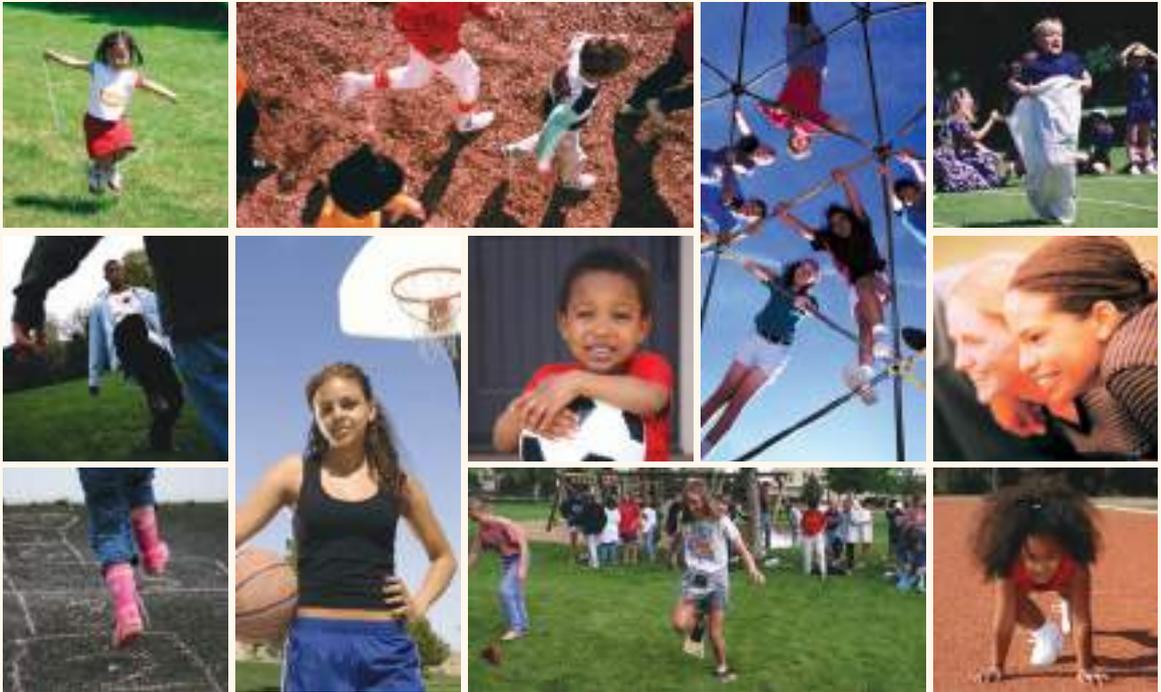


AFTER-SCHOOL ENERGIZERS

CLASSROOM-BASED PHYSICAL ACTIVITIES

Integrating physical activity with academic concepts



**ENERGIZERS WERE
DEVELOPED BY**



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BACKGROUND

AfterSchool Energizers is the third edition of classroom energizers, and the developed specifically for the 21st Century Community Learning Centers. It follows in the footsteps of the first two successful renditions; *Energizers*, designed for grades K-5, and the *Middle School Energizers*, designed for a middle school audience.

A focus group of 21st Century Community Learning Center (CCLC) Program Directors was held to determine the key focus areas for the *AfterSchool Energizers*. Based on focus group feedback, *AfterSchool Energizers* were designed to enhance academic skills, life skills, and character development.

After the *AfterSchool Energizers* were developed, they were distributed to a select group of afterschool leaders throughout the state for pilot testing. Feedback from this group was then used to revise the *AfterSchool Energizers* to reach this, their final form.

The idea was to design activities and movements that students will enjoy doing as they learn. To provide afterschool leaders with movement options, a Movement Bank has been provided that can help them choose activities that work in their programs.

The following CCLC Program Directors contributed to development of the *AfterSchool Energizers*:

- Sylvia Caldwell
- Tonia Davis
- Kristen Jordan
- Bruce Stanback
- Tammorah Stephens
- Pamela Williams

Afterschool leaders can promote character development, life skills training, and academic enrichment through the use of *AfterSchool Energizers* activities and reflections.

A WORD ABOUT LEADERSHIP

The afterschool environment is different from the in-school environment. Students often arrive at afterschool programs after a day of structured learning. They need to move to foster healthy bodies and healthy minds. Afterschool programs that promote physical activity require “controlled chaos.” Excellent adult leadership is essential for success in after-school programs.

To maximize the effect of the *AfterSchool Energizers*, adult leaders are encouraged to give strong attention to the following principles:

Preparation – Before your participants arrive, familiarize yourself with the activity and secure any necessary equipment. Then, before starting the activity with your participants, visualize how the activity should take place.

Enthusiasm – You set the tone for the activity. Start strong and exhibit positive energy throughout the entire activity. Set the proper tone and your participants will follow.

Demonstration – Be prepared and willing to demonstrate the activity for your participants. If you are willing to do it (even if it seems silly), then your participants will be more willing to do it.

Reflection – Completing the reflection for each activity reinforces the academic skills, life skills, and character development outcomes of the activities. Always finish each activity with the reflection.

Children want to be physically active. A good leader will help children be physically active by helping them to feel connected to the afterschool program and by helping them to feel competent in the activities they perform. The more students are exposed to each activity, the more competent they will become in that activity. It is recommended that you try each activity several times – students will become more comfortable with the activity each time you use it and the potential benefits to academic performance, life skills, and character development will increase.

AFTER-SCHOOL ENERGIZERS

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AARGH-RITHMETIC

THEME: Academic Skills (math)

EQUIPMENT: Black board/poster board, markers

SPACE: Indoors, room with board

FORMATION: Teams of 3 or 4 students

PREPARATION

The leader will determine what math facts the students are working on. The leader will clear the room to allow students to run to the black board. Students are placed into teams and move to the side of the room opposite the black board. Each time will need a different color marker.

INSTRUCTIONS

The teacher places the students into teams and says, “*The name of the game is AARGH-rithmetic. I will call out a math problem and one person from your team will race to the board and write the correct answer on the board. We will continue until each person has had a chance to answer one question.*”

RULES/DIRECTIONS

1. Leader will call out a math problem: multiplication, division, addition, or subtraction.
2. The first person on each team has to run to the board and answer the question.

3. The first team to correctly answer the question gets the point.
4. The marker is passed to the next person and another math problem is called.
5. The process continues for approximately 10 minutes.
6. The team with the most points wins the game.
7. The leader can subtract points from a team if a teammate calls out the answer.

VARIATION(S)

1. Have partners go up to the board.
2. Use spelling words.

REFLECTION(S)

The leader can review the math problems with the students and focus on the problems the students answered incorrectly.

ABC for You and Me

THEME: Academic Skills (spelling or math);
Character Development (teamwork)

EQUIPMENT: Jump ropes (1 per 2 students), timer

SPACE: Hallway, outdoors, gym (enough room to jump rope)

FORMATION: Partners

PREPARATION

Make a list of spelling words for each set of partners (10-15 words). For math, make cards with the problem on the front and answer on back or buy them from a teacher supply store or an office supply store.

INSTRUCTIONS

The leader will ask students to choose a partner that is similar in height and then says, *“The name of this activity is ABC for You and Me. One partner will call out a spelling word. The other partner will begin jumping rope while spelling the word. Your partner can help you by using the word in a sentence. When you finish spelling the word, your partner will check the word and then you will switch places. If you spelled it correctly, you will earn one point for you and your partner.”*

RULES/DIRECTIONS

1. The leader will give each team (partners) a list of spelling words (grade appropriate).

2. One partner will call out the spelling word and the other partner will begin jumping rope while trying to spell the word.
3. When the student is finished, check if the word was spelled correctly. If it was, they get one point.
4. Switch and give the other partner a turn.
5. Continue until they have gone through the spelling list.
6. If time, have each set of partners go through the list again and try to spell any words they missed.

VARIATION(S)

1. The leader can call out a word to the entire group and have them spell while jumping rope.
2. Play this game using math problems (i.e., 123 for You and Me). The students have to start jumping as they listen to the problem.

REFLECTION(S)

1. Discuss working with a partner and trying to spell the words.
2. Did the partner offer any clues to help you spell the word?

Alphabet Relay

THEME: Academic Skills (spelling)

EQUIPMENT: List of spelling words. Two sets of alphabets on index cards, with 2 of each vowel in each set.

SPACE: Open space indoor or outdoor with room to run.

FORMATION: Line

PREPARATION

Create a list of appropriate words for the grade level. Create enough letter cards for 2 sets of alphabets, each with 2 of each vowel.

RULES/DIRECTIONS

1. Students get into two lines far away enough from leader for them to run up.
2. Scatter each alphabet set on floor in front of each line next to the leader.
3. The leader calls out a word.
4. The first student in each line runs up to the letters to pick out letters from their alphabet set that spell the word.
5. Each student spells the word out on the floor to face their line.
6. The leader determines if the word is spelled correctly.
7. If the word is spelled incorrectly, the speller runs to the back of the line and the next person in line will attempt to fix it.
8. Only 3 attempts to fix the word are allowed. If the word was not spelled correctly the team receives 0 points. Points will be awarded if the word is spelled correctly depending on how many people attempted to fix the word. If the word was spelled correctly by the: 1st person = 3 points; 2nd person = 2 points; 3rd person = 1 point
9. The first correct speller will choose what activity the students will do. For example, skip to the door, 5 burpees, hop for 30 seconds. The student can create anything as long as it involves physical activity.
10. The leader then calls out another word and the next two students run up and try to spell the word.
11. The game continues until all words have been called.

VARIATION(S)

1. After 6th grade words are completed, change the number of students who run to gather letters to 3 students. Begin calling out 7th grade words. Once those words are complete, allow groups of 4 for 8th grade words.
2. Let students call out the words.
3. Lines can be by grade or by gender.
4. For more physical activity, create a 3rd alphabet set and add a line.

SUGGESTION(S)

1. Make sure students with reading difficulty are not singled out by kids not wanting them on the team.
2. Have students create the letter cards on index cards or cardstock.
3. Students may understand rules better if leader demonstrates the activity.

REFLECTION(S)

1. Did they learn any new words?

Balloon Volleyball

THEME: Academic (multiple; depends on what leader chooses)

EQUIPMENT: 3 balloons

SPACE: Large indoor open area

FORMATION: 1 group in circle formation

PREPARATION

Blown up balloons. List of age appropriate categories, see below.

RULES/DIRECTIONS

1. Students in each group form a large circle.
2. Each group gets 3 balloons.
3. Students must keep the balloons in the air by hitting it to group members.
4. While students are trying to keep the balloons afloat, the leader will call out an age appropriate category. See the list below for examples.
5. Working counterclockwise, or clockwise, each student will name something in that category. If appropriate, students can say the name in sequential order. For example, the leader says ABC's. Students say "A", "B", "C".
6. The leader will select a new category after a minute or after the students finish the category.

VARIATION(S)

1. For more physical activity, have students walk clockwise or counterclockwise while trying to keep the balloon afloat. Students can also walk around the activity area in follow-the-leader fashion.
2. Add additional balloons to the group to make it more challenging.

SUGGESTION(S)

1. Give each group different colored balloons.
2. Have extra balloons available in case some pop.
3. Make sure no students are allergic to latex.
4. Students may benefit from practice hitting the balloons before adding the challenge of calling out a name from the categories. Example categories: ABC's, Vegetables, Math problems, 123, Animals, Fruits, Colors, Personal hygiene, American Presidents

REFLECTION(S)

1. Ask students if it was hard to focus on answering while trying to do a physical activity.
2. Discuss the categories. Did you learn anything new?

Bring the Noise, Bring the Funk

THEME: Life Skills (following directions)

SPACE: Indoors or outdoors

EQUIPMENT: One ball that bounces per student

FORMATION: Single line or scattered in playing area

RULES/DIRECTIONS

1. Each student has one ball.
2. The leader makes up a rhythm with the ball.
3. Students are instructed to repeat the rhythm of the leader in unison.
4. Students take turns being the rhythm leader.

SUGGESTION(S)

1. Play music with a strong beat. Students can try to match the beat of the music.
2. Make sure the size of the ball is appropriate for the size of the student.

