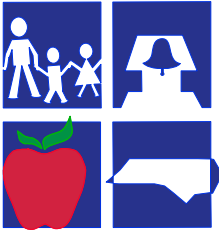


**NCDPI**



In partnership with:



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

*Energizers* were developed by:



**Activity  
Promotion  
Laboratory**

**College of Health  
and Human  
Performance**

# Social Studies 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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## **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.

*Continued on next page*

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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:** Africa, Asia, Australia - Where do I belong?

**Grade Level:** 7th

**Subject Area:** Social Studies

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

9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each;

12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia;

13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities.

**Formation:** Standing at desks facing map

**Equipment:** Map of Africa, Asia, and Australia on wall; pointer (e.g., yardstick)

**Rules/Directions:**

1. Teacher will have one student at a time approach map and ask student to point to the continent that correctly identifies the concept stated by the teacher.

Examples:

Aboriginal people

Colonization by European people

Languages include Swahili, Hausa, and Yoruba

Languages include Hindi, Korean, Arabic

Birthplace of Homo sapiens

Specific governments identified by teacher

Key figures identified by teacher (e.g., Saddam Hussein, Mao Tse-tung, Gandhi, etc.)

Buddhist religion

2. Other students stand at desk and perform the following movements:
  1. Hopping (like a kangaroo) if Australia
  2. Marching in place if Asia
  3. Dancing if Africa

**Variations:**

1. Other movements: walking in place; hopping on one foot; playing air guitar; lifting knees; jogging in place; twisting; jumping jacks.
2. Tell student at board not to turn and look at movements of other students unless he or she needs help identifying continent.

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*Name of Activity:*       **Capital Calisthenics**

*Grade Level:*           6th - 7th

*Subject Area:*         Social Studies

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

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected (6th grade) South American and European, (7th grade) African, Asian and Australian regions.

*Formation:*             Standing at desk with partners

*Equipment:*           Paper and pencil

*Rules/Directions:*

1. Teacher calls out a country/state and an activity (coordinate the first letter of the country/state and the activity. e.g., Japan- Jumping Jacks; France- Flapping Arms; Canada- Clapping.
2. On signal, students begin activity and continue for 10-15 seconds, when the teacher says, "Capital!"
3. Students stop and work with partner to write the capital.
4. After 10-15 seconds the teacher calls out a new country and activity.
5. Continue until all countries/states are covered.
6. As students cool down teacher writes correct answers on the board, and students check their work..

*Variations:*

1. Call out capitals and have students write down country/ state.
2. Good for map review or vocabulary.

*Name of Activity:* **European Vacation**

*Grade Level:* 6th - 7th

*Subject Area:* Social Studies

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

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected (6th grade) South American and European, (7th grade) African, Asian and Australian regions.

*Formation:* Students in lines in desk rows

*Equipment:* None

*Rules/Directions:*

1. Teacher leads students through Europe on a vacation.
2. Students mimic the actions at each stop on vacation for 10-15 seconds.
  - Play tennis at Wimbledon
  - Golf at St. Andrews
  - Swim the English Channel
  - Climb the Swiss Alps
  - Play soccer at Wembley Stadium
  - Walk the Great European Plain and help harvest the vegetables and crops
  - Help row an ancient trireme in the Mediterranean

*Variation:*

1. Can be done with any country or continent.

*Name of Activity:*       **In The Trenches**

*Grade Level:*           6th - 8th

*Subject Area:*           Social Studies

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

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

*Formation:*             In rows at seats

*Equipment:*           None

*Rules/Directions:*

1. Students use their rows of desks as a WWI (World War I) trench.
2. Teacher calls out activities for students to perform in the trenches.
3. Students mimic the activity at least 10-15 seconds:
  - Move down the trench to help unload equipment (students walk crouched and pass imaginary equipment down their row).
  - Putting on gas mask
  - Move up the trench to help fire guns and mortars.
  - Resting with backs against trench wall eating a meal (MRE).
  - Duck and cover.

*Variations:*

1. During cool down, students can remain "in the trench" while teacher reviews life in the trenches and daily activities of soldiers.
2. Can be adapted for any country or social studies lesson.

*Name of Activity:* **Latitude and Longitude**

*Grade Level:* 6th - 7th

*Subject Area:* Social Studies

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

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

*Formation:* Desks arranged on outside perimeter of classroom leaving as much open space in the center of the room as possible

*Equipment:* Tape - preferably colored

*Rules/Directions:*

1. Tape off a longitude and latitude grid in the center of the room, large enough for students to walk on. If it is not possible to rearrange desks, use the space between desks as lines of latitude and longitude. If outside use sidewalk chalk to draw the grid.
2. Separate students into teams of four or five. Have one student from each team stand in one corner of the grid.
3. Assign an activity for each direction.  
Walking in place = North  
Jumping = South  
Clapping = East  
Waving arms = West
4. Give each team a point on the grid that they must lead their player to locate. Using the activities that correspond to directions, the team will guide their player to the correct coordinates.
5. Assign an activity for each team to show completion of the task.  
e.g., Jumping Jacks = FINISHED
6. Allow other players to be guided on the grid.

*Name of Activity:* **Legend Has It**

*Grade Level:* 6th - 8th

*Subject Area:* Social Studies

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

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

*Formation:* 6-8 areas of the room marked with different colors, students in groups of 4

*Equipment:* Colored construction paper, tape

*Rules/Directions:*

1. Separate the room into 6-8 different colored zones.
2. Each group of students starts in a different zone.
3. Create a legend of the room on the board. Have each color correspond to a physical activity from the Movement Bank.  
Blue = Jumping Jacks  
Red = Running in Place
4. Have students move around the room, in groups, to the different zones. Give students time to check the legend for corresponding activity. Have students perform activity for 15-20 seconds.
5. Have students move to next station and repeat.

