




Movement Trumps Sitting

For: Teachers, Trainers, Learning Specialists, Presenters
From: *Using Brain Science to Make Training Stick* by Sharon Bowman



Here lies
Mary Beth
An avid learner
Who sat to death.

The



Question:

Who moves
the least?



Here?



Here?



Here?



Here?



Here?

Here?



You're right!

You're right!

The learners.

Way to go!

And who
should move
the **MOST**?



Right again:

The learners.

Two for two!

The background of the slide is a light blue gradient. On the left side, there is a vertical band of darker blue with a grainy, textured appearance. Overlaid on the entire background are several question marks of varying sizes and shades of blue. Some are solid blue, while others are lighter and more faded. The word "Why" is prominently displayed in the upper right quadrant in a bold, orange, sans-serif font with a slight drop shadow.

Why

**This is
why**



OXYGEN



*and this
is why*

because ...



the brain



the brain



loves



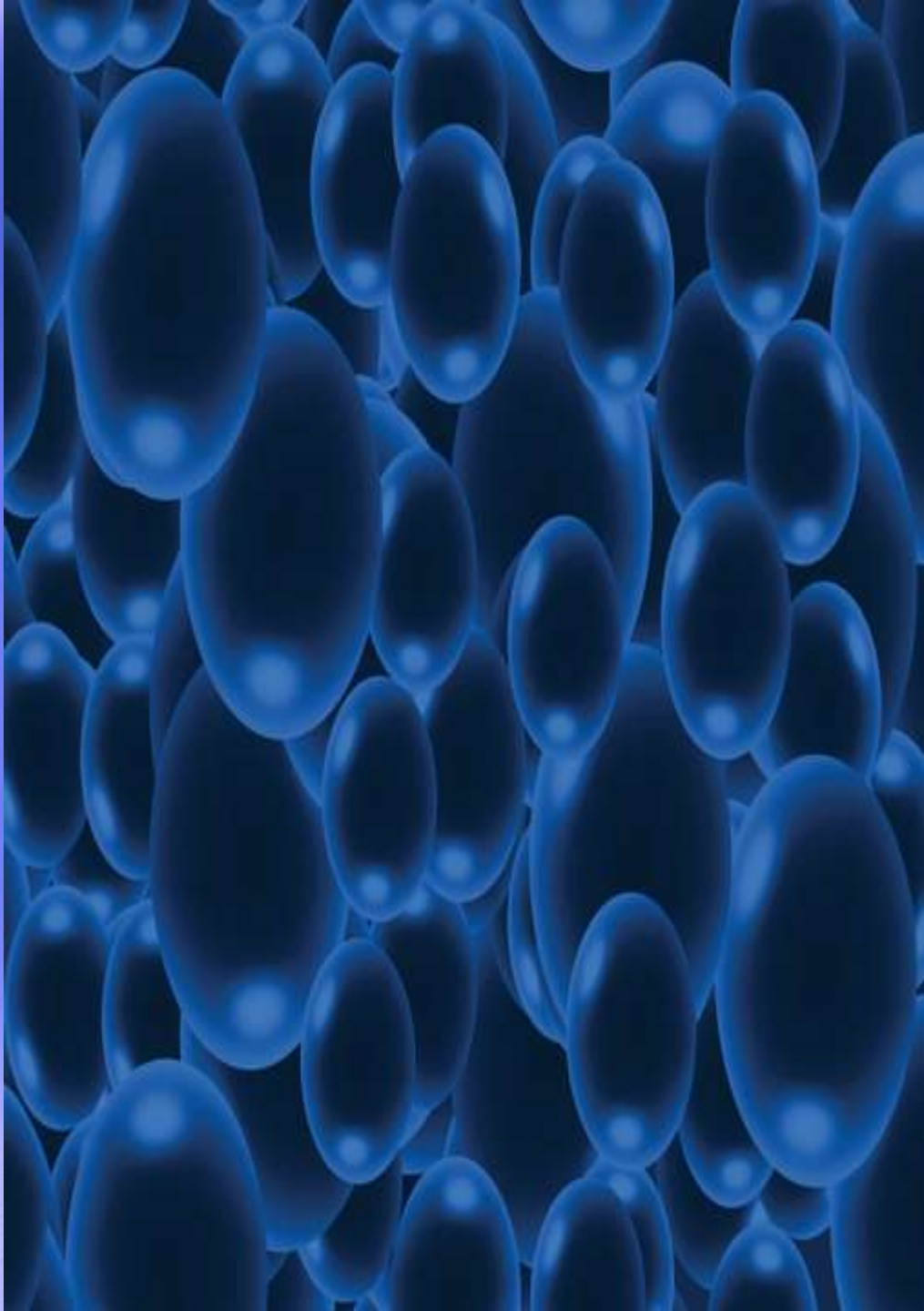
the brain

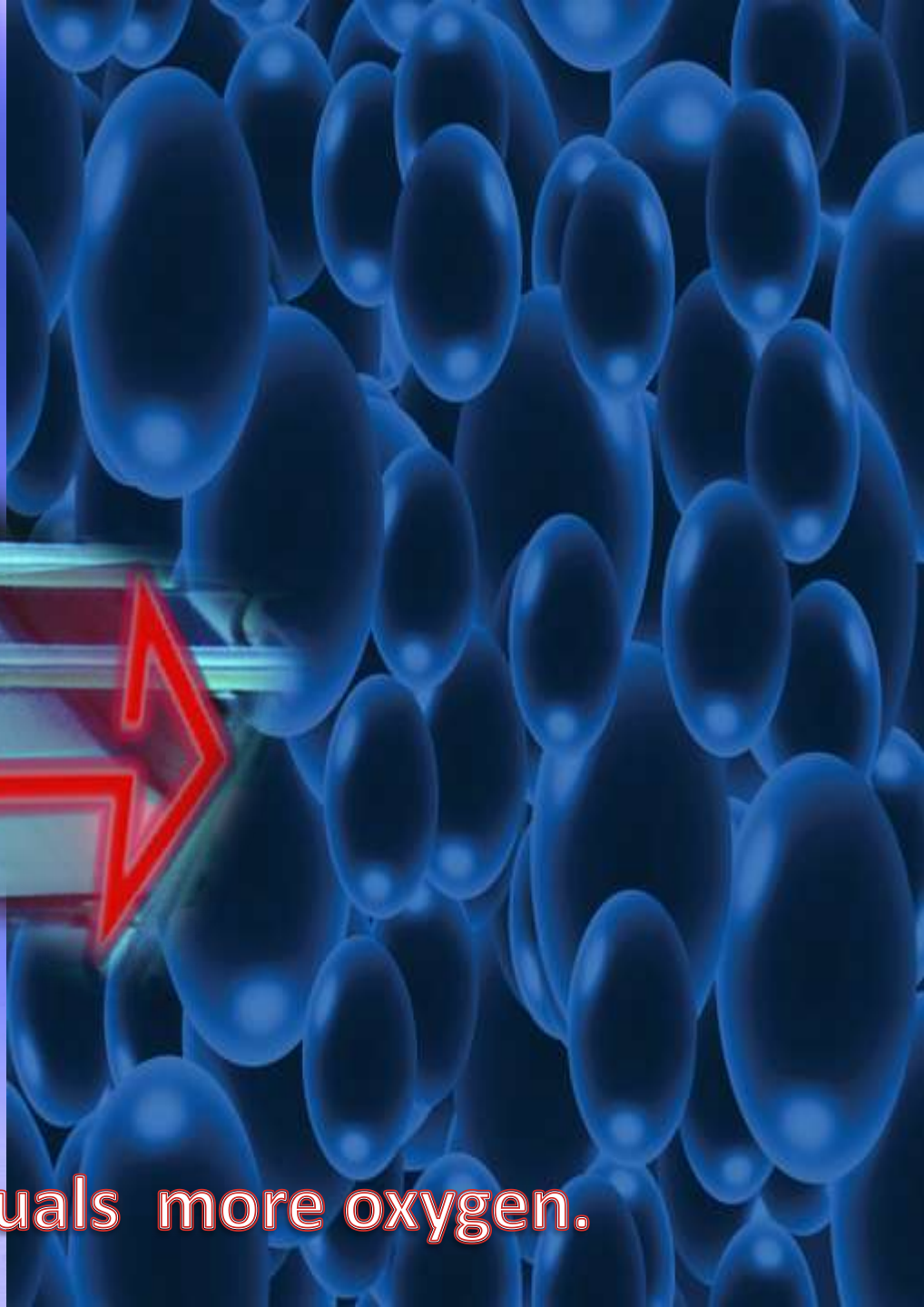


loves



xygen





Movement equals more oxygen.

