

ENERGIZERS

K-5

The Way Teachers Integrate Physical Activity with Academic Concepts



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The Energizers in full appear beginning page 9!

The District Wellness Committee

This committee recognizes that student wellness is related to students' physical well-being, growth development and readiness to learn. In a healthy school environment, students will learn to participate in positive lifestyle practices that can improve student achievement.

As a district, we strive to provide opportunities for physical activity and or movement during the day for all students. We hope that you will find these Energizers helpful activities to get children actively engaged in the classroom as you transition from one activity to another.

Acknowledgements

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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 integrate physical activity into the school day.

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Third Edition: July 2006

Historical Perspective

In January of 2003, the State Board of Education passed the Healthy Active Children Policy (HSP-S-000). This policy provided local school districts with resources to promote coordinated school health programs, emphasizing the physical education and physical activity components. In April 2005, the State Board of Education revised the policy to mandate that schools provide a

minimum of 309 minutes of physical activity for all K-8 students daily. It further states, “the physical activity required by this section must involve physical exertion of at least a moderate to intense level and for a duration sufficient to provide a health benefit to students”. [A moderate level is described by most as a “brisk walk”.] The revised policy also states, “structured/unstructured recess and other physical activity (such as, but not limited to, physical activity time, physical education or intramurals) shall not be taken away from students as a form of punishment. Finally. Severe and/or inappropriate exercise may not be used as a form of punishment for students.” In order for this to happen in NC, classroom teachers must take a small, but important role to assure children are provided with the mandated amount of physical activity.

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

Purpose

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. Most activities are easily adapted for special needs students, rainy days and other areas of study, by changing the focus (*i.e.*, California Dreamin’ could be altered with any other state that you may be studying with little change to the activity). Activities should be used as a model for teachers to create active lesson plans.

Creating A Physically Active Classroom Atmosphere

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

- 1. Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value each child based on individual abilities. Many activities when needed.**
2. Have a signal or sign that can refocus students quickly so that they can “freeze” and listen to you when you need to speak or end the activity.
3. Share appropriate personal information with your students. Students respond favorably to the instructor who shares personal anecdotes or participates with them actively.

4. Be Fair. Make certain each student understands the teacher's expectations prior to the start of the activity.
5. Expect success! Assume all students can, and want, to be active- including those with special needs.
6. Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self conscious about trying something new in front of their peers. With Practice, this discomfort can be minimized and students will be more relaxed and willing to participate.
7. Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the "freeze" signals.
8. Take time to make sure that objects are out of the way for safe movement.
9. Set a time limit for the activity before beginning movement. Be sure to share with students.
- 10 Compliment groups or individuals so that all groups and individuals feel as though their participation was valued.

Ideas for Signals:

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

Energizer Movement Bank

Vocabulary

1. Loco motor (traveling forward, back, right, left)
 - a. Walk
 - b. March
 - c. Jog
 - d. Step touch
 - e. Walking lunge
 - f. Skip
 - g. Grapevine
 - h. Slide
 - i. Gallop
 - j. Hop/Jump

2. Lifts (stationary or traveling)
 - a. Knee-lifts – hands gently touching opposite knee
 - b. Kicks – cross and side
 - c. Soccer kick
 - d. Hamstring curl
 - e. Heels – front and side, back
 - f. Kick backs

3. Hops (stationary or moving)
 - a. Bunny hop
 - b. Basketball shoot
 - c. Jump rope
 - d. Boxing
 - e. Ski-stride
 - f. Twist – single/double
 - g. Dance steps – mamba, cha cha, chug, pivot turns

4. Power (stationary)
 - a. Jumping jacks
 - b. Lunges
 - c. Squats

The Energizers by Grade Level

<i>The Energizer</i>	<i>Grade Levels</i>
Hand, Hand, Fingers, Thumb	K-1
Air Writing	K-2
It's a Zoo in Here	K-2
As If	K-3
Spam Jam	K-3
Morning Routine	K-5
Wiggles	K-5
Inches, Feet, Yards, Oh My	1-4
Frozen Vocabulary	2-5
Sports Galore	2-5
California Dreamin'	3-5
Memory Lane	3-5
The 12 Days of Fitness	3-5
Travel the Tarheel State	3-5
Silent Signs	4-5

