MOVEMOS JUNTOS

Bringing Movement into the Classroom
Healthy Hearts SF

Healthy Hearts SF has committed to reduce cardiovascular disease; increase access to physical activity; and increase opportunities for chronic disease prevention, risk reduction, and management through clinical to community linkages.

Mission Graduates

Mission Graduates is a nonprofit organization that increases the number of K-12 students in San Francisco’s Mission District who are prepared for and complete a college education.

Pulsing Word

Pulsing Word Consulting works with educators and families to develop a lived and felt understanding of literacy and life-long learning.

REACH

REACH is a national program administered by the Centers for Disease Control and Prevention (CDC) to reduce racial and ethnic health disparities.

Through REACH, awardee partners plan and carry out local, culturally appropriate programs to address a wide range of health issues among African Americans, American Indians, Hispanics/Latinos, Asian Americans, Alaska Natives, and Pacific Islanders.
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Welcome to the Movemos Juntos Toolkit!

This resource is intended for implementation through Out of School Time providers working with Latino and African American youth. The goals of this toolkit are both simple and profound:

- To support Program or Agency Directors to develop a Wellness Policy that aligns with your school district that address food, nutrition, and physical activity.
- To increase the amount of time Latino and African American youth spend in moderate and rigorous physical activity.
- To stimulate brain development by linking literacy activities with whole body movement.
- To increase motivation in both youth and staff regarding literacy practices and lifelong learning.

The first section of the toolkit is designed for Agency Directors or Program Director to support them in developing a Wellness Policy that aligns with the school district. It provides sample language and areas to consider in the policy. The remaining portion of the toolkit focuses on program staff in implementing movement based activities throughout the program day, through curriculum titled Movemos Juntos.

Movemos Juntos is a series of activities divided into three categories: Transition Activities, Community Building Activities and Academic Activities. Programs and individual educators may select and modify the activities based on their time allotment, their curricular goals and their own personal/cultural wisdom. This toolkit should be used together with ongoing professional development regarding brain research, educational best practices and movement facilitation.
Wellness Policy

Why Does a Wellness Policy Matter?

When implementing an after school program designed to meet the needs of a diverse student body, and serving a majority of low income students, developing a wellness policy for your program can seem like a low priority. But ensuring that the students we serve are developing healthy practices with regards to food and exercise has tremendous implications beyond physical health—impacting academic performance, ability to learn, behavior, and even the ability to graduate from college.

(Excerpted from the San Francisco Unified School District’s Wellness Policy - April 28, 2015)

- Several studies have consistently documented the powerful connection between health and academic achievement, with poor health often negatively affecting students’ attendance, grades, and ability to learn in school. Adolescents with poorer health are less likely to graduate from high school on time or attend college or post-secondary education.
- Heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States. Major factors for these diseases, such as unhealthy eating habits, physical inactivity, and obesity, often are established in childhood.
- Obesity rates have doubled in children and tripled in adolescents over the last two decades in the United States, and physical inactivity and excessive caloric intake are the predominant causes of obesity. While obesity affects all genders and all racial and age groups low-income children and food insecure children may be at even greater risk.
- Regular physical activity and high-quality diets are associated with higher levels of academic performance, longer attention spans, increased work capacity, and more class participation. A California Department of Education study of the Fitnessgram found that physically fit children scored twice as well on academic tests as unfit children.
- Both physical education and recess promote activity and a healthy lifestyle. According to the Centers for Disease Control and Prevention, time spent in recess appears to have a positive relationship with children’s attention, concentration, and on-task classroom behavior.
- Consumption of sweetened beverages, including soda, sports drinks, fruit flavored punches, and consumption of 100% juice, promote excess calorie intake with little to no nutritional value added. Research shows that sweetened beverages are linked to obesity, diabetes and other chronic diseases.

Aligning with your School District’s policies

Most school districts have adopted a wellness policy that promotes nutrition, healthy eating, and physical activity. After school programs, as a school partner, need to mirror the wellness policies of the school.
Too often, conflict between schools and afterschool programs arises from after school staff allowing prohibited food and beverages on a school campus, or by not providing enough structured physical activity. Adopting a program policy that references the school wellness policy allows to program to align better with the school, and fosters better relationships with school administration, faculty, and parents.

San Francisco Unified School District adopted a comprehensive Wellness Policy (P5167) that addresses several aspects of healthy eating and physical activity, and includes guidelines on corporate sponsorship for schools and school fundraisers. They also have developed a user friendly booklet - Be Well - that provides clear guidelines and suggestions for school and after school programs that can be used as a staff training tool. Both the policy and the booklet can be found at [http://www.sfusd.edu/en/nutrition-school-meals/policies-and-standards/official-wellness-policy.html](http://www.sfusd.edu/en/nutrition-school-meals/policies-and-standards/official-wellness-policy.html).

To align with the school district, use the suggested language below and then add on specific policies that can be found in the following section.

As a partner providing school-site afterschool and summer programming to San Francisco Unified School District schools, (your organization) adheres to the SFUSD Wellness Policy (P5167- Adopted April 2015). Adoption of this policy will occur in (your organization’s) afterschool sites and summer programming, and center around adherence to the Policy’s Guidelines for Beverages, Food, Celebrations, and Physical Activity.

Developing a Wellness policy

As an afterschool provider, whether located on a school site or community based, it is important to develop a Wellness policy that will address the following areas:

- Physical Activity/Movement
- Food and Nutrition
- Celebrations

Physical Activity/Movement

Physical Activity and movement have to move beyond the playground- and be integrated into all aspects of after school programming. Integrate movement into regular program activities and lessons- this can include physical activity breaks in class, walking field trips, brain breaks, and neighborhood/community tours. Most school districts are encouraged to ensure that students are physically active at least 60 minutes a day, and afterschool programs can be an important part of achieving this goal. Your Wellness policy can specify the amount of time per program day that will be dedicated to movement and physical activity.

The following are examples of policies that can be included in your agency’s Wellness Policy:

- Program will provide at least 30 minutes of physical activity and movement each day.
Students will be provided adequate time for recess and will be encouraged to engage in physical and kinesthetic activities throughout the program day.

- Program will utilize restorative practices to support positive student behavior and will not withhold recess or other physical activity or physical education as a form of punishment.
- Program will provide a range of activities and sports that will allow students of all abilities and skills levels to participate.
- Program staff will integrate movement into regular program activities and lessons.

**Food and Nutrition**

In many after school programs, the school district or county office provides the required snack for the program. This lessens the responsibility of program staff to provide nutritious and healthy snacks, however program staff can play an important role in supporting the consumption of these snacks. Staff can also augment the snack offerings by providing culturally relevant and nutritious snacks for participants as well. **Also important is to limit the unhealthy food and drinks that students may buy from stores or vendors in the neighborhood.**

In after school programs, as well as the school day, there has developed an unhealthy tradition of rewarding students with food or beverages for good behavior or performance. Often these rewards consist of foods that run counter to healthy habits—candy, ice cream, fast food, soda. Staff must eliminate this practice, and develop other systems for encouraging and acknowledging students.

One of the biggest issues to healthy eating is the consumption of sweetened drinks. Sweetened beverages refer to any beverage that contains caloric sweeteners (sodas, energy drinks, sweetened iced teas, sports drinks, flavored waters, sweetened juices, juice nectars, and fruit punches). These drinks are found to have little nutritional value and often add unnecessary sugar or caffeine to the beverage. Fruit flavored water is a healthy, and tasty, alternative. Nutrition education will be provided to program participants, which can include the benefits of healthy eating for learning, disease prevention, weight management and oral health.

The following are examples of policies that can be included in your agency’s Wellness Policy:

- Food purchased from outside the program will not be permitted.
- Staff will encourage students to eat more whole grains, fruits, vegetables, and legumes.
- Nutrition education will be integrated into program lessons and activities.
- Program staff will not use food or beverages as a reward for students’ performance, accomplishments, or behavior. Staff will utilize alternative ways to reward children.
- Staff will not provide sweetened beverages to program participants.
- Staff will promote the use of water, water flavored with sliced fruit, carbonated water, and low-fat milk and non-dairy alternatives.
- Staff will promote the use of nutritious food that also connects to students’ culture and heritage.
Celebrations

Celebrations and acknowledgements are a crucial component to promoting positive behavior guidance, developing connection and relationships within the program, and building a sense of culture and community. Celebrations often default to being food based, and food that runs counter to healthy eating. Staff should be supported in developing other systems of celebration that don’t center on food. When food is utilized, the emphasis needs to be on acknowledging and celebrating the cultural heritage and customs of the students of the program, or expose them to other cultural celebrations. Cultural celebrations can then involve food that promotes healthy eating and students’ sense of identity.

The following are examples of policies that can be included in your agency’s Wellness Policy:

- Schedule celebrations that involve food or beverages during the snack period, and ensure all food and beverage meets the school district’s guidelines.
- Program staff are encouraged to create celebrations that acknowledge the cultural backgrounds of students and adhere to the organizations’ Wellness Policy.
- Staff will develop and utilize celebrations and incentives that promote physical activity and movement, which can include one-on-one activities with staff, group physical activities, and special sports activities and field days.
Movemos Juntos Activities

Transition Activities

Transitions are the times in the day when children move or change from one activity to another. Typically, these include arriving from the classroom to a program, cleaning up after snack, and preparing to go home. Students’ challenging behavior during transitions may be related to how program staff structure, schedule, and implement transitions.

