

MODULE 5: Song Structure—Every Song (and Person) Plays a Part!

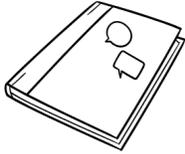
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Icons on slides



in the bottom right corner indicates a coding activity students can complete. Instructions for coding activities are in the Student Coding Activities Workbook



in the bottom right corner indicates a writing activity students can complete. Instructions for writing activities are in the Student Writing Activities Workbook

Module Overview

In Module 5, students will learn about decolonization and Indigenization and will analyze songs using the Four R framework created by Indigenous scholars Verna J. Kirkness and Ray Barnhardt.

Objective & Key Areas of Learning

Upon completion of Module 5, students will:

- Know how to analyze a song using the Four R's framework - Respect, Relevance, Reciprocity, Responsibility. Indigenous scholars Verna J. Kirkness and Ray Barnhardt created the Four R framework.
- Use frameworks like The Four R's framework to decode music.
- Understand the meanings in Dakota Bear's song, Freedom
- Understand song structure

Module Resources

- [Slides for Module 5](#)
- [Fun Facts in Canadian Hip-Hop History](#)
- [The Four R's Framework](#)
- [Dakota Bear's Freedom Lyrics](#)
- Videos:
 - [Dakota Bear's song—Freedom](#)

1. UNDERSTANDING THE PAST

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1. UNDERSTANDING THE PAST

- Activity 1: What are Decolonization and Indigenization?



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Activity 1: What are Decolonization and Indigenization? (10 minutes)

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Activity 1: What are Decolonization & Indigenization

Read “Fun Facts in Canadian Hip-Hop History” in your Student Writing Activities Workbook



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Instructor Dialogue

Indigenous communities in Canada face similar struggles to African American communities in the United States and have to deal with all levels of racism which is often reflected in Canadian Indigenous Hip-Hop lyrics.

*Hip-Hop is a modern tool for Indigenous youth to tell their stories and experiences through song. Take a minute to read the Fun Facts in Canadian Hip-Hop History in your Student Writing Activity Workbook, **Module 5 - Activity 1: What are Decolonization and Indigenization?***

Instructor Cue

Have the students read the Fun Facts in Canadian Hip Hop history located in their Student Writing Activity Workbook **Module 4 - Activity 1: Introduction to Layering Music** and discuss them with the rest of the class.

[Fun Facts in Canadian Hip-Hop History \(in Resources below\)](#)

Student Writing Activity: Module 5 - Activity 1: What are Decolonization and Indigenization?

Students should follow the instructions in their Student Writing Activity Workbook

Read the following facts about Canadian Hip-Hop History ([Fun Facts in Canadian Hip-Hop History \(in Resources below\)](#)) and discuss with your class.

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BUILD YOUR VOCABULARY TO PROMOTE EQUITY

Term	Definition
<i>DECOLONIZATION</i>	The dismantling of colonial power structures.



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Instructor Dialogue

Often, the message in these hip-hop songs is decolonization and Indigenization. Let's see what those terms mean:

Decolonization is the dismantling of colonial power structures.

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BUILD YOUR VOCABULARY TO PROMOTE EQUITY

Term	Definition
<i>INDIGENIZATION</i>	The restoration of Indigenous ways of knowing, thinking, feeling and being and often involves the resurgence of Indigenous languages and ceremonies.



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Instructor Dialogue

Indigenization is the restoration of Indigenous ways of knowing, thinking, feeling, and being and often involves the resurgence of Indigenous languages and ceremonies.

