

Recharge  
your  
brain



Move your body



to recharge



your brain!

Grade One

## Rechargers:

Move your body to recharge your brain!



This Recharger Project was generated out of desire to include more positive physical activity for our children during the school day. We were approached by the administration of SAU #25 to develop an aid for classroom teachers that will enable them to incorporate physical activity into the classroom everyday.

### The Recharger Team

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## Notes

## Acknowledgements

In our search for ideas to be used for this project the Re-charger Team found the following web sites very helpful:

- Brain Breaks - [www.emc.cmich.edu/BrainBreaks/default.htm](http://www.emc.cmich.edu/BrainBreaks/default.htm)  
Brain Breaks were developed by the Michigan State Department of Education.
- Brain Gym - [www.braingym.com](http://www.braingym.com)  
" Brain Gym is a program of physical movements that enhance learning and performance in all areas. Brain Gym develops the brain's neural pathways the way nature does - through movement."
- Energizers - [www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)  
Developed for NC State Board of Education,  
Energizers are used in the North Carolina Schools. *We are grateful to N C Department of Department of Public Instruction for allowing us to follow the Energizers Booklet format.*

The following nine activities are modifications of Energizers: Air Writing (renamed as Air Motions), As If, On The Farm (renamed as A Trip to the Farm), Frozen Vocabulary, It's a Zoo Here (renamed as Let's Go to the Zoo), Litterbox ( renamed as Litter Bugs), Over, Under, Around and Through, Pass It On Uno Style (renamed as Pass me a Card Please), and Sports Galore ( renamed as Sports Mania). These Energizers can be found, along with many more, at the Energizers web site listed above.

Using bits and pieces from the above, combined with our individual expertise and many years of practice, The Team came up with 20 Rechargers for each grade level. Each is designed to provide five to ten minutes of physical activity. It is suggested that they be used as many as three times a day, when possible.

## RECHARGERS #20

**Name of Activity:** Sports Mania

**Formation:** Standing at desks

**Directions:**

### Suggestions for Partnering and Grouping

1. Line up in number order. Have all the odds turn around and face the person behind them.
2. Find a person who has the same birthday month.
3. Find a person who has the same color eyes.
4. Find someone with the same color shirt.
5. Find someone you have never been a partner with before.
6. If you are a tongue roller find someone who can't roll their tongue.
7. Find someone with the same kind of pet you have. If you don't have a pet, find someone else that doesn't have a pet.
8. Find someone who did the same thing as you did after school yesterday.
9. Using number order:
  - ◆ Count off by 2's
  - ◆ Count off by 4's
  - ◆ Match up evens, Match up odds
  - ◆ #'s 1-10 one circle, #'11-20 other circle
10. Always give them a time limit. "By the time I count to twenty find someone who..... and sit with them."

1. Teacher calls out the following sports skills to mimic:
  - ◆ Shooting a jump shot
  - ◆ Running through tires
  - ◆ Batting a baseball
  - ◆ Serving a tennis ball
  - ◆ Downhill skiing
  - ◆ Spiking a volleyball
  - ◆ Swinging a golf club
  - ◆ Throwing a football
  - ◆ Juggling a soccer ball
  - ◆ Shooting an arrow
  - ◆ Shooting a hockey puck
  - ◆ Swimming underwater
  - ◆ Fielding a ground ball and throwing it to first base
  - ◆ Cross-Country skiing
2. The children mimic each skill for 30 seconds.
3. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:
  - ◆ If Jon made 5 jump shots and 2 went in the basket, how many did he miss? (3)
  - ◆ If Brianna hit 2 homeruns, how many bases would she have to touch? (8 bases)

