

THE RISE UP! WORKSHOP

TEACHER RESOURCE KIT



**MASSEY
HALL**



**ROY THOMSON
HALL**



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WELCOME MESSAGE

“Do you know what you’re fighting for? When you gonna rise up?”

It’s easy for youth to feel overwhelmed by all that’s happening in the world today. As educators, it’s important that we Rise Up to this challenge, and do what we can to inspire the leaders of tomorrow to create positive change not just in their own world, but the larger world around them.

Music has an unparalleled ability to inspire and encourage. Best of all, it’s already part of our students’ everyday lives. As the Corporation of Massey Hall and Roy Thomson Hall embarks on the development of new education and outreach programs, we’re in a unique position to promote musical opportunities that emphasize how music can enrich our lives. The messages in the Rise Up! workshop can inspire, encourage, and create change amongst young people.

LIZ LOKRE is an artist on the rise. Not only that, but her infectious spirit and authentic nature when speaking to youth gives her an ability to inspire and encourage students. Her own message is one of hope and perseverance, and refusing to allow others stop you from finding your passion in life.

Thank you for bringing Rise Up, LIZ LOKRE, and the inspirational power of music into your school. I hope it inspires you and your students to do great things.

VANESSA SMITH

*Education and Outreach Manager,
The Corporation of Massey Hall and Roy Thomson Hall*



GET TO KNOW LIZ LOKRE



With a career on the rise, 22 year-old LIZ LOKRE has always had a passion for music. But it is the ability to impact people through her gift that drives her. Her new single “Rise Up” defines her entire approach to music and life. “That sense of bringing people together and calling them out of their comfort zone.” Though “Rise Up” was not written with activism in mind, “its message has become a clear calling for me” she says. Liz started the #RiseUpMovement and workshops in hopes that it would encourage listeners to focus on their strengths, on what their unique abilities are and what they can do to give back. We asked Liz a few questions about her life as a singer and how these workshops came to be. Check out her answers below!

WHAT IS YOUR FAVOURITE THING ABOUT BEING A SINGER-SONGWRITER?

Connecting with people! Whether I’m singing about my story or about the world around me, when someone can relate to my message it’s like a reminder that we aren’t so different after all.

WHEN DID YOU FIRST KNOW YOU WANTED TO BE A PERFORMER?

I started performing when I was 12. In the years prior, I saw my mom singing on stage at church and I knew I wanted to do that one day too.

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WHAT ADVICE WOULD YOU GIVE YOUTH WHO WANT TO BECOME PERFORMERS SOMEDAY?

Why do you want to be a performer? It's one thing to have the talent or work ethic, but when you know WHY you're doing it - WHY you're working towards that goal, that purpose is what will drive you and keep you inspired.

WHAT INSPIRED YOU TO WRITE "RISE UP"?

I wrote "Rise Up!" during a time when I felt overwhelmed by everything going on in the world. Instead of feeling helpless, I wanted to explore the idea that we can all play a part in creating a wave of positivity by 'rising up' each day to our unique challenges and purpose.

WHY DO YOU WANT TO BRING THIS PRESENTATION TO YOUTH?

The same inspiration that led to me to write "Rise Up!" has led me to presenting these workshops. I believe I have a relatable story to share as a young person working towards my goals and discovering new ways to positively impact the community along the way. It's my hope to encourage this 'up and coming' generation to have the confidence to take an active role in their communities within school walls and abroad.



"I FOUND THE COURAGE TO "RISE UP" TO THE CHALLENGE BY ACCEPTING THAT BEING MY AUTHENTIC SELF IS FAR MORE IMPORTANT THAN BEING LIKED."

WHAT DO YOU THINK IS THE BIGGEST CHALLENGE FACING YOUTH TODAY?

Distraction. Staying focused is a skill that is more difficult to master than ever before in this social media age. Our attention is constantly being pulled in different directions and so the importance of exercising our ability to stay present in the moment is very necessary.

WHAT WAS YOUR BIGGEST CHALLENGE AS A YOUNG PERSON? HOW DID YOU RISE UP TO FACE IT?

I used to act a certain way around people to feel like I fit in. I knew I wasn't being myself and I was too afraid they might not like me if I didn't keep up the act. I found the courage to "Rise Up" to the challenge by accepting that being my authentic self is far more important than being liked.

WHAT'S YOUR BIGGEST CHALLENGE TODAY, AND HOW DO YOU STAY MOTIVATED TO GET THROUGH IT?

