

2010

Academic improvement in elementary school students with movement and no desks

Amanda Bailey
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes

Recommended Citation

Bailey, Amanda, "Academic improvement in elementary school students with movement and no desks" (2010). *Capstone Projects and Master's Theses*. 310.
https://digitalcommons.csumb.edu/caps_thes/310

This Capstone Project is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. Unless otherwise indicated, this project was conducted as practicum not subject to IRB review but conducted in keeping with applicable regulatory guidance for training purposes. For more information, please contact digitalcommons@csumb.edu.

Academic Improvement in Elementary School Students

With Movement and No Desks

Amanda Bailey

LS 400

Capstone

California State University Monterey Bay

Table of Contents

Movement Backstory.....	3
Initial Problem Statement.....	4
Literature Review.....	5
Community Partner.....	11
Project Plans.....	12
Significance.....	13
Assessment.....	16
Results (Direct).....	17
Results (Indirect).....	20
References.....	24
Appendix A.....	25
Appendix B.....	27

Movement Backstory

I believe it is important for students to be active through out the day whether they are in school or if it is a weekend. I have taken classes on movement and my minor is Human Movement. This focuses on the importance of movement in life. This leads to improvements in academics and is based in science. I was always involved in some sport or physical activity as a child and try to keep an active lifestyle now. I want to bring this into my classroom in the future. Many children these days do not get outside to play or may not have the opportunity to participate in sports, so as a teacher I want to find a way to incorporate physical activity into my classroom. With budget cuts and lack of money it seems that the arts and physical education are the first to be taken away. Physical education is one of the most important parts of a child's day.

If children do not feel comfortable in their physical environment, which for most of their day is their academic environment, then their performance can suffer. I believe it is important for students to explore and feel their way through the school day. Recess is a very crucial part of the day as well as any other break allowed for physical movement. If students are allowed to be more active throughout the day I believe they will get more out of their experience. I have researched the importance of physical activity in the classroom and its effects on academic performance.

Many students now do not get any physical education classes until junior high or older. This should not be the case. Students should have movement from their very first day in the classroom. I remember being in school and having PE maybe once a week in elementary school and enjoying every second of it. Physical movement should be given time in the classroom more than once a week or simply when there is extra time to spare. It will not take away from time in

the classroom it will make the time more beneficial to everyone. The students will learn more about themselves as well as the teachers. When the body is active the brain is active.

I grew up with the benefit of having an active childhood in school and out of school. I want to make this possible for students in school today as well. I do not want to see physical education or movement fall out of the classroom. I want to prove to the community that movement is important, as well as provide simple ways to incorporate movement in the classroom. This can make a big difference even if it is small amounts of movement throughout the school day. Recess should not be the only time for movement while children are in school and recess should never be taken away as a punishment for something the child did. A child should never be denied access to movement. As a future educator I would like to see movement and physical activity have a prominent place in my classroom. I want to do this by incorporating movement into everyday lesson plans for all subjects and use movement as transitions in between subjects. I feel that I was privileged to have movement in some of my classrooms growing up and want to continue this to the best of my ability.

Initial Problem Statement

Students in primary school spend most of their day in the classroom compared to any other place. The school day requires hours of academic work from a child, while there much of this time is spent sitting in a desk. Most subjects in school require assignments that keep students sedentary throughout the day. Subjects like physical education will get students up and out of those desks, but for the most part students are sedentary while in school because academic subjects like reading or writing. Average public school classes all over the country are based in rooms full of desks focused on one central point in the front of the room. This structure dates

back to the one-room schoolhouse days. The majority of students in school in the state of California and on a larger scale, the entire nation, are a part of this mainly sedentary school environment. The way of the education system has worked for many years in educating children but can be improved if movement is involved.

I believe this is happening for a few different reasons. Currently the ratio of students to teachers in the public school system statewide for primary grades is 20:1 for grades 1-3 and 30:1 for grades 4-6. This is a large number of children for one teacher, and for one teacher to get the information to all the students can be difficult. Space may also be an issue that leads to this classroom structure. In a classroom that is only so big a teacher needs to use the space wisely to have the appropriate number of desks and still adequate amounts of space for moving around.

I believe that classrooms are set up this way mostly out of tradition. The structure of a classroom has stayed the same for many years. The teacher stands at the front of the room and all the desks face him/her. This works for a teacher to get the same information to all the students at the same time. I believe that this structure has worked however can change and be much improved.

Literature Review

The typical classroom setting is desks focused on a central point in the room. Children are asked to sit in these desks all day and this has worked for decades. However, there is information that shows this may not be the most efficient way to get the best academic performance out of students. Students who are sedentary throughout the day are not working to their best potential. When movement is added to the classroom setting there can be improvement. Physical activity puts the brain “in-high-gear” which allows for more

concentration and attention. When this happens academic success is bound to increase (Hellmich, 2010). These ideas were inspired by New Mexico University's (2010) research of active video games and their effect on obesity in children.

