

10

Unit Ten

Study Skills

Ages 5-8

Total Time: 1 Hour, 15 Minutes

PART 1: Ice Breaker

PART 2: Managing Your Day

PART 3: Brain Exercises

PART 4: Follow Up Activities

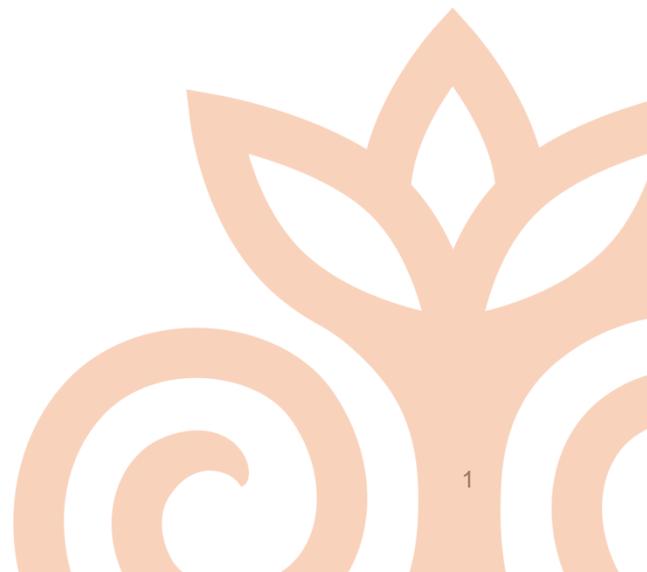
ANNEXURE 1: Memory Challenge

ANNEXURE 2: Brain Exercises

ANNEXURE 3: Evaluation

ANNEXURE 4: Animal Signs

ANNEXURE 5: Birds



Part 1: Ice Breaker

Time:

10-15 Minutes

Objective:

Participants will take part in an activity designed to give them an opportunity to get to know each other.

Materials:

(Depending on option chosen)

Option One: Annexure 1: Memory Flash Cards

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take do a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: Memory Challenge - Ask children to stand in a circle with the trainer standing in the middle. Do the following actions and ask children to follow along at the same time.

- Clap three times
- Hop on one leg three times
- Shake hands with another person three times
- Jump three times

Next, use the handouts from Annexure 1 and hold them up. Ask the children to do the action displayed on the card. Now, take away the cards and ask the children to complete all the actions in the same order from memory. Ask the children how they remembered the actions and which method was easier.

Option Two: Name Game - Ask children to sit in a circle. Pick one child to start the activity and have him/her say his/her first name. The child sitting next to the first child will go next. He/she will repeat the first name that was said and then say his/her name. The next child will repeat the first and second names that were said and then say his/her first name. The game continues until you come back around to the first child who will repeat all the names that have been said out loud and conclude by saying his/her name again.

Part 2: Managing Your Day

Time:

20 Minutes

Objective:

Participants will learn ways to improve their study skills.

Materials:

- Power Point: Improving Study Skills (Ages 5-8)

Techniques:

- Power Point Presentation

TRAINER INSTRUCTIONS:

1. Explain to the children that they are going to learn how to get organized and make the most of study time. Begin with, "Today we will learn about study skills. Study skills make learning easy and fun! To do well in your homework, studying for exams, or making learning easier - it is important to practice these study skills."
2. Begin the Power Point on Improving Study Skills. Add the following comments at each slide:
 - **Slide #2:** Do you go to school every day? Who is your favorite teacher? Do you have a favorite class or subject at school? I bet the teacher gives you homework, right?
 - **Slide #3:** Before you study consider doing the following activities.
 - **Slide #4:** It may be helpful to take a small nap or lay down in a quiet place to avoid getting tired while you study.
 - **Slide #5:** Eat a healthy snack before you study. It's easier to concentrate if you're not thinking about food or how hungry you are.

