Healthy Snacks and Non-competitive Games

FOR ALL STUDENTS!

Did you know?
Moderate to vigorous activity is the largest preventable risk factor in chronic disease.

1. Introduction

We know that sport has a powerful impact on youth. Besides keeping them healthy and active, it helps students become more confident, self-sufficient, and happy individuals. Sport provides an opportunity to create lifelong connections, to feel a sense of belonging and acceptance and to understand the value one holds in their community. But what about those youth who aren't interested in sports?

WHO IS THIS RESOURCE FOR?

This resource is for teachers, community leaders, coaches, and parents looking to provide a non-competitive, holistically healthy environment for all students. This resource includes:

- quick to prepare, healthy recipes
  - big snacks/meals (page 7)
  - side dishes (page 10)
  - smaller snacks (page 12)
- cooperative games (page 17)
- personal growth activities (page 23)
- art activities (page 25)
- music and dance activities (page 27)

Why are healthy snacks important?
Healthy foods fuel performance and are the building blocks for healthy growth and development.

HOW TO USE THIS RESOURCE

You can take the whole program and run it in your school week after week, or just grab activities as you need them for energizers, break activities, or calm-down moments. We hope that this resource will support and inspire you to create opportunities for youth of all ages to experience fun, connection, creativity, and overall well-being with their peers. Many of these activities can be used in the classroom to help keep things interesting, or as a drop-in session after school, at lunch or during Advisory class/small group sessions. Have your students "get up and go" during science class on a scavenger hunt for specific types of plants, or invite them for an after school recipe share/class meal. Activities can also be organized into an ongoing program for students. We provide a few samples of what a program could look like, starting on page 3.

MORE INFORMATION

For more information and recipe ideas, check out these great resources:

Alberta Nutrition Guidelines for Children and Youth:

- *www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf*

Cooking Club Manual:

- *www.albertahealthservices.ca/assets/info/nutrition/if-nfs-cooking-club.pdf*

Making the Move to Healthy Choices Manual (link at bottom of page):

- *http://lin.ca/resources/making-move-healthy-choices-healthy-eating-toolkit-recreation-sport-and-community-food*

ADDITIONAL NOTES

A meal contains foods from four food groups and a snack contains foods from two food groups. All of the Elementary School recipes are from the **Choose Most Often** category. 60% of the Junior High School recipes are from the **Choose Most Often** category and 40% are from the **Choose Sometimes** category. 50% of the High School recipes are from the **Choose Most Often** category and 50% are from the **Choose Sometimes** category.

You'll find each recipe in this resource is labelled with an Alberta Nutrition Guidelines category. For more information about the Alberta Nutrition Guidelines, visit the link above.

SAMPLE SCHEDULE 1

(Based on a 1 hour time frame; can be adjusted to all ages)

Day/Week	Activities
Mindful Mondays/Week 1 (focus on goal-setting, mindfulness activities to set an intention for the week)	• Banana Wraps (page 12; 10 minutes) • Talking Circle (page 25; 20 minutes) • Body Scan (page 24; 10 minutes) • Vision Board (page 24; 20 minutes)
Teamwork Tuesdays/Week 2 (focus on team-building activities)	• Chips and Hummus (page 13; 20 minutes) • Scavenger Hunt (page 19; 30 minutes) • Human Knot (page 19; 10 minutes)
Wild Wednesdays/Week 3 (focus on outdoors activities)	• Energy Bars (page 14; 20 minutes) • Loose Caboose (page 21; 10 minutes) • Nature Walk/Spray Bottle Nature Art (page 26; 30 minutes)
Thinking Thursdays/Week 4 (focus on creative, problem solving activities)	• Quack! Oink! Moo! (page 22; 10 minutes) • Book Club (page 23; 40 minutes) • Jazzberrylicious smoothies (page 13;10 minutes)
Flavourful Fitness Fridays/Week 5 (focus on fitness and nutrition activities)	• Fitness Monopoly (page 21; 30 minutes) • Pita Pizzas (page 8; 30 minutes)

SAMPLE SCHEDULE 2

(Based on a 1 hour time frame; best for younger students)

Day/Week	Activities
Movin' Mondays/Week 1 (focus on activities that get students' heart rates up)	• Balloon Play (page 18; 15 minutes) • Everyone's It! (page 19; 15 minutes) • Stuck in the Mud (page 17; 15 minutes) • Banana Wraps (page 12; 15 minutes)
Tasty Tuesdays/Week 2 (focus on nutrition based/meal based activities)	• Chili (page 7; 60 minutes)
Wellness Wednesdays/Week 3 (focus on mental health/mindfulness activities)	• Problem Board (page 23; 40 minutes) • Chips and Hummus (page 13; 20 minutes)
Thrifty Thursdays/Week 4 (focus on activities that can allow you to show students how to be resourceful)	• Altered Magazine Photos (page 26; 40 minutes) • Perfect Popcorn (page 15; 20 minutes)
Funky Fridays/Week 5 (focus on dance and music based activities)	• Freeze Dance Painting (page 27; 50 minutes) • Energy Bars (page 14; 10 minutes)

SAMPLE SCHEDULE 3

(Based on a 1 hour time frame; best for older students)

Day/Week	Activities
Monday Mixers/Week 1 (focus on ice-breakers/games that put students in social situations they normally wouldn't be in on their own! Encourage students to bring a friend to make things more interesting)	• Human Knot (page 19; 15 minutes) • I Have Never. . . (page 22; 20 minutes) • Talking Circle (page 25; 15 minutes) • Perfect Popcorn (page 15; 10 minutes)
Talent Tuesdays/Week 2 (focus on art/music/dance/based activities)	• Veggies and Dip (page 12; 10 minutes) • String Art (page 25; 50 minutes)
Work it Wednesdays/Week 3 (focus on fitness)	• Port and Starboard (page 22; 5 minutes) • Charades Relay (page 22; 20 minutes) • Fitness Monopoly (page 21; 35 minutes)
Throwback Thursday/Week 4 (focus on childhood games and activities with a more age-appropriate twist, ie. create new rules for balloon play to make it harder, or ask students what games they used to play to get them more involved in the process)	• Invite students to come up with childhood game/ brainstorm (5 minutes - Depending on if students come up with anything or if you choose not to brain-storm) • Balloon Play (page 18; 15 minutes) • Driving License (page 18; 30 minutes) • Loose Caboose (page 21; 15 minutes)
Forest Frolic Fridays/Week 5 (focus on nature-based activities)	• Scavenger Hunt (page 19; 30 minutes) • Spray Bottle Nature Art (page 26; 20 minutes) • Pink and Orange Sunrise Smoothies (page 12; 10 minutes)

