

~ when you ~  
**MOVE MORE,**  
~ you ~  
**LEARN MORE!**



### Set of cards for activities integrated into lessons.

Research shows that physical activity has positive academic effects allowing students to be more concentrated, attentive and engaged in learning. Movement is exploratory and can shift a classroom climate from controlled to more open-ended contributing also to students' behavioral and emotional well-being.

Movement during classroom time can feel risky and chaotic. With the proper management, however, movement will not only facilitate learning but stimulates greater creativity, communication and cooperation.

This set of cards shows **activities integrated into lessons**. These activities reinforce content and its understanding through active learning.

Whichever category or activity you choose to implement, make sure that you:

- explain to your students the reasons why physical activity throughout the day is necessary
- create the right atmosphere where everyone feels comfortable and included
- are willing to try new activities to get the students moving and
- actively participate with your students as they will be more likely to join you!

These cards are part of a rich democracy-learning website for students, teachers, principals and parents. The approach chosen there makes clear that school is a democratic micro society that needs to give possibilities not only to learn, but also to live. See: [www.living-democracy.com](http://www.living-democracy.com)

## 1. Walking Worksheets (also known as Carousel Activity)

Tape worksheets with subject questions on wall or board. Students, with their notebook at hand, move from worksheet to worksheet and answer the different questions.



### Variations:

- Students have their notebooks on their desks and need to remember the question and go back to their desk to write down the answer.
- Instead of questions it can be used for copying of a text with students collecting the pieces in order to write down the whole text.

Physical activity can also be integrated into existing academic lessons. Movements can be integrated into math problems, letter and word recognition, reading, as well as learning stations.

## 2. Opposite Hunt

Divide the class in half. Half of the class writes a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. For younger students match up sight words, letter or numbers. Try math problems and solutions.



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### 3. Q and A Stretching

Provide students with paper at desk. Students can stand or sit. Ask a question and student writes down the answer (very large) on one sheet of paper. Each student holds paper up, with two hands overhead to stretch. Teacher checks answers. Multiple choice questions work best.

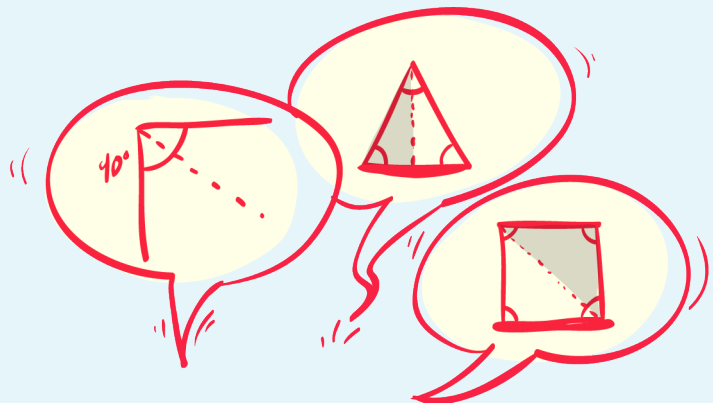


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### 4. Walk and Talk

Break students into groups of 2 or 3, and assign topics related to a current lesson plan that students need to discuss while taking a 5 minute walk. They should report their discussion back to the class.

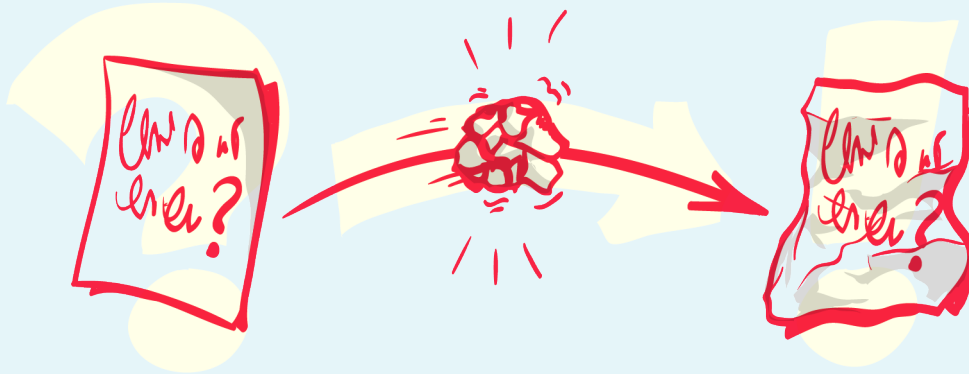


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## 5. Snowball

All students are assigned to write down a problem or questions from a unit. All students crumple the paper (or make paper airplanes – takes longer) and stand up. On the “GO” from the teacher, students must throw at least 5 snowballs around the room. Direct students to find ONE snowball – open it up and solve the problem/answer the question. \*Names can be placed on the problem and they have to find that person to check their answer.



