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Whole Body Learning in the Classroom

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Whole Body Learning

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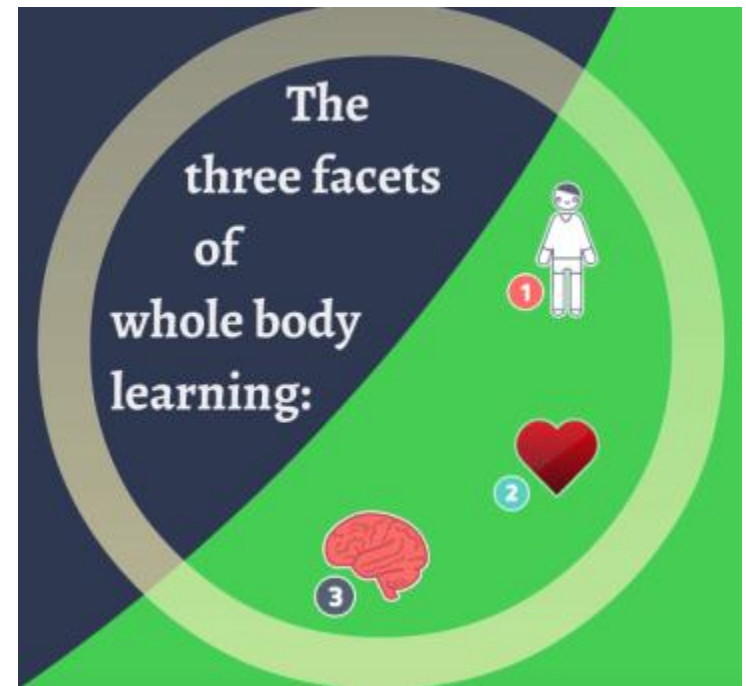
THE CLOVERLEAF SCHOOL



Whole Body Learning

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Definition:
Whole body learning occurs when teachers and students **engage** physically, mentally, and emotionally in the learning cycle.



PHYSICAL

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“The importance of the body is **indisputable**; the body moves, acts, memorizes...and remakes the world. It’s absurd to separate the rigorous acts of knowing the world from the body.”

- Paulo Freire

WHY the physical aspect?

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- Extensive research has been conducted to study the impact of physical activity on both academic performance and student behaviors.
- Physical activity has been found to **enhance learning** as well as **improve student behavior**. (Fordyce & Wehner, 1993)
- Exercise has been found to affect executive functioning by **increasing oxygen flow** to the brain, **increasing brain neurotransmitters**, and **improving cognitive functioning**. (Basch, 2010)



WHY the physical aspect?

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Movement can be an effective cognitive strategy to:

- strengthen learning
- improve memory and retrieval
- enhance **learner motivation** and morale
(Jensen, 2005)



Physical

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How does physical activity improve academic performance?

- The part of the brain that processes movement is the same part of the brain that processes learning.
- The **cerebellum** is the area of the brain most associated with **motor control** as well as **memory, attention, and spatial perception.**
(Jensen, 2005)



Physical

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How does physical activity improve student behavior?

By learning the rules and guidelines involved in **structured physical fitness** and having **unstructured movement** time to engage with peers, physically active students tend to exhibit more **responsible personal** and **social choices**.

(Basch, 2010)



Physical in the Classroom

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Inside the Lesson

- Kinesthetic learning activities
- Utilizing all classroom learning spaces
- Connecting movement to content
- Structured movement during transitions

Beside the Lesson

- Fidgets
- Oral motor regulators
- Variety of active seating options
- Student break opportunities



Physical in the Classroom

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EMOTIONAL

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“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

–Maya Angelou



WHY the emotional aspect?

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When kids have a greater **social connection** it fosters a sense of “coherence” or meaning and **purpose in life**, which, in turn, enhances the **whole body** (mental, emotional & physical processes).

(Antonovsky, 1987)



Emotional

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How does emotional engagement improve student behavior?

