

The R.I.P.P.L.E.S. Project

A community based project

(Revival of Important Principles and Practices to Lessen Evil in the Society)

**To reach out to youth-at-risk
Through culture, especially music**



**Sponsored by UNESCO
Within the Framework
Of
Their Cross-Cutting Project
(Culture, Communication, Social and Human Sciences and Education)
SMALL ISLANDS VOICE**

**In Association with the SVG National Commission for UNESCO
The SVG Ministry of Culture
And
In Association with Caribbean Neighbours**

Profiles



I'm quiet but I can make loud music on the drums.
I'm Kino.



Who says I'm too small to play music?
I'm Reanne. Please let me show you what I can do.



I am very little like my name. I'm Taj and I would like to become a great musician.



I'm also little but I have BIG plans for the future. Music, drama, anything I put my mind to. I'm Cordell

Acknowledgements

Many thanks to the following children who so enthusiastically participated in this phase of the project:

Angelique	Age: 8
Aliyah	4
Aliyah	10
Cordell	10
Zari	7
Kisma	7
Crystel	8
Joshua	8
Reann	8
Kino	11
Keaton	14
Zach	14
Kelton	14
Nicosia	9
EJ	6
Neri	
Mia	
Donicia	
Taj	
Adule	
Shaddi	
Niopia	



And to the others who came but did not continue. We will make every effort to bring them back on board.



Evaluation
UNESCO SIV/RIPPLES PROJECT

Phase 1 January 15, 2006 - March 13, 2006

Instruction in drumming and weekly practice sessions.

Practice Sessions:

Kino, Taj, Cordell and Adule were among the group of children who participated in the preliminary summer drumming workshop last year. Consequently, their prior knowledge helped to impress the new children involved in the RIPPLES project, and they were looked upon as the leaders of the group. This helped to boost their self-image and taught them the value of responsibility. Participants ranged from ages 4 - 14. They were very enthusiastic, and were thrilled to know that their work would be documented for UNESCO. They were excited over the prospect of performing at the upcoming Schools Integrated Concert. Apart from a fight between two of the participants over who should use a particular drum, the first sessions went reasonably well. Eight-year-old Angelique complained about her fingers but continued to attend. Up to this time of writing, the two boys who were involved in the fight have not returned.

Nzumbu Browne, drum maker, well-known local artist and Director of the "Naked Roots" drumming group came down from St. Vincent to Bequia to provide professional instruction in drumming. It was a rewarding experience. The kids were fired up, especially as they knew that they were working towards their public performance for National Heroes and Heritage month.

Other Skills:

Games: In days gone by when television, video games and computers were non-existent, children played outdoor games that help them to bond, unlike today when electronic devices appear to make them more aggressive, impersonal and detached. From personal observation, when children are watching television they are oblivious to people around them and do not pay the least attention to anyone trying to communicate with them. The RIPPLES project seeks to revive the

practice of children's **outdoor games**, and in particular to encourage the children to create their own games that could be taught to others island wide.

Incorporating drums into the activity, we developed a *bean bag game* in which one person drums while the bean bag is tossed from person to person in a circle. To chants of "keep it going, keep it going" the bag is passed around; then the drumming stops abruptly. The person holding the bag at the moment the drumming stops is obligated to spell a particular word as dictated by the **Judge**. If the word is spelt correctly the round continues. There is a rule that says if the bag drops when it is thrown, the person who threw it leaves the circle and goes to kneel on a mat in the center of the circle. The next person to drop it goes to join the one kneeling until one more person drops a pass (only two persons at a time can occupy the mat). The third person **out** redeems the first of the two **kneelers**. This game goes on for quite a while before the kids want to stop.

Since the bean bag game was such a hit with our group we will try our hand at entrepreneurship. The group will be taught how to make the bean bags and each person will be given the task of making a packet of bean bags for sale at his/her school or community.

Another game in progress is a **Mathematics** game. This is a flash card game of the four operations. The players form a long line. Each person comes up to the **Quiz Master** and is shown a flash card. The answer provided determines where the person goes: to a **democracy** or a **dictatorship**. In the dictatorship one is subjected to hardship. The next player to answer the question can choose whether he will liberate his fellow citizen or allow him to remain. Instead of using a flash card, the player is asked a worded problem which, if answered correctly, will get his fellow citizen to the **Embassy** on his way back to the democracy. If that player fails to give the correct answer he joins his friend in that dreaded land.

Times tables: The tables were taught using a familiar community activity—gossip. The product of each line was matched with a rhyme which when put together produced a story (interchanged by two parties)

Musical instruments: The children were given an assignment to create some of their own musical instruments namely shak-shaks and timbrels using everyday materials. Only one person managed to do so.

Group Discussion:

We had one senior citizen sit in with the group and describe some of the practices that applied in her youthful days. The kids were attentive and found some of the stories humorous. They were also able to hear about some of the games she played as a child. They related some of the things they had heard from their parents or older folks in the community.

