



A Journey Through Movement and Emotions

Pre-K through Grade 5, written to Grade 2 standards

Everyone experiences stormy or challenging times in their lives. How we respond to those challenges, and help others in our community, is what matters.

Objective

Students will practice mindful movements, active listening, and creative expression to embody aspects of an imaginary storm and collaborate to create a “storm” together. Students will discuss what happens during a weather event and brainstorm how they might help themselves and others during a challenging time.

Materials

- Music: [The Five Minute Braindance: Chimes](#), [Anne Green Gilbert's Brain Dance](#)
- Audio speaker
- Video streaming device to screen [Mindful Moment: Storm](#) (from [Noah's Ark at the Skirball: The Art of Imagination Curriculum](#))
- Optional: Weather Dance - Suggested Guided Script (pp. 5-6)

Class Activity

1. Before watching the [Mindful Moment: Storm](#) video ask students to consider the following:
 - What is a storm and what are its parts?
 - How does a storm make you feel?



Mindful Moment: Storm

6:11 min.

Build and weather a rainstorm with Noah's Ark educator Savannah! Listen to the patter of rain, howling winds, and crashes of thunder aboard Noah's Ark at the Skirball™. Make it through the storm together!

2. Watch and participate in a Mindful Moment video activity to get students moving through a storm. Encourage them to participate with their ears, eyes, and hands to activate the storm. Lead a short reflection about the activity and have students share their experience.

3. Guided Weather Dance

Music: [The Five Minute Braindance: Chimes](#)

Inspired by [Anne Green Gilbert's Brain Dance](#), guide students through movement exercises that represent the stages of a storm. Encourage them to connect body movements with storm elements.

Use the lettered prompts below or use a **Weather Dance–Suggested Guided Script** on page 5.

- a. Breath**—Close your eyes and take a deep breath. Notice how the air fills your body.
- b. Rain, Tactile**—Take your fingers and start to wake them up by wiggling them like little rain drops. Move your fingers to your head as if you felt tiny rain drops falling. What does it feel like if the rain falls on your shoulders, legs, or feet?
- c. Thunder, Core/Distal**—Think about the rumbling sounds of thunder. In the smallest position, curl up into a ball and unfold as the thunder begins to rumble until it reaches its loudest, biggest sound and you stretch into a large shape.
- d. Clouds, Head/Tail**—As the storm grows the clouds begin to cover the land. Create round cloud shapes with your arms and twist using your spine.
- e. Wind, Upper/Lower**—As the storm gets stronger, the wind begins to pick up. Using only your upper body, create wind patterns. Now use your lower body to create wind patterns.
- f. Lightning, Cross Lateral**—Just like lightning bolts, use your arms and legs to show how lightning travels across your body. Right arm crosses to left leg, left arm crosses to right leg.
- g. Tornado, Vestibular**—Sometimes storms are so strong they create tornados. Spin around to show how a tornado would travel in your storm.
- h. Wind, Upper/Lower**—The wind starts to slow down. It begins to calm itself. It becomes a gentle breeze.
- i. Rain, Tactile**—Now the rain starts to lighten up and you only feel drops on your shoulders, face, and head.
- j. Breath**—As the wind calms down, the rain slowly stops, and the clouds begin to part. The sun begins to shine and there is a growing sense of calm. Take in a big breath of fresh air. Take one more breath.

4. Storm in Action, Group Activity

- a. Divide the class into three groups/parts of a storm: 1. Rain, 2. Wind, 3. Thunder.
- b. Each group creates and practices simple movements and sounds that reflect their part of a storm, see examples below:
 - Rain—claps, snaps, finger tapping, etc.
 - Wind—“Shhhhh” sounds, body waves, etc.
 - Thunder—stomping feet, vocal “kaboom!” sounds
- c. One at a time each group presents their part of the storm to the class. Encourage students to move around the classroom/available space.
- d. The teacher “conducts” the storm by prompting each group to join in, one at a time, until the whole class is moving together like a storm. The teacher will choose which parts to activate or to stop, signaling the start or end of the storm. The class can explore variations in tempo, pace, and volume.

5. Share Out

Facilitate a class discussion to reflect on the experience. Use two or three suggested prompts below or create your own:

- How did it feel to create a storm with your body and voice? What did you enjoy most?
- What was challenging? Why?
- Would you change anything?
- What other weather events could we create through movement and sound?
- How might a storm affect a community and how might people feel afterward?
- What are some things we can do to help others after a storm, or a challenging time?

