

Song 9: Not Afraid



ACTIVITY MENU

PRE-LISTENING

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One Title, Several Words – Many Possibilities

LISTENING

Mixed-Up Lyrics
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SINGING

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POST-LISTENING

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Reading: Main Ideas and/or Specific Details
Writing: Story Extensions



Not Afraid: Lyrics

by Turning Pointe

(3:45)

1 Staring out the window, I can see the wind blow.
Watching my life go by
See I been waiting for this change
'Cause I've been in this place before, I can't stay here no more.

(Chorus 1)

5 First I must believe my future starts off with me.
Let go of the old, going for the gold, gonna reach my goal
Even if I fall, I'll dust myself off and try again.
I'll fly again,
I'm gonna win.

(Chorus 2)

10 Nothing's gonna stop me,
Nothing's gonna block me,
Nothing's gonna break me down.
No, I'm not afraid. No, I'm not afraid.
Nothing's gonna hold me,
You won't control me,
Nothing's gonna slow me down.
No, I'm not afraid. No, I'm not afraid.

18 Step up to the plate
I feel my heart racing, my stomach dropping down.
It's either do or die, complain or try,
I'm gonna make it.
I'm going all the way.

CHORUS 1

CHORUS 2

23 Staring at my fears
Drying all my tears away
I'm not gonna be afraid [4x]

CHORUS 2



Pre-listening Activities: Choose one or two of the activities below.

It Could Be / There Might Be

Purpose: To generate interest. introduce a phrase from the song, and activate background knowledge about the topic

Level: 2 and above

Time: 10 – 15 minutes

Preparation and Materials: Hang the picture (page 681) on the board. Cover it with several strips of paper so that the students cannot see the picture. You may need to pre-teach language forms necessary for guessing: *It might be...; It could be...; I think it is ...; I am sure there is ...*

Instructions: Tell students that you will show them only part of a picture, and they should try to guess what the picture is about. Remove one strip of paper so that only one part of the picture is revealed. Ask students to describe what they see and guess what else might be in the picture. Continue the procedure. After the entire picture is revealed, write the following lines from the song on the board and ask students to make predictions based on the picture and the lines:

Staring out the window, I can see the wind blow / Watching my life go by

Swat

Purpose: To introduce phrases from the song, and make print and sound connections.

Level: All

Time: 15 – 20 minutes

Preparation and Materials: Prepare a flyswatter or rolled-up newspaper for each team. Write the following phrases on the board in random order:

*let go of the old going for the gold gonna reach my goal
dust myself off I'll fly again I'm gonna win nothing's gonna stop me
I'm not afraid step up to the plate it's either do or die complain or try*

Instructions: Divide the class into teams. Give each team a flyswatter or rolled-up newspaper. Tell the teams to stand in lines at an equal distance away from the board. As you call out a phrase, the first person from each team must race to the board and hit the phrase with the flyswatter. The team that hits the correct word first gets a point. Then the first person gives the flyswatter to the next person on the team and proceeds to the back of the line.

One Title, Several Words – Many Possibilities

Purpose: To predict the content of the song; to generate interest in the song; to introduce vocabulary from the song.

Level: All

Time: 15 – 20 minutes, plus the length of the song (3:45 mins.)

Preparation and Materials: Write the title of the song on the board.

Instructions: Tell students that the line on the board is the title of a song that they are going to listen to. Explain any of the words in the title that students may not know. Ask students to guess what the song is about. Write their ideas on the board. Then write these five key content words :

life change future try fears

Ask students if they want to change their predictions. Write any new ideas on the board. After listening to the song, ask students to check whether their predictions were correct.



Not Afraid: It Could Be / There Might Be



Listening Activities: Choose one of the listening activities below.

Mixed-Up Lyrics

Purpose: To listen for specific words or phrases, and make print and sound connections

Level: 2 and above

Time: 15 – 25 minutes

Preparation and Materials: Make copies of the handout (pages 683-684) so each group has one set of lines. Cut the lines into strips and mix them up. (Answer key: see the song lyrics on page 679.)

Set 1: lines 1-17 (0 – 1:18)

Set 2: lines 18-25 (1:18 – 2:24)

Instructions: Divide students into groups of three. Explain that you are going to give them the lyrics from the song, divided into sections. They should read through the lines and put the sets into the order they think is correct. Give them about five minutes to do this. Tell students that as you play the song they should check their work and put the strips in the correct order. Play the song two or three times, then check their answers.

Listening Gap-Fill

Purpose: To listen for details

Level: 2 and above

Time: 15 – 20 minutes (to play the song two or three times)

Preparation and Materials: Make a copy of the gap-fill handout (page 685) for each student. (Answer key: see the lyrics on page 679.)

Instructions: Distribute the gap-fill handout. Tell students to work individually or in pairs to guess the missing words before listening to the song. Tell them to write their guesses in the blank spaces. As you play the song, have students check what they've written (or fill in the missing words.) After students have listened twice, ask them to compare answers with a partner. Then play the song again so that everyone can double-check their answers.

