years of the cycle. Using the drawing of a body—combined with the work done on motor skills and visual arts—students gradually learn to how to represent the body as a whole, by experimenting on themselves and then expanding that to the drawing of a body.

In this way, the concepts addressed are cross-pollinating: language, living things, visual representation, bodily expression, and so on.



ORGANIZATION

HOW THE BODY MOVES: the different parts of the body

EDUCATIONAL OBJECTIVES:

- Learn about some parts of the body, learn what they are called.
- Put a puppet back together by correctly associating the various parts of the body.

RESOURCES:

- Pictures of athletes running (100 meters), jumping (high jump), cycling, kayaking, fencing.
- The various body parts needed to make the puppet, round-head fasteners.

QUIET TIME



Ask students to put their hands on their belly and imagine it is a balloon. Blow up the balloon by taking a deep breath, then breathe out to let the air out of the balloon. Feel the hands move outwards as the balloon expands. Repeat 10 times. Repeat a second time if necessary, but with a short pause between breathing in and breathing out.

This quiet time will help set an atmosphere of relaxation and concentration before beginning the unit.

➔ STEP 1: WARM-UP PHASE

(whole class, 5 min.)

Explain to students that today, in motor skills, they will be experimenting with different movements to understand how our bodies work. Ask students to form a big circle and then sit on the floor with their legs crossed.

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 damage 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 2: WORKSHOP PHASE

(whole class, 20–25 min.)

There are 3 types of workshop to organize:

- 1 running workshop.
- 1 throwing workshop.
- 2 jumping workshops.

RUNNING WORKSHOP

RESOURCES:

2 lanes marked out with strips, with a start zone and a finish zone.

INSTRUCTIONS:

At the start signal, the 2 students on the start line go. The first one to reach the finish line earns 1 point for his/her team.

THROWING WORKSHOP (throw far and high)

RESOURCES:

- Foam balls.
- A stretched sheet at a height of about 1 meter.
- Tape to mark out 4 zones of 0.5 meters each.

INSTRUCTIONS:

The student first goes to zone 1 to throw his/her object over the sheet. If the throw is successful: The student moves on to zone 2. If successful again, on to zone 3, etc. (moving further and further away from the sheet).

JUMPING WORKSHOP 1

RESOURCES:

- Hula-Hoops (two sets of 7 or 8 Hula-Hoops) placed end to end.
- A start zone and a finish zone.

INSTRUCTIONS:

At the signal, the students jump from one Hula-Hoop to the next, with their feet together. The first to reach the finish earns 1 point for his/her team.

JUMPING WORKSHOP 2

RESOURCES:

- Mats to mark out the zones, including a thicker mat for the run-up.
- Tape to mark out the 4 finish zones (one zone = 50 cm).

INSTRUCTIONS:

The students run over the thick mat and jump as far as they can.

➔ STEP 3: QUIET DOWN PHASE

(whole class, 10 min.)

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.

Ask students to form a big circle and stay standing.

Stretch the arms up as high as possible.

First one arm, then the other, then both arms together.

Bring the arms back down while breathing out deeply.

Now sit on the floor with legs crossed and lean forward to stretch out 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 4: BACK IN THE CLASSROOM PHASE

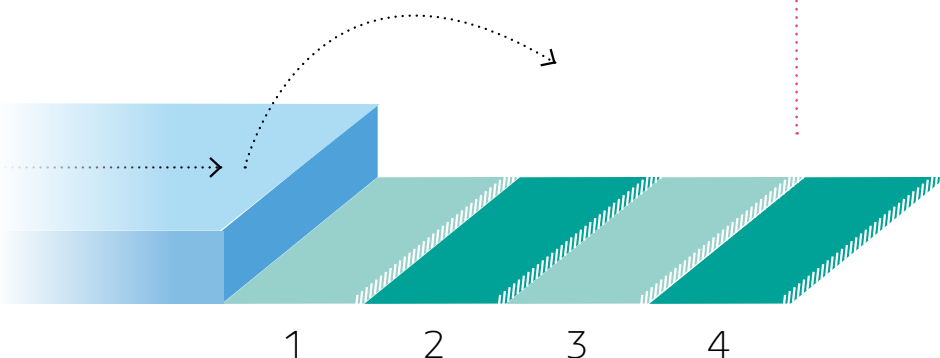
(whole class, 15 min.)

