

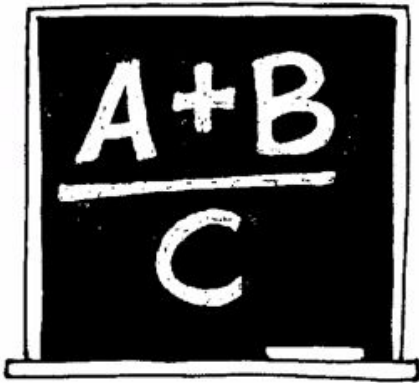
Action Thermometer

"When the bum is numb, the brain is the same." Student engagement and motivation are dramatically increased when movement is coupled with learning. * But how do we incorporate physical activities into our instruction without sacrificing instructional time? Try an **Action Thermometer**, in which students stand and move around the room based on categories you have pre-created. Examples in four different subject areas are below. **



MATH EXAMPLES

Post 4 numbers (solutions) around the room, one on each wall. Then give each student a number problem written on a card. Each student must work out the solution to his/her problem and then stand and move to the side of the room that matches his/her solution. For example, the 4 solutions posted in the room might be **4, 20, 9, and 17**. Each student receives a card with a different number problem, but each card's solution will match one of the 4 posted solutions.



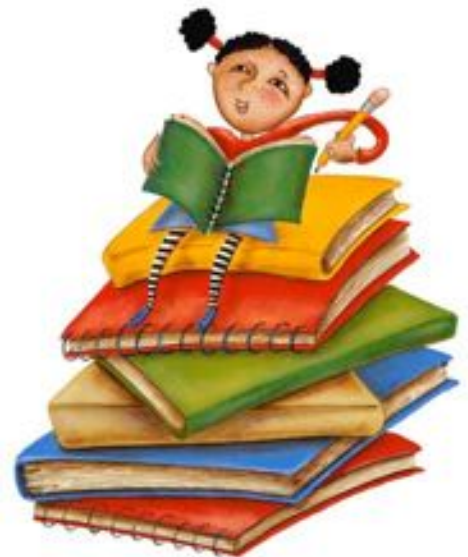
- * For simple math, a quarter of the students would receive cards that contain problems with a solution of **20**, such as **$10 + 4 + 6$** and **$32 - 12$** . Another quarter of the class receives problems with a solution of **9**, and so forth.
- * For slightly more advanced math, the cards might have **$4 \times 7 - 8$** , **60 divided by 3**, **5×4** , and so on.
- * In higher math, the cards might have more complex equations, or use exponents and square roots, but each problem will always have one of the 4 posted solutions.

ENGLISH EXAMPLES

Post 4 different parts of speech around the room, one on each wall, such as **Noun, Verb, Adjective, and Adverb**. Each student receives a word (or a sentence with a particular word circled) and goes to the wall in the room where his/her part of speech is posted.

OR... Post 4 different opinions around the room, such as **Agree, Somewhat Agree, Disagree, and I Don't Know**. Make a statement to your students such as "Romeo is the dumbest character in the play" and have students move to the sign that represents their respective opinions. Then lead a class debate/discussion. Students can move to another location in the room as their opinions shift during the discussion.

OR... Pose a question such as "Which part of an essay is most important?" Students migrate by the choices you provide, such as **Thesis, Evidence, and Conclusion**. Or the question might be "What is the most important element of this story? The students' choices, then, might be **Plot, Theme, and Character Development**.



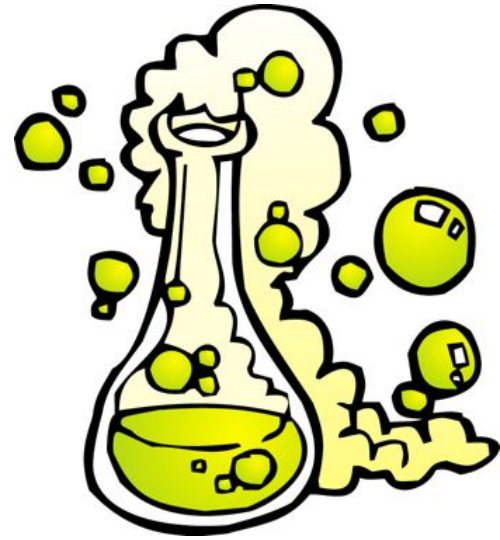


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SCIENCE EXAMPLES

Post characteristics of elements, such as **Alkali Metal**, **Basic Metal**, and **Transition Metal**. Then give each student a card with the name of an element on it. Each student moves to stand near the appropriate category and then must defend his/her decision.

OR... Post **True**, **Sometimes True**, and **False** around the room and give each student a statement on a card. Statements might include “Most elements on the periodic table are metals,” “Rows on the periodic table are called groups,” “The atoms of an element get larger as their atomic number increases,” and “All elements on the periodic table occur naturally in nature.”



SOCIAL STUDIES EXAMPLES



Post different events around the room, one on each wall, such as **The Enlightenment**, **The Tennis Court Oath**, **The Storming of the Bastille**, and **The Reign of Terror**. Each student receives the name of a famous person, group, thing, or idea. These might include Robespierre, Voltaire, King Louie XVI, the Jacobins, Democracy, or the Committee on Public Safety. Each student then stands and moves closer to the event that is most closely connected to his/her person.

More than one student may receive the same person, group, thing or idea. And each person, group, thing, or idea might be connected to more than one of the posted events. So once students move, they must then defend their choice.

Alternately, post 4-5 characteristics, such as **Strong**, **Weak**, **Villainous**, **Idealistic**, **Doomed**, and **Catalyst**. Give each student a famous person, group, thing or idea and have them move to stand next to the most appropriate characteristic.

* Our brains consume about 25% of our energy, yet weigh only about 3% of our body weight. Our brains eat oxygen and glucose, which increase when we move our bodies.

** Students can also make up the cards and/or categories themselves