

Space Bubbles

Objective: Establish individual space and respect of other bodies

Materials: Bubbles (only for first time)

Vocabulary: Scientist, Observation, Experiment

Most Appreciated By: K-1 with a Modification for 2-3

Time Estimate: 5-10 minutes

Procedure

1. Set up the idea of observation
 - Sit students in a circle on the floor. Explain that today they will be scientists and ask them what scientists do.
2. Reveal a container of bubbles
 - “If you know what these are please put your finger on your nose. I see lots of friends know what these are. Okay, take your finger off of your nose.” This will eliminate a burst of noise that could lower focus.
3. Getting ready
 - Tell the students that in a moment you are going to blow the bubbles and that, as scientists, their job is to look at the bubbles and listen to the bubbles.
 - Talk about how when you see bubbles you always want to pop them, but you know that if you do that you will not be able to observe them anymore.
 - Introduce Expectations: “If you are worried that you might pop the bubbles, you can fold your hands together and put them in your lap. That will tell me that you know you are not going to pop them. ”
4. Blow the bubbles
 - If a student does pop the bubbles, reset your expectations and try again. If students do not pop the bubbles, celebrate by blowing another round.
 - Discuss color, shape, size, and sound.
5. Create the bubbles
 - Introduce the giant bubbles you are going to put around your body. Ask students to close their eyes and imagine a container of bubbles in front of them. Open your eyes and have a moment of surprise when finding them in front of you.
 - Open the bubble container, grab the wand, and blow a giant, imaginary bubble (emphasis: take a moment here to discuss blowing a soft, smooth bubble).
6. Get inside the bubbles (enhance these moments with verbal sounds)
 - Put the wand back in, put the lid back on and put it in your pocket for later (bink)!
 - Gently reach up and wave the bubble down, catch it.
 - Wiggle it around your head (squeaky noises). Stretch it over your legs (effort noises and stretching).
 - Take a moment to look around and admire everyone’s bubbles
7. Lay the foundation
 - Take a moment to discuss what might happen to your bubble if you run into someone or something in the room.

-Remind the students to take care of their bubbles and if an accident happens, they can always pull their bubbles from their pockets and blow them up again.

-Having a designated spot in the room where students can go to blow up their bubble again is an excellent way to reset their energy without it feeling like a punishment.

Moving Forward

To continue this activity as a ritual, you no longer need to blow the real bubbles every time. Simply begin by having your students close their eyes and imagine the bubble container in front of them. Feel free to tweak the activity each time with spotlight moments like:

1. What color are your bubbles today?
2. Take a sip of your bubbles, what do they taste like?
3. The bubbles are sleepy, what different ways or languages can we say hello in to wake them up?

Notes & Modifications

You can use this activity to get students ready for a particular part of the day (perhaps a time where you know they are going to be very physical) or integrate it into your everyday ritual. Either way, it is important to establish this ritual early on and follow through on repeating it.

Also, if this activity feels too young for your group, sub out bubbles for a can of imaginary paint. Paint your whole body with the paint (lots of tactile work here) using brushes, pats, and squeezes. You can even dip your head upside down in the paint. Tell your students that throughout the lesson they will leave a trail of paint behind everywhere they go. At the end of the day, you can “look back” on where you left the paint to see what they remember about the day’s activities.

Shapes in Space

Objective: Develop excitement about body control and increase spatial awareness

Materials: Claves or chimes

Vocabulary: Low, Medium, and High

Most Appreciated By: K-6

Time Estimate: 20-45 minutes

Procedure

1. Set up

- Have students spread out in the space and sit in low level.
- Explain to students that they are going to make interesting shapes with their bodies.
- Demonstrate how you will give them a three count with claves or chimes. While you are counting they can move their bodies, but must stay in their zone. When you call a freeze, students must hold their bodies wherever they are.

2. Explore low level

- Try 3-5 different low level shapes. Encourage students to try going on their stomachs, backs, curled up small, etc.

4. Introduce the challenge

- After the students have the swing of it, take time to establish the excitement of body control.
- Talk through how some students are so still they almost look like statues and challenge the other students in the room to see if they can trick you into believing they are made of stone.

5. Explore medium level

- Repeat the same steps from low level.
- Make sure to remind students that medium level can be on knees, standing up with legs bent, or way down low lifting body parts like legs up into medium level.

6. Explore high level

- Repeat the same process up high and encourage them to challenge their balance and find up high in other ways besides reaching straight up.
- Add a layer: Once you have students frozen you can give them a three count to adjust just one body part at a time (one arm, a pinky finger, the direction of their eyes).

