

# Brain Boosters

## LED ACTIVITIES

### Quick Draw

- (1, 2, and show number(s) with one hand) \*Great for Math. (You can make numbers 1-5, 5-10)  
Start with partners, groups of 4, table groups → Can progress to fastest student choose cardiovascular exercise
- a. Add -- total all the numbers shown in the group the fastest
  - b. Subtract
  - c. Multiply
- i. → Fastest/slowest=has to recall a vocab word from the reading, has to name something from the periodic table.

### Body Rock, Paper, Scissors

Rock (Standing with feet together)

Paper (standing with feet sideways apart)

Scissors (Standing with one foot forward, one foot back)

#### Instructions

- Start back to back with a partner
- On the count of three, face each other and demonstrate:
- If both choose the same action, keep playing until:

**Rock beats scissors** because a rock could break a pair of scissors,  
**Scissors beats paper** because a pair of scissors could cut the paper, or  
**Paper beats rock** because a piece of paper could cover a rock

- Partner up and play until you are eliminated
- Players eliminated follow and cheer on winning players until the Rock – Paper – Scissors World Champion is decided.

Can also do Olympics and have three levels, everyone starts at level one, you win, you go up one level, lose you move down a level. Try to end up at the third level (gold) at the end of the time.

### Puppet Tag

Have students find a partner. One student is the puppet and one student is the puppet master. The puppet master holds out their hands and shows the movement they want the puppet to do with their fingers (jogging, pushups, squats, jumping, etc.) and the puppet does that movement. You can time them, then have them switch

### Frozen Vocabulary

Chair exercises for 30 seconds:

- ii. Squats
- iii. Toe Taps
- iv. Tricep Dips
- v. Pushups

Teacher freezes class, then calls out a vocab word, students raise hands and use vocab word in a sentence. → that student could choose next

### **Stick fitness:**

Use popsicle sticks to write exercises and numbers on and have students draw them out of cup, you select the amount. Students working hard, or previously were answering during content get to select the stick. Can also have a set at the tables and students self-select stick.

### **Silent ball:**

Sit on desks, voices on, working on throwing and catching. A bad throw, catch, or talking, the student must sit down and perform a stretch or strength activity of their or your choice. Can do it with table groups and they have to work on names, say the person's name before you throw it to them. Can add in multiple objects.

### **Ball toss:**

Crumpled piece of paper and work on hand eye coordination. Toss in air with dominant hand, toss with non-dominant hand, back and forth between both hands, toss with a partner, toss with both balls to a partner, etc. Can use pencils if you don't want to waste paper

### **Grouping:**

Get students out of chairs and say a number. They must stand with a group of that number. Repeat

### **Fit Decks:**

If you have a set of fit-deck cards give each student a card, they must perform exercise on card then find someone to switch cards with. Can also do this in groups of three, each student leads their group in their exercise, then all three go and switch cards with someone and come back to their group and lead the group through the new card

### **Alternative Card Tag:**

Use a deck of cards, each student gets a card, walk around classroom if they tag someone on the shoulder, they must switch cards with them. Stop the students and give them an exercise, whatever card they have they must do that number. Aces: 1, Face cards: 10 and then repeat

### **Card Fitness:**

Exercises: Based on Suit

- Hearts - squats
- Spades - jumping jacks
- Clubs - pushups
- Diamonds - Lunges (each leg)

Each of the four suits (hearts, diamonds, clubs and spades) is assigned a particular exercise. The number of each exercise you do is determined by the face value of the cards with 2-10 equal to the number, jacks = 11, queens = 12, kings = 13 and aces = 14.

### **Find A Buddy:**

This activity requires students to move in general space while a song plays and when the music stops, students must find a buddy to perform the movement announced by the teacher. The students begin by moving around in general space throughout the classroom performing the

locomotor movement chosen by the teacher. If it's a smaller room, have students simply walk for this exercise. When the music stops, the teacher will instruct students to get toe to toe with a buddy. After students have found partners, the teacher will instruct students to perform a movement with their partner. An example of a movement could be having students give their partner a hand hug with their right hands and performing five split squats with their right leg leading, then switching hands and lead legs to perform five split squats on their left side. After students have finished performing the exercise, the music will begin to play again for students to move around in the general area until the music stops again. The students are then instructed to go toe to toe with a new partner to perform the new exercise given by the teacher. The movements and exercises involved specifically in our activity is listed below in order of how they will be instructed to students in class.

## Uno Workout:

**-Green cards** symbolize squats which the emphasis is on proper form and waking up the dormant glutes, hamstrings and quads. *"Everyone squat, knees stay behind the toes, breathe out when squatting down"*.

**-Yellow cards** represent power poses; hold a power pose of choice for the amount of seconds on the card. The choices for power poses include: both hands above head with legs spread apart looking up slightly and hands on hips feet spread apart looking forward. Power poses and body language can help release endorphins and if practiced enough can build confidence. Remind students to breathe as they hold their pose. *"Hold one of the power poses! Feet spread and either hands high or hands on hips, breathe normally"*.

**-Blue cards** represent the movement of stomping and clapping that goes as such; stomp left foot, clap, and right hand slap left leg, then stomp right foot, clap and left hand slap right leg. Do the movement to a three count. This is a cross body movement that weaves the cognitive aspect of doing multiple actions in sequence using opposite sides of the body. *"Left stomp, clap, right hand to left thigh, reverse"*. *"One, two three, one two three"*.

**-Red cards** represent modified jumping jacks. Modified jumping jacks are low impact and are performed by stepping to the left and right while raising the hands above the head like normal jumping jacks, just slower. *"Step right, step left, keep your hands together then extended over your head"*.

**-Wild cards** represent acting wild! Shake different body parts together, separate or spin around in place. Reverse cards involve everyone walking around to other people giving double high fives above the head and saying "hello" or "you're awesome" until everyone has given five high fives. *"Move around the room! Give five people double high fives"*.

Uno workout is successful with a custom deck. Take an Uno deck and pick out specific numbers and colors so when done randomly, the exercises and number of movements are not too much or too frequent. Place the deck on the document cam so the entire class can see which card is played and then flip the top card of the deck over each time an exercise or movement is complete.

## Who Changed the Motion?:

The class is organized into a circle, or around the perimeter of the classroom, with all players standing. Two players are selected to be the "detectives" and are placed in the center of the circle. The detectives are directed to hide their eyes for a few seconds while a "motion leader" is

selected from the circle players. The new motion leader starts the motion (march, hop, jump, movement combinations such as march and flap arms, etc.) All circle players imitate these moves. Detectives open their eyes and try to watch the circle of players to detect who the leader is. The leader changes to another motion the second that the detective's' eyes are off of him/her. All outside circle players change to the new motion as rapidly as possible without looking at the leader but looking at other players in order to confuse the detectives.

Each detective is allowed two guesses as to who the leader of the group is. If a detective guess correctly, he/she gets to stay in for another turn. New detectives are selected, and play resumes.

### **Dice Fitness: (You can make dice out of paper or buy large foam dice)**

One dice will have six numbers on it, and one will have six exercises on it. (Jumping Jacks, Pushups, Squats, Rocket Jump, Lunges-on each leg, Balance-on each foot). Pick two students at a time to roll a dice. For example, a student might roll one dice that says "7" and one that says "jumping jacks." The whole class will then proceed to do seven jumping jacks. For math practice, have 3 dice. Two dice that are numbers so they can add, subtract, etc.

### **Trading Places:**

Can be in a circle or at desks. Call out a trait and if they fall in that category they need to switch places with someone. (Ate breakfast this morning, has a sibling, has brown hair, etc.)

### **I like:**

Make a class circle. One person starts in the middle. They say, "My name is \_\_\_ and I like Basketball." Anyone that likes basketball needs to jog across the circle. Last person in the circle goes to the middle. If it is someone that has already gone they can pick someone that has not. Instead of saying names, you can have them say something about the content area.

### **Make them laugh:**

Have students partner up. Pick a spot with a good length of space and have the partners stand across from one another making a space in the middle (essentially making two long lines of the entire class). Now that you have line 1 and line 2, pick someone from line 1 to start. That person starts at one end of the line, their objective is to make it down and back walking without smiling or laughing, so line 1 is staying quiet and line 2 is trying to make them laugh while they walk. \*Make sure they keep a clear space, no touching the person walking, and be appropriate. If the person does not laugh or smile, their team gets a point, if line 2 makes the person laugh they get a point. Then switch and choose a person from line 2 and continue.

### **Air Writing Brain Break**

For this activity the students will be up and moving around. The students will be teacher directed to do one of the following locomotor skills: jumping, marching, hopping, twisting, galloping, skipping. To start, have the children march in place and progressively add different or more difficult movements to get them traveling around the room. This task can be done with or without music. The children will be focusing on staying in open space and being away from others. Once everyone is up and moving, the teacher will add in the cognitive piece of the brain break.

At various points the teacher will call out different items such as letters, shapes or numbers. The students then will stop in their own space. Using various body parts, head, arms, legs, hands or index finger, the student must "spell out" the item called. For younger children,

start with the ABC's, shapes and numbers lower than 10. To add difficulty, mix letters and numbers to the task as well as words or combinations of all three. After about 20 seconds or so of attempts, the teacher will direct the children to move around and wait for another letter, shape or number to be called.

## Math Activity

Give every student a playing card (take out the face cards and the 10). Students move around the room and switch cards with each other while music is playing (use different locomotor movements). When music stops, students freeze and look to the teacher for instructions. Challenges can be individual, partner, small group or even using the entire class. Practice math concepts:

- If your number is odd hop on one foot, even do jumping jacks. Turn music back on and every time they exchange cards students must change their movement based on whether the number is even or odd.
- Even/Odd #s
- Greater than/Less than
- Find the Sum, Product, Difference, Quotient (partners or small groups) teacher can call on each group and say answers out loud or say the answer to your partner - partners help correct each other. When the music starts, if the answer was Greater Than or equal to \_\_\_ - students skip if it was Less Than - students slide
- Make a proper fraction, numerator stands, denominator kneels down - When the music starts, if you were the numerator gallop, denominator walk backward
- Improper fraction - can you reduce your fraction? Did you have a whole #?
- Mixed number (Groups of 3) - whole number with a fraction, ask students to convert it to a decimal. Is this a rational (a number that terminates or repeats itself) or irrational number (neither repeats nor terminates ex. pi)?
- Form the largest number possible (Groups of 3 or more) have each group say their number out loud. The # 763 the 7 would say seven hundred, 6 says sixty, 3 says 3. Practice place value. if you are the thousands place skip, hundreds place slide, tens place jump, one's place walk.
- Groups of 2 or more, come up with a computation problem or algorithm that results in the largest answer possible and explain it to the class. For this one you may need to give students paper & pencil, or white boards and they will probably need calculators.

Ex. Four students with the #s 5, 8, 4, 3 may start their thinking with addition, then think multiplication, then think about combining the #s  $85 \times 43$ ,  $543 \times 8$ , or  $543$  to the 8th power or 8 to the 543rd power. Let the kids play with the numbers and see what skills they use.

## Strength:

Strength with chairs:

- Toe touches on chair/high knees
- Push ups on chair
- Tricep dips
- Plank
- Squats

Various strength exercises:

- Jump rope (no rope)
- Squat jumps
- Push ups using table or wall

Wall sits  
Elbow to knee  
Planks  
Calf raises  
Burpees  
Curl ups

### **Cardio exercises:**

Jog in place  
Jumping jacks  
Lateral jumps/line jumps/ski jumps  
Cross countries  
Hopping  
High Knees  
Glute kicks  
Ski jumps

### **Flexibility/Stretching exercises:**

Frankenstein's  
Shoulder stretch  
Quad stretch  
Calf stretch  
Hamstring stretch (Foot on chair or foot on floor)

### **Ways to incorporate exercises:**

- **30 second exercises**, choose a student to pick an exercise and class does exercise for 30 seconds
- Use Dice to decide how many of an exercise
- Can use dice and multiply, add, subtract to decide number of exercises
- Write on whiteboard exercise options, students pick whichever one they want to do
- Play music and call out an exercise, move to the beat

### **Physical movement can be incorporated into the lesson content as illustrated by the following strategies:**

#### **Stand Up and Stretch**

- Students can stand by their desk or wherever they are in the classroom for a brief moment of stretching and movement
- Can be done at regular intervals or whenever a teacher notices a need for a shift in student engagement
- During presentation of new content, stand and stretch can be incorporated into student processing time
- Students can be taught to recognize their own need to stand and stretch to maintain their focus as part of regular classroom routines and procedures

#### **Body Representations**

- Students briefly act out important concepts from the content
- Can be done in small groups to improve engagement and deepen understanding

- Effective during processing time or as review

### **Give One, Get One**

- Pairs of students stand and compare responses
- Each student identifies information they have but their partner does not
- Students try to get new information from, and give new information to, their partner
- Can be done with multiple pairings
- Works well with the use of academic notebooks

### **Vote with Your Feet**

- Students move to different areas of the room in response to a posed question
- Works well with T-F and Multiple Choice type questions
- Can also be used to indicate reaction to a response (i.e., incorrect, partially correct, totally correct)
- Effective way to review and monitor for student understanding

### **Corners Activities**

- Students move to groups in the four corners of the room
- Each group focuses on a different concept or question
- Group responses can be shared with the larger group or charted for review as groups rotate through the four corners

## **VIDEOS (Sometimes you just need something to follow!)**

### **Jammin' Minute: 1 minute of fun!**

(google jammin' minute to find many more videos on youtube)

Jammin' minute

<https://www.youtube.com/watch?v=C8KxL1g-ez4>

Jammin' minute 2

<https://www.youtube.com/watch?v=9pCmjD7bUko>

Jammin' minute 3

<https://www.youtube.com/watch?v=ADVhMKf8en0>

Jammin' minute 4

<https://www.youtube.com/watch?v=wHoGGkXTixU>

Jammin' minute 5

<https://www.youtube.com/watch?v=DY6zP-K7tRA>

Jammin' minute 6

<https://www.youtube.com/watch?v=Ev-ZRhG4S-w>

### **Dance/Rhythms:**

Dj got us falling in love

<https://www.youtube.com/watch?v=-P5jDUwY6Oc>

Sid Shuffle

<https://www.youtube.com/watch?v=uMuJxd2Gpxo>

Cardio whip/ nae nae

<https://www.buzzfeed.com/carolinekee/watch-me-whip-and-nae-in-gym-class#.tlw6MEqJw>

Cupid shuffle

<https://www.youtube.com/watch?v=gHFXNfmp8hU>

Cotton eye joe

<https://www.youtube.com/watch?v=oW7yibdtLs0>

Hey baby

[https://www.youtube.com/watch?v=5hfNdisGm\\_k](https://www.youtube.com/watch?v=5hfNdisGm_k)

Jive mix

<https://www.youtube.com/watch?v=zSJU4em411o>

I like to move it

<https://www.youtube.com/watch?v=zirEgMebB9k>

Best days of my life

<https://vimeo.com/136793779>

Penguin Dance (Elementary)

[https://www.youtube.com/watch?v=\\_FEpPjhVtdc](https://www.youtube.com/watch?v=_FEpPjhVtdc)

### **Just dance videos:**

<https://www.youtube.com/watch?v=rs9HC3slop4>

<https://www.youtube.com/watch?v=VevE4v065sA>

<https://www.youtube.com/watch?v=UqpdSx-k8jc>

### **Relaxation:**

<https://www.youtube.com/watch?v=abiSC-Oxap8>

<https://vimeo.com/59857100>

### **Yoga:**

<https://www.youtube.com/watch?v=CwCEAI0PUjY>

[https://www.youtube.com/watch?v=9k44fS83\\_s4](https://www.youtube.com/watch?v=9k44fS83_s4)

### **Cardio/Strength/Yoga:**

<https://vimeo.com/136792509>

<https://vimeo.com/51388438>

<https://www.youtube.com/watch?v=OJ8L1DRB34E>

<https://www.youtube.com/watch?v=9X65nWgKIs&feature=youtu.be>

<https://www.youtube.com/watch?v=orj7T2MLS8Y>

## **Cardio:**

Jump in/Jump out

<https://www.pinterest.com/pin/208924870186908154/>

<https://www.youtube.com/watch?v=hlvbnCFvF7g>

## **Skill videos:**

<https://www.youtube.com/watch?v=mO1GJIOQg6E>

## **Holiday videos:**

### **Halloween**

<https://www.youtube.com/watch?v=OgcqDloXqUM>

<https://www.youtube.com/watch?v=ErLfVOIAXIQ>

[https://www.youtube.com/watch?v=2k8ZS\\_uY77A](https://www.youtube.com/watch?v=2k8ZS_uY77A)

### **Thanksgiving**

<https://www.youtube.com/watch?v=J4-jnlYRx3Q>

### **Christmas**

<https://www.youtube.com/watch?v=10TUPkt2ez0>

## **Other resources with multiple ideas and links:**

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

<http://brainbreaks.blogspot.com/>

<http://mlspe.blogspot.com/p/brain-gym-activities.html>

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

<http://www.cusd80.com/page/1246>

<http://community.nn.k12.va.us/coachkennedy/activity-breaks-presented-by-sedgefield-classes/>

## **Beaverton School District:**

<https://stampsy.com/bsd-brainboost>