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GOODWIN

*Bored Board
Brain Boosters*



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Why is Screen-Free Time Important?



- 1. HEALTHY MEDIA HABITS**

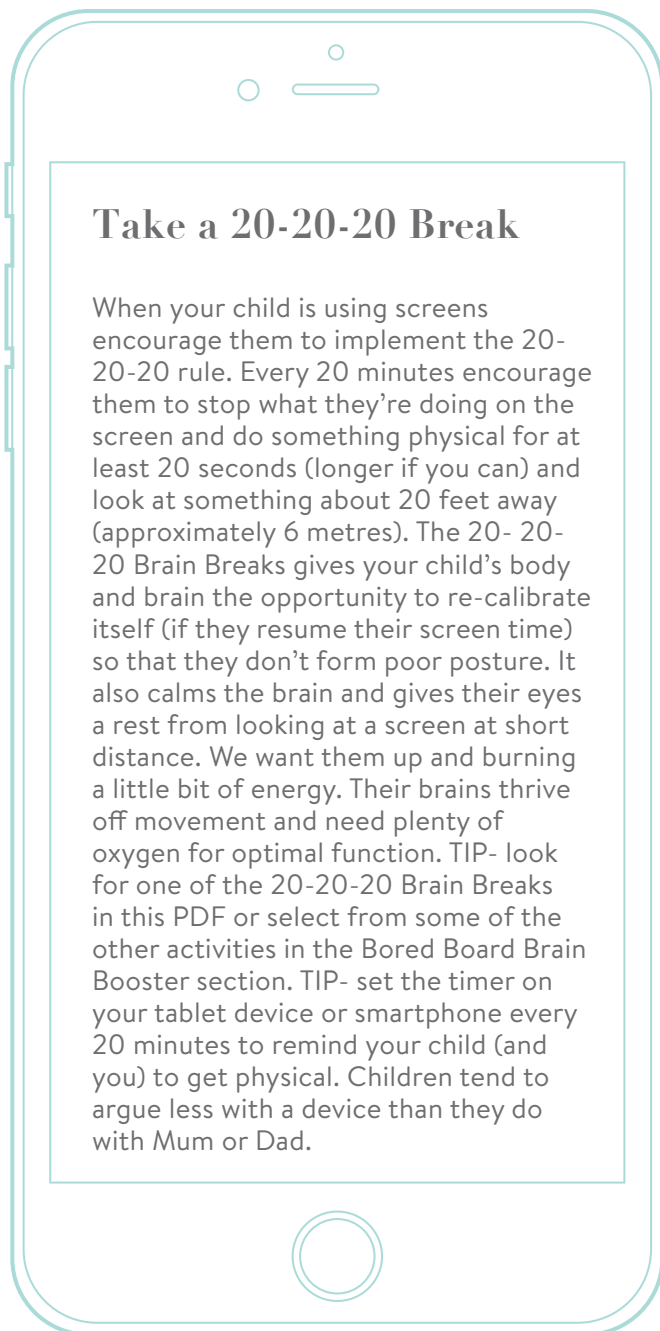
Kids are living “digitalised childhoods”. We need to teach them healthy media habits. Part of this involves intentionally switching off devices and engaging in screen-free activities. The “Bored Board Brain Boosters” included in this PDF will help your child build these healthy media habits by engaging in screen-free activities that they enjoy AND that also boost their brain development.
- 2. DEVELOPING BRAINS NEED**

Movement Developing brains need physical movement. It’s literally how the brain is wired. The latest neuroscience tells us that brains are built from the bottom up. So it’s imperative that our “digital children” physically move, to support optimal brain development. Children weren’t designed to sit still for prolonged periods of time (hence, why they get so restless). Movement gives brains a boost.
- 3. PREVENTS IHEALTH ISSUES**

Excessive screen-time can result in prolonged sedentary behavior that can have adverse health implications for children, particularly in terms of their physical development (musculoskeletal problems and eye development). We also know that inappropriate posture whilst using screens can also cause repetitive stress injuries (“Nintendo finger” for example) and musculoskeletal issues (neck strain and back problems for example). Prolonged or excessive time spent using screens can also cause eye health issues in children. We need to use the power of movement to compensate for children’s increasingly sedentary life and encourage them to do things off-screen so that their bodies can develop in the best way possible. Off-screen activities provide these essential opportunities for developing bodies.



