

# Brain Breaks in the Classroom



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# Authors

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**Finger Tips**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## Finger Tips

1. Stand up.
2. Make an X with your arms out in front of you. Move your palms to face you with your fingers up in the air. Lock your thumbs together.
3. With your index finger on your right hand, try to touch each of the fingertips of your other hand, one by one.
4. Now take your middle finger on your right hand and do the same thing and touch the fingertips of your other hand one by one.
5. Do this same process for your ring finger and pinkie on your right hand.
6. Now do the process for your left-hand index, middle, ring and pinkie fingers.

**Space/Equipment needed:**  
minimal, desk space

**Video:**  
[brainbreaks.blogspot.com/2010/01/finger-tips-brain-break.html](http://brainbreaks.blogspot.com/2010/01/finger-tips-brain-break.html)



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**Gotcha!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

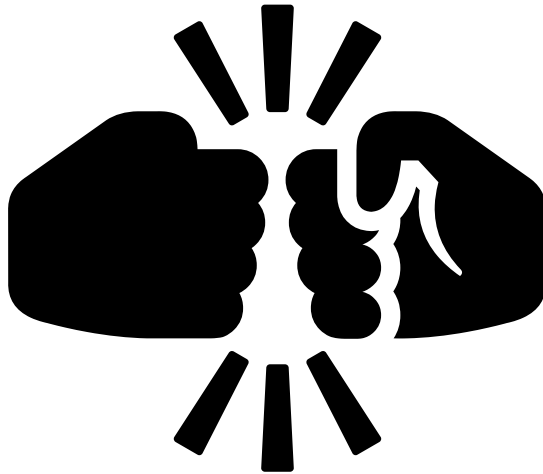
## Gotcha!

1. Make a circle
2. One hand a palm, one a pointer (right, palm; left, pointer)
3. Teacher says gotcha and you try to grab (with palm hand) the student beside you, pointer hand
4. Switch hand
5. Arms crossed

**Space/Equipment needed:**  
middle of the room to make a  
circle



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**Hand Shake**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Hand Shake

1. Right hand shake
2. Left hand shake
3. Right fist bump
4. Left fist bump
5. Right hammer fist
6. Left hammer fist
7. Cross high five
8. Double fist bump
9. Double high five

**Space/Equipment needed:**  
minimal space, around the  
desks



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**Balance Your ABC's**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

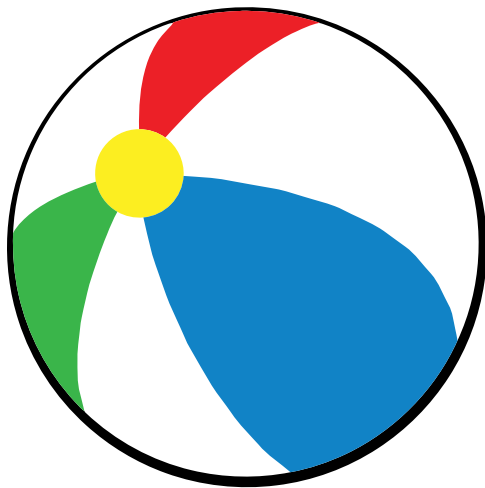
## Balance Your ABC's

1. Stand on Left foot and with your right hand write your abc's.
2. Stand on Right foot and with your left hand write abc's
3. Stand on Both feet and with both hands write abc's.

**Space/Equipment needed:**  
minimal space, around the  
desks



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**Keep It Up!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

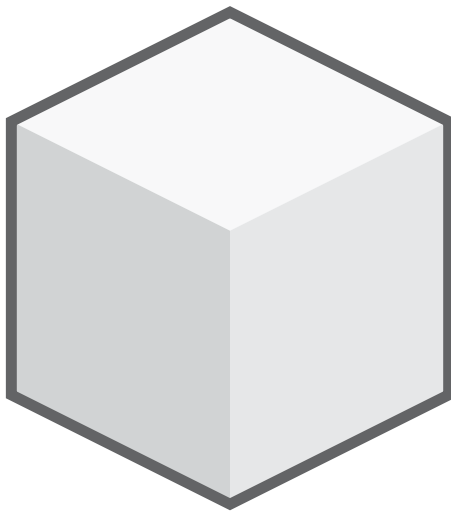
## Keep It Up!

1. Have a beach ball in the room and have the students try to keep the ball from touching the ground.
2. Use only hands first, then head, elbows, knees, feet, then any body part

**Space/Equipment needed:**  
1 beach ball or any soft ball,  
middle of the room for a circle



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**Activity Cube**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**  
(specific cube to each grade)

## Activity Cube

Teacher makes a cube out of paper that has different activities on each side that the students will perform once they role. They can role as many times as they want as long as there is time.

1. Divide the class into groups of 4. (depends on class size)
2. Hand out the cubes.
3. Each student roles the cube and performs the activity on the side of the cube that is up.

**Space/Equipment needed:**  
paper, tape, largest space in the room for activity



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**Balance Plates**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Balance Plates

1. Give each student a paper plate.
2. Students must walk around the room balancing the plates on their heads.
3. If a student drops his or her plate, the student must freeze until another student picks it up and places it back on the student's head (while keeping his or her own plate in place).

**Space/Equipment needed:**  
20-30 paper plates, room space



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a b c d e f g h i j  
k l m n o p q r s t  
u v w x y z

**ABC/123**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

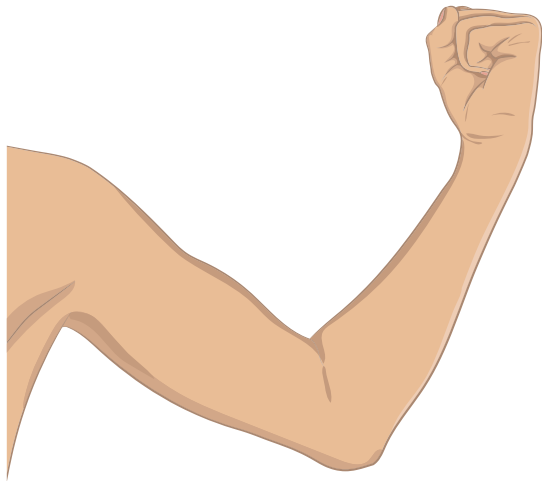
## ABC/123

1. Stand Up
2. Use your index finger and write a large “A” in the air out in front of you and at the same time say out loud the number “1”.
3. Now use your index finger and write a large “B” in the air out in front of you and at the same time say out loud the number “2”.
4. Continue writing the letters in the air and saying the numbers out loud as far as you can go or until the end of the alphabet.

