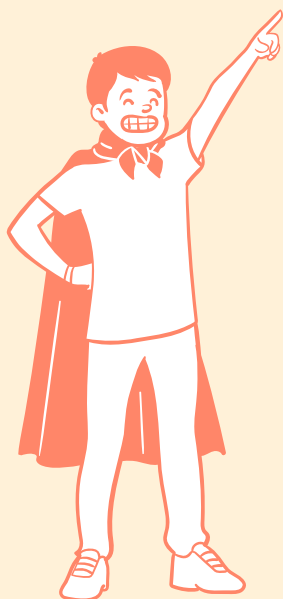




Movement Breaks



A collection of movement breaks you can use in
your classroom to give learners a break from
whatever they're doing ... and have some fun!



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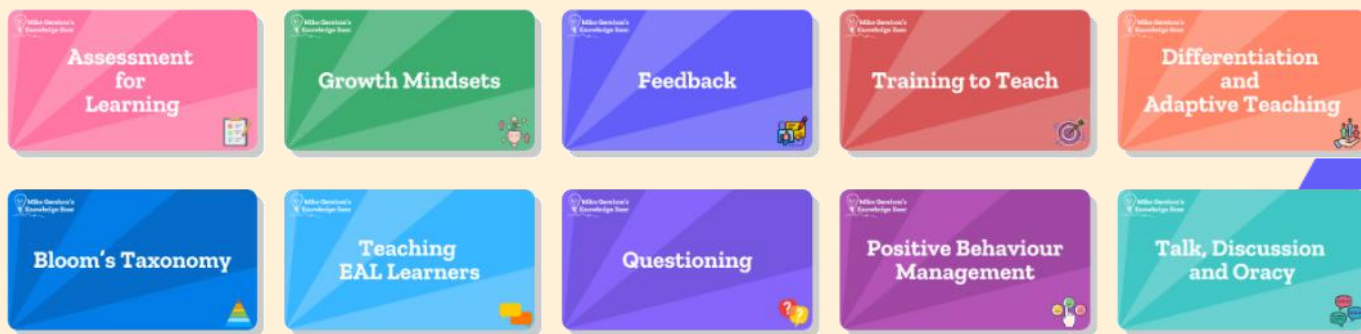


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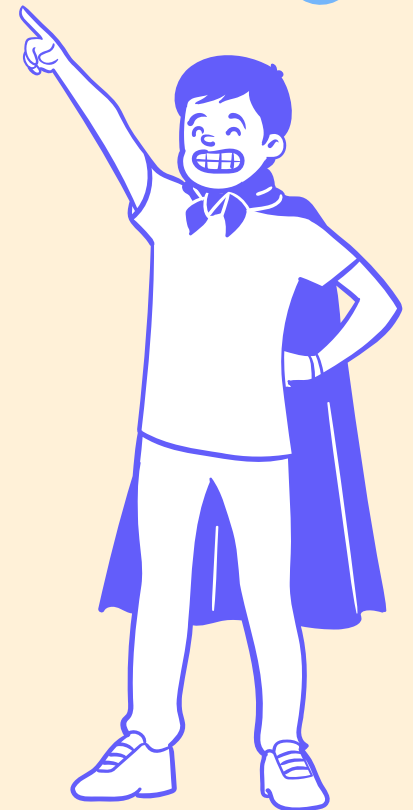
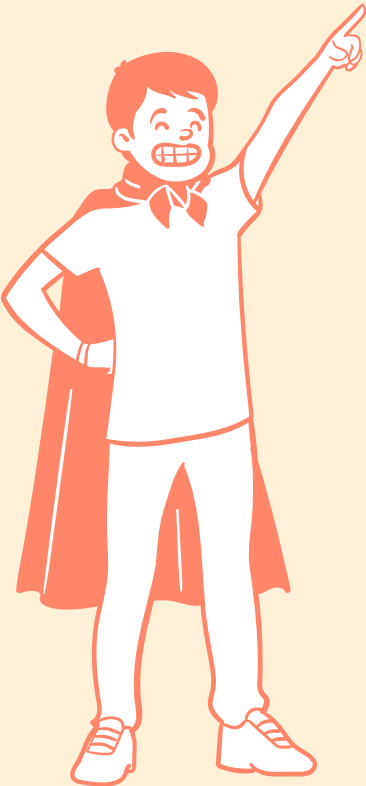
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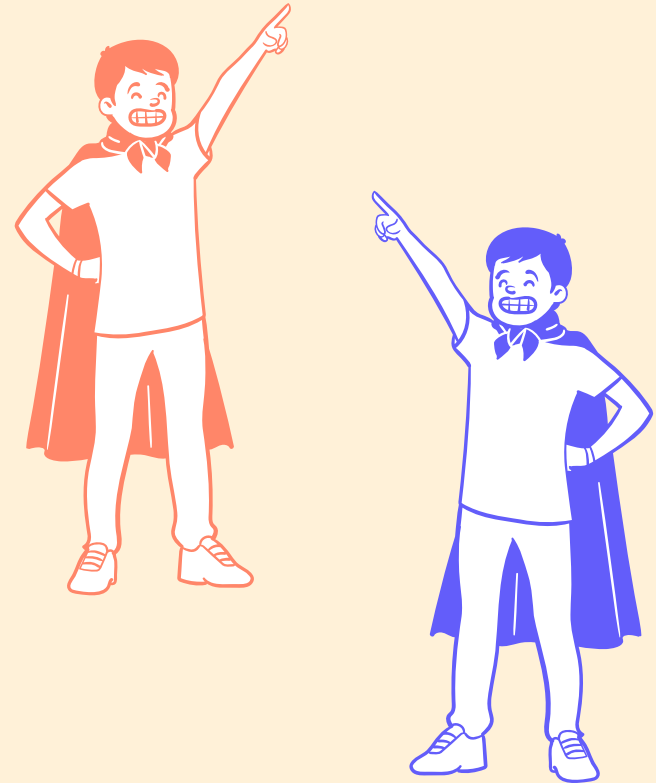


