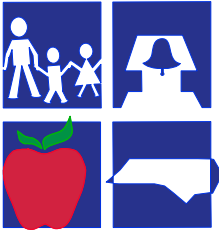


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**NORTH CAROLINA**  
**Health**  **Wellness**  
TRUST FUND



North Carolina  
Alliance for Athletics,  
Health, Physical Education,  
Recreation and Dance

*Energizers* were developed by:



**Activity  
Promotion  
Laboratory**

**College of Health  
and Human  
Performance**

# Language Arts Middle-School Energizers

Classroom-based Physical Activities

The way teachers integrate  
physical activity with academic concepts



# Acknowledgements

The "Energizers" were  
developed by the

**EAST CAROLINA UNIVERSITY**

**Activity Promotion Laboratory**

Department of Exercise and Sport Science

College of Health and Human Performance

## **Energizer Team Members:**

Matthew T. Mahar, Ed.D.

Donna P. Scales, M.A.Ed.

Tiana Y. Miller, B.A.

Rhonda K. Kenny, M.A.Ed.

A. Tamlyn Shields, M.A.

The goal of the Activity Promotion Laboratory is to promote active lifestyles. We are indebted to the North Carolina Department of Public Instruction (NCDPI), Be Active North Carolina, Inc., NC Healthy Schools, the NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), and the Physical Activity and Nutrition Branch for providing funding 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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Inquiries or complaints should be directed to:

Dr. Elsie C. Leak, Associate Superintendent

Office of Curriculum and School Reform Services

6307 Mail Service Center, Raleigh, NC 27699-6307

Telephone (919) 807-3761; fax (919) 807-3767

**About the Cover:** We would like to acknowledge and thank C.W. Stanford Middle School in Hillsborough, NC for their work with the Energizers and allowing us to use the picture on the cover.

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First Edition: July 2006

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## NC Health and Wellness Trust Fund Commission

Established in May 2001, the NC Health and Wellness Trust Fund Commission (HWTF) invests in programs and establishes partnerships to address the health needs of vulnerable and underserved populations in North Carolina. Recommendations from HWTF's Study Committee on Childhood Obesity led to the amendment of the Healthy Active Children Policy requiring 30 minutes of daily physical activity for each child in grades K-8.



### Fit Kids

Fit Kids, an initiative of HWTF, will provide curriculum-support materials to assist teachers with implementation of this mandate through a resource rich web site, [www.FitKidsNC.com](http://www.FitKidsNC.com). HWTF will also provide trainings on physical activity integration into the school day using these web site resources to all K-8 teachers in the state. These trainings will be conducted through a grant to Be Active North Carolina and the Department of Public Instruction.



## **Energizer Partners**

### **Be Active North Carolina**

Be Active North Carolina, Inc. is a 501 (c)(3) non-profit organization dedicated to improving the health of all North Carolinians. Our mission is to increase the physical activity levels and healthy lifestyles of all North Carolinians through people, programs and policies.

### **The NC Department of Public Instruction**

The North Carolina Department of Public Instruction is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education. The elected State Superintendent of Public Instruction heads the Department and functions under the policy direction of the State Board of Education.

The agency has approximately 530 positions providing leadership and service to local public school districts and schools in the areas of curriculum and instruction, accountability, finance, teacher and administrator preparation and licensing, professional development, and school business support and operations.

*The Healthful Living Section* is responsible primarily for curriculum and staff development in the areas of health and physical education. In addition, we oversee the athletics, sports medicine, and drivers education programs for the K-12 public schools.

### **North Carolina Healthy Schools**

The North Carolina Healthy Schools is funded by the Centers for Disease Control and Prevention. It is designed to create a working infrastructure between education and health to enable schools and communities to create a Coordinated School Health Program. The Department of Public Instruction and the Department of Public Health house the Senior Advisors who establish relationships and build capacity. A model school health program includes these eight components:

- Comprehensive School Health Education
- School Health Services
- A Safe Physical Environment
- School Counseling, Psychological and Social Services
- Physical Education
- Nutrition Services
- School-Site Health Promotion for Staff
- Family and Community Involvement in Schools

NC Healthy Schools focuses on improving the health of students and staff by providing coordination and resources. With all of these components in place and working together, students will be healthier in school, in class, and ready to learn.

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**North Carolina Physical Activity and Nutrition (PAN) Branch**

The Physical Activity and Nutrition Branch is housed within the NC Division of Public Health, NC Department of Health and Human Services. The PAN Branch is the lead state agency for developing and implementing healthy eating and physical activity interventions with state and local health agencies, as well as with community partners throughout the state.

The PAN Branch's mission is to stem the rising tide of obesity and chronic disease among North Carolinians by helping them to eat smart, move more and achieve a healthy weight. This mission is accomplished through the administration of successful statewide programs such as the NC Statewide Health Promotion Program and the NC Arthritis Program.

