



Move for
thought
Pre - K & K

*Integrated Physical Activities
in the Early Learning
Environment*



TEAM NUTRITION IOWA™



**TEAM
NUTRITION
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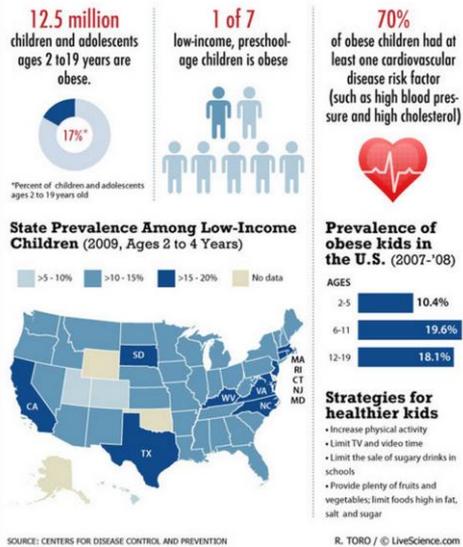
Outline

- The Need for Move for Thought!
- Benefits of Physical Activity
- Move for Thought Kit
- Look at the Activities!



Obesity Statistics

- Nationally, ~17% of children & adolescents are obese
- In Iowa, ~14.7% of children ages 2-5 are obese
- Based on Body Mass Index (BMI)
 - Overweight-BMI \geq 85th percentile < 95th percentile
 - Obese- BMI \geq 95th percentile



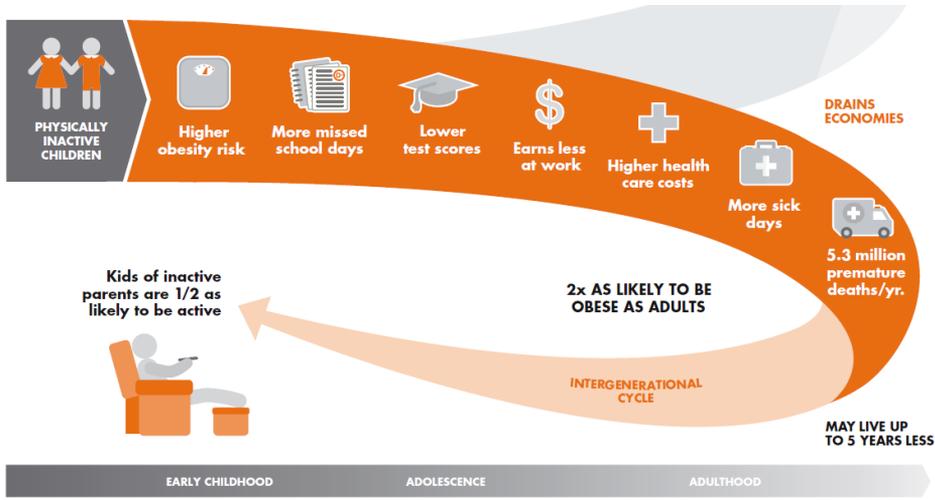
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Children who are overweight or obese as preschoolers are 5 times as likely as normal-weight children to be overweight or obese as adults.



Vital^{CDC}signs™

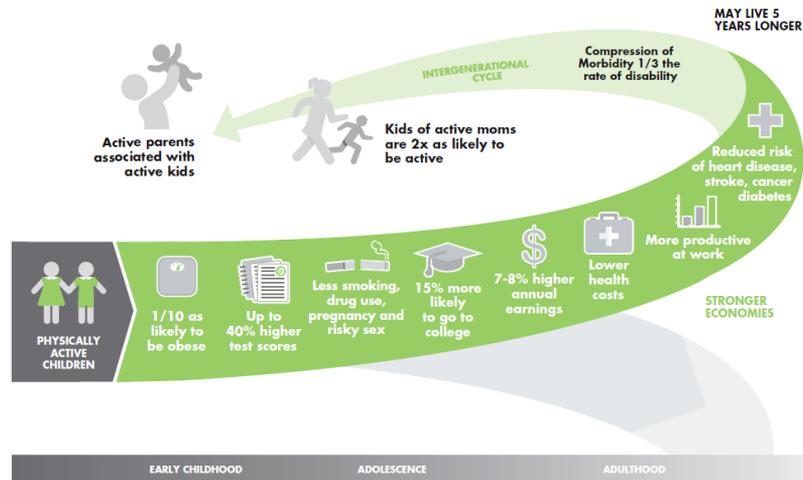
www.cdc.gov/vitalsigns



Note: Complete data and references are available in *Designed to Move: A Physical Activity Action Agenda*, www.designedtomove.org.

fig 6 THE COMPOUNDING BENEFITS OF PHYSICAL ACTIVITY OVER A LIFETIME

Physical activity perpetuates a prosperous cycle that begins to take hold early in life.



