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## *Framework 2.0*

- ⇒ The educational race: Are we winning?
- ⇒ When is it time to take my position and become a Kinesthetic Educator?
- ⇒ What is Ready, Set, Go: Framework 2.0?
- ⇒ What are the steps I should take toward the starting line? How do I increase my speed?

### **THE EDUCATIONAL RACE: ARE WE WINNING?**

The education of our youth will always be a well-analyzed and discussed topic in our society. Countries compare achievement and standardized test scores while examining curricula, daily schedules, and the accomplishments of the masses based on attainment and success. This debatable topic is perpetually scrutinized and displays evidence that supports both strengths and weaknesses in our current status as well as the future direction of today's educational system. However, the most important question we may ask ourselves is this: What exactly are we analyzing? Are students more intelligent now than our previous graduates? Are they more successful? What measurements are we using to determine this success? Moreover, is education playing a role in producing healthy, productive humanitarians who care about one another and the world we live in?

## Strengths

Although some may argue the quality of today's educators, it is undeniable that teachers' responsibilities have grown tremendously to accommodate changes in society. Reading, writing, and arithmetic account only for a small aspect of educating our future generations. Today's classroom teacher has to differentiate instruction for each student as a unique individual learner while reaching and/or exceeding academic standards. Instruction and teaching methodologies are closely examined to improve standardized test scores. Modifications and varied assessments are explored to provide for optimal learning and achievement. To accomplish this wish list, teachers must be masterful at reaching academic as well as nonacademic needs of learners. Educators must now teach communication and decision-making skills, conflict resolution, and behavior management all while considering the health and well-being of their students. Today's teachers are highly educated prior to entering their careers. This education continues throughout their profession and includes a wide scope of expertise and knowledge. The well-rounded educator of the 21st century is an asset to the challenges of educating today's youth.

Another considerable strength of the educational system is the increase in postsecondary education. We currently have what is arguably the most rigorous curriculum in history, and yet graduation rates have still continued to increase. Students are experiencing academic success and are motivated to expand their knowledge through higher educational opportunities. Research has suggested that students are growing in intelligence at younger ages, and test scores are improving. This allows for the hopeful outlook that we are winning the educational race.

One of the most notable improvements in the educational system is the inclusion of all learners. Today's classroom provides the least restrictive environment for a variety of students. Individual needs are analyzed and addressed with the intention of each student reaching his or her full potential. This mentality has led the way to initiating a variety of programs that many believe have improved content standards and measurements. Today education serves all learners with the attitude that everyone can succeed.

Over time, education has shown many improvements that may lead some to believe that we are winning the educational race. The attention to trends, future expectations, and aspirations is persistent. As previously noted, more students are graduating and seeking posteducational experiences. Students are increasing their intelligence at a younger age, and a variety of programs exist to allow learners to reach their full potential. However, it's inevitable that we ask the question: Where is education failing our youth, and what might keep us from winning this daunting race?

## Weaknesses

It can be difficult to face the problems our society is currently battling and consider that education may be playing a role in their development. However, there has been a clear, irrefutable pattern in the decline in the physical health and well-being of our youth. The obesity epidemic has caused detrimental effects to our younger generation. Are we now raising the first generation of children that may not outlive their parents? Many experts believe we are doing just that as the rapid and steady increase in type 2 diabetes and obesity may lead to many premature health diseases and illnesses. The youth brain is drawn to the seduction of technology. Children and young adults are consumed with internet, television, and social media. Their precious time is spent in a seated position, while their eyes are fixated on a screen for hours on end.

Sitting for long periods of time causes serious health risks such as weakened muscles and bones, increased blood pressure, a decrease in insulin effectiveness, burning fewer calories (which may lead to obesity), an increase in type 2 diabetes and certain cancers, a decrease in the body's ability to clean its blood, and a shorter life span (Hamilton, 2008). The home life and family structure for the younger generation is far less physically active than previous generations. Taking this into consideration, it is important to consider what our current educational system is doing to combat the war on obesity and the destruction of the younger generation's health and well-being. It's admirable that our students are getting smarter at much younger ages; however, if their health is compromised, we must consider if our priorities are in line with what's in the best interests of our future leaders.