VARIATION(S)

Slide to side; walk four steps forward, four steps back; dribble between legs; figure 8 with ball.

REFLECTION(S)

1. Ask students how the rhythm affected how they felt.
2. Have students consider whether their moods are affected by the type of music they listen to.

Bruce Says

THEME: Life skills (following auditory directions; listening)

EQUIPMENT: None

SPACE: Anywhere

FORMATION: Scattered formation

RULES/DIRECTION

1. Begin the exercise by preparing listening ears: Massage both ears from top to bottom several times beginning at the top, unrolling and pinching to the bottom.
2. This exercise is designed to wake up your hearing and help you focus.
3. Play the game “Bruce Says” using “Simon Says” rules: The leader calls out directions. If the directions begin with Bruce Says, then do as instructed. If the directions do not begin with Bruce Says, then do not do as instructed.
4. Students who are eliminated should go to the sideline and do 5 sit-ups or 5 push-ups before reentering the game.
5. Last person eliminated is the winner.

VARIATION(S)

Students may take turns being the leader.

SUGGESTION(S)

1. Leader can insert his or her name for Bruce.
2. Choose more active movements (e.g., marching in place), to increase physical activity.

REFLECTION(S)

1. Was anyone able to finish without making any mistakes?
2. How does good listening affect your grades in school?
3. Discuss how good listening can improve your grades?

Catch and See

THEME: Character Development
(responsibility, teamwork, cooperation)

EQUIPMENT: 3 balls (gator skin balls work well); write on each ball several action words, such as jump, hop, spin, clap, dance, or other movements.

RULES/DIRECTIONS

Leader begins by saying the following: *“We are now going to play a game called ‘Catch and See’. As we play this game, I want you to think about what it means to be in control of your actions. We will talk about that more in a few minutes.”*

1. The leader begins the game by tossing one ball to a student.
2. When the student catches the ball, he/she performs the movement closest to his/her thumb.
3. The student then does the action word for 5 seconds (for example, jump in place).
4. When the student finishes the action, the student tosses the ball to another student and the process is repeated.
5. After about 30 seconds, the leader adds another ball to the group and then a third ball. All three balls are being used at once by the entire group.
6. The game continues until all students have caught a ball and completed some action.

SPACE: Indoors or outdoors

FORMATION: 3 circles of about 6 or 7 students

VARIATION(S)

1. The words on the ball could be a different theme for academic skill development, such as the name of an animal and making animal sounds.
2. This activity can also be modified to run as a relay.

REFLECTION(S)

1. When you caught the ball, how did you know what action to do? (Thumb was on or close to action word)
2. How do you decide how to behave other places, like in the classroom at school? (Follow the rules, make good decisions)
3. In this game, the ball was your guide. Give me an example of whom or what guides our behavior other places. (parents, teachers, rules, laws)

Choices

THEME: Life Skills

EQUIPMENT: None

SPACE: Anywhere (classroom, hallway, outdoors)

FORMATION: Activity begins with all students standing in one straight line, one student behind the other in the center of the playing area. There should be space between students that allows for safe movement.

PREPARATION

Prepare ten or more additional sample scenarios relative to the grade level.

INSTRUCTIONS

The Leader gets students into the appropriate formation and says, *“This activity is called Choices. You will be moving to the left or the right depending on the choice that you make. Please remember to watch out for others.”*

RULES/DIRECTIONS

Leader will read from a list giving students only two choices from which to choose. Students move to the left or the right depending on their choice, and are not allowed to stand still.

SAMPLE CHOICES: (CHOICES SHOULD BE AGE APPROPRIATE)

If you like chocolate ice cream, walk to the left.

If you like vanilla ice cream, walk to the right.

If you like the mountains, slide to the left.

If you like the beach, slide to the right.

If you like the food at the cafeteria, skip to the right.

If you don't like the food at the cafeteria, skip to the left.

You find ten dollars in the school hallway, if you would keep it, jog to the left. If you would turn it in to the office, then jog to the right.

Your friends are skipping class, if you would skip class with them, do jumping jacks to the left. If you would go to class anyway, do jumping jacks to the right.

SUGGESTION(S)

1. Stated choices in the beginning of the exercise should be simple and get more difficult.
2. Students walk to corners of the room rather than left or right.

REFLECTION(S)

Discussion should be centered on making appropriate choices, peer pressure, if the choices were difficult to make and why, etc.

Choosing Healthy Lifestyles

THEME: Life Skills (healthy habits)

EQUIPMENT: Index cards with Health-Habit Commands written on them, four cards labeled (a) Exercise, (b) Eat Right, (c) Rest, and (d) Personal Hygiene

SPACE: Indoors or outdoors (if outdoors, use cones to designate areas)

FORMATION: Four groups of students

RULES/DIRECTIONS

1. The leader labels the four areas of the activity space as: (a) Exercise, (b) Eat Right, (c) Rest, and (d) Personal Hygiene.
2. An activity is assigned to each activity area by placing an index card with the name of the activity in the area. The following activities are a few suggestions, but other activities can be used: (a) virtual jump rope, (b) shooting baskets, (c) jumping jacks, and (d) dance steps.
3. Students start in four groups. Leader then hands the first person in each group an index card with a Health-Habit Command on it (see below).
4. The students in each group then have to decide which of the four activity spaces their Health-Habit Command fits into.
5. Students in each group then move to the correct activity space and perform the activity labeled in that activity space for 30 to 60 seconds.
6. After the students do that activity, the leader then gives a different person in the group another index card with a different Health-Habit Command and the process is repeated. Sample Health-Habit Commands
 - Exercise: jogging, pumping iron, swimming, jumping rope, dance routines, walking the dog, playing basketball.
 - Eat Right: 3 meals a day, daily vitamins, fruits and vegetables, carbohydrates, protein, healthy snacks, regular family meals, drink water.
 - Rest: get 8 hours of sleep a night, set your clock, sleep on a bed, relax, go to bed on time.
 - Personal Hygiene: brush your teeth, bathe daily, wear clean clothes, use deodorant, clean behind your ears, wear clean socks, wash your face, wash your hands.

VARIATION(S)

1. Use other categories to teach academic skills or other life skills, such as academic subjects or careers.
2. Use different labels for the activity space. For example: different continents (North America, Africa, Europe, Asia, with index cards labeled with cities or states); different subjects (math, science, language arts, physical education); different jobs (teacher, doctor, police officer, store owner, with index cards labeled with different job duties).

SUGGESTION(S)

1. Develop creative Health-Habit Commands.
2. Allow students to develop the Health-Habit Commands.
3. Mark activity areas with polypots or other markers.

REFLECTION(S)

1. Why should we choose healthy lifestyles?
2. How does a healthy life influence our ability to learn, think, and remember?
3. Ask students for examples of healthy lifestyles at home, at school, or in your community.

CONSTRUCTION

THEME: Life Skills (communication, cooperation);
Character Development (respect)

EQUIPMENT: Empty cereal boxes, paper towel rolls, oatmeal box, newspapers and masking tape (about 5 items per group), polypots or other markers (1 per group)

SPACE: Anywhere (classroom, hallway, outdoors)

FORMATION: Groups of 3

PREPARATION

Collect equipment and place it at the opposite end of the playing area. The further the materials are from the students, the more physical activity they will get. Use polypots or other markers to mark where teams will begin the activity.

INSTRUCTIONS

The leader gets students into groups of three and says, “*The name of this activity is Construction. The object of the game is to run as fast as you can to get the materials to construct a building. Only one person at a time can run to get materials and you can only pick up one item at a time.*”

RULES/DIRECTIONS

1. Teams of 3 line up behind a line or polypot (or other marker).
2. On leader’s signal, the first person from each team will run to the pile and choose one item, then back to tag the next student. That student then runs and chooses 1 item. Continue until there are no more items available.

3. Each team will then be given 5 minutes to construct a building. The teams will be judged on the following:
 - Tallest structure
 - Most stable structure
 - Most creative structure
 - Best team work

VARIATION(S)

Try it without talking.

SUGGESTION(S)

If cereal boxes are used, the leader can incorporate a nutrition lesson and discuss recycling (i.e., reuse, reduce, recycle).

REFLECTION(S)

1. How hard was it to make a tall, stable structure out of the materials?
2. Was it a lot of work?
3. Do you think it would be easier to build a house with wood and nails?

Divide and Conquer

THEME: Academic Skills (math)

EQUIPMENT: List of movements (see Movement Bank) and list of division problems

SPACE: Large open space

FORMATION: Groups of 4

RULES/DIRECTIONS

1. Students should line up with their group with plenty of room to move forward.
2. Leader will state a type of movement. For example: walking lunge, gallop, jump, or skip (refer to Movement Bank).
3. Leader will then ask a division question (e.g., $100/10 = 10$).
4. Group works together to figure out the answer.
5. The answer to the question is the number of movements the students will perform. If the answer is 10, students perform 10 movements (e.g., 10 walking lunges).
6. Students come back to the start position after each question.

VARIATION(S)

1. Use addition and subtraction.
2. Use partners instead of groups of 4.

SUGGESTION(S)

1. For multiplication, a large space is needed.
2. Students can use different movements to come back to the leader between questions.

REFLECTION(S)

The leader may discuss (a) following instructions, (b) listening skills, and (c) identifying certain numbers that students have difficulty dividing or multiplying.

Do the Wright Thing

THEME: Life Skills (following directions)

EQUIPMENT: One ball or object for every other student

SPACE:

FORMATION: Students in a circle

RULES/DIRECTIONS

1. Start the game with a ball or object in every other person's hands.
2. The object of the game is to pass the ball (or other object) to the left or right depending on the directions given from the following story: *Members of the WRIGHT family, Darrell WRIGHT, Cathy WRIGHT, Cameron WRIGHT, April WRIGHT, and Barry WRIGHT were preparing to leave to visit other members of the WRIGHT family for the holidays. It was decided before they LEFT that it would be the RIGHT thing to do to give their neighbor living on the LEFT of them a key to the WRIGHT home. Barry WRIGHT LEFT the WRIGHT home to deliver the keys to the WRIGHT home to the neighbor living in the house on the LEFT. After leaving the WRIGHT home, Darrell WRIGHT decided to call his relatives Mother WRIGHT, and Daddy WRIGHT to inform them that the WRIGHT family had LEFT for the WRIGHT family gathering. After leaving the WRIGHT family home, Cathy WRIGHT realized that she had LEFT her purse. They returned to the WRIGHT family home and retrieved the purse that had been LEFT at the WRIGHT family home. Finally,*

the WRIGHT family members were on their way to the WRIGHT family gathering. Darrell WRIGHT decided that it would be the RIGHT thing to do to take the LEFT exit as they approached the highway. Finally, the WRIGHT family had arrived to celebrate the holidays with other members of the WRIGHT family.

VARIATION(S)

1. March in place while passing the ball.
2. Students can walk or march in place and turn right or left based on commands (i.e., can pretend they are cars, no ball needed).

SUGGESTION(S)

For grades K-2 read the story more slowly than for older grades.

REFLECTION(S)

1. Discuss importance of listening and following directions.
2. What happens when you did not follow directions?
3. This activity can help children learn their left and right directions.

Doing My Thing...The Right Way

THEME: Character Development (trustworthiness)

SPACE: Classroom

EQUIPMENT: Index cards; grocery bag

FORMATION: Small groups of 4 to 5 students

PREPARATION

Write different character traits on one side of the index cards and an activity on the other side of the index cards (see below for character traits and activities). There should be enough index cards for each student to have one.

RULES/DIRECTIONS

1. One student from each group will run to the back of the classroom to pick a character trait index card from the grocery bag and then return to the group.
2. Each student will then be given 30 seconds to tell the group members how they could demonstrate that character trait at school.
3. The student then turns over the card and everyone in the group performs the activity on the back of the index card.
4. Continue until all members from each group have chosen an index card.

REFLECTION(S)

Have a group discussion about why students should chose to do the right thing at school.

