



Creating an Active Classroom

A Practical Training on Engaging Students in Active Learning

March 17, 2020

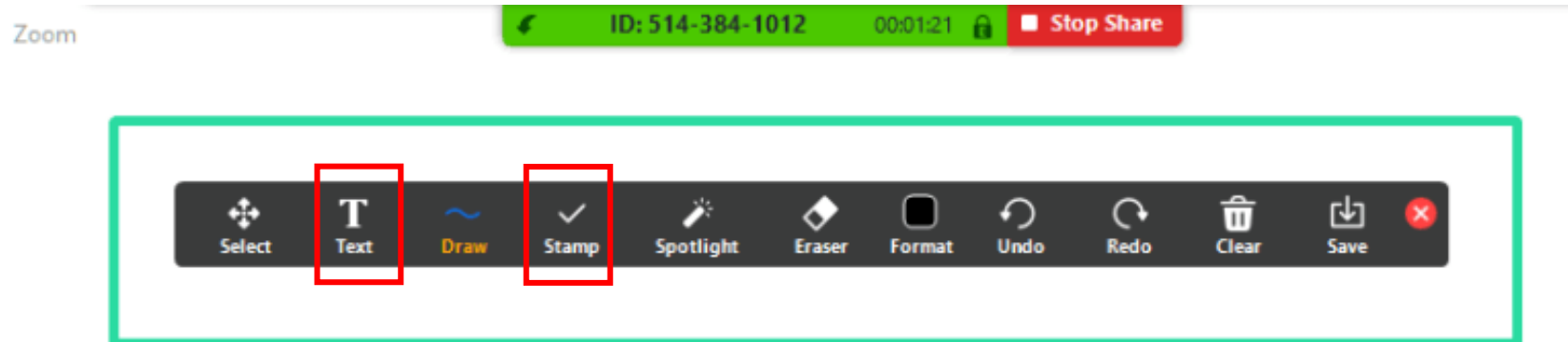
Springboard to Active Schools is an initiative of the National Network of Public Health Institutes (NNPHI) and Health Resources in Action (HRiA) through Cooperative Agreement CDC-RFA-DP16-1601 with the Centers for Disease Control and Prevention (CDC).

Technology Overview

The screenshot displays a Zoom meeting interface. At the top, a green status bar indicates "You are viewing Brittany Chen's screen". To the right of this bar is a "View Options" dropdown menu, which is open, showing options: "Zoom Ratio", "Fit to Window", "Request Remote Control", "Annotate" (highlighted with a red box), "Exit Full Screen", and "Side-by-side Mode" (checked). Further right are buttons for "Speaker View" and "Exit Full Screen". The main content area shows a presentation slide titled "Creating a Culture of Physical Activity in Your Context" with the subtitle "A CSPAP Working Session". The slide features the "Springboard TO ACTIVE SCHOOLS" logo and logos for "March 31, 2020" and "Health Resources in Action". On the right side of the interface, there are two participant boxes: "Another participant" and "You" (highlighted with a yellow box). At the bottom, a toolbar contains icons for "Mute", "Stop Video", "Invite", "Participants" (showing 2), "Share", "Chat" (highlighted with a red box), "Record", and a "Leave Meeting" button.



Annotation Overview



Joining audio by phone? Enter your participant pin!

You are viewing Brittany Chen's screen View Options

SPRINGBOARD

Creating Action Physical text

#pin#

Choose ONE of the audio conference options

Phone Call - Connected Computer Audio Call Me

Dial: +1 929 205 6099
+1 312 626 6799
+1 301 715 8592
+1 346 248 7799
+1 669 900 6833
+1 253 215 8782

Meeting ID: 927 317 891

Participant ID: 34

Done

March 31, 2020

Springboard to Active Schools is an initiative of the National Network of Public Health Institutes (NNPHI) and Health Resources in Action (HRIA) through Cooperative Agreement CDC-RFA-DP16-1601 with the Centers

Mute Stop Video Invite Participants Share Chat Record Leave Meeting



Special Thanks

National Collaboration to Promote Health, Wellness, and Academic Success of School-Age Children

Cooperative Agreement CDC-RFA-DP16-1601 with the Centers for Disease Control and Prevention (CDC).

