Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home

CAL Webinar
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#languageapplied

Participation in Today's Webinar

- Make sure your audio is set up for computer audio, so you can best hear us.
- Please keep your mics on MUTE.
- Enter your questions/chat participation in the Questions box.
- We will respond to as many as possible to make them visible to all.

Chat/questions

Webinar Series Registration

http://cal.org/resource-center/freeresources

Archived Webinars

NOTICE: Click the topic below to watch the videos. Handouts and PowerPoint are included in the descriptions.

- PHONE/ONLINE: Understanding the Role of Language in STEM Education (Coming Soon)
- PHONE/ONLINE: Assessing Development and Proficiency: Feedback Language Assessment in a Virtual Environment
- PHONE/ONLINE: World Language Assessment: Adapting to a Virtual Environment
- PHONE/ONLINE: Engaging Immigrant and Language Minority Students and Teachers to Enhance Multilingualism in the Home
- PHONE/ONLINE: Teaching Strategies for ELLs (TOP) (Coming Soon)
- PHONE/ONLINE: A Focus on Scaffolding for Students Learning in Two Languages
- PHONE/ONLINE: Reading Beyond Language and Literacy Development
- PHONE/ONLINE: Family and Community Engagement: Supporting Health and Learning in Summer 2020
- PHONE/ONLINE: Scaffolding Beyond Vocabulary: 4th-8th Grade Science
- PHONE/ONLINE: Building & Using Authentic Prompts to Promote Literacy in Your Classroom
- PHONE/ONLINE: Featuring Literacy in Foreign Languages
- PHONE/ONLINE: Toward Supporting Literacy in Early Childhood
- PHONE/ONLINE: Advanced Bilingual and Dual Language in the Home
- PHONE/ONLINE: Supporting Bilingualism in Your Classroom

Introductions

- The arts foster creativity, diligence, expression, patience, and teamwork.
- Arts education includes fine arts, drama, music, movement, and computer arts.
- Since we last met, name one way that you ignite that spark of creativity.
- How do you express your creativity?
Introductions

I love adult coloring! The more complex the design the better. My family really likes the pictures I create, so this week I’m making one per person that matches their personalities.

Marybelle Marrero-Colón

I made my son’s birthday cake and shirt.

Dr. Kate Moran

I love to play games:
1. Settlers of Katan
2. Candy Crush - Level 164

Chat

Agenda

- Introductions
- Brain breaks
- Primacy Recency Effect
- Arts Integration
- Brainstorming session

Goals and Objectives

- Content objectives
  - We will brainstorm resources and activities that integrate language with art, physical education and music in the home.

- Language objectives
  - We will talk and chat about how to promote language by exploring ways to express yourself creatively in the home.

Poll #2

- When the mid-afternoon energy slump rolls around, I:
  1) Exercise
  2) Eat chocolate
  3) Power nap
  4) Drink some coffee/cola
  5) Go for complex carbs

Brain Breaks

- Brain breaks are short, energizing bursts of activity that boost blood flow, send oxygen to the brain, and help kids better retain information.
- Simple 1-5 minute mind and body challenges
- Refresh your students’ minds through a controlled exercise break
- Excellent for regaining focus or giving hard working students a quick brain relaxing period where they do NOT have to think about instructional materials
Benefits of Brain Breaks

- **Increase in productivity:** Hitting pause long enough to give the Prefrontal cortex enough time to return and reprogram itself to a more positive state, allows it to return to the task with renewed mental resources, increased creativity and motivation.

- **Improved learning:** Simple rest periods allow for the hippocampus to review and integrate recent knowledge to memory.

- **Provides oxygen to the brain:** Oxygen is vital to an active brain. 90% of the oxygen in our brain and body is stale until we take a deep breath or get up to move our bodies.

- **Energizes mood:** Brain breaks promote stretching, laughing, listening to music, meditation and positively interacting with peers, all of which increase restorative neurotransmitters like dopamine (a.k.a. the happiness hormone).

**Types of Brain Breaks**

- **Relaxation and breathing brain breaks** - designed to change the breathing pattern and facilitate oxygenation of the brain as well as calm the students.

- **Highly physical brain breaks** - designed to get the children up and moving vigorously to facilitate oxygenation of the brain and release tense muscles.

- **Mathematics related activities** - designed to promote a divergent thinking.

