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Kinesthetic Learning: Integrating Movement into YOUR classroom

Goals:

- **Empower you to implement daily kinesthetic activities into your lessons**
- **Know where to access resources related to kinesthetic learning**
- **Most importantly…**

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Have Fun!



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The Science

- The brain responds to NOVELTY.
- The brain respond to MOVEMENT.
- The brain is always trying to make MEANING.
- The brain THRIVES on concrete experiences.
- EMOTIONS help the brain remember experiences.
- The brain needs SOCIAL and ENVIRONMENTAL interaction.

How does movement enhance learning?

- Increases circulation.
- Refocuses attention.
- Provides opportunity for implicit learning.
- Sensory engagement.

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Beneficial to ALL

“We already know each student learns differently and at a different pace. But a general theme of learning that connects all pupils at different levels is the dire need for cerebral pauses.”

–Saniya Khan

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Show “11”

- Get in groups of 3 or 4
- Introduce yourself
- Hands behind back
- No talking (aka cheating)
- I will say “1, 2, 3 show!”
- Each person shows a number 0–5 on one hand
- If your group adds up to exactly “11”, yell: “Jackpot!”
- Repeat–How can we modify?

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Choose and Chat

- Give students a question that requires them to defend their answer.
- Play music, allowing them to walk around the room.
- When the music stops, they partner up and defend their answer.
- Allow time for both partners to share.

Ball Toss Boogie

1. Organize students into a large circle or smaller circles of 5–6.

2. Teacher poses a question, presents a concept, or displays a visual and asks a question.

3. Students catch the ball, offer a response, and tosses to another student.

4. Continue tossing and responding until every student in the circle has responded.

5. Teacher sees and hears students thinking and clarifies/verifies as appropriate.

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Don't Say "11"!

The tallest person in the circle starts.

You can say up to 3 numbers in a row at a time ("1" OR "1,2" OR "1,2,3").

The next person follows the same rules, starting with the next number in the sequence.

i.e–If the 1st person says: "1, 2" the 2nd person starts with the number "3".

Whoever says the number "11" is out.

The game continues starting back at the number "1".

The game starts is over when only one person is left.

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Happening with teachers

Darnisha Harvey @dr_dharvey · 13h

Started our faculty meeting w/ movement today. One nugget taken from @HoldsworthCentr… & our staff enjoyed the change of pace! Thank you, @JESEarlyBirds, for getting us moving! #JESWeAreONE 🦅 @carlonda_davis @JoAnnNPayne



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Implicit Learning

- Often happens through life experience, emotion, and movement.
- Brain's preferred way to acquire information.
- Most learning is done through explicit channels in the school system.
- Explicit learning often happens through reading, listening, discussion, lecture, and worksheets.

4 Corners

- Label each corner 1, 2, 3, or 4 (it can be A, B, C, or D).
- Have a multiple choice question on the screen
- Participants have 10 seconds to go to the correct corner
- Add an exercise that correlates with each corner
  –i.e.: Corner 1=10 jumping jacks
  Corner 2=10 squats
  Corner 3=10 arm circles
  Corner 4=10 lunges

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A group of LIONS are called...

1. A PRIDE
2. A PACK
3. A DRIFT
4. A DOWN

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A. A PRIDE



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A group of DOLPHINS are called…

1. A SKULK
2. A POD
3. A CONVOCATION
4. A CAST

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B. A POD



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A group of KANGAROOS are called...

1. A PACK
2. A DRIFT
3. A TROOP
4. A PRIDE

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C. A TROOP



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A group of CROWS are called...

1. A HERD
2. A MURDER
3. A DULE
4. A COALITION

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B. A MURDER



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A group of APES are called…

1. A TEAM
2. A SMACK
3. A SHOAL
4. A SHREWDNESS

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B. A SHREWDNESS



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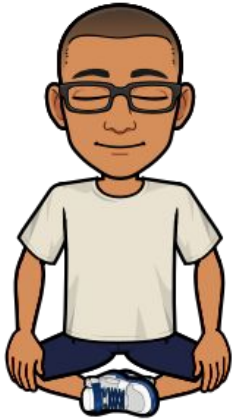
Writing Challenge

- Partner up
- The teacher can have a word appear on the screen
- Students must write that word on their partner's back with their finger
- Have them draw a picture
- Have them use vocabulary words
- Students could come up with their own picture or word
- Students could all see the word, but the drawer thinks of a word that rhymes with the displayed word or picture

Mindful Minute

This is great to do after a movement activity.

Helps calm the class down, but still engages the students mentally.



Benefits & Classroom Application

- Health
- Class cohesion
- Improved memory
- Stimulation
- Limits lecturing
- Peer teaching
- Positive emotions

- Verbal and written information
- Hands-on activities
- Real-world application
- Trial and error
- Build environment of respect and rapport
- Be consistent with consequences for students who are not being respectful
- Part of daily routine

Aldine ISD's Wellness Plan

Goal 2: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.			
Objective: Each classroom subject will have one or more daily kinesthetic learning breaks.			
Benchmarks	**Activities**	**Methods of Measuring**	**Communication**
Documented in the lesson plan; all PreK-12 teachers and paraprofessionals must participate in at least one kinesthetic learning staff development yearly.	Beginning of school, scheduled district staff development days, teacher led campus staff development.	Wellness Scorecard, Staff Development to exemplify and encourage kinesthetic learning activities, lesson plans, videos and pictures, Teachscape, Battelle for Kids.	Visual aid, principal and district support, staff development, faculty meetings, social media, testimonials.

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Positive Messages

- Paper Plate or Paper and something to write with
- Write 5 or more positive messages on the plate or paper
- Examples:
- I can't do it...YET!
- This is tough, but so am I
- Challenges make me stronger
- I can and will give it my all to make it work
- I am strong
- If I mess up, I will learn from it.

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Additional Idea and Websites

Pure Edge

Invisible Pictures

Quiz Them!

Yoga

Fit Flow

Printable Cards

Riddles

GoNoodle

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Contact Information

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@AldineHPE

Scan QR Code if you would like me to come to your campus for training (principal approval required)



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