



Dreams of Freedom (KS2)

- Using drama, movement and music to explore human rights

Background to this resource

This teaching resource was developed in partnership with Chickenshed Theatre. It draws on a two-year project that took place in 2016/17, working with children across London to gather their thoughts, opinions, ideas and dreams in order to create a musical, theatrical and visual spectacular demanding human rights for everyone – which culminated in a performance at the Royal Albert Hall. The resource draws on activities developed for and during this project, which have been adapted for use by teachers who wish to use the power of drama, movement and music to explore human rights with their students.

Session aims

- To introduce participants to the theme of freedom and human rights
- To introduce participants to key human rights defenders
- To introduce key skills such as team-work and focus
- To introduce artistic skills such as freeze frames
- To create a safe space for participants to share ideas and have constructive discussions and debates regarding freedom and human rights.

Resources

- *Dreams of Freedom* books (1 per group if possible)*
- Large paper and felt tip pens
- Music, music player

* A selection of images from the book are available for free at: <https://www.theguardian.com/childrens-books-site/gallery/2015/feb/11/dreams-of-freedom-human-rights-amnesty-international>

To purchase a copy of the book, go to <https://amnestyshop.org.uk/> and search for *Dreams of Freedom*.

Activity 1: Starter questions (15 minutes)

Aim: participants will start thinking and discussing as a group

Divide the children into groups of 3-5. Write the following questions on pieces of paper and give each group 1 or 2 questions each. Ask the group to discuss the question(s) they are given and to make brief notes of their discussion. Tell them they will feed back to the rest of the group at the end of their discussion.

- What do you imagine when you think of your perfect world?
- Why is playing important? Do all children play?
- What does 'freedom' mean to you?

Dreams of Freedom (KS2)

- What worries you about the future of the world?
- What is unfair about the world? Why is this unfair?
- Do all children around the world have the same worries and fears? Why?
- When and where do you feel most free? Why?
- If you could change the world, what would you change?

Activity 2: Alphabet Game (10 minutes)

Aim: participants will open up their imaginations and engage in a physical creative task

Asks one child to say the alphabet in their head. Ask another child to shout 'STOP!' and ask the first child to reveal what letter they have got to. Ask the whole group to think of an object, animal or emotion starting with that letter. They must create a physical frozen image of their chosen object, animal, emotion. For example, the letter H could be Hairdryer (object), Hedgehog (animal) or Happy (emotion). There are no wrong answers and the more unusual the better!

Activity 3: Human Rights discussion (20 minutes)

Aim: participants will discuss what freedom and human rights mean to them and learn about human rights defenders

Ask the whole class: What do you understand about human rights? What does freedom mean to you?

Introduce *Dreams of Freedom*. Show the illustrations, read some of the quotes and discuss the names of the people who wrote the quotes.

Key questions: Has anyone heard of them? Who are they? What did they do? Why are they human rights defenders? What did they do to help others? What sacrifices did they make to fight for freedom?

Activity 4: Poetry / rap / song writing (30 minutes)

Aim: participants will respond creatively in writing to ideas of freedom and human rights

Give each group a page from *Dreams of Freedom*, a large piece of flip chart paper and a felt tip pen. Ask them to brainstorm and capture ideas from the illustration and quote they are given.

Key questions: What do you see? What is happening? What is the image about? What are you most drawn to? What does the picture make you feel? What is the story line of the picture? What could have happened just before and just after this image?

Ask them to create a short verse (or two) inspired by their illustration and quote. You could provide a simple structure to support this. For example, every line to begin with: "Freedom is...".

Extension: Create a song by asking one group to create a simple chorus and the other groups to create the verses. Ask the groups to work together to compose a simple tune for their new song or use the tune from a song they all know.

Dreams of Freedom (KS2)

Activity 5: Monsters (10 minutes)

Aim: participants will begin to work together to create physical movements

Ask the children to work in groups to create a series of monsters with their bodies – one large monster involving all of the children in that group (not lots of individual monsters):

1. Create a monster that represents 'protection'
2. Create a monster that represents 'togetherness'
3. Create a monster that represents 'greed'
4. Create a monster that represents 'anger'

Extension: Ask the monsters to move around the room. How do they move? (Talk about different dynamics). Can these monsters speak? Do they have a strap line? What do they say?

Activity 6: How the world lost its ideas (20 minutes)

Aim: participants will create a series of movements, inspired by a text about ideas.

Read the children this piece of text, written by a child during the Chickenshed *Dreams of Freedom* project.

In the world full of ideas everyone dances and flies. But everyone gets too excited and flies so high into nowhere that all of the ideas get lost! But then, a magical portal opens up and out comes a swinging machine! When you turn the swinging machine on, it whizzes ideas around like a blender. As the machine whizzes, ideas get faster and faster, it suddenly explodes in the air and everyone must catch the ideas before they fall to the ground!

Ask the children to work in pairs to come up with four moves (an over move, an under move, a round move and a freeze position) using the above piece of text as inspiration.

For example: their 'over' move might be one of them 'flying', their 'under' move might be one of them crawling through the 'portal' under the other child's legs, their 'round' move might be both of them swinging around in circles together and their freeze might be them catching all the ideas falling from the sky.

There are no right or wrong moves for this activity, but encourage the children to use different levels (heights), different speeds and different dynamics.

Extension: Ask the children to create more moves – up to 8 in total. Ask them to create an entrance onto the stage. For example, they could enter reading out the above text, one pair at a time and freezing in a chosen position. Once they are all on stage, they can start their movements