

Energizers

Classroom-based Physical Activities

*The way teachers integrate
physical activity with academic concepts*



Energizers

Classroom-based Physical Activities

*The way teachers integrate
physical activity with academic concepts*



Teachers Directions:

You should align the Energizer activities with the curriculum content you will teach for the year. To gain a health benefit, we suggest using these “Energizers” two to three times per day, when possible. Most activities are easily adaptable for special needs students, rainy days and other areas of study, by changing the focus (i.e., California Dreamin” could be altered with any other state that you may be studying with little change to the activity).



Teachers Directions:

You should align the Energizer activities with the curriculum content you will teach for the year. To gain a health benefit, we suggest using these “Energizers” two to three times per day, when possible. Most activities are easily adaptable for special needs students, rainy days and other areas of study, by changing the focus (i.e., California Dreamin” could be altered with any other state that you may be studying with little change to the activity).



Name of Activity: Over, Under, Around and Through

Grade Level: K-2

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

Equipment: None

Rules/Directions:

Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
Lead the line of students around the room, following this pattern.

- » 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.



Name of Activity: Over, Under, Around and Through

Grade Level: K-2

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

Equipment: None

Rules/Directions:

Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
Lead the line of students around the room, following this pattern.

- » 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.



Examples:

Over

- steep mountain
- Atlantic Ocean
- wiggly bridge
- steep hill
- thorny bush
- limbo stick

Under

- subway
- underground
- sand
- dog
- water
- the school

Around

- hard, round rock
- your desk
- chair
- circle
- dirty trashcan
- the school
- a house
- camp fire
- the bed of a sleeping giant

Through

- deep, dark cave
- a creaky door
- long tunnel
- window
- haunted house
- a swamp
- spooky hole
- swimming pool

Name of Activity: Pass it On-UNO Style

Grade Level: 1-3

Formation: Form a circle around perimeter of the room

Equipment: UNO cards

Rules/Directions:

1. Teacher hands out one card to each student.
2. Students identify color on card and perform activity that corresponds to that color for 10-15 seconds:
 - » Blue: jump to the sky
 - » Red: squats
 - » Yellow: twist
 - » Green: swim
3. When teacher says, "Pass it On," students will pass the card to the person on their right and complete the activity that corresponds to their new card.



Name of Activity: Pass it On-UNO Style

Grade Level: 1-3

Formation: Form a circle around perimeter of the room

Equipment: UNO cards

Rules/Directions:

1. Teacher hands out one card to each student.
2. Students identify color on card and perform activity that corresponds to that color for 10-15 seconds:
 - » Blue: jump to the sky
 - » Red: squats
 - » Yellow: twist
 - » Green: swim
3. When teacher says, "Pass it On," students will pass the card to the person on their right and complete the activity that corresponds to their new card.



Variations:

1. Teach colors in Spanish.
2. For younger children, squat and slide card on floor to the right, rather than handing the card to the next person.

Variations:

1. Teach colors in Spanish.
2. For younger children, squat and slide card on floor to the right, rather than handing the card to the next person.

Name of Activity: Inches, Feet and Yards, Oh My!

Grade Level: 1-4

Formation: Students line up around the perimeter of the room or stand at their desks.

Equipment: None

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small.”
2. Have students place one foot in front of the other to represent feet or “medium.”
3. Have students take one giant step forward or backward to represent yards or “large.”
4. Call out different measurements:
 - » Example - Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction.



Name of Activity: Inches, Feet and Yards, Oh My!

Grade Level: 1-4

Formation: Students line up around the perimeter of the room or stand at their desks.

Equipment: None

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small.”
2. Have students place one foot in front of the other to represent feet or “medium.”
3. Have students take one giant step forward or backward to represent yards or “large.”
4. Call out different measurements:
 - » Example - Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction.



Variations:

1. Add directions (right, left, forward, back).
2. Use the metric system.

Variations:

1. Add directions (right, left, forward, back).
2. Use the metric system.

Name of Activity: As If

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher reads sentence to class:
 - » Jog in place **as if** a big scary bear is chasing you
 - » Walk forward **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.

Name of Activity: As If

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher reads sentence to class:
 - » Jog in place **as if** a big scary bear is chasing you
 - » Walk forward **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.

Suggestion:

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

Suggestion:

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

Name of Activity: Wiggles

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/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.



Name of Activity: Wiggles

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/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.



