

Music Advisory Guide

Attendance and Achievement, and College and Career Readiness

Grade Level: **High School**

Disconnect: Why Kids Skip School

Parts 1/Music Activity: "The Second Education" _____	3/4
Parts 2/Music Activity: We Are How We Treat Each Other _____	8/9
Parts 3/Music Activity: Dream Song, Parts 1-2 _____	11/12
Parts 4/Music Activity: Same Song, Different Arrangement _____	13/14
Parts 5/Music Activity: Part of the Whole _____	15/16

The Power of Expectations

Parts 1/Music Activity: "Perfect" _____	18/19
Parts 2/Music Activity: Deliberate Practice _____	21/22
Parts 3/Music Activity: "Heroes and Friends" _____	25/26
Parts 4/Music Activity: Musical Expectations _____	28/29
Parts 5/Music Activity: "When You Believe" _____	32/33

Attendance, College and Career

Organization/Music Activity: Organizing by Texture _____	36/38
Test Prep/Music Activity: Thinking (and Studying) Outside the Box _____	39/40
Preparation/Music Activity: Test Preparation Strategies _____	41/43
Managing Test Anxiety/The Power of Music _____	45/47
Attendance and Achievement: Attendance Rhythm _____	49
Attendance and Achievement: A Chorus of College and Career _____	51

College and Career

College and Career Readiness: Musical Me _____	53
College and Career Readiness: Musical Timeline _____	55
College and Career Readiness: Song Cue to Interview _____	57

Against All Odds

Parts 1/Music Activity: "Defying Gravity" _____	60/61
Parts 2/Music Activity: Rap Your Struggle _____	64/65
Parts 3/Music Activity: Take Action! _____	67/68
Parts 4/Music Activity: The Seven Resiliencies _____	70/71
Parts 5/Music Activity: "Fight"/"Stand" _____	75/76

Disconnect: Why Kids Skip School

Attendance and Achievement

In America, it's estimated that about 4 million children miss school every day... one million drop out every year... 160,000 stay home because they're afraid. Countless additional students may be present at school but are indifferent and disengaged.

Over the next five lessons we will discuss what makes students want to stay and succeed in school as well as examine what promotes attendance and helps to create an emotional connection to school.

Disconnect: Why Kids Skip School is a video with five lessons to get you thinking about what makes school special for you.

We will watch the video segment, have a discussion about it, and then complete an activity that will get you to think about who and what is important to you.

Music Guide: Fair Use Statement

The music for the lessons in this guide is contained on a CD provided for classroom use only in accordance with section 107 of the United States Copyright Law. The music has been purchased by Connect With Kids Network to be used, as stated in the law, for purposes of "teaching, scholarship, or research."

In accordance, teachers may not make copies of the CD or sell the CD for pleasure or for profit.

Disconnect: Why Kids Skip School, Part 1

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

Essential Question

How do you keep connected to school?

Teacher

1. Begin by explaining that the next five (5) lessons will focus on what connects us to--or disconnects us from — school.
2. Part 1 focuses on the ways schools make students feel safe and help them succeed academically, emotionally, and socially.
3. Read the summary of the video: Explore trends in school drop out rates and the reasons that students are disengaged from their education.
4. Watch the video segment.

Discussion Questions

1. What are your top reasons for coming to school each day? Is it a person? A class? A project? Explain.
2. Why do people say school is boring? Name at least three times you were not bored at school. What makes those times stand out in your mind?
3. Answer the questions the documentary poses:
 - Do you feel safe at school? Why or why not?
 - Do you have friends at school? Explain your answer.
 - Do teachers know you and care about you? Explain your answer.
 - Do you get support from your mom/dad/caregiver? Explain your answer.

Activity: The “Second Education”

Material

- David Brooks’s Op Ed “The Other Education” (copy provided) www.nytimes.com/2009/11/27/opinion/27brooks.html?_r=0 (Teaching Tolerance Website /sounds of change Lesson)
- My Connecting Squares Worksheet

Teacher

1. Discuss how feeling connected to school is an important reason young people stay in school.
2. Ask students to brainstorm things that keep young people connected to school and write answers on the board. Point out that many of the things that keep young people interested in school are related to “social and emotional learning” not simply academics.
3. Distribute the My Connecting Squares worksheet and have students fill in the boxes with the appropriate information. This worksheet will be used in subsequent lessons.
4. Have students read the article by David Brooks and answer the following questions on paper and then have a large group discussion:
 - What does Brooks mean by his “second education”? Or his “emotional curriculum”?
 - Who was the “professor” to which he refers? In what way(s) did Bruce Springsteen teach him?
 - What do you know about Springsteen’s music?
 - What songs, if any, have inspired or taught you something?
 - Compile a list on the board and discuss the topics the songs taught them — the good and the bad.
 - How does this article relate to the concept of emotionally connecting to school?

Conclusion

1. Summarize the theme of the lesson as a group.
2. Collect worksheets to be used in subsequent lessons.

Notes

The Other Education

David Brooks NOV. 26, 2009

Like many of you, I went to elementary school, high school and college. I took such and such classes, earned such and such grades, and amassed such and such degrees.

But on the night of Feb. 2, 1975, I turned on WMMR in Philadelphia and became mesmerized by a concert the radio station was broadcasting. The concert was by a group I'd never heard of — Bruce Springsteen and the E Street Band. Thus began a part of my second education.

We don't usually think of this second education. For reasons having to do with the peculiarities of our civilization, we pay a great deal of attention to our scholastic educations, which are formal and supervised, and we devote much less public thought to our emotional educations, which are unsupervised and haphazard. This is odd, since our emotional educations are much more important to our long-term happiness and the quality of our lives.

In any case, over the next few decades Springsteen would become one of the professors in my second education. In album after album he assigned a new course in my emotional curriculum.

This second education doesn't work the way the scholastic education works. In a normal schoolroom, information walks through the front door and announces itself by light of day. It's direct. The teacher describes the material to be covered, and then everybody works through it.

The knowledge transmitted in an emotional education, on the other hand, comes indirectly, seeping through the cracks of the windowpanes, from under the floorboards and through the vents. It's generally a byproduct of the search for pleasure, and the learning is indirect and unconscious.

From that first night in the winter of 1975, I wanted the thrill that Springsteen was offering. His manager, Jon Landau, says that each style of music elicits its own set of responses. Rock, when done right, is jolting and exhilarating.

Once I got a taste of that emotional uplift, I was hooked. The uplifting experiences alone were bound to open the mind for learning.

I followed Springsteen into his world. Once again, it wasn't the explicit characters that mattered most. Springsteen sings about teenage couples out on a desperate lark, workers struggling as the mills close down, and drifters on the wrong side of the law. These stories don't directly touch my life, and as far as I know he's never written a song about a middle-age pundit who interviews politicians by day and makes mind-numbingly repetitive school lunches at night.

What mattered most, as with any artist, were the assumptions behind the stories. His tales take place in a distinct universe, a distinct map of reality. In Springsteen's universe, life's "losers" always retain their dignity. Their choices have immense moral consequences, and are seen on an epic and anthemic scale.

There are certain prominent neighborhoods on his map — one called defeat, another called exaltation, another called nostalgia. Certain emotional chords — stoicism, for one — are common, while others are absent. "There is no sarcasm in his writing," Landau says, "and not a lot of irony."

I find I can't really describe what this landscape feels like, especially in newspaper prose. But I do believe his narrative tone, the mental map, has worked its way into my head, influencing the way I organize the buzzing confusion of reality, shaping the unconscious categories through which I perceive events. Just as being from New York or rural Georgia gives you a perspective from which to see the world, so spending time in Springsteen's universe inculcates its own preconscious viewpoint.

My Connecting Squares Worksheet

<p>Academics What are the things you love to learn that keeps you connected at school?</p>	<p>Subject</p>	<p>Class</p>	<p>Project</p>	<p>Book</p>	<p>Other</p>
<p>People Who are the people that keep you connected at school?</p>	<p>Teacher</p>	<p>Classmate(s)</p>	<p>Staff</p>	<p>Secretary</p>	<p>Other</p>
<p>Facility What is your favorite room or area that keeps you connected at school?</p>	<p>Classroom</p>	<p>Speciality Classroom</p>	<p>Activity Room</p>	<p>Outside Area</p>	<p>Other</p>
<p>Activity What activity, before or after class, keeps you connected at school?</p>	<p>Sport</p>	<p>Arts</p>	<p>Club</p>	<p>Student Government</p>	<p>Other</p>

Disconnect: Why Kids Skip School, Part 2

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

Essential Question

How do people help connect you to school?

Teacher

1. Begin the lesson by asking students what they recall from the first lesson. Explain that the class will continue with the theme of feeling connected to school.
2. Read the summary of the video: Danielle Anzalone shares her story of not wanting to attend school because of the bullying and harassment that she experienced. Experts say that many students don't want to go to school because they are afraid of what might happen.
3. Watch the video.

Discussion Questions

After viewing the second video segment, 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.

1. Describe Danielle's story. How did people treat Danielle at school?
2. Can you blame Danielle for not wanting to go to school? Explain your answer.
3. Have you ever been afraid to come to school? Why or why not?
4. Have you ever been concerned about having someone to sit with at lunch? What did you do about it?
5. If you need help during the school day — beyond just your school work — who do you talk to or go to for help? Who do you seek out to really listen and help you when things get rough?

Activity: We are How We Treat Each Other

Material

- Recording of and lyrics to “Nothing More” by The Alternate Routes.
- Students’ completed My Connecting Squares worksheet

Procedure

1. Tell students they are going to read the lyrics and listen to the recording of “Nothing More” by the Alternate Routes. This song was written in support of Newtown Kindness, an organization created in response to the tragic deaths of the elementary students and their teachers in Newtown, CT, on December 14, 2012.
2. Discuss as a group:
 - What is the message in this song?
 - How does it make you feel?
 - Is the message relevant/important for your community? Explain your answer.
 - What line or lyrics do you personally relate to?
 - How does this connect to the *Disconnect: Why Kids Skip School, Part 2*?
3. Distribute their My Connecting Squares Worksheets and ask students to share their ideas with at least one other person. How do their lists relate to the lyrics and message in the song studied in this session?
4. Ask students: How do the people and activities help them to feel respected and welcomed in school?

