

Break the Format

Jared Whaley, Michell Eike, Evalyne Tracy
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 50 minutes

Essential Question(s)

How can brain breaks be used as formative assessments?

Summary

During this session, participants practice formative assessment strategies that get students moving. They walk, dance, vote, and debate their way to authentic learning experiences. Using multiple resources from the K20 LEARN website, participants leave the session with easily customized strategies that fit all grade levels.

Learning Goals

- Identify instructional strategies that promote active engagement.
- Identify benefits of actively engaging students.
- Examine ways to use student movement to assess classroom learning.

Attachments

- 3-2-1 Follow Up—Break the Format.docx
- 3-2-1 Follow Up—Break the Format.pdf
- Four Corners Images—Break the Format.docx
- Four Corners Images—Break the Format.pdf
- Jigsaw—Break the Format.docx
- Jigsaw—Break the Format.pdf
- Session Slides—Break the Format.pptx

Materials

- Session Slides (attached)
- Four Corners Images document (attached; one per session; print front only)
- Jigsaw handout (attached; one per group of 4; print front only)
- 3-2-1 Follow Up handout (attached; one per participant; print front only)
- Music (1-2 minutes' worth)

10 minutes

Engage

Facilitator's Note: Mobility Considerations

This is a highly mobile session that uses strategies that incorporate a high level of physical activity. Modifications may be made to the strategies to suit participants' physical needs and allow participation in all activities. Such modifications might include the following:

- Using arrows or pointers instead of physically moving for Walking Vote and Four Corners;
- Designating a "representative" for Walking Vote and Four Corners;
- Encouraging all participants to come up with multiple solutions to the prompt responses for Snap, Clap, Pop;
- Using fingers to communicate how many more people are needed to form a group for Mingle.

Teacher's Note: Customization

Edit slide 7 to meet the needs of your audience.

Use the attached **Session Slides** and display **slide 2**. Introduce yourself and welcome participants to the session.

Display **slide 3** and introduce participants to the Snap, Clap, Pop strategy. Preview the Walking Vote activity by explaining that participants are given a question and are to indicate their answer by moving to the side of the room that corresponds with their answer.

Transition to **slide 4** and ask the group to choose individually whether they prefer a trip to the beach or the mountains. Direct participants to indicate their preference by moving to the left or right side of the room as shown on the slide.

Transition to **slide 5** and ask participants whether they prefer paper or digital copies. Again, have participants share their preference by moving.

Then, show **slide 6** and ask participants how they start a project: by reading the directions or diving right in. Again, have participants share their preference by moving.

Display **slide 7** and direct participants back to their seats. Share the additional examples of using *Snap*, *Clap*, *Pop* shown on the screen by asking participants to mime playing an instrument, show an example of a right angle, and then clap twice if they have ever been to the K20 LEARN website.

Display **slide 8** and review the essential question: *How can brain breaks be used as formative assessments?*

Then, ask the group: *What is a formative assessment?* Facilitate a brief discussion on the meaning of formative assessment before continuing the session.

Show **slide 9** and share the learning goals:

- Identify instructional strategies that promote active engagement.
- Identify benefits of actively engaging students.
- Examine ways to use student movement to assess classroom learning.

5 minutes

Explore

Facilitator's Note: Activity Preparation

Before the session, print the attached **Four Corners Images** document and hang each image in a different location around the room.

Show **slide 10** and introduce participants to the Four Corners strategy. Direct participants to pick the image on the slide that they think does not belong and then move to the corner where that image is hung on the wall. Instruct participants to discuss with their group why they chose that image and select a spokesperson in the group to share out.

After a few minutes, ask the spokesperson from one group to share and repeat for the remaining groups.

Ask participants to discuss how they think what they have done so far could be used as a formative assessment.

Facilitator's Note: Guiding the Activity

If the group struggles to come up with a response, consider giving any of the following suggestions:

- We could use the responses from the Four Corners activity to determine what misunderstandings might exist.
- This is a good activity for a quiet class; it is low stakes; no one is wrong. It is a great warm-up activity to encourage discussion. It encourages that quiet voice that does not often speak up to be heard.

