BADGE INSTRUCTIONS
1.6 Perform for Your Community: Empathy Song

DETAILS
- Time: 1 hour (or more if you want!)
- Materials / Equipment:
  - Pen or pencil, piece of paper

WHAT WE BELIEVE (norms & values)
- All emotions are important (there are no “good” or “bad” emotions)
- Empathy means understanding how someone else is feeling, or understanding the situation they are in.
- Music is a form of storytelling

WHAT YOU WILL GET OUT OF THIS (objectives)
- Increased understanding of how to practice empathy
- Increased sense of connection to your community during this isolating time

ACTIVITY

Introduction
To earn this challenge badge (the final activity of Level 1), you will write and perform an empathy song for members of your community. Afterwards, you will lead a discussion about emotions with the audience. We realize your audience might look different during physical-distancing. One option is to safely (over video or phone) invite family members, teachers, friends, or anyone else you would like to be in the virtual audience. You can also perform the Empathy Song (with the help from an adult) on your porch, balcony, or even your front yard, as long as you are keeping a safe distance from everyone.

Step 1 - Write Your Lyrics
The first thing you will do is write the lyrics for your song. Start by looking at the empathy story you wrote for Activity 1.5. Find and summarize the following sections of your story:

Beginning: the start of the story, introduces your characters and the setting (where they are)
Dilemma: the problem or challenge that your main character is facing
Climax: the part in the story where that problem or challenge is most visible or most extreme
Resolution: the event that is introduced to solve the problem or meet the challenge
Conclusion: the end of the story, reveals if the problem/challenge has or has not been solved or overcome

To do this, read through your empathy story and work to identify each section. On a blank piece of paper, write down 1-2 sentences to summarize each section of your story. In the Climax section, state and underline how your character feels. If we review the example story about the elderly woman carrying the heavy bags, the summary might look like this:

Beginning: There is an elderly woman carrying heavy bags. A sister and brother are walking behind her.
Dilemma: The woman is old and tired and struggles to carry the heavy bags.
Climax: The woman needs to cross a busy street full of traffic, she feels scared.
Resolution: The sister and brother offer to help the woman, they carry her heavy bags for her and guide her across the street, navigating traffic.
Conclusion: The woman arrives home safely after receiving help from the sister and brother.

Once you have completed this step, give yourself a pat on the back. You just wrote the lyrics for your song!
Step 2 - Write Your Song

Now that you have written the lyrics for your song, it is time to decide how you want people to feel as they listen to different parts of your song. Think about which emotion(s) should guide your song. For each section, ask yourself, “How do the characters feel right now?” Decide on a guiding emotion for each section, and take notes on a piece of paper. If we use the example from the example story, our guiding emotion notes might look something like this:

- **Beginning:** Tired
- **Dilemma:** Frustrated
- **Climax:** Scared
- **Resolution:** Relieved
- **Conclusion:** Grateful

Now, think about the best way to express the guiding emotion for each part of the song. How fast or slow should you make your tempo (how fast or slow your beat is)? How quiet or loud should each section be (dynamics)? Should this part of the song have high or low energy? Write down your tempo and dynamics decisions next to each emotion. If we use the example story from the first activity, our tempo and dynamics decisions would look something like this:

- **Beginning:** Tired (medium tempo, low volume, low energy)
- **Dilemma:** Frustrated (medium tempo, slightly higher volume, slightly higher energy)
- **Climax:** Scared (medium tempo, high volume, high energy)
- **Resolution:** Relieved (medium tempo, slightly lower volume, slightly lower energy)
- **Conclusion:** Grateful (medium tempo, low volume, happy and relaxed energy)

To finish writing your song, you will need to compose music to match your song’s lyrics, emotions, tempo and dynamics. Start by reading your lyrics out loud a couple of times using the guiding emotions and answers above. You can also hum the words to create a melody. Practice your song until you can perform it three times the same way. If you need a reminder of how to write a song, revisit Activities 1.2 and 1.3. Make sure to use any instruments you’ve made from found objects!

Step 3 - Perform Your Song

Now it is time to rehearse your song for a few friends (virtually) or family and ask them for helpful feedback. When giving feedback, ask your friends to use the word “because” to explain why they did or did not like something about your song. For example, they might say “I liked your song because I can relate to the story and the beat made me feel energized,” and/or “I did not like the part where the drums and guitar got really loud because I had a hard time hearing your beautiful lyrics over the noise of the instruments.” Take notes on the feedback you get, so that afterwards, you can make changes to your song and continue to practice and improve. If you start to feel frustrated at any point, use this Growth Mindset poster to help find ways you can think about improving.

Finally, think about how and where you want to perform your song. Do you want to perform it for your neighbors from a safe distance? Maybe you want to get your class together on video or the phone? Or maybe you want to perform it for everyone in your house? Make sure to try to have someone record your performance so you can share it afterwards!
Before your performance, make sure you are prepared to engage the audience. Being a musician takes some effort, so follow these guidelines when practicing and performing your song:

- Always face the audience.
- Use your body and your face to express emotions.
- Make sure the audience can hear you clearly! Practise playing your instruments or singing at the best volume for the space. If the space is big, or if you are performing outside, make sure to increase your volume so your voices can fill the space and can be heard clearly. If the venue is in a small room, make sure to practise at a volume that sounds good in the room.
- There is no need to be shy! Whether you are on a stage, platform, or in front of a computer, move to the front so you are close to the audience. This way they can hear AND see you better.

On the day of your performance, follow the agenda below.

1. In your own words, talk about what you have done in Level 1 (activities 1.1 through 1.6).
2. Explain the Mood Meter and the difference between its 4 quadrants to your audience members.
3. Play your song for the audience.
4. Ask the audience to guess which guiding emotions they felt during your song. Afterwards, share the empathy story and emotion colour(s) that inspired your song. If applicable, discuss differences in the audience interpretation of your song.
5. Thank the audience for attending and ask them to share their favourite part of the performance, a suggestion for improvement, and/or something they learned.
6. With the help of an adult, post a recording of your performance to social media! For those of you who post your song using the hashtag #AmaniProject and #CoronaKindness, you will be automatically entered into a contest to have your song professionally produced by our Amani Project team! We’ll work with you to add instruments and record and produce your song - all virtually!

Once you receive your challenge activity, give yourself a big round of applause because now you are ready to move on to LEVEL 2! You can also email hello@amaniproject.org to receive a Level 1 certificate!

Hey Adults! Do you have a suggestion for how to improve this activity? Or just want to tell us how much you liked it? Click here.
INSTRUCTIONS: Use this rubric to make sure the young person has completed all required steps in this project. If they did not complete each step, explain what is missing and what they will need to work on in order to get a badge. Ask the young person to come back for reassessment once they have completed each step as instructed. Once they successfully complete all required steps of this project, congratulate them and give them the appropriate badge to glue onto their Amani Project @ Home Badge Card.

Objectives
1) Write an empathy song.
2) Organize a performance for the community.
3) Perform Empathy Song for community audience.
4) Lead a discussion about emotions with the community audience at performance (virtually or from a safe distance).

You must be able to answer "YES" to all questions below in order to award the badge. If you answer "NO" to any question, kindly inform the young person which step is incomplete. Offer feedback and support, but do not award the badge (sticker).

1. Did they write an Empathy Song?
   □ Yes □ No

2. Did they perform their empathy song for a community audience?
   □ Yes □ No

3. Did they explain the Mood Meter to a community audience at their performance?
   □ Yes □ No

4. Did they lead a discussion about the guiding emotions of their song with a community audience at their performance?
   □ Yes □ No

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