


# Covid-19 Toolkit for Teachers

Promoting Movement, Learning, and Group Work in Inclusive Classrooms

*\*Click some of the pictures for more information or to see the original source*

## Movement During Classroom Discussion

Incorporating movement during [class discussions](#) is a great way to maintain student focus and engagement.

COVID-19 Friendly Activity	Adaptation ideas so that all students can participate
<p><b>Opinions:</b></p> <p>When asking for students to share their opinions...</p> <p>Students can hold up signs or thumbs up / down if they agree or disagree</p>  <div data-bbox="657 930 1104 1284" style="border: 1px solid black; padding: 5px;"><p>* Students can stand or move in one spot while holding up their signs. They can also stand if they agree and sit if they disagree</p></div>	<p>Give student the questions/ and potential opinions/answers ahead of time, so they are prepared to share.</p>

## Checking for understanding:

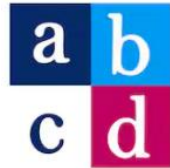
Teachers can check to see where their students are at after presenting a new idea by....

Students having their own laminated cards:

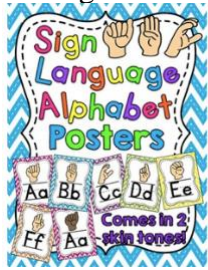
True or False



Multiple Choice



Asking students to respond with ASL (teaching this beforehand):



Asking students to give a 'Fist to Five' response:



## Teaching basic ASL to all students

Because of mask wearing, students who are deaf and hard of hearing will not be able to read lips in order to understand what people are saying. Teaching the whole class some basic ASL can help increase accessibility for all.

Teachers can consider posting visuals of the core ASL words in the classroom. Here is a core board created by Kathy Howery:



## Movement During Student Response

Instead of raising their hand, [students can respond](#) to questions or prompts by moving different parts of their body.

COVID-19 Friendly Activity	Adaptation ideas so that all students can participate
<p>Instead of raising hands, students can...</p> <ul style="list-style-type: none"> <li>- Stand on one leg</li> <li>- Stretch their hands up as high as they can up over their head.</li> <li>- Stand up and walk in one spot.</li> <li>- Stand up and do 3 jumps.</li> <li>- Rub their hands together.</li> <li>- Sit on the floor.</li> <li>- Raise their elbow vs hand</li> </ul>	<p>Consider preparing certain students for movement responses before they happen.</p> <p>Student can be encouraged to follow along just like their peers.</p> <p>If a student is in a wheelchair or mobility is an issue they can perform these movements to the best of their ability. Teachers can also consider giving adaptations that are opened for all kids to try (not just those that need it), for example:</p> <ul style="list-style-type: none"> <li>- Raise one hand in the air (instead of standing on one leg)</li> <li>- Raise an elbow, a head, an eyebrow, or look up (instead of raising a hand)</li> <li>- Move in your seat like you were walking or wheel your chair slightly back and forth (instead of walking in one spot)</li> <li>- Sit down and do bum scotches/lifts (instead of jumping)</li> </ul>

## Movement During Independent Work

Incorporating movement into [individual work](#) can help motivate students stay engaged and on task.

COVID-19 Friendly Activity	Adaptation ideas so that all students can participate
<p>Lets say that students are assigned to do questions 1-10 out of a textbook/ worksheet. Consider having the number to each question correspond to a movement. Students are to complete the movement either before, during, or after they finish the question. They don't have to do it for every single question, but it is a good reminder to them (and you) to</p>	<p>Demonstrate each movement beforehand and talk about the importance of moving while learning. Post a legend of the different movements around the room.</p>

<p>move. You can model this for them by joining in: “every time I mark someone’s quiz I will also stand up and move”</p> <p>Example:</p> <p>Q1: Stand beside your desk  Q2: sit on the floor beside desk  Q3: stand on one leg  Q4: touch your toes Q5: do a squat.</p>	
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## Silent Discussion Boards or ‘WalkABOUTs’

Traditionally how this works is students walk silently around the room and write their answers to open ended questions on poster paper. Each time the students do another round they get to see their classmates’ answers which builds their knowledge. Essentially students are creating a collaborative mind map. Each walk around the room brings a different perspective. Students can continue to answer the question, respond to another classmate’s answers, or ask their own questions. [Silent Discussion Boards](#)