**How can
learners
move more
while
spending
time here**

???





Simple!





to
standing

change



from
sitting



from

watching



change



to

talking





from

reading


change

to

writing





A woman in a business suit stands on the left, gesturing with her arms outstretched. In the center is a large, glowing red brain. The background is filled with blue, oval-shaped objects. The text is overlaid on the right side of the image.

**With oxygen now
moving to the brain,**

learners can:

learn better

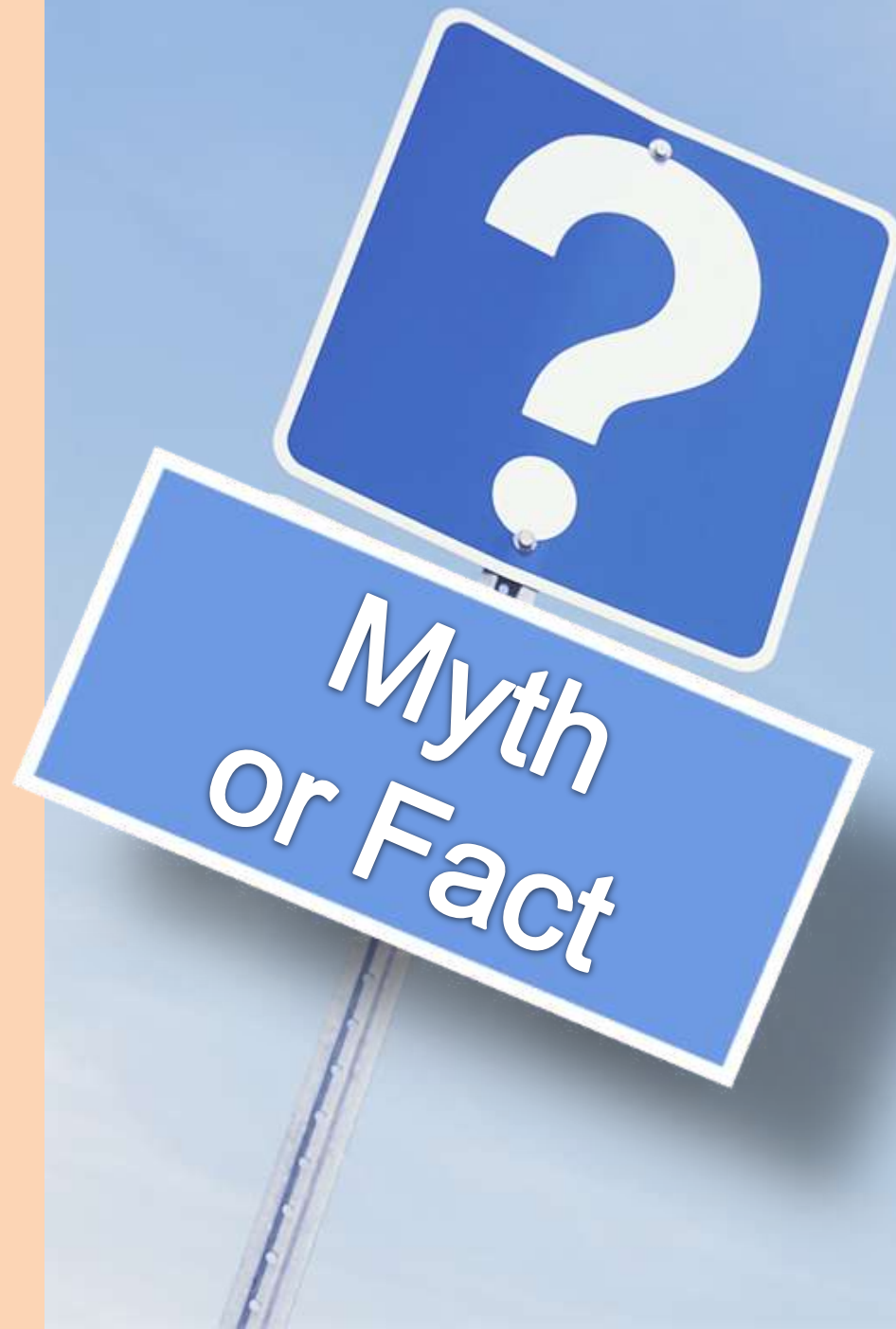
and

remember

more

and **that**
is a very good
thing.

