



body meets imagination...

the kids' wellnessSM guide

how well they learn
how well they feel

by karen voght, b.a.
with elena holden, m.d.

Applying Wellness Theory to children's everyday lives

...linking hearts and brains, bodies and minds
smiles and frowns, ups and downs.

*“While the imagination, like the dream, is not a reality, only a series of mental pictures,
the physiological response is real and measurable.
The challenge is to use imagery to promote health and well-being.”*
-The Wellness Book (adaptation, Benson & Stuart)

*“Our experience of the world does not govern our imagination and our verbal images;
rather it is our imagination and associated verbal images that guide our experience of the world.”*
- Roch C. Smith (Air and Dreams by Gaston Bachelard)

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Life was meant to be lived imaginatively!

the kids' wellness guide

This guide has been created to teach young children lifetime skills for greater learning and well-being.

It focuses on breathing life into their minds and bodies by giving 'muscle to their imaginations'.

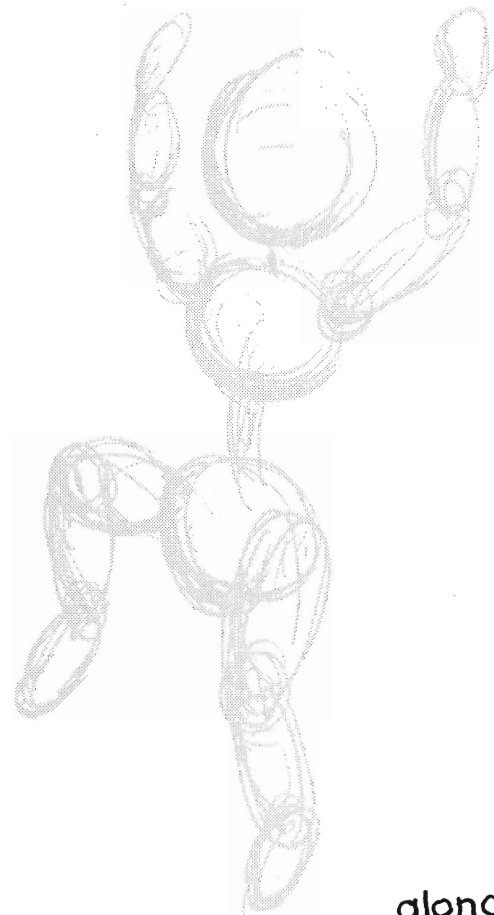
We have translated the physiology of imaginative childhood play, sport psychology, bio-mimicry, and Eastern practices into a playful language for educating young children.

This will forever change the way we look at children

and

the way they look at themselves and their world!

Disk-claimer: Users assume all risks in performing the activities recited herein. Users who experience fullness of breath, energy, comfort, empathy, cooperative and respectful feelings, and happy, creative growth should continue to seek the assistance of imaginative educators. Seller assumes responsibility for healthy effects and growth sustained from performing wellness activities.



Dedication

This book is dedicated
...to Kenneth Kraft, Ph.D.,
who had the loving patience
to re-educate my imagination.

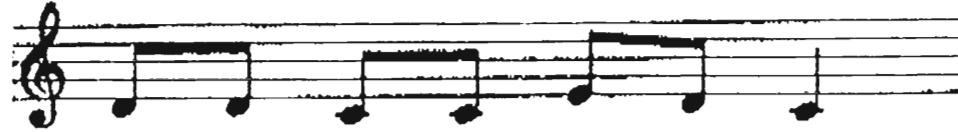
...to Stephen Clay,
CEO, Metropolitan Springfield YMCA,
along with his staff, who had the vision to request
creation of a program that would provide
the keys to greater learning and well-being for young children.



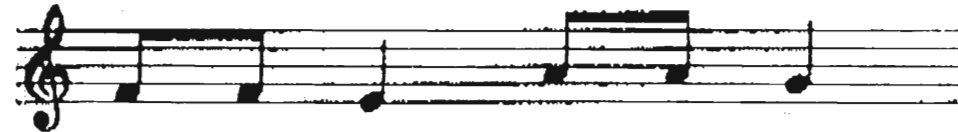
Wellness Kids



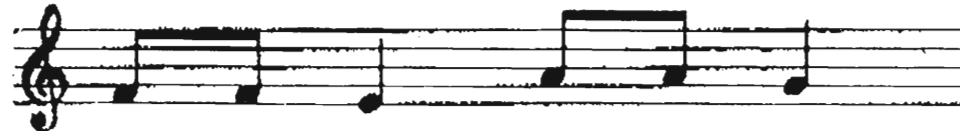
We are well-ness kids,



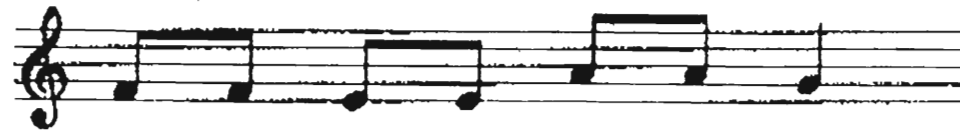
Hap-py bal-anced well-ness kids.



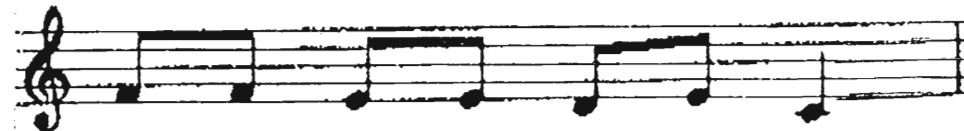
Bod-ies move while we learn.



See us bend, watch us turn



As we grow up one by one.



Ex-er-cise makes think-ing fun.

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FROM THE AUTHOR:

Welcome to **Kids' Wellness**, where the learning body meets its imagination. Approximately four years ago I was requested to design a program that would apply current 'thinking' on the health and learning benefits of body-mind interaction to child care and early childhood education. Since the body reflex is the simplest form of behavior, and since children's muscles respond to both their real and imagined worlds, I chose to develop a **Kids' Wellness** guide to playfully educate healthy imagination and reflex muscle memory development. Because children's muscles respond to their imaginations, the ability to activate healthy imagination equips children with a wealth of healthy choices and enormous growth potential. Years of research and design brought many new insights into the needs of developing young minds and bodies, and provided me this opportunity to re-ignite underutilized developmental areas fundamental to learning and well being.

Kids' Wellness is a playful, child-friendly, pro-active model for guiding the development of healthy, creative learning habits in young children. Its sixteen playful **imagination workout scripts**™ teach children how their bodies speak to their brains, and how to physically exercise their imaginations. I look forward to your reactions as you discover how the dynamics of children's imaginative play behaviors can be adapted to speed up learning, and also to help formulate healthier, happier physical and emotional lives. Imagination skills have helped top athletes for years to enhance sport performance. It is time we all learn these skills.

Ten playful **wellness icons** physically identify the skills taught in the **imagination workouts**™. Their different physical postures bring quick recognition and reinforcement to ten Kids' Wellness Skills™ for muscle awareness, healthy breathing, concentration, imagination building, sensitivity, positivity, body movement, balance and connection between body and mind, and finally, their playful re-play.

In **Kids' Wellness** young children learn to feel and fully sense their way through their world in the languages of their physical and imaginative senses. Using bi-lateral body movements, positive imagination, and the five senses are the child's way of learning, and we need to focus on respecting and responding to the young child's natural ways. It is through the *comfort* of their natural ways that children experience enhanced creativity and well being.

Since the state of a society's health becomes reflected in its children's health, this guide is designed for the convenience of all adults involved with young children - be they parent, educator, childcare provider, coach, grandparent, medical practitioner, counselor, etc. **Kids Wellness** playfully teaches the adult to be well along with the kids. It is part of the program's success. For this reason, added background on the research and piloting that went into synthesizing this book are provided for you in the individual exercise Instruction pages and Appendices.

To accomplish this wonderful work, we are asking adults to join with the children to promote giggling hearts and happy brains; to more fully animate and personalize their bodies and minds; and to give 'muscle' to their imaginations, so they may more easily participate in learning and well-being. The journey is fun. Be ready for many surprises...smiles, laughter, movement, excitement and creativity you never knew existed. Have a great adventure, and please feel free to skip to page 31 for a taste of what's ahead ("How do imaginations talk to muscles."). Enjoy.

- Karen Voght

Introducing you to this book will help you learn ABOUT children.
USING this book will help you KNOW children.

I. INTRODUCTION: FOR CHILDREN 4 YEARS ON UP. . .AND THE PARENTS/EDUCATORS WHO LOVE AND TEACH THEM.

We've designed mini *imagination workouts*™ as models for adults to help 21st century children learn and be well through fun, movement and imagination. **Muscles learn to speak and brains learn to listen**, as children progressively exercise ten fundamental **Kid's Wellness Skills**™. The workouts uniquely educate children's brains and muscles to communicate. Their playful reinforcement style of learning builds rapid, reflex memory as children apply sensori-motor behaviors to mental learning. Kids enjoy mastering these basic requirements for learning readiness and balanced health in an increasingly sedentary, yet rapidly changing, world.

A. FUNDAMENTALS FOR KIDS' WELLNESS: HELPING BODIES AND BRAINS CO-OPERATE.

- **Muscle tensions influence how the brain pays attention and remembers. Tension management is central to children's well being.**
The brain's sensitive chemical-electrical nature requires optimal message communication through the body's nerve and muscle systems to function well. Degrees of muscle tensions continually alter these communication lines - influencing feelings, sensing, imaging and focusing abilities, response times, balanced physiology, thoughts, and memory. Managing muscle tensions through relaxation, positive images, kind words, and physical expression, facilitates healthy brain-body rapport.
Nervous tension interferes with brain-body muscle conductivity.
- **Children remember faster and longer when their bodies actively participate in learning. Learning becomes a more playful habit.**
Young children learn rapidly as large-muscle motor movements stimulate multiple brain-body reflex links. Repetitive, movement-associated learning conditions more rapid, automatic-reflex memory patterns than less active learning. With less mental thought required, learning becomes fun... like riding a bike.
A relaxed, active body requires fewer repetitions to learn.
- **Children who feel calm and positive learn faster and stay healthier. Strengthening the positive diminishes the negative.**
Linking children's learning to the positive, diminishes anxious muscle tightness and related emotions. Calm bodies and minds allow for more fully functional, healthier brain-body communications. Since symbolic language verbally instructs physiological reactions, speak calmly, clearly, and positively.
Muscles 'read' the mind - allowing an educated imagination to provide healthy options.
- **An educated, healthy imagination reinforces body reflexes, preparing children for successful goal achievements, and well being.**
Similar to sport visualization skills, children's playful imaginations prepare them for successful life-performances and behavioral abilities. Muscles respond similarly to mental images and actual perceptions - just at different magnitudes and strengths (Kunzendorf & Sheikh, 1990). Active mental repetitions strengthen physical reflex memory and habit formations. Since the body's reflex memory system is shared by both real and imagined memory, educating *healthy* mental rehearsal skills gives children the opportunity to physically 'try out' different behavioral responses, and 'doctor up' specific physical and behavioral performances.
Since muscles share both the mental and the physical, continued disparity between the mind and the body can lead to an internal 'muscle tug of war'.
- **Understanding the role 'adaptive imagination' plays in building automatic responses is key for balanced growth.**
The ability for the imagination to alter, direct, and reinforce different muscle response patterns makes it a lifelong learning tool - fun, cost free, and readily accessible for creatively redirecting life's negatives into positives, fostering freer growth, curiosity, compassion, happiness, and resiliency for 21st Century Kids.

B. THE BASICS:

1. DEFINITION: KIDS' WELLNESS IS A PRIMER FOR HELPING KIDS GROW UP IN A TRANSITIONAL AGE.

Recognizing the value of imagination in the areas of education and well being, **Kids' Wellness** focuses on the early education of its creative potentials. This is a natural progression that builds on young children's imaginative play behaviors.

"Today's brain is a consequence, not a precursor of symbolic language.

It can change our response system faster than evolution changes our genes." - Terrence W. Deacon

Being confined to only one location in time and space, the imagination has long played a key adaptive role in mankind's ability to meet individual physical and emotional needs, and enrich lives. The gradual evolution of language/literacy skills, however, and now computer literacy, shifted the balance of strong *sensory motor* learning experiences that once stimulated the development of children's growing bodies and minds. Their convenience as modes of communication inadvertently contribute to lessening the *need* for larger muscle movements required for healthier brain-body circulation; imbalance the brain-body's cross lateral style of communication; develop increased dependency on the auditory and visual sensing systems; foster linear, sequential thinking at the expense of spatial imagination; and continue to reprogram children's muscle response systems.

Without balanced sensori-motor experiences children lose their instinctive abilities - fostering increased dependency and less self-confidence. The body-brain design is having difficulty adjusting to the imbalance of increasingly sedentary, yet visually/auditorily overstimulating, fast paced life styles. As children become more *dependent* on external programming to organize their response systems, the *need*, and ability to rely on their own *independent* sensori-motor and imaginative natures declines. Many grow up unaware of the need for body-mind co-operation, to the point where healthy body-mind integration now requires formal education.

WHO AND WHAT ARE WE? DEVELOPERS OF PLAYFUL EXERCISES WHICH EDUCATE IMAGINATION AND BODY REFLEX MEMORY.

Kids' Wellness addresses the steps required to plug children's own imaginative energies back into their physical lives. It playfully educates young children to use the multiple *sensory languages* in which brains and bodies 'listen and talk' to each other, and focuses on teaching the physical, non-verbal languages of feelings, colors, sizes, shapes, speeds, volumes, pressures, temperatures, etc. **In a language created just for kids**, **Kids' Wellness** revitalizes and rebalances children's adaptive abilities as it educates them, and those adults who care for them, to playfully link words, bodies and imaginations. Just as athletes and actors use imagination skills to achieve quality performance, children learn to slow down, temper their neurons, focus, and to think and feel in pictures, not just words, as they talk to their muscles and enhance the quality of their lives.

Kids' Wellness' pro-active approach to children's wellness utilizes tested methodology that reinforces the natural pretend play skills of young children, the benefits of which are the foundation for lifelong learning and well-being. Teaching children to learn both physically and mentally maintains the integrity of the physical body and the imaginative mind as a working unit.

Each child's 3-D imagination requires space, time, and exercise for healthy growth.

Easily enacted *imagination workout*™ scripts reinforce ten wellness skills found to *universally* exist in most young children's natural imaginative play behaviors. In choosing to highlight these ten behaviors, *Kids' Wellness* reinforces their innate value, and fosters their continued use as life long learning and well-being skills. The program's playful *imagination workout scripts*™ can be implemented in children's structured and informal every day environments.

1. OUTLINE OF THE 10 KIDS' WELLNESS SKILLS FOR REINFORCING BODYMIND INTERACTIONS

Kids' Wellness is divided into three sections that progressively educate the child's healthy imagination and active body to work together as teammates. Most of the ten skills are taught via the use of two *imagination workout scripts* read and modeled by the adult, and enacted by the child physically and mentally. They involve simple imitation exercises to more involved imagination paradigms. Brief general "Instructions" and helpful "Guides for Applying Everyday Wellness" accompany each script.

Kids' imaginations help teach their muscles to perform.

PROGRESSIVE TRAINING OF THE 10 KIDS' WELLNESS SKILLS:

... Get Ready to Physically Exercise Your Imaginations.

PRE-REQUISITES FOR IMAGINATION:

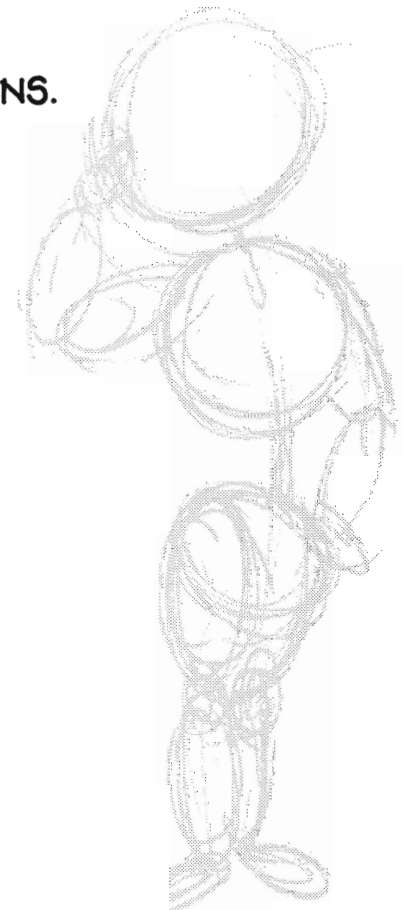
1. Muscle awareness
2. Healthy breathing

EDUCATING HEALTHY IMAGINATION:

3. Focusing...physically/emotionally
4. Imagination building
5. Smart sensing
6. Acting positive

REINFORCING BODY MIND INTERACTIONS:

7. Matching movements
8. Balancing/switching sides
9. Connecting/ Body mind communicating
10. The New 3 R's: Relax, Refocus, and Replay



Recognizing children's loves and fears taps into their imaginations' core motivators. – k.voght

2. GOALS AND LEARNING ENVIRONMENTS

GOALS

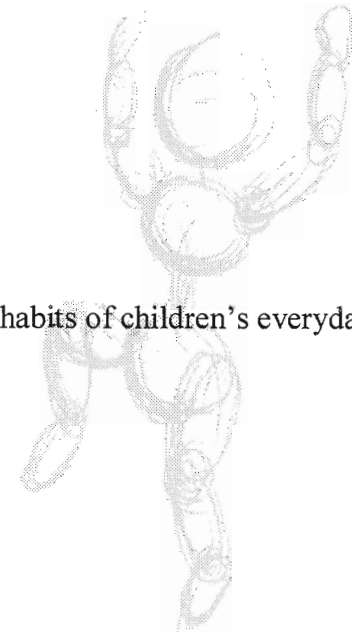
- **Kids' Wellness** will enhance children's comfort with their own minds and bodies, resulting in less distractibility and more enjoyment in learning, less anxiety and more enjoyment in living.
- **Kids' Wellness** will help adults to guide children in skills required to better self-govern their own learning and well being.

LEARNING ENVIRONMENTS

Creating a feeling of consistency and safety within the child's various environments is universally understood as a positive condition that affects the overall quality of the child's life. A **key** advantage of **Kids' Wellness** is its applicability to and appropriate use in all of the following environments:

- a. School: Child Care; Pre-School; K-1
- b. Home Schooling; Home Environment; Play
- c. Fitness/Health Education
- d. Drama/Dance/Art/Music/Fitness/Sport Preparation
- e. Therapeutic Environments
- f. Early Childhood Educational Curriculums

With regular reinforcement, **Kids' Wellness skills** become comfortable, natural behaviors – habits of children's everyday lives, to be use **whenever** they want, **wherever** they are!



Learning to physically exercise positive imagination allows children's bodies to share the physical benefits of what is real and what is actively imagined...adding creative, alternative solutions to learning and well-being.

C. HOW, WHEN AND WHERE THE ADULT/CHILD USES THE IMAGINATION WORKOUTS

“Learning is based on love ... Our need to feel love is the force behind our focus.”
Marvin Minsky, *Society of Mind*

1. PREPARE YOUR OWN INTERNAL AND EXTERNAL ENVIRONMENTS

The scripts within this book are intended to elicit feelings of fun and **creative physical and mental freedom** – for **you** as well as for the children! **Preparing before using the scripts** falls under two different categories, the most important one being your ability to feel the fun and freedom along with the children. Your own state of mind will influence your timing, voice modulation, sensitivity to other’s needs and management of the content of the imagery. Be inspiring. Encourage positive, hopeful images. **You** expand the children’s growth and learning as you help them relax and expand the pictures in their minds and bodies. Get into the spirit and fully participate as you guide!

TIPS FOR PREPARING YOURSELF

BECOME KNOWLEDGEABLE. Children learn rapidly when they physically sense, emotionally feel and experience the movement of an image in their bodies. Sensory movement – *real or actively imagined* – sparks the brain to respond. This brain dynamic, and a ‘mountain’ of other research exists, but to begin, you can understand a few details of the background for the goals you’re carrying out, by reading “Research and Development” in Appendices A/B.

PRETEND FOR REAL YOURSELF. Re-learn imaginary play. Perform . . . act. Pretend you are the child acting out the scripts’ images. Sense, see, smell, taste, hear and feel the images with **your** body and **your** mind! Move with the scripts’ images. You need to feel it . . . to experience it . . . in order to teach it.

MODEL. You are the model the children mimic (**sense and reflect**). They mirror your behavior. Be *calm* and *positive*. Your voice and body language set the tone. Plug into each child. *Make eye level contact*. Touch. Play. Cry. Laugh. Smile. (You’ll be triggering happy muscle memories!) Approach children *on their level*. They’ll sense your feeling of comfort and non-judgment. They are small, in a big world. Help them to *feel* comfortable.

S-L-O-W D-O-W-N. Even try going in reverse! A goal is to reduce tension from stressful lifestyles. Allow the children to be fully in their minds and bodies when they use this time. This may be the only time in the day the children, and you, truly slow down, relax and imagine! See relaxation as an image of stillness or being ‘in neutral’. Set the pace. Children will synchronize with your image. *Speak slowly*, in a *calm, steady voice*. The children will take on your rhythm.

BE CONSISTENT. Create learning rituals. Begin a daily *imagination workout* practice time first thing in the morning. It sets a positive pace for the entire day and builds an inner sense of emotional security.

LISTEN. Slowing down means you'll be able to more carefully listen with all five of your senses. Listen to each child's *body talk* and *imagination*.

BE PATIENT. Our goals are to release **non-productive** muscle tension, foster imagination and increase attention spans. Positive encouragement is so healthy. A gentle touch performs miracles in calming and encouraging the child. Allow children **time** to become familiar with these exercises, to imprint the habits in their bodies and minds, and to share their inner pictures! *Tape record some of the lessons to share images at home!*

BE CREATIVE. These scripts have been designed as guides. Feel free to improvise! Insert your own, as well as the children's sensory words and images. The goal is to help direct children to build healthy imaginations and to share their images and feelings. Have fun! You'll be amazed where this will take you! Read each script's quotations. Use them as daily guidelines!

CONSTRUCT A POSITIVE LANGUAGE FOCUS. Create a new approach for talking with children. Structure your sentences in a positive light. Image positive actions. *Encouraging and focusing on the positive ignores, diminishes and neutralizes the negative.* This releases muscle tension from negative fears, and allows for the *natural* release of positive behaviors. Talk loving words. Practice 'heart thinking and feeling'.

FINALLY, LIKE YOURSELF. There are a lot of suggestions here for you to follow! They're all very positive for and important to the child, but again, they're meant to bring **you** good feelings too! It may take you a while to "get into" accommodating yourself to these suggestions, so be patient with and accepting of who you are, wherever you are at this moment!



Now, this second category of preparation is not about your personal involvement – it has more to do with the ‘mechanics’ of it. Here are some suggestions:

PAY CLOSE ATTENTION TO THE ENVIRONMENT. Children long remember the feelings of their environment. Create an “*imagination workout zone™*” as a physical space – a calm, receptive area. Fill it with sensorial pleasing scents, colors, sounds, feels, and tastes. This becomes an expected safe haven where children unwind, explore and act out their imaginary inner words and worlds. Allow room for children to lay down. A shoe free area is great.

PLAY MUSIC. Music changes the brain’s patterns, synchronizing its own powerful and creative patterns *within* the body. Choose quiet background music **to physically and mentally** calm the children, making them receptive to learning. Piano music with nature sounds captivates young children. See Appendix C for music suggestions.

DRINK WATER / EAT FRUITS. The foods we eat have a profound impact upon learning and memory. The brain needs water and glucose for healthy development. The all-important chemical neurotransmitters in the brain can be found in the foods we eat – and, by the way, our imaginations and physically ambidextrous movement also trigger them! The body is 90% water and its muscles hold water for conducting electrical messages to and from the brain. (How they conduct, determines our conduct.) *Smart Moves* by Carla Hannaford is a wonderful reference for more information in this area. See Appendix B.

2. PREPARE THE CHILD(REN)

PRIOR TO BEGINNING, PLAYFULLY QUIZ THE CHILD(REN). Of course, we’re not talking about a test or scoring of any sort. Make it a fun time, and take time to gather them and playfully introduce the exercises by using the Suggested Warm-up Questions provided on page 31. Discuss how their bodies use their muscles... how their imaginations or mental pictures can ‘talk’ to, expand and contract those muscles, and provide exciting directions and physical responses. When they move their muscles are working. When they rest, their muscles are resting. All children are gifted with the spirit of imagination. These playful body mind workout scripts help all children to give ‘muscle’ to that spirit.

Ask the children to show you where their muscles are. Wait for responses and look for demonstrations of their understanding. Run through the different muscle areas with the children while asking them how they **feel** -- hard/tight or soft/relaxed. They will be surprised to find that they have so many muscles that they can regulate, contract and relax, just by squeezing the releasing the different parts of their bodies – their eyes, ears, noses, mouths, stomachs, backs, fingers, toes, feet, arms, foreheads, bottoms, legs – inside and outside muscles ... so many muscles! Listen carefully and encourage individual responses to feelings expressed.

When children role-play, their muscles remember. Repetitive role rehearsals will create muscle reflex memory similar to the athlete practicing his skill, or the performer dancing or playing the piano. Let the children know that by practicing these imagination workouts their muscles become smart and in sync with their brains. They will learn how to become ‘athletes’ in relaxing, breathing, focusing, taking pictures in their heads, fully sensing, matching, acting positive, balancing and connecting their minds and their muscles. This creates an exciting state of awareness in the children that is most important for full body, full brain learning and well being skills.

Repeating this conversation at the completion of the exercise scripts will validate the program’s potential for you. Before beginning each **imagination workout script**, or at some point that’s comfortable for you, make sure that **all** the children know the meanings of words about the body and about the things that are found in the particular script. This familiarity will greatly increase comfort levels for skill learning.

REINFORCE WITH OTHER SUBJECTS. When your lesson plans include topics that are naturally suited to the concepts in that week’s **Kids’ Wellness**, take advantage of the situation and talk about them – “Can you imagine what a bird would do without a wing?” for example.

EXPLORE INDIVIDUAL EXPRESSION. Giving recognition strengthens the essence of children, empowering them to want to learn. If young children are not given a platform to express and explore individual thinking, how can we possibly expect them to become individual thinkers? Be encouraging, non-judgmental. Expect and enjoy individual, spontaneous answers. You’ll be amazed how this relaxes you!

GROUP SIZE: OPTIMALLY 1 – 12. This varies depending on the ages and familiarity of the children to the subject matter, as well as space availability. During piloting different numbers were explored. Since calm, comfort, and personal encouragement of the children’s imaginations are key, we found up to 12 in a group to be fine. Many centers were comfortably able to work with 20 children at a time, as long as staff was available to assist. Groups can be split, with one group quietly observing while the other works out. Then switch groups. Observation reinforces the skills and provides a common language for the kids to speak to one another about the skills exercised.

Let your experience with the child(ren) guide you in determining group size. Feel free to experiment. Remember, your comfort level is as important as the child(ren)’s.

*****ADDITIONAL PRACTICE: ENCOURAGE** children to practice with each other... on you, their friends, family, pets, and plants! Kids will be amazed at how well people, pets and plants grow when calmly and kindly spoken to.

3. ACTUAL IMPLEMENTATION

MATERIALS:

- Love, patience, mutual respect, willing minds and willing bodies.
- A floor mat or towel. Suggested music tapes and tape recorder for playing music are very helpful.

GENERIC PRE-INSTRUCTIONS:

Remember, the scripts and their accompanying instructions and applications are self-instructional. No prior expertise is required.

First...establish as comfortable, calm and positive an environment as possible.

Second... get into the *Rhythm of the scripts*.

Remember, always have the kids enter the *imagination workout zone*™. The workouts are as enjoyable, energizing and uplifting as any physical exercise. Like the rhythm of your heart, these body mind exercises have a calm, happy rhythm of their own. Think of them this way and create this mindset.

