

FIDDLE-DEE-DEE!

Parent Class Handout Spring 2013



OUR TIME HELLO SONG

- Ask: “What Time Is It?” Answer “It’s OUR TIME!”
- Patsch legs while singing and teaching the Our Time Hello!

Gathering

- Premade Nametags for Parents and CD’s for Full Material Parents
- Glass of Water for each Participant (I’ll tell you later why we’re drinking water)
- Collect Tuitions Due – Use Class Roster Supplied
- Handout OT Packets: Business Card, Parent Class Outline, Assessment, Right/Left Brain Poem, OT Helpful Guide

Group According to Age

- Who is transitioning into OT this semester
- Do you have anything you would like us to know specifically about you child or any specific questions or concerns?
- NOTE: We are all considered a “support system” in the *Kindermusik* classroom. (All parents, children & teacher)

Process NOT Performance

- What does this mean?
- Typically a child has a specific dominant learning style:
Watch (Observer), Move (Kinesthetic), Listen (Auditory)
- There’s a reason for that – and the purpose of our class today is for you to understand that and to help your child learn to move toward having ALL learning styles work well for them.

Couple of Our Time Items to Review

- **Listening Time:** “Can someone show us how we put up our listening fingers and tell our ears to listen?”
- **Scaffolding Quick Review:** “Can someone please define the 3 steps?” (Copy Child w/ action & voice, Eye-to-eye, Challenge)
 - Observer Learners will SIT and watch. SAY (Grow Auditory) and DO what they are watching!
 - Kinesthetic Learners will MOVE. SAY (Grow Auditory) and DO what they are doing!
- **Social Circle Dances:** On average, only 50% of the children are eager to join in Circle Dances initially. “Is that ok?”
Rule of Thumb: Start with the Ideal, Follow-the-child, and then continue to invite again and again at intervals. For example, you set your child down to invite to hold hands and they indicate they want to be held. You say – “You want to be held by mommy (smiling) and snuggle them in.” Vs. 2 of the dance. You attempt the ideal again. If your child stays down on ground, enjoy them in a full circle dance. If they indicate they want to be held again, you start again happily saying “You wanted to be held my mommy and snuggle dance with mommy.”

STATE: What is being practiced and expected out in our society is INAPPROPRIATE PERFORMANCE expectations of our young children. You will not see that here at Kindermusik. “Invitation” brings growth and development at your child’s appropriate pace, and research shows that the more you honor your child’s pace and preferred style of learning, the faster and greater their growth and development in the other styles (which is called ADAPTIVE PROCESSING in our business).

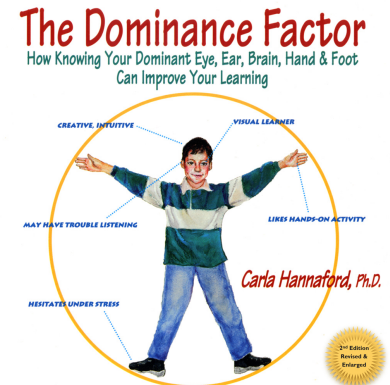
And I’m going to show you WHY THAT IS TRUE RIGHT NOW!

THE DOMINANCE FACTOR

by Carla Hannaford
NEUROPHYSIOLOGY OF MOVEMENT & LEARNING

Who is Carla Hannaford?

- Leading Neurophysiologist in Early Childhood calls your child's senses the "Doorway to your child's brain."
- Carla has helped us directly here at Musical Pathways with this semester's presentation.
- Miss Betsy got to know Carla when she was the KEYNOTE speaker at Kindermusik Intl's convention in San Antonio and she developed a relationship with her over dinner and a Barn Dance that night. When Carla is no longer on the speaking circuit she wants to start up her own Kindermusik School in Hawaii where she lives. That's how strongly she feels about the benefits of the Kindermusik curriculum
- Last semester we highlighted "Smart Moves" by Carla Hannaford in our Parent Class. We discussed how incorporating all of your child's senses in an activity helps to maximize your child's learning potential. Today we will take it a step further and help you discover:



1. How YOU learn best – Your Brain Dominance Factor
Which of your Dominant Senses is controlled by your Dominant Hemisphere of your Brain?
2. How YOU can discover YOUR CHILD's Dominance Factor (which of your child's senses are currently most useful in times of learning or stress and WHY)
3. How you can utilize Kindermusik's PLAY AT HOME to help your child into a more WHOLE-BRAINED usage! Removing LIMITATIONS in academics, leadership and social successes. The classroom is a delight – yes – but our greater purpose is to have you take these activities into your home during the week and have a SIGNIFICANT EFFECT on your child's WHOLE BRAIN DEVELOPMENT!
4. And lastly, how to help "TURN ON" your child's brain before you enter a learning environment, or when challenged behaviorally.

