





# Level 1: Brainstem and Diencephalon

## • Regulation •

Level 1 focuses on regulating the brainstem and the diencephalon, the areas of the brain that control the body's basic life functions like breathing, heart rate, blood pressure, sleep, body pressure, hunger and emotions. It also plays a key role in **survival responses**—like fight, flight, freeze, or fawn—by reacting quickly to perceived danger and preparing the body to respond. It acts as a relay center, sending messages between the brain and spinal cord.

By finding ways to **foster safety and calm** in the brainstem and diencephalon, the arts can help promote predictability through regulating breathe and heart rate and bringing the nervous system out of a stress state; offer a place for safe physical expression, helping release stored tension or energy from the body; and provide sensory-rich calming input that helps the brainstem feel safe and grounded.

### Use Level 1 in order to:

- Create safe spaces for connection and collaboration
- Develop routine and repetition for expectations
- Generate calm and peaceful environments through sensory experiences

# Rhythmic Drawing



**Ages:** 5+

**Type of Art:** Music, Visual Art

## Goals:

- To regulate the nervous system through *repetitive, rhythmic* drawing.
- To foster group collaboration and flexibility by contributing to shared, evolving artwork, encouraging *relational* and *respectful* interaction.
- To integrate auditory, visual, and motor input for sensory grounding and focus, supporting a *relevant* and *rewarding* multisensory experience.

## Materials/Set-up:

- Large paper or butcher paper (mounted on tables or the floor; one shared piece per small group or full class)
- Drawing tools (paint markers work really well, but you can also use crayons, markers, oil pastels—tools that allow for expressive, gestural marks)
- Music with a steady beat (instrumental works well; avoid music with words; vary tempo and mood)
- Open space for students to move around the drawing

## Directions:

1. Set the Environment: Lay out large paper surfaces and arrange students evenly around them. Play music softly in the background as students enter. Create a calm or energizing atmosphere, depending on your goal.
2. Introduce the Activity:
  - “We’re going to draw with the music—but not just by ourselves. You’ll work on one big drawing together, moving and adding to each other’s lines.”
  - Emphasize that the activity is about movement, rhythm, and collaboration—not making a ‘perfect’ picture.
3. Warm-Up:
  - Practice drawing rhythmically in the air to a music sample—big loops, zig-zags, tapping motions.
  - Ask, “How does your hand want to move when the music is fast? What about when it’s slow?”



#### 4. Begin Rhythmic Drawing:

- Students begin drawing to the beat of the music on the section in front of them. Encourage flowing, repetitive, rhythmic marks that match the tempo.
- Let them draw for 1-2 minutes. Call out a gentle reminder: “Listen to the beat. Let your hand follow the rhythm.”

#### 5. Rotate Around the Paper:

- Pause the music. Instruct students to rotate one space clockwise around the paper.
- Once everyone is in a new spot, restart the music with a new tempo, style, or energy. Students begin drawing again—adding onto or responding to what’s already there.
- Repeat rotations, depending on time and group energy.

#### 6. Final Round (Optional):

- For the last round, allow students to return to their original spot and see how their section has changed. Give them time to add final touches or responses.

#### 7. Reflection & Discussion:

- Invite students to step back and look at the whole piece together.
- Facilitate reflection:
  - “How did it feel to add onto someone else’s drawing?”
  - “What surprised you about the way your drawing changed?”
  - “How did the music change the way you moved or created?”

#### **Adaption Tips:**

- Vary music selections for different rhythms, emotional tones, or energy levels.
- For younger students, mark rotation spots clearly to guide movement.



# BrainDance Movement Sequence

(by Anne Green Gilbert)

**Ages:** 3+

**Type of Art:** Dance

**Goals:**

- To support brain-body integration through a sequence of patterned, *rhythmic* movements.
- To foster regulation, focus, and coordination by engaging sensory systems tied to early developmental movement patterns, enhancing *repetitive* practice and *relevant* sensory input.
- To create a calming, centering *routine* that can be used daily basis.

**Materials/Set-up:**

- Open space for movement
- Soft instrumental music or rhythmic drumming

**Directions:**

1. Introduce BrainDance: Explain to students that BrainDance is a fun movement sequence designed to help their brain and body feel more connected, focused, and ready to learn. “These movements are like brain food!”
2. Movement Sequence: Lead students through each of the eight BrainDance patterns, encouraging slow, focused movement. Emphasize breathing and full-body engagement throughout.
  1. Breath: Inhale through the nose, exhale through the mouth. Repeat several deep breaths to begin grounding.
  2. Tactile: Lightly squeeze or tap the body from head to toe—“Wake up the body!”
  3. Core-Distal: Stretch out wide like a star, then curl in tight like a seed. Repeat several times with energy.
  4. Head-Tail: Move the head and tailbone/spine like a wave (e.g., cat-cow stretch or seated spine rolls).
  5. Upper-Lower: Move only the upper body while the lower half stays still, then reverse. (E.g., arm circles, then leg marches.)
  6. Body Side: Move the right side of the body independently, then the left. Try reaching, stepping, or stretching one side at a time.

7. Cross-Lateral: Cross the midline with movement (e.g., elbow to opposite knee, reaching across the body).

8. Vestibular (Spin & Balance): Spin gently in one direction, pause, then spin the other way. End with balancing on one foot or holding a still pose.

3. Tempo and Rhythm: Adjust tempo based on student energy levels. Use slow, calming rhythms for regulation or upbeat tempos to energize.

**Adaptation Tips:**

- For younger children, simplify or narrate each section (“Now we stretch like a star! Now we curl into a ball!”).
- For older students, add more complex cross-body movements or balance challenges.
- Seated adaptations can be used as needed.

# Music Centered Neurographic Art



**Ages:** 5+

**Type of Art:** Visual Art and Music

## Goals:

- To use music for *rhythmic* motion by drawing with a penny/bead, *repeating* the process of intersecting lines and softening the sharp lines of the intersection. This naturally relaxes the body.
- To be present, be mindful, and allow creative flow, creating a *rewarding* physiological experience and sensory regulation.
- Being *respectful* of the space, materials, and individual creative process.
- *Relevant:* To regulate overstimulation by reducing stress and connecting to the present moment.

## Materials:

- White paper; smooth or light textured, any size
- Black pen or thin marker
- A penny or a glass bead to push over the paper with the pen
- Coloring materials that blend well to color in between the black lines
- Music Suggestion: Carnival of the Animals, R. 125: Aquarium

## Set-up:

- Music is lined up on a preferred device prior to the lesson.
- Each student is provided a piece of paper, penny/glass bead, and a marker.
- Coloring materials should be chosen or distributed prior to the lesson, or in reach
- while students are working.

## Directions:

### 1. Warm Up:

- Use the tone bar (or sound bath) for students to regulate their brain state.
- Students will close their eyes and raise their hand when the sound stops.

### 2. Prepare Your Workspace:

- Place your paper on a flat surface.
- Have your penny or flat bead ready to slide gently across the paper as you push it with your black pen, marker, or Sharpie.
- Coloring supplies close by or within reach.

3. Listen to the Music:

- Play Carnival of the Animals, R. 125: Aquarium
- Focus on the rhythm and flow of the music, noticing the gentle, flowing patterns.

4. Start drawing by pushing the Penny/Bead while the music is playing:

- Hold the penny or bead lightly on the paper.
- Begin sliding the penny/bead along the paper line, following the beat or rhythm of the music.
- Use your pencil or pen to gently trace the path left by the penny/bead.

5. Create Intersecting Lines (After the 1st minute):

- Repeat the sliding motion to draw multiple lines on the paper.
- Allow some lines to cross or intersect each other, forming sharp angles at the intersections.

6. Rounding the Intersections:

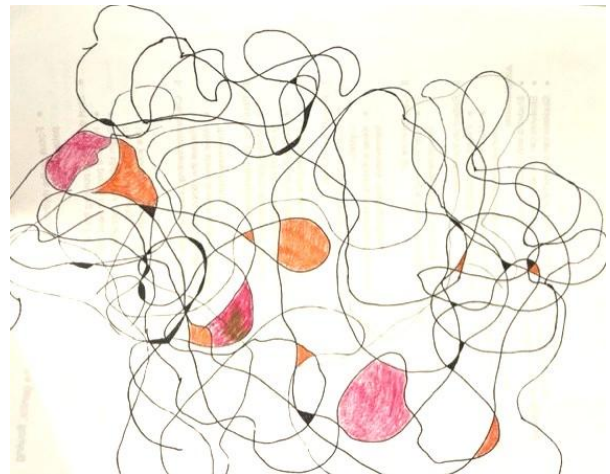
- At each point where two or more lines intersect, use your pencil or pen to gently curve or round the sharp angles.
- Soften these intersections by drawing smooth arcs or rounded shapes connecting the lines, inspired by the fluidity of the music.

7. Repeat the Process:

- Continue rolling the penny/bead to create more lines following the music's rhythm.
- Keep softening intersections as you add more lines, creating a harmonious, flowing pattern.

8. Color (minute 3):

- After the song is done. Have students pick their colors and begin to fill in their drawing in all of the intersections.



9. Reflect on the Motion:

- Pause the music and look at your drawing.
- Notice how the rhythmic motion of the penny/bead and the soft, rounded intersections reflect the flowing aquatic themes of the music.

Adaptations:

- Students with disabilities can move with the music instead of the penny/bead.
- Students can talk about how the tone bar and music made them feel
- Students can connect their pieces in a patchwork/quilt display.

# Mindful Scribble Drawing



**Ages:** 5+

**Type of Art:** Visual Art

## Goals:

- To facilitate calm and safety by encouraging a non-judgmental creative process, emphasizing *respectful* and *relevant* self-expression.
- To incorporate rhythm using music as a guide for drawing movements, supporting *rhythmic* and *repetitive* regulation.

## Materials/Set-up:

- Paper (any size, standard printer paper or sketchbook paper works well)
- Drawing tools: pens (gel pens, fine-liners), markers, colored pencils, or crayons
- Music for a calming atmosphere and giving students a repetitive beat to match

## Directions:

1. Set the Environment: Help students find a comfortable, quiet area. Consider dimming lights and minimizing distractions.
2. Guide Initial Focus: Ask students to close their eyes or look down. Lead them in a few deep breaths to bring awareness to the present moment.
3. Initiate Blind Scribbling: Announce, "With eyes closed or looking away, make continuous, free-flowing lines on your paper for 30-60 seconds. Let your hand move spontaneously with the music's rhythm."
4. Transition to Observation: After time, instruct students to "Open your eyes and look at your scribble. Notice the lines, curves, and enclosed shapes."
5. Encourage Discovery: Guide students to "Gently look at your scribble. Do you see any recognizable objects, faces, animals, or abstract shapes within the lines? Let your imagination play."
6. Direct Outlining or Coloring: Explain, "Now, choose some discovered shapes or areas to outline or fill with color. Use different colors to highlight sections, creating a vibrant, abstract piece. Work intuitively." Encourage choice of colors that resonate.
7. Facilitate Reflection: When complete, ask students to "Take a moment to observe your piece." Lead a brief discussion or private reflection on: "How do you feel after this activity? What did you notice about the process? Did you feel more calm or focused?"



# Rhythmic Walk

**Ages:** 6+

**Type of Art:** Music, Dance

## Goals:

- To explore *rhythmic* patterns and spatial awareness through continuous group movement while building on classroom relationships, encouraging *relational* connection.
- To promote coordination and group focus through *repetitive* practice of patterned movement, making the activity *rewarding* and *relevant* to social-emotional learning.

