

**SETTING STUDENTS UP  
FOR SUCCESS**

# **Active Learning**

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# GAMES

*Teach problem solving skills by teaching students to:*

- *Plan moves by examining many possibilities*
- *Think about consequences of actions*
- *Visualize future moves*
- *Pay attention*
- *Plan ahead more than one step at a time*

## ZOOM

Students stand in a circle. One person starts the game by looking to his/her left or right and says, "Zoom." The next person says "Zoom" to the person next to him/her in the same direction. "Zoom" continues until someone puts the brakes on. Any one in the circle can put the "brakes" on at any time by saying, "Eek!" When "Eek" is said, "Zoom" has to go around the other way.

## PEANUT BUTTER POINT

**Cooperation:** Students stand in a circle. One person places his/her hand flat under his/her chin pointing in either direction and says, "Peanut". The person being pointed to, places an arm over his/her head pointing in either direction and says, "Butter". The person being pointed to, points to anyone in the circle and says, "Point". The person being pointed to, places his/her hand flat under his/her chin pointing in either direction and says, "Peanut". The game continues.

**Competition:** The game is played. If someone is out, he/she becomes a heckler for the players still in the circle. The heckler's job is to distract the other players so that they also become hecklers. Continue playing until 1 or 2 players remain in the circle.

## SLAP

### **A Game Requiring Focus, Concentration, and Persistence**

Stand around a table. Each person picks up her/his right hand and puts it flat on the table over the left hand of the person to her/his right. All players will have their right hands over the hands of their neighbors to the right and their left hands under the hands of their neighbor to the left.

One person slaps her/his right hand on the table. The slap continues around the table clockwise, hand-by-hand in order. Note: no one will slap her/his hands consecutively. Someone else's hand is always between one's own hands

Anyone may double slap (tap twice in quick succession.) Whenever this happens, the direction of the slap reverses. If it was moving clockwise around the circle, it would reverse and go counterclockwise and so on.

**I tried to teach my child with books  
He gave me only puzzled looks  
I tried to teach my child with words.  
They passed him by, often unheard.  
Despairingly, I turned aside,  
How shall I teach this child? I cried  
Come, he said, play with me.**

# Human Bingo

Directions: Play **cover all**. Find someone who can do each of the following and write his/her name in the square. You may write one “free” wherever you choose.

Likes to read several books at a time	Sings	Likes to do one thing at a time	Journals
Remembers names	Watches the news Before going to sleep	Watches movies more than once	Likes to read only one book at a time
Remembers faces	Fidgets	Keeps piles on the desk	Likes video games
Does yoga	Gardens	Draws	Exercises regularly

## IDENTIFYING KEY COMPONENTS OF EFFECTIVE INSTRUCTION

1. The brain needs \_\_\_\_\_ and \_\_\_\_\_ to learn effectively.
2. The first principle of instruction is to \_\_\_\_\_ with the \_\_\_\_\_ in mind.
3. The teacher's first task is to develop a \_\_\_\_\_ of \_\_\_\_\_.
4. The three modalities or thinking languages of the brain are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. Effective curriculum development takes into account the students' \_\_\_\_\_.
6. Opportunities for \_\_\_\_\_ are key to transferring information from working to long-term memory.
7. A valuable tool in the learning process is \_\_\_\_\_ time.
8. Three types of memory and their processes are \_\_\_\_\_.
9. \_\_\_\_\_ inhibits learning.
10. \_\_\_\_\_ forms the basis of instruction.

Readability: 5.8

**Readability:** Count ten sentences at the beginning of the text, in the middle of the text and at the end of the text. Circle all words in those sentences with 3 or more syllables. Count the total number. Find the square root of your total. Add 3 to your answer.

**Microsoft Word Method:** Click on Tools. Open Spelling/Grammar. Click on Options Check Show Readability Statistics.

# Three Most Important Exercises

Integrating Both Sides of the Brain

## *The Cross Crawl 2x a day*

Sit down. Do 28 puppet movements. (Puppet movements touch the elbow of the right arm to the right knee and the elbow of the left arm to the left knee.)

Do 28 crossover movements. (Crossover movements touch the elbow of the right arm to the left knee and the elbow of the left arm to the right knee.)