Conclusion

Summarize the themes in the lesson. Explain that the next lesson will focus on what their hopes and dreams are for the future.

Notes

“Nothing More” Lyrics

By The Alternate Routes

To be humble, to be kind,
It is the giving of the peace in your mind.
To a stranger, to a friend..
To give in such a way that has no end.
We are love,
We are one,
We are how we treat each other when the day is done.
We are peace,
We are war,
We are how we treat each other and nothing more.
To be bold, to be brave;
It is the thinking that the heart can still be saved.
And the darkness can come quick;
The Danger's in the Anger and the hanging on to it.
We are love.
We are one.
We are how we treat each other when the day is done.
We are peace.
We are war.
We are how we treat each other and nothing more.
Tell me what it is that you see
A world that's filled with endless possibilities?
Heroes don't look like they used to, they look like you do.
We are love.
We are one.
We are how we treat each other when the day is done.
We are peace.
We are war.
We are how we treat each other and nothing more.
We are how we treat each other and nothing more.
We are how we treat each other.

Disconnect: Why Kids Skip School, Part 3

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

Essential Question

How does school support and develop your skills, talents, and dreams for the future?

Teacher

1. Explain that the class will continue with the theme of feeling connected to school. This lesson will focus on their talents, skills and future dreams.
2. Read the summary of the video: Karina and Gina both decided that getting good grades was less important than fitting in with their friends. They each found a teacher who was able to motivate them and guide them on the right path.
3. View the video.

Discussion Questions

After viewing the third video segment, 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.

1. Have you ever been aware of your peers purposely performing poorly in school so that they will not stand out? What do you think about this attitude?
2. Is there anything wrong with getting good grades? Why or why not?
3. What is the formula for being popular in the school discussed in the documentary?
What is the formula for popularity in your school? How do they compare and contrast?
4. What talents did Gena's teacher see in her? How did her teacher's encouragement keep her focused on staying in school?

Activity: Dream Song

Materials

- Paper and writing tools

Teacher

1. Review how in the previous lesson, the students analyzed song lyrics about how each person can impact another and the importance of treating each other with kindness. By doing so, we can help each other feel connected and positive about school.

Another important reason why people stay in school and succeed is because they have goals and dreams. Today we will focus on the importance of having dreams and goals for the future.

2. Ask the students to think about the following questions and write their answers on a piece of paper.
 - What are your best talents, skills, qualities and/or abilities?
 - What are two or three things you would like to do with your life in the future?
 - Who inspires you to pursue your dreams?
3. Ask students to identify a popular song that resonates with them and inspires them. If they had to select a theme song to represent their dreams, what would it be?
4. Break students into pairs to share their responses to the above questions.
5. Ask for some students to share their responses in the larger group.

Conclusion

Summarize the themes in the lesson. Explain that the next lesson will focus on an event or person that has influenced them or changed their life.

Notes

Disconnect: Why Kids Skip School, Part 4

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

Essential Question

How do tipping points in our lives affect our connections to school?

Teacher

1. Explain that the class will continue with the theme of feeling connected to school. This lesson will focus on something that changed or influenced their life to date.
2. Read the summary of the video: Dwayne Hamilton Frost describes how it took the help of his friend, mom, cousin and English teacher to turn his life around at a crucial time before he joined a gang.
3. View the video.

After viewing the fourth video segment, 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 Dwayne's earlier school and home life. What was he like? Why do you think he was like that?
2. Who do you have in your life that supports you the way that Dwayne's mother, his cousin, and his teacher supported him? Why did you choose them?
3. Dwayne talks about a friend who wanted him to do the "right things." Do you have a friend who helps keep you focused or are you that friend to someone?
4. How did Dwayne's tipping point bring him back to a more focused, connected-to-school-and-success life?

Activity: Same Song Different Arrangement

Materials

- Recordings of “Wake Me Up” by Avicii and the same song by Aloe Blacc
- Paper and writing tools

Teacher

1. Explain to the students that everyone has an experience or person that has influenced them or changed them. Music, too, can be altered just by changing the tempo or key. The musical arrangement changes a song.
2. Explain that first, the class will listen to music that has been changed and then spend some time thinking about what has changed and influenced them.

musical arrangement — a piece of music that has been adapted for performance by a particular set of voices or instruments. In pop music, these changes include tempo, meter, key, instrumentation, and other musical elements.

3. Have students listen to “Wake Me Up” by Avicii and then the same song by Aloe Blacc.
4. Ask the following questions:
 - Identify the differences in the songs.
 - Is the song better, worse or just different?
 - What are some other examples of songs where the arrangement has been changed?
 - Why do you think the artist thought a new arrangement was necessary?
5. After listening to the two pieces of music, ask the students to think about the following questions related to something that has influenced, impacted or changed them.
6. Write the following questions where students can see and have students write their responses on a piece of paper.
 - Think about an event or person that was a tipping point for you.
(Although students are only teenagers, ask them to identify a moment that impacted them in a positive way. Maybe it was joining the basketball team, going out for the school play or meeting a new friend in elementary school.)
 - Write down this tipping point and list three reasons why this event/person changed your life.
7. Have students share their responses in the large group. Point out that while they are still the same person, they are different because someone or something made a difference in their life.

Conclusion

Summarize the themes in the lesson. Explain that the next lesson will focus on the importance of being involved in the school community.

Disconnect: Why Kids Skip School, Part 5

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

Essential Question

How do school activities affect our connections to school?

Teacher

1. Explain that the class will continue with the theme of feeling connected to school.
2. Read the summary of the video: Explore how keeping kids engaged at school requires the work of not only the entire school administration, but the parents as well.
3. View the video.

Discussion Questions

After viewing the fifth video segment, 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.

1. Name something or someone in your school that “needs” you. How does that make you feel?
2. Do you think teens want their parents to be involved? Why or why not?
3. What are the positive and negatives about parents being involved in school? Explain your answers.
4. Why do you think it might be difficult for parents to be involved?
5. Are there activities in this school you’d like to be join? Which ones? What is your plan regarding these activities?

Notes

Activity: Part of the Whole

Material

- Recording of and lyrics to Billy Joel's "Big Man on Mulberry Street"
- School calendar, website, or handbook with list of events and/or student activities

Teacher

1. Have students read the lyrics while listening to Billy Joel's recording of "Big Man on Mulberry Street."
2. Ask them to identify the different instruments they heard in the recording, and make a list on the board.
3. Listen to the song a second time and instruct to note when the instrumentation changes. Ask students how the different instruments in different sections affect the feeling of the song.
4. Ask students how they think the feeling of this piece would change if only performed on one instrument. Ask students to describe how each individual instrument contributes to the whole of the piece.
5. Have students compare the use of all the instruments for the full effect of the song to the reasons why it is important for everyone to be involved in the school community.
6. Break students into pairs and ask them to discuss ways to be part of the whole school by reviewing and completing the following:
 - Review the school calendar, website and/or handbook.
 - Identify events and activities they are in and others they would like to join.
 - Make a list to be posted in the classroom.

At a later date, students can see if they have joined the activities they identified.

Conclusion

Summarize the theme of all of the videos from the week. What is one take away they will have from these videos? Have students identify one thing they will do to help themselves feel connected to school.

Notes

The Power of Expectations

Attendance and Achievement Grade Level: High School

Much has been written about how we achieve our goals. Practice, perseverance and expectations are all part of a plan that can lead success. Expectations we have for ourselves and those others have for us also play an important role. Self-expectations are key in motivating ourselves to achieve our dreams. Expectations of parents, teachers, coaches and even our friends which convey a “you can do it” message can be a meaningful source of strength.

We will be looking at five videos which will look at both the positive and negative side of expectations. After viewing each video we will have a discussion about the video and your thoughts about the issues and feelings they raise. Finally you will participate in a music activity — looking at particular artists and their work to see how they faced challenges in their lives.

The Power of Expectations: Part 1

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

Essential Question

How do you define “the power of expectations”?

Teacher

Begin by explaining how the next five (5) sessions will focus on positive and negative aspects of expectations.

1. Part 1 focuses on the expectations held by many for one young woman’s running.
2. Ask students to define expectations.
3. Read the summary of the video: Competitive runner Ali Traina discusses the people who influence her personal expectations: her parents, her coach and her teammates.
4. View the video.

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 your experiences with expectations compare to the research that says, “Kids who come from homes where the academic expectations are high get better grades than kids who don’t”?
2. Do your parents and teachers have expectations of you? Explain your answer.
3. Do you have expectations of your parents? Your teachers? Explain your answer.
4. Do you have expectations of your friends? What are they?
5. Do your friends have expectations of you? What are they?
6. Do you often think about these expectations? Why or why not?
7. Are expectations good for you, your friends, your parents, and your teachers? Why or why not?

Activity: "Perfect"

Materials

- Lyrics to and recording of "Perfect" by Alanis Morissette

Teacher

1. Explain that the class is going to look at the song "Perfect" by Alanis Morissette.

She is considered an alternative rock singer who is also a song writer, guitarist, and actress. She has won seven Grammy Awards. Her Mom was a school teacher and her dad was a high school principal. She admits to have had an eating disorder growing up but is recovered, and she has worked to promote awareness about eating disorders.

2. Distribute the lyrics and play the recording of "Perfect" by Alanis Morissette.
3. Discuss using the following questions:
 - How does this song relate to the video and Ali's story?
 - How is it different?
 - What do the lyrics tell us about expectation that are unrealistic?
 - Who do you think the artist is trying to communicate her feelings?
 - Is there anyone else she might be speaking to? Which lyrics support your answer?
 - What emotions are being expressed?
4. Have students get into groups of two. Let them each take turns being Ali trying to help the person in the song deal with unrealistic expectations.
5. Staying in the group have them each take turns being Ali's parents helping the parents of the person in the song understand what their child is feeling.
6. After each has had turn ask if anyone wants to share what they said and their reasons.

Conclusion

Discuss with students how expectations can turn into "unreal expectations" and ways they might choose to deal with them should they arise in their own lives.

