

Grades 4 – 6 Non-Equipment Activities

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Tour du Canada

Formation: Standing at desks

Equipment: None

Learning Outcomes: Social Studies

Rules/ Directions:

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

- March across the Confederation Bridge to PEI
- Surf in the Atlantic Ocean
- Climb up a Douglas Fir, one of the tallest and longest living trees in Canada
- Jog (run) on a spot like Terry Fox
- Stomp the grapes in Niagara, Ontario
- Pick the berries in Newfoundland and then oranges in BC
- Inline skate on the Boardwalk
- Ski in Whistler, BC
- Climb Mount Robson, the highest peak in the Canadian Rockies
- Crawl through the Okanagan Valley
- Hit a home run in Montreal

Suggestions:

1. Teachers may use the same concept with any province or a different country.
2. Teacher can use a wall map to point out specific landmark areas.

Heart Smart

Formation: Standing at desks

Equipment: None

Learning Outcomes: Heart Health

Rules/Directions:

1. Teacher will discuss the heart:
 - Where it is located? Left side of chest.
 - What size is it? Size of fist.
 - Function? Deliver blood to the body.
 - What strengthens the heart? Jumping, swimming, jogging.
(Students will act out each activity)
 - What weakens the heart? Inactivity, smoking, unhealthy diet.
2. Teacher calls out a habit that strengthens or weakens the heart.
3. If the habit strengthens the heart, the students will respond by jumping 5 times.
If the habit weakens the heart, the students will respond by squatting 5 times.

- Riding a bike - **jump**
- Eating 4 pepperoni pizzas - **squat**
- Walking your dog - **jump**
- Smoking cigarettes- **squat**
- Never going outside to play - **squat**
- Dancing with your friends - **jump**
- Skating - **jump**
- Never eating fruits/vegetables - **squat**
- Riding a scooter - **jump**
- Shooting baskets - **jump**
- Playing Play station - **squat**
- Eating fast food - **squat**
- Raking the leaves - **jump**
- Washing the car - **jump**
- Taking the stairs - **jump**
- Taking the elevator - **squat**
- Swimming - **jump**
- Eating potato chips and chocolate bars - **squat**

Sports Galore

Formation: Standing at Desks

Equipment: None

Learning Outcomes: Mathematics, Physical Education

Rules/Directions:

1. Teacher calls out the following sports skills to mimic:

- Shooting a jump shot
- Running through tires
- Batting a baseball
- Serving a tennis ball
- Downhill skiing
- Spiking a volleyball
- Swinging a golf club
- Throwing a football
- Juggling a soccer ball on your knees
- Shooting an arrow
- Shooting a hockey puck
- Swimming underwater
- Fielding a ground ball and throwing to first base
- Dunking a basketball

2. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:

- If William made 5 jump shots and 2 went in, how many did he miss?(3)
- If Lisa hits 2 home runs, how many bases would she have to touch?(8)

Suggestions:

1. Do each sport skill for 30 seconds.
2. Adjust the problems to the level of knowledge in class.

One Behind

Formation: Standing

Equipment: None

Learning Outcomes: Mobility, coordination and ability to listen to both verbal and non-verbal cues.

Rules/Directions:

1. The teacher starts to do an exercise while the class marches on the spot. After doing the movement for about 30 seconds to 1 minute, the leader changes the exercise.
2. Every time the leader changes the exercise the class does the previous exercise. Choose from the following four and repeat for three times.

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

- Knee lifts with arms pushing overhead
- Small kicks (remind students not to snap their knee) with arms pushing forward
- Heel taps with biceps curls
- Side steps (moving from one side to the other) with arms swinging to the sides

Football Drills

Formation: Standing in a circle or semi-circle

Equipment: None

Learning Outcomes: Strength, coordination and ability to listen to both verbal and non-verbal cues

Rules/Directions:

1. Arrange the students a semi-circle formation. Check for good spacing.
2. Start and stop the activity with music, allowing the drill to continue for about two to three minutes at first.
3. Increase the time as fitness levels increase.

Movement Suggestions:

- On the signal, jog in place with knees high and clap for 20 seconds, then on signal do toe taps
- On the signal, pretend to jump rope 10 times, then on signal, squat.

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

Miss Mary Mack

Formation: Standing facing a partner

Equipment: None

Learning Outcomes: Strength, balance, coordination and ability to listen to both verbal and non-verbal cues.