Some of the Benefits Include

1. Less Conflict in relationships
-We can learn how our children function in times of stress/high stimulus/pressure/expectation, and work WITH versus AGAINST their strengths.
2. Less Stress for both parent & child
-We learn to become our child's partner/advocate vs. adversary
3. Greater Participation Success for child
-We can learn techniques that actually make it easier for our children to "jump in" and enjoy the fun.
4. Greater Brain Development for Child – Maximize Learning Potential
-Utilizing neuro-physiological movements, your child's ability to function with an "integrated brain" (both right and left side) will allow for greater learning to occur.

THE DOMINANCE FACTOR cont

1. Do Neurophysical Self-Assessment Test to determine your Basal Dominance Profile P. 38

- **EYE** R or L (Circle One): Hold your thumb out at arm's length, Keeping both eyes open, line it up with a vertical structure (door or window frame). You are likely to see a double image, that is normal. Without moving either your thumb or head, close one eye, then open it and close the other eye. Whichever eye holds the image of the vertical object lined up with your thumb is the DOMINANT EYE. (Alternative: Use the "window view" option, overlap two hands and form square with thumbs.)
- **EAR** R or L (Circle One): Pretend there are people on the other side of a wall across the room who are talking about you. Walk to the wall and put your ear close so you can listen to what they are saying. Which ear did you put against the wall? This is your DOMINANT EAR (Alternative: Lay on floor and which ear do you turn to listen to people above you?)
- **HAND** R or L (Circle One): Whichever hand you currently write with is your DOMINANT HAND.
- **FEET** R or L (Circle One): Step up onto **chair** (or pretend to – let's be safe.) With which foot did you step up? This is your DOMINANT FOOT. (Alternative: Lean far forward until you lose your balance. Which foot do you put forward to save yourself?)
- **BRAIN HEMISPHERE** GESTALT = R or LOGIC = L (Circle One)

LOGIC
Sees Details First
Analysis, logic
Plans Ahead/List Maker
Structure Oriented
Organized
Syntax and Parts of Language
Letters, Printing, Spelling
Numbers
Techniques
Looks for differences
Controls feelings
Language oriented
Sequencing Skills – Likes Math & Science
Future Oriented
On-Time or Early
Reads Instructions First

GESTALT
Sees Big Picture First
Intuition, estimation
Spontaneous/Impromptu
People Oriented
Know where things are but may not be in place
Language Comprehension
Rhythm, Dialect, Application
Estimates
Flow and Movement
Looks for similarities
Free with feelings
Prefers drawing, and manipulation
Simultaneous Thinking
Now Oriented
Less time sense
Experiments

http://www.intelliscript.net/test_area/questionnaire/questionnaire.cgi

(Try this test online)

2. Why is this knowledge important? (USE HANDS TO GESTURE)

- Our brains are composed of two distinct hemispheres, which are connected in the middle by a bundle of nerve fibers called the *corpus callosum*.
- Each hemisphere develops and processes information in a specific way and our senses communicate information to the hemisphere on the opposite side of the body. In other words Left hand speaks to Right Brain.
- In times of STRESS or NEW LEARNING, people will exhibit a preference for either logic or gestalt processing, and rely on the senses on the opposite side of the body to aid them in learning or coping.

THE DOMINANCE FACTOR cont

3. The Optimal Learning State is one of WHOLE-BRAIN Integration (**Continue to Use Hand Gestures**)
 - So, the **LOGIC Hemisphere** (usually on the left – occasionally transposed) deals with details and the **GESTALT Hemisphere** (usually the right), meaning whole-processing or global as compared to linear, deals with images, rhythm, emotion and intuition. The *corpus callosum* between acts as a superhighway allowing quick access to both linear detail in the Left and overall image in the Right. When there is good communication between the two halves, the result is INTEGRATED THOUGHT. BRAIN POWER!!! IQ!!
 - The more that both hemispheres are ACTIVATED BY USE, the MORE CONNECTIONS form across the corpus callosum.
 - The MORE CONNECTIONS, the FASTER THE PROCESSING between both hemispheres and the more intelligently we are able to function.
 - It is necessary to use BOTH hemispheres of the brain to be MAXIMALLY PROFICIENT at anything, and the process of learning how to integrate the use of our non-dominant side is called Adaptive Processing. We call it Kindermusik and that's why Carla LOVES US!

