



# ARTS INTEGRATION AT HOME

## STOP AND GO AND JUMP

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

### STOP AND GO AND JUMP

This is a great activity that gets you up, moving, and thinking quick. Play it before distance learning starts to gather energy and focus. Play it when everyone is done for the day and needs to release some energy. Feel free to create your own additional directions.



I learned **Stop and Go and Jump** from Lynn Hoare who co-founder Creative Action in Austin, TX. You can see a longer description of the activity in the link below from the [Drama-Based Instruction](https://dbp.theatredance.utexas.edu/content/stop-and-go-0) website created by Drama for Schools at The University of Texas at Austin

Stop and Go and Jump: <https://dbp.theatredance.utexas.edu/content/stop-and-go-0>

These activities are curated by Sarah Coleman, Portland Ovation's Director of Engagement/School Programs. Sarah is a theatre educator, an arts integration specialist, and a former classroom teacher who has taught students in grades K - college as well as led professional development workshops for teachers around the country for over 15 years.





# ARTS INTEGRATION AT HOME

## STOP AND GO AND JUMP

### DIRECTIONS FOR CAREGIVERS/TEACHERS

Find an area to play - a room with a little open space or outside. Begin by just walking around, silently. As you walk, remember to lift your head up and see the world around you. Decide who will be the caller (for the first round it's suggested that the adult be the caller). The caller will randomly say "stop" and everyone stops walking and freezes. To resume walking, the caller says "go." Next, add in the other commands in pairs. Add "arms" - put your arms in the air, and "knees" - your hands on your knees. Then, add "jump" - jump in the air, and "name" - everyone calls out their own name at the same time. After a few minutes playing with these commands, start switching them to their opposites. Meaning, when the caller says "stop" you keep going but when you hear "go" you freeze. Do a minute or two with one set of opposites, then add the next set. For "arms" you touch your knees, for "knees" you put your arms in the air, for "jump" you say your name, and for "name" you jump. Keep walking around the space the entire time.



### Then what?

- Have the kid(s) come up with their own commands and actions.
- Connect the calls to something students might be learning. Maybe "parallel" - put arms parallel to each other and "perpendicular" - touch fingers to forearm to create a T. Or "Lincoln" - say "Four score" and "Washington" - say "1789." In this case, think of the call and the action/response as a pair for when you swap to play with opposites.

### Follow up questions

1. What was challenging about this activity? What was easy?
2. How did you feel before the activity? How do you feel after?

Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.





# ARTS INTEGRATION AT HOME

## *STOP AND GO AND JUMP*

### DIRECTIONS FOR KIDS

*Today's at-home activity is an activity that gets your energy up and engages your focus. It's great to play before you start your distance learning or after if you are feeling tired.*

1. Find an area to play - a room with a little open space or outside will work.
2. Walk around that area silently. Walk in different paths around the space (not just a circle).
3. As you walk, remember to lift your head up and see the world around you
4. Decide who will be the leader.
5. The leader will randomly say "stop" and everyone stops walking and freezes.
6. To resume walking, the leader says "go."
7. Next, add in the other commands in pairs. Add "arms" - put your arms in the air, and "knees" - your hands on your knees. Play with the four commands for a minute.
8. Then, add "jump" - jump in the air, and "name" - everyone calls out their own name. Practice the six commands for a minute.
9. After a few minutes with these calls, start switching them to their opposites. Meaning, when the caller says "stop" you keep going but when you hear "go" you freeze.
10. Do a minute or two with one set off opposites, then add the next set. For "arms" you touch your knees, for "knees" you put your arms in the air, for "jump" you say your name, and for "name" you jump. Keep walking around the space the entire time.

### Then what?

- Come up with your own commands and actions. Get creativ!
- Create commands and actions to something you are learning. Maybe "parallel lines" - put your arms parallel to each other and "perpendicular" - touch your fingers to your forearm to create a T. Or "Lincoln" - say "Four score" and "Washington" - say "1789." In this case think of the call and the action/response as a pair for when you swap to play with opposites.

After you play a few rounds of Stop and Go and Jump, think about and discuss these questions.

What was challenging about this activity? What was easy?

---

How did you feel before the activity? How do you feel after?

---

