

Brain Breaks/Team building

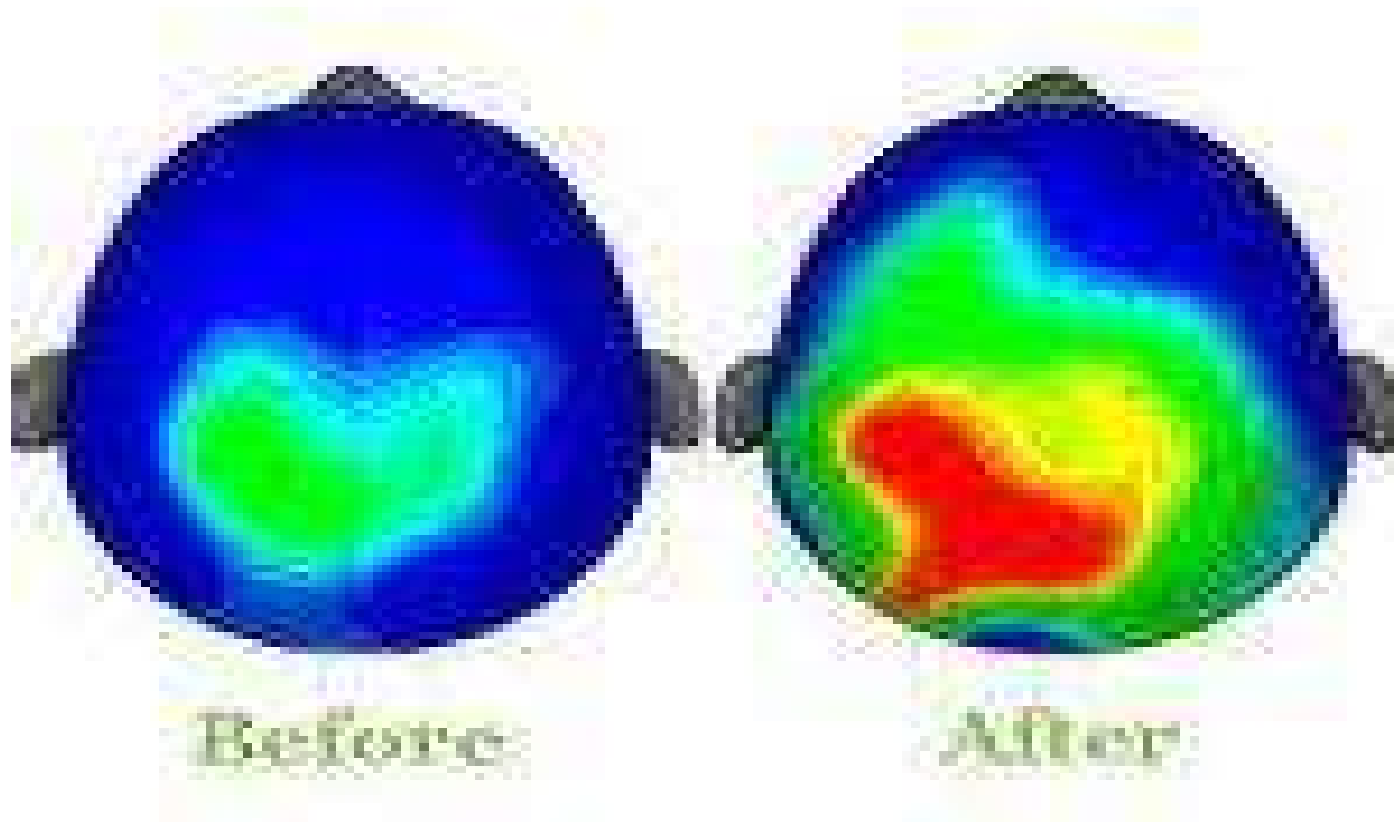
Jason Mastandrea and Tom Hochkeppel

- **Do Now:**
- Working one on one with a colleague, use your elbow to write “in the air” your favorite vacation spot.
- Move on to a new colleague after each of you have gone

