

❖ Receive: Observe

Teach students to make the distinction between looking, seeing, and observing using the following definitions:

Look: To move your eyes in a specific direction.

See: A passive process where you perceive with the eyes.

Observe: The active process of gathering information with an intention to understand.

What are they doing?

- Are they participating?
- How are they moving?
- What is their facial expression?

Time	Space	Force	Body
Slow, fast, sudden, sustained	Level, size, direction, pathway, big/small, raise, lower	Sharp, flowing, soft, light/heavy, float, sway, push	Head, shoulders elbows, arms, hands, hips, butt, knees, feet

How are they doing it? (See the Mood Metre in the [Receive: Feel](#) Facilitator Card for descriptives)

- High energy or low energy?
- Pleasant or unpleasant?

NUGGETS:

WATCHING IS EXHAUSTING: When you integrate observation into your activities keep in mind the limited budget for focus on others. Make sure you have a mix of activities where students are able to go inside themselves to have a break from outward attention.

ENERGY GOGGLES: My colleague Andrea says to “use your energy goggles” as a reminder to use your peripheral vision and pay attention to the whole room. When you play a circle game, Ensemble Mastery, or just jam, have the students put on their “energy goggles” to check in with what’s happening with the whole ensemble.

LOOK IN BETWEEN: A fun exercise is to move between looking directly at someone and looking in between two people. Notice how it affects your peripheral vision!