LIST OF CHARACTER TRAITS AND ACTIVITIES

Courtesy – 12 jumping jacks
 Thoughtful – 14 jumps
 Thankful – 16 hops
 Friendly – 6 squats
 Healthy – 7 lunges
 Nice – 10 basketball shots
 Kind – 11 kick backs
 Responsible – 15 virtual jump ropes
 Strong – 5 soccer kicks
 Graceful – 9 knee lifts
 Considerate – 10 gallops
 Proud – 6 step touches
 Honest – 8 hamstring curls
 Cheerful – jog in place 20 times
 Active – 20 boxing jabs
 Courageous – 9 ski strides

Down with Digits

THEME: Academic Skills (math)

EQUIPMENT: Four poster size signs

SPACE: Indoors

FORMATION: Scattered

PREPARATION

The leader labels four small signs in the following sequence and posts in the corner of the classroom.

- Sign 1 – 1 and 2 (walk)
- Sign 2 – 3 and 4 (march)
- Sign 3 – 5 and 6 (skip)
- Sign 4 – 7, 8, and 9 (slide)

INSTRUCTIONS

The leader gets the students together in the middle of the room and says, *“The name of this game is Down With Digits. There are four signs in different parts of the room, labeled with different numbers and movements. I will write a number on the blackboard/poster board and ask a question about it. When you think you have the correct answer, move toward the sign that has the correct answer while performing the movement that is written on that sign.”*

RULES/DIRECTIONS

1. Leader will write the number on the blackboard/poster board and ask the question.
 - Given the number 2,438, which number is in the tens place? 3 (march)
 - Given the number 1,507, which number is in the ones place? 7 (slide)
 - Given the number 2,678, which number is in the hundreds place? 6 (skip)
 - Given the number 54,678, which number is in the thousands place? 4 (march)
 - Given the number 8,762, which number is in the ones place? 2 (walk)
 - Given the number 977,234, which number is in the ten thousands place? 7 (slide)
 - Given the number 23,867, which number is in the tens place? 6 (skip)
2. The students use different locomotor skills (indicated on the signs) as they move to the corresponding signs.

VARIATION(S)

Use a variety of locomotor and nonlocomotor skills.

LOCOMOTOR SKILLS

walk
march
jog
step touch

skip
slide
hop
jump

NONLOCOMOTOR SKILLS

knee lifts
kicks
soccer kick
twist

boxing
jumping jacks
squats

SUGGESTION(S)

1. This activity can be used in other academic content areas as a review.
2. Usually four signs placed in different parts of the room are enough, but sometimes three or more signs are appropriate, depending on the curriculum.

REFLECTION(S)

1. The leader can review the place values of numbers.
2. The leader can review the difference between a noun, verb, adjective, and pronoun, etc.

Food Freeze

THEME: Life Skills (nutrition)

EQUIPMENT: Five poster size signs

SPACE: Indoors

FORMATION: Scattered

PREPARATION

Leader labels five small signs in the following sequence and posts them in different areas of the classroom.

- Sign 1 – grains (gallop)
- Sign 2 – vegetables (march)
- Sign 3 – fruit (skip)
- Sign 4 – milk (slide)
- Sign 5 – meat & beans (hop)

INSTRUCTIONS

The leader gets the students together in the middle of the room and says, “*The name of the game is Food Freeze. There are five signs in the room that each represent one food group. Different movements are also written on the signs. I will call out a food and you will move to the group you think the food belongs to while performing the movement that is written on that sign. Notice that there is not a sign for fats & oils. When I name a food that you think belongs in the fats & oils group you should move as if you are walking through oil or mud.*”

RULES/DIRECTIONS

1. The leader will call out the name of a food.
 - GRAINS: oatmeal, bread, rice, cereal, pasta, pretzels, tortillas, crackers, rolls, popcorn, etc.
 - VEGETABLES: cucumbers, celery, broccoli, carrots, collard greens, potatoes, squash, eggplant, bell peppers, asparagus, etc.
 - FRUIT: apple, orange, banana, grapes, cherry, lemon, raisin, pear, pineapple, blackberry, etc.
 - MILK: yogurt, skim milk, frozen yogurt, cottage cheese, cheddar cheese, mozzarella cheese, 2% milk, American cheese, pudding, Swiss cheese, etc.
 - MEAT & BEANS: chicken, fish, eggs, dry beans, nuts, pork, hamburger, lentils, soybean, lima beans
 - FATS & OILS: olive oil, butter, cake, margarine, cookies, Canola oil, vegetable oil, salad dressing, cream cheese, mayonnaise
2. The student uses different locomotor skills as they move to the corresponding area.
3. Students who go to the correct location get to do a victory dance (or touchdown dance).

VARIATION(S)

Use a variety of locomotor and nonlocomotor skills.

LOCOMOTOR SKILLS

walk
march
jog
step touch

skip
slide
hop
jump

NONLOCOMOTOR SKILLS

knee lifts
kicks
soccer kick
twist

boxing
jumping jacks
squats

REFLECTION(S)

1. What are some healthy foods you can eat for breakfast, lunch, and dinner?
2. What are unhealthy foods that you should avoid?
3. How would you eat a balanced meal?

Going Green

THEME: Character Development (citizenship)

EQUIPMENT: Items (see sample list below – need at least one to two items per student), 4 signs: (a) recycle - shooting baskets, (b) reuse - kicking a soccer ball, (c) reduce/trash - swing a golf club.

SPACE: Anywhere (classroom, hallway, outdoors)

FORMATION: Scattered on perimeter of playing area

PREPARATION

Post signs around the playing area (if outdoors, place signs on a cone).

RULES/DIRECTIONS

1. Leader spreads items in the center of the playing area.
2. On the signal from the leader, students run to the items, pick up one item, and take the item to the appropriate sign.
3. Once at the sign, students perform the activity listed on the sign 20 times.
4. Students then return the item to the playing area, choose a different item, and continue with the game.

VARIATION(S)

Older groups can go outside, sweep the area and come back into the classroom to sort what they find into categories.

REFLECTION(S)

1. Sit the group down and discuss each item at the end of the game.

2. Talk about how things can be renewed, how to recycle, and how trash affects the environment.
3. Show students where to find recycling number on item.
4. Discuss how using containers for sandwiches, chips, fruit, etc. can help reduce the amount of trash that ends up in a landfill.
5. Discuss how trash can be reduced.

SAMPLE ITEMS – RECYCLE, REUSE, OR TRASH

- Empty 2-liter soda bottle – recycle
- Cans (soup, tuna) – recycle
- Grocery store bags – reuse to line garbage cans
- Plastic empty milk container – recycle
- Chip bag – trash
- Styrofoam – trash
- Clothes – reuse
- Used paper towels – trash
- Sandwich bags – recycle
- Empty cereal boxes – recycle

“Have You Ever” Hoops

THEME: Character Education
(comparing differences and similarities)

EQUIPMENT: Paper and pencils for each student, hula hoops in red, green, and yellow.

SPACE: Indoors or outdoors (if outdoors, students need notebooks or clipboards to use for writing.)

FORMATION: Table area at first, then scattered.

RULES/DIRECTIONS

1. Students start by sitting at table and writing questions that start with “Have You Ever”.
2. The leader should review the questions and then read appropriate questions to the students.
3. Students then line up in their group and are ready to begin.
4. Red, green, and yellow hoops are placed about 20 yards away from the groups. Place the hoops further from the starting place to increase activity.
5. Once the leader asks the “Have You Ever” question, the students run to the hoop for their response. Each person in the group must place at least one foot inside the appropriate hoop.
 - Green hoop for yes
 - Red hoop for no
 - Yellow hoop for not sure
6. End the game by having all students fit inside one hoop together.

SUGGESTION(S)

The leader can develop specific “Have You Ever” questions that get students thinking about specific ethical issues.

REFLECTION(S)

Review the list to see if anyone answered yes to most of the questions and ask if they would like to talk about their responses or ask why they answered yes or no to certain questions.

Heads or Tails

THEME: Character Development (cooperation, responsibility)

SPACE: Indoor or outdoor

EQUIPMENT: Two large balls (e.g., beach ball, playground ball, gator skin ball)

FORMATION: Two lines with equal team members

PREPARATION

Divide the group into two lines and give the first person a ball.

INSTRUCTIONS

The leader says, *“The name of this activity is Heads or Tails. Completing this game takes responsibility. We are going to talk about that some more when we finish the activity”*.

RULES/DIRECTIONS

1. The leader chooses a start and finish point (approximately 20 yards apart). If in a smaller area, use a circular route.
2. The activity begins with the first student in line passing the ball over his/her head to the student behind him/her.
3. After passing the ball the student runs to the end of the line.
4. The next student passes the ball between his/her legs to the person behind him/her and runs to the end of the line.
5. This process is repeated until the group crosses the finish line.

SUGGESTION(S)

1. Passing of the ball must alternate (over the head and under the tails).

2. Students with dresses can pass the ball around their body rather than under their legs.

VARIATION(S)

For 3rd-5th grade students, as the student passes the ball and shouts a directional command for the next student (i.e. left side, right side, over the head, between the legs).

REFLECTION(S)

1. If the player before you passed you the ball over his/her head, what was your job? (Pass it between your legs).
2. Likewise, if the player before you passed you the ball between his/her legs, what was your job? (Pass it over my head).
3. You knew what to do based upon the direction of the person before you; that shows responsibility.
4. If a teacher gives you a homework assignment what is your responsibility? (Do my homework).
5. If an adult (parent, teacher, police officer) asks you to do something that you know is right and does not hurt someone, what should you do? (Do what they say).

Hole in One

THEME: Academic Skills, Character Education (teamwork)

EQUIPMENT: Small tarp or sheet with 10 small circle cut outs (the size of the cut out should be about two times the size of ball used). Each circle has a number 0-9 written around it so that it can be seen from all angles. One small ball (tennis ball, baseball). You will need one tarp and ball for each team. A tarp (5 x 8) can be purchased at your local home improvement store.

SPACE: Anywhere

FORMATION: Teams divided into groups of 4 to 6

RULES/DIRECTIONS

1. Teams are instructed to place the ball on the tarp and beginning with the number 0 maneuver the ball into the hole.
2. The ball is then reset and the team has to maneuver the ball into the next numbered hole in sequence.
3. This continues until a team gets their ball into hole number nine.
4. This team is declared the winner. **NOTE:** In the event the ball falls into a hole out of sequence the team has to start over at 0.

SUGGESTION(S)

1. Larger numbers can be written on the other side of the top for older students.
2. Leader could call out math problem (e.g., $3 + 4$; square root of 36) relative to the students' level.
3. To increase the amount of movement, have the students walk with the tarp, jog in place, or squat up and down while doing the activity.

REFLECTION(S)

To be successful the teams must work together and in harmony with each other.

Human Spelling

THEME: Academic skills (spelling);
Character Development (teamwork)

EQUIPMENT: Chalkboard and chalk

SPACE: Classroom

FORMATION: Divide students evenly into five groups

PREPARATION

Leader should prepare a list of words relative to grade level of students.

INSTRUCTIONS

The leader begins by saying, *“The name of the game is Human Spelling. I will call out a word to the entire class and each group will take turns creating letters by placing their bodies on the floor. For example, if the word is COMPUTER, group 1 will make a “C”, group 2 will make an “O”, group 3 will make an “M”, etc. This process will continue until we have correctly spelled COMPUTER.”*

RULES/DIRECTIONS

1. Leader will evenly divide students into five groups.
2. Next the leader will call out a word to the entire class. Each group will then take turns creating letters by placing their bodies on the floor (each student must take part in the creation of the letter). Note if the word contains

more than five letters, the process will be repeated. For example, COMPUTER has eight letters. In this example group 1 will create letters “C” and “T” while group two will create letters “O” and “E”.

3. After each word has been spelled correctly, the leader will write the word on the board.
4. The process will be repeated until each word from the list has been completed.

VARIATION(S)

The groups can rotate (group 1 will become group 2, group 2 will become group 3, group 3 will become group 4, group 4 will become group 5, and group 5 will become group 1).

REFLECTION(S)

Did shaping the letters with your bodies help you learn spell the word?

