



CSH Teacher Education Cohort Experiences of the Interactive for Life Project (#IA4Lproject)

Research Team: Dr. Rebecca Lloyd, Dr. Stephen Smith, Marianne Massat, Janna Jobel, Carolyn Hebert, Christina Nyentap, & Anika Littlemore

Cohort Structure for our Teacher Education Program at uOttawa

Our comprehensive two-year full-time B.Ed. program offers aspiring teachers five specialized areas of study:

- Comprehensive school health (since 2011-12),
- Developing global perspectives,
- Second language education,
- Imagination, creativity and innovation and
- Urban communities.

Website: <http://uottawa-comprehensive-school-health.ca/>

Dr. Rebecca Lloyd & Dr. Jessica Whitely (co-directors of the CSH cohort at uOttawa)

- Opportunities for teacher candidates to experience:
 - CSH –Welcome & Orientation Activities
 - Opportunities to infuse CSH into their coursework
 - Opportunities to participate in extra-curricular meetings/workshops related to our research:
 - Jess – trauma, inclusive education;
 - Rebecca – Inter-Active for Life (IA4L) project

Today I wish to share the perspectives on the #IA4Lproject workshop

- Goal of IA4L workshop for CSH students: to explore how we may experience SEL skills in motion-sensing Inter-Action.
- At the conclusion of the workshop, an ethics approved survey was completed by 20 (of a possible 39) participants on their own accord.
- Two teacher candidates who were part of the weekly IA4L lab & workshop are here today to share their perspectives (Anika Littlemore & Christina Nyentap).

Christina Nyentap – teacher candidate's experience with IA4L

- So far, this project has allowed me to explore different applications of the curriculum. I have strayed away from the traditional sports model and opened myself up to the possibility of a new paradigm where physical fitness and social-emotional wellbeing are synchronized.
- Before partaking in IA4Lproject, I considered the mental aspect of sport as a separate entity. The interactivities I have partaken in with Rebecca combine mechanistic factors and experiential factors.

Anika Littlemore- teacher candidate's experience with IA4L

- When I first started participating in this project, I found it hard to disconnect from previous notions that society embedded into my way of thinking about movement.
- I am now beginning to notice my perspective of physical activity broadening as we examine movement through a relational lens.

The Inter-Active for Life Project

#IA4Lproject

- **5 year SSHRC Insight Grant** to study inter-activity as motivator for sustained movement participation
- **Phase 1 – Inspiration:** interview experts of inter-activity & mobilize knowledge through various means
- **Phase 2 – Emergence:** learning how such somatic interactivity-based knowledge may inspire more relational awareness in the practice of teachers/coaches/fitness leaders

The InterActive for Life Project

What is the IA4L Project?
Like us on Facebook and follow us on Twitter to stay in touch!
Dr. Rebecca J. Lloyd and Dr. Stephen Smith discuss the project.

STUDIO 7 MULTIMÉDIA
The IA4L project: Inspiring Meaningful Connections
from STUDIO 7 MULTIMÉDIA

InterActive4Life

03:25

The Inter-Active for Life Project Episode 1:
Inter-Active salsa with two-time World Champion Salsa Dancer, Anya Katsevan

The Inter-Active for Life Project Episode 2:
Inter-Active tap dance with professional tap dancer and artistic director, Heather Cornell

STUDIO 7 MULTIMÉDIA
THE INTER-ACTIVE FOR LIFE PROJECT - Episode 2: Tap Dancing
from STUDIO 7 MULTIMÉDIA

04:40

The Inter-Active for Life Project Episode 3:
Inter-Active equestrian arts with professional horse trainer, clinician, and equestrian arts performer, Paul Dufresne.