**Space/Equipment needed:**  
minimal space



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**Mingle, Mingle, Group!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

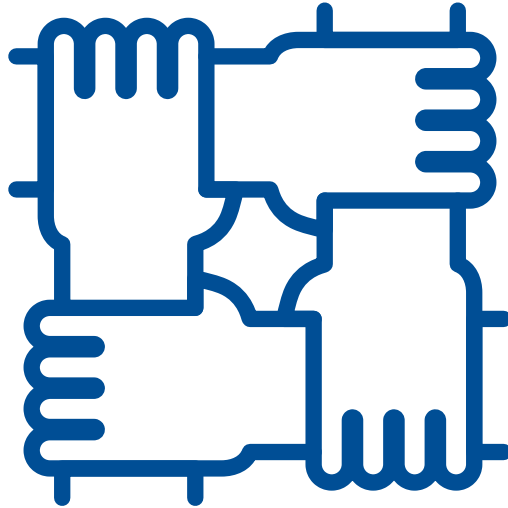
## Mingle, Mingle, Group!

1. Have the students walk around the classroom saying “mingle, mingle, mingle”.
2. When you call out a number the students must form groups of the number and link arms.
3. The remaining students can either sit down do an exercise or whatever the teacher wants them to.
4. Have the remaining students continue mingling and call out different numbers each time.

**Space/Equipment needed:**  
all of the space in the room if possible



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**Human Knot**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Human Knot

1. Arrange group members in a circle (8-10 people)
2. Have them put right hand in the air and then grab someone across the circle, then the same with the left hand (can't hold hands with someone directly next to you) grabbing a different person's hand
3. Tell them to untangle themselves without breaking the chain

**Space/Equipment needed:**  
larger space for a circle



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**Simon  
Says...**

**Simon Says**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Simon Says

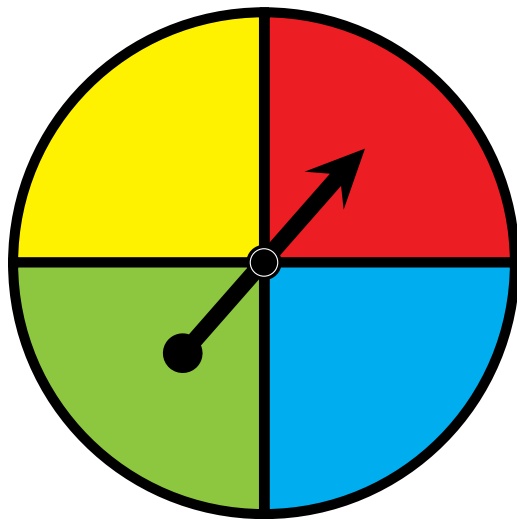
1. Teacher is "Simon"
2. Say "Simon Says...", student only should perform exercise if teacher says "Simon says..." before the exercise.
3. If student does the activity when the teacher did not say "Simon says...", then they must perform 10 jumping jacks to get back into the game.

**Space/Equipment needed:**  
larger space for whole  
classroom



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**Spins!**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Spins!

1. Have the class circle up, stick out one hand and the opposite foot, spin them in circles both hand and foot going in the same direction, then spin opposite direction, finally spin your hand one way and your foot the other way.
2. Then stick out your hand and foot from the same side and repeat.

**Space/Equipment needed:**  
larger space for a circle in the room



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**Blink!**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Blink!

1. Stand Up.
2. Blink your left eye and snap your right-hand finger and thumb at the same time.
3. Now blink your right eye and snap your left-hand finger and thumb at the same time.
4. Go back and forth as fast as you can.
5. Continue as fast as you can for about 10-15 seconds.

**Space/Equipment needed**  
desk space



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**Water Hose**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Water Hose

Everyone will get with a partner and sit cross-legged across from each other. This is a similar type of game to rock, papers, scissors. Simultaneously, each partner will start off with two rhythmic slaps to their legs.

Then there will be three options for each player to do...

1. They can point their hoses (hands) in the air to add more water to their hose.
2. They can cross their hoses (hands) to protect from someone squirting water at them.
3. They can point their hoses (hands) at their partner and squirt them with water to win.

Every time you do one of these three options, you have to slap your legs simultaneously with your partner again. The objective of the game is to be pointing your water hose at your partner when he is pointing his in the air to get more water. (That is the only way to win). If you both point at each other, then you just keep going, the same as it is with rock, paper, scissors. The only way you can squirt your partner with water is by pointing your hands in the air. You can squirt your partner only as many times you have put your hands in the air. If you don't put your hands in the air, you cannot squirt your partner.

**Space/Equipment needed:**  
larger desk space for students  
to pair up



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**Cement Feet**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Cement Feet

Everyone will need a partner to participate in the brain breaker.

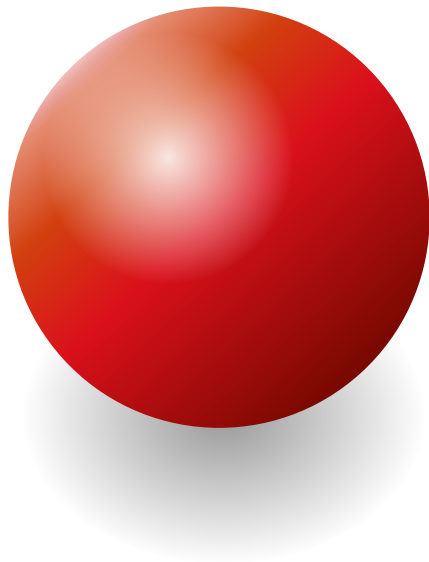
1. Both individuals will stand in front of each other about a foot apart with their hands put together.
2. When teacher says go they will both have two options, 1) you can try to push each other out of their “cement feet” by pushing on the other person’s hands and not body, 2) have them try to push your hands, but you move them away and your opponent could step out of his “cement feet”.
3. Now remember the game is called Cement Feet so you cannot take a step or touch your partner’s body to keep you up otherwise you will lose.

