

Lesson #2: The Tardy Teacher

Theme: Connecting Head and Feet

Useful idioms and expressions for head and feet:

(google these expressions to find how they are used.)

being down to earth, being sure footed, to fall on one's feet, to be head over heels (in love), to put one's foot down, to keep one's foot in the door, to go around with one's head in the clouds/starts, to work up a head of steam, to get a head start, to get through a thick skull, to be out of one's skull, to get one's head around something, to keep an open mind, to bury one's head in the sand.

Cast of Characters:

Brenda

Rosa

Hon

Allie

CPE Department Head

Brenda's husband

Brenda's mother-in-law

098 students who support Brenda

098 students planning who are against Brenda (in addition to Rosa, Hon and Allie)

Main Idea: Keeping one's feet on the ground (i.e. being practical and responsible) and one's head in the sky (i.e. being imaginative and creative)
Consider how well your role-play character is able to have their head in the sky and their feet on the ground at the same time.

Summary of Audio Lesson (approximately 15 -20minutes)

- * lie on back: imagine sand print (focus on back of skull and back of heels)
- * rubber bands between back of skull connecting with left and right heels
- * bring toes up towards ceiling and back (feel chin lifting away from chest, direction of back of head, shoulders pressing into ground, lower back flattening); where is the rubber band stretching?
- * bring toes away from you (chin closer to chest, head and shoulders lifting, lower back arching away from floor) ; where is rubber band stretching?
- * go back and forth: toes towards you and away from you
- * left foot only
- * right foot only
- * alternate left and right (like riding a bike)
- * both feet together quickly (like heart beat)
- * rest (notice any changes in sensation, awareness of head and feet)
- * left palm on forehead: roll head to left and back
- * tilt both feet towards right while head rolls to left
- * roll head from left to right/shift feet in opposite direction
- * right hand on forehead: roll head to right and back
- * tilt feet to left while head rolls to right
- * roll head from left to right/shift feet in opposite direction
- * hands along side: rest
- * bring toes of both towards you and away from you quickly, noting connection between head and feet
- * rest
- * come to standing: feet comfortable distance apart

- * observe where pressure is (outer or inner edges? toes or heels? equal weight/pressure on both feet and legs?)
- * shift weight to toes and back
- * shift weight to heels and back
- * shift weight sideways, from inside edge of left foot to outside edge of right and back in same direction
- * make full circles with feet, shifting weight from toes to right side to heels to left side (clockwise) Notice how head is carried. How do chest, ribs, hips, pelvis, legs, knees participate?
- * make full circles (counter clockwise) Is this different? Harder? Easier?
- * rest (notice where pressure is on feet, connection to floor)
- * place right foot in front of the left (small step)
- * rock back and forth from heel of right foot to toes of left
- * place right hand on base of neck (palm over vertebra)
- * continue to shift weight and feel how head (vertebra) is carried from left foot to right
- * chin, eyes, and chest lift a little while coming forward
- * rest
- * change feet: left foot in front of right and do same movement as before
- * place left hand on base of neck and trace movement of head
- * lie down on ground
- * feel sand print, has it changed? feel connection of back of skull and heels on ground
- * slowly come to sitting and standing, noticing the relationship of your feet on the ground, the connection between your head and feet, and any new awareness you might have
- * as you walk, consider in daily life how much you have your head in the sky, thinking, planning, dreaming, worrying; when do you have your feet on the

ground, taking care of responsibilities, attending to what needs to be done at the present moment? How practical are you? How dreamy are you? When are you most comfortable, being on your feet or using your head?

Now: imagine that your role-play character is walking towards you. Observe what their foot steps are like: light, heavy, confident, hesitant, focused, distracted? Do they take long strides or short strides? Are they moving quickly, slowly, evenly, unevenly (i.e. equal movement on both feet)?

Are their eyes on the horizon, or looking slightly upwards or downwards? As you get closer wave hello to them. How does this person acknowledge you? Do they wave back, say hello, ignore you?

Imagine what it would be like to be sitting at a table with this person, having a conversation. Would they make direct eye contact? Would they be giving you their full attention or would they seem distracted or disinterested?

Ask this person to tell you what they did today. They answer you in great detail. What do they tell you?

Follow-up Journalling Activity:

You can turn to the general questions for role-play characters before doing this journalling activity for Tardy Teacher, or play with them afterwards, time permitting.

When you feel you have enough information about this person from your conversation, sit down with a pen and paper and try to answer the following questions:

- 1) What does your character fear the most in life?
- 2) What do they dream most of doing?
- 3) What is stopping them from achieving their goals?
- 4) You give them some advice. What do you say to them?

Optional Questions:

- 5) Tell your role-play character what you fear the most.
- 6) Tell your role-play character what you want the most.
- 7) This person tells you that you are too_____and you don't have enough_____to achieve your goals. What is it that they have said to you (i.e fill in the blanks).
- 8) This person gives you some good advice about getting what you want. What do they say to you?

Throughout the day, notice how much time you spend thinking, and how much attention you pay to what you are actually doing at any given moment.