Challenging behavior is more likely to occur when there are too many transitions, when all students are transitioning at the same time in the same way, when transitions are too long and students spend too much time waiting with nothing to do, and when there are not clear instructions. The Transition Activities in Movemos Juntos are designed to address some of these concerns and also to increase movement in these unique and often problematic windows of time.

1) Brush, Pat, Squeeze / Limpiar, despertar y masajear (2min) ................................................................. 11
2) Silly Walk Parade / Desfile de Payasos (3min) ......................................................................................... 13
3) Boom Cha Boom / Bum Cha Bum (3min) ................................................................................................. 15
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Community Building Activities

During Community Building time, the ELL student has an opportunity to offer his/her idea in a relatively comfortable setting — perhaps with grammatical errors — or to practice peer learning with his/her partner or group. This can reinforce the student’s confidence in his/her thinking and provide modeling for how to say the idea correctly in English. This holds true for native English speakers who live in households with adults who exhibit low literacy levels.

According to Linguistics specialist and educator Mari Haneda, it is important to consider what these students are doing each day in their own communities outside of the classroom in order to set up effective learning communities on educational campuses.

The abstract for Haneda’s 2008 paper, published in the International Journal of Bilingual Education and Bilingualism, brings home the importance of understanding the diversity that is involved in these students’ daily lives. They already serve as translators for family and friends, engage in adult level negotiations for non-English speaking family members and strive to live up to academic and cultural expectations. Exploring opportunities to use these daily activities serves to strengthen community engagement in an ongoing way.

Haneda suggests that teachers move away from focusing on acquisition and work toward participation as a way to provide community success.
Academic Activities

Some of the smartest things teachers can do are the simplest. When we keep students active, we keep their energy levels up and provide their brains with the oxygen-rich blood needed for highest performance. Teachers who insist that students remain seated during the entire class/homework period are not promoting optimal conditions for learning.

Educators should purposefully integrate movement activities into everyday learning rather than wait for a special event. The whole notion of using only logical thinking in, for example, a mathematics activity goes against current brain research. Larry Abraham in the Department of Kinesiology at the University of Texas-Austin says, “Classroom teachers should have kids move for the same reason that P.E. teachers have had kids count” (personal communication, 1997). Brain-compatible learning means that educators should weave math, geography, social skills, role-play, science, and physical education together, along with movement, drama, and the arts. The academic activities in Movemos Juntos are examples of true movement integrated curricula that supports common core academic standards.

1) Who Am I? / Quien soy yo? (15min) ........................................................................................................ 37
2) Stomp and Spell / Pisotear y deletrear (12min) ....................................................................................... 39
3) About, Face! / Vuelta y Listo! (15min) ..................................................................................................... 41
4) Reading Relay / Carrera de lectura (18min) ............................................................................................. 43
5) Story Statues / Estatuas con historias (20min) ......................................................................................... 45
6) Alpha Bod Freeze Dance / La lleva congelada Alfa Cuerpo (15min) ....................................................... 47
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Transitions

[Image of two children playing clapping game]
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Transition Game #1

BRUSH, PAT, SQUEEZE / Limpiar, despertar y masajear

MATERIALS: chime or bell

SETUP: students can be in any formation, sitting or standing.

DIRECTIONS:

Use a chime or bell to signal starting

Say "Brush, Pat, Squeeze" while showing both hands up and palms facing the group. “Brush” (use one hand to wipe the other), “Pat” (use one hand to pat the back of the other hand), and “Squeeze” (use one hand to massage the other)

Say the name of a body part (ex. arm) and hold your arm out straight.

Go through the three qualities of touch (Brush, Pat and Squeeze) on your own arm for 5-10 sec for each quality.

Repeat for 4-7 different body parts.

MAIN GOALS:

...to evoke proprioception and stimulate body systems.

...use different types of touch to activate body parts.

...to model safe touch.

...to name body parts.

WATCH OUT FOR:

This “self-massage” can range from soothing to stimulating depending on the force used.

Prepare the students for this game by talking about taking care of our own bodies. For K-2 students use simple phrases like “We can feel when I squeeze myself TOO hard and that’s not taking care of myself.”

Older students might be more uncomfortable touching their own bodies in front of others and you can choose to stick to more “acceptable” parts like shoulders, hands, arms

Make sure to look at the body part you are touching and encourage students to do the same.
VARIATIONS:

Try using specific anatomical vocabulary (elbow, calves, lower back, forehead etc.)

Try this sitting in a circle, with students at their tables, standing in a line etc.

You can experiment with the speed and rhythm you use depending on the mood you want to create.

To teach safe and respectful touch, you can ask students to work with a partner and practice asking their permission “Can I touch your foot?” If the partner says yes, lead them through Brush, Pat and Squeeze with their partner’s foot. Remind them they can say “stop” or “more gentle, please” at any time.
SILLY WALK PARADE / *Desfile de Payasos*  

**MATERIALS:** bell or chime to signal stopping and starting for each turn  

**SETUP:** explain directions before selecting your first leader and having students line up.  

**DIRECTIONS:**  
Tell students that you will be playing a version of follow the leader that highlights the “silly” nature of movement and walking.  

Explain that the leader needs to find a SILENT but unique way of walking while staying in line. Everyone else will be in line and copying their movement until they hear the bell.  

Each time the bell rings everyone steps and you will choose a next leader based on who has followed the other leader’s moves silently.  

Repeat as many times as needed to get from point A to point B  

**MAIN GOALS:**  
...to build vocabulary when movements are linked to descriptive words.  
...to enhance the ability to replicate observed movements and fosters awareness of postural control.  
...to build self-confidence and leadership skills.  
...to build group cohesion and dissolves tension.  

**WATCH OUT FOR:**  
If the group is very large, say ahead of time, “we can only have 5 leaders today,” and then proceed to choose those who volunteer.  

If certain students have trouble maintaining their spot in line while doing the silly walks, ask them to hold your hand or move to the back of the line.  

For very shy students, you can whisper a prompt in their ear (try slow ones like “your body is made out of heavy wet sand”)
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VARIATIONS:

For the youngest students, use very clear movement directions and model being the leader several times before passing it onto a child.

Encourage the older leaders to get really creative and challenge their peers (walk like an electrocuted octopus, walk like you have sticks tied to your arms and legs, walk like you are wearing invisible headphones and listening to your favorite song...)

If the group is very successful, reward them by playing a Speed Round of Silly Walk Parade: you ring the bell every minute and the leaders run to the back of the line and the next person has to be ready.
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Transition Game #3

BOOM CHA BOOM / Bum Cha Bum

MATERIALS: a captivating voice

SETUP: you may want to turn lights off to signal a change/transition

DIRECTIONS:

Set expectations first as you explain the transition. Explain that this game will only work if we use quiet voices and follow the teacher’s rhythm.

Teacher calls for everyone to start following him or her, using a rhythm verbally and physically (with feet and/or with shakers or some other percussion instrument).

This particular rhythm goes slowly and then speeds up at the end: “boom-cha-boom- cha-boom- cha-boom- cha-boom-cha- boomboomboomboomboomboomboomboomboomboom”.

Each step is a heavy stomp with the ending sound stomping feet quickly in place like an earthquake.

Go around the room building a “conga line” of sorts to gather the group energy and transition into an activity that requires the participation of everyone in the room.

The basic goal of movement patterning is to bring awareness and increasing options to children’s movement. Not all children need to move in the same way, but ALL children deserve to move in the ways that help them feel alive.

MAIN GOALS:

...to develop a sense of rhythm
...to follow both sound and movement cues in a pattern
...to create a positive outlet for built up energy during transitions
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WATCH OUT FOR:

Try varying the volume of your verbal cues, starting louder and getting quieter as you end this game.

Usually the students will all jump onboard the “Boom-cha” train. If there are students observing, ask them later why they didn’t want to join in. Sometimes this kind of pattern can feel overwhelming to learn quickly.

VARIATIONS:

For younger students, you can practice this game first in a circle so everyone can see your feet clearly and stay focused on learning the rhythm.

For older students, ask one of the students to be the leader.

As they grow very familiar with the pattern, invite students to make up different types of sound/movement patterns to use as attention grabbers and let them teach them to the class.
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Transition Game #4

CRYSTAL BUBBLE / Burbujas de cristal

MATERIALS: none

SETUP: calming your own energy down enough to model slow and steady breathing.

DIRECTIONS:

Invite students to calm themselves down by breathing with magic bubbles.

Tell them to hold hands a few inches apart and inhale to expand lungs/hands, exhaling to shrink lungs/hands.

Breathe with them in this intentional way for 3 deep/slow breaths.

Then tell students that you will all send your bubbles up to the sky on the count of three.

Use this moment to ask them to put a thought inside their bubble using their secret, silent inside voice. This thought can relate to the activity they just finished or what will happen next. (ex. After snack: “Put a thought into your bubble of what food you would like to share with all students of the world”. Going to recess: “Put a thought into your bubble of what you want to play with at recess”.)

Count slowly to three and then release your hands up towards the sky and hold them up for a moment as you watch you invisible bubble float upwards.

Studies have shown that oxygen intake during physical exercise strengthens neural connections. Exercise stimulates the brain plasticity by stimulating growth of new connections between cells in a wide array of important cortical areas of the brain.

MAIN GOALS:

...to promote awareness of inner space
...to build self-regulation through breath control
...to provide grounding and focus for transitions
...to practice reflection and anticipation of own actions
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WATCH OUT FOR:

Try to increase length of breath each time to build capacity.

For students having a hard time not turning this into a silly moment, ask them to face a wall, window or helpful visual in the room instead of facing other children.

