



THE SEQUENCE PATTERNS – ONE BY ONE

1. BREATH

Experience full inhalations and exhalations. Expanding and contracting, inflating and deflating, growing and shrinking, rising and lowering. Do small movements (only the ribcage, arms ascending and descending at the sides or front of the body) and big, whole body. Breathing is the first thing we did when we were born.

RELATED ACTIVITIES

Suggested *Brain Bop* Music # 13 or 14

Activity

Relaxation – Lie on the floor with arms at 45° angles to the body, legs in a shallow open triangle. *Optional:* Leader adjusts learners three ways: by lengthening the inner line of the leg while holding onto the inner edges of the ankles, by lengthening the arms, holding at the wrists, while the learner lets the shoulder blades drop back towards the floor, and by lengthening at the base of the neck where the spine connects to the skull. Leader support and lengthen at the back of the head.

Learners remain at rest, without talking, in a darkened room when possible. When adjustments are done, learners bend knees and elbows, roll to one side, press up to sitting with the arms, sit in ready position, and slowly open the eyes by ‘separating the eyelashes.’

Activity

Blind Mirror – partners work palm to palm, facing, standing, sitting ready position or in chairs, both people’s eyes are closed. First leader leads. Fingers point up and don’t interlace. Follow must be as relaxed as when he is lying in rest position. Trade, without changing position or shape...just pick up where the other left off. Image: car and rider.

Activity

Pencil and Paper - Sit in shadow form (one front, one back). “Pencil” is in back, facing “Paper” back. Pencil draws with firm, slow touch (letters, numbers, words, symmetrical or asymmetrical shapes, etc.) on “Paper.” Trade.



Activity

Breath for calming – slow full breathes; anger management. Count to 10.

Activity

MOUNTAIN BREATHING: Relaxation to bring the energy to a calm, centered place

Sit tall, on floor or chair

- “Tie a string” to the top of your head where your hair grows and let your hands float down like autumn leaves
- Keep your back long
- Arms overhead, finger tips of the two middle fingers touching
- Elbows back, shoulders down, form a triangle shape
- Breath slowly and evenly, in and out through the nose
- Imagine you are a big, wide, still, silent and powerful mountain
- Close your eyes and breath slowly two more times
- Wrists down to knees, and breath again, eyes still closed
- Slowly open your eyes (“top eyelashes up, bottom eyelashes down”)

Teaching tips:

- Emphasize the silence and power of the mountains to discourage silliness
- Breath in silence; No “sound effects”!
- This is a great activity to calm an overexcited group before transitioning into other activities; good for use with people of all ages!

2. TACTILE

“Tactile Means Touch” Do 4 different types of touch. Squeeze, slap, scratch, tap, brush. End with light touch. Begin with firm touch. Do the whole body, front and top down to back and bottom up. You can name the parts of the body, emphasize any concept or curriculum focus, or simply move through the patterns. Learning through the skin is very important to brain development. Calms you down; wakes you up. “Good touch, bad touch....this is right touch.”



Suggested *Brain Bop* Music # 13 or 14

Activity

Blind Mirror - palm-to-palm, facing, sitting ready position or in chairs, both people's eyes are closed. First leader leads. Fingers point up and don't interlace. Follow must be as relaxed as when he is lying in constructive rest position. Trade, without changing position or shape...just pick up where the other left off.

Activity

Pencil and Paper - Sit in shadow form (one front, one back). "Pencil" is in back, facing "Paper" back. Pencil draws with firm, slow touch (letters, numbers, words, shapes, etc.) on "Paper." Trade.

Also...touch for calming; anger management

3. CORE-DISTAL

Yourself and the rest of the world. Core is you, your trunk, torso, and movement center. Apple core. Strong core. Distal is everything around you distant from your core, at the edges of the body and beyond (distal sounds like "distant.") Make Os and Xs with the body. Do big reach away, small reach in. Reach to people far from you, making eye contact. Curl into yourself. Alternate. Do sitting (For youngest, you can sing it "Twinkle, Twinkle Little Star" as you shrink to a little O and extend to a big X) or standing. Start on the floor in a small ball, and then stretch out big. Gradually rise to standing, making Os and Xs as you go.