SAMPLE SCHEDULE 4

(Based on a 1 hour time frame; best for younger students)

Day/Week	Activities
Meal Mondays/Week 1 (focus on a main meal or bigger snack; allow students to take some home or save it for lunches throughout the week!)	• Vegetable Barley Soup (page 9; 1.5 hours)
Smoothie Tuesdays/Week 2 (focus on different smoothie recipes)	• Peach Paradise Smoothies (page 12; 45 minutes) • Jazzberrylicious Smoothies (page 13; 45 minutes)
Wrap Wednesdays/Week 3 (focus on different types of wraps)	• Chicken and Vegetable Wrap (page 7; 45 minutes) • Banana Wraps (page 12; 45 minutes)
Sweet Tooth Thursdays/Week 4 (focus on those healthy treats!)	• Strawberry Banana Ice Cream (page 13; 45 minutes) • Graham Cracker Dips (page 14; 45 minutes)
Finger Food Fridays/Week 5 (focus on snack type foods)	• Veggies and Dip (page 12; 20 minutes) • Perfect Popcorn (page 15; 25 minutes) • Energy bars (page 14; 45 minutes)

Remember, you are not limited to the activities given in this resource! The most powerful resources are often within your community. Are there experts that may be willing to share their experience, tradition, and knowledge? Consider parents, Elders, community leaders or students! Could someone lead a drumming group? Or a beading class? Teach everyone to draw? Or take students fishing? Set aside some time in the program schedule to incorporate these local highlights in your sessions.

Above all, have fun! And remember that you can always connect with Ever Active Schools for support with this, or for more activities to try!

2. Healthy, Easy Snack Ideas

A. BIG SNACKS/MEALS:

CHILI

Ingredients

- ½ cup onion, chopped
- 1 medium red bell pepper, chopped
- ½ tbsp canola oil
- 3 cloves garlic, peeled and minced
- 1 can black beans, drained and rinsed
- 1 can baked beans in tomato sauce
- 1 can stewed tomatoes (no or low salt)
- 1 can whole kernel corn, drained
- 2 tbsp chili powder
- ½ cup low fat cheddar cheese, grated
- Salt and pepper to taste

Optional:

- 1 cup shredded cheese to serve on top of chili
- Whole wheat buns or rice as a side

Directions

Makes 12 servings; approximately 1 cup per serving.

1. In medium sized pot, add the onion, red pepper, garlic, and oil and cook on medium-high until the onions are transparent.
2. Add beans, tomatoes, and corn. Reduce heat to low.
3. Simmer until heated through.
4. Top with cheese.

Alternative Method:

Put all ingredients into crockpot and cook on high for 4-6 hours.

○ **choose most often**

CHICKEN & VEGETABLE WRAP

Ingredients

- 4 large soft whole wheat tortillas
- 2 cooked chicken breasts, thinly sliced
- 8 leaves green leaf lettuce
- 1 cup carrot, grated
- 1 cup bell peppers, thinly sliced
- ½ cup shredded cheese
- ¼ cup ranch dressing (Alternatives: bbq sauce, hummus or tzatziki)

Directions

4 servings

1. For each tortilla, spread 1 tbsp of dressing/sauce, and add ½ chicken breast, 2 green leaves of lettuce, ¼ carrot, ¼ cup sliced peppers and 2 tbsp cheese.
2. Fold opposite ends in and roll from a non-folded side.
3. Cut in half and serve.

○ **choose most often**

BEEF AND VEGETABLE SOUP

Ingredients

- 2 tbsp canola oil
- 1 lb lean ground beef
- 1 medium onion, diced
- 1/2 cup celery, minced
- 2 tbsp tomato paste
- 8 cups water
- 1 - 14 oz no-sodium canned tomatoes
- 2 lb mixed frozen vegetables
- 1 cup potato, diced
- 2 tbsp dried parsley
- 1 tsp dried oregano
- 1 tsp dried basil
- 1 tsp garlic powder
- 3 cups small whole grain pasta, dry

Directions

Makes 12 servings.

1. In a large pot, heat half of the oil, add ground meat and cook until browned. Drain fat and set meat aside.
2. In the same pot, heat remainder of oil and add onion; cook on medium heat until the onion is soft. Add cooked ground beef, celery, and tomato paste.
3. Add water and bring to a boil.
4. Add canned tomatoes, mixed vegetables, and potato; stir. Bring to a boil.
5. Add parsley, oregano, basil, and garlic powder. Stir.
6. Add pasta. Bring to a boil and then reduce heat.
7. Cook on medium heat for 10-15 minutes or until pasta is cooked.
8. Adjust seasoning to taste; add water if soup is too thick.

◯ **choose sometimes**

PITA PIZZA

Ingredients

- 4 small whole wheat pitas
- 1 cup no-sodium tomato sauce
- 1 cup fresh spinach leaves
- 1 medium red bell pepper, sliced
- 1 medium tomato, sliced
- 1/4 medium red onion, chopped
- 1 cup cooked chicken breast, chopped
- 1 large carrot, peeled and grated
- 1 cup park skim mozzarella cheese, 20% M.F. or less, grated

Directions

Makes 4 servings.

If possible, allow each student to make his or her own pita pizza.

1. Preheat oven to 450 - 500 degrees F.
2. Use a pizza stone or a baking sheet. If using a pizza stone, put it in the oven while it preheats.
3. Spread 1/4 cup tomato sauce on pitas. Leave a small margin around the edge.
4. Add toppings: spinach, red bell pepper, tomato, red onion (other options include thinly sliced zucchini, eggplant, or mushrooms). Add chopped cooked chicken.
5. Top with mozzarella cheese and bake for about 10 minutes or until the cheese melts and the edges of the pita are golden.

◯ **choose sometimes**

VEGETABLE BARLEY SOUP

Ingredients

- 2 cans (398 mL) diced tomatoes
- 2 L vegetable broth
- 1 cup water
- 5 cups diced fresh, frozen or canned vegetables (Suggestions: potatoes, celery, carrot, turnip)
- ¾ cup pearled barley

Optional:

- Whole wheat buns or bread to accompany soup

Directions

Makes 12 servings.

1. In large sauce pan, over medium heat, combine all ingredients.
2. Bring to boil.
3. Reduce heat, cover and simmer for 1 hour or until barley is soft.

Alternative Method:

Put all ingredients into crockpot and cook on high for 4-6 hours.

