

30 Educational Energizers in 60 Minutes

Presenters: Jenna Gasner, Krista Neyers, Cammy Rathsack Saturday November 5th, 1:30-2:30 PM

Student teachers in Hudson Middle/Baldwin High, Eau Claire North High, and Altoona High/Menomonie Middle

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	#1: Pass the Sign			
Length of Energizer	5-10 minutes	www.youtube.com/watch?v=XfYBMjGc-Ds		
Language Skill Required	Any			
Age of Participants	Any age			
Description	Students form a circle and each student receives a vocabulary word with an action (TPR). If you do not have actions for vocabulary words they can make up their own action. Then students will "call" other students by doing their action and saying their word, and then saying the word and doing the action of another student in the group. Students must pay attention to what is being said and respond when called by another student. If they do not respond to a call or fail to call another student, they must sit down.			
Example	10 students form a circle, and each get a verb in the present tense. One student is "to dance (bailar)", one is "to walk (caminar)", another is "to sing (cantar)" etc. Each student says their word out loud and does an action. Student A says "cantar" while doing the singing action, and then continues to say "llamando (calling) bailar" and does the action for dancing. Student B says "bailar" while doing the dancing action, then continues to say "llamando (calling) caminar" and does the action for walking. Student C, "caminar" is not paying attention and does not call another person. They must sit down and are out of the game.			
Materials	None			
Adaptations	 If low vocal If mo Conjuthe "y If wo 	complicated vocabulary words ver language level, students can call in groups, each group has a different oulary word are advanced, students need to call in rhythm (clapping together) agating the verbs into "I" form when performing the action themself and you" form when calling someone else rried about student participation, have the students who are out do the ns with the people who are calling.		

#2: Pass the ball in order		
Length of Energizer	5-10 minutes	www.youtube.com/watch?v=gJVw1vBaq2Q
Language Skill Required	Any	
Age of Participants	Any age	
Description	Each student receives a vocabulary word and says their word out loud. One student starts with a ball and throws it to another person and says their word while passing the ball to them. The next person then passes it to another person (who has not received the ball yet) while saying their word and so on until everyone in the circle has received the ball. Then repeat throwing the ball around in the exact same order as previously. Eventually the teacher adds more balls so that there are multiple balls being thrown around the circle at once.	
Example	In a unit about foods, each person receives a name of a fruit. The person with piña starts off and throws the ball to the person with naranja saying "naranja", making eye contact, and throwing the ball to them. The person with "naranja" throws to "manzana". Once everyone has received the ball, they repeat the exact same pattern again. As they are repeating the pattern, the teacher adds more balls into the mix, once again going in the same order.	
Materials	Different balls to be thrown around in a group	
Adaptations	 Make the phrases more complicated Add actions Change the order/pattern of the vocabulary 	

	#3: Palm trees, Elephants, Vikings, oh my!		
Length of Energizer	10 minutes	www.youtube.com/watch?v=7vflzUMg7&M	
Language Skill Required	Any		
Age of Participants	Any age		
Description	All students form a circle. One student is in the center. The teacher then explains three symbols: Elephant, Palm tree, and Viking. The symbol "elephant" is formed by pointing at a person, and they form a trunk in front of them by holding their arm out in front of their face. The two people adjacent to the person in the center form the ears by putting their arms in a C shape towards the center person. The symbol "palm tree" is formed by the center person being the tree and standing still with their arms at their sides and the adjacent two people being the palms by putting their outside arm outward like a palm. The symbol "viking" is formed by having the person in the middle put up two horns on their head by pointing their index fingers upward while they are placed on their forehead. The two adjacent students mime paddling a boat. Once the explanation is complete the game can begin. The person in the center points to a person on the outside of a circle and says either elephant, palm tree, or viking. The people must form the symbol as quickly as possible. If someone does the incorrect symbol or does the symbol incorrectly they replace the person in the center and the game continues.		
Example	Students form a circle, and student A enters the circle. Student A picks student C and says "Elephant!" Student C forms a trunk and makes an elephant noise, while students B and D form ears. Student A keeps going and picks student E and says "Viking!" Student E puts his fingers up like horns while students D paddles. Student F was not paying attention and does not paddle. Therefore student F enters the circle and student A takes their place.		
Materials	None		
Adaptations		ent your own symbols based on the unit sounds	

#4: Beach ball questions			
Length of Energizer	As long as desired	www.youtube.com/watch?v=bbzF0u7sATw	
Language Skill Required	Any		
Age of Participants	Any age		
Description	Using an inflated beach ball, write questions scattered throughout the ball. Then toss the beach ball around the room and have the students answer whichever question is under their right thumb when they catch the ball.		
Example	The beach ball has introductory questions such as "What is your name?" "How are you?" "How old are you?" "What is your family like?" Students around the room would be able to review how to answer these questions by tossing the ball around the room.		
Materials	A beach ball	A beach ball/soccer ball with questions written on it	
Adaptations	• Perso	onalize beach ball questions based on skill level	

