

Music Advisory Guide

Character and Life Skills Grade Level: **High School**

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Character and Life Skills

A Note to the Teacher

Experts in character education and life skills have identified a long list of qualities that define our 'character' and how we deal with challenges. In this unit, we will look at short videos that feature a wide variety of young people who exemplify specific character traits or life skills. After viewing we will discuss the videos and your thoughts about the issues and feelings they raise. Finally, you will participate in a visual activity to further explore each topic.

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Responsibility

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How do you apply the concepts of responsibility to your life?

Teacher

Begin by explaining that the lesson is going to focus on responsibility.

1. Read the summary of the video: When Rafael Posada decided to “go for it” and race the car that pulled up next to him, he didn’t think about any consequences. Rafael didn’t expect to find a cop also pull up beside him. He didn’t expect to be arrested.
2. Ask the students: What is your definition of responsibility? Write answers on the board.
3. Provide the following definition for students: **responsibility (n.):** being accountable for something that is within one’s control
4. View the video segment about responsibility.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why do you think “good” kids do crazy things? What do you think might cause them to stop and think before they act irresponsibly?
2. How much of kids’ risky behavior do you think rests in brain development? In your opinion, how much of it is a choice? What can make the difference?
3. Have you ever taken a chance because of a dare? If you did, why do you think you did? If you didn’t, what stopped you?
4. When you feel the impulse to act in ways others consider irresponsible, what do you think about? Do you consider the consequences, or do you sometimes act impulsively?

Activity: Musician Responsibilities

Materials

- Copies of *Musician's Job Description*
- IF YOU PLAY AN INSTRUMENT, bring the instrument in its case and be prepared to discuss and demonstrate responsible care for the instrument

Teacher

1. Ask students if they know how musicians show responsibility. Create a list on the board of their answers.
2. If you play an instrument, discuss and demonstrate responsible care for the instrument (i.e., how to hold safely, how to move with instrument, how to pack and put away, etc.).
3. Discuss the responsibilities you have as a musician to the ensemble, to the audience, and to the instrument itself.
4. Distribute the "Musician's Job Description" and ask students to work with a partner on creating specific responsibilities that go with at least four (4) bullet point on the list of job tasks. For example, for "Perform before live audiences," a musician must have the appropriate clothes, show up to rehearsals, bring his/her instrument, practice outside of rehearsal, etc.
5. Gather as a group to share their lists.
6. Compare and contrast their lists to other occupations and activities such as an athlete or a waitress. What are the responsibilities involved with each? Why?

Conclusion

How do the lists created for musicians and others relate to the information in the video? How do you take responsibility for your actions and your possessions in your own life?

Notes

Togetherness

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why is togetherness considered a character or life skill?

Teacher

Begin by explaining that the lesson is going to focus on togetherness.

1. Read the summary of the video: When Melissa Gerjoi's father died in a car accident, she tried to distance herself from everyone who loved her. But her older twin brothers taught her the importance of family unity by giving her unconditional love and support.
2. Ask the students: What is your definition of togetherness? Write answers on the board.
3. Provide the following definition for students: **togetherness (n.):** a feeling of closeness with other people
4. View the video segment about togetherness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How did Melissa initially cope with her father's death? How could she have handled her grief more constructively?
2. When you think about your future, what are the most significant events that come to mind? With whom would you like to share these events? Why is it important to be together with these people?
3. Have you ever isolated yourself from friends and family because you were hurting on the inside? Why did you do this? Would you say it was an effective way of handling the problem?
4. Do you have someone in your life you know you can count on no matter what happens? Who is this person? How has this person demonstrated that you can count on him or her? How does being together with this person make your life better?

Activity: Harmony Brings it Together

Materials

- Recording of “In Harmony” by Kate Taylor and the Simon/Taylor Family from the *Sesame Street* recording *In Harmony*
- Lyrics and recording of “Water Runs Dry” by Boys II Men
- A piano or an electronic keyboard is available if available

Teacher

1. Define melody and harmony for/with students.
melody: a sequence of individual musical notes.
harmony: simultaneous pitches or chords
2. If a keyboard is available, play a simple melody and then play the harmony that goes with it. If not, move to step 3.
3. Play recording of “In Harmony” by Kate Taylor and the Simon/Taylor Family from the *Sesame Street* album of the same name. Direct students to listen for the simple melody in the beginning and the layering of the harmony line one at a time by a different voice. Play song all the way through to the end to point out how the harmonies close in the song.
4. Ask students to discuss how harmony relates to the word “togetherness.”
5. Distribute lyrics to the Boys II Men song, “Water Runs Dry.” Ask students to mark when harmony begins and ends.
6. Discuss how the voices create the harmony. Why does it take togetherness to create harmony?

Conclusion

Discuss with students how togetherness is put to use in creating harmony. Ask students to why togetherness is a character or life skill.

Notes

Handout: Water Runs Dry

By Boys II Men

We don't even talk anymore
We don't even know what we argue about
Don't even say I love you no more
Cause sayin' how we feel is no longer allowed
Some people work things out
And some just don't know how to change

[Chorus:]

Let's don't wait till the water runs dry
We might watch our whole lives pass us by
Let's don't wait till the water runs dry
We'll make the biggest mistake of our lives
Don't do it baby

Now they can see the tears in our eyes
But we deny the pain that lies deep in our hearts
Well maybe that's a pain we can't hide
Cause everybody knows that we're both torn apart
Why do we hurt each other
Why do we push love away

[Chorus:]

Let's don't wait till the water runs dry (No no baby)
We might watch our whole lives pass us by (We might watch our whole lives)
Let's don't wait till the water runs dry
We'll make the biggest mistake of our lives
Don't do it baby

No, ooooooooooh, oh, oh, oh, oh

No, ooooooooooh, oh, oh, oh, oh

Some people will work things out
And some just don't know how to change

Let's don't wait till the water runs dry
We might watch our whole lives pass us by
Let's don't wait till the water runs dry
We'll make the biggest mistakes of our lives
Don't do it baby

No, ooooooooooh, oh, oh

No, ooooooooooh, oh, oh

Don't do it baby

No, ooooooooooh, oh, oh, oh, oh

No, ooooooooooh, oh, oh, oh, oh

Don't do it baby

Self-Control

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

What are the areas in your life that require self-control? Why?

Teacher

Begin by explaining that the lesson is going to focus on self-control.

1. Read the summary of the video: A lack of self-control led Dan O'Brian down the dark path of drug and alcohol addiction, but now he is learning new strategies to combat the daily struggle with his obsession.
2. Ask the students: What is your definition of self-control? Write answers on the board.
3. Provide the following definition for students: **self-control (n.):** showing restraint in one's actions or emotions
4. View the video segment about self-control.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are some ways in which Dan's lack of self-control with drugs and alcohol affected his life at school and at home?
2. What are some ways in which Dan learned he could take control of his life?
3. Dan's failure to show self-control began to take its toll in his life. What are some ways in which you've seen others' lives affected by a failure to show self-control?
4. Why is it important to practice self-control in all areas of your life, not just some?
5. Why is it harder for some people than others to show self-control at school, at home, in their communities, etc.?

Activity: Back Up Singing: The Ultimate in Musical Self-Control

Materials

- Copies of "About Back Up Singers"
- Recording of: "Gimme Shelter" by the Rolling Stones from their *Let It Bleed* album
- Recording of "The Night Time is the Right Time" by Ray Charles and the Raelettes

Teacher

1. Ask students to help define what a back-up or backing singer is and what a back-up singer does. **(Note:** a back-up singer provides vocal harmony, counter melody, and other sung support for the lead vocalist and sometimes must blend with other back up vocalists.)
2. Brainstorm a list of songs that had back-up singers from different eras.
3. Distribute the handout about back-up singers. Ask students to read the list and discuss how self-control is necessary for a career as a back-up singer.
4. Explain that one of the top rated songs with back-up singers is "Gimme Shelter" by the Rolling Stones from their *Let It Bleed* album.
5. Play the recording of the song.
6. Discuss how the information from "About Back-Up Singers" is evident in the recording.
7. Do the same with the recording of "The Night Time is the Right Time" by Ray Charles and the Raelettes. Compare and contrast the use of back-up singers in both of the songs.

Conclusion

Ask students to compare and contrast the need for self-control as a back-up singer to the areas in their own lives that require self-control.

Notes

About Back-up Singers

1. Good back-up singers must be able to control:
 - Their loudness
 - Their vibrato (shakiness of the voice)
 - Their vowel sounds
 - Their consonant sounds
 - Their entrances and cut offs
 - Their egos
 - a professional singer who wishes to remain anonymous
2. Good vocal control is essential, a backing singer must not try to 'outsing' the lead vocalist unless they have been directed to do so for a particular passage or effect!! Whilst most sound engineers and producers will adjust vocal volumes in the mix, it is important for singers who have strong voices to remember to back off the microphone a bit when providing backing for lead vocalists whose voices may not be as powerful.
 - **So what qualities does a backing singer need?** From Vocalist.Org

Notes

Justice/Fairness

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How do fairness and what is right differ?

Teacher

Begin by explaining that the lesson is going to focus on justice and fairness.

1. Read the summary of the video: Even though Robert Layde and David Mullinax were both victims of unfair treatment, Robert took his anger and frustration out on other people while David went beyond mere fairness to demonstrate empathy for his tormentors.
2. Ask the students: What are your definitions of justice and fairness? Write answers on the board.
3. Provide the following definition for students:
justice (n.): moral rightness
fairness (n.): freedom from bias or injustice
4. View the video segment about justice and fairness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does it mean to be just and fair?
2. Because Robert was abused as a child, do you think he should have received counseling instead of a jail sentence? Why or why not?
3. Do Robert and David have anything in common? How are they different?
4. Sometimes there is a difference in what people perceive to be fair and what is actually right. How did David illustrate this difference?
5. Is it fair to ask others to put themselves in danger in order to help someone else? Why or why not?

Activity: Chants for Justice and Fairness

Materials

- Article “Chants” from Fergusonresponse.org

Teacher

1. Ask students if they know of any current events about injustice or groups of people being treated unfairly. Discuss the ways people react to these events.
2. Discuss the events of Ferguson, MO, and the racial justice movement started after the riots that begin after the fatal shooting of Michael Brown, a black man, by police officer Darren Wilson, a white man, on August 9, 2014.
3. Explain that a common way of protesting injustice or unfairness is to gather, march (or walk) and chant. A chant is a phrase, sentence, or rhyme that a large group of people can say together at the same time and be understood both for clarity and meaning.
4. Chants are musical in that they have a rhythm, a beat. Some use the concept of call and response where a leader speaks one phrase and the group responds with a related phrase.
5. Using one of the chants below from Ferguson Response, clap the rhythm of a few of the chants, try several of the call and response chants, and then have them try one of the longer chants. What do they need to do to make their words clear? Why?
6. Have small groups of students create a chant to protest something they consider unfair or unjust. They should be ready to present their chant to the class and explain the roots of the injustice or unfairness.

Conclusion

Discuss with students: How does music support justice and fairness? How do justice and what is right differ?

Notes

Chants

From FergusonResponse.org

Chanting is an important component of any social/racial justice action. It serves to deliver a simple message from the action and unites the participants in a single activity.

Below is a list of chants that have come from FergusonResponse.org in the wake of the Mike Brown, Eric Garner, and Freddie Gray deaths.

#BaltimoreUprising Solidarity Chants

1. Chants specific to the Baltimore Uprising & Justice For Freddie Gray

All Night and All Day
We're Doing This For Freddie Gray
Rise Up It's Our Day
We're Doing This For Freddie Gray

- **Call:** We Marchin
- **Response:** We Marchin
- **Call:** To Justice
- **Response:** To Justice
- **Call:** For Our Sisters
- **Response:** For Our Sisters
- **Call:** And Our Brothers
- **Response:** And Our Brothers

2. Single Phrase/Simple Chants

These chants are intended for the entire crowd to say in unison over & over.

- "Black lives matter!"
- "I Can't Breathe!"

3. Complex Phrase Chants

These chants are also intended for the whole group to say, but are more complex in nature.

- "The people United, will never be defeated"
- "Why are you in riot gear; we don't see no riot here!"
- "Turn up don't turn down, we do this for Mike Brown."
- "Hey Hey! Ho Ho! These racist cops have got to go!"
- "Off the sidewalks, into the streets"

Notes

Call and Response Chants

These chants are led by individuals and require the crowd to reply

- **Call:** Hands up!
- **Response:** DON'T SHOOT!
- **Call:** No Justice!
- **Response:** NO PEACE!
- **Call:** No Racist
- **Response:** Police
- **Call:** How many black lives will you kill?
- **Response:** Michael Brown! Emmett Till!
- **Call:** Whose Streets?
- **Response:** OUR STREETS!
- **Call:** What do we want?
- **Response:** JUSTICE!
- **Call:** When do we want it?
- **Response:** NOW!
- **Call:** If We Don't Get It
- **Response:** SHUT IT DOWN
- **Call:** Show Me What Democracy Looks Like!
- **Response:** THIS IS WHAT DEMOCRACY LOOKS LIKE
- **Call:** Show me what AMERICA Looks Like!
- **Response:** THIS IS WHAT AMERICA LOOKS LIKE
- **Call:** They Say Get Back
- **Response:** We Say FIGHT BACK
- **Call:** Back Up Back Up!
- **Response:** We want FREEDOM! FREEDOM!
- **Call:** All these bodies in the ground?
- **Response:** We don't NEED'EM NEED'EM

Notes

Caring/Compassion

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Is compassion out of style? Explain your answer.

Teacher

Begin by explaining that the lesson is going to focus on caring and compassion.

1. Read the summary of the video: Brandi Bratton and Marcus Peden act with compassion when they give up their time, space and privacy for the comfort of their live-in great-grandparents. Their caring nature has enabled them to love more and give more, instead of always waiting to receive
2. Ask the students: What is your definition of caring or compassion? Write answers on the board.
3. Provide the following definition for students: **compassion (n.):** a feeling of sympathy for another person who has suffered or has experienced misfortune
4. View the video segment about caring/compassion.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does it mean to be caring and compassionate?
2. How do Brandi and Marcus display their caring and compassionate natures?
3. What difficulties does this living situation present for the family? How would you handle living with so many adults who were all giving you directions?
4. What are ways in which you could show compassion at school, in your neighborhood, in your home, etc.?
5. How would you respond to someone who says, "Compassion has gone out of style"?