The PAN Branch staffs the Eat Smart, Move More...North Carolina movement, guided by the Eat Smart, Move More Leadership Team. The movement encourages healthy eating and physical activity wherever people live, learn, earn, play and pray. Eat Smart, Move More...NC exists because statewide partners collaborate to increase opportunities for healthy eating and physical activity through changes in policies, practices and environments. The shared vision among the many partner organizations is a North Carolina where healthy eating and active living are the norm, rather than the exception.

For more information on Eat Smart, Move More...NC visit [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com)

**The North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance (NCAAHPERD)** is an alliance of six associations:

- Dance Education Association of North Carolina (DANCE)
- North Carolina Association for Athletic Education (NCAAE)
- North Carolina Association for the Advancement of Health Education (NCAAHE)
- North Carolina Sports Management Association (NCSMA)
- Physical Education Association (PEA)
- Student Majors Association (SMA)

NCAAHPERD's mission is to provide advocacy, professional development, and unity for health, physical education, recreation, dance, and athletics professionals and students in order to enhance and promote the health of North Carolinians. Our vision is to be the leading organization promoting and supporting a healthier, more creative, and active North Carolina.

NCAAHPERD is one of North Carolina's oldest professional associations dedicated to the advancement of research and education within the fields of Athletics, Health, Physical Education, Recreation and Dance. NCAAHPERD is involved in advocacy initiatives locally and nationally.



## **Energizers Background**

In January of 2003, the State Board of Education passed the Healthy Active Children Policy (HSP-S-000). This policy provides schools with guidance for local school districts to promote coordinated school health programs, and emphasizes physical education and physical activity components. In April 2005, the State Board of Education revised the policy to mandate that schools provide a minimum of 30 minutes of physical activity for all K-8 students daily. It further states, "the physical activity required by this section must involve physical exertion of at least a moderate to intense level and for a duration sufficient to provide a significant health benefit to students". [A moderate level is described by most as a "brisk walk".] Finally, the revised policy 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. In addition, 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 Health and Wellness Trust Fund, NC Healthy Schools, Be Active North Carolina, Inc., NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), NC Department of Public Instruction and the Physical Activity & Nutrition Branch who allowed East Carolina University (ECU) to write, pilot, and develop the Energizers for daily use by classroom teachers.

This was a much more difficult task because of the "cool" factor associated with middle school students. That is, middle school students are reluctant to do anything that makes them feel uncomfortable. Due to this barrier, ECU has tried to design activities and movements that middle school students will feel comfortable performing. A Movement Bank is provided at the end of this booklet that can help teachers choose activities that work in their classrooms.

Most of the activities are associated with North Carolina Standard Course of Study Objectives. Some activities do not have associated Standard Course of Study Objectives, but can still be useful as a review of previously covered concepts. In addition, although a specific activity may be identified with a specific grade level because of the Standard Course of Study Objective, teachers of other grade levels may be able to use these activities by modifying the content. Along those lines, we encourage teachers to review the Middle School Energizers in other content areas, as they may be able to easily modify those activities to fit within their own content area.

To help develop age-and content-appropriate activities, ECU's team of physical activity specialists collaborated with a group of middle school teachers from the following content areas: math, language arts, science, music, health and physical

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education, and social studies. After the Middle School Energizers were developed, they were sent to middle school teachers throughout the state for pilot testing. The feedback from middle school teachers was then used to revise the Middle School Energizers to their final form.

The following middle school teachers significantly contributed to development of the Middle School Energizers:

Barnanne Creech (Zebulon GT Magnet Middle School, health and physical education)

William Fuller (CM Eppes Middle School, social studies)

Jeff Gibson (Ayden Middle School, music)

Christine Hodges (Pitt County Schools, language arts)

Madeleine Mahar (St. Peter's Catholic School, math)

Vivian Smith (EB Aycock Middle School, science)

We recognize that some teachers will be reluctant to try Middle School Energizers in the classroom because of the concern that students will be "out of control." However, evidence is mounting that students learn better when they move (e.g., use of classroom-based physical activities has produced improvements in on-task behavior). Also, we intuitively know that many students find it hard to sit at a desk for an extended period. These activities may be what is needed to help students look forward to school and to learn better.

### **Directions**

Teachers should align the Energizer activities with the curriculum content they will teach for the year. Middle School Energizers are provided by subject, so that Middle School Teams can discuss how to implement them. This way, content specific teachers can rotate who will provide activity allowing the responsibility to be shared when students are not in physical education, intramurals, or other designated physical activity time. We suggest using these Middle School Energizers two to three times per day, when possible. Most activities are easily adapted for special needs students, rainy days, and other areas of study by changing the focus.