How Often Do Kids Need Screen Breaks?



How Much Screen-Time Should Children Have?



In Australia, the Department of Health and Aging have established screen time recommendations for children, aged 0-5 years and 5-12 years. In the US the American Academy of Pediatrics have established screen time guidelines. I've summarised the guidelines here.

Screen-time Recommendations



0-2 YEARS
NO SCREEN-TIME



2-5 YEARS
1 HOUR PER DAY



> 5 YEARS
1-2 HOURS PER DAY

And I think these can be a good starting point and a guideline, but I don't think they should be an absolute mandate.

You need to come up with a quantity of screen-time that suits you and your children. And then stick to it. And it will vary at different times. School holidays, for example, are a time where parents may elect to adjust their screen-time limits.

The trick is coming up with screen-time limits that meet the needs of your children. This might vary from day to day, or from child to child.



How Much Screen-Time Should Children Have?



NOW BEFORE YOU PANIC, YOU NEED TO BE AWARE OF A COUPLE OF THINGS:

1. These recommendations are based on research with “passive media” (i.e. TV and DVDs). Researchers are struggling to keep up, as new technologies have evolved, like smartphones and touch-screen tablets like the iPad. We don’t yet have a comprehensive picture of how more interactive forms of media impact on children.
2. The Australian recommendations are founded on the belief that all screen-time is classified as “passive” and “non-productive”. Now I agree that some screen-time can be passive and non-productive (hello, who’s spent hours on You Tube?). But I challenge that notion that all screen time is passive and non-productive.
3. Children will inherit a digital world and banning or limiting technology is not always feasible. We need to teach them how to use technology appropriately. It’s a modern parents’ imperative that we teach children how to form healthy media habits.

What Else you Need To Consider?



My concerns, as both a children’s technology researcher and a mum, is that if we focus solely on “how much” screen time children have each day, we miss some other (very important) considerations when it comes to helping children manage their use of media each day. You see, “how much” is only one aspect when it comes to teaching children healthy media habits.

If we focus solely on an amount of time, a quantity, a number, I think we can get lulled into a false sense of security. Or sometimes a specific amount of time can induce unnecessary guilt and worry in parents.

If we focus exclusively on “how much” screen time children have each day, we miss out on considering “what” children are doing with screens.

If the screen time recommendations suggest 1-2 hours per day, you have to consider what they’re doing with that time.

We have to consider “what” children are doing with their screen-time, not just “how much” of it they’re consuming each day. We also need to consider “when” children are using screens (i.e. is it before sleep?), “with whom” children are using screens (are they co-viewing with Mum/Dad or watching TV with a sibling?) and “why” children are using screens (is it a digital pacifier or are they using it in intentional ways?).

This is why a balanced approach to screens is essential. You don’t need to completely ban them. But using them sparingly will help your child form healthy and sustainable relationships with technology. Part of our responsibility as modern parents raising digital kids, is to teach them how to use technology in healthy and helpful ways and to minimise any of its potential harmful effects. Teaching our children the importance of off-screen fun is essential in this digital age.