Mirror Me

Turn your classroom into a giant mirror ...

- Stand or sit at the front of the class.
- The aim is for learners to mirror everything you do.
- The key here is that what the learners do must be a mirror image of what you do.
- For example, if you raise your right arm, learners will need to raise their left arms.
- Start off simple and then make it more complex, or quicker, to increase the excitement levels.

Extend by ... having a learner take on the 'lead' role or by splitting the class in half and having two student leaders at the front.

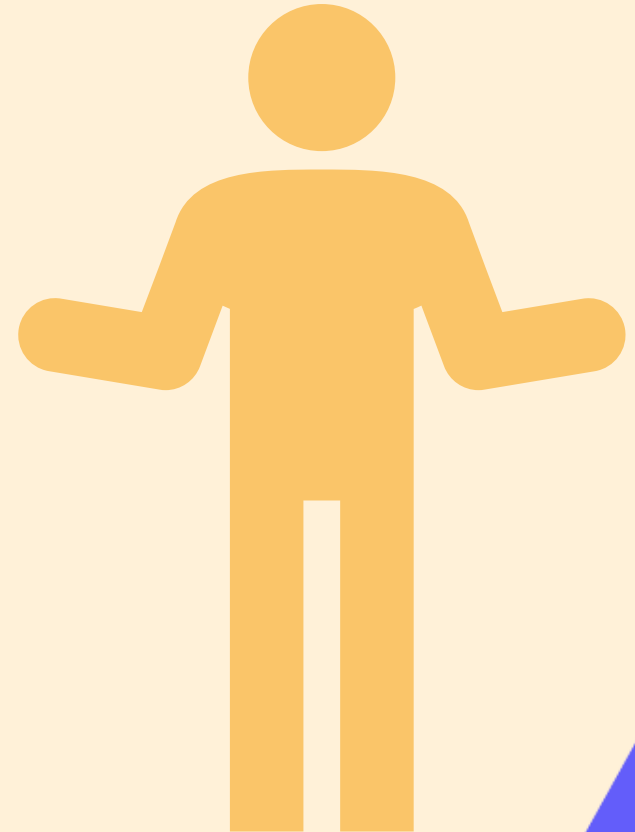


Simon Says

The old game of 'Simon Says' except in this case it will be 'Teacher Says' or 'learner Says'.

- Either you or a learner stands at the front of the class as the leader.
- Learners stand up and face the leader.
- The leader issues a series of commands, some prefaced with 'Simon says ...' and some not.
- Learners must listen carefully and only follow the commands that are prefaced by 'Simon says ...'
- Make it competitive by knocking out any learners who incorrectly follow a command (either by getting it wrong or by doing it when Simon didn't say) until you have a winner.

Extend by ... giving learners multi-part instructions that are more complex and require multiple steps.



Stand Up, Sit Down

A great movement break for encouraging cooperation and generating excitement.

