

# Energizers

## Classroom-based Physical Activities

The way teachers integrate physical activity with academic concepts



*Energizers* were developed by:



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# Acknowledgements

The "Energizers" were  
developed by the  
**EAST CAROLINA UNIVERSITY**  
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College of Health and Human Performance

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The goal of the Activity Promotion Laboratory is to promote active lifestyles. We are indebted to NC Healthy Schools, North Carolina Department of Public Instruction, and to Be Active North Carolina, Inc. for providing support for this project. In particular, we wish to thank Kymm Ballard at NCDPI for her non-stop support of the efforts to help teachers integrate physical activity into the school day.

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## Background

In January of 2003, the State Board of Education passed the Healthy Active Children Policy (HSP-S-000). This policy provides local school districts with resources to promote coordinated school health programs, emphasizing the physical education and physical activity components. In April 2005, the State Board of Education revised the policy to mandate that schools provide a minimum of 30 minutes of physical activity for all K-8 students daily. It further states, "the physical activity required by this section must involve physical exertion of at least a moderate to intense level and for a duration sufficient to provide a significant health benefit to students". [A moderate level is described by most as a "brisk walk".] The revised policy also states, "structured/unstructured recess and other physical activity (such as, but not limited to, physical activity time, physical education or intramurals) shall not be taken away from students as a form of punishment. Finally, severe and/or inappropriate exercise may not be used as a form of punishment for students." In order for this to happen in NC, classroom teachers must take a small, but important role to assure children are provided with the mandated amount of physical activity.

It is through the support of NC Healthy Schools, Be Active North Carolina, Inc., and the NC Department of Public Instruction that East Carolina University was able to write, pilot, and develop the "Energizers" for classroom teachers everywhere.

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## Directions

Teachers should align the Energizer activities with the curriculum content they 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 adapted 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). Activities should be used as a model for teachers to create active lesson plans.

## Availability

The "Energizers" will be available on the following web sites free in PDF format for easy download:

NC Healthy Schools: [www.nchealthyschools.org](http://www.nchealthyschools.org)

Be Active North Carolina, Inc: [www.beactivenc.org](http://www.beactivenc.org)

NC Physical Education for Me: [www.ncpe4me.com](http://www.ncpe4me.com)

NC Health and Wellness Trust Fund: [www.fitkidsnc.com](http://www.fitkidsnc.com)

ECU Activity Promotion Lab: [www.ecu.edu/cs-hhp/exss/apl.cfm](http://www.ecu.edu/cs-hhp/exss/apl.cfm)

We are proud of the work from all of the partners that made this document a reality and especially appreciate the sharing between states in this collaborative. The following eight activities are modifications of *Brain Breaks* that are available on the Michigan Department of Education's web site [<http://www.emc.cmich.edu/BrainBreaks/default.htm>]: Frozen Vocabulary; Survivor (renamed as Rescue 9-1-1); Over, Under, Around, and Through; Morning Routine; Litter Box; Inches, Feet, and Yards, Oh My!; Air Writing; Moving Monkeys (renamed as It's a Zoo in Here). You will also find other Brain Breaks at this web site.

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## What Teachers Say About Energizers

"The students enjoyed the *Energizers* because they got a chance to 'have fun' while learning different academic concepts (health, spelling, geography). They did admit that all the movement tired them out."

"The *Energizers* are easy to use and easily done in the classroom."

"*Over, Under, Around, and Through* is my favorite. Children generated ideas for each directional word and we integrated descriptive words."

"Students loved *The 12 Days of Fitness*."

"*Stop and Scribble* is a great way to review spelling words! The kids loved it!!"

"*Hit the Deck* was easy for a substitute teacher to follow without additional directions."

"*Hand, Hand, Fingers, Thumb* was a good book choice for listening and following directions."

"*Memory Lane* was voted the best activity by my students."

"Students love *California Dreamin'*."

"I'd like a copy of all of the *Energizers* because I can easily modify them for my grade level."

"*California Dreamin'* seemed to be the overall favorite."