Ironically, I think my biggest challenge can be staying constantly motivated. When things become overwhelming or don't pan out the way I had expected, it can be tough to get back up and keep going. What drives me forward is being surrounded by the things or the people that inspire me and spark my creativity.

IF YOU COULD GO BACK IN TIME AND TELL YOUR 12-YEAR-OLD SELF ONE THING, WHAT WOULD IT BE?

Regardless of what your friends might think at the time, you're cool for doing the right thing.

Have a question for Liz? Email education@mh-rth.com and we'll make sure it gets to her.



PRE-WORKSHOP ACTIVITIES

The included “Inspiration Guide” worksheet (page 6 and 7) should be completed and reviewed in-class prior to the Rise Up! Workshop. All other activities and discussions included here are optional. The worksheet will be referred to several times during the workshop, and students may feel excluded if they haven’t filled it out prior to the workshop. Students should have filled out the worksheet entirely, and are strongly encouraged to memorize their “I AM” and “I CAN” statements so that they do not need to bring their “inspiration guide” to the workshop.

INSPIRATION GUIDE

1. Have students fill out the “Inspiration Guide” Worksheet on page 6 and 7. For Part One, they’ll need to fill out question one on their own, for question two they can partner with a classmate, and for question three they made need a day to take the worksheet home and speak with a relative, guardian, coach, etc. Assign some class time on a separate day to work on Part Two.
2. Once all students have completed the worksheet in its entirety, ask the class these reflection questions:
 1. How can some of the strengths you wrote down be used to help others?
 2. Was anything your peer or an adult said about you surprising?
 3. How did it feel to have someone else say such positive things about you?
3. If any students are eager to share their “I AM” or “I CAN” statements with the class, give ample opportunity to do so. However, these may be very personal to students, so they may wish to keep them private.
4. tudents are encouraged to keep these sheets somewhere where they can be referred to often, such as in their bedroom. Encourage them to read their “I AM” and “I CAN” statements aloud as often as possible, especially when something is making them feel discouraged. Research shows that the more affirmations are exercised, the more confident you feel and the better suited you are to overcome challenges.
5. Have students memorize their “I AM” and “I CAN” statements before the workshop. Practice stating them out together all at once, as a class. There will be opportunities to share their statements with a peer or with the audience during the workshop. Plus, it’s an empowering feeling to say it out loud! Don’t worry if not everyone feels comfortable sharing their personal statements aloud.



RISE UP!

INSPIRATION GUIDE

PART ONE: I AM ME!

This guide will help you identify some of your strengths & skills as perceived by you, your peers, and a caring adult. The more you know about the positive qualities that make you unique, the more confident you can be about putting them into action!

NAME: _____ DATE: _____

1) WHAT ARE THREE THINGS YOU'RE GOOD AT?

(EX. WRITING, GIVING ADVICE, A PARTICULAR SPORT, PLAYING AN INSTRUMENT, MAKING PEOPLE LAUGH, ETC.)

1. _____
2. _____
3. _____

2) ASK A PEER OR CLOSE FRIEND TO NAME THREE THINGS THEY THINK YOU'RE REALLY GOOD AT.

1. _____
2. _____
3. _____

3) ASK A CARING ADULT, LIKE A PARENT/GUARDIAN, TEACHER, OR RELATIVE TO NAME THREE THINGS THEY THINK YOU'RE REALLY GOOD AT.

1. _____
2. _____
3. _____

PART TWO: TURNING CAN'T INTO CAN

This guide will help you identify some areas where you'd like to see yourself grow. Sometimes limiting beliefs and ideas about ourselves can keep us down, but if you're willing to RISE UP to the challenge, your CAN'Ts may soon become CANs!

1) WHAT'S SOMETHING YOU FIND DIFFICULT AND WANT TO BECOME BETTER AT?

(FOR EXAMPLE, "I WANT TO BE BETTER AT PUBLIC SPEAKING")

I want to be better at: _____

2) NAME TWO ACTIONS YOU CAN TAKE TO HELP YOU IMPROVE IN THIS AREA.

(FOR EXAMPLE, PRACTISING A SPEECH IN FRONT OF YOUR FAMILY, SIGNING UP TO READ THE MORNING ANNOUNCEMENTS)

1. _____

2. _____

3) WHEN YOU TAKE THE ACTIONS ABOVE, WHAT WILL THE POSITIVE OUTCOME BE?

(FOR EXAMPLE, "I WILL BE ABLE TO SHARE MY IDEAS WITH MY CLASS.")