Notes

“Perfect” Lyrics

By Alanis Morissette

Sometimes is never quite enough
If you're flawless then you'll win my love
Don't forget to win first place
Don't forget to keep that smile on your face
Be a good boy try a little harder
You've got to measure up make me prouder
How long before you screw it up
How many times do I have to tell you to hurry up
With everything I do for you
The least you can do is keep quiet
Be a good girl you've gotta try a little harder
That simply wasn't good enough to make us proud
I'll live for you, I'll make you what I never was
If you're the best then maybe so am I
Compared to him, compared to her
I'm doing this for your own damn good
You'll make up for what I blew
What's the problem, why are you crying?
Be a good boy push a little farther now
That wasn't fast enough to make us happy
We'll love you just the way you are if you're perfect

The Power of Expectations: Part 2

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

Essential Question

How do expectations impact our emotions and ability to function in our daily lives?

Teacher

1. Begin by explaining that Part 2 of the video we will continue to talk about expectations and goal setting. We will look at the impact of expectations on their daily lives. Students will describe various inputs to expectations (voices and emotions) and outputs of expectations (goals and measures of success).
2. Read the summary of the video: Experts discuss the fine line between too much pressure and not enough.
3. View the video.
4. 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 how hard work and expectations go hand in hand.
2. According to Dr. Flannery, what won't happen if you don't have expectations for yourself? Do you agree or disagree? Why?
3. What are some unrealistic expectations parents might have for their kids? Why?

Notes

Activity: Deliberate Practice

Materials

Excerpt from “Lessons on Success and Deliberate Practice from Mozart, Picasso, and Kobe Bryant” by James Clear

Procedure

1. Distribute and have students read the excerpt from the James Clear article.
2. Discuss using the questions below:
 - What qualities does Kobe Bryant have that help him achieve his goals?
 - Explain the difference between regular practice and deliberate practice.
 - What do you think they meant by, “What feels like struggle and frustration is often skill development and growth?”
 - How can you apply this to your life? Give an example.
3. Before beginning discussion give students additional information about Picasso and Mozart: note that it is estimated that in his lifetime, Picasso completed over 50,000 works of art and Mozart finished 600 compositions although he died at a young age.
4. Have students get into groups of four. Ask them to think of two or three of their own goals.
5. Draw a pyramid for each goal. Write the goal above the pyramid. Divide the pyramid into four horizontal sections to represent steps toward the goal. On each step write a deliberate action they can take toward reaching that goal. Have them share with their group of four.

Conclusion

Summarize by reviewing deliberate practice. Ask students to share a goal and practice step with class. What goals and steps do they have in common?

Notes

Lessons on Success and Deliberate Practice from Mozart, Picasso, and Kobe Bryant

By James Clear

How long does it take to become elite at your craft? And what do the people who master their goals do differently than the rest of us?

That's what John Hayes, a cognitive psychology professor at Carnegie Mellon University, wanted to know.

For decades, Hayes has been investigating the role of effort, practice, and knowledge in top performers. He has studied the most talented creators in history—people like Mozart and Picasso—to determine how long it took them to become world class at their craft. Furthermore, he has investigated the choices and experiences that have led to their success.

“10 Years of Silence”

Hayes started his research by examining successful composers. He analyzed thousands of musical pieces produced between the years of 1685 to 1900. The central question that drove his work was, “How long after one becomes interested in music is it that one becomes world class?”

Eventually Hayes developed a list of 500 pieces that were...created by a total of 76 composers.

Next, Hayes mapped out the timeline of each composer's career and calculated how long they had been working before they created their popular works. What he discovered was that virtually every single “masterwork” was written after year ten of the composer's career. (Out of 500 pieces there were only three exceptions, which were written in years eight and nine.)

Not a single person produced incredible work without putting a decade of practice first. Even a genius like Mozart had to work for at least ten years before he produced something that became popular. Professor Hayes began to refer to this period, which was filled with hard work and little recognition, as the “ten years of silence.”

...However, as Hayes...and other researchers started digging deeper, they discovered that time was merely one part of the equation. Success wasn't simply a product of 10 years of practice or 10,000 hours of work. To understand exactly what was required to maximize your potential and master your craft, you had to look at how the best performers practiced.

The practice of NBA superstar Kobe Bryant provide a perfect example...

...Kobe Bryant started his conditioning work around 4:30am, continued to run and sprint until 6am, lifted weights from 6am to 7am, and finally proceeded to make 800 jump shots between 7am and 11am.

Oh, yeah, and then Team USA had practice.

Notes

The Importance of Deliberate Practice

Kobe isn't merely showing up and practicing a lot. He is practicing with purpose.

Kobe had a very clear goal at practice: 800 made jump shots. He was deliberately focused on developing the skill of making baskets. The time he spent doing it was almost an after thought. That sounds simple, but it's very different from how most of us approach our work each day.

...Researchers have noted that top performers in every industry are committed to deliberate practice. The best artists, musicians, athletes, CEOs, and entrepreneurs don't merely work a lot, they work a lot on developing specific skills. For example, Jerry Seinfeld's "don't break the chain" strategy is all about deliberately practicing the skill of writing jokes.

Applying This to Your Life

Mozart has been called the "genius of geniuses" and even he toiled away for 10 years before producing popular work.

...You can take the same approach to your work, to your goals, and to your legacy. By combining these two ideas — the consistency of "10 years of silence" and the focus of "deliberate practice"— you can blow past most people.

On a daily basis, this doesn't have to look big or impressive. And that's good, because it will often feel like you're failing. What feels like struggle and frustration is often skill development and growth. What looks like little pay and no recognition is often the price you have to pay to discover your best work. In other words, what looks like failure is often the foundation of success.

Thankfully, just one hour of focus and deliberate practice each day can deliver incredible results over the long-run. And that brings us to the most important questions of all:

Are you working toward your 10 years of silence today? Are you deliberately focused on developing your skills? Or are you simply "putting in your time" and hoping for the best?

Notes

The Power of Expectations: Part 3

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

Essential Question

How do mentors help us set expectations for ourselves?

Teacher

Explain how students will watch the third part of *The Power of Expectations* and discuss how expectations affect outcomes.

1. Review how the last three sessions talked about:
 - How having expectations influences how well we do
 - How expectations we have for ourselves and other have for us impact us
 - How goals are important to achieve success
 - How to use techniques of expressionism to create a depiction of the emotions we associate with expectations.
2. Read the summary of the video: After a mentor comes to her rescue, Tiffany Harris goes from a student getting F's in class to someone who sets goals and does what she can to meet the expectations around her. Experts explore the factors to help motivate kids to set goals and live up to them.
3. View the video. 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 Tiffany's behavior in her freshman year.
2. What was the impact of her family's expectations? Was it positive or negative? Explain your answer.
3. What was Dee Blassie's strategy with Tiffany? Why?
4. Describe the "outcome."

Activity: Heroes and Friends

Materials

- Lyrics to and recording of “Heroes and Friends” by Randy Travis

Procedure

1. Explain to students that they will listen to and analyze a country song by Randy Travis today.
2. Distribute lyrics and listen to “Heroes and Friends.”
3. Discuss using the questions below:
 - What are the themes in this song?
 - What message did he want to express?
 - Which lines express the message?
 - How do you think the writer was feeling?
 - Can you connect this song to your life? Explain.
4. After discussion of the message and themes in the song ask students to write song lyrics describing someone who has helped and influenced them: their heroes, lyrics to describe their heroes’ qualities.

Remind them to think about the theme, message, and feelings they are trying to express express as they write their lyrics. Students can share with class.

Conclusion

Ask: How does the song “Heroes and Friends” fit with the theme of expectations? Describe the “outcome.”

Notes

“Heroes and Friends” Lyrics

by Randy Travis

I ain't lived forever, but I've lived enough
I've learned to be gentle, and I've learned to be tough
I've found only two things that last 'til the end,
One is your heroes, the other's your friends
Your heroes will help you find good in yourself
Your friends won't forsake you for somebody else
They'll both stand beside you through thick and through thin
And that's how it goes with heroes and friends
That's how it goes with heroes and friends
I grew up with cowboys I watched on TV
My friends and I sometimes pretended to be
Years have gone by, but now and again
My heart rides the range with my heroes and friends

The Power of Expectations: Part 4

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

Essential Question

React to this statement: "Students are expected to succeed no matter what their personal circumstances are."

Teacher

1. Begin by explaining that this section of the video will discuss how schools and families sometimes set high expectations for kids where only one's best is acceptable.
2. Read the summary of the video: Rigden Road Elementary School teachers and parents stress expectations for students to take advantage of opportunities, not have excuses, and be the best kids they can be. Experts say that kids sense expectations as early as a few months after birth.
3. View the video.
4. 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 the principal's "no excuses policy." Would this policy work in your school? Why or why not?
2. Are students expected to succeed no matter what their personal circumstances? Explain your answer.
3. How do these expectations influence how students see themselves and their ability to succeed?
4. How can adults help children realize that learning is important?

Notes

Activity: Musical Expectations

Materials

- copies of article: “Top Five Music Business Mistakes of 2010” from MusicConsultant.com
- Post-It notes
- paper

Teacher

1. Distribute copies of the article “Top Five Music Business Mistakes of 2010” from MusicConsultant.com.
2. Discuss using questions below:
 - Explain the role of expectations in the lives of musicians.
 - Compare and contrast the article to the earlier article by James Clear about deliberate practice.
 - The article is aimed at musicians, but what message can you take from it? Explain your answer.
3. Have students create a message board to themselves using Post-its. Write three or four goals they have for themselves (one Post-it for each goal). For each goal write one expectation and one encouraging statement (one Post-it for each).
4. When complete, ask students to share their message boards and have a discussion about the encouraging statements they would like to add to their own boards.

Conclusion

Review the themes of the lesson and how students deal with expectations they set for and how they encourage themselves to reach their goals.

Notes

Top 5 Music Business Mistakes of 2010 (#2) from MusicConsultant.com

#2 – Unreasonable Expectations

Before I start on another rant about the top mistakes let me point out that I find these mistakes frustrating because I am often guilty of them myself from time to time. I am especially guilty of #2 – unreasonable expectations.

Roughly twice per day I get an email from a musician who tells me that he or she “just wants to get to the next level.”

In my head my first response is usually “Oh that’s easy just press Up Up Down Down Left Right Left Right A B Select Start.” (This got you many extra lives on the game Contra for Nintendo) For better or for worse – there is no special code for the elusive “next level” in the music business.