○ **choose most often**

BISON SLIDERS

Ingredients

- 1 lb ground bison
- 1 cup mushrooms, minced
- 1/3 cup sundried tomatoes, chopped (drained if in oil)
- 2 cloves garlic, chopped
- 2 tsp toasted cumin seed or 1 tbsp cumin powder
- 2 tsp fresh rosemary, chopped
- 1/2 tsp ground pepper
- 1 tsp extra virgin olive oil
- 10 whole wheat mini pitas
- 10 lettuce leaves
- 2 medium tomatoes, sliced
- 2 tbsp Dijon mustard

Directions

Makes 5 servings.

1. Combine bison, mushrooms, tomatoes, garlic, cumin, rosemary, and pepper in a bowl and mix well until combined (don't overwork).
2. Divide into 10 portions and form patties.
3. Heat a heavy-bottomed skillet (cast iron is best) over medium heat. Add oil; 30 seconds later, add patties and cook for three minutes before flipping.
4. Cover and cook until browned; juices should run clear and internal temperature should reach 160 degrees F, about three minutes more.

To barbecue, heat grill for 12-15 minutes and brush on olive oil. Grill burgers until cooked (3-4 minutes per side).

Serve on mini whole wheat pita bread, with lettuce, tomatoes, and Dijon mustard.

○ **choose sometimes**

B. SIDE DISHES:

EASY COLESLAW

Ingredients

Salad:

- 6 cups shredded green cabbage
- 2 cups shredded carrot
- 3 green onion
- 1 cup shredded apple (optional)

Dressing:

- ¾ cup apple cider vinegar
- 6 tbsp olive oil
- 3 tsp celery seed
- 3 tsp sugar
- ¾ tsp black pepper

Directions

Makes 8 servings

1. Add all the salad ingredients in a large bowl and set aside.
2. In a small bowl, whisk together dressing ingredients. Pour over salad and toss to coat.
3. Cover and let sit in fridge for at least one hour.

○ **choose sometimes**

BAKED POTATOES

Ingredients

- Russet Potatoes (one per person)

Topping Suggestions:

- Margarine or butter, salt and pepper, shredded cheese, low fat sour cream, sliced green onion.

Directions

1. Wash potatoes.
2. Individually wrap potatoes in tin foil.
3. Bake at 425°F for 45-60 mins.
4. Take out of oven, let cool for 10 mins.
5. Cut in half and serve with selected topping.

○ **choose most often**

SWEET POTATO FRIES

Ingredients

- cooking spray
- 4 medium sweet potatoes
- 1.5 tbsp canola oil
- 1/2 tsp salt
- 1 tsp garlic powder

Alternative: use any other root vegetable, such as potatoes, yams, carrots, or turnips.

Directions

Makes 6 servings

1. Preheat oven to 400 degrees F.
2. Spray a shallow baking sheet with cooking spray or cover with a sheet of parchment paper to prevent sticking.
3. Wash sweet potatoes, but don't peel.
4. Cut potatoes into wedges.
5. Pat potatoes dry with paper towels or a clean dish towel.
6. In a large bowl, mix potatoes with oil, salt, and garlic powder.
7. Spread potatoes on the baking sheet.
8. Bake for 15 minutes.
9. Flip potatoes once and bake for another 10 minutes or until golden and crisp.

◯ **choose sometimes**

BBQ CORN WITH LIME

Ingredients

- 4 cobs of corn, with husks and silk
- 2 limes, halved
- 1 tsp chili powder

Directions

Makes 4 servings.

1. Fill sink or roasting pan with cold water. Submerge corn and soak for one hour. Don't peel back husks or remove silk.
2. Heat barbecue to medium temperature. Remove corn from water and place directly on the grill for 8-10 minutes, turning once or twice. Remove from heat and cool slightly.
3. Wearing rubber gloves, peel back corn husks and twist to make a handle. Remove silk.
4. Squeeze the juice from half a lime over each cob and sprinkle with chili powder. Serve immediately.

◯ **choose sometimes**

C. SMALLER SNACKS:

VEGGIES AND DIP

Ingredients	Directions
• Assorted vegetables (Suggestions: carrots, celery, broccoli, cauliflower, bell pepper, radish, mushroom) Dip: • 3 cups plain yogurt • 2 tsp dried dill weed • 2 tsp onion powder	Makes 3 cups 1. Wash and cut up vegetables. Set aside. 2. Mix dip ingredients together in a bowl. 3. Refrigerate until needed. ◯ **choose most often**

BANANA WRAPS

Ingredients	Directions
• Whole wheat wraps • Banana • Peanut Butter	Makes 2 servings 1. Spread peanut butter on wrap. 2. Place banana in the middle and roll up. ◯ **choose most often**

PINK & ORANGE SUNRISE SMOOTHIE

Ingredients	Directions
• 1 cup milk • 1 cup frozen mango • 1 cup frozen strawberry • ½ cup orange juice	Makes approx. 2 servings 1. Put all ingredients into blender. 2. Blend until smooth. ◯ **choose most often**

HOT HINT
Smoothies can be frozen into popsicles for those hot, summer days!

PEACH PARADISE SMOOTHIE

Ingredients	Directions
• 1 cup milk • ¾ cup vanilla yogurt • 2 cups of frozen peach slices • Handful of ice	Makes approx. 2 servings 1. Put all ingredients into blender. 2. Blend until smooth. ◯ **choose most often**

JAZZBERRYLICIOUS SMOOTHIE

Ingredients

- 1 cup of milk
- ¾ cup blueberry yogurt
- ¼ cup juice or water
- 1 cup of frozen blueberries
- Handful of ice

Directions

Makes approx. 2 servings.

1. Put all ingredients into blender.
2. Blend until smooth.

○ **choose most often**

CHIPS & HUMMUS

Ingredients

Chips:

- 8 whole wheat pitas
- 1 tbsp oil
- Dash of garlic powder

Hummus:

- 1 can of chick peas, drained and rinsed
- 1 clove of garlic, minced
- ½ tsp cumin
- 2 tbsp oil (examples: olive oil, vegetable oil)
- lemon juice (optional)

Directions

Chips:

1. Brush pitas lightly with oil and sprinkle garlic powder.
2. Cut into wedges.
3. Place wedges on baking sheet.
4. Bake at 350°F for 10 minutes until crisp.

Hummus:

1. Put all ingredients into blender or food processor.
2. Blend until smooth.
3. Refrigerate until served.
4. Serve with pita chips.

○ **choose sometimes; replace pita with veggies and choose most often.**

STRAWBERRY BANANA "ICE CREAM"

Ingredients

- 2 bananas, sliced and frozen
- ½ cup strawberries, frozen
- 2 tbsp heavy cream

Directions

Makes 2 servings

1. Place all ingredients in food processor and blend until smooth. The consistency should be like soft-serve ice cream.
2. Transfer to freezer safe container and freeze for at least 3 hours.
3. Scoop & serve!

