

K – 6 Non-Equipment Activities

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Port and Starboard

Formation: Standing

Equipment: None

Rules/Directions:

1. The children imagine themselves on a ship.
2. The captain gives out orders to his mates on board.
3. The mates respond with physical actions as follows:
 - Captain's coming (students salute)
 - Stand at ease (students put their hands behind their back)
 - All hands on deck (students kneel on all fours)
 - Hit the deck (students lay flat on the floor)
 - Submarine (students lay on their back with one leg up in the air)
 - Port (students run to the left side of the room)
 - Starboard (students run to the right side of the room)

Suggestions:

1. These are only a few examples of movements. Feel free to add your own.

The Wave

Formation: Standing at Desks

Equipment: None

Learning Outcomes: Coordination

Rules/Directions:

1. This activity is very simple. Students stand next to each other for a better visual effect and more fun, or they can just stand at their desks. One student starts an activity of his/her choice, and all other students follow. This way they create an Activity Wave.
2. Have a list of activities on the wall, so it is easy to choose. See Appendix A at the back of this manual for a variety of activities.

Travel across Newfoundland and Labrador

Formation: Standing at Desks

Equipment: None

Learning Outcomes: Social Studies

Rules/Directions

1. Teacher leads the class on a virtual tour of Newfoundland. Students move according to the actions listed below.

- Hike the East Coast Trail.
- White water raft on Gander River
- Fish at the Exploits Valley River
- Climb to the top Table Mountains in Gros Morne
- Skate on a pond
- Go swimming with humpbacks in the Atlantic Ocean
- Fly a kite at Pippy Park in St. John's.
- March like a French soldier from Placentia
- Drive a race car around Bay Roberts
- Dance on the river banks of the Manuel River
- Climb to the top of Cape Spear Lighthouse

Suggestions:

1. Go through the major communities in Newfoundland and use the most important natural resources to create activities (mining, fishing, tourist attractions...).
2. Use a map to point out landmarks.
3. Do the same with other provinces in Canada.

Space Jam

Formation: Standing at Desks

Equipment: None

Learning Outcomes: Listening skills, coordination, balance.

Rules/Directions:

1. Teacher reads story to class and class identifies each verb (action) word.
2. Teacher pauses during reading while class acts out each verb in place for 15 seconds.
3. Continue until end of story:

Space Jam

Hello, my name is Zippy and I live on a space station. Today, I will lead you on a tour through space. First, we need to **PUT ON** our moon boots. They will allow us to **WALK** through space.

The first stop will be Mercury, the closest planet to the sun. Mercury is very hot...so, ouch, be careful and **STEP QUICKLY** so your feet do not get burned. Mercury also has many craters. On the count of 3, let's **JUMP** into a crater and **SEE** what we find. 1 – 2 – 3, **JUMP! CLIMB** out of the crater so we can **MARCH** to Venus.

Venus is the second planet from the sun. This planet has very strong winds and volcanoes. See if you can **WALK** through the wind without **BLOWING OVER**. A lot of the surface of Venus is covered with lava, and here comes some...**RUN!**

The next stop is Earth, the third planet from the sun. Seventy-one percent of the Earth's surface is water, so **HOP** in and start **SWIMMING**. See if you can do the **FRONT CRAWL** and the **BACKSTROKE**.

Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympic Mons, is located on Mars. See if you can **CLIMB** to the top!

Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. **FIND** a cloud and see if you can **FLOAT** on it.

Our next stop is Saturn, the sixth planet from the sun. It has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. Whoa, there is a huge piece of ice. **BE CAREFUL** and **SLIDE** across it. **HOP** on one of the rings surrounding Saturn and **SPIN** around in circles.

Uranus is our next stop. It has a small rocky core. Can everyone **TIPTOE** across Uranus **WATCHING** out for the ice?

Next, let's visit Neptune. Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick, **DUCK!** Here comes a moon, **MOVE TO THE LEFT** so you do not get hit.

Pluto is our last stop, even though they now say it is not a planet anymore...we will stop there to see it because we are this close. It is very small and far from the sun. It is very cold here because we are very far from the sun. **SHIVER** and **RUB** your hands together to stay warm. **GRAB** a partner and **HOP** back to the space station. It's time to go home.

