



Sheffield Move It Day 2017

30th June 2017

Teacher Resources



move
more



Incorporating 'Active Breaks' into learning and lessons

What?

Energising Active Breaks are quick activities for the classroom. They take virtually no preparation and no extra materials to perform. Students and audiences of all ages love them because they are fun and make people laugh. They also challenge the brain. Active Breaks help you to cross the mid-line of your body which helps both sides of your brain engage. It is suggested to use an Energising Active Breaks throughout the day with your class. The more students are active throughout the day, the more focused they will be. Movement also helps to anchor the information students are learning.

How?

Children seem to have an endless source of energy that carries them through their day. They run rather than walk, jump rather than step over, and drop down rather than sit. Active Breaks are designed to help channel that energy into the academic activities of the day. Each activity includes step by step instructions for easy implementation. Variations are provided to easily change an activity to a different academic focus. These activities take into account the busy academic day and are meant to only provide bursts of activity to satisfy even the squirmiest of students as well as provide transition time to refocus to a new topic. Teachers can choose one activity for the day or choose several activities for an extended break.

Ready, Set, GO!

Getting started is easy. The teacher should set very clear expectation for student behaviours during the activities. Students will stay so busy with the activity that conflicts should be minimal. Stopping an activity is a bit more challenging. A stop signal is vital and should be included in the clear expectations set at the beginning of the activity. Most of the time students are ready to refocus after an activity. If your students are having trouble calming down you can play soft, calming music or take students through a series of deep breathing exercises.

Benefits of Active Breaks

More focused children

Fun learning environment

Increased capacity to succeed in challenges

Better social development

Useful websites and links for Active Breaks

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

<http://moveforthought.ning.com/>

www.youtube.com – 'Just Dance Kids'

www.youtube.com – 'The Learning Station'

<https://virtualtravellerstudy.wordpress.com>

<https://sph.uth.edu/content/uploads/2014/06/APAL-Brain-Breaks-Guide.pdf>

Prepare for learning:

Entry to class

Students are handed a post it as they walk in and have to write 3 key points from last lesson and stick on the board or around the room

Odd one out

Students presented with a series of images and have to decide which is the odd one out by standing next to their choice. Develop questioning by getting students to explain their choice.



Agree Learning Outcomes:

Students stand up and read objectives and outcomes, developing literacy and speaking and listening skills. Students stand up and identify key words and explain to the class.

Write the key words

Spelling/Reading Activity: Using your index finger as an imaginary pencil, write key words from the objectives in huge cursive in the air. Now repeat using different body parts as your pencil — elbow, knee, toe, belly button, head. Don't forget to make sure all your i's are dotted and t's are crossed!

Present new info:

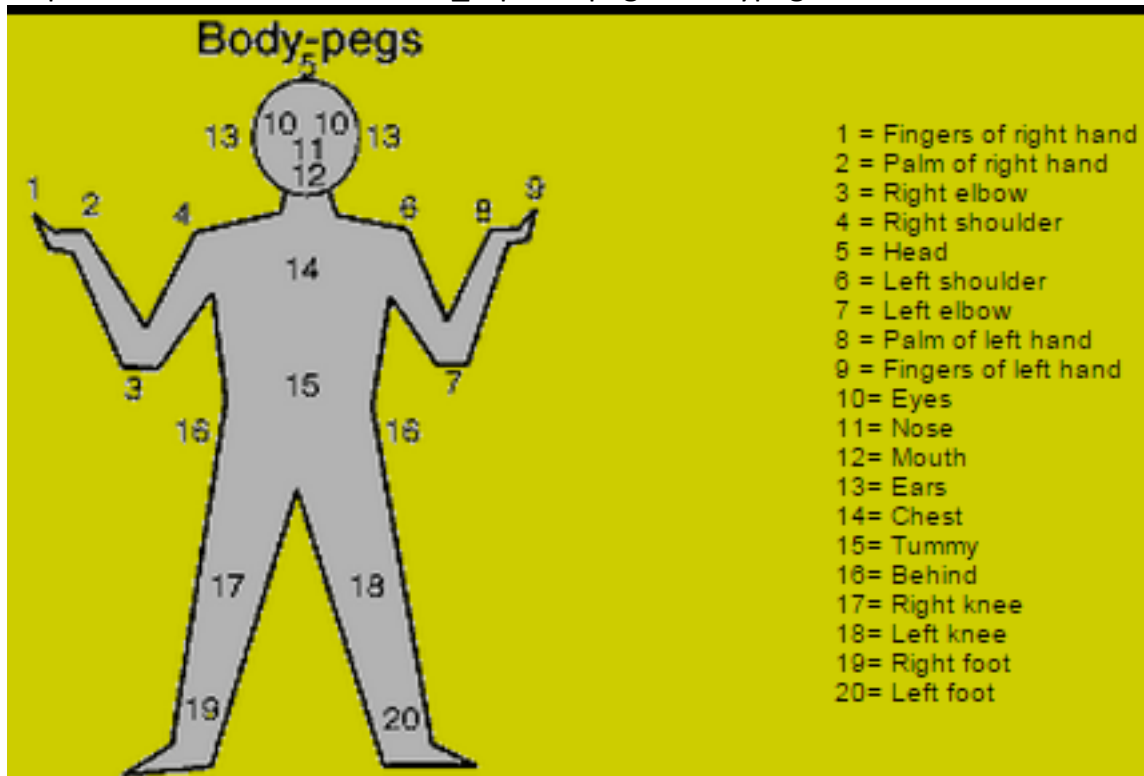
Gallery/ research

Pieces of information are spread around the room; students have to move around the room to collect the information to share with peers.

Body Pegging

Use 'Body Pegging' to remember key words and new information

http://www.brainboxx.co.uk/a3_aspects/pages/bodypegs.htm



Construct

Annotation/labelling

Pupils are given a large diagram or picture, which they are to label using the correct terminology

Timeline of module

Pupils are instructed to construct a large scale timeline of the work they have covered so far in the module.

Grouping students

1 – Use Jigsaws to group students – each student had a piece of the jigsaw and has to find a the matching people to make the picture

2- Line up tasks, group students by getting them to line up in date of birth, show size, etc. Additional challenge of doing it without verbally communicating!

Physically modelling

Students physically model a task or topic. E.g. the circulatory system

Why is Postman Pat like the circulatory system?



Graphic Organisers

Students create 'giant' graphic organisers based on relevant topics learnt in the present phase.

Name that part!

Students use post-it's to label muscles, bones and organs on one of their peers.

Demonstrate

True/False, Fact/Opinion

Student's knowledge is tested on true or false information. The students start by standing up and then sit down based on if they think the information is true or false.

Students become the teacher

Students demonstrate their knowledge by teaching small groups; students rotate so they are the teacher standing in front of the group.

