



Movement Breaks and Transitions within the Classroom

Sometimes it can be tricky to sit still, sometimes we just need to move!

It can be helpful to have a reason or activity to allow us to move around the classroom.

Having a specific thing to do can make it easier for us to go back to our chair or to feel ready to start a new activity.



- We need to make sure the activity or reason for moving is short with **clear steps** from the start to end.
- We need to make sure it is **safe** and easy to do in the classroom.
- We need to **agree when** we can do the activity.

Ideas for reasons to move:

- ✓ Having a special job to do e.g. sharpening the pencils, collecting the books, handing out the glue sticks...
- ✓ Having a sensory circuit to follow before sitting down
- ✓ Changing the activity on a visual timetable
- ✓ Having somewhere to display that a task has been completed
- ✓ Using an emotion check in board





A Sensory Circuit

Mark out a circuit with a range of different movements, having a variety of whole-body movements will help to provide proprioceptive feedback and leave us feeling more grounded.

You could use chalk outside, tape along the corridor or use stickers along the wall of the classroom.

Make sure you have a circuit that is safe and easy to complete with a clear beginning and end. It may help for the circuit to start and end where a physical transition needs to happen, for example from the playground door to the classroom.

Task Pegs

Having a physical exchange can help to move from one task to another.

One way to do this would be:

1. Have a washing line somewhere in the classroom
2. Each time a task is completed, you get a little peg to add to the washing line. You could have different colours for different activities.
3. Getting up and placing the peg on the line will provide a movement break and signal the completion of one task and the beginning of the next.
4. At the end of the day you can see all of the things you have achieved.