While participants are discussing, distribute the attached **Jigsaw** handout to each participant.

20 minutes

Explain

While participants are still in their groups, share with them the Jigsaw strategy. Shift their attention to their handout. Move to **slide 11** and explain that they are to read their portion of the text from *Movement Matters: The Importance of Incorporating Movement in the Classroom* by Dana Kleinjan, discuss it and the reflection question on their handout, and then select a spokesperson to be ready to share.

Give participants approximately 10 minutes to read the text and discuss. Consider using the 10-minute timer on the hidden **slide 12**.

Now have each spokesperson share with the whole group.

Alternative Strategy

Instead of using the Jigsaw strategy, consider using the Expert Stay and Stray strategy and use the hidden **slide 13**. This strategy will take more time than the Jigsaw activity, but it does involve more movement. Use the strategy that best meets the needs of your audience.

Give everyone within a group a number. Pick a number and explain that everyone with that number is to stay as the expert. For example, if you pick 3, everyone who was assigned the number 3 stays where they are, and everyone else strays (rotates) to the next group.

Now the experts share what they learned from their reading with the new group. The learners are to listen and ask clarifying questions, getting ready to be the next expert.

Repeat the steps of picking a number (new expert) and keep groups rotating until everyone has heard an expert from each of the four groups.

10 minutes

Extend

Music Suggestion

When selecting music, pick something that is fun and appropriate. Remember that it will only be playing for at most 30 seconds at a time during this session. Consider playing something like "I Like to Move It" from the movie *Madagascar*.

Participants can put away their reading selections from the Jigsaw activity.

Display **slide 14** and share the Mingle strategy with the group.

Transition to **slide 15** and play music for approximately 15 - 30 seconds. Encourage participants to change direction, cut across the middle of the room, walk fast, walk slow, or even dance. The variety of movement should move them away from the previous group members.

Facilitator's Note: Guiding the Activity

If the group is reluctant to move around, consider suggesting different types of movement: dance, skip, shuffle, cha-cha, etc.

Show **slide 16** and ask, "What is 20 divided by 4?" Explain that the answer (5) is how many people are to be in each group.

Once participants have found their groups, instruct them to discuss the question on the slide, "What movement and activities/games do you use in your classroom to actively engage students?" Give participants a few minutes to discuss. If time allows, have a whole-group share-out.

Transition to **slide 17** and play music for 15 - 30 seconds.

Show **slide 18** and ask, "How many branches of the US government are there?" Again explain that the answer (3) is how many people are to now be in each group.

5 minutes

Evaluate

Transition to **slide 19** and share the 3-2-1 strategy. Give each participant a copy of the attached **3-2-1 Follow Up** handout. Ask participants to complete their handout by writing:

- 3 things from the session that they are willing to try,
- 2 people with who they could collaborate with in order to implement the things they would like to try, and
- 1 fear or struggle they foresee with implementation.

If time allows, have participants share with a peer or within a small group.

Research Rationale

Research suggests that when sensorimotor and cognitive functions work together, there is an increase in neuron growth and connectivity in children's brains. Additionally, physical movements provide fresh oxygen to the brain. These neurological foundations promoted during movement help foster creativity, problem-solving, and language skills in children (Stevens Smith, 2016a, 2016b; Chandler & Tricot, 2014).

Resources

- K20 Center. (n.d.). Snap, Clap, Pop. Strategies. https://learn.k20center.ou.edu/strategy/190
- K20 Center. (n.d.). Four Corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Mingle. Strategies. https://learn.k20center.ou.edu/strategy/53
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- Kleinjan, D. (2020). Movement matters: The importance of incorporating movement in the classroom [Literature review]. *NWCommons*. https://nwcommons.nwciowa.edu/education_masters/211/
- Shachaf, M., Laslo-Roth-R., & Rosenstreich, E. (2019). Postural stability and academic achievements among fifth graders: An experimental field study. *Annals of Cognitive Science*. 3(1), 78-85.
- Shoval, E., Sharir, T., Arnon, M., & Tenenbaum, G. (2018). The effects of integrating movement into the learning environment of kindergarten children on their academic achievements. *Early Childhood Education Journal*, (3)46, 355–364.