#5: Churro/Stick		
Length of Energizer	10 minutes	www.youtube.com/watch?v=4N0h3YxmePE
Language Skill Required	Any	
Age of Participants	Middle/ High school	
Description	Students form a circle. Each student receives a different vocabulary word. One student stays in the center of the circle. That person has a "churro"- such as a pool noodle. The teacher starts by saying one of the vocabulary words. The person in the center must find the person with that vocabulary word and lightly tap them with the churro. While the person in the center is finding the person with the vocabulary word, that person that has the vocabulary word must say another person's vocabulary word before the churro taps them. Then the person in the center must find the person with the new vocabulary word called. Once someone is tapped with the churro, that person must replace the person in the center.	
Example	Each person receives a different part of the family as their vocabulary word such as mom, dad, brother, sister, cousin, niece, nephew, grandpa, grandma. The person in the center has a pool noodle. The teacher first calls out "sister". The person in the center looks for the person who has sister, while the person who has sister quickly calls out "brother!" Now the person in the center must find the person who has brother. The person who has brother cannot think of another vocabulary word, and the person with the churro taps him. Then the "brother" goes into the center and the person with the churro goes back to the vocabulary word they received at the beginning of the game.	
Materials	A "churro'	'- could be a spirit stick, a pool noodle.
Adaptations	• Ma	rsonalize the words based on the unit ke the speed of the game faster for more advanced groups, slower for ginning groups

#6: Director/Hachi Pachi		
Length of Energizer	10 minutes	www.youtube.com/watch?v=HcMkRv7lMeJ
Language Skill Required	Any	
Age of Participants	Any age	
Description	Students form a circle, one person leaves the group and is the detective. The group then decides one person to be the director. The director starts by doing a repetitive action which the rest of the group must repeat. When the director changes actions, the rest of the group must change as well. The detective has 3 guesses to guess who is the director. Once the detective guesses correctly, the director becomes the detective and the group decides on a new director.	
Example	The detective student leaves the group, and the group decides for student A to be the director. Student A starts clapping repetitively. The rest of the group claps along with student A. Student A then switches to snapping repetitively. Then the group changes to snapping. The detective notices that everyone switched to snapping and noticed that the action change started near student A. However, the detective is not sure which student it was exactly. The detective guesses student B to be the director. As that is incorrect the detective has two more guesses. The second guess the detective guesses student A. Student A then becomes the new detective, and the group decides on a new director.	
Materials	None	
Adaptations		n the detective makes a guess, the whole group asks "Who is the ctor/who is hachi pachi?" in the TL.

#7: Count to 20		
Length of Energizer	Depends on the group	www.youtube.com/watch?v=D3o9f0e6ux4
Language Skill Required	Any- participants must know numbers in TL	
Age of Participants	Middle/Hig h School	
Description	Students form a circle and close their eyes. Their goal is to count to 20 in their language in order as a group without looking at each other. When the group reaches 20, challenge them to count as high as they can! If two students say a number at the same time, they have to start over.	
Example	The students form a group and close their eyes. One student starts by saying "one" in the target language. Another students says "two". Then two students at the same time say "three". The group must then start over. One student starts by saying "one". Then they count up to 20 without overlapping as a group without eye contact.	
Materials	None	
Adaptations	• Count	to 200 by 10s, to 2000 by 20s, etc

#8: Get in order		
Length of Energizer	5 minutes	www.youtube.com/watch?v=z41CURHJyFw
Language Skill Required	Any- category should vary based on language level	
Age of Participants	Middle School and above (12 +)	
Description	The teacher gives the students a category and the students must get in order based on the category without talking, or by only talking in the target language.	
Example	The teacher tells the students to order themselves by birth order. The students must order themselves in birth order by talking in spanish and communicating their birthday. Other categories: alphabetically by favorite fruit, by middle name, by favorite animal, etc.	
Materials	None	
Adaptations		ng or only talking in TL more difficult categories

