**MODULE 1 | Music: A history of rap**

**TASK: You are going to write a short report on the history of rap music; its origin and development, its characteristics and its differences from hip hop. Use the internet to do your research. Use the questions below as a guide.**

**What is rap?**

* *What does rapping consist of?*
* *Did similar forms of telling stories rhythmically to the beat of the drum exist before?*
* *When did the movement start?*
* *Which was the main hit that transformed rap into a well-known musical genre? In what year?*
* *What changed in the 1990s? Who are some of the best representatives of this period?*

**Rap vs. hip hop**

* *What is the difference between rap and hip hop (themes, sounds, instruments, etc.)?*
* *When did hip hop emerge as a musical genre?*
* *Is it easy or difficult to tell the difference between the two?*

**What are the different rap styles?**

* *Has rap always been about dark, sombre themes?*
* *What’s the musical difference between East and West Coast rap, and Midwestern and Southern rap? Which is more commercially successful? Which is more used for clubs and dancing?*

**Plan your project:**

* Choose a rap you like as an example.
* Write a report. You can use the questions above to help you organise your writing.
* Use the rap you chose to exemplify the different changes undergone by rap music, its difference from hip hop, the region it comes from, etc.
* As a class, discuss your opinions of rap and then decide which was the best rap chosen.

**MODULE 2 | History: War**

**TASK: You are going to write a short article on a war that took place during the 20th or the 21st century. It could have taken place in your country or in another country. Use the internet to do your research. Use the questions below as a guide.**

**Where and when did the armed conflict take place?**

* *Which countries/ethnic groups/religious groups were involved in the conflict?*
* *Was your country involved?*
* *When did the conflict begin and how long did it last?*

**What were the reasons given by both sides for starting the conflict?**

* *Why was there a conflict?*
* *Was there an event that started it? Who was involved in that event?*
* *Had there been any signs of a conflict before this event? What were they?*

**What should have been done to prevent the conflict?**

* *Were there hidden reasons for the conflict (i.e., economic rivalry between countries, ethnic/religious privileges of minorities in a country, etc.)?*
* *Do you think it would have been possible to change the situation before the conflict broke out?*
* *What should have been done? Why do you think it wasn’t done?*

**How did the conflict end?**

* *When did the conflict end and how?*
* *What have been the consequences?*

**Plan your project:**

* Find photos relating to the conflict.
* Write your article. You can use the questions above as a guideline.
* As a class, discuss the different conflicts chosen and the viability of the proposed solutions that might have prevented them.

**MODULE 3 | Literature: Characters in a story**

**TASK: You are going to prepare a short presentation relating to Propp’s theory on characters in stories. First read the text:**

**The Russian scholar, Vladimir Propp, suggested that all folk tales have the same structure and that all stories have the same seven typical characters. They are:**

1. The villain [an evil character who struggles against the hero]
2. The hero [main character who usually finds the searched-for object and/or marries the princess/prince]
3. The donor [character who prepares the hero or gives the hero some magical object]
4. The dispatcher [character who sends the hero on the quest]
5. The helper [character who helps the hero in the quest and often has magical powers]
6. The princess [character or sometimes (magic object) that the hero ‘wins’]
7. The false hero [character perceived as good in the beginning but who emerges as evil]

**Choose a film, a TV drama or story that you have watched or read and apply Propp’s idea of the seven basic characters to it. Use the questions below as a guide.**

* *Who are the characters in your story? Describe the roles they play in the story.*
* *Do they fit into Propp’s seven character theory?*
* *Do you think that using Propp’s seven character theory is a good way to analyse a story?*

**Plan your project:**

* Analyse your chosen film/story. You can use the questions above as a guideline.
* Prepare a short presentation explaining why/why not the theory is relevant to your chosen story.
* As a class, discuss what sort of insight Propp’s theory provides into the way in which films, TV dramas and novels are structured.

**MODULE 4 | Computer Science: Mobile app**

**TASK: In a group of four, you are going to come up with an idea for a new mobile phone application and describe it. If you can’t think of an app which hasn’t been created before, you can describe an improved version of an app already in existence.**

**What is your previous experience with apps?**

* *How many apps do you have on your phone?*
* *Which apps do you use most often?*
* *Which apps do you never use?*
* *Do you prefer useful apps or apps that are just for fun?*

**Think about your app.**

* *Is it useful, entertaining, or both?*
* *Is it for free or should people pay for it?*
* *What is its purpose? What are its features?*
* *What does it look like?*
* *Are there any ads in it?*
* *Is it made for iOS, Android, or both?*

**Now think about the people who use it.**

* *Who are the potential users? How old are they? Is it suitable for your friends/classmates/parents?*
* *What language is the app going to be in? Which countries are you going to promote it in?*

**Plan your project:**

* Brainstorm ideas for a mobile phone application, then decide upon one of them.
* Write a description of it, using the questions above to help you organise your writing.
* Present your idea in front of the class, using a presentation method of your choice.
* As a class, discuss each of the presented apps in terms of how attractive and useful they would be.

