NCDPI

In partnership with:

beactive

NORTH CAROLINA Health & Wellness TRUST FUND

NC HEALTHY SCHOOLS

PHYSICAL ACTIVITY & NUTRITION BRANCH
NC DIVISION OF PUBLIC HEALTH

NCAAHPERD

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

*Energizers* were developed by:

EAST CAROLINA UNIVERSITY

**Activity Promotion Laboratory**

**College of Health and Human Performance**

# Music Middle-School Energizers

## Classroom-based Physical Activities

The way teachers integrate physical activity with academic concepts

# Acknowledgements

The "Energizers" were
developed by the

EAST CAROLINA UNIVERSITY

**Activity Promotion Laboratory**

Department of Exercise and Sport Science
College of Health and Human Performance

## Energizer Team Members:

Matthew T. Mahar, Ed.D.
Donna P. Scales, M.A.Ed.
Tiana Y. Miller, B.A.
Rhonda K. Kenny, M.A.Ed.
A. Tamlyn Shields, M.A.

The goal of the Activity Promotion Laboratory is to promote active lifestyles. We are indebted to the North Carolina Department of Public Instruction (NCDPI), Be Active North Carolina, Inc., NC Healthy Schools, the NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), and the Physical Activity and Nutrition Branch for providing funding for this project. In particular, we wish to thank Kymm Ballard at NCDPI for her non-stop support of the efforts to help teachers integrate physical activity into the school day.

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:
Dr. Elsie C. Leak, Associate Superintendent
Office of Curriculum and School Reform Services
6307 Mail Service Center, Raleigh, NC 27699-6307
Telephone (919) 807-3761; fax (919) 807-3767

**About the Cover:** We would like to acknowledge and thank C.W. Stanford Middle School in Hillsborough, NC for their work with the Energizers and allowing us to use the picture on the cover.

Copyright © North Carolina Department of Public Instruction
First Edition: July 2006

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## NC Health and Wellness Trust Fund Commission

Established in May 2001, the NC Health and Wellness Trust Fund Commission (HWTF) invests in programs and establishes partnerships to address the health needs of vulnerable and underserved populations in North Carolina. Recommendations from HWTF's Study Committee on Childhood Obesity led to the amendment of the Healthy Active Children Policy requiring 30 minutes of daily physical activity for each child in grades K-8.

NORTH CAROLINA Health Wellness TRUST FUND

## Fit Kids

Fit Kids, an initiative of HWTF, will provide curriculum-support materials to assist teachers with implementation of this mandate through a resource rich web site, www.FitKidsNC.com. HWTF will also provide trainings on physical activity integration into the school day using these web site resources to all K-8 teachers in the state. These trainings will be conducted through a grant to Be Active North Carolina and the Department of Public Instruction.

fitkids

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## Energizer Partners

**Be Active North Carolina**
Be Active North Carolina, Inc. is a 501 (c)(3) non-profit organization dedicated to improving the health of all North Carolinians. Our mission is to increase the physical activity levels and healthy lifestyles of all North Carolinians through people, programs and policies.

**The NC Department of Public Instruction**
The North Carolina Department of Public Instruction is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education. The elected State Superintendent of Public Instruction heads the Department and functions under the policy direction of the State Board of Education.

The agency has approximately 530 positions providing leadership and service to local public school districts and schools in the areas of curriculum and instruction, accountability, finance, teacher and administrator preparation and licensing, professional development, and school business support and operations.

*The Healthful Living Section* is responsible primarily for curriculum and staff development in the areas of health and physical education. In addition, we oversee the athletics, sports medicine, and drivers education programs for the K-12 public schools.

**North Carolina Healthy Schools**
The North Carolina Healthy Schools is funded by the Centers for Disease Control and Prevention. It is designed to create a working infrastructure between education and health to enable schools and communities to create a Coordinated School Health Program. The Department of Public Instruction and the Department of Public Health house the Senior Advisors who establish relationships and build capacity. A model school health program includes these eight components:

- Comprehensive School Health Education
- School Health Services
- A Safe Physical Environment
- School Counseling, Psychological and Social Services
- Physical Education
- Nutrition Services
- School-Site Health Promotion for Staff
- Family and Community Involvement in Schools

NC Healthy Schools focuses on improving the health of students and staff by providing coordination and resources. With all of these components in place and working together, students will be healthier in school, in class, and ready to learn.

