



**EFNEP Youth
Education
Call
March 4th
2019**



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Agriculture and Natural Resources

Classroom Transitions, Physical Activity and Brain Breaks

Presenters:

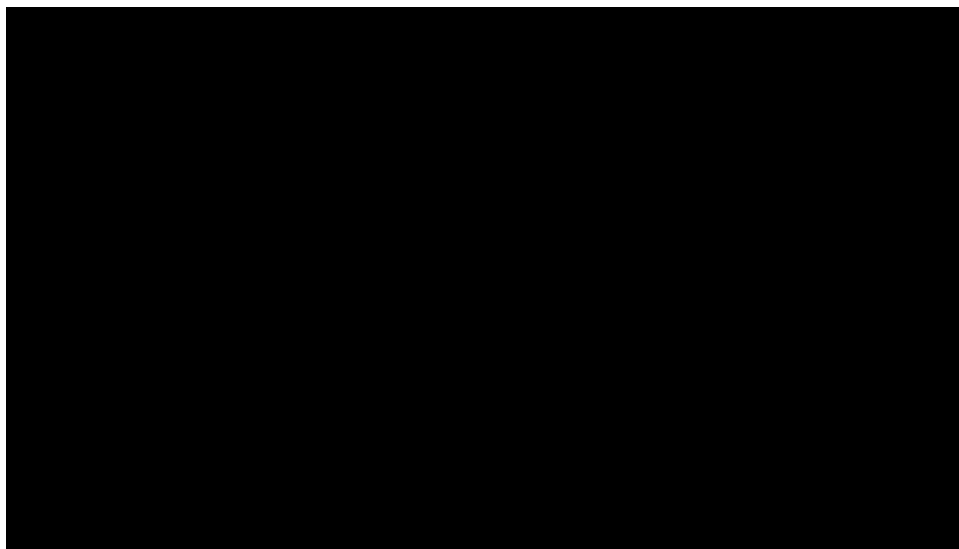
Adan - Contra Costa County

Dalilia - San Bernardino



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Estamos Contigo – We Are With You



https://www.youtube.com/watch?v=XvsuCTa7RFw&index=3&list=PLVDo4Z_9UmRG3oXMBR-NQhtUa79pKbBch



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Classroom Transitions, Physical Activity and Brain Breaks

Classroom Transitions – students moving from one activity to another.

Physical Activity – movement of the body that uses energy. Research supports a positive correlation between physical activity (movement) and cognition - increases attention, decreases stress, increases productivity, boosts brain function, reduces disruptive behavior.

Brain Breaks – an activity used to reenergize students. May be a verbal task, exercise or kinesthetic activity.

[Research-Tested Benefits of Breaks](#)

Physical activity, classroom transitions and brain breaks can help with **Behavior Guidance**. The Goal of Behavior Guidance is to guide behavior whenever possible to build skills for self-sufficiency in children and youth.

Definition from the Classroom Management and Behavior Guidance Strategies for Nutrition Educators



**Name as many
white fruits and vegetables
as you can into the chat box.**



Classroom Transitions, Physical Activity and Brain Breaks

Classroom Transitions

- Use classroom transitions when getting started

Examples

- Ask an opening question
- Fruit Toss (incorporate physical activity)
- Behavior narration
- Countdown (signals a transition)
- Quiet Coyote (signals a transition)



Classroom Transitions, Physical Activity and Brain Breaks

Attention Getters

- May be used to signal a transition or brain break. Attention getters help students refocus their attention
- Waterfall, Avalanche, Flat-tire (ssssshhhh)
- If you can hear me...
- Classroom bell
- Countdown
- Quiet coyote
- Other attention cues – list on Collaborative Tools site



Classroom Transitions, Physical Activity and Brain Breaks

Examples

- Time Tracker Visual Timer
 - Helps students self-manage
 - The colors give students a visual signal
- Timers assist with time management throughout a lesson



Classroom Transitions, Physical Activity and Brain Breaks

Classroom Transition Tips:

- Keep a routine
 - *Students are successful when they know what to expect*
- Be flexible
 - *Tailor your strategy to the age group*
- Implement behavior guidance strategies used by the teacher
 - *For example: positive reinforcement, point system*
- Use positive reinforcement
 - *For example: stickers, food sample – “if we have extra time, we will taste a new food”*

**What classroom transitions
and attention getters
do you use?**

Classroom Transitions, Physical Activity and Brain Breaks

Physical Activity

- A quick physical activity can be used to help students **refocus** and **release energy**
- Can be used to **reinforce lesson concepts**



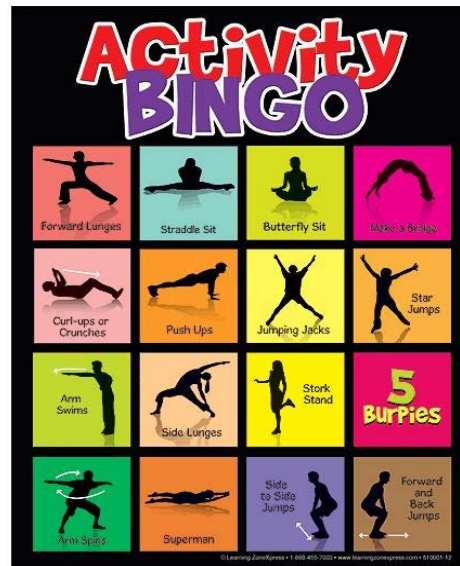
Examples

- Breathing exercises and stretching (arms in, arms up)
- Universal Center – arms loose, turn left and right using hips (cross midline)

