

Improving Attention, Social Behavior, ADHD

MIDDLE SCHOOL and UPPER ELEMENTARY

Reference Book:

A New SENSORY Self-Awareness, Rosasco-Mitchell, 2013

Step 1: GET KIDS CURIOUS ABOUT THEIR BRAIN AND WHAT HAPPENS IN THEIR BODY

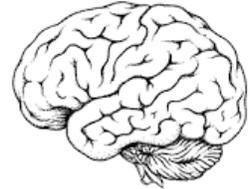
What Muscles Know about Hydration

ATTENTION (If child has severe ADHD skip to Step #5)

Talk with the teenagers as if they were adults and explain how the brain and body work together. Here's how to make it fun:

ASK: "What does the brain eat more of than any other organ?"

Show them a water balloon the size of their brains. Hold it up next to someone's head to show how big the brain is to a head.



ANSWER: What does the brain eat? The brain "eats" water to think.
"A mere 2% drop in body water can trigger a fuzzy short-term memory, low energy, grogginess, trouble with basic math, and difficulty focusing" (Hannaford, 2005).

Step 2: PRACTICE MUSCLE-TESTING

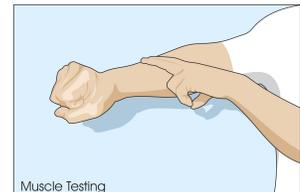
INTELLIGENCE OF THE BODY

SEE: "Muscle Testing" lesson (p.34)

ASK: While muscle testing, "What is your name?" while pressing arm with two fingers.

Break into partners and demonstrate how to muscle test.

For Example: Each partner takes a turn being tested. First, the person being tested gives his/her true name and the partner tests of muscle strength. If the muscle is shaky drink water and retest. Keep drinking and test the arm until the arm is strong. Then the subject gives a fake name and partner retests the muscle strength. The muscle will feel shaky after the subject is thinking of the fake name. (This can also be done



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with healthy and unhealthy products held in the opposite hand being tested).

DISCUSSION: How does a *muscle know* if your brain needs water? What else does the body know if we could listen to it? Muscles are part of the sensorimotor intelligence that has delicate sensors. Watch what happens after drinking water with attention.

Step 3: FINDING BODY OWNERSHIP THE SKELETON HELPS

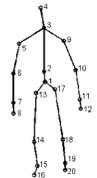
DISCUSSION: Are You Missing?

The sensory body is a sense of "body ownership," or one's sense of owning and knowing one's body. Bones help the brain sense the body and hold a mannerism of action from motor patterns. Bones are solid thus clearer to sense than muscles. To feel the body's subtle qualities lie on a flat firm surface and imaging the skeleton as 5-Lines, the spine and four limbs. Training of the mind to feel the body helps individual explore the physical nature of the patterns of their behavior.



Option: Bring in a skeleton (the size of the students if possible). Lie the skeleton down on its back and show them the 5-Lines.

ASK participants to "Lie on your backs and try to feel your 5-lines of the skeleton." With older kids, guide their attention to more specific details in body parts and pressures or spaces from the floor ("Pancake Body," "Notes and Background," Rosasco-Mitchell. p.65).



For example: Ask if some parts of the lines are missing from awareness. Are all the lines missing? Are parts heavier? And other parts far off the ground?

IF ATTENDEES DON'T WANT TO DO THE LESSON, ask if they may notice it is difficult for them to feel anything.

People who can't feel anything in their bodies are often missing on some level in their perception and others. TELL THEM: "You are important." Too much attention is "outside" or towards what others think.

NOTE: This process of feeling the 5-lines takes practice, just as learning body ownership takes practice.

Step 4: TEACHING AWARENESS IN DIRECTION OF ATTENTION

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DISCUSSION: Answers to challenges are not always from outside ourselves. We have been trained to have attention "out there" since the first day of school.



The Direction of Attention When:

Create circumstances and ask which direction is their attention?

- Anger: (Outer Attention)
- Compassion: (Inner and Outer Attention)
- Peaceful: (Inner Attention)
- Reactive: (Outer Attention)
- Listening: (Outer Attention)
- Not Listening: (Inner Attention)
- Social Behavior: (Outer Attention)

(See USER GUIDE at Wellness Through Movement, "Programs," and then "Mindfulness" (http://wellnessthroughmovement.com/wp-content/uploads/2015/07/User-Guide-Get-Sensational-Video-10_15_2015-2.pdf)

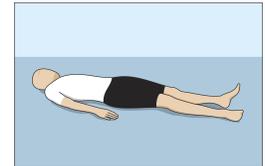
b. LEARNING DUAL ATTENTION ("Personal Bubbles and No Place Like Home," p.44.)

c. LEARNING BODY OWNERSHIP

Compare familiar actions to the feeling of the body on the floor. Notice the sensation of form and position of the body.

For Example: (Pancake body lesson, p. 40).

Feel the angle of how the feet rest? Which foot has the toes pointing more towards the ceiling? Without looking at your feet just sense the feet. Then look at the feet and compare what imagined to how the feet actually rest.



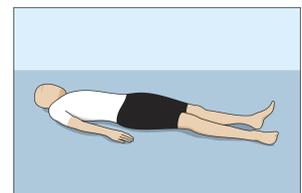
Have participants draw a life-size picture of their bodies and note parts of lines touching and not touching the floor

d. ASK: Inspire curiosity by asking, "Can your body help you know if your attention is inside or outward? If so how?"

Step 5: COMPARE THE FEELING OF THE BODY BEFORE AND AFTER A MOVEMENT LESSONS

(PANCAKE BODY P.40)

Sense differences before and after "Hula Relay" (see below). Sensing subtle differences in the organization of the



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body and the physical parts is how the body ownership develops.

Step 6: SPATIAL AWARENESS AND DUAL ATTENTION MOVEMENT ACTIVITY

("Notes and Background" on Hula Relay p.78)

Understand why the movement is done and the sequences of movement read the section in the book.



The intention of the Hula Relay lesson is to teach dual attention with spatial awareness.

The lesson creates opportunities for participants to bump into each other. Bumping into each other stops the game and music, and gives the kids the impetus to try the "Home Breath" lesson (46). Key to the lesson is for participants to notice changes in themselves and their relationship with others in and out of dual attention.

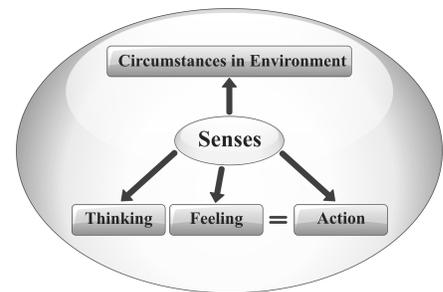
Step 7: MOST IMPORTANT

DISCUSSION: How does an outer perspective change when in or out of "Home?"

ASK: "Can you see if someone is in or out of "Home?"

Adapt tools to conflict resolution, test taking, or playground activity.

For the "cool" kids that don't want to participate, they often have not sensed body ownership.



Step 8: APPLY SENSING THE 5-LINES OF THE BODY

TO OTHER ACTIVITIES:

Gardening, Walking, Sitting, Exercising, Tai Chi, Yoga, Dance, Hiking
Be astounded how mindfulness enhances movement and energy. Get inspired how the body and mind function as one, and it when it does it works better.