- All learners stand up.
- The aim is for all learners to sit back down, having called out the numbers 1 – X (X being the number of learners in the class) in order.
- **Learners are not allowed to communicate.**
- The first learner to sit down must say '1', the second says '2' and so on.
- If any learners say numbers at the same time, everyone must stand up and start again.
- This creates a real sense of tension because, remember, learners can't communicate with each other during the game.

Extend by ... splitting the class in half and making it competitive, with each team trying to get fully sat down before the other.



Zip, Zap, Boing

Zip Zap Boing is a game of fast gestures and quick thinking.

- Learners stand in a circle.
- There are three commands: Zip, Zap and Boing.
- **Zip:** Learners indicate left or right with their hands and say 'zip', passing the 'energy' on.
- **Zap:** Learners point across the circle with their hands and say 'zap', passing the 'energy' on.
- **Boing:** Learners face the person who has zipped or zapped them, put up their arms and say 'boing', rebounding the 'energy'.
- The 'energy' is passed around the circle using the commands. Anyone who is too slow, mixes up the gestures and commands, or gets it wrong is out.
- Play on until a winner is found.

Extend by ... introducing a second 'energy', so two games are happening concurrently.

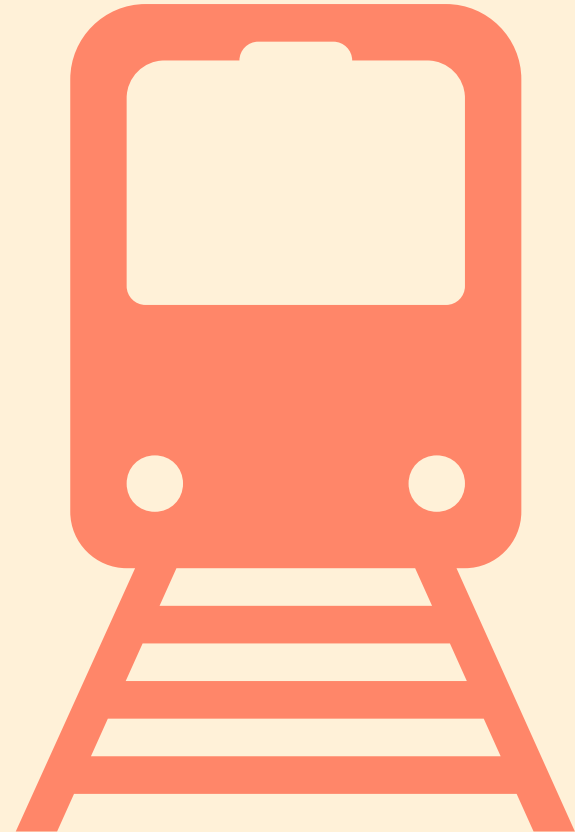
Zip
Zap
Boing

Make a Train

Recreate the locomotive journeys of yesteryear.

- Learners stand up.
- The front row of learners lead off, forming a train.
- The rest of the learners join on until the whole class is a full train.
- The train moves around the classroom making train noises or performing train like actions.
- The teacher tells a story about the train, in which different events occur. Learners (the train) must respond to these with appropriate noises and actions.

Extend by ... taking the train out of the classroom and around the school.



The Sun Shines On

Shine the sun on some different features.

- Learners sit in a circle.
- The teacher calls out: 'The sun shines on...' and then chooses a feature. For example:
 - Anyone who watched the football last night.
 - Anyone wearing brown shoes.
 - Anyone with a ponytail.
- Learners who this applies to must stand up and change places.
- You can vary how quickly you call out features, call multiple features at the same time, and call out a feature that applies to everyone – creating a bit of light-hearted chaos as everyone must change places.



Extend by ... getting learners to lead it instead of you.

Image Envoys

A bit like charades, but with a twist...

- Put learners into groups.
- One member of each group comes to see the teacher, who shows them an image.
- The learners return to their groups and mime the image.
- The first group to guess correctly wins a point.
- Continue for as long as you choose.

Extend by ... selecting trickier images that are harder to mime, or by picking a trio of learners to decide the images.

