



30 Educational Energizers in 60 Minutes

Presenters: Jenna Gasner, Krista Neyers, Cammy Rathsack

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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	• More complicated vocabulary words • If lower language level, students can call in groups, each group has a different vocabulary word • If more advanced, students need to call in rhythm (clapping together) • Conjugating the verbs into “I” form when performing the action themselves and the “you” form when calling someone else • If worried about student participation, have the students who are out do the actions with the people who are calling.		

#2: Pass the ball in order

Length of Energizer	5-10 minutes	www.youtube.com/watch?v=gJ1Vw1vBaq2Q	
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=7vflzUMg7BM 
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	● Invent your own symbols based on the unit ● Add sounds	

#4: Beach ball questions

Length of Energizer	As long as desired	www.youtube.com/watch?v=bbzF0u7sA7w 
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/soccer ball with questions written on it	
Adaptations	Personalize 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	● Personalize the words based on the unit ● Make the speed of the game faster for more advanced groups, slower for beginning 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	When the detective makes a guess, the whole group asks “Who is the director/who is hachi pachi?” in the TL.	

#7: Count to 20

Length of Energizer	Depends on the group	www.youtube.com/watch?v=Ð3o9f0e6ux4 
Language Skill Required	Any-participants must know numbers in TL	
Age of Participants	Middle/High 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 student 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=z41CURLHJyFw 
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	• No talking or only talking in TL • Making more difficult categories	

#9: Cultural dance

Length of Energizer	Depends	Spanish examples: • www.youtube.com/watch?v=3Dvhg7NDO_yiA&h=IAQF_VbeQ • www.youtube.com/watch?v=3DaVtWSZOttC0&h=IAQF_VbeQ • www.youtube.com/watch?v=3DZ7rFasnFCHw&h=JAEhOZJJ&s=1 • www.youtube.com/watch?v=3DJtf6x40phXM&h=IAQF_VbeQ • www.youtube.com/watch?v=3D9_SLznJYHp0&h=IAQF_VbeQ • www.youtube.com/watch?v=3DdhHGdBBF7Xk&h=IAQF_VbeQ • www.youtube.com/watch?v=3DBMgkl25DW&h=IAQF_VbeQ
Language Skill Required	Any	
Age of Participants	Any age	
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 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	• More scaffolding 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 • Great use of subjunctive for upper levels!	

#11: People to People (Gente a Gente)

Length of Energizer	As long as desired	www.youtube.com/watch?v=egHCBNjh9xk 
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	● Use different vocabulary instead of body parts ○ Clothing ○ Colors ● Have students be the teacher and call out the number/body part	

#12: Direction Guides

Length of Energizer	Depends	www.youtube.com/watch?v=tbASSN1feMg	
Language Skill Required	Any		
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	• Directions vocabulary • Subjunctive • N, S, E, W, NE, NW, SE, SW		

#13: Above and Below

Length of Energizer	10 minutes	www.youtube.com/watch?v=O7dls3S9S_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	• Add directions (left, right, high, low, over the shoulder, under the arm, over the head, to the right of the stomach) • Have 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	
Age of Participants	Any age	
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 hide--ideally something relevant to the current unit of study	
Adaptations	● Use different words such as hot or cold, or other directions ● Students saying the full sentence "You are close/you are far" ● Using commands ● Using subjunctive (it is necessary that you go left) ● Calling on students individually and having them give clues	

#15: Football 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	Students are in the football stance running in place, and you call out 'South', so all the students turn to the South (or the wall labeled South). The students keep running in place until you call out another direction.	
Materials	None	
Adaptations	• Have a student call out the directions instead of the teacher • Add TPR action verbs like jump, leap, walk, shuffle, swim, dance	