Many universities are conducting research regarding the inclusion of movement in a classroom. San Diego State University has a program called the Active Living Research Program and they have focused on learning through movement by having students move and participate in a movement DVD every morning. Students were less tardy for class and enjoyed what they were doing. When children enjoy learning their success will improve (Hellmich, 2010). Activities like this dance DVD in this study can be done in little amounts of space, which is important for teachers within a public school setting. Classrooms are usually crammed with desks so when movement can be added teachers should take advantage of this. Movement can be used for the 'purpose of learning, not simply to move'. In a classroom students will benefit from games and movement in lesson plans and they don't need to change their clothes or make it a big ordeal to move. Being active in a classroom can be done by making little adjustments which may have a large impact on the children (Hellmich, 2010).

Some physical education programs are being cut in schools to allow for other academic subjects to fit into the school day. This is due to a focus on testing especially in the public school system. However there have been no indications that decreasing physical activity throughout the school day has been beneficial at all. More academic work is required but this does not seem to have an impact on test scores (Coe, Pivarnik, Womack, Reeves, & Malina, 2006). Research by the American College of Sports Medicine (2005) shows that physical activity increases arousal and decreases boredom leading to better concentration and focus resulting in more academic success.

Another reason for academic improvement through movement is the self-esteem that can be gained by the students. When students feel more comfortable in their environments and learn more about how they like to move, their self-esteem can increase (Coe, Pivarnik, Womack, Reeves, & Malina, 2006). According to the National Activity Plan (2010) there are strategies for integrating movement within schools to prove the impact that movement has on academic achievement. Strategy Four focuses on the importance of providing educational environments that encourage and promote physical activity. This can be done beyond the physical education classes by incorporating movement within the academic subjects as well.

The Surgeon General has recently released a vision statement for a healthy and fit nation. There are many things in this report that lead to the importance of incorporation of physical activity. There are time requirements for vigorous physical activity levels within schools, however, incorporating movement within the classroom will only add to this. Children look to their caregivers throughout their day for examples of how to spend their time. Most of students waking hours are spent in school and so their primary role model would be their teacher. When teachers incorporate movement over the entire academic day students will understand that movement is beneficial. Teachers can lead by their examples and show students how to lead active lives. Children need encouragement to enjoy play and being active (Stanford University, 2007).

When teachers can make learning enjoyable while adding movement the students will benefit the most. They learn that being active helps improve their life. This can ultimately radiate beyond the classroom (USDHHS, 2010). It is important for children to be in environments that encourage physical activity so that it will continue throughout their life and teachers can provide such an environment. This should be a responsibility of all teachers, not

simply physical education teachers. It is important to get children and adolescents to be active while they are young so that they bring this into their adult lives. When children are sedentary it is more likely to become a habit in their lifestyle. If movement is emphasized in school then a higher potential for physically active lifestyles is created (Corbin, Pangrazi, & Masurier, 2004). Physical activity is only an added benefit to a classroom setting. According to Stanford University (2007), today's youth are 'insufficiently physically active'.

This can be taken into the hands of teachers since children spend most of their day in school. Beyond simply changing a routine in a classroom, which can be done through a curriculum, attitudes need to be changed also. If a child is surrounded by negative attitudes or negative examples of physical activity then they will be more likely to view movement negatively also. If there are positive role models that show the importance of movement then the children can learn from this (Stanford University, 2007).

Physical education and activity have been a part of the education system since the 1800s. However, with the focus moving away from the physical part of the school day and to test scores of academic subjects, children are not working to the best of their ability. It can be taken on as part of the academic classroom to incorporate movement to improve a child's academic work. A classroom can be used for academic work, as it has been traditionally, as well as for creating active lifestyles for children. Currently only eight percent of elementary schools are getting the recommended time of physical activity per week. Up to seventeen percent of elementary schools allow physical education requirement exemptions due to test scores or participation in other activities (Pate, Davis, Robinson, Stone, & McKenzie, 2006). With the No Child Left Behind Act that has been implemented for almost a decade now, a focus on the core subjects has threatened physical activity in the classroom. Students should be able to be active throughout

their school day and teachers can make this happen through their curriculum and classroom set up despite physical education classes possibly being downsized. Due to the evidence that shows physical activity does not threaten academic performance but may contribute to success, there is no reason to cut movement time from the classroom. If physical activity is cut to make more time for core academic work this does not mean scores or success will improve (Pate, Davis, Robinson, Stone, & McKenzie, 2006).

There are programs put in place to promote more movement in the classroom and I believe these are very important. Programs such as Take 10!, PLAY, and JUMPSTART are in place to get movement in the classroom. With these programs they each have different objectives, however, they all encourage an active lifestyle in the younger generations. This is important in creating active lifestyles for later in their lives. Take 10! organizes 10-minute lesson plans that can replace lessons that are typically done seated in a desk. This reinforces the idea of keeping children active in the classroom and to keep boredom and sedentary activities out of the classroom (Ward, Saunders, & Pate, 2007). PLAY is a program that incorporates 15-minute breaks in the school day with the same goal of creating more active classrooms. Lastly JUMPSTART promotes being outside and taking in nature during the school day creating active lifestyles. These programs were tested on specific age groups in the elementary and middle school grades, but can be modified and incorporated in any classroom (Ward, Saunders, & Pate, 2007).

Creating a classroom that involves more movement is a good place to start, by creating a more active society. There are other factors that must be considered as well. Within a classroom there are diverse groups and this creates dynamics that need to be considered. The activities need to be planned out but must be flexible. Within a classroom for physical activity to be

productive the activities need to be adjustable to the group that is present, and factors such as gender and physical ability need to be considered. When this is all done properly only then will a classroom that incorporates movement will be valuable (Fernandez-Balboa, 1997).

