



Brain Power Rules

1. Do your best!

GIVE 100% • JUST DO IT

When you gently drop a tennis ball to the floor what happens? How about when you throw the ball into the floor? What changes the outcome? The effort we put into something determines the result we will create!

2. Be Confident!

MISTAKES ARE OK! • BELIEVE IN YOURSELF!

Research shows that self-efficacy is a powerful determiner of success.

3. Be Positive!

SMILE & HAVE FUN!

“Successful people maintain a positive focus in life no matter what is going on around them.” Jack Canfield

4. Be Honest & Responsible!

LIVE WITH INTEGRITY

When we take ownership of our learning, of our character, of our outcomes, then we are able to create the results we want.

5. Trust Your Brain!

YOU HAVE ALL THE ANSWERS INSIDE

The Latin root of “educate” means “to draw out.” What are we “drawing out” of our students? Their infinite potential, their creativity, their natural beauty and genius. Therefore, if we drawing these abilities out, it means they are already there. Our job, as educators, is to help our students remove the limiting factors that are concealing this huge potential.

ACTIVITY:

Name Game



WHEN SHOULD I USE IT?

When introducing a new group and creating a safe space.

COMMON CORE:

Statistics & Probability, Vocabulary Acquisition & Use

21ST CENTURY SKILLS:

Critical Thinking and Problem Solving, Information Literacy, Social and Cross-Cultural Skills

MATERIALS: NONE

Description:

1. Have the students make a circle room permitting, if not have them stand up and spread out.
2. Have the 1st student say his or her name and create a movement or gesture to go with the name.
3. Now the rest of the class repeats the name and movement. (Example: "Hi, my name is...Kevin!" ... "Hi...Kevin!")
4. Repeat the pattern for each student in the circle.
5. After each student has had a turn see who remembers 3 names and corresponding movements until each student's name and movement has been recalled.
6. Finally, go around the circle/room again, this time with everyone saying each person's name and doing their movement together with them ("Hi Kevin!" "Hi Sabrina!" "Hi Michelle!" Etc)

EXTENSIONS/VARIATIONS/MODIFICATIONS:

Once the group has mastered the activity above try Level 2 variations. The same activity is going on but students add a positive quality about themselves that begins with the same letter as their first name (Example, Lucky Lou, Thoughtful Tanisha...) You might also encourage the students to create a movement that demonstrates something about their personality, likes or passions. See if one student can remember the entire class's name and movement.

ACTIVITY:

Team Cheer



WHEN SHOULD I USE IT?

When introducing a new group and creating a safe space.

COMMON CORE:

Phonics & Word Recognition,
Comprehension & Collaboration,
Conventions of Standard English

21ST CENTURY SKILLS:

Critical Thinking & Problem
Solving, Information Literacy,
Social & Cross-Cultural Skills

MATERIALS: NONE

Description:

1. Divide the students into small groups or "teams" with somewhere between 4-6 students per group.
2. Next, have each group work together to create a team name. Encourage the group to be creative, have fun and to choose a name that reflects their groups' personality. You might offer some examples like sports teams (Yankees, Cardinals, Cowboys, Panthers, Jets...) or even from literature/comics (The Outsiders, Warriors, Avengers...) Let the groups know their team name must be original and that the examples are just to help them get started.
3. Once each group has a name, instruct the students to work together to create a team cheer to introduce their team name to the group. The cheer should include the entire group and have some movements to go along with the words.
4. After a set amount of time (15 minutes is a good start) have each team perform their cheer to introduce their team name to the group at large.

EXTENSIONS/VARIATIONS/MODIFICATIONS:

This activity is great at creating a positive group dynamic when preparing for group projects. For more advanced students you might have them write a group song or rap.

ACTIVITY:

Power Brain Dance



WHEN SHOULD I USE IT?

Use to foster positive interpersonal skills and clear communication when working in groups.