VARIATIONS:

For younger students, ask them to breathe their favorite color into their bubble and imagine the color spreading out in the air when they send their bubbles upwards.

For older students, experiment with more complex cues for the reflection time before sending bubbles off (ex. “Think of a person you care about who you haven’t seen in a long time and send them your good thoughts”, “think of a way you can show your appreciation to a friend or family member later today and send that thought up to the sky”).

If a transition includes passing the baton to a different adult, you can have the students send their bubbles in slow motion floating over to the other teacher and ask her/him to catch them in slow motion.

Try this activity sitting down if you are transitioning into a sedentary activity or standing if you will be asking the students to move locations or line up.
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Transition Game #5

ELEVATOR / Ascensor

MATERIALS: bell or chime

SETUP: This game works when students are sitting down on a rug area inside or in a line outside.

DIRECTIONS:

Tell students that they are inside of an invisible elevator that has 5 floors. They are now on the first floor but when they hear the bell, you will tell them which floor they are in. They can’t move side to side or front and back, ONLY up and down in their spot.

Ring the bell once and tell them to stand up tall reaching up to the sky. Tell them that this is the top floor, the fifth floor.

Practice ringing the bell and calling out “First!!!” (they should sit in their spot) and then ring it again and calling out “Fifth!” (they should stand and reach high)

Then model Second Floor, Third Floor, and Fourth Floor by crouching or squatting lower and higher.

Once they understand the levels, tell them that you will try to trick them and scramble up the floors (1st, 4th, 2nd, 5th, 3rd...) each time ringing the bell.

When parts of the nervous system connect to each other, information can pass through and be stored in the brain. This is called neural wiring. Research shows that movement activates the neural wiring throughout the body, making the whole body the instrument of learning. Movement stimulates brain and body, and thus assists in the formation of neural pathways for cognitive development (acquiring intelligence and problem solving), language acquisition, problem solving, and creativity.
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MAIN GOALS:

...to increase muscle control and strength
...to increase spatial awareness
...to build a deeper understanding of order and scale

WATCH OUT FOR:

Explain why it is so important to be silent, or they will miss out on hearing the number of the floor they are on.

For students who have a harder time keeping their bodies contained to a small space, you can give them their own elevator by putting a piece of tape on the floor away from the group.

Encourage the group to use good body mechanics and bend with their knees and not their backs.

VARIATIONS:

For younger students, ask one child to model the game with you first in front of the class before the whole group tries together. That way you can offer suggestions and help that one child follow the directions while the others get a visual example of what is expected of them.

For older students, try dividing them into two different elevators and giving different floor numbers to each group with each ring of the bell. This requires a higher level of focused attention.

To reward a successful group, you can offer to play a speed round of The Elevator, or allow one of the students to hold the bell and call out the floors.
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Transition Game #6

BIG, BIGGER, BIGGEST / Grande, Mas Grande, Grandissimo

MATERIALS: none

SETUP: students sitting in a circle

DIRECTIONS:

Ask students to pull their knees in towards their chest and bend their heads down in a tight ball shape.

Say “BIG” while you expand your head, elbows and legs out by 30%

Then say “BIGGER” and expand arms and legs 30% more

And finally call out “BIGGEST” and stretch your arms and legs radiating outward like a sitting starfish.

Then reverse the commands using the words “SMALL”, “SMALLER”, and “SMALLEST” and shrink from the star shape back to the ball shape.

Repeat this 4-6 times and vary your speed/affect in calling out the words (try slow motion in both speech and movement, or quick and sudden verbally and physically)

Before an infant will learn to crawl, they must feel comfortable on their belly first. This demonstrates the basic somatic principle (embodied awareness) of movement patterning. As children grow and develop they need ample opportunity to feel comfortable and stable in a new stationary position before they will be able to move in a new way.

Movement patterning strengthens the connection between core and distal points in the body; gives feedback to the body; wakes up patterns that are in the body already; and activates the connections that are already there. Core strengthening activities, like standing on one foot, help with balance, but if periphery isn’t connected, they won’t be able to engage the center of their body.
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MAIN GOALS:

...to increase core strength and core to distal connection
...to build awareness of scale and range of motion
...to build self-regulation skills

WATCH OUT FOR:

Make sure students are spread out enough so they have ample room to stretch out. A good way to do this is have them hold hands standing in a circle, then drop hands and take a large step backward, then sit down.

If younger students have trouble balancing in the tight ball shape and fall over, ask them to keep their hands down on the floor next to their body.

VARIATIONS:

For younger students, you can have them do this game laying down on the floor. Have them start out in the star shape on their back or belly to make sure they have enough space, then play the game.

Once students have mastered the pattern and the shapes of ball and star, you can introduce the Opposites variation. Tell them to do the opposite of what you say and do if they want to be “tricky”. Then ask one of the students to count how many students do the same as you and how many are doing the opposite.
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Community Building
Community Time Activity #1

FISH AND CORAL / Peces y Coral

**MATERIALS:** room for movement, speaker and music source, a photo of fish swimming in coral

**SETUP:** children sitting in a circle

**DIRECTIONS:**

Tell the students that you will be playing “Fish and Coral.

Divide students in 2 groups while they remain sitting in a circle (divide circle in half or have them count off by twos)

Cue group 1 to come into the middle of the circle and make statues that have negative space (openings in between body parts, like arms held in a circle or legs standing wide with space in between). Explain that they are the coral and show them the photo of fish and coral.

Tell group 2 they are the fish. When the music starts they need to “swim”, dance, and crawl in and out of the coral-shaped students.

Play the music for 1-2 minutes, then pause the music asking the fish to find a piece of “coral” and freeze next to it.

Give a next cue to help the fish expand their movement (ex. Try swimming sideways, dive up and down like a dolphin, swim in a zig-zag etc.)

After several rounds of stopping and starting the music, allow the groups to switch roles.

**Purposeful movement involves a conscious thought—a decision for physical action. Plan the movement. Maintain awareness throughout. Reflect on it afterward. Purposeful movement incorporates all three of these steps.**

**MAIN GOALS:**

...to build spatial awareness.

...to practice self-regulation.

...to introduce concepts of stability and mobility.
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WATCH OUT FOR:

Finding instrumental music with an upbeat but soothing tone works well.

If the rug area in the classroom feels too cramped, ask the coral group to spread out and make their statues all over the room.

VARIATIONS:

For younger students, use images they can relate to in forming their shapes (can you be twisty like a pretzel, curvy like a tree branch, or use different levels like a staircase)

For older students challenge them to create complex coral shapes by twisting, going upside down, on all fours or doing things like the table or bridge. Also challenge the fish to swim under, through and in between the coral.

For additional fun, create a bonus round and pass out small dancing scarves to the fish to hold and wave as they dance. Allow for props only after all students have shown they understand and can follow the basic directions of the game with their own bodies.
Community Time Activity #2

ANIMAL RACES / Carreras de Animales

MATERIALS: a speaker and music source

SETUP: Make sure you have a large rectangular area cleared for the game. You can put two tape lines down on the floor if you feel it is necessary.

DIRECTIONS:

Tell students that you will play “Animal Races”.

Establish the start/finish line and the turnaround line.

Ask them to find a partner and sit together with their partner at the designated start/finish line.

Explain that the signal “go!!” (either your voice or a bell) means that ALL of the pairs do the move across the floor and that each pair will sit down when they return to the finish line.

Choose animal pairs that must work together to complete the movement. Call out the first animal move and yell “GO!” You can also play music to help motivate especially when students are tired.

Repeat with at least 5-7 different animal moves. Example moves are: Stomping while linking arms with partner like an elephant, belly crawling one in front of the other and the back partner holding the front partner’s’ feet like a long snake, standing face to face and one partner steps on the others’ feet and walks like a penguin etc...

The last round - ask each pair to whisper and choose their favorite animal move out of the ones you called out and do that one again when you say go.

Certain components of movement such as balance, coordination, spatial awareness, spinning, crossing the midline, swinging, and rolling stimulate the brain.

For instance, research has shown that children who have not had a lot of experience in orienting one’s body in space by moving in different directions (up, on, under, inside, over, etc.) have difficulty with letter identification and orientation of symbols on a page.
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MAIN GOALS:

...to build stamina, coordination and spatial awareness.
...to use varying speeds and develop body control.
...to use partner movements in building cooperative skills and practicing safe touch.

WATCH OUT FOR:

Emphasize the non-competitive nature of the “race” and that everyone is a winner. Cheer for those who arrive last and have others observe how they move.

Be careful with any moves that put weight on a child (riding on someone’s back on all fours or standing) and model how you ask permission before starting a move (ex. “Can I get on your back? Tell me if you need me to get off and I will.”)

Try using a variety of music that creates the “soundtrack” for each animal (ex. slow drums for elephant walks, flute music for butterflies etc.)

VARIATIONS:

You may want to pre-select pairs for younger students.

Let older students know that you trust them to choose appropriate partners, if they don’t follow the directions you can change their partner.

For older students, ask them ahead of time to write down names of animals on index cards and you can use those to help inspire the moves you call out.

The complexity of the moves you suggest changes greatly depending on the age of the students. Don’t be afraid to stop the music immediately if a move you called “isn’t working” or is causing confusion.
MOVEMOS JUNTOS

Community Time Activity #3

ANIMALS GO HOME / Animales encuentran su hogar

MATERIALS: individual mats, music source, speaker, animal photos, a bell/chime

SETUP: children sitting and ready to hear directions

DIRECTIONS:

Spread out individual mats around the room. (Cut up yoga mats work great)

Tell students that you will play “Animals Go Home” and they each need to find one mat and sit down on top of it.

