

# Grades 1 – 3 Non-Equipment Activities

## Table of Contents

▪ <a href="#">As If</a>	2
▪ <a href="#">Jack and the Beanstalk</a>	2
▪ <a href="#">Stop, Drop and Roll</a>	3
▪ <a href="#">Weekly Rap</a>	3
▪ <a href="#">Hickory, Dickory, Dock</a>	4
▪ <a href="#">Air Writing</a>	4
▪ <a href="#">I See</a>	5
▪ <a href="#">Alphabet Madness</a>	6
▪ <a href="#">Seesaw Sit-up</a>	8
▪ <a href="#">Double Bubble</a>	8
▪ <a href="#">Scrambled Eggs</a>	9
▪ <a href="#">Pasta PE</a>	10
▪ <a href="#">The Washing Game</a>	10
▪ <a href="#">Late For School</a>	11
▪ <a href="#">Rod, Penny, and Lightning: The Straight Story</a>	12

## As If

**Formation:** Standing at Desks

**Equipment:** None

**Learning Outcomes:** Coordination, Creativity

**Rules/Directions:**

1. Teacher reads sentence to class:
  - Jog in place as if a big scary bear is chasing you.
  - Walk forward as if you are popcorn popping.
  - Jump in place as if grabbing balloons out of the air.
  - March in place and play drums as if you are in a marching band.
  - Paint as if the paint brush is attached to your head.
  - Swim as if you are in a giant pool of Jell-O.
  - Move your feet on the floor as if you are ice skating.
  - Shake your body as if you are a wet dog.
2. Students act out each sentence for 20-30 seconds.
3. Students may create their own sentences for additional activities.

## Jack and the Beanstalk

**Formation:** Standing

**Equipment:** None

**Learning Outcomes:** Strength, balance, coordination, creativity

**Rules/Directions:**

1. Students climb an imaginary beanstalk by lifting their knees up to their chest.
2. Count the steps together. Students work with a partner and pretend to climb different things.
3. Ask different partners to show their climbing skills to the rest of the class.

Examples:

- climbing a ladder
- climbing in a playground
- climbing into a bunk bed
- climbing out of a pool
- climbing a mountain

## Stop, Drop and Roll

**Formation:** Standing at Desks

**Equipment:** None

**Learning Outcomes:** Safety, listening skills, coordination.

**Rules/Direction:**

1. On teacher signal, the students begin to move around the room.
2. When someone yells "Fire", the students stop, drop, and roll.
3. Yell "Fires out" and begin again.
4. Continue for 3-4 minutes.
5. Next, teacher calls out, "When the heats up high." Students respond, "You get down low" and squat down to the ground to avoid smoke (students can also crawl toward an imaginary exit).
6. Students immediately stand back up and teacher begins again.

## Weekly Rap

**Formation:** Standing

**Equipment:** None

**Learning Outcomes:** Movement, coordination

**Rules/Directions:**

1. Students do movements to an action song:

"Monday, Monday reach and run day" (**they reach up and run on the spot**)

"Tuesday, Tuesday tap your shoe day" (**students tap their feet**)

"Wednesday, Wednesday stretch and bend day" (**students stretch and bend to touch their toes**)

"Thursday, Thursday twist and turn day" (**students twist and turn around**)

"Friday, Friday jump up high day" (**students jump up in the air**)

"Saturday, Saturday pat your back day" (**students give themselves a pat on the back**)

"Sunday, Sunday that's the rest day"

"Now clap, clap, clap for the weekly rap" (**students clap their hands**)

"Count to seven and do it again"

2. Students repeat the song three times.

## Hickory, Dickory, Dock

**Formation:** Standing in a circle

**Equipment:** None

**Learning Outcomes:** Movement, coordination, listening skills.

**Rules/Directions:**

1. Students chant the rhyme Hickory, Dickory, Dock while completing the following actions;

Hickory, Dickory, Dock (**students move into the middle of the circle**)

The mouse ran up the clock (**go backwards to original circle**)

The clock struck (#) (**clap that many times overhead**)

1 – down he run (**shimmy to the floor**)

2 – he got stuck in goo (**run on spot**)

3 – he ran with glee (**run on spot**)

4 – he opened the door (**act out opening the door**)

5 – he came alive (**jump and jiggle**)

6 – flowers he picks (**act out picking flowers**)

7 – he floated to heaven (**waft back and forth**)

8 – he jumped the gate (**jump up and down**)

9 – he stood as a line (**stand tall and straight**)

10-his knees he did bend (**squat down**)

## Air Writing

**Formation:** Standing at desks or in small groups

**Equipment:** None

**Rules/Directions:**

1. Students begin by moving in place or around the room:

• Jumping • Marching

• Hopping • Twisting

2. Teacher calls out a letter, number, word or shape and students stop the activity.

3. Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee or any combination of body parts until teacher calls out another activity.

