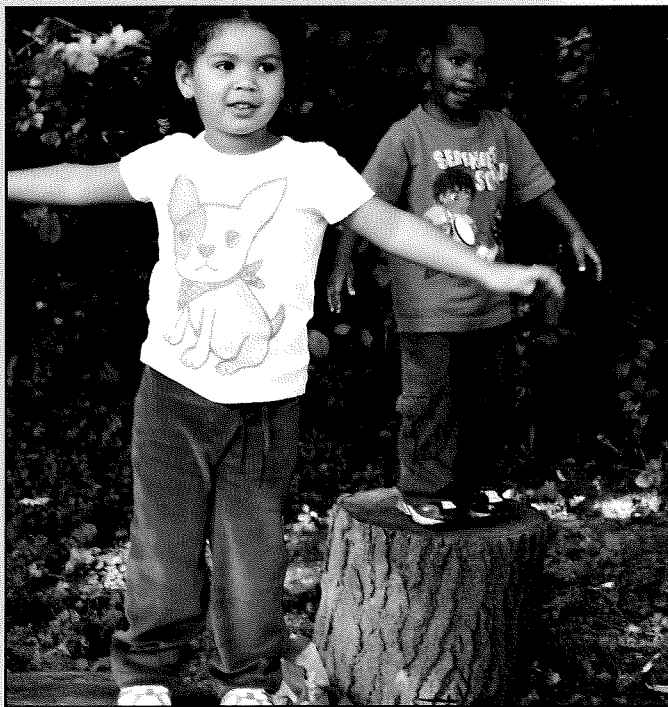




Let's Move!



Reasons to Keep Children Moving

- ◆ When children participate in vigorous motor activities, the blood flow to their brains increases, which in turn promotes brain development.
- ◆ Planning their own movements helps children develop body awareness, understand their physical capabilities, and improve their motor skills.
- ◆ Moving to music, a song, or a chant helps children learn to time their movements and to connect several different movements together in movement sequences. This promotes the brain's ability to organize information.
- ◆ Simple movement experiences (swaying to music or walking to a beat) set the stage for learning more complex movements such as skipping, cutting, and writing.

Just Move!

We can move parts of our bodies (arms, hands, feet, shoulders).

We can move through space (marching, walking, running, tiptoeing).

Activities:

◆ Silent Moves

The leader shows a movement, the group follows. The leader is giving *visual directions*.

To get things started, the leader doesn't say anything except "Watch and copy." Once children get the idea, they can take turns being the leader!

◆ Find Something to...

The leader tells the group to do a movement, letting the others decide *how* to do it. The leader is giving *verbal directions* — he or she doesn't do the movement!

Examples are: Find something to wiggle.

Find something to twist.

Find something else to twist.

◆ Purposeful Movement

The leader asks children to plan or think about how they would like to move. This strategy can be very useful during transitions from one activity to another.

Examples are: How could you move like a bird as we go inside for lunch?

How could you move in a sneaky way to put your coat on?

Can you move like a robot to breakfast?

Moving With Music

It's best to use instrumental music for movement activities. The children can respond to the music without getting distracted by the words.

- **Listen and Move**

Listen to music and move in whatever way that makes sense to you. Vary the kind of music that you play.

- **Starting and Stopping Movements When the Music Starts and Stops**

Tell children that when they hear the music play, they can move, and when the music stops, they need to stop. Then play and pause the music.

✧ This aids in developing self-regulation skills!

- **Fast and Slow**

Play a section of the fast part of the music — let the children move. Stop, talk about how the music sounded and how they moved. Then play a slow section of the music — let the children move. Stop, talk about how the music sounded and how they moved.

Tell the children that you are going to play the music for them. When they hear the fast sections, they can move fast. When they hear the slow sections, they can move slowly.

- **Air Dancing**

Taking its inspiration from air guitar, air dancing means dancing in the air. Lay on your backs, listen to the music, and dance in the air with your feet.

✧ This is a good activity if children have a lot of energy but you are worried that they will crash into each other.

- **Responding to Different Parts of the Music**

Some music has two or more distinct sections. Move one way to one part, and choose a different way to move for the second part.

- **Silent Moves to Music**

This one is the same as “silent moves” (p. 3), with music added. Try to plan your movement to go with the steady beat of the music!

Movement With Singing

(You can substitute your own words or children's choices for the underlined words.)

We're Gonna Shake, Shake, Shake

We're gonna shake, shake, shake
Shake, shake, shake
Shake, shake, shake until we stop.

We're gonna shake, shake, shake
Shake until we stop.

