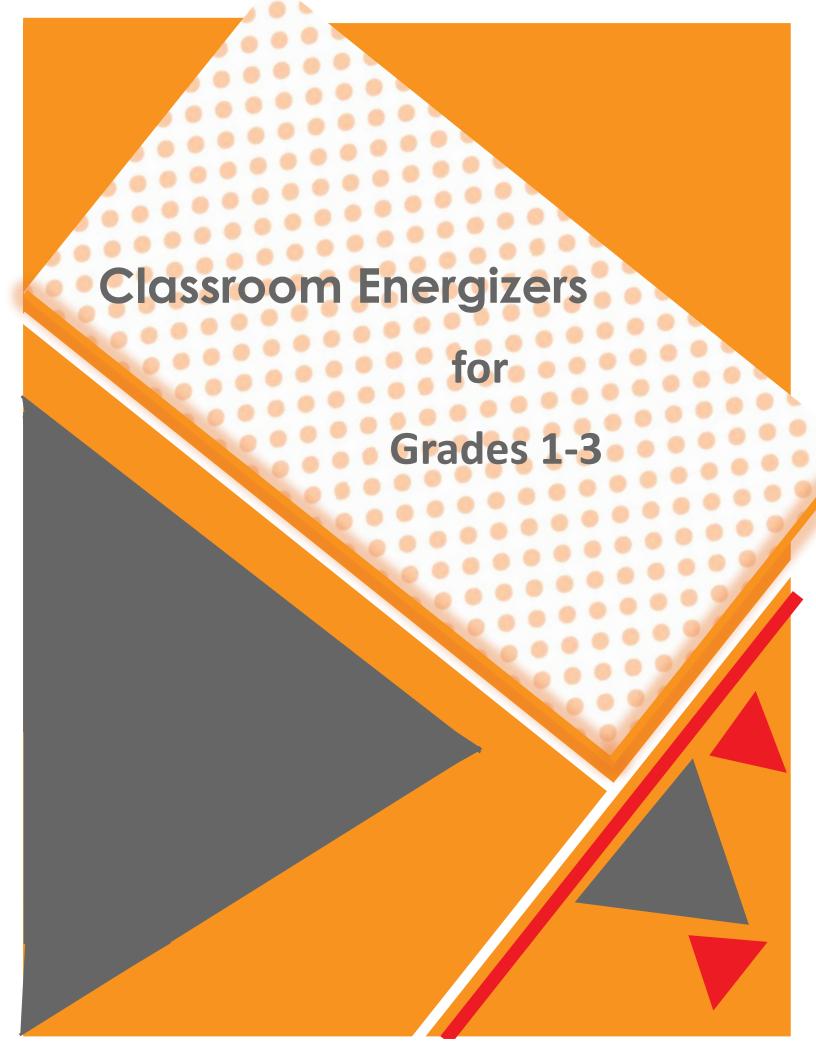


Get your students up and moving with this resource guide to

10-minute Classroom Energizers





Over, Under, Around and Through

For grades 1-3

Formation: Students line up around the perimeter of the room (can also be done standing at desks)

Equipment: NONE

Directions:

- 1. Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
- 2. Lead the line of students around the room, following this pattern for at least 30 seconds each.
 - Example 1 Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.
 - Example 2 (geography) Over a turtle, under a big dog, around the elephant and through a giraffe's legs.

<u>Over</u>	<u>Under</u>	<u>Around</u>	<u>Through</u>
steep mountain	subway	hard, round rock	deep, dark cave
Atlantic Ocean	underground	your desk	a creaky door
wiggly bridge	sand	chair	long tunnel
steep hill	dog	circle	window
thorny bush	water	dirty trashcan	haunted house
	limbo stick	the school	a swamp
		a house	spooky hole
		camp fire	swimming pool
		the bed of a sleeping giant	

Sports Galore

For grades 1-3

Formation: Students can stand at desks

Equipment: NONE

<u>Directions</u>: Teacher calls out the following sports skills to mimic for at least 10-15 seconds:

- 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
- Shooting an arrow
- Shooting a hockey puck
- Swimming underwater
- Fielding a ground ball and throwing it to first base
- Dunking a basketball

