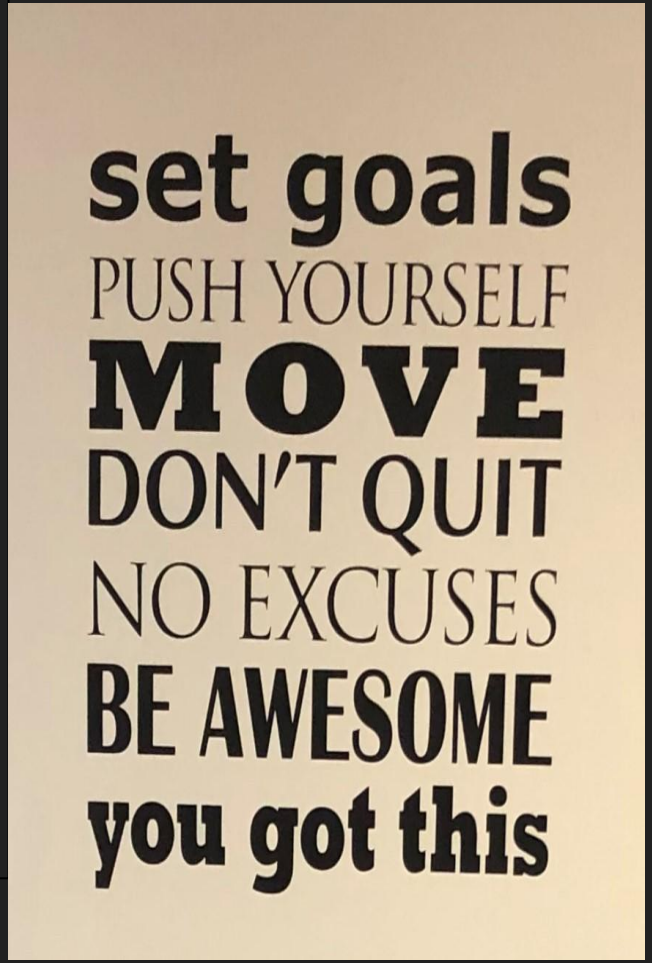
Active Learning Lab



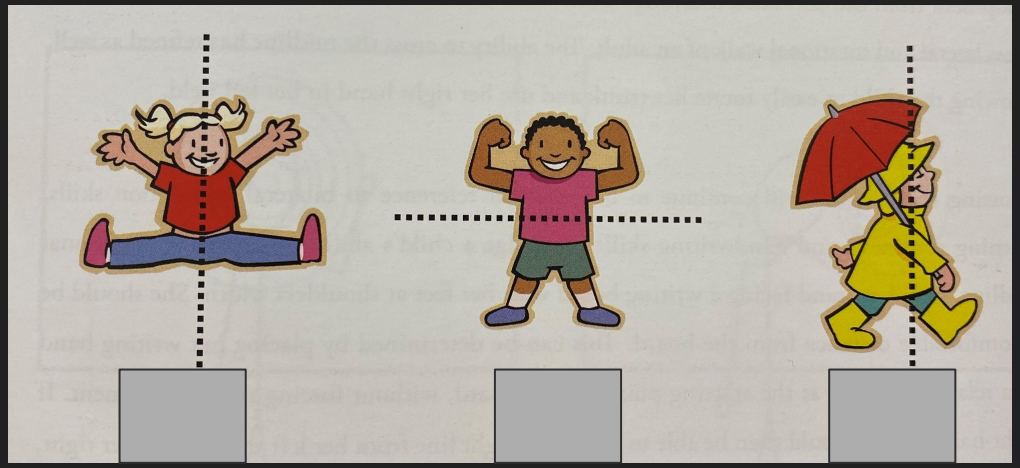
Sneak Peek


Look
at us in
MOTION!

"Optimum learning comes from: multi-system, multi-experiential, multi-opportunity happenings within a lifetime."

The warm up consists of specific to positions that should have been mastered as an infant and positions that cross the midlines. **The lack of mastery of these movements have been labeled a culprit for coordination difficulties and therefore academic disabilities.**

How many schools substitute fitness for academics?