**Space/Equipment needed:**  
larger space for students to pair up



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**Spud**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-4th**

## Spud

1. Every player gets a number and circles around the person who is "it" for that round.
2. "It" then tosses the ball straight up and the other players run away.
3. As the ball reaches the top of its toss, "it" calls out the number of one of the other players and then runs away also.
4. The player whose number was called must run back and catch the ball (or chase after it if it is bouncing around). Once that person has the ball, they yell, "Spud!"
5. Then everyone else must freeze. The person with the ball must try to hit one of the players with the ball. If they do, that new person gets a letter (first S, then P, then U, then D) and is now "it".
6. If they miss, the person who threw the ball is "it" for the next round.

**Space/Equipment needed:**  
one ball, larger space to make  
a circle



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**Frogger**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## Frogger

1. Have students sit in a circle.
2. Pick one student stand in the middle of the circle.
3. Designate one student to be the “frogger”.
4. When the “frogger” sticks his tongue out at another student in the circle they must lay down on their backs
5. The frogger’s job is to stick out their tongue at students sitting in the circle, dropping them one by one without the person in the middle figuring out who the “frogger” is.
6. The person in the middle is only allowed 3 guesses.

**Space/Equipment needed:**  
large space to be in a circle



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**Ear-Nose Switch**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Ear-Nose Switch

1. Take your right hand and grab your left ear. Keep your right arm close to your body.
2. Now take your left hand and touch your nose.
3. Uncross your arms and move your left hand to your right ear and your right hand to your nose. Your left arm should now be closest to your body.
4. Switch back and forth as fast as you can.

**Space/Equipment needed:**  
desk space



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**Telephone**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Telephone

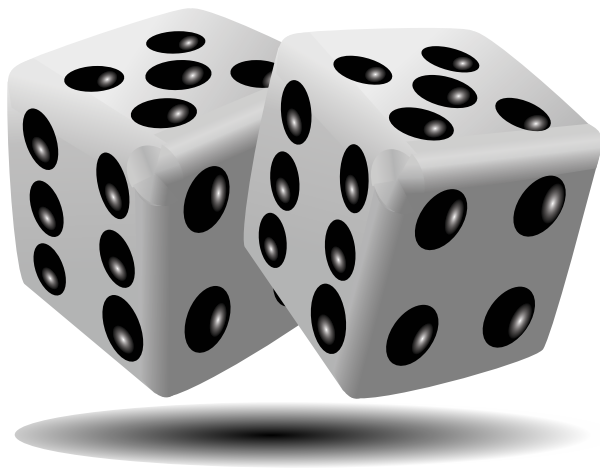
Students will stand in a horseshoe and teacher will whisper a description of an exercise (i.e. do 10 jumping jacks with your left pointer finger out and your right pinky finger out) to the student next to them and each student will need to repeat the sentence until it gets all the way around the horseshoe. The goal of the game is for the last person to perform the exercise exactly as the teacher said it.

**Space/Equipment needed:**  
larger space to be in a  
horseshoe



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**Roll the Dice**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Roll the Dice

Teacher rolls dice for students

If you rolled	Then you'll do this exercise	Roll this many dice for # of reps
2	Jumping Jacks	4 dice
3	Push-ups	3 dice
4	Curl-ups	4 dice
5	Squat Jumps	2 dice
6	Jog in place	4 dice
7	Forearm Plank	3 dice
8	Arm Circles	4 dice
9	Squats	3 dice
10	Push-ups	2 dice
11	Curl-ups	3 dice
12	Jumping Jacks	3 dice

**Space/Equipment needed:**

dice, desk space or larger space  
to be in a circle



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# 10

**10 Second Fitness**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## 10 Second Fitness

1. Students are paired with a partner and stand at a line (or imaginary line) on the floor.
2. Students perform the teacher-designated fitness activity (see examples below) for 10 seconds.
3. As 1 student performs the activity, the other partner counts the number of repetitions.
4. The students switch, and partner #2 does the activity. Ask students to do the activity as quickly as they can.
5. Fitness Activity examples: Forward straddle jump (over the line), Side straddle jump (over the line), Side jumps (over the line), Front and back jumps (over the line), Right foot jump (over the line), Left foot jump (over the line), Scissor jump (over the line).

**Space/Equipment needed:**  
larger space so students can pair up and have room.



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# 12

**12 Days of Fitness**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## 12 Days of Fitness

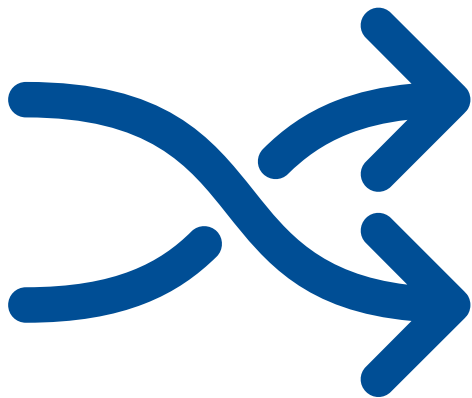
Students act out the following routine: "On the first day of fitness, my teacher showed to me..."

- 12 Jumping Jacks
- 11 Raise the Roofs
- 10 Knee Lifts
- 9 Side Stretches
- 8 Jogs in Place
- 7 Giant Punches
- 6 Kicks to the Front
- 5 Side Twists
- 4 Jumping Ropes
- 3 Muscle Pumps
- 2 Scissor Kicks
- 1 Balance on One Foot for 15 seconds each

**Space/Equipment needed:**  
larger space so students can pair up and have room.



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*Shuffle*

**2-2-1 Shuffle**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## 2-2-1 Shuffle

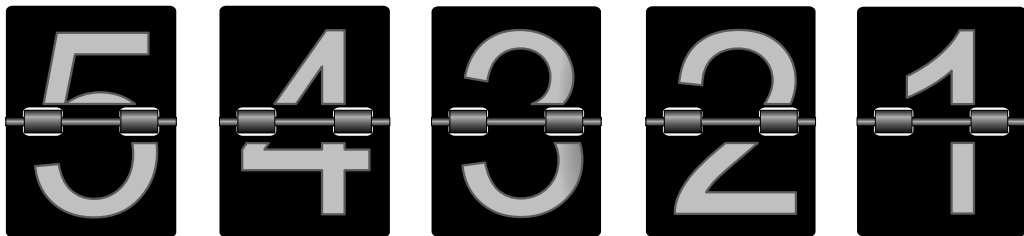
1. Partners stand across from each other.
1. Partners tap right foot to each other 2 times; tap left foot to each other 2 times; tap right foot once and hold right hands together and spin to switch sides.

