



# GET YOUR MOTOR RUNNING!

## Movement, Play, & Physical Activity for Every Body

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Get ready, get set and have fun as you join in cooperative group games, move to the music, and use simple equipment to promote motor skill development and increase moderate to vigorous physical activity. Learn how to make inexpensive props for inside and outdoor play. Physical activity counters obesity while enhancing brain function and learning. Active teachers do make a difference by making health and fitness a fun part of every day for every body!

### Nationwide Health Crisis:

- { 75% of kids get less than 20 minutes of vigorous exercise per day.
- { 1 in 5 American 4-year olds is obese.
- { Obese and overweight children are at much greater risk to develop diabetes, high blood pressure, heart disease and experience depression than children of normal weight.
- { We have the first generation of children who will have a shorter life span expectancy than their parents.

### Too many PlayStations & Not Enough Playgrounds:

- { 40,000 schools in U.S. not longer have recess
- { Screen Media = TV, Movies, Video Games, Computer, Internet = 30 to 40 hours per week
- { Promotes unhealthy eating choices/snack while watching TV
- { Contributes to being sedentary—lack of physical activity
- { Perform worse in school—have shorter attention spans, spend less time reading, and vocabulary is not as highly developed
- { TV viewing makes for ADHD—1 million kids under the age of six on some type of medication
- { See violence as an acceptable form of play and way to settle conflicts.

### The Importance of Motor Development:

- { Most efficient time to learn fundamental motor skills (jumping, galloping)
- { Capacity to learn and the motivation to practice motor tasks is high (PLAY)
- { Gross and fine motors skills can be taught with guided practice
- { Skills acquired transfer into adulthood

### The Connection between the Body & the Brain:

- { Importance of crossing the midline and cross lateral movements
- { Head to Toe (Cephalocaudal development)
- { Center-Out (Proximosdistal development)
- { Vestibular System=Inner Ear = Balance (spin, swing)
- { Proprioception=Touch & Feeling=nerves from joints & muscles
- { Central Nervous System development=higher order thinking
- { Body teaches the brain—exercise is “Miracle Gro” for the brain. It actually affects the brain’s plasticity and function

### The Teacher’s Role & Responsibility:

- { Children should accumulate at least 60 minutes daily of structured physical activity.
- { Children should engage in at least 60 minutes and up to several hours per day of daily, unstructured physical activity.
- { Young children should not be sedentary for more than 60 minutes at a time except when sleeping.
- { Be intentional about movement and provide opportunities for physical activity throughout the day (limited space, circle time, during transitions, outdoor play)
- { Intentionality—when adults are consciously aware that specific acts support an aspect of children’s development— they do them more often and become better at it.
- { Studies have shown that the amount of physical activity a classroom has during “movement time” is directly related to how active the teacher is. Be a role model and have fun! Adults teach by what they do and what they DO NOT do.
- { Increase moderate to vigorous physical activity--elevating the heart rate and breathing.
- { Keep kids interest into getting fit—video games controlled by bike and dance pads (DDR)
- { PE should shift from sports skilled approach to fitness skilled approach
- { Integrate physical activity throughout the day in other curricular areas while addressing: Language, Literacy, Mathematics, Science, Social Studies, Creative Arts, and Social/Emotional Development

## Techniques for Promoting Physical Activity:

- ⟨ Instant Activity with Music & Songs
  - Rhythm Sticks for marching; develops beat awareness and promotes language and reading
  - Song: *Shake Your Boom Boom* (CD: "Smart Moves 3") Angela Russ [www.AbridgeClub.com](http://www.AbridgeClub.com)
  - Song: *My Heart Says Thanks* (CD: "I'm Moving, I'm Learning") [www.choosykids.com](http://www.choosykids.com)
  - Song: *Tarzan* (CD: "Dr. Jean & Friends") Jean Feldman [www.drjean.org](http://www.drjean.org)
  - Song: *Tony Chestnut* (CD: "Tony Chestnut & Fun Time Action Songs") [www.learningstation.com](http://www.learningstation.com)
  - Song: *My Aunt Came Back* (Book by John M. Feierabend)
- ⟨ Low Organized/Cooperative Group Games
  - Mingle, Mingle, Mingle
  - Exercise Family
  - Scrambled Eggs & Icebergs
  - Super Hero Warm Ups
  - Snickers 'n Hoots
  - Hit the Deck
  - Confusion
  - No more Duck, Duck, Goose/Musical Chairs/ Relays
  - Do play "My Fruit & Veggie Basket" and "Pizza Delivery"
- ⟨ Simple Equipment/Loose Materials
  - Balloons
  - Parachute
  - Hoops
  - Bean Bags/Paper Wads
  - Streamer Ribbons
  - Juggling Scarves
  - Movement Dice
  - Homemade Equipment: Bread Bag Jump Rope, Six-Pack Plastic Net, Floppy Flippers
- ⟨ Obstacle Courses
- ⟨ Movement Stations

## Resources:

- Brown, Stuart. *Play: How It Shapes the Brain, Opens the Imagination and Invigorates the Soul*
- Carlsson-Paige, Nancy. *Taking Back Childhood: Helping Your Kids Thrive in a Fast-Paced, Media-Saturated, Violence-Filled World*
- Connor, Bobbi. *Unplugged Play: No Batteries. No Plugs. Pure Fun*
- Craft, Diane. *Active Play: Fun Physical Activities for Young Children* [www.diane.craft@cortland.edu.com](mailto:diane.craft@cortland.edu)
- Dennison, P.E., & G.E. Dennison. *Brain Gym*. Ventura, CA: Edu-Kinesthetics. [www.braingym.com](http://www.braingym.com)
- Elkind, David. *The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier Children*
- Guemsey, Lisa. *Into the Minds of Babes: How Screen Time Affects Children from Birth to Age Five*
- Hannaford, Carla. *Smart Moves: Why Learning Is Not All In Your Head*
- Hirsh-Pasek, K. & Golinkoff, R. M. *Einstein Never Used Flash Cards: How Our Children Really Learn and Why They Need to Play More and Memorize Less*
- Krull, Sharron. *Play Power: Games & Activities for Young Children* DVD [www.sharronkrull.com](http://www.sharronkrull.com)
- Louv, Richard. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*
- Medina, John. *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*
- National Association for Sport and Physical Education. *Appropriate practice in movement programs for children ages three to five. Active start: A statement of physical activity guidelines for children birth to five years.* [www.aahperd.org/NASPE](http://www.aahperd.org/NASPE)
- Ratey, John. *SPARK: The Revolutionary New Science of Exercise and the Brain*
- Sanders, S.W. *Active for life: Developmentally appropriate movement programs for young children.* [www.smallstep.gov](http://www.smallstep.gov) (U.S. Department of Health and Human Services)
- [www.heart.org](http://www.heart.org) (American Heart Association)
- [www.discountschoolsupply.com](http://www.discountschoolsupply.com) (Discount School Supply)
- [www.headstartbodystart.org](http://www.headstartbodystart.org) (National Center for Physical Development and Outdoor Play)
- [www.mypyramid.gov](http://www.mypyramid.gov) (United States Department of Agriculture)
- [www.aap.org](http://www.aap.org) American Academy of Pediatrics)
- [www.movingandlearning.com](http://www.movingandlearning.com) (Rae Pica)



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