FREE YOUR MIND

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FREE YOUR MIND

THE MATRIX NOW

EDUCATION RESOURCES

Welcome!

This Teacher's Resource is your guide to preparing for your visit to *Free Your Mind* or expanding the visit's experience into your classroom. *Free Your Mind*, inspired by '*The Matrix'* universe (created by The Wachowski sisters in 1999), is directed by Manchester's own Danny Boyle. The show features hip-hop choreography by Kenrick 'H2O' Sandy, a powerful score by composer Michael 'Mikey J' Asante (co-founders of Boy Blue), eye-opening staging by world-leading designer Es Devlin, words from acclaimed writer Sabrina Mahfouz, and costumes by iconic fashion designer Gareth Pugh. Lighting design comes from Lucy Carter, sound design from Gareth Fry and video design from Luke Halls.

During your visit, students will have access to learning resources in the form of physical booklets filled with information and activities. Engaging with these resources will empower students to create their own characters, stories, and endings while learning about Manchester's history, everyday technology, and the potential futures they will help shape. This Teacher's Resource is designed to help you understand the booklet's' underlying concepts, explore the themes we've extracted from *Free Your Mind*, and facilitate meaningful discussions with your students. Inside, you'll find:

Themes: A brief explanation of the key themes derived from *Free Your Mind*.
**Activity 1:** An icebreaker to kickstart discussions through short video watching.
Activity 2: Collaborative creation of Monsters and Heroes with your class.
Activity 3: Using AI to generate images and avatars for their characters.
Activity 4: Developing character stories in collaboration with AI.
Activity 5: Accessing a pool of free art resources and involving your students in *Free Your Mind.*

These resources are designed to enhance your students' learning experience and spark engaging conversations within your classroom.
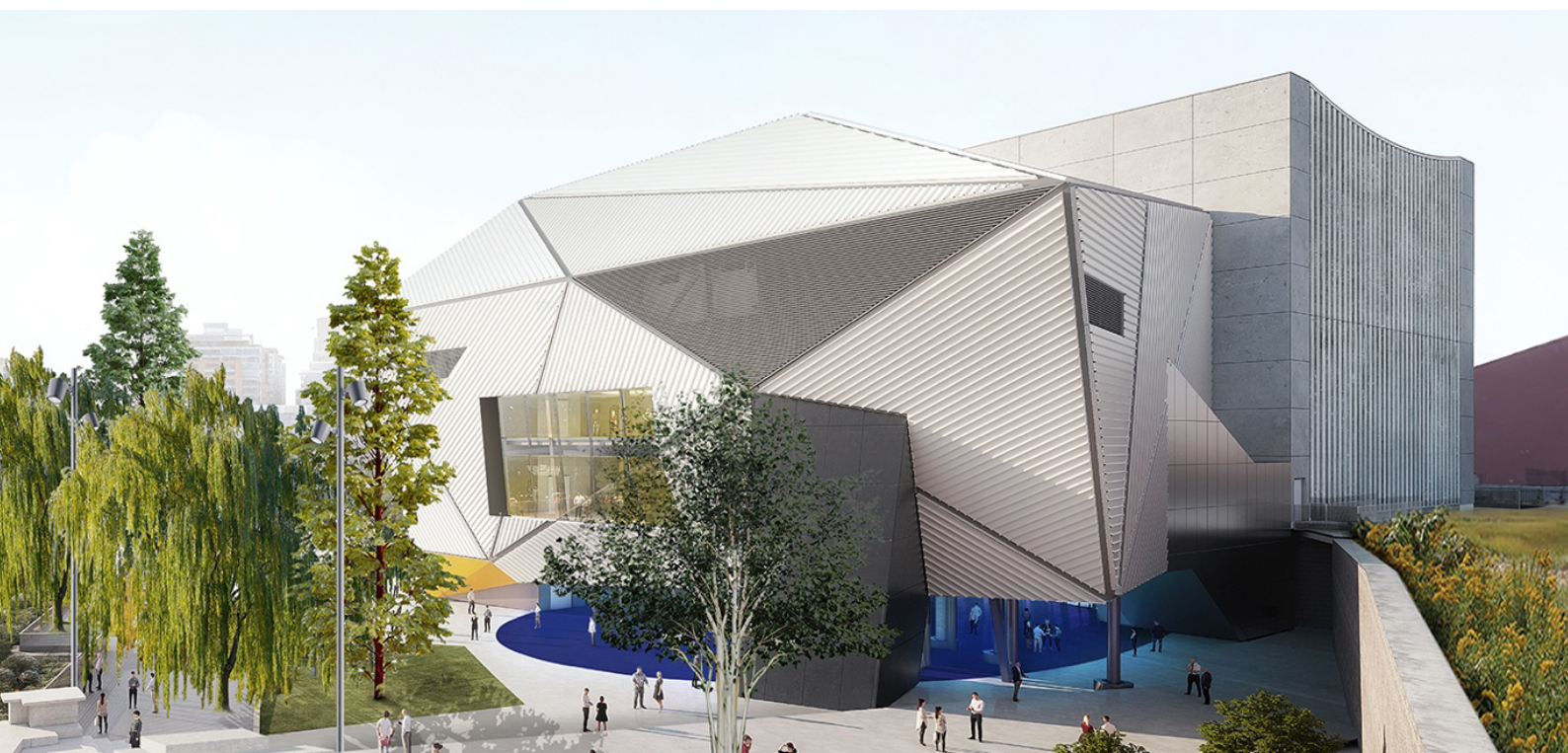
NATIONAL CURRICULUM LINKS

