

Name of Activity: *California Dreamin'*

Grade Level: 3-5

Formation: Standing at desks

Equipment: None

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

- March across the Golden Gate Bridge
- Surf in the Pacific Ocean
- Climb up a Redwood Tree
- Pretend you are an actor and wave to all your fans
- Flex your muscles like Arnold Schwarzenegger, the governor
- Stomp the grapes
- Pick oranges
- In line skate on the boardwalk
- Ski on the Sierra Nevada's
- Climb Mount Whitney, the highest peak in the continental US
- Crawl through the Death Valley Desert
- Hit a homerun at Pac-Bell Park
- Shoot a foul shot at the Staples Center

Teacher may use same concept with any state.

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

Name of Activity: *Wiggles*

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Directions: Jog in place while doing the following activities.

- On teacher's signal, the students begin to wiggle their fingers.
- Then their fingers and wrists.
- Then their fingers, wrists, and forearms.
- Then their fingers, wrists, forearms, and elbows.
- Then their fingers, wrists, forearms, elbows, and shoulders.
- Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
- Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
- Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips and knees.
- Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

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

Name of Activity: *Heart Smart*

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Directions: Teacher will discuss the heart:

- Where is it located? Left side of the chest.
- What size is it? Size of a fist.
- Function? Deliver blood to the body.
- What strengthens the heart? Jumping, swimming, and jogging. Students will act out each activity.
- What weakens the heart? Inactivity, smoking, and unhealthy diet.

Teacher calls out a habit that strengthens or weakens the heart.

If the habit strengthens the heart, students will respond by jumping.

If the habit weakens the heart, students will respond by falling down or squatting.

- Riding a bike – jump
- Eating 4 pepperoni pizzas – fall
- Walking your dog – jump
- Smoking cigarettes – fall
- Never going outside to play and watching TV all the time – fall
- Dancing with your friends – jump
- Skating – jump

Continues on next card

Name of Activity: *Heart Smart*

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Continued from previous card:

- Never eating fruits/vegetables - fall
- Riding a scooter – jump
- Shooting baskets – jump
- Playing PlayStation – fall
- Eating fast food – fall
- Raking the leaves – jump
- Washing the car – jump
- Taking the stairs – jump
- Taking the elevator – fall
- Swimming – jump
- Eating potato chips and Twinkies - fall

Variation: Have students think of their own habits.

Name of Activity: *Memory Lane*

Grade Level: 3-5

Formation: Standing at desks

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

Directions: Students will act out the following fitness song. "On the first day of fitness, my trainer gave to me"

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

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

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

Name of Activity: *Litter box*

Grade Level: 1-5

Formation: Partners

Equipment: Paper

Directions: Have partners ball up a piece of paper and place it on the floor. Ask the partners to pick up the paper using the body parts called out by the teacher:

- Elbow and elbow
- Foot and foot
- Knee and knee
- Forearm and elbow
- Foot and elbow
- Knee and elbow
- Forehead and back of hand
- Toe and finger

Students can place the paper ball back on their desks, or move it to other parts of the room.

Variation: Each student can have his or her own paper ball and play individually.

Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

Name of Activity: *Silent Signs*

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Directions: Teacher chooses 1 student to go to the map.

Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).

Class uses movement without talking to guide the student to the correct location.

- East: knee lifts
- West: jumping jacks
- North: raise the roof
- South: squats

Repeat with new location and new student.

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

Name of Activity: *Shop 'til you Drop*

Grade Level: 3-5

Formation: Partners

Equipment: Scrap piece of paper for every 2 students, 6 pieces of paper with the following information (* indicates healthy options and is for teacher use only, do not put * on paper posted around the room):

Grains - *whole wheat bread, white bread, *Cheerios, *spaghetti, *rice, cocoa puffs, *tortillas, *popcorn, cinnamon rolls, *bagels.

Protein - *grilled fish, fried chicken, hot dogs, *meatloaf, *baked chicken, chicken fried steak, *lean hamburgers, sausage, bacon, *eggs.

Dairy - *cheese, *skim milk, *yogurt, ice cream, whole milk, *cottage cheese, cream cheese, *frozen yogurt.

Fruits - *apples, *bananas, *orange juice, *grapes, fruit punch, *100% apple juice, *apple sauce, *dried apricots, *canned peaches in their own juice, canned pears in heavy syrup, 5% orange drink.