This kind of message is always a bit disheartening as I am pretty sure that when I ask people who send me these messages to clarify their needs they either will not have defined it for themselves or they have just started out promoting their businesses in the last 2-3 months and they want Jay-Z’s phone number (Which I don’t have by the way).

Yes, that is absolutely an extreme example and no- I’m not suggesting that everyone out there has such a warped perspective but I do find that people unfairly compare themselves to people who have become icons. If you look around long enough you will find that most overnight successes were not so overnight.

I was fortunate enough to work with Kid Rock in the 90s and most people remember when he arrived with his first big single “Bawitdaba”. What most people forget (or never knew) is that ten years earlier he was signed and subsequently dropped from Jive Records, signed an indie label deal (with a label that went out of business), put out two records on his own (before such things were as turn-key as they are now) and built up a network of over 50 very active street team members all over the U.S.. Prior to “Bawitdaba” was also a single called “I am the Bull God” that only mid charted at radio and there were moments where one could feel that the culture of Atlantic Records could have gone either way in supporting (or not supporting) his career. There is an obvious lesson in such perseverance and I know many people who would have given up over any one of those setbacks let alone the whole string of them.

Perhaps Kid Rock is another example that is too large or too exceptional.

How about this?

The majority of people I encounter don’t appreciate that it takes a long time (often many years) to get anyone to care about you or your music. Most people need the time to get better at what they do. It takes a ton of mistakes and gigs where you say to the crowd “Be sure and tip your bartender...Oh.... You are the Bartenders and waitresses...” I don’t think people appreciate that those kind of gigs are the formative gigs where musicians get better at what they do.

I keep hearing the implication that the Internet was supposed to usher in this era where anyone and everyone could make a living at music. Really? So everyone is a rock star? That means there is no one in the audience because everyone is on the stage. That would all of a sudden makes my accountant a rock star... God forbid!

This is what I've learned about expectations being around the business of music for the last eighteen years — I hope it takes you less time to learn these things than it took me:

1. The artists who seemed to make a living / become well known were simply the artists who were still artists ten years later
2. You can look around and compare and despair almost no matter who you are. I wonder if Chris Martin from Coldplay laments that he isn't Bono or if Bono laments that he isn't Elvis...
3. The awful saying "It's a marathon - not a sprint" really does apply. Far too often I see people blowing their budgets and wrecking their credit on high cost / short term promotional strategies over the course of weeks when better investments would be strategies that endure.
4. People who don't invest in their careers (with both their money and time) don't grow their careers.
5. Those who were consistent in their efforts tended to fare better than those who were sporadic.

Notes

The Power of Expectations: Part 5

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

Essential Question

Should there be rewards for meeting expectations?
Explain your answer.

Teacher

1. Begin by explaining that this is the fifth and final video which looks at the path we need to take to reach our goals
2. Read the summary of the video: Meeting expectations and goals require hard work and concentration. Ali Traina's parents say although she may not reach her goal, she has already lived up to their expectations; as long as she works hard and does her best.
3. View the video.
4. 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. Ali's parents claim their expectations are for her best effort. According to what you have heard and seen, does this strike you as true? Explain your answer.
2. Ali's parents reward and celebrate her moment of meeting her expectations. Is this appropriate? Why or why not?
3. Which weighs more: expectations of parents, teachers, teammates, coaches, or self? Explain your answer.

Notes

Activity: “When You Believe”

Materials

- Lyrics and recording of “When You Believe” by Mariah Carey

Teacher

1. Distribute lyrics and have students listen to “When You Believe” by Mariah Carey. Many students may remember this song from the animated film, *The Prince of Egypt*.
2. Discuss the song using the questions below:
 - What messages are contained in the lyrics?
 - What emotions was the writer trying to have the listener feel? Explain your answer.
 - How important is believing in yourself when trying to reach your goals?
 - Thinking about the five video segments, describe what have you learned about how to reach goals.
 - What have learned about yourself from participating in the discussions?
3. Have students brain storm other songs about hope and believing in yourself (look up on computer/ cell phones). Have them share lyrics.

Conclusion

Summarize the theme of the video. Ask students to discuss how their thoughts and opinions have changed or been strengthened by the discussions.

Notes

“When You Believe” Lyrics

By Mariah Carey

Many nights we prayed
With no proof anyone could hear
In our hearts a hope for a song
We barely understood

Now we are not afraid
Although we know there’s much to fear
We were moving mountains
Long before we knew we could, whoa, yes

There can be miracles
When you believe
Though hope is frail
Its hard to kill

Who knows what miracles
You can achieve
When you believe somehow you will
You will when you believe

Mmmyeah
In this time of fear
When prayer so often proves in vain

Hope seems like the summer bird
Too swiftly flown away
Yet now I’m standing here
My hearts so full, I can’t explain

Seeking faith and speakin’ words
I never thought I’d say
There can be miracles
When you believe (When you believe)

Though hope is frail
Its hard to kill (Mmm)
Who knows what miracles
You can achieve (You can achieve)

When you believe somehow you will
You will when you believe
(Hey)
(Ooh)

They don’t always happen when you ask
And its easy to give in to your fears
But when you’re blinded by your pain
Can’t see the way, get through the rain

A small but still, resilient voice
Says hope is very near, oh (Oh)
There can be miracles (Miracles)
When you believe
(Boy, when you believe, yeah)
(Though hope is frail)

Though hope is frail (Its hard)
Its hard to kill (Hard to kill, oh, yeah)
Who knows what miracles
You can achieve (You can achieve, oh)

When you believe somehow you will
(Somehow, somehow, somehow)
Somehow you will (I know, I know, know)
You will when you believe (When you)
(Oh oh)

Attendance and Achievement, College and Career Readiness

Whether we are talking about high school, college, or a job, the foundation of all success is attendance. We have to 'be there' to get the job done and move on to the next step in our education or in our career.

In the next several lessons, we will explore our thoughts and attitudes about attendance and college and career readiness through music. We will create music, perform music, move to music, and make musical lists, all in the name of 'being there.'

Organizational Skills: The Planner: Getting Organized 101

College and Career Readiness
Grade Level: **High School**



Organization Skills:
Getting
Organized 101

Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

How do organizational skills impact success?

Teacher

Explain that being organized will help students succeed in high school and college. Some students are better at being organized, while others struggle with this. However, most of us can improve organizational skills. Today we are going to look at how to develop or improve organizational skills.

Discussion Questions

These can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can write down answers individually before sharing with the large group.

1. What does it mean to be organized?
2. Do you consider yourself an organized person? If not, what is preventing you?
3. Why is it important to stay organized? What are some of the potential consequences of disorganization?

Summary of Following Two Activities:

Students will demonstrate organizational skills that will help them succeed in high school and prepare them for the future. Using the elements of music as an example, students will understand the importance of organizational skills.

- Getting Organized Activity 1
- Organizing by Texture Activity 2

For Additional Consideration: (Copy and paste the following URL into your browser.) http://content.connectwithkids.com/files/2015/05/Organization_Skills_Getting_Organized_101.pdf

Activity 2: Organizing by Texture

Material

- Recording of Edgar Varese’s “Ionisation”
- Pencils and books and student desks

Teacher

1. Write the following quotation on the board:
“Music is organized sound.” Edgard Varèse, original name Edgar Varèse (born Dec. 22, 1883, Paris, France – died Nov. 8, 1965, New York, N.Y., U.S.), French-born American composer and innovator in 20th-century techniques of sound production.
2. Ask the students to write down what they think the quotation means. Break students into pairs and have them share their response to the quotation.
3. Explain that organizational skills are important to music. Musicians use different elements of music to help them organize their sounds.
4. Explain that one element of music is texture. Texture is the layers of sounds in a musical work created by different instruments or voices in music.
5. Demonstrate texture by having some students continuously tap their desks with pencils. Add another group of students who tap their desks with their hands. Add another group and have each student repeatedly drop one book on the desk.
6. Ask students to describe how these layers of sound create texture.
7. Play Edgar Varese’s composition “Ionisation” and ask students to listen for the organization of sounds in the piece by textures, the layers of sound.
8. Ask students how general organizational skills for school are connected to organizational skills in creating a piece of music.

Conclusion

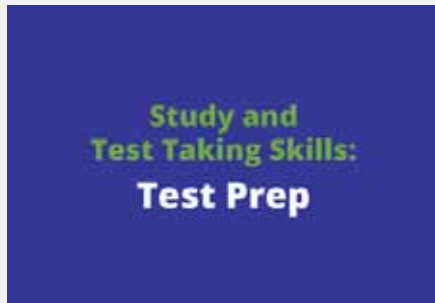
Summarize the themes of the lesson. Review with students what it means to be organized. Ask students one thing they will do to be more organized.

Notes

Study and Test Taking Skills: Test Prep

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

Why is it important to study?

Teacher

Explain that developing good study skills is important in high school and college. Some students find it easy to study and have a natural ability to organize what to study. Other students need to develop specific techniques to help move studying along. It is, however, a good idea to know how to improve your study skills.

Discussion Questions

Have the students discuss the following in the large group. (5 minutes)

1. Why is it important to study? How do you study/prepare for tests?
2. What comes to mind when you hear the word “study”? What feelings do you associate with this word?
3. Do you think studying can be fun? Explain your answer.

Summary of Following Activity

Students will demonstrate knowledge of different techniques used to study by creatively presenting information to their classmates.

For Additional Consideration: (Copy and paste the following URL into your browser.) http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Studying_Techniques.pdf

Notes

Activity: Thinking (and Studying) Outside the Box

Teacher

1. Explain this activity by reviewing with students that each of us learns in different ways. There are visual learners who learn by seeing, auditory learners who learn by hearing, and tactile learners who learn by feel. You can ask, by a show of hands, who believes they fall into each category – or who believes that they are a combination of the three styles.
2. Knowing that there are different learning styles, remind students that there are infinite ways to study for a test and not all of them are traditional. In fact, some of them can be fun – each playing to the type of learning techniques discussed above.
3. As a class, create a list of study and memorization techniques on the board. Some suggestions include:
 - Create a poem
 - Write a song/rap
 - Create a comic
 - Draw out a story and leave descriptions for others to fill out
 - Make flashcards
 - Use hashtags to emphasize key words
 - Use mnemonics

Review each technique and provide examples.