○ **choose sometimes**

GRAHAM CRACKER DIPS

Ingredients

- 12 graham crackers, halved
- 1 cup fruit yogurt

Directions

Makes 12 servings

1. Cover baking sheet with wax paper.
2. Dip graham cracker halves in yogurt and place on baking sheet.
3. Put in freezer for at least one hour.
4. Serve cold.

○ **choose sometimes**

ENERGY BARS

Ingredients

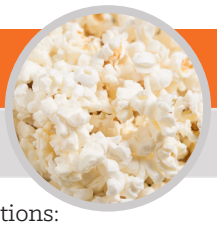
- 1/2 cup almonds
- 1/4 cup sesame seeds
- 1/4 cup sunflower seeds, shelled
- 1/3 cup corn syrup
- 1/4 cup brown sugar
- 1 cup reduced fat peanut butter
- 1 tsp vanilla
- 6 cups corn flakes or other cereal
- 1 cup raisins or other dried fruit

Directions

Makes 12 servings

1. Spray a 9x9" pan with a non-stick spray.
2. Toast almonds in a skillet until slightly brown. Remove from skillet.
3. Toast sunflower and sesame seeds; remove from skillet.
4. In a small saucepan, mix syrup and brown sugar; bring to a boil and remove from heat.
5. Add peanut butter and vanilla; mix well and set aside.
6. Measure cereal into a large bowl.
7. Add raisins, almonds, sesame seeds, and sunflower seeds.
8. Pour peanut mixture over cereal mixture; mix gently until all cereal is coated. Add 1-2 tbsp of syrup if it's too dry.
9. Spread mixture into the pan.
10. Cover with foil or wax paper. Press with both hands until mixture is spread evenly in the pan.
11. Refridgerate for one hour.
12. Cut into 12 bars. Wrap in plastic to prevent bars from drying out.

○ **choose sometimes**



PERFECT POPCORN

Ingredients

- ¼ cup oil (Suggestions: coconut oil, but any oil you have will do)
- 2/3 cup popcorn kernels

Get creative & make your own toppings or try one of the suggestions below:

Salt & Vinegar Topping:

Combine in 1/4 cup vinegar and 2 tsp salt in a small spray bottle and shake well. Spray lightly over popcorn

Cheesy Topping:

Toss popcorn with 1/2 cup parmesan cheese and 1 tsp cayenne pepper.

Directions

1. Add oil and 3 kernels to a large pot
2. Cover and cook over medium-high heat until all 3 kernels pop.
3. Take 3 kernels out of pot.
4. Add the rest of the kernels to the pot.
5. Cover pot and take off heat.
6. Wait 30 seconds.
7. Put pot back on heat. Cook, shaking occasionally until popping slows down.
8. After about 2 minutes, take the lid off the pot, releasing steam.
9. Add toppings.

○ **choose sometimes**

FRUIT KABOBS WITH YOGURT DIP

Ingredients

- 3/4 cup fresh, in-season fruit
- 1 tbsp fruit flavoured, 0% M.F. yogurt

Try using locally grown fruits, that are in-season. Some examples include:

- Spring/summer - strawberries, peaches, blueberries, raspberries, grapes.
- Fall/winter - apples, pears, grapefruit, oranges.

Directions

Makes 1 serving

1. Wash fruit.
2. Peel any fruit that needs to be peeled.
3. Cut fruit into bite-sized chunks.
4. Slide fruit onto skewers.
5. Spoon yogurt into bowls to dip kabobs.

○ **choose most often**

TRAIL MIX

Ingredients

- 2 cups whole grain wheat squares cereal
- 2 cups oat ring cereal
- 1.5 cups raisins or dried fruit
- 1/2 cup unsalted almonds. pumpkin seeds, or sunflower seeds
- 1 oz unsalted pretzels

Directions

Makes 8 servings

1. Add all ingredients to a large bowl.
2. Stir together.
3. Store in an airtight container or portion into 6 small zip top bags for grab-and-go snacks.

○ **choose most often**

BANANA PANCAKES

Ingredients	Directions
• 3 cups whole wheat flour • 2 tbsp sugar • 2 tbsp baking powder • 1 tsp salt • 2 eggs • 1/4 cup canola oil • 3.25 cups 1% milk • 1 large banana, mashed	Makes 24 - 4" pancakes 1. Combine flour, sugar, baking powder, and salt in a large bowl. 2. Beat eggs in a smaller bowl; add oil and milk. 3. Add wet ingredients and mashed banana to the flour mixture and stir. 4. Add an extra 3-4 tbsp of milk if the batter is too thick. 5. Lightly spray a pan with non-stick cooking spray. Heat pan over medium heat. It's ready when drops of water bounce on it. 6. Drop batter by the spoonful onto the hot pan. When bubbles appear and edges begin to dry, flip pancake with spatula. 7. Cook until the middle of the pancake is cooked through. 8. Serve hot. ○ **choose most often**

These recipes are adapted from resources provided by Alberta Health Services, Alberta Milk, and other partners. They can be found in the Hosting Healthy Sporting Events toolkit at *www.everactive.org/menu-recipes-food-environment*.

3. Cooperative Games

BERSERK!

Adapted from RCLP Grades K-3.

Great as: A warm-up activity, a cooperative game.

Equipment: Obstacle free area, timer, 3 balls of various sizes for every student, music.

Explain to students that this activity will give them an opportunity to show off their dance moves and work cooperatively with others. Students start scattered throughout the activity area. Identify boundaries of the play area, which should be at least one meter away from walls and obstacles. Begin by starting a timer and scattering the same number of balls as participants in the playing area. The challenge is for the group to dance/move creatively while keeping every ball in the play area and moving for as long as possible. Add one more ball to the play area every 10 seconds. Should the teacher see a stationary ball, point and yell "Berserk!" The group is allowed three penalties or "berserks!" before the time stops. Gather the balls and start again. Continue playing for as long as you like, or, if using as a warm up activity, play until the students are warmed up. Record the number of balls the group was able to keep moving and for how long. Challenge the group to beat their best score the next time. Students can use their hands or feet to keep the balls in motion.

THUNDERSTORM ACTIVITY

Adapted from RCLP Grades K-3.

Great as: A cool down activity.

Equipment: None.

Stand at one end of the group of students who are sitting in a semi-circle. Instruct students to copy your actions only when you pass in front of them. Slowly make your way from one end of the semi-circle to the other once for each action. Start by rubbing hands together and progress to snapping fingers, slapping things, clapping hands, stomping feet and then reverse the order to end with rubbing hands. The challenge is for the students to stay quiet and listen to the noise the group is creating. It should sound like a thunderstorm rolling in and fading away.

STUCK IN THE MUD

Adapted from RCLP Grades K-3.