Vegetables - *broccoli, iceberg lettuce, *spinach, *dark green lettuce, *corn, *squash, *carrots, *baked French fries, pickles, *refried beans, *collard greens, French fries.

Fats/oils/sweets – twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, salad dressing, soda.

Directions: Teacher labels 6 areas of the room with each food group listed above, including the food choices.

Students must pick 1 item at a time and move to the next food group, planning a healthy breakfast, lunch and dinner.

Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, etc.).

Partners circulate and plan a healthy breakfast, lunch and dinner from the options listed.

Continues on next card

Name of Activity: *Shop 'til you Drop*

Grade Level: 3-5

Formation: Partners

Equipment: See previous card

Continued from previous card:

Partners write down their menu for each meal.

After sufficient time, have partners return to desks and discuss meals as a class.

Review MyPlate.

Make sure students move quickly from one area to another.

Variation: Have children choose the most unhealthy meal they can.

Name of Activity: *Morning Routine*

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Directions: Have students begin the day with a series of simple activities lasting 30 seconds or more:

- Jumping jacks
- Knee lifts
- Flap arms like a bird
- Hopping
- Scissors (feet apart then cross in front, feet apart then cross in back)

Follow each activity with a basic stretching movement:

- Reach for the sky
- Runner's stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest
- Rotate ankles
- Scratch your back

Hold stretches for 10 – 30 seconds.

Repeat a different simple activity followed by a new basic stretch as many times as desired.

Name of Activity: *Inches, Feet and Yards, Oh My!*

Grade Level: 1-4

Formation: Standing at desks

Equipment: None

Directions: Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small”.

Have students place one foot in front of the other to represent feet or “medium”.

Have students take one giant step forward or backward to represent yards or “large”.

Call out different measurements:

- Example – move forward 2 feet, back 5 inches, sideways 1 yard.

Have all students move in the same direction.

Have students jumping, twisting and stretching between measurements at least 30 seconds.

Variations: Add directions (right, left, forward, back).

Use the metric system.

Name of Activity: *Map it Out*

Grade Level: 3-5

Formation: Form a circle around perimeter of the room

Equipment: US or NH state map, 4 objects (eraser, bean bags, crumbled piece of paper), music

Directions: Teacher gives 4 students and object.

When music begins, students begin to march around the room and pass objects around the circle like hot potato.

When music stops, students stop passing the object.

Teacher will use a specific rule for which students go to the map to find a specific landmark as designated by the teacher. Sample rules for choosing students to go to the map:

- Two people to the left
- Four people to the right
- Person who sits in front of you
- Person who sits beside you
- Person across the circle from you

Activity continues until teacher calls STOP.

Variations: While students are at board, rest of class continues movement of marching, jumping, lunging, etc. Other subject areas can be integrated (e.g., when music stops students go to board to spell a word, or work a math problem).

Use a different rule each time to prevent students from holding onto the hot potatoes.

Name of Activity: *Hit the Deck*

Grade Level: 2-5

Formation: Standing at desks

Equipment: 1 deck of cards

Directions: Teacher places deck of cards in front of the class.

Have one student select a card and students will do the corresponding activity for each suit.

Would be helpful to write corresponding activities on the board for each suit:

- Heart – touch elbow to knee or crunches for 20 seconds
- Diamond – jog in place or march in place for 20 seconds
- Club – modified push up or cabbage patch for 20 seconds
- Spade – jumping jacks or scissors for 20 seconds

Provide other students opportunity to pick a card from the deck and repeat activity.

Variations: Place activities on chart paper so that activity can be done outside.

Choose 3 or 4 cards of each suit instead of using entire deck to save time.

This activity is easy for a substitute teacher to follow.

Name of Activity: *Sports Galore*

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Directions: Teacher calls out the following sports skills to mimic for at least 10 – 15 seconds:

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

Variations: Teacher can also integrate skills into word problems and have students repeat the number he or she calls out: If Juan made 5 jump shots (students act out) and 2 went in the basket, how many did he miss? (3) Ask students for skills to mimic.

Name of Activity: *What's for Dinner?*

Grade Level: 3-5

Formation: Sitting at desks

Equipment: 1 paper plate per student, crayons and markers

Directions: Teacher passes out 1 plate per student.

Students will draw a nutritious or typical meal on their plates.

Students will then choose a partner and stand up at their desks.

One partner will hold both plates.

On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates for 30 seconds.

Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds.

