

Go Time! Energisers





The Wiggles

Go Time! Energiser 1

Stage: Early Stage 1 – Stage 3

Formation: Standing at desks

Equipment: None

Getting energised:

1. Jog in place while doing the following activities.
2. On the teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

Variations:

1. Start from toes and work your way up (toes, knees, hips, etc.)
2. Mix up order of body parts that are to be 'wiggled'.
3. Instead of calling out names of body parts, the teacher demonstrates and the students follow.
4. Repeat activity without jogging as cool down.





Heart Smart

Go Time! Energiser 2

Stage: Early Stage 1 – Stage 3

Formation: Standing at desks

Equipment: None

Getting energised:

- The teacher will discuss the heart:
 - Where is it located?** Left side of the chest - raise left arm and shake, wiggle left leg.
 - What size is it?** Size of a fist – while arm is raised, make fist.
 - What does it do?** Delivers blood to the body – keeping arm up, squeeze fist.
 - What strengthens it?** Jumping, swimming, jogging – act out each activity.
 - What weakens it?** Inactivity, smoking, unhealthy diet.
- The teacher then calls out a habit that strengthens or weakens the heart.
- If the habit strengthens the heart, students respond by jumping up (⬆️) and acting out that activity. If the habit weakens the heart, students respond by squatting “on their haunches” (⬇️) as fast as they can.

Riding a bike ⬆️

Walking your dog ⬆️

Watching TV all the time ⬇️

Not eating fruit/vegies ⬇️

Playing computer games ⬇️

Washing the car ⬆️

Taking the stairs ⬆️

Taking the lift ⬇️

Swimming ⬆️

Regularly eating chips ⬇️

Skating ⬆️

Dancing with friends ⬆️

Eating lots of fast food ⬇️

Shooting baskets ⬆️

Raking the leaves ⬆️

Variation:

Have students think of their regular habits and determine whether they strengthen or weaken the heart. Act out all those that strengthen.





Invisible Ink

Go Time! Energiser 3

Stage: Early Stage 1 – Stage 3

Formation: Standing at desks or in small groups

Equipment: None

Getting energised:

1. Students begin by moving in their place or around the room.

Choose between:

- Jumping
- Marching
- Hopping
- Squatting
- Skipping
- Side galloping

2. The teacher calls out a letter, number, word or shape.

3. Students stop moving and draw the letter, number, word or shape in the air using their:

- hand
- arm
- leg
- head
- elbow
- knee
- bottom
- any combination of body parts that you can think of

Make your writing as big as possible e.g. reach down and touch the floor and then right up as far as you can reach.

4. Students continue until the teacher calls out another letter, number, word or shape, and the process is repeated.





Human Elastic

Go Time! Energiser 4

Stage: Early Stage 1 – Stage 3

Formation: Standing at desks

Equipment: None

Getting energised:

- Have students begin with a series of simple activities lasting 10 – 20 seconds:
 - Flap arms ... like a bird or a pterodactyl.
 - Knee lifts ... like a giant striding (can you touch your chest with your knees?).
 - Hopping ... like you've just stepped in dog poo.
 - Star jumps ... like you're a star fish.
 - Scissors ... like you're disco dancing (feet apart, then jump and cross feet in front, feet apart, then jump and cross feet in reverse).
- Follow each activity with a basic stretching movement:
 - Reach for the sky (like you're trying to catch a cloud).
 - Runner's stretch (like you're about to start a big race).
 - Butterfly stretch (sit with bottom of feet together).
 - Scrunch stretch (bring knees to chest while lying down, sitting or squatting).
 - Round 'n Round (rotate ankles while sitting on your bottom).
 - Back scratcher (reach over your shoulder and down your back – give it a good scratch!).
- Hold stretches for 10 – 20 seconds.





Pass it on

Go Time! Energiser 5

Stage: Early Stage 1 – Stage 2

Formation: Form a circle around the perimeter of the room

Equipment: Any sort of coloured cards (e.g. hand-made or UNO cards)

Getting energised:

The teacher hands out one card to each student and explains that each colour corresponds to an activity. Perhaps write the colours and corresponding activities up on the board to help students remember. Students identify the colour on the card and perform the activity that corresponds to that colour for 10 –15 seconds:

- Blue bounce like a kangaroo
- Red jump and squat like a frog
- Yellow gallop like a horse
- Green swim like a fish

After 10 –15 seconds, the teacher tells the students to pass their card on to the person on their right. The students then have to perform the next activity until the teacher calls out “pass it on”.

