ACTION BASED LEARNING

Energize Engage
Enrich EnJOY!

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Building Better Brains through Movement

Educators teach the whole child. Each child has interactive interdependent intellectual, physical, emotional, social, and moral systems that educators seek to balance in order to achieve maximum student performance. A successful learning environment teaches to all of these systems. The outcome is that students will understand how to learn, how to be physically fit, how to control emotions, how to get along with others, and how to set goals.

Brain research supports the link of movement and physical activity to increased academic performance. Movement activities involving the 19 senses are necessary components to enhance whole brain learning and to access the parts of the brain that may be otherwise underdeveloped. If no child is to be left behind, then we must find where the child is, determine why they are behind, and bring them forward as we fill in the missing or underdeveloped systems. The physical education curriculum provides such motor learning for better cognition.

Movement builds the framework for learning. A student's physical movement, emotional, social and cognitive learning systems are interactive and interdependent. Proper development, enrichment, and remediation of these systems are critical to a child's ability to learn. For example, motor development provides the framework used to sequence the patterns needed for academic concepts like reading. The body's vestibular system interacts with the cerebellum to control balance, coordination, and spatial awareness. These systems turn thinking into action and facilitate the student's ability to place words and letters on a page. The four visual fields needed for eye tracking in reading are strengthened through navigation of space and crossing the brain and body midlines. Sensory components of balance, coordination, spatial awareness, directionality, and visual literacy are developed as the child rolls, creeps, crawls, spins, twirls, bounces, balances, walks, jumps, juggles, and supports his/her own weight in space. Locomotor movement crosses the brain and body's midlines to integrate and organize brain hemispheres. When students perform cross lateral activities, blood flow is increased in all parts of the brain making it more alert and energized for learning.
A child's mental development is based in part on his/her early motor development. The brain begins to wire up its ability to process information by wiring up the body's systems of balance, coordination, vestibular and motor movement. What makes us move is also what makes us think. As the brain and body begin to work together to process motor sequences and patterns such as rolling over, crawling, walking and jumping, the brain creates the pathways used for processing sequences in reading and math.

There are three basic human motor movements: rolling, crawling/walking, and jumping. These directly correspond with the way that information travels in the brain: side to side across the corpus callosum, back to front across the motor cortex and up and down from the bottom to the top of the brain. The brain uses its motor patterns as the framework for other learning.

The body's motor, balance and vestibular systems must be developed properly in order for the brain to have the mechanisms necessary to process information. If a child did not crawl or crawl enough, for example, the brain may have missed a step in developing and/or practicing processing information and struggles to learn. Physical education gives the student the opportunity to practice and rewire those systems to give the brain needed processing mechanisms.

Movement, Physical Activity and Exercise

- ✓ Grows new brain cells (neurogenesis) in the learning and memory center (hippocampus)of the brain
- ✓ Gets the brain's fuel, oxygen and glucose to the brain faster
- ✓ Moves the body in space (spatial awareness) to help the brain see letters and numbers on a page
- ✓ Engages static and dynamic balance to put the brain and body into focus and attention
- ✓ Crosses the midlines of the brain and body to aid in coordination of movements and thoughts by organizing, integrating and energizing the brain's hemispheres
- ✓ Practices hearing a steady beat and keeping a steady beat (beat awareness and beat competency) to develop the language areas of the brain for receptive and expressive language
- ✓ Reinforces the motor movements that lay the framework for learning "What makes us move is also what makes us think"
- ✓ Activates BDNF, the Miracle Gro™ for the brain that nourishes and protects the neural pathways for learning
- ✓ Uses repetitive gross motor movement to aid the brain in putting patterns into a sequence
- ✓ Engages mirror neurons for imitation
- ✓ Increases tracking and visual fitness to enhance the ability to follow words on a page
- ✓ Promotes emotional safety through positive social feedback with partners and groups

Checklist

Many times students are not ready to learn because of developmental issues that aren't in place YET. Through movement and physical activity, many of these issues can be addressed and corrected. When a student is learning differently, check to see is these processes are in place.

