
YOUTH CULTURE

**Art, music, styles and fashion
created by young people**

Type of modul	Creative communication
Level	B1
Target group	16–19-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module, Ls read about, do research on and present information about the history of popular music. They choose an artist to be added to the List of Immortals through a debate / role play. They get information about careers on music. They choose a career and plan it, then they make their first business / professional contacts in the class. Finally, they discuss the topic of drug use using pictures and input texts.
AIMS AND OBJECTIVES OF MODULE	<p>to raise Ls' awareness of youth culture and its history</p> <p>to improve Ls' ability to co-operate with others</p> <p>to give Ls practice in</p> <ul style="list-style-type: none"> ■ researching and planning a possible career ■ making and sharing future plans ■ scanning and skimming short, factual texts ■ presenting culture-related information ■ debating: who should be added to the List if Immortals? ■ sharing factual information ■ elaborating on opinions
TIMEFRAME	3 lessons
TARGET GROUP	16-19-year-old learners
LANGUAGE LEVEL	<p>B1</p> <p>Certain steps have two alternatives in which case Alternative B is for B2 level Ls as these are tasks that prepare Ls for the advance level school leaving exam.</p>
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ work together in a group or in pairs ■ work individually at home and use the Internet to research a topic ■ scan and skim short texts of different contents, styles and genres ■ speak continuously on a given topic ■ speak about future plans ■ run a debate ■ share factual information

LINKS OF THE MODULE

Cross-curricular links Music, Art, Society, Life skills, Health education

Links with other modules Act, Protest, Young Enterprise

Links with the school leaving exam Topic areas: Life styles, Free time activities
Task types: Debating, role play, discussing a topic using visuals

FOCI OF SKILLS DEVELOPMENT

Communicative language skills Making and sharing future plans
Agreeing on future plans
Scanning and skimming short, encyclopedic texts for factual information
Presenting culture-related information
Debating: Who to add to the List of Immortals?
Sharing factual information
Elaborating on opinions

General educational skills Raising Ls' awareness of youth culture and its history
Co-operating with others
Planning a possible career

EVALUATION Evaluation is done through peer evaluation and T feedback after main speaking activities like presenting, debating and elaborating on a topic using visuals (two pictures). Pre-set, specific criteria are used each time.

SUGGESTIONS 1. You may find that your Ls know more about popular music than you do. We recommend that you incorporate Ls' interest and knowledge as much as possible.
2. The topic of drug use may be problematic if there are users in your class. Tact and empathy are important in dealing with this topic

BACK UP SYSTEMS <http://en.wikipedia.org>
<http://www.gridface.com>
<http://trancemafia.goatrance.net>
<http://www.rollingstone.com>
<http://www.berklee.edu>
<http://www.facetheissue.com/drugs.html>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Reading factual texts on popular music and culture</p> <p>Summarizing information</p> <p>Sharing factual information on popular music and culture while remaining unbiased</p> <p>Presenting</p>	<p>Ls match short, factual texts from an encyclopaedia with pictures</p> <p>Ls summarise information from texts</p> <p>Ls present factual information using pictures</p> <p>Ls research a music-related topic</p>	<p>Popular-music-related vocabulary</p> <p>Presenting: creating and using visuals – input is given through nearly ready-made PowerPoint slide shows that give the generally accepted order of slides and the structure of group presentations</p>	<p>1.1 Wall sentence slips, Blu-Tack,</p> <p>1.2 Wall pictures,</p> <p>1.3 Reading texts,</p> <p>Optional: 1.3 Slides</p> <p>1.4 Task sheet,</p> <p>Optional: background music</p>
2	<p>Asking for and giving factual information</p> <p>Expressing an opinion and supporting it with facts</p> <p>Acquiring job-related information through reading and research</p> <p>Making a career plan</p> <p>Co-operating</p>	<p>Ls run a debate to choose the 51st artist to add to the List of Immortals OR: act out a role play</p>	<p>Giving opinions and supporting them with facts – the language of arguments</p> <p>Jobs in music</p>	<p>Optional: A selection of extracts of different styles of popular music,</p> <p>2.3.A Role cards,</p> <p>2.3.B Scoring sheet, Post-its,</p> <p>2.4.A Worksheet – Careers in popular music,</p> <p>2.5.B Worksheet – Careers in popular music</p>
3	<p>Discussing job- and career-related questions</p> <p>Talking about future plans</p> <p>Making and reacting to suggestions</p> <p>Skimming texts</p> <p>Expressing opinions</p> <p>Elaborating on ideas</p>	<p>Ls compare their career plans and make business / professional contacts</p> <p>Ls skim short texts about drug use</p> <p>Ls discuss the problem of substance use using two pictures</p>	<p>Talking about the future</p> <p>Making and reacting to suggestions</p> <p>Drug-related vocabulary with some slang words</p> <p>Comparing and contrasting</p> <p>Expressing opinions and supporting them with facts</p>	<p>3 Blank cards,</p> <p>3.2 Wall reading texts,</p> <p>3.2 Pictures,</p> <p>3.2 Notes grid, Post-its,</p> <p>3.3 Evaluation grid,</p> <p>Optional: drug-related background music;</p> <p>See suggestions below in the lesson plan.</p>

