

# Participation Resource

9-13



**RESO**NATE

**ohyeah**  
ohyeah.org

**ea** Education  
Authority



# The Oh Yeah Music Centre

The Oh Yeah Music Centre, Belfast is a designated hub for music, a registered charity and a live music venue. Our mission statement is 'Open Doors to Music' which is rooted in creating access of opportunity for all. Our vision for our Youth Engagement work is to utilise our unique placement within the creative industries to provide professional access, encourage tangible skills development and enhance the strengths of young people all whilst providing space and opportunity to be creative.

## Resonate

The Resonate is a project designed and delivered by the Oh Yeah Music Centre in Belfast, it is funded through the Education Authority's Regional Programme Funding.

The main aims of the Resonate programme are:

- To provide creative support to local youth provisions
- To increase the access to music and creative arts for young people
- To support the provision of safe places for young people to express themselves and get creative!

## Overview of the pack

This resource pack is designed to support the provision of informal music education by youth workers in local youth provisions across Northern Ireland.

The pack contains a selection of **Icebreakers** to use with groups of young people to begin the creative process and get young people talking and having fun with music. This is complemented by a specific downloadable resource of music icebreakers.

There is a link to themed **Playlists** that can be found on YouTube. This is a selection of songs that link to the theme being addressed and can be used as a talking point or as background mood music to sessions.

There are **Activities** laid out that are designed to assist the conversations leading to core themes being communicated in a creative way, through the medium of music.

The pack is supported by online **Music Resources** such as backing tracks, instructional videos and PDFs that can be used for any of the themes and will support groups in understanding theory, creating, writing and recording music.

The **Template Programme** provided is designed in four sessions to be delivered on a weekly basis. This can be condensed and delivered in a day workshop or as part of a weeklong scheme. This programme is designed to complement the themed activities.

There are practical ideas for sessions that should encourage participants to draw on their own musical interests and experiences and there are some resources to ignite further exploration of topics and themes.

This pack is suitable for use in any informal provision, by all youth workers regardless of their previous musical experience or their own skill level. The youth worker's role will be to help create the space for creative expression to happen, to draw out key issues, to safely challenge each young person to individually contribute and to move outside their comfort zones.

## Additional support

The pack is supported by online music resources such as backing tracks, instructional videos and PDFs. These can be found at: [www.resonateni.com](http://www.resonateni.com).

For more information on Youth Music Engagement, please email [youth@ohyeahbelfast.com](mailto:youth@ohyeahbelfast.com)

We hope you find this resource a useful tool to engage young people within your provision in creative, musical activities.



# Playlist

We have curated several playlists that can be used as discussion points, resources for young people to take away or just background music to your session. There is a YouTube link to the overall playlist and then a list of the individual tracks.

<https://bit.ly/ResonateParticipation> - Participation playlist

Artist	Song	Youtube Link
Hozier Feat Mavis Staples	Nina Cried Power	<a href="https://youtu.be/j2YgDua2gpk">https://youtu.be/j2YgDua2gpk</a>
Joey Bada\$\$	Land Of The Free	<a href="https://youtu.be/TeQW-9Cg8qs">https://youtu.be/TeQW-9Cg8qs</a>
John Legend, Common	Glory	<a href="https://youtu.be/HUZOKvYcx_o">https://youtu.be/HUZOKvYcx_o</a>
Death Cab For Cutie	Million Dollar Loan	<a href="https://youtu.be/XEOnOfTA3pY">https://youtu.be/XEOnOfTA3pY</a>
Pete Seeger	We Shall Overcome	<a href="https://youtu.be/M_Ld8JGv56E">https://youtu.be/M_Ld8JGv56E</a>
Solane Feat Sampha	Don't Touch My Hair	<a href="https://youtu.be/YTtrnDbOQAU">https://youtu.be/YTtrnDbOQAU</a>
John Mayer	Waiting On The World To Change	<a href="https://youtu.be/oBlxScJ5rIY">https://youtu.be/oBlxScJ5rIY</a>
Katy Perry	Roar	<a href="https://youtu.be/CevxZvSJLk8">https://youtu.be/CevxZvSJLk8</a>
Rachel Platten	Fight Song	<a href="https://youtu.be/xo1VInw-SKc">https://youtu.be/xo1VInw-SKc</a>
Twisted Sister	We're Not Gonna Take It	<a href="https://youtu.be/4xmckWVPRal">https://youtu.be/4xmckWVPRal</a>
D*Ream	Things Can Only Get Better	<a href="https://youtu.be/V6QhAZckY8w">https://youtu.be/V6QhAZckY8w</a>
Green Day	American Idiot	<a href="https://youtu.be/Ee_uujKuJMI">https://youtu.be/Ee_uujKuJMI</a>
Pink	Dear Mr President	<a href="https://youtu.be/wmMS9XVIa00">https://youtu.be/wmMS9XVIa00</a>
Woody Guthrie	This Land Is Your Land	<a href="https://youtu.be/wxiMrvDbq3s">https://youtu.be/wxiMrvDbq3s</a>
Stiff Little Fingers	Alternative Ulster	<a href="https://youtu.be/PIGmYetiCjA">https://youtu.be/PIGmYetiCjA</a>
Michael Kamakawiwo'ole	Over The Rainbow/ What A Wonderful World	<a href="https://youtu.be/Z26BvHOD_sg">https://youtu.be/Z26BvHOD_sg</a>

