



Meet the Health Mandate: A PreK-12 Perspective on Movement in the Classroom

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March 13, 2010 Workshop at CUNY Conference:

In Defense of Childhood – The Role of Play and Active Learning in Urban Schools

Introducing CKE team, one another, and the workshop

- Introductions using Moving and Speaking – Air Writing Activity

Discussion #1: Brainstorm: Why Move?

*Paired share: 'How is movement important – personally, culturally, & in schools?'
'Why is movement challenging – personally, culturally, & in schools?'

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

Key Points (See www.WELLnessCKE.net for full powerpoint lecture)

*New mandates in Mental and Physical Health

1. NYS mental health law requires AT LEAST 30 minutes of movement instruction daily
2. Let's Move Initiative of Michelle Obama – dealing with the Obesity Crisis in our country (CKE recommends looking into the research of Dr. Bernard Gutin, Get Choosey programs of Dr. Linda Carson, & CKE Fitness programming with the Food Bank of NYC Café SHAKE program)
3. Sharon Lynn Kagan's research on Early Childhood Education recognizes the importance of motor development in setting the stage for other aspects of development
4. Types of Movement To Consider in Schools

Motor Development: *Use of neuro-development movements and perceptual motor games can support physical, emotional and cognitive health.*

Understand how bodily coordination supports posture and focus, psycho-social interaction, and cognitive development (from non-verbal communication skills to speech and creative expression). Components of Motor Development include the progression from lying to sitting to crawling, standing and walking as well as the ability to organize the body using Breath, Torso control, and varying types of torso-limb coordination: symmetrical to contralateral.

Movement: *Multi-sensory approaches to an activity ideally includes kinesthetic components. (e.g., one can use movement for exploring the sensory world, to enhance mental focus, to improve strength, and to break awkward silences.*

Play and Games: *Spontaneous (e.g., social play and creative exploration) and structured (e.g., circle, rhythm and tag games) play provides support for identification of objects, concept development, language acquisition, memory, information retrieval, and communication.*

Dance: *Importance of art-making.*

Dance expresses feelings; developing dance skills contributes to socio-emotional development. Art-making consolidates knowledge; making art-products can provide positive learning experiences & tangible reminders for retrieval of concepts and language, and is an aspect of aesthetic development. Dance and Music are partners – both use rhythm and rhythm is useful for concept memory and retrieval.

Movement, Games and Dance: *Sometimes these may be interchangeable.*

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

5. **WHY MOVE? CKE's CLEARER & FUN CLASSROOMS** Creativity, Learning, Exercise, Awareness, Recuperation, Exercise, Re-focusing with Fun!
6. **WHEN TO USE MOVEMENT in Classrooms:** M-BLTs are: Movement for Movement's Sake (expression, communication, exercise) – and for Breaks, Lessons, Transitions.
7. **Choosing WHEN:** movement activities can be used to support smooth transitions, and/or counteract anxiety, relieve personal, school, or family pressures, or even deal with weather shifts.
8. **CKE's SCHELL model motivates learners through movement**
 - Smooth Transitions In (and out) of Classroom (STIC)
 - Creative Activities (and Analysis) for Thinking (CAT)
 - Healthy Exercise and Recuperation (HEAR)
 - Expressive Movement In Training (EMIT)
 - Learn & Understand Content Kinesthetically (LUCK)
 - Lively Movement Is Energizing! (LIME)
9. Taking Charge of a Movement-infused Lesson (See Separate Handout)
10. **WHAT HELPS TEACHERS TO USE MOVEMENT IN THE CLASSROOM**
 - ❖ Opportunities for practice and experience with kinesthetic practices (can be practiced during staff meetings or as a whole staff meeting)
 - ❖ Opportunities to problem-solve specific strategies and lesson plans needed for their classroom (based on individual students or the group dynamic)
 - ❖ Support from one's Educational Leaders and other members of School Team
 - ❖ Team engagement of movement activities (modeling the importance of play)

Activity #1: Kinesthetic Wake-up with Dr. Martha Eddy, Director, Center for Kinesthetic Education Relax to Focus© (Full handout describing this movement series is available on the www.WellnessCKE.net resources page.)