4. Students continue the new activity until teacher calls out another letter, number, word or shape.

## I See

**Formation:** Standing

**Equipment:** None

**Rules/Directions:**

1. It begins with the teacher saying: "I see!"
2. The class responds, "What do you see?"
3. The teacher responds, "I see bubbles floating in the air."
4. The students act out that idea until the teacher says, "I see."
5. All the students stop again and respond: "What do you see?"
6. The game continues until the teacher (or student leader) suggests another idea.
7. Here are some suggestions to get started. Of course you will choose movements that suit your students.
  - "I see children hopping all around."
  - "I see planes flying through the sky."
  - "I see puppy dogs sleeping on the ground."
  - "I see cowboys riding horses."
  - "I see bees buzzing around."
  - "I see rockets zooming to the moon."
  - "I see my friends walking to our line spot."
  - "I see my friends quietly putting away their materials."

**Suggestions:**

1. Try calling out movements that move from very slow to very fast and back to slow again until the end of the game.
2. By ending with a command similar to, "I see students walking quietly to their chairs," you can easily end the game and help children move into the next activity.

## Alphabet Madness

**Formation:** Standing

**Equipment:** None

**Learning Outcomes:** Movement concepts: effort, space awareness, relationships. To promote movement through imagery inspired by words associated with each letter of the alphabet.

**Rules/Directions:**

1. Starting with letter "A", call out each letter of the alphabet, and a corresponding word or phrase that begins with that letter.
2. The teacher can expound on the word/phrase to create an image and to promote movement. For example, the teacher might begin by calling out or holding up a letter "A", saying the word "apple", and then asking the children to "Pretend you're an apple tree; now stretch your branches high into the sky".
3. After each movement, review the letter and the word, and then ask the children to call out the letter that comes next.
4. You can continue through the entire alphabet, or select certain letters each day.
5. Following is a sample list for the entire alphabet:

**A--Apple:** Keep your feet together and stretch your branches high in the sky.

**B--Breeze:** Now a breeze begins blowing, and it blows the apples trees back and forth. (have the children sway and stretch their trunks while trying to keep their "roots" planted firmly in place.

**C--Cat:** Lets see if you can get on your hands and knees and arch your back like a scared cat.

**D--Dance:** Now let's dance. Wiggle your body and shake your legs.

**E--Eagle:** Show me an eagle - stand on one foot and then slowly move your arms like a bird with long, graceful strokes.

**F--Frog:** Jump like a frog on your lily pad! Now jump all around the lily pads without touching any of the other frogs.

**G--Gallop and H--Horse:** Let me see horses that can gallop gracefully around the general space.

**I--Inchworm:** I want you to be an inchworm -- start with your hands on the floor in front of your feet; "walk" your hands out as far a possible, then "walk" your feet up to meet your hands

**J -- Jumping jacks.** Start with 10, and add one each time you do this exercise.

**K--Kangaroo.** Two-foot jumping. (Again, stress they are not to touch the other kangaroos!)

**L--Ladder.** Pretend to climb a tall ladder, moving your hands and feet at the same time. (Narrate the climb while you're doing it, "we're almost to the top!". When you reach the top, look around at the "view" and take several deep breaths of the fresh air, etc.)

**M--Missile.** Stand with your feet together. As we count down from 10, slowly lower into a crouch. When we reach "blast off," jump straight up into the air as high as you can.

**N--Newt.** We are all lizards; get down on all fours and crawl around in quick bursts.

**O--Ostrich.** With your long neck, and long stride, move around the room like an ostrich.

**P--Push-ups.** See how many you can do. Try to add one more than last time.

**Q--Quiet tip-toeing.** Pretend you are sneaking into the kitchen to try and get a smack (which leads to...)

**R--Running.** Once you snatch the snack, run in place for a while, pretending to make your getaway.(vary the tempos, having them slow down to a trot for a bit, then running hard for a while)

**S--Swimming.** Pretend you are a fish swimming around in the ocean, slowly moving your arms and walking around the area.(Yell "shark!" and they'll all start swimming fast to get away).

**T--Touch your toes.**

**U--Uniforms.** Pretend you are wearing a shiny bright uniform; you are the leader of a marching band. High-step your way around the area.