Artist	Song	Youtube Link
Pete Seeger	We Shall Overcome	<a href="https://youtu.be/M_Ld8JGv56E">https://youtu.be/M_Ld8JGv56E</a>
Billie Holiday	Strange Fruit	<a href="https://youtu.be/-DGY9HvChXk">https://youtu.be/-DGY9HvChXk</a>
Lisa Simpson	They Have The Plant, We Have The Power	<a href="https://youtu.be/dsoEf8Yqe3I">https://youtu.be/dsoEf8Yqe3I</a>
Childish Gambino	This Is America	<a href="https://youtu.be/VY0jWnS4cMY">https://youtu.be/VY0jWnS4cMY</a>
School Of Rock	Teacher's Pet	<a href="https://youtu.be/uN4XbRiHvOQ">https://youtu.be/uN4XbRiHvOQ</a>
Gill Scott Heron	The Revolution Will Not Be Televised	<a href="https://youtu.be/vwSRqaZGsPw">https://youtu.be/vwSRqaZGsPw</a>
Paul Brady	The Island	<a href="https://youtu.be/u3LItM6OSh0">https://youtu.be/u3LItM6OSh0</a>
U2	Bloody Sunday	<a href="https://youtu.be/EM4vblG6BVQ">https://youtu.be/EM4vblG6BVQ</a>
The Cranberries	Zombie	<a href="https://youtu.be/8MuhFxaT7zo">https://youtu.be/8MuhFxaT7zo</a>
Bob Dylan	Hard Rain Gonna Fall	<a href="https://youtu.be/hXn9ZKPx6CY">https://youtu.be/hXn9ZKPx6CY</a>
Bruce Springsteen	Born In The U.s.a.	<a href="https://youtu.be/EPhWR4d3FJQ">https://youtu.be/EPhWR4d3FJQ</a>
Radiohead	Idioteque	<a href="https://youtu.be/jXfDKWGBRs">https://youtu.be/jXfDKWGBRs</a>
Christy Moore	Clock Winds Down	<a href="https://youtu.be/gWilkXloEY8">https://youtu.be/gWilkXloEY8</a>
Pixies	Monkey's Gone To Heaven	<a href="https://youtu.be/EHC9HE7vazI">https://youtu.be/EHC9HE7vazI</a>

# Icebreakers Key



Performance



Music theory



Getting to know



Songwriting



Movement

For a full selection of Icebreakers - download our Icebreaker resource from our Resonate NI website

# Dance Island



## + Aim:

Participants will have a bit of fun and get a chance to understand movement in relation to space, timing and style of music.

## + Time:

15 mins

## + Materials:

- Music that can be paused, large sheets of paper and a large clear space.

## + Activity:

- Clear a space and lay out pieces of newspaper on the floor. Play music and have your participants dance on their piece of paper.
- When the music stops, they are to move off the paper, fold it in half, and prepare to dance when the music starts.
- Each time the music stops, they must fold the paper in half again. Participants are eliminated each time they step off the paper while the music is playing. The last young person dancing on the folded piece of paper wins.