2. SONG MESSAGES AND STRUCTURES

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2. SONG MESSAGES AND STRUCTURES

- Activity 2: Understand the Four R's Framework
- Activity 3: Analyze the song "Freedom" by Dakota Bear
- Activity 4: Introducing Song Structure
- Activity 5: Determining the Structure of Dakota Bear's song "Freedom"



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Activity 2: Understand the Four R's Framework (15 minutes)

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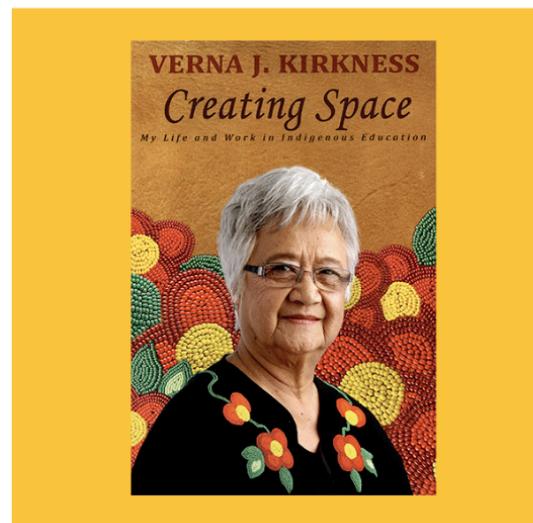
ACTIVITY 2: THE FOUR R'S FRAMEWORK

Indigenous educators Verna J. Kirkness and Ray Barnhardt spent their lives advocating for Indigenous education. They believed that education should include the Four R's

- Respect**
- Relevance**
- Reciprocity**
- Responsibility**



Instructor Dialogue



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Indigenous educators, Verna J. Kirkness and Ray Barnhardt spent their lives advocating for Indigenous education.

They believed that education should include the Four R's - Respect, Relevance, Reciprocity, Responsibility.

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THE FOUR R'S FRAMEWORK

Respect	Respect is not reserved for those with special societal status, income level, intellect, power or attractiveness: respect is deserved by all of creation, human, or otherwise.
Relevance	Including Indigenous perspectives regarding history and culture ensures Indigenous knowledges continue to be passed down through generations.
Reciprocity	Reciprocity is based on the teaching of interconnectedness. Whenever we take something from the earth, we also make sure to give something back - often in the form of a prayer or offering. When we work with others, we need to ensure the relationship is beneficial to both, so that everyone feels valued and appreciated.
Responsibility	The things that we say and do can have a huge impact on others. We need to ensure we are using our voice in a responsible way. Responsibility is more than just an idea - it is an action.



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Instructor Dialogue

There are many wonderful examples of Indigenous music, songs, dances, instruments, and musicians.

The Indigenous music industry is booming and a huge part of Indigenous cultures.

Music and dance have not always been happy outlets for Indigenous peoples. In the past, Indigenous people never had the freedom to sing their own songs, dance their own dances, or participate in their own ceremonies.

The Indian Act outlawed First Nations music and dance. Many years of First Nations, Métis, and Inuit culture were pushed into the shadows. It took until 1951 for some of the political, cultural, and religious restrictions to finally be lifted.

Today, we will be listening to Indigenous Artist and Activist - Dakota Bear - and his song Freedom, and we will look for lyrics in the song that reflect the 4R Framework

As you listen, start to ask yourself how can the songs we create embody each of The Four R's? Respect? Relevance? Reciprocity? Responsibility?

Instructor Cue

Review the [4Rs Framework \(resource in appendix\)](#) and also in the Student Writing Activity Workbook together as a class.

Ask the students: how can the songs we create embody each of The Four R's? Respect? Relevance? Reciprocity? Responsibility?

Activity 3: Analyze the song Freedom by Dakota Bear (20 minutes)

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Activity 3: Analyze the song "Freedom" by Dakota Bear

Listen to the song "Freedom" by Dakota Bear

In your Student Writing Activity Workbook:

1. Highlight lyrics in the song that reflect the four R's.
2. Answer the questions on how each of the Four R's is reflected in the song.



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Instructor Dialogue

*Listen to the song [Freedom](#) by Dakota Bear, as you listen follow along with the lyrics in your Student Writing Activity Workbook **Module 5 - Activity 3: Analyze the song Freedom by Dakota Bear** looking for examples that reflect the 4Rs and then answer the questions in your workbook.*

Instructor Cue

Play the song [Freedom](#) by Dakota Bear and ask the students to follow along with the lyrics in their Student Writing Activity Workbook **Module 5 - Activity 3: Analyze the song Freedom by Dakota Bear** to identify examples that reflect the 4Rs and then answer the questions in the workbook.

