



**I Can Do It! (🧠 A Social Health Story)**  
**(1<sup>st</sup> Grade – 6-7 yrs.)**  
**Physical Activity: Can You Do It?**



**STORY CONNECTION: SLIDES 14, 16, 18 (Approx Time: 10-15mins)**

While there are many things you can do now or things you will be able to do in the future when you are more grown up, there are going to be some things that you might not be able to do - EVER. Examples include flying like a bird with wings, running as fast as a cheetah, and swimming as fast as an orca.

**Materials needed:**

- Large space for student(s) to move
- List of scenarios/activities/statements (included below)
  - *NOTE: You can use the statements and scenarios below or you can make up your own to better reflect the needs of your group or situation.*
- *OPTIONAL:* 4 signs that say “YES” – “NO” – “NOT YET” – “NEVER”

**Preparation needed:**

- Select and secure space for activity
- Designate areas of the room for each possible response.
  - Create and hang signs, if desired.

**Instructions:**

1. This activity will get student(s) moving and get them thinking about what they can do now, not yet, or never.
2. Designate four areas of the room as either YES, NO, NOT YET, and NEVER. Label them if necessary to make sure student(s) know which area is which.
3. Explain to the student(s) that you will read a statement or scenario. They will think about the statement and then decide one of the following:
  - If they **CAN** currently do what is described in the statement, they move to the **YES** area of the room.
  - If they have **NO** desire to do it, they move to the **NO** area of the room.
  - If they **CANNOT** do it, but they **WANT** to do it someday, they move to the **NOT YET** area of the room.
  - If they **CANNOT** do it because it is something people cannot do, they move to the **NEVER** area of the room.
4. Demonstrate for student(s).

For example: “if I read the statement, ‘go to work,’ I would think and move to the **YES** area of the room because I go to work every day. However, you are children. You are too young to work right now but hope to have a job one day. So, you would move to the **NOT YET** area.

Where you move might be different than where others in the room move too because we all have different abilities and wants.”

5. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
6. All student(s) should move to the center of the designated area.
7. Remind student(s) how they should move within the space.
8. Read the first statement and allow student(s) to think and move.
9. If you notice anything interesting about where student(s) go after a particular statement, you might want to stop to discuss or have some of the student(s) explain their choice
10. You can have student(s) come back to the center of the area each time or move for the next round from where they are.
11. Repeat as many times as desired.
12. In closing, remind student(s) that there are some things we can do and other things we cannot do yet or ever. This does not mean that we are not as smart as others, it just means that we are developing differently and that someday we will be able to do more things when our bodies and brains are ready.

**Ideas to use for the game:**

- a. Jump rope
- b. Write your name
- c. Fly from tree to tree (without using anything other than your own body)
- d. Ride a bike with two wheels
- e. Make a sandwich
- f. Tie your shoes
- g. Skydive
- h. Drive a car
- i. Make a free throw in basketball
- j. Wash the dishes
- k. Fold your clothes
- l. Brush your teeth without being reminded
- m. Stay awake for over 30 hours like a snail
- n. Jump over 27 feet in one bound like a kangaroo
- o. Run between 15-30 mph like a hippopotamus
- p. Dive 1,775 feet for food in freezing water like an emperor penguin
- q. Guzzle 30 gallons of water in 15 minutes like the Arabian camel
- r. Be on tv
- s. Be in a talent show
- t. Be a YouTuber
- u. Do homework
- v. Have a pet
- w. Go to college
- x. Play a sport
- y. Win an award
- z. Fly on a plane