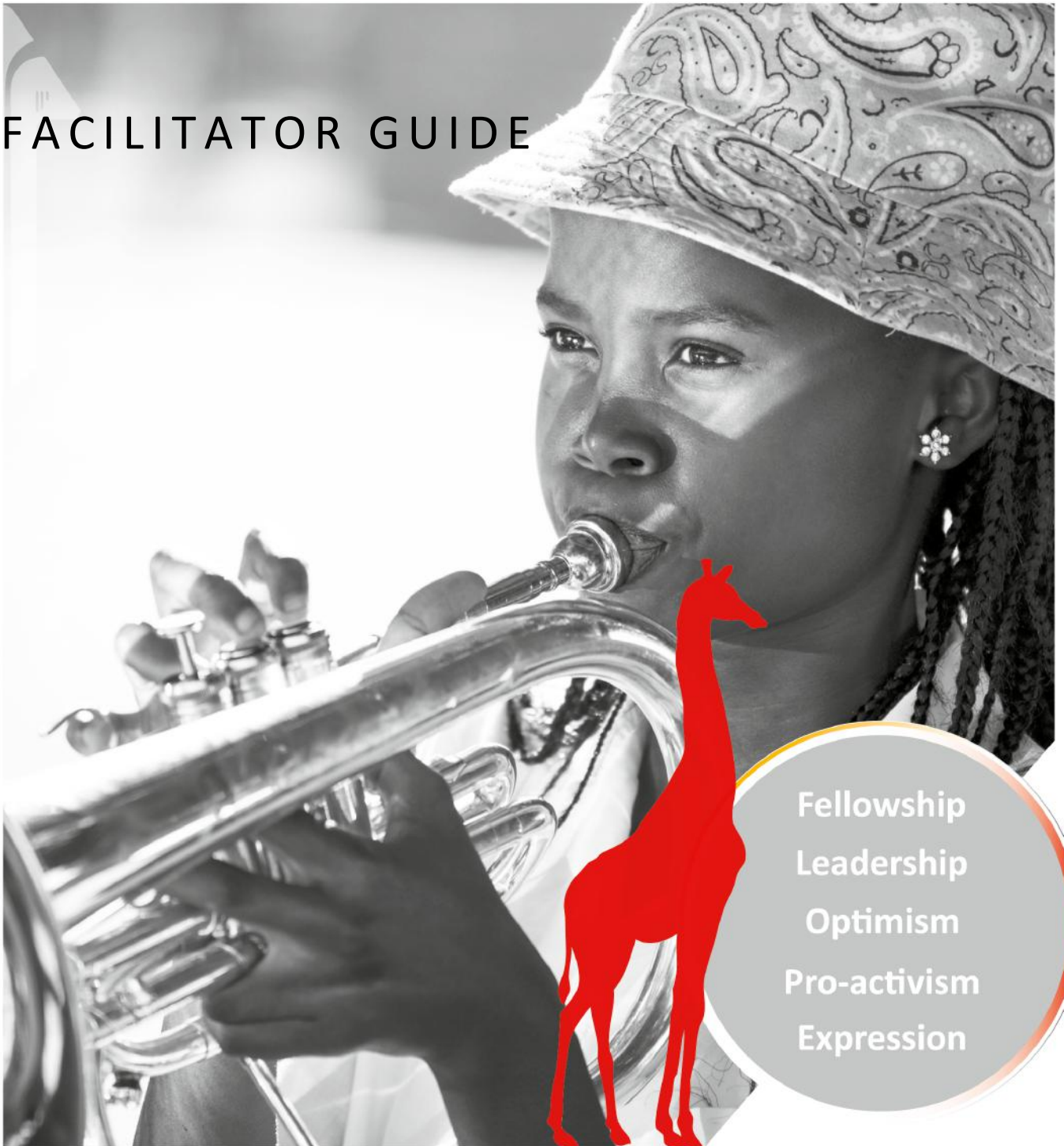




MUSIC AND HEALTH

FACILITATOR GUIDE



Fellowship
Leadership
Optimism
Pro-activism
Expression

flope

TABLE OF CONTENTS

TABLE OF CONTENTS	3
FACILITATOR INTRODUCTION	5
LEARNER INTRODUCTION	5
CHAPTER 1	6
1. WHAT IS MUSIC	6
1.1. SKILLS AND KNOWLEDGE TARGETED IN THIS CHAPTER	6
1.2. MUSIC – SOUND AND SILENCE	6
1.3. WHAT IS MUSIC TO YOU?	6
ACTIVITY 1: “WHAT IS MUSIC AND DANCE”	7
1.4. THE SOCIAL ROLE OF MUSIC	8
ACTIVITY 2: “MUSIC AROUND US”	9
1.5. PUT INTO CONTEXT	10
CHAPTER 2	10
2. WHAT IS HEALTH	10
2.1 SKILLS AND KNOWLEDGE TARGETED IN THIS CHAPTER	10
2.2 HOLISTIC HEALTH	11
2.3 THE THREE ASPECTS OF HOLISTIC HEALTH	11
2.4 PHYSICAL HEALTH	11
2.5 MENTAL HEALTH	12
2.6 SOCIAL HEALTH	12
ACTIVITY 3: “MENTAL AND SOCIAL HEALTH”, “THE THREE ASPECTS OF HOLISTIC HEALTH”, “MY OWN HEALTH”	12
ACTIVITY 4: “FOUR CORNERS”	14
CHAPTER 3	15
3. PYRAMID OF NEEDS	15
3.1 SKILLS AND KNOWLEDGE TARGETED IN THIS CHAPTER	15
3.2 HUMAN NEEDS FOR A HOLISTIC HEALTH	15
3.2.1 PHYSIOLOGICAL NEEDS	16
3.2.2 SAFETY NEEDS	16
3.2.2 SOCIAL NEEDS	17
3.2.3 ESTEEM NEEDS	17
3.2.4 SELF FULLFILLMENT NEEDS	17
ACTIVITY 5: “PYRAMID OF NEEDS”	18
CHAPTER 4	19
4. RESILIENCE	19
4.1 SKILLS AND KNOWLEDGE TARGETED IN THIS CHAPTER	19

4.2 WHAT IS RESILIENCE?	19
4.3 WHAT MAKES PEOPLE RESILIENT?	19
ACTIVITY 6: “BUILDING RESILIENCE IN MEMBERS”	21
ACTIVITY 7: “ELEVATOR PITCH”	22

FACILITATOR INTRODUCTION

This material consists of a facilitator guide and a learner guide.

All content put in a **pink** box is background material on the theory. Use this to build the content of your lessons from and note that it is only present in the facilitator guide.

All content in the **light grey** boxes is only present in the facilitator guide.

Suggested class activity is in an **orange** box and is not written in the learner guide.

The time frame spent on each chapter is up to the discretion of the facilitator, depending on the time available.

Facilitator tips:

- Go through every topic thoroughly – it is better to spend more time on a few topics than to rush through the guide to cover everything.
- This material is a *guide* – the facilitator chooses the method of the content.
- Always remember to use examples taken directly from a field band setting, when possible. Some people find it difficult to understand metaphors and pictures, and are therefore not able to transfer their knowledge into teaching in a field band.
- Repetition is the key to success! Spend a lot of time reviewing what was done in the last session.

LEARNER INTRODUCTION

Music and Health is designed to educate Field Band Foundation (FBF) staff to give information on music and holistic health.

The course will be a mix of theory and activities that will strengthen your understanding and level of reflection on the topic of music and health.

Overall goals for the course:

- To get fundamental knowledge about the topic music and health, and understand the terms holistic health and resilience.
- To have a basic understanding of the relation between the activity of music and the members' sense of safety, belonging and mastery
- To challenge the level of reflection on these topics.

CHAPTER 1

1. What is music

1.1. Skills and knowledge targeted in this chapter

In this chapter we will talk about how we understand music. Before we start bringing the health aspect into the music, we need a common understanding and words to describe what music is. This chapter is to reflect on what music is to us personally and the role it has in the society, as well as to try to find a way to explain what it is.

1.2. Music – Sound and silence

From a very young age people are able to differentiate between what is music and what is other sound, but it can be very hard to put into words what makes some sounds music. One way of explaining it is to say that music is sound and silence put into a particular intended system.

“Music is sound and silence put into a system.”