- The Research Team
- The Function2Flow Model
- The InterActive for Life Project
- Motion Sensing Phenomenology

Recent Posts

- An abridged keynote on Physical Literacy and the F2F model July 4, 2018
- New Researcher Award 2014: Rebecca Lloyd January 22, 2015



Function2Flow.ca: Model for Data Collection, MSP Analysis, & #IA4Lproject resource creation

- **Inter-Active Function** *(Attributes of fitness you will draw attention to, i.e., cardiovascular capacity, strength, flexibility; Fundamental motion principles to get the inter-activity started)*
- **Inter-Active Form** *(Body shapes, i.e., postures/positions, you will cue to inspire more inter-activity).*
- **Inter-Active Feeling** *(Internal sensations related to posture, muscular tensions, breath, etc. you will cue to inspire more inter-activity.)*
- **Inter-Active Flow** *(Energies/ felt connections you will cue to inspire more inter-activity.)*

Expert in Taijiquan: Master Sam Masich

<https://www.masichinternalarts.com/sam-internal-arts>



Partner Balance & Push Hands Inter-Activities





**Expert in
Equestrian Arts
Paul Dufresne:
Horse Trainer,
Clinician &
Performer**

<http://www.pauldufresne.com/index.html>

Inter-Activity inspired by Equestrian Arts

Energy Play: Driving & Drawing



Expert in Salsa: 2-time World Salsa Champion, Judge, Professional Dancer, Anya Katsevman

<https://www.anyakatsevman.com/bio.html>



Let's Sample the Salsa Inspired Inter-Activity: Mirror Walking with variable Lean



Inter-Active Function in Mirror Walking

- Find a partner, face each other with an arms length distance between you.
- Label one Partner A (leader) and the other B (follower). You will maintain this role for the entire inter-activity to track progression.
- Partner As may form a circle shape around the room. When it is time to rotate, Partner Bs move clockwise to move with a new leader.
- Both partners count from 1 to 8 over and over again in a steady fashion. When ready layer on a hand clap on counts 1,2,3 5,6,7.
- When the clapping becomes comfortable transfer the 1,2,3 5,6,7 to the feet. Partner A (leader) begins count “1” on the left foot. Partner B (follower) begins count “1” on the right foot. Maintain this rhythmical pattern with a designated leader and follower.

Mirror Walk with Music (counts in music)

- <https://www.youtube.com/watch?v=5OH1KrU6vls>
- Do the Mirror Walk on the spot and just feel the beat in your feet.

Inter-Active Form in Mirror Walking

- Feel a plum line posture (middle ear lined up over shoulder, hip, knee and ankle). Experiment with moving your hips forward over the balls of the feet so the hips, shoulders, and head are positioned over the toes and returning back to neutral.
- Play a guessing game. Can you sense when your partner is learning forward or holding back?
- Partner A (the leader) walks in the 123 567 Partner B on the spot. Play with the amount of forward lean.
- Just like Tai Chi, reduce any upward/downward bouncing tendency in your steps. Maintain a level walk that is grounded.

Inter-Active Feeling: Mirror Walking

- Can Partner A walk Partner B around the room while feeling & maintaining a consistent arms-length distance?
- Can the couple feel & maintain this synchronous travelling walk without any verbal or finger pointing directional cues?
- What strategies does the Leader employ to improve the feeling of connection?
- What strategies does the follower employ to improve the feeling of connection?

Anya Katsevman as featured in the IA4L project: <http://function2flow.ca/the-interactive-for-life-project/>

If someone is pushing too hard I have two options. I can accept that and push back or completely loosen up so they feel their own pushing; I become a noodle. I remove myself from the situation. I relax my arms physically to such an extent that I give nothing and take nothing. I use my legs to get the job done because there is still a significant amount of lead I feel because we are holding hands but I don't give my body to that person. So that the direct point of contact isn't hurt. If they are rough it doesn't affect the rest of me and all that person is feeling is themselves.

