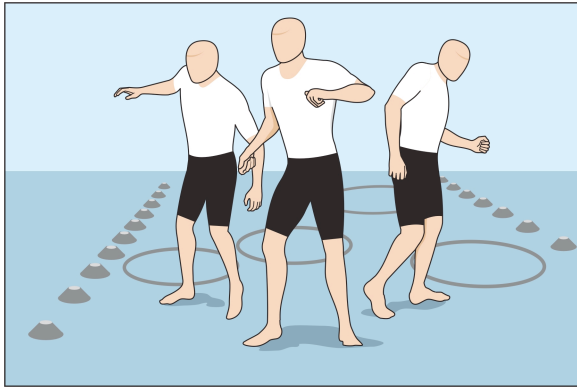


Time: 20-30 minutes Age: All young at heart

Personal Bubbles Freeze Dance

(No Place Like Home Breath) NOTE: SEE BOOK VERSION



Discipline
Listening
Memory
Respect
Safety
Spatial awareness of the body
Spatial awareness with others
Teamwork
***Key Lesson**

Movement Intention:
Narrow attention from the outside into the core of the body
Feel the inward and outward worlds simultaneously
Building trust and respect for self and others

Equipment

- Cones, hula-hoops for half the class, sheer colorful veils (for younger children); stop watch; placement dots; Ipod, loud speaker Music Suggestion: *Where is the Love* and *Let's Get Started* by Black Eye Peas
- If you are doing the series of lessons: *Young at Heart PE* ask the participants what they remember from the last time you met
- Optional: clock with second hand or stopwatch, or music and boom box

Prepare

- Optional but recommended: begin and again at the end with ***Pancake Body*** and teacher should review ***Home Breath***

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- Set up cones to mark a clear rectangular boundary line
- Drink Water:
 - Optional: see Muscle Testing lesson to help test muscle to see if they need water
 - Before drinking water to hydrate
 - Ask the participant to notice if they feel thirsty
 - Ask them to remember how it feels to be thirsty so they can drink water when they need to through out the day
- Assess how participants are with personal space by watching dynamics of interactions physically and emotionally, at the beginning of the class and then again at the end
- Finding *Personal Bubbles* demonstration:
 - Pick volunteer
 - Slowly lean in toward the volunteer's face; notice how person reacts; Point out that you just touched the person's personal bubble
 - Have people try this together; notice differences in the size of other's bubbles
 - Trouble finding bubble: ask the whole group to help by letting them see the face of participant having trouble, while leaning towards them. Ask whole group to share their experience when bubble is popped.

Go!

- **Freeze Dance** (or Tag with everyone "it," but no one can touch another)
 - **Round One, Bump:**
 - Start music (SAY GO! or start stop watch)
 - Begin to move; if people bump into each other, music stops and everyone must "freeze"
 - Everyone must find their *Personal Bubble* again; help participants NOTICE how long it took to do this, and whether they respected each other
 - After everyone freezes begin moving when music starts again
 - **Round Two, Hula Hoop Bubbles:**
 - Ask participants to see how long the music can play (optional: time how long music can play and note if it improves from the beginning to the end of lesson)
 - Increase challenge:
 - Place hula-hoops (imaginary holes) on ground; people must not touch others' bubbles or hoops; hopping over hoops is ok if no bumping
 - If participants bump into each other often decrease challenge: Choose one way...

- If they are young children give each child a sheer colorful veil to represent their personal bubble
- Or give participants their “own personal space” to run in place near a cone or outside boundary (this helps relieve extra energy)
- Or repeat several times playing music without hoops in boundary
- Or when people have stayed within their “own personal space;” ask participants if music played longer this time
- **Round Three: Personal Bubbles with Home (If Time Allows)**
 - Do the *Home Breath* to help participants find their center in relation to others (See ***Home Breath*** lesson review below)
 - If people bump, have everyone come to a sitting position and do the *Home Breath* together to blow up a bubble:
- Continuing with ***Personal Bubbles Freeze Dance*** (while remembering the feeling of HOME inside even with eyes open)
- Key: help participants notice how to feel “home” inside while playing the game and notice how many less bumps there are in the game.
 - Then apply the analogy of how they can use home breath in life (in conflict, stress, or anxiety)

Closing

- **Assessment:**
 - Note again if the dynamics between participants, if different than in the beginning
 - If you began lesson with *Pancake Body*, repeat and note differences
- Review Personal Bubbles relating to how they can use in life (relationships, work, home, and school) and the importance of respect inside and with others

NOTES

When We Do The Lesson

Condition: Safety and respect, lack of awareness of body and relationship to others, bumping into others, intruding, oblivious to others.