- 1. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:
 - If Juan made 5 jump shots (students act out) and 2 went in the basket, how many did he miss? 3
 - If Briana hits 2 homeruns (students act out), how many bases would she have to touch? 8
- 2. Ask students for skills to mimic

As If

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

1. Teacher reads sentence to class. Have students act out each sentence for 30 seconds.

- Jog in place as if a big scary bear is chasing you
- Walk forwards as if you're walking through chocolate pudding
- Jump in place as if you are popcorn popping
- Reach up as if grabbing balloons out of the air
- March in place and play the drums as if you are in a marching band
- Paint as if the paint brush is attached to your head
- Swim as if you are in a giant pool of Jell-O
- Move your feet on the floor as if you are ice skating
- =Shake your body as if you are a wet dog
- 2. Students act out each sentence for 20-30 seconds.
- 3. Students may create their own sentences for additional activities.

Variations:

Use a tree map for children to generate additional action words.



For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

1. Jog in place while doing the following activities.

- 2. On teacher's signal, the students begin to wiggle their fingers.
- 3. Then their fingers and wrists.
- 4. Then their fingers, wrists, and forearms.
- 5. Then their fingers, wrists, forearms, and elbows.
- 6. Then their fingers, wrists, forearms, elbows, and shoulders.
- 7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
- 8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
- 9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
- 10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

- 1. Start from toes and work your way up (toes, knees, hips, etc.).
- Repeat activity without jogging as cool down.

Space Jam

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

1. Teacher reads story to class and class identifies each verb or "action" word.

2. Teacher pauses during reading while class acts out each verb in place for 15-20 seconds.

3. Continue until end of story:

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 next stop. It is the smallest planet and is furthest from the sun. It is a cold planet because it is furthest from the sun. Shiver and rub your hands together to stay warm. This ends our tour of space. Grab a partner and hop back to the space station.

Stop, Drop, and Roll

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. On teacher signal, the students begin to move around the room.
- 2. When someone yells "FIRE", the students stop, drop, and roll.
- 3. Yell "Fires out!" and begin again.
- 4. Continue for 3 4 minutes.
- 5. Next, teacher calls out, "When the heats up high." Students respond, "You get down Low," and squat down to the ground to avoid smoke (students can also crawl toward imaginary exit).
- 6. Students immediately stand back up and teacher begins again.

Heart Smart

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

1. On teacher signal, the students begin to move around the room.

- 2. When someone yells "FIRE", the students stop, drop, and roll.
- 3. Yell "Fires out!" and begin again.
- 4. Continue for 3 4 minutes.
- 5. Next, teacher calls out, "When the heats up high." Students respond, "You get down Low," and squat down to the ground to avoid smoke (students can also crawl toward imaginary exit).
- 6. Students immediately stand back up and teacher begins again.

Rescue 9-1-1

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

1. Review with the students how to make a 911 call.

- 2. Have students use their bodies to make shapes of 9 1 1 while chanting 911!
- 3. Review fire safety: what are the things we all need to know in order to survive a fire?
 - Practice crawling under the smoke
 - Practice "stop, drop and roll" (using space available)
- 4. Review storm safety procedures:
 - Practice moving away from windows
 - Practice covering their heads

It's a zoo

For grades 1-3

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. Teacher selects an animal or has students select an animal:
 - Monkey
 - Bear
 - Snake
 - Elephant
 - Giraffe
 - Kangaroo
 - Lion
 - Tiger
- 2. Students must imitate the way the animal walks or moves beside their desks or around the classroom for at least 30 seconds.
- 3. Students continue until teacher signals to move like the next animal.

- 1. Make cards with animal names to use as flash cards (Grades 1-2). Children can read the names and act them out.
- 2. Use pictures of animals for Grades K-1.

