

Storyline

Mielstone; Kaunas -Visby 2011

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Chosen History: *Caught in a Phenomenon*



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Our Group's Aims/ Goals & Introduction

Each of us was interested in the approach STORYLINE, when it was presented. There were different reasons for choosing this teaching approach; for instance, Dennis had already experienced it being used, both as a teacher in a Danish public school and as a pupil on the University of his (University College Lillebaelt). This experience taught him, that this approach works really well and pupils see it as being a good way to learn. It's a challenging, fun experience with high activity for the pupils. It's not that teacher centred, so pupils have the opportunity to have a lot of guided creative freedom; that makes it an approach you can keep exploring. Anete is working with young learners in English language courses and also language camps, therefore she wanted to try out a new approach that could be used in her English lessons. Toma is an adult teacher in the making and she wants to experience how this approach could be adapted for adults afterwards. Mariah is a teacher of very young learners and she wants to see if she can use this method for this age group too. This makes our group into a very dynamic group, who wants to explore the approach Storyline even further and see if it can be possible to adapt the method into any age group or culture.

Usually the teaching approach storyline helps the students to discover what is already contained in the heads of the students, but we also want to know how knowledge could be obtained and differentiates between intercultural group or if it even does that? Student's individual ideas and experience provides the starting point for the topic we chose. The students will be actively involved; „Caught in a Phenomenon“ provides many opportunities for our students, to use all of their senses both in expressing their ideas, new discoveries of pre-existing knowledge and in exploration of their environment.

Storyline is an appropriate approach for inclusive education. Students can study using different learning styles: visual, kinaesthetic, Interpersonal, Intrapersonal, Linguistic, Logical and even musical.

We chose to do our Storyline "*Caught in a phenomenon*" in the subjects Geography, Religion and English language teaching. We chose this subjects, because we think that our Storyline fulfills these subjects. With Geography we show them natural disasters, make them aware of the polar ice melting process, how too much water fresh water in the salt water oceans inflict upon the world and what gigantic tsunamies and earthquakes can do to our different continents. We chose the Religion part as our major goal in this storyline, because the students receive background knowledge about four different religions and after that they need to analyse their newly discovered language and like put it in to use so that the story can move on. We chose the subject english, because the students have to talk english all the time, because if they don't they will not be able to co-operate with their group members or the other groups (religions). Having english as the main language also teaches the students how to produce language and receive language, so they can be better in speaking english and understanding english. This is a goal for pupils/ student's in countries with english as their L2 (language 2).

We have chosen to make our storyline for 9th or 10th grade, because this task/ story can be rather difficult

for younger learners to do. Knowing about different countries cultures, religions and your own is also only a common goal after finishing 9th and 10th grade, especially in Denmark, where the national teaching ministry have made some common goals/ Curriculums for what knowledge each student should achieve after ending each grade. Our Storyline is though rather flexible because it can also be put in to use for 6th to 8th grade, if you remove some difficult factors for them to do. In our Storyline you can both add and remove new factors, our storyline is suppose to be seen as a template, rather than an assignment that can't be changed in any way.

We think that the Storyline concerning inclusive education is very important, because the storyline approach is very flexible and you can adapt and include many different factors, like outdoor class education, nature education, history teaching, language teaching, geography teaching, Cooking, mathematics teaching, music teaching, gym, culture teaching etc. In this approach only your own creative mind sets the limit. Said in other words, you can include almost everything into a way of teaching and as a part of a learning process in this approach. In our *“Caught in a phenomenon”* storyline, we include religion, geography, cooking and language teaching. We have also chosen to include four different religions into a fifth religion, but all this becomes more clear, after you've read our report through.

The next thing we want to describe, is What is Storyline and When did it origin and Why did it even origin?

What is STORYLINE? How and When did it Origin?

How did it Origin?

In 1965, the “Primary Memorandum” demanded that primary schools have a curriculum that integrated different subjects - history, geography, science, technology, health and expressive arts. At that time, teachers had little experience in teaching an integrated study such as this, so strategies had to be developed providing structures on which teachers could build. The attempt to implement the holistic ideas into the Primary Memorandum led to the creation, in 1967, in Jordanhill College of Education, Glasgow, of an Inservice Staff Tutor Team, whose function was to support teachers by working with them on this integrated curriculum. Many teachers, head teachers and advisers in the west of Scotland helped to refine and develop this methodology over a period of more than thirty years. Gradually, a particular methodology emerged that was originally called Topic Work, and is now known more widely, also internationally, as Storyline.

