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## The Impact of Movement in the Elementary Classroom

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## The Impact of Movement in the Classroom

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### ABSTRACT

With the rise of virtual learning, sedentary time in the classroom is at an all-time high. Students and teachers alike are restricted in how and where they move within a school to adhere with COVID-19 safety guidelines. Despite these restrictions and time spent virtually learning, increased daily physical activity is a necessity to the developing child, as well as the adult. The purpose of this self-study was to determine the impact of movement on my teaching practices as a pre-service teacher. The participants of this study included 40 5<sup>th</sup> grade students and 38 3<sup>rd</sup> grade students who were a part of my spring student teaching practicum. During my practicum, I implemented two types of movement integration: brain breaks and academic-based movement. In addition, I recorded my own movement by tracking my steps taken within a day. Students consistently presented a positive shift in energy and on-task behaviors were increased when movement was implemented. My own teaching practices and pedagogical philosophy is now heavily influenced by purposeful movement in the academic setting, where students can receive mental breaks from assignments or can transform the environment by incorporating movements or exercise into each lesson.