Physical Needs: **Good NEWS: NUTRITION EXERCISE WATER SLEEP**

Circadium rhythms and daylight
Cardiovascular fitness and endurance: *ABC Fitness*
Water: *Energy Ball*
Stress levels: *ABC Pathways Mat, Paper Dance*
Sitting for long periods and its effect on learning: *I Can Dance from Jump Start Action Songs, Seatwork from Jive Bunny and the Master Mixers*

Emotional Needs/Social Competency

Trust: *Robot Master, I Like Me from Jump Start Action Songs*
Little Honda by the Hondelles

Balance: Spatial Awareness, Vestibular System

Stand on one foot with control: *I Can Balance from Physical Ed*
Walk a straight line forward and backwards: *Neckties*
Motor cortex: *Stand on one foot, Stand on tip toes and hold*

Motor Skills "What makes us move is also what makes us think."

Crawling/Walking, Rolling in both directions, Jumping, Spinning
Skipping is reading readiness
How We Read:
Action Based Learning Lab Ladder, Sight words
Get Funky, Locomotor Charades, Sparks of Speech

Eye Fitness

Effects of TV and computer
Tracking: *Butterfly, Ribbons*
ABC Pathways Mat and Cards
Far and near focusing: *Starfish and Octopus, Number Ball*
Eye dominance: It's effect on reading readiness

Crossing the midline organizes, integrates and energizes the brain.

Cross crawls (Ex: touch hand to opposite knee): *New ABC Song, Jump In*
Hook ups
Juggling progression
Jumping rope (age 8)
Gotcha, Slap Slap, Quick Draw, Tie Shoes

Rhythm: How it relates to Reading and language acquisition

The brain is a pattern seeking device: *Cupid Shuffle*
Beat Awareness (hearing the beat)
Beat Competency (keeping the beat)
Zoo Pals, Sport Pals with Lilo or Disney Whistle while you Work,
Slap Clap Snap Tap, Slap Count

THE BRAIN IS ONLY AS HEALTHY AS THE BODY THAT CARRIES IT

The Brain Model

Make a model of the brain by putting 2 fists together. This is about the size of your brain. Information travels in the brain front to back, side to side and up and down. Information travels left to right across the Corpus Callosum and front to back across the Motor Cortex. There are 3 basic human motor movements that correspond with how information travels: walking, jumping, and rolling.

Brain Regions

After reviewing the regions of the brain, sing the names while pointing to each region with both hands.
Sung to the tune of Ten Little Indians:
Frontal, Temporal, Occipital, Parietal (Repeat 3 times)
Cerebellum, Brain Stem
(Thanks to the kindergarten teachers in Marion County, Florida)

Brain Challenges:

1. Hold your nose, reach over or under and grab your nose with the other hand. Switch and switch
2. Point an index finger out on one hand and a thumb up on the other. Switch and switch.
3. As you write your signature on an imaginary table, rotate your foot in a clockwise circle.

Neuron Model

Hold one hand in the air to represent a neuron. When input enters the brain it is assigned to a neuron's nucleus. That sets off an electrical response that sends the signal down the axon to release chemicals called neurotransmitters. The chemicals jump across a space called the synapse and the chemicals lock into receptors on finger-like extensions called dendrites. The signal continues to make a neural pathway.

Sitting in a Chair Lesson

The physiology of the brain and body changes after a human sits in a chair for about 17 minutes plus or minus 2 minutes. Because of gravity, blood starts to leave the brain and pool in the hamstrings. The flow of blood is blocked off at the hips, the knees and the ankles. The lower limbs are not in motion which impedes the flow of BDNF. After about 17 minutes or so, the brain sends a signal to the body that the human is at rest.
Try this "scientific experiment":
Collect "data" for comparison
Feel how the weight is distributed on the chair
Sway back and forth to check the range of motion in the back
Gently twist to the left and to the right
Touching the top of the shoulders (trapeze muscle) mark how far you can see to the right and to the left
Extend arms straight out in front and feel how heavy they feel. Be aware of how the fingertips feel.
Try this brain beak:
Stand up
Massage the mandible joint in the jaw and give a big yawn with lots of noise
Pull on the ears while unrolling the ear lobes

Reach up to pretend to touch the ceiling with the right hand and then stretch to touch the ceiling with the left hand and then stretch to touch the ceiling with both hands
Jump up and down three times
Turn around three times
Jump up and down three times
Turn around three times
Clap three times
Stomp three times
Clap three times
Stomp three times
Yell, "Yay!"
Sit down

Check the data collected before standing and see if there is any difference in the physiology

