



THE EDU-K UPDATE

SEPTEMBER 2010

Regardless of your experience with the Brain Gym® program or with Brain Gym® International, this issue of the *Edu-K Update* is designed to share a little information on a lot of different topics. You'll find topics that cover the following and more:

- Brain Gym® theory
- Sponsoring classes
- Inspirational stories
- Upcoming events

Enjoy and peruse, knowing it's available for your viewing pleasure for the next two months, and easily downloadable!

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Events

**Brain Gym® International & IKC
Joint International Conference**
2011 Aug 26-28
Kecskemét, Hungary
Contact: [Zsuzsanna Köves](mailto:Zsuzsanna.Koves@braingym.org)

*Remember, you can hold a Brain Gym Day in your own region.
To find out more write to info@braingym.org.*

Edu-K Tips and Tools:

by Deborah Scott Studebaker

The Language of Edu-K, Part 5: Practical Wisdom

Whenever I pick up my copy of Paul and Gail Dennisons' *Brain Gym® Teacher's Edition*, I find a wealth of background and theory on movement-based learning. The opening chapters invite me to slow down and read with great care -- I don't want to miss a detail!



Other times I might be preparing a presentation, following up with a teacher, or meeting a new client, and I'm looking for some concise language to describe big-picture concepts. That's when I turn to Chapter Four - a practical resource guide for implementing a Brain Gym® program right now.

This last section of the *Teachers' Edition*, which begins on page 99, supports those of us who are using Brain Gym tools with our families and/or bringing it into classrooms. It is full of easy lesson ideas to help develop the physical skills of learning. The content areas below have become signposts to which I refer, whether I'm working with groups or individual clients:

Creating Teachable Moments (page 103) speaks to the role of curiosity in effective learning and

Spotlight On: *Brain Gym for Teens & Pre-Teens (1117)*

The teen student experiences many external & internal pressures as they move through this period of transition. This course, authored by Carol Ann Erickson, is designed with Brain Gym® movements and Experiential Learning Activities to assist the student in managing the effects of stress in a positive and healthy manner.

The techniques taught in the course may improve the student's performance in academics, athletics, music, art, interpersonal skills and personal growth. *Open to all, and parents are encouraged to accompany their child.*

Click [here](#) for the upcoming schedule.

Congratulations! New Professional Members!

CANADA

Valerie Ku
Anjana Thom
North Vancouver, BC
Brampton, ON

CHINA

Yau Tsz Yan
Hong Kong

COLOMBIA

Juanita Quintana Medina
Medillin

INDONESIA

Dr. A.A.A. Lengkong MPH
Pdt Lientje H.K. Mamahit S. Th.
Wicarni Oktavia Mangolo A.Ma.Pd.
Dra Jeanne Tinneke Mangundap
Rahaju K. Morris
Nonny Swediati
Dra Henny Tambajong E.R.
Debora Intan Trisna
Pdt Yosua Wangka
Tomohon-Tengah
Manado
Tomohon
Tomohon-Tengah
Jakarta
Yogyakarta
Tomohon-Selatan
Kuta
Tomohon-Tengah

MEXICO

Ma. Del Carmen Bazán Flores
Rebeca Hernández Marín
Ma. Guadalupe Rodriguez Aguilera
Ma. Isabel Vázquez Arias
Mexico DF
Morelia
Jesús Maria
Mexico DF

UNITED ARAB EMIRATES

Anna Mitchell
Dubai

USA

Tricia Allen
Mary H. Burke, M.A.
Judy Sue Christenson, RN
Noreen Dougherty
John Starman
Carol L. Stone
Glen Head, NY
East Weymouth, MA
Becker, MN
Kapaa, HI
Sherman, IL
Derry, NH

mentoring;

A Six-Point Action Plan for Implementing the 26 (pages 104-106) offers a comprehensive way to introduce and reinforce Edu-K principles with both children and adults. It also includes quick and insightful tips on how and when to use many of the Brain Gym activities -- a nice counterpoint to the more extensive descriptions found in earlier chapters;

Relaxing and Self-Calming for Groups (page 107) contains a list of reminders for how to encourage thoughtful and peaceful behaviors in groups of all types;

Tips from Teachers and Suggestions for Parents, etc. (page 109) help manage everyday challenges with integrating movement; and

Inviting Play through Games and Music (pages 109-112) is full of engaging ideas for the very young all the way through the middle grades and older, with suggested games, stories and musical activities.

Whether I'm looking for theory or practical wisdom, I find the *Brain Gym® Teacher's Edition* to be an ongoing source of creative inspiration!

Junior High

Cindy Goldade, Operations Director

Brain Gym® International's Operations Director, Cindy Goldade shares some tips on working with junior high schoolers:

Thursday, September 23, 2010:

Yesterday, I had my first experience introducing the Brain Gym® program to 137 kids...I was in classrooms for 2 year olds up to 8th graders. In some I introduced PACE. In others we added some Double Doodle and Energy Yawn. And in the Junior High...

