



Ready
Aim
Teach

Productive Movement

Reduce distractions and increase your students' ability to focus with productive movement throughout the day.



Teachers have witnessed, and research supports, how productive movement helps:

- Reduce behavioral issues as students become less fidgety
- Focus students' attention and retain their learning better
- Limit classroom management issues
- Increase fresh oxygen intake which improves brain readiness and information retention
- Improve memory, concentration, and a positive outlook

Incorporate productive movement into your classroom in any of these areas:

1. Utilize movement to teach the content
2. Help students process the content through movement
3. Review and demonstrate what they learned through the use of movement

Area 1: When Teaching Content

One of the best ways to incorporate movement into your classroom is to use movement as a way of teaching the content through simulation. Here are two examples:

Role Play: Have students act out subtraction with regrouping problems. Students can physically show what it looks like and sounds like when you need to regroup. The productive movement will help students understand the concept and retain it more effectively.

Teaching about the circulatory system: Students take on the role of the blood as it travels through the circulatory system.

Productive Movement

Area 2: Help Students Process the Content Through Movement

Chunk and Chew – As Zaretta Hammond suggests in Culturally Responsive Teaching, teach for a period of time or “chunk” the lesson, and then give students time to process the information while utilizing movement. Consider using a cooperative learning structure like Stand Up, Hand Up, Pair up to discuss the information they have learned.

Give One, Get One, Move On – Students rotate to partners to share an idea, hear an idea, and then rotate again to pass on more knowledge.

Snowball – Have students write questions on pieces of paper, wad them up, toss them around like snowballs, and then retrieve a new question. Whichever paper they pick up and open, they have to answer. This is an interactive way for students to process content while moving.

Agree / Disagree Continuum LineUp – Make a statement and then have the class line up to express where on the continuum, anywhere from strongly agree, to strongly disagree, they fall. Students can then explain their positioning and have the opportunity to hear other perspectives and possibly alter their position on the continuum. This is a great higher level thinking tool that incorporates movement.

Area 3: Review the Content Through Movement

You can also use movement at the end of instruction to have students physically show what they have learned through kinesthetic movement. A couple of review examples would include students using their bodies to spell out a word instead of writing it down or showing geometric figures with their arms or bodies instead of answering questions. Anytime students can physically demonstrate their learning, everyone wins.

Building productive movement into instruction is highly beneficial to students, helping students retain the information, focus more, and think at a deeper level.

Want to learn more? Explore these resources

Books and Articles:

- "Move Your Body, Grow Your Brain – Exercise Miracle Grow for the Brain". 2014. Edutopia. <https://www.edutopia.org/blog/move-body-grow-brain-donna-wilson>
- "Kagan cooperative learning." 2009. Kagan, S. & Kagan, M.
- "Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students." 2015. Hammond, Z., & Jackson, Y.

Podcast: <https://www.cultofpedagogy.com/movement/>