Activity: Compassion

Materials

- Copies of the Cover Notes from the album *Compassion*
- Recording of “Echorus” by Phillip Glass from the album *Compassion*

Teacher

1. Ask students to describe what kind of music they would create for the concept of compassion and have them explain their answers.
2. Distribute the cover notes from the album *Compassion*. Ask students to read the article with a partner and have each partner select the most important section of the text and explain why. Discuss what the theme of “universal compassion” means to them.
3. Tell students they will listen to one selection from the album, a spoken word and orchestral piece called “Echorus” by Phillip Glass, a minimalist composer. Minimalism is considered a modern style of classical music. A minimalist uses very simple sounds and few embellishments. One often will hear repeated phrases in the music, and some have said this creates a hypnotic effect. Ask students to listen for any of these qualities in the piece.
4. After listening, discuss the simple sounds and repeated phrases they heard. Did it have a hypnotic effect? Why or why not? How does that support the concept of compassion?
5. How do they respond to the spoken word? How did the Allen Ginsberg poetry support the concept of compassion?

Conclusion

Discuss with the students: Did the music we listened to inspire compassion in you? Why or why not? Is this the style of music you would choose to listen to? Why or why not? If this music is considered a modern style of music, then is compassion itself modern or out of style? Explain your answer.

Notes

Cover Notes from *Compassion, a Tribute to Yehudi Menuhin*

"I look to music to bind and heal; I think the musician can be a trusted object offering his fellow men solace but also a reminder of human excellence; I believe as strongly as ever that our finite world turns on finite individual efforts to embody an ideal."

These words are vintage Menuhin, written as he neared his 60th birthday and reflecting the breadth of view and depth of spirit with which he approached everything he did. Few musicians have extended themselves so generously or demanded more of the music they played. Music, to Yehudi Menuhin, was not merely an elevated sensuous experience, it was the search for enlightenment. He instinctively reached for its profoundest meanings at a very early age, and touched its spiritual essence so completely that Albert Einstein, hearing him play a youthful concert in Berlin, was moved to say: "Now I know that God exists."

The 15 works on this first disc are a tribute to that spirit, expressed in a variety of styles completely compatible with Menuhin's own adventurous temperament. The origin of these new compositions is a story in itself.

Yehudi Menuhin first encountered Edna Michell as a prodigious 12-year-old violinist in Israel. She became his protege and pupil, studying with him when his travels permitted. Their friendship grew, and when they performed together, Michell says, "I was transformed into another sphere." She remained close to him until his death in 1999, and their individual concert tours or joint appearances often brought them together in various parts of the world.

One night in Prague about five years ago, after musical collaborations in the Czech Republic, they left a post-concert dinner party quite late — "Yehudi kept looking at his watch" — to be driven to Vienna, where each was to catch an early morning flight to a different destination

"It was 4 a.m.," she recalls, "and Yehudi started an animated conversation in the car about the conditions in the world — the upheavals in Yugoslavia, the human suffering, the atrocities we all knew of. His talk simply flowed. He had so much to say, and he really wanted to talk about it. Sometime during that conversation I had an idea, and said to him: "Why don't we approach composers around the world to write pieces inspired by the theme of universal compassion — an antidote to the chaotic times we live in?" He gave me a mischievous look, as he often did, with a sort of twinkle in his eye, and said, 'Knowing you as I do, you not only have this idea, you will bring it to fruition!'

...True to Menuhin's prediction, Michell pursued the idea born on that dark road to Vienna, and in reflecting on the project today, she muses about her realization that the composers were inspired to write because they all related to Menuhin's multi-rich personality and to what they believed he stood for — universal compassion being one prime and perfect example. "His life's theme was music for humanity and humanity for music," she says. "One stimulated the other, and all the composers sensed that. Each was inspired to write because of Menuhin's humanistic qualities, his humanitarian impulses."

Setbacks Make Us Stronger

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How do setbacks make us stronger?

Note: The music activity in this lesson is the first in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Togetherness*.

Teacher

Begin by explaining that the lesson is going to focus on how setbacks make us stronger.

1. Read the summary of the video: A study reported in the *Journal of Personality and Social Psychology* confirms that life's challenges... a little adversity, even mundane experiences, contributes to building resilience. What role does self-esteem play in academic success? How can a little failure serve each of us well?
2. Ask the students: What is your definition of setback? Write answers on the board.
3. Provide the following definition for students: **setback (n.):** a reverse of progress or defeat
4. View the video segment about setbacks.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why is self-esteem important?
2. How do "mundane setbacks" help a person build self-esteem?
3. What kinds of setbacks have you experienced? How did you feel at first? How did you move past them? How did those setbacks help you build resilience and self-esteem?
4. Discuss your opinions about the title of this section: *Setbacks Make Us Stronger*.

Activity: Dynamics Mosh

Materials

- Dynamics chart
Make enough copies for one chart per team, keep the column headings intact, cut all of the cells in the chart apart, and put the pieces into team envelopes
- Colored paper larger than standard letter sized paper

Teacher

The next five lessons will focus on the musical term dynamics. Dynamics are the way we think about how loud and/or quiet music is or should be. Dynamics change the intention or the mood or the feeling of a song. For example, usually a lullaby is a quietly sung tune to help a baby fall asleep. Imagine someone singing a lullaby at the top of their lungs –how does this change the mood or feeling or the singer’s intention?

Procedure

This activity will link dynamics and today’s theme of setbacks.

1. Break team into teams of three (3) or four (4). Give each team a cut up chart and a large piece of colored paper.
2. Each team’s job is to reconstruct the first three columns dynamics chart without the assistance of any resources other than each other. This means no use of electronic devices, books, or other materials.
3. Each team must speak in voices that are mezzo piano. Have them demonstrate that volume. Why would this be an instruction? How can it help your team in this game? How might this be considered a setback?
4. As the teams work, they will usually get louder. Coach them on their volume by using the terms from the chart. For example, a loud group might get a warning of, “You are being forte over there. Bring it back to pianissimo.”
5. Gather the group back and review the actual answers. Let them compare and contrast their charts.
6. Have them complete the fourth column and share their responses.

Conclusion

Discuss how the activity reflects the story and theme of the video *Setbacks Make Us Stronger*. Which dynamic/s would mark your volume when you experience a setback? Which dynamics would mark your volume when you overcome it?

Students will use the dynamics chart for next lessons.

Dynamics Chart

Dynamics Markings	Musical term	Descriptor	Original Description Your own words/examples/etc.
ppp	pianississimo	Very, very quiet	
pp	pianissimo	Very quiet	
p	piano	Quiet	
mp	mezzo piano	A little quiet	
mf	mezzo forte	A little loud loud	
f	forte	Loud	
ff	fortissimo	Very loud	
fff	fortississimo	Very, very loud	

Diligence

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Agree or disagree and explain your answer: You are born with diligence.

Note: The music activity in this lesson is the second in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Togetherness*.

Teacher

Begin by explaining that the lesson is going to focus on diligence.

1. Read the summary of the video: Justin Papadakis' diligent efforts to perfect his athletic skills require daily sacrifices of both time and energy and afford him the opportunity to play professional soccer in Europe.
2. Ask the students: What is your definition of diligence? Write answers on the board.
3. Provide the following definition for students: **diligence (n.):** persistence in completing a task
4. View the video segment about diligence.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How does Justin exemplify the word diligence? How do you think Justin is able to work so hard when he knows it may not pay off?
2. What sacrifices are you willing to make at school, at home or in your neighborhood to achieve your goals? How will you demonstrate diligence?
3. How do you feel when you've worked diligently and you don't succeed? How do you react?
4. There is an old saying, "You can't teach an old dog new tricks." Many people think if one has not shown diligence as a young child, he/she will never be diligent. How do you feel about this statement? Explain your answer with examples.

Activity: Dynamic Thoughts and Feelings

Materials

- Recordings of music with variety of dynamics (at least four will be used for the activity); possibilities include:
 - “Night on Bald Mountain” by Modest Mussorgsky
 - “Hernando’s Hideaway” by Jerry Ross and Richard Adler
 - “William Tell Overture” by Gioachino Rossini
 - “Sabre Dance” by Aram Khachaturian
 - “Baby Mine” by Frank Churchill and Ned Washington
 - Native American music
- Paper and pencils/pens
- Dynamic Thoughts and Feelings worksheet

Teacher

1. Review the dynamics charts from the previous session.
2. Break them into pairs and distribute the Dynamic Thoughts and Feelings Worksheet.
3. In today’s session, students will listen to music and determine not only the dynamics but also the thoughts, feelings, or moods the dynamics help create in the musical piece. Sometimes the dynamics are very subtle or hard to hear, so everyone will need to be diligent listeners and really apply all of their energies to the task.
4. Play a portion of the first piece. Tell them to discuss the dynamics of the section they heard with their partner and write it on the worksheet. Ask if they need to hear it again.
5. Ask the group to share their dynamics markings and defend their answers.
6. Do the same for at least three (3) more pieces of music.
7. Ask students if they think the composer thought of the dynamics after writing the entire piece or if they were part of the composition as it was being written. Why? How does it take diligence to write the pieces they listened to? How does adding dynamics require diligence?

Conclusion

Discuss how the activity reflects the story and theme of the video *Diligence*. How did it build on the information from *Setbacks Make Us Stronger*? In the next two lessons, students will use their dynamics worksheet again for a presentation of spoken word.

Notes

Dynamic Thoughts and Feelings Track Sheet

Title of Musical Piece	Starting dynamic: What is the dynamic marking and description?	Thought, Feeling, or Mood the first dynamic is meant to convey	First dynamics change: What is the new dynamic marking and description?	How did the change in dynamics alter the thought, feeling or mood?

Convictions #1

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why is it important to live by strong convictions?

Note: The art activity in this lesson is the third in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on convictions.

1. Read the summary of the video: Lavale Lassiter voices his powerful convictions against youth-targeted tobacco advertising by participating in anti-tobacco campaigns at the national level.
2. Ask the students: What is your definition of convictions? Write answers on the board.
3. Provide the following definition for students: **convictions (n.):** firm beliefs
4. View the video segment about having convictions.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are Lavale's convictions?
2. While believing is part of convictions, your actions must support these beliefs. What are your convictions? What are some ways you demonstrate your strong convictions? Why is it important to live by strong convictions?
3. How can your convictions cause problems in your life at home, at school, in your community, etc.? How would you handle confrontation concerning your convictions?

Activity: Dynamic Reading #1

Materials

- Copies of Poems about Conviction
- Pencils

Teacher

1. Tell students they will use their dynamics charts once again.
2. Create groups of three (3) students and give each student copies of Poems about Conviction and a pencil.
3. Read each poem aloud, asking students to listen carefully to select the poem with which their group will work. Have brief discussions about the meaning of each poem.
4. In their groups, the students will write the dynamics markings on the poems to determine how they will be read aloud. Every line should have a marking, and some lines will have more than one marking. They should be able to explain why they are using the specific dynamics: how does each choice influence the thoughts, feelings, and/or intentions of the lines and/or whole poem?
5. The group members will need to agree on the dynamics.
6. Each group should test their choices of dynamics by reading aloud, using their dynamics to guide their volume.
7. If people within the groups disagree, how can they use their convictions to convince the others to go along with their ideas or opinions?
8. They should save their work for the next session.

Conclusion

Discuss how the activity reflects the story and theme of the video *Convictions*.

Notes

Poems about Convictions

www.allpoetry.com

[Dear friends,]

By Zhibek Salimbayeva

Dear friends,
We have gathered to say goodbye to
 indecisive measures
To every "umm..." and "hmm..."
And every shrug of lazy mind albeit
To every "I'm not sure"
To every "or" and "may be"
To every time we let the doors be closed
By hesitating for a second
No more indeed,
It's "yes" and "no"
An "always" and a "never"
Conviction in our words and acts
We must confine in arguments and facts
Following our intuition
Or someone's mere advice
In either case we must be certain what we
 want or why
To follow our dreams and fly

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
 I took the one less traveled by,
 And that has made all the difference.

Poems about Convictions

www.allpoetry.com

I Rise

By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may tread me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise

I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise

Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.

I rise
I rise
I rise.

Invictus

By William Earnest Henley

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.

Convictions #2

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Comment on the following statement: Young people today do not seem to hold any convictions.

Note: The music activity in this lesson is the fourth in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Togetherness*.

Teacher

Begin by explaining that the lesson is going to focus on a different view of convictions.

1. Read the summary of the video: After learning that the stream behind her school was polluted, Ashley Swandby's strong convictions compelled her to take action by searching for the source of the pollution and motivating others to get involved in this and other environmental issues.
2. Review the definition of convictions: **convictions (n.):** firm beliefs
3. View the video segment about having convictions.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Ashley's friend says he didn't realize how bad the pollution in the stream was until he saw it for himself. Have you ever developed a conviction about something to which you'd previously given little thought? Describe how this change happened.
2. Think about the most important areas of your life. Do you set your own standards of behavior or adhere to standards other people set for you at school, at home, in your community, etc.? Describe the standards you follow and explain why they are important to you.
3. What are ways in which the convictions we hold today could affect future generations?

Trustworthiness

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How do you build trust?

Note: Note: The music activity in this lesson is the last in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Togetherness*.

Teacher

Begin by explaining that the lesson is going to focus on trustworthiness.

1. Read the summary of the video: Jenny Champa's parents walk a fine line between trusting that their daughter will make the right choices in life and installing a tracking device in Jenny's car to monitor her movement. While Jenny feels the device is an invasion of privacy, her parents maintain they are only concerned with her safety.
2. Ask the students: What is your definition of trustworthiness? Write answers on the board.
3. Provide the following definition for students: **trustworthiness (n.):** reliable; dependable
4. View the video segment about trustworthiness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Identify all of the trust issues involved in Jenny's situation.
2. Have you ever been in a situation where someone didn't trust you? What happened? Based on your actions, do you honestly feel they should have trusted you? Why or why not?
3. What happens to a relationship when no trust exists? How do you build or rebuild trust?