OPTIMAL IMAGINATION WORKOUT™ ROUTINE:

- Exercise one *imagination workout script* a week: Physically exercise the script in the morning. (Circle time is good. This sets a positive mental stage for the kids' entire day.) Mentally exercise the script in the afternoon, prior to rest time. Light squirming is allowed...it will show you how the body is getting connected to the children's minds.
- You may occasionally want to reverse this order if you find the children need to be mentally calmed first. Young children usually need physical experience first when learning something unfamiliar, but feel free to determine which implementation is most appropriate for the children on a particular day. Practicing each *workout* mentally and physically is what is important.
- Read each script's Instruction and Application Sheet prior to its *workout*.
- Playfully use the script's Refresher Words/Variations/ Applications throughout the week to reinforce each skill's language.
- By midweek, if you have time, try doing both physical and mental enactments of a script in a row. It is fun to see quick comparisons between the two forms of *workouts*. Encourage the children to try them out on you as well.

ADAPTING WORKOUT ROUTINES TO MULTIPLE ENVIRONMENTS:

FULL DAY PROGRAMS:

- On the first three mornings have children **physically** enact the script as it is, expressing the script activity through their body movements (circle time is recommended). On the final two mornings, have children **physically** enact a variation/application of the script (Choose from the samples provided for each script, or devise your own, acquiring a feel for the children's level of understanding and its transfer applications.).

Each afternoon use the same script, enacting it **mentally** just prior to nap or rest time, with children quietly picturing and feeling the script's activity inside their bodies. Repetition is a critical element of this learning process. Soon the children will realize that their bodies can feel the same way, from mental or physical workouts.

- Develop a consistent time for **Kids' Wellness** so the children come to expect its practice as part of their daily routine. Weave it comfortably, but consistently into your day. The child's expectation for doing this type of body mind chat on a regular basis is very important for its effectiveness.
- Throughout the course of the day, use the "Refresher Words" that are provided for each script. This will further reinforce the beneficial effects.
- See Therapeutic Setting instructions for additional ideas.

HALF DAY PROGRAMS

- Follow above instructions, but try to insert physical and mental applications in early morning and prior to pick-up time. This results in children leaving in a much more relaxed, positive frame of mind and body for the remainder of their day.
- If time restraints do not allow the above implementation, expand the program's training time by alternating the **physical and mental enactments** to every other morning (for morning classes), or every other afternoon (for afternoon classes). Do this until you have succeeded in carrying out the same number of exercise reinforcements and applications as the optimal schedule.
- Use variations and applications any time, and see Therapeutic Setting instructions for additional ideas.

TWO- OR THREE-DAY-A-WEEK PROGRAMS

- Follow guidelines for full- and half-day programs, inserting them into your program as best as possible.
- Remember, consistency and developing expectation for their routine **Kids' Wellness** is most important. Your belief in, and your support of the implementation of the exercises will be felt by the children. This is more important than concern about precision of training times. As you progress with the program, your interest and the children's enjoyment and growing benefits will allow a natural flow to develop in your day for the exercise implementations.
- Use of variations and applications can be performed any time.
- See Therapeutic Setting instructions for additional ideas.

PRE-SCHOOL/KINDERGARTEN/GRADE 1

- See instructions for Full Day and Half Day programs for application to the pre-school, kindergarten or Grade 1 setting.

HOME SCHOOLING AND HOME ENVIRONMENT

Body mind exercises are essential to home school programs. Not only are they most supportive for the child's strong mental and physical growth, but they are a great guide to establishing a creative rapport between you and your child as their teacher and model. Weave any above-suggested schedule into your program.

All the elements taught through the use of the exercise scripts are equally applicable and important for everyday homelife and interactions. Freely choose from any of the implementation schedules. Specific applications provide additional guidelines for use within the home environment. Try Therapeutic Settings recommendations as well, since a state of mental and physical play is key to motivated learning and well-being.

HOMEWORK: Laugh and be joyful.

THERAPEUTIC SETTINGS

In situations where you may only actively participate with a child once a week, the following are recommended:

- Ideally, you will be able to train the child's caretaker...parent, teacher etc. to carry out the script training as indicated in each Instruction section of the guide. This greatly supports your work with the child as it enhances the supporting adult's own positive relaxation and imaging skills
- If this option is not available, or if you want additional reinforcement, make a tape recording of the script, customizing it as you feel appropriate for that individual child. Specifically guide the child as to the time during his/her day you would like him/her to listen and practice the tape. This is to become an expected routine, providing the child with the security of a known, comfortable, self-regulated and playful experience each day.
- To attain a level of understanding of the child's grasp of each script, have the child bring you a week of daily drawings as to his/her feelings or thoughts about the exercise scripts. Supply paper for this. The child might like you asking him/her to "write" a letter to you each day through his/her pictures. This strongly increases focus and bonding at the same time.
- Suggest that the child practice the exercise scripts with a pet or even a plant as their audience!
You may want to provide a sturdy plant to the care of the child. Have the child place the plant in his/her bedroom. Play quiet happy music near it... Sing/talk happily to it... It is amazing how plants, and animals, pick up and mirror the mental and physical state of the child's, and how the child spontaneously feels better just by taking care of a plant or a pet through happy talk and behaviors.
- Encourage your child to coach family members as well.
- Allow and encourage your child to work with you to create his/her own body mind scripts.
- Readjust minor script wording if you determine minor adjustments in the script are appropriate for a specific child. Maintain the consistency and integrity of the script's focus.
- Attain a level of relaxation with the first four body mind exercise scripts prior to moving on.
- Encourage parents to play with the script's messages as they drive children to school, store etc. Repetitions will provide comfort and calm through their familiarity and association with relaxed feelings.

ART/DRAMA/MUSIC/SPORT/FITNESS

In the active environments of art, drama, music, sport or fitness, body mind exercise scripts can be used as a mental warm-up preparing the children before the activity, and even right after the activity for reviewing, repatterning, and reinforcing muscle memory of the event. The scripts may be used either just as they are written, or adapted to the environment/activity. Here are some specific suggestions:

ART– Keep in mind the specific art project intended for the day’s lesson. Have the children in a relaxed mode when explaining the day’s project. Ask them to visualize and sense the art project “happening” as you describe it. Using the familiar art vocabulary, attaching your art words to the five senses, i.e. “smell the color you want to use”, “touch the shape you see that you want to create”, etc.

DRAMA – Keep in mind the feel and action of the emotion(s) the child wants to enact.

MUSIC – Keep in mind the specific music project intended for the day’s lesson.

SPORT – Keep in mind the specific goal(s) intended.

FITNESS – Keep in mind the specific goal(s) intended.

EDUCATIONAL INSTITUTIONS

Kids’ Wellness may be used for the student of any vocational school, college-level child development or child care program. Its specific use within a course is discretionary to the instructor or faculty member. No matter how it is incorporated, however, it can be a dynamic complement to standard textbook instruction. It also can be considered for use by itself, as described below. Here are some general thoughts for using **Kids’ Wellness** to enliven and enrich your students’ learning.

- First, make **Kids’ Wellness** a fully experiential tool by having your students take the role of the pre-schooler and go through Body Mind scripts themselves. Your goal should be to help your students be more relaxed and learning-ready, so that they can experience what their goal will be for their pre-schoolers! Your students will know what is possible for their children by experiencing what is possible for them! Set the tone for encouraging them to pretend they are the children and to freely feel the results of their participation. As the teacher of these “pretend pre-schoolers”, you have an important role in modeling just how they will be behaving in their future work with this program.
- Have students take notes and have class discussions around their Body Mind Chat experiences.

- Assign special/group projects or special readings from what your students learn by experiencing the body mind script conversations.
- Connect the instruction from **Kids' Wellness** to other aspects of your course, specifically current thinking in the literature around body mind connection, the psychology and physiology of learning, right/left brain function or any other pertinent body of knowledge.
- Finally, to use **Kids' Wellness** by itself, offer a summer workshop or elective course that gives the experience of all the body mind exercises, as well as supplemental instruction around the concepts upon which this program is built (Appendices A/B). Wellness, Inc. has training and coaching curricula available that can help you bring **Kids' Wellness** to all students of Child Development and Early Childhood Education.

4. OBSERVATIONAL CHANGES:

Observable changes in language and behavior occur when the scripts are implemented in any one of the systematic ways described under the **PREPARATION** and **IMPLEMENTATION** sections. If you choose to “just have fun” with the scripts, you might consider recording just a few notes. It has been found to be very helpful to adult and child(ren) alike when observations are made, and some simple personal thoughts or notations are written after using each script. For this reason pre and post “observation” pages are provided for each skill. You can make notes of what you observe about yourself, and what you observe in the child(ren).

For those using **Kids' Wellness** in a structured program or setting, it is very revealing to talk to and observe the children before a particular exercise script, asking simple questions and noticing certain behavioral and physical qualities about the children before you begin. For this purpose, “Pre-workout Observation” pages are provided for your use prior to each **wellness skill workout**. As a “post” test for noting changes in the child(ren) after exercising a particular skill, use the “Post-workout Observation” pages provided in a more formalized way -- to the extent/degree comfortable and appropriate for your purposes.

Some generic observations might include:

- Calm breathing patterns/relaxed bodies. Shoulders more even.
- Quieter, more focused, attentive, integrated and motivated children
- More smiles/light laughter/self-confidence
- More cooperation, less competitiveness
- More spontaneous joy of learning.
- General overall adaptability and expanded word usage.

introducing The Wellness Kids[®]



stretch



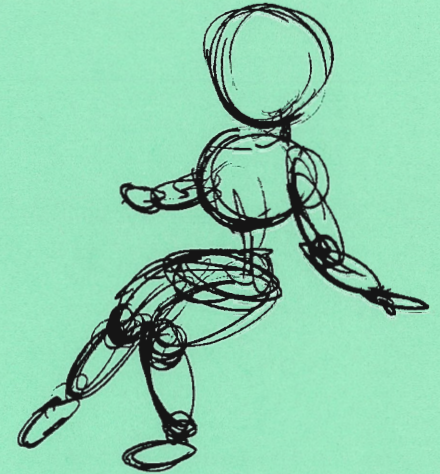
breathe



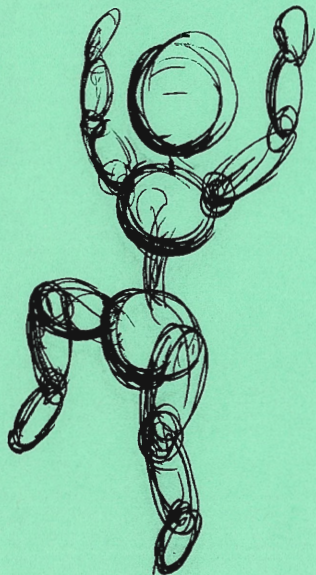
focus



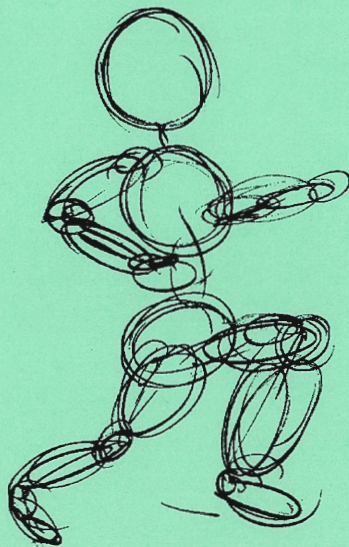
imagine



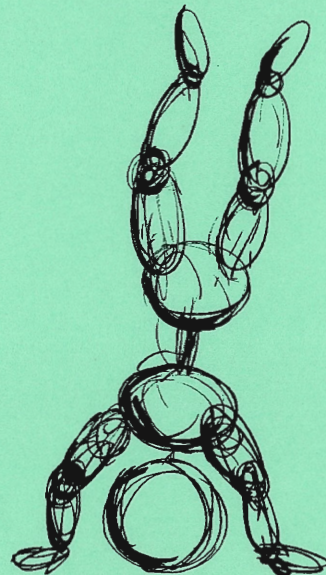
sense



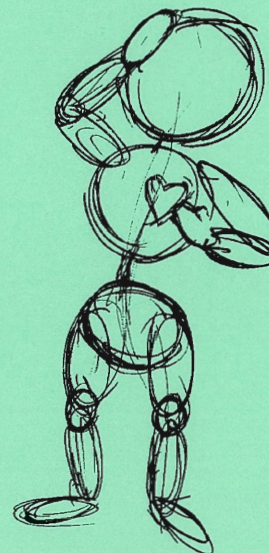
positivity



move



balance



connect



re-play

HOW DO IMAGINATIONS TALK TO MUSCLES?

SUGGESTED WARM-UP QUESTIONS FOR KIDS' WELLNESS

Prior to implementation of the **Kids' Wellness** exercises it's always fun to quiz the children, and yourself, using spontaneous thoughts and questions, or using the following list. No scoring, of course! The more spontaneous the answers, the more intriguing the quiz becomes. This process provides a fun frame of reference to look back on after you've used the scripts.

Give as much attention to individual expression as possible. Giving recognition strengthens the essence of children, empowering them to want to learn. If young children are not given a platform to express and explore individual thinking, how can we possibly expect them to become original thinkers?

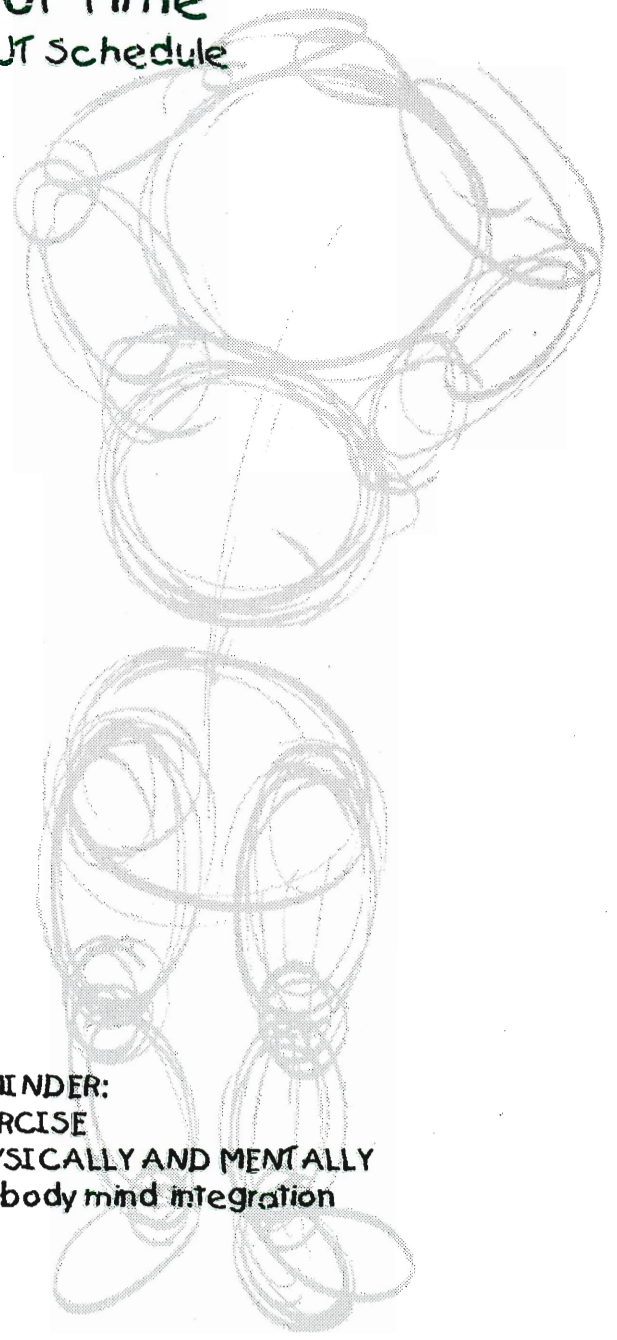
Simply have the child or children sit or lay comfortably in a circle, as each one prefers, letting them know that they will soon be carrying on a conversation between their bodies and their imaginations. First you would like to know more about what they think about their own imaginations, and how it helps the body play, learn and be well. Always be positive and non-judgmental in guiding these questions. Laughter and learning are guaranteed as children begin exploring by physically connecting with their own mental pictures.

- ___ What do you think your imagination is?...does? Is it a friend in your head?
- ___ Do you remember your dreams? Do you listen to them? Do you talk to them?
- ___ What is mimicking? Do you do it? Why? How does it make you feel?...act?
- ___ What makes your muscles move? How do your hands know to brush your teeth?
- ___ How do your feet know to dance? Your ears to listen? Your mouth to talk? Your heart to beat?
Why do some hands play a piano, others make a cake, others draw rainbows?
- ___ Can you taste a rose?...smell a star?...feel a fog?...see music?
- ___ How do you remember? Do you pay close attention to the details of objects?
- ___ What do you do for exercise?...for your body?...for your head?...for your heart?...for your imagination?
Do you use both sides of your body during the day, or mostly just one? ...to play?...to draw?...to shake hands? How do you feel when your muscles are tight or relaxed?
How do you get oxygen to your brain?...to your whole body? What does oxygen do?
- ___ How does your body feel and look when you are anxious? sad?...happy?...glad? Do words make your body feel different?
Do the muscles in your face change? How do you show your anger?...your excitement?...your fears? Do your body muscles change?
- ___ Do you feel differently if you place your body in different postures and positions?
How do you feel if you stand tall?...slump your shoulders?...hold your head high?
- ___ Do different colors make you feel differently?...do sounds?... voices?...shapes?...sizes?...tastes?...smells?...textures?
- ___ Do you like to sing?...draw?...dance?...play music?...do a sport?...act or perform?
- ___ How do you feel when you are positive?...negative? How do you feel when you make someone happy?
- ___ Does your heart think?...What would you call your heart?...What would you name your brain?

Welcome to iMAGINATION wORKOUT Time

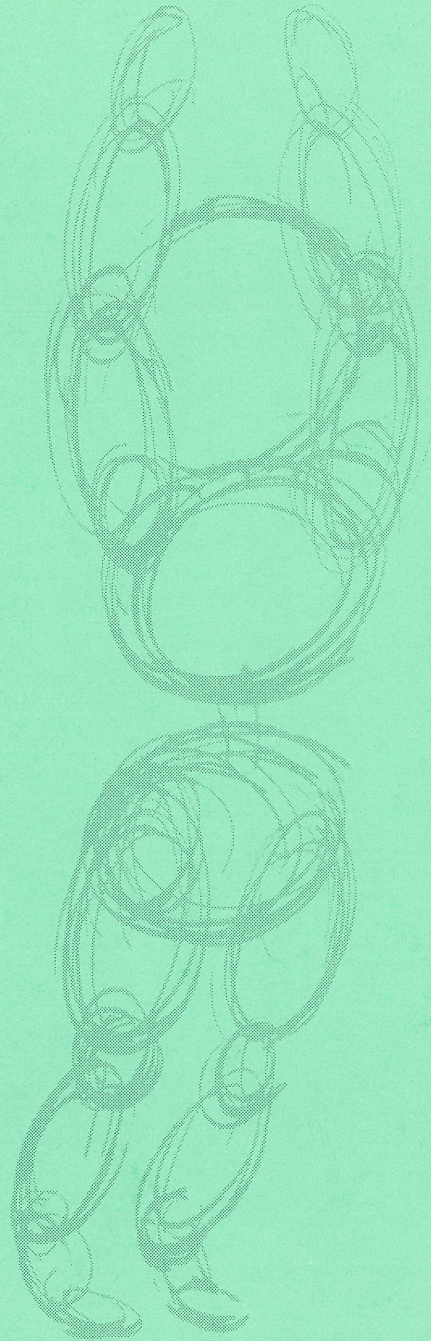
A Sample wORKOUT Schedule

SKILL 1:	Muscle Awareness	
Week #1	Exercise #1A	Relax Like an Animal
Week #2	Exercise #1B	Noodle Soup
SKILL 2:	Healthy Breathing:	
Week #3	Exercise #2A	Breathing Bubbles
Week #4	Exercise #2B	I am a Fish-Kid
SKILL 3:	Focusing...physically/emotionally pp.63-76	
Week #5	Exercise #3A	Framing & Naming
Week #6	Exercise #3B	My Eyes are my Camera
SKILL 4:	Imagination Building	
Week #7	Exercise #4A	Pretending for Real
Week #8	Exercise #4B	I Spy in my Mind
SKILL 5:	Smart Sensing	
Week #9	Exercise #5A	Being Sense-Able
Week #10	Exercise #5B	Magical Hands
SKILL 6:	Acting Positive	
Week #11	Exercise #6A	Bee Positive
Week #12	Exercise #6B	I am the Star
SKILL 7:	Matching Movements	
Week #13	Exercise #7A	Raining Cats & Dogs
Week #14	Exercise #7B	Mirror Me
SKILL 8:	Balancing/Switching Sides	
Week #15	Exercise #8	Me, the Master Balancer
SKILL 9:	Connecting/Body Mind Communicating	
Week #16	Exercise #9	Now I am Connected
SKILL 10:	The New 3Rs: Relax, Refocus...Replay!	



REMINDER:
EXERCISE
PHYSICALLY AND MENTALLY
for body mind integration

stretch



SCRIPTS 1A & B: MUSCLE AWARENESS PRE-WORKOUT OBSERVATIONS

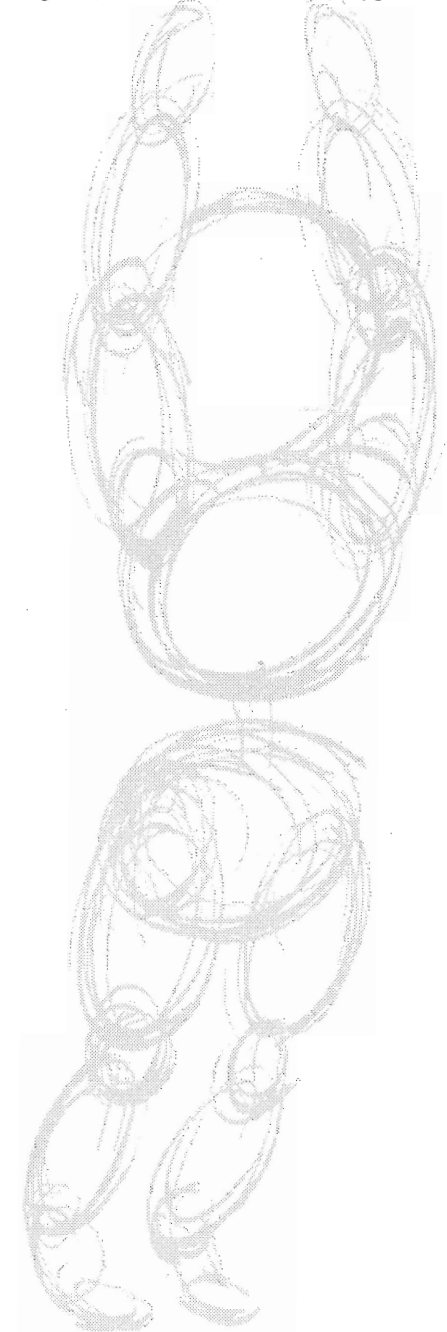
Muscle relaxation
is a pre-requisite to:

- Learning
- Creativity
- Curiosity
- Imagination
- Understanding
- Well-being

NOTICE:

- Muscle tightness in face, mouth, eyes, neck, jaw, shoulders, arms, legs, feet and toes
- Dexterity/bi-lateral arm and leg movements; right/left handedness; sides of body most involved in play/work.
- Body flexibility/ease/comfort/rhythmic movements
- Posture/symmetry
- Eye contact ability
- Fluidity of speech
- Alertness/focus
- Energy level patterns
- Fearful/worrisome/anxiety levels
- Frequency or absence of smiles/laughter/curiosity
- Attitude (+ or -)/playfulness
- Argumentative
- Friendly/cooperative/competitive
- Muscle control/self modulation
- Sleep habits/nature of dreams and daydreams

GENERAL NOTATIONS:



1A : Relax Like an Animal

INSTRUCTIONS

WELLNESS GOAL:

- Muscle awareness • muscle control

ADULTS HELP CHILDREN:

- *Become friends with their muscles.*
- Relax tension in progressive muscle groups by imitating different animal muscle stretches.
- Develop awareness of the “feel” of different muscle movements
- Self-direct their bodies and exercise self control/muscle response-ability.
- Build up feelings of ‘relaxed’ muscle reflex memories.
- Create emphatic feelings.

Matching up our muscles with animal muscle movements activates similar chemistry, feelings, and behaviors.

REFRESHER WORDS:

- like • animal names • animal sounds or body movements

PRE-SCRIPT HINTS:

- It's fine for children to act excitedly at first. They are learning it is OK to release tension in a fun and physically imaginative way. They need this form of guided tension release to express, to ROAR!
- Giving children time to take on different animal characters gives the teacher an opportunity to observe each child's different moods and imaginative play.

SCRIPT VARIATIONS:

- Assign an animal's name to each child; rotate the names.
- Give each child a chance to be an “animal trainer” who names an animal and asks for responses from the group.
- Turn this warm-up into a pre-nap activity. Say “sleepy, sleepy” as the children act out their animals. Then ask them to become a sleeping animal. This will reduce their energy pitch and provide a natural wind-down to nap time.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

CLAY CENTER: Stretch like Buster Bear. Shrug shoulders like Toto Turtle. Spread fingers like Ditto Duck. Take a deep breath. By unwinding these muscles, children will focus/channel energy to task. While breathing/stretching, encourage them to imagine what they want to create with the clay.

COOKING/NUTRITION: Stretch necks like Rosie Rooster: “Hmm, I wonder what we are going to cook today.” Wiggle noses like Pogo Pig: “What is it that I smell/imagine I smell ... OINK, OINK!” Open eyes wide like Oprah Owl: “I see/imagine I see something that looks...”

MUSIC/MOVEMENT/SPORTS

ZOO CIRCLE WARM-UP: Begin a rhythm using hands, feet or instruments. Chant any sentence in which each child adds his/her name and what animal he/she feels like, followed by that animal's noise and a recreation of the animal's movements.

AT HOME

NIGHTTIME FEARS: Help your children “help themselves” fall back to sleep by shaking the nightmare out of their heads like Henrietta Horse. Scare the nightmare away by showing their big teeth like Lizzy Lion ... and ROAR! Imagine a pleasant image to replace the nightmare image. Breathe deeply together to relax muscles and unwind.

CONFLICT RESOLUTION

TRANSITIONAL TIMES: Transitions can build anxiety at school and at home. Selecting a favorite imaginary animal to accompany the child can ease anxiety. For example, just prior to going out for recess, announce: “We are each going to take our favorite relaxing animal with us in about five minutes. While you get ready to go out, imagine how your favorite animal would act, if it were getting ready to go out to the playground.” If a child acts out, have him/her relax just like his/her animal would to refocus behavior and unwind.

SCRIPT 1A “RELAX LIKE AN ANIMAL”

Hi Kids. To play imagination workouts we need to first know about our muscles ...and how we relax them so that they can help our imaginations.

So, let's relax just like the animals do. We'll think about different animals, how they stretch and relax their muscles, and we'll move our muscles just like they do!

First ... STRETCH ARMS WAY UP HIGH, like Buster Bear waking up from a winter's nap. OK, FLOP ARMS DOWN.

Now ... SQUEEZE EYES REAL TIGHT... and then OPEN REAL WIDE, like Oprah Owl . . . LOOK WAY UP to the sky ... then LOOK DOWN to your toes.

WRINKLE NOSES REAL TIGHT ... and WIGGLE them, like Pogo Pig ... and OINK! (“Good Oinks!!!”)

SUCK IN YOUR CHEEKS real tight, just like Franklin Fish. Now, PUFF OUT YOUR CHEEKS... like Chip Chipmunk.

SHOW BIG WHITE TEETH, like Lizzy Lion ... and ROAR! (“Nice big Roars!!!”) Now ... RELAX ...

