



Movement in the Classroom – Dr. Martha Eddy, CMA, RSMT
Rationales, Guidelines, and Resources
To Get Schools Moving

WHY MOVE?

1. Our bodies are designed to move.
2. Some people think best when they are moving.
3. To engage diverse types of learners fully – kinesthetic learners or sleepy ones!
4. To deepen understanding.
5. To experience a subject from a new perspective, using kinesthetic intelligence.
6. To develop creativity.
7. To foster community.
8. To rest, recuperate and refocus.
9. To invigorate the body – exercise for health.
10. To have fun!

WHAT do MOVEMENT/DANCE/GAMES and Body Awareness Contribute:

CLEARER & FUN CLASSROOMS

Creativity/Communication/Community

Learning

Exercise

Awareness

Rest

Expression

Re-focusing

&

Fun Transitions

WHEN TO USE MOVEMENT in Classrooms:

M-BLTs are for when you need:

Movement for Movement's Sake – to communicate, create or for recreation

Breaks – to relax, recuperation, or 're-focus'

Lesson Enrichment – to reinforce content and its understanding through active learning

Transitions – to transition between classroom activities or within the school building



Taking Charge when Movement is used in Classrooms

A Teacher Tips for Effective Management

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

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

Organizational and Management Tips:

- *Decide* your objective (what themes are you trying to convey; what is your key point in providing the activity)
- *Consider* CKE's Motivators for Movement: A SHELL is a nurturing and safe place – support movement activity with SHELL logic and movement:
 - Smooth Transitions in Classrooms, **Healthy Exercise And Recuperation, Expressive Movement Communicates, Learn and Understand Content Kinesthetically, & Lively Integrative Movement Energizes.**
- *Have Awareness* of what can be challenging about movement (e.g. accidents, giggling about the body and its idiosyncracies, too much too soon, disorderly)
- *Teach and Model What is Comfortable for You:* Know your own movement preferences – what you LIKE to do, how you enjoy moving.
- *Set clear frameworks:*
 - set time frames
 - use place holders ('sitting spots') space limits;
 - select inclusive and clear language
 - check for awareness of rules
 - involve learners in developing community guidelines

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

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

Methods for Creating Groupings:

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

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



Strategies to Support Children's Active Learning

Michelle Lynn Cohen – CKE Dances! Faculty

Learning can be both fun and physical. **Group Games** and **Structured Movement Activities** promote both fun and learning for the student as well as promote a positive environment for the classroom. Group games are a great way for an educator to bring movement into the classroom without having prior experience in movement or dance. As an educator, your choices in movement activities can match your comfort level regarding movement skill and management of your classroom (meaning some games are more controlled and quiet while others stir excitement as well as bigger and faster movements). As your own skill set strengthens in this area, as an educator you can have fun in how you use movement and tie learning and moving together.

Benefits of Fun and Laughter:

- Boosts immune system
- Exercises muscles
- Releases tension
- Stimulates creativity

Group Games can be categorized into some of the following (note these are just a few examples and there is also crossover between the categories):

- Circle games
- Rhythm games
- Chasing games
- Sensing games
- Mental games
- Strength games
- Games to break awkward silences

When and how to use games and movement activities: Reading and responding to the dynamics of your classroom energy:

The dynamics of your classroom can be affected by the following:

- **Weather**
Is it rainy, sunny, or did it just started snowing? Are the students restricted to indoor recess? Games that promote strength, excitability like chase and tag games, or games that use alternative locomotion steps like jumping, hopping, and skipping will help release excessive energy. The result will relax and focus students for learning.
- **Transitions**
Where are your students coming from? Are they coming from recess, lunch, the bus, or another teacher's classroom? If students are excitable from the change of environment, you can focus their energies by using

mental or sensing games that requires acute sensing and listening without talking or minimal talking.

- **Pressures and Anxiety**
Students may feel pressures or anxiety to test taking or specific subjects as well as homework demands.
- **Family pressures and personal issues**
Are students having difficulties at home, such as parents who are divorcing or parents who do not spend enough time with their children. Also, students may experience physiological issues such as hunger, tiredness, fear, which can affect their behaviors in the classroom.

Games

Circle Games

In these games, everyone sits or stands in a circle.

Pantomime your favorite hobby

In this game, you can use different themes, such as careers, characters in a story, or whatever relates to your curriculum. Students begin seated in a circle. Each student takes turns. The object is for the student to pantomime his or her hobby. One student begins. He or she pantomime's his/her favorite hobby. Next, all the students stand and try to follow along. After 30 seconds or one minute, everyone sits down. Students call out what the hobby was. Continue around the circle. This activity is great for community building, recreation, and lesson support.

