

HEALTHFUL LIVING

CLASSROOM ENERGIZERS



NAME OF ACTIVITY:	At the Drive Thru
GRADE LEVEL:	7th - 8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.NPA.1.1 Use the Dietary Guidelines for Americans to eat nutrient-dense foods in moderation. 8.NPA.4.1 Outline strategies that can be used to overcome barriers to healthy eating.
FORMATION:	Class divided into 5 groups moving at desks
EQUIPMENT:	1 pencil per group, board, chalk or dry erase markers (5), a nutritional brochure from 5 fast-food restaurants
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Each group is assigned an activity, a fast-food restaurant and a nutritional brochure from the restaurant. (Activities could include jumping, jogging in place, grapevine, crisscross or jumping jacks.) 2. Choose 1 person to be the spokesperson. 3. Write the name of each fast-food restaurant on the board. 4. As a group, they must perform the activity while deciding which items at the restaurant would be healthiest. 5. One at a time, they run to the board and write down one item. The group continues this activity. 6. Continue taking turns until time is called. 7. One at a time the spokesperson from each group will take the pencil and use it as a microphone to place the group's order. The order should be all items listed on the board. 8. Teacher provides feedback on their choices.
VARIATIONS:	<ol style="list-style-type: none"> 1. Teacher can make microphones out of paper. 2. Have the class decide which restaurant provided the healthiest meal. 3. Have students research different types of meals (e.g., Mexican, Japanese, Italian). 4. Make copies of the brochures for the next time this activity is used.

NAME OF ACTIVITY:	Cholesterol Pop
GRADE LEVEL:	7th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.NPA.3.1 Interpret the relationship between poor nutrition and chronic illnesses such as diabetes, cardiovascular diseases, and obesity.
FORMATION:	Students stand by their desk
EQUIPMENT:	Three small pieces (quarter size) of yellow paper and three small pieces (quarter size) of white paper for each student. One paper plate for each student
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. The object of the game is to get rid of the bad cholesterol and pick up the good cholesterol. 2. Students have a paper plate on their desk with three white and three yellow pieces of paper on it. The white paper represents "Good cholesterol" – HDLs and the yellow represents "Bad cholesterol" – LDLs. 3. The paper plate must stay on the desk. 4. On the signal, student take 1 bad cholesterol off his or her plate and places it on someone else's plate while picking up 1 good cholesterol. 5. Students take the good cholesterol and place it on his or her own plate, taking 1 piece of paper at a time. They cannot guard their plate or visit the same plate twice. 6. Students must move continuously. 7. Continue for 10 second rounds. 8. Teacher signals end of 10 second round by calling out "Heart Attack!" 9. Students return to their desk and assess whether they have more good or bad cholesterol. 10. Repeat round.
VARIATIONS:	<ol style="list-style-type: none"> 1. Extension: At end of round, have students draw or write on their paper plate foods that represent good cholesterol and bad cholesterol.

NAME OF ACTIVITY: **Don't Throw Your Food, Just the Ball**

GRADE LEVEL: 8th

SUBJECT AREA: Healthful Living

NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER: 8.NPA.1.3
Implement meal plans that are consistent with the Dietary Guidelines.

FORMATION: Groups of 6 standing in a circle

EQUIPMENT: A paper ball or a regular ball for each group

RULES/DIRECTIONS:

1. Class is divided into groups of 6 standing in a circle.
2. Each group has a ball.
3. Students begin throwing the ball in a pattern. They will always throw to the same person. At the same time, have students march or jog.
4. Once they have established a pattern, the teacher will call out a food group.
5. Students must name a food in that food group before throwing to the next person. (Set a time limit, i.e., student may only hold the ball for 5 seconds.)
6. They must call out a new food each round.
7. After teacher has called out all food groups, have students repeat activity naming the healthiest foods they can think of for each group.
8. Continue for 10 minutes.

VARIATIONS:

1. At end of activity, discuss each food group and healthy choices in each group. Teacher may also discuss serving sizes for each food discussed.

NAME OF ACTIVITY: **The Dukes of Health Hazards**

GRADE LEVEL: 6th & 8th

SUBJECT AREA: Healthful Living

NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER: PE.6.PR.4.2
Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
PE.8.PR.4.2
Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

FORMATION: Create stations and divide the class into competition groups of no more than 4 members.