**Space/Equipment needed:**  
larger space so students can pair up.



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**5-4-3-2-1**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## 5-4-3-2-1

Teacher or leader instructs the students to do five different movements in descending order. For example, the teacher would say: “Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five (pausing in between each task for students to do it).

**Space/Equipment needed:**  
desk space



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**Animals!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-1st**

## Animals!

1. All children will enjoy pretending to be various animals.
2. Call out examples for the class to perform: lion, bear, pig, kangaroo, monkey, etc.

**Space/Equipment needed:**  
desk space



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**Airplane**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Airplane

1. Point your arms toward the ceiling.
2. Lift your right leg and put it behind you. Try to keep your knee straight.
3. Lean forward with your body. Try to make your body, arms and leg parallel with the ground. Hold for 10 seconds.
4. Now try the same sequence with your left leg behind you.

**Space/Equipment needed:**  
desk space



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**Arm Wrap**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Arm Wrap

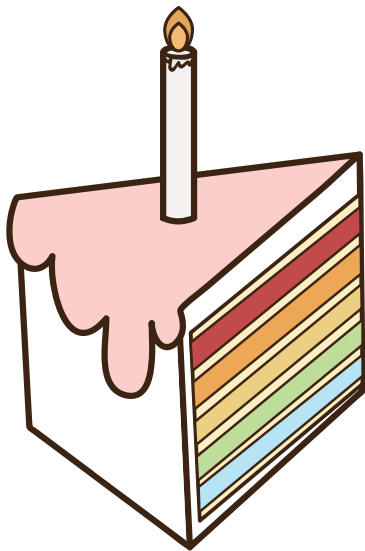
1. Put your left arm behind your back at your waist; use your right pointer finger.
2. Teacher will call out a finger.
3. You have to try to touch that finger on your left hand while not looking.
4. Switch arms.

**Space/Equipment needed:**  
desk space



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**Birthday Line-up**



## Brain Breaks in the Classroom

**Grade Level**  
**5th**

### Birthday Line-up

1. Inform that group that they cannot talk from this point forward until you give them permission.
2. Have the group get in a line.
3. Tell them they must, in silence (no talking at all), get in alphabetical order using the month and day of their birthdate.

**Space/Equipment needed:**  
larger space for them to line up



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6's & 9's

**Sixes and Nines**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Sixes and Nines

Stand up. Move your right foot in a clockwise circle. Simultaneously, with your right pointer finger, write the number 6 in the air. Repeat several times and switch to left foot/hand. Try reversing the motions to counter clockwise and write the number 9.

**Space/Equipment needed:**  
desk space



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**Boogie Woogie**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Boogie Woogie

1. Have students spread out across the room and play one school-appropriate song.
2. Choose a student to be the leader and have them follow that person's moves.
3. Let all of the student's freestyle.

**Space/Equipment needed:**  
larger space for students to spread out



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**Breathe!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Breathe!

1. Students start by standing with legs approximately three feet apart, bringing arms up to a T-position
2. Guide students to inhale deeply through the nostrils.
3. Twisting at the hips, have students reach with one hand to the opposite foot (i.e. left hand touches the right foot), while exhaling through the mouth.
4. Guide students to inhale deeply while going back to standing T-position
5. Have students repeat on the opposite side (i.e. right hand touches left foot, while exhaling).
6. Guide students in a series of repetitions, as time allows.

**Space/Equipment needed:**  
desk space



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**Chair Action**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Chair Action

Have students sit on the edge of their chairs or desks while keeping their backs straight.

Play music with a strong beat and have students do the following actions:

1. Hiking: swing arms and reach left and right while tapping their toes and lifting their knees.
2. Swimming: move arms as if doing the front or back crawl and kick their legs in a flutter kick.
3. Cycling: hold on to the seat of their chairs and pedal their legs as if riding a bike.
4. Paddling: use an imaginary paddle to paddle a canoe (both sides). Perhaps have them hold a pencil as a paddle.

**Space/Equipment needed:**  
desk space



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**Circuits!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Circuits!

Do the following in place for one minute each (feel free to mix up the order):

1. Jog in place.
2. High knees.
3. Jumping jacks.
4. Hop on one foot.
5. Hop on the other foot.
6. Jump on both feet.

**Space/Equipment needed:**  
desk space or larger room  
space



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**Clap-Tap Game**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Clap-Tap Game

1. With a partner, see how fast you can perform the sequence (like patty cake)
2. Clap = clap own hands together.
3. Clap; both hands; Clap; Right hand; Clap; Left hand; Clap; Right foot; Clap; Left foot; Clap; Right hip; Clap; Left hip; Clap; both hands meet and finish the arc down; REPEAT.

**Space/Equipment needed:**  
large enough space for students  
to pair up



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1 2 3 4 5

6 7 8 9

**Count Ball**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Count Ball

1. The group task is to keep a beach ball in the air for a specified number of hits without letting it hit the ground (must stay seated or in their space).
2. Additionally, no one person can touch the object twice in a row.
3. Set a goal with the group for the number of hits that the group can make following the rules.
4. After your group meets its goal, you can increase the target number or go for a “world record” and see how many hits the group can accomplish.

**Space/Equipment needed:**  
one beach ball, larger space for  
students to be in a circle



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**Figure 8**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Figure 8

1. Each student takes an object that is easy to pick up.
2. With the object, do a figure 8 through your legs similar to a basketball movement.
3. See how fast you can do it; try it in reverse.

**Space/Equipment needed:**  
whatever object they want to  
use and use desk space



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**Find It Fast!**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

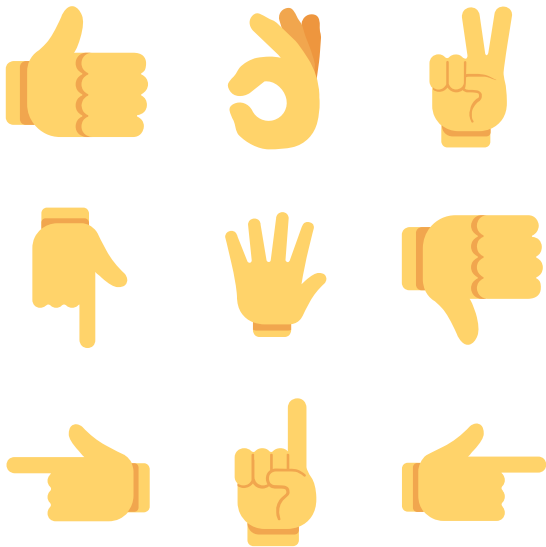
## Find It Fast!