## RECHARGERS #19

**Name of Activity:** Playground Game

**Formation:** Sitting in chairs

### Directions:

1. This is a game that has to do with some of the rules of the playground area. The teacher will call out the following commands and the children will follow with the set actions:
  - ◆ Swings—children hold onto imaginary chains and pump their legs as if swinging. .
  - ◆ Slide—children will hold on to sides of chair and extend legs straight forward as if going down a slide feet first on their gluteus maximus.
  - ◆ Ladder—children will stand up and start climbing an imaginary ladder. Arms reaching and pulling toward the ceiling. Fire Pole—children stand up grab an imaginary pole above their heads and while holding on wind themselves down to a seated position on the floor.
  - ◆ Big Toy—children march or walk in place.
  - ◆ Wood Chips—children run in place.
  - ◆ Basketball Court—children pretend to shoot hoops.
2. The teacher may call out the commands in any order.
3. **Frozen Call**—when the teacher calls **ladder** the children must continue to do the actions for ladder until the teacher calls **fire pole**. The teacher can call other actions but the children must cont. to climb the ladder. If the children follow any of the other commands called they get 1 miss.
4. The object is to get through the game without any misses.
5. After about 5 minutes of play the teacher may choose a student to run the game.

### Suggestions:

As with any game review all the rules before you start, even if you played it the day before! This is a good game to help reinforce the rules for your playground. Since all playgrounds are different you can have the children come up with new commands that have to do with your specific playground rules.

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## RECHARGERS #1

**Name of Activity:** Air Alphabet

**Formation:** Scattered

### Directions:

1. Have the children find their "own space" to sit or stand somewhere in the classroom.
2. Teacher/leader will slowly say the letters of the alphabet while the children draw them in the air.
3. Teacher/leader will start by telling them what part/parts of their bodies to use as their writing utensil:
  - ◆ Right or left hand
  - ◆ Right or left foot
  - ◆ Right or left arm
  - ◆ Right or left leg
  - ◆ Right or left elbow
  - ◆ Right or left knee
  - ◆ Both feet
  - ◆ Both arms
  - ◆ Right hand, left foot (any combination)
  - ◆ Head
4. The teacher/leader should hold each letter for at least one second so all children have time to complete the letters.

### Suggestion:

Practice as a group reciting the alphabet taking one second on each letter.

## RECHARGERS #18

**Name of Activity:** Pass me a Card Please!

**Formation:** Form a Circle in the largest space in the room

### Directions:

1. Hand out one card per child.
2. Children identify type of card and perform activity that corresponds to that card for 10-15 seconds.
  - ◆ Jacks = Lumberjacks
  - ◆ Queens = Star jumps
  - ◆ Kings = Flying Scotsmen
  - ◆ Aces = Balance on tiptoes with hands overhead
  - ◆ Number cards = Roman Soldiers
3. Put card on floor and take one step to the right and see your next card.

**Variation:** Change activity associated with each type of card from time to time.

Examples of different activities are:

- ◆ Standing snow angels (Jumping Jill's or Jacks)
- ◆ Hold the Plank position
- ◆ Jog in place
- ◆ Vertical Jumps
- ◆ Ski Jumpers (side to side)

## RECHARGERS #17

**Name of Activity:** Parts to Parts

**Formation:** Partners

**Directions:**

1. Partners start facing each other.
2. Leader will call out commands such as:
  - ◆ Side to side
  - ◆ Back to back
  - ◆ Elbow to elbow
  - ◆ Toe to toe
  - ◆ Shoulder to shoulder
3. After a few commands have student find a new partner and continue with different directions and body parts.

**Suggestion:**

Have children move in different ways to find a new partner.

- ◆ High stepping
- ◆ Walk backward
- ◆ Side step
- ◆ With attitude

## RECHARGERS #2

**Name of Activity:** Air Motions

**Formation:** Standing at desks

**Directions:**

1. Teacher starts by having children move in place or around the room:
  - ◆ Hopping
  - ◆ Jogging in place
  - ◆ Marching
  - ◆ Twisting
  - ◆ Swaying
2. Children stop moving when the teacher calls out a letter, number, geometric shape or word.
3. The children now draw the letter, number, shape or word in the air using various body parts and or combination of body parts until the teacher starts them moving again.
4. Children continue moving until teacher calls out another letter, number, shape or word.