## Materials/Set-up:

- Open space for walking (e.g., classroom, gym, outdoor path)
- Music with a clear, steady beat (various tempos can be explored)

## Directions:

1. Introduce Rhythm and Movement: Begin by discussing how rhythm is found in nature (e.g., heartbeat, footsteps, waves), and even our own bodies. Explain that today, students will explore walking with a natural rhythm, then add a musical beat, focusing on continuous group patterns.
2. Rhythmic Warm-up (Natural Rhythm & Circle Formation): Ask students to form a large circle. Encourage them to march in place, finding a comfortable, steady pace without music. Introduce the concept of an "8-count" by counting aloud with their natural pace: "1-2-3-4-5-6-7-8, 1-2-3-4-5-6-7-8."
3. Group Rhythmic Walk with Continuous 8-Count Patterns (Without Music)
  - Continuous 8-Count Patterns: Lead the group through the following sequence, repeating or cycling as desired:
    - 8 Steps Forward: Take 8 steps moving forward around the circle on the 8-count.
    - 7 Steps Forward, 1 Step Back: Take 7 steps forward, then 1 step back on the next 8-count.
    - 6 Steps Forward, 2 Steps Back: Take 6 steps forward, then 2 steps back on the next 8-count.
    - Continue the Pattern: Lead students to continue this decreasing forward, increasing backward pattern (e.g., 5 Fwd, 3 Back; 4 Fwd, 4 Back; 3 Fwd, 5 Back; 2 Fwd, 6 Back; 1 Fwd, 7 Back).
    - (Optional) Reversing the Pattern: After reaching 1 Fwd, 7 Back, you can reverse the pattern back towards 8 Steps Forward.

4. Adding Music: After students have a good grasp of the patterns and unison movement without music, introduce music with a clear, steady 8 beat. Challenge them to continue the patterns, now synchronized with the music.
  - Guidance: Clearly vocalize the counts and the movement to start ("Eight forward! One, two, three, four, five, six, seven, eight! Now, seven forward, one back! One, two, three, four, five, six, seven, back!").
  - If you're not successful the first time - keep trying!
5. Reflect and Share: After the activity, lead a discussion:
  - "How did it feel to walk precisely to the beat as a group, especially with the music?"
  - "What did you notice about your body when you were moving with the music in sync with others?"



# Play Dough for Emotional Regulation

**Ages:** 4+

**Type of Art:** Visual Art

**Goals:**

- To provide a tactile and sensory outlet for expressing and regulating emotions, offering a *relevant* and *rewarding* creative experience.
- To support calming and grounding through *repetitive* manipulation and sensory input, encouraging *respectful* self-care.

**Materials/Set-up:**

- Play dough (various colors, store-bought or homemade)
- Flat, clean surface (e.g., table, placemat)
- (Optional) Small tools for sculpting (e.g., plastic knives, rollers, cookie cutters, toothpicks)
- (Optional) Calming music

**Directions:**

1. **Introduce Emotional Expression:** Discuss emotions and explain that play dough can help understand and manage them.
2. **Sensory Warm-up & Grounding:** Distribute play dough. Have students feel, squish, roll, and pull the dough. Guide them to take deep breaths, focusing on the sensory input to feel present.
3. **Sculpting Emotions:** Invite students to sculpt how they are feeling (e.g., anger, happiness) using abstract or direct forms. Encourage vigorous manipulation for strong emotions and gentle shaping for calm. Suggest transforming "angry" dough into something peaceful.
4. **Refinement and Detail (Optional):** Students can add details or transform sculptures using tools or other colors.
5. **Reflect and Share (Optional):** Lead a discussion. Sharing is optional. Ask: "How did it feel to sculpt your emotions? Did it help you understand them or feel calmer?"

# Rhythm - Again and Again



**Ages:** 8+

**Type of Art:** Music

## Goals:

- To encourage focus, active participation, and non-verbal communication within a paired, *repetitive*, *rhythmic* activity.
- To develop active listening skills and auditory memory through repeating and building rhythmic patterns, supporting *relevant* cognitive and social skills.
- To foster *relational* connection and *respectful* group engagement.

## Materials/Set-up:

- Open space for students to form a circle.
- (Optional) Simple percussion instruments (e.g., shakers, clappers, body percussion like snapping/clapping) or just hands/feet.

## Directions:

1. Introduce Rhythm Building: Gather students in a circle. Explain they will create a group rhythm together, building it piece by piece by listening and adding on.
2. Establish the Core Concept (2-Beat Add-On): Explain the rule: The first person makes a 2-beat rhythm. Everyone copies it. The next person adds two more beats to the *entire* rhythm (making 4 beats total). Everyone copies the new, longer rhythm. This continues around the circle, always adding two new beats to the accumulated rhythm. Rhythms can use claps, stomps, snaps, pats, or vocal sounds.
3. Start the First Rhythm: Designate a starting student to perform a clear, repeatable 2-beat rhythm.
4. Everyone Copies: The entire group immediately copies that exact 2-beat rhythm in unison, repeating a few times.
5. Adding On (Next Student): The next student adds two more beats and the group repeats those beats and then performs the *entire accumulated rhythm*.
6. Continue the Pattern: Continue this process around the circle until everyone has contributed. If the rhythm gets too long, you can "reset" it back to 2 beats with a new starting student.

# Movement – Again and Again



**Ages:** 8+

**Type of Art:** Dance

## Goals:

- To encourage focus and participation through a shared sequence of *repetitive* movements.
- To promote non-verbal communication and working memory through *rhythm* and patterns.
- To strengthen a sense of group cohesion and *respectful* engagement through turn-taking and shared creativity.

## Materials / Set-up:

- Open space for students to form a large circle.
- No props required, though optional music with a steady tempo can be used as a background.

## Directions:

1. Introduce the Movement Game: Invite students to form a circle. Let them know they will create a cumulative movement phrase together. Instead of rhythm, they will use simple body movements—like jumps, spins, arm gestures, or body poses.
2. Establish the Core Concept (2-Movement Add-On): Explain the rule:
  - The first person performs a *2-movement phrase* (e.g., step-touch, then arm reach).
  - The whole group watches, then repeats that exact 2-movement phrase together.
  - The next person adds *2 more movements* to the phrase (e.g., step-touch, arm reach, spin, then squat).
  - The group repeats the full 4-movement phrase together.
  - This continues around the circle, with each person adding two new moves to the growing sequence.
3. Start with a Strong Model: Choose a confident student (or model yourself) to begin with two simple, clear movements.
4. Group Repetition: After each addition, the entire group repeats the full phrase in unison—this supports *body memory* and *group synchrony*.
5. Keep It Manageable: If the sequence becomes too long or confusing, "reset" the game with a new starter and a fresh 2-movement phrase.
6. Reflect: End with a short discussion:
  - What was challenging or fun?

- How did you keep track of the movements?
- How did you feel moving together as a group?

# Blind Contour



**Ages:** 8+

**Type of Art:** Visual Art, Music

**Goals:**

- To practice *impulse control* and *concentration* through observational drawing.
- To foster *regulation* through slow, intentional movements while listening to instrumental music playing at 60-80BPM.
- To foster *self-respect* and *resilience* through acceptance of “mistakes” and reflection during the reframing discussion.
- To build *resilience* by participating in an activity that naturally leads to imperfect results.

**Materials/ Set- up:**

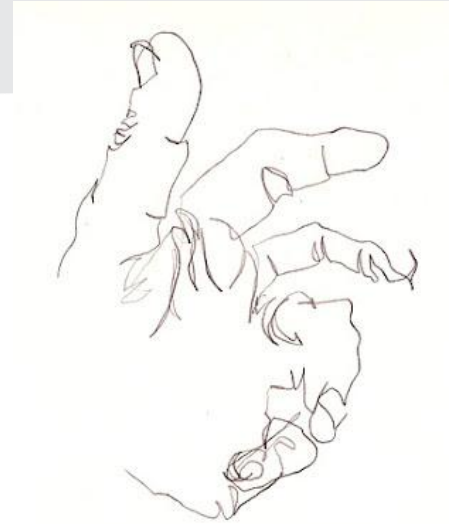
- Paper
- Pen, pencil, marker, or other writing utensil
- Instrumental music at 60 - 80BPM
- Optional: everyday object with various contours (ie a shoe, crumpled paper bag, musical instrument) or classmate for portrait extension (adds a *relational* element)

**Directions:**

1. Introduce Blind Contour: The teacher will model the blind contour activity. While modeling, the teacher explains this activity is designed to help their brain slow down and notice details. Your contour line will not look exactly like the object you are concentrating on and that is ok. It's just you and the line.

2. Set - up: Students sit with their paper and writing utensils away from the hand or object they will be drawing. Students will not look at the paper while drawing during the activity.

3. Before students begin drawing, start by looking at the hand. Ask them to notice their hand position and details to concentrate on, such as the folds of skin and finger prints, how the fingers overlap, wrinkles around the knuckles, finger nails, that little moon shape at the base of the nail, just above the cuticle, any jewelry they might be wearing.



4. **Give these instructions:**

- For this drawing you will **use one continuous**. Once you set your pencil down, do not lift it up. If you need to move the pencil to a different spot, you may need to trace back over a line.
- Look only at your hand/object you are drawing. No need to peek or edit your drawing.
- Go slow and look for the details. Follow your eye movement with your pencil.
- Resist the urge to talk. This will allow us all to use our right brain.
- When the music starts, you will begin drawing. Try to draw to the music. If you finish before the music stops, you can change your hand position and continue drawing. Or, sit silently and enjoy the music *without looking* at your paper.

5. Begin: Play the music, and students draw the contour of their hand without looking at the paper. They should draw until the end of the song, never lifting their writing utensil.

6. Reflection and Share:

- a. What do you notice about your line?
- b. How does working slowly make you feel?
- c. Do you think you made mistakes? How would you talk about your contour as if all the “mistakes” were intentional?
- d. Were you thinking about anything other than the line?
- e. What was going on in your head while drawing your line?

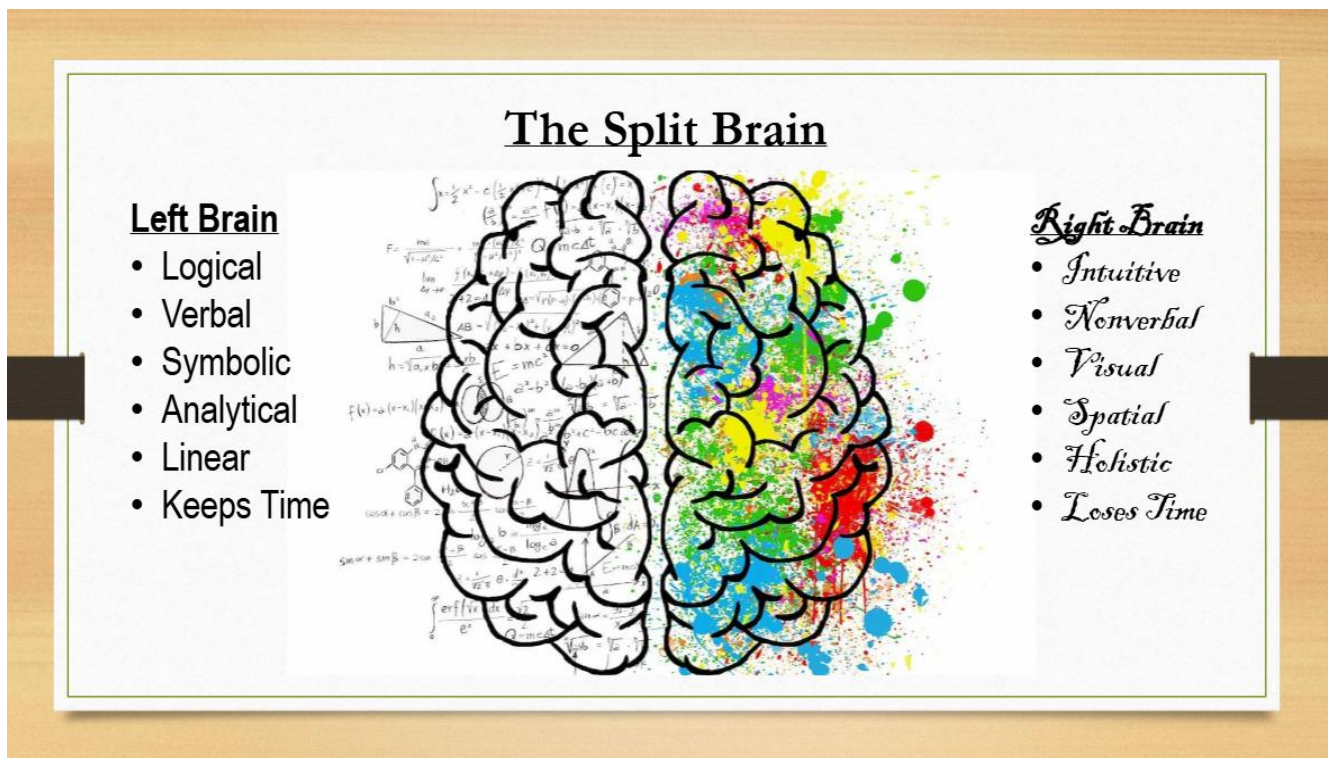
## Extensions:

- 80/20 contour - look at your hand/ object 80% of the time and the paper 20%
- Repeat the activity throughout the year to develop concentration and observational drawing skills
- Draw a blind contour portrait of a classmate
- Emphasize the lines with thick and thin lines
- Add shading or designs using contour lines

## Adaptations:

- For younger students use their shoe or another physical object with clear lines
- A specific theme can be addressed in the activity. For example, in a Science class, a leaf or microscope can be drawn or in a Music class, a musical instrument might be the subject. Or, students could draw a personal object that represents them.

