

# Energizing Your Classroom- URSA 2025

"There is an intimate and necessary relation between the process of actual experience and education."  
-John Dewey

**6-Count-** Stage one: count to 6. Stage 2: While counting to six, move your right arm straight above your head on the odd numbers, then straight down to your side on the even numbers. Stage 3: While counting to six, move your left arm straight above your head on one, straight out to your side on two, then straight down on three, above your head on 4, your side on 5, then down on 6. Stage 4: Combine all the stages.

➤ Equipment: None.

**7-11-** Without speaking, and in a group of two, on the head-nod (go signal), each person "shoots" one hand holding out from 0 to five fingers. The object is to have the total fingers from the two hands equal 7. If seven is not achieved, the hands go back down, and the process repeats itself. The 11 is played in the same manner, except you are in a group of three, and trying to total 11 fingers.

➤ Equipment: None.

**Group Blackjack-** Without looking at it, each person is given a playing card. On go, and without speaking, each person puts the card faceout up to their foreheads. The goal is to form groups where the sum of the cards is as close to 13 as possible, without going over. Each card is played at face value, with Jacks, Queens, Kings, and Aces given a value beforehand. (Or simply remove those cards completely from the deck.) Groups can be as large or small as needed, so as to ensure that all groups are as close to 13 as possible.

➤ Equipment: Deck of playing cards.

**Group Jack Black-** Similar to above, except on "go" groups are being formed by subtracting the value of each card to equal as close to one (1) as possible.

➤ Equipment: Deck of playing cards.

**Add 'em-** Two students stand facing each other while putting both hands behind their backs. On the count of three, students bring their hands in front of them and hold up as many fingers on either/both hands as they wish. The first participant to correctly count the total number of fingers from both people (yes, that means 4 hands for a possible total of 20) wins the round. Repeat the fun!

➤ Equipment: None.

**Palm Off-** Two students face each other with palms up. They try to push each other off balance by only touching/pushing each other's palms.

➤ Equipment: None

**Knee Tag-** Two students face one another and try to tag the other person below their knees. Participants do not have to stay stationary. ALT: Have each participant use ½ foam swimming noodle as their tagging device.

➤ Equipment: None

**Shoe Tie and Untie -** With a partner, and each using only one hand, students try to untie and then tie a shoe.

➤ Equipment: None

**Commonalities-** The activity begins by participants partnering with one other person. Thinking outside the box, the partnership needs to find at least one thing they have in common. Thinking outside the box means looking past the obvious- both have two eyes, wear shoes, have skin, etc. Once each partnership has found one commonality, they will pair up with another partnership. The group of four has to then talk to find a new commonality amongst them. Again, outside-the-box thinking is ideal. Once a new commonality is found, two groups of four will pair up to form a group of eight. As you can imagine, they will try to come up with a different commonality. This pattern continues until there are two groups (the large group is split in half). Then the groups combine so everybody is talking and laughing as they try to come up with something they all have in common. *Observations:* Besides breaking the ice, this activity can help the teacher/facilitator see the dynamics of the group. Recognizing the leaders, those who stand back, the jokers, etc., is very helpful in assigning other tasks or participating in other group activities.

- Equipment: None.

**MassPass-** Standing in a large group circle, participants will form a sequence by tossing an object (like a rubber chicken!) to a person who has not previously had the object thrown to them before, and who is not standing directly next to them. Saying the person's name as the object is being thrown to them is a great idea. Once the last person in the circle has received the object, they then toss it back to the facilitator who started the throwing. Just so everybody can remember the sequence, throw the object around the circle again, with people tossing it to the person they tossed it to before. The group can then set a goal as to how many objects they think they can successfully toss (pass) at the same time. Once the goal is set, the tossing begins again, but as soon as the first object is tossed, the facilitator will begin tossing another object. Objects are added in this manner until the desired number is achieved. When the objects come back to the teacher, they can continue tossing them to their person, or whenever they feel the group has achieved what they needed to achieve, they simply drop the objects on the ground. Make sure to celebrate success!

- Equipment: Various items that can easily be tossed and caught.

**Finger Fence-** Two students grasp hands, keeping their pointer index fingers extended. The object is to touch their opponent with their extended finger.

- Equipment: None.

**Popper Tag-** Students try to tag each other by using 'poppers.' When a person gets hit, they kneel and are out of the game. ALT 1: If a student gets hit (s)he still kneels down, but if they pop another person with a popper, they are back in the game. ALT 2: If hit, the student does some fitness-related task to get back into the game. ALT 3: Team Popper.

- Equipment: Poppers (foam noodles cut 1' wide, then cut in quarters)

**Block Break-** Partners, by only using one finger each, hold together 4 small wood blocks, while trying to break the block connection of other groups. If blocks fall, pick them up, re-establish the connection, and continue. Only teams with connected blocks are allowed to break blocks.

- Equipment: 4 cubes/blocks per team

**Back to Back-** Students stand back to back with a partner. The companionship tries to sit down and then stand up again without breaking contact.

