***Active BZL:* Movement-Based BZL Activities**

Presented by: Casey L. Bain, Physical Education teacher, Marble Elementary, East Lansing Public Schools

Email: Casey.bain@elps.us

**Post 1-Hour Observation Movement Activities**

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* I agree!
* Me, too!

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**Post 1-Hour Observation Movement Activities**

**Animal Shuffle- A quick animal dance related to the animal’s movements**

Make up your own quick animal dance – you can follow an easy pattern: Lemur tail to the left… Lemur tail to the right… Lemur climb, Lemur bundle… Lemur, Lemur, Lemur!”

Or:

Create one signature move for your observation animal and have your kids get up and do the “Lemur Shuffle” for 30 seconds. (For a lemur, maybe it is looking like you are bundled in a pile but with one hand simulating the long tail waving overhead)

**I Agree! – A debrief of animal observations**

1. After the observation, students quickly study their notes to think of 3 things they observed about their animal during the 1-hour observation time.

2. Students stand in a circle. One person begins by making a statement about something they noticed about their animal (Example: I noticed that the penguins had different color rubber bands on their wings).

3. Anyone who also observed that characteristic will take a step to the middle of the circle and spiritly say (once), “I agree!”

4. After the statement, everyone steps back out to make the circle bigger again.

5. Next, another student says a statement, and others will step in and say, “I agree!” if they also observed the trait/behavior.

6. Tell the students if they did not observe it, it’s ok if they do not step to the middle; they can just be looking for that characteristic during the next 1-hour observation period.

**Me, too! – Students make statements about the animal’s behaviors**

(This activity is similar to “I Agree!”)

1. After the observation, students quickly study their notes to think of 3 behaviors they observed about their animal during the 1-hour observation time.

2. Students stand in a circle. One person begins by making a statement about a behavior they noticed about their animal (Example: I noticed that the tigers were sleeping).

3. Anyone who also observed that behavior will bounce up and down in their place and say (once) excitedly, “Me, too!”

4. Next, another student says a statement, and others will bounce up and down and say, “Me, too!” if they also observed the behavior.

5. Tell the students if they did not observe it, it’s ok if they do not step to the middle; they can just be looking for that behavior during the next 1-hour observation period.

**Quick, Anytime Activities**

**Fact or Fiction?/Fact vs. Opinion**

1. The goal of the activity is to evaluate whether statements made are “fact” or “fiction” … or if you would rather play “fact” vs. “opinion”, that works, too.

2. You will need to create some space for this activity. Push desks or tables to one side of the room, or go to a larger space such as a cafeteria, gymnasium, or outdoors.

3. Students start in the middle of the playing area.

4. The leader announces which end of the playing area is the area to go to if they believe that the statement is “fact” … and that the opposite end of the playing area is the area to go to if they believe that the statement is “fiction”. Students will quickly *“****move”*** to the area that they believe to be a correct reflection of the statement.

 Example: “On the Discovery Tour, many of you saw a gila monster. A gila monster has scaly skin.” (Students would move to the side designated as “fact.”)

If there is no disagreement and students are correct, have them return to the center area and announce another statement. Try to keep the game moving along. Disagreements in beliefs, that is, some people at the fact side and some at fiction, you will need to discuss. Ask a student to tell his/her ***“evidence”*** to support their belief. If it is something you want solved, spend time on it. If it is something that you want the students to discover on their own or at a later time, you could say something like, “there is some more information about that I will share at another time. For now, let’s leave it as a statement with differing beliefs, and move on.”

5. For the first few statements, students can ***“move”*** by running. If you are in a classroom, however, and only have a tight space or cannot move tables, you can have them walk. Walking is a great movement activity. After a few statements, if you have the space, you could instruct the students that “skip” will be the movement. Possible movements: skip, gallop, slide (sideways movement, not actual sliding on the carpet), scissor steps or “karaoke” (the football cross-leg over and then behind…), walking lunges, bear crawl, soldier steps, hop on one foot, hopscotch, etc.

6. Do as many statements as you wish to make time for.

Tip! If playing “Fact vs. Opinion,” make the Opinion statements obvious opinions, such as “the lion is the best zoo animal at the Potter Park Zoo.”

Idea! If playing “Fact or Fiction?” make the Fiction statements fairly obvious fiction at first, then increase the difficulty, such as “The python has soft fur” early in the game, but harder later, such as, “The python is venomous” or “The python bites its prey to kill it.”