(especially before a test)





Some part of the learner's
anatomy must be in contact
with a chair at all times
in order to learn.

A person with dark hair, wearing a blue and white striped shirt, is sleeping at a desk. Their head is resting on their arms, which are crossed on the desk. The desk is cluttered with several large stacks of papers and blue binder folders. A blue rectangular sign with a white border is placed over the person's head and arms.

Myth

Some part of the learner's anatomy must be in contact with a chair at all times in order to learn.

SO:
How do
learners



(especially before a test)

SO:
How do
learners



move

(especially before a test)

*Without
wasting*



*Without
wasting*



time?



Easy

as pie.




Body Breaks

Hold onto your hat!

**Stand,
Stretch,
and
Speak**



Body Break #1



You say to the learners:
*Stand and stretch your arms, legs,
and body. Then tell your table group
(or those around you) what you have
learned and how you plan to apply it
to what you do.*

Time: about one minute.

Bend, Breathe, and Write



Body Break #2

A close-up photograph of a person's hands typing on a silver laptop keyboard. The laptop screen is open and displays a dark background with white and orange text. The text provides instructions for a learning exercise. The background is softly blurred, showing what appears to be a window with natural light.

You say to the learners:

Drop your pen or pencil on the floor. When you bend down to pick it up, forcefully blow all the air out of your lungs. When you straighten up, take a deep breath, inhaling as much air as you can. Then write a brief summary of the main facts presented so far.

Time: about one minute.

A photograph of two cheetahs sitting on a small mound of earth in a savanna. The cheetah on the left is looking towards the left, while the one on the right is looking towards the right. They are both facing away from each other, illustrating the concept of 'Turn and Talk'. The background is a blurred savanna landscape with a dry tree trunk on the right.

Turn and Talk

Body Break #3



You say to the learners:

*Turn to the person seated nearest you
(make sure no one is left out) and tell
that person the three most important
facts you've learned from the content
so far.*

Time: about one minute.

A man with dark curly hair, wearing a light blue button-down shirt over a blue t-shirt and jeans, is celebrating with his arms raised in a casino. He has a wide, joyful expression with his mouth open. The background is filled with the bright, colorful lights of slot machines and a bar area, creating a festive atmosphere. The entire scene is framed within a light blue, rounded rectangular border.

**Bonus
Body Break**

A close-up, top-down view of a pair of brown leather hiking boots. The boots are positioned side-by-side, with the laces crisscrossing over the tongue and eyelets. The leather has a visible grain and some wear. The background is a solid, light orange color.

The Walkabout

Body Break #4



You say to the learners:

Stand and find one or two friends to walk with. Walk around the perimeter of the room and talk about how you plan to use what you have learned. When you get back to where you began, thank your walkabout group.

Time: about three minutes.

Pop Quiz!



**This presentation
is about:**

(choose one)

1. A lot of cute animals.
2. Movement, oxygen,
the brain and
learning.
3. Body breaks and
apple pie.

2. Movement, oxygen,
the brain and
learning.



Of course!

*Learners should do a
body break:*

1. About every hour of class time.

**2. About every 10 – 20 minutes
of class time.**





YES!

