

## Active Classrooms – Summer 2014

### 1. Activity: Name Game/Spelling Game

- **Equipment/Organization:** Alphabet physical activity task card
- **Directions:** Students use their bodies and physical activity to spell – names, spelling words, sight words. Students can work individually, with a partner, or as a teacher-led whole class

### 2. Activity: Car Wash – Musical Physical Activity Fun

- **Equipment/Organization:** Car Wash song (any song would work), sponges (not necessary)
- **Directions:** As the music is on lead the students through a series of movements as they pretend to wash a car. Keep it simple by creating 2-4 movements that are repeated. For this specific song we washed different parts of the car, as we changed levels of our body reaching up onto the top of the car and getting under the car.
- **Variation:** This activity can be done with any song. Keep it simple by starting with 2 movements that you alternate doing 8-16 times each. As you feel more comfortable add on 2 more movements. Add variety by doing each movement 16 times, then 8 times, then 4 times, then 2 times, then once.

### 3. Activity: Juggling Scarves

- **Equipment/Organization:** Juggling scarves or you can simply use the yellow Festival bags or produce bags. Each student will eventually need three.
- **Directions:**
  - Hold one scarf in right hand, toss it straight up keeping it on the right side of the body, let it float, grab it with a 'clawing' motion using the right hand (toss, claw)
  - Try it with the left hand
  - With one scarf in each hand, toss the right one, toss the left one, grab/claw the right one with right hand, claw the left one with left hand (toss, toss, claw, claw)
  - Hold one scarf in right hand, toss it across the body in an upward motion to the left (imagine a big square in front of the body, toss the scarf to the upper left corner), let it float, grab it with a 'clawing' motion using the left hand (toss, claw)
  - Try it with the left hand
  - One scarf in each hand. Toss the right across the body, toss the left across the body, grab with the left, grab with the right (toss, toss, claw, claw or right, left, left, right)
  - If you get this far email me for the rest of the directions ([kmally@uwlax.edu](mailto:kmally@uwlax.edu)) ☺

### 4. Activity: Movement Chain OR Copy Cat-Add on

- **Equipment/Organization:** none needed; if space allows create a big circle so everyone can see each other. You can also use props such as scarves
- **Directions:** First person does a movement (add a noise if you are brave ☺), everyone repeats that movement, second person does a new movement, everyone does that movement then the first movement, third person does a new movement, everyone does that movement, the second movement and the first movement. Continue until everyone has added on a movement.

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### 5. Activity: Old MacDonald has a Body and The (Body Part) on the Body

- **Equipment/Organization:** None, students would need to know the two songs – Old MacDonald and The Wheels on the Bus
- **Directions:**
  - Using either tune substitute the name of a body part for the animal on the farm or the item on the bus, and then do the movement instead of the sound or the motion of the item on the bus.
    - Head – nod-nod
    - Arms – flap-flap
    - Shoulders – up-down
    - Knees – knock-knock
    - Hips – wiggle-wiggle
    - Get creative and use all body parts

### 6. Activity: Jumping Jack Flash

- **Equipment/Organization:** The simple version of this game does not require any equipment, but you could use flash cards for math, spelling, sight words, etc. Start with a whole class activity where all of the students play with/against the teacher. Everyone starts facing away from the teacher.
- **Directions:** Everyone begins by secretly choosing a number of fingers to hold up, trying to keep it so no one sees it (start with one hand but can try two – or this would be where you use a flash card). Once everyone has their number decided upon, the teacher (and students) counts 1, 2, 3, and on 3 the students jump and turn (remember they begin with back to teacher) so they are facing the teacher (or partner, group). Now they add the number of fingers that the teacher has to the number that they have and then they do that many of a designated physical activity such as jumping jacks or jumping over an imaginary line (if there is adequate space you can do other kinds of jumps such as tuck jumps, straddle jumps, jumping over or off of or onto objects). If you are using flash cards with words they would do the activity for each letter of the word.

### 7. Activity: Indoor Nature Trail

- **Equipment/Organization:** No equipment is necessary but you could use pictures
- **Directions:** Lead the students on a journey through nature, telling a story that it typically made up on the spot. As we ‘see’ different items in nature show that picture (or describe the item if not using pictures) and ask the students to pretend to be that item and move like that item. As they do the movements do a little sports casting by using what you see in your story, and by using rich vocabulary to describe what you are seeing.
- **Variations:** This activity can be done with any kind of theme such as the zoo, farm, rain forest, playground, etc.

### 8. Activity: Deck of Cards

- **Equipment/Organization:** Deck of cards, designate each suit as a movement – for example:

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- Hearts – Jump side to side, front to back
- Spades – Crab Pushups
- Clubs – Desk Pushups
- Diamonds – 180 degree jumps
- **Directions:** Turn over a card and students do the movement that corresponds to the suit and number. Jokers are a short break.

