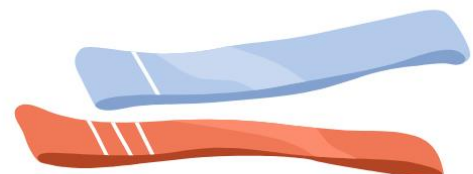
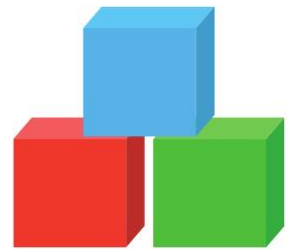


Active Breaks box

Equipment List

- Alphabet letters or scrabble letters
- Pack of playing cards
- Bean bags
- Sticky notes
- Resistance bands
- Pool noodle poppers
- Balloons
- Toy blocks
- YES/NO posters
- TRUE/FALSE posters
- Masking tape
- Rope



Activity index

Breaks with no equipment

- Chicken Eyes
- Clap Pass
- Clumps
- Count to Six
- Finger Fencing
- Friends of Ten
- Gotcha
- Line Up
- Make the Switch
- One Minute Pop Up
- One-Two-Three
- Rock-off Conga
- Toe Taps
- Winker
- Zip, Zap, Zop

Chicken Eyes

Instructions

- Form a circle, standing close to one another.
- Ask your group to form a set of 'chicken-eyes' using both hands, eg make two circles with each index finger and thumb, fanning all other fingers, and then place the circles over your eyes.
- To start, pull one hand up to form one chicken-eye and place it over your corresponding eye, ie right hand forms circle over right eye.
- Which ever hand is used (eye is covered) will indicate the direction of the initial impulse, eg if you place chicken-eye over right eye, your right-hand side neighbour receives the impulse.
- Practice passing the impulse around the circle, in both directions.
- Explain that the impulse may now be passed, at any time, in one of three ways for example:
 - Same direction: place chicken-eye over same eye as your neighbour;
 - Reverse direction: place chicken-eye over different eye to your neighbour, eg if impulse was running to the right, use left hand over left eye to reverse direction; and
 - Same direction and skip the next person (ie your neighbour;) use both hands to form two chicken-eyes.
- Aim is to respond to the impulse as quickly as possible.



Active Schools

achper
VICTORIA

VICTORIA
Department
of Education

playmeo.com

Clap Pass

Instructions

- Ask your group to form a circle, including yourself.
- Clap your hands together as they move in the direction of your right-hand neighbour.
- This person will immediately repeat this clapping motion towards their right-hand neighbour.
- Encourage an impulse of claps to continue around the circle as fast as possible.
- Repeat this motion around the circle several times to achieve a nice flow.
- Reverse the direction and/or try a variation.



Active Schools

achper
VICTORIA

VICTORIA
Department
of Education

playmeo.com

Clumps

Instructions

- Assemble your group in front of you.
- Explain that everyone will soon be invited to form a series of smaller groups.
- Each group will comprise a defined number of people matching the number you announce. For example, if you announce "SIX," everyone must form small groups of six people, including themselves.
- Loudly announce the first number.
- Encourage people to locate or form their groups quickly.
- Upon gathering, consider asking the group to complete a task, such as share a response to a question you pose.
- Repeat, by continuing to announce a series of numbers until you are satisfied you have created sufficiently random small teams.



Active Schools

achper
VICTORIA

VICTORIA
Department
of Education

playmeo.com

Count To Six

Instructions

- Stand in front of your group, with your arms by your sides.
- Announce that you are going to count to six as you move your arms in a particular pattern.
- Starting with your right arm, move it up (above your head) and down to your side three times quickly as you count "ONE, TWO, THREE, FOUR, FIVE, SIX."
- Invite your group to practice this several times.
- Switch focus to your left arm.
- Start by moving your arm up (on "ONE") then pointing to your left (for "TWO") and then back down to your side ("THREE") and repeat these moves as you continue the count of "FOUR, FIVE, SIX."
- Practice these moves with a consistent beat a few times.
- Finally, instruct your group to combine both arm patterns at the same time, as they count to six.



Active Schools

achper
VICTORIA

VICTORIA
Department
of Education

playmeo.com

Finger Fencing

Instructions

- Form pairs.
- Each person grasps the right hand of their partner in a special handshake whereby each of their thumbs rests on top of their partner's hand.
- Each person extends and points their index finger towards their partner, creating a 'foil.'
- On the call of "ON GUARD," each person aims to be the first to tag their partner somewhere below their waist.
- Play several rounds, or swap partners.



