

MISP and the use of positive touch (Kinaesthetic learning)

Introduction

Kinaesthetic learning can be defined as the process that results in new knowledge (or understanding) with the involvement of the learner's body movement. This movement is performed to establish new (or extending existing) knowledge. Kinaesthetic learning at its best, is established when the learner uses language (their own words) in order to define, explain, resolve and sort out how his or her body's movement reflects the concept explored. Galeet Ben Zion
Source Wikipedia

Tactile-Kinaesthetic Learners

Making up about 5% of the population, tactile and kinaesthetic learners absorb information best by doing, experiencing, touching, moving or being active in some way.

MISP puts an emphasis on movement to support learning and Instructors are encouraged to help staff develop positive touch activities related to the curriculum.

Advice from school-based staff

Work a term ahead and identify topics for the coming term. Too often instructors realise after the event that work could have been reinforced with positive touch.

Look for opportunities to integrate positive touch into the wider school curriculum. There are playground-based activities that can use positive touch. Many special days in the school calendar such as religious celebration days, sports days, mother's/father's day, comic relief, children in need and anti-bullying week. All of these can benefit from the use of positive touch activities. Plan ahead!!

Getting started with positive touch

Planning stage

What do you want the children to learn or remember? They will remember best with VAK – visual, auditory and kinaesthetic (See, hear and do)

- Identify the main points or concepts.
- What visual material will support this work? What words will be used?

- There should normally be no more than 6 -7 points. Younger children will need less. Keep it simple.
- What is the sequence of ideas or points to be remembered?
- Which massage or touch stroke best illustrates the point or idea/concept. You can use the 15 MISP strokes, weather story or other simple strokes.
- Do these strokes work well in the chosen order? It is best to have a sequence that flows rather than one that is disjointed. For example, avoid touching the head and then going to the hands as there are no linking strokes.
- Be prepared to test and adapt to get it right.

Examples of positive touch activities

These are a few of the positive touch activities that have been developed by trainers and instructors. They can be adapted to suit new situations. As with all touch, ask permission and say 'thank you'.

Hello Hand – To identify the different types of touch created by the hand

Do three long strokes with the palm, finger pads and index finger in turn on your partner's back. Alternatively write the first letter of your name with the palm, finger pads and index finger 3 times on your partner's back.

Can your partner feel the difference in touch? Does your partner have a preference?

Change from giver to receiver. Adapt the activity to be the first letter of favourite hobby, game, etc.

Note: Some people may be touch sensitive. Use palm first to desensitise the back. Use a firmer, slower pressure if someone is touch sensitive.

Nursery rhymes

These use simple touch strokes with singing in well-known songs.

Basic touch strokes may be circle (palm), slide in any direction (palm), finger pads open or closed (like walking, raindrops).

Hickory Dickory Dock

Hickory, Dickory Dock Circle

Make big circles on the back with the palm of one hand, like a clock face.

The mouse ran up the clock Pat

Place the finger pads of both hands at the base of the back and quickly 'walk' up the back.

The clock struck one Slide

Draw a large number one using the palm of the hand

The mouse ran down. Pat

Place the finger pads of both hands at the top of the back and quickly 'walk' down the back.

Hickory Dickory Dock. Circle

Make big circles on the back with the palm of one hand, like a clock face.

Addition Tick tock, tick tock Slide

Slide hands from side to side like the pendulum on the clock.

Repeat and then for 'struck 2' do 2 long slides down the back.

Incy Wincy Spider

Incy Wincy Spider Pat (open)

Place one hand with spread finger pads at centre of the base of the back.

Climbed up the waterspout Pat (open)

Use both hands with spread finger pads to 'walk' to the top of the back.

Down came the rain Pat (open)

Use the finger pads to make rain drops, by patting

And washed the spider out Slide

Slide hands from shoulders to waist

Out came the sun Circle – one hand

Make a big circle on the back with the palm of one hand.

And dried up all the rain Slide

Slide hands to make sunrays.

Incy Wincy Spider climbed up the spout again Pat (open)

Start at the base of the back. Use one hand at a time with spread finger pads to 'walk' to the top of the back and lightly rest the hands on the shoulders.

The Grand Old Duke of York

The Grand old Duke of York he had ten thousand men **Still**
Rest hands lightly on the shoulders.

He marched them up to the top of the hill **Walk or Pat**
Place hands with finger pads together at base of back and 'walk' up to the top.

And he marched them down again. **Walk or Pat**
'Walk' the hands back down to the base of the back.

When they were up they were up **Still**
Rest hands lightly on the shoulders

When they were down they were down. **Still**
Rest hands at the base of the back

When they were only half-way up **Still**
Rest hands in the centre of the back.

They were neither up nor down. **Still and slide**
Place hands on the shoulders and move quickly to the base of the back again!

The wheels on the bus

Place palms of the hands on the shoulders to start. The circles and slides should suit the words of the song.