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 about Barriers and Supports for Movement:

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. Use of Touch to help Coordination; 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 - Model with Volunteers: CKE's Exploring the Animal Kingdom

Locomotion skills are explored by arranging photos of animals according to their developmental status – teacher determines if torso and limbs organized according to undifferentiated, whole body, head and spine, upper or lower body symmetrical halves, right or left body halves, or cross-laterally (across the midline).

Materials: photos of animals in different phases of evolution, numbered stations

Room has photos of animals posted up at Numbered Stations. Have 6 - 10 different stations. Each station can have a one type of animal depicted or two or more animals that move similarly (frog, rabbit versus tiger, dog, horse). Children, organized in pairs or small groups, are arranged at first 5 stations. Each group is given a name. Teacher calls out for that group to travel across the space to another specific station as if the particular animal or way of moving. They freeze at new station. On cue they silently become the new animal. Teacher can decide if they want to allow for sounds being made during the traveling phase. Second group moves into the area of the first group. Each group follows but makes up its own movement variation on the theme.

Discussion #2: Debrief Animal Locomotion Activity.

Think about different reasons and ways to use Activity #2 RE: M-BLT

Movement for Movements Sake? Breaks? Lessons? Transitions?

Quick Activity #3: Make a Statue or Tableau of Your Favorite Animal. Put all animals (or in half groups together). Have them relate. Resolve any conflicts non-verbally – show peace-filled tableau. Note their developmental attributes. How can these contribute to the peace-making.

Discussion # 3: Kinesthetic Learning Enhances Differentiation

*Discussion (see Eve Selver Kassell's lesson plans on CKE website for fuller outline):

1. Use movement in the classroom to differentiate lessons. 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.

Activity #4: Teaching Laboratory (if there is time)

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

* Create a mini-art project to synthesize the day. Examples: non-verbally explain what you developed, engage another group in a movement experience; show a short dance.

*Share-Out in large groups (non-verbally) and verbally about the Teaching Labs

RESOURCE for WHY MOVE? Sir Ken Robinson on TED Talks:

http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html



MOVEMENT Intensive with Dr. Martha Eddy

July 17th – 26th 2010 in New York City

Take one course or take them all!

Principles and Philosophy of Human Movement Expression and Efficiency:

Perspectives from Laban Movement Analysis ~learn how to observe non-verbal communication and functional movement (LMA)

Saturday & Sunday July 17th - July 18th 10am – 5pm

Perceptual-Motor Development ~Learn how babies figure out how to walk and how early motor patterns impacts on children and adults today. Learn new activities to strengthen focus, postural tone, and stamina.

Monday – Thursday July 19th - July 22nd 9:15am – 12pm

Theories of Somatic Education: Embodied Anatomy and Physiology ~Learn cool ways to teach anatomy and physiology to anyone! Learn better self-care .

Monday – Thursday July 19th - July 22nd 1:30pm - 4:45pm

Communication and Non-verbal Expression/Body Language© ~how to engage the body-mind connection in movement and speaking

Mon/Wed eve 6:30 – 8:30pm

Dynamics of Touch©, Movement and Health:** ~Martha Eddy's signature Somatic Integration Seminar (Hands-on practice and exercise protocol design using LMA, BF, BMC, & DE-SMTT skills)

Friday July 23rd 9:30am - 12pm & 1:30pm - 5pm

Bartenieff Fundamentals (BF) of Body Movement: Learn how to be more efficient with your body, reduce pain, move with ease, & increase well-being
Sunday & Monday July 25th - July 26th 10am – 5pm

Costs:

10 – 12 hours courses: 1 course \$395; 2 courses \$750; 3 courses \$1100 4 courses \$1450

Short courses: Dynamics of Touch, Movement & Health: \$200 Body Counseling: \$125

ALL courses: \$1500

Undergrad or Graduate credit can be available. Self-designed MASTERS degree through SUNY-ESC/MALS. American Council on Exercise (ACE) independent study.

These courses are Phase 1 of *Dynamic Embodiment Somatic Movement Therapy Training (DE-SMTT)* and/or the *BodyMind Fitness Certificate* directed by *Martha Eddy, CMA,Ed.D.*

*Faculty includes CKE, DE-SMTT, and Movements Afoot instructors.

By permission of instructor; has pre-requisites. *Some work exchange available