- A caring and supportive environment improves student behavior
- Engaging in positive peer interactions is very **motivating**
- Knowing strategies for emotional regulation and navigating social situations is **empowering**



Emotional in the Classroom

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Emotional Regulation:

Our goal is for students to self-regulate their emotions within the classroom setting

- teach strategies for different emotions
- teach how to take a successful break

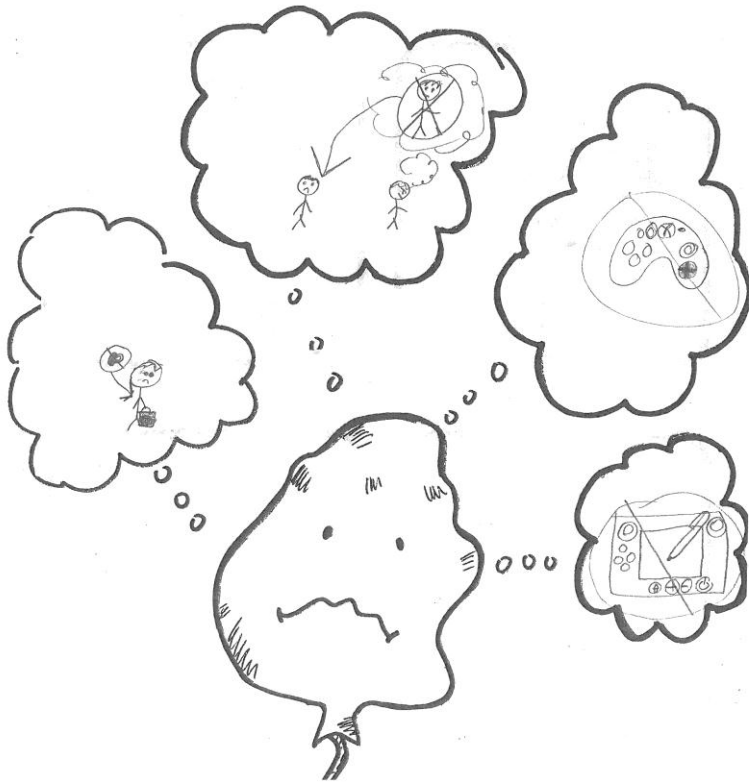


Emotional in the Classroom

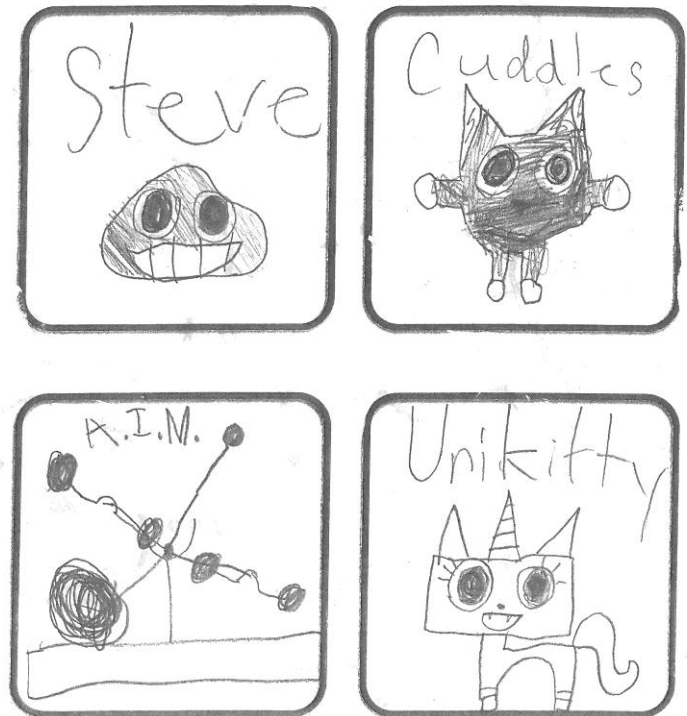
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My Thoughts When I'm Feeling
BLUE