PROCEDURE

LESSON 1: A SHORT HISTORY OF POPULAR CULTURE

Aims of the lesson:

- to read factual texts on popular music and culture
- to summarize texts read
- to share factual information on popular music and culture while remaining unbiased

Materials and resources: 1.1 Wall sentence slips, Blu-Tack, 1.2 Wall pictures, 1.3 Reading texts, 1.4 Task sheet, background music, Optional: 1.3 Slides

Before the lesson: In your previous lesson, give Ls small slips of paper and ask them to write down their favourite style of popular music and the name of the performer who they think is the most important representative of their favoured style. Collect the slips and choose the three to five most popular styles in the class with the most significant performer belonging to the style and have it ready for Stage 1.4 of this lesson. Put Blu-Tack at the back of 1.2 Wall pictures so that you can put them up on the walls fast. Prepare pieces of paper with the decades written on for Step 1.3.

Suggestion: Decide on the maximum number of texts you think you will use in 1.3. This will depend on how many Ls you have in your class and how many of them can work on their own. There are twenty short texts. If you have fewer than twenty Ls, you will have to use fewer texts. Also, if you think that (some of) your Ls need to work in pairs to support each other, this fact will also bring the number of texts you can use down, as every L is supposed to read only one of the texts. Depending on the number of texts you want to use and the reading, presentation and co-operative skills of your Ls, you may find that the 30 mins allocated to Step 1.3 is not enough in your class. In this case, consider giving 1.3 Reading texts out as homework in your previous lesson. At home each L reads only one of the texts you decide to use and they plan a slide based on their text. This will greatly speed up the procedures in 1.3.

Option 1: Make a recording with selections from music of the styles and performers mentioned in 1.3 Reading texts.

Option 2: Upload 1.3 Slides on possibly five computers or print them out.

STAGE 1	Warmer – Wall opinion poll
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing likes and dislikes Asking for and giving opinions
ORGANISATION	Mingle
AIDS AND MATERIALS	1.1 Wall sentence slips, Blu-Tack

TEACHER'S ACTIVITIES

1. Show Ls the four sentences on the walls and ask them to stand up. Tell them that you will say names of popular music performers and ask them to go to the wall with the sentence that is true for them.
2. Say the names of about 5-6 performers, some taken from 1.2 Reading texts and some you know, or your Ls know. (Use the information from the survey you conducted in the previous lesson.) When Ls are at the walls of their choice, ask them to talk to the people at the same wall and explain their choice. Give them about 30 seconds to talk each time.

LEARNERS' ACTIVITIES

2. Ls briefly talk to the people at the same wall. E.g. *"Why do you like him?" "I really like the lyrics of his songs and the strong beat." "Yes, his songs are good to listen to on your own and good to dance to, too."*

VARIATION: FOR CLASSES WHERE LS CANNOT MOVE ABOUT

AIDS AND MATERIALS

None

DESCRIPTION

Instead of asking learners to walk to walls, ask them to give some other physical reaction to the artist mentioned. E.g. I like him/her/they. = Stand up and stretch your arms. I don't like him/her/they. = Squat. He/She's OK. / They're OK. = Stand up. I don't know him/her/they. = Sit down. Ask Ls to discuss their choices with people near them.

STAGE 2

Lead-in – Which decade?

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Guessing

ORGANISATION

Pairs then whole class

AIDS AND MATERIALS

1.2 Wall pictures

TEACHER'S ACTIVITIES

Tell your group that for three lessons, you will work with the theme of youth culture, i.e. art, music, fashion and (life) styles created by the young over the past half century or so. Put 1.2 Wall pictures on the walls. Explain that the five pictures represent five decades: the 1950's, 60's, 70's, 80's and 90's. Ask Ls to be in pairs and walk around with a piece of paper and a pen in their hands and decide which picture belongs to which of these decades.

