

Moving Together

Stage 1: Awareness of Space and Each Other

- Invite the pupils to stand up and have a walk around the room
- Encourage them to go in different directions, and to use as much of the room as possible
- Ask them to stop and look around the room to see if they have filled every possible space. Are there any gaps that need to be filled? Are there people in little clusters?
- Invite them to repeat the activity but this time being fully aware of each other's movements and the whole space
- Ask them to stop and look again. Are we getting better at filling the whole space as a big group? Let's try one more time
- Repeat as above

Stage 2: Awareness of Space, Each Other, Engaging Both Sides of the Brain, Building Listening Skills and Building Focused Reactions

- Now that we know how to fill the whole space as one big group, we are going to add instructions
- Ask the pupils to walk about again, making sure they are filling the whole space
- Tell them that you are going to call out a specific number. Each number represents a different action. Once they hear the number, they should stop first and then complete the action. Basically, these actions happen on the spot!

Instructions

- When I call number 1, it means you should **Jump** on the spot
- Number 2 means you should stand still and **Clap**
- Number 3 means you should **Hop** on one **foot**
- The trick is for them to make sure the whole space remains filled, so they complete their action as one big spread out group
- You can develop listening and responses in more depth by mixing up the meaning attached to the numbers, e.g. this time when I say number 1 you have to do the number 2 action

Stage 3: Awareness of Space, Each Other, Engaging Both Sides of the Brain, Building Listening Skills, Building Focused Reactions, Developing the Senses and Recognising Sensations

- Invite the pupils to move around the room, filling the whole space as before
- Explain that this time you will call one of four numbers, which means that they should walk about the space in a specific way. This time you are inviting the pupils to move through the space in various 'states.' This time, they do not have to stand still to do the movement

Instructions

- When I call Number 1, you should walk through the space in a 'very busy' way
- Invite them to really exaggerate the movements, which does not necessarily mean they frantically run, but more about encouraging them to use the whole body to sculpt agitated and busy states

- Explain to them it is about really feeling the sensation of the busy state in their whole body, rather than simply running from A to B (It might be worth spending time explaining this so they fully understand)
- When I call Number 2, you should walk through the space in a 'very lazy/lethargic' way (again following the above principles)
- When I call Number 3, you should walk through the space in a 'very aware and attentive way' (again following the above principles)
- Encourage them to really utilise the senses for Number 3, e.g., as you walk through this time, really use your eyes to lead you. Look at the whole room. What do you notice? Imagine it's the first time you are really seeing the room and all your classmates. Be really attentive to what you see. Be really aware of everything.
- You could also do this with sound, e.g., as you walk through the room this time, really use your ears. What do you hear that you never noticed before? What can you hear in the silence?
- When I call number 4, you can choose to walk through the space in any way you 'want'.
- Once, they are really familiar with all the movements; you can mix up the speed and order that you call out the numbers
- Once again, it is important that they fill the whole space, and be fully aware of each other
- This time, it is important that the action happens on the spot when they are still