The wheels on the bus **Circles (eyeglasses)**

Go round and round, round and round, round and round. **Circles**
Move the hands in circles on the back (note – it does not matter in which direction they move!)

The wheels on the bus go round and round, all through the town. **Circles**
Repeat the circle action.

The wipers on the bus go **Still**
Place palms of the hands centre back

Swish, swish, swish, swish, swish, swish, swish, swish. **Slide**
Move the hands slowly and smoothly from side to side like windscreen wipers.

The wipers on the bus go swish, swish, swish, all through the town.
Slide Repeat the wiper action

Design your own strokes to go with the other verses.

Sunflowers Massage Story



*Adapt this to suit the age and interest of the children, using appropriate language. Use imagination and describe colour, texture and type of flower that children will know. Strokes can be done **several times**.*

Story	Touch Stoke
Ask permission	
We have a garden. We want to grow some cheerful, bright coloured flowers. Sunflowers!	Still
First we prepare the soil. We'll make it flat ready for the seeds.	Slide down
Now we must make sure the seeds are ready. Look at what we have. <i>describe?</i>	Still
We need to make small holes to plant the seeds in.	Draw small circles
Now we put the seeds in the holes we have made.	Pat
Next we cover the seeds with soil.	Slide
We have to be patient and wait for the seeds to grow.	Still
Rain falls on the soil and waters the seeds.	Pat open
Sun shines and warms the soil. It helps the seeds to grow.	Circle Slides
Small green shoots appear above the soil.	Draw
The wind blows gently and makes the shoots strong.	Slide sideways
We watch the plants growing taller and taller.	Slide up and out
What will we see?	Still
At last, the flower buds open. We see <i>describe</i>	Draw
We're so pleased to see our tall, golden, flowers. They look like they are smiling!	Draw a smile
We can look at them every day. They make us feel happy!	Still
Say 'thank you'.	

Friendship Massage (Say 'no' to bullying)

This massage activity is designed to be used in pairs, circles or spirals for anti-bullying week or other occasion. Massage can be done in classrooms, the school hall or outside (weather permitting!). It uses actions from the weather massage/story.

Teachers may wish to use their own introductions, but the emphasis is on friendship. The introduction should be adapted, along with wording and massage, to suit the age group.

What do we mean by a friend? What do friends do? Everyone needs friends. How can we be good friends? (Friendship is like the weather. It can change over time . . .)

The leader should read the story **slowly** and allow time for children to do the actions.

Friendship massage

Please can I give you a massage? Still touch (shoulders)

Friendship feels like the sun on our backs	Still touch
It feels warm and comfortable	Circle with palm
Friends make us feel wanted	Circle
Friends help us feel happy	Circle
It's good to have friends	Like sunrays
But sometimes friends fall out	Still touch centre back
They may argue	Like thunder (cupped hand)
They may shout or fight	Like lightening
They may make people feel sad	Like rain (tears)
And unhappy	Like rain (tears)
How can we help?	Still touch centre back

We can be kind	Circle
We can listen	Circle (eyeglasses)
We can be helpful	Circle
And caring	Circle (hearts)
We can make people our friends	Like sunrays
And share our friends	Like sunrays
So that everyone feels happy Say `thank you	Hands on shoulders/ hug!

The water Cycle

Relates to the science /geography curriculum.

Teacher / leader reads the process of the water cycle and children work in pairs. Every school will have a set description/sequence to follow. There may be a visual aid to refer to.

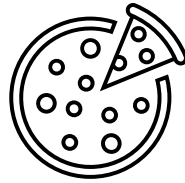
Example:

Draw on the back of the child (Ask permission)

Still

1. Waves of sea – draw with fingers
2. Sun warms the water – circle with whole hand on back
3. Evaporation of water – like light bear walk upward movement
4. White fluffy clouds form- Draw with finger pads on back
5. Clouds pass over the hills – draw hills on back
6. Water droplets condense and form rain – fingertip `raindrops`
7. Rain runs over the earth to the river and on to the sea – fingers and hands shape the river and estuary.

Pizza Massage Story



Adapt this to suit the age and interest of the children, using appropriate language.

Use imagination and describe shapes, colours and textures. Even young children can suggest foods to be added to the pizza. Strokes can be done several times.

Story	Touch Stoke
Ask permission	
Today we're going to make a pizza.	Still shoulders
First we clean the work surface.	Slide down
Next we make the dough for the pizza.	Knead shoulders
We shape the dough into a circle.	Circle
Now we spread the dough with the red tomato puree.	Circle or slide
We can add some slices of juicy tomato to the base.	Draw small circles
What next? Perhaps some sliced mushrooms.	Draw
Then some pepper slices, red and yellow	Draw
We can add lots of different toppings to the pizza base.	Own ideas
Then last of all we'll add grated cheese.	Pat open
It's time to cook the pizza. Let's put it in the oven	Slide down and out
Now to clean the table ready for our pizza meal.	Slide
The pizza is ready. Doesn't it look good!	Still
Say 'thank you'.	