## Resource Citation:



Edwards, Betty. *Drawing on the Right Side of the Brain*. Tarcher/Penguin, 2012.

## Blind Contour Line Drawing

This well known drawing exercise was taken from a book titled, Drawing on the Right Side of the Brain by Betty Edwards. Her drawing curriculum is based on brain studies that provide evidence that the two hemispheres of the brain serve different functions. For most people, the left side of the brain is their dominant side. She asserts that, if you want to learn to draw well, you must gain access to the right side of the brain by presenting the left brain with a task that it cannot perform.

For the purpose of Addressing Trauma Through the Arts, access to the right brain provides a means of self-regulation. You will find that, when you make the switch to the right side of the brain, there is a definite difference in the way that you think and feel. When doing contour line drawing, students report feeling focused or “in the zone”. For this reason, many students who experience trauma will use drawing as a coping mechanism.

### Some things you might notice:

- You get very quiet and relaxed
- You start to focus and notice the details
- Time slips away quickly
- You are in the moment. It’s just you and the line.
- If you have a strong left brain, you may notice tension in your head.

### Citation:

Edwards, Betty. *Drawing on the Right Side of the Brain*. Tarcher/Penguin, 2012.

# Soundscape – “Make it Rain”



**Ages:** 5+

**Type of Art:** Music

## **Goals:**

- To foster collaborative creativity and group synchronization through a *rhythmic* “wave” of sound and movement, building *relational* trust.
- To support sensory regulation and group focus through *repetitive* and *rewarding* shared experience.

## **Materials/Set-up:**

- Open space for students to form a circle.

## **Directions:**

1. **Introduce & Demonstrate Sounds:** Gather students in a circle. Explain they'll create rainstorm sounds, building from a single drop to a downpour, then fading. Demonstrate sounds: Light Rain/Drizzle (rub hands), Medium Rain/Pitter-Patter (snap fingers), Heavy Rain/Downpour (pat knees), Thunder/Storm (stomp feet).
2. **Starting the storm:** Designate a starting student to perform the first sound (e.g., rubbing hands). The sound then travels sequentially around the circle. Have the next student make the sound a little bit stronger. Then the next student even stronger, and so on. Think of this like a wave in a stadium.
3. **Build the Storm:** Once the current sound wave completes a full circle, introduce the next sound (e.g., snapping fingers). This new sound also travels in a wave, getting stronger each time. Continue adding sounds in sequence (patting knees, stomping) to build the storm's intensity.
4. **Fade the Rain:** At the storm's peak, signal to reverse the sound sequence, moving back down the intensity scale (e.g., stomping to knee pats, then snaps, then hand rubs), again in a wave around the circle. The sound fades completely as the last student finishes.

## **Extensions:**

- **Different Leaders:** Allow different students to take turns being the "storm leader" who initiates the sounds and signals changes in intensity.
- **Go Backwards:** After a full storm cycle, try having the wave travel in the opposite direction around the circle.
- **Creative Sounds:** Encourage students to invent new "rainstorm" sounds or effects.



# Who Started the Motion?

**Ages:** 6+

**Type of Art:** Drama, Dance

**Goals:**

- To develop trust and teamwork in a low-stakes, *relational* group activity.
- To create *rhythm* within the group and develop keen observation skills and non-verbal communication, fostering *respectful* engagement.
- To encourage *repetitive* practice of subtle group dynamics and attention.

**Materials/Set-up:**

- Open space for students to form a circle.

**Directions:**

1. Prepare the Guesser: Choose one student to be the "guesser" and send them out of the room.
2. Form Circle & Choose Leader: Students form a tight circle, facing inward. Secretly choose one student as the "leader." Remind the leader to be subtle and avoid eye contact with the guesser.
3. Start Motion: The secret leader begins a simple, repetitive motion (e.g., hand rub, snap, knee pat, stomp, finger wiggle).
4. Everyone Follows: All other students immediately and subtly copy the leader's motion without looking directly at them.
5. Leader Changes Motion: After 5-10 seconds, the leader subtly changes to a new motion. Everyone quickly and quietly switches to the new motion.
6. Bring in Guesser: Once the group performs the second motion smoothly, call the guesser back to the center of the circle.
7. Guess the Leader: The guesser watches. The leader continues to change motions every few seconds, and the group follows. The guesser tries to identify the leader, with three chances to guess.
8. Reveal & New Round: If the guesser finds the leader, that leader becomes the new guesser. If not, the current guesser goes out again, and a new leader is chosen. Continue for several rounds.

**Reflect:**

- "What strategies did the guesser use to find the leader?"
- "What did the followers do to make it hard for the guesser to find the leader?"

**Adaption Tips:**

- Subtlety is Key: Remind students, especially the leader, to be subtle in their changes.
- Fair Play: Emphasize that the goal is fun and observation, not to trick or frustrate the guesser unfairly.
- Variety of Motions: Encourage leaders to use a variety of motions (body percussion, small gestures).



# Sensory Bin Exploration

**Ages:** 3+

**Type of Art:** Visual Art

## Goals:

- To provide rich tactile input through material manipulation for grounding and calming, supporting *relevant* sensory integration.
- To encourage *repetitive*, mindful exploration of textures, fostering *rewarding* self-regulation and *respectful* sensory engagement.

## Materials/Set-up:

- Large bin or shallow container (e.g., plastic storage bin, sensory table)
- Various textured materials (choose 1-3 types per bin):
  - Dry rice, beans, pasta, lentils
  - Sand, kinetic sand
  - Water beads (ensure safety/supervision for younger children)
  - Smooth stones, pebbles
  - Leaves, small sticks, pinecones
  - Cotton balls, pom-poms, fabric scraps
- Tools for exploration:
  - Scoops, spoons, small cups, bowls
  - Funnels
  - Small toy animals or figures (optional, for imaginative play)

## Directions:

1. Prepare the Space: Set up the sensory bin(s) on a table or on the floor. Ensure the area is clean and easily accessible for students.
2. Introduce Exploration: Explain to students that they will be exploring different textures and materials with their hands. "Today, we're going to use our hands to discover all sorts of interesting things in our sensory bin. There's no right or wrong way to play, just explore and see how it feels!"
3. Encourage Sensory Engagement: Invite students to begin exploring the materials.
  - Guide them to simply put their hands into the bin and feel the textures. "How does the sand feel between your fingers? Is it smooth or rough?"
  - Encourage actions like scooping, pouring, sifting, burying hands, or gently arranging the materials. "Can you scoop the rice into a cup? What sound does it make when you pour it?"
  - Emphasize the sensory experience over creating a specific product.

4. Facilitate Calm & Focus: Observe students and gently redirect if they become overstimulated or disengaged. The repetitive nature of scooping and pouring is often naturally calming. Encourage deep breaths if needed.
5. Clean Up: Guide students to carefully return all materials to the bin and clean up any spills.



# Textured Collage/Rubbing Art

**Ages:** 5+

**Type of Art:** Visual Art

**Goals:**

- To provide *rewarding*, rich tactile and proprioceptive input through textured rubbing for grounding and sensory integration.
- To encourage *repetitive* exploration of textures and creative expression, supporting *relevant* sensory processing and *respectful* artistic choice.

**Materials/Set-up:**

- Various textured surfaces (gather a collection):
  - Natural: Leaves (with prominent veins), bark, rough stones, feathers, pinecones, corrugated cardboard
  - Household: Lace, mesh, bubble wrap, sandpaper, coins, keys, graters (use with caution/supervision), textured fabric scraps
- Paper (thinner paper works best for rubbings, e.g., printer paper, tracing paper)
- Crayons (peel off paper wrappers for easier side-rubbing)
- Scissors
- Glue stick or liquid glue
- Larger sheet of paper or cardboard for the collage base

**Directions:**

1. Introduce Texture Exploration: Discuss textures (smooth, bumpy, rough, soft). Explain students will "collect" textures using crayons for unique artwork.
2. Demonstrate Rubbing Art: Show how to place paper over a textured object. Demonstrate holding a crayon on its side and rubbing firmly to reveal the texture. Encourage experimenting with colors and objects.
3. Texture Collection: Distribute paper and crayons. Provide various textured surfaces. Instruct students to create several rubbings, feeling the texture as they rub.
4. Cut and Arrange for Collage: Students cut out interesting textured shapes from their rubbings. Provide collage base paper. Invite them to arrange pieces, considering how textures look together.
5. Glue the Collage: Once satisfied, students glue their textured pieces onto the collage base.

### **Adaptation Tips:**

- **Variety of Textures:** Offer a wide range of textures to maximize sensory input.
- **Supervision:** For younger children, pre-cut some textured materials or supervise closely during cutting.
- **Process Over Product:** Emphasize the sensory experience of rubbing and feeling the textures over creating a perfect picture.



# Passing the Clap

**Art Form:** Drama

**Age Range:** 5 +

## Goals:

- To support regulation by engaging the body in a rhythmic and repetitive movement that help calm the nervous system.
- *To foster relationship* and co-regulation, as students rely on one another for timing and connection.
- *To create* predictable structure *repetition*, helping the brain build pathways for focus, attention, and motor control.

## Materials:

- None required
- Optional: open space for safe movement, drum or metronome for tempo (if adding rhythm support)

## Directions:

1. Circle Formation  
Students stand in a circle, close enough to make eye contact and clap easily with the person beside them.
2. Modeling  
Demonstrate turning to a partner, establishing eye contact, and clapping together once. That person turns to their neighbor and repeats the motion.
3. Practice  
Slowly pass the clap around the circle, encouraging students to focus on timing and connection. It's okay if it takes a few tries—mistakes are part of the learning!
4. Challenge & Flow  
Once the group gets the hang of it, try to keep the clap moving without verbal cues or pauses. Celebrate moments when the group gets into a flow.
5. Variations
  - Double Clap = Reverse: A double clap signals the group to send the clap in the opposite direction.
  - Sound or Emotion: Add a vocal sound or an expressive face to each clap to deepen creativity and emotional expression.
  - Silent Round: Try the whole activity without speaking or laughing—just listening with the body.

- Movement Add-on: Step into the circle and back while clapping to integrate simple movement.

**Reflection Prompts:**

- How did it feel when the clap flowed smoothly?
- What helped you stay focused?
- Did you feel connected to your classmates during this activity?
- What was challenging, and how did you overcome it?

# Body Percussion Ensemble



**Art Form:** Music

**Age Range:** 5 +

**Goals:**

- Establishes a steady, **repetitive rhythm** to help regulate the nervous system and encourages participants to listen, synchronize, and **relate** with each other.
- Enhances working memory and sequencing to support reasoning and values each person's rhythmic input to promote **respect**.
- Culminates in a shared layered performance that creates a sense of accomplishment and **reward**.

