



Taking Charge when Movement is used in Classrooms ***A Teacher Tips for Effective Management***

Dr. Martha Eddy, CMA, RSMT, Ed.D.

Developed with Educators: Lara Gerstein, Ana Rubinstein, and Eve Selver-Kassell

Movement is exploratory and can shift a classroom climate from controlled to more open-ended. This can feel risky at times. With the proper management, however, movement can stimulate greater creativity, communication, and ease in learning.

Organizational and Management Tips:

- *Decide* your objective (what themes are you trying to convey; what is your key point in providing the activity)
- *Consider* CKE's Motivators for Movement: A SHELL is a nurturing and safe place – movement activity in the classroom can be supported by creating a SHELL
 - Smooth Transitions in Classrooms, **H**eady Exercise And Recuperation, **E**xpressive Movement Communicates, **L**earn and Understand Content Kinesthetically, & **L**ively Integrative Movement Energizes! (STIC, **H**EAR, **E**MC, **L**UCK, **L**IME!)
- *Have Awareness* of what can be challenging about movement (e.g. accidents, giggling about the body and its idiosyncracies)
- *Teach and Model What is Comfortable for You:* Know your own movement preferences – what you LIKE to do, how you enjoy moving.
- *Set clear frameworks:*
 - set time frames
 - use place holders ('sitting spots') space limits;
 - select inclusive and clear language
 - check for awareness of rules
 - involve learners in developing community guidelines

Establishing Community Guidelines: Talk with Children About What Makes Us a Nice Group
Considerations when Organizing Movement Activities:

- ❖ Reflect on how your students behave when they get out of chairs: do they need to learn about Personal Space - "movement bubbles," and to Practice Spatial Awareness?
- ❖ How can they best focus – use of occasional stretching breaks ('on the rug' or at seats) - finger dances, CKE's Relax to Focus©
(Relax to Focus and links to movement Resources are available at www.WellnessCKE.net)
- ❖ Practice methods for regaining group attention
 - Clapping rhythm/gong-chime-bell/Songs/Sound and gesture
- ❖ Working with class size
 - Determine if your group of children handle partner activities
 - When can you split into half groups for viewing of movement lessons/dances
 - What other size sub-groups are workable

Methods for Creating Groupings:

Pre-selection by teacher; Nearest person; Table partners; Spot Buddy; Non-verbal Finding of Small Groups: use of puzzle pieces, matched cards – by number or color

Explore different ways to assess learners including measures of kinesthetic intelligence: for examples see Eve Selver-Kassell's rubric for Reading Comprehension (www.WellnessCKE.net)