

# Brain Breaks

**Brain breaks bring attention to the physical, mental, and social needs of learners that results in an impact of learning and community flourishing.**

## **playing a game**

imaginative play  
sharks and minnows  
learner designed games

## **visiting with friends**

social time  
growing new connections  
casual conversations with teachers

## **eating a snack**

nourishment and taking care of ourselves  
Growing independence

## **quiet time to reflect**

space to sit quietly and independently as needed

**"In play a child is always above his average age, above his daily behavior; in play it is as though he were a head taller than himself."**

**Lev Vygotsky (1967)**

**"increasing student movement increases engagement and, therefore a higher probability of information retention."**

**Robert Marzano (2012)**

**Mini-breaks help to support your well-being and increase productivity. A mini-break is a few minutes away from your work.**

**Kim, Park and Niu (2017)**

**playing a game**

**eating a snack**

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**quiet time to reflect**

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*Learning for the Long-View*

**playing a game**

imaginative play +  
learner designed games

**eating a snack**

self-care, nourishment +  
growing independence

**visiting with friends**

connecting with friends, teachers,  
peers + growing community

**quiet time to reflect**

space to sit quietly +  
independently as needed, meeting  
needs of all learners

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