**2. About every
10 – 20 minutes
of class time.**

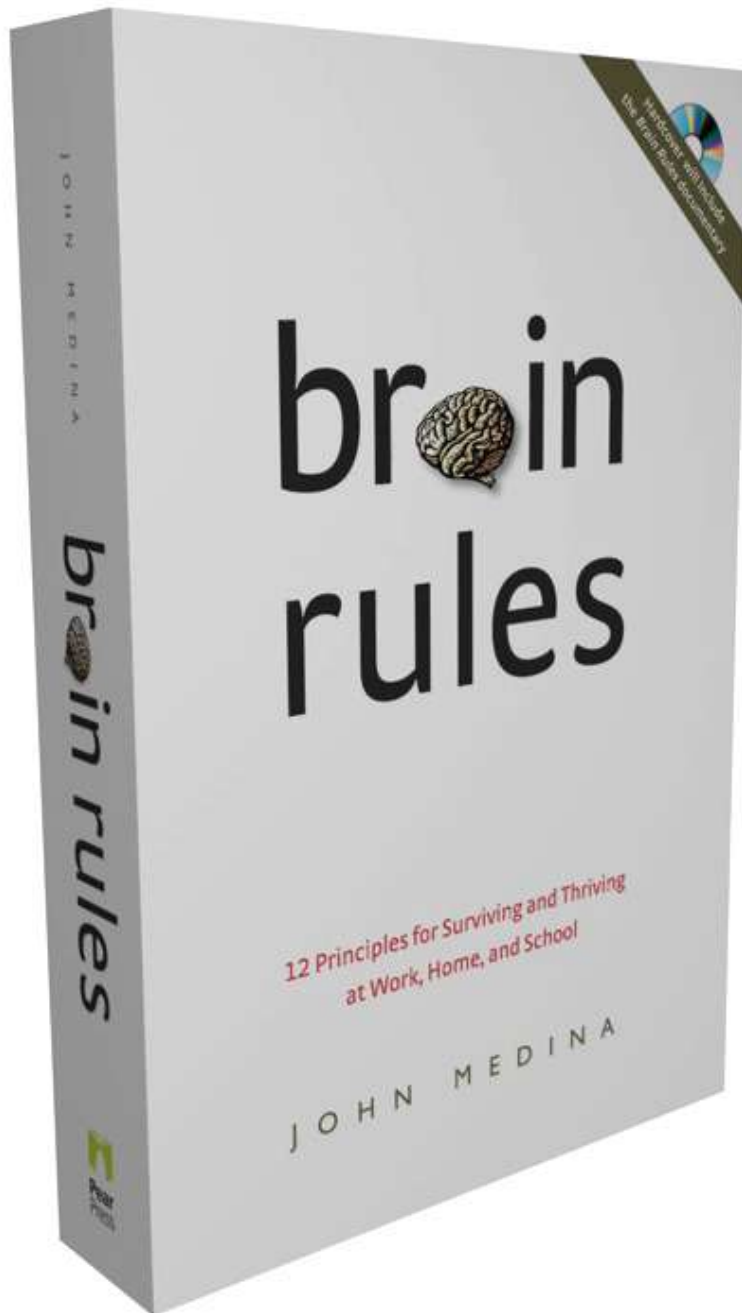


YES!

**2. About every
10 – 20 minutes
of class time.**

**Use the
10-minute rule.**

What is THAT?



“Before the first quarter-hour is over in a typical presentation, people usually have checked out. What happens at the ten-minute mark to cause such trouble? ... The brain seems to be making choices according to some stubborn timing pattern, undoubtedly influenced by both culture and gene.”

***John Medina,
Brain Rules, 2008, p.74***

Engage learners every 10 minutes.

They need to DO
something: write,
talk, stand, stretch.

“It’s not really a rule;
it’s sort of a guideline.”

Pirates of the Caribbean



*Your
Turn*

Who? Me?

A yellow sticky note is positioned on the left side of the frame. It has the text 'Get this' printed on it. Below the note, a close-up of a pen nib with many red tips is visible. The background is a solid light blue.

Get this

***Your
Turn***

and one of these.

