<http://www.emc.cmich.edu/brainbreaks/2005/TOC.htm>

<http://www.emc.cmich.edu/brainbreaks/TOC.htm>

<http://www.eatsmartmovemorenc.com/Energizers/Texts/K-5-Energizers.pdf>

energizing brain breaks app on iPad

Source <http://www.healthyexerciseworld.com/brain-gym-exercises.html>

<http://www.youtube.com/watch?v=lM7F4YttJdc> (you tube brain gym activity)

<http://sspw.dpi.wi.gov/files/sspw/pdf/sascevanshandouts.pdf> Brain Gym (great resource)

<http://pinterest.com/tahamati/brain-gym/> (brain Gym on pintrest)

1. **5-4-3-2-1.** In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example the teacher would say: "Do fivejumping jacks, spin around four times, hop on one foot threetimes, walk all the way around the classroom two times, give your neighbor one high-five (pausing in between each task for students to do it).
2. **Trading Places** Have students stand behind their pushed-in chairs. Call out a trait and everyone who has that trait must change places with someone else (students who do not have the trait stay where they are). Examples: "Everyone with curly hair." "Everyone who ate cereal for breakfast." Everyone who is wearing stripes."
3. **Six Spots**Number six spots around your room from 1-6. Have students each go to a spot of their choice. Choose a student to roll a die (if you can make a big one out of foam, it adds to the fun). All the students at the number rolled must go back to their seats. Students that are left go to a new spot and the die is rolled again. Continue until only a few students are left.
4. **Mingle, Mingle, Group!**In this game students mill about the classroom saying, "mingle, mingle, mingle" in soft voices until the teacher says "Groups of 5," at which point the students must quickly group themselves into groups with the correct number of people. Students who are left over must do three jumping jacks before the next round starts. The teacher can call out any number for the group size. You can also add rules such as: as soon as a group is complete, all members must sit down in a line.
5. **Dance Party!** Put on some rockin' music and dance! If you can make the room semi-dark and have a black light or other special effect, your kids will love it!
6. **Freeze Dance!** Similar to Dance Party except that every so often the music stops and students must freeze and hold the position they are in until the music begins again.
7. **Name Moves**Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the students name in unison and imitates the move. Then it is the next student's turn.
8. **Keep it Up**: Students must keep a beach ball from hitting the ground. Add two or three balls to make it even more fun.
9. **Simon Says** An oldie but a goody!
10. **Movement Songs** Sing a song with whole-body movements such as, Head, Shoulders, Knees, and Toes, Father Abraham, Toe-Knee Chest-Nut, Shake Your Sillies Out (Raffie), Grand Old Duke of York, My Bonnie Lies over the Ocean etc.
11. **Recorded Movement Songs**Older students might enjoy a simple Zumba routine, YMCA, or the Macarena. Littler ones will love [**Sesame Street's A Very Simple Dance to Do**](http://www.youtube.com/watch?v=OxRFqhKlo6w).
12. **Animal Pretend**Younger children will enjoy pretending to be various animals (or even objects such as lawn mowers or airplanes). Call out a few in sequence.
13. **Would You Rather** Ask a would you rather question and have students show their choice by moving to one end of the room or the other. Have a few kids share why. Here are [**20 free Would You Rather Questions**](http://www.teacherspayteachers.com/Product/FREE-Would-You-Rather-Questions-for-Kids) to get you started.
14. **Find it Fast** Call out a color or other trait (something round, something made of wood), and students must find an object in the room that fits the trait and get to it quickly.
15. **Physical Challenges** Challenge students to do something physically difficult such as standing on one foot with arms extended or this one: grab your nose with left hand and grab your left earlobe with your right hand,then quickly switch so that your right hand is on your nose and your left hand is grabbing your right earlobe. Yoga poses could also be a good variation.
16. **Plates** Give each student a paper plate. Students must walk around the room balancing the plates on their heads. If a student drops his or her plate, the student must freeze until another student picks it up and places it back on the student's head (while keep his or her own plate in place, of course).
17. **Line Up!** Have students line up using a specific criteria such as age (use day and month, not just year), height, alphabetically by middle name, hair length, etc.
18. **Limbo** All you need is a long stick and a pair of kids to hold it. Music is nice too.
19. **Human Kno**t Divide students into groups of about eight students. Have students each grab right hands with someone who is not directly next to them. Then do the same with left hands. The challenge is to untangle and become a circle without releasing hands.
20. **Jump Skip Counting** Have students count by twos, fives, tens etc. while jumping with each count. You could also practice spelling words this way.