**Materials:**

- None required
- Optional: open space for safe movement, drum or metronome for tempo (if adding rhythm support)

**Directions:**

## 1. Set Up (2–3 minutes)

- Have participants stand or sit in a circle.
- Introduce body percussion options (clap, stomp, snap, pat knees, chest tap).
- Establish group agreements: steady beat, listening ears, supportive environment.

## 2. Model the Base Rhythm (3 minutes)

- Facilitator demonstrates a simple 4-beat rhythm (e.g., clap–clap–stomp–clap).
- Repeat it several times so students feel the steady pulse.

## 3. Begin Layering (10–15 minutes)

1. Participant 1 begins the base rhythm and keeps it going continuously.
2. Participant 2 listens, then adds a new repeated rhythm that fits with the first. Both continue together.
3. Participant 3 adds another repeated pattern while Participants 1 and 2 continue.
4. Continue around the circle, layering rhythms one at a time.

**Encourage participants to:**

- Keep their rhythm steady.
- Make patterns simple and repeatable.
- Listen carefully to the overall sound.

## 4. Build and Sustain

- Once all participants have added a rhythm, continue the full layered composition for 30–60 seconds.
- Experiment with tempo changes (faster/slower) led by the facilitator.
- Try a group “freeze” on a signal.

## 5. Reflection (5 minutes)

**Ask:**

- What did your body feel like while keeping a steady rhythm?
- Was it challenging to maintain your part while others layered on?
- How did the group sound when everyone worked together?

**Adaptations**

- Younger children: Limit to 4–5 layers at a time.
- Older youth: Add dynamics (loud/soft), tempo shifts, or divide into sections.
- Regulation focus: Slow tempo and emphasize grounding stomps.
- High-energy release: Increase tempo and incorporate larger movements.



## Level 2: Limbic

### • Relationship •

Level 2 helps develop the limbic system which is the emotional center of the brain, responsible for how we feel, remember, and **relate to others**. This part of the brain plays a major role in how we form emotional bonds, experience empathy, and build trust. When we feel safe and connected, the limbic system supports healthy social interaction and attachment. It helps us read facial expressions, understand others' emotions, and respond with care—making it essential for developing strong relationships and a sense of belonging.

The arts support the limbic system by creating **safe spaces for emotional expression and human connection**. This kind of vulnerability fosters empathy and deepens emotional understanding between people. Collaborative art-making helps build trust, cooperation, and a sense of belonging. These shared creative experiences activate the limbic system in ways that strengthen relationships and emotional integrity, allowing people to feel seen, heard, and connected.

#### Use Level 2 in order to:

- Develop connections between peers
- Explore emotions and experience empathy
- Demonstrate trust amongst others and within themselves

# Human Machine Ensemble



**Age Range:** 8+

**Type of Art:** Drama / Dance

## Goals:

- To foster creative problem-solving and teamwork through *relational* and *repetitive* collaboration
- To strengthen non-verbal communication through *rhythmic* and *relevant* embodied storytelling
- To build trust and shared focus through *respectful* physical interaction
- To create a *rewarding* group experience through playful, performative invention

## Materials:

- Open space for movement
- *(Optional)* Music or rhythmic sound source (drum beat, metronome, etc.)
- *(Optional)* Simple props (e.g., scarves, cardboard tubes, costume pieces)

## Directions:

### 1. Introduction to Machines

- Briefly discuss machines with students: What do machines do? How do they move or sound?
- Show examples or mimic mechanical actions together.

### 2. Machine Movement Warm-Up

- Lead a guided movement session where students practice isolated, repetitive actions (e.g., pistons, conveyor belts, gears).
- Add sounds to match movements.

### 3. Individual Machine Creation

- Each student invents their own unique “machine part” with:
  - A repeating movement
  - A characteristic sound
  - A clear way to start and stop

### 4. Forming a Collective Machine

- Divide into small groups (3–6 students).
- Each group links their individual machines together using non-verbal communication (visual cues, spatial awareness, sound timing).
- Encourage students to experiment with how their movements fit together—like gears or levers—into a working system.

## 5. Machine Performance

- Each group activates their human machine.
- Run the machine for 15–30 seconds and then power it down together.
- Encourage dramatic, rhythmic synchronization and exaggerated expressions.

## 6. Reflection and Discussion (5–10 min)

Use prompts like:

- What was challenging about building the machine together?
- How did you know when to start or stop your movement?
- What was your machine's purpose?
- What did it feel like to work as one system?

### **Adaptation:**

Work as a whole class. One student goes to the playing space and makes a sound and movement. The class observes and another student goes up to add on to the previous student and so on. You can have some students sit out to observe. “What was the machine making?” “What sounds did you hear?” “How did they work together?”



# Rotating Collaborative Bracelet

**Age:** Any-but adjust material dependent upon age group or ability

**Art Form:** Fibers

## Goals:

1. Students will feel calm and safe (regulated) as a result of the **repetition** of the knot tying and the **rhythm** of the rotation.
2. Students will establish **relationships** as a result of answering questions (or declining to answer - **respect**) that allow them to get to know each other and identify connections.
3. Students will feel accomplished walking away with the **reward** of a bracelet that their peers have contributed to in a relevant way.

**Materials:** Embroidery Floss or bracelet making supplies of the teachers' choice

## Directions:

### Step 1: Set Up the Environment

- Have group sit in a large circle
- Give each individual a pre-tied set of strings
- Demonstrate how to tie a spiral staircase knot 2-3 times
- Have everyone practice tying the knot or if they feel more comfortable they may tie a knot that they already know in their string.

### Step 2: Explain what we're doing

- We're going to be making our bracelets together while getting to know each other better.
- You will be paired with the people next to you. One person will be tying string and one person will be sharing at a time.
- Give everyone a number 1-4 all the way around the circle. Have them place the number on the floor in front of them.
- Round 1→For the first round of this activity number 1 & 2 will be paired together and number 3 & 4 you will be paired together. When we switch 2 & 3 will become partners and 1 & 4 will become partners (with your nearest 1 or 4).
- Number 1 & 3 you will start out holding your string while your partner ties knots into it.
- Number 2 & 4, while your partner is tying knots, share one thing about yourself using the prompted questions to guide conversation. (example prompts: What is a movie, song or show that always makes you smile? What's something small that made you happy this week? If you could become

good at one thing, a sport or hobby what would it be? What is a challenge that you've overcome that has made you stronger? When you're stressed or overwhelmed what helps calm you down?)

- When the first person in your pair is done sharing then swap roles. Number 2 & 4 will share while number 1 & 3 hold & tie.
- →The person speaking will always be holding the string while the other person ties knots.
  - Round 2→Now numbers 2 & 3 will become partners and 1 & 4 will become Partners.
  - → Repeat the process above. You can use the same or different questions since this will be happening with a different partner.

### Step 3: Reflection Questions

- How did you feel during the activity as the holder?
- How did you feel as the person tying knots?
- How did it feel to have someone holding the bracelet for you as you tied?
- How did the activity feel in general?

### More Rounds (Optional)

- You can build in a rotation so that eventually everyone will have tied on to one-another's bracelets/keychains. You could even make it a daily rotation.
- The rotation could be within a class period or even a daily rotation as a start to the class period.
- Have everyone leave their bracelet at their seat and do a gallery walk around the circle to see what was created.

### Adaptations or Extensions:

- Use beads on Pipe Cleaners (especially for younger students)
- Students can preselect beads or students can select beads and then place them on other bracelets
- Use thicker String for younger students or students that struggle with fine motor skills
- Have students tie a knot that they already know if you don't want to spend time demonstrating tying the knots.
- Use the same color string (maybe school colors) for all students or do not allow them to select it.

# Mindful Photography



**Type of Art:** Visual Art

**Age Range:** 12+

## Goals:

- To strengthen emotional awareness and self-expression through *relevant* and *rewarding* personal exploration
- To offer a *respectful*, trauma-sensitive alternative to unhealthy coping behaviors
- To reduce stress and anxiety through *rhythmic* sensory regulation (walking, breathing, focus)
- To build confidence and creative voice through *relational* reflection and optional sharing

## Materials:

- Film or digital camera / phone with camera
- Notebook or journal
- *(Optional)* Headphones, calming music

## Directions:

### 1. Set an Intention (5–10 min)

- Begin with a grounding activity: deep breathing, stretching, or quiet observation.
- Ask students to place one hand on their heart or belly and notice how they're feeling.
- Offer reflection prompts:
  - *"What do you want to notice today?"*
  - *"What emotion are you feeling right now?"*
- Introduce a theme for the walk, such as:
  - *"Peace"*
  - *"Light and shadow"*
  - *"Stillness"*
  - *"Things that bring you joy"*

### 2. Walk and Observe (15–30 min)

- Invite students to take a mindful walk—either outside or around the school.
- Encourage slowness and sensory awareness:
  - *"Notice what you see, hear, smell, or feel."*
- Students take photos based on the intention or theme. Remind them:
  - It's not about *taking a lot*, but *looking deeply*.

### 3. Reflect and Respond (10–15 min)

- Have students choose 1–3 favorite photos.
- Journal responses to any of the following:
  - What drew you to take this photo?
  - What emotion does it represent?
  - What does this photo say about how your day is going?
  - Did anything surprise you during this walk?

**Optional:** Students can share their photos and reflections in pairs or as a gallery wall.

# Partner Mirror Movement



**Age Range:**5+

**Type of Art:** Drama / Dance

## Goals:

- To promote *regulation* by encouraging focused attention and calm, deliberate movement.
- To foster *relationships* through active, cooperative interaction and building trust and *respect* between partners.
- To build *impulse control* by practicing controlled and intentional movements.

## Materials:

- Open space large enough for pairs to move comfortably without colliding

## Directions:

1. Introduction: Explain that the goal is to work with a partner to create a “mirror” image by copying each other’s movements as precisely and slowly as possible, as if one is the reflection of the other in a mirror.
2. Pair Up: Have students find a partner and stand facing each other about an arm’s length apart.
3. Decide Roles: Assign one student as the “leader” and the other as the “mirror.” The leader will initiate slow, simple movements while the mirror copies exactly, matching timing, expression, and movement quality.
4. Start Mirroring:
  - The leader moves one body part at a time (e.g., raising a hand, tilting the head, stepping sideways) with slow, controlled motions.
  - The mirror carefully observes and copies the movements as if reflected in a mirror.
  - Encourage calm, steady breathing and focus to support regulation and attention.
5. Switch Roles: After a few minutes, pause and have the partners switch roles so both get a chance to lead and mirror.
6. Increase Complexity: As students become comfortable, encourage more complex movements involving the whole body, facial expressions, and changes in levels (high, medium, low).
7. Group Reflection: Bring the group together to share experiences and feelings about the activity. Ask questions like:
  - “How did it feel to follow your partner so closely?”

- “What did you notice about your own movements when mirroring?”
- “How did working with a partner help you focus or calm down?”

**Extension:**

- Try a “group mirror” where a small group follows the movements of one leader simultaneously. This encourages collective focus and synchrony.
- Add music with a slow tempo and encourage students to mirror movements in rhythm with the music.
- Incorporate props (scarves, hats) that move with the participants, increasing complexity and attention to detail.

**Adaptations:**

- For younger or less coordinated students, keep movements simple and slow.
- Encourage non-verbal communication and gentle encouragement between partners.
- For older students, challenge them with faster or more abstract movements to build impulse control and observational skills.
- Use this activity as a calming or focusing exercise before more active drama work.

# Flock and Flow



**Art Form:** Movement

**Age Range:** 6+, adaptable

## Goals:

- Use **rhythmic, repetitive** movement to support regulation and help students' bodies settle into a calm, organized state.
- Build **relational** connection through mirroring, following, and leading, strengthening trust, attunement, and non-verbal communication.
- Support **respect** and flexible thinking by responding to changing leaders, directions, and group dynamics once students are regulated and connected.