### **Availability**

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

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

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

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

Eat Smart Move More NC: [www.eatsmartmovemorenc.org](http://www.eatsmartmovemorenc.org)

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

NCAAHPERD: [www.ncaahperd.org](http://www.ncaahperd.org)

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

We are proud of the work from all of the partners that made this document a reality.

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## What Teachers Say About Middle School Energizers

"Middle School Energizers are easier to do than I first thought."

"The Crazy Coordinates activity is good for ADHD kids who need to move!"

"The students were impressed with the way we combined social studies, math, and PE, all in one lesson. Most students will want to do the Miles Apart activity longer."

"The Mapercise activity worked great, just as instructed. Kids really liked the racing and movement aspect."

"Students love this activity [Bring It On]! It holds their attention and offers a chance to move and 'get the wiggles out'."

"The 'wiggly' kids loved this [Race to Grammar]. They were helping each other and cheered each other on. What a stress reliever for all."

"In the Name That Shape activity, having students draw polygons on paper after performing the activity reinforces learning and helps the student to be accountable and involved."

"Operation Computation was quick and easy to do."

"Hot Tamale is a good activity to use after the mock EOG."

"Crazy Questions is good for sequencing, listening skills, auditory processing, and multiple intelligences."

"Ups and Downs was an excellent activity. The students were eager to participate and it became more fun as the activity progressed."

"Students loved Stop, Clap, and Rap. It was a lot of fun."

"I used Stop and Scribble as a review game in social studies and for a spelling test. Surprisingly, it worked to focus students more than distract. The in-place activities could be used as memory joggers for anything from grammar to geography. Great, super easy, and fun!"

"Size It Up is an excellent way to review and reinforce formulae."

"I used Show Me the Mean, Median, Mode with pre-algebra. It was a great change of pace."

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"Have a Ball was fun and easy to incorporate in my class."

"Middle School Energizers can be independent practice and application of the content taught."

"Many Middle School Energizers are excellent for reviewing content previously covered."

### **What Students Say About Middle School Energizers**

"It gets your brain going."

"It [Chapter Review Charades] gives me a new way of identifying words."

"It [Name That Shape] helped me remember the number of sides on the shapes."

"True or False was a fun activity and it kept us active."

"It gets your mind working."

## Creating A Physically Active Classroom Atmosphere

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

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

### Ideas for Signals:

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

## HEALTHY ACTIVE CHILDREN RESOURCE SHEET

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

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

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

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

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

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

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*Name of Activity:*       **Active Alliteration**

*Grade Level:*           6th - 8th

*Subject Area:*          Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

6th grade: 1.02 Explore expressive materials that are read, heard, and/or viewed; 2.01 Explore informational materials that are read, heard, and/or viewed;

7th grade: 1.02 Respond to expressive materials that are read, heard, and/or viewed; 2.01 Respond to informational materials that are read, heard, and/or viewed;

8th grade: 1.02 Analyze expressive materials that are read, heard, and/or viewed; 2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed.

*Formation:*             Standing at desk with partners

*Equipment:*           Paper and pencil

*Rules/Directions:*

1. Teacher reads a story or passage that contains alliteration.
2. Whenever the students hear alliteration they jog in place.
3. Students begin activity and continue for 30 seconds or until teacher resumes reading.

*Variation:*

1. Have the students think of a physical activity that begins with the same letter of the alliteration.

Example: Samantha sat by the sea  
Students begin to swim



**Name of Activity:** Airplane Prepositions

**Grade Level:** 6th - 8th

**Subject Area:** Language Arts

**North Carolina Standard Course of Study Objective Number(s):**

6.01 6th grade: Demonstrate an understanding of conventional written and spoken expression;

7th and 8th grade: Model an understanding of conventional written and spoken expression

**Formation:** Standing at desk

**Equipment:** One sheet of paper per student

**Rules/Directions:**

1. Using notebook paper, students to create a paper airplane.
2. Teacher decides how many students throw their planes at one time.
3. Students throw the plane and monitor its path.
4. Students describe and act out the flight of their plane using a prepositional phrase to a partner (e.g., "My plane flew over the desk and around the chair.").
5. Using the following movements, imitate the flight path for 10-15 seconds each.
  - Around - students spins around
  - Under - students squat
  - Over - students pretend to climb
  - Through - students pretend to swim or dive

**Variation:**

1. Integration of math and science concepts can be used with this activity by figuring time, distance, and speed.

*Name of Activity:*       **Bring It On**

*Grade Level:*           6th

*Subject Area:*           Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

2.01 Explore informational materials that are read, heard, and/or viewed.

*Formation:*             Standing at desks

*Equipment:*            None

*Rules/Directions:*

1. Teacher reads aloud a book that contains sequencing such as *There Was An Old Lady Who Swallowed A Fly*, or students create their own story with sequencing.
2. Teacher reads or creates the first line of the story. Students perform one set of a specified physical activity (i.e., 3 jumping jacks).
3. Each time a new line or sentence is added to the story students add one movement to their routine.
  - 3 jumping jacks
  - 3 jumping jacks + 4 leg lifts
  - 3 jumping jacks + 4 leg lifts + 5 twists

*Variations:*

1. Character education: traits, names, responsibilities, etc.
2. Another great story to use with this activity is *Amy's Promise*.

