

Brain Builders

Action Schools! BC



K - 3

Healthy Minds

Active, healthy kids are better learners. Movement serves to energize and activate the body, improve focus, develop the brain, contribute to positive mental well-being and enhance student learning potential. Physical activities also help to develop movement competence and confidence, promote positive social interactions, and increases self-esteem.

Short movement breaks energize and activate the body and develop the brain. Actions accompanied by music help to develop coordination, rhythm, sequencing and listening skills. All students benefit from frequent physical activity breaks.

HEALTH
COMPONENTS
OF FITNESS

FLEXIBILITY
STRENGTH

GRIPPING
STRETCHING
CENTERING

FUNDAMENTAL
MOVEMENT
SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living (K-1).
- Good health comprises physical, mental, and emotional well-being. (K-1).
- Our physical, emotional, and mental health are interconnected (2-3).
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (2).
- Movement skills and strategies help us learn how to participate in different types of physical activity (3).

CURRICULAR COMPETENCIES:

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.
- Describe the body's reaction to participating in physical activity in a variety of environments (K-1).
- Identify and describe opportunities to be physically active at school, at home, and in the community (K-2).
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3).

- Identify and describe practices that promote mental well-being (K-1).
- Identify and apply strategies that promote mental well-being (2-3).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different activities on the body (1).
- Effects of physical activity on the body (2).

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Use an area where students can move around freely without bumping into each other or objects, such as a gymnasium, large classroom, or outdoor space.

TEACHING AND LEARNING

- Taking a few minutes in each class to allow students to move helps them to re-focus their thoughts, expend some energy, and have fun with their friends which can all help their learning potential.

COMMUNITY PARTNERSHIPS

- Invite other classes in the school to participate in the activity.

OUR SCHOOL POLICIES

- Students follow school/class guidelines on how to speak and treat each other.

EQUIPMENT AND RESOURCES



- DVD and music player, grippers
- BrainDance Poster (available from www.actionschoolsbc.ca/resources)
- Music: Popular music or fitness CDs/DVD for children such as *65 Energy Blasts* DVD, *Kids in Motion* CD, *Cool Aerobics for Kids* CD, *Dance Party Fun* CD if available

IMPLEMENTATION



- Use action breaks as Brain Builders throughout the day.
- Use action songs, *BrainDance Moves* or Energy Blasts (from *65 Energy Blasts* DVD) at transition times, and before or after periods of intense concentration.
- If using the *65 Energy Blasts* DVD, include discussion about each included health message.
- See also *Brain Energizers*, *Focusers*, or *Brain Gym Activities* included in the Grades 4 to 7 activities.
- Implement *100 Actions on 100's Day*.
- With a partner ask students to explain how participating in this activity can influence their physical and mental well-being (e.g., It can help lower stress levels during the day, it can help to increase their strength and endurance levels, it can help to practise movement patterns, etc.).
- Have students propose strategies of when to use this type of activity (e.g., When they are feeling stressed, before writing a test or quiz, after sitting for long periods of time, etc.).
- Post *Brain Builders* page in classroom so students become familiar with movements.

ACTION TIPS

- Reinforce the benefit of movement in helping to re-energize the body and brain throughout the day.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure students have enough space to move without bumping into objects or others.

EXTENSION OF LEARNING

- Have students brainstorm a list of ways they can incorporate active breaks into their daily routines in school and at home. Have them write these down in their daily planners or agendas and share with family.

100 Actions on 100's Day

Action Schools! BC

 classroom

 gymnasium

 outside



Check each activity when complete



10 Marching Steps



10 Jumping Jacks



10 Toe Touches



10 Skips with a Rope



10 Metre Run



10 Hula Hoop Spins



10 Throws and Catches with a Friend



10 Hops on 1 Foot



10 Ball Bounces



10 Jumps on 2 Feet



NAME _____

completed 10+10+10+10+10+10+10+10+10+10+10 = _____ actions on 100's Day.

Brain Energizers and Focusers

Action Schools! BC



K - 3

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Brain Energizers

Allow 30 seconds for activities 1 to 6 and repeat 3 times.
Then allow 60 seconds for activities 7 and 8.

1 Apple Picking

Fast pace; quick breathing. Stand in place; reach for the sky. Alternate with left hand and right knee up; then right hand and left knee up.

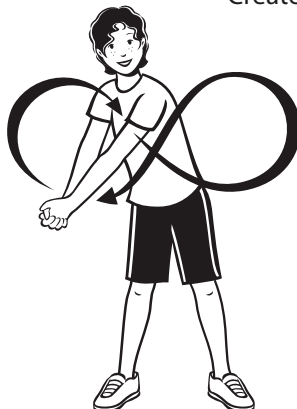


2 Run and Touch Scavenger Hunts

Fast pace; quick breathing. Find and touch 5 objects (colours, locations, etc.). Create variations on the theme.

