



Dear Students and Professional Members,

How might 150 adults and 20 children come together in the high art of play? We got to enjoy exploring this question with the other participants in July's five-day Education through Music (ETM) Colloquium, held this year in Chicago. We played a variety of ETM song-games with singers and non-singers alike, joining our voices and actions in such classic circle games as Rig-a-Jig-Jig, Bucket of Water, Sally Ann, and How Many Miles to Bethlehem? These folk games are rich in movements we emphasize in Edu-K, including skipping, figure 8s, and hand movements in the midfield. They also provided practice for our listening and vocalizing skills, as when we sang in rounds and ostinatos (repeated sounds or phrases) that created the effect of moving contours of sound. ETM also has a wonderful process for mapping songs, and the group was delighted to add in our Double Doodle to this.

On each of the five days, Paul led a whole-group presentation on the Dynamic Brain, followed by our engaging with ETM Director Randy McChesney in public conversations on a variety of topics related to learning and the brain, such as how the brain is affected by stress and the identification of visual and auditory skills.

Each day the two of us also offered a "cafe" (breakout session) on ways to use the Brain Gym® activities within the learning process. Here, we facilitated individual and group noticing skills related to the ETM song-games. For example, we did "mini-balances" for reading and writing. With one group, we played a song-game called High Stepping Horses and explored skills of the game that we wanted to improve, such as ease of singing, listening, jumping, turning, doing cross-patterned movements, remembering the sequence, or moving with greater flexibility. We then did the Thinking Cap, the Footflex, and the Elephant and played the game again, sharing our new learning afterward.

All the grownup colloquium participants enjoyed an opportunity each day to observe the children at play. This guided play, focused on supporting the children's emotional and cognitive development, provided a model for creating

Edu-K Tips and Tools:

What if I can't find a class near me?

People sometimes comment on the desire to have courses offered closer to them in order to cut down on travel expenses. One way to accomplish this is to sponsor an instructor in your home area, allowing you to possibly attend the class for free, without the cost and time of traveling. If this interests you, use the following steps to get started:

1. Determine which course you'd like to take.
2. Find an instructor who teaches the course you're interested in:
Visit www.braingym.org, click on "instructor/consultants". Instructors are listed alphabetically by country, then state/province, then city. Refer to the letter codes to find out which courses a particular instructor is licensed to teach besides Brain Gym® 101.
3. Contact the instructor to check for availability.
4. Ask the instructor for a list of sponsor/instructor responsibilities.

(Please note that all instructors are independent contractors not employees of Brain Gym International. It may be useful for sponsors and instructors to develop a written agreement which outlines the expectations and responsibilities of each party.)

If you have questions, we're happy to be a resource.

the teachable moment as Randy subtly drew out learning by honoring each individual where she was, by finding ways for everyone to play, and by providing structure and a safe place for exploration. Each observation provided repetition of the game and ample opportunity for “low-gear, getting-it” learning experiences in the context of “high-gear, got it” review. The sessions rang out with delight and spontaneity.

The group completed each afternoon with a “Comalia” (“Come all you”) in which the children joined the adults in a wonderful time of singing games and listening to stories.

Love to all,

Paul and Gail

(If you’d like more information on the Education through Music program, visit <http://richardsinstitute.org>.)

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2008 BRAIN GYM® DAYS

Washington, USA

August 9-10 in Seattle, Washington

Featured Faculty Member

Gail Dennison, Co-Founder

“In 1982 I was a Touch for Health and holistic health instructor in Los Angeles. A student of postural integration, I’d also just begun a course in acupuncture when I was invited to attend a conference on alpha speed learning. As fate would have it, Paul Dennison and I were the only two TFH instructors invited to participate. We recognized each other from a conference the previous year where I’d heard his dynamic presentation on his new book, *Switching On: The Holistic Answer to Dyslexia*. The friendship that ensued between us grew to be a joyful partnership. As a long-time Montessori advocate with a strong interest in the relationship of movement to consciousness and natural vision improvement, I was enchanted by Paul’s understanding of the correlation of vision, movement, and learning. Together we dreamed of inviting play, art, music, storytelling, and process-based learning back into the classroom. And, in the shared hope of making a difference in the field of education, we began to collaborate.



“Building on the Edu-K seven dimensions work developed by Paul, the two of us began to travel and teach together, and to co-create new Brain Gym processes and fine-tune the Edu-K program. In 1984 we coauthored our first manual, now known as *Edu-K in Depth: Seven Dimensions of Intelligence*, as well as our first book, *Edu-K for Kids*. We followed these with *Personalized Whole-Brain Integration* and *Brain Gym®: Simple Activities for Whole-*

August 9-10 in Seattle, Washington:
 "Supporting Our Individual and Collective Success"
 Contact: Rose Harrow
rainroser@comcast.net

Jakarta, Indonesia

August 28, 2008 in Jakarta, Indonesia:
 "Brain Gym Seminar" by Paul Dennison, PhD
 Contact: Elisabeth Demuth, (+62) 021-53-151-656
elisdemuth@yahoo.com

South Africa

October 3-5 in Johannesburg,
 "Celebrate Edu-K"
 Contact: Marlize Basson +447769904280
Marlize@penuka.co.za

Florida, USA

October 11-12 in Destin, Florida:
 A "Brain Gym Blossoms" retreat
 Contact: Anne Hornstein,
LifeDancer@gmail.com

2009 BRAIN GYM® DAYS

Australia

January 10-18, 2009, in Melbourne, Victoria, Australia:
 Summer School: "Expand Your Horizons"
 Contact: Robyn Hampton,
robynhampton@optusnet.com.au
www.braingym.org.au

2009 BRAIN GYM® INTERNATIONAL ANNUAL CONFERENCE

Germany

April 16th-19th, 2009
 "Movement, Brain and Learning"
 Kirchzarten, near Freiburg, Southern Germany
WATCH FOR MORE DETAILS SOON!