"*Travel the Tarheel State* was my personal favorite since it ties to the fourth grade curriculum."

"My children loved *Space Jam*."

"*Stop, Drop, and Roll* is a great activity for Fire Safety Week in October."

"The kids liked *Factor It In* and occasionally supplied me with numbers."

"*Shop 'til You Drop* is a great health activity."

"*Shop 'til You Drop* became one of my favorites by the second time we used it."

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## Creating A Physically Active Classroom Atmosphere

Below are some helpful hints for classroom teachers to use to create a physically active environment:

1. Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value each child based on individual abilities. Modify activities when needed.
2. Have a signal or sign that can refocus students quickly so that they can "freeze" and listen to you when you need to speak or end the activity.
3. Share appropriate personal information with your students. Students respond favorably to the instructor who shares personal anecdotes or participates with them actively.
4. Be Fair. Make certain each student understands the teacher's expectations prior to the start of the activity.
5. Expect Success! Assume all students can, and want, to be active-including those with special needs.
6. Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self conscious about trying something new in front of their peers. With practice, this discomfort can be minimized and students will be more relaxed and willing to participate.
7. Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the "freeze" signals.
8. Take time to make sure that objects are out of the way for safe movement.
9. Set a time limit for the activity before beginning movement. Be sure to share with students.
10. Compliment groups or individuals so that all groups or individuals feel as though their participation was valued.

### Ideas for Signals:

1. "Give me a hand" - Tell the kids, "give me a hand" and students raise one hand in the air. "Give me a clap" and students clap. "Give me a stomp" and students stomp one foot. You can then ask any combination such as "Give me three claps and a stomp" and the attention is focused on you.
2. Have a "laughing scarf". When the kids see the scarf - students may laugh. However, when you put it away, that means "silence" and all attention is on the teacher. This keeps students from laughing at others.
3. Have live music you can play and stop when you want students to freeze.
4. Begin to clap 3 times, then repeat as often as needed to refocus students. You can also clap at different levels of loud to soft or change the tempo of the clap to gain their attention.
5. Put your hand in the air. Tell students that when our hands go up, our mouths go closed.

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## HEALTHY ACTIVE CHILDREN RESOURCE SHEET

Resources for Principals ([www.ncpublicschools.org/curriculum/health](http://www.ncpublicschools.org/curriculum/health))

- Healthy Active Children Policy HSP-S-000
- *Appropriate and Inappropriate Practices*
- *Move More: North Carolina's Recommended Standards for Physical Activity in School*
- Teacher evaluation review form
- Physical education program evaluation as a demonstration school

The Balanced Curriculum documents can be a great resource in transitioning schools. These documents are located at [www.ncpublicschools.org/curriculum](http://www.ncpublicschools.org/curriculum).

- *A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level and*
- *A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study in the Middle Grades*

Resources for Teachers ([www.ncpublicschools.org/curriculum/health](http://www.ncpublicschools.org/curriculum/health))

- [www.FitKidsNC.com](http://www.FitKidsNC.com) web site: A new resource-based website that will provide information and hands-on support materials for teachers, parents and community leaders.
- Elementary and Middle School Energizers: [www.ncpe4me.com](http://www.ncpe4me.com)
- Classroom Management Techniques  
<http://www.theteachersguide.com/ClassManagement.htm>  
<http://www.teachervision.fen.com/>  
<http://drwilliampmartin.tripod.com/classm.html>
- Creating a Physically Active Classroom Atmosphere
- National Association of Sport and Physical Education (NASPE) Teacher Toolbox for teachers
- *Inclusive Physical Education*
- *LEP students in Physical Education*
- *Appropriate and Inappropriate Practices*
- *"North Carolina Intramural Handbook: Active Living Through Sport and Activity - [www.ncpublicschools.org/curriculum/health/resources](http://www.ncpublicschools.org/curriculum/health/resources)*
- Physical education program evaluation as a demonstration school
- [www.d2f.org](http://www.d2f.org)
- [www.pecentral.org](http://www.pecentral.org)

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## Energizers for Grades K-2

