

[melobe.]

**Project Coordinators and Supporters**

ALL TOGETHER Project is realized between 2017-2019 with the collaboration of Anadolu K lt r and Landesweiten Koordinierungsstelle Kommunale Integrationszentren (LaKI) and by the support of Stiftung Mercator.

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## ● ABOUT THE PROJECT

### **German-Turkish Initiative for Collaboration on Refugee Relief ALL TOGETHER / HEP BERABER / ALLE ZUSAMMEN**

Our initiative is formed with the aim of developing practical tools for social cohesion and collectively envisioning effective ways of constructing an inclusive sense of community in all the realms in Turkey and Germany where children and young people with and without refugee background and with diverse sociocultural backgrounds coexist, particularly in schools.

On the grounds of close historical collaboration and understanding of mutual learning between Turkey and Germany, we started out with two basic common questions:

1. What kind of inclusive learning materials can be developed for swiftly incorporating children with refugee background into social and educational life and encouraging them to be more active participants, while responding concrete needs of the field?
2. In order to contribute in building social cohesion as a reciprocal process, how can we collectively produce culture and arts based content aiming for common use by all children and youngsters?

In the past two years, we brought together around 40 experts from two countries and contemplated on these questions ALL TOGETHER.

#### **Our Project Participants**

In a short time, the project weaved a large network around a core group formed by a number of educators and civil society actors. Participants who have joined the project are educators, social service experts, teachers, academics, non-formal education experts, psychologists, creative drama instructors, museum pedagogues, art therapists, musicians and researchers from Turkey and Germany.

#### **Our Working Groups**

On the occasion of project meetings, our participants found the opportunity to present best practices from the field, make observations together during various field trips and learn from each other. Based on interests and areas of expertise, 6 thematical working groups emerged.

These working groups developed shared solution proposals and cultural education oriented ideas which prioritised supporting “living together”. Considering different contextual needs of two countries, they transformed these shared ideas into tools of alternative education and concrete products which encourage active use of artistic expression such as, music, performance art, painting, sculpture, games, creative drama, literature, dance.

### **Our Project Outputs**

The products generated at the end of ALL TOGETHER project,

- adopt an approach which gives space for inclusive learning and target to include all children with or without refugee background.
- contribute in adopting cultural diversity and multilingualism as values and richness and emphasise the power of “informal education” in this field.
- provide tools for game based learning, empowering skills for individual and collective expression, creativity and peer learning and through these strengthen culture of living together among children and youngsters.
- reinforce self-confidence of children with refugee or migrational background, enable them not to lose contact with their cultural heritage in the process of adapting to a new environment and build new connections while preserving the links with that heritage.
- support children to learn the family language as well as the language of the society they are living in; while doing this, they employ innovative approaches of education through culture, art and game.

Every working group produced an output which sets an example in these principles and is ready to be implemented in the field. One of these products is MELOBE, the guide book of which you are currently holding in your hand.



You can reach all of the project products from [www.hep-beraber.org](http://www.hep-beraber.org)

## ● WHAT IS MELOBE?

MeloBE is a series of interactive and intercultural workshops which aims to support educators and all those working in education and social initiatives in promoting social coherence and coexistence. The program is designed to help children between the ages of 9-12 [+/-1] learn, in a fun and engaging manner, using body percussion movements and DIY musical instruments and playing along with melodies composed specifically for the program.

The program consists of nonverbal video tutorials, melodies and an instructor's manual. The program aims to bring children from various backgrounds, refugees or non-refugees, together, harnessing the power of music as a common language.

The children will learn to use their bodies to create percussive sounds and make musical instruments with simple and everyday materials. They will play music as an ensemble, thereby learning how to express themselves both individually and as part of a collective. As the name of the program suggests, the children will very much "become the melody" they have created.

The program uses music to overcome language barriers, as one of the most fundamental issues that affects mixed communities with different family languages, and uses methods such as instrument-making and body percussion to help develop children's mechanical skills and sense of rhythm. MeloBE strives to create an environment in which children connect with one-another through these methods and to help further developing their individual and collective creativity.

This manual accompanies the program's video tutorials and is designed to support instructors in the running of the program.

### Where Can I Use MeloBE?

Anywhere! MeloBE can be used in both schools and non-formal learning environments, such as community and youth centers. All that is needed are a video player, projector and a simple sound system. MeloBE uses no language or verbal expressions in the videos and is therefore suitable for any kind of learning environment.

On the other hand, the session activities naturally involve language and verbal expressions. During activities, creating space for the various languages spoken in the learning space encourages a multilingual environment. MeloBE is structured around the unifying language of music, and participants will feel that this universal language is the main language of the workshops. Throughout the program, the children will discover that we have tools for communication other than verbal language, and one such is music.

## Who can join MeloBE?

Children or adults; anyone, actually!

MeloBE is designed for children aged 9 -12 (+/-1). In its current setup, MeloBE is appropriate for children aged 8 and over, teenagers, young adults and adults. With slight changes it can be even better adapted to work with different age groups.

MeloBE:

- creates a positive learning environment where participants feel comfortable with who they are, express themselves through music and have fun together.
- offers a tool to develop children's ability to play along with music.
- enables children to listen to and hear each other to stay in harmony.
- develops a basic understanding of music and rhythm.

In order to better apply the program to children below the age of 8, the video speeds can be re-adjusted. In this case, the instructors should work more directly with the children using adapted pedagogical methods and offer more detailed explanations to support them. Making more time for younger children will make them more comfortable and reduce the risk of boredom.

## When can I use MeloBE?

Any time!

MeloBE can be used during school hours, music lessons, after-school activities and free time, as well as in psychosocial support activities, community center gatherings or as part of any other child or youth activity.

MeloBE is composed of six sessions designed around two separate melodies, and thus can form a series of 12 musical workshops when all the suggested modules for both melodies are used. The instructors can choose to apply the program in separate modules according to the conditions and needs of the groups they work with.

The modules and sessions of MeloBE can be used:

- in a whole day using only one of the melodies
- in a whole week in successive days
- spread over a number of weeks
- or spread throughout an entire semester, allowing all session to be covered.

## Why Use MeloBE?

MeloBE is based on the unifying power of the language of music:

- Not only is MeloBE enjoyable for instructors and children who already have an interest in music, it is also exciting and approachable for instructors who will work with music for the first time and children with no musical knowledge or experience.
- MeloBE removes any possible cultural and linguistic barriers between the instructors and participants. The program also gives participating children an opportunity to express themselves with music whilst giving them a chance to discover themselves as part of a community.
- MeloBE demonstrates that anyone can have access to music and make music themselves. The program starts by playing along with a melody, but in the long run it supports children in their physical, actual, sensory and intellectual development.
- MeloBE increases children's self-confidence by supporting them in overcoming personal barriers, believing in themselves and finding self-contentment.

## How Can I Use MeloBE?

MeloBE is easily applicable and fun too!

An instructor who intends to use the MeloBE program should watch all video instructions (video tutorials), starting with the introduction videos, before beginning the program.

Imagining the sessions while reading the manual and watching the videos, and thinking about the materials before beginning the program will help you to run the sessions more smoothly and make them more fun. The videos are quite short and therefore the program does not require a great deal of preparation time. However, advanced preparation will help you, as the instructor, to become familiar with the melodies and other tools that the program offers.

After this preparation, all you need is at least five young participants and you can discover the fun of the MeloBE program.

You can find this booklet on the project website, along with all relevant videos, sound files, and instructions, in online and downloadable formats.

You will also find a USB stick in the back cover of this booklet that contains the necessary video and audio files.

## ● HOW DOES MELOBE WORK?

MeloBE consists of two distinct melodies, ‘**DROPS**’ and ‘**WIND**’, that were composed exclusively for this program, along with educational videos for each melody.

MeloBE focuses on two distinct methods of playing along with the melodies. Each method forms its own module, and each melody also has a rehearsal and performance module.