**Brain Gym information and ideas.**

**Collected by Matthew Rose July 2009**

**Item (1).**

These simple exercises are based on the copyrighted work of Paul E. Dennison, Ph.D., and Gail E. Dennison. Brain Gym is a registered trademark of [Brain Gym® International](http://Braingym.org) . I first encountered Brain Gym in "Smart Moves," a best selling book written by Carla Hannaford, Ph.D. Dr. Hannaford states that our bodies are very much a part of all our learning, and learning is not an isolated "brain" function. Every nerve and cell is a network contributing to our intelligence and our learning capability. Many educators have found this work quite helpful in improving overall concentration in class. Introduced here, you will find four basic "Brain Gym" exercises which implement the ideas developed in "Smart Moves" and can be used quickly in any classroom.

Below is a series of movements called PACE. They are surprisingly simple, but very effective! Everyone has a unique PACE and these activities will help both teacher and student become positive, active, clear and energetic for learning. For colorful, fun PACE and Brain Gym® supplies contact the Edu-Kinesthetics on-line bookstore at [Braingym.com](http://Braingym.com) .

 **Drink Water**

As Carla Hannaford says, "Water comprises more of the brain (with estimates of 90%) than of any other organ of the body." Having students drink some water before and during class can help "grease the wheel". Drinking water is very important before any stressful situation - tests! - as we tend to perspire under stress, and de-hydration can effect our concentration negatively.

 **"Brain Buttons"**

This exercise helps improve blood flow to the brain to "switch on" the entire brain before a lesson begins. The increased blood flow helps improve concentration skills required for reading, writing, etc.

* Put one hand so that there is as wide a space as possible between the thumb and index finger.
* Place your index and thumb into the slight indentations below the collar bone on each side of the sternum. Press lightly in a pulsing manner.
* At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.
* **"Cross Crawl"**

This exercise helps coordinate right and left brain by exercising the information flow between the two hemispheres. It is useful for spelling, writing, listening, reading and comprehension.

* Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching.
* Just do this either sitting or standing for about 2 minutes.

 **"Hook Ups"**

This works well for nerves before a test or special event such as making a speech. Any situation which will cause nervousness calls for a few "hook ups" to calm the mind and improve concentration.

* Stand or sit. Cross the right leg over the left at the ankles.
* Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.
* Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position.
* Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You will be noticeably calmer after that time.

Source for item (1) is <http://esl.about.com/od/englishlessonplans/a/braingym.htm>

However, you may find this interesting too:

**Item (2)**

While all the proper grown up public intellectuals like Rod Liddle are getting a bee in their bonnet about creationism being taught in a handful of British schools, I've accidentally stumbled upon a vast empire of pseudoscience being peddled in hundreds of state schools up and down the country.

I'll lower you in gently. It's called Brain Gym, and it's a string of very complicated exercises for kids to do which "enhance the experience of whole brain learning". Firstly, they're very keen on water. "Drink a glass of water before Brain Gym activities. As it is a major component of blood, water is vital for transporting oxygen to the brain." Heaven forbid that your blood should dry out.

Is there anything else I can do to make blood and oxygen get to my brain better? Yes, an exercise called Brain Buttons: "Make a 'C' shape with your thumb and forefinger and place on either side of the breast bone just below the collar bone. Gently rub for 20 or 30 seconds whilst placing your other hand over your navel. Change hands and repeat. This exercise stimulates the flow of oxygen-carrying blood through the carotid arteries to the brain to awaken it and increase concentration and relaxation." Why? "Brain buttons lie directly over and stimulate the carotid arteries."

Now, I'm waiting to be very impressed by any kid who can stimulate his carotid arteries inside his ribcage, but it's going to involve dissection with the sharp scissors that only mummy can use.

Someone mischievous and anonymous has kindly sent in the Teacher's Notes on Brain Gym to keep me entertained. This seems to be the master document behind the operation.

"Processed foods do not contain water," they announce, in what has to be the most readily falsifiable statement I've seen all week. How about soup? "All other liquids are processed in the body as food, and do not serve the body's water needs." It goes on. "Water is best absorbed by the body, when provided in frequent small amounts." And if I drink too much in one go, will it leak out of my anus instead?