COMMON CORE:

Counting & Cardinality, Numbers & Operations in Base Ten, Conventions of Standard English, Knowledge of Language

21ST CENTURY SKILLS:

Communication & Collaboration, Information Literacy, Flexibility & Adaptability

MATERIALS: NONE

Description:

1. Have the students pair off.
2. Next have partners face one another and share with them that they are going to learn the "Power Brain Dance".
3. Partners wave with their Right hands saying, "Hello".
4. Students place their thumbs on their temples and spread their fingers wide, like their brain is lighting up. Then the partners bow toward one another saying, "Power Brain".
5. Partners give one another a high five with their Right hands saying, "Nice to see you".
6. Partners place Right heel in front of them and count "1", then they replace the foot and count "2". Repeat with Left foot counting "3" with the heel and "4" as they replace the foot.
7. Students place their Right hand on their hip counting "5" and then their Left hand on the other hip counting "6".
8. Partners bow toward one another angling to the Right saying, "Good Morning/Afternoon" then bow angling toward the Left saying, "How are you?"
9. Partners give each other a High Ten using both hands clapping 4 times while saying, "Great, Great, Great, Great".
10. Partners give another High Five with their Right hands saying, "GREAT!"
11. Partners link Right arms and do-se-do counting, "1-2-3-4-5-6", then they switch arms and do-se-do the opposite direction again counting, "1-2-3-4-5-6".
12. Partners use both hands to give each other a High Ten saying, "Thank you".
13. Partners wave their Right hands saying, "Bye".
14. Partners give each other 2 thumbs up saying, "Great".
15. Finally partners give each other a hug saying, "You're my friend".

EXTENSIONS/VARIATIONS/MODIFICATIONS:

You might try using this as a class warm up daily with students switching partners each day. Once they learn the movement well, try having them add in their own movements.

ACTIVITY:

Partner Side Stretch



WHEN SHOULD I USE IT?

Awareness about physical strength and condition is a way to unlock the brain's potential.

COMMON CORE:

Conventions of Standard English,
Counting & Cardinality

21ST CENTURY SKILLS:

21st Century Skills: Creativity & Innovation, Information Literacy, Flexibility & Adaptability

MATERIALS: NONE

Description:

1. Have the students stand up and find a partner.
2. Students should stand side-by-side, shoulder-to-shoulder and connect the outsides of their feet.
3. Now have the students gently bend the outside knee away from their partner. The pairs should look as if they are lunging away from one another.
4. The students will hold one another's inside hand and gently raise the outside hand and arm up over their heads and then clasp hands just over their heads.
5. Once connected encourage students to gently pull against one another to help stretch one another's sides.
6. Hold the stretch for a count of 10.
7. Have the pair gently release and switch side.

EXTENSIONS/VARIATIONS/MODIFICATIONS:

You might try using this as a class warm up daily with students switching partners each day. Once they learn the movement well, try having them add in their own movements.

ACTIVITY:

Back-to-Back Clapping



WHEN SHOULD I USE IT?

Use to introduce the importance of flexibility and clear communication when working in groups.

COMMON CORE:

Counting & Cardinality, Numbers & Operations in Base Ten

21ST CENTURY SKILLS:

Communication & Collaboration, Information Literacy, Social & Flexibility & Adaptability

MATERIALS: NONE

Description:

1. Have the students pair off.
2. Next have partners stand back to back.
3. Now have the pairs clap their hands in front of their chest.
4. Then the partners will clap each other's hands down by their sides.
5. Next, the partners will again clap their hands in front of their chest and then once again clap their partners hands down at their sides.
6. See how many times the groups can successfully repeat the pattern.

EXTENSIONS/VARIATIONS/MODIFICATIONS:

Have the students make up a positive cheer that goes with the rhythm the Back-to-Back Clapping creates.

ACTIVITY:

Twist & Clap



WHEN SHOULD I USE IT?

Use to introduce the importance of flexibility and clear communication when working in groups.

COMMON CORE:

Integration of Knowledge & Ideas,
Comprehension & Collaboration

MATERIALS: NONE

Description:

1. Have the student's pair off.
2. Next have partners stand back to back.
3. Now have the pairs twist at the waist over their right shoulder with palms up at chest height.
4. As the partners twist to face one another they should clap hands.
5. Next, the partners will twist over their left shoulders and again clap hands. (Try to have students keep their feet stationary so the stretch is felt in their waist).
6. See how many times the groups can successfully Twist and Clap without missing each other's hands.

EXTENSIONS/VARIATIONS/MODIFICATIONS:

You might try having the pairs create their own stretch and clap pattern. Make it into a competition and see how many Twists and Claps each pair can complete in 1 minute.