

Inclusion, Diversity & Equality of Opportunity Resource

9 - 13



RESONATE

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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.

For more information on Youth Music Engagement, please email 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/ResonateInclusion1> - Inclusion, Diversity and Equality of opportunity Playlist

Artist	Song	Youtube Link
Gloria Gayner	I Am What I Am	https://youtu.be/QHcDnqlz0jg
Aretha Franklin	R.E.S.P.E.C.T.	https://youtu.be/6FOUqQt3Kg0
MACKLEMORE & Ryan Lewis	Same Love	https://youtu.be/hlVBg7_08n0
Bob Marley	One Love	https://youtu.be/vdB-8eLEW8g
The Beatles	All You Need Is Love	https://youtu.be/t5ze_e4R9QY
Lady Gaga	I Was Born This Way	https://youtu.be/wVlFrqwZyKw
Green Day	Minority	https://youtu.be/cDBlqu6KF4k
Labrinth	Express Yourself	https://youtu.be/uhfbGOtIYx4
Mamma Cass Elliot	Make Your Own Kind Of Music	https://youtu.be/iQ7dTMPwUi8
Beyonce	Freedom	https://youtu.be/yPMGCMoWrBc
Marvin Gaye	What's Goin' On?	https://youtu.be/HkA3Utbj4M
Kacey Musgraves	Rainbow	https://youtu.be/6OFv566mj7s
No Doubt	I'm Just A Girl	https://youtu.be/PHzOOQfhPFg
Divine Comedy	Sunrise	https://youtu.be/gpUXrTDV9IM

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.

Poison Rhythm

Participants will recognise various types of rhythms and understand the importance of counting beats.



+ Materials:

- None

+ Activity:

- The instructor will clap a four-beat rhythm that is labelled the “Poison Rhythm”. This is the one they should avoid repeating.
- Then, clap a series of four beat rhythms to the class, which the class must repeat back.
- When the instructor claps the poison rhythm, the class should remain silent.
- If anyone in the class accidentally claps the poison rhythm, they are out of the game.
- Extension - if you feel that the group is ready. You can offer a young person the chance to come up with the Poison Rhythm and they lead the group.

+ Facilitator notes:

- ✓ This activity will require careful listening and attention from the group.
- ✓ It is a good idea to have the group calm and settled before going into this and to keep energy levels moderate during the game. This can be managed during the game by using a long and slow rhythm and encouraging the students to match their breathing to the beat.

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-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.



ABC Sing Off

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

+ Materials:

- None

+ Activity:

- Group stands in a circle and one person is the leader (the leader can participate also).
- Start with one person on any given letter of the alphabet and they must start singing some lyrics of a song - either the song beginning with the letter, the section of lyrics beginning with it or in cases where your letter is difficult, band is accepted (e.g. Q for Queen Therefore Bohemian Rhapsody would be accepted).
- You then continue through the group circle singing songs using the alphabet as a guide! The leader decides at what pace the game goes at - the song doesn't change until the leader says so! They can speed the game up by doing quickfire rounds or giving people a few seconds to sing each song.

+ Facilitator Note:

- ✓ As an alternative, participants could also hum the tunes.



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!

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

Activities Key



Performance



Music theory



Getting to know



Songwriting



Movement



Emotions



Mental Health



Physical



Social

Friendship



+ Materials:

- Pen and paper (extension exercise can include instruments, devices to use free music making software eg: GarageBand, Serato DJ Lite)

+ Activity 1:

Walking Debate:

- I have one 'best friend'
- I find it hard to make new friends
- I have friends that I have known since I was very young
- I am only friends with people I go to school with
- My friends are all very similar to me
- I have been hurt by a friend before
- My friends talk find it easy to talk about difficult things
- My friends have the same music taste as me
- I have someone I could talk to if I was feeling low
- I found Lockdown really hard because I couldn't see my friends
- My friends are as important as my family

+ Activity 2:

Can you think of any songs about friendship? Listen to our Friendship Playlist: <https://bit.ly/ResonateHealth7>

+ Activity 3:

Can you think of any songs about friendship? Listen to our Friendship Playlist: <https://bit.ly/ResonateHealth7>

Examples:

- You've Got A Friend In Me - Toy Story
 - Count On Me - Bruno Mars
 - You're My Best Friend - Queen
 - Graduation (Friends Forever) - Vitamin C
 - I'm Only Me When I'm With You - Taylor Swift
 - See You Again - Wiz Khalifa Featuring Charlie Puth
 - Army - Ellie Golding
 - Always Be Together - Little Mix
 - Brave - Sara Bareilles
 - Song For A Friend - Jason Mraz
 - Friend Like Me - Aladdin
 - Gift Of A Friend - Demi Lovato
 - Friend Like You - Andy Grammer (Captain Underpants)
 - Umbrella - Rhianna Feat Jay Z
-
- Listen to some of the friendship songs suggested by the group or in the Playlist and ask the group to think of a special friend they have. Can they think of a time that their friend was kind to them or that they were glad to be their friend?
 - Ask participants to write a letter to their friend to tell them the good things they think about them, why they are their friend and what they like about their friend.
 - When participants have completed the letter, this can be the basis for the extension exercise of putting it to music or rewriting in lyric form. Check out our downloadable resources and videos on how to write a song or the breakdown of a song.

Bullying

This set of activities are designed to explore the understanding of the term bullying and the group's collective experience of the issue. This topic may bring up some big emotions for the participants so setting boundaries, reflecting on the group agreement and ensuring a safe space for discussion is vital.

+ Materials:

- Flipchart, pens, post-its, paper

+ Activity 1: Define bullying

- On flipcharts write 'Physical', 'Cyber', 'Social' and 'Verbal'.
- Have the group walk around and write down examples of each type of bullying on post-its and stick to the flipchart.

+ Discussion points:

- Is there a type of bullying that seems worse?
- What actions would you take if you were being bullied or saw someone being bullied?
- Why do some people bully?
- Is there a line between friendly 'banter' and bullying?
- Ask the group to define what they think bullying is.

+ Official definition:

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

This definition statement is based on the definition of bullying as laid out in the Addressing Bullying in Schools Act (Northern Ireland) 2016.

+ Activity 2: Bullying Walking debate

- Read the set of statements out to the group and ask the participants to position themselves on the line depending on whether they agree or disagree with the statement.
- Ask them to volunteer their reasons for their choice; they can move along the line if they are persuaded by other people's opinions.
- Remind the group that there are no wrong answers & that respecting the opinions of others is important.
 - Spreading rumours about someone is bullying
 - It's their fault for not standing up for themselves
 - Bullying doesn't happen in my class/school
 - Boys bully more than girls
 - Forwarding pictures or texts that upset people is bullying
 - Banter is not bullying
 - Being bullied makes you a stronger person
 - Leaving someone out repeatedly and on purpose is not bullying
 - Bullying is a really serious issue
 - You should always tell someone if you feel bullied or see someone being bullied
 - Online bullying isn't as serious as physical bullying.
 - People who are bullied can get support and it can get better.

+ Activity 3: Anti-bullying song

- Split the big group into smaller teams.
- The task is to come up with an anti-bullying song for the youth club or class.
- If the teams are finding the task difficult, they can break it down.

+ Here are some trigger questions:

- What feeling words can you think of relating to being bullied?
- What can someone do if they see someone being bullied?
- What advice can you give to someone who is being bullied?
- Why is bullying so wrong?
- Each team should try and think of a chorus and a verse. You can look at our resources on songwriting and the breakdown of songs on the YouTube channel.
- You can look at our resources on songwriting for some help and the breakdown of songs on the YouTube channel.



Who I am

This activity should help participants understand what it means to belong, to explore what makes them unique and to identify key elements of their identity.

+ Materials:

- Paper, colouring in pens

+ Activity: My high five!

- On a sheet of paper, have the participants draw around their hand.
- On their thumb, they should write or draw something relating to their hobbies/things they are passionate about
- On their index finger, something relating to their best qualities as a friend
- On their middle finger, something relating to their favourite things about themselves
- On their ring finger, something that makes them different from other people
- On their pink finger, they should write something the person who loves them most would say about them
- On the palm of their hand they should write or draw all of the things or people that support them or make them stronger

+

Activity: My Song

- Moving on from the answers from the above, ask the participants to put together a verse and a chorus that relates to them and their identity.
- If they are struggling, they can break it down into a line about their name and their family, a line about their physical community, a line about their friendship groups, a line about their interests and passions. The chorus can be their

+ introduction to themselves.