#16: Simon Says

Length of Energizer	3-12 minutes	www.youtube.com/watch?v=-fsK8vDYAU 
Language Skill Required	Any	
Age of Participants	Any age	
Description	This energizer can vary for different levels and for different purposes, like many of the other energizers. The teacher begins a game of Simon Says followed by a command that has previously been paired with a TPR action. If the teacher, or whoever is playing 'Simon', says, "Simon says...," the students must do the action. If they do the action when the teacher does not say, "Simon says...," the student(s) is out of the game.	
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	- Any vocabulary with a TPR action - Have students close their eyes so they do not copy the rest of the class - More advanced groups- Simon can use subjunctive "Simon wants you all to jump." 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		
Age of Participants	Any age		
Description	Students find a partner, and play Rock, Paper, Scissors in the target language. Everyone starts at the lowest level of evolution, which is the egg. Whoever wins the first round of Rock, Paper, Scissors moves up a level in evolution, and the loser remains the lowest level. The second level is the chicken. Chickens can only play chickens, and eggs can only play eggs in the second round. In a round with a chicken versus a chicken, the winner moves to the third level, the dinosaur, and the loser goes back down to the first level, the egg. Again, only dinosaurs can play dinosaurs. In a round with a dinosaur versus a dinosaur, the winner moves to the highest level, the superhero, and the loser moves down to level 2, the chicken. The game continues, and the students who are superheros at the end of the game win.		
Example	Student A starts as an egg and plays Rock, Paper, Scissors with another student who is an egg. Student A wins and becomes a chicken. Then, Student A finds another chicken and plays Rock, Paper, Scissors with them. Student A wins again and becomes a dinosaur, so they find another dinosaur and plays Rock, Paper, Scissors again. This time, Student A loses, so they become a chicken. Student A finds another chicken and plays Rock, Paper, Scissors again. The game continues until the teacher says it ends.		
Materials	None		
Adaptations	● Adding 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=Xtq-dW7rAHQ 
Language Skill Required	Need to be able to form sentences	
Age of Participants	Middle School or older (12+)	
Description	Students form a circle, and depending on your class size, bigger classes could form two circles. One student starts the game by simultaneously clapping their hands so that they finish with one hand directed toward another person in the circle and saying a word in the target language. The next person to go is whoever the first student directs their clap toward. Then this person says a word and directs their clap toward a new person, who would go next. The words that each student says should make sense in the order that they are said so that they form a sentence. To end a sentence, a student could say, "Period," in the target language, and the next student would have to begin a new sentence.	
Example	One student starts by clapping toward a different student and saying, "We." Then next student goes by clapping toward a different student and saying, "are." A third student goes by clapping toward a different student and saying, "smart." The sentence could continue, or it could stop right there depending on the students and the level. In order to stop that sentence, the student would need to say, "Period" before the next student would start another sentence.	
Materials	None	
Adaptations	• More advanced- have the students form a coherent story	

#19: Concentration

Length of Energizer	5-15 minutes	www.youtube.com/watch?v=bENk8ESCoFY 
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	Students in groups of four could select a category of household items. They would begin with the clapping in a steady rhythm and say, "Concentration, 64, no repeats, or hesitations, I go first, you second, category is, household items." The first person might start off with 'chair.' The second person could say, "bed." The third person might hesitate, and they would be out of the game. When 'chair' is repeated, that person is also out. This is used to practice vocabulary in the target language.	
Materials	None	
Adaptations	• Different vocabulary categories • Sentence building- having students form a sentence as they pass along the concentration. 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	This is a great energizer for heritage and native speakers as well as your quick thinkers! The teacher can start as the leader of the game until the students fully understand it. It is the teacher versus the whole class. The teacher thinks of a word but does not say it out loud. This is the word that the students will eventually try to guess but not until later. The teacher starts by saying the first letter of the word in the target language. Then, the students think of any word that starts with that letter in the target language. The first to think of a word does not say it out loud, but describes it without saying it. When another student in the class thinks they know which word the first student is thinking of, they say, "Contact." Then, a third student counts down from three, and after one, both students say the word they were thinking. If they say the same word, they earn another letter from the teacher. However, in this time that the third student is counting down from three, the teacher has the opportunity to block the students and guess the word the students are thinking. If the teacher guesses it before the students say it together, that word is blocked and the students must think of a new word. The students continue to earn letters of the word that the teacher is thinking of until they guess the actual word. When they guess the word, the student to guess the word gets to be the next leader. The only way the class would not win is if they do not know the word that the teacher is thinking of or if there is some sort of time limit set.	
Example	The teacher is thinking of the word 'lunch.' The teacher would give the students the letter L. Then, Student A thinks of a word that starts with L; let's say it's 'learn.' Instead of saying the word, Student A would say, "It's something we do at school." Then, Student B would say, "Contact," when they thought they knew the word Student A was describing. Student C would count down from three (relatively slowly). In this time the teacher would have the opportunity to interrupt and ask, "Is it 'learn'?" Since that is the word that Student A was thinking of, their attempt to gain another letter 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 unit • Add 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	In this game, the students get to move around the classroom based on their preferences. The teacher will ask questions (based on the language level of the students) that have four different options for answers. When the teachers ask a question they will explain how each corner of the room (it may be helpful to have each corner numbered in the classroom) corresponds to a possible response to an answer. After the teacher asks the question. The students get to move to what corner corresponds to their desired response. The teachers can provide students time to talk to their peers who are standing at the same corner as they are, or the teacher can move on to the next 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 prepared, numbers labeling each corner	
Adaptations	• More advanced groups- justify why they went to a specific corner • Beginner groups- simpler questions/structure • If there are actions for the words have students begin by doing the action of the verb • Other structures: I prefer, I do not like, I like • Have a student come to the middle and close their eyes. This students can ask the question, 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.
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#22: Team Trivia

