

**L I F E = H<sub>2</sub>O - #lifeisH2O**



## **DRAFT Art Work – Schools Guidance**

### **Schools Programme**

*“The programme operates as a living lab. Students experience themselves as individuals and in a group environment – as part of a developmental group and / or member of a work group.”*

### **The Project**

We aspire to increase the level of collective awareness of climate change, one person at a time. Within the massive series of events that we now refer to as climate change, we will focus on the role of water.

Water gives, and water takes. In some parts of the world, such as in the Middle East and North Africa, water will become more scarce; in others, such as Bangladesh, rising sea levels will obliterate the lower lying areas in the Ganges delta. Yet in others, like South Florida, both will happen: first, drinking water will disappear as sea water seeps into natural wells, and then the rising sea will eventually occupy most of the shore line, creating a hazardous intertidal zone.

### **The Offer**

The **L I F E = H<sub>2</sub>O** team offers schools an opportunity for *5-10-30-50 senior students* to raise their own and others’ awareness of water through a collective “experience”.

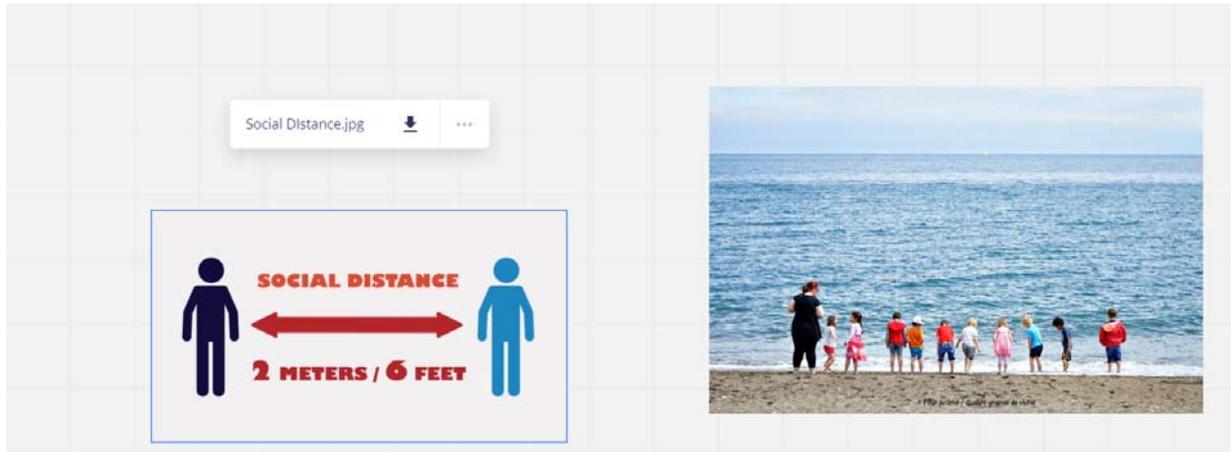
During the experience participants operate as individual and as a group by performing an inquiry into their “relationship” with Water - while taking action through a performance “art work” – creating a “wave” of micro movements of individuals and as a group.

The project is serious but also fun. It creates real motivation and commitment for learning about the impact everyone can have; it allows a moment in a special location, to think, become aware about one’s own relationship with water, with nature and the experience as a group.

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### **The Aim**

The project is designed to support students to create a “Life” experience in a Video Shoot.

### **What the “wave” Art Work is and how it works**

For instructions on how to set up the shoot and make the most of the project to create impact, please go to the page “Design of the Art Work”.

For the detail of the “wave” micromovement, please go to the page “Choreography.” You can download a pdf version of both documents.

### **Benefits for students**

This project has multiple learning objectives for the students:

- The student learns to see water as essential to life on earth for humans, animals and plants and that this has implications for their thought and action.
- In addition, the student appreciates:
  - a. life in, on and near the water;
  - b. water ecosystems;
  - c. the health of oneself and others.
- The student realizes that choices and behaviour of people here, elsewhere, earlier, now and later can have positive and negative consequences for aquatic organisms and reflects on their own behaviour in this regard.

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In the project the students work on a number of skills:

- In order to understand the importance of water for life on earth, to experience and internalize that understanding requires the students to develop a questioning and inquiring attitude.
- While preparing and executing the project, students work on their organisational skills, planning skills, working in teams and some of them on their creative skills by recording and editing the video of the art project.
- Reflective skills, by reflecting on the execution of the project and by reflecting on their own use of water.

### **How we work**

#### Part One - Introduction and preparation

This starts with a speedy introduction to the project and “micromovements”– using materials from our website pages “Design of the Artwork” and “Choreography”. You can also see other examples of “waves” by other groups on our Vimeo site ([link](#))

Using the “Design of the Art Work” ([link](#)) materials, the participants then work with their teacher to explore together to define the when / where / how / why

- Date / Time
- Location
- Technical settings
- Organization – shoes, vessels, how to get there
- Why is water important – students research the importance of water, either on their own, or by using the resources that are available to them during the project.

#### Part Two – the Video Shoot

Detailed instructions are explained in the “Choreography” ([link](#)) materials. You are welcome to try your own versions and variations.

#### Part Three – Reflection and feedback

The feedback, which builds on this experience is very important for personal learning

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Students reflect together on what happened in part one and two. Their focus is on the meaning of the project. They discuss what happened:

- Individual responses to the “wave”
- Their reaction to certain situations
- What helped or hindered
- Relationships and collaboration in the group.

Possible questions

*What happened to you, how did you feel about being heard, not heard, leading, having a voice. How did you share or manage your reactions – and how did that affect other people?*

### **Background to the Project Team**

**We are members of “the Change Leaders” – a community of change practitioners**, created by the alumni of HEC Paris / University of Oxford Saïd Business School’s executive Master’s Degree in ‘*Consulting and Coaching for Change*’.

**Our goal** is to continue our learning journey by leveraging experts in the field, sharing our knowledge and experience, and creating visibility of our individual and collective research.

We believe art has the potential to create a new perception about things that matter, and hence foster social change. We believe art reveals the *uncanny*, the weird juxtaposition that compels us to see things in a new way. *Art brings wonder back* into the world. We believe a *collective change of heart* is possible through arresting imagery, the active engagement of the senses, and the application of moral and aesthetic imagination.

Via this project we want to raise awareness for the equation **L I F E = H<sub>2</sub>O**

Only when we see the connections and understand where our water comes from, will we appreciate it for what it is - the fuel of life, the molecule from which we originate.

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### Art Work Commentary:

The notion of a fractal and scaling are key elements of the art work. The basic elements of the Human Wave are simple hand and full body micromotions: using the vessel to scoop up the sea water, and then emptying the vessel of water. These micro motions create a macro motion (the wave). The fact that the micromotions are created by the players themselves implies human agency, i.e. humans are not innocent bystanders in climate change. The unique vessels symbolize human diversity, but also *complicity in the diversity*. There's only one world, we are all connected, and there's no Plan B.

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