NOW, LET'S REPHRASE YOUR ANSWER TO #1 AS AN AFFIRMATION STATEMENT.

(FOR EXAMPLE, "I AM A GREAT PUBLIC SPEAKER.")

I AM: _____

FINALLY, LET'S REPHRASE #3 AS IF YOUR DESIRED RESULT HAS ALREADY BEEN ACHIEVED!

(FOR EXAMPLE, "I CAN SHARE MY IDEAS WITH MY CLASS COMFORTABLY.")

I CAN: _____



TIP! WHEN YOU FEEL LIKE SOMETHING IS TOO DIFFICULT: REMIND YOURSELF ABOUT ALL OF THE STRENGTHS ON YOUR "I AM ME!" PAGE! THIS POSITIVE OUTLOOK MAY BE JUST WHAT YOU NEED TO FACE ANY DIFFICULT SITUATION WITH CONFIDENCE!

HOW WILL YOU RISE UP?

An important part of the Rise Up workshop is discovering ways that your students can Rise Up in their own communities, working to give back, advocate, and create positive change. The following suggested activities will help you, as a class, choose a cause in your community and how you can work together to support it.

If your class or school already supports a particular charity or cause, adapt the following methods to help find specific ways your class can contribute in a more meaningful way to this CHOSEN cause.

1. Over the course of a few days, have students watch the news, read newspapers, and search the web for local charities and issues in their community. Task each student with bringing in an example of something happening in the world or in their community for which they feel they can do something to help.
2. Divide the class into groups of up to 5 students. Give the groups time for each member to share their cause with their group, in two sentences – group members can ask questions if they need further information. Have the group vote on the cause they’re going to focus on today. (If students feel very passionate about a particular cause not chosen by the group, remind them that this doesn’t mean they can’t support the cause – in fact, they should learn more and find a way to get involved!)
3. As a group with a chosen cause, give groups some time to come up with a list of three ways they can help. (e.g. Raising funds, organizing a community awareness event, or writing to community leaders.) These should be realistic, concrete actions that they themselves can take.
4. Explain the concept of a tableau – a tableau is a frozen picture, without movement or sound, like a single freeze frame from a movie or play. It’s performed facing an audience, and students should take note of things that create interest in their picture, like facial expressions and the use of levels. Each group will be creating four tableaux:
 - a. The current situation around their issue
 - b. What the situation will be like in five years, without their help
 - c. What the students can do to help
 - d. What the situation might look like in five years, with their help and the help of others

Give the groups time to create and rehearse, circulating throughout. Each tableau should be held for a count of 5. If you like (and if your class can focus with music on), play “Rise Up!” in the background while they’re working on these. Allot at least 15 minutes for this process.

5. Each group performs their four tableaux for the rest of the class, first introducing their issue in one to two sentences, then acting out their tableaux. It may help for you to count out loud to five for each tableaux, telling students when to transition.

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6. After each group, ask the audience to clarify what they saw in each tableaux. What's the current issue? What will the result of inaction be? What can we as a class do to help, and how will that help? Ask the group to chime in for clarification.

7. After all of the groups have presented, have a class discussion about what the students just witnessed. Use the following discussion questions as a guide:

- a. How did it feel to create the second tableau, where you saw what would happen if no one took action?
- b. How did it feel to create that third and fourth tableaux – where you explored the actions you could take, and the results they might have?
- c. In your own group, which scene was your favourite to create, and why?
- d. Before today's activity, did you think there was anything you could do to help with these issues?
- e. Which cause do you feel most inclined to support, and why?

8. Encourage the class to continue to think about all of these important issues, and what they can do in their daily lives to continue to help and support others. However, today, as a class, students will vote to select one of these causes as a focus to work on together this year. Emphasize that this isn't a competition between the groups – this was a process to help everyone learn together about issues and things they can do that they may not have been previously aware of. If necessary, step away from this for a bit, whether with another subject, a break, or recess, then come back to a vote afterwards.

Now that your class has chosen a way to Rise Up, find ways to incorporate your chosen cause into your daily classroom life! Maybe there's a way to word some of your activities in math or languages to center around this cause, or maybe there are inspiring guest speakers in the community and beyond who can visit your classroom in-person or virtually. Explore "Keep the Momentum Alive", starting on page 13, for further ideas to keep Rising Up after the workshop. Explore "Keep the Momentum Alive", starting on page 13, for further ideas to keep Rising Up after the workshop.



