

The Chill Out Sixties

Areas of Learning

Primary

The Arts (Art and Music)
Language and Literacy
Personal Development and Mutual Understanding
Mathematics and Numeracy

Post-Primary

The Arts (Art and Music)
English
Mathematics
Personal Development

Points to Note

You may need to adapt these experiences to suit the age and needs of each of your learners. This activity is all about giving them opportunities to experience a 1960s festival.

Setting the Scene

The hippy movement began in America in the 1960s. This youth subculture produced fashion trends like bell-bottom jeans and tie-dyed shirts.

Explain to your learners that the 1960s saw the start of outdoor music festivals. Talk about how today's lesson will be full of fun, music, love and dance. If the weather permits, take the lesson outside. However, you can still create a festival feel inside by adapting some of the ideas listed in this activity. Before you go outside, explain to your learners that everyone has been invited to an outdoor music festival. We can't wear our uniforms, so it's time to get ready.

What to Do

Gather your learners into a circle and give them a range of hippy clothing. Encourage them to explore, try things on and look at themselves in the mirrors. Choose a suitable video or soundtrack to play while you and your learners dress up in hippy clothes. Once each learner had chosen an outfit, explain that it is now time to go to the festival.

As your learners leave the classroom to go to the festival, they will make their way through the door curtain made of ribbons and flowers (to signify leaving the building and going to something special).

Play some 1960s hippy music while staff make lots of enthusiastic sounds. As they dance with or pass each other, staff could say 'peace man' and 'love man'. Walk around your learners in a very slow, relaxed manner. Support your learners to dance or chill out to the sounds of the music. Ask staff to waft a range of coloured silk scarves gracefully back and forth, in time to the music. Encourage your learners to reach out, feel the scarves on their skin or track their movement. Give your learners time to respond. If necessary, repeat the tune. Provide sufficient time for your learners to experience the music and movement.

Gather everyone into a circle. Ask a member of staff to give each learner the following sensory experiences (one at a time):

- encourage your learners to press their feet or hands into mud (either on the ground or in a large tray, as appropriate). Comment on how messy, sticky, mucky, cold, nice, wet or slimy the mud feels. Use the hand-under-hand approach to promote exploration.
- Burn some incense sticks and waft the aroma around each learner. Watch closely for reactions and awareness.

What You Need

 **Resource 2:**
Fondue Recipe

 **Resource 3:**
Sixties Song

- Enough space to allow learners to move about freely
- Photographs and images from the 1960s, including images of festivals, hippies, famous people from the sixties, dollar signs, Campbell's soup cans and black and white A3 images of cows
- Tablet or computer (to show images or video) with the Pop Art app downloaded
- Access to My School through C2k (*Audio Networks* and *British Pathé News*)
- 1960s hippy music (search *Audio Networks* for *Rainbow People*)
- Range of hippy clothing and accessories (tie dye T-shirts, bell-bottoms, sunglasses, flower headbands, long flowing dresses, sunglasses, beaded jewellery etc.)
- Door curtain made from ribbons and artificial flowers
- Silk scarves
- Individual trays or deep bowls
- Soil and water (to make mud)
- Incense sticks (be aware of allergies and health and safety)
- Massage oils*
- Real grass, leaves and flowers (in their natural environment, if possible)
- Fondue, parmesan bread sticks and Thousand Island dressing
- Drums, maracas, shakers, bells, etc.
- Handheld mirrors
- Blanket (one per learner) optional
- Tent or small marquee
- White sheet
- Small pico projector
- Bold coloured paints
- Ultraviolet paint and ultraviolet light
- Black or white card
- Large cardboard cut-outs of the numbers 1,9,6, and 0
- PVA glue, artificial flowers, *Star Trek* or *Sesame Street* characters for learners to use to decorate the cut-out numbers
- Silhouette of James Bond
- Light box



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- Use a massage oil (ensure you have the correct permissions) to give each learner a hand massage. Start at the palm and work slowly down to the tip of each finger. Try to do this in time to the 1960s music playing in the background (search *Audio Networks* for *Flowering Power*).
- Pick some grass, leaves or flowers and support each learner to explore them. If there are any daisies, make a daisy chain for your learners' hair and talk through what you are doing. Encourage your learners to look at themselves in a mirror as they try it on.

Depending on the needs of each learner, allow them to smell, taste, look at and feel some popular foods from the sixties. Introduce one food at a time, for example parmesan bread sticks and then some Thousand Island dressing. Talk about the flavours and sensations they may be experiencing. Present your learners and staff with some fondue to try. You could make this with your learners before going outside (see **Resource 2: Fondue Recipe**). Encourage staff to talk about their own responses to the foods and share the sensory experience with your learners.

Play the Rolling Stones' song, *(I Can't Get No) Satisfaction* from the 1960s. Encourage and support your learners to move much faster to this song by:

- tapping their shoulders, arms or chair in time to the music;
- beating a drum and giving them opportunities to feel the vibrations, make a noise and take turns;
- introducing other instruments, depending on your learners' age and ability;
- positioning each learner on a resonance board, if appropriate, as they listen to the music; or
- supporting them to use the instruments.

The festival is nearly over, so it's time to gather in a circle and relax to an easy listening song (search *Audio Networks* for *Flowing Stream* or *Earthsong*).

As the music plays, place a blanket over each learner to encourage relaxation as they wind down at the end of the lesson.

If you are completing this activity indoors, you could:

- assemble a tent or marquee; and
- project a video clip of the first Woodstock Festival in 1969 onto the outside of the tent or back project it onto a sheet inside the tent.

You can develop the 1960s theme further by introducing your learners to a range of works by Andy Warhol. These could be postcards, posters or images on a tablet or an interactive whiteboard. In the 1960s Warhol exhibited his famous Campbell's Soup Can. Project the images onto the big screen and position mirrors at different angles to the learners to create an illusion and encourage them to look in different directions.

Give your learners the black and white images to explore. Support them to use their hands, feet or elbows to add bold primary colours (you may need to water down the paint to produce a colour wash effect) to create pop art effects. Display all the artwork in a typical Warhol style, for example in a row or as a block to form a wall of images with no gaps.

You may want to try this variation on pop art, depending on your learners' individual needs and allergies.

Encourage your learners to explore a bowl of non-toxic ultraviolet paint (available online).

Introduce a mirror and encourage your learners to look at or be able to see themselves, as appropriate.

Explain to your learners that you are going to turn off the lights and see what happens. Make sure that your ultraviolet light is on at this stage.

Switch off the lights and, if it is portable, position the ultraviolet light as near as possible to each learner to enhance the ultraviolet effect.

Use the mirror to highlight different colours and parts of each learner's body.

Do they have paint on their faces, hands or feet?

Introduce a piece of black or white card and, using the hand-under-hand approach, encourage or support each learner to make a picture.

If you have a suitable camera, take photos of your learners and use these to create a pop art collage to display in your classroom.

Use the sensory activity in **Resource 3: Sixties Song**. As you sing each verse, give your learners the items listed to explore.



Areas of Learning

Primary

Personal Development and Mutual Understanding

Post-Primary

Learning for Life and Work: Personal Development

What You Need (continued)

- Vinyl LP and single records (available from charity shops)
- *Star Wars* light sabres
- Recording of *Yellow Submarine* by the Beatles
- Large box, yellow paint and brushes (before starting to sing the Sixties Song, invite your learners use this box to make a submarine, paint it yellow and cut out portholes in the sides)
- Umbrella and battery-operated lights (one of each per learner if possible)
- Depending on each learner's individual needs, you can use a fragrant oil such as patchouli for its therapeutic effects and to evoke learners' memories.