Great as: An outdoor activity.

Equipment: Obstacle free area, pinnies if available.

Choose 2-3 students to be taggers and provide each with a pinnie (if available). Taggers will travel throughout the activity area and try to tag all the other students. Should students be tagged, they freeze and stand with their legs together, arm extended out to the side, and call out "I'm stuck in the mud!" Any other student can rescue a classmate who is "stuck in the mud" by travelling under their extended arm to mimic pulling them out of the mud. Stop the game every couple of minutes to provide the opportunity for the taggers to give their pinnie to another student, who will take their role once the game resumes. The object of the game is for the students to avoid being tagged while rescuing others who are stuck in the mud. Vary the game by having students stand in the straddle position with feet wide apart, arms up and call out "I'm stuck in the snow!" Students can rescue teammates by travelling through their legs to mimic digging them out of the snow.

DRIVING LICENSE

Adapted from RCLP Grades K-3.

Great as: A tarmac activity.

Equipment: Pylons, or other way of identifying boundaries (chalk, tape, etc.).

Be sure to take into account the abilities of all students when planning and incorporate variations as needed to ensure success and fun for all. Use pylons (or otherwise) to identify boundaries of the activity area and ask students to find a personal space within those boundaries. A leader, or "police officer" will call out the names of the actions and the students will perform the action. The actions are designed to allow students to practice moving safely at various speeds within a confined activity area. Should students not move safely (ie. crash into another student) they will be given a ticket. Three tickets warrants a trip to the police station, located out of the activity area, where students will lose their driving license temporarily until they can identify a strategy for moving safely. The police officer may call out actions such as:

- School zone – walk slowly
- Bumpy road ahead – skip
- Narrow road ahead – gallop
- School crossing – walk really slow
- Road construction – leap over potholes
- Flat tire – hop on one foot
- Driving on the highway – run
- Out of gas – take a break, sit or squat where you are!
- Traffic jam – do three modified push ups
- It's raining – put on your windshield wipers by doing jumping jacks
- Emergency – freeze
- Fire truck – students pull over to the outer edges of the area
- Stuck in the mud – jog in place

BALLOON PLAY

Adapted from RCLP Grades K-3.

Great as: A small space activity.

Equipment: At least one balloon for every student.

Individual Balloon Play: Check to ensure that students do not have a latex allergy prior to the activity. Provide each student with a balloon and challenge them to keep the balloon in the air by tapping it with either hand but without touching anything or anyone else. Challenge students to try to:

- Keep the balloon in the air while kneeling and sitting.
- Tap the balloon up, turn around, tap it up again and turn around in the other direction.
- Keep the balloon in the air without using hands, eg. use feet, elbows, shoulders, seat, knees, chest, back.
- Bat the balloon as if their hand is a tennis racquet.
- Find other ways to hit the balloon and keep it up.

Partner and Group Balloon Play: Balloon Balance: Students balance the balloon on the back of their hand, on two fingers, or on their pointer finger. Challenge students to balance a balloon with a partner by holding a balloon between their heads without using their hands. Further challenge students to hold a balloon between their chests, sides, backs, and seats with their partner while moving through the activity areas.

Partner Balloon Volley: Students volley a balloon back and forth with a partner, without letting the balloon touch the floor. Students tap the balloon near their forehead with the thumbs and fingers of both hands. Try to volley two balloons at once.

Cloudburst: Groups of 6-8 students lie on their backs with feet and hands in the air and work together to keep a balloon in the air for as long as possible. Students can use their feet and hands, but cannot move off their spot to reach the balloon. Add more balloons to increase the level of difficulty.

EVERYONE'S IT!

Adapted from RCLP Grades K-3.

Great as: A quick, easy-to-explain game!

Equipment: None.

Everybody is "it" and everyone is trying to tag everyone else. When tagged, students kneel down on one knee until another student touches them on the shoulder (this can be any student, except the one that tagged them) and they stand up and are back in the game! Students who tag each other at the same time both kneel down. The game continues until the teacher calls out a stop signal.

HUMAN KNOT

Adapted from RCLP Grades 7-9.

Great as: A cooperative, team-building activity.

Equipment: None.

Invite groups of 7 or 8 students to stand in a circle facing each other. Invite each circle to create a tangled web of arms by holding hands with two different group members standing across the circle. When all the students in the circle are holding hands, challenge the groups to untangle their knot without letting go of hands. Following the activity, invite student reflections on the learning experiences.

SCAVENGER HUNT

Adapted from RCLP Grades 4-6.

Great as: A teamwork and leadership building activity.

Equipment: Question sheets, pencils, clipboards (if available).

A scavenger hunt is an activity in which teams look for specific lists, or perform tasks provided in a list. In this version, the goal is for students to achieve the highest score within a given time frame by completing tasks and answering questions. Prepare a list of questions and tasks to be completed prior to the activity. Sample questions could include: count the number of doors on the building, how many cars are in the parking lot, how many steps does it take to get from the door to the playground? Sample tasks could include: run to the north goal post and back, move over the playground equipment from one side to the other without touching the sand, count how many push-ups your team can do. If you choose to assign points for each task or question, consider the level of difficulty and scale accordingly. This way, teams have to make choices about which tasks or questions to complete and in what order to achieve maximum points. Be sure to take into account the abilities of all students when planning and incorporate variations as needed.

Distribute pencils, question sheets and clipboard (if available) to each team. Before starting, review the questions and address any questions or safety concerns. Remind students of the boundaries and that they do not need to enter any dangerous areas to complete the scavenger hunt. Identify the number of minutes teams have to gather as many points as possible and establish a signal to indicate the start and end of the scavenger hunt. Challenge students to be respectful of their peers and environment while completing the scavenger hunt.

CUP STACKING EXPLORATION

Adapted from RCLP Grades 4-6.

Great as: A rainy day activity.

Equipment: Set of 6-12 stacking plastic cups per student, timer, music (optional).

If possible, show video clips of Sport Stacking (*www.speedstacks.com* or *www.youtube.com*). Briefly introduce the activity to students and demonstrate, or show a video, of the cycle stack. Provide each student with a set of cups and allow a few minutes of exploration. Encourage students to stack the cups in different ways individually or with others. Students could work together or in small groups to make a tower of cups. Challenge groups to create the tallest, most creative stack.

Cup stacking is an activity that can be done over the course of several days. The below activities describe introductory cup stacking activities. More learning activities and teaching tips can be found on the Speed Stacks website. Any plastic stacking cups will do. To avoid having the cups stick together, poke three holes in the bottom of the cup before stacking.