*Continued on next page*

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

**North Carolina Physical Activity and Nutrition (PAN) Branch**
The Physical Activity and Nutrition Branch is housed within the NC Division of Public Health, NC Department of Health and Human Services. The PAN Branch is the lead state agency for developing and implementing healthy eating and physical activity interventions with state and local health agencies, as well as with community partners throughout the state.

The PAN Branch's mission is to stem the rising tide of obesity and chronic disease among North Carolinians by helping them to eat smart, move more and achieve a healthy weight. This mission is accomplished through the administration of successful statewide programs such as the NC Statewide Health Promotion Program and the NC Arthritis Program.

The PAN Branch staffs the Eat Smart, Move More…North Carolina movement, guided by the Eat Smart, Move More Leadership Team. The movement encourages healthy eating and physical activity wherever people live, learn, earn, play and pray. Eat Smart, Move More…NC exists because statewide partners collaborate to increase opportunities for healthy eating and physical activity through changes in policies, practices and environments. The shared vision among the many partner organizations is a North Carolina where healthy eating and active living are the norm, rather than the exception.
For more information on Eat Smart, Move More...NC visit
www.EatSmartMoveMoreNC.com

**The North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance** (NCAAHPERD) is an alliance of six associations:

- Dance Education Association of North Carolina (DANCE)
- North Carolina Association for Athletic Education (NCAAE)
- North Carolina Association for the Advancement of Health Education (NCAAHE)
- North Carolina Sports Management Association (NCSMA)
- Physical Education Association (PEA)
- Student Majors Association (SMA)

NCAAHPERD's mission is to provide advocacy, professional development, and unity for health, physical education, recreation, dance, and athletics professionals and students in order to enhance and promote the health of North Carolinians. Our vision is to be the leading organization promoting and supporting a healthier, more creative, and active North Carolina.

NCAAHPERD is one of North Carolina's oldest professional associations dedicated to the advancement of research and education within the fields of Athletics, Health, Physical Education, Recreation and Dance. NCAAHPERD is involved in advocacy initiatives locally and nationally.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## Energizers Background

In January of 2003, the State Board of Education passed the Healthy Active Children Policy (HSP-S-000). This policy provides schools with guidance for local school districts to promote coordinated school health programs, and emphasizes physical education and physical activity components. In April 2005, the State Board of Education revised the policy to mandate that schools provide a minimum of 30 minutes of physical activity for all K-8 students daily. It further states, "the physical activity required by this section must involve physical exertion of at least a moderate to intense level and for a duration sufficient to provide a significant health benefit to students". [A moderate level is described by most as a "brisk walk".] Finally, the revised policy states, "structured/unstructured recess and other physical activity (such as, but not limited to, physical activity time, physical education or intramurals) shall not be taken away from students as a form of punishment. In addition, severe and/or inappropriate exercise may not be used as a form of punishment for students." In order for this to happen in NC classroom teachers must take a small, but important role to assure children are provided with the mandated amount of physical activity.

It is through the support of NC Health and Wellness Trust Fund, NC Healthy Schools, Be Active North Carolina, Inc., NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), NC Department of Public Instruction and the Physical Activity & Nutrition Branch who allowed East Carolina University (ECU) to write, pilot, and develop the Energizers for daily use by classroom teachers.

This was a much more difficult task because of the "cool" factor associated with middle school students. That is, middle school students are reluctant to do anything that makes them feel uncomfortable. Due to this barrier, ECU has tried to design activities and movements that middle school students will feel comfortable performing. A Movement Bank is provided at the end of this booklet that can help teachers choose activities that work in their classrooms.

