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INTRODUCTION

Songs for Social Change is a multi-level English language learning resource. It uses songs to highlight issues facing Myanmar and the world: the environment, inequality, human rights, poverty and injustice.

Each song is one lesson, although you can shorten or supplement it depending on class needs. Each lesson has the same format:

Before You Listen – activities to introduce the topic, language and ideas in the song.

As You Listen – activities to help understanding of the language and ideas in the song.


ANOTHER BRICK IN THE WALL (PART TWO)
SUNG BY: PINK FLOYD
CURRICULATOR: DANIEL SPINK
Topics: education, empathy
Level: pre-intermediate


Before You Listen


Pink Floyd's 'The Wall'
The Wall is a musical film made in 1982 by the band Pink Floyd.
It is about a singer who creates a wall in his head. This helps him deal with difficulties in his life.
https://www.youtube.com/watch?v=0jpn227_8I


1. Here are some famous walls. Match them with their pictures and descriptions.

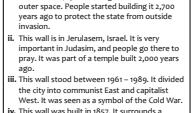
- Berlin Wall
- Great Wall of China
- Mandalay Palace Wall
- The Walling Wall

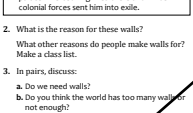
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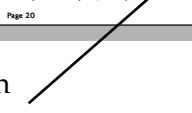
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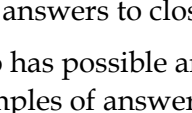
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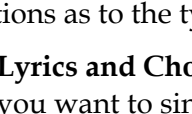
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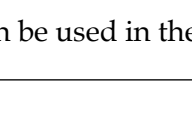
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GLOSSARY

Here is a glossary of some of the words and ideas you will encounter in *Songs for Social Change*.

abuse (*n, v*) – အလွဲသုံးစားလုပ်သည်။
လွဲမှားစွာ သုံးစွဲခြင်း ဆောင်ရွက်ခြင်း။
activist (*n*) – တက်ကြွလှုပ်ရှားသူ။
advocacy (*n*) – ထောက်ခံပြောဆိုခြင်း။
aggression (*n*) – ခိုက်ရန်ဒေါသ၊
ရန်စကျူးကျော်ခြင်း။
anarchism (*n*) – မင်းမဲ့ဝါဒ၊ (အစိုးရမရှိသင့်
ဟု ယူဆသောဝါဒ)။
authoritarian (*adj*) – အာဏာရှင်ဆန်ခြင်း။
banner (*n*) – နဖူးစည်းစာတမ်း၊ တံခွန်။
barricade (*n*) – အပိတ်အဆို၊ အတားအဆီး။
biodiversity (*n*) – ဇီဝမျိုးကွဲများ စုံလင်မှု။
campaign (*n, v*) – စည်းရုံးလှုံ့ဆော်လှုပ်ရှားမှု။
capitalism (*n*) – အရင်းရှင်ဝါဒ။
captivity (*n*) – အကျဉ်းချမ်းမီးခံရခြင်း။
cause (*n*) – အရေးကိစ္စ။
ceasefire (*n*) – အပစ်အခတ် ရပ်စဲခြင်း။
chemical weapons (*n*) –
ဓာတုလက်နက်များ။
civil rights (*n*) – နိုင်ငံသားဆိုင်ရာ
အခွင့်အရေးများ။
civilian (*n*) – အရပ်သား။
colonial (*adj*) – နယ်ချဲ့စနစ်နှင့်ဆိုင်သော။
communism (*n*) – ကွန်မြူနစ်ဝါဒ။
compulsory (*adj*) – မဖြစ်မနေ
ဆောင်ရွက်ရသော။
conservative (*adj*) – ရှေးရိုးစွဲဖြစ်သော၊
အပြောင်းအလဲ မလိုလားသော။
corrupt (*adj*) – အကျင့်ပျက် ခြစားသည်။
discriminate (*v*) – ခွဲခြားဆက်ဆံသည်။
dissident (*n*) – အစိုးရဆန့်ကျင်လှုပ်ရှားသူ။
diverse (*adj*) – ကွဲပြားစုံလင်သော။
elite (*n*) – ထိပ်သီး လူတန်းစား။
empathy (*n*) – စာနာနားလည်မှု။
equality (*n*) – တန်းတူညီမျှမှု။
exploit (*v*) – ခေါင်းပုံဖြတ်သည်
free speech (*n*) – လွတ်လပ်စွာ ထုတ်ဖော်
ပြောဆိုခွင့်။
gender (*n*) – လူမှုနန်းစံများအရ ကျား/မ
ဖြစ်တည်မှု။

genocide (*n*) – လူမျိုးတုန်းအောင်
သတ်ဖြတ်မှု။
global (*adj*) – ကမ္ဘာလုံးဆိုင်ရာ။
grassroots (*n, adj*) – အခြေခံလူထု၊
အခြေခံလူတန်းစား။
ideology (*n*) – အယူဝါဒ။
inclusive (*n*) – မတူကွဲပြားသော
ပုဂ္ဂိုလ်များ စုံလင်စွာ ပါဝင်ကြသော။
indigenous (*adj*) – ဌာနေ
လူမျိုးစုဖြစ်သော။
left-wing (*adj*) – လက်ဝဲယိမ်း။
LGBT - lesbian, gay, bisexual, trans-
sexual (*adj*) – လိင်တူချင်းတိမ်းညွတ်သော၊
လိင်တူလိင်ကွဲကို တစ်ပြိုင်တည်း တိမ်းညွတ်
သော၊ လိင်ပြောင်းလဲထားသော။
land rights (*n*) – လယ်ယာမြေ အခွင့်အရေး။
liberty (*n*) – လွတ်လပ်မှု။
livelihood (*n*) – အသက်မွေးဝမ်းကျောင်း
အလုပ်။
masculine (*adj*) – ယောက်ျားဆန်သော။
militia (*n*) – ပြည်သူ့စစ်။
minority (*n, adj*) – အနည်းစု။
အနည်းစုဖြစ်သော။
negotiate (*v*) – ညှိနှိုင်း အလျှော့အတင်း
ပြုသည်။
network (*n, v*) – ကွန်ရက်။
ကွန်ရက်ချိတ်ဆက်သည်။
oppression (*n*) – ဖိနှိပ်မှု။
overthrow (*v*) – ဖြုတ်ချသည်၊
ဖယ်ရှားသည်။
participate (*v*) – ပါဝင်ဆောင်ရွက်သည်။
patriotism (*n*) – နိုင်ငံချစ်စိတ်။
pollution (*n*) – ညစ်ညမ်းမှု။
possessions (*n*) – ပိုင်ဆိုင်မှုများ။
poverty (*n*) – ဆင်းရဲမွဲတေမှု။
preach (*v*) – တရားဟောသည်။
နားချသည်။
privilege (*n*) – အခွင့်ထူး၊ ခံစားခွင့်။
profit (*n, v*) – အကျိုးအမြတ်။
အကျိုးအမြတ်ရရှိသည်။

progress (*n, v*) – တိုးတက်မှု။ ဖြစ်ထွန်း
တိုးတက်သည်။
revolution (*n*) – တော်လှန်ရေး။
racism (*n*) – လူမျိုးတစ်မျိုးဖြစ်ခြင်းနှင့်
ပတ်သက်ပြီး လူကို ခွဲခြားရှုမြင်မှု။
recycle (*v*) – ပြန်လည်ပြုပြင်အသုံးပြုသည်၊
သံသရာ လည်သည်။
reform (*v*) – ပြုပြင်ပြောင်းလဲခြင်း။ ပြုပြင်
ပြောင်းလဲသည်။
refugee (*n*) – ဒုက္ခသည်။
ဘေးရန်တစ်ခုခုကို တိမ်းရှောင်သူ။
representative (*n*) – ကိုယ်စားလှယ်။
resistance (*n*) – တွန်းလှန်တိုက်ခိုက်မှု။
အဟန့်အတား။
right-wing (*adj*) – လက်ယာယိမ်းသော။
sanctions (*n*) – ပိတ်ဆို့ တားဆီးမှုများ။
segregation (*n*) – ခွဲခြားမှု။
sexuality (*n*) – လိင်စိတ် တွေ့ကြုံခံစားနိုင်မှု။
shame (*n, v*) – အရှက်၊ ရှက်စိတ်။
slave (*n*) – ကျွန်အဖြစ်၊ ကျွန်ဘဝ။
social media (*n*) – လူထုမီဒီယာ။
solidarity (*n*) – စည်းလုံးမှု။
stereotype (*n, v*) – သမားရိုးကျပုံစံ၊
ပုံသေကားကျပုံစံ။
strike (*n*) – သပိတ်မှောက်ခြင်း။
struggle (*v*) – တိုက်ပွဲဝင်သည်၊ ကြိုးစား
ရုန်းကန်သည်။
sustainable (*v*) – ရေရှည်တည်မြဲသော။
tolerance (*n*) – နားလည်သည်းခံမှု။
မတူကွဲပြားမှုအား လက်ခံနိုင်မှု။
torture (*n*) – ညှဉ်းပန်းနှိပ်စက်မှု။
trade union (*n*) – အလုပ်သမား သမဂ္ဂ။
treaty (*n*) – သဘောတူစာချုပ်။
tyranny (*n*) – နိုင်လိုမင်းထက်ပြုကျင့်မှု။
unemployment (*n*) – အလုပ်လက်မဲ့ဖြစ်မှု။
uprising (*n*) – အုံကြွမှု၊ တော်လှန်မှု။
victim (*n*) – ထိခိုက်ခံစားရသူ၊
သားကောင်ဖြစ်ရသူ။
welfare (*n*) – လူမှုဖူလုံရေး။

WE SHALL NOT BE MOVED

SUNG BY: PETE SEEGER
CURRICULATOR: KATIE JULIAN

Topics: resistance, equality
Level: elementary

Before You Listen

1. What does *equality* mean? Choose the best answer.
 - a. All people should have the same jobs.
 - b. All people should have the same rights.
 - c. All people should have the same pay.
 - d. All people should have the same things.
2. Read about the song.
Which picture goes with which paragraph?



1. *We Shall Not Be Moved* started as *I Shall Not Be Moved* in the 19th Century. It was originally a Black American religious song.
2. In the 1950s and 1960s, the US Civil Rights movement sang it during their protests for racial equality. It was also popular with trade unions and anti-war movements. It is easy to change the words, so people have written versions of the song to support different issues.
3. A lot of different singers and bands have recorded *We Shall Not be Moved*, from jazz to folk to rap to punk. In England, football fans sing it to support their team.

3. Match these words with their opposites.

- | | |
|------------|--------------|
| a. women | i. black |
| b. country | ii. men |
| c. open | iii. poor |
| d. gay | iv. straight |
| e. white | v. closed |
| f. rich | vi. city |

4. Which of these words do you think you will hear in the song?

As You Listen

5. Listen to the chorus. Fill the gaps.

_____ ^a **shall not, we shall not be moved**
We shall not, we shall not be _____ ^b.
Just like a _____ ^c **that's planted by the** _____ ^d.
_____ ^e **shall not be moved**

6. What is the topic of each verse?

Number these verses in the correct order.

- a. ____ unity between different genders
b. ____ unity between urban and rural people
c. ____ unity between different races
d. ____ unity between different sexualities
e. ____ no nuclear weapons
f. ____ unity between different age groups

After You Listen

7. What do you think is the main message of the song?
8. In groups, create another verse for the song. Add your own words.

_____ and _____ together,
we shall not be moved
_____ and _____ together,
we shall not be moved
Just like a tree, that's standing by the water
We shall not be moved

★ Focus on Myanmar ★

9. Read about the *My Friend Campaign*. How does this relate to the song?

My Friend Campaign

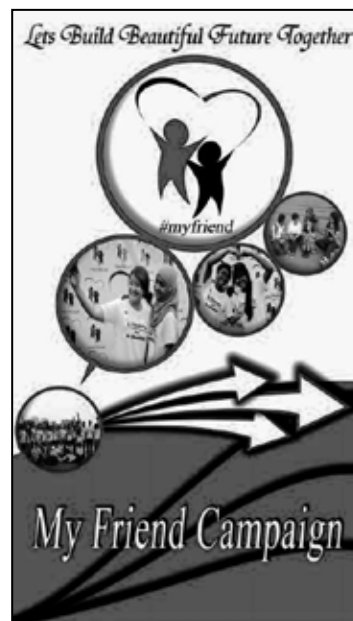
The *My Friend Campaign* promotes diversity and friendship. It is against discrimination based on religion, ethnicity or gender.

People post selfies with friends from different religious or ethnic backgrounds and put it on Facebook or Twitter. They write:

I am (religion/ethnicity) and my friend is (religion/ethnicity). We are friends.

The *My Friend Campaign* also holds events to encourage friendship and tolerance. They want to create youth networks against discrimination and hatred.

<https://www.facebook.com/myfriendcampaign>



10. Discuss the meaning of:

- a. discrimination c. tolerance
b. diversity d. hatred

Can you see examples of these in your communities?

SEND IT ON

SUNG BY: DISNEY'S FRIENDS FOR CHANGE

CURRICULATOR: SHWE HTAY KHANT

Topics: empathy, solidarity,
community development
Level: elementary

Before You Listen

1. In pairs, talk about *creating positive change*. Have you ever done this in your community?
2. In groups, identify someone who *creates positive change* in your community. Explain about this person to the class.
3. Match the words with the definitions.

a. reach	i. to make something healthy again
b. heal	ii. an event that causes another event
c. circumstances	iii. the ability to make people do things
d. chain reaction	iv. to try to touch or get something
e. power	v. to cause strong feelings (or to create fire)
f. spark	vi. the situation

Send It On was released in 2009. It is performed by Disney's Friends for Change: Miley Cyrus, Demi Lovato, Selena Gomez and the Jonas Brothers. In 2009, they were all child actors. They worked for Disney.

The song is part of a Disney campaign. This campaign encouraged fans to take action on environmental issues. The campaign included popular songs and public service announcements.



As You Listen

4. Listen to the song and complete the lyrics.

A word's just a word 'til you mean what you
_____ a.

And love isn't love 'til you give it _____ b.

We've all got a _____ c, yeah, something
to give

To make a change

Send it on, on and on

Just one that can _____ d. another

Be a part, _____ e. a heart

Just one _____ f. starts a fire

With one little action

The _____ g. will never stop

Make it strong, shine a _____ h. and send
it on

Just _____ i, and the world will smile along
with you

That small _____ j. of love stands for one
who become two

If we take the chances to change _____ k.

Imagine all we can do

CHORUS

There's _____ l. in all of the choices we
make

So I'm starting now, there's not a moment to
_____ m.

A word's just a word 'til you mean what you say

And love isn't love 'til you give it away

5. What lines in the song have the same meaning as:
- If you show you are happy, other people also feel happy.
 - Love is more useful when you share it.
 - Start to do something and it will continue.
 - Now is the right time to create positive change.
 - If you do a small thing, it can become a bigger thing.

After You Listen

6. Write three sentences to summarise the most important messages in the song.
In pairs, compare your summaries.
7. Individually, make a list of small actions you can do to make the world a better place.
- leave a present in someone's mailbox
 - put up a sign saying "DO NOT THROW RUBBISH ON THE GROUND. IT IS BAD FOR THE ENVIRONMENT."
- In groups of three to five, make a list of the ten most useful actions. Put it on the wall.
Walk around and look at other people's lists.
8. In groups, create a public service announcement.
- Choose one action that will help create positive change – something people can do to create a better world.
 - The public service announcement can be about anything that helps to make the world a better place.

Recycle plastic bags, and if you buy something from a shop, don't take a plastic bag.

If you say nice things to people, you will make them happy and they will be nice to others.

Visit an older relative. Talk to them and help them in their house.

★ Focus on Myanmar ★

9. Read about *Musica Gratis*. Do you know other groups that are similar to them?
How do their actions relate to *Send it On*?

Musica Gratis

In August 2015, there were very bad floods across Myanmar. Many people saw pictures of the flooding on social media and wanted to help the victims. *Musica Gratis* (Spanish for 'free music') are a group of friends, living in Yangon. They decided to raise money by playing music in public places around Yangon. They used these concerts to collect money, clothes and other donations for people in flooded areas.

<https://www.facebook.com/musicagratismy>



10. In groups, discuss:
- Who might need donations in your community? Why? What might they need?
 - What can you do to raise money for people in your community? Make a list of possible fundraising activities.
 - Plan a fundraising event. Where could you do it? How would you advertise it?

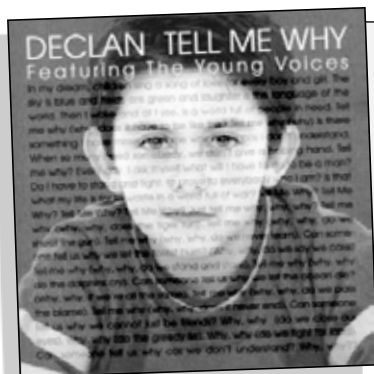
TELL ME WHY

SUNG BY: DECLAN GALBRAITH

CURRICULATOR: AUNG AUNG

Topics: environment,
masculinity, empathy
Level: elementary

Before You Listen



Declan Galbraith, from England, released *Tell Me Why* when he was ten years old. In 2002, Declan sang it at a concert with 10,000 children – the largest choir in history. The concert was a fundraiser for children with cancer.

Declan's songs are popular in many Asian countries, because the English is simple and clear. They are part of China's national English language learning programme.

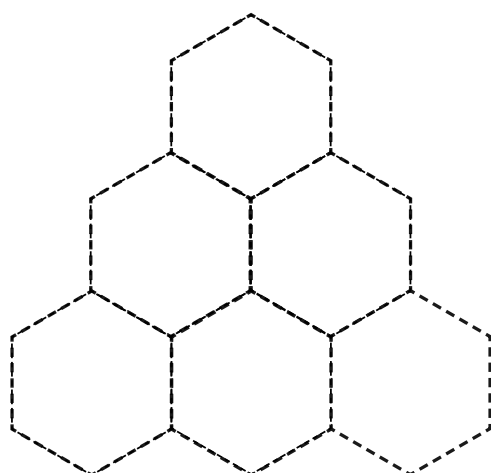
1. As a class, brainstorm *problems in the world*.
or

Have a group brainstorm competition.

- In groups of four to six, choose one writer.
- You have two minutes to list as many world problems as you can. The group with the longest list is the winner.
- Write them on the board.

2. Individually, make a problems pyramid.

- Choose six world problems. Put the most important issue at the top, the medium important ones in the middle and the less important at the bottom.
- Work with a partner. In pairs, agree on a problem pyramid.
- Join with another pair. In groups, agree on a problem pyramid.
- Make a class problem pyramid.