<b>COVID-19 Friendly Activity</b>	<b>Adaptation ideas so that all students can participate</b>
<p>To reduce traffic:  Students need to follow one track around the room (tape or pylon it out). They get on and off the track in the same place. Just like following the arrows in a grocery store, they cannot go backwards, they must continue forwards.</p> <p>Have a smaller number of students go around the track at a time. The others can be thinking and jotting down what they are going to write at their desks. Have questions posted on whiteboard so that everyone can see what is on the butcher paper ahead of time in order to prepare their sentence strips</p> <p>To reduce touching:  Students write their answers to the questions on sentence strips at their desks and then they paste/tape these onto the butcher paper.</p>	<p>Give students some answer options ahead of time so they can pick the one that feels right for them.</p> <p>Premade answers can take the form of ...</p> <ul style="list-style-type: none"> <li>- premade sentence strips with the answers already on them</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- blank sentence strips for them to copy the answers down</li> </ul> <p>Picture answers can also be used in place of or in addition to written sentences for accessibility purposes. Visuals will end up helping all students to quickly access the essence of the information.</p>

Once everyone has had a chance to add their ideas, have them go around again, but this time they are reading what their classmates wrote. Then start all over again. Have the first group of students add to their first idea after reading what their peers wrote.

This activity can be spread out over one class, multiple classes or throughout the whole unit

## Gallery Walks

Without touching anything, students walk around the room to view, interpret, and analyze different displayed materials. The more exposure students get to the content the better as this allows them to dive deeper into the learning. After students view the gallery, they share their findings with a group. [Gallery Walks](#)



<b>COVID-19 Friendly Activity</b>	<b>Adaptation ideas so that all students can participate</b>
<p>Students need to follow one track around the room (tape or pylon it out). They can only get off the track from where they started. They can only move forward not backward. Do this with a smaller number of students at a time. The others can be at their desks working on something else.</p> <p>English/History: have students observe a variety of political cartoons, artifacts, poems, articles and historical artwork to go with a unit on Power &amp; Oppression</p> <p>Science: maybe prior to the gallery walk, students completed a photo journal documenting their experiment process. Post their photo journals around the room.</p> <p>Group work: Students could head back to their desk to discuss over a video chat and a shared document with a small group.</p>	<p>Where possible have another student read or describe what is on the wall to a student with a disability using social distancing.</p> <p>Students can take pictures during the gallery walk so that they can have those photos back at their desks to refer back to them as many times as needed, use them in an assignment, etc.</p>

# Intentional movement for optimal learning

Movements that cross the mid-line of the body help to synchronize the two hemispheres of the brain. When our right and left hemispheres are synchronized this allows the central nervous system to synchronize. During reading and writing our visual-ocular system crosses the midline of the body to scan letters from left to right. When the visual-ocular system is working as one unit then reading and writing skills improve.

These movements are great to do before tests, reading, or writing. Have fun with it! Ex: Have students write their spelling test without doing these movements beforehand and then the following week have them do these movements before the test to see if there is any improvement.

More information and the following movements and more can be found on the movement-based curriculum called the Brain Gym. Brain Gym promotes intentional movement to promote optimal learning.

<b>COVID-19 Friendly Activity</b>	<b>Adaptation Ideas so that all students can participate</b>
<p><b>Tracing Lazy 8's</b></p> <p>Students trace Lazy 8's with their finger, in the air while simultaneously tracking their finger around the track with their eyes. Repeat 3x on each side and then do it with hands clasped.</p> 	<p>There are so many ways to do this activity. To make it more hands on, students can have a figure 8 race trace and trace it with a car.</p>
<p><b>Anterior Cross – Crawl:</b></p> <p>Students stand beside their desk. Face away from students so they mirror your actions. Have them lift their left leg and tap the right elbow to the left knee, then switch and tap the other side. Repeat for a count of 20-30.</p> 	<p>For younger children, you can use alike stickers on the right hand and the left knee to help them cross over (“match the stickers”)</p> <p>If the balancing on one leg is too challenging, have them sit down and tap opposite knees. Remember to cue them to initially go VERY SLOW when trying this activity.</p>

## Math Question “Call Out” with Movement

Instead of students simply calling out the answer, have them incorporate movement to answer the question. [Building Movement Into Lessons](#)