Introduce the 3-stack to students. Start with three cups in a stack on the floor/table. Remove one cup with one hand and space it beside the stack, remove a second cup with the other hand and place it on top of the other two to create a pyramid. This is called the up-stack. To down stack, slide at the top of the pyramid over a cup on the bottom with one hand and pick up the third cup and place it on top of the other two with the other hand. It is important to alternate hands and hold cups with a gentle grip. Allow time for students to practice and become comfortable with the 3-stack.

Introduce the 3-3 cycle stack. Instruct students to start with two stacks of three cups about a forearm's length away on the table or floor in front of them. Students can start from the left or right to up-stack each set of three cups. When both 3 –stacks are up, students return to the stack they built first and down-stack each set of cups one at a time. Allow time to practice.

Introduce 3-3-3 cycle stack. The next progression is to add a third set of three cups. The rules of the cycle stacking remain the same: choose to start up-stacking on either the left or right, and start down stacking from the same side. Once students have had time to practice, set up stacking relays in groups of two or three. Each group starts behind a designated line and moves toward the three stacks placed three to four meters apart while travelling away from the group and down-stacking on the way back. Challenge each group to take as many turns as possible completing the relay in the two minutes provided.

CIRCLE GOAL

Adapted from RCLP Grades 4-6.

Great as: A small space activity.

Equipment: 3-4 sponge balls.

Divide students into groups of eight to 10. Instruct each group to stand in a circle with their feet shoulder width apart ensuring that the outside of each foot is touching the foot of the player beside them. Challenge students to strike a ball with an open hand in an attempt to roll it through the legs (goal) of another player. Players must maintain contact with the feet of the players beside them at all times. After a few minutes play, invite players to number off "1,2,1,2..." and have them play in teams with all the ones on the same team and all the twos on another team. In this version, players attempt to score on the other team. Try playing the activity again using this variation: players choose which circle goal group they would like to play with: Competitive, Middle of the Road or Recreational.

FITNESS MONOPOLY

Adapted from RCLP Grades 4-6.

Great as: A motivational boost to engage in more traditional exercises.

Equipment: 2 hula hoops, bean bags (or other token), dice, activity station monopoly cards and equipment required for each station, 10 each of Fitness Monopoly cards (these can be downloaded and printed from *www.everactive.org/fitness-monopoly?id=811*).

Post activity stations on the walls around the activity area. Review each station with the group and discuss ways to modify each activity to increase or decrease the level of difficulty. In the center of the activity area, place the dice, Community Chest and Chance cards and a hula-hoop containing one beanbag. The four corner stations are "GO," "Free Parking." "Go Directly to the Couch" and "Couch." A hula-hoop with a large number of beanbags in placed at the "GO" corner. Challenge groups of 3 to 4 students to complete as many laps of the monopoly board as possible in a predetermined length of time. Every time a group passed "GO" they have completed one lap and receive one beanbag. Groups start by rolling a die in the center of the activity space and advance that many stations ahead, starting from "GO." When all group members have completed the station activity, they return to the center and roll again. Continue completing activity stations and collecting beanbags for completed laps. Should a group land at the "couch" station, they pay three beanbags to the center hoop and continue. Should a group land on the "free parking" station, they collect all the beanbags from the center. Should a group land in either the Community Chest or Chance station, they choose the top card off the appropriate deck and complete the indicated action. Cards are returned to the bottom of the pile.

SNOW CIRCLE

Adapted from RCLP Grades 7-9.

Great as: A snowy day activity.

Equipment: Snow, pinnies (if available).

Invite students to stand in a large circle in an obstacle free area outside in the snow. Some freshly fallen snow is needed for the activity to be successful. Ask students to walk in a circle and pack down the snow and create a clearly visible circle boundary. When the circle is complete, ask students to follow your lead while walking in a way that will divide the circle into 8 equal parts, like the spokes of a bicycle. Choose 2-3 students to be taggers and provide each one with a pinnie. On the signal to begin, the taggers will attempt to tag any other student. Everyone must move only on the lines inside and outside of the circle. Should a tagger touch another student, the two students switch roles and continue playing.

LOOSE CABOOSE

Adapted from the AMA Youth Run Club Coach's Handbook.

Great as: An outdoors activity.

Equipment: None.

One (or more, depending on your group size) person is the loose caboose while the remaining students break into groups of three, forming into small trains by holding onto the hips of the person in front of them. The loose caboose chases the trains and tries to attach to one of the ends. When the caboose successfully attaches to one of the trains, the lead person of that train becomes the new caboose.

CHARADES RELAY

Adapted from Physical Activity: The Basis of Learning and Student Well-being Presentation.

Great as: Communication and team building exercise.

Equipment: Activity cards.

Create action cards with a variety of different physical activities on the cards (or create the cards based around a any theme such as feelings, animals, etc.). Organize students into teams of six and have them find a spot around the perimeter of the playing area. Number the team member from 1-6, determining the order in which they will play. When signaled to start, player one will run to the middle and get a card. Once they have a card, they run back to their team and begin to act out the action that is written on the card. When the team successfully guesses the clue, the next person in line run to get a card. The goal is for the team to collect as many cards as possible within a designated time period.

Note: Many popular games can be turned into team relays such as: memory, connect four, x's and o's.

I HAVE NEVER...

Great as: An ice-breaker activity for older students.

Equipment: Chairs.

Create a circle of chairs that can seat the number of participants less one (if you have 15 people playing, you will have 14 chairs.) One person stands in the middle and makes an "I have never" statement… such as "I have never eaten dragon fruit" or "I have never been to the opera" and everyone who HAS done it must get up and run to find another chair. The person is left without a chair shares a new "I have never" statement.

PORT AND STARBOARD

Adapted from the AMA Youth Run Club Coach's Handbook.

Great as: A warm-up game.

Equipment: None.

Tell participants to imagine they are on a ship. You yell out commands and the students must obey. Some of the commands you can try are:

- Starboard – run to the right
- Port – run to the left
- Bow – run to the front
- Stern – run to the back
- Scrub the deck – on hands and knees, pre-tending to scrub
- Hit the deck – lie facing down
- Submarine – lie on back with one leg up in the air
- Captain's coming – stand at attention

Be creative and make up some of your own commands.

QUACK! OINK! MOO!

Great as: A problem solving and communication builder.

Equipment: None.

Think of animals that make distinct noises such as dogs, cats, ducks, pigs, cows and horses. Whisper the name of one of these animals to each student, being sure that each animal is mentioned to at least two students. Instruct the students to go about making the sound of their assigned animal and try to find all the other students who are representing the same one.

The theme of this game can be changed to suit older students, ie. countries (national anthems, cultural music, national animals, etc.; can allow them to do research beforehand), modes of transportation (bicycle bells, flight attendant noises for airplanes, helicopter blades, etc.), songs, etc.