<u>Stand Up</u>
Add the next progression in sequence and then sit down:
Stand up
Clap, clap
Stomp, stomp
**
Jump, jump
Turn around
**
Touch your knee
Touch your knee
**
Rub your jaw
Wiggle your ears
**
Hooray for you
Hooray for me
**Sit down

<u>Seatwork</u>
Thanks to Billy Gober from Sportime for the idea
Jive Bunny and the Master Mixers CD the Album #5
Students are sitting in a chair with enough room to lean forward and sideways
Some suggested patterns:
Bounce feet on the floor while clapping hands and crossing hands up in the air to the right and left
Celebrate and hug: While bouncing feet, shake hands in the air and then hug self
Twist shoulders while leaning side to side and forward and backward
Hold on to chair and walk feet along the floor side to side and forward and backward
Chair push-ups
Clap hands and lean to touch chair leg on the left. Clap and touch chair leg on right
Touch shoulders, knees, toes, knees, shoulders, arms up in air
Twist
Tai Bo: Pretend to box with fists, right arm then left
Rockettes: Kick right leg into air the left while clapping in rhythm

Action Based Learning Activities

Teamwork sparks Positive Thinkers: Energy Ball

Have two students demonstrate how two people working together make connections positively. Students hold hands in a circle. Connect and the energy ball lights up. Disconnect and it stops.

ABC Pathways Mat

The ABC Pathways Mat is a tool used to facilitate the learning of the symbols representing the letters and numbers. The student traverses the pattern on the mat using various locomotor movements to visualize letters and numbers by engaging whole brain learning while practicing the stroke of each letter kinesthetically. Walking the Mat is a repetitive gross motor movement that relieves stress and increases focus and flow.

Robot Master

Divide the class into groups of 4-6. Decide a leader for each group. The designated leader is the Robot Master whose job is to keep the robots in his/her group safe. The robots are programmed to go straight ahead when they are powered on. If the robot runs into an obstruction like a chair or another robot, then the robot is programmed to beep a little louder. If the robot has not been rescued by the Robot Master, the robot is programmed to yell the Robot Master's name. The Robot Master hears the robot in distress and rescues the robot by turning them by the shoulders to face a safer direction.

I Like Me!

Follow the directions with a partner to the song I Like Me by Ronno on Jump Start Action Songs CD.

Little Honda by the Hondelles and the Beach Boys

Arrange 4-5 students into a "limo" formation standing one behind the other. The first person is the designated driver. Pretend to be in a limo to drive through town following all traffic rules. The pattern to Little Honda is right heel, left heel, walk steps forward; repeat during the verse. During the chorus, the first person jogs to the back on the words "First Gear". The second jogs to the back on "second gear". The third person jogs to the back on "third gear". Jog in place quickly on the words "Faster".

Tie Activity

Sew a ribbon on the back and mark the inches with a permanent marker.
The tie can be used as a balance beam.
A preposition tie: walk ON, skip AROUND, jump OVER, stand, BEHIND, BESIDE, IN FRONT OF, IN BACK OF.
Go on a measurement hunt with your tie. Measure the length and width of a room to get the area and perimeter.
Measure how tall your partner is.
"Smile-o-meter"

Verbs in Action

Perform the movements to the song Get Funky by the Learning Station. After the song, have a contest to name and count the verbs in the song.

Locomotor Charades

Divide the class into 2 groups. Each group determines a "guesser". Act out the verbs in a guessing game. Give as many action clues as possible to help the guesser to say the verb first. This is an active way to use context clues.
Review and act out the actions on each card as a whole group before starting the activity.

The teacher holds up a card. All of the students act out the word on the card trying to give clues to their guesser with saying words. Sounds are okay. The guesser that says the word first gets a point for his/her team. The Teacher then changes to the next word. The team with the most points wins.

Parts of Speech

Divide the students into groups of 4 with each student having a card with a noun, verb, adjective, and prepositional phrase. The different colors also help know if you have a complete sentence.
Play a posse tag format tag game. The verbs are wild, so each verb in each group leaves the group. The other three parts of speech stack hands in the middle of their small circle and say, "I love to read" three items. The three of them then split and all 3 begin to chase their verb until one of them tags the verb. When the verb is tagged the part of speech that tagged him/her goes away and the remaining three stack hands in the middle and repeat the procedure. Play until all have had a chance to be chased.