Music consists of many elements, such as notes and rests, melody, rhythm, tension and release, harmony, volume, movement and dance. And, of course, many more!

Music can also make us feel happiness or sadness, loneliness and despair, joy and triumph.

There is a dimension in the musical sphere that cannot be communicated through words; it can only be expressed through or as music. The moment the language tries to express it, something is lost.

1.3. What is music to you?

Music follows us our whole lives; from when your mother sings to you as a baby, through your teenage years, heartbreaks, through festivities and so on. Music can mean different things to different people, and we also use it in different ways. What is music to *you*, might be noise to someone else. What is music to someone *else*, might be noise to you.

Activity 1: “What is music and dance”

15 minutes

What is needed:

A flip board (or something similar to write on) if as a group activity. A sheet of paper and pen for each participant if as an individual activity.

Why:

To reflect upon the meaning of music/dance for the individual, and that music is more than just the sound, and dance is more than just the movement.

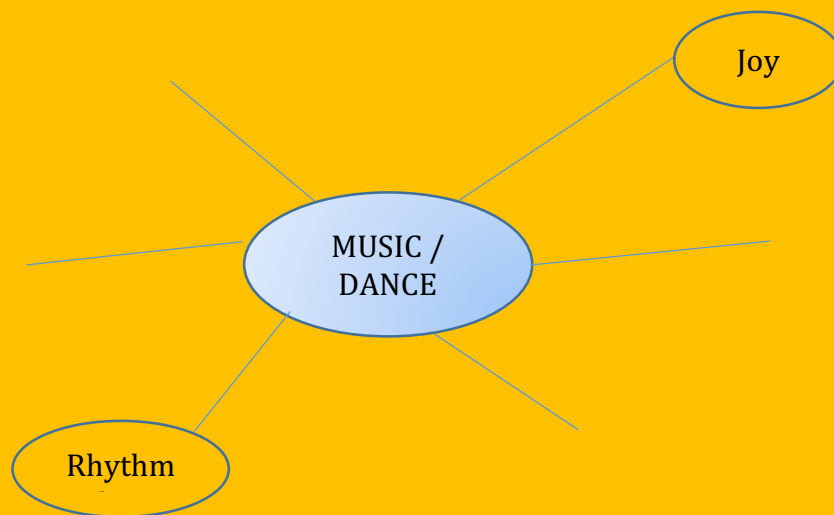
Who:

A minimum on one person. Age 12 +

How to do it:

As a **group** activity, write down “music/dance” in a circle in the middle of the board. Ask the participants what words they would use to describe music/dance, and write down the answers around the “music/dance” in the middle. Ask follow up questions.

As an **individual** activity, ask the participants to write down what music is to them on a sheet of paper that you hand out to them. Make some of the participants read their answers out loud and discuss.



Follow up questions:

- Are all these things related to the sound of music itself?
- Are all these answers related to the specific movement of dance?
- Which of these answers are related to our feelings?
- Which of these answers are positive?

1.4. The social role of music

Music is more than just the sound itself; it has a social role as well. By that we mean that music plays a part in a lot of social situations in our lives. Music is used when we gather – and also to gather us.

As humans we use music to communicate feelings, and to share moments with each other. Just think of how many places you hear music in your daily life – at funerals, in church, at a supermarket, in a taxi, at a wedding. Can you think of other places where you hear music?

Activity 2: “Music around us”

20 minutes

What is needed?

A flip board, or something similar to write on, if as a group activity. A sheet of paper (or a print of the table) and a pen for each learner if as an individual activity.

Why?

To reflect upon the different situations and places where music is used, and to reflect upon how it influences us.

Who?

The participants should not be younger than 14 years. You can have as many participants as you want.

How to do it?

This activity can be done on a flip board as a group exercise.

As a **group** activity, write down the tablet from below on the flip board. Ask the learners for situations and places where they hear music in their daily life. Write it down on the board. Ask follow up questions during the activity.

As an **individual** activity, ask the participant(s) to write down the table below, and fill it in on their own. Go through the some of the answers with the whole group afterwards. Ask follow up questions.

Write down some different situations and/or places where people use music in the society and your community, as well as what type of music this is.

Situation or place	What type of music is being used?
1. Example: Church	Example: Gospel
2.	
3.	
4.	
5.	