### Table of Contents

Over, Under, Around, and Through	9
Pass it On - UNO style	10
Inches, Feet and Yards, Oh My!	11
Sports Galore	12
As If	13
Hand, Hand, Fingers, Thumb	14
Wiggles	15
Space Jam	16
Hit the Deck	17
Stop, Drop, and Roll	18
Heart Smart	19
On the Farm	20
Stop and Scribble	21
Frozen Vocabulary	22
Go Bananas!	23
Morning Routine	24
Rescue 9 - 1 - 1	25
Air Writing	26
Leaf Line	27
Litterbox	28
It's a Zoo in Here	29
Frogs in the Pond	30
<b>Energizers for Grades 3-5 Table of Contents</b>	<b>31</b>

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*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:*

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.

*Examples:*

<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	

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*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

*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.

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*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.
6. Have students jumping, twisting and stretching between measurements for at least 30 seconds.

*Variations:*

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

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*Name of Activity:* **Sports Galore**  
*Grade Level:* 2-5  
*Formation:* Standing at desks  
*Equipment:* None

*Rules/Directions:*

1. 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

*Variations:*

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 hit 2 homeruns (students act out), how many bases would she have to touch? (8)
2. Ask students for skills to mimic.

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*Name of Activity:* **As If**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

*Variation:*

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

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*Name of Activity:* **Hand, Hand, Fingers, Thumb**

*Grade Level:* K-1

*Formation:* Standing at desks

*Equipment:* *Hand, Hand, Fingers, Thumb*  
(author: Al Perkins)

*Rules/Directions:*

1. Teacher reads book while students march at their desks, around the room, or act out what the monkeys are doing.
2. Whenever teacher reads "Dum Ditty Dum Ditty Dum Dum Dum," or any reference to drumming, students will drum on their knees or desks. Students should be moving for at least 10-15 seconds.
3. Use a signal (e.g., raised hand) to indicate students should stop drumming.
4. Continue activity until end of book and have students march back to their desks.

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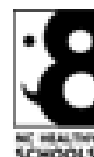


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*Name of Activity:* **Wiggles**  
*Grade Level:* K-5  
*Formation:* Standing at desks  
*Equipment:* None

*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, etc.).
2. Repeat activity without jogging as cool down.

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<i>Name of Activity:</i>	<b>Space Jam</b>
<i>Grade Level:</i>	K-3
<i>Formation:</i>	Standing at desks
<i>Equipment:</i>	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!** **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.

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*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: modified push up or cabbage patch for 20 seconds
  - Spade: jumping jacks or scissors for 20 seconds
4. Provide other students opportunity to pick a card from the deck and repeat activity.

*Variations:*

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.

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*Name of Activity:* **Stop, Drop, and Roll**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

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*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 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

*Variation:*

1. Have students think of their own habits.

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*Name of Activity:* **On the Farm**

*Grade Level:* K-2

*Formation:* Standing at desks

*Equipment:* None

*Rules/Directions:*

1. Teacher will call out various farm animals:
  - Pig
  - Cow
  - Chicken
  - Horse
  - Rooster
  - Sheep
  - Dogs
2. Students will mimic the farm animal (sounds and movement) until teacher calls out a new farm animal.

*Variation:*

1. Play "Old McDonald" as background music.

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*Name of Activity:* **Stop and Scribble**  
*Grade Level:* 2-5  
*Formation:* Standing at desks with partners  
*Equipment:* Piece of paper and pencil for every 2 students

*Rules/Directions:*

1. Teacher calls out physical activity:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
  - Marching
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 a piece of paper.
4. After 10 to 15 seconds, teacher calls out 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).

*Variation:*

1. Use this activity to review spelling words - it's great.

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*Name of Activity:* **Frozen Vocabulary**  
*Grade Level:* 2-5  
*Formation:* Standing at desks  
*Equipment:* None

*Rules/Directions:*

1. Begin by having students do an activity standing at their desks:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
2. Students continue activity for 30 seconds or until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

*Variations:*

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym.
4. For math, students can give the sum, difference, or quotient of 2 numbers.

