

K-7  
**BRAIN  
BREAKS**

LEVINE AND WRIGHT  
2015

**CLASSROOM  
TECHNIQUES**

A COMPREHENSIVE GUIDE TO  
SIMPLE 1-2 MINUTE MIND AND  
BODY CHALLENGES TO  
PROMOTE PHYSICAL LITERACY  
AND REGAIN FOCUS IN THE  
CLASSROOM



# WHY ARE BRAIN BREAKS IMPORTANT?

ALL STUDENTS BENEFIT

DOES NOT NEED TO BE 1:1

CAN BE INCORPORATED INTO CLASSROOM ROUTINES OR SPUR OF THE MOMENT

IN THE CLASSROOM, BRAIN BREAKS ALLOW US TO USE MOVEMENT OR MOTION TO ALERT AND ORGANIZE THE BODY AND MIND.

UP AND DOWN (QUICK CHANGES IN DIRECTION) AND ROTARY (SPINNING) ARE ALERTING MOVEMENTS. THESE MAY HELP STUDENTS REFOCUS OR WAKE UP.

LINEAR (BACK AND FORTH SLOWLY) CAN BE CALMING AND ORGANIZING. THIS BENEFITS STUDENTS WHEN THEY MAY FEEL THEY HAVE TOO MUCH GOING ON.

FINDING OPPORTUNITIES TO INCORPORATE DPA INTO YOUR CLASSROOM IS ALSO EXTREMELY BENEFICIAL, AND HELPS TO IMPROVE PHYSICAL LITERACY.

CHECK IN WITH YOUR STUDENTS TO FIND OUT WHAT ZONE THEY ARE IN. ARE THEY IN THE GREEN OR RED ZONE?

KNOWING WHAT ZONE THEY ARE IN WILL HELP YOU DECIDE WHAT TYPE OF BRAIN BREAK TO UTILIZE IN YOUR CLASSROOM.

MAKING PERSONAL MODIFICATIONS FOR ANY OF THESE BRAIN BRAKES FOR GRADE LEVEL OR PHYSICAL ABILITY IS ADVISED.



# THE 4B'S OF SELF CONTROL





A 4-STEP METHOD FOR RELAXING TENSION,  
REFOCUSING, & CALMING.

THE "B"	BRAKE	BREATHE	BRAIN	BODY
WHAT IT DOES:	This is putting the "brakes" on excess energy to stop it.	Breathing slowly and deeply helps regulate the Central Nervous System	Sensory receptors ("Brain Buttons" in the scalp create a grounded, alerting sensation.	This alerts the muscles and nerves deep in the skin, creating a soothing and alerting sensation in the body.
HOW TO DO IT:	<ol style="list-style-type: none"> <li>1. Press your hands together firmly for 3-5 seconds</li> <li>2. Release</li> <li>3. Repeat 3 times</li> </ol>	<ol style="list-style-type: none"> <li>1. Place hands over belly button and take 3-5 deep slow breaths.</li> <li>2. When you breathe in, your belly should fill up with air and push your hands outwards</li> </ol>	<ol style="list-style-type: none"> <li>1. Interlace fingers and gently press down on your head 10 times to "wake up" the brain.</li> <li>2. Don't forget to gently "wake up" the sides, front, and back of the brain too!</li> </ol>	<ol style="list-style-type: none"> <li>1. Firmly but gently "hug" or apply pressure to your arms and shoulders.</li> </ol>

USE THE 4B'S AS A TRANSITION BETWEEN ACTIVITIES, BEFORE MORNING MEETINGS OR CIRCLE TIME, AND ENCOURAGE PARENTS AND GUARDIANS TO USE AT HOME AS A CALMING ACTIVITY UPON WAKING OR BEFORE BED. THIS EXERCISE CAN ALSO BE USED TO RELEASE EXCESS TENSION, IRRITATION, TO REGAIN FOCUS, OR ANY OTHER TIME CHILDREN ARE RESTLESS.

# THE ZONES OF REGULATION

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

THE ZONES IS A SYSTEMATIC, COGNITIVE BEHAVIOUR APPROACH USED TO TEACH SELF-REGULATION BY CATEGORIZING ALL THE DIFFERENT WAYS WE FEEL AND STATES OF ALERTNESS WE EXPERIENCE INTO FOUR CONCRETE ZONES.

THE **RED ZONE** IS USED TO DESCRIBE EXTREMELY HEIGHTENED STATES OF ALERTNESS AND INTENSE EMOTIONS

THE **YELLOW ZONE** IS SIMILAR TO THE RED ZONE, HOWEVER ONE HAS SOME CONTROL WHEN THEY ARE IN THIS ZONE.

THE **GREEN ZONE** IS USED TO DESCRIBE A CALM STATE OF ALERTNESS.

THE **BLUE ZONE** IS USED TO DESCRIBE LOW STATES OF ALERTNESS AND DOWN FEELINGS.

ADVISED THAT STUDENTS IN THE EXTREME **RED ZONE** ARE REMOVED FROM THE CLASSROOM TO DO CALMING EXERCISES 1:1.