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Activity 3: Analyze the song “Freedom” by Dakota Bear

<i>Respect</i>	How does the song demonstrate respect?
<i>Relevance</i>	Are Indigenous perspectives included? How so?
<i>Reciprocity</i>	What relationships are valued? How does the artist convey a sense of giving back?
<i>Responsibility</i>	How does the artist use their voice in a responsible way?



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Instructor Dialogue

What examples did you find in Dakota’s song that reflect the 4Rs?

Instructor Cue

Have the students share examples they found in the song

Student Writing Activity: Module 5 - Activity 3: Analyze the song Freedom by Dakota Bear

Students should follow the instructions in their Student Writing Activity Workbook

1. Listen to the song “[Dakota Bear—Freedom](#)” and highlight or circle [lyrics](#) that reflect the four Rs framework to help you answer the questions on the next page.

Questions

Analyze the song **“Freedom”** by Dakota Bear based on the four Rs framework. The four Rs framework is provided below for reference.

1. **Respect:** How does the song demonstrate respect?

Answers will vary but examples might include “We just wanna live our lives we don’t want to have to worry” - to live life without worry you need to feel validated and respected

2. **Relevance:** Are Indigenous perspectives included? How so?

Answers will vary but examples might include “I’ll grow my hair out until I can braid it again” - hair in many Indigenous cultures is a symbol of strength so talking about growing hair out until it’s long enough to braid might refer to getting stronger

3. **Reciprocity:** What relationships are valued? How does the artist convey a sense of giving back?

Answers will vary but examples might include “The people they needing a leader just know that I’m on It, I’m honest in everything that I do, Every word that I write is true” suggesting he is willing to step up and use his voice as an artist to be a leader and share the truth

4. **Responsibility:** How does the artist use their voice in a responsible way?

Answers will vary but examples might include: “As soon as you look for the answer you’ll see the solution. Our minds are as clear as the water as soon as you see the pollution. We want the freedom and not the illusion” it sounds like he isn’t just complaining but is trying to look to a more hopeful future and solutions to make things better

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v3.1

GROUP DISCUSSION QUESTIONS

1. What do you think Dakota meant with the phrase “I promised our people our hardships will not go out in vain/ You’ll hear in my voice and the melody. carry the pain”?
2. What do you think Dakota meant with the phrase “I just want to be me I just want to feel free.” in terms of how Indigenous people may feel?
3. How does Dakota utilize The Four R's - Respect, Relevance, Reciprocity, Responsibility - in his song?



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Instructor Dialogue

What do you think Dakota meant by the phrase “I promised our people our hardships will not go out in vain/ You’ll hear in my voice and the melody. carry the pain”?

What do you think Dakota meant by the phrase “I just want to be me, I just want to feel free.”

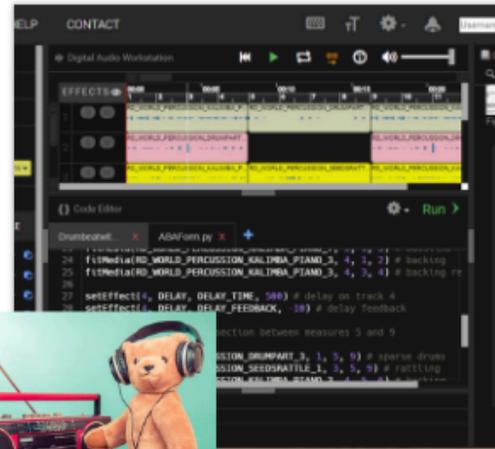
Activity 4: Introducing Song Structure (15 minutes)

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v3.1

Introducing Song Structure

- Does your code sound like a song you might hear on the radio or YouTube? If it doesn't, what is missing?
- What makes up a song/musical composition? What makes a piece of music a composition rather than a few beats strung together?



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Instructor Dialogue

In the same way we've seen that every person plays a part, we will also learn how every part of a song plays a part.