## + Facilitator Notes:

- ✓ The bigger the paper to begin with the longer the game goes on. Allow participants a couple of tries so that they can improve their approach and techniques each time.
- ✓ Remind participants to remain respectful as those who fall off may feel embarrassed.
- ✓ Remind participants of moving safely.

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# Drop / Jump / Stop



To help everyone warm up, relax the atmosphere, activates listening and kinetic comprehension

## + Materials:

- Music to play, a phone with an alarm or ringtone or some instruments.

## + Activity:

- While the leader plays some music, all participants are walking around the room. Three kinds of sound cues are set, for example:
  - ① Music stops,
  - ② A bell or phone alarm ringing while the music continues,
  - ③ Leader shouts 'STOP'.
- *[These cues can also be about using specific instruments]*
- With every sound cue, an assigned movement must be performed.
- For example, when the music stops, all participants quickly lay down on the ground and resume walking as the music resumes; with the ring of a bell or ringtone the participants jump in the air and resume walking immediately afterwards;
- with the group leaders call all participants stop for a moment and then resume walking.

## + Alternative Activity:

- Participants divide into groups. The same cues are assigned different movement responses for each group. For example, a ring of the bell means 'jump'; for one group, 'stop'; for the other group and 'drop - lay down' for the third group.



# Mute Zones



This is useful to get the group moving about, warmed up and having fun.

## + Materials:

- None

## + Activity:

- The room is divided into “sound” and “mute” zones. All participants choose a simple song or a melody they can sing or hum. Upon entering a “mute” zone, a participant should switch to silent lip-syncing of the song and resume singing aloud upon walking into the “sound” zone

## + Alternative activity:

- The room can be divided into zones of gradually changing volumes, from quietest to loudest. Small groups of participants have to cross the room singing the song accordingly to the area they are in.
- The challenge here is to carefully choose the volume of singing in each zone so that it doesn't get too loud before the loudest area of the room is stepped into.

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# Creative Composing



This is great for testing and improving the memory of your group. They will be able to memorise and repeat sounds and improve attention skills.

## + Materials:

- Paper and Colour pencils / pens

## + Activity:

- Give each group member a sheet of paper and coloured pens or pencils.
- List the following on the flipchart:
  - A circle = hit your knees with the palm of your hand
  - A square = clap your hands
  - A star = snap your fingers  
(If a student cannot do this, have them pat their left palm with the first two fingers of their right hand.)
  - A triangle = stomp your foot
- Ask each young person to create a song using the symbols and then write it on their paper so they can then hold it up for the others to follow.

## + Facilitator notes:

- ✓ It may be useful to team some young people up into teams of 2 or 3 if some need support.
- ✓ Facilitator should model the first time to show the group how best to do it with an easy example.



# Little Maestros

This is a great way to introduce participants to the idea of reading or writing sheet music. Participants will be able to identify specific sounds via the symbol that has been assigned to them. They will also be able to use these symbols to form their own creation.



## + Materials:

- Sheets of paper and Pencils or pens

## + Activity:

- Start by designating some symbols for the different sounds that the participants can make using their bodies.
- Assign different symbols for clapping, whistling, tapping the table, stomping, slapping themselves on the thighs, shouting a word and so on.
- The symbols need to be things they can write quickly, like lines, circles, waves, and triangles. Assign at least 4 symbols to different sounds.
- Next, demonstrate how to write down a simple rhythm that you have made up.
- Once the young people understand the concept, write a few more examples on the white board and have the young people “read” the musical rhythms.
- Encourage the group to write their own unique rhythms and have the group perform them.

## + Facilitator notes:

- ✓ Some young people may need help with their own creations. Have some examples ready or be ready to team some participants up together to support one another.

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# Improvisation Game

This is a good way to get to know each other using music and helps to improve the group dynamic. Good way to incorporate music and sound into a name game.



