**ACTIVITY 4. ACTIVE CLASSROOM**

“Sit still!” is one of the most commonly used guidelines at school. But is that really the best way for children to learn; for those who by nature are the most energetic among us? Movement serves as a basis for human development, motor skills and social competences. The aim of the activity “*active classroom*” is to correlate movement with learning. Therefore, different measures will be set at school: *activity during lessons*, *activity between lessons* and *activity in school organisation*. Pupils will be encouraged to get more active and thereby feel well-balanced. They will take part in brief activity breaks during lessons, which should help them to stimulate the ability to concentrate and to boost their learning performance. Relaxation exercises and methods will be given. Pupils will be encouraged to spend their daily breaks in movement and meanwhile connect with friends. During the whole school year students will take part in project days and school festivals. Pupils will be given the opportunity to try out different types of sports and also get the chance to get to know different sports clubs.

**TARGETS:**

1. to correlate movement with learning
2. to enhance activity during lessons
3. to enhance activity between lessons
4. to enhance activity in school organization
5. to encourage students to get more active and thereby feel better
6. to show students how to relax and thereby feel better
7. to give students the opportunity to get to know and try out different types of sports
8. to rise knowledge and awareness of the human body and the effects of movement on concentration

**ACTIVITIES:**

1. **exercises during lessons**

Description: During class kids are enhanced to do activating or relaxing or coordinative exercises for 13 minutes (best daily, at least three times a week).

Material/ pool of possible activities:

* videos: [www.simplystrong.at](http://www.simplystrong.at) – vital4brain (in German), ugotchi.at (4 weeks plan in German)
* booklets/ pictures/ posters in class: psicomotricidad/ psicomotricité
* dice with activities
* action cards for short physical activities
* study vocabulary with picture action cards <https://ugotchi.at/fileadmin/user_upload/20090924_Stationsbilder.pdf>
* action games <https://ugotchi.at/fileadmin/user_upload/20110309_bewegterunterricht.jpg>
* activities to enhance concentration:
* awareness games: “Concentrate for one minute on all the green objects in class.” – “Now close your eyes and tell me four red objects/ tell me how many windows there are/ …” etc.
* time to relax: “What does relaxation mean to you? How can you relax? Which places/ colours/ sounds make you feel relaxed?
* Finger games – alone (eg. rabbit and huntsman) and in group (eg. finger kaleidoscope <https://www.youtube.com/watch?v=GC-PV2BSYD4>)
* clap rhythms

targets: a, b, e, f, h

Timeline: ? -> two intense weeks or 4 weeks or no deadline ?!

1. **activities beetween lessons, during breaks**

Description: During breaks kids are enhanced to get active, leave the classroom:

* spend the break outside in the garden/ school yard
* eat snacks outside and get fresh air
* install corners and space for movement and physical games in the hallway
* wobble board
* gym mat
* table footfball
* ball games
* action parcours on the floor/ sensory hallway (<https://www.youtube.com/watch?v=gDefbr7Vlro>)
* temple hopping (eg. <https://ugotchi.at/fileadmin/user_upload/20160517_huepfposter-druck-2.pdf> )
* Elastic Game/ Gummitwist
* action videos <https://ugotchi.at/videos/>
* stick the multiplication tables to the front side of the stairs
* action games <https://ugotchi.at/fileadmin/user_upload/20110309_bewegtepause.jpg>
* clean the classroom all together (clean@school)
* Soul Space

Material/ pool of possible activities:

* installation of sport corners
* installation of multiplication tables, ABC-hopping-carpet/ hopping-tiles, 100-field-carpet, sport corners, sensory hallway,…
* posters of possible exercises in class
* action cards and action games for short physical activities

targets: c, e, f, h

Timeline: ? -> the whole school year, two intense weeks, 4 weeks?!

1. **organization of special events**

Description: To enrich the student’s range of movement possibilities during class, teachers offer special events or field trips.

* examples of special events:
* organize a flashmob
* a sport day for one or more classes
* a sport competition (“Olympic games”)
* invite and organize days with experts (circus, trainers of sports clubs giving trial lessons, juggling workshops, Hopsi Hopper ?,)
* organize a parcour in the school’s gym that is used by all classes during 2 days (jungle, pirates,…)
* participation in a national sport event (counting steps, sport time,…) – eg. ugotchi.at or “mission x train like an astronaut”
* a school’s party for sports and movement games <https://ugotchi.at/fileadmin/user_upload/Praesentation_Bewegungsfest.pdf>
* decorate the hallway or garden all together for special events
* install a ZEN garden all together
* examples of field trips: a skiing day, a sport week (summer games), swimming class, ice skating, hiking, indoor playgrounds, adventure park, climbing parks

Material/ pool of possible activities:

* national contacts/ programmes/ possibilities
* ideas by ugotchi.at

targets: d, e, g, h

timeline: the whole school year

1. **rise awareness of the positive effects of movement and physical activities on the whole human system**

Description:

STEP 1: During one week, the students are enhanced to do register their own sport and physical activity habits (diary, register) and the class registers its daily physical movement time during the lessons and breaks (poster).

STEP 2: During this week, the teacher instructs a short self-test of concentration: picture cards with easy shapes -> kids take notes which pictures they remember (drawings) – teacher collects the sum of the correct answers

STEP 3: Within regular “biology”, language and maybe maths classes the kids are given the knowledge and the tools to reflect and learn about the correlation between movement and learning. They gain knowledge of their body, their muscle system and the functions. They gain knowledge of the positive effects of physical activities on their mental performance.

STEP 4: Several exercises from “Activity 1” are being implemented in the daily school routine. The kids take notes of their activities, exercises and (older students) connect them to the benefits on their bodies such as muscle parts, relaxation, muscle tenor, etc.

STEP 5: The self-test of concentration is being repeated with new (but equally easy) pictures – directly after another enhancing exercise from Activity 1 – and then compared in order to do a “scientific research” on their own movement-concentration-ratio.

STEP 6: Kids start to spread the ideas of several activities at home and implement them with their families and friends during their free time and on weekends.

Material/ pool of possible activities:

* picture cards/ Kamishibai
* movement diaries

targets: a, b, c, e, f, h

timeline: Step 1 + 2: one week; Step 3 – 5: at least 2 weeks

**EVALUATION:**

* Pre- and Post-Tests with students – level of concentration and/ or physical and coordination skills
* Diary of movements
* book creator