SCRUNCH UP YOUR FACE, like Poppa Puppy ... and RELAX ...

Shape your lips like a big “O” ... like Candy Cow ... and MOO!

BITE UP AND DOWN with your teeth, like Bunji Beaver chewing wood. Now HISS like Sassy Snake!
STICK YOUR TONGUE OUT, like Darth Dog ...and PANT!

MAKE A BIG WIDE SMILE, like Honey Bunny!

SHAKE YOUR HEAD, like Henrietta Horse shooing away the flies ... and now, RELAX ...

STRETCH YOUR NECK way up like Rosie Rooster ... and CROW!

SHRUG YOUR SHOULDERS, like Toto Turtle in his shell.

FLAP YOUR ARMS, like Chichi Chicken.

SPREAD YOUR FINGERS WAY APART, like Ditto Duck.

Let's get down and ARCH YOUR BACK, like Clicky Cat.

STRETCH YOUR LEGS, like Mama Lama.

CURL YOUR TOES, like Mickey Monkey on a branch.

Now, LIE DOWN ON YOUR BACK , like Ping Panda.

RUB YOUR TUMMY . . . and RELAX . . .

TAKE A BIG, BIG BREATH IN . . . and BREATHE OUT SLOWLY . . . we are all VERY RELAXED . . .

Now, just look at all you wonderfully relaxed animals. Tell each other how good you FEEL. Remember you can FEEL this way *any time* you want. Just squeeze and stretch your muscles. . . like all your animal friends do!

1B NOODLE SOUP

INSTRUCTIONS

WELLNESS GOAL:

- Muscle awareness • Muscle control

ADULTS HELP CHILDREN:

- *Pretend and feel like something relaxed.*
- Recognize the feelings of tight and relaxed body states.
- Release feelings and moods through a fun, safe means of expression.
- Release automatic tension related feelings of fear or censorship.
-

'High levels of stress hormones inhibit neurons from regenerating in one part of the brain responsible for memory...'
-Kate O'Rourke, *Daily inSight*, Oct. 4, 1999.

REFRESHER WORDS:

- relax • noodle • feel

PRE-SCRIPT HINTS:

- Remain non-judgmental. A child's fear of criticism only creates bodymind tension, preventing natural assimilation/absorption of knowledge.
- Start with a simple conversation to get the children feeling comfortable. Show them several varieties of noodles and pasta and discuss the different ways to make each taste special.
- Use parts of the Noodle Soup exercise as a good relaxation refresher during the day.
- Practice until children begin to relax on their own, either automatically, or with the help of a warm-up word.

SCRIPT VARIATIONS:

- Try cold instead of warm soup to get a feel of the effect of warmth on muscle tension.
- Any objects in a child's environment can inspire. Developmentally, pre-schoolers are not ready for many physical sports. Help them learn to feel good about themselves while strengthening their muscles. Physically mirror real or imaginary images as a daily form of exercise.

EVERYDAY APPLICATIONS

CLASSROOM

BLOCK AREA: Have children take turns building and modeling cooked/uncooked noodles. One child models a cooked noodle with his body, and the other copies his structure with the blocks. Both work on how it feels to be cooked and uncooked.

STORY TIME: Do the Noodle Soup exercise before reading a story to the children. Ask them to imagine relaxing in a bowl of soup while they listen to the story and add them to the soup. Each part added becomes an ingredient in their soup, enhancing comprehension.

MUSIC/MOVEMENT/SPORTS

MARCHING NOODLE BAND: Have the children pretend they are in a marching band. Choose the instruments they would like to play. Begin a rhythm exercise around the room, playing their instruments like stiff noodles in a pot of cold soup. As the pot heats up, have the relaxed noodles change their movements and sounds.

AT HOME

INJURIES: Help your children to ease the pain of bumps, bruises and cuts by "cooking" their injury. Your child can learn to relax and gain control of a painful and frightening situation. Focus on the injury as being soothed in a warm pot of soup. Calm the child to the point where he/she can take direction. Add ingredients to the soup that will make the injury and child feel better (band-aids, ointment, favorite stuffed animal, etc.).

CONFLICT RESOLUTION

NEW ACTIVITIES: A new experience may cause anxiety. Create a pot of soup that will help the child to imagine what he/she is going to experience. Each new detail becomes an ingredient. Help them to create those ingredients in their body and mind. Once you have finished making the soup, try it out to see how good it tastes.

SCRIPT 1B

"NOODLE SOUP"

Hey kids, for today's imagination workout time our bodies and minds are going to pretend and 'feel' like something relaxed. So, let's gather together and create a delicious pot of homemade noodle soup. Uncooked noodles are very, very stiff. So let's quietly open our imaginations, pretending we are those stiff, uncooked noodles being poured out of a box into a big pot of warm noodle soup.

As stiff noodles, we sink S L O W L Y to the bottom of the pot, landing on our backs or bellies. We are feeling really stiff ... (Have children squeeze bodies very tight.)

But soon we begin to F E E L our noodle bodies becoming softer and softer, relaxed and warm all over...

We feel W A R M and COMFORTABLE all over as we...
RELAX our noodle heads ...

RELAX our noodle necks ...

OUR noodle shoulders ...

OUR noodle arms and fingers

OUR noodle chests ...

OUR noodle legs and feet ...
AND relax our noodle toes...

Our relaxed noodle bodies feel warm and wiggly all over as we SLOWLY float...float...float around the pot.

Some yummy ingredients are now being added to the soup. Smell those carrots ... potatoes ... and chicken!

The yummy smells and warm soup make us FEEL so relaxed ...

FEEL our noodle bodies becoming warm and relaxed ...

We're now a delicious tasting noodle soup!

Can we lick our noodle lips?

Now let's come out of the pot of soup, slowly wiggling our noodle bodies ...

STRETCH our noodle heads ...

STRETCH our noodle necks ...

ETC.

Remember our noodle adventure ANY TIME you FEEL sad or scared ... Just relax your noodle body and remember the FEEL and the SMELL of your wonderful noodle soup!

SCRIPTS 1A & B: MUSCLE AWARENESS POST-WORKOUT OBSERVATIONS

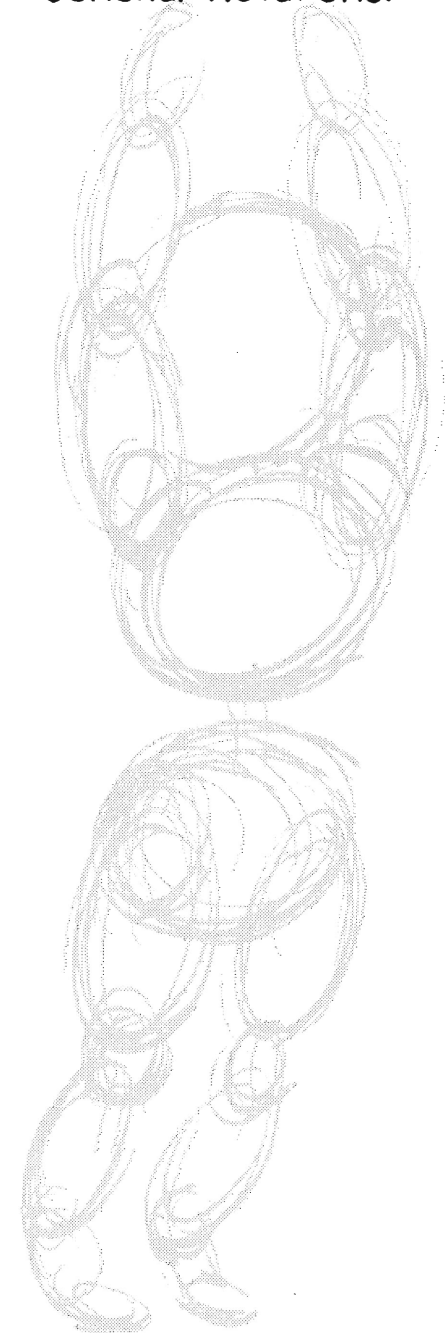
We learn by feeling an
image in our body ...

...linking that
image to the physical
body's memory of it.

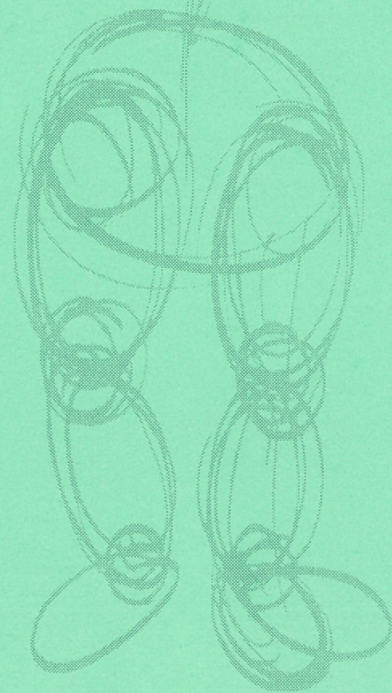
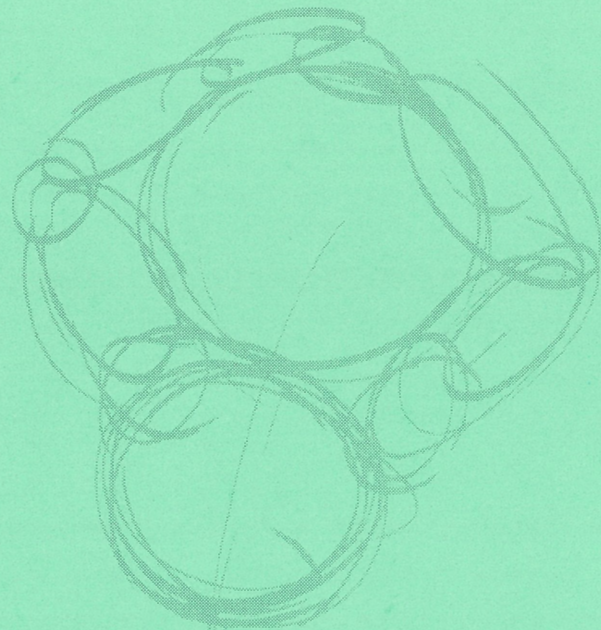
NOTICE:

- Muscle tightness in face, mouth, eyes, neck, jaw, shoulders, arms, legs feet and toes
- Dexterity/bi-lateral arm and leg movements; right/left handedness; sides of body most involved in play/work
- Body flexibility/ease/comfort/rhythmic movements
- Posture/symmetry
- Eye contact ability
- Fluidity of speech
- Alertness/focus
- Energy level patterns
- Fearfulness/worrisomeness/anxiety levels
- Frequency or absence of smiles/laughter/curiosity
- Attitude (+ /-)/playfulness
- Argumentativeness
- Friendliness/cooperative/competitive
- Muscle control/self-modulation
- Sleep habits/nature of dreams and daydreams

GENERAL NOTATIONS:



breathe



SCRIPTS 2A & B: HEALTHY BREATHING PRE-WORKOUT OBSERVATIONS

Breathe ...

before you speak or think ...
It releases your body tension.

Arthur Joseph

NOTICE:

- Locate areas children predominantly breathe from...upper chest or diaphragm.
- Average pace of breathing
- Breathing patterns (when upset/tense)
- Skin tone
- Receptivity to new ideas
- Same observations as 1A and 1B

GENERAL NOTATIONS:



2A : BREATHING BUBBLES

INSTRUCTIONS

WELLNESS GOAL:

- Healthy breathing/relaxation

ADULTS HELP CHILDREN:

- *Breathe deeply and slowly.*
- Develop deep, slow abdominal and full body breathing.
- Balance and gain control over physical and mental behaviors. Focusing on deep, slow full breaths, in and out “connects” and calms the mind and body “simultaneously.”
- Expanding lower back lung area more fully circulates nourishing oxygen to the body and brain, re-balancing CO₂/O₂ levels.

REFRESHER WORDS:

- relax · bubble · center · float · breathe

PRE-SCRIPT HINTS:

- **Bubble Mantra:** To relax throughout the day, have the children “Stop, Stretch, Breathe d-e-e-p-l-y in and out, and Imagine feeling like floating colored bubbles.” Frequently repeat the exercise. The more it is repeated, the faster it becomes an automatic/natural response for releasing stress.
- Remember, the stomach “expands” as a person breathes in. Since this concept is hard for kids to understand, ask them to imagine that a wide “bubble of air” enters their belly, expanding their sides as they breathe in.
- It takes time to master deep healthy breathing. Be patient and encouraging. Correct, deep breathing moves air throughout the body and mind, keeps the child focused and creates the foundation for all learning abilities.

SCRIPT VARIATIONS:

- Encourage children to breathe in and out using different bubble images filled with music, colors, shapes, words, etc. to help them modify their emotions and behaviors.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

PUPPET THEATER: Encourage children to create an image of themselves as a puppet, and bubble breathe into it the different qualities that bring it to life. For example, a puppet could become a big, green, shy, hairy monster who likes to eat peanut butter. This helps the child to feel the puppet’s different qualities and to use that information for creative play and learning.

SEQUENCING: Create bubbles that hold the objects to be sequenced. Have the children breathe them inside their bodies, one object at a time. Exhale them in order, or rearrange them as they float in the air. **Variation:** make the sound of music come out in different colors.

MUSIC/MOVEMENT/SPORTS

RHYTHMIC BUBBLES USING STICKS: Have the children feel “rhythmic bubbles” inside their bodies to help them follow and complete the patterns they play on the sticks. They can sing the rhythm as they create the bubbles inside, and play the sticks to pop the bubbles as they flow out of their bodies. **Variation:** use the same activity, but replace the sticks with whole body movements.

AT HOME

SIBLING RIVALRY: Create “I’m Special and You’re Special” bubbles. Together the children will create bubbles inside themselves of their likes/dislikes, common qualities/uncommon qualities, etc. Then they can keep the bubbles they like and exhale those they don’t. Encourage them to breathe in each other’s bubbles for appreciation and understanding of their differences.

CONFLICT RESOLUTION

BATHROOM TIMES: Anxious children can create peaceful bubbles inside their bodies to help relieve tension. Suggest that they create many different colored bubbles “like balloons” that will quietly and slowly ‘float’ them to and from the bathroom.

SCRIPT 2A

"BREATHING BUBBLES"

OK kids, let's exercise our breathing today as we breathe air bubbles deeply and slowly. To learn how our breath tells our bodies to warm-up or cool down, let's take our minds and bodies on a pretend trip to the moon! Put on your space suits, tie on your moon boots, and get ready for blastoff - 5...4...3...2...1

What a great landing! Now, let's rest a little while. Lie down on the moon's soft surface, relaxing your hands calmly on your tummies.

S L O W L Y close your eyes, or Q U I E T L Y look down at your moon shoes.

To live on the moon, we need to learn to breathe bubbles ... So let's slowly breathe in B I G bubbles ... breathe in D E E P L Y (1 - 2 - 3) ... and blow bubbles out S L O W L Y (1 - 2 - 3 - 4 - 5 - 6)

Keep D E E P L Y breathing bubbles in (1 - 2 - 3) ... and out (1 - 2 - 3 - 4 - 5 - 6). If you are really quiet you can hear your own "bubble-breathing."

Breathe S L O W L Y (1 - 2 - 3) ... and ... (1 - 2 - 3 ... 6) F E E L yourself begin to float in the air ... floating just like your bubbles ...

F E E L the bubbles tingle in your ears ...

F E E L them lift your hands up ...

*Breathe in and F E E L the bubbles fill your tummy ...

Now breathe out S L O W L Y, F E E L I N G your bubbles coming up right through the middle of your body ... from tummy ... to heart... to throat ... to eyes ... and right up to the top of your head ... and let them all go!! (*Repeat tummy breathing twice.)

Keep breathing S L O W L Y ... now when you breathe in, bring in new bubbles, this time F E E L I N G all the bubbles coming into your BACK ... Breathe out S L O W L Y ... letting them A L L go.

Now, breathe in S L O W L Y, F E E L I N G the bubbles coming in and going down, all the way to your T O E S ... Breathe out and let them all go!

Now deeply breathe bubbles into EVERYWHERE ... LEGS ... ARMS ... TUMMIES ... T O E S ... and now, let them go!

Great! Now open your eyes and look at all of those bubbles you breathed out! What color are your bubbles? Feel them floating all around you ... BIG HAPPY COLORED BUBBLES!

Let's go back to earth now and see what happens when we "breathe bubbles" down where we all live.

Remember, when you breathe like this, you can breathe in warm, happy bubbles and breathe out sad or angry bubbles ANY TIME you want ... ANYWHERE you want!

2B: I AM A FISH-KID

INSTRUCTIONS

WELLNESS GOAL:

- Healthy breathing/relaxation

ADULTS HELP CHILDREN:

- *Feel a calm feeling.*
- Progressively oxygenate their brain and deep muscles for natural body mind relaxation and receptivity to learning.
- Lower back lung breathing activates the spine/central nervous system.
- Encourage imagination by identifying with the feelings and behaviors of different functioning life forms.
- Relax, experience, and repeat. Adapt the behaviors (knowledge) of different objects, real or imagined, through repeated observations.
- Learn that when relaxed, their bodies more naturally resonate with/experience the images, words and sounds of their environments.
-

REFRESHER WORDS:

- breathe · slowly · deeply · float · tummy

PRE-SCRIPT HINTS:

- Suggest children gradually breathe deeper, stronger and more slowly, expanding and contracting their sides like fish gills. Demonstrate.
- Ask the children to talk about how different they felt being fish kids. Did they breathe differently? Did they feel their bodies floating? Did they see the bottom of the ocean?

SCRIPT VARIATIONS:

- Ask children to pretend they're different size fish, breathing different size bubbles. See how bubble size affects their breathing and relaxation ability.
- Explore how they would feel if they were cold or warm-water fish, fresh or salt-water fish.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

HOUSE CORNER: Encourage children to play as if they were a family of fish. Have them imagine and act out what the family eats, how they communicate, complete household chores, etc. *As they are playing, reinforce the image of a fish that floats and breathes slowly.*

CLASS WINTER MURAL: Recreate a winter wonderland at the bottom of the ocean. Ask the children to use their bodyminds as they float around in the cold water gathering sensory information. *Before they create the mural, help them to focus on what they felt, smelled, tasted, and heard under water.*

MUSIC/MOVEMENT/SPORTS

FISH-KID DANCE: Act out a scuba diving scenario. Have the children swim around, using all of their body parts. Focus on creating bubbles slowly as they breathe from the tanks. Transform their body parts into fish parts, thus creating a whole new style of swimming and sensing. *End the activity by having the children surface as humans with gills for breathing. (Create an image of the fish-kid on land.) See Appendix B, G. Muasher.*

AT HOME

BATH TIME: Transform your child into a fish while he/she takes a bath. Remember to start with slow breathing. Reinforce relaxation by having the child think of floating, and then trying it in their body.

CONFLICT RESOLUTION

TRAVELING IN A GROUP: Transition your group into a school of fish. Help create an image in their minds of how they would travel together. Focus on how it would feel in their bodymind. *As they swim together down a hallway or in an open space, encourage them to use their fish senses.*

SCRIPT 2B

"I AM a FISH-KID"

For today's workout time, let's ask our bodies and minds to try breathing and feeling like fish!

We'll pretend that we are Fish-Kids and go on an imaginary underwater adventure into the fish world.

LIE DOWN ... BE COMFORTABLE, AND GENTLY CLOSE YOUR EYES. Because we are now Fish-Kids, we can ...

BREATHE just like real fish ... deep and wide through our fish gills ... ON BOTH SIDES OF OUR BODY.

BREATHE IN SLOWLY AND DEEPLY ... (1 - 2 - 3) and BREATHE OUR SLOWLY, gently releasing your air bubbles into the cool, blue water ...

KEEP BREATHING IN (1 - 2 - 3) and BREATHE OUT SLOWLY (1 - 2 - 3 - 4 - 5 - 6).

We are fish who know that it's important to BREATHE SLOWLY ... Let our air bubbles help us feel like we're floating ... just like fish do ...

KEEP BREATHING S-L-O-W-L-Y ...

Feel our arms and legs flutter ... just like fish fins ... waving ever so gently through the water.

Now, LET'S SWIM DEEP, DEEP, DEEP DOWN toward the bottom of the ocean ...

We can see lots of different Fish-Kids friends here. GO DOWN DEEPER ... and DEEPER ...

See all the tiny bubbles we are blowing in the water ... hundreds of them are floating around each of us.

Keep F E E L I N G yourself floating with your BUBBLES ...

How you love the WATER ... the BUBBLES ... and the F E E L I N G of freely floating ...

LET'S BREATHE IN once more ... (1 - 2 - 3)

This time S L O W L Y blow out 'ONE' REALLY, REALLY BIG BUBBLE and put yourself inside of it!

*KEEP BREATHING IN (1 - 2 - 3) ... and OUT (1 - 2 - 3 - 4 - 5 - 6) ...

FEEL yourself IN YOUR BUBBLE ...

Floating S L O W L Y to the top ... of the OCEAN.

... Notice all the colorful plant and fish life as you keep floating to the top in your very own air bubble.

(* Repeat)

Great! You became wonderful Fish-Kids. But now it's time to swim back to the room, and open your eyes.

Any time you want to remember how good it felt being a Fish-Kid, just breathe in and out slowly and F E E L those airy, bubbly, floating sensations.

Stretch, and be with all of your two-legged friends again.

SCRIPTS 2A & B: HEALTHY BREATHING POST-WORKOUT OBSERVATIONS

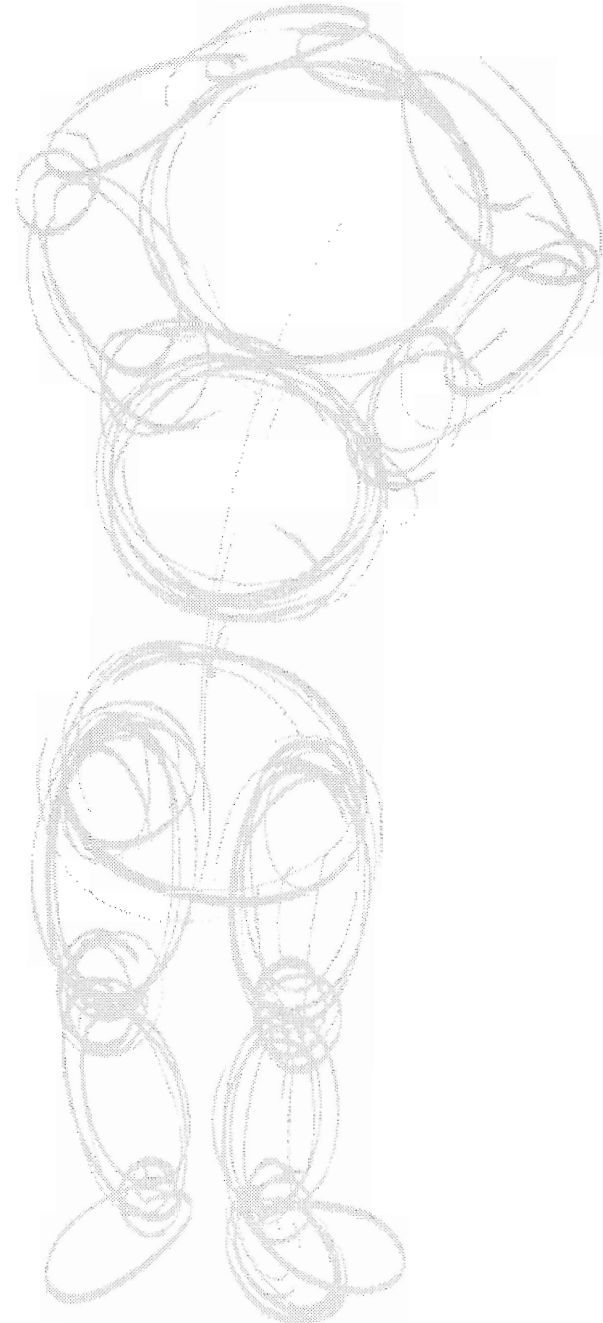
GENERAL NOTATIONS:

Your breath can:

- maximize your energy
- strengthen your immunity
- increase your circulation
- align your posture
- promote relaxation
- reduce pain and fear
- help focus your attention

NOTICE:

- Locate areas children predominantly breathe from...upper chest or diaphragm.
- Average pace of breathing
- Skin tone
- Receptivity to new ideas
- Same observations as 1A and 1b



focus



SCRIPTS 3A & B: FOCUSING/PHYSICALLY AND EMOTIONALLY
PRE-WORKOUT OBSERVATIONS

Real and make-believe
pictures ...

speak instantly and directly
to our feelings and emotions.

NOTICE:

- Observant or easily distracted
- Ability to remain at task
- Positive or negative outlook
- Emotional abilities/perceptions/resiliency
- Detail of observations
- Dominant sensory focus...auditory/visual/kinesthetic (single or multiple)
- Ability to focus internally
- Physical and emotional focus/location of feelings (mental and physical)
- Ease of responsiveness
- Ability to pretend
- Easily over stimulated (externally or internally) ability to sit or stand still for reasonable periods
- Type of descriptive words used...audio/visual/kinesthetic/emotional/angry/happy/sad/curious

GENERAL NOTATIONS:



3A: FRAMING AND NAMING

INSTRUCTIONS

WELLNESS GOAL:

- Focusing/Reframe

ADULTS HELP CHILDREN:

- *Frame and name their feelings.*
- Develop observational and emotional skills by *feeling* the different sensations activated by their surrounding images and pictures.
- Eliminate distractions and focus on the positive.
- Reframe/rename negative or maladaptive images into positive images.
- **Frame both real and make-believe images.** Be aware that their bodies are always learning as they sense and feel all types of images... day and night.
- Reinforce memory by connecting their learning focus to an emotion.
- Affect the way they perceive and feel images in their bodies and minds by simply changing a name or label (reframing).
- Match their external focus to their internal feelings.

REFRESHER WORDS:

- frame · picture · feel · name · remember

PRE-SCRIPT HINTS:

- Explain that the *whole* body feels and responds to what the eyes focus upon. A hurt puppy makes you sad, especially if you've experienced that emotional feeling of being hurt yourself. We connect through "similar" learned emotions. Pretending to be different images expands compassion in children. *Changing an image changes its linked feeling. Releasing its linked feeling releases its linked perception.*
- Talk with the children about what makes them feel good. Have them share their good feelings by sharing the pictures in their frames. Show them they can bring back a good feeling whenever they want to, just by remembering the name of a picture they framed.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

RANDOM ACTS OF KINDNESS: After you complete the exercise, empower the children to try a "random act of kindness" to another student. Instruct them to "frame" the act of kindness and express how it made them feel. Finally "name" the feeling and hand it somewhere special. This enhances self-concept, self-value, peer-value, and creates a caring, safe environment.

MUSIC/MOVEMENT/SPORTS

FREEZE "FRAME AND NAME" (similar to Freeze Tag with music): Children freeze in their positions once the music stops. The teacher chooses a child to be Framed and Named. The "framed" child creates his or her own name. Vary the music to express a range of emotion - dancing happy, silly, serious, angry and content movements. Change the image to be acted out. This will give examples of how different music and different images can greatly change each child's moods. They can create an MTV of their own minds and bodies and turn it on and off whenever they choose.

AT HOME

TEMPERAMENT: Help your child put his moods into images and words. Frame the mood. Express how the mood makes you feel. Name the mood. Hang it in a special place. For example, "I'm going to frame the excitement in your face; That makes me feel excited too; You seem happy about?; or, Let's keep that picture and remember it often."

Observational Skills: Make a small cardboard picture frame with a 6" square center to use indoors and out. The children can frame objects of their own choosing: shoe, flower, toy, etc.

CONFLICT RESOLUTION

ARRIVAL AT SCHOOL: If a child is upset as he/she arrives at school, ask if you can take a picture to frame and name their feelings and image with you. Suggest something the child likes to do at school in order to change the picture (feeling and image).

