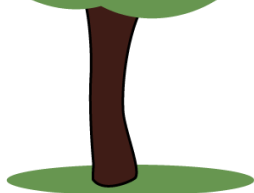


TAKE IT OUTSIDE! WEEK



Sportscasting will help develop movement literacy as children learn movement specific vocabulary. It also supports cognitive development; overlaying language for position and direction words as children move their bodies through space is essential for developing these concepts. Children will also notice you noticing them. This is an integral part of a positive behavior guidance approach.

Don't be a Benchwarmer Be a Sportscaster

Instead of watching the action from the park bench, get up and get closer. While you are keeping an eye on the children, monitoring for safety, you can talk about the physical activity that you see. Just like a Sportscaster giving a play-by-play of an athletic event, you can describe their actions using movement vocabulary. Refer to the chart below excerpted from the I Am Moving, I Am Learning (IMIL) program.

Action Awareness (what the body does)			
Traveling Actions Walking, Skipping, Hopping, Climbing, Jumping, Crawling, Sliding, Marching, Galloping, Running, Leaping	Stabilizing Actions Twisting, Standing, Stretching, Landing, Turning, Sitting, Swaying, Bending, Balancing, Squatting, Pulling, Shaking, Curling, Kneeling, Pushing, Dodging	Manipulating Actions Throwing, Rolling, Opening, Catching, Kicking, Closing, Bouncing, Trapping, Striking, Tossing, Object Handling	
Effort Awareness (how the body moves)			
Speeds: Slow, Medium, Fast, Speeding Up, Slowing Down		Degrees of Force: Strong, Medium, Light	
Space Awareness (where the body moves)			
Categories Self Space Shared Space	Directions Up, Down, Right, Left, Forward, Sideways, Backwards	Levels High Medium Low	Pathways Straight Curved Zigag
Relational Awareness (the body in relation with self, other movers, and objects)			
Locations: Near-to-far from, Around-through, In front-behind, Together-apart, Facing-side by side, On-off, On-out, Top-bottom, Over-under			
Body Parts			

Examples:

- *Wow, Justin is climbing up high on the ladder. He is squatting down low, waiting for a turn to use the slide. I see his legs out in front. He is going down forward. That was really fast!*
- *Liliana and Jose are crawling through the tunnel together. Jose came out sideways. Liliana is backwards.*
- *Susan, you are strong. You are pumping your legs hard to go high on the swing.*

Teaching Tip: If you consistently find you are not using vocabulary from one or more areas of the chart/categories, consider how you might create those movement opportunities. Perhaps you might add some new features to the environment such as manipulatives or toys and materials from the indoor classroom. You might join in children's play, modeling a wider variety of movements in your own play. You might also lead some structured activities that create those movement opportunities.