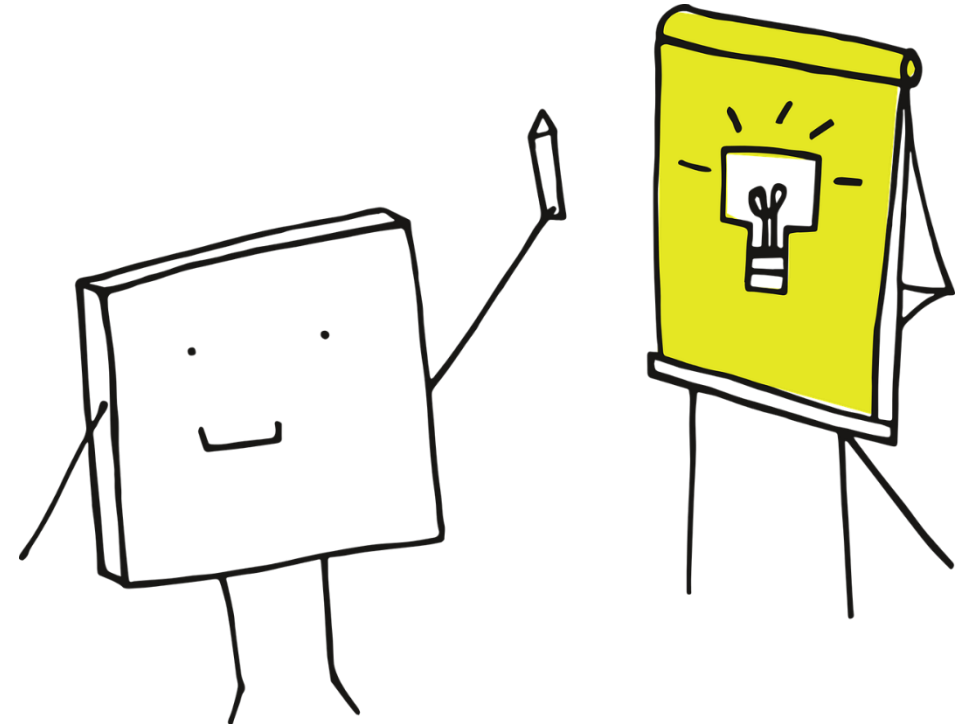


The background features a light blue gradient on the left and a light pink gradient on the right, separated by a vertical line. Large, stylized, overlapping wavy shapes in shades of blue and pink are positioned in the top-left and bottom-right corners.

Presenter Introductions

Group Agreements

- Be present and engaged
- Step up, step back
- Mute/unmute as necessary
- Take care of yourself
- Be flexible



Training Objectives



1. Understand the connection between SEL, classroom PA, and COVID-19.
2. (Re)introduce tools.
3. Build confidence through practice.



Pre-Assessment



Agenda

- Current Context: SEL and PA
- Equity Considerations

Break

- Cultural Considerations
- Building a Culture of Physical Activity
- Reflection and Closing



Would You Rather

Ask students a fun and silly “would you rather” question with two choices. Assign how or where students will move for the two choices.

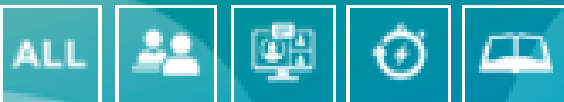
For example: Would you rather be able to fly or read minds? If flying, flap your “wings” to the door (or flap in place). If reading minds, mimic “mind control” and stand by the windows (or mimic “mind control” in place).

After each question, have students volunteer to explain their decisions.

Other ideas: Would you rather explore outer space or the deep blue sea; read or draw; travel to the past or the future.



TIP: This is a great “get to know you” activity, but it can also be used to review classroom concepts. For example, in social studies or history class, you can ask: Would you rather go back in time to live in ancient Greece or ancient China?



Would You Rather

Topic: Getting to know you



Connecting SEL and Physical Activity

What are the outcomes that indicate a young person is
healthy and moving towards success?