# BRAIN BREAKS FOR THE BLUE ZONE

## “JAMMIN’ MINUTE”

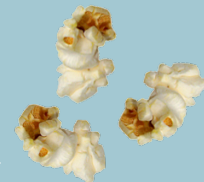
SECONDS:	EXERCISE ROUTINE: STANDING EXERCISES
10	PUNCH ARMS FORWARD WHILE MARCHING FEET
10	JOG AND PRETEND TO JUGGLE
10	KEEP ARMS OUT LIKE WINGS, KICK HEELS TO YOUR BOTTOM
10	JUMP CROUCHED DOWN LOW LIKE A FROG
10	JUMP UP AND DOWN LIKE YOU’RE TOUCHING THE CLOUDS
10	WALK AROUND, SMILE AND HIGH-FIVE PEOPLE

[www.jamschoolprogram.com](http://www.jamschoolprogram.com)



## “THE POPCORN MAKER”

THIS IS A QUICK WAY TO GET GOING AND THEN CALM DOWN.



1. SIT IN A CHAIR WITH YOUR FEET FLAT ON THE FLOOR.
2. PUT YOUR HANDS ON THE CHAIR AT YOUR SIDES.
3. NOW BEGIN TO SLOWLY BOUNCE UP AND DOWN LIKE A PIECE OF POPCORN BEGINNING TO WARM UP.
4. USE YOUR HANDS AND FEET TO HELP PUSH YOU UP AND DOWN.
5. GO FASTER AND FASTER (AS THE POPCORN BEGINS TO POP)
6. WHEN IT IS ALMOST OVER, START TO SLOW DOWN AND THEN STOP.
7. “THE POPCORN IS NOW READY!”

VISIT [WWW.GONOODLE.COM](http://WWW.GONOODLE.COM) TO FIND VIDEOS THAT YOU CAN PLAY IN YOUR CLASSROOM THAT INSPIRE DANCE AND MOVEMENT DURING TRANSITION TIMES

# BRAIN BREAKS FOR THE GREEN ZONE

## “BEAN BAG BACK TOSS”

1. ASK STUDENTS TO FIND THEIR OWN SPACE IN AN OPEN AREA IN THE CLASSROOM.
2. ASK STUDENTS TO GET INTO PLANK POSITION. GIVE THEM EACH A BEAN BAG TO KEEP BETWEEN THEIR HANDS.
3. EACH STUDENT MUST LOWER THEMSELVES TO THE FLOOR AND PICK UP THE BEAN BAG. THEIR BELLY CANNOT TOUCH THE FLOOR.
4. THE STUDENTS TRY TO THROW THE BEANBAG TO LAND ON THE BACK OF ANOTHER STUDENT.
5. STUDENTS WITHOUT A BEANBAG DO THEIR BEST TO WIGGLE, DOWNWARD DOG, AND GENERALLY AVOID HAVING A BEAN BAG THROWN ON THEIR BACK.

## “MINGLE MINGLE GROUP”

1. IN THIS GAME STUDENTS MINGLE ABOUT THE CLASSROOM SAYING, "MINGLE, MINGLE, MINGLE" IN SOFT VOICES UNTIL THE TEACHER SAYS "GROUPS OF \_\_\_".
2. THE STUDENTS THEN MUST QUICKLY GROUP THEMSELVES INTO GROUPS WITH THE CORRECT NUMBER OF PEOPLE.
3. STUDENTS WHO ARE LEFT OUT MUST DO THREE JUMPING JACKS BEFORE THE NEXT ROUND STARTS.
4. YOU CAN ALSO ADD RULES SUCH AS: AS SOON AS A GROUP IS COMPLETE, ALL MEMBERS MUST SIT DOWN IN A LINE.

# BRAIN BREAKS FOR THE YELLOW ZONE



THIS IS A FUN WAY TO WORK ON THE MUSCLES THAT HELP YOU CURL UP. THE ROCKING MOTION CALMS YOU DOWN.

1. BEGIN IN A SITTING POSITION WITH KNEES BENT AND FEET FLAT ON FLOOR.
2. PLACE ARMS AND HANDS UNDER THE KNEES.
3. KEEP THE CHIN TUCKED INTO THE CHEST AND SLOWLY ROCK BACK ONTO THE BACK.
4. KEEP THE CHIN TUCKED IN AS THE FEET COME OFF THE FLOOR IN A ROCKING MOTION.
5. CONTINUE ROCKING BY BRINGING THE BODY UP, STILL “CURLED UP” UNTIL THE FEET ARE FLAT ON THE FLOOR. KEEP GOING BACK AND FORTH.

# YOGA...

“FOCUSING ON THE ACT OF BREATHING CLEARS THE MIND OF ALL DAILY DISTRACTIONS AND CLEARS OUR ENERGY ENABLING US TO BETTER CONNECT WITH THE SPIRIT WITHIN.”

-AUTHOR UNKNOWN