Variations:

1. Teach colours in a different language.
2. For younger children, squat and slide the card on the floor to the right rather than handing the card to the next person.
3. For older children, use a normal deck of cards and use suits (e.g. hearts, diamond, clubs, and spades).
4. Incorporate into a Maths lesson by using odd and even numbers to correspond to different activities.
5. Use the Aboriginal names for the animals. Nb. Names and language used for locations, flora and fauna etc vary depending on the traditional owners. See **Reference to Aboriginal names and places** (page iv) for suggestions of how to find out this information.





Go Bananas!

Go Time! Energiser 6

Stage: Early Stage 1 – Stage 2

Formation: Standing at desks

Equipment: Barrel of monkeys

Getting energised:

1. The teacher empties barrel of monkeys and picks up one monkey.
2. Students jump as high as they can (starting with only one jump) and teacher says "GO BANANAS!"
3. Students then "GO BANANAS" by wiggling their bodies in all directions or imitating a monkey.
4. The teacher continues to pick up one monkey at a time and the students do one jump for each monkey.
5. The teacher continues to say "GO BANANAS!" after adding each monkey to the chain.
6. Continue until the chain of monkeys breaks (or until the teacher gets sick of "monkeying around"!)

Variation:

The teacher reads the book, 'The Day the Teacher Went Bananas' (by James Howe) or similar. Students "GO BANANAS" every time the teacher reads the word "bananas."





Over, Under, Around and Through

Go Time! Energiser 7

Stage: Early Stage 1 – Stage 1

Formation: Students line up around the perimeter of the room (can also be done standing at desks)

Equipment: None

Getting energised:

1. The teacher decides on a pattern where students go over, under, around and through imaginary (e.g. a sea of sticky jam) or real (e.g. a classroom chair) objects.
2. The teacher leads the line of students around the room, doing one of each of the over, under, around and through movements for 10–15 seconds each.

Example 1: Over a sea of sticky peanut butter, under a banana tree, around an ice cream cone, and through a sea of jelly.

Example 2: Climb over a turtle, crawl under a big dog, slide around an elephant and duck down to get through a giraffe's legs.

Variations:

Over	Under	Around	Through
a turtle	an apple tree	a bowl of fruit	a tunnel
a sandcastle	water	an elephant	a sea of sticky jam
a sleeping dog	a limbo stick	an ice-cream cone	a giraffe's legs
a puddle	a cubby house door	a chair	a narrow walkway
a prickly bush	a big dog	a dirty rubbish bin	a burning building
a candlestick	a desk	a camp fire	a haunted house
a fence	a sleeping giant's bed	a mouse	a puddle of glue





Hand, Hand, Fingers, Thumb

Go Time! Energiser 8

Stage: Early Stage 1

Formation: Standing at desks

Equipment: Dr. Seuss Book "Hand, Hand, Fingers, Thumb"

Author: Al Perkins

Getting energised:

1. The teacher reads the book while students march at their desks and around the room acting out what the monkeys in the book are doing.
2. Whenever the teacher reads "Dum Ditty Dum Ditty Dum Dum Dum" or any reference to drumming, students will lightly drum on their knees. Students should be drumming for at least 10–15 seconds.
3. Use a signal (e.g. raised hand) to indicate students should stop drumming.
4. The teacher can vary the speed with which they read the drumming signal. This indicates the speed at which students should drum.
5. Continue activity until the end of the story and have students march back to their desks.

Variation:

Make up a story and get students to act out all the activities within the story. This could have a drumming theme or otherwise.





As If

Go Time! Energiser 9

Stage: Early Stage 1 – Stage 2

Formation: Standing at desks

Equipment: None

Getting energised:

The teacher reads the following sentences to the class. Have students act out each sentence for 10–15 seconds.

- Jog in place as if a big scary bear is chasing you.
- Walk forwards as if you're walking through melted chocolate.
- Jump in place as if you are popcorn popping.
- Reach up as if grabbing balloons out of the air (use one arm at a time).
- March on the spot as if you are in a marching band.
- Paint as if the paint brush is attached to your head.
- Swim as if you are in a giant pool of jelly.
- Move your feet on the floor as if you are ice skating.
- Shake your body as if you are a wet dog.