During the creation of this Teacher's Resource, we kept in mind the current KS3 & KS4 national curriculum to aid you in the delivery of the activities below. These common curriculum links and overarching themes provide a holistic educational experience mixing technology, critical thinking, creativity, ethics, and communication skills. They align with various curriculum goals, making them well-rounded and beneficial for students' development.

- **Literacy and Language Skills:**
  These activities facilitate the development of literacy and language skills by involving students in various writing tasks, including writing prompts, crafting narratives, and engaging in written communication. Additionally, students are encouraged to critically evaluate written content, adapt language for different purposes and audiences, and practice editing and revision, reinforcing their grasp of grammar and syntax. These language-related competencies are crucial for effective communication and creative expression.

- **Creative Technology and Innovation:**
  These activities immerse students in the world of creative technology, supporting their technological literacy and innovation skills. By using AI tools and exploring the creative potential of technology, students not only gain hands-on experience but also develop a mindset for adapting to the ever-evolving digital landscape. These activities encourage students to use technology as a creative tool, highlighting its role in shaping the future of art.

- **Digital Literacy and Technology Integration:**
  All activities involve the use (or discussion) of technology, including AI tools, websites, and digital platforms. They collectively promote digital literacy and provide new ideas for the integration of technology into education.

- **Critical Thinking and Problem-Solving:**
  All activities require students to think critically, whether it's writing prompts for AI, creating avatars, developing narratives, or engaging in debates. Critical thinking and problem-solving skills are central to these activities and *Free Your Mind*'s Creative Learning Programme.

- **Creative Expression:**
  Each activity encourages creative expression, such as creating avatars, worldbuilding, storytelling, and debating. Students have opportunities to express themselves creatively, while supported by the framework provided by *Free Your Mind.*
  Some activities ask students to explore their own identity and community identity, challenging preconceptions and encouraging self-expression.

- **Ethics and Responsible Technology Use:**
  Several activities touch on ethical dilemmas related to technology use, particularly in the context of AI. This theme highlights the importance of responsible technology use and its ethical implications.

- **Collaboration and Communication:**
  Collaboration and effective communication are essential components of these activities. Whether students collaborate on character creation, engage in debates, or work together on projects, they develop teamwork and communication skills.

