

**SHORT DESCRIPTION OF ACTIVITY:**

Nine group games to be played wearing pedometers, with some additional 1-1 challenges.

**TYPE OF ACTIVITY:** Energizer, Content Connection

**MINIMUM TIME NEEDED FOR ACTIVITY:** 5 Min

**GRADE LEVEL:** 3rd grade +

**SUBJECT AREA:** Energizer, Math

**MATERIALS:**

- Step counter or pedometer per participant
- Timer or stopwatch
- Activities transcribed from Gilbert Bagaman videos:
  - <https://www.youtube.com/watch?v=SpvjPTPm15M>
  - <https://www.youtube.com/watch?v=tAbfCeGQus8>
  - <https://www.youtube.com/watch?v=IttWkBzb8BU>

## GAME 1 - SHUFFLE BATTLE

**SET UP:**

- Everyone zeroes out their pedometers.
- Stand with your feet on the ground, and keep the soles of your feet on the ground.
- Set timer for 1-2 minutes

**PLAY:**

1. On “go” participants wiggle, bounce, jiggle, shimmy- whatever they need to do to increase your step counts without lifting their feet off of the floor.
  - Lifting their feet disqualifies the player.
2. When timer says stop, person with highest step count wins.

## GAME 2 - GUESS MY SCORE

**SET UP:**

- Everyone zeroes out their pedometers.
- Students pair off and face each other.
  - if there is an odd number, a trio will work. each person selects the person to their left.
- Set timer for a short period: 15 - 30 seconds

**PLAY:**

1. On “go” both participants begin moving, while trying to keep count of how many steps their partner is taking.
  - Move fast or slow, or change speed to mix it up.
2. When timer says stop, each person tries to guess how many steps their partner’s pedometer counted. The person whose guess is closest wins.

## GAME 3 - STEP TAG

### SET UP:

- Everyone zeroes out their pedometers.
- One person is chosen to be IT.

### PLAY:

1. Everyone moves around attempting to avoid being tagged. When someone is tagged, they compare pedometer reading with the person who is IT.
2. Tagged person only becomes IT only if their step count is lower than the IT's step count.
  - Hint, players will want to constantly be taking as many small steps as possible to keep their count increasing.

## GAME 4 - EVERYONE IT TAG

### SET UP:

- Everyone zeroes out their pedometers.
- Set timer for 2 - 4 minutes (to allow for multiple rounds)

### PLAY:

1. Everyone is IT. Participants move around.
2. When someone is tagged, those two people compare pedometer readings. The person with the higher number wins a point.
3. Both people move on to tag someone else.
4. At the end of the determined period of playing time, the person with the highest amount of points wins.

## GAME 5 - ME AND MY SHADOW

### SET UP:

- Everyone zeroes out their pedometers.
- Players pair off- players must move in unison, so they may link arms, put their arms over each others' shoulders, etc., whichever is most comfortable
- Set timer for 2 - 4 minutes (to allow for multiple rounds)

### PLAY:

1. Pairs move around the space at the same time.
2. When two pairs meet up, each team identifies the difference in the amount of steps of its players. The team with the lower point differential wins a point. if they are the same, no points are awarded.
  - example: Bob and Sue walk as a team and meet up with Mary and George. Bob has 27 steps, Sue has 32- the difference is 5. Mary has 28 steps, George has 29- the difference is 1. Mary and George get the point.
3. At the end of the determined period of time, the team with the highest amount of points wins.

## GAME 6 - MIRROR MIRROR

### SET UP:

- Everyone zeroes out their pedometers.
- Players pair off and face each other.
- Set timer for 30 seconds to 1 minute. (to allow for multiple rounds)

### PLAY:

1. When given the signal, pairs move trying to match each other's movements exactly.
2. When the time is up, the pair with the highest matching step count wins. If there are no pairs that match, no points awarded.

## GAME 7 - GIMME 5

### SET UP:

- Everyone zeroes out their pedometers.
- Players pair off and face each other.
- Set timer for 30 seconds to 1 minute. (to allow for multiple rounds)

### PLAY:

1. When given the signal, everyone moves about the space.
2. When two people face off:
  - If your steps are more than 5 steps different, do that many jumping jacks.
  - If your steps are 5 or fewer, do that many squats.
  - If your steps are the same, give each other a high five.
    - Come up with different activities for each of those conditions (squawk like a chicken, spell a spelling word, give each other a compliment, etc)

## GAME 8 - RED LIGHT, GREEN LIGHT

### SET UP:

- Everyone zeroes out their pedometers.
- One person is selected as the caller and stands at a finish line opposite a line of competitors waiting on a start line.

### PLAY:

1. Caller yells out "Green Light" to direct everyone at the starting line to advance. Caller should step in place as fast as possible while this is happening.
2. Caller yells out "Red Light" and everyone stops. Caller yells out their step count. Anyone with a lower pedometer reading returns to the starting line
  - Nobody should reset their pedometer!! Participants will get more steps on their trip back to the start line.
3. Caller continues making Green and Red calls until there are 3 participants across the finish line.
4. Of those three across the line, the one with the highest step count becomes the next caller.
  - After players cross the finish line, they must stop stepping and wait until the third person steps across the line. This prevents someone from running to the finish line and then jumping around to increase steps.

## GAME 9 - FOUR SQUARE

### SET UP:

- Everyone zeroes out their pedometers.
- Standard Four Square rules are in effect- played with a playground ball.

### PLAY:

1. Four players stand in A, B, C or D squares on the court (one in each). All other players stand in queue to await their turn to join the game.
2. Player in square A begins the game with a serve. Game is played as in regular four square until one player loses the point.
3. Everyone stops moving and the players in the square, except the one who earned the point, checks their pedometer readings. Person with the lowest step count goes to the end of the queue, and the person at the head of the queue steps into the game at square D, all others move to the next unoccupied square.
4. Next serve begins and play continues the same.
  - Folks waiting in queue should be moving while play is in session so they have high step counts when they enter the game and won't be immediately eliminated.

## 1 - 1 CHALLENGES

- Brain breaks- everyone sets their pedometers to zero. Get up from their desk and move around the classroom for 30 seconds to one minute (so multiple rounds may be played). When told to stop, students can compare numbers:
  - get in line numerically, lowest to highest
  - what is the mean, what is the median, what is the average?
  - what is the difference between the highest and lowest?
  - how many pairs, etc
- At a challenge (in the halls, classes, anywhere) compare step counts. The person with lower count has to hop, jog in place, jumping jacks, whatever movement, to get their steps equal to the higher one.
- At a challenge (in the halls, classes, anywhere) compare step counts. The person with lower count has to give a sincere compliment, tell a joke, sing "I'm a little teapot", etc.

### STANDARDS:

Math > Operations & Algebraic Thinking > Represent and solve problems involving addition and subtraction

Math > Number & Operations in Base Ten > Use place value understanding and properties of operations to add and subtract; Use place value understanding and properties of operations to perform multi-digit arithmetic; Understand the place value system.