



# "Calm Me Downs" Rhythmic Beat-Based Movement Cards for Prosocial Transitions

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Pre-publication Pilot - Do Not Disseminate

Musical Thinking Rhythmic Movement Self-Regulation Cards LICENSE AGREEMENT – Move2Think, LLC

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#### Thank You Warmly to You Dedicated Professionals

The past two years we have enjoyed working with over a thousand teachers, clinicians, administrators and students in 7 countries and 50 US cities sharing cognitive coaching strategies and rhythmic coordinative cognitive-physical activities from our books, Bloom, Bloom Your Room, 70 Play Activities and Musical Thinking. Thank you warmly! Your excitement for cognitive-movement inspires us.

Building upon our original cognitive-movement songs and activities, Spotlight and THINK in The Kinetic Classroom, we will be launching several new cognitive-motor programs in 2020-2021. Colleagues in our Executive Function in the Classroom workshops have generated some great ideas about specific kinds of cognitivephysical activities they would like to use with their students. As an example, Allison asked for movement songs for PreK-2nd grade. Lisa asked for more complicated rhythmic patterns for her high school students. Working with classroom teachers, motor-movement researchers, and educators including Mike Kuczala, Nicole Daddio, Ali Golding, Sue Milano, Doug Kenney, Ashley Ezell, Bonnie Walker, and Diane Hale, we have developed new cognitive-movement programs for PreK-3rd grade as well as middle schoolers and teens. Additionally, we wrote 24 executive function songs for the early years.

In 2020, our long-awaited Brain Primers - Cognitive Motor Movement Cards (Kuczala & Kenney) will be published. Nicole Daddio and I will launch Daddios, patterned tap dance sequences which require cognition. We are working with master tap dance instructor, Darrell Williams and Leann Kuser of FootWerx, to develop a movement program inner-city youth will adore. New Musical Thinking Movement Cards are also in development for middle school, high schools, the aging and people with histories of traumatic brain injury and concussion.

We value your dedication to the cognitive growth of your students and are so grateful for your hard work, enthusiasm and caring.

With Gratitude,

Dr. Lynne

### Self-Regulation and Executive Functions are Central to Learning and Behavior

Research shows us that young children who are able to exhibit selfregulation regarding their own thinking, movement and behavior learn and behave better. Self-regulation has been established as a key mechanism associated with a variety of outcomes including school readiness (Blair and Razza, 2007; McClelland et al.,2007a; Morrison et al., 2010), academic achievement during childhood and adolescence (McClelland et al., 2006; Cameron Ponitz et al., 2009) and long-term health and educational outcomes (Moffitt et al. 2011; McClelland et al. 2013) as cited in McClelland et al., 2014.

The behavioral aspects of self-regulation influence a child's ability to exhibit patience, interact prosocially with peers and manage frustration in the classroom. Children's behavioral self-regulation and executive function (self-control, attention, memory and cognitive flexibility) are also strong predictors of academic achievement (McClelland et al., 2014).

In developing cognitive-physical and coaching activities to engage children's executive functions and motor-cognition we consider areas of concern for teachers and students then design activities to meet the needs of both populations.

A primary area of concern for teachers is helping students learn how to transition from one place, activity or setting to another calmly with focus. In our work with hundreds of students we observe that some children rush while they are transitioning, they become distracted and find it difficult to settle down. A central component of poor transitioning is the inability for students to discern what it means to move slowly and quickly on the beat in time together. With our Musical Thinking movement cards we can help students transition better.

"Transitioning entails cognitive-motor skills we can teach students through rhythm and play."

Kenney, 2019

#### Poor Transitioning Leads to Lost Teaching Time

Effective transitioning of students between learning activities occurs when teachers establish routines and expectations of student movement and behavior wherein students stop one activity and quickly and smoothly move to the next activity. Effective student transitions increase learning time and provide daily practice of safe movement (Carter, 2017).

Orderly transitions in school also increase the time that could be committed to classroom teaching and learning. Daniel (2007) identifies that even 10 minutes a day (a conservative estimate) of lost classroom time due to student disruptions and poorly executed transition adds up to a staggering 30 hours of lost class time per school year. Reducing the transition time before and after activities by just one minute per hour could reclaim 20 hours of lost time-on-task per student, per school year (Carter, 2017).

Improving student time-on-task while transitioning supports more teaching time and imparts important self-regulation and executive function skills to last a lifetime.

What follows are coordinative rhythmic movement cards to help your students and clients learn how to slow down, move and transition smoothly.

These cards are based on The Love Notes in Musical Thinking.

## Using Rhythmic Movement to Teach How To Successfully Transitions

Using the cognitive movement cards is super simple. When you watch the video of the children in the classroom moving in time to the beat, you will see that they are moving in four beats forward then moving laterally holding two beats on each side or standing still for four beats. The variations of the quick and slow movements are flexible we have had students, "Walk like tigers and stand tall (in one place) like giraffes," as an example.

By helping students experience the musical rhythm within themselves, they will learn how to better regulate their internal energy while moving "slowly" and "quickly". We define Slow (Slow Mo in Musical Thinking) as 50-85 beats per minute. Quick (Quick Rick in Musical Thinking) is 85-120 beats per minute.

Project the movement cards on your Smartboard or print them out and laminate them then show one card at a time to your class. Sometimes, we shuffle the cards and let one or two students per day choose their "movement animals" for the day. The lines on the left side of the images represent the beats. Quick is four beats per measure. Slow is two beats per measure.

Now, through playful movement your students can practice transitioning smoothly to centers, the playground, physical education class, down the hall etc.

Watch our student ambassadors moving to the beat here. You are welcome to play these videos for your students so that they have a model of what smooth transitions "look like".

#### Foundational Beat Competency

You are welcome to use the movement cards in this program to practice weight shift, basic beat competency and even to create an orchestra in your classroom with some children moving, tapping or patting in quarter notes and others moving, tapping or patting in half-notes. The combinations are truly endless. You can find more movement ideas in our books and on The Kinetic Classroom, our online professional development program.

#### Accompanying Self-Regulation Language

#### Quick 85-120 BPM

"We soar like airplanes."

"We hover like helicopters."

"We whirl like tornados."

"We walk like tigers."

"We drive like racecars."

#### Slow 50-85 BPM

"We sit quietly like crabs."

"We rest quietly like snails."

"We ripple like water."

"We stand tall like giraffes."

"We stand still like cranes."

"We bloom like trees."

"We blossom like flowers."

# Calm Me Downs Movement Cards

# Quick & Slow



















Airplane





## Helicopter





Snail





Toronado





Water Rippling

### Calm Me Downs Movement Cards

## Activity #4





Tiger





Giraffe







## Race Car





#### Crane







Tiger





Flower





Race Car



Crab





Tiger





Crane

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# Quick Rick 4 Beats Per Measure



# Slow Mo 2 Beats Per Measure



#### More from the author



Some of our friends you'll meet right here, some you can meet in other ways we hope you'll find as dear!





THINK





