



Session 1 - The Rhythm of Life

Introduce the Program – *Mention: making music together, work in harmony, discussing relationships issues, performance and fun.*

Group guidelines: *Ask for one from each member & list on a white-board. Why are guidelines necessary?*

Introducing the Drum – *Ask if anybody has played Djembe before? Discuss drumming generally – the how, where, what and why*

Warm-up Exercises - *Independence of two hands*

Rumbles – *Rumble Ball / Mexican wave / Rumble If.....,*

The 3 Strikes

The Bass Note (Pulse) - *The Bass note is the anchor. The safe place. Link the Bass note to participants own core values*

The Heartbeat – *found within our-selves.*

Find Pulse, Tap foot to pulse and transfer to drum. Point out the strength of a common bass note –

Heartbeat Rhythms (double heartbeat)

Play the different parts: played together it connects us to each other

The Rhythm of Life; Discussion on this week's theme.

- *What is a rhythm?*
- *What happens when there is no rhythm to our lives?*
- *Name a healthy rhythm and an unhealthy one in your own life*

Call and Response

Listening Song Pt 1 *(If time – alternating hands, slowly practice)*

Play How You Feel – *an opportunity for free expression; play over simple foundation rhythm. Back to foundation, fade to nothing.*



Session 2 - Relationships

Welcome to Session 2 – Review last session - Rhythm of Life

Group guidelines: *briefly review, new participants to add their contribution.*

Warm up: Call and Response

Listening Song Pt 1 *(revision or first time)*

What is a Relationship? *Define the word relationship - Examine different types of Relationships? List on whiteboard why enter relationships / what sustains? Relationships change.*

Drum as I Move (Dance) -

When was this relationship at its best and why? When did it fall apart and why?

How do we stay connected with the moving person?

Rhythm Detective – *(Looking out for our friends - Double Heart Beat rhythms)*

Listening Song Parts 2-3 – *review part one and add further parts according to the capacity of the group*

The Echo- *Stress the importance of trying to play what the person next to them played, rather than remembering the original message.*

- *Why do messages change? What kind of message is likely not to change?*

Relationships; Healthy v's Unhealthy *(if time for older ages))*

Draw up two columns on the white-board – allocate qualities of both healthy and unhealthy relationships.

Respect Rhythm Pt 1

Play how you feel - *free expression before finishing together with a fade to nothing.*

Play How You Feel – Free expression



Session 3 - Harmony

Welcome - Revision of previous session – Relationships

Call and Response: Have a go! – *participants contributes one call – emphasise the factors that support clear and open communication. Revise Listening Song Pts 1-3*

Revision: Respect Rhythm Pt 1

Harmony Exercise: Random chaos versus a set rhythm

(e.g. Respect Rhythm of Listening Song)

*Which sounded better and why? **No wrong Answers:***

Which felt better and why? Which could you sustain longer?

N.B. Harmony with others is not always possible

What is harmony? *Musically/Socially, Individually? Have the group define - Harmony is about blending skills & qualities to achieve an outcome we could not achieve on our own. Harmony is also about balance and trust.*

Skills required for harmony. *(list these on a white-board)*

Are these also important in finding harmony within ourselves? N.B. Harmony is important with others but also with ourselves

Rumble for your Values

Peer Pressure Challenge: *(staying in harmony with ourselves)*

Use Pt 1 (alternate hands) and Pt 2 of Listening Song

Critical acclaim – Praise & Blame: *Go around circle ask each participant for 2 character traits that describe themselves (not physical)*

Discuss: Where do we get our knowledge of ourselves from? Have each member name one thing they could do to be a better person.

The Respect Rhythm Pts 2 -4

Holding Time: *(Use where members have trouble holding the beat steady) Listening or Heartbeat; Stress the connection with peer pressure challenge- resisting peer influence and holding your feelings in check.*



Session 4 - Identity and Community

Review the previous session - Harmony

Warm-up: Call and Response 'On the Run!' Review:

Revise: Respect Rhythm

Define Identity. *What is identity? (list on a white-board) - Who we are, the characteristics that make us different from others. How we see ourselves.*

One Drum at a Time- Finding your place in the community. *One person starts a steady rhythm of their choice and everyone layers in one at a time with their own beat. (Stress that if you struggle you can always fall back on the Bass note – common values).*

Individual Solos- Taking a risk, to move your life forward *(NB the group play a 4/4 foundation groove and players are invited to solo – signaling to the group their intention by placing their hands over their drum prior to starting – the group acknowledges the solo with a cheer after it is played).*

Define Community. *What is Community? (List on white-board) A group of individuals sharing common characteristics, location or interests and seeing themselves as separate from others. Name some communities we belong to.*

The Bass is the Community – Double Heartbeat

- *Bass notes represent social obligations – list some of these.*
- *Tones/slaps etc represent ways we can express our individuality – list*

After the Jam repeat the exercise without the Bass – have play same tones/slaps etc. only (This is how communities are when people refuse to accept their social obligations).

