



## Daily Motions

### Self Awareness through Movement

In the video, Social Emotional Learning through the Arts, Eddie and Sara of Sewam American Indian Dance talked about how dance and movement help them express who they are, where they come from, what they like, and how they interact with the world around them.

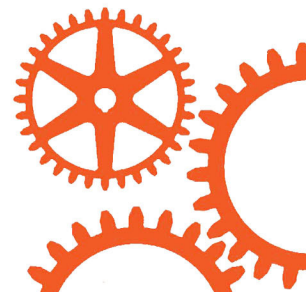
**Let's use simple movements to explore and express who we are!**

#### **Set-up:**

1. Gather your students in a large circle or have them stand next to their desks.
2. Do the activities along with your students.

#### **"Morning":**

1. Ask your students to think about an activity they do in the morning (maybe it's brushing your teeth, waking up, stretching, combing your hair, eating breakfast)
2. Have your students act out/pantomime however many Morning Activities they wish.
3. Ask your students what types of activities they saw around the room/circle?
4. Have your students pick one movement that will show (demonstrate) their "Morning Movement"





# RHYTHMIX CULTURAL WORKS



## "Recess":

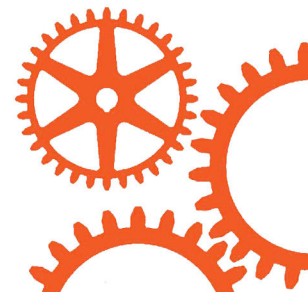
1. Now, ask your students to think of an activity they like to do at recess that is really fun. Ask them to try to pick something really active. (playing jump rope, basketball, monkey bars, etc)
2. Have your students show their activity through movement.
3. Ask your students what kinds of activities they saw around the room.
4. Have your students choose one movement to be their "Recess Movement"

## "Evening":

1. Ask your students to think of something calm they do in the evening. (sleeping, reading a book, doing homework, watching TV)
2. Have your student show their calm evening activity through movement or a body shape.
3. Ask your students what kinds of evening activities did they see around the room?
4. Have your students choose one body shape to represent their "Evening Calm" position and take 3 deep breathes together.

## Putting it all Together:

1. Ask your students to think about the movements they created for Morning, Recess and Evening.
2. Have your students show (perform) the movements in order.
3. Have your students repeat their sequence a few times until they feel comfortable with their movement (that includes a clear beginning, active middle and unison ending with the evening breathing).
4. **Challenge:** Ask your students how they can make their movements more different/unique and detailed than their classmates. Especially if they are depicting the same activity.





## Let's Have Some Fun!

1. Mix it up: Ask your students to perform their movements in the order in which you call out the sequence (eg. Recess, Morning, Evening | Evening, Recess, Morning | Evening, Evening, Morning). Call out several different sequences in a row.
2. Allow your students to take turns (being the choreographer) by calling out sequences for the class to follow.

## Sharing/Performing for the class

After students have created their movements, they can be arranged in any sequence to perform a story of themselves for their classmates.

Sometimes group performances can be less intimidating than solo performances, so try having one half of the class perform their sequence for the other half and then switch. The half of the class that is watching can give positive feedback about things they observed in the performance.

## Integration

This is an activity that can be revisited and repeated frequently (once a week, every few days, every day for a week). As students build confidence, sequences can be lengthened or new and more abstract prompts can be introduced such as feelings, values, thoughts and emotions.