Pioneers of the approach were staff tutors Steve Bell, Sallie Harkness and Fred Rendell. As the Jordanhill tutors travelled abroad, the approach became known in Germany, in the Netherlands, in Iceland and in Denmark – in later years in all Scandinavian countries as well as in the United States of America.

What is STORYLINE?

The main feature that differentiates this approach from other learning and teaching strategies is that it

recognises the value of the pre-existing knowledge of the learner. Through key questioning, the pupils are encouraged to construct their own models of what is being studied, their hypotheses, before testing them with real evidence and research. The key questions are used in a sequence that generally creates a context within the framework of a story. Together, learner and teacher create a scenario through visualisation; the making of collages, three-dimensional models and pictures employing a variety of art and craft techniques. These provide a visual stimulus for the skill-practice planned by the teacher. But even though the teacher is planning a sequence of activities through the designing of key questions, he or she does not know the details of the content, because these are created by the students. So the traditional role of the teacher, who had power because of superior knowledge, is changed. It is no longer her job to pass on information to the students - a body of knowledge to be learned and assimilated. Storyline is rather about process and not merely about content. The teacher's role is mainly like a facilitator. It is an approach that makes learning fun; It's a practical approach which could be used with-in all age groups; You're learning without even being aware of it; It's an approach that allows a lot of creative freedom within frames set by the teacher; You learn how to feel empathy to others; You erase classroom teaching in order to make it as an outside fantasy experience [not literary meant; eventhough it can be maked as an outside experience].

The storyline group explains the background information to the Nordplus students, so that the Nordplus students will achieve an understanding of why and how Storyline was developed. They will achieve knowledge about the origin of the storyline, they will achieve an understanding what is storyline, how was it developed and why the storyline can be usefull.

Teachers role in the Storyline approach:

First of all, the teacher has a plan in the form of a Storyline, which is being brought to life through the work and imagination of the students/ pupils that is participating. Further more the teacher is a collaborator, who is working in co-operation with the students. Students depend on the teacher for leadership and the teacher depends on the learner's participation and work to carry the story forward.

And finally the teacher has a lot of roles such as: learning about students' abilities and learning styles; planning classroom environment; organizing facilities; planning and organizing storyline instructions; to motivate students during the storyline; control the situation; make a reflection with students etc.

Aims for the participating Nordplus students:

1. To learn about the method STORYLINE and how this method could be used as a tool for learning in different topics (social science, geography, religion, values, economy, and a bit of language learning) –
[Bulletpoint 1 can be erased in real life teaching for pupils]

2. How to cooperate and listen to each other;
3. How to re-evaluate your values;
4. Do you value yourself higher than others;
5. Do you value your religion higher than other religions;
6. How to deal with unexpected obstacles;
7. Working in a creative guided work-form
8. Doing creative individual work
9. Using Input & output – Productive and Receptive skills (Producing and listening to language)
10. Using different forms of learning techniques

STEP 1 Warm Up, Social game

Our plan is to start our session with a social game in order to warm up the participants. We want to start with a social game, because then it will be easier for the students to co-operate in the upcoming task. A social game is useful as an "ice-breaking" activity, which gives them confidence to express themselves as a group member and it heightens their concentration and energy level.

We have chosen the social game Mes Mamma/ Kluddermor/ Mes Mama/ Mess mom?

Mess Mom is like this:

First of all, we ask the group to make a circle. They have to join hands and then we give them the 1st exercise, which is the following:

1) They have to make a WEB and it means that they have to come closer to each other and climb over their hands. They have to mix boy-girl-boy-girl and so on holding each others hands. They can jump over, crawl under each others' hands, turn around, sit down, lay on top of each other etc. But without letting go of each others hands. (3 minutes)

2) When they have made a nice WEB which will certainly look like a mazy web – they have to follow our directions further. They have to squat down all together without letting go of each other and then stand up all together slowly.

3) The next thing they have to do together is to jump 5 times and lift their left foot !!! And stand in this position 10 seconds and then change to a right foot stance. They can lean to each others' shoulders etc.

