RESEARCH, RHYTHM + RHYME FOR HEALTHY COMMUNITIES

FACILITATOR MANUAL

Supported by wellcome trust

SCIENCE SPAZA
Knowledge is Ncah!

Jive Media Africa

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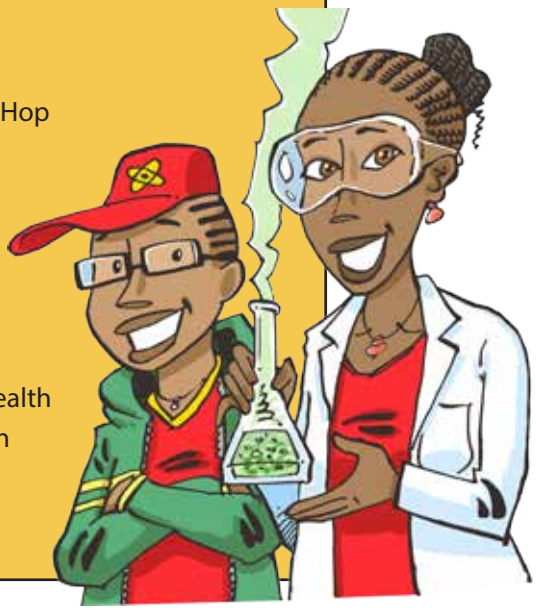
Introduction

Thank you for your interest in this programme.

This manual is intended to help you to facilitate the Hip Hop Health – Research, Rhythm and Rhyme programme.

The programme can be facilitated by teachers, scientists or others interested in working with young people to help them engage with the critical issues facing people and our planet.

Through the popular and powerful medium of music, health topics can be explored at a deep level. Young people can become agents for change on issues which affect them through solutions which they played a part in creating.



Overview

This programme focuses on the issue of water-related illnesses, which affect our communities. The programme takes place in three phases.

Learners will be given an opportunity to:

1. Identify issues in water and health affecting them and their communities (agenda setting)
2. Conduct research in their schools and communities to learn more about the problems and to propose solutions in the areas of Water-borne diseases, Water-washed diseases and Water quality (planning and conducting research)
3. Host an event in which they can share their research learnings with their peers and communities (research dissemination).

How to use this manual

This manual will help you to facilitate research projects in water and health. It outlines the steps that you should follow to make your project a success.

This manual should be read together with the three research guides which learners will use to conduct their research.

The facilitator will need to assist learners throughout these research projects.

1. Take some time to look carefully through the research guides, and see how each research task should be done and what is needed (what resources are required) for you to do each of them.
2. Consider whether your group will be able to do all of the research projects, or only some of them. Each child is likely to participate in one of the research tasks, not all three.

3. Once you have decided which tasks will be done, take some time to ensure that you have all the necessary equipment and a good understanding of the tasks.
4. Refer to this manual on an ongoing basis to ensure that you are on the right track, and pay attention to any important ethical or safety issues.
5. Have fun! The intention behind the research tasks is first and foremost to create engagement with science, giving young people the chance to explore whether a career in science may be of interest to them.

Engaging young people through music

Science can be intimidating, especially if you have never had the opportunity to engage properly with the subject. Music, however, resonates with everyone and can be enjoyed by anyone. This programme uses music as a tool to educate, but also to help young people spread their knowledge. Mostly it gives young people an opportunity to be creative and to express themselves – critical skills for young scientists. Music is fun and the learners should look forward to using it to communicate to their families and communities.

Remember to use and share the tracks supplied with this manual – they were created through a process identical to the one you are embarking on. Use them as energisers and inspiration.

