Math Brain Boosters ABL

NAME OF ACTIVITY:	**Crazy Coordinates**
GRADE LEVEL:	6th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
FORMATION:	Standing at desk with a partner
EQUIPMENT:	Boom box, rock music, graph paper with coordinate grids drawn on them, chalk board with coordinate grid drawn on it, pencil
RULES/DIRECTIONS:	1. Teacher plays music softly. 2. Students face partner and do an activity from the Movement Bank (e.g., squats, jog in place, jumping jacks, shoot an imaginary basket) 3. After 10 to 15 seconds, teacher stops music and calls out an ordered pair with its capital letter label, writing it on the board as s/he calls it out. 4. Students plot and label the ordered pair on their coordinate grid. 5. Continue until all points have been plotted. 6. As students cool down, have individual students plot points on chalk board and check their work.
VARIATIONS:	1. Same activity, but teacher plots point on the board and students write the ordered pair. Use this activity to reinforce graphing ordered pairs in all four quadrants of the coordinate grid. Activity can be done with 6th, 7th, or 8th graders. 2. For ease of movement move desks to the sides of the room. 3. Rotate partners to evenly distribute energy.

NAME OF ACTIVITY:	**Custom Fit**
GRADE LEVEL:	6th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Standing at desks
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Write the following activities on the board. • Inches – 12 baby hops forward then backward • Feet – 3 large steps forward then backward • Yards – lunge forward and backward • Miles – pretend to run through tires on a football practice field (20 seconds = 1 mile) 2. Students should be running in place until they act on the answers. 3. Teacher calls out physical activity to be done with each appropriate unit of measure. 4. Teacher reads expressions such as, distance from Boston to Chicago. Students respond with activity corresponding to the appropriate unit of measure. 5. After 10 to 15 seconds, teacher calls out a new expression. 6. Continue this activity until all expressions are called out. Repeat expressions that need more reinforcement.
VARIATIONS:	1. Have students perform the same activity with metric units of measure, millimeters, centimeters, meters, and kilometers. Students can tiptoe for millimeters. 2. Use this activity to reinforce appropriate units of linear measure. 3. Select new activities from the movement bank to maintain student interest. 4. If space permits have students begin the activity with an arm's length in front and back of them.

NAME OF ACTIVITY:	**Heard it through the Grapevine**
GRADE LEVEL:	7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Students stand at desks, facing the side of the room.
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Teacher should review the grapevine dance step or have students slide, shuffle, or karaoke. 2. Teacher calls out a mathematical expression such as 6 + (-6). 3. Teacher tells students to grapevine right or left to indicate which direction to move on the number line to perform integer computation. 4. Students grapevine right or left, depending on the sign of the correct answer (e.g., right if it is positive and left if it is negative). 5. Students should be doing an activity from the Movement Bank between mathematical expressions. 6. Teacher calls out a new expression.
VARIATIONS:	1. Have students perform the same physical activity with subtracting integers. 2. Activity is best used with a class of 18 to 20 students. 3. Use activity to reinforce addition using a number line.

NAME OF ACTIVITY:	**Jumping Jack Math**
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
FORMATION:	Standing at desk
EQUIPMENT:	Math problems
RULES/DIRECTIONS:	1. Teacher calls out an addition, subtraction, multiplication, and/or division problem. 2. Student must mentally solve problem and perform the corresponding number of jumping jacks or other specified movements. Movement variations: • Bicep curls with math book • Knee lifts • Standing sit-ups (raise right knee to left elbow, then raise left knee to right elbow) • Squats • Marching in place • Chair dips • Sports activities (tennis shots, football passes, volleyball spikes) 3. Students jog in place while waiting for each math problem. Mental math in action!
VARIATIONS:	1. Incorporate integers, word problems, fractions, and ratios.

