

# Guide: Embodied Experiences in the Environment™ Curriculum

*Dance-based embodied experiences to enhance our acuity and awareness of the environment, towards developing response-ability<sup>1</sup>.*

## OVERVIEW & PURPOSE

The Embodied Experiences in the Environment™ Curriculum is a series of activities for community-based or classroom use. They are designed for all ages and all abilities. Facilitators should have experience and knowledge in the fields of Creative Dance and Improvisation, with an approach that welcomes all to the creative practice of dance doing and making.

## Where

Most activities are designed to be done outdoors - whether that is in a rural or urban setting. Activities can be adapted to take place indoors, perhaps with a view of outdoors. Participants should feel comfortable in chosen locations - comfort may involve temperature, weather, location, as well as racial and class determinations. Clear communication with participants is encouraged.

## Weather and Insects and more

Though it may be fun for some participants to play in the rain, and that may be a delightful experience - recognize the power of weather. Recommend that participants

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<sup>1</sup> Response-ability is a term coined by Donna J. Haraway referring to developing our ability to respond thoughtfully and with intention to that which is around us. In the practice of Embodied Experiences in the Environment™, we place practice our ability to engage our full senses in response mode, including that stillness and non-action are responses. And we practice responding with a sense of kindness towards the earth, our fellow humans and critters. Read more about Donna J. Haraway's theories in "Staying with the Trouble: Making Kin with the Chthulucene" published by Duke University Press.

wear sunscreen and bug repellent, know how to identify poison ivy, and in general be smart about your location.

## Clothing

It is recommended that participants wear a comfortable outdoor shoe, boot, or sneaker. Clothing should provide free range of movement - sweatpants or leggings, for example. Layers allow for changes in temperature.

## Materials Needed

Most activities include journaling. Participants should have a daypack that includes water bottle, sunscreen, bug repellent, journal and writing utensil. Daypacks are helpful because they can be worn while doing the activities, keeping hands free but personal items safe.

## THE ACTIVITIES CURRICULUM

- Each activity is presented as a template for exploration guided by a facilitator to be adapted as desired.
  - Time: Suggestions for the use of a timer to time sections of the activities are indicated in the Activity Plans.
  - Warm-Ups are indicated in each Activity. Warm-ups attune participants to move from a head-centric space to a body-centric space. See the appendix “Warm-Ups” for suggestions.
  - Weather: In some Activity Plans, a specific weather condition is indicated.
  - Clothing: In some Activity Plans, additional notes about clothing may be included.
  - Number of participants? This guide may be used by an individual, or small groups. It is suggested for groups of no more than 10-12 people for the purpose of being able to hear the instructions.
  - To accompany the use of these activities in classroom settings, suggested preparatory or post readings are included as an example. The ones in this series are for college-level, in the Iowa prairies. Classroom teachers should adapt readings to their students and regional location.