THE POWER OF MUSIC – ANALYZING MUSIC

1. Listen to LIZ LOKRE’s “Rise Up!” If equipment in your classroom allows, watch the video together.
https://www.youtube.com/watch?v=ENpRXass0_M
2. Have a brief classroom discussion about the video. What are the students’ reactions to the song? What do they feel the message of the song is?
3. Provide students with the lyrics sheet found on page 12
4. Review the following elements of music:

*Note: This activity is not meant to introduce these concepts for the first time, but rather reinforce previously taught concepts and introduce the idea of analyzing a piece.

- a. **RHYTHM** – Rhythm is how we measure time in a piece of music. When you tap your foot to music, you are following the rhythm. Rhythm consists of three parts: Duration (how long a sound lasts), Tempo (the speed of the beat, described in beats per second), and Meter (how the beats are organized into patterns.)
- b. **MELODY** – That part of the song that sticks with you is the melody. Officially, it’s described as a series of pitches – pitch is the highness or lowness of a musical sound.
- c. **DYNAMICS** – Dynamics describe how loud or quiet the music is – not just overall, but how those dynamics change over the length of the piece.

In a more advanced class, you may also want to cover:

- d. **HARMONY** – Harmony combines pitches into chords – several notes played or sang simultaneously. Harmony can be described as Dissonant – a harsh-sounding combination, or Consonant – a smooth-sounding combination.
- e. **TIMBRE** – While instruments and voices can play the same note, or pitch, they sound different – you can tell the difference between a piano and a tuba. Why? That’s the timbre, the way each instrument and voice produces its own unique sound patterns. The different pitches on an instrument, whether very high and “bright” or very low and darker, can also be described as different timbres.
- f. **TEXTURE** – Texture refers to the number of individual lines, or melodies in the piece, and how they relate to one another. Texture can be Monophonic – one melody, no harmony; Homophonic – two or more notes sounding at the same time, but with a strong melody supported by a less intricate accompaniment; Polyphonic – two or more completely independent melodies sounding at the same time.

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5. Think, Pair, Share – divide the students up into pairs. Each pair can take one of these musical elements and discuss the following questions:

- a. Describe the [rhythm/melody/etc.] of “Rise Up!” Does it change throughout the song?
- b. How does the [rhythm/melody/etc.] emphasize the song’s message? Be specific – “the dynamics in the chorus make the words “Rise Up!” louder than the rest of the song, emphasizing those words”, “the steady beat encourages you to make steady progress towards your goal”, etc.

Give students about 10 minutes to discuss this and jot a few ideas down, then collaborate as a class.

6. Encourage students to start looking for these elements in the music they listen to every day. How do these elements contribute to the message of the music they’re listening to? Is the music always in support of the lyrics, or do they seem to be fighting against one another? How do these elements of music affect how we, as listeners, interpret the meaning of a song?



EXTENSION: CHOOSE A “SONG OF THE WEEK” TO LISTEN TO AS A CLASS ONCE A DAY FOR A WEEK, AND THEN DISCUSS THE SONG IN THE SAME MANNER AS PART OF FRIDAY’S CLASSROOM ACTIVITIES. THIS CAN EXTEND INTO OTHER SUBJECTS – THE LYRICS AND MELODY MAY LEAD TO FURTHER EXPLORATIONS IN SOCIAL SCIENCE, LANGUAGE, ETC.



RISE UP! LYRICS

WRITTEN BY: LIZ LOKRE, ADRIAN X & SUPA DUPS

VERSE 1:

Can't you feel that its warmer now that the winter's gone?
Ever been part of something to right that it feels wrong?
If true love makes you blind, that's hypocrisy
In this beautiful wasteland but I can barely see

Oh do you really want to live before you die?
Oh do you really want to live before you die?

CHORUS:

We're gonna feel like we never felt before
Do you know what you're fighting for?
When you gonna Rise Up, everybody stand up!

VERSE 2:

They can call me a sinner, yes they may criticize
Because yesterday's glory will be today's demise
I built my walls upon the solid ground
Freedom it echoes but I don't hear a sound

Oh do you really want to live before you die?
Oh do you really want to live before you die?

CHORUS:

We're gonna feel like we never felt before
Take less maybe give a little more.
When you gonna Rise Up, everybody stand up!
We're gonna feel like we never felt before
Do you know what you're fighting for?
When you gonna Rise Up, everybody stand up!
Everybody Rise Up!

Tell me when are we gonna Rise Up
Oh my soul when you gonna stand up

CHORUS:

We're gonna feel like we never felt before
Take less maybe give a little more.
When you gonna Rise Up, everybody stand up!
We're gonna feel like we never felt before
Do you know what you're fighting for?
When you gonna Rise Up, everybody stand up!

