



Presents

## I Am Moving, I Am Learning (IMIL) Overview

### Presentation Resources (Resources referenced in the virtual training)

Links to all music and resources presented in the training can be found in your training pack at:  
<https://choosykids.com/pages/virtual-training-pack>



### Learning Objectives

Participants will be able to:

1. Describe the significant relationship between physical activity, brain development, and learning.
2. Identify three goals of IMIL
3. Apply IMIL strategies for active learning across curriculum areas during routines of the day
4. Identify strategies for supporting the health and well-being of staff.

### NOTES

#### Develop Healthy Active Learners

Healthy active learners should be a by-product of our best practices in early learning environments. This is the ultimate goal of IMIL.

*Song: Choosy Cha Cha (Choosy Nation CD)*

#### Moving to Music Makes Me Feel Good

Moving to music is beneficial on many levels. It elevates your heart rate and your moods. Use it in staff meetings and parent events, and encourage it during daily routines at work AND at home!

Music is also a great teaching tool!

## Promoting Healthy Habits and Active Learning

### Our Approach

- Our approach embraces that school readiness includes, and in fact depends, on health.
- Many pediatricians now say that childhood obesity is the new failure to thrive!
- Prevention rather than intervention is the best model for avoiding health issues and unhealthy habits later in life.

## Your Role: Nurturer, Leader, Influencer, Champion

Our approach to ECE is to promote healthy habits, and support early learning at the same time.

## Obesity Is...

A biological response to our modern environments and to our policies and practices

## Head Start Initiated IMIL in 2004

To help you become the champions of change needed to combat this growing health issue and to address policies and practices for health, physical activity, and nutrition, the federal Office of Head Start selected Choosy Kids to help develop and lead the launch of I Am Moving, I Am Learning (IMIL), an award winning Head Start initiative.

IMIL video: <https://choosykids.com/pages/imil>

## IMIL GOALS

1. Increase the **quantity** of physical activity during daily routines
2. Improve the **quality** of structured movement experiences intentionally facilitated by teachers and adults
3. Improve healthy food choices for children every day

## What Makes IMIL Unique?

- Increased quantity AND quality
- IMIL is **NOT** a Curriculum
- **Enhances** what teachers already do
- **Embeds** quality movement experiences and healthy nutrition choices within daily routines
- **Augments** your existing curriculum approach
- It is not a “cookie-cutter” approach

## When Children Are Moving, They Are Learning

IMIL embraces experiential learning—the well-known concept That active learning is how children learn best.

**We Can't Separate Knowing From Doing**

This is the foundation of our approach to active learning for IMIL and for the extensions of it.

**Uniqueness Within Sameness**

Maturation depends on biology. Development depends on learning experiences.

**Chronologically The Same BUT Developmentally Different**

ECE professionals must plan every day for children who are chronologically the same but developmentally different

**Maturation is Predictable—Development Depends On Champions Like YOU**

**Every Child Needs A Champion**

Every child deserves a champion (Rita Pierson TED Talk)  
Children need champions in school, at home, and in the community

**The Most "influential others" for Preschool Children:**

- Family
- Early educators
- Health care providers
- Faith-based programs
- Media & advertising
- Children's characters

**Characters Influence Children**

Public health experts recommend the use of children's characters to promote classroom themes, especially for health.

Research confirms that children's characters are VERY influential.

Children's characters can be used as a motivating messenger/model for making healthy choices for the entire family

A character can model healthy behaviors consistently for sustainable motivation

### Health Needs A Hero

We use Choosy to help influence children's preferences for healthier food and active play.



Choosy stands for:

**C**hoose  
**H**ealthy  
**O**ptions  
**O**ften &  
**S**tart  
**Y**oung

### Levels of Physical Activity: Sedentary, Light, Moderate, Vigorous

Young children should accumulate 3 hours a day of all three types of physical activity in small bursts, both indoors and outdoors, especially moderate to vigorous (MVPA)

U.S. Department of Health and Human Services.  
 Physical Activity Guidelines for Americans, 2nd edition.  
 Washington, DC: U.S. Department of Health and Human Services; 2018.

### Preschool Children Have Difficulty Pairing Physical Activity With Health

For children, MVPA is better understood as “happy” and “very happy” hearts.