**MODULE 5 | Social Science: Immigration**

**TASK: In a group of four, you are going to prepare a radio programme about immigration. Use the Internet to do your research. Use the questions below as a guide.**

**Why do immigrants decide to leave their country?**

* *Where do immigrants come from?*
* *Why do they decide to leave their country?*
* *What challenges do they face to migrate?*

**Why do people want to immigrate to your country?**

* *Where do refugees or asylum seekers come from?*
* *Is there a difference between a legal immigrant, an undocumented immigrant, a refugee and an asylum seeker?*
* *Should we differentiate between them?*
* *Who determines whether someone is a refugee? An asylum seeker? A legal or an undocumented immigrant?*

**What are some of the myths about immigration?**

* *What percentage of the world’s immigrants come to your country?*
* *Why do you think that tensions arise when refugee populations are settled in towns and cities in your country? What are some of the ideas people have about immigrants? Give examples.*
* *Do you think immigration affects your country/culture/way of living? In what way?*
* *Is people’s opinion affected by the way the media depict immigrants/asylum seekers/refugees?*
* *What is/should be the role of the media in shaping public opinion on immigration?*

**Plan your project:**

* Discuss the programme as a group and assign the different roles. Your radio programme should have a journalist, an immigrant, an anti-immigration advocate and an immigration expert. Each one of you will prepare his/her part of the discussion individually.
* Your radio programme should be between 4 and 6 minutes long.
* As a class, discuss and chose the best radio programme.

**MODULE 6 | Geography: The Anthropocene epoch**

**TASK: You are going to write a short essay about a geological epoch. First read the text:**

In 2000, Paul Crutzen, an eminent atmospheric chemist, proposed that humanity was no longer living in the Holocene — the present geological epoch, which has lasted 12,000 years — but in the Anthropocene — the age of man. This epoch started when human activities began to have a global impact on the geology and ecosystems of the Earth. The main marker of the change, according to Crutzen, is the growth of carbon-dioxide concentration in the atmosphere.

On August 29th 2016, Colin Waters, the secretary of the Anthropocene Working Group (AWG), told the world’s geologists, gathered together at the International Geological Congress in Cape Town, that Earth has entered the Anthropocene. According to his group, markers of the Anthropocene, such as the extinction of many species, the presence of millions of bits of plastic on the sea bed, the coming into existence of new types of mineral, and the consolidation of ash coming from power stations into new types of rock, will be visible in the fossil record.

One of the points in discussion now, is to determine the piece of geological record that will mark the beginning of this epoch.

**Use the internet to do your research. Use the questions below as a guide.**

* *What is the difference between an “age”, an “epoch”, a “period” or “era” in geological terms?*
* *In what epoch and period/age is Earth now according to traditional geologists and according to the Anthropocene Working Group?*
* *What are the elements that the Anthropocene Working Group put forward to show that we are in a different geological epoch?*
* *How do they mark its beginning in geological terms?*
* *How many different starting points have been proposed?*
* *What are the reasons traditional geologists give for not being convinced?*

**Plan your project:**

* Write a short essay (150 – 200 words) with the title *Are we at the dawn of a new geological epoch?* Divide it into four paragraphs:
  1. Introduce the topic of geological ages and epochs and explain what the Anthropocene is.
  2. Explain the reasons given by Dr Crutzen and the AWG for suggesting that we have entered a new geological epoch.
  3. Explain the reasons given by the Union of Geological Sciences to say that this is not proven.
  4. Give your own opinion and state your conclusion.
* As a class, discuss your findings and decide if you agree or disagree with Dr Crutzen.

**MODULE 7 | Physical Education: The negative side of sport**

**TASK: You are going to write a short essay about the negative side of sport. First read the opinion:**

It is more than obvious that youth sports are a great way for young people to feel as part of a team, to improve their skills and overall health, and to become more organised and disciplined. However, it is interesting to take a look at the negative side of sport because, like anything else which has great benefits, sport has its challenging aspects and disadvantages as well.

**First, think about the positive aspects of doing a sport. Use the questions below as a guide.**

* *How do sports affect a young person physically? What is your personal experience?*
* *How do sports affect a young person mentally? What is your personal experience?*
* *How do sports affect a young person’s relationships with others (teammates, parents, coaches)?*

**Now think about the possible disadvantages to taking up a sport when you are young. Use the questions below as a guide.**

* *In what way can sports be bad for a young person’s physique? What are some common injuries caused by sports? Which are the most ‘injury-inducing sports?*
* *In what way can sports be bad for a young person’s mental health? What are some reasons for sports causing stress and bad behaviour?*
* *In what way can other people (teammates, parents, coaches) be a negative influence on a young sportsperson?*

**Plan your project.**

* Write a short essay (about 250 words) with the title *What is the negative side of sport?* Divide it into four paragraphs:
  1. Introduce the topic. You can even use the paragraph above if you find that it expresses your opinion.
  2. Explain your reasons why sport is beneficial for young people.
  3. Explain your reasons why sport can be bad for young people.
  4. Give your own opinion and state your conclusion.
* As a class, discuss the positive and the negative sides of sport. If you want to, you can have a debate or a class poll.