



## KMS 7<sup>TH</sup> GRADE NEW STUDENT ORIENTATION ENERGIZERS

Student Volunteers have learned several energizers and can facilitate these activities with your students. The purpose of an energizer is to:

- Create a positive group atmosphere
- Help people to relax
- Break down social barriers
- Energize & motivate
- Help people to "think outside the box"
- Help people to get to know one another

Please review the energizers listed below. Teachers are encouraged to allow students to participate in an energizer before or after the teaching lesson as time permits. Elective classes will have more time to utilize orientation volunteers to facilitate an energizer.

### **1. Birdie on the Perch**

Participants pair up and form two concentric circles. On signal, one circle moves clockwise, while the other moves counter clockwise to the leader's "chirping sounds." When the "chirping" stops and the leader calls out "birdie on the perch," the inside circle people drop down on one knee. The outside circle people scramble to find their original partner and sit on his/her knee without falling over. To increase cooperation; encourage forming new circles quickly for the next round.

### **2. Knots**

Stand in a circle shoulder to shoulder. Ask the group to reach out and grab two other hands from two different people not standing side by side. If possible, try not to crisscross. The objective is to untangle the group while remaining connected (holding hands), so that everybody stands in a round circle again.

### **3. Shoe Scramble**

Everyone in the group takes off one shoe and places it in the middle of the room. People then form a circle around the shoes and join hands. With hands joined, each person must use one foot to pick up a shoe. The objective is to locate the owner of the shoe and return it without breaking the joined hands. The owner then attempts to put the shoe back on, still holding hands.

### **4. Stand Up**

Sit on the ground back to back with a partner. The pair is to have their knees bent and elbows linked. The pair must stand up together! Try it in threes and fours too.

### **5. Zoom, Zoom, Brake**

Everyone stands in a circle, facing inward, shoulder to shoulder. Introduce the sound "zoom," and say that the sound goes zooming around the circle whenever you say it. Look the right and say "zoom" to the next person, who immediately looks to the right and says "zoom" and this continues quickly around the circle. After going around the circle

once, say that the car was only in first gear. Shift up to second gear and third gear making the “zoom” goes faster each time and with more power.

Now introduce the “break” by demonstrating a screeching noise along with a hand signal of pulling back the break. Have everyone practice their own screeching break sound and hand signal. Now the group is ready to drive. Each person may “break” only once. When someone “breaks”, the zoom reverses, traveling in the opposite direction around the circle. Eventually everyone will get an opportunity to break or call “pit stop!” to end the drive.

### **6. Evolution Jan Ken Po (Rock, Paper Stone)**

Students are to pair up, playing Jan Ken Po (Rock, Paper, Stone). The objective is to win Jan Ken Po (Rock, Paper, Stone) and progress to a higher evolutionary level. Winners will evolve to a higher evolutionary level while losers will remain at the present evolutionary level or be lowered one evolutionary level.

Only students of the same evolutionary level may challenge each other. Students are to mill around looking for a like-kind partner to challenge. At the very end of the game, there will be one person of each evolutionary level.

Evolution Levels:

1. Egg – students are to remain in squatting position
2. Chicken – students may stand, but are to flap their arms like wings
3. Dinosaur – students may stand, but are to poise arms like a dinosaur
4. Super Hero – students are to stand and strike a heroic pose

### **7. Giggalo** – Watch video clip example on the SAC Blog

This is a follow along activity. Students are to form a circle. Each student is to introduce themselves. Once the group is familiar with the names of each member, begin clapping in rhythm to the following script

*“Gig – a – lo, gig, gig – a – lo. Gig – a – lo, gig, gig – a – lo. Gig – a – lo, gig, gig – a – lo.”*

Begin by saying,

*“Hey, (call out another student’s name). Hey, (call out another student’s name). Show us how you get down.”*

(Student whose name is called, responds)

*“No way.”*

*“Hey, (call out the same name). Hey, (call out the same name). Show us how you get down.”*

The student called upon responds,

*“Okay”* and then, makes hand gestures pointing to the various body parts referred to in the script below.

*“My hands are high, my feet are low and this is how I gigalo” (do a body motion/dance step)*

The group then repeats

*“His/her hands are high, his/her feet are low and this is how she/he gigalos” (repeating the body motion/dance step)*

The process continues as people are called upon by name to share how they gigalo.

**Boom Chicka Boom** – This is a follow along activity. There are different ways to do this energizer. Watch the video clip example on the SAC Blog for one example listed below.

Students are to line up or form a circle. One person at a time is to take the lead role calling out, the following script listed below. As the leader calls out the words, he/she does a dance or body motion. The group responds by repeating the script and the dance or body motion said and performed by the leader.

*“I said a Boom Chicka Boom (Do a dance or body motion)  
(The group repeats)*

*I said a Boom Chicka Boom (Do a dance or body motion)  
(The group repeats)*

*I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (Do a dance or body motion)  
(The group repeats)*

*Uh huh*

*Oh yeah*

*One more time \_\_\_\_\_ style.”*

**I Feel the Breeze** - This is a follow along activity. Students are to line up for form a circle. Students are to repeat the body motion and script of the leader.

*I feel a breeze,*

*Oh, I feel it in my knees, (motion with knees)*

*Oh, I feel it in my hips, (motion with hips)*

*Oh, I feel it on my lips – shhhh (with both index fingers draw them to lips)*

*Bang, bang, choo, choo train, (with hand gesture like a gun gesture upward motion, with closed fists, gesture in downward motion)*

*Come on Warriors do your thing*

*Get it, get it, get it, get it (lean forward, moving shoulders)*

*Got it, got it, got it, got it (lean backward, moving shoulders)*

*Boom! (stomp feet)*

*And let it roll (move upper body in a rolling motion)*

*And let it roll (move upper body in a rolling motion)*