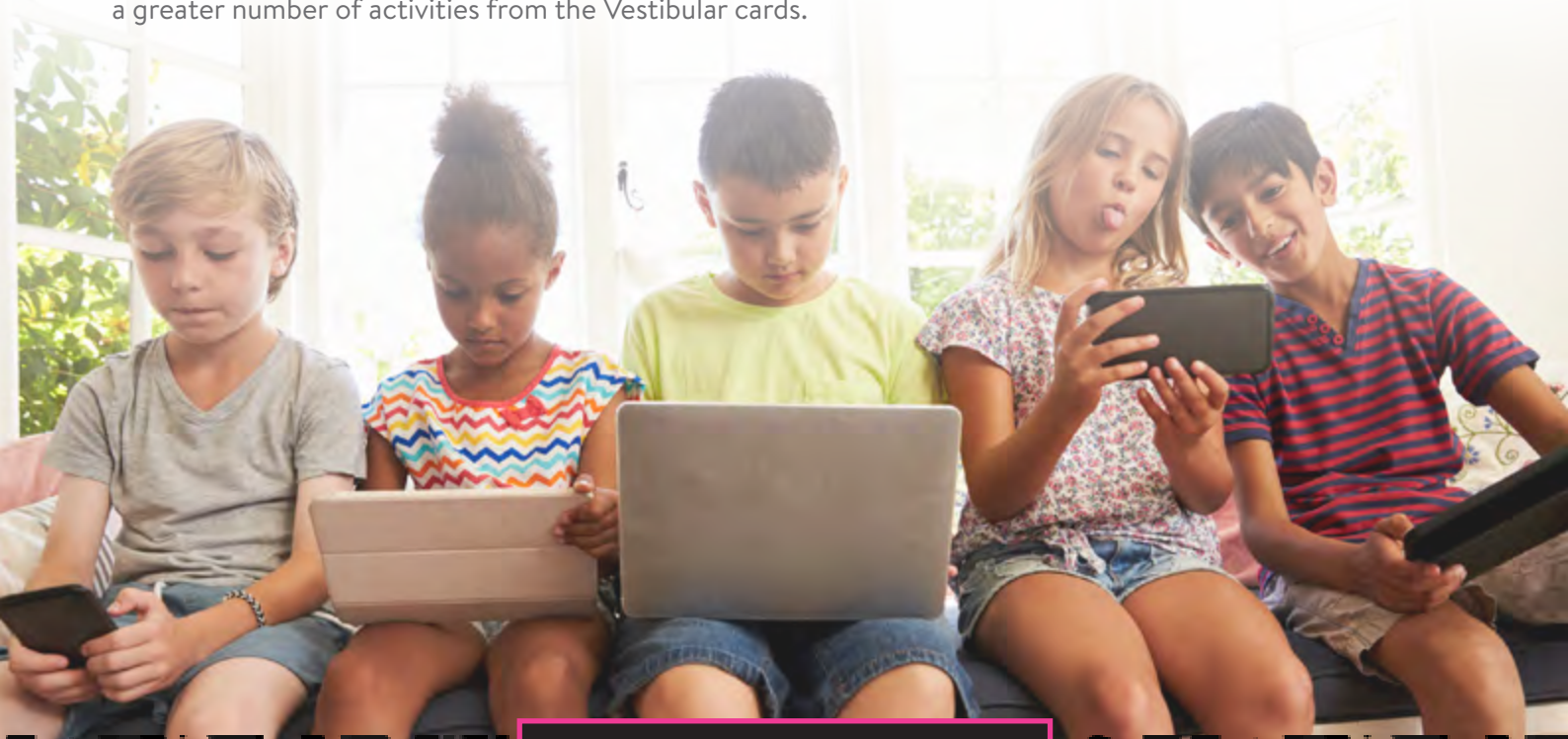
How to Use the Bored Board Cards?



1. Print out the cards (you have the option to download them in colour or black-and-white).
2. Laminate the cards (this will save you having to re-print them).
3. Purchase or re-use an old pin board. Alternatively, you could holepunch the corner of these cards and place them on a curtain rod.
4. Depending on your child's age, attention span and interest level, select 5-10 cards that appeal to your child. You can even create your own cards by using the blank cards and writing or drawing your own screen-free ideas that appeal specifically to your child.
5. Explain to your child what each of the cards involves. Prepare any resources, if required and place them in a "Bored Board" box, adjacent to the "Bored Board" to make it easy for your child to access. Alternatively, you can place the resources in an area that's easy for your child to access. (TIP- we want to empower your child so that this is an independent task so that your involvement is minimal. This will empower your child to manage their own screen-free time and in doing so, creates healthy media habits.)