Variations:

1. Students can create their own sentences for additional activities.
2. Work in groups to create different sentences and get each group to lead the rest of the class.





Stop, Drop and Roll

Go Time! Energiser 10

Stage: Early Stage 1 – Stage 2

Formation: Standing at desks (or preferably in an open space)

Equipment: None

Getting energised:

1. On the teacher's signal, the students begin to move around the room. Instruct students to find a free space and take care not to bump into objects or other students.
2. When the teacher calls out "Fire!" - the students stop, drop, and roll on the ground.
3. Then, the teacher calls out "Fire's out!" and the class begins moving around the room again.
4. Continue for 2–3 minutes.
5. Next, the teacher calls out, "When the heat's up high ..." and the students respond, "You get down low!" and squat down to the ground to avoid smoke.
6. Students stand back up and the teacher begins again.

Variation:

Move around the classroom as if you are moving in and out of different rooms to get out of the burning building.





Shake and Scribble

Go Time! Energiser II

Stage: Early Stage 1 – Stage 3

Formation: Standing at desks (or preferably in an open space)

Equipment: A piece of paper and pencil for every pair

Getting energised:

1. The teacher calls out a physical activity:
 - Jumping
 - Hula-hooping (with an imaginary hoop)
 - Hopping
 - Jogging on the spot
 - Star jumps (clapping above their heads)
 - Knee lifts
 - Playing air guitar
 - Marching
2. Students begin the selected activity and continue until the teacher calls out a spelling word.
3. Students freeze and the pairs work together to try to spell the word correctly on a piece of paper.
4. After 10 to 15 seconds the teacher calls out a new activity.
5. Continue until all spelling words are used.
6. As students cool down, the teacher can write the correct spelling on board and students can check their work.

Variation:

Do the same activity outside using chalk instead of paper and pencils.





Frogs in the Pond

Go Time! Energiser 12

Stage: Early Stage 1 – Stage 1

Formation: In an open space

Equipment: None

Getting energised:

1. The teacher selects one student to be Kermit the Frog.
2. All the other students gather around Kermit and place one finger on Kermit's arms, legs or back.
3. On the teacher's signal, all the students become frogs and start jumping.
4. Kermit jumps around while trying to tag a frog.
5. If tagged, frogs become princes or princesses and have the power to tag other frogs with their magic wand (i.e. by touching other frogs lightly on the arm).
6. Continue until there are no more frogs left, then select a new Kermit and start again.

Variations:

1. This activity works better outdoors.
2. The teacher could select a Jimmy Cricket instead of Kermit the Frog and get students to hop instead of jump.





What's for Dinner

Go Time! Energiser 13

Stage: Stage 2 – Stage 3

Formation: At desks

Equipment: 1 paper plate/round piece of paper per student

Getting energised:

The teacher reads the following story while students perform the actions.

- All of the waiters at the very exclusive "La Grub" restaurant are sick and they need Class <insert class name> to help them deliver the food to the hungry diners.
- The 'new' waiters pick up their plates from the kitchen (begin by balancing the paper plate on the upturned palm of one hand, just like a waiter, and start walking around the room while balancing the plate). They start to take the plates out to the dining room for the customers BUT it's not going to be as easy as they think!
- All of a sudden one of the carrots rolls off the plate. The waiters squat down and pick it up (keeping the plate balanced all the time). They keep walking ... Oh my goodness ... all of a sudden a tiny mouse runs from one side of the corridor to the other. The waiters jump over the mouse (keep on balancing the plate).
- The diners still need to get their food so the waiters keep on walking... but now the peas have all rolled off! The waiters squat down on their haunches and pick up the peas – they have rolled over to the left, and over to the right, and over to the left again... Now that all the peas have been picked up off the ground, the waiters find themselves walking through a very narrow corridor. They have to hold their plates very high above their heads – stretch all the way up high.
- The waiters have now arrived out in the dining room. Suddenly a customer stands up and pushes their chair out (the waiters must dodge to the left), now another customer does the same thing (this time the waiters dodge to the right). They keep on walking as they are nearly at their table.