Respond with your **one word** at PollEv.com/bchen889

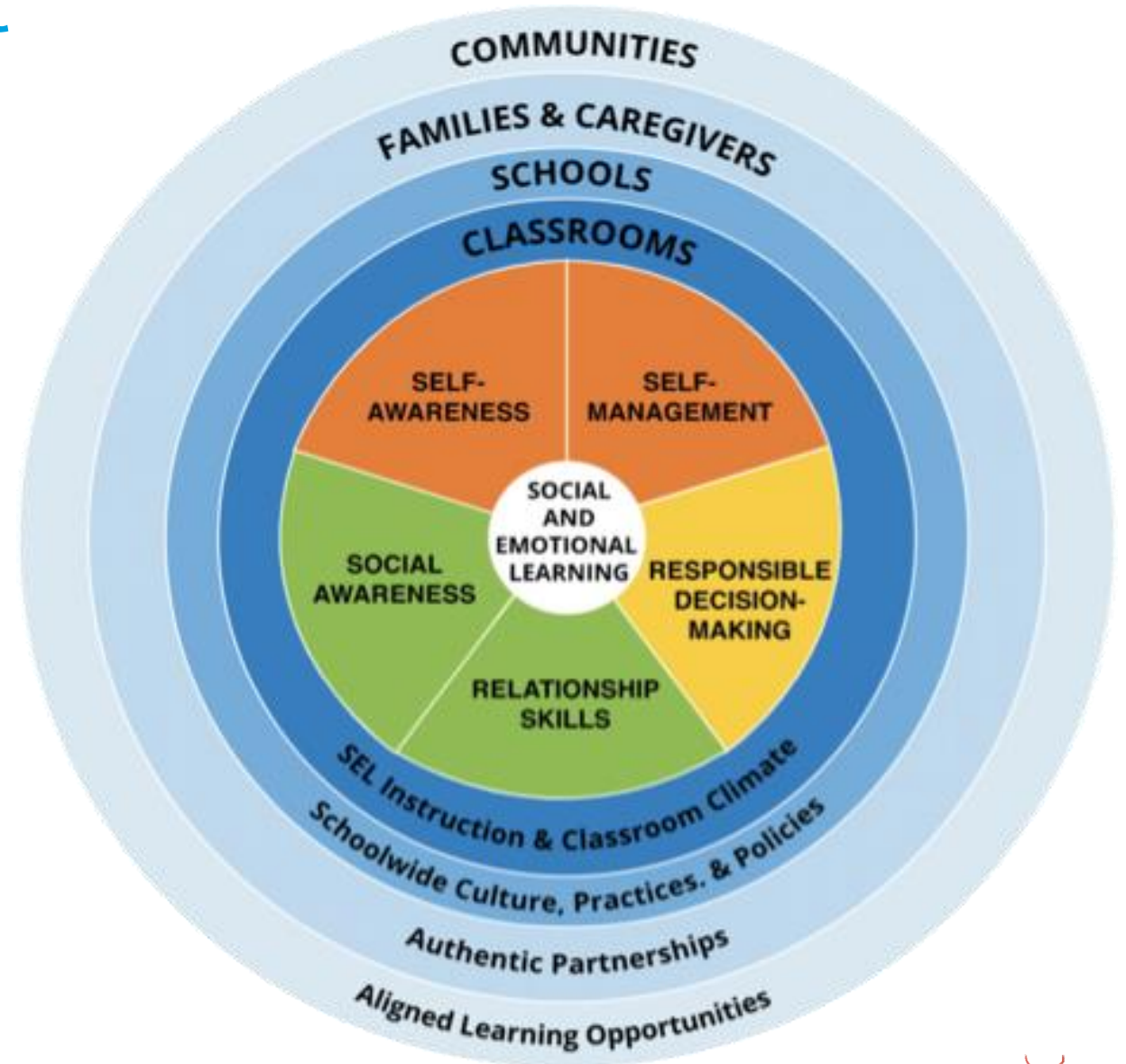
Text BCHEN889 to 22333 to join and then text your word



Building a Culture of Support

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*

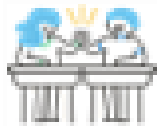


BENEFITS OF SEL...