Frogs in the Pond

For grades 1-3

Formation: Standing at desks

Equipment: NONE

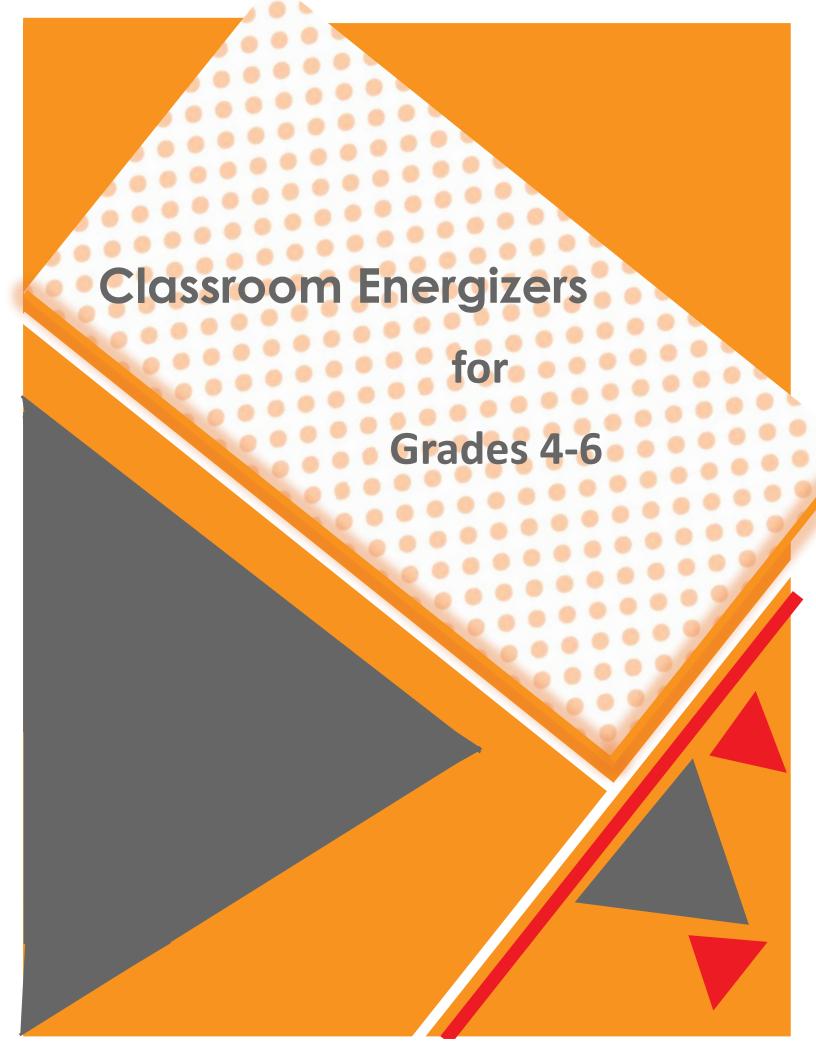
Directions:

1. Teacher selects a student to be "Kermit".

- 2. All other students gather around "Kermit" and place one finger on the Kermit's arms, legs or back.
- 3. On teacher signal, all students become frogs and start jumping.
- 4. Kermit jumps around while trying to tag a frog.
- 5. If tagged, frogs become a prince or a princess and have the power to tag other frogs with their magic wand.
- 6. Continue with new "Kermit".

Variations:

1. This activity works better outdoors.



California Dreamin'

For grades 4-6

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. Teacher leads the class on a virtual tour of California. Studens move at least 30 seconds for each of the actions listed below.
 - March across the Golden Gate Bridge
 - Surf in the Pacific Ocean
 - Climb up a Redwood tree
 - Pretend you are an actor and wave to all you fans
 - Flex your muscles like you are on Venice Beach
 - Stomp the grapes in the Napa Valley
 - Pick oranges in the Central Valley
 - In-line skate on the boardwalk
 - Ski through the Sierra Nevada Mountains
 - Climb Mount Whitney, the highest peak in the continental US
 - Crawl through the Death Valley Desert
 - Hit a homerun at Pac-Bell Park
 - Shoot a foul shot at the Staples Center

Variations:

1. Teacher can use a wall map to point out specific landmarks or areas.

Calcium Smart

For grades 4-6

Formation: Standing

Equipment: NONE

Directions:

1. Begin by having participants practice jumping in place several times, then squatting or falling in place several times.

