

MOVEMENT STRATEGIES CARD SORT

Recall & Reproduce

Skills & Concepts

Strategic Thinking

Extended Thinking

ABC Graffiti

Students rotate through a circuit of ABC posters every 2–3 minutes, generating words or phrases for each letter of the alphabet related to the topic provided.

Walk & Talk

Introduce a prompt based on something you have had your learners read or do. Then pair them up to walk around the room as they talk.

Commitment & Toss Students crumple and toss their responses into a community pile. Each student then selects an anonymous response from the pile and uses it to engage in a class discussion.	Appointment Clocks Students schedule discussion partners using designated “appointment times” on a clock, creating pre-arranged pairs for collaborative conversations. When time is called, students meet with their assigned partner to discuss a prompt, agree on a response, and share their ideas with the class.
Human Bingo Activity where students talk with classmates to identify traits they see on the prearranged bingo card squares.	Snap, Clap, Pop Prepare statements that you can either read aloud or feature on a PowerPoint or other presentation platform. Assign each statement a physical movement, even if just standing, that students can perform when answering.
Three Stray, One Stays Students work in small groups to discuss and build expertise on an assigned subtopic related to a larger topic. Students then rotate to other groups to learn from peer representatives, return to their original groups to share their findings, and collaboratively synthesize what they learned.	Expert Stay & Stray Students become experts by asking clarifying questions, restating main ideas, checking their understanding, etc. One student stays as the expert to present while learners stray to a new station to listen and become the new expert.



Scoot

Students complete a series of numbered tasks by moving from one desk to another, usually spending about a minute at each desk. Students use a recording sheet to write down answers or notes as each task is completed.

Human Scatter Graph

Students use the classroom as an x- and y-axis and their bodies as points in a scatter plot. Either for graphing coordinates as their answer or indicating their level of confidence. For example, you could label the side of the x-axis that is closest to the y-axis "low confidence" and the side that's farthest away from the y-axis "high confidence."

Mingle

Students move around the room until the music stops. Once the music stops, prompt students to form groups by providing them with a specific number. Provide the students with a question, statement, or problem to solve.

Still Pictures

This strategy uses a three-round process in which students interpret a topic through movement and performance, progressing from a shared group gesture to individual representations and finally a choreographed group presentation. As students connect images, text, and discussion, they deepen their understanding and demonstrate learning through creative expression.