



Helping teachers work with children when they first return to education following major traumatic or life-changing events

Hello Again!

This dance work uses dance as a way of creating new forms of greetings. Returning to education following a pandemic type of disaster might require social distancing, therefore we sometimes have to find other ways of creating both formal and informal ways of saying hello. There is a lot of room for students to have fun creating together while discussing the ways life may have changed a bit due to the need for social distancing.

Level 2 Lesson Plan

Adaptable for ages: early childhood - 6 years old

Resources

Small drum, or jingle bells, music for dance

Key Dance Language

Space – Levels (high, middle, low)

Body Awareness - shape, leading body parts

Relationships – mirror, shadow, beside

Warming into the work

Students move through the space and on the drum beat or bell ring they freeze. Remind students that every time they see a free space they are to move into that space. As they become familiar with the space they are working in, invite students to freeze at different levels (high, mid, low)

Add challenges

- Freeze mirroring another person - remember you can mirror from far away
- Freeze shadowing another person
- Freeze beside another person

These are completed so quickly that there won't be time for every person. Giving permission to "copy" each other is helpful for this age group.

Exploring Dance

1. Briefly discuss the types of physical greetings they know.
 - Why are they important?
 - How do we greet someone silently, or when late?
 - How do greetings differ depending on how well we know someone?
 - How might this have changed with social distancing?
 - What are some new ways we can greet each other socially?
2. Students begin walking through the space once again. This time, on each drum beat or bell jingle, students individually freeze in a greeting that they know.
Eg, high five, wave, bow, shake hands
Maintain the idea of using levels with this.

Eg. Wave low, handshake gesture up high.

3. Discuss some new shapes that could be greetings? Students will have fun with this - either with or without social distancing, depending on your current situation.

Students once again move through the space and freeze creating a new shape each time the drum beats. Invite students to maintain this shape while continuing to move through the space until the next beat when they then change the greeting shape again.

Repeat this 3-4 times.

Add challenges

- Create a shape very low or very high.
- Create a shape substituting one body part for another. Eg High foot, waving a knee or pinky finger.
- Create the smallest/biggest version of the shape
- Create the shape very slowly or very fast

VIDEO EXAMPLE Remind students that these may not look like “acting” versions of these.

Creating Dance

1. Individually - Making a movement sentence
 - find a space on their own.
 - select their favourite **four** greeting shapes to make, that include a change of level and a change of body part for at
 - create each shape and repeat 2-3 times to help
2. Working individually, students use shape 1 as their start and shape 4 as their finish shape.

Can you find a way to move smoothly between the shapes?

Can one of the movements move off the spot?

Encourage a strong start and strong ending.

Rehearse this several times so that the students are familiar with their own movement sentence.

Half and half share

3. In pairs, students share their movement sentence with their partner.

Decide together where they might place themselves in relation to each other. Eg. mirror, side by side, shadowing, near or far to each other etc.



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Each student performs their **own piece** in relation to the other person.

4. Students may want to learn the greetings of their partner.
Decide together which parts they would like to do together or they may want to simply do their own in relation to each other.

Shaping Dance

1. Tell students: *In dance we think about how the movement communicates a message to the audience. Invite a discussion about the kinds of new greetings they have developed and what that might say to an audience.*

Add challenges to the paired work

- Is there a way to time your sentences so that it helps the audience understand the greetings you have made are important? Eg. You might start and stop at the same time, or maybe there is a call/reply through movement.
 - Can you accent part of the movement you really want us to focus on?
 - Can parts of the movement sentence be super slow, or surprise us by moving quickly?
 - Is there a better way you can be positioned in relation to each other so that we understand greetings whether using social distancing or not?
 - Is there part of one of your sentences that you would like to do together at the end that help you tell the story of saying hello?
2. As a class, listen to two contrasting pieces of music. Have the students decide which one best communicates their new greeting.
Students then rehearse these with the music.

Sharing Dance

Students share their dance – usually at least 2 pairs at a time.

After the sharing, have other students comment on what they liked using the key dance language. These greetings may become part of the morning routine in your class.

If creating this work over 2-4 lessons

Session 1 Exploring Dance

Session 2 Creating Dance

Session 3 Shaping Dance and Sharing Dance

POSSIBLE FUTURE STEPS



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- Develop a class greeting that combines a few of the movements – as students sometimes do with crazy handshake patterns – only this is class specific and allows for social distancing if required
- Write about the person you missed most seeing while in your isolation bubble. Describe the real or imagined first meet up after lockdown, or create a poem about that one moment

DANCE FOR UNDERSTANDING

A FEW TIPS

Creating a movement phrase or ‘movement sentence’ means students are working in the Developing Ideas strand of the curriculum. Creating within a structure helps those who are new to the work.

This dance work is designed to make space for students to discuss but not dwell on having been in isolation, making room for the positive and not-so-positive stories.

Adapt Like all work, the ideas here should be adapted for the age, stage and nature of the learners in your space.

Encourage students to:

- start in stillness – like a capital letter
- finish in stillness – like a full stop
- to use all rehearsal time they have to rehearse and refine their work.

Using the phrase ‘movement sentence’ can help.

Time Keep adding challenges that use dance language. About 1-2 minutes, is enough for each new challenge.

Sharing A quick way of sharing the early ideas is to create a half and half share. Have half the room bob down where they are. The other half share their movement sentences at the same time. The movers then bob down and the other half share.

Creating Have students explore ideas individually at first. Initially students may try to be with a partner so gently remind them to work individually during this phase. Once in pairs observe social distancing guidelines as needed.

Music For this type of work, find music that is instrumental only to avoid students “dancing the words”. Use sound tracks from movies, classical music, background music – but get a range of tempo and timbre. Spotify even has a list called *Contemporary Music that is not Classical*.



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- Warm up** A warm up in dance should be part of the precursor to the work that is about to happen. Try to use the dance language at this time when setting out the task. *Eg. Can you use the **levels** in **space** differently and move **high, middle and low**?*
- View** There are many pieces of dance online. Share dance often with students. Exposing students to the wide variety of ways people dance lets them into other worlds of expression.

Arts-based teaching is so valuable for the immediate return to school after crisis and trauma. For those looking to sustain the benefits in the longer term, check out Mantle of the Expert - a highly engaging teaching approach combining inquiry learning with drama. It allows ākonga to explore real world contexts in create, safe and meaningful ways through imagined 'adventures' lasting several weeks or a term. With Mantle of the Expert, you can extend on the strategies used in the process dramas on this site to support learning across the curriculum. For more on Mantle of the Expert and other dramatic inquiry approaches in a New Zealand context, visit www.mantleoftheexpert.co.nz or email mantleoftheexpertnz@gmail.co.nz