Name and Shape Building

This circle game is about personal expression and creative movement. It is great for community building, recreation, and great as a break activity. It can be easily adapted for age and skill set. The object of the game is for each student to make a shape that reflects his or her name or personality. You can also do the same activity inserting themes like animals, sports, furniture, or cars. Just like the game above, each student leads the group in his or her shape building. Continue around the circle in this way. On the second round, the student repeats his or her shape leading the group in the same shape and this time tries to move it. Maybe the student hops or wiggles in the shape. In the final stage, all the students do their own shape and move through space together. The final stage of the activity is optional or can be added at a later time if you plan to use this structure repeatedly in your curriculum.

In this activity, you may have to do some preparation work. This can be an activity in of itself. Perhaps you start with animal or sports shapes that students already know. This will boost their confidence. The teacher may also demonstrate different shapes by having students model the shape. For example, practice making ball shapes and twisted pretzel shapes all together.

Sandman

(You can also change the name to represent a more creative character like dream catcher for example. This game is also known as Assassin.) Everyone sits in a circle and closes their eyes (can ask them to bow forward and cover eyes). The teacher picks the 'sandman.' Everyone sits up. The Sandman tries to discreetly wink at each student from his or her seat. The wink is the secret power that puts each student to sleep. When a student is winked at, he or she waits ten seconds and then can dramatically fall asleep ending up on his or her back feet facing the circle (no snoring or sounds). The sandman tries to wink and put to sleep all the students. Eventually, some students will observe and witness the winker. Once the winker can be identified by someone, the student raises his or her hand to alert the sandman that he or she knows. The student does point out who it is, but tries to not disclose who the sandman is to the other students. This game serves as a great break or transition between activities. It also falls under community building and recreation.

Rhythm Games

(Students are seated at their desks or in a circle.)

Call and Response, Pass it On

One student starts a simple clapping rhythm. Students repeat the call and response pattern 3 to 5 times after which the next student in the circle or row becomes the leader. Repeat and pass on. You can make the game more complex by having each student add on to the established rhythms. It becomes a long clapping sentence. After 4 or 5 students, it may be hard to remember! If it breaks down, begin anew with the student where the sentence broke down. This is a great transition activity.

Tap Dancer: Call and Response using different sounds and different body parts

This activity is exactly like the above except students are standing (preferably standing in circle so everyone can see each other) and using their whole bodies to communicate their rhythms. Students can use snapping, stomping, knee slapping, tap dancing, or silent movements that have a rhythm. It is free form. This activity promotes creativity and moving. It is a great break activity.

Chasing or Tag Games

These games serve as recreational activities and as classroom breaks. They also allow students to work with each other to problem solve through movement. These are great activities to introduce basic dance concepts that involve partnering and coordinating movements in space together.

Amoeba Tag

Two students are the 'it' or also known as the 'amoeba.' They hold hands and together try to tag the other students. When a student is tagged that student must also link up and hold hands with the 'it' students. When a fourth student links up, the link may subdivide into two links. At anytime the link can rejoin and become a big link or amoeba. When all the students are tagged the game is over.

Freeze Tag

One student is 'it.' When students are tagged, they must stand still with their feet wide apart. To become unfrozen, another student must pass under their legs.

Sensing Games

These games work well as breaks or as transitions in the classroom and are great recreational games.

Lion Cub

This game is for younger students. One student sits down with his/her back turned to everyone. A stuffed animal lion cub is placed behind the student's back. Have the other players take turns sneaking up to steal the cub. If the lion hears the other plays, he/she may turn around and roar at the player.

Red light/Green light

This is a classic children's game. One student stands at the front of the room and is the leader. The other players stand in a line on the other side of the room facing the leader. The leader turns his/her back to the group and calls out 'green light.' When this is called all the students try to get as close to the leader as they can. When the leader is ready to call 'red light,' the leader spins around very quickly to face the group. All the players must freeze in place. Anyone caught moving is out of the game. Who ever gets to the leader first becomes the new leader.

Mental Games

Doggy, doggy, where's my bone?

This is a game for younger children. One student sits in a chair in the front of the classroom with his/her back facing the students. This person is the doggy. An eraser is placed under the chair which represents the dog bone. The teacher picks a student to steal the dog bone, which is hidden on his/her person. Once this is done, the whole class says together, 'Doggy, doggy, where's my bone?' The student turns around and tries to guess who stole the bone. That student becomes the doggy. This is a great break activity.