Decades of research studies demonstrate the following benefits of SEL:



Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance



Wise financial investment according to cost-benefit research

Building a Culture of Physical Activity



Classroom
physical activity

Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA



Better Learners

- Concentration
- Motivation and engagement
- Academic performance

Classroom Physical Activity

Better Health

- Daily physical activity
- Strength and endurance
- Better self esteem
- Improved mental health

Better Behaviors

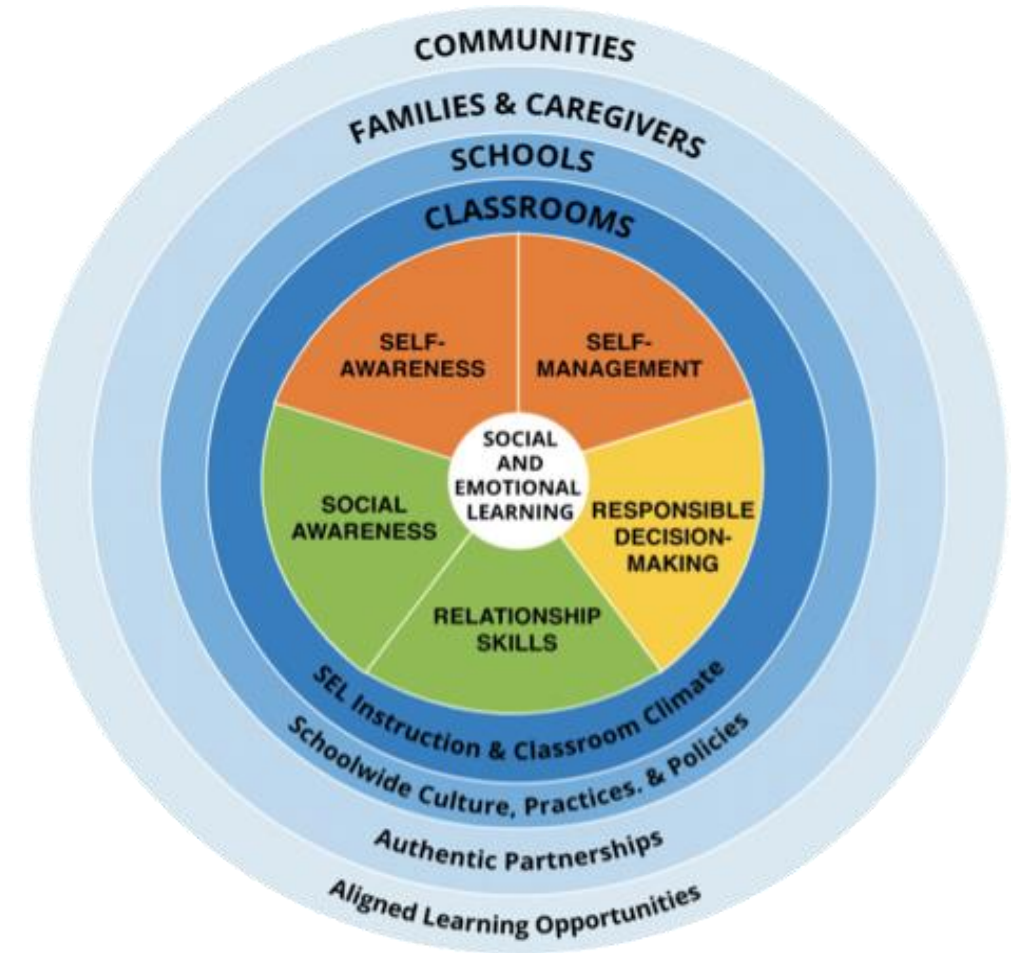
- On-task
- Less disruptive
- Fewer disciplinary incidents

Strengthening SEL with PA Opportunities



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA



Yes, No

Call out topics (e.g., orange juice, skydiving, little dogs, etc.) and ask participants to crisscross their arms for "no" if they don't like the topic or stretch their arms up for "yes" if they do.

VARIATION: Instead of topics and yes or no, read statements and answer true or false. Students jump in place for 10 seconds for "true" and reach for their toes if "no". This is a good activity for reviewing and checking content understanding.



Yes, No

Topic: Getting to know you



Equity Considerations

Let's Talk about Equity

1. What do we mean by equity?
2. Why is it important in the context classroom physical activity?
3. Why is even more important in the current environment?
4. How can we adapt an equity framework to achieve physical activity?



What is Meant by Health Equity?