Do 14 puppets

Do 14 crossovers

Do 10 puppets

Do 10 crossovers

## *The Wayne Cook Posture*

Sit down. Fold hands. The thumb of the hand that is on top is the ankle to cross on top. Extend arms and cross the arm of the thumb on top over the other arm. Point thumbs down. Wave at the fingers. Fold hands. Draw hands to chest, like a pretzel. Take ten deep breathes with the tongue on the roof of the mouth to breathe in, down to breathe out. Uncross ankles, put fingertips together. Rest hands with finger tips touching on lap. Take ten more breathes.

Donna Eden, Energy Medicine, New York: Jeremy P. Tarcher/Putnam, 1998.

## *Thymus Thump*

Rapidly, tap chest on both sides of the collar bone at the same time. Resets the body's balance.

## *Water*

**Weight divided by 3 = number of ounces needed daily**

**# of ounces divided by 8 = number of glasses of water needed daily**

- Lack of water is the #1 trigger of daytime fatigue.
- Preliminary research indicated 8-10 glasses of water a day could significantly ease back and joint pain for up to 80% of sufferers; 5 glasses per day decreases risk of colon cancer by 45%, slashes risk of breast cancer by 79% and decrease bladder cancer by 50%
- A mere 2% drop in body water can trigger fuzzy short-term memory, trouble with basic math and difficulty focusing on the computer screen or on a printed page.
- Fruit juice, soft drinks, coffee and tea are all diuretics—they fail to provide neutral pH water because the sugars bind to the water and are treated as food by the brain.

Carla Hannaford, Ph.D. Smart Moves: Why Learning Is Not All In Your Head. Utah: Great River Books. 2005.

# INFINITY WALK

Dr. Deborah Sunbeck

## *A progressive sensorimotor training program*

The Infinity Walk helps people develop and maintain a balance between the 3D world and the 2D world; it triggers the integration of hemispheric functioning so that the sensory and motor systems work together.

## THE INFINITY WALK

Walk the pattern of the number 8, swinging arms across midline. Keep eyes focused on a spot that is at a 90-degree angle to the center of the 8. The pattern needs to be about 10-12 feet long. Walk at least 10 minutes of the pattern without losing the arm swing at any point.

# **LEARNING STYLE PATTERNS**

**WHOLE TO PART**

**PART TO WHOLE**

**PICTURES**

**WORDS**

**FEELINGS**

**SEVERAL THINGS**

**ONE THING**

## ARITHMETIC TIME TEST

Directions: Complete the problems as quickly as you can. In the following problems + means divide, X means subtract, ÷ means add, and – means multiply.

$4 \div 2 = \underline{\hspace{2cm}}$

$7 - 3 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$6 + 3 = \underline{\hspace{2cm}}$

$7 \div 3 = \underline{\hspace{2cm}}$

$8 \div 4 = \underline{\hspace{2cm}}$

$9 \times 2 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$8 - 2 = \underline{\hspace{2cm}}$

$12 + 2 = \underline{\hspace{2cm}}$

$10 \div 2 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$4 + 2 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$7 - 2 = \underline{\hspace{2cm}}$

$7 + 1 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$10 - 5 = \underline{\hspace{2cm}}$

$2 \div 1 = \underline{\hspace{2cm}}$

$8 + 2 = \underline{\hspace{2cm}}$

$5 - 4 = \underline{\hspace{2cm}}$

$4 \div 2 = \underline{\hspace{2cm}}$

$6 - 3 = \underline{\hspace{2cm}}$

$9 + 3 = \underline{\hspace{2cm}}$

$6 \div 2 = \underline{\hspace{2cm}}$

$4 - 2 = \underline{\hspace{2cm}}$

$10 + 5 = \underline{\hspace{2cm}}$

$12 \times 1 = \underline{\hspace{2cm}}$

$6 \div 3 = \underline{\hspace{2cm}}$

$12 \times 2 = \underline{\hspace{2cm}}$

$3 - 2 = \underline{\hspace{2cm}}$

$6 + 3 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$

$8 \div 2 = \underline{\hspace{2cm}}$

$10 + 2 = \underline{\hspace{2cm}}$

$10 - 2 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$6 + 3 = \underline{\hspace{2cm}}$

