



Physical & Quiet Activities

	Physically Active Breaks	Quiet and/or Low Energy Breaks
Rationale/ Purpose	• Releases pent-up energy • Reduces stress • Increases attentiveness • Improves staying on task • Restores energy and motivation • Can be a segue way for emotional expression without repercussion	• Allows for rest which calms the central nervous system • Provides sensory stimulation to fit the child's needs • Supports processing and retaining information • Improves emotional well-being • Increases cognitive functioning
For whom/ When to use	• For whom: children that need to get energy out, that are hyposensitive (who need to be stimulated or who are stimulation seeking), and/or that lose interest quickly. • Using a physically active break when needing to shift the mood and stimulate the group.	• For whom: children with high sensitivity and/or are anxious, who require more time to switch gears or transition to another activity. • For those who don't respond well to high energy physical activities. • If the energy is becoming too high, using a quiet and/or low energy activity can bring down the mood and energy to a more functional level.
Benefits for the teacher and the whole group	• At Tier 1: EVERYONE participates and has the opportunity to enjoy the activity, to be physically and emotionally available for the next event in the group. • At Tiers 2-3: The learning environment is preserved during teaching periods and there are less distractions from children who are fidgeting. • When children are stepping out of the classroom for this activity, the teacher can continue leading the group and the children can seamlessly step back in and reintegrate without disturbing others.	• At Tier 1: Calming the overall energy in the group. Providing the teacher with an opportunity to adapt or adjust the schedule according to the needs of the group. • At Tiers 2-3: For the child for whom the whole group environment becomes overwhelming, intentionally providing breaks outside of the group and giving them access to sensory stimulation that meets their needs. This will often prevent the child from becoming dysregulated and potentially going into crisis. The child could then seamlessly step back into class and reintegrate the group without disturbing others.

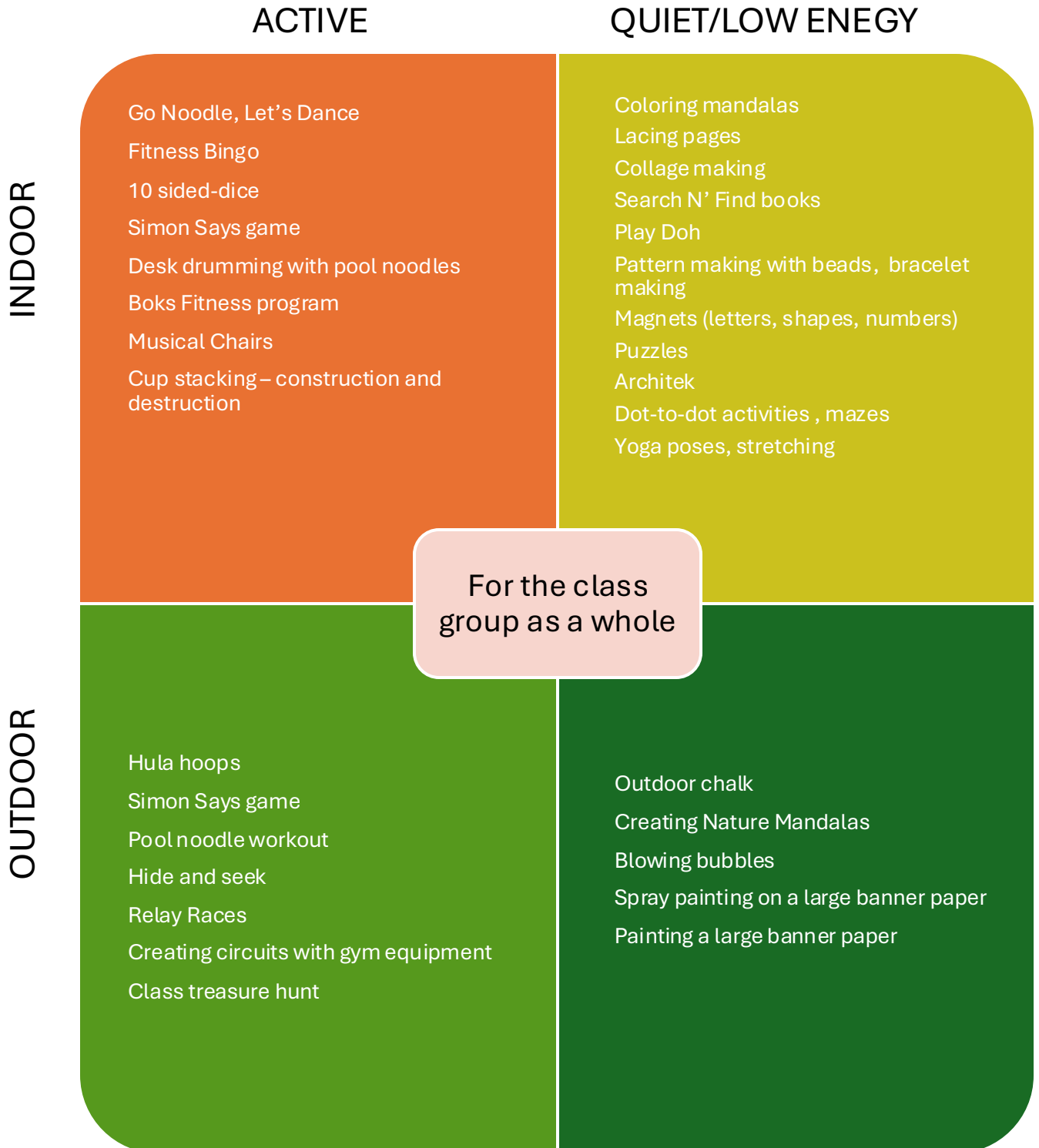
NOTES/ CONSIDERATIONS:

- It is important to observe and recognize when children need a break (showing signs of anxiety or stress, tired, asking for a break, unable to remain in their space, unavailable to learn or participate in the group activity).
- Avoid using these activities as a reward or as a punishment. Breaks should be given as part of a regular schedule regardless of behavior. Children should not be excluded as a form of consequence, nor should they earn breaks through a reward system.
- Tiers 2-3 physical activities are done with a small group of selected children or individually depending on the needs and capacity of the children with the guidance and supervision of a significant adult. These activities are done in addition to the ones provided at Tier 1 for the whole class group.
- The use of a [Personal Tool Board](#) can provide children with a sense of control over the activities they can choose during the breaks from the class group.
- Having a range of activities in various locations (indoors and outdoors) is key to keeping it fun and engaging overtime.



Tier 1 Physical & Quiet Activities

** It is important to observe and recognize when children need a break (showing signs of anxiety or stress, tired, asking for a break, unable to remain in their space, unavailable to learn or participate in the group activity). Switching things up with an active movement activity can shift the mood and stimulate the group. If the energy is becoming too high, using a quiet energy activity can bring down the mood and energy to a more functional level.





Tier 2 and 3 Physical & Quiet Activities

These activities are done **in addition** to the ones provided at Tier 1 for the whole class group.

****** It is important to observe and recognize when children need a break from the class group (showing signs of anxiety or stress, tired, asking for a break, unable to remain in their space, unavailable to learn or participate within the group).

These activities are done with a **small group of selected children or individually** depending on the needs and capacity of the children with the guidance and supervision of a significant adult. The use of a [Personal Tool Board](#) can provide children with a sense of control over the activities they can choose during the breaks from the class group.