3. What do you know about:

- a. environmental problems
- b. masculinity
- c. empathy
- d. war

4. Look at the problems from *activity 1*. Do they relate to these ideas?
Put them in the table below.

a. environment
b. masculinity
c. empathy
d. war
e. other

As You Listen

5. Are these topics in the song? In the table below, write the lines which relate to each issue.

a. environment
b. masculinity
c. empathy
d. war

6. What other social issues can you hear in the song?
7. What do these lines mean? Choose the best answer.
- a. Laughter is the language of the world.
 - i. Laughter is more popular than English.
 - ii. Everyone can communicate by laughing.
 - iii. The world is a funny place.
 - b. Why do we pass the blame?
 - i. Why does everyone say it is not their fault?
 - ii. Why do people get angry with each other?
 - iii. Why can't people be more friendly?
 - c. Why do the greedy lie?
 - i. Why do world leaders say things that are not true?
 - ii. Why do people say false things to get more for themselves?
 - iii. Why do rich people want more money if they don't need it?

8. Summarise the lyrics. For each, write one sentence that has the same meaning.
- a. In my dream, children sing a song of love for every boy and girl. The sky is blue and fields are green and laughter is the language of the world. Then I wake and all I see is a world full of people in need.
 - b. Everyday I ask myself, what will I have to do to be a man? Do I have to stand and fight, to prove to everybody who I am? Is this what my life is for, to waste in a world full of war?
 - c. Can someone tell us why we let the forest burn? (Why, why do we say we care) Tell me why? (Why, why do we stand and stare)

After You Listen

9. In groups, identify the causes. Why do you think these things happen? List as many possible causes as you can.
- a. Can someone tell me why we let the forest burn?
The farmers want the land for growing crops. They needed more land because rice prices were very low.
 - b. When so many need somebody, we don't give a helping hand.
 - c. Why do we never learn?
 - d. Can someone tell us why we let the oceans die?
 - e. Why do we fight for land?
- Compare your lists of causes. Make class lists of possible causes.
10. What do you think is the main cause of the world's problems? In groups, agree on the best answer.
- Most people don't help others.
 - Most people don't respect religion enough.
 - Most people are not educated.
 - Most people don't have enough money.
 - Most people are violent.
 - Most people are greedy.
 - Bad people have all the power and good people have no power.
 - Bad things happen and it's no one's fault.
- Present your ideas to the class. Give reasons for your choice.

EARTH SONG

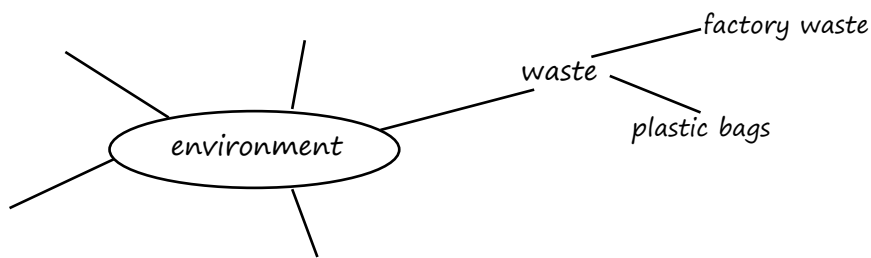
SUNG BY: MICHAEL JACKSON

CURRICULATOR: DOE PYIT SOE

Topics: environment,
minority rights, peace
Level: elementary

Before You Listen

1. What words can you think of related to *environment*? Make a mind-map.



2. Write the letters A-Z on the board.

- As a class, take turns to write environment words starting with each letter.
- Can you complete the alphabet?

3. Match the pictures with the words in the box.

a	h	o	v
b	i	p	w
c	limate	q	x
d	k	r	y
e	l	s	z
f	m	t	igers
g	n	u	

sunrise

rain

field

blood

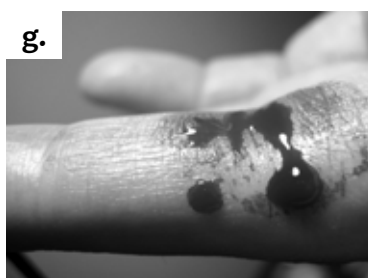
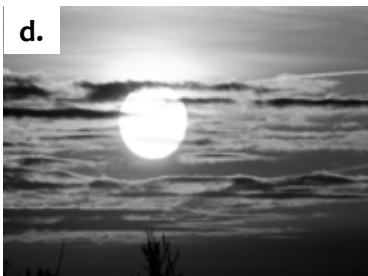
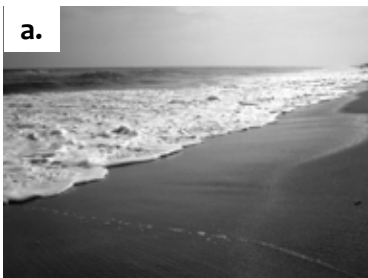
shore

sea

elephant

whale

trail



As You Listen

4. Listen for the words in *activity 3*. Add them to the correct line.
- What about _____?
 - What about _____?
 - What about killing _____?
 - Did you ever stop to notice all the _____ we've shed before?
 - Did you ever stop to notice the crying Earth, the weeping _____?
 - What about _____? Have we lost their trust?
 - What about crying _____?
 - We're ravaging the _____.
 - What about forest _____?
5. Match these lines with the similar meanings.
- Now I don't know where we are, although I know we've drifted far.
 - What about apathy?
 - What about all the peace that you pledge your only son?
 - What about nature's worth, it's our planet's womb?
 - What about the holy land, torn apart by creed?
 - What about forest trails, burnt despite our pleas?
 - You promised your child that the world will have peace.
 - We tried to stop forest fires, but you ignored us.
 - The earth is like our mother.
 - Religions are destroying the world by fighting each other.
 - We have travelled a long way, and we are now lost.
 - Why don't people care?

Words and Phrases from the Song:

The Killing Fields are in Cambodia. The Khmer Rouge regime (1975-79) used them as execution grounds.

Abraham is an important person in the Muslim, Christian and Jewish religions.

After You Listen

6. What are some *causes* and *effects* of environmental damage? Complete the chart.

	forests	seas	air
causes	• people are burning the trees		
effects	• there is more CO ² in the air		

★ Focus on Myanmar ★

7. Read about KESAN. How do their actions relate to the song?
8. In groups, discuss:
- What will happen in five years if humans don't change their behaviour?
 - What will happen in fifty years if humans don't change their behaviour?
 - What will happen in five hundred years if humans don't change their behaviour?

Present your ideas to the class.

The Karen Environment and Social Action Network

KESAN is a local NGO working on biodiversity, development and livelihood issues in Karen State. They research issues and discuss them with villages, leaders and organisations, so everyone can make more informed decisions. They run environmental education programmes, assist people displaced by war, and work to give communities control over their environment and livelihoods.

<http://www.kesan.asia/>



(FREE) NELSON MANDELA

SUNG BY: THE SPECIAL AKA

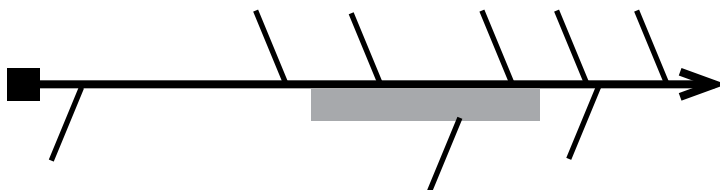
CURRICULATOR: KATIE JULIAN

Topics: international solidarity, justice, equality
Level: pre-intermediate

Before You Listen

1. What do you know about South Africa?
2. Match these events with the year(s).

a. Nelson Mandela sent to prison	• 1962
b. South Africa gets independence from the British	• 1815
c. Apartheid system	• 1910
d. Nelson Mandela dies	• 2013
e. Nelson Mandela released from Prison	• 1994
f. Nelson Mandela becomes South Africa's first black president	• 1948-1994
g. South Africa becomes a British colony	• 1990
h. Nelson Mandela wins Nobel Peace Prize	• 1993
3. Put the events on the timeline:
Read the text and check your answers.



Nelson Mandela and South Africa

From 1948 to 1994, South Africa lived under an apartheid system. In this system, people were classified according to race – 'Black', 'White', 'Coloured' and 'Indian'. Each group had different rights, services and access to opportunities. Marriage between different races was illegal. The Black majority had the fewest rights and the worst living conditions. Many people of all races fought against apartheid. The most famous of these was Nelson Mandela.



Even after his death at aged 95, Nelson Mandela remains one of the most respected people in the world. Born in 1918 to the leader of the Tembu Tribe in South Africa, the young Mandela trained as a lawyer. At university he became involved with the struggle to end apartheid. He became the leader of African National Congress (ANC) in 1950, and in 1962, he was arrested and tried for treason. He was accused of 'plotting to overthrow the government', and sentenced to 27 years in prison. The case attracted enormous international attention, and Mandela became a hero to activists around the world. Rock stars, actors, politicians and ordinary people campaigned to free him and end apartheid in South Africa. He was released from prison in 1990. He won the Nobel Peace Prize in 1993, and a year later, he became the country's first black president. He served as president until 1999. After he retired, he campaigned for many global causes, including racial equality and HIV-AIDS awareness.

The song '(Free) Nelson Mandela' was released in 1984 when Nelson Mandela had been in jail for 21 years. The Special AKA, from the UK, are a band active in anti-racism causes. The song was a worldwide hit.

As You Listen

4. Put the lyrics in order.

- ___ Are you so deaf that you cannot hear his plea?
___ Free Nelson Mandela, I'm begging you
___ Shoes too small to fit his feet
___ Only one man in a large army
___ Are you so blind that you cannot see?
___ Free Nelson Mandela, I'm begging you
___ 1 Free Nelson Mandela
___ Free Nelson Mandela
___ Free Nelson Mandela
___ 2 21 years in captivity
___ Pleaded the causes of the ANC
___ Are you so blind that you cannot see?
___ His body abused but his mind is still free

5. Match the summaries with each verse.

- a. ___ Nelson Mandela's fight against apartheid.
b. ___ People should help to free Nelson Mandela.
c. ___ Nelson Mandela's life in prison.

If this is difficult, look at the lyrics at the back of the book.

After You Listen

6. Fill the gaps with words from the song.

- a. The bird was kept in _____ in a cage.
b. 'Please can you speak more loudly? I'm a little _____'.
c. The child _____ her parents to buy her a new bicycle.
d. The apartheid government _____ the rights of most citizens.
e. He made a _____ for global peace.

7. In pairs or groups, discuss the questions.

- a. During apartheid, the ruling (white) population were approximately 17% of the population. How do you think they stayed in power for so long?
b. Do you think the international campaign to free Nelson Mandela helped end apartheid?
c. There were a lot of political prisoners in South Africa during apartheid. Why was Nelson Mandela particularly famous?

8. **Find out more.** Apartheid has been over for 20 years now. What is South Africa like these days? What problems does it have? What are its successes?

9. Can you think of any situation in your country that is similar to the apartheid system?

★ Focus on Myanmar ★

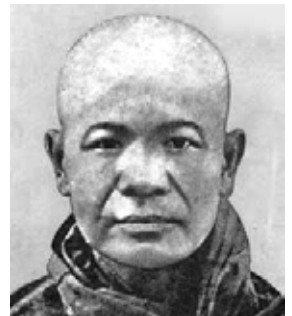
10. Read the text about U Ottama and make a timeline similar to the one in *activity 3*.

11. Who else from Myanmar's history has been imprisoned for their beliefs?

Research a historical prisoner. Make a presentation about that person.

U Ottama

U Ottama was a Rakhine monk from Sittwe. He spent many years in prison because of his beliefs about independence and his protests against the British colonial government.



U Ottama was born in 1879 in Sittwe and became a novice monk at 13. He studied in India and travelled widely outside his native Arakan State, visiting Japan, France, and Egypt.

Returning to Burma, he joined the nationalist movement that had gained strength following the 1920 student protests. In 1921, he became the first Buddhist monk to be imprisoned for speaking out against the British government. In 1924, after his release, one of his followers was killed in Mandalay. However, he continued to advocate peaceful protest. He died on hunger strike in 1939.

Although he did not live to see independence in 1948, his ideas and beliefs influenced many people.

WHAT ABOUT US? (SONG FOR SYRIA)

SUNG BY: MICHAEL HEART

CURRICULATOR: SALLY KANTAR

Topics: peace.
international solidarity
Level: pre-intermediate

Before You Listen

1. Identify Syria. Which part of the world is it in? Who are its neighbours?
2. What do these photos show about the current situation in Syria?



The Syrian Conflict

In 2011 in Syria, protests against the government turned into a civil war. Many different groups are fighting, including the pro-government military of leader Bashar al-Assad, the rebel group called as the Free Syria Army, and Islamic militia groups. Over 200,000 people have been killed and 11 million have been displaced.

The UN estimates that 30 percent of the country lives in poverty. Syria's health and education systems have failed. International representatives have tried to negotiate a ceasefire, but these efforts have also failed.

As You Listen

3. Close your eyes and listen to the song.
 - What pictures do you see in your mind?
 - Listen again. Draw five things you hear about in the song.
 - Show your drawings to a partner. Can they guess what you drew?
4. Look at the lyrics at the back of the book. Which lyrics mean the same as these sentences?
 - a. Time passes, many people have died, and no-one has helped us yet.
 - b. As the world argues, more civilians die.
 - c. Many of the dead and injured are not soldiers.
 - d. Civilians are being injured and killed by chemical weapons.
 - e. In other places, people are not suffering in this way.
 - f. People are fleeing their homes because of this war.
 - g. Things happening in Syria will be part of human history.

Michael Heart is a Syrian-American singer. His real name is Annas Allaf. He writes songs about humanitarian issues.



After You Listen

5. In groups, discuss the questions.
 - a. What is the singer's message to people outside of Syria?
 - b. What emotion is the singer feeling? Why?
6. World leaders cannot agree whether to get involved in Syria's civil war. Here are four country's policies and actions. Match each country with their policies and actions.

	The UK	Sweden	The USA	Russia
a. _____	b. _____	c. _____	d. _____	
This government put economic sanctions against Syria in 2011. This meant that their companies were not allowed to do business with Syria. No oil from Syria was allowed to come to this country. In 2013, they started sending guns to rebel groups in Syria. They also make air strikes against Islamic militant groups.	Members of this government wanted to attack Syria from the air in 2013, after a chemical weapon attack killed a lot of civilians. However, their parliament did not support this plan.	This government has said they do not want to 'take sides' in the conflict in Syria. They say that if others get involved, the violence would be 'never ending.' Their leadership is against any military intervention by the UN or by Western countries. They have a close relationship with the Syrian government.	This small country's military does not get involved in international conflicts. In 2013, they offered 'permanent residency' to any refugee who can leave Syria and get there. This would give them the legal right to live and work in this country.	

7. Summarise the position of each country in one sentence.
8. As a class, discuss: What could be done to help the people of Syria?

WIND OF CHANGE

SUNG BY: THE SCORPIONS

CURRICULATOR: MATTHEW SIMPSON

Topics: empathy, solidarity,
community development
Level: pre-intermediate

Before You Listen

1. What do you know about the Cold War?
2. Read the text. What do these photos show?

The Cold War / *Wind of Change*

For much of the twentieth century, much of Eastern Europe and parts of Asia were communist. Western Europe and North America were capitalist. The conflict between these was called the 'Cold War'.

Many of the communist states were very authoritarian. Resistance to those governments was very difficult, and dissidents were jailed, or worse. The most famous symbol of this conflict was the Berlin Wall, which divided communist East Germany and capitalist West Germany.

By 1989 communism was losing power, and the Berlin Wall came down. Within a few months, the Eastern European communist system (controlled from Moscow, Russia), was gone, and Germany was reunited.

Wind of Change is one of the best-selling songs in the world. The Scorpions are a band from West Germany. They wrote this song when they visited Moscow, Russia in 1989.



3. You will hear these words in the song. Predict what will they say about them.

a. brothers b. memories c. time

As You Listen

4. Listen to the first part of the song.
Choose the correct words.

I follow the Moskva
Down to Gorky Park
Listening to the wind of change
An August summer / sunny ^a night
shoulders / soldiers ^b passing by
Listening to the wind of change
The world is frozen / closing ^c in
Did you ever think
That we could be so close, like brothers
The future's / duty's ^d in the air
I can feel it everywhere
Blowing with the wind of change
Take me to the magic / cages ^e of the moment
On a glory night
Where the chickens / children ^f of tomorrow
dream away
In the wind of change

Words and Phrases from the Song:

The Moskva is a river in Moscow, the capital of Russia.
Gorky Park is a park in Moscow.
A balalaika is a Russian musical instrument.

5. Listen to the second part of the song.
Fill the gaps with the correct words.

Walking down the _____ ^a.
Distant memories
Are buried in the _____ ^b forever
I follow the Moskva
Down to Gorky Park
Listening to the wind of change
Take me to the magic of the moment
On a glory night
Where the children of tomorrow _____ ^c
their dreams
With you and _____ ^d.
Take me to the magic of the moment
On a glory night
Where the children of tomorrow dream away
In the wind of change
The wind of change _____ ^e straight
Into the _____ ^f of time
Like a stormwind that will ring
The _____ ^g bell for peace of mind
Let your balalaika sing
What my guitar wants to say

After You Listen

6. Which lines in the song have a similar meaning to these sentences?
- Soldiers also think change will happen.
 - We feel friendlier towards Russian people now.
 - Bad events from before are now gone.
 - Young Russian people are communicating with the world outside.
 - Change is going to happen.
 - Play the music we both enjoy.
7. You see the phrase 'Winds of Change' a lot in newspaper headlines. Some examples from July 2015 include article on politics, sports, economics and tourism:

WINDS OF CHANGE BLOW THROUGH MIDDLE EAST

D/FW airline disaster in '85 helped start wind of change

WINDS OF CHANGE BLOWING TIGER WOODS AWAY

Winds of change in the global economic forecasts

WINDS OF CHANGE FOR LOCAL AIR SERVICE?

Type 'Winds of Change' into a search engine (Google, Yahoo, etc). What types of articles can you see?

ALL ABOUT THAT BASS

SUNG BY: MEAGHAN TRAINOR

CURRICULATOR: KAUNG HLA ZAN

Topics: body image, gender

Level: pre-intermediate

Before You Listen

1. Look at these people.

a. What adjectives would you use to describe each one? Choose three adjectives per person.

- | | | | |
|---------------|----------------|---------------|-------------|
| • healthy | • lazy | • adventurous | • strange |
| • attractive | • unattractive | • confident | • unhealthy |
| • intelligent | • stupid | • shy | • normal |



Aye



Bee Bee



Si Si



Dee Dee



Ei Ei



Fred



Glorifilia

b. Work in pairs. Discuss the reasons why you chose these adjectives.

'I think Si Si is confident because she is holding her head up high.'

2. In your culture, what are the characteristics of:

- a good-looking man?
- a good-looking woman?

Make two lists. Compare your lists with a partner.

3. In groups, discuss.

- Is it more important for a woman or a man to be good-looking? Why?
- What do you think plus-size (larger) women usually feel about their body image?

4. Do you know these words? If you don't know, find out their meanings.

- | | |
|---------------|-----------------|
| a. body image | e. treble |
| b. size two | f. stick-figure |
| c. bass | g. Barbie doll |
| d. Photoshop | h. silicone |

5. Read the text. What do you think this song will be about?

Appearance

The majority of women (and a lot of men) say they are not happy with their appearance. If a person feels so bad about this that they don't leave their house, go out with friends, or avoid having a romantic relationship, then they are being affected by bad body image. A lot of women are badly affected.