For a teacher to create a classroom that is effective the teacher needs to know their subject and create an environment that is fun and active. The students will stay engaged and enjoy learning this way. For a teacher who wants to keep their students interested in a subject movement can be used. Activities in a classroom that involve movement and being creative with lessons will enhance learning and attention spans for students of any age. The classroom overall will have higher moral and students and teachers will have better relationships. Students will also succeed better in an environment that is flexible but still structured. There is also more opportunity for children to create relationships with each other and the teacher when there is movement in the classroom. A curriculum with physical activity can help personal and social development for children in a classroom. When movement is embedded in a curriculum this creates a classroom that is more appealing to both the teacher and the students (Laker, 2001).

In support of developing a child's personal and social lives it is believed that humans learn the best by doing. Children learn better through play and activity. When the whole child is educated they are learning through all of their senses, which reinforces the material. Children can count on their fingers, count and jump, say the numbers out loud in a song and all of these things are going to help the student remember what they are working on. When children can experiment, move, and learn all at once they are going to benefit from the experience more (Pica, 1999).

In conclusion there is no reason to cut down on movement in the classroom. Students succeed with movement because they are using every resource they have, meaning their mind

and body. A child learns by doing, so in a classroom that allows more physical movement a child will be able to focus and learn more efficiently. When a child is working to their highest potential they will succeed.

Community Partner

The partner I have chosen for my Capstone is a teacher within our community that I have worked with for my entire college career. My freshman year at CSUMB I was assigned to Ms. Lori Robinson as my first service learning classroom. I loved working with her and her students so when my semester and required hours were complete I felt like I couldn't leave. I have continued volunteering with Lori for the last four years. I have had the chance to work with students in all subjects, in small groups, individually, and she has let me lead activities as well.

When I decided on my capstone topic of movement in the classroom and creating a classroom with no desks, Lori immediately said that her class this year would be the perfect group to work with. Many of the students are active and love to move. She said that I could use her students in any of my school work and they would all be more than happy to participate.

As I spoke with Lori she brought up points that I did not realize. Some things were that a public classroom may be difficult to make such drastic changes to because of limited space. She did suggest that taking the kids outside for whatever movement incorporated lesson I wanted to do would work just as well if not better. My initial ideas were to create a classroom where the desks were moved along the walls or taken out of the classroom completely, but simply getting the students outside to do the same things could be just as successful.

Lori has kept me in tune with the subjects that the students are working on and said that I can create lesson plans with those subjects and put movement to it. She has advised me in things that may or may not work within my lessons, and helped me execute them with the class.

This project was beneficial to all the parties involved because Lori and her students got a different taste of what lessons can look like while I got to practice creating them. Creating lesson plans for an assignment and actually implementing it in a classroom are very different. The students in Lori's class got to be outside and learned at the same time. My goal was to create an alternative classroom setting that could be just as successful if not more.

Project Plans

The idea that I presented was a classroom without desks and how academic success would continue or increase. To do this I created lesson plans that could be integrated into an academic curriculum. I incorporated movement into the lessons for Lori's class current unit. There are movement and physical activity requirements in physical education; however, I believe movement should be in all subjects of the curriculum.

The lessons I created were practiced with the second grade class I volunteered in. The lesson plans were put into Web-quests, online lesson plans, for other teachers to access the ideas that I came up with. They adhere to the California State standards for the second grade. Along with the lessons, I created classroom layouts for others to see and understand. The idea of having a classroom with no desks seems very radical when it is first mentioned; I believe it is possible. I created a few different layouts to show how the classroom would look. Before Thanksgiving break I had the lessons completed and implemented. This way I was able to assess and make modifications to them before the end of the semester. I had time to consult with Lori,

the teacher I volunteered with, about the lessons and got her feedback. Over the break I created Web-quests from the lesson plans.

Time line:

- Create lesson plans-Nov. 1-5
- Create classroom layouts and consult with Lori Robinson about plans-Nov. 8-12
- Create web-quests from lesson plans-Nov.15-18
- Implement lesson plans-Nov.22-24

Significance

My goal for this project was to acknowledge that there is a focus on academic subjects in the public school system, and not let this affect the amount of active time children have in their day. While at school, children should have freedom to move and be active. No child should be required to sit in a desk and chair for six hours or more a day. Movement is beneficial in the classroom to everyone involved.

The specifics of my project are example lesson plans and new classroom layouts. These are just the beginning of a whole new way of approaching the classroom. The structure of a typical classroom with desks and a teacher standing at the white board does not have to be the only way children learn in a public classroom. The ideas and lesson plans that I have come up with are merely alternatives of how to run a classroom. A teacher can do this in just one lesson a day or their classroom can revolve around movement in every lesson. My goal was to introduce a different structure in a public classroom, and with evidence of its success as support, I hope that other educators will attempt it as well.

Movement in the classroom is important and can be successful. Children can learn more effectively and retain information when movement is involved. Children are engaged and focused when they are moving and learning with their bodies. Besides simply getting children out of their desks they will benefit academically. Children will not get bored in the classroom because they are moving around doing things and this will help them in their work. When a child can focus on their work they will be more successful.