Frozen Vocabulary

Formation: Standing at desks

Equipment: None

Learning Outcomes: English Language Arts, Mathematics

Rules/Directions:

1. Begin by having students do an activity standing at their desks: (See Appendix A at the back of this manual for more movements)

- Small Kicks
- Twisting
- Raise the Roof
- Cross Country Skiing
- Rocking Horse
- Knee lifts
- Play air guitar

2. Students continue each activity until the teacher calls out a vocabulary word at which point the students freeze.

3. Teacher calls on a volunteer to use the vocabulary word properly in a sentence.

4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

Suggestions:

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym
4. For math, students can give the sum, difference, or quotient of 2 numbers.
5. Excellent activity to teach vocabulary to ESL students.

The 12 Days of Fitness

Formation: Standing at desks

Equipment: Use the holiday tune, "The 12 Days of Christmas"

Learning Outcomes: Flexibility, Aerobic Conditioning, Music

Rules/Directions:

1. Students will act out the following fitness song:

"On the first day of fitness, my trainer gave to me"

- 12 jumping jacks
- 11 raise the roofs
- 10 knee lifts
- 9 side stretches
- 8 jogs in place
- 7 jabs/ punches
- 6 kicks to the front
- 5 hula hoops
- 4 jumping ropes (imaginary rope)
- 3 muscle poses
- 2 scissor jumps (feet apart then cross in front, feet apart then cross in back)
- 1 stork stand (balance on one foot)

Suggestions:

1. For K-2 students, teachers should pre-teach what the actions are. This may take a few days, then when the students know the actions teach them this game.
2. Write the activities on the board or poster board to make them easier for children to follow and to sing along.
3. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.
4. Pick another song!

Marching Band

(Active Instruments)

Formation: Standing at Desks

Equipment: None

Learning Outcomes: Music, Creativity

Rules/Directions:

1. This is a fun activity. You will also get a good laugh out of it.
2. Teacher creates a marching band, and each student in class is a member. Everyone is assigned different (invisible) instruments. Once the activity starts, everyone marches and plays the instrument the teacher suggests. Simulate the best way you can play the guitar, drums, saxophone, piano, clarinet, harp, or anything else that you can think of. Use the instruments as if you are playing rock, pop, jazz, classical music, folk, and more.
3. Each time the students do this activity, they can have a different instrument. Or to make it more organized, assign each row with an instrument.
4. The most important rule is: Move your body and have fun!

Suggestions:

1. For K-2 use simple instruments the students know (i.e. guitar, drums, etc.)

Rotating Leader

Formation: Standing

Equipment: None

Learning Outcomes: Coordination, leadership skills

Rules/Directions:

1. A student starts to lead the class in an exercise. After doing 10 repetitions the leader calls out the name of another student to take over as leader. Ensure students are ready to start a different exercise when their name is called.
2. After the student completes the exercise, have them cross out the activity on the board.

Examples of exercises: (See Appendix A for more exercises)

- 10 squats
- 10 knee lifts
- 10 toe taps to the back
- 10 heel taps to the front
- 10 leg curls

Suggestions:

1. For K-2 students the teacher may want to be the leader until the students are comfortable leading the class in an exercise.

Movin' to 100

Formation: Standing

Equipment: An Imagination

Learning Outcomes: Strength, balance, coordination

Rules/Directions:

1. Students do sets of 10 activities counting to 10 out loud, together as they go.

Examples of activities: (See Appendix A for more activities)

- 10 jumps to the sky
- 10 hops over lines
- 10 toe taps to the back
- 10 super scissor legs (lift straight legs forward one at a time)
- 10 sideways slide (slow side steps)
- 10 helicopter arms (slow arm circles)
- 10 bouncing balls (crouch bodies into a small ball then jump up)
- 10 leg curls
- 10 knees up
- 10 heel taps to the front

Suggestions:

1. For grades 3-6 have students skip count by 10's, 25's, 50's, or 100's for a count of ten.

Happy Hearts

Formation: Standing

Equipment: An imagination

Learning Outcomes: Strength, coordination, knowledge about the heart

Rules/Directions:

1. Using a combination of marching, walking, and running, students move continuously to music for four minutes.
2. Students keep moving/lifting their feet off the floor for the whole four minutes.
3. Call out different movements to keep students interested. Move like...
 - a leaf
 - a soldier
 - a soccer player
 - a skater
 - an airplane
4. When finished, ask students to place their hand on their chest to feel their "happy heart" beating faster.