4. Personal Growth Activities

BOOK CLUB

Great for: All ages, rainy days, literacy skills.

This is a great opportunity for youth to not only create a safe community amongst each other, but to allow youth to indulge in their love of all things literary! Each meeting could have a different theme, and youth could be tasked with exploring different authors, genres and styles. This would also be a great space to encourage youth to explore options of self-help and self-guidance, as there are many great authors and books out there that focus on well-being and social and emotional health in a more kid-friendly, down-to-earth way.

PROBLEM BOARD

Great as: Ice breaker, team building, empathy training.

Equipment: Poster paper, white board, markers.

Have students think about a problem that they're currently dealing with in their lives that they're comfortable with sharing. Start by writing down a problem that you're having, then pass the marker onto a willing student. Have them write down their problem, write a possible solution to your problem, then pass the marker onto another student. Essentially, each student should write down their current problem, plus a solution to a problem that isn't their own. Every problem should have a proposed solution underneath or beside it. Once everyone is done, have students sit together and discuss what has been written. Hopefully this exercise helps students to not only overcome a current problem, but also cultivate empathy, compassion and a closer knit, safe classroom space.

TIME VAULT

Great for: Self-reflection, goal setting, patience.

Equipment: Paper, art supplies, medium- to large-sized box.

Have students write down on a piece a paper:

1. A fact about themselves.
2. Their current mood.
3. Something they like about themselves.
4. Something they'd like to improve about themselves.
5. A goal they would like to achieve by the end of the school year.

Next, have them create something that represents themselves in that current moment. This could be a drawing, a craft, a collage, etc. Place each student's creative piece and paper together in a box labeled "time vault" (students may decorate the box if you choose as a team building process), seal the box shut and place the it in a given space in the room. At the end of the year, give the students back their creative piece and paper, and have them reflect on what they wrote and discuss in groups what changed, if they reached their goals, how they feel about their creative piece now, etc. This should encourage students to recognize accomplishments, work on how to actively achieve goals and notice their own growth over a given period of time.

BODY SCANNING

Great for: Older students, practicing mindfulness, de-stressing.

Have students lay or sit in a comfortable position and close their eyes. Using a calming voice, tell students to take deep breaths in and out slowly and in control, focusing on filling their bellies all the way through their noses and emptying their lungs completely through their mouths. After a few guided breaths, walk them through the scan; start at the feet, asking them to notice their toes, how they feel in their socks and shoes, and to acknowledge any sensations they may feel. Move all the way up to the top of the head, giving them time to fully absorb the information each body part is giving them. Remind them every so often to check in with their breath to make sure that they are still taking full, deep breaths. Once you reach the top, ask them to notice how their body feels as a whole; how it moves with the breath, if there are any twitches or tingles they experience, etc. After a few moments, ask students to take three more deep breaths before releasing the breath to normal, opening their eyes, slowly wiggling their extremities and bringing themselves back to the present. This activity is really good for students who experience anxiety, as it helps to reduce heart rate, control the breath and focus their attention to themselves and their bodies. It's also really good during exam season!

If you're uncomfortable leading the students in a body scan there are many online resources or apps that can be used instead.

VISION BOARDS

Great as: A self awareness exercise.

Equipment: Old magazines, scissors, glue sticks, poster paper, markers.

A vision board is simply a visual representation or collage of the things that you want to have, be or do in your life. Not only that, but also how you want to FEEL. It consists of a poster with cut-out pictures, drawings and/or writing on it of the things that you want in your life or want to become.

One of the most powerful aspects of a vision board is that you create a visual representation of your dreams and desires helping you to put your attention on what you want to bring into your life.

What does a vision board do?

1. Helps you to clarify what you want.
2. Makes your goals visible and keeps them in your view.
3. Reminds you of what you want.
4. Allows you to choose your goals.
5. Reminds you of what you are working for.

Flip through magazines and cut out images and words that you connect with, that represent your goals, the things you want, or who you want to become and how you want to feel. There is no right or wrong answer and you don't need to explain any of the images. If it "feels" right, it should go on your vision board. Glue the images onto the poster board, add any drawings, words or quotes you think should be included. Decorate as much as you like with the supplies available. Once complete, hang in a place where you will see it often.

TALKING CIRCLE

Great for: Listening skills, communication.

Equipment: Talking stone or stick.

Talking circles are great for allowing students to sharpen their listening skills and communication skills. Have students sit in a circle, and provide a given topic to discuss. This may be anything from what they did on their weekend to generating ideas on how to help improve their school. Give the stone or stick to one of the students, and explain that only the person who holds the object is allowed to speak. You may need to set ground rules for how long each student gets to hold onto the object, depending on the maturity level of your group, the time you're given to complete the activity, etc. Each student must be given an opportunity to hold the object, and may choose to speak or pass it on. This activity works really well for classroom discussions, especially where a few students dominate the conversation.

5. Art Activities

LINES ON LINES

Great for: Collaboration, problem solving, teamwork.

Equipment: Poster paper, markers.

The goal of this activity is to create a drawing collaboratively by only allowing each student to add one line per turn. Start off by drawing a line on the poster paper; it can be straight, squiggly, sharp, soft, etc. Hand off the marker to a given student. The student can decide whether or not they wish to stay with that colour, or if available, wants to switch for a different colour. They must add another line onto the paper, whether it be touching the previous line or not. The marker is then passed off to another student; this continues until an object or theme is created.

STRING ART

Great for: All ages, rainy day activity, teamwork, communication.

Equipment: Nails, wooden board, hammer, different colored yarn, scissors.

Depending on your age range, either create an outline by hammering the nails into the wooden board yourself or have group decide what design to do and nail it in themselves. Give a different color of yarn to each student; have them cut a desired length of yarn, loop it around one nail, and connect it to another nail somewhere on the board. Each student may have one length of string at a time. As the designs get more complex, the students can work together to decide where the yarn should be placed. This is great for perking creativity, working together and communicating thoughts and ideas.

SPRAY BOTTLE NATURE ART

Retrieved from the blog "Mom Explores the Smokies."

Great for: Older kids, outdoor activity.

Equipment: Spray bottles, food colouring, water, white construction paper, collected nature items.

