

ABL ACTIVITIES W KEY COMPONENTS

PASS IT ON

This is a following activity! Use a song about 3 1/2 minutes long.

Music suggestion - Good Morning by Mandisa

SHOW them the pass it on move (twirl arms and point)

You might need to give the kids some ideas to start. You can also tell them to look around while they are doing it because they can copy someone else. If they don't have an idea, they can pass it on without leading.

Have leaders line up and everyone else line up behind them. They may move around or stay in place. Give them some boundaries if they are moving. Encourage them to move to the beat!

Key Components: Cross Lateralization, Locomotor Movements, Balance, Cardio, Strength & Endurance

If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it help with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.
If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think. The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.

If the movement is working on:	Strength & Endurance
Why this is important to our brain and what does it helps with?	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.
Classroom relevancy - What does this mean in the classroom?	These concepts aid in the brain in finding out where you are in space. Using the whole body brings the body back into balance.
If the movement is working on:	Balance
Why this is important to our brain and what does it helps with?	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.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in sequence. They also 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
If the movement is working on:	Cardio
Why this is important to our brain and what the station helps with	Exercise grows brain cells,. Neurogenesis (new neurons) provides the brain more capacity to learn. Exercise benefits the brain first and changes the brain at the molecular level. The brain does not store its own fuel or produce its own fuel. The brain relies on cardiovascular exercise to pump oxygenated blood to the brain giving it the oxygen and glucose needed for fuel. Exercises that increase the heart rate and sustain the elevation put the brain and body back into balance and ready to learn!
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in delivering fuel to the brain. The brain does NOT store or produce it's own fuel. Brain fuel is oxygen and glucose. 20% of the blood supply in the body is designated to the brain. The brain is dependent on the heart. The better the heart works, the better the brain works

SEATWORK

Suggested music: Jive Bunny and the Mixmasters medley that starts with That’s What I Like (6? songs)

Students are sitting in a chair with enough room to lean forward and sideways.

Some suggested patterns:

****Hawaii 5-O** - Bounce feet on the floor while clapping hands and crossing hands up in the air to the right and left

****Twist** - Twist shoulders while leaning side to side and forward and backward

**let's dance - Celebrate and hug: While bouncing feet, shake hands in the air and then hug self
 **wipeout - Hold on to chair and walk feet along the floor side to side and forward and backward
 **great balls of fire - Chair push-ups
 **good golly miss molly - double kicks
 **twist - Twist shoulders while leaning side to side and forward and backward
 **on marks get set - Clap hands and lean to touch chair leg on the left. Clap and touch chair leg on right
 **runaround sue - Touch shoulders, knees, toes, knees, shoulders, arms up in air
 **hawaii 5-0 - Tai Bo: Pretend to box with fists, right arm then left and/or Rockettes: Kick right leg into air the left while clapping in rhythm

Key Components: Cross Lateralization, Cardio

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WORD OLYMPICS

Each of the groups should be placed in three different areas of the room.

Partners or groups of three should go to each area and try to find three strips that match.

When found, they show the teacher before starting another group.

****Note - teachers keep a cheat sheet to make it easy for you**** Or instead of using a cheat sheet, mark the back of the cards with something to note which cards match so all you have to do is look at the back.

Also, you can have a string that the group holds on to to make sure they stay together.

Use multiples of each card so more than one group can do it

Examples -

blue, bleu and a block of the color - spanish and colors

a, apple, picture of an apple

vocab word, phonetic pronunciation, definition

Literary device, definition, an example from a writing or poem

Key Components: Locomotor Movements, Problem Solving

If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
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If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

WORD HUNT

This is the same as Word Olympics but in a scattered fashion.

Scatter groups around the room so it's more of a scavenger hunt

Partners or groups of three should go try to find three strips that match.

When found, they show the teacher before starting another group.

