

Short Activity Title	"RAP-IT-UP"
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Topic	The artist in you
Competences	Cultural awareness and expression / Communication in the mother tongue / Digital competence
Level	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Difficult
Age Group	13-15 years
Duration	3x40 minute or 2x1hour lessons
Aim of this lesson	The artist in each student emerges as well as their awareness of European partner countries, coupled with information on how to avoid copyright infringement.
Introduction	<p>Students make a short, musical advertisement, using open-source and royalty-free materials promoted on the Creative Commons (C.C.) site. This hands-on experience is expected to give them insight into how much work artists put into the making of a product and how copyright infringement can affect them personally. This experiential procedure will also show them what the various types of CC acronyms mean practically, making them aware of how to avoid infringements so leading to a better use of Internet resources.</p> <p>The topic of the video is a "rapped" ad which attracts young tourists to a European country of their choice. Part of the production process will involve the use of adjectives and nouns which reflect the name of the country chosen by the students: enhanced cultural insight of some European partner countries is expected.</p> <p>Through the use of applications including PowerPoint, Video tools, creating accounts at uploading sites (YouTube, or other video upload site), uploading of videos and basic computer processes, the students acquire digital competence.</p> <p>Last of all, through the comparative process of making a rap song in English, students will gain insight into improving communication in the mother tongue.</p>
Tools	<p>1. Internet access: a Smartphone; a laptop/net book or workplace in a computer lab.</p> <p>2. Video camera or a sensitive webcam or alternatively, a good Smartphone camera.</p> <p>3. Applications for creating video: Windows Moviemaker or other Free app. on the Internet.</p> <p>and if a voice over video ad,</p> <p>PowerPoint (Microsoft Office is not a freeware) or open source equivalent apps like Open Office 4 Presentation (which is a freeware)</p> <p>and</p> <p>A decent microphone for recording voice over.</p>

4. To help students find rhyming words for their rap song, this website is really useful: <http://www.rhymezone.com>

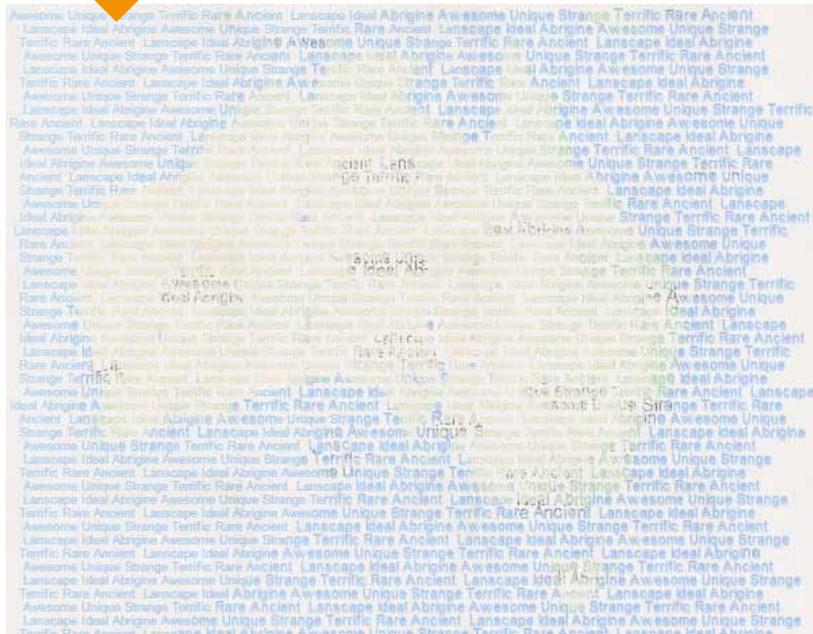
5. For a really beautiful and highly customised rap song text and country image, I found the freeware app Textaizer Pro, a mosaic text creator, which you can download at this link: <http://mosaizer.com/Textaizer/index.htm> really amazing and easy to use...see the images below for the result when I used the words:

“Awesome Unique Strange Terrific Rare Ancient Landscape Ideal Aborigine”

a. A good bilingual dictionary to obtain adjectives or nouns which describe the target country and are acronyms for the name, or online dictionaries like www.wordreference.com



Textaizer Mosaic Text app



Textaizer Mosaic Text app

Process

Step 1 – (15 minutes)

PREPARATION

Depending on class size, students should be divided into groups of not more than 3 students (reason: each one must be an active member of the group).

Tips on recording:

- Use a tripod or flat surface to lean on or else the camera will shake.
- Make sure there's enough light and the background is clean and not dark.
- Make sure there's complete silence and no noisy appliances in the room.
- Keep the mouth not too close to the mike.
- Empty rooms give echo, so furniture is better.
- Practice makes perfect, and the speaker should speak slowly and clearly more