Health equity is the notion that all people should have a fair opportunity to attain their full health potential, and that no one should be disadvantaged from achieving this potential if it can be avoided. Source



Equity Considerations

What factors must we take into account?

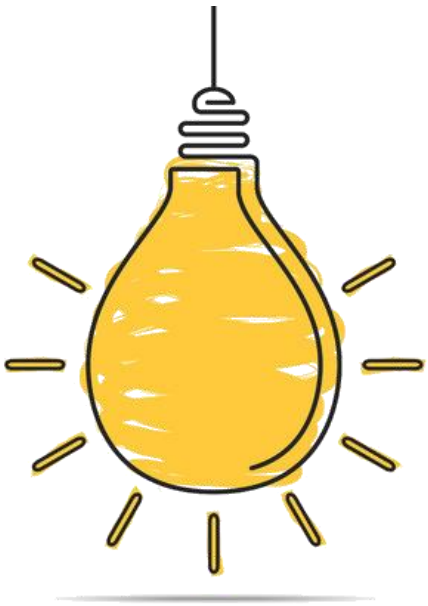
- Social determinants of health
- Gender identity
- Income and class
- Race
- Religion
- Physical ability
- Physical/built environment
- Others?



Equity in Practice

Considerations	Action
Physical space (at school, home, or community location)	<ul style="list-style-type: none">• Choose or adapt activities to account for limited space• Communicate with families/caregivers beforehand if more space is needed
Student individual needs and abilities	<ul style="list-style-type: none">• Model movement modifications (e.g. sit/stand) during instructions• Tap into the expertise of PE or Special Education teachers for adaptation ideas
Race, gender, language, ethnicity	<ul style="list-style-type: none">• Introduce culture, language, and music through movement• Engage students and families to share more about their cultures
Technology	<ul style="list-style-type: none">• Select activities with no required equipment• Provide alternative equipment options from household items
Student participation	<ul style="list-style-type: none">• Explore reasons for lack of engagement and identify opportunities for inclusivity• Have students involved with selecting, creating, and/or leading an activity

Let's get Moving!



Practice Session: Setting up an Activity

What is the teacher/facilitator's role?

1. Offer clear instructions
2. Offer visual cues
3. Offer oral cues
4. Offer alternatives for standing and sitting
5. Model the activity



Up, Down, Stop, Go (Opposites)

- “Up” — Students squat down
- “Down” — Students jump, or stretch up as high as possible
- “Stop” — Students do a specific movement in the same spot (e.g., running, hopping, etc. in place)
- “Go” — Players freeze

Call out the commands “up,” “down,” “stop,” or “go” one at a time. Practice a few rounds before starting to model the activities as you call them out.

TIPS: Ask a student to be the caller of the commands.

Add other commands (e.g., “fast” – players move slowly; “forward” – players face backward).

Up, Down, Stop, Go

Topic: Energizer

- Call out commands and react with movements based on the commands.



Small Group Activity

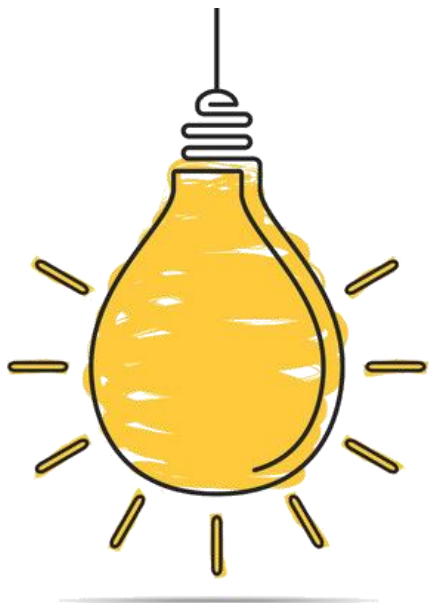
Let's practice!

Introductions



1. Name
2. Role
3. Favorite childhood game





Practice Session

Scavenger Hunt

Give students a list of items to retrieve from their home and a time limit to retrieve them so they move as quickly as possible (e.g., 15 items in 5 minutes). Ideas might include something red, something you wear on your head, something that brings you joy, etc. After time is up, go down the list and ask students show what they found on screen.