#9: Cultural dance			
Length of Energizer	Depends	Spanish examples: www.youtube.com%2Fwatch%3Fv%3Dvhg7ND0_yiA&	
Language Skill Required	Any	h=IAQF_VbeQ www.youtube.com%2Fwatch%3Fv%3DaVtWSZOttCO& h=IAQF VbeQ	
Age of Participants	Any age	 www.youtube.com%2Fwatch%3Fv%3DZ7rFasnFCHw&h=JAQEhOZJJ&s=1 www.youtube.com%2Fwatch%3Fv%3DJtf6x4OphXM&h=IAQF_VbeQ www.youtube.com%2Fwatch%3Fv%3D9_SLznJYHpO&h=IAQF_VbeQ www.youtube.com%2Fwatch%3Fv%3DdhHGdBBF7Xk&h=IAQF_VbeQ www.youtube.com%2Fwatch%3Fv%3DBMgkl25DWDk&bh=IAQF_VbeQ 	
Description	The teacher teaches a cultural dance to their students and have them practice the moves with each other.		
Example	The teacher demonstrates the basic moves for dancing salsa. In partners, the students dance the salsa together.		
Materials	A cultural da	A cultural dance	
Adaptations	 More complicated dances for more advanced groups Stations with different cultural dances 		

	#10: Find a person who		
Length of Energizer	10 minutes	www.youtube.com/watch?v=ovCiM9jrT0g	
Language Skill Required	Any- scaffolding required based on language skill		
Age of Participants	Middle school and above (12+)		
Description	The students form a circle and one student stands in the center. The student in the center says "I am looking for a person who" and names a characteristic/action. If the students on the outside of the circle fit that description, they must stand up and find another open chair to sit on (they must change chairs). The person that does not find another open chair is the new person in the middle.		
Example	The student in the middle, student A, says "I am looking for a person whose favorite color is orange". Three students stand up identifying that their favorite color is orange. They change seats, while student C is left over. Student C enters the middle and says "I am looking for a person who has been to disney world." Five students stand up and switch seats with each other. Student E is left over and goes into the middle.		
Materials	None		
Adaptations	0	caffolding for less advanced groups Just saying the end part and not the whole phrase Giving students the verb (I am looking for a person who has), only have to come up with the noun se of subjunctive for upper levels!	

	#11: People to People (Gente a Gente)		
Length of Energizer	As long as desired	www.youtube.com/watch?v=egHC&Njh9xk	
Language Skill Required	Level 1- basic language, must know numbers		
Age of Participants	Any age		
Description	Students stand up and walk about the classroom. The teacher then says a number and a part of the body in the target language. Students must find a group with that number of body parts. If the students do not find a group with the selected number, they are out of the game. In between rounds, the teacher should say, "People to people," in the target language to let the students know they should start to walk around again. While walking, students can say repetitively, "People to people," in the target language in unison. The teacher should be sure to pick an even number for body parts that are double on each student, such as feet, and can use even or odd numbers for single body parts on each student, such as the head.		
Example	The teacher might say, "Cuatro codos," [four elbows] and students would have to look for another person so that all together, they have four elbows in their group. Students should touch their elbows with their partner's elbows. Any students who did not find a group with four elbows total is out. The teacher says, "People to people," and the game continues until there is a winner or group of winners.		
Materials	None		
Adaptations	0		

	#12: Direction Guides		
Length of Energizer	Depends	www.youtube.com/watch?v=tbASSN1feMg	
Language Skill Required	Any	2741620 (2001) (2746-281)	
Age of Participants	10 +		
Description	Students find a partner, and one blindfolds the other. The partner that can see goes behind the partner that cannot see. Using words in the target language, the partner that can see will guide their blindfolded partner to a new location. This location can be a different corner in the classroom or a different place in the school if permissible. For smaller classes, the teacher can pick one location for all groups to reach to make this energizer more competitive. For larger classes, the student that is guiding the other student can pick the location so that all the end locations vary, and the classroom does not get too crowded in one area. Once the blindfolded partner reaches the desired location, the partners switch roles. This energizer can target the use of directions vocabulary, number of steps, informal commands, or the use of subjunctive. It can be very simple to more complex.		
Example	Simple: The partner that can see can use directions in the target language just saying, "Right, left, forward, backward." Level up: The partner that can see can use directions in the target language as well as number of steps, saying, "Right two steps, forward four steps." Level up more: Students can practice commands and directions saying, "Turn to the left, and continue straight for two steps." Level up again: Students can practice subjunctive and directions saying, "It is necessary that you turn to the right. I suggest that you take one step backward."		
Materials	Blindfolds		
Adaptations	• Sub	ections vocabulary junctive s, E, W, NE, NW, SE, SW	

	#13: Above and Below		
Length of Energizer	10 minutes	www.youtube.com/watch?v=OFdls3S9S_U	
Language Skill Required	Any		
Age of Participants	Any age		
Description	The teacher splits the class into two groups, and both groups form a line with each student behind the one in front of them. Each group gets a ball, which starts at the front of the line. Then, the teacher says, "Above," or "Below." If the word is 'above,' the students must pass the ball to the back of the line only by transferring the ball above their heads. If the word is 'below,' the students must pass the ball to the back of the line only by transferring the ball below them (through their legs). The first team with the ball to the last person in line wins the round. You can play for multiple rounds. Then, the person in the front of the line goes to the back of the line to become the last person so that students get a chance to start with the ball.		
Example	Two lines of students each have a ball at the front of the line. The teacher says, "Above," and the students immediately begin to pass the ball back, above their heads. The first team with the ball at the last person in line wins the round. The person in the front of the line then heads to the back of the line to become the last person.		
Materials	2 balls		
Adaptations	the	d directions (left, right, high, low, over the shoulder, under the arm, over head, to the right of the stomach) ve students become the teacher and call directions	

