

**Lesson Objectives ~**

The different shelters used during World War 2.  
Collaborating to realise a group shape.

**Success Criteria ~**

Clarity of shapes to show the different shelters.  
Team working and co-operation in collaborating.

<p><b>Warm up</b></p>	<p><b>Ask the pupils to find a space and make an arched shape with one arm...and another... and another...</b></p> <p><b>Ask them to repeat this with the other arm. Then both arms.</b></p> <p><i>Ask pupils to suggest other parts of the body that can make an arch shape. Select a few ideas and encourage them to try these.</i></p> <p><b>Ask pupils to play a game of 'Musical Statues', but every time the music stops ask them to make an arched shape.</b></p> <p><i>Add the music in short bursts for 2 to 3 minutes and describe how they are making their arch shapes in the pauses - eg 'Kitty has made an arch shape using her fingers' or 'Gerry is lying down but I can see he's making an arch under his back'.</i></p> <p><b>Ask pupils to repeat the task but this time, when the music stops they need to find a partner or get into a group of three and work together to make an arch shape as a pair / group.</b></p> <p><i>Add the music, but the pauses will need to last a little longer to allow the groups time to create their shape.</i></p>	<p><b>Flexibility</b></p>
<p><b>Context</b></p>	<p>Remind or inform pupils of the different types of air raid shelters that were typically used during World War 2 in the UK.</p> <p><b>The Anderson Shelter, the Morrison Shelter and the London Underground stations.</b></p> <p>Encourage the children to give a description of their shape.</p>	
<p><b>Creative Exploration</b></p>	<p><b>Ask pupils to get into groups of 3, 4 or 5 and find a space together.</b></p> <p><b>Ask the groups to find a way of creating an Anderson Shelter using only their bodies.</b></p> <p>Remind them that the roof was curved / domed, that they were partially buried and quite small.</p> <p><i>Allow pupils 3 minutes or so to create their shapes.</i></p> <p><i>If time allows ask the groups to show their work to another team to give / receive feedback.</i></p> <p><i>Then allow another minute or so to apply any changes or suggestions.</i></p>	<p><b>Co-operation</b></p>
<p><b>Creative Exploration</b></p>	<p>Remind or inform the groups of the signal that indicated that people needed to get to their shelter as quickly as possible.</p> <p><i>Air raid siren.</i></p> <p><b>Ask the children to separate from their group, but when they hear the siren, ask them to travel to their team and create their Anderson Shelter shape.</b></p> <p><i>You may wish to organise this in a similar way to the 'Musical Statues' game from the warm up, but when the music stops they travel to their Anderson Shelter.</i></p> <p><i>Ideally you could use an Air Raid Siren sound effect - see 'Resources' on the web page.</i></p> <p><i>Add the music for 3 to 4 minutes.</i></p> <p><i>You may wish to add the 'All clear' sound effect if possible - again see 'Resources'.</i></p>	<p><b>Team working</b></p>
<p><b>Extension activities</b></p>	<p>This process could be repeated for the <i>Morrison Shelter</i> (regular, angular and low) and the <i>London Underground</i> (long, tubular and usually straight).</p> <p><b>A final version of the 'Musical Statues' game could be played with the groups performing their three different shapes in a random order, either decided by the groups or called out by the teacher.</b></p>	<p><b>Co-operation</b></p>

**Step~by~Step**  
**Dance 7 - 11**  
**World War 2**  
**The Shelters**

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**Composition**

**Ask pupils to each decide upon their own starting position, away from the rest of their team, showing an everyday activity, such as brushing their teeth / walking to school / work / shopping / etc**

**Then perform the actions from this activity until they hear the air raid siren. At this point they need to travel to their shelter and hold that shape until given the 'All clear'. At which point they should travel to their starting position again (to use it as a finishing position this time).**

*Add the music and try to be reasonably consistent with how long they improvise (30" or so).*

**Structure**

**Performance**

**Split the class into two groups.**

**Ask one half to show their work to the others to watch / film.**

**Ask the audience to observe.**

Can they identify the everyday actions from the starting positions?  
 Did the improvisation section give the effect of a busy city situation?  
 When the siren sounded was there a clear change of speed - a sense of urgency?  
 Were the 'shelter shapes' well held?  
 What was the effect of returning to the starting positions again?

*Change over so that everyone has the opportunity to perform.*

**Analysis**

**Cool Down**

**Ask pupils to find a space and sit or lie down.**

**Ask them to imagine that they are inside one of the shelters.**

**Describe the experience for them: the noises, the smells, the temperature...wondering if their house would still be standing after the raid...wondering if their friends were safe...**

**Visualisation**

**Music**