- Amir, a man who is slightly shorter than me with a somewhat athletic build, walks toward me with a smile of recognition. Instead of averting my eyes, I look into his. He offers me an open hand. I accept by placing mine in his as we walk to the middle of the dance floor. He begins to lead me into a few warm up patterns that are easy to follow (i.e., right-turn, cross-body lead, etc.). And then it happens. He sharpens his gestures and begins to cue direction changes when I am half way into a turn. More torque is generated from this windup action. I follow the unanticipated change of direction. He smiles. The dance continues. Yet, I am determined to not give of myself as I usually do, to this dance, to the likelihood of pain that may emerge from each twist and torque as I have done in the past. I hear Anya's words in my mind, *"I remove myself from the situation. I noodle. I relax my arms physically to such an extent that I give nothing and take nothing"*. I begin to soften my arms more than I have ever done before. The torque immediately diminishes. The edge is taken off. I begin to feel better. I feel light. I feel free. I continue to walk in the directions he cues yet, I lean less. I give less. His smile fades... Slowly my lips begin to curl upward.

(Lloyd, submitted)

Leaning into Dance/ Leaning into Life

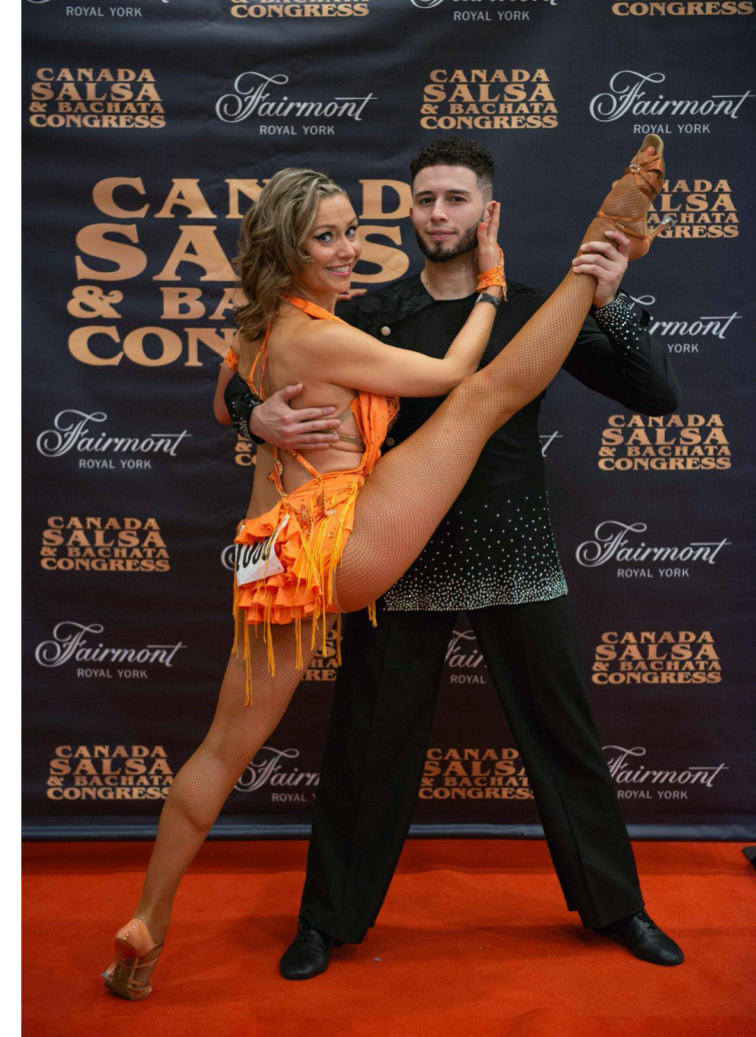


Smith, S. J. & Lloyd, R. J. (2019). **Life phenomenology and relational flow.** *Qualitative Inquiry*.

Lloyd, R. J. (2017). **The feeling of seeing: Factual life in salsa dance.** *Phenomenology & Practice*, 11(1), 58-71.

Lloyd, R. J. (2015). **Learning to let go: A phenomenological exploration of the grip & release in salsa dance and everyday life.** *The Journal of Dance, Movement and Spiritualities*, 119-140.

