

# HOW TO USE THIS BOOK

*From RAPPIN' ON THE REFLEXES by Eve Kodiak, M.M.*

Babies don't have to study a text to learn their reflexes. Because we all started out as babies, we all possess the original code of reflex movements. *Rappin' on the Reflexes* is primarily a mnemonic device, and it aims to be easy and fun.

So, the most important thing is to DO IT!

*Rappin'* has been written with different audiences in mind. Here are some goal-specific ways of approaching the material.

1. **Open-Ended Exploration.** Just put on the CD, look at the pictures, and move! If you are confused, consult the *Noticing* and/or *Activity* section of the book. You can begin at the beginning or skip around.
2. **Developmental Sequence.** *Rappin'* begins with breathing, and moves in general way from core to peripheries. If this gradual approach appeals to you, begin at the beginning and work your way toward the end.
3. **Special Needs.** Some come to *Rappin'* with a particular issue to address. If this is the case, look in the **Index of Conditions** for your area of concern, and turn to that chapter and CD track.
4. **Reflex Specific.** Some come to *Rappin'* with an interest in integrating a particular reflex. In this case, look in the **Index of Reflexes** to find which activities explore that reflex.
5. **Classroom Teachers.** Choose a few *Rappin'* cut to play each day. You can check, either in the **Index**, or in the *Helps* section of each chapter, for the issues you'd like to address: sitting in the chair, handwriting, or math, for instance.

Before class, go through the activities yourself. Check *Teaching Tips* for a little extra inspiration.

You can begin by playing the CD and moving with the children. As the class learns the lyrics, you may not need the CD at all! When you lead the raps yourself, you can slow them down for more complete learning. You can also change the lyrics to suit your own needs.

You'll find your own favorite numbers for particular situations – *Well, Well, Where's Your Turtle Shell?* to calm down and get ready to learn, *Coyote Vowels* to warm up for reading aloud, and *X Marks the Spot* to transition from recess, for example.

You may want to repeat the same sequence for a week, or to vary it each day. Both ways work!

6. **Practitioners.** Add *Rappin'* activities to your sessions. *Rappin'* activities are a useful addition to the learning menu of an Edu-K Balance.
7. **Parents.** Any or all of the above. Also: just put on the CD and see what happens. You may find your children integrating their reflexes on their own!
8. **Seekers.** All of the above. Also: Read the text carefully, try everything out, create your own variations, and let me know what you find!

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