

MotoLab

100 Physical Education Activities

ELEMENTARY SCHOOL



Illustrated teaching manual

100 two-sided activity cards

Instructions, objectives, equipment and timings

Game diagrams, variations and inclusion

FROM CARD TO LESSON

How to use this volume



Choose the activity

Use the index to find a card and open it with one click. Check the school age group, purpose and objectives to observe. Choose the activity to suit the group and available space.



Prepare the space

Check equipment, student numbers and group organization. Read the area preparation instructions and consult the diagram. The diagram shows positions and directions; working dimensions are given in the text.



Explain and lead

The front gives equipment, duration and game instructions. The back contains preparation, objectives, lesson timing and variations. Demonstrate the task, run a brief trial and follow the stated turns.



Adapt and observe

Choose suitable ways to participate and an appropriate variation. Use the card's criteria to observe understanding, control and cooperation. Finish with brief feedback and put the equipment away.

Reference and printing. Each activity occupies two consecutive pages. Cards start on page 7: when printed double-sided, the front and teaching guide remain on the same sheet. The index gives the first page number; bookmarks take you directly to the card.

ACTIVITY INDEX

001 - 025 / Elementary school

ACTIVITY	PAGE
P001 ANIMAL TRAFFIC LIGHTS	7
P002 THE FOREST PATH	9
P003 JUMPING ISLANDS	11
P004 THE MOLE TUNNEL	13
P005 THE MOVEMENT SUITCASE	15
P006 POSTAL WORKERS ON THE MOVE	17
P007 THE ZIGZAG ROAD	19
P008 LONG STEPS, SHORT STEPS	21
P009 THE FOUR MOVEMENT CIRCUIT	23
P010 COURSE INVENTORS	25
P011 MUSEUM STATUES	27
P012 THE TAPE BRIDGE	29
P013 CURIOUS FLAMINGOS	31
P014 THE WAITER'S TRAY	33
P015 THE BODY COMPASS	35
P016 THE STONE RIVER	37
P017 LAND LIKE A CAT	39
P018 THE BALANCING MIRROR	41
P019 THE LOADED COURSE	43
P020 THREE-POINT STATUES	45
P021 THE HAND DANCE	47
P022 THE RIGHT AND LEFT HOUSE	49
P023 HANDS AND KNEES	51
P024 THE DRAWING FOOT	53
P025 THE CROSSOVER DRUM	55

ACTIVITY INDEX

026 - 050 / Elementary school

ACTIVITY	PAGE
P026 THE FLOOR LADDER	57
P027 THE HOOP CODE	59
P028 TWO ACTIONS TOGETHER	61
P029 CROSSING THE STRING	63
P030 THE GROWING SEQUENCE	65
P031 INSIDE, OUTSIDE, AROUND	67
P032 THE COLOR CITY	69
P033 COLLISION-FREE ROADS	71
P034 NEAR AND FAR	73
P035 FIND YOUR HOME	75
P036 THE GYM MAP	77
P037 THE COORDINATE TREASURE	79
P038 THE PAIRED NAVIGATOR	81
P039 THE REVERSE COURSE	83
P040 THE INCOMPLETE MAP	85
P041 THE SCARF SHOWER	87
P042 THE BALL IN THE GARAGE	89
P043 DELIVERY BASKETS	91
P044 THE BOUNCE PASS	93
P045 THE TRAVELING BALLOON	95
P046 POINT-SCORING TARGETS	97
P047 THE PASSING WINDOW	99
P048 CATCH AND CHANGE PLACES	101
P049 SOFT BOWLING	103
P050 THE GENTLE RACKET	105

ACTIVITY INDEX

051 - 075 / Elementary school

ACTIVITY	PAGE
P051 WALK TO THE DRUM	107
P052 THE BODY ORCHESTRA	109
P053 EMOTIONS IN MOTION	111
P054 THE DANCED STORY	113
P055 THE WIND AND THE TREES	115
P056 THE EIGHT-BEAT PHRASE	117
P057 THE RHYTHMIC ECHO	119
P058 DRAWINGS IN THE AIR	121
P059 SPORTS MIME	123
P060 TEAM CHOREOGRAPHY	125
P061 THE WAVE CLOTH	127
P062 THE BALL ON THE SHEET	129
P063 TOWER BUILDERS	131
P064 THE TRAIN AND ITS STATIONS	133
P065 THE GIANT DRAWING	135
P066 THE PASSING BRIDGE	137
P067 CARRYING IN PAIRS	139
P068 THE PUZZLE RELAY	141
P069 THE HELPING NETWORK	143
P070 THE PASSING RECORD	145
P071 COLORED TAILS	147
P072 THE FOX AND THE DENS	149
P073 THE BRIDGE GUARD	151
P074 THE LIGHTHOUSE LIGHTS	153
P075 STEAL THE FREE SPACE	155

