

ED 589: Integrating the Whole Brain (Brain Gym)

Instructor of Record:	Jeannette Abshire
Address:	Integrated Learning Academy 5412 Idylwild Trail Boulder, CO 80301
Email:	info@integratedlearningacademy.com
Phone:	970-379-9270
Course Credit:	2.0 graduate credits
Dates & Times:	See calendar: integratedlearningacademy.com

COURSE DESCRIPTION:

This course is designed to give both elementary and secondary educators information about how the brain functions and how the principles of neuroscience in relationship to movement can be used in the classroom (little or no knowledge of neuroscience is required).

This course will provide knowledge and understanding of how the brain and body work together, focusing on the areas that are related to education and improving literacy (reading, writing), English language development, math, focus, motivation, test taking skills, executive functioning, and affective skills in the classroom.

Topics of study will include: the physiology of Brain Gym (educational kinesiology) movements; identifying, explaining, applying, and determining through first hand experiences how to successfully choose and support the implementation of Brain Gym as an educational model in the classroom.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Describe the three basic principles involved in understanding the physiology of brain gym.

2. Give examples of real life classroom situations and distinguish which Brain Gym “balance” or set of Brain Gym movements can be applied in the situation to change the measurable outcome.
3. Design a tangible implementation plan for use in the classroom that demonstrates a working knowledge of the Brain Gym movements.
4. Identify elements of the Brain Gym model practiced in class and their effects on their personal and professional lives.

TEXT, READING, INSTRUCTIONAL RESOURCES:

Required Texts:

- Dennison, P. & Dennison, G. (2007). *Brain Gym 101 Balance for Daily Life*. Brain Gym International: Edu-Kinesthetics, Inc.
- Dennison, P & Dennison, G. (2010). *Brain Gym Teacher’s Edition*. Hearts At Play, Inc.: Edu-Kinesthetics, Inc. ISBN: 0-942143-02-7

Reading and Instructional Resources:

- Dennison, P., Ph.D. & Dennison, G. (1990). *In-Depth the Seven Dimensions of Intelligence*. Edu-Kinesthetics, Inc.
- Hannaford, C., Ph.D. (1994). *Physiological Basis of Educational Kinesiology: Unpublished dissertation*.
- Hannaford, C., Ph.D. (1995). *Smart Moves- Why Learning is Not All in Your Head*. Great Ocean Publishers
- Masgutova, S., Ph.D. & Curlee, P. (2006). *You are a Winner: Movement’s Role in Trauma Recovery*. International Dr. S. Masgutova Institute. ISBN: 83-89370-98-0
- Ratey, J.J., MD. & Hagerman, E. (2008). *Spark: The Revolutionary New Science of Exercise and the Brain*. Little Brown and Company. ISBN: 978-0-316-11351-9
- Siegel, D. J., MD. & Bryson, T. P., Ph.D. (2012). *The Whole-Brain Child*. Bantam Books. ISBN: 978-0-553-38669-1
- Brown, K. (2012). *Educate Your Brain*. Balance Point Publishing, LLC. ISBN: 978-1-938550-00-3
- Promislow, S. (2005). *Making the Brain Body Connection*. Enhanced Learning & Integration, Inc. ISBN: 0-9681066-3-3

COURSE REQUIRMENTS:

1. Each participant is expected to attend class, read the assigned materials, and participate in class discussions and practice sessions.
2. Assignments: There will be four assignments including:

- a. Development and implementation of a team presentation employing and demonstrating the understanding of the physiological/brain based knowledge of why Brain Gym works in the classroom.
- b. Implementation of a Brain Gym balance session in the classroom or with family or group or colleagues followed by a review/assessment of your choice: written, interview, video, or skype.
- c. Proposal presented to instructor (choose one) with a follow up analysis.
- d. Topic: design a plan to implement Brain Gym individualized to meet your classroom needs- written essay, power point, submission of lesson plans, video presentation with visuals, graphics in the classroom- i.e.- students and teacher doing movements, Brain Gym learning centers, brain breaks in the classroom, etc.
- e. Journal response to analyze and reflect upon how the knowledge you have gained in this course has affected your personal and/or professional life.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Attendance	10%
Team Presentation	15%
Classroom Implementation Project	25%
Individualized Proposal and Follow Up	25%
Journal Response	25%

Grade Scale:

94%- 100%	A
84%- 93%	B
74%- 83%	C
64%- 73%	D
63%- & below	F

CLASS SCHEDULE:

Session 1-

Morning Session- The Triune Brain and the physiology of brain gym.

Afternoon Session- The 3 dimensions of the brain and their relationship to the brain gym movements. Teaching the 5 step balance process using brain gym. How do you know which brain gyms to use to address a specific challenge in the student? Explanation of assignment 2 (a) team presentation due 6/20 afternoon session

Session 2-

Morning Session- study of the Brain Stem in relationship to the focus dimension; making the brain body connections with the focus dimension brain gym movements.

Team practice of focus dimension brain gym movements

Afternoon Session- the limbic system- making the brain body connections with the centering dimension brain gym movements

Session 3-

Morning Session- The laterality dimension; making the brain body connection with the laterality brain gym movements

Afternoon Session- Team presentations and explanations, question and answer time for team presentations, assign and explain assignments 2 (b,c,d)

Assignments:

b - Implementation of a Brain Gym balance session in the classroom, with family or group or colleagues followed by a review/assessment of your choice: written, interview, video, or skype.

c - Proposal presented to instructor (choose one) with a follow up analysis.

Topic: design a plan to implement Brain Gym individualized to meet your classroom needs- written essay, power point, submission of lesson plans, video presentation with visuals, graphics in the classroom- i.e.- students and teacher doing movements, Brain Gym learning centers, brain breaks in the classroom

d - Journal response to analyze and reflect upon how the knowledge you have gained in this course has affected your personal and/or professional life. Due 6/20 4pm

Morning Session: Review of 26 brain gym movements and what each movement re- educates in the system; physiology of brain gym. Why does brain gym work?

Afternoon Session: continuation of morning session. Small group work and time to work on assignment b and c .with peer and instructor interaction: Presentations and analyses of brain gym balance case studies, implementation plans of how to use brain gym in your classrooms. Journal Response Due