- 2. Teacher calls out a habit or behavior that strengthens or does not strengthen bones.
 - If the habit or behavior strengthens bones, participants jump in place. Examples:
 - Drinking 3 glasses of milk a day
 - Eating yogurt
 - Eating broccoli
 - Drinking calcium fortified orange juice
 - Getting 60 minutes of physical activity each day
 - Walking your dog
 - Playing basketball
 - Teens and adults: lifting weights
 - If the habit or behavior does not strengthen bones, students squat fall down. Examples:
 - -Smoking cigarettes
 - -Sitting in the house, watching TV
 - -Never drinking milk
 - -Going on the elevator instead of taking the stairs
 - -Eating potato chips and Twinkies
 - -Drinking soda

MyPlate Tip:

There are other sources of calcium that you can receive from you diet

1. Calcium-fortified juices, cereals, breads, rice milk, almond milk, or yogurt.

Cool or Not

For grades 4-6

Formation: Standing or seated with partners

Equipment: Paper, bean bags, or pompoms; one for each pair or participant

Directions:

1. Each student picks a partner; each pair crumples paper into a ball (or uses a bean bag or pompom).

2. Teacher explains that the ball/bean bag/ pompom is food.

3. Teacher names two body parts and food. Students pick up their food with the designated body parts and puts the food away, either in the refrigerator (on desk or table) or in the cupboard (on chair). Here's a suggested order:

Elbow to elbow

– Ground beef (refrigerator)
 Foot to elbow

– bananas (cupboard)

Foot to foot– Milk (refrigerator)

Knee to elbow– eggs (refrigerator)

Knee to knee– Cereal (cupboard)

Forehead to back of hand—potatoes (cupboard)

• Forearm to elbow— crackers (cupboard)

• Toe to finger– leftovers (refrigerator)

- 4. Repeat with additional foods, such as butter, other vegetables, whole grains, nuts, meat to be defrosted, etc.
- 5. Final action is to throw paper balls away or return bean bags or pompoms to storage.

- 1. Add a third location and foods to store in the freezer.
- 2. Each participant uses their own ball and plays individually.
- 3. Do activity as a team relay in pairs. Each pair is given a food; the pair moves together to place the food where it goes and then returns to the back of the line. Keep all participants marching or moving throughout the relay.

Food Fitness

For grades 4-6

Formation: Standing at desks

Equipment: NONE

Directions:

1. Teacher calls out the following actions for students to perform for 15-20 seconds each.

- Cauliflower crawl
- Pumpkin punch
- Corn husk
- Strawberry shake
- Apple picker
- Banana peel
- Watermelon wiggle
- Popcorn pop
- Pretzel twist
- Shrimp swim
- Potato masher
- Jumping bean
- Cheese chop
- Egg beater
- Tuna trot
- Yogurt yell or yawn
- Carrot crunch

- 1. Wild card: Anytime the teacher calls out "couch potato," students perform any action they like.
- 2. Bean lesson: Add bean-related actions like pinto bean pop, black- eyed pea boogie, lima bean laugh, red bean run, or navy bean salute

Freeze that Food

For grades 4-6

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. Begin by having students do an activity for 30 seconds, standing at their desks. Examples:
 - Jumping
 - Twisting
 - Jogging
 - Jumping Jacks
 - Push-Ups
 - Hopping
- 2. Teacher calls out a food and the students freeze.
- 3. Teacher calls on a volunteer to name a healthier form of food and name a benefit of the healthier choice. Examples:

<u>Food</u>	<u>Healthier choice</u>	<u>Benefit</u>
Flour	Whole grain Flour	Fiber
Butter	Olive oil	Mono unsaturated fat
Whole milk	Nonfat milk	No fat
Fruit juice	100% fruit juice	No sugar added
Candy	Fresh fruit/Veggies	Fiber, no sugar
Soda pop	Water	No sugar, no caffeine
Light green veggie	Dark green veggie	Phytochemicals
French fries	Baked sweet potato fries	Less fat

- 4. When a student names a healthier form of food and why it's a better choice, students resume activity or begin a new activity that the teacher calls.
- 5. Steps 2 through 4 are repeated until all students have had a turn or the time is up.

- 1. Play music to move; stop music for "freeze."
- 2. Teacher calls out "sometimes" food and students name a healthier option.