**Module 1: Body Percussion (BP - one session)**

**Module 2: Do-it-Yourself Musical Instruments (DIY - three sessions)**

**Module 3: Final Rehearsal (one session)**

**Module 4: Performance and Celebration (one session)**

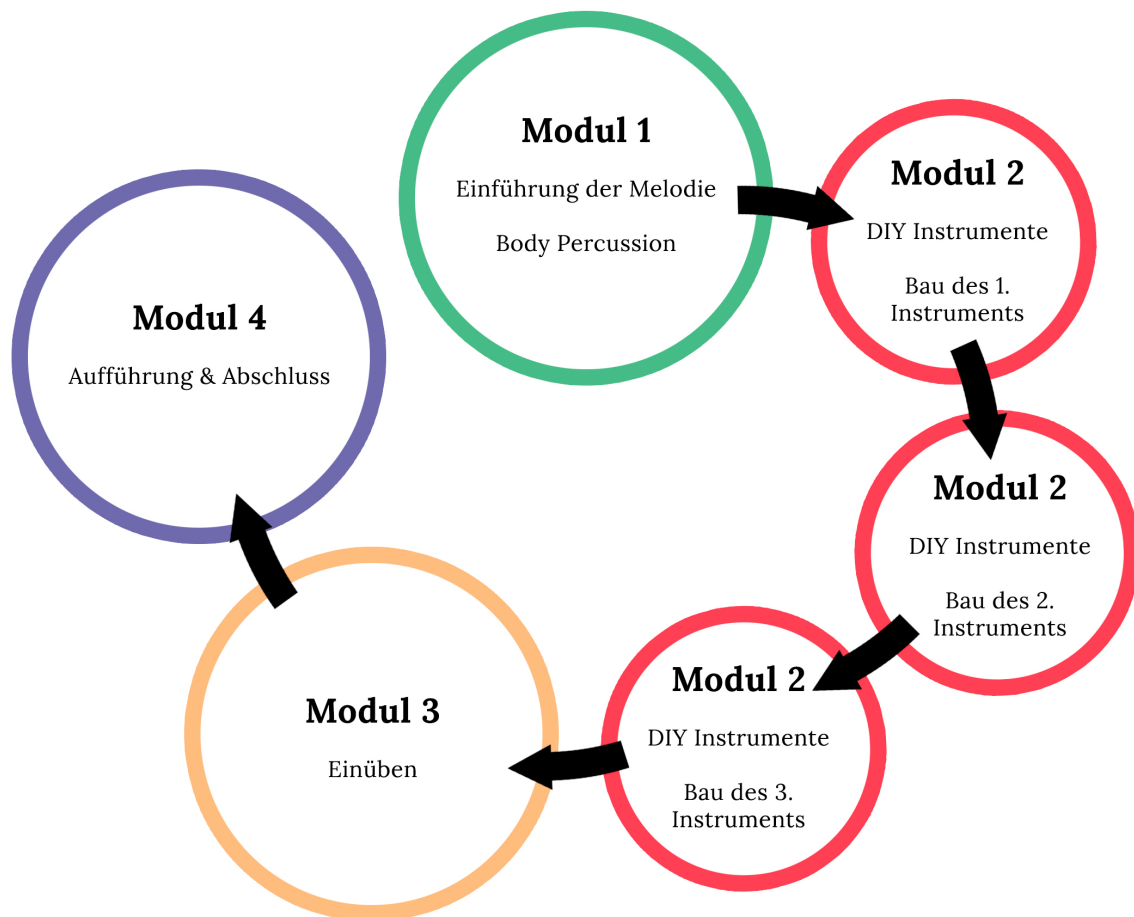
MeloBE suggests a program of four modules, six sessions in total for each melody. If all sessions for both melodies are used, the program can form a full semester music workshop composed of 12 sessions.

Alternatively, the instructor may choose to run only the body percussion or DIY musical instruments workshops. However, it is recommended that instructors always include the final rehearsal module as well as the performance and celebration module.

When the sessions are planned, it is important to consider the characteristics of the group and their attendance at the sessions, as well as the conditions of the learning environment. The following “flow” guide has been designed to make planning easier for the instructor and can be applied to both of the melodies.

The modules (BP and DIY) can be implemented separately. The instructors can start from whichever module or melody they choose, but should follow the flow of each module.

**The Body Percussion Module (BP)** is designed as one session lasting between 45 and 60 minutes, but can be divided in two separate sessions. If split into two sessions, the first session should include the first three relatively simple movements, with the remaining three movements covered in the second session. However, instructors may choose to divide the sessions in a different way, taking into consideration the age and learning pace of the children, and their



harmony with the rhythm. Whether the module is held in one or two sessions, the instructor may choose to exclude some of the movements on their own initiative or on the request of the participants. New movements can also be added to the module.

**The DIY Musical Instrument** sessions are designed to last between 45 and 120 minutes. This is to account for the time needed for the paint and glue to dry. As part of this module, the children will produce three instruments over three sessions and then play their instruments along with the music. The instructors can add extra instruments to increase the number of sessions in this module.

**To facilitate the children's learning process**, the instructor can count the meter of the melody aloud ("1-2-3-4..."). To make it easier for the instructor, and to help the children during their rehearsals, a metronome sound file is available for both melodies.

The instructor may play along with the body percussion sounds and/or DIY instruments with their own acoustic instrument. If the instructor is not a musician, a musician guest can be invited to the sessions. New role models can always help to inspire and motivate the children.

It is important to encourage a **multilingual learning environment** even when working with music. A simple but effective way is to create a "MeloBE Multilingual Dictionary", which will be explained throughout this manual.

**MeloBE Multilingual Dictionary:** will be created through the collective effort of the children. It can be designed through various artistic mediums, including on a poster board. It is created by writing down the equivalents of key words that are relevant to each session or that might be necessary to establish a common language within that group. The key words are recorded in all languages spoken by participants in the group. Supporting the different words with images is recommended. We also recommend hanging the MeloBE Multilingual Dictionary in a visible spot in the learning environment to establish a memory of the workshops and make this memory more visual. The dictionary will grow with the words and drawings that are added during each session.

A corner of the learning space can be turned into a "**Done-it-Myself Musical Instruments Library**", which will grow during each session of the program. In the making of the library, children join the process of decision-making, discuss possible solutions and reach a common decision about what kind of library they will create using waste materials. The library can be used by the children during their free practice times or in the WAITING parts of the sessions when they will have spare time between the different stages of making their instruments. Every item in the library is the shared property of the entire group. Children should therefore use them with great care and return them to their places. If necessary, during some sessions time might be dedicated to repairing the instruments in the library.





## ♥ WIND



The Body Percussion Module for the WIND Melody consists of five movements that produce sounds on different parts of the body. In this module, children learn these five movements and play the melody together.

In the Do-It-Yourself Musical Instruments Module children produce three different musical instruments: a tambourine, a rain stick and a drum. In each session of this module, children will learn how to make a musical instrument, which they will then play along to the melody. This module will be followed by the Final Rehearsal module, and then by the Performance and Celebration module to close.

Each module and session is described in detail below. But before moving on to the sessions we recommend you take the following point into consideration:



In learning spaces that are shared by children who speak different languages at home, it is important to open up a space for different languages and to raise awareness about multilingualism. In this sense, the symbol for “WIND” might be drawn on a large sheet of paper, with the relevant words in different languages added around it. You can ask the children if they know the equivalent of this word in other languages, and these words can then be added next to the symbol or can be written down to be added later (please see the Multilingual MeloBE Dictionary).

## Module 1: Body Percussion

Duration: 45-60 min.



Using a holistic approach to the body, mind and feelings, this module shows children how to create sounds from their body through different movements, with the aim of developing their ability to keep a rhythm and to work together in a group, while also boosting their self-confidence and giving them a chance to discover new skills. This module can be run in two different sessions instead of one.



The workspace should be equipped with a video player, sound system, monitor or projector.



**Warm-Up Activity:** If the children in the group already know each other they can do only the physical warm-ups. You can use, for example, the “hands to knees” and “clapping circle” exercises outlined in the appendix. If the children do not know each other, it would be good to begin by getting them to say their names and briefly introduce themselves and share with the group any information about themselves that they wish to before moving on to the physical warm-ups.



**Wind: BP Introduction Video** is played in this step. The children hear the melody for the first time; the video helps to familiarize the children with the melody and motivate them.



**Wind: BP Tutorial Video- Movements** is played. The children start to practice the movements together following the instructions in the video.

In the video, each movement is first demonstrated without music and at a slow pace, and then repeated with the melody for a second time. When the pause symbol (⏸) appears on the screen, the video is paused and the group works on the movement all together. If needed, the video can be rewound and watched again for each movement. Once all the movements in the video have been practiced, the whole film is watched without stopping and all the movements are rehearsed, first at a slow pace and then along with the music, as in the video.

The instructor may also choose to play the sound file of the WIND melody in its entirety to practice each movement.



Some children may learn a movement faster than others. As they continue to practice along with the melody, the others will catch up with them in time. The instructor may intervene with the pace of the group according to the group dynamics.



Symbols of the most used body parts in body percussion, such as hands, fingers, legs and feet are drawn on sheets of paper and hung around the working space. The instructor may ask the children if they know any equivalents of the words in other languages. The children may call out the relevant words or write them down next to the symbols. All new words are added to the MeloBE Dictionary. The instructor can ask the children how to say the numbers in different languages when they count the meter of the melody (1-2-3-4). The meter could also be counted out in different languages and the children could be encouraged to follow the numbers in other languages.



**WIND: BP Tutorial Video - ALL TOGETHER** is played in this step and the children practice their movements. You can follow the steps below:

1. In this step the children are informed that they will practice the movements they have just learned in groups. A corner of the classroom is dedicated to each movement and that spot is marked with the number of the movement or the colour of the t-shirt worn by the actor in the video. Each group does not need to have the same number of participants.

2. WIND: BP Tutorial Video- ALL TOGETHER is played in this step. The children's attention is drawn to the fact that each movement is introduced to the melody at a different time. The video is played one more time and each group of children begins to play their sounds by following the actor in the video who is doing their movement, joining in with the melody at the correct time. The entire group therefore plays along with the melody from beginning to end.

3. Children practice the same movements a few times as they watch the video. They will gradually increase their harmony with the melody and with each other. Some children may want to change their movement/group during the practice session, and they can try out different movements by joining different groups.



Some of the movements might be — or appear — more difficult than others, but every child will feel more comfortable with different movements and will have a different learning speed. Any impression that suggests that some movements are more important than others should be avoided. The program is not based on individual success but on the harmony of the group as a whole; so each movement holds a value in its own right as they each make their own unique contribution to the music by adding a different tone. Children should feel like an important part of the group no matter which movement they have chosen.



**Closing Activity:** The instructor and children congratulate each other. The numbers or colours of the groups are called out for a round of applause. You may consider one or more of the following points afterwards:

1. Children can be encouraged to create their own body percussion sounds using different parts of their bodies. The WIND melody's audio file is played as the children perform the sounds they came up with and teach them to each other. The metronome sound file can also be played to help the children match their movements to the meter, or they can work with the melody only.



2. The children form small groups to create a different movement within their groups. They decide on the movement together and practice it for a certain amount of time. The instructor plays the melody and the groups play their sounds along with the music. Finally, each group performs along with the melody to present their movements to all the participants.