**Name of Activity:** Classroom Fables  
**Grade Level:** 7th grade  
**Subject Area:** Language Arts  
**North Carolina Standard Course of Study Objective Number(s):**  
6.01 Model an understanding of conventional written and spoken expression.  
**Formation:** Standing beside desks  
**Equipment:** None

**Rules/Directions:**

1. The teacher reviews various sentence parts.
2. The teacher lists various sentence parts on the chalk board, along with corresponding physical activities for each sentence part:
  - Article - hop on 1 foot 5 times
  - Noun - walk in place 5 paces
  - Verb - jog in place 5 steps
  - Adverb - touch elbow to knee 5 times
  - Adjective - 5 jumping jacks
  - Pronoun - 5 squats
  - Preposition - 5 knee lifts
  - Conjunction - 5 toe touches
3. The student who sits in the first seat on the first row of desks says one word to begin a sentence (i.e., "The").
4. All students complete the corresponding activity for that sentence part.
5. The 2nd student in that row then adds another word (i.e., "green") and students complete the corresponding activity for that sentence part.
6. This continues going down each row so that the class creates their own silly story, each student adding one word at a time to form a sentence.

**Variation:**

1. Could also be used in foreign language classes.

**Example from 7th grade class:**

Bob ate a rat with a pig foot that made a great stench. When Kelly was a little girl she did exercises regularly. So, they started doing things like dancing and singing and cooking chicken casseroles with macaroni and peas that were awesome to eat at dinner. Then we went home.

**Name of Activity:** Comparing and Contrasting

**Grade Level:** 6th - 7th

**Subject Area:** Language Arts

**North Carolina Standard Course of Study Objective Number(s):**

1.02 6th grade: Explore expressive materials that are read, heard, and/or viewed;

7th grade: Respond to expressive materials that are read, heard, and/or viewed.

**Formation:** Standing at desk

**Equipment:** Movement Bank

**Rules/Directions:**

1. Ask students to stand at their desks.
2. Teacher lists several activities from the Movement Bank on the board.
3. Teacher makes a statement using language appropriate for comparing (e.g., "In *The Outsiders*, Ponyboy and Dallas are Greasers.") and contrasting (e.g., "In *The Outsiders*, the Socs and Greasers are from different worlds.").
4. Students volunteer to identify whether the statement is comparing or contrasting.
5. If the student answers correctly he/she will choose a movement for the entire class to perform. Students can create their own movement or choose one from the board.
6. Students should perform the movement for 30 seconds, and then the next statement can be read.

**Variation:**

1. Develop and refer to a Movement Bank for more examples of physical activities.

*Name of Activity:*       **Count Down to Review**  
*Grade Level:*           6th - 8th  
*Subject Area:*           Language Arts  
*North Carolina Standard Course of Study Objective Number(s):*  
*Formation:*             Students at desks  
*Equipment:*             Chalkboard

*Rules/Directions:*

1. Class is divided in to at least four teams.
2. The teacher writes the name of an author on the chalkboard.
3. A student from each team races to the board when the teacher yells "GO" to fill in the title of a story or poem by the author.
4. Students only have 10 seconds to get their answer on the board.
5. Students not running to the board are jumping in place and clapping for the entire 10 seconds and counting aloud from 10 to 1.
6. The first team with the correct answer gets a point.

*Variations:*

1. This can also be used to review any subject.
2. This activity can be made more difficult by using it to review vocabulary words, identify parts of speech, or correct grammatical errors.



*Name of Activity:* **Factual Chairs**

*Grade Level:* 6th - 8th

*Subject Area:* Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

1.02 Explore expressive materials that are read, heard, and/or viewed;

2.01 Explore informational materials that are read, heard, and/or viewed;

3.01 Explore argumentative works that are read, heard, and/or viewed;

4.01 Determine the purpose of the author or creator

*Formation:* Desks or chairs placed in one large circle or several small circles

*Equipment:* Stations around the room with activity from the Movement Bank

*Rules/Directions:*

1. Ask students to line up around the circle of chairs.
2. Students begin walking around the chairs as statements are made.
3. Teacher states factual information from the text (this could serve as a review).
4. When a false statement is made, students find a seat.
5. This should also be done as musical chairs by removing a chair each time. However, it is important to have activity stations throughout the room so there is no elimination, but review while at an activity station. (ex. once you lose a seat, you go to a station which has review questions and exercises as the other continue.) After each chair comes out, everyone can rejoin the game.
6. Repeat until review is complete.

