



Language Development Through Movement, Dance, and Games

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Introducing our CKE team, one another, and the workshop

*Kinesthetic Wake-up with Dr. Martha Eddy, Director, Center for Kinesthetic Education

- Introductions using Moving and Speaking
- Relax to Focus©

Discussion #1: Brainstorm: Why Move?

*Paired share: ‘How is movement important – personally, culturally, & in schools?’

‘Why is movement challenging – personally, culturally, & in schools?’

Model Activity #1: Mapping Movement to Facilitate Language

*Demonstration of Ana Rubinstein’s Mapping Lesson/Unit with the CKE team and 3-7 volunteers (see Ana Rubinstein’s handout: *Mapas Bailados: Creating Visual Representations of Dances Using Maps*).

Discussion #2: What can we do to support movement in classrooms?

*What movement experiences have you had in schools that have worked? What hasn’t worked? Pointers from the CKE team:

1. Classroom management, Conflict Resolution and Eddy’s Teaching Tactics
2. Structure of Physical Space
3. Your Personal Comfort Level with Movement, Dance, Body Language, Games
4. Complexities of Touch
5. Cultural concerns about movement
6. Taking Charge when Movement is used in Classrooms:
Review the Process of Establishing Community Guidelines

Synthesis: *A goal as educators is to know how to transform the issues of fear of movement and the lack of movement opportunity in education to productive discussions with colleagues and engaging activities for students. This takes comfort with movement and practice. We can bring any recreational skills into the classroom to help.*

Activity #2: What is this Dancer Doing? – Vocabulary Development and Use

*Experience Lara Gerstein’s lesson (see template for lesson).

*Work with 6 people nearby and clearly define your roles as guided.

*Photos are taken from diverse sources.

Activity # 3: Introduction to Kinesthetic Learning Enhances Differentiation

*Discussion Points (see separate Powerpoint for full outline of ideas):

1. How to use movement in the classroom to differentiate lessons that are language heavy. Ex: offer students the option to ‘move a story’ before writing it.
2. Allowing students' body language and gestures to be an acceptable response to a prompt or question. Ex: students demonstrate their answer physically first.
3. Remind students to use familiar movement skills to support challenging tasks.

Explore Stations with Kinesthetic Lessons for Differentiated Instruction

Experience Eve Selver-Kassell’s lesson: visit stations that involve movement as part of diverse lessons. See Eve Selver-Kassell’s hand out and rubric. Work individually or in small groups as directed at each station.

Activity #4: Teaching Laboratory

*Develop or adapt lessons by grade (partners or small groups).

* Create a mini-art product: create a non-verbal script to explain what you developed, engage another group in a movement experience, show a short dance, or another idea.

*Share Out Non-verbally and then verbally about the Teaching Labs

Lecture: The Role of Movement in Learning Language by Dr. Martha Eddy

Key Points (See powerpoint for notes on full lecture):

A. Development: *Use of neuro-motor development and its relationship to cognition.*

*Understand how bodily coordination supports psycho-social development including language development (from basic speech patterns to non-verbal communication skill)

B. Movement: *Use of multi-sensory approaches including kinesthetic awareness.*

C. Games: *Use of play with movement and games supports language acquisition, memory, information retrieval, and translate words from one language to another.*

D. Dance: *Use of art-making*

1. Art-making can consolidate knowledge; making art-products can provide positive learning experiences & tangible reminders for retrieval of concepts and language

2. Dance and Music are partners – both use rhythm for learning.

Movement, Games and Dance activities may be interchangeable

Ex: stretching can be either a movement exploration, part of a game or its warm-up, or an expressive dance action.

Closing