TIP: You can tie in a few items for the next part of your lesson (e.g., math — something that measures volume; geography — an object that tells a story about a place; literature — a book by a favorite author).

This activity can also be done in-person if it is conducted outdoors.



5-minute Dance Party

Create a playlist and get students to do a different movement every time you change songs.

TIP: Use digital content designed to promote classroom physical activity, such as [Hip Hop Public Health](#) and [GoNoodle](#). Let students choose the songs, a video, and the movements.



Crazy 8's

Choose four different exercises and ask students to do each eight times.

Examples of exercises:

- 8 jumping jacks
- 8 silly shakes (just shake as silly as you can)
- 8 high knees
- 8 punches
- 8 lunges

TIP: Include both upper and lower body movements.

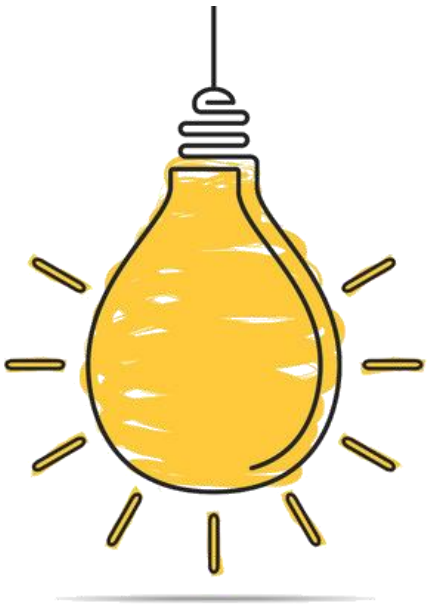


Getting to Know You

Ask students to stand up. One by one, each student introduces themselves with their name and favorite physical activity, acting out the activity. The class says hello to the student in response, and also acts out the physical activity.

VARIATION: Ask students to stand up and do some kind of movement if something applies to them (e.g., Stand up and do arm circles if your birthday is in the month of December).





Group Feedback

Plus



&

Delta



Type in the chat box:

An a-ha or a challenge that came out of your small group



8-Minute Break



Touch Blue

Ask students to touch something with a certain attribute (e.g., "touch blue" - and students touch something blue in their setting). Other ideas: "touch something cold," or "touch something that makes you happy." Students can move around their space and off screen, but they should be able to hear the next instruction. Wait 10 seconds between instructions so the game moves quickly. If a participant cannot find an item during any of the rounds, provide them with an alternative physical activity (e.g., march in place, stretch, high knees, etc.).



TIP: Tie in concepts from lessons being taught (e.g., science – touch something recyclable). Then, have students debrief what they touched.

Energizer: Touch Blue



Cultural Considerations

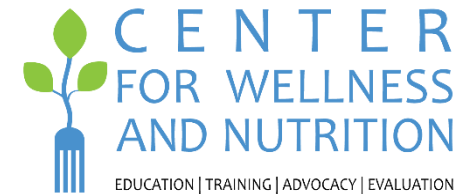
Cultural Considerations



Nicole Myers-Lim, JD
Executive Director
(Pomo)



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Hawksworth, MPH
Program Manager



Cultural Considerations

Project Overview

To assure the training and technical assistance National Network of Public Health Institutes (NNPHI) provides to schools and education agencies on implementing physical education and physical activity (PE/PA) programs, policies, and practices post COVID-19 closures reaches and is relevant to Tribal students.

Cultural Considerations

- Hired Consultant
- Identified and confirmed diverse Advisory Committee
 - Provide stipend for participation
- Utilize key findings to shape training
- Work in partnership to finalize training materials and messages
- Promote via key partners

Cultural Considerations

Key Findings

- High levels of mental health distress due to social disconnection and increased screen and sedentary time
- Huge disparities caused by limited access to technology
- School PE curricula not generally inclusive of Native activities that could be counted as PA
- Native student athletes are currently experiencing grief and loss



Cultural Considerations

Key Findings

- School PE has been deprioritized to focus on core classes
- Emphasis needs to be on fun and play and time away from screens
- Opportunity to work with parents/caregivers as gatekeepers to PE/PA in households as a whole family activity
- Vision of successful support should be informed by people in the community.