1. Call out a color or other trait. For example, something round, something made of wood.
2. Students must find an object in the room that fits the trait and get to it quickly.

**Space/Equipment needed:**  
allow for whole room to be used



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## **Finger Aerobics**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

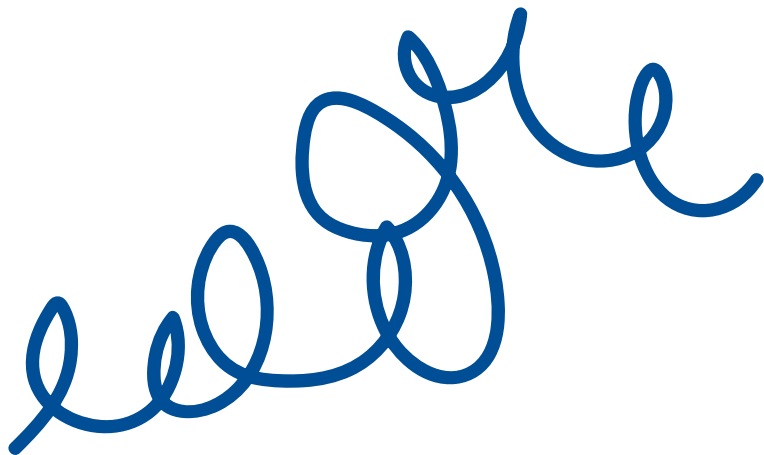
## Finger Aerobics

1. Use 4 fingers on both hands (no thumbs); hold hands up.
2. Practice moving fingers on opposite hands at the same time in sequence.
3. Right hand pointer and Left hand pinky, Right hand middle and Left hand ring, Right hand ring and Left hand middle, Right hand pinky and Left hand pointer
4. Continue that sequence as fast as you can.

**Space/Equipment needed:**  
desk space



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**Stop & Scribble**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Stop & Scribble

Teacher calls out physical activity:

- Knee lifts
- Twisting
- Jogging
- Jumping jacks
- Hopping
- Playing air guitar

Students begin activity and continue for at least 30 seconds or until the teacher calls out a spelling word. Students freeze and partners work together to try to spell the word correctly on a piece of paper. After 10 to 15 seconds, teacher calls out new activity.

**Space/Equipment needed:**  
desk space or larger space to  
be in a circle



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**Copy-Cat-Five**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Copy-Cat-Five

1. Partners stand across from each other.
2. Stage 1 – partner holds out 1 arm in a certain direction with several fingers out; partner must do opposite arm and position while holding up enough fingers to equal 5.
3. Example: partner 1 – left arm up with 4 fingers; partner 2 – right arm down with 1 finger.
4. Stage 2 – partner 1 will use both hands; hand can have separate numbers and different positions.

**Space/Equipment needed:**  
enough space for students to partner up

**Video:**  
[youtu.be/yj2blKm7wMw](https://youtu.be/yj2blKm7wMw)



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**Freeze Dance**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Freeze Dance

Similar to Dance Party, except that every so often the music stops, and students must freeze and hold the position they are in until the music begins again.

**Space/Equipment needed:**  
music and speaker, enough  
room to dance in



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**Hand Game**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## Hand Game

1. Create a circle with the whole class on their hands and knees (can divide class in 2 groups depending on class size).
2. Hands on the ground should be interwoven or with every other person's hand.
3. Starting with 1 person, they tap their hand on the ground. Sequence goes clockwise around the circle.
4. Students may double tap their hand to change the direction.
5. If a student messes up, they remove their hand.
6. They are eliminated if both hands are gone.

**Space/Equipment needed:**

large enough space for students to create a circle

**Video:**

[youtu.be/DHMxfA2OivI](https://youtu.be/DHMxfA2OivI)



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**Height Line-Up**



## Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

### Height Line-Up

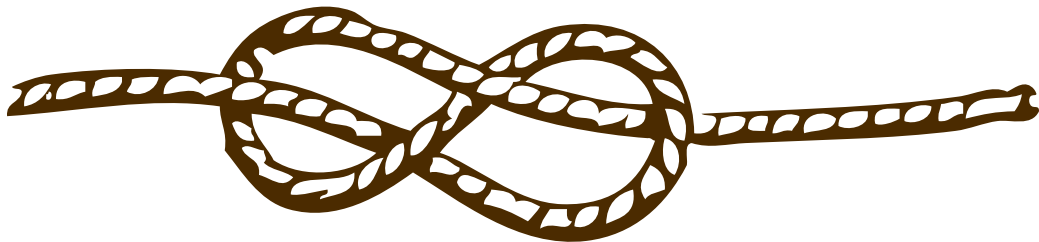
1. Inform that group that they cannot talk from this point forward until you give them permission.
2. Have the group get in a line.
3. Tell them they must, in silence (no talking at all), get in order by height.

**Space/Equipment needed:**  
large enough space for them to  
be in a line



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**Human Knot**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Human Knot

1. Divide students into small groups.
2. Each student must grab right hands with someone who is not directly next to them.
3. Do the same with left hands.
4. The challenge is to untangle and become a circle without releasing hands.

**Space/Equipment needed:**  
large enough space for students  
to be in small groups



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**Hurry High Fives**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Hurry High Fives

1. Tell the students they have 30 seconds to high five every person in the room, but they **MUST** walk.
2. This is difficult as it will take strategy to figure out how every person can high five each person in the classroom in under 30 seconds.

**Space/Equipment needed:**  
enough space for them to all be around each other in the room



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0 2 4 6 8

**Jump, Skip, Counting**



# Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

## Jump, Skip, Counting

1. Have students count by twos, fives, tens etc. while jumping with each count.
2. You could also practice spelling words this way.