In addition, children will have less sedentary time in their day. If a child is encouraged to move and enjoy what they are doing, they will be more likely to move on their own outside the classroom. If a child chooses to be active they will enjoy it more. When children are required to move, like they are at times in physical education class, they may not enjoy it. If movement is incorporated in the classroom they can become more comfortable in their bodies. When children are more comfortable in their bodies and moving, they are more likely to be active adults.

A classroom that is structured differently may be scary in the beginning. My ultimate idea is a classroom that has no desks in it whatsoever. This seems radical and everyone that I have come across and pitched my idea to, have a look of either surprise or confusion on their face. A public classroom is so structured and not for any solid reasons in my opinion. I believe that putting movement in a curriculum across all subjects is simply a way to start. The school day will feel and be different but students will still be learning. A first step would be to still have the desks in the classroom, but push them to the side along the walls. This allows for more movement opportunity all day. The next step would be to picture a room with no desks at all. I truly believe this can be a success. In the beginning it will be strange and will create a classroom with a different focus. In the end the children are learning throughout the day and this is a success.

As educators our goal should be to create an environment in which our students will be successful. A classroom with no desks is very different from what most are used to but will be beneficial. When I first started college I knew that I wanted to be a teacher and I always pictured a classroom with twenty to twenty-five desks arranged in certain ways to create a fun place to learn. To me this was always desks in rows, in small groups, in a large circle or another arrangement. Throughout my education I have learned the importance of movement and the only struggle I have had is finding a way to have space for this. In the classrooms I have worked in space is almost always an issue. From this I began to wonder what it would be like if we just moved the desks along the walls or just took them out all together. Through this Capstone project I used my research to support the importance of movement and implemented it through everyday lesson plans. The lesson plans proved that desks are unnecessary equipment in a classroom. I feel that these ideas can be used in any classroom setting giving a teacher more freedom in how they would like to teach and the students will benefit from having an active school day.

This project is unique because the majority of people like to focus on keeping physical education as a separate class. In recent years the budget has been tight and physical education classes have been cut. I feel that this battle is important, however, it will take awhile to get the money and curriculum balanced with movement and academics again. In the meantime I believe my project will help. Incorporating movement in academic plans will not get every child in shape nearly as much as a PE class potentially can, but it will be progress in the right direction. They will have a chance to move and learn at the same time. As an educator I will always try to keep the classroom full of movement and learning.

While at CSUMB my concentration within my studies was Human Movement so my project reflects this directly. Movement is important in and outside of school. By including movement in my project I am supporting what I have focused on in my degree and ultimately what I believe in.

Assessment

For my project the assessment will be ongoing. The lesson plans that are implemented are like the test and the results will be seen in the children's' progress. If the children improve academically then the project and movement will be a success. A short-term goal I could assess was if the lesson plans did work and the children enjoyed them. After each lesson I discussed them with Lori, and she gave me feedback. In this project the lesson plans were short-term goals that I assessed, so more assessment is needed. If the children retain the information from the lesson and learned then I have been successful.

As for the whole project and showing academic progress through the entire subject more assessment will need to be done. I believe this project would need to be started at the beginning of a school year, and follow the class for the entire year, to see if the students' progress was greater over the entire school year compared to the progress they made the previous school year. If their improvement seems greater in the school year that involves movement, then my project is definitely a success. With the lack of time to implement and compare academic progress with the students, I feel the assessment of my project will not be complete by the end of this semester. I would like to do this full assessment in the future.

As for this semester the most I learned was from Lori, and the feedback she enlightened me with. She has been working in education for many years and in the recent years I have

worked with her, I have come to trust her judgment completely. She has insight from experience that I am just now beginning to gain. I considered her opinions on the lesson plans and the classroom setups I created. Having her as a resource has been priceless in my degree process.

Results (Direct)

The lessons went very well in the second grade class I worked with. The kids were all very gracious to help out and participate in the lessons that I created. The first day with movement the kids were excited but reserved. I could tell they wanted to try something new, but they were not sure about moving. The first lesson consisted of the kids being in groups at a table with a movement written on a sheet of paper in the center. They were to practice what the sheet said, for example, skipping; then they were to write about it. Then kids they rotated around to other tables as a group to do the other movements. In the beginning they were hesitant but curious and by the third and final table they were all over the classroom and showing off what they could do. The unit they had just started was dance, so they were moving and writing. The only delay that took place in this lesson was that I did not allot enough time for each station. The kids were willing to write up to a paragraph at each station where I planned for only one sentence at each. They were so eager to write more that I simply cut down on how many stations they went to and let them write more. They went to three instead of five stations doing the same at each. They all enjoyed what they were doing and I have their work to prove.

The next day I started the kids out with dancing to the Hokey Pokey and The Freeze. I brought in my laptop and played the music in my iTunes. They started out hesitant like the day before and a few of the boys did not want to dance when I introduced the activity. They acted shy, but by the end of the song they were all dancing to the instructions. The next part of the day

was for the groups to create their own dances and present them to the class. The groups were to write down five different movements and put them together to create a dance. By the end of the class the groups had expanded this to at least six or seven moves. It was very rewarding to see the students continuing to go beyond the requirements. The kids were not very excited about doing their dance in front of the class as first, but again, once they saw that everyone was moving just the same they begged to perform their group's dance again.