Length of Energizer	10 minutes	www.youtube.com/watch?v=jsBfPNx0_Tg 
Language Skill Required	Any	
Age of Participants	Middle School or older (12+)	
Description	The students are separated into two teams. The teacher has a set of questions corresponding to the unit of study (vocab, grammar, culture, history, etc.) The teacher then asks Team 1 a specific question. Those who think they know the answer stand up; however, students can also play "bluff" and stand up, even if they don't know the answer. The teacher will then select one person from Team 2 to call on someone from Team 1 who is standing up to share the answer. If the person from Team 1 answers correctly, Team 1 gets as many points as team members standing up. If the person from Team 1 answers incorrectly, Team 1 loses as many points as people who are standing up. Next time, Team 2 will be asked the question, and team members can stand up if they know they answer or want to bluff. Then the teacher can pick someone from Team 1 to ask someone from Team 2 who is standing to share the answer. The teacher will keep the score and alternate asking Team 1 and Team 2 questions.	
Example	In a travel unit, the students could be asked questions on vocabulary or present tense conjugations. Therefore, the teacher can ask a team how to conjugate Ellas/Volar (they fly), for example, and the students would say how the conjugated verb in the present tense correctly. The teacher can also ask a team the vocabulary question like, "¿Cómo se dice passport? (How do you say passport)," or a more open ended question that just needs a logical answer like, "¿Qué se puede poner en la maleta por un viaje a México? (What would you put in a suitcase for a trip to Mexico?)." These questions are then alternated between the two teams. If the student selected to answer the question answers correctly, that team receives as many points as people standing up. If the student does not answer correctly, that team either loses as many points as people standing or that team does not receive any points (each teacher can decide what is best for their 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=kQyhQmGYBeU 
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 giving direct translations, but using circumlocation to describe the words	

#24: I'm your best friend

Length of Energizer	5 minutes	www.youtube.com/watch?v=yLhkVF_s1rA 
Language Skill Required	Any	
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	Not saying names but things of a certain category such as the person's shirt/eye color	

#26: Sculptures

Length of Energizer	5 minutes	www.youtube.com/watch?v=Ÿtunniqi9mk 
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	• Sculptures could be phrases- make them crazy!	

#27: Receptionist

Length of Energizer	5-10 minutes	www.youtube.com/watch?v=beisZ9idB6w	
Language Skill Required	Intermediate/Advanced		
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 accidentally 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-1n1XxO8 
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 I said, not what I say

Length of Energizer	5 minutes	www.youtube.com/watch?v=qijjH1U2Am58 
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	● Practicing commands - make them do what they say ● Doing subjunctive requests ● Using formal pronouns to practice changing verbs	

#30: Secret Identities

Length of Energizer	5-10 minutes	www.youtube.com/watch?v=-fQ56nAtmwwk 
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	