**V--Vibrate.** Stand in place and "vibrate" (shake) your arms really fast.

**W--Waltz.** You and your imaginary partner are dancing the waltz around the floor.

**X--Make a big X** with your body, stretching out your arms and legs as far as you can.

**Y--You are a Yo-yo.** Make your body go up and down.

**Z--Zig-zag.** Move in a zigzag pathway around the general space.

### **Suggestions:**

1. The instructor can adjust this activity from class to class, change some or all of the letters each time, and channel the activity toward specific skills they want to get across.
2. The children also like to try and guess what you're going to have them do with the letters.
3. Ask the children to suggest ideas of active words to put with each letter.
4. Music can be used.

## Seesaw Sit-up

**Formation:** Partners sit facing one another, one with legs spread apart, the other with legs spread to the partner's ankles.

**Equipment:** None

**Learning Outcomes:** Sitting, grasping.

**Rules/Directions:**

1. Partners hold hands and seesaw back and forth, each going all the way down until his or her back touches the floor.

**Suggestions:**

1. Combine 2 seesaws to make a quad seesaw. For this, 2 players form a seesaw and 2 more players make another one across the first pair's legs at right angles. Then each pair seesaws up and down alternately.

## Double Bubble

**Formation:** Class is divided into circles of 3-4 players.

**Equipment:** None

**Learning Outcomes:** Walking

**Rules/Directions:**

1. Children form bubbles by holding hands in groups of 2-4.

2. The bubbles drift slowly and carefully around: if they bump into each other they will be popped.

3. When bubbles touch they break apart and fall to the ground.

## Scrambled Eggs

**Formation:** Spread out standing.

**Equipment:** None

**Learning Outcomes:** Listening skills, coordination, locomotor skills.

### **Rules/Directions:**

1. Have students spread out in their own personal space.
2. Start the activity by calling out one of the following “egg” commands and students respond with the appropriate action:
  - **“Scrambled eggs”** - students travel inside the playing area according to the designated locomotor movement (walk, skip, gallop, etc.)
  - **“Hard boiled eggs”** - students curl up into a ball on the floor and are completely silent.
  - **“Soft boiled eggs”** - students lie on their stomachs and slowly move their arms and legs in any direction.
  - **“Fried eggs”** - students lie on their backs and put their arms and legs up in the air to shake.
3. Switch the commands to keep the students interested and alert.
4. To change an “egg” command, first stop the students by using a stop signal. Then call out the next command. You may call out the same “egg” command two or more times in a row.

**Note:** “Hard boiled eggs” command can be used throughout to quiet the students down.

### **Suggestions:**

1. Have student travel by walking.
2. Make sure students are always in their own personal space before calling out another command.
3. Teach students the “scrambled egg” command first. Then progress to the other commands when they are ready.
4. Create new actions for each “egg” command.
5. Add other “egg” commands to the list (i.e. poached eggs, deviled eggs) and create an action to go with them.

## Pasta PE

**Formation:** Standing in Personal Space

**Equipment:** None

**Learning Outcomes:** Listening skills, locomotor skills

**Rules/Directions:**

1. Have students stand in their personal space and begin marching on the spot.
2. Call out the following commands and have students perform the corresponding actions.

**SPAGHETTI** March on the spot tall and thin arms pointed together.

**TAGLIATELLI** March on the spot with arms pointed side by side.

**PASTA TWIST** March on the spot turning around.

**LASAGNE** Lay flat on the floor.

**MACARONI** Lay flat on the floor with arms straight up in the air. Rotate arms in circles.

**SPAGHETTI HOOPS** Make a hoop in small groups holding hands.

**RAVIOLI** Stand back to back with a partner.

## The Washing Game

**Formation:** Standing in personal space

**Equipment:** None

**Learning Outcomes:** Listening skills, locomotor skills

**Rules/Directions:**

1. Have students stand in their personal space.
2. The caller begins to call out the following commands and the students will do the actions which accompany the command.

**Skirt** - students sit on the floor with legs stretched out wide.

**Pants** - students sit on the floor with legs together and stretched out.

**Shorts** - students sit on the floor hugging their legs into their stomach.

**Dress** - students stand up with legs outstretched.

**Washing Machine** - students jump up and down on the spot.

**Spin Dryer** - students spin around on the spot twice.

**Suggestions:**

1. Have the class come up with more commands and actions.
2. Pre-teach the actions before playing the game.

## Late For School

**Formation:** Standing in their personal space.

**Equipment:** None

**Learning Outcomes:** Listening skills, locomotor skills

**Rules/Directions:**

1. Have all the children stand in their own personal space.
2. Tell the children they must copy your actions.

Pretend you are *asleep* and suddenly *wake up* and are late for school.

