

# LESSON TWO

## PERSONAL STORIES AND PROTEST SONGS

### ABOUT THIS LESSON

Students will look at Emmanuel Jal's *War Child* as an example of a contemporary protest song, and will explore the denial of human rights to child soldiers. They will use drama activities to identify a topic for their own protest song.

### LEARNING OBJECTIVES

- To understand how protest songs use personal narrative to inform and persuade.
- To learn about the experiences of child soldiers and understand how their human rights are violated.
- To use drama and role play to explore different human rights issues.
- To identify a human rights topic which will serve as the inspiration for songwriting.

### RESOURCES

- PowerPoint presentation: *Personal stories and protest songs*
- Worksheet 1: *Emmanuel Jal and lyrics of War Child*
- Resource sheet 1: *UN Convention on the Rights of the Child* (one per pair)
- Resource sheet 2: *Universal Declaration of Human Rights – mime cards*
- Worksheet 2: *Our human rights protest song – topic research sheet*
- A3 or flipchart paper and marker for brainstorming (one per group)

'I'm a war child  
I believe I've survived for a reason  
to tell my story to touch lives.'  
**Emmanuel Jal**



Emmanuel Jal 'War Child'



### STARTER 5 MINUTES

- Divide students into groups of 4-6.
- Show students the images on slide 2 and ask them to discuss the questions in pairs.
- Share the learning objectives for the lesson on slide 3.

### Resources

- PowerPoint slides 1-3



### MAIN 53 MINUTES

#### 1 CHILD SOLDIERS

(20 minutes)

- Explain that you are going to look at an example of how personal stories can be used to write a protest song. Hand out Worksheet 1 and Resource sheet 1.
- Read the background information on slide 4 as a class and watch the video on slide 5 of Emmanuel Jal in which he talks about his experiences (1 min).
- Listen to the clip from the song *War Child* on slide 6 (1 min 30 secs) as students follow the lyrics on side one of Worksheet 1. (To hear the full song, access the official song video online).
- Click on slide 7. In pairs ask students to answer the questions on the front of Worksheet 1 and feed back to the class.
- Students read side two of Worksheet 1 and complete the task using the resource sheet. They then feed back to the class.

### Resources

- PowerPoint slides 4-7
- Worksheet 1: *Emmanuel Jal and lyrics of War Child*
- Resource sheet 1: *UN Convention on the Rights of the Child*

#### 2 EXPLORING HUMAN RIGHTS

(20 minutes)

- Show slide 8. Explain that students are going to explore a range of human rights and then will choose a human right about which to write their own personal protest song.
- Split students into groups of five. Give each group a card with a human right on it. Ask students to create a short (30 secs to 1 min) mime of that human right being enjoyed or denied. After five minutes ask them to share their mimes with the rest of the class as the class tries to guess which right each mime is about.

#### ■ Resources

- PowerPoint slide 8
- Resource sheet 2: *Universal Declaration of Human Rights* – mime cards

### 3 CHOOSING A HUMAN RIGHT

(13 minutes)

- Show slide 9. Tell students that in the next lesson they will be writing their own human rights protest songs. They will need to choose a human rights issue to write about. To begin with in groups of four to six they should brainstorm as many human rights-related topics as they can come up with on a sheet of A3, thinking about issues in their school or community (for example, bullying, homophobia, racism), in this lesson, or in the news.
- Show slide 10. Groups share their ideas to generate a class list of issues. In pairs (or threes if necessary) students then choose the issue they want to write their song about based on the list the class has generated.
- Explain to students that the topic they choose must be respectful of all people, and not denigrate or deny anyone's human rights.
- When topics have been chosen, hand out one copy of *Worksheet 2: Our human rights protest song – topic research sheet* to each pair (or group of three). Ask students to complete the sheet.

#### EXTENSION

The diary activity can be set as an extension for individual students to reflect on the issue they have chosen.

#### ■ Resources

- PowerPoint slides 9-10
- A3 paper and marker pens for brainstorm
- *Worksheet 2: Our human rights protest song – topic research sheet*



### PLENARY 2 MINUTES

- Students discuss their ideas for their song and further research in pairs or small groups. Encourage students to give feedback on the ideas and suggestions for where they might be able to find further information. Set the homework tasks on slide 11.

### HOMEWORK

Show slide 11. Ask the students to find:

- at least three interesting facts about the issue they have identified for their song
- a story about at least one person affected by the topic.

#### ■ Resources

- PowerPoint slide 11

Joan Baez 'We Shall Overcome'