- **Employability Skills:**
  The integration of technology and critical thinking in these activities contributes to the development of employability skills, making students more versatile and adaptable in various fields.

- **Application of AI in Education:**
  The use of AI tools for generating content and enhancing learning experiences demonstrates how artificial intelligence can be applied to education, aligning with technology-related curriculum goals.
  These activities offer hands-on, experiential learning opportunities that engage students actively in the learning process.
  The incorporation of technology, AI tools, and online resources reflects technology-enhanced learning, emphasising the role of technology in modern education.

THEMES

During the creation of the resources, the Creative Learning team at Factory International extracted the key themes from *Free Your Mind* and *The Matrix*. These 5 concepts were chosen with schools in mind, especially identifying subjects or conversations that we recognise as important for pupils and teachers to discuss:

METAVERSE
This new digital reality expands and evolves the more we use it. Through exploring this theme, we invite you to become the learner and listen to how your pupils use it and shape it with their digital actions.

Ice-breaker questions;
How do their identities change when they talk about their online selves?
Where are the boundaries between the classroom and the digital world?
Are there any academic benefits to their engagement with the Metaverse?

Keywords; Digital Policing, Avatar, Digital Persona, Screen Time, DM, Social Media, Cancel Culture, Follow, Mute

AGENCY
Our ability to decide is being hindered by being constantly exposed to an overwhelming amount of information. Through exploring this theme in the classroom, participants will be able to identify how their decision-making is influenced by the system they live in.

Ice-breaker questions;
How much can the media influence our everyday decisions?
How does our society punish or reward decisions?
How many decisions do you make in a day? Are they yours?

Keywords; Influencer, Algorithm, Feed, Alexa, Targeted Ads, Hacker, Open Source, Hero, Monster, Subversion.

ILLUSION

The blurring of the lines between digital and physical have made it more difficult to discern what is true or fake. Through exploring this theme, you will observe the level of digital awareness of your pupils, and compare it to yours.

Ice-breaker questions;
How can you tell if an email or a text is legitimate or a scam?
Why would people spread fake news?
How many viruses have I downloaded into my computer? How do they work?

Keywords; Plato's Cave, Fake, Ghosting, Catfish, Truth, Conspiracy, Knowledge, Archive, Scams, Hoaxes, Fake News.

NETWORKS

Everyone wants to belong to a group or community who makes them feel better. The digital age has made this process way more straightforward; for those with good and bad intentions. Through exploring this theme in the classroom you will be able to identify communities or groups that your pupils belong to (especially those who take place online).

Ice-breaker questions;
How opinionated are people online? Do they ever influence you?
Do you consider yourself an influencer? How would you influence people?
What online communities are you part of?

Keywords; Imagined Communities, Incel Communities, Codeswitching, Belonging Online, Global Village, Gamers, Fantasy Football, Snapchat, Support.

PATTERNS

The world we live in is made by patterns, and so is the digital world we delve into. By exploring this theme in the classroom, you will be able to create links between digital and physical, from the very fabric of both.
Ice-breaker questions;
What are the links between patterns and a sunflower?
What forms of Art can use patterns? How?
Who can speak a programming language? How do they work?

Keywords; Maths, Fibonacci, Mycelium, Source Code, Bug, Panopticon, Dance, Metaphor, Similes, Rhythm, Artificial Intelligence.

ACTIVITY 1 - YOUTUBE DEBATE

This activity is great for students looking to enhance their critical thinking skills ahead of their GCSE or A-level examinations.

LO1: To understand how Social Media Algorithms use our data to manipulate us.
LO2: To evaluate the ethical issues of data-driven content personalisation on social media
LO3: To allow them to express and articulate their opinions on the presented shorts.
LO4: To promote media literacy skills by evaluating the credibility of online content.

Activity Type: Icebreaker / Debate / Critical Thinking.

Links to Curriculum:
- Digital Literacy and Technology Integration
- Critical Thinking and Problem-Solving
- Collaboration and Communication
- Application of AI in Education

Needs: Access to the videos below.