Sparks of Speech:

Make 3 sets of large poster size cards, one with locomotor movements, one with adverbs and one with prepositions. Have students identify and describe the parts of speech of the three categories (verbs show action, etc.). Three students hold the cards while the students scatter and as the music plays follow the directions that the cards create. Example: JOG AROUND HAPPILY, SKIP THROUGH CAREFULLY, LEAP OVER GRACEFULLY, And GALLOP BETWEEN NOISILY. Teacher signals the cardholders to change to the next card simultaneously.

The "NEW" ABC Song (adapted for Open Court Reading series)

Think of the alphabet. Imagine a red line between the N and O as a way to remember to pause after the N. The song is sung to "Twinkle, Twinkle Little Star".
ABCDEFG HIJKLMN OPQ RST UVWXYZ
Now I never will forget, How to say the alphabet.

Jump In routine form the song from the Jump In soundtrack from Disney

The routine uses the 4 quadrants of our body. Clap to the beat in the upper right quadrant, then the left upper quadrant, the lower left quadrant and the lower right quadrant. Then clap to the beat in a diagonal from lower right to upper left quadrant, then lower left to upper right quadrants. Clap in an X pattern from lower right to upper left to lower left to upper right. Repeat each pattern several times before switching to the next pattern.

GOTCHA

Partners face each other and extend right hands out palm up. Place left index finger standing it in the palm of your partner. When the leader yells "GOTCHA", quick as you can, try to capture your partner's index finger by grabbing it with your left hand and try to escape by withdrawing your left finger before your partner grabs it. When you are successful capturing your neighbor's finger, celebrate, and then set up again quickly. Repeat. Switch to left palm out and right index finger in the palm. Say GOTCHA. If in a

circle, cross the left hand over to the right in front of the person to your right and cross your right hand over the top of the left arm to place your right index finger in the palm of the person on your left. Now say GOTCHA. Switch so that your right hand crosses over on the bottom and the left arm is over the top. Say GOTCHA.

Quick Math

Face your partner. Pretend to put your water gun in your holsters. For one-hand addition, on the signal "Draw" each partner shows any number of fingers and thumbs on one hand. The first partner who adds the fingers and thumbs of both partners wins the draw. For two-hand addition, add partner #1 and partner #2 fingers and thumbs together for the sum. For one-hand multiplication, multiply partner #1 times partner #2 for the product. For two-hand multiplication, multiply the sum of Partner#1's hands times the sum of partner #2's hands for the product.

Cupid Shuffle

The pattern is side step to right 4 steps, to the left 4 steps; kick right, left, right, left; walk it to the left in 8 steps.

Hefty Zoo Pals® and or Sports Pals®

Routine Progression: (2 Plates per person, one plate in each hand)

Sway back and forth bending at the waist

T loosen the back muscles for movement

Tap shoulders to beat of music

Tap knees

Tap toes

Tap head

Creates a steady beat to develop the language brain's ability to receive and express language. Tapping down the sides of the body helps the brain identify its vertical midline. Listen for synchronized tapping to determine if the brain is integrated.

Start with plates above head and twist each hand as lower plates out to the side.

This strengthens the muscles used for handwriting. It also marks the peripheral vision field to help with visual literacy.

Hold plates between hands and rub them together up and down the midline, bending knees.

Rubbing the plates together stimulates the tactile response and helps the brain to visualize its vertical midline.

Make giant circles in front clockwise, counterclockwise, lazy 8's

This helps to encode the brain with our alphabet symbols. The brain has to be taught symbols.

Bring plates over head and bend arms at elbows to let plates drop behind shoulders

Strengthens and stretches the triceps and help upper body strength

Bring plates out and in at shoulders and make funny faces for AEIOU.

Exaggerate each long vowel sound as you alternate hiding your face behind the plate

Hold the plate up high to the right side, then touch the left knee, then hold plate up again. Alternate up and down to the beat. Repeat the movement on the other side.

Crossing the midline integrates, organizes and energizes the brain.

Hold plate above the head, touch shoulder, touch toe, touch elbow, and bow

Body and spatial awareness

Giant Letters

Students "draw" large letters in the air in the visual fields: front, sides, above, down.

Snap Clap Snap Tap

To develop a cross lateral pattern to develop the internal voice to wake up reading and math skills:

Basic pattern:

Slap = Slap thighs

Clap = Clap hands together

Snap = snap fingers

Tap = Tap shoulders with both hands

Challenges:

Pat = Touch head

Nose = Touch nose

Cross = Cross arms and touch opposite shoulders

Belt = Touch belly button with both hands

Knees = Touch knees

Toes = Touch toes

Calves = Touch back of calves

Glut = Touch bottom with both hands

Using a slap clap pattern, say the alphabet. Now say only the letter that happens on the clap. Use this method to spell words.