Activity: Dynamic Choral Reading

Materials

- Copies of the “The Cataract of Lodore” by Robert Southey. (**Note:** depending on the number of groups in your class, you may need to break the poem into smaller sections)
- Pencils
- Dictionaries or other resources for looking up unknown words

Teacher

1. Review the dynamics readings from the previous session.
2. Break into same groups of three (3) and give each group a copy of the poem “The Cataract of Lodore.” (Note: a cataract is a waterfall.) Discuss how group work takes trust.
3. Each group will be assigned a section of the poem. The group will write in the dynamics markings for their section. Remind them to use crescendo and decrescendo as needed. Explain that they will not be reading their own section; they are writing dynamics for another group to use in reading. Everyone will need to trust the other groups to write clear dynamics that make sense for the poem.
4. Tell teams they must be prepared to define the words used in the poem for their readers.
5. When ready, the team will pass its papers to the other group to present.
6. Have groups practice their new section of the poem being very aware of the written dynamics. They may ask the group who wrote them to explain their intentions if necessary for understanding and performance.
7. Line up the groups in order of the poetry sections and read the entire piece aloud.
8. Discuss how this exercise was about trustworthiness as well as dynamics.

Conclusion

Discuss how all the dynamics activities reflect the character videos: *Setbacks Make Us Stronger*, *Diligence*, *Convictions*, and *Trustworthiness*.

Notes

The Cataract of Lodore

By Robert Southey

(Lines 51-121)

The cataract strong		And guggling and struggling,	
Then plunges along,		And heaving and cleaving,	
Striking and raging,		And moaning and groaning;	
As if a war waging		And glittering and frittering,	
Its caverns and rocks among;	55	And gathering and feathering,	95
Rising and leaping,		And whitening and brightening,	
Sinking and creeping,		And quivering and shivering,	
Swelling and sweeping,		And hurrying and skurrying,	
Showering and springing,		And thundering and floundering;	
Flying and flinging,	60	Dividing and gliding and sliding,	100
Writhing and ringing,		And falling and brawling and sprawling,	
Eddying and whisking,		And driving and riving and striving,	
Spouting and frisking,		And sprinkling and twinkling and wrinkling,	
Turning and twisting,		And sounding and bounding and rounding,	
Around and around	65	And bubbling and troubling and doubling,	105
With endless rebound!		And grumbling and rumbling and tumbling,	
Smiting and fighting,		And clattering and battering and shattering;	
A sight to delight in;		Retreating and beating and meeting and sheeting,	
Confounding, astounding,		Delaying and straying and playing and spraying,	
Dizzying and deafening the ear	70	Advancing and prancing and glancing and	
with its sound.		dancing,	110
Collecting, projecting,		Recoiling, turmoiling and toiling and boiling,	
Receding and speeding,		And gleaming and streaming and steaming and	
And shocking and rocking,		beaming,	
And darting and parting,		And rushing and flushing and brushing and	
And threading and spreading,	75	gushing,	
And whizzing and hissing,		And flapping and rapping and clapping and	
And dripping and skipping,		slapping,	
And hitting and splitting,		And curling and whirling and purling and	115
And shining and twining,		twirling,	
And rattling and battling,	80	And thumping and plumping and bumping and	
And shaking and quaking,		jumping,	
And pouring and roaring,		And dashing and flashing and splashing and	
And waving and raving,		clashing;	
And tossing and crossing,		And so never ending, but always descending,	
And flowing and going,	85	Sounds and motions for ever and ever are	
And running and stunning,		blending,	
And foaming and roaming,		All at once and all o'er, with a mighty uproar;	120
And dinning and spinning,		And this way the water comes down at Lodore.	
And dropping and hopping,			
And working and jerking,			

Courage

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why does it take courage to live in today's world?

Teacher

Begin by explaining that the lesson is going to focus on courage.

1. Read the summary of the video: Glen Curtis illustrates courage by overcoming his extreme shyness in order to reach out in social situations.
2. Ask the students: What is your definition of courage? Write answers on the board.
3. Provide the following definition for students: **courage (n.):** the strength to face problems and difficult situations
4. View the video segment about courage.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. After viewing the video, is there anything to add to the list about the definition of courage?
2. Why did Glen need courage in order to make friends in high school?
3. Do you face situations at school that require you to demonstrate courage? What are those situations?
4. How important do you think courage is as a leadership trait? Why?
5. Who are people you think are courageous? What makes them courageous? Be specific.

Activity: Chronicles of Courage: Very Special Artists

Materials

- Recording of “Lift Your Feet Up High” by Tony Melendez from his album *Hope*
- If possible, access to: www.tonymelendez.com/English/Welcome.html
- Pen and Paper

Teacher

1. Explain that courage is demonstrated in different ways. Sometimes, courage can be an heroic act, the way someone lives his/her life, or a seemingly small gesture.
 - Give an example: Standing up for someone when others are bullying or teasing the person can be courageous.
 - Ask students for some other examples.
2. Today the class will learn about a disabled artist who, despite the odds, lives a successful life. Share the following with the students:

Chronicles of Courage: Very Special Artists: *In 1993 Ambassador Jean Kennedy Smith and George Plimpton wrote a book that profiles 16 artists with disabilities. The book explores how the artists, despite their disabilities, face the challenges in their lives and, more importantly, how art inspires their courage. One of the artists profiled is Tony Melendez.*

Tony Melendez José Antonio Meléndez Rodríguez, born January 9, 1962, Rivas, Nicaragua, is a Nicaraguan American guitar player, composer, singer, and songwriter who was born without arms. His mother took thalidomide while pregnant, which caused his disability. Meléndez has learned to play the guitar with his feet.

3. Distribute the excerpt from *Chronicles of Courage: Very Special Artists* and ask students to read article. While reading, have them write down any questions it brings to mind. If possible, access Tony's website for additional information about his life and music: www.tonymelendez.com/English/Welcome.html
Note: Explain that thalidomide was prescribed in the 1960s to pregnant women for morning sickness. It had adverse effects causing children to be born with severe birth defects.
4. Think Pair Share: Divide students into pairs. Select a recorder and a reporter. After reading about Tony Melendez, ask the following questions:
 - Are people with disabilities courageous?
 - How might music encourage the development of courage in individuals with disabilities?
 - Do you think this artist is courageous? Why?
5. Keep students in pairs and have them listen to “Lift Your Feet Up High” from Tony Melendez’s album *Hope*.

Handout: Chronicles of Courage: Very Special Artists

In 1993 Ambassador Jean Kennedy Smith and George Plimpton wrote a book that profiles 16 artists with disabilities. The book explores how the artists, despite their disabilities, face the challenges in their lives and, more importantly, how art inspires their courage. One of the artists profiled is Tony Melendez.

Tony Melendez José Antonio Meléndez Rodríguez, born January 9, 1962, Rivas, Nicaragua, is a Nicaraguan American guitar player, composer, singer, and songwriter who was born without arms. His mother took thalidomide while pregnant, which caused his disability. Meléndez has learned to play the guitar with his feet.

A thalidomide baby, Tony was born without arms because his mother was prescribed thalidomide, a drug used to help calm morning sickness during her pregnancy. He was brought to the Los Angeles area from Nicaragua to be fitted with artificial arms. He wore them until he was ten, when he disposed of them. "I didn't feel comfortable," he explains, "I could use my feet so much more."

His proficiency with his feet extended to more areas than just day-to-day care. He remembers that "at first, I started playing push-button organ. Then in high school I began playing around with the guitar and harmonica." He also began writing his own songs. Whether it was "playing around" with music or merely adjusting to a normal high school routine, Tony never let his handicap get in his way. "I was pretty secure in what I could do," he says.

It was an unforgettable moment when, on September 15, 1987, he played his guitar for Pope John Paul II in Los Angeles. Born without arms, he performed a touching song entitled "Never Be The Same". When the Pope approached him from the stage to kiss him in appreciation, it seemed to reflect the sentiments of the entire country.

Since then Tony has traveled across the United States and forty foreign countries, making countless television appearances, including The Today Show, Good Morning America, Geraldo, CBS This Morning, The Late Show with Arsenio Hall, 700 Club, Robert Schuller, and prime-time network specials for variety clubs and Very Special Arts. Now an author his best-selling autobiography, A Gift of Hope, was published in 1989 by Harper & Row.

He has been the recipient of numerous awards and honors, including special commendations from President Reagan, The State of California, Variety Clubs of America, Very Special Arts, The City of Los Angeles, and countless other civic and charitable organizations. He has also received the first annual Inspirational Hero Award from the NFL Alumni Association at Super Bowl XXIII in Miami.

Notes

The Empathy Deficit

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Can empathy be developed? Explain your answer.

Teacher

Begin by explaining that the lesson is going to focus on empathy.

1. Read the description of the video: This brief video examines the impact social media has on today's youth and their capacity for empathy.
2. Ask the students: What is your definition of empathy? Write answers on the board.
3. Provide the following definition for students: **empathy (n)**: the capacity to recognize and, to some extent, share feelings (such as sadness or happiness) that are being experienced by someone else.
4. View the video segment about empathy/empathy deficit.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe a time when you felt empathetic toward a friend or someone close to you. What was that experience like?
2. Describe a time when you felt someone demonstrated empathy towards you.
3. Do you think some people are more empathetic than others? Explain your answer.
4. Are people born with empathy? Explain your answer.
5. How does social media affect students and their sense of empathy?

Activity: Music and Empathy

Materials

- Music and Empathy Worksheet
- Copies of the article, "Music and Care" from The Alzheimer's Foundation of America (AFA)

Teacher

1. Ask students if they are familiar with the disease of Alzheimer's.
2. Provide the following information about Alzheimer's from the Alzheimer's Association:
Alzheimer's disease is a progressive, degenerative disorder that attacks the brain's nerve cells, or neurons, resulting in loss of memory, thinking and language skills, and behavioral changes. (Alzheimer's Foundation of America.)
3. Dr. Sachs talks about how the parts of the brain that are associated with music are the same parts that are associated with emotion and memory. So, even in people with no memory, music can evoke an emotion!
4. Ask students to read the article about Music from the AFA. How does it explain the power of music at different stages of the disease? Does this information apply to only those with Alzheimer's? Explain your answer.
5. Share the following about music and emotions:
According to the National Association for Music Education: Music is such a powerful force, it creates deep emotions in humans – it is played at weddings for happiness, in horror films and during war for fear and at home for happiness and because of this lends itself to relaxation, stress relief and health therapy – and the connection between music, body, and soul has even been shown to improve physical and mental health. www.nafme.org/music-education-benefits
6. Explain that they will complete a worksheet about how music impacts their emotions.
7. Have students complete the Music and Empathy Worksheet.
8. Once students have completed the worksheet, ask for volunteers to share with the class.
9. If students identify the same song, see if the song evokes the same emotion among class members. Point out the similarities and differences.
Note: If possible, select songs that can be played in class as examples.

Conclusion

Review the definition of empathy. Ask students for key takeaways about the lesson. Ask students to think about how they can develop/increase empathy towards each other.

Music

Alzheimer's Foundation of America

Music has power — especially for individuals with Alzheimer's disease and related dementias. And it can spark compelling outcomes even in the very late stages of the disease.

When used appropriately, music can shift mood, manage stress-induced agitation, stimulate positive interactions, facilitate cognitive function, and coordinate motor movements.

This happens because rhythmic and other well-rehearsed responses require little to no cognitive or mental processing. They are influenced by the motor center of the brain that responds directly to auditory rhythmic cues. A person's ability to engage in music, particularly rhythm playing and singing, remains intact late into the disease process because, again, these activities do not mandate cognitive functioning for success.

- **Music Associations.** Most people associate music with important events and a wide array of emotions. The connection can be so strong that hearing a tune long after the occurrence evokes a memory of it.

Prior experience with the piece is the greatest indicator of an individual's likely response. A melody that is soothing for one person may remind another of the loss of a loved one and be tragically sad.

If the links with the music are unknown, it is difficult to predict an individual's response. Therefore, observe a person's reaction to a particular arrangement and discontinue it if it evokes distress, such as agitation, facial grimaces or increasing muscular tension.

- **Top Ten Picks.** Selections from the individual's young adult years — ages 18 to 25 — are most likely to have the strongest responses and the most potential for engagement.

Unfamiliar music can also be beneficial because it carries no memories or emotions. This may be the best choice when developing new responses, such as physical relaxation designed to manage stress or enhance sleep.

As individuals progress into late-stage dementia, music from their childhood, such as folk songs, work well. Singing these songs in the language in which they were learned sparks the greatest involvement.

- **Sound of Music.** Typically, "stimulative music" activates, while "sedative music" quiets. Stimulative music, with percussive sounds and fairly quick tempos, tends to naturally promote movement, such as toe taps. Look to dance tunes of any era for examples. Slightly stimulative music can assist with activities of daily living: for example, at mealtime to rouse individuals who tend to fall asleep at the table or during bathing to facilitate movement from one room to another.

On the other hand, the characteristics of sedative music — ballads and lullabies — include unaccented beats, no syncopation, slow tempos, and little percussive sound. This is the best choice when preparing for bed or any change in routine that might cause agitation.

Responses that are opposite of those expected can occur and are likely due to a person's specific associations with the piece or style of music.

- **Agitation Management.** Non-verbal individuals in late dementia often become agitated out of frustration and sensory overload from the inability to process environmental stimuli. Engaging them in singing, rhythm playing, dancing, physical exercise, and other structured music activities can diffuse this behavior and redirect their attention.

For best outcomes, carefully observe an individual's patterns in order to use music therapies just prior to the time of day when disruptive behaviors usually occur.

- **Emotional Closeness.** As dementia progresses, individuals typically lose the ability to share thoughts and gestures of affection with their loved ones. However, they retain their ability to move with the beat until very late in the disease process.

Ambulatory individuals can be easily directed to couple dance, which may evoke hugs, kisses or caresses; those who are no longer walking can follow cues to rhythmically swing their arms. They often allow gentle rocking or patting in beat to the music and may reciprocate with affection.

An alternative to moving or touching is singing, which is associated with safety and security from early life. Any reciprocal engagement provides an opportunity for caregivers and care receivers to connect with one another, even when the disease has deprived them of traditional forms of closeness.

Notes

Music and Empathy Worksheet

Name _____

List two popular songs that evoke emotions.

1.

2.

Identify the emotions reflected in each song.

1.

2.

Describe how the different elements in the song impact how you feel:

The lyrics:

The melody:

The rhythm:

Do you think music can increase empathy? Why or why not?

Cooperation

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why is cooperation essential to success in school?
In a career? In life?