### 9. Activity: Create-a-pattern

- **Equipment/Organization:** I like to use either strips of different colors of paper or physical items in the classroom. Designate each color or item as a specific movement.
- **Directions:** Create a pattern starting with an A-B pattern where A represents doing one movement a certain number of times (I like to start with 8 repetitions), and B represents a different movement. For example A could be hop on right, and B could be hop on left. As the activity progresses change the movements and change the pattern
  - **For Example:** Red could mean jump and clap, Blue could mean sit and stand up, Green could mean big arm circle, Yellow could mean knees to elbows. Next create a pattern such as Red-Blue-Red-Green. Students would do that pattern repeating each individual movement 4 to 8 times, before moving on to the color/movement in the pattern. As they get better at this reduce the number of repetitions and see if they can do the pattern by memory.
  - **Classroom Items:** You could simply designate a movement to different items you already have in the classroom such as pencils, stapler, water bottles, etc.

### 10. Activity: Rhythmical Chores

- **Equipment/Organization:** No equipment needed
- **Directions:** Start by choosing or letting the students choose four chores they do at home or at school (try to get them to choose chores that require different kinds of movements). Just as with the activity above – put the movements in a pattern or order and do the ‘Chores Dance.’ For example make the bed, sweep the floor, take out the garbage, and pick up my room. Each chore would have a movement that represents that chore – try to get the students to use their entire bodies in diverse ways where they make big, gross movements.
- **Variations:** Use a different idea other than chores such as rhythmical sports or rhythmical playground.

### 11. Activity: Reverse it!

- **Equipment/Organization:** None needed unless you want to use visuals of the words
- **Directions:** The student’s job is to do the reverse or opposite of what you ask them to do. For example you could say: Jump forward 5 big jumps, Reach and touch the sky as you count from 1 to 10, Walk slowly backwards 6 steps, then walk quickly forward 6 steps, etc.

### 12. Activity: Color Pass it On

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- **Equipment/Organization:** Uno cards or you can create a deck of slips of different colored paper. Similar to Deck of Cards, assign each color a physical activity. If using Uno cards you could designate special tasks for the different kinds of cards.
- **Directions:** Every student gets a card, they do the movement that corresponds to the color and number on their card, and then pass it on to the next person.

### 13. Activity: Stop and Scribble (or write, or add, or subtract, etc.)

- **Equipment/Organization:** Paper and pencil
- **Directions:** Identify a movement that the students do until the time is up. For example they could do elbows to knees for 20-30 seconds. When you give the stop signal, they stop and then you give them a word to spell or a math problem to complete. Then they put their pencils down and do another activity for a designated amount of time until they have practiced all their spelling words.

### 14. Activity: Solve it-Move it

- **Equipment/Organization:** Set of math problems and a pencil
- **Directions:** Working individually, with a partner, or as a whole class, students solve a problem (e.g.,  $6+8$ ) and then do that many of a designated movement. Continue with the next problem. You can keep it simple and do the same movement each time or you can vary the movement.

### 15. Activity: Air Writing

- **Equipment/Organization:** None needed
- **Directions:** Whenever you want students to think before they write or talk you can ask them to write their answer in the air using a body part (elbow, foot, head, knee, thumb). To add variety you could tell them to write it on the ceiling, on the floor, or write it big or small.

### 16. Activity: Active Art Add on (could be modified to Add on Story Telling)

- **Equipment/Organization:** Depending on group size you could use the whiteboard or sheets of butcher paper. This could also be done individually or with a partner.
- **Directions:** This activity is just like Stop and Scribble, but instead of spelling or doing a math problem they draw a picture. During each short break students add on to their drawing. After the break they should do another movement or repeat the same movement. If doing this with a partner or group they simply take turns drawing.

### 17. Activity: Do Three With Me

- **Equipment/Organization:** None needed; can be done as a whole class, in small groups or with a partner.
- **Directions:** Show and tell three movements and then invite others to do these three movements with you. For example 'touch the floor, turn a circle, click your heels' or 'run in place, sit down/get up, ski jump.'

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### 18. Activity: Poetry in Motion

- **Equipment/Organization:** poems that include action words. Or use an action verb and write simple poems using words that rhyme with that action word. Here are two simple examples using the action words run and hop.
  - Let's run, run, run
  - And have some fun, fun, fun
  - Let's run, run, run
  - Under the sun, sun, sun
  
  - I like to hop
  - I don't want to stop
  - I will hop until I pop, and drop and begin to flop
- **Directions:** After you have reviewed the poem add motions to it to make it come alive. For example when I do the poem about running I first ask them to show me all the different ways they could run in spot. Then I choose one way and we all do it. This will be how we all do the first run. Then I choose another way and this will be how we all do the second run. I repeat for the third run. Next I ask them to show me what they do that they think is fun (not what fun looks like but what they are doing that they enjoy). I choose three different motions to represent fun. I would review the first and second lines. An easy way to remember the motions is to call them by the name of the student. For example if the first run was first done by Will I would say 'do the Will.' The third line is a repeat of the motions you did for the first line. Then for the final line I ask them to show me different things they like to do when it is sunny out. Again I choose three different motions that we use for our active poem. We do the entire poem and once they get it I like to do it faster or slower.