Explain that their mat is their “home base” from which they will leave, pretending to be an animal while the music plays. Remind them that they can’t move their mat.

Explain that when you stop the music and call out “Animals Go Home!” it is time to return to their home base.

Call out an animal move (can use the same moves as in Animal Races but this time they will be individual moves, not partner moves). Other examples are: crawl like a crab, walk on hands and feet like a bear, fly like a hawk with long wings etc...

Repeat calling out “Animals Go Home!” and continuing to switch animal moves.

End the game by asking the students to think back to all of the moves you called out and when the music starts to show their favorite one. After calling “Animals Go Home” for the last time, use this as a moment to transition students to the next activity while they are seated on their spots and quietly listening.

Use “action words” to refer to purposeful movements (crawling, galloping, sliding, etc.) Every movement has a How component and a Where component. Extend language by wondering aloud about a child’s movement: “How is Tahj wiggling his hands? Where is he doing it?” This encourages the capacity to think about variations of movement. In addition to action words, there are others that are suitable for non-locomotor movement (twist, turn, push, bend, etc. - any stationary movement of the body that does not change the whole body’s location).
MOVEMOS JUNTOS

MAIN GOALS:
...to develop self-regulation skills and practice following directions.
...to build spacial awareness
...to practice coordination, balance, and core strength with each gross motor skill used

WATCH OUT FOR:
Allow participants to suggest different animals and then work to vary the scale, speed, directional quality and force to keep the game surprising.
Younger children may need continued help re-finding their spot.

VARIATIONS:
For younger students, establish a home base for each child to practice returning on cue before the game starts. Use a bell or whistle as a cue and then walk around to check spots. Celebrate each child by name who has returned to their home base.
For older students try specific rounds by animal habitat (Biome): Ocean Round, Mountain Round, and Desert Round
Try a “Silent Round” by using visual cues (printed out animal pictures) instead of verbal cues when the music stops.
Try mixing animals for a “Mythological Round” (ex. eagle wings and lion legs, crocodile mouth and bunny legs)
MOVEMOS JUNTOS

Community Time Activity #4

5-4-3-2-1
(5 moves, 4 directions, 3 levels, 2 speeds and 1 tight crew)
(5 movidas, 4 direcciones, 3 niveles, 2 velocidades, 1 equipo unido)

**MATERIALS:** speaker and music source, poster with the full title written out, white board and marker

**SETUP:** make a poster with the full title written out.

**DIRECTIONS:**

Tell the students that you will play the game “5-4-3-2-1”.

Invite the students to get into groups of 3 or 4, depending on the total number in class, and find a spot in the room far away from the other groups.

Ask the group to first come up with a name for their “Crew” and send one person to tell you their group name. Write all of the group names on the whiteboard in a list.

Explain that each Crew will have 10 minutes to make up a dance that has: 5 moves; that can be done facing the 4 directions (or walls); that can be done up high, medium and low levels; that can be done fast or slow; and that everyone in the group has to participate together!

Put on music that will motivate the students and keep circulating in the room while the groups are working and ask them if they need help.

Give a 5 minute warning, a 2 minute warning and a 1 minute warning.

Then ring a bell and ask all of the crews to be seated. Tell them that they can show their dance if everyone in the crew agrees. If someone is feeling shy they can try again a different day.

If a group shows their dance, you can call out different directions, levels and speeds to check and see if they completed the task.

**Songs, movement, and musical games are “brilliant neurological exercises” vital to intellectual development. Combining rhythmic movement with speech and song gives children an opportunity to further develop their minds, particularly affecting the areas of inner speech and impulse control, which contribute to language development, self-management, and social skills.**
MOVEMOS JUNTOS

MAIN GOALS:

...to follow multi-step problem solving
...to foster cooperative skills and group cohesion
...to increase body awareness and spacial awareness

WATCH OUT FOR:

You may want to front load this activity by facilitating conversations about topics like “being bossy,” “stage fright,” “feeling excluded” and “perseverance.” Ask the students to share advice with the class about how to be a good teammate and how to solve hard problems even when you feel confused.

Make sure the groups are balanced and everyone feels included

VARIATIONS:

For younger students, you can create a version that is “3-2-1” (3 moves, 2 speeds and 1 tight crew). The same directions apply, but it is has fewer elements to remember!

For students who really want to shine, ask them to practice and perform their dance in its entire form: all 4 directions, all 3 levels, and both speeds.

To REALLY motivate the students, you can create your own version and have them test you by calling out directions, levels and speeds. They’ll think you’re a star!
MOVEMOS JUNTOS

Community Time Activity #5

MAGIC MIRROR / Espejo Magico

MATERIALS: speaker and music source, tape

SETUP: create a tape line on the floor, unless there is a natural line visible for the students to use

DIRECTIONS:

Tell the students you will be playing a game called Magic Mirror and they will need to really use their imaginations!

Show the class where the mirror line is and walk down the line explaining that one side of the mirror is the real world and the other side is a reflection.

Ask them to find a partner and for one person to stand on each side of the mirror line, facing their partner. This will create 2 lines about 2 feet away from the mirror line in each direction.

Pick one side of the mirror to be the “real” students and tell them to dance, jump and stretch when the music starts.

Turn to the other line facing them and explain that they are the reflection and they copy their partner until the music stops.

Start the music and remind students to move up and down, back and front but not side to side.

Pause the music and ask them to move in slow motion to cross the magic mirror and switch places with their partner.

Explain that now the other person is “real” and will be with leader.

Repeat this at least 4 times and each time they switch in slow motion.

Research shows that “movement activates the neural wiring throughout the body, making the whole body the instrument of learning.” Movement stimulates brain and body, and thus assists in the formation of neural pathways for cognitive development, language acquisition, problem solving, and creativity.
MOVEMOS JUNTOS

MAIN GOALS:

...to build observation skills
...to expand their movement vocabulary by learning from a peer
...to use dramatic play as motivation for using full body movement

WATCH OUT FOR:

Try using sound effects like playing a shaker while the students are crossing in slow motion.
Make sure the lines are spread out to give ample room for movement.

VARIATIONS:

Before you play this with younger students, ask one volunteer to come up to the tape line and model the
game with you as their partner. Ask the whole group to watch you while they imaging the magic mirror in
between you.

For older students, create challenges each time you pause the music: leaders/real students can only
move with the top half of their body, leaders have to move like robots, leaders try to wiggle or shake
every part of their body at once...

Try using instrumental music that allows students to really be creative and not just repeat popular dance
moves. Let’s stretch their minds and bodies!!
MOVEMOS JUNTOS

Community Time Activity #6

ORCHESTRA / Orquestra

MATERIALS: speaker and music source

SETUP: Students should be seated in a circle

DIRECTIONS:

Tell students that you will be playing Orchestra and they need to keep very quiet during the pauses.

Explain that a volunteer will stand outside the door for 1 minute, while the Orchestra Conductor (leader) is chosen silently. The person waiting will be invited back inside and music is playing.

Explain that the secret conductor/leader will be doing movements with their body and the rest of the students in the circle need to copy their moves without showing WHO they are secretly following.

The volunteer tries to guess who is leading the movements. They get 3 tries to guess, otherwise the conductor must say who they are.

Repeat at least 4 times choosing different students for the conductor role and the guessing role.

Purposeful movement starts early. Many movement discoveries are accidental, but lead to deliberate exploration and practice. In this way, opportunities to invent and create movement are “moving to learn” and in so doing, linking body with brain.

MAIN GOALS:

...to develop observation skills and practice focusing.
...to build a cohesive community environment.
...to expand movement vocabulary by following other’s moves.
...to build leadership skills
MOVEMOS JUNTOS

WATCH OUT FOR:

Make sure to explain the importance of switching moves every 10-15 seconds. You can say “Conductors repeat a move 5-6 times and then do a different move.”

Some students always want to be selected for special roles. Create a fair and realistic system for distributing jobs and for keeping track of turns over many days.

Keep the music at a fairly low volume to help students focus on following the leader.

VARIATIONS:

For younger students, you should be the one to choose the conductor and have the student who is guessing turn and face the wall (they may not be able to leave the room on their own).

For older students, motivate them to play by YOU being the person guessing and they have to organize themselves and choose a conductor without you in the room for one minute.

Try this game sitting down and with low lights if the students are tired after recess.
MOVEMOS JUNTOS

Academics
MOVEMOS JUNTOS

Academic/Homework Time Activity #1

WHO AM I? / Quien soy yo?

MATERIALS: a read-aloud book, white board or poster paper and markers
Optional: appropriate costumes and/or props, a designated rug or taped off rectangle as "the stage"

SETUP: Ensure that there is adequate space in which to move around. Select a book that is age appropriate and of interest to your class.

DIRECTIONS:

After a read-aloud session, tell the students the name of the game.

Ask the students to raise their hands if they can think of a character in the story.

List the characters, writing them down so everyone can see (white board or poster paper)

Ask students to silently choose one of the characters on the list and to think of a way that their character might move their whole body. Give an example if necessary.

Call a student to the front. Ask them to show the whole body movement they thought of that represents their character, without telling who the character is.

Ask the rest of the students to stand up and mimic the movement being made by the student up front. Invite them to think about which character their body feels like when they copy that movement.

Tell the students to raise their hands silently when they think they know who the chosen character is.

