Name: Blow Ball

Skill Themes: balancing, rotation

Movement Variables: Levels – high/low

Extensions – far/near

Time Required: 10 minutes

Space Required: Area close to desks

Materials Required: One ping pong ball per team/pair

Desk/table

Timer (optional)

Instructions:

1. Make teams of 2+
2. Start with ping pong ball in the middle of the table/desk
3. Count down to start
4. Each player blows on the ball from different sides of the table
5. The goal is to try to get the ping pong ball off of the other person’s side of the table/desk

Safety: If game if played for too long the students may get winded.

Name: Stretching

Skill Themes: Twisting, rotations, supports, bending, balancing

Movement Variables: Levels – low/high

Extensions – far/near/wide

Relationship with body parts – symmetrical/asymmetrical

Self space

Times Required: 5 minutes

Space Required: Area close to desks

Materials Required: video (optional)

Instructions:

1. Have students find their own space in the classroom
2. The teacher will demonstrate movements, variables, concepts, etc.
3. Begin the video and/or use verbal cues to signal a new stretch

Safety: Students should be aware of their physical limitations; remind them of this.

Name: Mirroring

Skill Themes: Balancing, rotations, jumping, swinging, support, landing, bending

Movement Variables: Extensions – far/near

Levels – high/low

Self Space

Relationship – symmetrical, asymmetrical

Effort

Time – fast/slow

Time Required: 5 minutes

Space Required: Space big enough to fit 2 students facing each other

Materials Required: none

Instructions:

1. Find partners
2. Let students decide who is being mirrored and who is mirroring
3. “Mirrored” student picks movement and “mirroring” students copy movement of partner as if seeing them in a mirror
4. Switch positions/roles
5. Repeat step 2 until teacher says stop

Safety: Students should be reminded to be aware of self space and objects around them.

Name: Jack Jumping. From <http://www.lcc.edu/hhs/for_your_health/documents/Brain-Break-Activities-12-8-10.pdf>

Skill Themes: jumping, landing, balancing

Movement Variables: Extensions – far/near/wide/close

Self Space

Relationship with body parts – symmetrical/ asymmetrical

Time – fast/slow

Time Required: 5-10 minutes

Space Required: Enough space for 1 student to jump and reach their arms out comfortably

Materials Required: none

Instructions:

1. Stand up with hands by your side
2. Do a jumping jack by landing with your feet apart and arms above your head
3. Instead of clapping hands above your head like a traditional jumping jack, cross your arms (this movement can be changed)
4. Return back to the position in step 1
5. Do another jumping jack but lift one leg up as high as you can while putting hands straight above head
6. Return back to starting position
7. Repeat
8. To challenge yourself, try adding a 3rd pattern

Safety: Be aware of your self space

Name: Human Knot

Skill Themes: bending, balancing, twisting, supports

Movement Variables: Extensions – far/near

Levels – high/low/

Relationship with body parts – symmetrical/ asymmetrical

Manipulative – maneuvering around other’s arms

Time Required: 10 minutes

Space Required: Empty space that fits the class when standing close together

Materials Required: none

Instructions:

1. Students stand close together
2. Have each student hold hands with 2 other people, this should be random
3. “Unknot” the class, this requires teamwork
4. The class should end up in a circle once everyone is untangled

Safety: Make sure not to bend your body in any way that is harmful

Name: Ping Pong Dribbling

Skill Themes: sending, receiving,

Movement Variables: Extensions – far/wide/near

Levels –high/low/medium

Force – lightly/strong

Time Required: 5 minutes

Space: hallway or individual space

Materials Required: Ping pong balls, 1/student or 1/pair

Instructions:

1. Each student needs a ping pong ball
2. Individual should find their own space within the classroom
3. Each student can throw the ping pong ball to themselves and then catch the ball. Students can count how many times they can throw/catch the ball.
4. Students dribble the ball. Students can count to see how many times they can dribble the ball
5. Step 3 and 4 can also be done with a partner to challenge students

Name: Inside, Outside, Outside, Inside

Skill Themes: jumping, balancing, twisting

Movement Variables: Extensions – near

Self Space

Time Required: < 5 minutes

Space Required: Individual space to jump around

Materials Required: An instructional video to describe the activity to students (optional)

Instructions:

1. Each student should find their own space to move around. It is optional for the class to stand in a circle while doing activity.
2. Each student jumps while bringing their left leg up, touching the INSIDE of their left foot with their right hand
3. Touch OUTSIDE of left foot with left hand
4. Touch OUTSIDE of right foot with right hand
5. Touch INSIDE of right foot with right hand
6. Repeat steps 2-5 while counting to 10

Safety: Be aware of the space around you

Resources:

<http://www.brainbreaks.blogspot.ca>

<http://www.phecanada.ca/sites/default/files/conferences/2012/presentations/brain_breaks_links_and_resources_laura_paiement.pdf>

[https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=FAQ#](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=FAQ)

<http://www.phecanada.ca/resources/fms-videos>

<http://activeforlife.com/activities/>

<http://www.hindawi.com/journals/ijpep/2011/654085/>

<http://www.fwps.org/healthfitness/wp-content/uploads/sites/36/2015/01/Brain-Break-Ideas-For-Teachers.pdf?425ac1>

http://www.opencolleges.edu.au/informed/features/30-tricks-for-capturing-students-attention/

“In another study of student attention, trained observers watched students during a lecture and recorded perceived breaks in attention. They noted attention lapses during the initial minutes of “settling-in,” again at 10-18 minutes into lecture, and then as frequently as every 3-4 minutes toward the end of class.”

<http://ideas.time.com/2012/10/02/why-lectures-are-ineffective/>

<http://www.lcc.edu/hhs/for_your_health/documents/Brain-Break-Activities-12-8-10.pdf>

<http://www.huffingtonpost.com/gabrielle-bernstein/michael-eisen-youth-wellness-network_b_1076416.html>

<http://www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks.html>