Note: Complete data and references are available in *Designed to Move: A Physical Activity Action Agenda*, www.designedtomove.org.

Physical Activity Guidelines

- Children need 60 minutes or more of physical activity daily
 - Aerobic (mostly)
 - Muscle-strengthening
 - Bone-strengthening
- Toddlers should NOT remain sedentary for more than 60 minutes at a time, except when sleeping



NASPE (2009)

Structured Physical Activity

Iowa Early Learning Standards

- Preschoolers need 60 minutes of structured physical activity daily
- Toddlers need 30 minutes of structured physical activity daily



Physical Activity not Physical Fitness

Goal is to entice children to become physically active at an early age by making physical activity FUN!



We are Designed to Move

- Create early positive experiences for children
- Integrate physical activity into everyday life
 - Daily schedules can be shaped and designed to encourage and enable physical movement
 - Make physical activity a part of the daily schedule and integrate activity into other daily routines
.....Move for Thought!!



Why large motor skills?



Benefits of Physical Activity

Physical

- Body awareness, physical literacy

Emotional

- Dealing with stress and anger

Cognitive

- Learn better, better prepared for school

Social

- Positive interactions with peers/teacher



Executive Function Skills (*self-regulation skills*)



Self-control

the ability to stay focused and resist temptations; think before you act



Working Memory

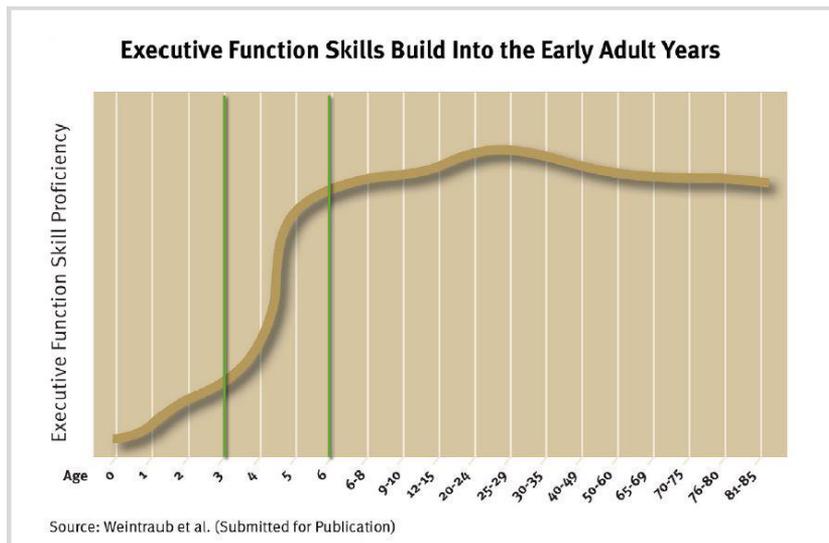
the ability to hold information in mind while mentally working with it



Cognitive Flexibility

the ability to easily and quickly switch perspectives or focus of attention

(Diamond, 2011)



Children are not born with executive function skills. Ages 3 to 5 is an important window of opportunity for dramatic growth in these skills.

Let's Check Out Move for Thought!



- Children 3-6 years old in preschool or kindergarten setting
- Can be used to assist in:
 - Meeting physical activity needs
 - Improving physical literacy and gross motor skills
 - Practicing physical, cognitive, social and emotional skills
- Kit developed by:
 - Spyridoula Vazou, Ph.D. and Jacqueline Krogh, M.S.
 - Iowa State University: Kinesiology & Human Development & Family Studies
- Music developed by Elizabeth Stegemoller, Ph.D.
 - Iowa State University: Kinesiology

Skills

- **Locomotor**
 - Required in order to move from one place to another
- **Manipulative**
 - Require manipulation of an object with some part of the body (throwing, catching, kicking, dribbling, striking)
- **Nonlocomotor**
 - When body moves from a relatively stable position
 - (turning, twisting, pushing, balancing, shaking)

S start with the fundamentals...

