



enabling every child to learn



▶ OUR VISION IS TO ENABLE EVERY CHILD TO LEARN TO HIS OR HER FULL POTENTIAL

○ January | ○ Missile | ○ 2009



▶ OUR MISSION IS TO MAKE THE MOVE TO LEARN MOVEMENT SEQUENCES AVAILABLE TO EVERY CHILD IN EVERY CLASSROOM

Missile

Happy New Year *e-mail*

Welcome to 2009 everybody! Hopefully, you've all recovered from your celebrations & have had a little time to refresh yourselves.

2009, if you can believe the media, may present some extra financial challenges, but for most of us, the challenge of helping kids to reach their full potential will remain the same. An exciting field of opportunity, supported by an ever growing body of knowledge & an ever increasing army of committed guides, helpers & leaders!

We'd like to begin our year by sharing with you some inspirational letters from a few of those out there on the front lines so to speak. They've been a great encouragement to us, and I'm sure you'll glean some wonderful ideas to help you with your own projects.

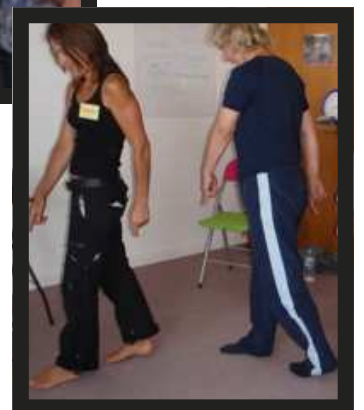
Enjoy!

From Julia Dive.

News about her Information Weekend:

"The Bega Move to Learn Weekend was a great success. The attendees were from the local area & from as far as Nelsons Bay & Wagga. We spent time investigating the Movements & why they work. There was also information on Vision, Nutrition for the Brain & Auditory Processing. For some it was an introduction & for others a consolidation of information they had already heard. There was lots of sharing of information & experiences.

Leanne Brischetto was there to share her expertise. Leanne & Phil Chapman looked after the technology & filled in the gaps & Carmel Dufty provided us with fresh, nutritious & fantastically presented food. What more could you want from a weekend!"



Julia Dive
Instructing The
Group Doing
Unilateral Flip
Flops

Word From WA

"Hi, my name is Leanne Chapman, I have just moved from NSW to Moora, WA in the last few months. My husband is a High School PE teacher & I have been doing some relief Aid work at the high school. I am Julia Dive's daughter & she has always done the MtL advocating in my home town. The community here hadn't heard of Move to Learn & Mum wasn't here so I thought I should let them know.

The Senior High School will be reviewing a proposal for a Learning Efficiency program including Move to Learn, The Listening Program & Gross Motor Activities, my hopes are that they will take on the program for 2009. The two primary schools are interested to know more & I hope to talk to them in more detail before the end of term.

I did a presentation for the MOPS (Mothers of Preschoolers) group & they were very interested to learn about Primitive Reflexes & things they can do to prepare their children for formal learning. I had a quick chat to the Child Care Centre staff at their staff meeting & they were very receptive, even saying 'this explains this boy & it makes so much sense!' They seem to be very keen to start up a Perceptual Movement Program next year.

We are moving on for a new school next year but I hope the community here keeps the MtL ball rolling.
Leanne :)"



Leanne Chapman

Back To School!

For some great ideas on how the program can be incorporated into the resources of just about any school, we'd like to share this inspirational letter with you from Dorothy Stephens . Dorothy, according to Winsome Richards, our wonderful dynamic contact in WA, is the reason we have Move to Learn in WA. It was with her help that Winsome went down the track that she did. Dot has been working in this field since the late 70s and is still active today!

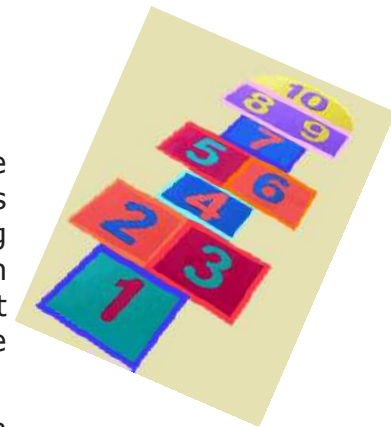
"I would like to share with you a few of my experiences of working with a large group; a country school, PP to yr 7 consisting of 75 students.

The school has no indoor gym area, but we have a long narrow cement porch area, the entrance to class rooms and a roofed sandpit which takes 2/3 of the children in flip flop position. The sandpit we cover with 4 large painter's drop sheets, this gives us a surface that is soft enough and the child's head not next to the sand. On windy days, which is often, we anchor the edges of the drop sheets with reusable shopping bags with a brick inside. It takes about a dozen or so. We have two 4 wheel garden trolleys to get all the equipment from shed to sand pit, there are always a few children that love to help set up and pack up.

For learning the beginning stages of the 2 flip flops we usually get into BUDDY system, which is yr 7 takes a PP – yr 6 a Kindly etc. They each take turns of being "teacher," touching only the ankle and wrist of either the straight or right angle move. The younger children love to have the responsibility of "teacher."