**Space/Equipment needed:**  
larger space for the skipping



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**Limbo**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Limbo

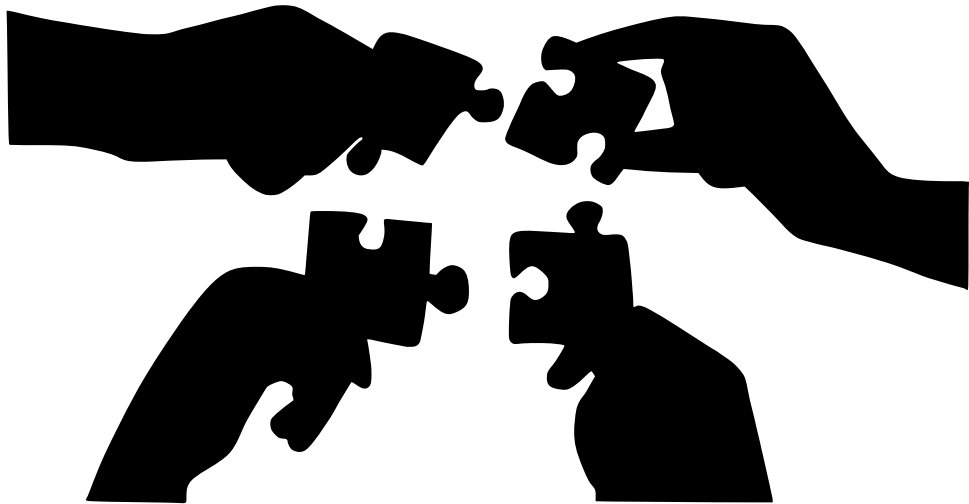
1. All you need is a long stick and a pair of kids to hold it.
2. Music will add a nice touch!

**Space/Equipment needed:**  
long stick and enough room for  
the students to be in a large  
group



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**Meet in the Middle**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Meet in the Middle

1. Students are paired with a partner. Partners stand on opposite sides of the classroom facing each other, one on one.
2. Call out an activity to do. Students walk to the center and meet their partner to do the activity.
3. After completing the activity, students turn and walk back to their original places.
4. Add 1 activity each time. For example: 1st time – meet partner in the middle and do a right-handed high five. 2nd time – right-handed high five, add left-handed high five. 3rd time- right-handed high five, left-handed high five, call out favorite physical activity.
5. Add more of the activities: left-handed low five, over the top (back to back), shoot through legs (back to back), right shoe sole, left shoe sole, curl-up five.

**Space/Equipment needed:**  
large enough space for students  
to partner up



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**Minute Masters**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Minute Masters

1. Display a list of different exercises for all to see on the wall or board.
2. Set a timer.
3. Each student may choose different exercises or stay on the same one each minute. Let the choice be the students. This will help give the student ownership and they will be more likely to perform the activity.

**Exercise examples:** jumping jacks, marching, knee lifts, jogging in place, alternating lunges, twisting, stationary jumping.

**Space/Equipment needed:**

look up exercises on YouTube or just demo the exercises and have enough room to perform the exercises.



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**Mirror Mates**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## Mirror Mates

1. Stand up.
2. Partners face one another.
3. Hold palms up in front of chest, facing partner.
4. The leader will move one hand at a time and the follower will mirror the movement.
5. Switch hands every minute.

**Space/Equipment needed:**  
have enough room for students  
to partner up



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**Morning Routine**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Morning Routine

1. Start the day with simple activities lasting 30 seconds or more: Jumping jacks, knee lifts, flap arms like a bird, hopping, scissors, etc.
2. Follow each activity with a basic stretching movement:
  - Reach for the sky
  - Runner's stretch
  - butterfly stretch (sit with bottom of feet together)
  - Knee to chest
  - Rotate ankles
  - Scratch your back

**Space/Equipment needed:**  
enough space for them to  
perform the exercise (desk  
space)



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A blue name tag with rounded corners. The top section is a solid blue bar containing the word "Hello" in a white, elegant script font, followed by "my name is" in a smaller, white, sans-serif font. Below this bar is a large, empty white rectangular box with a thin blue border, intended for a person to write their name.

**Name Moves**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

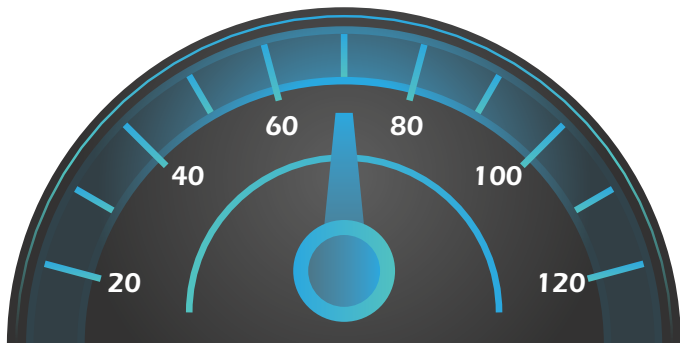
## **Name Moves**

1. Students stand behind their chairs.
2. In turn, each student says his or her name accompanied by a special movement. For example, a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

**Space/Equipment needed:**  
desk space



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***Speed***

**Speed Names**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

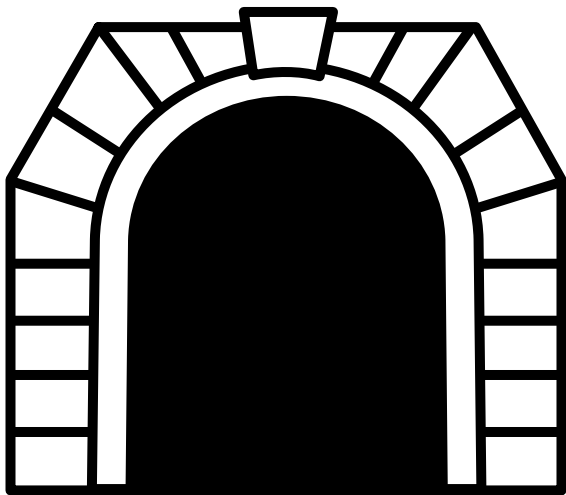
## Speed Names

1. Everyone stands in a circle.
2. One at a time, each person says their first name.
3. Everyone around the circle participates.
4. The timekeeper times how long it takes the group to say their first name one at a time.
5. The group gets a few tries to bring their time down.