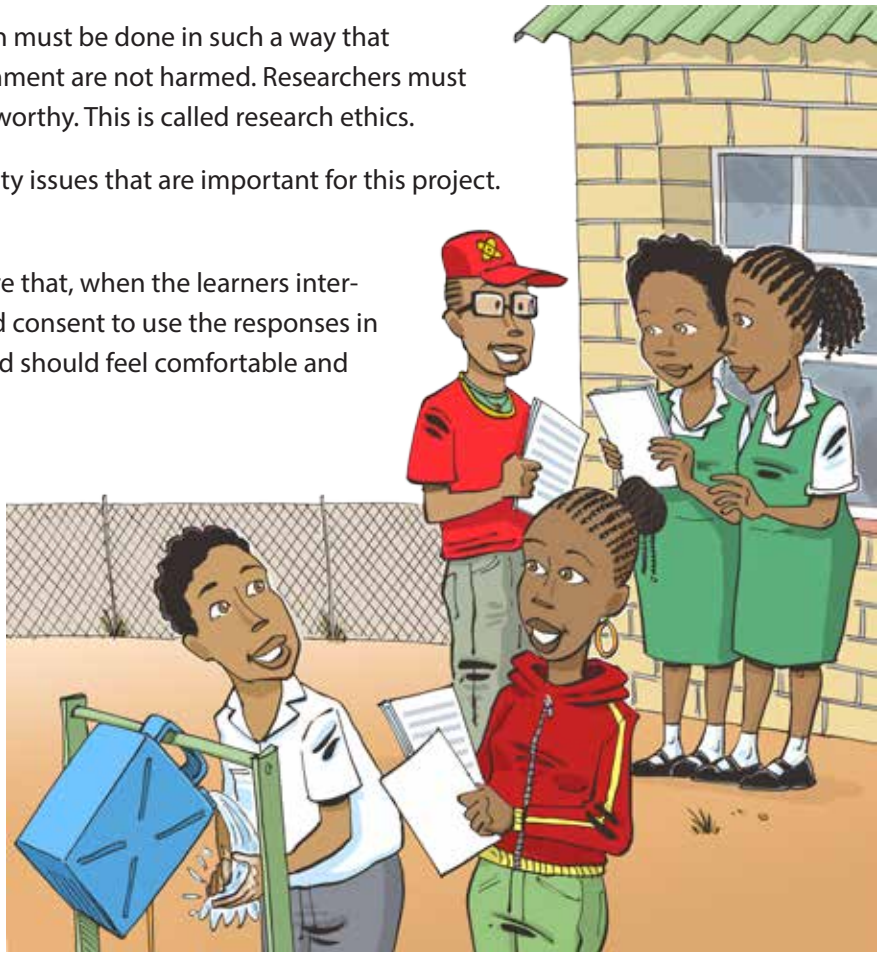
Some important considerations

Research ethics

It is very important that research must be done in such a way that people, animals and the environment are not harmed. Researchers must ensure that the results are trustworthy. This is called research ethics.

Think about the ethical and safety issues that are important for this project. Write them down.

For example, you need to be sure that, when the learners interview anyone, they have received consent to use the responses in their research. Everyone involved should feel comfortable and safe.



NOTE: *Read 'Keep it fair and safe', which summarises some principles of research ethics, on page 2 of the worksheets.*

Safety

Adult supervision is essential in order to make this research project successful. The adult can be a teacher, parent, member (club leader), researcher, etc.

The Hip Hop Health Programme

The following outline will help as a guide to the projects and it will assist the facilitator to make sure all steps are done properly.

PART 1 - Agenda setting - Identifying the issues

This part of the project allows the learners to identify important issues for research. You can play the Hip Hop Health CD to draw the learners in and see what issues other learners discovered.

1. Gather all the learners who will be participating in the research project and give them large pieces of paper to draw maps of their areas.
2. Ask them to draw the water sources (all the places where they get water).
3. Ask them to show where health problems associated with water exist.
4. Discuss what problems the learners have mentioned and indicate that some of these will be researched further.

PART 2 – Research

Why do we do research?

Most of the things we do on a daily basis are based on common sense: what we are told by other people, personal observation and experience, and what we think is right.

There are problems and conflicting theories that the world/society is facing. We need to understand them better in order to find solutions to those problems. This is one of the reasons we do research. Research helps us develop new ways to do things and understand the causes of different problems, so that we can develop solutions.

Choosing your research project

These projects require a variety of materials and access to different water sources, so learners must decide which of the projects would be most suitable for them to conduct. If they feel that they could do them all, encourage them to do so. Remember it may take some time to get all the necessary equipment together. Plan for this.

Planning the research activities

Roles and responsibilities

Learners should divide themselves into groups and assign tasks for each member to complete. Deadlines should be agreed to ensure that everyone contributes effectively.

Equipment

As mentioned above, there are certain tools required for some of these research projects that aren't common household items. If your group is lacking these tools then you must contact:

Science Spaza
Email: info@sciencespaza.org
Tel: 033 342 9380/2
Cell/WhatsApp: 076 173 7130

Supervision

As a facilitator, the learners should be able to approach you for any information regarding their research. Ensure that you are equipped to assist them by understanding the project yourself or guiding them to where they may find the information. These projects should also be done in a safe environment, so it is the facilitator's responsibility to ensure this.

Research schedule

Use the research cycle and the deadlines established by the learners in the groups to create a timeline that will help you gauge how much time needs to be allocated to parts of the project. The learners should be given enough time to complete all the sections, but also have an idea of when they need to be finished.