- Jogging in place
- Waving plates up and down in front of body
- Swimming underwater using plates for fins
- Jumping jacks while holding plates

Continue activity for 10 seconds and switch by giving plates to other partner, and repeat as many times as desired.

Have students return to desks with their own plates and discuss a nutrition concept such as healthy food choices and portion sizes. Have students identify the healthy foods they drew on their plates.

Variation: Continue discussion as part of a nutrition lesson.

Name of Activity: *As If*

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Directions: Teacher reads sentence to class. Have students act out each sentence for 30 seconds.

- Jog in place as if you are going to get your favorite vegetable
- Walk forwards as if you're walking through chocolate pudding
- Jump in place as if you are popcorn popping
- Reach up as if you were picking your favorite tree fruit; use both arms
- March in place as if you are crushing grapes for making grape juice
- Paint as if the paint brush is attached to your head
- Swim as if you are in a giant pool of Jell-O
- Move your feet on the floor as if you are ice skating
- Shake your body as if you are a wet dog

Students act out each sentence for 20-30 seconds.

Students may create their own sentences for additional activities.

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

Name of Activity: *Jump Start Your Heart* **Grade Level:** 4-5 **Formation:** Students are divided into 6 groups, each group is sent to a part of the room that is labeled as described below:

right atrium, right ventricle, left atrium, left ventricle, lungs, body

Equipment: 6 pieces of paper labeled: right atrium (jogging in place), right ventricle (shadow boxing), left atrium (pretend to jump rope), left ventricle (twisting), lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side]), and body (pretend to chop wood)

Directions: Teacher will discuss the heart: What does it do? The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle, from the right ventricle it travels to the lungs and back to the left atrium. It then travels to the left ventricle and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.

Teacher labels 6 parts of the room with following activities: (a) right atrium (jogging in place), (b) right ventricle (shadow boxing), (c) left atrium (pretend to jump rope), (d) left ventricle (twisting), (e) lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side]), and (f) body (pretend to chop wood) right atrium » right ventricle » lungs » left atrium » right ventricle » body.

Teacher sends groups of children to each part of the room that is labeled.

Teacher calls out "start your heart" and students begin movement that corresponds to their location.

When teacher says "blood flow" students stop and move to the appropriate location for correct blood flow.

Continues on next card

Name of Activity: *Jump Start Your Heart* **Grade Level:** 4-5 **Formation:** Divided into groups

Equipment: See previous card

Continued from previous card:

Students will move to the location where the blood travels next.

Teacher again calls out "start your heart" after students have moved to new location.

Continue until students have gone to each location.

Variations: Teacher has students demonstrate other exercises that will strengthen the heart: jumping, swimming, and jogging.

Teacher can post location signs in random order.

Name of Activity: *Travel the Granite State*

Grade Level: 3-5

Formation: Standing at desks

Equipment: None

Directions: Teacher leads the class on a virtual tour of New Hampshire. Students move according to the actions listed below for at least 30 seconds.

- Canoe down the Cocheco River
- Climb to the top of Mount Washington
- Whitewater raft on the Saco River
- Fish in Sunapee Harbor
- Go swimming in Lake Winnepesaukee
- Drive a racecar around the NH Motor Speedway
- Do a touchdown dance like the UNH Wildcats
- Squeeze through the lemon squeeze at the Polar Caves
- Go kayaking on Pinnacle Pond
- Go snowboarding at Waterville Valley
- Play hockey with the Manchester Monarchs
- Go downhill skiing at Gunstock
- Try fly fishing on Profile Lake
- Ride the roller coaster at Canobie Lake Park

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

Name of Activity: *Explore New Hampshire Foods*

Grade Level: 3-5

Formation: Standing or sitting

Equipment: None

Directions: Teacher leads the class on a virtual tour of New Hampshire farms. Students move according to the actions listed below for at least 30 seconds.

- Squat and pick blueberries (or strawberries)
- Reach high to pick corn; husk the corn with large arm movements
- Reach high to pick apples; wash the apple, then take a bite
- Bend over or squat to pull carrots or beets; stand up
- Climb an apple tree; do climbing motion with arms and legs in place
- Use your shovel/pitchfork to lift potatoes out of the ground, bend down and place in basket
- Bend and pick green beans, stand and snap off the tips/ends of the beans
- Pick tomatoes from the vine, place in bucket, stomp your feet as if making tomato sauce
- Bend or squat pick lettuce leaves, stand, and tear them in pieces for a salad

Name of Activity: *Fruit and Vegetable Line*

Grade Level: 2-5

Formation: Standing at desks

Equipment: Fruit and vegetable food models or pictures

Directions: Teacher gives each student a food model or picture.