EQUIPMENT: Various: jump ropes, cones, balls, hula hoops, stop watch

RULES/DIRECTIONS:

1. At each station have a question and/or a skill activity for students to perform.
2. The students must perform a physical activity as a group.
3. Upon completion of that action, the students are to complete the academic task.
 - Station One: Physical Activity: Teams are to perform “Over and Under” twice with a ball, science book, or balled up piece of paper (Over and Under: Students stand in single file line and pass a ball over head to the student behind them. The next student passes the ball through his/her legs to the student behind him/her.) Academic Task: Hazards of alcohol use.
 - Station Two: Physical Activity: Teams are to jump rope (imaginary) 15 times each. Academic Task: Hazards of inject-able substances.
 - Station Three: Physical Activity: Teams are to run through a twisting course of cones or chairs. Academic Task: Hazards of tobacco use.
 - Station Four: Physical Activity: Each member swings a hula hoop (imaginary) around his/her waist 15 turns. Academic Task: Refusal skills.

VARIATIONS:

1. Have the students create physical tasks that can be done by teams.
2. Do only one station per day to shorten the length of the activity.
3. Create as many stations as needed for the size of the class.
4. This can be done as a race. The team that completes the course the fastest with the most correct answers wins.

NAME OF ACTIVITY:	Shop 'til You Drop
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.
FORMATION:	Partners
EQUIPMENT:	<p>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):</p> <ul style="list-style-type: none"> • Bread/cereal/grains - *whole wheat bread, white bread, *Cheerios, *whole wheat spaghetti, *brown rice, cocoa puffs, *whole wheat tortillas, *popcorn, cinnamon rolls, *bagels. • Meat/poultry - *grilled fish, fried chicken, hot dogs, *meatloaf, *baked chicken, chicken fried steak, *lean hamburgers, sausage, *eggs, *nuts. • Dairy - *cheese, *skim milk, *yogurt, ice cream, whole milk, *cottage cheese, *frozen yogurt • Fruit - *apples, *bananas, *orange juice, *grapes, Fruitopia, Hi-C, *100% apple juice, canned pears in heavy syrup, *dried apricots. • Vegetable - *broccoli, iceberg lettuce, *spinach, *dark green lettuce, *corn, *squash, *carrots, *baked French fries, pickles, *collard greens, French fries. • Fats/oils/sweets – twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, soda, *olive oil.
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Teacher labels 6 areas of the room with each food group listed above, including the food choices. 2. Students may only pick 1 item at a time and move to the next food group, planning a healthy breakfast, lunch, and dinner from the options listed. 3. Students do not necessarily have to pick an item from each food group, but they must visit each station. (e.g., students should not pick a fat, oil, or sweet for every meal). 4. Partners circulate and plan a healthy breakfast, lunch, and dinner. 5. Partners write down their menu for each meal. 6. After sufficient time, have partners return to desks and discuss meals as a class. 7. Review Food Guide Pyramid. 8. Make sure students move quickly from one area to another. 9. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, etc.).
VARIATIONS:	<ol style="list-style-type: none"> 1. Have students choose the most unhealthy food choices from the lists.

NAME OF ACTIVITY:	Steppin' for Snacks
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting
FORMATION:	Students stand towards the back of the room, or spaced as needed
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Teacher calls out a breakfast item or snack. 2. If the food could be consumed anytime, hop for 15 seconds. 3. If the food should be consumed in moderation, move forward 2 spot, move for 15 seconds. 4. If the food should be consumed only occasionally, move forward 1 spot, slide left to right. 5. As students reach the front of the room, have them write their favorite breakfast or snack items on the board, then move to the back of the room and continue the activity. 6. When teacher calls time, discuss food choices written on the board.
VARIATIONS:	<ol style="list-style-type: none"> 1. The teacher can use green, yellow, and red; anytime, moderation, and occasionally; slow, go, and whoa or other terms students may want to share.