The beauty industry makes a huge profit. They tell people that their appearance is not good enough, and beauty products can make people better. One technique they use is to shame large women (and men) through advertisements, songs and films.

As You Listen

6. Read the summaries of the first half of the song. Listen, and put the summaries in order.

- a. ___ Some women think they are fat, but they are still beautiful.
- b. ___ Men are attracted to curvy women, so don't try to be thin to get a boyfriend.
- c. ___ I like to be curvy, and don't want to be thin.
- d. ___ The media should stop creating fake photos with impossible beauty ideals.
- e. ___ I am not thin, but I have a healthy body, I'm a great dancer and men like me.

If this is difficult, look at the lyrics at the back of the book.

7. What do these lines mean? Choose the best meaning.

- a. Yeah it's pretty clear, I ain't no size two, but I can shake it, shake it, like I'm supposed to do.
 - i. You can easily see me when I move my body.
 - ii. You can see me easily because I am fat.
 - iii. Although I am not skinny, I'm a good dancer.
- b. You know I won't be no stick-figure, silicone Barbie doll.
 - i. I will not change my body to make me look like a skinny model.
 - ii. I will not be a doll, I am a human being.
 - iii. I will play with dolls if I want to, even though I am an adult.
- c. So if that's what's you're into, then go ahead and move along.
 - i. Dance with me and you will see that I am attractive.
 - ii. If you like fat women, I am perfect for you.
 - iii. If you like skinny women, go somewhere else.
- d. I'm bringing booty back.
 - i. I'm making it fashionable to be curvy.
 - ii. I'm going back to my home town.
 - iii. I'm going to get fatter and fatter.

Words and Phrases from the Song:

Boom boom, junk and *booty* are slang for women's bottoms.

A *Bitch* is a female dog. It is slang for a woman you don't like. It is not polite, so be careful if you use it!.

After You Listen

8. In pairs or groups, complete the table.

	advantages	disadvantages
being fat		
being thin		

9. In pairs or groups, discuss the questions.

- a. Why is she arguing for being fat?
- b. Why does she use the word 'bass' to describe herself?
- c. The singer is trying to help the body image perception of women. Do you think people in your community can relate to her message?

10. What are your favourite lines from the song? Why?



11. Some people criticised Meaghan Trainor (above). They didn't like this message: 'fat girls should be happy if boys are attracted to them.' This implies that the most important thing for women is being attractive to men.

Do you think her message improves gender equality, has no effect, or makes it worse?

ANOTHER BRICK IN THE WALL (PART TWO)

SUNG BY: PINK FLOYD

CURRICULATOR: DANIEL SPINK

Topics: education, empathy

Level: pre-intermediate

Before You Listen

Pink Floyd's *The Wall*

The Wall is a musical film made in 1982 by the band Pink Floyd.

It is about a singer who creates a wall in his head. This helps him deal with difficulties in his life.

https://www.youtube.com/watch?v=0tjm-227_8I



1. Here are some famous walls. Match them with their pictures and descriptions.

- a. Berlin Wall
- b. Great Wall of China
- c. Mandalay Palace Wall
- d. The Wailing Wall

1.



2.



3.



4.



- i. This wall is 8,850 km long. You can see it from outer space. People started building it 2,700 years ago to protect the state from outside invasion.
- ii. This wall is in Jerusalem, Israel. It is very important in Judaism, and people go there to pray. It was part of a temple built 2,000 years ago.
- iii. This wall stood between 1961 – 1989. It divided the city into communist East and capitalist West. It was seen as a symbol of the Cold War.
- iv. This wall was built in 1857. It surrounds a palace. The last king lived there until British colonial forces sent him into exile.

2. What is the reason for these walls?

What other reasons do people make walls for?
Make a class list.

3. In pairs, discuss:

- a. Do we need walls?
- b. Do you think the world has too many walls or not enough?
- c. If you were very rich, would you build a wall?

4. What do these words and phrases mean? Choose the best meaning.
- thought control
 - making people obey you all the time
 - using your mind to make others obey you
 - controlling a person's mind and ideas
 - sarcasm
 - saying the opposite of what you mean, cleverly
 - making children cry by shouting at them
 - making students memorise the exact text
 - brick
 - something people use to build houses and walls
 - a large hole people can escape through
 - a gate or door in a wall

As You Listen

5. Write the words in the gaps. Listen and check.

We don't need no _____ a.
 We don't need no _____ b.
 No dark _____ c. in the classroom.
 Teacher leave them kids alone.
 Hey, teacher! Leave them kids alone!
 All in all, it's just another _____ d.
 in the wall.
 All in all, _____ e. just another
 brick in the wall.

6. Listen to the part at the end of the song (audio version only). Discuss in groups.
- Who is the man?
 - Who is he shouting at?
 - Why is he shouting?

After You Listen

7. Decide if each of these statements could be sarcasm.
- Big business cares a lot about human rights.
 - Education for all is a human right.
 - Teachers are paid far too much money.
 - Getting a good education helps get a good job.

8. How important are these things to a good education? Give them a score from 0 (*not important*) to 5 (*very important*).

- Discipline
- Learning facts
- Learning skills
- Social life / friends
- Learning to obey authority

In pairs, compare your scores.

9. What do you think the singer's school life was like? In groups, describe the type of school he attended.

★ Focus on Myanmar ★

10. Read about MINE. How are their education ideas different from the singer's school experience?

List the differences.

Myanmar Indigenous Network for Education (MINE)



MINE is a network of local organisations supporting the education, language and cultural rights and development of indigenous peoples in Myanmar.

Crystal White and Naing Lin of MINE gave Mote Oo some advice on a good education.

- “Inclusive education includes disability, gender and diverse cultures, languages and backgrounds.”
- “Education is a fundamental human right. It promotes thinking skills and knowledge. It should be free of discrimination.”
- “Child-centered education is a popular term and teachers are getting pressure to change their methods. However there needs to be more investment. They need more exposure to democratic education, participatory methods and critical thinking.”
- “Good education is not only in the classroom. It must relate to, and be applied to daily life.”

<https://www.facebook.com/MyanmarIndigenousNetworkforEducation>

IMAGINE

SUNG BY: JOHN LENNON

CURRICULATOR: ALYSSA PAYLOR

Topics: equality, empathy, peace, religious freedom
Level: pre-intermediate

Before You Listen

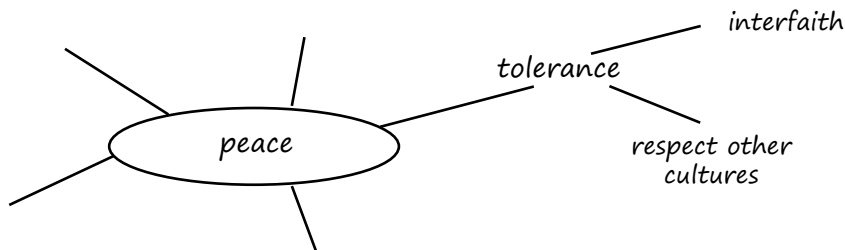
1. What do you think are the main causes of war and violence in the world?
Circle the four main reasons we have conflict.

religion economics mistrust politics borders
jealousy greed misunderstandings history
natural resources power cultural differences

2. In pairs, explain your choices. Do you agree or disagree with each other?
3. What words and phrases can you think of related to peace? Make a mind-map.
4. In pairs, write a definition of peace. It should be only one or two sentences.
5. Fill the gaps with these words.

greed possessions brotherhood imagine

- a. Our _____ are things that we own and control.
- b. When we _____ something, we make a picture or idea in our brain.
- c. _____ is when we want more than we need.
- d. A _____ is a community of people with similar interests and goals.



As You Listen

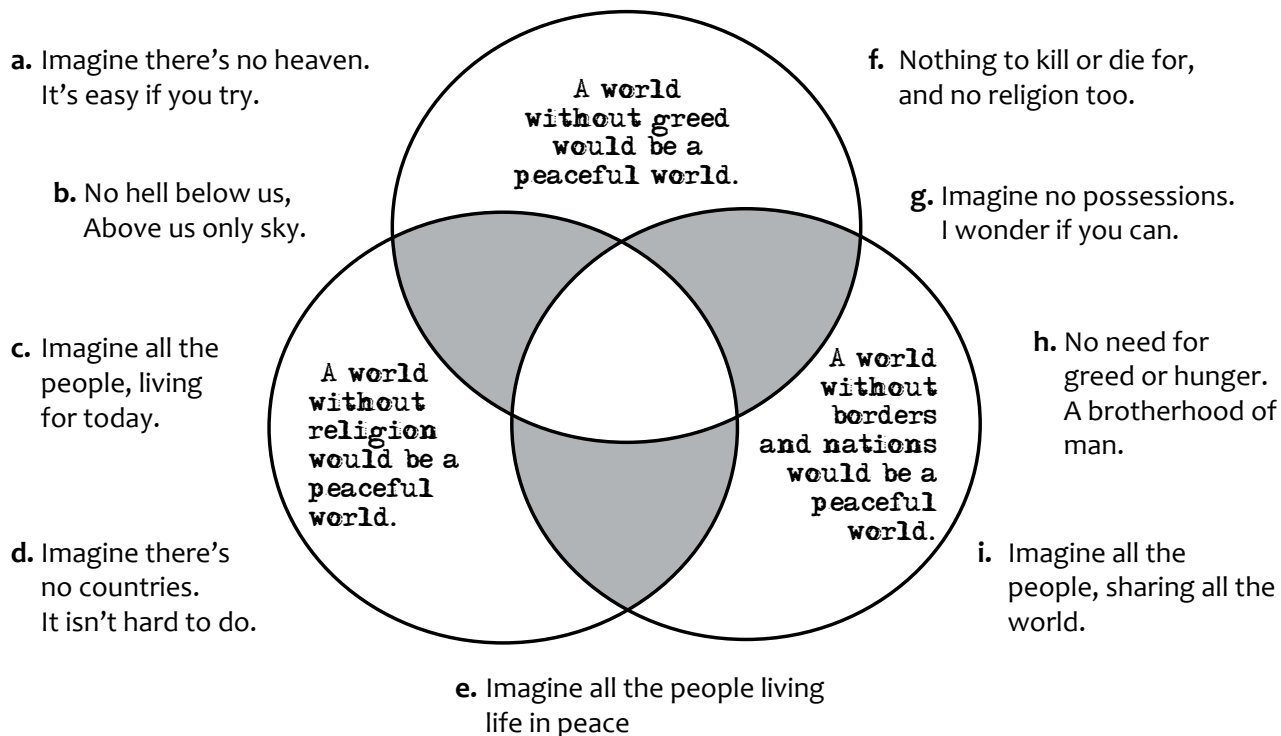
6. Put the lines in order.

___ Imagine no possessions
___ Imagine there's no countries
___ 1 Imagine there's no heaven
___ Imagine all the people sharing all the world
___ Imagine all the people living life in peace
___ Imagine all the people living for today
___ And the world will be as one
___ No need for greed or hunger
___ Above us only sky
___ A brotherhood of man

___ I hope some day you'll join us
___ It isn't hard to do
___ I wonder if you can
___ Nothing to kill or die for
___ And no religion too
___ But I'm not the only one
___ It's easy if you try
___ No hell below us
___ You may say I'm a dreamer

After You Listen

7. The Venn diagram has three main ideas from *Imagine*. Put the lines of the song into the diagram.



8. According to *Imagine*, a peaceful world has no greed, religion or countries. Look at the definition of peace you write in *activity 4*.

Is your definition similar or different? In pairs, Discuss the similarities and differences.

Complete the table.

similarities	differences

9. *Imagine* includes the line "No need for greed or hunger". How is greed connected to hunger? In pairs or groups, list the ways greed and hunger are related.



10. In pairs or groups, think of examples where war or violence happens because of:

- a.** religion
- b.** greed
- c.** the borders of a country

Do you think if there was no religion, greed, or countries, these conflicts would stop?

11. Put events from this text on a timeline.

Imagine, John Lennon and Yoko Ono

Imagine was written by British musician John Lennon (1940-1980) and his Japanese wife, Yoko Ono. It is one of the most famous songs of the 20th Century. John Lennon was a member of the band The Beatles. He wrote *Imagine* in 1971 after the band broke up. It quickly became an anti-war anthem.

In 1955, the USA's war in Vietnam began. Between 2.5 and 3.5 million people died during this war. The violence and length of the war, the use of chemical weapons, and compulsory military service made the war very unpopular in the US and UK. By 1971, millions of people, especially students and youth, were demanding the government end the war. The Vietnam-American War ended in 1975.

John Lennon was a peace activist. He used *Imagine* and other songs to promote a message of peace. Lennon and Ono often combined their music with other forms of protest, such as sit-ins, marches, performance art, speeches, and advertisements. In 1980 John Lennon was shot and killed outside of his apartment in New York City, USA.

In 2015, at age 82, Yoko Ono continues to be a peace activist, artist and performer. She supports the anti-war movement against the US-UK Iraq War, environmental activism, civil and political rights movements around the world, gender activism, and other causes.



John Lennon and Yoko Ono in a 1969 'bed-in' protest against war.



★ Focus on Myanmar ★

12. What peace activism happens in your community?

Coexist

Coexist is a small NGO that works to overcome hostility and distrust between Myanmar's different religious groups. They aim to promote understanding, respect and appreciation amongst different religions.

They organise activities such as painting workshops to encourage young people to think about positive aspects of diversity. In 2015, they supported a group of Buddhists to collect hijabs for Muslim women who were affected by flooding in Rakhine State.

13. In groups, discuss the questions.

- How is the Coexist campaign similar to the message of 'Imagine'?
- How is the Coexist campaign different from the message of 'Imagine'?
- What causes more problems between different religious groups in Myanmar?
- What could improve relationships between different religious groups in Myanmar?



DO YOU HEAR THE PEOPLE SING?

SUNG BY: THE CAST OF LES MISERABLES

CURRICULATOR: TIN MAUNG HTWE

Topics: resistance, equality, human rights

Level: intermediate

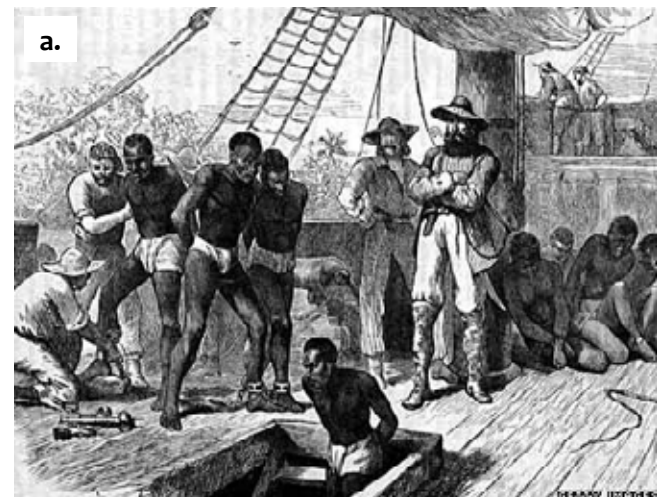
Before You Listen

1. Brainstorm. For what reasons do people protest?
Make a class list of events that have caused protests, both locally and internationally.
2. Read about Les Miserables. Look at the photograph from the film. What do you think is happening in this photograph?



3. Look at the pictures. Choose the word that best matches each picture.

crusade	drums	advance	barricade
banner	martyr	meadow	slaves



The Musical Film *Les Misérables*

Do you Hear the People Sing was written for the musical *Les Misérables*. The musical was based on a famous book by Victor Hugo about the 1832 Paris Uprising in France.

In the 1830s, France suffered from poverty and a corrupt ruling elite. Demonstrations on the streets demanded an end to the monarchy and a fairer distribution of resources.

The song is set at the start of the uprising.

As You Listen

4. Fill the gaps with words from *activity 3*.

CHORUS:

Do you hear the people sing?

Singing a song of angry men?

It is the music of a people

Who will not be _____^a. again!

When the beating of your heart

Echoes the beating of the _____^b.

There is a life about to start

When tomorrow comes!

Will you join in our _____^c.?

Who will be strong and stand with me?

Beyond the _____^d.

Is there a world you long to see?

Then join in the fight

That will give you the right to be free!

CHORUS

Will you give all you can give

So that our _____^e. may _____^f.

Some will fall and some will live

Will you stand up and take your chance?

The blood of the _____^g.

Will water the _____^h. of France!

5. Which line in the song has a similar meaning to:

- a. This is the song of people who will never allow others to control us.
- b. Are you prepared to die to help achieve our victory?
- c. Listen to everyone expressing anger with their situation.
- d. Will you participate in our struggle?
- e. In the future life will begin again.
- f. Do you want a better world after the fighting is over?

After You Listen

6. **Teach each other.** Work in groups of four. Each person reads about one of these uprisings. Then put your book down and explain it to the group.

a. Warsaw Ghetto Uprising (Poland, 1943)

During World War II, the Nazis tried to eliminate Jewish and other minority groups in all the areas they controlled. The Warsaw Ghetto Uprising was an act of resistance by Jewish people against Nazi Germany. Before the uprising, over 300,000 Jewish people in the ghetto had been deported or killed by the Nazis.

b. 8888 Uprising (Myanmar, 1988)

This was a series of protests against a corrupt and oppressive government. It was started by students in the capital city, Rangoon, but spread to cities throughout the country. The uprising was led by students, but also included people from religious, political and military backgrounds, farmers and others.

c. People Power (Philippines, 1986)

The People Power movement was series of protests and demonstrations over a period of three years against Ferdinand Marcos's corrupt and oppressive government. Over two million people came out on the streets, and after four days Ferdinand Marcos fled the country and the Philippines got a democratic system.

d. Tiananmen Square (China, 1989)

These protests in Beijing were led by students calling for political and economic reform. They started when a pro-reform leader of the Communist Party died. At first, the protesters mourned the leader, and then called for more reform. Tanks and members of the army fired on the protestors, killing hundreds.

7. What were the reasons for each of these uprisings?

8. Read the interview with Ko Myint Oo, who participated in Myanmar's democracy uprising of 1988.

In groups, answer the questions.

- a. What were the reasons people started demonstrating?
- b. How did Ko Myint Oo feel before the demonstrations?
- c. How did he feel when he joined the demonstrations?
- d. What do you think were the main reasons for the uprising?

9. What do you think would have happened if the 8888 uprising had led to democratic reform in Myanmar?

What changes would have happened?

- social changes?
- political changes?
- economic changes?

What do you think Myanmar would be like today?

8888 Pro-Democracy Uprising

In 1987 General Ne Win, head of the Burma Socialist Programme Party, announced changes to currency notes. This meant a lot of people's money became worthless.

For students like Ko Myint Oo from Mon State, all of his savings for university disappeared.

"I was very angry after they (the military government) cancelled the currency. I

joined a protest at the university, but after two days the military stopped it and sent us back to our home towns. We couldn't even take our belonging from the dormitories."



A series of protests that started as a fight between students from Rangoon Institute of Technology (now Yangon Technology Institute) turned into a series of protests against military rule.