Behavior: Challenging social behavior, rude, disruptive, and self-absorbed.

Why We Do the Lesson

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- This is different from other “personal bubble” exercises. Intention is to use the expansive action of the senses, and little by little, narrow the senses from the pattern of being absorbed with what is going on around us to our core within us. The mind/body gets a sense of time and space around itself and turns within itself. Always remember how the body can tell the brain about spatial awareness:
 - Timing and spatial awareness of one’s environment and the sense of self (inside the body) are paramount components of all learning.
 - Getting a sense of the body’s spatial orientation in relation to others is a primary lesson for team building
- Spatial awareness improves attention to external environment, thus attention to disciplinary measures.
- Noticing changes in the feeling of the body from the beginning to the end of the lesson helps enhance deeper awareness of the subtle sensations in the proprioceptive sense (what scientists are now calling the sixth sense or self-perception)
 - This activity supports awareness of this sense by shifting attention to how movement affects the body and its relationship to the mind’s interpretation to what is observed.
 - Use this experience to help participants further associate how stress in the body or emotions can affect how we think and learn. (See 6 Keys in Quick Start section)
- Associate the concept of “personal bubble” with listening skills
 - The amount of space the bubble is within hearing.
 - Respecting protocol in the classroom such as raising your hand if you want to speak. If someone speaks while another person is talking ask to NOTICE how our *Listening Bubble* gets popped for the whole class (see **Listening Bubbles** lesson).

OPTIONAL LESSONS SUGGESTED:

Home Breath technique: Slowing and lengthening the exhalations, then pausing at the end before an inhalation can help the participant to find a clearer sense of peace inside (this is “Home”).

- The technique is a valuable tool to help calm the mind, nervous energy, and anxiety. Try this technique before test taking, public speaking, or before and during a stressful situation.
 - However this will not work if the body has been confined when it needed to move. You will have to do something like jumping jacks first, then the “Home Breath.” Expelling excess energy will help make the breathing technique more effective.

Pancake Body: We use the floor as a biofeedback machine; feeling a smooth flat surface of the floor that gives tactile pressure (through a proprioceptive impulse) against the body offers clearer awareness in the brain of the physical position of body parts and

relationship of parts as a whole body. (See website for lesson at www.WellnessThroughMovement.com.)

- Noticing differences from the beginning to the end of a lesson in Pancake Body will help the brain pick up more subtle cues from the body when it needs to adjust and more about what it feels when it thinks.

BACKGROUND

- There are three types of personal space: exteroceptive perception (the external spherical or personal feeling space); interoceptive perception (perceives pain and stretching); and proprioception (solely the feedback of the status within the body).
- Research at the Institute of HeartMath shows that the heart generates the strongest rhythmic electromagnetic field in the body and can be measured ten feet in diameter around a person. This electromagnetic field is virtually a bubble surrounding the body.
- According to the standard definition of kinesthesia or proprioception, it is a third distinct sensory modality providing feedback on the status of the body internally, the perception within the body, and its relative position to neighboring parts of the body.
- Self-awareness is synergistic with our environment; Behavior Development and Neural Science teaches that an individual's development is inseparable from the effects of the environment.
- Running and jumping in place helps to refresh the brain, calm the nervous system, and support memory. "Movement is crucial to all other brain functions – perception, attention, emotion – and affects the highest cognitive processes of memory, thinking, and learning" (Ratey, 2001, p. 175).
- Dr. Candace Pert and Dr. Moshe Feldenkrais wrote how memory is held throughout the body, not just in the brain (as cited in Madigan, 2000, p. 22).