SCRIPT 3A "FRAMING AND NAMING"

OK, Kids, during today's workout time we'll see how different body feelings can help our brains to remember better. We'll create our own art gallery and choose our pictures by the way they make us FEEL inside. Pay special attention to your hearts and how they are feeling. We will put each picture into a frame and then give it a name.

Let's begin by framing the pictures you'd like your family and friends to see. OK...Look all around you... Take your time choosing someone or something special for your picture. ...Once you've found what you want, pretend to FRAME it with your hands. Then, NAME how that picture makes you feel!

When we NAME our feelings, they mean a lot more to us. We feel like things we NAME are real. That they have feelings too... just like us!

Why don't we first FRAME each other feeling HAPPY! When you frame a happy face it makes you feel happy too! How does your HEART feel when you're happy? Now, give your picture a HAPPY NAME. GREAT.

Now, let's FRAME each other SAD ... give your picture a SAD NAME. Do you FEEL SAD looking at this sad face you framed? Want to feel better? Then let's change it back to a happy one so you can feel GLAD again. How about FRAMING each other FUNNY? Do you FEEL like LAUGHING when you see a FUNNY face? Don't forget to give your picture a FUNNY NAME.

See how you can change your feelings ?

Now can you FRAME a MAD face in the room? Does your picture make you FEEL MAD too? Does it make you FEEL SCARED? Does your heart beat faster when you're mad or scared? What kind of NAME could you give this picture?

OK. Now let's make a picture of your FAVORITE PLACE in this room. Give it a SPECIAL NAME so that you can remember it. The FRAME something in that favorite place that you like the most...Give it a CARING NAME.

Now it's time to hang your pictures on the gallery wall. Can you REMEMBER all their NAMES? Sure you can ... just remember the FEELINGS you had about your PICTURES and you'll REMEMBER them all!

SCRIPT VARIATIONS

- Create a positive nickname for each child. Children will learn to live up to their name's associated expectations. Have each child choose their own name, guiding them to a positive choice. Choose the image carefully. A name that a child focuses on greatly affects how that child will feel and act.
- Have the children exchange names with their classmates, and find out how they FELT while using another classmate's name.
- Hold up a doll with a big smile on her face (you can draw one on). Ask how everyone FEELS when they FRAME the doll's smiling face. Now put a great big smile on your own face and ask the children how they FEEL when they FRAME your smile. Chances are that the PRETEND doll's smile and your REAL smiling face will *both* ignite the same POSITIVE FEELINGS in the children. Have different children give different names to the doll and ask other children how each different NAME makes them FEEL.

WELLNESS GOALS:

· Focusing/attention · Reframing

ADULTS HELP CHILDREN:

- *Feel what they focus upon.*
- Align their bodies with their object of focus.
- Intentionally choose their focus.
- Incorporate sensory links to all learning.
- Balance sensory perspective. Focus with all five body senses, along with the imaginative senses. Activate curiosity and creativity from *within*.
- Expand range of focus. The perspective each child develops depends on *which* sensory pictures are incorporated/felt in the body.

REFRESHER WORDS:

· click · focus · happy pictures

PRE-SCRIPT HINTS:

- Discuss cameras, photographs, etc. before beginning lesson. This exercise shares each child's experiences, guiding you as to where you need to expand her/his experiences.
- Instruct children to make a circle by connecting the tips of their fore-finger and thumb of each hand. Their hands become the camera which is now part of their whole body. They learn to sense (feel the sensation of) the pictures they take. The "open circles" form the lenses. Putting the "handy" camera to their eyes helps them to focus on one item at a time for better concentration. They can tightly blink their eyes the way a camera shutter blinks to "click" their cameras as they snap the picture by pressing with one of their fingers.
- Each child imprints images onto his/her mind and body just as the camera imprints an image onto film and onto a print.
- Recognize what the children are learning and feeling by noticing those images each child most closely identifies/aligns with.

IN THE CLASSROOM

"FIELD TRIP" TO THE ZOO: The children will "click" pictures of animals in their minds. They will focus on creating pictures of the animal's feelings, textures, scents, and tastes. For example, "click" a picture of the sound of the polar bear's roar. "Click" another picture of the feeling of a lion's hunger. If a child is afraid of a particular animal, have him focus on the feared parts and "click" a new picture of the animal that makes him feel happy and safe.

MUSIC/MOVEMENT/SPORTS

SING A PICTURE SONG: To create a stronger imprint of the field trip experience, sing about the pictures the children "clicked" at the zoo. Make up a song to the tune of "Old MacDonald":

Old MacDonald went to the zoo, e...i...e...i...o

And at the zoo he saw a polar bear roar, e...i...e...i...o

It felt very big and shook my ears, e...i...e...i...o

AT HOME

TRAVELING BY CAR/BUS: When on a long car/bus ride take pictures of objects out the window with your bodymind. Help your child to focus on one image through the five senses. Take pictures of what the object might taste, smell, feel, or sound like. Share the pictures. Help your child control his/her emotions by having the child take a picture of how he/she feels once they arrive at the trip's destination. Ask your child to take a picture of you when you are relaxed.

CONFLICT RESOLUTION

DISCIPLINE: Help a child "click" a picture of how he/she feels, of what the child's actions feel, sound and/or taste like. Explain that the picture they took can be changed in ways to help them enjoy, co-operate, and focus better on what they are doing. Create a new picture, guiding the child to a desired behavior.

SCRIPT 3B “MY EYES ARE MY CAMERA”

Today, let's take a pretend adventure, and watch how focusing on different objects changes the way our bodies feel. Before we go anywhere, we can't forget our eyes! Our eyes have lenses and shutters, just like cameras do. Let's pretend our eyes are our camera and learn how taking different kinds of pictures gives us different kinds of inside feelings!

Did you know our eyes are always taking pictures of things we see? Even when our eyes are closed, they take pictures of the things we see in our minds ... pictures of real things, and even pretend pictures.

Okay, we're all ready now. Everybody pretend to come with me. When you find a neat picture, just say CLICK, and *click* with your camera eyes.

Here we are in our beautiful pretend park. Let's *click* a picture of the flowers growing ... Can you smell the flowers in your picture? What color are they? What do they remind you of?...How do they make you FEEL?...

In the pretend park there's a big carnival with lots of smiling people walking in the sunshine. Can you SMELL the popcorn and french fries and hot dogs?

Click a picture of how wonderful the food LOOKS...*Click* some pictures of how delicious the food TASTES too...mmm? Can you TASTE the food you see in your picture? Everything SMELLS so good. FOCUS your

lenses sharply now, and take a picture of those yummy smells. mmmm... SMELL the food in your picture.

Oh my, here comes a parade! Quick, *click* a picture of all the musical noises. Does your heart beat fast when you HEAR it? Does it make you feel like dancing? FEEL yourself DANCING in your picture.

Oh, look! - a little girl is crying. She's lost. Does that make you FEEL sad and scared? *Click* a picture of yourself feeling SAD. Can you FEEL the sadness in your picture?

Now the little girl has just found her daddy! That makes the little girl HAPPY. So click a picture of yourself feeling happy...and remember the feeling. Can you FEEL it in your heart?

It's time to come back now, but we'll never forget how nice today was, because our bodies keep remembering all those feelings, colors, smells, and flavors in the pictures taken by our camera eyes.

SCRIPT VARIATIONS

- Have children make changes to the pictures in their minds of the things they say they've seen. They can make things bigger, smaller, upside down, up-close, etc. Children link learning and feelings to the eye's muscle perspective. Pretending to do this in the mind's pictures allows them to enhance and diminish moods, fears, and feelings. Changing shape and size changes responses, reactions and emotional perspective.
- Have children observe one another and tell each other what they see, smell, taste, feel and hear.

SCRIPTS 3A & B: FOCUSING POST-WORKOUT OBSERVATIONS

GENERAL NOTATIONS:

Different images constantly surround us.

We become comfortable with the images that we repeatedly focus upon.

Choose helpful images.

NOTICE:

- Observant or easily distracted
- Ability to remain at task
- Positive or negative outlook
- Emotional abilities/perceptions/resiliency
- Detail of observations
- Dominant sensory focus...auditory/visual/kinesthetic (single or multiple modalities)
- Ability to focus internally
- Physical and emotional focus/location of feelings (mental and physical)
- Ease of responsiveness
- Ability to pretend
- Easily over stimulated (externally or internally)/ability to sit or stand still
- Type of descriptive words used...audio/visual/kinesthetic/emotional/angry/happy/sad/curious



imagine



SCRIPTS 4A & B: IMAGINATION BUILDING PRE-WORKOUT OBSERVATIONS

GENERAL NOTATIONS:

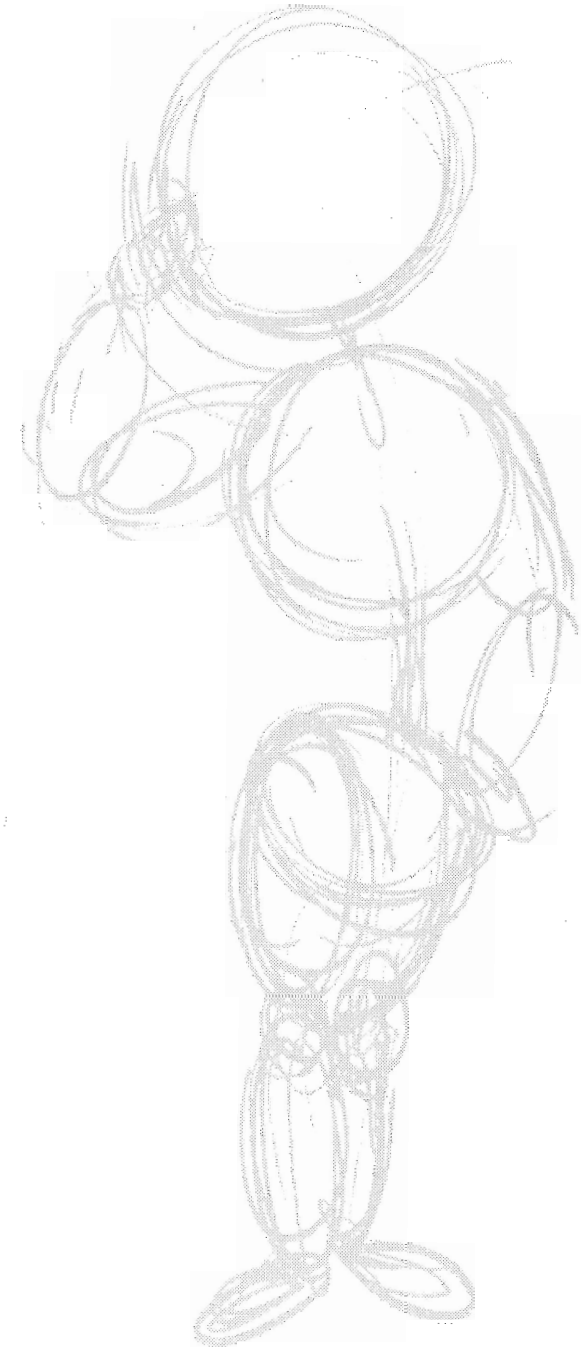
In our minds, our bodies can
go anywhere ... anytime ...

do anything,
be anybody,
see anyone,
feel anything,
hear anything,

even eat anything --
like ice cream --
anytime you want!

NOTICE:

- Imagining abilities...detailed or vague/colorful or dark/large or small/fast or slow/subjective feelings or objective distance
- Excitement over own originality and creativity
- Descriptive words used
- Ease of physical and artistic creativity/drama
- Problem solving abilities
- Rehearsal abilities using all imaginative senses
- Ability to shift between outside and inside images...to bring outside world in
- Positive or negative nature/imaginative expectations
- Role related imagery/sharing imaginations
- Ability to self motivate through imagination
- Ability to know when mind wanders



4A: PRETEND PICTURES INSTRUCTIONS

WELLNESS GOAL:

- Imagination building

ADULTS HELP CHILDREN:

Picture in their mind what they wish their bodies to do.

- Understand imagery. Images provide goals that set their bodies in motion; their bodies will physically sense and remember both real and strongly pretended images . . . their sounds, tastes, scents, sights (shape, color and size), textures and movements. The more intense the image in size, scope, emotion, or number of repetitions, the more their bodies feel and remember the image, shaping their development.
- Expand creative solutions/rprovide choices. Explore a range of solutions in their mind's imagination that may not be available in their immediate outside world. An educated imagination provides CHOICES.
- Develop muscle memory. Aligning the body with their mental images affixes multiple new body mind links. Repeatedly rehearsing an image, mental or physical, automates the body's muscles responses to that image. Since movement then restimulates that image without thought, learn to be careful to align with healthy images.
- Preview consequences of their thoughts. Strongly felt and reinforced positive inner images help override externally imposed negative influences.
- Develop response ability, self-confidence, self-respect and a healthy self-image. Successful imaging helps the body acquire physical confidence and preparedness to morph that image into physical reality.

"What the mind imagines, the body produces." -Kay Porter, Ph.D.

REFRESHER WORDS

- pretend for real

PRE-SCRIPT HINTS:

- Encourage children to be the source of their own ideas, rather than programming adult thinking on their behaviors.
- Have both girls and boys act out the same image messages for common understanding through similar muscle response sensations.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

CUTTING AND PASTING: Before the children physically act out the lesson, have them relax, breathe bubbles and use their bodymind to imagine and feel the action of cutting and pasting. Have them *pretend for real*, "feeling the scissors in their hands" as they squeeze them together, cutting along the different shapes, and pasting their work . . . all before they start anything at all.

MUSIC/MOVEMENT/SPORTS

ALL-STAR ATHLETIC DANCE: Choose six sports that the children can *pretend for real* to act out. Consciously choose both male/female sports and male exclusive/female exclusive sports. Guide them through a victorious scenario that they will have to pretend and then act out. Change the athletes' primary actions to that of a painter, musician, baker, etc. to vary this exercise.

AT HOME

CUTTING DOWN TV TIME: Instead of spending time in front of the TV share the things that you like to *pretend for real*. Act out your favorite athlete, movie star, etc. This is a great way to get synchronized with each other.

- Witness what happens when children give life to words as they use their whole body to *pretend for real*. Have the children and their friends listen to the words of songs on the radio, physically acting them out to the music. Notice if they act out in sync or have different interpretations. Do the words of the different songs make their moods and behaviors change?
- Discuss how you would give life to thoughts in your head.

CONFLICT RESOLUTION

THE SELF-DOUBTER SYNDROME: If a child suddenly gets "I can't do this" symptoms, have them *pretend for real* what it is they "can't do." Encourage their abilities by telling them when you *pretend for real*, you can do anything. Have them try again using the "feelings they felt in their imagination."

Good morning everyone! It's time to practice how your mind and body work and play together as buddies ... Let's picture in our mind what we wish our body to do.

Relax, and each of you picture yourself as a child who loves to share ... You are down by the water, very busy making a huge fort in the sand ...

You're wetting a handful of sand and patting it on your fort to make it ever bigger ... Soon, other children come over. They want some of the fun you're having too, but they need your shovel and pail ... That's OK with you ... you can all make a better fort by working together!

So you share your shovel ... and your pail ... and you share your fun ... because there's enough sand and fun for everyone!

Good for you for caring and sharing. Didn't this make you FEEL GREAT! And did you ever imagine you could build such a really big fort? Next time you're playing, remember how good you felt pretending to share, and do it for real!

Now, picture yourself dancing and tapping your feet ... Even football players need to learn fancy footsteps to play their sport well. They practice often by first seeing pictures in their minds.

So, PRETEND FOR REAL that you're up on a big stage with lots of brightly colored decorations. Exciting music

is playing ... and now you are dancing! You look so powerful ... moving around!
Can you F E E L the excitement in your body as you dance on this marvelous stage?

Your FEET are MAGIC ... Ask your feet what they are SAYING ... FEELING ... THINKING while they are tapping. Look at how AMAZING you are ... look at how easily you dance around to the music, moving your ARMS and your LEGS as you tap along ...

It's like typing out the messages of your MIND and HEART with your body's FEET ... Oh, how your FEET love ... TAPPING and TYPING!! I wonder what they wrote!

Ahh! Now the music has stopped ... and you've finished your dancing ... You're here in the room with me, not pretending any more.

Do you realize what a good dancer you can be? What's important is for you to just keep practicing in your head what you LOVE to do ... it can be dancing, riding bikes, playing sports, singing, A N Y T H I N G ... because by practicing it in your HEAD, your BODY can make it come true!

SCRIPT VARIATIONS

- Guide the children in alternately enacting out all types of pretend behaviors. Children need to experience physically and mentally. Encourage them to make challenging choices, and keep choices positive. All adults can “pretend for real” what they love to do and share this with the children.

WELLNESS GOAL:

- Imagination building/choosing an image

ADULTS HELP CHILDREN:

- *Explore and animate the images they choose.*
- Be aware that images, pictures, sounds, etc. surround them day and night. Image awareness training is crucial for all children. It affects how they *feel* inside their bodies. The more intense the image, the stronger the mind/body (neuromuscular) links, feelings and memories. Strong *internal* images influence behaviors as much as, or more than, external images.
- Quickly switch to a new image of their choice by changing the image or picture on their mind's TV screen. Screening their mental images creates endless flexibility for choosing and switching both the mental and physical behavior patterns of their lives.
- Develop mental clarity as they pay close, focused attention to details and bring external images into sharp focus in the internal TV of their minds.

REFRESHER WORDS:

- I spy · mind · head · keep focusing

PRE-SCRIPT HINTS:

- This is an important exercise for consciously training the child to internalize outside objects into his mind and body for memory. Be consistent and encouraging. You are only making them aware of what it is that they do naturally, and reinforcing it as an important "learning tool" and resource of creative material and knowledge.
- If, initially, the children can only feel or hear an outside image inside their heads, that's great. It means those senses are already serving them well. With practice, they'll develop a visual image as well. The brain switches sensory signals when practiced. Allow children to talk about the details of their dreams to reinforce image training another way.

IN THE CLASSROOM

DRAWING SHAPES: Play a game of "I Spy" before the children begin to draw and learn shapes. Have the children re-create the image (of the object they will draw) in their bodyminds and *feel what it's like to be that object*. As they draw the shapes, have them recall their feelings and images for reinforcement.

MUSIC/MOVEMENT/SPORTS

MUSICAL INSTRUMENT 'I SPY': Before playing this game, set up a variety of instruments (or pictures of instruments) in a place where all children can easily view them. Pick an instrument that the children have to guess. Describe the instruction. Once all children have guessed the chosen instrument, ask them to close their eyes and focus on it. *Ask them how it makes them feel*. Play the instrument and ask if they can see its size, shape and color. Have them create a *body movement that expresses the image* of the instrument they have in their heads.

AT HOME

HELPING OUT AROUND THE HOUSE: Encourage your child to help with the household responsibilities in a fun way. Play the "I Spy" game. For example, "spy" objects on the table that need to be cleared. The child can ask questions regarding the object you have chosen. Give them clues through feelings. (It feels round like a bubble.) When they guess the object that you have spied, they may clear it from the table.

CONFLICT RESOLUTION

CONTROLLING NOISE LEVEL: If the noise level in the room has gotten too loud, in a quiet voice ask the children to "spy" someone in the room or in their mind who is acting quietly. Then ask them to take a deep breath and close their eyes . . . and to picture themselves working in a quiet manner.

SCRIPT 4B

“I SPY IN MY MIND”

Let's be comfortable and quiet. Stretch, take a deep breath. We're going to exercise our imaginations by creating vivid pictures inside our minds...and discovering how they make our bodies feel.

OK, pretend that you have your very own TV set right inside your heads.

Turn it on and let's watch “I Spy in My Mind.”

CHOOSE different objects and people from the classroom that you want in your TV show.

Look around and see if you can SPY something your eyes really like ... something they like to FOCUS on ...

Are you looking at something your eyes really like?

Good! Pay attention to its COLORS ... its SHAPE ... its SIZE ... its SOUND ... its SMELL ...its FEEL ...

Now, quietly close your eyes, and carefully keep picturing that same object. Keep picturing it...and you will soon see it in the TV right inside YOUR HEAD!

Continue watching that object with your eyes closed. Keep focusing on its COLORS ... its SHAPE ... its SIZE ... its TEXTURES. ... GOOD!

What do you think about the picture “inside” your head?

How does it make you FEEL? Happy ...? Strong...?

Is it blue ... Green? ... Round? ... Flat? ... Big or Small? ... Soft? ... Fluffy? ... Rough? ... or anything else at all?

(Encourage and wait for children's responses.)

Now, open up your eyes and look around the room again. (*Repeat the exercise three times, spying other objects in the room.)

GREAT. Now you've learned that you can change how you feel just by changing the pictures inside your head's TV show ... any time you want.

(For a pre-nap exercise, the next script leads to sleep time. Change its images to suit your needs.)

Now, this time, “SPY” your teacher, who's feeling sleepy ... See your teacher yawn and close her eyes ... Now, see if you can picture yourself sleepy inside your TV head ...

FEEL yourself S L E E P Y in your TV head ...

FEEL yourself S L E E P Y inside your body ...

Let's turn our TVs off now so you can go to sleep. And while asleep, you can DREAM up lots of really nice pictures in your HEADS, and see how good they make you FEEL in your BODIES!

NOTE

- Taping children's responses to this script will lead to an opening in understanding and communication as the children re-hear and re-shape their responses. Pay attention to the details children focus upon in their imaginations. Their responses will be fun, creative and very educational for you! You get in sync with children's feelings by sharing the pictures of their minds - a major access to the greater understanding of the whole child.

SCRIPTS 4A & B: IMAGINATION
BUILDING
POST-WORKOUT OBSERVATIONS

Developing a clear reception
of the pictures in our minds ...

stimulates clearer direction
for learning connections.

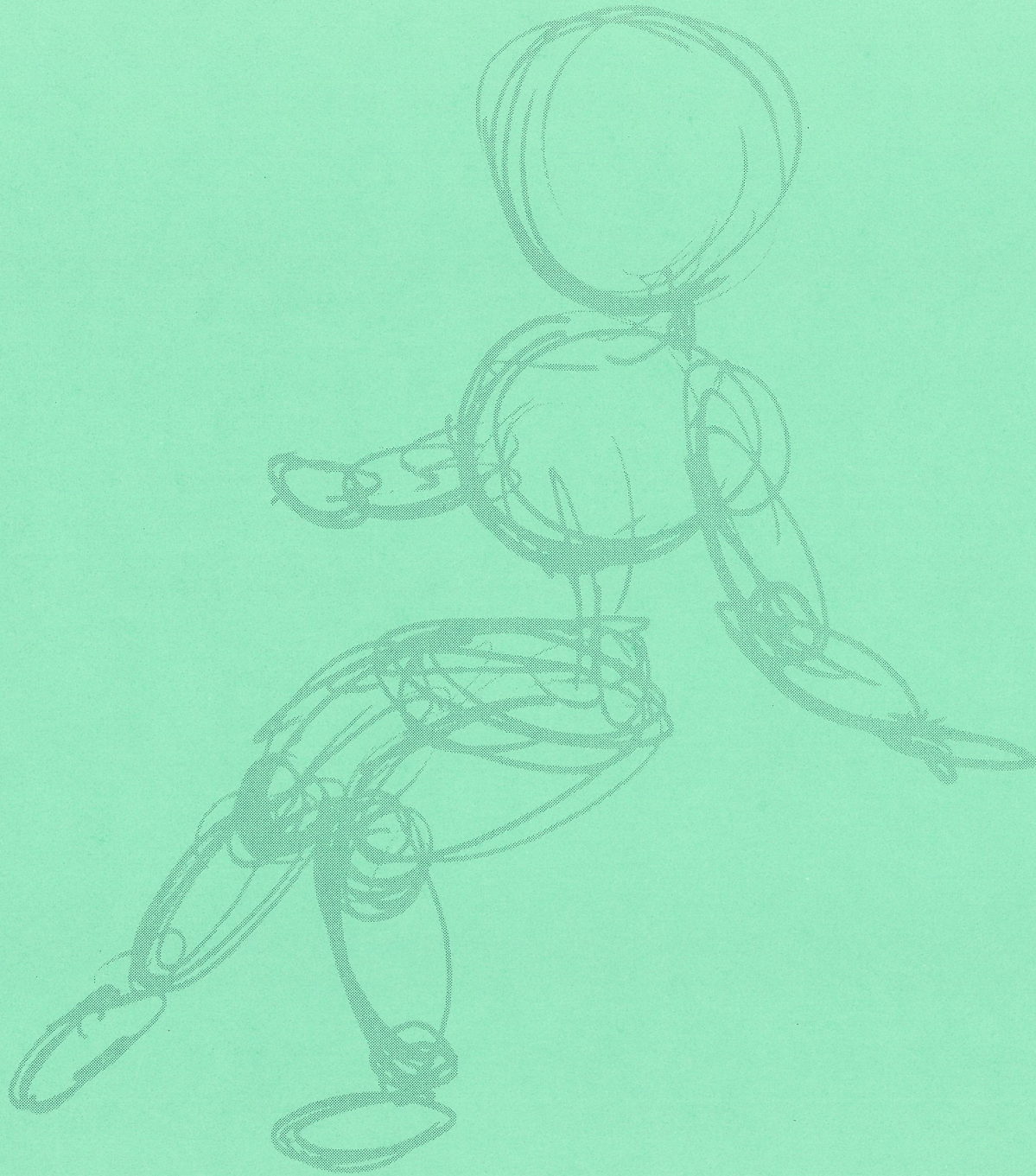
NOTICE:

- Imagining abilities: detailed or vague/colorful or dark/large or small/fast or slow/subjective feelings or objective/distant
- Excitement over own originality/creativity
- Descriptive words used
- Ease of physical and artistic creativity/drama
- Problem solving abilities
- Rehearsal abilities
- Ability to shift between outside and inside images...to bring outside world in
- Positive or negative nature/imaginative expectations
- Role related imagery/sharing imaginations
- Ability to self motivate through imagination
- Ability to know when mind wanders and follow it

GENERAL NOTATIONS:



sense



SCRIPTS 5A & B: SMART SENSING PRE-WORKOUT OBSERVATIONS

Where have our senses gone?
We Listen,
but we don't seem to hear.

We Look,
but so often we don't see.

We're told not to touch,
but how do we learn to feel?