Note: This is the first of two lessons (*Cooperation* and *Courtesy*) in a series.

Teacher

Begin by explaining that the lesson will focus on cooperation.

1. Read the description of the video: See kids band together to clean up their city and help the environmental effort to stop littering.
2. Ask the students: What is your definition of cooperation? Write answers on the board.
3. Provide the following definition for students: **cooperation (n.):** the act of working with someone else to achieve a goal
4. View the video segment about courage.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why was cooperating and working together so important to this project?
2. Do you think that the same results could have been achieved if people had not worked together? Why or why not?
3. What gets in the way of people working together and cooperating to achieve a goal?
4. Describe a time when you were part of a group that cooperated and worked to achieve a common goal.
5. Can you think about a time when you were part of a team or group and there was no cooperation? What was the difference?

Activity: The Power of Rhythm

Teacher

1. Explain that the class will explore the power of rhythm and how music connects people.
2. Read the following information about Dr. Oliver Sacks, an expert in the field of brain study and Alzheimer's Disease:

Oliver Sacks, M.D. was a physician, a best-selling author, and a professor of neurology at the NYU School of Medicine. The New York Times has referred to him as “the poet laureate of medicine.” He is best known for his collections of neurological case histories, including *The Man who Mistook his Wife for a Hat*, *Musicophilia: Tales of Music and the Brain* and *An Anthropologist on Mars*.

Awakenings, his book about a group of patients who had survived the great encephalitis lethargica epidemic of the early twentieth century, inspired the 1990 Academy Award-nominated feature film starring Robert De Niro and Robin Williams.

3. In his video, *The Power of Rhythm*, Dr. Sacks says:
 - “The rhythm of music has a strong bonding (thing)... gets people moving in sympathy with it and gets people moving in sympathy with each other.
 - Ask students for examples of how rhythm connects people (clapping to songs, dancing, singing).
4. In music, rhythm is about the pattern of sounds that come together to produce a beat. Demonstrate rhythm by clapping to simple nursery rhymes, commercial jungles or pop song. Ask students for examples or use:
 - “Hickory Dickory Dock”
 - “I’m a Little Teapot”
5. Begin clapping to a jingle/rhyme or song and have another student continue the pattern.
 - Have students demonstrate examples.
 - Ask students to work together to create a pattern.
 - Reinforce the theme of cooperation.

Conclusion

Review the definition of cooperation. Ask students for key takeaways about the lesson. Ask students think about the importance of cooperation in their lives.

Notes

Courtesy

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why does courtesy seem to take effort?

Note: This is the second of two lessons (*Cooperation* and *Courtesy*).

Teacher

Begin by explaining that this lesson will focus on courtesy.

1. Read the description of the video: Chuck Bailey possesses the necessary ingredients to succeed in the service industry: a strong work ethic, attention to detail, and a commitment to courtesy.
2. Ask the students: What is your definition of courtesy? Write answers on the board.
3. Provide the following definition for students: **courtesy (n.):** polite behavior that shows that a person has respect for other people
4. View the video segment about courtesy.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How do Chuck and the other servers show their guests courtesy?
2. Why is it important for the restaurant servers to be courteous?
3. On a scale from one to 10, rate yourself on the level of courtesy you are able to show when you are stressed or feel pressured to get something done. Are you less likely to be courteous when you are under pressure? Explain.
4. Why does courtesy seem to take effort?
5. Describe a time in your life that required you to forgo your own feelings in order to show courtesy to someone else. How did this make you feel?

Activity: The Power of Rhythm

Material:

- Recording of “White Winter Hymnal” by Pentatonix

Teacher

1. Explain that this is a continuation of the activity on cooperation.
2. Ask students to share what they remember about rhythm and how it connects people.
3. Explain that today they will continue to explore the power of rhythm. They will watch two music videos by Pentatonix in which clapping and body percussion contribute to the rhythm. Pentatonix is an American a capella group originally from Arlington, Texas, consisting of five vocalists.
4. Play the recording of “White Winter Hymnal” and ask students to listen for the way hand-clapping provides rhythm for the song.
5. Ask students:
 - What role does the clapping play in the song?
 - Explain that in the performance of “White Winter Hymnal,” the five Pentatonix singers are not only singing but performing the hand clapping patterns. Ask students how the singers must employ cooperation and courtesy to perform the piece.
6. Break students into up into groups of five (5) and have them select a song verse or nursery rhyme and work together to create a clapping pattern.
7. Have each group share their song/pattern.

Note: Any similar type song can work. Another option is the popular “Cup Song” (“When I’m Gone”) from the movie *Pitch Perfect*.

Conclusion

Review the definition of courtesy. Ask students for key takeaways about the lesson. Have students identify how working together requires people to demonstrate courtesy. How does this lesson link to the previous lesson on rhythm and cooperation?

Notes

Generosity #1

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How is it in people's best interest to learn and practice generosity?

Teacher

Begin by explaining that this lesson will focus on generosity.

1. Read the description about the video: Monique Swinger devotes her time and commitment to mentoring community youth.
2. Ask the students: What is your definition of generosity? Write answers on the board.
3. Provide the following definition for students: generosity (n): willingness to give money, time, etc., in order to help or please someone
4. View the video segment about generosity.

Group Discussion

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

1. Why is mentoring generous?
2. How does helping others benefit the person who is helping?
3. Describe a time when it was easy for you to be generous.
4. Describe a time when it was difficult for you to be generous.
5. Do you think it is in people's best interest to learn and practice generosity? Explain your answer.

Activity: Global Citizenship

Materials

- Copies of the handout Global Citizenship Quotations from Bono and information about ONE

Teacher

1. Explain that today's session will focus on excerpts of speeches by the musician Bono from the band U2 which discuss the importance of global citizenship.
2. Distribute the handout and ask students to circle/highlight/mark the most important statement on the list.
3. Ask students to explain their choices in terms of the importance of these words to the goal of global justice.
4. It says in the section about his foundation ONE, "We believe the fight against poverty isn't about charity, but about justice and equality." What does this mean?
5. Bono has always been vocal about the connection between his work and his music. He says that U2 songs have always been about social justice.
 - Do you think songs that raise awareness about social justice are generous? Why or why not?
 - Do you think celebrities who have had great success have an obligation to give back to society? Explain your answer.
6. Ask students to think about a cause, concern, or an issue they feel needs to be addressed in society or in the school community and write a paragraph about how they would like to demonstrate generosity to a cause.

Conclusion

Review the definition of generosity. Ask students for key takeaways about the lesson. Ask students to look for examples of generosity by other musicians.

Notes

Handout:

Global Citizenship Quotations from Bono

- **What are the ideas right now worth betraying? What are the lies we tell ourselves now?**
- Africa makes a mockery of what we say, at least what I say, about equality and questions our pieties and our commitments because there's no way to look at what's happening over there and it's effect on all of us and conclude that we actually consider Africans as our equals before God. There is no chance.
- We used to wake up in the morning and the mist would be lifting we'd see thousands and thousands of people who'd been walking all night to our food station where we were working. One man — I was standing outside talking to the translator — had this beautiful boy and he was saying to me in Amharic, I think it was, I said I can't understand what he's saying, and this nurse who spoke English and Amharic said to me, he's saying will you take his son. He's saying please take his son, he would be a great son for you. I was looking puzzled and he said, "You must take my son because if you don't take my son, my son will surely die. If you take him he will go back to Ireland and get an education." Probably like the ones we're talking about today. I had to say no, that was the rules there and I walked away from that man, I've never really walked away from it. But I think about that boy and that man and that's when I started this journey that's brought me here into this stadium.
- Because at that moment I became the worst scourge on God's green earth, a rock star with a cause. Christ! Except it isn't the cause. Seven thousand Africans dying every day of preventable, treatable disease like AIDS? **That's not a cause, that's an emergency.**
- **20 years on I'm not that interested in charity. I'm interested in justice.** There's a difference. Africa needs justice as much as it needs charity.
Equality for Africa is a big idea. It's a big expensive idea.
- **The scale of the suffering and the scope of the commitment they often numb us into a kind of indifference. Wishing for the end to AIDS and extreme poverty in Africa is like wishing that gravity didn't make things so damn heavy. We can wish it, but what the hell can we do about it?**
Well, more than we think. We can't fix every problem — corruption, natural calamities are part of the picture here — but the ones we can we must. The debt burden, as I say, unfair trade, as I say, sharing our knowledge, the intellectual copyright for lifesaving drugs in a crisis, we can do that. And because we can, we must. **Because we can, we must.** Amen.
- This is the straight truth, the righteous truth. It's not a theory, it's a fact. The fact is that this generation — yours, my generation — that can look at the poverty, we're the first generation that can look at poverty and disease, look across the ocean to Africa and say with a straight face, we can be the first to end this sort of stupid extreme poverty, where in the world of plenty, a child can die for lack of food in it's belly. We can be the first generation. It might take a while, but we can be that generation that says no to stupid poverty. **It's a fact, the economists confirm it. It's an expensive fact but, cheaper than say the Marshall Plan that saved Europe from communism and fascism. And cheaper I would argue than fighting wave after wave of terrorism's new recruits.**

- It's a fact. So why aren't we pumping our fists in the air and cheering about it? Well probably because **when we admit we can do something about it, we've got to do something about it. For the first time in history we have the know-how, we have the cash, we have the lifesaving drugs, but do we have the will?**
- **Yesterday, here in Philadelphia, at the Liberty Bell, I met a lot of Americans who do have the will. From arch-religious conservatives to young secular radicals, I just felt an incredible overpowering sense that this was possible. We're calling it the ONE campaign, to put an end to AIDS and extreme poverty in Africa. They believe we can do it, so do I.**

About Bono's foundation ONE

What is ONE?

ONE is an international campaigning and advocacy organization of more than 7 million people around the world taking action to end extreme poverty and preventable disease, particularly in Africa.

We believe the fight against poverty isn't about charity, but about justice and equality.

Whether lobbying political leaders in world capitals or running cutting-edge grassroots campaigns, ONE pressures governments to do more to fight AIDS and other preventable, treatable diseases in the poorest places on the planet, to empower small-holder farmers, to expand access to energy, and to combat corruption so governments are accountable to their citizens. Cofounded by Bono and other activists, ONE is strictly nonpartisan.

Notes

Civility

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Is civility the norm in today's society? Explain your answer.

Note: The following two lessons focus on the videos *Civility* and *Generosity*. Both address the theme of bullying and hazing. After viewing these two lessons, students will create a rap or poem about how civility and generosity can be an antidote to bullying and hazing.

Teacher

Begin by explaining that the next two lessons will focus on civility and generosity. This lesson is going to focus on civility.

1. Read the description of the video: Kevin Vogel, Drew Hindshaw and Walt Camp say popularity and group acceptance are not worth the price of being humiliated and hazed.
2. Ask the students: What is your definition of civility? Write answers on the board.
3. Provide the following definition for students: **civility (n.):** polite behavior that most people consider normal
4. View the video segment about civility.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Is hazing uncivil? Explain.
2. What motivates people to haze each other?
3. Would you report hazing incidents if you found out about them? Why or why not?
4. Do you agree with the statement that hazing is alright as long as no one gets hurt? Why or why not? What criteria would you use to determine whether or not you were being hazed?
5. What are some civil options to replace the tradition of hazing?

Activity: Rap and Poetry

Material:

- Copies of the article “What is the Difference Between Spoken Word Poetry, Rap and Poetry?” from WordUp411ng.com

Teacher

1. Explain that in today's session students will create a poem/rap about bullying and hazing.
2. Distribute copies of the article and ask students to identify the elements of poetry, rap, and spoken word from the article and their own experiences.
3. Explain that poetry and rap share similar characteristic: both use end rhyme, internal rhyme, and alliteration and convey important messages and themes.
4. Share the following about poetry
 - end rhyme: occurs when two or more lines end in words that rhyme.
 - internal rhyme: occurs when two or more words rhyme within a single line.
 - slant rhyme: occurs when rhymes are not true or exact, such as “other” and “ponder”, or “desert” and “feather”.
 - alliteration: use of repeated consonants or stressed syllables, especially at the beginning of words. (Cuddon, J.A. *The Penguin Dictionary of Literary Terms: Literary Theory*. Revised by C.E. Preston. 4th Edition. London: Penguin Books, 1998.)
5. Students should begin creating a rap/poem to address bullying and hazing. The rap/poem should be about bullying and or hazing and use the concept of civility and generosity. It should use characteristics of poetry including end rhyme, internal rhyme, and alliteration.
6. Students will complete the activity after the next lesson.

Conclusion

Review the definition of civility. Ask students for key takeaways about the lesson. Ask students to think about how to communicate civility in a rap.

Notes

What is the Difference Between Spoken Word Poetry, Rap and Poetry?

By Wordup 411 - Oct 27, 2015 2386 0

Many people don't know the difference between Poetry and Spoken Word. Many became confused when Russell Simmons renamed Spoken Word as 'Def Poetry'. You might wonder why he did that. It was brilliant branding and marketing, post his Def-Comedy Jam. Everyone understood the word poetry and with "Def" preceding it, everyone understood it had an urban feel. Spoken Word Culture is Neo-Soul, which is a popular sector of urban culture.

Even more are lost on the difference between Rap and spoken word. Two things of importance that they all have in common is word flow and story telling. They have different rules about how they should flow.

Rap is a popular art form that slightly resembles Spoken Word, but is very different in its sound and culture. Raps focus is on the rhythm, rhyme, and musicality. Poetry is based on word flow and rhyme alone. Spoken Word is not based on rhyme, although rhyming is allowed. More recently, more artists are merging it with music, but it is still not a necessity. Spoken word is one of the most uninhibited word based art forms. It virtually has no rules other than word flow and story line. Though its word-flow is poetic, its rules are not the same as poetry. Spoken Word has a special swagger and most of all it is written to be spoken.

Article Source: www.squidoo.com/spoken-word

Notes

Generosity #2

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How does civility connect to generosity? Can you have one without the other? Why/why not?

Note: This is the second lesson on the videos *Civility* and *Generosity #2*. Both address the theme of bullying and hazing. After viewing these two lessons, students will create a rap or poem about how civility and generosity can be an antidote to bullying and hazing.

Teacher

Begin by explaining that this lesson will focus on generosity. Review the previous lesson on civility. The video on civility looked at hazing as being uncivil. This video addresses how generosity can help someone who is bullied.