Fill spray bottles with about a cup of water, and put as many drops of food colouring as needed to achieve the desired colour; shake until mixed. Give each student a piece of construction paper, and instruct them to go outside and collect leaves, ferns, sticks, rocks, etc. Give them about 15 minutes to make their selections. Bring them back in, and have them arrange their found items on the construction paper. If they have leaves, they may want to use small rocks to hold them down. Next, students use the different coloured spray bottles to spray the construction paper down in any way they choose. Let dry. Once dry, take the nature items off, and collect all papers. Put them up on the class wall side by side to create a wonderful, natural work of art! This can be used to help assist a science class, to get kids outside and to get kids thinking creatively. For further instruction on this activity, visit the website below:

http://thesmokies.momexplores.com/spray-bottle-nature-art-with-science-extension/

ALTERED MAGAZINE PHOTOS

Retrieved from "Expressive Arts Workshop" *webpage.*

Equipment: Art supplies (gel pens, markers, paint, etc,), old magazines, optional large poster paper.

Have students flip through the magazines and find a picture, may it be an ad, model, etc. Black and white photos work best. Tell them to get creative and colour in the chosen picture with gel pens, paint, etc. Have them create a message, make it unique or just plain silly! Collect the finished products and paste them to a poster paper to put up on the wall. To find further information about this project, visit:

www.expressiveartworkshops.com/how-to-start-your-own-art-program/spontaneous-art-therapy-activities-for-teens/

ONGOING GROUP MURAL

Retrieved from "Expressive Arts Workshop" *webpage.*

Equipment: Large piece of paper or poster paper, tape, coloured markers.

Tape or sticky tack a large drawing surface of your choice somewhere on the wall. Tell students to add whatever they want to the surface, using whatever they choose to do it with. They can add to it whenever they like; when they have an idea, something that they feel would go well to tie two pieces together, etc. You can impose a certain theme on the mural, too! For further ideas, visit:

www.expressiveartworkshops.com/how-to-start-your-own-art-program/spontaneous-art-therapy-activities-for-teens/

6. Music and Dance Activities

ZUMBA

Great for: Getting kids moving, easy introduction to dance, easily adaptable to all ages and difficulty levels.

Equipment: Open space i.e. classroom with desks pulled to the side, access to a computer, projector, and internet.

Zumba is a fun and easy latin dance inspired activity that is great way to help youth get up and moving. Simply look up "zumba at home" on YouTube and pick an appropriate lesson for your audience! Some good ones are:

- The Sid Shuffle (younger kids) *www.youtube.com/watch?v=uMuJxd2Gpxo*
- Get the Moves Breakdown (grades 4-12) *https://youtu.be/BVyf73618Eo* (check out the five other 'Get the Moves Breakdown' videos, as well)
- Instructional video (grades 6-12) *www.youtube.com/watch?v=nUWmgYjo5cA*
- Zumba Fitness Page (all ages) *www.youtube.com/user/lovezumba*

MUSICAL HOOPS

Great for: Teamwork, all ages.

Equipment: Hula hoops, music.

Place hula hoops in various spots around the playing space. Turn on music and have students walk, dance, hop, etc. around in the empty spaces between the hoops. Stop the music at random; explain that once the music stops, students must have at least one foot in a hoop, and cannot have any body part touching the ground outside of their hoop. Everyone must be in a hoop, or everyone loses. After each round, take a hoop out. This game teaches kids to problem solve and work together to get everyone in the hoops.

FREEZE DANCE PAINTING

Retrieved from the "Coffee Cups and Crayons" *blog.*

Great for: Outdoor activity in warm weather, icebreaker, collaboration.

Equipment: Paint, paper plates or old frisbees, large piece of paper or poster paper, music, optional tarp or poly to protect floor if indoors.

Provide a paper plate to each student, and depending on age/size of students and/or size of paper being used, 2-5 students per paper. Pour paint onto paper plates or old frisbees. Each student gets their own colour. Have students take off their socks and shoes, and take their paint to a space on the paper. Get kids to stand in their paint, turn on the music, and let them go wild on their piece of paper with dance moves of their choice! Stop the music intermittently and have them freeze on the spot. This is a great game to get kids to see how they can work and have fun together to create a work of art. It also gets them moving, and is a fun, messy way to get them to be creative with their bodies and minds. Here's the link for further clarification:

www.coffeecupsandcrayons.com/kids-art-activity-freeze-dance-painting/

RHYTHM STICKS

Adapted from Ever Active Schools' DPA Greatest Hits Resource.

Great for: A multi-purpose activity that helps develop fine motor skills, listening and communication skills and allows for creative expression.

Equipment: Two rhythm sticks for every student (if you don't have rhythm sticks, you can substitute old broom handles, dowels, relay batons, rolled newspaper secured with an elastic band).

Maori sticks is a partner activity where students sit facing each other and tap the sticks in the following patterns while singing the tune (or creating their own tune to sing) "Maku e kaute o hikoi tanga" x 2 for each trick.

Down – Clap – Tap (Right), Down – Clap – Tap (Left)

Down = tap sticks on the floor on either side of your body

Clap = tap sticks together in front of your body

Tap = tap stick in your right hand, with stick in your partners left hands, then left

Down – Clap – Single Throw (Right), Down – Clap – Single Throw (Left)

Single Throw = instead of tapping right sticks, throw and exchange right sticks, then left

Down – Clap – Double Throw (exchange right sticks twice in a row, then left sticks)

Down – Clap – Two Stick Throw (exchange both sticks, one partner throws inside, the other throws outside)

Down – Clap – Two Stick Double (exchange both sticks, twice in a row)

Down – Clap – Square (sticks move in a square, throw one to your right, the other one forward)

Down – Flip – Tap (all of the above tricks, except flip instead of clapping the sticks)

Variation: All of the above tricks in a group of three, four or more students. Have students create tricks and share with the group.

For help with pronunciation and a longer version of the song you could work with, check out this YouTube videos:

- *www.youtube.com/watch?v=mvDEGp0Vr0Q*
- *www.youtube.com/watch?v=142cFuz7vMo.*

Many other rhythm stick activities and songs can be found online. You could also use a traditional song, and/or any song that is meaningful to the group.

KLEENEX BOX SHAKERS

Great for: All ages, rainy day activity.

Equipment: 2-4 empty kleenex boxes, 5 ping pong balls per kleenex box, rope, music.

Poke a hole through both ends of the kleenex box, so the kleenex box opening will be facing out and horizontally. Put a length of rope through the kleenex box to create a 'belt.' Place 5 ping pong balls in each box and divide students into even teams. Have one student per team tie their kleenex box 'belt' around their waist so that the opening of the kleenex box is facing outward and above their backside. The object of the game is to, without using your hands, shimmy and shake all of the ping pong balls out of the kleenex box before retrieving them all, putting them back in the box, and passing off the 'belt' to the next teammate. The first team to have all their teammates successfully empty out the kleenex box wins! Turn on some good music for them to shake to. This game is excellent as an icebreaker, and is fun and exciting for all ages. It also encourages students to problem solve and use their body and movements creatively.

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HPEC
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