NAME OF ACTIVITY:	Stop and Scribble
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.NPA.4.3 Summarize the benefits of regular physical activity.
FORMATION:	Partners standing at desks
EQUIPMENT:	Piece of paper and pencil for every 2 students
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Teacher discusses the physical, mental/emotional benefits, and social benefits of physical activity. 2. Teacher calls out physical activity (refer to movement bank). 3. Students begin that activity and continue until the teacher calls out a category (physical, mental/emotional, and social). 4. Students freeze and partners work together to write one benefit from the category. 5. After 10 to 15 seconds, teacher calls out a new activity. 6. Continue until students have written 3 or more benefits for each category. 7. As students cool down, teacher will call on students to give the examples they wrote down from each category.
VARIATIONS:	<ol style="list-style-type: none"> 1. Use the above activity with vocabulary words from a different topic such as the digestive system (e.g., esophagus, liver, gallbladder, stomach, and pancreas).

NAME OF ACTIVITY: **Strong, Stretchy, or Speedy?**

GRADE LEVEL: 6th – 7th

SUBJECT AREA: Healthful Living

NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER: PE.6.HF.3.2 Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.
PE.7.HF.3.3 Illustrate a variety of training methods.

FORMATION: Students at desks

EQUIPMENT: Index cards with activities on them, signs

- RULES/DIRECTIONS:
1. Teacher places three signs labeled as strength (strong), flexibility (stretchy), and endurance (speedy) around the room.
 2. Hand each student an index card with an activity on it and a piece of tape. Students stand at desks.
 3. Each student individually calls out an exercise and students begin doing exercise. Students perform the activity for 30 seconds.
 4. Students must call out whether the exercise can be categorized as strength, endurance, or flexibility and then go tape it on the wall under the correct category.

Strength

Push-ups

Sit-ups

Lunges

Bicep curls with

Endurance

Jogging

Jumping rope

Skipping

Jumping Jacks

Flexibility

Quadriceps stretch

Shoulder stretch

Calf stretch

Side bends

5. Students will write the list after each student has placed their card in the correct category.
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- VARIATIONS:
1. Use the food groups for each column and call out different foods. Students must identify the corresponding food group.
 2. Students perform this activity as groups. Students work together to determine whether the activity should be categorized as strength, endurance, or flexibility. Each group will write its answer on a piece of paper.

NAME OF ACTIVITY:	There's Fungus Among Us
GRADE LEVEL:	6th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.PCH.1.2 Differentiate between communicable and chronic diseases.
FORMATION:	Create stations and divide the class into competition groups of no more than 4 members
EQUIPMENT:	Task cards, 1 piece of paper and pencil for each group; (optional) ball, textbook
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Set up various stations. At each station have a question and a physical activity for students to perform. 2. The students must perform a physical activity as a group. 3. Upon completion of that action, the students are to complete the academic task and write down their answers (team that completes the stations the fastest with the most correct answers wins). <p>Station One: <u>Physical Activity:</u> Teams are to perform "Over and Under" twice with a balled up piece of paper or a textbook. <u>Academic Task:</u> List 3 types of pathogens. <u>Answer:</u> Viruses, bacteria, fungi, and protozoa.</p> <p>Station Two: <u>Physical Activity:</u> Teams are to jump rope (imaginary) 15 times each. <u>Academic Task:</u> List 3 major barriers against pathogens. <u>Answer:</u> Skin, mucous membranes, saliva, tears, and stomach acid.</p> <p>Station Three: <u>Physical Activity:</u> Teams are to run through a twisting course of cones or chairs. <u>Academic Task:</u> List 4 communicable diseases. <u>Answers:</u> Strep throat, pneumonia, common cold, influenza, chicken pox, measles, mumps, mononucleosis, hepatitis.</p> <p>Station Four: <u>Physical Activity:</u> Each member swings a hula hoop (imaginary) around his or her waist 15 turns. <u>Academic Task:</u> List 4 common sexually transmitted infections. <u>Answers:</u> Genital warts, genital herpes, syphilis, gonorrhea, Chlamydia, hepatitis B, HIV/AIDS.</p>
VARIATIONS:	<ol style="list-style-type: none"> 1. Have the students create physical tasks that can be done by teams. 2. To make the game more time efficient do only one station per day. 3. Create as many stations as needed for the size of the class.

