

PEDU 575
Classroom Movement Break IN CLASS Assignment
(10 Points)

Title: Rock, Tree, Bridge

Category: Movement Break

Time: 4 minutes

Materials: Music

Description: Students will be split up into groups of three and line up at the back of the classroom between the rows of desks. The first student starts off by becoming a rock (child's pose). The second person in line will hop over the rock and then become a tree (tree pose). The third person in line will hop over the rock run around the tree in a circle and then they will become a bridge (downward facing dog). The rock will now get up and run around the tree and then crawl under the bridge and become a rock again. This pattern will repeat until the students make it to the end of the classroom.

Rules/Management: The teacher will introduce the name of the game and then tell everyone to stand up beside his or her desk. The teacher will demonstrate rock and then have students show it back to her. We will do this with tree and bridge too. Then the teacher will tell students the order (rock tree bridge) and have students do the motions in that order. The teacher will call up 3 volunteers to demonstrate what it will look like when they are moving down the line. After this the teacher will split up the class into groups of 3 and tell them to stand in a line at the back of the classroom. Before they begin the teacher will let students know that when the music starts they may begin and when the music stops the game is over. Depending on time we may do another relay.

Cues: When the music starts the relay starts and when the music stops the relay is over.

Variations: If you don't have the space to do relays you can assign each child to be either a rock, tree, or a bridge and when you call out what they are they will do that yoga pose and the rest of the children will lightly jog around the room and do the correct movement when they come across the obstacle (hop over the rocks, circle around the trees, go underneath the bridges)

Source(s): <http://www.kidsyogastories.stfi.re/yoga-games-large-groups-kids/?sf=ebvogvn#aa>

Amanda Jackson
Classroom Movement Break IN CLASS Assignment
February 1, 2016

Title: Plates

Category: Non-Academic Movement Break

Time: 3-5 minutes

Materials: one paper plate per student, optional music in the background with a speaker or a computer

Description: Each student will place a paper plate on their head and practice balancing the plate as they walk around the room. If a student's plate falls off of their head, then they must begin doing squats until another student, who is still balancing their plate, helps place the fallen plate back on their peer's head.

Rules/Management: The game begins when each student places their plate on their head and the music begins. The teacher then gives the students commands of actions to do as they balance the plate on their head (stand on one foot, spin, take big steps, switch feet, tippy toes, etc). When someone's plate falls off of their head, the student must do squats until a fellow classmate helps them put their plate back on their head. If all students lose their plates, then stop the music and restart the game.

Cues: Use either two short songs or one longer song in order to cue the students that the game has begun. When the music stops, restart the game or end the movement break. When the plate falls off of a student's head, they must then know to do squats until a classmate helps them rejoin the game. Students must listen to the teacher's action commands in order to know what movement to complete.

Variations: Students can be split into teams and see which team has the least amount of plate drops by the end of the song. If the teacher does not have plates in her classroom, students can use folders or paper. Music is not required; therefore a teacher can choose to have students sing instead of playing music. If a student can not do squats, then have them jog in place or do lunges.

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

Rollins Wallace
PEDU 575
2/1/17

Classroom Movement Break

Title: Mingle, Mingle, Group!

Category: Movement Break

Time: 5 minutes

Materials: Space around the room

Description: Students will stand up from behind their desks and push in their chairs while directions are given. Students will 'mingle' around the room, walk around the room saying, "mingle, mingle, mingle," and then I will shout out a group number. For example "Group of 5!" Then students will have to find groups of that specific number. If there are students who are left over without a group, they will do jumping jacks for that round. We will continue for five minutes with different numbers of groups.

Rules/Management: Students must always be moving around the room, and if they do not have a group they will be doing jumping jacks to continue the movement.

Cues: The cues for this movement activity would just be when I shout out either a "Group of ___" or when I say "okay mingle!"

Variation: The variation for this activity is the different numbers of groups. This allows students to continue to move throughout the classroom and not be stuck in the same spot or in the same group of students.

Sources: minds-in-bloom.com

PEDU 575
Classroom Movement Break IN CLASS Assignment
(10 Points)

Due on day you present (1/30 or 2/1)

Background

A classroom movement break is a short, teacher-led physical activity break intended to get children moving and reenergize them between classroom activities or after extended periods (e.g., 30-40 minutes) of sedentary seatwork. Movement breaks are often used to review or transition between classroom lessons.

Purpose

The purpose of this assignment is to give you the opportunity to present a movement break to your peers in class so that you can implement with children at a later date

Directions

1. Select a movement break online or create your own. For the purpose of in class assignment, you **cannot** use a video directed movement break. Take care to select/create a movement break that you feel is developmentally appropriate for the children you will be presenting it to. Following the guidelines on the scoring rubric on the back of this page, rehearse your energizer so that you can lead the children in the activity. **Your presentation should be dynamic, energetic, and motivating – otherwise, its purpose will be defeated!**

Please Use the Following Guidelines to Type Movement Break.
Bring one copy to class for the instructor.

Title:

Snowball Fight

Category: Object Control

Time: ≤ 10 minutes

Materials: Balls of paper

Two separate teams

Description:

Students take balls of paper and prepare to go to battle in a fun “Snowball” Fight

Rules/Management:

Stay on your side of the line

Don't hit each other above the neck

No hard throwing

Cues:

When I say “Ready, Set, Fire!”, the start the war

Variations: Could be used as a social studies/history tool to explain wars

Source(s):

Matt Rickel

PEDU 575

Professor Cate

January 31, 2017

Movement Break 1

Title: 5, 4, 3, 2, 1

Category: Partner activity

Time: 2-3 Minutes

Materials: N/A

Description: The teacher will assign an activity for each number from 5 down to 1. The game focuses on the student's memory of simple tasks while providing a fun game to exert some energy.

Rules Management: The teacher asks the students to find partners and get space from each other. The teacher explains what to do for each step numerically. For example, for 5 have the students do 5 jumping jacks. For 4 have the students bounce on one foot 4 times. For 3 instruct the students to spin around 3 times. For 2 have the student's lunge twice. Finally for 1 have the students high five their partner once. When the students understand the numbers activities count down slowly waiting for each pair to finish. When all students have finished instruct them to tip toe back to their desks.

Cues: 5, 4, 3, 2, and 1

Variations: For the activities you could use Popsicle sticks to randomize the tasks for each number.

Taylor B. Albers

PEDU

1/25/17

Movement Break (no technology)

Title: Simon Says, “Ms. Taylor Says”

Category: Call and response. The desired movement is called out by the leader, “Simon,” but if he or she doesn’t say “Simon says” first the player isn’t supposed to do the movement. Usually the player would be out in this case, but in my version if you do the movement when you are supposed to you take a step forward and if you do it when you aren’t supposed to, you either stay where you are or take a step backwards.

Time: 3-5 minutes

Materials: No materials are need, just personal space is required for this activity.

Description: The instructor will stand in front of the classroom and the students will all find a spot in the room where they have personal space and are able to move forward toward the front of the classroom.

Rules/Management: Players will have to be quiet in order to hear the movements that are being called out by the leader of the game. When the movement is done correctly, the player may take a step forward and if it is done incorrectly they take a step back if able, or just stay where they are at the starting point. The goal is to make it back to your seat, or spot on the carpet.

Cues: When I desire a movement from the students I will say “Ms. Taylor says…” and when I am trying to trick the students I will try to distract them and just say a movement quickly, doing the movement myself hoping they will follow.

Variations: mixture of red light/green light and simon says. This way the players don't have to sit out if they make a mistake and no one feels left out from the game and they are able to keep moving.

Source(s): personal classroom experience.

Briel White
PEDU 575
January 25, 2016

Movement Break

Title: Animal Mingle

Category: Movement Break

Time: 5 minutes including instructions

Materials: Computer to play music (itunes), space in room

Description: Animal mingle is a way to integrate physical activity, imagination and peer collaboration into one movement break. During this brain break, students will take the role of four different animals. They will have the option to be a cat, crocodile, crab or duck. They will have specific movements that emulate the animal chosen. They will move around the classroom when the music starts as the animal they choose. They must find as many friends who are emulating the same animal and follow that animal's greeting procedure (crocodile-high five, cat-pur with paw, crab-foot five, duck-wing five). When the song changes, they must pick a new animal and follow the same procedures. The teacher will move through four different songs within the five minutes to allow the opportunity to be each animal. All of these animals allow for specific physical activity like balance, core strength, etc. The goal is to mingle with as many people in the class as possible while exhibiting exercises that imitate animal movement.

Rules/Management: First, I am going to give directions to the class while they are sitting in their seats. I will write the four different animals down on the board so they remember their options. I will model each animal movement and greeting gesture in front of the class. I will inform them that when the music comes on, you will imitate that animal movement and find someone else in the class who is the same animal and greet them. The goal is to greet as many

people in the class as you can. I will inform them that when the music changes, your animal must change. Then, the procedures continue with the different animal. The music will change four times throughout the four minutes. I will also cue you when the music changes in case you cannot hear it. I will say 'switch.' When the final seconds are nearing, I will countdown from ten to make it back to your seat. Look for my signals if needed. During the movement break, the teacher will be demonstrating the different animal movements and greetings. The teacher will also use a gesture to say switch animals. The desks will need to be grouped to ensure free, open flows of movement. Students will be encouraged to stay in control of their bodies for safeness and follow the movements provided.

Cues: I will use many different cues. I will use hand gestures to signal start, switch and I will use fingers to count down from ten at the end. I will demonstrate each movement and greeting cue for every animal before the activity and during.