What's for Dinner

Go Time! Energiser 13 (Continued)

- Just before they arrive at the table, one of the diners spills a big glass of water. The waiters get their foot soaked, so they have to continue by hopping on one leg. Some of the water has also got on the arm that they are using to carry the plate, so they switch to the other arm. They arrive at the table, but the diners are putting the napkins across their laps, so the waiter has to wait balancing on one leg.
- The diners are finally ready to have their food served to them. Hooray! The job has been done. The waiters return to their kitchen (their desks) and take a seat.

Variations:

1. Students will draw a nutritious meal on their plates.
2. Have students return to their desks with their plates and discuss a nutrition concept such as healthy food choices and portion sizes. Have students identify the healthy foods they drew on their plates.





It's a Zoo in here!

Go Time! Energiser 14

Stage: Early Stage 1 – Stage 1

Formation: Standing at desks

Equipment: None

Getting energised:

1. The teacher selects an animal or has students select an animal:

- Kangaroo
- Emu
- Koala
- Snake
- Lizard
- Elephant
- Giraffe
- Lion
- Tiger
- Monkey
- Bear

2. Students imitate the way the animal walks or moves beside their desks or around the classroom for 15–30 seconds.

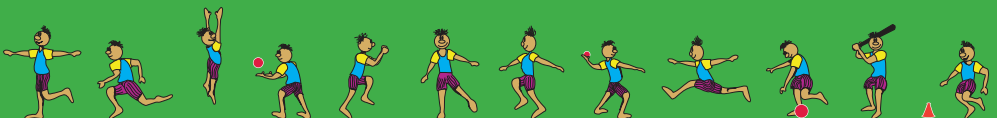
3. Students continue until teacher signals to move like the next animal.

Variations:

1. Make cards with animal names to use as flash cards for Stage 1 students. They can read the names and act them out.

2. Use pictures of animals for Early Stage 1 students.

3. Use the Aboriginal names for the animals. Nb. Names and language used for locations, flora and fauna etc vary depending on the traditional owners. See **Reference to Aboriginal names and places** (page iv) for suggestions for how to find out this information.





Leaf Line

Go Time! Energiser 15

Stage: Stage 1

Formation: At the front of the class

Equipment: 1 leaf per child (either collected from the playground or brought from home) (Nb. Leaves can be broken in half and shared among 2 if not all students have one)

Getting energised:

- Without talking and as quickly as they can, students arrange themselves in order from smallest to largest, based on the size of the leaf they have. Then, as quickly as they can, reverse the order and line up from largest to smallest.
- Students pretend to be the tree that their leaf came from. Students start by being curled into a ball on floor - their tree then begins to grow and they slowly stand and stretch their limbs as much as they can to form their tree:
 - their feet slightly apart (the roots of the tree)
 - their arms up in the air (the branches), and
 - their fingers outstretched (the leaves of the tree)
- They can then act out the following for at least 10–15 seconds each while running on the spot in between each description:
 - the leaves blowing in a light spring breeze
 - the tree during a summer thunderstorm
 - the branches swaying in the autumn wind
 - the tree weighted down with snow in the winter

Variations:

- Have students try to identify the type of tree the leaf came from and discuss that type of tree in class.
- Have students move into different groups based on their type of leaf:
 - colour: brown, bright green, olive, yellow, red
 - shape: pointy, round, thin
 - texture: prickly, smooth, coarse
- Teachers can investigate if the trees or locations of those types of trees have significance for Aboriginal people and discuss with students. See **Reference to Aboriginal names and places** (page iv) for suggestions for how to find out this information.





Trekkin' NSW

Go Time! Energiser 16

Stage: Stage 2 – Stage 3

Formation: Standing at desks

Equipment: None

Getting energised:

The teacher leads the class on a virtual tour of NSW. Students move for at least 10–15 seconds for each of the actions listed below:

- March across the Sydney Harbour Bridge
- Surf in the Pacific Ocean.
- Climb up a gum tree in Boggabilla.
- Stomp on grapes in the Hunter Valley.
- Line dance in Tamworth.
- Rollerblade along the Newcastle Foreshore.
- Climb mountains in the Great Dividing Range.
- Crawl through the Stockton sand dunes.
- Hit a 6 at the Sydney Cricket Ground.
- Jump in a sack race in Quirindi.
- Cast your fishing line in Armidale.