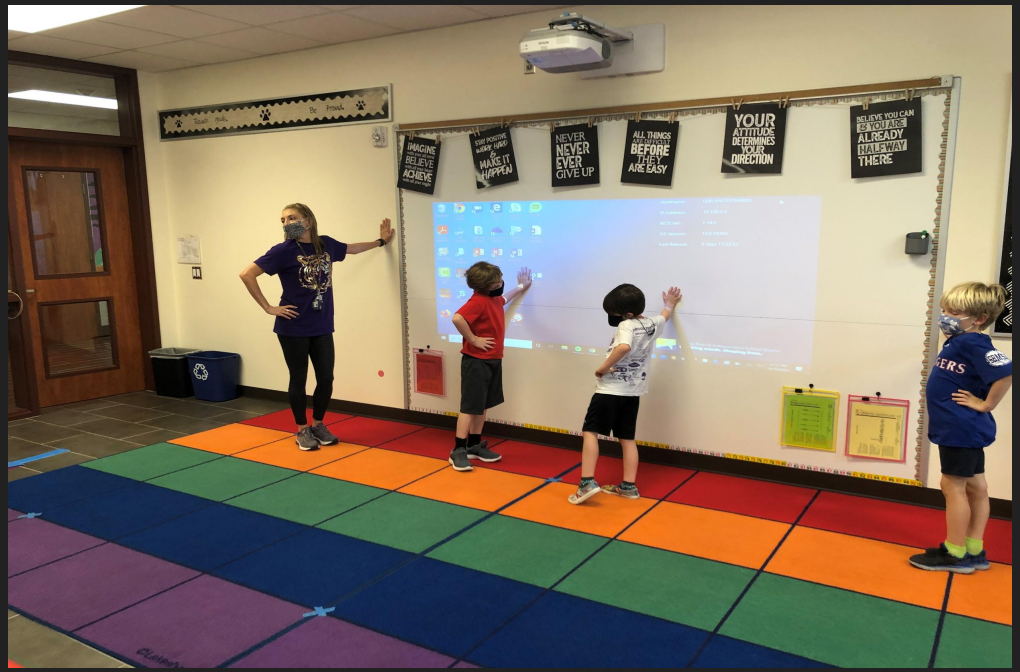


How many kids play on their tablets / computer games instead of outside?

WARM UP
Superman Stretch

WARM UP
(Popcorn)

WARM UP
(Wall Lean)



WARM UP
(Giraffe Stretch)

Stations and Cardio Machines

CARDIOVASCULAR

-Exercise benefits the brain by changing the brain at a molecular level. Since the brain does not produce its own fuel, it relies on cardiovascular exercise to pump oxygenated blood to the brain to use as fuel. Physical Activity and exercise change the learning state to optimize retention and retrieval of memory.


NEVER EVER GIVE UP
ALL THINGS BEFORE THEY ARE EASY
YOUR ATTITUDE DETERMINES YOUR DIRECTION
BODY CYCLE
CYCLING FORCE

CARDIO


MOON WALKER
BODY CYCLE

BALANCE

-We get information about where we are in space from our feet not our seat. Balancing activities challenge the brain to adjust its spatial orientation using the proprioceptive system.

-Balancing helps the brain to place words on a page, to read from left to right and to write patterns in sequence.

BALANCE
(Balance Beam)

