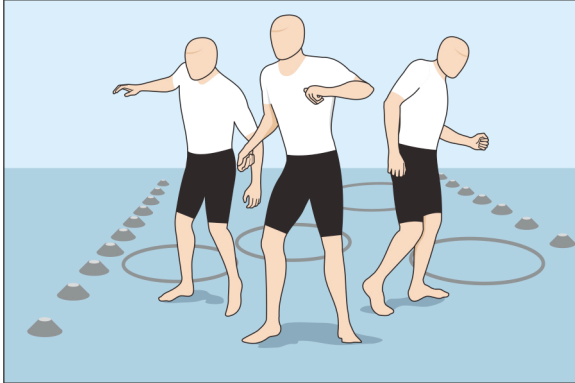


# Personal Bubbles Freeze Dance

(With the Home Breath)



**Listening**  
Memory  
Respect  
Safety  
**Spatial awareness of the body**  
Spatial awareness with others

**Intention is to narrow attention from the outside into the core of the body  
the feel of both the inward and outward worlds simultaneously during  
movement and life.**

**Equipment**, cones, hula-hoops of half the class

*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 Home Breath*
- Set up cones to mark a clear rectangular boundary line.
- Assess how people 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 and 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

## Go!

- **Freeze Dance** (or Tag with every it, but no one can touch each other)
  - Round One:
    - 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 they did with respecting or not respecting each other
      - After everyone freezes begin moving when music starts again
  - Round Two: ask people 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 kids bump into each other often? *Decrease challenge*: Choose one way...
    - Give people their “own personal space” to run in place near a cone or outside boundary (this helps relieve hyper energy)
    - Repeat several times playing music without hoops in boundary
    - When people stayed within their “own personal space,” ask students if music played longer this time
  - Round Three if Time Allows?
    - Do the **Home Breath** to help children 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 bubble:

- Continuing with *Personal Bubbles Freeze Dance* (while remembering the feeling of HOME inside even with eyes open)
- Key: help people notice how to feel of “home” inside while playing the game and how many less bumps there are in the game.
  - Then apply the analogy of what to do in life (in conflict, stress, or anxiety)

### Closing

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

### CONDITION: When and where to use the Lesson

Safety and respect; lack of awareness of body and relationship to others; bumping into others, intruding, oblivious to others

### BEHAVIOR: Of Person or People

Challenging social behavior, rude, disruptive, and self absorbed

### NOTES

- This is different than other “personal bubble” exercises. We take the expansive action of the senses, and little by little narrow the senses from the pattern of being absorbed around us to the core within us. The mind and body gets the sense of time and space around itself and turned within itself. Remember always think “how can 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 to all learning.
  - Getting a sense of the body’s spatial orientation in relation to others is a primary lesson for team building.

- Noticing the change 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 when attention notices how movement affects the body and its relationship to how the mind interprets the observations.
  - Use this experience to help children 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
  - ... and the amount of space the bubble is with hearing,
  - ... and respecting to protocol in the classroom such as raising your hand if you want to speak. If someone speaks another person is talking ask to NOTICE how our *Listening Bubble* gets popped for the whole class. (See *Listening Bubbles* page \_\_\_\_\_)