Variations:

1. Use a state map to point out landmarks.
2. Use significant local Aboriginal areas. See Reference to **Aboriginal names and places** (page iv) of this resource for suggestions for how to find out this information and determine appropriate sites to recommend in the virtual tour. E.g. it would be taboo if the activity included a sacred site which is only meant to be accessed by men etc.





Space Jam

Go Time! Energiser 17

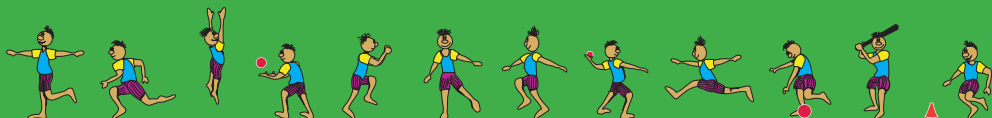
Stage: Early Stage 1 – Stage 2

Formation: Standing at desks

Equipment: None

Getting energised:

1. The teacher reads the following story to the class and class identifies each verb or “action” word.
2. Pause while class acts out each verb in their place for 10–15 seconds.
3. Continue until end of story:
 - Hello, my name is Zippy and I live on a space station. Today, I will lead you on a tour through space. First, we need to put on our moon boots. They will allow us to walk through space.
 - The first stop will be Mercury, the closest planet to the sun. Mercury is very hot ... so, OUCH, be careful and step quickly so your feet do not get burned. Mercury also has many craters. On the count of 3, let’s jump into a crater and see what we find. 1 – 2 – 3, JUMP! Climb out of the crater so we can march to Venus.
 - Venus is the second planet from the sun. This planet has very strong winds and lots of volcanoes. See if you can walk through the wind without blowing over. A lot of the surface of Venus is covered with lava, and here comes some ... RUN!
 - The next stop is Earth, the third planet from the sun. More than two thirds (71%) of the Earth’s surface is water, so jump in and start swimming. See if you can do the doggy paddle and the backstroke.
 - Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympus Mons, is located on Mars. See if you can climb to the top!
 - Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. Find a cloud and see if you can float on it.





- Our next stop is Saturn, the sixth planet from the sun. It has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. WHOA!, there is a huge piece of ice, be careful and slide across it. Hop on one of the rings surrounding Saturn and spin around in circles slowly.
- Uranus is our next stop. It has a small rocky core. Can everyone tiptoe across Uranus watching out for the ice?
- Next, let's visit Neptune. Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick! Duck! Here comes a moon, move to the left so you do not get hit.
- Pluto is our next stop. It is the smallest planet and is very cold because it is furthest from the sun. Shiver and rub your hands together to stay warm.
- This ends our tour of space. Grab a partner and hop back to the space station.





Jump start your heart

Go Time! Energiser 18

Stage: Stage 2 – Stage 3

Formation: 6 groups - students are divided into groups and each group is sent to a part of the room that is labelled as described below.

Equipment: 6 pieces of paper labelled:

- right atrium – jog on the spot
- right ventricle – shadow boxing
- left atrium – jump (pretend) rope
- left ventricle – repeater knee
- lungs – cross-country ski (i.e. star jump with feet going forward and back rather than side to side)
- rest of the body – shuffles on the spot

Getting energised:

1. The teacher labels 6 areas of the room with the 6 pieces of paper as detailed above.
2. The teacher sends each group to a different area of the room.
3. The teacher discusses the heart:

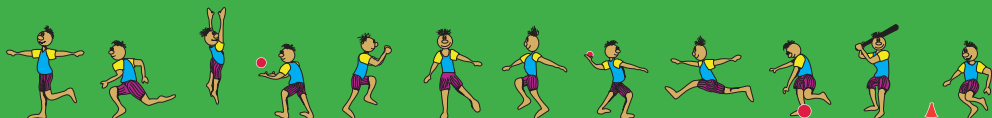
What does it do? The heart acts as a pump for the body.

Where does it go? The blood travels from the right atrium to the right ventricle, from the right ventricle it travels to the lungs and back to the left atrium. It then travels to the left ventricle and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.

4. The teacher calls out "Start your heart!" and students begin the activity that corresponds to their location.
5. When the teacher says "blood flow", students stop their activity and move to the appropriate location for correct blood flow.
6. The teacher again calls out "Start your heart!" after the students have moved to their new location. Continue until students have visited each location.