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*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
  - Snack ideas
  - Where they grow

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*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
  - 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.

Energizers were developed by:



In partnership with:





*Name of Activity:* **Rescue 9 - 1 - 1**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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 at least 30 seconds
  - Practice "stop, drop and roll" (using space available) several times
4. Review storm safety procedures:
  - Practice moving away from windows
  - Practice covering their heads

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*Name of Activity:* **Air Writing**

*Grade Level:* K-2

*Formation:* Standing at desks or in small groups

*Equipment:* None

*Rules/Directions:*

1. Students begin by moving in place or around the room:
  - Jumping
  - Marching
  - Hopping
  - Twisting
2. Teacher calls out letter, number, word or shape and students stop activity.
3. Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
4. Students continue new activity until teacher calls out another letter, number, word or shape.

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*Name of Activity:* **Leaf Line**

*Grade Level:* 2-5

*Formation:* Standing at desks

*Equipment:* Leaves brought from home  
(1 leaf per child)

*Rules/Directions:*

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture.
4. Have students try to identify type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following for at least 30 seconds each while running in place in between each description:
  - Tree swaying in the wind
  - Tree during a thunderstorm/hurricane
  - Tree weighted down with snow

*Variation:*

1. Teacher should have several extra leaves available.

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In partnership with:



*Name of Activity:* **Litterbox**  
*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.

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In partnership with:



*Name of Activity:* **It's a Zoo in Here**

*Grade Level:* K-2

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

*Variations:*

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.

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*Name of Activity:* **Frogs in the Pond**

*Grade Level:* K-2

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

*Energizers were developed by:*



*In partnership with:*



## Energizers for Grades 3-5

### Table of Contents

California Dreamin'	32
Pass it On - UNO style	33
Factor It In	34
Wiggles	35
Frozen Vocabulary	36
Heart Smart	37
Memory Lane	38
Space Jam	39
Stop and Scribble	40
Rescue 9 - 1 - 1	41
The 12 Days of Fitness	42
Litterbox	43
Silent Signs	44
Shop 'til you Drop	45
Spelling Tag	46
Morning Routine	47
Inches, Feet and Yards, Oh My!	48
Leaf Line	49
Map it Out	50
Hit the Deck	51
Sports Galore	52
What's for Dinner?	53
As If	54
Jump Start Your Heart	55
Travel the Tarheel State	56
Stop, Drop, and Roll	57
<b>Energizers Movement Bank</b>	<b>58</b>

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In partnership with:



*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 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 your fans
  - Flex your muscles like Arnold Schwarzenegger, the governor
  - Stomp the grapes
  - Pick oranges
  - In line skate on the boardwalk
  - Ski on the Sierra Nevadas
  - 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
2. Teacher may use same concept with any state.

*Variation:*

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

Energizers were developed by:



In partnership with:





*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 their card to the person on their right and complete the activity that corresponds to their new cards.

*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.

Energizers were developed by:



In partnership with:



*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
  - 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.

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*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, etc.).
2. Repeat activity without jogging as cool down.

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In partnership with:



*Name of Activity:* **Frozen Vocabulary**

*Grade Level:* 2-5

*Formation:* Standing at desks

*Equipment:* None

*Rules/Directions:*

1. Begin by having students do an activity standing at their desks for at least 30 seconds each:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
2. Students continue activity until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

*Variations:*

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym.
4. For math, students can give the sum, difference, or quotient of 2 numbers.

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In partnership with:



*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.
  - 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

*Variation:*

1. Have students think of their own habits.

Energizers were developed by:



In partnership with:



*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
  - 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.

Energizers were developed by:

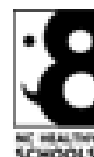


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In partnership with:



<i>Name of Activity:</i>	<b>Space Jam</b>
<i>Grade Level:</i>	K-3
<i>Formation:</i>	Standing at desks
<i>Equipment:</i>	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!** **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.