"When incidents started happening on March 13, one of the students was killed. We went back to university. I was very angry with the government in March 1988. All the students were very angry because they killed two students in Rangoon. We didn't think we could change the situation, just angry and unsatisfied with the government. And we had a bad feeling about policy, about the one party system."

The largest and most famous protests occurred on August 8, 1988, calling for democracy and an end to military rule. There were protests across the country during this period. Many of them were led by university students.

"At the time I was keeping my eyes and ears open to the situation. I was hearing about unrest in Rangoon. Friends in the city would write letters to me, sometimes people sent me messages by person. I felt so angry and also excited. I'd never seen protesting like this in Burma before. It was the first time."

FERNANDO

SUNG BY: ABBA

CURRICULATOR: MORGAN MACDONALD

Topics: resistance, minority rights, land rights
Level: intermediate

Before You Listen

1. What independence struggles do you know about? Make a class list.
2. Read the information in the box and order these events.
 - a. Mexico gained independence from Spain.
 - b. Mexico lost the war and Texas became part of the USA.
 - c. The USA gained independence from Great Britain.
 - d. The band 'ABBA' wrote 'Fernando'.
 - e. Europeans colonised North and South America.
 - f. Texas declared independence from Mexico.
 - g. There was a war between the USA and Mexico.

The American-Mexican War / *Fernando*

North America was populated by native Americans for thousands of years before Europeans colonised it in the sixteenth and seventeenth centuries.

Mexico is a country south of the USA. It gained independence from Spain in 1821. The United States of America had gained independence from Great Britain earlier, in 1776. After both countries got independence there was fighting over the border areas. In 1836, Texas, a border area claimed by Mexico, declared independence from Mexico. The USA then claimed Texas. The Mexican government disagreed with this, and there was a war from 1846 to 1848. The USA won, and Texas became part of the United States of America. The Rio Grande River now forms part of the border between the USA and Mexico.

Fernando was written by ABBA, a band from Sweden, in the 1970s.

3. What do these words mean?
Choose the best answer.

- | | |
|---------------------|----------------------|
| a. eternally | d. Rio Grande |
| i. never | i. a road |
| ii. sometimes | ii. a river |
| iii. forever | iii. a person |
| b. liberty | e. roar |
| i. human rights | i. a loud noise |
| ii. freedom | ii. an explosion |
| iii. government | iii. a lion |
| c. bugle | f. fateful |
| i. an instrument | i. lucky |
| ii. an animal | ii. boring |
| iii. a weapon | iii. auspicious |

As You Listen

4. Which of these things are mentioned in the song?



5. Listen to the first part of the song.
Choose the correct words.

Can you hear the drums Fernando?
I remember long ago / lives ago ^{a.}
another starry night like this
In the firelight, Fernando
You were humming to yourself and
softly strumming your guitar
I could hear the distant strums / drums ^{b.}
And sounds of beauty / bugle ^{c.} calls
were coming from afar
They were closer now, Fernando
Every hour every minute seemed to last
internally / eternally ^{d.}
I was so afraid / on fire ^{e.}, Fernando
We were young and full of life and none
of us prepared to die
And I'm not ashamed / assumed ^{f.} to say
The roar of guns and cannons almost
made me cry

6. Listen to the second part of the song.
Fill the gaps with the correct words.

There was something in the air that night
The _____ ^{a.} were bright, Fernando
They were shining there for you and me
For _____ ^{b.}, Fernando
Though we never thought that we could lose
There's no regret
If I had to do the _____ ^{c.} again
I would, my friend, Fernando
Now we're _____ ^{d.} and grey, Fernando
And since many years I haven't seen a rifle in
your _____ ^{e.}
Can you hear the drums Fernando?
Do you still recall the _____ ^{f.} night we
crossed the _____ ^{g.}?
I can see it in your eyes
How proud you were to _____ ^{h.} for
freedom in this land

After You Listen

7. Where are Fernando and the other soldier
from? Why do you think this?
8. Identify these places on the map.
- a. Mexico
 - b. Texas
 - c. The Rio Grande



9. In groups, discuss these questions.
- a. What are the emotions of the soldiers in the song? Why do they feel like this?
 - b. For what reasons do people go to war?
 - c. Why do you think ABBA – a Swedish pop group in the 1970s – decided to sing about the Mexican-American war?

10. In groups of three to five, write a story about the experiences of the two soldiers from this song before, during and after the war.

Your story should include information about:

- Why they decided to fight in the war.
- Their experiences during the war.
- What happened when the war finished.
- What they did after the war.

Present your story to the class.

I AM WOMAN

SUNG BY: HELEN REDDY

CURRICULATOR: KATIE JULIAN

Topics: gender, equality, human rights

Level: intermediate

Before You Listen

- Choose the statement you most agree with.
 - Women have easier lives than men.
 - Men have easier lives than women.
 - Women and men's lives are equally easy.
 - Women have more equality now than in the past.
 - Women have less equality now than in the past.
 - Women have the same equality now as in the past.
- Discuss the text and write the numbers in the gaps.

53% 64 6% \$60 63% 73.5 93 22 22%

Gender Inequality

There are many inequalities between women and men in employment, education, health and representation. Worldwide, women earn \$_____ ^a for every \$ 100 earned by men. There are currently (in 2015) _____ ^b female presidents or prime ministers, and _____ ^c of members of parliament are women. In Myanmar, _____ ^d of MPs are women. Global literacy rates are decreasing worldwide.

However there is still a gender gap – _____ ^e of adults who can't read or write are women. More girls than boys are out-of-school, although this gap is closing. In 2000, 57 % of out of school children were female. By 2009, it was _____ ^f. In universities there are now more women than men. Globally, there are _____ ^g men enrolled in university for every 100 women. In Myanmar the figures are even higher – 60% of university students are women.

Women, on average, live longer than men. The global average life expectancy is 68.5 years for men and _____ ^h for women. In Myanmar average life expectancy is _____ ⁱ years for men and 68 for women.

Information from sources including: <http://www.weforum.org/reports/global-gender-gap-report-2014>

- In groups or as a class, discuss these questions.
 - Why do women earn less than men?
 - Why are more male MPs and heads of state than female?
 - Why can fewer women read and write?
 - Why do fewer girls go to school?
 - Why do more women attend university?
 - Why do women live longer than men?
- Match the words and their synonyms.

a. wise	i. unbeatable
b. invincible	ii. unborn child
c. determined	iii. objective
d. goal	iv. intelligent
e. novice	v. inexperienced
f. conviction	vi. belief
g. embryo	vii. motivated
- Match the words and their opposites.

a. roar	i. first
b. ignore	ii. fail
c. pain	iii. pleasure
d. gain	iv. whisper
e. achieve	v. short
f. final	vi. lose
g. long	vii. pay attention

As You Listen

6. Fill the gaps with words from *activities 4 and 5*, a-g.

I am woman, hear me _____ a.
In numbers too big to _____ b.
And I know too much to go back and pretend
Cause I've heard it all before
And I've been down there on the floor
No one's ever going to keep me down again

CHORUS

Oh yes I am _____ c.
But it's wisdom born of _____ d.
Yes, I've paid the price
But look how much I _____ e.
If I have to, I can do anything
I am strong
I am _____ f.
I am woman
You can bend but never break me
Cause it only serves to make me
More _____ g. to _____ h. my _____ i. _____ j.
And I come back even stronger
Not a _____ k. any longer
Cause you've deepened the _____ l. in my soul

CHORUS

I am woman watch me grow
See me standing toe to toe
As I spread my loving arms across the land
But I'm still an _____ m.
With a _____ n. long way to go
Until I make my brother understand

CHORUS

7. Match the three verses to the summaries.

- a. The women's movement will never stop fighting for the goal of gender equality.
- b. Women must use love to help men understand about women's rights.
- c. The women's movement is growing bigger and stronger.

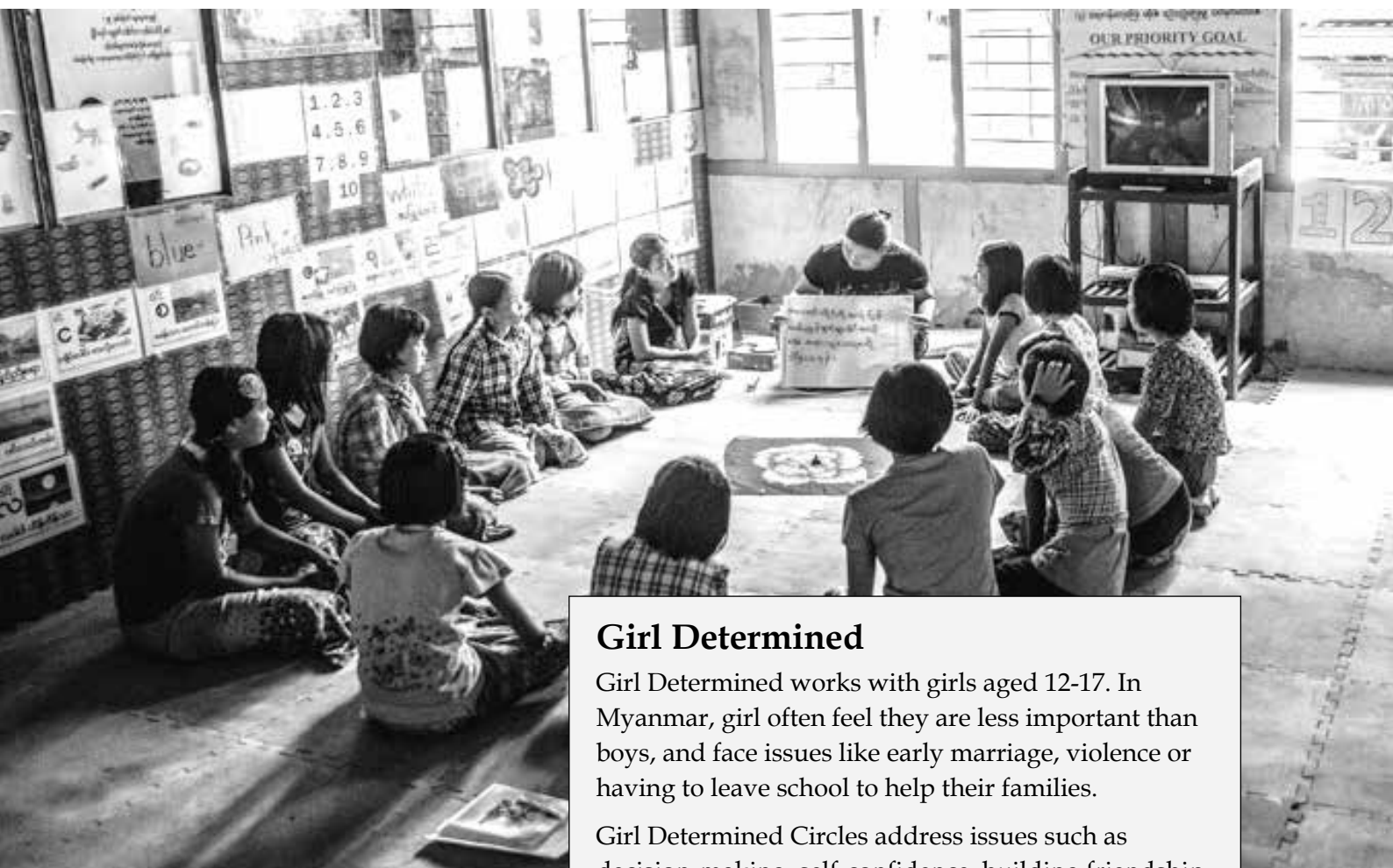
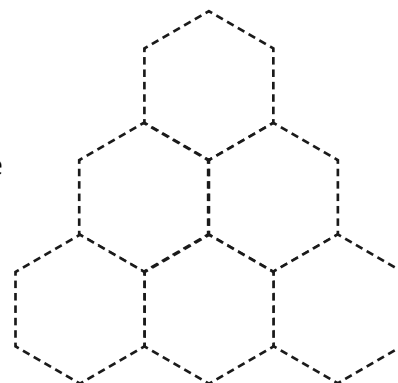
8. Choose the best meaning for each line.

- a. I've been down there on the floor.
No one's ever going to keep me down again.
 - i. I'm tired of cleaning floors, and I won't do it any more.
 - ii. I've been oppressed, but this is going to change.
 - iii. I was at the bottom, and some people want to keep me there.
- b. It's wisdom born of pain.
 - i. It was hard work to gain this knowledge.
 - ii. Being a woman is often painful.
 - iii. I know all about difficulties and problems.
- c. You can bend but never break me.
 - i. I am going to compromise if you hurt me.
 - ii. I am too strong to hurt.
 - iii. I am afraid but I will continue, even if you hurt me.
- d. I'm still an embryo with a long long way to go, Until I make my brother understand.
 - i. I am a baby sister and need my older brother to help me.
 - ii. I don't care if men also participate in the struggle for women's rights.
 - iii. I have only just started, and will work hard until men also support women's rights.



After You Listen

9. What do you think is the most important message in the song?
10. For the world to get gender equality, what things need to change?
- In pairs, make a list. Choose six changes. Put the most important one at the top, the medium important ones in the middle and the less important at the bottom.
 - Join with another pair. In groups, agree on a changes pyramid.
 - Make a class changes pyramid.



Girl Determined

Girl Determined works with girls aged 12-17. In Myanmar, girls often feel they are less important than boys, and face issues like early marriage, violence or having to leave school to help their families.

Girl Determined Circles address issues such as decision-making, self-confidence, building friendship, understanding cultural and religious differences, girls' rights and planning for the future. They help to build self-confidence and understanding through discussion and activities. The program's aim is to give girls skills and confidence to speak up in a society where their opinions often go unheard. Throughout Myanmar, there are more than 2,000 girls participating in Girl Determined Circles each week.

Ma Aye, 15, said "Once I joined the program I realised that I can choose my own future and I must dare to stand up for myself and tell my family and the people around me that I want to go to complete school."

<http://www.girldetermined.org/girl-determined-circles.php>

★ Focus on Myanmar ★

11. Read about Girl Determined.
In groups, discuss:
- a. Why do you think they focus on girls aged 12-17?
 - b. What are the main issues facing boys aged 12-17 in Myanmar?
 - c. Do you think there should be 'Boy Determined Circles' for boys?
12. How do Girl Determined's activities relate to the song?

GET UP, STAND UP

SUNG BY: BOB MARLEY

CURRICULATOR: MORGAN MACDONALD

Topics: resistance, religious freedom, human rights
Level: intermediate

Before You Listen



1. Look at the picture of *The Blind Men and the Elephant*. Do you know the story?

Each blind man touches a different part of the elephant. As a result, each man thinks the elephant looks different.

In groups, describe what each man thinks the elephant looks like.

2. In the story, the blind men end up fighting over their different understanding of what the elephant looks like.
- Think of a situation from your life where people fight because they have different understandings or something.
 - How is the situation similar to 'The Blind Men and the Elephant'?

3. Match these words with

- a word that means the same
- a word that rhymes or sounds the same

	i. same meaning	ii. rhyme
a. worth	struggle	high
b. glitter	pastor	light
c. story	value	earth
d. fight	atmosphere	rule
e. fool	shine	teacher
f. preacher	tale	bitter
g. sky	trick	glory

4. In pairs, predict how these words will be used in the song.

I think they will tell the leaders not to fool people.

We have to fight to achieve our goals.

As You Listen

5. Put the lines of each of the verses in order.

CHORUS

Get up, stand up, stand up for your right (x3)

Get up, stand up, don't give up the fight

- a. i. ____ Half the story has never been told
- ii. ____ It's not all that glitters is gold and
- iii. ____ So now you see the light
- iv. ____ I know you don't know what life is really worth
- v. ____ Stand up for your right. Come on
- vi. ____ Preacher man don't tell me heaven is under the earth

CHORUS

- b. i. ____ And now you see the light
- ii. ____ Most people think great God will come from the sky
- iii. ____ You would look for yours on earth
- iv. ____ You stand up for your right, yeah!
- v. ____ Take away everything, and make everybody feel high
- vi. ____ But if you know what life is worth

CHORUS

- c. i. ____ But you can't fool all the people all the time
- ii. ____ We know when we understand
- iii. ____ We're sick and tired of your ism-schism game
- iv. ____ We going to stand up for our right
- v. ____ Almighty God is a living man
- vi. ____ Die and go to heaven in Jesus' name, Lord
- vii. ____ You can fool some people sometimes
- viii. ____ So now we see the light

6. Match the verse with the summary.

- a. We cannot wait for a god to come and help us. We must do it ourselves.
- b. Religious leaders do not want us to fight for our rights. They care only about being rich.
- c. A human is as powerful as a god if they are wise and do not get fooled by leaders.

7. Look at the pictures. Which line in *Get Up, Stand Up* relates to each picture?

- i. You can fool some people sometimes.
- ii. Most people think great God will come from the sky.
- iii. Get up, stand up.
- iv. I know you don't know what life is really worth.

a.



Settled out for doctors often means just long enough to enjoy a cigarette! And doctors, too, are particular about the brand they choose!

In a nationwide survey, 113,597 doctors were asked, 'What cigarette do you smoke, Doctor?' The brand named most was Camel!

Repeated Nationwide Surveys Show:

More Doctors Smoke Camels *than any other cigarette!*

"What cigarette do you smoke?" 113,597 doctors were asked that question a few years ago. The brand named most was Camel! Since then, repeated cross-national surveys have been made and every time Camel has been first choice!

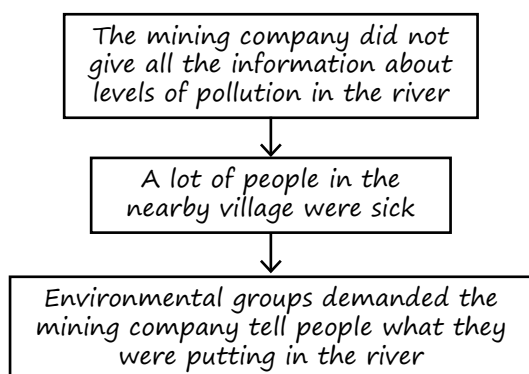
Smoke the cigarette so many doctors enjoy! Smoke only Camels for 30 days and see how much you enjoy Camel's rich flavor... see how well Camels agree with your throat, week after week!

START YOUR OWN 30-DAY TEST TODAY!



After You Listen

8. What do you think is the main message in the song?
9. In groups, discuss these lines from the song. Think of an example situation for each line – either a real situation or a possible situation – in your community.
 - a. Half the story has never been told
 - b. You can fool some people sometimes, but you can't fool all the people all the time
10. Choose one of the situations from *activity 9*. Make a cause and effect chain, e.g.



Present your cause and effect chain to the class.

11. Read about Bob Marley, reggae music and the Rastafarian religion.

Compare Rastafarianism with your religion, or a religion you know.

 - What are the similarities?
 - What are the differences?



Bob Marley, Reggae and Rastafarianism

Bob Marley was a singer (1945-81), songwriter, reggae guitarist and activist from Jamaica. Reggae music came from the Caribbean region and is now popular all over the world.