## Materials:

- Open space for safe movement
- Device for playing music (optional)

## Directions:

1. Partner up!
  - Have students start by finding a partner, then decide which partner will go first.
2. Model Mirroring
  - Demonstrate “mirroring”: Choose a simple prompt to act out with movement only. One partner begins leading, and the other partner mirrors their movements.
3. Practice Mirroring
  - Partner #1 leads and Partner #2 mirrors, then switch.
4. Model Flocking
  - Demonstrate the concept of “flocking”: Combine pairs of partners into groups of 4. Each group stands in a diamond formation, facing the same direction. In this position, one person should be at the “front”—they are the group leader.
  - When you hear a clap, turn clockwise. Now there is a new leader facing “front”.
5. Practice Flocking
  - Provide a simple prompt and have students begin flocking in small groups. Clap at a consistent pace, then switch it up once students feel more comfortable.
  - Variation- free-form flocking: Instead of clapping, have each leader turn at their own pace, which “passes” the flock to the next leader.
6. Flock and Flow

- Combine all groups into one large flock. Provide a simple prompt such as, “The Four Seasons”. Indicate which direction the group will be facing for which “season”. (i.e. North is Winter, East is Spring, etc.) Music is optional.
- Four volunteers begin as leaders for each direction. When leaders turn, the flock turns and follows the new leader and the new aspect of the prompt.
- Variation- leader rotation: After each leader turns and passes the flock, a new leader can step forward to take their place.

#### **Other Variations:**

- Varying prompts such as emotions, animals, concepts, etc.
- Changing the music or sounds and “embodying” what you hear
- Creating stories or scenes as a large group

#### **Reflection Prompts:**

- What did you enjoy most—following or leading?
- Did you feel connected to others during this activity?
- How did it feel if you noticed you were moving differently than the flock?
- What did you discover during this process?

# Chinese Dragon Dance



**Ages:** 10+; or ages 3+ with an Adult as "Dragon Head Leader"

**Art Form:** Music, Drama, Dance, Visual Art (optional)

**Goals:**

To regulate the nervous system through repetitive, rhythmic movement.

- To foster group collaboration and creativity by contributing to a shared, evolving dance, encouraging **relational** and **respectful** interaction.
- To integrate the senses of touch, sight, and hearing, and engage one's motor system to allow for sensory grounding, focus, and regulation, thus supporting a **relevant** and **rewarding** multi-sensory experience.

**Materials:**

- 1 or more curtains of varying colors, and/or fabric. You will use only 1 curtain at a time (per session). The curtain may be used as is, or if you use a light colored curtain, you may wish to decorate the dragon using fabric markers.
  - If you choose to have the students decorate the "dragon" you will need the following materials: Fabric markers (optional)
- 1 piece flexible tubing, approximately 8 feet in length (available at Home Depot or Lowe's )
- Assorted pillowcases one per student.
- Colored scarves, enough for one per student. If scarves are not available, Ribbon wands may be used. Ribbon wands may be made by yourself or the students, depending upon the Arts mediums you wish to address during the activity.
  - If you choose to have the students make them you will need the following materials:
    - Dowels, 1 per group member
    - Ribbon, or yarn, assorted
    - Glue gun, glue sticks
- Open space for students to move around while dancing as the Chinese Dragon

**Prior set-up/Preparation:**

1) Create a Music Playlist

- Suggested total length 15 minutes.

- Can include multiple choices of shorter length selections (3-5 minutes) that can allow for easy adjustments to accommodate participants energy level and desire to participate.
- Choose selections that are traditional in nature. Can choose from a variety of cultures.
- Links for music representative of Chinese New Year are listed below:with a steady beat (instrumental works well; avoid music with words; can vary tempo and mood)

### **Music Suggestions (as of June 2026)**

Traditional Chinese New Year Music:

- 1) [https://www.youtube.com/watch?v=RALKL1ly4wk&list=OLAK5uy\\_kULXbB\\_4rhKfnrorXQ\\_iIGtbkFYBZOEyRs](https://www.youtube.com/watch?v=RALKL1ly4wk&list=OLAK5uy_kULXbB_4rhKfnrorXQ_iIGtbkFYBZOEyRs)
- 2) [https://www.youtube.com/watch?v=Hcwpg\\_7Uxmk&list=OLAK5uy\\_kULXbB\\_4rhKfnrorXQ\\_iIGtbkFYBZOEyRs&index=6](https://www.youtube.com/watch?v=Hcwpg_7Uxmk&list=OLAK5uy_kULXbB_4rhKfnrorXQ_iIGtbkFYBZOEyRs&index=6)
- 3) [https://www.youtube.com/watch?v=KU44Gdb6UDY&list=OLAK5uy\\_kULXbB\\_4rhKfnrorXQ\\_iIGtbkFYBZOEyRs&index=7](https://www.youtube.com/watch?v=KU44Gdb6UDY&list=OLAK5uy_kULXbB_4rhKfnrorXQ_iIGtbkFYBZOEyRs&index=7)
- 4) [https://www.youtube.com/watch?v=cNQSOUAq9Tg&list=OLAK5uy\\_kULXbB\\_4rhKfnrorXQ\\_iIGtbkFYBZOEyRs&index=8](https://www.youtube.com/watch?v=cNQSOUAq9Tg&list=OLAK5uy_kULXbB_4rhKfnrorXQ_iIGtbkFYBZOEyRs&index=8)

### 2) Prepare the "Chinese Dragon"

- Insert the long tubing into the pocket or tabs of the curtain
- Have individual pillowcases on hand as needed

### **Directions:**

1. Set the Environment: Lay out the Chinese Dragon in the center of the room, with the tubing already inserted and lying flat. Lay out individual pillowcases and invite students to find a "magic carpet" (pillowcase) and sit upon it. Create a calm or energizing atmosphere, depending on your goal, by playing appropriate instrumental music in the background as students gather and select their "magic carpet".

### 2. Introduce the Activity:

"We're going to create a moving Chinese Dragon—but not just by ourselves. You'll all become a part of the Dragon, able to dance along to the music as the head of the Chinese Dragon leads you. Your pillowcase/"magic carpet" is your waiting area until the Chinese Dragon comes to your "magic carpet" and invites you to join him/her and dance. Your scarf becomes part of the Dragon's scales and as you dance the scarf will bring beauty to the Dragon." Emphasize this activity is about freedom of movement, and rhythm, during collaboration— not about dancing perfectly.

3. Warm-Up: Invite students to stand and dance in place waving their scarf in the air to the beat of the music. Encourage students to use only one arm/hand to move the scarf as the other arm/hand will be used to hold onto the Dragon. Ask, "How do you move the scarf when the music is fast? How does your movement change when the music is slow?"
4. Begin the desired music. Select a Dragon Head Leader, ensuring each student that they will be able to take a turn as the Dragon Head Leader. (Pre-determine how you will select a Dragon Head Leader, and how many days/sessions you will use this activity to ensure that each student who desires has the opportunity to participate as a leader.) Invite the Leader to grasp each end of the tubing and hold the Chinese Dragon high in the air. The Leader begins to move to the beat of the music.

### **The Chinese Dragon head leader begins to dance and move around the room**

5. Students begin to dance to the beat of the music while remaining on their "magic carpet." Encourage flowing, repetitive, rhythmic marks that match the tempo. Call out a gentle reminder: "Listen to the beat. Let your hand follow the rhythm."
6. Instruct the Chinese Dragon Head Leader to ask a student to join the dragon by swooping in a gentle downward motion towards a student sitting on a pillowcase.
7. After a student is invited to join the Dragon, instruct the student to grasp a portion of the Dragon's body (the curtain edge) with one hand. With the other hand, the student waves their scarf (or ribbon wand).
8. Encourage the Dragon Head Leader to invite every student in the room. If a student does not want to join the Chinese Dragon, the student may choose to remain dancing on their "Magic Carpet."
9. When all students are part of the Chinese Dragon who wish to be, continue to dance collaboratively for another 45--60 seconds. Then invite the Chinese dragon to "shed its scales" and have each student return to their magic carpet with their scarf in hand.
10. Reflection & Discussion: Invite students to share how it felt to be part of the Chinese Dragon. Facilitate reflection: "How did it feel to dance as part of the Dragon?" "What surprised you about how the Dragon moved with everyone dancing and holding on at the same time?", "How did the music change the way you danced or waved your scarf?"

### **Adaptation Tips:**

- Vary music selections for cultural significance, use music that relates to the heritage and culture of students within the group.
- Allow for music that reflects different rhythms, emotional tones, or energy levels.
- For younger students, have them dance holding onto the dragon with two hands.
- For students who do not wish to be a part of the larger Dragon, model how to use the pillowcase as their own individual Dragon, grasping the two front corners and waving the pillowcase behind them.
- Allow the Chinese Dragon to "lay down" (have the students sit or lay down while still holding the curtain) and allow the curtain to cover the students underneath.
- If choosing to incorporate visual arts: Decorate the Chinese Dragon with fabric markers before dancing with it. OR, Create ribbon wands with dowels and ribbon, or braided yarn.

# Seeing Sound



**Art Form:** Dance and Music

**Age Range:** 6-12; adults

## Goals:

- Use **rhythmic** sound and movement to support regulation, helping students organize their bodies, voices, and attention through predictable, **repeated** patterns.
- Build **relational** connection by sharing, copying, and accumulating one another's sounds and movements, strengthening attunement, trust, and group cohesion.
- Support **respect** and memory through sequencing, observation, and flexible responding as students remember, layer, and adapt sounds and movements within the group.

**Materials:** Cards with sounds

**Optional:** Open space for safe movement; container for the cards

## Directions:

*This arts activity would be done following a regulating activity.*

1. Circle Formation: Students stand in a circle; each student is invited to select a "sound card."
2. Modeling: Demonstrate speaking the sound on your card.
3. Practice
  - Everyone speaks their sound(s) together. Can we be really loud with our sounds? Can we whisper our sounds?
  - Turn to face outside the circle and make a movement to match the sound. Think about what your sound looks like. Does your sound flow; is it a sharp sound; how fast or slow is your sound?
4. Challenge & Flow
  - Turn to face into the circle and model/demonstrate sound with movement
  - Invite each student to share sound with movement as you go around the circle  
Accumulate each sound and movement.  
Acknowledge how everyone is working together to remember the sounds and movements. Notice where you look to help with the sequence.
5. Variations/Extension
  - Sound or Movement - Go around the circle doing the movement only. Could go around again with sound only
  - Conductor - Student volunteers to "conduct" from the center of the circle. Conductor gestures to invite one student to share sound and movement, then invites another student, etc. Can play with having more than 1 conductor.

ADDRESSING TRAUMA THROUGH THE ARTS

**Reflection Prompts:**

How did it feel to do movement while speaking your sound?

How did you feel doing other people's movements and sounds?

What helped you remember the next movement and sound?

What was challenging, and how did you overcome it?

# Partner Mirror Drawing



**Age Range:**6+

**Type of Art:** Visual Art

## Goals:

- To build *relationships* and *respect* by encouraging close attention, cooperation, and mutual responsiveness between partners.
- To support *regulation* by engaging in slow, intentional movement that calms the nervous system.
- To keep the activity *relevant* by making space for student choice in imagery and mark-making.

## Materials:

- Large paper (butcher paper or taped-together sheets)
- Markers, crayons, or oil pastels (two per pair, ideally same color)
- Flat surface (floor or table)
- Optional: calming background music

## Directions:

1. Setup:
  - Tape a large sheet of paper to a table or the floor.
  - Partners sit or kneel across from one another, each holding a drawing utensil.
  - Draw a light vertical line down the center to divide the paper into mirrored halves.
2. Explain the Concept:
  - One partner will be the “leader” and begin slowly drawing shapes, lines, or images on their half of the paper.
  - The other partner will act as the “mirror,” copying the movement as precisely as possible on their side, as if reflecting it.
  - Emphasize slow, smooth movements and deep focus.
3. Begin Drawing:
  - Start with simple lines or shapes.
  - Encourage partners to maintain soft eye contact and adjust in real time, just like a moving mirror.
  - After a few minutes, invite them to switch roles.