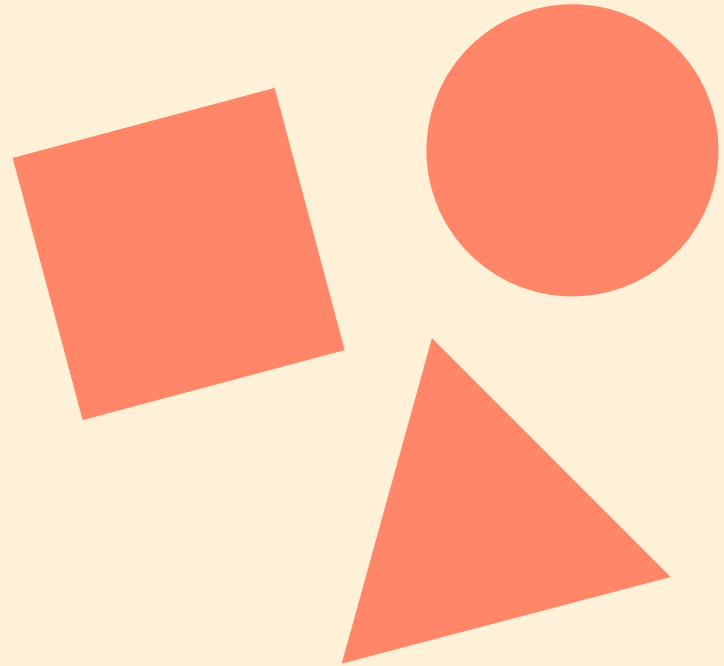


Shape Your Learning

Turn your learners into human plasticine

- Give learners the challenge of creating a shape or stance with their bodies that somehow encapsulates, references, or relates to the learning they've done in the lesson.
- Make it easier by modelling a couple of examples yourself to begin with.
- Indicate to learners that they shouldn't take it too seriously and that tangential connections are more than OK.

Extend by ... splitting the class in half. One half shape their learning while the other half walk around the 'gallery' trying to work out what each shape represents.



Touch the Sky

A very simple movement break.

- Learners stand up.
- Led by the teacher they try to touch the sky by stretching up as far as possible.
- You can accompany this with music, a story about touching the sky, or by ambient noise like bird song.
- The idea is to get learners out of their chairs, stretching, and thinking about something completely different, before returning to their work.



Extend by ... asking a learner to tell the class a story about what's up in the sky that everyone is trying to reach with their stretching.

Charades/Mime

A familiar party game brought into the classroom.

- Create a list of words, titles, books, or people.
- Invite one learner to the front of the class.
- Show them one of the items from your list.
- The learner must now mime this to the rest of the class, who must guess what is being mimed.
- Continue the game by asking different learners to come to the front and take it in turns to do the miming.



Extend by ... splitting the class into two teams and making it competitive. Set a sixty second time limit in which teams must guess what their teammate is miming.

General Stretching

As if you were warming up for a race ...

- Learners stand up.
- Assess whether learners can stay next to their desks, or if they should spread out around the room.
- Lead your learners in a series of stretches. For example:
 - Arm circles
 - Toe touching
 - Standing on one leg
 - Arms out forwards
- Alternatively, find an appropriate video on YouTube that you can all follow.

Extend by ... asking a learner to lead the stretching for the rest of the class.



Marching

A martial activity.

- Learners stand up.
- Either in groups, teams or individually learners march on the spot keeping to the rhythm set by the teacher.
- Mix up with instructions like:
 - Left Turn
 - Right Turn
 - Salute!
- Try combining it with recitation of the alphabet, keywords or times tables, depending on the age of your learners.

Extend by ... taking learners on a march outside the classroom, or by setting up two teams of marchers who must keep time with each other.