Each of the suggested Bored Board Brain Boosters are grounded in the latest neuro- and developmental sciences that tell us what developing brains move.

I've broken the cards down into sections, according to a child's physical movement needs. It's essential that they experience a range of activities from all the sections, for overall development. However, you may be aware that your child needs extra support in one area. So if this is the case, select more activities from this section to place on the Bored Board. For example, your child may have difficulties with sitting still, so this may indicate that their vestibular systems (sense of balance) is underdeveloped. So perhaps you could select a greater number of activities from the Vestibular cards.



Card Sections



VESTIBULAR ACTIVITIES

Our vestibular system contributes to our sense of balance and spatial orientation. Children with poorly developed vestibular systems find it difficult to sit still, may be clumsy, may have poor posture and poor spatial relationships. Children need lots of opportunities to spin, twirl, roll and balance to develop their vestibular system.



CROSS MID-LINE ACTIVITIES

The mid-line is an imaginary line down the centre of the body. Children need to be able to reach across the middle of the body with the arms and legs crossing over to the opposite side (for example, children need to draw a horizontal line across a page without having to switch hands in the middle, or they need to cross-legged on the floor). Children that are unable to automatically cross the mid-line switch hands when writing/drawing/ painting, uses their hands according to the side of the body they're performing the activities, has poor reading and/or pencil skills, uses different feet to kick a ball and has difficulties with gross motor patterns such as crawling, star jumps and skipping. Switches hands when writing, drawing, painting and colouring. Being able to cross the mid-line is an essential developmental skill required for many everyday tasks including writing and reading. Note, most children should be able to cross the mid-line by 3-4 years of age. Crossing the mid-line can be developed with activities such as twirling streamers or ribbons, washing the car and drawing with chalk.



VISUAL PERCEPTION SKILLS

Visual perception skills allow the brain to make sense of what the eyes see. We know that children are now exposed to more and more visual images in the digital age, so their visual perception skills are critical given that they're bombarded with visual images. Children with poor visual perception skills may reverse letters or numbers, have difficulty planning actions or filtering out visual distractions. These skills can be developed through drawing activities, construction with materials like Duplo or Lego, or games like Memory.



GROSS MOTOR ACTIVITIES

Gross motor skills require whole body movement and involve the large (core stabilising) muscles of the body. One of the major concerns associated with screen-time is the "displacement effect". That is, when children are using screens they're often not engaging in physical activity and therefore, may not be developing their gross motor skills. Gross motor movements are used to perform everyday functions, such as walking, running, standing and sitting upright. Poorly developed gross motor skills may also influence other skills. For example, poor gross motor skills may mean that a child cannot sit upright and may therefore not be able to write, cut or draw. Children with poor gross motor skills may avoid, dislike, be silly or rush gross motor activities. These skills can be developed with running, climbing, swinging, Simon Says, obstacle courses.

Card Sections



FINE MOTOR ACTIVITIES

Fine motor skills involve the use of smaller muscles of the hands. They're required to complete everyday tasks such as using pencils or scissors, doing up buttons, or doing up zippers. Anecdotal reports from early childhood educators and Kindergarten teachers suggest that they're seeing increasing numbers of young children with poorly developed fine motor skills. Some educators attribute the decline in these skills to increased screentime. It's therefore critical that your child engages in fine motor activities as part of their screen-free time. Common signs that your child's fine motor skills require development include untidy, slow, laborious handwriting or colouring-in, avoids or has difficulty with selfcare tasks or manipulation tasks (like doing up buttons or shoelaces, depending on their age), or tires when engaged in a fine motor task. Fine motor skills can be developed with craft activities, using play-doh, threading, cutting, construction activities, using tongs.