Other themes: Try Instinctive vs. Learned behaviors, compare two animals (one on each end, and make statements about habitat, body covering, other BZL concepts)

**Animals + Math + Movement (hopscotch facts)**

1. The goal of the activity is to practice mental math or math facts and integrate movement while using a BZL theme.

2. Show or draw a hopscotch board and teach students the pattern of jumping: 1 foot, two feet, legs wide, 1 foot… start with numbers you want (don’t have to start at 1), and/or make a hopscotch board with multiples on it.

3. Students stand in their own area. They listen to a math story about the BZL, and then do “hopscotch in place” by thinking about the answer to the math story, finding the correct number on the hopscotch board, and then hopscotching – not forward – but in place until they “***land***” on the number.

Example: There are 4 tigers, each tiger has 6 stripes on its tail. How many stripes in all?

The Hopscotch board might look like:

(going up and down or with numbers displayed in the best direction to read as they hop)

6, 12-18, 24, 30-35, 42, 48-54, 60

**Touch 5**

Choose one of these to get your kids up and moving and back to their seats in a hurry. The goal is to add movement while processing observations or concepts learned. (Choose any number that makes sense to your situation; you do not need to use the number given)

~ Touch 5 colors in this room that you observed in your animal’s habitat today

~ Touch three objects with beginning letters that are in your observation animal

~ Touch 5 different shapes you can draw when drawing your animal

~ Find and touch objects with the letters in your animal’s name Example: penguin (\*Find the letter P, \*Find an object that starts with the “puh puh” sound,; Find the letter E, then find an object that starts with the “eh eh” sound…

**Run Through the Forest**

The goal of this activity is to give a movement opportunity while encouraging use of imagination. Everyone begins by standing up and spreading out around the room in their own self-space. The teacher calls out commands for the children to act out. The actions could relate to what a particular animal might do, and can be named as such.

Example: Today we are going to be wolves who are moving through the forest in search of prey. Lets begin with a “gentle jog,” (in place) so as not to waste our energy. Here come some fallen trees. Let’s "jump over a log," (students jump up and back down, not forward)"… Now here come some low branches. Let’s “duck down low under branches"… Oh there’s a rabbit! Let’s “run fast!” (in place) "Run, run, run… faster!." Awww…. the rabbit ducked down into a hole! Let’s slow it down to a “walk.” Better luck next time!

Idea: Have students work together to come up with a script that includes a scenario that their zoo animal would be engaged in (don’t use wolf for an example if some students are observing the wolf!). Their scenario should include 5 movements the group could do in their own space, and be true to the animal’s behaviors (researched, possibly, not necessarily only the behaviors they have observed at the zoo).

**Jungle Stretching/-Animal “Yoga” poses**

The goal of this activity is to get kids out of their seats for a quick stretch break. The poses don’t have to be actual existing “yoga” poses. You can make up a pose for particular PPZ animals! Or have the kids make up the poses!

Source: Mother Natured: <http://mothernatured.com/2014/03/25/animal-yoga-for-kids/>

 Site includes 6 animal poses with pictures.

Source: Young Yoga Masters: <http://youngyogamasters.blogspot.com/2009/10/kids-yoga-animal-poses.html>

 Site includes descriptions of 10 animal poses.

**Hemisphere Hop (geography connection)**

The goal of the activity is to teach students about geography in an active manner. You will need a diagram(s) of the earth with equator and hemispheres labeled to show as a reference or for students to see as you are giving directions.





Source: <http://www.studyzone.org/testprep/ss5/b/comcontocheml.cfm>

**Hemisphere Hop, continued**

You could also use a diagram showing continents and oceans. You might draw in the Prime Meridian on this one if you choose to use it for hemisphere hopping. It works fine as is for continent examples.



**Movement Legend:**

N. America = jumping jacks

S. America = stride jumps

Europe = ski jumps

Asia = mountain climbers

Africa = star jumps

Australia = cross-leg toe touches

Antarctica = trunk twists

Source: <http://www.rockingham.k12.va.us/resources/elementary/3history.htm>

1. Students should be familiar with the 7 continents. Introduce and review geographical locations and names as needed. Introduce hemispheres according to equator and Prime Meridian dividers, using the diagram above or one of your own.
2. Review the hemispheres by having the students hop (one foot) or jump (two feet) in a small area in their own proximity.

Students should picture a + with themselves standing right in the middle where the two lines cross, as pictured on the map.