Variations: There could be multiple variations for this movement break. If a student was handicapped or physically not able to participate as those certain animals, the teacher could have alternate movements. Also, if the classroom was not set up to where there is open space, the teaching could make the movements smaller range or move desks. If technology was not working, the teacher could either sing or clap instead of music. She would also have to use more verbal cues.

Sources: <http://standupkids.org/movement-break/>

PEDU 575
Classroom Movement Break IN CLASS Assignment
(10 Points)

Due on day you present (1/30 or 2/1)

Background

A classroom movement break is a short, teacher-led physical activity break intended to get children moving and reenergize them between classroom activities or after extended periods (e.g., 30-40 minutes) of sedentary seatwork. Movement breaks are often used to review or transition between classroom lessons.

Purpose

The purpose of this assignment is to give you the opportunity to present a movement break to your peers in class so that you can implement with children at a later date

Directions

1. Select a movement break online or create your own. For the purpose of in class assignment, you **cannot** use a video directed movement break. Take care to select/create a movement break that you feel is developmentally appropriate for the children you will be presenting it to. Following the guidelines on the scoring rubric on the back of this page, rehearse your energizer so that you can lead the children in the activity. **Your presentation should be dynamic, energetic, and motivating – otherwise, its purpose will be defeated!**

Please Use the Following Guidelines to Type Movement Break.
Bring one copy to class for the instructor.

Title:

Popcorn

Category:

Movement break

Time:

3 to 5 minutes

Materials:

**Audio-Phone computer iPod
Speakers**

Description:

The students will crouch low to the ground and wobble around. The students will keep moving until the music stops, or the teacher makes the noise “beep beep beep” Once one of these cues are done the students will pop up. The students will then get back into the crouching position, and repeat the game until the song is complete.

Rules/Management:

I will have the students sitting in their desk/carpet. I will give them the directions beginning with telling them that they are going to be popcorn kernels heating up in a pan. They will start off by being low to the ground and moving around the carpet. When they hear the music stop, they have to pop up. They will also have to pop with the sound “beep beep beep”.

I will then call the students to the carpet if they are sitting at the desk. I will then have a short demonstration to show the students exactly what I am talking about in the directions.

Cues:

Music stopping

Beep beep beep

Variations:

Music can be fast and slow the students will have to move according to the tempo of the music.

Source(s):

Move for thought

Jordan Hartline
PEDU 575
January 30, 2017

Title: Memory Lane

Category: Energizer; cognitive.

Time: 3-5 Minutes

Materials: None

Description: Grades 3-5. Students should be standing at desks with partners.

Rules/Management: 1. Teacher calls out one task at a time and partners complete that task.

2. Tasks should be called out in the order provided.

- High five right
- High five left
- Low five right
- Low five left
- High ten
- Low ten
- Backwards ten high
- Backwards ten low
- Tunnel ten (feet apart, back to back, reach between legs and hit low ten) • Sole of shoes right
- Sole of shoes left
- Elbow right
- Elbow left
- Both elbows

3. Partners repeat the tasks beginning with the first task each time.

4. Have students repeat sequence as fast as they can with accuracy.

Cues: Teacher should speak when giving students task to do.

Variations: Have students come up with their own pattern of 4-5 tasks (still must start with one task, add one task each turn and repeat beginning tasks) then share with the class.

Source(s): http://www.eatsmartmovemorenc.com/Energizers/Texts/Energizers_K-5_2015.pdf

PEDU 575
Classroom Movement Break IN CLASS Assignment
(10 Points)

Due on day you present (1/30 or 2/1)

Background

A classroom movement break is a short, teacher-led physical activity break intended to get children moving and reenergize them between classroom activities or after extended periods (e.g., 30-40 minutes) of sedentary seatwork. Movement breaks are often used to review or transition between classroom lessons.

Purpose

The purpose of this assignment is to give you the opportunity to present a movement break to your peers in class so that you can implement with children at a later date

Directions

1. Select a movement break online or create your own. For the purpose of in class assignment, you **cannot** use a video directed movement break. Take care to select/create a movement break that you feel is developmentally appropriate for the children you will be presenting it to. Following the guidelines on the scoring rubric on the back of this page, rehearse your energizer so that you can lead the children in the activity. **Your presentation should be dynamic, energetic, and motivating – otherwise, its purpose will be defeated!**

Please Use the Following Guidelines to Type Movement Break.
Bring one copy to class for the instructor.