Variations:

1. Students can demonstrate other exercises that will strengthen the heart: e.g. riding a skateboard, dancing, playing tennis, walking the dog etc.
2. The teacher can post the location signs in random order.





12 Days of Fitness

Go Time! Energiser 19

Stage: Stage 2 – Stage 3

Formation: Standing at desks

Equipment: None

Getting energised:

1. Students act out the following song, singing along with the teacher:

2. "On the first day of fitness, my teacher gave to me"

- 12 star jumps
- 11 'raise the roof'*
- 10 knee lifts
- 9 side stretches
- 8 jogs in place
- 7 air punches
- 6 can-can kicks
- 5 hula hoops
- 4 jumping ropes (imaginary rope)
- 3 muscle poses**
- 2 scissors cutting (feet apart, then cross in front, feet apart, then cross in back)
- And a stork standing on one foot (balance on one foot)

Variations:

1. Write the activities on the board or posterboard to make them easier for students to follow and to sing along.
2. The song can either be sung straight through as written, or repeated as in the original song.

* Raise the roof – stand with your hands at the level of your head, palms facing the ceiling, and elbows slightly bent. Then raise your hands up and down, from your head to fully stretched, while keeping your hands facing the ceiling at all times as if you are raising and lowering a roof.

** Muscle poses – stand with legs apart, turn your body slightly to the side, hold your arms above your head, with your elbows bent and your fists clenched. Then twist to the other side and move the back arm down (while keeping your elbow bent) so that the fist is pointed towards the ground.





Hit the Deck

Go Time! Energiser 21

Stage: Stage 1 – Stage 3

Formation: Standing at desks

Equipment: 1 deck of cards

Getting energised:

1. The teacher places the deck of cards in front of the class.
2. Each suit will correspond to a different activity.
 - ♥ Heart: Touch elbow to knee for 10–15 seconds.
 - ♦ Diamond: Jog or march in place for 10–15 seconds.
 - ♣ Club: Modified push ups (on knees) for 10–15 seconds.
 - ♠ Spade: Star jumps or scissors for 10–15 seconds.
3. It may be helpful to write the corresponding activity for each suit on the board.
4. The teacher (or a student) picks a card from the deck and the class performs the associated movement.
5. The class will perform the corresponding activity for each suit for a set period of time.

Variations:

1. Write suits and corresponding activities on butcher's paper so that activities can be done outside.
2. Choose 3 or 4 cards of each suit instead of using entire deck to save time.
3. Ask students to make up activities themselves.





Memory Lane

Go Time! Energiser 22

Stage: Stage 2 – Stage 3

Formation: Standing at desks, in pairs

Equipment: None

Getting energised:

1. The teacher calls out one action at a time from the list below and students complete that action.
2. The actions should be called out in the following order:
 - High five right (partners slap right hands together at head-height or higher)
 - High five left
 - Low five right (partners slap right hands together at about knee level or lower)
 - Low five left
 - High ten (partners slap both hands together at head-height or higher)
 - Low ten
 - Backwards ten high (partners stand back to back slap both hands together at head-height or higher)
 - Backwards ten low
 - Tunnel ten (partners stand back to back with their feet apart – they reach between legs and hit low ten)
 - Sole of shoes right (partners may have to shuffle away from each other before doing this)
 - Sole of shoes left
 - Elbow right (partners touch right elbows together)
 - Elbow left
 - Both elbows
3. The teacher can run through this list of actions twice as students act it out.
4. On the third time, teachers provide the first few actions, and then the partners must try and remember the order of the actions themselves.
5. Have students repeat the sequence as fast as they can with accuracy.
6. Finish by repeating the action sequence together as a class with the teacher and students calling out each action together.





Factor it In

Go Time! Energiser 23

Stage: Stage 3

Formation: Students are divided into 4 groups. Each group stands in a different corner of the room.

Equipment: 4 pieces of scrap paper labeled 2, 3, 4, and 5

Getting energised:

1. The teacher labels each corner of the room with one of the pieces of scrap paper.
2. The teacher calls out a number that is a multiple of 2, 3, 4, or 5.
3. Students who are in a corner that is a factor of that number will move to another corner.

e.g. If the teacher calls out:

- 6 – then students in corners labelled 2 and 3 will move to another corner.
- 10 – then student in corners labelled 2 and 5 will move to another corner.
- 60 – then all students move to a different corner.

