

[Elementary Strategies to Energize a HyPOaroused system](#)  
[Elementary Strategies to Calm a HyPERaroused system](#)  
[Secondary Strategies to Energize a HyPOaroused system](#)  
[Secondary Strategies to Calm a HyPERaroused system](#)

## Elementary Strategies to Energize a HyPOaroused system

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Recommended for the following learning environments |                            |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------|----------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Face:Face                                           | Hybrid                     | Online                     |
| <p><b>The Atom Game</b></p> <p>Call out different ways for students to move around the room (or outdoor space, gymnasium, etc.). Tell them to move around like cats, dinosaurs, space aliens, very fancy people, very old people ... Then, call out a number with the word 'atom' (e.g., "Atom three!"). Students must then quickly join up into groups of three. Think of it like musical chairs — any stray 'atoms' are out of the game until there are two players left.</p> <p>Want to align to your content? When the atoms get together, have them discuss a prompt connected to the learning.</p>                                                                                                                              | Yes                                                 | No                         | No                         |
| <p><b>5, 4, 3, 2, 1</b></p> <p>In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example the teacher would say: "Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five (pausing in between each task for students to do it).</p>                                                                                                                                                                                                                                                                                                               | Yes                                                 | Yes; build it into modules | Yes; build it into modules |
| <p><b>Hullabalu</b></p> <p>Used to get students up and talking to either build community or talk about a prompt for the lesson. Create options for how students move, greet each other and talk. Examples:</p> <ul style="list-style-type: none"> <li>• Tiptoe to a person across the room, give him/her a high five and talk about...</li> <li>• Walk on a tightrope to your partner, fist bump and talk about...</li> <li>• Bunny hop to your partner, make up a secret handshake and talk about...</li> </ul> <p><b>Want to use it in hybrid or online situations?</b> Students can tiptoe to their pet... favorite stuffed animal... a fork... the tv... etc. Bring the item back to the computer and video the conversation.</p> | Yes                                                 | Yes                        | Yes                        |
| <p>For more energizing strategies:</p> <p><a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a><br/> <a href="https://brainbreaks-useit.weebly.com/high-schoolcollege-brain-breaks.html">https://brainbreaks-useit.weebly.com/high-schoolcollege-brain-breaks.html</a><br/> <a href="https://lessondesign.weebly.com/clrt.html">https://lessondesign.weebly.com/clrt.html</a> (see Movement Protocols)</p>                                                                                                                                                                                        |                                                     |                            |                            |

## Elementary Strategies to Calm a HyPERaroused system

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Recommended for the following learning environments |        |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------|--------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Face:Face                                           | Hybrid | Online |
| <b>Stretching, rocking, gliding</b><br><br>While listening to instruction or talking with a partner/in small groups, invite students to stretch, rock back and forth or glide. This can be done with the whole class or just for individual students as needed.                                                                                                                                                                                                                                                                 | Yes                                                 | Yes    | Yes    |
| <b>Inversion</b><br><br>Bringing your head below your heart is a way to calm your nervous system. Bending down to touch your toes, doing a child's pose, or downward facing dog has a restorative effect on the nervous system which controls stress responses.                                                                                                                                                                                                                                                                 | Yes                                                 | Yes    | Yes    |
| <u><a href="#">Name your emotion</a></u><br><br>The act of putting feelings into words makes sadness, anger and pain less intense. When we label our feelings it decreases a response in our amygdala which is responsible for detecting fear and setting off fight/flight responses. Students can journal about their emotions during bell work, place a check next to the color they are currently feeling at the start/end of class, or use it as a way to calm down.                                                        | Yes                                                 | Yes    | Yes    |
| For more calming strategies:<br><a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a><br><a href="https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/">https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/</a><br><a href="https://www.weareteachers.com/school-teaching-self-regulation/">https://www.weareteachers.com/school-teaching-self-regulation/</a> |                                                     |        |        |