He was a Rastafarian – a religion with roots in African Christianity. Rastafarians take their name from Ras Tafari Makonnen, who was crowned Emperor Haile Selassie I of Ethiopia in 1930. Until the 1970s, Rastafarianism was not widely acknowledged or respected. Rastafarian preachers were often arrested for their beliefs and actions. Rastafarians are against oppression, and want equal rights for all people. They are Afro-centric, and anti-colonial.

Get Up, Stand Up was written by Bob Marley and Peter Tosh in 1973. The song has two messages. Firstly, the need to oppose oppression. The second theme is about truth. The verses question the truth of what religious leaders say. The song also encourages people to live to make their lives better now, rather than waiting to go to heaven.

Some key points of the Rastafarian religion:

- Promotes a message of hope, self-respect and freedom from oppression.
- Similar to other Abrahamic religions (Christianity, Judaism, Islam).
- Belief in one god called Jah or Yah.
- Hair and beards are not combed or cut.
- Discourages alcohol, meat and processed foods but allows marijuana use.



TREATY

SUNG BY: YOTHU YINDI

CURRICULATOR: MORGAN MACDONALD

Topics: minority rights,
justice, land rights
Level: upper-intermediate

Before You Listen

1. In pairs, ask and answer these questions.
 - a. Where did your family live 2 years ago?
 - b. Where did your family live 20 years ago?
 - c. Where did your family live 200 years ago?
 - d. Where did your family live 2000 years ago?
 - e. What is your favourite memory of your home?

2. Here is some background information about Australia's history.

Choose the best number to fill the gaps.

- a. Indigenous (aboriginal) Australians have lived in Australia for _____ years.

i. 6	iv. 6,000
ii. 60	v. 60,000
iii. 600	vi. 600,000

- b. In 1788, there were approximately _____ indigenous languages in Australia.

i. 7	iv. 5,200
ii. 25	v. 25,000
iii. 700	vi. 70,000

- c. Today, there are less than _____ indigenous Australian languages spoken.

i. 7	iv. 250
ii. 25	v. 5,000
iii. 100	vi. 20,000

- d. Captain James Cook, of England, claimed possession of Australia in _____

i. 1085	iv. 1988
ii. 1770	v. 1993
iii. 1842	vi. 2001

- e. Indigenous Australians formally gained citizenship rights in _____

i. 1770	iv. 1942
ii. 1842	v. 1967
iii. 1932	vi. 1998

- f. In 2011 there were approximately _____ Aboriginal people living in Australia.

i. 7	iv. 7000
ii. 70	v. 70,000
iii. 700	vi. 700,000



Indigenous Australian women

3. Match the word and the definition.

a. aboriginal	i. an agreement between countries
b. priceless	ii. native to a place
c. indigenous	iii. coming from your past family
d. treaty	iv. what will happen in the future
e. ancestral	v. they lived somewhere before colonists arrived
f. Union Jack	vi. worth more than money can buy
g. destiny	vii. the national flag of the United Kingdom

4. What do you think this song will be about?



The British flag and the Aboriginal flag combined

As You Listen

5. Choose the best word. Listen and check.

Well I heard it on the radio / media ^{a.}
And I saw it on the television
Back in 1988, all those talking politicians / policemen ^{b.}
Words are easy, words are cheap / cheat ^{c.}
Much cheaper than our land
But promises can just appear / disappear ^{d.}
Just like riding / writing ^{e.} in the sand
Treaty yeah treaty now treaty yeah treaty now
This land was never given up
This land was never bought and sold / gold ^{f.}
The planting of the Union Jack / onion, Jack ^{g.}
Never changed our low / law ^{h.} at all
Now two rivers run their course
situation / separated ^{i.} for so long
I'm dreaming of a brighter day
When the waters will be one / won ^{j.}
Treaty yeah treaty now treaty yeah treaty now



Mandawuy Djarrjtuntjun Yunupingu,
leader of Yothu Yindi

6. Choose the best summary.

- a. You stole our land and we want it back.
- b. We believe that you will keep your promises.
- c. We want a treaty to make sure you keep your promises.

Words and Phrases from the Song:

a treaty is a formal agreement between two or more countries, usually about peace or business.

The non-English verse is in Gumatj, an indigenous Australian language. The lyrics mean "My dear men, you keep improvising, keep dancing and you're getting better."

After You Listen

- 7. Can you think of any examples of treaties?
- 8. Summarise the opinions of indigenous Australians in 1988.
- 9. Are there days or celebrations that cause conflict or tensions in your community? Why?

The Colonisation of Australia

The first British ship arrived in Australia in 1788. Where the ship landed, Captain Arthur Phillips, declared it the city of Sydney and the surrounding areas the Colony of New South Wales.

Two hundred years later, in 1988, Australia organised events to celebrate the arrival of the 'first fleet' as a national celebration. This was very controversial for indigenous Australians because they had suffered murder, slavery, and loss of land. Many indigenous Australians felt the anniversary should be remembered as a day of tragedy.

In 1988, the prime minister of Australia made a statement saying that there would be a treaty between the government and indigenous Australia. This treaty would recognise the rights, freedoms and dignity of indigenous people.

As of 2015, no treaty had been signed with indigenous Australians.

TALKIN' 'BOUT A REVOLUTION

SUNG BY: TRACEY CHAPMAN

CURRICULATOR: MORGAN MACDONALD

Topics: resistance, poverty, justice

Level: upper-intermediate

Before You Listen

1. What is a revolution?
2. In groups, decide which of these can be described as a revolution.
 - a. overthrowing the government
 - b. a general strike
 - c. protesting
 - d. collecting money for local charities
 - e. running as a candidate in local elections
 - f. declaring yourself president
 - g. joining a group that wants to stop paying taxes
 - h. using solar power
 - i. using Facebook more than using the phone
 - j. massive reductions in cost of travelling
 - k. walking backwards down the street, pushing bicycles
3. Read about these revolutions.
 - a. Why did they happen?
 - b. What is the situation in these countries now?

I. Cultural Revolution (China 1966-1976)

The Cultural Revolution was a social and political movement led by Mao Zedong, the leader of the Communist Party. The goal of the revolution was to get rid of any influences of capitalism and traditional elements of Chinese society in order to preserve the 'true' communist ideology. It resulted in many people, from all parts of society, being tortured, killed, and imprisoned for long periods.



II. Russian Revolution (Russia 1917)

The Russian Revolution was the overthrow of the Russian monarchy, which led to the Soviet Union, the first country to have a communist system. This Revolution occurred during World War One. Some main causes of the revolution was that the Russian army was not doing well in the war, and people in the cities were not getting enough food.





As You Listen

4. Put the lines in order.
 - a. ___ Poor people gonna rise up and get their share.
 - b. ___ While they're standing in the welfare lines.
 - c. ___ Crying at the doorsteps of those armies of salvation.
 - d. ___ Don't you know you better run, run, run...
Oh I said you better run, run, run...
 - e. ___ Wasting time in the unemployment lines.
 - f. ___ Don't you know they're talkin' 'bout a revolution – it sounds like a whisper.
 - g. ___ Sitting around waiting for a promotion.
 - h. ___ Poor people gonna rise up and take what's theirs.
 - i. ___ Finally the tables are starting to turn.
 - j. ___ Talkin' 'bout a revolution.
5. Which lines have similar meaning to:
 - a. It is difficult to hear clearly as they are speaking very quietly.
 - b. One day the oppressed will not tolerate the situation and they'll take what they deserve.
 - c. People are standing around, waiting for their turn to be offered a job.
 - d. At last things are beginning to be more fair.
 - e. People are hoping to get a better job in their organisation or company.

Words and Phrases from the Song:

'Armies of salvation' refers to the *Salvation Army*, an organisation that supports poor people to get food, housing and jobs.

After You Listen

6. In pairs, summarise the song in two or three sentences, then:
 - Join with another pair, and make a group summary.
 - Join with another group, and agree on a group (or class) summary.
7. **Teach each other.** Work in groups of four. Each group member read about one of the uprisings on the next page. Then, without looking at the text, explain about it to the group.
8. Read about the uprisings on the next page. In groups, discuss the questions.
 - a. Does each situation here count as a revolution? Why/why not?
 - b. What was the cause of each?
 - c. Can you think of any similar events in the history of your country?
9. **Find out more.** What is happening in these countries now?
Do you think these revolutions were successful or not?

i. French Revolution

In the late 1800s, France was a nation of extremes. The king, King Louis XVI, and his nobles lived in luxury, while most people were very poor.

In 1788, the king tried to raise taxes. The people refused and formed a new organisation, the National Assembly, to make laws apart from the King. When the king tried to dismiss this assembly, the people rebelled.

On July 14, 1789, they stormed the king's prison, the Bastille, and freed the prisoners. This was the beginning of the French Revolution. The king, queen and many nobles. were executed.

ii. Egyptian Revolution, 2011

The Egyptian Revolution was a series of demonstrations and strikes. They involved people from a range of backgrounds all demanding that President Hosni Mubarak leave power.

People had a number of social and political issues, including police brutality, lack of free speech, economic issues and high unemployment. The demonstrations were centred in Tahrir Square. At the peak of the protests, an estimated two million people were in Tahrir Square. Within a week of the protests, President Mubarak stepped down from power.

However, the day after the announcement, authorities used force to clear Tahrir Square. The revolution continued.

iii. Rosa Parks, USA

Rosa Parks was a civil rights activist that lived in Alabama, USA. She grew up during a period when there were laws that forced racial segregation , mostly targeting African Americans. There was segregation of whites and coloured in all public facilities. Although it was described as 'separate, but equal', conditions for coloured people were worse.

On public buses, coloured people had to ride in a separate section at the back of the bus. If white people came onto the bus then black people had to stand. On December 1, 1955, Rosa Parks refused to give up her seat in the coloured section for a white passenger. Parks' act of defiance led to the campaign against segregation on buses and was an important moment in the Civil Rights Movement in the US.

iv. Ukrainian Revolution 2014

The Ukrainian Revolution was a series of violent events involving protests and shootings in the capital Kiev. It resulted in the overthrow of the Russian-backed President, Viktor Yanukovych.

Ukraine has been a poorly managed country since the breakup of the Soviet Union. The country suffered years of corruption, mismanagement and lack of economic growth. Many in Ukraine wanted to develop closer relationships with the European Union in order to improve its economic and political position.

A pro-European coalition government was elected. However, this started an armed conflict between them and pro-Russian groups, which continues today.

21 GUNS

SUNG BY: GREEN DAY

CURRICULATOR: KHAWM PIL

Topics: peace, justice

Level: upper-intermediate

Before You Listen

1. Brainstorm. What things do you associate with the number 21? Make a class list on the board.
2. The title of this song is *21 Guns*. What do you think it will be about?
3. Match the words and the definitions.

a. suffocate (v)	i. guns and other weapons
b. patriotism (n)	ii. to destroy something
c. weigh out (v)	iii. illness caused by drinking too much alcohol
d. ruin (n)	iv. to prioritise
e. toll (n)	v. devotion and pride in your own country
f. hangover (n)	vi. to not be angry with someone any more
g. arms (n)	vii. negative effects of a situation
h. forgiveness (n)	viii. to not be able to breathe



As You Listen

4. Each line in each verse has one mistake in it. Listen and correct the mistakes.

a. Do you know what's worth lying for	i. When you're at the start of the road
b. When it's not worth crying for?	j. And you lost all sense of time
c. Does it take your death away	k. And your ideas have taken their toll
d. And you feel someone suffocating	l. When your lies breaks the spirit of your soul
e. Could the pain weigh out the pride?	m. Your faith walks on broken cups
f. And you look for a place to ride	n. And the hangover doesn't stop
g. Did someone take your heart inside	o. Nothing's ever meant to last
h. They're in ruins	p. We're in ruins

CHORUS:

One, 21 Guns

Lay down your arms

Give up the fight

One, 21 Guns

Throw up your arms into the sky

You and I.

CHORUS

- | |
|---|
| q. Did you try to be on your own |
| r. When you burned down the house and car |
| s. Did you dance too close to the fire? |
| t. Like a liar looking for money from a stone |
| u. When it's time to live and let go |
| v. And you can't get another window |
| w. Something inside this brain has died |
| x. It's in ruins |

5. Choose the best meaning for the line.
 - a. Do you know what's worth fighting for, when it's not worth dying for?
 - i. It's difficult to know if fighting is worthwhile, especially if you might be killed.
 - ii. If you fight, you will die. Fighting isn't worth it for any reason.
 - iii. If something is worth fighting for, then that cause is worth dying for.
 - b. When your mind breaks the spirit of your soul
 - i. You can't think very well so you trust your emotions.
 - ii. Your brain takes over from your heart.
 - iii. The thoughts you think destroys your mental state.
 - c. Like a liar looking for forgiveness from a stone
 - i. Lying is bad, so nothing, not even a rock, will ever forgive you.
 - ii. If you lie to a stone, the stone will never stop being angry with you.
 - iii. It's a waste of time wanting something without emotions to like you.
6. Rephrase these lines in your own words.
 - a. One, 21 guns, lay down your arms.
 - b. Throw up your arms into the sky.
 - c. Does the pain weigh out the pride?
 - d. When you're at the end of the road and you lost all sense of control.
 - e. When you burned down the house and home did you stand too close to the fire?
7. Choose the best summary of the .
 - a. His mind is slowly breaking down because he drinks too much, he is doing a lot of crazy things, and his health is badly affected.
 - b. He is suffering from the effects of participating in a war he doesn't understand. He needs to find a way to heal and get better.
 - c. He joined up to fight in a war, and is suffering mental health problems. However it is important to continue fighting until we win.
8. What do you think when you listen to this song? What do you feel? Write down your thoughts and feelings as you listen.

After You Listen

9. Read the text about PTSD.
 - a. What happens in war that can cause PTSD?
 - b. What lyrics in the song are about PTSD?

10. Have a debate.

- a. Divide into two teams. Team A argues that: *'War is sometimes necessary.'*
Team B argues that: *'War is never necessary.'*
In a large class, divide into 4 or 6 teams.
- b. Choose three speakers from your team. Spend five to ten minutes preparing your arguments.
- c. The first speaker from Team A presents their arguments, followed by the first speaker from Team B.
- d. The second speaker from Team A argues against Team B's points. The second speaker from Team B argues against Team A's points.
- e. The third speaker from both teams summarises their arguments.
- f. Everyone votes on which team had the stronger argument.

Post-Traumatic Stress Disorder

The US band Green Day wrote *21 Guns* for the 2009 album *21st Century Breakdown*. This album tells the story of a young couple as they face the challenges of living in the United States of America.

The song *21 Guns* discussed the impacts that patriotism and war has on people living in the US. The US has been involved in two wars this century, in Iraq and Afghanistan. One of the impacts of these wars has been the psychological problem that soldiers have after bad experiences during their time at war.

People who have experienced horrific things (e.g. war, violent crime, natural disasters) can afterwards suffer *post traumatic stress disorder* (PTSD). Symptoms of PTSD include nightmares, fear of other people, anger, depression and/or memory problems. Many people with PTSD experience difficulty keeping a job, family issues, and drug and alcohol problems.

SAME LOVE

SUNG BY: MACKLEMORE AND RYAN LEWIS

CURRICULATOR: ALYSSA PAYLOR

Topics: sexuality, human rights, equality
Level: upper-intermediate

Before You Listen

- Read the statements. Sort them into three categories based on your opinion.
 - Everyone has the right to marry the person they choose.
 - Discrimination against men and women who are gay is common.
 - People who are gay should not have to hide themselves.
 - Some people are born gay and some people are not. This is natural.
 - Gay couples and heterosexual couples should have equal rights.
 - Being gay is against most religions.
 - People who are gay deserve to have all the same rights as people who are not.



agree	neither/not sure	disagree

- Match the word with the definition.

- | | |
|---------------------------------|--|
| a. stereotypes (n) | i. supporters of traditional, religious, or nationalist ideas |
| b. pre-conceived (adj) | ii. to summarise or interpret meaning of a text |
| c. right-wing conservatives (n) | iii. a tendency to do, think or feel something |
| d. predisposition (n) | iv. having the same meaning as another word |
| e. paraphrase (v) | v. category of music, art or literature |
| f. genre (n) | vi. when your opinion is made before you have evidence to support it |
| g. synonymous (adj) | vii. a biased opinion about a group of people |

- Circle the words that you don't know.

annointed pigment oppression veil
complexion hip-hop plagued numb

- Choose one word you don't know. Find out what it means. Write a definition.
- For the other words you don't know, walk around the class and find someone who has written a definition. Continue until you know all the words.

- What do you think this song will say?

Write three sentences you think could be in the song.



As You Listen

5. Which order do you hear these ideas?

- a. ___ Popular culture, such as music and social media, encourages discrimination against gay people.
- b. ___ When I was a child I thought I was gay because I was artistic and I had a gay uncle.
- c. ___ Stand up for human rights.
- d. ___ Conservatives think gay people can change, based on old-fashioned religious beliefs.
- e. ___ Love is the same for all people.
- f. ___ Hatred of gay people is similar to racism, religious or gender discrimination.

6. Fill the gaps with the missing words from *activities 2 and 3*.

- a. Yeah I guess she had a point didn't she? Bunch of _____ all in my head.
- b. A _____ idea of what it all meant
- c. The _____ think it's a decision
- d. Man-made rewiring of a _____
- e. But we _____ a book written thirty-five-hundred years ago
- f. If I was gay, I would think _____ hates me
- g. We become so _____ to what we're saying
- h. A culture founded from _____, yet we don't have acceptance for them
- i. A word rooted in hate, yet our _____ still ignores it
- j. A gay is _____ with the lesser
- k. Gender to skin colour, the _____ of your _____
- l. If you preach hate at the service those words aren't _____
- m. Progress, march on with the _____ over our eyes
- n. When kids are walking round the hallway _____ by pain in their heart



7. Match the lyrics with their meanings.

- a. Have you read the YouTube comments lately? "Man that's gay" gets dropped daily. Call each other faggots behind the keys of a message board.
- b. When everyone else is more comfortable remaining voiceless. Rather than fighting for humans that have had their rights stolen.
- c. And a certificate on paper isn't gonna solve it all, But it's a good place to start. No law is gonna change us. We have to change us.
- i. The internet makes it easy to write hateful and harmful messages because there is distance between you and that person.
- ii. Being quiet is easier than speaking up, but being quiet also hurts other people.
- iii. In order to change negative ideas about other people, laws must change, but our attitudes must also change.

Words and Phrases from the Song:

Pre-K in the US, is a nursery school, or a school you attend before kindergarten.

Little League is a baseball series for children.

Faggot is an insulting term for a gay man.

After You Listen

8. In groups, discuss these questions.

- How does religion shape our opinions about gay, lesbian, bisexual, and transgender people (LGBT)?
- Why do you think Macklemore and Ryan Lewis titled this song *Same Love*?
- How do you see LGBT people treated in your community?
- Look back at *activity 1*. Do you want to change where you placed some of the statements? Which statements would you like to move and why?

★ Focus on Myanmar ★

9. These photos are from the documentary film *This Kind of Love* and from the activities of Colours Rainbow Network. What do you think is happening in each picture?



