

**Learning objective:** To empathise with the situation of refugees in Greece.

**Product:** A rap song in response to *EKO making noise*, a rap by three Syrian boys.

**Number of sessions: 4** 

# SINGING FOR EQUALITY Session 1



Dlovan (left), Nour (centre), Ahmad (right), photo taken by Abdulazez Dukhan at Vasilika military camp

**TASK ONE (whole group):** Listen to three fragments of a video clip produced by EKO News and try to answer the questions below.

1:59-2:11 Introduction by Dlovan

1:12-1:58 Interview with Ahmad

3:57-4:35 Interview with Nour

Who are the children in this picture? Where are they from? Where are they at the time the picture was taken? Why? What do they do there?

















**TASK TWO (individually):** At EKO, Dlovan, Nour and Ahmad took part in a workshop in which they created <u>a rap. EKO making noise</u>. Listen to their song and complete this grid:

	SINGER	LANGUAGE	MESSAGE
0.00-0.36	Off voice	Spanish	
0.37-0.48	Ahmad		
0.49-0.59	Nour		
1.00-1.24	Chorus		
1.25-1.36	Dlovan		
1.37-1.48	Nour		
1.49-2.13	Chorus		
2.14-2.36	Off Voice		
2.37-2.48	Ahmad		
2.49-3.18	Background music. No lyrics		

### Answer these questions:

- 1) How did Dlovan, Nour and Ahmad make their video public?
- 2) Who did they want to listen to them?
- 3) What was their most important message?

**TASK THREE (in pairs):** Create a sentence to define what a rap is. Then share it with the class. Don't read your sentence aloud. Just Rap it!

**TASK FOUR (whole group)**: Like Dlovan, Nour and Ahmad, we are going to rap about our origins, about our personal stories (who we are, where we/our families come from, etc.), but we need to deliver a message in response to the rap we just listened to. Let's take some decisions:

- 1) How can we make our rap public?
- 2) Who do we want to listen to us?
- 3) What will be our most important message? Remember we sign for equality!

















### SINGING FOR EQUALITY

### Session 2



Abulazez Dukhan as portrayed by photographer and writer Paul Choy

Abdulazez Dukhan is 18 years old. He comes from Homs, Syria. He is a Syrian artist and photographer. He left Syria in 2014. Now he lives in Greece but he has just learnt that Belgium will host him and his family.

He arrived in Greece on 26th January 2016, three months later, he founded Through Refugees Eyes, a Facebook page in which he wants to document the personal stories of refugees around the world. Listen to how he presents his project here.

Abdulazez Dukhan arrived in Greece through Turkey. First he lived in EKO station, in Idomeni, near the Greece border with Macedonia. There he met Dlovan, Nour and Ahmad. The Greek police destroyed the self-managed refugee camp in May 2016 and sent the refugees to military camps in other parts of Greece. Abdulazez Dukhan visited the different camps, talked to other refugees like him, took photographs and made videos. You can see them in Facebook, on his page Through Refugees Eyes. When he visited Vasilika camp, he took a photograph of Dlovan, Nour and Ahmad. You know the photograph, do you?

He also wrote a video letter to president Trump on the day he was elected. Listen to him and do task 5.

**TASK FIVE (whole group):** Why is Abdulazez's project important? Why does he thank us in the first video? What does he ask Donald Trump in the second video? What does he ask us, indirectly, in the two videos?

















TASK SIX (whole group): Look at these pictures. What are Catalan people doing to help refugees?

























QUI SOM COM POTS AJUDAR LA CAMPANYA VIDES ATURADES PREMSA PALAU SANT JORDI

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#### **MANIFEST**

Catalunya ha estat sempre terra d'inclusió, però no podem oblidar que en molts moments també hem estat rebuts en altres terres. A Catalunya convivim amb persones de la resta de l'Estat, persones de totes les cultures, de tots els països i de totes les creences.

Més de 290 milions de persones han hagut de desplaçar-se forçosament de casa seva per conflictes armats, vulneracions dels drets humans, canvi climàtic i pobresa. Des de l'any 2000, i per culpa de les polítiques europees de bilindatge de les seves fronteres, més de 32.000 persones han perdut la vida intentant creuar el Mar Mediterrani, que s'ha convertit en un immens cementiri. L'any 2016 ha estat un dels més mortifers.

Els estats membres de la Unió Europea, lluny d'oferir una solució a la situació, han restringit encara més el pas de les persones fins a tancar les fronteres i Europa s'ha consolidat com una gran fortalesa. N'entren amb comptagotes i qui ho aconsegueix ho fa jugant-s'hi la vida i buidant-se les butxaques en favor de les xarxes de tràfic de persones. Un cop arriben als nostres pobles i ciutats, corren el perill dels CIE l'exclusió i el racisme. Aquestes polítiques de la UE incentiven la mortalitat i esborren del mapa les vies segures i legals. Per molt que s'apliquin mesures per frenar la immigració, les persones continuaran intentant arribar perquè els motius que les empenyen a fugir són molt més forts que els murs que es puguin trobar pel camí.

El 2015, l'Estat espanyol es va comprometre a rebre 10.772 persones refugiades en un termini de dos anys. Malgrat les pèssimes condicions en què es troben aquestes persones, aquest compromís s'està incomplint a

Les competències en polítiques d'asil són estatals, però creiem que Catalunya i les seves institucions han de donar una resposta més clara i contundent davant el desplaçament forçat de persones més gran des de la II Guerra Mundial. Catalunya té competències en polítiques d'acollida i podria aplicar mesures per millorar-les i enfortir-les des d'ara mateix.