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## 6. Fitness Spelling (for English lesson)

Prepare a posted list of activities for each letter of the alphabet

Post an activity for each letter of the alphabet – a sample list is included below. Ensure that all students are able to perform each activity. Challenge students to spell the entire alphabet by completing all activities, or have partners practice spelling or vocabulary while the other partner guesses each word, or have a leader assign each pair of students a word that they will then complete the activity for each letter in the word.

- A – Alternate knee lifts 20x
- B – Balance on 5 body parts for 20 seconds
- C – Calf raises 20x
- D – Dips 10x
- E – Energizer bunny hops 20x
- F – Free dance your favorite moves for 30 secs
- G – Gluteal kicks 10x each leg
- H – Hand jive
- I – Intense marching on the spot
- J – Jumping Jacks 20x
- K – Kick your heels together 10x
- L – Lunges on each leg 10x
- M – Mountain climbers 15x



- N – Note your heart rate
- O – Hop on each foot 10x
- P – Push ups 5x
- Q – Quench your thirst
- R – Run on the spot 15 seconds
- S – Squats 10x slow and controlled
- T – Tae Bo kicks front and back 10x each leg
- U – YOU stretch it – reach high and low
- V – V-sit 20 seconds
- W – Walk around the room once
- X – Cross-over steps 10x each direction
- Y – Yodel for 10 seconds with your best voice
- Z – Zig zag jumps from side to side 20x

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## 7. Match Game

Actively learn vocabulary words. With index cards, have students write the word on one, the definition on another. The teacher is the taskmaster unless there are an odd number of students that day. Distribute matching definitions and words to students. Have everyone spread out around the room. Have the students with the words hold the cards up over their head. The kids with the definitions have to quickly move around the room to find the person with their word. Repeat again, this time having the kids with the definitions hold them up and the kids with the words get to move about.

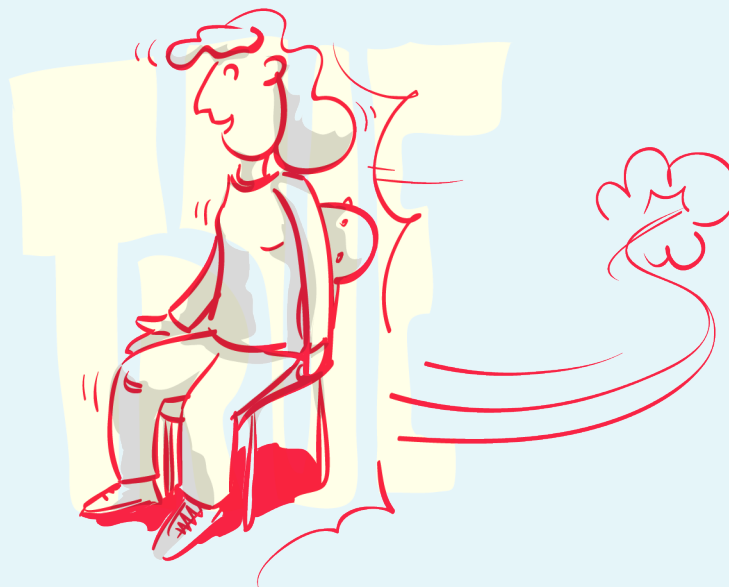


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## 8. True/False

Prepare a list of true/false questions based on class content. Arrange chairs in a circle. Have students walk around the chairs and listen to the question and determine if the answer is 'True' or 'False'. If the answer is True, find a chair and sit down. If the answer is False, do knee to elbow touches.

