**Reboot Staff Meeting Session**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session: 19** | **Topic: Brain Breaks** | **Duration:** | **10 mins** |
| **Content/Learning Aims:*** Neuroscience behind brain breaks.
 |  |
| **Reboot Tools/Links:*** Brain Break ideas
* Whole Brain teaching (3 Brains)
 |
| **Hook (emotionally engaging: visual, narrative, question etc.)** |
| * Start the session by modelling one or two age appropriate [Brain Break](http://rebootingeducation.com/reboot-resource-bank/classroom-resources-primary-school/)s, such as (see instructions below):
	+ ‘Rainstorm’
	+ ‘Wave your hands’
	+ ‘Junk bag’
	+ ‘Would you rather…?’
	+ ‘Squiggle Story’
	+ Or a memory game
* Alternatively or additionally, utilise the 4 minute video by Dr Bruce Perry on *‘Brain development: activities for self regulation’* (<https://www.youtube.com/watch?v=ZVRO7PdYRnM&app=desktop>).
 |
| **Line (learning segments in kinaesthetic, visual and auditory forms)** |
| * The brain needs time to integrate newly acquired information and fatigues easily if kept concentrating for long periods in a repetitive manner. Neurologically we seek novelty and stimulation.
* Of our three brains (Wild, Emotional and Smart), Smart Brain (the cerebral cortex) is the seat of cognition and higher order thinking. The best way to ensure Smart Brain is receptive to learning is to ‘feed the needs’ of the Emotional (limbic system) and Wild (brain stem and cerebellum) Brains. Whole Brain Teaching requires that all three parts of the brain are stimulated and integrated so that optimal learning can occur.
* One of the best ways to meet our Wild Brain needs is through patterned, repetitive sensory experiences such as walking, music and stretching. Doing these activities in a group context or with peers also helps to meet the needs of our Emotional Brain through developing relationships and connections. Once calmed and happy, the Smart Brain is open to cognitive input.
* Brain Breaks are simple and short physical and/or mental exercises designed to manage the physiology and attention of the class and to keep students in the most receptive state possible for further learning.
 |
| **Sinker (summary and reflection)** |
| **Discussion: How could this be used in a classroom context?*** Select Brain Breaks that are appropriate for the class you are teaching and those that target your need – uplifting (energising) or calming. You might find those that enthuse, excite and uplift the class are too stimulating for some classes at some time periods, preferring to use a calming break.
* Using Brain Breaks in acknowledgment of class effort and concentration gives students a well-earned break. You can also nominate individual students or groups to select the Brain Break from a menu of trialled possibilities or set of Brain Breaks cards.
* Brain Breaks work for all ages (including us adults). They can be presented as brain twisters or games to secondary students if you are concerned about age appropriateness.
 |
| **Materials/Resources** | **Follow Up Activities** |
| * [Brain Break ideas](http://rebootingeducation.com/wp-content/uploads/2017/11/Brain-Breaks-v4-2017.docx)
* [How To Guide: Brain Breaks](http://rebootingeducation.com/wp-content/uploads/2018/03/How-To-Guide-Brain-Breaks-v1-2018.docx)
* [Reboot Newsletter 2: Is your brain in overload?](http://eepurl.com/c-p5Yb)
* [Feeding the Wild Brain: Strategies to Calm Students](http://rebootingeducation.com/wp-content/uploads/2017/12/Feeding-the-Wild-Brain-Strategies-V3-2017.docx)
* [Feeding the Emotional Brain: Strategies to Calm Students](http://rebootingeducation.com/wp-content/uploads/2017/12/Feeding-the-Emotional-Brain-Strategies-V2-2017.docx)
 | * Trial a range of brain breaks and discover what works best to help students take a break then quickly re-engage with their learning. Aim for one each 20 minutes or when concentration lags and learning fatigue sets in. Linking the Brain Break with some aspect of the content you are teaching works well.
* Ask staff to take turns in sharing their ideas / modelling Brain Breaks at each staff meeting.
 |

|  |  |
| --- | --- |
| **Brain Break Activity** | **Details/Instructions** |
| **Rainstorm** | Start by tapping your fingertips on the desk, then all 5 fingers, then hands, then stomp your feet, then repeat the opposite way to simulate a rainstorm sound. |
| **Wave your hands** | * Stand up
* Start by waving your right hand in front of you left to right with your palm facing away from you while keeping your hand with your fingers pointing up
* Now stop that hand and have your left hand in front of you waving it up and down
* Now practice moving them at the same time. Do not move your hands diagonally
* Now switch your right hand up and down and your left hand left and right. Do this faster and switch often to make it more difficult
* Lastly, to increase the difficulty, have your arms crossed while doing this.
 |
| **Junk Bag** | Have a bag of household objects containing markers, scrap paper, and anything that one would find in a junk drawer – for example, a can opener or a pair of shoelaces. Pick any object out of the junk bag and ask everyone to come up with two ways this object could be reinvented for other uses. They can write or draw or talk about their responses. |
| **Would You Rather…?** | Ask a “would you rather” question and have everyone show their choice by voting with their feet and moving to one end of the room or the other. Have a few people share why. Sample questions: <https://www.teacherspayteachers.com/Product/Would-You-Rather-Questions-52895> |
| **Squiggle Story** | On a blank sheet of paper or whiteboard draw one squiggly line. Give participants 10 seconds each to stand and draw with their non-dominant hand, adding to the line to turn it into a group picture or design. |