



Active Movement – Korīngā Hihiko

Grant Harrison October 2022



Introduction

Goals

Principles

Why? How? What?

Stages of Development

Movement components

- Eyes
- Ears
- Balance Rolling/Swinging
- Walking/Running/Jumping
- Climbing Hanging
- Manipulation





Goals

- Identify value of Active Movement
- Identify Active Movement components
- Share experiences/concepts
- Learn new/different ways to encourage Active Movement
- Be active & engaged
- Fun and enjoyment

Principles

People need to be engaged to learn

Knowledge is in the room

LEARNS

Learner Centred- Engagement- Application- Reflection- New Knowledge- Stretch

WHY? – HOW? WHAT?

Tell Show Do

Observation and feedback

WHY?

Children are born to Move.

They have a desire to move and learn about themselves and their relationship to their environment

Movement connects body and brain

Instinct and reflex to deliberate activity

HOW?

How do different components / body parts operate together

Eyes/ears

Balance/Spinning/Rolling

Walking/Running/Jumping

Hanging/Climbing/Swinging

Throwing/Kicking /Catching

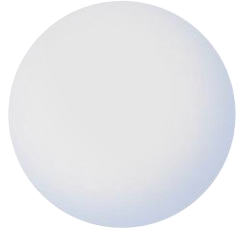
Language / Imagination

The way to get started is to quit talking and begin doing.

Walt Disney



Physical Stages of development



Tummy Time Birth> **Rolling** 3 mth>



Crawling 5 mth>



Walking -9 Mth
>



Running – 12 mth>



Jumping – 18 mth>



Preferred Hand Development – 2.5 yrs

Pre Birth

Baby Experiences

- Movement – mother & self
- Gravity
- Sound
- Moods
- Chemicals
- Food

Birth

Baby Experiences

- Movement - Passive v Active
- Reflexes
- Sound
- Moods
- Chemicals
- Food

WHAT?

What are the different activities ? Environments?

What are the different body parts

Eyes/ears

Balance/Spinning/Rolling

Walking/Running/Jumping

Hanging/Climbing/Swinging

Throwing/Kicking /Catching

Language / Imagination

Floor



FLOOR

- Good starting point
- Understands body limits
- Body parts
- Moving parts
- Muscle strength and tone
- Sounds
- Environment

CROSSING MIDLINE

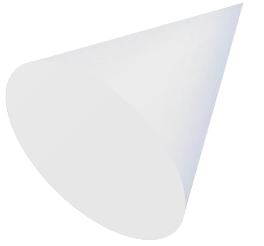
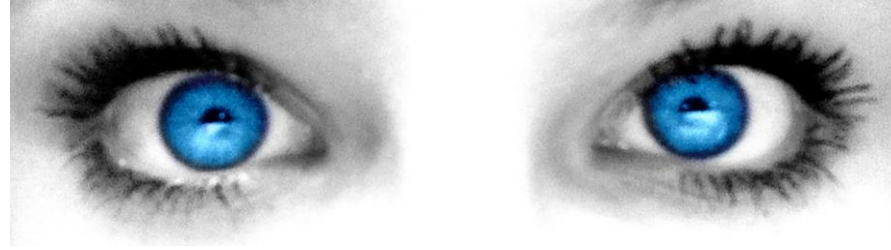
- Facilitates activity in the brain
- Connects both hemispheres
- One part of the body does one thing while the other does something else
- Crawling
- Rolling

LANGUAGE

- Sign language
- Words
- Descriptions – on over in
- Concepts – happiness / sadness
- Needs/wants
- Feelings



Eyes



WHY?

- Windows to the brain
- Correct messages are sent
- Connect brain
- Judge distance
- Focus on objects
- See straight when moving
- Eye Tracking - Reading

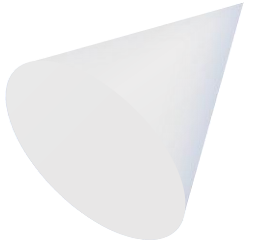
HOW?

- Bubbles
- Balloons
- Finger puppets
- Skittles
- Ball tracking
- Accommodation

IMAGINATION

- Stories
- Pictures

Balance



WHY?

- Fit into space
- Sit still
- Vestibular system

HOW?