1. Read the summary of the video: Danielle Anzalone has been bullied since the third grade for being different. When she finally asked for help and began talking with the school counselor things at school became easier.
2. Ask the students: What is your definition of generosity? Write answers on the board.
3. Provide the following definition for students: **generosity (n.):** willingness to give money, time, etc., in order to help or please someone
4. View the video segment about generosity

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why would this video that tells the story of how one student handled being bullied be about generosity?
2. When do you think it is important to be generous? Should it be spontaneous or intentionally planned? Explain your answer.

3. How might being generous show support to a student who is feeling left out?
4. How does generosity connect with civility? Can you have one without the other? Why/why not?

Notes

Activity: Rap and Poetry

Material

- Paper
- Pen

Teacher

1. Explain that students will complete their rap/poem.
2. Remind students the rap/poem should be about bullying and or hazing and use the concept of civility and generosity in it. It should use characteristics of poetry including end rhyme, internal rhyme, and alliteration.
3. Allow for time at the end of class for students to share their poems/raps.

Conclusion

Review the definition of civility and generosity. Ask students for key takeaways about the lesson. Ask students to think about how they can demonstrate civility and generosity in school.

Notes

Citizenship

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

In today's society, what makes a person a good citizen? Why?

Teacher

Begin by explaining that the lesson is going to focus on citizenship.

1. Read the summary of the video: Grayson Gunn talks about his experience joining the Marines and what he learned going through boot camp.
2. Ask the students: What is your definition of citizenship? Write answers on the board.
3. Provide the following definition for students: **citizenship (n.):** the quality of an individual's response to membership in a community
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does citizenship mean to you?
2. What are other ways people can demonstrate good citizen?
3. Have you ever been an example of being a good citizen? What did you do?
4. Being a good citizen in a community means standing up for your beliefs. What are some things you feel strong enough about to stand to stand up for?
5. Create a list of five criteria that define a good citizen and share your list with the group. Compare and contrast lists.

Activity: Citizenship in Songs

Material

- Lyrics to “God Bless America” by Irving Berlin and “This Land is Your Land” by Woody Guthrie
- Copies of articles, “6 Things You Didn’t Know About the Song ‘God Bless America’” and “The Story of Woody Guthrie’s ‘This Land Is Your Land’”

Teacher

1. Explain that students will listen to two songs about America and analyze the song lyrics to understand the writers’ concepts of citizenship.
2. Provide information about the songs from the two articles (provided). Ask students to read the articles with a partner and select the most important piece of information about each song regarding citizenship, then have students share their findings.
3. Have students listen to each song.
4. After students listen to each song, provide the lyrics. Write the questions below on the board. Have students complete a written response to the following questions.
 - What is the song mainly about?
 - What mood does the song create?
 - Do the lyrics match the mood of the song? Why or why not?
 - How does the song represent citizenship?
 - What are the metaphors or symbols in the song?
5. After students complete the questions, have students share their reactions with the class. Point out the similarities and differences among the responses.

Conclusion

Review the theme of citizenship. Ask students for key takeaways to the lesson. Ask students to think about how they demonstrate citizenship in school.

Notes

6 Things You Didn't Know About the Song 'God Bless America'

August 6, 2013

In her new book, *God Bless America: The Surprising History of an Iconic Song*, music scholar Sheryl Kaskowitz reveals fascinating, little-known facts about this patriotic tune. Below, she shares six things Americans may not know about the “other national anthem.”

If you grew up in the United States, chances are you can sing “God Bless America.” You might not remember exactly where you learned it, but you probably know most of the words, and you may find yourself singing along with the simple melody.

Although it has become a part of our American consciousness, the history of “God Bless America” is more complex than it seems. Here are some things about the song that may surprise you:

1. It was written by the same composer who wrote “White Christmas.”

“God Bless America” has attained the “composerless” status of an anthem or a folk song, but it has roots in Tin Pan Alley. **Irving Berlin**—who would go on to write classics like “White Christmas” and “Easter Parade”—originally wrote the song in 1918 as the finale to an all-soldier revue called *Yip, Yip, Yaphank*, but he ultimately decided not to include it, tucking it away in his trunk of discarded songs.

2. When it was first performed by Kate Smith in 1938, it was considered a “peace song.”

Today, “God Bless America” is often used as a symbol of support for war, sung by soldiers in uniform at baseball games and other events. But when Irving Berlin rediscovered his old song in 1938, he had been looking for a “peace song” as a response to the escalating conflict in Europe. He made changes to it and gave it to radio star Kate Smith to perform on her radio show on the eve of the first official celebration of Armistice Day — a holiday originally conceived to commemorate world peace and honor veterans of the Great War. (The peace part would be dropped in 1954, when it became Veteran’s Day.) In announcing the song’s premiere on her daytime talk show, **Kate Smith** declared, “As I stand before the microphone and sing it with all my heart, I’ll be thinking of our veterans and I’ll be praying with every breath I draw that we shall never have another war.”

3. It was boycotted by the Ku Klux Klan.

Since Irving Berlin was a Jewish immigrant (born Israel Baline, the son of a Jewish cantor who fled persecution in Europe), there were some who questioned both his right to evoke God and to call the United States his “home sweet home.” In 1940, the song was boycotted by the KKK and the Nazi-affiliated German American Bund, and the newspaper of a domestic pro-Nazi organization printed a screed against the song, in which the author wrote, “[I do] not consider G-B-A a ‘patriotic’ song, in the sense of expressing the real American attitude toward his country, but consider that it smacks of the ‘How glad I am’ attitude of the refugee horde.”

4. It has a long connection with sporting events.

“God Bless America” was added to the seventh inning stretch after the September 11th attacks in 2001, but this was not the first time the song had become part of our national pastime or other sports. In 1940, it was played at every Brooklyn Dodgers home game, as well as during halftime at college football games. In 1966, the Chicago White Sox briefly replaced the national anthem with “God Bless America,” a song the team felt was easier for fans to sing, though Irving Berlin himself urged the

The Story of Woody Guthrie's 'This Land Is Your Land'

by Nick Spitzer for NPR, Feb. 15, 2012

Musician, activist and Guthrie's fellow traveler Pete Seeger has probably sung "This Land" more than anyone else. He says that Guthrie made good use of the popular melodies of the day.

"He tended to write words first, and later on picked out a tune," Seeger says. "Woody once said, 'When I'm writing a song and I get the words, I look around for some tune that has proved its popularity with the people.'"

Social Commentary

A man happier on the road than at home, he'd walked, hitched and ridden the rails all over the country. He went first to the Gulf Coast, then west to California, where he joined the half-million so-called Okies and Arkies — Dust Bowl refugees migrating in search of better lives. Although Guthrie purposefully threw himself into these travels partly to escape family troubles and his disintegrating first marriage, what he saw and experienced as he criss-crossed the country contributed to his emergence as a social commentator.

He was irritated by Irving Berlin's "God Bless America," sung by Kate Smith, which seemed to be endlessly playing on the radio in the late 1930s. So irritated, in fact, that he wrote this song as a retort, at first sarcastically calling it "God Blessed America for Me" before renaming it "This Land Is Your Land." Guthrie's original words to the song included this verse:

There was a big high wall there that tried to stop me.

The sign was painted, said 'Private Property.'

But on the backside, it didn't say nothing.

This land was made for you and me.

This verse was recorded by Moses Asch in 1944, but not released. In fact, Guthrie's recorded version was more or less lost until Smithsonian archivist Jeff Place heard the acetate master during a 1997 transfer of the recording to a digital format. Still, it was sung at rallies, around campfires and in progressive schools. It was these populist lyrics that had appealed to the political Left in America.

Notes

God Bless America

By Irving Berlin

While the storm clouds gather far across the sea,
Let us swear allegiance to a land that's free.

Let us all be grateful for a land so fair, as we
Raise our voices in a solemn prayer.

God Bless America, land that I love.

Stand beside her and guide her
Through the night with a light from above.

From the mountains, to the prairies,
To the oceans white with foam.

God Bless America, my home sweet home.

God Bless America, my home sweet home.

Notes

This Land Is Your Land

By Woody Guthrie

This land is your land,
This land is my land,
From California to the New York Island,
From the Redwood Forest to the Gulf Stream waters,
This land was made for you and me.

As I went walking that ribbon of highway
I saw above me that endless skyway,
I saw below me that golden valley,
This land was made for you and me.

I roamed and I rambled, and I followed my footsteps
To the sparking sands of her diamond deserts,
All around me a voice was sounding,
This land was made for you and me.

When the sun came shining, then I was strolling,
And the wheat fields waving, and the dust clouds rolling,
A voice was chanting as the fog was lifting,
This land was made for you and me.

One bright sunny morning, in the shadow of the steeple,
By the relief office I saw my people,
As they stood there hungry, I stood there wondering if,
This land was made for you and me.

Was a big high wall there that tried to stop me,
Was a great big sign that said, "Private Property,"
But on the other side, it didn't say nothing,
That side was made for you and me.

Nobody living can ever stop me,
As I go walking my freedom highway,
Nobody living can make me turn back,
This land was made for you and me.

Maybe you've been working as hard as you're able,
But you've just got crumbs from the rich man's table,
And maybe you're thinking, was it truth or fable,
That this land was made for you and me.

Woodland and grassland and river shoreline,
To everything living, even little microbes,
Fin, fur, and feather, we're all here together,
This land was made for you and me.

This land is your land, but it once was my land,
Until we sold you Manhattan Island.
You pushed our Nations to the reservations,
This land was stole by you from me.

Freedom

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How does freedom come with responsibility?

Teacher

Begin by explaining that the lesson is going to focus on freedom.

1. Read the summary of the video. Hear the story of Andrew and Eric. Learn why one became a drug addict and the other didn't. Freedom in this video is demonstrated by exploring the idea of freedom of choice.
2. Ask the students: What is your definition of freedom? Write answers on the board.
3. Provide the following definition for students: **freedom (n.):** the quality of an individual's response to membership in a community
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does freedom mean to you?
2. Who or what limits your freedom? How?
3. What freedoms do students in your school have? How are these freedoms be abused?
4. Steven Covey, the author of [Seven Habits of Highly Effective People](#), said, "We are free to choose our actions, we are not free to choose the consequences of our actions?" What does this mean and how does it relate to your life?
5. Do all freedoms come with responsibilities? Explain.

Activity: Music and Free Speech

Material:

- Lyrics to “Good Rockin’ Tonight,” “I Can’t Get No Satisfaction” and “Rocky Mountain High”

Teacher

1. Explain that freedom of expression is complicated, especially as it relates to music and art.
2. Explain that often freedom of artistic expression is impacted by what is considered acceptable in a particular time period or in a particular community. And, while artistic freedom is usually protected by the First Amendment, there are limits. Over the years, music may be considered objectionable if it is too violent, or considered obscene.

Note: Information from ACLU about censorship. www.aclu.org/what-censorship may provide background information for the teacher.

3. Share the following information about the songs listed:

Note: There are many other examples of songs that were censored, so you may want to select your own. However, these were selected to get students to think about how the culture of the time impacts our views

- In 1954, “Good Rockin’ Tonight,” recorded by Elvis Presley, quickly appeared on a list of objectionable records compiled by the Juvenile Delinquency and Crime Commission in Houston, which urged that it be banned on radio and in record stores. In 1957, TV showman Ed Sullivan instructed his camera crew to record Elvis Presley only from the waist up so the singer wouldn’t offend American sensibilities when he swiveled his hips. Presley was also considered controversial because his lyrics seemed much too suggestive to an older generation.
 - In 1965, the Stones’ “I Can’t Get No Satisfaction” was banned from radio because the lyrics were considered too suggestive.
 - In 1972, John Denver’s “Rocky Mountain High” was banned on radio because stations feared the “high” referred to drugs.
4. Ask students if they are familiar with these songs.
 5. Divide the class into three groups.
 6. Select a recorder and a reporter.
 7. Assign each group a song and have them answer the following:
 - What do you think the song is about?
 - Why might it have been considered objectionable?
 - How is music different today?
 - What might the people who found this song objectionable in the 50s and 60s think about music today?
 - How is music censored today? (Parental Advisory Labels)
 - What is the relationship between freedom of expression and the impact on others?
 - What do you think contributes to how a song is perceived? (Violence, objectification of women)

I Can't Get No (Satisfaction) By The Rolling Stones

I can't get no satisfaction, I can't get no satisfaction
'Cause I try and I try and I try and I try
I can't get no, I can't get no
When I'm drivin' in my car, and the man come on the radio
He's tellin' me more and more about some useless information
Supposed to fire my imagination
I can't get no, oh, no, no, no, hey, hey, hey
That's what I say
I can't get no satisfaction, I can't get no satisfaction
'Cause I try and I try and I try and I try
I can't get no, I can't get no
When I'm watchin' my tv and a man comes on and tell me
How white my shirts can be
But, he can't be a man 'cause he doesn't smoke
The same cigarettes as me
I can't get no, oh, no, no, no, hey, hey, hey
That's what I say
I can't get no satisfaction, I can't get girl reaction
'Cause I try and I try and I try and I try
I can't get no, I can't get no
When I'm ridin' round the world
And I'm doin' this and I'm signin' that
And I'm tryin' to make some girl, who tells me
Baby, better come back maybe next week
Can't you see I'm on a losing streak
I can't get no, oh, no, no, no, hey, hey, hey
That's what I say, I can't get no, I can't get no
I can't get no satisfaction, no satisfaction
No satisfaction, no satisfaction

Notes

Rocky Mountain High

By John Denver

He was born in the summer of his 27th year
Coming home to a place he'd never been before
He left yesterday behind him, you might say he was born again
You might say he found a key for every door

When he first came to the mountains his life was far away
On the road and hanging by a song
But the string's already broken and he doesn't really care
It keeps changing fast and it don't last for long

But the Colorado rocky mountain high
I've seen it rainin' fire in the sky
The shadow from the starlight is softer than a lullabye
Rocky mountain high (Colorado)

He climbed cathedral mountains, he saw silver clouds below
He saw everything as far as you can see
And they say that he got crazy once and he tried to touch the sun
And he lost a friend but kept his memory

Now he walks in quiet solitude the forest and the streams
Seeking grace in every step he takes
His sight has turned inside himself to try and understand
The serenity of a clear blue mountain lake