Lloyd, R. J. (2015). **From dys/function to flow: Inception, perception and dancing beyond life's constraints.** *The Humanistic Psychologist*, 43(1), 24-39.



Inter-Active Feeling in Mirror Walking (Intro to Salsa)

- Repeat the Mirror Walking Activity & pay attention to:
 - What makes the experience feel good?
 - What makes it feel not so good?
- What does it feel like to experience more/less of the forward lean posture in a mirrored walk?

Inter-Active Flow (indicators for when the connection is really good)

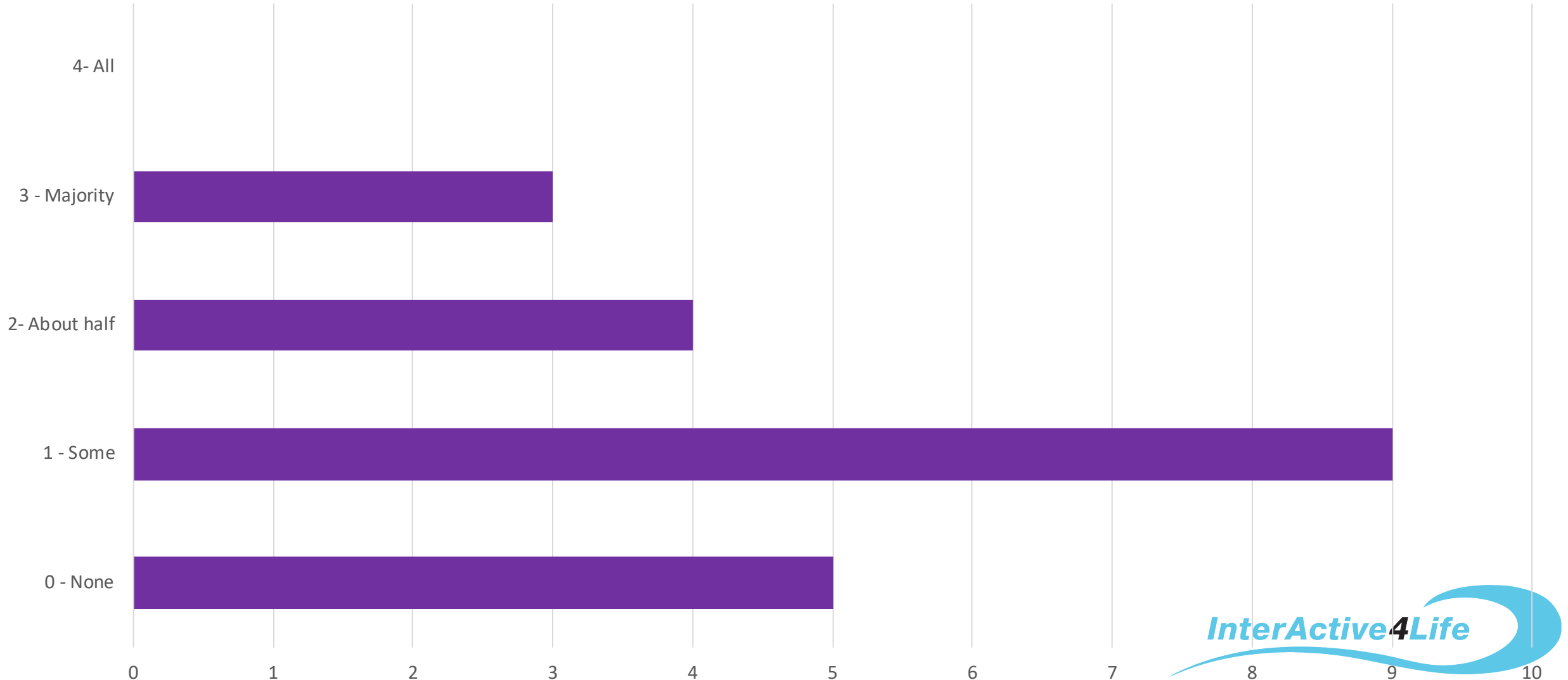
- Was there a moment when the mirrored walk began to feel really, really good so much so that you had a feeling of being completely absorbed in the flow of the movement? Describe this sensation.
- If you were to practice this mirrored walk over time, what would facilitate this feeling of flow? Is there a tip or a cue that could help you or others?