Classroom Transitions, Physical Activity and Brain Breaks

More Physical Activity

- Exercise Dice
 - Dice contain numbers and an activity
 - Fun way to incorporate physical activity into a lesson
- Activity Bingo



Classroom Transitions, Physical Activity and Brain Breaks

Physical Activity Tips

- Be creative! Find ways to tie physical activity to the nutrition lesson
- Use popsicle (equity) sticks to include all students
- Lead physical activity if the lesson was completed early
- Implement physical activities when they are included in nutrition lessons
- May be used before/after a lesson or before a food tasting



**What physical activities
do you use?**



Classroom Transitions, Physical Activity and Brain Breaks

Brain Breaks

- Brain Breaks can be used to help students **refocus**
- May or may not include physical activity
- Examples: Mindfulness
- Opposite Sides: Have students stand and blink with the right eye while snapping the fingers of their left hand. Repeat this with the left eye and right hand.
- Invisible Pictures: Have a student draw a picture in the air while their partner guesses what it is. You could give them categories such as foods to narrow the guessing.



“We can use brain breaks and focused-attention practices to positively impact our emotional states and learning. They refocus our neural circuitry with either stimulating or quieting practices that generate increased activity in the prefrontal cortex, where problem solving and emotional regulation occur.”

[Energy and Calm: Brain Breaks and Focused-Attention Practices](#)

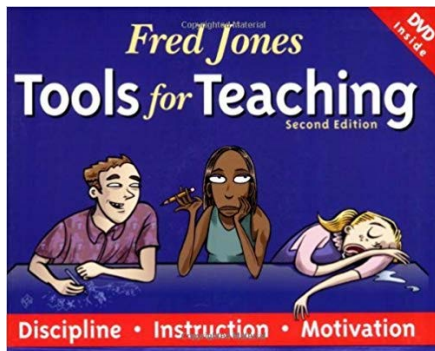
What Brain Breaks do you use?



**What Brain Breaks and
Attention Getters do you use
with high school students?**

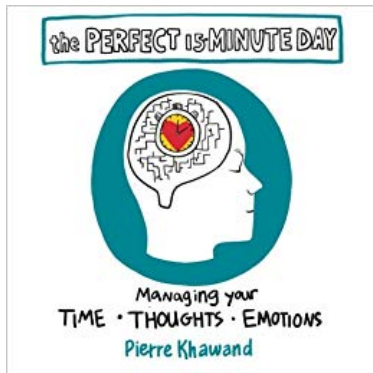


Physical activity, brain breaks and classroom transitions



Resources:

- LinkedIn Learning – Time Management Training
- Fred Jones Tools for Teachers
<http://www.fredjones.com/>
- New Management – Rick Morris:
<http://www.newmanagement.com/>
- The Perfect 15-Minute Day - Book
 - *Manage time, tasks, helps to reduce stress*



**The resources on this slide are shared by CA EFNEP staff for informational purposes only.*



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Physical activity, brain breaks and classroom transitions



Resources:

- Classroom Management Resource Sheet – Collaborative Tools
- GoNoodle <https://www.gonoodle.com/>
- Move to Learn <https://movetolearnms.org/>
- YouTube: CosmicKids
- Quick Classroom Exercises to Make Learning Lively <https://www.youtube.com/watch?v=pbD7Dcmlmws>
- CATCH Box

Other resources?




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Youth EFNEP

Behavior Guidance-Classroom Management Tools		Uploaded	Uploader	Create Zip Edit Group + Add
 Attention Cues	11/1/2018	Lyn Brock	Replace File Edit Name	
 Classroom Logistics Form	11/1/2018	Lyn Brock	Replace File Edit Name	
 Classroom Management Resources	11/1/2018	Lyn Brock	Replace File Edit Name	

Visual – alone or combined with Verbal	
Teacher	Student Outcome - students quiet and looking at teacher
Give Me Five – hold up 5 fingers	Students know meaning: Eyes – on speaker Ears – listening Mouth – quiet Body – still (or Feet – on floor) Hands - free
If you hear me... <ul style="list-style-type: none"> • Touch your (nose, ears, etc.) • Hands on head 	Do movement
Quiet Coyote or Quiet Fox	
Zip It – fingers to lips, zipping motion Lock it – turn the key at the corner of your mouth Put it in Your Pocket – motion key into pocket	Students perform movements with teacher
"Give me three" – hold up 3 fingers Fold fingers down one at a time and say: Stop- Look - Listen	Students hold up 3 fingers. Say with teacher: Stop- Look - Listen
Countdown: 5-4-3-2-1-0 – close fingers as you count down <ul style="list-style-type: none"> • 5-4-3 speak • 2-1-0 silent (0 – all closed) 	At zero students are quiet and looking at teacher
Countdown: 3-2-1 – close fingers as you count down	Clap after teacher says '1' - then students are quiet and looking at teacher