Call out a hemisphere, and have the student hop or jump from the “center” to that hemisphere. Do several in a row. You can also call out commands such as “North of the equator” or “East of the Prime Meridian”.

Once students are familiar with the hemispheres, throw in continents. Say, “Hop to the hemispheres where North America is located.” (students should hop to both the Northern and Western hemispheres)

1. You could play a movement game to review continents. Show the Movement Legend or create your own. First call out simple continent names and they should do 10 or a set number of the exercises that correspond with the continent.

Then, have them jog in place until they know the answer to some simple puzzles, and when they figure it out, begin doing the corresponding exercise.

 Example: “I’m thinking of a continent that is south of the equator. It is mostly in the Eastern hemisphere. It is the continent where the ring-tailed lemur lives.”

1. Once the students have learned the range of several BZL animals, you can post the Legend and call out particular animals. Students do the exercise to indicate the continent where the animal lives.

Example: Ring-tailed lemur = Africa; Red Panda = Asia

**Zoo Topic Specific Games**

**Where’s My Dinner? – A camouflage game**

The goal of this game is to illustrate how blending can help or hinder a prey animal, depending upon the environment.

1. Prior to the game introduction, select your environment where you will play. Then, you will want to purchase or create “prey” animals that both blend in well with the environment and also are very visible in the environment.

Example: If you have beige carpeting, you might try regular toothpicks and colored toothpicks (this is how I learned to play this game).

Example: I used the cafeteria floor, and cut “snakes” in various colors (neon or bright colored yarn, as well as black and red to match the painted lines on the cafeteria floor, and white to lay against the white tile).

2. Set up the playing area by scattering the prey in the area. I strategically placed red yarn on the painted red lines, etc.) Be sure to have an equal number of prey that is camouflaged and prey that will not be camouflaged.

3. Introduce students to the idea of a hungry raptor (choose your bird) searching for prey (choose the prey – snakes or otherwise). They will have just “x” seconds (larger space – maybe 20 seconds, smaller space, 10 seconds) to collect as many prey from the “hunting grounds” (where the prey are scattered) as they can and return to their habitat (wherever you designate that area to be, a little bit away from the prey).

4. Allow students to begin, and stop early if the prey are all being collected quickly. After the activity, have students observe the colors of prey that they see remaining, and also count the number of each color of prey they captured. This would be a great time for some graphing.

Discuss what colors of prey were easier and which were harder, and point out examples in the hunting grounds (for example, a black piece of yarn that remains on a black line).

Connect it to zoo animals and camouflage that helps them blend in with their environment.

5. If you play again, have students tune their “eagle eyes” by attempting to only find the prey that blends in. You could even assign point values after the hunting is over as they are sorting their prey. (red and black snakes or beige (if that is your main camouflage color) = 5 points each. You could even introduce the idea of disease and announce that a particular color, if they are holding it is worth -5 points because that species is diseased. If you have the capability, you could turn lights down or off and try hunting in dim light. Carry this as far as you’d like to stretch it!

**Predator-Prey Games**

**Wolves vs. Caribou tag game**

Source: WolfQuest: <http://www.wolfquest.org/pdfs/Predator-Prey%20Tag.pdf>

**Predator Prey Tag:**

Simple tag game where there are a few animals are the predators of your choice, and the rest of the students are prey animals that would be appropriate to the predator. If tagged by the predator, students go to sideline, do 10-20 of a fitness exercise (jumping jacks, stride jumps, sit-ups, etc. – choice is best – if you need a list of ideas, contact me!), and then re-enter the game.

**Predator-Prey Charades**

Source: Dialogue for Kids <http://idahoptv.org/dialogue4kids/season4/prey/activities.cfm>

Ask students to choose combinations of predator and prey. Play charades working in groups of two, where one student represents the predator and one represents the prey. Once the charade is solved students should give at least three facts about the combination they chose. They could tell how the predator hunts the prey or adaptations one or the other has to help it to survive.

**Oh, Deer!** (competing for limited resources – no prey in this game)

Source: Project Wild: <http://www.beaconlearningcenter.com/documents/313_01.pdf>

**Adaptations Games**

**No Opposable Thumbs! – An adaptations relay game**

This is a game I played when my class had a “focus animal” of the mandrill. Throughout our BZL week, each day our entire class took a trip to the mandrills for a focused observation. After our adaptations lesson, we played this game.