	#14: Find the object		
Length of Energizer	10 minutes	www.youtube.com/watch?v=ucKHpaWkR40	
Language Skill Required	Any	并不是一个	
Age of Participants	Any age	回接整数	
Description	The teacher selects one student to go in the hallway temporarily and selects another student to hide an object (ball, stuffed animal, maraca, etc.). The class calls the student in the hallway back into the classroom, and that student listens to the classes prompting to try to find the object. The class calls out, "Close or far," in the target language to help direct the student to the hidden object. The game continues with new students to hide and find the object.		
Example	One student leaves the room while a different student hides a toy banana. When finished hiding the object, the student in the hallway enters the room. The class directs the student with 'close' or 'far' in the target language until the students finds the banana.		
Materials	Any object	to hideideally something relevant to the current unit of study	
Adaptations	• Stu • Usi: • Usi:	e different words such as hot or cold, or other directions dents saying the full sentence "You are close/you are far" ang commands ng subjunctive (it is necessary that you go left) ling on students individually and having them give clues	

	#15: Yootball drills		
Length of Energizer	2-7 minutes	www.youtube.com/watch?v=-piGzWJ6Rtk	
Language Skill Required	Any		
Age of Participants	Any age		
Description	This energizer is for your kinesthetic learners! Have your students stand up and go to an area with a bit of space. Then, tell them to start in a wide football stance. You can either have the front of the room be North, or you can label the walls with posters that say North, South, East, and West. Either way, make sure all your students know which direction is which way. Students will begin to do football drills (running in place with a wide stance and hands in front of body). As they do this, the teacher will call out one of the four directions in the target language, and the students will turn in that direction. You can also have them move right, left, forward, or backward.		
Example	the student	re in the football stance running in place, and you call out 'South', so all as turn to the South (or the wall labeled South). The students keep place until you call out another direction.	
Materials	None		
Adaptations		e a student call out the directions instead of the teacher TPR action verbs like jump, leap, walk, shuffle, swim, dance	

	#16: Simon Says		
Length of Energizer	3-12 minutes	www.youtube.com/watch?v=fsK&vDYAU	
Language Skill Required	Any		
Age of Participants	Any age		
Description	the other er command the whoever is	zer can vary for different levels and for different purposes, like many of nergizers. The teacher begins a game of Simon Says followed by a hat has previously been paired with a TPR action. If the teacher, or playing 'Simon', says, "Simon says," the students must do the action. If action when the teacher does not say, "Simon says," the student(s) is out	
Example	This can be used to teach the classroom expectations. For example, the four commands of 'listen to the directions', 'raise your hand', 'talk in Spanish', and 'have fun' can be used for an elementary class. The teacher teaches the TPR action for each command first. Then, the teacher starts the game using 'Simon says' for some commands and not for others.		
Materials	None		
Adaptations	• Have	vocabulary with a TPR action e students close their eyes so they do not copy the rest of the class e advanced groups- Simon can use subjunctive "Simon wants you all to o." In Spanish this would be, "Simón quiere que salten.	

	#17: Evolution		
Length of Energizer	10 minutes	www.youtube.com/watch?v=WhqzOAzfZeY	
Language Skill Required	Any	737 (A)	
Age of Participants	Any age		
Description	starts at the le Rock, Paper, S level. The sec only play eggs winner moves level, the egg. versus a dino moves down	a partner, and play Rock, Paper, Scissors in the target language. Everyone owest level of evolution, which is the egg. Whoever wins the first round of Scissors moves up a level in evolution, and the loser remains the lowest cond level is the chicken. Chickens can only play chickens, and eggs can in the second round. In a round with a chicken versus a chicken, the is to the third level, the dinosaur, and the loser goes back down to the first Again, only dinosaurs can play dinosaurs. In a round with a dinosaur saur, the winner moves to the highest level, the superhero, and the loser to level 2, the chicken. The game continues, and the students who are the end of the game win.	
Example	an egg. Stude and plays Roc dinosaur, so t time, Student	rts as an egg and plays Rock, Paper, Scissors with another student who is ent A wins and becomes a chicken. Then, Student A finds another chicken ck, Paper, Scissors with them. Student A wins again and becomes a hey find another dinosaur and plays Rock, Paper, Scissors again. This A loses, so they become a chicken. Student A finds another chicken and aper, Scissors again. The game continues until the teacher says it ends.	
Materials	None		
Adaptations	• Adding	g different meanings for the levels with actions Process of agriculture: harvest, transport, cook, sell (cosechar, transportar, cocinar, vender) Family members by age: baby, son, dad, grandpa, great-grandpa	

