

# Joyful Learning

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## musical pairs

Udvari-Solner & Kluth (2018). *Joyful Learning*. Corwin Press.

- Move when you hear music
- When the music stops, find a partner.
- Answer the question.



1. What is a poster you had hanging in your bedroom as a child or teenager?
2. What is one way you bring joy into the classroom (e.g., music, humor, relationships)?

2

- international study
- 42 studies
- adding movement without reducing academic teaching time

Norris, E., Steen, T.V., Direito, A., & Stamatakis, E. (2019). Physically active lessons in schools and their impact on physical activity, educational, health and cognition outcomes: a systematic review and meta-analysis. *British Journal of Sports Medicine*, 54, 826 - 838.

British Journal of  
**Sports Medicine**

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Article Text

Review

Physically active lessons in schools and their impact on physical activity, educational, health and cognition outcomes: a systematic review and meta-analysis

PDF

Article info

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Emma Norris<sup>1</sup>, Tommy van Steen<sup>2</sup>, Artur Direito<sup>3</sup>, Emmanuel Stamatakis<sup>4</sup>

Author affiliations +

BMJ Learning | Take the Test

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## exercise is a research-based practice for students on the autism spectrum

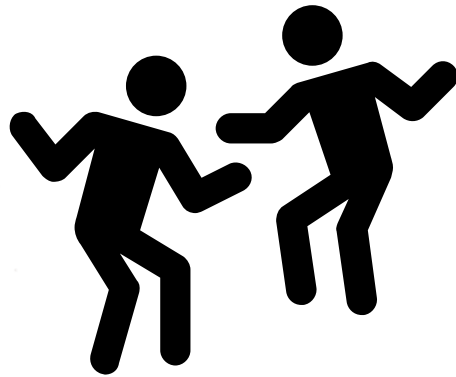


- It can be used effectively to address behavior, school-readiness, academic and motor skills.
- It has been effective for preschoolers to middle school-age learners.
- Decreases in “stereotypy, aggression, off-task behavior and elopement”...

Lang, Koegel, Ashbaugh, Register, Ence, & Smith (2010).  
Physical exercise and individuals with autism spectrum disorders.

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give them a  
break



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## When do I use a brain break?

before a big assessment

before a challenging lesson or after presenting complex content

when you see low energy/lack of engagement in your students

when you see restless, fidgety or uncomfortable students

before or during a review

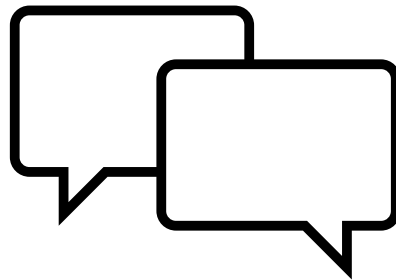
as a transition

after any long period of lecture or whole-class work

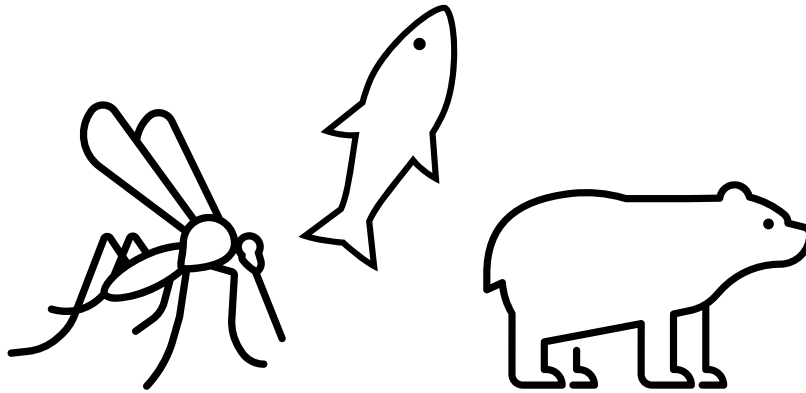
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**stop,  
collaborate  
& listen**



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### stand & deliver

Udvari-Solner & Kluth (2008). *Joyful Learning*. Corwin Press.

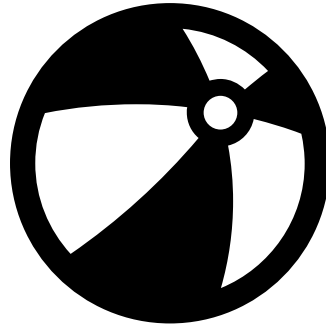
- Have students stand & ask a question.
- Ask individual learners to share an answer.
- When an answer has been shared, everyone with that same answer sits down. Keep going until the entire class is sitting.



**-what it means to be a community member**  
**-vertebrates**  
**-fraction equivalent to  $\frac{1}{2}$**   
**-example of symbolism from chapter**  
**-how to help a friend**  
**-causes of the American Revolution**

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have fun



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## human billboard

Udvari-Solner, A. & Kluth, P. (2018). *Joyful Learning*. Corwin Press.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).



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District 73

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Info and Ads

Today at Middle School South, the seventh grade social studies team created their "Walking Billboard" to showcase the essential question for their unit that leads up to the American Revolution. As students entered the classrooms, they were to discuss with each other the reasons for a society to revolt and connect those ideas back to the events leading to the war.