5. Talk about how the heart needs to be in motion in order for it to stay happy and healthy.

Healthy Simon Says

Formation: Standing

Equipment: An imagination

Learning Outcomes: Mobility, coordination, ability to listen to both verbal and non-verbal cues and enhanced knowledge of healthy habits

Rules/Directions:

1. A leader needs to be chosen to lead a group; at younger age levels the teacher can do the leading.
2. The leader starts by saying, "**Simon says do this ...**" followed by a healthy or non-healthy habit statement.
3. Tell students at the beginning that they can only do what Simon says if the habit is a healthy one. If it is a bad habit, they must all shout out "**bad habit**".
4. If the students do the movement after a non-healthy statement is said, stop the game and discuss with students why the habit is "**bad**". Then continue the game.

Sample healthy statements:

- If an apple is a nutritious snack, do 5 hops to the door . . .
- If it's important to wear a helmet when riding a bike, stand on one foot for ten seconds, then on the other foot for another ten . . .
- If potato chips are a good choice for breakfast, do two squats . . .
- If the school playground is a safe place to play, do five jumping jacks . . .
- If eating cake for supper is good, do toe taps . . .
- If it's important to be active, do heel taps . . .
- If not eating your vegetables at supper is a good thing to do, do a jog
- If water is good to drink after gym class, skip around from side to side . . .
- If wearing sun screen when playing outside is important, turn around . . .

Suggestions:

1. Use easier statements for K-2 students.

I See Students Exercising

Formation: Standing, spread out around the room

Equipment: None

Learning Outcomes: Mobility, balance, coordination, listening and directional skills.

Rules/Directions:

1. The class is spread out around the room.
2. The teacher begins with, "**I see**"

Class replies "**What do you see?**"

Teacher: "**I see everybody...**"

- hopping on one foot
- balancing on one foot
- doing heel to toe
- 25 arm circles
- running in place
- doing jumping jacks
- marching on the spot

3. Each time the teacher wants to change the activity, simply say, "**I see**" and the class will again reply, "**What do you see?**"

Mirror

Formation: Standing

Equipment: None

Rules/Directions:

1. Students stand in a circle in groups of 4 or 5.
 2. Choose one student to start as the leader.
 3. The leader demonstrates arm and body movements and the group mirrors the actions.
 4. Switch leaders every couple of minutes.
- Some examples of movements are (See Appendix A for a variety of movements):
- Skipping
 - Side Scissors
 - Tire Drill
 - Hopping on one foot

Number Jump

Formation: Standing

Equipment: None

Learning Outcomes: Students will practice addition and subtraction skills while practicing jumping.

Rules/Directions:

1. Each student will get into his/her personal space.
2. The teacher will then call out various math problems appropriate to the grade level (including numbers, addition, subtraction, multiplication, etc).
3. The students will call out the answer to the problem and then jump the number of times that equals the answer (counting the jumps out loud).
4. The teacher will vary the jumping skill by asking students to jump forward, backward, etc.

Principal's Coming

Formation: Sitting in a chair away from desks

Equipment: None

Rules/Directions:

1. Students move their chair away from their desk or any other hazards.
2. When the teacher gives the following commands, the students follow directions as indicated:

PRINCIPAL'S COMING: Students sit in their chair with hands folded, but keep their feet moving.

RECESS: Students jump up and run on the spot (or runs in circles) - **RL**

REST: Students lie down on the floor (or stay seated and put their heads down on their desks).

TEACHER'S COMING: Students sit in their chair, raise one hand and keep their feet moving.

FORGOT HOMEWORK: Students stand up and run in circles on the spot (student stands up, jumps in the air, spins around 180° and lands facing other direction and repeats to get to starting position)

FIELD TRIP: Students sit in their chair and bounce up and down on the seat, pretending that they are riding on a school bus.

Fire Safety (Stop, Drop & Roll)

Formation: Standing away from desks and other students

Equipment: None

Learning Outcomes: Locomotor Skills

Rules/Directions:

1. Activity 1: Moving in General Space

- Students are spread out in a general space in a safe manner • On teachers command, students walk in the general space until they hear the signal "**STOP.**"
- The students immediately stop.
- The students continue to walk in the general space again.
- This time the teacher calls out "**Drop and Roll.**" The students then practice falling safely to the floor and then roll like a log 3 or 4 times on the floor until the teacher gives the signal to continue with a traveling movement (i.e., skipping, galloping, etc.).

2. Activity 2: Tag Game

- Three or four students are chosen as taggers. • When the taggers tag the runners with the red paper and say "**FIRE**", the tagged runner must shout "**Stop, Drop, and Roll**", and then perform the movements (stop, drop, and roll) before continuing to play the game.
- After a few minutes, new taggers are selected and the game continues.

