

Energizers

Classroom-based Physical Activities

K-2

The way teachers integrate
physical activity with academic concepts



Energizers were developed by:



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Performance

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Acknowledgements

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

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Background

In order to address obesity in North Carolina, the NC State Board of Education passed a policy, "Healthy Active Children" (HSP-5-000) in January of 2003. This policy provides schools with guidance for local school districts to promote coordinated school health programs and emphasizes the physical education and physical activity components. The policy states that schools "shall provide appropriate amounts of physical activity" for children K-8. It further states, "the physical activity required by this section must involve physical exertion of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students".

In order for this to happen in NC schools, the classroom teachers must take a small but important role to assure children are provided with physical activity. Michigan State Department of Education began a program called, "Brain Breaks" which provided classroom teachers with physical activities that are based on core academic concepts. In partnership with the Michigan Department of Education, NC created our own version of Brain Breaks with more emphasis on "physical exertion" to create the "Energizers". It is through the support of NC Healthy Schools and Be Active North Carolina, Inc. that East Carolina University was able to write, pilot, and develop the "Energizers" for classroom teachers everywhere, in order to incorporate them into their daily classes.

Directions

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

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Availability:

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

NC Healthy Schools: www.nchealthyschools.org

Be Active North Carolina, Inc: www.beactivenc.org

NC Physical Education for Me: www.ncpe4me.com

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

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What teachers say about Energizers

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

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

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

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

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

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

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

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

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What teachers say about Energizers

"Students love *California Dreamin'*."

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

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

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

"My children loved *Space Jam*."

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

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

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

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

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Table of Contents

Energizers for Grades K-2	7
Over, Under, Around, and Through	8
Pass it On - UNO style	9
Inches, Feet and Yards, Oh My!	10
Sports Galore	11
As If	12
Hand, Hand, Fingers, Thumb	13
Wiggles	14
Space Jam	15
Hit the Deck	16
Stop, Drop, and Roll	17
Heart Smart	18
On the Farm	19
Stop and Scribble	20
Frozen Vocabulary	21
Go Bananas!	22
Morning Routine	23
Rescue 9 - 1 - 1	24
Air Writing	25
Leaf Line	26
Litterbox	27
It's a Zoo in Here	28
Frogs in the Pond	29

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Energizers for Grades K-2

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Name of Activity: **Over, Under, Around and Through**
Grade Level: K-2
Formation: Students line up around the perimeter of the room (can also be done standing at desks)
Equipment: None

Rules/Directions:

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

Examples:

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

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Name of Activity: **Pass it On - UNO style**
Grade Level: 1-3
Formation: Form a circle around perimeter of the room
Equipment: UNO cards

Rules/Directions:

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

Variations:

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

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Name of Activity: **Inches, Feet and Yards, Oh My!**
Grade Level: 1-4
Formation: Students line up around the perimeter of the room or stand at desks.
Equipment: None

Rules/Directions:

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

Variations:

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

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

Rules/Directions:

1. Teacher calls out the following sports skills to mimic:
 - Shooting a jump shot
 - Running through tires
 - Batting a baseball
 - Serving a tennis ball
 - Downhill skiing
 - Spiking a volleyball
 - Swinging a golf club
 - Throwing a football
 - Juggling a soccer ball
 - Shooting an arrow
 - Shooting a hockey puck
 - Swimming underwater
 - Fielding a ground ball and throwing it to first base
 - Dunking a basketball
2. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:
 - If Juan made 5 jump shots and 2 went in the basket, how many did he miss? (3)
 - If Briana hit 2 homeruns, how many bases would she have to touch? (8 bases)

Suggestion:

1. Do each sport skill for 30 seconds.

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Name of Activity: As If
Grade Level: K-3
Formation: Standing at desks
Equipment: None

Rules/Directions:

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

Suggestion:

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

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Name of Activity: **Hand, Hand, Fingers, Thumb**
Grade Level: K-1
Formation: Standing at desks
Equipment: *Hand, Hand, Fingers, Thumb* (author: Al Perkins)

Rules/Directions:

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

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

Rules/Directions:

1. Jog in place while doing the following activities.
2. On teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Variations:

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

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Name of Activity: **Space Jam**
Grade Level: K-3
Formation: Standing at desks
Equipment: None

Rules/Directions:

1. Teacher reads story to class and class identifies each verb or "action" word.
2. Teacher pauses during reading while class acts out each verb in place for 15 - 20 seconds.
3. Continue until end of story:
 - Hello, my name is Zippy and I live on a space station. Today, I will lead you on a tour through space. First, we need to **put on** our moon boots. They will allow us to **walk** through space. The first stop will be Mercury, the closest planet to the sun. Mercury is very hot . . . so, **OUCH**, be careful and **step quickly** so your feet do not get burned. Mercury also has many craters. On the count of 3, let's **jump** into a crater and **see** what we find. 1 - 2 - 3, **JUMP!** **Climb** out of the crater so we can **march** to Venus. Venus is the second planet from the sun. This planet has very strong winds and volcanoes. See if you can **walk** through the wind without **blowing over**. A lot of the surface of Venus is covered with lava, and here comes some . . . **RUN!** The next stop is Earth, the third planet from the sun. Seventy-one percent of the Earth's surface is water, so **hop** in and start **swimming**. See if you can do the **front crawl** and the **backstroke**. Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympic Mons, is located on Mars. See if you can **climb** to the top! Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. **Find** a cloud and see if you can **float** on it. Our next stop is Saturn, the sixth planet from the sun. It has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. **WHOA**, there is a huge piece of ice, **be careful** and **slide** across it. **Hop** on one of the rings surrounding Saturn and **spin** around in circles. Uranus is our next stop. It has a small rocky core. Can everyone **tiptoe** across Uranus **watching** out for the ice? Next, let's visit Neptune. Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick, **duck!** Here comes a moon, **move to the left** so you do not get hit. Pluto is our next stop. It is the smallest planet and is furthest from the sun. It is a cold planet because it is furthest from the sun. **Shiver** and **rub** your hands together to stay warm. This ends our tour of space. **Grab** a partner and **hop** back to the space station.

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Name of Activity: **Hit the Deck**
Grade Level: 2-5
Formation: Standing at desks
Equipment: 1 deck of cards

Rules/Directions:

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

Suggestions:

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

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

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

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Name of Activity: Heart Smart
Grade Level: 2-5
Formation: Standing at desks
Equipment: None

Rules/Directions:

1. Teacher will discuss the heart:
 - Where it is located? Left side of the chest.
 - What size is it? Size of a fist.
 - Function? Deliver blood to the body.
 - What strengthens the heart? Jumping, swimming, jogging. (Students will act out each activity)
 - What weakens the heart? Inactivity, smoking, unhealthy diet.
2. Teacher calls out a habit that strengthens or weakens the heart.
3. If the habit strengthens the heart, students will respond by jumping.
4. If the habit weakens the heart, students will respond by falling down or squatting.
 - Riding a bike - jump
 - Eating 4 pepperoni pizzas - fall
 - Walking your dog - jump
 - Smoking cigarettes - fall
 - Never going outside to play and watching TV all the time - fall
 - Dancing with your friends - jump
 - Skating - jump
 - Never eating fruits/vegetables - fall
 - Riding a scooter - jump
 - Shooting baskets - jump
 - Playing PlayStation - fall
 - Eating fast food - fall
 - Raking the leaves - jump
 - Washing the car - jump
 - Taking the stairs - jump
 - Taking the elevator - fall
 - Swimming - jump
 - Eating potato chips and Twinkies - fall

Suggestion:

1. Have students think of their own habits.

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Name of Activity: **On the Farm**
Grade Level: K-2
Formation: Standing at desks
Equipment: None

Rules/Directions:

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

Suggestion:

1. Play "Old McDonald" as background music.

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

Rules/Directions:

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

Suggestion:

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

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Name of Activity: **Frozen Vocabulary**

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

Variations:

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

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Name of Activity: **Go Bananas!**
Grade Level: K-2
Formation: Standing at desks
Equipment: Barrel of monkeys

Rules/Directions:

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

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

Rules/Directions:

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

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

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

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Name of Activity: **Air Writing**
Grade Level: K-2
Formation: Standing at desks or in small groups
Equipment: None

Rules/Directions:

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

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Name of Activity: **Leaf Line**
Grade Level: 2-5
Formation: Standing at desks
Equipment: Leaves brought from home (1 leaf per child)

Rules/Directions:

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

Suggestion:

1. Teacher should have several extra leaves available.

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Name of Activity: **Litterbox**

Grade Level: 1-5

Formation: Partners

Equipment: Paper

Rules/Directions:

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

Variations:

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

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

Grade Level: K-2

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

Suggestions:

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

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

Grade Level: K-2

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

Suggestion:

1. This activity works better outdoors.

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