*Variations:*

1. The objective is to teach students how to use a key or legend.
2. Once students have rotated through all the zones select different movements from the movement bank to correspond to the colors in the legend.
3. This activity works well outdoors.



*Name of Activity:*       **Mapercise**

*Grade Level:*           6th - 7th

*Subject Area:*         Social Studies

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

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected (6th grade) South American and European, (7th grade) African, Asian and Australian regions.

*Formation:*             Teams lined up at back of the desk rows

*Equipment:*           Maps, preferably laminated for re-use, Dry erase markers

*Rules/Directions:*

1. Students line up at the back of desk rows with their team.
2. Teacher calls out a map feature (capital, city, state, landform, etc.) and says "GO!"
3. The first student in each line runs (or speed walks, whichever is preferred) to his/her team's map and circles the feature with an erasable marker.
4. All other students in line should be performing a physical activity from the Movement Bank.
5. Points are given for each correct response and extra points are given for the fastest team to finish.
6. Students take turns until all features have been used, or until all students have participated multiple times.

*Name of Activity:* **Miles Apart**

*Grade Level:* 6th - 8th

*Subject Area:* Social Studies

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

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

*Formation:* Students paired throughout the room

*Equipment:* Rulers, calculators (optional), and a map for each pair

*Rules/Directions:*

1. The objective for this activity is to equate actual miles with the map scale.
2. Create a scale relating movement to distances on the map. (e.g., 1 small step = 1 mile, 1 giant step = 10 miles, and 1 jump = 100 miles).
3. Pair students and provide each pair with a map, ruler, and a calculator (if desired).
4. Have students use a map scale to measure the distance between two cities or countries.
5. Choose distances which allow the students to accumulate the most physical activity.
6. Using the movements on the map scale they created, students identify which movements should be combined to travel between the two points (e.g., If the distance between two cities is 121 miles, students take 1 jump, 2 giant steps, and 1 small step).

*Variation:*

1. For a smaller classroom use stationary movements from the Movement Bank.

**Name of Activity:** North Carolina Alive

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

**Subject Area:** Social Studies

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

Review of any content area

(e.g., 6.02)

**Formation:** Create stations and divide the class into competition groups of no more than 4 students

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

**Rules/Directions:**

1. Set up various stations.
2. At each station have a question and/or a skill activity for students to perform.
3. The students must perform the physical activity as a group.
4. Upon completion of that action, the whole team completes the academic task. (Option: The team that completes the course the fastest with the most correct answers wins.)

**Examples:**

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

Academic Task: Map Skills (identify country, interpret symbols on a map).

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

Academic Task: Label the counties of North Carolina.

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

Academic Task: Identify state symbols.

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

Academic Task: Describe the opportunities for and benefits of civic participation.

**Variations:**

1. Instead of hula hoop have student pass social studies book around his/her body.
2. Have the students create physical tasks that can be done by teams.
3. Demonstrate the type of lever using body parts.
4. Do only one station per day to cut back on time.
5. Create as many stations as needed for the size of the class.

**Name of Activity:** Plague Party

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

**Subject Area:** Social Studies

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

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of (6th grade) South America and Europe, or (7th grade) Africa, Asia, and Australia and evaluate their impact on the environment;

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues;

7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions

**Formation:** Students lined up by rows

**Equipment:** 1 box, 1 slip of paper for each student

**Rules/Directions:**

1. Mark 1/3 of the slips of paper with the letter P. Place all the slips into a box.
2. Pick a plague-affected country and write that country's name on one side of the box.
3. All students will visit the country. You may designate a path through the room and the type of activity for travel that the students must take to get to the country. Also the students can mimic rowing a boat or riding a horse to the next country.
4. Have one row at the time visit the "country" and take a slip of paper. If a student picks a slip with a "P" they limp back to the desk. The other students continue doing the activity they performed to travel to the country.
5. After all students have visited the country, write the name of a new country on the adjacent side of the box. Put the slips of paper back and restart activity.
6. After the activity discuss frequency of contracting plague and effects in Europe and other parts of the world.

**Variation:**

1. Carefully explain before the activity, students who pick a "P" are not really plagued and should not horseplay regarding this serious issue.

*Name of Activity:*       **Ups and Downs**

*Grade Level:*           6th - 8th

*Subject Area:*          Social Studies

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

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

*Formation:*             Students sitting at desks

*Equipment:*           None

*Rules/Directions:*

1. Teacher calls out different locations; either relative or absolute.
2. When an absolute location is called out students stand, jump for 15 seconds, and sit down.
3. When a relative location is called out students stand, run in place for 15 seconds, and sit down.



**Name of Activity:** **Where is it? (N, S, E, or W) Directional Jumps**

**Grade Level:** 6th

**Subject Area:** Social Studies

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

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe;

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections;

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them

**Formation:** Standing at desk

**Equipment:** None

**Rules/Directions:**

1. Teacher put map of South America or Europe on the board.
2. Teacher calls out providence or state within those countries.
3. Students jump to the N, S, E or W based on where the providence or state is located.

**Variations:**

1. 8th grade - counties in North Carolina.
2. Can be modified to incorporate NE, SE, NW, and SW to give variety to the activity.
3. Identify direction of specific landmarks within the country.

*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