Energizers were developed by:



In partnership with:



*Name of Activity:* **Stop and Scribble**  
*Grade Level:* 2-5  
*Formation:* Standing at desks with partners  
*Equipment:* Piece of paper and pencil for every 2 students

*Rules/Directions:*

1. Teacher calls out physical activity:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
  - Marching
2. Students begin activity and continue for at least 30 seconds or until the teacher calls out a spelling word.
3. Students freeze and partners work together to try to spell the word correctly on a piece of paper.
4. After 10 to 15 seconds, teacher calls out 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).

*Variation:*

1. Use this activity to review spelling words - it's great.

Energizers were developed by:



In partnership with:





*Name of Activity:* **Rescue 9 - 1 - 1**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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

*Energizers* were developed by:



In partnership with:



*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
  - 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)

*Variations:*

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.

Energizers were developed by:



In partnership with:



*Name of Activity:* **Litterbox**  
*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:*

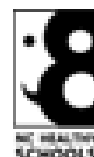
1. Each student can have his or her own paper ball and play individually.
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball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

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In partnership with:



*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 and new student.

*Variation:*

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

Energizers were developed by:



In partnership with:



- 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, \*meatloaf, \*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.
  - **Vegetable** - \*broccoli, iceberg lettuce, \*spinach, \*dark green lettuce, \*corn, \*squash, \*carrots, \*baked french fries, pickles, \*refried beans, \*collard greens, french fries.
  - **Fats/oils/sweets** - twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, salad dressing, soda.

**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. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, etc.).
4. Partners circulate and plan a healthy breakfast, lunch and dinner from the options listed.
5. Partners write down their menu for each meal.
6. After sufficient time, have partners return to desks and discuss meals as a class.
7. Review food guide pyramid.
8. Make sure students move quickly from one area to another.

**Variation:**

1. Have children choose the most unhealthy meal they can.

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In partnership with:



*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. Students will help each other tape spelling lists to backs 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 that word was spelled correctly.
9. Teacher can change activity on the board as desired.

*Variations:*

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

Energizers were developed by:



In partnership with:



*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
  - 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.

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In partnership with:



*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.
6. Have students jumping, twisting and stretching between measurements at least 30 seconds.

*Variations:*

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

Energizers were developed by:



In partnership with:





*Name of Activity:* **Leaf Line**

*Grade Level:* 2-5

*Formation:* Standing at desks

*Equipment:* Leaves brought from home  
(1 leaf per child)

*Rules/Directions:*

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture
4. Have students try to identify type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following for at least 30 seconds each while running in place in between each description:
  - Tree swaying in the wind
  - Tree during a thunderstorm/hurricane
  - Tree weighted down with snow

*Variation:*

1. Teacher should have several extra leaves available.

Energizers were developed by:



In partnership with:



*Name of Activity:* **Map it Out**  
*Grade Level:* 3-5  
*Formation:* Form a circle around perimeter of the room  
*Equipment:* US or NC state map, 4 objects (eraser, bean bags, crumbled piece of paper), music

*Rules/Directions:*

1. Teacher gives 4 students an object.
2. When music begins, students begin to march around the room and pass objects around the circle like hot potato.
3. When music stops, students stop passing the object.
4. Teacher will use a specific rule for which students go to the map to find a specific landmark as designated by the teacher. Sample rules for choosing students to go to the map:
  - Two people to the left
  - Four people to the right
  - Person who sits in front of you
  - Person who sits beside you
  - Person across the circle from you
5. Activity continues until teacher calls STOP.

*Variations:*

1. While students are at board, rest of class continues movement of marching, jumping, lunging, etc.
2. Other subject areas can be integrated (e.g., when music stops students go to board to spell a word, or work a math problem).
3. Use a different rule each time to prevent students from holding onto the hot potatoes.

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*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: modified push up or cabbage patch for 20 seconds
  - Spade: jumping jacks or scissors for 20 seconds
4. Provide other students opportunity to pick a card from the deck and repeat activity.

*Variations:*

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.

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*Name of Activity:* **Sports Galore**  
*Grade Level:* 2-5  
*Formation:* Standing at desks  
*Equipment:* None

*Rules/Directions:*

1. 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

*Variations:*

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 hit 2 homeruns (students act out), how many bases would she have to touch? (8)
2. Ask students for skills to mimic.

