



# Emotional Rollercoaster: Embracing Ups & Downs



## WARM UP INTERACTIVITIES

### Student Targets

	<p><b>Movement Competence</b></p> <p>Learn to perform a variety of movement skills relating to balance and coordination.</p>	
	<p><b>SEL</b></p> <p>Learn to identify and manage emotions (i.e., refocusing energy so that they are ready to participate and connect and become aware of feelings themselves and their partner are experiencing when cooperatively navigating movements); stress management and coping skills.</p>	
	<p><b>Relationship</b></p> <p>Gain moment-to-moment awareness of the environment, the self and others in this space through adjustment of body positions to get a feeling of the time and force required to meet and match their partner's movements and to create sustained connections.</p>	
	<p><b>Physical Distance</b></p> <p>This InterActivity can be performed 2 meters away from a partner.</p>	
	<p><b>Online</b></p> <p>This InterActivity can be performed online using visual educational technology.</p>	

### Activity Overview

Students are introduced to the idea that balance is a relational phenomenon:

- Relationship between one's stance and the ground (i.e., flat versus uneven surface)
- Relationship between body parts (i.e., principles of counter-balance)
- Relationship between peers (i.e., co-creating a shape together)
- Relationship between poses (i.e., flowing from one pose to the next)

### Getting Started:

With a Partner, Sibling, Parent, or Guardian find a safe, open space with physical distancing measures in mind or meet online through visual technology (e.g., Google Classroom or Zoom). Build bodily awareness by "riding the roller coaster" through its many ups, downs, and curves (these are feelings or experiences we might encounter on a daily basis). The teacher acts as a helpful guide.



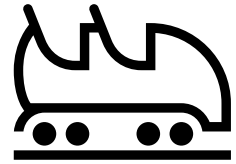
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### Getting Started (cont.):

#### **Board the Roller Coaster:**

- Have students work in pairs or small triads. Nominate a leader to gesture to a body part that everyone will tense and relax. As the game progresses, the identifying gesture of the body part to tense and relax will get more subtle until they can read where the tension and relaxation is without any cuing.



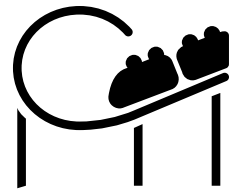
#### **Counter Balance**

- Students experiment with how far they can lean, stretch, curl up, or turn in one direction without falling over. Can they touch the sky, the ground, twist, and/or stretch out an arm or leg? What feelings of counterbalance emerge to maintain these new shapes, i.e., if I bend my torso over to the right, can I feel my left side reach up to counter the feeling of falling? Can I experience a counterbalance with a partner?



#### **Around and Upside Down**

- Students will work together to find new and innovative balance positions on as many bases of support as possible (i.e., feet, hands, side, etc).



#### **Fast and Slow**

- Students work together to explore the tempo of moving in and out of balance positions (i.e., how long can you hold a balance? How quickly can you transition into a balance? Can you jump on one leg and then hold a one leg balance?).



#### **Find Your Flow**

- Students learn to enjoy the roller coaster of life's ups and downs by transitioning from 3-4 different balance positions (i.e., seated, kneeling, standing, etc) and focusing on the moments of in between.
  - What feelings arise when there is a feeling of sway or wobble?
  - What strategies help us relax when we transition from one pose to the next in a fluid fashion?



### Modifications to the Game:

- **Use a manipulative:** Add an implement that partners must use to make their own creative variations for each movement category.
- **Communication:** Perform the InterActivity in silence, using only postures, positions, gestures and expressions to communicate.
- **Locomotor movement:** Change the locomotor by restricting the activities to solely seated yoga movements or movements involving only the upper/lower body.



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### Adaptations to Rules of the Game:

- **Cooperative Rally:** Have students each come up with movements that they can do with the rest of the class. Consider ways in which students can connect (i.e., do a big circle).
- **Further Relational Connection:** Have students perform the first two moves with a focus on a particular body part, i.e., core activation. Then have students extend their focus to others by feeling how their balance might move in response to a partner's balance.
- **Theme of game for younger grades:** Adapt Find Your Flow to creating movement stories. Have students pretend they are travelling through a zoo. As the instructor calls out the animal name, students bend and balance in a static position that looks like the animal.
- **Theme of game for older grades:** Trip to the mall.

### InterActive Function2Flow Assessment:

<b>InterActive Function</b> (Connecting Postures)	<ul style="list-style-type: none"><li>• Can you feel the ways you are creating a connection through your relational posture?</li></ul>
<b>InterActive Form</b> (Connecting Positions)	<ul style="list-style-type: none"><li>• Are you able to refine your connection by experimenting with various shapes, i.e., twisting/bending/extending/level change actions?</li></ul>
<b>InterActive Feeling</b> (Connecting Sensations of Timing & Force)	<ul style="list-style-type: none"><li>• How does your connection change with pace/tempo (slow, fast, or progressive) or rhythmical variations?</li></ul>
<b>InterActive Flow</b> (Connecting Energies)	<ul style="list-style-type: none"><li>• What are the indications that you are effortlessly moving from one pose to the next?</li></ul>