

## Learning Objective One: Understanding the Body as a Source of Self-Knowing

### **B. Class 2:**

**\*1 Hour class**

**Exercise: *Find Your Groove*...exercise adapted from Erinn Lieghbard**

*\*In this exercise, students will see through self-expression that the body holds movement patterns that holds ideas of the self*

First 30 Minutes:

-Students are asked as they walk into the room to take off their shoes and socks and sit in the middle of the classroom in a circle

-I will introduce learning objective one, with the quote: “As energy flows through my moving bodily self, so do ideas. Among them is this. *If I were doing something else, I wouldn’t be thinking these thoughts. These thoughts I am thinking bear some relationship to what I am doing; they express the sensory awareness I am cultivating. It is not that I am thinking about dancing. I am not. I am also thinking about how to be more patient with my son than I was this morning. I am considering the plan for my next blog post. I am remembering a friend who could use a supportive message. I am writing this chapter. Still, there is a difference. These thoughts are dance enabled*” (Lamothe, 37).

-I will then introduce the class plan.

-I will now ask students to stand up and we will now introduce ourselves with our body...I will start out by sharing my name again and sharing a dance move that I believe represents me, we will then go around in a circle repeating this dance move that I share...then each student will share a dance move and the circle will again repeat this move until we have all shared. This will be our continuous “check-in” exercise.

*\*Exercise adopted from Erinn Lieghbard*

-We will then move into our main exercise for the class.

**Find Your Groove.**

1. Spread out in the room
2. Close your eyes
3. Shake out your body a bit (I will represent)
4. I will play music (Latin Jazz)
5. Now I will have you guys start moving to the music
6. Start with your head. Move your head to the music
7. Now, move your chest...respond to the music with your chest.
8. Next, move your hips...let your hips take to the music
9. Next, how do your knees embody the rhythm?
10. Finally, move your feet to the music. Let your feet embody the beats.
11. Now, again. Shake it all out!
12. Now, open your availability a bit...let all of the parts of your body respond to the music. Do this in a little circle around you.
13. Now, spread out in the room and talk to a neighbor about what you noticed about certain movements you saw coming up for you...*how did you feel when you performed these movements? What do you think caused these movements?*

-I will now ask students to reflect on how the exercise went for them. *How do they feel after moving their body? How did it feel to dance in a room with others?*

-I will then introduce the homework

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Homework:

Notice your body this week. Notice and watch how it responds to regular activities that you do. For example, when you are watching T.V... *What are your legs doing? What do they feel like?* Or when you are doing your homework...*how is your back situated? How does it feel?*

What do you notice about your body when you enter new situations? For example, do your hands change positions when you are standing near a friend vs. when you are standing near a professor? *How do your hands feel? How do they look?*

-Finally, we will have a closing circle. In this closing circle. I will ask people to share about how the class felt for them. Then I will introduce what is coming for the next class and have everyone "check out." By this, I mean, again, sharing a movement to express how they feel.

*\*checkout movement adapted from Erinn Lieghbard*

### **C.Class 3:**

**\*I hour class**

#### **Exercise: *Find Your Groove*...exercise adapted from Erinn Lieghbard**

*\*In this exercise, students will see through self-expression that the body holds movement patterns that holds ideas of the self*

First 30 minutes:

-Students are asked as they walk into the room to take off their shoes and socks and sit in the middle of the classroom in a circle

-I will remind students of learning objective one

-I will then introduce the class plan.

-”check-in” exercise

-We will then repeat the *Find Your Groove* Exercise

- I will then ask students to sit in a circle and reflect on the repeated exercise...did you see any of the same movements come up? Share this with the person sitting next to you.

-I will then ask them to come back to the large group and think and then share about one movement that might represent themselves. Share around the circle.

-I will then introduce the idea of the body as a source of self...*taking excerpts from paper.*

Second 30 Minutes:

-We will then have a conversation about the body as a knowledge source, a source of self.

-For this conversation students will be asked to find their partners from last week that they discussed with and share about identifying the self through movement. *What did you notice this past week about your body? When did you notice your body throughout the day? How did you feel? How does it feel to check-in with your body like you would a friend?*

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Homework:

Journal for a bit about how it felt talking about yourself as a body. *Did you like it? Did you hate it? Did it make you feel empowered or lost? What comes up?*

Stand in front of the mirror for at least five minutes and dance! Let your body do whatever it wants.

Spend another 10 minutes taking movements from your improv in front of the mirror and past class experiences and create a 15-30 second sequence of movements that you believe represent you. We will share these sequences next class period.

-Checkout movement