Resources

The “Energizers” are available on the District website at <http://www.mnsd.net/curriculum> and the following web sites in PDF format for easy download:

NC Health Schools: www.nchealthyschools.org

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

NC Physical Education for Me: www.ncpe4me.com

NC Health and Wellness Trust Fund: www.fitkidsnc.com

ECU Activity Promotion Lab: www.ecu.edu/cs-hhp/exss/apl.cfm

The following eight activities are modifications of **Brain Breaks** that are available on the Michigan Department of Education's website

[<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.

Resources for Principals (www.ncpublicschools.org/curriculum/health)

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

The Balanced Curriculum documents can be a great resource in transitioning schools. These documents are located at www.ncpublicschools.org/curriculum.

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

Resources for Teachers (www.ncpublicschools.org/curriculum/health)

- www.FitKidsNC.com web site: A new resource-based website that will provide information and hands-on support materials for teachers, parents and community leaders
- Elementary and Middle School Energizers: www.ncpe4me.com
- Classroom Management Techniques
 - <http://www.theteachersguide.com/ClassManagement.htm>
 - <http://www.teachervision.fen.com/>
 - <http://drwilliammartin.tripod.com/classm.html>
- Creating a Physically Active Classroom Atmosphere

- National Association of Sport and Physical Education (NASPE) Teacher Toolbox for teachers
- *Inclusive Physical Education*
- *LEP students in Physical Education*
- *Appropriate and Inappropriate Practices*
- *“North Carolina Intramural Handbook: Active Living Through Sport and Activity – www.ncpublicschools.org/curriculum/health/resources*
- Physical education program evaluation as a demonstration school
- www.d2f.org
- www.pecentral.org

Hand, Hand, Fingers, Thumb

Level: K-1

Formation: Standing at desks

Equipment: *Hand, Hand, Fingers, Thumb*, Author Al Perkins

Rules/Directions:

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

Air Writing

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 or body parts until teacher calls out another activity.
4. Students continue new activity until teacher calls out another letter, number, word or shape.

It's a Zoo in Here!

Level: K-2

Formation: Standing at desks

Equipment: *None*

Rules/Directions:

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

Variations:

Make cards with animal names to use as flash cards (grades 1-2) Children can read the names and act them out

Use pictures of animals for grades K-1.

As If

Level: K-3

Formation: Standing at desks

Equipment: *None*

Rules/Directions:

1. Teacher reads sentence to class. Have students act out each sentence for 30 seconds.
 - Jog in place as if a big scary bear is chasing you.
 - Walk 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 marching in a 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 a wet dog.
 - Move your feet on the floor as if you are ice skating.
 - Shake your body as if you are a wet dog.
2. Students act out each sentence for 20-30 seconds..
3. Students may create their own sentences for additional activities.

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

Space Jam

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 in 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 large 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 anyone 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 to stay warm. This ends our tour of space. Grab a partner and hop back to the space station.

Morning Routine

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 the 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.

Wiggles

Level: K-5

Formation: Standing at desks

Equipment: *None*

Rules/Directions:

1. Jog in place while doing the following activities.
2. On the 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:

Start from toes and work your way up (toes, knees, hips, etc.).

Repeat activity without jogging as cool down.

Inches, Feet and Yards. Oh My!

Level: 1-4

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

Equipment: *None*

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small”.
2. Have students place one foot in front of the other to represent feet or “medium”.
3. Have students take one giant step forward or backward to represent yards or “large”.
4. Call out different measurements: Example – Move forward 2 feet, back 5 inches, sideways 1 yard
5. Have all students move in the same direction.
6. Have students jumping, twisting and stretching between measurements for at least 30 seconds.