Uploading a video

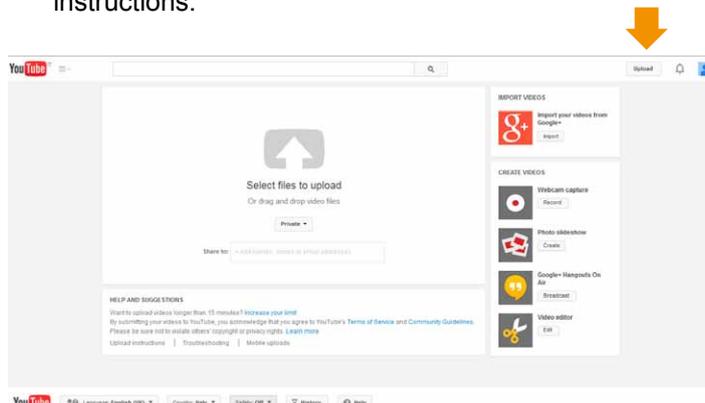
Opening an account

- Once your students have made their videos, they need to be uploaded so everyone can watch them. For this you need an account with YouTube ([http://www.youtube.com/.](http://www.youtube.com/)) Follow the instructions on the site to open an account.

Upload

Example: YouTube

- In your account, the site has an **Upload** button. Click this and follow the instructions.



(Check YouTube accessibility in your country)

Naming the video

- In the title of the video, start with *Rap-it-up* and then the name of the video, for example: *Rap-it-up Visit Australia Ad* or *Rap-it-up Finland Ad*. This will make it a lot easier to find other videos made by students for this project.

ICT SKILLS

- Training them to use applications like Textaizer Pro for promotional material or other applications which might be useful for recording.

Step 2 – (25 minutes)

LEAD IN TO THE TOPIC

- a. The teacher should talk to the students about creativity and copyright (this information could be prepared in advance by visiting www.webwewant.eu.)
- b. Ask students to answer the questions about copyright in their worksheets (Part 1), then check their answers at www.webwewant.eu (answers to page 43.)
- c. After they understand the consequences of breaching copyright, they should be asked about the kind of material they in turn upload to the Internet.
- d. Get them to write this down in the worksheet (Part 2), indicating how they feel about others being able to do whatever they want with this personal creative material. They should note down these feelings in the space provided on the worksheet, to compare with other groups.
- e. Students then visit the Creative Commons (C.C.) website at: <http://goo.gl/acxxzl>, to answer worksheet questions (Part 3) about the different types of licences available. Tell them they will use this information later when choosing the type of licensing best suited to their work. They should then follow-up this activity by visiting the webpage <http://goo.gl/2Qyi> to explore the possibilities offered by numerous websites to download C.C. materials ranging from music, images, videos etc.
- f. For CC0 licensed music, they should visit the website (during after school hours): <http://freemusicarchive.org>, and before making a search for suitable music for their rap song, listen to the useful webinar about how to use the music and how to licence their work with CC licences: <http://youtu.be/ll6Z6uJ1E2E>.

Step 3 – (40 minutes)+ (40 minutes recording time)

THE TASK (Part 4 Worksheet 6.1)

After preparation and brainstorming, the teacher should explain to students the task which they have to tackle—the situation is the following:

“The Mayor of the capital city of your country asks your advertising agency to increase the national youth tourist influx by producing a promotional video which will be shown on TV, the website of the National Tourist Board and at the cinema.”

The students are to pretend to be from a European country different from their own, and consequently will have to, in groups:

- a. Choose their adoptive country, from the following lists:

5 Letters	6 Letters
Italy	Cyprus
Spain	France
Malta	Greece
	Latvia
	Poland
	Sweden

- b. Depending on whether they have Internet access or not, find nouns or adjectives which describe their adoptive country and are part of the letters which compose its name (see example for Australia above in the tools section) from their online or paper dictionaries. There should be enough for each letter of the country's name so as to be able to form a rap song made up of strings of words. Next,
- c. Create a poem, not necessarily made up of sentences, but include all the words they found in step b and which they will subsequently use for the production of a rap song which accompanies slides or posters with images they procure in C.C. websites (Flickr for example). Subsequently,
- d. Opt for a:
- Student(s) who is(are) directly filmed while rapping the song and pointing to posters/maps/promotional material produced (see Textaizer Pro)
- OR
- Voice Over presentation (PowerPoint or Open Office Presentation) with background voice(s) rapping while the slides progress. *In this case, the students should previously prepare the presentation, with only recording during the lesson.*
- In both cases, the video must not exceed the limit of 1 minute (but 30 seconds should be encouraged...remember it's an ad!).
- e. Choose a C.C. licence type from the relative website at the following link <http://creativecommons.org/choose/> (choose your language from the box at the bottom of the page) and copy the code supplied to add to the website for uploading.

Follow up options

The videos uploaded could be watched by other students in the school, if the school has a website they could upload to, or by other students around the world, if the Google or YouTube URL is communicated to them.

The activity could become quite competitive and professional if an element of suspense is created by a student judge panel choosing a winning ad with a final prize!

Links

Lesson plan based on the booklet aimed at a Safer Internet:
"The Web We Want – Young and Online – Activities by young people for young people" which can be downloaded at the website:
www.webwewant.eu

For infringement of copyright:
 Nominet (2012), Are you an accidental outlaw? (online),
<http://accidentalloutlaw.knowthenet.org.uk/question1>

Creative Commons licenses from: <http://creativecommons.org>

Customisable source images from www.flickr.com

Product mosaic text images made with Textaizer Pro download at:
<http://mosaizer.com/Textaizer/index.htm>