Solution: A – 90's, B – 60's, C – 70's, D – 50's, E – 80's

LEARNERS' ACTIVITIES

Pairs walk around and write the letter signs of the pictures next to the corresponding decades on their piece of paper.

STAGE 3	Presentations – A decade of youth culture
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for detail Using information from a written text and incorporating it into knowledge acquired elsewhere Summarizing and presenting factual information Optional: creating and using visuals
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Reading texts, 1.2 Wall pictures, Optional: 1.3 Slides, Optional: background music: best to use a mixture of all the different styles and performers from the reading texts, if possible

TEACHER'S ACTIVITIES

1. Tell your class that now they will have a chance to read about one decade in more detail in groups and also to collect what people in their groups know about that decade and the most important styles and genres that evolved in that decade. They will then present the information about their decade to the rest of the class. Group the Ls the following way: The idea is for every L to read one text and summarize it for the others. Altogether there are twenty texts: 50's – 3 texts, 60's – 6 texts, 70's – 5 texts, 80's – 3 texts, 90's – 3 texts. If you have fewer Ls than twenty, leave some of the texts out from a decade with more texts. Do the same if you think some of your Ls must work with a partner to cope. Write the decades on pieces of paper as many times as the number of texts you use in that particular decade. E.g. if you use four texts on the 60's, you write “*The 60's*” on four pieces of paper. Ask Ls to pick a piece of paper with a decade on it, then form groups accordingly.
2. Explain to groups that their task is to give a two-three-minute group summary on their decade. Emphasise that only a summary is needed. Everybody in each group will be responsible for one style and will need to read then summarise a short text as a part of their group's presentation. They can add to, change or even criticise the information in the texts, but they are supposed to be unbiased, i.e. they are not supposed to show if they like a particular style they are talking about or not. During their group presentations they cannot read from the texts. Put these criteria on the board:

Information – How much? Unbiased?

Delivery – Contact with audience? Notes?

Language – Spoken? Easy to understand?

Group work – Organised? Evenly shared out?

LEARNERS' ACTIVITIES

1. Ls pick the decade they will work on and form groups accordingly.

3. Give out 1.3 Reading texts, all the texts you wish to use on one decade should go to the corresponding group. Ls within the group decide who will read which text. Give groups ten-fifteen minutes to plan and rehearse their presentation. Ask them to find key words in their texts and put them on the board before their presentation.
3. Groups need to organise their own work and share out the tasks: they decide who is reading what text. They read the text and find the key points. They decide what words to put on the board. They make notes for themselves to speak from. Then they decide on the order in which they speak and rehearse it once.

Option 1: If you manage to put a CD together with songs representing the styles and genres in the texts, provide a list of songs for each decade for the groups to choose a song from as background music to their presentation.

Ls choose and play appropriate background music as they give their group presentation.

Option 2: If you have computer facilities, allocate computers and give access to the relevant Power Point files to groups. Explain what to do with the Power Point slides: They need to add information from their reading. The *Outline* should list the styles and genres they will talk about. After each picture slide, there is a blank one in which they need to write the key points from their reading texts. Tell them not to write sentences but only key words. At the end of their group presentation, they need to summarize what they talked about and/or draw the conclusions. Finally they need to thank their audience. This is a generally accepted sequence of slides and structure of a presentation, but obviously Ls may change things around and add or take away. If your Ls use the Power Point slides, add the following criterion to the above criteria:

Ls add to the slides using the information in their texts and information they may know, then rehearse their presentation using the slides.

Visual aids – Easy to read? Key points? Used effectively?

Option 3: If you don't have computers available, and consequently you can not use the Power Point slides, you may want to consider printing the pictures and putting them in plastic envelopes. Give these pictures to Ls to illustrate their presentations. Keep the pictures for future use.

4. While groups are preparing, monitor and help as needed, then run the presentation session. Be strict with timing. Allocate time according to the number of texts each group had to work with. One minute per text should be the maximum. Ask for and give feedback to each group using the set criteria, emphasising the positive aspects of each presentation.
4. After their presentations, groups reflect on their performance using the set criteria, then listen to their peers' and the T's feedback.

