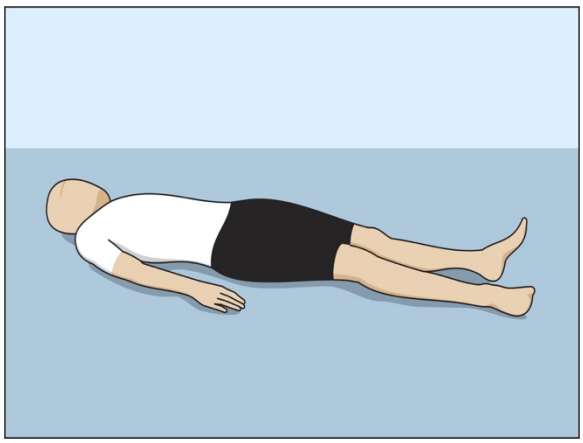
Pancake Body with Pocket



OBJECTIVES

- Become aware of internal spatial body's position and organization, and it's relation to attitude
- Improve awareness of the connections between physical sensations and thinking
- Become aware of spatial orientation inside the body
- Introduce the internal influence of external factors: pressure, weight, and space

PREPARE

- **Review Appendix A *Notes and Background*** to understand the purpose and how to deliver the lesson.
- **Clear and clean** floor space (optional: large pieces of butcher paper to trace bodies)
- **Hydrate** (See *Getting Started* page ____). If participants are energetic, have them run in place as fast and as long as possible. If applicable, ask: What do you remember from the last time we met to rekindle memory and the physical sensation to memory?
- **Recommendation:** Do this lesson at the beginning and ending of a day or lesson.

GO!

Begin Pancake Body

1. Lie on the back with arms and legs straight and at rest on the floor
2. Notice how the arms, legs, and back are touching or only partly touching the floor.
3. For young participants (4-8 years old), ask:
   - "Where could a mongoose run underneath your pancake body?"

   "How tall is the mongoose that can run under your neck, waist, knees, etc."

   For older children (8-12 years old) or adults, suggest:
   - "Feel the five lines of the body (spine, both legs and arms), and the position of the skull

a. "Feel where the line of the right arm is touching the floor, what parts of the arm feel heavy, and what part is not touching"
b. Continue with the line of the right leg, both the right arm and right leg, and then the whole right side of the body

c. Repeat steps in #5 with the left side of the body.

d. Are the arms and legs on right/left sides the same or different?"

4. Tracing the body (recommended for four to six years old children)
   a. Prepare paper: tape together two long pieces of butcher paper, wide and long enough to trace the child's body on the paper

   b. Play *Personal Bubbles, No Place like Home or:*
      1. Trace the body on the paper
      2. Ask the children to take a deep breath in and exhale long saying out loud, "Hommmmmmmmmm." Feel where the breath stops inside the body and put their hands there. This place inside the body is called "Home"
      3. Ask, if you had to listen from "home," what would "Home" say? Remember the feeling from the game *Personal Bubbles Home Breath.* Hint: Playing the game will help children feel the difference with and without "Home.")
      4. Write down the replies of what Home says. Make a pocket on the drawing where the children placed their hands, and put their comments inside their pockets
      5.
   c. Apply to the day: Encourage children to use "Home" to listen inside while playing, listening, and learning all from "Home"
      1. Use "Home" to help children communicate
      2. If children lose "Home," pause and do the Home Breath lesson again
      3. Feel the difference coming from "Home" inside versus not listening to "Home" inside

CLOSING

Reflection

- Key to this lesson is to do *Pancake Body* at the beginning and ending of the lesson or day. Then compare the "echo" of sensation (the change in muscle sensation to attitude) from the beginning to the end of the lesson or day.

- Ask: "Did the mongoose (space under the body) change sizes after the lesson?" "Did the floor get softer after the lesson? How?"

Ask: What is the difference between feeling inside the body while you share or listening and not feeling inside the body and sharing?