*I am going to open [choose student example or a [song that won in previous years](#)] the **Your Voice is Power Script** in EarSketch.*

When I run the script, listen to what the code creates. After you listen I'll ask you the following questions:

- *Does the code sound like a song you might hear on the radio/YouTube/music streaming service? If it doesn't, what is missing?*
- *What makes up a song/musical composition? What makes a piece of music a composition rather than a few beats strung together? (Answers could include: length, repeating sections, lyrics, someone singing, etc.)*

Instructor Cue

Open a student song or even one of the [songs that won in previous years](#) and play it for the students and have them answer the questions on the slide

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v3.1

SIMPLE SONG STRUCTURE

VERSE	CHORUS	VERSE	CHORUS
A	B	A	B

- Do you think **Freedom** fits the verse/chorus structure?
- What changes did you notice between different song sections?



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Instructor Dialogue

*Songs you hear on the radio have **structure**.*

Most songs you hear on the radio or YouTube have an arrangement that includes sections, where you will hear different and repeating forms through one piece of music.

*The most popular song structure is the **verse-chorus** structure. Another name for the verse-chorus structure is **ABAB**, where the song cycles between verse, chorus, verse, and chorus.*

This is common with many Hip-Hop songs, where verse (A) is spoken, and the chorus (B) is sung.

As a song moves from section A to section B, there is a change in tempo, beat, or musical notes." (Note: EarSketch doesn't accommodate changes of tempo within a song at this time.)

"Think about [Dakota Bear's song—Freedom](#): Do you think it fits the verse-chorus structure? Do you notice changes between different song sections?

Let's learn more about these sections of a song and try to see if we can identify them in Dakota Bear's song.

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v3.1

BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
<i>CHORUS</i>	The section of a song with lyrics and melody repeated throughout the song in between the verses. This is your “earworm” – the most memorable part of your song.



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Instructor Dialogue

Let's be clear about what we mean by chorus and verse.

Chorus: *The chorus is the section of the song with lyrics and melody repeated throughout the song in between the verses. This is your **Earworm** — something that is most memorable from your song.*

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BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
VERSE	The “storytelling” parts of the song. It completes the body of the song and provides variety between repeated choruses. There are usually multiple verses in a song that support the main message of the chorus.



Instructor Dialogue

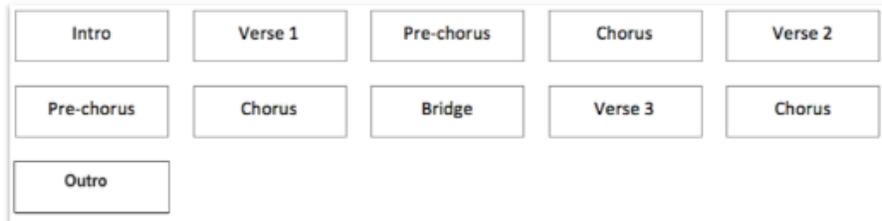
***Verse:** Completes the body of the song and provides variety between repeated choruses. Verses generally share the same melody (with slight variations) but usually contain different lyrics. There are usually multiple verses in a song.*

Dakota Bear's song' and many other songs are more complex than ABAB, they have more than just a repeating chorus and verses

v3.1

MORE COMPLEX SONG STRUCTURES

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B



TIP: Competition entries with more complex song structures will be more successful.

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Instructor Dialogue

Songs can have more complex song structures.

*A song could have an **intro** & **outro** section.*

*They can also have **transitions** and a **bridge** added toward the end to build up to the final chorus.*

TIP: Although it's not required, Competition entries with more complex song structures are often more successful.

BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
<i>INTRO</i> <i>OUTRO</i>	Song sections that often contain only music and no words, that contain the feeling of the song. These are used to open or close the song. Both intros and outros may use tempo and volume as methods to both build and fade mood in the song.



Instructor Dialogue

Let's look at some of the other elements you can add to a song structure.

Intro and Outro: Song sections that only contain music, no words, and build the song's feeling. Artists use them to open or close the song. Both intros and outros may use tempo and volume as methods to build and fade moods in the song.

BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
<i>BRIDGE</i>	This generally short section of the song has a different feeling, melody, and lyric from any other section. It often is used toward the middle or end of the song to build up to the chorus.



