

## **Second Line Arts Collective**

### **Lesson 1: Funga Alafia**

#### **Lesson Overview**

**Introduce students to the welcoming spirit of New Orleans music through "Funga Alafia," a call-and-response song rooted in West African traditions. This lesson will set the tone for inclusivity and participation while teaching students about the cultural origins of this joyful song.**

#### **Learning Objectives**

By the end of this lesson, students will:

1. Understand the meaning of "Funga Alafia" and its cultural origins.
2. Practice singing in a call-and-response format.
3. Explore rhythm through clapping or drumming.
4. Begin connecting African musical traditions to New Orleans music.

#### **Materials Needed**

- Percussion instruments (e.g., drums, tambourines, shakers) or use hands for clapping.
- Optional: Visual aids (e.g., map of West Africa, images of traditional instruments).
- Space for movement and group interaction.

#### **Lesson Steps**

##### **Welcome and Introduction (5 minutes)**

- Greet the students and introduce the idea of a welcome song.

- Explain that "Funga Alafia" comes from West African traditions, where music is used to welcome people into the community.
- Share the meaning of the words:
  - "Fanga" is a traditional song and dance style from Nigeria.
  - Alafia means peace and welcome.
  - Ashe means so it be so.

Show a map of West Africa and discuss its connection to New Orleans' cultural heritage. For example: "West Africa and New Orleans share a deep connection rooted in the slave trade, where enslaved Africans from West Africa, were brought to the city and played a vital role in shaping its culture, music, and cuisine."

### **Call-and-Response Practice (5-10 minutes)**

- Explain the concept of call-and-response, where one person leads and others echo.
- Demonstrate the song:
  - Leader: "Funga Alafia."
  - Response: "Ashe Ashe."
  - Repeat: "Peace and welcome, everyone."
  - Response: "So it be so."
- Practice together, encouraging students to echo with enthusiasm.
- Add clapping or simple percussion to maintain the rhythm.

### **Adding Movement (5 minutes)**

- Encourage students to add simple movements like clapping, tapping their feet, or swaying.
- Ask them how they might show a welcoming gesture with their bodies (e.g., waving, bowing).

### **Group Performance (5-10 minutes)**

- Perform the song as a group, with one student or teacher leading and the rest responding.
- Incorporate percussion instruments if available.
- Optionally, divide the class into smaller groups and let each group perform for the others.

### **Extension Activities**

- Cultural Exploration: Show images or videos of traditional West African dances or instruments. Discuss their importance in the community.
- Creative Task: Ask students to create their own welcome song using the call-and-response format.
- Movement Game: Play a follow-the-leader game where students mimic the leader's movements while singing the song.

### **Reflection Questions**

- How did it feel to sing and respond as one group?
- What do you think is the importance of welcome songs in a community?
- Can you think of other ways music can bring people together?