- Equipment: None

**Everybody's It-** Students try to tag one another. If someone gets tagged they kneel down and are out. ALT 1: Once tagged, the student puts up his/her hands to receive a High 10. Once received, they are back in the game.

- Equipment: None

**Chicken Baseball-** A 'thrower' on team 1 throws a rubber chicken- any direction, any distance. A player on Team 2 retrieves the bird, and the rest of the teammates line up in a straight line behind that person. That team (Team 2) passes the chicken over and under until the last person receives the chicken. Upon receiving the chicken, he/she yells, "Stop!" Meanwhile (Right after the thrower on Team 1 throws the chicken), Team 1 bunches up in a tight group, and the thrower runs around the entire group. A runt is scored after each complete rotation is made, so the running/scoring continues until "Stopped" is yelled by Team 2. At this point, the person with the chicken on Team 2 then throws the chicken- any direction, and distance, and the team's roles reverse.

- Equipment: Rubber Chicken

**Channels-** Rules: 1) The person who has the marble in their channel cannot move their feet. 2) The person cannot touch or stop the marble. 3) If the above rules are broken or if the marble falls, then the group starts over.\* \*To help the group feel successful, you can make a 'halfway' point that if the marble makes it past there and then falls to the ground, the group will start at that halfway point instead of the very beginning.

Procedures: Adhering to the rules above, the group needs to transport the marble via the channels from the "beginning" to the "end." The end consists of a bucket or some other object to catch the marble

- Equipment: 1) Two feet long (or so) PVC pipe (1 inch works well) which has been ripped down the middle for each participant, 2) Marbles, 3) bucket, or another container to catch the marble, 4) blindfolds, if handicaps are desired.

**Rock, Paper, Scissors Olympics-** A typical rock, paper, scissors game, but when a student loses, he/she becomes the "Biggest Fan" of the winner. (The biggest fan meaning yelling, cheering, encouraging in any way possible their champion, and following them wherever they go). The winner and his/her entourage face a new challenger and their following. Whoever loses, along with his/her fanbase, all become the "biggest fan" of the winner. This continues until everybody is cheering and celebrating the final winner.

- Equipment: None

**Triangle Tag-** Three people hold hands/wrists. A fourth stands outside the triangle and is the tagger. The tagger selects a person in the triangle who will be the target (the person who is trying to get tagged). Keeping hold of hands or wrists, the triangle moves around, protecting the target from being tagged. The tagging must take place around the triangle, not over the top.

- Equipment: None

**Snoopy vs. Red Baron-** A partner activity. One student is the Red Baron (the Tagger) while the other is Snoopy (the taggee). Both stand face to face with their hands ("airplanes") behind their backs. Without moving their feet, and on the word "Go," each brings out one hand, and the Red Baron and Snoopy engage in an awesome dog fight- of course complete with sound effects- as the Red Baron tries to tag/touch Snoopy's hand. Once tagged, the partners switch roles.

- Equipment: None

**Popsicle Push Up-** The class, or smaller groups within the class, try to elevate everyone off the ground for a set period of time. Hands are the only part of the body allowed to make contact on the ground (or any other objects), and everyone must have physical contact with the group. Only people can be used to support one another.

➤ Equipment: None

**Count Off-** The group/class tries to count in numerical order from 1 to however many participants there are. Only one person can speak at a time. If more than one person says a number at the same time, the group must start counting over again. HINT: This activity doesn't work if the group is standing in a line or circle, so ensure they are bunched in some other way.

➤ Equipment: None

**Battle Push Up-** Two partners face each other while in the push-up (or modified push-up) position. While maintaining the position, each tries to knock the other off balance by pushing, slapping, or pulling the other's hands/arms.

➤ Equipment: None

**Flip The Bird-** According to the number in your class/group, select an appropriate amount of "Its" (2 or 4 is usually good). The "Its" tries to tag the rest of the people in the class. If a person is tagged, they join the "Its." However, if a person is holding a rubber chicken, they are safe and cannot be tagged. The object of the game is not to get tagged, but not to let anybody else get tagged also. So, if somebody is being chased, help them out by flipping them a bird. Chickens can only be held set amount of time, then they must be flipped to others to prevent them from getting gagged. ALT: If tagged, the person must do some fitness-related task to get back in the game.

➤ Equipment: Rubber chickens for the number of "Its" there are, or as many as you want.

**Wolf Pack-** One person is selected to be a "wolf." The wolf has a soft foam ball which he/she tries to throw and hit, or otherwise tag, other students. If a student is tagged, he/she become a wolf by quickly getting with the wolf(s), let out a big, intimidating howl, and then join the pack. Either wolf can throw the ball, and the two *work together* in trying to hit others in the group. Remember, wolves hunt in a pack. Once another person is hit, they quickly get with the rest of the pack, howl, and continue tracking down the remainder of their prey. All wolves need to be together in order to howl. Only wolves can touch the ball, so any ball-touching by non-wolves results in that person becoming a wolf.

➤ Equipment: 1 foam ball

Need more clarification or additional ideas for Adventure and Energizing activities in your classroom? Feel free to reach out to me anytime!

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