For math, skip count and do the multiplication tables by saying only the word that happens on the tap (the 4 Multiplication table) or the knees (9's)

SLAP COUNT

Students face a partner with hands extended palms up about waist high to form "drums" to slap out a beat. Partner #1 starts by gently slapping his/her right hand into the right hand of partner #2. And then the left hand into the partner #2's left hand, keeping a steady beat. Then partner #2 slaps the right then left hands of partner #1. Say "1-2-3-4, etc." Count out loud in rhythm 1-25. Now skip count using the same right- left- right- left slap pattern counting by 3's, then 6's, 9's, etc. (Multiplication tables). Challenge yourself by skip counting any number.

Variation: SPELLING: Partner #1 slaps his/her name 2 letters at a time into the palms of partner #2 and partner #2 spells hi/her name 2 letters at a time into the palms of partner #1 using the same slapping pattern as before. Notice how much harder your brain has to work to not think about what your partner is spelling.

Variation: Each partner thinks of a spelling word but doesn't tell his/her partner what it is. Using the same slap pattern, each partner slaps out his/her word. When finished, partner #1 has to try to tell partner #2 his/her word, and vice versa.

Academics in Action

Continents/ Latitude Attitude

This activity uses the body as a mental map to anchor spatial connections. Use a map of the world to transfer the learning.

Use the body as a model of the globe to show:

North America = left hand

Europe = nose

Asia = right hand

Africa = waist (equator)

South America = left knee

Australia = right knee

Antarctica = feet

North Pole: touch head

South Pole: touch toes

Equator: hands around waist
Latitude Attitude: Circle body around
Multitude of Longitude; Jump up and down
Tropic of Cancer = shoulders (lungs that smoke can get cancer)
Tropic of Capricorn = knee caps

After identifying the seven continents on the body, sing their names and show their location to the tune of "Are You Sleeping?"

The Rain Lesson:
To learn general information, read a book or story about the rain.
To learn about the science of the rain, sing:
The Water Cycle Song: (to the tune of Clementine)

EVAPORATION	Push both arms up
CONDENSATION	Push with both arms straight out to side
PRECIPITATION on my head	Pretend to rain on head
ACCUMULATION	Make arms sweep in front
WATER CYCLE	Arms rotate in circle in front
And we start all over in again	Turn around in place in a circle

To learn the purpose of rain, do
The Life Cycle of a Plant

Squat down and pretend a hole.
Jump into the hole and say. "Seed"
Pretend to grow by placing arms up your side while standing slowly and say, "stem"
Extend arms out and yell. "Leaves"
Make a "flower"
Pretend to spit "seeds"
(Thanks to the funny teacher in Ocala, Florida)

The Parts of an Insect
Sung to the tune of Head and Shoulders, Knees and Toes
(Thanks to a teacher at Susan Kovalik Summer Institute in Michigan)
Verse One
Head and thorax abdomen. abdomen
Head and thorax abdomen. abdomen
Six legs, two wings and an exoskeleton
Head and thorax abdomen. abdomen
Verse Two
Head and thorax abdomen. abdomen
Head and thorax abdomen. abdomen
Big eyes, small size, and little feelers, too
Head and thorax abdomen. Abdomen
Itsy Bitsy Spider

With a partner, put inside hands behind you and perform Itsy Bitsy Spider use the partners' outside hands to the tune of Little Richards' Itsy Bitsy Spider from the CD "For Our Children" by Disney.

Make your own "rain" by rubbing hands together to represent the mist. Snap fingers together to represent the rain drops. Slap thighs gently and then harder to represent the rain getting stronger. Slap hands together and make thunder sound. Reverse the motions to represent the rain coming to an end.

Perform "Singing in the Rain" by the Learning Station on the Rock and Roll Songs that Teach CD.

Where's my Muscle?

(Sung to the tune of Where is Thumbkin? Or Are You Sleeping?)