PROPPRIOCEPTION ACTIVITIES

Proprioception is our awareness of our body position in space. Our muscles and joints sense the position of our bodies and send these messages to our brains. This information enables us to know exactly where our body parts are and to plan and execute our movements. When this system works effectively, we can easily adjust our position, without having to dedicate too much of our cognitive function to this task. For example, we can hold a pencil correctly and easily adjust it if it doesn't "feel" right, or we can move through a classroom without bumping into furniture because we're aware of where our body is located. When it's not working effectively, we have to dedicate more of our cognitive resources to tasks that should be automatic. Children need opportunities to develop familiarity with where their limbs and bodies are placed, such as hiding, climbing, hammering and jumping.



PATTERNING ACTIVITIES

Research has shown us that early mathematical success relies in children having a strong understanding of patterns. Children need to be able to identify, create and continue basic patterns, as this lays the foundations for mathematical learning (more so than being able to count or recognise numbers). Patterning can be developed through body percussion, creating patterns with blocks and craft activities.



TACTILE EXPERIENCES

Children need to experience a range of tactile (touch) sensations so that they become accustomed and familiar to these. Children with tactile sensitivities may have an unusual or increased sensitivity to touch that makes the person feel peculiar, confused, noxious or even in some instances pain. It's essential that in this digital age that we enrich children's tactile exposure by providing them with a variety of tactile experiences. This can be achieved through sand, water and messy play.



Bored Board

Vestibular Activities



ROLLING ROLL ALONG THE FLOOR WITH YOUR ARMS BESIDE YOUR BODY OR ABOVE YOUR HEAD.



SPIN AROUND AND STOP.



FIND A MERRY-GO-ROUND.



GO ON A SWING. FIND OR MAKE A SWING. USE IT FORWARDS, BACKWARDS, SITTING AND LYING.



BALANCE ON ONE FOOT FOR AS LONG AS POSSIBLE AND THEN SWAP SIDES. CHALLENGE – DO WITH YOUR EYES CLOSED.




TIGHT-ROPE WALKING WITH A ROPE OR MARKING TAPE.



Bored Board

Cross Mid-Line Activities



**USE RIBBONS OR
STREAMERS TO MAKE
SHAPES IN FRONT OF
YOUR BODY.**



**PAINT A FENCE WITH
WATER AND PAINT-BRUSH.**



**PAINT ON AN EASEL
WITH LARGE (A3
MINIMUM) PAPER.**



**WASH THE CAR
WITH A SPONGE.**




**DRAW WITH CHALK ON
THE GROUND.**




Bored Board

Visual Percpetion & Tracking Skills



BALLOON TAPPING WITH YOUR HAND.



BALLOON TAPPING WITH A FLY SWAT.



BUBBLE POPPING.



PLAY A GAME OF MEMORY WITH A DECK OF CARDS.



CRAWL ALONG THE FLOOR.



THROW A BALL AT A TARGET DRAWN ON THE WALL.



PLAY THROW AND CATCH WITH SOMEONE.



Bored Board

Gross Motor Activities



**RUN, SKIP, GALLOP UP
AND DOWN HILLS.**



**ROLL ALONG THE FLOOR.
ROLL WITH YOUR ARMS
BESIDE YOU OR ABOVE
YOUR HEAD. ROLL IN A BALL.**



**SKIP, HOP AND GALLOP
OUTSIDE. RACE YOUR
SIBLINGS OR FRIENDS.**



**HANG FROM
MONKEY BARS.**



**CREATE AN OBSTACLE
COURSE OUTSIDE AND
CHALLENGE YOUR SIBLINGS
OR FRIENDS TO COMPLETE IT.**



**PLAY HUMAN TUNNEL BALL. HAVE A
GROUP OF FRIENDS/SIBLINGS STAND WITH
THEIR LEGS APART. THE PERSON AT THE
FRONT OF THE LINE RUNS TO THE BACK
AND THEN CRAWLS THROUGH THE LEGS
AND THEN RUNS BACK AROUND TO THE
BACK AND SO IT CONTINUES.**




Bored Board

Gross Motor Activities



CLIMB A TREE.