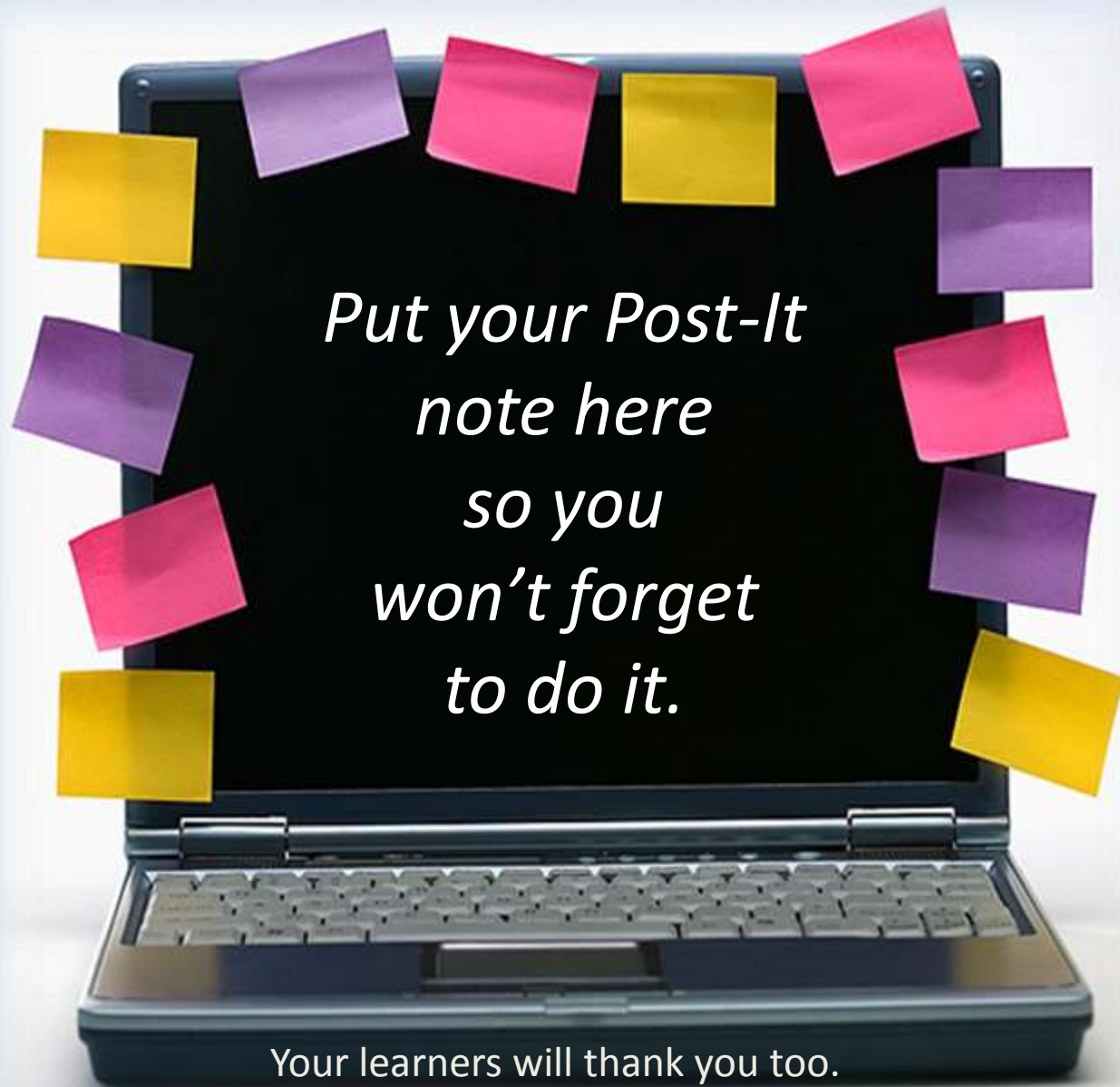
Yes, you.



