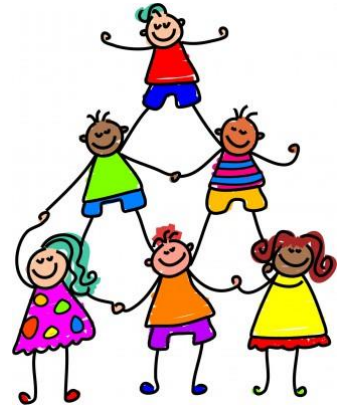


Movement / Teamwork / Energizers

1. People to People

- Teacher says “People to People” and students mill around the room. (You can play music while students are walking.)
- Stop music so students freeze.
- Call out a body part (such as elbow, knee, thumb, shoulder, etc.) and students pair up to touch those parts together. It is okay for more than 2 students to join together.
- When you say “People to People” start the music playing and start over.
- Repeat with a different body part.



2. Black Socks Song

Students form a large circle. There needs to be one spot for each student (either a chair to sit in, or a mat to stand on) minus the one student who gets in the middle to start (ex: If you have 20 students, you need 19 chairs). Sing the song below. On the question, insert the student’s name who is in the middle of the circle. The student in the circle responds with, “Yes, I like my neighbors, especially those _____.” Insert a phrase that they might have in common with someone in the group such as those with blonde hair, those who ride a bus, those who play soccer, those who were born in Lawton, those who have brown eyes, etc.

Then all the students who could say yes to the phrase must go find a new place to sit (or stand). The person who was in the middle must move to a place in the circle. The person who does not find a spot will be the next person in the middle.

Black socks
They never get dirty.
The longer you wear them
The stronger they get.
Sometimes, I think I should wash them,
But something inside me keeps saying
Not yet, not yet, not yet!

_____, do you like your neighbors?

“Yes, I like my neighbors, especially those with _____.”

3. Copy Cat

- Divide the class into 2 or 3 groups. Each group forms a circle.
- Select one student from each group to begin. That person goes in the center. Choose a student that is willing to make some actions for others to follow (toe touches, dances, jumping jacks, etc.).
- Start music playing and everyone in the group must copy the person in the center.
- When the music stops, the center person points to another member in the circle to take their place. Repeat.

4. Artist and the Blob

- Students pair up – one is the artist, the other a blob of clay
- When the music starts, the artist must position the blob's legs, arms, head (safely) with no talking (as if they are creating a masterpiece sculpture)
- When the music stops, the blob must freeze.
- Everyone admires the artists' work (they can tour the "gallery")
- The artist and blob switch roles

5. Inner circle / Outer circle / Two circles

- An even # of students is needed. (If you have an odd #, they can be in control of the music).
- Each student finds a partner to start with.
- Face each other in two circles (one inside, the other outside).
- Each person shares information as directed by the teacher. This can be personal info. to get to know one another or information learned in class as a review.
- Encourage students to use complete sentences when sharing information.
- To get to a new partner, you can start music and have each student walk in their circle going opposite directions. When the music stops share information with the new person. Another way is for students who start out as partners to hold their hands together in a high-5 position and count #1. Then as they rotate in the circle, count the next person as #2 and so on. The teacher can say, "Count 5 and share with that new partner."

6. Wadded paper balls

- Write a question or command that can have several answers. (ex: Name a noun, Name a state beginning with the letter N, What is a multiplication fact with the answer of 12?)
- Wad up the paper and upon the teacher's signal, throw the ball.
- Student who gets the new wadded up ball writes one answer to the question and throws again.

7. Zoom Zoom

- Class sits in a circle.
- Identify something to be shared such as a math fact that equals 50. It can also be personal information, favorite ____, etc.
- Start by each person saying "zoom" as you go around the circle until someone decides to share and puts on the breaks (pull back arm and say "errrrhhh.")
- The person states their fact such as, "30 + 20 = 50."
- Then zoom goes the opposite direction from which it came.
- Continue until all have shared.

8. Behind the Curtain

- Have a sheet or large piece of butcher paper available to hang up or have 2 tall people hold.
- Half the class gets on one side of the sheet and the other half on the other. The sheet is held up high so the groups can't see each other.
- 1 person from each side goes up close to the sheet. The teacher counts to 3 and the sheet comes down.
- The object is to be the first to say the other person's name upon seeing them.
- This might also be used for math facts, etc.

