



LEARN THE TBH SCIENCE

5 MINUTES

- Present the science behind the class.
- Allow for brief discussion of the science with your students.

Research shows that engaging in mentally challenging activities – like taking a painting class or learning a new language — is good for our brains. Creative hobbies keep our thinking skills sharper. Also, we often do these activities in the company of others. We know being social is really great for our brains and our overall well-being. That’s why it’s so great that you are here today, learning together.

Poems are a wonderful way we can boost our thinking and our creativity. Poems are intellectually challenging. We need to figure out what is being said. They can make us feel things too. Sometimes they’re funny and make us laugh. Some poems can make us feel a little sentimental, or sad. Here’s another great thing about poems. We can enjoy them in ways besides reading them. We can write them! Or we can do other things, like move with them. Many poems sound like songs when you read or listen to them out loud. They have a rhythm that we can move to. There are poems that describe images and activities that also can inspire us to move. And moving, as we know, is good for our bodies and our brains. But moving to poetry has an added creative twist, don’t you think?



NOW DO IT!

15 MINUTES

- Lead your class in this workout to personalize their learning of the science.
- Share the poem “A Jelly-Fish” with your class by reading it aloud. Option to share the poem more than one time. (see worksheets)
- Lead a discussion about the different movements included in the poem, i.e. “fluctuating.” Go line by line identifying and talking about references to motion in the prose. Option for students to participate non-verbally by demonstrating the movement.
- Share one of the jellyfish videos. Ask students to focus on how the jellyfish move. Discuss as you watch the video together. Option to skip this step if you do not have video capacity.
- Lead class in creative free movement along with the jellyfish video and accompanying music. Option for students to stay seated and move in their chairs as needed for safe participation. Option to play the jellyfish music or another musical selection if you do not have video capacity.
- Wrap up by combining all the aspects. Have class continue creative free movements along with the jellyfish video while you read the poem aloud. Option to play the jellyfish music or another musical selection if you do not have video capacity.
- When repeating this class, consider using an alternative poem from the Class 12 Poetry Class Worksheet to keep the material fresh.



Today we are going to try putting poetry into motion. We're going to listen to a poem and then put some of our own creative movements to the poem. This poem is called "A Jelly-Fish." It was written by a poet named Marianne Moore. Let's start by listening to the poem together.

Did you notice that the poet describes different movements? For example, she calls the jellyfish a "fluctuating charm." What do you think of when you hear the word "fluctuating?" Can you show me? Let's look together at other movements in the poem. We can go line by line, starting at the beginning. We can talk and try each of the movements together as we go.

Now we are going to add something. We are going to watch a video of jellyfish. Let's focus together on how the jellyfish move, and how it reminds us of the poem.

Now it's our turn to move. I'm going to play the video again and we are going to move together along with the jellyfish. You can move in any way you wish. You can stand up or you can stay in your seat. This is probably new for all of us! Let's be creative and go with the flow, together. Here we go!

Now let's put it all together. I'm going to read the poem again, and we can move together along with the words and images. Ready?

That was so creative, everyone! I think Marianne Moore, the author, would have been very proud of the way we interpreted her poem. Great job!



VARIATIONS

- **Make It Harder.** Ask students to describe the jellyfish as they watch the video. Ask if anyone has ever seen or encountered a jellyfish; invite them to share their experience. Lead a discussion using the *Jellyfish Facts* worksheet. Share the "Jellyfish 101" video.
- **Make It Easier.** Demonstrate moving to the poem. Have students copy the movements.
- **One-to-One Delivery.** In addition to the poem and the video, share the *Jellyfish Facts* from the provided worksheet. Explore some of the additional resources including learning more about the poet Marianne Moore and reading other poems.
- **Virtual Delivery.** Be sure to position your equipment and adjust the volume as needed so distance learners can see the video and hear the recordings. Email distance learners the poem in advance. Email distance learners the video link so they can watch on another device, such as a smart pad or phone, while joining you for the class.