ACTIVITY INDEX

076 - 100 / Elementary school

ACTIVITY	PAGE
P076 RESCUE TAG	157
P077 CONE THIEVES	159
P078 THE CHANGING GOALS	161
P079 THE ESCAPE SQUARE	163
P080 THE DECISION RELAY	165
P081 THE BALL ACROSS THE RIVER	167
P082 MINIBASKET WITH BASKETS	169
P083 SMALL-GOAL SOCCER	171
P084 PAIRED BALL RETURNS	173
P085 RUN, JUMP, THROW	175
P086 THE FIVE-PASS GAME	177
P087 THE BALL IN THE END ZONE	179
P088 MINIVOLLEY WITH A BOUNCE	181
P089 LANE MINIHOCKEY	183
P090 ROUND THE BASES	185
P091 THE EXPLORERS' WALK	187
P092 THE SENSORY PATH	189
P093 COLLECTING BY CATEGORY	191
P094 THE SHAPE GARDEN	193
P095 THE CALM BOX	195
P096 PHOTO ORIENTEERING	197
P097 THE MEASUREMENT PATH	199
P098 THE SYMBOL HUNT	201
P099 THE SELF-MANAGED CIRCUIT	203
P100 THE LITTLE COACHES' DAY	205

ANIMAL TRAFFIC LIGHTS

Elementary grades 1-2 / Movement patterns and travel

PLAYERS

24 / one group

DURATION

18 minutes

EQUIPMENT

8 cones; 3 STOP / SLOW / GO cards



THE CHALLENGE

Associate a signal with a movement and control traveling and stopping. Look at the card, listen to the word and choose an open space.

How to play

- 1 Mark out the area with 8 cones and spread the students out. Try the cards: STOP = stand still in balance; SLOW = tortoise steps; GO = brisk fox walking.
- 2 Show a card and say the word every 8-12 seconds. Students look ahead and find open spaces. Introduce gentle running only when spacing and stops are controlled.
- 3 After a break, change the animals: SLOW becomes elephant walking, GO becomes little hare hops. Demonstrate the movements before the next turn; STOP keeps the same meaning.
- 4 Anyone who misses a signal starts again at the next one. Observe the whole group stopping over 3 trials, without eliminating anyone. Finish with slow walking and ask how each student avoided the others.

ANIMAL TRAFFIC LIGHTS

Read before starting the activity



SET UP THE AREA

Mark out a rectangle of about 12 × 10 m with 8 cones. Leave a clear strip beside the walls. The teacher stays on one side, visible to everyone. Students spread out in the area.



OBJECTIVES TO OBSERVE

Purpose: Associate a signal with a movement and control traveling and stopping.

- Recognise three visual and spoken signals.
- Change movement without entering classmates' space.
- Stop in balance after the STOP signal.

18-minute lesson

- | | |
|-------|--|
| 0-3 | Explain and try the three cards |
| 3-9 | First turn, signals every 8-12 seconds |
| 9-10 | Break and change animals |
| 10-16 | Second turn with new movements |
| 16-18 | Slow walking and final discussion |



ACTIVITY DIAGRAM



DIAGRAM NOT TO SCALE



Numbered circle = student | Solid arrow = travel | Cards shown one at a time

Top view. Circles represent the spread-out students; arrows show examples of free movement. The three cards are shown one at a time.



ADAPT THE CHALLENGE

Easier: Use two signals: GO and STOP. Keep walking as the only movement and allow more time between changes.

More challenging: Show two cards in sequence: students carry out the first, then the second. Increase the memory demand without increasing speed.



PARTICIPATION AND INCLUSION

Pair each card with a word, symbol and gesture. Allow traveling with mobility aids or arm movements from the student's own position, keeping the same response task. Demonstrate the instructions before starting.

Feedback: observe independence, responses to prompts and the help needed.



MANAGEMENT AND ASSESSMENT

Keep looking towards the movement area. Stop gradually, without diving to the floor. Anyone who misses the signal stops, looks at the teacher and starts again at the next signal.

THE FOREST PATH

Elementary grades 1-2 / Movement patterns and travel

PLAYERS

24 / 6 groups of 4

DURATION

20 minutes

EQUIPMENT

12 ropes; 6 arches; 12 cones



THE CHALLENGE

Link three traveling movements, adapting the body to obstacles. Clear lane before starting; return outside. Record complete sequences without racing for speed.

How to play

- 1 The teacher demonstrates: walk, step over the two ropes, then bend your legs to pass under the arch. Try each action slowly before linking them.
- 2 One student starts in each lane. Complete the three tasks without touching the equipment. Adjust your steps to the ropes and your body height to the arch.
- 3 At the end, leave sideways and return along the outside edge. The next student starts when the lane is clear. The others practice bending their legs on the spot.
- 4 In the second block, vary the distance between ropes. Count crossings in which all actions are linked with control. Each student aims for at least 3 trials per block.

THE FOREST PATH

Read before starting the activity



SET UP THE AREA

Prepare 6 lanes, each 6 × 2 m. In each lane put 2 ropes on the floor to step over, a soft arch about 80 cm high and 2 cones marking start and finish. Keep the outside return route clear. One participant per lane.



OBJECTIVES TO OBSERVE

Purpose: Link three traveling movements, adapting the body to obstacles.