**Suggestion:**

1. Start by directing the children through a series of body parts you want them to draw with. " **Letter B. Draw it with your hand. Now try your foot. Can you do it with your elbow? How about your knee? Try your whole arm. Your whole leg. Twist.**" Keep them on each body part for at least 10 seconds.
2. As they get used to the activity challenge them to try to use as many different body parts as they can before you call the next movement.
3. Challenge them to write with more than one body part at a time. Two hands, two feet, one head. One knee, one elbow.

### RECHARGERS #3

**Name of Activity:** As If

**Formation:** Standing at desks

**Directions:**

1. Teacher or selected student reads sentence to class:
  - ◆ Jog in place **as if** a big scary bear is chasing you
  - ◆ Walk forward or backwards **as if** you're walking through chocolate frosting
  - ◆ Jump in place **as if** you are popping popcorn
  - ◆ Reach up **as if** grabbing bubbles out of the air
  - ◆ March in place and play the drums **as if** you are in a marching band
  - ◆ Paint **as if** the paint brush is attached to your head, elbow, foot, etc.
  - ◆ Swim **as if** you are in a giant pool of Jell-O
  - ◆ Slide your feet on the floor **as if** you are ice skating
  - ◆ Shake your body **as if** you are a wet dog
2. Children act out each direction for 20 - 30 seconds.
3. The children may create their own ideas for additional activities.

### RECHARGERS #16

**Name of Activity:** Partner Scramble

**Formation:** Double Circle or Scattered

**Directions:**

1. Divide the class into two equal groups. Name one group the A's and the other the B's.
2. **Double Circle:** Have the A's form a standing circle. B's will form a circle around the A's each standing behind an A. The A they are behind is their partner. All children will be facing the center of the circle.
3. **Scattered:** If you don't have room enough for a circle have the A's find a place to stand in the classroom, big enough for two people. Now have the B's go stand with an A. This is their partner.
4. The teacher directs the children to move over, under, around their partner and around the circle or room by calling out:
  - ◆ A's around B's— the A's circle tight around their B.
  - ◆ A's under B's— the A's crawl between the legs of their B.
  - ◆ A's over B's—the B's crouch low to the floor and their A must go over them. (leap frog, jump the fence)
  - ◆ A's around the Group—A's move to the right around the whole circle and back to their spot. Scatter formation—A's take a trip around the room and back to their partner.
5. Teacher calls all of the above using B's as the movers. Teacher can alternate calling A's and B's as movers.
6. **New Game-Circle:** after all A's and B's have had their turns have the A's take a step to the right in their circle formation. The person behind them now is their new partner for the next round. **Scattered:** have the A's move to the closest B to their right.
7. As they get better you can speed up the calls and repeat the calls. Remind them to move safely and in control.

## RECHARGERS #15

**Name of Activity:** Over, Under, Around and Through

**Formation:** Standing at desks

**Directions:**

1. Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
2. Children move around the room following the teachers directions. Remind them to move safely and in control.
  - ◆ Example: Climb over an elephant, under a giant turtle, around a porcupine and through a bat cave.

**Other Ideas:**

<u>Over</u>	<u>Under</u>	<u>Around</u>	<u>Through</u>
Steep mountain	fence	huge rock	dark cave
Atlantic Ocean	sand	your desk	creaky door
Wiggly bridge	giant ice cube	chair	long tunnel
A tennis fence	dog	circle	window
Thorny bush	water	beehive	haunted house
Slippery rock	Limbo stick	your house	a swamp
Flag Pole	Your desk	Camp fire	swimming pool
Cargo Net	Giant	A Sleeping	huge waves
	Marble bag	Giant	

**Suggestions:**

Have the children come up with ideas and then they can lead the adventure.