Curriculum subject: Science Early Years (5-7 years)

Topic: Living processes

Teaching points: Life cycle of the caterpillar (Previous experience of "Hungry Caterpillar" story by Eric Carle.

Introduction to the children:

We are going to do a rhyme and a story with actions. This will remind you how a caterpillar grows and turns into a butterfly.

Rhyme: Arabella Miller

Little Arabella Miller (*Still touch, flat hands on lower back*)

Met a furry caterpillar (*Hearts x 1 set*)

First it climbed upon her brother (*Bear walk up back x 1*)

Then it climbed upon her mother (*Bear walk up back x 1*)

"Oh!" said Arabella Miller "Take away that caterpillar." (*Brushing off the snow from shoulders only x 3.*)

Hungry caterpillar story

By the light of a big moon . . . (*Circle round the back with a flat hand*)

A tiny egg lay on a leaf. (*Still touch mid back.*)

Then out popped a tiny and very hungry caterpillar. (*Slide hand to still touch shoulders.*)

She started to look for some food. (*Bear walk with finger pads x1*)

When she was full she spun a cocoon around herself. (*Hearts x 3 then still touch mid back*)

The sun shone and made everything warm. (*Make big sun with rays, like weather massage*).

Out of the cocoon came a beautiful butterfly. (*Butterfly x 3*)

Which fluttered away into our wonderful world (*Light brushing the horse*)

Coming in from break time (playtime)

(Developed by Healthy Schools instructors, Bristol 2012)

Tune: Frere Jacques

Children line up to come in from the playground. This activity can be done standing still or slowly on the move!

Coming in from breaktime (playtime)

Break time's over (still touch on shoulders)

Break time's over

In we go (bear walk on upper back)

In we go

Now it's time for learning (eyeglasses)

Now it's time for learning

Nice and slow (brushing the horse to upper back)

In we go

Repeat!

Animal Night-time Massage Story



Adapt this to suit the age and interest of the children, using appropriate language. Use other animals if you wish.

The 'slide' stroke is very adaptable and can be used up and down and outwards, long and short to suit the action.

Story Ask permission	Touch Stoke
It's night-time. As the sun sets and the moon rises in the sky, some animals get ready for bed.	Still
The blackbird flies to the hedge	Slide Up and out
and rests on a branch.	Still
The hen walks to the hen house	Pat open
and sits on a perch.	Still
The duck paddles to the river bank	Slide alternate hands
and shelters in the long soft grass.	Still
The brown rabbit hops across the field	Pat
and settles in its dark burrow.	Circle
The cat climbs into its basket	Walk
and curls up into a warm, soft, ball.	Circle
Time for sleep.	Still
<i>If the story ends at this point, say 'thank you'.</i>	Still
But not all animals are asleep at night	Still
The owl wakes up and flies to look for food.	Slide up and out
The hedgehog wanders slowly through the garden looking for grubs.	Walk
The hamster wakes, cleans its whiskers and plays on its wheel	Circle
Then the moon sinks lower in the sky.	Slide slowly down
The sun rises and another day begins.	Circle Slide to sides
Say 'thank you'	

The Pie

Place hands on shoulders to start.

1. The first cook rolled some pastry for a pie.

Place palms of hands together at the base of the back. Run hands up the centre of the back to the shoulders and down the outsides (like a breast-stroke). Do this 3 times.

2. She put apple slices on a plate.

Place one hand on shoulder. With the palm of the other hand make a circle on the back, to represent a plate. With the finger pads 'draw' apple slices all over the plate.

3. She covered it with pastry.

Keep the hand on the shoulder. With the palm of the other hand make a circle 2 / 3 times to cover the 'plate'.

4. 'This pie is for the Queen' she said.

Rest hands on shoulders.

5. The second cook rolled some pastry for a pie.

Repeat no. 1

6. He put blackberries on a plate.

Repeat no. 2 but make a round blackberry shape.

7. He covered it with pastry.

Repeat no. 3.

8. 'This pie is for the Queen' he said.

Repeat no.4.

9. The third cook rolled some pastry for a pie.

Repeat no. 1.

10. She put apple slices on the plate.

Repeat no. 2.

11. She put blackberries on the plate.

Use finger pads to make round blackberry shapes on the 'plate'.

12. She covered it with pastry.

Repeat no. 3.

13. She sprinkled sugar over the top.

Place both hands on the centre of the back, with fingers spread, and pat the fingers over the area of the 'plate'.

14. 'This pie is for the cooks' she said.

Place hands on shoulders.

Variations

Children can choose different fillings to go in the pies. The filling ingredients can be described verbally and then described with touch – shape and texture. Different toppings can be visualised and described with touch – a woven pastry topping, cut out pastry shapes for decoration. Feel free to adapt the wording and the massage to suit the children.