



# CREATE A **CLASSROOM** THAT **MOVES!**



## **Join the movement!**

Classroom-based physical activity is an instructional tool teachers can use to improve mood, energy levels, and facilitate student learning. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on-task, and concentration levels (Centers for Disease Control & Prevention, 2010). Activity-friendly environments also promote positive attitudes toward fitness and other health-enhancing behaviors. Activity can be introduced into existing routines and transitions, into academic lessons, or introduced as a 'brain break.' You choose!

### ***Create a Classroom that Moves! consists of three core classroom tools:***

- ▶ Grade-level nutrition lessons
- ▶ Physical activity breaks
- ▶ My Classroom Physical Activity Pyramid



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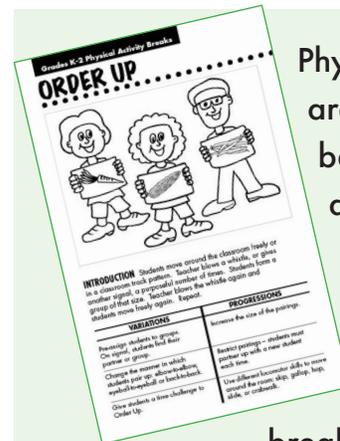
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# Introduction

The base of Create a Classroom that Moves! is grade-level nutrition lessons that align to select Common Core State Standards in English Language Arts and the National Health Education Standards. The three-lesson units are geared for the busy elementary classroom teacher who would like to integrate nutrition and physical activity into the classroom. Teachers are supported through easy-to-read fact sheets, and ready-to-go assessments and handouts. The following grade-level health behavior outcomes are shaped:

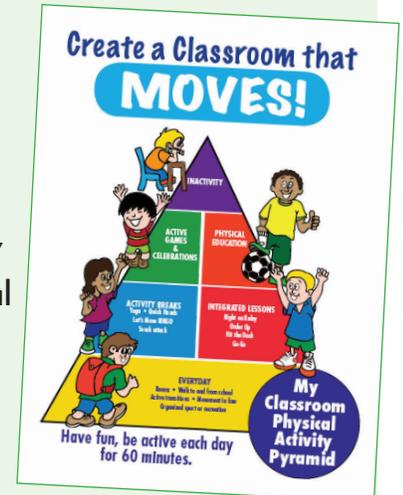
- Kindergarten** *Eat a variety of healthy foods.*
- Grade 1** *Eat foods from the five food categories of MyPlate.*
- Grade 2** *Eat a variety of colors.*
- Grade 3** *Eat foods from the five food categories of MyPlate.*
- Grade 4** *Eat snacks from the MyPlate food categories.*
- Grade 5** *Decrease sugar-sweetened beverage intake.*



Physical activity breaks are composed of 10 basic activities that are highly modifiable across content areas. The basic activities operate as stand alone activity breaks, but are also

shown with integrated content. Each activity is printed on an easy-to-use card with the basic activity on the front and content integrations on the back of the card.

Teachers are encouraged to track classroom-based physical activity via the My Classroom Physical Activity Pyramid. This unique teaching and assessment tool



was developed specifically for Ohio classroom teachers. The classroom pyramid outlines five different means for integrating physical activity into existing classroom routines and aligns to the physical activity pyramid within the Ohio Physical Education Standards (Standard 3).

# Introduction continued

## Our Framework

Create a Classroom that Moves! incorporates current evidence-based practices from health behavior, nutrition, and education disciplines. Information from leading organizations was used to create classroom materials that work together to build healthy eating behaviors via English Language Arts lessons. Four documents form the framework for Create a Classroom that Moves!

- ▶ 2010 Dietary Guidelines for Americans
- ▶ Common Core – English Language Arts Standards
- ▶ National Health Education Standards
- ▶ Ohio Physical Education Standards

## Fruit and Vegetable Program

Trial of new foods is a behavioral theme throughout the nutrition lessons and classroom extensions.

The lessons and activity breaks increase student knowledge about foods and food variety, as well as build decision-making and goal setting skills.

Schools enrolled in a local or state fruit and vegetable program are encouraged to use the fresh fruits and vegetables within the Create a Classroom that Moves! lessons. The produce provided by these programs likely contains fruits and vegetables students have never tasted. Students are more likely to try new foods when introduced to them in a hands-on manner with supportive adults modeling enthusiasm and willingness to taste. A new fruit or vegetable may need to be offered several times before a student will taste it, so consistently combine taste-testing within Moves! lessons and through homework and lesson extensions.

# Acknowledgments

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### Suggested Reference

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