**Space/Equipment needed:**  
large enough space for them to  
be in a circle



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**Over, Under, Around & Through**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Over, Under, Around & Through

1. Students are scattered throughout the classroom in groups of 3.
2. In each group, 2 members of the group face one another and "hold hands."
3. The third member or "runner" of the group stands to one side facing his/her partners.
4. The game begins when the teacher calls out a sequence of movements based on the commands Over/Under/Around/Through.
5. Only those 4 commands are used in the game, but they may be used in any sequence and number. For instance, if the commands were "Over, under, over, around," the "runner" in each group would try to complete the sequence as quickly as possible on the "go" command. He or she would be required to go "over" the linked hands, "under" the hands, "over" the hands, then completely "around" both partners.
6. To go "through" the partners, the 2 group members facing one another would create a circle (1 set of hands up and the other set down) large enough (about the size of a hula hoop in vertical position) for the "runner" to walk through.
7. Each person in the group should get a chance to be the "runner" and complete the sequence before the teacher calls out a new sequence.
8. Determine how many commands the students can accurately remember.

**Space/Equipment needed:**  
use whole classroom



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**Pass the Book**



# Brain Breaks in the Classroom

**Grade Level**  
**K-3rd**

## Pass the Book

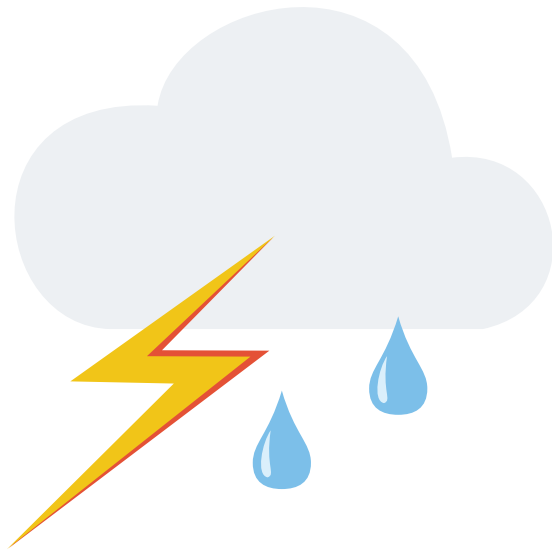
1. Partners stand back to back.
2. Object is to pass the book in sequence.
3. For example, side, side, overhead, through the legs
4. For difficulty, only perform with one hand.

**Space/Equipment needed:**  
one book per group, have  
enough space for students to  
pair up



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**Rainstorm**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Rainstorm

Have students follow your lead.

1. First, begin by having students rub their hands together very lightly.
2. Second, progress to lightly snapping your fingers.
3. Third, slap the top of your thighs.
4. Fourth by slapping your thighs and stopping your feet. (the rainstorm at its peak)
5. Fifth, continue to slap your thighs but quit stomping your feet.
6. Sixth, return to lightly snapping your fingers.
7. Lastly, rub your hands until the teacher instructs you to stop.

Do each action for 20 seconds.

**Space/Equipment needed:**  
enough room for the students to follow you



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**Scatter Fitness**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Scatter Fitness

1. Students should be scattered throughout the classroom.
2. Explain or demonstrate 2 to 3 fitness activities (see fitness activities below).
3. Establish signals for each activity, including a stop signal (e.g., 1 clap = walking in place; raising 1 hand = marching; 3 claps = stop activity).
4. Begin the activity with a fitness activity from below (e.g., jogging in place).
5. Students perform the activity until the teacher gives the next signal (e.g., 1 clap = walking in place).
6. Continue this sequence until all activities have been done, repeating if time permits.
7. Toward the end, combine all activities taught, one right after the other, then give the stop signal.

### Scatter Fitness Activities:

- Walking, Marching, Jogging in place, Knee ups, Jumping jacks, Straddle jumps, Side jumps, Ocean wave: a group wave from left to right with hands flying up then down, or students jumping up then down.

**Space/Equipment needed:**  
enough room to perform the exercises, most likely the whole room



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**Toe Tapping**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

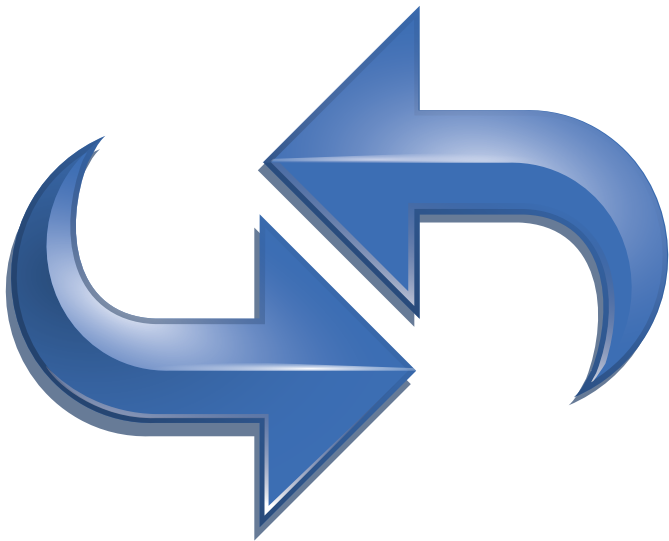
## Toe Tapping

1. Stand Up.
2. Face your partner.
3. Both you and your partner put out your right leg and tap (touch) your right feet together 1 time and say "1" out loud.
4. Tap your left feet together 3 times and say "3" out loud.
5. Tap your right feet together 2 times and say "2" out loud.
6. Continue the 1,3,2 toe tapping pattern alternating feet.
7. See how fast you can go.

**Space/Equipment needed:**  
enough room to partner up



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**Trading Places**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Trading Places

1. Stand up.
2. Push chairs in if needed.
3. Call out a trait. Everyone who has that trait must change places with someone else (students who do not have the trait stay where they are). For example, “Everyone with curly hair trade places with someone else who has curly hair.” “Everyone who ate cereal for breakfast.” “Everyone who is wearing stripes.”

**Space/Equipment needed:**  
desk space



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**Waiter, Waiter!**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Waiter, Waiter!

1. Each student needs a notebook or a folder.
2. Start by holding the folder above your head like a waiter.
3. Without dropping the folder, move your hand around by your waist and back around to the original position
4. Next try it with the opposite hand

**Space/Equipment needed:**  
one folder per student, desk  
space

**Video:**  
[youtu.be/y4HLjT1xw3M](https://youtu.be/y4HLjT1xw3M)



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**Write Your Name**



# Brain Breaks in the Classroom

**Grade Level**  
**1st-3rd**

## Write Your Name

1. Stand up.
2. Using your index finger as an imaginary pencil, write your name in huge cursive in the air.
3. Now repeat using different body parts as your pencil – elbow, knee, toe, belly button, head.
4. Don't forget to make sure all your i's are dotted and t's are crossed!