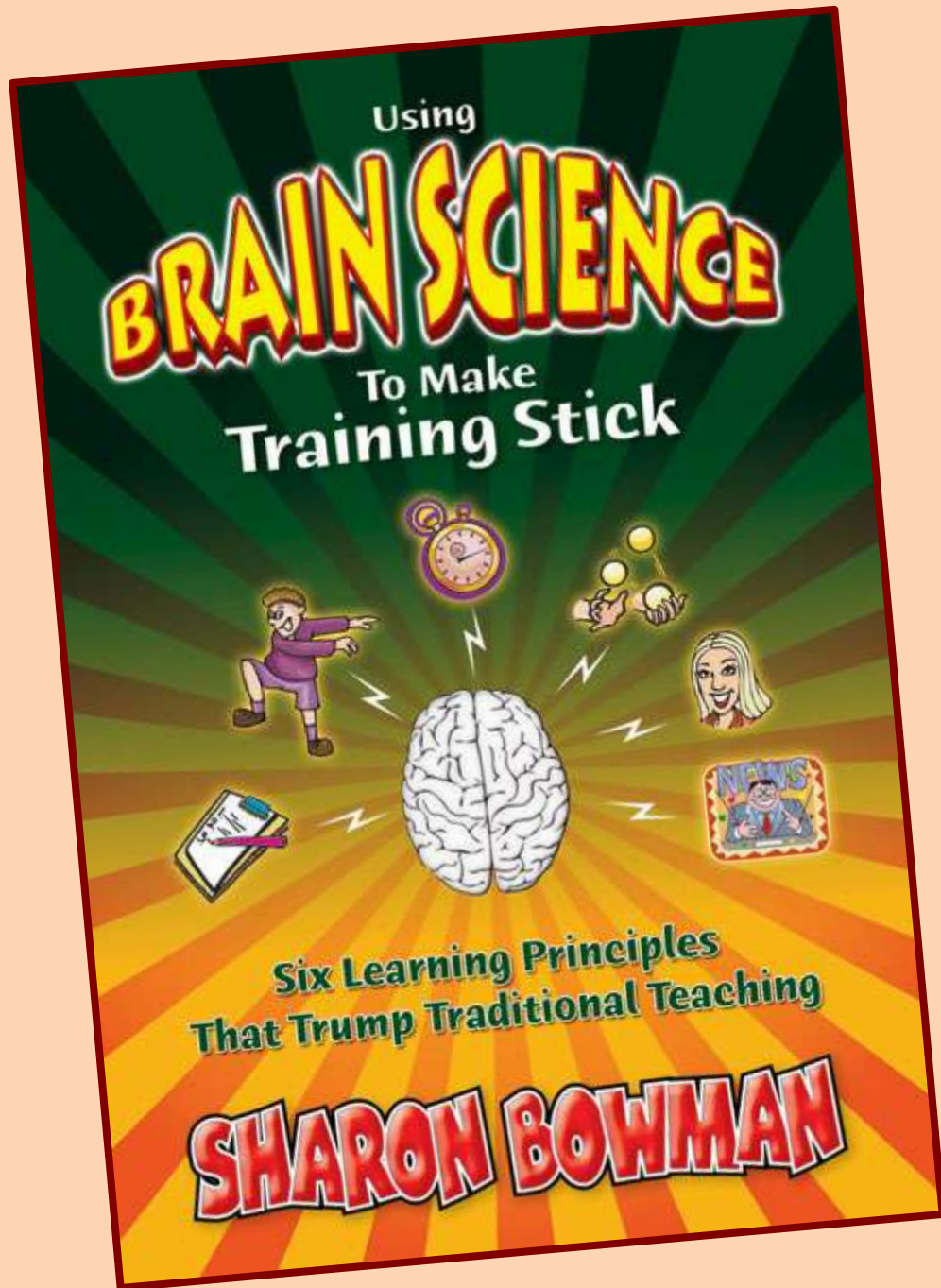
Do this:

Put your hands on your head, lean back, and inhale deeply. Then take the Post-It note and pencil. Write down what you plan to do with what you've learned from this presentation.

Your body and brain will thank you.



Your learners will thank you too.



Content from:

*Using Brain Science
to Make
Training Stick!*

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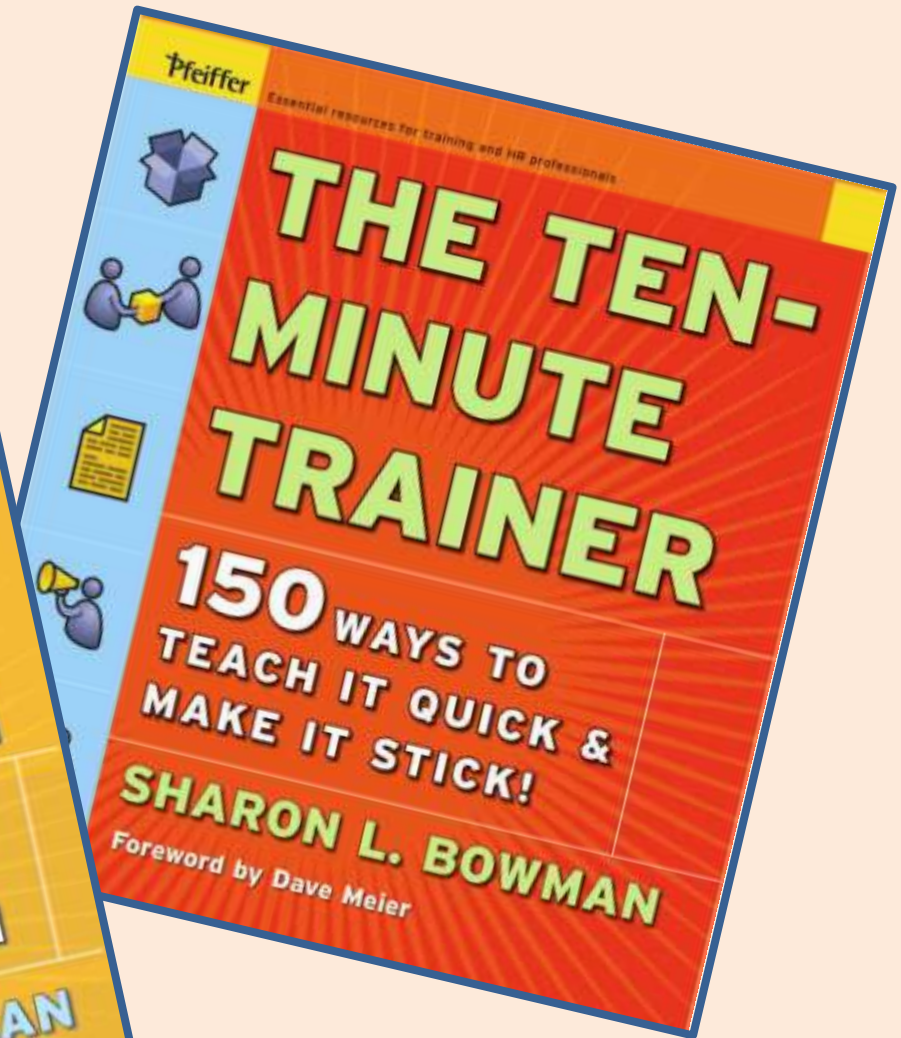
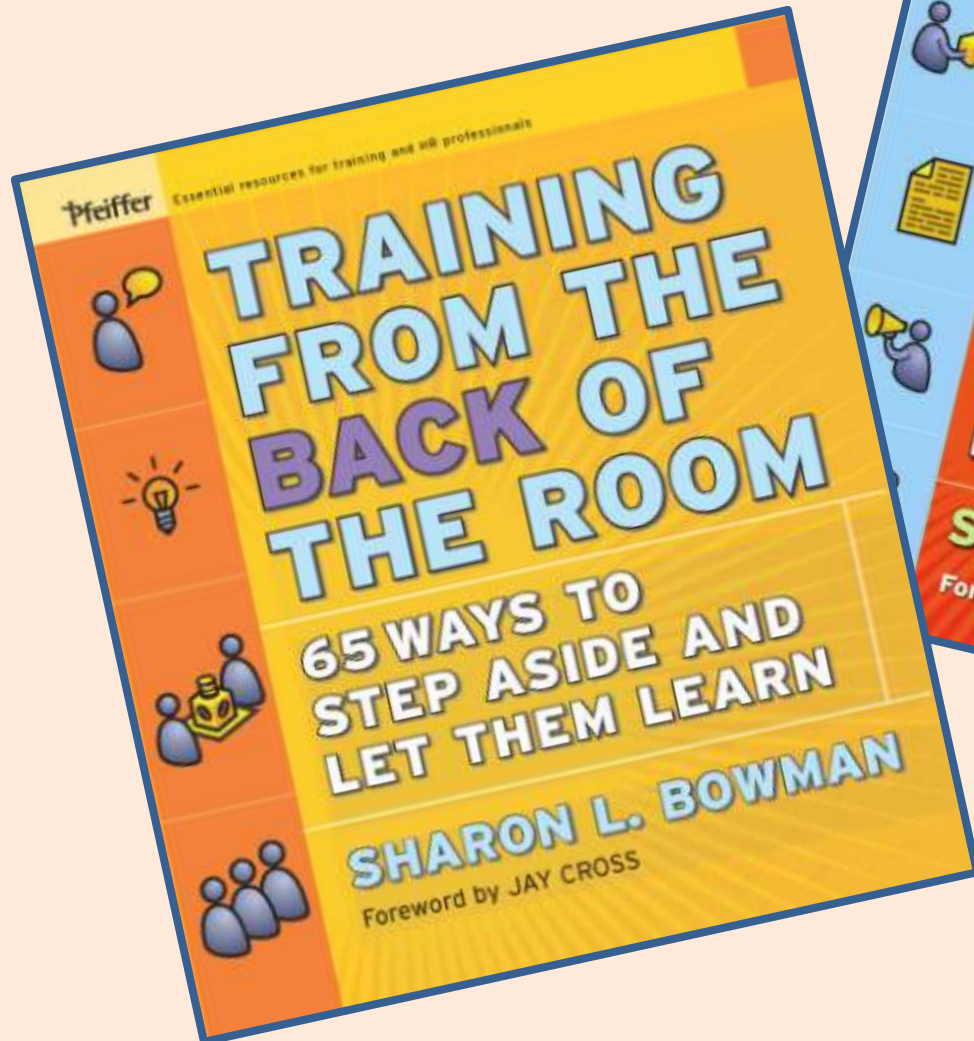


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