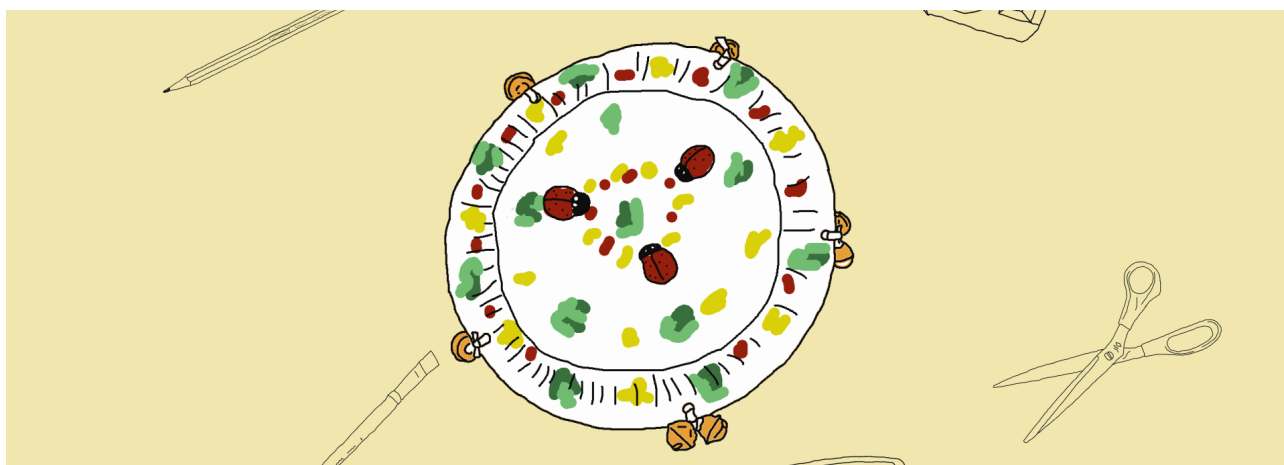
3. The children form a circle – either sitting or standing – to talk about their experiences during the session. You can ask them about their favourite moments and for any suggestions on the activities. The instructor can use the “Five Finger Feedback” method (see Appendix) to elicit an evaluation of the session from the children.

4. **IMPORTANT:** If you plan to continue the program with the Do-it-Yourself Musical Instruments module, you can ask particular questions to increase the children’s awareness about re/upcycling: What do we consider as “waste”? What waste materials in the classroom or home can be upcycled? How can we produce less waste? What different kinds of waste materials do we know of? What waste materials available at home or in the classroom can we make use of?... After this free discussion, you can inform the children that they will make do-it-yourself instruments using waste materials they will bring from home, and read/write down the necessary material list. The materials they will bring from home are especially indicated.

## Modul 2: Do-it-Yourself (DIY) Musical Instruments

### Session 1: DIY – Tambourine

Duration: 45-120 m.



An introduction to making your own musical instruments with simple materials, raising awareness about the importance of using waste materials, dedicating time to creative crafts, making a tambourine.



The workspace should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website.

Required materials for each child:

- 2 paper plates (children asked to bring these from home)
- Liquid adhesive (can be shared by more than one child)
- Paintbrushes (can be shared by more than one child)
- Water-based paint or finger paint (can be shared by more than one child)
- 5-10 small bells (like the bell on a cat's collar)
- Ribbon or any other kind of string (children asked to bring these from home)
- Random materials for decoration (tassels, beads, brightly coloured ribbons, sequins, etc.)
- Scissors and hole punch (can be shared by more than one child)

The instructor asks children to bring the materials that can be upcycled from home but should keep backup materials in the classroom just in case there are children who are unable to do so. If this is the case, it should be indicated that this is not a problem and that there are always things they can do with the waste materials they have at home.



**Warm-up:** You can start with a physical warm-up activity found in the appendix before entering into a discussion on waste materials and recycling/upcycling: Which materials are re-/upcycled and in what ways? Which everyday products are made of recycled materials? What is compost? You can also look at the materials in the classroom with the children to see what kind of materials could be used to make different musical instruments in order to create different sounds.



**WIND: DIY - Introduction Video** is played in this step. The children listen to the melody one more time while paying special attention to the use of the TAMBOURINE.



**Preparation for the Crafting Session:** The working space is prepared with the help of the children. Materials are made ready to use. Print-out instructions from the project website for the relevant instrument are handed out to the children.



**WIND: Video Tutorial - TAMBOURINE** is played in this step. The children start making their tambourines while the video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section, or practice the body percussion movements from the previous module along with the WIND melody.



While going over the materials, or while the children are making their instruments, the instructor emphasises word pairs such as 'cutting & scissors', 'sticking & glue', 'drawing & pen' or 'painting & brush', and asks children if anyone knows how to say these words in other languages? All the new words are added to the MeloBE Dictionary. You can do/continue the same activity at any convenient time using the words you will be using along the program.



**WIND: Metronome Sound File** is played in this step. The children freely practice playing the instrument they have made and discover the sounds it makes. Following this free practice, they play their tambourines together in time with the metronome file and with each other.



**WIND: Melody Sound File** is played in this step. The children practice playing the instrument along with the melody. Finally, the children play either their new tambourines or the body percussion sounds they learned in the previous session along with the melody. You can also play the WIND DIY Introduction Video instead of the sound file.



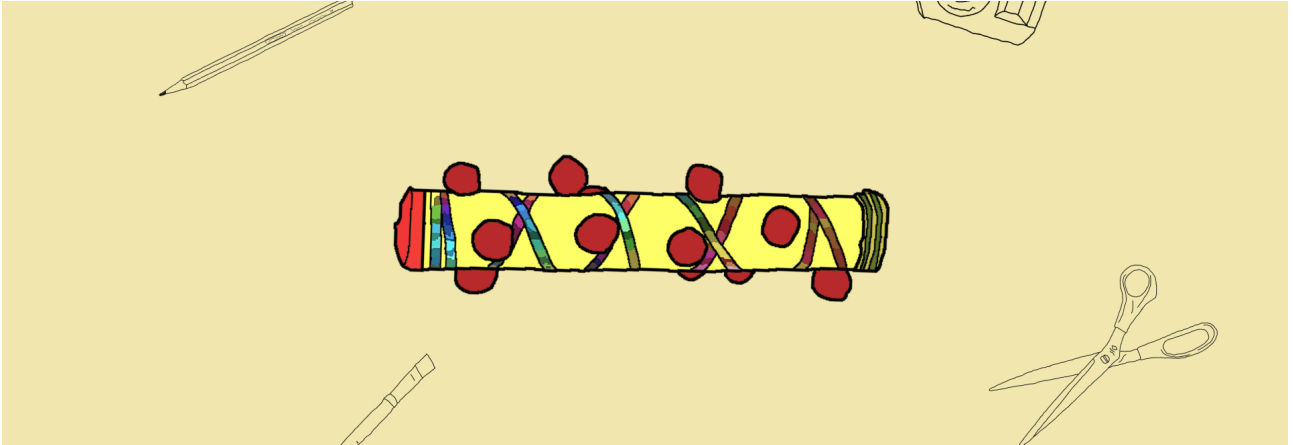
**Closing Activity:** The tambourines made by the children are put in a corner of the classroom to be used in the next sessions. A corner of the classroom is dedicated to a “Done-It-Myself Musical Instruments Library”. The children can also form a circle to talk about their experiences during the session. You can ask the children if they have ever seen a real tambourine or any similar instruments, and if so, where? Finally, the instructor reads/writes down the list of required materials for the next session. The materials they will bring from home are especially indicated.



## Module 2: Do-it-Yourself (DIY) Musical Instruments

### Session 2: DIY – Rainstick

Time: 45-120 min.



To offer another example of how to upcycle waste materials, to devote time to creative crafts, to make a rainstick.



Space should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website.

Required materials for each child:

- Cardboard tube (children asked to bring this from home, e.g. paper towel tube or chips box)
- 1 or 2 sheets of card to wrap around the tube to make it stronger
- Wooden sticks (children asked to bring these from home, e.g.: coffee stirrers)
- Liquid adhesive (can be shared by more than one child)
- Paintbrushes (can be shared by more than one child)
- Water based paint or finger paint (can be shared by more than one child)
- Coloured electrical tape or box tape (children asked to bring these from home)
- Rice grains or chickpeas (children asked to bring these from home)
- Random materials for decoration, such as tassels, beads, brightly coloured ribbons, sequins, etc. (children asked to bring these from home)
- Scissors (can be shared by more than one child)

The instructor asks children to bring the materials that can be upcycled from home but should keep backup materials in the classroom just in case there are children who are unable to do so. If this is the case, it should be indicated that this is not a problem and that there are always things they can do with the waste materials they have at home.



**Warming-up Activity:** The children form a circle. You can ask the following questions to familiarize the children with the sounds they will be working on: How does the rain sound? What kind of sound does the rain make in a forest? What kind of sound does the rain make on a window? What kind of sound does the rain make when it gets heavier? What kind of sound does drizzle make? The children can be asked to imitate these sounds. You can spark their imagination about the instrument they will be making by asking questions such as, “Is it possible to make a musical instrument that sounds like the rain? What would it be like?” etc.



**WIND: DIY - Introduction Video** is played in this step. The children listen to the melody while paying special attention to use of the RAINSTICK.



**Preparation for the crafting session:** The children help to prepare the working space. Materials are made ready to use. Print-out instructions from the project website for the relevant instrument are handed out to the children.