3 Cross-Laterals

Moderate pace; slow, deep breathing. Stand in place, touch opposite elbows, then shoulders, knees, ankles, and hips. Create variations (e.g. elbows to knees or hand to foot behind body).

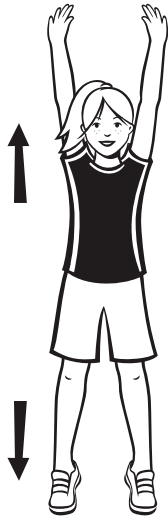


4 Infinity Move

Stand in place; slow deep breathing. Clasp hands in front; now soar left and right, high and low, making horizontal figure eights.

Adapted with permission. Jensen, E. Learning with the Body in Mind, 2000.

Brain Focusers

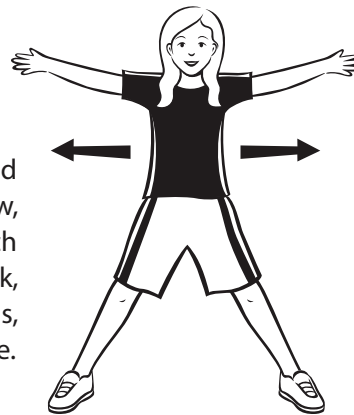


5 Sky Stretchers

Stand in place; slow, deep breathing. Slowly stretch upwards. First raise arms, then stretch and rise up onto the toes. Hold for 5 seconds, then release.

6 Mind Openers

Stand in place with legs spread as wide as possible; take slow, deep breaths. Slowly stretch arms to the side; arch back, extend and hold for 5 seconds, then release.



7 Circulation Boosters

Sit with legs stretched out in a relaxing position. Using both hands, gently massage eyes, ears, and forehead. Inhale and exhale with slow, deep breaths.

8 Mind Calmers

Sit with legs crossed and hands clasped. Inhale slowly; exhale slowly.



Adapted with permission. Jensen, E. Learning with the Body in Mind, 2000.

Brain Gym Bean Bag Stunts

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gymnasium



outside



1 Under the Leg and In the Air

- Bean bag in right hand. Lift right leg and toss bean bag under and up.
- Catch with right hand. Repeat 10 times. Repeat with left side.
- Lift right leg and toss bean bag with right hand under, up and over to the left hand to catch. Repeat with opposite side. Repeat 10 times.
- Lift right leg, cross midline with left hand and toss bean bag under leg. Catch with right hand.



4 Over the Falls

- Right hand drops the bean bag over the right shoulder.
- Left hand catches bean bag behind the back.
- Repeat with the left hand.

5 Behind the Scenes

- Left foot steps forward.
- Right hand tosses bean bag up, over and behind the head.
- Left hand reaches behind and catches bean bag.
- Repeat, starting with right foot forward and left hand tossing.
- Watch the bean bag as it goes up and over.

2 Rainbow Toss

- Toss bean bag from hand to hand above the head. Arms at shoulder height.
 - start with head and eyes following,
 - then head stationary and eyes following,
 - then focus on a point on the ceiling and watch the bean bag in your peripheral vision, and
 - then toss and catch with eyes closed.

6 Head to Feet

- Place bean bag on head.
- Tilt head to drop bean bag.
- Catch it with a foot or on a knee.
- Alternate feet or knees.
- Can be done to the back.

3 Orange Drop

- Face a partner with arms outstretched in front.
- Hands level, palms down.
- First person drops the bean bag.
- Partner quickly squats and catches the bean bag.



Adapted from www.movementandlearning.com.au

More Bean Bag Stunts

- 1 Throw and catch with both hands then one hand. Throw high, throw low, throw in the front and back.
- 2 Throw, touch the ground, catch.
- 3 Throw, turn around (and touch the ground), catch.
- 4 Throw, clap, cross touch shoulders, touch head, catch. Count how many actions can be performed before catching.
- 5 Throw and catch in different positions (sitting, lying, kneeling). For example: lie down, throw, stand up and catch or assume a crab walk position; throw with one hand, catch with the other.
- 6 Stand with legs apart, reach high, drop the bean bag behind the body. Catch bean bag by bending forward and reaching between the legs.
- 7 Stand astride, place bean bag on head, tilt head forward. Pick up bean bag keeping legs straight and feet still.

Bean Bags and Discs or Scarves

- 1 Place bean bag on disc, flip disc and catch bean bag with other hand (or disc).
- 2 Place bean bag on foot, flip up and catch with disc.
- 3 Play catch with a partner, catching with a disc.
- 4 Repeat above using a scarf.
- 5 Invent variations and share them with the class.

Adapted from Ever Active ... Everywhere, Bean Bag Stunts