- Sitting
- Standing
- Walking
- Running
- Jumping
- Spinning
- Rolling

ACTIVITY

- Spinning/Rolling
- Balance cushion
- Balance bean
- Rope
- Waling up and down slopes
- 1 foot
- 2 feet



Vestibular system

WHY?

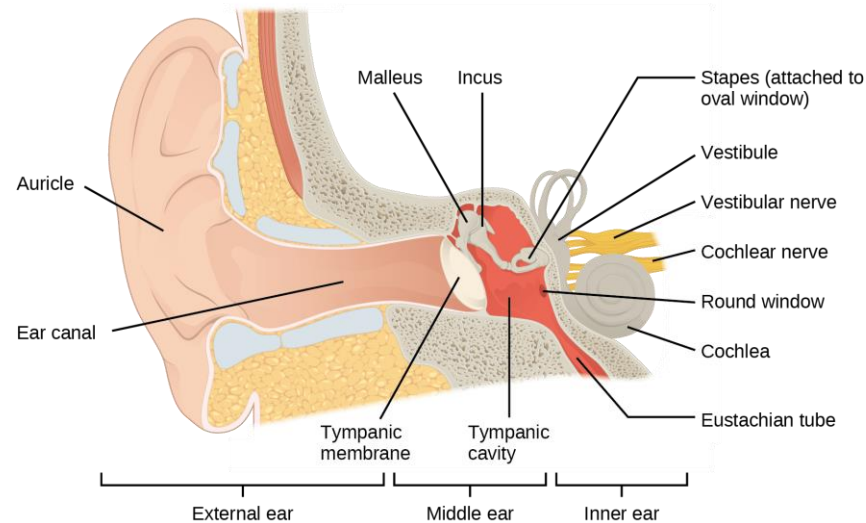
- Balance
- Orientation in space
- Links to all other movements

HOW?

- Spinning
- Rolling
- Upside down hanging

ACTIVITY

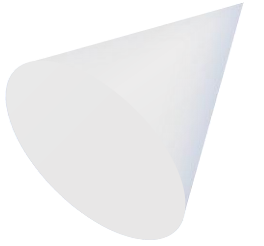
- Spinning
- Chair spinning
- Rolling down slopes
- Sitting still
- Freeze



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STASM

Short term auditory sequential memory



WHY?

- Sequence - logic
- Ordering

HOW?

- Remembering things in order
- Up to the age of 7 - their age less 2
- Adults 5-9
- Repetition

ACTIVITY

- Mat
- Room
- Matching games



Self Esteem

Acknowledge effort

Acknowledge action/outcome

Acknowledge social responsibility

Learning through repetition

Body Language matches oral language

Enjoyment

Components

Activities



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Crawling/Walking/Running



WHY?

- Fit into space
- Locomotion
- Transport objects
- Escape
- Blood flow
- Huff and puff
- Run off energy

HOW?

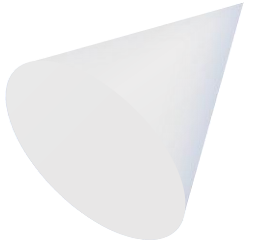
- Crawl tunnels
- With a purpose – rippa tag
- Wind
- Slopes
- Silent
- Slow

ACTIVITY

Walking – straight line
Rope
Obstacle course
Slalom
Chasing Tag
Kite flying
Freeze



Jumping



WHY?

- Fit into space
- Get down

HOW?

- Down before up
- 2-2;1-1;2-1.1-2
- Side to side
- Over / across
- Up - on
- Down off
- In??

ACTIVITY

Hop scotch
Battle rope
Spots
obstacles



Hanging/ climbing



WHY?

- Exploration
- Arm strength
- Hand strength
- Handwriting

HOW?

- Height is self determined
- Risk vs danger

ACTIVITY

Climbing frames

Trees

Obstacles



Manipulation



WHY?

- Exploration
- Digital experiences
- Eye limb coordination
- Limits of body

HOW?

- Plenty of objects to play with
- Risk vs danger
- Texture
- Cooperation & Team work

ACTIVITY

Throwing

Catch

Targets

Goals

Cooperative play





Summary

Movement connects body and brain
Movements are inter connected
Learning involves repetition
Every individual is unique

References

Active Movement Activity Guides

Moving to Learn - Gill Connell & Robyn Crowe

A Moving Child is a Learning Child – Gill Connell

Thank You

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