I Am

THEME: Character Development (self-respect)

EQUIPMENT: CD player with music and object to toss

SPACE: Anywhere (indoors or outdoors)

FORMATION: Circle

RULES/DIRECTIONS

1. Students make a large circle.
2. The object of the game is to say something positive about yourself when the ball is tossed to you.
3. Start the music and all students start moving (whatever movement they want to do). Leader can also select movements from the Movement Bank.
4. Leader tosses the object to a student who shouts “I Am _____” (student fills in blank).
5. Student stops moving and tosses object to another who shouts “I Am _____.”
6. The game continues until leader calls time.

VARIATION(S)

1. Game can be done with students shouting “I Can” or any positive phrase.
2. More than one object can also be used for the game.

SUGGESTION(S)

1. Leader should provide positive feedback to students’ comments.
2. If student says something negative, then the leader can say, “please choose something more positive next time.”

REFLECTION(S)

Ask students how they feel about themselves and how positive words make them feel.

If You Were A...

THEME: Academic Skills (science)

SPACE: Anywhere

EQUIPMENT: None

FORMATION: Scattered

RULES/DIRECTIONS

1. This is a movement game that will help children identify animal locomotion.
2. The leader will say, "If you were a _____, show me how you would move across the room". Example: If you were a monkey, show me how you would move across the room? (Hunched over dragging your arms on the floor)

Sample Animals:

monkey	horse	worm	tiger
elephant	bear	lion	kangaroo
zebra	snake	ladybug	eagle
alligator	bird	cobra	hummingbird
bat	fish	cockroach	cat
mouse	pony	dog	hippopotamus
deer	swan	penguin	rabbit
toad	turtle	hog	frog
crocodile	walrus	worm	spider

VARIATION(S)

1. If you were in a gym or outside you can have different stations set up for the children to move to using the movement of

the animal (e.g., jungle, farm, house, zoo, sky, lake).

2. Have students make the noise the animal makes (if not in a quiet area).
3. Use vehicles that move: truck, train, plane, rocket, car, bicycle, etc.
4. Use different way people move: run, hop, skip, jump, walk, etc.

SUGGESTION(S)

1. This often works better if the leader acts out the movement with the students.
2. Create a word bank of animals in categories (e.g., amphibians, reptiles, mammals, etc.).

REFLECTION(S)

1. What are the differences in movement for animals with legs or animals with wings?
2. What is the difference between the way animals move and people move?
3. What is the difference between mammal and reptile locomotion?

It Takes Two

THEME: Character Development (respect, leadership);
Life Skills (communication)

EQUIPMENT: A blindfold for every two students; index cards
with destinations within the activity area; whistle.

SPACE: Open space with many different areas. For example, a
playground with jungle gym, basketball court, bench or
gym with lunch tables, basketball net, stage.

FORMATION: Partners

PREPARATION

Create enough index cards for each team to have one.

INSTRUCTIONS

The leader gathers students and says *“Find a partner. One person is the leader; your job is to lead your blindfolded follower to an area [on the playground, in the gym, or in the classroom]. I will give the leader a card with the area. You must not tell your partner where you are taking them. You will lead your partner by telling them which direction to walk. You cannot lead by touching your partner. When you get to your area, the leader will describe where you are. The blindfolded follower will have to guess the area. When you hear the first whistle you have 1 minute left. When you hear the second whistle, time is up.”*

RULES/DIRECTIONS

1. The leader will explain to the students that one partner will be blindfolded and the other will lead them to a destination.

2. Each student leader will receive an index card but must not tell their blindfolded follower where the destination is.
3. The students leader will only give verbal cues and may not touch his or her blindfolded follower.
4. When the partners reach the destination, the student leader will describe the area. The blindfolded follower will try and name the area. Once the follower correctly names the area, he or she can remove the blindfold.
5. Students will be allotted one to two minutes to get to their destination and correctly name the area. A one minute warning whistle will sound. A second whistle will indicate time is up.
6. Partners should then switch roles.

SUGGESTION(S)

1. Stress to the student leader to provide loud and clear directions.
2. Stress to the student receiver to listen carefully to the directions.

REFLECTION(S)

At the end of the game, ask the following questions and record the students' answers on the board (can make this a diagram):

1. What was the role of the leader? (e.g., leader must speak clearly, walk slowly)
2. What was the role of the follower? (e.g., follower had to listen carefully)
3. How did you feel being the leader/follower?
4. When you were the follower did you trust the leader?
5. What made you a good leader? What made your partner a good leader?
6. How did it feel to be blindfolded?

Jumping for Good Character

THEME: Character Development

SPACE: Large, open area

EQUIPMENT: Jump ropes, large piece of paper or flip chart

FORMATION: Scattered

PREPARATION

Write a list of positive character traits large either on a flip chart, large poster, or chalk board and discuss the meaning of each trait. Examples should be given that show good character. (Example: Respect - showing high regard for self, other people and property; holding open doors for classmates; listening while speaking and not talking back to your teachers).

INSTRUCTIONS

Have students spread out and have enough space to jump rope. The leader says *“This activity is called Jumping for Good Character. We are going to name and define the character traits we just discussed.”*

RULES/DIRECTIONS

1. The leader gives the students a signal to begin jumping
2. Students begin jumping as they recite the character traits in alphabetical order (example: caring, cooperation, courage, fairness, honesty, integrity, justice, kindness, perseverance, respect, responsibility, self-discipline, trustworthiness, and work ethic).

3. The leader will give a signal to stop jumping (stop music, click lights, etc.)
4. The leader will randomly select a student (can pull names out of a hat) to give the correct definition or use it in a sentence. The character trait is removed from the list recited by the students. The students begin jumping and continue reciting the character traits in alphabetical order.
5. If the student does not define the character trait, it remains in the recitation until it can be correctly defined and used in a sentence.
6. The leader will give a signal to begin jumping again. Repeat.

REFLECTION(S)

1. The teacher should ensure that students understand the meaning of each character trait. If a student does not define the character trait correctly, or has difficulty understanding the character trait, the teacher can give additional examples of the character trait.
2. What are positive character traits about you?
3. What are positive character traits of your friends/family?

Jumping Jack Flash

THEME: Academic Skills (math)

EQUIPMENT: Jump ropes (1 per student) and large cards or posters

SPACE: Open space

FORMATION: Partners scattered throughout the space

PREPARATION

Prepare large cards or posters with numbers on one side and different mathematical equations that will equal the number on the back (e.g., 9 on the front and 3×3 , $4 + 5$, $18 \div 2$, etc. on the back).

RULES/DIRECTIONS

1. The Leader will begin by holding up a card with the number facing the students.
2. Each set of partners will then decide how they will calculate the number by jumping rope and using the appropriate mathematical function (i.e., add, subtract, multiply, or divide).
3. After both members have jumped rope the team will shout out the function they used to calculate the number. For example if the number is 15 one student may jump rope 5 times and the other student jump rope three times. Then both teammates would shout "Multiply".

VARIATION(S)

Game can be done with more students in each group, but each student must jump some to get to the number flashed using multiple operations (e.g., $9 = 3 \times 2 + 3$).

REFLECTION(S)

1. Ask students to describe how they learn math (e.g., do they count on their fingers or use some other type of method?).
2. Ask students to describe how they use math in everyday life.

Liquid Math Relay

THEME: Academic Skills (math)

EQUIPMENT: Each team will need a bucket of water, a sponge (same size for each team and preferably large), and a two-liter bottle with the top cut off to create a cylinder.

PREPARATION

Prepare two-liter bottles by cutting the top off and placing marks to represent cup measurements. Each team will need a bucket with approximately the same amount of water in each and a sponge. The leader will then place the two-liter bottles approximately 50 feet away from each team's water bucket.

RULES/DIRECTIONS

1. The leader calls out a common measurement (e.g., 2 cups).
2. Each team will then guess how many trips it would take to move the specific amount of water to the two-liter bottle. For example, if the goal is 2 cups of water, it may take 8 trips to move 2 cups of water.
3. After each team has guessed how many trips it will take, the relay will begin with the first member of each team placing the sponge in the bucket of water to fill the sponge.
4. The member will then race to their team's two-liter bottle, squeeze sponge into the bottle, then race back to hand the sponge to the next member in line.

SPACE: Outside

FORMATION: Students are divided evenly among three to five teams

5. This process will continue until each team has finished.
6. The team that was closest to what they guessed for the number of trips is a winner.
7. The team that fills the bottle to the mark first wins.
8. Leader can allow relay to repeat with a different volume goals according to time permitted.

REFLECTION(S)

Students can review common volume conversions from below:

3 teaspoons = 1 tablespoon	8 ounces = 1 cup
32 ounces = 1 quart	128 ounces = 1 gallon
4 cups = 1 quart	16 cups = 1 gallon
4 quarts = 1 gallon	1000 milliliters = 1 liter
10 milliliters = 1 centiliter	100 centiliters = 1 liter
3.8 liters = 1 gallon	

VARIATION(S)

Moves from the Movement Bank maybe incorporated.

Math Hopscotch

THEME: Academic Skills (math)

EQUIPMENT: Enough masking tape (inside) or sidewalk chalk (outside) for each partner set to make a hopscotch pattern; rocks or bean bags; a set of math problems that are age and grade appropriate.

SPACE: Indoors or outdoors

FORMATION: Students assigned or select partners

RULES/DIRECTIONS

Leader begins by saying the following: *“Today we are going to play a game of hopscotch. There will be an extra step; you must first correctly solve a math problem.”*

1. Students will begin by making their own hopscotch pattern. K-2 students may need leader assistance with this or the leader may make the pattern prior to the activity. An example hopscotch pattern is attached.
2. Students will take turns. The student will have two rocks or bean bags. They will toss one rock/bean bag to one square and the second one to another square.
3. The student will add, subtract, multiply, or divide the two numbers in the squares. If they do the math problem correctly, they receive a point.

4. They will then hopscotch (hop on one foot) through the pattern in numerical order. Students should not hop in the squares where their rocks/bean bags landed and they must pick up their rocks/bean bags as they complete the pattern.
5. Students alternate turns until the leader calls time.

REFLECTION(S)

Review math problems with students.

Meet and Greet

THEME: Life Skills (how to greet a person)
Character Development (respect)

EQUIPMENT: index cards with greetings written on them
(developed by students)

SPACE: Large open area, indoor or outdoor

FORMATION: Circle

PREPARATION

Half the group writes a funny, appropriate, greeting on an index card. The other half writes a physical activity on an index card.

INSTRUCTIONS

Leader says, *“This game is called ‘Meet and Greet.’ You will create what you think is a proper way to say hello to a person. We are going to go around in a circle so you can hear other students’ greetings.”*

RULES/DIRECTIONS

1. Form two circles; one inner circle and one outer circle.
2. Give a greeting card to each student in the inner circle. Give a physical activity card to each student in the outer circle.
3. Inner circle students greet outer circle students by reading card as is.
4. The student in the outer circle read the physical activity.
5. The pair of students must perform the activity. Once the activity is completed they will return to their respective circles.
6. The inner circle and outer circle swap cards.

7. The Leader says “Run left (or skip right or hop left, etc.)”. Students remain in circle formation but perform the Leaders command.
8. The Leader yells “Stop!”
9. Outer circle student greet the inner circle. The student in the inner circle reads the physical activity. Repeat steps 5-8.
10. The game continues until Leader calls time.

VARIATION(S)

1. Instead of greetings, the cards can ask a question. “What is your name?” “How are you today?” “Do you have any brothers or sisters?”
2. Use music to have students start moving and stop music to indicate students should stop and face the other circle.
3. Use greetings in different languages.

REFLECTION(S)

1. What greetings do you remember, and why?
2. Were there any greetings you thought were not proper?

Money Matters

THEME: Life Skills (cooperation, understanding money)

SPACE: Any open area indoors

EQUIPMENT: Monopoly money, pennies, nickels, quarters, dimes, paper, sales paper with pictures of items on it (Examples: Walmart, CVS, Target). Pencil and paper for each set of partners. One container, bucket, or cup at each department for the money.

FORMATION: Partners

PREPARATION

The leader will establish three areas in the room for grocery, personal hygiene, and recreation departments. Copy department items on the next few pages and place at the appropriate department.

INSTRUCTIONS

The leader says, “We are going to play a game called Money Matters. You will work in partners. The object of this game is for you and your partner to purchase necessary items without going over budget.”

