

# SOCIAL STUDIES

## CLASSROOM ENERGIZERS



NAME OF ACTIVITY:	<b>Africa, Asia, Australia – Where do I belong?</b>
GRADE LEVEL:	7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).
FORMATION:	Standing at desks facing map
EQUIPMENT:	Map of Africa, Asia, and Australia on wall; pointer (e.g., yardstick)
RULES/DIRECTIONS:	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Aboriginal people</li> <li>• Colonization by European people</li> <li>• Languages include Swahili, Hausa, and Yoruba</li> <li>• Languages include Hindi, Korean, and Arabic</li> <li>• Birthplace of Homo sapiens</li> <li>• Specific governments identified by teacher</li> <li>• Key figures identified by teacher (e.g., Saddam Hussein, Mao Tse-tung, Gandhi, etc.)</li> <li>• Buddhist religion</li> </ul> <p>Other students stand at desk and perform the following movements:</p> <ol style="list-style-type: none"> <li>1. Hopping (like a kangaroo) if Australia</li> <li>2. Marching in place if Asia</li> <li>3. Dancing if Africa</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Other movements: walking in place; hopping on one foot; playing air guitar; lifting knees; jogging in place; twisting; jumping jacks.</li> <li>2. Tell student at board not to turn and look at movements of other students unless he or she needs help identifying continent.</li> </ol>

NAME OF ACTIVITY:	<b>Capital Calisthenics</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).</p> <p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p>
FORMATION:	Standing at desk with partners
EQUIPMENT:	Paper and pencil
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>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.</li> <li>2. On signal, students begin activity and continue for 10-15 seconds, when the teacher says, "Capital!"</li> <li>3. Students stop and work with partner to write the capital.</li> <li>4. After 10-15 seconds the teacher calls out a new country and activity.</li> <li>5. Continue until all countries/states are covered.</li> <li>6. As students cool down teacher writes correct answers on the board, and students check their work.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Call out capitals and have students write down country/ state.</li> <li>2. Good for map review or vocabulary.</li> </ol>

NAME OF ACTIVITY:	<b>European Vacation</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture). 7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).
FORMATION:	Students in lines in desk rows
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher leads students through Europe on a vacation.</li> <li>2. Students mimic the actions at each stop on vacation for 10-15 seconds. <ul style="list-style-type: none"> <li>• Play tennis at Wimbledon</li> <li>• Golf at St. Andrews</li> <li>• Swim the English Channel</li> <li>• Climb the Swiss Alps</li> <li>• Play soccer at Wembley Stadium</li> <li>• Walk the Great European Plain and help harvest the vegetables and crops</li> <li>• Help row an ancient trireme in the Mediterranean</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Can be done with any country or continent.</li> </ol>

NAME OF ACTIVITY:	<b>In The Trenches</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great). 7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).
FORMATION:	In rows at seats
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Students use their rows of desks as a WWI (World War I) trench.</li> <li>2. Teacher calls out activities for students to perform in the trenches.</li> <li>3. Students mimic the activity at least 10-15 seconds: <ul style="list-style-type: none"> <li>• Move down the trench to help unload equipment (students walk crouched and pass imaginary equipment down their row).</li> <li>• Putting on gas mask</li> <li>• Move up the trench to help fire guns and mortars.</li> <li>• Resting with backs against trench wall eating a meal (MRE).</li> <li>• Duck and cover.</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. During cool down, students can remain “in the trench” while teacher reviews life in the trenches and daily activities of soldiers.</li> <li>2. Can be adapted for any country or social studies lesson.</li> </ol>

NAME OF ACTIVITY:	<b>Latitude and Longitude</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns). 7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
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:	<ol style="list-style-type: none"> <li>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.</li> <li>2. Separate students into teams of four or five. Have one student from each team stand in one corner of the grid.</li> <li>3. Assign an activity for each direction. <ul style="list-style-type: none"> <li>• Walking in place = North</li> <li>• Jumping = South</li> <li>• Clapping = East</li> <li>• Waving arms = West</li> </ul> </li> <li>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.</li> <li>5. Assign an activity for each team to show completion of the task. e.g., Jumping Jacks = FINISHED</li> <li>6. Allow other players to be guided on the grid.</li> </ol>

NAME OF ACTIVITY:	<b>Legend Has It</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns). 7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
FORMATION:	6-8 areas of the room marked with different colors, students in groups of 4
EQUIPMENT:	Colored construction paper, tape
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Separate the room into 6-8 different colored zones.</li> <li>2. Each group of students starts in a different zone.</li> <li>3. Create a legend of the room on the board. Have each color correspond to a physical activity from the Movement Bank. <ul style="list-style-type: none"> <li>• Blue = Jumping Jacks</li> <li>• Red = Running in Place</li> </ul> </li> <li>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.</li> <li>5. Have students move to next station and repeat.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. The objective is to teach students how to use a key or legend.</li> <li>2. Once students have rotated through all the zones select different movements from the movement bank to correspond to the colors in the legend.</li> <li>3. This activity works well outdoors.</li> </ol>

NAME OF ACTIVITY:	<b>Mapercise</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).</p> <p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p>
FORMATION:	Teams lined up at back of the desk rows
EQUIPMENT:	Maps, preferably laminated for re-use, Dry erase markers
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Students line up at the back of desk rows with their team.</li> <li>2. Teacher calls out a map feature (capital, city, state, landform, etc.) and says, "GO!"</li> <li>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.</li> <li>4. All other students in line should be performing a physical activity from the Movement Bank.</li> <li>5. Points are given for each correct response and extra points are given for the fastest team to finish.</li> <li>6. Students take turns until all features have been used, or until all students have participated multiple times.</li> </ol>



