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Brain Breaks Throughout the School Day

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BREAKS THROUGHOUT THE SCHOOL DAY

DAY

EMILY CARMAN

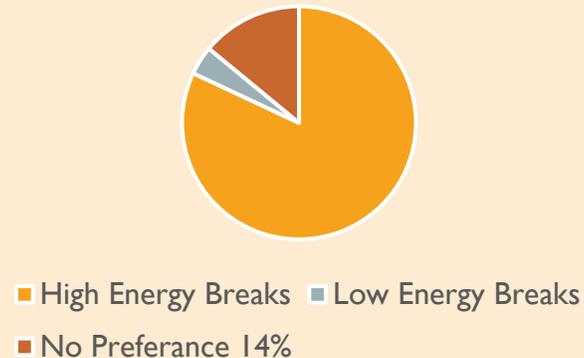
Abstract

The purpose of this self study was to understand how brain breaks throughout the day affected myself and my class. The type of brain break that was most effective was also examined. In order to collect data lessons were recorded and watched, surveys were taken, and time refocusing was recorded. Findings showed that brain breaks were effective and the breaks that were low intensity and focused on calming were the most effective.

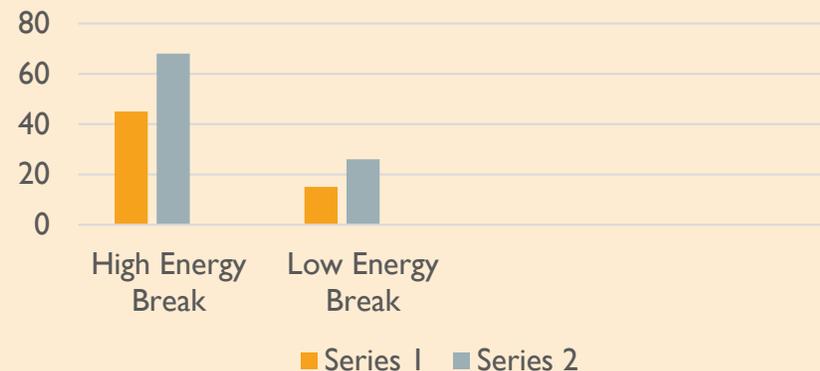
Methods

Due to COVID- 19 not all methods of data collection could be completed. Lessons were recorded on days where there was a high energy break and a low energy break. I also had students complete a survey asking what kind of break they preferred, 3 teachers also completed this survey. The charts to the right show the information that was found.

Break Preference Before Study



Refocusing Time



Findings

Although the findings are not complete, there was a clear observation that it took both students and teachers a considerably more amount of time to refocus after a high energy break than a low energy. There also seemed to be no difference in mood if the break was low or high energy as both increased the overall mood and positivity of the classroom.

Implementation for Practice

Stretching or yoga type of brain breaks seemed to be the most effective while taking minimal time away from the academic part of the school day. Even though more students are going to report that they prefer high energy breaks the most beneficial for everyone in the classroom was clearly breaks that were more calming because even children who are very active and the teachers seemed to be more relaxed and not fidgeting as much.