A second serious concern of our youth today is the decline in social skills and behaviors. How do students speak to one another on a regular basis? Most conversations between younger people today take place through text messages and social media. In some instances this may be a positive occurrence for students who are shy or struggling with communication skills. However, are we now creating more people with communication challenges? Younger age people are still developing their interpersonal skills. The idea of actually speaking to someone in a phone conversation is decreasing at alarming rates. According to a Pew Institute survey, the number of text messages sent monthly in the United States exploded from 14 billion in 2000 to 188 billion in 2010 (Kluger, 2012). Is there an end in sight to this epidemic, or do you see these statistics increasing? How will this affect our future leaders?

What programs or goals are in place in today's educational system to contest the decline of our students' interpersonal skills? Have we developed student outcomes that focus on these crucial life skills, and are we measuring and encouraging them to the same extent that we do our academic standards? If students are not able to have appropriate, meaningful

conversations with others, how will that affect the future success of our nation? Many people believe one of the biggest concerns with our youth is their expectation to get what they want, even in situations where they may not have earned it. Additionally, this era is known to many as “the age of entitlement.” Are we giving in to student wants in a way that is crippling their work ethic and willingness to accept mediocrity?

Another important consideration of education today is the mental health of children. Mental health is a fundamental factor in a student’s ability to learn, grow, and lead a productive life. While mental health services currently do not meet the needs of children, what are school systems doing to close this gap? One in five children has a diagnosable mental disorder, while one in 10 has a serious mental health problem that may impair how he or she functions in the home, school, and community (Stagman & Cooper, 2010). These statistics seem to be growing at steady rates.

Low self-esteem is a mental disorder in which an individual views himself or herself as inadequate, unworthy, or unloved. Many experts believe that low self-esteem is at an all-time high. Today’s society, with social media at the forefront, leaves teens and youth feeling insufficient and depressed. Although this may not seem like a problem for the school setting, how can students perform at their full potential if they are struggling with feelings of incompetence on a consistent basis? It seems impossible for students to reach optimal levels of performance if they are struggling with low self-esteem, depression, or anxiety. This matter may not have been a leading concern with former educational strategies and policies, but to overlook it today would be negligent.

To win the educational race, a sole focus on student cognition may leave us short of the finish line. A comprehensive approach that includes cognition along with the physical, social, and mental/emotional well-being of our youthful society is an all-encompassing tactic that may produce a first place victory. It seems too simple to suggest that daily movement throughout the school day may play a significant role in helping win this race. Nonetheless, we are proposing just that; a kinesthetic classroom in conjunction with other successfully proven teaching methodologies will have a powerful impact on this never-ending challenge while pushing us ahead to triumph.

## **WHEN IS IT TIME TO TAKE MY POSITION AND BECOME A KINESTHETIC EDUCATOR?**

### **Part 1: Take Your Position—Become a Kinesthetic Educator**

The time to become a Kinesthetic Educator is now! You no longer have to wonder if it’s in your students’ best interest to incorporate movement activities into everyday teaching strategies. If you are not already doing so, take your position today, and decide to start and/or continue to teach

kinesthetically on a regular, consistent basis. This teaching methodology will allow for optimal learning in your classroom environment. Movement in an academic setting allows for a stimulating, novel experience that attracts the youthful brain. Similar to the seduction of technology, the brain is drawn to the excitement and innovation that movement brings. Movement also provides the opportunity for students to grow cognitively, physically, socially, and mentally/emotionally. As educators use movement to enhance the learning process, academic standards can be met, test scores can continue to be improved, and vital life skills can be developed.

Technology has many positive aspects in today's society and has played a crucial role in the growth of our nation. However, many believe that spending too much time watching television, playing video games, surfing the internet, or exploring social media can have a detrimental effect on our lives, including our attention spans. Children who are raised in stimulating, active environments produce more neural connections in the brain (Bruer, 1991). When the body is inactive for 20 minutes or longer, there is a decline in neural communication (Kinoshita, 1997). Researchers at the University of Illinois found a "meaningful difference" in reading, spelling, and math achievement tests following exercise (Mitchell, 2009). It stands to reason that adding movement to the educational environment in conjunction with technology provides students with a win-win approach to optimize learning success and achievement.