4) Then they have to try to untangle this WEB, so that they end up in a clean circle again, raising their hands and saying: "Mom, our mess is gone" (Note: they are still suppose to be with joined hands).

We have chosen to use this warm up activity because it has many good benefits in our opinion:

First of all we have to warm up the participants (our colleagues from this project and we strongly believe, and our previous experience show, that it is best done with the help of physical activities. This time, it will be like that – we will ask them to join their hands and do several physical activities with their hands joined together.

This activity requires to listen, feel and talk to each other. Without these 3 skills they will not be able to do this activity. In other words they have to trust each other and this activity helps to do exactly that.

1. The first step to understand each other better is to start to interact. This is a wonderful exercise to practice doing it and also warm them up to the following activities.

2. So called “fun elements” are also included here, for instance, when they have to jump up or sit down all together with their hands joined. It will help them to interact with each other and feel free. In our opinion, they have to feel free first of all and have a feeling that they all are like ONE organism! The following activities will be exactly about this phenomenon, that actually there are situations in our life that we have to be like ONE. We can not think only as individuals all the time. This warm up activity helps to catch this feeling that goes through all our STORYLINE imaginary story tasks - *Caught in a Phenomenon*.

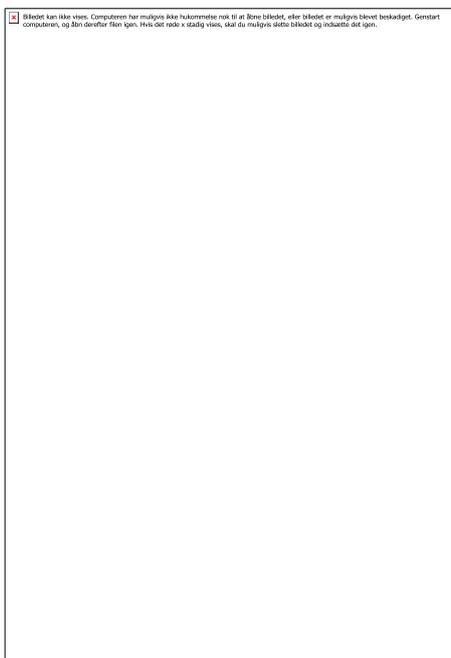
STEP 2 Division into Religions

The next step is to divide the pupils into groups. There will be 4-5 pupils in each group. The groups represent 4 religions and different parts of the world, such as Christianity concerning both protestants and Catholics (*The western countries*), Zulu (*Central African ,Eastern African, Madagaskar and North Western African countries*), Buddhism (*Middle-east, Central Asia, Southeast asia and Northeastern asian countries*) and Muslims/ Islam (*Middle East, North western Africa, North Africa, North Eastern Countries*) and later on, a 5th. religion will be represented by the teacher/ teachers (Hinduism, in India mainly). We have chosen these five religions because they represent most of the world and thats a major fact, when the world is getting flooded, then we need to have a realistic picture of the world moving to one country (India).

In these groups they are supposed to co-operate in different tasks/ incidents given by the teacher/ teachers. These different religions is now being handed some materials with information about their religion by the teacher/ teachers. Each group is supposed to look for 5 important values in their own religion. This task teaches the pupils to look for information with a critical and constructive point of view and it also expands their knowledge about a certain religion and a certain part of the world. This task also teaches the pupils to co-operate with people they normally don't work with, because they need to agree on what is most important in their religion with random groups chosen by the teacher.

STEP 3 Individual Work; Character sheet and Currency

Now its time for the pupils to start on their indivual work. The individual work on hand is about making their own charachter sheet. Before the start of this task, we have already prepared a charachter sheet template, so the pupils only need to fill out the blanks. The information they have to come up with, is name, age, gender, emotional/ personality qualities (*20 qualities decided by the teacher/ teachers beforehand, a pile of qualities in the middle of the table*), economy, a small drawing of their charachter and of course their religion. Meanwhile this task is happening, each pupil is being given an envelope with an amount of money, chosen by the teacher/ teachers. To this task, the teacher also plays some background music with out any lyrics, because the music is only supposed to give some kind of emotion/ creative thoughts.