There was one boy that resisted the entire time, however, I spoke with the teacher after about this and she gave me options for avoiding this in the future. He enjoys being the first to do something and loves to lead, so this is how he will participate. Making the student a leader and responsible for starting the activity can get them to participate without realizing it. When they feel more involved in this way they may take control and move more. In this particular lesson I could find a movement that the resistant student performs very well and have him teach the other students how to master it.

While working with the kids in the second grade class I realized just how easily seven and eight year olds are prone to injury. No one got hurt while I worked with the class, but the potential is much greater for children to get hurt while they are moving around the classroom. I worked with them for one lesson at a time and they loved moving around, but the desks were still in the classroom and these can become a risk. The kids were up and out of their seats, so their chairs could be in the way and the desks took up more space than necessary. This shows that my theory of moving the desks or having no desks at all will be a much better environment for a classroom based around movement. The desks were beneficial when the students began to write about their movements though they can do this without a desk as well, removing the chance that someone could get hurt. For my project and the sake of time we did not move the desks out of

the room so the students that were the closest to each other moved to the outsides of the rooms and went to their desks after the movement portions were over to do their write ups.

A movement-based classroom can be successful with or without desks and it would be ideal to remove the desks or push them against the perimeter of the room for more space. Feedback from the teacher that I worked with supports this idea. After working in the classroom and inquiring about what could have gone better she explained that the space for the lesson could have been changed. Even if there is a classroom with desks like in the case of my project the class can go outside and do the movement parts of the lesson so there is more room then return to the classroom to do the writing portion. A completely different location such as the multipurpose room could have been used as well. No matter where the kids work they can be learning.

From the feedback with Lori Robinson she said the lessons went excellent. All the students participated to a certain degree. There is a particular group of boys that did especially well with the movement and their focus was better because of it. When I asked what she would change about the lessons in the future she said if I could have made the unit longer it would have been better. There simply was not enough time. Asking the kids to dance is a big deal and if they had more time they could have learned how to link their individual movements and create dances better. For such a short time they did very well, and we saw their potential and know they can do even better.

The most discouraging answer I got from my project was that it would be near impossible to create a classroom completely based on movement because of so much focus on language in the curriculum today. There are so many expectations that require testing and being in a desk to work on language that it would be an issue of time. To complete everything that is required in

the curriculum today, there simply would not be enough time in the school day to have so much movement.

Results (Indirect)

Through out my project I learned some other things that I was not expecting, like the increased potential for the kids to get out of control, lack of space, as well as how to work on lesson plans while with the class. This project could have gone in many different directions and I believe it went very well. Outside the project I learned more about myself such as my time management and individual progress.

The course for our Capstone projects is completely individual work. I have never taken a course like this and I found it difficult. We did meet in groups to discuss our projects but all the work I did was on my own. This was new for me and I found it difficult because there was not the same feed back from my peers. We were all going through the same thing however I felt very separated from my class. I feel that in all the schooling I have had up to this semester we have been taught to work with others and be a part of the class. This course was a big change.

Along with being on my own for all the work, the timeline for the course was laid out nicely but I did not do well with this. The course only meeting once a week and having all the work done outside of class proved difficult for me. With such broad instructions I had a hard time narrowing down what work I personally needed to get done on a daily basis. I have learned from this course that I need to start at the very beginning and make a timeline for myself if there is so much individual work involved. I found it easy to simply put parts of my project off and get behind.

More closely relating to the project itself I learned more about creating lesson plans. I

have done this before but I have never had them put into effect before. The movement lesson plans I created were implemented and evaluated. As a future educator, many current educators have told me that the best lesson I can learn is to be flexible. I took their words for truth but never had experience in this. For this project I learned exactly what it means to be flexible with classroom plans. I created plans and as I was working with the class I instantly knew if something was going to work or not. It is very different planning something out and actually executing it with a classroom full of seven and eight year olds. There were a few parts of each lesson that I changed right there on the spot. The lessons worked out nicely and the class did not even know that I had changed anything. I know now more of how things should be planned. The biggest example of this is the time frames I constructed for each day. The kids did very well with all the instructions, but I did not plan for enough time. When the kids are writing they needed more time. I have concluded through this experience that it would be better to allow for more time and have more activities planned out in advance, in case the class gets through the plans faster than expected.

In the classroom with movement I learned how quickly the class could take an idea and completely run with it. The kids can explore more and figure out what they like by doing it instead of simply talking about it or writing about it. At the beginning of the lessons the class was not too sure about dancing in class but they did warm up to the idea quickly and loved it by the end of the lesson. There were a handful of students that acted embarrassed or shy and others that were entertainers for the entire class. The lessons really gave some students a chance to take on the role of leader to get their entire groups involved. Two boys in particular in the class stood out to me by stepping up and encouraging others to participate and asking to continue the activities. These boys did really well on their writing after they were through with their moving

portion. One boy asked to move more after he was done with his assignment. This showed me that he enjoyed what he was doing and it also helped encourage him to get his work done. He was not stuck in his desk writing for the entire lesson. He could use some energy then settle in and work. By moving he was able to focus and finish up his writing.