NAME OF ACTIVITY:	<b>Miles Apart</b>
GRADE LEVEL:	6 <sup>th</sup> – 7 <sup>th</sup>
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns). 7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
FORMATION:	Students paired throughout the room
EQUIPMENT:	Rulers, calculators (optional), and a map for each pair
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. The objective for this activity is to equate actual miles with the map scale.</li> <li>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).</li> <li>3. Pair students and provide each pair with a map, ruler, and a calculator (if desired).</li> <li>4. Have students use a map scale to measure the distance between two cities or countries.</li> <li>5. Choose distances which allow the students to accumulate the most physical activity.</li> <li>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).</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. For a smaller classroom use stationary movements from the Movement Bank.</li> </ol>

NAME OF ACTIVITY:	<b>North Carolina Alive</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	Review of any content area
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:	<ol style="list-style-type: none"> <li>1. Set up various stations.</li> <li>2. At each station have a question and/or a skill activity for students to perform.</li> <li>3. The students must perform the physical activity as a group.</li> <li>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: <ul style="list-style-type: none"> <li>• Station One: <u>Physical Activity</u>: Teams are to perform “Over and Under” twice with a ball, social studies book, or balled up piece of paper. <u>Academic Task</u>: Map Skills (identify country, interpret symbols on a map).</li> <li>• Station Two: <u>Physical Activity</u>: Teams are to jump rope (imaginary) 15 times each. <u>Academic Task</u>: Label the counties of North Carolina.</li> <li>• Station Three: <u>Physical Activity</u>: Teams are to run through a twisting course of cones or chairs. <u>Academic Task</u>: Identify state symbols.</li> <li>• Station Four: <u>Physical Activity</u>: Each member swings a hula hoop (imaginary) around their waist 15 turns. <u>Academic Task</u>: Describe the opportunities for and benefits of civic participation.</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Instead of hula hoop have student pass social studies book around his/ her body.</li> <li>2. Have the students create physical tasks that can be done by teams.</li> <li>3. Demonstrate the type of lever using body parts.</li> <li>4. Do only one station per day to cut back on time.</li> <li>5. Create as many stations as needed for the size of the class.</li> </ol>

NAME OF ACTIVITY:	<b>Plague Party</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).</p> <p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p> <p>7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p>7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p>
FORMATION:	Students lined up by rows
EQUIPMENT:	1 box, 1 slip of paper for each student
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Mark 1/3 of the slips of paper with the letter P. Place all the slips into a box.</li> <li>2. Pick a plague-affected country and write that country's name on one side of the box.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. After the activity discuss frequency of contracting plague and effects in Europe and other parts of the world.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Carefully explain before the activity, students who pick a "P" are not really plagued and should not horseplay regarding this serious issue.</li> </ol>

NAME OF ACTIVITY:	<b>Ups and Downs</b>
GRADE LEVEL:	6th – 7th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns). 7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
FORMATION:	Students sitting at desks
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher calls out different locations; either relative or absolute.</li> <li>2. When an absolute location is called out students stand, jump for 15 seconds, and sit down.</li> <li>3. When a relative location is called out students stand, run in place for 15 seconds, and sit down.</li> </ol>

NAME OF ACTIVITY:	<b>Where is it? (N, S, E, or W) Directional Jumps</b>
GRADE LEVEL:	6th
SUBJECT AREA:	Social Studies
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p>
FORMATION:	Standing at desk
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher put map of South America or Europe on the board.</li> <li>2. Teacher calls out providence or state within those countries.</li> <li>3. Students jump to the N, S, E or W based on where the providence or state is located.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. 8th grade – counties in North Carolina.</li> <li>2. Can be modified to incorporate NE, SE, NW, and SW to give variety to the activity.</li> <li>3. Identify direction of specific landmarks within the country.</li> </ol>

NAME OF ACTIVITY:	<b>Alphabet Soup</b>
GRADE LEVEL:	6 <sup>th</sup> – 8 <sup>th</sup>
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	Xxxx
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:	<ol style="list-style-type: none"> <li>1. The object is for students to correctly spell the vocabulary word.</li> <li>2. Teacher calls out a vocabulary word related to subject area.</li> <li>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.</li> <li>4. Students take turns getting letters until a team has spelled the word correctly.</li> <li>5. The first team to spell the word correctly will earn a point.</li> <li>6. Continue until all words have been spelled.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Perform the activity as above and have teams make a sentence with the vocabulary words.</li> <li>2. Make your own laminated alphabet cards.</li> </ol>

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:	<b>Everybody is a Star</b>
GRADE LEVEL:	6 <sup>th</sup> – 8 <sup>th</sup>
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:	<ol style="list-style-type: none"> <li>1. Each student writes 3-5 questions a journalist would ask a Celebrity/Super Star and identifies one Super Star.</li> <li>2. The class is divided into two groups: Journalists and Super Stars.</li> <li>3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.</li> <li>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.</li> <li>5. The journalists try to guess who the Super Stars are based on the answers to their question.</li> <li>6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.</li> <li>7. Switch roles.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>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.</li> </ol>



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.