**WIND: Video Tutorial - RAINSTICK** is played in this step. The children start making their instruments while the video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section. The children can also practice in groups either the tambourines they made or body percussion moves they learned in the previous sessions along with the music.



You can ask the children if they know the equivalent of the key words they used in this session, such as ‘rain’ and ‘stick’, in different languages. The new words are added to the MeloBE Dictionary.



**WIND Metronome Sound File** is played in this step. First, the children freely practice playing the instrument they have made and discover the sounds it makes in different paces. Following this free practice, they play their new instruments all together in accordance with the metronome file and with each other. When they feel ready they play their tambourines along with the melody.



**WIND Melody Sound File** is played in this step. The melody is played and in groups the children play along using either rainsticks or tambourine or body percussion sounds they learned in the previous sessions. You can play the WIND: DIY Introduction Video instead of the sound file.

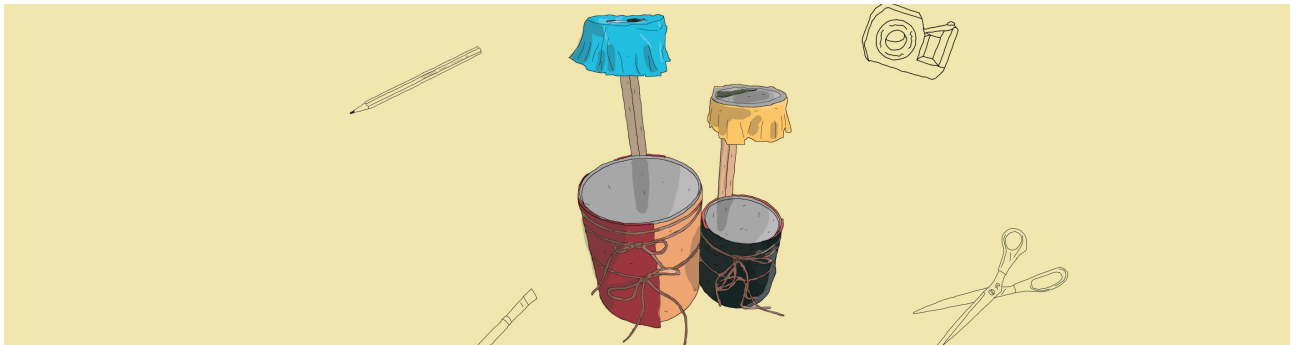


**Closing Activity:** The rainsticks made by the children are added to the Done-It-Myself Musical Instruments Library. The children form a circle to talk about their experiences during the session and to express their feelings. You can ask if they have ever seen an instrument like a rainstick before? Another question would be, what other cylindrical musical instruments they have seen before, and then you can ask them to imitate these sounds. If needed, you can give examples of cylindrical instruments like a flute, shephard's pipe, clarinet or a drum. All being cylindrical, they make completely different sounds. After this free discussion, read/write down the list of required materials for the next session. The materials they will bring from home are especially indicated.

## Modul 2: Do-it-Yourself (DIY) Musical Instruments

### Session 3: DIY – Drum

Duration: 45-120 m.



To offer another example of how to upcycle waste materials, to devote time to creative crafts, to make a drum.



The workspace should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website. Images of different sorts of drums from around the world are printed.

Required materials for each child:

- A clean and empty can or any other cylindrical metal container (children asked to bring this from home)
- A standard one liter glass jar lid (children asked to bring this from home)
- 6 wooden sticks (children asked to bring these from home, e.g.: coffee stirrers)
- 1-2 pieces of felt (this will cover the container as wrapping paper, coloured cardboard or any other fabric could be used instead)
- Liquid adhesive (can be shared by more than one child)
- Coloured electrical tape or parcel tape (children asked to bring these from home)
- Ribbon or any other kind of rope (children asked to bring these from home)
- Coloured crepons
- Small bells or any other similar sound making material
- Various decorative materials (tassels, beads, bright coloured ribbons, paillettes etc.)
- Scissors (can be shared by more than one child)

The instructor asks children to bring the materials that can be upcycled from home but should keep backup materials in the classroom just in case there are children who are unable to do so. If this is the case, it should be indicated that this is not a problem and that there are always things they can do with the waste materials they have at home.



**Warm-up Activity:** You can start with one of the physical warm-up activities found in the appendix or the children form a circle and do a simple rhythm exercise using the body percussion movements. After this, you can initiate a group discussion about drums. The children can define and draw the drums they have seen before (or they imagine), and then imitate their sounds. After the drawings are done, all participants observe how different their drawings of drums are. The discussion can continue with “How different are drums in different parts of the world?” “Why similar musical instruments can become something else in different places? Why do they have different forms? Why are they made of different materials in different geographies?” This could be illustrated with a couple of examples and by showing the printed images of different drums from around the world. Here, the instructor only leads the conversation with questions and gives examples while the children provide the content of the discussion.



**WIND: DIY Introduction Video** is played in this step. The children are asked to pay special attention to use of the DRUM.



**Preparation for the crafting session:** The working space is prepared with the help of the children. Materials are made ready to use. Print-outs from the project website of the relevant instrument are handed out to the children.



**WIND: Video Tutorial - DRUM** is played in this step. The children start making their instruments while the video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section. The children can also practice in groups either their rainsticks, the tambourine they made or the body percussion sounds they learned in the previous sessions along with the music.



You can ask the children if they know the equivalent of the key words they used in this session in different languages like ‘drum’ and ‘play’ or the materials used in this session like “can” and “jar”. The new words are added to the MeloBE Multilingual Dictionary.



**WIND: Metronome Sound File** is played in this step. The children first, freely practice playing the instrument they have made and discover the different sounds it makes. Following this free practice, they play their new instruments all together along with the metronome file and with each other.



**WIND: Melody Sound File** is played in this step. The melody is played and in groups the children play either their new drums, the tambourine/rainsticks they made or the body percussion sounds they learned in the previous sessions along with the music. You can also play the WIND: DIY Introduction Video instead of the sound file.



**Closing Activity:** The drums are added to the Done-it-Myself Musical Instruments Library. The children can name their drums and write their name on it. The children work together in pairs, with one partner showing the other a beat, which the other tries to repeat. The partners then switch roles.

Finally, the children form a circle to share their experiences of the session and to express their feelings. You can give various examples of musical instruments that have travelled alongside human communities, changing form and shape along the way, and invite the children to join a discussion, by guiding them with questions such as “Do you think that musical instruments can travel? Could they have relatives in different places?” etc. You can comment on how people around the world listen to different types of music that use of a whole range of different instruments, and how today, more and more frequently, these instruments travel to distant lands to be used there. The instructor’s role is to spark and initiate discussions with the children. After this discussion, read/write down the list of required materials for the next session.



## Modul 3: The Final Rehearsal

Duration: 30-60 min.



Practice what has been learned throughout the program, promote collective creativity, strengthen group feeling, and rehearse for a possible performance.



A video player, sound system, monitor or projector that are suitable to use in the relevant working space. Required materials:

- Do-it-Yourself musical instruments
- Colour pens, cardboards, various papers, random materials for decoration



**Warm-up Activity:** You can start with a physical activity you can find in the appendix section. Then, the children are informed that this is their final rehearsal before the performance, and that they will practice/rehearse their DIY musical instruments and body percussion sounds along the WIND melody in preparation for a performance they will stage in the following session.



**WIND: BP Introduction Video** is played in this step. The children choose from one of the body percussion sounds they have learned and form groups in accordance with their sounds. The video or related sound file is played as many times as necessary, and they practice their sounds/movements along the tune. The rehearsal ends with a round of applause.



**WIND: DIY Introduction Video** is played in this step. The children choose from the Musical Instruments Library one musical instrument and form groups in accordance with their instruments. The video or related sound file is played as many times as necessary, and they practice their instruments along the tune. The practice is ended with a round of applause.



The instructor can make adjustments if one of the instruments makes more sound than others. For example, you can decrease the number of drums and increase the number of rainsticks. You can alternatively work with drums exclusively. You can help them to compare the sounds the drums make collectively with light beats and separately with strong beats. The children are also made aware of how important it is for musicians in a band to hear each other in a concert to stay in harmony, and encouraged to enjoy listening to each other.



**Performance Organization:** The children are informed that they will be performing in the next session, giving a concert using the body percussion sounds they learned and musical instruments they made. This performance can be given in the classroom or any other appropriate place. If it is suitable, they can invite family, friends and people from their schools or community centers. They choose from the body percussion sounds or musical instruments to play along with the melody and form groups accordingly.



**Other Roles:** There may be children who do not want to be a part of the performance. You can ask them if they would like to do something else for the performance, offering suggestions such as taking part in the organization, designing a poster or invitation cards, or decorating the venue. They can also sing or write a song, poem, rhyme or text/essay about the WIND theme.



**WIND: Melody Sound File** is played in this step. For their final rehearsal the children form groups according to the sounds and instruments they will play during the performance. The groups may add creative elements to their performance. The groups are given a few opportunities to rehearse along with the music.



**Preparation for the Performance:** The children and instructor start preparations for the last module “Performance and Celebration.” The children brainstorm to discuss the organization of the performance. They consider the conditions of the venue, whether or not they can invite people, and what kind of party they can hold before/after the performance. They come up with a name for the performance and prepare a poster or invitation cards for their performance. They think about the decorations, accessories and/or costumes they are going to use during the performance. This can also be used as an occasion for the children to bring food from home and/or to have their parents participate.



**Closing Activity:** The children form a circle to talk about their experiences during the session. You can ask general evaluation questions such as, “How did it feel to produce a final performance after having learned the melodies part by part? How did it feel to create something and play a tune together, in harmony with others?” The instructor should also share his/her expectations and excitement about the upcoming performance, and express his/her thoughts and emotions. This closing activity will prepare the group to the performance psychologically.