## RECHARGERS #4

**Name of Activity:** A Trip To The Farm

**Formation:** Standing at desks

**Directions:**

1. Teacher/leader calls out various farm animals:
  - ◆ Cat
  - ◆ Chicken
  - ◆ Cow
  - ◆ Dog
  - ◆ Duck
  - ◆ Fish
  - ◆ Fly
  - ◆ Hawk
  - ◆ Horse
  - ◆ Pig
  - ◆ Rooster
  - ◆ Sheep
  - ◆ Worm
2. The children will move carefully around the room mimicking the farm animal's movement until the teacher calls out a new farm animal. The teacher should let them explore each animal for at least 30 seconds then call out a new farm animal.

## RECHARGERS #5

**Name of Activity:** Back to Back

**Formation:** Double Circle or Scattered

### Directions:

1. Divide the class into two equal groups. Name one group the A's and the other the B's.
2. **Double Circle:** Have the A's form a standing circle. B's will form a circle around the A's each standing back to back with an A. The A they are back to back with is their partner.  
**Scattered:** If you don't have room enough for a circle have the A's find a place to stand in the classroom, big enough for two people. Now have the B's go stand back to back with an A. This is their partner.
3. On the teachers command "GO" the partners link elbows and lower themselves to a seated position keeping elbows linked. Once they are seated they then try to return to the standing position still keeping the elbows linked.
4. The pair gets one point for every time they sit down and then return to the standing position while keeping the elbows linked. If they come unlinked they simply go to the start position, standing back to back, and try again.
5. After about 2 minutes the teacher will have the children switch to a new partner and start a new round.
  - ◆ Circle: have the A's take a step to their right. The person behind them will be their new partner.
  - ◆ Scattered: have the A's move to the closest B to their right. This will be their new partner.

## RECHARGERS #14

**Name of Activity:** Non-Elimination Simon Says

**Formation:** Students form 2 circles.

### Directions:

1. Two games begin simultaneously, each with a leader, who performs various movements.
2. Children mimic leader when given command " **Simon Says do\_\_\_\_\_**".
3. If leader simply say " **Do \_\_\_\_\_**". Those who followed this command instead of being eliminated changes circles and join in that game.
4. Change to a new leader after a few minutes.

### Suggestions:

1. Have children pick a locomotion to move from circle to circle.
  - ◆ Skipping
  - ◆ Hopping
  - ◆ Galloping
  - ◆ Jogging with knees high

## RECHARGERS #13

**Name of Activity:** Move Your Feet

**Formation:** Standing or Sitting Circle

**Equipment:** scrap paper

### Directions:

1. Each child stands on a piece of scrap paper in circle. (There is 1 less spot in the circle than there are students playing the game).
2. One child stands in the middle says, " **Move your feet if your name has the letter A in it.**"
  - ◆ The children with an A in their name move to a different spot in the circle including the person who was in the middle.
  - ◆ The person that does not get to a spot in the circle goes to the middle and says " **Move your feet if .....**"
  - ◆ Student must move across circle rather than move to the empty spot next to them.

### Suggestions:

1. "Move you feet if ":
  - ◆ You like to sing
  - ◆ You are wearing stripes
  - ◆ Your hair is curly
  - ◆ Your mom is a good at jump roping
  - ◆ Your dad likes to cook

### Variation:

1. All requests are Action moves that student perform as they move across the circle,
2. " Move your feet if:
  - ◆ You like to dance.
  - ◆ Your like to ride a bike
  - ◆ You like to kick a soccer ball
  - ◆ You like to dance.....have the students do their favorite dance move across the circle.

## RECHARGERS #6

**Name of Activity:** By Design

**Formation:** Divide class into groups of at least 4.

### Directions:

1. Have each group move their own space in the classroom. Ask them to form a shape, letter or word as a group.
2. Have each group study the members in their group and where they are in the room to help build the shapes.
3. Encourage them to move carefully and gently to guard against collisions and to be respectful of others.
4. Give them 20-30 second to make each shape. See which group has the most authentic shape.
5. Have the children do some explosive movements between shapes.
  - ◆ 5 vertical jumps
  - ◆ 10 Roman soldiers
  - ◆ 10 big bus drivers
  - ◆ 10 jumping jacks
  - ◆ 10 flying Scotsmen

### Suggestions:

- |                  |                              |
|------------------|------------------------------|
| 1. "Can you make | 2. "Can you make the letter: |
| ◆ Circle         | J                            |
| ◆ Triangle       | W                            |
| ◆ Oval           | P                            |
| ◆ Square         | X                            |
| ◆ Rectangle      | E                            |

### Variation:

1. Have each child make the shapes on their own.
2. Have the group spell out one of their names or spelling words.
3. Have each group design a secret shape, word, or letter and have the other groups try to figure out what they made.