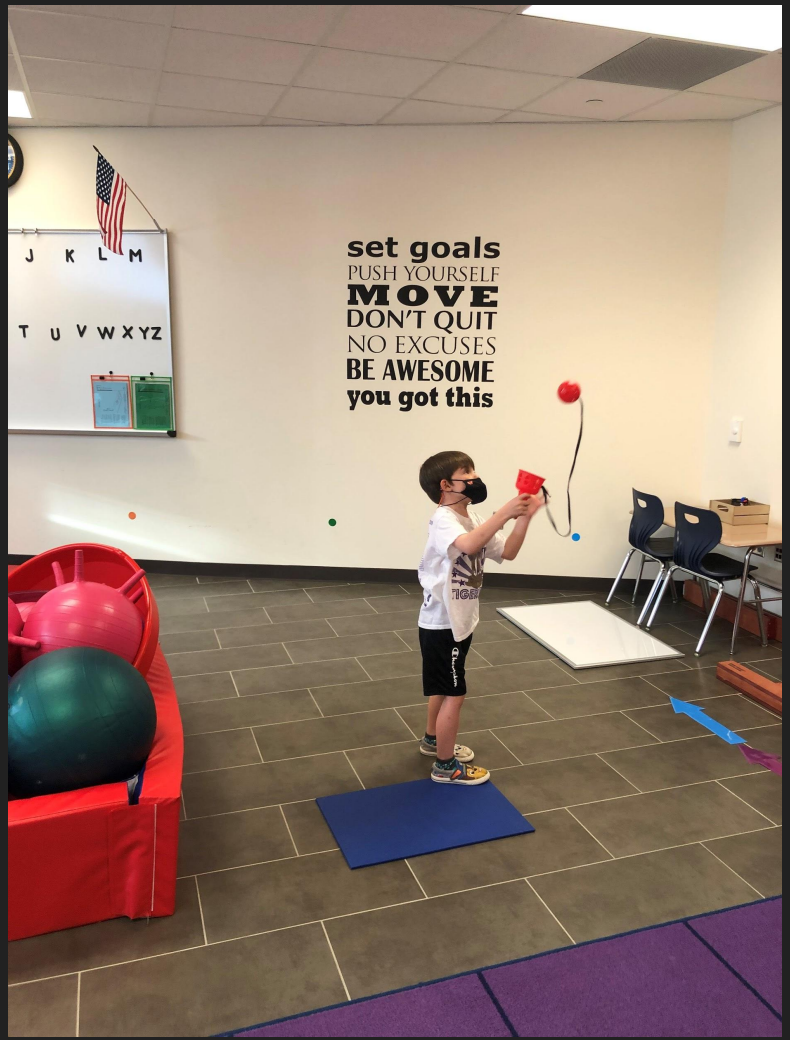
VISUAL/ EYE - HAND - FOOT

-This station uses The visual system which judges distance and the proprioceptive system which works in conjunction to relay information about how close an object is, how much pressure to use, and how far to move the body. Vision is assisted by understanding foot placement in walking.

-Most of the brain's ability to transfer information from the board to the paper depends on good eye-hand, eye-foot coordination.

- These tracking exercises strengthen the muscles in our eyes to increase the amount of time a student can focus for reading.

EYE - HAND - FOOT
(Flip and Catch)



VESTIBULAR

-These stations use the vestibular system which provides our sense of movement and our understanding of gravity. It is part of how we comprehend our relationship to the rest of the world: what is right side up, upside down, left or right, in and out.

-These exercises aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportions.

VESTIBULAR (Spinning Boards)

VESTIBULAR
(Rolling, Rolling, Rolling)

LOCOMOTOR

-Locomotor uses motor control as well as strength and flexibility. Developing the muscular system provides support for the relay of messages throughout the central nervous system. Oxygen can then flow freely, supplying fuel to the brain.

-Upper body and hand strength allows the student to write for longer periods.

Locomotor (Dog Walk)

MOTOR CONTROL / BALL WORK

-These stations help develop motor control, balance, increase kinesthetic understanding of the body, strength and problem solving.

-The students use multi-systems while having to concentrate on isolating movements. Simple problem solving is embedded in these stations.

-Practicing academic concepts using movements activate the prefrontal cortex which controls decision making, memory, and language.

-Students can process new information, retain information and retrieve information from the memory better.

