

Occasions of moving in the classroom

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You have different matters of moving in your classes. On the one hand you have **“moving brakes”**, which means that you do little exercises or games to move your student to have them more concentrated afterwards. On the other hand you can create many **“moving occasions”** within your lessons.

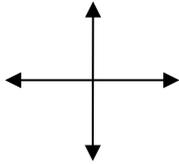
Examples for moving occasions

- You are not distributing your worksheets to the student but everyone fetch one him- or herself at your desk.
- Don't dictate your things but print them, hang them on the wall, let the student go over there memorize some sentences, go back to their desk write it down and so on.
- If they have to find out some information from a text, don't print for everybody, just some, hang them on the wall, they go there, find the answer go back to the desk, write it down.
- In mathematics: let the students “built” the different angels with their arms.
- In history: let the students stand on a time bar, being different historical events.
- Students can read out their answers standing.
- Order that students read out poems, songs, presentation with some movement.
- Teaching methods which already imply some movement e.g. group work, learning at different stations, role playing.
- Allow students to move in your lesson e.g. going to the waste basket
- Give student some teachers activities e.g. let them distribute the worksheets, let them deal with the electronic media, let them write down their results at the board, ...
- Let the students try different postures while sitting.
- ...

Examples for moving brakes

- Gymnastics
- Moving meditation: move different parts of the body in different ways. Start with one and add more and more, repeat everything as long as the exercise lasts.
Example:
 1. Open and close your right hand
 2. Clapp with your left hand on your right knee
 3. Draw circles with your head
 4. Stamp your right foot
 5. Raise your left leg until horizontal and put it back on the floor
 6. ...
- Reading stories with verbs of moving e.g. he stands up, sits down, lies on the floor, jumps, raises his knee, twinkles, ... The students make the movement while listening.
- Imaginary journeys

- Rituals of movement, e.g. student stand up when teacher enters the class room
- Brain-fitness-Exercises: combined thinking and moving, e.g. the result of a little brainteaser can be an order for a movement, right answer A = jump high, right answer B = sit on the floor, etc.
- Coordination and over cross exercises e.g. "the confused constable"



The arm-alphabet

(Activation, coordination)

A <i>L</i>	B <i>R</i>	C <i>Z</i>	D <i>R</i>	E <i>Z</i>
F <i>L</i>	G <i>L</i>	H <i>R</i>	I <i>Z</i>	J <i>R</i>
K <i>L</i>	L <i>R</i>	M <i>Z</i>	N <i>L</i>	O <i>R</i>
P <i>Z</i>	R <i>R</i>	S <i>L</i>	T <i>R</i>	U <i>Z</i>
V <i>Z</i>	W <i>R</i>	X <i>Z</i>	Y <i>L</i>	Z <i>R</i>

The students get together in pairs. Each couple gets a copy of the “arm-alphabet”. One partner holds the copy so that the other one can read it. The one without the copy does the exercise. Afterwards they change rolls.

Exercise:

The “arm-alphabet” has the letters from A to Z (without Q). Under every letter there is the letter L, R or Z. These three signs stand for:

L = raise left arm

R = raise right arm

Z = raise both arms together

Variation 1:

The partner without the copy reads the alphabet and moves his arms in the written way. At A he raises the left arm, at B he raises the right arm, at C he raises both arms and so on.

Variation 2:

The partner with the copy calls letters randomly and the other one has to do the according movement. For example: “M = Z” → raise both arms

Variation 3:

The partner with the copy calls a word and the other one has to do the according movement. E.g. Car → C=Z partner raises both arms, A=L partner raises the left arm, R=R partner raises right arm

→ It's even a nice game to learn the alphabet in different languages.

Schuhplattler

(Activation, coordination, concentration)

The students are standing. The teacher explains and demonstrates the different exercises. The class practices the movements first slowly and then faster until they are able to do it as fast as possible without mistakes. The three exercises can be repeated in different order and as often as you like. If you want you can use music to support the movements.

Exercise 1:

Change the right elbow on the left knee, then the left elbow on the right knee. Repeat more often. Try to find a rhythm.

Exercise 2:

Put your right hand to your left heel behind your body, then put your left hand to your right heel. Repeat more often. Try to find a rhythm.

Exercise 3:

Raise your right arm and at the same time your left leg to your side, then raise your left arm and at the same time your right leg to your side. Repeat more often. Try to find a rhythm.

Nose-nipper

(Activation, coordination, concentration)

The students are standing or sitting. The teacher explains and demonstrates the different exercises. The class practices the movements first slowly and then faster until they are able to do it as fast as possible without mistakes.

Exercise 1:

Grab with your right hand your left earlobe and with your left hand your tip of the nose. Then change quickly: Grab with your left hand your right earlobe and with your right hand your tip of the nose. Then change again and so on and so on.

Exercise 2:

Start the exercise with clapping your hands and then grab ear and nose tip. Before every change you clap your hands again. Clap-grab-clap-grab ...

Exercise 3:

To increase the difficulty: Between the change clap your hands, then clap on your legs with crossed arms, then clap your hands again. Grab-clap hands-clap legs-clap hands-grab-clap hands-clap legs-clap hands-grab

Nut-circle

The students (10-15) stand in a circle. If you have a bigger class, make 2 or 3 circles. Everybody has a walnut in his left hand. Instead of the walnuts you can take anything else you have. Then the teacher gives a command and everybody gives his nut into the right hand of the right neighbor. Put

the new nut from your right hand in your left hand and at the command give it to the right hand of your right neighbor.

Command hop-hop-hop-hop- ... You give the nuts all around the circle, try to find a rhythm.

Variation: change direction, put the nut from your right hand in your neighbors left hand, change direction in between the exercise,...