A Character sheet ----->

The didactical thoughts are: 1. Pupils can create a new character that is not usual for them, they can play a role of a different person and of course personate in a new religion. 2. The amount of money will show their economy and teaches them that the world is un-even and that each person has some boundaries. We want to find out how they will reach India; do they co-operate, do they travel by themselves and leave the poor behind, it shows a lot about their character that the have made. Each pupil has to act like the character they made; use its personality qualities they have been given and maybe some will act based on their age and gender too, only time will tell. We have chosen the stars on the character sheet as a symbol; that each part and person lives below the same stars and as a symbol for hope and light (*Religions/ Beliefs lights up*

the darkest moments of a persons life).

Our currency is called Relics in our history, because a relic is an artifact often seen as a symbol in different religions. A relic is an artifact with high value, both symbolic value and economical value. This made it an easy choice, because then the name of our currency was linked with our subject; religions. *"In religion, a relic is a(n) part of a body of a saint or a venerated person, or else another type of ancient religious object, carefully preserved for purposes of veneration, or as a tangible memorial. Relics are an important aspect of some forms of Buddhism, Christianity, Hinduism, Shamanism, and many other religions. The word relic comes from the Latin reliquiae, meaning "remains" or "something left behind" (the same root as relinquish)"*, source: [Wikipedia.org](https://en.wikipedia.org/wiki/Relic).

It is important for us to make our Storyline as realistic as it can be, so we came up with that there had to be a common currency so each country/ religion had the same currency to trade with and buy things with. We came up with this idea, by thinking about the "Euro" currency. We have chosen the relic/ artifact a snake, because its a symbol for regeneration, as the hinduists believe in, so its very actual. The stars in on the bill based on the same reaso as they are on the charachter sheet, described in step 3 about the charachter sheet.

STEP 4 1st incident; The flood

In step 4 the pupils will meet the first obligatory "storyline" method, called an incident. The term "incident" means that a change in the story is about to happen or is happening. In our case, the event/ incident is a world climate change, where the polars are melting, there's tsunamies, earthplates colliding, skypumps, twisters etc. This kind of weather events is the foundation for a big flood, that ends up flooding each country in the world, except India, because the collision of eartplates ends up rising India (*Actual in real life highest point in India; Kangchenjunga , 8586 metres- number 4 on the World list of highest points*) above waterlevel. In this part of the instructions, we are mainly using the subject Geography, so this is why we mean that this storyline can also be used in a geography lesson. We will express this Incident by giving informations and with the usage of digital tools like Youtube, that shows e.g. the Polars melting, some other catastrophic weather phenomenons, a newsspeaker etc. These clips will then be edited into one movie by Dennis in a softwareprogram called Pinnacle Movie Studio, so that it becomes more authentic. The video is now done and uploaded for Youtube, the link is

http://www.youtube.com/watch?v=iSVwY55chxw&feature=channel_video_title .

When we are showing the first incident we want to watch the pupils reaction and behaviour. We also want to find out how will they survive with in their religion groups; will they live only side by side with their

religion participants? Will they be resistant to making a common religion and just stay with in their own religion and live with their fellow religion participants?

STEP 5 Questions

After showing the video about The Flood we ask the following questions:

"How much money do you have?" When we ask this question, the pupils show their individual amount of money to the other participants in the group, it's not allowed to show it before this step. *"How will you get to India?"* When we have asked this question, the pupils have to find out if they will co-operate, so that the rich ends up helping the poor and vice-versa. In this step they also have to come up with creative thoughts, to find out what kind of transportation they will use. The teachers then have the prices of a airplane ticket and a ferry ticket (*different prices for each religion; because the travel distance is longer than others, based on which geographical part they live in*). The rich might have a private jet, then they have to find out, if they will share some seats with the poor. They also have the opportunity to buy an airplane ticket in the national airports, within their country. If they choose to take a ferry or a boat, they will drown and get knocked over by a tsunami. If somebody die by drowning and is not being saved, the Indians/ hinduists will regenerate them into a new body as a hinduist and the pupil need to make a new character sheet without filling out Economy, because it doesn't matter at this point. This information about being "saved" is not given before everybody has found out what their travel plans is and ate their survival dinner concerning an Indian food buffet.

At this point, when the questions is asked, the teacher discovers if the pupils are going to stay in their characters role they have made or if they will fall back into their own IRL (In-Real-Life) personality. Will the pupils follow their characteristic abilities or stray from them? Characteristic abilities such as Rich, Poor, Egoistic etc. They only have 20 minutes for this task, because if they don't find out what to do in that amount of time, they will drown when the flood hits them.