RULES/DIRECTIONS

1. Each set of partners will receive enough money to purchase items.
2. Students will get 5-10 minutes to shop. They must visit all departments.
3. To purchase an item students will exchange the money and perform the activity assigned to the item before leaving the

department. For example, if purchasing bananas, students will leave \$.50 in the bucket at the grocery store and perform 3 jumping jacks. Both partners will perform the physical activity.

4. Students will purchase necessary items in 5 minutes. They must purchase at least 1 item at each department.
5. When time is called students will gather together.

VARIATION(S)

Have students shop in larger groups.

REFLECTION(S)

1. The teacher will gather the students together and have each student share the items they purchased.
2. Did students spend over the allotted money? If students went over their budgets, then brainstorm for ideas to remain within their budgets.
3. Which items were most important to purchase?

Move Your Feet to the Boogie Beat

THEME: Academic Skills (rhythm, body parts)

SPACE: Indoors

EQUIPMENT: Music that varies in rhythm and speed, CD player

FORMATION: Scattered

PREPARATION

Scatter the students around the room in a line or circle formation. Pick music that varies with speed/rhythm and is age appropriate.

INSTRUCTIONS

The leader will scatter the students around the room and say, *“The name of the game is Move Your Feet to the Boogie Beat. When the music is playing you will begin to move or dance in place. When I call out a body part, you are only to move that part of your body until I call out a different body part.”*

RULES/DIRECTIONS

1. Begin the music and tell the kids to begin moving or dancing in place.
2. Leader calls out a body part.
3. Students begin to move only that body part (see list below).
4. Leader continues calling out different body parts.
5. Students can adjust to the rhythm of the music and move only the part of the body called out.

VARIATION(S)

For grades 3-5, the leader can use anatomical terms. For example: leg (quadriceps, hamstrings, femur); arm (biceps, triceps, humerus); behind (gluteus maximum); shoulders (deltoids, clavicle, scapula); jaw (mandibular); knee (patella).

SUGGESTION(S)

1. This is great to get them up and just moving and nobody ever loses.
2. Get a variety of music for students to dance to.
3. May have to caution middle school students not to do suggestive movements!

REFLECTION(S)

1. What body parts did you learn about?
2. How did the music make you feel?

BODY PARTS

foot (right/left)	hips	ears	leg (right/left)
hand (right/left)	chest	shoulder	arm (right/left)
elbow (right/left)	jaw	head	knee
back	eyes		

Movin' to Math

THEME: Academic Skills (math); Life Skills (cooperation)

EQUIPMENT: None

SPACE: Anywhere

FORMATION: Line (2 groups)

PREPARATION

Split the class into two groups and have each group form a line. Have a list of addition problems ready to ask the students.

INSTRUCTIONS

The leader puts the students into 2 groups in a line formation and says, *“The name of the game is Movin’ to Math. The object of the game is to work with other students to solve math problems. I am going to ask a math problem and we are going to figure out the answer together. Group 1 needs to pay attention to the first problem. I will then call out a movement such as jumping jacks. Our answer will tell us how many movements we need to do. For example, if our problem is $5+3$ we will do 8 jumping jacks. The people in the front of the room will then go to the back of their lines and I will ask another question.”*

RULES/DIRECTIONS

1. Divide the students in half and put them in straight lines on each side of room.
2. Call out a math problem (e.g., $5+3$)
3. The first number of the equation relates to group 1. Group 1 will count out that many students and send them to the front of the room (5). The second number of the equation relates to group 2. Group 2 will count out that many students and send them to the front of the room (3).
4. As a group, the students will count out how many total people are in the front of the room (8).
5. The leader will then call out a movement (e.g., jumping jacks).
6. All students will perform the movement the number of times that answers the question.
7. The students in the front of the room will run to the back of the line.
8. Continue until all students have had a chance to participate.

VARIATION(S)

Use subtraction equations. Do not split the students into groups, but have them form a line. If the equation is $11-2$, the group will count off 11 students who will run to the front of the room.

Once there, 2 students will return to the line. The students will then count the remaining students in the front of the room. The leader will give the movement and the students will perform the number of movements corresponding to the answer.

SUGGESTION(S)

Know the math skill level of kids participating.

REFLECTION(S)

Review the problems with the students.

North, South, East & West

THEME: Academic Skills (social studies)

EQUIPMENT: state map, markers, tape and paper

SPACE: Indoors

FORMATION: Students start standing in the middle of the room/floor

RULES/DIRECTIONS

1. Create a list of cities located in this state.
2. Once the city has been identified, also note in which direction the city is located from your current location.
3. Write or type out signs that read: North, South, East and West
4. Place one sign on the wall on each wall of the room.
5. Students would then gather in the middle of the area.
6. The leader would call out a city.
7. The students would then guess, by running to the appropriate sign that corresponds to the direction that city located.
8. Students then come back to the middle of the room using a bear crawl.

VARIATION(S)

1. For older students, you could use countries and compare where that country is located compared to another country.
2. States can also be used.
3. Use different movements (see Movement Bank) for each direction.

REFLECTION(S)

1. Students can talk about why they chose particular directions for the response.
2. Students can also look at the maps and review their responses.
3. Discuss the importance of knowing directions and of following directions.

Numbers Hooping

THEME: Academic Skills (math)

EQUIPMENT: hula hoops

SPACE: Large indoor or outdoor area

FORMATION: Scattered throughout a large indoor or outdoor area; space should be adequate for quick movement

RULES/DIRECTIONS

Leader begins by saying the following: *“We are now going to play a game called ‘Numbers Hooping’. As we play this game, focus on your math knowledge and skills.”*

1. Place hula hoops on floor throughout room.
2. The students begin scattered throughout the room but not in or touching the hula hoops.
3. Leader calls out a math problem (the answer cannot be more than the number of students).
4. Students run to a hula hoop and get at least one foot inside the hoop so that the number of feet inside the hula hoop answers the math problem.
5. The students who do not get in a hoop to answer the question do 5 jumping jacks.
6. In between each math problem, the students need to move around the perimeter of the area.
7. Students are not allowed to go to the same hoop for two consecutive math problems.

VARIATION(S)

The leader can use addition, subtraction, multiplication, or division.

SUGGESTION(S)

Use music between each math problem and students move around the area while the music is playing.

REFLECTION(S)

1. Review math skills with students.
2. Focus can be on multiplication tables.

Odd or Even

THEME: Academic Skills (math); Life Skills (cooperation)

EQUIPMENT: Index cards, with an odd or even number on one side and a movement activity on the other (see Movement Bank); enough cards for each student to have one; CD player with music CD

SPACE: Anywhere

FORMATION: Scattered throughout the room or area

RULES/DIRECTIONS

1. The leader plays music as the students move (walk, skip, hop, or slide) throughout the room or outside area.
2. When the music stops, the leader calls out a random number, which is on one of the students' cards, allowing time for students to determine if the number is odd or even. (Use age appropriate numbers for example: 35, 234, 16, 21, and 203).
3. The leader asks the entire group, "Is the number odd or even?", and the entire group responds.
4. The student who has the card with the number called out holds up that card and performs the movement on the back of the card. The entire group then performs the same movement for 30 seconds.
5. The leader starts the music and the process is repeated. After 4 or 5 times, the leader shouts, "Exchange!", and the students must quickly find a student and exchange their odd numbered card with an and even numbered card. The leader then begins another round of calling out numbers.

VARIATION(S)

For older students, consider using prime and non-prime numbers or multiples (for example: multiples of 4 vs. multiples of 5).

SUGGESTION(S)

1. Once students understand the game, it can be used for different content areas. (For example: "Fact or Fiction" for history, or "Antonym or Synonym" for language arts)
2. For K-1 students, change name of activity to "Greater Than or Less Than" and ask students if the card they are holding is greater than or less than a particular number.

REFLECTION(S)

1. Ask the group to provide examples of odd numbers and even numbers to encourage memorization.
2. Ask the students to share what their favorite movement was and why.

Oh No You Didn't!

THEME: Character Development (respect);
Life Skills (decision making)

provided on page 2) and movement activities on the other side (see Movement Bank).

EQUIPMENT: Red poster board cut in the shape of a stop sign that reads “STOP and THINK”, Stop and Think sign, index cards with age appropriate scenarios that illustrate personal decision-making on one side (suggestions

SPACE: Anywhere

FORMATION: Standing, scattered throughout the room or area

RULES/DIRECTIONS

Leader begins by saying the following: *“We are going to play an activity called ‘Oh No You Didn’t! As we play, think about things you can do to help you make good decisions. We will discuss your thoughts at the end of the activity.”*

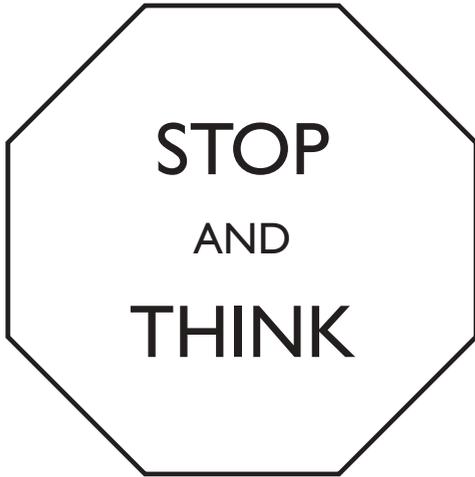
1. The leader distributes the scenario cards, one per student.
2. The leader calls on each student one at a time. When the student is called on, the student reads the scenario about decision making on his/her card. The student then calls out the movement activity on the other side of the card (jumping jacks, run in place, hop on one foot, etc.).
3. After the student reads the scenario and the movement activity, the leader holds up the “STOP and THINK” sign and all the students do the movement activity until the leader lowers the sign (about 15-30 seconds).

4. Once the movement activity has stopped, the student who read his/her scenario card shares what decision he/she would make in that situation. The leader may ask other students what decision they would make as well if time allows.
5. Repeat until everyone has a turn.

REFLECTION(S)

1. What are some of the feelings you might have in the situations shared in this activity? (Sad, angry, confused)
2. When you face these situations, what are some good things you can do to help you make the right decision? (Stop and think first, exercise, wait a while before deciding if you can)

SAMPLE SIGN



SAMPLE SCENARIOS

- You are in your group and someone says something negative about your mother. What would be a good thing to do in this situation?
- You hear that your boyfriend/girlfriend was flirting with someone else. What would be a good thing to do in this situation?
- You hear that your best friend had a party and didn't invite you. What would be a good thing to do in this situation?
- You hear that your friend has been disrespecting you. What would be a good thing to do in this situation?
- You have homework due tomorrow, but you would rather do other things. What would be a good thing to do in this situation?
- You know you have chores to do, but your friends want you to hang out. What would be the responsible thing to do?

Partner Up!

THEME: Character Development (trustworthiness, respect)

EQUIPMENT: None

SPACE: Large open space (indoors or outdoors)

FORMATION: Scattered

PREPARATION

Prepare list of similarities

RULES/DIRECTIONS

1. Students are scattered in playing area.
2. The object of the game is to find someone who has the same characteristic that the leader calls out. For example, if the leader says “Find someone with blue clothes, you would find someone else to stand with you who is wearing blue.”
3. The leader calls out something that is similar to at least two students (hair color, grade, shoe size, color of clothes, etc).
4. Students then find a partner that has the similar item/ look; they should end up in pairs.
5. Have students do a physical activity from the Movement Bank for 30 seconds before the leader calls out a new characteristic.
6. The leader then calls out something different and students get into groups of three.
7. The leader should keep calling out things until groups get larger and larger and, if possible, all students end up in one big large group!

VARIATION(S)

1. Game can be done with just partners of two.
2. The leader can make of list of similarities before students arrive if desired.
3. Students can just get in groups without concern for the number of students in the group.

SUGGESTION(S)

1. Make sure no student is left without a partner.
2. The leader could also call out things like: “Find someone who likes carrots.”

REFLECTION(S)

1. Ask students if they see how we all have something in common.
2. Discuss the importance of being loyal to family and friends.
3. Discuss tolerance of people who are different from you.

Racing to Good Character

THEME: Character Development

EQUIPMENT: Index cards with different character traits on them (one set for each line of students), cones to make sure the students remain in their lane.