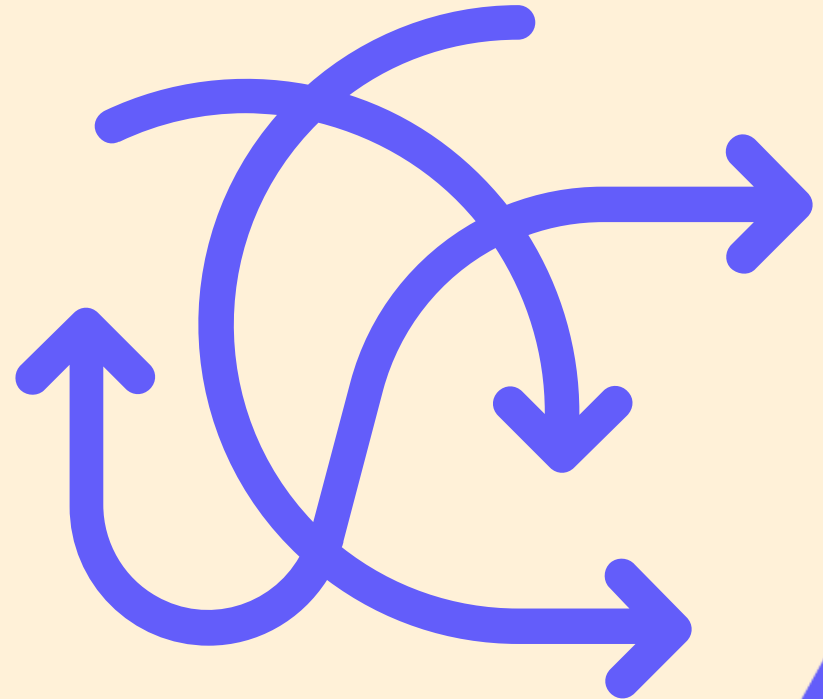


Multi-tasking

A classic, simple movement activity.

- Learners stand up.
- The teacher asks them to do two things at the same time.
- For example:
 - Pat their head and rub their stomach.
 - Snap their fingers and nod their heads.
 - Clap their hands and stomp their feet.
- Create variety by producing different combinations to keep learners on their toes.

Extend by ... asking learners to practice their own combinations at home, which they then bring in to challenge the rest of the class with.



Puppet on a String

This helps build trust and positive relationships.

- Learners get into pairs.
- They stand one behind the other.
- The front person is the puppet.
- The learner at the back gives instructions that the learner at the front must follow.
- If appropriate, the learner at the back can move their hands as if their partner is a puppet they are operating.
- Learners swap over and go again.

Extend by ... putting learners in threes. The person at the back tells the person in the middle what to do, who then tells the person at the front what to do.

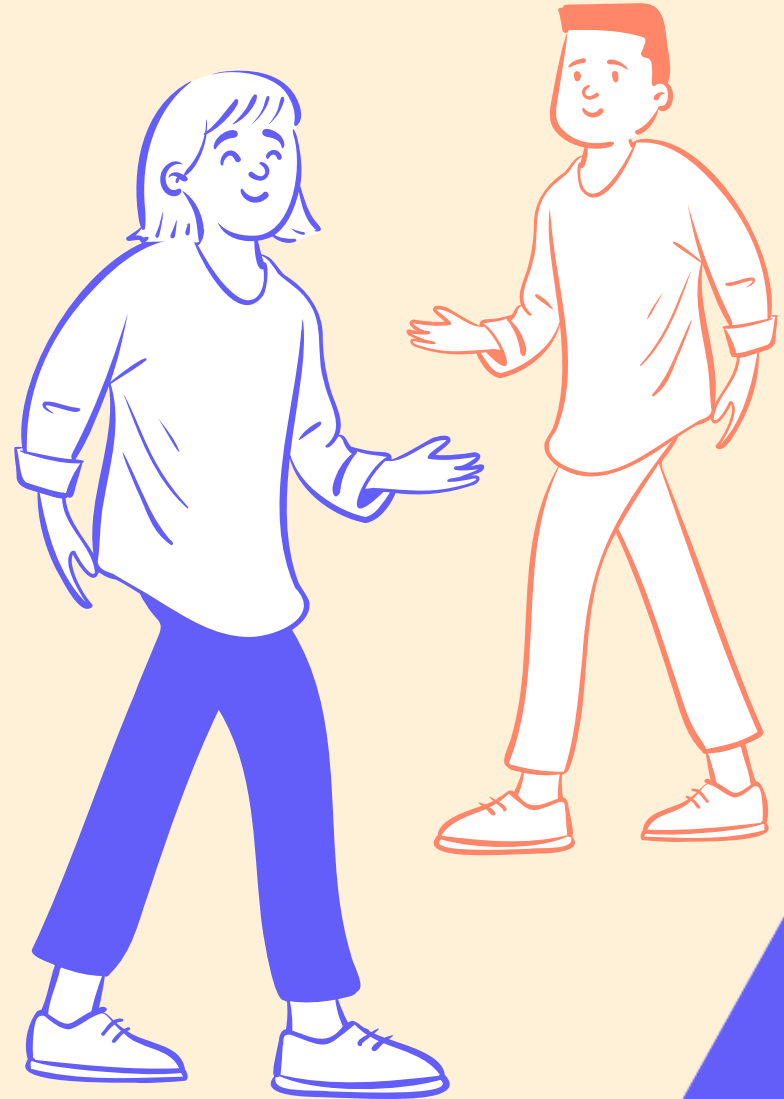


Dance-Oke

It's like karaoke only with dancing.

- Select a music video with an easy to mimic dance routine.
- Play the video.
- Learners stand up and must try to follow the routine – and you should get involved as well.
- Develop by splitting the class in half and getting learners to turn and face each other as they do their routines.