Frozen Food Groups

For grades 4-6

Formation: Standing at desks or in a large circle around the room

Equipment: NONE

Directions:

- 1. Begin by having participants move in place or around the room for 30 seconds; choose activities that suit the fitness level of participants:
 - Jumping
 - Twisting
 - Jogging
 - Jumping jacks
 - Hopping
 - Knee lifts
 - Playing air guitar
 - Walking
 - Do-si-do (square dancing)
 - Side stepping
- 2. Participants continue the activity until the teacher calls out the name of a food group; at this point the participants freeze.
- 3. Teacher calls on the first or last participant to freeze and asks a question (depending on age).
 Types of questions that could be asked:
 - Name a food in that food group; spell the name of the food.
 - Give one health or nutritional benefit of that food or food group.
 - Answer a provided question about that food or food group, such as:
 - -What vegetable has the most Vitamin C?
 - -Which food products have the most calcium?
 - -How big is a serving of food?
 - -How many servings of this food should we eat each day?
 - Develop questions based on content covered with the class.
 - 4. Resume activity or begin a new activity when the participant gives the correct answer.

Garden Groove

For grades 4-6

Formation: Standing at desks or in a large circle around the room

Equipment: NONE

Directions:

As the teacher reads the story, students jump up and down 5 times for each fruit or vegetable (in *italics*) and does movement for each action word (in **bold**). Pause the story for 20-30 seconds for each movement.

"Hello, my name is Mr. Flowers and I live in the garden on Mr. Green's farm. Today I will lead you on a tour through Mr. Green's garden. First we need to **pull on** our garden boots. They will allow us to walk in the garden without getting our shoes muddy. The first stop will be the isle of *spinach*. Since *spinach* has minerals and makes us strong, let's **lift some weights** at this stop. Carefully **put your weights down** and **tiptoe** on over to the next row, the row of *squash*. *Squash* provides Vitamin A for us, and Vitamin A is good for our eyes and skin. While we're in this row, let's wiggle in our skin from our head to our toes. Wow!

Now that we got rid of some wiggles, let's skip on over to the *strawberry* patch. *Strawberries* are deliciously sweet, and they keep us healthy by giving us Vitamin C. I love biting into a big red *strawberry*. It makes me want to do the **strawberry swirl dance** (twisting to the floor and back up with body). Ummm! I love *strawberries*! I see Mr. Green has some tall trees at the edge of his garden. Let's **skip** past some rows and check out the trees over there. OOOOOH! Mr. Green has *bananas* growing on this tree! They're sooo far up though! We'll have to **jump** to reach the *bananas* that are so high up! Bananas give us potassium— an essential nutrient for our bodies. Monkeys like bananas...let's pretend we are monkeys and **swing** from the trees!

Just a few more stops for us in Mr. Green's Garden. We will need to **swim** across this little river in the middle of the garden to get to the rest of the *fruits and vegetables*. **Swim** hard!!! Now **climb** up the bank to the other side. Is everybody here? Oh good! Look at the delicious *green beans*, *peas*, and *carrots* over here! They look so tasty, and they are so good for our bodies!!! Now we just need to **get really low** and **duck** under the *mushrooms* and *corn* stalks to get to the *watermelons*.

Heart Smart

For grades 4-6

Formation: Standing at desks

Equipment: NONE

Directions:

1. Teacher will discuss the heart:

- Where is it located? Left side of the chest
- What size is it? Size of a 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, students will respond by jumping for 15 seconds
- 4. If the habit weakens the heart, students will respond by falling down or squatting for 5 seconds.
 - Riding a bike jump
 - Eating 4 pepperoni pizzas fall
 - Walking your dog jump
 - Smoking cigarettes fall
 - Never going outside to play and watching TV all the time fall
 - Dancing with your friends jump
 - Skating jump
 - Never eating fruits/vegetables fall
 - Riding a scooter jump
 - Shooting baskets jump
 - Playing PlayStation fall
 - Eating fast food fall
 - Raking the leaves jump
 - Washing the car jump
 - Taking the stairs jump
 - Taking the elevator fall
 - Swimming jump
 - Eating potato chips and Twinkies fall

Variations:

1. Have students think of their own habits.

Morning Routine

For grades 4-6

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. Have students begin the day with a series of simple activities lasting 30 seconds or more:
 - Jumping jacks
 - Knee lifts
 - Flap arms like a bird
 - Hopping
 - Scissors (feet apart then cross in front, feet apart then cross in back)
- 2. Follow each activity with a basic stretching movement:
 - Reach for the sky
 - Runner's stretch
 - Butterfly stretch (sit with bottom of feet together)
 - Knee to chest
 - Rotate ankles
 - Scratch your back
- 3. Hold stretches for 10-30 seconds.
- 4. Repeat a different simple activity followed by a new stretch as many times as desired.