*Variation:*

1. This can be done with vocabulary. Teacher states word and gives definition. If definition is correct, students continue moving in the circle. If the definition is incorrect, students find a seat.

**Name of Activity:** Fictional Charades

**Grade Level:** 6th

**Subject Area:** Language Arts

**North Carolina Standard Course of Study Objective Number(s):**

1.02 Explore expressive materials that are read, heard, and/or viewed;

2.01 Explore informational materials that are read, heard, and/or viewed;

3.01 Explore argumentative works that are read, heard, and/or viewed;

4.01 Determine the purpose of the author or creator.

**Formation:** Groups of 2 to 3

**Equipment:** None

**Rules/Directions:**

1. Students should write or have written an expressive account (fictional or autobiographical).
2. Students find a partner (teacher can pair students if necessary).
3. Students identify 3 to 5 significant events from their narrative and act it out.
4. Partners guess the gesture and offer input (i.e., is it appropriate for the story, does it need more detail, is it worded the way the student imitated it?).

**Variations:**

1. Students can do this activity when introducing inference.
2. Have students come up to the front and act out a word that you give them (like charades) and other students guess the word:
  - a. Frightened
  - b. Lucky
  - c. Happy
  - d. Tired
  - e. Confused
  - f. Angry

*Name of Activity:* **Guess Who**

*Grade Level:* 6th - 8th

*Subject Area:* Language Arts

*Formation:* Standing at desks, assign students a number 1-4

*North Carolina Standard Course of Study Objective Number(s):*

Competency Goal 2: The learner will explore and analyze information from a variety of sources;

2.01 Explore informational materials that are read, heard, and/or viewed by: monitoring comprehension for understanding of what is read, heard and/or viewed; studying the characteristics of informational works.

*Equipment:* Colored index cards (2 colors) - On one set of cards, the teacher writes the names of characters from a story or a novel. On the other set of the cards the teacher writes character traits that correspond to the character.

*Rules/Directions:*

1. Shuffle the cards and place in four corners of the room
2. On signal, students go pick up one card from their designated corner.
3. Students should then be instructed to move around the room and find their partner to link the character to the appropriate trait. Instruct students not to give verbal cues.
4. After each student finds his/her partner, students take turns acting out their character while other students guess the character.

*Variations:*

1. Use sticky notes instead of index cards. Place the sticky notes on the students' backs and have them find their match without speaking.
2. Use multiple traits per character.
3. If using white index cards use two different colored markers for traits and characters.

*Name of Activity:* **Hot Potato Spelling**

*Grade Level:* 6th - 8th

*Subject Area:* Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

6.02 Continue to identify and edit errors in spoken and written English.

*Formation:* Groups of 6 in a circle

*Equipment:* Ball or crumpled ball of paper for each group

*Rules/Directions:*

1. Have students stand in a circle.
2. Teacher calls out a spelling word.
3. Student with the ball gives the first letter and then quickly passes the ball to the student on the left.
4. Next student gives the second letter in that word and quickly passes the ball to the next student on the left.
5. Play continues until the word is complete or word is misspelled.
6. When word is spelled, send one member of the group to write the correct spelling on the board. Teacher will acknowledge correct spelling and group members celebrate with a victory dance for 1 minute.
7. When a new word is needed, teacher calls out that word and play begins again.

*Variations:*

1. Vocabulary: first student gives word, second gives definition. May not be in the style of "hot potato" to allow think time.
2. Use a medicine ball (check with physical education teacher).
3. Circles may not work for all class sizes. Teachers may have to modify formations to fit their needs.

**Name of Activity:** Language Lingo

**Grade Level:** 8th

**Subject Area:** Language Arts

**North Carolina Standard Course of Study Objective Number(s):**

Review of any content area

(e.g., 5.03)

**Formation:** Create stations. Divide the class into groups of no more than 4 members

**Equipment:** Various: calculators, jump ropes, cones, balls, hula hoops, stop watch

**Rules/Directions:**

1. Set up various stations with an academic task and physical activity at each station.
2. The students perform a physical activity as a group.
3. Upon completion of the physical activity, students are to complete the academic task.
4. After completion of the activity and task students rotate to the next station.

**Examples:**

**Station One:** Physical Activity: Teams are to perform "Over and Under" twice with a ball, language arts book, or balled up piece of paper

Academic Task: Give 3 characteristics of drama.

**Station Two:** Physical Activity: Teams are to do imaginary jump rope 15 times each.

Academic Task: Give 3 characteristics of fiction.

**Station Three:** Physical Activity: Teams are to run through a twisting course of cones, books, or chairs.

Academic Task: Give 3 characteristics of non-fiction

**Station Four:** Physical Activity: Each member swings a hula hoop (real or imaginary) around their waist 15 turns.

Academic Task: Give 3 characteristics of poetry.