Instructor Dialogue

Bridge: *The short section of the song has a different melody and lyric from any other section. Artists use a Bridge toward the middle or end of the song to build up to the chorus. Not every song has a bridge.*

BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
<i>TRANSITIONS</i>	Short passages of music that combine musical sections. The goal of the transition is to grab the listener's attention and let them know a change is about to occur.



Instructor Dialogue

Transitions are short passages of music that combine musical sections. The goal of the transition is to grab the listener's attention and let them know a change is about to happen. Some examples of transitions are a crash cymbal, drum fills, track dropouts, melody variation, and risers.

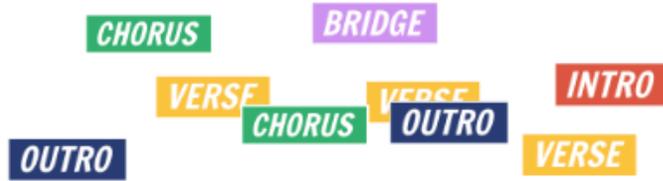
Activity 5: Determining the Structure of [Dakota Bear's song "Freedom"](#) (15 minutes)

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v3.1

Activity 5: Structure of Dakota Bear's song "Freedom"

ANALYZE THE STRUCTURE OF "Freedom"



Listen to the song together as a class and identify each part of the song: **Intro, Verse, Chorus, Bridge, and Outro.**

In your Student Writing Activity Workbook follow along with the lyrics and identify the different parts of the song.



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Instructor Dialogue

Let's analyze the structure of Dakota Bear's song "[Freedom](#)".

*I'm going to play the song, follow along with the [lyrics](#) in your Student Writing Activity Workbook **Module 5 - Activity 5: Determining the Structure of [Dakota Bear's song "Freedom"](#)** and try to label the parts of the song using the labels, Intro, Verse, Chorus, Bridge, Outro.*

Instructor Cue

Play *Dakota Bear's song "[Freedom](#)".* As the song is playing have the students complete Student Writing Activity Workbook **Module 5 - Activity 5: Determining the Structure of [Dakota Bear's song "Freedom"](#)**

We recommend hiding the video while playing so students can focus on the song structure and are not distracted by the video.

You can ask students the following questions to stimulate a class discussion:

- What did you notice about the sections of the song?
- Did the song follow a specific order? (Students should have noted the intro, outro, bridge, verse, chorus, and bridge sections.)
- Did you hear any melody repetition (musical sounds) or lyrics within the song?

- Why do you think songs include repeating sections? (Repetition hooks the listener and gets the song into the listener's head like an earworm.)
 - Did you hear a contrast between the verse and the chorus?
 - Why is there a contrast between sections? (To capture the listener's attention, and to the song.)
-

Student Writing Activity: Activity 5: Determining the Structure of [Dakota Bear's song "Freedom"](#)

Students should follow the instructions in their Student Writing Activity Workbook

Follow along with the lyrics above in your Student Writing Activity Workbook as you listen to Freedom by Dakota bear and highlight the different sections of the song.

3. CONSOLIDATION/REFLECTION

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v3.1

3. CONSOLIDATION / REFLECTION

- Activity 6: Build Your Vocabulary



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Activity 6: Build Your Vocabulary (5 minutes)

Activity 6: Build Your Vocabulary

In your Student Writing Activity Workbook, match these terms with their definitions:

- Decolonization
- Indigenization
- The Four R's
 - *Respect*
 - *Relevance*
 - *Reciprocity*
 - *Responsibility*



Instructor Dialogue

*Match the following terms with their definitions in your Student Writing Activity Workbook **Module 5 - Activity 6: Build your Vocabulary***

Instructor Cue

Have the student complete **Module 5 - Activity 6: Build your Vocabulary** in their Student Writing Activity Workbook

Student Writing Activity: Module 5 - Activity 6: Build Your Vocabulary

Students should follow the instructions in their Student Writing Activity Workbook

Write these definitions in your own words:

Term	Definition
Decolonization	the dismantling of colonial power structures.