*Song: My Heart Says Thanks (I'm Moving, I'm Learning CD)*

### Move and Learn Song Videos!

The Move and Learn with Choosy system is an innovative collection of resources that compliments and supports your IMIL approach

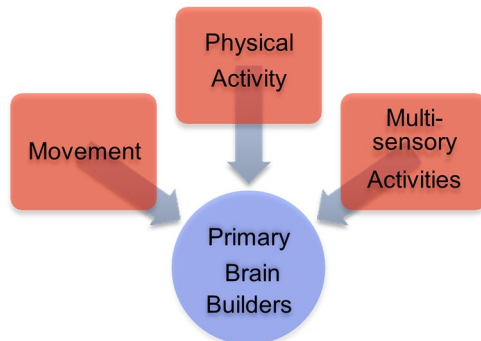
Preview all of the videos and songs from the system during your free access period to the entire Choosy Kids digital media library

### Physical activity during early childhood helps build young brains

"Physical activity is like Miracle-Gro for the brain!" — John Ratey

## Primary Brain Builders

Multi-sensory movement experiences that stimulate ALL areas of the brain are the primary brain builders for young children



## Brain Building

Build and connect the brain networks with VARIETY  
Strengthen networks with REPETITION

When we use both sides of the body, we use both sides of the brain; therefore, movement helps build and connect both sides of the brain.

## Brain/Body Challenges

Activities that encourage crossing midlines use both sides of the brain. AND activities using both side of the body use both sides of the brain.



## Crossing Multiple Midlines

Our bodies have three midlines:

- front/back
- top/bottom
- right/left

Activities that cross midlines help organize and strengthen brain networks.

## Basic Motor Skills Are Important

If children can't jump, hop, catch, and throw, etc, they will have limited interest and opportunities for engagement in childhood games, recreational activities, and sports later on in life.  
(Stodden, et al, Quest, 2008)

*Song: I'm The Boss (Choosy Nation CD)*

## Adult Guided Learning—Be An Active Play Partner!

The research tells us that another way to increase physical activity and to challenge the brain with movement experiences, is to be an active play partner and not a life guard.

## NOTES

Each child not only benefits from personal interaction with an important adult, but also benefits from seeing a role model who is encouraging physical activity.

*Song: What Can You Do? (My Wiggle Makes Me Giggle CD)*

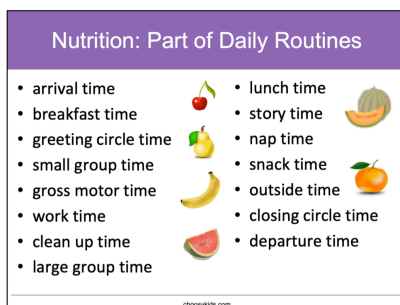
### **An Apple A Day Is Not Enough**

Consider using this You Tube video performance by Taylor Mali for staff meetings and parent events.

Nutrition and physical activity need to be integrated into other content areas and delivered during the normal routines of the day, not as occasional, or weekly events. Now days, an apple a day is not enough!

### **Nutrition: Part of Daily Routines**

IMIL encourages us to look for ways to include nutrition into the routines of the day so that nutrition is not just an eating event at a table.



Arrival time voting activity (favorite red fruit)  
Posted votes can be used for counting, sorting, and conversations including high quality questions



### **Body Language**

We can develop a body language with expanded vocabulary so that children can speak fluently with their bodies!

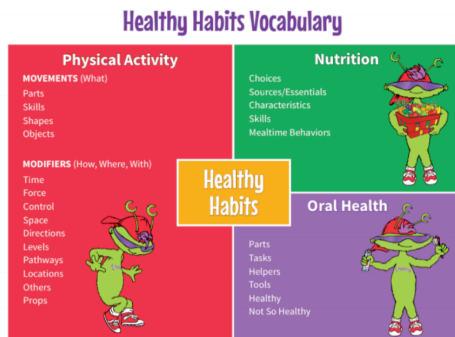
Text rich environments should include vocabulary words from the motor domain

## Body Language Is Essential

Preschool children should be acquiring vocabulary words about their bodies and the movements they make

When children are learning new words, they base their understanding of the words on how they **experience** them

## Healthy Habits Vocabulary



For teachers, the vocabulary framework is a guide for intentional planning of active learning experiences in the motor domain, and a cluster of vocabulary words that can be used in a variety of contexts.

The Healthy Habits Vocabulary Framework includes words for **Physical Activity**, **Nutrition**, and **Oral Health**.