- **Imaginary and creative play** - Makerspaces, Genius Hour, and art projects to boost student’s imaginations.

**Brain Breaks Resources**

- Fit.sanfordhealth.org
  - FitBoost
  - FitFlow Yoga for Kids
- Family.gonoodle.com
- Gonoodle.com/for-educators
- Movetolearnms.org

**Brain Breaks Recommendations**

- **Explore a range of brain breaks to determine which is best suited to your students**

- **Weigh up the advantages and disadvantages of high enjoyment/high physical activities against the total time lost out of the lesson before implementing brain breaks of this nature**

- **Establish a routine of brain breaks in your classroom over an extended period of time before making judgements on their effectiveness**

**Primacy/Recency Effect**

- **The Primacy/Recency Effect** is the observation that information presented at the beginning (Primacy) and end (Recency) of a learning episode tends to be retained better than information presented in the middle.

- During a learning episode, we tend to remember best that which comes first, and second best that which comes last.

- We tend to remember least that which comes just past the middle of the learning episode.

- Rather than trying to fill an entire block period with one learning episode, a block can be divided into multiple learning episodes with brief breaks in between to maximize the proportion of prime-times to down times.

- New concepts or skills should be taught at the beginning of a lesson during prime learning time. Practice of the new material should occur during the down-time to help the learner organize it for further process.

- Closure should take place during prime-time 2 to provide students the opportunity to make sense and meaning of new learning.

In October 1976, the quotation was attributed to Pablo Picasso in Time magazine.

What does this quote mean to you?

Chat

VOICES FROM THE FIELD
AN INTRODUCTION TO THE TOPIC

Isela Ortega

- Pathways TOA
- Department of Multilingual Program and Services
- Fontan Unified School District

Art & Music

- Art and music can be used to give all students the opportunity to showcase their:
  - individual personalities
  - voices
  - creativity
  - understanding

- A combination of both or independently allows teachers to target all four domains of language development through engaging lessons and activities.

- Language should be taught as a whole and not in isolation so, “why not use music and art?”

- Giving students options that include music and or art to develop language increases the amount of language production and participation on assignments by students.

- To engage, our students we must be creative and willing to go outside the normal teaching comfort zone.

https://wke.lt/w/s/YLrIW

Wakelet Flipgrid
Relaxed states can lead to more discussion of important topics. If you're a parent, why not try coloring together as a family and experiencing the relaxation benefits that are to be had? In addition, you may just find that these sorts of moments lend themselves to conversation and connection you hadn't planned on (Wendy Young, LMSW, BCD, 2019).

For English learners, this is a great opportunity to have open discussions and utilize social language to describe personal thinking and ideas, talk about their drawings and text-to-self connections, or to describe procedures and color choices.

Benefits of Coloring for Kids:
- Prepares them for school through the development and use of Tier 1 & 2 vocabulary
- Opens venues for discussion and oral language development
- Improves fine motor skills
- Helps learn about boundaries, structure and spacial awareness
- Teaches color awareness, recognition and discernment
- Improves focus and hand to eye coordination
- Improves confidence and self esteem
- Helps self-expression and stimulates creativity
- Contributes to better handwriting

Dena Przybyla (2019) Psychology of Color

For older students & adults, coloring has a great many benefits.

1. Reduce stress and anxiety
   - Coloring has the ability to relax the fear center of the brain, the amygdala. It induces the same state as meditating by reducing the thoughts of a restless mind. This generates mindfulness and quietness, which allows your mind to get some rest after a long day at work.

2. Improve motor skills and vision
   - Coloring goes beyond being a fun activity for relaxation. It requires the two hemispheres of the brain to communicate. While logic helps us stay inside the lines, choosing colors generates a creative thought process.

3. Improve sleep
   - We know we get a better night’s sleep when avoiding engaging with electronics at night, because exposure to the emitted light reduces your levels of the sleep hormone, melatonin. Coloring is a relaxing and electronic-free bedtime ritual that won’t disturb your level of melatonin.

4. Improve focus
   - Coloring requires you to focus, but not so much that it’s stressful. It opens up your frontal lobe, which controls organizing and problem solving, and allows you to put everything else aside and live in the moment, generating focus.

