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Auszug aus:

*Snakes Alive! Movement Experiences with Ropes (Bilingualer
Bewegungsunterricht)*

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**Kreative
Ideenbörse**



**Sport in der
Grundschule**

8.3.2 Snakes Alive! – Movement Experiences with Ropes




Sabine Karoß

(nach einer Idee von S. Diederichs und C. Dreßler)

Lernziele:

The students should

- express an interest in the lessons activity (“snake charmer”) by actively participating,
- experience a sense of satisfaction in successfully performing the task of “charming a snake”,
- demonstrate the ability to perform locomotor movements with different intensity, speed and range.
- find their own solutions for given tasks.

Didaktisch-methodischer Ablauf	Kommentare und Materialien
<p>1. Hinführung</p> <p>Before the lesson starts the teacher has posted the caution signs on the midline. The gym is separated in two halves.</p> <p>In the part behind the caution signs the ropes (“snakes”) are lying in straight lines on the floor.</p> <p><i>“Today we must start our lesson in this part of the gym because – as you can see – the other part of the gym is being occupied by wild snakes. Our job will be to get to know the snakes and to charm them. We will be SNAKE-CHARMERS.”</i></p> <p>What does a snake look like?</p> <p><i>“First, I am interested in what you already know about snakes. I am sure most of you have already seen a REAL snake ... What does a snake look like?”</i></p> <p>The teacher helps the students to describe the look of a snake.</p> <p>A snake has</p> <ul style="list-style-type: none"> • a long body, • a thin (and round) body, • no legs – it moves on its ribs, • a tail – some can rattle with it, • a tongue which is splitted at the end, • no fur, but a slippery skin • etc. 	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p>Caution Sign 8.3.2/M 1</p> </div> </div> <div style="margin-top: 10px;">  <ul style="list-style-type: none"> • 3 caution signs • 3 poles • tape • 1 rope for each student (different colours) </div> <p>One end of each rope should have a knot (the head of the snake).</p> <div style="margin-top: 20px;">  <p>Additionally, the teacher can show a picture of a snake.</p> </div>

8.3.2 Snakes Alive!

2. Erarbeitung

How does a snake move?

“Now can you describe how a snake moves?”

The students may find out that a snake

- slides (or slithers)
(to move smoothly over a surface while continuing touching it),
- wiggles
(to move with small movements from side to side or up and down).

What sound does a snake make?

“And what sound does a snake make?”

The students will of course know that it’s the “SSSSS-sound”.

“Take another look at the picture with the snake movements. The word snake not only starts with the letter ‘S’ but sometimes the snake also moves like the letter ‘S’ – in a curved pathway.”

Snakes moving around

*“Before we charm the wild snakes over there we try to move like a snake.
Do you know how to do that? Can you show me?”*

The students find different ways of sliding and wiggling through the (snake-free part of the) gym.



The teacher encourages the students to try out further possibilities:

“I saw you sliding in straight lines on your belly. Can you also slide in straight lines on your back or even on your side?”

“Can you also wiggle in curved lines (like the letter ‘S’) on your back or on your side?”

A Cautious Approach to Charm a Snake

*“I think we are ready now to charm these real wild snakes over there.
But look at that! Right now they are not very wild: They are sleeping and some of them are even snoring. Can you hear it?”*

The teacher starts to make snoring sounds and the students join in.



**Snake Movements 8.3.2/M 2 and M 3**

To illustrate the movements the teacher can show the pictures.



Whenever necessary the teacher demonstrates the movement.

From time to time the teacher points at a student with a special way of snake-like moving and asks the other students to try to move in the same way.

<p>The teacher and the students tiptoe very carefully AROUND the snakes.</p> <p><i>“I think the snakes are fast asleep. No sound can wake them up. Why don’t we move a little faster? Make sure you are only moving faster, not louder – the snake might awake.”</i></p> <p>The teacher asks the students to try different locomotor movements like walking, running, skipping, galloping or jumping.</p> <p><i>“Okay, stop! Walking is faster than tiptoeing. Can you find other ways of moving quietly around the snakes?”</i></p> <p><i>“All right. You can stop now and sit down next to a snake. Don’t worry, they are still sleeping. I can hear them snoring.”</i></p> <p>The students take a short rest while the teacher explains the next task.</p> <p><i>“Now, I want you to move OVER the snake that is lying next to you. But step over it very carefully, so as not to wake it up.”</i></p> <p>The students try to find different ways to move over the rope.</p> <p>The teacher supports the students creativity by naming the activity when a student performs it, e.g.:</p> <p><i>“Look at ... She is leaping over the snake. Can you do that, too?”</i></p> <p> <i>“Think of three different ways to move OVER the snake. Perform one after the other.”</i></p> <p> <i>** “Show your idea to a partner. He imitates your movements. Then he shows you his idea and you imitate it. Maybe you can combine both ideas?”</i></p> <p>A Brave Approach to Charm a Snake</p> <p><i>“Wow! Look at my snake. It rattles its tail. It’s waking up! What about your snakes? We better pick up our snakes by the head so they won’t bite us.”</i></p> <p>The teacher rattles the tail with one hand – the students join in – and together they run around to the head of the snake and pick it up.</p>	<p>The shock of the movement is greater when you move louder and the snakes sense it more easily.</p> <p>The teacher points at a student from time to time and asks him to show his movement idea. The other students imitate his idea.</p> <p>Students who are more reserved sit down a little further away from the snake.</p> <p>Further activities are: hopping, jumping, leaping, a frog leap or other special skills.</p> <p>The teacher might want to illustrate this task by demonstrating an example.</p> <p>tail = end without knot head = end with knot</p>
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8.3.2 Snakes Alive!

*“I think we are very courageous picking up the head. My goodness! My snake starts wiggling. What about yours?
I think you can wiggle even faster to give the snake more exercise.
Let’s take your snake for a wiggle-walk.”*

The students practise wiggling their snakes in different ways – side to side or up and down – while moving backwards. They also vary the speed of the wiggling.

“Watch out! Don’t bump into another snake-charmer or step on another snake.”

“Now, try to jump OVER your snake while you wiggle it.”



The students find a partner (snakes have the same colours) and one snake takes a rest (lying stretched out on the floor) while the other one is still wiggled by student A. Student B tries to jump over it. Change roles.



*** “It is even more challenging to step on the snakes tail while it is wiggled by your partner.”*

The teacher asks the students to put the moving snakes at rest and presents a snake with a “special” tale.

The following game is a variation of “Jump the Shot!” and called

Jump over the Snake!



The students form a circle around the teacher. The teacher starts turning the rope (holding the end of the rope without the rubber ring). The students jump over the turning rope. Whenever a student makes a mistake, he or she becomes the one to turn the rope.

At the end of this activity the teacher asks the students to return the sleeping snakes carefully into the “cave” (box).

The teacher and the students meet at the caution signs.

*“The snakes in the gym can be very easily charmed with movements as you found out today.
But what do you do with the snakes in your garden? – I found this little poem you can charm the snakes in your garden with.”*

The caution signs can be moved if more space is needed.



- 1 rope
- 1 rubber ring

The rubber ring is fixed to the rope with a knot.

In the beginning the students usually turn themselves in order to turn the rope – they become dizzy very easily. Later on they find out that it is possible to pass the rope from one hand to the other and then pass it behind the back back to the first hand.



box

The box is turned upside down.



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