10. Read the text. In groups, discuss these questions.

- a. How does the LGBT movement in Myanmar reflect changing attitudes about gay people?
- b. What do you think is the most important change that must be made in Myanmar for LGBT people to gain equal rights?
- c. Aung Myo Min has worked for equality for all types of people, not just LGBT people. Why do you think this is?

Aung Myo Min, LGBT issues in Myanmar and *This Kind of Love*



In Myanmar today it is illegal to marry a person of the same sex. Section 377 of Myanmar's penal code makes it not only illegal to marry a person of the same sex; it makes it illegal to be caught in a romantic relationship with someone of the same sex.

The LGBT community throughout Myanmar faces

severe discrimination and a denial of their human rights to legal protection, education, employment opportunities, and other rights. However, many people in Myanmar hope that recognition of LGBT rights will come soon.

In May 2012, members of the LGBT community in Myanmar held their first gay pride event in the country. Colours Rainbow is a network to organise and support all the community-based LGBT organisations and advocate for equal rights on behalf of all members of the diverse LGBT community in Myanmar.

Aung Myo Min is the founder of Equality Myanmar, an organization that provides education, training, and monitoring of the human rights situation in Myanmar. He was an activist during the 1988 protests, and then joined the All Burma Students Democratic Front.

Deep in the Burmese jungle, Aung Myo Min fell in love with another young man, a fellow student-turned-soldier who shared his ideals and fought alongside him. But while their comrades preached equal human rights for all, the two men knew they were not accepted by the rest of the group. Unable to cope with the stigma, the couple separated.

Aung Myo Min left the army to take up human rights activism. His lover was sent to the front lines, captured by government forces and killed.

"They did not believe in this kind of love," Aung Myo Min said, "But our love, it came from the heart."

In 2015, documentary film-maker Jeanne Hallacy and Equality Myanmar produced *This Kind of Love*. The 45 minute film follows Aung Myo Min as he returns home after 24 years in exile.

Myo's vision – that human rights are for everyone – from children to transgender people to ethnic nationalities – makes This Kind of Love an offering of hope for the future.

<https://www.facebook.com/pages/wwwcoloursrainbowcom>

<https://www.facebook.com/thiskindoflove88?fref=ts>

<http://www.thiskindoflovefilm.org/>

THE INTERNATIONALE

SUNG BY BILLY BRAGG

CURRICULATOR: KATIE JULIAN

Topics: international solidarity, equality

Level: upper-intermediate

Before You Listen

1. Do you think the world is a fair place?
What would you change to make it more fair?
2. Do you know the terms 'left-wing' and 'right-wing'?
Put these words and phrases in the chart.

- | | | | |
|-----------------|-----------------|-------------------|---------------|
| • conservative | • equality | • human rights | • communism |
| • trade unions | • fascist | • military | • environment |
| • patriotic | • progressive | • security | • anarchism |
| • socialism | • traditional | • economic growth | • labour |
| • law and order | • authoritarian | | |

left-wing	neither/both	right-wing

The Internationale



The Internationale has been an anthem of the left for over 150 years. It was first written – in French – in 1871. Anarchists, socialists, communists, trade unions and social democrats have all used *The Internationale* to express international solidarity. The song talks about rights for workers, an end to poverty and tyranny, and the need to fight to create a better world.

It is often sung on Labour Day (May 1). People raise their fists in the air as they sing. It has been translated into many different languages, including German, Chinese, Russian, Bengali, Arabic, Spanish and Burmese. It was used as the national anthem of Soviet Russia from 1918-1944. It was the rallying song of the students and workers at the Tiananmen Square protests in 1989.

The version we use here is by British left-wing folk singer Billy Bragg. It uses modern English, unlike previous translations which use more formal, old-fashioned English.

A documentary on the history of *The Internationale*: https://www.youtube.com/watch?v=X90-mSBc_PY

3. Four of these lines are in *The Internationale*. Predict which ones.

a. Stand up, all victims of oppression	e. Compete to be better than each other
b. If you work hard, you will grow rich	f. We'll live together or we'll die alone
c. All good citizens love their country	g. Change will not come from above
d. The international ideal unites the human race	h. Ask the leaders to change their policies

As You Listen

4. Listen and check your answers to *activity 3*.
5. Which lines in *activity 3* have the same meaning as:
 - i. The grassroots need to create change, not wait for leaders to give it to them.
 - ii. Stop being marginalised and exploited.
 - iii. If we unite, we will survive.
 - iv. Throughout the world all humans have the same struggle.
6. Which of these issues are in the song?
 - a. endangered species
 - b. anti-discrimination
 - c. redistribution of wealth
 - d. gender equality
 - e. LGBT rights
 - f. disability rights
 - g. education for all
 - h. environmentalism
 - i. equality
7. Circle the parts of the song that mean the same as:
 - a. Rights are more important than belongings.
 - b. If all people are not free, freedom is only a luxury for the rich.
 - c. People who have made wealth from the work of others should give it back.
 - d. Patriotism is not useful – we should look after our planet, not our country.
 - e. Leaders might offer small changes, but this is not enough.



Stand up, all victims of oppression,
For the tyrants fear your might!
Don't cling so hard to your possessions,
For you have nothing if you have no rights!
Let racist ignorance be ended,
For respect makes the empires fall!
Freedom is merely privilege extended,
Unless enjoyed by one and all.

Chorus

*So come brothers and sisters,
For the struggle carries on.
The Internationale
Unites the world in song.
So comrades, come rally,
For this is the time and place!
The international ideal
Unites the human race.*

Let no one build walls to divide us,
Walls of hatred nor walls of stone.
Come greet the dawn and stand beside us,
We'll live together or we'll die alone.
In our world poisoned by exploitation,
Those who have taken, now they must give!
And end the vanity of nations,
We've but one Earth on which to live.

Chorus

And so begins the final drama,
In the streets and in the fields.
We stand unbowed before their armour,
We defy their guns and shields!
When we fight, provoked by their aggression,
Let us be inspired by life and love.
For though they offer us concessions,
Change will not come from above!



After You Listen

8. Make a list of three issues that affect your local community, three issues that affect your country, and three issues that affect the entire world.

local	national	global

- In pairs, discuss these. Does your partner agree that these are local, national and global issues?
- In groups, decide on the three most important local issues, national issues and global issues.

9. In groups:

- a. Look at your group's three local issues. How might they be relevant to people on the other side of the world?
- b. How could people on the other side of the world help your local issues?
- c. Look at your group's three international issues. What can you do on these issues?

Present your ideas to the class.

ANSWERS

WE SHALL NOT BE MOVED

1. Answer: b
2. Answers:
 - a. 1
 - b. 3
 - c. 2
3. Answers:
 - a. ii
 - b. vi
 - c. v
 - d. iv
 - e. i
 - f. iii
5. Answers:
 - a. we
 - b. moved
 - c. tree
 - d. water
 - e. we
6. Answers: f, a, b, c, d, e
7. Possible answer:

People should be treated equally.
9. Possible answer:

Both the song and the campaign promote friendship between different groups of people.
10. Possible answers:
 - a. Treating a person differently because they belong to a group (ethnic, religious, sex.)
 - b. People of different ages, ethnicities, religions and other group associations.
 - c. Accepting a person or idea you disagree with.
 - d. Strongly disliking something/someone.

SEND IT ON

3. Answers:
 - a. iv
 - b. i
 - c. vi
 - d. ii
 - e. iii
 - f. v
4. Answers:
 - a. say
 - b. away
 - c. gift
 - d. heal
 - e. reach
 - f. spark
 - g. chain reaction
 - h. light
 - i. smile
 - j. act
 - k. circumstances
 - l. power
 - m. waste
5. Answers:
 - a. Just smile, and the world will smile along with you.
 - b. And love isn't love 'till you give it away.
 - c. Just one spark will start a fire.
or
The chain reaction will never stop.
 - d. So I'm starting now, there's not a moment to waste
 - e. Just one spark will start a fire.
or
The chain reaction will never stop.
6. Possible answers:
 - We should help other people.
 - We can help people by being positive.
 - If you do something positive it can have a big impact.
 - It is important to talk about important issues.
 - You should try to be nice to other people.
9. Possible answers:
 - They make positive change.
 - They took action to help others.
 - They use music to share a positive message with others.

TELL ME WHY

1. Possible answers:

- poverty
- hunger
- inequality
- hatred
- violence
- discrimination
- pollution
- climate change
- noise
- rudeness

3. Possible answers:

- a. There is less rainforest in Myanmar and around the world because people are cutting down lots of trees; Factories are causing air pollution.
- b. Masculinity refers to people's ideas about how a man should look and behave; People often have different ideas about how a man should look and behave.
- c. Empathy is about sharing and understanding other people's feelings.
- d. War causes lots of problems for communities. There is a peace process in Myanmar to try and stop it.

4. Possible answers:

- a. hunger, pollution, climate change
- b. violence, noise, discrimination
- c. rudeness, hatred, discrimination
- d. violence, hatred, noise
- e. inequality, poverty

5. Answers:

- a.
 - The sky is blue and fields are green
 - Why does the tiger run?
 - Can someone tell us why we let the forest burn?
 - Why do the dolphins cry?
 - Can someone tell us why we let the oceans die?
- b. – What will I have to do to be a man?
- c.
 - Children sing a song of love for every boy and girl
 - Why do we say we care?
 - Why if we're all the same?
 - Why we cannot just be friends?
- d.
 - Do I have to stand and fight to prove to everybody who I am?
 - Is that what my life is for, to waste in a world full of war?
 - Why do we shoot the gun?
 - Why do we fight for land?

6. Possible answers:

- poverty (I see a world full of people in need)
- corruption (Why do the greedy lie?)

7. Answers:

- a. ii
- b. i
- c. ii

8. Possible answers:

- a.
 - I want people to be happy but they are not
 - I dreamed all people loved each other and the environment was fine, but then I woke up and saw people are suffering.
- b.
 - Men are encouraged to be brave, but this leads to violence.
 - I am a boy, so do I have to fight wars?
- c.
 - It's confusing that people do nothing when there are big problems in the world.
 - Why do we ignore environmental problems, and at the same time say we should pay attention to them?

9. Possible answers:

- a.
 - The farmers want more land for growing crops. They needed more land because rice prices were very low.
- b.
 - We don't know how to help other people.
 - We don't help others because we want to keep our money.
 - We have bad ideas about people that have different religious beliefs and ethnicities.
- c.
 - It's very difficult to change someone's mind. It's more difficult to change many people's minds than just one person.
- d.
 - It's difficult to live a modern lifestyle without causing pollution.
 - It's difficult for people to see and understand that oceans die.
- e.
 - There are too many people living in places with too few resources.
 - We fight for land because some people are greedy.

EARTH SONG

3. Answers:

- | | |
|-------------|----------|
| a. shore | f. rain |
| b. whale | g. blood |
| c. trail | h. sea |
| d. sunrise | i. field |
| e. elephant | |

4. Answers:

- | | |
|------------|--------------|
| a. sunrise | f. elephants |
| b. rain | g. whales |
| c. fields | h. seas |
| d. blood | i. trails |
| e. shores | |

5. Answers:

- | | |
|-------|--------|
| a. v | d. iii |
| b. vi | e. iv |
| c. i | f. ii |

6. Possible answers:

Causes

Forests: People are burning trees; People are cutting down trees; People use a lot of wooden products.

Oceans: People are catching too many fish; People are polluting the ocean; People are killing too many whales.

Air: There are more cars and motorbikes; People and businesses are using more power.

Effects

Forests: Many species are dying; Habitats are being destroyed; climate change.

Oceans: There are fewer fish left in the ocean; The whales are going extinct; Habitats are being destroyed; Rising sea levels.

Air: Diseases from pollution; more storms and cyclones.

7. Possible answers:

KESAN is working to address environmental and human rights issues, especially related to forests and rivers and the people who live there.

(FREE) NELSON MANDELA

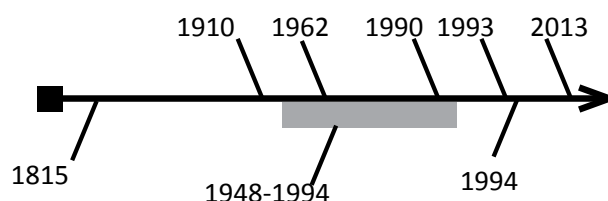
1. Possible answers:

- in Africa
- apartheid system
- Nelson Mandela

2. Answers:

- a. 1962
- b. 1910
- c. 1948-1994
- d. 2013
- e. 1990
- f. 1994
- g. 1815
- h. 1993

3. Answers:



4. Answers:

1. Free Nelson Mandela
2. 21 years in captivity
3. Shoes too small to fit his feet
4. His body abused but his mind is still free
5. Are you so blind that you cannot see?
6. Free Nelson Mandela, I'm begging you
7. Free Nelson Mandela
8. Pleaded the causes of the ANC
9. Only one man in a large army
10. Are you so blind that you cannot see?
11. Are you so deaf that you cannot hear his plea?
12. Free Nelson Mandela, I'm begging you
13. Free Nelson Mandela

5. Answers:

- a. second verse
- b. third verse
- c. first verse

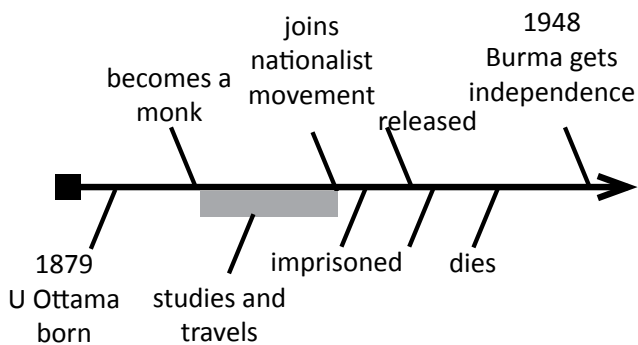
6. Answers:

- a. captivity
- b. deaf
- c. begged
- d. abused
- e. plea

7. Possible answers:

- They controlled the government and economy. They had weapons.
- Yes, because the South African government was embarrassed by international opinions of apartheid and economic sanctions.
or
No, the changes in South Africa were caused by South Africans themselves.
- He was leader of the African National Congress. He was sentenced to prison for so long. The international media liked him.

8. Answers:



WHAT ABOUT US? (SONG FOR SYRIA)

1. Syria is in the Middle East. Its neighbours are Turkey, Iraq, Jordan, Israel and Lebanon.



2. Possible answers:

- Children living in a refugee camp.
- People are being injured or killed.
- Chemical weapons are used.
- Lots of buildings are being destroyed.

4. Answers:

- Two years and counting, a hundred thousand dead. And still you wait.
- Should we just keep on dying while you're waiting to solve the political mess.
- Innocent civilians have bled the ground red.
- Chemical weapons raining from the sky.
- The world is busy living an ordinary life.
- Millions of refugees, running for their lives.
- This page we write in history, of the human race, inked in blood for all to see, we never can erase.

5. Possible answers:

- People in Syria are suffering. Everyone should take urgent action to help Syrians.
- Anger, because people are not giving enough attention to the tragedy in Syria. Sadness, because innocent people are dying.

6. Answers:

- The US
- The UK
- Russia
- Sweden

7. Possible answers:

- The US government put economic sanctions, have been sending guns to rebel groups and have been making air strikes against Islamic militant groups.
- Some members of the UK government wanted to attack Syria from the air but parliament did not support the plan.
- The Russian government do not want to get involved in the war because they think it would contribute to violence, they are against a military intervention by the UN and western countries and they have a close relationship with the Syrian government.
- The Swedish military does not get involved in international conflicts, but they offer residence to any refugees who get to Sweden.

8. Possible answers:

- Donate to organisations that help Syrians.
- Organise an event to collect money to donate to people in Syria.
- Raise awareness of the situation in Syria.

WIND OF CHANGE

1. Possible answers:

Communism – Eastern Europe and much of Asia were communist during the Cold War.

Capitalism – Northern America and Western Europe were capitalist during the Cold War.

2. Answers:

- a. Moscow
- b. East Berlin over the Berlin Wall
- c. The Berlin Wall coming down
- d. The world, showing capitalist countries (dark grey), communist countries (black) and neutral (light grey) countries during the Cold War.

4. Answers:

- a. summer
- b. soldiers
- c. closing
- d. future
- e. magic
- f. children

5. Answers:

- a. street
- b. past
- c. share
- d. me
- e. blows
- f. face
- g. freedom

6. Answers:

- a. Soldiers passing by listening to the wind of change.
- b. Did you ever think that we could be so close, like brothers?
- c. Distant memories are buried in the past forever.
- d. Where the children of tomorrow share their dreams with you and me.
- e. The wind of change blows straight into the face of time.
- f. Let your balalaika sing, what my guitar wants to say.

ALL ABOUT THAT BASS

4. Possible answers:

- a. the way you feel about your body size
- b. a small clothing size
- c. the lower, deeper notes in music
- d. a computer programme people can use to change photographs
- e. the higher notes in music
- f. very skinny (like a stick)
- g. a popular, tall, very skinny doll from the USA
- h. a material used for cosmetic surgery

6. Answers: e, d, b, c, a

7. Answers:

- a. iii
- b. i
- c. iii
- d. i

9. Possible answers:

- a. Because she does not believe that women should feel ashamed of their size, and that many men do not like very thin women.
- b. Because in music, there is an instrument called a double bass (or just bass), which is shaped like a curvy woman. It is guitar-shaped, and the bottom is larger than the top.
- c. Yes, because in my community, there is now pressure from society to look like models or the people on TV.

or

No, because she is singing about these issues in an unfamiliar way, using difficult language.

or

No, because these issues are not important in my community.

ANOTHER BRICK IN THE WALL (PART TWO)

1. Answers:

- a. 3, iii
- b. 2, i
- c. 1, iv
- d. 4, ii

2. Possible answers:

- to protect from outside invasion
- to keep people or animals inside
- to divide a city into two
- for praying
- to separate houses
- to impress people
- to stop water from flooding a city

4. Answers:

- a. iii
- b. i
- c. i

5. Answers:

- a. education
- b. thought control
- c. sarcasm
- d. brick
- e. you're

6. Possible answers

- a. a teacher
- b. students
- c. He's angry at the students for breaking the rules.

7. Answers:

- a. yes
- b. no
- c. yes
- d. maybe

9. Possible answers:

- strict, boring
- students were not allowed to voice their opinions
- teachers were very mean
- focus on learning facts
- students had to always obey teachers

10. Possible answers:

MINE encourages thinking skills, participatory methods and democratic education rather than discipline and learning only facts.