NAME OF ACTIVITY:	Tic and Tac, but No Smelly Toes
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.PCH.1.3 Interpret health appraisal data to assess personal risks for preventable disease.
FORMATION:	Teams of 4
EQUIPMENT:	Board, chalk or dry erase markers, statements of health habits, 6 note cards labeled with an "H" and the word "Jump" for healthy, 6 note cards labeled with a "U" and the word "Sit" for unhealthy
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. The class is divided into groups of four. 2. The teacher draws a tic tac toe grid on the board for every group of four. 3. Teacher identifies two students in each group as X's and two students in each group as O's and gives one H and one U card to each group of four. 4. The object is to win a game of tic-tac-toe on the board. 5. The teacher makes a statement about health habits (healthy or unhealthy) directed towards the X's or the O's in each group. Sample health habits: <ul style="list-style-type: none"> • Brush teeth daily. (Healthy) • Avoid using sunscreen. (Unhealthy) • Sleep on clean linens. (Healthy) • If your eyes hurt or itch, rub them vigorously. (Unhealthy) • Keep skin clean by washing after you sweat. (Healthy) • Play your stereo on high volume. (Unhealthy) • Read in a well-lit room. (Healthy) • Use dental floss to reduce plaque. (Healthy) • Wear the same socks for two weeks. (Unhealthy) 6. Students respond by showing either the H or the U note card and performing the activities on the card to signify if the statement was healthy or unhealthy. 7. The teacher identifies groups who answered correctly and allows them to put their symbol (X or O) into the grid. 8. The teacher then makes a new statement about health habits directed towards the other two players (X's or O's) in each group. 9. Continue for 10 minutes until teams complete games of tic tac toe. 10. Students who are not running up to the board are performing an activity from the movement bank (e.g., march in place, dance). 11. Continue for 10 minutes.
VARIATIONS:	<ol style="list-style-type: none"> 1. Make a list of true-false statements.

NAME OF ACTIVITY:	True or False
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.NPA.4.3 Summarize the benefits of regular physical activity.
FORMATION:	Standing at desk
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Teacher calls out a series of statements such as: <ol style="list-style-type: none"> a. Your heart is a muscle. (True) b. White bread is more nutritious than whole wheat bread. (False) c. Exercise makes your heart stronger. (True) d. --- e. Milk really does not give you strong bones. (False) f. You should be eating 5 cups of fruit and vegetables every day. (True) g. Blood does not transport the oxygen from the heart to other parts of the body. (False) h. The main sources of protein are meat, fish, and beans. (True) i. You have muscles that move even when you don't think to tell them to. (True) j. Beans are good for your heart. (Ha ha) 2. Students respond to each of these statements by sitting at their desk if the answer is false and standing and running in place if the answer is true for at least 15 seconds. 3. Teacher can have student make larger movements for true or false statements such as jog in place for true statements and squatting low for false statements.
VARIATIONS:	<ol style="list-style-type: none"> 1. Can be adapted for all subject areas. 2. Teacher can choose different movements from the movement bank. 3. Have a brief discussion as to why each statement was true or false.

NAME OF ACTIVITY:	What's for Dinner?
GRADE LEVEL:	8th
SUBJECT AREA:	Healthful Living
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.
FORMATION:	Sitting/Standing at desk
EQUIPMENT:	1 paper plate and 1 pencil per student
RULES/DIRECTIONS:	<ol style="list-style-type: none"> 1. Teacher passes out 1 plate per student. 2. Students will draw a nutritious meal on their plates. 3. Students will then choose a partner close to them and stand up at their desks. 4. One partner will hold both plates. 5. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates. 6. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity (e.g., waving plates up and down in front of body while jogging, swimming underwater using plates for fins, jumping jacks while holding plates). 7. Continue activity for 10 seconds and switch by giving plates to other partner, and repeat as many times as desired. 8. Have students return to desks with their own plates and discuss a nutrition concept such as healthy food choices and portion sizes using MyPlate.

NAME OF ACTIVITY: **Alphabet Soup**

GRADE LEVEL: 6th - 8th

SUBJECT AREA: Miscellaneous

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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.

VARIATIONS:

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 - 8th

SUBJECT AREA: Miscellaneous

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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.

VARIATIONS:

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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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.

VARIATIONS: 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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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.

VARIATIONS:

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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

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

- VARIATIONS:
1. Create a different list of professions for each group.

NAME OF ACTIVITY: **World's Strongest Student**

GRADE LEVEL: 6th - 8th

SUBJECT AREA: Miscellaneous

NC STANDARD COURSE
OF STUDY OBJECTIVE
NUMBER:

FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

1. Have students imitate activities that competitors in the "World's 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.

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