Variations:

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

Variations:

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

Name of Activity: Space Jam

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/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!** (Flip over card and continue story)



Name of Activity: Space Jam

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/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!** (Flip over card and continue story)



Story Continued:

» **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.

Story Continued:

» **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.

Name of Activity: Hit the Deck

Grade Level: 2-5

Formation: Standing at desks

Equipment: 1 deck of cards

Rules/Directions:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity for each suit.
3. Would be helpful to write corresponding activities on the board for each suit:
 - » Heart: touch elbow to knee or crunches for 20 seconds.
 - » Diamond: jog in place or march in place for 20 seconds.
 - » Club: jumping jacks or scissors for 20 seconds.
 - » Spade: modified push up or cabbage patch for 20 seconds.
4. Provide other students with the opportunity to pick a card from the deck and repeat activity.



Name of Activity: Hit the Deck

Grade Level: 2-5

Formation: Standing at desks

Equipment: 1 deck of cards

Rules/Directions:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity for each suit.
3. Would be helpful to write corresponding activities on the board for each suit:
 - » Heart: touch elbow to knee or crunches for 20 seconds.
 - » Diamond: jog in place or march in place for 20 seconds.
 - » Club: jumping jacks or scissors for 20 seconds.
 - » Spade: modified push up or cabbage patch for 20 seconds.
4. Provide other students with the opportunity to pick a card from the deck and repeat activity.



Suggestions:

1. Place activities on chart paper so that activity can be done outside.
2. Choose 3 or 4 cards of each suit instead of using entire deck to save time.
3. This activity is easy for a substitute teacher to follow.

Suggestions:

1. Place activities on chart paper so that activity can be done outside.
2. Choose 3 or 4 cards of each suit instead of using entire deck to save time.
3. This activity is easy for a substitute teacher to follow.

Name of Activity: Heart Smart

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/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.
4. If the habit weakens the heart, students will respond by falling down or squatting.



Name of Activity: Heart Smart

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/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.
4. If the habit weakens the heart, students will respond by falling down or squatting.



Examples:

- » Riding a bike—jump
- » Eating four 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
- » Eating potato chips and Twinkies—fall
- » Swimming—jump

Suggestion:

1. Have students think of their own habits.

Examples:

- » Riding a bike—jump
- » Eating four 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
- » Eating potato chips and Twinkies—fall
- » Swimming—jump

Suggestion:

1. Have students think of their own habits.

Name of Activity: Go Bananas!

Grade Level: K-2

Formation: Standing at desks

Equipment: Barrel of monkeys

Rules/Directions:

1. Teacher empties barrel of monkeys and picks up one monkey.
2. Students jump as high as they can jump one time and teacher says GO BANANAS!
3. Students then GO BANANAS by wiggling their body in all directions or imitate a monkey.
4. Teacher continues to pick up one monkey at a time and students do one jump for each monkey.
5. Teacher continues to say GO BANANAS after adding a monkey to the chain.
6. Continue until the chain of monkeys breaks and start over.
7. Integration: Teacher reads the book, *The Day the Teacher Went Bananas*. Students GO BANANAS every time the teacher reads the word “bananas.” Teacher can also discuss bananas and how unique they are: color, peel, shape, nutritional value, where they grow, and/or snack ideas.

Name of Activity: Go Bananas!

Grade Level: K-2

Formation: Standing at desks

Equipment: Barrel of monkeys

Rules/Directions:

1. Teacher empties barrel of monkeys and picks up one monkey.
2. Students jump as high as they can jump one time and teacher says GO BANANAS!
3. Students then GO BANANAS by wiggling their body in all directions or imitate a monkey.
4. Teacher continues to pick up one monkey at a time and students do one jump for each monkey.
5. Teacher continues to say GO BANANAS after adding a monkey to the chain.
6. Continue until the chain of monkeys breaks and start over.
7. Integration: Teacher reads the book, *The Day the Teacher Went Bananas*. Students GO BANANAS every time the teacher reads the word “bananas.” Teacher can also discuss bananas and how unique they are: color, peel, shape, nutritional value, where they grow, and/or snack ideas.

Name of Activity: Morning Routine

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/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 (Turn over)



Name of Activity: Morning Routine

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/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 (Turn over)



Continued:

- » 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 basic stretch as many times as desired.

Continued:

- » 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 basic stretch as many times as desired.

Name of Activity: Litter box

Grade Level: 1-5

Formation: Partners

Equipment: Paper

Rules/Directions:

1. Have partners ball up a piece of paper and place it on the floor.
2. Ask the partners to pick up the paper using the body parts called out by the teacher:
 - » Elbow and elbow
 - » Foot and foot
 - » Knee and knee
 - » Forearm and elbow
 - » Foot and elbow
 - » Knee and elbow
 - » Forehead and back of hand
 - » Toe and finger
3. Students can place the paper ball back on their desks, or move it to other parts of the room.

Name of Activity: Litter box

Grade Level: 1-5

Formation: Partners

Equipment: Paper

Rules/Directions:

1. Have partners ball up a piece of paper and place it on the floor.
2. Ask the partners to pick up the paper using the body parts called out by the teacher:
 - » Elbow and elbow
 - » Foot and foot
 - » Knee and knee
 - » Forearm and elbow
 - » Foot and elbow
 - » Knee and elbow
 - » Forehead and back of hand
 - » Toe and finger
3. Students can place the paper ball back on their desks, or move it to other parts of the room.

Variations:

1. Each student can have his or her own paper ball and play individually.
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

Variations:

1. Each student can have his or her own paper ball and play individually.
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

Name of Activity: California Dreamin'

Grade Level: 3-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher leads the class on a virtual tour of California. Students move according to 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 your fans
- » Flex your muscles like Arnold Schwarzenegger, the governor.
- » Stomp the grapes
- » Pick oranges
- » In line skate on the boardwalk



Name of Activity: California Dreamin'

Grade Level: 3-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher leads the class on a virtual tour of California. Students move according to 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 your fans
- » Flex your muscles like Arnold Schwarzenegger, the governor.
- » Stomp the grapes
- » Pick oranges
- » In line skate on the boardwalk



Continued:

- » Ski on the Sierra Nevada's
 - » Climb Mount Whitney, the highest peak in the continental US
 - » Crawl through the Death Valley Dessert
 - » Hit a homerun at Pac-Bell Park
 - » Shoot a foul shot at the Staples Center
2. Teacher may use same concept with any state

Suggestion:

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

Continued:

- » Ski on the Sierra Nevada's
 - » Climb Mount Whitney, the highest peak in the continental US
 - » Crawl through the Death Valley Dessert
 - » Hit a homerun at Pac-Bell Park
 - » Shoot a foul shot at the Staples Center
2. Teacher may use same concept with any state

Suggestion:

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

Name of Activity: Factor It In

Grade Level: 4-5

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.

Rules/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 (Turn over)



Name of Activity: Factor It In

Grade Level: 4-5

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.

Rules/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 (Turn over)



Continued:

» Marching

5. Example—If teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Variation:

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.

Continued:

» Marching

5. Example—If teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Variation:

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.

Name of Activity: Memory Lane

Grade Level: 3-5

Formation: Standing at desks with partners

Equipment: None

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
 - » Backwards ten low (turn over continued)



Name of Activity: Memory Lane

Grade Level: 3-5

Formation: Standing at desks with partners

Equipment: None

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
 - » Backwards ten low (turn over continued)



- » Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
 - » Soles of shoes right
 - » Soles 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.

- » Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
 - » Soles of shoes right
 - » Soles 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.

Name of Activity: The 12 Days of Fitness

Grade Level: 3-5

Formation: Standing at desks

Equipment: Use the holiday tune, “The 12 Days of Christmas”

Rules/Directions:

1. Students will act out the following fitness song.
2. “On the first day of fitness, my trainer gave to me”
 - » 12 jumping jacks
 - » 11 raise the roofs
 - » 10 knee lifts
 - » 9 side stretches
 - » 8 jogs in place
 - » 7 jabs/punches
 - » 6 kicks to the front
 - » 5 hula hoops (turn over continued)



Name of Activity: The 12 Days of Fitness

Grade Level: 3-5

Formation: Standing at desks

Equipment: Use the holiday tune, “The 12 Days of Christmas”

Rules/Directions:

1. Students will act out the following fitness song.
2. “On the first day of fitness, my trainer gave to me”
 - » 12 jumping jacks
 - » 11 raise the roofs
 - » 10 knee lifts
 - » 9 side stretches
 - » 8 jogs in place
 - » 7 jabs/punches
 - » 6 kicks to the front
 - » 5 hula hoops (turn over continued)



- » 4 jumping ropes (imaginary rope)
- » 3 muscle poses
- » 2 scissors (feet apart then cross in front, feet apart then cross in back)
- » 1 stork stand (balance on one foot)

Suggestion:

1. Write the activities on the board or poster board to make them easier for children to follow and to sing along.
2. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

