

Session Guide: Positive Song Writing

Session Outline

Description

Everyone has a place that they particularly like or brings them happiness or positive feelings of any kind. It could be a place in their community, their own home, a place they visited, or any other place that they know about. In this session, learners will reflect on this and identify such a place and describe by writing a song or poem about it. They will then sing the song or recite their poem to the rest of the group.

Session Objectives

The objectives of this session are to:

- Develop self-reflection skills.
- Identify positive feelings and find mechanisms to use them to deal with challenging issues.
- Improve music and poetry skills.

Expected Outcomes

By the end of the session learners will have:

- Identified a place that brings them pleasure or other positive feelings.
- Written a song to describe this place and explain why it is important to them.
- Performed their song to the rest of the group.

Areas involved

- Creative Arts
 - Music and dance
- Life skills
 - Self-aware
 - Self-esteem
- Language
 - Poetry
 - Writing



- Citizenship
 - Socio-cultural Activities

Activity: Identifying a Good Place

Objectives

- To reflect on their life experiences.
- To identify a place they relate to in a positive place.
- To reflect on why different experiences or places can generate positive feelings.

Expected Outcomes

Learners will have thought of their life experiences, identified a place that generates positive feelings to them and explained why that is the case.

Teaching Instructions

Ask learners to think about a place that brings positive feelings to them. It could be any place they can think of, ranging from a tree in their garden, to a place in their local community, a family member's home, or a place they only visited once. They should also think about what sort of positive feelings that place brings to them and why they think that might be the case. Learners should then share their place and reasons to the rest of the group.

Suggested Guidelines

- Some learners will find it difficult to identify a place. Ensure that they know that no place or reason is silly and there are no wrong answers, everything or anything is valid as long as it triggers positive feelings.
- If learners are struggling to identify a place they can create a fictional one. However, it would be ideal to identify a real place so allow this but don't encourage it.
- Several learners may identify the same place. Emphasise that this is not a problem but what is important is to think about why this place is personally important to them and why they generate positive feelings.

Student Instructions

Whether you travelled extensively or you never left your home, everyone has a place they find special and brings positive feelings when they are there. For some people it could be a tree in their garden, a specific place in their home or local community, a place they visited only once, or



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even a place they read or heard about. Identify one specific such place and think about what positive feelings it triggers and why. What is special about this place? What kind of feelings does it bring to you?

Activity: Making Notes and a Plan

Objectives

To be able to write about their feelings.

To develop planning strategies for writing a song or a poem.

Expected Outcomes

Learners will have written some notes about the place they identified, what feelings this place brings to them and the reasons why that might be.

Learners will have started planning how they would transform these notes into a poem or song.

Teaching Instructions

Learners should now put their thinking in writing by making notes about what they presented to the group. These could include what the place is, where it is, what it is like, how they would describe it, what sort of feelings it triggers and why they think that's the case. They should write three paragraphs or less.

Learners should then start thinking about how they can turn their notes into a plan for a poem or a song. They should consider what they are going to mention first, will it be a description of the place or their feelings, how they can describe why this place brings these feelings and when in the song or poem they will mention each point. Mention that it is important to write this plan to facilitate the actual production so that everything they will want to mention is included.

Suggested Guidelines

- After sharing with the group and having heard their peers' ideas, learners might want to change their mind and focus on another place. Encourage learners to do so if they want to.
- If you think learners will struggle to get a poem or song, you could allow them to simply write a description or short story instead.



Student Instructions

Now that you identified a place that prompts positive feelings to you, you should make notes about this place, where it is, what it is like, how you would describe it, what sort of feelings it triggers, and why you think you feel that way in that place or when you think about that place.

Once you have your notes, draw a plan on how you could transform your notes into a song or a poem about it. What are you going to mention first? Will you start by describing the place or your feelings? How can you describe why this place brings you these feelings? When are you going to mention each of these points in your song or poem?

Activity: Writing the Song

Objectives

To write a song about their chosen place.

To be able to carry out a piece of writing from a structured plan.

Expected Outcomes

Learners will have written a song or poem about their chosen place.

Teaching Instructions

Learners should follow their plan, perhaps adjusting it slightly as they go along, and write a song or poem. It could be a song based on the tune of a song they already know or it could be completely new.

Suggested Guidelines

Encourage learners to write a song and only try a poem or other type of writing if they really would find the song writing overly difficult.

Student Instructions

Follow your plan to write a song or poem about your chosen place. If you are writing a song, it could follow the tune of a song you know or it could be a new song altogether. Make sure you follow the plan but feel free to adjust it as you go along if you need to.



Activity: Performing the Song

Objectives

To gain confidence to sing their song or recite their poem in front of their peers.

Expected Outcomes

Some or all learners will have performed their piece for the rest of the group.

Teaching Instructions

Volunteer learners should perform their work to the rest of the group. If time allows it would be good for everyone to do so.

Suggested Guidelines

Encourage all learners to perform and share their work. However, if they feel strongly about it you can allow them to not share it but encourage them to find someone to share it with afterwards as it is a good mechanism to identify and share their feelings.

Student Instructions

Once you finish writing your song or poem, sing it or recite it to a friend or family member.

