



## Lesson Nine

### Cross-Curricular Activities and Resources:

- 1. Social Studies: Emotions and Brain Breaks Globally-** Discuss how different cultures around the world manage stress and take breaks. Research traditional relaxation techniques from various cultures (e.g. Tai Chi from China, Yoga from India, Siesta from Spain). Have students present their findings in small groups, including a brief demonstration of the practice if possible. Create a classroom world map and place markers on the countries represented in their presentations.
- 2. Language Arts: American Sign Language-** Have the students learn more about sign language and some additional phrases that they can use to communicate with each other, such as signs for different emotions, the words “breathe” and “pause.”
- 3. Physical Education: Movement Break Circuit-** Set up a Brain Break Movement Circuit with different stations. Each station represents a different type of break: Stretch Station – slow movements and balance. Breath Station – guided breathing using visual aids. Silly Station – wiggle, jump, or dance. Stillness Station – practice quiet or use the “rest” sign. As students rotate, they reflect on which activity helped them feel most refreshed. Debrief with: “Which one helped you feel focused again?”
- 4. Science: Brain & Body Reset Experiment-** Help students explore how brain breaks affect the body. Have them try a simple brain break (e.g., deep breathing or stretching), then compare how they feel before and after using a “Brain and Body Check-In.” Use a chart with prompts like: My energy feels... (high/low). My heart is beating... (fast/slow). My mind feels... (focused/distracted). Discuss how the brain and body are connected, and how short breaks can help our nervous system reset, just like Dwight experienced.
- 5. Math: Measuring Brain Breaks-** Throughout the day, have students time their brain breaks using stopwatches or a classroom timer. Break students into small groups and let each group choose a different brain break activity (e.g., dancing, deep breathing, stretching). After each brain break, have students record the duration of the activity and how they felt before and after on a simple chart. At the end of the lesson, compile the data and create a bar graph showing the different types of brain breaks and their durations.