Call on students one-by-one to guess the character until someone guesses correctly.

Call another student up to the front to repeat the process with a different character.
Children learn through play, and through active, direct experiences, but all kinds of movement are not equal in their impact on learning. Those that contribute most to development are those in which the brain engages the body to do something intentional, something purposeful.

Similar to what Saroj Ghoting calls “powerful interactions” in early literacy experiences emerge when movement activities are purposeful, and thus develop essential links between thinking, language, and movement: brain-body connections.

MAIN GOALS:

...to increase a lived connection to literature.

...to foster creativity and dramatic expression which build pro-social skills.

...to raise heart rate and blood flow to the brain.

WATCH OUT FOR:

“Characters” may be story elements that are not readily identified as characters (a tree, the wind, a ringing bell, a train).

Take note of stereotypes that emerge and signal a "time out" with a pre-agreed upon gesture or sound. Use that time to facilitate a conversation about how our internalized prejudices/assumptions can come out when we use dramatization.

Create varied roles for students who are shyer or who need help containing their enthusiasm (photographer, stagehand who whispers suggestions, or person who signals "action" and "cut!")

VARIATIONS:

Work together with younger students to invent a body pose to represent each character, striking the pose in unison when each character presents itself in the story as it is read aloud.

Have older students silently act out the behaviors that their character performed during the book, either from memory or as it is being read.
Academic/Homework Time Activity #2

**STOMP AND SPELL / Pisotear y deletrear**

**MATERIALS:** Index cards, markers, masking tape, adequate floor space *Optional: bell or hand drum, played by the teacher to keep the spelling rhythm

**SETUP:** Prepare a sample word, spelled out on index cards, one letter per card.

**DIRECTIONS:**

Make a list of spelling/vocabulary words on the board and write each student’s name next to one of the words.

Put stacks of blank index cards and markers on each table and ask students to pick enough cards for each letter of their word.

Ask them to write their word with one letter on each card. Show your sample cards. Invite them to ask a friend for help if they need it.

Tell students to spread out around the room and tape their word on the floor with enough space in between cards for stepping.

One at a time, ask each student to first stomp, jump, or hop on the letters of their word as they spell the word out loud. The second time through, the other students should copy the movement in place and spell the word in unison. Help the students develop a rhythm by clapping, drumming, or ringing a bell.

Continue until all spelling words have been said out loud and all students have led their spelling movement.

Children need to physically participate in the learning process, using as many senses as possible, to truly understand concepts. Recent brain research backs up this approach. Matching a word with a motor action helps form a cognitive-motor link; such links are necessary for abstract thinking later.

**MAIN GOALS:**

...to reinforce memory by combining movement with language.

...to practice large motor skills providing vestibular input to the brain

...to reinforce balance, equilibrium, muscle tone, and coordination.
MOVEMOS JUNTOS

WATCH OUT FOR:
Have students placed their letters in the correct spelling order?
Are students getting their heart rate up?
Are students overly excited or overly tired?
Pay attention to the energy of the room. This activity may be used to reinforce or shift that energy. Slow, repetitive movements can be relaxing and calming while still promoting full body movement.

VARIATIONS:
Use this activity with younger students to practice the alphabet.
Older students can learn syllables, practice sentence structures, or experiment to find which rhythm best suits a poem (Does it sound better with a gallop rhythm or a hopping rhythm? etc.)
Do this activity outside using chalk to write the letters on the ground in a hopscotch, spiral, or concentric circle formation.
Can also be done in small groups. Each group will then present and students can mimic the movements and spelling.
MOVEMOS JUNTOS

Academic/Homework Time Activity #3

ABOUT, FACE! / Vuelta y Listo!

MATERIALS: a read-aloud book, whiteboard or poster paper, marker, masking tape, large index cards or construction paper

SETUP: Use masking tape to create a straight line on the floor long enough for all students to straddle without bumping into each other. If possible, the line should extend outward from the white board/poster paper so that when students stand straddling the line, they are facing the board. Tape a large index card or piece of construction paper with the word “YES” written in bold letters on the wall where the students will be facing to begin the activity. Tape another card/paper with the word “NO” on the opposite wall.

DIRECTIONS:

Choose one character from the story and write their name on the whiteboard or poster paper. Draw a horizontal line underneath the name of the character, creating a column on the left and on the right.

Ask the students to think of an adjective (or a word) that describes the character and to raise their hand when they have thought of one. Make some suggestions if students are slow to get started.

Call on students one by one to name a characteristic. Write each characteristic in the left column on the board or paper.

Ask students if they can think of the opposite of each word written in left column. Write those words in the column on the right. Suggest an opposite if needed.

Tell all students to line up straddling the tape line. Make sure there is roughly an arm’s length between each student. When everyone is in place, students’ hands should be dropped to their side.

Explain to students that they are going to be using their whole bodies to answer a question with a “yes” or a “no”. When the answer is “yes” they should jump in the air and land facing the whiteboard. When the answer is “no” they should jump in the air and land with their back to the whiteboard. Their feet should land straddling the line every time.
MOVEMOS JUNTOS

Call out a question about the character: (i.e. is the bear hungry?) Then call the same question about the opposite: (i.e. is the bear full?) Using the same adjectives, replace the character’s name with the word “you” (Are you hungry? Are you full?)

Neurologists are also finding evidence that the brain’s motor function affects more than physical motion. It is crucial to all other brain functions: perception, attention, and emotion, which in turn play a part in the highest cognitive processes: memory, thinking, and learning.

MAIN GOALS:

...to increase bilateral coordination and awareness of the body in space
...to reinforce internalization and mastery of literary content
...to increase connection between print and self

WATCH OUT FOR:

Students will simply jump in place, without spinning, whenever their “yes” or “no” answer is the same for two consecutive questions. At least every other time, however, they should be doing the jump and spin action.

You can create more than one tape line facing the board if students are too crowded. For students who need more space around them, make them a special “me” line in a far area of the room.

Some children may have trouble lifting both feet of the ground at once. Offer them the alternative of hopping one foot at a time instead of jumping with both feet.

VARIATIONS:

Younger students can review the concepts of left/right by jumping from side to side, or in place as the teacher calls out a randomized “left” or “right”.

Older students can compare and contrast two characters instead of listing the characteristics of just one.

Jumping or hopping to the left or right of the line can be used in this activity instead of facing front and back. Try asking the students to choose how they feel (or which word describes him/herself best) between the opposite pairs.

Teachers may want to plan a prior lesson about adjectives and help generate a rich list of describing words that can be used as a springboard for this activity.
MOVEMOS JUNTOS

Academic/Homework Time Activity #4

READING RELAY / Carrera de lectura

MATERIALS: a selection of 10-20 easy to read picture books, a bell to start and stop the relay, a poster with the relay directions written out

SETUP: Place the picture books on the floor at one end of the room. Arrange the room so that there is ample pathway for students to move from one end of the room to the other.

DIRECTIONS:

Tell the students that you are going to be doing a reading relay.

Ask the students to line up from shortest to tallest.

Pair the students according to height to form teams of two.

Explain the directions to the relay:

Choose who will be the wheelbarrow and who will be the wheelbarrow driver.

Drivers, stand against the wall opposite to where the books are positioned.

Wheelbarrows kneel a foot or so directly in front of their driver.

When I ring the bell, the drivers will hold the legs of their teammates and the wheelbarrow will “walk” on their hands in the direction of the books.

When you have arrived at the books, choose a book together and place it between your four palms, walking sideways back to the other end of the room.

Sit and read the book together.

When you are finished, you will walk the book back the same way you brought it.

Then wheelbarrow, switching partners, back to the wall where you started.

Tell students to be ready to share about the story they read: What happened in the beginning, the middle, and the end of the story?

While students wait for other teams to finish, they can retell, out loud to their teammate, the sequence of events in the story.
Basic gross-motor activities (like running or jumping) that involve control and coordination provide the brain with its chief energy source: glucose (sugar).

MAIN GOALS:

...to build core strength and balance
...to promote cooperation
...to follow multi-step directions
...increase creativity and joy regarding books and reading

WATCH OUT FOR:

Make sure that students are appropriately paired and that they can safely participate in this activity. A teacher or helper can always be paired with a student who needs more supervision.

Be aware of any obstacles or potential collisions that might occur.

VARIATIONS:

If necessary, eliminate the second half of the relay for younger students. Allow them to identify the sequence of events with the book still in hand.

Follow up this activity with older students by having each team member write out 5 events from the book, tape them in random order around the room, and challenge their teammate to collect and order the events.
MOVEMOS JUNTOS

Academic/Homework Time Activity #5

STORY STATUES / Estatuas con historias

MATERIALS: rug or floor area, digital camera, paper, markers, an empty container,

SETUP: Cut the paper into enough squares (1-2 inches in size) for each student. Make sure there is adequate space in the room for this activity.

DIRECTIONS:

Tell students that they are going to be “building” a story with their bodies, that this story will become a unified statue and that you will take a picture to remember it.

Pass out the squares of paper and markers.

Ask each student to write the number you say to them as you pat on their head “duck, duck, goose” style. Model asking permission to pat each head as you go around the room. Start at one and count around the room.

After writing, ask each student to fold their paper in half twice and to toss it in the container. Once all papers are in the container, shake it to mix them up.

Have each student come forward, pick a number, then return to their seats.

Ask the students to look at their number and say “Who has number one?”

This student will start an invented story, saying out loud the opening sentence, and using their body to become a statue representing their part of the story.