As I was creating the lesson plans I knew there was a chance that the kids would get really excited about being up and moving about and wondered what the best way to calm them down would be. This is where the desks could be beneficial I learned. The head teacher explained that the students' individual desks could be used as a home base. If a student got overwhelmed or out of hand in the activity they could go sit in their desk for a minute and relax then come back and join the group. This worked out well for one boy that started to move unsafely. He sat down in his desk chair regrouped and came back. He calmed down quickly because he wanted to be up and moving so he did not hesitate to relax when he was separated from the group. In this situation I feel that it is important to have a plan for if a child gets out of hand, and there can be a spot on the outskirts of the room for a child to sit away from the group and relax. So even in a room with no desks there can be a plan of action to get the kids to calm down. I imagine a space that designated away from the group so that the student can go there for a short time just as they would go back to their desk and regroup. If there are no desks I would picture a classroom with each student having their own mini carpet and the child can go back to where their carpet is instead of a desk.

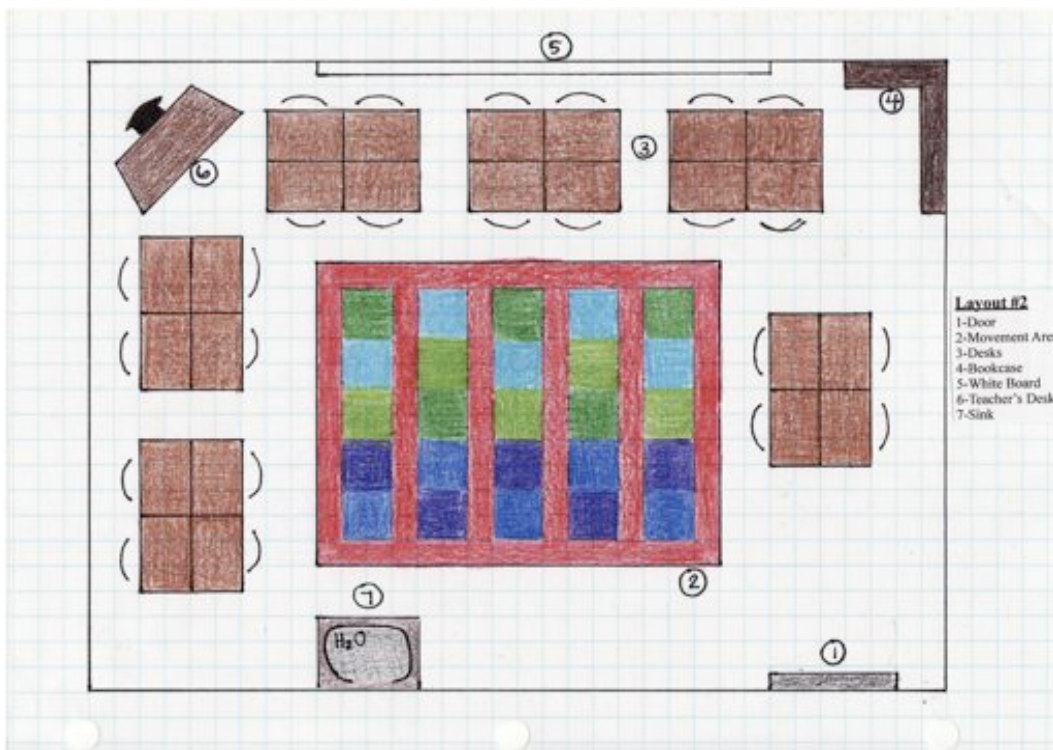
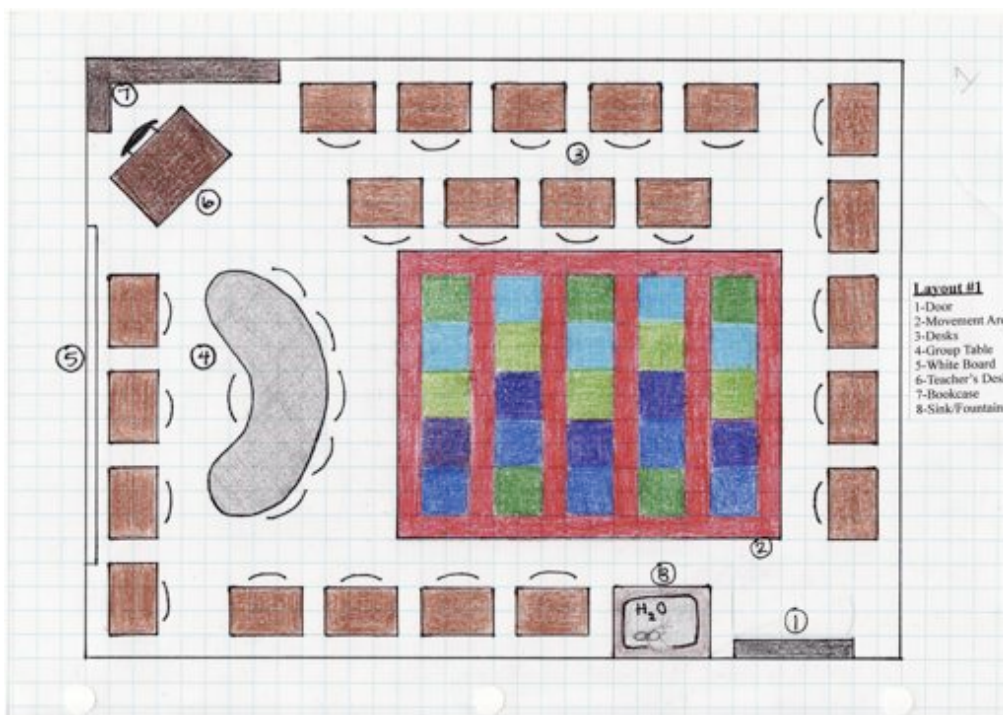
While creating this project and completing my practicum for the classroom I realized that I want more time in the semester to work on this. I feel that I did not have enough time to work with the class on this. In the future in my own classroom I want to further my ideas of students working less and less in a desk. Using alternative spaces like individual carpets and an open