**Space/Equipment needed:**  
desk space



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**Hands**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

## Hands

1. Get in a circle.
2. Wave your right hand in front of you left to right. Your palm should be facing away from you while keeping your hand with your fingers pointing up.
3. Now stop that hand and have your left hand in front of you waving it up and down.
4. Now practice moving them at the SAME TIME. Do not move your hands going diagonally.
5. Now switch to have your right hand up and down and your left hand left and right. Do this faster and switch often to make it more difficult.
6. Lastly, to increase the difficulty, have your arms crossed while doing this.

**Space/Equipment needed:**  
enough room to be in a circle



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**Finger-Thumb**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Finger-Thumb

1. Stand up.
2. Put your fists together.
3. Point your index finger on one hand and stick your thumb out on the other hand.
4. Now switch ... and switch again ... How fast can you go?

**Space/Equipment needed:**  
desk space



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5

**FIVE**



# Brain Breaks in the Classroom

## FIVE

1. Partners stand across from each other.
2. Stage 1 – partner holds out 1 arm in a certain direction with several fingers out; partner must do opposite arm and position while holding up enough fingers to equal 5.

**Example:** partner 1 – left arm up with 4 fingers; partner 2 – right arm down with 1 finger.

3. Stage 2 – partner 1 will use both hands; hand can have separate numbers and different positions.

**Grade Level**  
**3rd-5th**

**Space/Equipment needed:**  
enough room for students to partner up

**Video:**  
[youtu.be/yj2blKm7wMw](https://youtu.be/yj2blKm7wMw)



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**Point & Roses**



# Brain Breaks in the Classroom

**Grade Level**  
**K-5th**

## Point & Roses

1. Right hand forms a rose (place thumb and pointer finger together)
2. Left hand points using the index finger.
3. See how fast you can switch hands between the 2 signs.

**Space/Equipment needed:**  
desk space

**Video:**  
[youtu.be/0oeWjOcwPmA](https://youtu.be/0oeWjOcwPmA)



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**Rock, Paper, Scissors, Math!**



## Brain Breaks in the Classroom

**Grade Level**  
**4th-5th**

# Rock, Paper, Scissors, Math!

1. Instead of throwing rock, paper or scissors, students throw a number 0-5. First person to say the correct number wins.
2. Play using addition, subtraction, 1 person designated as a negative number, multiplication.

**Space/Equipment needed:**  
enough room to be in partners



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**11**

**Shoot 11**



# Brain Breaks in the Classroom

**Grade Level**  
**2nd-5th**

## Shoot 11

1. Stand up.
2. Divide the class into groups of 4-5, each group standing in a circle.
3. The object of the game is for each group to try and total 11 fingers displayed without telling anyone what number they are going to show.
4. All students stand with their left hand behind their back.
5. On the teachers signal, in unison, the group says, "1, 2, 3, SHOOT 11!" On "shoot 11", each student will display either a (0) closed fist, 1, 2, 3, 4 or 5 fingers on their right hand.
6. Once all of the fingers are displayed, the group needs to quickly add up the total of all fingers shown.
7. If nobody totals 11, play again!
8. The first group to get 11, WINS!

**Space/Equipment needed:**  
have enough room to be in  
small groups



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**Sticky Fingers**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Sticky Fingers

1. Stand up.
2. Take your hands and touch all of your fingertips together.
3. Next, bend your middle fingers so your knuckles are touching.
4. Now, take your thumbs, pull them apart and touch them back together.
5. Now do your pinky fingers and index fingers.
6. Lastly, try to pull apart your ring fingers.

**Space/Equipment needed:**  
desk space



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**Thumb Peace**



# Brain Breaks in the Classroom

**Grade Level**  
**3rd-5th**

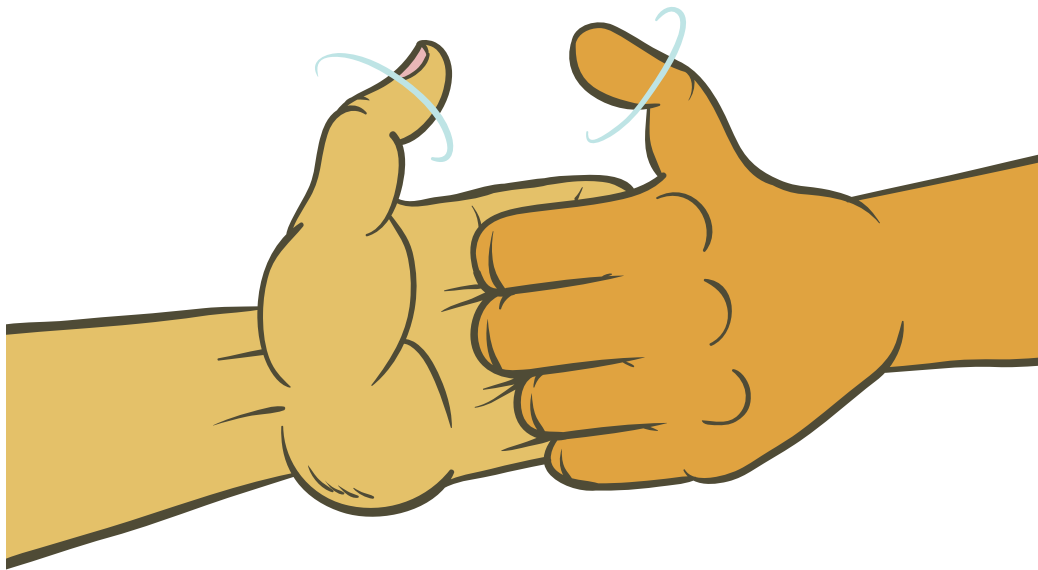
## Thumb Peace

1. Lock your fingers together.
2. You will try to work together to outline the numbers 0-9 with your thumbs one at a time. Your thumbs will need to work together while making each number.
3. Decide who will be writing the number forwards and who will write it backwards.

**Space/Equipment needed:**  
enough room to partner up



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**Thumb War**



# Brain Breaks in the Classroom

**Grade Level**  
**K-2nd**

## Thumb War

1. Lock fingers together and then tap alternately with your thumbs to the chant: "One, two, three, four, I declare a thumb war."
2. Start the war. The first person to pin the others thumb down for three seconds so they can't move it is declared the winner.

**Space/Equipment needed:**  
enough space to partner up



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