The children may express negative emotions or frustrations during the experience sharing. The instructor should open space for such expressions. These children may be asked for their suggestions on how to improve the experience. If they like, they can write their suggestions on a colored paper and hang it on the wall: “My suggestions for the next MeloBE program”.



## Module 4: Performance and Celebration

Duration: 45 m.



Promote collective creating, strengthen group feeling, experience a collective performance, share what has been learned, and celebrate a collective success.



A video player, sound system, monitor or projector that are suitable to use in the relevant working space. Required Materials:

- Do-it-Yourself musical instruments
- Decorations and other necessary materials for the performance
- Relevant permission from parents for photo/video recordings



**Before the Performance:** The stage or space that will be used for the performance is decorated. The groups wear their designated insignia or colours. If there will be an audience, seating is arranged.



**Performance:** After everyone takes their places the WIND melody starts to play. The children play their parts along with the tune. They do their body percussion sounds and play their instruments. Children become the WIND. They can also perform their own pieces, if they have any.



**After the Performance:** The children greet the audience. If there is no audience the children can congratulate each other. If they wish, they can repeat their performance. They can also show their “Done-it-Myself Musical Instruments Library” and “Multilingual MeloBE Dictionary” to the audience. Afterwards they can celebrate their performance while listening to the world music, enjoying food and drinks, dancing and keeping rhythm along with the music.



**Closing Activity:** The children form a circle. You can ask questions like, “How was the performance for you?” “What did you like the most about the performance?” “How do you feel now?” The children can be asked to answer the questions with just one word.



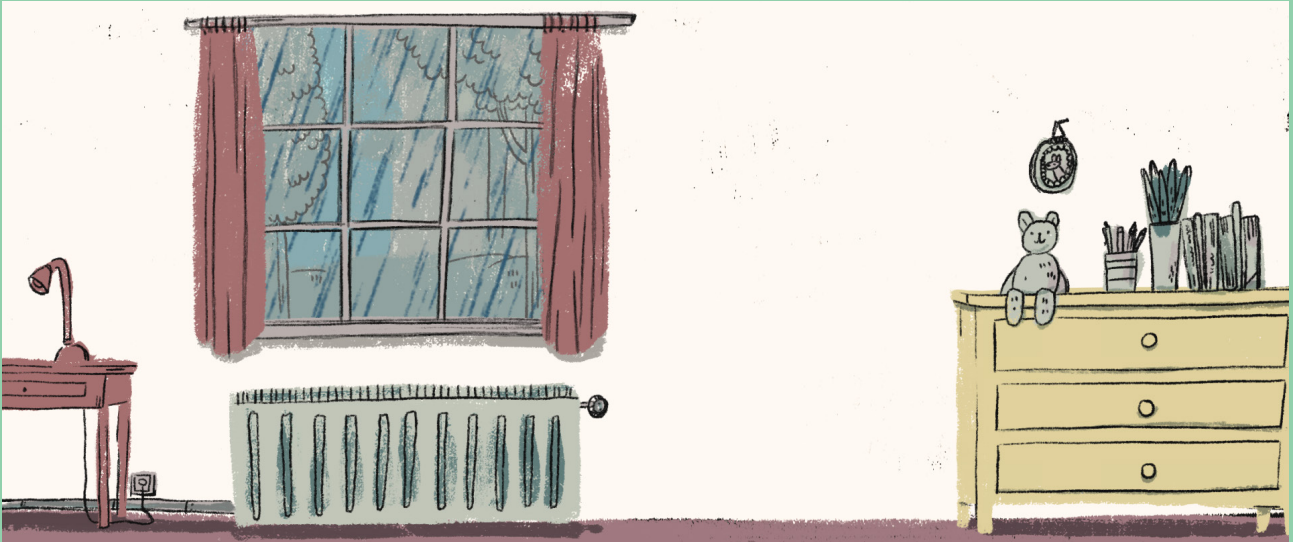
**Closing Activity:** The instructor can use Five Finger Feedback for an evaluation of the whole program choosing appropriate key concepts.

If you take **pictures and video/sound recordings** during the activities you should inform the parents where these will be used, and obtain signed permission for their use. Additionally, you should share with children information on how such recordings will be used in advance.

**Sharing children's images in the public domain, such as on social media platform,** is a separate issue from obtaining consent to take their pictures. You should obtain specific permission from the child and their parents specifying in which particular way the images or videos will be used. This is an important aspect of Child Protection.



## ♥ DROPS



The Body Percussion (BP) Module for the Drops Melody consists of six movements that produce sounds on different parts of the body. In this module, children learn these six movements and play them along to the melody together. The sixth and final movement in the series might be – or appear – more difficult than others. You can leave out this movement according to the learning speed of the children.

In the Do-It-Yourself Musical Instruments Module children produce three different musical instruments: a shaker, a drum and a castanet. In each session of this module, children will learn how to make a musical instrument, which they will then play along to the melody. This module will be followed by the Final Rehearsal module, and then by the Performance and Celebration module to close.

Each module and session is described in detail below. But before moving on to the sessions we recommend you take the following point into consideration:



In learning spaces that are shared by children who speak different languages at home, it is important to open up a space for other languages and to raise awareness about multilingualism. In this sense, the symbol for “DROPS” might be drawn on a large sheet of paper, with the relevant words in different languages added around it. You can ask the children if they know the equivalent of this word in other languages, and these words can then be added next to the symbol or can be written down to be added later (please see the Multilingual MeloBE Dictionary).

## Module 1: Body Percussion

Duration: 45-60 min.



Using a holistic approach to the body, mind and feelings, this module shows children how to create sounds from their body through different movements, with the aim of developing their ability to keep a rhythm and to work together in a group, while also boosting their self-confidence and giving them a chance to discover new skills. This module can be run in two different sessions instead of one.



The workspace should be equipped with a video player, sound system, monitor or projector.




**Warm-up Activity:** If the children in the group already know each other they can do only the physical warm-ups. You can use, for example, the “hands to knees” and “clapping circle” exercises outlined in the appendix. If the children do not know each other, it would be good to begin by getting them to say their names and briefly introduce themselves and share with the group any information about themselves that they wish to before moving on to the physical warm-ups.



**DROPS: BP Introduction Video** is played in this step. The children hear the melody for the first time; the video helps to familiarize the children with the melody and motivate them.



**Drops: BP Tutorial Video - Movements** is played in this step, while the children start to practice the movements together following the instructions in the video. In the video, each movement is first demonstrated without music and at a slow pace, and then repeated with the melody for a second time. When the pause symbol  appears on the screen, the video is paused and the group works on the movement together. If needed, the video can be rewound and watched again for each movement. Once all the movements in the video have been practiced, the whole film is watched without stopping and all the movements are rehearsed, first at a slow pace and then along with the music, as in the video.

The instructor may also choose to play the sound file of the DROPS melody in its entirety to practice each movement.



Some children may learn a movement faster than others. As they continue to practice along with the melody, the others will catch up with them in time. The instructor may intervene with the pace of the group according to the group dynamics.



Children can say the words in different languages for the body parts they are using to make sounds. For example, one child volunteers to do a body percussion movement and then says the name of the body part they are using in the language of their choice. The rest of the children do the same movement and repeat the words after the volunteer. All words are added to the MeloBE Dictionary. The instructor can ask the children how to say the numbers in different languages as they count the meter of the melody (1-2-3-4). The meter could also be counted out in different languages and the children could be encouraged to follow the numbers in other languages.



**DROPS: BP Video Tutorial - ALL TOGETHER** is played in this step and the children practice their movements. You can follow the steps below:

1. In this step the children are informed that they will practice the movements they have just learned in groups. A corner of the classroom is dedicated to each movement and that spot is marked with the number of the movement or the colour of the t-shirt worn by the actress in the video. Each group does not need to have the same number of participants.

2. DROPS: BP Video Tutorial ALL TOGETHER is played in this step. The children's attention is drawn to the fact that each movement is introduced to the melody at a different time. The video is played one more time and each group of children begins to play their sounds by following the actor in the video who is doing their movement, joining in with the melody at the correct time. The entire group therefore plays along with the melody from beginning to end.

3. Children practice the same movements a few times as they watch the video. They will gradually increase their harmony with the melody and with each other. Some children may want to change their movement/group during the practice session, and they can try out different movements by joining different groups.



Some of the movements might be — or appear — more difficult than others, but every child will feel more comfortable with different movements and will have a different learning speed. Any impression that suggests that some movements are more important than others should be avoided. The program is not based on individual success but on the harmony of the group as a whole; so each movement holds a value in its own right as they each make their own unique contribution to the music by adding a different tone. Children should feel like an important part of the group no matter which movement they have chosen.



**Closing Activity:** As you are finishing the Body Percussion Module, the instructor and children congratulate each other. The numbers or colours of the groups are called out for a round of applause. You may consider one or more of the following points afterwards:

1- Children can be encouraged to create their own body percussion sounds using different parts of their bodies. DROPS melody audio file is played, as the children



perform the sounds they have come up with and teach them to each other. The metronome sound file can also be played to help the children match their movements to the meter, or they can work with the melody only.

2- Children form small groups to create a different movement within their groups. They decide on the movement together and practice it for a certain amount of time. The instructor plays the melody and the groups play their sounds along with the music. Finally, each group performs along with the melody to present their movements to all the participants.

3- Children form a circle – either sitting or standing – to talk about their experiences during the session. You can ask them about their favourite moments and for any suggestions on the activities. The instructor can use the five-finger feedback method to elicit an evaluation of the session from the children.