### 19. Activity: Haikus

- **Equipment/Organization:** Pre-made example of haikus that use action based vocabulary.
- **Directions:** Read the Haiku together and then either let them do their own motions or brainstorm different ideas that the class then agrees upon. Finally perform the haiku all together. Now let students create.
- **Examples:**
  - Swimming and splashing; Kicking as fast as I can; Burr its cold out here
  - The Kangaroo jumps; the snake wiggles on the ground; the monkey swings by
  - A plane soared above; twisting, weaving through the air; I landed safely
  - A horse galloped by; the ground was muddy and wet; I tripped and fell down
  - I went for a run; I was running up a hill; I rolled down the hill
  - My feet are springy; the trampoline was bouncy; jumping, flying high

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### 20. Activity: Blast Off

- **Equipment/Organization:** Identify 2 or more physical activities such as twist, swim, squat, sky to toes etc.
- **Directions:** Students do 10 of each activity, followed by 9, followed by 8 – continuing until they get to 1 of each activity. You can divide the class up so they do every other. For example everyone with a birthday between January and June will do the even numbers, and everyone with a birthday between July and December will do the odd numbers. Or if you wanted you could have them simply work with a partner taking turns to do each number.

### 21. Activity: The Great Alphabet Hunt

- **Equipment/Organization:** Letters of the alphabet or a binder of the alphabet – each page has a letter and a picture of something that begins with that letter
- **Directions:** Teacher shows the students a letter and then takes them through an imaginary movement based journey that relates to that letter/picture. For example, A is for apply that we reach high up to grab. Keep reaching as high as you can to get apple that are at the very top of the tree. Now bend down low to put the apples in your basket. Now lets pretend that you are the apple sitting on the ground. Now you start rolling down the hill until you get to the bottom and turn into wiggly applesauce. B is for bicycle. Show me what you would like if you were riding your bike while lying on your back. Now cycle fast, now slow. C is for ...etc. I don't have a specific story but instead just do it impromptu. The key however is to use rich vocabulary that affords doing movements in a variety of different ways (fast, slow, high, low, big, small, forward, backward, sideways, straight, curvy, using entire body or body parts, etc.). IDEA: Have the kids add a page to the book so eventually they each have their own ABC movement book.

### 22. Activity: Emotional Movements

- **Equipment/Organization:** none needed unless you want to use pictures or icons of emotions
- **Directions:** This is a very simple activity where you ask kids to show you what they would look like if they were doing a specific activity while feeling a certain emotion. For example, show me what you would look like if you were marching and feeling sad, or climbing stairs while you were excited, or sitting down/standing up while you were feeling angry, etc. If space allows have students practice the locomotor movements (walk, run, jump, hop, gallop, slide, skip, leap) while exploring their emotions with their entire body.

### 23. Activity: Yes Game

- **Equipment/Organization:** None needed
- **Directions:** This is a very simple, kind of goofy activity that is easy to do anywhere for any amount of time. Teacher says, Lets \_\_\_\_\_, students respond, Yes, Lets \_\_\_\_\_. For example: Lets pretend to fly – Yes, lets pretend to fly – or - Lets reach and jump – Yes, lets reach and jump – or – Lets do the pony – Yes, lets do the pony. I suggest that you have the students make up some fun dance moves (give each move a name) they can do right by their desks. This would be useful for any of the activities on this handout!

**24. Activity: Movement Sentences**

- **Equipment/Organization:** Slips of paper with movement words and descriptors or modifier words. I like to make a bunch of sets of these so I can give one set to a few students. I also like to color code and put the movement words in one bag and the descriptor/modifier words in another bag so they are easier to organize.
- **Directions:** I would start this as a full class teacher directed activity but when using it with students who can read and organize themselves I like to give small groups of students their own set of words. Depending on how you are using it the teacher and/or students would choose four words from the movement word bag. I like to put all of the words upside down to start, and then four words are chosen and placed in a row so they can be read as a movement sentence. Next the students 'do' the movement sentence. Once they have the movements identified, I like to add some rhythm to this activity by having students repeat each movement 4-8 times to a steady four-count beat. The entire movement sentence turns into a four movement, 32 count phrase. I would do this a few times and then I would add the descriptor/modifier words. As with the movement words students would randomly choose one word, which they use to 'modify' their movement sentence. Another version is to choose four descriptor words, one for each movement word.
  - **For example** a movement word sentence might be: Dart – Spin – Freeze – Flop. Then a descriptor word could be slowly. Or if they choose four descriptors you might get: Slowly Dart – Dreary Spin – Sloppy Freeze – Sudden Flop.

**25. Activity: Hey Everybody Lets Make a Shape**

- **Equipment/Organization:** None needed unless you want to use visuals for the shapes and sizes. This can be done on the white board or SMART board. Or can even be done with an object that represents various shapes/sizes.
- **Directions:** This is a student response activity.
  - Teacher: Hey everybody lets make a shape
  - Students: Shape, shape, what shape?
  - Teacher: Lets make a square – followed by the students using their body to make a square.
  - For variation: Teacher prompts them to change their square by making it smaller or bigger, by making it with entire body or body parts, by making it high or low, by making it standing up, kneeling, sitting or lying on the ground, or by making it with a friend.

***Thanks for playing with me!***

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