Context

An algorithm is a series of mathematical formulas that uses your data to complete a series of actions; suggest content, accounts and targeted ads among others. Simply liking a TikTok or a Reel featuring a puppy may fill your social media with puppies. A short conversation about air fryers next to a Google Home device, will make air fryer ads pop up on your YouTube account. This seemingly innocent and well-intentioned system can put young people in sticky situations. We did an experiment, so you don't have to.

Having a new, completely blank YouTube account, we looked at YouTube Shorts, and interacted with the content that was presented (just looking at the comments, not even liking them). This activity includes the videos that ended up appearing in our feed in about three days of just scrolling.

Instructions
- Make sure you can access them from the school.
- Watch them beforehand, pick the most appropriate ones for your class.
- Watch together.
- Use some of the suggested questions to learn more about the content your pupils are exposed to.
- Generate debate. These videos are likely to split the classroom into different points of view.

Watch
- Celebrity chef owner bans vegans from their restaurant | Piers Morgan
- Steven Crowder pulls UNO reverse on woke feminist
- Shake my hand
- Uber passenger gets taken to police station
- Blaire White debates Non-Binary activists

Debate
- *How do the videos above make you feel? What kind of emotions do they bring up?*
- *How would your perspective be different if you were on the opposite side?*
- *Could the topics be expressed in a better format?*

ACTIVITY 2 - HERO VS MONSTER

We recommend this activity for cohorts that are exploring creative expression and challenging traditional archetypes in preparation for their creative arts coursework.

LO1: To explore the underlying themes and messages of *Free Your Mind* learning resources.
LO2: To analyse the cultural and societal implications of hero and monster archetypes.
LO3: To develop creative skills in designing unique Hero and Monster characters.
LO4: To support teamwork and collaboration in the design process by representing their communities collectively.

Activity Type: Art & Design / Exquisite Corpse.

Curriculum links:
- Creative Expression
- Individual and Collective Identity
- Collaboration and Communication

Needs: Pen and paper.

Context

Agency is a recurrent theme in *The Matrix* and *Free Your Mind*; from choosing from the red or blue pills, to collaborating with the system or rebelling against it. The Factory International Creative Learning team conversations quickly shifted from the idea of pills, and started talking about Heroes and Monsters. By using these archetypes in universal storytelling, we get the chance to present a very accessible decision to the people engaging with *Free Your Mind*. Furthermore, we create the perfect opportunity to challenge people's preconceptions around what a Monster or a Hero can be. Our F*ree Your Mind* learning resources are divided into two ─ Red, the Monster, and Blue, the Hero.

The way our team understand a Monster is very similar to Frankenstein's Monster, and when thinking about the Matrix universe, we understand the monster to be Neo:

- Its body was being exploited for science/research.
- It tried to belong to a system that rejected it for who it was.
- It is portrayed as a virus, a mistake, by the system they live in.
- Hack or are above the general rules of their world.

When talking about the Hero, any Marvel superhero will serve our purpose (Spiderman, Wonder Woman). Within the Matrix universe, we identify the Agents as the prototypical heroes:

- Serve and protect the system they live in.
- Believes fully in their purpose and role in society.
- Has superpowers and a community of supporting colleagues.

By using the Learning resources, your students will be able to choose between becoming a Hero or a Monster. This activity expands on that decision and allows you to discuss their role in society and in their communities.

Community or Individual

This activity can be done individually by using the Learning Resource booklets, however, we propose a collaborative version of this activity in this Teacher's Resource.

Divide the Room

The decision of creating a Monster or a Hero can be a very controversial one. We recommend starting by discussing what makes a Monster a monster, and a Hero a hero. This way the boundaries between both archetypes will blur a little.

1. **Choose some questions below (according to your KS) and get the discussion going:**
   - Does a Hero have to be perfect at all times?

   - Can Monsters feel happy, and sad?

   - Once a Monster, always a Monster? Can you outgrow the role you've been given in life?