# Tic-Tac-Toe Menu

<p><b>Collect</b> Facts or ideas Which are Important to you</p>	<p><b>Dramatize</b> What you have learned</p>	<p><b>Compare</b> two things from your study. Identify ways they are alike and different.</p>
<p><b>Photograph</b> Videotape or film Part of your presentation</p>	<p><b>Graph</b> Part of your study to show what you learned</p>	<p><b>Demonstrate</b> What you have learned</p>
<p><b>Survey</b> Others to learn their opinions about some fact Idea or part of your study</p>	<p><b>Teach</b> A lesson about your topic. Use at least one visual aid.</p>	<p><b>Forecast</b> How your topic will change in ten years</p>

## Levels of Thinking

**Tell**  
**Describe**  
**Recall**  
**Name**  
**Locate**  
**List**

**Compare**  
**Contrast**  
**Example**  
**Explain**  
**Define**  
**Write**

**Connect**  
**Make**  
**Design**  
**Produce**  
**Develop**

**Review**  
**Discuss**  
**Prepare**  
**Diagram**  
**Cartoon**

**Propose**  
**Suggest**  
**Finish**  
**Prescribe**  
**Devise**

**Debate**  
**Formulate**  
**Choose**  
**Support**  
**In your opinion**

## MENU


# Brain Speed

## a key to learning success

### Brain speed

- is how fast the brain processes what is going on, around and within you
- determines attention, alertness, learning, memory, decision making, problem solving, mental clarity
- determines how efficiently the mind works.
- reflects how quickly memories can be recalled, questions answered, problems solved and decisions made.
- the faster your brain processing speed, the more focused you are, the more you take in and learn, the more you remember, the quicker you make sound, split-second decisions and react
- the faster you can mentally recite or rehearse long list of items, the better you remember

### **Brain speed exercise is the antidote to brain stress.**

Joshua Reynolds, Robert Heller, M.D, and Christine Macgenn Rodgerson.  
Living Longer Thinking Younger. CA: BriteAge Corp. 2005-2007.

### Nutrition

Play games like Jeopardy, Concentration, Memory, Boggle, Scrabble  
Work puzzles, crossword puzzles, word searches, Sudoku.

[www.freerice.com](http://www.freerice.com)

Do mental math.

Memorize poems.

Make ABC lists.

Read aloud.

Practice Brain Age games.

Speed stack cup stacking eye-hand program [www.speedstacks.com](http://www.speedstacks.com)

Exercise Brain Gym Infinity Walk Bal-A-Vis-X Learning Breakthrough

**Of all the desirable mental skills and capacities – memory, thinking speed, and alertness – nothing is more beneficial than having all of your awareness in the present moment.**

Joshua Reynolds Living Longer Thinking Younger 127

### **Mental processing speed is much quicker when the brain is in an alpha state.**

- Toning
- Relaxation Response
- Alpha brain break
- Music

# COOPERATIVE LEARNING TECHNIQUES

Learning IS experience.  
Everything else is just information.

Albert Einstein

Information does not become a person's own until he/she does something with it.

1-2-4

Three-Before-Me Rule

**One-Legged Interviews:** Form teams of 3. Ask a question related to the topic. Each person must answer the question while standing on one leg.

**Pair Shares:** Tell your partner three things you just learned in the last ten minutes.

**Doodle Drawings:** Draw a doodle, line or shape representing one thing you just learned.

**Metaphors:** Hold up an object and ask the group to come up with five-ten ways the topic is like the object you are holding. Form teams of four. Have each team create a metaphor for the topic, and then explain the metaphor to the class.

**Signals:** Demonstrate the following signals to the group: a clap for "yes", a foot stomps for "no", and arms folded for "not sure". Ask a number of questions related to the information just taught. Use the signals to check for understanding of the information or to understanding of the directions: Will you be working with a partner? Do you have 15 minutes to complete the activity? Can you get help from other groups? Will you be presenting your project to the class?

**Personal Reflections:** Take one minute and write a sentence describing what you just learned. Write three things that you remember. Circle the most important one.

**Roundtable Review:** Form teams of 4. Write your name and a sentence describing what you have learned. Pass your paper to the person next to you. Write your sentence again. Rotate papers. Write again. Rotate one more time. Write again. Pass the paper back to the original owner. Discuss the information shared.

**Victorious Vignettes:** Act out two ideas learned.

Sharon Bowman. How To Give It So They Get It. OK: Ad Graphics. 1998.

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