

# SAY IT WITH A SONG



## BULLYING

Cette séquence pédagogique est proposée pour le niveau 4ème. Il s'agit de sensibiliser les élèves au fléau qu'est le harcèlement et à la place qu'occupe un média tel que la musique pour alerter les jeunes.

Les documents authentiques et la mise en oeuvre suggérés guideront les élèves jusqu'à la tâche finale et la production d'un couplet pour dire non au harcèlement.

Entrées culturelles :  
Langages / Ecole et société  
Cycle 4 - niveau 4ème  
Parcours citoyen

### Compétences du socle commun de connaissances et de compétences

Domaine 1 : Les langages pour penser et communiquer

Domaine 2 : Les méthodes et outils pour apprendre

Domaine 3 : La formation de la personne et du citoyen

Domaine 5 : Les représentations du monde et l'activité humaine

### Compétences travaillées

#### Ecouter et comprendre

- Comprendre des messages oraux et des documents sonores de nature et de complexité variables.
- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.

#### Lire et comprendre

- Comprendre des documents écrits de nature et de difficultés variées issus de sources diverses.
- S'appropriier le document en utilisant des repérages de nature différente.

#### Parler en continu

- Mobiliser à bon escient ses connaissances lexicales, culturelles, grammaticales pour produire un texte oral sur des sujets variés.
- Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.

#### Ecrire

- S'appuyer sur les stratégies développées à l'oral pour apprendre à structurer son écrit.

#### Réagir et dialoguer

#### Découvrir les aspects culturels d'une LVE

- Percevoir les spécificités culturelles des pays et des régions de la langue étudiée en dépassant la vision figée et schématique des stéréotypes et des clichés.

### Objectifs culturels

Campagne anti-harcèlement aux U.S.A.  
Les différents types de harcèlement  
Deux styles musicaux américains : le rap et la country  
Personnalités connues : Taylor Swift, Eminem, Anderson Cooper  
Deux chansons du répertoire américain :  
Eminem - Brain Damage  
Taylor Swift - Mean  
Le télé-crochet Britain's Got Talent

### Objectifs lexicaux

Le harcèlement  
Les émotions / sentiments /  
La personnalité  
La musique  
La violence  
L'enfance

### Objectifs grammaticaux

Le modal "should"  
L'impératif  
Le prétérit

### Objectifs phonologiques

La terminaison - ed  
Les sonorités du rap

### Documents authentiques utilisés

Document 1 : KB's first day at school  
Document 2 : Why we should talk more often about bullying  
Document 3 : Anderson Cooper's 60 minutes with Eminem  
Document 4 : Brain Damage - lyrics  
Document 5 : Taylor Swift's Instagram post  
Document 6 : Taylor Swift's song "Means"  
Document 7 : Dad's anti-bullying rap teaches daughters to "Love Yourself"

## Tasks

Final task : POC Say it with a song.

Write two verses of a song (or more) to convey an anti-bullying message.

Then sing, rap, or slam your lyrics.

Training tasks :

PE / POC : Write a few sentences to say no to bullying and rehearse.

PE : Write a few sentences about what we should do to help fighting bullying

PE / POC : Write 2 lines to complete Eminem's song and rehearse.

POC : Sing Taylor Swift's song

Prolongements possibles :

Un projet EMC - Arts visuels - Anglais : réaliser un spot de prévention dont le fond sonore sera la production finale des élèves.

Projet éducation musicale, arts visuels, technologie : Assembler les productions finales pour en faire une chanson et réaliser le clip vidéo.



Listening



Writing



## 1. KB'S FIRST DAY AT SCHOOL

**a. Click the link and watch the video.**

<https://www.stopbullying.gov/kids/kid-videos/kbs-first-day>

**b. Find the information below :**

Write the name of the website this video was taken from : .....

Complete the introduction with a verb :

..... a stand / ..... a hand / ..... bullying now

Main character's name : .....

Bully's name : .....