NAME OF ACTIVITY:	**Math Mission Impossible**
GRADE LEVEL:	7th - 8th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	Review of any content area
FORMATION:	Create four stations, divide the class into groups of no more than 4 students
EQUIPMENT:	Various: calculators, jump ropes, cones, balls, hula hoops, stop watch
RULES/DIRECTIONS:	1. Set up stations with an academic task and a physical activity. 2. Each group goes to a station and students begin the physical activity listed. The students must perform the physical activity as a group. 3. Upon completion of that activity, the students are to complete the academic task. (The team that completes the course the fastest with the most correct answers wins.) Examples: • Station One: Physical Activity: Teams are to perform "Over and Under" twice with a balled up piece of paper. ("Over and Under" works like this: Students stand in single file line and pass a ball over the head to the student behind him/her. The next student passes the ball through his/her legs to the student behind him/her.) Academic Task: Inequalities • Station Two: Physical Activity: Teams are to do imaginary jump rope 15 times each. Academic Task: Linear equations • Station Three: Physical Activity: Teams are to run through a twisting course of cones, beakers, or chairs. Academic Task: Squares and Squared Roots • Station Four: Physical Activity: Each member swings an imaginary hula hoop around his/her waist 15 turns. Academic Task: Cubes and cubed roots
VARIATIONS:	1. Play Mission Impossible music in the background while students are going through the obstacle course. 2. Have the students create physical tasks that can be done by teams. 3. Demonstrate the type of lever using body parts. 4. Do only one station per day to cut back on time. 5. Place a math worksheet at each station to supply the academic task.

NAME OF ACTIVITY:	**Operation Computation**
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
FORMATION:	Standing at desks
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Teacher writes four whole number operations on the board with corresponding physical activities. • Addition – play the drums • Subtraction – knee lifts • Multiplication – twist • Division – run in place 2. Teacher reads verbal expressions, emphasizing the word that indicates the fractions and decimals. Example: • The sum of 4 and 5, sum is emphasized. • The difference between 5 and 4, difference is emphasized. • The product of 4 and 5, product is emphasized. • The quotient of 20 and 5, quotient is emphasized. • Students begin activity that corresponds to the operation and continues until a new expression is called out, allowing 10 to 15 seconds for each expression. 3. Have students complete the equation, and state the answer.
VARIATIONS:	1. Use this activity to reinforce whole number operation terminology. 2. Use music to add interest.

NAME OF ACTIVITY:	**Over and Under**
GRADE LEVEL:	7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
FORMATION:	Lines of 5
EQUIPMENT:	10 paper balls per team, math problems or word problems from textbook
RULES/DIRECTIONS:	1. Teams stand in single file line. Each team has 10 paper balls at the back of its line. 2. Teacher calls out word problem or a math problem (or write it on overhead) using, addition, subtraction, multiplication, or division. Example: (50 ÷ 10) + (2 x 2) = 9 3. Students figure out the answer to the problem. 4. Students pass the balls up the row in an overhead and under the legs style until the correct number of balls are at the front of the line. Pass only one ball at a time. 5. First team with the correct number gets one point. Students then pass the balls (in the same manner) to the back of the line in 30 seconds or less to get ready for the next problem. 6. Students perform 30 jumping jacks, march in place, or shoot jump shots while the teacher gets ready to call out the next word problem. (Note: answer to the problem can be no higher than 10)
VARIATIONS:	1. Students may pass balls side to side instead of over or under.

NAME OF ACTIVITY:	**Show me the Mean, Median, and Mode**
GRADE LEVEL:	6th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. 6.SP.5 Summarize numerical data sets in relation to their context, such as by: a) Reporting the number of observations. b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
FORMATION:	Standing at desk with partner
EQUIPMENT:	Paper for calculations, ruler, calculator, and pencils
RULES/DIRECTIONS:	1. Teacher designs problems that require students to calculate mean, median, mode, or range. 2. One student will complete the problem (while standing at desk). 3. The other student will continue movement selected until partner is finished with computation. Possible movements include: • Jog in place • Shoot imaginary baskets • Kick a soccer ball • Move right elbow to left knee, then left elbow to right knee (standing sit-ups) • Dancing • Play air guitar • Knee lifts • March in place 4. Students switch roles after each problem
VARIATIONS:	1. Problems can include students interpreting box plots, histograms, and frequency distributions. 2. One partner will shoot paper baskets for one minute while the other student counts how many are made. Teacher can then place data on the board and use student data to find mean, median, and mode. 3. Choose a different movement for every other problem. 4. Have problems on the board prior to students entering the classroom. 5. Great calculator activity. 6. Keep the data samples small so that students do not spent too much time on calculations.