Where's my muscle?	Hold arms out like asking a question
Here they are!	Point to whole body
Deltoids on my shoulder,	Point to shoulder
Work then hard.	Make a flying motion
Where's my muscle?	
Here they are!	Point to biceps and triceps
Biceps and triceps,	"
Work them hard.	Pretend to pump muscles
Where's my muscle?	
Here they are!	Point to the stomach muscles
Rectus Abdominus,	"
Work them hard.	Bend forward and up
Where's my muscle?	
Here they are!	Point to calf muscle
Gastrocnemius,	"
Work them hard.	Perform jumping jacks
Where's my muscle?	
Here they are!	Point to seat muscles
Gluteus Maximus	"
Get off it and learn!	

Chart Paper Handwriting

Pretend that you are printing letters on the heavy blue line on the chart paper. If the letter fits on the line and up to the dotted blue line like "a", "c", "e", twist. If the letter goes above the dotted line like "h", 'k', "l", jump up. If the letter goes below the heavy blue line like "g", "p", "q", squat. The exceptions are "I". Twist and tap head. "J", squat and tap head. "T" Jump up and cross the hands. "F" Raise the hands and hook to resemble an "F".

The Teacher challenges the students to use the actions to spell their name; spell Happy Birthday, spell a vocabulary word. What word would fit into this format: clap, clap T? Can you spell your hardest spelling word?

Action Based Alphabet

Action Based Learning™ Active Academics Alphabet Content Cards

Action Based Learning™ Active Academics Sign Language Content Cards

The Teacher will hold up an alphabet card and the students will perform a movement or action and sound (when appropriate) that helps recall the letter. Have your students make up their own actions and sounds.

A =AIM (shoot an arrow)	N=NOD your head and say YES
B=BALANCE on one foot, arms out	O=OPEN a door and make squeaky noise
C=CRAWL on hands and knees and cry	P=PUSH a heavy box and grunt
D=DANCE however appropriate	Q=QUIVER and say BRRRRRR
E=EAT a hamburger and say YUM	R=RUN in place
F=FLY Like a bird and tweet	S=SKIP around sing Skip to my Lou
G=GALLOP like a horse and NAY	T=TWIRL in a circle
H=HOP like a bunny	U=UNDULATE make hand like a wave
I=IMAGINE put finger on cheek, say HUM	V=VOLLEY a volleyball
J=JUMP like a frog and RIBBET	W=WALK in place
K=KICK a soccer ball	X= eXercise by doing jumping jacks
L=LEAP like a deer	Y=YAWN out loud and pat mouth

M=MARCH and sing song Z=ZIG ZAG walk in zig zag pattern

VARIATIONS:

Have students act out names, spelling words, vocabulary words, etc. by just using actions and sounds for each letter. Example: JEAN = Jump. Eat, Aim. Nod

Show the alphabet using the Action Based Learning™ Active Academics Sign Language Content Cards.

Short Vowels (Sung to the tune of BINGO)

The short vowel "a" has a sound and "a" is it's name-o
a-a-alligator (repeat 2more times) is it's name-o
e= elephant
i=igloo
o=octopus
u=umbrella

Punctuation in Action

Read a sentence or story. Punctuate using the following body movements and sounds.
Capital letter: jump up and say. "Go"
Period: Put your fist on your nose and say, "Whoa"
Comma: Hands on hips and circle hips around and say, "Slow down"
Question Mark: Shrug shoulders with hands up in air and say, "Huh?"
Exclamation Mark: Grab the air with the right fist and bring down forcefully and say, "Yes"
Quotation Marks: Pretend to make quotation marks in the air with fingers and say, "Ching, ching"
Apostrophe: Use the elbow to make an apostrophe in the air and say, "Not"

Library Song to the tune of Hokey Pokey

You put the place marker in. You take the book right out. You open it up and you see what's it's about. You do the Booky Looky and you turn yourself around. That's what it's all about! You do the Booky Looky! You do the Booky Looky! You do the Booky Looky! That's what it's all about! Read It!

Artist and the Canvas:

The brain is divided into 4 regions separated by the corpus callosum and the motor cortex. Learning comes into the brain from the back to the front and from side to side. Some learning blocks happen when the flow is erratic. Concentrating on the midline while practicing envisioning symbols enables the brain to better organize itself and strengthen neural connections.

Students work with a partner. Partner #1 becomes the artist and partner #2 becomes the canvas.

Step 1: #1 begins by drawing the lazy 8 on the canvas' back using the spinal column as the midline. The canvas tries to mimic the design by drawing the Lazy 8 in front of them at the same size and speed that the artist is using. Artist and canvas switch to non-dominant hand. Switch roles. Repeat.