The Junior High group discussed how stress affects their coordination, memory, thoughts and musculature. A name game with koosh balls really

So, the Class You Want isn't Scheduled?

Sponsor it instead!

If there is a class you really want to take, but it isn't scheduled anytime soon near you, give sponsoring a chance. Sponsoring involves getting a group together, and bringing the course to you. There are several benefits to doing so including:

- No travel costs
- FREE registration
- Potential to earn a percent of the course income
- Scheduled at your convenience

ANYONE can sponsor ANY instructor for ANY course! All you have to do is contact the instructor you wish to sponsor and see if she is willing and able.

You are encouraged to sign a written agreement with the licensed instructor that covers both parties' roles and responsibilities. That way there are no surprises in the end. Instructors have access to a Sponsor Agreement template to make the process easier. Licensed Brain Gym® instructors are independent contractors. Therefore the template is simply a set of tips to guide you in the process. The only thing mandatory is that rosters and royalties are sent to Brain Gym® International.

Correlative vs. Causation Language

In Edu-K we meet each participant where she is and move forward at HER pace, not ours. This includes toddlers and teens, parents and teachers, professionals and athletes. We do not diagnose nor prescribe (unless an individual has other degrees which make it appropriate to do so). It is imperative that we watch our language closely when explaining what the Brain Gym® program is all about to groups or individuals. It doesn't matter whether you are a student or an instructor.

You are encouraged and invited to use correlative language rather than causative. For example, in Edu-K we say, "there may be a correlation between crawling and success in reading". We would not say, "if your child skips crawling, he will struggle with reading." Such claims leave the Brain Gym work vulnerable and even **more importantly** may cause damage/pain to those we are assisting, because it induces fear.

Besides, it simply isn't true. We can't know whether or not a one-year old who skipped crawling will read easily. That makes US responsible for that little one's future instead of HIM! We don't know what resources may come his way or which ones he'll need/want.

It can be challenging to watch our language when distilling information to others. Often, we have learned so much about the stages of development and reflexes and, and, and... Yet, the purpose of our educational model is to create safety, to meet each individual from a place of

highlighted the stress response as balls were being dropped, inaccurately thrown, giggles were high pitched, etc. We followed the activity with some Lengthening Activities and enjoyed pausing after lengthening one side to notice what relaxed muscles feel like before addressing the other side.

© Cindy Goldade

A Brain Gym® Story

Licensed Brain Gym® instructor, Julie Newendorp, sent in this wonderful story about healing:

66 year-old John (name changed) came to me in total confusion. His wife had just asked him for a separation. He was blown out emotionally, because he had no idea why. His wife agreed to come in to discuss the situation. Being that I am a trained mediator, they both consented to meet together with me weekly, and have private sessions individually.

In John's first private session after the initial couple meeting, he wanted to work on reading. It turns out that he had been severely dyslexic his entire life and couldn't really read. Because of this, he had been hiding his true self and lying for his entire adult life. We did a balance on being able to read easily. He couldn't believe the difference in his reading and in how he felt.

Through the weeks, he reported that reading was becoming easier and easier. We did a second balance on comprehending what he reads, and again he was amazed. He began to see that he didn't have to hide anymore, and that lying was harmful to his relationships. His goals began to shift from "reading more easily" to "being authentic and defenseless".

Though he and his wife decided it was time to divorce, they have discussed all aspects of their relationship. John was able to listen deeply to her pain about his chronic lying. They are now friends and are proceeding with love and respect through the divorce process.

neutrality regardless of skill level or development. The Brain Gym® work is intended to draw out from each person what she wants, and using the tools we have, let her lead us there.

Thank you for your vigilance in this area.

Ask Dave

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

Question:

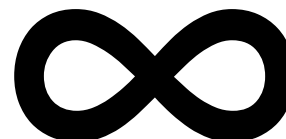
Can anyone tell me if they or their child has benefited from Brian Gym® for Social Anxiety and/or dyslexia?

Dave's Answer:

I did personally overcome a social anxiety issue through the Brain Gym® work. Even though I was always a good reader I have also seen some improvements in reading, more importantly my writing skills, in which I have experienced challenges, have improved. I have also worked with many students who experienced challenges in both areas you mention who have seen significant changes.

John is learning to be honest as he is feeling better and better about himself. Today he said that he can't believe that he is reading easily now and even picks up newspapers in coffee shops. He never thought he would be able to read, and now at 67 he can.

It has been such a gift to me to witness this man's courage at facing his challenges and making these huge changes. I bless the Brain Gym® processes and the healing it brings to people.



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Stay connected and learn more about the Edu-K model and how others are using the program in diverse settings and situations. The cost is only \$25 per year for three issues. They make great gifts and your contribution helps the Edu-K Foundation continue to grow and spread the importance of movement as it relates to learning, achievement, and self-discovery.
email: info@braingym.org