Everybody Rise Up!



POST-WORKSHOP ACTIVITIES: KEEP THE MOMENTUM ALIVE!

All right! The workshop's over, the students have identified their strengths and goals for personal growth, you've chosen your cause and they're ready to take on the world. But...what's next? How do you keep that momentum going for the rest of the school year? This next part of our Teacher Resource Guide is here to help you out.

I. MAKE TIME TO 'RISE UP'!

It's important that students continue to further your chosen cause or support your chosen charity throughout the year, and that it becomes part of your classroom's culture rather than a one-time activity. In order to promote continued activity with the chosen cause, encourage students to provide weekly to monthly updates and set aside time for cause-related activities, like hats for the homeless; time for a weekly update on funds raised that week; or time set aside for discussions of issues in the news that students may have questions about, but no space to ask them.

It's also important that students are continuing to work on their personal growth goals, and are actively following through on their plans to reach their goal. Have students pair up with one other student in the class of their choosing. Each week, set aside some time for these pairs to get together and discuss what they've done that week to work on their goals. Set aside some time at the end of the year for students to (optionally) share their goal with the class – perhaps they wanted to work on their public speaking or learn to play an instrument. Give these students a platform to share their new skills.

2. BUILDING AWARENESS

Let the community – both your school community and your community as a whole – know about your cause!

I. Start a class blog – there are numerous websites available now to set up a free blog, and your students will be excited that they can share their posts with friends, family, and even Liz (we'd love to see what you're up to!). Tweet a link to your post to @RiseUpMovement and include #RiseUpMovement, or email it to education@mh-rth.com. Logistically, students could handwrite posts and hand them in to you, or there are ways to moderate a blog so that you can approve all posts typed directly on the platform before they are posted. Experiment with what will work best for you and your students. Aim for a post per week.

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2. Does your school have a Twitter or Facebook account? Work with administration to create posts with pictures of how your students are working to Rise Up in their community. Remember to include #RiseUpMovement.
3. Have the class research different organizations in the surrounding area who also support their class. Plan field trips to visit or work with these groups, or invite a speaker in to speak with the class.

RESPONDING TO THE PRESENTATION

Students may find they want to respond to the presentation in a number of different ways. Set aside some visual space in your classroom, and encourage students to find a visual way to respond to the presentation – they may want to write about how the performance made them feel, the things it made them think about, or how it inspired them to work on the goals they discovered in their Inspiration Guide. Students may also want to respond through art.

As a more formalized project, scan newspapers and online music news sites for reviews of concerts, and have students discuss the key elements of a review. Students can then write their own review of the presentation.

RESPONDING MUSICALLY

As part of this Teacher Resource Kit, you have access to a special backing track of “Rise Up!”.

Play the backing track for the class and provide students with LIZ LOKRE’s lyrics. Have students break into groups and create their own lyrics to the song that matches the classroom’s chosen cause.

If your class is up for it, record these songs and email them to education@mh-rth.com, and post them on your school’s twitter feed with the hashtag #RiseUpMovement to share them with other Rise Up! schools.





WE'D LOVE TO SEE YOUR STUDENTS' WORK!

If you have feedback you'd like to share with us, please email photos/scans to education@mh-rth.com. Alternatively, you can mail things to:

The Corporation of Massey Hall and Roy Thomson Hall
ATTN: Vanessa Smith/Education and Outreach
60 Simcoe Street, Toronto, ON M5J 2H5

"RISE UP!" DANCE BREAK

"Rise Up!", as a song, encourages students to remember their personal goals and power within themselves to create positive change. Have students refer back to their Inspiration Guide throughout the year, especially when things get tough. When the class seems out of hand or demotivated, try a "Rise Up!" Dance Break, using the included clip of the chorus. It's a thirty-second opportunity to move about, shake off a foul mood, and remember what drives them and keeps them going.

THE RISE UP! RALLY – SPRING 2018

As participants in the Rise Up! Workshops, your class is automatically invited to Massey Hall's Rise Up! Rally in Spring 2018. This rally will bring together students from across the GTA, sharing their message of personal growth, global citizenship, and social change. This rally will feature performances and talks by LIZ LOKRE and friends, and the opportunity for students to present their Rise Up! projects visually and orally. Stay tuned to your email and the Rise Up! website, <http://riseupmov.org>, for more details and a date.





**MASSEY
HALL**



**ROY THOMSON
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The “Rise Up” Teacher Resource Kit

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