Telephone or Telegraph

This is whisper down the lane. Students sit in a circle or sit in a line. One student decides the sentence and then passes it down the line or circle. The whispering themes can be centered on subjects the students are studying. For example, students can pass down history facts, foreign language sentences or words, or mathematical equations, or any theme the teacher and/or class decides to use. This activity serves as community building, recreation, and lesson support (for example, support alphabet learning or animal identification, etc.).

Strength Games

(Activities that play with bound movements that use pressure and resistance. This games release energy and stress.)

Tug of War with a rope

This is a classic game best played outside. The class is divided in half and stand on either side of the center point of the robe. Whichever side pulls the other side towards them and past the center mark wins. This is great for recreation or for breaks from lessons.

Three way thumb wrestle

Students group up in threes. Three way thumb wrestle is performed. Class can create a championship with the students that win the thumb wrestle. Game focuses on the coordination of using both hands and playing two games at once. This activity serves as community building, recreation, and breaks to lessons.

Partner shape building (that plays with leaning into each other)

This is a creative movement activity. Groups of two, three, or four are made. Students build human shapes together. Students are encouraged to lean into each other and support each other (in safe ways). Teacher may have to set parameters and show examples of how to build shapes together. This activity promotes team work and community building as well as promotes creativity and physical expression.

Games to break awkward silences

Ha-ha

Everyone lays down on his/her back and connects head to belly. Everyone begins chanting ha-ha-ha without laughing. Eventually everyone starts to laugh. This activity is community building, recreation, and break to lessons.

Call and Response Clapping

Everyone begins clapping keeping a beat. One by one students call out their name three times. Here is an example, 'My name is Joe, Joe, Joe.' The class responds, 'His name is Joe, Joe, Joe.' This is community building.

I am going on a camping trip and I am going to bring (fill in blank).

Sit in a circle and clap keeping a strong, steady beat. Going around the circle, everyone repeats the sentence together, while each student shouts out his or her word when it is his/her turn. This activity is community building, recreational, and break to lessons.

Modifying Games and Movement Activities

You can use these simple games as models and then begin to develop your own games. You can make more complicated games by changing the rules or parameters of the game

as well as adding more complicated movement tasks or patterns. Perhaps you and your students can create and write your own movement games.

The purpose of these games is to add fun, laughter, and movement into the child's day. This change of pace can also be recuperative to the students and to the classroom teacher as well. Ultimately, we want students to experience more movement in their lives and be inspired to keep moving. Gaming is one way to introduce movement. Begin to add creative movement activities as a way to introduce dance and expression into the classroom. A whole world of creative movement activities is out there! Ask other teachers what they are familiar with and check out resources online and in libraries. You will start to find how kinesthetic learning can easily be integrated into your classroom.

Happy Moving!



Martha Eddy's 'GETTING ALL KIDS DANCING'©

Creative Movement Strategies from Center for Kinesthetic Education/Moving On Center

Getting All Kids Dancing is a training that provides educators with:

- Foundations in early childhood motor development
- State of the art movement/dance education theory (as endorsed by the National Dance Education Association and various international dance and wellness programs)
- A unique, and compassionate curriculum that gets boys and girls moving in a myriad of ways
- Pre-crafted lesson templates for creativity, fitness, and movement awareness
- Inroads for making age-appropriate dances about ecological, cultural, historical, literary, or abstract themes
- Techniques for efficiently adapting lessons to your students needs – including kids with disabilities

You are introduced to or build upon the foundations of movement that have been developed by three dancers who are also pioneers in the world of somatic education: Rudolf Laban (developer of Laban Movement Analysis and Dance Notation) and his student Irmgard Bartenieff (Physical Therapist who developed Bartenieff Fundamentals of Movement™), as well as her student, Bonnie Bainbridge Cohen (Occupational Therapist and founder of Body-Mind Centering®).

GETTING ALL KIDS DANCING©

Content of Creative Dance Education: A Developmental Perspective

Overview of the language of movement and dance – Laban Movement Analysis and how to apply it to dance making (Includes reference to LOD and motif work).

Overview of perceptual-motor development – using Dynamic Embodiment©, Bartenieff and Body-Mind Centering® approaches. Practicing Developmental Movement through Games, Play and Dance Making

Motivators: Engaging Different Age Groups in Movement and Dance

How to Get Kids Moving: bringing different movement concepts alive; adapted to different age groups (Drawing on CKE programming - BodyMind Dancing©, and samples from the work of Rosemary Clough and Anne Greene Gilbert).

