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TBH FLEX BUILDER 1 | POETRY IN MOTION**15 MINUTES**

This **FLEX Builder** uses a fun, multi-sensory approach to intellectually engaging through poetry.

SBBT All Together

BRAIN SKILLS WORKED Sensory Perception, Coordination, Attention, Verbal Skills, Executive Control

YOU WILL NEED

- TBH Poetry in Motion worksheets
- Recording of poems (see *Resources*)
- Jellyfish video (see *Resources*)
- Devices for playing poem and video recordings
- If doing harder variation: Jellyfish Facts Handout (see *Resources*)

**LEARN THE TBH SCIENCE**

This TBH FLEX Builder is called “Poetry in Motion.”

There are all kinds of poems. Odes, sonnets, limericks, haiku, free verse – all kinds! Poems can be 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. There are poems that are uplifting and make us feel happy and optimistic. 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. One of those is with movement. 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

Let's try putting "poetry in motion" together. We're going to listen to a poem and 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 first just listening to this poem.

Either read the poem aloud or play a recording of it. You may choose to do both if time allows.

Would anyone like to hear the poem again before we talk about it? *Repeat reading aloud or playing recording of poem if requested.*

Did you notice that the poet describes different movements? She calls the jellyfish a "fluctuating charm," for example. What do you think of when you hear the word "fluctuating?" *(Allow discussion.) Let's look at other movements in the poem. We can go line by line, starting at the beginning. (Read the poem aloud, stopping where the poem describes movement. Encourage class to discuss that movement. Continue until you reach the end of the poem, discussing together the movements in the poem.)*

That was a great discussion about movement in the poem. Next, we are going to watch a video of jellyfish. Let's focus on how the jellyfish move, and how it reminds us of the poem. *Show the jellyfish video for about 1 minute. Lead discussion as you watch the video together.*

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

Here we go!

Play jellyfish video again for about a minute or two. Start demonstrating free movements inspired by the video and music. After a few minutes, add reading poem aloud.

Wonderful! Now I'm going to read the poem again, and we can move together along with the words and images. Ready? *Continue until you have completed the poem.*

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



VARIATIONS

- **Make It Harder:** Ask participants to describe the jellyfish as they watch the video. Ask if anyone has ever seen or encountered a jellyfish; invite them to talk about the experience. Share information from "Jellyfish Facts" (see Resources).
- **Make It Easier:** Demonstrate moving to the poem; have participants copy the movements.