Extend by ... using a more complex routine, repeating the routine and asking learners to perfect it, or by inviting learners to suggest a routine to follow.



Collecting

Helps learners to find out about one another.

- Place a list of 5-10 statements on the board like:
 - Someone who supports Arsenal.
 - Someone who has two middle names.
 - A person who has been to America.
- Explain that learners will need to move around the class, searching for someone who fits each of the statements.
- Make it competitive by challenging learners to do it as quickly as possible.
- Make it harder by insisting only one person per statement. For example, if someone supports Arsenal and has been to America, they only count for one of those statements.

Extend by ... creating a bingo sheet containing your 5-10 statements. Learners must cross off each statement and write in their relevant peers' names as they go.



Can you help?

A great way to turn learners into teachers.

- Learners develop a question they would like answered that links to the topic.
- Learners stand up and move around the room, asking people their question.
- They make a note of the answers they receive and compare these.
- When they have enough answers, learners can either spend their time answering other people's questions or create a new question to ask their peers.



**Extend by ... asking learners to create questions in pairs.
This then means pairs of learners walk around the room
looking for answers, creating a different dynamic.**

Emotions

A very emotional activity.

- Learners stand up.
- The teacher chooses an emotion
- The whole class display that emotion on their faces, exaggerating for effect.
- Learners turn and look at each other, pulling their exaggerated, emotional faces.
- The teacher asks a learner to choose a different emotion for the class to do next.
- Repeat for as long as you like.

Extend by ... giving learners more complex, subtle or challenging emotions to act out.

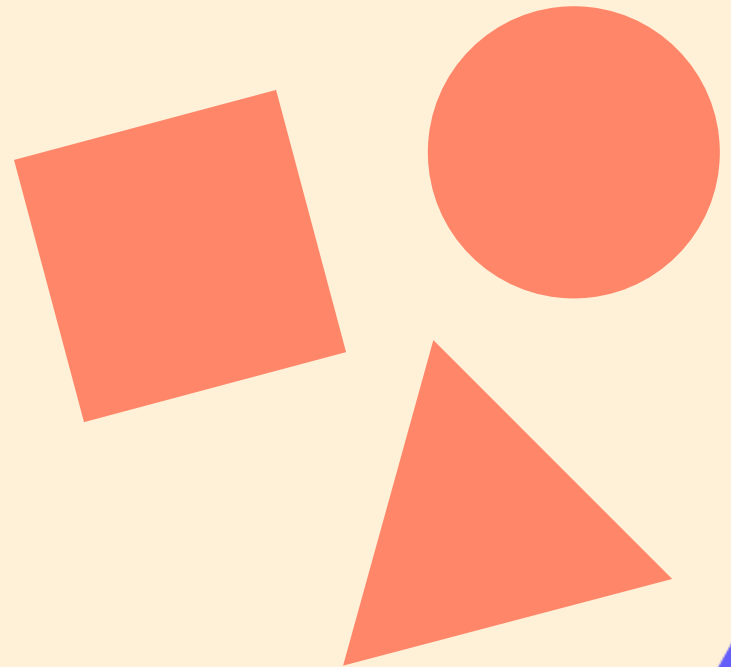


Shapes

Could lead to confusion and some interesting developments.

- Learners stand up.
- The teacher either calls out a shape or object or displays one on the board.
- Learners must then try to recreate the shape/object using their body or, perhaps, in pairs.
- Shapes or objects can include anything!
- It might not be easy, or even doable, but the point is that it's fun and creates a break from the learning.

Extend by ... having a set of objects or shapes on your desk covered by a tea towel. You can then dramatically pull one out before holding it up and asking learners to try to recreate it.