Cultural Considerations

Recommendations

- Ensure a comprehensive approach
- Develop key messages that resonate not only with students, but also with their families
- Engage coaches more
- Engage Native peer athletes to encourage PA among students
- Seek opportunities to establish online role models



Cultural Considerations

Recommendations

- Acknowledge and emphasize culturally-centered activities for PA opportunities and PE credit
- Facilitate culturally-specific games and encourage inter-generational activities
- Focus on solo sports/activities with a component of competitiveness
- Create the space for Native students to provide their perspectives and input
- Make it fun!

Cultural Considerations

Poll: How do you foster an environment of respect and appreciation for cultures and communities represented by students in your classroom? *(select the one that best fits)*

A

My organization does not routinely consider ways to involve historically oppressed groups in setting priorities, program planning, or conducting research.

B

At times, my organization considers ways to involve historically oppressed groups in setting priorities, program planning, or conducting research.

C

My organization often succeeds in involving historically oppressed groups in setting priorities, program planning, or conducting research.

D

My organization acts on explicit commitments to involving the community's most historically oppressed members whenever it sets priorities, program planning, or conducts research.

Cultural Considerations

Key Point- Adaptations

To be done with proper guidance, support, and participation from and with the community



Note:

- Without community:
 - Can be more harmful than beneficial when it comes to Native and/or other student groups.
 - What is intended as a celebration of culture often results in erasure, appropriation, and tokenism.

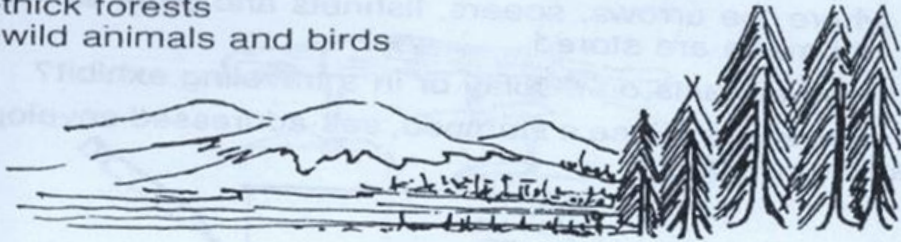
EXAMPLE

ART: Drawing Pictures of Uninhabited California

- Draw a picture in wet chalk, water colors or sponge painting to show how California looked before the arrival of humans. (Remember to title your picture.)

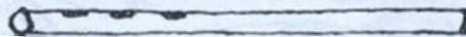
Here are some ideas:

- waves crashing on a white sandy beach
- beautiful rolling hills
- green valleys
- snow capped mountain peaks
- bubbling streams
- thick forests
- wild animals and birds



CREATIVE MUSIC: Making a Musical Instrument and Creating a Dance Ceremony

- You will need sticks, feathers, seeds for rattles, stones, pebbles, chicken bones and bamboo sticks.
- Experiment with these materials until you develop some kind of musical instrument such as a flute, drum or rattle.
- You may wish to work with two other students and create music for a special ceremony such as a rain dance or snake dance.
- Make up some dance steps to go with this music. Dance steps should be basic, simple steps. Plan no more than four steps or movements for each dance. Steps should be repetitive.
- Share your music and dance ceremony with your classmates.



ART: Model Boats

- Use clay or soap to model a dug-out canoe or a tule boat.
- You may want to draw your boat first or look at a good sketch of the boat you have chosen to model.
- Remember to model your boat with detail lines. For example, if you are making a tule boat, show with deep lines how the tules were bundled and tied together.



ART: Pictures of Tools

- Using art paper, lightly sketch tools that Indians used.
- Make sure you label each sketch.
- Make your picture colorful by using crayons, felt pens, etc.
- Mount your picture and display.
- Perhaps you and a group of students could design a bulletin board using pictures that you have drawn.
- You could also compare pictures of Indians' tools with pictures of modern day tools.



Cultural Considerations

https://youtu.be/4_91A7laZVw



Crazy 8's

Choose four different exercises and ask students to do each eight times.

Examples of exercises:

- 8 jumping jacks
- 8 silly shakes
(just shake as silly as you can)
- 8 high knees
- 8 punches
- 8 lunges

TIP: Include both upper and lower body movements.