Follow- up questions:

- What does the music bring into these situations or places?
- Is the same music being used in all the different situations? Why/why not?
- Imagine you switch the type of music that is used in one situation and/or place, and moved it to another one. Would it fit? How would it change your experience (e.g. if the music from a braai was played at church, or the music from the club was played in an elevator)?
- Imagine if you removed all the music from these situations. How would that be?

1.5. Put into context

The activities in the FBF are music and dance, but just like music itself is about more than the sound, so is the FBF about more than just the sound of the music and the visual expression of a dance movement. The activity of music and dance creates a platform.

CHAPTER 2

Background on material:

In the Field Band Foundation we use the term “holistic health” and the definition of it from the World Health Organization (WHO). It states as follows:

“Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.”

We have moderated this a little, and left out “complete” from the phrase.

2. What is health

2.1 Skills and knowledge targeted in this chapter

In this chapter we will cover what a holistic understanding of health is. We will explain what we mean when we talk about mental, physical and social health, and how these affect each other. The goal is to create a foundation of understanding of the different types of health and the terms we will use about health in this manual.

2.2 Holistic health

When we talk about having good or poor health, a lot of people think about being ill or not. It is easy to understand that if someone has the flu or a broken leg then it affects their health. When we talk about health in this guide, we look at it in a broader perspective. Being healthy isn't only about **not** having the flu or a broken leg, but also about mastering and feeling good about your daily life. We talk about health in a **holistic perspective**, which means considering the **whole** person and the different aspects of the person when we talk about health. Being healthy isn't only about the absence of disease, it is also about your perceived quality of life; being happy and safe, mastering something, and finding meaning in your life.

“Health is a state of physical, mental and social wellbeing and not merely the absence of disease or infirmity.”

2.3 The three aspects of Holistic health

Considering the whole person when talking about health, means taking the physical, mental and social aspect of the person into consideration.

Physical health = the body



Mental health = the mind



Social health = family & friends



2.4 Physical health

When we talk about physical health we talk about a person's physical well-being. If you have the flu, your physical well-being will be reduced for some days. If you have broken a leg, you will be in pain. Some physical health challenges are easy to see, like a broken leg, while some can be impossible to see, like a headache or a bad heart condition. Physical health can be affected by genetics and biology, but also how you live your life. Physical health challenges can be big or small, and it will be different how well people cope with them.

2.5 Mental health

When we talk about mental health we talk about the emotional well-being of a person. Unlike physical health, challenges with mental health can be difficult to see. Mental health challenges can be big or small, and it will be different how people cope with them. If you are experiencing a lot of stress, your emotional wellbeing might be worse than it usually is. Or maybe someone in your family has passed away, and you're feeling sad. This will also affect your mental health.

2.6 Social health

When we talk about social health, we talk about a person's ability to form meaningful relationships with others and one's ability to manage social situations. Having a group of supportive family and/or friends is important for your social well-being. Healthy relationships with the people around you include elements such as trust, acceptance and respect.

Activity 3a: "Mental and Social Health"

10 - 15 minutes

What is needed?

Flip chart and a marker

Why?

This activity aims to give the learners a better understanding of mental and social health and how FBF/music and dance can contribute to improve it.

How you do it

Ask the learners to form groups of 2 and discuss the following questions:

1. How can FBF/music and dance improve your mental health?
2. How can FBF/music and dance improve your social health?

All groups will present at least three examples to both questions to the rest of the learners. Write all the examples presented on the flip chart.

Activity 3b: "The Three Aspects of Holistic Health"

15 minutes

Why?

This activity aims give the learners a chance to creatively work on remembering the three aspects of holistic health.

How you do it

1. Divide the learners into groups of 2-3 people.
2. Each group is to make a rap/rhyme/song/poem about the three aspects of holistic health.
3. Present the composition to the rest of the learners.

Activity 3c: “My own health”

30 min

Write down 1 thing in each box that can change your health in these three ways.

	Making it worse	Making it better
Physical health		
Mental health		
Social health		

Follow-up questions:

- Are some activities good for *more* than one aspect of your health?
- Is it easier to remember to take responsibility for your physical health than your social or mental health, or is it the same? Why/why not?
- Do any of the activities in FBF contribute to better health?
- What can we gain by reflecting upon what

Activity 4: “Four Corners”

30 minutes

What is needed?

