



## CLASS 11 | POETRY IN MOTION

Uses a fun, multi-sensory approach to intellectual engagement through poetry.

### TBH FOCUS



### STRETCH YOUR MIND

### SKILLS WORKED



### SBBT



### ALL TOGETHER

### YOU WILL NEED

- TBH Poetry in Motion worksheets, enough for each student. Distribute to distance learners ahead of class
- Jellyfish video (see Resources)
- Video player and speakers to share the poem and video recordings
- Class 11 TBH Take This Home cards, enough for each student. Distribute to distance learners ahead of class
- Video conferencing technology if modifying for virtual delivery



**Expert Opportunity!** Invite a colleague or volunteer with expertise in creative writing.



## WELCOME TO CLASS!

- Welcome any new students using the *Welcome to the TBH Course* introduction.
- Introduce today's class.

Today's topic is "Poetry in Motion." Our TBH Blueprint focus is the "Stretch Your Mind" action point. Keeping intellectually engaged with new, creative challenges is a wonderful and effective way to take care of our brain fitness. We'll be exploring that together.

We will be working on the following thinking skills today:



Sensory Perception



Coordination



Attention



Verbal Skills



Executive Control



## TBH LET'S GET IT STARTED!

5 MINUTES

- Lead this upbeat, seated warm-up to build focus, energy and get everyone ready to learn.
- Encourage class to count along and support each other.
- See the [TBH Let's Get It Started! playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.



## TBH LET'S GET IT STARTED!

CONTINUED

We are going to start with a great warm-up for our bodies and brains called TBH Let's Get It Started. It is a wonderful way to get us ready to focus and learn together. We'll do this right at our seats at the beginning of every class. Just watch what I do and follow along!

### FEET GET STARTED!

- ▶ Tap toes on both feet, up and down. 10 repetitions. Count together 1 to 10.
- ▶ Alternate toe taps. 10 repetitions. Count together using the alphabet A to J.

### LEGS GET STARTED!

- ▶ Stamp feet on the ground, alternating feet. Make "noise" with group.
- ▶ Gently kick legs out from the knee, alternating legs. 10 repetitions. Count together from A to J.
- ▶ March in place, alternating legs. 10 repetitions. If your class is physically able to march in place safely while standing, you may choose that option. Count together from 1 to 10.

### ARMS GET STARTED!

- ▶ Gently shake arms, open and close hands.
- ▶ Circle wrists a few times in clockwise and counterclockwise.
- ▶ Hold arms straight out in front, shoulder level, palms facing down. Slowly lower both hands to thighs and then raise them back to shoulder level. 5 repetitions. Count from 1 to 5.
- ▶ Shrug shoulders up and down, with hands on knees. 5 repetitions. Count from A to E.

### VOICES GET STARTED!

- ▶ Say "OHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "EHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "AHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "OH – EH – AH." Hold each sound for a few seconds. 3 repetitions.

### BREATH GETS STARTED!

- ▶ Slow focus to bring awareness to sitting still in chair.
- ▶ Take a deep breath in through the nose.
- ▶ Exhale out through the mouth.
- ▶ Give selves big hug, wrapping arms across waist and squeezing gently, as able.
- ▶ Thank selves and send some "TBH love" to our brains!

**Great job, everyone! We are started up and ready to go!**



## 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.



## TBH TAKEAWAY

- Share this brief wrap-up to end the workout.
- Distribute the *TBH Take This Home* card for this class.
- Ask students to share something they liked from this workout.

**I hope you all enjoyed putting this poem into motion. We learned a new, creative way we can use poetry for creative engagement, didn't we? I hope you will find ways to stay intellectually creative each day. It's an important way we can stay healthy in our body, mind and spirit!**

**Here is a *TBH Take This Home* card for this class. It will remind you what we learned together today. You'll find some suggestions for ways you can think creatively each day.**

**Which was your favorite part of today's workout?**



## TBH TAKE A BREATH

- Lead this signature relaxation and affirmation exercise to close the class.
- See the [\*TBH Take a Breath\* playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.

**Let's wrap up with our "TBH Take a Breath" relaxation exercise. Being mindful and sharing some positive thoughts gives us a chance to think about what we have learned together and how we can use it in our daily lives. Research shows that mindfulness practices like this supports attention as well as our overall well-being for everyone, including when we are living with dementia. And it is a wonderful way to end our time in class together.**

- *Have students get comfortable, resting both feet flat on the floor, hands resting in their laps.*
- *Have students close their eyes and keep them gently closed.*
- *Ask students to focus their attention on their breathing, noticing the rate and rhythm of their breath. Allow them to focus on their natural breathing for a few moments.*
- *Instruct students to begin rhythmic breathing. Ask them to inhale slowly and deeply through their nostrils, breathing gently into their chest and belly. Then ask them to exhale slowly through their lips, slowing the rate and rhythm of their breath.*
- *Have students continue rhythmic breathing, instructing them to continue to focus on gently and slowly inhaling and exhaling, allowing their attention to simply "ride" the wave of their breath. Allow them to focus on rhythmic breathing for several moments.*
- *Offer the following positive affirmation statements below in a calm, slow voice. Invite students to simply listen, repeat the phrase silently to themselves, or to think about what each statement means to them.*



I feel relaxed.  
I am grateful for my creative brain.  
I am grateful for my creative moves.  
I am grateful for my family and friends.  
I am grateful for myself.

- *Pause for several moments.*
- *End the exercise by inviting students to bring their awareness back to the room, gently opening their eyes and becoming more aware of their surroundings.*
- *Invite them to end practice with gratitude for taking a moment for themselves, for the chance to learn together and connect with each other.*



## COMING UP NEXT!

- Thank students for attending the class.
- Invite students to join you for the next TBH class.

**Thank you for joining me today. I am happy that we can support each other and help each other stay well.**

**I look forward to seeing you for our next Total Brain Health class!**



## CLASS RESOURCES

### NOW DO IT! WORKSHEETS

Provide your students with the following worksheets for the in-class exercise.

***“A Jelly-Fish” Poem Worksheet.*** Share the written version of the poem with your student so they can follow along as you read or play the recording of the poem.

***Jellyfish Facts Worksheet.*** Share for discussion if using the “harder” variation of this workout.

### TBH TAKEAWAY HANDOUTS

Download and use the following handouts for your class.



**Class 11 TBH Take This Home Cards.** Use the Class 11 TBH Take This Home Cards for the TBH Takeaway closing activity. Print out enough copies of the cards so that each class member has one to take home. Print the cards two-sided and in color. Cut them apart. If possible, laminate the cards for easier handling and durability. If you'd like, punch a hole in the card and provide a small mountable hook so students can keep the cards in a visible spot at home. If needed, email the cards to distance learners.

### ADDITIONAL RESOURCES

Jellyfish Videos, with accompanying music:

**Live Jelly Cam. Monterey Bay Aquarium.** Live video from the zoo, with relaxing music.

**The Jellyfish Dance.** Classical instrumental music with jellyfish video.

**The Best Jellyfish Aquarium for Relaxation.** Slow, relaxing music with jellyfish video.

**Jellyfish 101.** National Geographic Wild. Narrated educational video about jellyfish.

**Marianne Moore (1887-1972).** Marianne Moore was born in 1887 near St Louis, MO. Raised in Pennsylvania, she attended Bryn Mawr College. In 1918, Moore and her mother moved to New York City, where she worked as an assistant at the New York Public Library. She became part of the modernist poetry movement, contributing to and editing *Dial*, a leading literary magazine. Moore was widely recognized for her use of condensed language and vivid imagery and remains a highly regarded poet of her time.

**Teach This Poem: "A Jelly-Fish" by Marianne Moore.** A lesson plan from the Academy of American Poets for teaching this poem, including adaptable activity ideas.

**Poetry Foundation Website.** Look for additional poems to use for more variations of this activity or to share with your group.

**Poem-a-Day.** Sign up to get a poem a day delivered to your inbox from the American Academy of Poets.