Indigenization	the restoration of Indigenous ways of knowing, thinking, feeling, and being and often involves the resurgence of Indigenous languages and ceremonies
Respect	Respect is not reserved for those with special societal status, income level, intellect, power or attractiveness: respect is deserved by all of creation, human, or otherwise.
Relevance	Including Indigenous perspectives regarding history and culture ensures Indigenous knowledges continue to be passed down through generation
Reciprocity	Reciprocity is based on the teaching of interconnectedness. Whenever we take something from the earth, we also make sure to give something back - often in the form of a prayer or offering. When we work with others, we need to ensure the relationship is beneficial to both, so that everyone feels valued and appreciated.
Responsibility	The things that we say and do can have a huge impact on others. We need to ensure we are using our voice in a responsible way. Responsibility is more than just an idea - it is an action.

EXTENSIONS

There are no extensions in this module

RESOURCES

Fun Facts in Canadian Hip-Hop History

Canadian Hip-Hop history was heavily influenced by Caribbean immigration during 1960-1970. In 1988, Ron Nelson, a Toronto-based DJ, held rap battles at the concert hall between artists from Toronto and the United States. He was responsible for bringing acts like Public Enemy, Run DMC, Salt Peppa, Ice Cube, Queen Latifa & more to Canada.

Canada's vibrant music scene in the 60s and 70s paved the way for creating a Canadian music TV program called MuchMusic in 1984. The program had a show called RapCity Michael William first hosted. Later on, Master Tee hosted the show.

In 1988, Michie Mee, who was touted for her Jamaican Funk Canadian Style, was the 1st Canadian signed to a US label which signalled Canada's breakthrough into the American hip-hop scene.

In 1989, Maestro Fresh Wes dropped the "Backbone Slide" single and video. This is the first hit single in Canadian Hip-Hop history to appear on Billboard's Hot Rap singles chart. In 1989, he released "Symphony in Effect" and won a Juno Award for Video Of The Year (Certified Gold 500k Sold). Then, in 1990 his song was nominated for best dance recording at the 1990 Juno awards because they had no specific category for hip hop routines yet.

In 1998, the Canadian rap group, the Rascalz, released a song called "Northern Touch" which was a collaboration with other well-known Canadian rappers including Checkmate, Kardinal Official, Thrust and Choclair. It became a hugely popular song and thrust Canadian hip-hop into the international Hip-Hop scene. As a result of the song's popularity, the Juno's created a "Rap" category that the song "Northern Touch" was the first to win!

Another notable figure in Canadian hip-hop - and an artist who has been involved with the Your Voice is Power Program - is Sheldon Pitt a.k.a Solitair. Solitair is the founding member of the Black Jays production team and has been producing music for 20+ years. His production credits include artists such as Nina Sky, Glenn Lewis, Cham, Maestro, Rascalz, Kardinal Offishall, Ivana Santilli, July Black, Choclair & Sugar Jones. In 2006, Solitair started working with Cipa Sounds of Hot 97 under the name "More Fire". The duo produced work for Nina Sky, Daytona, Lil Wayne, Busta Rhymes, DJ Khaled, Jim Jones, Elephant Man & Trey Songz.

Of course, we cannot forget about the contributions to hip-hop by Indigenous youth. Indigenous youth were also embracing Hip-Hop and the first Indigenous Hip-Hop song to be played on MuchMusic was a song called "Feelin Reserved" by the War Party. Notable Indigenous Hip-Hop artists include A Tribe Called Red, Inez Jasper, Joey Stylez, JB The First Lady, Winnipeg's Most, Eekwol, Crystal Lightning, Snotty Nose Rez Kids, Dakota Bear, Jayli, Samian, and more!

Finally, around the 2000s, the Canadian Hip-Hop scene was getting the respect and recognition it deserves. In 2001, Canada got its first Hip-Hop radio station - Flow 93.5, which finally gave Canadian artists a platform to showcase their talent to the country.

