

# THE SORCERER



Topic: Slow movements in selected area



**Key terms:** walking, slow movements, body control, sorcerer

**What we need:** leaves, cones, stones or different material depending on the subject

**Estimated time: 10 - 15 minutes**

**Methods:** group game, explanation, conversation

## **Activity description:**

Possible objectives: To understand and take part in simple games following directions.  
To support confidence in movement skills.

## Activity:

### *Aim of the game:*

To take slow footsteps while fulfilling the role of saving the kingdom.

### *Background context:*

If children have the opportunity to experience success in motor skills, it will make movement more pleasurable for them. Children who feel confident in their movement skills are likely to remain active.

### *Before the game starts:*

Ask the children, have you heard of sorcerers? Can you name any sorcerers? What were they like?  
Where did sorcerers live?

### *Introduction to the game:*

An evil sorcerer rules the kingdom. Their force is hidden in objects (leaves, stones, cones and other

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objects) which they guard very carefully. The kingdom can only be saved by the children if they overcome their fears and retrieve the guarded objects. The number of objects needs to be equal to the number of children; they are to retrieve one object each. Children can only remove an object when the sorcerer is not watching, when they have their head bowed down. They must therefore be very cautious. They need to move very slowly and quietly so they are not seen by the sorcerer and immediately turned to stone. Once turned to stone, the children can only be saved when another child smoothly touches their face. The Kingdom can only be saved if the children overcome the sorcerer by regaining all the objects and returning them to a safe place.

#### *During the game:*

Choose an area; the safe place is also the starting point. The teacher distributes the objects around and will play the role of the sorcerer, standing with their back to the children and head bowed down, about 10 metres away from the safe place. The children stand in a line at the starting point and start to move slowly.

When the teacher hears a noise, they turn round and name the children that were spotted moving. These children are now turned to stone and need to be saved by the other children.

#### *Possible evaluation questions for children:*

What was the most difficult part of the task to accomplish? Did you help your friends?

#### **Curriculum links:**

Man and society

Health and movement

**Sources:** © This activity sheet was created by The Take Me Out Partnership

#### **Notes:**