4. Movements include:

- Jumping
- Skipping
- Hopping
- Side-galloping
- Marching





Rubbish Box

Go Time! Energiser 25

Stage: Stage 1 – Stage 3

Formation: Standing at desks in pairs

Equipment: A scrap piece of paper for each pair

Getting energised:

1. Students screw up their piece of paper and place it on the floor in between them.
2. The pairs then work together to pick up the paper using the body parts that the teacher calls out:
 - Elbow and elbow
 - Foot and foot
 - Knee and knee
 - Forearm and elbow
 - Foot and elbow
 - Knee and elbow
 - Forehead and back of hand
3. Once they have picked it up, the pair should try to hold it in place for as long as they can (until the teacher calls out the next combination).

Variation:

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





Tiny toes, little feet and daddy long legs!

Go Time! Energiser 26

Stage: Stage 1 – Stage 2

Formation: Standing at desks or lined up around the perimeter of the classroom

Equipment: None

Getting energised:

1. Have students start by finding their own space and standing with their feet side by side. Then move one set of toes ahead of the other set of toes to represent “tiny toes”.
2. Have students place one foot in front of the other to represent “little feet”.
3. Have students take one giant step forward or backward to represent “daddy long legs”.
4. The teachers calls out different directions for the class to follow, for example:
 - move forward 2 tiny toes
 - move back 5 little feet
 - move sideways 1 daddy long legs
 - and [insert action here]
5. Once students arrive at their destination (i.e. after each instruction) have them perform an action e.g. jumping, hopping or star jumping on the spot. Wait 10–15 seconds before giving the next direction.

Variations:

1. Add left and right into your directions.
2. Use the metric system eg. millimetres/tiny, centimetres/little, metres/daddy long legs.





Chef of the Day

Go Time! Energiser 27

Stage: Stage 2 – Stage 3

Formation: Standing at desks

Equipment:

- A copy of the *Australian Guide to Healthy Eating* – available from www.health.gov.au, select 'Nutrition' from Information by health topic, then → Nutrition and Healthy Eating → Nutrition Publications → Australian Guide to Healthy Eating – Consumer Booklet → PDF Printable version
- A scrap piece of paper for each student to write down their shopping list
- 6 pieces of paper with the following information.
(Please note * indicates healthier options and is for teacher use only. Do not write * on the paper posted around the room):

- **Bread/cereal/grains**

*multigrain bread, white bread, fruit loops, *spaghetti, *rice, cocoa pops, *tortillas, *homemade popcorn, cinnamon rolls, croissants

- **Meat/poultry**

*grilled fish, fried chicken, hot dogs, devon, *baked chicken (no skin), *stir fried steak, *lean hamburgers, sausage, bacon, *poached eggs, salami

- **Dairy**

*reduced fat cheese, *reduced fat yoghurt, ice cream, *reduced fat milk, *reduced fat cottage cheese, *reduced fat frozen yoghurt

- **Fruit**

*apples, *bananas, orange juice, *grapes, apple juice, *dried apricots, *canned peaches in natural juice, canned pears in syrup, *sultanas, *strawberries, *watermelon, *oranges, *capsicum

- **Vegetables**

*broccoli, *lettuce, *baby spinach, *cauliflower, *sweet potato, *corn, *squash, *carrots, fried chips, *refried beans, french fries, *carrot, *rocket, *snow peas, *beans

- **Treats/extras**

fruit straps, muesli bars, butter, lollies, chips, chocolate biscuits, cake, soft drink, pies, sausage rolls, chocolate bars.





Chef of the Day

Go Time! Energiser 27 continued

Getting energised:

1. The teacher labels 6 areas of the room with each food group listed above.
2. Students must plan a healthy breakfast, lunch or dinner by moving around the labelled areas of the room and picking 1-2 items at a time from each group. They then write these items on their shopping list.
3. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, etc). Make sure students move quickly from one area to another.
4. After sufficient time, have partners return to desks and discuss meals as a class.
5. Review the *Australian Guide to Healthy Eating*.

Variations:

1. Have students cut out food pictures from magazines and supermarket flyers so they can pick up a picture from each area of the room rather than writing it down on a list.
2. Include local Aboriginal Bush food. See **Reference to Aboriginal names and places** (page iv) of this resource for suggestions for how to find out this information.