Make an oral review of what was done:

• *We ran:* What part of your body did you use to run?
Expected answer: Our legs.

• *We jumped:* Same question, the expected response is the same. Point out to students that they did not do the same thing when they jumped from Hula-Hoop to Hula-Hoop as when they tried to jump as far as they could. They also use their arms when they want to jump as far as they can (this gives them momentum).

• *We threw:* Same question. Expected answer: Our arms. Indicate that their answers will be used to make a puppet with the different parts of the body.



EXTENSION OF ACTIVITY

► PRESCHOOL ACTIVITY

OBJECTIVE: Put a puppet back together.

RESOURCES NEEDED: Puppet body parts (see annex) and round-head fasteners.

WORK METHODS: Group work (25 min.).

INSTRUCTIONS:

- Remind students what they did in motor skills: running (with their legs), jumping (with their legs and arms), and throwing (with their arms).
- Explain that today, each student is going to make his or her own puppet by listening to what the teacher says.

The teacher hands out the various objects and then asks students to do the following.

1/ First, we start with the head.

2/ Then we take the torso of the puppet. Expected question: What is the torso?

Answer given: It's what you call the "belly". In fact, it's not just the belly.

There's the torso, too. Ask students to take deep breaths with their hands on their chest.

Have them talk about the fact that when we breathe in, our torso expands.

3/ When you were running, which part of your body did you use? The children pick up the body part that matches the question.

4/ The same for throwing and the arms.

5/ Next, tell students to change the pose of their puppet and strike the same pose with their body.



ORGANIZATION

HOW THE BODY MOVES: the joints

EDUCATIONAL OBJECTIVES:

- Learn about some parts of the body, learn what they are called.
- Put a puppet back together by correctly associating the various parts of the body.

RESOURCES:

- Pictures of athletes running (100 meters), jumping (high jump), cycling, kayaking, fencing.
- An artist's dummy that will be used by the teacher to show different movements.
- Corrugated cardboard to make tubes.
- Children's silhouettes (on A3 paper) and small round stickers.
- Reproductions of artwork by Jérôme Mesnager (high jump, 100 meters, cycling, kayaking, fencing).
- Large sheets of paper (A3 format) 180 g.
- Poster paint, paintbrushes, and sponges.
- A paper puppet with the various joints (not assembled).
- Self-setting paste.

QUIET

TIME



Ask students to put their hands on their belly and imagine it is a balloon. Blow up the balloon by taking a deep breath, then breathe out to let the air out of the balloon. Feel the hands move outwards as the balloon expands. Repeat 10 times. Repeat a second time if necessary, but with a short pause between breathing in and breathing out.

This quiet time will help set an atmosphere of relaxation and concentration before beginning the unit.

➔ **STEP 1: GET TO KNOW THE ATHLETES**
(whole class, 25 min.)

Show students the photos of athletes and ask them what they see (see annex).

Explain that these pictures show people playing sports and being very good at them.

➔ Do you know the different sports that you can see in the photos?

Expected answers: They are running, they are jumping, they are fighting, they are in a boat, etc.

Confirm the correct answers then add to them with expert vocabulary (running a race, doing the high jump, kayaking, fencing, cycling).

➔ With these photos and the other activities that we will do, you will get to know your body and the different body parts better.

Then show students Jérôme Mesnager's paintings and invite them to talk about what they see (see annex).

Match the photo with the corresponding painting.

Use the 100 meters sprint poster to have students name the different parts of the body they have learned about (see annex).

Write down what students say without saying right or wrong.

→ During the upcoming sessions, you will work on getting to know your body and how it works.

→ STEP 2: GETTING TO KNOW THE JOINTS
(whole class, 30 min., in the motor skills classroom)

The teacher shows students the artist's dummy. The teacher sets the dummy in various poses and then asks students to imitate those poses.

→ Question: What allows the body to move like this?