   - Can someone be a Hero to someone and a Monster to others?

   1.1 Once everyone has decided if they want to work on a monster or a hero, divide the room into small groups of heroes and monsters.

   1.2 The aim of these groups will be to create their own character and their super powers.

Drawing

At this point you can take two approaches, either let them run wild with their imagination or tailor the questions so their character is an imagined representation of the communities they belong to.

2.   Print an A3 character sheet per group. Otherwise, ask them to draw a basic human silhouette in the middle of an A3 piece of paper. Now it's time to draw. Each member of the team will take turns to draw a body part of their Hero or Monster. The catch is that their body part should be directly inspired by their answer to a question. The parts do not have to match! Feel free to cover different parts of their characters so they draw freely:

- Head:
  - What is your character/community thinking about?
  - What worries them?
- Torso:
  - What is the heart of your character/community? What does it pump, instead of blood?
  - How big are their feelings?
- Arms:
  - How hard does your character/community work?
  - Who do they defend?
- Legs:
  - Where does your character/community stand?
  - Where do they want to go?

Superpowers

Either Monsters or Heroes have superpowers. Ask them to write one Haiku per superpower their character owns. A Haiku is a Japanese form of poetry that follows a simple pattern. It is made by three lines, the first one fits 5 syllables, the second one 7, and the last one 5.

3.   Looking at their character, ask them to grant as many superpowers as there are members of the group. To do so, they need to explain the superpower in a valid Haiku. Otherwise, the power is not granted!

Example of a valid Haiku:
My hero can fly!
"Hero soars above,
No limits to where they go,
Flying, endless love."

4.   Ask them to share their characters with the rest of the classroom. They can keep their characters through the next few activities to enrich their stories and endings.

Relevant Links
- Gothic Characters Lesson Plan - Heroes
- Frankenstein By Mary Shelley – BBC Bitesize
- Cambridge Museum of Classical Archaeology – Write your own Greek Myth

ACTIVITY 3 - FANTASY MAPS OF THE METAVERSE:

This activity is perfect for students looking to explore the concept of the Metaverse and engage in critical thinking related to digital creativity in preparation for their GCSE or A-level coursework in subjects like digital arts, technology, or creative computing.

LO1: To foster critical thinking and creativity through worldbuilding and map creation.
LO2: To help students understand and navigate the concept of the Metaverse.
LO3: To encourage students to connect their online experiences to digital world-building.
LO4: To promote digital literacy and ethical considerations in the context of the Metaverse.

Activity Type: Critical Thinking / Art & Design
Curriculum Links:
- Digital Literacy and Technology Integration
- Critical Thinking and Problem-Solving
- Creative Expression
- Ethics and Responsible Technology Use

Needs: Pen and paper

Context

The next two activities guide students in mapping their use of the digital world through their characters and using AI tools to create art. It's an opportunity for them to connect their online experiences, understand the concept of the Metaverse, and create avatars that navigate this digital landscape. As they craft their avatars and explore AI-generated art, students will embark on a journey that explores the heart of digital creativity, ethics, and the philosophical dimensions of our ever-expanding Metaverse.

The union of AI and creativity sparks a fascinating ethical debate. AI tools can produce art, music, and other creative content by themselves, challenging traditional ideas of authorship and human creativity. This questions the value of human expression, the role of artists, and the potential biases in AI-generated art. As we explore the boundaries of AI and art, we must be aware of these ethical dimensions, understanding that our digital world is becoming a shared canvas for shared human and machine creativity.

Fantasy Map of the Metaverse

Worldbuilding fosters critical thinking, creativity, and a deeper understanding of the virtual maze they navigate daily. It allows students to construct meaningful narratives, express their unique identities, and imagine positive futures in the digital world. It allows them to develop the skills to become responsible digital citizens who actively contribute to and influence the evolving landscapes of our digital society.