## + Materials:

- None

## + Activity:

- This game of musical-improvisation helps to develop your group's imagination and not to be afraid to improvise with their voices by using various means of vocal expression (pitch of the voice, whispering, shouting, singing in any style, etc.) The leader should encourage as much creativity as possible.
- Everyone sits in the circle. A volunteer sits in the middle and tells his/her name. For example, let's say it is Tomas. He closes his eyes.
- Everyone sitting in the circle starts improvising by using any means of vocal expression and by creating their sounds from the name “Tomas”, for example “ommmmm, , ssssss, tomtomtomtom, Ttttttt, Ta-a-a-a-ass”. Without any conductor, the circle has to feel the common dynamics of what's being created and also to finish at the same time.

## Facilitator notes:

- ✓ At the end, the person who was sitting in the centre should tell what emotions and visions came to him/her during the improvisation with his/her name.

# Colour Connections

This is useful for the group to begin the song writing process in a way that is simple and easy to understand

## + Materials:

- Pens and paper, colours printed out or a range of objects in different colours.

## + Activity:

- Split the group into pairs or small groups. Give each group a colour (either written down or using an object of that colour).
  - ① **First step:**  
Ask the groups to think of as many words, moods or phrases that they associate with the colour they have been given.
  - ② **Second step:**  
Ask the groups to narrow down the most popular ones. Then with their list, start to form narratives, images and sentences, maybe even a storyline.
  - ③ **Third step:**  
Encourage the group to start thinking of their storyline in terms of lyrics, using rhymes or couplets.
  - ④ **Fourth step:**  
If the group are feeling ready, they can use our backing track resources to set their lyrics to or move on to the next stage and use our resource for creating your own beat or backing track.



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# Frog in my throat

Get the group warmed up, having fun and thinking of lots of different songs.

## + Materials:

- None

## + Activity:

- Split your group into smaller teams - whatever you think is suitable.
- Each group must come up with a song to perform and sing part of in front of the group - but there is a catch. They must perform this song as badly as possible.
- Young people are given time to decide their song and how they will perform.
- Take turns in performing songs and enjoy!

### Facilitator notes:

- ✓ This is a great activity for breaking down barriers between groups who may not know each other, or who may be nervous about performing. As they are aiming to perform badly, it does not matter who is the best singer or performer, it's about having fun!



# Find Your Hum



Get the group warmed up, get their voices warmed up and having fun. This is great to get the group moving and to break the ice with new groups.

## + Materials:

- Pen and paper

## + Activity:

- Choose a number of familiar songs (half as many songs as people in your group). (Pro tip: Use Christmas songs if this is a Christmas kick-off!)
- Type up the titles, print two sets, and cut into strips.
- When the game begins have everyone draw a song title and begin humming. The challenge is to move around the room and find the other person humming the same song!

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# Scavenger Hunt



To get the group to communicate with one another, to break the ice and to find out about people's likes and dislikes

## + Materials:

- List of questions
- On the first column, leave space for the personal answers, and on the second column, leave a blank space.

## + Activity:

- The group fill in their answers completely, and then move around amongst each other finding people with the same answers.

Your Answer	Question	Who Shares Your Answer
	Favourite genre of music?	
	Instrument you play?	
	Do you sing in the shower?	
	Can you dance?	
	Do you like to sing?	
	Favourite artist?	
	If you could meet any musician who would it be?	
	Favourite concert?	
	Have you ever written your own song?	
	Who would you like to see in concert? (Dead or alive!)	

# Step Forward If...

This exercise can be used to demonstrate the commonalities or diversities within a group. This can help group facilitators to understand the diverse backgrounds of the group before beginning the main activity.



## + Materials:

- Enough space to form a big circle

## + Activity:

- Participants form a circle with everyone facing the inside of the circle. The facilitator asks participants to step forward into the circle if they feel they agree with the statement e.g. 'step forward if you love music'. After staying forward long enough for the rest of the group to see them, participants can step back to their original places in the circle. Another question is then asked, and so on.
- It can give a nice feeling amongst the group members if a round of applause was given for those who step forward.