Rules/Directions:

1. Teach the song first with hand signals. The tune is the same for every line ("soh, lah, ti, doh, doh, doh").

Actions:

Cross arms to shoulders

Pat thighs

Clap hands together

Clap partner right, clap together, clap partner left, clap together

Add in leg squats or jumps with this as they become more proficient.

Song:

Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephants, elephants, elephants,
Jump over the fence, fence, fence

She jumped so high, high, high,
She reached the sky, sky, sky,
And never came back, back, back,
'Till the fourth of July, July, July

Memory Lane

Formation: Standing at desks with partners

Equipment: None

Learning Outcomes: Eye-hand coordination, listening skills.

Rules/Directions:

1. Teacher calls out one task at a time and partners complete that task.
2. Tasks should be called out in the order provided

High five right

High five left

Low five right

Low five left

High ten

Low ten

Backwards ten high (**students turn around with their backs to each other and high ten over their heads**).

Backwards ten low (**students turn around with their backs to each other, they then give a low ten by their sides**).

Tunnel ten (**feet apart, back to back, reach between legs and hit ten**).

Sole of shoe right

Sole of shoe left

Elbow right

Elbow left

3. Partners repeat the tasks beginning with the first task each time.
4. Have students repeat sequence as fast as they can with accuracy.

Number Crunching

Formation: Sitting on the floor

Equipment: None

Learning Outcomes: To strengthen muscles while learning multiplication tables.

Rules/Directions:

1. Students do sets of different types of movements and count the total number by using multiplication skills. For example, a regular crunch and alternate side crunches could form a set of three.
2. Students do multiple sets and count using only the sums (3, 6, 9, 12, 15, etc.).
3. Partners can then ask additional math questions (e.g. If you did five sets of five different crunches, how many total crunches would you have done?).

Suggestions:

1. Stress the importance of doing correct technique. For the crunch, use appropriate protocol.
2. Use fewer or more movements depending on grade levels.
3. Use higher or lower multiples.
4. Ask division, addition, or subtraction questions.
5. Apply progression techniques, such as adding more sets each week.
6. Have the student make up a math word problem using sets of crunches. For example, "Joe does four sets of four crunches. Mary does five sets of three crunches. Who does more crunches? How many more?"

Moving With Adverbs

Formation: Standing

Equipment: None

Learning Outcomes: This activity reinforces the concept that adverbs describe the verb. The activity can be modified to reinforce the correct spellings of adverbs (adding an -ly), Locomotor skills

Rules/Directions:

1. Start by reminding the students that most adverbs end in -ly and that their most common use is describing verbs.
2. Have the students move around the general space doing various locomotor skills.
3. Then have the students alter the way they are doing the skills by listening to the adverbs being called out by the teacher. For example, start with walking.
4. Have the students walking at first and then add the adverb by telling them to walk quickly.
5. Switch to walking slowly, nonchalantly, quietly, loudly, carefully, etc.
6. Change the locomotor skills and alter the adverbs to those that best suit those new skills.

Suggestions:

1. Make the activity into a modified "Simon Says" game (without the elimination) by having the students listen for the correct formation of the adverb. For example, have the students walking quickly.
2. Then tell the students to "walk slow." The students should keep walking quickly because the teacher did not say "walk slowly." They should only change their skill when the adverbs are correct.

Machine Game

Formation: Groups of three or four

Equipment: None

Learning Outcome: Ability to visualize a process and act out steps

Rules/Directions:

1. Split into groups of 3 or 4 (depending on size of group).
2. Each group has to 'become' a machine. All group members must also be physically touching.
3. Each member of the group must have their own movement, and their own sound.
4. Each group's machine must have a function and a name.
(Example: Machine name is dishwasher, one person spins around and makes swooshing sounds, one person is the water spray with movement, etc.)

Switch and Rotate

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills

Rules/Directions:

1. Have students find a partner in a general space.
2. Have one student be the leader and the other student the follower.
3. The follower should be one arms length away from the leader. (Should be able to touch the back of the leaders shoulder).
4. On the teachers signal, the leader is allowed to **WALK** around the room.
5. The follower is to follow the leader as best they can to try and stay one arms length away.
6. When the teacher says **STOP** the students all freeze immediately and the teacher needs to check and see if the followers can still touch the shoulder of the leader.
7. The teacher has them play again but this time when the teacher says **SWITCH** the leader and follower switch roles by turning around. Now the follower is the leader and the leader is the follower.
8. When the teacher says **STOP** see if the follower can touch the shoulder of the leader.