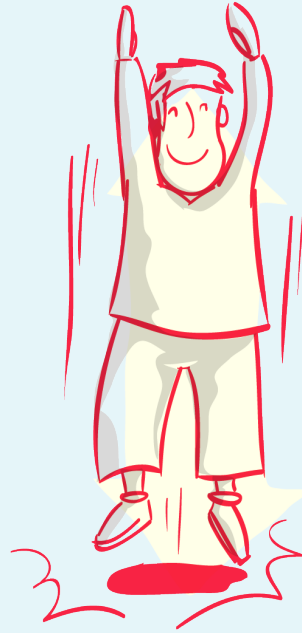


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## 9. Active Literature

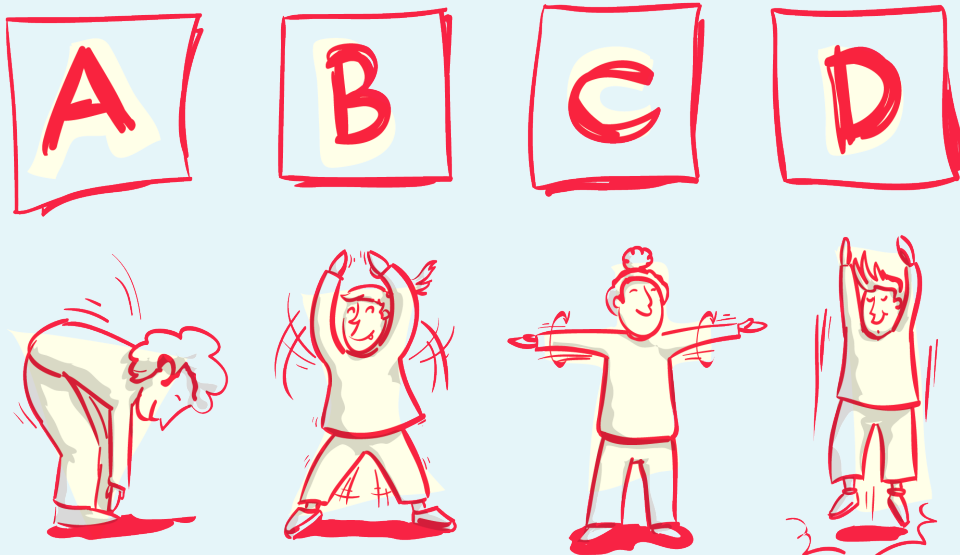
Read or have students read excerpts from literature or news articles aloud to the entire classroom and every time the words **a**, **an**, **the**, **by** and **there** are heard, the classroom must stand up, jump and then sit down quickly. You can also do the same by instructing them to jump once they listen to an adverb, a verb in a past tense etc.



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## 10. Pop Quiz

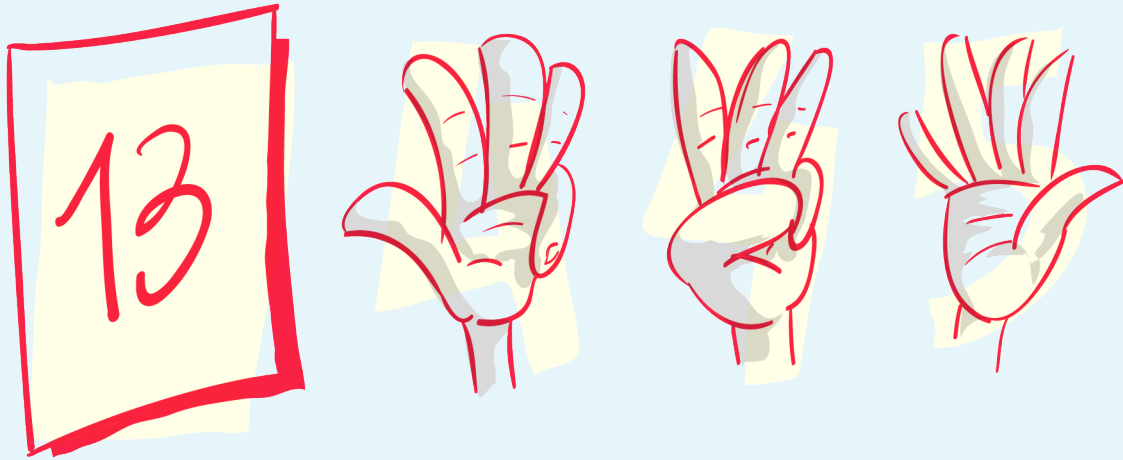
Design 5 multiple choice questions related to a classroom lesson. Each answer choice has a different activity associated with the corresponding letter. For example: A=arm circles, B=marching in place, C=toe touches, D=trunk twists. Each student performs the activity associated with the answer he/she thinks is correct. For example, if the student thinks the correct answer is 'A' he/she will do arm circles. Allow 20 seconds for the students to perform the activity and then announce the correct answer. This can be done for any lesson.



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## 11. The Right Combination (for Maths)

Assign each student a number between 1 and 10. Students indicate their number by holding up their fingers (or using sign language if they know it). You write a number larger than 10 on the board. Students move around the classroom finding other students to 'add up' to the number on the board—no talking.

