

IO1 Building Basic Skills Toolkit

Session Plans for Music Resources

Introduction

The aim of the Artistic Licence Basic Skills Toolkit is to build basic skills and competences in marginalised adult and migrant learners through various creative media, including drama, music and storytelling. These session plans present different activities and methods for using music based techniques and music to explore alternative education strategies for marginalised adult and migrant learners.

Music and music based learning techniques provide an excellent alternative for education of migrant and adult learners in the margins of exclusion. Music based learning strategies are proved by variety of sources to be very effective in capturing learners' attention and increasing their motivation to learn. Moreover, they can be particularly effective in supporting foreign language learning, especially important while working with groups of migrants. Music helps also to communicate cultural values and differences in more acceptable and accessible manner. Through music activities migrant learners may easily acquire understanding of social value systems and cultural heritage of hosting countries.

Activity 1

Title	How music can develop your skills	
Target Group	Marginalised migrants, adult learners, job seekers	
Duration	20-30 min, depending on the size of the group	
Learning Outcome	Improved memory, improved communicating skills	
Level(s)	Remembering, Applying	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to develop learners memory and communicating skills. In this exercise participants learn how to start a conversation in a foreign language, having regard to cultural norms of communication in the host country. Learners are encouraged to integrate with other members of the class, by engaging in conversation. This activity works well as a worm-up or icebreaker. Additionally, participants practice their listening and speaking skills. The activity suits all language competence levels and it can be adapted to different scenarios and themes of the classes.</p>	<ul style="list-style-type: none"> • A room with chairs arranged in semi-circle and free space allowing for interaction of learners • Sticky notes, papers and pens for learners • Prearranged list of questions 	
Instructions for facilitator		
<p>The activity is called 'One question interview on Music'. By providing learners an opportunity to integrate with other members of the group, this activity aims to teach them strategies on how to start a conversation with strangers in the host country.</p>		

Learners practice moreover their speaking and listening skills as they need to ask the question to every member of the group and list out their responses. Additionally, learners practice public speaking, as at the end of the exercise they present a short summary to the group.

Instructions to deliver this activity:

- 1) Before the classes, the facilitator prepares the list of questions about learners' musical preferences and experiences and music in general, then numbers them accordingly to the number of students in the group. Each learner will later receive one question.

The facilitator should remember to adjust the questions to the level of language competences of the learners. At the beginner level, there should only be included short answer questions. However, the facilitator should encourage learners to shortly justify their yes/no answer. If necessary, while presenting the list of questions the facilitator should assist learners to make sure that everyone understands them.

Examples of questions that could be involved to the list: *Are you a good singer? Have you ever been to a concert? What is your favourite music band? Do you usually listen to songs in ... or your own language?*

- 2) The facilitator starts the activity from explaining cultural norms on how to start a conversation with stranger in a host country. He/she encourages learners to develop a simple dialogue on how to greet, ask a question and bid goodbye to a stranger in the language of the host country. If possible, the facilitator writes the example dialogue on the board.
- 3) Then, the facilitator distributes the questions among the students (one question per student) accompanied by its number from the list. Learners prepare a short survey form including their question on the top of the page and the numbers of remaining questions in a row below.
- 4) On the sticky notes learners write the number of their question and attach it in a visible place on their clothing. Then, learners walk around the room with

their survey forms and ask every member of the group their one question, reporting the responses to the form next to the person's number. The facilitator should encourage learners to apply into their conversation a scheme of the dialog they have developed at the beginning of the activity. He/she should assist learners during the activity in order to make sure that every student understands the question he/she is being asked.

- 5) After collecting the answers from every member of the group, learners one by one present a short summary of their results. For example: *'Three people say they are good singers and one person claims to be horrible at singing.'*

Variations to the Activity

- 1) The topic of this activity is music, but depending the scope of vocabulary or language structures the facilitator wants to present to learners, it can be changed. For example, if the training session is aiming to prepare participants for job interview, the questions should more relate to the work environment in the host country and work experiences or expectations of learners.

In such case, at the beginning of the activity the facilitator may present basic rules of job interview in the hosting country, and learners may role play the interviewer and interviewee.

Moreover, depending the level of language proficiency of the learners, the facilitator may prepare more open questions, encouraging to more developed answers. If the number of class members isn't too high, learners may be also asked to prepare one or two follow up questions to their questionnaire. Also their summary should be more specific and detailed.

Activity 2

Title	Universal language of music	
Target Group	Adult, marginalised migrant learners	
Duration	20-30 min, depending on the size of the group	
Learning Outcome	Building cultural awareness	
Level(s)	Understanding, Evaluating	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to support migrant and adult learners in building their cultural awareness and breaking language or cultural barriers. Moreover the activity helps to stimulate learners' emotional intelligence. In this activity learners create simple sentences and learn to read and express emotions that accompany to listening to music. This activity allows learners to learn new vocabulary and grammar structures in an engaging and entertaining way. Moreover, migrants learn about music culture of hosting country.</p>	<ul style="list-style-type: none"> • A room with chairs arranged in semi-circle • Any electronic device with access to Internet to play music • Sticky notes and pens for learners 	
Instructions for facilitator		
<p>The activity is called 'Do you hear what I hear?'. It aims to present music as an universal language, which can help marginalised migrants and adults to break the cultural barrier and better understand the new environment of the hosting country. In addition, migrant learners develop their vocabulary in themes of music, feelings and emotions, and learn to build simple sentences in local language.</p>		

Instructions to deliver this activity:

- 1) Before the classes the facilitator conducts a brief research on Internet to find 5-10 short pieces of music or songs characteristic for the hosting country or region. The songs shouldn't be too long, as learners may get tired or overwhelmed. Optimal length for each piece should be 1-2 minutes. The music should be covering the wide range of emotions – from sadness to excitement and happiness. Additionally, the music should respond to various purposes in the culture of the local country – there can be included ceremonial music or wedding tunes, dancing and popular music, music for children, lullabies, folk music etc.
- 2) The activity starts from a short vocabulary warm-up. The facilitator asks each of learners to first name one music instrument in local language. Learners take turns to indicate as many instruments as they can come-up with as a group. If possible, the facilitator supports them by providing graphics or pictures of instruments characteristic or traditional in hosting country, and writing down the names on a board. The facilitator can organise a second round of the warm-up activity and ask learners to name for example music genres or words to describe music.
- 3) After learners have practiced some vocabulary connected with topic of music, the facilitator may ask them to further work in pairs or small 3-4 members groups, depending on the number of trainees in the class. The facilitator explains, that he/she will now play one by one various melodies and songs and the role of learners is to determine how the music they hear makes them feel – relaxed, tensed, calm, sad, excited etc. Learners should work in their groups and write down all their feelings on sticky notes. The facilitator should make a pause after each melody, in order to give learners time to write down their answers. After that, he/she asks participants of each group to write down ideas on what could be the purpose of the song or melody they have just heard – for example: *it is a song played on weddings, it is a folk song, it is a lullaby for children.*

- 4) After listening to all of the melodies, the facilitator plays them again one by one, but this time asks each group of learners to shortly present their answers. Learners should describe what emotions accompany the music, what they think is its purpose in the local culture and what musical instruments they can hear. For example: *This music is happy and exciting. It is a birthday song. We can hear piano and violin in the melody.*
- 5) Most probably, the majority of learners will experience similar emotions listening to the certain songs and will be able to properly indicate general use of the song. The facilitator should emphasize, that music can serve as an universal language to communicate and understand better the environment of hosting country. If necessary, the facilitator should explain the meaning of the melodies for the local culture.

Variations to the Activity

- 1) As a variation of this exercise, the facilitator can prepare 5-10 photographs or pictures of various situations from everyday life in host country. Accordingly, he/she looks for 5-10 songs/melodies, that are associated with this situations.

Learners should work in pairs or small groups. Each of the group should receive different set of photographs. Learners should be instructed that their task is to listen to the melodies one by one and select ones that most suit their pictures. Learners should shortly justify their choice.

- 2) As another variation to this activity, the facilitator may ask learners to prepare examples of the songs in given category – for example wedding, birthday, children music etc., from their own country for next learning session, if possible to organise. Then, learners can compare and discuss music from various countries that serve the same purpose in different cultures.

Activity 3

Title	Learning language through song lyrics	
Target Group	Adult, migrant learners	
Duration	20-30 min	
Learning Outcome	Building language competences	
Level(s)	Understanding	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to develop language competences of adult and migrant learners. Through this activity learners learn new vocabulary and grammar structures in language of the hosting country. They also learn to understand the meaning of the words from the context. Additionally, they develop and practice their listening and speaking abilities.</p>	<ul style="list-style-type: none"> • A room with chairs and a table or desks for learners • Any electronic device with access to Internet to play music • Prearranged cloze activity sheets for each learner, pens 	
Instructions for facilitator		
<p>The activity is called 'Pick up the pieces' and it is a variation of a classic cloze exercise, where learners fill in the missing words in text.</p> <p>Instructions to deliver this activity:</p> <ol style="list-style-type: none"> 1) In this version of cloze activity, text of a story is replaced by lyrics of a song. The facilitator should prepare for each of learners an activity sheet with lyrics of the chosen song printed on it. It is recommended to choose a song that tells a story, as it is more likely for learners to remember new words and phrases if they can relate them to the plot. Additionally, this activity works well when removed words rhyme. 		

- 2) Prepared lyrics should contain empty spaces, where learners later fill in the missing parts of the song. For beginner level the facilitator may collect removed parts of the lyrics in a word bank. For this version of a cloze exercise targeted at learning language through the song lyrics, the facilitator shouldn't remove the words randomly, but rather concentrate on removing phrases and forms he/she wants to review during classes - ex. only past-tense forms, prepositions, articles etc. The rule of the thumb in this exercise says, that the facilitator should not remove more than 10% of the words in the text. In order to make the exercise easier, the facilitator may suggest first letter of each missing word/phrase or number of letters of expected form.
- 3) Learners should work individually or in pairs. The facilitator should start the activity from explaining that learners will listen to the song and based on what they hear, they will fill in the missing words or phrases in the lyrics.
- 4) The facilitator should explain, that the learners don't need to understand every word in the text, but rather should concentrate on key-words that suggest the context.
- 5) The facilitator plays the song for the class once or twice and have the students fill in the missing spots as they listen.
- 6) After completing the activity, the facilitator should play the song again and let students check whether their answers were correct. Now, it's time to translate missing words/phrases as well as the song as a whole.
- 7) At the end of the activity the facilitator should encourage learners to sing alongside the music/ or read (if they don't feel comfortable enough) the lyrics out loud as this will help them to remember new forms. The facilitator should correct learners' pronunciation.

Variations to the Activity

- 1) This activity can work well as a pre-listening exercise. In such variation of this exercise, the facilitator should first give the learners training sheet with missing parts of the song, and have them fill the blanks with the words or phrases they think are most suitable to the context of the lyrics. It is important to remind learners, that they don't need to understand every word of the text to be able to understand the context. In order to make the task easier, the facilitator may suggest first letter of each missing word/phrase or number of letters of expected form.

- 2) Another variation of this activity can be, that learners receive the lyrics of the song, where some words/phrases have been replaced by homonyms (words of similar structure or sound but different meaning). At the beginning, the facilitator should make sure that learners have general understanding of the lyrics in order to be able to recognise structures that mismatch the context. Then, he/she plays the song once or twice and asks learners to mark words/phrases that have been changed from original lyrics. Then, the facilitator plays the song for the third time and asks learners to correct the lyrics by entering words that actually exist in the song. The activity should end with singing/reading the lyrics at loud by all learners.

- 3) Third variation of this activity is called "Walking Lyrics" and it is a dictation activity. Students work in 3-4 member groups:
 - The facilitator prepares a cloze activity sheet for each group, where some parts of the lyrics of the song are replaced by blanks.
 - The missing words/phrases are placed on separate pieces of paper distributed randomly among the groups.
 - At the beginning, the facilitator explains, that students will listen to music and have to complete the lyrics of the song in a chronological order.
 - While listening to the song, as a group effort learners complete the blanks with the lyrics they have. When every group finished, learners take turns to dictate the full lyrics of the song to the rest of the group.
 - The facilitator plays the song to check if the order of the lyrics is correct.

Activity 4

Title	Using music for building self-awareness and self-confidence skills	
Target Group	Marginalised adults, migrant learners, job seekers	
Duration	20-30 min, depending on the size of the group	
Learning Outcome	Building self-confidence and self-awareness	
Level(s)	Understanding, Applying	
Purpose	Resources/ Materials Needed	
<p>This entertaining activity can help marginalised adult and migrant learners to build self-awareness and strengthen confidence in their abilities. Learners have an opportunity to practice key skills and competences such as working under time pressure, verbal and nonverbal communication, making decisions, taking risks and team working. In addition, this activity helps learners to learn new vocabulary and practice building more complex sentences in local language. This activity works best when learners already know the songs that are going to be used – for example from previous activities.</p>	<ul style="list-style-type: none"> • A room with chairs arranged in two groups • Any electronic device with access to Internet to play music • Prearranged cards for the game • Access to lyrics of the songs for the facilitator • Stopwatch 	
Instructions for facilitator		
<p>This activity is called ‘Beat the clock’ and aims at helping marginalised adult and migrant learners building self-confidence and self-awareness. Learners have an</p>		

opportunity to test their key abilities of work under time pressure, verbal and nonverbal communication, making decisions, taking risks and team working. This activity strengthens learners self-awareness and self-confidence, as it helps them to discover their strengths and weaknesses. Additionally, it develops learners' language competences.

The 'Beat the clock activity' is a variation of a popular Taboo and Charades games.

Instructions to deliver this activity:

- 1) Before the classes the facilitator prepares a set of cards, where he/she places a title of a well known song and 5-10 words or phrases from the lyrics that can be used to describe the song (the list can include as well the name of the author, movie where it appears etc. The more words/phrases on the card, the more difficult it will be for learners to guess the title). The facilitator prepares also audio tracks of the songs from the Internet and their lyrics.
- 2) The facilitator explains that learners will work in two competing teams. The competition will be won by the group that has more points at the end of the activity.
- 3) The facilitator explains the rules of the game: a representant of the first group selects a random card from the pile. He/she reads the title of the song and the words written beneath it in silence. His/her task is to lead his/her team to guess the title of the song but without using words/phrases written on the card. He/she can quote the lyrics, tell a story of a song, murmur the tune or pantomime the words. It is only forbidden to use the words from the card. The facilitator sets the stopwatch on 1 minute. If time runs out before the team guesses the title, opposite team wins the points. Teams take turns in guessing their titles. The activity should run as long as every learner in the class will have a chance to present at least one title.
- 4) Each of the groups receives 10 points at the beginning of the activity. If they have difficulties to guess the title of the song, they can receive a clue, but it will cost them some points, accordingly:

- One word from the list on the card from their team member – 1 point
- One line of song lyrics from the moderator – 2 points.
- One minute of extra time – 4 points
- 30 seconds of song audio record – 5 points.

5) If the team guesses the title receives 10 points.

6) The facilitator should moderate the game and write the points on paper or if possible on the board/flipchart.

Follow-up activity

- 1) The activity should be followed by a short summarising discussion on strengths and weaknesses of both teams. Learners should discuss how the key competences practiced in this activity can be useful in work environment, and how job seekers can present them during a job interview.

Activity 5

Title	Using music to develop creativity and resourcefulness	
Target Group	Adult, migrant learners	
Duration	30-40 min	
Learning Outcome	Learning creative thinking, developing imagination	
Level(s)	Creating	
Purpose	Resources/ Materials Needed	
The aim of this activity is to encourage learners to think in creative way and build confidence in using their imagination. Learners further practice in this exercise their oral and writing competences in the language of the host country. Additionally, learners strengthen their team working skills.	<ul style="list-style-type: none"> • A room with chairs and a table or desks for learners • Any electronic device with access to Internet to play music • Papers and pens for learners • Jar and sticky notes 	
Instructions for facilitator		
<p>This activity is called 'Writing your own song lyrics'. This exercise allows learners to use their imagination and to think in a creative way. Learners moreover practice their communication and team working skills, as they experience that their intellectual contribution as a member of a group has an impact on the final performance of the whole team.</p> <p>Instructions to deliver this activity:</p> <ol style="list-style-type: none"> 1) Before the activity, the facilitator prepares 3 or 4 popular songs. It is recommended to choose a song that tells a story, as it will be easier for 		

learners to create their own version of the lyrics. In this exercise learners work in pairs or small 3-4 member groups.

- 2) The facilitator starts the classes from explaining that learners' task will be to modify song lyrics to a chosen topic. At the beginning, the facilitator asks each of learners to write on a sticky note one random word that first comes to their mind. The facilitator should explain that the words should be only nouns or adjectives or verbs etc. Then, the facilitator asks to fold the paper, so that no one can read the word, and collects them into a jar.
- 3) Next, the facilitator asks four volunteers from the group to choose one sticky note from the jar each. Learners read the words at loud and the facilitator writes them down to the board, explaining their meaning if necessary. After that, the facilitator selects one of the prepared songs, distributes the lyrics to learners and plays the song.
- 4) Learners' task is now to work in pairs or small groups in order to change the lyrics of the song to introduce the four chosen words at least two times each. When learners are ready, each group presents new song lyrics. Learners can sing the lyrics at loud to the melody of the song or read it if they don't feel comfortable enough. The facilitator may also ask learners for permission to sing their lyrics.
- 5) The activity should take maximum 3-4 rounds, as it can be demanding for some learners and they may get overwhelmed or bored with time. Each round the facilitator should present different song and ask learners to think of different words. Also the extent of changes required in the lyrics should be higher in each round. At the end of each round learners may decide which version of the song they liked the most.

Variations to the Activity

- 1) A variation of this activity may be that accept from creating lyrics, learners create music on random objects. For this version of the activity, the facilitator

needs to prepare a lot of random objects of everyday use, that can be used to create a musical instruments – it can be for example empty bottles, bottle tops, aluminium foil, plastic cups, carton boxes etc. (it is recommended to search on Internet for inspiration). If possible, the facilitator may also ask learners to bring some recycled objects for the classes:

- Working in groups learners create creative musical instruments and present as well as explain to the group how they can be used.
- Learners come up with ideas of random words and draw lots to select four of them. Then, taking turns each group creates one line of the lyrics using one of the chosen words. The next group creates the second line, the third group the third line and so on. Each line should be a logical continuation of a previous one.
- When the short lyrics are ready the groups perform as a band and sing their song accompanied by the music of their instruments.

For an inspiration, the facilitator may show the learners the video of a performance of *The Blue Man Band*, who uses random objects of everyday use to create their music.

Activity 6

Title	Using music to reduce stress	
Target Group	Marginalised adults, migrants and jobseekers	
Duration	10-20 min	
Learning Outcome	Stress management	
Level(s)	Applying	
Purpose	Resources/ Materials Needed	
<p>The aim of this activity is to teach marginalised adults and migrants music relaxation techniques that will help them to reduce stress connected with living in new, unfamiliar environment and defeat homesick. Also jobseekers will be able to use it in order to reduce anxiety connected with often tense period of looking for a job.</p>	<ul style="list-style-type: none"> • A room with free space for learners • Any electronic device with access to Internet to play music • Stopwatch 	
Instructions for facilitator		
<p>This activity is called ‘Shake off your stress’. It’s aim is to help marginalised adults, migrants and jobseekers relax from stress and anxiety they face during the day. It works well as a warm-up exercise.</p> <p>Instructions to deliver this activity:</p> <ol style="list-style-type: none"> 1) The facilitator plays energetic but not too fast music to this activity. Learners may stand up for this exercise. They should identify their space in the room by visualising it – they stretch their arms out and make sure that they can’t touch any of their neighbours. 		

- 2) The facilitator instructs learners that if they feel comfortable they can close their eyes for this activity. When the facilitator plays the music learners have 30 seconds to shake all stress and tension from their body – they should relax and shake parts of their body to the rhythm of the music starting from their head to toes. It's good when learners shake off the tension from their muscles as much as possible, but even slow and slight movements to the music should be able to reduce learners' stress and anxiety.
- 3) After 30 seconds, the facilitator asks learners to stand still and clap their hands as loud as possible three times. The purpose of this part of the activity is to re-direct learners attention from negative feelings. After that, the facilitator instructs them to have three deep inhales and exhales.
- 4) The facilitator should instruct learners to repeat the exercise two or three times, depending on the level of stress they feel.

Follow-up activity

- 1) The 'Shake off your stress' activity can be followed by a breathing exercise, that teaches learners how to direct their attention where they want it.

Instructions to deliver this activity:

- Learners should sit on the chairs with a straight back (if possible, learners can also sit on the floor with their legs crossed).
- The facilitator plays a calm background music with sounds of nature.
- The facilitator instructs learners to concentrate their attention on taking three deep breaths – while breathing they should focus on rising and falling of their belly and the flow of the air in and out of their nose.
- After taking five breaths, learners should expand their attention on the sounds of the music. The facilitator instructs them to think of the sounds they hear – what is their source, where do they appear. The facilitator should give

learners 30 seconds to think, after that he/she instructs them to re-focus on breathing again. The exercise should be repeated two or three times.

Sources of materials and inspiration:

Activity 1: <https://sandraheyersongs.com/one-question-interview-on-music/>

Activity 3: <https://sandraheyersongs.com/activity-1-the-targeted-cloze-exercise/>

Activity 4: <https://www.livestrong.com/article/176328-games-to-build-self-confidence/>

Activity 6: <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

<https://positivepsychologyprogram.com/relaxation-exercises-techniques-music-meditations/>