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CROSSING THE MIDLINE

JUGGLING

How to hold scarves: if one scarf, hold between you thumb and pointer. If two scarves, hold one between thumb and pointer and the second in your pinkie (but not in between any fingers)

Get started: you have to stand up

One scarf: practice pulling up and clawing down, make sure you are looking up, sometimes it helps to tell the students to keep the elbows up and look at the ceiling. Try the same thing with the other hand. Then try to toss it across to the other side of your body and claw with opposite hand.

Two scarves: First, take one scarf in each hand and toss in the pattern up(across to other side), up, down(claw), down - can say that or criss cross applesauce or another rhyme to help. With both scarves in one hand, take turns pulling them up and clawing down with one hand.

Three scarves: usually start with the hand that has two scarves

Column: keep the columns separate - don't let them cross. The pattern is one up, two up. The one up is the middle column and the two up is the outside two. **Hint - this is basically the two scarves in one hand and just added the scarf in the other hand.

Cascading: go back and practice the two scarves - one in each hand (criss cross applesauce). Then add the third scarf. Hold them in front of you and look at the colors (most of the time you have 3 different colors). Start with the middle one (thumb pinkie on hand with two) - let's say it's red, then the scarf in the hand by itself, blue and then the one in the first hand in your pinkie, yellow. The pattern will be red, blue, yellow. You always toss across and claw on straight down. In other words, you go across when you toss but not when you catch.

Showering: this is the one where you start with the hand with one scarf. This pattern goes in a circle in front of you. You can start with one scarf - toss it above your head, catch it with the other hand and pass it across low to your other hand. Add a second scarf and repeat. When you add the third, call out the colors again like in cascading.

****SPECIAL NOTE** - don't spend too much time on any of these. Introducing all of them and then letting the students try their favorite usually works best because there is usually one that "clicks" with them. A variation - have them make up their own patterns or do partner juggling. Make it fun and play some circus music.

Key Components: Cross Lateralization

If the movement is working on:	Cross Lateralization
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JUMP IN

Suggested song Jump by Lil' Josh from the Jump In soundtrack

Song choice - something with a good 4 count beat

Clapping patterns - it's not as important where you clap but what is important is that it is a pattern to the beat.

Suggested pattern - 16 claps in each quadrant (upper left, upper right, lower left, lower right), 8 claps, 4 claps, 2 claps, 1 clap

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HOT POTATO REVIEW

After discussion, stand up with table group. One person in the group has a bean bag. When the music starts, the bean bag passes from one person to another. This could be in a circle or across the circle. When music stops, whoever has the bean bag (or you can use the person to the right or left, etc...to mix it up) will share out something the group discussed.

Key Components: Gross Motor Skills with Manipulative

If the movement is working on:	Fine Motor & Gross Motor w/ Manipulatives
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Why this is important to our brain and what does it helps with?	Thirty-five percent of the brain's motor cortex is dedicated to the use of the hands and the feet. The motor cortex helps the brain get what we are thinking to the paper. Therefore, 35% of the brain's ability to transfer information to the paper depends on good eye-hand, eye-foot coordination. Throwing and catching skills and soccer dribbling skills, for example, prepare the brain for putting ideas on paper. Critical elements of manipulatives are attached
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in processing through, organizing thoughts in sequence, discriminating likenesses and differences, discriminating sounds and advancing to higher level thinking. The motion used while walking on the ABC Pathways mat crosses the midlines of the brain and body which organizes the brain, integrates the hemispheres, and energizes the brain to enable the brain to put thoughts into action

HAKUNA MATATA

Write down something on a loose piece of paper that frustrates you or makes you mad - now get it out of your system with this paper dance! Moves can be anything you want - rub the paper on you arms, legs, armpits, tush, stomp on it, wad it up and at the end toss it in the garbage can.