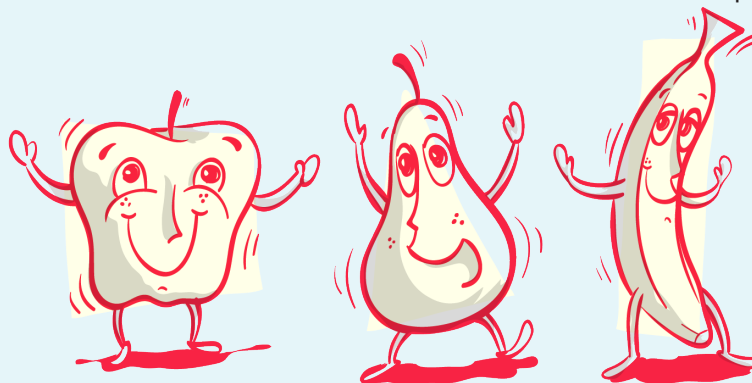


**Variation:** Upon your signal students show a number with their fingers (from 1 to 10). ONLY then you write a number on the board and students move to “add up” to the number.

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## 12. Fruit salad

Students sit around a circle on chairs with you standing in the middle. You give all students a fruit to be, an apple a pear or a banana respectively. You shout a fruit. For example “apple”. Then all apples have to stand up and find a new chair to sit. You can also shout ‘Fruit-salad’ which means that all students have to stand up and find a new chair.



**Variation:**

In **maths** the two categories could be even and uneven numbers or the 2x, 3x or 4x table. If the number 15 was used then students in both the 3x and 5x table categories would have to find a new chair.

In **science** or **geography** the categories could be land animals or water based creatures.

In **geography** the categories could be countries, towns and islands.

In **biology** the categories could be fish, birds and snakes.

In **languages** the categories could be verbs, adjectives and nouns.

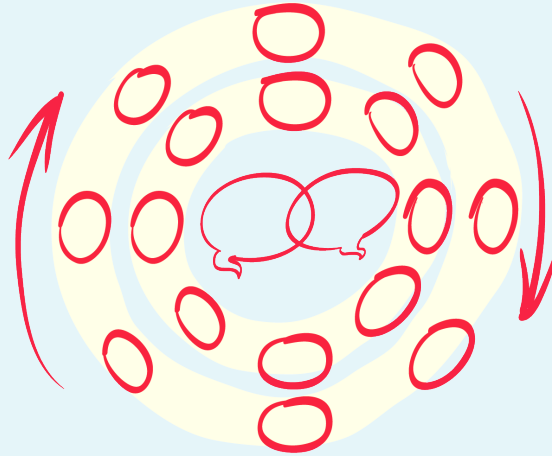
In **social studies** the categories could be socialism, liberalism, and conservatism where the person in the middle says the name of politicians or political parties.

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## 13. Speed-dating

Half the students stand in a circle and they turn around with their backs to the middle of the circle. The other half of the students forms a circle around the original circle so that they stand opposite and face to face towards each other. Students are asked to shake hands with their partner to make sure everyone is paired up. You give a subject related question or task which they discuss for a short time e.g. 2 minutes. When the time is up the outer circle move one place to the left. Then you ask the same question or a new question which will be discussed with the new partner. The activity can also be done sitting in chairs and can be further varied by having students from both the outer and inner circles alternately move one place to the left or the right.



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## 14. Circle Up

Students form a circle and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, questions related to a lesson. If the student does not wish to reply he/she tosses the object to another student.



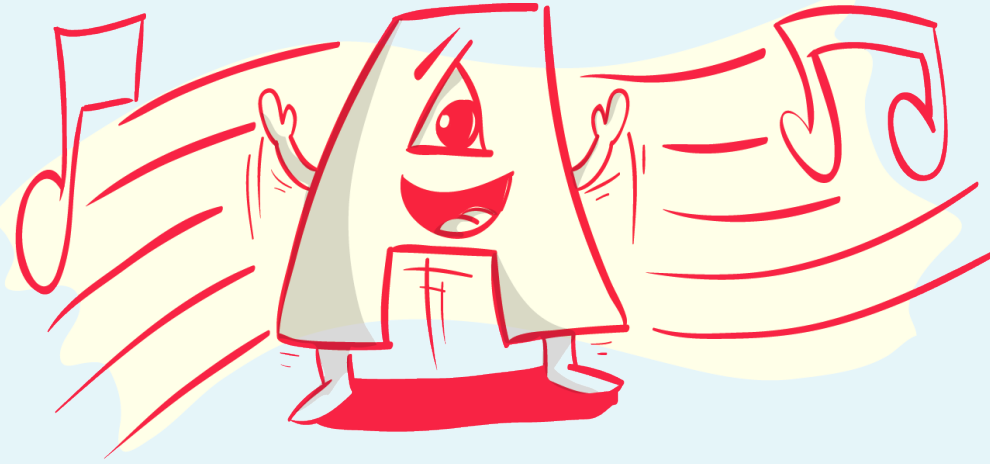
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## 15. Stand Up for Vocabulary

Create a poem or song using vocabulary words that all start with the same letter. Every time a word starting with that letter is said or sung have students stand up or sit down.