STAGE 4	Setting homework – The Immortals
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills Giving factual information Expressing opinion Debating
ORGANISATION	Individual work
AIDS AND MATERIALS	1.4 Task sheet

TEACHER'S ACTIVITIES

Give out 1.4 Task sheet and explain that Ls will decide on the 51st artist on the list. Tell them that you have looked at what they wrote as their favourite music styles and performers in the previous lesson. Put on the board the three to five most popular performers and their musical styles in the class and ask Ls to put these down after this heading in 1.4 Task sheet:

Write here the names of the artists that are nominated in your class:

Note: Should you find that some of the Ls are very unhappy with all the names chosen by the majority of the class, let them choose another artist and write his/her name on the board, too as a nominated artist.

They can choose one of these artists to be the 51st on the list. They need to research the artist of their choice so that they have enough facts to back up their choices. Encourage Ls to bring in pictures, magazine cuttings and recordings as evidence.

LEARNERS' ACTIVITIES

At home Ls research their chosen artists and bring their notes, references, recordings, pictures, magazine article, etc. to the next lesson.

LESSON 2: THE 51ST IMMORTAL

Aims of the lesson:

- to ask for and give factual information
- to express an opinion and support it with facts
- to acquire job-related information through reading and research
- to make a career plan
- to co-operate

Materials and resources: 2.3.A Role cards, 2.3.B Scoring sheet, Post-its, 2.4.A Worksheet – Careers in popular music, 2.5 Worksheet – Careers in popular music, Optional: A selection of extracts of different styles of popular music, 1.4 Task sheet, Ls' homework

Before the lesson: Make a recording with a selection of 20-30-second extracts of different styles of popular music, cut up 2.3.A Role cards if needed.

STAGE 1	Warmer – What music is it?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Popular music-related vocabulary
ORGANISATION	Whole class
AIDS AND MATERIALS	A selection of extracts of different styles of popular music

TEACHER'S ACTIVITIES

1. Tell Ls that you will play some extracts from different styles of popular music and as they listen they need to decide on the following:

Style/Genre

Decade

Performer

Put these on the board.

LEARNERS' ACTIVITIES

2. Play the music extracts you have selected. Around 5-6 extracts will be fine.
2. Ls write down the number of the extracts and their style/genre, the decade they think the music comes from and the performer.
3. Get Ls to compare, then settle differences of opinion by playing the disputed extracts again and deciding in class.

VARIATION: IF YOU DO NOT HAVE THE MUSIC EXTRACTS

AIDS AND MATERIALS	-
DESCRIPTION	Get Ls to choose a genre/style in pairs and prepare to describe it. Then get pairs to describe their chosen styles/genres to the class without telling what they are describing. Other Ls in the class guess it. To help Ls, you may want to put these on the board: <i>Origin: Which decade? Where?</i> <i>Characteristics of the music and its fans (fashion)</i> <i>Performers</i> <i>Great songs</i> <i>Who likes it in the class?</i> <i>Who hates it in the class?</i>
STAGE 2 A	Preparation for a role play – Who is the 51st?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing factual information Expressing opinions Supporting opinions with facts Co-operative skills
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Task sheet, Ls' homework

TEACHER'S ACTIVITIES

1. Ask Ls to form groups according to the artist they have chosen. If a group is too big (over six people), subdivide it. Get Ls with the same artist to sit together with all the materials they have collected about him or her.
2. Explain that very soon they will talk to somebody who knows very little about their chosen artist. They will tell this person the news that their artist was chosen to be the 51st Immortal, and explain to this person why this is the right decision. They will have to be ready to give all the information available to them to the person they will talk to and answer their questions.
3. While Ls are preparing, monitor and help as needed.

LEARNERS' ACTIVITIES

1. Ls sit in groups according to the artist they have chosen for their homework. Some groups may have to be subdivided.
2. Ls pool knowledge and ideas on their chosen artist.

STAGE 2 B Preparation for a debate – Who is the 51st?

TARGET GROUP B2 Ls preparing for the advanced level school-leaving exam

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Sharing factual information
Expressing opinions
Debating: Supporting opinions with facts
Co-operative skills

ORGANISATION Group work

AIDS AND MATERIALS 1.4 Task sheet, Ls' homework

TEACHER'S ACTIVITIES

1. Ask Ls to form groups according to the artist they have chosen. If a group is too big (over six people), subdivide it. Get Ls with the same artist to sit together with all the materials they have collected about him or her.