PUSH-UPS WITH FEET AGAINST A WALL.



ROUGH AND TUMBLE PLAY.



JUMP A ROPE OR DRAW A LINE ON THE FLOOR. DO SINGLE AND DOUBLE LEG JUMPS. GO FORWARDS, BACKWARDS AND SIDWAYS (SCISSOR KICKS).



WHEELBARROWS. FIND SOMEONE TO HOLD YOUR FEET AND LIFT THEM IN THE AIR WHILST YOU WALK ON YOUR HANDS. GO FORWARDS, BACKWARDS, THROUGH AN OBSTACLE COURSE.



GO FOR A WALK.



Bored Board

Gross Motor Activities



PLAY ROCKS AND BULLDOZERS. ONE PERSON IS ON THEIR HANDS AND KNEES (ROCK) AND THE OTHER PERSON IS THE BULLDOZER AND USING STRAIGHT ARMS, TRIES TO PUSH OR PULL THE OTHER PERSON OVER.



PARCEL WRAPS. SIT ON YOUR BOTTOM AND WRAP YOUR ARMS AROUND YOUR LEGS. ROCK AND BACK AND FORTH WITHOUT "UNWRAPPING" YOUR PARCEL.



FROG JUMPS- SQUAT DOWN WITH YOUR HANDS BETWEEN YOUR FEET AND REACH FORWARD WITH YOUR HANDS AND "JUMP" YOUR LEGS IN.



CRAB WALKS – WALK ON YOUR HANDS AND FEET WITH TUMMY FACING THE CEILING.



PAGE 15 LEAP FROG WITH A PARTNER.



POPCORN JUMPS – CROUCH DOWN ON THE FLOOR WITH YOUR ARMS WRAPPED AROUND AND JUMP UP AND RAISE YOUR HANDS IN THE AIR.



GO FOR A BIKE RIDE.



GO FOR A SCOOTER OR SKATEBOARD RIDE.



Bored Board

Fine Motor Activities



HIDE SMALL OBJECTS IN A CONTAINER OF COLOURED RICE TO DIG OUT. CREATE COLOURED RICE BY ADDING FOOD COLOURING TO UNCOOKED RICE WITH HAND-SANITIZER.




USE PLAY-DOH TO CREATE LETTERS, NUMBERS AND SHAPES.




CREATE A PHOTO ALBUM WITH YOUR FAVOURITE PRINTED PHOTOS.



SQUEEZE FRUIT SUCH AS LEMONS AND ORANGES.



PEG CLOTHES OR ITEMS ON A CLOTHES-LINE.



USE SHAVING CREAM IN THE BATH, ON A BAKING TRAY, OR ON TABLE.




Bored Board

Fine Motor Activities




PROVIDE OPPORTUNITIES FOR SANDBOX PLAY.



MAKE A CARDBOARD BOX MONSTER WITH RECYCLED BOXES AND MATERIALS.



COOK – KNEADING, MIXING, ROLLING AND SQUEEZING ARE GREAT FINE MOTOR SKILLS.



MAKE CARDS AND DECORATE THEM WITH STICKERS.




WRITE A BOOK. SEND IT TO SOMEONE IN THE POST.



DRAW YOUR FAMILY MEMBERS.



PAINT A PICTURE.



MAKE AND SEND A POSTCARD.




Bored Board

Proprioception Activities



**ANGEL IN THE SNOW.
LIE ON YOUR BACK AND
MOVE DIFFERENT LIMBS
AS INSTRUCTED.**



**CLOSE EYES AND FIND
YOUR... (HAVE A PARENT,
SIBLING OR FRIEND NAME
THE BODY PART).**



ELBOW TO KNEE TAPS.



**FOOT VOLLEYBALL WITH A
BALLOON.**



WET SAND PLAY.