- » 4 jumping ropes (imaginary rope)
- » 3 muscle poses
- » 2 scissors (feet apart then cross in front, feet apart then cross in back)
- » 1 stork stand (balance on one foot)

Suggestion:

1. Write the activities on the board or poster board to make them easier for children to follow and to sing along.
2. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

Name of Activity: Silent Signs

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location.
 - » East: knee lifts
 - » West: jumping jacks
 - » North: raise the roof
 - » South: squats
4. Repeat with new location

Suggestion:

1. Post the direction that corresponds to each movement on the board.



Name of Activity: Silent Signs

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location.
 - » East: knee lifts
 - » West: jumping jacks
 - » North: raise the roof
 - » South: squats
4. Repeat with new location

Suggestion:

1. Post the direction that corresponds to each movement on the board.



Name of Activity: Silent Signs

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location.
 - » East: knee lifts
 - » West: jumping jacks
 - » North: raise the roof
 - » South: squats
4. Repeat with new location

Suggestion:

1. Post the direction that corresponds to each movement on the board.

Name of Activity: Silent Signs

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location.
 - » East: knee lifts
 - » West: jumping jacks
 - » North: raise the roof
 - » South: squats
4. Repeat with new location

Suggestion:

1. Post the direction that corresponds to each movement on the board.

Name of Activity: Shop ‘til you Drop

Grade Level: 3-5

Formation: Partners

Equipment: Scrap piece of paper for every 2 students, 6 pieces of paper with the following information (*indicates healthy options and is for teacher use only, do not put * on paper posted around the room).

- » **Bread/cereal/grains**—*whole wheat bread, white bread, *Cheerios, *spaghetti, *rice, cocoa puffs, *tortillas, *popcorn, cinnamon rolls, *bagels.
- » **Meat/poultry**—*grilled fish, fried chicken, hot dogs, *meat loaf, *baked chicken, chicken fried steak, *lean hamburgers, sausage, bacon, *eggs.
- » **Dairy**—*cheese, *skim milk, *yogurt, ice cream, whole milk, *cottage cheese, cream cheese, *frozen yogurt.
- » **Fruit**—*apples, *bananas, *orange juice, *grapes, Fruitopia, Hi-C, Jungle Juice, *100% apple juice, *apple sauce, *dried apricots, *canned peaches in their own juice, canned pears in heavy syrup.
- » **Fats/oils/sweets**—Twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, salad dressing, soda.

Rules/Directions: (turn over)



Name of Activity: Shop ‘til you Drop

Grade Level: 3-5

Formation: Partners

Equipment: Scrap piece of paper for every 2 students, 6 pieces of paper with the following information (*indicates healthy options and is for teacher use only, do not put * on paper posted around the room).

- » **Bread/cereal/grains**—*whole wheat bread, white bread, *Cheerios, *spaghetti, *rice, cocoa puffs, *tortillas, *popcorn, cinnamon rolls, *bagels.
- » **Meat/poultry**—*grilled fish, fried chicken, hot dogs, *meat loaf, *baked chicken, chicken fried steak, *lean hamburgers, sausage, bacon, *eggs.
- » **Dairy**—*cheese, *skim milk, *yogurt, ice cream, whole milk, *cottage cheese, cream cheese, *frozen yogurt.
- » **Fruit**—*apples, *bananas, *orange juice, *grapes, Fruitopia, Hi-C, Jungle Juice, *100% apple juice, *apple sauce, *dried apricots, *canned peaches in their own juice, canned pears in heavy syrup.
- » **Fats/oils/sweets**—Twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, salad dressing, soda.

Rules/Directions: (turn over)



Rules/Directions:

1. Teacher labels 6 areas of the room with each food group listed above, including the food choices.
2. Students must pick 1 item at a time and move to the next food group, planning a healthy breakfast, lunch and dinner.
3. Partners circulate and plan a healthy breakfast, lunch and dinner from the options listed.
4. Partners write down their menu for each meal.
5. After sufficient time, have partners return to desks and discuss meals as a class.
6. Review food guide pyramid.
7. Make sure students move quickly from one area to another.

Suggestions:

1. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, ect.).
2. Have children choose the most unhealthy meal they can.

Rules/Directions:

1. Teacher labels 6 areas of the room with each food group listed above, including the food choices.
2. Students must pick 1 item at a time and move to the next food group, planning a healthy breakfast, lunch and dinner.
3. Partners circulate and plan a healthy breakfast, lunch and dinner from the options listed.
4. Partners write down their menu for each meal.
5. After sufficient time, have partners return to desks and discuss meals as a class.
6. Review food guide pyramid.
7. Make sure students move quickly from one area to another.