Title: Hungry Hungry Hippos

Category: Game Movement break

Time: 3-5 minutes

Materials: Balls and Book bags

Description: The class will break up into 4 even teams. Each team will create a book bag circle at each corner of the room. Each person in each team will have a partner that will help in collecting the balls from the center. Each partner in the teams are to put their arms around each others shoulders and have the other arm out and hand open ready to pick up the ball. Each partnership will walk on knees to pick up a single ball from the center where they must keep the hand open the entire time and return the ball into the book bag circle. Once you collect a ball on your knees you are allowed to move up and collect the ball in a squatting position. After you do this you are allowed to stand all the way up and achieve the task again. After you complete the task of standing up all the way you go back to your knees and repeat the process until time is up. The team will work together to collect as many balls in their book bag circle as they can until the timer goes off.

Rules/Management:

1. Hands must be on a shoulder and the other hand open with arm out.

PEDU 575
Classroom Movement Break IN CLASS Assignment

Title: Mirror Game

Category: Mirroring (Movement Break)

Time: 3 to 5 minutes

Materials: There are no materials that are needed for this activity.

Description: Alright, we are going to do something different for a few minutes. Hook the students in by asking them if they have ever looked into the mirror. Ask them what they see when they look in a mirror. Remind them that everything that they see is opposite to what is in the mirror. Now we are going to play the mirror game. This is where I will show you something and I want you to model it for me like you are my mirror. Do a few examples with the class. Lift left hand-the students should lift their right. Do more examples like: tilting my head, raising one arm, touching my shoulder, turning my body one direction, hopping on one leg, windmills, airplane, and touching opposite toe. Do you want to try it with a partner? Okay, we will do that. I want you to find your elbow partner that you have during writing times. Get together and make sure you have plenty of space, away from other groups. You need to stay in one square because I don't want you moving all around. The first activity that we are going to do is miming. I want you to do the exact same thing your partner is doing. If they shake their leg, I want you to shake that exact leg. Not do the opposite. Then after that we will do the mirroring activity. The partner that is the shortest will go first picking out the movement. The other person will be mime what their partner is doing. I am going to set an alarm and when it goes off I want you to stop what you are doing and look at me. Ready? Go! (Once the alarm goes off, ask them: "how was that?") Now I want the person who was doing the mime to be the person doing the movement and the other student be their mirror. Try it and remember that you are doing the opposite to what they are doing. Ready? GO! --- Wait until the alarm goes off. Alright friends, you can have a seat.

Rules/Management: They must stay in their square; that way they are controlled where they can go. Also, the timer is a way of getting the students attention without having to raise my voice or getting their attention in other ways.

Cues: When I tell the students to go and to start the activity, that is a cue to begin. The alarm sound is also a cue, because it lets the students know that they need to stop and look at the teacher. Mirroring has a lot to do with doing the opposite of what you see.

Variations: I am letting the students have partners and they are mirroring them. I am not just leading them in the movement, they are following a peer. Which is mostly going to be a lot of fun for the students. To get the students warmed up, I will get them to mime what their partner is doing. Then I will ask them to try mirroring, which is the opposite to what they are seeing.

Grade Level: Kindergarten and First

Title: Get to Know Ya

Category: Getting to know you games with music, dance, and movement

Time: Three to five minutes (kids moving for at least three minutes)

Materials: Popsicle sticks with movements written on them

Description: Play music while students move around a space performing a movement and shaking hands with their classmates. While shaking hands with one another, students are to say, “Good morning/afternoon” and say the classmate’s name. During stops in the music, the teacher will choose a movement by picking a popsicle stick from the jar. Examples of movements written on the popsicle sticks include jump, hop, jog, slide, twist, gallop, leap, tip-toe, dance, and walk backwards. When the music stops, the teacher will call out a question the students must ask of whomever they are shaking hands. Questions include: What are your favorite hobbies? Who is your hero, and why? What is something that always makes you laugh? What is one of your goals for this year? If you were an animal, what would you be and why? What’s the weirdest thing you have ever eaten? What is your best memory of this school year so far? What is your best talent? What has been the happiest day of your life? What are you most afraid of? What are your three favorite foods? What do you want to be when you grow up? Repeat this process until roughly three minutes have passed.

Rules/Management: First, I will address the concept of personal space with my students as they move around the room. Personal space is the area around our bodies; you are respecting your friends’ personal space if you can swing your arms around your body and not hit anyone. Next I will do a demonstration of what the movement break should look like with one of the students. For the stop and start cues the music will be on the Smart Board speakers, and I will be sure to make that clear to the students.

Cues: The stop and go signal for this movement break is the music. When the music starts, the kids move around doing the given movement from the popsicle stick and shaking hands. When the music stops, the kids stay with the classmate that they last shook hands with and answer the get-to-know-you question that the teacher asks.

Variations: If the space is too small in the location of the room with the most space (i.e. the front of the room), then the kids will have the opportunity to move around the entire classroom. This way, kids will respect the rule of personal space while at the same time be moving more. If the music cues do not get the students’ attention, then I will have a code such as clapping three times with the kids mirroring back to me to get their attention.

Source(s): Young Life Club Mixers (www.younglife.org)