Friends of Ten

Instructions

- Students stand opposite a partner
- Teacher selects a number between 1 and 10
- One partner holds out a certain number of fingers
- The other student then replies as quickly as possible to hold out the number of fingers that enable the total fingers to add up to the number decided upon by the teacher.
- E.g the first student holds out 3 fingers and then second student holds out 7 fingers to get to 10
- To make this more active, instead of holding out fingers, students can do a certain amount of actions or movements which means the number can be higher than 10.
- This could be completed by a teacher replacing the first student and then all students act as the second student



Gotcha

Instructions

- Form a circle, including yourself, facing inwards and standing side by side.
- Everyone holds their right hand palm-facing up towards their right-hand side neighbour.
- Everyone places the end of their left pointer finger into the open palm of their left-hand neighbour.
- On "GO," everyone attempts to catch the finger of their partner in their right palm while also avoiding their finger being caught by their left-hand neighbour.
- A person who successfully catches a finger in their palm yells "GOTCHA!"
- Repeat several times.



Line Up

Instructions

- Gather your group.
- Instruct your group to form one straight line according to a particular sequence, eg alphabetical order by middle name.
- Allow up to a minute for your group to complete the task.
- Variations: last name spelt backwards, home suburb, street name, first name of a relative, name of favourite pet, favourite song, height, shoe size, eye colour (darkest to lightest), length of hair, width of outstretched arms, birthdate.



Make the Switch

Instructions

- **Ear & Nose:** Touch your nose with your right forefinger and thumb, reach under your right hand to touch to touch your right ear with your left forefinger and thumb. Then quickly switch, making sure the hand touching your ear is under your other hand.
- **Shoulder Switch:** Raise your left arm straight up into the air and place your right hand on your right shoulder. Now switch. Raise your right arm straight up into the air and place your left hand on your left shoulder. Try go as fast as you can.
- **Hammer & Saw:** Make your left hand do a sawing motion and your right hand do a hammering motion. Now switch.
- **Pointing at Two:** Make the peace sign with your left hand and point to it with your right index finger. Now switch. Make a peace sign with your right hand and point to it with your left index finger.
- **Cross your Arms & Legs:** Stand up. Raise both arms into the air and cross your legs. Now switch by crossing your arms across your body and uncrossing your legs (i.e., stand with your legs hip-width apart).
- **Foot & Finger:** Make a circle using your foot and while doing that, try to draw the number 6 with a finger on the same hand as your foot. So, if you are circling your right foot, try to draw the number 6 with a finger on your right hand.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

<https://transformus.com.au/resource/active-break/make-the-switch-secondary/>

One Minute Pop Up

Instructions

- With all the students standing explain to them that the goal is to count to ten by working together as a class. This must be done by students randomly jumping up and saying the next consecutive number from 1-10.
- The catch is that they may not communicate with each other and two people cannot jump at the same time and say a number, or the game starts over.
- Time the students to see if they can complete the activity in one minute.
- Alternative game - students are seated and they randomly, and one at a time, stand up and say "Pop", then quickly sit down again, just like they are a bag of popcorn with individual kernels popping.
- The goal is to get as many consecutive pops as a class, but without two students 'popping' at the same time.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

<https://transformus.com.au/resource/active-break/one-minute-pop-up-secondary/>

One-Two-Three

Instructions

- Form partners, with each person facing the other about 1 metre apart.
- Each pair will aim to count out loud the numbers "1, 2, 3" with each person saying one number at a time, eg Jane says "1" and then Amber says "2," then Jane says "3," etc.
- Pairs continue repeating this pattern of numbers as fast and accurately as possible.
- After a short practice, explain that you want each pair to repeat the process but first substituting the calling of "1" with a clap over one's head, eg sounds like clap, two, three.
- Then, after several rounds, repeat the process by substituting the calling of "2" with a little jump on the spot, eg sounds like clap, jump, three.
- Finally, repeat the process by substituting the calling of "3" with the sound of a cat's meow, eg sounds like clap, jump meow.
- Encourage each pair to complete the exercise as quickly, accurately and for as long as possible.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

playmeo.com

Rock-off Conga

Instructions

- Establish a standard 'Rock-Paper-Scissors' protocol for your group.
- In pairs, each person engages their partner in a quick game, eg each person calls "ONE, TWO, THREE" and then shoots.
- Rock beats scissors, scissors beat paper, and paper beats rock. A tie means play another round.
- The 'winner' invites the 'loser' to stand behind them, with hands on shoulders, forming a conga-line behind the winner.
- Process continues with 'losers' joining the winning conga-line, until there are two long conga-lines remaining.
- Invite a final show-down, and applaud the 'winners.'
- Repeat by suddenly announcing "GO."



