

# Using Movement to Enhance Learning

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# Why movement?

- Because Science - Using movement in class can increase student motivation, engagement, and attention. Requiring students to move can help engage even those typically reluctant, disinterested learners (Honigsfeld & Dunn, 2009).
- Brain Rules “physical activity is cognitive candy” (p. 31).
- Because Fun – It’s fun.

# What is this?

- We will be participating in a variety of activities that involve movement.
- We move to arrive at a place where we can learn better.
- Stayed away from games.
- Finally, there are times where it's just different. Or fun.

# Getting started

- Know your students. Can they handle movement? How strictly do you need to guide them?
- Rules – Establish them first. Show them how to do every activity and how to do it properly.
- Have a plan for odd numbers, hesitant students, and students with disabilities.

# Easy partner activities

- Find someone you don't know.
  - Greet that person.
  - Find out their name
  - Ask the below questions:
- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Taller Student<ul style="list-style-type: none"><li>– 1. "What's <math>3 \times 3</math>?"</li><li>– 2. "Who's your favorite singer?"</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Shorter Student<ul style="list-style-type: none"><li>– 1. "How many degrees in a circle?"</li><li>– 2. "Who shot Abraham Lincoln?"</li></ul></li></ul> |
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# Grouping

- Find someone you don't know.
- Find someone you know well.
- Find someone with your answer.
- What do you do when you get there?

# Circles with music

- One group creates a small, inner circle
- The other group creates a larger circle around the smaller circle.
- Walk in opposite directions. When the music stops, you chat with the closest person from the other circle.

# Circles with music (cont)

- Outside Circle
  - Tell all about your favorite book from High School.
- Inside Circle
  - Tell whether you like cats or dogs better and why.

Ideas for your content area?



# Walk and talk

- Certainly an activity for a more disciplined audience.
- Select a topic or series of topics that can be discussed for several minutes.
- Ideas include material that was read the night before, a controversial topic, a check for understanding of the story or material.
- Students are partnered up and spend about ten minutes walking in the hallways (or other designated area) and talking about the topic.

# Walk and talk

- What is PD mean for you? What do you want to get out of it? What does good PD look like?
- Please return in exactly 5 minutes.

# Walk and write

- Similar to Walk and talk but with writing.
- Requires considerably longer time, around 20 minutes or more.
- In pairs or groups, students walk and find a suitable location for writing. They write for 5 minutes and then they move to a new location.
- Can be done 2 or 3 times. Sharing in groups is an additional option. Providing topics is also an option.

# Get off the Bus

- Everyone starts “on the bus.”
- If you prefer one side, get “off the bus” to that side.

# Get off the bus



Get off the bus  
Would you rather?

Be the funniest person  
in the room.

Be the most intelligent  
person in the room.

Get off the bus  
Which book do you prefer?

To Kill a Mockingbird

Lord of the Flies

# Affinity Lines

- How strongly do you feel about something.
- If you agree, move to the center according to how strongly you agree.
- If you disagree, move away from the center.
- Can be used to assess overall comfort with material.



# Affinity Lines

Pineapple on pizza

No pineapple on pizza

# Corners

- Go to the corner that you most agree with or believe to be correct.
- Can be opinion.
- Can be fact.
- Fake kids out.

# Corners

Which amendment allows for the right to a “speedy and public trial?”

- A - 3rd amendment
- B - 4th amendment
- C - 5th amendment
- D - 6th amendment

# Corners

What is the first stage of mitosis?

- A - metaphase
- B - prophase
- C - telophase
- D - anaphase

# Copy Sentences

- Put a series of sentences or terms on the board.
- 1 student goes to the sentences, reads them, returns to their partner, and tells them what he/she remembers.
- At the end, they have to put them into chronological order, solve them, translate.
- An additional method is to put the sentences in the hallway.
- Can also be done as a race.

# Wall Stations

- Set up a variety of activities for mini stations around the room.
- Can be used as practice or review
- Students can practice a variety of skills through one lesson.

# Interactive Wall Stations

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- Teacher or students can develop content.
- If student developed, the creator of the question or prompt can keep the answers received.

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