9. Circle ball game

- You will need 1-4 foam balls, beanbags, or koosh balls. Form the class in a large evenly-spaced circle. (I think koosh-balls work best, especially with younger students).
- Start a process for identifying each person's passing and receiving partner. To start this, the teacher should be in the circle and look for a person across the circle, call their name, and toss the ball (this is the teacher's passing partner).
- This person then looks across the circle, calls their name, and tosses the ball. Keep repeating this until everyone has been selected. It might help for everyone to hold up their hand until they have been selected so it will be easier to find who hasn't been chosen.
- Participants must watch only 2 people (the one they're passing to and the one they're receiving from). Encourage underhanded easy throws.
- As the group becomes faster and more experienced, the teacher may add more balls to the activity so that up to 4 are being tossed at the same time. Again, you must watch only 2 people – the person you're passing to and the one you're receiving from. You can also play music while balls are being tossed.

10. Teamwork game

- Divide class into groups of 4-6. Assign each person in the group a number (#1, #2, #3, #4, etc.)
- Pose a question to the whole class.
- Groups discuss the answers so that each person in the group knows the answer.
- The group will not know who is responsible for answering the question until the teacher rolls a dice or spins a spinner.
- If the teacher rolls #3, then #3 in each group must answer the question. This can be done orally or submitted in writing.

11. Paper airplanes

- Each student folds their own paper airplane. Teacher directs students to answer a question or write some type of fact inside. This can be used for math facts, spelling words, story starter, facts from social studies or science, positive compliments
- Everyone flies airplanes until the music stops.
- Pick a plane up and write more facts until the music starts again.
- Do this 3 or 4 times.

12. Back Art

- Students are in small groups of 3-4 students. They sit next to each other in a straight line, so they can't see each others' backs.
- The first person in each group comes to the teacher who shows them one simple design (heart, circle, square, happy face, star, sun, flower, WOW, etc.).
- Without revealing what the shape is, that person "draws" the object on the back of the next person in their group using their finger. The person can request it to be drawn again until they think they understand what it was. Otherwise there is no talking (and no fair looking at what the person is drawing).
- Person #2 "draws" on the back of person #3, person #3 "draws" on the back of person #4.
- Person #4 (or the last person) draws what they felt on a piece of paper. Person #1 confirms the shape.
- Repeat above with Person #2 in each group going to the teacher to see the next shape to "draw."

13. High 5 (Get to know you activity)

- Students mill around at first. Teacher says, “Find a partner and give them a high 5.”
- Teacher tells them 1 item to share (name, info about family, vacation, favorite food, what they like about school, what they want to be, etc.) Students should take turns while sharing info, using complete sentences.
- On a signal (after about 1-2 minutes), students mill again. Teacher says, “Find a different partner and give them a low 5.”
- Teacher tells them a different item to share, using a complete sentence.
- Repeat 1 or 2 more times (give new partner a fist bump, a pinky shake, a bow, a salute, or other type of greeting).
- After sharing with about 3 different partners, come together in a large circle. Tell students to find their “high 5 partner” and stand next to them in the circle. Each student must introduce their partner to the class and state what they learned with that partner. Go around the circle until everyone has shared.
- Tell students to find their “low 5 partner” and stand next to them in the circle. Each student introduces their new partner in the same manner as before. Repeat with next partner.

14. Gumdrops & Toothpicks

- You will need a styrofoam ball and enough toothpicks and gumdrops for each student in the class.
- Each student pokes a toothpick into the ball as they say unkind things that might be heard at school (ex: you look funny, I don’t like you, you are mean, you are dumb, you stink, etc.).
- Then each student gets a gumdrop. A gumdrop is placed over the end of a toothpick as kind words are said (you look nice today, I like you, will you be my friend, good work, etc.)

15. Wrinkled Heart

This is similar to Gumdrops and Toothpicks. Cut a large heart out of butcher paper. Each student says an unkind thing that might be heard at school (see above). Each time something is said, the heart gets wrinkled. By the time everyone is finished, the heart should be wrinkled into a ball.

Then, go around the circle and each student says some kind words you should hear at school (see above) and gradually unwrinkle the heart.

When you are finished, the heart will be whole again, but it will have wrinkles in it, signifying that saying unkind things can’t totally be undone – those statements stay on the heart sometimes for years. Hang the heart up in the room. Refer to it when needed by saying, “remember the wrinkled heart.”

16. Woo Game!

- Students are in small groups.
- The object is to talk together to find commonalities amongst everyone in their group.
- When they do find something they all have in common, everyone in the group holds their hands up and says, “Woo!”
- You may have to list some ideas on the board for them to begin with (color, food, sport, movie, game, type of shoe, phone, # of people in their family, etc.)