7 different papers saying:

- 1 Music and dance
- 2 Good physical health
- 3 Good mental health
- 4 Good social life

- Wellbeing
- Quality of life
- Health

Why?

This activity aims to give a better understanding of:

- The correlation between musical activities and health promotion.
- Different aspects of holistic health
- What makes the participants happy, and what is important for them in life.

Who?

The participants should not be younger than 12 years old.

A minimum of 4 people.

Where?

In a big room or outdoors.

How you do it?

1. Make the participants stand in a square. Put out a piece of paper in each corner:

Music and dance

Good physical health (= the **body**)

Good mental health (= the **mind**)

Good social life (= **family & friends**)

2. Hold up the poster saying “Wellbeing” and ask the participants to place themselves in the corner with the paper that they think is the most important for their health.

Example: If you think having a good social life is most important for your health, go to that corner.

3. Repeat the same with “Quality of life” and “Health”.
4. During the activity, ask the participants **why** they chose their corners.

Ask follow-up questions during the activity:

- *What makes you happy?*
- *What could make you happier?*
- *Can music have a positive impact on your life? Why or why not?*
- *What does the word wellbeing mean to you?*

CHAPTER 3

Background on material:

The Pyramid of needs is a way of explaining human needs put into the system of a pyramid, where the different needs are of different importance. It is a theory within the field of psychology that was proposed by Abraham Maslow in 1943. Maslow developed the diagram to describe the pattern that human motivations generally move through.

In this guide we have modified the diagram as well as replaced some words and terms, to make it easier to understand.

3. Pyramid of needs

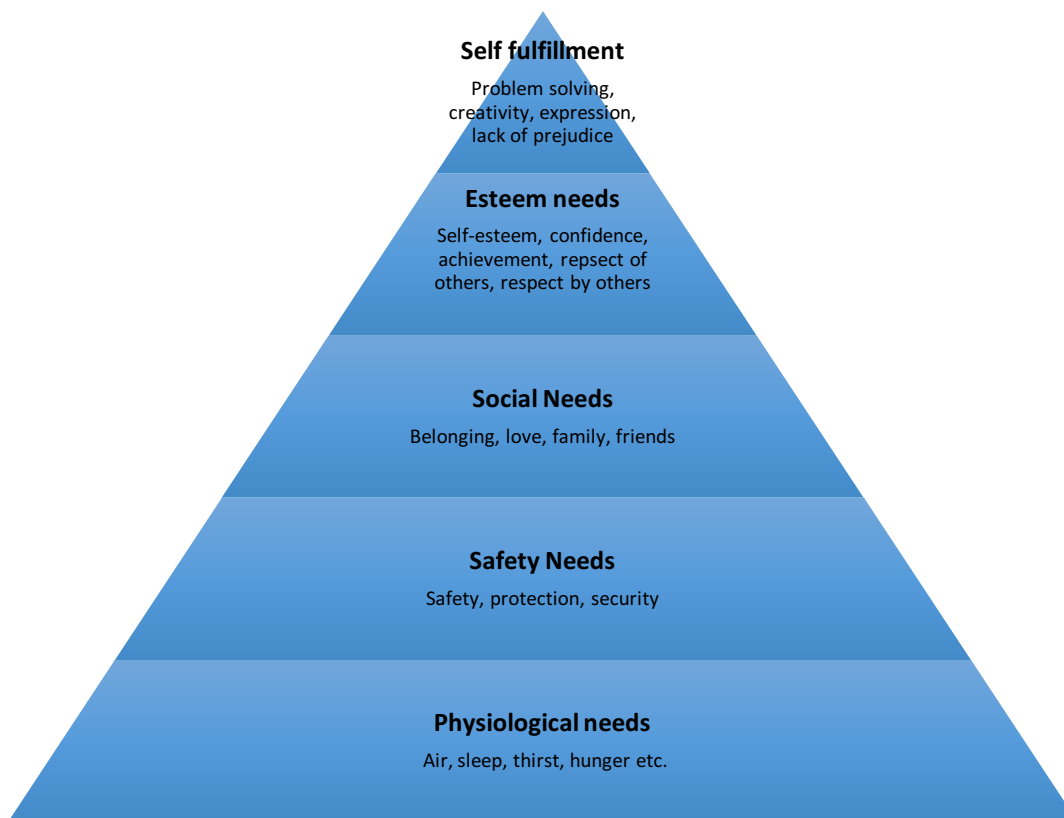
3.1 Skills and knowledge targeted in this chapter

In this chapter we will give a short introduction of the “Pyramid of needs”, how it is built up and how to understand and use it.