Most of the activities are associated with North Carolina Standard Course of Study Objectives. Some activities do not have associated Standard Course of Study Objectives, but can still be useful as a review of previously covered concepts. In addition, although a specific activity may be identified with a specific grade level because of the Standard Course of Study Objective, teachers of other grade levels may be able to use these activities by modifying the content. Along those lines, we encourage teachers to review the Middle School Energizers in other content areas, as they may be able to easily modify those activities to fit within their own content area.

To help develop age-and content-appropriate activities, ECU's team of physical activity specialists collaborated with a group of middle school teachers from the following content areas: math, language arts, science, music, health and physical

*Continued on next page*

education, and social studies. After the Middle School Energizers were developed, they were sent to middle school teachers throughout the state for pilot testing. The feedback from middle school teachers was then used to revise the Middle School Energizers to their final form.

The following middle school teachers significantly contributed to development of the Middle School Energizers:
Barnanne Creech (Zebulon GT Magnet Middle School, health and physical education)
William Fuller (CM Eppes Middle School, social studies)
Jeff Gibson (Ayden Middle School, music)
Christine Hodges (Pitt County Schools, language arts)
Madeleine Mahar (St. Peter's Catholic School, math)
Vivian Smith (EB Aycock Middle School, science)

We recognize that some teachers will be reluctant to try Middle School Energizers in the classroom because of the concern that students will be "out of control." However, evidence is mounting that students learn better when they move (e.g., use of classroom-based physical activities has produced improvements in on-task behavior). Also, we intuitively know that many students find it hard to sit at a desk for an extended period. These activities may be what is needed to help students look forward to school and to learn better.

## Directions

Teachers should align the Energizer activities with the curriculum content they will teach for the year. Middle School Energizers are provided by subject, so that Middle School Teams can discuss how to implement them. This way, content specific teachers can rotate who will provide activity allowing the responsibility to be shared when students are not in physical education, intramurals, or other designated physical activity time. We suggest using these Middle School Energizers two to three times per day, when possible. Most activities are easily adapted for special needs students, rainy days, and other areas of study by changing the focus.

## Availability

The "Energizers" will be available on the following web sites free in PDF format for easy download:

NC Healthy Schools: www.nchealthyschools.org
Be Active North Carolina, Inc: www.beactivenc.org
NC Physical Education for Me: www.ncpe4me.com
Eat Smart Move More NC: www.eatsmartmovemorenc.org
NC Health and Wellness Trust Fund: www.fitkidsnc.com
NCAAHPERD: www.ncaahperd.org
ECU Activity Promotion Lab: www.ecu.edu/cs-hhp/exss/apl.cfm

We are proud of the work from all of the partners that made this document a reality.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## What Teachers Say About Middle School Energizers

"Middle School Energizers are easier to do than I first thought."

"The Crazy Coordinates activity is good for ADHD kids who need to move!"

"The students were impressed with the way we combined social studies, math, and PE, all in one lesson. Most students will want to do the Miles Apart activity longer."

"The Mapercise activity worked great, just as instructed. Kids really liked the racing and movement aspect."

"Students love this activity [Bring It On]! It holds their attention and offers a chance to move and 'get the wiggles out'."

"The 'wiggly' kids loved this [Race to Grammar]. They were helping each other and cheered each other on. What a stress reliever for all."

"In the Name That Shape activity, having students draw polygons on paper after performing the activity reinforces learning and helps the student to be accountable and involved."

"Operation Computation was quick and easy to do."

"Hot Tamale is a good activity to use after the mock EOG."

"Crazy Questions is good for sequencing, listening skills, auditory processing, and multiple intelligences."

"Ups and Downs was an excellent activity. The students were eager to participate and it became more fun as the activity progressed."

"Students loved Stop, Clap, and Rap. It was a lot of fun."

"I used Stop and Scribble as a review game in social studies and for a spelling test. Surprisingly, it worked to focus students more than distract. The in-place activities could be used as memory joggers for anything from grammar to geography. Great, super easy, and fun!"

"Size It Up is an excellent way to review and reinforce formulae."