IMAGINE

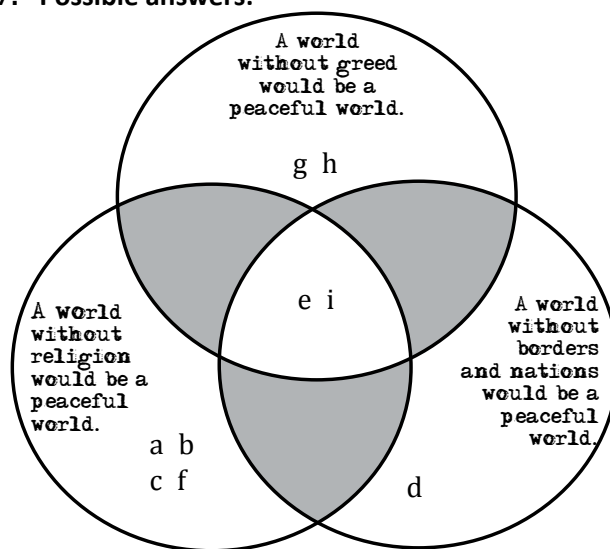
5. Answers:

- a. possessions
- b. imagine
- c. greed
- d. brotherhood

6. Answers:

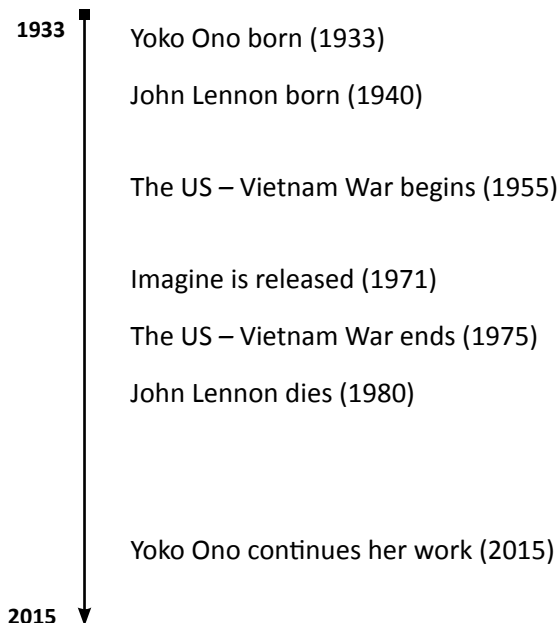
- 1. Imagine there's no heaven
- 2. It's easy if you try
- 3. No hell below us
- 4. Above us only sky
- 5. Imagine all the people living for today
- 6. Imagine there's no countries
- 7. It isn't hard to do
- 8. Nothing to kill or die for
- 9. And no religion too
- 10. Imagine all the people living life in peace
- 11. You may say I'm a dreamer
- 12. But I'm not the only one
- 13. I hope some day you'll join us
- 14. And the world will be as one
- 15. Imagine no possessions
- 16. I wonder if you can
- 17. No need for greed or hunger
- 18. A brotherhood of man
- 19. Imagine all the people sharing all the world

7. Possible answers:



9. Possible answer: If some people are greedy and take as many resources as they can, other people will not be able to get enough food and be hungry.

11. Possible answers:



13. Possible answers:

- a. They both encourage peace.
- b. Imagine encourages people to give up their religion.
Coexist encourages people to respect other people's religion.
- c. Fear, lack of education, poverty
- d. Schools and organisations where people from different religions join together; Education campaigns about people from different religious backgrounds.

5. Answers:

- a. It is a music of a people who will not be slaves again
- b. Some will fall and some will live, will you stand up and take a chance?
- c. Do you hear the people sing? Singing the song of angry men?
- d. Will you join in our crusade?
- e. There is a life about to start when tomorrow comes.
- f. Beyond the barricades is there a world you long to see?

7. Possible answers:

- a. to escape from persecution and genocide
- b. to get democracy
- c. to get democracy
- d. to get political and economic reform

8. Possible answers:

- a. The government cancelled the currency.
- b. Angry and unsatisfied with the government.
- c. Angry and excited.
- d. People were unhappy with the government and wanted to change the system.

DO YOU HEAR THE PEOPLE SING?

2. Possible answers:

The picture shows a barricade. During the uprising, people built barricades from furniture and parts of the roads to shelter them from the police and army.

3. Answers:

- a. slaves
- b. barricade
- c. banner

4. Answers:

- | | |
|--------------|------------|
| a. slaves | e. banner |
| b. drum | f. advance |
| c. crusade | g. martyrs |
| d. barricade | h. meadows |

FERNANDO

2. Answers:

- | | |
|------|------|
| 1. e | 5. g |
| 2. c | 6. b |
| 3. a | 7. d |
| 4. f | |

3. Answers:

- | | |
|--------|--------|
| a. iii | d. ii |
| b. ii | e. i |
| c. i | f. iii |

4. Answers: gun, guitar, drum

5. Answers:

- | | |
|-------------|--------------|
| a. long ago | d. eternally |
| b. drums | e. afraid |
| c. bugle | f. ashamed |

6. Answers:

- | | |
|------------|---------------|
| a. stars | e. hands |
| b. liberty | f. fateful |
| c. same | g. Rio Grande |
| d. old | h. fight |

7. Answer: The soldiers are from Mexico, because the Mexicans lost the war and are singing about it.

8. Answers:

- i. Texas
- ii. The Rio Grande
- iii. Mexico

9. Possible answers:

- a. fear, excitement, pride
- b. to feel proud of themselves; to defend people they care about; patriotism, ideals and beliefs, money; they want to do something exciting.
- c. The person who write the song was interested in this part of history; They thought that this part of history was not well-known to people and they wanted to make people aware.

I AM WOMAN

2. Answers:

- | | |
|---------|---------|
| a. \$60 | f. 53% |
| b. 22 | g. 93 |
| c. 22% | h. 73.5 |
| d. 6% | i. 64 |
| e. 63% | |

3. Possible answers:

- a. Some people think work traditionally done by women is worth less than work traditionally done by men.
Some people think men are more skilled than women at some jobs.
- b. Some societies think that men are better and more appropriate leaders than women.
- c. Worldwide, more boys attend school than girls.
- d. In some countries girls are less likely to go to school. This might be if a family is poor and can only send some children to school, or because they want their daughters to help in the home.
- e. Once people finish high school, girls are often more motivated to do higher education.
- f. Women are less likely to have dangerous jobs, like being a soldier, or behaviour, like smoking.

4. Answers:

- | | |
|--------|-------|
| a. iv | e. v |
| b. i | f. vi |
| c. vii | g. ii |
| d. iii | |

5. Answers:

- | | |
|--------|-------|
| a. iv | e. ii |
| b. vii | f. i |
| c. iii | g. v |
| d. vi | |

6. Answers:

- | | |
|---------------|---------------|
| a. roar | i. final |
| b. ignore | j. goal |
| c. wise | k. novice |
| d. pain | l. conviction |
| e. gained | m. embryo |
| f. invincible | n. long |
| g. determined | |
| h. achieve | |

7. Answers:

- a. second verse
- b. third verse
- c. first verse

8. Answers:

- a. ii
- b. i
- c. iii
- d. iii

11. Possible answers:

- a. They are vulnerable to early marriage or being forced to leave school by their families.
- b. Violence, abuse, child labour, alcohol and drug problems

12. Possible answer:

Girl Determined is encouraging girls in Myanmar to be strong, wise and powerful, like the woman in the song.

6. Answers:

- a. second verse
- b. first verse
- c. third verse

7. Answers:

- a. i
- b. iii
- c. ii
- d. iv

8. Possible answer:

We should all fight to protect rights and freedoms in our communities; We should live life for now, not what we think will happen after we die.

9. Possible answers:

- a. When people discussed the effects of a casino in their town, they focussed on the experiences of men and not about women.
- b. Someone was selling a medicine they said cured cancer. Some people bought it, but it didn't work. The next time he returned to sell it, people refused to buy it.

10. Possible answers:

When the casino was built, many men got work, and made more money.

For women, one effect was house rental prices increased as more bars and hotels moved in.

Therefore, many women moved to surrounding areas out of the town centre.

They had to travel further to get to work, schools etc.

GET UP, STAND UP

2. Possible answers:

- a. Fighting between different religious communities because of different understandings of religion.
Fighting between different political groups because of different understandings of what is best for a country.
Fighting between different ethnic groups because of different understandings of each other's culture.
- b. These people are only seeing a part of the situation. If they combine their information they can understand the whole situation.

3. Answers:

- a. value, earth
- b. shine, bitter
- c. tale, glory
- d. struggle, light
- e. trick, rule
- f. pastor, teacher
- g. atmosphere, high

5. Answers:

- a. vi, iv, ii, i, iii, v
- b. ii, v, vi, iii, i, iv
- c. iii, vi, ii, v, vii, i, viii, iv

TREATY

2. Answers:

- | | |
|--------|-------|
| a. v | d. ii |
| b. iii | e. v |
| c. iv | f. vi |

3. Answers:

- | | |
|-------|---------|
| a. v | e. iii |
| b. vi | f. viii |
| c. ii | g. iv |
| d. i | |

5. Answers:

- | | |
|----------------|---------------|
| a. radio | f. sold |
| b. politicians | g. Union Jack |
| c. cheap | h. law |
| d. disappear | i. separated |
| e. writing | j. one |

6. Answer: c

7. Possible answer:

Some examples include:

- United Nations Charter
- ASEAN declaration
- Kyoto Protocol (reduces greenhouse gasses)
- United Nations Convention on Torture

8. Possible answer:

Many indigenous people felt that celebrating the arrival of British people to Australia was insensitive because they had suffered as a result of British colonisation.

TALKIN' 'BOUT A REVOLUTION

1. Possible answer:

A revolution is when people attempt to overthrow a government or system.

2. Possible answers:

- | | |
|----------|-------|
| a. yes | g. no |
| b. no | h. no |
| c. no | i. no |
| d. no | j. no |
| e. no | k. no |
| f. maybe | |

3. Possible answers:

- People and the government wanted to get rid of parts of society that they thought were bad.
 - It was a response to Russia doing poorly in war and hunger in the cities.
- China is a one-party communist state with a capitalist economy.
 - Russia is no longer economically or politically communist.

4. Answers: f, b, c, e, g, a, h, d, i, j

5. Answer:

- It sounds like a whisper
- Poor people going to rise up and take what's theirs
Poor people going to rise up and take their share
- Wasting time in the unemployment line
- Finally the tables are starting to turn
- Sitting around waiting for a promotion

6. Possible answer:

There are many people that find it difficult to get a job or to find work that pays well. Many of these people feel that it's unfair and they are discussing it with each other. Those in power should get ready for a big change when poor people decide to make society fair.

8. Possible answers:

- Yes, because they overthrew the government.
 - Yes, because they forced the government to leave.
 - Maybe, as this action did not change the system by itself, but it was the start of big change
 - Yes, because they overthrew the government
- inequality and rising taxes on poor people
 - police brutality, lack of free speech, high unemployment
 - racism, segregation
 - corruption, poverty

21 GUNS

3. Answers:

- a. viii
- b. v
- c. iv
- d. ii
- e. vii
- f. iii
- g. i
- h. vi

4. Answers:

- a. Do you know what's worth fighting for?
- b. When it's not worth dying for?
- c. Does it take your breath away?
- d. When you feel yourself suffocating
- e. Does the pain weigh out the pride?
- f. And you look for a place to hide?
- g. Did someone break your heart inside?
- h. You're in ruins
- i. When you're at the end of the road
- j. An you lost all sense of control
- k. And your thoughts have taken their toll
- l. When your mind breaks the spirit of your soul
- m. Your faith walks on broken glass
- n. And the hangover doesn't pass
- o. Nothing's ever built to last
- p. You're in ruins
- q. Did you try to live on your own
- r. When you burned down the house and home
- s. Did you stand too close to the fire?
- t. Like a liar looking for forgiveness from a stone
- u. When it's time to live and let die
- v. And you can't get another try
- w. Something inside this heart has died
- x. You're in ruins

5. Answers:

- a. i
- b. iii
- c. iii

6. Possible answers:

- a. Soldiers are dying. Let's stop the war.
- b. We should throw guns away.
- c. Is your mental pain stronger than your feeling of pride for going to war?
- d. When you are exhausted, you feel crazy and you are unable to control it.
- e. Do your experiences from war make it difficult for you to feel peaceful when you get home?

7. Answer: b

9. Possible answers:

- a. Killing people, seeing people die, having friends or family die, fear, torture, stress, injury
- b. Does it take your breath away?
And you feel you're suffocating
You're in ruins
And you lost all sense of control
And your thoughts have taken their toll
And the hangover doesn't pass
When your mind breaks the spirit of your soul

SAME LOVE

2. Answers:

- a. vii
- b. vi
- c. i
- d. iii
- e. ii
- f. v
- g. iv

5. Answers: b, d, a, f, c, e

6. Answers:

- a. stereotypes
- b. preconceived
- c. right-wing conservatives
- d. predisposition
- e. paraphrase
- f. hip-hop
- g. numb
- h. oppression
- i. genre
- j. synonymous
- k. complexion, pigment
- l. annointed
- m. veil
- n. plagued

7. Answers:

- a. i
- b. ii
- c. iii

9. Answers:

- a. This is the banner and poster for *This Kind of Love*.
- b. Spokespeople from *Colours Rainbow* at a press conference.
- c. *Colours Rainbow* organised a demonstration for LGBT rights.
- d. *Colours Rainbow* activists posing for a photograph promoting LGBT rights.

THE INTERNATIONALE

2. Possible answers:

left-wing trade unions, socialism, equality, progressive, communism, environment, anarchism, labour

neither/both law and order, authoritarian, human rights

right-wing conservative, patriotic, fascist, traditional, military, security, economic growth

4. Answers: a, d, f, g

5. Answers:

- i. g
- ii. a
- iii. f
- d. d

6. Answers: b, c, h, i

7. Answers:

- a. Don't cling so hard to your possessions,
For you have nothing if you have no rights!
- b. Freedom is merely privilege extended,
Unless enjoyed by one and all.
- c. Those who have taken, now they must give!
- d. And end the vanity of nations,
We've but one Earth on which to live.
- e. For though they offer us concessions,
Change will not come from above!

WE SHALL NOT BE MOVED

D A7
We shall not, we shall not be moved
 D D7
We shall not, we shall not be moved
 G D
Just like a tree that's planted by the water
 A D
We shall not be moved

We're young and old together, we shall not be moved
We're young and old together, we shall not be moved
Just like a tree that's planted by the water
We shall not be moved

We're women and men together, we shall not be moved
We're women and men together, we shall not be moved
Just like a tree that's planted by the water
We shall not be moved

Here's the city and country together, we shall not be moved
Here's the city and country together, we shall not be moved
Just like a tree that's standing by the water
We shall not be moved

We're black and white together, we shall not be moved
We're black and white together, we shall not be moved
Just like a tree that's standing by the water
We shall not be moved

We're straight and gay together, we shall not be moved
We're straight and gay together, we shall not be moved
Just like a tree that's planted by the water
We shall not be moved

Well it's no nukes is good nukes, we shall not be moved
Well it's no nukes is good nukes, we shall not be moved
Just like a tree that's planted by the water
We shall not be moved

SEND IT ON

G Em Bm D
A word's, just a word, 'til you mean what you say,
G Em Bm D
And love, isn't love 'til you give it away
G
We've all gotta give
Em Bm D
Yeah something to give, to make a change

CHORUS:

C G
Send It on, on and on
Em D
Just one that can heal another
C G
Be a part, reach a heart
Em D
Just one spark starts a fire!
C G Em D
With one little action, the chain reaction will never stop
C
Make it strong
G
Shine a light and send it on

Just Smile, and the world will smile along with you
That small act of love, stands for one will become two
If We take the chances
To change circumstances
Imagine all we can do
(If we)

CHORUS

Em - D - C Em - D - C
Send it on send it on

Em Bm
And There's Power in all of the choices we make
C
So I'm starting now there's not a moment to waste!
G Em Bm D
A word's, just a word, 'til you mean what you say
G Em Bm D
And love, isn't love 'til you give it away

CHORUS x 2

TELL ME WHY

F#m A D C#
In my dream, children sing a song of love for every boy and girl
F#m A Bm C#
The sky is blue and fields are green and laughter is the language of the world
D C#m Bm C#m
Then I wake and all I see is a world full of people in need

CHORUS:

F#m E
Tell me why (why) does it have to be like this?
D C#
Tell me why (why) is there something I have missed?
F#m E D
Tell me why (why) cause I don't understand when so many need somebody
C# F#m
We don't give a helping hand. Tell me why?

Every day I ask myself what will I have to do to be a man?
Do I have to stand and fight to prove to everybody who I am?
Is that what my life is for to waste in a world full of war?

CHORUS

Bm C#m D
Tell me why? (Tell me why?) Tell me why? (Tell me why?) Tell me why? (Tell me why?)
C#7
Just tell me why, why, why?

Abm F#
Tell me why (why) does it have to be like this?
E Eb
Tell me why (why) is there something I have missed?
Abm F# E
Tell me why (why) cos I don't understand. When so many need somebody
Eb
We don't give a helping hand?

Abm F#
Tell me why (why, why, does the tiger run)? Tell me why (why, why, do we shoot the gun)?
E Eb
Tell me why (why, why, do we never learn)? Can someone tell us why we let the forest burn?
Abm F#
(Why, why, do we say we care)? Tell me why (why, why, do we stand and stare)?
E Eb
Tell me why (why, why, do the dolphins cry)? Can someone tell us why we let the oceans die?
Abm F#
(Why, why, if we're all the same)? Tell me why (why, why, do we pass the blame)?
E Eb Abm
Tell me why (why, why, does it never end)? Can someone tell us why we cannot just be friends? Why, why

EARTH SONG

Gm C Gm C
What about sunrise? What about rain?
Gm C D
What about all the things that you said we were to gain?
Gm C Gm C
What about killing fields? Is there a time?
Gm C D
What about all the things that you said was yours and mine?
Cm Cm7 Bb Gm
Did you ever stop to notice all the blood we've shed before
Cm D
Did you ever stop to notice this crying Earth this weeping shores?

CHORUS:

Gm C Gm C Gm C Gm C Gm C Gm C D
Aah.. Aah... Ooh... Aah... Ooh...

What have we done to the world Look what we've done
What about all the peace that you pledge your only son?
What about flowering fields? Is there a time?
What about all the dreams that you said was yours and mine
Did you ever stop to notice all the children dead from war
Did you ever stop to notice this crying Earth this weeping shores?

CHORUS

Cm Bb# Gm
I used to dream, I used to glance beyond the stars
Cm D
Now I don't know where we are Although I know we've drifted far

CHORUS

Am D Am D Am D Am D Am D Am D Am D E Am
Aah.. Aah... Ooh... Aah... Aah... Ooh...

D Am
 Hey, what about yesterday (What about us)?
 D Am
 What about the seas (What about us)?
 D Am
 The heavens are falling down (What about us)?
 D Am
 I can't even breathe (What about us)?
 D Am
 What about the bleeding Earth (What about us)?
 D Am
 Can't we feel its wounds (What about us)?
 D E Am
 What about nature's worth (ooo,ooo)? it's our planet's womb (What about us)?

What about animals (What about it)?
 We've turned kingdoms to dust (What about us)?
 What about elephants (What about us),
 Have we lost their trust (What about us)
 What about crying whales (What about us),
 We're ravaging the seas (What about us)
 What about forest trails (ooo, ooo), burnt despite our pleas (What about us)?

What about the holy land (What about it)?
 torn apart by creed (What about us)?
 What about the common man (What about us)?
 can't we set him free (What about us)?
 What about children dying (What about us)?
 can't you hear them cry (What about us)?
 Where did we go wrong (ooo, ooo), someone tell me why (What about us)?