Musical Words

Purpose: To listen for and write specific words or phrases

Level: 2 and above

Time: 15 – 20 minutes (to play the song two times)

Preparation and Materials: Stop the song at the locations on the CD suggested below:

Section 1: lines 1 – 4 (0:00 – 0:26) *Section 3: lines 10 – 17 (0:54 – 1:19)*

Section 2: lines 5 – 9 (0:26 – 0:54) *Section 4: lines 18 – 22 (1:20 – 1:34)*

Instructions: Tell students that you are going to play a part of the song and that they need to write down as many words as they hear while the song is playing. Play the song section, and then stop the song suddenly and tell the students to stop writing. Have students help generate a list on the board of all of the words they heard for that section of the song. Repeat the procedure until you have finished the rest of the song. Listen to the song a second time, again stopping at the same places. As they listen to each section, ask students to check the list on the board, crossing off any words that did not appear in that section.



Not Afraid: Mixed-Up Lyrics

Set 1 (from the beginning through 1.18 minutes)

----- ✂ -----
Staring out the window, I can see the wind blow
Watching my life go by.

----- ✂ -----
See I been waiting for this change
'Cause I've been in this place before, I can't stay here no more.

----- ✂ -----
First, I must believe my future starts off with me.
Let go of the old, going for the gold, gonna reach my goal

----- ✂ -----
Even if I fall, I'll dust myself off and try again.
I'll fly again,
I'm gonna win.

----- ✂ -----
Nothing's gonna stop me,
Nothing's gonna block me,

----- ✂ -----
Nothing's gonna break me down.
No, I'm not afraid. No, I'm not afraid.

----- ✂ -----
Nothing's gonna hold me,
You won't control me,

----- ✂ -----
Nothing's gonna slow me down.
No, I'm not afraid. No, I'm not afraid.

----- ✂ -----



Set 2 (from 1.18 through 2.24 minutes)

----- ✂ -----
Step up to the plate
I feel my heart racing, my stomach dropping down.

----- ✂ -----
It's either do or die, complain or try,
I'm gonna make it.
I'm going all the way.

----- ✂ -----
First, I must believe my future starts off with me.
Let go of the old, going for the gold, gonna reach my goal

----- ✂ -----
Even if I fall, I'll dust myself off and try again.
I'll fly again.
I'm gonna win.

----- ✂ -----
Nothing's gonna stop me,
Nothing's gonna block me,

----- ✂ -----
Nothing's gonna break me down.
No, I'm not afraid. No, I'm not afraid.

----- ✂ -----
Nothing's gonna hold me,
You won't control me,

----- ✂ -----
Nothing's gonna slow me down.
No, I'm not afraid. No, I'm not afraid

----- ✂ -----



Not Afraid: Listening Gap-Fill

Directions: First, read through these song lyrics and guess what the missing words might be. Write your guesses on the blanks. Second, as you listen to the song, correct what you have written and fill in any missing words.

Staring out the (1) _____, I can see the (2) _____.
Watching my life go by,
See I been waiting for this (3) _____,
'Cause I've been in this place before, I can't (4) _____ here no more.

(Chorus 1)

First, I must (5) _____ my future starts off with me.
(6) _____ of the old, going for the gold, gonna reach my goal
Even if I (7) _____, I'll dust myself off and (8) _____.
I'll fly again, I'm gonna win.

(Chorus 2)

Nothing's gonna (9) _____ me,
Nothing's gonna (10) _____ me,
Nothing's gonna (11) _____ me down.
No, I'm not (12) _____. No, I'm not (13) _____.
Nothing's gonna (14) _____ me,
You won't (15) _____ me,
Nothing's gonna (16) _____ me down.
No, I'm not afraid. No, I'm not afraid.

Step up to the plate
I feel my (17) _____ racing, my stomach dropping down.
It's either do or die, (18) _____ or try,
I'm gonna make it.
I'm going all the way.

CHORUS 1

CHORUS 2

Staring at my (19) _____,
Drying all my (20) _____ away,
I'm not gonna be afraid. [4x]

CHORUS 2



Singing Activities: Choose one of the singing activities below.

Sing Along With Me

Purpose: To practice pronunciation and intonation

Level: All

Time: 10 – 15 minutes (to sing the song two times)

Preparation and Materials: Write the lyrics for Chorus 1 and Chorus 2 (page 679, lines 5 – 9 and 10 – 17) on the board in two different spots.

Instructions: Practice singing Chorus 1 and Chorus 2 with the students. While singing, point on the board to the words so that students don't lose their place. Then divide the class into two groups, and have Group 1 sing along with Chorus 1, and Group 2 sing along with Chorus 2.

The Halls Are Alive With the Sound of Singing

Purpose: To write and perform dramatic dialogue

Level: 3 and above

Time: 50 – 70 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 679) for each group of students, or write the lyrics on the board.

Instructions: Write the word 'musical' on the board and ask students what it means. Discuss or explain the concept (a theater performance with many musical scenes, for example: The Wizard of Oz; West Side Story; Mary Poppins; Annie; The Sound of Music) and list any famous musicals that they know. Teach (or model!) the phrase and idea of "bursting into song."

