Transforming the educational relationship: intergenerational and family learning for the lifelong learning society

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Introduction

Motor activity, children, executive functions, proximal zone, playground

Key Words

Years old children after ten weeks of motor activity program in a playground. Why old children after ten weeks of motor activity program in a playground. The aim of this work is to investigate on these questions and to study 5 readiness. The aim of this work is to investigate on these questions and to study 5 the executive functions. How can teachers help children in improving their school Why are executive functions so important? Can motor activity contribute to develop the executive functions? Executive functions (EFs) are control through motor activities? How can teachers contribute to develop executive functions.
activity (Klimpfer et al., 2005). Experience and duration of the motor improve children's attention and concentration skills. Significantly, children (Cundiff, K. R., 2007) and particularly stay in green park opportunities of activity. Play in outdoor spaces improves the welfare of and EFs.

The playground, a space for improving motor skills

Repeatedly practice EFs at progressively more advanced levels. Enhance children's passions and interests, bringing them joy and pride. Enhance children's passion and interests. PHillman (Klimpfer, 2008,) an expert on early childhood development, early intervention in improving EFs. Longness, Preschool curriculum plays an important role in preschool children are effective in improving EFs (Lakes & Hoyt, 2004).

If fundamental to know that exercise plus character development 2011). It is fundamental to know that exercise plus character development. Enhance children to work well to play until another child is dismissed (Diamond, 2011). Enhance children to work well to play until another child is dismissed. Teachers recognize the importance of developing behavioral skills. Teachers recognize the importance of developing behavioral skills. Teachers recognize the importance of developing behavioral skills. Teachers recognize the importance of developing behavioral skills. Teachers recognize the importance of developing behavioral skills.

School Readiness?

How can teachers help children in Improving their sustained attention, working memory? (Diamond, 2011) There is scientific evidence supporting the approach of aerobic exercise.
old are involved:

Five kindergartens of Treviso (northern Italy), with 190 children of 4-5 years.

In this paper we write the design of the research, we are conducting.

Methodology

Supported by Diamond (2012), EFs are shown when we are happy, physically fit and feel socially better. EFs are shown when we are happy, physically fit and feel socially better. EFs (Zelazo, 2013).


Young children show notable gains in self-regulation to voluntarily control their attention, impulsivity, and emotions across early childhood.

How can motor activity provide the development of executive functions in children?

Functional areas of motor skills (balance, manually, mobility) (Tortella, et al. 2011).

The concept of the park is for providing a space called Pino Sport 0246. The concept of the park is for providing a space called Pino Sport 0246. The concept of the park is for providing a space called Pino Sport 0246. The concept of the park is for providing a space called Pino Sport 0246.

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Postural zone (Vygotsky, 1978).

Excessive physical activity produces frustration and abandonment of the game. The educator can help the child to control by modifying the organization of the tasks. Excessive physical activity produces frustration and abandonment of the game. The educator can help the child to control by modifying the organization of the tasks. Excessive physical activity produces frustration and abandonment of the game. The educator can help the child to control by modifying the organization of the tasks.
References


REFERENCES

Conclusions

Questionnaire are completed by parents and teachers. Focus groups are made with parents and teachers.


Children are educated to wait.


The conclusions:

In 30 minutes of free play and 30 minutes of structured play:

C controlled group (n=5 of old children) who is completing in the
playground 10 weeks, 2 hours each time; each session is randomized.

B controlled group (n=5 of old children) who is not completing in the
playground 10 weeks, 2 hours each time; each session is randomized.

A controlled group (n=5 of old children) who is not attending the
playground 10 weeks, 2 hours each time; each session is randomized.

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