Next, ask the student with number two to come up, add a sentence to the story, and add their body to the statue in a way that represents their sentence, connecting to it in some way after asking permission from the student they will be connecting with. Encourage students to take an interesting pose, one that requires muscle control.

Continue this pattern until the last number has been called. Tell this student that they need to finish the story with the words: The End.

Once the unified statue has been formed, take a picture before they dismantle. Ask for a volunteer (or 2) to write the story as best as they can remember. Print and display the picture together with a written version of their co-authored story!
We know that children learn through play, and through active, direct experiences, but all kinds of movement are not equal in their impact on learning. Those that contribute most to development are those in which the brain engages the body to do something intentional, something purposeful. Movement activities that are purposeful help develop essential links between thinking, language, and movement: brain-body connections.

**MAIN GOALS:**

...to build creative story telling skills
...to build trust and prosocial skills
...to build a sense of community
...to build muscle control and promote self-regulation

**WATCH OUT FOR:**

Students should respect permission granted or denied before connecting themselves to the existing statue. For students who are hesitant to connect or grant permission, give them the option of becoming a freestanding element to the story.

**VARIATIONS:**

Instead of building a story, younger students can build a sentence. The first student will start by speaking the first word of the sentence and grasping a fixed object in the classroom (a doorknob, for example). Each subsequent student can then add a spoken word to the sentence and physically attach to the previous student (with permission), stretching out across the room as the sentence grows. The teacher can write each word on the board until the sentence is complete.

Reading fluency can be practiced with this activity by giving each student a completed story strip (previously prepared by the teacher with one sentence of the story on each strip of paper) to read aloud before they invent a movement/posture to add to the story statue.

You can break the class into groups and have each group create a story while the other groups watch and listen. This makes each story shorter and each statue smaller.
MOVEMOS JUNTOS

Academic/Homework Time Activity #6

ALPHA-BOD FREEZE DANCE / La lleva congelada Alfa Cuerpo

MATERIALS: danceable or popular music, connection to a speaker

SETUP: Make sure your technology is working well beforehand and clear a space for moving.

DIRECTIONS:

Tell the students they will be doing an “alpha-bod freeze dance”. They should follow the movements of the teacher while the music is on and the voice of the teacher when the music turns off. Tell them they will be making a letter of the alphabet with their body.

Start the music, leading the students in simple but active moves: jumping with hands in the air, galloping sideways, jumping jacks, hopping from one foot to the other.

Freeze the music and call out “Alpha Bod A”. Explain to the students that “Alpha Bod A” means that they should make the letter “A” with their body.

Once they have held their pose for a 5-10 seconds, turn the music on again and continue leading dynamic movement. Repeat step 3 but using a different letter. (ex. ”Alpha-bod X”)

After a few sample runs, ask different students to lead the dance moves and call out the letters.

Reading and writing abilities are influenced by awareness of steady beat, or the rhythm underlying music and melody, which is also found under fluent speech patterns. For an individual to speak and read in a natural flow they need to have the organizational “glue” of a steady beat. Singing, talking, and reading are all ways children acquire a natural rhythm to their speech patterns. Music coupled with body movement reinforces this rhythm.
MOVEMOS JUNTOS

**MAIN GOALS:**

...to reinforce letter recognition.
...to encourage creative expression and build problem solving skills.
...to elevate the heart rate.

**WATCH OUT FOR:**

Students may need help at first stretching their bodies and minds to form the letters with body parts besides their hands and arms.

Try pointing out unique ways of forming the letters and ask others to imitate their way.

During the movement section, remember that they are feeding off of your energy level and enthusiasm. Call out encouragement and celebrate their effort!

**VARIATIONS:**

For younger children, call out the letters in alphabetical order. You can have a clear visual of the alphabet in view so the children can see each letter they are supposed to imitate.

For older children, specify upper or lowercase letters or cursive.

Older children can be broken into teams to spell entire words (one letter per student on the team). Teams take turns checking the spelling of the competing team.

For fun you can add in some numbers.

For an extra challenge, ask students how many people it would take to form a particular word and then give them a few minutes to problem solve how to do it.
MOVEMOS JUNTOS

Tips for Site Directors

“Keeping children active, engaged, and healthy, in the environment where they spend the majority of their waking hours, should be a top priority for all schools. Luckily, regular movement does not require a lot of space, a lot of time, nor a lot of money to implement. It mostly requires a change in teacher and school attitudes so that children’s need for movement is not perceived as a negative.”

- Enthusiasm is contagious. As a site director, if you are excited about Movemos Juntos, you can pass this excitement on to your staff who in turn can pass it on to the students. A teacher’s energy level, tone of voice, facial expression, and general attitude will set the tone in the classroom. Discover the joys of moving together as a staff and that joy will be transferred to the classroom setting.

- Start and end every staff meeting with sample activities to model the implementation of Movemos Juntos and reflect together on the benefits received by those activities. If staff meetings are completely sedentary, enthusiasm and attention span will drain quickly.

- Set clear expectations about how often you are asking your staff to use the activities in the toolkit and let them know how you will be checking up on them. Perhaps a system of reporting on activities used each week would be helpful.

- Make success visible. Have staff take pictures of Movemos Juntos activities to include on a poster to showcase positive images of body movement.

- Encourage staff to “fishbowl” each other’s classes. Teachers may invite another class to come and observe a game their students enjoy and do well.

- Try leading families in some of the Movemos Juntos activities during an orientation or other community gather.

- Create a “movement-rich” environment using visuals that encourage positive body image. Display photos of families from diverse backgrounds and with varying body types having fun and moving together. Students who are more comfortable with their own bodies will be more willing to move around.

- Conduct classroom audits with Movemos Juntos in mind, before programming starts, to make sure that necessary materials are available and that there is a good area in which to do these movement activities.
Tips for observing and rating success of implementation

- Take five minutes in your weekly staff meetings to check in about Movemos Juntos. Ask volunteers to share success stories and give teachers a chance to ask questions or to voice concerns. Encourage interaction between staff members about what worked well and brainstorm together about how to resolve issues that have come up with implementation.

- Conduct monthly observations and evaluations of each classroom, modeling the kind of encouragement that you want to see your teachers practicing with their students.

- Take notes while you observe, creating a template beforehand to remind you what to be watching for. Make sure your observations include the way in which the teacher is implementing the activities and the responsiveness of the students to the activities. Attitude and enthusiasm, problem-solving, and clarity of instructions are some key elements to watch for as you observe teachers. In observing the responsiveness of students, be sure to take note of how often they are involved in enough physical activity to elevate their heart rate. Also, general attentiveness, mood, ability to focus, and energy level are important things to watch for in the students.

- After observing an activity, conference with the teacher as soon as possible, asking him or her first to identify their strengths (in general and in this particular lesson) and what they think went well. Next, ask them to note any doubts or difficulties they are experiencing in implementing the Movemos Juntos activities. Finally, offer your observations, especially reinforcing what is going well. Decide together what practices are working well and should be continued as well as one or two goals in areas that the teacher would like to improve in.
Programmatic Recommendations

- It is of utmost importance that transition from the regular school day into the extended day program involve a variety of full-body movement activities. The transition and community time activities are ideal for providing this movement and can be used accordingly to help direct the energy of the students to prepare for what comes next. Some activities will help to “wake up” lethargic students who are tired from their school day. Other activities will help to “calm” restless students and focus their energy.

- Recess is a prime opportunity to promote physical activity. In addition to the indoor movement focused activities put forth in Movemos Juntos, we recommend that organized physical activity be a daily part of the outdoor playtime in which the teachers are interacting and guiding physical movement that elevates the heart rate of the students. Take advantage of programs like PlayWorks whose recess time activities are excellent models for elevating students’ heart rates.

- In creating and implementing the extended day program schedule for each site, be sure to balance sedentary time with active movement. The HW/Academic Time activities are ideal for breaking up the sedentary times - either at the beginning, in the middle, or to wrap up, especially if academic time is scheduled back to back with homework time.

- Set a goal for teachers to implement one Movemos Juntos Transition and one MJ Community Time Activity daily. Teachers should try to implement at least 2 Movemos Juntos Homework/Academic Time Activities weekly.

- Transitions should be kept as short as possible, keeping passive waiting time to under one or two minutes max. Set clear expectations with the staff by modeling these transitions in your times together.

- Students should be involved as much as possible in both the set up and the clean-up times before and after activities. This cuts down on passive wait times and increases ownership and enjoyment of both the activity and the space.

- Music can be used to motivate even beyond the scope of the activities presented. Songs can be chosen to shift the energy of the group in a desired direction. Students should be allowed to choose from a selection of appropriate songs periodically to play during homework time, making sure to observe how the music affects the group and adjusting accordingly.

- Considerations must be made well in advance of program start date regarding the availability of materials and the configuration/suitability of the available space in which teachers will be expected to conduct activities.
Going Deeper: transitions

Transitions should be built into our schedules—and planning is the key! If imaginative transition activities are NOT planned in advance, there generally is an impact on programming; they most likely won’t happen and kids become disinterested, frustrated and have trouble self-regulating.

Transitions take a great deal of time. During transition time, children often spend much time waiting (e.g., wait until everyone has finished snack, wait for pick up). Some children (and adults) have stressful experiences during transitions between activities and may need more lead time before a cue is given to the whole group. As children become independent, are taught what they “should be doing,” and learn to manage their own time, we are less likely to see problem behaviors.