Suggestions:

1. To make it more difficult the teacher can introduce the term ROTATE. When students here that term the follower is to go to the front of the line and then become the leader.
2. After students get this with 2 players, put them in groups of three or four.
3. Add different locomotor movements.

Angle Arms

(By Mme. Chafe's grade 5 class, Vanier Elementary)

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Math skills, coordination

Rules/Directions:

1. Have students stand in their own personal space.
2. Write the following angles on the board without writing the descriptions:
 - **acute** (arms straight out, bend elbows until hands are pointing towards your ears)
 - **obtuse** (arms straight out, bend elbows slightly)
 - **straight** (arms straight out)
 - **right** (arms straight out, bend elbows until hands are pointing straight up in the air)
3. Have all students begin marching on the spot (students can jog on the spot for a better workout).
4. The teacher calls out a student, that student chooses one of the four angles above and all students have to spread out their arms and bend their elbows to demonstrate the angle chosen. Students are to continue marching or jogging on the spot while they do this.
5. Students hold their arms in the position of the angle until the teacher calls on another student and that student chooses a different angle.
6. After five minutes or so, have students switch so that their hands are pointing down instead of up.
 - **acute** (arms straight out, bend elbows until hands are pointing towards their waist)
 - **obtuse** (arms straight out, bend elbows slightly with hands pointing down).
 - **straight** (arms straight out).
 - **right** (arms straight out, bend elbows until hands are pointing straight down to the floor).

Angle Alphabet

(By Mme. Chafe's Grade 5 class, Vanier Elementary)

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Cooperation, geometry skills, coordination

Rules/Directions:

1. Have students stand around the classroom, marching on the spot.
2. Review the angles acute, straight, obtuse and right.
3. Ask the students to find a partner or two and make a letter with one of the angles listed above.
4. Students have to remember what the angle is, visualize a letter that has that angle, and using their bodies and their partner's bodies, make the letter.
5. Students stay in the letter until the teacher asks what letter they formed and where the angle is.
6. Students then go back to marching on the spot and the teacher asks them to form a letter with a different angle in it.

Team Seating

Formation: Standing in a circle

Equipment: None

Learning Outcomes: Team building skills, balance

Rules/Directions:

1. Have students stand in a circle, as close together as possible.
2. Next ask students to all carefully turn to their right.
3. Their left arm should be in the center of the circle.
4. Now, get the students to move a step in so that they are physically body to body with the person in front.
5. On the count of three, all children should try to sit. They will find that the person behind them will support them, therefore so will the person behind them and so on - weight is evenly distributed. They will be able to almost hover.

Pirate Ship

Formation: Standing in a line (one behind the other) directly in front of the caller.

Equipment: None.

Learning Outcomes: Listening skills, locomotor skills.

Rules/Directions:

1. Pre-teach the student the commands before playing the game.
2. Have students form a line, one behind the other, in front of you.
3. Call out the following commands and the students will perform the corresponding action for each command.

Command

1. Quarterdeck

2. Main deck

3. Man the Boats

4. Scrub the decks

5. Climb the Rigging

6. Captain's Coming

7. Admiral's Coming

8. Man over board

9. Walk the Plank

10. Boom coming over

11. Captain's Wife

12. Captain's Daughter

13. Submarines

14. Shark Attack

15. Crow's Nest

Action

1. Students walk together to the left side of the room.

2. Students walk back and form the line in front of the caller.

3. Students turn to the person directly behind them to pair up, sit on the floor facing each other, hold hands and rock back and forth (as in "row, row, row your boat").

4. Children crouch down and pretend to clean the floor with their hands.

5. Students pretend to climb a rope ladder.

6. Students form the line behind each other in front of the caller, salute and say "Aye, aye Captain".

7. Students stand in line and salute like Captain's coming but must continue to stand to attention until the instruction "Admiral's gone".

8. Students jump in the air and land as if jumping over the side of the ship.

9. Students walk in a perfect straight line with one foot directly in front of the other and arms stretched out to the sides as if balancing.

10. The caller makes the action of a boom moving across deck and the children must duck.

11. Everyone curtseys.

12. Students pose like a model.

13. Students lay on the floor with one leg up in the air as if it were a periscope.

14. Students crouch with bent arm forming fin of a shark.

15. Students stand on one leg which becomes the mast, the other foot rests on that knee to become the crow's nest and their torso is the pirate looking out to sea, hand above eyes.