## RECHARGERS #7

**Name of Activity:** Frozen Vocabulary

**Formation:** Standing at desks

### Directions:

1. Begin by having the children do an activity standing at their desks:
  - ◆ Washing the car or bus
  - ◆ Do the Twist
  - ◆ Jogging up or down a hill
  - ◆ Jumping Jacks or Jill's
  - ◆ Hopping
  - ◆ Balance on one foot
  - ◆ Play air guitar
2. Children continue activity until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on volunteer to define vocabulary word.
4. Resume activity or begin a new activity when a student properly defines the word.

### Variations:

1. The children can spell the word
2. The children can name a synonym or antonym.
3. For math, students can give the sum, difference, of 2 numbers.

## RECHARGERS #12

**Name of Activity:** Move It Stretch It

**Formation:** Standing at desks

### Directions:

1. The teacher leads the children through specific exercises and stretches.
2. Each exercise should be done for at least 30 seconds.
3. Each stretch should be held for at least 30 seconds.
4. The exercises are paired with an appropriate stretch to follow:
  - ◆ Jumping Jacks / Reach for the Sky
  - ◆ Knee lifts / #4 stretch
  - ◆ Flap Arms like a bird / Over Back stretch
  - ◆ Hopping (switch feet) / Calf stretch
  - ◆ Flying Scotsmen / Knee to chest
  - ◆ Criss Cross / Rotate Ankles
  - ◆ Roman Soldiers / Cross Chest

### Suggestion:

1. Have the children take turns leading this activity. They will have to have their idea ready to perform when they are called on. Give them a few minutes to practice their idea before you start the activity.

## RECHARGERS #11

**Name of Activity:** Look Up Look Down

**Formation:** At desks in chairs that are facing in all directions

### Directions:

1. Student will sit at desk and wait for command from teacher or leader.
  - ◆ **LOOK UP**= students all look at ceiling.
  - ◆ **LOOK DOWN**= look any where around room and try to catch the eyes of 1 other person
2. If student catches the eye of another student they quickly and carefully move to the seat of that student so they exchange places or seats.
3. If they don't catch someone's eye on that try they try again on the next command of **LOOK UP-LOOK DOWN**.

### Variation:

Children form 2 circles and on **LOOK UP-LOOK DOWN** command they try to catch the eye of a child in their own circle. If they do catch someone's eye they both carefully move to the other circle and starts again with the next **LOOK UP-LOOK DOWN** command in that circle. If they do not catch the eye of another they try on each **LOOK UP-LOOK DOWN** command until they do.

### Suggestion:

1. When children exchange seats or circle have them move in different ways such as;
  - Very **SLOWLY**
  - On Tip Toes
  - Walk on heels
  - Snapping their fingers as they move

## RECHARGERS #8

**Name of Activity:** Going to the Beach

**Formation:** Standing at desks

### Directions:

1. The teacher reads the story and the children act out the story.
2. The teacher will pause for 15-20 seconds while the class acts out each verb.