5-2-14



My Strategies When I'm Feeling
BLUE

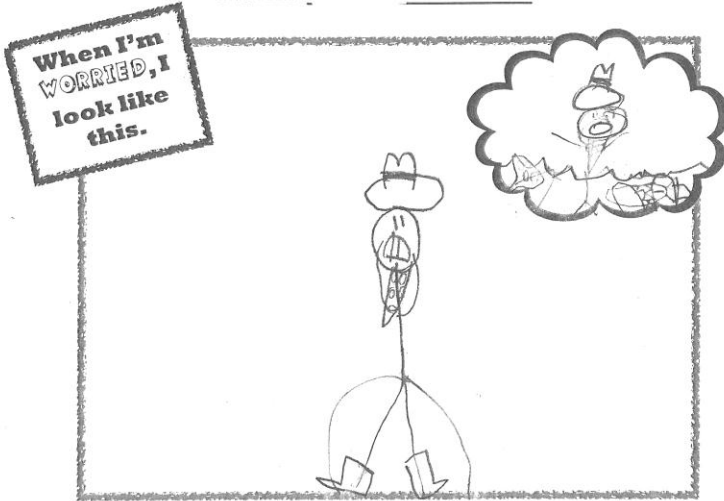


Emotional in the Classroom

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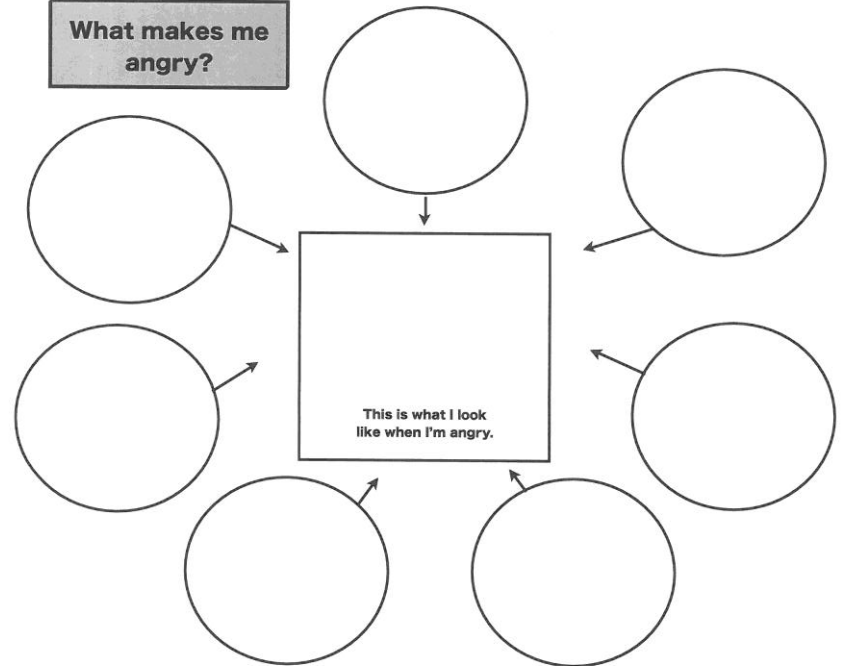
My Worry Reflection

Name _____



When I'm worried, my strategy is to ...
to be brave and face my worries
or I can get my teachers help

What makes me angry?



Emotional in the Classroom

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Direct Instruction in Social Skills:

- personal space
- helpful words
- positive self-talk (self-image)
- cooperative play
- winning & losing
- conversation skills
- public and private



Emotional in the Classroom

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Social Thinking:

- self-awareness & self-monitoring
- being a part of a group
- recognizing expectations
- discussing how we affect others
- social behavior mapping
- video modeling
- perspective taking
- nonverbal and verbal communication



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Student Self-Reflection

- social behavior mapping

Self-Advocacy

- students identify the strategies that work for them
- empower them to ask for what they need
- Learner Profiles