ROCK



PAPER



SCISSORS



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

playmeo.com

Toe taps

Instructions

- Form into pairs.
- Start by standing back to back with your partner.
- On an agreed signal, each person spins around to face their partner and attempts to 'tag' the other's toes.
- A person scores a point for being the first to make a successful tag.
- Play several rounds, first to earn three points wins.



Active Schools

achper
VICTORIA



playmeo.com

Winker

Instructions

- Form pairs, facing one another about half a metre apart.
- To start, both people close their eyes.
- On an agreed signal, each person is entitled to do one of four things:
 - - Open their right eye only;
 - - Open their left eye only;
 - - Open both eyes; or
 - - Keep both eyes shut.
- Each person aims to match the action of the other as many times in a row as possible.
- No forms of communication - verbal or non-verbal - are permitted between co-partners.
- Allow 1 to 2 minutes of attempts, then swap partners.



Active Schools

achper
VICTORIA



playmeo.com

Zip, Zap, Zop

Instructions

- Students stand in a circle and be able to see each other.
- Ask the class to repeat the words "Zip, Zap, Zop" three or four times, all together.
- Introduce the activity: Imagine that I have a bolt of energy in my hands. To start the game, I will send the bolt out of energy out of my body with a strong forward motion straight to someone else in the circle and say, "Zip". That the next person takes the energy and passes it immediately to someone else saying "Zap." That person passes it on to another participant with a "Zop."
- Demonstration: One student makes eye contact with someone across the circle, takes a small step forward, claps and points while saying Zip (then step back into circle). The receiver of Zip makes eye contact, steps, claps, and points at another, while saying Zap (step back). The receiver of Zap makes eye contact, steps, claps, and points to someone while saying Zop.
- This pattern continues, Zip, Zap, Zop, Zip, Zap, Zop,.....

ZIP
ZAP
ZOP



Active Schools

achper
VICTORIA



<https://transformus.com.au/resource/active-break/zip-zap-zop-secondary/>

Activity index

Breaks with equipment

- Balloon Propulsion
- Balloon Tennis
- Bean Bag Activities
- Block-Bridges
- Boop
- Crossword Names
- Finger Snaps
- Four-Letter Word
- Fraction Wars
- Group Knowledge Race
- Letter Connection
- Playing Card Mixers
- Scale Line
- Star Wars
- Stretchy Band Exercises
- True/False
- Twice Around the World



Active Schools

achper
VICTORIA



Department
of Education

Balloon Propulsion

Instructions

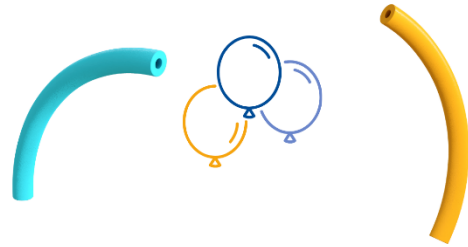
- Provide each person with an inflated balloon.
- Demonstrate the 'balloon propulsion' technique, eg hold the balloon gently in one hand and pull the tied tail back with the other hand then release, propelling the balloon forward.
- Invite your group to practice this propulsion technique for a few moments.
- When ready, invite everyone to move about the space and attempt to have their balloon collide or connect with another balloon.
- When two or more balloons collide, invite the people belonging to these balloons to share a greeting or response to a question you have posed your group.



Balloon Tennis

Instructions

- Arrange group in a circle for clear visibility and ensure enough space for safe movement.
- Provide foam padded noodles or rackets to each participant, or just use hands as a paddle.
- Inflate a balloon and gently toss it into the room's center at an accessible height.
- The idea is to keep the balloon in the air for as long as possible.
- Modify the activity to allow pairs or small groups with one balloon per pair/group.



Bean Bag Activities

Instructions

- Balance one or several bean bags on different body parts, e.g. head, foot.
- Toss bean bag from allocated line into or onto an object, e.g. bucket, hoop.
- Toss and catch and/or juggle bean bags individually, in pairs, small groups.