There are numerous strategies that support smooth transitions between activities. Examples of strategies you can use before the transition:

- Plan your daily schedule to include the minimal number of transition times possible.
- Consider what the children and adults will do during these times (e.g., which adult is responsible for greeting the children and who will begin looking at books on the carpet with children?).
- Provide verbal and nonverbal cues before transitions (e.g., “5 minutes ‘til snack,” “It’s almost time for cleanup,” show pictures of the next activity, ringing a bell).
- Teach children expectations such as which shelves hold which materials.
- Minimize the number of transitions during which all children have to do the same thing at the same time (e.g., Do all children have to go to the restroom at the same time? Can some children come over to the rug and get ready for large group while others are finishing an activity?)

Going Deeper: community building and social/emotional learning

Movement and free play are incredibly important to children’s development of executive functioning (the ability to accomplish a goal) and coping skills they will need in order to be successful adults, such as negotiating, planning, and coordinating with peers, and making decisions on their own. These types of skills build independence and confidence, which greatly help with long-term success in life.

Movement games help in creating class cohesion. It is well understood that creating positive class environments supports academic achievement as well as social and emotional health. Experiential cooperative activities develop cooperative team building skills.
Regularly scheduled movement times have been proven to improve student attendance, and to increase student and parent engagement in schools. Kids go home talking about movement oriented games and their families become curious and want to check it out!

The brain is a social organ that needs to interact with people. At varying levels, we are all social creatures and crave human engagement and attention. Interactive, cooperative experiences provide the brain with an optimal environment to flourish socially as well as intellectually. Movement activities encourage cooperative learning experiences.

Learning is primarily an emotional process. When the individual cares about what is being taught, the brain remembers and retrieves information more effectively. We are our emotions; they practically run our lives. Experiential movement is a productive way to create a positive, fun, and engaging classroom environment that enhances the learning process.

If a student has a positive learning state when information is being taught, he/she is much more likely to make connections and build bridges to the information. Conversely, if a student is bored, inattentive, tired, and/or lethargic, he/she becomes disassociated with the new learning. To motivate students, we need to engage and interest them in what they perceive as worthwhile, relevant, and meaningful information in ways that meet their learning needs.

**RESEARCH/FACT SHEET**

- The American Heart Association, as well as the United States Department of Health and Human Services recommend that children and adolescents get at least 60 minutes of moderate to vigorous aerobic activity every day. Examples of moderate activity include bike riding, swimming and brisk walking. Vigorous activities include jogging, soccer, aerobics or dancing. If your workout makes you breathe harder and sweat, you’re helping your heart stay healthy.

- Children need to physically participate in the learning process, using as many senses as possible, to truly understand concepts. Recent brain research backs up this approach. Matching a word with a motor action helps form a cognitive-motor link; such links are necessary for abstract thinking later.

- The Physical Activity Guidelines for Americans, issued by the U.S. Department of Health and Human Services, recommend that children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of physical activity each day.

- Aerobic: Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.

Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

VESTIBULAR

The vestibular system processes sensations from the gravity and movement receptors in the inner ear. This system reacts to changes in head position (up/down; side-to-side) and a person’s movement of his/her body. It is important in maintaining a person’s balance and equilibrium, muscle tone, coordination of the two sides of the body and holding one’s head upright against gravity. Vestibular input activities are movements which are up & down; side-to-side; circular or spinning. Movements which are slow and repetitive can be relaxing and calming to a child. Movements which are fast, circular or spinning can “wake” a child up.

**CAUTION** It is important that the child provides his/her own input during vestibular movement. Caregivers should watch for over-arousal during these movements (reddening or whitening of the face, perspiring, nausea) or under arousal (loss of consciousness).

VESTIBULAR ACTIVITIES

- Tire swing
- Hammocks
- Rocking Chair
- Sit ‘n Spin
- Pogo stick
- Big Wheels
- Scooter boards
- Tricycle
- Swings
- Teeter totter
- Jumping rope
- Hop scotch
- Amusement park rides
- Skating
- Trampoline
- Hippity hop balls
- Rolling downhill

BALANCE ACTIVITIES

- Balance on one foot
- Freeze tag
- Animal walks
- Balance beam or walk on a tape line (forward/backward/sideways)
MOVEMOS JUNTOS

- Soccer or kick ball (stop the ball with one foot lightly on top or roll the ball under your foot)
- Step on milk cartons, egg cartons or cereal boxes to crush before throwing away
- Step on stickers placed sticky side up on the floor
- Jump forward with 2 feet
- Hop scotch
- Simon Says (to get one foot standing)
- Stand on tiptoes and reach overhead

BILATERAL COORDINATION

Refers to the coordinated use of the two sides of the body and implies good communication between the two sides of the brain. This communication is essential as each side of the body must be aware of and coordinate with the other side for efficient and coordinated movement. A child first coordinates symmetrically (uses both sides together in the same way as in pat-a-cake) and then coordinates them in a reciprocal manner (alternating as in climbing a ladder; holding paper with one hand while cutting with the other). Bilateral integration (information taken from both sides of the body to direct total body movements) gradually leads to an awareness of the two sides of the body and selection of one side as dominant (termed laterality) and a sense of left/right discrimination (directionality).

SYMMETRICAL BILATERAL ACTIVITIES

- Throwing, catching or hitting a large ball with 2 hands (volleyball; tetherball)
- Jumping with feet together
- Pushing off a wall with feet or hands together
- Crawling sideways into a box
- Jumping jacks
- Snow angels
- Clapping games
- Rolling pin & playdough
- “Crazy car”—pedaling with both hands together
- Scootering using both hands together
- Holding a box in both hands while someone throws a ball and the child catches it in the box
- Holding arms outstretched with hands clasped, alternately hitting a “bop bag” on either side
- Piñata
- Balloon volleyball
- Cat’s cradle
- Reciprocal bilateral activities
- Crawling through tunnels, barrels, under furniture
- Pulling oneself up an incline with a rope hand-over-hand while sitting on a scooter
MOVEMOS JUNTOS

- Wheelbarrow walk
- Hop from one foot to another
- Swimming
- Climbing a ladder/monkey bars
- Riding a tricycle or bicycle
- Video games
- Cutting
- Twisting tops off & on
- Pouring liquid from pitcher to a glass
- Dribbling a basketball alternating hands
- Stringing beads
- Lacing cards
- Pop beads
- Tearing paper for collage, papier-mâché

LATERALITY AND DIRECTIONALITY

Poor laterality/directionality concepts may lead to difficulty in writing letters and numbers characterized by reversals—for example: b/d, p/q, m/w. A child may also have difficulty organizing his written work on a blank paper from left to right. A child with inadequate laterality and/or directionality concepts may need to work on bilateral motor coordination as well. It is important to begin first with the child’s own sense of left/right and to have that firmly established before beginning to project left/right to objects and into space. Provide frequent, consistent verbal and visual cues.

LATERALITY AND DIRECTIONALITY ACTIVITIES

**If you are aware of using right/left, you will find many times to use these terms in talking with children.**

- If wearing a ring or watch wear it consistently on the same side & verbalize “your watch/ring is on your left/right hand”
- Wear a colorful sticker on the back of the right hand and state that the sticker is on the right hand. Be consistent! Don’t put a sticker on the right hand one day & on the left hand the next.
- Play “Hokey Pokey”; Twister; Simon Says

**Once the child knows right/left on himself, begin to project onto objects and space.**

- Have the child help set the table and talk about putting the fork on the left; knife/spoon on the right.
- If working on a puzzle or looking at a book, use the terms of right/left, such as: “This piece goes on the right” or “what picture do you like best on the left page”.

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MORE DIRECTIONALITY ACTIVITIES:

- Square dancing
- Roll to an object across the room on the floor.
- Walk backward toward an object
- Jump sideways along a line.
- Throw an object towards a target or a person.
- Obstacle courses
- Tape simple mazes on the floor with tape and ask the child to walk through the maze and indicate the direction (either left or right) that they must turn to get through each part of the maze.
- Draw a series of arrows on the chalkboard going up, down, left, and right. Ask the child to read across the line and indicate verbally which direction each arrow is going. Next, have them indicate with their hand and verbally, which way the arrow is going. Finally, ask them to move their body as they indicate verbally which way the arrows are going.

CROSSING MIDLINE

Crossing the midline refers to the ability to cross an imaginary line through the center of the body which divides it into right and left sides. Some children resist crossing this line and when doing an activity switch hands rather than cross over. Midline crossing is important in that it contributes to the development of an awareness of the 2 sides of the body. It also contributes to the development of left or right handedness (laterality) as one hand becomes more proficient in fine motor skills and is used as the dominant hand. It is important to remember 2 things in activities that provide an opportunity for midline crossing:

1. Crossing the midline should be such that the child is not aware of his crossing. The activity should be positioned at the midline of the child to encourage crossing to either side.
2. Never force the child to cross midline.

