
Session Five: Personal Power

Session Five Supply List

Basic Supplies:

Talking object
Puppets
Bottles of water (one for each child)
Washable paint
Paint brushes
Large sheets of paper

Equipment:

Clean-up supplies (bucket, paper towels, soap)

Other:

Any book that has a silly theme, where characters make choices about their behavior. *Suggestions are: "The Piggy in the Puddle" by James Marshall; "Stephanie's Ponytail" by Robert N. Munsch; "The Paper Bag Princess" by Robert N. Munsch; "The True Story of the Three Little Pigs" by Jon Spieszka*

Materials that need to be made:

None

Activity	Time
5.1 Hello Time: Soft and Loud	10 Minutes
5.2 Brain Gym	5 Minutes
5.3 Circle Time/Puppets: Personal Power	25 Minutes
5.4 Large Motor Activity: Hokey Pokey and Body Bubble	15 Minutes
5.5 Art Time: Power Painting	20 Minutes
5.6 Story Time: <i>"The Piggy in the Puddle"</i> by Charlotte Pomerantz or another silly story where the character uses personal power to make choices	10 Minutes
5.7 Program Family Time: Planting the Garden	30 Minutes

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Activity 5:1 **Hello Time: Loud and Soft**
Time: **10 minutes**
Construct: **Self-Awareness**
Materials: **Talking object**

Goal: To have children become aware of self and others, and exercise impulse control by making a choice and following through.

Objectives:

1. To greet each child and facilitator by their first name.
2. To help children recognize their feelings and the feelings of others.
3. To use personal power to make a choice.

Procedures:

1. Children and facilitators sit in a circle. Welcome the group to Hello Time. One of the facilitators will begin the activity.
2. The adult leading the activity explains the rules of the game. Rules: "The group will take turns saying hello to everyone individually using a loud or a soft voice. When it is your turn, you can tell us if you want us to say hello in a loud voice, or a soft voice. When we ask, "How are you?" you can answer in a loud voice or a soft voice. After your turn, you can choose the next person for us to say "Hello" to.
3. The adult chooses a child and asks whether he or she would like a loud or a soft voice. After the child indicates their choice, the group responds in a loud or a soft voice by saying, "Hello (name)."
4. The adult asks, "How are you?" and the child is encouraged to respond. The adult may remark that the child appears happy, sad, etc. in response to the child's feeling.
5. The child chooses the next person to be greeted and steps 3 and 4 are repeated.

Notes and Suggestions:

1. Remind children that loud voices are for outside use but that it is OK to yell during this special activity. When a child doesn't respond to "How are you?" nor "Do you want loud or soft?" the group may be enlisted to interpret how the child is feeling and how they should talk to them. Example: "Are you feeling sad, happy, etc.?" "How does Chad look?" "How do you think he is feeling?" "How do you think he would like us to say hello?"
2. If you have children in the group with sensory issues, you can change the rules of the game, and give children a choice between two voices that would not bother the child with sensory issues. You might suggest a squeaky voice and a whisper, or "would you like us to wave hello, or say hello."
3. Give children permission to protect their ears, when you do the loud version. "These are your ears. You own your ears and your whole body. If you do not like loud voices, you can cover your ears and protect yourself."

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Activity 5:2 **Brain Gym**
Population: **Children**
Time: **5 Minutes**
Construct: **Developmental Expectations, Power and Independence**
Materials: **Bottle of water (one for each child)**

Goal: To facilitate optimal achievement of mental potential.

Objectives:

1. To allow children to engage in movement activities that naturally develop coordination of eyes, ears, hands and the whole body.
2. To allow children to reduce stress, enhance ability to focus and fully participate in the Circle Time activity following Brain Gym.

Procedures:

Brain Gym

Have the children stand in a circle. Tell them that you are going to guide them through the steps of an activity called the Brain Gym PACE Activity. **P.A.C.E.** stands for **Positive, Active, Clear, and Energetic**. Explain that each word has a motion that goes with it. Explain that the PACE activity makes them “smarter” and “calmer” and helps them learn.

1. Have the children take a drink of water. Water is for **Energetic**. (Water makes up 76% of body weight. It ionizes salt, increasing electrical potential across membranes. It is essential for protein formation and function of nerve nets. It increases oxygen uptake by hemoglobin.)
2. Have children take their right hand and place their thumb and forefinger on the bottom of their clavicle bone. Gently rub with the thumb and forefinger. The area right at the bottom of the clavicle bone can be referred to as the “brain buttons.” Explain that by rubbing the “brain buttons” they will be **Clearing** their minds and will be ready for new information at Circle Time. Have the children place their left hand over their naval while they are gently rubbing their “brain buttons.”

(The buttons are located above the carotid arteries, which supply fresh oxygenated blood to the brain, and k-27 points for lung/brain function. The hand on the navel brings attention to the body’s gravitational center).

3. While standing, have the children lift their left knee and touch it with their right hand. Next, have them lift their right knee and touch it with their left hand. Have the children continue to repeat the back and forth motion. This is the “Cross Crawl” motion. “Cross Crawl” is for **Active**.

(The Cross Crawl activates both hemispheres of the neocortex simultaneously – motor and sensory cortexes of parietal and frontal lobes. Done slowly, this activates the vestibular system for balance.)

4. Have the children sit down and place the tip of their tongue on the roof of their mouth, at the same time they are touching the fingers of the right hand to the fingers of the left hand. This is called “Hook-ups” for **Positive**.

(Hook-ups activate sensory and motor cortexes in both hemispheres of the cerebrum simultaneously. The tongue connects the limbic and frontal lobes.)