CSH Teacher Candidates' Perceptions of the #IA4Lproject workshop

Synthesis of 20 responses

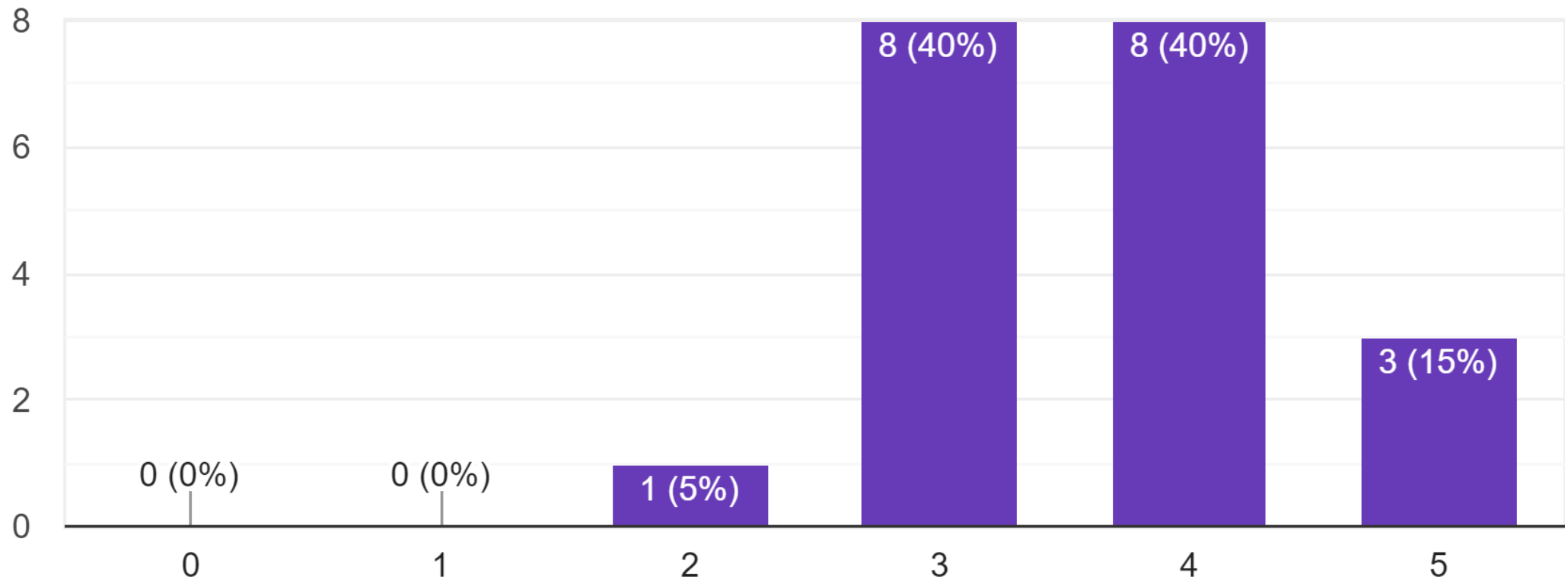
How much of your physical activity/sport programming is currently geared toward promoting inter-activity ?