The document is :

☐

a funny cartoon for children

☐

a documentary

☐

a cartoon to prevent bullying

☐

a video to promote a school

**c. Circle the adjectives describing KB's feelings.**

happy   motivated   self-confident   shy   sad   excited   anxious   scared

**d. Number the events in the right order.**

n° .....

KB arrives in a classroom.

n° .....

Kassandra humiliates KB in front of the class.

n° .....

Kassandra and her friends are talking.

n° .....

KB realizes she has entered the wrong classroom.

n° .....

KB leaves the classroom and runs into Kassandra.

n° .....

KB wakes up.

e. What is KB's problem? .....

f. Give a definition of bullying : .....

g. On the model of question b. , write 4 sentences to say no to bullying.

**PRL : L'impératif**



Reading

Writing

## 2. WHY WE SHOULD TALK MORE OFTEN ABOUT BULLYING



a. Click the link below and read the article.

<https://www.theteenmagazine.com/why-we-should-talk-more-often-about-bullying-0c8fb32c-e9a3-4f53-ba61-955c2421c149>

b. Fill in the blanks.

The article was taken from a .....

It was written by ..... on .....

It is entitled .....

c. Match these quotations from paragraph 1 with their equivalent.

"It leaves a scar on their soul that doesn't heal."



It reduces their self-confidence.

"Remains with them for the rest of their life".



They will never forget it.

"It changes their perspective".



The consequences are irreversible.

"It makes them believe horrendous things about themselves".



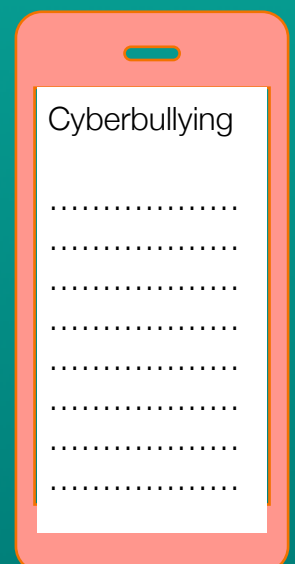
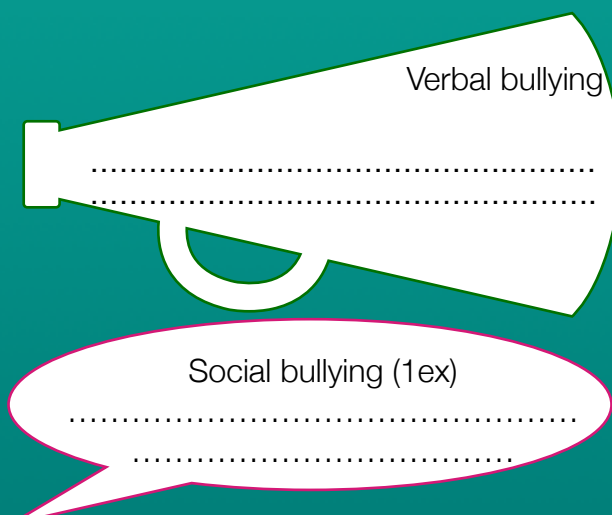
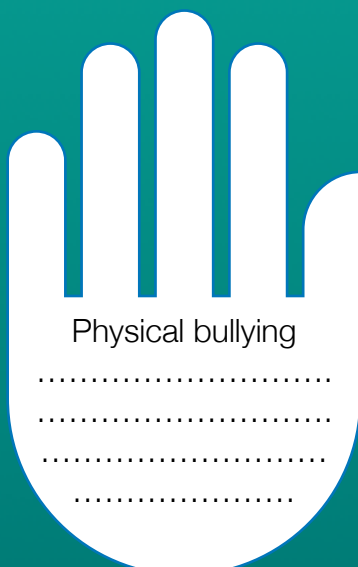
It affects their vision of life.

"Lowering their once high self-esteem".



It makes them think they are the worst person on earth.

d. Pick out 2 examples for each type of bullying.