## + Tip:

Offensive or sensitive topics should be avoided, especially with people who do not know each other very well yet. Example statements:

### Step forward if. . .

- You like rock music
- You play a musical instrument
- You have ever written a song
- You are nervous to sing in front of anyone
- You sing in the shower

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# Body Percussion

To introduce participants to rhythm and beats and to explore the physicality of making music and sound and how our bodies can be sound makers. This is a great activity for getting the group to think outside of the box when it comes to rhythms and sounds, they can make just by using their body or voice. It can also be a good way to refocus a group after a high energy activity or break and bring them 'back into the room'. It gives the group a greater sense of what sounds they can make with their bodies and how physically, they can make rhythms without using any instruments at all.



## + Activity:

- The group stands in a circle and a participant starts to make a beat either using their body or with their voice which they repeat. The next participant then makes a new beat or sound and this continues round the circle until the last participant has made their sound.

## + Alternative:

- The first participant 'passes' the beat to the next person in the circle until the beat has travelled the whole way round the group and returns to the second person in the circle who then begins a new rhythm and passes to the next person until everyone has made up and passed on their own beat.

## + Alternative 2:

- Have all group members stand in a circle and close their eyes. A leader taps a participant on the shoulder, and they make a rhythmic sound with either their body or their voice. They continue to make this sound. The leader walks around the outside of the circle and randomly taps participants on the shoulder to contribute until everyone is making a sound or beat. The leader can then walk around the circle again and tap participants on the shoulder to indicate they should drop out until the group is silent again.

# Activities Key



Performance



Music theory



Getting to know



Songwriting



Movement



Emotions



Mental Health



Physical



Social

# Participation Walking Debate



## + Aim:

This should get the group thinking about the issues that surround the theme of participation. There are many topics and issues which can be brought up when looking at participation from community identity, volunteerism, climate change, politics, fitting in, unemployment.

## + Materials:

- Nothing, but can also be done using Agree and Disagree signs.

## + Activity:

Participation walking debate statements:

- We live in a fair society.
- People who have money have a better chance of success
- Poverty is not a big problem where I live
- Young people know about their rights
- Politicians care what young people think
- I have the ability to make a difference in my community
- Young people in this country are treated fairly
- The most important thing I can do is get a job
- I would like to volunteer in my community
- There are situations where it is acceptable that children's rights denied
- The right to be heard doesn't mean anything if you can't vote
- Once a young person has been excluded or expelled from school, they shouldn't get a second chance
- Adults know what is best for young people
- Migrants and refugees should be allowed to work, benefit and contribute to society as soon as they arrive
- Young people today face so many more challenges than their parents' generation
- I have felt like I don't fit in before



# Music As A Protest

## + Aim:

To get the group thinking of music as a vehicle for expression. Exploring the notion that art is political and music has been used for decades as a way of communicating issues.

## + Materials:

- Phone or device with a streaming platform on it, speakers

## + Activity:

- Split the group into smaller groups and make sure each group has a device that can stream music or can search for songs.
- Ask each group to come up with a list of songs that address an issue that is topical, that people are talking about or that is important to them.
- Bring these lists back into the main group and listen through or watch the videos of a selection of the songs.

## + Facilitators notes:

This will normally bring up a whole range of music genres and songs that the group may not be aware of. Even if leaders do not know the songs, it can be useful to have a computer and projector set up to search the lyrics and read through as a group as a way of understanding the context and the subject and furthering the conversation.

## + Questions that could be used for debrief:

- What was the song referring to?
- How did the artist/band address the issue?
- Does the music of the song match the topic?
- What do you think the artist/band thinks about the issue?
- Is there a line that stuck out to you?
- Why do you think that?
- Do you think music should have a message or should artists stick to just making good songs??

## + Examples of songs:

We have created a sample list of protest songs that you can find at <https://bit.ly/ResonateParticipation1>



# Protest Schmotest

## + Aim:

To start thinking about songwriting but using an issue based approach. This will get the participants thinking about how words rhyme and what rhythms work well in rhyming couplet lyrics..

## + Materials:

- Pen and paper.

## + Activity:

- Ask the group 'What really annoys you?'
- Answers could range from littering, bullying, having to do homework, having to do chores around the house.
- Then ask the group to take the thing that annoys them the most and try to come up with two lines or lyrics that rhyme.
- It can be something really simple eg: 'Why do I have to clean my room? This is the thing that gives me the doom!'
- Come back in and share your rhymes lines with each other, perhaps have the group vote for the best or most creative, funniest lines etc.