- **Slide #6:** Play a favorite game with friends or participate in a group activity before you study so you aren't distracted while studying.
- **Slide #9:** Think about homework in a positive light. Homework helps you apply what you learn in school and gives you a chance to figure out where you might need extra help from a teacher.
- **Slide #10:** Developing a habit of studying in the same place every day will increase concentration and decrease distractions.
- **Slide #11:** When others are studying, do your best to minimize distracting them. Keep your hands to yourself and raise your hand if you need your teacher's attention. If you get sleepy, ask for a break to stand up and stretch and/or walk around for a few minutes.
- **Slide #12:** Raise your hand to get your teacher's attention if you need help. It's better to ask for help than struggle on your own.
- **Slide #13:** Take breaks when studying and don't try to cram everything into your head at once. Study small portions at a time with short breaks in between the material.
- **Slide #14:** Practice reading every day. Choose one book a day and have someone read a story to you. Take turns reading with family and friends. Ask an older child to read with you and help you learn words you don't know.
- **Slide #15:** Practice writing and spelling every day. A few ways to practice writing include copying the alphabet and writing your name and your friend's names.

Part 3: Brain Exercises

Time:

30 Minutes

Objective:

Participants will take part in easy body movement exercises designed to help improve a child's ability to learn.

Materials:

- Annexure 2: Brain Exercises
- Annexure 3: Evaluation

Techniques:

- Group Activity

TRAINER INSTRUCTIONS:

1. Refer to Annexure 2 for step-by-step instructions of how to lead each of the exercises appropriate to their age group. Benefits of the body movements are listed at the end of each exercise. Inform the participants of the benefits as they perform each exercise. Each exercise works to promote corresponding skills:
 - Staying Calm: Hook Ups
 - Problem Solving: Cross Crawl, Rub & Tap, Clap Touch
 - Keeping Positive: Hook Ups
 - Goal Setting: Brain Buttons, Cross Crawl, and Hook Ups
 - Communicating Effectively: Lazy 8s and Elephant
 - Visual Attention & Eye Mobility (Needed for Reading): Cross Crawl, Lazy 8s, Rub & Tap, Clap Touch, Signs
 - Public Speaking: The Thinking Cap, Cross Crawl and Hook Ups
 - Being Assertive: Positive Points and Hook Ups
 - Boosting Self Esteem: Hook Ups

2. Encourage everyone to participate in and practice some or all of these exercises regularly.
3. Now, distribute Annexure 3 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of their form if desired. Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Was the presentation interesting?

Part 4: Follow Up Activities

Time:

Varies by Activity

Objective:

Participants will review and practice material learned in this session through activities they will complete in the upcoming weeks.

Materials:

(Depending on option chosen)

Option Two: Book “Listen and Learn” by Cheri J. Meiners

Option Three: Annexure 4: Animal Signs

Option Four: Annexure 5: Birds

Techniques:

- Applying Study Skills
-

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Teaching through Songs – Ask children to sit in a circle. Sing the following songs with actions along with the participants. After each song ask students to tell you what they were learning about while singing and dancing.

- Add 1 More – <https://www.youtube.com/watch?v=kNJSKhIT4U4>

- Heads, Shoulders, Knees, and Toes - <https://www.youtube.com/watch?v=h4eueDYPTIq>
- If You're Happy and You Know It - <https://www.youtube.com/watch?v=Q4q9IVfNWC0>

Note to Trainer: Conclude the activity by telling students singing songs or making up a dance to remember things learned in schools is a great way to improve study skills.

Option Two: Listening to Learn - Ask children to sit down and listen quietly to the book you are about to read. Read the book “Listen and Learn” to the children. After you have read the book, discuss the concepts of listening and learning from the book with the children.

Note to Trainer: Ask children the following three questions to assess their understanding of how to apply listening to their daily life: 1. What can you do to be a good listener? 2. Give some examples of when listening well will benefit you. 3. Who are people you should listen to in your daily life?

Option Three: Memory Skills - Choose five different children to come stand up in the front of the room each round. Give each child standing a different animal sign each (Annexure 4), mixing up the order each round. Now choose a child from the rest of the class to stand up and memorize the order of the animal signs. When all participants are ready – have the five children flash the animal signs for about 10 seconds, then quickly turn the signs over so the child memorizing cannot see what is on each sign. Ask the child chosen to memorize the signs to say out loud which sign each child was holding, in correct order from left to right.

In each new round, ask the child who memorized in the previous round to hold one of the signs and send one of the previous sign holders to sit down until you have given each child a chance to guess.