And the Colorado rocky mountain high
I've seen it raining fire in the sky
You can talk to God and listen to the casual reply
Rocky mountain high

Now his life is full of wonder but his heart still knows some fear
Of a simple thing he cannot comprehend
Why they try to tear the mountains down to bring in a couple more
More people, more scars upon the land

Rocky mountain high
Rocky mountain high
Rocky mountain high
Rocky mountain high
Rocky mountain high

And the Colorado rocky mountain high
I've seen it rainin' fire in the sky
I know he'd be a poorer man if he never saw an eagle fly
Rocky mountain high
It's Colorado rocky mountain high
I've seen it rainin' fire in the sky
Friends around the campfire and everybody's high
Rocky mountain high

Now his life is full of wonder but his heart still knows some fear
Of a simple thing he cannot comprehend
Why they try to tear the mountains down to bring in a couple more
More people, more scars upon the land

And the Colorado rocky mountain high
I've seen it rainin' fire in the sky
I know he'd be a poorer man if he never saw an eagle fly
Rocky mountain high

It's Colorado rocky mountain high
I've seen it rainin' fire in the sky
Friends around the campfire and everybody's high
Rocky mountain high
Rocky mountain high
Rocky mountain high
Rocky mountain high
Rocky mountain high
Rocky mountain high

Notes

Good Rockin' Tonight

Songwriters Roy Brown

Well, I heard the news, there's good rockin' tonight
Well, I heard the news, there's good rockin' tonight
I'm gonna hold my baby as tight as I can
Tonight she'll know I'm a mighty, mighty man
I heard the news, there's good rockin' tonight
I said, meet me and a-hurry behind the barn
Don't you be afraid 'cause I'll do you no harm
I want you to bring along my rockin' shoes
'Cause tonight I'm gonna rock away all our blues
I heard the news, there's good rockin' tonight

Well, we're gonna rock
We're gonna rock
Let's rock
Come on and rock
We're gonna rock all our blues away
Have you heard the news, everybody's rockin' tonight
Have you heard the news, everybody's rockin' tonight
I'm gonna hold my baby as tight as I can
Well, tonight she'll know I'm a mighty, mighty man
I heard the news, there's good rockin' tonight
Well, we're gonna rock, rock, rock, rock
Come on and rock, rock, rock, rock
Let's rock, rock, rock, rock
Well, let's rock, rock, rock, rock
We're gonna rock all our blues away

Notes

Honor

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How do the opinions of others shape the way we honor ourselves?

Teacher

Begin by explaining that the lesson is going to focus on honor.

1. Read the summary of the video: Cheryl Haworth certainly stands out among her peers. She weighs 300 pounds. While it makes her feel uncomfortable when people stare at her, Cheryl isn't concerned about shedding the weight. In fact, she uses those extra pounds to her advantage as a weightlifter. Cheryl honors her body by training every day in the gym in order to condition her muscles and improve her flexibility. Her hard work and dedication earned her a bronze medal at the 2000 Olympics and the title of America's strongest woman.
2. Ask the students: What is your definition of honor? Write answers on the board.
3. Provide the following definition for students: **honor (n.):** the quality of honesty, fairness, and/or integrity in one's beliefs or actions.
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. If you saw Cheryl in the mall or at school, what would be your first impression of her? Would you ever suspect that she is an Olympic medalist? Why or why not?
2. Cheryl honors her body in many ways. What are some examples presented in the video?
3. Why is it important for teens to resist trying to have the "ideal" body? How do you honor your own body?

Activity: Honor Yourself First

Materials

- Copies of lyrics and recording of Lady Gaga’s “Hair”
- www.lyricinterpretations.com

Introduction

The young woman in the video Cheryl knows her body type doesn’t match the “ideal” images plastered on magazine covers yet she still remains confident and self-assured because she knows she respects her body on a daily basis. She advises others to be true to themselves and not to let media stereotypes force them to alter their appearances in dangerous ways. The struggle to accept yourself and be accepted by others is particularly important to young people, especially in today’s culture. This theme is often talked about in literature, films and music. Today we are going to listen to a song from the pop music genre with artist Lady Gaga.

Teacher

1. Have students listen to “Hair” by Lady Gaga
2. Break students in small groups to discuss the following questions:
 - How is this song about honor?
 - What emotions do the words make you feel?
 - Is the message of the song relevant to the video? Why or why not?
 - What specific lyrics in the song do you think Cheryl could relate to? Explain your answer.

Conclusion

What are the most important lyrics in the Lady Gaga song “Hair”? Why? How can you apply the lyrics and the concept of honor to your own life?

Notes

Hair

By Lady Gaga

www.lyricinterpretations.com

Ooh, ooh, ooh, ooh, ooh, ooh, ooh, oh
Ooh, ooh, ooh, ooh, ooh, ooh, ooh, whoa
Whenever I'm dressed cool
My parents put up a fight
(Uh huh, uh huh)
And if I'm hot shot
Mom will cut my hair at night
(Uh huh, uh huh)
And in the morning
I'm short of my identity
(Uh huh, uh huh)
I scream Mom and Dad
Why can't I be who I wanna be?
(Uh huh, uh huh) to be
I just wanna be myself
And I want you to love me for who I am
I just wanna be myself
And I want you to know, I am my hair
I've had enough, this is my prayer
That I'll die living just as free as my hair
I've had enough, this is my prayer
That I'll die living just as free as my hair
I've had enough, I'm not a freak
I'm just here trying to stay cool on the streets
I've had enough, enough, enough
And this is my prayer, I swear
I'm as free as my hair
I'm as free as my hair
I am my hair, I am my hair
Free as my hair, hair, hair
Hair, hair, ha-ha-ha-hair
Hair, hair, hair
Hair, hair, ha-ha-ha-hair
Free as my hair, hair, hair
Hair, hair, ha-ha-ha-hair
Hair, hair, hair
Hair, hair, ha-ha-ha-hair
Sometimes I waltz around
Put on red highlights
Just because I want my friends
To think I'm dynamite
And on Friday rocks in
High school dance
I got my bangs too hot
That I don't stand a chance, a chance
I just wanna be myself
And I want you to love me for who I am
I just wanna be myself
And I want you to know, I am my hair
I've had enough, this is my prayer

That I'll die living just as free as my hair
I've had enough, this is my prayer
That I'll die living just as free as my hair
I've had enough, I'm not a freak
I'm just here trying to stay cool on the streets
I've had enough, enough, enough
And this is my prayer, I swear
I'm as free as my hair
I'm as free as my hair
I am my hair, I am my hair
Free as my hair, hair, hair
Hair, hair, ha-ha-ha-hair
Hair, hair, hair
Hair, hair, ha-ha-ha-hair
Free as my hair, hair, hair
Hair, hair, ha-ha-ha-hair
Hair, hair, hair
Hair, hair, ha-ha-ha-hair
I just want to be free, I just want to be me
And I want lots of friends that invite me to their parties
Don't wanna change, and I don't wanna be ashamed
I'm the spirit of my hair, it's all the glory that I bare
I am my hair, I am my hair
I am my hair, I am my hair
I am my hair, I am my hair
I am my hair, I am my hair
It's all the glory that I bare
I am my hair, I am my hair
I am a hair, yeah
It's all the glory that I bare
I am my hair, I am my hair
I'm my hair, yeah, yeah
(All the glory that I bare)
I'm my hair, yeah, yeah
(All the glory that I bare)
I'm my hair, yeah, yeah
(All the glory that I bare)
My hair, yeah, yeah, yeah
I've had enough, this is my prayer
That I'll die living just as free as my hair
I've had enough, this is my prayer
That I'll die living just as free as my hair
I've had enough, I'm not a freak
I'm just here trying to stay cool on the streets
I've had enough, enough, enough
And this is my prayer, I swear
I'm as free as my hair
I'm as free as my hair
I am my hair, I am my hair
Ooh, my hair, my hair

Peace #1

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

What turning points in our lives determine our individual pathways to peace?

Teacher

Begin by explaining that the lesson is going to focus on peace.

1. Read the summary of the video: Saul Avina experienced a wonderful childhood in Mexico until his parents divorced when he was nine (9). His world then changed from a peaceful life with two parents to one of drugs and gangs.
2. Review the definition of peace. Ask the students: What is your definition of peace? Write answers on the board.
3. Provide the following definition for students: **peace (n.):** a state of mutual harmony between people or groups of people, especially in personal relations
4. View the video segment about peace.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe Saul's life as a Mexican gang member and a drug dealer. Why do you think he got involved?
2. At what point did the gang lifestyle make Saul feel anxious and cause stress in his life?
3. In what ways did Saul's "new life" in America save him and provide him with a fresh start? What choices did Saul make in America that helped him rediscover the peace of his childhood?
4. Can someone with Saul's background ever truly find peace? Explain your answer.
5. What turning points in our lives determine our individual pathways to peace?

Activity: Musical Peace

Materials

- Paper and pen/pencil
- www.allmusic.com/album/imagine-mw0000198860

Teacher

1. While in school in the U.S. Saul turned to acting as a substitute for his past gang activities. This was one step he took to bring peace back into his life. Listening to music, singing, chanting, or playing music can also impact our moods and help us feel more peaceful. (Source: www.healthline.com)
2. Use the All Music link to select three pop songs to play for students. The songs should represent a variety tempos (speeds), dynamics (volumes), and moods.

Some suggested songs might include:

- "Imagine" by John Lennon
 - "Fight Song" by Rachel Platten
 - "Born in the USA" by Bruce Springsteen
 - "Uptown Funk" by Mark Ronson
3. Ask students to listen to each song and write down their emotional reactions to the songs. Does each song make them feel calm or excited? Does the song inspire peace or something else? Ask them to explain their answers.
 4. Ask them if the tempo, dynamics, or mood of the music influenced their choices.
 5. Discuss how music has the power to change a person's mood.

Conclusion

Have students write down three (3) songs that bring them to a peaceful state. Students will share their lists with the class and explain their choices.

Notes

Overcoming Issues at Home

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

When is asking for help NOT a sign of weakness?

Teacher

Begin by explaining that the lesson is going to focus on overcoming issues at home.

1. Read the summary of the video: Many challenges exist in families that keep students home from school: transportation, child care, parent illness, etc. However, there are services at school in place to help with these issues.
2. Ask the students: What is your definition of issues? Write answers on the board.
3. Provide the following definition for students: **issues (n.):** points or matters in dispute or in question; problems
4. View the video segment about overcoming issues at home.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are some of the reasons Christopher, Maria and Jose give for kids missing school? Do they all sound like good reasons? Which ones do not? Why?
2. What are some of the examples Liat Broome, pupil services and attendance counselor, gives of problems schools are prepared to handle? Do you think they can help the three students in the video? How?
3. Make a list of the ways your school is ready to help you deal with problems that might keep you from school. Who can you turn to as a resource for information?
4. Who would have to ask the school for help, you or other members of your family? Explain.

Activity: Hook the Issues

Materials

- Paper and pen/pencil
- Copies of article "How to Write Song Lyrics"

Teacher

1. Read the article "How to Write Lyrics".
2. Ask students to create a list of the most important pieces of advice from the article.
3. Break the students into small groups to write their own original lyrics about overcoming issues at home. They will use a tune/melody from a children's song, such as "Row, Row, Row Your Boat," or "Twinkle, Twinkle, Little Star," or "Mary Had a Little Lamb." Topics might include why it is important to attend school regularly, getting help at school from teachers or friends if you need it, or the importance of school for future success.
4. Remember to include a strong "hook" for your song lyrics.
5. Give students time to write their lyrics and then share with the class.
6. Ask them to pay close attention to the "hook" of each song.

Conclusion

Discuss the process of writing lyrics to suit a particular theme. Does setting lyrics to a children's song take anything away from or highlight the message about dealing with issues at home?

Notes

How to write meaningful lyrics

By wikiHow

Composing the Chorus

- 1. Brainstorm the hook.** The hook is another term for the chorus. Before you start writing this part of your song, look back over the list of phrases you've composed. Think about which phrases contain the most powerful, vivid, or significant words that relate directly to your chosen theme/subject.
 - The chorus usually starts with a line or two that get expanded. The chorus doesn't have to rhyme, but it should be catchy and engaging to a listener
 - Try expanding on the phrases that you feel are the most representative or evocative of your song's subject. Again, don't worry about perfection at this stage. Just try to expand and elaborate on what you've already written.
- 2. Determine your point of view.** Any piece of writing can be written from multiple points of view, and as the writer it is your job to decide what point of view works best for the song. You may need to try out a few different points of view to determine what would be best for telling your particular story.
 - First person singular (using "I," "me," and "my") is one of the most popular points of view because it conveys personal experience while also being highly relatable. Someone listening to the song (and especially someone singing along!) will easily substitute herself for the "I" of a relatable song.
 - Just because first person point of view is easily relatable, it doesn't necessarily mean that's the right fit for your song. Perhaps your song is about bearing witness to something, rather than being a participant.
 - Play around with different points of view to see what feels right for what you're trying to say.
- 3. Build the chorus around emotion.** Some of the strongest song choruses condense and express the raw, basic emotion at the heart of a song. There's no need to make the chorus extremely complex (unless that's your style and you're comfortable doing so). The key is to make the chorus emotionally resonant and thematic of the song's overall subject.
 - As you write the actual lines of your chorus, try to keep this part of the song centered on one single emotional point of focus. If your chorus tries to cover too much ground, it will be confusing, sloppy, or difficult for listeners to grab onto.
 - If you're having trouble deciding what the central emotion of the song is, go back to your chosen subject and your list of words/phrases and look for common themes. As long as your subject is relatively specific, you shouldn't have too hard a time coming up with corresponding emotions.
- 4. Play with the structure.** Structurally, the chorus typically has between four and six lines. It can rhyme, but it doesn't have to. It can also contain a refrain, which is a lyric or phrase that is repeated at either the beginning or end of each chorus line. There are no hard and fast rules for how your chorus has to be structured, but at least knowing the basic format can help you craft a more structurally-coherent chorus.

- A common format for chorus lines is AABA, which means the first, second, and fourth lines of a four-line chorus either rhyme or have a repeated phrase. The third line should be thematically related to lines one, two, and four, but might contain some twist to make it just slightly different.