As we previously analyzed our educational strengths and weaknesses, it is clear that teaching kinesthetically may play a key role in elevating our strengths while building on what many believe to be detrimental weaknesses. Research suggests that physically fit children perform better in the classroom. Research also shows a correlation between academic skills and physical fitness scores (Ratey, 2008). Recent studies surmise that physically fit students perform better on standardized test scores. Hence, teaching through kinesthetic means habitually could continue to increase these test scores along with performance standards.

Taking the position to become a Kinesthetic Educator will also help improve student retention. Movement should be considered whenever teaching a new concept or standard. Using kinesthetic activities and physical movement in the learning process will aide in students' abilities to recall information more efficiently (Blaydes Madigan, 1999). This will improve retention on a short- and long-term basis, which may result in colossal benefits. Today's curriculums are rigorous and have a spiral, sequential method that requires superlative retention.

It has been suggested that 80–85 percent of students are predominantly kinesthetic learners, which means they rely on kinesthetic intelligence for learning. This is an astronomical statistic that can no longer be ignored. In other words, these children prefer to move their bodies while participating in the learning process. Taking the position of becoming a Kinesthetic Educator will meet the needs of a variety of learners in your classroom

because movement allows for a multimodality approach to teaching. In a time when the variety of learners is unlike ever before, it is imperative to grasp tools that can provide a diverse approach to various needs.

The physical benefits of movement have been known to our society for decades. It is common to read or hear about the value of leading an active lifestyle on a daily basis. The more we move our bodies, the better it is for our health and well-being. If our society is so clear on this phenomenon, it only makes sense to move students as often as we can to combat the physical concerns that plague our youth. It is a realistic connection to take the position to become a Kinesthetic Educator who uses movement in the classroom daily to help battle obesity and the other health risks of our future leaders. Movement is essential for healthy living; therefore, why would we want students sitting all day as opposed to moving, learning, and growing in a succinct effort to give the younger generation the best chance of success? If students are in an educational environment for a minimum of six hours a day, imagine the impact a Kinesthetic Educator can make on improving their students' physical health. However, also consider the opposing physical effects of sitting most of those school hours and the harm that may cause the health of our youth. The potential remedy seems without debate.

In conjunction to improving physical health, are there social benefits to providing movement activities in an academic environment on a consistent basis? Think back to when you were a child or young adult. Remember playing sports on a unified team or simple games of backyard tag? For these events to run smoothly, children needed to communicate effectively while agreeing on rules and guidelines for the games. Communication and problem solving skills were developed in every single game that was played. Now, imagine movement activities in a classroom setting. How would students need to communicate with one another to meet collaborative objectives successfully? Would interpersonal skills have the opportunity to be developed in these types of activities? Many movement activities allow for effective nonverbal and verbal communication for task goals to be met productively. Hence, a Kinesthetic Educator would enhance social skills along with academic achievement in an environment that supports teamwork, collaboration, and appreciation of individual differences through movement experiences.

The mental/emotional benefits of movement are continually praised in today's society. According to KidsHealth (2015), people who exercise regularly feel happier than people who do not. Exercise and movement can reduce anxiety and depression. Let's face it: when we move, we just feel better. Movement can improve self-confidence and self-esteem, which may result in an overall feel-good attitude. If teachers are moving students frequently throughout the day, students may enjoy the day more as the brain releases serotonin and adrenalin to aide in a better state of mind, which can enhance the learning process. Exercise is also used to help

balance various mental health disorders. The chemicals released during movement activities may result in positive thinking and mental acuteness.

As we'll discuss in more depth later in the book, a student's learning state has a great influence on the meaning that is created during the learning process (Jensen, 2000). Therefore if a student has a positive learning state when material is being taught, the learner has an increased opportunity to make connections and better understand the concepts and information they are learning. Movement is the most powerful manager of a student's learning state (Jensen 2000). If an educator uses movement to teach academic standards, there is an opportunity for improved mental health challenges in students. If becoming a Kinesthetic Educator can improve self-esteem, reduce stress and depression, and enhance positivity, why wouldn't we embrace movement in an educational environment?