SPACE: Open space

FORMATION: Relay lines (3-5 students)

PREPARATION

Teachers will set up lanes by using cones. Students form lines of 3-5 students in each lane. The teacher will place the cards with character traits (face up) in the lanes where each student will run. The cards should be placed in the same order in each lane and spread evenly throughout the lanes.

INSTRUCTIONS

The teacher puts the students in lines and says, *“The name of the game is Racing to Good Character. Each index card in your lane has a different character trait written on it. I will give brief descriptions of the character traits. You race down your lane, pick up the index card that you think fits the description and bring it back to me. If you bring the incorrect character trait, you will need to put it back in the lane where it belongs. We will continue until we have used every character trait.”*

RULES/DIRECTIONS

1. Leader will give a brief description of the character trait.
2. Students race in their lane to find the character trait that matches the description, then run back and give it to the leader.
3. The first person to locate the correct character trait and bring it back to the leader is the winner.
4. If the student does not locate the correct character trait, then he or she must run back and place the incorrect character trait back on the line.
5. The game continues until all the character traits have been called.

VARIATION(S)

1. The leader can modify the distance for the older and younger students.
2. The leader can use math or vocabulary words

REFLECTION(S)

1. The leader can gather students into a circle and discuss the character traits.
2. The leader can go around the circle and ask students to state a positive character trait about the person sitting to the right of them.

LIST OF CHARACTER TRAITS

Trustworthiness	Respect
Responsibility	Fairness
Caring	Citizenship

Ready for School?

THEME: Life Skills (hygiene)

EQUIPMENT: None

SPACE: Indoors

FORMATION: Scattered throughout the space. Group will begin by lying on the floor pretending to sleep.

RULES/DIRECTIONS

1. Leader reads story to group and group identifies each verb (a verb is an “action” word).
2. Leader pauses during reading while group acts out each verb in place for 5 - 15 seconds.
3. Continue until end of story. – Ring, ring, ring alright already, it’s the alarm clock and it is time to **GET UP** out of bed. First **STRETCH** towards the ceiling, **STRETCH** towards the ground, **TWIST** to the right, and then **TWIST** to the left. Now **CLEAN UP** the space around. **PUT** those dirty clothes away, **PULL UP** those sheets, and **STRAIGHTEN UP** those pillows. **HUSTLE** to the bathroom so you can take a shower. Start by pretending to **TAKE OFF** your pajamas and **CLIMB** into the shower. Now **PULL** the curtain closed and **TURN ON** the faucet. Wait! The water is too cold so **JUMP BACK**. Now **REACH** under the water and **TURN UP** the heat. Wait! Now the water is too hot, so **JUMP BACK**. **REACH** under the water and **TURN DOWN** the heat. Perfect!

Start by **SQUEEZING** a small amount of shampoo out of the bottle. Now **WORK UP** a good lather and **WASH** your hair. Really **SCRUB** and **MASSAGE** your scalp. Okay good. Now **PLACE** your head under the water and **RINSE** all the shampoo out of your hair. **RUN** your hands through your hair to make sure that you got all of the soap out. Now **GRAB** the soap and **RUB** it into your washcloth. Remember to **WORK UP** a good lather by **RUBBING** really fast. Now start at the top and **WASH** your entire body. Don’t forget behind your ears, under your arms, on your back, and the bottoms of your feet. Now **JUMP BACK** under the water and **RINSE OFF**. **TURN AROUND** and **LIFT UP** your arms to make sure you do not leave any soap behind. Okay, now you’re clean. **TURN OFF** the faucet and **OPEN** the curtain. Before getting out of the shower **GRAB** your towel and **DRY** your body. Now **GET OUT** of the shower. Be careful not to **SLIP ON** the floor. Quickly **PUT ON** all of your school clothes before you get cold. First you will need to **PUT**

on your underwear. Next you will PUT on your socks. Then you will need to PUT on your pants. And finally PUT on your shirt. Now COMB your hair and STYLE it like you like. Now GRAB some toothpaste and your toothbrush, and BRUSH your teeth. Don't forget the ones in the back. What about behind your teeth? Make sure that you BRUSH them too. Now you are ready for a successful day of school!!!

REFLECTION(S)

1. Why is it important to take a clean yourself everyday? (remove bacteria that could cause you to get sick; makes you feel better about yourself)
2. How many times a day should you brush your teeth? (a minimum of two)
3. If you don't have time to take a shower you can always take a "bird bath" by taking a warm wash cloth and cleaning your face, hands, armpits, and feet.

Roller Derby

THEME: Academic Skills (recall of content learned at school)

SPACE: Indoor or outdoor

EQUIPMENT: 5 sheets of large poster paper, assorted markers, CD player with high tempo music CD, masking tape or 8-10 cones

FORMATION: Circle (very large)

RULES/DIRECTIONS

1. The leader establishes a large area in the room as a roller derby track (consider using masking tape or cones to designate the track); place poster paper with markers at 5 different locations along “track”.
2. The students begin the activity at the starting line (be considerate of the group size to avoid the possibility of accidents or collisions).
3. When the leader starts the music, the students begin walking fast around the roller derby (if this activity is done outside, students can run if the area is large enough).
4. The leader instructs that when the music stops the students must find the closest poster paper and write a word they learned in their school lesson that day (math, language arts, science, social studies, etc.).
5. The leader gives the students 15 seconds to write the word and then starts the music again. The students continue going around the roller derby and the process is repeated.

VARIATION(S)

1. The leader may use alternative movements other than walking (walking lunge, slide, gallop, jog, march, hop, jump, skip).
2. The leader may instruct the students to draw a picture instead of writing a word.
3. The leader may have students call out instead of writing a word.

SUGGESTION(S)

1. Always caution students about playing safely and avoiding collisions with others.
2. The activity could be applied to review other concepts, such as life skills, or character skills.

REFLECTION(S)

Hold up each poster paper for the group to see. Review the words that were written and ask students to share why they wrote that word.

School Day Race

THEME: Life Skills (hygiene, time management);
Character Education (responsibility, citizenship)

EQUIPMENT: Make copies of the activities listed below for each group (cut off the list at the bottom of the page to give to students, 1 pen or pencil for each group, 5 pieces of paper labeled with the 5 stations: (a) bathing,

(b) dressing, (c) brushing, (d) eating, and (f) morning chores. Decide if the students will move clockwise or counterclockwise.

SPACE: Anywhere (classroom, hallway, outdoors)

FORMATION: Groups of 4-6

INSTRUCTIONS

The leader gets students into groups of 4-6 and then says, “The name of this activity is School Day Race. You will be running from station to station trying to figure out which activities should be done at that station. At each station, your whole group will act out each item on the list that relates to that station. Look at your list. What could you do at the “Bathing” station? By the time you have gone to all of the stations, you should have done all of the items on your list. If you didn’t, your group has to figure out which station to go to for that activity. You will begin when the music starts and you will not move to a different station until the music stops and I say rotate to the next station.”

RULES/DIRECTIONS

1. This is a game that will require the students to focus on a sequential list and may also provide help with personal hygiene issues.

2. The leader will have the activities at the bottom of this page written on a piece of paper. The leader will read all of the activities to the class first so the students can think about which order in which they should be completed. The students will act out each activity.

SUGGESTION(S)

1. Have students write the list of activities on index cards.
2. Tell the students that they may not do all of the activities every day.

REFLECTION(S)

1. How long does it take you to get ready in the morning?
2. Are there things you can do the night before so you won’t be rushed?

ACTIVITIES

Put on deodorant	Wash my hair
Feed the dog	Take out the trash & recycle
Brush my teeth	Apply lotion
Put on my pants	Comb my hair
Eat breakfast	Clean the litter box
Pack my book bag	Tie my shoes
Take a shower or bath	Wash my body
Take my vitamin	Put on clean underwear
Put on my shirt	Put on my socks
Take my vitamin	Make my bed
Floss my teeth	

Scrabble

THEME: Academic Skills (spelling);
Character Development (teamwork)

EQUIPMENT: Lettered “tiles” (use Scrabble letters, cut-out letters, letters placed in soda bottle tops, etc.), mesh bags (e.g., laundry bag) or plastic baggies, dictionary, polspots or other markers to designate where teams will begin activity, paper and pencils to write down words

SPACE: Anywhere (classroom, hallway, outdoors); a large playing space is ideal

FORMATION: Groups of 3 to 5 (more people in groups will require fewer cards)

PREPARATION

Make lettered “tiles” using card stock and black marker. Make one alphabet per group with duplicate letters for vowels and commonly used letters like “s” and “t.” Each group should have the same letters available. Place “tiles” on the opposite end of the playing area. Mark where teams will start the activity using polspots or other markers.

INSTRUCTIONS

The leader gets students into groups of three and then says, *“The name of this activity is Scrabble. The object of the game is to spell a word using all or some of the 7 letters. Each player will take a turn running to get a letter so that the team always has 7 letters with which to spell a word. You can only bring back one letter at a time. When you have 7 letters, try to create new words.”*

RULES/DIRECTIONS

1. Students should be divided into teams of three.
2. The letters are placed at on one end of the activity area.
3. When the leader says “go,” one student from each group runs to the letters, picks up one letter and brings it back to the group.
4. The next person then runs to the letters, picks one up and brings it back to the group.
5. This continues until the group has retrieved 7 letters.
6. Students form a new word out of the available letters and write it down.
7. After the group spells a word, then the players take turns to run and pick up a letter until the team has 7 letters again.
8. Once the team has 7 letters again, the team will spell a word with the letters on the floor they have and write it down.

9. The leader should emphasize to students that they can use letters in other words to help them make new words.
10. The team with the most words formed is declared the winner.

SUGGESTION(S)

1. Have students create lettered tiles.
2. A longer space to run to get the letters will increase the amount of activity.
3. Multiple words from the same theme or category can be used.
4. Leader should walk around and check spelling.

REFLECTION(S)

1. How many words were you able to create?
2. Were they spelled correctly?
3. What can you do to prepare for the next game?

Shape it up Relay

THEME: Academic skills (math);
Character Development (cooperation)

EQUIPMENT: Index cards with different shapes relative to grade level; a piece of yarn for each group

SPACE: Open space (indoors or outdoors)

FORMATION: Small groups of 4 to 5 students around the perimeter of the space

PREPARATION

Prepare a set of index cards (4 to 5 depending on the number of students in each group) for each group by writing the name of a shape on one side and drawing the shape on the other side. Groups should have the same shapes. Prepare a piece of yarn approximately 20 feet long for each group.

RULES/DIRECTIONS

1. Place each set of index cards in the middle of the available space.
2. On the leader's command, one student from each group will run to their group's set of index cards and pick up one index card. The student will then race back to his/her group and show them the shape.
3. Each group will then create the shape on the floor using the yarn provided. Each group member must participate to form the shape.
4. After the group has successfully created the shape each

member must skip (or any other movement from the Movement Bank) around the shape three times.

5. This process will repeat until each member of the group has picked up an index card.
6. The group that successfully creates each shape the fastest will be declared the winner.

SUGGESTION(S)

1. If outside, students can use sidewalk chalk instead of yarn.
2. Use different color markers when preparing index cards.

REFLECTION(S)

1. Which shapes were the easiest/hardest to make?
2. How did teamwork help your group form the shapes?

SHAPES

Square	Circle	Triangle	Rectangle
Rhomboid	Octagon	Hexagon	Pentagon
Parallelogram	Trapezoid	Heptagon	Semicircle

Snowball Toss

THEME: Character Development

EQUIPMENT: White paper (letter size) or sock and poster board

SPACE: Indoor or outdoor

FORMATION: Groups of 6 or 7 in a circle

PREPARATION

Make a poster board with movements from the Movement Bank. Place students into groups of 6 or 7. Wad up enough pieces of paper so each group has one.