1. **Divide the room:**
   - In the same groups as before and working with the same Heroes and Monsters. It is up to you if you'd like them to continue thinking about their communities or just focus on the development of their characters.
   - Give each group a big piece of paper (A3 minimum, but ideally enough to cover their whole working area).

2. **Present the challenge:**

- "You will be creating a map of your character's world".
- "But each country, area, cave, river or any other element in your map, will be the apps, websites or tools you use online".

This will allow them to think about how they use the Metaverse, and the different tropes or assumptions we make about the digital personas we all interact with. There will be a certain number of rules:

- "The most important areas or natural features in your fantasy map will be closer to the centre of the map. The further away they are, the less important."
- "Think about how you use your phones, your computers and consoles, but also about the memes you see, the current hot topics online and the latest viral trend."

3. Drawing:

For example, a student uses **WhatsApp** to talk to their friends:
- Would that be a country, a natural feature or any other element in your map?
- What shape would it have, and where would it be placed within the map?

Now to fill the shape they've chosen:
If it's a country;
- Ask questions about their citizens, their governments, their rules.
- Ask about their relationships with other countries or their impact on the geography of the world.
- Ask about how their character navigates that country. How do their stories develop when they enter this space?

If it's a natural feature or other type of element;
- Ask if the element is a valuable resource to any countries in the map.
- Ask if the element creates a natural boundary, or a bridge between areas of the map.
- Ask how the characters living in their world feel about the element. Are there any myths about it? Is it a revered element? Are they afraid of it?
- Ask if there's any other function for the world they have created.

Once this part of the activity is finished, ask them to introduce the world they have created to other groups in the classroom. Feel free to ask any follow up questions that would help you understand better the reasoning behind their map.

4. The Margins:
As an optional extra challenge, feel free to ask them to draw what's at the margins of the map. Who are those with no power, no representation or shunned away by the rest of the map. Are they Monsters, or Heroes?

Relevant Links

- Hour of Code – Map Makers Online Coding Game
- Azgaar Fantasy Map Generator

ACTIVITY 4 - AI AVATARS:
We recommend this activity for cohorts that would like to learn about creative technology and innovation as part of their exploration of the future world of work.

LO1: To develop students' skills in writing effective prompts for AI.
LO2: To introduce students to the creative potential of AI tools and technology.
LO3: To encourage students to explore and innovate with AI-generated content.
LO4: To enhance technological literacy, preparing them for future applications of AI.

Activity Type: Computing / Creative Technology
Curriculum Links:
- Creative Technology and Innovation
- Digital Literacy and Technology Integration
- Critical Thinking and Problem-Solving
- Employability Skills
- Ethics and Responsible Technology Use

Needs: Access to computers

Prompts

In our digital age, the ways we communicate extend beyond human-to-human interactions. We now have long conversations with artificial intelligence, relying on maths and machines to understand and generate language that feels natural. We call the instructions we give to AI to generate content a prompt. Writing effective prompts for AI becomes increasingly crucial in the world we live in. A good prompt will generate accurate results and also demonstrate critical thinking and problem-solving skills. It will be the only element that will differentiate our ability to use AI in a relevant way to accomplish daily tasks (without cheating, becoming lazy or having no input in the final results). It is not about the machine doing everything for us, but giving it the correct instructions to generate, edit and adapt to our thinking.

As AI becomes integral to various industries, the ability to formulate precise and insightful prompts will be a sought-after skill, enhancing the employability of our students across most fields.

Creating Avatars and Narratives

Using AI, students will be able to generate their own illustrations or images to visualise their character's stories. They will also be able to generate scenes and dialogue for any stories they wish to create by using prompts.

For this activity we will use two AI tools:
- https://perchance.org/ai-text-to-image-generator : This website allows you to generate images from a text based prompt. There are many others but they usually require you to sign-up and they have a limit to the amount of images you can generate per day.

- https://chat.openai.com/ : It requires sign-up. This website allows you to use ChatGPT, an AI that can generate text based on the prompts you give them.