Variations:

Add directions (right, left, forward, back)

Use the metric system.

Frozen Vocabulary

Level: K-3

Formation: Standing at desks

Equipment: *None*

Rules/Directions:

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

Variations:

Students can define vocabulary word.

Students can spell the word.

Students can name a synonym or antonym.

For math, students can give the sum, difference or quotient of two numbers.

Sports Galore

Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher calls out the following sports skills to mimic for at least 10-15 seconds

- Shooting a jump shot
- Running through tires
- Batting a baseball
- Serving a tennis ball
- Downhill skiing
- Spiking a volleyball
- Swinging a golf club
- Throwing a football
- Juggling a soccer ball
- Shooting an arrow
- Shooting a hockey puck
- Swimming underwater
- Fielding a ground ball and throwing it to first base
- Dunking a basketball

Variations:

1. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:

- If Juan made 5 jump shots (students act out) and 2 went in the basket, how many did he miss? (3)
- If Briana hit 2 homeruns (students act out), how many bases would she have to touch? (8)

2. Ask students for skills to mimic.

California Dreamin'

Level: 3-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher leads class on a virtual tour of California. Students move at least 30 seconds for each of the actions listed below:

- March across the Golden Gate Bridge
- Surf in the Pacific Ocean
- Climb up a Redwood Tree
- Pretend you an actor and wave to all your fans
- Flex your muscles like Arnold Schwarzenegger, the governor

- Stomp the grapes
 - Pick oranges
 - In line skate on the boardwalk
 - Ski on the Sierra Nevadas
 - Climb Mount Whitney, the highest peak in the continental US
 - Crawl through Death Valley desert
 - Hit a homerun at Pac-Bell Park
 - Shoot a foul shot at the Staples Center
2. Teacher may use same concept with any state.

Variations:

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

Memory Lane

Level: 3-5

Formation: Standing at desks with partners

Equipment: None

Rules/Directions:

1. Teacher calls out one task at a time and partners complete that task.
2. Tasks should be called out in the order provided:
 - High five right
 - High five left
 - Low five right
 - Low five left
 - High ten
 - Low ten
 - Backwards ten high
 - Backwards ten low
 - Tunnel ten (feet apart, back to back, reach between the legs and low ten)
 - Sole of shoes right
 - Sole of shoes left
 - Elbow right
 - Elbow left
 - Both elbows
3. Partners repeat the tasks beginning with the first task each time.
4. Have students repeat sequence as fast as they can with accuracy.

The 12 Days of Fitness

Level: 3-5

Formation: Standing at desks

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

Rules/Directions:

1. Students will act out the following fitness song.

"On the first day of fitness my, trainer gave to me"

- 12 jumping jacks
- 11 raise the roofs
- 10 knee lifts
- 9 side stretches
- 8 jogs in place
- 7 jabs/punches
- 6 kicks to the front
- 5 hula hoops
- 4 jumping ropes (imaginary rope)
- 3 muscle poses
- 2 scissors (feet apart then cross in front, feet apart then cross in back)
- 1 stork stand (balance on one foot)

Variations:

1. Write the activities on the board or poster board to make them easier for children to follow and sing along.

2. Fitness activities can be sung straight through as written for shorter activity or repeated as in the original song.

Travel the Tarheel State

Level: 3-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher leads the class on a virtual tour of North Caroline. Students move according to the actions listed below for as least 30 seconds.

- Hike the Appalachian Trail
- Climb to the top of Mount Mitchell
- Whitewater raft on the Nantahala River
- Fish at the Outer Banks
- Shoot a basket in the Dean Dome
- Go swimming in the Atlantic Ocean
- Fly a kite at Kitty Hawk
- March like a soldier from Fort Bragg
- Drive a racecar around the Rockingham Raceway
- Do a touchdown dance like the Caroline Panthers
- Climb to the top of Cape Hatteras Lighthouse

- Act like a monkey or elephant at the NC Zoo

Variations:

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

Silent Signs

Level 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

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

Variation:

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