Hi, my name is Max. I was so excited about going to the beach today I **jumped** right out of bed this morning. My mother didn't even have to remind me to **brush my teeth**, **wash my face**, **brush my hair**, **eat my cereal or drink my milk**. When she came downstairs I was already in my bathing suit packing my beach bag. It's a good thing it's a big bag. I had to **fold my huge beach towel** and then I put it in the bottom. I **added 2 flippers**, **1 swim mask**, **1 snorkel and 2 pails and 2 shovels**. I had a hard time getting my **boogey board** to fit. But I **squeezed** it into the side. Yikes how was I going to carry that thing! I **swung it over my shoulder**. Too heavy!!! It **sat** me right down **on my gluteus maximus**. I **got up** and had to **wrap both arms around it** and pick it up. That was working great until my mother asked my about my sun block. I didn't have it. I **dropped** the bag and **ran upstairs** and got it. I had just **dropped** it into the bag when my mother reminded me I had to put it on before I left the house. I dug into the bag and got it out. Then I **rubbed it on** my left arm, right arm, face, ears, neck, front of my body, back of my body, left leg, right leg, left foot and right foot. Done. I **picked up** the bag and **ran** for the car. I **jumped** in, **sat** down and **buckled** up. The highway we usually take to the beach was closed so we had to take a bumpy dirt road. We **bumped** all the way. As we got closer I **rolled** down the window so I could smell the salt air. My mother parked the car. I **unbuckled** my seat belt, **climbed** out, **picked up** that heavy bag and off I **ran** over the **hot sand**. I found the best spot and **dumped out** my bag. First I **spread out that huge towel** and **put the pails and shovels on the corners** to keep it from blowing away. Then away I **ran carrying** my boogey board straight for the water. I put my **board down** on the sand to go in and test the water. Cold, cold, cold! I was **jumping** in the waves to keep my feet from freezing off. **Splash!** A big **wave hit** me from behind and I went **down and under swimming**. I **jumping up** as fast as I could. The water was great!! I decided to **swim** for awhile. First the **doggie paddle**, then the **backstroke**, then the **crawl** and finally I just **floated on my back**. Now I was ready for the real action. I **picked up** my boogey board and started **riding** all those beautiful waves. I'd **paddle out and surf in**. **Paddle out and surf in**. I must had ridden a million waves. "Max!", my mother was calling me. It was time to go home. I **carried** my board up and **put it** back in the bag. I **put** the **2 shovels and 2 pails** in too. I used the towel to **dry off** then **folded** that huge thing and **stuffed** it in the bag. I was getting really **tired**. I guess a day at the beach wipes you right out. I still had to **carry my bag** all the way across the sand to the car. I only **dropped** it once. I **threw** the bag into the back, **climbed** into my seat and **buckled** up. The ride home wasn't quite as **bumpy** as the ride to the beach. I guess you don't notice the bumps as much when you are fast **asleep**.

## RECHARGERS #9

**Name of Activity:** Let's Go To The Zoo

**Formation:** Standing at desks

**Directions:**

1. Teacher/leader calls out the name of a zoo animal:

- ◆ Bear
- ◆ Elephant
- ◆ Giraffe
- ◆ Gorilla
- ◆ Kangaroo
- ◆ Lion
- ◆ Monkey
- ◆ Seal
- ◆ Snake
- ◆ Tiger
- ◆ Turtle

2. The children will move carefully around the room mimicking the zoo animal's movement until the teacher calls out a new zoo animal. The teacher should let them explore each animal for at least 30 seconds then call out a new animal.

## RECHARGERS #10

**Name of Activity:** Litter Bugs

**Formation:** Partners

**Equipment:** 1 piece of Scrap Paper for partners to share

**Directions:**

1. Have partners ball up a piece of paper and place it on the floor.

2. Ask the partners to pick up the paper using the body parts called out by the teacher:

- ◆ Elbow and elbow
- ◆ Foot and foot
- ◆ Knee and knee
- ◆ Forearm and elbow
- ◆ Foot and elbow
- ◆ Knee and elbow
- ◆ Forehead and back of hand
- ◆ Toe and finger

3. Children can place the paper ball back on their desks, or move it to other parts of the room.

**Variations:**

1. Each child can have his or her own paper ball and play individually.

2. Could be done as a team relay activity, where children hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops, skips or jumps etc. to the trashcan and puts the paper ball in the trashcan.