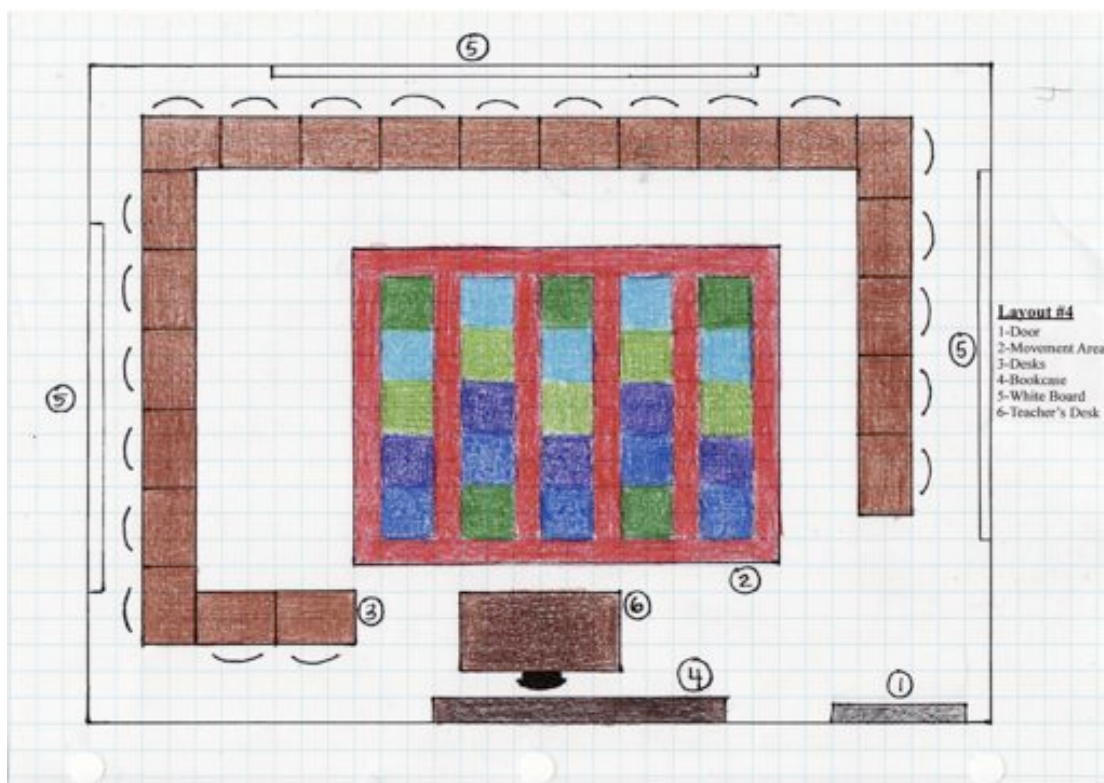
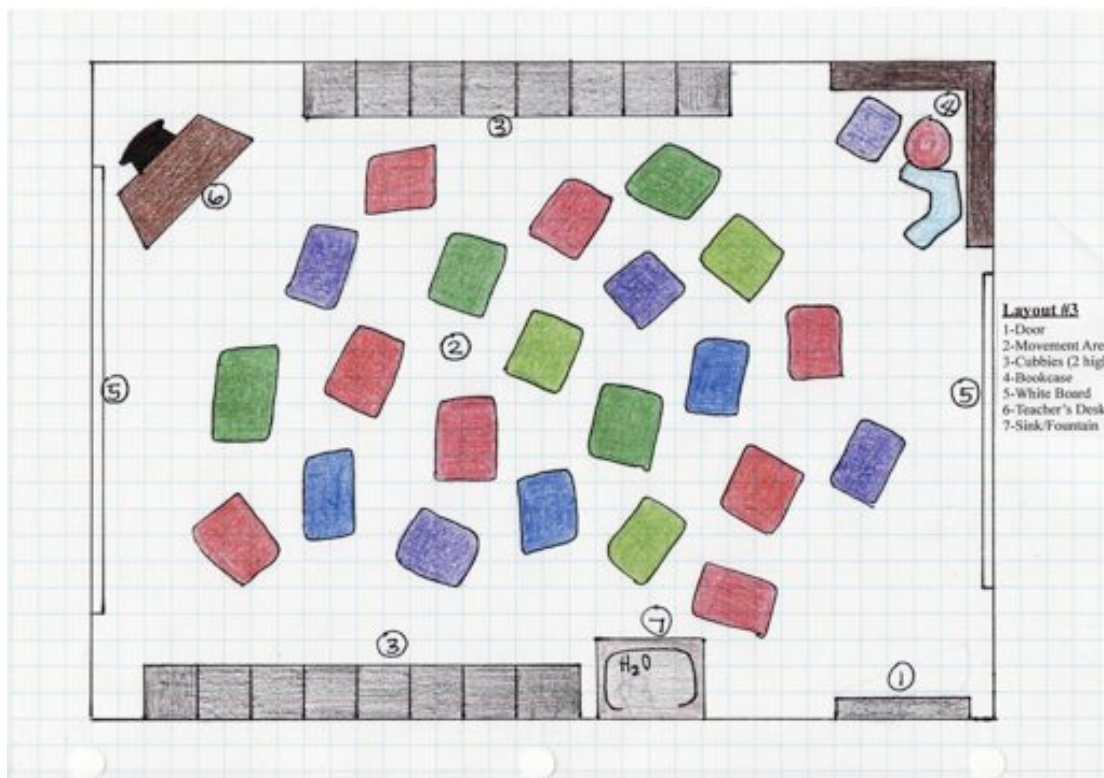
space in the classroom is where I will begin. I feel like this project is just the beginning. It has opened my eyes and my mind to a new way to structure a classroom.

