

Thank you

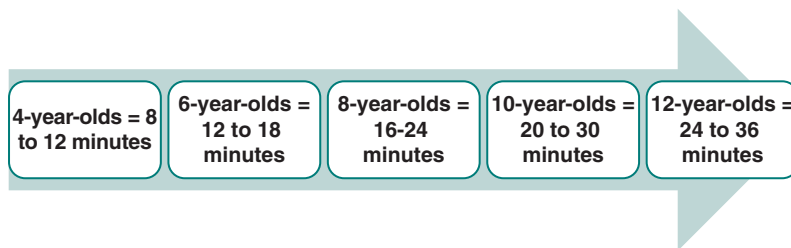
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CORWIN

Please enjoy this complimentary excerpt from *The "Why" Behind Classroom Behaviors, PreK-5*, by Jamie Chaves and Ashley Taylor.

LEARN MORE about this title!

Supportive Diagram

It is important to know the age-appropriate sustained attention spans for your students so that your expectations match developmental expectations. Knowing developmentally appropriate attention spans may help reduce your frustration and enhance your understanding of your students’ needs, ultimately helping you to be more regulated as well. Inserting a movement-based activity in between periods of attending can help to “reset” your students’ brains and bodies for improved learning.



NOTE: Active-Play, Active-Learning, a program funded by the Michael & Susan Dell Center for Healthy Living, also has physically active, fun strategies for brain breaks that can be integrated into various aspects of learning.¹⁶

When are good times for movement?

- At the beginning of the day
- Before starting any new demanding, or academically challenging activity
- After a long period (more than 20–30 minutes) of seated learning
- Before transitioning to a new classroom or new subject
- While waiting in line
- When you notice your students need a break

What are good movement activities?

Short duration (less than 2 minutes)

- Chair push-ups
- Wall push-ups
- Jumping jacks
- Windmills

- Stretches—hands, fingers, arms, legs, back, neck
- “Head, Shoulders, Knees, and Toes” song
- Deep breathing while placing your hand on different body parts
- Body squeezes
- “Tense and Release”

Medium duration (2–5 minutes)

- Yoga
- “Shake Your Sillies Out”
- “GoNoodle” songs
- Dance break
- Freeze dance
- Pass a ball around the class (while standing at their chairs or in a circle)
- March around the class
- “Simon Says”

Long duration (more than 5 minutes)

- Yoga
- Make a “rain storm” (using your hands and feet)
- “Pass the beat” (e.g., clap, clap, stomp, stomp) around the class
- Human knot challenge
- Classroom scavenger hunt

In addition to these more structured activities, set up guidelines for other student-led, movement-based options in the classroom. This can not only empower the students but also give them more independence and bolster your trust in them.

- Let students sit where they choose for silent reading.
- Allow students to make choices about flexible seating.
- Assign student responsibilities each day: taking attendance, passing out papers, collecting papers, getting out classroom-based journals or notebooks, picking up scraps, setting the activity timer, and erasing the board.
- Give students the option to stand if needed after a certain period of time (e.g., 20 minutes).
- Provide a bin of appropriate fidgets that students can access.