Key Components: Cross Lateralization, Mindfulness

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If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
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7 STEPS REVIEW

Everyone take 7 steps. Meet your first partner - discuss one thing from the morning session, article, lesson that was an “a-ha” or great review for you (45 seconds). Take 7 more steps. Meet your next partner - discuss what you and your first partner talked about (1 min).

****Reminder** - if you don't have a partner, raise your hand and/or go to lost and found. Also, you don't always have to do 7 steps, change it up

Key Components: Locomotor Movements

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SAY WHAT I SAY

This activity is not content related but is great to do if you need to get your class to focus. The group gets in a circle around the room – can have them all hold hands or hook arms.

Round 1: group says what you say and does what you say (will say either jump in, jump out, jump right, jump left, in any order)

Round 2: group says what you say and does the opposite

Round 3: group says the opposite and does what you say

Round 4: group says the opposite and does the opposite

Key Components: Cross Lateralization, Locomotor Movements, Balance, Cardio, Rhythm

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If the movement is working on:	Rhythm & Beat Competency
Why this is important to our brain and what does it helps with?	This is where we develop receptive and expressive language. This is when we learn to recieve, interpret and express language. It's where we hear and keep a steady beat which helps develop the inner dialogue. This helps sound out letters. This inner dialogue starts around 3-5 years old by hearing/listening to human voices (talk, sing, pitch).
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in encoding the stroke of each symbol of letters and numbers, following words from left to right focusing on reading for longer periods, discrimination sounds and organizing information. Increases visual stamina for test taking.

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.

Academic variations: states and capitals, odds and evens, the list goes on...

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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.

Variations: greater than less than or group of 4 add, multiply, divide

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If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it helps with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.
If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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.

SUCCESS AND TRY AGAIN

Doing any type of challenge (like quick math), you can set up the room for success and try again. One side is the success side, the other the try again side. As soon as you play someone, if you win you stay on the success side and find another person to play. If you don't win, you go to the try again side and find someone new to play.

Key Components: Problem Solving, Locomotor Movements

If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.

Classroom relevancy What does this mean in the classroom?	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
If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.

SPELL MASTER

Groups of 4-5. Use spelling words. Say the word. Spell it one letter at a time per person. Say the word. Use it in a sentence one word at a time per person.

*Warning - sentences can be quite silly - just go back and review what the word really means but let them have fun.

Key Components: Problem Solving

If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

CATEGORIES

Group of 3-4. Pick a category. Go one at a time saying one word for that category. Always start at the beginning and say everyone's word before adding another.

Ex. - large animals, adverbs, words that begin with "b"

Key Components: Problem Solving

If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

BEEP BEEP

Song can be found under Beep Beep or Little Nash Rambler.

Pull bands in and out. Below has the words then the action.

While riding in my Cadillac -out in on the beat, hide(in lap on cadillac)

what to my surprise - out in on the beat, hide(in lap on surprise)

a little Nash Rambler was following me, about one third my size - out in on the beat, hide on size

The guy must have wanted to pass me up as he kept on tooting his horn - out in on the beat, hide on horn

Beep! Beep! don't move - silly eyes

I'll show him that a Cadillac is not a car to scorn - out and in on beat, hide on scorn

Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the left two pulls

Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the right two pulls

His horn went Beep! Beep! Beep! Beep! Beep! - pull on the last two beeps over head

I pushed my foot down to the floor to give the guy the shake - out in on the beat, hide on shake

but the little Nash Rambler stayed right behind, he still had on his brake - out in on the beat, hide on brake

He must have thought his car had more guts as he kept on tooting his horn - out in on the beat, hide on horn

Beep! Beep! silly eyes

I'll show him that a Cadillac is not a car to scorn - out in on beat, hide on scorn

Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the left
 Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the right
 His horn went Beep! Beep! Beep! Beep! Beep! - pull on the last two beeps over head
 My car went into passing gear and we took off with gust - out in on the beat, hide on gust
 and soon we were doing ninety, must have left him in the dust - out in on the beat, hide on dust
 When I peeked in the mirror of my car, I couldn't believe my eyes - out in on the beat, hide on eyes
 That little Nash Rambler was right behind, you'd think the guy could fly - out in on the beat, hide on fly
 Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the left
 Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the right
 His horn went Beep! Beep! Beep! Beep! Beep! - pull on the last two beeps over head
 Now we're doing a hundred and ten, it certainly was a race - out in on the beat, hide on race
 for a Rambler to pass a Caddy would be a big disgrace - out in on the beat, hide on disgrace
 For the guy who wanted to pass me, he kept on tooting his horn. (Beep! Beep!) - out in on the beat, hide on horn
 I'll show him that a Cadillac is not a car to scorn - out in on the beat, hide on scorn
 Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the left
 Beep! Beep! (Beep! Beep!) - don't move on the first beep beep, on second up to the right
 His horn went Beep! Beep! Beep! Beep! Beep! - pull on the last two beeps over head
 Now we're doing a hundred and twenty, as fast as I could go - out in on the beat, hide on go (if you can)
 the Rambler pulled along side of me as if I were going slow - out in on the beat, hide on slow (if you can)
 The fellow rolled down his window and yelled for me to hear - out in on the beat, hide on hear (if you can)
 "Hey, buddy, how can I get this car - out in on the beat
 out of second gear?" - out in on the beat overhead and hold it out on gear

Key Components: Cross Lateralization, Strength & Endurance, Cardio, Gross Motor Skills

If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it helps with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.

Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.
If the movement is working on:	Strength & Endurance
Why this is important to our brain and what does it helps with?	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.
Classroom relevancy - What does this mean in the classroom?	These concepts aid in the brain in finding out where you are in space. Using the whole body brings the body back into balance.
If the movement is working on:	Cardio
Why this is important to our brain and what the station helps with	Exercise grows brain cells,. Neurogenesis (new neurons) provides the brain more capacity to learn. Exercise benefits the brain first and changes the brain at the molecular level. The brain does not store its own fuel or produce its own fuel. The brain relies on cardiovascular exercise to pump oxygenated blood to the brain giving it the oxygen and glucose needed for fuel. Exercises that increase the heart rate and sustain the elevation put the brain and body back into balance and ready to learn!
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in delivering fuel to the brain. The brain does NOT store or produce it's own fuel. Brain fuel is oxygen and glucose. 20% of the blood supply in the body is designated to the brain. The brain is dependent on the heart. The better the heart works, the better the brain works
If the movement is working on:	Fine Motor & Gross Motor w/ Manipulatives
Why this is important to our brain and what does it helps with?	Thirty-five percent of the brain's motor cortex is dedicated to the use of the hands and the feet. The motor cortex helps the brain get what we are thinking to the paper. Therefore, 35% of the brain's ability to transfer information to the paper depends on good eye-hand, eye-foot coordination. Throwing and catching skills and soccer dribbling skills, for example, prepare the brain for putting ideas on paper. Critical elements of manipulatives are attached
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in processing through, organizing thoughts in sequence, discriminating likenesses and differences, discriminating sounds and advancing to higher level thinking. The motion used while walking on the ABC Pathways mat crosses the midlines of the brain and body which organizes the brain, integrates the hemispheres, and energizes the brain to enable the brain to put thoughts into action

SLAP 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 or word - give them an approximate number of letters 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.

Key Components: Cross Lateralization

If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it help with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.

NUMBERS

Move around to music. When the music stops, show your fingers.

Fractions - one hand up, one hand down. Say the fraction.

