

SAY IT WITH A SONG



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'approprier 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.

Physical bullying

.....

.....

.....

Verbal bullying

.....

.....

Social bullying (1ex)

.....

.....

Cyberbullying

.....

.....

.....

.....

.....

.....

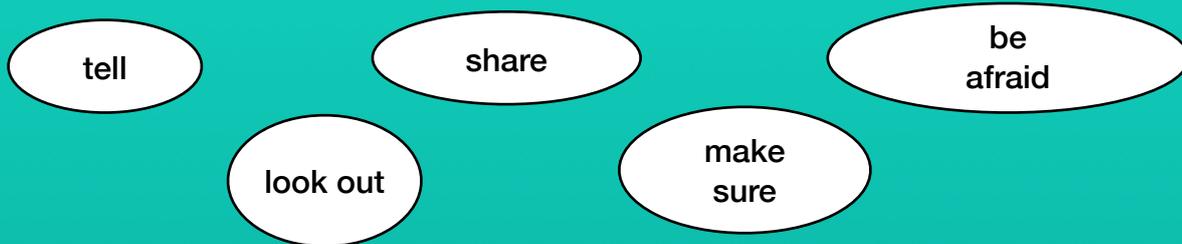
e. Quote three reasons why bullies act the way they do.

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.

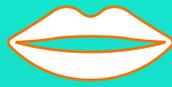
.....



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



Reading

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.

1. Selon Taylor Swift, il n'y a pas d'âge pour subir le harcèlement. **vrai faux**
Justifie :
2. Le harcèlement est motivé par la jalousie ou par un problème personnel. **vrai faux**
Justifie :
3. Taylor Swift conseille à Hannah de changer d'attitude pour plaire aux autres. **vrai faux**
Justifie :
4. 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=jYa1e1hpDE>

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!

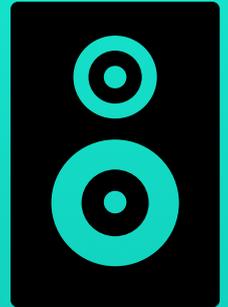


Reading



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).