*Scenario: Imagine if the mandrills did not have an opposable thumb like some animals. You can discuss what opposable means, other animals with opposable body parts (tails, for instance), etc. The game we will play simulates what it would be like if the mandrill did not have opposable thumbs. We’ve seen it forage for food and scoop up food quickly using its fingers, and yes, those opposable thumbs. We are going to play a relay game where we pretend to be mandrills who will run down to one end of our playing area, reach into a paper (or plastic) cup of goldfish (or other item) (be sure you have a snack that isn’t allergy inhibiting – we are not actually going to eat them! It just simulates food. Or just use items like marbles), and take out one piece, and run back with it to drop it in a container. Then, the next person on your team will take a turn. We are going to make it tougher for you by taping your thumb to the palm of your hand.*

1. After you give the scenario, use masking tape to tape the thumbs of each student to their palm. It helps to have a volunteer, or to have students watch as you tape the first person, and have a few “tapers” until their own thumbs are taped.
2. Have students get into lines – The more lines the better – it will maximize active participation and cut down on waiting time. If you have the space, you could have paper cups on both ends of the playing area, and students lined up across from their partner. Have a place for each team to deposit their marbles.
3. After a set amount of time, have students count the number of items they were able to get. Try the relay again once you “free the thumbs.” Compare the number of marbles from each round, and talk about the importance of opposable thumbs.

**The Best Squawker**

Source: Science Matters: <http://science-mattersblog.blogspot.com/2010/09/animal-adaptations-baby-birds.html>

Copied and pasted from this website:

Here's a game for younger students learning about animal adaptations.

1. Divide students into group - you'll want 4 or 5 students per group.  Select one student in each group to serves as the mama/papa bird; the rest will be baby birds.

2. The mama/papa will be responsible for going to the food supply (a plate of pretzel sticks in the middle of the classroom), bringing back a piece of food and feeding it to the loudest baby bird.

3. The baby birds will be responsible for squawking loud enough to get fed ahead of their bird siblings. The goal is to be “the best squawker.”

4. Play the game for several minutes - be prepared for a very loud classroom!

5. Then, talk about what happened - the birds who squawked the loudest got the most food.  These birds will grow big and strong and some day have baby birds of their own - probably babies who are loud squawkers.  The babies who didn't get as much food to each might not fare as well. What might happen if a baby bird is born and unable to squawk at all?

While squawking volume is not, to my limited knowledge, a trait that is regularly selected for, this game does introduce the ideas of adaptations, genetics, and trait selection to young children in a context they can understand

**Snake Fakes! A mimicry game**

Source: [http://web.archive.org/web/20061110094932/http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations/snake.html](http://web.archive.org/web/20061110094932/http%3A//oncampus.richmond.edu/academics/education/projects/webunits/adaptations/snake.html)

One of the snakes in the picture below is poisonous and the other one is a mimic. Coral snakes are very easy to see because of their bright red, yellow, and black stripes. They are colored this way so that other animals know they are poisonous and will leave them alone. The Scarlet Kingsnake looks almost EXACTLY like the Coral snake, but it is perfectly harmless!



Can you guess which snake is the MIMIC? ***It is hard to tell the difference, isn't it?***

The scarlet king snake on the left is the mimic, and the coral snake on the right is the poisonous one. The scarlet king snake is hoping that its enemies will think it is poisonous and not eat it! If you couldn't tell the difference, don't worry about it! The Kingsnake, or the mimic, would be really happy that you couldn't! If you ever see one of these snakes, here is a rhyme to help you remember the difference between the two.

"Red on yellow, kill a fellow. Red on black, won't hurt Jack."

Make a game out of this. Print off or make several pictures of coral snakes and king snakes. It may be helpful to put them on heavy card stock or laminate them. The snakes should be able to be concealed in the hands. Students will hold a snake in their hands and then “slither” up to another student (aka - walk) (skip, run, etc. if you have more space). Both will say “Snake Fakes!” and show their card to the other person. No one is “out” or anything, it is for the fun of the activity of finding out if a snake encounter is with a harmless snake…or not!

**Structural Characteristics**

**Animal-to-Animal game**

1. This movement game is known by many names (I learned it as “People-to-People”). I adapted it to fit the zoo theme. The goal of the game is to create community by pairing up briefly with many different partners, and to get some movement, too.

2. Students begin with one partner. If there is an odd number, the teacher can play. The leader calls out two structural characteristics (SCs) of animals: e.g. “Claw to Claw”. One partner uses ONE hand to make a claw, and holds it up to the other partner’s ONE hand that is making a claw. It is important to teach the kids that you only use ONE hand (body part), to keep balance when it gets tricky).