20 responses



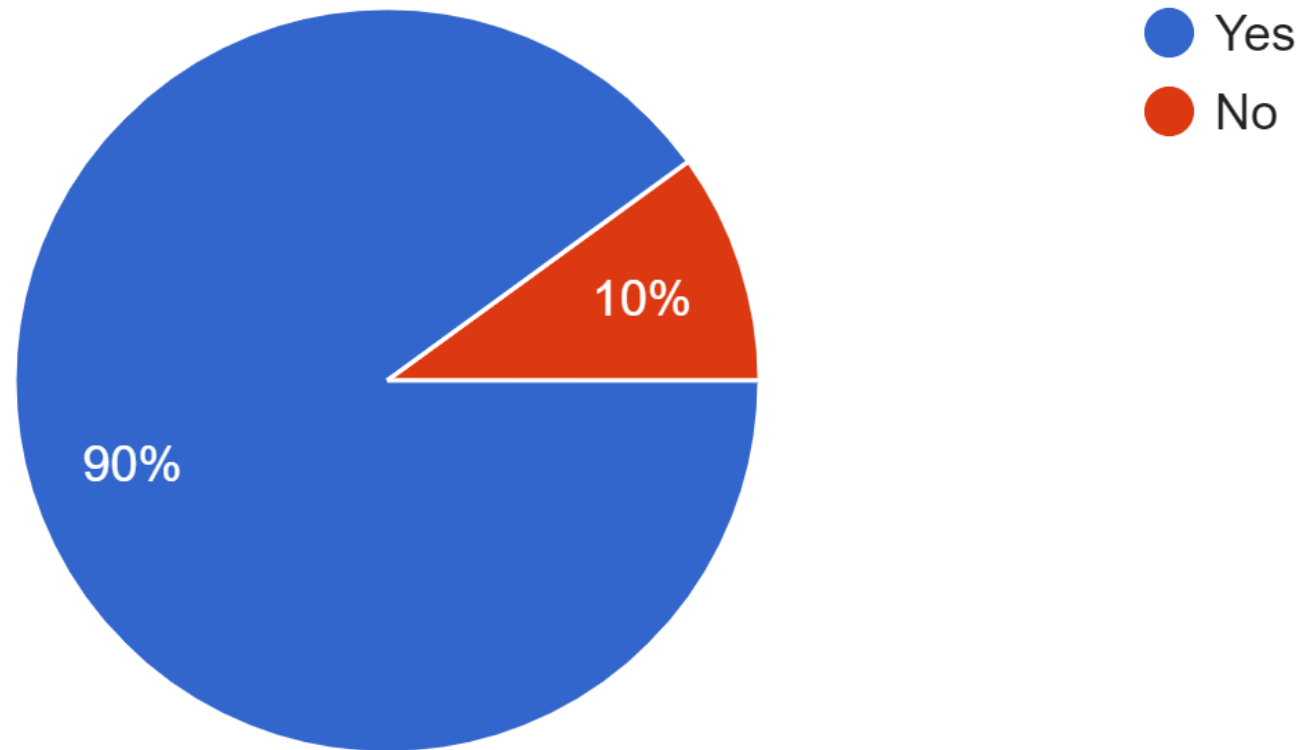
Did you find the information we provided on 'Becoming Inter-Active for Life' helpful?