3.2 Human needs for a holistic health

All human beings have needs that they need to cover to feel good about their lives. This includes basic needs like food and water as well as needs for social belonging and love. Some needs are more important than others like air, food and water. If you don't cover these needs, you will not survive for very long. Other needs are social like love and belonging. You will survive without these, but you will feel better about your life if these needs are met.

On the picture below you can see one of the theories that are made to understand human needs. This pyramid is meant to explain how our needs are linked, and how they build upon each other.



3.2.1 Physiological needs

At the bottom of the pyramid, we find physiological needs. These are the basic needs that your body has, like breathing air, sleeping, drinking water and eating food. This is at the bottom of the pyramid because if these needs aren't covered, it's hard to focus on the needs further up in the pyramid.

If you are under water too long, the only thing you will be able to focus on is getting air. This will be your number 1 priority and you would probably be willing to go through danger to get it. Getting air will be on the top of your priority list.

If you are walking through a desert and haven't had water in a long time, you probably will not care about much else than finding water. If your only source of water was through danger, you would still do it because the need to survive is bigger than the need to feel safe.

3.2.2 Safety needs

Just above physiological needs like air and water, you find safety needs. This can mean to feel safe in different ways, and covers feeling safe from accidents or violence, to feel safe financially and to feel safe in your community. Feeling safe is a very important need for humans, and that is why we will prioritize it above our social needs.

3.2.2 Social needs

After physiological and safety needs are fulfilled, the third level of human needs involves feelings of belonging. Social needs in the need to belong and feel loved, to communicate and bond with other people. This need is often covered by family or close friends. Social needs can sometimes override the need for safety as witnessed in children who cling to abusive parents. Many people become susceptible to loneliness, social anxiety and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

3.2.3 Esteem needs

All people have a need to feel respected, and also to have self-respect and self esteem. We all have a need to be accepted and valued by others. Sometimes people engage in a profession or hobby to gain recognition, and these activities can give the person a sense of value. People with low self-esteem sometimes seek more respect and positive feedback from others, because they are not able to build their self-esteem on their own. When we are insecure about being good enough, it is easy to look to other people for them to tell you that you are good enough.

Low self-esteem can lead to insecurity, lack of mastery and a feeling of weakness and helplessness.

3.2.4 Self fulfillment needs

This need refers to the need we have to be the best we can be, and reach our full potential as human beings.

"What a man can be, he must be."

This need is expressed differently from individual to individual. Some people may strive to be the absolute best athletically; someone else might have a strong desire to be the perfect employee. For others, this need may be expressed through the wish to master an arts subject like music, dancing or painting.

Activity 5: “Pyramid of needs”

30 minutes

What is needed?

Copies of the "Pyramid of needs" for each of the groups.

A list with the different activities.

Why?

This activity aims to give a better understanding of:

Who?

The participants should not be younger than 15 years old.

A minimum of 4 people.

Where?

In a room.

How to do it:

Sit in groups of 4 and discuss. How does being a part of the FBF fulfil some of the aspects in the Pyramide of needs? Discuss where in the Pyramide of needs these different activities can belong (they can belong in more than one place):

- Learning a new instrument or movement
- Having friends
- Feeling safe when at a field band rehearsal
- Beeing accepted for who you are
- Knowing you have someone to talk to about challenges in your life
- Going to the rehearsal at the same time and day everytime
- Getting help with regards to school uniforms.
- Having a tutor that believes in you and motivates you
- Playing music/dancing and expressing your creativity
- Being part of a group of people
- Developing as a person through life skills activities
- Getting positive feedback on your music or dance skills
- Being seen, heard and respected by your peers
- Experiencing that your life has a meaning, being positive about your future.

