
Three Unit Class
45 Hours

S'cool Moves

www.schoolmoves.com 530.245.1088



"Listen to the mustn'ts, child. Listen to the don'ts. Listen to the shouldn'ts, the impossibles, the won'ts. Listen to the never haves, then listen close to me... Anything can happen, child. Anything can be." Shel Silverstein

Materials Needed for Assignments:

- S'cool Moves Text
 - Focus Moves Posters:
Primary Posters-Smile, Jumps and Hands & Feet
Upper Grade Posters-Arrows and Clap, Snap, Pat
 - Focus Moves Poster Instruction DVD #1 and Implementation DVD #2
 - Minute Moves Book and DVD
 - Reading Moves Poster Set
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Activity 1:

Directions: See Following Page

Activity 2:

Complete COMPENSATION BEHAVIOR FORM

Complete COMPENSATION ACTIVITIES FORM

Activity 3:

Complete the CHART OF BEHAVIORS & UNDERLYING CAUSES activities

Activity 4:

View FOCUS MOVES POSTER INSTRUCTIONAL DVD #1

Answer questions on FOCUS MOVES INSTRUCTIONAL DVD FORM

Activity 5:

Teach Posters to a child (children)

Complete FOCUS MOVES POSTER FORM

Activity 6:

View Minute Moves DVD and read Minute Moves Book

Activity 7:

Complete Reading Moves Assignment

ACTIVITY 1A:

Read S'cool Moves Text....

1. Choose a child (children) to observe.
2. Make a copy of the CHART OF BEHAVIORS & LIKELY UNDERLYING PHYSICAL CAUSES for each child you are observing.
3. Observe this child (children) for three consecutive days and note the behaviors.
4. Circle all the behaviors on the charts that pertain to your child (children). Invent your own system for noting behaviors that occur more than once.
5. Upon completion of the above tasks, complete the BEHAVIOR FORM.

ACTIVITY 1B:

BEHAVIOR FORM:

1. What behaviors did you notice?
2. Were there any repetitive behavior patterns?
3. What might be the underlying physical cause, or causes, for these behaviors?
(Answer must come from text)
4. Did this child, or these children, go into ANS (Autonomic Nervous System) fight, flight, or freeze at any time during your observation? Describe what was happening during that time.
5. What S'cool Moves activities would you provide for this child (children)?

ACTIVITY 2A:

COMPENSATING BEHAVIOR FORM:

1. What does the child do when things are difficult?
(physically, academically, socially) Does he/she avoid, pretend it's boring, make jokes, isolate self?
2. Does the child's compensation work every time?

3. Do others notice that the child can't do what is asked, or is this child an expert at covering up?
4. What happened when you asked the child about his/her difficulties?
5. Was the child aware of the difficulty?
6. Does the child state that he/she is "dumb"... "just not good enough" or some other derogatory remark? What were the child's comments?

ACTIVITY 2B:

COMPENSATION ACTIVITIES FORM:

Choose 4 activities from the S'cool Moves text to use with this same child, or children, and tell WHY you chose them.

- 1.
- 2.
- 3.
- 4.

ACTIVITY 3:

CHART OF BEHAVIOR & LIKELY UNDERLYING PHYSICAL CAUSES FORM:

Choose an additional 4 activities from the S'cool Moves text to use with this same child and tell WHY you chose them.

- 1.
- 2.
- 3.
- 4.

ACTIVITY 4:

FOCUS MOVES INSTRUCTIONAL DVD FORM

Questions:

1. In Debra's introduction, what did she observe that prompted her to design this program?
2. Why is understanding the importance of the vestibular system essential for all teachers?
3. List three benefits of integrating music and movement into today's academic focused curriculum.
4. List two of your favorite posters and explain the purpose of those posters, according to the information on the DVD.
5. The students demonstrating the level one posters were in what grade level?
6. The students demonstrating the level two posters were in what grade level?
7. How will you, or do you, integrate the Focus Moves posters into your school day?
8. According to the DVD, list three ways Focus Moves posters can be used.

ACTIVITY 5:

FOCUS MOVES POSTER FORM

Observe children doing the Focus Moves posters. After completing the instruction portion, let students practice while you observe. Then fill out the section below.

1. The Focus Moves posters work on what physical foundation areas?
2. Name 4 things that you noticed when the children did the poster activities for the first time.
3. Tell us about the children's conversations during the poster activities.
4. Write about one specific incident that occurred while teaching the posters, or while children practiced the posters.

ACTIVITY 6:

MINUTE MOVES ASSIGNMENT

Read the Minute Moves book and view the Minute Moves DVD.

Design an implementation plan to begin using Minute Moves activities in your classroom or clinic. In this plan, describe your class and what you would like to improve. If it is summer time, use the class or group you had last year for this assignment. Write how you will get started with implementation and document what activities you have used and any changes you have seen in your classroom or individual students.

Turn in your three page paper.

ACTIVITY 7:

READING MOVES ASSIGNMENT

Look through your Reading Moves posters and become familiar with them. These posters build on the movements children have learned from the Focus Moves posters. Literacy tasks have been added to them. Choose a student or a group of students to work with who need to improve their literacy skills. Have the student or group do each of the activities. After they complete the activities, write a three page paper describing what you observed in the students. Was it easier or harder to add the literacy tasks to the movement? Which posters/activities did the student(s) prefer? How can the posters be integrated into a classroom day for children who need to work on their foundation skills and improve their literacy skills?

Turn in your three page paper.

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45 Hours of Study

Name _____

Address _____

Phone _____

Email _____

All answers should be written using complete sentences
where appropriate.