#### 4. Expand the Drawing:

- Allow both students to draw simultaneously—each becoming both leader and mirror, co-creating without one dominant voice.
- Encourage use of color, rhythm in line-making, and imaginative additions.

#### 5. Reflect:

- Invite partners to describe what it felt like to mirror each other.
- Ask: “How did you know what your partner was going to do?” “What surprised you?” “Did your drawing feel connected?”
- Optionally, display the mirrored artwork to celebrate shared effort and focus.

#### **Extension:**

- Play slow, calming music to enhance rhythm and regulate pacing.
- Use non-dominant hands for a brain challenge and sensory reset.
- Turn the drawing into a story or scene afterward, encouraging expressive writing or performance based on the image.

#### **Adaptations:**

- For younger students, start with finger tracing in the air or on the paper before introducing drawing tools.
- For teens, invite abstract pattern-making, symmetry exploration, or personal symbolism to deepen engagement.
- Use this as a centering activity before transitions or after emotionally charged experiences.

# Soundtrack to My Life



**Type of Art:** Music / Creative Writing

**Age Range:** 12+

## Goals:

- To support emotional expression and self-awareness through *relevant* music-based reflection.
- To foster identity development and storytelling through *rewarding* and *relational* sharing opportunities.
- To provide a *respectful* outlet for personal truth and connection.
- To strengthen pattern recognition and emotional regulation through *rhythmic* listening.

## Materials:

- Paper or printable worksheet
- Pens, markers
- Access to music (Spotify, YouTube, etc.)
- Headphones

## Directions:

1. Introduce the Concept (5–10 min)
  - Ask: “If your life had a soundtrack, what songs would be on it?”
  - Discuss how music is tied to memory, emotion, and identity.
  - Share an example (e.g., “This song reminds me of my childhood summers.”)
2. Create the Soundtrack (15–20 min)
  - Have students list 5–7 songs that reflect:
    - A childhood memory
    - A song that calms them
    - A hype/energizing song
    - A song that makes them feel understood
    - A song that connects them to someone they love
    - A song that represents who they are today
  - Encourage them to sketch “cover art” that visually represents their playlist.
3. Reflection Writing (optional)
  - Why did you choose these songs?
  - How do these songs tell a story about you?
  - Did you notice any patterns or themes?

#### 4. (Optional) Sharing:

- Students may share 1–2 song choices and what they mean to them.
- You can also create a class playlist of favorite tracks.

# Name and Cross Circle / Toss-a-Name



**Type of Art:** Drama

**Age Range:** 8+

## Goals:

- To build relationships and group cohesion through *relational* and *respectful* name recognition games
- To develop focus and self-regulation through *rhythmic* and *repetitive* movement and sequencing
- To create a playful, *rewarding* entry point to social connection and classroom culture
- To support memory and cognitive development through pattern-based activities

## Materials:

- Open space
- (*For variation*) Soft tossable object

## Directions:

### 1. Name & Cross Circle:

- Students form a standing circle.
- Person A says someone's name across the circle (Person B) and walks toward them.
- Before Person A reaches them, Person B must say another person's name and start walking.
- This continues, creating a chain reaction of name-calling and crossing.
- Increase challenge: add multiple crossings at once or introduce movement styles.

### 2. Toss-a-Name Variation:

- Let students that they are going to create a pattern.
- Students sit or stand in a circle.
- Person A tosses a soft object while saying Person B's name.
- Person B replies "Thank you, [A]" and tosses to someone new.
- Continue until all names are used. Tip: When someone's name is used, have them sit down so that they are not chosen again.
- Once all names have been used, have the group stand up and see if they can remember who they threw the object to and who they received it from.
- Do the pattern again without people sitting and just keeping the pattern going.
- Add challenge: use multiple objects, create a memorized pattern, or change the order.

# Poison Rhythm



**Type of Art:** Music / Dance

**Age Range:** 8+

## Goals:

- To enhance listening and rhythmic memory through *repetitive* and *rhythmic* practice.
- To strengthen attention and inhibitory control in a *rewarding*, game-like format.
- Build group connection through shared focus and *relational* musical play.
- Promote sensory regulation through structured beat-based interaction.

## Materials:

- Open space or desks
- Clapping hands or simple instruments
- Metronome (optional)
- Visual cue card (optional) for "poison rhythm"

## Directions:

### 1. Introduce the Concept

- "I'm going to teach you a rhythm that you must NOT repeat. This is the 'poison rhythm.'"
- Demonstrate the rhythm with claps, stomps, or sounds. Repeat it several times and have students practice it until students recognize it.

### 2. Rhythm Echo Game

- Call-and-response: You (or students) clap rhythms for the group to echo.
- If someone echoes the poison rhythm, they're "out" or the round restarts.
- Continue until students can consistently avoid it.

### 3. Student-Led Version

- Students take turns being the leader.
- Each leader creates new rhythms or tries to trick classmates with the poison rhythm.

**Optional Challenge:** Add a beat or background music to increase focus.

# Speed Meeting / Concentric Circles



**Type of Art:** Drama

**Age Range:** 8+

**Goals:**

- To build interpersonal connection through *relational* and *respectful* communication.
- To encourage vulnerability and self-expression through *rewarding* peer-to-peer exchanges.
- To promote empathy and active listening through *repetitive* practice with multiple partners.

**Materials:**

- Open space

**Directions:**

1. Set Up

- Form two circles: an inner circle facing out and an outer circle facing in.
- Each person has a partner directly across from them.

2. Ask Questions

- Ask a question like:
  - “What’s your favorite song right now?”
  - “What’s something you’re proud of?”
  - “What’s a goal you have this year?”
- Give 2–3 minutes for each pair to talk.
- After each round, the outer circle rotates one spot to the right, meeting a new partner.

3. Group Debrief (5 min)

- Ask:
  - What did you learn about others?
  - Did you find anything in common?
  - How did it feel to talk and be listened to?

# Movement Feelings Wheel: Somatic Expressions of Emotional Fluency



**Ages:** 3+

**Type of Art:** Movement

**Goals:**

- To empower students to identify their emotions and express them to others, encouraging *relational* connection and practicing *respectful* group engagement.
- To explore what form of physical movement can create *rewarding* self-regulation.
- With practice, create a *rhythmic* flow of I do, we do during the *repetition* of each person's feeling and associated movement.
- Provide opportunities for extension to keep the activity *relevant* to the student's emotional and developmental age.

**Materials:**

- Movement Feelings Wheel for use as a talking piece and reference during the activity.

**Directions:**

1. Introduce the Concept
  - Have students form a circle and share that you will be taking turns using movement to describe how you're feeling.
2. Teacher models using the feelings wheel
  - Teacher identifies primary emotion (Joy, Anger, Peace, Pain, Sad, and Fear) they are feeling on the Movement Feelings Wheel.
  - Teacher demonstrates the movement associated with said emotion on the wheel while repeating their emotion (i.e. "I feel peace" with *Child's Pose*, *Grounded Kneeling*, or a *Centering Hug*).
  - Students mirror the movement and repeat the stated feeling.
3. Students take turns using the Movement Feelings Wheel
  - Teacher passes the Movement Feelings Wheel to a neighboring student.
  - The student states their primary emotion and uses a corresponding movement from the Movement Feelings Wheel.
  - The full group repeats the feeling and mirrors the movement.
4. Continue around the circle until every student has had the opportunity to share.
5. Reflect: Lead a brief group reflection.
  - How are you feeling after the activity?
  - Was it easy or hard to choose your emotion and movement?

- What did you notice about the feelings our class expressed and the movements individuals chose?
- Did you feel connected to others during this activity?

### **Variations:**

#### To Provide More Choice and Play

- Create your own movement for the six core emotions (i.e., jazz hands for Joy, clenched fists for Anger, praying hands for Peace, face grimace for Pain, miming wiping tears for Sad, cowering for Fear).

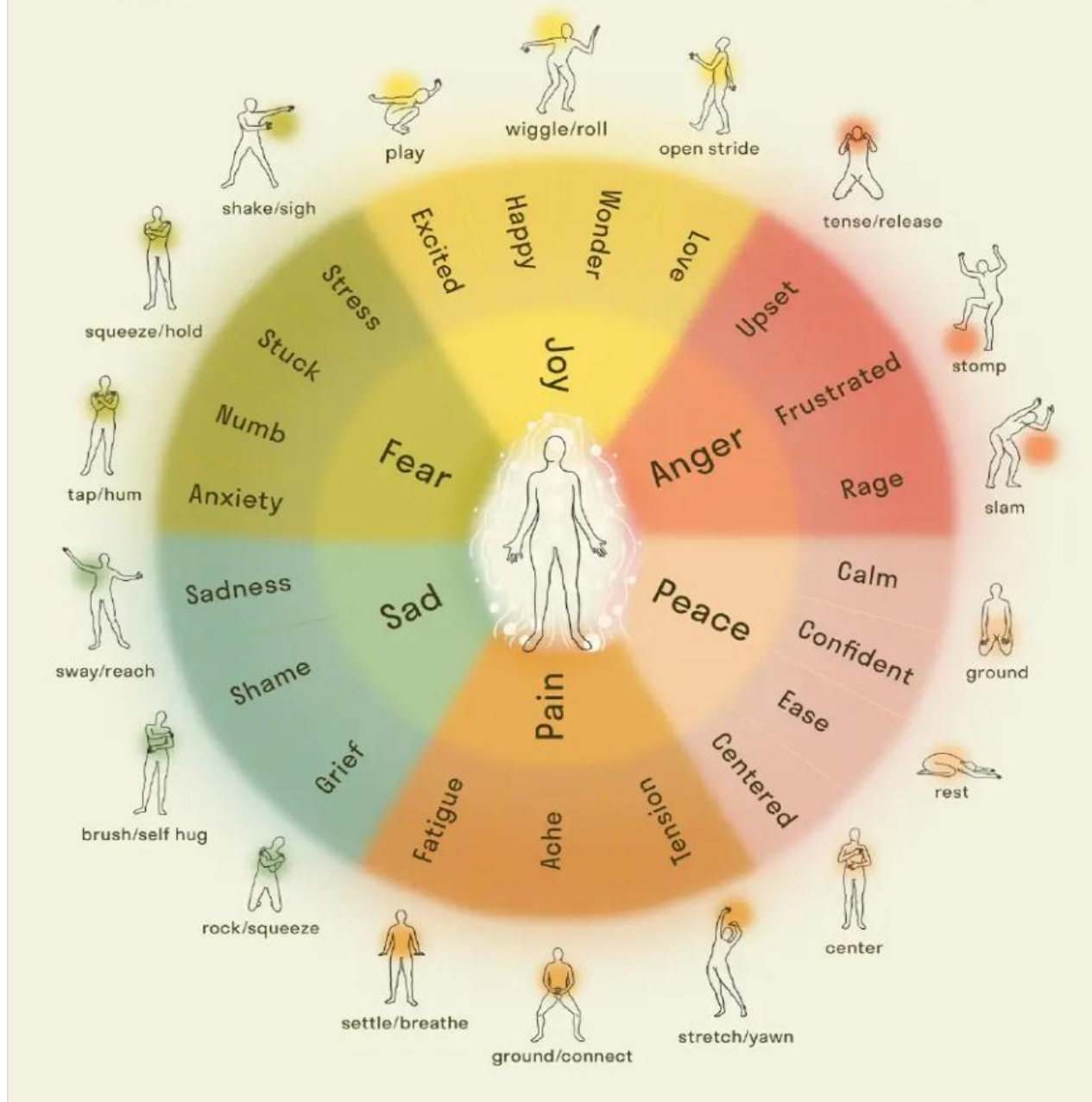
#### For Younger Students

- Use the activity to build vocabulary around emotion and gamify it by adding a paper clip and brad spinner.
  - Students spin on their turn and then act out the emotion the spinner lands on.
- Build towards helping students learn how to identify feelings and express them in a way that builds *rewarding, relational* connection.