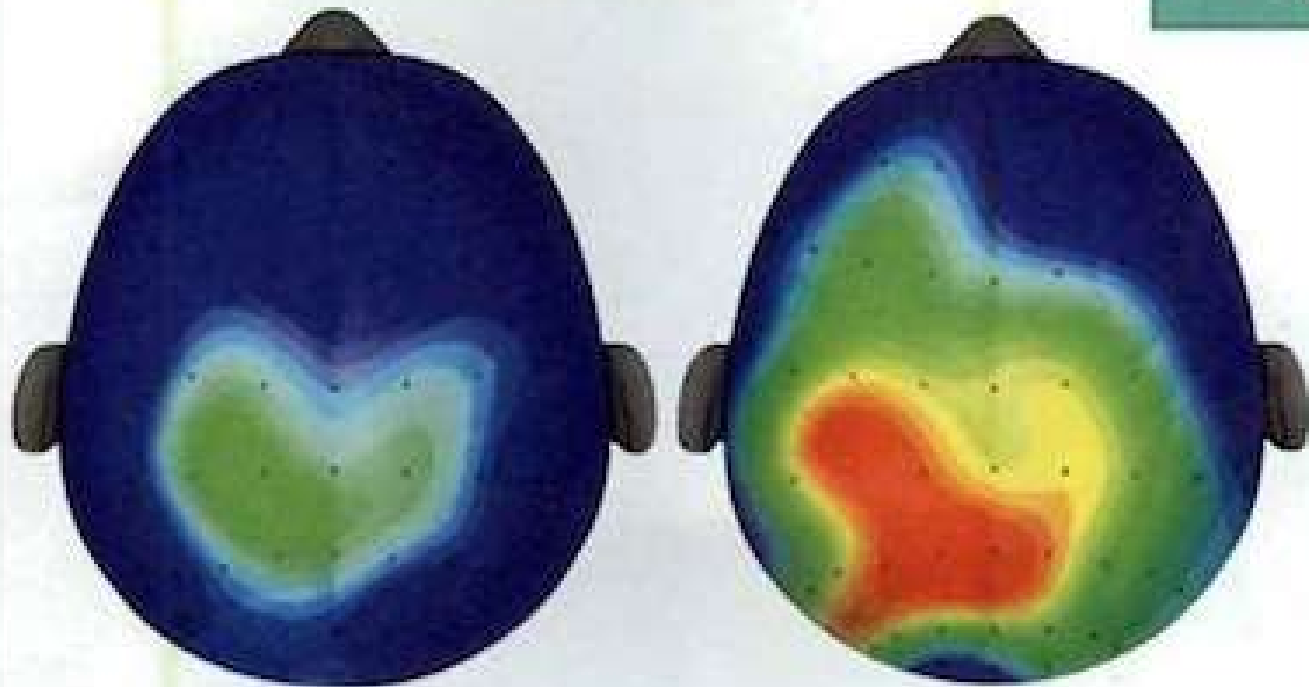
On a scale of 1(least)-10(most)

- How important are standardized test scores to you?
- How important is controlling your difficult students?
- How important is it to make your class/subject fun?
- How much do you know about the brain, exercise connection?

What do these images represent?



LOOK! EXERCISE REVS YOUR HEAD



The brain at rest

An EEG image of neuroelectrical brain activity after 20 minutes of sitting. The blue area suggests a dip in neural resources devoted to focus.

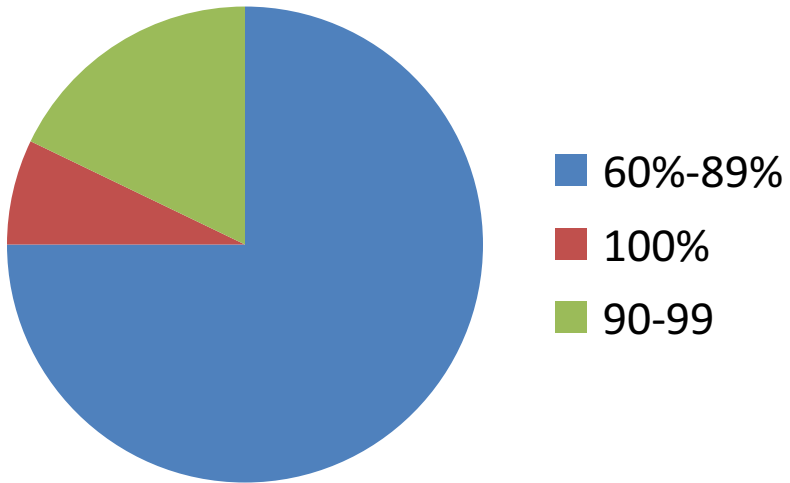
And after a walk

The same brain shows more red after 20 minutes of hoofing it, indicating heightened attention and faster information processing.