Block-Bridges

Instructions

- Give each person two toy wooden (or plastic) blocks.
- Form random pairs.
- Invite each partnership to suspend the four blocks between the tips of each of their index fingers.
- When ready, ask everyone to move about the area while also, using their free index fingers, attempting to break the block-bridges of any other pair.
- Whenever the blocks belonging to a pair fall or get knocked down, each of them is permitted to pick up (any) two blocks on the floor, and then seek a new partner to connect with (re-form block bridge) and continue playing.
- Only pairs with a fully connected block-bridge are entitled to break the bridges of other pairs.
- Encourage this process of forming and re-forming new partnerships many times.



Boop

Instructions

- Form small groups of 2 to 4 people.
- Distribute one balloon to each group, and ask them to inflate it to approx 20 to 25 cm.
- Holding hands at all times, each group may bump the balloon into the air aiming to keep it aloft for as long as possible.
- After warming-up, announce a series of anatomical parts of the body which may only be used to keep the balloon aloft, eg arms, heads, feet, knees, etc.
- As a final challenge, ask each group to bump their balloon into the air and use only their breath (no body parts) to keep their balloon aloft.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

playmeo.com

Crossword Names

Instructions

- Lay the set of alphabet cards on a flat surface in front of your group, eg table or floor.
- Invite one volunteer to find the letters belonging to their first name and lay them side-by-side on the table/floor to spell their name.
- When ready, invite all group members to find the letters of their first name and lay them in a manner that they intersect and connect with the letters/names belonging to other people, ie crossword-style.
- Challenge your group to arrange all of the letters in a way that connects the names of everyone to the group.
- In conclusion, invite your group to review all of the names represented.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

playmeo.com

Finger Snaps

Instructions

- By way of demonstration, place one finger-snap between your thumb and index finger, and squeeze it to cause it to pop into the air. If possible, aim to catch it.
- Distribute at least one finger-snap to each person, and ask them to practice their popping and catching skills.
- After several minutes, ask each person to join with a partner, to launch and catch one another's finger-snaps simultaneously.
- Then, after a few minutes, invite each pair to join with another pair, to make a finger-snapping quad, etc.
- Challenge each small team, over the course of several rounds, to pop all of their finger-snaps simultaneously and attempt to catch as many as possible.
- Finally, ask each team of four people to join with another team of four to attempt the same task with a group of eight players.



Active Schools

achper
VICTORIA

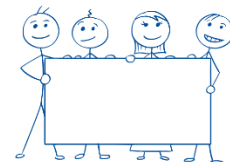
VICTORIA
Department of Education

playmeo.com

Four-Letter Word

Instructions

- Randomly distribute one (or two) letter cards to each person in your group.
- Present a series of activities which invite your group to interact, share and solve problems.
- For example, form a:
 - – Straight line according to the alphabetic order of the cards;
 - – Small groups of vowels and consonants;
 - – Small groups which spell a four, five or six letter word, repeating this challenge several times;
 - – Short phrase or sentence using the words created by your group.
- Invite people to share on regular occasions in their small groups.
- Try a variation to continue to challenge your group.



Active Schools

achper
VICTORIA

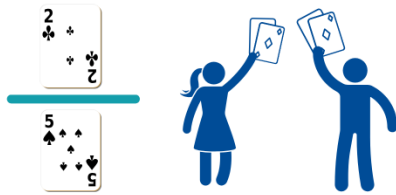
VICTORIA
Department of Education

playmeo.com

Fraction Wars

Instructions

- Hand out 2 cards per student randomly
- Students will put their cards on over the other to create a fraction. You can decide if they must use proper or improper as a rule
- When you say go they will find another student and at the same time reveal their fractions to each other.
- The person with the highest fraction wins a point.
- You can mix cards around each round and see how many wins they can acquire
- A group challenge is to allow them to work as a team to order themselves into highest to lowest.



Group Knowledge Race

Instructions

- Place students in groups of four. Provide each group with a pile of post-it notes and instruct them to line up in their teams facing the white board, approx. five metres back from the board.
- Students decide on a team name and write it on the whiteboard, making sure there is plenty of space between team's columns.
- Students will have five-minutes to write everything they know about the current topic of learning on post-its.
- Provide students with a movement, e.g., skip, hop, side step. Students take it in turns to approach the whiteboard and stick one post-it note at a time underneath their group name, using the instructed movement.
- Once the allocated time is up, add up how many post-it notes each team has placed on the board. Teams will receive one-point for every post-it note they completed. The team with the most points wins.



