

Team Quiz Hustle

10-15 minutes

SEL FOCUS

This activity promotes **Self-Awareness (Sense of Self Confidence)**, the **Self-Management** skills of **Stress Management** and **Self-Discipline** as participants practice ownership of regulating themselves, and **Relationship Skills (Communication, Social Engagement, Building Relationships, Working Cooperatively)**.

OVERVIEW & PURPOSE

This activity is a prime example of a brain break that both provides physical activity and reinforces content. Students combine reviewing academic material with movement and teamwork. As always, modify as needed for individuals in your group.

When and Why: This activity provides a chance for movement, cooperation, and reinforcement of academic content. There may also be cheering for one's team and laughter—always a plus!

MATERIALS NEEDED

Sign for the stations

Paper cards for the activity

ACTIVITY

1. Designate at least four stations in the classroom (just a sign—no equipment is needed).
2. Create quiz/physical activity cards (one per station). Write a quiz question on one side of the card and a physical activity on the other side of the card (e.g., 20 jumping jacks, jog in place for 30 seconds, imaginary jump rope for 25 seconds).

3. Place a quiz question/physical activity card at each numbered station. The card should be placed with the quiz question face down and the physical activity face up. Write the answers to the questions on separate pieces of paper that are numbered according to the station and taped to the chalkboard face down.
4. Divide the class into even teams of three or four; each team starts at a different exercise station.
5. On signal, the team performs the physical activity and then turns the card over to read the question. As a team, they decide on the answer, and one person walks to the chalkboard to determine if the group has the correct answer. If correct, they proceed to the next station.
6. If their answer is incorrect, they go back to the station and repeat the activity. They then move to the next station and repeat the sequence.
7. Play until one team has successfully completed all of the stations, or until time runs out.

DEBRIEF

The experience by asking participants to share how the activity felt to them, when they might use this in their lives, and/or to share similar ideas like this that help them stay present and focused.

Modifications and Variations: • Create math, science, health, language arts, or social studies questions for other rounds. • Invite students to create questions related to a particular area of current content, and to put their own idea for a physical action on the other side. • Invite students to lead the brain break once the routine and rules are well established.