

## Mini Balance Bridge



### Activities -

- Walk across avoiding the rocks and tactile half domes
- Walk across only on the rocks/domes
- Stand on bridge while skip counting or saying alphabet
- Stand on bridge in front of Numeracy Noggin and do some math problems or practice multiples
- Stand on bridge in front of the Letter Learning Station and balance while throwing a ball or bean bag at letters
  - say a word starting with that letter
  - say a word ending in that letter
  - make up something else

### Stations

#### Kinesthetic KIDS

##### Station One: Building the Framework for Learning Bilateral

- Station one focuses on the crawling, creeping, **balance**, jumping and landing. It uses: bilateral movement; opposition; spatial awareness; movement in different levels; proprioception; jumping and landing; dynamic balance; patterning; spatial.
- These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in sequence.

### Station Eight: Higher Level Thinking with other equipment

- Station 8 focuses on **academic challenges**. It works on: higher level of dynamic balance; complex motor control; **practice and reinforcement of academic content**
- These concepts aid the brain in **anchoring information** and improved memory retrieval, preparing the brain to take a test, and combining many skills for higher-level thinking.

### Body Brain Adventure

#### Station 3 - Muscles

- Developing the muscular system provides support for the relay of messages throughout the central nervous system. Upper body and hand strength allows the student to write for longer periods. Core muscular strength including abdominals and back muscles supports the spine and improves posture. Oxygen can then flow freely, supplying fuel to the brain. Muscular strength in the legs encourages the flow of BDNF, the “Miracle Gro” for the brain.
- Station 3 focuses on: development of inner ear to coordinate of the auditory, visual, and kinesthetic senses; spatial awareness; **body control; dynamic balance**; locomotor skill development; high, medium, low levels; joint compression; beat competency; spatial concepts of around, up and down.

#### Station 6 - Bones and Balance

- We get information about where we are in space (spatial awareness) from our feet and not our seat! **Balance promotes better focus and attention**. Balancing activities challenge the brain to adjust its spatial orientation using the proprioceptor system. Using balance skills while practicing academic skills increases concentration because the physical takes over so that the cognition will function.
- Station 6 works on: tracking of a moving object; eye-hand and eye-foot coordination; development of visual fields; cross lateralization; patterning; targets; joint compression; beat competency; **dynamic balance**; sequencing of patterns; transition from novice to mastery stage; skills of toss, catch, throw, aim, strike, jump, juggle, kick, bounce, dribble.

## Station 8 - Brain

- The prefrontal cortex and the cerebellum are connected. The prefrontal cortex controls executive functions like decision-making, problem solving, memory, language, emotions and attention. The cerebellum controls motor skills, agility and coordination. It also controls putting patterns into a sequence, like letters into words, words into sentences and numbers into order. Activities that activate the cerebellum while performing challenging cognitive skills strengthens areas in the brain for focus and attention.
- Station 8 includes: **higher level of dynamic balance**; complex motor control; **practice and reinforcement of academic content**
- These concepts aid the brain in **anchoring information** and improved memory retrieval, preparing the brain to take a test, and combining many skills for higher-level thinking.