



# Dreams of Freedom (KS3)

## - Using drama, movement and music to explore human rights

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### 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
- Images from the internet representing gender, religion and immigration. (Choose images that will evoke a discussion)
- Scrap pieces of fabric, approx. 1 metre long (one piece between two participants)
- 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: Welcome and warm-up (15 minutes)

*Aim: participants feel engaged, energised and part of a 'cast'*

a) Form a circle. Pass a clap around the circle, one at a time, speeding up as it moves around.

Then pass a jump around the circle the other way. Introduce other moves to pass round the circle.

Extension: Try to pass a clap one way and pass a jump the other way at the same time.

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b) Lead a physical warm-up from the front. Everyone in the group should follow leader's movements:

Head - turn right, centre, left, centre x2

Shoulders - lift them up and down x4

Roll shoulder back x2

Hands on shoulders and roll elbows back in a circle x2

Stretched arms out and full circles backwards with arms x2

Repeat shoulder movements - forwards this time

Shake right arm x8 – Shake left arm x8 – Shake right leg x8 – Shake left leg x8

Shake right arm x4 – etc

Shake right arm x2 times – etc Shake right arm x1 time – etc

End the sequence with standing in neutral – facing the front, arms by sides, shoulders down.

### Activity 2: Discussion (15 minutes)

*Aim: participants share their knowledge of human rights and reactions to Dreams of Freedom*

What do you know about human rights in your local area and around the world?

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 3: Frozen images (15 minutes)

*Aim: participants explore positive and negative aspects of selected images*

Divide the class / group into three equal groups. Give them images that represent:

1) gender    2) religion    3) immigration

Ask each group to create a frozen image symbolising the **positive** aspects of the image they are looking at. Then ask them to create a **negative** frozen image of the same theme.

Ask the group to create a fluid transition (movement) from image 1 to image 2. They can add words, sentences or sounds. They can be naturalistic or more abstract.

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### Activity 4: Sequences to represent human rights (15 minutes)

*Aim: participants learn and perform a sequence of movements to represent freedom or human rights*

Teach a set movement piece (sequence) to represent immigration: moving, not stopping, sticking together, fighting, stamina, protest, oppression.

4 walks on the spot – tired and exhausted (4 counts)

Reach right arm up as if to reach for help (4 counts)

Realise no one is there and slowly bring arm back down, looking sad (4 counts)

Push out to the left – push out to the right (4 counts)

Spin to the back and put wrists together up above head (2 counts)

Turn head back to face audience (2 counts)

Use arms to create a resting position resting head down on hands (4 counts)

Extension: ask groups to create and perform their own sequences to represent freedom or human rights. Use illustrations from *Dreams of Freedom* for inspiration.

### Activity 5: Movement with fabric (15 minutes)

*Aim: participants explore different ways to use fabric to represent freedom or human rights*

Give each group a piece of fabric. Show them some ways they could use it to represent freedom and human rights. For example: stopping someone, pulling someone back, blind folding someone, creating hand cuffs, tying people together, comforting someone, creating warmth, feeling safe etc.

Groups to create a short sequence using the piece of fabric to represent freedom and human rights. Or use the fabric to adapt their sequence from activity 4. Use illustrations from *Dreams of Freedom* for inspiration.

### Activity 6: Piecing it all together (15 minutes)

*Aim: participants create and perform an extended sequence using all the movements they have created*

As a whole group, piece together the different components to create an extended sequence of movement.

- 1) Frozen images: positive frozen images and transition into negative images
- 2) Set dance piece – in unison
- 3) Fabric sequences (1 group at a time)
- 4) Frozen images: negative frozen images and transition (in reverse) to end with positive frozen images

Extension: Choose appropriate music to accompany the movements. Create transitions between the 3 components. Rehearse and perform the finished piece to an audience.