Note to Trainer: Discuss the importance of memory skills as a part of the learning process.

Option Four: Birds - Begin by forming groups of 3-4 members. Ask the groups to listen very carefully while the trainer reads Annexure 5 aloud. Once the trainer is finished, have each group take turns telling the trainer one fact (each round) that they learned from the passage on birds. Mark points on the chalkboard for each correct fact the group’s state.

Continue until the groups cannot remember any more facts from the passage. The group with the highest points wins.

Note to Trainer: Explain that it is very important to listen well when learning about new topics in school.

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Unit Ten Annexures

Study Skills

Ages 5-8

ANNEXURE 1: Memory Challenge

ANNEXURE 2: Brain Exercises

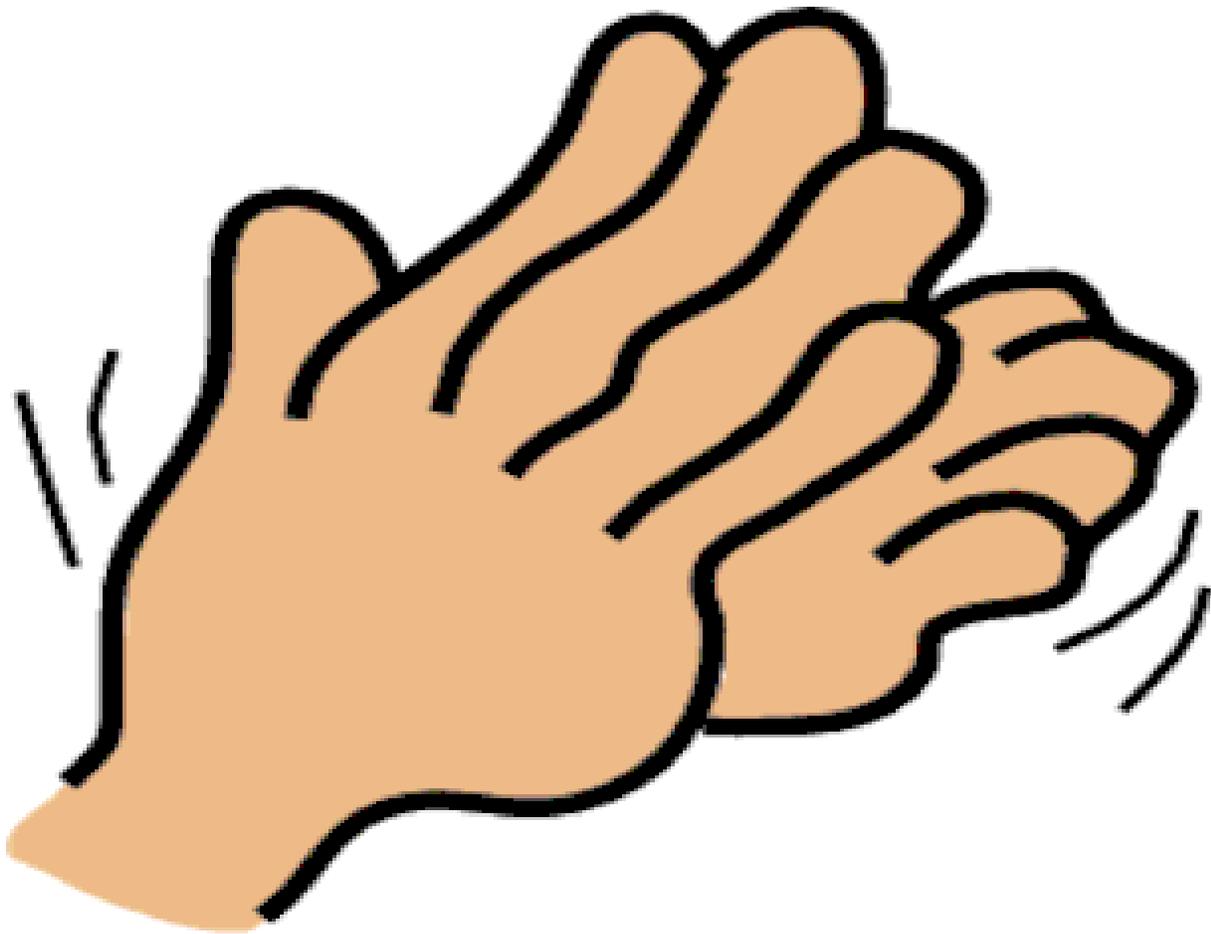
ANNEXURE 3: Evaluation

ANNEXURE 4: Animal Signs

ANNEXURE 5: Birds

Annexure 1: Memory Challenge

CLAP



HOP ON ONE LEG



SHAKE HANDS



JUMP



Annexure 2: Brain Exercises

Brain Gym is the practical self-help side of educational kinesiology, researched by Dr. Paul E. Dennison. It effectively works with learning disabilities and dyslexia, however, these exercises can be done by anyone.

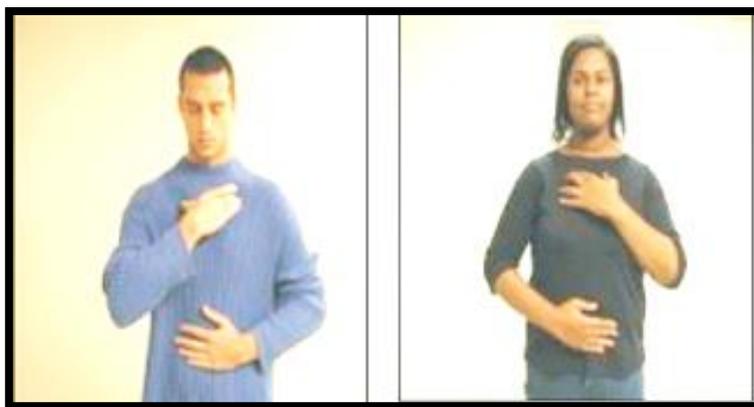
The exercises comprise of easy body movements which have been designed to coax the two hemispheres of the brain to work in synchronisation. These simple activities help improve a child's ability to learn.

Performing them will improve a child's vision, memory, creativity, and movement abilities. It can have an effect on attitude, attention, behaviour and general academic performance in school. It also helps speed up reading and boosts self-esteem.

1. Brain Buttons (Children of All Ages)

Brain Buttons are located between the collarbone and the first rib, up against your breastbone.

1. Rest one hand over your navel