Expected answer: Our legs, our arms, etc.

→ Today, we are going to see what movements our body can make and think about how we make those movements. For that, we are going to do some experiments.

INSTRUCTIONS:

→ Several scenarios are presented on the page—a man running, a man jumping, a man throwing. You must try to recreate each scenario shown in the picture. But wait! For scenarios 1 and 2 (running, jumping), you must put the tubes around your legs. For scenario 3, you must put the tubes around your arms.

Students are split into groups of 3 and the teacher hands out the corrugated cardboard tubes.

The teacher also hands out worksheets and pencils.

The children are given cardboard tubes that block the knee and/or arm joints.

They try the various scenarios and then write down their answers on the worksheet.

GROUP REVIEW:

→ What happens when you have the tubes around your legs?

Expected answer: When you have the tubes on, you can't walk, run, jump, etc.

Teacher's contribution: It is the knee joint that lets us do all those movements.

Same question for throwing.

Teacher's contribution: It is the elbow joint that lets us throw the ball properly.

→ What parts of the body can be bent to move the hand, the foot, the leg, the thigh, the head...?

The various joints are highlighted in this way.

→ STEP 3: NAME THE VARIOUS JOINTS AND LOCATE THEM ON A PHOTO

(in groups of 3, 30 min.)

Review the previous session.

→ What did we learn?

Name the joints students learned about then review the vocabulary: the knee, the elbow, the wrist ... are joints. Our joints allow us to move in different ways.

Students are split into groups of 3. The silhouette and stickers are handed out to them.

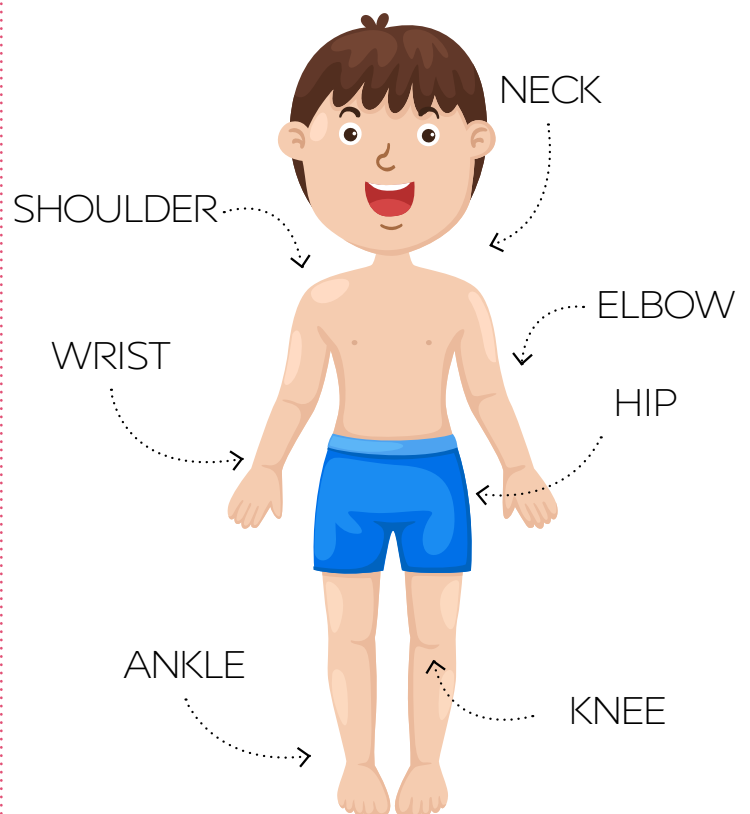
INSTRUCTIONS:

→ Remembering what we learned in motor skills and what we have talked about, try to put the stickers where your body bends, i.e. at the joints.

GROUP REVIEW:

Each group's proposals are displayed and discussed. A "correction" diagram (see example below) is then displayed by the teacher, who pastes the stickers and labels corresponding to the name of the joint (neck, shoulder, elbow, wrist, hip, knee, ankle).

Orally review what was learned during the session.



➔ **STEP 4: MAKE A PICTURE OF A MAN IN MOVEMENT, LIKE IN THE PAINTINGS** (whole class, 30 min.)