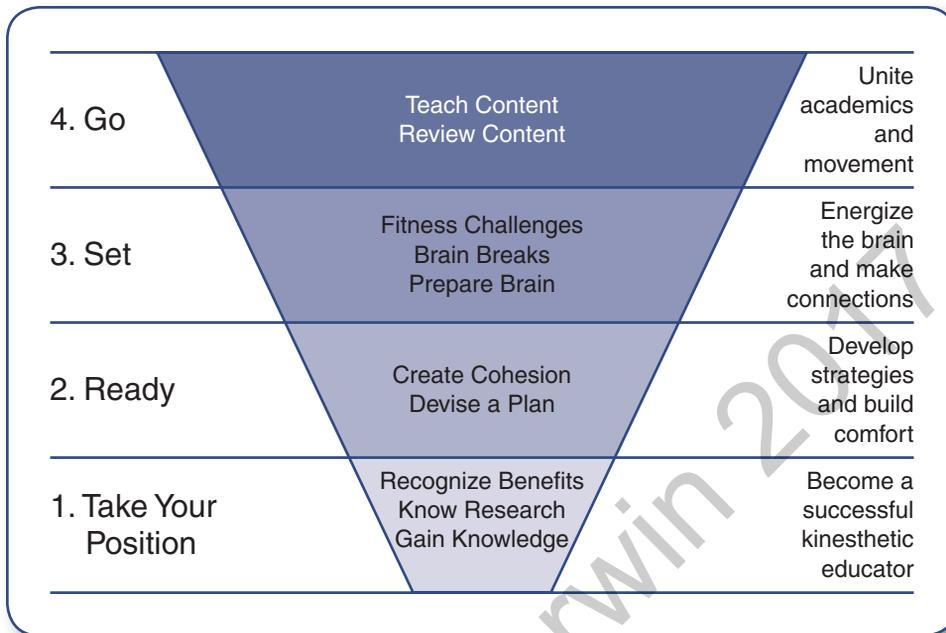
The educational setting is a constant in a student's life that our society has the ability to regulate based on public needs and objectives. It is difficult to manage what happens in home environments and how children and young adults optimize their time. However, we can have direct management of what happens throughout the school day. Taking the position of becoming a Kinesthetic Educator does not throw out all the other aspects of education that have proven successful. This movement expert simply adds kinesthetic activities into the daily routines of the school day in addition to the successful methodologies already in use. These movement activities can be used to enhance academic standards, improve test scores, and heighten intelligence and achievement, all while enriching the physical, social, and mental/emotional growth and well-being of our younger generation. A well-thought, comprehensive plan is underway to winning the educational race. The end result may not only be more intelligent children and young adults but perhaps, more importantly, humanitarians who seek to improve their own lives in conjunction with the world around them.

## WHAT IS READY, SET, GO: FRAMEWORK 2.0?

### Part 1: Take Your Position—Become a Kinesthetic Educator

Part 1 of the framework is deciding to take the position of becoming a Kinesthetic Educator. In this phase, educators gain knowledge and develop a philosophy of how movement will best serve their classroom and student needs. An essential part of this process is to grasp a clear understanding of the Framework 2.0 and how it can be used effectively to boost academic success along with the enjoyment of learning. This movement framework includes three additional parts that follow "Take your Position." These three sections are referred to as "Ready," "Set," and "Go."

Figure 1.1 Movement With Purpose: Framework 2.0



The second piece of the framework is known as “Ready.” This focuses on building the classroom and/or school environment. In this portion of the framework, there is a concentration on initiating and managing a kinesthetic classroom along with creating cohesion in a vibrant setting. This aspect of the framework plays a vital role in helping you, the educator, prepare yourself, your classroom (or even your entire school), and your students for an environment that incorporates movement in both the teaching and learning process.