COVID-19 Friendly Activity	Adaptation Ideas so that all students can participate
<p>Ex: <math>2 \times 2 = ?</math> Students would respond with 4 of the same movements</p> <p>Skip in one spot            Jumping jacks            Stomp            Pat head            Shake head            Clap            Snap</p> <p>If you have older students, have them march while skip-counting by twos or threes or even sixes or sevens.</p> <p>For younger students, have them count to 10 with different movements.</p>	<p>For students in wheelchairs, have them follow along as best they can from their chair.</p> <p>If certain movements are difficult for a student, have them hold up the answers so that the whole class can see if they were right</p> <p>You can also give a student the answers ahead of time so they know how many times to move.</p>

## Pattern Dancing

Have students come up with a dance to represent different patterns in a [pattern dance](#).

COVID-19 Friendly Activity	Adaptation Ideas so that all students can participate
<p>Math            to demonstrate an ABCB pattern, they could do a hop, a skip, a spin and a skip. Have them perform their dances for the class from their seat.</p> <p>LA            Reciting poetry (ie: ABAB patterns)</p> <p>Students do this from their desk area and can work with a partner or small group nearest them while still maintaining social distancing</p>	<p>Give student pictures, videos or demonstrate two movements for them to copy, so that they have something to contribute to their group</p>

# Categories




Call out a category and have your students stand up and clap their hands while they name as many items in that [category](#) as they can.

<b>COVID-19 Friendly Activity</b>	<b>Adaptation Ideas so that all students can participate</b>
<p>Ex: Math/ LA See how many nouns, verbs or prime numbers they can get in a row before someone misses a beat.</p>	<p>To encourage participation for all, ever so often have 2 students stand up instead of one. One student will clap (perhaps this is the quieter student or a student with a disability) and the other will name the items in the category.</p> <p>Choose categories that are meaningful to a particular student with a disability or someone who is afraid to share.</p> <p>Prepare particular students ahead of time so they know that you will be calling on them.</p> <p>Set students up for success: If you think the student will have a hard time coming up with things to share, then give them premade sentence strips or pictures so they are prepared to share.</p>



# Group & Partner Work

One of the biggest questions that I get from teachers is: *how can I get my students to do group & partner work in the classroom while maintaining social distancing?* I hear you. I get it. This is not an easy task by any means. I too had to put my thinking cap on for this one. I hope that some of these ideas can get you started and lead to other creative ways to do this.

COVID-19 Friendly Activity	Adaptation Ideas so that all students can participate
<p><b>Video Chats, Instant Messages, &amp; Shared Documents</b></p> <p>Students interact with one another during a group project via...</p>  <p>...a video chat with headphones</p> <p>... an instant messenger application</p>  <p>... a shared google an instant messenger application or a shared google</p>  <p><i>*Consider different roles that each group member could have in order to meaningfully contribute to the group.</i></p>	<p>Some roles for a student with a disability could be...</p> <p><b>Key Info Finder</b> - A student could have a few pre-given answers inserted into a private document. Their job is to copy and paste the answer into the shared google document. Their partner can edit it.</p> <p><b>Audio Visual Finder</b> - A student can search for or take pictures, audio clips and videos to add to the questions being answered. Perhaps they choose visuals for the first and last slides. Perhaps they choose visuals to go along with 5 key terms. Perhaps they are picking the colour of the slides. <i>*If student is sharing videos or audio clips of themselves, consider having them record these videos beforehand either at home or during independent work time. They'll have more time participating and connecting with their group (which is the main purpose of groupwork).</i></p> <p><b>Headliner</b> – student can point to an eye-catching headline for the title of the presentation. This is an important role because it takes a really great headline to draw people in.</p> <p><b>Cheerleader</b> – student cheers group on with their device, by typing or verbally speaking encouraging phrases like “keep going” “good job.”</p> <p><b>Timekeeper</b> – student lets group members know how much time is left.</p> <p>If verbally speaking is a challenge...</p> <ul style="list-style-type: none"> <li>- Could the student use their step by step communicator OR pictures OR typing OR pointing to communicate their ideas?</li> </ul>

### Chat Across the room:

#### Conversations:

- students hold up mini whiteboards to their partner from across the room as if they were talking
- Students ask and answer questions to one another using the white board

#### Trivia Game:

- Assign a different problem to each group
- Group members need to work together to come up with the answer, but they have to stay at their desk and communicate through their mini whiteboard without talking

A particular student could be given pictures or asked to find pictures to hold up on their tablet.