SKIPPING WITH A ROPE.



Bored Board

Proprioception Activities



WRITE YOUR NAME IN THE AIR WITH YOUR TOE.



MAKING LETTERS OR SHAPES IN PLAY-DOH.




HANG FROM MONKEY BARS.



BUILD A FORT WITH CUSHIONS, FURNITURE AND OLD SHEETS.



WINDMILLS – STAND WITH YOUR ARMS ABOVE YOUR HEAD AND THEN TOUCH OPPOSITE TOES.



STANDING FIGURE 8S STAND WITH LEGS APART AND TRACE A FIGURE-8 BETWEEN YOUR LEGS WITH A TOY OR OBJECT IN YOUR HANDS.



Bored Board

Patterning



**CREATE A PATTERN USING
BODY PERCUSSION.
(E.G. CLAP, STAMP, CLICK,
CLAP, STAMP, CLICK, CLAP,
STAMP, CLICK).**



**USE COLOURED PASTA
TO MAKE A PATTERN BY
THREADING IT ONTO
SOME STRING OR YARN.**



**DRAW A PATTERN ON
PAPER.**



**CREATE A BORDER PATTERN
ON A PIECE OF PAPER WITH
STICKERS AND USE THIS
BORDER AS A PHOTO FRAME.**



Bored Board

Tactile



**MAKE BATH
PAINT WITH CORN
FLOUR, SHAMPOO AND
FOOD COLOURING.**



**MAKE SCENTED
PLAY-DOH. CLICK
HERE FOR A GREAT
RECIPE.**

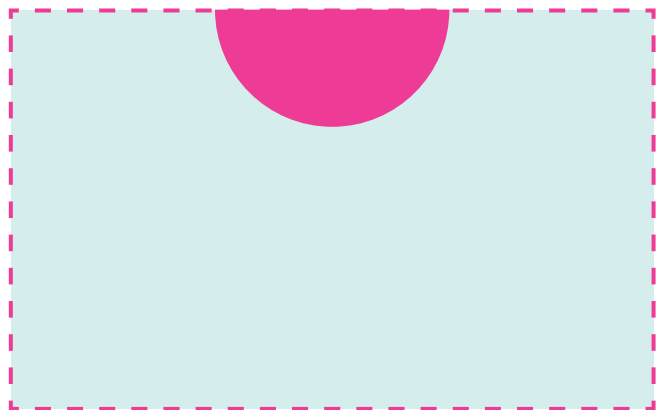
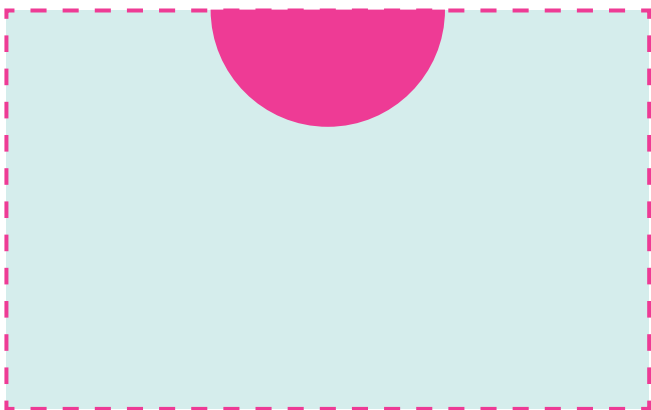
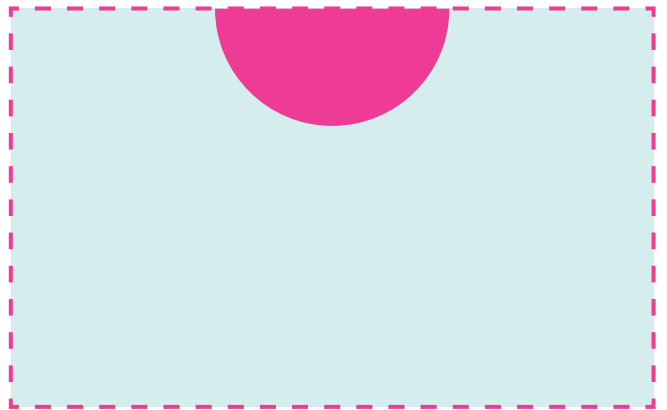