STEP 6 Survival Dinner

We tell pupils that there is no way out and they have to move to India, they can't stay put. They are completely responsible about how to get there and how they want to divide themselves in the transport/ transports. The aim of this activity is to see how they deal with this unexpected and stressful situation.

After step 5, when they have found out what to do/ how to travel, their will be a survival dinner, with indian food made by the hotel, because it takes too long if the pupils have to make it themselves. Making it themselves would be a great task to add to the storyline if the're were more time, at this point you could also make the religion groups, make a special dish that symbols their part of the world (*African food,*

American food, Danish food, German food, Chinese food, Mexican food and so on). When the dinner is finished, We show a short movie clip (the flood is flooding their land).

STEP 7 Confrontation with the foreign religion – Hinduism (Find a common point of view)

When they have decided about how to get to India, then they meet Indian villagers – the representatives of Hinduism religion. The purpose with this is to introduce them to the culture of India and our religion (Hinduism). Villagers (teachers) are going to facilitate the upcoming process, we may supervise them and try to get them to reflect on what is happening in order to keep them on track. The next step will be to find a common point of view religious wise. The teachers/ us then divide us into different groups, with a representative from each religion, to discuss which parts that should make up the new common religion and common culture. Then they have to write the 5 keywords they come up with, both culture and religion. In this set a representative can also choose not to participate with the other representatives and say that they're not interested in finding a new common religion and culture (*Under a new name – named by the group – A creative process*), because they think they're point of view is the perfect one. So this part is totally up to the pupils if they want to follow the teachers directions or not. When this step/ discussion is finished, we move further to the next step.

STEP 8 Incident 2 – EARTHQUAKE

At this stage we start by moving pupils back into their original religion groups, for instance, all Christians sit together and Muslims sit together and etc. We then show them the second incident, a youtube movie displaying an earthquake. This making the pupils rip up their roots again from the hopeful common religion they made with the other cultures/ religions, to be divided back into their original religious group. This happens because the earthquake has so much power that India is being divided into 5 separate islands/ countries concealing only Muslims on one Island, Zulus on another Island, Christians on a third island, Buddhists on a fourth island and the Hinduists/ teachers/ us on a fifth island. On each island they have to discuss if they want to stick their newly agreed common religion/ culture or go back to their original religion/ culture.? To this theres no limits, the pupils can choose to do what they want.

Why the name “Caught in a Phenomenon”?

We have made this title because we think it pretty much sums up this Storyline lesson. The polars melting process is a natural disaster phenomenon that increases more and more as time goes by. With in this title we also refer to each single natural disaster as a phenomenon that can easily trap people in their countries, their houses, in an illness or in a mental state that a person might not prefer to be caught in. In our storyline we use the disasters to force the participating pupils (Nordplus students) to come up with an instant opinion or decision and they are actually caught physically in these natural/ weather disaster phenomens in our "storyline". With "Caught in a phenomenon" we also refer to the mental state concerning a phenomenon, by letting the pupils receive new knowledge about a religion, they might have an oppinion to, but lacks knowledge based facts and information; .i.e. people often make up opinions, decisions, values and prejudices about a religion or a certain group of people, like minorities etc. With this we mean that some people can convince themselves that much, that something seems so real for them, that it ends up being actual knowledge about a group of people in their mind – They might end up getting caught in a twine of nonfactual data & beliefs. This we also chose to describe as a phenomenon, that more and more people is actually trying to break free from from that kind of mental state, by searching for more knowledge and information, but there's still some people who excludes them self from these knowledge seekers and end up "Caught in a Phenomenon" - *The world is smaller that people might think.*

STEP 9 Evaluation & Reflection

HOW IT WENT IN PRACTICE

Initially we would like to say that this was the first time we have tried out this approach in the real classroom. On the one hand the group had planned the lesson well on paper but there were also things which the group had to do on the spot (a plan B). The group would like to divide their reflections into 2 parts – things the group did well and what could be improved for the future if they wanted to lead such a lesson using Storyline approach.