1. **Generating an avatar:**
   1.1 How to talk to AI: Introduce your students to the idea of prompts. Use the following questions to help them articulate their ideas and write their first few prompts.

- How would you describe your character to someone who cannot see it?
- What is the most important feature of your character?
- Where is your character standing?
- Can you tell how your character is feeling by looking at it?

1.2 Then go to the image generator website, in there you will find different areas:

- **Description:** The prompt describing the image to generate.
- **Add shot, add genre, add colour and add effect** provides some keywords that would help your avatar look like you want it to look. Browse them and try to combine them!
- **Anti Description:** Allows you to add anything that you want the AI to ignore. If you are getting images that showcase elements you don't want, just write them in here.
- **Art Style:** It will apply the chosen style to the images. Talking through the list with your students and seeing how the image changes would be a great activity in itself!
- **Shape** will generate pictures in different formats.
- **How Many?** Will generate the amount of pictures chosen, we recommend 1 at a time, but try not to go over 3 so the loading times are shorter.

Follow up questions:

- How does the generated image compare to what you described? How is it different?
- If you had to generate another character, what would you change about your prompt?
- Does your character look more like a hero, or a monster? What makes you think this?

ACTIVITY 5 - AI STORIES
This activity is a great choice for students looking to enhance their creative writing and storytelling skills ahead of their GCSE or A-level English literature or creative writing examinations.

This activity is a continuation from activity 3 and 4.
Needs: Pen and paper OR computers.

Generating stories for the characters:

ChatGPT will understand our instructions and prompts literally, which means we need to be extra explicit. You can also give it instructions for the future i.e. "Do not generate a scene until I've given you three prompts".

You can also give ChatGPT a character to interact with for interactive dialogue i.e. "You are an Agent from the Matrix who is trying to convince me to stay in the simulation, you will be the Agent until I use the word 'player'".

The clearer and more detailed your prompt is, the best results you will get. You can also get creative and use ChatGPT for any other lessons - chatting to a historical character to learn more about their lives, learning how to code or chatting in a new language to practise!

If you are not sure where to start, feel free to use this recommended prompt:

"Hey, I'm going to give you a series of scenes divided in setting, characters involved and main plot. Please create fully fleshed out scenes following those guidelines".

2.1 Declare which characters will be involved in the story: Tell ChatGPT a brief description of the characters involved in the story - the more detail you provide, the more faithful the story will remain to the original idea.

Example Prompt:

"To create the scenes, you will use the following characters, this is just a description so you keep them in mind. Do not generate scenes until I tell you to do it. Sasha is a hero, the protagonist, who wants to become the best football player in the Matrix. They are 18 years old and have machine powered legs. They like eggs for breakfast."

You can create your own characters that all of your students have to add to their stories, so you have some control over the overall narrative. Some premade characters you can add to your students stories could be:

"The Architect is the creator of the world our protagonist lives in. They are hidden from our protagonist's reach, unless the world is in grave danger. Only in that case The Architect will reveal themselves and aid the protagonist to save the world."

"The Machines are the enemies of our protagonist. They cannot speak our language, they just devour the world whenever they appear. Unless the Architect is there to help, the other character's only hope is to run."

"The Meme is a side-character that helps our protagonist as much as it can. It is usually shaped as a monkey with white dove wings, but it can shape shift into any other Internet meme to save the day."

2.2 Plan your scenes: Your students can get as creative as they want with the amount and order of scenes they plan. Overall, it's wise to start with three scenes following the Beginning, Middle, End structure. Once you have those, feel free to end as many as they need.

- **Setting:** Give ChatGPT all the elements that define where your characters are in this scene.
- **Characters:** Which characters are involved in this scene? You just need to name them, as we've given them descriptions before. Feel free to detail where they are standing or what they are doing when the scene starts.
- **Main Plot:** Why is this scene important? Tell ChatGPT where the scene is in your plan, what main thing happens in it, what will happen in the following scene.