MOTOR CONTROL (Box Scotch)

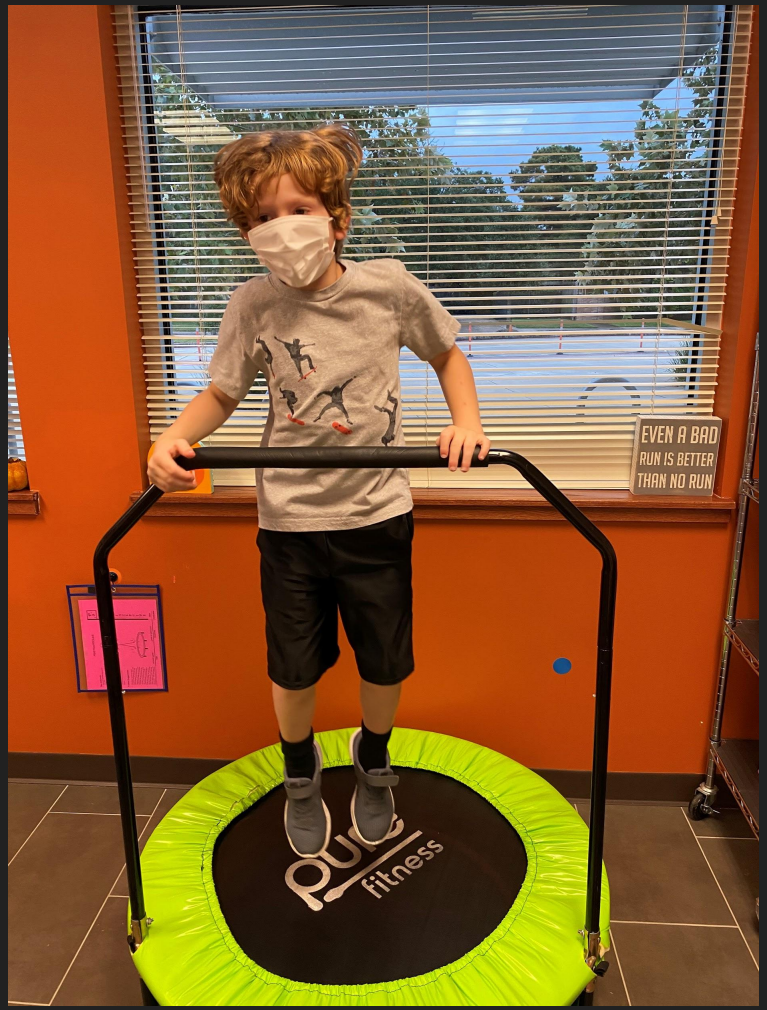
BALL WORK (Downhill Ball)

PROPRIOCEPTIVE

-This station uses proprioception which is the understanding of conscious and unconscious information from the muscles, joints, ligaments, tendons, and skin concerning their "load" or stress. It's understanding how our bodies occupy space around us and how much muscle concentration you need to sit up in our chairs, or the amount of pressure in our hand and muscle force by the arm necessary to hold an object.

*Children that sit like noodles in their chairs are substituting furniture for joint control.

PROPRIOCEPTIVE (Mini trampoline)



