

1 – Sounds around you

10 mins

10 mins – Listening to sounds around you

This activity will be run by the group leader as one large group.

The room is set up for a continuum debate with a “Love it” card at one side of the room and a “Hate it” card at the other.

The group leader will play a sound recording and the participants will choose a place on the continuum.

You may need to help facilitate the continuum debate - why did two or three of the participants choose their particular place on the continuum?

The group leader will then reveal what the sound was.

Would you like to change your position?

If so, why?

This will be repeated for three different sound environments.

See the background information card for more details on each sound.

2a – Sound walk

10 mins

Tell your group they are going to go on a sound walk.

Tell them where they can and cannot go if appropriate.

Tell them that no talking is allowed!

They need to go to three different locations that they can decide on. They should open the appropriate envelope at each location.

Tell them the time at which the group must be back (the group leader will tell you this).

If they are running out of time, they should open envelope four after eight minutes.

2b – What did you hear?

10 mins

Facilitate a short (5 mins) discussion about how sounds can make you feel.

Use the questions on the task card to stimulate this discussion.

The next part requires the group to write a definition of a soundscape. Ask the group how they would describe the collection of sounds that they heard.

Tell them that a lot of research is going on in the area of sounds in our everyday lives and the term soundscape is used. They heard a soundscape at each of their locations.

Ask them to write a definition of the word soundscape. Make sure everyone in the group agrees on their definition. Assure them that there is no right or wrong answer for this.

An example if they get stuck:

"An environment of SOUND (or sonic environment) with emphasis on the way it is perceived and understood by the individual, or by a society. It thus depends on the relationship between the individual and any such environment. The term may refer to actual environments, or to abstract constructions such as musical compositions and tape montages, particularly when considered as an artificial environment."

2c – *Optional* Create a soundscape

5 mins

Get the group to create a 20 second soundscape to reflect an emotion.

They can use the sounds from their sound walk as a starting point.

Depending on the time available get the group to share their soundscape with other groups.

A graphic in the top left corner consisting of three overlapping circles in shades of blue. The innermost circle is the darkest blue and contains the text 'Facilitator Card'. The middle circle is a medium blue, and the outermost circle is the lightest blue.

**Facilitator
Card**

3 – The science bit

10 mins

Your group must be ready at the same time as everyone else for this task.

Demonstrations to be carried out to the whole group.

4 – Links between sounds

10 mins

Your group must be ready at the same time as everyone else for this task. Depending on the numbers in the group, your group may join with one or more other groups to do this activity.

Get all participants to sit or stand in a circle. Ask each participant to pick a sound card.

Explain that the aim of this activity is to think about how some sounds in a soundscape may be linked.

For example:

The sound of a whistle may be linked to the sound of a train, as a whistle is used to tell the train driver to leave.

So the person with the “WHISTLE” card could say:

“I am WHISTLE I have a relationship with TRAIN because the whistle tells the train when to go.”

They then hold onto the end of their ball of wool and throw it to the person holding the “TRAIN” card.

“I am TRAIN I have a relationship with a LOUD SPEAKER ANNOUNCEMENT because the announcement lets people know the train will arrive.”

The TRAIN keeps hold of a piece of wool and throws the rest to the LOUD SPEAKER ANNOUNCEMENT.

4 – Links between sounds

10 mins

Give a ball of wool to the first person and start some relationships. When this starts to die out start a different person with a different colour ball of wool. Repeat choosing people who have no bits of wool (or fewer pieces). Point out that some sounds may not be linked to anything else in the soundscape.

Point out that all the sound elements are part of the soundscape whether they are linked or not.

You could discuss how some sounds are constant and some intermittent. Ask people which they think their sounds are.

Please record the sounds and their relationships for the researchers, in particular making note of the link between sounds i.e. is it meaning, sensation, likes etc. Do this in the form of a table:

What sound	Why linked

To keep this game going if it starts to slow down, can suggest that everyone takes a new card.

5 – Positive soundscapes

5 mins

Tell the group to think about *positive* sounds.

Memory Game

This is a version of the “My mother went to market and she bought...” memory game.

Ensure the group is sitting in a circle.

Tell the participants to think about the sounds they would like to hear in a given scenario e.g. on a walk, in the countryside, going shopping.

First person starts with “we went on a walk around...and we wish we had heard...”

It may be useful to write this phrase on a piece of paper for the group to use as a prompt.

The next person repeats the previous sentence and then adds their own sound. This continues until the last person says and writes on the flipchart the entire list of positive sounds. The whole group can help with this.

6 – Create a soundscape

20 mins

Introduce the task to the group (5 mins). Make sure they understand what they have to do.

Tell them that after the task they will share their work with the rest of the group (check with the group leader how this will be done) - (5 mins).

Depending on the group, you could tell them to recreate the soundscape using their voices and any props they can find. They can then either share this with the other groups or just do it themselves.

Then tell the group they have 20 minutes to create their soundscape and have a coffee break. If you are in a room where they can drink etc then they should fetch their refreshments and return to their group to continue the task. If they cannot bring refreshments into the room your group leader will tell you how to manage this task.

Encourage the group to use their own ideas as well as those provided – these are just things to get them started.