"I used Show Me the Mean, Median, Mode with pre-algebra. It was a great change of pace."

*Continued on next page*

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

"Have a Ball was fun and easy to incorporate in my class."

"Middle School Energizers can be independent practice and application of the content taught."

"Many Middle School Energizers are excellent for reviewing content previously covered."

## What Students Say About Middle School Energizers

"It gets your brain going."

"It [Chapter Review Charades] gives me a new way of identifying words."

"It [Name That Shape] helped me remember the number of sides on the shapes."

"True or False was a fun activity and it kept us active."

"It gets your mind working."

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

## Creating A Physically Active Classroom Atmosphere

Below are some helpful hints for classroom teachers to use to create a physically active environment:

1. Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value each child based on individual abilities. Modify activities when needed.
2. Have a signal or sign that can refocus students quickly so that they can "freeze" and listen to you when you need to speak or end the activity.
3. Share appropriate personal information with your students. Students respond favorably to the instructor who shares personal anecdotes or participates with them actively.
4. Be Fair. Make certain each student understands the teacher's expectations prior to the start of the activity.
5. Expect Success! Assume all students can, and want, to be active-including those with special needs.
6. Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self conscious about trying something new in front of their peers. With practice, this discomfort can be minimized and students will be more relaxed and willing to participate.
7. Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the "freeze" signals.
8. Take time to make sure that objects are out of the way for safe movement.
9. Set a time limit for the activity before beginning movement. Be sure to share with students.
10. Compliment groups or individuals so that all groups or individuals feel as though their participation was valued.

Ideas for Signals:

1. "Give me a hand" - Tell the kids, "give me a hand" and students raise one hand in the air. "Give me a clap" and students clap. "Give me a stomp" and students stomp one foot. You can then ask any combination such as "Give me three claps and a stomp" and the attention is focused on you.
2. Have a "laughing scarf". When the kids see the scarf - students may laugh. However, when you put it away, that means "silence" and all attention is on the teacher. This keeps students from laughing at others.
3. Have live music you can play and stop when you want students to freeze.
4. Begin to clap 3 times, then repeat as often as needed to refocus students. You can also clap at different levels of loud to soft or change the tempo of the clap to gain their attention.
5. Put your hand in the air. Tell students that when our hands go up, our mouths go closed.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

# HEALTHY ACTIVE CHILDREN RESOURCE SHEET

Resources for Principals *(www.ncpublicschools.org/curriculum/health)*

- Healthy Active Children Policy HSP-S-000
- *Appropriate and Inappropriate Practices*
- *Move More: North Carolina's Recommended Standards for Physical Activity in School*
- Teacher evaluation review form
- Physical education program evaluation as a demonstration school

The Balanced Curriculum documents can be a great resource in transitioning schools. These documents are located at *www.ncpublicschools.org/curriculum.*

- *A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level and*
- *A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study in the Middle Grades*

Resources for Teachers *(www.ncpublicschools.org/curriculum/health)*

- www.FitKidsNC.com Web site: A new resource-based website that will provide information and hands-on support materials for teachers, parents and community leaders.
- Elementary and Middle School Energizers: www.ncpe4me.com
- Classroom Management Techniques
  *http://www.theteachersguide.com/ClassManagement.htm*
  *http://www.teachervision.fen.com/*
  *http://drwilliampmartin.tripod.com/classm.html*
- Creating a Physically Active Classroom Atmosphere
- National Association of Sport and Physical Education (NASPE) Teacher Toolbox for teachers
- *Inclusive Physical Education*
- LEP students in Physical Education
- *Appropriate and Inappropriate Practices*
- "*North Carolina Intramural Handbook: Active Living Through Sport and Activity - www.ncpublicschools.org/curriculum/health/resources*
- Physical education program evaluation as a demonstration school
- www.d2f.org
- www.pecentral.org

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

# Table of Contents: Music

I Like to Move It Move It....13
Music Medley....14
Musical Scramble....15
Reading Rhythms....16
Stomp, Clap, and Rap....17
The Director Says....18