But this nonsense must all be some teeny, peripheral act of madness by a few schools, surely? No. Many hundreds of UK state schools, at least. So many I couldn't name them all in a month of columns. So many, I've posted a list on [www.badscience.net,](http://www.badscience.net,) so you can check your child is safe.

Because telling stories about fairies and monsters is fine, but lying to children about science is wrong. Children are predisposed to learn about the world from adults, and especially from teachers. Children listen to what you tell them: that's the point of being a child, that's the reason why you don't come out fully-formed, speaking English with a favourite album.

With Brain Gym, the same teacher who tells children that blood is pumped around the lungs and then the body by the heart, is also telling them that when they do "The Energizer" exercise (far too complicated to describe) then "this back and forward movement of the head increases the circulation to the frontal lobe for greater comprehension and rational thinking."

I've just kicked the Brain Gym Teacher's Edition around the room for two minutes and I'm feeling minty fresh. Taking a break and doing some exercise is obviously great for improving performance. Is that all you get with Brain Gym in schools, or does it really come parcelled up with the nonsense? I've seen the books.

I've seen the 12,000 Google hits for Brain Gym on UK government web pages. Now I need field reports. Are you a cheeky kid? Would you like to see your teacher in print? Email me.

**·** Please send your bad science to bad.science@guardian.co.uk

(By Ben Goldacre, The Guardian, March 18th 2006)

**Item (3)**

# Enhanced Classroom Learning with Brain Exercises & Brain Gym

An innovative program designed to teach students to activate their brains through specific body movements is helping children throughout the world be better prepared to learn. With back to school in full swing now, this is welcomed news for both educators and students alike. The program, Brain Gym <http://www.braingym.com>, was developed by former classroom instructor, Dr. Paul Dennison, and is based on Educational Kinesiology, which is the science of enhanced learning through movement.

Dennison intends to awaken students, parents and teachers to an understanding of the interdependence of movement, learning, and brain development. The principles in his program are so widely accepted that his Brain Gym program is becoming the standard in schools around the world and recommended by tutors and teachers and those looking for better health and well being. Teachers who incorporate the Brain Gym movements within their daily classroom routine rediscover that joy of teaching for which they originally chose their profession.

The Brain Gym program provides a series of simple movement activities that optimize brain activity, while integrating the mind and body. The lessons taught are profoundly simple, can be done anywhere, and work well for all ages. The concept is so simply, yet so effective. And that’s why it works. Those who practice the exercises enjoy doing them, so they want to do them consistently. They also see positive results, which is a driving force for continuing to do them on a regular basis.

Following are some sample exercises, how to perform them, and the benefit achieved:

***Cross Crawl  -*** Simultaneously lift your right hand and left leg, lightly tapping the hand just above your left knee.  Then return the hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to the place above its opposite knee.  Continue this back and forth pattern for a minute or so, as though walking rhythmically.

***Accomplishes*** - Improved left/right coordination; enhanced breathing and stamina; greater coordination and spatial awareness, enhanced hearing and vision. Helps with spelling, writing, listening, reading and comprehension.

***Energy Yawn*** - While pretending to yawn, close eyes tight and massage the areas covering the upper and lower back molars. A deep relaxed yawning sound is made while massaging the muscles. Repeat the activity three to six times.

### Accomplishes – Perfect for classroom teaching as students can add to their own movements. Improved expression and creativity, improved balance, and relaxed thinking during mental work.

***Lazy 8s*** - The student aligns his body with a point at eye level. This will be the midpoint of the 8. The student chooses a comfortable position for drawing the Lazy 8, adjusting the width and height to fit his needs. He starts on the midline and moves counterclockwise first, up, over, and around. Then from his waist he moves clockwise: up, over, around, and back to the beginning midpoint. As the eyes follow the Lazy 8, the head moves slightly and the neck remains relaxed. Three repetitions with each hand separately and then both together.

**Accomplishes** - Teaches visual attention and improves ocular mobility skills needing for reading. Helps with the mechanics of reading (left-to-right eye movement).

***Positive points*** – Lightly touch the points above each eye, halfway between the eyebrows and the hairline, with the fingertips of each hand.  Use just enough pressure to pull the skin taut, and hold the contact for about a minute.

***Accomplishes*** – Helps with organizational abilities, study skills, test performance and sports performance, public speaking, stage performance and reading aloud.

