

# What Animal Would You Be? - Levels F-3

STAY ACTIVE

To promote imagination, self-expression, and confidence through playful animal role-play.



## Learning Intentions

### Use Imagination:

Students explore creativity by pretending to be animals.

### Build Social Skills:

Students share ideas and join in playful role-play.

### Develop Confidence:

Students practise speaking, moving, and performing in front of peers.



## Success Criteria

Students actively join in pretending to be animals.

Students use movement, sound, or gestures to show their chosen animal.

Students share and reflect on their favourite animal during the debrief.



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**Duration:** 5–15 minutes

## Objective

To promote imagination, self-expression, and confidence through playful animal role-play.

## What You Need

- Open space for acting or moving safely.
- Optional: Animal cards, puppets, or soft toys as prompts (found in PDF resource tab).

## Gameplay

1. The teacher says, “*We’re going to pretend to be animals today!*”
2. Call out or show an animal (e.g., kangaroo, elephant, snake, dog).
3. Students act it out using movement and/or sound for 10–20 seconds.

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- **Examples:**
  - Kangaroo → Jump on the spot.
  - Elephant → Stomp feet and swing arms like a trunk.
  - Snake → Slither on the floor or make hissing sounds.
  - Dog → Walk on hands and knees and bark.

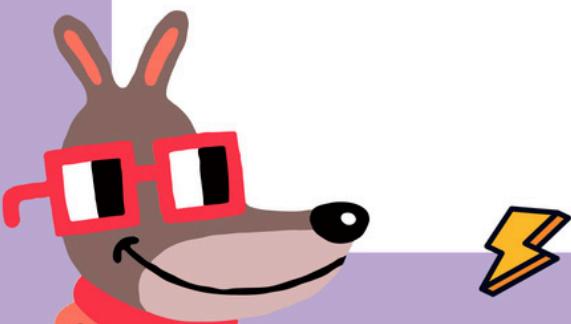
4. Take turns letting students suggest an animal for the group to act out.
5. Finish by asking: “*If you could be any animal in the world, which one would you be and why?*”

## Debrief

- “*What was your favourite animal to pretend to be?*”
- “*How did you feel when you were moving and making sounds like that animal?*”
- “*Which animal would you like to be in real life?*”

## For Wheelchair Users / Accessibility

- Encourage students to use **gestures, facial expressions, or sounds** instead of full-body movement.
- Examples: Flap arms for a bird, roar loudly for a lion, wiggle fingers for a spider.
- Animal cards or visuals can be used for extra support.
- All responses are celebrated equally — movement, sound, or imagination.



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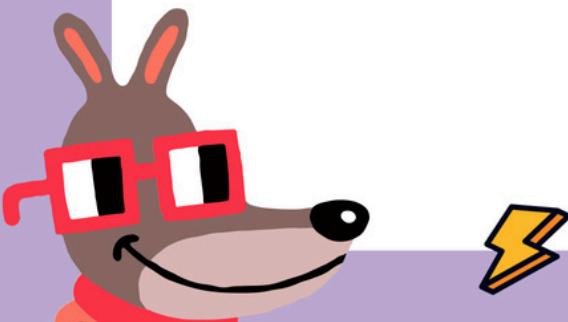
# STAY ACTIVE

## Notes for Inclusion

- Allow students to show animals in different ways (drawing, storytelling, sound-making, role-play).
- Model enthusiasm and exaggerate actions to build confidence.
- Use cheering, clapping, or positive affirmations to celebrate participation.
- Keep activities short and flexible to suit different attention levels.

## Variations

- **Classroom Edition:** Students sit in a circle, take turns choosing animals, and the group copies them.
- **Performance Edition:** Small groups prepare a short “animal show” to perform for the class.
- **Calm Edition:** Focus on slow, stretching animals (turtle, cat stretching, giraffe reaching up high) to promote calmness and focus.



# ANIMAL CARDS

PRINT AND CUT THE ANIMAL CARDS. SHOW ONE CARD AT A TIME AND INVITE EVERYONE TO COPY THE ANIMAL'S MOVEMENT OR SOUND. ROTATE THROUGH SEVERAL ANIMALS, KEEPING ACTIONS SHORT, FUN, AND ENERGETIC.

the art of  
**PLAY**



KANGAROO

the art of  
**PLAY**

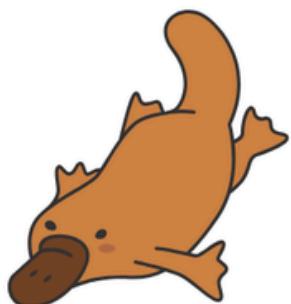


KOALA

SMALL JUMPS ON THE SPOT

SLOW CLIMBING ARMS

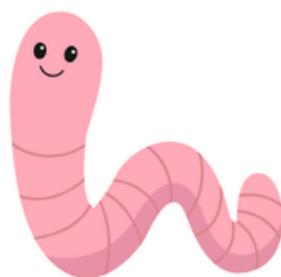
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**PLAY**



PLATYPUS

LIE ON TUMMY AND PADDLE ARMS

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**PLAY**



WORM

WIGGLE ON THE FLOOR



# ANIMAL CARDS



DOG

WALK ON ALL FOURS AND BARK



FROG

SQUAT AND JUMP FORWARD



BIRD

FLAP ARMS LIKE WINGS



SNAKE

SLITHER AND SWAY ARMS

# ANIMAL CARDS



MONKEY

SWING ARMS AND SCRATCH HEAD

the world of  
**PLAY**



LION

STAND TALL, PRETEND CLAWS,  
ROAR