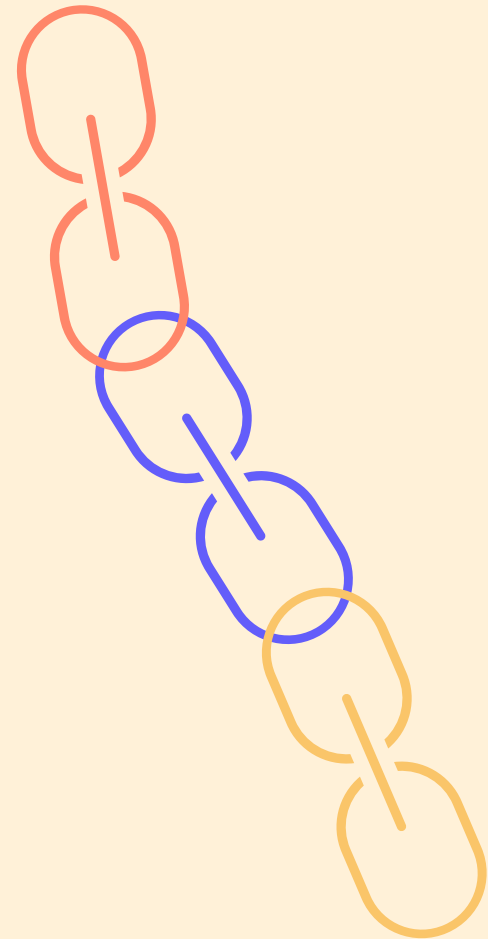


Chain Reaction

An activity that might require some practice to get it right.

- Learners stand up.
- An action is agreed on, for example a 'thumbs up' or a 'high five'.
- The first learner does the action.
- The second learner does the action.
- Then the third, the fourth, the fifth and so on.
- This creates a chain reaction that runs through the whole class.

Extend by ... asking learners to do the chain reaction increasingly quickly, or by having two chain reactions at the same time, each starting with a different learner.



Tennis Ball One

Quick reactions and quick thinking
with this activity.

- Learners stand up.
- The teacher has a tennis ball.
- They ask a question and throw it to a learner.
- That learner must answer the question to earn the right to pose one of their own.
- Having earned the right, the learner poses a question and throws the ball to someone else.
- Continue for as long as you like.

Extend by ... asking learners to speed up or by having
two tennis balls moving simultaneously.



Tennis Ball Two

More tennis related activity ...

- Learners stand up.
- The teacher has a tennis ball.
- They announce a topic, for example food.
- They throw the ball to a learner.
- The learner must shout out a type of food and then throw the ball to another learner.
- They must then shout out a different food before throwing the ball on.
- Continue until everyone has had a go.



Extend by ... picking a topic you want learners to revise or practice.

Secret Follower

Learners must act like spies in this game of distance.

- Learners stand up, preferably in a reasonably large, clear space.
- Every learner must secretly choose another learner to follow, while keeping at least one person in between them.
- The game begins.
- Learners try to surreptitiously follow their chosen peer, all the time keeping another person between the two of them.

Extend by ... assigning half the class as followers and half as detective. The detectives must try to work out who the followers are following.



This is a Spoon

Madcap fun with pens disguised as cutlery.

- Stand in a circle.
- One person is the 'knower'. They have two pens and decide which one is the spoon and which one is the knife.
- They begin by passing the spoon to their left and the knife to their right and stating: 'This is a spoon.' 'This is a knife.'
- The first person to receive asks 'A what?' The knower responds: 'A spoon,' or 'A knife.'
- The spoon and the knife continue to be passed around the circle, with the call and response happening each time.
- Learners must increase the pace as the pens get passed round.

Extend by ... having two 'knowers' and, therefore, two spoons and two knives. This is when it gets really hectic!



Mexican Wave

Akin to being at a major sporting event.

- Learners are sat down.
- At a signal from the teacher, the first learner stands up, throwing their arms in the air.
- The next learner follows on immediately after.
- This is repeated through the whole class.
- When the wave gets to the end, the first learner picks it up again.
- Continue for as long as you like.

Extend by ... having two or three waves running simultaneously, each with a different starting point.



Stand, Crouch, Sit

Get learners thinking about the learning.

- Learners are sat down.
- The teacher displays a statement about the learning.
- If learners agree, they stand up. If they disagree, they stay sat down. If they are not sure, they crouch.
- The teacher asks learners to find someone near them, pair up and share thoughts.
- Repeat with further statements, and use to stimulate a whole-class discussion, if you wish.

Extend by ... dividing the class into groups. Each group develops their own statement about the learning. You then use these as the basis of the movement break.