Once the moves are easy and correct they don't need BUDDIES, but I like to keep BUDDIES for the throwing and catching games.

We have made around the outside of the netball court and over other cement and hard areas an obstacle course with spray chalk which fades out after 3 to 4 months, depends on rain.



Back To School! continued..

I do similar to a grand hop scotch course. I include close foot size ovals, circles, squares, ovals, pentagons, hexagons, half circles, triangles (equilateral, once they have learned TRIANGLE etc) diamonds etc. We graduate up to the shapes of our states starting with the home state, graduating out to the neighboring states.. then capitals etc etc.

The children say the shape as they jump or hop or move backwards into it, depending on instructions. I am very careful not to overload information, so only ask children to say quietly easy shapes first and gradually introduce them to the shape names one at a time.

As the older children get well balanced and know them all, I get them to take a tennis ball with them and bounce on dots outside the shape, good for eye-hand and tracking.

I also like them to know where north, south, east and west are, as it gives them a sense of where they are on our planet..and our neighbouring countries.. a huge help in understanding geography in the classroom.

We do MOVE TO LEARN movements every session but start and end with a drink of water and Braingym hookups to settle the mob, or if a lethargic or stormy day, the other Braingym wake up exercises."

GREAT ADVICE

Do you, or your child, spend hours sitting in front of a computer? Here's some simple & effective advice. Try substituting an exercise ball for your chair.

Why?

- ◆ It will help to strengthen your back and improve your posture.
- ◆ It's comfortable.
- ◆ It's fun!
- ◆ It can help you get fit and lose weight.
- ◆ It's cheap.
- ◆ **And most importantly, it can help mature the vestibular system!!!**

Choosing an Exercise Ball

Before you buy a ball, make sure it's the right size for your height. To test it, sit on the ball & make sure your hips are level or just slightly higher than the knees:

At first, I'd suggest **starting gradually with the switch**. Take an hour or two on the ball instead of the whole day, then build up. In no time, you'll have rendered the old chair useless. The whole time you use your new ball-chair, you'll be maintaining your physical fitness & strengthening your core.

So rejoice, people! Happy sitting.



Gems From The Fiji Seminar

Time for another gem from another special attendee of the Fiji Seminar. We know you'll benefit from what Beau had to offer. Again, no priority or hierarchy intended in the order I'm sharing these. It's just based on what I manage to get ready in time.

Beau Whitmore Specialist Physical Education teacher



Beau has worked as a specialist teacher in high schools in the UK & with elite athletes in tertiary areas. She has a lot of experience working with disabled children; deaf, blind, multi-handicapped blind & Intellectually disabled.

At the seminar in Fiji, Beau shared some of her experiences with the group.

"I did an evening course with Ken Johnson at Chromehurst School. We studied profiles of children who were having Learning Difficulties & learnt how to identify the areas that needed remediating. We learnt how to set up programmes. For me, it meant modifying the work I had been doing.

I was invited by Barbara to join her staff at the Beach House & I sat in on her Assessments, soaking up her knowledge. The programmes which she ran were well accepted by schools on the Peninsula & the staff met on Thursdays to discuss & pool resources. I had never met such a dedicated group of people. It was so easy to become involved. As you can see Barbara is still passionate about this work & continues to share her ideas & enthusiasm.

Her name & work travelled as she reached out to the suburbs & parents began clamouring for something in their area. I was encouraged to start a center in North Rocks. This I did with the help of some wonderful Mums who ran a L.D. Group where speakers could come & give information evenings.

I equipped my garage, employed a Feldenkrais physiotherapist to come & work for 4 sessions with the pupil before I did my bit.

I have chosen as a Case History a lad whom I only graduated 18 months ago .He had many difficulties emotionally & psychologically as well as educationally but he progressed so rapidly he remains one of my success stories to share.

JOHN

At almost 8 years he was a loveable ball of energy & full of anger. Most of his anger was directed towards his sister who had not yet started school but could count; write her name; tie her laces & was very adept at letting everyone know how smart she was. It was too difficult to leave her at home so she occupied herself in a corner. John had outburst against his Mother but when I encouraged her to take sis for a walk he was out of control till she stayed. He suffered low self-esteem as he didn't come up to Dad's expectations on the footy field.

He was brought to me because his Dr had diagnosed ADHD & was advocating Ritalin. His mother knew I had other ideas.

Assessment

I have printed the Pyramid which I have used for many years & which I have found a helpful guide. It is best to begin at the bottom. Afterwards working upwards.

Gems From The Fiji Seminar continued...

An appointment was made with a developmental optometrist & John was given glasses.

We talked about likes & dislikes, his friends & interests. He refused to put anything on paper & just asked if he could play on the equipment. By the time he went I had found out that he could only recognize 3 letters of the alphabet but could count up to 20 .He hated balls & played in football on the w/e. He was meticulously tidy. He had considerable sensitivities to food colouring & sugar.

