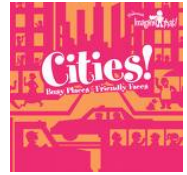


# **CITIES! Busy Places Friendly Faces**

## **Parent Class Handout**

### **Spring 2013**



## **IMAGINE THAT HELLO SONG**

### **Group According to Age**

- Who is transitioning into IT this semester
- Do you have anything you would like us to know specifically about your 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 why, 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 IMAGINE THAT Items to Review**

- **Goodbye Ritual:** “Can someone show us their Goodbye Ritual?” Eyesight/Touch/Repetitive Phrase or Song
- **Rejoining Ritual:** “Can someone show us their Rejoining Ritual?” Eyesight/Touch/Repetitive Phrase or Song  
How bout including “CROSSING OF THE FRONT/BACK MIDLINE” OR “EAR CONTACT” in your rejoining ritual to encourage participation and waking up of the neocortex? WHAT? More later ...**(More in a minute on this)**
- **General Rule of Thumb:** Start every activity from the Ideal , then Follow-your-child if they have another need, and then continue to invite your child at different intervals during the activity again and again. For example, you set your child down to invite to hold hands and they indicate they want to e 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.”

**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).**

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

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](http://www.addchoices.com/water_for_your_brain.htm)

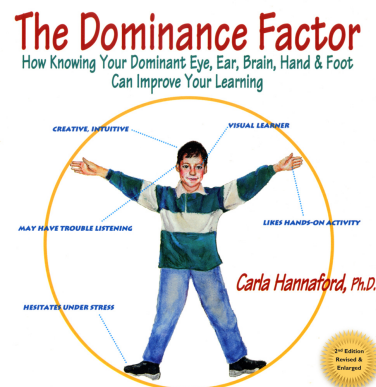
## THE DOMINANCE FACTOR

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’ 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.

### 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? or With which foot would you kick a soccer ball?)
- **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](http://www.intelliscript.net/test_area/questionnaire/questionnaire.cgi)

(Try this test online)

## THE DOMINANCE FACTOR cont

### 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.

### 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 Chant with Movements - REFRAIN ONLY

“The Story of Eddie and Bandit” (Storytelling – Sequencing – Eye Movement – Reading & Writing)

- Week #4 Your Child will be drawing or recording a story.  
-We recommend you encourage your child to draw!
- Let’s check our EYE MOVEMENT before we start (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:

- Have Parents 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

Draw All Over Paper  
Big Wavy Lines – keep hands together  
Quick Zig-zags  
Tap Crayons to the middle

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

Draw High  
Draw Low  
Draw Fast  
Draw Slowly

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

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

- “Can you see the brain integration techniques in this fun poem? And it is at the BEGINNING of class!”

### Do Left Brain/Right Brain Chant with Movements - REFRAIN ONLY

“Oh Where, Oh Where Has My Little Dog Gone” (Listening, Singing, Seek & Find Discernment, Thinking)

- Sing the song with Grown-ups to transition

#### THINKING CAP TECHNIQUE:

- Gently Roll out ears.
- NOTE: Preschoolers 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 – This activity switches on reticular system manually– screens out unnecessary sounds
- Transition to the Cities Activity: “**In The Store we like to ride the elevator and escalator, going up – going down.**”
  - ”Sing “Oh Where” song again but substitute, “Oh where, oh where is the Escalator, oh where oh where can it be?”
  - We will tell the children that “An escalator has steps that carry people up and down from floor to floor.”
  - Sing, “**In The Store we like to ride the elevator and escalator, going up – going down.**”
  - DO ELEVATOR BRAIN & BALANCE BUTTONS (Planning & Organizing techniques)  
-So much fun to pretend you are an elevator & put your hand on your tummy and forehead for low and high and tap whichever way you are going, and then push your nose and ding when you arrive at your floor.
  - Also a great GRAVITY GLIDER (Participation technique): Do UUUUUup & DOOOOown (Bending Over)

## **Do Left Brain/Right Brain Chant with Movements - REFRAIN ONLY**

**“People On The Move Rushing Downtown IN THE CITY”** (Integration of Right & Left Brain on Many Levels)

- Maximize Learning Potential when BOTH Hemispheres of the Brain are integrated and communicating.
- Sing song with the ASL sign language “In The City.”

**NOW LET’S SHOW YOU HOW YOU CAN DO MANY BRAIN GYM ACTIVITIES WITHIN JUST ONE KINDERMUSIK ACTIVITY AND YOUR CHILD WON’T EVEN KNOW**

- Sing song again and guess which character in the Poster I am?

*IF TIME:* **“Find the Brain Gym Characters in the Cities Poster”**

## **DISTRIBUTE HOME ACTIVITY GUIDES**

- Grounder = Baseball Player
- Calf Pump = Pitcher
- Cross Lateral = Policewoman
- Lazy 8’s = Chalk drawer

## **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 1<sup>st</sup> 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) Listen to CD1
- 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.
- 2) Read your IT Helpful Guidelines

## **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****

- Please 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 17<sup>th</sup>, 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](mailto: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 1<sup>st</sup> (Note: Monday Classes end June 10<sup>th</sup> and are off on Memorial Day, May 27<sup>th</sup>)
- Spring Break is March 18 – 22<sup>nd</sup>. The last week of March will be our “sibling visit” week.

## **IT GOODBYE SONG**