Students could use their step by step communicator or ASL to talk to someone seated closer by.

Or, if it's more appropriate, a student could type phrases that can be enlarged on their tablet to share with their partner.

Trivia: Students could be given the answers ahead of time so they have something to contribute

## Body BINGO

### BINGO with movement

#### COVID-19 Friendly Activity

45+5= DEEP CURLS	35-5= TUMMY TWISTS	64+8= SINGLE STEP PIKE	7+4= LUNGES	36+9= SQUARES
45x0.4= SHOULDER SHOULDER	45-5= LUNGES	75+10= CHILD'S POSE	18+2= SINGLE STEP PIKE	9+10= DEEP CURLS
5x3= SQUARES	22+10= HEAD & NECK CARTS	7+7= STAR POSE	65-33= CHILD'S POSE	20-7= HEAD & NECK CARTS
64-95= DEEP CURLS	6+10= HEAD & NECK CARTS	55-42= HEAD & NECK CARTS	14+11= TUMMY TWISTS	3+9= HEAD & NECK CARTS
15+15= LUNGES	36x0.1= TUMMY TWISTS CARTS	77-25= STAR POSE	55x0.2= SHOULDER SHOULDER	60x0.3= STAR POSE

Instead of regular BINGO where students only call out their answers when they get a BINGO, students must solve the equations in each square and move out their answers when they get a BINGO. The whole class can count along as they do the movements, or everyone can join in. Students can do a line or a black out if you're really mean

#### Adaptation Ideas so that all students can participate

- Give the student a card with some or all of the answers on it.
- OR
- Give the student a card with simpler versions of the questions on it
- OR
- Give the student a card with pictures of the movements on it. They have to point or say the number and then do the movement.

## Simon Says Geometry

#### COVID-19 Friendly Activity

Use this traditional game to have students use their arms to represent geometric terms: Parallel, perpendicular, acute, right, obtuse, 0-, 90-, 180- degree angles. The faster you go the more they have to move and the harder it gets. [Simon Says Geometry](#)

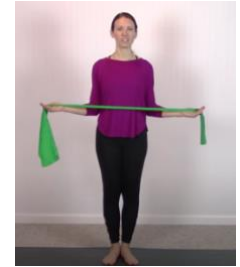
#### Adaptation Ideas so that all students can participate

Point to visuals on the board of each angle

# Movement Breaks for the Sake of Moving




When thinking about adding movement into your classroom, consider...

- **Morning Movement** - Set aside 10 minutes every morning to start the day off with some movement.
- **Routine Movement:** Schedule in your day a movement routine. For example, every 30 minutes roll the “movement dice” and lead a series of movements, stretches, or dances that could easily be done on the spot beside student desks.
- **Motion Movement during Transition Times:** When transitioning between subjects, tasks, beginning, middle and end of the day, create a 5-minute window in your schedule to implement some sort of physical activity
- In addition to demonstrating these movements for kids, have **visuals** on the wall for accessibility purposes.
- Have a few **resistance bands** on hand for more heavy-load work for those students that need it. Video → →




## Chair & Standing Movements

Have students do movements from their seat or right beside their desk

Activity	Activity
<p><b>Chair Yoga</b></p>  <p>← ← ← Visuals &amp; Instructions</p>	<p><b>Standing Stretches</b>                      <b>Yoga Standing Stretches</b></p>  <p>← ← Videos → →</p> 

## Simple Yoga Poses

Activity
<p>Yoga has many benefits including right and left-brain synchronicity, body spatial awareness, strength, balance, core muscles, belly breathing. So, essentially yoga helps calm the central nervous system which helps with learning. Here are a few simple poses that your students can try that only take a few minutes to do.</p> <p>free yoga pose pintables → → →</p> 

## Upper Body Warm-Ups (For writing, typing, & sitting)

### Activity

Upper body warmups are great for activating the scapula, shoulders, arms and wrists. These warmups help with posture as well.

