



Choice Board Lesson Plans



Week 6: Moving Forward: Community Action

Division: JUNIOR

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Zip, Zap, Zoom – Energy Circle Game

Learning Goal:

Students will learn to focus their energy, use active listening skills, and work together as a team.

Student Pre-Reflection:

Before you begin, think about...

- What strategies might you use to keep the energy up as we play? To help you focus?

Learning Task/Activity:

1. Students stand in a circle and pass their energy around in a number of ways:
Zip - passing the energy either clockwise or counterclockwise (begins clockwise). The motion to pass a Zip is to slide one hand over the other toward the person the energy is being sent to (clap-pass).
Zap - changes the direction of a Zip (counter-clockwise)
Zoom - enables students to pass the energy to anybody in the circle
You might decide to add limits that prevent students from passing in a loop between two people.
2. Begin students playing with just Zips, having them practice passing the energy around the circle at a smooth pace. Ensure that students are focusing all of their energy into their Zips and try not to let them talk while playing this game. Articulate just how important it is to maintain the high energy of the Zips and how that is not possible when energy is used in other ways such as talking. Make sure players look each other in the eye before passing.
3. Once students have master Zips, introduce Zaps and allow students to get the hang of switching directions of Zips. Once this has been mastered, allow them to pass using Zooms.
4. If students make a mistake, you might clap for them and restart the game, or have the whole group run into the centre to a catchphrase and then return to their spots. You could also have everyone shift one place and the student that made a mistake goes to the “end” of the circle.

Variations:

- Add lunges to the passing movement.
- Stand on one foot while waiting.

Ideas for Follow up / Discussion:

- What did you find challenging about this game?
- What strategies did you use to help you know what to do next?

Further Resources:

This activity has been adapted from [Asphalt Green](#) (includes demonstration video).
[Harry Potter variation](#) (content warning for the video: some mature language).

- Stupefy - pass to the next person without changing direction (wand action similar to Zip)
- Expecto Patronum - blocks the pass (X action across the chest; similar to Zap)
- Wingardium Leviosa - pass skips over one person but remains in the same direction (wand waves over the head of the person being skipped)
- Expelliarmus - passes across the circle (wand action similar to Zop)
- Avada Kedavra - everyone runs into the centre, general chaos (could signal the end of the game, or with a more advanced group, could return to the circle based on cues from the group)

Learning Connections:

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- **build relationships and communicate effectively**
- **develop self-awareness and sense of identity**
- think critically and creatively

So they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- **support healthy relationships and respect diversity**
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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