I ended up giving him a programme where I could progressively assess him over several weeks.

John's Programme.

Body Image

I massaged his body whilst he lay prone & I showed Mum how to do same (tactile) I named parts in sequence from top to bottom including the joints. This was done on the non-dominant side. He progressed to eyes being closed like we do with most exercises.

Rolling along the carpet or grass with either the arm or leg leading. Again calling the name of the part moving.

Flipflops and Crawling for Proprioception

Spatial Awareness

An **obstacle course** was a favourite. This can incorporate ALL the spatial concepts. You are only limited by the space & equipment available. **Gross motor** can be done here too with skipping or rolling between stations. His dynamic balance was challenged as he climbed up on a ramp & jumped off. He learned to jump in all directions using all of his body.

L.S.O. (linear sequential organization)

I taught John to use a stop watch & become aware of 1, 3,5,10 seconds He enjoyed this as he could see how long his sister took in the shower. He became the chief timer.

I had a 1 minute & 3 minute timer & 4 very easy puzzles.(no more than about 10 pieces.) He had to sit with the Puzzles in a pile to the Left of him and the timer in front of midline. When ready, he started the timer, took a puzzle from the L pile saying "start." Then in a special way he had to complete the puzzle, saying "finished" as he placed the puzzle on the R He then set the timer & began again saying "Next"

He had a **magnetic alphabet** in a box.

I encouraged sitting or kneeling with work in front of midline & both hands free so as NOT to favour one side. Again he had to turn over a 3 minute timer, say "Start" & then tip the phonemes out in front of him. Working with both hands he turns all pieces over. I gave John a model of the alphabet to follow & he had to put out all the phonemes from L to R in order until the 3 minutes were up. He noted each week how many he did. This was part of his home programme too. He soon got rid of the model. It is important to only give a set time as self-monitoring is preferential to the child feeling that they are failing. Another way of correcting is to silently remove the incorrect piece and to show he has to think again. This exercise is accompanied with vocalizing. At first John could not cross midline & at his desk he swivelled his body right round & wrote in a vertical fashion from bottom to top.

Gems From The Fiji Seminar continued...

Visual Sequencing

He had to **start, sitting on a cushion** where some objects were covered. With a timer he had to move to the middle of the room where he had to do a movement sequence. Then he continued to the end of the room where objects (similar to first ones) were in a pile. He then had to recall the order he'd seen & put them in the same order. He returns to the start & says "finished." This is done with colours, numbers, letters, pictures. If a timer is used, again self monitoring can be done.

Auditory Sequencing

This is done the same way as above only the **teacher calls** out the objects at the beginning & the **pupil calls** at the end.

By this time this programme includes a considerable amount of phonic skills. Using the Hammock & Trampoline a number of integrative ideas can be added. I used the trampoline with John, calling the alphabet whilst jumping correctly, saying days of week & months of year & he progressed with Maryanne's trampolining programme.

I used Violet Brand's work books & John worked through the Red, the Green & the Orange. He earned his pen for writing at school which was a huge incentive.

He now plays a good game of football & is a regular when it comes to awards from the headmaster.

STEVE

It is important to help these children as early as possible to avoid a situation I had with a 15 year old who had managed to slip through the primary system & almost through the secondary. His Mum heard about me whilst chatting on Canteen Duty.

I was able to alert him to the tinted Irlen lenses which were available from Dr Paul Whiting.

Every thing we tried, he thought inappropriate & no way was he going on the jumbo tramp. Both parents were illiterate & his 12 year old sister, although very bright, fought with him all the time. Steve had a desire to read. He was a great Soccer player & went to America to represent his club.

I found the only way I could motivate Steve was to put the Driving Manual on cassette as he also had expressed a desire to drive.

I also put his compulsory reading on cassette. He had to do a lot of listening at home & then come back to me for one to one. Then we spent time one to one.

It was a battle but his mother was very proud to see him complete a sequence of cross-pattern exercises on the mini-tramp.

I was also able to make sure he had help during his exams."

Just a snippet from the seminar, but to contact Beau to learn more about her work you can reach her at:

Beau Whitmore
beauw2@bigpond.com

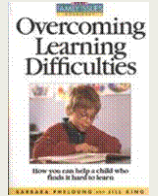
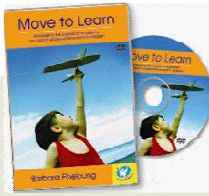
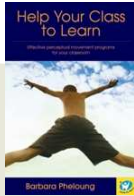
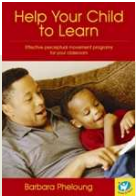
Thought we'd share this with you! This is the number of visitors to our website Month of Dec!

China- 2,100
USA - 1,900
Aust - 930
India- 904
UK - 840

Philippines - 330
Canada - 315
South Korea - 240
Eqypt - 215
Pakistan - 190

Until next month, keep on rolling!

**From The Move to Learn Team
Barbara, Jini, Stacey, Rick & Nikki & Manny**



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