**Arm Activation** – Reach up above your head with your left arm, feeling the arm lengthen from your rib cage.  Hold your arm just below the elbow with your right hand.  Now isometrically activate your left arm for a few seconds in each of four positions away from your head, forward, backward, and toward your ear.  Rest your left arm again at your side.  Now stand and let your arms hang comfortably by your sides.

**Accomplishes –** An increased attention span for written work; improved focus and concentration without over focus; improved breathing and a relaxed attitude; an enhanced ability to express ideas; and increased energy in hands and fingers.

When students are introduced to Brain Gym, they seem to love it, request it, teach it to their friends, and integrate it into their lives without any coaching or supervision. This movement-based system offers additional assistance to children with learning difficulties and helps them achieve the best of success in their academic paths.

 “The teachers in the classrooms are instrumental in making the Brain Gym program work,” said Dennison. That’s why Dennison takes great strides in providing detailed instructions, informational charts, hands on workshops, and all the tools necessary to achieve success.

Detailed in Dennison’s latest book, *Brain Gym and Me, Reclaiming the Pleasure of Learning*, is one pilot program and the positive results from it after implementing Brain Gym. The conclusion was that students reported learning physical skills, trusting their own bodies, plus self-esteem and easier reading while teachers expressed gratitude for this effective tool to enhance teaching strategies.

The book also details how Dennison once walked through the halls during one school visit, and saw children using Brain Gym throughout the school day without teacher direction. “That was great validation that our program works,” he said. “If we look inside the classroom, we’ll see that active learners are those who are lively and active. Such children physically reach for information and opportunities to express themselves, barely containing their enthusiasm for knowledge as they write, turn pages and relate with their peers. The children who are not moving will appear stressed, passive and bored. In either case children can’t hide their authentic feelings about learning. These feelings are apparent in their movements, demeanor and body posture.”

Patty Gottwald, a pre-school teacher at Mason County Eastern in Michigan, was quoted in an article in Ludington’s Daily News recently talking about the Brain Gym Program. She states she attended a Brain Gym session, which showed teachers how their students can activate parts of their brains through certain body movements and concluded, “It makes children more ready to learn.” <http://wwwludingtondailynews.com/news.php?story_id=37300>

Dennison’s book, *Brain Gym and Me: Reclaiming the Pleasure of Learning*, which explains how to bring Brain Gym into the classroom, is currently in more than 80 countries receiving astonishing worldwide media attention recently with segments on CBC Radio’s 1 “Ontario Today” and City TV, “Breakfast Television” and a full-page article in *Woman’s World Magazine*, May 8th edition. It provides excellent examples of how many have succeeded and how Dr. Dennison skillfully takes them on this journey. It also explains how he overcame his own learning challenges to become an internationally known educator and authority on cognitive skills and reading achievement.

Source <http://www.scribd.com/doc/2358728/Enhanced-Classroom-Learning-with-Brain-Gym-Exercises>

**Item (4)**

## Brain Gym loses its trousers (figuratively)

By draust

The Bad Science firmament has a new star.

Step forward… [Charlie Brooker](http://en.wikipedia.org/wiki/Charlie_Brooker)

Today in the Guardian Charlie Brooker gave the laughable [Brain Gym](http://www.braingym.org.uk/) one of the funniest and most comprehensive [rhetorical flayings](http://www.guardian.co.uk/commentisfree/2008/apr/07/education) I have ever read. It brightened up a dull Monday.

It is also, I confidently predict, the only time Charlie Brooker’s column is ever likely to mention the [British Neuroscience Association](http://www.bna.org.uk/), or the [Physiological Society](http://www.physoc.org/site/cms/contentChapterView.asp?chapter=1).

I should say that Brain Gym, or more accurately Brain Gym® is (in case there is anyone left who hasn’t heard of it) a series of “ fun exercises” for schoolchildren to do in class. It has been widely used in UK schools over the last few years.

Well, what’s wrong with that, I hear you ask? Anyone who ever revised for a load of exams will probably remember the advice to get up and walk round the room, or stretch, every 30 minutes or so. So why not little exercises for the kids?

**Well, there are a couple of answers.**

The first is that Brain Gym® comes equipped with a ludicrous set of pseudo-babble explanations. And posts from anonymous teachers back when BadScience [discussed Brain Gym](http://www.badscience.net/?p=225) suggested that they were made, on pain of dressing down and even disciplinary measures from the Head, to buy into these explanations in their Brain Gym® training sessions.