4. Have students take out a book for another class and open to (relevant) chapter. Explain to students they will each choose a section of the chapter and create a fun way to organize (and learn and memorize) the information covered in that section.
5. Have students create a song or a rap to help memorize the information selected.
6. Students can complete the above for homework if there is not enough class time. They can present their techniques to the class.

Conclusion

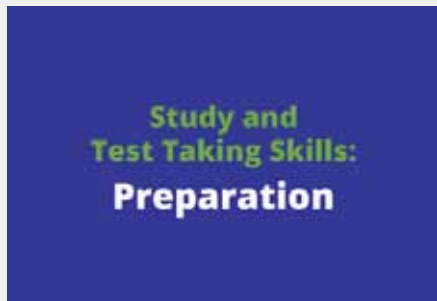
Summarize the theme of the lesson and ask: Did you learn new ways to study? What was your favorite technique used today? Will you use any of these techniques in the future? Why or why not?

Notes

Study and Test Taking Skills: Preparation

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

Why is it important to establish test taking strategies?

Teacher

Explain that developing good test taking skills is important in high school and college. While some students need to study, others seem to do well without studying.

It is a good idea to know specific strategies to use before, during, and after a test.

Discussion Questions

Have the students discuss the following in the large group:

1. Why is it important to prepare for a test?
2. How soon before a test should you begin to prepare?
3. How do you usually feel before taking a test? During a test? After a test?

For Additional Consideration: (Copy and paste the following URL into your browser.) http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Studying_Techniques.pdf

Notes

Focus: Test Prep Strategies

Worksheet: Strategies Before, During, and After

Students will learn strategies to use before, during, and after a test. Activities in music will enhance development of these strategies.

Before

- Pay attention in class
- Take good notes
- Study when you receive notice of test
- Complete homework assignments/review corrected homework assignments
- Review study materials on a regular basis
- Manage your time; save enough room for studying so you aren't cramming
- Go to study review sessions
- Ask questions in class
- Ask instructor what areas of information will be emphasized on test
- Review all documents from class and look over textbook
- Always eat before a test; it gives you energy!
- DON'T pull an all-nighter
- Try to show up to class at least five minutes early so you are not flustered
- Try to use the restroom before taking a test

During

- Bring at least two sharpened pencils with erasers/calculator if appropriate
- Make sure your name is on the test
- Wear a watch to help pace yourself
- Remain relaxed/take a few deep breaths
- Don't worry about how your classmates are doing, if they're moving along more quickly than you are
- When you first receive the test, look through it so you can manage your time and know which areas will take the most time to complete
- Do the easiest problems first, don't waste too much time stuck on a problem
- Do the problems with the greatest point values first if time allows
- Pace yourself, don't rush
- If you have a question, ask instructor for clarification
- Write neatly; you don't want the instructor to mark it wrong for not being able to read it
- If you have enough time, go back and review your answers

After

- Always look over the test to make sure there are no grading errors
- Look over the test and make sure you now understand your mistakes. If not, look up the answer or ask a classmate for help
- If the teacher goes over the test as a class, be sure to take notes on how she/he would have liked it answered
- If you are not satisfied with your grade, ask the teacher if there will be chances to bring your grade up. (i.e., make up tests, extra credit, etc.)
- Save the test as material to study for future cumulative tests

Activity: Preparation

Purpose

Students will demonstrate their knowledge of how to prepare for a test by identifying strategies to use before, during, and after a test. Students will also learn how music improves learning and focus.

Material

- Test Prep Strategies Worksheet: Before, During, and After
- "Music and Learning: Integrating Music in the Classroom" by Chris Boyd Brewer in <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm> (selection provided)

Teacher

1. Explain to the class that studying for a test is not the only way to prepare for it. There are strategies one can use while taking a test that will help improve performance as well as reflection strategies that will help prepare them for future tests.
2. Have the students read the *Test Prep Strategies Worksheet: Before, During, and After* and identify the things they already do to prepare for a test by checking it and making a plus sign next to things they need to work on.
3. Read the selection from *Music and Learning: Integrating Music in the Classroom* by Chris Boyd Brewer in <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm>. Explain that students should be ready to discuss how they use these strategies to prepare for tests or other academic challenges.
4. After reviewing the above with students, ask them which one resonates with them.
 - Do they use music to help them study? Ask for examples.
 - Is there something you would like to try to enhance your studying? Explain your answer.

Conclusion

Summarize the lesson. Have students identify one key take away about how music can help with focus and studying.

Notes

Excerpts from “Music and Learning: Integrating Music in the Classroom”

by Chris Boyd Brewer

Learning Information (from the article)

Music can be used to help us remember learning experiences and information. In Active Learning Experiences music creates a soundtrack for a learning activity. The soundtrack increases interest and activates the information mentally, physically, or emotionally. Music can also create a highly focused learning state in which vocabulary and reading material is absorbed at a great rate. When information is put to rhythm and rhyme these musical elements will provide a hook for recall. Here are four ways we can use music to help us learn information:

- **Active Learning Experiences**

Music will activate students mentally, physically, and emotionally and create learning states which enhance understanding of learning material. For example, play music with an association for your topic in the background while reading a concise summary of the important information. To activate information physically, play upbeat music during a related movement activity or role-play.

- **Focus and Alpha State Learning**

Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned. Baroque music, such as that composed by Bach, Handel or Telemann, that is 50 to 80 beats per minute creates an atmosphere of focus that leads students into deep concentration in the alpha brain wave state. Learning vocabulary, memorizing facts or reading to this music is highly effective. On the other hand, energizing Mozart music assists in holding attention during sleepy times of day and helps students stay alert while reading or working on projects.

- **Define Alpha State**

Alpha is a relaxed concentrated state of mind. This is about 50% slower than the normal waking-thinking state. It allows total concentration and synchronization of the left and right brains. This is the proper state for reading, listening and other forms of information input.

- **Memorization**

Songs, chants, poems, and raps will improve memory of content facts and details through rhyme, rhythm, and melody. Teaching these to students or having them write their own is a terrific memory tool!

Notes

Managing Test Anxiety: Overview

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

Why is it important to manage test anxiety?

Teacher (This lesson can take two periods)

Explain that most students feel some anxiety before taking a test. Sometimes it has to do with how important the test is, whether or not someone studied, or if the material is easy to understand. But in general, there is usually some anxiety about taking tests. Today we are going to review some ways to reduce test anxiety.

Discussion Questions

Have the students discuss the following in the large group:

1. How do you usually handle stress that comes with preparing for or taking a test?
2. Do you feel your stress management techniques have been successful? Explain your answer.
3. Describe a time academics really “stressed you out” and how you handled the situation.

For Additional Consideration: (Copy and paste the following URL into your browser.) http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Managing_Test_Anxiety.pdf

Notes

Activity 1: Relaxation Techniques Review

Teacher

1. Ask students if they have ever had to present something in front of a group of people. This can include a performance, a speech, a sports challenge, or a task for a job. Have students compare this to the nervousness one might experience before a test or other academic challenge.
2. Explain to students that a little nervousness before a test is normal and may actually sharpen your mind and focus your attention. Yet feelings of anxiety and self-doubt can also interfere with your test-taking performance and abilities. Of course, the best approach is to study and be prepared for the exam at hand. That said, techniques can help us relax and re-focus.
3. Review the following:
 - **Positive Self-Talk:** This helps you tap your inner strength. Let's think of some examples of positive messages we can send: I am good at _____. I have prepared for this and will focus my attention. I can do this!
 - **Deep breathing:** Breathe in through the nose and let the air fill the bottom of your lungs first, breathe right down to your stomach, then breathe out slowly, concentrating on letting the muscles of your body relax.
 - **Focused breathing:** Breathe in through the nose and as you breathe out say a positive statement to yourself like "relax" or "calm down".
 - **Stretching:** Before an exam begins, take a moment to stretch out muscles, reach the arms above the head and stretch, or just stretch whatever part of the body you feel needs it. Let's give it a try, but remain quiet and focused.
 - **Visualization:** Picture a pleasant place, somewhere you like to be and where you feel comfortable and safe. Use slow breathing through your nose, shut your eyes and picture yourself in that place.
 - **Simple Meditation:** Start by getting comfortable and aware of your breathing. Breathe in, breathe out, breathe in, and breathe out. Start to count after each breath. Breath in, breath out, one, breath in, breath out, two, breath in, breath out, three — up to ten. Then start again. If you lose count, return to one. Do this just for a few minutes to calm yourself and focus your concentration.

Conclusion

Conclude the discussion by asking if any of the techniques in particular resonated with the students. Does anyone feel more relaxed following the breathing exercises? Suggest that students try some of these techniques throughout the day, even when there is not a test looming.

Notes

Activity 2: The Power of Music

Materials

Recordings of the following:

- “Pachelbel Canon in D” by Daniel Kobialka from *Velvet Dreams*
- “Celtic Medley” by Daniel Kobialka from *Celtic Fantasy*

Teacher

1. Explain that music is a powerful tool that can impact our mood and how we feel. It can help us feel happy, energetic and positive. It makes us laugh and can also make us cry. Music impacts our heart rate and breathing. So it's no surprise that it can help relieve test anxiety, and can even help people study. And music can also help with focus and concentration (See Test Preparation lesson Before During and After a Test).
2. Discuss the following list of ways music helps us from Chris Boyd Brewer's article, “Music and Learning: Integrating Music in the Classroom”:
 - Music helps us learn because it will:
 - establish a positive learning state
 - build a sense of anticipation
 - energize learning activities
 - change brain wave states
 - focus concentration
 - increase attention
 - improve memory
 - release tension
 - enhance imagination
 - provide inspiration and motivation

“Music and Learning: Integrating Music in the Classroom” article by Chris Boyd Brewer <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm>

3. Ask students the following:
 - How do you use music to help you calm down?
 - Do you listen to music while studying? Why or why not?
 - If so, what songs?
4. Below is a list of music that helps with focus and concentration. Play the two examples provided, both played by artist Daniel Kobialka: “Canon in D” by Pachelbel and “Celtic Fantasy.”
5. Focus and Concentration Music <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm>
 - *Relax with the Classics*. The LIND Institute. Accelerated Learning research indicates slow Baroque

music increases concentration. It works!