Factor it in

For grades 4-6

Formation: Students are divided into 4 groups and each group is sent to a corner of the room

Equipment: 4 pieces of scrap paper labeled 2, 3, 4, and 5

Directions:

1. Teacher labels each corner of the room with one of the pieces of scrap paper.

- 2. Teacher calls out a number that is a multiple of 2, 3, 4, or 5.
- 3. Students who are in a corner that is a factor of that number will move to another corner.
- 4. Movements include:
 - Jumping
 - Skipping
 - Walking
 - Hopping on one foot
 - Marching
- 5. Example: If teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Variations:

1. Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to center of room.

Memory Lane

For grades 4-6

Formation: Standing at desks with partners

Equipment: NONE

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
 - Backwards ten low
 - Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
 - Sole of shoes right
 - Sole of shoes left
 - Elbow right
 - Elbow left
 - Both elbows
- 3. Partners repeat the tasks beginning with the first task each time.
- 4. Have students repeat sequence as fast as they can with accuracy.

Stop and Scribble

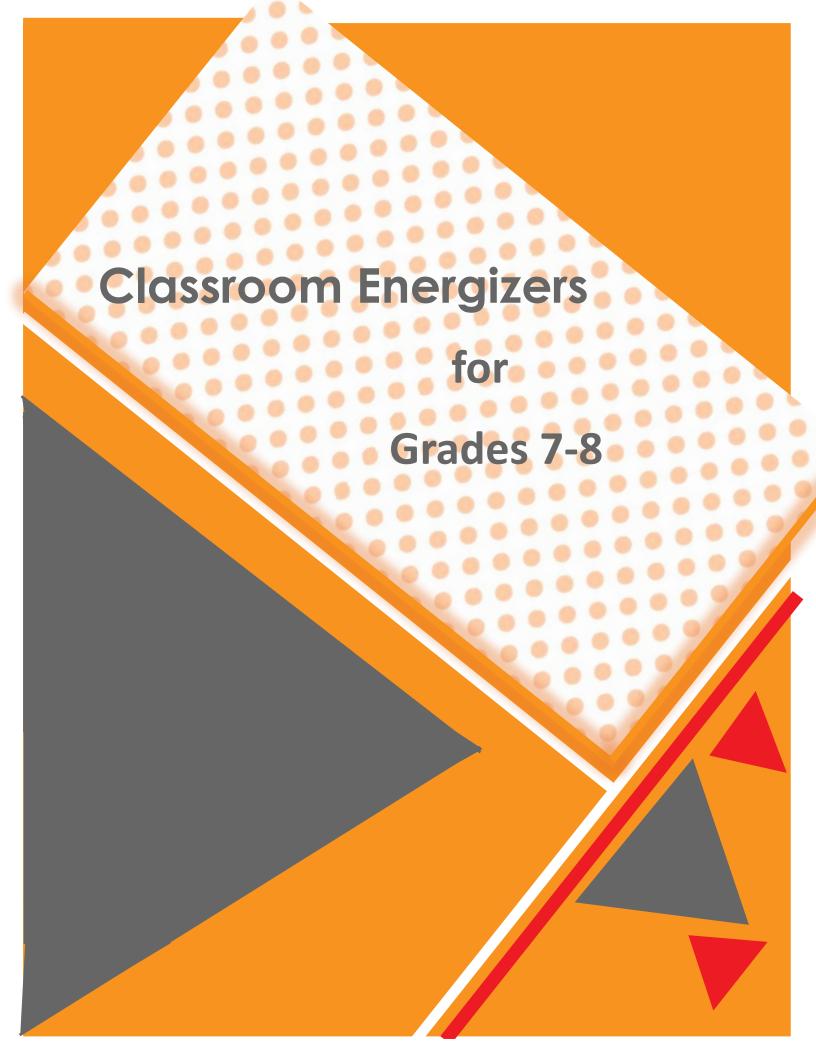
For grades 4-6

Formation: Standing at desks with partners

Equipment: Paper and pencils for every 2 students

Directions:

- 1. Teacher calls out a physical activity:
 - Jumping
 - Twisting
 - Jogging
 - Jumping jacks
 - Hopping
- 2. Students begin activity and continue until the teacher calls out a spelling word.
- 3. Students freeze and partners work together to try to spell the word correctly on piece of paper.
- 4. After 10-15seconds, teacher calls out a new activity.
- 5. Continue until all spelling words are used.
- 6. As students cool down, teacher will write correct spelling on board and students will check their work.
- 7. Variation: Same activity using sidewalk chalk instead of paper and pencil (outside).



Don't Throw Your Food, Just the Ball

For grades 7-8

Formation: Groups of 6 standing in a circle

Equipment: A paper ball or regular ball for each group

Directions:

1. Class is divided into groups of 6 in a circle.

- 2. Each group has a ball
- 3. Students begin throwing the ball in a pattern. They will always throw to the same person. At the same time, have students march or jog
- 4. Once the have established a pattern, the teacher will call out a food group.
- 5. Students must name a food in that food group before throwing to the next person .(Set a time limit, ie. Student may only hold the ball for 5 seconds
- 6. They must call out a new food each round
- 7. After the teacher has called out all food groups, have students repeat activity naming the healthiest foods they can think of for each group.
- 8. Continue for 10 minutes.

Variations:

1. At end of activity, discuss each food group and healthy choices in each group. Teacher may also discuss serving sizes for each food discussed.

Steppin' for Snacks

For grades 7-8

Formation: Students stand towards the back of the room, or spaced as needed

Equipment: NONE

Directions:

1. Teacher calls out a breakfast item or snack.

- 2. If the food could be consumed anytime, hop for 15 seconds.
- 3. If the food should be consumed in moderation, move forward 2 spot, move for 15 seconds.
- 4. If the food should be consumed only occasionally, move forward 1 spot, slide left to right.
- 5. As students reach the front of the room, have them write their favorite breakfast or snack items on the board, then move to the back of the room and continue the activity.
- 6. When teacher calls time, discuss food choices written on the board.

Variations:

1. The teacher can use green, yellow, and red; anytime, moderation, and occasionally; slow, go, and whoa or other terms students may want to share.

Stop and Scribble

For grades 7-8

Formation: Partners standing at desks

Equipment: Piece of paper and pencil for every 2 students

Directions:

1. Teacher discusses the physical, mental/emotional benefits, and social benefits of physical activity.

- 2. Teacher calls out physical activity (refer to movement bank).
- 3. Students begin that activity and continue until the teacher calls out a category (physical, mental/emotional, and social).
- 4. Students freeze and partners work together to write one benefit from the category.
- 5. After 10 to 15 seconds, teacher calls out a new activity.
- 6. Continue until students have written 3 or more benefits for each category.
- 7. As students cool down, teacher will call on students to give the examples they wrote down from each category.

Variations:

1. Use the above activity with vocabulary words from a different topic such as the digestive system (e.g., esophagus, liver, gallbladder, stomach, and pancreas).

True or False

For grades 7-8

Formation: Standing at desk

Equipment: NONE

Directions:

1. Teacher calls out a series of statements such as:

- a. Your heart is a muscle. (True)
- b. White bread is more nutritious than whole wheat bread. (False)
- c. Exercise makes your heart stronger. (True)
- d. Milk really does not give you strong bones. (False)
- e. You should be eating 5 cups of fruit and vegetables every day. (True)
- f. Blood does not transport the oxygen from the heart to other parts of the body. (False)
- g. The main sources of protein are meat, fish, and beans. (True)
- h. You have muscles that move even when you don't think to tell them to. (True)
- i. Beans are good for your heart. (Ha ha)
- 2. Students respond to each of these statements by sitting at their desk if the answer is false and standing and running in place if the answer is true for at least 15 seconds.
- 3. Teacher can have student make larger movements for true or false statements such as jog in place for true statements and squatting low for false statements.

