

Keep it Moving

Moving in class increases engagement

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Who's in the
crowd?

Session Norms

- Be Present
- Respect the space
- Presume positive Intent
- Engage with curiosity



Why?

- ❑ Integrating physical activity into reading, math, and other subjects boosts academic learning
- ❑ Supports engagement, regulation and creates connection
- ❑ Brain breaks, mindful minutes & academic strategies get the blood moving which is food for the brain
- ❑ Research guides us repeatedly over the years

Outcomes

01.

**Know research to
advocate for
movement in your
room.**

02.

**Learn/Experience
strategies you can
implement
tomorrow.**

03.

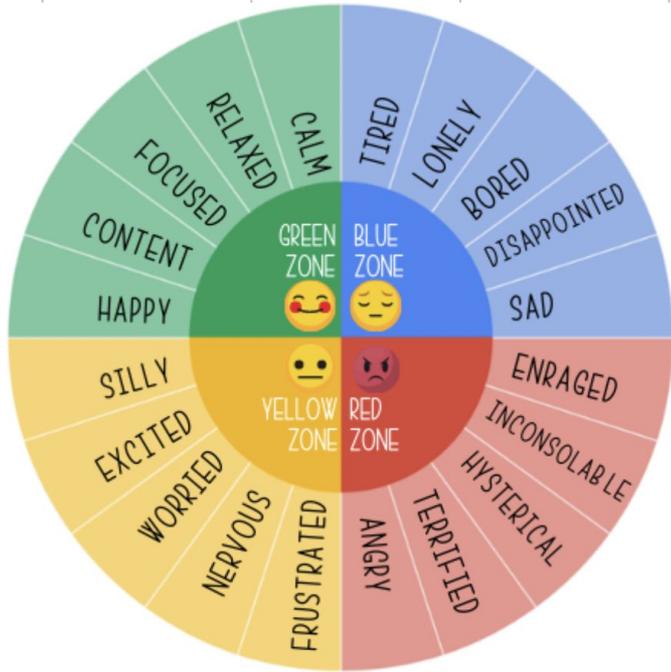
**Resources - awareness
of resources to
implement movement**

04.

Have some fun!

Four Corners + 1

- ★ There are choices up in the four corners.
- ★ When I say “go” - you will get up quietly and move to the corner or + 1
- ★ In your group - you will discuss - each person 1 min
 - Why you chose that “corner”?
 - How it connects to you and the work you do?
 - Be prepared to share out a theme



What we know:

- **10:2 - Chunk & Chew**
 - **For every 10 minutes you talk/present - need 2 minutes to process**



Read and Roll

Short passage

Knowing how to connect:

- Knowing where one is at in regulation
- Creating a bank of opportunities to regulate
- System for knowing
 - Value of visuals
 - Corners
 - Fidgets, plyometric, sensory

Strategy Bank

- ❑ Within the packet is a list of strategies and moves
 - ❑ Notes for initial use
 - ❑ Differentiation for grades/environments
 - ❑ Just an intro

Think about opportunities:

Clarity

- Visuals
- Resources
- Agenda
- Plans

@ their spots

- ☐ Fidget boxes
- ☐ Multi-modal resources
- ☐ Kinesthetic opportunities

In the room

Does your room have movement rich opportunities - is there a space for whole group - space for non-disruptive individual.

Knowing and connecting with learners.



What is this group of kids interested in? What do they need as far as space and structure? A responsive room is high functioning.

Reflecting on Movement

- Brain body connection
- Balance between knowing what they need and them knowing what they need
- Checks and balances - notice the squirrel
- Work less - being the facilitator to learning and providing structure - you will see a difference

....but first

- Expectations clear - voice, body, space, and outcome
- Take the time to teach the movement - not always connected with content - depending on age and dynamic

Optimistic Closure

- Something I learned today...
- I am curious about...

Thank You!

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