	#18: Zip Zap Zop		
Length of Energizer	3-10 minutes	www.youtube.com/watch?v=%tq-dW7rAHQ	
Language Skill Required	Need to be able to form sentences		
Age of Participants	Middle School or older (12+)		
Description	circles. One stude finish with one had the target languag toward. Then this would go next. The they are said so the	rcle, and depending on your class size, bigger classes could form two nt starts the game by simultaneously clapping their hands so that they nd directed toward another person in the circle and saying a word in e. The next person to go is whoever the first student directs their clap person says a word and directs their clap toward a new person, who e words that each student says should make sense in the order that at they form a sentence. To end a sentence, a student could say, get language, and the next student would have to begin a new sentence.	
Example	student goes by clapping to continue, or it cou	by clapping toward a different student and saying, "We." Then next apping toward a different student and saying, "are." A third student oward a different student and saying, "smart." The sentence could ld stop right there depending on the students and the level. In order to , the student would need to say, "Period" before the next student would ence.	
Materials	None		
Adaptations	More advar	nced- have the students form a coherent story	

	#19: Concentration		
Length of Energizer	5-15 minutes	www.youtube.com/watch?v=b&Nk8&SCoFY	
Language Skill Required	Any		
Age of Participants	Third grade or higher (8+)		
Description	Teacher divides the class into small groups or partners. The students start the energizer by saying in unison and in the target language, "Concentration, 64, no repeats, or hesitations, I go first (one student), and you second (indicate to another student), category is(select category)." This should be in a rhythmic manner with hand clapping. In a group, students can do two claps with the people next to them followed by three claps by themselves (see video). The introduction saying in unison can be altered to whatever works best with your target language so that the syllables match up with the rhythm. After students select the category, which can also be selected by the teacher, the students go in a circle and say a word in the rhythm that belongs in the category. If a student hesitates or repeats a word that's been said, they are out of the game. Students who get out of the game can start up a new game. When the game gets down to two people, the two students can do two claps followed by two criss-cross claps with their partner (see video). The clapping continues throughout the whole game to keep the rhythm.		
Example	begin with the hesitations, might start of might hesita	groups of four could select a category of household items. They would he clapping in a steady rhythm and say, "Concentration, 64, no repeats, or I go first, you second, category is, household items." The first person off with 'chair.' The second person could say, "bed." The third person ite, and they would be out of the game. When 'chair' is repeated, that so out. This is used to practice vocabulary in the target language.	
Materials	None		
Adaptations	• Sente	rent vocabulary categories ence building- having students form a sentence as they pass along the entration. If grammar is incorrect they are out of the game.	

	#20: Contact		
Length of Energizer	10-20 minutes	www.youtube.com/watch?v=J18-5TpiYuM	
Language Skill Required	Any		
Age of Participants	High school or older (14+)		
Description	thinkers! The understand it but does not so guess but not the target land in the target land in the target land describes it would would would down thinking. If the However, in the has the opport thinking. If the blocked and the letters of the would way.	energizer for heritage and native speakers as well as your quick teacher can start as the leader of the game until the students fully. It is the teacher versus the whole class. The teacher thinks of a word ray it out loud. This is the word that the students will eventually try to until later. The teacher starts by saying the first letter of the word in guage. Then, the students think of any word that starts with that letter ranguage. The first to think of a word does not say it out loud, but it intout saying it. When another student in the class thinks they know he first student is thinking of, they say, "Contact." Then, a third student from three, and after one, both students say the word they were say the same word, they earn another letter from the teacher. This time that the third student is counting down from three, the teacher tunity to block the students and guess the word the students are see teacher guesses it before the students say it together, that word is the students must think of a new word. The students continue to earn word that the teacher is thinking of until they guess the actual word. The students word, the student to guess the word gets to be the next leader. The class would not win is if they do not know the word that the aking of or if there is some sort of time limit set.	
Example	letter L. Then Instead of say Then, Student Student A was slowly). In th it 'learn'?" Sin	s thinking of the word 'lunch.' The teacher would give the students the , Student A thinks of a word that starts with L; let's say it's 'learn.' ing the word, Student A would say, "It's something we do at school." B would say, "Contact," when they thought they knew the word describing. Student C would count down from three (relatively is time the teacher would have the opportunity to interrupt and ask, "Is ce that is the word that Student A was thinking of, their attempt to gain was blocked. Therefore, Student D thinks of a new word that starts	

	with an L and describes it. This time someone guesses it and the teacher is unable to block the attempt because the teacher is either unable to guess Student D's word or the teacher guesses the wrong word . The class earns another letter, so the teacher says, "The next letter is U." Now, the students have to think of only words that start with LU. The game continues until the class guesses the word 'lunch'. The teacher cannot block an attempt to guess lunch.
Materials	None
Adaptations	Invent your own symbols based on the unitAdd sounds