Game Leader

Formation: Players stand in a large circle, 1 player is chosen to be IT and leaves the room.

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. While IT is out of the room, the group decides on its lead, who will demonstrate the groups' actions/movements. These may be any movement such as jumping jacks, marching in place, jogging in place, touching their toes, etc.
2. When IT returns to the area, the group starts the predetermined action, series of movements, or sounds all at the same time.
3. The leader must subtly lead the group into a new action and everyone follows.
4. IT tries to guess who the leader is, with 3 guesses allowed.
5. A new IT and leader are chosen for each game. Encourage motions, appropriate for all.

Note: For more examples of movements, please refer to Appendix A in the back of this manual.

Body Spelling

Formation: Standing in their own space

Equipment: None

Learning Outcomes: Teamwork, language arts skills, fitness.

Rules/Directions:

1. Have students stand in an open area of the classroom.
2. Call out a letter and have the students form that letter by shaping their bodies into the letter. Letters that work well are: A, X, S, C, F, J, I, L, U, V, K, Z.
3. Encourage students to stretch long and hold the stretch for a count of eight.
4. Have students work with a partner to each form a different letter and then form a two-letter word. Suggestions for two-letter words include: on, it, of, to, oh, so, hi, do, go, no, by, is, ox, an, at, in.
5. In groups of three or four, have students form their bodies to spell a word; e.g. the name of an animal, a girl's name or a boy's name.

Suggestions:

1. As a variation, have the students walk around in the shape of the letter called.
2. Have the students form numbers instead of letters. Have older students form the answer to equations in groups, using decimals or fractions.

True or False Simon Says

Formation: Standing in own space

Equipment: None

Learning Outcomes: Communication skills, fitness, topic-specific curriculum

Rules/Directions:

1. Choose a student to lead the class as Simon or Simone.
2. Have the leader say "**Simon/Simone says...**," then give an activity suggestion, such as:
 - If water is a healthy drink, skip around your desk.
 - If skateboarding is a strength activity, touch the front white board.
 - If stretching is a good stress management technique, reach your toes.
4. If the answer is true, the students complete the suggested activity.
5. If the answer is false, they stand still.

Suggestions:

1. Use the activities to reinforce vocabulary and grammatical elements.
2. Ask true and false questions related to various curriculum areas.

Desk Wake Up

Formation: Sitting at their desks

Equipment: None

Learning Outcomes: Listening skills

Rules/Directions:

1. Have the students sit comfortably and place their hands on their desks in line with their shoulders, fingers pointing slightly inward.
2. Students then rest their foreheads between their hands and inhale deeply, feeling their breath flowing into the body like a fountain of energy.
3. Students slowly lift the forehead first, then the neck, torso and so on until they are sitting in an upright position, keeping their shoulders and lower body relaxed.
4. Students then exhale while tucking their chins in to their chests to pull the head forward, lengthening the back of the neck.
5. Have students relax and breathe deeply as their foreheads are brought back to rest on their desks. Have them repeat three times.

My Body Song

Formation: Sitting

Equipment: None

Learning Outcomes: Health, strength, cardiovascular

Rules/Directions:

1. Introduce and sing together the following song to the tune of “My Bonnie Lies Over the Ocean”.
2. When a word is sung that begins with the letter “B”, the students stand up. When the next word beginning with the letter “B” is sung, the students sit down.

My body lies over the sofa,
My body sees too much TV,
My body it needs to be healthy,
Please bring back my body to me!

Bring back, bring back,
Oh bring back my body to me, to me!
Bring back, bring back,
Oh bring back my body to me, to me!

Suggestions:

1. Divide the class into groups and have them create new verses to the song, then sing them and do the actions as a group.

Beans

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Listening skills, locomotor skills

Rules/Directions:

1. Have students stand up in their own personal space.
2. On the various commands below, have the students carry out the corresponding action.