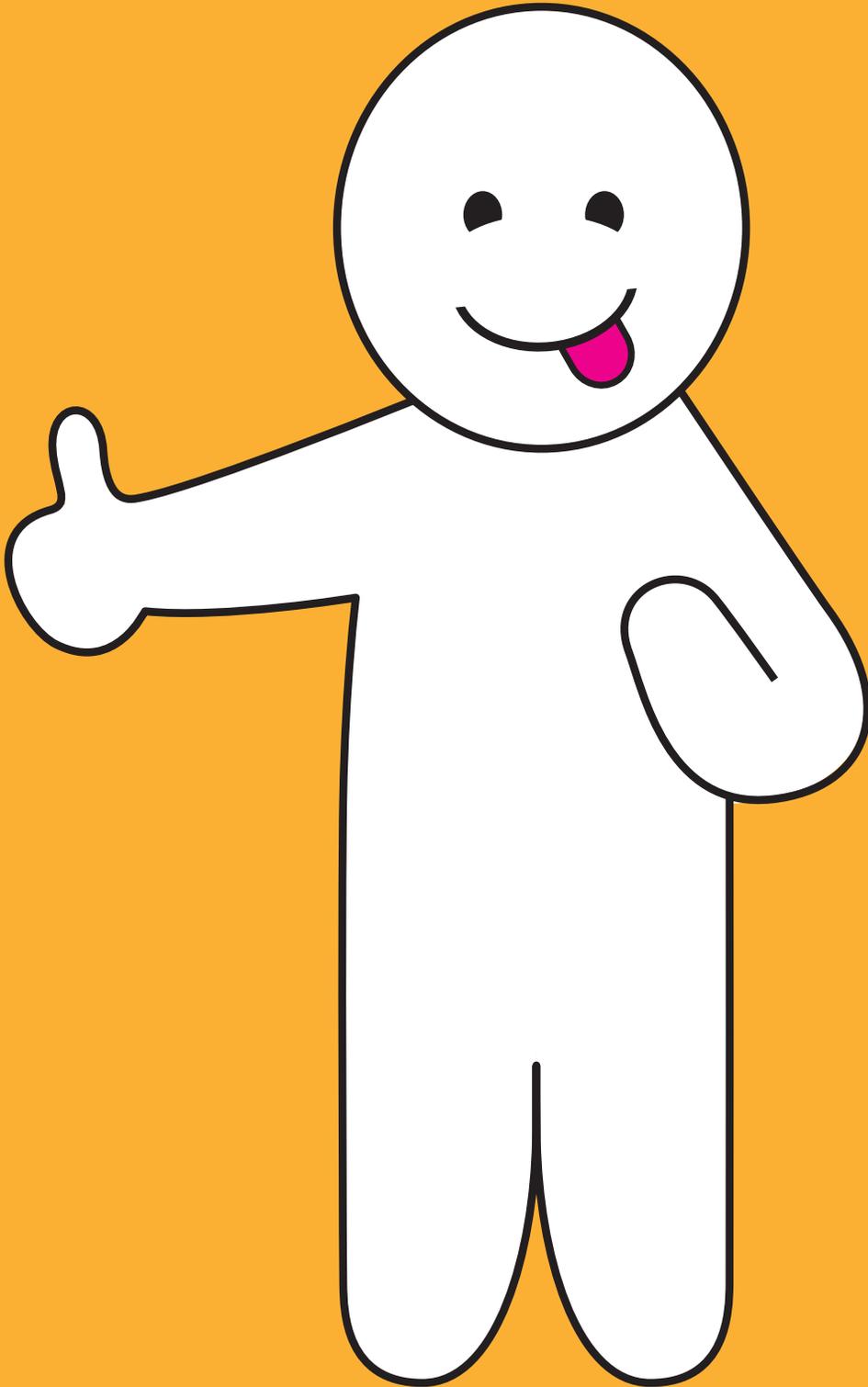
Instructions to call out

- Get into pairs and freeze (the teacher might need to join in if the class is an odd number)
 - Stand in a relaxed way and face each other
 - As you face each other, you should individually rub the palms of your hands together to create some heat
 - Once heat has been created, hold both your palms very close to the palms of your partner, but without touching. Feel the energy between you both
 - Move around the space again, making sure to fill the whole room
 - Once again, get into pairs (a different partner than before). Stand in a relaxed way facing each other, and individually rub the palms of your hands together to create heat
 - As you are rubbing your hands together, decide on who will be Player A and who will be Player B
 - Player A should hold the palm of one of their hands about six inches from the face of Player B. Again; it is important not to touch. The idea is for Player B to feel Player A's energy in front of their face. Player B should focus on Player A's hand as if it is hypnotic. They should want to follow Player A's hand around the room
 - Player A should then lead Player B around the room with the 'Energy Palm' (it is important for them to maintain the distance between Player A's hand and Player B's face)
 - As Player A moves around the room, Player B continues to follow
 - After a set time, switch and let Player B's lead (before switching, make sure to instruct pupils to once again stand in a relaxed way facing each other, and individually rub the palms of their hands together to create heat)
- Stage 4:**
Awareness of Space, Each Other, Engaging Both Sides of the Brain, Building Listening Skills, Building Focused Reactions, Developing the Senses, Recognising Sensations and Developing Empathy and Trust
- Invite the pupils to walk around the room, filling the whole space as before
 - As the pupils walk around the space, tell them that you are going to call out an instruction, and as a class they must work together to complete it

Resource

5

Agree



Resource

5

Disagree