INSTRUCTIONS

After dividing the students into groups, the leader asks each group to form a circle and says, *“The name of the game is Snowball Toss. One person in each group will start with the snowball. That person will call out someone’s name, give him/her a compliment and then toss him/her the snowball. A compliment is a nice comment about someone else. For example, “Michael you can jump high.” After tossing the snowball, that person will pick a movement from the poster board. To stay warm, everyone in that particular group will repeat the movement 5 times. The person who just caught the snowball will then name someone else and compliment him/her, throw the snowball to that person, and start a different movement. We will continue this until everyone has had a turn to toss the snowball.”*

RULES/DIRECTIONS

1. One team member of each group in a circle formation will start with the snowball. That person will call the name of another student, give that student a compliment, and then toss that student the snowball. The person who just tossed the snowball will then perform a movement and the rest of the group will follow.
2. After every student has a turn giving a compliment, then the students ask questions of other students, such as “Tiger, what is your favorite fruit?” or “Jordan, what is your favorite book?” This proceeds until every student has had a turn.

VARIATION(S)

1. Students may be in one big group.
2. Change the name of the game to “Sock Toss” using a stuffed sock.

SUGGESTION(S)

Students can quiz each other, practice math, science, or social studies facts, or share ideas (leader needs to prepare quiz sheets for teams).

REFLECTION(S)

1. How did you feel when someone gave you a compliment?
Did it make you feel good?
2. Why do you think it is important to give someone compliments?
3. Students can discuss other examples of compliments and share their ideas.

Soul Train Line

THEME: Academic Skills

EQUIPMENT: 5x7 index cards; one per student

SPACE: Indoors

FORMATION: Two lines

PREPARATION

Prepare index cards with I HAVE and WHO HAS items. For example, the WHO HAS cards will say something like, Who Has the first President of the United States? The I HAVE cards will have the answer to the WHO HAS cards. A physical activity will be on the back of the cards.

RULES/DIRECTIONS

1. The leader will begin by saying “Today we are going to play a game called Soul Train Line. Get a partner.”
2. One partner get in line the first line (WHO HAS line) and the other partner get in the second line (I HAVE line).
3. The leader then hands out cards and says, “The first person in the WHO HAS line will read his/her card out loud. For example, Who Has the mother of the civil rights movement who refused to give up her seat on a Montgomery Bus?”
4. There is a physical activity on the back of each card. The same activity is on the matching WHO HAS and I HAVE cards. The student who has Rosa Parks says I have Rosa Parks and goes to the front of the.

5. Both students will perform the physical activity on the back of their card down the Soul Train Line, while the other students perform the same movement in place.
6. The activity continues with the next person in the WHO HAS line reading his or her card.

SUGGESTION(S)

1. Have music playing in background.
2. Have at least 10 matching cards of each type.
3. Use Geometry, vocabulary, etc. questions.
4. Have kids develop their own cards

SUGGESTED MOVEMENTS

cabbage patch, robot, running man, water sprinkler, jumping jacks, jog, the worm, moon walk, march, lawn mower, grocery cart, use Movement Bank.

REFLECTION(S)

Ask students to share additional information about some of the people on the cards.

Speed Spellers

THEME: Academic Skills (spelling)

EQUIPMENT: 1 hula hoop for each team, index cards (write the letters on the index cards), multiple cards will be needed for commonly used letters like vowels, and S, T, L, N, M, D, R, etc.

SPACE: Open space

FORMATION: Divide students equally among 3 to 5 teams

PREPARATION

Prepare a list of words from the End-of-Grade test prep materials relative to the students you are serving. You will also need to prepare the same alphabet cards for each team. Make sure you have enough cards to for each team. For example, if you have four teams and “S-T-R-E-N-G-T-H” is the vocabulary word, you will need to have at least eight “T” cards (2 for each team).

RULES/DIRECTIONS

1. Organize each team into lines and place hula hoops approximately 30 feet away from each team.
2. Place each team’s set of cards in their respective hula hoop.
3. The leader will then call out a word.
4. One student from each group will then race to their team’s hula hoop to find a one letter that will help them successfully spell the word and bring it back to their group.

5. Then the next member of the group will race to their team’s hula hoop to find an additional letter to spell the word.
6. This process will continue until one team has successfully spelled each word.

SUGGESTION(S)

1. Leader can write the correct spelling on a board after each word has been successfully spelled.
2. Have students write the letters on the index cards to create the letter cards needed.

REFLECTION(S)

1. Students can review spelling for each word.
2. In addition, students can look-up the meaning of each word and try to use it in a sentence.

Spell It Out!

THEME: Academic Skills (spelling); Life Skills (teamwork, listening)

EQUIPMENT: One ball for each group, spelling list

SPACE: Open Space (indoors or outdoors)

FORMATION: Standing in groups of five or six

PREPARATION

Have students line up facing same direction with an arm's length between them.

RULES/DIRECTIONS

1. Leader will give each team a ball.
2. Leader will give each team a different spelling word from a list appropriate for the age of students. The length of the words should be approximately the same for each group.
3. The first student must call out the first letter in the word as he/she pass the ball over (his/her head) to the next student in line.
4. The second student then must call out the second letter of the word as he/she passes the ball under (between the legs) to the next student.
5. This continues until the word is spelled. Once the word is spelled the team continues passing the ball in the same fashion (over and under) to the end of the line.

6. The last person in the line must shout the word and run to the leader, who is near the front of the lines, and spell it correctly.
7. If the word is spelled correctly, then the leader gives a new word to the person with the ball, who then becomes the first person in line and continues the game.
8. If the word is spelled incorrectly, then the person with the ball becomes the first person in line and the group repeats the misspelled word.
9. The first team to spell most words correctly wins.

VARIATION(S)

Students can pass the ball around their bodies rather than through their legs; especially if girls are wearing dresses.

SUGGESTION(S)

With younger students have smaller group sizes. If the word has more letters than the group has students, then the last person in line completes the spelling of the word.

REFLECTION(S)

1. Ask students how teamwork made it faster to pass the ball.
2. Ask students if spelling the word out loud helped them to remember how to spell it.
3. Ask students if it was hard for them to wait their turn if another group was spelling their word. What could they do to be more patient?
4. Ask students what made it easier for them to listen as their teammates spelled out the word.

Start Your Engines

THEME: Life Skills (following directions)

EQUIPMENT: Green, yellow, and red poster board.
One soft red ball. Optional: chalk or tape

SPACE: Large open area (indoors or outdoors)

FORMATION: Activity begins with students in scattered formation

INSTRUCTIONS

The leader gathers students and says *“You are going to pretend you are a car. You will perform different movements as you drive through the room. I will hold up different colors; green means go, yellow means slow down, and red means stop. As you drive, be careful not to crash into any cars. If you crash into another car, you must stop and jog in place. You can begin moving again when you see another color. One student will have a red ball and will be the fire truck. When the fire truck comes near you, move to the side and let the fire truck go by. Buckle your seat belt. Start your engines!”*

RULES/DIRECTIONS

1. The leader will explain to the students they will be moving throughout the room as a car, paying close attention to the colors.
2. When the leader holds up green, students will start moving; yellow, students will move slower; red, students will stop.
3. The students will perform different movements each round. A round will consist of 2-5 color changes for each movement.

4. Round 1: walk; Round 2: skip; Round 3: gallop – Use the Movement Bank for additional ideas for more rounds.
5. The students will move throughout the room without crashing into other cars. If they crash they must idle, jogging in place until the next color change.
6. The leader may choose to give a student a red ball. The student with the red ball will be a fire truck. If the fire truck goes near a car, the car must move to the side.

VARIATION(S)

1. Add an ambulance or police car to go through traffic. Students must pull over and idle while waiting for the sirens to stop.
2. Design a few roadways with an intersection using tape or chalk. Students will take turns at the intersection allowing other cars to cross.
3. Make this a tag game by having the person who is the police car tag the others using the red ball. When the student is tagged, he or she stops while the police officer writes him or her a ticket.

SUGGESTION(S)

1. Make the traffic posters large enough for students to see across the room.
2. Mix up the order of traffic colors.
3. Use the Movement Bank for additional ideas.

REFLECTION(S)

1. Why is traffic safety important?
2. How did you avoid crashing into other cars?
3. Why did you pull over and let the fire truck go by?

Terrible Towel Tag

THEME: Life Skills (teamwork)

SPACE: Open space

EQUIPMENT: Two towels (or rags, scarfs, etc.) per student

FORMATION: Two equal teams

RULES/DIRECTIONS

1. Students are instructed to place a towel in each pocket or tucked in a belt or waistband.
2. The object of the activity is for the student to capture as many towels as possible without having his/her towels taken.
3. Once the student loses both of his/her towels, then he/she has to stand still until a teammate with an extra towel brings that person a towel.

REFLECTION(S)

Ask how it felt to have a partner bring you a towel when you needed it?

VARIATION(S)

1. Students can perform activities in place when they are out of towels (e.g., jumping jacks, jog in place, shooting baskets).
2. Tape a piece of paper to wall. When student is out of towels, he or she runs to the paper and writes a word or letter designated by the leader. You can start with first letter of alphabet and next person uses next letter of alphabet.

The Power of Me

THEME: Character Education (citizenship)

EQUIPMENT: Cards or pieces of paper with the following terms on the front: honest, caring, organized, creative, artistic, musical, athletic, courageous, smart, respectful, energetic, quiet, considerate, responsible, high achiever, good listener, motivator, likes to be in charge, loves animals, etc. On the back of the paper, write a physical activity from

the Movement Bank. You may need to make duplicate copies of the terms listed above. Have a piece of paper and a pencil for each student and cones or other markers (1 for each group).

SPACE: Indoors or outdoors

FORMATION: Teams of 3

PREPARATION

Cut a piece of paper and write the above terms that describe people.

RULES/DIRECTIONS

1. Divide students into groups of 3.
2. Send students to the outside of the playing area and have them stand behind a cone or marker.
3. Place cards (face up) in the middle of playing area.
4. One person from each group runs to the middle and chooses a card that describes them now or describes the person they would like to be in the future. They run back to their group with the card and the group performs the activity listed on the back for 20-30 seconds.

5. Then the 2nd person runs to the middle and carries the first card back, the 1st person writes down the descriptor he/she chose on a piece of paper.
6. Continue this pattern until each person has 5 descriptors.

REFLECTION(S)

The leader will gather all students into a circle and have them sit down. The leader will discuss qualities that may match certain jobs or professions. Have students volunteer to read their list of 5 descriptors and have the students discuss what job/profession may fit that individual. Then discuss the training (college degree, certification, etc.) necessary to get that job.

SAMPLE JOBS/PROFESSIONS

Doctor	Fireman
Real estate agent	Teacher
Chef	Photographer
Coach	Computer programmer
Farmer	Dentist
Building contractor	Carpenter
Sales	Electrician
Artist	Physical education/exercise scientist
Vet	Speech therapist
Nutritionist	Hair stylist
Landscaper	Psychologist
Nurse	Engineer
Business owner	Social worker
Interior designer	Lawyer
Accountant	Dental hygienist
Police officer	Athletic trainer

Touch and Go

THEME: Life Skills (communication)

EQUIPMENT: None

SPACE: Anywhere (classroom, hallway, outdoors)

FORMATION: Students form groups of four to five

PREPARATION

Leader will prepare the same scavenger hunt directions for each group relative to grade level. The leader may need to prepare some objects relative to the space available.

RULES/DIRECTIONS

1. Leader provides each group with the scavenger hunt directions.
2. Each group member must stay together and perform the specified physical activity and touch each item on the scavenger hunt.

SAMPLE PHYSICAL ACTIVITIES AND ITEMS (INDOORS OR OUTDOORS)

1. Skip and touch something yellow
2. Hop and touch something blue
3. Crawl and touch something green
4. Roll and touch something red

SAMPLE FOR OUTDOORS

1. Gallop and touch something plastic
2. Bunny hop and touch something metal
3. March and touch something round
4. Skip and touch something rough
5. Jog and touch something smooth

SUGGESTION(S)

1. The leader may choose different physical activities to perform.
2. The leader may also choose different items to find depending on grade level and academic skill the activity is intended to enhance (e.g., substitute word begins with specific letter, shapes, numbers, etc.).

REFLECTION(S)

Leader can ask students to describe how teamwork helped them find each item on their scavenger hunt.

Trick or Treat, Smell My Feet (or not)...

