

JIGSAW: GROUP 1

The Jigsaw instructional strategy helps break up complex readings into smaller portions to be distributed to a whole group. This sharing of the text encourages readers to share responsibility for learning the text well enough to help the whole group understand the whole text.

With the Jigsaw strategy in mind, read the following passage; then discuss with your group what you read and the reflection question below. Be ready to share with the whole group.

Adapted selection from *Movement Matters: The Importance of Incorporating Movement in the Classroom* by Dana Kleinjan

Mindful Movement

Another way to incorporate movement into a child's day as well as into their classroom is through mindful movements. Mindful movement can help with cognitive function as well as improve learning, which has led to recommendations that it be implemented into kindergarten classrooms (Shoval et al., 2018). Using mindful movement as a scaffold, students are able to work independently and solve problems, as well as allow students to interact with each other to show new learning, both visually and kinesthetically (Shoval et al., 2018).

Students who were exposed to mindful movements reached a higher level of academic achievement in comparison to students who engaged in other physical activities (Shoval et al., 2018). Shoval et al. (2018) found that mindful movement can impact learning in a positive way as well as encourage brain performance, even recommending that it be put into action in kindergarten classrooms.

Suggested Reflection Question

What is mindful movement? What are ways you incorporate mindful movement in your classroom?

Kleinjan, D. (2020). *Movement matters: The importance of incorporating movement in the classroom* [Literature review]. NWCommons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1209&context=education_masters

JIGSAW: GROUP 2

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Benefits of Movement

According to Wiebelhaus and Hanson (2016), students face extended academic instructional time, which offers challenges to students, especially students who may have Attention Deficit Hyperactivity Disorder, or ADHD. In order for students to spend more time engaged throughout instruction, periods of movement are necessary (Wiebelhaus & Hanson, 2016). One-to two-minute activities that enable students to cross the midline allow fresh blood with oxygen to travel to the brain, improving learning in all four lobes of the brain (Stevens-Smith, 2016a). They also give energy to both sides of the brain and can easily be incorporated into whatever type of learning that is occurring (Stevens-Smith, 2016a). In addition, classroom based physical activity breaks can produce educational benefits which include increased time on task, better attention, and an improved classroom climate (Martin et al., 2018).

Suggested Reflection Question

What are the benefits of movement for students who may have trouble focusing in the classroom?

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JIGSAW: GROUP 3

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Duration of Movement

Teachers who implemented some form of a classroom based physical activity, on average, took about a total of five minutes each day (Martin et al., 2018). However, allocating 10 minutes each day is considered best practices (Martin et al., 2018). A theme that showed up in the research when looking at teachers implementing physical activity breaks was a need to get or have reassurance from an administrator that it is okay to take instructional time to complete these activities (Martin et al., 2018). This could be a reason as to why there has not been more implementation in school systems. There are other countries in the world that have already implemented these kinds of breaks for 10 to 20 minutes for every 40 to 50 minutes of instruction time, and they have higher scholastic scores than the United States (Perera et al., 2015). In addition to the higher scores, the schools that participated in frequent brain breaks also reported that students made fewer trips to the nurse's office and a need for less ADHD medicine to be consumed by students (Perera et al., 2015).

Suggested Reflection Question

What is the recommended amount of movement time for students? What are the benefits and challenges to incorporating movement time?

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JIGSAW: GROUP 4

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Incorporating Movement

Another way to implement physical activity into the classroom is incorporating it through teaching, such as using hand motions, gestures, etc. Using gestures while learning in many areas including math has had positive effects (Chandler & Tricot, 2015). It can be assumed that doing an action or gesture in response to hearing or seeing new information can give the student's memory additional tools to retrieve that information later (Chandler & Tricot, 2015). According to Savina et al. (2016), using hand movements while learning leads to a higher retention rate of what is being taught. Savina et al. also suggest that when movement is included to help process information, it may actually reduce the cognitive load by off-loading the working memory signs to the sensory-motor system.

Chandler and Tricot (2015) say that using body movement and hand gestures can be extremely beneficial when compared to studying or listening to direct instruction in the area of basic math. Chandler and Tricot also looked at the type of movement incorporated in the classroom and found that physical exercise had a greater effect when incorporated in the classroom, specifically when it worked with whatever skill was being taught. There were also confirmed reports of a positive result when incorporating language with gestures (Chandler & Tricot, 2015).

Suggested Reflection Question

How can movement be incorporated into the teaching and learning process? What are the benefits to the learners?

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