3. Leader calls out another combination – it can be one person’s something, to the other person’s something else e.g “hoof to ear” – in this case, one partner puts their “hoof” to the other partner’s “ear.” The ear partner will probably want to get down low, especially if the first partner uses a foot-hoof!

Feel free to use body coverings – in this case, “scales to scales” or “scales to fur” would give the freedom to students to connect at any two places.

1. After a few different combinations, the leader calls out, “Animal-to-Animal!” At this point, the partners leave one another, and then run (or walk, if needed) to find a new partner, and the calling begins again with new SCs. I call out the SCs quickly to keep things moving, especially if students seem to be “fishing” for a partner. Just call out an SC and they will match up with the person nearest. Depending on your group you may have to establish this as a rule prior to beginning.
2. When I can’t come up with two SCs, or to give the kids a chance to be the leader, I will ask someone to be the new leader, or to be a “one-time” caller, allowing many students to give it a try.

**Behavioral Characteristics**

**“1, 2, 3, 4…” Animal Behaviors chant activity**

1. The goal of the activity is to give students a chance for some creative movement related to the behavior of their observation animal (or any BZL animal they have observed, if you wish to allow that).
2. Stand in a circle. Get ready to chant and participate. Can do this game in small groups or whole group (whole group, depending on size, takes about 15 minutes or more) The chant will rotate around the circle so that everyone knows whose turn is next.
3. Chant and clap the following:

“1, 2, 3, 4

Come on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(next person’s name)

Hit the floor!”

(The person comes out into the middle of the circle, announces their observation animal, and quickly mimics a behavior they have observed)

(As the person finishes and comes back to edge of circle, all resume chanting and clapping: )

“We’re so glad you’re here today,

Hurray! Hurray! Hurray!”

**Muscle Movements**

1. The goal of the activity is to mimic using the muscles we have seen animals using by practicing similar behaviors.
2. Name an animal (it can be any PPZ animal from a tour or an observation animal).

Ask students which muscles this animal depends on

Ask them to mimic the movements in particular muscle groups

 Example: the snow leopard depends on strong thigh muscles (quadriceps) to give power to jump onto the high rocks. Have students crouch down low (using their hamstrings – back of thigh) and spring up into a high, powerful jump, just like the snow leopard. Repeat a few times.

1. Repeat with other animals.

Health News has a good article on teaching kids the basic muscle groups - [http://www.healthnews.com/en/news/Body-BasicsTeaching-Kids-the-Major-Muscle-Groups/3jwyl$GEX6IRelTu0geo7d/](http://www.healthnews.com/en/news/Body-BasicsTeaching-Kids-the-Major-Muscle-Groups/3jwyl%24GEX6IRelTu0geo7d/)

**Who am I? (Act out behaviors seen by animals following a particular tour or as the week progresses)**

1. This can be a fun debriefing activity to see what kids remember about particular animal movements. Take turns having students act out a particular animal behavior they observed on a tour. You can decide if it is silent like charades or if they can make noises as well as the behavior.
2. Students raise their hand to make a guess as to which animal the student is pretending to be. 3 guesses and then reveal the behavior.
3. Give as many turns as you have time for, and add this activity in anywhere you have a few extra minutes!

**Animal Themed Activities**

**Tamarin Toss**

This game is a “hide and seek” game for a stuffed animal! I have a tamarin stuffed animal but any monkey or even a ball could be used to simulate a tamarin. Review with students how tamarins are quick, jumpy monkeys that hop from branch to branch in their habitat. The object of the game is for the zookeeper to try to figure out who is holding the tamarin when the tossing time is up.

1. Begin with students in a circle. One student is in the middle of the circle and they are the zookeeper, looking for the active, little monkeys. Give one student the tamarin.
2. The zookeeper closes or covers eyes and counts to ten. During this time, the students toss the tamarin across and around the circle.
3. At “10”, the zookeeper says, “10! I’m going to find you, tamarin!” During this quick moment, all students should put hands behind back, pretending to hold the tamarin. They should stand very close together to make it tricky to tell where the tamarin is being held.
4. After the zookeeper says, “I’m going to find you, tamarin!” he/she opens eyes and tries to decide who has the tamarin. During this time, when the zookeeper has his/her back turned to part of the group, the tamarin can be handed behind, or even tossed overhead if they are daring enough!
5. The zookeeper has 3 guesses. In between each guess, he/she may continue to look around the circle to see if the tamarin can be spotted. (Give a time limit for guessing if needed.) If the tamarin is not found, it is revealed at this point and a new zookeeper is chosen for the next round.