We're gonna shake, shake, shake
until we stop.

Stomp, Stomp, Stomp Your Feet

(tune: Row, Row, Row Your Boat)

Stomp, stomp, stomp your feet,
Stomp them all day long.
Stomp, stomp, stomp your feet,
And then you pass it on.

Wave, Wave, Wave to my Lou

(tune: Skip to my Lou)

Wave, wave, wave to my Lou,
Wave, wave, wave to my Lou.
Wave, wave, wave to my Lou,
Wave to my Lou my darling.

Thumbs Go Wiggle Waggle

Thumbs go wiggle waggle,
wiggle waggle, wiggle waggle.

Thumbs go wiggle waggle,
then they stop.

Follow, Follow, Follow Joseph

Follow, follow, follow Joseph,
He is the leader now.

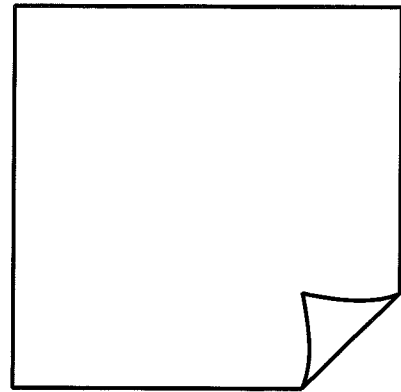
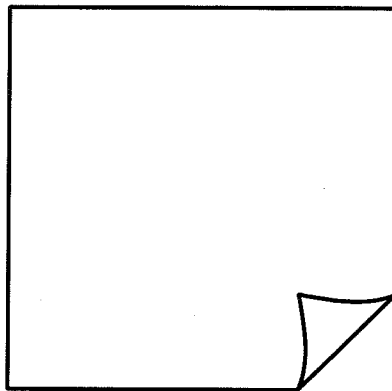
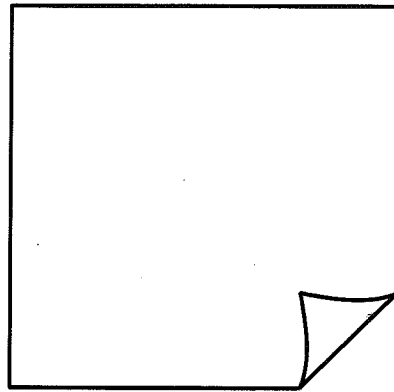
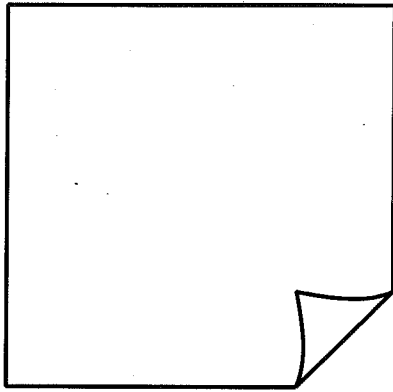
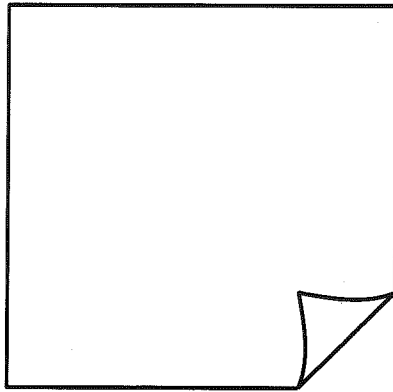
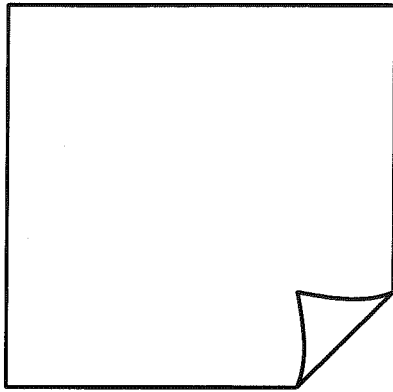
Follow, follow, follow Joseph,
He is the leader now.

Movement With Objects

- Paper plates
- Scarves
- Streamers
- Stretchy bands
- Slinky
- A sheet
- Dolls or stuffed animals

When Can We Move?

Look over the types of movement activities listed on page 2. When could you plan to use them throughout your day? Jot down your ideas below.



Implementation Plan

Look over the movement activities that you learned about in this workshop.

◆ What ideas would you like to try with your children?

◆ What will you need to be successful?

◆ How will you get what you need?

◆ Any other thoughts you want to remember?