## Adaptable to Any Subject

Alphabet Soup....19
Crazy Questions....20
Everybody is a Star....21
Have a Ball....22
Hot Tamale....23
I'm A Student and You're a Student, Too!....24
Sports on the Move....25
What's My Job?....26
World's Strongest Student....27
Energizers Movement Bank....28

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **I Like to Move It Move It**
*Grade Level:* 6th - 8th
*Subject Area:* General Music
*North Carolina Standard Course of Study Objective Number(s):*
4.1 Compose short pieces using the basic elements of music to demonstrate tension and release;
5.1 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, and 2/2 meters.
*Formation:* Students standing at desks, circle or open room
*Equipment:* CD/cassette player, flashcards

*Rules/Directions:*

1. Have prepared flashcards - notation (depending on chosen topic).
2. As music is played one card is passed from student to student. Students should move around the room in an organized fashion (e.g., circle, figure eight, square, etc.).
3. When the music stops, the student with the card or student left standing, claps out an example of the notation or gives a description of the subject that is on the card.

*Variations:*

1. Write a rhythm on the board instead of using flashcards. Pass an eraser around the room. Whoever has the eraser when the music stops must clap and count the rhythm on the board.
2. This is a great lesson to integrate movement as well as language arts, social studies, or math, while listening to various musical styles.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Music Medley**
*Grade Level:* 6th - 8th
*Subject Area:* Music
*North Carolina Standard Course of Study Objective Number(s):*
Review of any content area
*Formation:* Create stations and divide the class into competition groups of no more than 4 members
*Equipment:* Various: jump ropes, cones, balls, maraca, tambourine, task cards

*Rules/Directions:*

1. Set up various stations. At each station have a question or a musical skill 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 (team that completes the stations the fastest with the most correct answers wins).

Station One: Physical Activity: Teams are to perform "Over and Under" twice with a small musical instrument or a balled up piece of paper (Over and Under: Students stand in single file line and pass a ball over the head to the student behind him/her. The next student passes the ball through his/her legs to the student behind him/her).
Academic Task: Match the composer with the period.

Station Two: Physical Activity: Teams are to do imaginary jump rope 15 times each.
Academic Task: Match instrument with orchestra family.

Station Three: Physical Activity: Teams are to run through a twisting course of cones, tambourines, or chairs.
Academic Task: Match music note with notation.

Station Four: Physical Activity: Each member swings an imaginary hula hoop around his/her waist 15 turns.
Academic Task: Match country with instrument or dance.

*Variations:*

1. Have the students create physical tasks that can be done by teams.
2. Do only one station per day to cut back on time
3. Create as many stations as needed for the size of the class.
4. If a group is idle after completing the academic task, then have them repeat the physical activity task.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Musical Scramble**
*Grade Level:* 6th - 8th
*Subject Area:* General Music
*North Carolina Standard Course of Study Objective Number(s):*
4.1 Compose short pieces using the basic elements of music to demonstrate repetition and contrast;
5.1 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.
*Formation:* Students at desks
*Equipment:* Notation flash cards, slips of paper

*Rules/Directions:*

1. Teacher should prepare slips of paper in a basket or container. Each slip of paper is different. Examples: One measure of 4/4,, one measure of 3/4, two beats and two rests to equal 4 beats, etc.
2. Place two separate piles of notation flashcards mixed up, in front of class on a table or desk.
3. Divide class into two teams
4. Teacher draws a slip and reads aloud.
5. A student from each team runs to arrange the notation flashcards in to match the order the teacher called out.
6. The first one back to their seat after the correct answer gets a point.
7. The other students are clapping and marching the entire time.

*Variations:*

1. You can also glue small magnets on the back of notes and rests and do this activity on the board.
2. This works well when teaching a unit on notation or composition.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Reading Rhythms**
Grade Level: 6th - 8th
*Subject Area:* Music
*North Carolina Standard Course of Study Objective Number(s):*
6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
*Formation:* Students stand at desks
*Equipment:* CD/cassette player, book

*Rules/Directions:*

1. Teacher selects a story.
2. Students stand by desks.
3. Teacher reads a section of the story and then plays music.
4. As music is playing students express themselves by dancing, moving, or acting out the section they have heard from the story.

