

MOVEMENT PRESENTATION FOR CLASSROOM TEACHERS

What the brain needs is connection between mind and body; this will create greater engagement from students

WHY USE MOVEMENT:

1. Preps the brain for learning
2. Helps anchor new material learned
3. Class cohesion
4. When reviewing material incorporating movement will help cement info
5. Kids like to move 😊
6. Have fun!!

TYPES OF MOVEMENT

- ✚ **MOVEMENT** – normal navigation of your environment -- not laying down or sitting
 - *Balance*
 - *Visual tracking*
 - *Sensory integration*
- ✚ **PHYSICAL ACTIVITY**— 1-2 minute fun fast paced activity (brain energizer)
 - *Rhythm*
 - *Cross mid-line*
 - *Motor development*
- ✚ **EXERCISE** - MVPA – (Moderate to vigorous physical activity) sustain for 30 minutes

HOW MOVEMENT ENHANCES LEARNING

- **INCREASED OXYGEN TO THE BRAIN**, blood to brain to nourish it. More blood =increase brain activity
- **MOVEMENT DEVELOPS NEURAL CONNECTIONS.** Movement “anchors” the learning into the brain better than if no movement is used. (It’s like planting seeds in a garden with well-prepped soil full of wonderful compost, verses planting seeds in clay soil and no prep work done before planting).
- **CROSSING THE MID-LINE** encourages use of both sides of the brain so all parts are working together
- **REDUCES STRESS.** Too much stress affects leaning, as does too little. Exercise is a key in allowing the brain to deal with stress.
- **ENCOURAGES FUN & COHESION**
- **SHARE THE “HOW” WITH YOUR STUDENTS**

WHEN TO MOVE:

- Learning and reviewing new material
- Ideally every 20 - 30 minutes (Blank faces looking at you)
- Teach curriculum
- For fun

FEARS OF IMPLEMENTING MOVEMENT:

- ❖ “Lack of control”—you’re right it will not be neat and orderly – THAT’S OK!!!! Teach the expectation for returning back to the lesson task
 - use breath and balance
 - a specific song to signal end of activity
 - hand signal
 - a timer, sound or change in lights
 - It becomes habit
- ❖ “Too involved” – brain energizers should be quick 1 – 2 minutes
- ❖ “I’m not a mover myself”—move at your own ability
- ❖ “Don’t know what to do” – use brain energizers sticks in a cup, **Ask for help from your P.E. Teacher**

WAYS TO FEED THE BRAIN

- a. Water bottles
- b. Cross the midline
- c. Positive feedback to kids
- d. Challenge the brain
- e. Give mental breaks
- f. Allow processing time
- g. Increase oxygen
- h. Make activities meaningful
- i. Sun light

BRAIN CHALLENGES

- ✚ I say, You say, We do it
- ✚ Steal the chicken – left/right, odd/even, noun/verb
- ✚ Thumb and pointer finger

MATH ACTIVITY IDEAS

- ✚ Toss & catch a wad of paper while jogging in place and counting by 3's
- ✚ Toe taps on the chair while doing a math problem, answer the math problem and do that many toe taps
- ✚ Math Ball- put numbers on beach ball, toss and catch with a partner or group make a math statement and answer where your two thumbs land
- ✚ Hand Math 11, 16, 13– jog in place in a circle of 3 – 4 kids after counting three fist pumps everyone selects a certain number of fingers to display to the whole group, the group quickly adds them trying to end up with designated number. Continue jogging / marching whole time. When number is hit celebrate. When hit all three numbers split up and join other groups.
- ✚ Perform an exercise counting by certain number
- ✚ Slap count-

LANGUAGE ACTIVITY IDEAS

- ✓ Letters random on the floor
 - Find first letter of your name and make sound, spell rest of name movement w/sound
 - Take a spelling word with missing letter
 1. Spell & tell teacher missing letter
 2. Spell word by self now
 - Scrabble team relay:
 - one team member collects a letter at a time, while other members are waiting they perform an exercise, once they have 7 letters team works to see how many words they can create
- ✓ Cross crawl leather slap spelling

✓ **Ask for help from your P.E. Teacher**