#### For Older Students

- Work from the more specific emotions on the outer ring of the Movement Feelings Wheel.
  - After expressing their feeling as peaceful, a student could add whether they are feeling calm, confident, at ease, or centered.

# Movement Feelings Wheel



## ADDRESSING TRAUMA THROUGH THE ARTS

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# Emotions Linked Together



**Type of Art:** Visual Art and Movement

**Age Range:** 7-13

## Goals:

- To provide a developmentally appropriate, **relevant**, way for students to recognize and express their emotions through drawing and tactile art.
- To use **rhythmic** linking and passing of the chain to offer predictable, soothing movement that supports emotional regulation.
- To build positive **relationships** by linking everyone's creation into a shared chain, fostering a sense of belonging, contribution and mutual **respect**.

## Materials:

- 12"x12" squares of tinfoil (1 per student)
- Tempura paint, pens or markers (sharpies work well)
- Optional: gentle music, small speaker or rhythm instrument

## Set-up:

- Clear a space large enough for students to sit or stand in a circle
- Pre-cut 12"x12" squares of tinfoil and have parkers or paints ready
- Prepare music of rhythmic sounds to play during the chain-passing portion

## Directions:

1. Give each student a square of tinfoil and marker
2. Invite students to take a moment to reflect on how they are feeling in that moment
3. Instruct them to draw or write their emotions or a symbol that represents them on the tinfoil square.
4. Once complete, have students roll, crunch or mold the foil into long log shape
5. Form a standing or sitting circle with the group
6. Starting with two people on opposite sides, students will link their foil log around their left neighbor's log to begin forming a chain.
7. Continue linking clockwise until the entire group's foil pieces are connected into one chain.
8. With music or rhythm playing, invite students to gently pass or wave the chain around the circle, noticing how their individual pieces moves as a group.

- a. NOTE: Since this is a rhythmic and reflective experience, the best option are gentle, steady tempo, instrumental tracks that support calm movement without being distracting.
9. Optional: Facilitate a brief reflection on how it felt to make individual art and then connect it with the group. Questions can include:
  - a. What did it feel like to make your own piece?
  - b. How did it feel to connect your piece with everyone else's?
  - c. What does our chain say about us as a group?

Adaptations:

- Younger students: provide pre-drawn faces for emotion they can trace or copy
- Older students: add words or short sentences expressing their emotions more deeply
- Sensory-sensitive students: Offer gloves or paper alternatives if foil texture is uncomfortable
- Extension: Have students reflect in journals afterwards or turn the chain into a temporary art installation in the classroom as a symbol of collective emotional awareness.



## Level 3: Cortex

### • Resiliency •

Level 3 strengthens the frontal cortex which is responsible for focus, attention, higher-level thinking and problem-solving—all skills essential for success in school. This area supports **risk-taking** by weighing potential rewards and consequences, encouraging learning and exploration. It also fosters **autonomy** by enabling self-awareness and independent decision-making. Additionally, the frontal cortex helps with emotional regulation and understanding social cues, which aids in managing relationships with teachers and peers. Together, these functions make it key to learning, adapting, and thriving in any environment.

The arts help the frontal cortex by engaging skills like planning, problem-solving, and self-control. Arts activities also encourage focus, decision-making and risk-taking in a safe environment, supporting creativity and independent thinking. Through collaboration and reflection, the arts build autonomy and social understanding, helping individuals develop better emotional regulation and thoughtful life choices.

#### **Use Level 3 in order to:**

- Build problem-solving and decision-making skills for themselves and in groups
- Cultivate positive life choices and independent thinking
- Foster reflection and emotional regulation through difficult situations

# "I Am" Poem



**Age Range:** 8+

**Type of Art:** Creative Writing

## Goals:

- To support *regulation* by connecting students with familiar sensory experiences from their personal backgrounds.
- To build *relationships* and *respect* by encouraging sharing of diverse cultural or familial roots through imagery.
- To foster *relevance* through *reflection* and *reasoning* by deepening self-awareness and encouraging thoughtful expression of identity.
- To nurture *repetition* and *rhythm* in language for confidence and fluency in storytelling.

## Materials:

- Writing paper or notebooks
- Pens, pencils, or digital devices
- Optional: drawing or collage materials to visualize place-based imagery

## Directions:

1. **Introduce the Concept:** Explain that this poem is about the special places, memories, and sensory experiences that shape who they are—"where they are from." Share an example poem or a few lines that use rich imagery to describe a place and what it feels like to be from there.
2. **Prompt Sensory Reflection:** Ask students to think about the places they come from—this could be their home, neighborhood, town, or somewhere meaningful to them. Encourage them to remember sights, sounds, smells, tastes, and feelings connected to that place.
3. **Provide a Template or Sentence Starters:**
  - I am from (a place, an object, or a feeling)
  - I see (visual details from that place)
  - I hear (sounds familiar to that place)
  - I smell (scents that remind me of home)
  - I taste (flavors from my culture or home)
  - I feel (sensations or emotions tied to this place)
  - I remember (a special memory or tradition)
  - I am from (repeat to reinforce identity)

4. **Writing Time:** Let students write their poems, emphasizing imagery that evokes strong sensory connections.
5. **Sharing and Discussion:** Offer space for volunteers to share their poems aloud. Discuss the diversity and richness of different places and backgrounds.
6. **Optional Creative Extension:** Students can create a visual artwork, collage, or digital image inspired by their poem to further express “where they are from.”

**Extension:**

For a more abstract poem, each of the starting lines of the prompts can be “I am” instead of “I hear” etc... For example, “I am white laundry hanging on the line.” Or “I am the bouncing of basketballs down the street.”

# Musical Chair Poetry “I am, They are, We are...”



**Art Form:** Creative Writing

**Age:** 10+

**Goals:**

1. Students create **relevant** writing that is grounded in their own experience and in relation to others.
2. Students know what is coming next through **rhythm** and **repetition** of the activity and adding onto the poem before them.
3. Reading the final poem is **rewarding** as students hear how their writing is intertwined with others.

**Materials:** pens, paper, seating, tables, way to play music, soft smooth beat music with no vocals

**Directions:**

1. Every student takes a seat and has a piece of paper in front of them as well as writing tools. The tops of the paper are each assigned a first-line depending on which table you are at. One table is the “I AM” table, one is the “WE ARE” table and one is the “THEY ARE” table. Clearly explain and show them what this looks like, even provide a pre-written one to showcase.
2. Instruct and model to students that they will start a poem with the line that is on the top of their paper once the music starts. They are to write poetic lines as they come to mind as the music plays. For instance, you will start with the phrase, “I AM..” and continue on from there. You might write something like, “I AM a tree in the wind on the stormiest day.” When the music pauses, they may stop and find another poem to work from. All they need to do is read the last line written down and go from there. It is okay if they need a few seconds to finish a sentence but to not over process it. Reference Exquisite Corpse drawing activities similar to this to help students understand.
3. Students are encouraged to write whatever comes to mind without concerning themselves if it makes sense, is nice, is interesting, is good. Words should be allowed to tumble out however they come.

4. Begin the music and let them write for 2 minutes. Then, pause the music. Give them a minute or two to find someone else's poem, take a seat, and begin the music again. Students will get 5 rotations. Alert students when it is the LAST ROTATION and to consider a sentence or word that wraps the piece up.
5. After 5 rotations of poems in the room, students may return to their original poem. Each student may read out loud the finished poem in front of the group.

\*Extended ideas: encourage students to make art pieces that reflect the poems.

#### **Variations:**

- Students work in groups of three and rotate the poem around without getting up and moving across the room.
- If students need more support, you can add a theme, such as “at the playground” or “when I am angry”

#### **Reflection Prompts:**

- How does it feel sharing the substrate for your poem?
- What came to mind when you first read the prompt vs. at the end?
- What felt challenging?
- What is your poem about in the end?

# Rhythmic Cup Tapping



**Ages:** 5+

**Artform:** Music/Movement

## Goals:

- To regulate the nervous system through **repetitive, rhythmic** movement tied to auditory recognition and mimicry.
- To foster group interaction and movement synchronicity, encouraging **relational** and **respectful** interaction.
- To integrate auditory, kinesthetic and visual input for sensory grounding and focus, supporting a **relevant** and **rewarding** multisensory experience.

## Materials/Set-up

- Plastic or paper cups, enough for 2 per student (and a few extras!)
- Music source and speaker system
- Music choice with a repeatable and easy to replicate beat (Adams' family)
- Seating space for student to easily tap cups on a solid surface and within arm's length of each other in order to pass cups back and forth.

## Directions:

1. Set environment: Arrange seating areas for students to evenly spread around a hard surface/playable ground/ Play music softly in the background as students enter. Create a calm or energizing atmosphere, depending on your goal.
2. Introduce the Activity:
  - a. "We're going to listen to some music and keep the beat with plastic cups as our instruments. We'll start by ourselves, but then involve our neighbors in a full group effort soon!"
  - b. Emphasize that the activity is about movement, rhythm and collaboration- have fun and see how many variations we can work through.
3. Warm-up:
  - a. Practice tapping rhythmically on the desk, table or floor to music sample – exaggerate arm movement for full effect.
  - b. Ask, "How does it sound when your hand matches the beat? Is it in synch and make sense? How about when it's out of synch?"
4. Begin Rhythmic Cup Tapping
  - a. Students begin tapping their cups to the rhythm of the music being played on their own. Go through a few series. Encourage the students to mimic the beat

- with their heads/bodies as well if they're not fully successful right away.
- b. As they gain experience and even out their tapping to the music, then pause the activity and introduce the passing of their cups to their neighbors on a specific beat.
5. Rotate the cups in a rhythmic pattern:
    - a. Have the students pass their cups to their neighbor on their right. Go through a few series.
    - b. Have the students pass their cups to their neighbor on their left. Go through a new series.
  6. Introduce a second cup per student:
    - a. Have the students tap their cups in both hands.
    - b. Have the students pass their cups to the outside of their bodies.
    - c. Have the students pass their cups across their bodies.
    - d. Have a good laugh.
  7. Reflection and Discussion:
    - a. Invite students to clap and congratulate each other for keeping the beat.
    - b. Facilitate reflection:
      - i. How did it feel to keep in time with the beat?
      - ii. Did it feel different when you had to work with your neighbors?
      - iii. How did the inclusion of another cup change the way you moved or had to think about the beat?

### **Adaptation Tips:**

- Vary music selections for different rhythms, emotional tones or energy level
- For younger students, start with both hands on the same cup. Then move to single hands—dominate and non-dominate, working individually with those and passing in each direction.

# Collaborative Comic Books



**Age:** 8+ (requires reading and writing)

**Artform:** Visual Art and Creative Writing

## Goals:

- **Relational:** Students must connect with their peers' ideas to build a cohesive narrative.
- **Rhythmic:** The activity follows a strict tempo (90 seconds per frame) accompanied by music.
- **Relevant:** Developmentally appropriate creative expression that engages problem-solving skills.

## Materials:

- Accordion-style paper booklets (folded into 8 frames total).
- Pencils, markers, or colored pencils.
- Music source (to play during drawing time).
- Timer or chime (to signal rotation).

## Directions:

1. Setup & Introduction • Students sit at tables in a group. Hand out one accordion booklet to each student.

- Explain to the students: "Even though you are starting with one booklet, you will not be the only author. Everyone at this table will work together to complete every story."
- The Golden Rule: You may draw only inside your current frame. Do not alter or erase what your classmates have drawn in previous frames.

2. The Process • Start the music. For Frame 1, students begin the story on the booklet in front of them, following the frame 1 prompt.

- The Rotation: Students have exactly 90 seconds to complete the prompt. When the time is up (and the music stops), they must pass the booklet to the person on their left.
- Continuity: Before drawing, students must read the previous frames. They must keep the story going based on what their classmates have already written and drawn.