The Art of Making Dances (from just about any concept)

Making Dances: The Art of Teaching Anything through Dance (CKE Dances!©, EcoMoves for Kids©, Arts Days at CKE, and a special Tribute to Becky Ellis). May include samples of using technology in dance classes if there is group interest.

Adapting Dances/Understanding Kids Needs

Overview of diverse special needs and how to adapt them (Drawing on the NYC Department of Education Dance BluePrint for Kids with Disabilities)

Honing Your Confidence in Teaching: Setting Goals, Sharpening Plans, Improvising the Teachable Moment, and Practice Makes Perfect – supervised feedback

Bringing it all Together: Answering YOUR Questions through Dancing. (May include a culminating Movement Choir – choral dance on themes that emerge from the group.)

How to Teach/Pedagogical Tips:

- CKE Introduces new Elements of Best Practices in Teaching
- How to structure classes
- Guidelines for Writing Lesson Plans
- Classroom Management
- Establishing Community Guidelines
- Eliciting positive behaviors: Shared ground rules and clear consequences
- Modeling and Teaching Conflict Resolution
- Working with Teachable Moments Experientially
- Bringing Affirmation to Each Person and Joy to the Classroom

Announcements for 2010:

We are kicking off this training beginning June 2010 through the Leven Institute in Western Massachusetts and with short workshops in NYC!

This program is also partnered with our Early Childhood Program:

Moving and Being©: enhancing early childhood (infant through pre-school) development through movement therapy and creative arts.

Each of these programs applies theories and practices of ***Dynamic Embodiment***© developed by Martha Eddy. Educators may study Dynamic Embodiment courses in the summer at CKE/MOC-NY. www.WellnessCKE.net - summer somatic intensive.

Components or variations of these programs may be brought to your school or community center.



RESOURCES for Kinesthetic Learning: Using Dance, Movement & Games in the Classroom and Around the School

HUMAN RESOURCES at SCHOOL

...Seek out and collaborate with music educators, dance educators, physical educators
...Ask among the school's staff – administrators, teachers, aides, therapists, specialists –
what movement hobbies, skills, training might you be willing to share?
...Taking time with a team to observe children's movement in class, small groups or
individually (SEE Learning Diversity Project – Focus on Special Needs)

USEFUL SUPPLIES:

physio-balls to sit on (or for cooperative activities)
squishy balls to squeeze (Dr Eddy renamed them Focus Balls instead of Fidget Toys),
music and player
clean rug and way to clean floor,
cards or construction paper for matching up groups,
a drum or other musical instruments

ENVIRONMENTAL RESOURCES:

...What space are you permitted to move in
...Where is it ok to sing and make sounds
...What are nature places near you? A tree, a park, a walk through a plant store
...Where are there vistas
...Can you interact with art?
...Learn about EcoMOVES for Kids – part of CKE DANCES! www.WellnessCKE.net

BOOKS

Reference Books:

Boorman, Joyce. *Dance and Language Experiences with Children*. Longman Canada, 1973.

Dennison, P. *Brain gym*. Glendale, CA: Edu-Kinesthetics, Inc, 1986.

Docherty, David. *Education through the Dance Experience*. Bellingham, WA: Educational
Designs and Consultants. 1975.

Ellis, Becky. *Teaching Academics through movement: a hand book for regular education and
special education teachers K-6*. Find third edition at www.ndeo.org , 1994, 1999, 2006

Gay, Michelle. *Brain Breaks*. Scholastic Books 2009

Gilbert , A.G. *Creative dance for all ages*. VA: The American Alliance for Health, Physical
Education, Recreation and Dance, 1998.

Gilbert, A.G. *Brain –compatible dance education*. VA: The American Alliance for Health,
Physical Education, Recreation and Dance, 2006.

Griss, Susan. *Minds in motion: A kinesthetic approach to teaching elementary curriculum*. New Hampshire: Heinemann, 1998

Hanaford, Carla. *Smart Moves*. Arlington, VA: Great Ocean publishers, 1995.

Jensen, E. *Teaching with the brain in mind*. Alexandria, VA: ASCD, 1998.

Jensen, E. *Learning with the body in mind*. San Diego, CA: The Brain Store, 2000.

Patterson, M.N. *Everybody can learn*. Tucson, AZ: Zephyr Press, 1997.