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|-------------------------------|---|
| 16. Rats on board | 16. Students sit on the floor, hugging their knees, while their feet are raised off the floor. |
| 17. Bombs overhead | 17. Students crouch on the floor with their hands over their heads. |
| 18. Line up for dinner | 18. Students all line up in a very straight line |

Suggestions:

1. Choose the commands you will do before hand, depending on the time you have.

Untying The Knot

Formation: Groups of an even number

Equipment: None

Learning Outcomes: Cooperation, creative/critical thinking

Rules/Directions:

1. Arrange the students into groups (an even number of children - between 8 and 12 in each group).
2. Tell the children to stand in a tight circle, and hold someone else's left hand.
3. Now everyone, should put in their right hand, and hold someone else's right hand.
4. WITHOUT letting go of each other's hands, the team must figure out ways to untangle themselves. It is possible, if they work as a team.

Movements by Memory

Formation: Standing

Equipment: None

Learning Outcomes: Non-verbal communication, following directions, coordination

Rules/Directions:

1. This activity features five to six movements which are gradually put together, with each movement being 'added on' to the last (the child does each move about two times). At the end, each student will 'start from the top, and see if they can remember which movement follows the other.
2. After they finish, try to get the kids to "put it all together".

Example Routine 1:

- Start to march, while waving hands up over head and then down.
- Add on a squat.
- Add on a digging movement to the squat (when crouched down, pretend to dig something with an imaginary shovel).
- Stand up, add on a hug stretch (wrap arms around the body).
- Add on two knee lifts
- Finish with a general march.

Example Routine 2:

- Start to march, while doing biceps curls
- Add on toe taps with "rolling" motion of hands
- Add on 4 knee lifts
- Add on a palm slap to the knees as they come up
- Add on a wiggle movement
- Finish with a general march

Create your own Routine:

- Take any of the movements listed in Appendix A at the back of this manual and link them together.

Human Tic Tac Toe

Formation: Students in groups of 9 if possible. Place nine chairs at the front of the room three by three.

Equipment: None

Learning Outcomes: Critical thinking skills

Rules/Directions:

1. Divide the class into X's and O's.
2. Flip a coin to decide which goes first the X's or the O's.
3. Just like in regular tic tac toe the X's and O's alternate except they sit in the chairs instead of drawing it out on paper.
4. The winner is determined as in regular tic tac toe across, up and down or diagonally.

Language Lights

Formation: Standing

Equipment: None

Learning Outcomes: Cooperation, leadership, language arts skills

Rules/Directions:

1. Assign students consonants or vowels, adjectives or verbs, masculine or feminine nouns, and so on and then assign different movements to each word type.
2. Call out a colour of a streetlight and have students move as the colour dictates. For example, red light means stop, yellow light means jog on the spot. When you call out green light, students must move according to their word type; e.g. vowels do jumping jacks, consonants bend over and touch their toes, etc.
3. If you call out "pit stop", students stop and complete a stretch, holding it for eight seconds.

Suggestions:

1. Assign numbers instead of word types and have students move based on whether their number is odd or even, whole, decimal, or fraction, tens, hundreds or thousands, a square root or not, or it is divisible by a particular number.
2. Assign animals, plants, simple machines, weather or types of rock instead of word types and have the students move to simulate the vocabulary they have been assigned.

Thread The Needle

Formation: Standing in a line holding hands

Equipment: None

Rules/Directions:

1. Have students line up holding hands. If there are a lot of students in your class put them into groups.
2. On your signal, the first child leads the team under the arms of the last two people and around and under the arms of the next two people, etc.
3. They continue this procession until they are all facing the other way.
4. Then, they unwind.

Suggestions:

1. To make it more difficult have them thread from the middle.

Pop Jack in The Box

Formation: Sitting in desks in rows

Equipment: None

Learning Outcomes: Cooperation

Rules/Directions:

1. Have students sit in their desks in a row. Each row is a team.
2. On a signal, the last person in each row stands quietly.
3. The player then jumps high in the air, clapping his/her hands over his/her head.
4. Then they sit down quietly and tag the person in front of them.
5. The one who has been tagged repeats the same action and then tags the next person in line.
6. The last one tagged in the row stands, faces his/her row and says "Pop Jack in the box".
7. The row who finishes first wins.