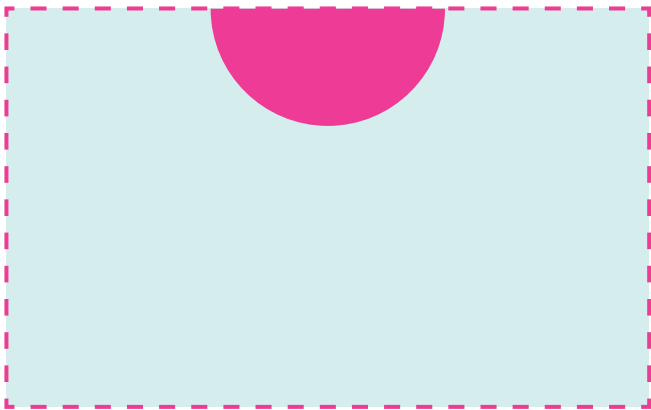
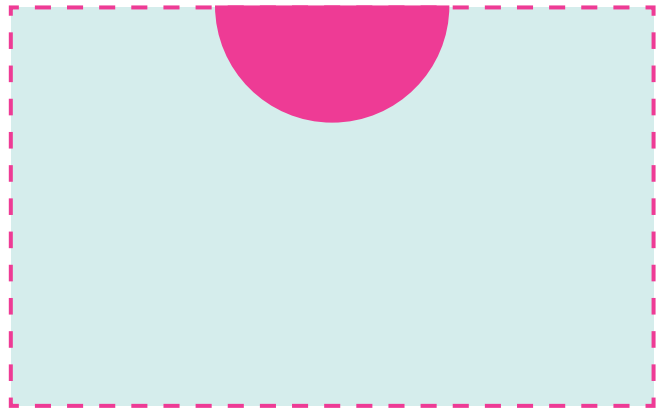
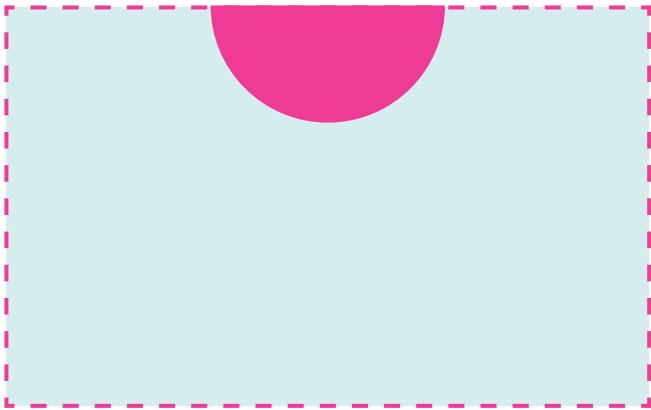


**USE MAGIC
SAND TO CREATE
OBJECTS. SIMPLE
RECIPE HERE.**



Bored Board

Make Your own





20-20-20 Breaks



These mini brain breaks are designed to take a minimum of 20 seconds (they can be performed for longer) and are designed to get bodies active. This will enable the blood to pump throughout the body, for children to re-calibrate their body before they sit down again and gets rid of surplus energy.

//20 star jumps

//20 push-ups

//10 jump knees to hands

//Downward dog for 20 seconds

//20 bottom kicks with feet

//Stand and shake your body for 20 seconds

//20 second dance off

//10 burpees

//5 somersaults

//20 seconds of back bicycles (feet in the air riding an imaginary bike)

//Draw a figure 8 in the air, on the floor, on your friend's back

//Headstand for 20 seconds

//Mountain climbers for 20 seconds

Get Social with Dr. Kristy



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