Emotional in the Classroom

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Positive Language

The Importance of Language in Positive Behavior Support

Instead of...	Try...
Using "no" language and telling kids what they cannot do (no running) -or- stop chewing that pencil!	Using positive language and direct kids to what they can do (use walking feet! -or- pencils are for writing; would you like some gum?)
Using language that shuts down communication (stop! -or- why are you doing that?) "You need to"	Using softer language that invites response (wait! -or- what's your idea?) "I need you to" or "It's time to"
Answering kids questions directly (e.g. what do I have next? or social skills)	Directing students to use tools to find their own answers (e.g. where could you look to find out? -or- why don't you check your folder)
"You just lost a point" -or- "Do you want to earn your points?"	"You are showing me you are not earning your point" -or- "You can earn your points by" -or- "This is your chance to earn your points"
"That's none of your business"	"It's not your worry"
Calling out poor behavior choices (you are the only one not listening)	Pointing out good behavior choices others are making (wow, look at how and are listening with their whole body)
Using arbitrary language to correct poor behavior choices (that is so rude -or- do as I say) "What did I tell you?"	Using concrete language that reflect back to the school rules (those are unfriendly words -or- I need you to follow my directions) "Did you hear my instructions?"
"Look at me" -or- "Pay attention"	"Show me you're thinking about me" -or- "I need to see you listening with your whole body"
First holding points over students head (remember your points)	Linking student behavior to a natural consequence or intrinsic motivator (when you said that, how did it make feel? -or- is using those words being your best self?)



Emotional in the Classroom

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Our goal is for our students to be a part of a community

Therefore, we want our students to be:

- Capable
- Connected
- Considerate
- Creative

To do this, we:

- engage in community-building as a school
- engage in community-building as a class



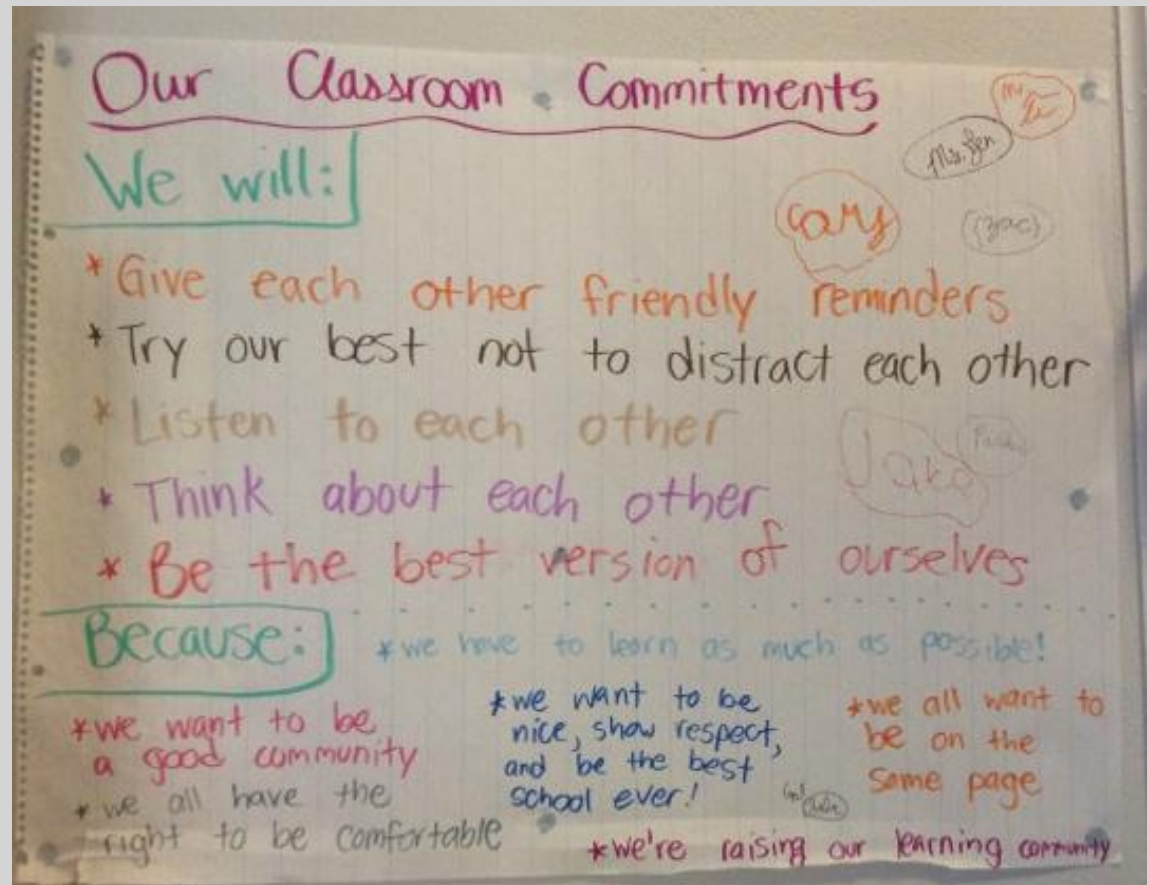
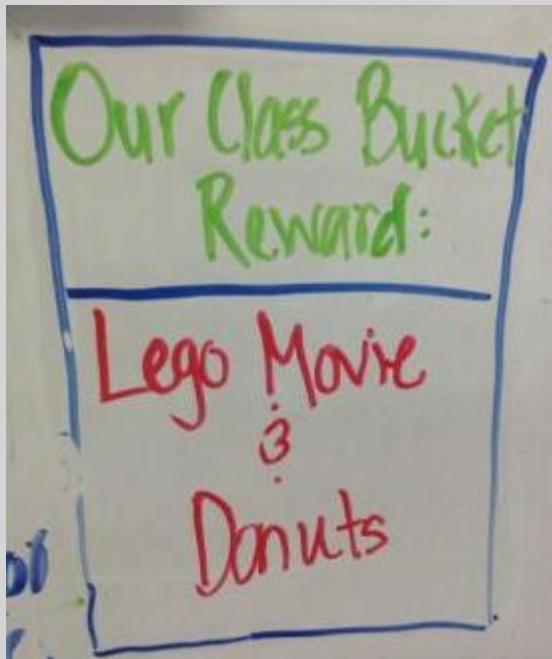
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Emotional in the Classroom