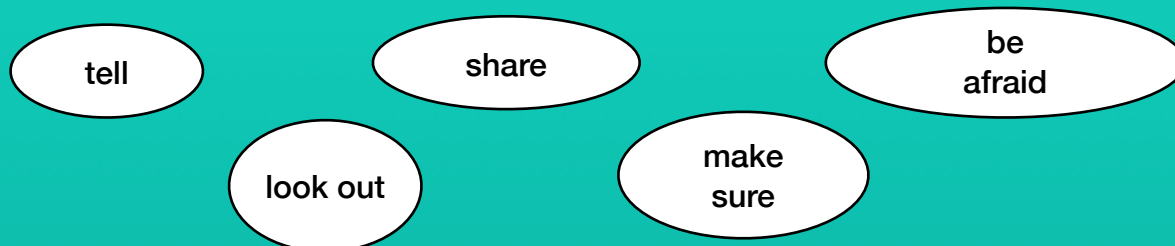
**e. Quote three reasons why bullies act the way they do.**

1. ....
2. ....
3. ....

**f. Find 2 possible consequences on the bullied person's mental health.**

.....

**g. Complete the sentences with the verbs below in order to have 5 actions we can do against bullying.**



1. .... the message about the dangers of bullying.
2. .... everyone knows about the repercussions.
3. .... for bullies.
4. Don't .....
5. .... someone immediately.

**h. Transform the sentences above into suggestions with the modal "should" as in the title.**

*Ex : We should talk more often about bullying.*

**PRL : Le modal should**



**Speaking**

**Intermediary task : Record a message to complete the end of the prevention video. Tell the bully and the victim 5 things each of them can do.**



Listening

### 3. FROM BULLIED CHILD TO SUPERSTAR



**a. Click the link below and watch the video until 3'40"**

<https://www.youtube.com/watch?v=6iHY5ROqBiE>

**b. Find the information about the celebrity Anderson Cooper is talking about.**

Identity card

Real name	
Artist name	
Type of music	
City	
Title of the film	

**c. Write down all the words that allow to think Eminem is very famous. (Beginning of the video)**

.....

**d. Complete with words related to the lexical field of boxing.**

He has the e..... and i..... of a b..... .

A f..... trying to w.... from the c..... one simple thing : r..... (x3) .

I felt like a f..... coming up. I felt like, you know, I'm being a..... for this reason and that reason and I gotta f..... my way through this. He's b..... f..... since he was a kid.

**e. Circle the state of mind depicted by the text above.**

pride      failure      sadness      motivation      confidence      shame      pessimism

**f. Pick out one word to describe Eminem's personality when he was a child : .....**

**g. Say if the sentences are true or false.**

- |   |      |       |
|---|------|-------|
| 1. Eminem changed school several times when he was a child. | True | False |
| 2. He was a bully during his childhood.                     | True | False |
| 3. He was beaten at school just because he was new.         | True | False |
| 4. Discovering rap music helped him.                        | True | False |
| 5. He became confident because of his talent.               | True | False |

**h. Quote 4 bullying actions he suffered from.**

.....  
 .....





Reading



Writing



Speaking

## 4. ANALYZE THE LYRICS OF A SONG



### a. Read the lyrics of Eminem's biographical song.

Brain Damage

(Verse 1)

These are the results of a thousand electric volts  
 A neck with bolts  
 Nurse, we're losin' him, check the pulse  
 A kid who refused to respect adults  
 Wore spectacles with taped frames and a freckled nose  
 A corny-lookin' white boy, scrawny and always ornery  
 'Cause I was always sick of brawny bullies pickin' on me  
 And I might snap, one day just like that  
 I decided to strike back, and flatten every tire on the bike rack  
 My first day in Junior High, this kid said  
 "It's you and I, three o'clock sharp, this afternoon you die"  
 I looked at my watch, it was 1:20  
 "I already gave you my lunch money  
 What more do you want from me?"  
 He said, "Don't try to run from me, you'll just make it worse"  
 My palms were sweaty, and I started to shake at first  
 Somethin' told me, "Try to fake a stomach ache, it works"  
 I screamed, "Ow, my appendix feel like they could burst [...]"