Since 2010, Toronto artist Drake has dominated the Canadian and American hip-hop scene. In 2016, Drake scored the first Billboard Hot 100 number one song by a Canadian artist! Now Canada boasts many other Hip-Hop artists with international prominence, including Tory Lanez, The Weeknd, PartyNextDoor, Roy Woods, and many more!

Indigenous communities in Canada face similar struggles to African American communities in the United States and have to deal with all levels of racism which is often reflected in Canadian Indigenous Hip-Hop lyrics.

Hip-Hop is a modern tool for Indigenous youth to tell their stories and experiences through song.

Often, the message in these songs is decolonization and Indigenization.

The Four R's Framework

The Four R's Framework aims to decolonize and Indigenize the education system. Today, we are going to use this framework to analyze music and create our own songs!

Respect

Respect for all of creation

To honour all of creation is to have respect.¹ Respect addresses the dignity of people and encompasses the honouring and valuing of who they are as a unique person. Inherent in the overarching principle of respect is the honouring of rights, autonomy, choice, worthiness, uniqueness, and self-determination. Respect is not reserved for those with special societal status, income level, intellect, power or attractiveness: respect is deserved by all of creation, human or otherwise. It is considered a fundamental attitude and way of being for all people. How do you show respect?

Relevance

Include relevant Indigenous perspectives

Including Indigenous perspectives regarding history and culture ensures Indigenous knowledge continue to be passed down through generations. Respecting Indigenous history, culture, knowledge, and perspectives can include becoming informed about these topics by doing your research and actively seeking out Indigenous perspectives. It could include using Indigenous place names or learning about the history of the land you occupy. How do you include Indigenous perspectives in your life?

Reciprocity

Fostering reciprocal relationships

Reciprocity is based on the teaching of interconnectedness. Whenever we take something from the earth, we also make sure to give something back - often in the form of a prayer or offering. When we work with others, we need to ensure the relationship is beneficial to both, so that everyone feels valued and appreciated. Fostering reciprocal relationships can look like showing up on time (valuing someone else's time) and returning a favour (if someone helps you, make sure you help them too). How can you give back to others?

¹ Edward Benton-Benai. Mishomis Book: Voice of the Ojibway. 1988.

Responsibility

Using your voice in a responsible way

The things that we say and do can have a huge impact on others. We need to ensure we are using our voice in a responsible way. Responsibility is more than just an idea - it is an action. Sometimes using your voice in a responsible way can look like advocating for change. What actions are you taking that positively impact the world?

Freedom by Dakota Bear

// verse one //

The people are standing together there's power in numbers
We will not fall where you want us
We learning the laws you throwing upon us
You throw us in water we know there's piranhas
The people they needing a leader just know that I'm on It
I'm honest in everything that I do
Every word that I write is true
The people that get it they know that the picture is bigger
So pull up a seat and you'll listen you putting a fist in the air you know the resistance is here
You'll hear us off in the distance
We are the kids that you dismissed
We are the targets you just missed
We are descendants of healers and chiefs just know that our struggles are brief
Just know that we one in the same
I'm from the prairies the plains
I'll grow my hair out until I can braid it again
I'm no longer ashamed
I promised our people our hardships will not go out in vain
You'll hear in my voice and the melody Carry the pain
I do not do this for money for fame
I just want to be me I just want to feel free
Is that to much that we ask?
Look to the future but learn from the past
I know that sometimes we clash

And that's just life chances ain't handed out twice
A man of my word and a man of advice
I just want to be me I just want to feel free

// hook //

We just wanna live our lives we don't want to have to worry
Tell me can you help me it don't seem like you been in a hurry
You playing judge and jury I feel like I'm under siege
Get the matches burn the sage
Chapters over turn the page
Author of my destiny but they telling me differently

// verse two //

I swear we be doing the most
I pack my suitcase and moved to the coast
I promised the next time I come to the city I'm bringing hope
I'm bringing you n it's bigger then music together we started a movement
Together we stand and we shaking the earth as we moving
As soon as you look for the answer you'll see the solution
Our minds are as clear as the water as soon as you see the pollution
We want the freedom and not the illusion
We are the warriors the ones you read in the stories we are notorious
I just want to me I just want to feel free

// hook //