Decimals - change fraction to decimal

Key Components: Problem Solving

If the movement is working on:	Fine Motor & Gross Motor w/ Manipulatives
Why this is important to our brain and what does it help with?	Thirty-five percent of the brain's motor cortex is dedicated to the use of the hands and the feet. The motor cortex helps the brain get what we are thinking to the paper. Therefore, 35% of the brain's ability to transfer information to the paper depends on good eye-hand, eye-foot coordination. Throwing and catching skills and soccer dribbling skills, for example, prepare the brain for putting ideas on paper. Critical elements of manipulatives are attached.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in processing through, organizing thoughts in sequence, discriminating likenesses and differences, discriminating sounds and advancing to higher level thinking. The motion used while walking on the ABC Pathways mat crosses the midlines of the brain and body which organizes the brain, integrates the hemispheres, and energizes the brain to enable the brain to put thoughts into action.

NUMBER LINE

Have around 10 volunteers stand in a line. Like with quick math, say I love math show. Show finger on one hand overhead. Then do the following

- make largest or smallest number possible

- comma cop add commas (such as beanbag) then say number
- switch to decimal or money
- decimal detective adds decimal (such as big rubber band)
- comma cop adjusts commas
- say number

Key Components: Problem Solving, Visual Tracking

If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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
If the movement is working on:	Visual tracking
Why this is important to our brain and what the station helps with	There are muscles in our eyes that focus near and far and muscles that allow us to track left to right and up and down. There muscles should be strengthened in the same way as our arm muscles. Eye (visual) tracking exercises strengthen the muscles in our eyes to increase the length of time that eyes can focus for reading.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in encoding the stroke of each symbol of letters and numbers, following words from left to right focusing on reading for longer periods, discrimination sounds and organizing information. Increases visual stamina for test taking.

HAWAIIAN ROLLER COASTER RIDE

Suggested music - hawaiian roller coaster ride by jump 5

Paper plate routine great for analyzing what is happening in younger kids brains. Cheat sheet below but you can do any moves

Cheat sheet:

Lean side to side

Tap shoulders (looking to see if they can do both at the same time)

Tap knees, toes, come back to center in belly button, then head, nose (center)

Out to side – peripheral vision up and down

Then plates together rubbing (go up and down midline)

Then tap plates together, then circle both ways (plates together)

Tap upper body on back

Go out and in, then funny faces (long vowels), then crossover knees, then one plate front and back
Start movements slow and then go full speed.

Key Components: Cross Lateralization, Gross Motor Skills with Manipulative

If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it help with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.
If the movement is working on:	Fine Motor & Gross Motor w/ Manipulatives
Why this is important to our brain and what does it help with?	Thirty-five percent of the brain's motor cortex is dedicated to the use of the hands and the feet. The motor cortex helps the brain get what we are thinking to the paper. Therefore, 35% of the brain's ability to transfer information to the paper depends on good eye-hand, eye-foot coordination. Throwing and catching skills and soccer dribbling skills, for example, prepare the brain for putting ideas on paper. Critical elements of manipulatives are attached.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in processing through, organizing thoughts in sequence, discriminating likenesses and differences, discriminating sounds and advancing to higher level thinking. The motion used while walking on the ABC Pathways mat crosses the midlines of the brain and body which organizes the brain, integrates the hemispheres, and energizes the brain to enable the brain to put thoughts into action.

PEOPLE TO PEOPLE

Great for getting partners - people to people is hand to hand, then go through a couple parts (thumb to thumb, knee to knee) then people to people - find a new partner - can start counting until everyone gets a partner - goal is to do it quick

Key Components: Locomotor Movements, Problem Solving

If the movement is working on:	Locomotor movements
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Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.
If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

HIGH 5'S

Pick 3 upbeat songs. First song – high 5 as many people as you can. Second song – low 5 as many people as you can. Third song – double high 5 as many people as you can.

Key Components: Locomotor Movements, Problem Solving, Cross Lateralization

If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.

Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.
If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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
If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it helps with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.

