

# Management Tips

**BRAIN  
BREAKS**

Tips for a pleasant classroom experience

## Before you begin...

- Set the tone with your students - how is this different than recess or physical education?
- Explain why movement is important and how it impacts learning.
- Create Brain Break Spots for each student. Ideas include simply standing behind chairs, perhaps staggered for space. Spots throughout the room may provide more personal space. Perhaps mark the floor with a dot or sticker for a visual reminder.
- Establish a routine for moving into and out of Brain Breaks – when students hear a specific phrase (Ready? Brain Break!) or a chime, students stand and are dismissed by table group, students wearing certain colors, etc. to their Brain Break Spot. Practice this routine and time them to see how efficiently they can move.
- Give students a small movement such as slowly rolling their shoulders to tapping their toes while waiting to start.

## Leading your first Brain Break...

- Set boundaries and behavior expectations.
- Review instructions before and during the movement activity.
- Model each specific move in the activity.

- Keep it simple. Add on to it later.
- Explain the purpose of Brain Breaks.
- Give kids time to practice, and provide feedback, like any other classroom routine.

## Keep the momentum...

- Make it routine.
- Ensure everyone is involved. Develop variations for students with special needs.
- Provide verbal positive reinforcement to students on task.
- Create posters as reminders of key moves.
- As students get to know the activities, appoint student activity leaders.
- Invite guest activity leaders – principal, guidance counselor, parents, community members.
- Balance transition activities and movement in academic content.
- Empower students to design their own Brain Break activities.
- Encourage reflection on why movement is beneficial.

## Start Small...

- Keep it manageable. Aim for 3-5 daily Brain Breaks that are 3-5 minutes long. It all starts with one!