4. WOW! Take a Look at this Research! The Gestalt Dominant students struggle with current structure!
 - P. 144 *Hemisphere Dominance in a Random Sample of 218 Students Attending a couple Hawaii High Schools*
 - Logic Hemisphere children thrive in our current structured school system.
 - Gestalt Hemisphere children struggle. Why? Schoolwork is geared to the Logic tendencies. So a huge amount of STRESS limits their ability to learn because they go “one-sided” and only have use of minimal functionality.
 - The most famous Gestalt Brained DROPOUT was _____? That's right! “Albert Einstein!” Eventually struggled through a Polytechnic school with no great acclaim, but then found holistic learning situations where he thrived – thank goodness!

KINDERMUSIK AND WHOLE-BRAIN DEVELOPMENT

Do Left Brain/Right Brain REFRAIN ONLY in between each activity – Skip the verses (unnecessary)

Do Left Brain/Right Brain REFRAIN ONLY

“Dog Went to Dover”

CROSS CRAWL/CROSS LATERAL and _____ TECHNIQUE **Brain Gym Poster**

- Lap Bounce: “Notice – we familiarize your child with MOVEMENT FIRST”
Leg over leg as the dog went to Dover
When he came to a style. *pause for anticipation* JUMP! (raise child on knees)
He went over. (stay high on knees)
- Alternative Version: Move your own child’s legs (alternating crossing one over the other as they sit in parents lap) and then picking them up by the thighs (upside-down and face to face, or falling backward and lifting child by legs)
- Two Brain Gym techniques are CROSS CRAWL/CROSS LATERAL and TECHNIQUE?
_____ Head Upside/Down (Find this on the chart in the Classroom)
- “Can you see the brain integration techniques in this fun poem? And it is at the BEGINNING of class!”

Do Left Brain/Right Brain REFRAIN ONLY

“Roll Over Rover”

ROCKER TECHNIQUE

- Fabulous Midline Movement for PARTICIPATION because the front to back midline is involved.
- There are 3 Midlines (Waist, Side of Body and Split down the Front of Body)
- The “rolling” movement or “ROCKER” is a great technique for children 2-4.
- **Inhibitions not allowed ☺ Ha ha!**
- Do Activity

Roll over Rover. Roll over Rover. Roll over Rover and wag your tail!
Roll over Rover. Roll over Rover. Roll over Rover and hit the trail!

Do Left Brain/Right Brain REFRAIN ONLY

“Storytime” & “I Have Two Hands” Show them their first Storybook: **Animal Serenade**

- We have a storytime in almost every class, and your child will be receiving their first book next week and you can use these two techniques at home before reading time.
- These two techniques help with Storytelling – Sequencing – Eye Movement – Reading & Writing

THINKING CAP TECHNIQUE:

-Gently roll out ears.

-NOTE: Toddlers may be very sensitive to touch on their ears so just getting them to touch their ears would be great!

- This activity will help your preschooler better focus and listen,

- Silent Speech, Thinking, Hearing with both ears
- ADD/ADHD - Switches on reticular system manually– screens out unnecessary sounds

- Next is a chant from Week 13 but first
- Let’s check our EYE MOVEMENT (Left to Right & then Right to Left)
- Do your eyes move smoothly or do they jump
- The next technique will help that – Distribute **2 crayons** each parent and roll out **Butcher Paper**

DOUBLE DOODLES TECHNIQUE:

- Draw double-doodles circle – keep drawing until both hands move fluidly – integrating visual brain
- Do the following activity: Note how putting this to rhyme and paper turns this into FUN LEARNING – KEY!!

I have two hands and they love to play
They can wave
And Shake
And Clap All Day

They can play up High
They can play down Low.
Sometimes they’re fast
Sometimes they’re slow

I can open them up:
I can shut them tight.
And I can put them together
And say “good night” (sing c-a)

Draw All over Paper
Big Wavy Lines – keep hands together
Quick Zigzags
Tap Crayons to the middle

Draw High
Draw Low
Draw Fast
Draw Slowly

Move Wide apart
Move Together – touch them
Lie them down side by side on paper

“Roly Poly” Fiddle Sticks

- Distribute the Rhythm Sticks and do the Activity

Roly poly, roly poly, up, up, up.
Roly poly, roly poly, out, out, out.
Roly poly, roly poly, tap, tap, tap.
Roly poly, roly poly, lay them in your lap.