- *Velvet Dreams*. Daniel Kobialka’s exceptional music-favorite classics such as Pachelbel’s Canon at a very slow tempo.
 - *Celtic Fantasy*. Kobialka uses the warmth of Celtic music played slowly to facilitate relaxed focus.
 - *Music for Relaxation*. Chapman and Miles. Quietly sets a calming mood.
 - *Baroque Music to Empower Learning and Relaxation*. The Barzak Institute uses slow and fast Baroque era music to hold attention.
 - *Mozart and Baroque Music*. The Barzak Institute. A useful compilation with 30 minutes of Mozart and 30 minutes of Baroque music.
 - *Mozart Effect: Strengthen the Mind Enhance Focus with Energizing Mozart*, selected by Don Campbell.
 - *An Dun*. Calming the Emotions Chinese music that actually does calm and appeals to all ages.
 - *Accelerating Learning*. Steven Halpern’s music assists learners in focus and is good background for reading-free-flowing and peaceful.
6. Ask students if they think music could help them feel less anxious and also help with concentration. Have them explain their answers.

Conclusion

Summarize the lesson and have students identify one way to alleviate test anxiety. Ask students to try one of the stress relieving techniques the next time they study.

Notes

Attendance Rhythm

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

How do you handle the people or events that break your rhythm of good attendance?

Introduction

Begin session by explaining there are no videos for the next few sessions, only music projects and discussions around an essential question.

In this session, students will move to a set rhythm and compare and contrast the experience to attendance.

Material

Open space for movement

Teacher

1. Introduce the concept of steady beat: an unchanging, continuous pulse. Lead the group in creating a steady beat using by clapping, tapping, stomping, etc.
2. Talk about beats in groups of three or four, and then have them use one of the body rhythms to count in groups of three and four.
3. Add in some emphasis on the downbeat: the first beat in a group of three or four. Ask them for several ways to emphasize the downbeat while counting (Volume? Force? Additional body movement?) and practice as a whole group.
4. Break into groups of three (3) or four (4) and ask them to link arms and move around the room together on a three count, saying "1-2-3" continually as they walk, one count for each step. Their arms must stay linked the entire time.
5. Tell them to emphasize the downbeat, the "1" of the three count. How will they demonstrate their emphasis on the downbeat? Let them practice by moving around the room.

6. Freeze the movement. Explain how you are going to ask one person in each group to switch the emphasized beat to the "2" count. The other members of the group must continue to emphasize the downbeat. Make your selection and/or ask for a volunteer from each group.
7. Let them use the space to do this part of the exercise. Be ready: it will get loud!
8. Freeze the movement and gather the group back together for discussion. Ask them about the experience. What was challenging about the exercise? What was easy? Why?
9. How did the group handle the "2" count person? Did the "2" count person throw anyone in each group off their rhythm or their steady beat? Why or why not?

Conclusion

Ask them to compare/contrast this exercise to a time they were doing something well or fairly well and a person or something "broke their rhythm." What did they do to get back on track?

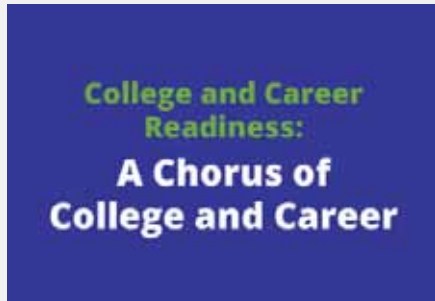
How is staying on a steady beat like attending school regularly? What are some of the things that might throw you off your rhythm of good attendance? How do you handle them?

Notes

A Chorus of College and Career

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

What sounds and phrases best express your thoughts and feelings about college and career? Why?

Introduction

There is no video for this lesson. In this session, students work in small groups to create, perform, and conduct an orchestra of sounds associated with colleges and careers and then connect the process to their own experiences.

Material

- A conductor's baton — this can be any long, thin, wand-like object
- Space for the chorus to stand in rows
- Paper and writing implements

Procedure

1. Talk about a conductor's role with an orchestra or a chorus and how a conductor uses a baton to cue the performers.
2. Arrange the group in choral rows and assign the entire group a vocal sound such as, "Ahhh." (Don't worry about the pitch.) Use the baton to cue each person to make the sound, and then ask the group to help you create conductor gestures or moves to accomplish the following:
 - Cue the entire group to sing
 - Cue the entire group to sing loudly
 - Cue the entire group to sing softly
 - Cue small portions of the group to sing while others are silent
 - Cue the group to sing quickly/slowly
 - Cue the entire group to stop singing
3. Have the group practice following the conductor's cues.

4. Explain how the group will create an original choral piece that expresses their thoughts and feelings on college and careers. This might be as simple as the sound, "Ugh!" or as long as the phrase, "When is this application due?"
5. Have them form small groups of three (3) or four (4) people and give each group a piece of paper and a writing tool. Each small group should come up with three (3) to five (5) sounds, words, or phrases on the subject of college and careers. Encourage them to think about their feelings as well as their knowledge and experience with the topic. They should write them down in order of their favorites.
6. Gather the class back at the end of the allotted time and arrange them in a presentational position keeping each small group together. Tell them you are going to point at their group and the group will say their words/make their sound. If a group's first choice is already taken, they should go to their list for their second or third choice. "Set" the sounds for each group.
7. Using the conducting cues established earlier, conduct their different sounds as if they are one choral piece. Try conducting all the sounds together, two sounds together, etc.
8. Ask for a volunteer to conduct. The new conductor should remain true to the cues the group established, but might also create new cues. Be sure to review with the ensemble.

Conclusion

Ask the group about the experience. Did they hear sounds, words, or phrases that express their own thoughts and feelings about college and careers? Which ones? Did the choral piece create a realistic expression of the college and career search process? Why or why not?

Based on the sounds and phrases you heard from others, what questions do you want to ask classmates about their college and career plans? How does sharing information about college and career plans help you organize your own thoughts?

Notes

Musical Me

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

What sounds and phrases best express your thoughts and feelings about college and career? Why?

Introduction

Students create musical instruments out of everyday objects and trash, then explore their creative thinking skills by making musical metaphors or similes in preparation for writing college and/or job applications.

Material

- Stuff! Kitchen stuff, building stuff, office stuff, classroom stuff, tool stuff, metal stuff, plastic stuff, wooden stuff, stuff from the trash — stuff!
- Space for experimenting with 'stuff'
- Performance space

Teacher

1. Explain to students that many college and job applications ask questions that require the applicant to think and respond metaphorically. Metaphorical thinking is a form of comparison connecting two completely different concepts to convey meaning. This session will explore creative thinking through musical comparisons.
2. Have 'stuff' set up in a designated area. You may wish to make it visible to pique interest, or you may wish to keep it a surprise: your choice.
3. Ask who plays an instrument or if certain musical instruments interest them. Ask why they play/are interested in that instrument.
4. If you, the teacher, play an instrument, demonstrate some of the sounds and music you can make with it.
5. Discuss duration (the length of time it something continues) of sound and pitch (how high or low a note is). Are the instruments high pitched or low pitched? Do they sustain sound (keep it going), or is the sound quick or staccato (short and detached)? How do you know?

6. How do the instruments make sound? What must be done unto an instrument to coach the sound to come out? Collect a list of verbs for the action a player must take on an instrument for it to make sound. (Think: strike, pluck, scrape, strum, squeeze, etc.) Consider adding words to their list to make it more complete, or consider asking leading questions to help them come up with more vocabulary of playing instruments.
7. Ask what they know about the materials used to make instruments.
8. Introduce the 'stuff' and tell students they are going to make their own instruments out of the stuff found here. They may change the shape or length of the objects, they may combine objects - experiment with as many ways to make sound as possible!
9. Give them time to experiment with the objects and how to play them. Encourage them to find a wide range of sounds on the individual instruments and on the instruments within the group. What is the duration of the sounds and the pitches their objects make?
10. After the allotted experimentation time, ask them to demonstrate their object instruments for each other.
11. What did they notice about each instrument? What did they hear? What did they see? Compare and contrast the instruments in terms of materials, how it was played, duration of sound, and pitch. What does each instrument remind you of? Why?

Conclusion

At some point in your college or career search, you will be asked to talk about yourself. Think of the words used to describe the one of the object instruments: words for how it looks, how it sounds, what must be done to it to create a sound, the duration of its sound, the pitch and speed of its sounds, etc. Which of those words and phrases can you use to describe yourself? Why?

Using three specific examples from the experiment with object instruments, complete this sentence: "I am like this instrument because..." Students may choose to speak or write their responses.

Notes

Musical Timeline

College and Career Readiness

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

How does thinking of your life in terms of a musical timeline organize your thoughts about how you have grown/changed?

Project and Purpose

In this session, students create a personal timeline through song titles and then discuss how music reflects their own personal growth and development.

Material

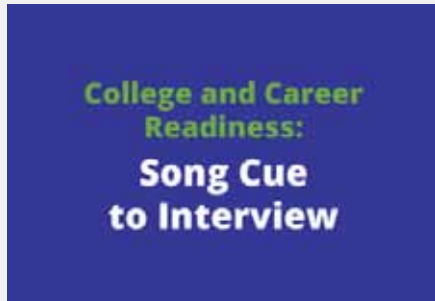
- Board for recording brainstorm session
- Paper
- Writing tools
- Tape
- Access to songs (Internet, personal devices, recordings, etc.)

Teacher

1. Explain that in today's session students will discuss their lives in terms of the music they have listened to at different ages and at different moments.
2. Brainstorm the music of your students' lives, creating a pool of titles on the board. What did they listen to when they were little? Can they remember any of the songs and lyrics that were important to them when they were in kindergarten? How about as they got older? What were the songs they listened to most? Where did they hear them? What were some of their favorite television show themes? Movie music? What music are they listening to currently? Why?
3. Ask students to define timeline. Why are timelines useful or important? Where do you see them most often? If they had to create a timeline of their lives, what events would be a part of the final product? Why?
4. Ask them to think of at least five important moments in their lives. Each moment should represent a different stage of life or a particular event.