CHORUS

What about babies (What about it)?
 What about the days (What about us)?
 What about all their joy (What about us)?
 What about the man (What about us)?
 What about the crying man (What about us)?
 What about Abraham (What about us)?
 What about death again (ooo, ooo)? Do we give a damn?

CHORUS x 2

(FREE) NELSON MANDELA

Free Nelson Mandela
Free free
Free free free Nelson Mandela

Am Em Dm F (x2)
C G F (x2)

C G F C G F
Free Nelson Mandela

C G F
21 years in captivity
C G F
Shoes too small to fit his feet
C G F
His body abused, but his mind is still free
C G F
Are you so blind that you cannot see? (I said)

C G F C G F
Free Nelson Mandela (x2)

C G F (x2)

Pleaded the causes at the ANC
Only one man in a large army
Are you so blind that you cannot see?
Are you so deaf that you cannot hear his plea?

C G F C G F
Free Nelson Mandela (x2)

Am Em Dm F (x2)

C G F (x6)

21 years in captivity
Are you so blind that you cannot see?
Are you so deaf that you cannot hear him?
Are you so dumb that you cannot speak? (I said)

Free Nelson Mandela (x3)

C G F C G F
Free Nelson Mandela

WHAT ABOUT US (SONG FOR SYRIA)

Bm A G A

Bm A G A
Two years and counting, a hundred thousand dead, and still you wait
Bm A G A
Innocent civilians have bled the ground red, and still you wait
Em F#m G
The world is busy living an ordinary life, with school and work and family
A Asus4
And sleeping safe at night

Bm D A
But what about us, don't we count at all? Should we just keep on dying
G Bm D
While you're waiting to solve the political mess, all you do is stall
A G
Can't you see the bloody writing all over the wall
Esus4 E
What about us?

Chemical rockets raining from the sky, and still you wait
Millions of refugees running for their lives, and still you wait
This page we write in history of the human race inked in blood for all to see
We never can erase

But what about us, don't we count at all, should we just keep on dying
While you're waiting to solve the political mess, all you do is stall
Can't you see the bloody writing all over the wall?

Em
What about us

Bm Em
Can't you hear us calling, can't you feel our pain
G A
What'll it take to free us from these chains?

Bm D G Bm D G

Bm D A
But what about us, don't we count at all, should we just keep on dying
G Bm D
While you're waiting to solve the political mess, all you do is stall
A G
Can't you see the bloody writing all over the wall (*Repeat*)

WIND OF CHANGE

F Dm F Dm Am Dm Am G C

C Dm C Dm Am G C
I follow the Moskva down to Gorky Park listening to the wind of change

C Dm C Dm Am G
An August summer night soldiers passing by listening to the wind of change

F Dm F Dm Am Dm Am G C

C Dm C Dm A G C
The world is closing in did you ever think that we could be so close, like brothers

C Dm C Bm Am G
The future's in the air I can feel it everywhere blowing with the wind of change

CHORUS:

C G Dm G C G
Take me to the magic of the moment on a glory night

Dm G Am G G
Where the children of tomorrow dream away in the wind of change

Walking down the street distant memories are buried in the past forever
I follow the Moskva Down to Gorky Park listening to the wind of change

CHORUS

Am G Am
The wind of change blows straight into the face of time
G C
Like a stormwind that will ring the freedom bell for peace of mind
Dm
Let your balalaika sing

E7
What my guitar wants to say

F G Em Am F G Am F G E7 Am Dm - E7 -

CHORUS

F Dm F Dm Am Dm Am G C

ALL ABOUT THAT BASS

CHORUS:

A
Because you know I'm all about that bass 'bout that bass 'bout that bass, no treble
Bm
I'm all about that bass, 'bout that bass, no treble
E
I'm all about that bass, 'bout that bass, no treble
A
I'm all about that bass, 'bout that bass

A
Yeah it's pretty clear, I ain't no size two
Bm
But I can shake it, shake it like I'm supposed to do
E
Cause I got that boom boom that all the boys chase
A
All the right junk in all the right places

I see the magazines working that Photoshop
We know that shit ain't real come on now, make it stop
If you got beauty beauty just raise them up
Cause every inch of you is perfect from the bottom to the top

BRIDGE:

A Bm
Yeah, my momma she told me don't worry about your size
E A
She says boys they like a little more booty to hold at night
A Bm
You know I won't be no stick figure silicone Barbie doll
E A
So, if that's what's you're into then go ahead and move along!

CHORUS

A
I'm bringing booty back
Bm
Go ahead and tell them skinny bitches Hey!
E
No, I'm just playing I know you think you're fat
A
But I'm here to tell you that every inch of you is perfect from the bottom to the top!

BRIDGE

CHORUS x 3

ANOTHER BRICK IN THE WALL

(PART TWO)

Dm Dm Dm
 We don't need no education
 Dm Dm Dm
 We don't need no though control
 Dm Dm Dm
 No dark sarcasm in the classroom
 Dm G
 Teachers leave the kids alone
 Dm
 Hey! Teacher! Leave the kids alone!

CHORUS:

F C Dm Dm Dm
 All in all it's just another brick in the wall
 F C Dm
 All in all you're just another brick in the wall

IMAGINE

C Cmaj7 F C Cmaj7 F
 C Cmaj7 F
 Imagine there's no heaven
 C Cmaj7 F
 It's easy if you try
 C Cmaj7 F
 No hell below us
 C Cmaj7 F
 Above us only sky
 F Am/E Dm7 Dm7/C
 Imagine all the people
 G G7
 Living for today

Imagine there's no countries
 It isn't hard to do
 Nothing to kill or die for
 And no religion too
 Imagine all the people
 Living life in peace

CHORUS:

F G C Cmaj7 E E7
 You may say I'm a dreamer
 F G C Cmaj7 E E7
 But I'm not the only one
 F G C Cmaj7 E E7
 I hope some day you'll join us
 F G C
 And the world will be as one

Imagine no possessions
 I wonder if you can
 No need for greed or hunger
 A brotherhood of man
 Imagine all the people
 Sharing all the world

CHORUS

DO YOU HEAR THE PEOPLE SING?

F Bb/F F
Do you hear the people sing? Singing the song of angry men
Dm G C
It is the music of a people who will not be slaves again
F Bb/F F
When the beating of your heart echoes the beating of the drum
Dm Gm C7 F
There is a life about to start when tomorrow comes

E Am Em
Will you join in our crusade, who will be strong and stand with me
Dm Am
Beyond the barricade is there a world you long to see
F Dm7 G
Then join in the fight that will give you the right to be free

C F C
Do you hear the people sing, singing the song of angry men
Am D G
It is the music of a people who will not be slaves again
C F C
When the beating of your heart, echoes the beating of the drum
Am Dm G C
There is a life about to start when tomorrow comes

Am Em
Will you give all you can give so that our banner may advance
Dm Am
Some will fall and some will live, will you stand up and take the chance
F Dm7 G
The blood of the martyrs will water the meadows of France!

C F C
Do you hear the people sing? Singing the song of angry men,
Am D G
It is the music of a people who will not be slaves again
C F C
When the beating of your heart, echoes the beating of the drum
Am Dm G7 C
There is a life about to start when tomorrow comes.

FERNANDO

A D A

A

Can you hear the drums Fernando?

F#m

I remember long ago another starry night like this

Bm

E

In the firelight Fernando you were humming to yourself and softly strumming your guitar

A

I could hear the distant drums and sounds of bugle calls were coming from afar

They were closer now Fernando

Every hour every minute seemed to last eternally

I was so afraid Fernando We were young and full of life and none of us prepared to die

And I'm not ashamed to say the roar of guns and cannons almost made me cry

CHORUS:

E

There was something in the air that night

A

The stars were bright, Fernando

E

A

They were shining there for you and me, for liberty, Fernando

A/G

F#7

B7

Though we never thought that we could lose there's no regret

E

A

If I had to do the same again I would my friend Fernando

E

D - - - - - A A D A E A

If I had to do the same again I would my friend Fernando

Now we're old and grey Fernando

And since many years I haven't seen a rifle in your hand

Can you hear the drums Fernando? Do you still recall the fateful night we crossed the Rio Grande?

I can see it in your eyes how proud you were to fight For freedom in this land

CHORUS

I AM WOMAN

G C G C G C G C

G C Bm Em
I am woman, hear me roar in numbers too big to ignore

C D
and I know too much to go back and pretend

G C G C

Cause I've heard it all before and I've been down there on the floor

Am D Bb
No one's ever gonna keep me down again

CHORUS:

F Bb
Oh, yes I am wise but it's wisdom born of pain

F Bb Am
Yes, I've paid the price but look how much I gained

Gm F
If I have to I can do anything

Gm Am Gm
I am strong (strong) I am invincible (invincible) I am woman

You can bend but never break me cause it only serves to make me
More determined to achieve my final goal
And I'll come back even stronger not a novice any
longer; 'Cause you've deepened the conviction in my soul

CHORUS

I am woman watch me grow see me standing toe to toe
As I spread my loving arms across the land
But I'm still an embryo with a long long way to go
Until I make my brother understand

CHORUS

F Bb F

I am woman

Bb
I am strong, (strong)

F Bb F
I am invincible, (invincible)

Bb F

I am woman

GET UP, STAND UP

CHORUS:

Bm F#m Bm

Get up, stand up stand up for your rights

Get up, stand up stand up for your rights

Get up, stand up stand up for your rights

Get up, stand up don't give up the fight

Bm

Preacher man, don't tell me, Heaven is under the earth

Bm

I know you don't know what life is really worth

Bm

It's not all that glitters is gold half the story has never been told

Bm

So now you see the light

Bm

Stand up for your rights come on!

CHORUS

Most people think great god will come from the skies

Take away everything and make everybody feel high

But if you know what life is worth you will look for yours on earth

And now you see the light you stand up for your rights

CHORUS

We're sick and tired of your ism and skism game

Dying and going to heaven in Jesus' name

We know when we understand:

Almighty god is a living man.

You can fool some people sometimes

But you can't fool all the people all the time

So now we see the light

We're going to stand up for our rights

CHORUS

TREATY

F#m

Well I heard it on the radio, and I saw it on the television

D

Back in 1988, all those talking politicians

F#m

Words are easy, words are cheap, much cheaper than our priceless land

D

F#m

But promises can disappear just like writing in the sand

CHORUS:

F#m

Treaty yeah treaty now treaty yeah treaty now

F#m

Nhimadjat'pangarrinhimawalangwalang nhedjat'payatpanhimagayanhe

Matjini yakarray nhedjat'panhewalanggumurrjtjarrrkgutjuk

F#m

This land was never given up, this land was never bought and sold

D

F#m

The planting of the union jack, never changed our law at all

F#m

Now two rivers run their course, separated for so long

D

F#,

I'm dreaming of a brighter day, when the waters will be one

F#m

Treaty yeah treaty now treaty yeah treaty now (x2)

Nhemagayakayanhegayanhe nhegayanhematjiniwalangwalangnheya

Nhimadjatpanhewalang gumurrjtjarrrkyawirriny

Nhegayanhematjini gaya gayanhegayanhe

Matjiniwalangwalang nhemadjat'panhewalang

Nhegumurrjtjarrknheya

A

Promises disappear priceless land destiny

F#m

Treaty yeah treaty now treaty yeah treaty now

F#m

Well I heard it on the radio, and I saw it on the television

D

F#m

But promises can disappear just like writing in the sand

CHORUS

F#m

Treaty ma treaty ma treaty ma treaty ma

TALKIN' 'BOUT A REVOLUTION

G Cadd9 Em D

CHORUS:

G Cadd9 Em D G
Dont you know they're talkin' 'bout a revolution
Cadd9 Em D
It sounds like a whisper
G Cadd9 Em D G
Dont you know they're talkin' 'bout a revolution
Cadd9 Em D
It sounds like a whisper

G Cadd9 Em G
While they're standing in the welfare lines
G Cadd9 Em D
Crying at the doorsteps of those armies of salvation
G Cadd9 Em D G
Wasting time in the unemployment lines
G Cadd9 Em D
Sitting around waiting for a promotion

CHORUS

G Cadd9 Em D G Cadd9 Em D
Poor people are gonna rise up and get their share
G Cadd9 Em D G Cadd9 Em D
Poor people are gonna rise up and take what's theirs

G Cadd9 Em D G
Don't you know you better run, run, run, run, run, run, run, run, run, run, run, run, run, run, run
G Cadd9 Em D G
Oh I said you better run, run, run, run, run, run, run, run, run, run, run, run, run, run, run

G Cadd9 Em D

G Cadd9 Em D G
Because finally the tables are starting to turn
Cadd9 Em D
Talkin' 'bout a revolution

G Cadd9 Em D G
Yes finally the tables are starting to turn
Cadd9 Em D
Talkin' 'bout a revolution

21 GUNS

Dm Bb F C
Do you know what's worth fighting for?
Dm Bb F C
When it's not worth dying for?
Dm Bb F C
Does it take you breath away?
Bb C
And you feel yourself suffocating?
Dm Bb F C
Does the pain weight out the pride?
Dm Bb F C
And you look for a place to hide?
Dm Bb F C
Does someone break your heart inside?
Bb C
You're in ruins

CHORUS:

F C/E Dm C Bb F C
One 21 guns lay down your arms give up the fight
F C/E Dm C Bb F C
One 21 guns throw up your arms into the sky
Bb F C
You and I

When you're at the end of the road
And you lost all sense of control
And your thoughts have taken their toll
When your mind breaks the spirit of your soul
Your faith walks on broken glass
And the hangover doesn't pass
Nothing's ever built to last
You're in ruins

CHORUS

Did you try to live on your own
When you burned down the house and home?
Did you stand too close to the fire?
Like a liar looking for forgiveness from a stone

When it's time to live and let die
And you can't get another try
Something inside this heart has died
You're in ruins

CHORUS

SAME LOVE

Eb Cm Ab Eb

Eb Cm
When I was in the third grade I thought I was gay
Ab Eb
'Cause I could draw and my uncle was and I kept my room straight
Eb Cm
I told my mom tears rushing down my face
Ab Eb Eb
She's like "Ben you've loved girls since before pre-k," tripping
Cm
Yeah I guess she had a point didn't she?
Ab Eb
Bunch of stereotypes all in my head.
Eb Cm
I remember doing the math like, "yeah I'm good at little league"
Ab Eb
A preconceived idea of what it all meant

For those that liked the same sex had the characteristics
The right wing conservatives think it's a decision
And you can be cured with some treatment and religion
Man-made rewiring of a predisposition
Playing god, aw nah here we go
America the brave still fears what we don't know
And god loves all his children, is somehow forgotten
But we paraphrase a book written thirty-five-hundred years ago
I don't know

CHORUS:

Eb Cm Ab Eb Eb Cm Ab Eb
And I can't change even if I tried even if I wanted to
Eb Cm Ab Eb Eb Eb/C
And I can't change even if I try even if I wanted to
Ab Eb Eb Cm
My love, my love, my love she keeps me warm
Ab Eb Eb Cm Ab Eb
She keeps me warm She keeps me warm She keeps me warm

If I was gay, I would think hip-hop hates me
Have you read the YouTube comments lately
"Man, that's gay" get dropped on the daily
We become so numb to what we're saying
A culture founded from oppression yet we don't have acceptance for 'em
Call each other faggots behind the keys of a message board
A word rooted in hate, yet our genre still ignores it
A gay is synonymous with the lesser
It's the same hate that's caused wars from religion

Gender to skin color, the complexion of your pigment
The same fight that led people to walk outs and sit ins
It's human rights for everybody, there is no difference!
Live on and be yourself
When I was at church they taught me something else
If you preach hate at the service those words aren't anointed
That holy water that you soak in has been poisoned

 Eb Cm
When everyone else is more comfortable remaining voiceless
 Ab Eb
Rather than fighting for humans that have had their rights stolen
Eb Gm
I might not be the same but that's not important
 Ab Eb
No freedom till we're equal, damn right I support it

Eb Cm Ab Eb Eb Cm Ab Eb

CHORUS

And press play don't press pause
Progress, march on
With the veil over our eyes
We turn the back on the cause
Till the day that my uncles can be united by law
When kids are walking 'round the hallway plagued by pain in their heart
A world so hateful some would rather die than be who they are
And a certificate on paper isn't gonna solve it all
But it's a damn good place to start
No law is gonna change us
We have to change us
Whatever god we believe in
We come from the same one

Eb Gm Ab Eb
Strip away the fear underneath it's all the same love about time we raised up

CHORUS

Love is patient
Love is kind
Love is patient
Love is kind
(I'm not crying on Sundays)
Love is patient
(I'm not crying on Sundays)

THE INTERNATIONALE

A D E7 A
Stand up all victims of oppression for the tyrants fear your might
A D E7 A
Don't cling so hard to your possessions for you have nothing if you have no rights
E B7 E B7 E
Let racist ignorance be ended for respect makes the empires fall
E E7 A E E7 E E7
Freedom is merely privilege extended, unless enjoyed by one and all

CHORUS:

A D
So come brothers and sisters
E7 A
For the struggle carries on
A E7 F#m E
The Internationale
B B7 E7
Unites the world in song
A D
So come comrades and rally
E7 A
For this is the time and place
G F#7 Bm7
The international ideal
A E7 A
Unites the human race

Let no one build walls to divide us walls of hatred or walls of stone
Come greet the dawn and stand beside us we'll live together or we'll die alone
In our world poisoned by exploitation those who have taken, now they must give
And end the vanity of nations, we have but one world on which to live

CHORUS

And so begins the final drama in the streets and in the fields
We stand unbowed before their armour we defy their guns and shields
When we fight provoked by their aggression let us be inspired by life and love
For though they offer us concessions change will not come from above

CHORUS

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20	A bastion at Mandalay Palace	A bastion at Mandalay Palace	https://en.wikipedia.org/wiki/Mandalay#/media/File:Mandalay_Fort_Wall.jpg	CC BY-SA 3.0
28	Antique Military Rifles	The British Baker rifle	https://commons.wikimedia.org/wiki/File:Baker_rifle.png#/media/File:Baker_rifle_%28no_bayonet%29.png	CC BY-SA 2.0
37	Sport the library	Australian aboriginal band Yothu Yindi perform onstage at the Sydney Paralympic Games Opening Ceremony	https://commons.wikimedia.org/wiki/File:201000_-_Opening_Ceremony_Yothu_Yindi_perform_2_-_3b_-_2000_Sydney_opening_ceremony_photo.jpg	CC BY-SA 3.0
43	Macklemore LLC	Same Love by Macklemore	https://en.wikipedia.org/wiki/Same_Love#/media/File:Same-Love-Macklemore-Ryan-Lewis.jpeg	Fair Use
43	Drew of The Come Up Show	Macklemore performing in Toronto during The Heist Tour on 28 November, 2012.	https://en.wikipedia.org/wiki/Macklemore_discography#/media/File:Macklemore_The_Heist_Tour_1_cropped.jpg	CC BY-SA 2.0
47	Unknown	The Internationale, by Billy Bragg	Unknown	Fair Use