References

- Corbin, C, Pangrazi, R, & Masurier, G. (2004). Physical activity for children: current patterns and guidelines. *Research Digest*, 5(2),
- Coe, D.P., Pivarnik, J.M., Womack, C.J., Reeves, M.J., & Malina, R.M. (2006). Effect of physical education and activity levels on academic achievement in children. *American college of sports medicine*, 1515.
- Dishman, R, Motl, R, Saunders, R, Felton, G, & Ward, D. (2005). Enjoyment mediates effects of a school-based physical activity intervention. *American college of sports medicine*, 478.
- Fernandez-Balboa, J. (1997). *Critical postmodernism in human movement, physical education and sport*. Albany, NY: State University of New York Press.
- Hellmich, N. (2010, October 11). Go to school and just dance. *USA Today*, p. D1.
- Laker, A. (2001). *Developing personal, social and moral education through physical education*. New York, NY: RoutledgeFalmer.
- National physical activity plan. (2010). Retrieved from <http://www.physicalactivityplan.org/education.htm>
- Pate, R, Davis, M, Robinson, T, Stone, E, & McKenzie, T. (2006). Promoting physical activity in children and youth: a leadership role for schools. *Circulation*, 114, 1214-1224.
- Pica, R. (1999). *Moving and learning across the curriculum*. Albany, NY: Delmar Publishing.
- Stanford university, Building "generation play": addressing the crisis of inactivity among america's children. (2007). Manuscript submitted for publication, Stanford Prevention Research Center, School of Medicine, Stanford University, Palo Alto, Ca.
- U.S. Department of Health and Human Services. *The surgeon general's vision for a healthy and fit nation*. Rockville, MD: U.S. department of health and human services, Office of the surgeon general, January, 2010.
- Ward, D.S., Saunders, R.P., & Pate, R.R. (2007). *Physical activity interventions in children and adolescents*. Champaign, IL: Human Kinetics.

Appendix A





Appendix B

Language Arts

Name of Lesson: Action Words

Objective-Determine action words involving dance. Use them in sentences.

Standard-1.3, 1.6, 1.8 (see below)

Material-Paper, Markers, room for movement, timer, each student will need a pencil and paper.

Procedure-As a class determine different action words that derive from dance for example jump, turns, leaps, etc. Once there are five, each will be written on a piece of larger paper. These will be the five different stations. The class is divided into five groups and sent to each station. At each station the group will act out each word. Next they will create a sentence using the word. Each student will write down the sentence they have come up with. The students will have 5 minutes at each station. When all stations are completed the groups will meet up as one and each group will present their sentences.

The beginning and set up time should take between 10 and 15 minutes. This includes creating stations and groups. To complete the stations will take around a half hour. The group meeting will take around 10 minutes. Then the lesson will be completed.

1.0 Written and Oral English Language Conventions

14

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Movement and Dance

Name of Lesson-Just Dance

Objective-Get the kids moving in the classroom and allowing them to express them selves through dance.

Standard- 1.1,1.6,1.17-18,2.5,3.1,3.6-7,5.1-2 (see below)

Material-Music for the Hokey Pokey, and the Freeze Dance, space for dancing!

Procedure-To begin the lesson start with the Hokey Pokey and the Freeze Dance. These two activities will get the kids moving and comfortable doing so. Usually at the beginning the kids may be hesitant to dance so getting them up and moving will help remedy this.

Do these for 5-10 minutes each then split the class into 5 or 6 groups. In the groups the kids will make up their own dance. These dances should have at least 5 different movements in them. The children will have 10 minutes to come up with their dance. When this is done each group will get up and show the class what they have come up with.

*Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

*Students assess and maintain a level of physical fitness to improve health and performance.

Movement Concepts

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Locomotor Movement

1.6 Skip and leap, using proper form.

Rhythmic Skills

1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

Locomotor Movement

2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Fitness Concepts

3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Body Composition

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment

3.7 Measure improvements in individual fitness levels.

Self-Responsibility

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one's own behavior in a group activity.