20 responses



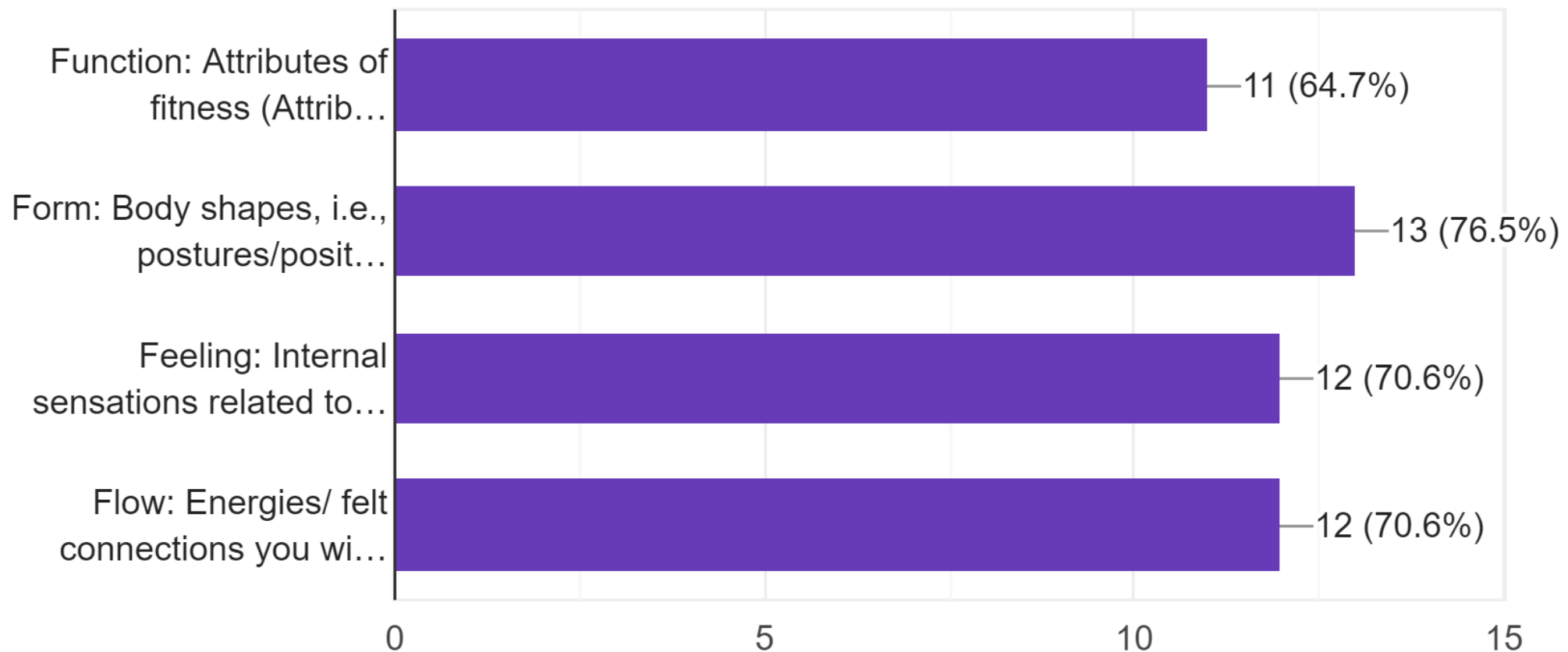
Do you wish to increase inter-active for life outcomes in your students/participants/clients?

20 responses



What aspects of your practice do you wish to change? (check all that apply)

17 responses



Survey Feedback

- I really enjoyed learning about how movement in the most subtlest ways can indicate meaning. I think recognizing these movements within myself and in others will give me more opportunity for connection.
- I love being Inter-Active :)
- I loved learning about movement! This session was awesome and I learned a lot! Thanks so much!
- Great presentation, very engaging!

Christina Nyentap –

- I no longer think about being active-for-life as a desirable future state, or something prescribed in order to prevent disease, rather I have begun to consider the model as being active for ***life*** itself.
- The interactivities I have participated in or created with the IA4L team have allowed me to consider ideas of living and how they relate to my own life (*e.g., the balance between giving and receiving support, consent, principles of following and leading, and being observant to my partner's needs*).

Anika Littlemore- HPE teacher candidate

- I am a soccer player...to be successful in my sport, you need to constantly adjust your position in relation to your teammates.
- You read and respond to subtle relational cues of facial expression, gesture, body position and variations in force and timing.
- I am very excited to see where this IA4L journey takes me because I believe this shift in perspective will allow me to implement instructional practices that provide students with the tools necessary to become physically literate in a way that will inspire them to be active for life.

Questions?

- Rebecca.Lloyd@uOttawa.ca
- Function2Flow.ca
- @IA4Lproject