Song Cue to Interview

College and Career Readiness Grade Level: **High School**



Link

<http://atap.connectwithkids.com/middle-high-college-career/>

Essential Question

How does musical word association help build your listening and responding skills?

Introduction

In the classroom, during practice, at work, or in interviews our listening skills are challenged. This music lyrics activity will exercise precise listening skills that can extend to many other arenas.

Material

- Index cards — one per person
- Pencils/pens
- Space for the whole class to be in a circle

Procedure

1. Ask students about songs, specifically song lyrics. For which songs can they sing all the words? What about songs from their childhood? How about songs from commercials?
2. Give each student an index card and a pencil/pen. Ask them to work with partners or small groups to work together to think of songs and lyrics. Write as many of the song titles as they can on their cards.
3. Create a circle with the group; members should stand as they are able. The teacher will be a part of the circle but play the role of the coach.
4. The coach selects one person/volunteer to move into the center of the circle and begin singing or reciting the lyrics to one of the songs from their list. Singing is NOT required for this activity, only reciting lyrics.
5. The circle group's job is to listen for words or phrases in the song lyrics that are present in a different song, one that might be on their list, or a song that might come to mind during the game.

6. When another person hears words/phrases in the lyrics, he/she throws his/her song title card down on the floor, says, "Song cue," and swaps places with the person in the middle. The new center person sings or recites the new song lyrics.
7. The object of the game is for everyone's card to be on the floor and for each person to have had a turn being the person in the middle of the circle.
 - If one person is in the middle and nobody is swapping out, the teacher coaches the group by calling out words heard and/or encourages them to choose the smallest word to connect with new lyrics.
 - For those who struggle going in the middle alone, bend the rules and allow partners to help or go in alongside.
 - At any time, other students may join in to sing along with the new center person.
8. When everyone has had a chance to call "Song Cue" and all the cards are on the floor, encourage applause for the group.

Conclusion

1. Gather to discuss the game. Ask them how they made the connections between songs. Were the cards helpful or not? Why? What tricks or strategies did they use to enter with song lyrics? Why was it important to listen? Was it easy or difficult to make connections? Explain.
2. What did we learn about each other from this game? Explain.
3. How is playing this game like participating in an interview? In class? other activities?
4. How do you prepare for an interview? Do you ever use cards to prepare? Why or why not? If you were allowed to carry a card into an interview, what would you write on it? Why?
5. How do you use your listening skills in an interview or in any of the other activities mentioned? What do you listen for? Why?

Notes

Attendance and Achievement Against All Odds

We will watch 5 videos in this series called *Against All Odds* which looks into the lives of young people who face many challenges. Understanding why some succeed and others fail or what it takes to recover and bounce back from setbacks will all be part of the discussion after watching each video. You will have an opportunity to apply the information to your own life and learn ways to face obstacles that may prevent you from reaching your goals. In addition to the videos and discussion questions each session you will participate in a music activity related to the different topics presented in *Against All Odds*.

Against All Odds, Part 1

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

Essential Question

Why are the words we choose to talk about adversity important?

Teacher

1. Begin by explaining that the next five (5) lessons will be about how several students have overcome enormous challenges in their lives.
2. Read the summary of the video: Four kids tell their stories of overcoming adversity against all odds.
3. View the video. The video opens describing various challenges: neighborhoods filled with crime, drugs and poverty; family cultures that expect little from women; physical disabilities.
4. 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. Ask students to define the three Ps: permanent, pervasive, and personal. Write the definitions on the board for students to use in their discussions.
2. Ask students to think about the challenges they face. Each challenge can be something they are concerned about now or something they anticipate in the future or a combination of the two.
3. Ask them to write them down and rate each challenge by difficulty with the #1 being the most difficult challenge.
4. Ask students to think about the three Ps, permanent, pervasive and personal, and write which of these apply to their list of challenges. Have them share with each other. Give students an opportunity to share with the class. Summarize on the board as each small group shares. Look for common themes and note them.

Activity: “Defying Gravity”

Material

- Lyrics and recording of “Defying Gravity” by Stephen Schwartz

Discussion Questions

1. Ask students if they know the story of the Broadway musical *Wicked*. If not share the following information from Broadway.com: A vivid reimagining of the classic *The Wizard of Oz*, *Wicked* spotlights the untold stories of Oz’s most famous (or infamous) characters, namely the Wicked Witch of the West and her unlikely friend, Glinda the Good. The show follows green-skinned star Elphaba from birth to college and through the life-changing events which eventually label her “wicked,” introducing spoiled rich girl Glinda, local prince and heartthrob Fiyero and even the Wizard of Oz himself, a troubled man very unlike the one you may remember. As Elphaba, a passionate political activist if there ever was one, fights injustice and seeks to undo the mistakes of the past, dark secrets and personal tragedies shape the history of Oz, paying homage to the classic *Wizard of Oz* story while simultaneously changing fans’ understanding of it forever. A cautionary tale about love, friendship and trust, *Wicked* effortlessly reveals that there are indeed two sides to every story.
2. Distribute the lyrics and have students listen to “Defying Gravity.”
3. Use the questions below to discuss the lyrics, using the themes listed below the questions as a framework.
 - What is the song about?
 - How do you think the song title “Defying Gravity” applies to the topic of the video?
 - What is it telling us to do?
 - What emotions does it bring up for the listener?
4. Themes to reach for in discussion:
 - Believing in oneself
 - Being brave enough to make the best choices in life
 - Risking big changes
 - Inspiring others to do the same
 - Leaving behind the old/past for the new/present and future

Conclusion

Ask: How does the song relate to the students in the video? How does the song apply to the students themselves? How are the themes listed above present in both the video and “Defying Gravity”?

Notes

“Defying Gravity” Lyrics

by Stephen Schwartz

Glinda

Elphaba, why couldn't you have stayed calm for once?
Instead of flying off the handle!
I hope you're happy
I hope you're happy now
I hope you're happy how you've hurt your 'cause forever
I hope you think you're clever

Elphaba

I hope you're happy
I hope you're happy too
I hope you're proud how you would grovel in submission
To feed your own ambition

Both

So though I can't imagine how
I hope you're happy right now

Glinda

Elphie, listen to me. Just say you're sorry!
You can still be with the Wizard
What you've worked and waited for
You can have all you ever wanted...

Elphaba

I know
But I don't want it
No!
I can't want it anymore...
Something has changed within me
Something is not the same
I'm through with playing by the rules of someone else's game
Too late for second-guessing
Too late to go back to sleep
It's time to trust my instincts, close my eyes, and leap...
It's time to try defying gravity
I think I'll try defying gravity
And you can't pull me down

Glinda

Can't I make you understand
You're having delusions of grandeur?

Elphaba

I'm through accepting limits 'cause someone
says they're so
Some things I cannot change, but 'til I try,
I'll never know
Too long I've been afraid of losing love I guess
I've lost
Well if that's love, it comes at much too high
a cost

I'd sooner buy defying gravity
Kiss me goodbye, I'm defying gravity
And you can't pull me down!

Glinda, come with me. Think of what we could
do together!

Unlimited, together we're unlimited
Together we'll be the greatest team there's
ever been

Glinda, dreams the way we planned 'em

Glinda

If we work in tandem

Both

There's no fight we cannot win
Just you and I, defying gravity
With you and I defying gravity

Elphaba

They'll never bring us down!
Well, are you coming?

Glinda

I hope you're happy, now that you're
choosing this...

Elphaba

You too.
I hope it brings you bliss...

Both

I really hope you get it
And you don't live to regret it
I hope you're happy in the end
I hope you're happy, my friend

Elphaba

So if you care to find me, look to the Western sky!
As someone told me lately, everyone deserves
the chance to fly

And if I'm flying solo, at least I'm flying free
To those who ground me, take a message
back from me!

Tell them how I am defying gravity

I'm flying high, defying gravity
And soon I'll match them in renown

And nobody in all of Oz
No Wizard that there is or was
Is ever gonna bring me down!

Glinda

I hope you're happy

Citizens of Oz

Look at her, she's wicked
Get her!

Elphaba

Bring me down!

Citizens of Oz

No one mourns the wicked
So we've got to bring her...

Elphaba

Ahhhh!

Citizens of Oz

...down!

Against All Odds, Part 2

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

Essential Question

What role does resilience play in dealing with obstacles?

Teacher

1. Begin by explaining that the next five (5) lessons will be about how several students have overcome enormous challenges in their lives.
2. Read the summary of the video: Four kids tell their stories of overcoming adversity against all odds.
3. View the video. The video opens describing various challenges: neighborhoods filled with crime, drugs and poverty; family cultures that expect little from women; physical disabilities.
4. 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. Ask students to define the three Ps: permanent, pervasive, and personal. Write the definitions on the board for students to use in their discussions.
2. Ask students to think about the challenges they face. Each challenge can be something they are concerned about now or something they anticipate in the future or a combination of the two.
3. Ask them to write them down and rate each challenge by difficulty with the #1 being the most difficult challenge.
4. Ask students to think about the three Ps, permanent, pervasive and personal, and write which of these apply to their list of challenges. Have them share with each other. Give students an opportunity to share with the class. Summarize on the board as each small group shares. Look for common themes and note them.

Activity: Rap Your Struggle

Materials

- Paper and writing implements
- Information on Jay Z

Teacher

1. The video demonstrates problems faced by teens growing up under difficult conditions. Explain how modern-day American rap music has become a musical expression for provocative topics like violence, poverty, and drug addiction. Refer to [plasticlittleraps.com/history of rap music.html](http://plasticlittleraps.com/history-of-rap-music.html) to define rap, its history and roots. Explain how artists rap about their life experiences, particularly, their struggles.
2. Ask students if they can name rap songs about personal struggles. Focus on JayZ to illustrate. Have students look up facts about his life or review the information below.
3. Give students some details about Jay Z's life and the obstacles he had to overcome:

Jay Z Life Facts

- He grew up in drug infested projects.
 - His family was poor.
 - His father left the family when he was very young.
 - His father's leaving was emotionally painful.
 - He witnessed a lot of violence.
 - Many of his friends were killed at a young age.
 - He sold drugs to make money.
 - Growing up in his neighborhood many of the adults were addicted to crack or sold it.
 - Some of the positives in his life included:
 - His mother encouraged him to follow his dreams.
 - He had an interest in music.
 - He had a talent for rap.
 - He went to school.
 - He got good grades.
4. How is Jay Z life is like the students' in the video? Explain.
 5. Would you call Jay Z resilient? Why or why not?
 6. What do you think Jay Z's Mom , the parents in the video, teachers or friends said to help them keep going?
 7. What do you think Jay Z and kids in the video said to themselves to keep trying?