NAME OF ACTIVITY:	**Sign Me Up**
GRADE LEVEL:	7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a) Describe situations in which opposite quantities combine to make zero. For example, a hydrogen atom has zero charge because its two constituents are oppositely charged. b) Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c) Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d) Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q =p/(–q). Interpret quotients of rational numbers by describing real world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers.
FORMATION:	Students stand at desks.
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Teacher tells students to hop, march, or jog in place to indicate the sign of the answer to integer computation. • Hop up and down if the answer is positive • March in place if the answer is negative • Jog in place for 10 seconds if the answer is zero 2. Teacher calls out integer expressions such as, negative six times positive three. 3. Students hop, march, or jog in place for 10-15 seconds.
VARIATIONS:	1. Have students perform the same activity using absolute value 2. Use this activity to reinforce integer computation

NAME OF ACTIVITY:	**Size It Up**
GRADE LEVEL:	6th – 7th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
FORMATION:	Standing at desks
EQUIPMENT:	Piece of paper and pencil for every student
RULES/DIRECTIONS:	1. Teacher calls out physical activity: • Jumping jacks • Jogging • Playing air guitar • Marching • Twisting • Knee lifts • Playing air drums 2. Students begin activity and continue for 15 seconds until the teacher calls out or displays a problem finding perimeter or area. 3. Students freeze and work the problems on a piece of paper. 4. After 10 or 15 seconds, teacher calls out a new activity. 5. Continue until all problems are worked. 6. As students cool down, teacher writes correct answers to the problems on the board while students check their answers.
VARIATIONS:	1. Same activity using dry erase boards and markers instead of paper and pencil. 2. Use this activity to reinforce formulas for finding area and perimeter of rectangles and squares. 3. Excellent way to review and reinforce formulas. 4. Have students continue exercise while teacher writes problem on board.

NAME OF ACTIVITY:	**Stop and Solve**
GRADE LEVEL:	7th – 8th
SUBJECT AREA:	Math
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
FORMATION:	Standing at desks with partners
EQUIPMENT:	Piece of paper and pencil for every two students
RULES/DIRECTIONS:	1. Teacher calls out physical activity: • Twisting • Jogging • Jumping Jacks • Knee lifts • Playing air guitar 2. Students begin activity and continue until the teacher writes an equation on the board and calls it out. 3. Students freeze and partners work together to try to solve the equation correctly on a piece of paper. 4. After 10 to 15 seconds, teacher calls out a new activity. 5. Continue until all equations are used. 6. As students cool down, teacher writes correct answers on the board and students check their work.
VARIATIONS:	1. Same physical activity, but students translate verbal expressions into algebraic expressions. 2. Use this activity to reinforce solving one-and-two step linear equations.

NAME OF ACTIVITY:	**Alphabet Soup**
GRADE LEVEL:	6th – 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Teams of 4
EQUIPMENT:	Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels
RULES/DIRECTIONS:	1. The object is for students to correctly spell the vocabulary word. 2. Teacher calls out a vocabulary word related to subject area. 3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity. 4. Students take turns getting letters until a team has spelled the word correctly. 5. The first team to spell the word correctly will earn a point. 6. Continue until all words have been spelled.
VARIATIONS:	1. Perform the activity as above and have teams make a sentence with the vocabulary words. 2. Make your own laminated alphabet cards.