Suggestions:

1. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, ect.).
2. Have children choose the most unhealthy meal they can.

Name of Activity: Spelling Tag

Grade Level: 3-5

Formation: 2 groups

Equipment: 2 different colors of paper, tape

Rules/Directions:

1. Teacher hands out a piece of paper to each student, with half getting one color and the other half getting another.
2. Students write spelling list on the piece of paper, while teacher writes an activity on the board:
 - » Jumping jacks
 - » Marching
 - » Knee lifts
 - » Scissors (feet apart then cross in front, feet apart then cross in back).
 - » Hopping
 - » Twisting
3. (Turn over)



Name of Activity: Spelling Tag

Grade Level: 3-5

Formation: 2 groups

Equipment: 2 different colors of paper, tape

Rules/Directions:

1. Teacher hands out a piece of paper to each student, with half getting one color and the other half getting another.
2. Students write spelling list on the piece of paper, while teacher writes an activity on the board:
 - » Jumping jacks
 - » Marching
 - » Knee lifts
 - » Scissors (feet apart then cross in front, feet apart then cross in back).
 - » Hopping
 - » Twisting
3. (Turn over)



3. Students will help each other tape spelling lists to back of shirts.
4. Students divide into 2 groups based on color of paper.
5. On signal, students will circulate and select a partner with another color.
6. When selected, the student will pick a word from the spelling list and request that the other student spell that word.
7. While spelling, the student will perform the activity written on the board.
8. Partner checks the back of the other student's shirt to make sure the word was spelled correctly.
9. Teacher can change activity on the board as desired.

Suggestions:

1. Reduce spelling list to limit time of activity.
2. Students can write vocabulary list and definition instead of spelling words.

3. Students will help each other tape spelling lists to back of shirts.
4. Students divide into 2 groups based on color of paper.
5. On signal, students will circulate and select a partner with another color.
6. When selected, the student will pick a word from the spelling list and request that the other student spell that word.
7. While spelling, the student will perform the activity written on the board.
8. Partner checks the back of the other student's shirt to make sure the word was spelled correctly.
9. Teacher can change activity on the board as desired.

Suggestions:

1. Reduce spelling list to limit time of activity.
2. Students can write vocabulary list and definition instead of spelling words.

Name of Activity: Inches, Feet and Yards, Oh My!

Grade Level: 1-4

Formation: Students line up around the perimeter of the room or stand at desks.

Equipment: None

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or ‘small’.
2. Have students place one foot in front of the other to represent feet or “medium”.
3. Have students take one giant step forward or backward to represent yards or “large”.
4. Call out different measurements:
 - » Example—Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction

Variations:

1. Add directions (right, left, forward, back).
2. Use the metric system.

Name of Activity: Inches, Feet and Yards, Oh My!

Grade Level: 1-4

Formation: Students line up around the perimeter of the room or stand at desks.

Equipment: None

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or ‘small’.
2. Have students place one foot in front of the other to represent feet or “medium”.
3. Have students take one giant step forward or backward to represent yards or “large”.
4. Call out different measurements:
 - » Example—Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction

Variations:

1. Add directions (right, left, forward, back).
2. Use the metric system.

Name of Activity: What's for Dinner?

Grade Level: 3-5

Formation: Sitting at desks

Equipment: 1 paper plate per student, crayons and markers

Rules/Directions:

1. Teacher passes out 1 plate per student.
2. Students will draw a nutritious or typical meal on their plates.
3. Students will then choose a partner 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.
 - » Jogging in place
 - » Waving plates up and down in front of body
 - » Jumping jacks while holding plates (turn over continued)



Name of Activity: What's for Dinner?

Grade Level: 3-5

Formation: Sitting at desks

Equipment: 1 paper plate per student, crayons and markers

Rules/Directions:

1. Teacher passes out 1 plate per student.
2. Students will draw a nutritious or typical meal on their plates.
3. Students will then choose a partner 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.
 - » Jogging in place
 - » Waving plates up and down in front of body
 - » Jumping jacks while holding plates (turn over continued)



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. Have students identify the healthy foods they drew on their plates.

Suggestion:

1. Continue discussion as part of a nutrition lesson.

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. Have students identify the healthy foods they drew on their plates.

Suggestion:

1. Continue discussion as part of a nutrition lesson.