

Activate!
Train your Brain.



Brain Boosters

- 1-3 minute activities
- Prepares the brain for learning
- Activates both sides of the brain using cross lateral movements, spatial awareness and balance
- Improves visual tracking
- Gives the hippocampus (long term memory) a necessary break
- Proven to increase long term memory and engagement



Pointer/Index- Thumb Switch:

- Make a fist on both hands
- Raise arms shoulder high, fists down
- Put up thumb on right hand
- Pointer on left hand
- On teacher command “switch “, change so that the opposite hand is thumb up and pointer out. Repeat 5 or more times



Figure Eights:

- Crumple a piece of paper into a ball or use sock ball
- Sitting down, move item around each knee in a “figure eight” motion (15-30 seconds)
- Repeat the opposite direction (15-30 seconds)
- Stand Up and repeat “figure eight” in both directions (15-30 seconds)



Figure Eight Eye Tracking:

- Reach both arms straight out in front of body
- Interlock fingers, keeping the thumbs up
- Starting in the center of the figure eight, move hands/arms to complete the pattern
- Keep eyes on the thumbs while keeping the head still
- May use paper pencil to the music of “Beep, Beep”



Juggling:

- Use shop rags, veggie bags, sock balls, etc.
- Begin by having students toss and catch one item
- Add an additional item and see what they can do
- Try with music



Balance Challenge:

- Students stand up and balance on one foot (10 seconds)
- Switch to opposite foot
- Add challenges-eyes closed, arm circles, clapping, tossing an object, etc.



Tree Pose:

- Stand with feet shoulder width apart
- Place most weight on right leg and bend left leg into the calf or ankle of the right leg (hold 10 seconds)
- Switch legs and try pose again



10 times 5:

- Perform 10 wall push-ups in 5 different spots in the room
- Hold a chair squat for 10 seconds in 5 different spots in the room
- Do 10 cross crawls in 5 different spots in the room
- Do 10 jumping jacks in 5 different spots in the room



Jumps:

- Using painters or gym tape, place 1 foot piece beside desk
- Jump or step backward and forward over 20 times
- Next jump side-to-side over line 20 times



Card fitness:

- Teacher has stack of cards and chooses a student to select one
- Different suits represent different activities (have class determine and post in the classroom)
- Face value of card chosen is the number of repetitions



Workbook Tennis:

- Crumple a piece of paper into a ball and place on workbook/notebook
- Hold workbook/notebook with both hands in landscape position
- See how many times paper can be hit in air without dropping
- Pair students up across desk or in open area and hit one ball back and forth



Aerobic Rock, Paper, Scissors:

- **Rock**-legs together, **Scissors**- legs- one in front & one back, **Paper**- legs in a straddle/jumping jack position
- **Rock** breaks scissors: rock wins- **Scissors** cut paper: scissors wins- **Paper** covers rock: paper wins
- Two students face each other and say “Rock, Paper, Scissors, Shoot”, on shoot, assume a position above and determine winner
- Play 3-5 times and switch partners



Integrated Physical Activity

- Integrates movement and academic content
- Allows for introduction, practice and review of classroom material within the content area
- Studies support-physically active students are better learners



Toss-Catch Review:

- Place students in group of 2 (3 is fine for odd number)
- Give each group a ball (sock ball, bean bag, tennis ball, etc.)
- Give each group review questions to answer while tossing the ball back and forth to partner/s



4 Corners Review:

- Use multiple choice options (A, B, C, D) and assign to each corner of the room
- Generate review questions with A, B, C, D answer list and a set of A, B, C, D cards for each student.
- Read question and ask students to choose the correct answer from their card set (Count backwards from 3, 2, 1 to speed up decision)
- Students go to the corner that matches their card



Team Test:

- Divide students into four groups and send to each corner of the room
- Give each team a written test and pencil
- Put answers on note cards and place in the center of the room
- On signal from teacher, one member from each team collects an answer card and brings back to team.
- Team decides which questions matches the answer and records on test.
- New team member returns card and chooses new one



Inside-Outside Circle:

- Divide class in half
- One half of students stand up and form a circle, backs to the inside of the circle
- The other half face the students in the inside circle
- Ask a content question and allow discussion time
- Have the outside students move two people to the right to meet with a new partner. Give new question



Jump Counting:

- While skip counting (2's, 3's etc.)
- Jump up and down each time they say a number
- Works with spelling words and other content area facts



Problem Toss:

- Each student writes a number sentence (e.g. $3 \times 6 =$) on a slip of paper, folds their problem and places in a sock ball
- On teacher signal, sock ball is thrown anywhere in the room
- Student retrieves any ball and tosses it. Repeat 4 more times. Final ball retrieved is taken back to seat and problem written on paper.
- Repeat above for designated number of problems and have students complete their problem sheet



Keep It Up:

- Volley Ball with content questions(create or purchase)
- Seated or standing, ball is passed overhead using a volley (bump or forearm pass not allowed)
- On teacher signal to stop, student catches with both hands the ball
- Read question closest to right thumb, group answers



Heartbeat Math:

- Index and middle finger only on Carotid Artery
- Student silently counts the number of beats until told to stop
- Teacher times group for 6 seconds
- Students add a 0 to whatever their number is (e.g. 8 = 80)
- Great for doing multiply times and then determining the average



Chinese Jump Rope Shapes:

- Divide students into small groups of 4
- Each group uses one jump rope
- Teacher calls out a shape (e.g. right triangle)
- Group creates the shape with the Chinese Jump Rope



Pair Share Walk and Talk:

- Partner students
- Allow students to take a walk around the room
- Give students a topic (vocabulary, concepts, etc.) from a current unit
- Students can also choose topics based on the needs in the unit



Resources:

Active Academics <http://www.activeacademics.org/>

Adventures to Fitness <http://adventuretofitness.com/> American Heart Association http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf

Go Noodle <https://www.gonoodle.com/>

JAMMIN' Minute <http://www.jamschoolprogram.com/>

Let's Move Active Schools Resources <http://www.letsmoveschools.org/>

Let's Move WV

http://wvde.state.wv.us/healthyschools/documents/resource_guide.pdf

SPARK <http://www.sparkpe.org/abc/>