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## 16. Trivia Contest

Students are in teams of 3 or 4. Pose different questions that are content based. When a team thinks they have the correct answer, the designated student from the team walks up to the front of the classroom and writes the team's answer on the board. The first team to have the right answer does 5 jumping jacks; the other teams do 15 jumping jacks.



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## 17. Find the Question

Each student writes a question related to the classroom lesson on a piece of paper. Half of the students close their eyes, while the other students hide the pieces of paper around the room. Once the questions are hidden, the students who had their eyes closed move around the room and locate a hidden question and answer the question. Switch roles.

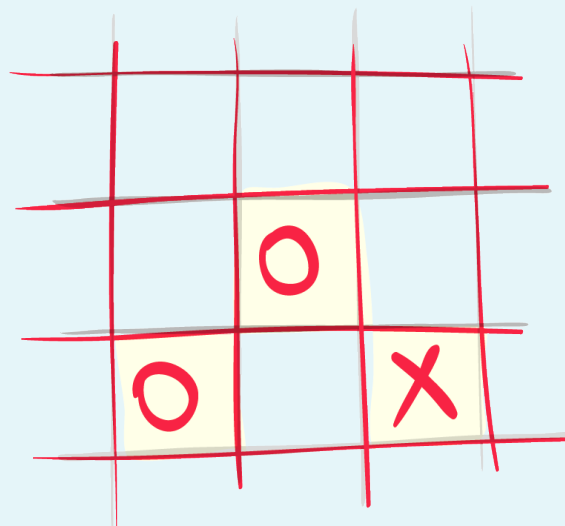


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## 18. Tic-Tac-Toe

Make a tic-tac-toe grid on the floor using paper, tape or the floor tiles.  
 Divide the class into Xs and Os.  
 Ask content questions.  
 Groups with the correct answer can move to a place on the grid.



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## 19. Post-it Note Scramble

You prepare post-it notes each with a keyword or concept from a lesson written on it and you put them randomly on the board. Students are lined up in two or three teams with the first ones standing with their backs to the board. You describe one of the words and when you are finished, the students have to turn around, locate and quickly grab the post-it with the correct answer. They go at the end of their line and another student turn his/her back at the board. The winning team is the one with the most post-it notes.

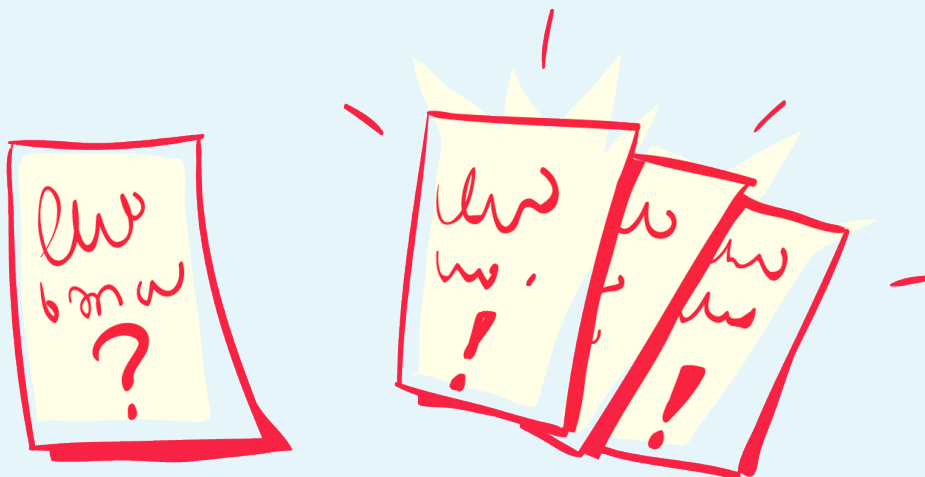


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## 20. Puzzled

You give all the students a piece of paper with either a keyword or an exam question on it. On your “go” the students must quickly move around looking at the other students’ papers trying to group themselves so that they have one exam question and all the correct answers to it. For example, the student with the question “what are the colours of the Greek flag” would have to find the students with the words “blue” and “white” and form a group of three.



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