To increase the "movement vocabulary" and challenge children, it is important to introduce the movement concepts, which refer to **how** the body can move.

How in the space?
In **personal space** as if you are in a big bubble that you don't want to pop, as well as in **general space**, using different **directions** (forward/backward, R/L), **levels** (low, medium, high), and **pathways** (straight, curved, zigzag).

How related to others?
When we play with **objects** or **people**, we can be **near/far, over/under, on/off, around/through** them. When we play with people, we can move alone, with a partner or a group, by **leading** or **following**, as well as by **mirroring** or **matching** moves.

How much effort?
In different **time** (slow/fast), using different **force** (strong, such as jump like an elephant or light, i.e., jump as a kitty), or **flow** (bound or free), which could refer to how easily a move can be **stopped** (if you are moving like a robot or rolling as a ball).

Oh, the ways my body can move...

Walk	One foot is always in contact with the ground.
March	Is a rhythmic walk accompanied by lifted knees and swinging arms.
Run	Varies from slow jog to sprint. Both feet are off the ground briefly.
Jump	Is taking off from 2 feet and landing on 2 feet with bent knees.
Gallop	Step forward with the other foot following. The same foot always leads.
Slide	Is similar to galloping but the direction is sideways. Feet don't cross.
Hop	Is done from one foot to the same foot. Arms help balance.
Leap	From one foot to the ball of the other foot with a springing action.
Skip	A combination of a long step with a short hop, alternating the lead foot.
Bear walk	Lumbering with hand and foot on the same side going forward together.
Crab walk	On the hands and feet with stomachs pointed toward the sky.
Rabbit	Transfer weight from feet to both arms and jump with both feet close to the arms.
Frog	Jump high and then squat to the floor from 2 feet to 2 feet.
Kangaroo	Small consecutive jumps while holding hands near chest.
Penguin	Feet pointing out and transfer weight from one leg to the other.
Imaginary walk	Walk like a robot, an earthquake, on ice, on fire, like the wind is blowing you etc.

E

Songs and the Coordinating Activities

Song	Activity (page)
1. Wiggly Jiggly Car	Jump the Opposites (17), Walk With Sounds (35)
2. It's Hot Today	Learning Pond (21), It's Hot Today (90)
3. First, Next, Last	First, Next, Last (15)
4. Clickety Clack	Find Your Pair (13), Letters Are Lost (92)
5. If You're Happy	Feelings (11), If You're Happy (89)
6. Tocatta	Emotions With Sounds (11), Walk With Sounds (35)
7. Freeze	Monarch Mania (23), Busy Bee (83), Freeze Dance (86)
8. Rain is Falling Down	Leaf Man (19), Water Cycle (37)
9. I'm Getting Ready	I'm Getting Ready (87)
10. Saints Go Marching	Oh, When we March (94)
11. I Really Gotta Jump	Move Around (27), Brown Bear Parachute (51), Jump to the Door (91)

Words to each song are found on page 98.