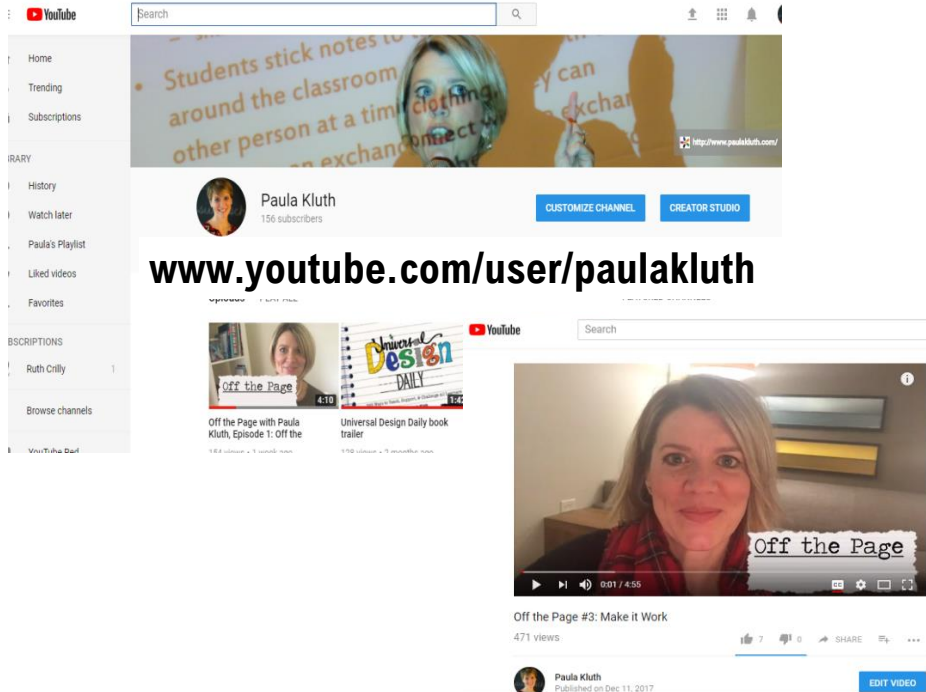


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## resources

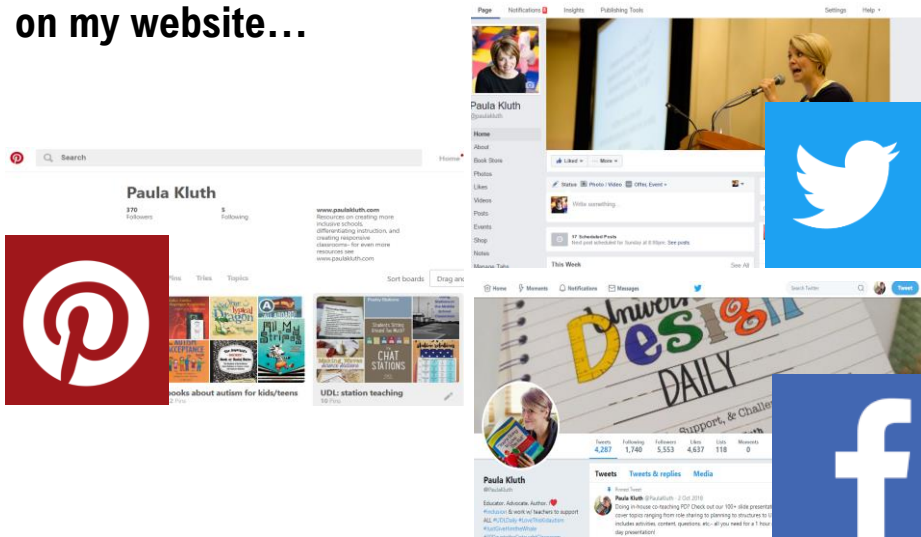
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**Want to learn more about inclusion, collaboration & differentiation/UDL? Visit me on social media or on my website...**



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[www.inclusionrules.com](http://www.inclusionrules.com)

PAULA KLUTH'S  
**inclusion rules**

what are the rules of inclusion?  
1. everyone is welcome  
2. see rule #1

Welcome to Inclusion Rules!

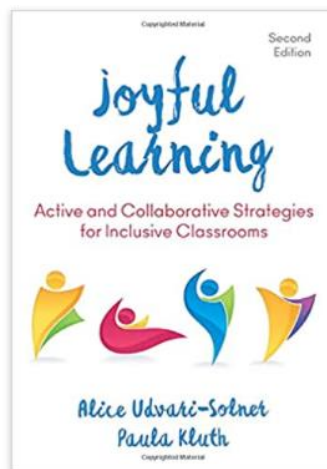
After more than 20 years with *inclusionrules.com*, I'm excited to unveil my website and provide you with even more inclusion-related resources and tools. The purpose of this resource is to provide inclusion activities and other tips, articles and more of which I have working hard to create classrooms all of every single day. Whether you are a self-starter, administrator, or parent, I want you to be able to find content here that is through, meaningful and helpful.

tip of the day

Build in time for students to move. For instance, try a "walk and talk": ask a question and have students wander around the classroom with a partner discussing responses for two minutes.

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**The content from this workshop comes from this resource:**



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