# What do we want?



## + Aim:

To look at the easiest format of protest song – the call and response and the protest chant. This is used throughout the world at protest rallies.

## + Materials:

- Pen and paper

## + Activity:

- Have the group talk about any protests they have attended or have seen on the news, for example the recent climate change rallies or anti-racism rallies. This has the potential to open up conversation about flag protests, legacy issues or social issues so a reminder to the group about the contract/agreement and ensuring that respect and understanding is shown to everyone in the group.
- If the group has any examples, ask if they remember any of the chants that they would have heard. An easy example would be:

**'What do we want?'**

'XXX'

**'When do we want it?'**

'NOW!'

- [If the group does not have any examples of rallies or marches, then footage can be found on YouTube of various recent protests].
- As a large group either decide on one main issue to focus on eg: Votes at 16, Climate Change, Racism, Anti-drugs etc. or alternatively have the group come up with a list and each small group picks their issue from a hat.
- In the smaller groups ask the participants to come up with protest chants for their issue.
- They should keep the chants short, catchy, simple and rhythmic.

## +

### Extension conversation:

- Can talk to the group about the current issues that make them angry?
- What do they care about so much that they would attend a protest about it?

## +

### Examples:

- When I say \_\_\_\_\_ you say \_\_\_\_\_  
Eg: When I say 'Black Lives', you say 'Matter'  
'Black Lives'      'Matter'  
'Black Lives'      'Matter'
- What do we want? JUSTICE (or: PEACE, etc. etc...)  
When do we want it? NOW  
Do we want it next week? NO!  
Do we want it next year? NO!  
When do we want it? NOW!  
When do we want it? NOW!
- Young people / Women / Survivors united  
We will never be divided.
- To the tune of 'Hey Baby (If You'll Be My Girl)'  
Heeeeeeyyyy (name of baddie)  
I wanna knooooowwww  
How you sleep at night!
- Fee fi fo fum Look out \_\_\_\_\_ here we come
- **Environmental chants**
  - Invest in the future!  
[Not in pollution]  
Put your money  
[In the solution!]
  - No more coal! No more oil!  
Keep your carbon in the soil!
  - Corporate greed we must fight!  
Polluting Earth is not right.
  - Say it loud, say it clear  
Fossil fuels not welcome here

# My campaign song

To get the group thinking about their own opinions, feelings and characteristics and to encourage them to explore the positive elements of themselves that they would put forward to the public.

⊕ **Materials:** Flip chart, markers, streaming device and speakers.

⊕ **Activity:**

- Ask each participant to imagine they are running for election in their school's head boy/ head girl election. Give each participant a flip chart sheet. They must draw their campaign poster, including a campaign slogan.
- Ask the group to think about what their campaign song would be if they ever ran for election? What song would represent their views? Share with the group (playing snippets, if possible). Why have they chosen this song? Why should people listen to it and vote for them?



# Vote for Batman!

A fun way of encouraging participants to think about music in a political sense and to start putting together songwriting skills in a specific way with a tangible example.

⊕ **Materials:** Flip chart, markers, streaming device and speakers.

⊕ **Activity:**

- Split the group into small teams or pairs. Ask them to choose a superhero (either of their own choice or to pick one from a hat) and to imagine this superhero is running for election. It may need to be explained what an election is and how someone is chosen, this will depend on your group and their level of understanding of these concepts.
- Ask each team to write their superhero a song for their campaign (perhaps using their theme tune as a backing track!). This song should be about what they stand for, what are they known for (strength, speed, disappearing, catching 'bad guys') and how they want the world to be.
- If the group are struggling with this, they could start by thinking about all the words they associate with a superhero and using rhyming couplets to put together a few lines about being a superhero and wanting to win votes.
- On [www.resonateni.com](http://www.resonateni.com) you will find videos with already made beats and backing tracks if your group would find it easier to create words to fit in with these pre-made backing tracks.
- Share with the wider group. You could also add in an extra element of competition and ask for votes for each superhero based on their song and this could link into a wider project looking at democracy and voting.