5. Review what you've written. Once you have a few lines of the chorus, see if it all makes sense as a whole. Thematically, the chorus should basically condense your emotional reaction to the events, people, or places mentioned in the verses. Even though you haven't written the verses yet, your chorus at this point should still describe a clear reaction to whatever the song is about.

- In a song about heartbreak, for example, the chorus should talk about the emotional reaction to losing someone. The verses may narrate how that heartbreak came about, but the chorus should be very emotional, image-based, and/or contain your reaction to the fallout of the relationship.
- A protest song whose verses detail/narrate some social event (say, for example, the execution of an innocent person who's been wrongfully accused) should have a chorus that deals with what it all means - it may contain outrage, horror, grief, or something else entirely, but it functions as a sort of condensed reaction to the subject.

Notes

Justice

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Is “justice for all” attainable?

Teacher

Begin by explaining that the lesson is going to focus on justice.

1. Read the summary of the video: Jayme Webb made a split second decision to drink and drive. A decision that ended up taking an innocent man’s life.
2. Ask the students: What is your definition of justice? Write answers on the board.
3. Provide the following definition for students: **justice (n.):** moral rightness
4. View the video segment about justice.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What reasons did Jayme give for drinking? What reasons do people you know give for drinking? Do you think those are valid? Explain your answer.
2. Jayme received the minimum sentence of three (3) years in prison, with seven (7) months of probation. Was justice served? Why or why not?
3. Did Jayme’s sentence provide justice for the King family? Explain your answer.

Activity: Justice in Music

Materials

- Lyrics sheet “Have You Been To Jail for Justice?”

Teacher

1. Create groups of three (3) or four (4) students and distribute copies of the lyrics to “Have You Been To Jail for Justice?” by Anne Feeney.
2. Have class listen to the song while following the lyrics.
3. Ask each group to determine the following:
 - Who would sing this song?
 - Would any of the people in the video we just watched sing this song? Why or why not?
 - Do the tone, rhythm, and the lyrics of this song match the video? Why or why not?
 - Compare and contrast the jail experience of this song to the jail experience in the video.
 - Compare and contrast the justice being sung about in this song to the justice talked about in the video.
4. Gather as a class and discuss their answers in the full group.

Conclusion

How can we find justice in our society today? Are law enforcement officers the only people who work for justice? How do you know?

Notes

Respect

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How does respect help draw boundaries when in a relationship?

Teacher

Begin by explaining that the lesson is going to focus on respect.

1. Read the summary of the video: When Kyle Van West decides she's in love, she decides to have sex. She was fifteen years old, and she thought she was ready. Then the relationship ended, and Kyle went into a deep depression.
2. Ask the students: What is your definition of respect? Write answers on the board.
3. Provide the following definition for students: **respect (n.):** esteem for or a sense of worth or excellence of a person, a personal quality, or ability
4. View the video segment about respect.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How do you define respect, and how does someone show respect for his or her partner in a dating relationship?
2. Have you ever dated someone who didn't treat you with respect? What was it like? How did you feel and react? Did you get out of the relationship, and if so, how?
3. What role does confidence and self-respect play when teens are deciding whether or not to have sex? Do you believe mutual respect is necessary for a healthy dating relationship? Explain your answer.

Activity: R-E-S-P-E-C-T

Materials

- Copies of lyrics and a recording of "R-E-S-P-E-C-T"
- Index cards and markers/crayons/bold writing tools
- Tape

Teacher

1. Distribute the lyrics to "R-E-S-P-E-C-T" by Otis Redding and Annette Allen. Tell students to read along while listening to the famous Aretha Franklin recording.
2. Ask students to identify the portions of the lyrics that identify how the singer wants to be shown respect and how the singer will show respect in return.
3. The words in parenthesis are sung by the back-up singers. How do their words, phrases, and other sounds support the lead singer? How do those same words, phrases, and sounds show respect for the lead singer?
4. Give each student an index card and a marker. Each student will write a word or phrase that illustrates a simple way to show respect to another person. This could be as simple as writing, "Listen," or "Hold the door." It should fit on one side of the index card but be big enough and bold enough to be seen across the classroom.
5. Ask students to stand in a circle and hold their cards in front of them so that each person can see all the cards.
6. Have students work together to design an order to connect the cards.
7. Post the connected cards where they can be seen.

Conclusion

What are the different ways we can find and show respect in our school, our community, our world today? How did we show respect for each other in the exercise today?

Notes

R-E-S-P-E-C-T

By Otis Redding and Annette Allen

(Ooh) What you want
(Ooh) Baby, I got
(Ooh) What you need
(Ooh) Do you know I've got it
(Ooh) All I'm askin'
(Ooh) Is for a little respect when you come home (just a little bit)
Hey baby (just a little bit) when you get home
(Just a little bit) mister (just a little bit)
I ain't gonna do you wrong, while you're gone
Ain't gonna do you wrong (ooh) 'cause I don't want to (ooh)
All I'm askin' (ooh)
Is for a little respect when you come home (just a little bit)
Baby (just a little bit), when you get home (just a little bit)
Yeah (just a little bit)
I'm about to give you all of my money
And all I'm askin' in return, honey
Is to give me my profits
When you get home (just a, just a, just a, just a)
Yeah baby (just a, just a, just a, just a)
When you get home (just a little bit)
Yeah (just a little bit)
Ooh, your kisses (ooh)
Sweeter than honey (ooh)
And guess what (ooh)
So is my money (ooh)
All I want you to do (ooh) for me
Is give it to me when you get home (re, re, re ,re)
Yeah baby (re, re, re ,re)
Whip it to me (respect, just a little bit)
When you get home, now (just a little bit)
R-E-S-P-E-C-T
Find out what it means to me
R-E-S-P-E-C-T
Take care, TCB
Oh (sock it to me, sock it to me, sock it to me, sock it to me)
A little respect (sock it to me, sock it to me, sock it to me, sock it to me)
Whoa, babe (just a little bit)
A little respect (just a little bit)
I get tired (just a little bit)
Keep on tryin' (just a little bit)
You're runnin' out of fools (just a little bit)
And I ain't lyin' (just a little bit)
(Re, re, re, re) 'spect
When you come home (re, re, re, re)
Or you might walk in (respect, just a little bit)
And find out I'm gone (just a little bit)
I got to have (just a little bit)
A little respect (just a little bit)

(Metrolyrics)

Helpfulness

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

How does the definition of 'helpfulness' change as we age?

Teacher

Begin by explaining that the lesson is going to focus on helpfulness.

1. Read the description of the video: Pam Laffin is a mom who suffers from emphysema, a lung disease caused by the cigarettes she started smoking when she was 10 years old. Because her illness confines her to a wheelchair, Pam's daughters, Amanda and Krystell, must help out around the house more than most of the kids their age. Sometimes, this extra work causes the sisters to miss out on spending time with their friends. At such a young age, they are already familiar with making tough self-sacrifices.
2. Ask the students: What is your definition of helpfulness? Write answers on the board.
3. Provide the following definition for students: **helpfulness (n.):** the act of giving service or assistance
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Whom do you think Amanda and Krystell talk to about their feelings? Why do you think they might be hesitant to share their fears or concerns with their mother?
2. If you were Amanda, what would you do to help Krystell? Do you think an older sibling is obligated to help a younger sibling cope with his or her fears?

Activity: Musicals Reflect Life

Materials

- Paper/pens
- Lyrics to and recording of “The Circle of Life” from *The Lion King*

Teacher

1. Explain that in this set of lessons they will learn about musical theater and the stories and themes expressed in them.
2. Share the information found on Musicals101.com to introduce the history and details of musicals.
 - A musical is a show (stage, television, or film) that uses songs to tell a story or to entertain.
 - Sometimes there is dialogue, sometimes not.
 - Musicals are often associated with comedy, but just as many dramatic musicals abound.
 - Some musicals are based on books, some on historical events, and some are revues or showcases of songs linked by a common artist, composer, theme, or genre.
3. Ask students about the themes and stories of musicals they have seen or heard about.
4. Introduce *The Lion King* and summarize the story. This Disney animated feature follows the adventures of the young lion Simba (Jonathan Taylor Thomas), the heir of his father, Mufasa (James Earl Jones). Simba’s wicked uncle, Scar (Jeremy Irons), plots to usurp Mufasa’s throne by luring father and son into a stampede of wildebeests. But Simba escapes, and only Mufasa is killed. Simba returns as an adult (Matthew Broderick) to take back his homeland from Scar with the help of his friends Timon (Nathan Lane) and Pumbaa (Ernie Sabella). Explain the main theme “circle of life” — giving back to the earth and giving back to family.
5. Give students the lyrics and have them listen to the song, “The Circle of Life.”

Discussion Questions

1. How does the circle of life apply to the family in the video?
2. Which lyrics (words) in the song apply to the video we watched on helpfulness? Why?
3. Which specific lyrics in the song apply to your own life? Explain your answer.
4. How important is family support in your circle of life?

Conclusion

Have students write about their own “circle of life” describing what their parents or families have given to them and what they hope to give back to them. Have students share what they write. This can be done in small groups.

Notes

The Circle of Life

By, Timothy Miles Bindon Rice and Elton John
Published by Wonderland

From the day we arrive on the planet
And blinking, step into the sun
There's more to see than can ever be seen
More to do than can ever be done
There's far too much to take in here
More to find than can ever be found
But the sun rolling high
Through the sapphire sky
Keeps great and small on the endless round
It's the Circle of Life
And it moves us all
Through despair and hope
Through faith and love
Till we find our place
On the path unwinding
In the Circle
The Circle of Life
It's the Circle of Life
And it moves us all
Through despair and hope
Through faith and love
Till we find our place
On the path unwinding
In the Circle
The Circle of Life

Notes

Honesty

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

What are the various forms of honesty?

Teacher

Begin by explaining that the lesson is going to focus on honesty.

1. Read the summary of the video: Chandler, a talented basketball player, struggled to maintain her dedication to the sport. Expectations, loss of passion and the knowledge that she had other interests and choices helped her make a difficult decision.
2. Ask the students: What is your definition of honesty? Write answers on the board.
3. Provide the following definition for students: **honesty (n.):** the quality of being truthful and sincere.
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Do you consider Chandler an honest person? Why or why not?
2. Shakespeare's character Hamlet says, "To thine own self be true." What do you think he meant by this? How does this apply to Chandler?
3. How do you remain true to yourself?
4. What are the obstacles you have to face in order to remain honest with yourself and with others?
5. Is honesty always the best policy? Explain.

Activity: Musical Life Events

Teacher

1. Introduce the focus of the lesson today, the Broadway musical *Dream Girls*, by sharing the following: The musical *Dream Girls*, written by Tom Eyer and Henry Krieger, is considered a history of the music industry during the 1960's and 1970's as well as a look at the African American experience in the entertainment industry at that time. *Dream Girls* is also a story about success, disappointment, rejection, and the challenge to begin again. Music and songs in the production are from the rhythm and blues genre.

Plot Synopsis:

Dream Girls follows the story of a black, all-girls singing trio who are discovered by an agent at a local talent contest and go on to become backup singers for well know singer. The lead singer in the group Effie falls in love with the agent but is devastated when he abandons her romantically and professionally by replacing her with a singer who he believes is more attractive. Eventually she drops out of the group and struggles to make it on her own. The song "I Am Changing" is about Effie's attempt make a comeback.

2. Distribute the lyrics to and listen to the recording of "I Am Changing."
3. Discuss the song using the following questions:
 - What are the similarities and differences in Chandler's and Effie's situations?
 - In the video Chandler expresses the negative impact staying in basketball was having on her. How was it affecting her? What words in the song illustrate similar emotions? Have you had similar feelings about a path you have chosen or a decision you have made? What were they?
 - In the song Effie tells us she needs help. What words in the song demonstrate this? Who supports Chandler in the video?
4. Ask students to form small groups and explain that they will do the "How Well Do You Listen To Yourself?" exercise. Have students answer the following questions:
 - On a scale of 1-10 (with 1 being the easiest and 10 being the hardest), how difficult is it to be honest with yourself?
 - What is one (1) thing you would like to change in your life or try?
 - Who would support you? What kind of support would you need?
5. After conducting the exercise, discuss as a large group:
 - Explain and list emotions you have about making a change.
 - What are some of the obstacles you might face?
6. How is being honest with yourself and others an important part of making this change?

Conclusion

Reflect on the challenges of being honest with oneself and with others. Which is harder?

"I am Changing"

Look at me
Look at me
I am changing
Trying every way I can
I am changing
I'll be better than I am
I'm trying
To find a way
To understand
But I need you
I need you
I need a hand
I am changing
Seeing everything so clear
I am changing
I'm gonna start right now right here
I'm hoping
To work it out and I know that I can
But I need you
I need a hand
All of my life
I been a fool
Who said I could do it all alone?
How many good friends have I already lost?
How many dark nights have I known?
Walking down that wrong road
There was nothing I could find
All these years of darkness
Can make a person blind
But now I can see
I am changing
Trying every way I can

I am changing
I'll be better than I am
But I need a friend
To help me start
All over again
That would be just fine
I know it's gonna work out this time
'Cause this time I am
This time I am
I am changing
I'll get my life together now
I am changing
Yes, I know how
I'm gonna start again
I'm gonna leave my past behind
I'll change my life
I'll make a vow
And nothing's gonna stop
Me
Now!

Notes

Peace #2

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Is violence more acceptable than peace in our society?
Explain your answer.

Note: *Peace #2* and *Peer Pressure* work with the musical *West Side Story* and should be completed in order.

Teacher

Begin by explaining that the lesson is going to focus on peace.

1. Read the summary of the video: Jordan Cook talks about being shot in the back on the way home from a party. He is now in a wheelchair and faces new obstacles every day.
2. Review the definition of peace. Ask the students: What was our definition of peace from the last section on peace? Write answers on the board.
3. Provide the following definition for students: **peace (n.):** a state of mutual harmony between people or groups of people, especially in personal relations
4. View the video segment about peace.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How common is Jordan's story? Do you know of anyone involved in gun violence? How does their story compare to Jordan's?
2. What are your concerns or opinions about guns?
3. Jordan says "some kids think it's cool to be shot." Do you think this is true? Explain.
4. Is violence more acceptable than peace in our society? Explain your answer.
5. What is Jordan's message to kids about guns? How does the message connect to the topic of peace?