RESOURCES:

- Photos of athletes running, jumping, throwing, swimming, or doing other Olympic sports.
- Reproductions of Jérôme Mesnager's paintings (high jump, 100 meters, cycling, kayaking, fencing).
- Large sheets of paper (A3 format) 180 g.
- Poster paint, paintbrushes (or sponges).
- Black felt pens, medium point.
- A paper puppet with the various joints (not assembled).
- Round-head fasteners.
- Self-setting paste.

INSTRUCTIONS:

Put the puppet back together. Be careful with the joints, and then set it in motion, like in the pictures by Jerome Mesnager. Then paint it to make a painting like one of those by Jerome Mesnager.

Each student chooses a picture of an athlete (100 meters, high jump, fencing), then assembles the puppet and puts the round-head fasteners in place. The student chooses a pose and attaches the puppet to the A3 sheet. He/she then paints (or dabs with the sponge and poster paint) the whole sheet (including the puppet).

He/she then removes the puppet and gives a title to the artwork.

The title is then written on it with the black felt pen.

The artwork is displayed and discussed.

EXTENSION OF ACTIVITY

► **PRE-KINDERGARTEN ACTIVITY** (as a group, then individually, 15–20 min.)

OBJECTIVE: Put the stickers on the various joints.

SKILLS TARGETED: Locate and name the different parts of the human body, on oneself or on a drawing.

WORK METHODS: Start activity as a group, then work individually.

RESOURCES NEEDED: Student worksheets to be photocopied, stickers.

INSTRUCTIONS: Remind students what they did in motor skills: running (with their legs), jumping (with their legs and arms), and throwing (with their arms). Explain that today each student is going to make his or her own puppet by listening to what the teacher says.

► **KINDERGARTEN ACTIVITY** (as a group, then individually, 15–20 min.)

OBJECTIVE: Put the stickers on the various joints and then labels with the names of the body parts.

SKILLS TARGETED: Locate and name the different parts of the human body, on oneself or on a drawing.

WORK METHODS: Start activity as a group, then work individually.

RESOURCES NEEDED: Student worksheets to be photocopied, stickers, labels to be photocopied, scissors, self-setting paste.

INSTRUCTIONS: Put the stickers on the various joints. Paste the appropriate label (using a frame of reference, such as the work done previously).



Teaching resources for preschool classes (to go further): puppet to be cut out.





Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.



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Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.



© AdobeStock



Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.





Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.



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Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.



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Teaching resources for pre-kindergarten and kindergarten classes: athlete photos.



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Teaching resources for pre-kindergarten and kindergarten classes: artwork by Jérôme Mesnager.