**Variations:**

1. Use language arts books instead of hula hoops.
2. Let the students create physical tasks that can be done by teams.
3. Create more stations if the class size is large.



*Name of Activity:* **Latin Groove**

*Grade Level:* 7th

*Subject Area:* Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

6.01 Model an understanding of conventional written and spoken expression.

*Formation:* Walking around room

*Equipment:* None

*Rules/Directions:*

1. Students begin to walk around room.
2. Teacher calls out a prefix, suffix, or root.  
Bi-  
Geo-  
Ent-  
Phy-  
a-  
an-  
af-
3. Students call back a word with that root.
4. Teacher chooses one of the words that were identified by the students.
5. Students stop walking and begin doing the movement selected by the teacher (refer to Movement Bank).
6. Students continue movement at least 10-15 seconds or until teacher selects a student to make a sentence with that word. Students begin walking again. Continues for as long as the teacher would like.

*Variations:*

1. Students call a word to the nearest student and shake their hands. Then each student gives a sentence using their word to that student.
2. Students can write down word and/or sentence as they move.

*Name of Activity:* **Listen and Move**  
*Grade Level:* 8th  
*Subject Area:* Language Arts  
*North Carolina Standard Course of Study Objective Number(s):*  
5.01  
*Formation:* Standing at desk  
*Equipment:* Literature read by teacher or student

*Rules/Directions:*

1. Teacher selects a piece of literature that includes the following devices: figurative language, dialogue, flashback, allusion, irony, symbolism.
2. Teacher identifies a movements that corresponds with each literary device, and writes them on the board.  
Possible Movements for 10-15 seconds each:
  - Figurative language - Move right elbow to left knee, then left elbow to right knee (standing sit-ups)
  - Dialogue - Dance
  - Flashback - Play imaginary musical instrument
  - Allusion - Knee lifts
  - Irony - Shoot imaginary baskets
  - Symbolism - March in place
3. Teacher or student will read selected literature.
4. When students identify the appropriate literary device, they perform the corresponding movement and continue this movement until a new literary device is used in the piece of literature.

*Variations:*

1. Play the same game with original works by the students that contains at least four of the following literary devices: figurative language, dialogue, flashback, allusion, irony, symbolism.
2. Students then read their creative work to the class, while the class performs the movement assigned to the specific literary device.
3. Students suggest movements.

**Name of Activity:** Parts of Speech Go Round

**Grade Level:** 6th - 8th

**Subject Area:** Language Arts

**North Carolina Standard Course of Study Objective Number(s):**

6.01- Model an understanding of conventional written and spoken expression.

**Formation:** Students standing beside desk

**Equipment:** Index cards (1 per student)

**Rules/Directions:**

1. Divide index cards into three groups and label each group as follows:  
Group 1: Different parts of speech  
e.g., noun, pronoun, verb, adverb etc.  
Group 2: Corresponding definitions for those parts of speech.  
e.g., a word that is the name of a person, place, or thing  
Group 3: Write examples the parts of speech.  
e.g., boy (noun), her (pronoun), go (verb), hastily (adverb)
2. Randomly give out index cards (may have to have more than one index card in the category of example depending on your class size).
3. Activity begins and the students move around the room to find the matching cards.  
e.g., student with noun card finds student with the definition of a noun, and the student with the example of a noun.
4. Students should move around the room different ways which are provided in the Movement Bank.
5. Once students find the correct matching card they will jog in place until all matching cards are found.

**Variations:**

1. Vocabulary: place word on one index card and definition on other.
2. Characterization: place character on one card and personality traits of that character on another.
3. Designate a movement for each part of speech (e.g., noun = hop on one foot, pronoun = jump).

*Name of Activity:* **Poetry Round-Up**

*Grade Level:* 6th - 8th

*Subject Area:* Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program.

*Formation:* Whole Group/Small Group

*Equipment:* Index cards, Poem - On each index card write one line from the selected poem. (Depending on length of poem, this activity may involve the entire class or divide the class into small groups and use shorter poems).

*Rules/Directions:*

1. Give each student an index card with a line from the poem.
2. Students move around the room to determine the order of the poem (it is easier with a short, rhyming poem).
3. Once students have the order, they stand in line and recite the poem, each participant saying his/her line while completing a physical activity (e.g., hopping on one foot etc.).

*Variations:*

1. Place each line of the poem on separate strips of paper. Place the paper strips in an envelope or hat and let the students randomly select one strip of paper.
2. Use a transparency to show the final organization.
3. If you do small groups, put the lines from the same poem on matching colored index cards.
4. If using a long poem uses stanzas instead of one line on the index cards.