| | |
|--------------------|-----------------------------------------------------|
| Jumping Bean - | jump on the spot 5 times. |
| Runner Bean - | run on the spot. |
| Broad Bean - | stretch their arms and legs out as wide as they can |
| Baked Bean - | lay on the floor in a star shape |
| Jelly Bean - | wiggle their bodies like jell-o. |
| Chili Bean - | shiver and shake like they are cold. |
| Frozen Bean - | freeze. |
| Bean Sprouts - | stand on tiptoes and stretch as tall as possible. |
| String Beans - | pretend to play an air guitar or violin. |
| Black-eyed Beans - | stand on the spot with one hand over one eye. |
| French Beans - | strike a pose and shout "Bonjour!" |
| Kidney Beans - | bend over and try to touch their toes. |
| Santa's Bean - | act like Santa and say "ho, ho, ho". |
| Full of Beans - | dance on the spot. |
| Flat Beans - | lay flat on their backs, eyes closed |
| Beanstalk - | crouch on the floor and grow slowly up |
| Magic Bean - | wiggle their fingers as if casting a spell. |
| Toothbrush Bean - | walk on the spot, pretending to brush their |
| Laughing Bean - | walk on the spot, pretending to laugh silently |
| Crying Bean - | walk on the spot pretending to cry silently |

The Sharks Are Coming

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills, team building skills

Rules/Directions:

1. Children walk quietly and slowly around the room.
2. When the teacher says “The sharks are coming”, the children stop and say “How many?”
3. The teacher will then call out a number and the children must get into groups of the number called.
4. If any child is left out, then they become the caller.
5. Next time have the students do a different movement like jogging on the spot.
6. Keep changing the movement the students do.

Physical Feedback

Formation: Sitting at their desks

Equipment: None

Learning Outcomes: Subject area taught

Rules/Directions:

1. The teacher develops a series of questions on a specific subject area
2. Students respond to the questions by performing actions with their arms.
3. If they have a positive response, they raise their arms above their heads.
4. If they have a neutral response, they shake their hands out in front of them.
5. If they have a negative response, they cross their arms across their stomachs.

The Circle of Change

Formation: Sitting on chairs in a circle with one less chair than there are people.

Equipment: None

Rules/Directions:

1. Have students form a circle with chairs.
2. Students sit on the chairs.
3. The caller or teacher stands in the center of the circle and instructs the students to “Change seats if you are wearing jeans/have a brother, etc.”

4. All students who the statement applies to have to stand up and switch chairs while the teacher or caller tries to steal a chair.
5. Whoever is left standing becomes the new caller.

Word Wall Work

(By Ms. Young's Grade one class, Holy Cross Elementary)

Formation: Standing

Equipment: None

Learning Outcomes: Spelling skills, locomotor skills

Rules/Directions:

1. Students stand.
2. One person decides on a movement and everyone does that movement.
3. The teacher then calls out a spelling word; students stop, write down the word or spell it out loud.
4. Another student chooses a new movement and they begin again until the teacher calls out another spelling word.

Stop and Go

Formation: Scatter all around the room

Equipment: None

Learning Outcomes: Listening Skills, locomotor skills

Rules/Directions:

1. Have students stand around the room in their own space.
2. Choose a leader.
3. Have the leader call out an activity. This could be one they know or one they make up. The leader demonstrates the activity.
4. When the leader says go, all students perform the activity until the leader says stop.
5. Encourage creativity and change the leader often.

Statues

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand up.

2. On your signal have students move around the classroom. Remind them that running is not allowed.
3. On your signal, the players stop as quickly as possible and hold their position.
4. If they cannot hold their position, they get a point.
5. When they have 3 points they have to do 10 sit-ups or another movement.

Follow The Leader

Formation: Standing with one leader in the front

Equipment: None

Learning Outcomes: Listening/observation skills

Rules/Directions:

1. Have the students stand and choose one person as a leader.
2. Students follow the leader who takes them through a variety of movements. See Appendix A for more movements (e.g. hop, swim, dance, shuffle, twirl)

Grocery Store Relay

Formation: Sitting in desks

Equipment: None

Learning Outcomes: Cooperation, locomotor skills

Rules/Directions:

1. The front wall of the room is called the grocery store.
2. The back wall of the room is called the sporting goods store.
3. The first child in each row is given the number 1.
4. The second child in each row is given the number 2...and so on.
5. Each child gets a number.
6. You say: “**I want some bread, number 4.**”
7. The fourth child in each row must hop, skip or whatever the chosen movement is, to the front wall, touch it and go back to their seat.
8. The first one back gets a point for the row.
9. If you ask for a pair of shoes, they must go to the back wall, touch it and return to their seat.

Double Circle

Formation: A double circle of players

Equipment: None

Learning Outcomes: Coordination, cooperation

Rules/Directions:

1. Have the students form two circles...one around the other.
2. On signal, the outer circle skips counterclockwise and the inside circle skips clockwise.
3. There is one extra person in the outer circle.
4. On the signal they find a partner in the opposite circle.
5. Like musical chairs without the chairs.