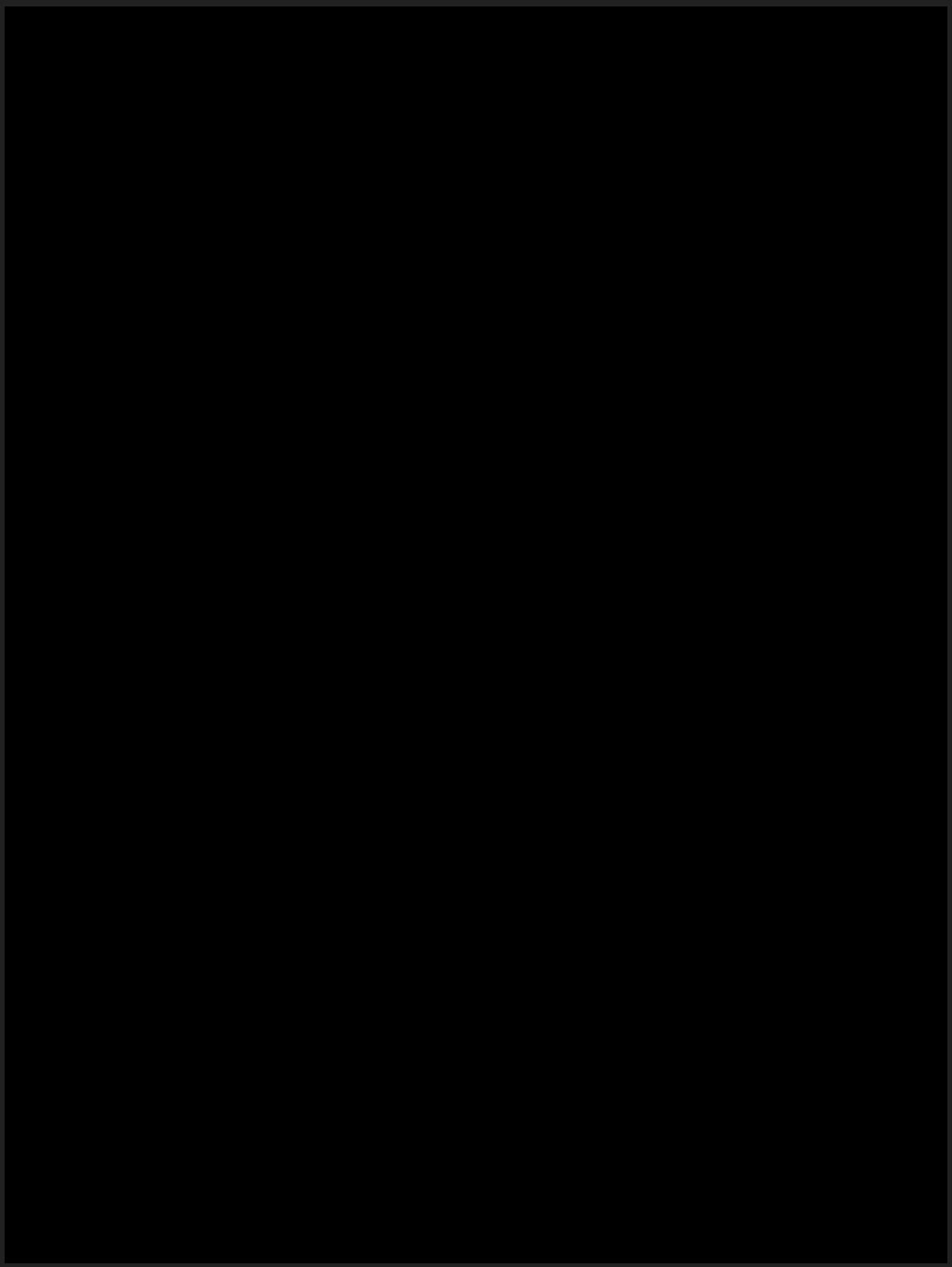
TACTILE

-This station uses The tactile system which is commonly known as our system of touch. It is more than just stimulation for the hands and feet. Like all systems in our body, its connections and multidimensional, dynamic and far-reaching. The ability to process tactile information allows us to feel safe and to bond with those who love us, as well as to understand our interaction with the world.

TACTILE

(Swim and Dry / Army Crawl)

Army Crawl



HANDWRITING

-Handwriting is a highly complex task for developing children. Many systems must be in place for it to be accomplished. Just having a child write their name consists of the ability to maintain control of posture, head movement separated from arm movement (vestibular control), capability to cross the midline of the body, capacity of eyes to focus and move, tactile understanding to control the pencil, proprioceptive control of fine finger muscles, and motor control to draw the letters.

HANDWRITING
(Chalk in Hand)

PICTURES, PICTURES, PICTURES....


I CAN DO ALL THINGS
Stations
Warm Up


share it
with
COME IN
we are
AWESOME


A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z


TOMORROW'S
LEADERS

“As our culture pulls our young children away from active play and pushes them into academic performance, we create the perfect storm for failure.”
-Ready Bodies Learning Minds Cultivating the Complete Child

“3L MISSION: Continually striving to reach children who are LAST in line, LOST in the school system, and deemed LEAST likely to succeed.”
“Changing the Future for all children by increasing their health, wellness, and education through movement.”
-Action Based Learning