



Sample Grant Application Ideas

*We have compiled information for you that should help with the grant writing process. Use what works for your grant application and make any changes/modifications as needed to fit your goals and the products you want in your classroom. You will certainly not need all of this information, but we wanted to put all of this in one place to make it easier for you!

QUOTE: For the budget portion of the grant, request a QUOTE from WittFitt. Each item will be specified, qty, color and price, as well as s/h.

FLYERS: Ask us for product flyers, as they are full color informational handouts that you can add to your grant application.

IMAGES: Pictures say a thousand words...so let us know what products you are working toward purchasing and we will provide you with mini images to include in your grant application.

Also, feel free to cut and paste anything from the WittFitt website that might be helpful: www.wittfitt.com, but please list us as a source.

GOOD LUCK!!

OUTLINE:

- Suggested books
- Grant proposal sample [purpose, goals and evaluation]
- Who is WittFitt? Why WittFitt?
- Ideas about movement in general
- Why Stand?

A few GREAT books to read and reference:

- The Kinesthetic Classroom by Traci Lengel and Mike Kuczala
- SMART MOVES by Carla Hannaford
- Spark: The Revolutionary New Science of Exercise and the Brain by John Ratey

Overview of Proposed Program:

Our grant project involves students **using active seating and standing desks/tables [insert the products you will use]** Our goal is to enhance the learning environment by providing seating and standing options [many of which are mobile] that will allow the students to move freely throughout the day to accommodate what their body needs at that time. The movement-oriented products will also improve attention & concentration, as well as posture and blood flow, which all correlate the better learning. The Wittfitt Company provides teachers with classroom design consultations, training designed to meet teacher and student needs, as well as lifetime support.

Purpose/Need for Project:

ACTIVE and DYNAMIC classrooms encourage brain power and effective learning.

The purpose of movement in the classroom is to help the children focus better on instruction. Not only should it help them become more physically fit because core muscles are strengthened, it allows "active sitting" with little to no disturbance in the classroom as it provides a child's need for movement. Brain research has shown that there is a link between movement and academic performance. Sitting on balls or rocking on hokki stools for example, because it makes one sit up straighter, increases blood flow to the brain and all parts of the body. Combining movement and increasing blood flow should result in increased classroom learning. The use of these colorful and unique products has also been a motivational factor for children, as well as being fun to use.

OR

We all need to move and movement is what keeps us going. WittFitt products allow for movement, activity and learning to be constant throughout the day. Research has shown that there is a link between movement and academic performance.

“Children who are raised in stimulating, active environments produce more neural connections in the brain” (Bruer, 1991).

“When the body is inactive for 20 minutes or longer, there is a decline in neural communication.” (Kuczala, 2010).

Goals and anticipated outcomes.

Goal 1 – Enhance/improve the learning environment in ____ grade classrooms.

Students will - demonstrate the ability to stay focused and energized throughout the day by being given the opportunity to move and stretch during on their stability ball, hokki stool, Oodle stool, _____, _____ [add products you intend to use] in a controlled and structured manner.

Goal 2 – Provide ergonomically correct products that promotes better posture and comfort.

Students will –be measured to fit the appropriate size stability ball or stool based on their height and other body dimensions such that the knees are slightly lower than the hips. Student desks will then be adjusted as needed to provide the student with a working surface that is height appropriate for optimal use [elbows to rest in a relaxed position at 90 degrees – parallel to the floor]. For standing desks/tables, several heights will be provided for all users.

Goal 3 - Promote wellness in all areas of students’ academic day:

Students will - gain a greater understanding of why their personal health and well-being is essential to learning and growing. [The concepts learned through the lesson in the Learning in Motion Teacher Manual will promote lifelong wellness]. Students will naturally be able to take “movement’ breaks throughout the day.

This next section is mainly for teachers using the WittFitt stability balls:

Teacher/student Training: [manual mainly for use with stability balls]

Teachers are trained through **WittFitt**, a consulting company, who promotes the integration of movement into the classroom and school environment to enhance learning, in combination with offering an effective tool for the physical education setting.

Teachers are educated on how to safely and effectively implement the use of the products through our customized training designed to fit each unique classroom environment, meet student needs and link with district/state standards. Teachers receive our WittFitt “Learning in Motion” Manual [PE Reference Guide provided for the physical educator] with lessons to prepare students to sit on the ball as a chair. They also receive an online account with: templates, videos, handouts and more.

The comprehensive program leads schools/districts through the preparatory stages and effective implementation, with lifetime support/consultation.

Students are lead through a series of lessons including: benefits of sitting on the stability ball, the importance posture and the spine, classroom ergonomics, as well as, proper safety, use and care of the stability ball. The students work to ‘earn’ the stability ball through

writing a letter and completing a test. In doing so, students are engaged and empowered with a sense of ownership and a greater understanding of lifelong wellness and awareness of their body and the importance of taking care of it. Once students are sitting on the ball on a daily basis, brief move and stretch breaks will be incorporated to allow students a mental and physical break which will in turn help them to focus and learn in a more effective manner.