(Verse 2)

Way before my baby daughter Hailie  
 I was harassed daily by this fat kid named DeAngelo Bailey  
 An eighth grader who acted obnoxious, 'cause his father boxes  
 So every day he'd shove me in the lockers  
 One day he came in the bathroom [...]  
 And had me in the position to beat me into submission  
 He banged my head against the urinal 'til he broke my nose  
 Soaked my clothes in blood, grabbed me and choked my throat  
 I tried to plead and tell him we shouldn't beef  
 But he just wouldn't leave  
 He kept chokin' me and I couldn't breathe  
 He looked at me and said, "You gonna die" [...]"

( song by Eminem, track 4 on The Slim Shady LP, released in 1999 - produced by Bass Brothers)

### b. In the first verse

**Underline all the elements of physical description in blue.**

They are ☐ positive ☐ negative.

**Underline the elements of verbal bullying in red.**

They refer to ☐ threats ☐ insults

**Quote the words describing Eminem's feelings.**

.....

**Write these words in standard English :**

'cause : ..... pickin' : .....

'til (verse 2) : ..... gonna (verse 2) : .....

**c. In the second verse**

**Look for a synonym of "bullied" : .....**

**Quote the reason why De Angelo Bailey became a bully :**

.....

.....

**Pick out the words showing Eminem was bullied regularly :**

.....

PRL  
Le prétérit

**What types of bullying are used?**

☐ cyberbullying ☐ physical bullying ☐ verbal bullying ☐ social bullying

**Match these verbs related to physical violence with their equivalent in French.**

to act obnoxious	●	●	étrangler
to shove	●	●	pousser
to beat	●	●	agir de manière désagréable
to bang	●	●	battre
to break	●	●	casser
to soak	●	●	cogner
to grab	●	●	empoigner
to choke	●	●	tremper



**Intermediary task : Write 4 lines to complete Eminem's song. Try to include rhymes.**

**Get ready to sing your part.**

**Writing**

**Speaking**





## 5. TAYLOR SWIFT'S INSTAGRAM POST

**a. Click the link below and read the article.**

<https://time.com/3273740/taylor-swift-instagram-comments-bullied-fan/>

**b. Fill in the blanks.**

The document is an ..... written by .....  
on ..... . It was taken from the ..... of the Time.

**c. Tick the correct answer.**

It's about ☐ Taylor Swift's biography ☐ Taylor's Swift post on Instagram  
Hannah is ☐ her fan ☐ her friend ☐ a journalist  
She posted about her ☐ new cover ☐ problems with bullies ☐ last travel

**d. Make a list of the adjectives used to talk about :**

Hannah	The bullies	Taylor Swift

**e. Ces affirmations sont-elles vraies ou fausses? Entoure la bonne réponse et justifie en citant le texte.**

- Selon Taylor Swift, il n'y a pas d'âge pour subir le harcèlement. **vrai faux**  
Justifie : .....
- Le harcèlement est motivé par la jalousie ou par un problème personnel. **vrai faux**  
Justifie : .....
- Taylor Swift conseille à Hannah de changer d'attitude pour plaire aux autres. **vrai faux**  
Justifie : .....
- Taylor se sent connectée à cette fan grâce à leur expérience commune. **vrai faux**  
Justifie : .....



## 6. "MEAN" BY TAYLOR SWIFT

**a. Click the link below and watch the video.**



<https://www.youtube.com/watch?v=jYa1el1hpDE>

### MEAN

**b. Complete the lyrics of the first verse with the words below.**

*nothing - words - swords - calling - knocked - knives - weaker - weapons*

You, with your ..... like .....  
And ..... and ..... that you use against me  
You have ..... me off my feet again  
Got me feeling like I'm .....  
You, with your voice like nails on a chalkboard  
..... out when I'm wounded  
You, picking on the ..... man

Well, you can take me down  
With just one single blow  
But you don't know what you don't know