Tell students that they are going to write a short three- to five-minute play. Make sure students have a copy of the lyrics. They must use at least six lines from a song they have learned in class and integrate those lines into their play. Tell them that when they are finished writing the play they will perform it for the class. They will speak the new lines that they wrote and sing the lines they used from the song.

Divide the students into small groups and allow them time to write and rehearse their play during or outside of class. Ask each group to perform their musical for the class. The other classmates can listen and evaluate the musical based on some agreed criteria, such as the funniest, most creative, most carefully pronounced, most dramatic, etc.

One Theme – Many Songs

Purpose: To create a song, and practice pronunciation and intonation

Level: 3 and above

Time: 60 – 75 minutes (depending on the number of songs to be performed, this activity may be extended over several class sessions)

Preparation and Materials: Write the name of the song on the board and discuss the theme.

Instructions: Divide students into small groups. Tell the students they should work together to write original lyrics for a two-stanza song related to the theme of the song they just learned.

They can use the same melody or choose a different one; however, they should avoid using the same words that were in the song they learned. Give the students time to rehearse their songs, then have each group perform. Students can explain why they chose those lyrics and melody.

This activity can be made into a contest with the students in the class voting for the best song.



Post-listening Activities: Choose one or two of the activities below.

Speaking: Small Group Discussion and Summary

Purpose: To think critically and express opinions

Level: 3 and above

Time: 25 – 35 minutes

Preparation and Materials: Write the following discussion questions on the board:

1. *What is one of your goals in life?*
2. *What is the biggest change you have had to make in your life so far?*
3. *What do you think makes a person ready to face their fears?*
4. *What was the most difficult decision you had to make in your life?*
5. *What were the consequences of that decision?*

Instructions: Divide the students into small groups. Tell the students their task is to discuss the questions. You can assign them all of the questions or assign different questions to different groups. When all groups have finished their discussions, the teacher can ask each group to comment on one aspect: the most surprising or funniest opinion, similarities, or differences.

Reading: Main Ideas and/or Specific Details

Purpose: To write and answer questions that focus on main ideas and details

Level: 3 and above

Time: 30 – 40 minutes in class (part of this activity is assigned as homework)

Preparation and Materials: Make a copy of the reading text (page 688) for each student.

Instructions: Explain to students the difference between a main-idea question and a detail question. As a homework assignment, tell students to read the text, and then write questions (and prepare answers) based on the reading text. Two or three of the questions should be about main ideas and four or five questions about specific details. In class, have students exchange their questions with classmates. Tell them to answer the questions they received, and encourage them to discuss their answers with whoever wrote the questions.

Writing: Story Extensions

Purpose: To write creative narratives

Level: 2 and above

Time: 45 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 679) or write them on the board. Make sure students understand the meaning of the lyrics.

Instructions: Divide the class into three groups: A, B, and C. Ask the students to identify who the main characters in the song are and give them names. Then, tell students in Group A to write a narrative paragraph about something that could have happened to the characters *before* the events described in the song. Tell students in Group B to write a narrative paragraph about what *did* happen to the characters according to the song. Tell students in Group C to write a narrative paragraph about what could happen to the characters *after* the events in the song. Assemble new groups with one student from Group A, one from Group B, and one from Group C in each group. Have them read their stories to each other in sequence (A, B, C.) Some of the story combinations may be funny or nonsensical. Ask them to make changes so that they have one coherent story, then invite one or two groups to share their combined stories with the class.



Going for the Gold

“...I must believe my future starts off with me.”
Not Afraid, by Turning Pointe

In the song *Not Afraid*, the group Turning Pointe sings about an important idea for young Americans: that they have the power and responsibility to choose their own future to succeed in life. This pop gospel group sings about how important it is for a young person to face the future with **determination**⁴³ rather than fear. The lyrics are about making goals for the future and achieving them no matter what **obstacles**⁴⁴ come along.



Three expressions in the song show the singers' determination to face the future and achieve goals. Each one has its roots in American culture. What do you think they mean?

go for the gold

step up to the plate

do or die

Now, look at the following possible **interpretations**.⁴⁵ Do they match your ideas?

Go for the gold This expression means to make an effort to be the best. “Gold” refers to the gold medal that athletes receive when they win first place in a sport at the Olympics. However, “gold” can also be used as a **metaphor**⁴⁶ for success in all aspects of life. In this song, “go for the gold” has the more general meaning of trying to be the best rather than the specific meaning of winning an athletic contest.



Step up to the plate This expression comes from the sport of baseball. When players take a turn at bat, they stand beside the “home plate,” which is marked on the ground. They must face the pitcher, who throws the ball very hard and fast. The singers use this expression to say that they are facing challenges in life.



Do or die This expression means that a person must either do something immediately or lose the opportunity. The lyrics in the song say “It’s either do or die.” If the singers choose to “do something,” the opportunity will not be lost. You may have heard the similar phrase “it’s now or never.”



⁴³ **determination** a quality that makes you continue trying to do or achieve something that is difficult

⁴⁴ **obstacle** an object that you have to go around or over; something that blocks your path

⁴⁵ **interpretation** the way that something is explained or understood

⁴⁶ **metaphor** a word or phrase for one thing used to refer to another thing to show or suggest that they are similar