### Physical Activity

These are the four categories of words for physical activity. The framework:

- organizes possibilities for movement instruction,
- helps remind teachers of ways to add variety in the practice of movement skills.
- helps in modifying movement challenges to help plan individualized learning experiences for classrooms or home visiting

What  
How  
Where  
With

### Movement Vocabulary Words

If movements and skills are **WHAT** I can do with my body, then the other categories, **HOW**, **WHERE**, and **WITH**, help me modify and add variety to my movements.

### WHAT (my body does)

Examples:

- Jump
- Hop

### **HOW (my body moves)**

The HOW words help young children practice regulating or controlling their movements

This category of vocabulary words truly represents “talking to your muscles,” because a child is telling muscles:

- how fast (time)
- how much (force).
- how to move with control! (stop, start, freeze)

### **WHERE (my body moves)**

The **WHERE** category includes directions, pathways, levels, locations, and categories of play space

Levels of space, dynamic space boundaries, shared space and empty space are complex because children cannot “see” space, so the concept must be discussed and experienced in a variety of ways.

Self Space

Shared Space

Empty Space

*Song: Choosy Shuffle (Super Choosy CD)*

### **WITH (my body moves with)**

The WITH words focus on moving with other movers and with props. There is continued focus on words of self-regulation, cooperative play, and controlling objects



### **Experiencing Vocabulary with Objects Adds Variety**

Playing with props that relate to words assists children with retention and increased use of the words in proper context.



## Ropes and Scarves

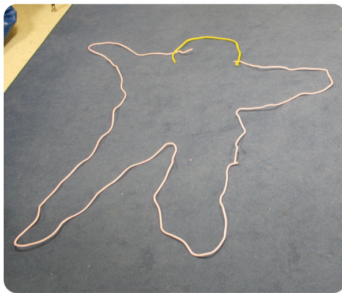
Learn while you play!

Ropes and scarves are two inexpensive prop examples to practice school readiness skills and vocabulary words while accumulating some MVPA time.



## Body Part Identification

Group or partner activity – children can combine their ropes to trace a body shape



## Your Body Is Designed To Be Healthy

- **Designed to Move**  
(5-10 miles a day)
- **Designed to be Nourished**  
(by Fruits, Vegetables and Grains)
- **Designed to be Hydrated**  
(by Water)

If it's grown **as a plant**, try eating more of that.

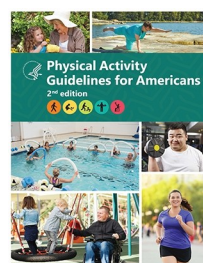
If it's manufactured **in a plant**, try eating less of that.

*Song: When I Move My Parts (Choosy Nation CD)*

## New Physical Activity Guidelines for Americans (2018)

- Move more and sit less
- Some physical activity is better than none.

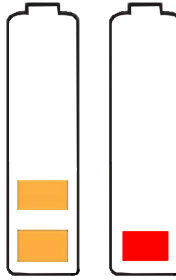
U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition . Washington, DC:  
U.S. Department of Health



**Feeling Down? Move Around!**

If you are energized, your brain (whether you are a child or a grownup) is more alert and available to you.

When you move, you elevate your heart rate.

**Nurture the Nurturers**

Self-care is not selfish

Self-care is professional development

Danna Thomas, founder, Happy Teacher Revolution

**Motivation Varies****Extrinsic**

Rewards  
Praise  
Recognition  
Money  
Promotion  
Awards  
Incentives

**Intrinsic**

Personally rewarding  
Fulfillment  
Satisfaction  
Curiosity  
Sense of accomplishment

**Movement Motivators**

1. Choice
2. Music
3. Incentives
4. Goal setting
5. Starting small
6. Teaming
7. Step counters
8. Support and recognition

**S•M•A•R•T Goals**

**S**pecific – exactly what do I want to achieve

**M**easurable – how can I measure my progress for achievement

**A**ction-based – what steps do I need to take to achieve my goal

**R**ealistic – small achievable steps

**T**ime-based – includes duration, dates, and deadlines

## NOTES

### **What You Think About, You Bring About!**

Think healthy, think empowered, think **CHAMPION!**

### **Children Need Champions**

This song is part of the Move and Learn with Choosy system and was written just for you. Preview the song during your free access period to the entire Choosy Kids digital media library.