So the teachers are told by the trainer, and may even pass on to the kids, idiotic stuff like:

**“Rubbing these [Positive Points] above each eye with the fingertips of each hand… brings blood flow to the frontal bits of your brain where rational thought occurs.”**

The charity Sense About Science, in the person of our own [Frank the science punk](http://www.sciencepunk.com/v5/), has now got some neuroscientists together to do a comprehensive debunking job on all this. For instance, referring to the explanation just give, they quote Prof David Attwell FRS:

**“Rational thought does not just occur in the frontal lobes, and there is no evidence that touching these points can alter blood flow within the brain.”**

…More of this [here](http://www.senseaboutscience.org.uk/pdf/braingym.pdf), where you can see all of the Brain Gym® explanations and a list of simple (but scientific) reasons why they are nonsense.

Yep, the Brain Gym® explanations are what noted educationalist the late Ted Wragg used to called, to put it in technical language, **“World Class Bollocks”.**

Basically, everything that comes with Brain **Gym®** is pseudo-babble. Even the name of Brain Gym®’s UK supplier carries the Pseudo-babble taint – step forward [UK Educational Kinesiology](http://www.braingym.org.uk/) (sic).

And would you believe it, the “UK Educational Kinesiology Trust”, actually **admits** on the very first page of their [website](http://www.braingym.org.uk/) that Brain Gym®’s explanations are made up:

**“The UK Educational Kinesiology Trust makes no claims to understand the neuroscience of Brain Gym®. The author has advised that the simple explanations in the Brain Gym Teachers Edition about how the movements work are hypothetical and based on advice from a neurobiologist at the time the books were written.”**

Hmm… “hypothetical” …“based on advice from a neurobiologist”.

Allow me to translate:

The author, when he was dreaming up all this out in Southern California, took one neurobiologist he vaguely knew out to lunch. After a good meal and a few glasses of wine, he asked: ”Can you think of any sort of hypothetical mechanism that anyone has ever suggested for how any of this stuff might work? But something that wouldn’t sounds too science-y? Sort of like any theories there are of how massage or stuff like that might work? Anything?”

Having half-remembered whatever vague hum-ing and hah-ing the anonymous neurobiologist came up with, the author then gave it a sort of New Age-y coating and… bingo:

A **Global Phenomenon** was born.

Which brings us to the second thing I dislike about Brain Gym®. It is A Commercial Product, and is sold to schools. The schools pay to have an “authorized Brain Gym® Trainer” come in and teach the teachers – who have almost certainly been ordered to give up their time to be there – to “use” Brain Gym®. The whole package costs.

As the Americans like to say, “Your tax money at work”

So to sum up:

**What can we say for, and against, Brain Gym®?**

Sort of for: the children do little exercises to break the routine of class, which might – depending on the teacher’s command of the class – be sort of helpful

Against: the explanations teachers are sold are complete and utter bollocks. Anti-science. Nonsensical explanations with no basis in reality.

Also against: someone is making money off all this. And the fact that it is being paid for will almost certainly ensure that its use is being “mandated”, and pushed. And the money that has paid for this is yours, the public’s, and could have paid for more books, or teachers, or sports equipment.

Also against: coming back to the explanations, we are mingling reality and unreality, and basically giving children the steer that there is no meaningful difference between one and the other. As Charlie Brooker puts it:

**“fantasy and reality [are] both …great in isolation, but, like chalk and cheese or church and state, are best kept separate.”**

And if we start them with nonsense young, why are we surprised when people grow up unable to distinguish sense and nonsense?

On which topic, the last word should go to Brooker, who puts it much better than me:

**“If we mistrust the real world so much that we’re prepared to fill the next generation’s heads with a load of gibbering crap about “brain buttons”, why stop there? Why not spice up maths by telling kids the number five was born in Greece and invented biscuits? Replace history lessons with screenings of the Star Wars trilogy? Teach them how to whistle in French? Let’s just issue the kids with blinkers.**

**Because we, the adults, don’t just gleefully pull the wool over our own eyes – we knit permanent blindfolds. We’ve decided we hate facts. Hate, hate, hate them. Everywhere you look, we’re down on our knees, gleefully lapping up neckful after neckful of steaming, cloddish bullshit in all its forms. From crackpot conspiracy theories to fairytale nutritional advice, from alternative medicine to energy yawns – we just can’t get enough of that musky, mudlike taste. Brain Gym is just one small tile in an immense and frightening mosaic of fantasy.”**

Tell it like it is, brother. And roll on the next column.

