



Emotion In Motion

Drama

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WHAT MAKES IT MEANINGFUL

The "Emotion in Motion" exercise is designed to help students explore and express emotions through physical movement, fostering a deeper understanding of how feelings can be communicated non-verbally. By engaging in this activity, students learn to translate emotional states into physical actions, enhancing their ability to convey emotions with authenticity and creativity. This exercise encourages empathy and self-awareness, as students must reflect on their own emotional experiences and interpret the feelings of others. Additionally, it promotes collaboration and group dynamics, as participants work together to create and interpret emotionally-driven movements. This leads to a more meaningful and connected class experience, enriching both personal growth and collective learning.

TIME

The activity can take between 30 to 60 minutes, depending on the depth of exploration and the number of participants.

MATERIALS

- Open space (free)
- Comfortable clothing (varies by individual)
- Music player with a range of music (varies, typically \$20-\$50)
- Journals or paper for reflection (typically \$5-\$10 per notebook)
- Pens or markers (typically \$2-\$5 per pack)
- Video camera or smartphone for recording (optional, typically \$100-\$500)
- Props for enhancing movements (optional, varies by type)
- Audio speaker (optional, typically \$30-\$70) • Facilitator's guide or handouts (free if printed)



INSTRUCTIONS

1. Begin by having participants gather in a large, open space where they can move freely. Introduce the concept of translating emotions into movement and explain the goal of the exercise: to explore how different emotions can be expressed through physical actions.
2. Play a piece of music that evokes a specific emotion (e.g., happiness, sadness, anger) and ask participants to close their eyes and focus on how the music makes them feel. Have them move around the space, letting their bodies respond naturally to the emotional tone of the music. Encourage them to explore a range of movements, from large and expressive to small and subtle.
3. After the initial movement exploration, have participants come together to share their experiences. Facilitate a group discussion where students reflect on the emotions they felt and how their movements represented those feelings. If using video, play back some of the recordings for the group to analyze and discuss the physical representations of emotions.

RESOURCES

<https://www.actionforhealthykids.org/activity/creative-expression-and-movement/#:~:text=Just%20turning%20on%20some%20music,how%20it%20makes%20them%20feel.>

SUPPORTS NEEDED

Ensure a facilitator or instructor is present to guide the activity and offer feedback.

Provide clear instructions and demonstrations to help participants understand the task.

Consider having additional assistants or peer mentors available for support, especially for students who may need extra guidance.

OTHER THINGS TO NOTE

Encourage participants to respect each other's space and boundaries during movement exercises.

Be mindful of any physical limitations or discomfort participants may experience; offer alternatives as needed.

Adapt the activity to fit the needs and dynamics of the group, and be prepared to modify the approach based on participant feedback and engagement.

