

## Decrease Energy Transitions: Transitions Used to Ground or Calm

### Balloon Blowing



#### Directions:

Students imagine themselves blowing up an imaginary balloon. They inhale and exhale for about five seconds, each time imagine themselves blowing up a balloon.

To make this activity fun and something to do with a partner, have students each come up with an imaginary balloon shape (animal, fun object, and so on) and pretend to hand it to each other to blow up. When they engage in the balloon-blowing exercise, they can imagine that shape, animal, or fun object as they are blowing it up. When they finish, they can imaginatively hand it back to their partner.

### Miming



#### Directions:

There are two ways to play.

1. You and students get into a circle. You start off holding a pretend object and mime using the object. You pass the imaginary object to the student next to you and that student can mime the same object or change it to a new object. It moves around the circle until the "object" gets back to the teacher. For example, you use an imaginary brush to comb hair and pass the imaginary brush to the student next to you. That student changes the imaginary brush to a fishing pole and casts the line and reels. This student passes the fishing pole to the student next to them and then that student chooses a new object to mime. The students can always mime the same object passed to them.
2. Students can stay at their seats while you call out the word mime. At that moment, each student thinks of their own imaginary object to mime. After five seconds, you call out "Change," and at that moment the students change to a new item to mime. Repeat for several rounds.

### Tracing Numbers or Words With Deep Breathing



#### Directions:

There are two ways to play.

1. You ask students to think of a number between two intervals, or with varied conditions. When they have their number, they take a deep breath and trace it in the air, and when they are done tracing it they exhale. (Note: Upper-elementary students should work with higher numbers. Teacher: "Think of a number more than 130,000 and less than 195,000" or "Choose a four-digit number with the digit 8 in the hundreds place.") This could also be done with words. Teacher: "Trace a word that rhymes with mouse." (Inhale or exhale after tracing each letter.)
2. To make this a partner activity, students can choose a number between two designated intervals or with certain conditions, breathe, and trace the number. They can then share that number with their partner. The partner can use active listening skills during this time and determine if their partner chose a number that fits these criteria the teacher designated.

**Imaginary Canvas Painting**

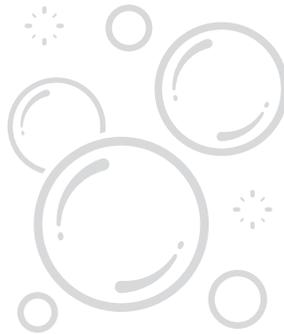


**Directions:**

Have students paint an imaginary canvas picture. Let them choose what they paint or give them a theme. If you do the latter, tell students they have to paint a picture of a beach. This can occur in two ways:

1. Students paint their picture and do not share aloud. This makes it a quick and quiet transition activity
2. Students share one to two details aloud with the whole group, or they find a partner and use as much detail as possible to describe their painting. Have the partner retell or paraphrase what their partner shared.

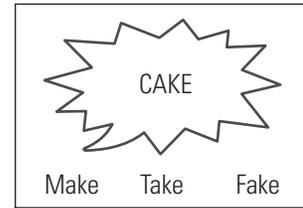
**Imaginary Bubble Blowing**



**Directions:**

Direct the students to use their finger as a bubble wand and use long slow breaths to blow bubbles. Give them several bubbles to blow out and ask them to quietly and calmly use the tip of their finger to imaginatively pop each bubble.

**Rhyme Time**



**Directions:**

Give the students a word and have them think of as many words as possible that rhyme with it. Have them use their fingers to signify how many words they came up with. Look for the student holding up the most fingers and have them share out with the group. Then follow up, asking if any other student has a word that was not mentioned.