- 1. Can be adapted for all subject areas.
- 2. Teacher can choose different movements from the movement bank.
- 3. Have a brief discussion as to why each statement was true or false.

What's For Dinner

For grades 7-8

Formation: Sitting/Standing at desk

Equipment: 1 paper plate and 1 pencil per student

Directions:

1. Teacher passes out 1 plate per student.

2. Students will draw a nutritious meal on their plates.

- 3. Students will then choose a partner close to them and stand up at their desks.
- 4. One partner will hold both plates.
- 5. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates.
- 6. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity (e.g., waving plates up and down in front of body while jogging, swimming underwater using plates for fins, jumping jacks while holding plates).
- 7. Continue activity for 10 seconds and switch by giving plates to other partner, and repeat as many times as desired.
- 8. Have students return to desks with their own plates and discuss a nutrition concept such as healthy food choices and portion sizes using MyPlate.

Crazy Questions

For grades 7-8

Formation: 4 teams

Equipment: NONE

Directions:

1. Students group together into 4 teams (easiest way may be to have them group together by rows).

- 2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
- 3. The students must complete a series of movements to receive each question.
- 4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
- 5. The teacher will then approach the group to give them the next question.
 - a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
 - b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
 - c. To receive the third question, students must run in place for 30 seconds.
 - d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
 - e. To receive the fifth question, students must complete all previous movements.

Variations:

1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

Everybody is a Star

For grades 7-8

Formation: Walking around the classroom

Equipment: Pen and paper for the journalist group

Directions:

1. Each student writes 3-5 questions a journalist would ask a Celebrity/Super Star and identifies one Super Star.

- 2. The class is divided into two groups: Journalists and Super Stars.
- 3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
- 4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
- 5. The journalists try to guess who the Super Stars are based on the answers to their question.
- 6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
- 7. Switch roles.

Variations:

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

Hot Tamale

For grades 7-8

Formation: Beside desks

Equipment: NONE

Directions:

- 1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
 - Move backwards back stroke (swimming motion)
 - Move forward march in place
 - Move to either side side stretch in the direction of the hot tamale
 - Up higher climbing ladder motion
 - Down lower squats
 - Within one foot of the tamale students pretend they are stepping on hot coals (in place).
- 2. One student exits the classroom.
- 3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom.
- 4. The student who exited the classroom re-enters.
- 5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
- 6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

I'm a Student and You're a Student Too

For grades 7-8

Formation: Standing at desks or in a circle

Equipment: NONE (teacher may decide to use a small ball or bean bag)

Directions:

1. Students stand in a circle or at desks and march in place.

- 2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
- 3. The student begins with the line "I'm a student and you're a student too if...."
- 4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
- 5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
- 6. The teacher then selects another student to continue the game.

Variations:

1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g.," I'm a Pirate and you're a Pirate too if..."

Sports on the Move

For grades 7-8

Formation: Standing at desks

Equipment: NONE

Directions:

1. Students stand in a circle or at desks and march in place.

- Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
- Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass;
 long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
- Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
- Tennis: forehand; backhand; serve; volley
- Volleyball: serve, set, dig, spike
- Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
- Golf swing
- Drive a NASCAR
- Lacrosse
- Tae Kwon Do

- 1. Ask students to name the sport and movement.
- 2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.

World's Strongest Student

For grades 7-8

Formation: Standing at desks

Equipment: NONE

Directions:

- 1. Have students imitate activities that competitors in the "World's Strongest Man" competition undertake. Perform each activity for 30 seconds.
 - Chain Drag (walking backwards and pulling)
 - Car Lift
 - Train Push (walking forward and pushing)
 - Anchor Carry (walking forward and pulling)
 - Pole Flip (pretend to toss a small tree trunk as far as you can)
 - Iron Cross (hold arms out to sides holding great weights)
 - Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
 - Dead Lift (competitors squat and lift a barrel of rocks with increasing weight.)

Variations:

1. Teacher may need to explain the activities to the students before the activity starts.