7. Word inspiration

- In this new round, give the students words to inspire their shapes and ask them to choose whatever level they'd like for each.
 - Examples: wide, narrow, sharp, soft, heavy, light, twisted, crunchy, squishy
- Be sure to verbally tell them what choices you see people making and invite them to use their eyes to look at their neighbors. Are most of them in low level? Are they using their fingers and toes?

8. Situations and observations

- Give students a situation and ask them to make a shape with their bodies as though it was happening to them (they may choose any level).

- Situation Examples: lost your homework, walked into a surprise birthday party, found sibling wearing favorite shirt without asking
- Do the first example as a whole group and verbally tell them what you are seeing.
- Split the group in half and have the first group make a shape based on the situation and the second group act as observers.
 - Ask the observing group to talk about what they see. When they use phrases like “They look mad” dig deeper by asking “How do you know that? What is their body doing that tells you that? What are their hands and shoulders doing?”
- Switch and repeat.

Moving Forward

This is an activity that can be broken down into many layers and taught one piece at a time. See below for suggested layers and their particular objectives.

1. High, Medium, Low while checking for strength and stillness
 - works toward spatial awareness and pride in stillness
2. High, Medium, Low with single body part adjustments
 - works toward specificity of bodies
3. Word Inspiration
 - works toward connecting abstract ideas with body language
4. Situations and Observations
 - works toward empathy and recognizing non-verbal cues through embodiment and observation

However you choose to use it, it is critical to affirm the students when they are able to lock in those still, focused poses. Also, if you do this activity over several sessions, always do a quick refresher on the vocabulary and steps previously explored.

Notes & Modifications

Be careful to avoid generic language like “good job” and “perfect”. Instead, tell them exactly what you are seeing in a quick, concise way after each pose. For example, “I am noticing a lot of friends have straight spines and their eyes are up to the ceiling” or “I see that a few friends have lifted their chins and fingertips up into high level”. This lets them know you are really looking at what shapes their bodies are making and it helps them develop awareness about what the individual parts of their bodies are doing.

Curricular Connections

Once students have worked through all of the levels, you can have them create frozen shapes to explore whatever you may be working on in the classroom. For example, you could explore geometric shapes, ecosystems, or story sequencing.

Pair, Share, Shape

Objective: Use movement to create moments of reflection between students and as a group

Materials: Chimes

Vocabulary: Frozen Picture OR Tableau

Most Appreciated By: K-6

Time Estimate: 5 minutes

Procedure

1. Sit students in a circle on the floor
 - Introduce the chimes by letting students know that whenever they hear the chimes it means you need their attention.
2. Pair
 - Ask the students to turn to the person next to them. You may need to pair them up to ensure that everyone has a partner. If you are teaching virtually, you can send them into breakout rooms after explaining all of the directions.
3. Share
 - Ask each pair to brainstorm three words to describe the previous activity, class, or the day as a whole (30 seconds). Chime to bring the focus back.
 - Ask each pair to choose their favorite of the three words (30 seconds). Chime to bring the focus back.
 - Ask each pair to discuss how they would create a picture with their bodies of that word (30 seconds). Chime to bring the focus back.
4. Shape
 - Have students get up on their feet and create a frozen picture (like a photograph) of that word using both of their bodies (one minute).
 - From here, you can have each group show their picture individually OR show a few pairs at a time.
 - If there is time, you can have the class discuss what they think the word is or you can allow the activity to be a visual representation.

Moving Forward

After the first few times, your students will understand the rhythm of the steps and the use of the chimes. Therefore, the set up for this activity will fly by and you can spend real time discussing the images and the choices your students are making with their bodies.

Notes & Modifications

With younger students, feel free to simplify by taking away the partner element and asking them to individually brainstorm and make a picture with just their body. You can build from individual body shapes to partners over time. You can also turn this into a bookend activity by having students/pairs show you how they are feeling at the beginning of the day or activity and then again at the end of the day or activity. You can create a visual and physical assessment tool in this way.

Curricular Connections

This can be done as a check in after lessons to see what knowledge students have soaked in and give them an opportunity to embody the new information. For example, you can ask students to do this to give you the main idea of a story. You can also ask them to create three pictures instead of one for beginning, middle ,and end. If you were studying a specific moment in history you could ask students to give you a visual representation of that moment. If you were studying a certain ecosystem you could ask students to make the shape of the flora or fauna that most interested them.