



Lesson: Sound Energy

Ages: 4th and 5th grade

Supplies needed: blindfold (or cloth item that can be used to cover the children's eyes), moveable furniture items

Project Intro: This lesson encourages children to explore the energy of sound.

Project steps:

Warm-Up Activity:

- Zip, Zap, Zop

(Video demonstration: <https://www.youtube.com/watch?v=VYyNNf4Gdx8>)

- Zip, Zap, Zop is about focus and energy. As children pass the energy across the circle (in the form of a Zip, a Zap, or a Zop), they make eye contact with the person they send the energy to, and work together to keep the rhythm going. The activity also provides an opportunity to explore pace, specificity of choice, "energy" and sequence.
- Choose someone to be the facilitator. Ask the children to stand in a circle and repeat the words "Zip, Zap, Zop" three or four times, all together.

Introduce the activity:

- "Imagine that I have a bolt of energy in my hands. To start the game, I will send the bolt out of energy out of my body with a strong forward motion straight to someone else in the circle (use hands, body, eyes, and voice to make contact across the circle) and say,

“Zip.” The next person takes the energy and passes it immediately to someone else saying “Zap.” That person passes it on to another participant with a “Zop.” The game continues and the “Zip, Zap, Zop” sequence is repeated as the energy moves around the circle.”

Encourage all plays to use their whole body to send energy and to make eye contact. They can send the energy to whomever they want but the goal is to include all players.

- Practice the game. If there is a mistake, encourage the children to simply resume playing without discussion. The group challenge is to go very quickly and stay consistent in rhythm; if children struggle, pause the game, discuss strategy and try again.

Drama Activity:

- Lead The Blind
 - Find objects in your home to create an obstacle course (tables, chairs, other furniture that can easily be moved)
 - Ask the children to partner up and choose who will be “A”, and who will be “B”.
 - Leader “A” will lead his/her “B’s” around the room through the obstacles by vocalizing a unique and consistent sound (for example “quack”). Leader “A” will continue to repeat the sound and “B” will follow the sound of Leader “A’s” voice. If Leader “A” sees that “B” is about to hit something, Leader “A” should stop and help redirect “B” through their sound (perhaps getting closer to “B” and being louder with the sound).
 - This is a TRUST exercise, so remember that the blind person is trusting the leader to lead them safely. Leader “A” should be loud and consistent so that “B” can find them with ease.