	#21: 4 corners		
Length of Energizer	5 minutes	www.youtube.com/watch?v=SeaCJm5X3g4	
Language Skill Required	Any		
Age of Participants	Any age		
Description	preferences. To students) that question they corner number After the teach corresponds to their peers	the students get to move around the classroom based on their the teacher will ask questions (based on the language level of the have four different options for answers. When the teachers ask a will explain how each corner of the room (it may be helpful to have each ered in the classroom) corresponds to a possible response to an answer, her asks the question. The students get to move to what corner their desired response. The teachers can provide students time to talk who are standing at the same corner as they are, or the teacher can move question once the students arrive at their corner.	
Example	While learning about action verbs, the teacher can have corners numbered 1, 2, 3, 4 or lettered A, B, C, D. When the teachers ask the question, they can say: "Esquina 1: me gusta comer (Corner 1: I like to eat)," "Esquina 2: me gusta correr (Corner 2, I like to run)," "Esquina 3: me gusta nadar (Corner 3, I like to swim)," and Equina 4: me gusta jugar fútbol (Corner 4, I like to play soccer)." then the students can move their respective corner. Then the teacher can ask another question by using the same format: Esquina 1: me gusta cantar (Corner 1, I like to sing)," "Esquina 2: me gusta dormir (Corner 2, I like to swim)," "Esquina 3: me gusta patinar (Corner 3, I like to skate)," and Equina 4: me gusta cocinar (Corner 4, I like to cook)."		
Materials	Questions pre	pared, numbers labeling each corner	
Adaptations	 Beginn If there verb Other s Have a 	dvanced groups- justify why they went to a specific corner her groups- simpler questions/structure are actions for the words have students begin by doing the action of the structures: I prefer, I do not like, I like student come to the middle and close their eyes. This students can ask estion, where the rest of the students move to their respective corner	

based on their responses. Then the student in the middle will call out one of the four possible options, with their eyes still closed. The students who are standing at that corner then have to sit down and be out for this game. The students who are standing at the other three corners can continue playing. The student in the middle will then continue asking questions (either provided by the teacher or in more advanced classes students can make up the questions) with their eyes closed and guess a corner in which students will then have to sit down.

	#22: Team Trivia		
Length of Energizer	10 minutes	www.youtube.com/watch?v=js&FPNxD_Tg	
Language Skill Required	Any		
Age of Participants	Middle School or older (12+)		
Description	corresponding then asks Team up; however, so answer. The team 1 who is correctly, Team from Team 1 a standing up. No stand up if the someone from the sound th	are separated into two teams. The teacher has a set of questions g to the unit of study (vocab, grammar, culture, history, etc.) The teacher m 1 a specific question. Those who think they know the answer stand students can also play "bluff" and stand up, even if they don't know the eacher will then select one person from Team 2 to call on someone from standing up to share the answer. If the person from Team 1 answers m 1 gets as many points as team members standing up. If the person answers incorrectly, Team 1 loses as many points as people who are Next time, Team 2 will be asked the question, and team members can exp know they answer or want to bluff. Then the teacher can pick in Team 1 to ask someone from Team 2 who is standing to share the eacher will keep the score and alternate asking Team 1 and Team 2	
Example	conjugations. fly), for example tense correctly se dice passponeeds a logical (What would alternated between answers correctly student does a	t, the students could be asked questions on vocabulary or present tense. Therefore, the teacher can ask a team how to conjugate Ellas/Volar (they ole, and the students would say how the conjugated verb in the present y. The teacher can also ask a team the vocabulary question like, "¿Cómo ort? (How do you say passport)," or a more open ended question that just all answer like, "¿Qué se puede poner en la maleta por un viaje a México? you put in a suitcase for a trip to Mexico?)." These questions are then tween the two teams. If the student selected to answer the question ectly, that team receives as many points as people standing up. If the not answer correctly, that team either loses as many points as people nat team does not receive any points (each teacher can decide what is class).	

Materials	Questions prepared, mini-whiteboards if desired	
Adaptations	 Students can say their answer or write their answer If a student guesses incorrectly, that team may not receive any points, instead of having them lose points for the amount of students standing up. 	