RELATED ACTIVITIES

Activity (Suggested Music: Track #11)

Stick Together Game - Dancers free dance in general space during the music. When the music stops (teacher pauses the CD), dancers stick to another person using the body part called out (example: "elbow to elbow" or "knee to knee.") Move to the nearest knee or elbow in your neighborhood. Hold the shape until the music starts again. Then dance away.

STICK TOGETHER GAME SKILL LEVELS

Beginner: stick just to self, one part (example: elbow to elbow)

Advanced Beginner: stick to self, two parts (example: elbow to elbow and knee to knee)



Intermediate: stick to one other person, two parts

Advanced Intermediate: stick to two other people, two parts

Advanced: stick together two non-matching parts with another person, such as shoulder to knee, head to back.

Extension Activity for All Skill Levels: Remain connected. Can you move in place connected? Can you travel from one place to another connected?

Think About..... How does Core – Distal relate to social behavior? When is it good to be Core with voice, body and energy? Distal? How does that impact the way you get along in society? Examples: Core is appropriate for school, shopping, any time you are in a group setting that involves respect for others and property. Distal is appropriate when you are on stage, having a party, meeting new people, on the playground, any time when reaching out and being expressive is important. Can we teach our children the difference using the vocabulary of core and distal?

4. HEAD - TAIL

When you were about 5 months old, you lifted your head. You could “fly” on your tummy. The *snaky pine* spine connects your head and tail. Move your head many ways: forward and backward (‘yes’), side to side (‘no’, jar lid turning), tilted, circling (puppet string guides your head around, long neck, shoulders far from ears). Move your tailbone side-to-side, forward and backward (like on a swing set), around in circles (hula hoop, both directions) and find your spine. Find the bones in the back, that connect up into your head (find the connecting point by putting your fingers just above the opening to your ears, and between the eyes and at the hollow place at the base of the skull.) Trace the bones down to the triangle of bone between your buns (the sacrum), and below that to your puppy dog wagging tail. Experiment with wagging your tail while on all fours. Say ‘tail’ as you wag. Move your *snaky pine* spine and blend the sounds to discover the word ‘spine’.

Assessing student physical development: Can they “fly” on their stomachs, lifting head, arms and chest off the floor?

RELATED ACTIVITIES



Activity

Bongo (West African Dance Game) – Dancing in a circle – Track #11

One person goes into the middle of the circle. That person demonstrates a move, and everyone on the circle edge copies it.

Choose:

- Jump
- Step, Kick
- Bounce and turn
- Hop, Kick
- Invent your own!

When that person exits the circle, another person goes in.

5. UPPER-LOWER

“From your waist to the floor, don’t move anymore, but up above, there’s lots to love.” Like moving your arms as a swimmer: backstroke, crawl, breaststroke. Gather the air towards you. Sway your upper body. Bend it side to side. Shake in a circle each way. Punch the sky. Punch slowly and smoothly in front of you. Side to side. One forward and one backward at the same time. Twist above your waist, with arms bent at 90° angles. For more ideas use any variation of twist, swing, circle, bend or stretch. Gather ideas from the students.

This pattern corresponds to rocking in place, pushing up, flipping, and other 9-month-old movement. Practice kneeling rocking forward (lower body pushes forward) and backward (upper body pushes back) to understand the connection.

Action words for upper body and non-locomotor movement:

Flick, sway, jab, float, shake, stretch, twist, punch, bend, squirm, sag, twitch, slump, push, pull, lift, curl, expand, swing, wiggle, chop, and circle...

Then work the lower half of the body: Make your arms into special shape and move the legs through space. Freeze and change arms between the different leg patterns. Try monster walks, backward tiptoes, side slides to each side. In place, do knee lifts, jumping jacks, leg lifts. Try different levels (high and low), sizes (big and small), energies (smooth and sharp), etc.



Action words for lower body and locomotor movement:

Bounce, march, skip, pop, pounce, spin, sink, rise, twirl, jump, hop, gallop, slide, kick, swing, circle, bend, shake, leap....

6. BODY SIDE/HORIZONTAL EYE TRACKING

This pattern corresponds to first crawling. One side moves, then the other. Babies that crawl, follow the movement of their hands with their eyes. Usually with challenged learners, the evidence of reading and processing problems shows up starting with this pattern. Provide many variations in both body side and eye tracking, using repetition alternated with novelty.

