

PROGRAM NAME

Flow Science

ARTIST NAME

Cynthia Vogel



AVAILABLE FORMATS

- Single Workshop
- Multi-Session Residency

Min and Max
Number of
Residency Sessions

GRADE LEVELS

- Pre-K
- K – 2nd
- 3rd – 5th
- 6th – 8th
- 9th – 12th

MAX NUMBER OF PARTICIPANTS

25

PROGRAM LENGTH

60 minutes

GOALS & OBJECTIVES SUMMARY STATEMENT

- Explore different methods of stress regulation
- Understand 3 different forms of mindfulness (pre-frontal control with and without movement)
- Explore the physical forces needed to make a hula hoop spin
- Explore different ways to dance, create pathways, and play with a hula hoop
- Understand the significance of breathe work and wellness of the mind

PROGRAM DESCRIPTION

In this series, participants will be introduced to mindfulness and stress management tools that will ultimately help us become more in control and connected with our bodies, minds, and the world around us. “Flow” or psychological flow states can be observed using moving meditation, so, warming up with breathing and mindful-awareness exercises allows participants to shut out unwanted distractions and tune in to themselves, however, also warming up with community engagement allows participants to connect to their environment as well as themselves.

What makes a hula hoop spin around a person’s waist? It comes down to a combination of several forces at work. After being introduced to a variety of grounding warm-up exercises, participants will be given a hula hoop and are asked to explore the rhythmic pathways of movement that the prop creates. Participants will be asked to discuss, collaborate, and experiment with how prop dancing is based on several physical laws.

VOCABULARY

- Flow State - also known as "being in the zone," is the mental state in which a person performing some activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity
- Mindfulness - a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations

LOGISTICS/EQUIPMENT (in classroom needs)

Access to a large classroom, outdoor area, or gym is preferred. Teachers must be present at all times and involvement is encouraged.

POST-PROGRAM ACTIVITIES & RESOURCES

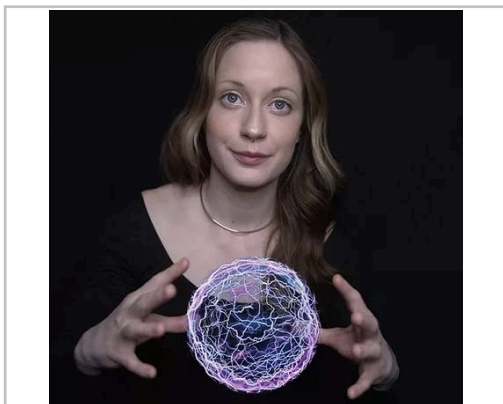
- Hula hooping at home
- Taking a deep breathe when big overwhelming feelings are present
- Wiggle mindfulness at home, or before a test
- Finding an enjoyable activity that stimulates "Flow" (sports, dance, art, writing, etc.)

CURRICULUM STANDARDS

This program supports these NYS or Next Generation Learning Standards:

DA:Cr1.1.2-5.a. , DA:Cr1.1.1-6.b. , DA:Cr2.1.K-5.a. , DA:Cr2.1.1-5.b., DA:Cr2.1.2-6.c. , DA:Pr4.1.1-6.a. , DA:Pr4.1.K-7.b. , DA:Pr4.1.1-5.c. , DA:Pr6.1.K-5.b. *PE: PE.1.1.K-5. , PE.1.2.K-8. , PE.1.4.K-5. , PE.2.1.K-8. , PE.2.2.4-8. , PE.3.1.K-3. , PE.3.2.K-6. , PE.4.1.1-6. , PE.4.2.K-6. , PE.4.3.K-6. , PE.5.1.3,4,6-7. , PE.5.2.K,1,3-6. , PE.5.3.2-3.

ARTIST BIO



Cynthia is an artist currently working out of Buffalo, NY and holds a B.F.A in Studio Art in Sculpture. As a mixed-media artist, one of her main creative media is performance. Her research in trauma, post-traumatic growth, and creative arts/expressive arts therapy are combined to deliver an all-ages interdisciplinary seminar about building trust in community, connecting to self, and understanding the importance of "finding your flow".