What was done well	What should be improved
1. We accomplished the main goal – how the Storyline works in a real classroom in a multicultural heterogeneous group.	• The Storyline teachers’ group should have reduced the misunderstandings between them before they lead the lesson, because it disturbed the participants’ learning process.

<p>2. We succeeded in obtaining and differentiating the knowledge between intercultural groups.</p>	<ul style="list-style-type: none"> • We could have been more knowledgeable concerning the subject's religions they taught and should maybe have invented a fictional island to travel to, so it wouldn't be India (an IRL place).
<p>3. We included different learning styles during the Storyline process, for instance, movie for audial and visual learners and character sheets for intrapersonal learners, co-operative tasks like discussions and group work for interpersonal learners. We also added a walk and talk exercise as a plan B for kinaesthetic learners. We included both productive (speaking & writing) & receptive skills (listening to language & reading a text of info) as a way to learn. we included all most every Nordplus participant in different roles (fictional and non-fictional), so each participant in the lesson felt that their opinion was important, concerning problem solving. Us as a group also included theater and a lot of different creative processes, with high pupil activity. We included factors/problems from the real world into the classroom, to make the Storyline lesson more realistic. So the conclusion is, that the our group succeeded in using the main title "Inclusion" in to this project.</p>	<ul style="list-style-type: none"> • We as the storyline group had a major problem with the time limit, because the tasks took lesser time than they expected it would. We think that the time limit they had for each task would maybe have lasted if they did the storyline with children as they were supposed to.
<p>4. We as the Storyline group had unforeseen problems, such as, time management and incorrect information about religions, but despite the problems we didn't</p>	<ul style="list-style-type: none"> • We should have divided their work more equally between them than they did, so it would seem like that all participated more equally in oral instructions. Linked

<p>confuse them and continued our lesson plan.</p>	<p>to this, it would have helped with more clear instructions by the teachers.</p>
<p>5. The Storyline group proved that this approach is very flexible in inclusive education, for instance, they used both different teaching methods – co-operation and collaboration within a group and productive and receptive skills as a way to learn.</p>	<ul style="list-style-type: none"> • The groups workprocess between Kaunas & Visby could have been better, each member should maybe have been more flexible concerning Skype meetings and the writing processes, so each member of the group new the same as the others did. This would have reflected upon the practical part too.
<p>1. We as the “The Caught in a Phenomenon” group managed to organise the participants’ work in the religion groups and noticed if there were any misunderstandings and dealt with them immediately.</p>	
<p>2. We as The Storyline group think, that the Mielstone experience have been very good. We have met some new friends, we have learned about each others differences & similarities concerning cultures & values. We have learned to think more critical and got a “portfolio” of new methods to try out in practice in each member's teaching practices. It has been a very good course for each of us and we'll hope that we can participate in more courses like this one.</p>	
<p>8. The Storyline group succeeded in making the knowledge seekers even more wiser and also helped the people caught in a mental phenomenon state, to break free from their shackles. Which they did by handing out information about religions and discussion in between the different religion groups.</p>	



Litterature list:

Internet pages:

www.islam.com

<http://www.zulu-culture.co.za/>

<http://www.uiowa.edu/~africart/toc/people/Zulu.html>

<http://buddhism.about.com/>

<http://webpace.ship.edu/cgboer/buddhaintro.html>

<http://www.bbc.co.uk/religion/religions/buddhism/>

<http://www.bbc.co.uk/religion/religions/christianity/>

<http://www.christianity.com/>

<http://www.religioustolerance.org/hinduism.htm>

<http://hinduism.about.com/>

<http://www.bbc.co.uk/religion/religions/hinduism/>

http://en.wikipedia.org/wiki/Zulu_people

www.wikipedia.co.uk

Video:

http://www.youtube.com/watch?v=iSVwY55chxw&feature=channel_video_title

Made in Pinnacle Studio (Trial Version) - <http://www.pinnaclesys.com/PublicSite/us/Home/>

Background Music:

Saya by A.R. Rahman & M.I.A. (*Slumdog Millionaire Soundtrack*)

Apocalyptica by Quotamo

Jai Ho by A.R. Rahman ft. Sukhvinder Singh, Tanvi Shah & Mahalaxmi Iyer (Slumdog millionaire soundtrack)

I will be here - Tiesto feat. Syntheticsax

Saint agnes and the burning train by Sting

Air a danser by Penguin cafe orchestra