Evaluation : Methods for judging the success?

- Student written evaluation/survey of the program after using movement products for the school year.
- Teacher observations and note taking [i.e rating students on ‘time on task’ before and after].
- Pre [at the beginning of the school year] and post [in the middle or at the end of the school year] testing of students in the areas of: attention, posture, classroom environment, by the PE teacher, or other school therapist.

*WittFitt provides materials necessary to conduct pre and post testing.

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Who is WittFitt?

WittFitt is the leader in promotion and integration of movement into the classroom and school environment. WittFitt has clients in ALL 50 US states, Canada, & Puerto-Rico. From preschools and elementary classrooms to middle and high school settings, we provide the expertise to educate and lead schools/districts through the preparatory stages and effective implementation of “active seating” products as a wellness tool in the school environment.

Lisa Witt is the President/Founder of WittFitt LLC. She is an educator with more than 13 years of experience teaching elementary and middle school. She received her Bachelor’s Degree in Education from the University of Wisconsin – Madison, and her Master’s Degree is in Professional Development in Education. Lisa used stability balls as chairs in her classroom in both Colorado and Iowa. Her goal is to promote movement in schools and active seating across the country. Lisa is an avid runner and lives in Hudson, WI with her husband Chad, and their two children.

Why WittFitt?

ACTIVE and DYNAMIC classrooms encourage brain power and effective learning. At WittFitt, we strive to provide schools with the best active options from stability balls and rocking stools to standing work spaces.

Since 2004, WittFitt has been the leader in the promotion and integration of movement in the classroom. WittFitt is proud to have clients in ALL 50 US states, Canada, & Puerto-Rico. From

preschools and elementary classrooms, to middle and high school settings. WittFitt expertly leads schools through the implementation of movement oriented furniture.

There are many companies who simply sell stability balls or standing desks, but WittFitt is passionate about providing more than just a chair or desk. We team with teachers to secure funding, design the ideal setting for their learners and provide the best educational materials, created by teachers, to ensure safety and effectiveness in the classroom.

At WittFitt, we only specialize in a small selection of products so we can maintain a high level of expertise.

WittFitt provides:

- 30 min. phone product orientation
- implementation support [i.e. teacher & student education]
- virtual staff training[s] as needed
- unlimited access to WittFitt team via phone and e-mail
- WittFitt Connection online resource –lessons, videos, manuals, tips, funding ideas & more
- assistance securing funding for future orders
- classroom design consultation on any future purchases

What are the benefits of “active” sitting and standing while learning?

- Provides a dynamic, flexible and student-centered environment
- Optimizes attention and concentration
- Releases good chemicals to wake the brain
- Increases circulation to the body, especially the brain
- Strengthens core (postural) & back muscle groups
- Promotes proper posture
- Improves balance and coordination

Ideas of Movement in general

Physical Activity and Learning go Hand in Hand

By Kathy Walsh Nufer. Post-Crescent staff writer August 16, 2006

"Neurokinesiologist Jean Blaydes Madigan believes the best way to nourish children's brainpower is to get them up and moving. The former classroom and physical education teacher from Murphy, Texas, now consults on how brain research links movement to learning. She said there is a "lot of emphasis today on students sitting in class loading up on academics," when they should do quite the opposite. "Our kids need to be physically active to help their brains function better," Madigan said. "When we interact with information, we process more and better." Movement not only enhances focus and attention, spatial awareness and motor skills that lay the framework for reading, but can bring a lethargic or hyperactive child back into balance, she said.

Movement and Learning

"Peter Strick at the Veteran Affairs Medical Center of Syracuse, New York, made another link. His staff has traced a pathway from the cerebellum back to parts of the brain involved in memory, attention, and spatial perception. Amazingly, **the part of the brain that processes movement is the same part of the brain that's processing learning** ." "There's other evidence for the potency of physical movement. We know that much of the brain is involved in complex movements and physical exercise -- it's not just "muscle work." In fact, depending on the type of workout, the part of the brain involved in almost all learning, the cerebellum, is in high gear (Middleton and Strick 1994). In a Canadian study with more than 500 schoolchildren, those who spent an extra hour each day in a gym class far outperformed at exam time those who didn't exercise (Hannaford 1995]" "Researchers know certain movements stimulate the inner ear. That helps physical balance, motor coordination, and stabilization of images on the retina. David Clarke at Ohio State University's College of Medicine has confirmed the positive results of a particular type of activity – spinning (1980). With merry-go-rounds and swings disappearing from parks and playgrounds as fast as liability costs go up, there's a new worry: more learning disabilities. Clarke's studies suggest that certain spinning activities led to alertness, attention, and relaxation in the classroom. **Students who tip back on two legs of their chairs in class often are stimulating their brain with a rocking, vestibular -activating motion. While it's an unsafe activity, it happens to be good for the brain. We ought to give students activities that let them move safely more often** like role plays, skits, stretching, or even games like musical chairs."