- Step over a marker on the floor.
- Lower the body to pass under an arch.
- Follow the order of the three tasks.



Leading a 20-minute lesson

0-3 Explain, demonstrate and practice the task

3-9 First block with rotations and brief feedback

9-11 Break, comparison and choice of variation

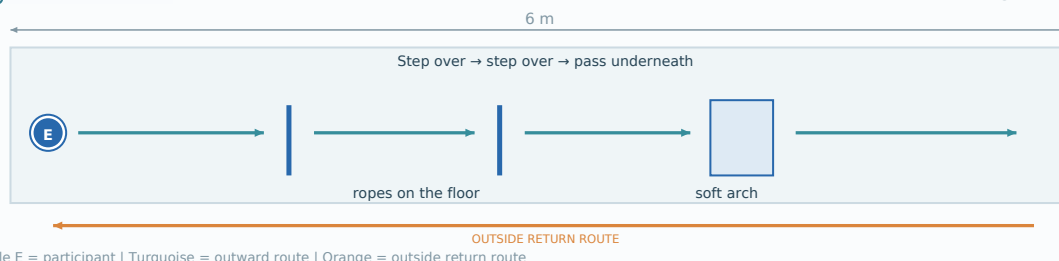
11-17 Second block with the chosen variation

17-20 Final check and tidying up



ACTIVITY DIAGRAM

DIAGRAM NOT TO SCALE



One of the 6 lanes: two ropes on the floor, then a soft arch. Return along the outside edge.



ADAPT THE CHALLENGE

Easier: Move the ropes closer together and raise the arch. Try one task at a time.

More challenging: Alternate sideways and forward steps in the first section, keeping the passage slow.



PARTICIPATION AND INCLUSION

Prepare a wide parallel course: going around two markers and through an accessible gap retains route choice and sequencing.

Feedback: observe independence, responses to prompts and the help needed.



MANAGEMENT AND ASSESSMENT

Clear lane before starting; return outside. Record complete sequences without racing for speed.

JUMPING ISLANDS

Elementary grades 1-2 / Movement patterns and travel



PLAYERS

24 / 6 groups of 4



DURATION

20 minutes



EQUIPMENT

24 non-slip discs; 12 cones



THE CHALLENGE

Jump between nearby zones and stabilise the landing. One student per row. Assess 4 controlled landings; the distance remains adjustable.



How to play

1

Demonstrate a small two-footed jump: bend the legs, jump towards the nearby disc and land with soft knees. Try a single jump first.

2

One student travels across the 4 islands, stopping for 2 seconds after each landing. The next waits until the entire row is clear.

3

Walk back along the outside edge. Repeat at least 3 crossings; if a gap is too large, the teacher moves the disc closer before the next trial.

4

In the second block, choose small jumps or steps between islands. Count stable landings out of 4 and compare two trials at the same distance.

JUMPING ISLANDS

Read before starting the activity



SET UP THE AREA

Create 6 rows of 4 non-slip discs, each about 40 cm across, initially leaving 20–30 cm between edges. Two cones mark each row. Leave an outside return lane; check that the discs do not slip.



OBJECTIVES TO OBSERVE

Purpose: Jump between nearby zones and stabilise the landing.

- Take off and land on two feet.
- Hold the landing for 2 seconds.
- Choose a manageable distance.



Leading a 20-minute lesson

0-3 Explain, demonstrate and practice the task

3-9 First block with rotations and brief feedback

9-11 Break, comparison and choice of variation

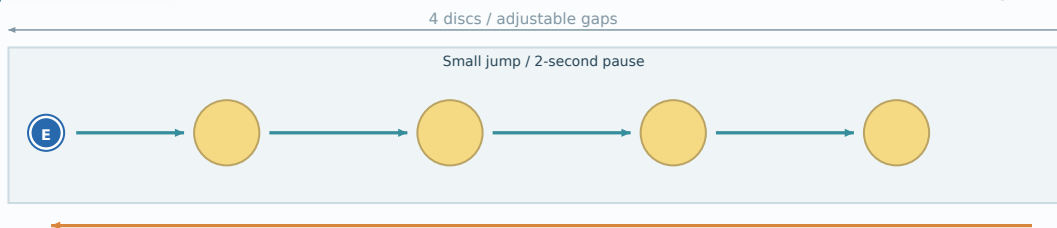
11-17 Second block with the chosen variation

17-20 Final check and tidying up



ACTIVITY DIAGRAM

DIAGRAM NOT TO SCALE



Discs = non-slip zones | Pause after each jump | One row occupied at a time

Example row of 4 islands. Adjust the distance before each trial.



ADAPT THE CHALLENGE

Easier: Reduce the gaps and allow a step between discs.

More challenging: Increase just one gap by a few centimeters after a controlled trial.



PARTICIPATION AND INCLUSION

Use wide, traversable taped zones; agree on steps or movement with aids, with a stable pause at each island.

Feedback: observe independence, responses to prompts and the help needed.



MANAGEMENT AND ASSESSMENT

One student per row. Assess 4 controlled landings; the distance remains adjustable.