Activity: Peace in Musicals

Materials

- Lyrics to and recording of “Cool” from *West Side Story*

Teacher

1. Introduce the class to the musical *West Side Story*. Many of the social problems going on in our society today. The musical is set in the Upper West Side of New York City and explores the rivalry between the teenage street gangs, the Jets and the Sharks, and their use of violence to get what they want. Each gang sees the other as a threat as they try to take control of the neighborhood. *West Side Story* is also a love story about the relationship between Tony and Maria. Tony, a former member of the Jets, falls in love with Maria whose brother (Bernardo) is the leader of the rival gang, the Sharks. Tony rejects the violence and conflict that surrounds him. The gangs confront each other and Tony, even though provoked, tries to stop the violence. When a fellow gang member is killed by Bernardo Tony kills Bernardo, which eventually leads to Tony's own tragic death.
2. Have the students listen to the song “Cool” and write down their initial reactions to the song: their feelings, thoughts, ideas about the actions of the performers, etc.
3. Why do the characters sing this song? What is their purpose? Are they striving for peace? How do you know?
4. If possible, have students watch the video/film performance of the same song. Compare and contrast their reactions and answers to the questions from step #3 with their reactions to the visual and music together. What is unexpected? Does seeing the song performed give a new perspective? Do the characters want peace? How do you know?

Conclusion

What is the similarity between Jordan in the video and Tony in the play? What message about violence and peace do they both try to give? How is society today similar to the time period in the musical, *West Side Story*?

Notes

"Cool"

Music by Leonard Bernstein, lyrics by Stephen Sondheim

Boy, boy, crazy boy,
Get cool, boy!
Got a rocket in your pocket,
Keep coolly cool, boy!
Don't get hot,
'Cause man, you got
Some high times ahead.
Take it slow and Daddy-O,
You can live it up and die in bed!

Boy, boy, crazy boy!
Stay loose, boy!
Breeze it, buzz it, easy does it.
Turn off the juice, boy!
Go man, go,
But not like a yo-yo schoolboy.
Just play it cool, boy,
Real cool!

Notes

Peer Pressure

Character and Life Skills

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

What is your personal policy in dealing with peer pressure?

Note: *Peace #2* and *Peer Pressure* work with the musical *West Side Story* should be completed in order.

Teacher

Begin by explaining that the lesson is going to focus on peer pressure.

1. Read the summary of the video: Albeth's story can help students understand the influences their friends can have — both good and bad — and the importance of the choices they make.
2. Review the definition of peer pressure. Ask the students: What is your definition of peer pressure? Write answers on the board.
3. Provide the following definition for students: **peer pressure (n.):** the social influence a peer group uses to get the members to conform
4. View the video segment about peer pressure.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why did Albeth wind up in juvenile hall? What influenced him to do what he did? How did he get caught?
2. What did he witness that made him go back to school? What are his new goals?
3. What is Albeth's advice about friends?
4. How do you deal with a friend who pressures you into dangerous or risky activities?
5. How are your peers a positive influence in you?
6. Construct an argument for why this video/lesson has been included in the Character Education section.

Activity: Sharks vs. Jets

Materials

- Lyrics to and recording of “The Jet Song” from *West Side Story*

Teacher

1. Albeth was able to realize before it was too late the negative impact some friends had on him. This wasn't always true. As we saw in the video their negative influence got him to bring a gun to school and resulted in his being sent to juvenile hall. We are going to continue with our discussion of the play *West Side Story* to try and understand why some people continue to follow the crowd even though there are risks involved.
2. Distribute copy of the introductory dialogue and lyrics of the “Jet Song.” Have students volunteer to read the dialogue, and then read the lyrics while listening to the recording.
3. Have them work in small groups to discuss the questions that follow.

Discussion Questions

1. Why is it difficult for some people to break away from peers who can have a negative influence on them?
2. Read over the lyrics and make a list of why the young people stay in the Jets, the gang. How does being in the gang make them feel? What do they get from being in the gang? What does the gang get by having them as members? What does peer pressure have to do with the Jets?
3. List the negative side for staying with the gang. Do the lyrics to “Jet Song” suggest anything negative? Why or why not?
4. Have students report their answers back to the class. Ask them why some of the things they wrote are important to young people today.

Conclusion

Review the themes of the lesson. Ask students to think about the positive and negative peer pressure in their lives. How do they tell the difference?

Notes

Jet Song

By Leonard Bernstein and Stephen Sondheim

When you're a Jet,
You're a Jet all the way
From your first cigarette
To your last dyin' day.

When you're a Jet,
If the spit hits the fan,
You got brothers around,
You're a family man!

You're never alone,
You're never disconnected!
You're home with your own:
When company's expected,
You're well protected!

Then you are set
With a capital J,
Which you'll never forget
Till they cart you away.
When you're a Jet,
You stay a Jet!

Dialogue

RIFF: (Spoken) Against the Sharks we need every man we got.

ACTION: (Spoken) Tony don't belong any more.

RIFF: Cut it, Action boy. I and Tony started the Jets.

ACTION: Well, he acts like he don't wanna belong.

BABY JOHN: Who wouldn't wanna belong to the Jets!

ACTION: Tony ain't been with us for over a month.

SNOWBOY: What about the day we clobbered the Emeralds?

A-RAB: Which we couldn't have done without Tony.

BABY JOHN: He saved my ever-lovin' neck!

RIFF: Right! He's always come through for us and he will now.

Integrity

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

What does integrity look like in today's world?

Teacher

Begin by explaining that the lesson is going to focus on integrity.

1. Read the description of the video: When Nate Brazil threatened to shoot one of his teachers, his friend Michelle Cordovez dismissed his threat as a joke and didn't tell anyone. Nate turned that threat into a reality, and now Michelle lives with the guilt of knowing she might have saved a life if she had broken her silence.
2. Ask the students: What is your definition of integrity? Write answers on the board.
3. Provide the following definition for students: **integrity (n.):** the quality of adhering to moral and ethical principals; being honest every deed.
4. View the video segment about integrity.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. In your opinion, does Michelle have integrity? Why or why not?
2. Do you think that keeping Nate's threat a secret was a malicious gesture or an innocent oversight on Michelle's part? Explain.
3. How far would you go in order to keep a friend's secret? Would you tell a parent or teacher if your friend brought a knife to school? What if your friend came to school drunk or high? What if your friend were selling prescription drugs or other illegal drugs at school? What if your friend brought a handgun or a homemade bomb to school or another public place?
4. When does keeping a secret show a lack of integrity?
5. What does integrity look like in today's world?

Activity: Musical Integrity

Materials

- Lyrics for “I’ve Gotta Be Me”

Teacher

1. Introduce the musical, *Golden Rainbow*. The musical *Golden Rainbow* was not very successful, running on Broadway for only one year in 1968. However, one song from the show, “I’ve Gotta Be Me,” rose to great popularity and was a number #1 hit for Sammy Davis, Jr., and was recorded by many other artists including Michael Jackson, Stevie Wonder, and even Alvin and the Chipmunks.
2. Break students into small groups and give each student a copy of the lyrics to “I’ve Gotta Be Me.”
3. While listening to the song, have students underline/highlight any or all lyrics that illustrate the quality of integrity.
4. Ask the groups to discuss their thoughts and reactions to the song.
5. Tell each group to imagine the scene that caused the character (Larry) to sing this song. What happened just before he sings? Who was involved? Why does he need to sing this song? Is he alone on stage or singing to someone? Why?
6. Have groups share their musical stories and compare and contrast the creations.

Conclusion

The song “I’ve Gotta Be Me” never uses the word integrity, yet integrity is its underlying theme. What other songs can you think of that illustrate integrity? Would this song be appropriate as background for the video about integrity? Why or why not?

Notes

I've Gotta Be Me

By Walter Marks

Whether I'm right or whether I'm wrong
Whether I find a place in this world or never belong
I gotta be me, I've gotta be me
What else can I be but what I am

I want to live, not merely survive
And I won't give up this dream
Of life that keeps me alive
I gotta be me, I gotta be me
The dream that I see makes me what I am

That far-away prize, a world of success
Is waiting for me if I heed the call
I won't settle down, won't settle for less
As long as there's a chance that I can have it all

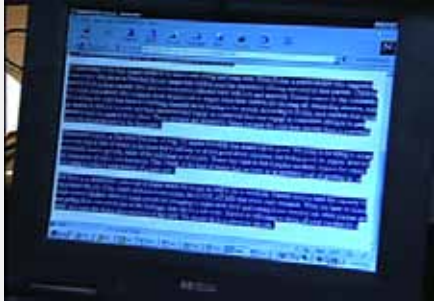
I'll go it alone, that's how it must be
I can't be right for somebody else
If I'm not right for me
I gotta be free, I've gotta be free
Daring to try, to do it or die
I've gotta be me

I'll go it alone, that's how it must be
I can't be right for somebody else
If I'm not right for me
I gotta be free, I just gotta be free
Daring to try, to do it or die

Notes

Plagiarism

Character and Life Skills Grade Level: High School



Link

<http://atap.connectwithkids.com/middle-high-character-life-skills/>

Essential Question

Why are there rules against academic dishonesty?

Teacher

Begin by explaining that the lesson is going to focus on plagiarism.

1. Read the summary of the video: A survey of over 30,000 teens by the Josephson Institute finds that 64 percent say they've cheated on a test in class. And one in three has used the Internet to cheat on a class assignment or plagiarize a paper. But in a few cases, some kids may not even realize they're cheating.
2. Review the definition of plagiarism. Ask the students: What is your definition of plagiarism? Write answers on the board.
3. Provide the following definition for students: **plagiarism (n.):** using the thoughts, words, or ideas of someone else and claiming them as your own OR without crediting the original author
4. View the video segment about plagiarism.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion and Self-Reflection Questions

1. Did you learn something new about plagiarism in the video? How does your definition of plagiarism change?
2. How has technology and online research made plagiarism more of an issue?
3. What are the rules about plagiarism at your school? How are they communicated? How are they enforced?
4. How would you feel if someone plagiarized your work?
5. Why are there rules about academic dishonesty?

Activity: Music Piracy

Material:

- Copies of the article, "About Piracy"

Teacher

1. Distribute copies of the article "About Piracy." Break the article into topic sections.
2. Group students in pairs and assign each pair a section of the article "The Law."
3. Have the pairs summarize their assigned section and report out to the class.
4. Discuss the following as a class:
 - Why do people feel music theft is okay?
 - Should minors be prosecuted for online piracy or music theft? Why or why not?
 - What is something new you learned from the readings?

Conclusion

How will these articles influence your thinking about plagiarism of music? How will these articles influence your thinking about plagiarism of any materials?

Notes

The Law

Unauthorized Copying is Against the Law

Copyright law protects the value of creative work. When you make unauthorized copies of someone's creative work, you are taking something of value from the owner without his or her permission. Most likely, you've seen the FBI warning about unauthorized copying at the beginning of a movie DVD. Though you may not find these messages on all compact discs or music you've downloaded from the Internet, the same laws apply. Federal law provides severe civil and criminal penalties for the unauthorized reproduction, distribution, rental or digital transmission of copyrighted sound recordings. (Title 17, United States Code, Sections 501 and 506).

What the Law Says and What it Means

Making unauthorized copies of copyrighted music recordings is against the law and may subject you to civil and criminal liability. A civil lawsuit could hold you responsible for thousands of dollars in damages. Criminal charges may leave you with a felony record, accompanied by up to five years of jail time and fines up to \$250,000. You may find this surprising. After all, compact discs may be easily copied multiple times with inexpensive CD-R burning technology. Further, when you're on the Internet, digital information can seem to be as free as air. U.S. copyright law does in fact provide full protection of sound recordings, whether they exist in the form of physical CD's or digital files. Regardless of the format at issue, the same basic principle applies: music sound recordings may not be copied or distributed without the permission of the owner.

What the Courts Have to Say

A long series of court rulings has made it very clear that uploading and downloading copyrighted music without permission on P2P networks constitutes infringement and could be a crime.

Common examples of online copyright infringement:

- You download an app on your smartphone that allows you to 'strip' the audio from any YouTube music video and permanently keep that audio in your music collection.
- You make an MP3 copy of a song because the CD you bought expressly permits you to do so. But then you put your MP3 copy on the Internet, using a file-sharing network, so that millions of other people can download it.
- Even if you don't illegally offer recordings to others, you join a file-sharing network and download unauthorized copies of all the copyrighted music you want for free from the computers of other network members.
- In order to gain access to copyrighted music on the computers of other network members, you pay a fee to join a file-sharing network that isn't authorized to distribute or make copies of copyrighted music. Then you download unauthorized copies of all the music you want.
- You transfer copyrighted music using an instant messaging service.
- You have a computer with a CD burner, which you use to burn copies of music you have downloaded onto writable CDs for all of your friends.
- Someone you don't know e-mails you a copy of a copyrighted song, which you forward to your friends.

When It Comes to Copying Music, What's Okay and What's Not:

Technology has made digital copying easier than ever. But just because advances in technology make it possible to copy music doesn't mean it's legal to do so. Here are tips on how to enjoy the music while respecting rights of others in the digital world. Stick with these, and you'll be doing right by the people who created the music.

Internet Copying

- It's okay to download and stream music from sites authorized by the owners of the copyrighted music, whether or not such sites charge a fee.
- Visit www.musicmatters.com for a list of a number of authorized and safe sites where permission is granted and content is available for downloading and/or streaming.
- It's never okay to download unauthorized music from pirate sites (web or FTP) or peer-to-peer systems, such as BitTorrent.
- It's never okay to make unauthorized copies of music available to others (that is, uploading music) on peer-to-peer systems.

Copying CDs

- It's okay to copy music onto special Audio CD-R's, mini-discs, and digital tapes (because royalties have been paid on them) – but not for commercial purposes.
- Beyond that, there's no legal "right" to copy the copyrighted music on a CD onto a CD-R. However, burning a copy of CD onto a CD-R, or transferring a copy onto your computer hard drive or your portable music player, won't usually raise concerns so long as:
 - The copy is made from an authorized original CD that you legitimately own
 - The copy is just for your personal use. It's not a personal use — in fact, it's illegal — to give away the copy or lend it to others for copying.
 - The owners of copyrighted music have the right to use protection technology to allow or prevent copying.
 - Remember, it's never okay to sell or make commercial use of a copy that you make.

Enjoy the music. By doing the right thing, you'll be doing your part to make sure the music keeps coming.

Notes