Per tot això, davant la inacció de l'Estat espanyol, fem una CRIDA A LES INSTITUCIONS CATALANES A:

- 1. Actuar definitivament davant d'aquesta situació tal com reclama la ciutadania perquè Catalunya sigui terra d'acollida.
- Garantir la inclusió i el desenvolupament social digne de les persones migrades a Catalunya i comprometre's a aplicar mesures contra el racisme, la xenofòbia, la LGTBIfòbia i la violència masclista.
- 3. Defensar el dret a la lliure circulació de les persones, tal com queda recollit a l'article 13 de la Declaració Universal dels Drets Humans.
- 4. Treballar per eradicar les causes d'injustícia, violència estructural, guerra i vulneració dels drets humans en origen que són l'arrel dels moviments forçats o no desitjats de població. I en aquest sentit, fomentar la cultura de pau. Demanem que s'assumeixin compromisos immediats.

I ANIMEM LA CIUTADANIA a organitzar-se, mobilitzar-se i fer sentir la seva veu per tal d'aconseguir una conscienciació col·lectiva que afavoreixi el canvi d'actitud de les institucions en relació amb l'anomenada "crisi migratòria" que actualment viu la Mediterrània.



















# 'Com plora el mar', de Joan Dausà, navega por 'Casa nostra, casa vostra'

El cantante, que estrenó el tema en Som Música Directa, ofrece cinco actuaciones al aire libre en apoyo a la campaña









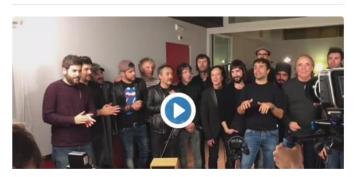
Joan Dausà, estrenando 'Com plora el mar' en el concierto Som Música Directa. F. SENDRA / VÍDEO: EL PERIÓDICO

#### MIÉRCOLES, 14 DE DICIEMBRE DEL 2016 13:22CET

Fue durante el concierto organizado por EL PERIÓDICO para festejar sus cinco años de acústicos, Som Música Directa, el 5 de octubre en

### Serrat graba una versión colectiva y solidaria de 'Mediterráneo' con conocidos artistas

El Huffington Post | Por Redacción ElHuffPost Publicado: 05/01/2017 13:33 CET | Actualizado: 05/01/2017 13:42 CET









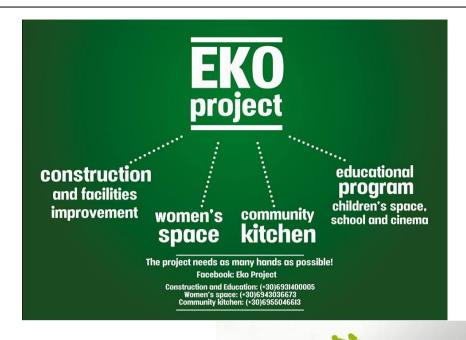














**TASK SEVEN (in small groups):** What can we do? Can we create a video clip in response to *EKO making noise*? Can our rap help? What can we say in the chorus of our rap song? Write the lyrics of a possible chorus.

**TASK EIGHT (homework):** Talk to your parents and find out if there is a story of migration in your family. If so, when was it? Why? You will tell us about this in the next session.

















## SINGING FOR EQUALITY

## **Session 3**

**TASK NINE (small groups):** Do you know now if there are stories of migration in your family? When? Why? Share this information with your classmates.

**TASK TEN (small groups):** It's time to create the text for your rap. Use the information you have about the migration stories in your family, the situation of refugees in Greece, etc. Have a clear message.

**TASK ELEVEN (whole group):** Share your texts, choose a chorus and decide the order of the sentences you have all created.

**TASK TWELVE (homework):** Choose a tune. Next day you will create the storyboard of your rap.

















# SINGING FOR EQUALITY

# **Session 4**

SKETCH NUMBER	Script & Story board		
IMAGE 1: Where?	IMAGE 2: Where?		
Who?	Who?		
Timing:	Timing:		
Singer:	Singer:		
Song lyrics:	Song lyrics:		
IMAGE 3: Where?	IMAGE 4: Where?		
Who?	Who?		
Timing:	Timing:		
Singer:	Singer:		
Song lyrics:	Song lyrics:		
IMAGE 5: Where?	IMAGE 6: Where?		
Who?	Who?		
Timing:	Timing:		
Singer:	Singer:		
Song lyrics:	Song lyrics:		

















#### **ACKNOWLEDMENTS:**

Thank you to Abdulazez Dukhan and Paul Choy for allowing me to use their pictures to create this material. All other images illustrating were taken from leaflets, newspaper clippings or videos available on the Net.

Thank you to all students of 1st ESO from Institut Federica Montseny (Badia del Vallès), and their English teacher, Isabel Sandoval, who engaged in this project so enthusiastically during academic year 2016-2017.

My special gratitude to Dlovan, Ahmad, Nour and all the children in EKO Camp 2 and their families for teaching me hope is the last thing we need to loose.

Today, Abdulazez Dukhan lives in Belgium, Dlovan and Ahmad in Germany and Nour in Sweden. Yet, European politicians have not yet learnt how to act and the borders are still closed.