LEARNERS' ACTIVITIES

2. Tell groups that they can prepare for a debate in which they decide about the 51st person to add to the List of Immortals. Ask groups to pool their knowledge about the artist and also to decide in what order they want to use the information they have, when they want to play music or show their pictures. Elicit it from them that the best strategy is to use stronger points first as you may run out of time and have to finish before your strongest arguments were ever mentioned. Tell the students that they will have a chance to speak twice as a group, first for three minutes and then for one minute. In their three-minute slot, they need to give as many arguments for their chosen artist as they can. An important rule is that each speaker is allowed to give one argument at a time, they need to hand it over to somebody else in their group for the next argument. I.e. they need to take turns within their groups. In their one-minute slot, they can summarise and react to what they heard from the other groups and they can decide who in the group will speak. The number of arguments will be counted and the artist who had the biggest number of arguments in favour of him/her/them will be added to the list. You may need to clarify that an argument is an opinion supported by facts. Opinions not supported by facts do not count, and neither do repetitions. Write this on the board for Ls' reference:
2. Ls make a list of their arguments starting from the strongest and finishing with the weakest. A recommended strategy for them would be to write each argument on a separate slip of paper first, then decide in what order they want to use them, who says which one and which argument will have a visual or audio support (music or pictures).

3 minutes – arguments for your artist, everybody speaks, take turns

1 minute – summarise your main points, react to other groups, choose speaker(s)

Argument = Opinion + supporting facts / evidence

Give them 10 minutes to prepare.

3. While Ls are preparing, monitor and help as needed.

STAGE 3 A Role play – Who is the 51st?**TIME** 15 mins**SKILLS AND COMPETENCIES IN FOCUS** Asking for and giving factual information
Expressing an opinion and supporting it with facts**ORGANISATION** Pair work**AIDS AND MATERIALS** Post-its, 2.3.A Role cards**TEACHER'S ACTIVITIES**

1. Ask Ls to write the name of the performer they have researched and shared information about in 2.2 on a post-it and to wear it. Divide each group from 2.2 into two groups: Ls in one subdivided group will be Information Seekers and Ls in the other one will be Information Givers. Give them their respective 2.3.A Role cards. Ask each Information Giver to pair up with an Information Seeker wearing the name of a different artist from theirs. If there's a choice, encourage Information Seekers to find an Information Giver with an artist whom they don't know much about. Give them about five minutes to talk.
2. Now get Information Seekers and Information Givers to swap role cards and ask them to find a new partner with a different role and a different artist. Give new pairs about five minutes to talk.
3. Ask Ls if they are convinced that their partner's artist would deserve to be added to the List of Immortals and why (not). Encourage acceptance and an attitude that something can be of value even if it does not match one's personal taste.

LEARNERS' ACTIVITIES

1. If an Information Seeker knows their partner's artist, they need to play the role and pretend that they do not know them.
3. You may want to play music Ls brought in when Ls are talking about the artists.

STAGE 3 B Debate – Who is the 51st?

TARGET GROUP B2 Ls preparing for the advanced level school-leaving exam
This step follows 2.2.B

TIME 22 mins, but it will depend on the number of artists Ls have chosen

SKILLS AND COMPETENCIES IN FOCUS Debating

ORGANISATION Whole class

AIDS AND MATERIALS Ls' materials, 2.3.B Scoring sheet

TEACHER'S ACTIVITIES

1. Organise the room in a way that groups sit together but everyone can see everybody else. Decide about the order in which groups will speak. While a group is speaking, everybody else is counting the number of their arguments apart from one L, who volunteers to keep the time. The best idea is to ask Ls if there is anybody who is very much biased against the artist in question and ask that person to do the time keeping. Or just ask for a different volunteer for each group. The time keeper needs to give an agreed signal (e.g. a clap or a knock) when the group only has half a minute left of their three minutes and when they only have 10 seconds left of their one minute. When time is up, they call out and the speaker must stop talking. Arguments said after the group's time is up do not count.
2. After each group's speech, identify the highest and the lowest number of arguments people counted. The easiest way is to ask for 10 or more first and establish the highest figure. Then ask for 0, 1, 2 etc. until you get the lowest one. Then calculate the average. You get the final score of the group by calculating the average of the average scores from the three- and the one-minute speeches. E.g.: for their three minute speech a group got 3 arguments as the lowest number and 7 as the highest: $3 + 7 = 10 : 2 = 5$ For their one-minute speech they got 1 as the lowest and 3 as the highest number of arguments: $1 + 3 = 4 : 2 = 2$ Final score: $5 + 2 = 7 : 2 = 3.5$. It is a good idea for you to take part in the scoring as one of the group. You can ask Ls to help you with scoring. You may want to use 2.3.B Scoring sheet.