2. With the thumb and fingers of the other hand, feel for the two hollow areas under the collarbone, about one inch out from the centre of the chest
3. Rub these areas vigorously for 30 seconds to one minutes, as you look from left to right
4. Your other hand rests gently on your navel (Men place their left hand on their navel, whereas women place their right hand over their navel)



Benefits:

“Brain Buttons” are the acupuncture points, which, when rubbed, supply the brain with freshly oxygenated blood. This helps us clear the brain for learning. This exercise stimulates the carotid arteries which supply freshly oxygenated blood to the brain. They help re-establish directional messages from parts of the body to the brain, improving reading, writing, speaking and the ability to follow directions.

2. Hook Ups: (Children Above Age 10)

“Hook-ups” helps us to feel balanced and more positive when we have emotional or environmental stress.

1. Grasp your left ankle with your right hand and the ball of your right foot with your right hand.
2. Uncross your legs, placing your feet flat on the floor.
3. Lightly steeple the fingertips of both hands together, as if you were enclosing a ball.
4. Keep your eyes closed as you continue to lift your tongue on the inhalation and lower it on the exhalation, relaxing in this position during the course of four to eight complete breaths.



Benefits:

This exercise connects the two hemispheres of the brain and strengthens the body’s electrical energy, particularly in stressful environments. Reported benefits are increased vitality and improved self-esteem.

3. Cross Crawl: (Age 10 and Below)

1. Standing up, “march” in place
2. Alternately touching each elbow to the opposite knee
3. Continue for four to eight repetitions with relaxed breathing



Benefits:

This exercise is wonderful for improving reading, listening, writing and memory. It coordinates the whole brain.