Improves communication
- As coloring reduces stress, it can also lower the affective filter that prevents second language learners from communicating effectively. While coloring, older students can utilize oral language skills to:
  - Speak with peers and adults about social and media topics while engaged in the activity
  - Focus on the artistic aspects of their activity in regards to lighting, shadows, perspectives
  - Use art based vocabulary when discussing their task
  - Connect their coloring with their culture and traditions

These are some samples from my family from ages 7-60.
Puzzles

- http://puzzlemaker.discoveryeducation.com/

Art and Language: “Simon Says” Drawing

- Give learners simple drawing commands
  - Draw a square in the center of your paper
  - Draw a triangle on top of the square. Make sure the base or bottom of the triangle is the same width as the top side of the square.
  - Draw a small rectangle in the center of the square. The short side of the rectangle should touch the bottom of the square.
- After some commands, show your drawing and ask, “Does your drawing look like mine?”
  - How is it the same?
  - How is it different?
  - Why did you draw it that way?
- For a challenge, add the “Simon says” component

Art and Language: “Simon Says” Drawing

- Practice and reinforce listening skills
  - Directional language: left, right, up, down, top, bottom, side, center
  - Prepositions and prepositional phrases: on top of, beneath, over, above, around
  - Shapes, sizes: small triangle, large square
  - Comparative language: smaller than the square, the same size as the square on the left, similar to the one on the top
- Give a student a chance to be “Simon”
  - Practice giving commands
  - Give students an image to use with sentence frames
  - Practice the language before playing the game

Art and Language: You’re in the painting!

- Show learners some paintings of landscapes or scenes.
  - You can use famous paintings they might be familiar with.
  - Brainstorm vocabulary related to the painting before the activity
  - Pre-teach any vocabulary they might need
  - Choose a painting that corresponds to your lesson/unit topic to recycle and review content concepts and vocabulary
    - a time period in history
    - an art concept or style
    - a familiar topic or experience
- Have learners imagine that they are in the painting.
  - Why are they there?
  - What do they see?
    - create a Flipgrid video with their ideas
    - have a dialogue with another learner via text about the same image
    - write a story from their perspective within the painting
- Provide supports like a word bank or sentence frames/stems:
  - I am _____ because _______. Looking around, I notice _______.
  - I feel _____ because _______. Something else I see is _______.

Art and Language: You’re in the painting!

- A time period in history
- An art concept or style
- A familiar topic or experience
Art and Language: Me! Collage

Creating a collage is a great way for learners to express themselves while their language proficiency develops

- Have learners create a collage all about themselves
- Put an image that represents them or a picture in the center
- Cut and glue images that are meaningful all around “me”
- Add descriptive words and phrases
- Learners can present their collages to their classmates
- Collages can be made digitally with photos, stock images and software like Adobe Photoshop

Mozart Listening Activity

- Did you know that Twinkle Twinkle Little Star was a French folk song called Ah, vous dirai-je, maman?
- Mozart wrote Twelve Variations on this theme.
- Can you identify what changes in each variation?

Example

Let’s Try It!

- Listen to the theme and then Mozart’s variations.
- What changes in each variation?
  - Melody?
  - Rhythm?
  - Dynamics?
- How would you describe the mood of each piece?

Your Turn

- Which activities would you like to adapt and use from home?
- What brain break activities or resources have you been engaging in with your students or kids?
Upcoming Topics

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<td>May 15, 2020</td>
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<td>CAL SIOP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages</td>
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Other Online Learning Opportunities

- CAL’s self-paced asynchronous courses:
  - Academic Literacy Development for English Learners
  - Foundations of Literacy: The Nature of Reading
  - Fundamentals of Sheltered Instruction: Featuring the SIOP Model
  - Register now! Building Background and Comprehensible Input: CAL SIOP Essentials
    - [http://www.cal.org/what-we-do/online-courses](http://www.cal.org/what-we-do/online-courses)
- All courses are ~ 5 hours of course time
- After completion, participants receive a CAL Certificate of Completion that can often be used to obtain continuing educational credits from your school or district.

Thank You

- View this webinar and download the handouts on our CAL Resources page: [http://www.cal.org/resource-center/freeresources](http://www.cal.org/resource-center/freeresources)
- Join us next week, Friday, May 15, 3-4pm EDT
  - Next week’s topic: The World Around Us: Social Studies, Geography and Language in the Home
  - [https://attendee.gotowebinar.com/register/7838517756745611021](https://attendee.gotowebinar.com/register/7838517756745611021)

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