# Climate Change walking debate

This should get the group thinking about the issues that surround the topic of Climate Change. It can be helpful to start with asking the group if they are aware of the phrase 'Climate Change' and if so, what does it mean to them? Due to recent media spotlights and other focuses on the issue, some of the group may be very knowledgeable whilst others may have little awareness.

⊕ **Materials:** Nothing but can also be done using Agree and Disagree signs.

⊕ **Activity:**

Climate change walking debate statements:

- Climate change will have a big impact on my life
- I can't do anything to change the world by myself
- People who eat meat are harming the planet
- Instead of getting new clothes, you should always shop in second hand shops or on eBay
- Recycling won't make any difference
- Fast food companies are just jumping on a bandwagon by offering veggie meals / plant-based alternatives to meat



# Weather the storm



This activity will encourage the group to think about the sounds that they hear; the sounds that represent feelings and emotions but also how different weather elements can be represented through everyday items and noise making objects

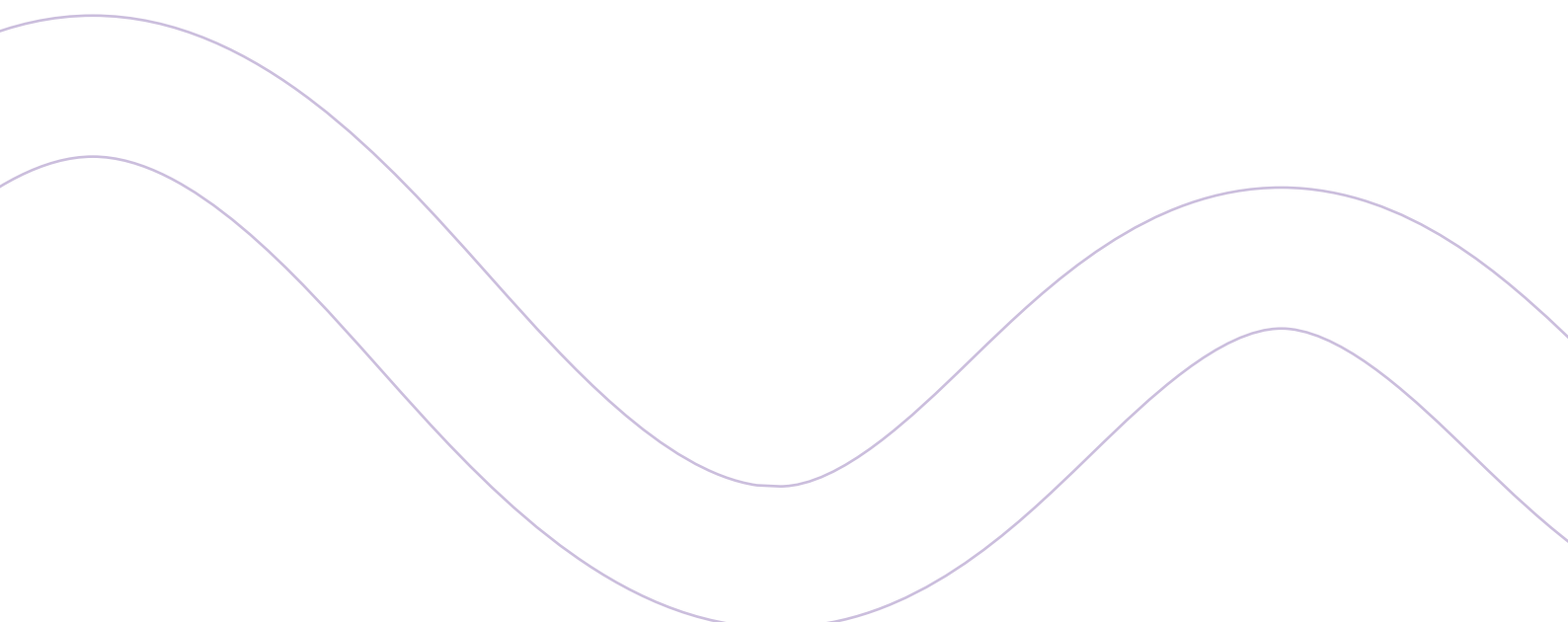
⊕ **Materials:** Objects and items from everyday life, these can be brought in from home, picked from around your centre or be provided ahead of time by the facilitator.