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MENTAL

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"Students are ENGAGED when they are attracted to their work, PERSIST despite challenges & obstacles, and take visible DELIGHT in accomplishing their work."

-Adam Fletcher



WHY the **mental** aspect?

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Because students succeed when they are mentally engaged, challenged, and supported:

"Challenging and attainable academic goals, teaching strategies that emphasize student collaboration, and subject matter that is meaningful and connected to students' experiences also contribute to their feelings of academic competence and engagement."

"Once students are confident of their ability to succeed, they become more engaged and learn more. ...The earlier [we] begin to build students' confidence in their ability to do well, the better off they will be. Because students' notions of their capacity to be successful are so important to engagement in school and learning, school contexts should be designed in ways that support feelings of success." (Akey, 2006)



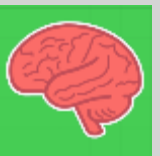
Mental

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How do we mentally engage students?

By **partnering** with students in an empowering learning experience:

- student-led conferences
- student-created portfolios
- goal-setting and reflection as regular part of learning cycle
- growth-oriented classroom climate
- scaffolding to maximize independence



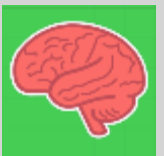
Mental

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How do we mentally engage students?

By **connecting** learning to students' lives and the world around them:

- critical literacy integration
- problem-posing discussions
- taking learning experiences out into the community
- peer-to-peer learning
- building on students' strengths & interests