Tolerance Song Pt 1

Play how you feel – Finish with a Fade to Nothing



Session 5 - Feelings and Emotions

How was your week? – Review Identity and Community

Warm-up: *Call and Response 'On the run!' or One drum at a time';*

Tolerance Song – Part 1 & 2

Feelings and Emotions - Discussion *(whiteboard)*

- *What are feelings or emotions? Where do they come from?*
- *List some feelings - .Scenarios. How do they influence behaviour?*

Play some feelings

Pair off across the circle & have one person play a feeling and their opposite try to identify it. Throw it open to group to see if others interpreted the sound differently.

- *Why do we sometimes interpret people's feelings incorrectly? Who has experienced that? What are the consequences of that?*
- *Why might people disguise their feelings? How easy is it to be honest and open about how you feel with your friends, family, partner?*
- *What happens in relationships when we hide our true feelings?*

Tolerance Song – Parts 3 & 4

What is Soul? – *In music feelings are sometimes referred to as soul. Music with feeling has real Soul. What music do you like? Why?*

Take a Deep Breath

On a white-board list a couple of feelings that people struggle to deal with – e.g. Anger, jealousy or grief. Draw up two columns; One column for healthy and one for Unhealthy.

Playing with feeling:

Play a rhythm as if you were Angry – what can that tell us about Anger? Play a set rhythm as if you were really calm – what might that tell you about calm?

Feelings are Infectious – *one person in the middle playing happy with 2 either side playing angry. Discuss, then reverse.*

Holding Time – *Group plays a rhythm steadily without speeding up for a set period – try forcing the pace and see if they can hold themselves back. eg Tolerance*



Session 6 - Teamwork

Rhythm of their week? – *Revision - Feelings and Emotions*

Warm-up: *One Drum at a Time; and Tolerance Song*

Define Team - Discussion

- Name types of teams.
- List the skills required for **Teamwork?**
- What benefits does belonging to a team

Teamwork Song Pts 1 and 2

The Affirmation Game

Start with a simple foundation rhythm and then demonstrate how the different parts are played and what they represent. Finally invite the group members to affirm in front of the group (By playing the Tone pattern) their intentions.

Pass the Rhythm – Based around the Heartbeat Rhythms

Each person own pattern around 2 bars while group jam.

Play it back to the group one at a time and the group join them in their rhythm. Layer in their individual rhythms one at a time.

Teamwork Song Pts 3 and 4

It takes Two – *Demonstrate a two part harmony, (remember if you are unsure to use the Bass note as a connection point). Pair off members across the circle to work together to make up their own 2 part harmony. (Emphasise keeping it simple, and leaving room for each other). Then have them return and play it back in pairs to the group before the group join them – half the group playing one part and the other half joining the other part.*

- *How did it feel to make up your own rhythm?*
- *How did it feel to have everyone play your rhythm?*
- *When else might it be good to have the support of others?*
- *How important was the Bass note in keeping you connected and stable? How can we relate this to other areas of our life?*

Holding Time - *Have the group select rhythm they have learnt, and play it steadily without speeding up for a set period – try forcing the pace and see if they can hold themselves back.*



Sessions 7 – 9

Review Core Rhythms: *Listening Song: Respect Song: Tolerance Song: Team Work Song*

N.B. Keep note of games/exercises did not cover in sessions 1 – 6 and use in weeks 7 – 9. Use as revision of topics or as breaks in between rehearsing for performance. Include discussions with games/exercises.

Suggested Additional Rhythm Games:

It Takes Three – *(similar to it takes two depending on capabilities of group) Pair off members across the circle to work together to make up their own 3 part harmony. (Emphasise keeping it simple, and leaving room for each other).*

One Drum at a Time – *run each session giving every-one opportunity to lead, introduce percussion and large drums etc*

Respect Song with Solos

The Dangerous Rhythm / Positive Rhythm**

Labyrinth:** **2 versions** – *team challenge gp (base & tone)*
– *Individual with obstacles*

Base is the Community

Tolerance Song Face-off – *(split gp into 2: 1 group to play Pt 3 of Tolerance song 1 X and end on base; 2nd gp to play Pt 4 starting on gp 1's last base. Continue alternating. Start off softly/ gradually increase tempo and volume*

Musical Chairs**

Arthur's Listening Game**

Rumble to a Rhythm**

****** NB** these games can also be used during sessions 1-6 to keep program flowing