Article about Standing

Letting kids stand more in the classroom could help them learn

March 14, 2016 6.06am EDT

Source: <http://theconversation.com/letting-kids-stand-more-in-the-classroom-could-help-them-learn-53606>

Study after study has [connected inactivity with negative health outcomes](#), including heart disease, diabetes and hypertension. But most of this attention has been focused on adults in an office environment, and the negative impact of sitting on physical health. Hence, the growing popularity of [standing desks in offices](#).

Moving more is good for our bodies. Over the past few years many researchers have begun evaluating the use of standing-height desks (allowing students to sit on a stool or stand at will) instead of the more traditional seated desks in school classrooms. Results [have been promising](#), but until now, researchers have typically focused on utilizing standing desks as a way to combat sedentary behavior.

While studies shows that standing desks can burn calories, anecdotal evidence from teachers suggests that students also focus more and behave better while using standing desks.

But is there anything to these anecdotal observations? Our team at the [Texas A&M Ergonomics Center](#) decided to investigate whether standing desks had neurocognitive benefits for students. It turns out that letting kids move in the classroom helps boost attention and focus.

Standing desks in schools help kids burn calories

My colleague, Dr. [Mark Benden](#), first looked at classroom movement as a way to deal with the [growing number of obese children](#). In the past three decades, childhood obesity rates have quadrupled, particularly in adolescents aged 12-19 years.

Benden found that students assigned to classrooms equipped with standing desks that allow the students to have the option to stand or sit on a stool, burned [15 to 25 percent more calories](#) than those assigned to traditional seated classrooms.

While burning calories is certainly important, the question at hand is whether standing desks improve learning.

Standing helps students stay engaged

In a [study of nearly 300 children](#) in second through fourth grade over the course of a school year, Benden and his team found that kids in classrooms with standing desks

exhibited 12 percent greater “on task” engagement when compared to kids in classrooms with the traditional seated desks.

Engagement was measured both during fall and spring by looking at behaviors such as answering questions, raising a hand or participating in active discussion. However, we aren’t sure if standing height desks were behind the increase in classroom engagement. For instance, the way desks are arranged in a classroom and how well teachers engage the students can also influence classroom engagement.

Thus, Dr. Benden and I set out to explore the benefits of standing desks on basic cognitive tasks such as reaction time, response inhibition, attention, memory and cognitive flexibility.

Together, these abilities are lumped as executive function. Figuring out how well someone’s executive function is working is a proxy for measuring goal-directed behavior that is integral cognitive development.

Freedom to sit or stand makes more attentive students

We [studied 34 high school freshmen](#) who used standing desks at two points during the school year. Desks were installed in the classrooms during the fall so we could compare the same kids before they got the standing desks and after. We wanted to see whether continued use of standing desks affected executive functions.

Executive functions are cognitive skills we all use to analyze tasks, break them into steps and keep them in mind until we get them done. These skills are directly related to the development of many academic skills that allow students to manage their time effectively, memorize facts, understand what they read, solve multistep problems and organize their thoughts in writing.

We gave students a series of computerized tests to assess their executive function, which they took at standing desks in a computer lab. This allowed us to isolate the effects of the standing desk from classroom configuration and other classroom variables. Because executive functions are largely regulated in the frontal brain region, students wore biosensors on their foreheads while taking the tests. That way, our portable brain imaging device ([functional near infrared spectroscopy](#)) could track changes in frontal brain function.

Our test results indicated that continued use of standing desks was associated with significant performance improvements in executive function and working memory capabilities. Changes in corresponding brain activation patterns were also observed.

This is the first study to objectively examine students’ cognitive responses while using standing desks and provide a neuropsychological basis of the improvements observed. Moreover, by testing basic cognitive functions, we got to measure the impact of standing desks on the building blocks of child behavior in classrooms.

Interestingly, our research showed the use of standing desks improved neurocognitive function by seven percent to 14 percent, which is consistent with results from [previous studies on school-based exercise programs](#)

We all need to move more

We now plan to expand this research to multiple schools and to study more children across different age groups, and over several years. Further research could encourage policymakers, public health professionals and school administrators to consider simple and sustainable changes in classrooms to increase physical activity and enhance cognitive development and educational outcomes.

Let's face it – society as a whole used to be more active. Standing desks allow for children to stand or sit at will and these transitions facilitate movement. If we can start slowly changing behaviors in children (and allow them to wiggle, fidget and move during the school day), movement could become the norm.

After all science says [we think better](#) when [we move](#).