



## Online Learning Institute

### Creating an Active Classroom: A Practical Training on Engaging Students in Active Learning – Discussion Highlights

#### General tips/considerations to ensure greater equity or inclusivity

- Always give students the opportunity to step up to help others, peer leadership
- Let students choose activity for sense of ownership
- Use shapes instead of colors for cases of color blindness
- Try to incorporate different languages when possible (e.g., do some counts in Spanish)
- Offer both arm and feet movements so participants have a choice
- Demonstrate seated and standing activities, consider space available
- Name modifications
- Students will be excited about activity if you are excited about it
- Partner with other teachers (e.g., a PE teacher partnering with an art teacher to create “sports equipment” at home with tape balls, paddles, etc.; a teacher learning movement modifications from a PE teacher; etc.)

#### Equity and inclusivity tips/considerations for specific activities

- Scavenger Hunt
  - Be aware of students’ surroundings
  - Choose reasonable descriptions of items
  - Consider students who can’t easily get up and grab an item. Instead of getting up and grabbing something, come and share what you have or describe what you would get if you were somewhere else
  - Do a scavenger hunt in small groups so that collecting items is not dependent on one person. Also good for practicing teamwork
- Touch Blue
  - Be mindful of color-blind students. Avoid red, green, dark blue, black, purple (younger kids may not have learned to compensate for being color blind)
  - Prompt touching things related to feelings (e.g., touch something relaxing, something you love, etc.) instead of specific items
- Walking Challenge
  - Encourage inviting others to join (e.g., involving family members) and counting steps
  - Consider what students may have access to for tracking (e.g., phone) and where students might be located (e.g., safety outside)
  - Give multiple movement options
  - For students in a wheelchair, have broken bones, etc. movement can be able how many times they can roll their chair, move their arms, etc.
- Stretch break
  - Model and do stretches with students



- Minute Masters
  - Add music from different parts of the world
  - Idea for science class: identify and move different parts of the body at each minute
  - Idea for language class: read aloud, switch readers and switch activity
  - Idea for dance: try different dance moves
  - Other idea: different pathways (i.e., forward, backwards, to the side, etc.)

### Other classroom physical activity ideas & resources

- Mr. Clock, Mr. Clock What Time Is It?
- Kick the Can
- Double Dutch
- Bear Hunt
- Characters in a book – get up and find an object that the character would like to have
- One Behind – movement is always one behind
- Mirror, mirror – everyone mirrors a leader’s movements
- An alternative to Rock, Paper, Scissors – choose three fun movements and/or poses. Everyone turn their backs to each other and on the count of 3, turn around doing one of the movements/poses. The goal is for everyone to do the same movement/pose
- Create a wheel with different energizers and have students spin when it’s time for an activity
- Movement Break Card Deck for the Remote Classroom by Boston Public Schools:  
[https://docs.google.com/presentation/d/1NPK746efPbKKNY5\\_w0Y\\_QEu9YECuiAzil-fH6U6v\\_0/edit#slide=id.p](https://docs.google.com/presentation/d/1NPK746efPbKKNY5_w0Y_QEu9YECuiAzil-fH6U6v_0/edit#slide=id.p)
- EduMotion: <https://edumotion.com/>

### Q&A with Nicole Myers-Lim, Executive Director of the CA Indian Museum & Cultural Center, and Katherine Hawksworth, Program Manager at Public Health Institute

#### How can I find tribal speakers and/or learn about the tribe(s) in my area?

- Use the land acknowledgement platform – enter your city
- Reach out to local tribal organizations
- Connect with local universities for resources

#### How do I ask students to share their culture without putting them on the spot?

- One idea is to do a video project and integrate technology (e.g., possibly participate in social media/TikTok challenges). Ask students who are important to them in their communities (e.g., influencers like sports stars, media celebrities, etc.)
- Comment from a participant: We need to take the time to become culturally competent, it takes work and time and an understanding of who our students are

#### Resources on cultural considerations specifically for youth with disabilities (IEPs)

- Learning disability specific information is currently lacking for Native communities. Thinking about developing these resources



## Thoughts and concrete action steps to change culture

- Cultural change can start very small. It is important for teachers and administrators to be role models so that physical activity becomes more of the norm than the exception
- Start small by starting with yourself. What can you do yourself? Share success stories with leadership
- Walk through the halls in your gym clothes
- Differences can become apparent through physical activity (e.g., how we move can be so different) – recognize and appreciate all these differences to help people connect
- Know that there are many different tribes and they are all different. Understand that every culture has its differences even within cultures and family to family
- Frame cultural change for health and wellness – include policy, systems, and the environmental changes for sustainability
- Cultural change just starts with one teacher, one classroom - but it must be broader than that. Find opportunities to give teachers the tools and resources to break down siloes and be advocates for themselves
- It is important to include everyone. Build relationships with parents, administrators, students, etc. – everyone has a role
- Engage families – both in school and outside of school
- Get administrator support. Do active lessons when administrators are observing; show how being up and moving is a good thing.
- Use staff meetings to practice and also to get buy-in from the administration
- DOE - incorporate wellness components at school/district level report cards. Cultural shift - shake the system at the policy level.
- Learn to be culturally competent and be open to being educated. Don't be afraid to take the leap; people will know when you are being sincere and it's okay to fail.
- Give others a chance to express themselves and don't put people on the spot
- Challenge: change is hard. You only know what you know. Lack of resources can make change challenging. You can't educate others without resources to educate yourself. Differentiate what's fact vs. fiction to prevent perpetuating the wrong thing