Example prompt:

"This scene takes place at the airport waiting area, there's lots of screens with flight information being displayed. There's vending machines and a closed coffee shop. In this scene there's our protagonist, quietly listening to music while sitting in the dark of the closed coffee shop, and The Meme, who is currently living inside our protagonist's phone. This scene is important because it introduces The Meme to our protagonist, starting their journey. During the scene The Meme saves our protagonist from the attack of a vending machine."

2.3 Editing: Once you've got a response from ChatGPT, you can edit the scene as much as you want. You can ask ChatGPT to reduce the length, change the tone, change the complexity of the language, add other characters, take words out… anything! We recommend that for this activity, each scene is a 4 or 5 lines-long paragraph.

Example of an editing prompt:

"That's great, thanks, but could you condense it into 4 or 5 lines? Also, can you write it in a language suitable for a 16 years old reader? Add that the vending machine eating up chunks of reality."

Now copy and paste all of the scenes together in a document. You can share it by reading them out loud or print them and create little booklets with all of them. They can even use AI to generate illustrations!

If you're still feeling unsure about ChatGPT, you can test your own story or use the example prompts above to see the potential results.

If you want to make things more complex and exciting, feel free to add moral decisions at the end of a scene. This would create a branched narrative, also known as choose your own adventure stories. You would then have to generate scenes for either branch. An efficient way to keep track of these branches and turn them into a playable game is the website Twine. You can find tutorials in the relevant links section below.

Relevant Links
- A Total Beginners Guide to Twine
- The Twine Cookbook: Documentation, Tips and Examples

ACTIVITY 6 - ALGORITHMS

This activity is perfect for students looking to engage with open-source creative content and explore different forms of artistic expression. Also, this activity gives them the opportunity to be part of *Free Your Mind*, showcasing their work and collaborating with people at a greater scale.

LO1: To introduce students to the concept of open-source software and creative content.
LO2: To encourage creative expression through dance and writing challenges.
LO3: To explore the intersections of technology, art, and culture, particularly in the context of *Free Your Mind* and its themes.
LO4: To engage students in critical thinking about the role of historical figures, like Alan Turing, in contemporary narratives and explore their own creative interpretations through writing and performance.

Needs: Access to the files and artwork within Algorithms.

We say software or data are Open Source when they are publicly accessible and can be freely viewed, used, modified and distributed by anyone. Inspired by this, the creative team behind *Free Your Mind* have put together a library of poems, movements, music and much more for you to use. They call it Algorithms.

Go to the following website: https://factoryinternational.org/learning-programmes/algorithms/ You'll find open source files and information from the creators of *Free Your Mind*. They want you and your students to remix it and create your own artwork!

Music and Dance challenge: Kenrick 'H2O' Sandy and Michael 'Mikey J' Asante are in charge of the movement and sound in *Free Your Mind.* They've provided the public with raw creative materials –ingredients that can be made into songs or dances. It's not a finished product. Rather, a jump off point.

Learn their choreography, choose a face filter and record yourself performing it. Or play with their sounds, remixing them into your own creation.

- Have you ever done a TikTok dance challenge before?
- How do you feel about performing on social media?
- What's your favourite type of music to listen to?

Writing challenge: Sabrina Mahfouz, the writer of *Free Your Mind*, has shared some of the scripts, scenes and poems that inspired the show. Two of the poems feature Alan Turing, this is one of them:

TURING:
You don't need an oracle to tell you what you already know.
You already know.
Need versus greed.
You already know.
I need to go.
I made this.
I'll stay with it.
You already know.
You must make this your own.
Growing for greed won't work.
Trust me, I've been here before.
TURING IS HOISTED UP INTO THE CEILING.

- What role would Alan Turing have in *The Matrix*?
- What other historical figures would you like to see in *Free Your Mind*?
- Write a poem inspired by Sabrina's and the different ways you use your phone.

Relevant Links

- Free Your Mind Algorithms – Monster
- Free Your Mind Algorithms – Hero
- Factory International – Schools and Learning

factoryinternational.org