

A RANGE OF BRAIN BREAKS TO USE IN THE CLASSROOM

Sitting Aerobics

- Get students to sit and run on the spot, with both feet moving backwards and forwards whilst staying seated.
- Swimming – right hand breast stroke motion, left hand backstroke and then add one foot doing a different swimming kick and then the second foot doing another kick.
- Shoulder to shoulder – the left hand to touch the right shoulder blade, the right hand to touch the left shoulder blade with hands moving across your chest. Repeat 5 times.
- Shake Shakes – shake one hand (for 3 seconds) then the other. Repeat 5 times. Shake one foot then the other. Repeat 5 times.
- Ear Ear – Get your left hand to touch your right ear lobe and then your right hand to touch your left ear lobe. Repeat 5 times.
- Nosey ear – Get your left hand to touch your right ear lobe and then get your right hand to touch the tip of your nose. Then swap positions so that your left hand touches the tip of your nose and your right hand touches your left ear lobe. Repeat 5 times.

Finger Aerobics

- Sit face to face with partner at a desk.
- Place hands palm down on desk.
- Take it in turns to lift different fingers off the desk
- Build up a sequence of 5 lifts (10 between you) and repeat same sequence 5 times.
- Change routine by adding in taps, bends and big stretches of the finger.
- One person can then become an aerobics instructor & the other person has to do as you demonstrate.

Figure it Out

Ask students to follow these instructions:

- Sitting, rotate your right foot in a clockwise direction.
- After ten seconds keep your foot moving and simultaneously get your right hand to draw a figure of 6 in the air from the top down.
- As you move your hand you will notice that your foot reverses its direction and moves anti-clockwise.
- This is because the control centre for the right hand and foot are located close together on the left side of the brain.
- When the hand moves in the opposite direction to the foot then a short circuit or override function operates and the foot changes direction.
- The hand rules for survival.

Air Graphs

- Give students equations of line graphs on PowerPoint and get the whole group to stand and show the direction of the graph line using right and left hands.
- For example the graph $y = x$ will be a straight line running from bottom left to top right and the graph $y = 3 - x$ will be a straight line running from top left to bottom right.

Double Doodles / Palm to Palm

- Doodle a shape in the air with one hand.
- Doodle in the air the same shape with both hands.
- Write a word in the air using one and then both hands.
- Join hands with a partner, palm to palm.
 - One student then writes their first name in the air using their right hand which results in their partner following those movements with their left hand. Partners then swap roles.
 - Both students should then write their names simultaneously in the air palm to palm.

New Vocabulary

- Practice new vocabulary and lesson terms by writing them in the air with your elbow, head, legs and hips.

Let's make some 8's!

Figure of 8's:

- Draw a figure of 8 lying on its side in the air with their writing hand – repeat this five times.
- Do the same with their non-writing hand.
- Now attempt this activity using both hands simultaneously.

Elbow 8s:

- Draw figures of 8 with both elbows simultaneously.
- Then focus gaze on your right elbow as you turn your upper body to the rear in a clockwise direction, finally centring the 8 over the middle of your tailbone.
- Repeat the exercise with your left elbow making a figure of 8 movement with your right elbow as you rotate.

Shoulder 8s:

- Rotating shoulders simultaneously (left and right side) in figure of 8 rotation.

Finger tip 8s:

- Use finger tips of both hands to trace figures of 8 in the air at the same time.

Clicking fingers 8:

- Click fingers on both hands whilst making a figure 8 shape

STARTER ACTIVITIES

Alphabet Gym (Bridge with last lesson)

- Have the alphabet written around the room with letters L, R or T under each letter.
- This can be done on cards or on an electronic whiteboard.
- You then say a word to do with your subject and read it a letter at a time.
- Students then have to look at the chart and move their arms or / and legs according to the letter next to the alphabet letter.

L = Left hand and leg

R = Right hand and leg

T = Place left or right hand or and legs together

A B C D E F G
L T R T T L R

H I J K L M N
R T L R L L R

O P Q R S T U
T R T L R R L

V W X Y Z
T L T R L

1. Read through A to Z and then Z to A getting students to move arms and legs as directed on the grid.

2. Get them to move arms and legs as per the grid when a letter is read that is in their first name or surname.

3. When starting with keywords read out keywords with few letters increasing to longer words and get them to move arms and legs as directed on the grid. For example - *ria to truncated spur*.

You may like to replace the grid above with the one below and attempt activities 1 to 3 using this instead, which involves clapping, jumping and hopping.

A B C D E F G
clap clap jump hop clap hop hop

H I J K L M N
hop hop clap clap jump hop clap

O P Q R S T U
jump clap hop hop clap jump jump

V W X Y Z
hop jump clap hop jump

Clever Routes

- Use pages from old road atlases for this activity.
- Students split into pairs and search for features on a page. For example: town, village, motorway, woodland, church, park.
- The first to spot a location gains a point.
- The first student to get 10 points wins.

Starter / Bridge

- What am I? Either student or teacher chooses to be one 'thing' from last lesson.
- The group tries to identify the 'thing' by asking questions.

Double or Quit

- Provide students with a number (either one, two, four or eight), and get them to keep doubling this number until they loose count.
- The student who gets the furthest wins, and can choose the next number!

Palindromic Numbers

- The mileage on a car shows 15951, which is a palindromic number (a number which reads the same forwards and backwards).
- Two hours later another palindromic number appears on the milometer. What is that number?
- What speed was the driver travelling at?

Solution:

- Palindromic number = 16061.

$16061 - 15951 = 110$ miles covered.

110 miles divided by **2** (number of hours) = **55 miles per hour**.

Article taken from:

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www.BehaviourSolutions.com.