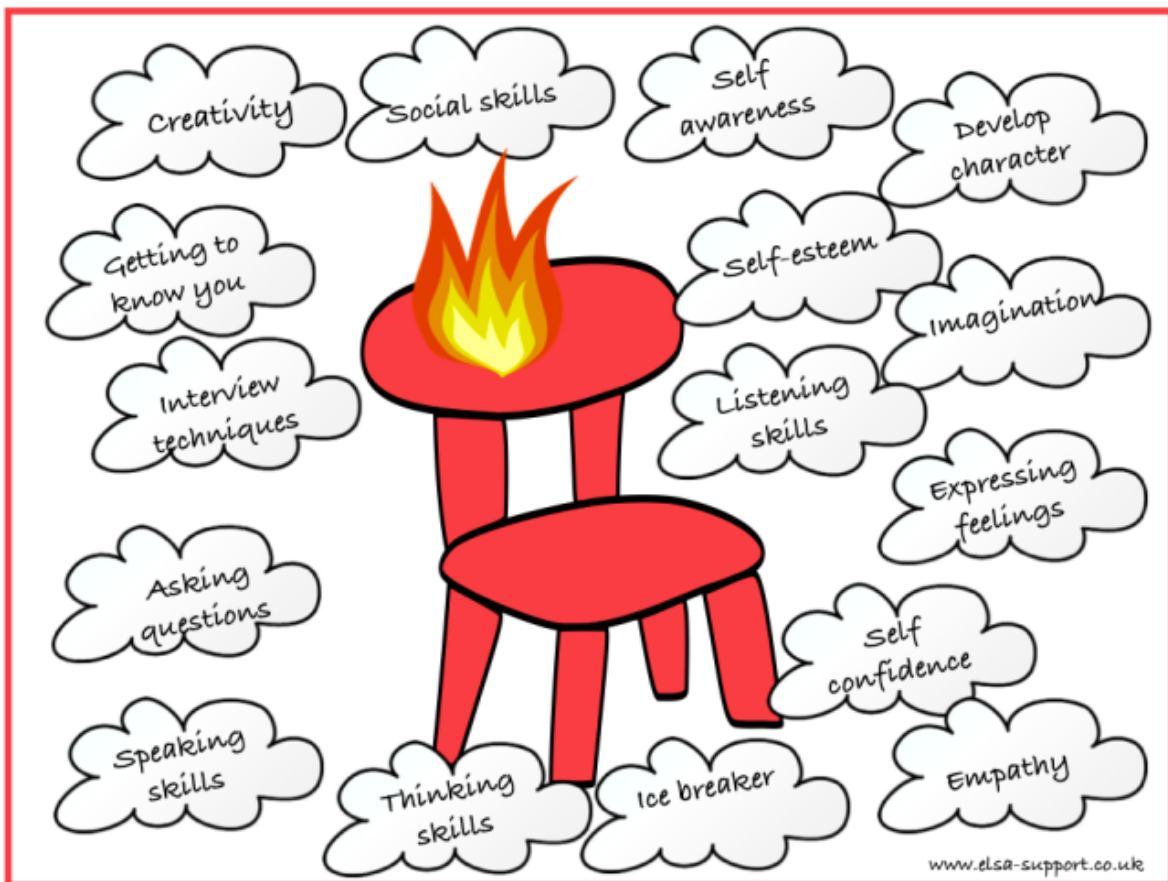
Group tasks/ presentation

Students demonstrate their knowledge through presentation tasks.

Hot Standing

Students take it in turn to be in the 'hot stand' where they have to answer key question on a topic.

E.g. students take on role of a character from a book or historical figure. Students rotate.



No Stress Test

Before a test or quiz have a 5-minute walking break or stretching break to help students relax

Review

Whiteboards

These have many uses e.g. draw a graphic summary of knowledge so far - diagram, steps, flowchart, mind/concept map. When students have the answer on the whiteboard they stand up and show their board rather than just hold in the air

Speed dating

Students sit opposite their 'date' and have 1 min to answer key topics for discussion posed by the teacher, after one min, rotate positions to find a new partner and teacher asks a different question.

Quiz Me

While reviewing for a test or quiz, ask the students a series of true-or-false questions. If the question is true students should jump in place for 15 seconds. If it is false they should touch their toes 15 times.

Links to recommended sites/ videos

www.nhs.uk/change4life-beta/recipes#7z6WBOv7ZpKHsKVE.97

www.youtube.com/user/CosmicKidsYoga

www.thedailymile.co.uk/

www.raceforlife.cancerresearchuk.org/about-our-events/schools/primary-schools

www.mathsoftheday.org.uk

www.gonoodle.com/

<https://www.youtube.com/watch?v=kYPRV-Ynilk>

<https://www.youtube.com/watch?v=OiSzbZUQRPk>

<https://www.youtube.com/watch?v=NLHYnRCd8sA>

I hope you find this document useful when planning your own active lessons for the Sheffield Move it Day on Friday 30th June 2017. If you would like to share your innovative active lesson ideas / plans to support this event for next academic year, please send to Andy Staley (astaley@westfield-admin.co.uk)