⊕ **Activity:**

- As a big group, think about the words we associate with various weather elements. What words would we attribute to:
  - A really warm, sunny day
  - A sudden, heavy rain shower
  - A thunder and lightning storm
  - A snowstorm
  - A cloudy day
  - A day that has light showers and sunny spells
  - A windy day
- Now in small groups, give each group one of the above examples to 'soundtrack'. They have to either find objects around the centre or choose instruments or noise making objects from a selection provided. With their selected objects, they have to create a soundscape of what that weather element would sound like.

⊕ **Discussion points:**

- Why does climate change matter?
- Has weather changed through your lifetime?
- Can you remember any particularly extreme weather conditions?
- What impact does weather have on our day to day lives eg: crops, farming, food production, industries.
- Who is going to be the most impacted by extreme weather conditions? Why does that matter?
- How has music been connected to the weather and elements over time?
- Discuss the loss of wildlife due to fires, rising tides and pollution. Then discuss natural music or birdsong, whale song for example. Can these be replicated with our voices?



# Junk Orchestra



This should follow conversations with the group about recycling and the impact that recycling certain materials can have on the environment. It should get the group thinking about the items that they have in their homes that are 'single use' and those which are 'multi use'. It should also get the group thinking about noise making and the how this relates to music and the making of music..

+ **Materials:** Various - these will be outlined with each 'instrument.

## + **Shakers:**

### **You will need:**

- A container:  
[A plastic bottle with a lid eg: a water or drinks bottle, a plastic container with a lid, a tube eg: a pringles tube]

### **Contents:**

- [one or more of the following: Sand, Stones, Dried Beans, Seeds, Rice, Salt, Sugar, Coffee Beans, Paper Clips, Buttons, Beads, Ball Bearings etc]
- To make a shaker, put the chosen contents into the container and ensure the lid is tightly attached (either screwed on tightly or stuck on with tape or glue)
- The group can experiment with the different contents to see what different sounds can be made.

## + **Drums**

The group can use ready-made drums or they can make their own.

For a ready-made drum use a metal saucepan, metal dustbin, plastic dustbin, large square biscuit tin or empty tissue box.

### **To make their own drum they will need:**

- A hollow object e.g. ice cream tub, biscuit tin, bucket
- A drum 'skin', e.g. clingfilm, paper, canvas, plastic bag, sticky back plastic (with the sticky side inside the drum)
- Something to attach the skin to the head, e.g. elastic bands
- Remove the lid if the hollow object has one, place the skin over the open top of the container and pull the skin tight. Fasten the skin to the drum using elastic bands or tape.
- Drums can be played with the hands or drum sticks. Pencils, sticks, chop sticks, wooden spoons or dowling can be used as drum sticks.
- The drum can be turned into an ocean drum but putting beads or dried peas inside the hollow object before adding the drum skin. The group can experiment with the different contents to see what different sounds can be made.

## + **Guiros or Scrapers**

The group can use a ready-made guiro/scrapper or they can make their own.

- For a ready-made guiro, use a rigid plastic bottle such as a water bottle, preferably one that has some grooves. Scrape a pencil or chop stick along the side of the bottle.
- To make your own guiro, take a piece of dowling and notch grooves in it. Scrape a pencil or another piece of dowling along the grooves.

OR

- Take a plastic bottle or tube and wrap washing line around it, gluing the washing line in place as it spirals around the bottle or tube. Secure each end with tape. When dry, use a pencil or chop stick to scrape the washing line.

## + **Bells**

For the bells, the group could use:

- Keys / Buttons / Milk bottle tops
- To join them together, use: String / Thread / Elastic
- Thread the bells on to the string, thread or elastic and fasten the ends together.
- These could be made into wrist or ankle bells.

## + **Once all instruments have been created:**

- Split into small groups featuring an assortment of instruments and ask each small group to come up with a unique rhythm or sound pattern. They can teach this to other groups and have everyone attempt their sound.
- Attempt to convey different emotions, different weather patterns, different themes within small groups
- As one big group, experiment with rhythms for each instrument and see how they can blend together

