

## Energizer Break #1 - Air Play



Have students use their finger to draw pictures or spell words for a partner in the air.

They can take turns guessing what is being spelled (Weekly word lists or words from the lesson can be listed on the board.)

Have students change hands and write with their opposite hand.

## Energizer Break #2 – 5,4,3,2,1



Students stand up and do 5 different movements in descending order.

5 Star Jumps, spin around 4 times, hop on one foot 3 times, walk all the way around the classroom 2 times, give your neighbour 1 high five.

As a class you can decide on each movement.

## Energizer Break #3 – Trading Places



Have students stand behind their pushed in chairs, call out a trait, and everyone who has that trait must change places with someone else.

(Students who do not have that trait stay where they are).

## Energizer Break #4

### Rock, paper scissors Olympics



Have students partner up to play Rock, Paper, Scissors.

The winner 'collects' their partner as a cheerleader and finds a new partner to challenge.

Students continue playing and 'collecting' cheerleaders until the class is down to two players with half of the class cheering for each side.

## Energizer Break #5 – Would you rather?



Pose questions and have students move to different locations in the room based on their answer. Have students return to the middle of the room between each question. E.g., use two walls or places in classroom.

Invisibility or flying superpower?

Spaghetti or Tacos?

Cats or Dogs?

Red or Blue?

Beach or Bush?

Soccer or AFL?

Running or Walking?

Never have chocolate again or ice-cream again?

## Energizer Break #6 – Mirror, Mirror



In pairs students stand opposite one another. One partner begins to move and the other must copy/mirror their actions.

Switch roles after 30 seconds to 1 minute. Can also swap partners.

Encourage different movements and balances and attempt to complete this activity without talking.

## Energizer Break #7 – Syllable Stomp



Have students stomp out syllables as they speak.

Students may read something from the board or speak in partners about something they have learnt that day.

## Energizer Break #8 –Mental Maths



Assign values to certain points e.g.,

Nose = 1

Ear = 2

Eye = 3

Mouth = 4

Head = 5

Chin = 6

In partners, have students create maths problems by touching a series of points while the other person mentally adds, or subtracts the numbers given.



## Energizer Break #9 – Pen Flipping



Have students take a pen and flip it ONE REVOLUTION with their dominant hand.

If they master that try the other hand.

Got that down? Try 2 pens at once.

## Energizer Break #10 – Spelling Baseball



Equipment: Something that will serve as 3-4 bases.

Divide the class into two teams. Designate bases around the room. Each batter spells a word and if correct advances to the next base. Set a time to see how many bases each team can spell in the allotted time.

## Energizer Break #11 – Opposites



Activity 1: Blink your left eye while simultaneously snapping your fingers with your right hand. Then blink your right eye while snapping with your left hand. Try and blink one eye while snapping on the opposite side's hand 15 times in a row. Alternating eyes.

Activity 2: Hold your right ear with your left hand and then hold your nose with your right hand. Try to switch so that you are holding your left ear with your right hand and your nose with your left hand. Try to speed up!

## Energizer Break #12 – Line up everybody



Use on open space in your classroom.  
Have students get in a line to a given order:

- Youngest to oldest
- By shoe size
- Alphabetical, by middle name

Progress: Have students attempt to order themselves without speaking, in silence.

## Energizer Break #13 – Six Spots



Equipment: Numbers 1– 6 around the room, 6-sided dice or online dice

[Roll a dice - YouTube](#)

[Classroom Dice \(teacherled.com\)](#)

Number six spots around the room. Have students each go to a spot of their choice. Choose a student to roll a die.

All the students at the number rolled must go back to their seats. Students that are left choose a new numbered spot to walk to and the die is rolled again. Continue until a small number of students are left.

## Energizer Break #14 – Mingle Group



Students mill about the classroom until the teacher says, “Groups of \_\_”, at which point the students must quickly group themselves into groups with the correct number of people.

You can also add rules, such as: Students who are left over must do 3 star jumps before the next round starts.

All members must sit down in a line, group of 6 feet, group of 16 fingers...

## Energizer Break #15 – Name Moves



Students stand behind their chairs.  
In turn, students say their name  
accompanied by a special movement.

E.g., “Jack” while dramatically dropping to  
one knee and doing ‘Jazz Hands.’  
After the student has done his/her move the  
rest of the class says the student’s name in  
unison and copies the move. It is then the  
next student’s turn.

## Energizer Break #16 – Keep It Up



Equipment: Inflatable beach ball/balloon/newspaper ball

Students must keep the ball from hitting the ground.

Add two, or three balls/balloons to make it even more fun.

Divide class into smaller groups to allow for more activity time per student.



## Energizer Break #17 – Leader Says



Choose someone to be the 'Leader', calling out a movement instruction for the class to follow. Change the 'Leader' after a few instructions.

- High knees on the spot
- Be as small as possible
- Hop in a circle
- Do 5 frog jumps
- Spin around 2 times
- Hop on one leg

# Energizer Break #18 – The cards have it



Equipment: Deck of cards or set of UNO cards / [Deck of Cards](#) (complete movements as a whole class if using online deck of cards)

Students create a circle around the room.  
Distribute a card to each student in the class.  
Assign an activity to each suit or colour of the card  
(numbers can also indicate repetitions).

Students preform the designated action of the card, then pass their card to the student next to them and complete that action on the teacher call.

Example actions: Star jump, jump and touch the 'sky', hopping, toe touches, shoulder rolls.

## Energizer Break #19 – Moving Maths



Teacher writes an equation on the board (or reads aloud). Students to do the amount of star jumps/hops/squats that correspond to the answer.

Teacher describes a shape with the number of faces, edges, vertices. In groups of 2 or more students to decide which geometric shape is being described and use their arms/bodies to represent the shape.

# Energizer Break #20 – Jump, Jump, Jump



The teacher asks a question, and the students jump three times, on the forth jump they should land in the position that corresponds to the correct answer choice.

If the answer choice is “A,” students should land with their feet together.

If the answer is “B,” students should land with their feet apart in a straddle position.

If the answer is “C,” students should land with one foot in front of the other.

- Create your own jump responses.
- Use two jumping options for True or False questions.

## Energizer Break #21 – Mirror, Mirror



In pairs students stand opposite one another.

One partner begins to move and the other must copy/mirror their actions. Switch roles after 30 seconds to 1 minute. Can also swap partners.

Encourage different movements and balances and attempt to complete this activity without talking.

# Energizer Break #22 – Ready, Set, MATHS



In pairs students stand opposite one another with their hands behind their backs.

Together they say “Ready, set” and on the command of “Maths” each student reveals their hands with their choice of fingers presented clearly. Each student must add up the fingers presented on their partners hands and say the number out loud. The aim is to be the first to call out the correct addition of fingers out loud.

Variations:

- Play the best of three rounds before finding a new partner.
- Students find a new partner after each round and keep a track of the number of their personal ‘wins’.
- Give a time limit class to have as many games as possible - use a countdown clock on an interactive whiteboard.
- Organise students into groups of three.
- Students to multiply the number of fingers on each hand.