3. The Frame Prompts

Read the prompt aloud for each frame as students rotate:

- Frame 1: Your main character is a shape. Draw and introduce your character.
- Frame 2: Tell us something about the character's life (e.g., hobbies, where they live).
- Frame 3: Introduce a problem.

- Frame 4: A new character (a different shape) comes into the story for any reason you want.
- Frame 5: The characters try to solve the problem, but fail.
- Frame 6: Introduce another new character (a different shape) comes into the story for any reason you want.
- Frame 7: They try to solve the problem again and succeed
- Frame 8: End the story. Show us how things are better now.

4. Reflection Questions (Resiliency & Cortex Focus) Once the booklets are returned to the original authors, lead a discussion using these prompts to engage the Cortex (Level 3):

1. Did the story end the way you thought it would when you drew the first frame? How did it change?
2. How did it feel when you had to solve a problem (Frame 5 or 7) that you didn't create?
3. Was it hard to let go of control and trust your classmates with the story?
4. How did the "different shapes" (new characters) help solve the problem in ways the main character couldn't do alone?

Variations:

- Silent Round: Try to do the activity without speaking, relying only on the written words and drawings to communicate the plot.
- Movement: Students can physically move to the next chair instead of passing the paper if space allows.

# Tableaux



**Age Range:** 6+

**Type of Art:** Drama

## Goals:

- To foster *regulation* by encouraging stillness and mindfulness within a group setting.
- To build *relationships* and *respect* through collaborative creation of shared images and stories.
- To promote *reasoning* and *reflection* by interpreting and analyzing the meaning behind posed scenes.
- To encourage *repetition* and *rhythm* through repeated practice of poses and storytelling sequences.
- To support *relational* skills by developing non-verbal communication and empathy within the group.

## Materials:

- Open space (classroom, gym, or outdoor area)
- Optional: simple props or costume pieces to enhance scenes

## Directions:

1. **Introduce Tableaux:** Explain that a tableaux (pronounced “ta-blow”) is a “living picture” where students use their bodies to create a frozen scene that tells a story or expresses an idea through facial expressions, body language, levels (high, medium, low), and proximity (how close or far apart they stand).
2. **Warm-Up:** Lead students through gentle stretching and movement to prepare for stillness and posing.
3. **Build the Tableaux One at a Time:**
  - One student steps into the space and strikes a pose that expresses a part of the story or theme using clear facial expression and body language.
  - That student “freezes” in place.
  - The next student steps in and adds their own pose in relationship to the first—considering levels and proximity—to build the scene collaboratively.
  - This continues one student at a time, with each adding to and interacting with the existing poses to create relationships and layers within the tableau.
4. **Hold the Pose:** Once all students have joined, the group holds the frozen image together silently for 10–30 seconds, creating a living picture that conveys a story or emotion.

5. **Observation and Reflection:** Invite the group or audience to observe and interpret the tableau. Discuss the emotions, relationships, and story being expressed through the poses and positioning.
6. **Unfreeze & Share:** Students can “unfreeze” one by one to describe their role, expression, or the relationship they created with others in the tableau.
7. **Repeat & Remix:** Try creating new tableaux with different themes, poses, or groupings to explore various stories or ideas.

#### **Extension:**

- The teacher can gently tap a student on the shoulder during the frozen tableau to prompt them to briefly move, make a sound, or add a short line of dialogue that their character, animal, or object might say or express. This brings the tableau momentarily to life, adding depth and encouraging creativity, listening, and spontaneity.

#### **Adaptation Tips:**

- For younger students, keep poses simple and use familiar stories or emotions.
- Encourage attention to facial expressions and body language to convey feelings clearly.
- For older students, introduce abstract or symbolic tableaux that invite deeper interpretation.
- Use music or soundscapes to inspire mood before freezing into tableaux.

# Letter Alliteration Art



**Age Range:** 8+

**Type of Art:** Visual Art

**Goals:**

- To challenge students in developing vocabulary by creating a visual piece with *repetitive* initial sounds.
- To relate to each other through collaboration, promoting *relationship*.
- To feel a sense of reward and accomplishment through their creative process, emphasizing *respect*.

**Materials (May use one or more):**

- Digital option: computer or tablet with publishing or drawing software
- Poster Board; Markers; Paints; Magazines

**Directions:**

- Students will be given a topic (such as a place to research or their own names).
- Students may use a dictionary or the internet to find words that start with the same letter as their topic to ensure understanding of each word.
- Using the materials provided, students will create a visual piece of art that shows the letter of their topic.

**Example:**

*"Beautiful Bangladesh Blossoms Brightly"*

- Alliteration: The repetition of the initial "B" sound in the phrase.
- Topic: The country of Bangladesh.
- Art Connection: This phrase could be used as the title or theme for artwork depicting the beauty and vibrancy of Bangladesh. The alliteration adds a catchy and memorable quality to the title, enhancing artistic impact.

# Emoji/Symbol Decipher



**Age Range:** 8+

**Type of Art:** Visual Art

**Goals:**

- To build *relationships* by creating and solving emoji or symbol-coded messages.
- Students develop problem-solving and decoding skills through *rhythm* and *repetition* of symbolic communication.
- Students experience a sense of accomplishment and belonging, supporting *respect*.

**Materials (May use one or more):**

- Computer/Tablet with access to emoji icons OR students can draw or cut out emojis
- Paper
- Glue
- Writing utensil

**Directions:**

- Instruct students to create a coded message using emojis or other symbols.
- Students show their finished message to the teacher/adult before others attempt to decipher it.
- Completed messages are numbered and placed around the room.
- Students walk around and decipher each message, writing answers on paper next to the corresponding number.
- When finished, students return to seats; the teacher may review answers with the class.

# Telephone Dance



**Age Range:** 5+

**Type of Art:** Dance

**Goals:**

- To practice self-discipline, impulse control, and turn-taking, cultivating *regulation* and *repetition*.
- To build *respectful* peer relationships through shared focus and cooperation.
- To gain confidence and self-awareness through controlled movement.

**Materials:**

- Open space

**Directions:**

- Similar to the game telephone, students line up facing one direction.
- Optionally, have one or two students act as silent *raters* to observe if movements are repeated properly.
- The second student from the back turns around and focuses on the last student, who makes a dance movement toward them.
- Everyone else maintains self-control by facing away, waiting their turn.
- The second student repeats the last student's movement and adds their own, showing the next person.
- Turns continue until the front student performs the full sequence.
- Practice with suggested movements first; challenge students to create their own as memory improves.
- Younger students may play sitting, using emotion faces instead of dance moves to build self-control foundations.

# Animal Beat



**Age Range:** 7+

**Type of Art:** Dance / Music

**Goals:**

- To enhance rhythm, coordination, and memory through repeated animal gestures, emphasizing *rhythm* and *repetition*.
- They foster social skills and teamwork via collaborative play, reinforcing *relationship*.
- To encourage confidence and adaptability, nurturing *respect* and *reasoning skills*.

**Materials:**

- Open space

**Directions:**

**Variation 1: Zoo**

- Players sit or stand in a circle, each choosing an animal with a unique hand gesture.
- One player starts with a 1-2-3 rhythm (slap thighs twice, clap on third beat).
- All shout “One, two, let’s play Zoo!” and follow the rhythm.
- The starting player performs their animal gesture on the third beat.
- In following rounds, the active player performs another’s gesture to catch them off guard.
- The targeted player must respond with their gesture, then pass it on.
- Players clap the rhythm when it’s not their turn.
- Failing to maintain rhythm or gesture leads to elimination.
- The last player standing wins.

**Variation 2: King Elephant (Advanced)**

- Players sit in a circle with assigned animals in a food chain order.
- The King Elephant starts a 1-2-3-4 rhythm: pat knee, clap, own animal gesture, then another’s.
- Players respond with their animal gesture and pass on a new one.
- Funny animal sounds encouraged.
- Mistakes lead to becoming the “worm,” others move up.
- Goal: move up the chain to become King Elephant.



# Music Sleuth / Guess the Leader

**Age Range:** 8+

**Type of Art:** Music

**Goals:**

- To improve observation, communication, and quick thinking through rhythmic imitation, supporting *rhythm*, *repetition*, and *regulation*.
- To build collaboration, trust and social connection, emphasizing *relationship*.
- To exercise creativity and *respect* for group dynamics.

**Materials:**

- Open space

**Directions:**

- Form a circle, ensuring all see each other.
- Select one guesser to leave the room or close eyes.
- Secretly choose a leader from remaining players.
- Leader begins simple actions (clapping, snapping, stomping).
- Others copy leader immediately.
- Leader periodically changes actions, others follow quickly.
- Guesser returns, stands in the middle of the circle and tries to identify leader within 3 guesses.
- Correct guesser becomes new leader; select new guesser.

# Story Building “Yes, and Then”



**Age Range:** 5+

**Type of Art:** Drama

**Goals:**

- To engage in collaborative storytelling, practicing *relationship* and listening through “Yes, And...” responses.
- To foster creativity and abstract thinking through *rhythm* and *repetition*, fostering creativity and abstract thinking.
- To experience safety and *respect* in shared narrative creation.

**Materials:**

- Open space
- Writing materials

**Directions:**

1. **Set the Scene:** Groups or whole class agree on basic characters, setting, and situation.
2. **Start the Story:** One student begins with a statement about the scene.
3. **“Yes, and then...” Responses:** Each player adds to the story starting with “Yes, and then...”, building on prior ideas.
4. Continue until all have contributed.

**Extension:** Students can extend the story onto paper, writing the story that they just created together, adding on, or changing it slightly.

# Poetry Slam



**Age Range:**13+

**Type of Art:** Drama

**Goals:**

- To connect emotionally with an audience, fostering *relationship* and *respect* through expressive performance.
- To strengthen cognitive and creative skills through writing and performing poetry involving *rhythm* and *repetition*.
- To build confidence through a safe and calm environment for sharing.

**Materials:**

- Writing materials (paper or digital)

**Directions:**

**Preparation:**

1. Choose a theme (e.g., “self-expression,” “nature,” “a better world”).
2. Establish rules: original work, time limits, no props.
3. Provide writing and practice time.
4. Recruit open-minded judges.
5. Prepare a performance space.
6. Encourage practice for confidence.

**Event Day:**

1. Introduce the slam and judging criteria.
2. Assign performance order.
3. Students perform within time limits.
4. Judges score content, delivery, originality.
5. Announce winners and recognize all performers.
6. Offer positive feedback emphasizing creativity and bravery.

# Gesture Dance



**Ages:** 8+

**Type of Art:** Dance

## Goals:

- To support self-awareness and self-expression through personal, meaningful gesture-based movement.
- To build *relational* connection through sharing and blending movement ideas with a partner.
- To strengthen regulation and resilience by offering a creative outlet for emotion and routine, and encouraging flexible thinking and collaboration.

## Materials / Set-up:

- Open space. (Optional: light background music to support movement flow.)

## Description:

1. **Personal Gesture Creation:** Ask students to reflect on what they typically do when they get home from school—e.g., hang their backpack, grab a snack, flop on the couch, pet a dog, etc. Invite them to choose *3 clear gestures or movements* that represent their after-school routine. Each gesture should be repeated once or twice and linked together smoothly to create a short personal "gesture dance." Tell students to make the gestures larger than life, using space and time.
2. **Practice the Solo Dance:** Give students a few minutes to explore and refine their gesture dance. Encourage them to use their full body, make each gesture distinct, and repeat the sequence a few times to commit it to memory.
3. **Partner Share & Combine:** Pair students up. Each student performs their gesture dance for their partner. Then, the pair works together to **combine** their two dances into one sequence. They may choose to:
  - Do one dance after the other (A then B),
  - Intertwine gestures from both, or
  - Mirror each other during certain parts.
4. **Rehearse and Perform:** Give pairs time to practice their new duet version of the gesture dance. If time allows, invite pairs to perform their combined dances for the group.
5. **Reflect (Optional):** Lead a brief reflection:
  - What did you notice about your partner's gestures?
  - Was it easy or hard to combine your dances?
  - How did it feel to move in a way that reflects your daily life?