



national foundation for
youth music

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we can all be good citizens

The lyrics of 'Drop in the Ocean' celebrate the impact that young people can have as individuals ('a drop') and as part of their communities ('the ocean').

In support of the Citizenship Curriculum we 'd like to suggest some ideas that can stimulate discussion about these very relevant issues in your classroom or youth group

'Each drop runs down to the end of the river'

Drop a small pebble or stone into a pond/tank/bowl of water and watch the ripples spread out; one pebble affects the area around it. Discuss how one person or one act can have a ripple effect on surrounding people and communities (Link: KS2 PSHE/ Citizenship 4a: their actions affect themselves and others)

'Ev'ry life's another drop in the ocean'

Drop a small pebble or stone into a pond/tank/bowl of water and watch the ripples spread out; one pebble affects the area all around it. Discuss how one person or one act can have a ripple effect on surrounding people and communities (Link: KS2 PSHE/ Citizenship 4d: their actions affect themselves and others)

'Ev'ry tear falling down helped the world tell its story'

Students will be aware of the effect the arrival of one bully or disruptive person can have on a previously stable group. How can the group/ community/ nation/ nations work together to challenge this behaviour assertively? Does their school or group have a 'buddy' system to promote good relationships? If not, could they be the driving force behind the development of such a system? (Link: KS2 PSHE/Citizenship 4d: realize the nature and consequences of racism, teasing, bullying, aggressive behaviours, and how to respond to them and ask for help; KS3 3a: about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively)

'Some have died for a wish to be free; some at war, some for no crime or reason'

Ask the group to collect newspaper pictures and/or articles to illustrate one or more of these points and discuss possible ways of overcoming such problems. (Link: KS2 PSHE/Citizenship 2a to research, discuss and debate topical issues, problems and events)

'Every stranger they meet will tomorrow be a brother'

Ask the group how they make or have made friendships. Are all their friends local or more widely spread? How would they go about making friends with someone they have not met before? What does it require from both people involved? Can a strong friendship be made if only one person actively works at it? How much is friendship valued; how hard would they work to save a friendship in danger of falling apart? What would they do? Why do some people find it hard to make friendships with people from other cultures or faiths? How can they be encouraged to treat all humans as equals? (Link KS2: PSHE/Citizenship 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; KS3 PSHE 1b to respect the differences between people as they develop their own sense of identity.; 3b how to empathise with people different from themselves; 3c about the nature of friendship and how to make and keep friends; to recognise that goodwill is essential to positive and constructive relationships; 3i to negotiate within relationships, recognizing that actions have consequences, and when and how to make compromises.)

'I can touch every shore, join together every nation'

Someone on a desert island might send a message in a bottle in the hope that it will be found and read. What message would you send to reach out to young people across the world and to join the nations together?

'I'm a part of the ever-changing tide'

What rights do people have? Think of examples (freedom, free speech, medical care, love home, respect etc) and write each one on a separate sheet of paper. Do all people have these rights? What differences are there in societies in other parts of the world? What restrictions have there been in history? Have a 'Balloon Debate' in which each right in turn has to be thrown out to keep the balloon airborne, leaving the one right which, in the opinion of the group, is essential for a happy life. (Link KS2: Citizenship/PSHE 2d: that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other. KS3: Citizenship 3d: to recognize some of the cultural norms in society, including the range of lifestyles and relationships)

'Can you feel that a new heart is beating?'

What responsibilities do the individuals within the group have? Who are they responsible to? Do they consider it fair to have these responsibilities? Do they perhaps sometimes become burdensome? What responsibilities do they have as a member of the community? Do they always act responsibly? Can they be honest about times when they have not? What were/could have been the consequences of their irresponsible actions? Extend this to a discussion about being citizens with responsibilities within the whole world. Are there more opportunities for the group to develop their responsibilities? (Links as for 'Rights')

'I can rise up as rain, I can fall down like thunder'

Be positive and declare what you are good at. How can you make a difference? Think of the words of the song. *'I can rise up as rain, I can fall down like thunder'* -
What do those words mean to you? How can you fulfill the sentiments of this line through your actions?
(Links KS2 and KS3 PSHE: Breadth of Opportunities: opportunities to feel positive about themselves)

'I'm a drop in the ocean, drop of emotion'

Where in the community would the singers like to sing their song? Who would their intended audience be? What would be the purpose of their performance? Could they help teach the song to another group from the community? Could links be forged which might remain after the event and be developed in the future?