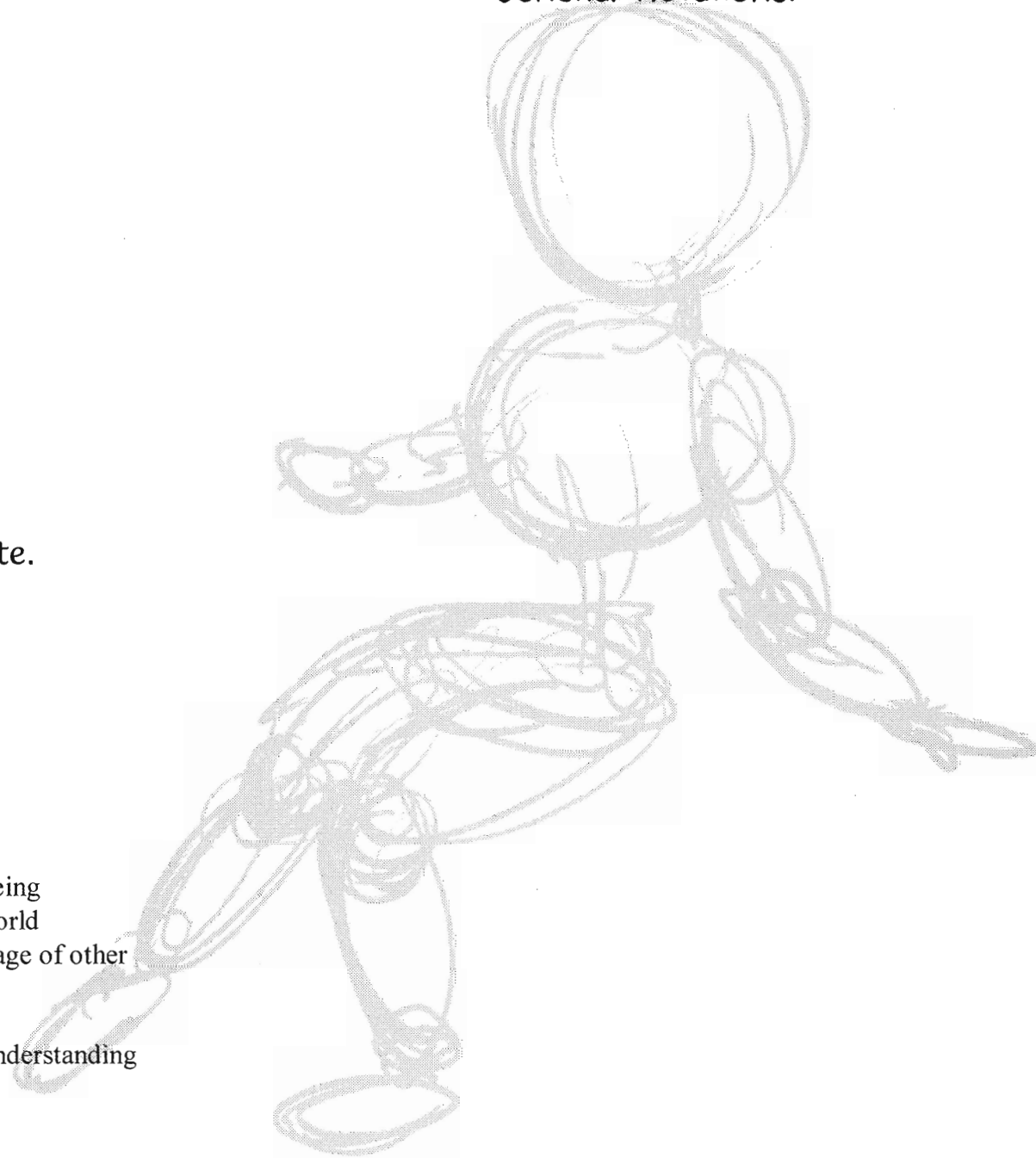
We Eat,
but we don't take the time to taste.

We Smell,
but we don't "sniff out" the
sweetness of life.

NOTICE:

- Predominant sense used/enjoyed/imagined with
- Ability to utilize all 5 senses for learning and well being
- Ability to expand sensory input to embellish their world
- Ability to understand and communicate in the language of other children's sensory orientations
- Ability to physically act out their imagination
- Comfort or wariness of touch/appropriateness and understanding of levels of comfort
- Ability to connect use of hands to most learning

GENERAL NOTATIONS:



WELLNESS GOAL:

- Smart sensing

ADULTS HELP CHILDREN:

- *Energize all five senses, real and imagined.*
- Become more fully sensitive to their environments.
- Attach all five body senses to learning.
- Nourish and strengthen sensory memory links.
- Greatly expand their physical world by playing 'sensory multiplication'...link learning to real and actively *imagined* sensations of pictures, colors, shapes, sounds, voices, music, tastes, smells and feels.
- Establish sensory balance and learn to communicate in the language of their senses.
- Embellish creative intelligence. Interchanging or crossing senses maximizes bodymind connections. Learn to 'multiple sense' each object in their world.
- Build a warehouse of healthy sensory motor memories. Since, in a verbal world, much of the blueprint our children's sensory motor connections is established by age five, it is important to make them happy, healthy connections. Their imprints will be re-stimulated as the child moves and grows throughout life.

REFRESHER WORDS:

- see/look · smell/sniff · touch/feel · taste/bite · hear/listen

PRE-SCRIPT HINTS:

- As teachers and role-models, you too should try to fully sense . . . see, smell, feel, taste, hear... as you move along with the kids. Children will love the open communication style you can develop and will sense your connection to them
- Make the child's world more interactive and playful by encouraging cross sensing, even to the point that they might imagine that objects themselves can also sense them.

IN THE CLASSROOM

FALL SEASON: Use the five senses to create the image of Fall in the child's bodymind. Listen to the children's images of Fall and expand on them. For example: What colors do we see most during Fall? If you could take a bite out of these colors, what would they taste like? How does the cool weather make you feel? Can you smell something different about the weather?

MUSIC/MOVEMENT/SPORTS

ACTING OUT FOODS: Pretend that you are going to the store to buy some cereal, bananas, ice cream, and bacon. The children act out how each tastes, smells, feels, sounds. Vary the activity by freezing, mixing, or cooking the food. Give the children time to create and feel each new image.

AT HOME

TRADITIONS: Help your child to understand the *value of family traditions* by experiencing them through the five senses. For example, when making ornaments out of dough, ask what they smell, taste and feel like. Give them time to create and feel each new image. The images they create will enhance their memory throughout the years, establish a family bonding time, and trigger positive feelings when imitating/repeating them each year.

CONFLICT RESOLUTION

UNDERSTANDING EMPATHY: Help a child understand others' hurt feelings through role-playing. As the child is acting out another child's frustrations, encourage him/her to see what those frustrations feel, sound and look like. Ask what color they feel like, look like and sound like.

- Encourage children to play with colors and sounds -- they play a crucial role in modifying our body brain chemistry and our moods. Use a different color and/or sound each day.

SCRIPT 5A

"BEING SENSE-ABLE"

Today, we're going exercise all FIVE of our SENSES. Our bodies learn by sensing in FIVE different ways ... To become SENSE-ABLE we need to learn by ... SEEING ... SMELLING ... TOUCHING ... TASTING and HEARING ...

OK ... make sure you're comfortable ... and let's get ready to walk through that make-believe space in your head ... your imagination!

Picture a big, soft fluffy cloud in the sky ...

SEE your cloud's COLOR. (Is it purple? Is it green?)

SNIFF your cloud ... to see what it SMELLS like. (Like a flower? Or like a stinky sock?)

TOUCH your cloud ... to see what your fingers FEEL. (Scratchy? Or soft?)

Take a BITE out of your cloud ... to see what it TASTES like. (Sour or Sweet?)

LISTEN to your cloud ... to see what it SOUNDS like. (A dog barking? A bird singing?)

Now, let's COLOR our senses ... How would you FEEL if your cloud turned RED ... (Scary?)

What would a RED cloud SOUND like? ... (Bells?)

Is your RED cloud HOT or COLD?

BIG or SMALL?

QUIET or LOUD?

Can you TASTE your RED cloud? ... (jello?)

Can you SMELL your RED cloud? ... (roses?)

As you play with different objects ... and meet different people ... SEE, SMELL, TOUCH, TASTE and HEAR them as if they're different colors.

Now, picture in your head and sense ...
the LOOK of a gust of wind ...
the SMELL of rain puddles ...
the TOUCH of a rainbow ...
the TASTE of a foggy night ...
the SOUNDS of a summer day ...

Great! You were SENSATIONAL!
Practicing being SENSE-ABLE helps you to explore ...
learn about and SENSE your world ... and have fun
changing how you feel about it!

SCRIPT VARIATION

Taping children's responses to this script provides endless creative eye-opening discussions. Send the tapes home to families to share the children's active imaginations.

SCRIPT 5B: MAGICAL HANDS

INSTRUCTIONS

WELLNESS GOAL:

- Tactile sensing

ADULTS HELP CHILDREN:

- *Direct their energy through their hands.*
- See, talk, feel, listen and learn with their hands.
The sense of touch includes sense of pressure, heat, cold, contact and pain (Proprioceptors).
- Express inner feelings and emotions through their hands.
- Multiply learning links. Learn that their repetitive hand use 'automatically' connects them to multiple associated feelings, memories, and learnings.
- Integrate sight, sound, scent, taste and touch. Automatic hand-eye activities condition hands to "feel" and to "see" through touch reinforcements. The brain interchanges sensory messages and modalities allowing the blind to "see" and the deaf to "hear".
No one sense works in isolation, i.e. eye sight is only 10% of seeing.
- Release chemistries that increase oxygen to their hearts and brains.
- Get in touch with, and direct their own energetic spirit. Their mental thoughts/pictures stimulate and shape their physical energy output.

REFRESHER WORDS:

- see · touch · feel · magical hands · energy

PRE-SCRIPT HINTS:

- Touch is a learning modality not well exercised in our children's experiences. They need time to explore it. Reinforce this modality whenever possible through your own examples.

SCRIPT VARIATIONS:

- Have children spin with their eyes open. Then have them tell you through their hands, by drawing or mime, what they saw, heard, felt, smelled, and tasted.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

THROUGHOUT THE DAY: Help the children to practice focusing techniques and observational skills that will lead them to be better communicators. Allow them to take each other's pulse to help feel and sense another child's emotions.

- *Tension and relaxation affect the pulse rate. Through touch we can sense each other's feelings and learn how to calm each other.*

MUSIC/MOVEMENT/SPORTS

MUSICAL HUGS: Choose a feeling and ask the children to act it out as they move around the room. When the music stops, ask them to hug the nearest person, to show acceptance of that person's acted feelings.

- *Play along with the children to model desired behaviors.*

AT HOME

HUGS: *Our skin is our largest sensing organ we have as humans.* Give hugs to express happiness, love and support. Encourage your child to do the same to family and friends. By actually physically touching, the child is able to sense/feel and share a person's mood.

- *A hug is also a wonderful way to teach discipline while still being firm. It allows a child to feel that he/she is loved. Feeling loved allows a child to love.*

CONFLICT RESOLUTION

COMMUNICATION: Parents, siblings and classmates can take each other's pulses to sense each other's feelings. The pulse rate is a natural tool for the body, telling ourselves and others if we are angry or overly anxious about something.

- A rapid pulse rate makes us realize we need to calm down. We need to then identify and express what makes us mad or worried.

SCRIPT 5B

"MAGICAL HANDS"

Let's FOCUS carefully today, and exercise the MAGICAL ENERGY of our HANDS. We'll find out how we can communicate with our world with our hands.

Rest quietly and gently clap your hands together.
(About 25 times.)

OK, STOP ... Did you know you've just turned on the energy of your hands?

FEEL their MAGICAL tingly ENERGY ... Energy is always in your HANDS ... it gives them a special kind of MAGIC. Come see ...

Close your eyes for a moment. Picture your HANDS pushing you out of bed in the morning ... brushing your teeth ... and putting on your clothes ...

See how your HANDS are always taking care of you! Watch your HANDS talk magically for you as they wave and say "good-bye" or "hello" to your friends, or motion for them to "come over and play."

No need to talk, your HAND signals direct your magical messages for you.

In class, see your HANDS make your crayons draw. Do your HANDS see what your MIND want to draw? How do they know what color to pick?

Even with your eyes closed, you can guess an object just by touching it with your HANDS ... No eyes or ears needed!

You can "know" an object just by sensing it with your magical HANDS. Try it!

Now, see how your magical HANDS can help others ... give a friend some courage with a caring pat on the back ... or make a sad friend happy with a magic hand squeeze ...

HANDS can also tell us, and others who touch us, how our bodies feel ... They can F E E L your pulse ... COUNT your heart beat ...

Use your HANDS to create the shape of a heart ... to show someone they are loved.

See yourself SOOTHE someone's pain ... with the kind touch of your HANDS.

To quickly relax, take a D E E P breath, and just picture your HANDS full of warm, tingly energy ... Soon, you will become C A L M and quieted.

Can you imagine what your life would be like without the special and loving energy of your magical HANDS...?

SCRIPT VARIATION

After two or three days of practicing this script in their minds, have the children form a circle and pretend physically, enacting the hand actions in the script. Also add hand signals suggested by the children.

SCRIPTS 5A & B: SMART SENSING POST-WORKOUT OBSERVATIONS

GENERAL NOTATIONS:

Touch

is a major learning
and growth tool.

It creates connections ...

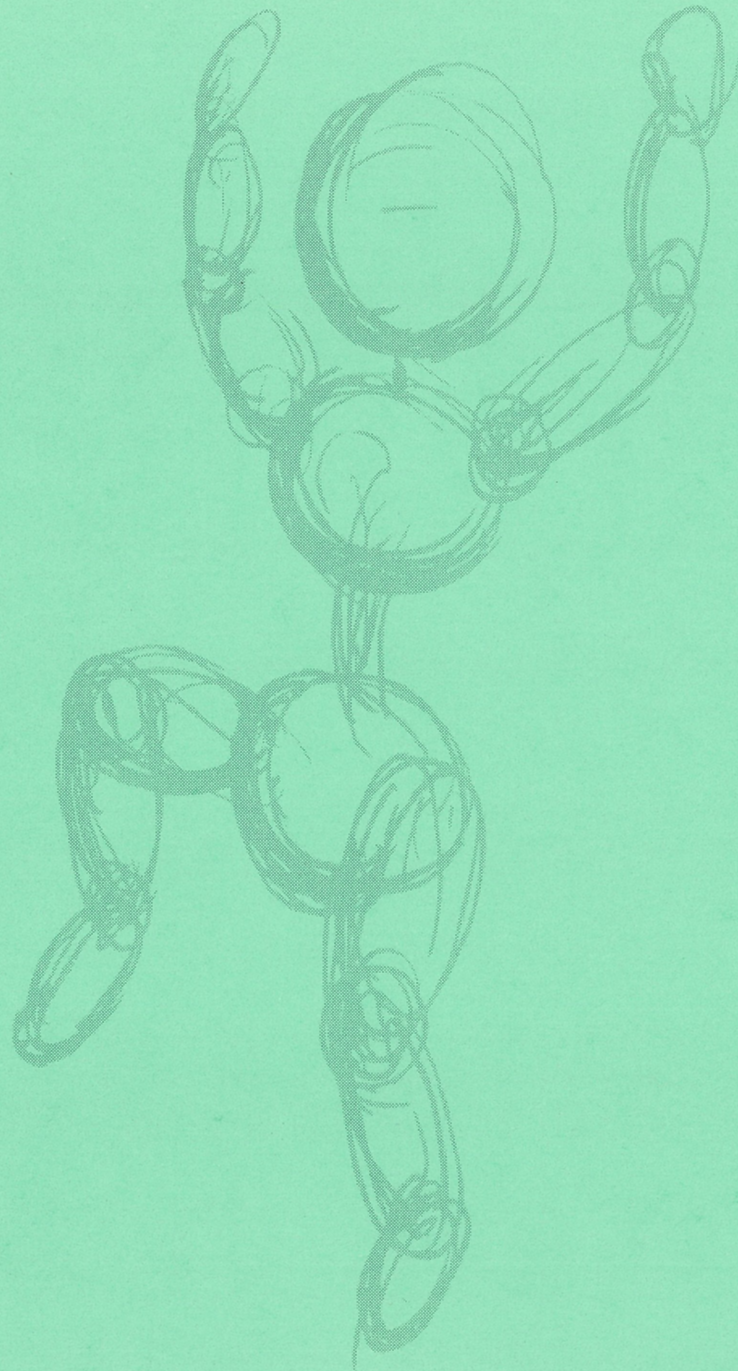
that we remember forever.

NOTICE:

- Predominant sense used/enjoyed/imagined with
- Ability to utilize all 5 senses for learning and well being
- Ability to expand sensory input to embellish their world
- Ability to understand and communicate in the language of other children's sensory orientations
- Ability to physically act out their imagination
- Comfort or wariness of touch/appropriateness and understanding of levels of comfort
- Ability to connect use of hands to most learning



positivity



SCRIPTS 6A & B: ACTING POSITIVE PRE-WORKOUT OBSERVATIONS

Children need to *feel*
healthy images
in order to know them.

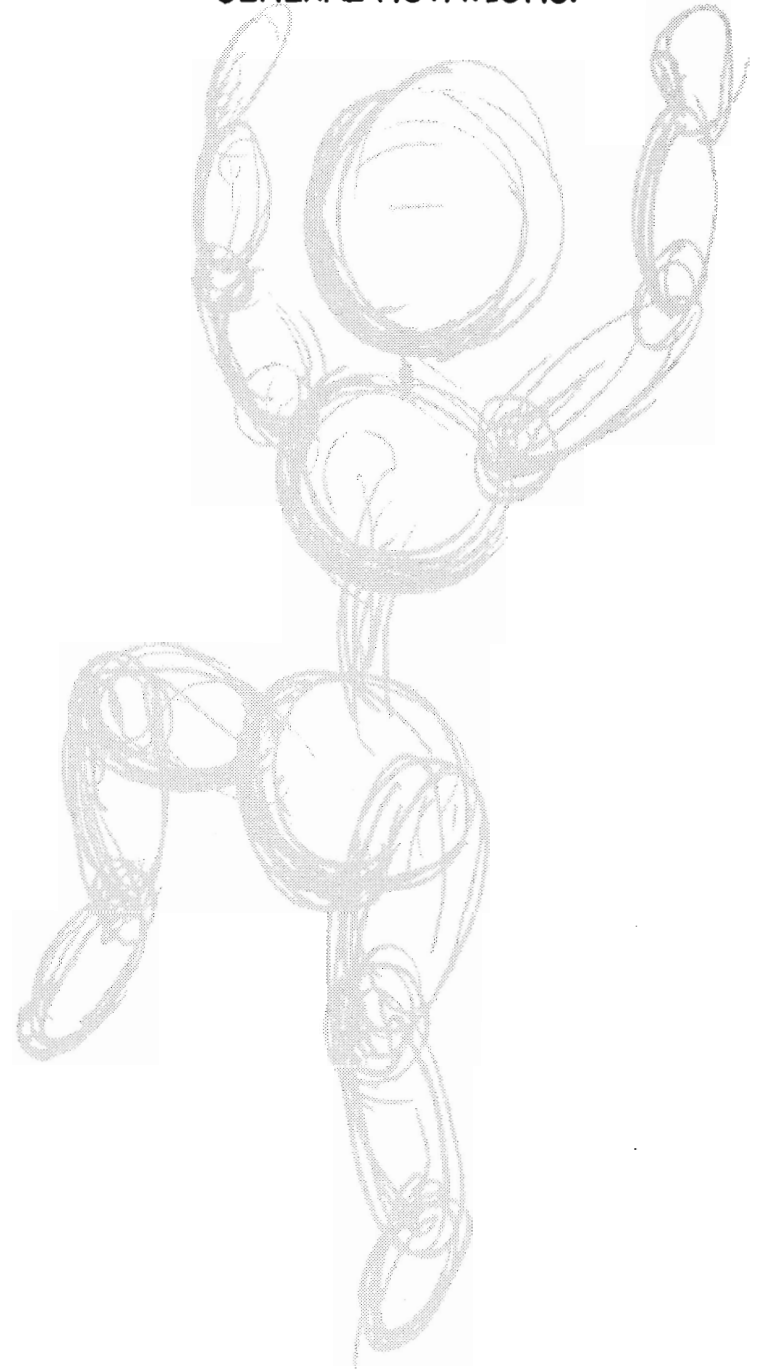
To Be,
or not
to Be ...

... Be calm
and Positive!

NOTICE:

- General positive or negative tone.
- Children's awareness of their words representing positive and negative/strong and weak pictures and images
- Ability for children to be hopeful, successful in their images
- Repetitive word usage that dominates/conditions the children's behavioral responses
- Ability to associate tension/mood with words they use
- Hopefulness/fearfulness/negativity.
- The number of no's, don'ts and won'ts expressed
- Number of dreams, wishes and positive expectations expressed.
- Ability of children to understand that their words are self-suggestions...to choose them carefully.

GENERAL NOTATIONS:



6A: Bee Positive

INSTRUCTIONS

WELLNESS GOAL:

- Acting Positive/ positive reframing

ADULTS HELP CHILDREN:

- *Feel, speak, and act out in a positive way.*
- Learn their words are tools for positive self-direction. Repetitive bodily *feelings* and responses are reproduced by the meaning attached to one's words...silent and spoken.
- Pay *close* attention to the feelings that are attached to *their* words. Positive words and images strengthen corresponding positive bodily chemistry, good feelings and successful behaviors. Negative thoughts create muscle tension, cueing in negative chemistry, maladaptive feelings and behaviors.
- Use positive language to *Reframe* negative life scripts. Create a positive mental dictionary as a mental affirmation tool.
- Share their imagined actions. Share their muscle memories/feelings. Saying, singing and acting out Bee Positives reinforces positivity, self-esteem, and healthy self-images, teaching children how 'to bee'.

REFRESHER WORDS:

- I like to bee · buzz · positive

PRE-SCRIPT HINTS:

- Teachers and parents must be comfortable with their own thoughts, and disengage from negative 'thinking' when interacting with children. *Freedom from fear of judgment is vital to a child's physical and mental states of readiness for learning and creativity.*
- Original learning make the deepest impressions. Exercising Bee positives establishes positive patterns for future health and happiness.
- Negative tension results in less intelligent mental and physical functioning. Our culture and the media focus so much on the negative that adults need to re-train/re-condition our focus on the positive.
- Our brain tends to ignore 'no' and 'don't' words. It "thinks in pictures" and is too focused on the "image" of what it is being told not to do. Thus, it often does just what it's been asked not to do. *Structure words and pictures positively.* Rather than saying "Don't do this," say "Let's do this," or "Try doing . . ."

EVERYDAY APPLICATIONS

IN THE CLASSROOM

SHARING TIME: The children each get a turn to share what colors, scents, textures, feelings, moving animals, etc. they like to "bee." Encourage them to say "I'm happy today because I like . . ." Ask them to try to feel another child's happy images. This gives wonderful insight to each child's positive nature.

MUSIC/MOVEMENT/SPORTS

SINGING: At any time of day encourage the children to sing the "Bee Positives" when they feel good about what they are doing. They may want to make up their own tune, or sing to the tune of "Twinkle Twinkle Little Star" and ending their songs with "Bee-ing Positive is good for me!"

AT HOME

SHARING "BEE POSITIVES" AT BEDTIME: Ask your children what positive things they did today, what positive things they want to do tomorrow, to do at home, etc. Affirm their positive images. Ask them, "Do you know what I like to 'Bee'?", and answer - "Your mom (dad, etc.), taking care of you!"

CREATING A "BEE POSITIVE" PICTURE SCRAPBOOK: A project for parents and children to do together. Remembering positive events and actions helps build a store of memories for future positive images and actions.

"To do parenting well demands the greatest clarity of view and the greatest letting go and letting 'bee' I had ever been challenged with."

-Adapted from Jon Kabab-Zinn, *Wherever You Go, There You Are*

CONFLICT RESOLUTION

CLEAN-UP TIME: To ensure group participation, sing a "Bee Positive" clean-up song that describes the cleaning actions and how well the children can do them. As they finish cleaning, the children can pretend to be busy little bees, buzzing around to put things back in place.

ARGUMENTS: Ask children to express their anger creatively through pictures or song rather than just telling them to stop fighting.

SCRIPT 6A

"Bee Positive"

Let's all stretch out and see how good it feels in our bodies and minds to BE POSITIVE. Who wants to be a buzzing bee today and come "BUZZING" with me? Great! ... I'll be the leader bee!

First, when I say POSITIVE does everyone know what that means? POSITIVE things are things that make people feel good and do good, like ... It's good to be HAPPY and SMILING! These are POSITIVE things!

OK ... Here's what we're going to do now ... When I say something POSITIVE, first everyone repeats what I say, and then you all pretend you're doing the POSITIVE thing.

OK ... Let's go!

I like to be LIGHT-HEARTED ... CAREFREE ... PLAYFUL
(Children repeat ... Buzz ... and pretend)

I like to be CARING and SHARING ...
(Children repeat ... Buzz ... and pretend)

I like to be GOOD AT LISTENING ...
(Children repeat ... Buzz ... and pretend)

I like to be SERIOUS ...
(Children repeat ... Buzz ... and pretend)

I like to be HONEST and RESPONSIBLE ...
(Children repeat ... Buzz ... and pretend)

I like to be LOVABLE ...
(Children repeat ... Buzz ... and pretend)

I like to be CREATIVE WHILE QUIETLY DANCING ...
(Children repeat ... Buzz ... and pretend)

I like to be CALM ... TO JUST BEE ...
(Children repeat ... Buzz ... and pretend)

I like to be HUMMING, WHISTLING, or SINGING ...
(Children repeat ... Buzz ... and pretend)

I like ... being A POSITIVE HUMAN BEEING ...
(Children repeat ... Buzz ... and pretend)

Note:

Bee Positive ... See Positive ... Hear Positive ... Feel Positive !! Encourage the children to say something good about themselves. Have them think about their own positive images, as well as those of others. During the day, reinforce the "positive affirmations" idea and language using the child's *name* and *strengths*, e.g., "Billy, you're beeing a great painter ..."

SCRIPT VARIATION

Repeat all the above exercises as "Bee Positive Quiet Talk": Let's say and do Bee Positive things ONLY in our IMAGINATIONS ... SEE, HEAR, FEEL Bee Positive words buzzing around INSIDE our heads ... Quietly imagine each Bee Positive ... without moving around ... POSITIVE BUZZING IN OUR HEADS ALWAYS MAKES US FEEL GREAT ALL OVER!

WELLNESS GOAL:

- Acting Positive/ Feeling the image

ADULTS HELP CHILDREN:

- *Imagine and choose where and who they want to be.*
- Resonate with their dreams and wishes.
Dreams and wishes *prepare* the body for action. They act as guides stimulating neuromuscular connections and behavioral responses. They give structure to children's inner goals, desires and feelings.
- Choose their wishes carefully.
Active wishes (self-suggestions) implant seeds for their future reality.
- Repeat *positive* images since repeated images strengthen automatic, natural, involuntary responses, like breathing.
Physically feeling the potential reward of fulfilling their wishes reinforces positive body responses which *naturally motivate* and strengthen children to successfully accomplish those wishes.
- Wish and dream as invaluable *preparation time* for learning.
The mind can take the body any place, without the restrictions of time, space or gravity, and the brain remembers the feelings and sensations of where its body has been.
"The future exists, first in imagination, then in will, and finally in reality."
-Barbara Marx Hubbard, futurist

REFRESHER WORDS:

- star · feel · like

PRE-SCRIPT HINTS:

- Dream for yourselves, and for your children. Your dream images strongly influence you and your children.
- Share your own star's wishes and dream images with your children. Children love it and sharing is a powerful way to discover how much you have influenced the child's thoughts and behavior by your own wishes and dreams.
- Encourage hopeful, empowering images so children can witness and *feel hopeful* outcomes. The feeling that a solution to most problems can be found is life-sustaining in contrast to the concept that one is tied down by one's circumstances.

IN THE CLASSROOM

QUIET TIME: Turn quiet time into day dreaming time twice a week. Allow the children to relax and let their imaginations take them places they would like to visit, people they would like to be, things they can create, and feats they have never tried before. These dreams can also be expressed in drawings to reinforce their positive self-talk pictures. Or they can quietly sing their ideas in their heads.

MUSIC/MOVEMENT/SPORTS

PLAY "A DREAM IS A WISH YOUR HEART MAKES": Decorate a "Wish Box" to hold index cards before you play the game. Ask each child what they wish to be. Write their answers down on separate index cards and put them into the box. Draw a card from the box, introducing the wish by saying I am a star . . . and read the wish, asking the class to act it out. Ask the child who made the wish to raise his/her hand, and thank that child.

AT HOME

BEDTIME: Before your child goes to sleep, take some time to daydream together. In sharing your dreams, you are offering your child a chance to recognize you as an individual. By relaxing together you can open up new lines of communication. Making time to daydream reinforces positive images and self-talk. A good response to a child's daydream shared with you is "I can see that happening. Just keep on imagining it."

CONFLICT RESOLUTION

LISTENING SKILLS: Help children become "Star Listeners." Encourage them to imagine listening with just their eyes and explain what it would look like. Next, encourage them to listen with just their relaxed bodies and act out what they feel.

Then have them imagine that they are putting on special "listening ears," and repeat what they heard. Take a moment to listen through your eyes, ears and bodies.

Have children pretend to be "stars" as they relate to each other.