**Name of Activity:** Race to Grammar  
**Grade Level:** 6th - 8th  
**Subject Area:** Language Arts  
**North Carolina Standard Course of Study Objective Number(s):**  
6.01 Demonstrate an understanding of conventional written and spoken expression.  
**Formation:** Lines of three students  
**Equipment:** Chalkboard, chalk, and/or dry erase board and dry erase markers

**Rules/Directions:**

1. After studying sentences (compound, complex, and compound-complex), students will work together to form one sentence.
2. Teacher instructs students what sentence listed above will be the focus and then says, "Go!"
3. If the teacher states, "compound," the first student in each line runs to the board and writes an independent clause without punctuation, then runs to the end of the line.
4. Second student runs to the board and places a comma and the appropriate conjunction, then runs to the end of the line.
5. Third student runs to the board, completes the compound sentence by placing a second independent clause, and goes to the end of the line.
6. Game continues until each team has completed each sentence.
7. Students waiting in line should be performing an activity from the Movement Bank.

**Variation:**

1. You can do the same game when studying interrogative, declarative, and exclamatory sentences.

*Name of Activity:*       **Reading Rhythms**

*Grade Level:*           7th

*Subject Area:*         Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry).

*Formation:*             Students stand at desk

*Equipment:*           None

*Rules/Directions:*

1. Students stand by desks.
2. Teacher reads a section from a poem.
3. Teacher lists type of poetry and corresponding physical activity on the board or on overhead projector. Students perform movement to reveal which type of poem they think was read for at least 30 seconds.
  - Free verse - fly
  - Diamante - dance
  - Haiku - hop
  - Narrative - nod and jog
  - Blank verse - bounce
  - Cinquain - circle walk (walk in a circle)
  - Limerick - lunge



*Name of Activity:*       **Stop and Scribble**

*Grade Level:*           6th

*Subject Area:*         Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

1.02 Explore expressive materials that are read, heard, and/or viewed.

*Formation:*             Standing at desks

*Equipment:*            Piece of paper and pencil for every student

*Rules/Directions:*

1. Teacher calls out physical activity:
  - Jumping jacks
  - Jogging
  - Playing air guitar
  - Marching
  - Twisting
  - Knee lifts
2. Students begin activity and continue until the teacher calls out a character.
3. Students freeze and write a corresponding character trait on a piece of paper.
4. After 10 or 15 seconds, teacher calls out a new activity.
5. Continue through all review material.
6. As students cool down, teacher writes correct answers to the questions on the board while students check their answers.

*Variations:*

1. Same activity using dry erase boards and markers instead of paper and pencil.
2. Use this activity to review grammar concepts or parts of speech.
3. Divide paper into thirds. At the top label the three main characters. When the students stop to scribble they can record behavioral/physical characteristics of the three characters. Students can then compare and contrast.

*Name of Activity:* **To Move or Not to Move Story Review**

*Grade Level:* 6th - 8th

*Subject Area:* Language Arts

*North Carolina Standard Course of Study Objective Number(s):*

Review of any content area

e.g., 1.02, 2.01, 3.01, 4.01

*Formation:* Standing at desks

*Equipment:* Index cards with pre-made questions (optional)

*Rules/Directions:*

1. Ask students to stand beside their desks.
2. To review a literature story prior to testing, teacher calls out a true statement or a false statement.
3. If the statement is true, students will follow the directive for at least 30 seconds.  
(For example, "Hop on one foot if the story took place in a small town in North Carolina.")
4. If the statement is false, students should not follow the directive.  
(For example, "Do jumping jacks if the main character is the protagonist.") If students do jumping jacks, they move to the back of the room but continue participating in the game.

*Name of Activity:*       **Alphabet Soup**

*Grade Level:*           6th

*Subject Area:*         Miscellaneous

*North Carolina Standard Course of Study Objective Number(s):*

*Formation:*            Teams of 4

*Equipment:*           Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels

*Rules/Directions:*

1. The object is for students to correctly spell the vocabulary word.
2. Teacher calls out a vocabulary word related to subject area.
3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity.
4. Students take turns getting letters until a team has spelled the word correctly.
5. The first team to spell the word correctly will earn a point.
6. Continue until all words have been spelled.

*Variations:*

1. Perform the activity as above and have teams make a sentence with the vocabulary words.
2. Make your own laminated alphabet cards.

**Name of Activity:** Crazy Questions  
**Grade Level:** 6th - 8th  
**Subject Area:** Miscellaneous  
**North Carolina Standard Course of Study Objective Number(s):**  
**Formation:** Four teams  
**Equipment:** None

**Rules/Directions:**

1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
  - a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
  - b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
  - c. To receive the third question, students must run in place for 30 seconds.
  - d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
  - e. To receive the fifth question, students must complete all previous movements.