THEME: Life Skills (hygiene)

SPACE: Indoor or outdoor

EQUIPMENT: CD player, Addams Family Theme or any other music (preferably Halloween music), two poster boards with “Trick” written on one and “Treat” written on the other, markers, Halloween bucket

FORMATION: Partners

PREPARATION

Print the causes of odor or uncleanliness (see below) and ways to prevent odor or uncleanliness and cut into strips. You may need to print several copies.

RULES/DIRECTIONS

1. Place the Halloween bucket in the middle of playing area.
2. Have partners scatter around the playing area.
3. When music begins, have students jog around playing area for 30 seconds.
4. Stop music.
5. When the music stops, one partner runs to the Halloween bucket and picks out a piece of paper. He/she reads it and

puts it back in the bucket. Then the student runs to the poster boards and decides if what he/she read on the paper was a trick (cause of odor) or a treat (prevents odor) and writes it down on the appropriate board. While partner 1 is going to the Halloween bucket, partner 2 does jumping jacks (the first activity under jogging listed below).

6. Music continues and students start jogging around playing area.
7. Stop music.
8. Partner 2 goes to the Halloween bucket while Partner 1 does jumping jacks.
9. Using the physical activities listed below, continue until time is called or the song is over. You can play more than 1 song or play the song twice.

VARIATION(S)

“Clean or Dirty”. Play without using music and print multiple copies of the causes and prevention of odor or uncleanness and cut into strips. Place strips in the middle of playing area. Play the game as described above, except have students place the strip of paper into either a clothesbasket for the clean category or an empty paper trash bag for the dirty category. Finish the game with the reflection.

REFLECTION(S)

The leader will discuss the two lists (causes of odor and ways to prevent odor). Include a discussion of how to wash your clothes in a sink using either soap or shampoo or detergent. Also the leader can discuss how to take a “bird bath” – using soap on a bath cloth or rag and wash from head to toe.

PHYSICAL ACTIVITY

Jog
 Jumping jacks
 Jog
 Standing lunges
 Jog
 Squats
 Jog
 Nordic track (scissors)
 Jog
 Freestyle dance
 Jog
 Walk

CAUSES OF ODOR OR UNCLEANLINESS (TRICKS)

- heavy sweating (perspiration)
- dirty skin
- dirty clothes
- dirty socks
- not brushing teeth
- not washing hands after using the bathroom

PREVENTS ODOR OR UNCLEANLINESS (TREATS)

- wear clean clothes
- wash your body with soap
- change your socks daily
- change your underwear daily
- wear deodorant/anti-perspirant
- wash face
- clean ears
- floss teeth
- brush hair
- clean fingernails
- wash hands after using the bathroom

Wacky Words

THEME: Academic Skills (language arts)

EQUIPMENT: Four or five poster size signs

SPACE: Room with a black board or poster board

FORMATION: Scattered

PREPARATION

The leader labels four small signs in the following sequence and posts in different parts of the room. Leader should review the signs before starting.

- Sign 1 – noun (walk) Sign 2 – verb (march)
Sign 3 – adjective (skip) Sign 4 – pronoun (slide)

INSTRUCTIONS

The leader gets the students together in the middle of the room and says, “*The name of the game is Wacky Words. There are signs in four different areas of the room, labeled with different parts of speech and movements. I will write a word on the black board/poster board and ask which part of speech it is. When you think you have the correct answer, move to that section of the room performing the movement that is written on that sign.*”

RULES/DIRECTIONS

- Leader will write a word on the black board/poster board.
Examples: Library - noun (walk) Play - verb (march)
Green - adjective (skip) Me - pronoun (slide)

- The student uses different locomotor skills (indicated on the signs) as they move to the corresponding section of the room.
- Students return to the middle of the room and then is provided with another word.

VARIATION(S)

Use a variety of locomotor and non-locomotor skills.

LOCOMOTOR SKILLS

walk skip
march slide
jog hop
step touch jump

NONLOCOMOTOR SKILLS

knee lifts boxing
kicks jumping jacks
soccer kick squats
twist

SUGGESTION(S)

This activity can be used in other academic content areas as a review.

REFLECTION(S)

The leader can review the difference between a noun, verb, adjective, and pronoun.

What Can I Be?

THEME: Life Skills (learning job requirements)

EQUIPMENT: Music, paper, pencils, poster board with occupations and descriptions listed on them

SPACE: Indoor (any size space)

FORMATION: Scattered

PREPARATION

The leader should choose several occupations for students to learn about. Each occupation should have the job description listed (list as many things about the job as you can), education needed, and approximate salary. The leader will post the poster board with the occupations listed on them around the room.

RULES/DIRECTIONS

1. The leader gives students paper and pencils.
2. The leader begins playing music and students walk, jog, or hop to each occupation that is listed.
3. When the music stops, students copy three facts about as many jobs as they can before the music begins again.
4. The teacher will start the music and the students will move around the room and get facts about other occupations when the music stops again.
5. The process will continue until students have gathered information for all of the occupations listed.
6. The leader ends the game by having each student state a job he/she would choose and why.

SUGGESTION(S)

1. Students will get more activity if occupations are placed further apart.
2. Have students research different occupations and develop the job description, education needed, and approximate salary.
3. Choose different movements from the Movement Bank for students to use when moving around the room.

REFLECTION(S)

1. Have the students get into manageable groups and share the facts they gathered.
2. If students don't have a fact that is shared in the group, then they can write it down.
3. The leader can also allow students to share what they thought was the most important fact about the job.
4. The leader can also have the students do a research project on an occupation they may want to do when they get older.
5. The leader can discuss the importance of working and the education requirements for certain occupations.

Wully Bully

THEME: Character Development (identify appropriate behavior, respect, responsibility, fairness)

SPACE: Anywhere

FORMATION: Scattered

EQUIPMENT: Index cards with scenarios

PREPARATION

Prepare scenarios to be read by leader.

RULES/DIRECTIONS

1. The leader will begin by saying, *“The name of this game is Wully Bully. I will read several scenarios to you and you will need to identify the scenarios in which bullying behaviors are present.”*
2. If the scenario contained inappropriate behaviors perform jumping jacks. If the scenario contained appropriate behaviors jump up and down and cheer.
3. After I have read all of the scenarios we will gather together to discuss bullying.

SAMPLE SCENARIOS

SCENARIO A

Nelson is a first grade student waiting in line to get a drink of water. While Nelson waits patiently, Dave, a bigger 4th grader, comes by and pushes Nelson out of line and takes his position. Then Dave tells Nelson that if he tells the teacher he will get him after school.

SCENARIO B

Heather is a first grade student waiting in line to get a drink of water. While Heather waits patiently, Jaquan, a bigger 4th grader, sees that there is a line and gets behind Heather and they both wait their turns. Then Jaquan asks Heather if she would like to play after school.

SCENARIO C

It is Jasmine’s first day at a new school and she wants to make friends with her new classmates. So at lunch she walks towards a table where Keisha and Ashley are sitting and asks if she can sit with them. As Jasmine begins to sit down, Keisha and Ashley slide over to make room for her to sit. As they talk during lunch Keisha and Ashley mention that they like Jasmine’s shoes.

SCENARIO D

It is Brandy's first day at a new school and she wants to make friends with her new classmates. So at lunch she walks towards a table where Michelle and Amber are sitting and asks if she can sit with them. As Brandy begins to sit down Michelle and Amber get up to sit at another table and tell Brandy that they cannot be her friend because she does not wear cool shoes.

SUGGESTION(S)

Have students create their own bully scenarios.

REFLECTION(S)

1. How does it feel when someone bullies you at school or after school?
2. How does it feel when someone gives you a compliment?
3. Do you think other kids like bullies?

X Marks the Spot

THEME: Academic Skills (math)

EQUIPMENT: Two sets of index cards (numbered 0-9), black board or poster board, chalk or markers

SPACE: Indoors

FORMATION: Two lines

PREPARATION

Prepare two sets of index cards with numbers 0-9 on the cards.

INSTRUCTIONS

The teacher divides students into 2 groups and hands out one index card to each student and says, *“The name of the game is Movin’ to Multiply. I will call out a multiplication problem, such as 8×7 . The two people in your group that have these numbers (8 and 7) will run to the black board (poster board) and work together to write the answer then run back to your group. While your teammates are running to the board, you will do the movement I call out (such as run in place) until they make it back. The first team to make it back will get a point. I will then call out a different problem.”*

RULES/DIRECTIONS

1. Divide the class in half and put them in two straight lines on each side of room.
2. Hand out one index card to each student (more than one card if there are not enough students).

3. Leader calls out a multiplication problem such as 8×7 and a movement for the group to do.
4. Students with the index cards 8 and 7 on each team run to the board, write correct answer, and run back to team.
5. The first team to correctly answer the problem and run back to the line will get a point.
6. Continue until all students have had a chance to participate.

VARIATION(S)

Answers are placed on cards in the middle of the room. Each team gets a turn to run to middle and select the correct answer card in given amount of time.

SUGGESTION(S)

1. You can increase activity by having students go more than one time.
2. Know the math skill level of kids participating!
3. Use a different movement for each problem.

REFLECTION(S)

Review the multiplication tables.

Zoo Lib

THEME: Academic skills (English; Biology)

SPACE: Anywhere

EQUIPMENT: Index cards with action verbs written on them
(see list below)

FORMATION: Students divided evenly into four groups

PREPARATION

Leader will prepare action verb cards using list below

RULES/DIRECTIONS

Leader will begin by assigning a number to each group and then giving each group five action verb cards. The leader will then say, *“The name of this activity is Zoo Lib. I will read the story aloud and each time I pause the group I point to will call out an action verb from their set of action verb cards. Everyone will then act out the action verb for 10 to 15 seconds. I will continue reading and when I pause again the next group will call out an action verb from their action verb cards. We will continue in order so that each group uses all of their action verbs to complete the story.”*

- Last week we went to Asheboro to visit the North Carolina Zoo.
- When we first arrived at the zoo we _____ (make past tense) off the bus and got into line.
- At the first exhibit we saw a lion _____ (add “ing”) in a tree.

- The lion was agile and easily _____ (make past tense) on his feet without falling.
- Later we stopped by the gorilla area.
- One of the giant gorillas began _____ (add “ing”) towards the pond.
- Once the gorilla got into the water it started to _____ in circles.
- Three alligators that were at the edge of the pond and could not understand why the gorilla would _____ (insert same action verb as previous blank) in circles.
- So they decided to help the gorilla learn how to swim.
- They told the gorilla to _____ when getting into the water.
- This would help the gorilla _____ while floating on its back.
- By the end of the swim lesson the giant gorilla was _____ (add “ing”) like a fish.
- We then _____ (make past tense) to the bear exhibit.
- At the bear exhibit there were two older bears and one young cub.

- The cub was ready to _____ and insisted on _____ (add “ing”) with the older bears.
- One of the older bears did not like the cub _____ (insert same action verb as previous blank).
- So the older bear _____ (make past tense) towards the young cub.
- This got the cub’s attention and the young cub began _____ (add “ing”).
- After a short _____ to the bathroom we _____ (make past tense) over to the hippopotamus area.
- The hippos were just _____ (add “ing”) around and were not much fun to watch.
- So we quickly _____ (make past tense) over to the elephants.
- The elephants were _____ (add “ing”) and just finished eating.
- We had to _____ our noses because elephants can be pretty smelly after eating.
- During the trip home my friends and I kept _____ (add “ing”) about how much fun we had and that we could wait to go back next year.

VARIATION(S)

Leader can make the story specific to a history lesson or some current event by modifying the context of the story.

SUGGESTION(S)

1. Leader may also choose to write the story on a dry erase board and have groups run to the board to insert their action verb.
2. At the end the leader can have the students read the story aloud.

REFLECTION(S)

Ask the group to describe the terms:

- a. Verb – indicates action
- b. Noun – person, place, or thing
- c. Adjective – modify nouns in
- d. Adverb – modify verbs, adjectives, or other adverbs

ACTION VERBS

Walk	Run	Slide	Lunge	Squat	Throw
Catch	Pass	Skip	Push	Scratch	Jump
Gallop	Crawl	Stretch	Hop	Pull	Roll
Kick	Twist	Hold	Leap	Pick	Step
Swim	Snort	Toss	Write	Dance	Skate

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21st Century Community Learning Centers

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