Source <http://draust.wordpress.com/2008/04/08/brain-gym-loses-its-trousers-figuratively/>

**Item (5)**

# 10 Free Brain Gym Exercises

[](http://www.healthyexerciseworld.com/www.HealthyExerciseWorld.com)1) **Cross Crawl**, another of the brain gym exercises that helps with spelling, writing, listening, reading and comprehension by coordinating the right & left brain. brain gym exercises, effects exercise, free brain exercises, brain training exercises

\* Stand or sit. Place your right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching. Do this for 2 - 3 minutes.

2) **Brain Buttons** This free brain exercise increases blood flow to the brain. The extra blood flow, the extra water, switches the brain ON, improves attention required for learning & performing.

\* Position one hand so that there is as wide a space as possible between the thumb and index finger, like a large letter “L.”

\* Place your index and thumb into the slight indentations below the collar bone on each side of the sternum. Press lightly in a pulsing manner.

\* At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.

[](http://www.healthyexerciseworld.com/www.HealthyExerciseWorld.com)3) **Lazy 8s** improves visual attention & eye mobility needed for reading.

\*Align body with a point at eye level. This will be the midpoint of the 8.

\* Choose a comfortable position for drawing the Lazy 8, adjusting the width and height to fit your needs.

\* Start on the midline and moves counterclockwise first, up, over, and around. Then move clockwise: up, over, around, and back to the beginning midpoint.

\* As the eyes follow the Lazy 8, the head moves slightly and the neck remains relaxed. Three repetitions with each hand separately and then both together.

4) **Arm Activation**, one of our free brain exercises, helps increase attention span.

\* Reach up above your head with your left arm, lengthening from your rib cage. Hold your arm just below the elbow with your right hand.

\* Now isometrically activate your left arm for a few seconds in each of four positions away from your head, forward, backward, and toward your ear. Rest your left arm again at your side. Now stand and let your arms hang comfortably by your sides.

[](http://www.healthyexerciseworld.com/www.HealthyExerciseWorld.com)5) **Hook Ups** are an example of how effects of exercise include improvement of mood, lessening of anxiety.

\* Stand or sit with the right leg crossed over the left at the ankles.

\* Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.

\* Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position.

\* Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You should feel noticeably calmer after that time.

6) **Thinking Caps** helps with spelling, short-term memory, listening ability & abstract thinking.

\* Perform this brain training exercise by using your thumb and index finger to gently pull and unroll the outer part of the ear, starting from the top and slowly moving to the lobe. Pull the lobe gently. Repeat three times.

7) **Calf Pumps** improves concentration, attention, comprehension, imagination and endurance. brain gym exercises, effects exercise, free brain exercises, brain training exercises

\* Reap the beneficial effects of this exercise by standing, arms length away from a wall, placing your hands (shoulder-width apart) against it.

\* Extend your left leg straight out behind you so that the ball of your foot is on the floor and your heel is off the floor and your body is slanted at 45 degrees.

\* Exhale, leaning forward against the wall while also bending your right heel and pressing your left heel against the floor. The more you bend the front knee, the more lengthening you will feel in the back of your left calf.

\* Inhale and raise yourself back up while relaxing and raising the left heel. Do three or more times, completing a breath with each cycle. Alternate to the other leg and repeat.

8) **The Elephant** is a brain training exercise that activates all areas of the mind/body system & is highly recommended for children with attention deficit disorder.

\* Place the left ear on the left shoulder then extending the left arm like the trunk of an elephant with knees relaxed, draw the infinity sign (crossing up in the middle) in front of you. Switch arms after three to five complete signs.

9) **Energy Yawn** is one of the Brain Gym Exercises that relieves the stress that interferes with learning & performance.

\* Simply massage the muscles around the TMJ (temporal-mandibular joint) at the junction of the jaws.

10) **Positive Points** helps relieve stress & improve memory.

\* Lightly touch the point above each eye halfway between the hairline and the eyebrow with fingertips of each hand. Close your eyes and breathe slowly and deeply for a few seconds. Release & repeat 3 times.