Everything you do is done on the spot but in a hurry.

*Brush* your teeth, *wash* your face, put your clothes on, *run* downstairs, *run* back up (forgot to put your pants on), *run* back downstairs, *eat* breakfast, *pick up* your bag, *open* front door, *shut* door, *run* down the street, *jump* over hedge, *look* both ways, *cross* the road, *jump* over a puddle, *pick* flowers for your teacher, *run* across the school parking lot, *open* front doors, *walk* briskly into the office, tell the secretary you are here but she is not there, *walk* briskly to your locker, *take off* your coat and outdoor boots, *put on* your indoor boots, *pick up* your backpack, *walk* briskly to your classroom, *knock* on the door, *open* the door. *Stop*. You are *puffing* and *panting*, then you realize there is no one there.....it's Saturday!!!!

3. You must provide a running commentary while doing the actions and you can make it as fun as you like with as many actions as necessary.

**Suggestions:**

1. For a cool down activity, do the same type thing only for going to bed. This would involve a lot of stretching as you mime removing clothes, hugging teddy bears, etc. This would be done slowly and you end with the students lying on the floor asleep.

## Rod, Penny, and Lightning: The Straight Story

**Formation:** Standing

**Equipment:** None

**Learning Outcomes:** To apply concepts of various pathways, locomotor skills, listening skills.

**Rules/Directions:**

1. Give the students a brief review of pathways, perhaps traveling using various locomotor skills on each pathway.
2. The teacher introduces the characters in the story and asks the students to make frozen body shapes in self space, i.e., “Can you be as straight as a pencil?” and “How round can you make your body?”
3. Talk about the rules for movement stories, which are:
  - students may not talk or make noise, but may move in all the ways the story describes,
  - if students do not know how to move, they watch the teacher for ideas.
4. Read the following story to students having them do the various movements described throughout the story.

### Rod, Penny, and Lightning: The Straight Story

Once upon a time there was a boy named Rod. Rod was tall and very, very straight. His arms were straight. His legs were straight. Even his smile was straight. Rod could only walk in straight pathways. He made sharp corners. He often liked to pretend he was a toy soldier, marching with stiff straight legs and arms. Sometimes Rod tried to jump. Since he couldn't bend his knees, he couldn't get any height and so his jumps were tiny bounces. But Rod's favorite way to move was to lie down like a pencil and roll and roll. He could do it slowly or quickly.

One day Rod got tired of traveling so straight. He went to see his friend Penny. Penny was very curvy and very round. Penny liked to travel by turning and spinning. Since she was so round, she was very good at rolling also. Penny decided to help Rod find some new ways to move. “ Let's take a walk on the wild side!” she said.

Penny took Rod to the amusement park. First they went in a maze. They walked in straight paths and made sharps corners. They tried to find their way to the center. Well, this is fun, thought Rod, but I'm still moving in straight paths. Let's try something else.

Next Penny took Rod to the merry go round. Rod climbed aboard and stood very straight as usual. Suddenly Rod felt a feeling that was new to him. He was going around! And around and around and around, went the merry go round. He even

went up and down in time to the music. “Help me, Penny! I’m dizzy!” he cried. They got off and went to find the next ride.

“This will surely help you,” said Penny as they climbed into the car on the roller coaster. “Now hang on Rod!” Rod and Penny leaned their bodies as the car climbed to the top. Then, their car swooshed downhill and they felt the wind blowing in their faces. Suddenly, the car careened around to the right and they leaned into the curve. Up, down and around went the roller coaster until Rod started to feel sick. At last, the ride was over.

“Oh, no,” thought Rod as Penny got them tickets for the Ferris Wheel. But this ride was nice. Up, down, and around. Rod could see the tiny people and houses far below.

When they stepped off, Penny had one more idea. “How about a horseback ride?” she said. Before he knew it, straight Rod had climbed aboard a horse named Lightning. And off they flew, jogging in zigzags all over the field. They jumped and leapt in zigzags, going over hay bales and ditches. They galloped in zigzags. Lightning began to speed up and Rod started to lose control. “Whoa Lightning!” he called, just as he soared over Lightning’s head and landed on the ground.

Penny came spinning over to help. “Rod”, she said, “Are you all right?”

“Well, I’m not as straight as I used to be!” said Rod. And sure enough, some of Rod’s body was no longer straight, but could bend in different directions. Rod tried out his new bendable joints. It felt good. Rod did a little dance. First he went straight, then in curved paths, and finally in zigzags. He and Penny zigzagged all the way home.