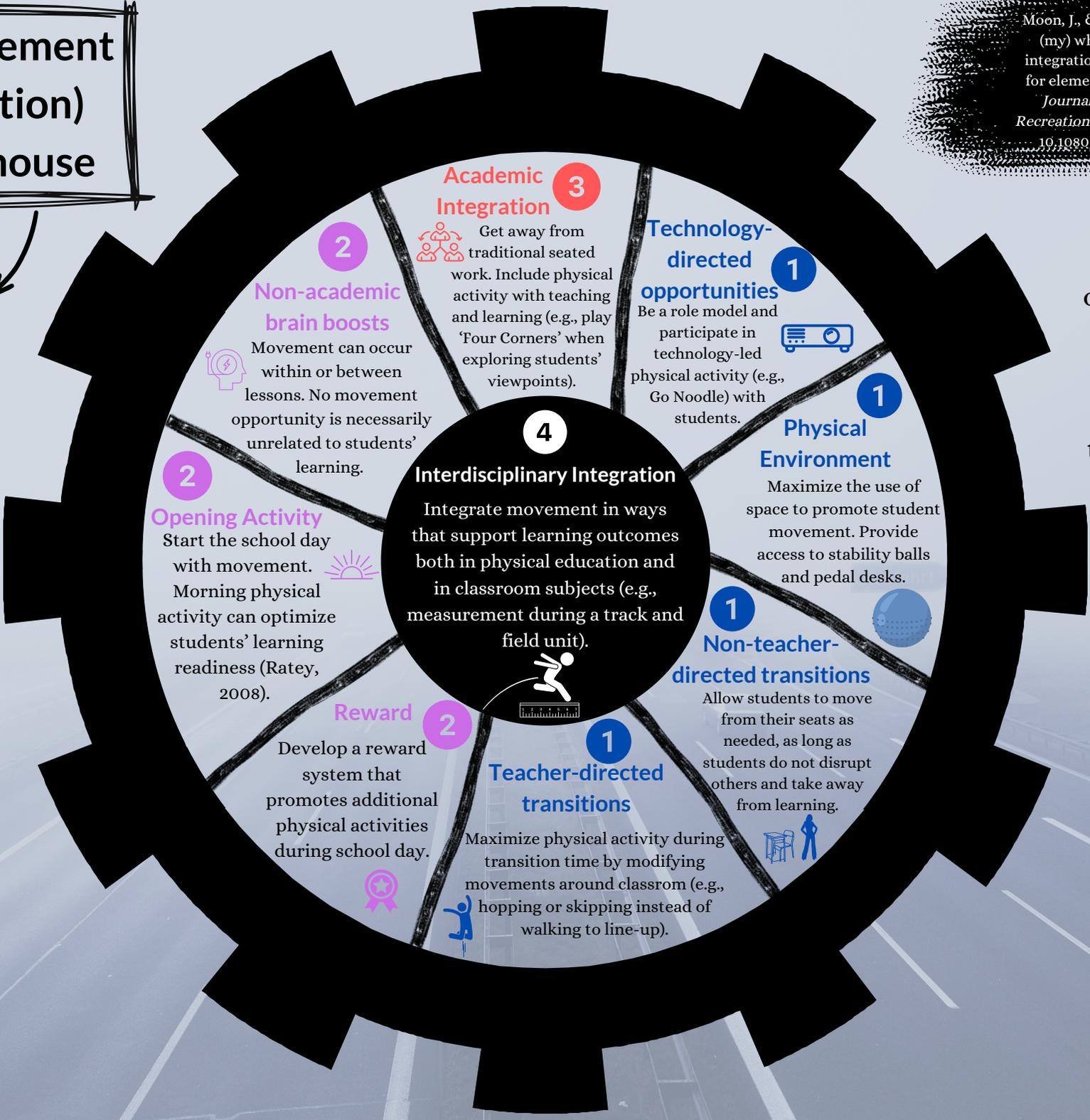


# MI (movement integration) Wheelhouse

A four-level progression framework for elementary teachers to promote movement strategies for teachers to use with students in during a school day. Classroom teachers, as the physical activity promoter, can: start at multiple points in the framework (e.g., Level 2), overlap strategies across levels, and move in a linear or non-linear fashion. The purpose is to promote opportunities for physical activity consistently over the span of the students' school year (and teacher's career).



**3 Academic Integration**  
Get away from traditional seated work. Include physical activity with teaching and learning (e.g., play 'Four Corners' when exploring students' viewpoints).

**1 Technology-directed opportunities**  
Be a role model and participate in technology-led physical activity (e.g., Go Noodle) with students.

**1 Physical Environment**  
Maximize the use of space to promote student movement. Provide access to stability balls and pedal desks.

**1 Non-teacher-directed transitions**  
Allow students to move from their seats as needed, as long as students do not disrupt others and take away from learning.

**1 Teacher-directed transitions**  
Maximize physical activity during transition time by modifying movements around classroom (e.g., hopping or skipping instead of walking to line-up).

**2 Reward**  
Develop a reward system that promotes additional physical activities during school day.

**2 Opening Activity**  
Start the school day with movement. Morning physical activity can optimize students' learning readiness (Ratey, 2008).

**2 Non-academic brain boosts**  
Movement can occur within or between lessons. No movement opportunity is necessarily unrelated to students' learning.

**4 Interdisciplinary Integration**  
Integrate movement in ways that support learning outcomes both in physical education and in classroom subjects (e.g., measurement during a track and field unit).

Adapted from:  
Moon, J., & Webster, C. A., (2019). MI (my) wheelhouse: A movement integration progression framework for elementary classroom teachers. *Journal of Physical Education, Recreation & Dance, 90*(7), 38-45. DOI: 10.1080/07303084.2019.1644258

More opportunities for physical activity are needed throughout a school day.  
Orlowski et al., 2013

