

Kindergarten Teacher

\$1000.00

**Title:** Standing Double-Desks inside the Elementary Classroom

**Statement:** The project's main goal is to increase engagement within the elementary classroom. Standing Double-desks being introduced can provide a classroom with numerous positives, which are outlined in the following application. By allowing students to choose if they would rather stand, or remain seated, students will be able to advocate for themselves.

## **Section II**

### **Description of the Project:**

The intent of this project is to provide students whom need the additional help to continue to focusing throughout the school day. Students are asked to sit for an extended period of time, and at the age of 5 and 6 years old, that is not something that is age appropriate for these children.

By introducing the idea of a standing double-desk, these students are still engaged in work with their table partner, and they are now able to stand and reduce the sitting time that is asked of the students in our classrooms. Also, studies have shown that for the majority of children, classroom behavior was improved when standing desks were implemented within the classrooms (Hinckson, E, et all, 2015).

Students' needs are always evolving, and with the rise of ADD/ADHD, students need an outlet for their activity. When students are asked to sit for an extended period of time, they are not engaged in their lesson at the time. In addition to the fact that this population of students are often the students whom exhibit undesirable behaviors within the classroom.

### **Identify the district focus areas and/or School Improvement components as addressed by the project.**

The district focus that this project looks specifically at is the Academic Literacy Project, which evaluates educators on the area of engagement. Students whom need to be standing, in order to

keep themselves engaged, will have the opportunity to do so. When students are engaged, they are more responsible for their own learning.

**Describe specific activities that will take place to provide extraordinary learning opportunities.**

The learning opportunities that are available to classrooms whom have the standing double-desks are endless! By having a mixed classroom, that provides both standing and sitting desks, students will be able to see which one allows them to remain engaged and active in classroom participation. Should students get tired of standing, there are stools that are available, or they can be allowed to switch with a peer whom may need the change to a standing desk. When students are able to tell you what they need, they are more in tune with themselves and their learning environment.

**Describe the long-range benefit to the District.**

Research has also shown that by incorporating standing desks in the elementary classrooms, students have increased engagement and a lower Body Mass Index due to the increased muscle activity. Students whom have increased engagement will retain more information that is tested upon in standardized tests (Hinckson, E., et. all, 2015).

The long-range benefits to the District include allowing students to advocate for themselves and taking into account how each student learns best. When students have the chance to choose how they learn best, then they are being held accountable, as well as more invested in their educational growth.

**Section III**

Item	Quantity	Price	Shipping:	Total Prices:
Double Standing Desks	4 @ \$224.50	\$898.00	\$102.00	\$1,000.00
				Total: \$1,000.00

**Section IV**

**Time Line for Project Completion and Evaluation:**

The time line for projected completion will be at the end of the school year. An evaluation can be given within 30 days from the completion of the approved project, or by the conclusion of the school year.

The evaluation should include:

- a. **Amount of grant money used:** \$1,000.00
- b. **Description of actual use of the grant:** Will provide with evaluation.
- c. **Evaluation of student response and benefit (participation numbers, student feedback, test scores or other pertinent data and observations.** Will provide after completion of the end of the school year, when data is available to support this venture.

I am able and willing to present information to the Foundation Board of Directions, supply pictures, and data that supports the use of the standing desks within the elementary classroom.

### Section V

#### **Long Term Continuation of the Project**

Since the standing desks will be kept within the district, there is no long term continuation of the project. The cooperation between myself and the custodial staff will be key to ensure that the desks are set-up and remain within the appropriate classroom.

#### **This project will...**

This project will jump start the implementation of new ways to aid in providing appropriate ways for the ever changing students population and cater to the ways that these students learn best.

#### **Sources:**

Hinckson, E., Salmon, J., Benden, M., Clemes, S. A., Sundholz, B., Barber, S. E., Ridgers, N. D., (2015). Standing Classrooms: Research and Lessons Learned from Around the World. *Sports Med Sports Medicine*, 46(7), 977-987.

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We hope this grant sample was helpful for your school. Please contact WittFitt anytime if you need assistance from our team to write YOUR grant!

~ Lisa Witt

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