



Digital/Virtual Energizers

These are activities and energizers that can be done in groups, classes or individually with students. Remember that the more you engage and have fun, the more they will. We hope these will bring more connection and laughter to you and your students!

**can be done 1:1*

Name	Level of Engagement	Overview	Directions
Popcorn Counting	Low	Together as a group, work to count to a specific number	<ul style="list-style-type: none"> • Instruct students they will work together to count to a specific number • Rules - one person can only speak for each number, you can not talk while counting, you can reflect after each round - but you can not make a plan • Start small, trying to count to 10
Pass the Dance*	Low	Students pass a dance move	<ul style="list-style-type: none"> • Teacher plays instrumental or starts with a beat • Student 1 does a dance move, "passes" it to someone (says their name) • Student 2 does the dance move, then does their own, passes it to the next
Build a Beat	Low	Students build a beat	<ul style="list-style-type: none"> • Teacher assigns number to each student • Teacher starts with a sound, then calls out #1 • Each student adds their own sound - until they are making one unique sound
Scavenger Hunt*	Low	Students search their home for common items	<ul style="list-style-type: none"> • Teacher creates list of things to find • Teacher projects item and students go to find them



Movement Aerobics*	Low	Students get up and collectively move	<ul style="list-style-type: none"> • Teacher creates categories and picks songs to each movement • Teacher says category and plays song • Students move according to category (animals, professions, musical genres, etc.)
Storytime Moves*	Low	Students get up and move to a quick story	<ul style="list-style-type: none"> • Teachers and students write a 1 - 2 paragraph story that includes movements • Students can share story and movements with Teacher so Teacher can "project it"
I love my neighbor	Low	Students move out of the frame when they identify with a statement	<ul style="list-style-type: none"> • Play I love my neighbor but students jump out of frame when they resonate • Teacher monitors who was last
Five- Finger Breath*	Low	Students take deep breaths	<ul style="list-style-type: none"> • Students hold up their hand and breathe • Each inhale and exhale lasts the amount of time it takes to trace up and down each finger
Movement Brain Teasers *	Low	Students activate left / right brain hemispheres with hand movements	<ul style="list-style-type: none"> • Circle-Square <ul style="list-style-type: none"> ○ Raise 1 hand and move in a circular motion; Raise other hand and move in shape of a square ○ Raise both hands and move in respective shapes simultaneously; ○ Pause and move hands in opposite direction; Switch hands - repeat previous steps • Snaps <ul style="list-style-type: none"> ○ Snap twice with one hand; Snap three times with other hand



			<ul style="list-style-type: none"> ○ Practice doing both at the same time ○ Switch directions
Psychic Faces	Low	Students play guessing game with facial expressions	<ul style="list-style-type: none"> ● Students mimic 3 different silly facial expressions; be overly expressive and use whole body ● Teacher and assigned student “leaves” the frame of screen and selects silly face (without showing) ● When teacher says “Jump”, student and teacher return to screen and show facial expression ● Student and Teacher attempt to match facial expressions
What Things are Different	Low	Students identify differences in teacher’s appearance	<ul style="list-style-type: none"> ● Students observe teacher’s appearance on screen ● Teacher exits screen and changes 3 things in their appearance ● Students identify 3 things that are different ● Variation: both student and adult can change 3 things about themselves so both guess!
Holding Fists Gently*	Low	Students hold their hands in 3 separate positions to notice differences in tightness	<ul style="list-style-type: none"> ● After each variation of hand holding, teacher invites students to reflect on what they notice <ul style="list-style-type: none"> ○ Students hold 1 hand in a tight fist while other hand tries to “pull it apart” ○ Students hold other hand in air (without touching fist) ○ Students hold hand in fist gently with other hand; teacher invites students to



			<p>notice how hands relax</p> <ul style="list-style-type: none"> Teacher explains metaphor to talk about stress (tightness) and how to be gentle when witnessing tightness - fist relaxing, unclenching when held)
Firsts*	Medium	Students share their "Firsts"	<ul style="list-style-type: none"> Teacher says prompt and students share their firsts (first movie, school, teacher, pet, toy, etc.)
Freeze Frame	Medium	Students freeze in a pose representing a situation	<ul style="list-style-type: none"> Teacher preps different situations (graduation, pool party, bowling alley) Teacher assigns groups and what their picture is Teacher breaks students into groups and groups plan what they will do Teacher says FREEZE and screenshots their pictures
Story Madlibs*	Medium	Students make a common story their own.	<ul style="list-style-type: none"> Teacher takes a template of a common nursery story Each student is given a word to think of (verb, adjective, noun) Teacher builds the story and they can read the story together
Pictionary or Guesstures*	Medium	Students work to guess someone's drawing or acting	<ul style="list-style-type: none"> Teacher chooses a topic (ex. summer) Students DM teacher ideas on topic (ex. Pool, sun, beach ball) Teacher picks student to draw and tells student to draw the object for others to guess If students don't have access to paper and tape



			to draw they can act it out
Check In Rooms	Medium	Students break out into smaller groups and answer rapid questions	<ul style="list-style-type: none"> • Teacher prep rooms before class • Begins class with students in different room • Answering different questions - from basic to deeper (Ex. what did you eat for breakfast? Or how are you feeling today?)
Emoji Statements*	Medium	Students use emojis to express reactions	<ul style="list-style-type: none"> • Teacher preps statements for students to respond to • Teacher reads statement, students hold up Emoji or puts it in the chat box • Start with easy statements (I like pizza ⇒ Covid scares me)
These Three Things*	Medium	Students share personal objects that have meaning	<ul style="list-style-type: none"> • Set time frame (10 seconds) for students to grab 3 random items nearby • Students describe what's going on in their lives using items as a reference • Variations: students grab 3 items according to a theme (for example, something meaningful; used at the dinner table, presents received) • Variation: students create a story using 3 items
Four Corners*	Medium	Students write reflections on paper	<ul style="list-style-type: none"> • Get a piece of paper and marker; Fold piece of paper in half twice • Students write the following in their corresponding corners: 1 wish; 2 things to grateful for; 3 feelings; 4 needs • Teachers can change prompts for each corner depending on needs



Inside Out*	High	Students take a box and decorate it with inside and outside self	<ul style="list-style-type: none">• Before class, Teacher gives assignment to students• Students open class with sharing one piece of their box
Picture Share*	High	Students share pictures from home that show how they're feeling	<ul style="list-style-type: none">• Before class, Teacher assigns an emotion• Each student brings a picture to class and shares the picture and why that resonates with them