The third part of the framework is referred to as “Set.” In this section, the emphasis is on setting your students’ brain with methods, activities, and strategies that will promote optimal learning. There are three components addressed in this segment: “Preparing the Brain,” “Providing Brain Breaks and Boosts,” and “Supporting Exercise and Fitness.” These types of movement activities take place in two minutes or less and can occur at various times in a lesson. Aside from being quick bursts of movement, they are very effective in readying the brain for enhanced learning. Moving forward, multiple activities and movements will be shared that can be incorporated into any class, including all grade levels, that will help to set the brain for peak performance.

The fourth section of the framework is titled “Go.” Although this section is arguably the most desirable form of movement in a classroom environment, it’s often viewed as the most challenging to implement. This area of the framework unites movement and academics while encompassing

two key components: reviewing and teaching content. Using movement in the teaching and learning of academic standards is a powerful means of not only improving learning but retention as well. Teachers may find this section of the framework the most difficult because it often requires time, creativity, and out-of-the-box thinking. Throughout these upcoming chapters, teachers will receive several ideas to initiate concepts for their own classrooms and circumstances. Combining movement and academics is one of the most effective and efficient ways to enhance learning and get desired growth with indisputable results.

## **Part 2: Ready—Develop Strategies and Build Comfort**

### ***Build and Manage a Kinesthetic Environment***

Once you have taken the position of becoming a Kinesthetic Educator, it is understandable to have concerns on how it may affect your classroom management. Let's face it; chances are most teachers have little experience moving students in a classroom environment with the goal of improving academic achievement and test scores. You may wonder if movement activities will increase discipline problems and cause a lack of control. However, once you learn to use movement purposefully, the result will more likely be an improvement in focus, productivity, and discipline. This book will spotlight what is referred to as "controlled movement with purpose." When behaviors are managed and students are learning through movement, with a distinct goal in mind, the teacher has control. In this chapter we will address motivation and hypermotivation along with effective strategies to use movement while managing various personalities and behaviors.

### ***Create Cohesion***

Is the emotional climate in your classroom vital for student learning? Absolutely! It is necessary to consider how the brain prioritizes information. The information most crucial for the brain is related to student survival needs. If these needs are not being met, then brain function is compromised, and optimal learning will be difficult. The second-most important information to the brain is that which generates emotion. What is the emotional state of your students, and can it be managed? Who is responsible for managing this state—you, your students, or perhaps a combination of both? If students are feeling stressed or uncomfortable in your classroom, it is very difficult for the brain to learn new information. The parts of the brain that use higher-level thinking strategies and critical-thinking skills shut down when an individual's mental-emotional state is compromised. The third priority of the brain is receiving data for new learning. Therefore, the emotional climate is a priority to the student's brain and plays a major role in his or her ability to learn new information (Sousa, 2017).

### Part 3: Set—Make Brain Connections and Energize the Brain

#### *Prepare the Brain*

Are you familiar with the concept of whole-brain learning? Many researchers and theorists believe that specific, directed physical movements can help prepare the brain for learning while improving brain function. Although some view this research as inconclusive, others feel it is a solid combination of brain science and common sense. In this chapter we will focus on specific brain-compatible movements that improve neural connections. The ultimate goal with these movements is to improve neuron communication, so cognitive abilities can be heightened. It is believed the way we think, learn, and remember can be directly influenced by the physical movements in which we participate (Ratey, 2008). There are a number of programs that have been developed and explored to provide evidence that these movements are beneficial and effective in preparing the brain and enhancing the learning process.

#### *Provide Brain Breaks and Boosts*

Many classrooms today drive students to learn as much as they can as fast as they can. Hence, information often gets jumbled, and students are left with minimal understanding and retention. The goal of providing brain breaks and boost is to prevent academic overload while reenergizing the brain for learning. Some educators are concerned with the concept of taking a break away from academics when time already seems too short to meet all the demands of current curriculums and standards. However, if educators move quickly to “cover” the required material and learning and retention are not the result, are we really doing our students justice? It’s also important to note that approximately 90 percent of the oxygen in our brain/body is stale unless we take a deep breath, yawn, or get up and move. This lack of fresh oxygen can result in confusion, lack of concentration, and memory difficulties (Blaydes Madigan, 1999). Therefore, a quick movement break can go a long way in reactivating the brain for learning.