Step #2: Mystery letter

Artist thinks of s letter and draws it on the back of the canvas. Canvas tries to guess the letter by drawing it in the air while the artist watches. When the canvas guesses correctly, the canvas tries to copy the letter as the artist draws it on his back. Switch roles. Repeat.

Step #3 Mystery Word (can be done as partnerships or a relay)

Divide into groups of 4 or more standing in a line facing the same direction. The artist at the end of the line writes a word on the back of the person (canvas) in front of

them. That canvas draws the word they think they felt drawn onto the back of the person in front of them. The word is passed along to the person in the front on the line that goes to the back and writes the mystery word on the back of the original artist. Was that the correct word?

1234567 1234567 123 123 whoop whoop ugh!
Clam Clap "You're a pearl!"
Drum Roll
Elvis Thank You
Cha Ching "Learning is money in the bag!" "Cash in on learning!"
WOW!
Reindeer Wave "You're such a deer!"
Golf Swing "Learning fits you to a tee!"
Windshield Wipers "Wipe out Put-downs!"
Round of Applause
Cabbage Patch Dance
Huddle Up "We're #1!"
Cheese Grater "Grate, Grate, Great!"
Balloon Cheer "You're reaching new Heights!"
Dairy Council Handshake "You're utterly awesome!"
Muted Volume Applause "Turn up the learning!"
Broom "You sweep me off my feet!"
Blast off "You the Bomb!"
Bob the Builder Handshake "I saw what a good job you did! You hit the nail on the head"
Foot claps "You've got soul!"
Turkey Wave "Gobble up the learning!"
Fireworks Cheer "Learning fires me up!"
Seal of Approval
Baseball "You learned that right off the bat!"
Catsup Clap "If you're behind, you can always catch up!"
Standing O
Micro Wave
Fish Claps "There's nothing fishy about learning"
Blinking applause "Eye get it!"
Butterfly wave
Sprinkler Wave "You are so refreshing"
Locomotor cheer "Train your brain"
Pinkie clap
Computer keyboards "You're just my type!"
Power Whoosh
HUA! (The military cheer that means to be HEARD, UNDERSTOOD, ACKNOWLEDGED)

Reviews:
<u>Seven Steps</u> Take 7 steps and shake hands with the person closest to you. That's partner #1. Tell partner #1 2-3 things you learned about our topic. Give them a high five. Take 7 steps in a different direction. Shake hands with partner #2. Tell partner #2 what partner #1 told you. Give them a high five. Go back to your desk and dump your brain.

Molecule Ball: Toss a ball from one person to another and give one fact you learned about the topic.

Test Taking Self Management Strategies

Play music for about 25-30 minutes and encourage kids to walk around to get the blood moving. If students arrive to your testing room early, please encourage them to walk for a few minutes. It is okay for students to bring water bottles to use in the testing room; however, water bottles should be kept on the floor so as not to ruin test pages.

Before starting test have students perform these warm-ups/hook-ups:

- 1 leg squat touch opposite hand to floor: 20 each side
- Spins and turns: 5 spins in each directions
- Knee to Elbow: 30 times for each elbow

Stretches

- Hands over Heads
- Hands behind back
- Shoulder shrugs
- Head Rolls

Once students have arrived in class and are seated, these exercises can be done after tests are placed on student desks.

Students should lift both feet off the floor and balance. Once they have their balance, encourage them to lift one leg at a time, alternating legs like they're walking (they may need to touch the alternate toe on the floor while lifting the other leg to retain balance). Encourage the student to touch their right hand to left knee, left hand to right knee to incorporate the cross-lateral movement.

Students can incorporate a "Lazy 8" hook-up form Brain Gym

Remind students to stay within 1 foot of the width of their body.

It would also be good to encourage students to loosen up their handwriting muscles! Here are a few ways to do that and also help students release stress.

Raise both hands above their head and do shoulder releases (reach and stretch one arm at a time, alternating arms)

With elbows out and forearms parallel to the desk, twist wrists back and forth to release pressure from writing.

Take deep breaths with shoulder shrugs and/or neck rolls.

1 Minute Breaks Between Tests

- Spins and Turns: 5 in each direction during the 1 minute break
- 1 leg squat: touch opposite hand to floor: 20 each side
- Stretches as above