*Variations:*

1. Teachers can integrate other subject areas into this activity (such as Language Arts) by obtaining reading material from other teachers.
2. This is a quick easy lesson to integrate reading comprehension as well as coordination skills, while learning music interpretation.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Stomp, Clap, and Rap**
*Grade Level:* 6th - 8th
*Subject Area:* General Music
*North Carolina Standard Course of Study Objective Number(s):*
4.1 Compose short pieces using the basic elements of music to demonstrate repetition and contrast;
5.1 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters;
8.2 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music;
9.2 Describe how elements of music are used in various exemplary musical compositions.
*Formation:* Students standing at desks
*Equipment:* Rhythm instrument (optional)

*Rules/Directions:*

1. Teacher chooses a subject or theme.
2. Students write rhyming lines to be used as rhythmic speech as in a rap.
3. Half the class will rap the words and half will clap, stomp and play rhythmic pattern. (e.g., "We Will Rock You"- eighth note, quarter). *Some students may also play rhythm instruments such as sticks, maracas, etc.
4. As students begin clapping, playing beat, teacher speaks the rap, students then echo.
    1) Bach and Beethoven were really cool.
       They made music a part of school.
    2) Marriage of Figaro, Don Giovanni
       Operas by Mozart, Just two of many

*Variations:*

1. Rap can be any subject: composers, instruments, student name, math, even class rules.
2. Students switch rapping or playing to include movement for everyone.
3. This lesson works well to include movement as well as integrate writing skills.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **The Director Says**
*Grade Level:* 6th - 8th
*Subject Area:* General Music
*North Carolina Standard Course of Study Objective Number(s):*
6.02 Identify elements of music in aural examples representing diverse genres and cultures.
*Formation:* Students at desks
*Equipment:* CD/cassette player

*Rules/Directions:*

1. The Director (teacher) calls out any movement signal as the music plays.
2. Students march in place throughout the entire activity
   "The Director says"…
   touch your toes
   touch the sky
   touch your shoulders
   march
   clap
   play and instrument

*Variations:*

1. Student can also take turns being "The Director".
2. This is a just a musical version of the game Simon Says.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Alphabet Soup**
*Grade Level:* 6th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Teams of 4
*Equipment:* Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels

*Rules/Directions:*

1. The object is for students to correctly spell the vocabulary word.
2. Teacher calls out a vocabulary word related to subject area.
3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity.
4. Students take turns getting letters until a team has spelled the word correctly.
5. The first team to spell the word correctly will earn a point.
6. Continue until all words have been spelled.

*Variations:*

1. Perform the activity as above and have teams make a sentence with the vocabulary words.
2. Make your own laminated alphabet cards.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Crazy Questions**
*Grade Level:* 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Four teams
*Equipment:* None

*Rules/Directions:*

1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
    a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
    b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
    c. To receive the third question, students must run in place for 30 seconds.
    d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
    e. To receive the fifth question, students must complete all previous movements.

*Variation:*

1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Everybody is a Star**
*Grade Level:* 6th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Walking around the classroom
*Equipment:* Pen and paper for the Journalist group

*Rules/Directions:*

1. Each student writes 3-5 questions a journalist would ask a Celebrity/ Super Star and identifies one Super Star.
2. The class is divided into two groups: Journalists and Super Stars.
3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
5. The journalists try to guess who the Super Stars are based on the answers to their question.
6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
7. Switch roles.

*Variation:*

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Have a ball**
Grade Level: 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Students sitting at desks
*Equipment:* Each student should have a scrap piece of paper and make a ball

*Rules/Directions*:

1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises:
   - Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack).
   - Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side.
   - Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands.
   - Toss the ball overhead and catch behind back.
   - Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight).
   - Toss the ball from behind the back and catch in the front.
   - Circle waist while standing.
2. This activity will strengthen the abdominal muscles and quadriceps.