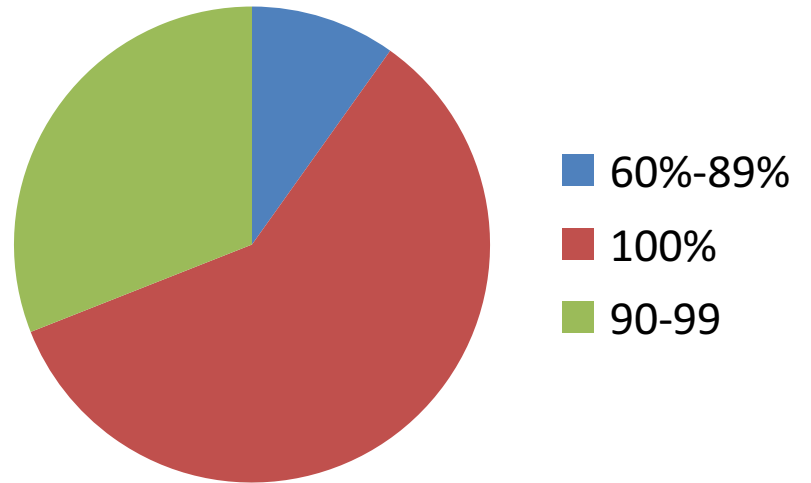
Source: The University of Illinois in Urbana-Champaign

End of year Test

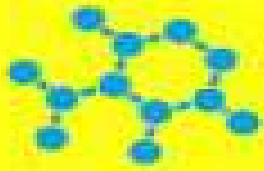
**2015-2016
grades**



**2016-2017
grades**



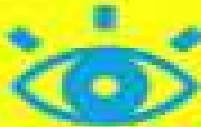
THE BRAIN BENEFITS OF EXERCISE



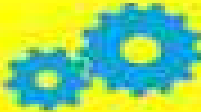
INCREASES PRODUCTION OF
NEUROCHEMICALS THAT
PROMOTE BRAIN CELL REPAIR



IMPROVES
MEMORY



LENGTHENS
ATTENTION SPAN



BOOSTS DECISION-
MAKING SKILLS



PROMPTS GROWTH OF
NEW NERVE CELLS AND
BLOOD VESSELS



IMPROVES
MULTI-TASKING
AND PLANNING



Brain Breaks

- **Definition:**

A brain break is a short mental break that is taken during regular intervals during classroom instruction.

- **When to do a Brain Break:**

The best time to do a brain break?

“Learning does not happen from the head up, it happens from the feet up.” Michael Kuczala, Author “The Kinesthetic Classroom: Teaching and Learning through Movement

Paper Plates

- Throw and catch with a partner
- Place on head and touch the floor
- With a partner, Throw and catch over your head
- Throw plate up to yourself and clap and catch
- What can you think of?

“Mingle”

- **Walk around the room and each time you pass a fellow student whisper “mingle” to them. When a number is called out get into a group of that number.**

- Rules

- You may not exclude anyone from your group
 - You may not kick out a member of the group to include a friend who needs a group

Would you rather...

- Place students in middle of the classroom and state a would you rather...
- Students move to the designated side of the room for the answer

- Would you rather...
 - Read a book or watch a movie
 - Write a poem or draw a picture
 - Eat your favorite cookies or eat your favorite fruit
 - Long division or multiply fractions
 - Dissect a frog or owl pellets
 - Live in Roman times or the Renaissance

Hand games

- Thumb wrestle
 - While thumb wrestling, each partner takes turns quizzing the other on their times tables
- “21”
 - Loser must name 2 social impacts of the civil war
- Inside/out, wiggle finger
- Taps “palm over palm”
- Hand on Nose, Opposite hand on ear-Switch

Trading places

- Have students stand behind their pushed in chairs
- Call out a trait and everyone who has that trait must change places with someone else
- Give each student a set of problems, when they switch seats they work on the problems at that seat
- Give each student a blank timeline, when they switch they fill in the timeline
- Each student starts a story with a sentence, when they switch they continue the story

Bean bag animals

- Back to back, throw and catch
- Back to back, hand over head and between legs
- Sort animals by color, size, where they live
- “Snatch it” play against partner

Snowball

- Students can write an answer to a question on the paper, ball it up and throw it to a fellow student to assess.
- Students can write a question on the paper and throw it to a classmate to answer



Assessment

- Check for understanding by using movement in the classroom.



Brain Break Research

- <https://www.gonoodle.com/>
- <http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/>
- <http://www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks.html>
- https://search.yahoo.com/search;_ylt=A0LEVzp76CtVYu0AcBFXNyoA;_ylu=X3oDMTE4bnBnc24xBGNvbG8DYmYxBHBvcwMxBHZ0aWQDVklQMjl3XzEEc2VjA3JlbC1ib3Q-?ei=UTF-8&fr=yfp-t-901&fp=1&p=brain+breaks+in+the+classroom+youtube&fr2=14166

Ted Talks

- Wendy Suzuki:
<https://www.youtube.com/watch?v=LdDnPYr6R0o>
- Sir Ken Robinson
- <https://www.youtube.com/watch?v=iG9CE55wbtY>
- John J. Ratey:
<https://www.youtube.com/watch?v=hBSVZdTQmDs>
- Mike Kuczala:
<https://www.youtube.com/watch?v=41gtxgDfY4s>
- Paul Zientarski:
<https://www.youtube.com/watch?v=V81cO8xyMal>