#23: Stand up		
Length of Energizer	10 minutes	www.youtube.com/watch?v=kQyhQmGY&eU
Language Skill Required	Any	
Age of Participants	Middle school or older (12+)	
Description	The students are separated into two teams. Each team receives half sheets of paper that have vocabulary words printed on them. Different colored paper should be used for the vocabulary sheets for each team (one team has green sheets, the other team has purple sheets). There should be enough sheets so that each student on a team gets at least one sheet of paper with a vocabulary word on it. (It is more fun if each student has more than one vocabulary word.) The teacher will then say a vocabulary word out loud in English, and the students (one on each team) who have the Spanish translation of that word on their sheets of paper will race to stand up, wave the sheet of paper in the air, and pronounce of the vocabulary word out loud in the target language. The first student out of the two teams to stand up and say the word out loud gets a point for their team.	
Example	In a kitchen/cooking unit, half sheets of paper with food vocabulary or kitchen appliance vocabulary will be dispersed to each team. (The sheets of paper will be different colors for each team.) Each student will have 2 to 3 vocabulary words. The teacher will then say a word like "oven." Next, the students who have the sheet of paper that says "horno" (the word in the target language) will race to be the first to stand up with the sheet of paper and say the word out loud. The first student to stand up and say "horno" with the sheet up of paper that says "horno" will get a point for their team.	
Materials	Two identical	sets of vocabulary printed on sheets of paper
Adaptations	• Not giv	ring direct translations, but using circumlocution to describe the words

#24: J'm your best friend		
Length of Energizer	5 minutes	www.youtube.com/watch?v=yLhkVF_s1rA
Language Skill Required	Any	9322 97 (497) 9334 90 633
Age of Participants	Middle school or older (12+)	
Description	Students will stand in a circle and one student will volunteer to be first. They will go in the middle and close their eyes. Then the teacher will ask who would like to be their best friend by raising their hand. The teacher will pick a student raising their hand and move the person in the middle with their eyes closed so they are in front of the volunteer. The volunteer will say, "I am your best friend," to the person in front of them in a funny voice, trying to disguise their identity. The person with their eyes closed will guess who is their best friend. If they guess incorrectly they have two additional attempts (three total) to guess correctly. If the student with their eyes closed guesses correctly, the volunteer is now the new person in the center.	
Example	Student A goes to the center of the circle and closes their eyes. The teacher asks who would like to be their best friend, and student B raises their hand. The teacher leads student A to be standing in front of student B. Student B says, "I am your best friend," in a mickey mouse voice. Student A guesses, "Is it student C?" The teacher says that is incorrect and they must guess again. The student guesses again, "Is it student B?" The teacher says that is correct and student B enters the circle and becomes the next person to guess their best friend.	
Materials	None	
Adaptations	 Saying a phrase other than, "I am your best friend," in the TL by making it personal to the unit such as, "I like to play basketball," or, "I traveled to New Orleans." 	

#25: You, me, left, right		
Length of Energizer	5 minutes	www.youtube.com/watch?v=nacKy26yDqA
Language Skill Required	Any	
Age of Participants	Any age	
Description	Students stand in a circle, and one student is in the middle. The student in the middle will go up to someone in the circle and say, "Tú," "Yo," "Izquierda," or, "Derecha." The student then who is chosen by the person in the middle will then have three seconds to say the name of the person that corresponds to what the person in the middle asked them. If the person in the middle says, "Tú," the person who is chosen has to say their own name. If the person in the middle says, "Yo," the person who is chosen has to say the name of the person in the middle. If the person in the middle says, "Derecha," the person chosen has to say the name of the person to the right of them in the circle. (NOTE: This is right of the person chosen, not right to the person in the circle.) If the person in the middle says, "Izquierda," the person chosen has to say the name of the person to the left of them in the circle. If the student in circle does not the name within three seconds, or says the wrong name, they are the person in the middle of the circle who gets to ask the person, "Tú," "Yo," "Izquierda," or, "Derecha."	
Example	The students will form a circle, and one student will be in the middle. (The teacher can choose this student, or the student can volunteer.) The student in the middle then points to a student in the circle and says, "Izquierda." The student pointed to in the circle then has to say the name of the student to the left of them in three seconds, which for example is Sam. If the student says Sam within three seconds, the student in the middle will have to point to someone else until someone else says the wrong name or is not quick enough.	
Materials	None	
Adaptations		saying names but things of a certain category such as the person's :/eye color

#26: Sculptures		
Length of Energizer	5 minutes	www.youtube.com/watch?v=¥tunniqi9mk
Language Skill Required	Any	
Age of Participants	Any	
Description	Teacher will separate students into four groups. Each group will be given a vocabulary word or phrase in the target language. That group of students will then have about 2-3 minutes to find a way to create a sculpture to represent that vocabulary word or phrase. Then each group will present their sculptures to the groups, and the other groups will have to try to guess what those sculptures represent in the target language.	
Example	In a unit where students are studying outdoor activities, a teacher will separate the class into four groups, and give each group a vocabulary word like "acampar," "la fogata," "el arcoiris," and "remar." Each group will have 3 minutes to come up with a human sculpture with everyone that represents that vocabulary word. After 3 minutes the students will present their sculptures to each other, and the other groups will try to guess what the sculpture represents.	
Materials	None	
Adaptations	• Sculp	tures could be phrases- make them crazy!