THAT'S ME

If the statement applies to you, you stand up and say That's Me! then sit back down. SO for example, if you say "I work for Alief ISD!" - everyone should stand up and say "That's me!". Kids can make the statements too,

Key Components: Locomotor Movements, Problem Solving

If the movement is working on:	Locomotor movements
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Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.
If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

IN COMMON

Everyone scatters around when the music is on, when the music stops, there have to be at least 3 people with their foot in a hoop or hand on a table. Then they need to find 3 things in common that is not physical. You might have to give kids some hints

Key Components: Locomotor Movements, Problem Solving

If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.

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If the movement is working on:	Mindfulness & Problem solving
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Classroom relevancy What does this mean in the classroom?	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

FACE OFF

Get a partner, leader counts to 3 and on 3 each person makes a funny face. Then do the same thing with a mad face, then scared, then surprise or happy. Pick three to practice. Then get back to back with your partner, and on 3, each person jumps and spins and makes one of the faces. Goal is to match partner – big woohoo if match.

Key Components: Locomotor Movements, Problem Solving

If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think, The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.
If the movement is working on:	Mindfulness & Problem solving

Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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

ALPHABET GYM

Students then have to look at the chart and move their arms or / and legs according to the letter under the alphabet letter.

L = Left hand

R = Right hand

T = Place both hands up

A	B	C	D	E	F	G
L	T	R	T	T	L	R
H	I	J	K	L	M	N
R	T	L	R	L	L	R
O	P	Q	R	S	T	U
T	R	T	L	R	R	L
V	W	X	Y	Z		
T	L	T	R	L		

Try their spelling words!

You may like to replace the grid above with the one below and attempt activities using this instead, which involves clapping, jumping and hopping.

A	B	C	D	E	F	G
clap	clap	jump	hop	clap	hop	hop
H	I	J	K	L	M	N
hop	hop	clap	clap	jump	hop	clap
O	P	Q	R	S	T	U
jump	clap	hop	hop	clap	jump	jump
V	W	X	Y	Z		
hop	jump	clap	hop	jump		

Key Components: Cross Lateralization, Locomotor Movements

If the movement is working on:	Cross Lateralization
Why this is important to our brain and what does it help with?	When information moves from left to right and right to left in the brain, it crosses a midline called the corpus callosum. When information moves from front to back and back to front it crosses another midline called the motor cortex. The body has corresponding midlines going top to bottom and left to right. Crossing the midlines integrates the brain hemispheres, organizes the brain. Cerebellar exercises that cross the midline enlist more parts of the brain for well-developed attention systems.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in placing words on a page, reading words from left to right, and writing patterns in a sequence. When crossing the corpus callosum midline (sagittal plane), we are helping decode information coming in. This is done by doing movements like rolling and spinning. When we cross the motor cortex midline (coronal plane), we are helping get information from the brain to the paper. When crossing the transverse plane, we are helping move from lower to higher level thinking.
If the movement is working on:	Locomotor movements
Why this is important to our brain and what the station helps with	What makes us move is what also makes us think. The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination. When the cerebellum is working well, cognitive function, which is our ability to think increases. We think better when we move! Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain. Locomotor movements are a good example of activities that stir up our BDNF. Locomotor movements (walk, jog, hop, jump, gallop, slide, skip and leap) are ways we move from one place to another. Critical elements of locomotor movements are attached. Joint compression is a form of proprioception. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.
Classroom relevancy - What does this mean in the classroom?	These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information. They also aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportion.

BRAIN TEASERS

Brain teasers can be in the form of pictures or words. These can be googled. Brain teasers can be used as bell work but also built into lessons. Whoever solves it first, can pick the word to define. It can also be set up as a relay for teamwork. An example of a word brain teaser - what gets wetter as it dries? **warning - there are some word brain teasers that have more than one answer. An example of a picture brain teaser - look for images for these

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BS
MA
PhD

Key Components: Problem Solving

If the movement is working on:	Mindfulness & Problem solving
Why this is important to our brain and what does it helps with?	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. This station also promotes flexibility.
Classroom relevancy What does this mean in the classroom?	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