#### *Implement Fitness Challenges*

Does supporting exercise and fitness with short stints of physical activity belong in a classroom environment? These mini challenges are a new phenomenon that is getting a lot of attention. Why? There are two main reasons. First is the thought-provoking research that shows a correlation between physical fitness and academic achievement; students who are physically fit are performing better academically. In addition, students are producing higher test scores following bouts of intense cardiorespiratory exercise. A second consideration is the serious decline in the health of our younger generation. Optimally, students would participate in physical activity in a school setting on a daily basis, preferably in physical education classes as well as outside of the school environment. However, currently,

we have become a nation of “sitness” vs. fitness (Bladyes Madigan, 1999). The results are catastrophic. We are fighting a war on obesity as our youth’s health deteriorates at disturbing rates. Supporting exercise and fitness in the classroom may be our best chance at putting these devastating circumstances to a halt.

## **Part 4: Go—Unite Academics and Movement**

### *Review Content*

Think back to any review game or activity you played as a child or adolescent. It was fun and memorable. You probably even pleaded with your teacher to play it prior to every exam. Reviewing content is a fundamental aspect of increasing retention; the more effective and perhaps enjoyable the review of the content, the greater the probability for retention. Movement is exciting and can make learning fun, engaging, and emotional. When cognitive information is linked with movement, retaining and recalling the data at a later date becomes easier (Hannaford, 1995). Memories and neural pathways fade when they are not used (Jensen, 1998). Providing multiple opportunities for review at the beginning, middle, and end of a lesson can prove invaluable. Combining this continual review of material with movement may produce even more impressive results. The movement will add a stimulating connection that heightens memory and detail. In addition, using movement to review content will awaken the brain while simultaneously providing an opportunity for it to rejuvenate. As a result, students’ motivation to learn will grow as they play an active role in the learning process.

### *Teach Content*

A true Kinesthetic Educator will eventually want to become an expert in the ability to teach academic standards through movement. Why? Learning by doing is a powerful means for understanding and retaining information. Recall something you learned by means of physically participating in the learning process, such as riding a bike. You could go years without riding a bike and still remember how to physically do it or teach it to someone else, such as a child or even a grandchild. When you experience the learning of information with your body, it’s feasible that sometimes the body can remember things the brain can’t. Have you ever forgotten something that you learned kinesthetically? To recall the information you may have had to physically do the movement before you could recall the data. Information and memory travel throughout the entire body, not just the brain. Therefore, it only makes sense to use both the brain and body when learning new information. Keep in mind that movement does not need to replace your usual way of teaching a concept. However, adding movement to the instruction of a concept in conjunction with other teaching methodologies can prove to have superior results, such as: increased

understanding and retention, improved social skills and class cohesion, increased learner motivation, brain/body connectivity, and higher-level thinking and problem solving.

## **WHAT ARE THE STEPS I SHOULD TAKE TOWARD THE STARTING LINE? HOW DO I INCREASE MY SPEED?**

Congratulations! You are already on your way to the starting line. If you are having any reservations of whether or not you can move students successfully in your classroom, take a deep breath and remind yourself that this can be a slow or quick process based on your comfort level. Teachers are individuals with different experiences and personalities. Your background can play a key role in dictating how quickly you grow as a Kinesthetic Educator. Your goal will be to start small and build on your use of movement in the classroom.

One of the first things we would encourage you to do is take the Kinesthetic Challenge. This involves a few small steps. Step number one is to gain as much knowledge as you can about teaching and learning through movement. During step two, share some of this information with your students while notifying them that you are going to become a Kinesthetic Educator and they will be part of a kinesthetic classroom. The third step is to implement a minimum of one quick movement activity in your classroom every day for one to three weeks. We recommend using activities from “Set” because they are less than two minutes each and are easy to implement. Once your comfort level builds, the next step is to engage your students in one review activity or teach content through movement (choosing something that is not too difficult to start off with). Finally, analyze your results. What are students saying? How are they responding to movement? Is motivation in your class growing, and are students beginning to ask for the activities? If your attitude is positive, movement will not only prove to be successful, but it will become contagious. Your students will enjoy the new direction of your classroom as they grow cognitively, physically, socially, and mentally/emotionally.