NAME OF ACTIVITY:	**Crazy Questions**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Four teams
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Students group together into 4 teams (easiest way may be to have them group together by rows). 2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter. 3. The students must complete a series of movements to receive each question. 4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question. 5. The teacher will then approach the group to give them the next question. a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times. b. To receive the second question, the students must hop on one foot while turning in a circle 10 times. c. To receive the third question, students must run in place for 30 seconds. d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds. e. To receive the fifth question, students must complete all previous movements.
VARIATIONS:	1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

NAME OF ACTIVITY:	**Everybody is a Star**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Walking around the classroom
EQUIPMENT:	Pen and paper for the Journalist group
RULES/DIRECTIONS:	1. Each student writes 3-5 questions a journalist would ask a Celebrity/ Super Star and identifies one Super Star. 2. The class is divided into two groups: Journalists and Super Stars. 3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down. 4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy. 5. The journalists try to guess who the Super Stars are based on the answers to their question. 6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct. 7. Switch roles.
VARIATIONS:	1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

NAME OF ACTIVITY:	**Have a ball**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Students sitting at desks
EQUIPMENT:	Each student should have a scrap piece of paper and make a ball
RULES/DIRECTIONS:	1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises: • Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack). • Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side. • Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands. • Toss the ball overhead and catch behind back. • Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight). • Toss the ball from behind the back and catch in the front. • Circle waist while standing. 2. This activity will strengthen the abdominal muscles and quadriceps.
VARIATIONS:	1. Allow each student to shoot the ball into the trashcan at the end.

NAME OF ACTIVITY:	**Hot Tamale**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Beside desks
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow. • Move backwards - back stroke (swimming motion) • Move forward - march in place • Move to either side - side stretch in the direction of the hot tamale • Up higher - climbing ladder motion • Down lower - squats • Within one foot of the tamale - students pretend they are stepping on hot coals (in place). 2. One student exits the classroom. 3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom. 4. The student who exited the classroom re-enters. 5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk. 6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

NAME OF ACTIVITY:	**I'm A Student and You're a Student Too!**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Standing at desks or in a circle
EQUIPMENT:	None (teacher may decide to use a small ball or bean bag)
RULES/DIRECTIONS:	1. Students stand in a circle or at desks and march in place. 2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student. 3. The student begins with the line "I'm a student and you're a student too if…." 4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball." 5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place. 6. The teacher then selects another student to continue the game.
VARIATIONS:	1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g.," I'm a Pirate and you're a Pirate too if…"

NAME OF ACTIVITY:	**Sports on the Move**
GRADE LEVEL:	6th- 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Standing at desk
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated. Examples: • Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position • Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet • Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch • Tennis: forehand; backhand; serve; volley • Volleyball: serve, set, dig, spike • Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block • Golf swing • Drive a NASCAR • Lacrosse • Tae Kwon Do
VARIATIONS:	1. Ask students to name the sport and movement. 2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.

NAME OF ACTIVITY:	**What's My Job?**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Partners standing at desk
EQUIPMENT:	Pencil and paper
RULES/DIRECTIONS:	1. Students group into pairs at their desks. 2. Partners face each other (one facing the board and the other facing the back of the room). 3. The teacher writes a series of professions on the board which could include: • Teacher • Basketball Player • Hockey Player • Airplane Pilot • Doctor • Fireman • Chef • Truck Driver 4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out. 5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard. 6. Students in each group switch places (the writer becomes the actor and visa versa). Note: entire game could be played silently.
VARIATIONS:	1. Create a different list of professions for each group.

NAME OF ACTIVITY:	**World's Strongest Student**
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Standing at desks
EQUIPMENT:	None
RULES/DIRECTIONS:	1. Have students imitate activities that competitors in the "World's Strongest Man" competition undertake. Perform each activity for 30 seconds. • Chain Drag (walking backwards and pulling) • Car Lift • Train Push (walking forward and pushing) • Anchor Carry (walking forward and pulling) • Pole Flip (pretend to toss a small tree trunk as far as you can) • Iron Cross (hold arms out to sides holding great weights) • Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall) • Dead Lift (competitors squat and lift a barrel of rocks with increasing weight.) 2. Repeat the entire sequence.
VARIATIONS:	1. Teacher may need to explain the activities to the students before the activity starts.