

Whole Body Learning

1

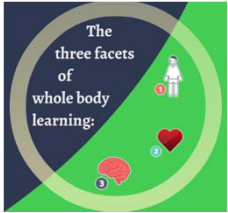
THE CLOVERLEAF SCHOOL



Whole Body Learning


2

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



PHYSICAL

3



"The importance of the body is **indisputable**; the body moves, acts, remembers...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?

4

- 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?

5

Movement can be an effective cognitive strategy to:

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



Physical

6

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

7

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

8

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


9



EMOTIONAL

10


"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?

11

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

12

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

13

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

14

My Thoughts When I'm Feeling BLUE 5-2-14

My Strategies When I'm Feeling BLUE

Steve	Cuddles
P.I.M.	Unikitty

Emotional in the Classroom

15

My Worry Reflection

Name: _____

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

What makes me angry?

What I can do when I'm angry

Emotional in the Classroom

16

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

17

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



Emotional in the Classroom

18

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



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19

Positive Language

The Importance of Language in Positive Behavior Support

Instead of...	Try...
Using "no" language such as "No, that's not what we're doing" or "No, that's not your job."	Using positive language such as "I like how you're doing it" or "That's what we're doing in our class."
Using "no" language to indicate disapproval, such as "No, that's not a good idea" or "No, that's not how we do it."	Using positive language to indicate approval, such as "I like how you're thinking about it" or "That's a good idea."
Using "no" language to indicate a lack of choice, such as "No, that's not an option" or "No, that's not what you want."	Using positive language to indicate choice, such as "You have a choice to make" or "What do you think you want to do?"
Using "no" language to indicate a lack of respect, such as "No, that's not how we talk" or "No, that's not how we behave."	Using positive language to indicate respect, such as "I like how you're talking to me" or "That's a respectful way to talk."
Using "no" language to indicate a lack of effort, such as "No, that's not good enough" or "No, that's not trying hard enough."	Using positive language to indicate effort, such as "I like how hard you're trying" or "That's a good effort."
Using "no" language to indicate a lack of participation, such as "No, that's not your turn" or "No, that's not your job."	Using positive language to indicate participation, such as "I like how you're participating" or "That's your turn."
Using "no" language to indicate a lack of responsibility, such as "No, that's not your responsibility" or "No, that's not your job."	Using positive language to indicate responsibility, such as "I like how you're taking responsibility" or "That's your job."
Using "no" language to indicate a lack of cooperation, such as "No, that's not how we work together" or "No, that's not how we cooperate."	Using positive language to indicate cooperation, such as "I like how you're working together" or "That's how we cooperate."
Using "no" language to indicate a lack of communication, such as "No, that's not how we communicate" or "No, that's not how we talk."	Using positive language to indicate communication, such as "I like how you're communicating" or "That's how we talk."



Emotional in the Classroom

20

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



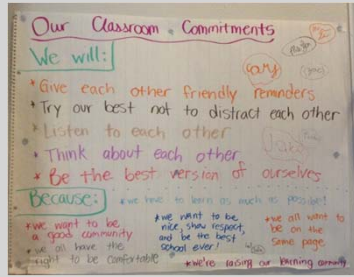
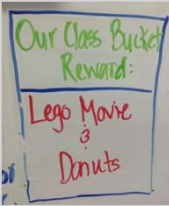
Emotional in the Classroom

21



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22



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23



MENTAL

24

"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?

25

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

26

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

27

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

28

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.



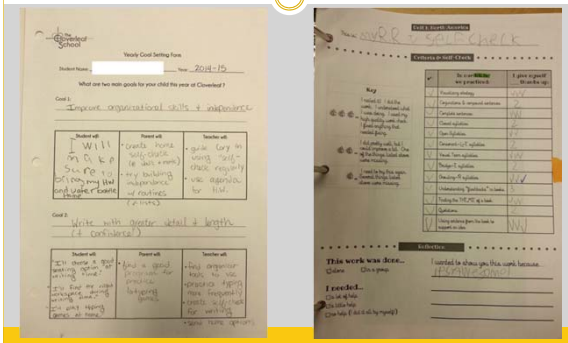
Mental in the Classroom

29



Mental in the Classroom

30



Mental in the Classroom

31

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...

32

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!

34

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