Trace your spine line. Pretend you are a piece of paper. Fold in half along your spine line and open to make a same on both sides (symmetrical) shape. Extension Activity: Try folding and reopening in different symmetrical shapes.

The Book – start in an open, symmetrical shape. Your spine is where the spine of a book would be. Close to one side, open front, close to the other side. Pick up one whole side and close it to the other. Reverse.

Spiderman – Climb the wall in front of you, with arms reaching up and down. Don't travel. This is just like the first crawl on the floor, but done in place up the wall.

Freeze One Side, Move the Other – stabilize one side of the body, articulate the other

Monster Walks That Travel – one side, then the other, lift alternately

RELATED ACTIVITIES

Eye Tracking

Spiderman - Follow one hand up and down when you do Spiderman.

The Book – follow the thumb of the leading hand as you close side to side.

Horizontal Eye Tracking– one finger on your nose, one extended side. Follow your extended finger as it comes in to touch your nose, then follow the other one out.



Lazy 8 – Trace a lazy (reclining) 8 in front of you. Do it again with your OK! Thumb. Now follow your thumb. Take your time.

Near and Far Fingers – for depth, to break up ocular lock. See your near finger, far finger, far wall. Alternate where you look.

PREVENT OCULAR LOCK by monitoring the amount of screen time (TV, Video games, Computer)

7. CROSS LATERAL /VERTICAL EYE TRACKING

Crossing the midline of the body. Corresponds to advanced crawling in opposition. *Crawling* - One hand and the opposite knee. Try it forward and backward. Watch for lifting up the knees, not dragging or pushing them.

Standing Touch Down – One hand touches the opposite knee, or slaps the knee. Switch. Lift the knee up to meet the hand.

Sitting Cross Lateral - Cross one hand across the body, and touch the palm on the opposite floor. Bring it home again. Do opposite side. Repeat with extended legs,

Mirroring – Slow movement, facing a partner, seated or standing. One leads, the other follows. Trade part way through. Do what your partner does. Include cross lateral movement. Track # 12, 13 or 14

8. VESTIBULAR

GET DIZZY! Spinning – eyes opened, mouths closed. Stop your feet when you get dizzy or after 15 sec. Breathe. Reverse (“go the weird way”). It’s okay to spin. Your brain reorganizes after spinning. Why do we get dizzy? Your inner ear fluid gets mixed up. We older folks don’t have the same fluidity in the inner ear, which is why we get dizzy and nauseous!

Variations: Change the position of your arms: arms on shoulders, arms wide and narrow, arms low and high, arms above and below... Change position of head (look up, look



down, side tilt), *Swinging* – vigorous forward and backward swinging, with head off balance. *Side-to-Side Rocking and Swaying*

ADDITIONAL RESOURCES

The ABCs of Connections to Learning: (Arts, Behavior, Content)

Arts (Thinking/Intrapersonal)

Imagination
Creativity
Problem solving

Behavior (Social/Interpersonal)

Concentration	Respect
Body Control	Sharing
Communication	Taking Turns
Human Connection	Cooperation
Appropriate Touch (Gentle, Caring)	Trust

Content (All Areas of Learning)

Music

Melody
Rhythm
Rhyme

Movement/Dance

B – Body (parts, shape, relationship)
E – Energy (expression, quality)
S – Space (direction, size, level, pathway)
T – Time (Speed, Rhythm)



Other Content Areas

Parts of the body

Shapes

Letters

Language Development/Vocabulary

Physical Development & Coordination

Motor skills: fine and gross

Reflection Questions

Use/Adaptation: How would you adapt today's activities for use with your populations? One on one?

Think back over everything we did today. Talk to a partner: which will be most useful? Most exciting? Which activity will you go back and use tomorrow?

Contact Information:

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For drum: www.westmusic.com

Remo Tambourine - 8 Pairs of Jingles, Double Row, Black Rim

Item #: WEB0078 (10" drum head)

Ask them about a mallet to use with this drum



Brain Bop

Warm Ups for Muscles and Minds



For more information and activities that go with Brain Bop, visit katekuper.com.