Another time, they were given a short lecture by a retired teacher, on the importance of team work. One of the challenges we have is to get the children to listen while instructions are being given, and to avoid negative criticism and teasing of each other. Old habits are hard to break so we have to constantly do reinforcement of the teamwork lecture. They also know that there will be awards for performance and this helps to motivate them.

Church performances: The first performance was on Sunday January 29 before a packed church audience. Neri, Kino and Cordell played the drums while Leah (I) played the harmonica. Aliyah and Angelique did the vocals. Two hymns, "I love You Lord", and "Oh How I Love Jesus" were well rendered for a very appreciative audience.

Interschool concert: The group will perform at a free public concert in March, the month designated as National Heroes and Heritage Month. Other kids from the Sunday school, and children from a mixture of schools will have an evening of fun and entertainment as we celebrate our heritage with a new appreciation for things of the past.

Historical reenactment: On National Heroes Day the group plans to participate in the reenactment of a morning in the life of a child, dating back to as recently as 35 years ago. We plan to wake up at the same time a child

would have at that time, and trace his movements to gather wood and move his animals, as well as prepare breakfast and take a sea bath before walking to school.

Newspaper article: Submitted an article on the project to the newspapers.

Television interview: To do an interview with SVG TV

Short-term impact: Some of the children who began the program were also involved with after-school training for their upcoming annual School Road Relay. They sometimes had to miss their music lessons since their events were scheduled for February 28. Others were disappointed that there were insufficient drums for all the participants and dropped out. As some of them dropped out, others replaced them. There was also a problem with some of the younger children feeling intimidated by the bigger boys. It, therefore, became necessary to devise a strategy for working with the smaller kids.

This current period for assessment of the short-impact on the children is indeed **short** and this report is due before the staging of our public concert, which would be a test of the children's teamwork, skills, self esteem and leadership qualities. However, to date they have all learnt the basic drumming patterns used within the Vincentian context, and have tried some improvisation and variations in their practice pieces for the concert.

One example of the positive impact of the program was clearly demonstrated while practising for the concert. The boys were drumming and the girls were trying to sing what could be described as a tricky piece. Prior to the lecture on teamwork, in which they heard the need to strive for excellence, one would have heard comments like, "Man, dat too hard. Leh we skip dat part." But they were encouraged to learn it a little bit at a time, over and over again, until at last it became manageable. It was gratifying to see and hear them celebrate the taste of accomplishment.

They are learning to create their own poetry—a step toward song writing. They enjoy rhyming and look forward to meeting as a group. Many times they arrive ahead of the scheduled time, confirming that the children need

an outlet for expression such as this project allows. They even call to find out whether we would be meeting on unscheduled days.

I am satisfied with the short-term impact on the youth involved in this project, and as we take our skills into the wider community I believe the results would be worth the effort.

Leah Belmar
February 21, 2006



TABLES

$2 \times 1 = 2$	Ah true! *
$2 \times 2 = 4$	Tell me more. ∃
$2 \times 3 = 6$	She geh licks. *
$2 \times 4 = 8$	By de gate. *
$2 \times 5 = 10$	Five strong men. *
$2 \times 6 = 12$	Bring de shelves. *
$2 \times 7 = 14$	How you mean? ∃
$2 \times 8 = 16$	What a scene. *
$2 \times 9 = 18$	Where you been? *
$2 \times 10 = 20$	Miss Fenty. ∃
$2 \times 11 = 22$	Wha you do? ∃
$2 \times 12 = 24$	Laugh for sure. *

* = Group 1

∃ = Group 2

PRIME NUMBERS

Teacher, teacher.

Put up you hand!

Teacher look! Me nah understand.

What you eh know boy? What's your problem?

Prime numbers, teacher. Me nah know dem.

Come here little pickney. Come here right now.

Show me how fuh know dem. Teacher show me how.

*A husband is a man with only one wife.
And no other woman should enter their life.
The two of them raising a family
With children saying "Mummy/Daddy"*

*A number is a word that tells how many.
A Zero says that you don't have any.
Prime numbers are of a special kind.
So this is what you'll keep in mind.*

*Only divided by itself and one.
No other number can come and join.
Prime numbers have their own family.
And say, "Number One—just you and me!"*

*2, 3, 5, 7, 11 are PRIME.
I'm sure you'll understand this time.
Try any number but THEMSELVES or ONE.
Cyah divide without remainder—no not one!*

By Leah Belmar
2006

WHALING

Wake	sea	eye
Water	sun	wave
Shout	friend	boat
Whale	whalerman	blows

Assignment:

Write down some more words that deal with the sighting of a whale.

REGATTA

Boat	sail	men
Water	wave	cay

Assignment:

Write down some more words that deal with the Bequia regatta.

SUNDAY SCHOOL

Sleep	noise	breakfast
Church	sing	dress

Assignment:

Write down some more words that deal with Sunday school.