Spotlight On: *Visioncircles* (220 VC)

Visioncircles is a road map to the completion of developmental skills through movement, play, and art. The emphasis is on vision enhancement. Open to students who have taken Brain Gym 101. To find *Visioncircles* near you, [click here](#).

A Visioncircles participant shares:

Brain Learning. In 1986, with Paul's assistance, I wrote what are now known as the Visioncircles and Movement Dynamics courses. We cofounded the Educational Kinesiology Foundation/Brain Gym® International in 1987, and soon after coauthored the Brain Gym® 101 handbook, *Brain Gym®: Teacher's Edition*, and *Vision Gym®: Playful Activities for Natural Seeing*. My own most recent project has been the course Double Doodle Play: A Window to Whole-Brain Vision and its teacher training program.

"Today I continue as the Executive Editor of *Brain Gym® Journal*, and Paul and I are still International Faculty members. Although we balanced for grand visions in those early days, we never imagined that our books would someday be translated into fifty-some languages, or that we'd develop a program that would touch the lives of learners in more than eighty countries of the world."

In the Classroom

How are Edu-K and the Brain Gym® program being used in the Classroom?

It enhances, rather than replaces, existing programs and curricula. Initially, teachers may guide the students through the movements and procedures in a top-down approach. The eventual aim is for students to choose what will support them when they become "stuck" on a particular learning task. This bottom-up, independent approach supports self-reliance as well as a mature and responsible attitude for the students.

The program can be integrated into classrooms around the world in a variety of ways:

"The first time I took Visioncircles was the most incredible experience filled with awarenesses. I always knew I was meant to be an educator. In college, I originally chose elementary education as my major. Within a couple of years I was getting clarity that I was meant to work with preschool and kindergartners. Letting the world (meaning my parents) know that I was changing my mind was huge. As a perfectionist, first born, I don't like to make mistakes and at that time, I perceived changing one's mind to be wrong. Hence, the headaches started while the periodic table in Chemistry 101 faded into a blur and I got glasses, which I faithfully wore 24/7 for 15 years. During the Visioncircles course, I discovered that my perception of choice making directly affects my vision. I watched my vision change during that 32 hour course as I worked with my other senses and also worked through some emotions. After the course I did not wear glasses for a couple of years. Then I had a miscarriage. My vision instantly changed again and in my grief the glasses once again became a regular fixture on my face. Now as I get older, the glasses are used for driving; when I'm home I allow myself to experience the blur while alternating near point with enjoyable gazes to the three dimensional outdoors."

- The movements can be done as a whole group activity.
- A skilled teacher may identify and work with individual students.
- Students learn to notice when they could benefit from the various movements and initiate the use of them independently.

A Brain Gym Story

Maureen Winick (Master/Mentor Teacher and Tutor) shares a story about a young third grader, whom we'll call "D":

D negates everything automatically without considering it. He HATES to write, both the physical aspect and having to put thoughts on paper. He is very articulate and I have told him that writing is like talking on paper. Yet, his mind works so much faster than he writes.

I asked him if he would be willing to try an experiment and requested that he write on the subject of his choosing for one minute [as a pre-activity]. Then I invited his mom in and told him we would teach her something that could help his younger brother. D agreed and we "taught" mom (and D of course) how to do PACE and the Thinking Cap. In the corner of the room his brother had a plastic race car track that was in the shape of a lazy 8; so I showed D how he could play car racing with his brother. Then I marched with him in an 8 the way I learned in my Brain Gym class, Hands On: Ideas for Using Brain Gym in the Classroom.

When it was time to return to our experiment [and do our post activity] I explained to D that he could choose the same subject or another one and write again for one minute. At the end of the minute I asked him to tell me what he noticed. He stated that it was easier to write and that he had been able

Ask Dave

Dave administers and answers questions posted to our [website](#) message board, "Ask Dave". To visit or post a question [click here](#).

Question:

I'm an educational therapist. I use Brain Gym with my students, and find it very helpful.

It's driving me crazy though, that I don't understand why these movements work so well, and what sources they've been derived from. How can I find out more about this? I am very driven to understand the "why's" of things, and knowing this would also help me convince parents to use these exercises at home with their children.

Thanks so much.

Dave's Answer:

Many of the Brain Gym(R) exercises are based on developmental movements experienced in early childhood neuro-motor development. In the "Brain Gym(R), Teacher's Edition" Paul and Gail tell some of their reasoning behind each exercise and where they got the idea for some of the exercises at the bottom of the pages on which each movement is described. The bibliography at the back of the book gives references for further investigation into the lineage of the activities. Carla Hannaford's book "Smart Moves, Why Learning Is Not All In Your Head" gives physiological background to some of the exercises. Paul's new book "Brain Gym and Me" also gives the background to the development of the work

to write more words. He also observed that his writing was more organized and flowed better. As an aside D added that he thought his handwriting was neater and easier to read. I was delighted with his progress in such a brief time.

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40% Off Brain Gym Logo Products!

We are having a clearance sale for our Brain Gym products: pens, pencils, adult size small t-shirts, and bags.

Offer available while supplies last.

Email info@braingym.org for a detailed list of products and prices.