OPTIONAL: Extension Activity (Visual Art, Service Learning Project)

Students can create “[Cards of Kindness](#)” from the *Art of Imagination Curriculum*—letters, drawings, or poems to offer encouragement to someone who has experienced a storm or challenging event.

Curriculum Connections

CCSS.ELA-LITERACY.SL.2.1

CCSS.ELA-LITERACY.SL.2.2

CCSS.ELA-LITERACY.L.2.5

LS1.B-LIFESCIENCE

2.DA.1-DANCE.CCC-1-PATTERNS

CASEL social-emotional competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making

Resources

Creative Dance Center [Brain Dance](#) by Anne Green Gilbert

[Stages of a storm: Development, Mature, Dissipating](#)

[How we feel app—March Brackett Emotional Intelligence Tool](#)

[Drew Daywalt—The Crayons' Book of Feelings](#)

[The Little Spot series](#), Social-Emotional Learning Educator's Kit

[Weathering the Storm](#) by Kelly Oriard, a family therapist, and Callie Christensen, a special education teacher

[The Thing Lou Couldn't Do](#) by Ashley Spires

Connect with Us

Explore more [FREE curriculum and lesson plans](#) featuring vibrant video content including storytelling, art projects, service-learning, mindfulness, and imaginative play.

Our educators are here to help! If you would like to talk with us about how best to facilitate this activity with your students, please email education@skirball.org.

Weather Dance—Suggested Guided Script

a. Breath

Close your eyes and take a deep breath. Notice how the air fills your body. Inhale taking a big breath in while reaching your arms up above your head. Exhale bringing your arms down toward your knees, bending slightly with your knees. Inhale reach up, exhale reach down.

b. Rain, Tactile

Once more, take a big breath while reaching up, and this time keep your arms up high. Take your fingers and start to wake them up by wiggling them like little rain drops. As the rain begins to fall, tap your face and head with raindrops. The rain sprinkles down to your shoulders. The rain gets harder. Use your whole hand to pat down through your body, down to your legs and feet. You are low to the ground squatting down patting the rain.

c. Thunder, Core/Distal

Now think about the rumbling sounds of thunder. In the smallest position, curl up into a ball and unfold as the thunder begins to rumble until it reaches its loudest, biggest sound and you stretch into a large shape and say, “Kaboom!” Rise up and reach above you with rolling thunder as you stomp your feet. Maybe it goes back down to the floor for a smaller, quieter, “kaboom,” but gets louder again as you rise stomping your feet and shouting, “Kaboom.”

d. Clouds, Head/Tail

As the storm grows the clouds cover the land. Think about the clouds forming up above you filled with rain and water. Create round cloud shapes with your arms and twist using your spine. Are they big clouds? Are they little clouds? Maybe you reach up to make clouds, but maybe you reach down. Maybe you feel the clouds in your feet. Draw the clouds with your legs and feet. Try making clouds with your whole body using your feet and your arms as they go around and around in a big giant circle cloud.

e. Wind, Upper/Lower

As the storm gets stronger the wind picks up. Using only your upper body, create wind patterns. Now use your lower body to create wind patterns. Circle your arms around. Twist at the waist and reach around with your wind. The wind gets faster. How does it swirl around? Does it go up or down? What does fast wind look like in your body? Maybe the wind calms down and gets softer, but then the wind moves faster again, faster and faster.

f. Lightning, Cross Lateral

Think about lightning. It comes from a high place and strikes down low. Using your arms, reach to the highest point and swiftly move down towards your feet in a diagonal direction. Right arm crosses to left leg, left arm crosses to right leg. Is it sharp? Is it smooth? What if lightning goes faster? Maybe it changes direction.

g. Tornado, Vestibular

Sometimes storms are so strong they create tornados. Spin around to show how a tornado would travel in a storm. Think about tornados going around and around in a circle. They start slowly, then pick up speed and go faster. Then slower again, and faster.

h. Wind, Upper/Lower

The wind finally begins to calm itself. It slows down. Almost to a calming gentle breeze.

i. Rain/Tactile

You now feel the rain begin to slow down. Using your fingertips, remind your body what the rain feels like when it trickles on to your arms, shoulders, face, and head. Maybe you only feel little drips until it stops.

j. Breath

As the storm comes to an end, the clouds begin to part. You come back to the present moment, and you ground your feet. Maybe you slowly rock back and forth until you feel the stillness. You are grounded. The sun slowly starts to shine and a sense of calmness falls. Take in a big breath of fresh air and reach up to a rainbow in the sky. Exhale bringing your arms down toward your side and a slight bend at the knees. Take a big breath, reaching towards the clear skies. Exhale coming to a standing position. One last breath of relief that the storm is over.