Redfern, Betty. *Concepts in Modern Educational Dance*. London, Henry Kimpton, 1973.

Russell, Joan. *Creative Dance in the Primary School*. London, Macdonald and Evans, Ltd, 1963.

Russell, Joan. *Creative Dance in the Secondary School*. London, Macdonald & Evans, Ltd, 1969.

Zakkai, J. D. *Dance as a way of knowing*. Maine: The Galef Institute, Stenhouse Publishers, 1997

Downloadable Articles:

Balancing the Brain through Movement Awareness (English or Spanish version)

<http://www.wellnesscke.net/downloadables/spins.pdf>

<http://www.wellnesscke.net/downloadables/SPINSSPANISH.pdf>

Relax to Focus: Movement Activities to Connect Different Pathways in the Brain

<http://www.wellnesscke.net/downloadables/relax-to-focus.pdf>

Using Movement to Teach about Erosion and Recycling

<http://www.wellnesscke.net/downloadables/CKE-Recycling.pdf>

Conflict Resolution and Body Language

<http://www.wellnesscke.net/downloadables/Body-Cues-Conflict.pdf>

Children's Book List:

Used in session:

Carle, E. *The very clumsy click beetle*. New York: Philomel Books, 1999.

Dillon, D. & Dillon, L. *Rap a tap tap: Here's Bojangles – think of that!* New York: The Blue Sky Press, 2002.

Domanska, J. (1985). *Busy Monday morning*. New York: Greenwillow Books., 1985.

Gorbachev, V. *Turtle's penguin day*. New York: Alfred A. Knopf, 2008

Lionni, L. *Swimmy*. New York: Dragonfly Books, 1963.

Shannon, G. *Dance away*. New York: Greenwillow Books, 1982.

Silverman, E. *Follow the leader*. New York: Farrar, Straus and Giroux, 2000.

Additional Children's Books:

Abiyoyo

Pete Seeger (author)

Michael Hays (illustrator)

9780689718106

Alligators Are Awful

By David McPhail

Published in November 1990, Mammoth

ISBN 10: 0749702869

ISBN 13: 078074970861

Alphabet Movers

By Teresa Benzwie

ISBN-10: 1-930798-08-3

ISBN: 978-1-930798-08-3

Caps for Sale

Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business

Esphyr Slobodkina: (author and illustrator)

(9780064431439)

Where's Leon?

By Jody Cassell

Kyra Kristof Pincheira (illustrator)

1594940134

Duck on a Bike

By David Shannon

97080439050235

Going on A Bear Hunt

Michael Rosen (author)

Helen Oxenbury (illustrator)

0689815816

Frank Was a Monster Who Wanted to Dance

Graves (Chronicle Books, 1999).

From Head to Toe

Eric Carle (author, illustrator)

9780694013013

Inside Outside Upside Down

Stan & Jan Berenstain

(Random House)

Jonathon and His Mommy

Irene Smalls (author)

Michael Hays (illustrator)

0316798800

Panda Bear, Panda Bear! What Do You See?

Bill Martin, Eric Carle (illustrator)

9780805017585

Rosie's Walk

Pat Hutchins (author, illustrator)
0020437501
Snowy Day
Ezra Jack Keats (author) 0670867330
Zoo Parade
Harriet Ziefert (author)
Simms Taback (illustrator)
1593540140

Children's MOVEMENT Music and DVDs:

CHOOSY RESOURCES: I'm Moving I'm Learning A+. CD. Choosy Kids. 2009.
www.choosykids.com; *Meet Choosy and Linda*. DVD. Choosy Kids; *This is My Body*. CD .
Choosy Kids. 2005.

Kids Get Moving. DVD. The Center for Movement Education and Research. 2005.
www.movement-education.org

Articles and Blueprints:

Judith, L Hanna. A Nonverbal Language for Imagining and Learning Dance education in K-12 Curriculum. *Educational Researcher*. Vol.37, No.8, 2008

Blueprint for Teaching and Learning in Dance, 2006 and Dance Education for Diverse Learners: A Special Education Supplement, 2009 NYC Department of Education.
artsandspecialprojects@schools.nyc.gov.

WEBSITES:

www.WellnessCKE.net Calendars and Resources/K-12 Page

www.ESR.org: Adventure Programming and Games to build Socio-emotional intelligence

www.ResponsiveClassroom.org: movement, games, music, and activities books

www.EmbodyPeace.org Conflict resolution, violence prevention and community building through movement and dance