Conclusion

Agree or disagree with the following statement: Rap music is the ultimate music style of resilience. Give evidence to support your answer.

Against All Odds, Part 3

Attendance and Achievement

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

Essential Question

Is a person born resilient or is it a quality one can acquire? Explain your answer.

Teacher

1. Read the summary of the video: Heather Brandy is blind, but doesn't let her disability keep her from succeeding in life.
2. View the video.
3. 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 the challenge that Heather Brandy faces. How would you compare her physical challenges to those faced by the teens in an earlier segment?
2. Which of the three Ps (personal, pervasive, permanent) do you think apply to Heather's challenges? Which do you think was the biggest "P" for her to overcome?
3. When asked about her disability, Heather says, "I can't drive a car, but I can do just about anything else." She says that one day she wants to be an interpreter for the United Nations. Do you think that is a possibility? Why or why not?

Notes

Activity: Take Action!

Materials

- Lyrics and recording of “Hard Times” recorded by Ray Charles

Teacher

1. Heather’s story is similar to many people whose disability did not prevent or limit their success. In the field of music one performer stands out – Ray Charles. Although blind, he had a successful music career with numerous hit records, won several awards, was the pioneer of “soul” as well as having an impact on jazz and R&B. Many singers credit Charles with influencing them.
2. Review the information provided below about the life of Ray Charles and use the discussion questions provided to make connections to the video.
 - a. Challenges he faced:**
 - Began losing his eye sight at age four due to glaucoma
 - His younger brother drowned when Charles was five years old
 - He became totally blind at age seven
 - At age fourteen his mother died
 - Age fifteen he was living on his own in poverty
 - b. His strengths**
 - He loved music
 - Learned to play piano at a young age
 - Read music using braille
 - Accepted his disability saying, “It’s not as bad as you think,” and, “Being blind was not going to stop me.”
 - With his mother’s help he was able to be independent and take care of himself
 - Got his first job playing with a band at age seventeen
 - About his success he said, “I was born with music inside me.”
 - c. His Accomplishments**
 - Formed his own record company
 - Won the Grammy Life Time Achievement Award
 - Numerous hit records and albums
 - His career had an impact on several types of music and is still felt today
3. Distribute lyrics and listen to “Hard Times” by Ray Charles.
4. Compare and contrast the information about his life to the lyrics in the song.
5. Discuss how this song relates to the theme of resiliency in Ray Charles’s life and in the video section we just watched.

Conclusion

Discuss how this song relates to the theme of resiliency in Ray Charles’s life and in the video section we just watched. Do you think he and Heather Bandy were born resilient or was it a learned characteristic? Explain your answer.

Hard Times

by Bridges, Christopher Brian/Smith, Premro Vonzellaire, Godwin, Marlin J., Mizell,
Larry as recorded by Ray Charles

My mother told me, before she passed away
Said son when I'm gone don't forget to pray
'Cause there'll be hard times, hard times, oh yeah
Who knows better than I?
Well, I soon found out, just what she meant
When I had to pawn my clothes, just to pay my rent
Talkin' 'bout hard times, hard times, oh yeah
Who knows [Incomprehensible] better than I?
I had a woman, Lord, who was always around
But when I lost my money, then she put me down
Talkin' 'bout hard times, you know those hard
Yeah Lord, who knows better than I?
Yeah Lord, yeah, one of these days
There'll be no more sorrow, when I pass away
And no more hard times, I said no more hard
Yeah Lord, who knows, yeah Lord, better than I?

Against All Odds, Part 4

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

Essential Question

How do the Seven Resiliencies fit into your life?

Teacher

1. Begin lesson by asking students if they what is meant by the expression, “Some people see a glass as half empty and other see it as half full”?
2. Read the summary of the video: Berhane Azage overcomes poverty and hardship by not measuring himself up with what he doesn't have. Instead he learned from his parents that adversity is not personal and can be overcome.
3. View the video.
4. 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 the challenges faced by Berhane Azage. If you could have, what would you have told him to expect about life in America?
2. In the video, Bonnie Benard, author of the book *Resiliency: What We Have Learned*, says that when bad things happen, human beings have a tendency to say, “It's my fault.” Do you agree with this statement? When might you have felt that a situation was “your fault,” when, in fact, circumstances were beyond your control?
3. Berhane Azage says he believes that opportunities are available in the United States if you set your mind to it. Do you believe this is true or not? Explain your answer.

Activity: The Seven Resiliencies

Materials

- The Seven Resiliencies handout

Teacher

1. Distribute and discuss *The Seven Resiliencies* handout. Ask students for examples of how a person shows any or all of the strengths on the list.
 - a. We have already discussed two in this class: Jay Z and Ray Charles. Can you think of other musicians or artists who have shown great resilience in the face of challenges?
 - Keep a list of student responses on the board.
 - You might offer additional examples of: Gloria Estefan, Stevie Wonder, Mozart.
 - b. Ask students to select a name from the list – or identify another “hero” – to study. Record each student’s choice on a list for yourself.
2. Distribute Resiliency Worksheet #1 and explain: Use the Resiliency Worksheet #1 to analyze your selected person’s life and accomplishments in terms of the Seven Resiliencies.
3. Use the following questions to discuss students’ analysis.
 - How did he/she demonstrate some of the resiliencies?
 - Did he/she have many of the strengths? Which was strongest?
 - What did he/she do or say to illustrate, or prove to you, that they demonstrated a resiliency?
4. Allow time for students to use research materials to locate needed information. When they have completed their worksheets, gather as a class and share the information.
5. When everyone has had a chance to share, distribute *Resiliency Worksheet #2* and explain: Now consider your own life.
 - Which of the Seven Resiliencies/strengths do you have?
 - How have you demonstrated any or all of the Seven Resiliencies in your life? This may be a good homework assignment.
6. When the assignment is complete, you may choose to have students share this information or ask them to write a journal entry or a formal paper that will be kept confidential.

Conclusion

1. How are we all heroes at one time or another?
2. How can we keep ourselves resilient so we can feel like we are heroes?
3. Collect the Seven Resiliencies sheets to use in the next session.

The Seven Resiliencies

Adapted from *Project Resilience* by Steven and Sybil Wolen , the following words describe ways you can show resiliency when facing challenges. Keep in mind that you won't show all of these at the same time. Most people show some, but not all, of these attributes and strengths when they are faced with difficult situations.

1. Insight

Using insight means asking questions of yourself, even when the questions are difficult. If you answer honestly, you can learn and move forward. Having insight helps you understand the problem and how to best solve the problem.

2. Independence

Showing independence means keeping a healthy distance between yourself and other people so you can think things through. It also means knowing how to step away from people who cause trouble or make things worse by their actions or words.

3. Relationships

Building relationships means finding healthy connections with other good people and knowing how to keep those relationships growing.

4. Initiative

Taking initiative means taking control of the problem and solving it. Sometimes people who take initiative lead others in activities and teamwork.

5. Creativity

Using creativity requires that you use your imagination to express your feelings, thoughts and plans in some unique way. Remember that when you make something happen, that is a work of art.

6. Humor

Humor gives you the ability to find something funny in a situation, even when things seem REALLY BAD. It helps relieve tension and make a situation better. Being able to laugh at yourself is the ultimate level of a sense of humor.

7. Morality

Being a person of morality means knowing the difference between right and wrong and being willing to stand up for what is right.

Worksheet 1: Resiliencies

In the spaces below, describe how your chosen "hero" demonstrated any of the seven resiliencies listed below.

Name

Date

Name of famous "hero"

Insight

Independence

Relationships

Initiative

Creativity

Humor

Morality

Worksheet 2: Resiliencies

In the spaces below, describe how you have demonstrated any of the seven resiliencies in your own life.

Name

Date

Insight

Independence

Relationships

Initiative

Creativity

Humor

Morality

Against All Odds, Part 5

Attendance and Achievement Grade Level: **High School**



Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

Essential Question

How are you an agent of motivation?

Teacher

1. Begin the lesson by saying that this is the last video in this series. We have looked at the challenges and successes of young people like you. In this video we will witness the power of inner strength and how it can change someone's life.
2. Read the summary of the video: Kids need to be educated through real life examples that adversity does not have to be permanent, pervasive, or personal.
3. View the video.
4. 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. The video states that experts believe most children are naturally strong and resilient. Do you agree? Explain your answer.
2. Do you feel more or less resilient as you get older? To what do you attribute your answer?
3. In the video, 17-year-old Christine says that "at some point, everybody needs someone to motivate them and tell them you can do this." Who motivates you?
4. What about that person encourages you to try harder? List words to describe that person.

Notes

Activity: "Fight"/"Stand"

Material

Lyrics to and recordings of:

- "Fight" by Rachel Platten
- "Stand" by Rascal Flats

Teacher

1. Begin a discussion by asking students about the types or genres of music they listen to most and like best. Make a list on the board (metal, rap, country, etc.). 2012 research tells us that pop and country are the most popular among kids in the United States.
2. Discuss how many songs tell a story and express feelings and emotions.
3. Have students listen to "Fight" by Rachel Platten (pop) and "Stand" by Rascal Flats (country).
4. Distribute The Seven Resiliencies handout and review the terms and definitions.
5. Discuss the two songs using the questions below:
 - Ask students to think of examples from their own lives where these strengths made a person or a group of persons resilient enough to overcome any obstacle. Have them be very specific in their answers.
 - Distribute the words to the two songs and ask students to read it silently to themselves.
 - Discuss each song individually. What does the title have to do with the song?
 - Ask: Who is this song about? What is the message? How do you know? Which lines tell you that?
 - Ask the group which lines were their favorites or which lines had the most impact on them and why.
 - Discuss the following question: How does this song illustrate any of the seven resiliencies?

Conclusion

Summarize the video and ask students if they think resiliency is a quality necessary to succeed in life. They should defend their answers with specific examples from the class discussions, music, and their own experiences.

Notes
