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 ≥ 85th percentile < 95th percentile
  - Obese- BMI ≥ 95th percentile

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

**Physically active children**
- 1/10 as likely to be obese
- Up to 40% higher test scores
- 15% more likely to go to college
- 7-9% higher annual earnings
- Lower health costs
- More productive at work
- Stronger economies

**Kids of active moms**
- 2x as likely to be active

**Intergenerational cycle**
- Compression of morbidity; 1/3 the rate of disability
- Reduced risk of heart disease, stroke, cancer, diabetes
- May live 5 years longer

**Early childhood**
- Kids of inactive parents are 1/2 as likely to be active

**Adolescence**
- Higher obesity risk
- More missed school days
- Lower test scores
- Earns less at work
- Higher health care costs
- More sick days

**Early adulthood**
- Drains economies
- 5.3 million premature deaths/yr.

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.

Source: Weinraub et al. (Submitted for Publication)

[Website: www.developingchild.harvard.edu]
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)

Start with the fundamentals...

<table>
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<th>How much effort?</th>
<th>How in the space?</th>
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<td>Virtually none.</td>
<td>Requires one step.</td>
<td>When playing with objects or people.</td>
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<tr>
<td>Slight.</td>
<td>Requires a jump.</td>
<td>When playing with objects or people.</td>
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<td>Moderate.</td>
<td>Requires a hop.</td>
<td>When playing with people.</td>
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<tr>
<td>High.</td>
<td>Requires a step.</td>
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Locomotor:
- Required in order to move from one place to another
- (referred to as: running, jumping, hopping, skipping)

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
- (referred to as: rolling, balancing, turning, twisting)

How to move:
- Sit: On the ground
- Stand: From sitting position
- Walk: On the ground forward
- Walk on four legs: On four legs forward
- Walk on three legs: On three legs forward
- Walk on two legs: On two legs forward

Examples of movement:
- Walking: Moving from one place to another
- Running: A form of walking where one leg is in the air and the other is on the ground
- Jumping: Rising off the ground and landing on the ground
- Skipping: Moving forward with a light, bouncing motion
- Twisting: Moving the body in a circular motion
- Turning: Rotating the body in a circular motion
- Pushing: Applying force to an object or surface
- Balancing: Maintaining stability while standing or sitting
### Table of Activities

**Large Group**
1. Animal Antics
2. Bear Hunt
3. Books in Motion
4. Dance, Dance, Dance
5. Emotions Soup
6. Emotions with Sounds
7. Find Your Pair
8. First, Next, Last
9. Jump the Opposites
10. Leaf Man
11. Learning Pond
12. Movements Mania
13. Move Count
14. Move Around
15. Newspaper Game
16. Rhyme Light
17. The Snow, Day Walk
18. Walk with Sounds
19. Water Cycle
20. Yoga Time

**Small Group**
21. Across the Bridge
22. Alphabet Hop
23. Alphabet Spinners
24. Balance Piles
25. Body Bowling
26. Bright Eye Pen-Pal Notes
27. Crazy Ball
28. Knock It Down Numbers
29. Mummy's Taps
30. Mixed Crossword
31. Obstacle Course Story
32. Standing Long Jump

**Outside**
33. Hide the Treasure
34. Mosquito Tag
35. Rhyming Rhyme
36. Snacks
37. Standing Duck Races
38. Stop
39. Swat the Fly
40. Walk to Wall

**Transition**
41. Ankles, Elbows, Feet & Seat
42. As If
43. Baby Bee
44. Caterpillar
45. Exercise, Exercise
46. Freeze Dance
47. I Am Going Ready
48. I Say, You Say
49. If You're Happy
50. It's Hot Today
51. Jump to the Door
52. Letters Ant-Look
53. Magic Key
54. On When We March
55. Scooty Feet
56. Wiggle Sticks
57. Zoo Zoom Around

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**Animal Antics**

1. **Mission:**
   - **Organization:**
     Music: Chant: All the children fast asleep, quietly dreaming without a pep, but when they open their eyes, oh my, what a surprise, they all act like.
     Material: Flashcards with animals.
     Book: My Friends by Tara Garie, Ten Little Dinosaurs by Peter Schachter, Animals by Eric Carle, Who are We? by Jane Chapman & Alex Blodgett
     Set-up: scattered formation when moving and begin to their home (e.g., carpet) to fall asleep.
   - Read the book, and for every animal picture have children act like that animal. After saying the chant, children open their eyes and act like the animal. When the music stops or the teacher starts the chant, children need to stop and sit down pretending they are asleep until they see the next animal.
   - First time, read the book and have children do the moves related to the animal on each page. Second time, read the chart and show only pictures of the animals. Children will need to remember and act out the moves (with the signal) by saying the picture. Next, say the chant while children are sitting and doing their eyes. When the children open their eyes there is a flashcard next to their spot. They move like the animal on that card. When they have the flashcard again they need to sleep. While they are “sleeping” switch the cards so that when they “wake up” they are a different animal.
   - When deciding on which animal to choose, look for ones that will allow children a variety of large motor movements. Some animals that are quiet can be good choices too. If children are getting like home, then walk, signals like skip, hop jumps, stamp feet like elephant, march like boomer, leap, hop.

2. **Choose:**
   - Children move around in space in any direction they wish while avoiding others.
   - *Use one flashcard with an animal (or a question mark) and the children choose what move to do. The question mark card is used as a place. When they get the peek card they can do any move they want. They can even make up their own animal move.*

3. **Assess:**
   - Development and Learning Objectives:
     - TSS 8a – Listen, Understands Language
     - Early Learning Standard 11.1 Language Understanding and Use, Benchmark 2
     - Physical:
       - TSS 10c – Traveling Skills, Runs/Gallops/Skips
     - Early Learning Standard 9.2 Large Motor Development, Benchmark 1
     - TSS 10 – Dance movement
     - Early Learning Standard 13.2 – Music, Rhythm and Movement, Benchmark 2

4. **Relate:**
   - When children wake up they check their animal card with a friend and ask each other to say what move to do.

5. **Enervize the Brain (EF):**
   - Children are asked to match the move with the animal and then switch to a different animal and remember being the matching moves. Also, children practice inhibition when not doing what other kids are doing (with the individualized cards) and white not picking when they get to be asleep.
Songs and the Coordinating Activities

Words to each song are found on page 98.

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

**Overall Experience**

- Teacher: 4.373
- Children: 4.432

**How easy was it?**

- 2.786

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!
7. Find Your Pair

**ORGANIZATION:**
- **Music:** 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 Streletz Haber
  - *Dr. Seuss’s ABC* by Dr. Seuss
- **Set up:** Scattered

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11. Learning Pond

**ORGANIZATION:**
- **Music:** It’s Hot Today
- **Material:** Polyspots 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 polyspots 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 stops, children go to the lily pads.
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.
ISU Extension Specialist

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**THANK YOU!**