4. Lazy Eights: (Children Above Age 10)

1. Extend one arm straight out in front of you, with the thumb pointing toward the ceiling
2. In the air, smoothly and slowly trace the shape of a large figure 8 on its side
3. As you draw the 8, focus your eyes on your thumb, keeping your head upright, facing forward and moving only slightly
4. Start tracing your 8 by beginning at eye level
5. Move your arm up and over to the left, around and back to centre, then to the right
6. Do three full 8s with one hand, then three with the other and finally three with both hands clasped together

**Benefits:**

Lazy 8 for writing is specifically geared for improved written communication. This integrates hand and eye visual fields, improving balance and coordination. Improves vision, listening comprehension, short and long-term memory, thinking ability, spelling and math.

5. The Thinking Cap: (Children of All Ages)

1. With one hand at the top of each ear, gently “unroll” the curved parts of the outer edges of both ears at the same time
2. Continue all the way to the bottom of the ears

3. Repeat three or more times.



Benefits:

This helps with spelling, to tune out distracting noises, it increases listening ability, short-term memory and abstract thinking skills.

6. Cross Crawls – (Children of All Ages)

1. Stand up and march in place, alternately touching each hand to the opposite knee
2. Do these activities seven times or until you break into a slight sweat



Benefits:

Because “Cross Crawls” cross our center body midline, they activate both the left and right brain simultaneously. There are many variations to “Cross Crawls”. For example:

- Doing it to music
- Taking a skip between each “Cross Crawl” (Be Creative, just remember the one rule is to cross the center midline of our body)

7. Rub & Tap: (Children Below Age 10)

1. Put your left hand on the stomach and rub the stomach slowly, as if to signal you are hungry
2. Meanwhile raise your right hand and touch your head and start tapping it slowly
3. Now do both activities simultaneously
4. After a few seconds, switch hand positions and repeat



Benefits:

Rub and tap helps develop complex motor skills and multi-tasking abilities.

8. Clap & Touch: (Children Above Age 10)

1. Using your right hand touch your nose, with your left hand touch your ear
2. Then clap your hands and switch hand positions
3. Start slow initially and begin with touching the nose



Benefits:

Clap and touch helps students to develop their coordination and motor skills.

9. Signs: (Children of All Ages)

1. Make a V sign () in left hand and pointing sign () in the right hand
2. Slowly switch the signs to the V Sign in the right hand and the pointing sign in the left hand
3. Make sure your ring finger never goes up



Benefits: Signs helps students develop their multi-tasking and concentration abilities.

10. Elephant: (Children Above Age 10)

1. Spread feet comfortably wide apart with arm extended in front and ear pressed to raised shoulder; tight enough to hold a piece of paper between head and shoulder
2. Trace a large infinity sign (three to five feet wide), crossing the midline going up and across
3. Breathe easy and keep your eyes focused on the movement
4. Do three to six times slowly with each arm



Benefits:

This exercise activates all areas of the mind and body and is highly recommended for children with attention deficit disorder. Elephants improve listening comprehension, short and long term memory, thinking ability, spelling and math.

Video Links:

- <https://www.youtube.com/watch?v=WpSBTVFgK0Y>
- <https://www.youtube.com/watch?v=afMOUmOynRI>
- <https://www.youtube.com/watch?v=visCiNDJHMo>
- https://www.youtube.com/watch?v=chswciqW_nQ

Citations:

- www.kinalearn.com
- www.midbrain.com

Annexure 3: Evaluation

Unit 10 Study Skills	 Liked It	 It was OK	 Didn't Like It
Part 1: Icebreaker			
Part 2: Managing Your Day			
Part 3: Brain Exercises			
Overall Score			

Annexure 4: Animal Signs

Monkey



Zebra



Giraffe



Dog



Cow



Annexure 5: Birds

Birds

Story by Andrew Frinkle

Birds are a kind of animal. Birds can be found all over the world. Sparrows, doves, cardinals, owls, eagles, hawks, chickens, and hummingbirds are some common birds.



Birds are vertebrates, so they have backbones. They are the only kind of animal with feathers. Birds lay eggs. Usually they have a nest for the eggs. Birds have two feet and special arms. They don't have hands or fingers. They have flippers or wings.



Most birds can fly. Birds have feathers, wings, and very light bones to help them fly. They can't be too heavy! Only a few birds, like ostriches or penguins, can't fly.

