

Responding and Discussing Through Movement

Embodying Thoughts and Feelings	Embodiment can be used to communicate emotions and/or ideas evoked by philosophical questions. Ask students to express with their bodies their thoughts or feelings in response to a particular prompt or question.
Spectrum (vs Binary) Embodiment	You can have students place their bodies, using the classroom space, on a spectrum from strongly agree to strongly disagree in response to a question. As they discuss the question, they can move if they start to change their minds. Build on this by comparing how students would feel if they were forced to think about their responses as binary. What would change or be lost/gained?
Four Corners	Make the four corners of the class four different answer options to a particular question and let students move around the room and discuss within the groups in each section.
Circle Sculpt	Inspired by Boalt's <i>Theatre of the Oppressed</i> , student "sculpt" their or their peers' bodies to convey a message, then the meaning is interpreted. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_c_apstones Link provides a scaffolded approach to help students get comfortable
Theater of the Oppressed	A host of activities that can be used in philosophical inquiry. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_c_apstones
Philosophy and Art in Museums: Embodiment and Art Engagement	Lots of activities related to art and aesthetics. Some ideas: https://docs.google.com/document/d/1ea279yEldB-KRhWshtqrmoly6yP6zCyz-pwN8-xkMs/edit# From Activity-Based Teaching in the Art Museum: Movement, Embodiment, Emotion. Kai-Kee, E., Latina, L., & Sadoyan, L. (2020).