4- **IMPORTANT:** If you plan to continue the program with the Do-it-Yourself Musical Instruments module, you can ask particular questions to increase the children's awareness about re/upcycling: What do we consider as waste? What waste materials in the classroom or home can be upcycled? How can we produce less waste? What different kinds of waste materials do we know of? What waste materials available at home or in the classroom can we make use of? After this free discussion, you can inform the children that they will make do-it-yourself instruments using waste materials they will bring from home, and read/write down the necessary material list. The materials they will bring from home are especially indicated.

## Modul 2: Do-it-Yourself (DIY) Musical Instruments

### Session 1: DIY – SHAKER

Duration: 45-120 m.



An introduction to making your own musical instruments with simple materials, raising awareness about the importance of using waste materials, dedicating time to creative crafts, making a shaker.



The workspace should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website.

Required materials for each child:

- 2 rigid plastic cups (these can also be made of cupboard or styrofoam, children asked to bring these from home)
- Liquid adhesive (can be shared by more than one child)
- Paintbrushes (can be shared by more than one child)
- Water-based paint or finger paint (can be shared by more than one child)
- Parcel tape (children asked to bring these from home)
- Ribbon or any other kind of string (children asked to bring these from home)
- Random materials for decoration (tassels, beads, bright coloured ribbons, paillettes etc.)
- Scissors (can be shared by more than one child)

The instructor asks children to bring the materials that can be upcycled from home but should keep backup materials in the classroom just in case there are children who are unable to do so. If this is the case, it should be indicated that this is not a problem and that there are always things they can do with the waste materials they have at home.



**Warm-up Activity:** You can start with one of the physical warm-up activities found in the appendix before entering into a discussion on waste materials and recycling/upcycling: What kind of waste materials are there in the classroom or at home? Where do we use plastic or paper cups the most? Are garbage cans for plastics and papers different? What is the purpose of sorting waste materials? What did you throw away today (or yesterday)? Is it possible to produce less waste? How can we reduce the use of paper and plastic cups? After this discussion, the children are informed that they will be making an instrument using plastic or paper cups.



**DROPS: DIY- Introduction Video** is played in this step. The children listen to the melody while paying special attention to use of the SHAKER.



**Preparation for the crafting session:** The working space is prepared with the help of the children. Materials are made ready to use. Print-outs from the project website of the relevant instrument are handed out to the children.



**DROPS: Video Tutorial - SHAKER** is played in this step. The children start making their shakers while the relevant video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section, or practice the body percussion movements from the previous module along with the DROPS melody.



While going over the materials, or while the children are making their instruments, the instructor and children call out the names of the materials used, such as paper, plastic, iron, cotton, rice, grains, peas and beans in other languages. All new words are added to the MeloBE Dictionary. You can do/continue the same activity at any convenient time using the words you use during the sessions.



**DROPS: Metronome Sound File** is played in this step. The children at first, freely practice playing the instrument they have made and discover the sounds it makes. Following this free practice, they play their shakers all together in accordance with the metronome file and with each other.



**DROPS: Melody Sound File** is played in this step. The children practice playing the instrument along with the melody. Finally, the children play either their new shakers or the body percussion sounds they learned in the previous session along with the melody. You can also play DROPS DIY Introduction Video instead of the sound file.



**Closing Activity:** The shakers are put in a corner of the classroom to be used in the next sessions. A corner of the classroom is dedicated to a “Done-It-Myself Musical Instruments Library”. The children can also form a circle to talk about their experiences during the session. You can ask the children if they have ever seen a shaker or any similar instruments before? You can discuss what other waste materials you could use to make a shaker or similar instrument. You can give the example of plastic water bottles or any other appropriate containers. You can also talk about how it is important to produce less waste, and not just to recycle/upcycle waste. Finally, read/write down the list of required materials for the next session. The materials they will bring from home are especially indicated.



## Modul 2: Do-it-Yourself (DIY) Musical Instruments

### Session 2: DIY – DRUM

Duration: 45-120 m.



To offer another example of how to upcycle waste materials, to devote time to creative crafts, to make a drum.



The workspace should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website. Images of different drums from around the world.

Required materials for each child:

- A clean and empty can or any other cylindrical metal container (children asked to bring this from home)
- A standard one liter glass jar lid (children asked to bring it from home)
- 6 wooden sticks (children asked to bring these from home, e.g.: coffee stirrers)
- 1-2 pieces of felt (this will cover the container wrapping paper, coloured cardboard or any other fabric could be used instead)
- Liquid adhesive (can be shared by more than one child)
- Coloured electrical tape or parcel tape (children asked to bring these from home)
- Ribbon or any other kind of rope (children asked to bring these from home)
- Coloured crepons
- Small bells or any other similar sound making material
- Various decorative materials (tassels, beads, bright coloured ribbons, paillettes etc.)
- Scissors (can be shared by more than one child)

The instructor asks children to bring the materials that can be upcycled from home but should keep backup materials in the classroom just in case there are children who are unable to do so. If this is the case, it should be indicated that this is not a problem and that there are always things they can do with the waste materials they have at home.



**Warm-up Activity:** You can start with one of the physical warm-up activities found in the appendix or the children form a circle and do a simple rhythm exercise using the body percussion movements. After this, you can initiate a group discussion about drums. The children can define and draw the drums they have seen before (or they imagine), and then imitate their sounds. After the drawings are done, all participants observe how different their drawings of drums are. The discussion can continue with “How different are drums in different parts of the world?” “Why similar musical instruments can become something else in different places? Why do they have different forms? Why are they made of different materials in different geographies?” This could be illustrated with a couple of examples and by showing the printed images of different drums from around the world. Here, the instructor only leads the conversation with questions and gives examples while the children provide the content of the discussion.



**DROPS: DIY Introduction Video** is played in this step. The children are asked to pay special attention to use of the DRUM.



**Preparation for the crafting session:** The working space is prepared with the help of the children. Materials are made ready to use. Print-outs from the project website of the relevant instrument are handed out to the children.



**DROPS: Video tutorial - DRUM** is played in this step. The children start making their instruments while the relevant video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section. The instructor shows the printed images of different drums from around the world. They can play a guessing game: Where are these drums more commonly played in the world? Then, they hang the printed images on the walls.



You can ask the children if they know the equivalent of the key words they used in this session in different languages like ‘drum’ and ‘stick’ or the materials you used in this session like “can” and “jar”. The new words are added to the MeloBE Dictionary.



**DROPS: Metronome Sound File** is played in this step. The children freely practice playing the instrument they have made and discover the different sounds it makes. Following this free practice, they play their new instruments all together along with the metronome file.



**DROPS: Melody Sound File** is played in this step. The melody is played and the children play in groups either their new drums or the shakers they made or body percussion sounds they learned in the previous sessions along with the music. You can also play Drops: DIY Introduction Video instead of the sound file.



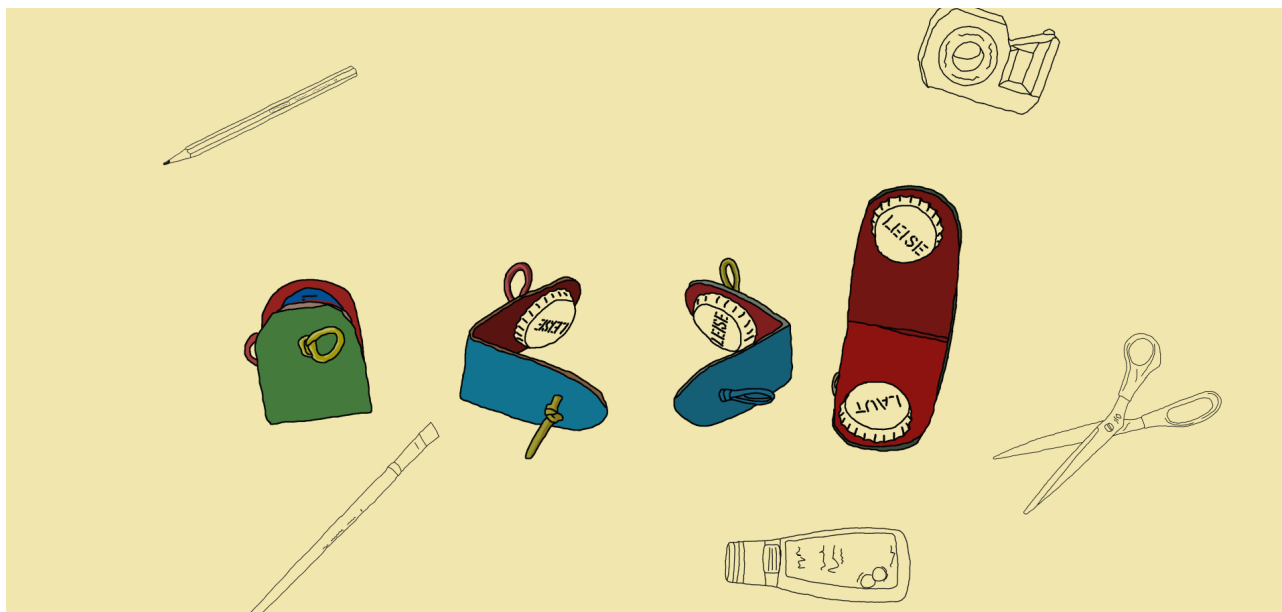
**Closing Activity:** The drums are added to the Done-it-Myself Musical Instruments Library. The children can name their drums and write their name on it. The children work together in pairs, with one partner showing the other a beat, which the other tries to repeat. The partners then switch roles.