Energizers were developed by:



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*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 for 30 seconds.
6. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds.
  - Jogging in place
  - Waving plates up and down in front of body
  - 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. Have students identify the healthy foods they drew on their plates.

*Variation:*

1. Continue discussion as part of a nutrition lesson.

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*Name of Activity:* **As If**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

*Variation:*

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

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*Name of Activity:* **Jump Start Your Heart**

*Grade Level:* 4-5

*Formation:* Students are divided into 6 groups and each group is sent to a part of the room that is labeled as described below

*Equipment:* 6 pieces of paper labeled:  
 right atrium (jogging in place), right ventricle (shadow boxing), left atrium (pretend to jump rope), left ventricle (twisting), lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side]), and body (pretend to chop wood)

*Rules/Directions:*

1. Teacher will discuss the heart:  
 What does it do? The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle, from the right ventricle it travels to the lungs and back to the left atrium. It then travels to the left ventricle and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.
2. Teacher labels 6 parts of the room with following activities: (a) right atrium (jogging in place), (b) right ventricle (shadow boxing), (c) left atrium (pretend to jump rope), (d) left ventricle (twisting), (e) lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side]), and (f) body (pretend to chop wood)  
 Right Atrium→Right Ventricle→Lungs→Left Atrium→Right Ventricle→Body
3. Teacher sends groups of children to each part of the room that is labeled.
4. Teacher calls out "start your heart" and students begin movement that corresponds to their location.
5. When teacher says "blood flow" students stop and move to the appropriate location for correct blood flow.
6. Students will move to the location where the blood travels next.
7. Teacher again calls out "start your heart" after students have moved to new location.
8. Continue until students have gone to each location.

*Variations:*

1. Teacher has students demonstrate other exercises that will strengthen the heart: jumping, swimming, jogging.
2. Teacher can post location signs in random order.

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*Name of Activity:* **Travel the Tarheel State**

*Grade Level:* 3-5

*Formation:* Standing at desks

*Equipment:* None

*Rules/Directions:*

1. Teacher leads the class on a virtual tour of North Carolina. Students move according to the actions listed below for at least 30 seconds.
  - Hike the Appalachian Trail
  - Climb to the top of Mount Mitchell
  - Whitewater raft on the Nantahala River
  - Fish at the Outerbanks
  - Shoot a basket in the Dean Dome
  - Go swimming in the Atlantic Ocean
  - Fly a kite at Kitty Hawk
  - March like a soldier from Fort Bragg
  - Drive a racecar around the Rockingham Raceway
  - Do a touchdown dance like the Carolina Panthers
  - Climb to the top of Cape Hatteras Lighthouse
  - Act like a monkey or elephant at the NC Zoo

*Variations:*

1. Order the tour from east to west or west to east to finish tour at your location.
2. Use a state map to point out landmarks.

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*Name of Activity:* **Stop, Drop, and Roll**

*Grade Level:* K-3

*Formation:* Standing at desks

*Equipment:* None

*Rules/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.

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# Energizers Movement Bank

1. **Loco motor (traveling forward, back, right, left)**
  - a. Walk
  - b. March
  - c. Jog
  - d. Step touch
  - e. Walking lunge
  - f. Skip
  - g. Grapevines
  - h. Slide
  - i. Gallop
  - j. Hop/jump
  
2. **Lifts (stationary or traveling)**
  - a. Knee lifts - hands gently touching opposite knee
  - b. Kicks- front, cross and side
  - c. Soccer kick
  - d. Hamstring curl
  - e. Heels-front and side, back
  - f. Kick backs
  
3. **Hops (stationary or traveling)**
  - a. Bunny hop
  - b. Basketball shoot
  - c. Jump rope
  - d. Boxing
  - e. Ski-stride
  - f. Twist- single/double
  - g. Dance steps- mamba, cha cha, chug, pivot turns
  
4. **Power (stationary)**
  - a. Jumping jacks
  - b. Lunges
  - c. Squats

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