*Variation:*

1. Allow each student to shoot the ball into the trashcan at the end.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Hot Tamale**
*Grade Level:* 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Beside desks
*Equipment:* None

*Rules/Directions:*

1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
   - Move backwards - back stroke (swimming motion)
   - Move forward - march in place
   - Move to either side - side stretch in the direction of the hot tamale
   - Up higher - climbing ladder motion
   - Down lower - squats
   - Within one foot of the tamale - students pretend they are stepping on hot coals (in place).
2. One student exits the classroom.
3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom.
4. The student who exited the classroom re-enters.
5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **I'm A Student and You're a Student Too!**
*Grade Level:* 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Standing at desks or in a circle
*Equipment:* None (teacher may decide to use a small ball or bean bag)

*Rules/Directions:*

1. Students stand in a circle or at desks and march in place.
2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
3. The student begins with the line "I'm a student and you're a student too if…."
4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

*Variation:*

1. Instead of using the word student in the working phrase, insert the name of the school's mascot.
   e.g., I'm a Pirate and you're a Pirate too if…"

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **Sports on the Move**
*Grade Level:* 6th- 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Standing at desk
*Equipment:* None

*Rules/Directions:*

1. Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated. Examples:
   - Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
   - Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
   - Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
   - Tennis: forehand; backhand; serve; volley
   - Volleyball: serve, set, dig, spike
   - Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
   - Golf swing
   - Drive a NASCAR
   - Lacrosse
   - Tae Kwon Do

*Variations:*

1. Ask students to name the sport and movement.
2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **What's My Job?**
*Grade Level:* 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Partners standing at desk
*Equipment:* Pencil and paper

*Rules/Directions:*

1. Students group into pairs at their desks.
2. Partners face each other (one facing the board and the other facing the back of the room).
3. The teacher writes a series of professions on the board which could include:
   - Teacher
   - Basketball Player
   - Hockey Player
   - Airplane Pilot
   - Doctor
   - Fireman
   - Chef
   - Truck Driver
4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
6. Students in each group switch places (the writer becomes the actor and visa versa).

   Note: entire game could be played silently

*Variation:*

1. Create a different list of professions for each group.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

*Name of Activity:* **World's Strongest Student**
*Grade Level:* 6th - 8th
*Subject Area:* Miscellaneous
*North Carolina Standard Course of Study Objective Number(s):*
*Formation:* Standing at desks
*Equipment:* None

*Rules/Directions:*

1. Have students imitate activities that competitors in the "Worlds Strongest Man" competition undertake. Perform each activity for 30 seconds.
   - Chain Drag (walking backwards and pulling)
   - Car Lift
   - Train Push (walking forward and pushing)
   - Anchor Carry (walking forward and pulling)
   - Pole Flip (pretend to toss a small tree trunk as far as you can)
   - Iron Cross (hold arms out to sides holding great weights)
   - Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
   - Dead Lift (competitors squat and lift a barrel of rocks with increasing weight.
2. Repeat the entire sequence.

*Variation:*

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

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

# Energizers Movement Bank

1. **Loco motor (traveling forward, back, right, left)**
    a. Walk
    b. March
    c. Jog
    d. Step touch
    e. Walking lunge
    f. Skip
    g. Grapevines
    h. Slide
    i. Gallop
    j. Hop/jump

2. **Lifts (stationary or traveling)**
    a. Knee lifts – hands gently touching opposite knee
    b. Kicks- front, cross and side
    c. Soccer kick
    d. Hamstring curl
    e. Heels- front and side, back
    f. Kick backs

3. **Hops (stationary or traveling)**
    a. Bunny hop
    b. Basketball shoot
    c. Jump rope
    d. Boxing
    e. Ski-stride
    f. Twist- single/double
    g. Dance steps- mamba, cha cha, chug, pivot turns

4. **Power (stationary)**
    a. Jumping jacks
    b. Lunges
    c. Squats

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.