Finally, the children form a circle to share their experiences of the session and to express their feelings. You can give various examples of musical instruments that have travelled alongside human communities, changing form and shape along the way, and invite the children to join a discussion, by guiding them with questions such as “Do you think that musical instruments can travel? Could they have relatives in different places?” etc. You can comment on how people around the world listen to different types of music that use of a whole range of different instruments, and how today, more and more frequently, these instruments travel to distant lands to be used there. The instructor’s role is to spark and initiate discussions with the children. After this discussion, read/write down the list of required materials for the next session.

## Modul 2: Do-it-Yourself (DIY) Musical Instruments

### Session 3: DIY – CASTANET

Duration: 45-120 min.



To offer another example of how to upcycle waste materials, to devote time to creative crafts, to make a castanet.



The workspace should be equipped with a video player, sound system, monitor or projector. Relevant instruction print-outs from the project website.

Required materials for each child:

- 1 sheet of thick cardboard (can be used, children asked to bring this from home)
- 4 soda bottle lids (children asked to bring these from home)
- 2 sheets of coloured paper/card (in different colours if possible, children asked to bring these from home)
- Liquid adhesive (can be shared by more than one child)
- Stick adhesive (can be shared by more than one child)
- Pencil or brush pen
- 2 rubber bands (children asked to bring these from home)
- Scissors (can be shared by more than one child)



**Warm-up Activity:** Children form a circle. They discuss what kind of sounds our fingers can make and what an instrument that we play with only fingers would be like? After this discussion, the children are informed that they will be making a kind of finger clackers called a 'CASTANET'.



**DROPS: DIY Introduction Video** is played in this step. The children listen to the melody while paying special attention to use of the CASTANET.



**Preparation for the crafting session:** The children help to prepare the working space. Materials are made ready to use. Print-out instructions from the project website for the relevant instrument are handed out to the children.



**DROPS: Video Tutorial - CASTANET** is played in this step. The children start making their instruments while the relevant video plays. The video is paused after each step to give children time to complete that step. The video can be rewound if necessary.



Some of the children may need more time in the craft activities. The instructor should encourage children to help each other, and also offer their own support if needed.



You will need to give breaks as you wait for the paint and glue to dry. During these breaks you can choose from the activities in the WAITING section. The children can also practice in groups either the shakers or drums they made or body percussion sounds they learned in the previous sessions along with the music. They can discuss what else can be used instead of soda bottle caps to make castanets. After you have their answers you can inform them that walnut or mussel shells are used for the same purpose, and that the instrument is used in Spanish, Caló, Maghribi, Ottoman, Italian, Sephardic, Swiss and Portuguese music, and that even Ancient Greeks and Romans had a similar instrument called the "crotalum."



You can ask the children if they know the equivalents of various word trios in different languages like "drop, drops - rain" "finger, fingers - hand" "tree, trees - forest" etc. This will increase the children's awareness of the fact

that nouns for individuals in a collective and their collective nouns are different, and that this is because the nature of an individual and the nature of a collective are unique in their own ways. The children can draw images of these word trios in the WAITING times and write down the relevant words from different languages around it. The new words are added to the MeloBE Dictionary.



**DROPS: Metronom Sound File** is played in this step. The melody is played and in groups and the children play along using either the shakers or drums they made or body percussion sounds they learned in the previous sessions. You can play DROPS: DIY Introduction Video instead of the sound file.



**Closing Activity:** The castanets are added to the Done-It-Myself Musical Instruments Library. You can draw the children's attention to the fact that the instruments sound completely different when they are played individually or collectively. Then, play a game that will draw their attention to the relation of individuals and collectives. For example, the instructor says, "drop, drops..." and the children reply with, for example, rain, lake, sea etc. Finger, fingers --> hand; flower, flowers --> bouquet; instrument, instruments --> orchestra may be some other examples. After this game, the children form a circle to talk about their experiences during the session and express their feelings. then, you can open a discussion by pointing out how each instrument (individual) is unique yet becomes something totally different when it acts in harmony as part of an orchestra (collective) that produces incredible sounds. You can ask the children if this is the same with people. After hearing the comments, the instructor can mention that individuals and collectives/groups may hold different values and do have different characteristics. To keep the discussion ground, the instructor may ask "What would be the gifts, meanings and strengths of being a collective/group by keeping the unique characteristics of individuals?"



### Modul 3: Final Rehearsal

Duration: 30-60 min.



Practice what they have learned along the program, promote collective creativity, strengthening group feeling, and rehearse for a possible performance.



A video player, sound system, monitor or projector that are suitable to use in the relevant working space. Required Materials:

- Do-it-Yourself musical instruments
- Colour pens, cardboards, various papers, random materials for decoration



**Warm-up Activity:** You can start with a physical activity you can find in the appendix section. Then, the children are informed that this is their final rehearsal before the performance. and that they will practice/rehearse their DIY musical instruments and body percussion sounds along the DROPS melody in preparation for a performance they will stage in the following session.



**DROPS: BP Introduction Video** is played in this step. The children choose from one of the body percussion sounds they have learned and form groups in accordance with their sounds. The video or related sound file is played as many times as necessary, and they practice their sounds along the tune. The rehearsal ends with applause.



**DROPS: DIY Introduction Video** is played in this step. The children choose from the musical instruments they made and form groups in accordance with their instruments. The video or related sound file is played as many times as necessary, and they practice their instruments along the tune. The practice is ended with a round of applause.



The instructor can make adjustments if one of the instruments make more sound than others. For example, you can decrease the number of drums and increase the castanets. You can alternatively work with one instrument exclusively. For example, You can help them to compare the sounds the drums make collectively with light beats and separately with strong beats. The children are also made aware that how important it is for musicians in a band to hear each other in a concert to stay in harmony, and encouraged to enjoy listening to each other.



**Performance Organization:** The children are informed that they will be performing in the next session, giving a concert using the body percussion sounds they learned and musical instruments they made. This performance can be given in the classroom or any other appropriate place. If it is suitable, they can invite family, friends and people from their schools or community centers. They choose from the body percussion sounds or musical instruments to play along with the melody and form groups accordingly.



**Other Roles:** There may be children who do not want to be a part of the performance. You can ask them if they would like to do something else for the performance, offering suggestions such as taking part in the organization, designing a poster or invitation cards, or decorating the venue. They can also sing or write a song, poem, rhyme or text/essay about the DROPS theme.



**DROPS: Melody Sound File** is played in this step. For their final rehearsal the children form groups according to the sounds and instruments they will play during the performance. The groups may add creative elements to their performance. The groups are given a few opportunities to rehearse along with the music.



**Preparation for the Performance:** The children and instructor start preparations for the last module “Performance and Celebration.” The children brainstorm to discuss the organization of the performance. They consider the conditions of the venue, whether or not they can invite people, and what kind of party they can hold before/after the performance. They come up with a name for the performance and prepare a poster or invitation cards for their performance. They think about the decorations, accessories and/or costumes they are going to use during the performance. This can also be used as an occasion for the children to bring food from home and/or to have their parents participate.



**Closing Activity:** The children form a circle to talk about their experiences during the session. You can ask general evaluation questions such as, “How did it feel to produce a final performance after having learned the melodies part by part? How did it feel to create something and play a tune together, in harmony with others?” The instructor should also share his/her expectations and excitement about the upcoming performance, and express his/her thoughts and emotions. This closing activity will prepare the group to the performance psychologically.



The children may express negative emotions or frustrations during the experience sharing. The instructor should open space for such expressions. These children may be asked for their suggestions on how to improve the experience. If they like, they can write their suggestions on a colored paper and hang it on the wall: “My suggestions for the next MeloBE program”.

## Module 4: Performance and Celebration

Duration: 45 m.



Promote collective creating, strengthen group feeling, experience a collective performance, share what's learned and celebrating a collective success.



A video player, sound system, monitor or projector that are suitable to use in the relevant working space. Required Materials:

- Do-it-Yourself musical instruments
- Decorations and other necessary materials for the performance
- Taking all the necessary permissions from the parents for photo/video recordings



**Before the Performance:** The stage or the space that will be used as the stage is decorated. The groups wear their designated insignia or colours. If there will be an audience their seats are arranged.



**The Performance:** After everyone takes their places the DROPS melody starts to play. The children play their parts along with the tune. They do their body sounds and play their instruments all together to sound like the rain. They can also perform their own gigs if they have any.



**After the Performance:** The children greet the audience. If there is not an audience the children can celebrate each other. They can perform the whole thing once more. They can present their “Done-it-Myself Musical Instruments Library” and “Multilingual MeloBE Dictionary” to the audience. Afterwards they can freely celebrate their performance listening to the world music, enjoying food and drinks, dancing and playing along the music.



**Closing Activity:** The children form a circle. You can ask questions like, “How was the performance for me?” “What did I like the most about the performance?” “How do I feel now?” each turn, and the children answer with one word.



**Closing Activity:** The instructor can use five finger feedback for an evaluation of the whole program choosing appropriate key concepts.

If you take **pictures and video/sound recordings** during the activities you should inform the parents where these will be used, and obtain signed permission for their use. Additionally, you should share with children information on how such recordings will be used in advance.

**Sharing children's images in the public domain, such as on social media platform**, is a separate issue from obtaining consent to take their pictures. You should obtain specific permission from the child and their parents specifying in which particular way the images or videos will be used. This is an important aspect of Child Protection.

## ● APPENDIX

You can find this booklet on the project's website along with all relevant videos, sound files, and instructions to be downloaded.