Table of Books - Activities	
Book title	Activity (page)
A Fly Went By	First, Next, Last (15), Rhyme Standby (69)
A Pair of Socks	Socks (71)
Animals	Animal Antics (1), Magic Key (93)
Baby Bear Sees BLUE	Crazy Ball (63) Hide the Beanbag (66),
Bear's Yoga for Elephants	Yoga Time (39)
Bear Sees Colors	Monarch Mania (23), Hide the Beanbag (66)
Blue Hat, Green Hat	Messed Up Train (57)
Brown Bear, Brown Bear, What Do You See?	Brown Bear Parachute (51), Wall to Wall (79)
Bunny Cakes	Napkin Game (29)
Caps for Sale	Mixed Crossover (69)
Cat's Colors	Learning Pond (21), Wall to Wall (79)
Chicka Chicka 1, 2, 3	Crazy Ball (63), Messed Up Train (57)
Chicka Chicka Boom Boom	Alphabet Hop (43), Alphabet Spinner (45), Letters are Lost (92)
Cindy Moo	Standing Long Jump (63), I Am Getting Ready (87),
Color Dance	Dance, Dance, Dance (7)
Count to Ten with a Mouse	Mouse Count (25), Crazy Ball (63), Jump to the Door (91)
Dance Away	First, Next, Last (15), Messed Up Train (57)
Dance Tanya	Dance, Dance, Dance (7)
Duncan the Dancing Duck	Dance, Dance, Dance (7)
Feelings to Share from A to Z	Letters are Lost (92)
Froggy Learns to Swim	It's Hot Today (90)
From Caterpillar to Butterfly	Body Bowling (49), Monarch Mania (23)
From Head to Toe	Walk With Sounds (35), Balance Puzzles (47), Ankles, Elbows (81), Busy Bee (83), Freeze Dance (86), Stinky Feet (95)
Funny Walks	As If (82), Oh When We March (94)
Go Dog Go	Jump the Opposites (17)
Green Eggs and Ham	Rhyme Standby (69)
Happy Hippo, Angry duck	Mosquito Tag (67)
Harold and the Purple Crayon	The Snowy Day Walk (33), Mixed Crossover (69)

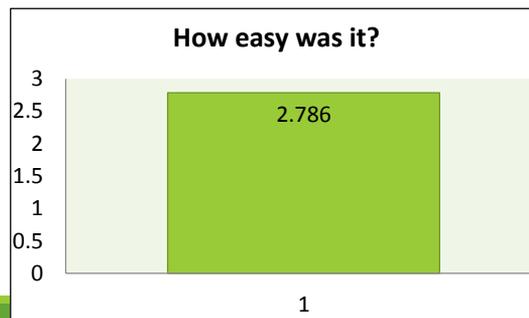
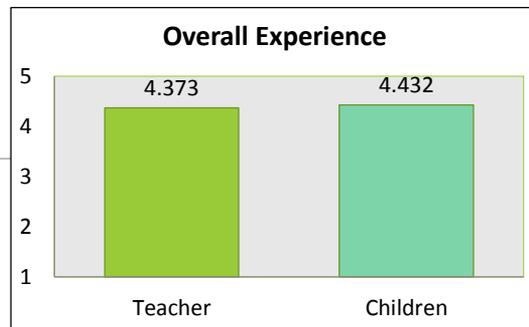
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Pilot testing

- 10 preschool teachers across Iowa
(Cedar Rapids, Ames, Anamosa, Sioux City, Davenport, Coralville, W. Burlington, Mediapolis, Nevada, Johnston)
- Implemented 1 activity per day for 4 weeks
(mainly from large, small group & outside)
- Completed daily logs & follow-up interviews



Results



Quotes from interviews - overall

Int. 2 (27Y): "It was really easy. There wasn't a lot of prep that was needed. For some of the activities there was pretty much no prep needed, which when you are kind of going from activity to activity with a bunch of four-year-olds that is really helpful to be able to move pretty quickly. So it was very easy to put in place and very natural to put in the classroom."

Int.4 (28Y): "I would love to have it in every classroom. It made things so much easier and it included a lot of things that I wouldn't think of on my own....It was really awesome. I just can't tell you how much I loved it!"

Int.5 (48Y): "I think it is really very valuable. Like I said, it is not just okay, let's let them play for five minutes throughout the day. It is focused on skills that kids need and are important for them to have."

Int. 7 (56 Y): "It was nice because it gave me options on how to do an activity quickly, and also how to expand it, how to incorporate literature in it, and the standards in it, ...it was great because it was all right there in a page."

Quotes from interviews – on children

Int.7 (56Y): “The children looked forward to it [the activities]. ...One child has trouble with group time, focus ability, sitting, not talking, not making noise, and when we were doing the [Move for Thought] physical activities he could really do it, he could get up, he could do the moving... and when he was done he was “Oh, I can do this!””

Int.8 (41Y): “There were some children who opened up socially better... the more quiet... but now, some of the games that we played made them interact with other children, I find them more social. ...Some of them are identifying numbers and letters better. They knew them but not as fast as we did now that we utilized them more.”