Teacher asks students to line up, in order, by the size of the food in their model or picture.

Teacher then asks students to move into groups by a characteristic of the fruit or vegetable, such as color or type – root, stem, flower, or leaf.

Once in a group, students act out how their fruit or vegetable would look in a certain situation.

Examples:

- swaying in the wind
- in a thunderstorm
- weighted down with snow

Variations: Use other food groups with appropriate food models or pictures.

Name of Activity: *Kitchen Heat*

Grade Level: 3-5

Formation: Seated or standing

Equipment: None

Directions: Teacher calls out “stovetop flame” and students reply with the following words and actions:

- Stop: push arms straight out in front of chest
- Drop: push arms straight down by sides
- Roll: roll forearms in front of chest

Teacher calls out “flame out” and students rest.

Repeat the chant and actions, or alternate with:

- Teacher calls out “when the heat’s up high” and students respond by pushing arms up in “raise the roof” motion.
- Students replay with “you get down low” and push arms down by sides or down to floor.

Variations: To increase activity level, students march in place while performing arm motions.

Name of Activity: *Nutrient Rap*

Grade Level: 3-5

Formation: Standing or sitting

Equipment: Copy of the Nutrient Rap for each student or large copy for the group.

Directions: Teacher gives each student a copy of Nutrition Rap or displays a large copy for everyone to see.
Teacher demonstrates actions to go along with each stanza.

Verses	Actions
Pick six oranges off the tree, remember they give us vitamin C!	Reach both hands high, pretending to pick oranges off a tree.
High five left and high five right, vitamin A protects our sight!	High five the air to the left and right, two times each.
Milk the cow every day, 'cause exercise keeps the blues away!	With closed fists, make milking motions with hands in front of you.
Tap your elbows on the table, eat the peel if you are able!	Tap left elbow, then right elbow; repeat.
If you can, raise your knees, sunshine gives us vitamin D!	Raise left knee, then right knee; repeat.
With your hands begin to drum, remember strong bones need calcium!	Pretend to drum with hands on table.
Tap your toe, then tap your heel, Make yourself a balanced meal!	With slightly straightened legs, tap toe, then tap heel of each foot on the floor; repeat.
Pretend you can fly like Superman, prevent disease, wash your hands.	Hold arms out in front, move them up and down slightly in a flying motion.
Pound your fist upon your chest, last but not least, get your rest.	Arms bent with elbows out to the side, "pound" chest with fists.

Name of Activity: *Unpack the Groceries*

Grade Level: 3-5

Formation: Standing

Equipment: Paper grocery bag; timer; food models, names or pictures of food for each food group

Directions: Teacher tells students to fill grocery bag with items from different food groups. Tell them the bag should contain "anytime" foods (OK to eat any time) and "sometimes" foods (OK to eat only sometimes). Teacher also instructs students to choose (and announce to the class) any movement or activity for each food and perform it as indicated below.

One student at a time announces a movement or activity and pulls a food out of the bag; the class determines if it's a sometimes or anytime food, and then performs repetitions of the chosen movement:

- Sometimes food – 20 – 30 repetitions
- Anytime food – 10 repetitions

Variations: Teacher can pre-assign movements by food group; post for all to see.

List of Energizers

California Dreamin'
Memory Lane
Shop 'til you Drop
Map it Out
What's for Dinner?
Travel the Granite State
Kitchen Heat

Wiggles
Litter box
Morning Routine
Hit the Deck
As If
Explore New Hampshire Foods
Nutrient Rap

Heart Smart
Silent Signs
Inches, Feet and Yards, Oh My!
Sports Galore
Jump Start Your Heart
Fruit and Vegetable Line
Unpack the Groceries



University of
New Hampshire
Cooperative Extension



Energizers



"Energizers" was developed by UNH Cooperative Extension. It was adapted with permission from the "Energizers Classroom-based Physical Activities" program developed by East Carolina University's Activity Promotion Laboratory, School of Health and Human Performance, North Carolina Department of Public Instruction, North Carolina Healthy Schools, and Be Active North Carolina.

The University of New Hampshire Cooperative Extension is an equal opportunity educator and employer. University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.

"In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP.