



Waterap

Writing lyrics for a rap song about water problems

Type of pedagogical project, activity, action, accompanying	Multidisciplinary project on writing lyrics for a rap song and presentation for raising awareness among other students
Key words of relevant disciplines/ Pedagogical content	water access/ pollution / Poetry/ writing/ fragile resource/ responsible consumption/ drought
Problematic	How can we protect freshwater, which is a fragile resource?
Thematic	Water, responsible consumption, sustainability
Disciplines (sciences, geography)	Geography, Sciences, Mathematics, Civic education, Mother tongue, Foreign language (English), Music
Pedagogical Objectives/New targeted skills	<p>The students will be able to:</p> <ul style="list-style-type: none"> - express themselves through a current mean of expression. - understand everyone's responsibility in climate change and resource protection - To question the capacities of societies to mobilise and manage essential resources to meet the growing needs of populations
Public target(s) (age, requested skills...)	12-13 years old
Description (step by step)	<p>Step 1) Diagnostic</p> <ul style="list-style-type: none"> ● Creating a "knowledge dossier": individual paper file that each student fills in (with the help of the teacher) throughout the year with the ideas and key words learned during the chapters studied in Sciences and Geography and related to the theme of water. ● The information to be retained will be copied and classified in the file according to the selected themes: <ul style="list-style-type: none"> - Impacts of climate change (water cycle and climate change) - Human, economic and environmental impacts - Sustainable resource management





- The file will include a glossary of terms
- Illustrations are possible

NB/ The file can be realised digitally

Step 2) Reinvestment in mathematics of the knowledge acquired previously through calculations, data exploitation...

Step 3) Study of the poetic texts + writing phases of the song text in mother tongue language

Session 1 What is rap? " History of rap " 1h

Video on YouTube 26' + questionnaire to be completed (individual work)
<https://www.youtube.com/watch?v=MKQJ4TK1SHU> with sub-titles

Session 2 Rap themes + lexical fields 1h

(session to be done before or after "stylistic devices" depending on students' knowledge on the subject)

∅ Collective word cloud + collective synthesis:

"Rap is..... »

"It allows you to express..... »

Session 3 Stylistic devices:

writing thanks to a studied stylistic device that will be used for the final writing (individual work)

An extract of one or more rap pieces will illustrate each device

Word games in both literal and figurative sense, use of backward slang /slang, repetitions...1h

Metaphors / comparisons 1h

The "Punch line" 1h

Assonances / Alliterations

Session 4 Rhythm

Syllable count (30' reminder)

Session 5 Writing a Rap song using the elements studied in Sciences and Geography (2h)





	<p>A verse of 6 lines (more if possible) per group that uses at least two of the stylistic devices studied (more if possible)</p> <p>Session 6 The "Flow" in the info room 1 hour Search for "Top lines": melodic lines and "Beats": instrumental on "YouTube" look for "beat type" + artist name we like and look for suggestions or "Boom Bap"</p> <p>Session 7 "Battles" 1h30 Pooling: passing of different groups one after the other</p> <p>Session 8 Collective assessment 30' What is the relationship between poetry and rap?</p> <p>Step 4) Opportunity to complete the project with a work on rhythm in Music Education</p>
Place (meeting room, outside space, ...)	Inside spaces: Classrooms, Computer room
Individual and / or collective actions	Individual realisation of the knowledge dossier Writing a piece of the song in team Sharing the final production of the song with other students/online
Material needed	A royalty-free musical background Recording material
Duration of pedagogical project or activity	6-9 months
Evaluation of the new acquired skills	Result of the questionnaire on the changing of habits on water consumption and water-pollution Engage in awareness in an artistic way Express yourself
Eco-citizen adaptation, knowledge enhancement and links to other topics	<p>Link to:</p> <p>Activity:</p> <ul style="list-style-type: none"> - "Exploring the consequences of climate change in our environment" - "Reactions of eco-system to climate changes" - "The impacts of Climate change in your region" - "Experiment about temperature impacts on sea level " - "Design of an ecological house model adapted to regional constraints and available local resources"





	<p>Project:</p> <ul style="list-style-type: none"> - " Creating a communication campaign made by students for students and the general public" - "Adaptation to global change problems by creating an ecological house model " - "organising a sustainable dinner to reflect on a correlation between food, agriculture and Climate Change" <p>Knowledge:</p> <ul style="list-style-type: none"> - "Water cycle " - "Water, a resource in danger " <p>French:</p> <p>"Climat sous Tension"</p> <p>http://climatsoustension.com/</p> <p>Comment écrire du rap ? How to write a rap song ?</p> <p>https://fr.wikihow.com/%C3%A9crire-du-rap</p> <p>Exemple de chanson de rap réalisée par des élèves sur un thème Mathématique. Example of a song created by students about Mathematics</p> <p>https://www.youtube.com/watch?v=RWLVJAY4fGI</p> <p>Les bons gestes au quotidien pour une utilisation raisonnable de l'eau. Good attitudes for everyday to have a responsible use of the water</p> <p>https://www.toutsurmoneau.fr/fiche/3105/les-bons-gestes-dans-mon-logement</p> <p>L'empreinte eau de certains produits. Water impact of some products.https://www.toutsurmoneau.fr/fiche/3122/l-empreinte-eau</p> <p>Greek:</p> <p>ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ: Τραγούδι Ραπ για τον Κύκλο του Νερού- LESSON PLAN: The Water Cycle Rap Song</p> <p>https://www.nano-micro.gr/omilos/?cat=10 (APRO IT)</p> <p>Italian:</p> <p>How to write a rap song (in Italian) : https://www.wikihow.it/Scrivere-Testi-Rap ;</p>
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	<p>How to wisely use water: http://www.acegasapsamga.it/scuola/materiali_didattici/schede_didattiche/scheda_ciclo_idrico/pagina6.html</p> <p>water impact of some products: https://www.wwf.it/il_pianeta/sostenibilita/il_wwf_per_una_cultura_della_sostenibilita/perche_e_importante2/gli_indicatori_di_sostenibilita_imp_ronta_idrica/</p>
<p>Observations</p>	<ul style="list-style-type: none"> - The song writing work can be done in groups. Each group can choose to cover in its text one or more aspects covered during the lessons. <ul style="list-style-type: none"> - Confrontation of the texts and composition of a single song from pieces borrowed from the different texts. <ul style="list-style-type: none"> - Possibility of co-facilitation work (Sessions 7 and 8) - Possibility to joint English Language for studying the history of rap

Pictures