Doing the research

Learners can use the internet, libraries, school textbooks and any other credible sources to gather information on their topic. Learners should try to understand the science behind what they are doing in the projects. The worksheets will provide guidance on what the learners should be researching.

Data collection

To ensure that their information is valid, learners will use a combination of quantitative (numbers and graphs) and qualitative (interviews and observations) data collection methods. This will teach the learners about the different ways that they can go about doing their research.

Analysing results

Students will have the opportunity to gather their data and present it in a manner that they think will best communicate their findings. Graphs, 3D models and tables are some of the different ways that they can accomplish this.

Drawing conclusions and making recommendations

Learners will need to then look at their data and think about how their findings affect both them and the world around them. They can then make some suggestions on how they can start fixing the problems that they researched.

PART 3 – The power of music

Hip Hop and science

This is the section of the project where the learners can really be creative. Encourage the learners to to write a song about their research topic and their findings.

Choosing a key message

It should be simple and educational. Use the information gathered as the foundation of the song. Help the learners choose a key message for their song.

Creating a rhythm/beat

Having a great beat can make a song, even if the lyrics are not interesting. The learners should try incorporating different rhythms to come up with a fun song. Instruments are not essential as anything can be used to make a beat. However, if the learners want to use instruments, it is encouraged.

Adding your learnings

Be sure that the songs do indeed contain scientific information. The research and findings are the most important thing about the songs, so each one needs to tell the listener about the topic and what the students have learned.

Testing your knowledge

Allow the learners to test their knowledge by trying out the songs with their classmates. Let them make changes if necessary. The songs will demonstrate how much the students have learned as well as educating the listener.

Planning a concert or event

The learners should be able to perform their songs to their families and community, so find a location where people can gather, such as their school. Get permission from the relevant authorities and host a concert. Be sure that the students have all they need for the shows. If there is no access to sound equipment then alternative plans should be made ahead of time. The important thing is that the learners should have the opportunity to perform.

The importance of sharing research

Access to information is a big concern, especially academic information. Not everyone has the opportunity to go to well-equipped schools or has the money for reliable internet or books, so there is a large information gap in this country. Freely sharing academic information is just one of the ways that we can combat this issue. Education is a right, not a privilege.

Sharing your music

While learners may want to record or share video of their songs and performances remind them that they have a right not to be recorded and this should be respected.

Wrapping it up

We want this programme to be fantastic! Can you help us by having a discussion with those participants who are willing and sending us your comments?

Discussion

You could open the discussion with something like this:

"This project was about researching water and health, and about using Hip Hop to tell people what you learned. To improve the programme, the team at Science Spaza would like to hear about your experiences of both the research and the Hip Hop. You don't have to be part of this discussion if you don't want to be."

If the learners are willing, guide the discussion to understand their responses to the programme. Here are some questions that may help them to share their experiences:

Questions about the research

1. From the activity or activities that you did, what did you find challenging?
2. What did you learn about research ethics through the project? Were there any challenges with getting consent from your parents or guardians to participate in the research?
3. What did you learn about research methods?
4. What did you learn about analysing data in a research project?
5. Did you learn anything new about the way that you present your results?

Question about the music

1. Were you comfortable to use Hip Hop and Rap in writing and performing? Why or Why not?
2. Did you find it easy to express your results in the form of music? What were the challenges?
3. Did the music help you to understand and remember the ideas?

Questions about the project in general:

1. As a person, did you change at all through participating in the whole project? If yes, how?
2. If you could do anything differently on this project, what would it be?

Thank the learners for participating in the discussion.

Responses can be sent to:

Science Spaza, P.O. Box 22106, Mayor's Walk, 3208
WhatsApp us on **076 173 7130**
or email us at **info@sciencespaza.org**

Hip Hop Health – Feedback

Name of Science Spaza Club: _____

School: _____

Province: _____

Facilitator's name: _____ **Contact Number:** _____

Number of learners who participated in

Activity 1: Water Washed Diseases _____

Activity 2: Waterborne Diseases _____

Activity 3: Water Quality _____

Did the learners write and perform Hip Hop and Rap songs? _____

_____

Discussion Questions

What worked well? Where can we improve?

The research _____

_____

_____

The music _____

_____

_____

The project overall _____

_____

_____

Any final comments? _____

_____

Responses can be sent to:

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Hip Hop Health

Research, Rhyme and Rhythm for Healthy Communities

Science Spaza is an initiative of Jive Media Africa. Find out more at www.sciencespaza.org