



Move Their Bodies, Move Their Minds

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What the stats are saying:

1. Reports done by statistics Canada and the Public Health Authority in 2016 / 2017 found that the amount of children (age 5-17) who were overweight or obese was 30%. That's 1 in 7 kids.
2. In the same time frame the amount of time kids spent sitting in front of a screen was 3 hours per day.
3. Only 40% of kids meet the daily physical activity target of 60 minutes, set out by the Public Health Authority.
4. According to Occupational Therapists, children with poor core strength will have difficulty controlling fine motor skills, such as handwriting, and participating in gross motor activities like sports and PE classes.

Your observations from the Mindful Awareness Walk

Body:

Mind:

Mood:

Energy:

Other:

What are OTM's (Michelle Segar, No Sweat) and why are they important?

OTM OTM stands for Opportunities To Move. The term OTM has been coined by Michelle Segar of the book, No Sweat, and is consistent with my view on physical movement. Moving your body should and can happen in all sorts of ways. Exercise can take on many forms. It can be structured movement like playing on a sports team or going to dance or martial arts class or unstructured movement like biking, scooting and climbing. Regardless of how you choose to fit it into your day, it all counts!

It's important to move your body, and coach your students to do the same. Choosing activities that are of varying difficulty and skill level help to challenge the body and mind. But, what's even more important is that kids find opportunities to explore what movements make them feel their best and that they do them often.

Contrary to popular belief, exercise does not have to be done for a specified length of time or at a certain time of day to be beneficial. Creating OTM's in your life, and that of your students, has endless physical, emotional, and mental health benefits.

How can I create more OTM's in my classroom?

1. Use movement during times of transition. From one subject to another, one lesson to another, etc.
2. Use movement to refocus the class after recess, after a seated activity, upon arrival to class in the morning, after an assembly or right before a test to help ease the anticipation.
3. Anytime the class is hyper, unfocused, or in need of an energy release is a great time to incorporate movement.

Movement breaks can be done for as little as 1 minute to as much as an entire lesson block. It's up to you how you use it in your classroom but either way, it's going to benefit your kids' minds and bodies.

Physical activity does the following...

- Improves Confidence
- Improves Self-esteem
- Improves cognitive function
- Improves muscle mass and strength
- Improves flexibility and mobility
- Improves happiness
- Decreases anxiety
- Decreases stress

Ways to engage kids in movement:

Not all kids like sports. Some kids are 'loners' and choose solo activities to exert their energy. Some kids like small group activities and others large team games. Having choices and offering a variety of ways to move, without judgement, helps open up opportunities for kids to enjoy movement in their way each week.

- Large group games or OTM's.
- Small group games or OTM's.
- Partner activities or OTM's.
- Solo OTM's.

Core Confidence Classroom Routine

YouTube Video Link: <https://youtu.be/o6fhImGUF6o>

Equipment required: a group of keen students, enthusiastic teacher, mats for each person, 4 X 4 space between kids, and a water bottle.

Please use and share this core confidence routine in your classroom to create stronger students!

Exercise	Special Instructions
Squats	
Lunges	
Body T's	
Forward Bends	
Two Step, Side Steps	
Side Planks	
Dead Bugs	
Bridges	
Bird Dogs	
Planks	