Script 6B

"I am a Star-Kid"

For today, you are all going to workout your imaginations by imaging what a bright and shining Star-Kid each of you can be! Bright pictures in your minds show you that you can be bright and shining too ... just like a star!

First ... take a deep breath in ... and out...
Now imagine yourself and everyone here, sparkling ... just like stars in the sky ... There are different kinds of stars ...

First, let's be a NIGHT STAR...

Each one of you is a bright and shining star that sparkles high up in the dark night sky - like the one that children all over the world can see.
How does it feel to be that special star?

Next, let's be an ALL-SPORTS STAR ...

A winning basketball (baseball, skating, etc.) star with a body and mind that is strong, graceful, and fast.
A star that people cheer for and wish they could be.
How does it feel to be that special star?

Let's be a MOVIE STAR...

A star that becomes an actor or actress and can play all different characters. When you want to be someone else, just really feel and act like you are, and you are!
Let me see you shine like your MOVIE STAR.
Good. How does it feel to be that special star?

Now you are your FRIEND'S STAR ...
a star that loves to act and play ... with all sorts of different people. You have a twinkle in your eyes ...
You're a kind of star that puts a SPARKLE in a friend's smile! How does it feel to be that friend's special star?

And now you are a WISHING STAR...
and everyone around can make a wish through you.
You spread a little star dust ... you make wishes come true ... you are a kind and wonderful, shiny WISHING STAR!!

Just picture yourself as a star in all you do and may all your hopes, dreams, and wishes come true!

EXERCISE VARIATIONS

- Continue creating new types of stars as the children express what they wish for.
- As an image guide, help them create different sizes of stars from tiny to the size of soda can lid and decorate them. The stars can be attached to their clothing as symbols of their hopes and wishes.

Creating their own star images gives the children invaluable access to their own inner dreams, wishes and goals.

Turn children into star gardeners: Imagine the children as seeds in a garden. Have them each play the part of different seeds. As they add sunlight, water, pruning/weeding and tender care, watch them grow and flourish.

Have children act out how it feels to grow in sunlight. Ask them to think how it feels to be guided by starlight, warmth and caring safety in the darkness. How do flashlights, streetlights, night-lights, etc. help them. Try this exercise with eyes open and eyes closed.

SCRIPTS 6A & B: ACTING POSITIVE POST-WORKOUT OBSERVATIONS

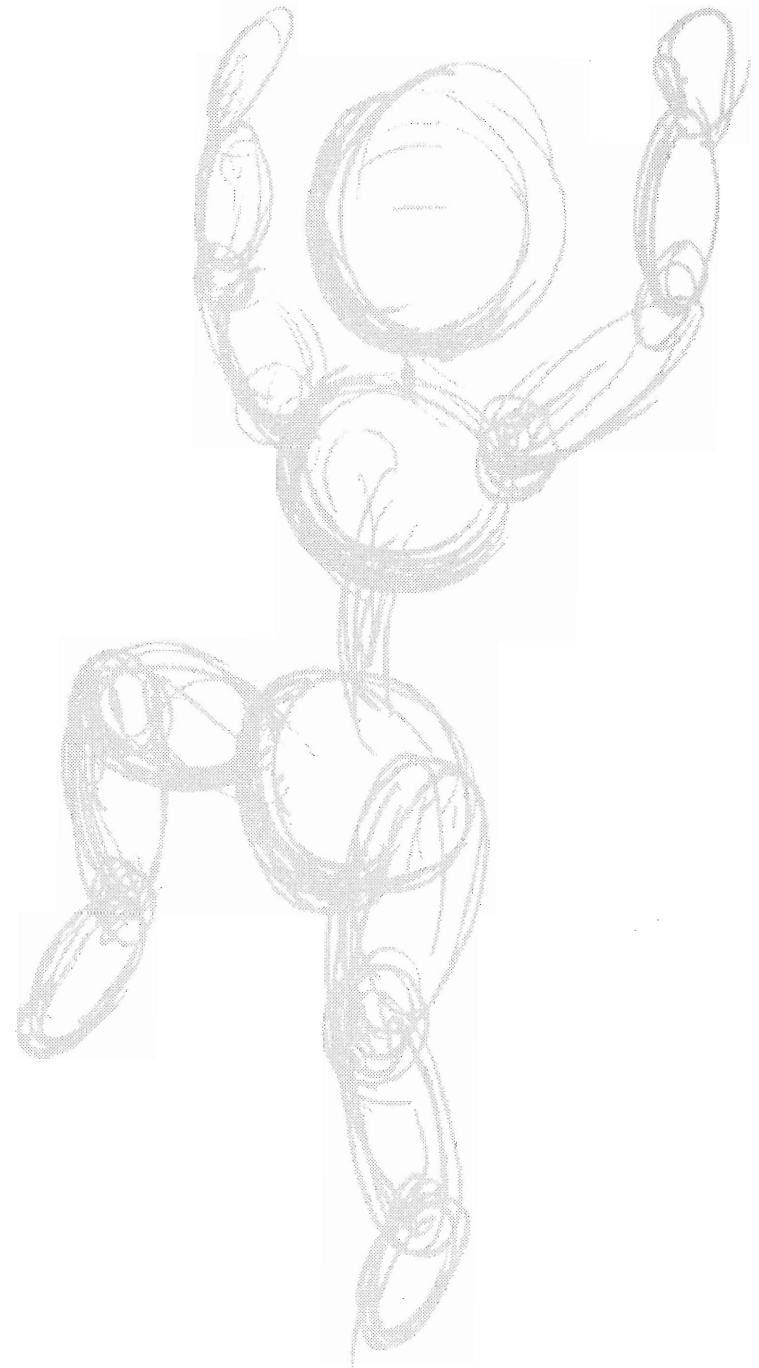
Images ...
wishes ...
and dreams ...

stretch
the mind
and the body!

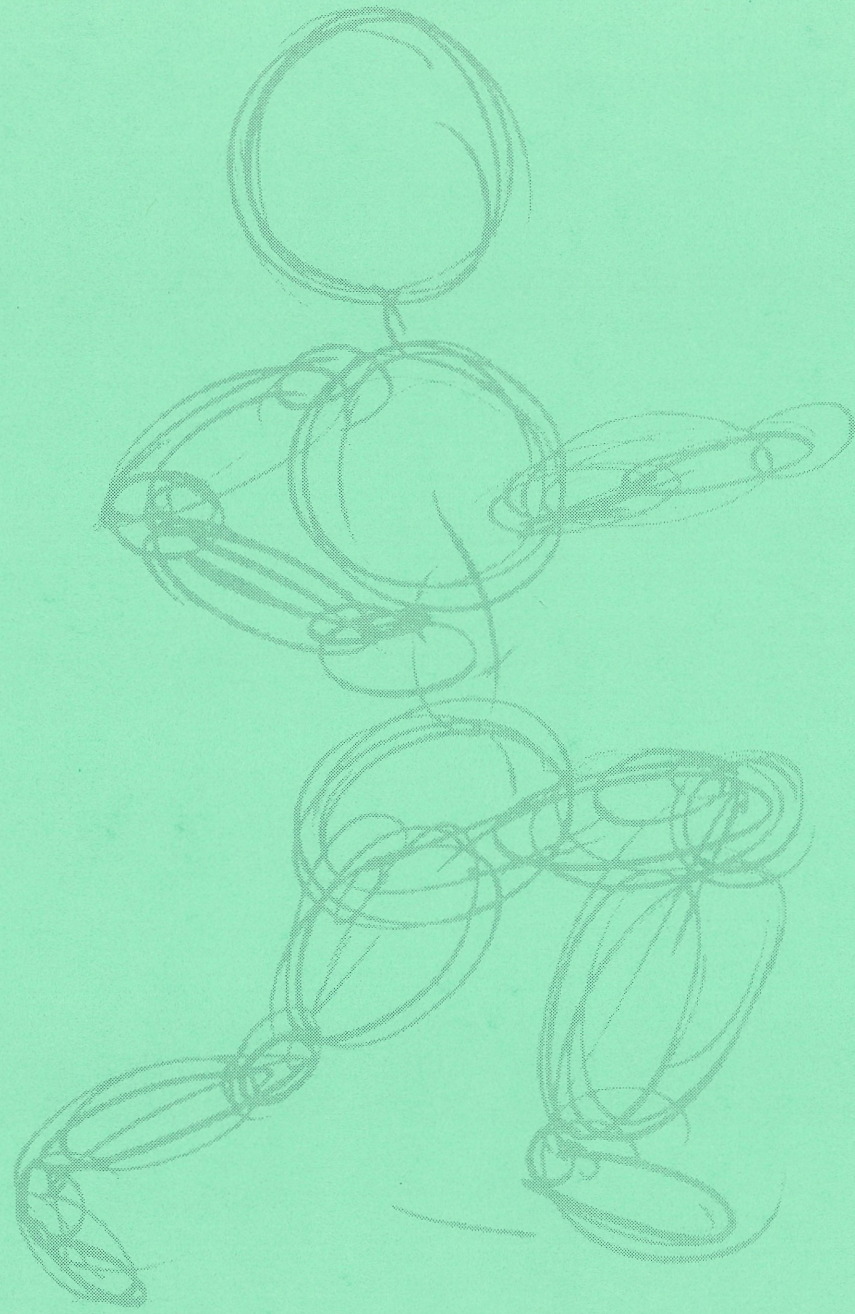
NOTICE:

- General positive or negative tone.
- Children's awareness of their words representing positive and negative/strong and weak pictures and images
- Ability for children to be hopeful, successful in their images
- Repetitive word usage that dominates/conditions the children's behavioral responses
- Ability to associate tension/mood with words they use
- Hopefulness/fearfulness/negativity.
- The number of no's, don'ts and won'ts expressed
- Number of dreams, wishes and positive expectations expressed.
- Ability of children to understand that their words are self-suggestions...to choose them carefully.

GENERAL NOTATIONS:



move



SCRIPTS 7A & B: MATCHING MOVEMENTS PRE-WORKOUT OBSERVATIONS

The child's sensing body naturally replicates its physical and mental environments.

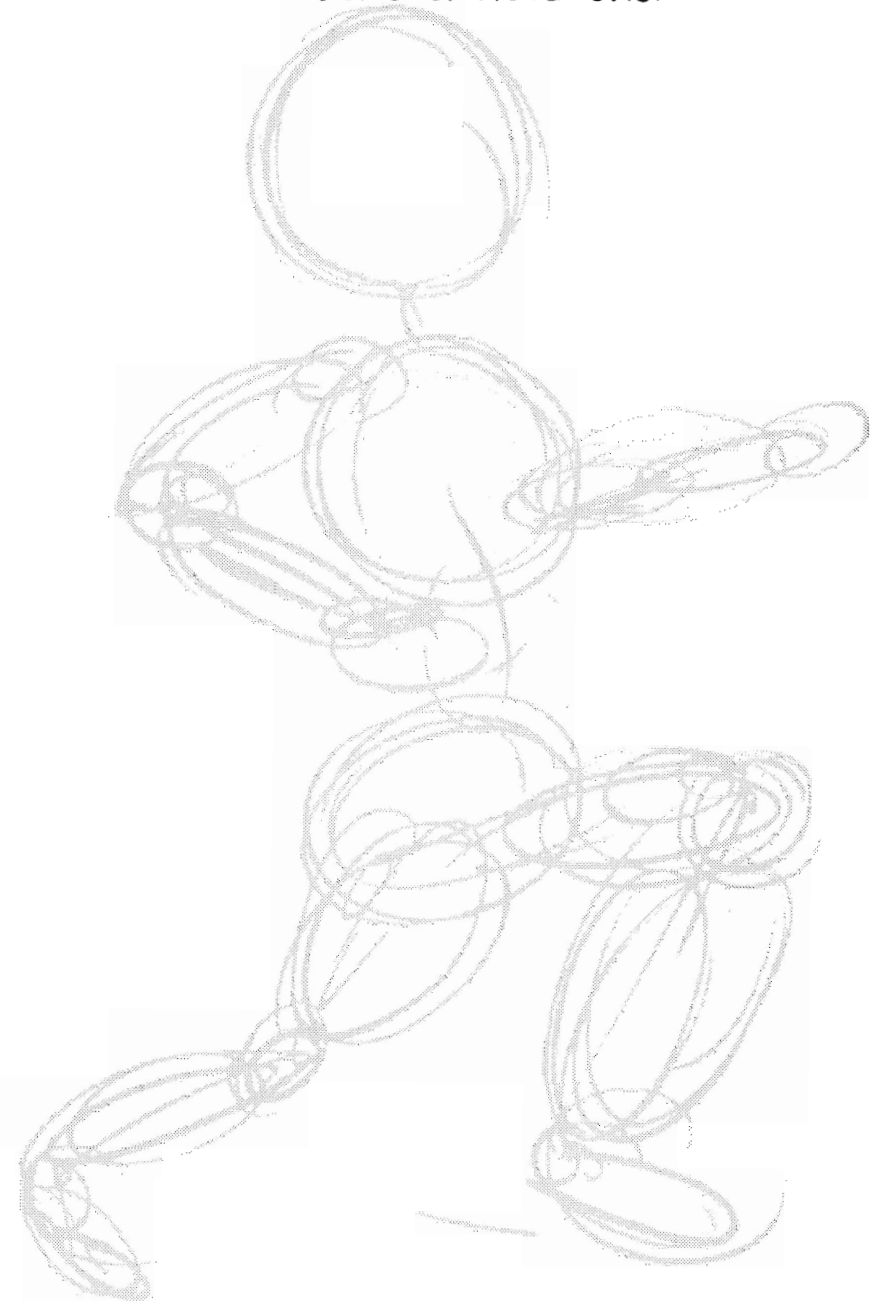
Feeling their surrounding images through practiced movements ...

expands and strengthens outside with inside links.

NOTICE:

- Ability to physically imitate with body postures
- Flexibility
- Tension release ability/reaction time
- Mental location of child's physical body in time and space
- Physical ability to enact their imagination/feelings
- Bi-lateral movements...stimulating whole brain thinking
- Connecting with other's feelings through frequency of similar muscle usage
- Children's awareness of certain body postures connected to moods/feelings/behaviors/memories/self-confidence
- Understanding that if they change their postures they can change their moods/behaviors, etc./Identify other children's moods by their postures.

GENERAL NOTATIONS:



7A: RAINING CATS AND DOGS

INSTRUCTIONS

WELLNESS GOAL:

- Matching movements/ flexibility: feeling the image

ADULTS HELP CHILDREN:

- *Learn and comprehend by moving their muscles with their images.*
- Match up their body positions to their images. Muscle movements/positions (re)cue brain connections.
- Educate new muscles feelings and behaviors by mirroring different postures. Actively pretending and mirroring different animal postures and muscle movements mimics their corresponding feelings, moods and behaviors, i.e. Putting their bodies into a clam-like posture makes children feel protected and safe, whereas putting their bodies into a flying bird position/posture makes children feel like expanding and soaring.
- Integrate full body mind, cross lateral movements. Animals work both right and left sides of their bodies. Mirroring animal movements will stimulate the child's whole bi-lateral body and whole bi-lateral brain.
- Become aware of the ability of repeated images to re-educate their emotions and behaviors.
- Flexible, bending bodies allow cerebral spinal fluid to nourish the brain.

REFRESHER WORDS:

- cats · dogs · feel · stretch · relax · muscles

PRE-SCRIPT HINTS:

- Have children stretch after long periods of sitting and following nap time.
- Notice emotional and behavioral changes as children stretch and change body positions. Different postures re-ignite associated feelings, memories and behaviors. Have the child mirror human postures and even objects. The child's mirroring muscles will 'take on' the action/feeling of that particular posture...real and strongly imagined.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

REFOCUSING: Before beginning a new activity, stretch like a cat and dog in your mind while focusing on breathing. Then have the children act like cats and dogs in their bodyminds. Help them focus on feeling as if they were real animals stretching.

MUSIC/MOVEMENT/SPORTS

STRETCHES: Loosen up the children's muscles and vocal chords. As they stretch like a cat or a dog they can breathe out the animal's sound. Create long sounds, quiet sounds, big sounds, etc. with long stretches, quiet stretches, and big stretches.

AT HOME

STRETCHING TIME: Relieve stress, enhance body movement/flexibility and practice healthy breathing together. Practicing the cats and dog exercises are great exercises before bedtime. Give yourself and your child something to look forward to at the end of the day.

CONFLICT RESOLUTION

REDUCING HYPERACTIVITY AFTER RECESS: Use the cat and dog exercises as a means to gain attention, refocus and calm the kids down after an energizing recess.

Watch how animals gradually respond to you as you gently *mirror* their behaviors. They *sense* the similarities of your movements and feelings. This makes them naturally comfortable and tuned into you as though you were one of them.

Have children *synchronize* their *postures* with all different *sizes, colors and breeds* of stretching and relaxing cats and dogs. If two children seem argumentative, have them both mimic the "same" relaxed animal posture. This makes them become more in sync with each other's behavior as they *both* take on the animal's relaxed behavior.

SCRIPT 7A "RAINING CATS AND DOGS"

Today we'll learn we can comfort our bodies and our minds any time we want by stretching and moving along with RELAXING images. Let's become RELAXED cats waking up in the warm summer sun, and FEEL our muscles act just like cat muscles do.

... OK you cute little kittens, it's time to STRETCH your beautiful bodies! Quietly get down on your knees and ...

1. Place your front paws FLAT on the floor, ARMS STRAIGHT and BACK FLAT. Take a deep breath INTO your TUMMY...
2. As you breathe OUT ...Tuck your cat chins in... BEND your CAT BACKS up and out ... SLOWLY blowing out ALL the air that's in your TUMMIES.
3. As you slowly breath IN again, come back to a FLAT BACK position.
4. As you start to breathe OUT again, push your beautiful CAT BACKS down. SLOWLY blow all your cat air OUT, OUT, OUT ... FEEL those cat muscles STRETCH in your back ... and RELAX



Now reach out with one of your front paws ... STRETCH that paw ... and then put it back on the floor. STRETCH out with your other front paw ... Say "meow" ... and put that paw back on the floor. Now, shake one back leg, then the other, and purrr like a RELAXED, happy kitten...

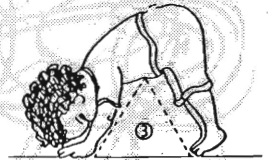
Oh-oh! Do you hear dogs barking? They heard you having fun and want to play too.

OK, let's try moving our muscles now, just like the dogs stretching their legs ...

Let's FEEL how differently our dog bodies STRETCH as we get quietly up on our front hands ... I mean our paws ... and knees.

1. We're kneeling on our knees, with our front paws flat on the floor ...
2. All of us take a DEEP breath INTO our TUMMIES ...
3. ... and blow our doggy air out, as we slowly push with our doggy toes, raise our bottoms and straighten our back legs. We're stretching so well that our back let's push our heels to touch the floor.
4. Hold that STRETCH ... and really FEEL it. Now that we're so nicely stretched, we can be RELAXED dogs!

Oh dear! ... did you feel that?
Raindrops! It's raining! It's raining
Cats and Dogs! We're all getting
soaked! Let's go inside to get dry.



OK cats, imagine drying yourselves by rolling around on your backs ... And dogs, dry yourselves by shaking your whole bodies. Now all you clever cats and smart dogs find a warm place in the room. FEEL yourselves lying down, cozy on your warm blankets. Feeling so RELAXED, ... dreaming about the summer sun.

7B: MIRROR ME

INSTRUCTIONS

WELLNESS GOAL:

- Matching movements/ flexibility: feeling the image

ADULTS HELP CHILDREN:

- *Act out, and physically feel all kinds of images.*
- Link their real and imagined worlds to their muscle responses.
- Create sensitivity and enhance communication skills. Physically replicating and mirroring matches up similarly experienced feelings, muscle sensations, and mental thoughts.
- **Actively mirror the images of their own minds.** An educated imagination is a powerful tool for developing consistently healthy, positive images and their corresponding physical feelings, particularly when those images do not physically exist in the child's outside environments.
Repetitive imagery allows the child to create a 'portable' environment of emotional safety and secure feelings within - an important prerequisite to learning and well being.

"When you change your thoughts and feelings, you change your pattern of muscle use - this muscle change in turn reinforces (or weakens) your thoughts, images, and their corresponding feelings and behaviors." -Dr. Alan D. Sirota, Brown University, The Wellness Book.

REFRESHER WORDS:

- mirror

PRE-SCRIPT HINTS:

- Make sure every child can easily observe you. Be aware that children mirror you every day! Portray images you want mirrored by the children. Relax and think before you speak, and imagine/picture yourself before you react. Children will then mirror this behavior easily.
- Children love playing "Mirror Me" in a circle, being each other's mirrors, one at a time.
- Treating **everything** in life as a 'mirror' supplies children with endless creative material to reflect on. Mirror objects from the themes you teach during the week.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

CIRCLE TIME: Go around the circle, asking each child to use body language and facial expressions to show how he/she is feeling. Name the child's feelings and ask the other children to raise their hands if they have ever felt the same way (empathy reinforcement). Then have the class create the mirror image of that child.

MUSIC/MOVEMENT/SPORTS

"BOOM CHICKA BOOM" SONG AND DANCE: The children mimic your words and actions as they sing the song. Vary volume and speed as you sing and act the song over and over.

I said a Boom Chicka Boom

I said a Boom Chicka Boom

I said a Boom Chicka Rocka Chicka Rocka Chicka Boom

Ahhh Haaa

Ohh Yeah, etc.

AT HOME

TEMPER TANTRUMS: Ask your children for permission to mirror them while they are having a temper tantrum. (Never make a joke out of their emotions). After you mirror them, give validation to their emotions: "Not only can I see you are upset, but I can *feel* it too. Use your words to tell me how you *feel*." Respectfully acknowledging and giving ownership to *feelings* will help your child to express herself/himself easier. Notice body language, positions, gestures and expressions for vital access to understanding the child's developing mind and body.

CONFLICT RESOLUTION

BATHROOM TIMES: Create partners to travel to and from the bathroom. Pair children who can control their behavior with those who can't do so as well. The child who is more capable acts out an appropriate behavior role that is to be mirrored. After the pair is back in the room have them switch roles.

SCRIPT 7B

“MIRROR ME”

For today's workout, let's get to know how much our body muscles can learn just by imitating other people and objects. We'll move by copying each other ... Just 'mirror me'...

OK, let's become each other's M I R R O R !
... your body will be my M I R R O R ... and my body will be your M I R R O R !

(Realize that you teach to your children's opposite sides as you stand before them. This positioning may be a dynamic that makes it hard for some children to learn and to understand. Move around for a fuller perspective. Allow children to change positions regularly.)

See what happens in our mirror reflections ... Ready?

MIRROR my HAPPY FACE ... my SAD FACE ... my WORRIED FACE ... my INTELLIGENT FACE ...
What kind of face do you like to wear?
(Adult mirrors each face back.)

MIRROR my ANGRY EYES ... MY LOVING EYES ... my FOCUSED EYES ... my DREAMY EYES ...
How do different eyes make you feel?
(Allow and encourage responses.)

MIRROR my GRACEFUL BODY ... my SHY BODY ... my FULL OF ENERGY BODY ... my FLEXIBLE BODY ... my LIGHT BODY ... my STATUE-LIKE BODY.

What kind of body shape do you have?
(Adults mirror each shape back.)

MIRROR my SOFT VOICE ... my S L O W VOICE ... my FIRM VOICE ... my CARING VOICE ...
my SINGING VOICE ... DO, RE, MI, FA, SOL, LA, TI, DO.

How do these voices make us F E E L inside?

Now, let's MIRROR an object in this room!
MIRROR a DOOR ... a TRIANGLE ... a BLOCK ... a BOOK!

What do you learn and FEEL when you MIRROR these objects? (Allow time for thoughtful responses.)

Did you know your own MIND is a MIRROR for your BODY? ... And your BODY is a MIRROR for your MIND.

Be real quiet ... close your eyes ... shhhh ...
Let's look carefully at our INSIDE MIRRORS ...

Picture what your BODY is doing in your HEAD's MIRROR. (Ask what the children see and feel ...).

Picture what your MIND is thinking in your BODY's MIRROR ... (Ask what the children see and feel ...)

What a bunch of bright shining mirrors you were!

Was it fun being someone's reflection? You can always learn what something is like by pretending to be its mirror.

SCRIPTS 7A & B: MATCHING MOVEMENTS POST-WORKOUT OBSERVATIONS

Through repetitive reflections,
we become a blend of our
internal and external images.

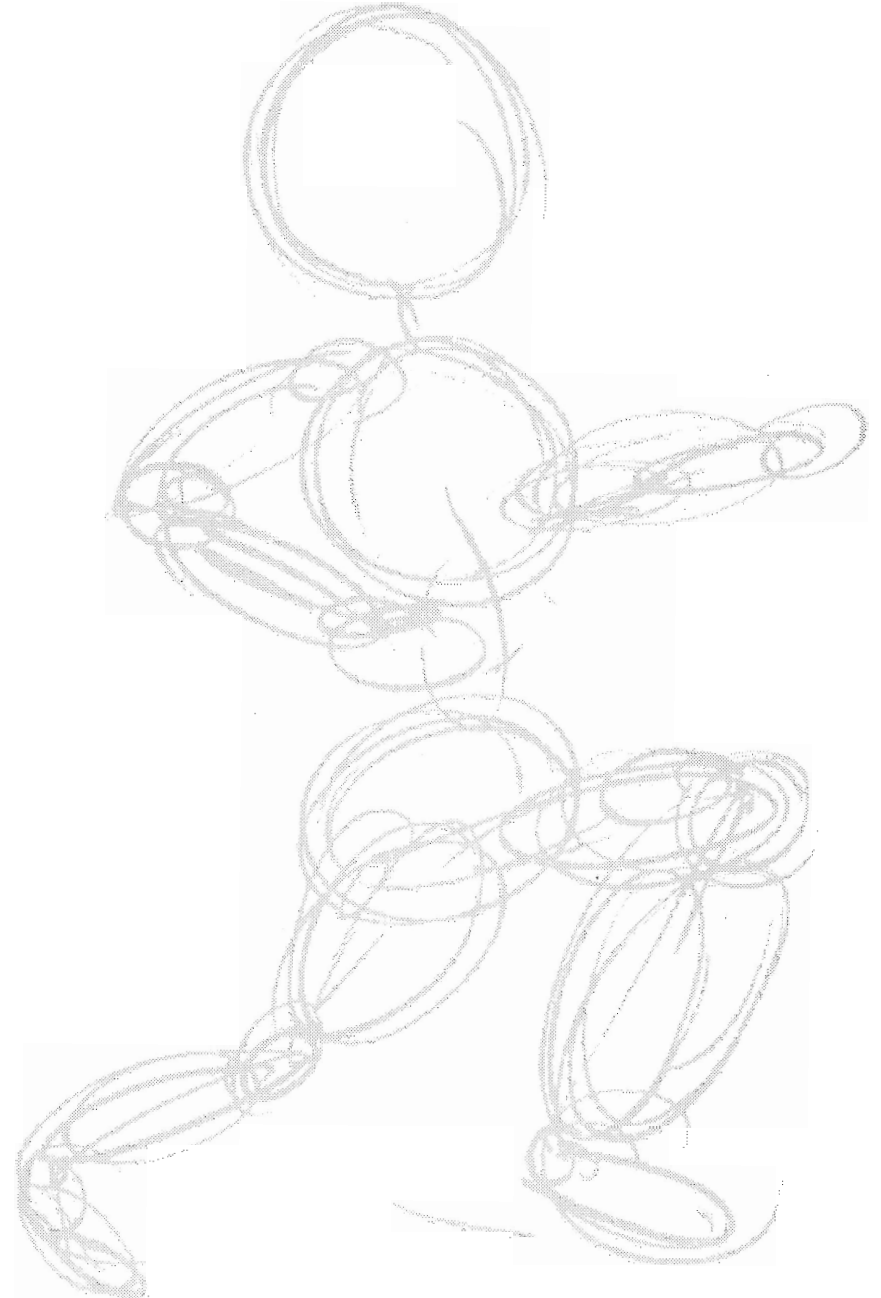
Our bodies and minds are like
mirrors ...

each reflecting the other!