Letter Connection

Instructions

- Randomly distribute one or two alphabet cards to each person in your group.
- Announce the first of a series of categories to invite each person to find a partner or small group that share something in common.
- For example, find one person or a small group (no more than three people) who are holding the same type of letter as you are (vowel or consonant.)
- Once paired, pose a question and invite each person to share their response with their partner(s.)
- Announce a new category or apply the same category a second time to invite your group to interact and swap partners.
- Continue these opportunities to interact and share with one or more variations.



Playing Card Mixers

Instructions

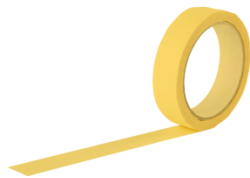
- Grab a pack of playing cards (or two packs if your group is larger than 52 people.)
- Randomly distribute one card to each person in your group.
- Invite them to gather with all others who are holding:
 - - Card of the same suit, eg hearts, diamonds, clubs and spades;
 - - Card of the same value, eg all the 4's get together, all the Kings get together, etc;
 - - An odd (or even) card; or
 - - The same colour card.



Scale Line

Instructions

- Teacher to stick two signs (made from A4 paper and markers) at each end of the room to indicate 'influential' or 'not influential'.
- Teacher to use masking tape to mark a scale line between the two ends of the room.
- Read aloud examples of influential modes/ways of influencing e.g., social media apps, documentaries, billboards, newspapers, radio ads.
- When an idea (a mode / way of influencing) is read aloud, students should indicate how influential they believe this to be by moving along the scale.
- Teacher to briefly question a couple of students each time, as to why they felt it is influential or not influential.



Active Schools

achper
VICTORIA

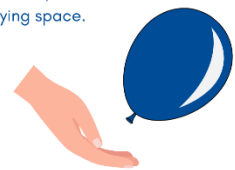
VICTORIA
Department of Education

<https://transformus.com.au/resource/active-break/scale-line-brainstorm-secondary/>

Star Wars

Instructions

- Distribute one balloon to each person in your group.
- Encourage people to inflate their balloons as large as possible, and write their name on it.
- Identify one or more boundaries in your playing space, indicating that all play occurs within this area.
- Ask your group to begin moving about the room, gently tapping their balloons with an open palm.
- When ready, each person is entitled to strike their balloon into the path of another in an attempt to cause the latter to cross one of the boundary lines.
- Whenever someone's balloon is knocked out of the playing space, that person (and their balloon) is eliminated.
- At no time may a person hold or grasp their balloon to prevent it from being hit.
- Announce that each person should aim to keep their balloon in the playing space for as long as possible.
- Play continues until one final person (and their balloon) remains inside the playing space.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

playmeo.com

Stretchy Band Exercises

Instructions

- Brain-building activities with resistance bands can help students with sensory integration, motor planning and other learning benefits.
- Resistance and stretching calms students down so they can learn.
- There are many exercises that can be done with resistance bands of various types.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

<https://islearningcorner.com/2016-04-resistance-bands-brain-building-stretchy-band-exercises-for-sensory-integration-motor-planning-and-crossing-the-midline/>

True/False

Instructions

- To get students thinking about something they have just learnt and demonstrate their knowledge in a physically active way.
- Can be used to consolidate knowledge associated with one phase of the lesson, before moving into the next phase of the lesson.
- Allocate one wall of the classroom as 'true' and the opposite wall as 'false'.
- Students must be silent during this activity.
- Ask students a question (that has a true or false answer) about something they have just learnt.
- Students who believe the answer is true must line up against the 'true' wall and students who believe the answer is false must form a line at the 'false' wall.
- Ensure the students are always standing during this activity.
- Students must think about the answer without discussing it with classmates.



Active Schools

achper
VICTORIA

VICTORIA
Department of Education

<https://transformus.com.au/resource/active-break/true-or-false-secondary/>

Twice Around the Block

Instructions

- Form small groups of 4 to 6 people, standing in a circle.
- Distribute a length of tubular webbing (or ribbon or rope) to each small group.
- Tie the two ends of the rope together to form a loop.
- Instruct the groups to place the rope loop inside their circle, grabbing the loop with both hands.
- Invite the person who (randomly) has the knot closest to their hands to start the exercise to share a story about themselves.
- As this person shares their story (or information about a topic), everyone in the group starts to pass the rope loop through their hands, and keeps passing until the knot has passed through the hands of every individual twice.
- Once the knotted loop has completed two full rotations of the group, the person sharing stops.
- The person to the left of the one who just shared is invited to share their story (topic information) next.
- Continue until everyone has shared.