## Secondary Strategies to Energize a HyPOaroused system

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Recommended for the following learning environments |        |                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------|------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Face:Face                                           | Hybrid | Online                                                                                               |
| <p><b>Entourage (Rock, Paper, Scissors Tournament)</b></p> <p>Students partner up and play RPS. If you lose, you have to "cheer" on the winner as s/he faces his or her next opponent. Whoever loses joins the entourage and play continues. Play until there are two people left, each with an entourage. At that point, play best out of three in order to win.</p> <p>You can also do this with a prompt students have to respond to based on your content. Each time students pair up they decide which response is best.</p> <ul style="list-style-type: none"> <li>• On a post-it note, write your best definition for...</li> <li>• On a piece of paper, write the most compelling reason why...</li> <li>• On a scratch paper, draw your best depiction of...</li> </ul> | Yes                                                 | No     | No                                                                                                   |
| <p><b>Four Corners</b></p> <p>Get students up and moving into four corners of the room to discuss various questions or to what extent they agree/disagree with a specific statement. Allows for movement while staying on topic.</p> <ul style="list-style-type: none"> <li>• <a href="#">Four Corners Blog</a></li> <li>• <a href="#">Teacher Toolkit Video</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | Yes                                                 | Yes    | Yes, when engaging synchronously, have them get up and bring the computer to a corner of their room. |
| <p><b>Hullabalu</b></p> <p>Used to get students up and talking to either build community or talk about a prompt for the lesson. Create options for how students move, greet each other and talk. Examples:</p> <ul style="list-style-type: none"> <li>• Tiptoe to a person across the room, give him/her a high five and talk about...</li> <li>• Walk on a tightrope to your partner, fist bump and talk about...</li> <li>• Bunny hop to your partner, make up a secret handshake and talk about...</li> </ul> <p><b>Want to use it in hybrid or online situations?</b> Students can tiptoe to their pet... favorite stuffed animal... a fork... the tv... etc. Bring the item back to the computer and video the conversation.</p>                                            | Yes                                                 | Yes    | Yes                                                                                                  |
| <p>For more energizing strategies:</p> <p><a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a></p> <p><a href="https://brainbreaks-useit.weebly.com/high-schoolcollege-brain-breaks.html">https://brainbreaks-useit.weebly.com/high-schoolcollege-brain-breaks.html</a></p> <p><a href="https://lessondesign.weebly.com/clrt.html">https://lessondesign.weebly.com/clrt.html</a> (see Movement Protocols)</p>                                                                                                                                                                                                                               |                                                     |        |                                                                                                      |

## Secondary Strategies to Calm a HyPERaroused system

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Recommended for the following learning environments |        |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------|--------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Face:Face                                           | Hybrid | Online |
| <b>Stretching, rocking, gliding</b><br><br>While listening to instruction or talking with a partner/in small groups, invite students to stretch, rock back and forth or glide. This can be done with the whole class or just for individual students as needed.                                                                                                                                                                                                                                                                 | Yes                                                 | Yes    | Yes    |
| <b>Inversion</b><br><br>Bringing your head below your heart is a way to calm your nervous system. Bending down to touch your toes, doing a child's pose, or downward facing dog has a restorative effect on the nervous system which controls stress responses.                                                                                                                                                                                                                                                                 | Yes                                                 | Yes    | Yes    |
| <u><a href="#">Name your emotion</a></u><br><br>The act of putting feelings into words makes sadness, anger and pain less intense. When we label our feelings it decreases a response in our amygdala which is responsible for detecting fear and setting off fight/flight responses. Students can journal about their emotions during bell work, place a check next to the color they are currently feeling at the start/end of class, or use it as a way to calm down.                                                        | Yes                                                 | Yes    | Yes    |
| For more calming strategies:<br><a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a><br><a href="https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/">https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/</a><br><a href="https://www.weareteachers.com/school-teaching-self-regulation/">https://www.weareteachers.com/school-teaching-self-regulation/</a> |                                                     |        |        |