**c. Number the lines in the right order.**

[chorus]

n° ..... Why you gotta be so mean?  
n° ..... Someday, I'll be big enough so you can't hit me  
n° ..... And all you're ever gonna be is mean  
n° ..... Someday, I'll be living in a big old city  
n° ..... And all you're ever gonna be is mean

#### d. Unscramble the words.

You, with your switching sides  
And your wildfire lies and your **luntohimiai** .....  
You have pointed out my **afwls** ..... again  
As if I don't already see them  
I walk with my **eahd** ..... down, trying to block you out  
'Cause I'll **eevnr** ..... impress you  
I just wanna **lfee** ..... okay again

I bet you got pushed around  
Somebody made you cold  
But the cycle ends right now  
'Cause you can't lead me down that road  
And you don't know what you don't know

Someday, I'll be living in a big old city  
And all you're ever gonna be is mean  
Someday, I'll be big enough so you can't hit me  
And all you're ever gonna be is mean  
Why you gotta be so mean?

#### e. Circle the correct word.

And I can see you years from now in a bar  
Talking over a football game  
With that same big **crowd** / **loud** opinion  
But nobody's **listening** / **caring**.  
Washed up and ranting about the same old bitter things  
Drunk and grumbling on about how I **can** / **can't** sing  
But all **they** / **you** are is mean  
All you are is mean  
And a liar, and **pathetic** / **romantic**, and alone in life  
And mean, and mean, and mean, and mean

But someday, I'll be living in a big old city  
And all you're ever gonna be is mean, yeah

Someday, I'll be big enough so you can't hit me  
And all you're ever gonna be is mean  
Why you gotta be so mean?  
Someday, I'll be living in a big old city  
(Why you gotta be so mean?)  
And all you're ever gonna be is mean  
(Why you gotta be so mean?)  
Someday, I'll be big enough so you can't hit me  
(Why you gotta be so mean?)  
And all you're ever gonna be is mean  
Why you gotta be so mean?

#### f. Training : Sing the song!



Reading



Listening

## 7. DAD'S ANTI-BULLYING RAP



After witnessing the effects of bullying on his daughters, spoken word poet Khari Touré says he was heartbroken and looking for a way to put an end to the body image issues both of his girls were dealing with. So the Oakland, California, dad penned the lyrics to Love Yourself — a song dedicated to daughters Ashé, 15, Nia, 6, and Maya, 2.



### a. Read the text and find the information.

Khari is a p..... and a d..... .

He's from .....

He has ..... daughters who had been ..... because of their .....

He wrote the rap song entitled ..... to convey a strong message.

### b. Click the link below and watch the video.

<https://www.youtube.com/watch?v=21LHPg57nxg&t=1s>

#### Verse 1

1. Bullies criticize his youngest daughter about :

☐ Her weight, color and size

☐ Her teeth, skin, and hair

2. Circle the adjectives used to describe the little girl.

young    wonderful    cruel    smart    beautiful    sad    proud

### c. Complete the chorus.

I'm .....

I'm .....

I'm .....

I'm .....

And those ..... words

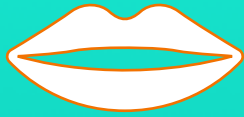
And I ..... myself

Can't ..... me

I'm focused on my .....

### d. Write 4 sentences you would like to tell the bullies and sing for your classmates.

Don't forget to respect the theme and the rhymes.



## Speaking

# FINAL TASK

**Imagine 2 verses and a chorus (or more if you can) to convey an anti-bullying message.**

Use the lessons, the vocabulary, structures, and your knowledge to write these lines.  
Don't forget the rhymes.

Make sure you respect the topic.

Rehearse and get ready to express yourself in front of your class.

You can use the genre of music of your choice.

Talk about the bullies, bullied people, their feelings, give advices, use the imperative...it can be an episode you witnessed personally.

Activités langagières mises en oeuvre : production orale en continu / production écrite  
La tâche finale peut également être enregistrée afin de compiler les productions (voir prolongements possibles).