

## ACTIVITY 9

# Moments of Movement

### 🕒 TIMING

Moments of movement can be quick—a pause during an intense moment to stand and stretch—or longer, such as a 30-45 minute block of time using games and physical exercises to build trust or demonstrate a new skill.

### ★ EXPERTISE

**None.** The specific type of movement called for can be determined by the facilitators based on who is in the group and what they are working on. If the movement involves physical contact, it's important to ask and receive permission from the group, set basic guidelines, and make it OK for participants who are not comfortable with being touched to just observe.

## PURPOSE

To manifest a new skill or build trust through non-verbal connection. To deepen relationships and provide collective moments of transition between intense learning sessions.

## USE

All groups need relief after sitting for long periods of time. What we're suggesting is that you leverage natural breaks to build more cohesion across the group and integrate the mind and body. This can be a silly game, a yoga stretch, or a more intentional piece of somatic teaching (as described here).

## FACILITATION

**What's needed:** A quiet and private room with enough space for the participants to move around easily. It's important that the room be closed to outside interference. You will also need a speaker to play music.

### KELP

This exercise can be used to transition after intense work together, and introduces both quiet reflection and somatic practice. It takes about 10-15 minutes.

### Instructions:

- 1 Start the music. Suggested tracks: Max Richter's "On the Nature of Daylight" or Bobby McFerrin's "Common Thread."
- 2 Divide the group in half and invite anyone uncomfortable being touched to stand to the side. Make clear that any contact will be only on the arms, backs, and shoulders.



**Instructions (continued):**

One half of the group should then spread out across the space, stand still, and close their eyes. Tell them that they are kelp, rooted to the ocean floor, unable to do anything but receive the nourishment of the ocean.

- 3 The second group then plays the role of the ocean, and moves around, gently making physical contact with the kelp (arms, backs, shoulders), in keeping with the music.
- 4 After one song ends, switch roles. Kelp is now the ocean. Ocean is now the kelp.

**COACHING THROUGH MOVEMENT**

**This exercise is used to begin a conversation** about peer coaching. It makes visible the multiple ways we can support our colleagues and creates greater self-awareness about roles we're choosing to play. It is also silly and fun. Plan to spend about 30-40 minutes on this exercise as described.

**Instructions:**

- 1 Divide the leaders into pairs. One leader will be the coach and the other will be the partner. Let the group know that the three pieces of movement in this exercise will mirror three different coaching styles.
- 2 In the first round, explain that the coach will be keeping their partner safe while they move around the room with their eyes closed. The coach is invited to steer their partner away from people or physical objects by lightly touching their shoulders when needed to redirect them.
- 3 Start the music and invite the partner to begin moving about the room knowing their coach will keep them safe. Play the full length of the song so that the coach and their

partner will have an opportunity go get more comfortable with this experience. After the end of the song, invite pairs to share how that experience impacted them.

- 4 In the second round, invite the coaches to hold their partner's hands in order to amplify the movements their partners are already making to the music. This is a process of deep attunement to the unique expression of the partner as it occurs in coaching. The coach encourages not with their words but with their hands: expanding their movements, contracting them, taking them further than they might otherwise. Ask movers to tell coaches what physical contact they are open to. Again, at the end of the song, invite pairs to share how they are impacted.
- 5 In the final round, start the music and invite the coaches to play a more directive role, actively moving their partner around the room. While you are inviting the coach to lead, it is important that the coach stay attuned to their partner's inclinations. This again mirrors coaching, where the coach can play a directive role but always in service of the client. This time around, the song should be more energetic to encourage risk-taking. Again, invite the pairs to reflect after the song is finished.
- 6 After the three songs are complete, switch partners and repeat the above steps.
- 7 Finally, once everyone has had an opportunity to be both coach and partner, lead a debrief to explore some of the following prompts: *What did they learn about being a coach? What was it like to receive support? Did one style of "coaching" feel more comfortable than others?*

## WHAT WE'RE LEARNING

- ✓ Movement is powerful. It allows a group to re-energize and connect somatically. It gives individuals some space to process and reset. It can also solidify learning and integrate the mind and body. Asking leaders to embody new skills and ways of being can be stressful; movement can deepen their understanding and openness.
- ✓ Movement can feel personally risky to participants. Leaders often resist this unorthodox way of learning. We offer relief by using humor, allowing giggling, or inviting them to step out of the group when needed. As a group grows more comfortable, we often experience an uptick in requests for movement.
- ✓ Introducing movement as a facilitator can also feel risky. When we first ask a group to step out of their comfortable zone, it is often met with resistance and may feel like breaking facilitation norms. With practice, this gets easier to overcome.

MOVEMENT CAN DEEPEN RELATIONSHIPS,  
PROVIDE MOMENTS OF RELIEF AND TRANSITION,  
AND HELP LEADERS INTEGRATE MIND AND BODY