CHAPTER 4

4. Resilience

4.1 Skills and knowledge targeted in this chapter

In this chapter we will explain the term "resilience" and what makes people resilient.

4.2 What is resilience?

Resilience is the ability to overcome and grow stronger through difficulties in your life. Think of resilience as a rubber band; if you stretch it, it doesn't break, and it will always return to its original shape.

4.3 What makes people resilient?

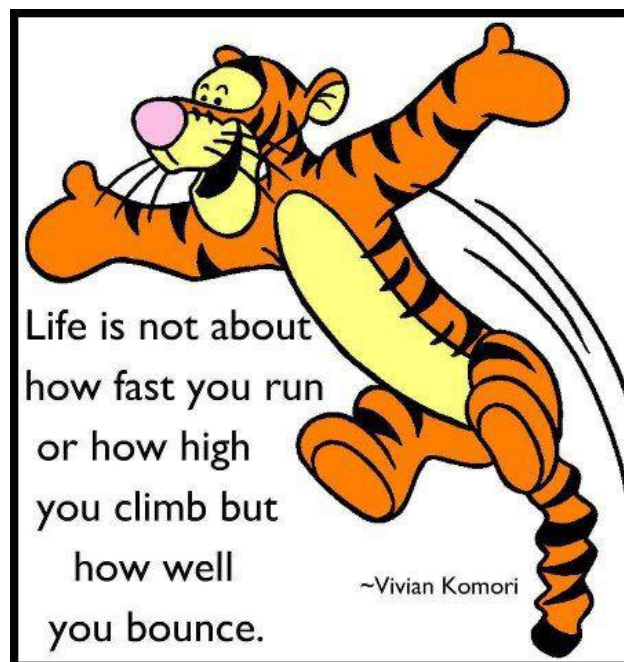


There are different personal traits that make people resilient. Being in possession of different life skills such as planning, determination, self control and self-reflection contributes to make a person resilient. A second protective factor is social relationships and a feeling of belonging. In addition to this, there are also a number of emotions that we experience which contribute to building resilience in a person.

These emotions are:

- Mastery
- Meaning
- Motivation
- Self esteem
- Support
- Safety

You will meet these 6 words again in the Gira Guide, where we focus on building resilience in the field band members.



Activity 6: “Building resilience in members”

30 min

Why:

To reflect upon how to contribute to building resilience in members.

What is needed:

Each participant should have a sheet of paper and a pen. The activity can also be done on a flip board with all participants at the same time.

Who:

The participants should be no younger than 16 years old.

How to do it:

Divide the participants in groups of 4 or less. Make them discuss the questions below, by reading one and one aloud, giving them a printed copy of the questions or writing it up on a board. Give the participants 15 minutes to discuss, before you go through the responses with everyone.

1. How can being a member of the field band help to build resilience?
2. How can **you** contribute so the field band members experience:
 - a. Having friends
 - b. Having adult support and feeling safe
 - c. Having good role models
 - d. Mastering
 - e. Have good self-esteem
 - f. Learn how to self-reflect

Activity 7: “Elevator Pitch”

15 min

What is needed?

Nothing

Why?

This activity will make the participant more aware of:

- Their communication skills
- How to explain in their own words how the FBF builds resilience in its members.
- How they can be better FBF ambassadors

Who?

At least 2 people.

Where?

In a big room or outdoors.

How you do it?

1. Start by telling the participants a little story about taking the elevator:

“Imagine you are taking the elevator. It takes 30 seconds to get from the first floor to the top. You meet someone special in the elevator and you would really like to tell him or her an important message. The only opportunity you have is during that elevator ride. How do you spend those 30 seconds in the best possible way?”

2. Pair up the participants. Make one person “A” and the other person “B”.
3. Tell person “A” that he meets person “B” in the elevator. He has 30 seconds to explain how FBF contributes to build resilience in their members.
4. Stop everyone after 30 seconds.
5. Switch roles. “A” will now introduce FBF to “B” in 30 seconds.
6. Ask follow-up questions after all presentations have been made:
 - *What was good about this exercise? Why?*
 - *What were the best arguments you heard?*
7. If some of the pairs are doing very well, you can ask them to do one of their presentations in front of the other participants.