Students like this game because they can be sneaky and they are trying to trick the zookeeper! They may need to learn to share and give up the tamarin instead of trying to hold it the entire time. You can also play in several small groups or use as a station activity.

**Whose Lemur Tail is This?**

I made a long lemur tail of fabric and fiber-fil, and used a permanent marker to draw stripes on it. Students would play this in a small group as a station.

4-6 students simulate lemurs by piling in a bundle with only one person holding the base of the lemur tail and the tip of the tail hanging outside the bundle. One student turns back until the group is ready and then turns around and tries to guess which student the lemur tail actually belongs to.

With head lice concerns you may not want students piling in a bundle, but the game could be played with lemurs standing side by side with all students pretending to hold the tail (hands behind backs, tail on ground behind the group). Attach a piece of yarn to the tail so it isn’t obvious where the tail originates.

A lemur tail can be created using posterboard and a piece of yarn tied to the end.

**Bigger Movement Projects & Curriculum Connections**

**Leap comparison – people to animal; animal to animal**

For this activity, you will need to research the distances or heights (I’d say start with distance) that various animals can leap. Use BZL animals but also use other jumpers such as grasshoppers and Kangaroos.

Great sources to show the world’s best leaping animals:

Web Ecoist: <http://webecoist.momtastic.com/2012/12/17/legendary-leapers-12-of-natures-highest-hoppers/>

OneKind: <http://www.onekind.org/be_inspired/top_10_lists/jumpers/>

Animal Olympians – not all about leaping but cool for kids: <http://www.bbc.co.uk/nature/18831388>

1. Compare animal to animal: You could have students find out how far their animal can leap or just use a BZL animal such as the snow leopard (a great leaper). Have them compare the animal to other leaping animals from the list, working mathematically to see how much farther one animal can jump over another.

2. Compare people to animal: Use a BZL animal or a list of animals. Have students take 2 standing jumps, with a partner or adult measuring how far they can jump. Compare their best jump to some animal jumpers. Students write statements, poetry, do math, etc. about their leaping compared with other animals.

Be aware that students may compare themselves to other students; be aware that students may want to turn the activity into a “which student is the best jumper?” activity.

3. This is also a great opportunity to make connections: “in comparison” – for example a grasshopper does not cover the distance a hare can jump, but it can jump 20 times its body length. For a human, that would be like being able to jump the entire length of a basketball court!

**Speed comparison – people to animal; animal to animal**

The same concept applies as with distance of jump activity. The challenge is to not make it a competition about which student is the fastest…

One possible source: What’s it like to be an animal:[**http://www.speedofanimals.com**](http://www.speedofanimals.com)

**Run Through the Zoo**

This idea is similar to the one I found above where students work through levels as they do physical fitness outside of school. However, you can do it in school. You could use a “Read Through the Zoo” theme or other ideas.

Using a map of the Potter Park Zoo as the class “game board,” challenge students to run or read or perhaps a combination of ideas to earn a trip to a new zoo animal in the zoo. It could also be used as a reward system for positive behavior your class displays. As they achieve a milestone (everyone turns in homework, read for 100 minutes without interruption during silent reading time, exercised for 5 hours, etc) color or highlight the trail to the “next” animal along the Potter Park Zoo. When you complete an entire trip around the zoo, do something fun, like an animal-themed nature movie or extra recess to “run and play like animals”, etc. You could go in many different, exciting directions here!

**Pennies for Potter Park**

This is a community-service project I have done with third graders in past years. They run laps in PE class during a warm-up. For each lap they run, they may donate 1 penny. It doesn’t sound like a lot, but it adds up with everyone’s help! At the end of the project, they may bring in the number of “pennies” they have earned, or bring them along the way. If they ask to donate more, they can. And I have a letter to explain it all to parents to ask for a little donation. Hook up with Jill at the zoo to arrange for the donation day. It is a great way to give back to the zoo as a thank you for the BZL.

Students could also run laps at recess, keeping track of laps on the playground. I would say that most playgrounds are large so you might say 10 minutes of running = 10 cents and for the student to estimate their time. If you want help figuring out this idea, please contact me and I would be glad to help!