



Grades K to 3 | Physical and Health Education

Activity Plan: Brain Breaks



**SOUTH ASIAN CANADIAN
LEGACY PROJECT**



**SOUTH ASIAN
STUDIES INSTITUTE**
University of the Fraser Valley



Activity Plan: Brain Breaks

Grades K to 3 | Physical and Health Education (PHE)

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Overview

Big question

How can you prepare your brain for learning?

Activity description

Students will inquire about strategies to regulate their mind and body.

Grades and curricular area(s)

- Kindergarten to Grade 3
- Physical and Health Education (PHE)

Big ideas

Physical and Health Education (PHE)	
Kindergarten	Good health comprises physical, mental, and emotional well-being.
Grade 1	
Grade 2	
Grade 3	

Curricular competencies

Physical and Health Education (PHE)	
Kindergarten	Students are able to identify and describe practices that promote mental well-being
Grade 1	
Grade 2	
Grade 3	

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Materials/Resources

Books

Title	Author	Notes
Breathe Like a Bear	Kira Willey	Optional read-aloud video
Finding Om	Rashmi Bismark	Optional read-aloud video
I Am Peace: A Book of Mindfulness	Susan Verde	Optional read-aloud video
Meena's Mindful Moment	Tina Athaide	
Mindful Monkey, Happy Panda	Lauren Alderfer	
Moody Cow Meditates	Kerry MacLean	
My Magic Breath	Nick Ortner and Alison Taylor	
The Lemonade Hurricane: A Story of Mindfulness and Meditation	Licia Morelli	

Meditation videos

- [Easy Mantra Meditation for Kids](#) (1:33)
- [Rainbow Relaxation: Mindfulness for Children](#) (3:46)
- [Learn to Bring Down Stress: Guided Meditation for Kids](#) (3:27)
- [Balloon \(Peace Out: Guided Meditation\)](#) (6:22)
- [Starfish \(Peace Out: Guided Meditation\)](#) (5:59)

Templates

- [My Three Brain Break Strategies](#)

Kick Off and Connect

Step 1

Class discussion:

- At school, how do we know that our bodies and minds are ready to learn?
- What are some indicators that our bodies are not ready to learn?
- What activities can you do to feel ready to learn?

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Step 2

Read one of the books suggested or show the class a video of the books being read aloud (see [Materials/Resources](#)).

Step 3

As a class, discuss the story (book or video) using these questions:

- What is meditation?
 - Students may not be familiar with meditation, but many will be familiar with calming breaths or relaxation breathing.
- What places in the world do you think meditation came from? (India, China, Japan, Tibet, and other Asian countries)
- Do you meditate? Do you know anyone who meditates?
- How do you think people feel after meditating?

Step 4

Engage students in a meditation exercise by using a breathing activity video (see [Materials/Resources](#)) or by seating students on the carpet in a comfortable position and guiding them through deep breathing.

Step 5

As a class, discuss how students feel after the meditation exercise and why meditation is helpful and important.

- There are many ways to calm our bodies down.
- Sometimes we may want to try a different strategy.

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Explore and Engage

Step 1

Brainstorm calming strategies as a class. Ideas might include:

- Meditate
- Go for a walk
- Do Jumping Jacks
- Dance
- Stretch
- Run
- Read
- Take small sips of water
- Take deep breaths
- Find a quiet space
- Think happy thoughts
- Listen to music
- Play with blocks
- Pat a pet
- Count
- Hug a stuffed toy
- Play with playdough
- Listen to calming music
- Dim lights
- Do yoga
- Look out the window
- Go outside

Step 2

Have students choose their three favourite calming strategies and create a small poster to keep on their desk. Students can create this from scratch or use the [My Three Brain Break Strategies](#) template.

- **Grades K to 1:** Students can illustrate their strategies
- **Grades 2 to 3:** Students can illustrate and describe/name their strategies

Students can illustrate each strategy and use the poster as a reminder of things they can try when they are not focused for learning.

Wrap-Up and Assess

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Ask students how they currently feel. Share how you currently feel.

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Step 1

As a class, do a guided meditation, using a resource such as:

- [Learn to Bring Down Stress: Guided Meditation for Kids](#) (3:27)
- [Balloon \(Peace Out: Guided Meditation\)](#) (6:22)
- [Starfish \(Peace Out: Guided Meditation\)](#) (5:59)

Step 2

Ask students how they feel after meditating. Was this similar to something they've done before?

Step 3

As a class, discuss:

- How do you know if your brain break is working?
- What should you do if it's not working?

Assessment

You may choose to use a single-point rubric, a picture-based self-reflection, or another assessment tool.

Sample single-point rubric

Grows Things I can work on	Criteria	Grows Things I did well
	I focused and listened during the meditative exercise.	
	I illustrated the three strategies that I think will work best for me.	
	I reflected on how I felt before and after meditation.	

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Sample reflection

 <p>I focused and listened during the meditative exercise.</p>	  
 <p>I illustrated the three strategies that I think will work best for me.</p>	  
 <p>I reflected on how I felt before and after meditation.</p>	  

Extend and Transform

- Yoga is like a physical meditation. Ask students:
 - Do you know what yoga is?
 - Do you know anyone who does yoga?
 - Have you ever done yoga?
- Do yoga as a class. Ask students:
 - How does yoga feel similar or different to meditation?

Yoga activities

- [Yoga and Mindfulness for Kids: Outside in the Woods](#) (38:30)
- [Yoga for Kids!](#) (25:04)
- [Yoga for Kids with Animals](#) (4:12)

Name: _____

My Three Brain Break Strategies

A hand-drawn diagram consisting of three squares arranged in a cross shape. The top-left and top-right squares are connected by a horizontal line, and the top-left and bottom squares are connected by a vertical line. The central intersection of these lines forms a small square.