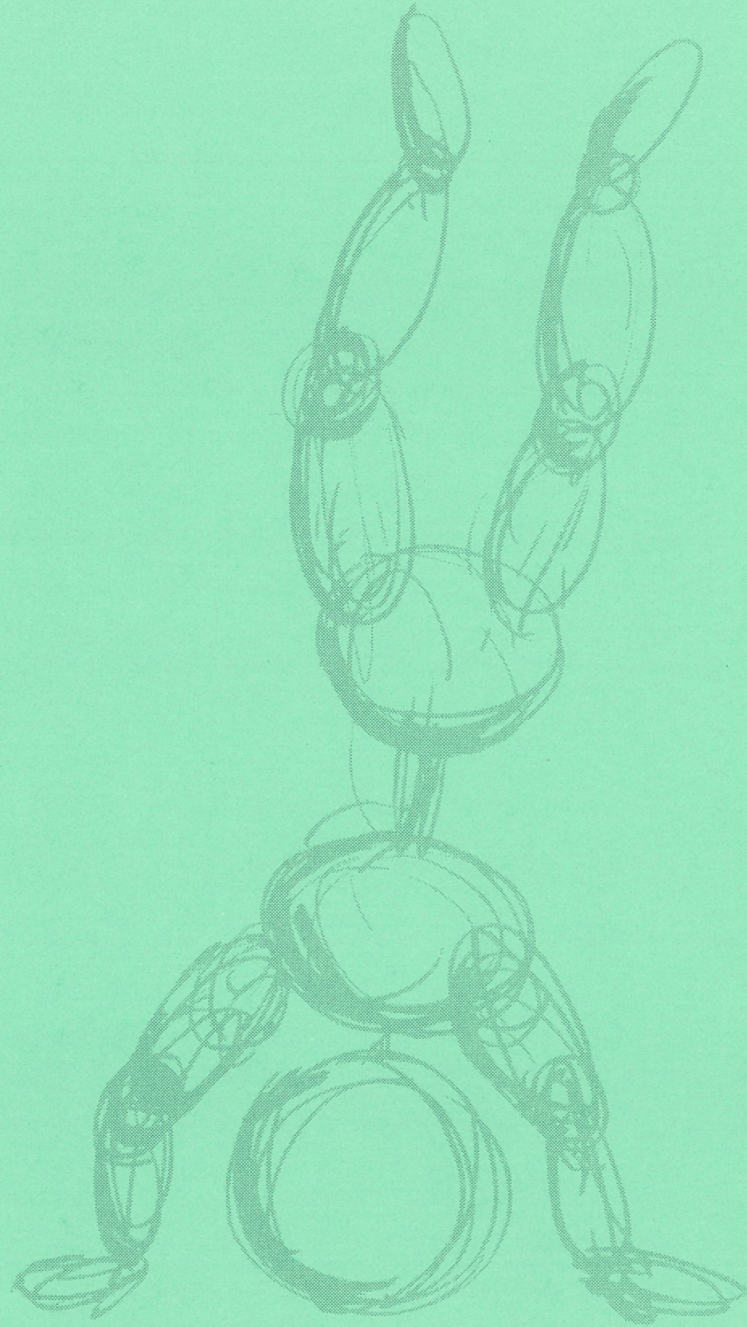
NOTICE:

- Ability to physically imitate with body postures
- Flexibility
- Tension release ability/reaction time
- Mental location of physical body in time and space
- Physical ability to enact their imagination/feelings
- Bi-lateral movements...stimulating whole brain thinking
- Connecting with other's feelings through frequency of similar muscle usage
- Children's awareness of certain body postures connected to moods/feelings/behaviors/memories/self-confidence
- Understanding that if they change their postures they can change their moods/behaviors, etc./Identify other children's moods by their postures.

GENERAL NOTATIONS:



balance



SCRIPT 8: BALANCING PRE-WORKOUT OBSERVATIONS

GENERAL NOTATIONS:

The body alone only does
what is needed to get a job done.

Combined with its mind's imaginative
ability for expansion,
it has infinitely
more creative potential and
flexibility than it could ever use.

For healthy balanced growth...
exercise opposites.

NOTICE:

- Observe full body/full brain cross lateral communications for full perspective
- Energy conservation
- Balanced sensory input of information
- Physical and emotional stability promoted by more complete right left side interactions/integrations
- Use of large and fine motor involvement in learning
- Expanded range of motion and thought



8: ME, THE MASTER BALANCER INSTRUCTIONS

(A more advanced script. For optimal enjoyment/ effectiveness practice a little at a time.)

WELLNESS GOAL:

- Balancing

ADULTS HELP CHILDREN:

Use both sides of their bodies and minds to stay well balanced.

- Build sound bodies and minds by maintaining life-long body mind balancing skills.
- Maintain balance by performing opposites, expanding options and outlooks. The brain's cross lateral style of communicating with the body requires activating both body sides to keep informational input to the brain cohesive and balanced.
- Promote bi-lateral behaviors and body mind flexibility
Literate cultures' verbal emphasis over-exercises and over-develops left brain logical, linear activities, under-exercising right brain, spatial activities (the arts, creativity, and emotions). Exercising more frequent ambidextrous body movements while learning activates both right and left brain functioning together, fostering more integrated thoughts, perceptions and abilities.
- Promote movements enhancing peripheral vision and full body sensing.
Moving, spinning, tumbling, and sensing with their full body allow children to naturally expand and absorb their world, strengthening multiple brain-body connections simultaneously.

Since optic nerves connect to 80% of the body's muscles, restricting children's range of body movements limits their imaging and sensing potentials, creative thoughts and physical expressions.

"The neuromuscular skeletal system is designed to maintain itself in a motion rich environment." -Pete Egoscue, New Age, Spring '98, Vol. 15

The body *alone* only does what is needed to get a job done. Combined with its mind's *imaginative ability for expansion*, it has infinitely more creative potential and flexibility than we could ever use.

REFRESHER WORDS:

- opposite · balance

EVERYDAY APPLICATIONS

IN THE CLASSROOM

USE THE OTHER SIDE DAY: Create a day on which the children use their non-dominant hand, foot, eye and ear in all activities. This will help the children to create a bodymind image that allows them to feel their non-dominant side working. Using the non-dominant side enhances muscle memory, prevents limited use of their bodymind, and brings an awareness that we need both of our sides to become well balanced.

MUSIC/MOVEMENT/SPORTS

OPPOSITE DANCE: Vary movements by acting out the opposite of what you feel. You can walk tall/small, skip loudly/softly, run confidently/shyly, twirl clumsily/gracefully, etc. Vary movements by expressing the opposite of what you smell. You can tip-toe sour/sweet, crawl spicy/cool, jump creamy/crunchy, etc.

Also have the children imagine themselves moving in the opposite direction than they are actually moving, like a movie running backwards.

AT HOME

GENDER ROLE SWAPS: Encourage children to imagine themselves in mother role/father role/caretaker role. Gender roles influence their neuromuscular development and reflex conditioning of the different body muscles to role images. Diminish the gap in gender communications and develop understanding and compassion by exposing both boys and girls to all forms of physical activity and imaging. Our focus, as well as our physical movements pattern our brains.

CONFLICT RESOLUTION

CHANGING ATTITUDES: Negative attitudes are easily changed by imagining the opposite, creating a balance of healthy attitudes. A child can always accomplish something in his imagination.

Help a "child who feels she won't amount to anything visualize achievement in her imagination"; a "child who receives not enough love to find something loving in his imagination."

SCRIPT 8 "ME, THE MASTER BALANCER"

As we imaginatively workout today, we'll become masters of BALANCE. We're going to balance all sides of our bodies by doing OPPOSITE movements, switching how we see and feel just by changing our bodies' sides.

OK... Watch, and then mirror me...

I look up with my eyes ... now down with my eyes.

I look inside myself ... now, outside myself.

I roll my eyes around in a big circle. Then I roll them around again ... going the OPPOSITE way.

I look over one shoulder ... now over the OPPOSITE shoulder.

I can even move my head to one side, while I keep my eyes looking the OPPOSITE way! And that's not easy, BUT, I'm the MASTER BALANCER!

I can walk backward and forward ... and from side to side.

I can crawl backward and forward ... and from side to side.

Why? Because I'm the MASTER BALANCER ... ALWAYS BALANCING myself by practicing OPPOSITES.

Let's play "Touch and Say" for more practice:

If I rub one side of my head I See ?
Smell ? Feel ? Taste ? Hear ? (Encourage responses.)
NOW, if I rub the OPPOSITE side of my head, I See ?
Smell ? Feel ? Taste? Hear? (Encourage responses.)

If I listen with one ear I Smell ?
See ? Feel ? Taste ? Hear ? (Encourage responses.)
If I listen with the OPPOSITE ear, I Smell ?
See ? Feel ? Taste ? Hear ? (Encourage responses.)

If I smell with one side of my nose I Feel ?
See ? Smell ? Taste ? Hear ? (Encourage responses.)
If I smell with the OPPOSITE side of my nose, I Feel ? ?
See ? Smell ? Taste ? Hear ? (Encourage responses.)

If I tap one foot I Taste ?
See ? Smell ? Feel? Hear? (Encourage responses.)
If I tap the OPPOSITE foot, I Taste ...
See ? Smell ? Feel ? Hear ? (Encourage responses.)

If I hold one elbow I Hear ?
See ? Smell ? Feel ? Taste ? (Encourage responses.)
If I hold the OPPOSITE elbow, I Hear ?
See ? Smell ? Feel ? Taste? (Encourage responses.)

Remember, when you play OPPOSITES, you create lots of pictures, movements and feelings. You become the master of your body, your mind and all your senses!
You become the MASTER BALANCER!

SCRIPT EXTENSION

Play 'Touch and Say', asking the children what they see, smell, feel, taste or hear when they do both of their body sides simultaneously.

SCRIPT 8: BALANCING POST-WORKOUT OBSERVATIONS

GENERAL NOTATIONS:

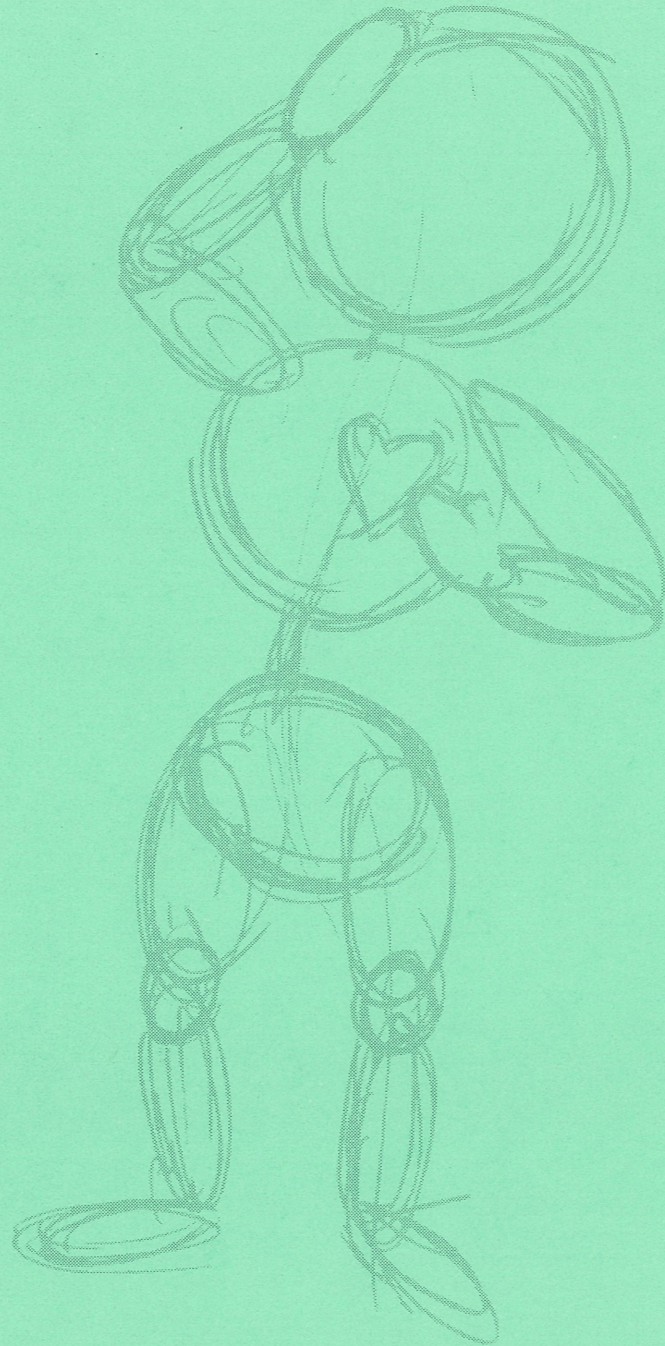
... use *both* the left and right sides
of the body to stay well-balanced!

NOTICE:

- Observe full body/full brain cross lateral communications for full perspective
- Energy conservation
- Balanced sensory input of information
- Physical and emotional stability promoted by right/left brain/body interactions/intergrations
- Use of large and fine motor involvement in learning
- Expand range of motion and thought



connect



SCRIPT 9: CONNECTING BODY MIND PRE-WORKOUT OBSERVATIONS

All words ...
 internal and
 external ...
represent images
 that trigger
 our feelings
 and our behaviors.

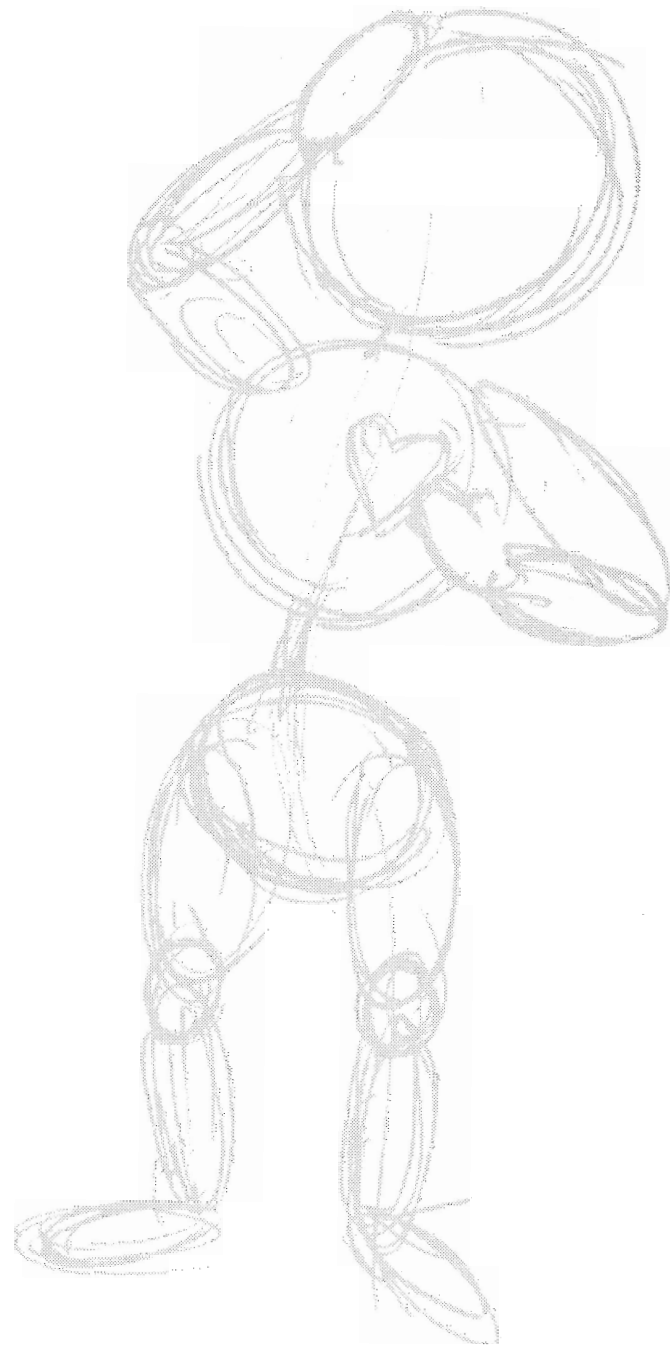
Repetitive words
 connect body responses

 and feelings!

NOTICE

- Ability to know what goes on in their mind is felt by their bodies... words as well as pictures, thoughts, sounds, etc.
- Ability to expand their words back into their original detailed pictures.
- Observe if they listen to their own self-direction
- Feelings of self-confidence from this ability to self-control mind and body
- Ability to connect their external world with their internal feelings, images, etc.

GENERAL NOTATIONS:



9: BODY MIND CHITCHAT

INSTRUCTIONS

WELLNESS GOAL:

- Connecting body and mind through words

ADULTS HELP CHILDREN:

- **Make *words their friends*.**
- **Exercise their words.** Words are actually 'condensed picture codes' created for external communications. Physically enacting their words playfully reconnects children to their original sensory pictures, stimulating corresponding body muscle responses, feelings, behaviors, while promoting 'whole' brain, linear and spatial comprehension.
- **Understand how their repeated words *condition* their body's muscle reflexes/behaviors. Repetitively exercising word-body responses builds muscle reflex memory.**
"This development of muscle attachments to sounds (words, voices, music, etc.) begins in the womb and continues through life."- Dr. A. Tomatis, Smart Moves.

Awareness of the original images and feelings of one's words is often lost through their daily, repetitive, *automatic* usage. As children learn vocabulary, *retaining the origin of their word's image/feel* is important in understanding *how* 'their bodies' will *hear* and *respond* to those words in the future. Children become aware of the influence of their words on themselves and others.

- **Build healthy physical and mental growth by using constructive words.**

REFRESHER WORDS:

- body mind talk · names of individual body parts

PRE-SCRIPT HINTS:

- Pre-schoolers need to hear their thoughts spoken/acted out loud. Watch their body talk as they sing, act out, dance or draw their mental pictures. These activities allow children to express inner thoughts, and overtones associated with them, in a healthy, creative manner.
- Always talk with and listen to children. Ignorance and 'emotional poverty' are created when a child is not paid enough attention to. Listen to their images to learn what 'presses their buttons', what sparks them. Being able to share their mental images releases their words. Sharing their words releases their mental images.

EVERYDAY APPLICATIONS

IN THE CLASSROOM

FOLLOWING DIRECTIONS: Have each child dial up their body, asking it to unwind and take a deep breath and alert their eyes and ears to focus on the directions the teacher is giving. Then have their imagination pretend hearing their teacher's voice on the other end of the phone line directing their hands, bodies and minds how to follow her directions. Any time a teacher is having difficulty having a child focus, she can just call the child on his "pretend phone" for greater focus.

MUSIC/MOVEMENT/SPORTS

ACTION: Play a game challenging your body to try new and different ways to move. Before the children begin, have them develop the movement they will create as an image in their heads. Then have them act it out with their bodymind. Have them make a telephone call to the parts of the body that they will use, and tell it that it can do the movement desired.

AT HOME

BED WETTING: Practice self-talk with your child, suggesting that before the child goes to bed he/she could make a telephone call to his bladder—asking it to ring the child back, sending a signal if it needs to be emptied during the night.

PAIN CONTROL: When in pain the body seeks relief. Have the painful body part dial up the mind for a healthy, comfortable, pain-free image such as a bowl of nice cool sherbet for a burn.

CONFLICT RESOLUTION

THE "NO" ALTERNATIVE: As saying "no" reinforces a negative feeling/behavior, suggest instead that a child who feels a need to hit, make a telephone call to his hand to stop the action. With the use of an imaginary telephone you provide a utility to help your child express and restrain himself/herself.

Make a game of using different tones and inflections with different words. This breaks habituated responses to words and makes children think --- and laugh.

SCRIPT 9

“BODY MIND CHITCHAT”

OK kids, for our final imagination workout, we're going to see how WORDS become important friends by playing a game called 'Body Mind Chitchat'. Our minds and bodies are going to talk to each other on our pretend portable cellular phones.

(Use pretend phones.)

(Teacher/parent reads while children enact.)

Who should we call first? Well, I wonder how my waist has been. I haven't felt it turn in a while. Why don't we call its number and talk to it! (Children pretend dial...Ring...)

MIND: *“Hello, waist! So nice to speak with you! Could you please twist for me today?”*

WAIST: *“Gladly, here I go!” (Children twist side to side.)*
..... *“How did I do?”*

MIND: *“Great! It felt good. Thank you, waist.”*

Now, let's call up and talk to our toes. Ask them to help us stand up taller! (Ring...)

MIND: *“Hello, toes! Are you feeling strong today?”*
“Can you lift my body taller?”

TOES: *“Hey, that's no problem at all!”*
(Children stand tall on their tip-toes, then back down.)

Now, let's have our tummies call up our minds! (Ring...)

MIND: *“Hello . . . this is your mind speaking.”*

TUMMY: *“Hi, Mind . . . I'm pretty hungry, but I'm not allowed to snack and ruin my appetite before dinner.”*

MIND: *“That's OK . . . that's what I'm here for . . . you can just ask me to picture any food you want and you can pretend sharing the food with a friend. That way you can still have fun and delay your hunger until dinner time.”*

Now let's have our heart call our minds! (Ring...)

MIND: *“Hello . . . who's calling me?”*

HEART: *“Hi, Mind. This is your heart . . . I lost my Teddy bear today . . . and my heart feels broken.”*

MIND: *“No worry. Take a deep breath and I'll be able to picture where I last saw it.”*

HEART: *“This is great. I remember the swings. We were at the park. Thanks, Mind, for reconnecting me to those happy feelings. I'm feeling much better now!”*

Script Variation

Remember, our bodies and our minds are best friends! They call and talk back and forth all the time on their imaginary phone lines to see what each needs to express, staying connected, and taking care of each other. They can always make your heart giggle! Ask children to have their hearts dialogue with their minds about their feelings, about their dreams and wishes, likes and dislikes. Notice how changing feelings creates solutions.

SCRIPT 9: CONNECTING POST-WORKOUT OBSERVATIONS

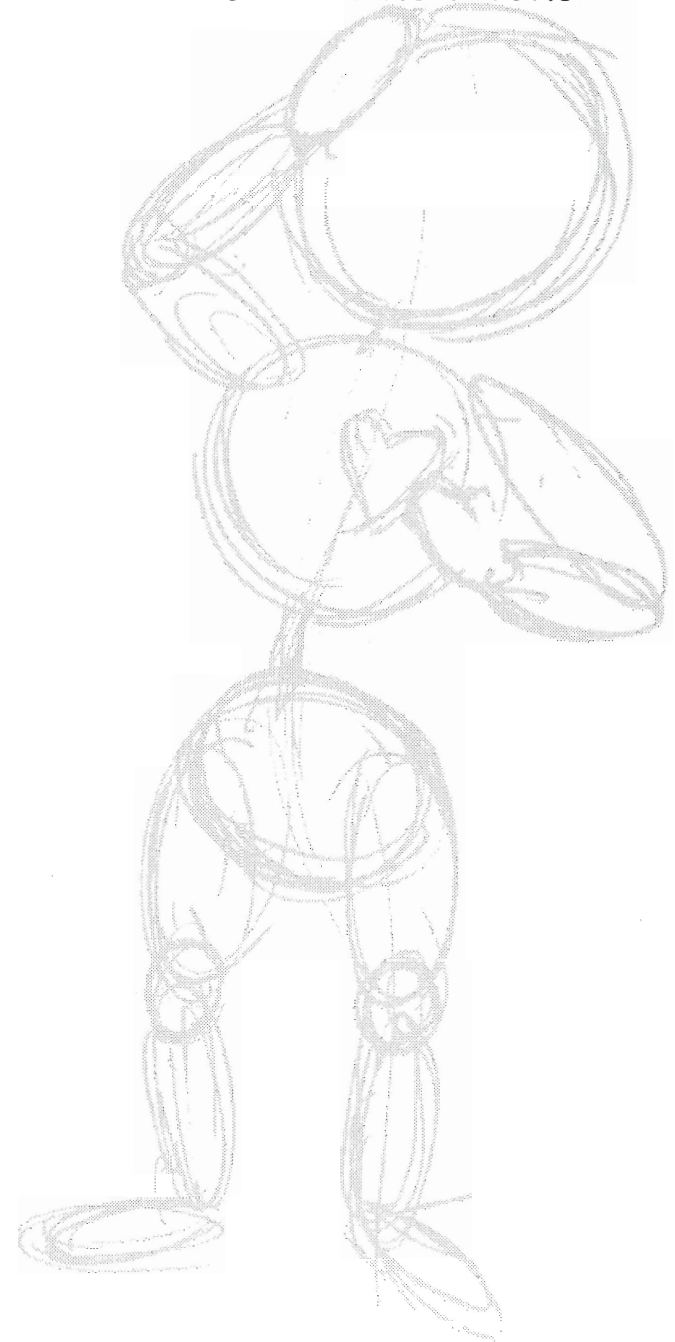
... know that a word well chosen
becomes a powerful friend!

... All learning is a conversation
between the body
and the mind.

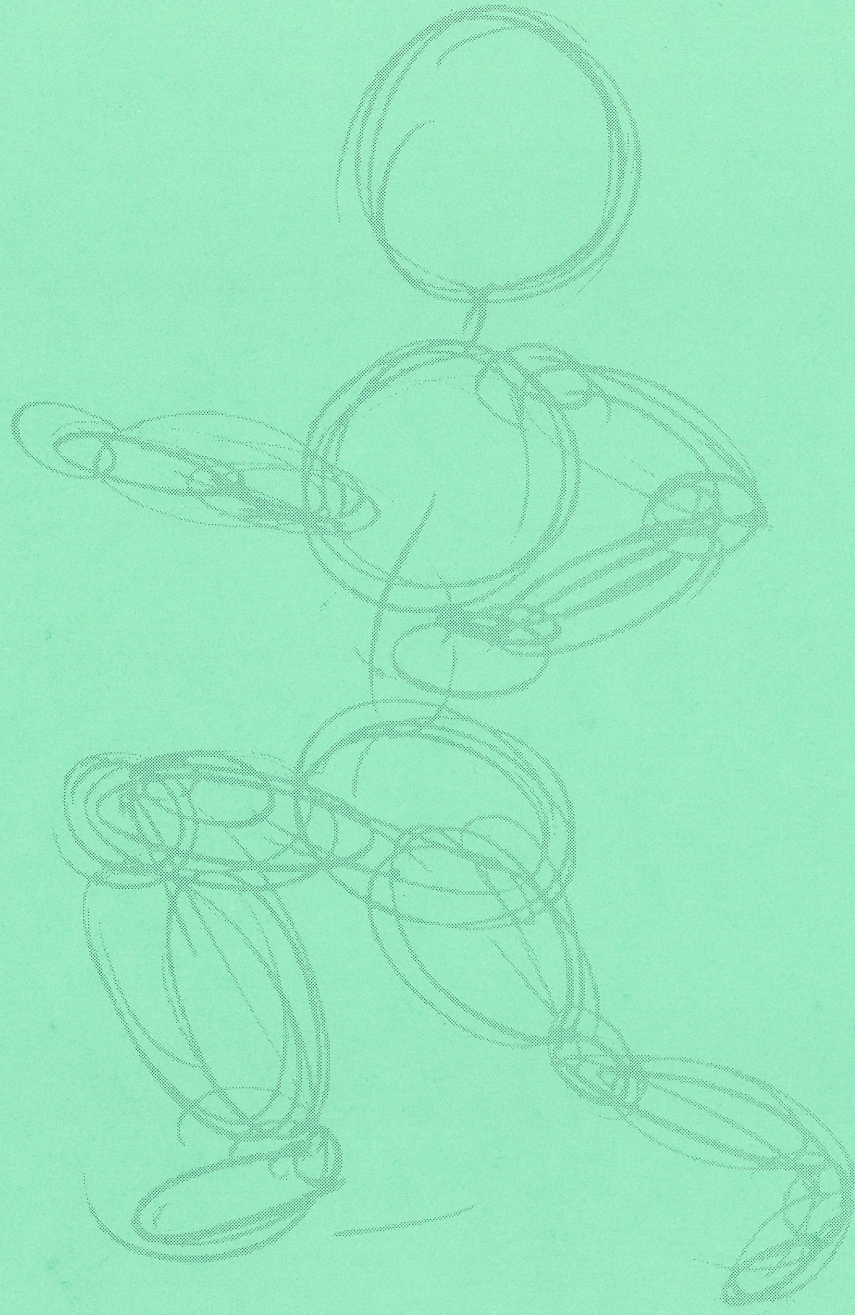
NOTICE:

- Ability to know what goes on in their mind is felt by their bodies... words as well as pictures, thoughts, sounds, etc.
- Ability to expand their words back into their original detailed pictures.
- Observe if they listen to their own self-direction
- Feelings of self-confidence from this ability to self-control mind and body
- Ability to connect their external world with their internal feelings, images, etc.