Original source → → →

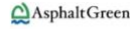






**Alligator Snaps:** Students reach arms up to the sky and clap at the top

**Shoulder Shrugs:** Great way to relieve tension

**Butterfly Circles:** Cross arms in front or make circles out to the side

## Other Resources

 	<p><b>REP It Out! Games for Social Distancing</b></p> <p>Videos and written descriptions of social distance games from K – Gr. 8</p> <p>← ← ← <a href="#">Click Here</a></p>
	<p><b>Icebreakers &amp; Team Building for the Social Distancing Classroom or The Virtual Classroom</b></p> <p>10 different social distance friendly icebreaker activities from K – 12</p> <p>← ← ← <a href="#">Click Here</a></p>
	<p><b>Teacher's Guide to Elearning</b></p> <p>Tools, resources and strategies to keep students engaged</p> <p>← ← ← <a href="#">Click Here</a></p>
	<p><b>Online Test Software (Free)</b></p> <p>12 Free Open Source Exam Software List for Online Assessment</p> <p>← ← ← <a href="#">Click Here</a></p>
	<p><b>Talking to students about Covid-19</b></p> <p>Scroll to the bottom to see some quick tips on how to talk to students about Covid-19</p> <p>← ← ← <a href="#">Click Here</a></p>

## References

- Upper Body Movement: & Math Call Out (Helping Hands OT): <https://helpinghandsot.com/blog/2017/11/7/25-easy-ways-to-incorporate-movement-in-the-classroom-for-increased-attention>
- Silent Discussion Board & Gallery Walks: <https://www.edutopia.org/article/4-ways-get-students-moving-class>
- Brain Gym: <https://breakthroughsinternational.org/programs/the-brain-gym-program/>
- Hans Peter Becker Blog on Brain Gym: <https://hanspeterbecker.com/brain-gym-for-better-learning/>
- Love Your Brain on Brain Gym: <https://www.loveyourbrain.org.hk/en/428/3-brain-gym-exercise-3-cross-crawl>
- Fist to Five: <https://www.teacherspayteachers.com/Product/Fist-to-Five-Understanding-Check-3259856>
- Pattern Dancing & Categories: <https://www.weareteachers.com/21-awesome-ways-to-get-your-students-moving-during-learning-center-time/>
- Simple Yoga Poses: <https://www.kidsyogastories.com/kids-yoga-poses/>
- Movement in Student Response, Independent Work, Classroom Discussion: <https://blog.mimio.com/incorporating-movement-into-the-classroom>
- Standing Stretches: <https://www.youtube.com/watch?v=7Y19Vdi8v8M>
- Yoga Standing Stretches: <https://www.youtube.com/watch?v=zyKuF5saEnM>
- Standing Stretches with Resistance Band: <https://www.youtube.com/watch?v=WRoE6yVLaEo>
- ASL Core Board (Kathy Howery): <https://www.boardmakeronline.com/Activity/11953187>
- Body BINGO (REP): <https://www.asphaltgreen.org/blog/rep-game-body-bingo>
- Simon Says Geometry (Scholastic): <https://www.scholastic.com/teachers/articles/teaching-content/15-math-games-15-minutes-or-less/>
- Sign Language Alphabet Poster (Miss Giraffe- TPT): <https://www.teacherspayteachers.com/Product/Sign-Language-Alphabet-Posters-1451151>
- Google Hangout: <https://hangouts.google.com/>
- Zoom: <https://zoom.us/>
- Google applications: [https://gsuite.google.com/intl/en\\_ca/](https://gsuite.google.com/intl/en_ca/)
- Free images from Shutterstock were used: <https://www.shutterstock.com/>

REP Games for Social Distancing: <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

Social Distance Ice Breakers (Teaching with a Mountain View): <https://www.teachingwithamountainview.com/2020/08/ice-breakers-and-team-building-for.html>

Educator's Guide to ELearning (Intel): <https://www.k12blueprint.com/sites/default/files/attachments/Intel%20Educators%20Guide%20to%20Elearning.pdf>

Free Online Exam Software: <https://www.techjockey.com/blog/7-free-open-source-exam-software?fbclid=IwAR1a7sgz1OKh62qUh7IpWe6NdTq1aVy-bOWpFxQrtFQ1fh5oMIbzYCXdJk>

Talking to students about COVID (7 Mindsets): <https://7mindsets.com/coronavirus-resources-for-educators/>