CROSSING MIDLINE ACTIVITIES:

- Rubber stamping or potato prints across a strip of paper running horizontally in front of the child—from far left to far right.
- Simon Says using postures that involve crossing midline.
- Throwing beanbags, darts, balls, etc. at a target while standing or sitting sideways to the target.
- Board games that require the child to move his pieces around the entire board (checkers; Sorry)
- Have child lying on a scooter with hands on the floor & knees bent; have him spin self by crossing hands over one another (not to be done with children prone to seizures).
MOVEMOS JUNTOS

- Sit & Spin (cross hand one over the other as above)
- Twister (involves positions crossing hands or feet);
- Hand clapping games involving crossing midline
- When doing an activity, position objects or equipment such that the child must reach across midline to pick up an object.
- Keeping feet in the same spot on the floor, do games or drawings that require reaching across midline.
- Drawing on blackboard, draw largest circle possible without moving feet or body to one side; draw lines from left to right

VISUAL TRACKING HORIZONTALLY PAST MIDLINE:

- Toss ball from hand-to-hand.
- Blow bubbles and have child follow them & pop with finger.
- Hit a suspended ball with a bat or hand.
- Scan across computer keyboard to find letters/numbers.
- Put marbles in an upside down, round trash lid & move the marble in a circular pattern in the lid as the child follows it.
- Place stickers on the wall in a square. Slowly flash a flashlight from one sticker to the next.
- Play “follow the beam” with flash lights (child must make his beam follow yours).
- Slowly trace the outline of objects, furniture, etc. with a flashlight.
- Marble works

BODY AWARENESS

This is the child’s accurate perception of his/her body, its parts and what those parts can do individually and in combination with other parts. Body awareness is composed of:

(A) Body Scheme-- postural model one has of one’s body. How one perceives the position of the body and the relationship of body parts. This is a result of tactile perceptions and sensations originating from the body. This is the foundation for movement—a child needs to know his body parts and their relationship to each other to know how to move himself.

(B) Body Image-- the visual and mental image of one’s body. This has also been described as how one feels about one’s body.

(C) Body Concept—a learned skill; this involves the naming of parts and their functions.

BODY SCHEME ACTIVITIES:

- Explore different textures (foam mat; carpet; blanket) by rolling or belly crawling over them.
• Body bowling: place 2 mats on the floor end to end to make a long “bowling alley” (or mark carpet with tape). Build a tower of cardboard boxes at one end. Have children roll across the mats/floor to knock down the boxes (if needed, remind child to keep head on mat; arms close to body; or hips on mat in order to roll straight).
• Feely box or bag: guess the objects by feel only.

**BODY IMAGE/CONCEPT ACTIVITIES:**

• Morning stretches:
  * Reach up to the sky with right arm; left arm; both arms
  * Bend head forward; back; to the right; to the left
  * Bend trunk forward; backward; to the right; left
  * Stretch & touch knees; ankles; toes
  * Lie on back & lift left leg; right leg

• Body tracing – trace outline of child’s body on a large sheet of paper. Have child complete by drawing in parts; clothing; & coloring the picture.
• Twister
• Simon Says
• Hokey Pokey
• Complete puzzles of people
• Obstacle Courses (for over/under/around/between, etc.)

**MOTOR PLANNING**

Motor planning is the ability to plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end. Incoming sensory stimuli must be correctly organized to result in an appropriate, coordinated motor response. The ability to motor plan is a learned ability that can be generalized to all unfamiliar tasks so that the child does not need to consciously figure out each new task faced. The child with motor planning problems may be slow in carrying out verbal instructions and often appears clumsy in new tasks. Motor planning ability may fluctuate so that a child may not be able to do a task one day and may be able to the next or vice versa.

**MOTOR PLANNING ACTIVITIES:**

• Give simple one step at a time directions. If the child can’t follow them, then demonstrate. If he is still unable to do the task, take his body through the motions so he feels what it is like to go through the task. Do not keep repeating directions if the child cannot follow them as this is merely confusing and frustrating.
• Vary the activities rather than do them exactly the same way every time.
• If it helps the child to verbalize the steps in sequence before trying a task, let him. If verbalizing seems to confuse him, do not have him do this.
Avoid developing “splinter skills”, that is, practicing one task so much that a skill becomes learned by rote.

Begin with activities on a gross motor level (those involving the whole body) such as: Simon Says; Obstacle courses; catching; throwing; bouncing a beach ball; jumping hopping; skipping; animal walks

Fine motor activities can be used as the child becomes better able to motor plan on a gross level: stringing beads & macaroni in a sequence (e.g. one bead, 2 macaroni), vary the sequence; cutting out shapes or magazine pictures; building blocks, Legos, tinker toys, etc. (build a specific shape or structure) puzzles beginning with simple large pieces and slowly progressing to smaller, multi-interlocking pieces; pencil activities: dot-to-dot, tracing copying shapes; finger puppets & finger plays

PROPRIOCEPTION

This is the unconscious sensation of movement of the muscles and joints in the body. Proprioceptive input tells the body when and how muscles are contracting or stretching and when and how joints are bending, extending or being pulled or compressed. This enables the brain to determine without excessive effort where each part of the body is and how they move in relationship to each other. The proprioceptive system is stimulated by movement and gravity, especially compression and stretching. It helps the child in developing an internal and unconscious “map” of how the body works; produces smooth and controlled movements against gravity; serves as a basis for motor planning and helps organize visual and spatial information. Adequate proprioception enables a child to know what his hands or body parts are doing without looking at them (e.g. to button clothing; find something in a pocket; remember which way to turn a faucet). Kinesthesia is a component of proprioception and involves the conscious awareness of joint and muscle movement. Teachers often use kinesthesia to help a child to learn shapes, numbers, and/or letters by allowing the child to trace or draw them with their fingers in various media (clay, sand, paint, etc.)

A child with decreased proprioception may appear uncoordinated or clumsy, move slowly or with excessive effort or have trouble doing anything unless she can see how to perform the task.

PROPRIOCEPTION ACTIVITIES:

- Move furniture
- Shovel dirt/snow
- Hammering nails
- Kneading bread
- Rolling dough or clay with a rolling pin;
- Sawing
- Pulling taffy
- Making ice cream (with a hand crank);
- Using a wheelbarrow
MOVEMOS JUNTOS

- Jump on a trampoline
- Play catch with a heavy or weighted ball
- Play turtle: place a large & heavy bean bag chair, pillow, book etc. on the child’s back & have them crawl slowly across the room without the article falling off.
- Magic room: while standing, pretend to “push down” the wall with hands; while sitting, use feet.
- Piggy back/horsey ride: encourage holding on tightly with arms & legs as you try to rock him off.
- Ping Pong blow: child on all 4’s. Using a ping-pong ball (or cotton ball; crumpled up paper) blow along a specified path or across the room. This encourages contraction of the neck and back and arm musculature.
- Newspaper crush: (need about a week’s worth of paper). Taking one page at a time, scrunch each page into a ball and throw into the middle of the room. No ripping! When there’s a mountain of paper encourage the child to crawl through, rebuild it, bury himself or you in it.
- Mountain climbing: have child lean back and hold onto a rope that has been attached safely to a stationary place. Child pretends to climb up a mountain holding the rope taut in a variety of ways (while sitting; legs first; lying on stomach; sitting up going backwards; sitting on a scooter board). When they reach the top, can roll back to the beginning.
- Beanbag race: child goes down on all 4’s with a beanbag in front of him on the floor. Encourage to push the beanbag with his head along a path or across a room. This game contracts neck & upper back muscles as well as the arms.
Facts and Resources

In the United States, rates of overweight and obesity among Latino children (38%) are higher than those among their White peers (29%).

ACTIVE SPACES

- In a national survey conducted by the U.S. Census Bureau, fewer Latino (70%) than White (82.5%) respondents described their neighborhoods as having safe places for children to play.
- Approximately 81 percent of Latino neighborhoods, 87 percent of African American neighborhoods and 38 percent of White neighborhoods did not have a recreational facility.
- Latino children in the United States have fewer opportunities for physical activity than White children due to limited recreation facilities in their communities and higher ratios of children per recreation site. Addressing barriers to physical activity in underserved communities may increase physical activity levels among Latino children and their overall ability to thrive.

PHYSICAL ACTIVITY

- Physical activity is important for preventing childhood obesity and has been found to provide other benefits associated with physical and cognitive growth and development, including improved overall health and academic performance.
- According to current guidelines from the United States Department of Health and Human Services, children should participate in at least 60 minutes of moderate intensity physical activity per day. Studies suggest that Latino children are less likely to meet the recommendations for daily physical activity and are more likely to engage in sedentary behaviors than White children.
- In a study that compared physical activity among Latino children by generation, first and second-generation adolescents were less likely to obtain the recommended physical activity compared with third-generation adolescents. Additionally, Latino children living in homes where English was not the primary language were also less likely to obtain the recommended levels of physical activity.
• A study focusing on overweight Latino youths with a family history of type 2 diabetes found they are at increased risk for cardiovascular disease and type 2 diabetes due to decreased insulin sensitivity. Moreover, 90 percent of the children studied had at least one risk factor for metabolic syndrome (a combination of factors that multiply a person’s risk for heart disease, diabetes and stroke), and 30 percent had already been diagnosed with metabolic syndrome.

• In a study of more than 500 Canadian children, students who spent an extra hour each day in moderate to rigorous physical activity performed notably better on exams than less active children. Movement facilitates the development of increased blood vessels that carry learning-essential water, oxygen and nutrients to the brain.

“Regular physical activity can help keep your thinking, learning, and judgment skills sharp as you age. It can also reduce your risk of depression and may help you sleep better. Research has shown that doing aerobic, or a mix of aerobic and muscle-strengthening activities 3 to 5 times a week for 30 to 60 minutes can give us these mental health benefits. Improvements in mental health lead to reduction of stress, retention of memory and increased executive function in the brain.”
Resources


www.cdc.gov/physicalactivity/everyone/health/index.html

http://education.cu-portland.edu/blog/curriculum-instruction/how-teachers-can-help-ell-students-create-a-community/


Eddy, Martha, CMA, Ed.D. The Center for Kinesthetic Education.

http://www.wellnesscke.net/index.htm


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