[www.hep-beraber.org](http://www.hep-beraber.org)

[www.all-zusammen.org](http://www.all-zusammen.org)

[www.germanturkishinitiative.org](http://www.germanturkishinitiative.org)

### *Clapping Circle*

Aim: To warm up, to form bonds with each other, to practice hand-eye coordination, to create group harmony.

Participants stand in a circle.

- 1- Each participant claps their hands once in turn, going clockwise around the circle.
- 2- The clapping circle continues in the same direction, speeding up gradually.
- 3- The participants try to reach the highest possible speed. The instructor indicates that the aim is not only speed but also harmony, and to flow like a wave as a group.

You can repeat any of the steps as many times as needed.

Alternatively, participants can make "High Fives" with the person to their left instead of clapping hands. To make the game more difficult, in the following rounds, a person may duck down while the two people next to them give each other a high five. The participant who ducked stands back upright and carries on the "High Five" to the second person to their left.

### **Hand to knees**

Aim: To learn the words for various body parts in different languages, to encourage physical contact between participants.

The participants form a circle. In the first part of the game, the facilitator calls out two body parts and the participants bring these two parts of their bodies together. For instance, hand to knee, foot to knee, elbow to elbow, hand to head, palm to cheek, etc. Participants can also come up with their own combinations.

### **Throw the Ball:**

Aim: To learn each other's names and get moving.

Participants stand in a circle and throw a ball to each other at random. The person throwing the ball should look at the person they are throwing it to.

In the first round, participants simply throw the ball to each other and look into each other's eyes.

In the second round, they say their own name as they throw the ball.

In the third round, each participant says the name of the person they received the ball from as well as their own name.

In the fourth round, each participant says the name of the person they received the ball from, their own name, and the name of the person they are throwing the ball to.

Make sure that everybody receives the ball!

### **Do Your Movement, Say Your Name:**

Aim: To learn each other's names and get moving.

Participants stand in a circle.

In the first round, participants take turns saying their name, followed by a chosen body movement, such as clapping, touching their head, spinning around, jumping, etc.

The second round starts from the same person again. Each participant says the name and does the movement of the person after them in the circle.

The third round starts from the same person again. Each participant says the name and does the movement of the last person, i.e. the person before them, and then also adds their own name and movement. The game continues around the circle with each person saying the name of the person before them and adding their own name and movement until a full round is finished.

## **WAITING - FILLER EXERCISES**

### **Musical Chairs:**

Set up a number of chairs one fewer than the number of players, arranging them in a circle facing outwards.

Play either the Wind or Drops melody, or any other rhythmic music. The children start to freely dance around the chairs. The instructor stops the music and everyone attempts to jump onto a chair to sit on. As the chairs are one missing, one player will immediately be left out of the game. The child who is out of the game removes one of the chairs and sits at the side to watch. The last child who is out is given the task of stopping the music for the next round after they are removed from the game.

### **Find and Deliver**

The children group at the center of the room.

Play either the Wind or Drops melody, or any other rhythmic music. One child volunteers to be 'it', while the other children may start to dance freely. When the instructor stops the music, the volunteer shouts the name of an object out loud, such as 'notebook', 'ruler', 'socks', 'post-its', 'hair clips' etc. The children roam around the room in search of the aforementioned object, with those who find the item bringing it to the center. The children who come back empty-handed are disqualified from the next round, playing along with the music for one turn before re-joining the game.

### **Dance Freeze**

The children group at the center of the room.

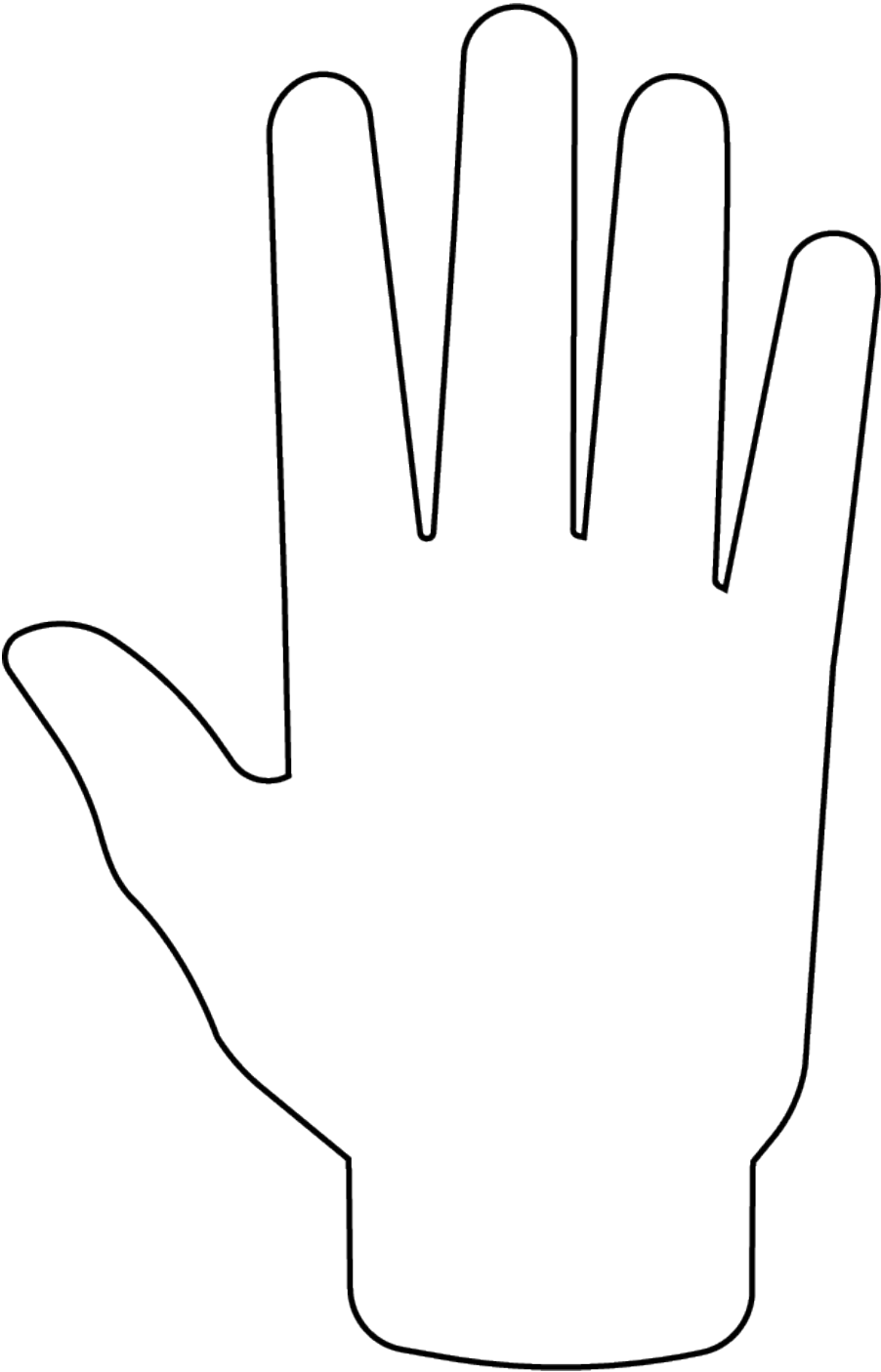
Play either the Wind or Drops melody, or any other rhythmic music. The children may start to dance freely. The instructor then stops the music and the children must freeze in their positions. The last one to freeze is disqualified from the game and gets to choose when to stop the music for the next round.

### **Fold - Dance**

For this game, you will need a full size newspaper, flipchart sheets or similarly large sheet of paper.

Each of the children take their sheet, spread them on the ground and step onto them. When the music starts, the children start to dance making sure they stay inside the borders of their sheets. When the music pauses, the children stop dancing and fold their sheets into two before resuming their position on top of the now-smaller sheet. When the music starts again, they begin dancing, again, careful to remain on the paper. As the game proceeds, it will become progressively more difficult to stay within the limits of the page. Even if they are on one foot, they can continue to move their upper bodies. The children who fall outside the limits of their paper are disqualified until there is one winner.

FIVE FINGER FEEDBACK



The facilitator hangs up a large sheet of paper with a drawing of a hand on it. Each finger on the poster is labeled with statements like the ones below:

Thumb: "I liked ..." or "I enjoyed ..."  
Index finger: "I would like to point out that..." or "I would like to add that..."  
Middle finger: "Right now, I feel ... part of my body the most."  
Ring finger: "I am curious about..." or "I would like to know more about..."  
Little finger: "... part was too short" or "I would like to spend more time on..."

The poster serves as a guide to invite participants to express their thoughts about the program. Participants are invited to come up with words to fill in the blanks. They write them down on post-its and stick them to the relevant statement on the poster. Different participants fill in each statement using different words.

The Five Finger Feedback can also be used in other ways:

The facilitator puts the large hand poster in the center of the room. Each finger on the poster is already labeled with statements like the ones below:

I had fun, I felt secure, I felt insecure, I learned about myself, I felt comfortable, I felt uncomfortable, I felt energized, I felt calm, I learned about other participants, I would like to learn to make another musical instrument, I would like to learn another body percussion movement, etc.

Every participant has three small stickers that they can place around the fingers that best describe their thoughts/feelings.

At the end, the facilitator gathers the participants around the poster and they evaluate the session according to how many stickers are placed on which finger.



**SYMBOL INDEX**



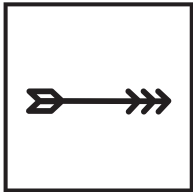
**Wind**



**Drops**



**Aim**



**Suggestion**



**Preperation**



**Task**



**Multilingualism**

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