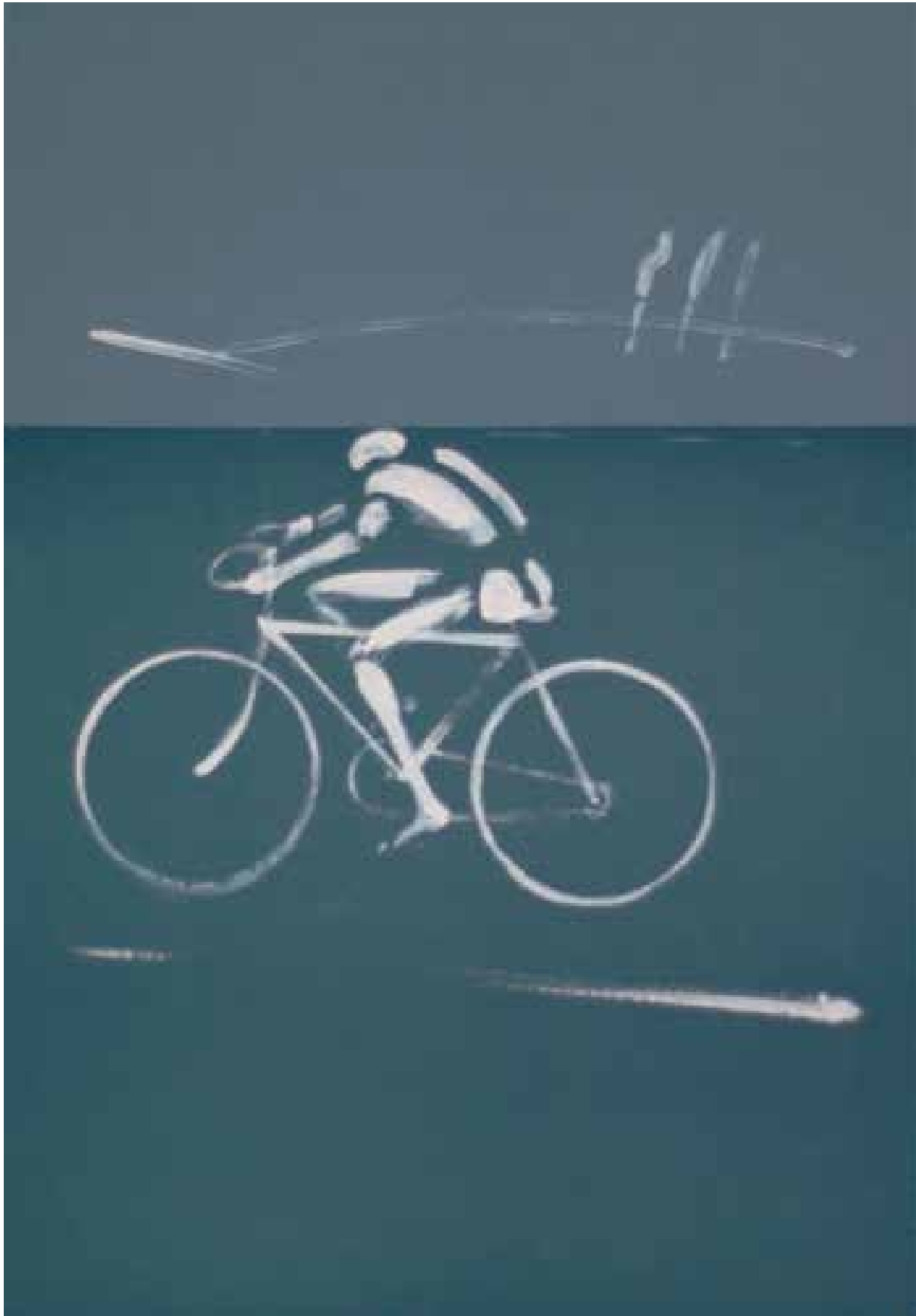


Teaching resources for pre-kindergarten and kindergarten classes: artwork by Jérôme Mesnager.





Teaching resources for pre-kindergarten and kindergarten classes: artwork by Jérôme Mesnager.





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Teaching resources for pre-kindergarten and kindergarten classes: artwork by Jérôme Mesnager.





Teaching resources for pre-kindergarten and kindergarten classes: artist's dummy.





STUDENT WORKSHEET

CYCLE 1 • PRE-KINDERGARTEN •
EXPLORE THE WORLD (OF LIVING THINGS)

KNOW YOUR BODY

FROM HOW IT IS ARRANGED TO HOW IT MOVES

NAME:	DATE:
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ACTIVITY

INSTRUCTIONS: Put stickers on the various joints you see in the picture and then name them.



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Joints labeled	
Neck	
Shoulder	
Elbow	
Wrist	
Hip	
Knee	
Ankle	

To be completed by teacher for correction.



STUDENT WORKSHEET

CYCLE 1 • KINDERGARTEN •

EXPLORE THE WORLD (OF LIVING THINGS)

KNOW YOUR BODY

FROM HOW IT IS ARRANGED TO HOW IT MOVES

NAME:

DATE:



ACTIVITY

INSTRUCTIONS: Put the stickers on the various joints and then paste the labels in the right places after cutting them out.



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Joints labeled	
Neck	
Shoulder	
Elbow	
Wrist	
Hip	
Knee	
Ankle	

LABELS TO BE CUT OUT AND PASTED:

NECK	SHOULDER	ELBOW	WRIST
HIP	KNEE	ANKLE	

To be completed by teacher for correction.