- “Can you see any of the Activities we have talked about integrated in this Activity”
 - Double doodles, Cross Crawl, Arm Activation
 - Can you see how we alternate between a CROSS LATERAL move and then a separate instruction?
- Maximize Learning Potential when BOTH Hemispheres of the Brain are integrated and communicating.

SOMETHING EVERY FAMILY/EVERY CHILD CAN DO IS “P.A.C.E”

If Time – Otherwise Read at Home

P.A.C.E. = Positive Active Clear Energetic (**P.A.C.E. POSTER**)

- | | |
|-------------|---|
| 1) Positive | Hook-ups (Warming up of both sides of brain – integrated communication) |
| 2) Active | Cross Crawl (Cross 3 Midlines – incl. Front to Back “participation midline” |
| 3) Clarity | Brain Buttons (Tarzan works great – Oxygenation, Lymph Activation warm-up) |
| 4) Energy | Water - Hydration is KEY (Dixie cups and H2O for everyone) |

- Recent Statistics related to the dehydration of the human body which is 100% preventable in US:
 - 75% of Americans are "chronically dehydrated" (compared to 50% of world)
 - 70% of preschoolers drink no water during school day
- Here is a website with a neat list of conditions that are related to, caused or exacerbated by dehydration: <http://www.healthy-water-best-filters.com/symptoms-dehydration.html>.
- Up to 70 percent of our body is water but @85% of the Brain is Water, needed for electrical current.
- **Muscle** is made up of about 75 percent water.
- **Fat** is made up of about 50 percent water.
- **Bones**, too, are about 50 percent water.
- **Brain** is made up of about 85 percent water
- A website commentary by BJ Madewell with incites on our young children’s learning & dehydration:

http://www.addchoices.com/water_for_your_brain.htm

CLOSING EDUCATIONAL STATEMENT

- It is important to use the techniques we explored today to maximize brain potential and find greater comfort not only in the classroom but in any learning or social activity. When in doubt what to do, do a “moving Kindermusik activity” and that usually engages ALL of the senses
- It’s no wonder that children who Graduate from Kindermusik after 1st Grade go on to be successful at everything they decide to do – Academics, Sports, Leadership, Music, the list goes on and on . . .

HOME ACTIVITY SUGGESTIONS

- 1) Learn to sing Animal Serenade Track 8
- 2) Listen to Tracks 1, 3, 4, 5, 7, 8, 11, 12, 13, 14, and 25. These activities will be used in your first class. FUN!
- 3) Burn extra copies of your CD's and distribute to all of your automobiles, baby sitters, and let's not forget Grandma & Grandpa's house as well. We have found that it is better to burn now before a scratch mysteriously appears on your CD

ANNOUNCEMENTS

1) **Weekly Newsletter:**

Has Calendar, Contact Info, General Announcements, Weekly Information for all Curricula (including Home Activity suggestions) with "quick links" to get you quickly to your own curriculum.

2) **DISCUSS OT HELPFUL GUIDELINES & CD'S**

- Potty before class
- Arrive 10 minutes early as doors will be open for Gathering Time a few minutes before class time.
- Please call or email in case of absence – I will worry about you. (New newsletter will make it easy to contact us!)
- Items distributed for the week will be placed on Gathering Table – Please check prior to next class for your items.

3) **NEW PARENT ORIENTATION**

- Sunday, February 17th, upstairs in the "FIREPLACE" room, from 2 – 3:30 pm.
- Babysitting will be supplied to those unable to find a sitter for the afternoon.
- Please let Miss Andrea know (849-0712, andreak4@tds.net if you are unable to find a sitter, as we will want to provide appropriate coverage.
- Indicate on your **Attendance Sheet** "How many from your family will be coming?"

4) **SPRING SCHEDULE – MARK YOUR CALENDARS**

- Semester Dates: February 2 – June 1st (Note: Monday Classes end June 10th and are off on Memorial Day, May 27th)
- Spring Break is March 18 – 22nd. The last week of March will be our "sibling visit" week.

OT GOODBYE SONG

- Sing Goodbye Song
- **STAMPING is a SINGING OPPORTUNITY ONLY!** An invitation. Please let me lead the child in this.