LEARNERS' ACTIVITIES

1. Groups take turns in arguing for their chosen artist. Each group has three minutes first. During their three-minute slots, Ls in the group take turns in giving one argument at each time when it is their turn to speak. They use the pictures or music extracts they have brought with them.

There is a second round for the one-minute slots. Now groups decide who speak(s). They can react to what they heard from the other groups, so it is a good idea for them to take notes of other group's speeches. They can also summarise their main arguments.

2. Ls need to listen to each other carefully to be able to count the arguments of other teams. The counting can simply be done by drawing lines or dots on a piece of paper.

3. Announce the artist who had the strongest support of arguments.

4. If it is a draw, get the two groups to face each other and ask all the other students to stand in the middle. Tell Ls that they have 2 minutes to get as many Ls to their side as they can. Ask Ls in the middle to listen to the two teams and walk slowly towards the team whose arguments seem stronger at any given time. When the two minutes are over, say “freeze” and count how many Ls there are on both sides. The artist with the more people on their side will be added to the List of Immortals.

3. Celebrate the winning artist and play a song by him/her/them.

STAGE 4 A Reading – Careers in popular music

TARGET GROUP This step is essentially for those groups that did the role play, not the debate, so it follows 2.3.A. If your class has done the debate of 2.3.B but finished earlier than the time allocated for it e.g. because they did not choose many artists or had little to say, also continue with this step.

TIME 12 mins

SKILLS AND COMPETENCIES IN FOCUS Reading for job-related factual information

ORGANISATION Group work, pair work then whole class

AIDS AND MATERIALS 2.4.A Worksheet – Careers in popular music

TEACHER'S ACTIVITIES

1. Ask Ls if they ever thought of having a job related to popular music when they leave school. Ask the ones who say yes what kind of jobs they thought of. Ask Ls to form groups of about four and brainstorm jobs related to popular music and make a list. Each L should write down the list. After two, three minutes, pool ideas asking Ls to add to their list the jobs they have not thought of. Also, ask Ls to explain jobs other people do not know about.

LEARNERS' ACTIVITIES

1. Possible jobs: *musician, singer, guitar-player, drummer, pianist, composer, songwriter, technician, manager, DJ, MC (Master of Ceremony), critic, road manager, stage manager, radio/TV music director or programme director, producer, etc.*

2. Ask Ls to do Exercise A of 2.4.A Worksheet – Careers in popular music in pairs. When they have finished, ask two pairs to compare answers. Discuss problems as needed. Check in class, or you can refer Ls to the link provided at the end of the worksheet to check themselves on-line. You can also use 2.5 Worksheet – Careers in popular music as a key.
Suggestion: If you think your Ls won't have enough time to read about all the jobs in the lesson, ask them to do the group of jobs they would be the most interested in: business management, publishing or tours (Section 1, 2 or 3).
2. Ls do the matching in pairs then either compare and check answers together or check themselves on-line at home using the link provided.
3. Draw Ls' attention to the fact that there are more jobs listed and jobs explained in more detail at the site, the link of which is given at the end of the worksheet.

STAGE 5	Setting homework – My career in music
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Acquiring job-related information Making a career plan
ORGANISATION	Individual work
AIDS AND MATERIALS	2.4.A Worksheet – Careers in popular music

TEACHER'S ACTIVITIES

Refer Ls to part. B at the end of 2.4.A Worksheet – Careers in popular music and help them to interpret the task.

LEARNERS' ACTIVITIES

Ls choose a career in music, research it and draw a time line of what they will do to become that person.

VARIATION FOR THOSE WHO DID NOT DO 2.4.A: CONTINUE HERE AFTER 2.3.B

AIDS AND MATERIALS	2.5 Worksheet – Careers in popular music
DESCRIPTION	Give out 2.5 Worksheet – Careers in popular music and tell Ls that first they will get some information about jobs in music which do not involve playing music at all. So these are not musicians' jobs. Ask them to read about the jobs and read about more at the site, the link of which is provided at the end of the worksheet. Then they need to make a career plan as described in Part B, at the end of 2.4.B Worksheet for homework.