Once your challenge is complete and you recognize the benefits of being a Kinesthetic Educator, you will become more comfortable and encouraged to increase the frequency of movement in your classroom. Initially spend more time focusing on “Take your Position,” “Ready,” and “Set.” These will be more comfortable places to begin as there is an ease of implementation, while minimal creativity is required. They also demand little planning time and can be performed in two minutes or less at any point throughout your lesson. As you engage your students in the movement activities, continue to observe their increased energy and improved learning state.

As your students' motivation grows, so will yours. Uniting movement with content is the ultimate means to increasing your speed to win the race. Although reviewing and teaching content with movement may take more planning time and creativity, you will be pleased with your efforts as your students' test scores increase, all while reaching state and national standards. You will also notice students physically moving their bodies while taking tests to help recall learned information. Instead of falling behind, students will grow with a new eagerness to learn in their interconnected classroom. In an environment filled with a variety of learners, movement is a teaching tool that will provide a multimodality approach that deserves our undivided attention.

The time to increase our speed in the educational race is today, and movement is the edge we have been searching for. Teaching and learning through movement is a universal approach that everyone can benefit from, both students and teachers alike. Ultimately, our goal in education is to provide our students with the best opportunity to become successful, productive members of society. Becoming a Kinesthetic Educator and teaching and learning through movement will allow for a comprehensive approach toward facilitating student growth and educating the whole child. This all-inclusive approach is our best chance at winning this ever-challenging race.

## CHAPTER SUMMARY

- Educational Strengths: More students are graduating and seeking posteducational experiences. Students are increasing their intelligence at a younger age, and a variety of programs exist to allow learners to reach their full potential.
- Educational Weaknesses: There are physical, social, and mental/emotional concerns of our younger generation that current educational curriculums do not address or emphasize.
- The educational setting is a constant in a student's life that our society has the ability to regulate based on public needs and objectives. It is difficult to manage what happens in home environments and how children and young adults optimize their time. However, we can have direct management of what happens throughout the school day.
- To win the educational race, a sole focus on student cognition may leave us short of the finish line. A comprehensive approach that includes cognition along with the physical, social, and mental/emotional well-being of our youthful society is an all-encompassing tactic that may produce a first-place victory.
- The time to become a Kinesthetic Educator is now! You no longer have to wonder if it's in your students' best interests to incorporate movement activities into everyday teaching strategies.

- Take Your Position: Gaining Knowledge and Developing a Philosophy of How Movement Will Best Serve Your Classroom and Students' Needs
- Ready: Preparing Yourself—Building and Managing a Kinesthetic Environment and Creating Cohesion
- Set: Setting Your Students' Brains—Preparing the Brain, Providing Brain Breaks and Boosts, and Supporting Exercise and Fitness
- Go: Uniting Movement and Content—Reviewing Content and Teaching Content

- Teachers are individuals with different experiences and personalities. Your background can play a key role in dictating how quickly you grow as a Kinesthetic Educator. Your goal will be to start small and build on your use of movement in the classroom.
- The time to increase our speed in the educational race is today, and movement is the edge we have been searching for. Teaching and learning through movement is a universal approach that everyone can benefit from, both students and teachers alike.

## TIPS FOR THE STAFF DEVELOPER

Because so many administrators and teachers are presenting on the topic of movement in the classroom, we are often asked about an outline for the presentation process. The information in this chapter is integral to that and plays an important part. A sample outline and one which you'll have to create for yourself as you move through the material in this book includes the following:

1. Understanding the brain/body connection
2. An overview of the Ready, Set, Go: Framework 2.0, including sample activities from each part of the framework
3. The nine thoughts to move by (Chapter 3)
4. Why movement enhances the teaching and learning process
5. If time allows, more activities from the framework

One more note—no matter the length of the keynote, professional development, graduate course, and so on, we never use PowerPoint! We are not against PowerPoint; it just doesn't work very well for what we do. Because of this we've made many tech support people smile!