**Variation:**

1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

*Name of Activity:* **Everybody is a Star**  
*Grade Level:* 6th  
*Subject Area:* Miscellaneous  
*North Carolina Standard Course of Study Objective Number(s):*  
*Formation:* Walking around the classroom  
*Equipment:* Pen and paper for the Journalist group

*Rules/Directions:*

1. Each student writes 3-5 questions a journalist would ask a Celebrity/ Super Star and identifies one Super Star.
2. The class is divided into two groups: Journalists and Super Stars.
3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
5. The journalists try to guess who the Super Stars are based on the answers to their question.
6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
7. Switch roles.

*Variation:*

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

*Name of Activity:*       **Have a ball**

*Grade Level:*           6th - 8th

*Subject Area:*         Miscellaneous

*North Carolina Standard Course of Study Objective Number(s):*

*Formation:*             Students sitting at desks

*Equipment:*           Each student should have a scrap piece of paper and make a ball

*Rules/Directions:*

1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises:
  - Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack).
  - Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side.
  - Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands.
  - Toss the ball overhead and catch behind back.
  - Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight).
  - Toss the ball from behind the back and catch in the front.
  - Circle waist while standing.
2. This activity will strengthen the abdominal muscles and quadriceps.

*Variation:*

1. Allow each student to shoot the ball into the trashcan at the end.



*Name of Activity:*       **Hot Tamale**

*Grade Level:*           6th - 8th

*Subject Area:*          Miscellaneous

*North Carolina Standard Course of Study Objective Number(s):*

*Formation:*             Beside desks

*Equipment:*            None

*Rules/Directions:*

1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
  - Move backwards - back stroke (swimming motion)
  - Move forward - march in place
  - Move to either side - side stretch in the direction of the hot tamale
  - Up higher - climbing ladder motion
  - Down lower - squats
  - Within one foot of the tamale - students pretend they are stepping on hot coals (in place).
2. One student exits the classroom.
3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom.
4. The student who exited the classroom re-enters.
5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

**Name of Activity:** I'm A Student and You're a Student Too!  
**Grade Level:** 6th - 8th  
**Subject Area:** Miscellaneous  
**North Carolina Standard Course of Study Objective Number(s):**  
**Formation:** Standing at desks or in a circle  
**Equipment:** None (teacher may decide to use a small ball or bean bag)

**Rules/Directions:**

1. Students stand in a circle or at desks and march in place.
2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
3. The student begins with the line "I'm a student and you're a student too if...."
4. The student fills in the end of this statement with something characteristic of them that other students may have in common.  
Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

**Variation:**

1. Instead of using the word student in the working phrase, insert the name of the school's mascot.  
e.g., I'm a Pirate and you're a Pirate too if..."

*Name of Activity:*       **Sports on the Move**  
*Grade Level:*           6th- 8th  
*Subject Area:*           Miscellaneous  
*North Carolina Standard Course of Study Objective Number(s):*  
*Formation:*             Standing at desk  
*Equipment:*             None

*Rules/Directions:*

1. Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated.

*Examples:*

- Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
- Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
- Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
- Tennis: forehand; backhand; serve; volley
- Volleyball: serve, set, dig, spike
- Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
- Golf swing
- Drive a NASCAR
- Lacrosse
- Tae Kwon Do

*Variations:*

1. Ask students to name the sport and movement.
2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.

*Name of Activity:*       **What's My Job?**  
*Grade Level:*           6th - 8th  
*Subject Area:*           Miscellaneous  
*North Carolina Standard Course of Study Objective Number(s):*  
*Formation:*             Partners standing at desk  
*Equipment:*             Pencil and paper

*Rules/Directions:*

1. Students group into pairs at their desks.
2. Partners face each other (one facing the board and the other facing the back of the room).
3. The teacher writes a series of professions on the board which could include:
  - Teacher
  - Basketball Player
  - Hockey Player
  - Airplane Pilot
  - Doctor
  - Fireman
  - Chef
  - Truck Driver
4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
6. Students in each group switch places (the writer becomes the actor and visa versa).

Note: entire game could be played silently

*Variation:*

1. Create a different list of professions for each group.

*Name of Activity:* **World's Strongest Student**  
*Grade Level:* 6th - 8th  
*Subject Area:* Miscellaneous  
*North Carolina Standard Course of Study Objective Number(s):*  
*Formation:* Standing at desks  
*Equipment:* None

*Rules/Directions:*

1. Have students imitate activities that competitors in the "Worlds Strongest Man" competition undertake. Perform each activity for 30 seconds.
  - Chain Drag (walking backwards and pulling)
  - Car Lift
  - Train Push (walking forward and pushing)
  - Anchor Carry (walking forward and pulling)
  - Pole Flip (pretend to toss a small tree trunk as far as you can)
  - Iron Cross (hold arms out to sides holding great weights)
  - Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
  - Dead Lift (competitors squat and lift a barrel of rocks with increasing weight).
2. Repeat the entire sequence.

*Variation:*

1. Teacher may need to explain the activities to the students before the activity starts.

# Energizers Movement Bank

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