17. Interview Activity

- Make up a set of cards so each pair of students has one set (if you have 20 students, you need 10 sets). You might put them in baggies or envelopes.
- Each pair of students sits across from each other with the cards face down between them.
- Taking turns, student #1 picks the top card and reads the question to student #2.
- Student #2 answers the question in a complete sentence. Then student #1 also answers the question.
- Repeat with the rest of the cards (taking turns).
- Teacher's role: Mill around to make sure students are following directions and using complete sentences. When a pair of students finishes with their cards, they must come to you. You will pair them up with new partners to repeat the process. Do this for an allotted amount of time. It can be repeated several times during the first 2 weeks of school so that most children in the class get to pair up.
- Possible question topics: What is your whole name? How many are in your family? What is your address? Try lots of favorites such as: sports, color, subject at school, place to eat, food, game, etc.

18. Group Knot

- You will need nylon rope of different colors in about 5-6 foot lengths. You need 1 rope piece for every 2 students. Singe the ends first, so they don't fray. Check out the dollar stores for inexpensive rope.
- Students need to be in groups of 6 or 8. If there are 8 in the group, lay out 4 ropes on the ground, making a star pattern (overlapping in the middle like 2 X's). With 6 in a group, lay out 3 ropes.
- Each person in the group holds an end of the rope (standing up). They should be forming a circle now (facing the person at the other end of their rope).
- On the teacher's signal, give them about 2 minutes to make a knot. They must hold the end of their rope at all times. (See if they can figure out how to weave themselves in and out in order to make a knot in the center). They are encouraged to talk to each other!
- At the end of 2 minutes or so, signal them to freeze and stand in their circle. Then give them the directions to untie the knot. Same rules apply – you cannot let go of your rope at any time. Verbal cooperation is necessary (see if the students use helpful directions such as, "go under me, go over me, etc.)
- **Don't** tell them at the beginning that they will have to undo the knot!! If you have an odd # of students, one could control the timer.

19. Canister Relay

- You will need empty frosting or small Pringles-type canisters (about 10-12 per class). Number each canister on the lid.
- Divide the class into teams of 3-4 each.
- Place a scrambled word or a question in each canister. Put the canisters in a central location.
- Teams may send one runner at a time to get a canister, answer the question, and return it for another canister. Your group can only have 1 canister at a time.
- Assign someone to write the answers. Group to get the most correct answers in a given amount of time are the winners.

20. Brainstorming

- Divide students into smaller groups.
- Give students a topic and let them come up with as many ideas as they can in a set amount of time.
- This can be as simple as naming types of fruits, or complex like naming words with 4 syllables. It can be a regular list, or one in which each letter of the alphabet is included.

21. Mix and Match

- Make up some cards to go along with a particular activity (ex: question & answer, opposites, contractions, number sentence & answer, array & multiplication problem, picture & fraction, word & picture, term & definition, etc.) Have enough cards for each student in the class.
- After randomly giving each student a card, they get out of their seats and mix through the class. As students pass one another (mixing), they trade cards.
- Teacher says “Freeze!”
- Teacher says, “Match” and students mill around the room to find the person in the class who has the matching card. They freeze again when they find their partner.
- After all students have found their perfect match, call “Mix” and they repeat.

22. Forming a circle

If you plan to group your students in a large circle for many different purposes during the week or school year, this might be a helpful strategy in order to get students to do it in a quick orderly fashion.

- The first time you do this, just announce that you need the class to form a circle so that everyone fits. You can show them where you want the circle to be formed. Do not tell them you are timing them. Watch them as they try to make a circle – look for spacing issues, those who are getting left out, those who are helping others, etc. Try not to give suggestions at this time. When a fairly decent circle is formed (or when you see it is impossible, note the time it took).
- Then announce to students that you timed the procedure. You have a goal for them to try this again, with some of the following considerations: Everyone must fit, there should be no arguing or pushing, no saving spaces, only kind words are allowed, students need to notice if others are left out and how to scoot over to make more room or show them where an opening exists, etc. The goal is also to do it in less time, but not in a frenzy.
- Time students on the next attempt. Let’s say they do it in 20 seconds. Supposing that they followed the other procedures, let them know that from now on you expect them to form a circle in 20 seconds or less. You will keep track of the times that they do and reward them in some way (maybe with a circle-type game).