GENERAL NOTATIONS:



re-play

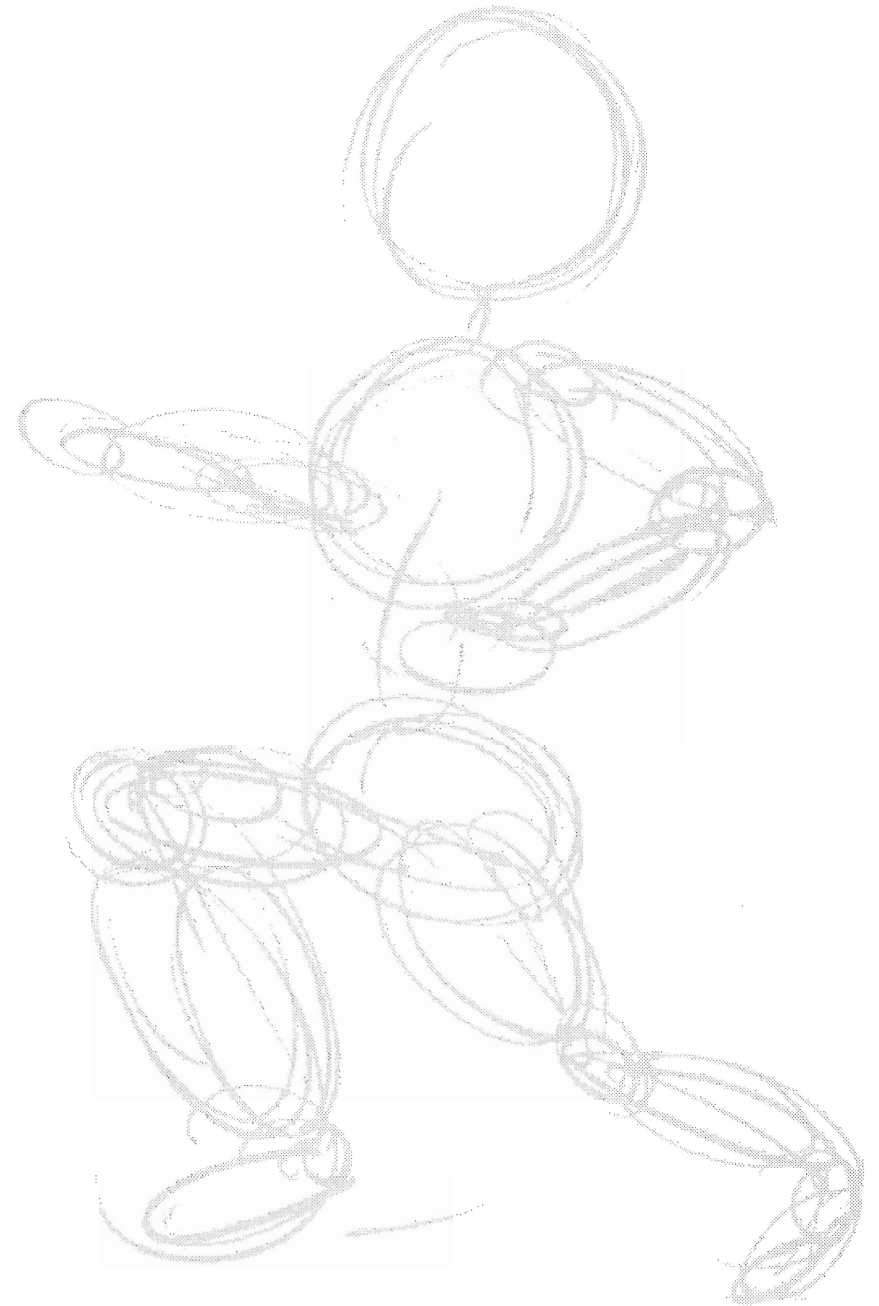


SCRIPT 10 THE NEW 3R'S INSTRUCTIONS

SIMPLY. . .

**RELAX
REFOCUS
AND REPLAY**

**REPEATING IMAGINATION
WORKOUTS REFRESHES MEMORY
AND EXPANDS OUTLOOK.**



RESEARCH AND DEVELOPMENT

The 'Information Age' has long focused on intellectual achievement and 'left brain power' at the expense of understanding the role the body and the 'right brain' play in optimizing intelligence and well-being. Science is now realizing that the brain is an evolutionary 'tool' that helps the body it is born to, adapt to its environments (T. Deacon, 1997). How we educate young children to best manage the entirety of this powerful 'tool' of theirs must include an understanding of the critical role the whole body plays in the brain's optimal functioning, especially in its interplay with the imagination.

Kids' Wellness educates children to use their own mental wellness toolbar for directing their life ...for regulating their oxygen/blood flow, muscle tension and emotional chemistry; for ease of flexible movement, ability to focus, positively imagine, balance and expand sensory input; and for communicating between body and mind for the maximum interplay of their physical and mental potentials.

While the imagination, like the dream, is not a reality, only a series of mental pictures, the physiological response is real and measurable.

(adapted, *Wellness Book*, Benson and Stuart, p. 58). **Kids' Wellness** has been designed to use imagery as a tool to promote creativity and well being. It adds an awareness of the need for increased cross lateral brain/body communication to strengthen optimal mind-muscle links ...an ongoing bio-feedback system of the body and the brain throughout life.

Strengthening the quality and associated feelings of our children's imaginations will lead to healthier, emotionally happier, more creative, satisfying lives.

Rather than continuing to close in the peripheral perspectives of our young children, educating through linear, 2 dimensional and time

restricted processes, **Kids' Wellness** uses 3 dimensional, spatial, timeless mental imagery, reinforced by physical exercise to educate physiological and behavioral responses. It cultivates a positive, calm, insightful and curiosity filled approach to life in young children of every race and culture. Learning to focus on and strengthen the *quality* of our young children's mental thoughts and images automatically diminishes negative physiological and behavioral expressions.

Using the models of natural childhood pretend play and sport visualization which builds the athlete's muscle memory, **Kids' Wellness** educates young children in the techniques of the physical and mental reinforcement cycle...the bio-feedback cycle of their bodies and their minds. Daytime and nighttime, thoughts and images created in the mind send out pictures affecting the body. The brain monitors the physiological responses to those pictures 24 hours a day. Supportive research abounds (Appendix B), from the fields of behavioral medicine to sport psychology, and even the placebo effect.

We do not need to repeat the wealth of information from the multitude of studies (see References, Appendix B) indicating the harm of excessive tension on healthy physiology and optimal mental functioning. It is well known that excess physical and mental tension restricts learning and well-being. Rather, this body mind exercise guide has chosen to synthesize today's latest brain research and important behavioral theories into a series of playful exercises to best assist adults and young children to uniquely explore together how the brain helps the body communicate with the mind for lifelong creativity and well-being. Learning how the body *experiences* one's imaginative pictures and words helps each child make 'sense' of his/her world.

Since the brain's operating system allows the body's chemistry and muscles to respond to both real and strongly imagined input/stimuli as though they were one and the same (Benson & Stuart, 1992), it is essential for this imaginative dynamic to be educated and well understood by all. Nature has her own way of rewarding/strengthening positive behaviors by releasing the natural good feelings that accompany positive chemical/muscular responses vs. negative chemistries and bodily feelings evoked by negative behaviors.

Science tells us that the majority of neuro-muscular connections are made before age five, and that these become the early template upon which the child's development is structured. **Kids' Wellness** believes that, with a well educated imagination to help physically regulate the body, new neuromuscular connections can continually be healthily accrued and acquired throughout each child's entire life span, not just prior to age five.

So please join us in building kids' wellness, and delight in the exploration of each child's physically active imagination...how it uniquely cultivates physically and mentally fit children.

Brief Author/Consultant Backgrounds:

Karen Voght: As founder of Wellness, Inc., Boston, MA, Karen is a body literacy and wellness educator who for many years has researched the effects of body mind integration on human creativity, learning and well being. She was the co-author of the original Child Care Regulations for the State of Connecticut; is degreed in psychology, and trained in psychoneuroimmunology, alternative approaches to mind-body medicine, violence and brain injury prevention, and emotional intelligence. In response to requests from YMCA child care and kindergartens, she has developed curricula for early life skills education, literacy preparation, creative thinking, well being and violence prevention for ages 3 1/2 on up.

In addition to her Alphabet Fitness™ and Number Fitness™ programs, Karen's **imagination workouts™** have been implemented in daycare, kindergarten-1, and camp settings in New England, introduced into Russia, Czech Republic, and Lithuania, as well as the high tech community through the Future of Health Technology Summits. The programs have received high praise and growing interest from educators, child development specialists, and wellness professionals for their novel foresight in pro-actively applying many of today's important body mind research findings to young children.

Dr. Elena Holden: As consultant to Kids' Wellness, Dr. Holden brings a broad perspective to the blend of heart, imagination and muscle movement. As a Russian trained medical doctor, Dr. Holden focused on clinical chemistry research, protein research, patient therapy and philosophy. Her career has bought her extensive experience in the area of clinical laboratory diagnostics, interpretation and evaluations; cardiac and tumor markers; instrumentation certification, and training programs.

Imagine it... Einstein

Be it... Shakespeare

Feel it... Know it... The Wellness Kids

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SUGGESTED BACKGROUND MUSIC

APPENDIX C

Algonquin Suite

Dan Gibson, Solitudes

The Classical Loon authentic nature sounds with music; North Sounds NSAC 02884

Music for Glass Harmonica Bruno Hoffmann; Vox Allegretto CD#8174

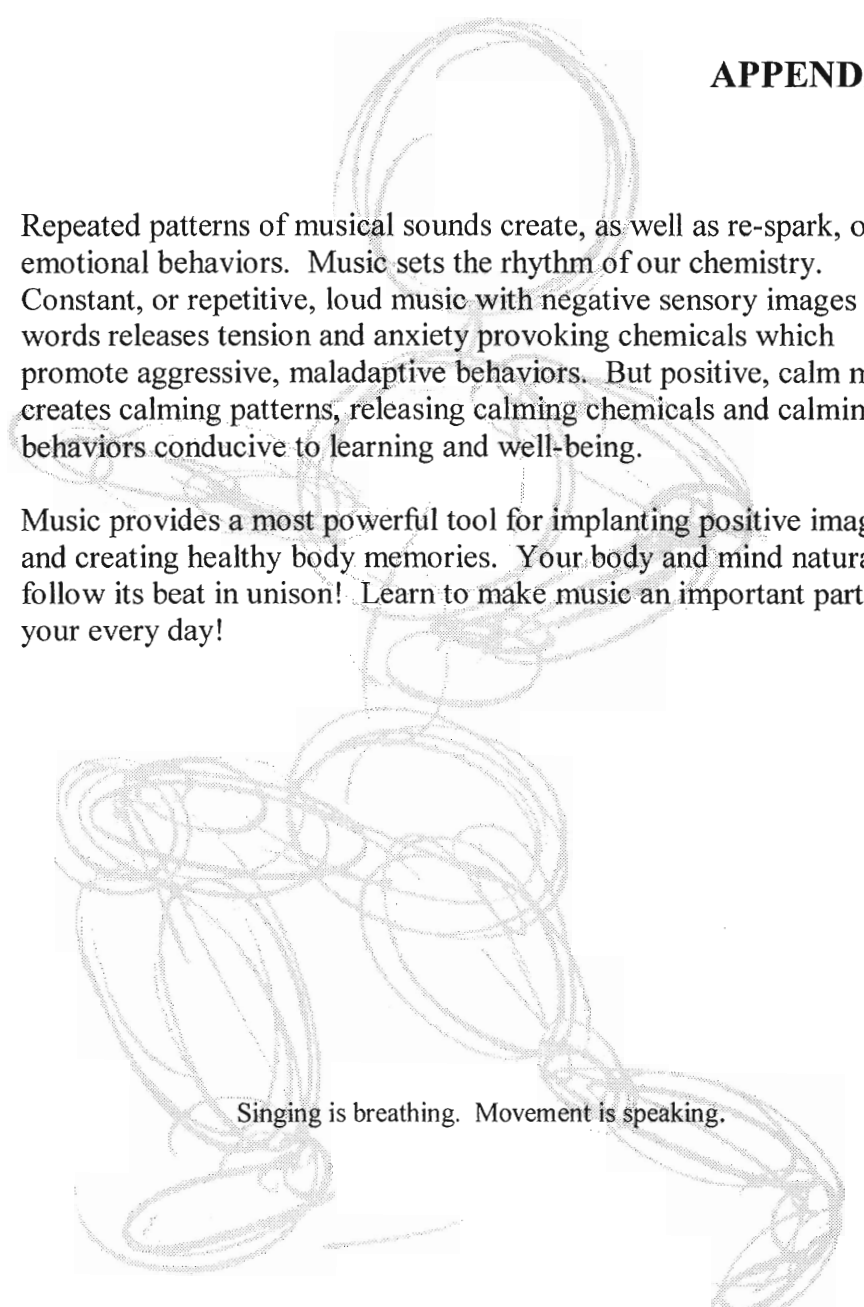
The Pachelbel Canon with Ocean Sounds Anastosi, Real Music #5554

Piano Romance Naturally authentic nature sounds with music; North Sounds NSAC 23774

Songbird Symphony authentic nature sounds with music; North Sounds NSAC 22924

Summer George Winston; Windham Mill #11107

Vanishing Voices Donnellan, Bocci & Robe; Blue Planet Records BPR



Repeated patterns of musical sounds create, as well as re-spark, our emotional behaviors. Music sets the rhythm of our chemistry. Constant, or repetitive, loud music with negative sensory images and words releases tension and anxiety provoking chemicals which promote aggressive, maladaptive behaviors. But positive, calm music creates calming patterns, releasing calming chemicals and calming behaviors conducive to learning and well-being.

Music provides a most powerful tool for implanting positive images and creating healthy body memories. Your body and mind naturally follow its beat in unison! Learn to make music an important part of your every day!

Singing is breathing. Movement is speaking.

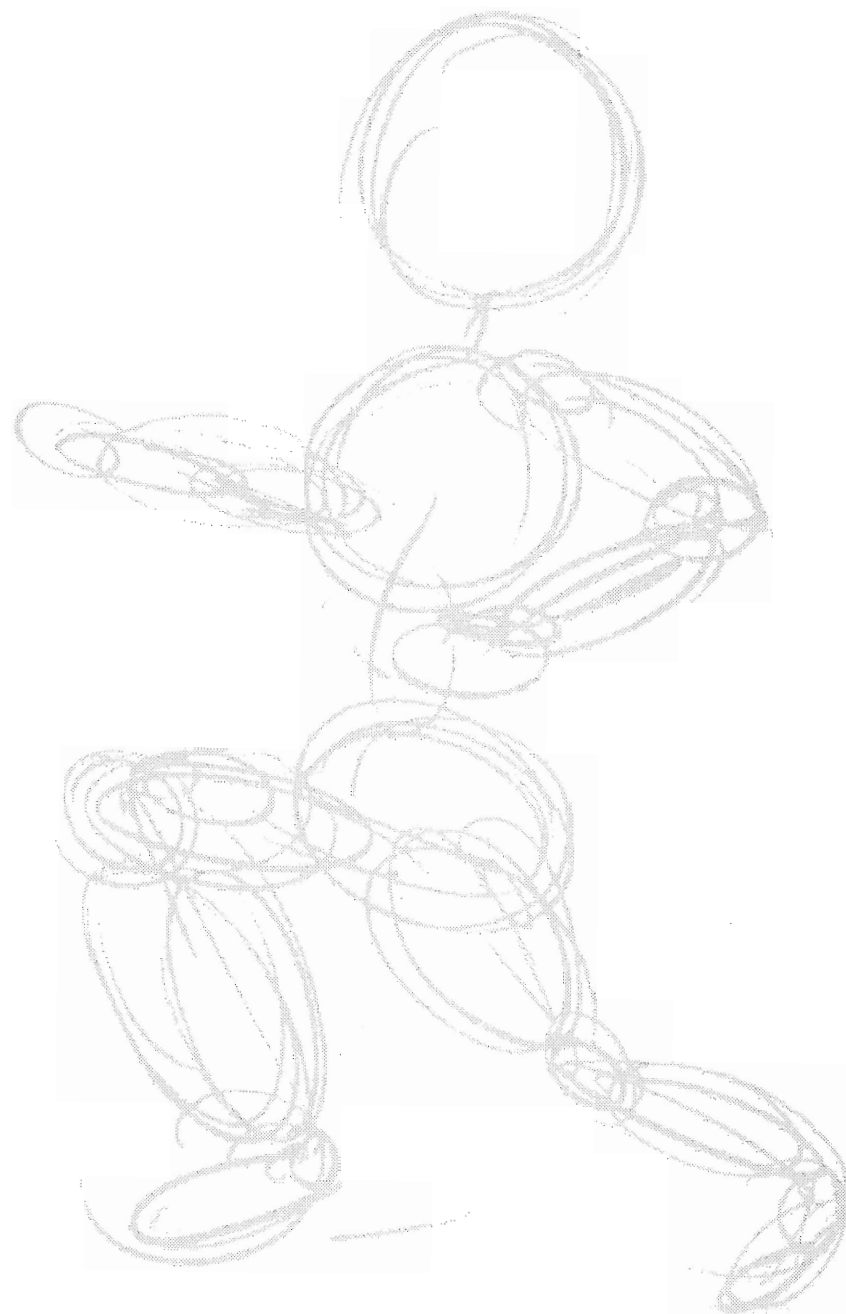
APPENDIX D

EVERYDAY APPLICATIONS OF WORKOUT SCRIPTS

NAME OF ACTIVITY	EXERCISE #
FOR CLASSROOM/PLAY	
Clay Center/Nutrition	1A
Block Area/Story time	1B
Puppet Theater/Sequencing	2A
House Corner/Class Mural	2B
Random Acts of Kindness	3A
Field Trip to Zoo	3B
Cutting and Pasting	4A
Drawing Shapes	4B
Fall Season	5A
Communications	5B
Sharing	6A
Quiet Time	6B
Refocusing	7A
Circle Time	7B
Is "The Other Side" Day	8
Following Directions	9
For Music/Movement/Sport	
	Zoo Circle Warm-up
	1A
Marching Noodle Band	1B
Rhythmic Bubbles	2A
Fish-Kid Dance	2B
Freeze "Frame & Name"	3A
Sing A Picture Song	3B

All Star Athlete Dance	4A
Musical Instrument "I Spy"	4B
Acting Out Foods	5A
Musical Hugs	5B
Singing	6A
A Dream is a Wish Your Heart Makes	6B
Warm up stretches	7A
Boom Chicka Boom	7A
"Opposite" Dance	8
Imagine	9
FOR HOME	
Night Time Fears	1A
Injuries/Pain Control	1B
I'm Special	2A
Bath Time	2B
Temperament	3A
Cutting Down TV	4A
Helping Around the House	4B
Traditions	5A
Hugs	5B
Self Expression	6A
Sharing Positives	6A
Bedtime	6B
Stretching Time	7A
Temper Tantrums	7B
Gender "Role" Swap	8
Bed Wetting/Pain Control	9
FOR CONFLICT RESOLUTION	
Transitional Times	1A
Anxiety & New Experiences	1B
Bathroom Times	2A/7B
Group Travel	2B/3B

Arrival at School	3A
For Conflict Resolution (CONTINUED)	
Discipline	3B
The Self Doubter Syndrome	4A
Controlling Noise level	4B
Understanding/Empathy	5A
Communication	5B
Clean up Time	6A
Arguments	6A
Listening Skills	6B
Reducing Hyperactivity after Recess	7A
Synchronizing Postures	7A
Changing Attitudes	8
The "NO" Alternative	9
Word Power/Tones	9



ESSENTIAL LIFE ABILITIES CHART

APPENDIX E

Steps Facilitating	Stretch		Breathe		Focus		Imagine		Sense	
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B
Artistic Expression		•		•	•	•	•	•	•	•
Body Ambidexterity	•									
Habit Change	•		•		•		•	•		
Character Development		•		•	•	•	•	•		•
Cooperation	•			•			•			•
Communication	•		•		•					•
Empathetic Feelings	•			•	•				•	
Fitness/Posture/Position	•		•							•
Attention to Directions	•		•		•			•		
Healthy Stimulation	•		•				•	•	•	•
Hope/Love/Compassion			•	•	•	•	•			•
Innovation	•		•		•			•	•	
Laughter/Having Fun	•		•					•		•
Learning Readiness	•	•	•	•		•		•	•	
Mental Retention	•	•	•	•	•			•	•	
Fear Management	•		•		•		•		•	•
Pain Management		•	•	•	•		•		•	
Previewing Consequence		•	•		•	•	•			
Reframing Attitudes						•				
Resiliency/Adaptability	•	•	•	•			•	•		•
Self-Accomplishment		•					•	•		
Self Regulation/Choices	•	•	•	•	•		•	•		
Self Response-Ability		•	•	•		•	•		•	•
Synchronicity/Harmony	•		•							
Transitions	•			•	•				•	
Violence Prevention	•		•		•	•	•	•		
Word Management	•			•				•		

Steps Facilitating	Positive		Move		Balance	Connect	Replay
	6A	6B	7A	7B	8	9	10
Artistic Expression			•	•		•	•
Body Ambidexterity			•	•	•	•	•
Habit Change	•	•		•	•	•	•
Character Development	•	•		•	•		
Cooperation							•
Communication	•	•		•	•	•	•
Empathetic Feelings	•	•	•	•	•	•	•
Fitness/Posture/Position			•	•	•	•	•
Attention to Directions				•	•	•	•
Healthy Stimulation	•				•		•
Hope/Love/Compassion	•	•	•			•	•
Innovation		•			•	•	•
Laughter/Having Fun	•			•	•		•
Learning Readiness	•	•	•		•	•	•
Mental Retention		•	•		•	•	•
Fear Management	•	•	•			•	•
Pain Management	•		•		•	•	•
Previewing Consequence				•		•	•
Reframing Attitudes	•				•		•
Resiliency/Adaptability	•		•	•	•	•	•
Self-Accomplishment	•	•				•	•
Self Regulation/Choices			•	•	•	•	•
Self Response-Ability	•			•	•	•	•
Synchronicity/Harmony	•		•	•	•	•	•
Transitions				•	•	•	•
Violence Prevention	•	•	•	•	•	•	•
Word Management	•			•		•	•

The New Report Card

The new 3RS

To Parents: A Kids' fun Report
Wellness prerequisites for 21st Century digital children.

_____ has completed iMAGINATION WORKOUTS™, successfully
balancing the intelligences of body, heart, and brain.

Keep up the good work

Continued success

1. Magic Muscles
2. Bubble Breathing
3. Heart Focusing
4. Imagination Building
5. Smart Sensing
6. Acting Positive
7. Mirroring Movements
8. Balancing Body sides
9. Body/brain Chitchat
10. The new 3RS: Relax,
Refocus, Replay

Parent Homework: Play, move, and laugh with your child.

INSTRUCTOR: _____

TESTIMONIALS

“ . . . *Kids' Wellness'* ideas/activities are most timely in meeting the needs of young children for both stimulation to imaging, and more focused, kinesthetically oriented activities . . . integrates introspective intelligence with kinesthetic intelligence, which is very empowering to the developing person. Great job!”

Karen Vander Ven, Ph.D.
Professor Child Development
University of Pittsburgh

“ . . . in line with brain building as a violence and brain injury prevention technique.”

Mary Garrett-Bodel, M.Ed., MSW
Director, Violence and Brain Injury Institute

“Scripts are infinitely useful and expandable. They don't wear out!” especially with inner city population where repetition, consistency, reliability are key.

“Three weeks into the curriculum, we were astounded to see one of our kids who had A.D.D. and serious behavioral problems intervene in a conflict between two other children by calmly reaching toward both of them and announcing ‘I think we need to blow some bubbles!’ *Kids' Wellness* provided individual children with healthy and expressive ways of identifying and coping with their own feelings, and the feelings of others; and it provided an incredibly efficient and effective in-house training for staff in positive behavior management strategies.”

Elizabeth B. Langan, Ph.D.
Director, School Age Child Care
YMCA of Greater Boston
Dorchester Branch

Kids' Wellness looks to develop mental skills in young children, empowering them to face the 21st Century head-on with the abilities to be positive, to relax and imagine...to be confident.

Sport Psychology is often the answer to help athletes “get” better.

Kids' Wellness helps children to “live” better.

Peak Performances should occur daily...Let's Get Started Early!

Mark D. Hurwitz
Founder of Jump Start, Inc.
Sport Psychology Consulting Se

rvices &
Peak Performance Training

“ . . . Michelle has picked BEE Positive to teach the children that positive communication, through words and actions, gains others respect. This is the best part...the parents' response to the change they have noticed in the children is wonderful. She has received many comments of the kids using their “words” to communicate. The kids are also becoming more helpful at home.”

Annie Guillette
Roxbury YMCA Training

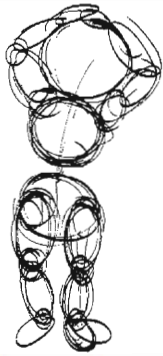
“*The Kids' Wellness* program provides wonderful and imaginative exercises through which children can learn to use the mind-body connection for relaxation and positive self-control. The program would be a great addition to pediatric clinics and hospitals. The exercises give children a sense of mastery over their minds and bodies, which in turn can help diminish their fear in medical environments.”

Kristine Torjesen, M.D., MPH
Pediatrician, Harvard Medical School
Boston, MA

www.kidswellness.net®



stretch



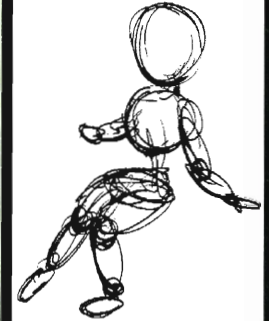
breathe



focus



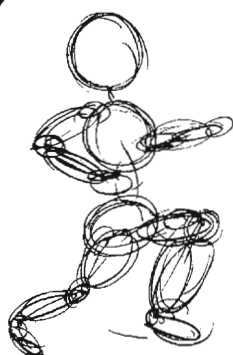
imagine



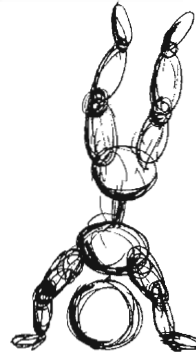
sense



positivity



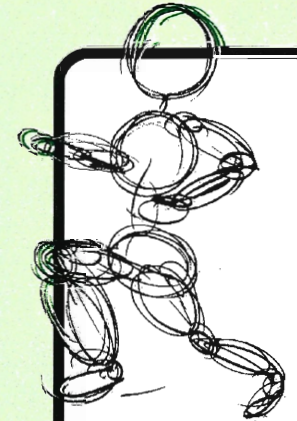
move



balance



connect



re-play



log onto the wellness kids®

bodies

minds

imagination workouts™