Number (English)	Number (Bahtssal- Eastern Pomo)
One	Kallii
Two	Xotch
Three	Xomkah
Four	Doal
Five	Laemma
Six	Ts`aadii
Seven	Ku'laxotch
Eight	Xogadol
Nine	Hadagal-shum
Ten	Tek

Cultural Considerations

Key Questions- Adaptations

- *What are important considerations for adapting activities to a specific target audience/community?*
- *Who's in my community?*
- *How do you define culturally relevant/intelligent?*
- *What does meaningful collaboration and reciprocity look like?*
- *What do I need to be asking of my administration, teachers, parents?*



Cultural Considerations

Additional Questions | Prompts- Adaptations

- *How might we use classroom PA to better serve diverse students in the classroom?*
 - Ex: Music (from around the world or specific regions/groups)
Consideration: Is it appropriate?
- *What are some best practices and/or successes for integrating language learning?*
 - Ex: Curricula
 - + **Consideration: Is this done in partnership with a speaker**

Cultural Considerations

Additional Questions | Prompts- Adaptations

- *What other cultural representations might be adaptable and appropriate?*
 - Ex: Drumming- can be different in different cultures
 - + **Consideration: Leadership to come from the community**
- *Should students and families be engaged to help adapt and lead these activities?*
 - Ex: Native students who are often already marginalized by K-12 institutions may be triggered by experiences.
 - + **Consideration: How to create an environment of positivity and support?**



Building a Culture of Physical Activity

Vote with Your Feet

Post around the classroom signs that say: yes, no, true, false, agree, and disagree.

Depending on the day's lesson, ask students to answer questions by going to stand by the sign that best reflects their answer. If applicable, ask students to elaborate their answers. Be sure to remind students to stand at least 6 feet apart.



TIP: If there is space in the classroom, ask students to actively move (e.g., hop, skip, etc.) to their answer choice.

Alternatively, instead of signs around the classroom, use movement to indicate the response. For example, do arm circles if you think A; stretch overhead if you think B; give yourself a big hug if you think C).

Vote with Your Feet

Topic: Content review

To answer True, do forward arm circles.

To answer False, crisscross your arms over and under each other

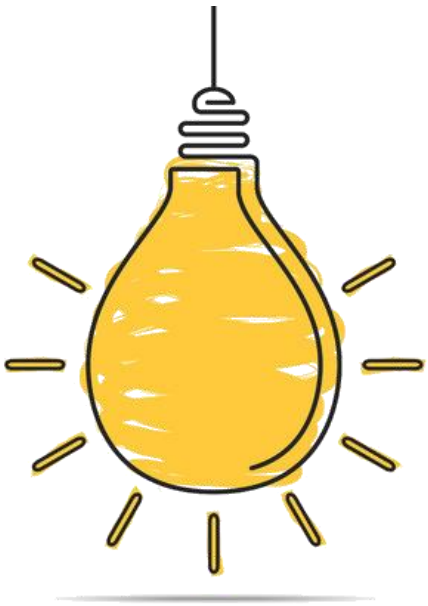


Some considerations



- Model and participate in active learning with students
- Offer opportunities to connect through physical activity
- Integrate physical activity into academic concepts
- Do not withhold classroom physical activity
- Establish classroom norms or behavioral agreements
- Share success, challenges, and ideas





Break Out Discussion Questions

1. What are concrete action steps you can take to change culture?
2. Who else do you need to engage to help make a broader culture shift?
3. What are some creative ways you've seen of physical activity being integrated into learning?



Geometric Reflection



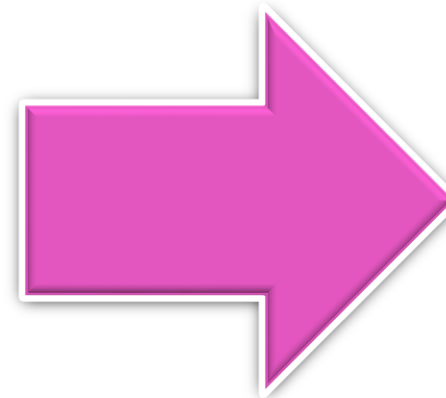
Something that
squared with
what you already
thought.



Something that is
still *circling*
through your
head.



Something that
made you view
something from a
new angle.



An *action step* or
new approach.



Thank you! Connect with us

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