



RAISE PRACTICUM EXEMPLAR ACTIVITY TEMPLATE

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Affiliate Organization: Young Audiences of Houston
Art Discipline: Music

Title of Activity: The Bubble Game
Exemplar Focus: Reflection Activity
RAISE Connections: ☒ Social-Emotional Learning ☐ Healing-Centered Education ☐ Culturally Responsive-Sustaining Pedagogy
RAISE Principles: ☐ Community Grounding & Routines ☐ Creative Choice & Voice ☐ Emotional & Somatic Engagement ☒ Interpersonal Belonging & Relationships ☒ Reflection & Radical Imagination
Summary: The object of the “Bubble Game” is to have one student blows bubbles and the other students must play their musical instrument until all the bubbles pop.
Rationale: This activity is conducted at the end of our music session during what is titled "Game Time". It serves as a cool-down with its true purpose to solidify the SEL competencies practiced throughout the session, including ethical responsibility, fairness, and leadership. The success of this approach is measured not merely by a smooth activity, but by a palpable shift in the classroom dynamic. The instructor's role diminishes to that of an observer or equal participant, while the students exhibit confident engagement and a clear sense of ownership. In essence, success is a self-sustaining, creative, and joyful community where every student is engaged. The ultimate indicator of achievement is when the students own the experience so fully that the teacher seamlessly blends into the group as just another player.

Goals:

The goal of this activity is to build SEL skill sets and competencies related to belonging and agency. Relative to belonging, students will be able to raise social awareness and relationship skills, such as cooperating, making friends, and fostering social engagement and community. As it relates to agency and responsible decision making, students can learn to better deal honestly and fairly with others, anticipating consequences and leadership.

Materials and Supplies Needed:

- Musical Instruments
- Colored Straws
- Bubbles in assorted color containers

Outline:

Step 1. Each student chooses an instrument to play.

Step 2. About six students are then chosen and given a colored bubble container.

Step 3. Another student is then chosen to lead in pulling the colored straws.

Step 4. When a colored straw is pulled, the student with the corresponding-colored bubbles blows. (Example: If a red straw is pulled, then the student with the red bubble container blows)

Step 5. All other students will play their instrument until all the bubbles pop.

Rules to follow

1. Students cannot pop the bubbles with their hands, instruments or other objects.
2. Students must stay seated the entire time.
3. Students cannot play unless there are bubbles.

Students take turns leading in blowing bubbles. The class plays their instruments freely until the last bubble pops. While following core rules to remain in the game, participants have the agency to choose their own rhythm, dynamics, and duration of play. Sometimes, agency is simply the respected power to choose one's own level of engagement. The instructor's role diminishes to that of an observer or equal participant, while the students exhibit confident engagement and a clear sense of ownership. The ultimate indicator of achievement is when the students own the experience so fully that the teacher seamlessly blends into the group as just another player.