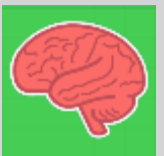


Mental in the Classroom

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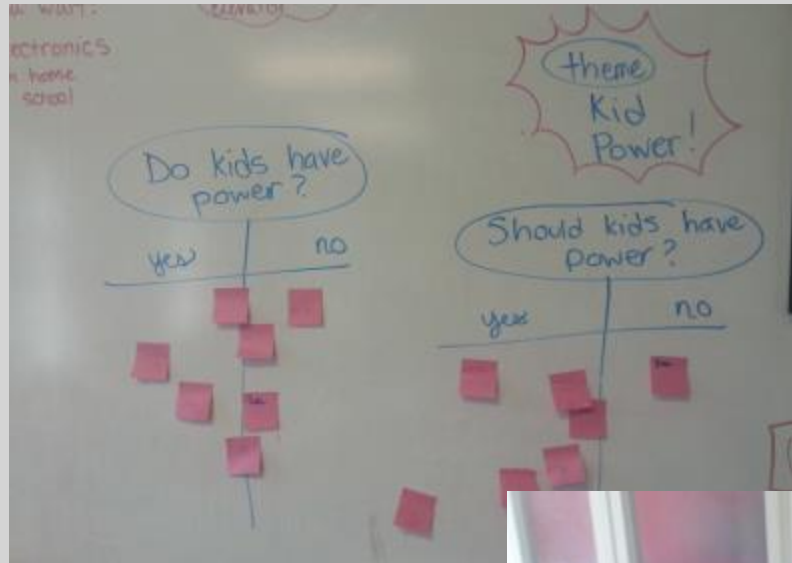
People feel engaged when they are mentally stimulated and challenged to push themselves.

At Cloverleaf, we balance challenge with support to keep students mentally engaged and invested in their own school experience.



Mental in the Classroom

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Mental in the Classroom

The Cloverleaf School
 Yearly Goal Setting Form

Student Name: _____ Year: 2014-15

What are two main goals for your child this year at Cloverleaf?

Goal 1:
Improve organizational skills + independence

Student will	Parent will	Teacher will
I will make sure to bring my HW and water bottle home	<ul style="list-style-type: none"> create home self-check (@ desks + moms) try building independence w/ routines (r-lists) 	<ul style="list-style-type: none"> guide Cory in using "self-check regularly" use agenda for H.W.

Goal 2:
Write with greater detail + length (+ confidence!)

Student will	Parent will	Teacher will
<ul style="list-style-type: none"> "I'll choose a good seating option at writing time." "I'll find the right workspace during writing time." "I'll play typing games at home." 	<ul style="list-style-type: none"> find a good program for practice (typing games) 	<ul style="list-style-type: none"> find organizer tools to use practice typing more frequently create self-check for writing send home options

Unit 1: North America

This is: MWR R & SELF-CHECK

Criteria of Self-Check

✓	In our <u>class</u> we practiced:	I give myself thumbs up:
✓	Visualizing strategy	✓✓
✓	Conjunctions & compound sentences	2
✓	Complete sentences	✓✓
✓	Closed syllables	2
✓	Open Syllables	✓✓
✓	Consonant-L-E syllables	2
✓	Vowel Team syllables	✓✓
✓	Bridge-E syllables	2
✓	Gliding-P syllables	✓✓✓
✓	Understanding "flashbacks" in books	3
✓	Finding the THEME of a book	✓✓
✓	Questions	2
✓	Using evidence from the book to support an idea	✓✓✓

Key

4 stars = I nailed it! I did the work. I understood what I was doing. I used my high quality work check. I fixed anything that needed fixing.

3 stars = I did pretty well, but I could improve a bit. One of the things listed above were missing.

2 stars = I need to try this again. Several things listed above were missing.

Reflection:

This work was done...
 alone in a group

I needed...
 a lot of help
 a little help
 no help (I did it all by myself!)

I wanted to show you this work because...
IT'S AWESOME!

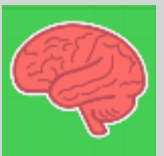
Mental in the Classroom

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How does the mental aspect improve student behavior?

When students are engaged in learning, with the right balance of challenge and support, we see a:

- decrease in negative behaviors due to boredom
- decrease in negative behaviors due to frustration



In closing...

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I KNOW WITH MY ENTIRE BODY: WITH FEELINGS, WITH PASSION, AND ALSO WITH REASON."

-PAULO FREIRE



Sources



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Thank you for attending our presentation on Whole
Body Learning!

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