LESSON 3: A CAREER IN MUSIC

Aims of the lesson:

- to discuss job- and career-related questions
- to talk about future plans
- to make and react to suggestions
- to skim texts
- to express opinions
- to elaborate on ideas

Materials and resources: Blank cards about 5 per L, 3.2 Wall reading texts, 3.2 Pictures, 3.2 Notes grid, Post-its, 3.3 Evaluation grid, optional: drug-related background music, computer set on this site: <http://www.facetheissue.com/drugs.html>, Ls' homework

Before the lesson: Make an A3-sized enlarged copy of 3.2 Wall reading texts for every eight to ten Ls and put Blu-Tack at the back of them. Make a copy of 3.2 Notes grid and 3.3 Evaluation grid for each L. Optional: Make a CD with songs that can be related to drug use either because of their content or because of their author or both. Some possible songs: Beatles: Happiness is a Warm Gun, The Fraternity of Man: Don't Bogat Me (Easy Rider), The Jimi Hendrix Experience: If six was nine (Easy Rider), Janis Joplin: Me and Bobby McGee, Lou Reed: Heroin, Jimmy Hendrix: Stone Free, Iggy Pop: Lust for life, Doors: Break on through to the other side, anything form Ol' Dirty Bastard

STAGE 1	Checking homework – My career in music
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing job- and career-related questions Talking about future plans Making and reacting to suggestions
ORGANISATION	Small groups then mingling
AIDS AND MATERIALS	Ls' homework, blank cards

TEACHER'S ACTIVITIES

1. Ask L's to sit in groups of about four and compare their timelines. Ask them to help each other with ideas, words, website addresses for the future. Give them about 5 minutes.

LEARNERS' ACTIVITIES

1. Ls compare timelines and ideas.

2. Tell Ls that quite a few bands and music businesses were started by old school friends. Ask Ls for examples. Give each L a couple of blank cards and ask them to make some business cards for themselves with their name and job title on them. Now tell Ls that they can find people in the class they think they may be able to have some sort of a music business together with. E.g. a L says they want to be a road manager and there are some Ls who want to have a band of their own, they can think of working on their dream together. Tell Ls that they can walk around in the class and talk to people about what they want. If they think they can have some business together, they exchange business cards. The aim is to make as many business contacts as possible, i.e. to collect as many business cards of other Ls' and to give away as many of their business cards as possible. They have 5 minutes.
 3. Ask Ls how many people they managed to exchange business cards with and ask them what sort of business they have in mind and what different roles people could have in their business.
2. Possible bands / music businesses that were started by school friends: The Beatles, The Rolling Stones, The Doors, The Belleville Three (founding fathers of Techno), MC5 or an example in Hungary would be Quimby, a contemporary alternative rock band originally started by secondary school friends.

STAGE 2	Input and preparation – Drug damage
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Skim reading Combining information coming from various texts Reflecting on what's been read Expressing opinions Organising information
ORGANISATION	Pairs
AIDS AND MATERIALS	3.2 Pictures, 3.2 Notes grid, Post-its, optional: drug-related background music, computer set on this site: http://www.facetheissue.com/drugs.html

TEACHER'S ACTIVITIES

1. Tell Ls that though music is a great art and a great business, it's been damaged many times by drugs and alcohol. Ask Ls if they know of any musicians who had a drug and/or alcohol problem.
2. Ask Ls to form pairs and give out 3.2 Pictures and 3.2 Notes grid. Tell Ls that they will need to summarise their opinion on drug use using the pictures, and now they have about 12 minutes to prepare. As the first step of preparation, ask pairs to brainstorm ideas using the pictures and the four questions provided with the pictures, and to take notes in the grid. They do not need to write full sentences, and they can write things with question marks if they are not sure or they simply don't know something and would like to ask about it. They have one minute for each aspect of the topic. Time them strictly and e.g. clap your hands after each minute when Ls need to brainstorm ideas about another aspect.

LEARNERS' ACTIVITIES

1. Some musicians with a drug/alcohol problem: *Dave Navarro of Red Hot Chili Peppers managed to get clean, Jimmy Chamberlin of Smashing Pumpkins was kicked out of the band because of use, Jim Morrison of Doors died because of use, Elvis Presley died because of alcohol and over-eating, Jimmy Hendrix died of heroin overdose, Janis Joplin died of heroin overdose, Kurt Cobain battled against heroin and killed himself, Sid Vicious overdosed, Iggy Pop, Keith Richards, Eric Clapton, David Bowie survived their addiction, alcohol killed Fred Sonic Smith of MC5, Ol' Dirty Bastard overdosed, etc.*
2. Some possible ideas:
 - Law: *legal and illegal substances, imprisonment for using, marijuana – legal in Holland – why not elsewhere?, stealing money to buy a fix, prohibition in the USA*
 - Health: *the most dangerous drug?, alcohol: not a drug?, which is more dangerous: alcohol or marijuana?, symptoms of addiction, symptoms of craving, overdose, accidents, how to get clean? HIV?*
 - Relationships: *parents' worries, peer pressure, partying together, making love when drugged?*
 - Culture and society: *art inspired by drug experience, more creative with alcohol?, acceptance of alcohol use, acceptance of people who have a record of drug use?, What jobs are open to them?*