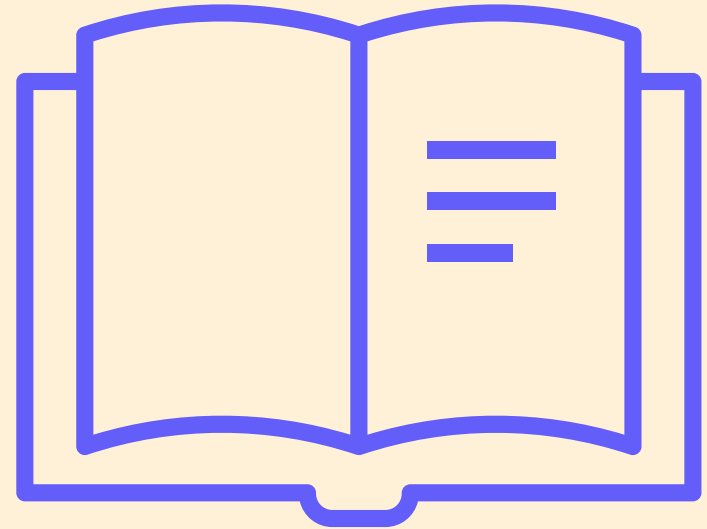


Dictionary

An improvisation activity.

- Learners stand up.
- The teacher grabs a dictionary and selects a page at random.
- They pick a word from that page.
- Learners pair up, or work in threes.
- They must improvise a freeze-frame, role-play, skit or piece of physical modelling that connects to the word.
- Pick a selection of pairs/trios to come to the front and show their work.

Extend by ... inviting a learner to choose a word from the dictionary or by selecting two different words for learners to work with and find connections between.



Swap Seats

Depends how important your seating plan is.

- Half the class stand up.
- They must swap seats.
- When they're sat down, the other half of the class stand up.
- Now they must swap seats.
- You can stop here, or you can repeat, with the caveat that learners must keep finding a seat they haven't sat in before.

Extend by ... set rules for the seat swapping.

For example, you must move one space horizontally and one space vertically.

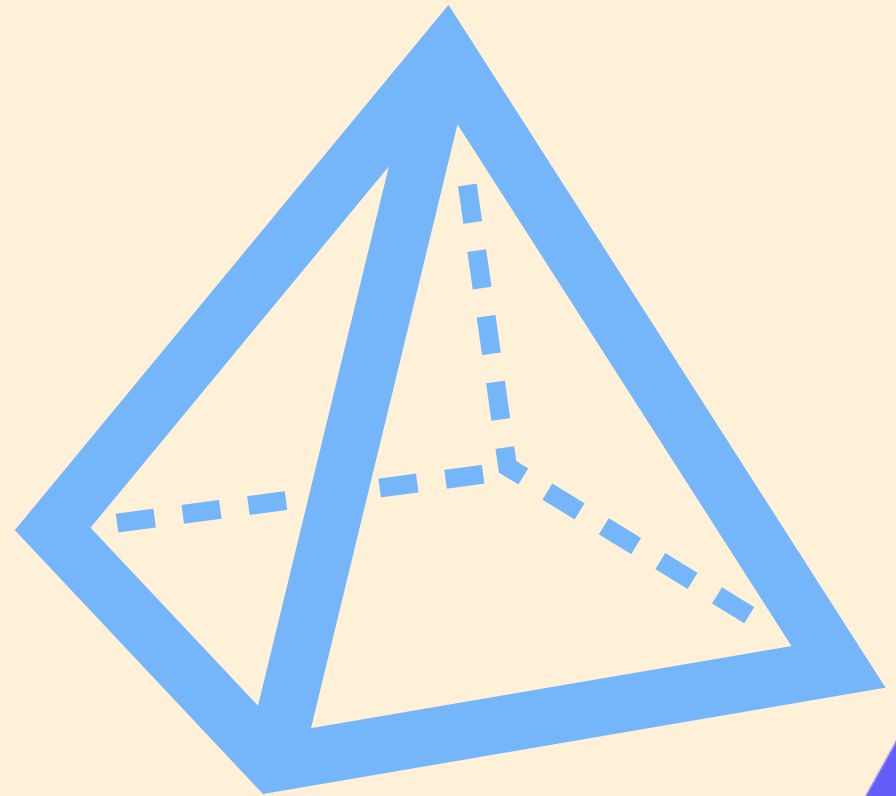


Human Shape

Make a giant shape.

- Learners stand up.
- The teacher displays a shape on the board
- Learners have sixty seconds, in teams, to physically recreate the shape.
- When the time is up, the teacher chooses a winning shape.
- Then repeat the process with a new shape.

Extend by ... getting the whole class
to create a shape together.



Professions

A bit like work experience.

- Learners stand up.
- The teacher chooses a profession and shares this with the class.
- Learners must walk around the room, acting as if they are a member of that profession.
- After thirty seconds, the teacher shouts out a new profession.
- Learners must immediately switch and take on the characteristics of this profession.
- Continue for as long as you like.



Extend by ... asking learners to pick the professions, switching professions more quickly, or by using unusual professions.

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