Int.9 (37Y): [after the transition to other classroom activities] “they wanted to sit down and do their art... they were able to focus a little bit easier.”

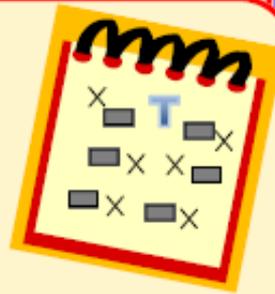
Let’s Move for Thought!



LARGE GROUP

Mission:**7. Find Your Pair****O**RGANIZATION:

Music: 4. Clickety Clack
Materials: flashcards with letters and words or pictures
Books: *The Letters are Lost* by Lisa Campbell Emst; *The Monster Who Lost His Mean* by Tiffany Stretitz Haber; *Dr. Seuss's ABC* by Dr. Seuss
Set up: scattered



LARGE GROUP

Mission:**11. Learning Pond****O**RGANIZATION:

Music: 2. It's Hot Today
Material: polypots or sheets for lily pads. Add bubble wrap for extra excitement.
Book: *Cat's Colors* by Jane Cabrera; *The Letters are Lost* by Lisa Campbell Emst
Set up: Lily pads are scattered in the center of the room. Children move around outside the lily pads.



Children are outside the area with the "lily pads" or polypots that can also be called "rocks". Based on the lyrics of the song, the children travel with specific moves (hop, jump, turn, hand stretch, shake) outside the lily pad area. When the song

Song 8 - Rain is Falling Down

LARGE GROUP

Mission:

15. Napkin Game

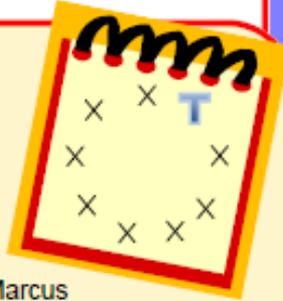
ORGANIZATION:

Music: N/A

Materials: 1 napkin (or scarf) per child, stickers (optional)

Books: *The Crayon Box that Talked* by Shane DeRolf; *The Day the Crayons Quit* by Drew Daywalt; *Bunny Cakes* by Rosemary Wells; *The Rainbow Fish* by Marcus Pfister; *The Glassmakers of Gurven* by Marlys Boddy

Set up: children begin in a circle at large group time and continue with a designated path around the classroom



Place a napkin or paper towel on each child's head and have

Discussion

- What do you like the best?
- How might you adapt an activity?
- What other ideas did you get while doing the activities?



Where to Find the kit?

All activities, supporting documents, and songs can be found at:

<https://www.educateiowa.gov/pk-12/nutrition-programs/quick-links-nutrition/learning-tools-nutrition/move-thought-pre-k-k>



DHS Registry

- Training can be delivered to home providers, center staff, or teachers
 - The training is listed in the [DHS training registry](#).
 - If you plan to deliver the training request to be an Adult Educator/Instructor for the training. DHS Training Registry enrollment is required to do this.
Erin Clancy (eclancy@dhs.state.ia.us)
 - Batch enroll staff and child care providers who are planning to participate in the training.
 - After completion of the training, mark attendance for each participant that actually attended
 - 1 hour of continuing education in CDA content area: Planning a Safe, Healthy Learning Environment.
 - To count this training for CACFP continuing education credit, please keep the [sign-in sheet](#) with a copy of the presentation on file.
- 

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Welcome to Iowa's Child Care Provider Training Registry

Please select one of the icons below.

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 - Link to Early Childhood Iowa's (ECI) Website
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Title	City	Start Date/Time	End Date/Time	Open Seats
Move for Thought - Staff Training (Class)				100
Move for Thought (Class)	Adel	9/8/2015 6:30 PM	9/8/2015 8:30 PM	24
Move for Thought Pre-K (Class)	Indianola	9/17/2015 6:30 PM	9/17/2015 8:30 PM	23
Move for Thought Pre-K (Class)	Washington	9/23/2015 6:30 PM	9/23/2015 8:30 PM	25
Move for Thought Pre-K (Class)	Creston	9/24/2015 6:30 PM	9/24/2015 8:30 PM	20
Move for Thought Pre-K (Class)	Dubuque	10/29/2015 6:30 PM	10/29/2015 8:30 PM	15

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THANK YOU!