Here are some trigger questions:

- What makes you, you?
- How would you describe yourself?
- What describing words would your mum/best friend/teacher use to describe you?



Gender

This set of activities should help participants begin to think about the concept of gender stereotyping that may occur & be visible in our communities and in groups we belong to. It should encourage discussion about gender and identity, especially in relation to portrayals of gender and representation in popular culture and music.

+ Activity 1: Splits

Read out the following list and ask participants to go to one side if they think it's a 'girl thing' and to the other side if you think it's a 'boy thing'.

- | | | | |
|--------------|---------------------|-------------|-----------------------|
| • Dancing | • Doctor | • Scientist | • Guitar |
| • Teacher | • Nurse | • Blue | • Computer Programmer |
| • Cooking | • Singing | • Cleaning | • Red |
| • Pink | • Burping & Farting | • Lawyer | • Glitter |
| • Rock music | • Pop music | • Engineer | • Mathematician |
- Why do you think there was so much agreement?
 - Where do these ideas come from?
 - Do you think is it true that these are just girl's or boy's things?
 - Where are these answers coming from?



+ Discussion regarding gender roles:

- From an early age we begin to form a clear idea of gender roles, that will include what things we like, what toys we play with, how we act and choices that are associated with being male or female.
- These ideas come from all sorts of sources - our families, the media, what we see in our world.
- Studies have even shown that parents speak differently to baby boys and girls!

+ Activity 2: Walking debate

Ask the group if they Agree or Disagree with the following statements:

- Men are better musicians than women.
- There are more famous women singers than men singers.
- You have to be beautiful to be a successful female musician.
- You have to be handsome to be a successful male musician.
- Women can be mothers and have a successful career.
- Men can be fathers and have a successful career.
- Mothers shouldn't be touring musicians.
- Fathers shouldn't be touring musicians.
- It is easier to be a man than a woman in music.
- Radio stations should be made to play an equal amount of music from men and women.
- This may be the first time any of the group are thinking about any of these stereotypes and beliefs, so it is important to reinforce the group agreement and ground the conversation in respect and gentle challenging. Facilitator should gently guide the discussion towards equality of opportunity concepts.

+ Activity 3: Name as many...

- Ask the group to split into smaller groups.
- Ask them to name as many male or male identifying artists. Ask them to then name as many female or female identifying artists.
- Which list is bigger?
- Ask the group to name the potential barriers to becoming successful in the music industry and what solutions can they think of that might help.

+ Activity 4: Songs of female empowerment

- Select two songs about women, one written BY a man and one written BY a woman.
- Divide young people into groups.
- Decide how many groups you have and pick from the songs below. Print off lyrics to the chosen songs.
- Each group gets the lyrics to one song (and listens to a stream or watches the music video) and they go through and underline all the descriptions of the people in the songs.
- Ask groups to think about the images and story surrounding the lyrics.
- What is the song trying to say? What does it make you think of? Is it effective?

+ Examples of songs:

- **Run The World** - Beyonce
- **I Will Survive** - Gloria Gaynor
- **God Is Woman** - Ariana Grande
- **Roar** - Katy Perry
- **Fight Song** - Rachel Platten
- **Wannabe** - Spice Girls
- **Stronger (What Doesn't Kill You)** - Kelly Clarkson
- **Independent Women Pt1** - Destiny's Child
- **Fighter** - Christina Aguilera
- **Sisters Are Doing It For Themselves** - Aretha Franklin

Culture in music

These activities should allow the group to explore the representation of culture in music and to look at how important representation is.



+ Activity 1:

In small groups name as many traditional instruments as they can?

Examples:

- Harp
- Fiddle
- Bagpipes
- Accordion
- Marimba
- Banjo
- Pan flute
- Uilleann Pipes
- Vuvuzela
- Didgeridoo
- Bodhrán
- Concheras

+ Activity 2:

Ask the group to guess where the following artists who communicate their cultural heritage clearly are from?

- **Camila Cabello** [Cuban - American]
- **Shakira** [Colombia]
- **Santana** [Mexican - American]
- **The Pogues** [Irish]
- **Bob Marley** [Jamaican]

+ Activity 3:

Listen to the clips in the YouTube playlist 'Traditional Music From Around the World' and match the countries of origin.

Discuss:

- What instruments can you hear in each track?
- What images do the sounds conjure up?
- What music would you associate with each country?