3. While Ls are brainstorming, put 3.2 Wall reading texts up on the wall around the classroom. If it is not possible to use the walls in your school, arrange them on the floor or on desk tops. If your class is larger than ten Ls, make two copies of all the texts so that Ls can easily get close to them and read them. When the four minutes for brainstorming is over, invite Ls to walk around in the classroom, skim the texts on the wall and optionally the website the computer is set on (<http://www.facetheissue.com/drugs.html>), and decide if they could use any information, ideas, stories, etc. with any of the four points in the grid. Emphasize that they do not need to read every word. The texts are only for giving them some more ideas for the speaking exercise that follows. So they only need to extract the main message(s) of each poster. They have about two minutes per poster. It is also important that through the texts and the background music you may play, Ls become emotionally more ready and motivated to do the speaking task in the next step.

3. Ls walk around in pairs and skim the texts to see if there's anything they can add to their notes in 3.2 Notes grid. They discuss their ideas and put them down in the grid. They write their questions, too.
- Possible ideas coming from each poster:
- Love Crack Killed: *you can get hooked after trying crack only once, drug ruins the most beautiful love, people get miserable, narrowed focus: you only need the drug, you only think about the drug, stealing – becoming a criminal, all your money spent on drugs, becoming aggressive, losing you character and identity, being a bad influence/ a problem in other people's life*
- Parents' dilemmas: *Tell your children about your drug use? How to teach your children something different from what you have done?*
- Losing a Son: *the individual reaction of a person to a drug can be very different from how people usually react, legal substances can also kill you, you can die even if you try it once*
- Film and art: *pleasure, pain, death: you try it to get pleasure then you get misery, craving must be hell: all your body aches, you lose your life before you die*
- Pop stars on use: *Survivors never say it is a good idea to try. What does this mean? You lose relationships, you ruin your body.*

STAGE 3	Speech production – Picture talk
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Elaborating on ideas Summarising a topic
ORGANISATION	Pair work
AIDS AND MATERIALS	3.2 Pictures, 3.2 Notes grid completed, Post-its, 3.3 Evaluation grid

TEACHER'S ACTIVITIES

1. Re-pair Ls and in each pair, ask one L to be A and the other L to be B. Give each L a post-it and ask them to put their letter on it and wear it. Give out 3.3 Evaluation grid and give Ls some time to read it through. Ask Ls wearing an A to summarise their opinion on the potential effects of using drugs to B. Ls A can use 3.2 Pictures and their notes in 3.2 Notes grid. Ls B can ask questions and make short comments, but A should be the one who does most of the talking. Ls wearing a B only help with their comments and questions. They have three minutes. As A is doing most of the talking, B fills in 3.3 Evaluation grid for him/her.
2. When the three minutes expires, B gives feedback to A using 3.3 Evaluation grid.

LEARNERS' ACTIVITIES

1. First A's have the chance to summarise their opinion on the four aspects of the problem using the pictures and their notes.
2. B gives feedback to A.

3. Re-pair Ls again. Ls maintain their letters, so student A remains student A and student B remains student B in their new pair, too. There should be an A and a B in each pair again, but Ls need to work with someone they have not worked with in Steps 3.2 and the previous part of 3.3. Repeat the procedure as described in Steps 1 and 2, but this time B does the talking and A asks questions, helps and fills in 3.3 Evaluation grid for B.
Suggestion: As students A talk first, students B have a chance to hear them and learn from them before they need to talk. This is why we recommend that weaker Ls should be given the role of B.
 4. As pairs are talking, monitor and take notes, so that you can give some feedback at the end following the criteria of 3.3 Evaluation grid. Emphasise positive observations and encourage Ls.
 5. Bring the class together and ask Ls to summarise what they think, how they feel about the topic of drugs and its relation to the young. Go around the room. Act as one of the class and speak for a short time when it is your turn. Let Ls pass their turn if they do not wish to say anything.
3. With a new partner, now B has a chance to summarise their ideas and A helps and gives feedback.

Suggestion: Should you think that the topic of drugs would need a slower-paced handling in your class, either add one more lesson and stretch out the activities allowing a whole lesson for the topic, or – if you have no more time for the module than the three lessons the module was planned for – leave out the music careers part completely to have more time for the topic of drugs.