#27: Receptionist		
Length of Energizer	5-10 minutes	www.youtube.com/watch?v=beisZ9id&6w
Language Skill Required	Intermedi ate/Advan ced	
Age of Participants	Middle School or older (12+)	
Description	In this game, the teacher will select one student be the patient and the teacher will give them a situation in which they have to go to the doctor. (Note: These situations can be silly as well.) The student will then have to act out that situation so that their classmates can guess why they are at the doctor's office. Once they guess correctly, another student can be the patient.	
Example	The teacher will choose a student to be the patient. The unit may be about healthy living, and the situation may be that the patient accidently dropped weights at the gym on his foot and now it is broken. The patient will then have to act out this situation until the class guesses this situation in the target language.	
Materials	Prepared situations	
Adaptations	 Students are in a restaurant and the customer needs a certain type of silverware (practicing silverware vocabulary) Students are in a hotel and the guest needs some kind of assistance Using different types of vocabulary and coming up with a place for the students to be located 	

#28: Snowball		
Length of Energizer	5-10 minutes	www.youtube.com/watch?v=z2W-1n1%xO8
Language Skill Required	Intermediate /Advanced	
Age of Participants	Any	
Description	Students will each get out a separate sheet of paper and write in an opened ended question of their choice in the target language at the top of the paper. Once the students have written the question, the students will crumple up the sheet of paper into a "snowball" and respectfully throw the "snowball" somewhere in the classroom. Next, the students will pick up a "snowball" or question sheet off the ground, open up the crumpled up snowball, read the question at the top of the paper, and then respond to the question in target language on that same sheet of paper before crumpling up the "snowball" again. The students will then go through the same cycle of throwing a "snowball," picking up a "snowball," reading the question, and responding to the question in the target language. This will continue until students have responded to at least three questions. (However, teachers can decide how long this activity goes.)	
Example	This energizer can be used in a unit about travel where students are suppose to write questions on their "snowballs" about travel preferences or what is needed when you travel to a certain area. Therefore, when the students pick up snowballs and respond to the question on the snowball in the target language, they can formulate their own travel opinions and preferences in the target language, and there is no one correct way to answer the question.	
Materials	Each student needs a writing utensil and a sheet of paper	
Adaptations	Difficulty of questions	

#29: Do what J said, not what J say		
Length of Energizer	5 minutes	www.youtube.com/watch?v=qijjHU2Am58
Language Skill Required	Intermediate /Advanced	
Age of Participants	Any age	
Description	Students will all stand up, and the teacher will say a command. The students will have to listen to the teacher's commands and do them; however, when the teacher says a command, the students have to do the command that was said two commands before. The students who do not do that correct command or who do not act out the command within 5 seconds of the teacher stating a command will have to sit down. The game will continue until there is one person standing or until teacher says so.	
Example	When students are studying tú commands in Spanish, the teacher will have the entire class stand up and listen to tú commands. The students should already know the actions for the commands (previous instruction). Therefore, when the teacher says a tú command, the students will have to do the command that was stated two commands before. For example, if the teacher starts with 'stand up,' students would do nothing. If the next command is 'sit down,' the students continue to do nothing. Now that the game is on the third command, the students will start doing actions every round. If the third command is 'raise your hand,' the students would stand up because that was the command two commands ago.	
Materials	None	
Adaptations	Doing s	ng commands - make them do what they say ubjunctive requests ormal pronouns to practice changing verbs

#30: Secret Jdentities		
Length of Energizer	5-10 minutes	www.youtube.com/watch?v=-fQ56nAtmwk
Language Skill Required	Any	
Age of Participants	Middle School or older (12+)	
Description	Students will receive a notecard with identities on them (people, animals, objects) and tape them to their forehead. Students will then walk around the classroom asking yes or no questions to their peers to help them figure out their identity. Once the students figure out their identity, they will take their identity off their head and help their peers figure out their identities.	
Example	During a unit on careers, students may each receive an identity with a different career on it (doctor, police officer, dentist, etc.). Students will then ask yes/no questions to figure out their identity.	
Materials	Notecards with varied identities written on them, Tape (or post-it notes)	
Adaptations	 Advanced group- have students ask open ended questions of their peers to figure out their identity instead of yes/no questions Beginner group- have students read possible questions off of a sheet, scaffold as much as needed 	