

Music Advisory Guide

Bullying and Violence Prevention Grade Level: **High School**

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Bullying and Violence Prevention

A Note to the Teacher

These videos address serious themes of bullying and depression. Educators should be extremely sensitive to students in the class who may be experiencing bullying, or those who have struggled with depression or suicide. It is suggested that the teacher preview the videos and lessons, and then decide whether or not to conduct these lessons with the support of counselors and/or school social workers. Only begin the activities if it seems the class has adequately processed each video segment.

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Civil Wars, Part 1

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://connectwithkids.com/civil-wars-4/>

Essential Question

Why is it important to distinguish the difference between civil and uncivil behavior?

Introduction

Every generation boasts its fair share of teens who cheat, curse, fight, harass, vandalize or behave in other disrespectful ways. "Gangs... violence... carjackings... muggings – and they're children. A lot of them are children," says Kathy Shields, a teacher.

But do today's teens make up the most uncivil generation to date? Some parents and educators believe they do.

In *Civil Wars* you will see how some schools, families, and individuals work through every day challenges in order to create a code of civility.

Over the next five lessons, we will discuss civility and incivility in our school and community.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about your civil and uncivil behaviors that you, your peers, and the adults in your life exhibit.

Teacher

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

1. Read the summary of the video: *Civil Wars, Part 1* will explore why kids today are deemed less respectful than they were 30 years ago.
2. Ask the students: What is your definition of civility? Write answers on the board.
3. Provide the following definition for students: **civility (n.):** courtesy and politeness in words and actions,
4. View the video segment about civility.
5. 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.

Activity: “Come Together”

Materials

- Copies of article, “What is Music Arranging?” by Hans Hansen
- Lyrics to “Come Together” by the Beatles
- Recordings of the Beatles’s song “Come Together” by the following artists found in the albums titled:
 - Beatles, *Abbey Road*
 - Soundgarden, *Echo of Miles: Scattered Tracks Across the Path*
 - Michael Jackson, *HIStory: Past, Present, and Future*

Teacher

In this unit, students will analyze different interpretations and arrangements of songs written and originally performed by the Beatles. Often these kinds of performances are referred to as ‘covers.’ They will talk about changes in the elements of the music as well as the mood, feeling, and intention of the covers of the songs by a variety of artists.

Students will then assess the performances in terms of the civility and/or incivility the elements and intention of the songs represent, encourage, and embody.

1. Ask students what “original recording” means. (**Note:** An original recording of a song means it is the first time this song was recorded and published for public consumption. Other than in the rehearsal studio, people did not hear this song until the album was released.)
2. Ask students if they know what cover bands are. Ask those who do to describe the kinds of music a cover band plays. (**Note:** A cover band plays songs recorded and performed by famous bands; e.g., a Doors cover band would play a version of “Light My Fire.”)
3. In small groups, have students read the article “What is Music Arranging?” While reading, ask students to highlight the three (3) most important points made in the article about arranging music.
4. Discuss their three (3) point selections, making sure to talk about the elements of the song/ composition changed by creating a new arrangement.
5. Distribute the lyrics for and play the Beatles hit “Come Together” from the album *Abbey Road*. Students should listen as if this is the first time they ever heard the song. Tell them to be ready to discuss the following:
 - **The lyrics:** Can you understand the words? What do they mean?
 - **The style:** What style of music would you call this?
 - **The instrumentation:** What instruments do you hear? How do you identify those instruments?
 - **The vocals:** How many voices do you hear? Do you hear more than one voice singing at any given time?
6. Would you say this song encourages civil or uncivil behavior? Why? What part of the music or the lyrics informs this opinion?
7. Next play the Soundgarden arrangement of the same song and have students listen for changes in the style, instrumentation, and vocals.
8. Discuss their observations. How were they able to distinguish the differences between the original and the Soundgarden arrangement? How does a small change affect the entire musical composition?

What is Music Arranging?

By Hans Hansen

Portions selected from his website: The Music Arrangers Page

Music arranging is the ability to change a piece of music to a specific vocal and/or instrumental combination.

“Vocal and Instrumental Music”

For the non-musicians you might ask yourselves, “What is the difference between vocal and instrumental music?”

In a vocal piece of music there is a “singer” (sometimes called a vocalist) involved. An instrumental piece doesn’t use a singer and an instrument, such as a saxophone, therefore plays the melody. Vocal and instrumental pieces of music may range from a single performer, with or without a band, to a full orchestra.

The Abilities of An Music Arranger

“Musical Skills”

If an arrangement is good or bad depends on the musical skills of the arranger.

Techniques, good taste, and being able to improve the music in such a way that it is satisfying to both musicians and listeners are important points to consider. Because of this, arrangers often change and apply their own styles to an existing piece. They do this to such an extent that they are combining their own musical ideas. In that way, an arrangement may involve some composition.

“What is a composition?”

A composition is musical work that has been created from scratch (non-existent before). The term “song” is often used when there are words attached (called lyrics) to the melody. The term “composition” is more used with regard to instrumental pieces.

How To Make A Music Arrangement

There are several aspects to consider when arranging music.

“Form”

The form is the design of your song. Before starting to write your piece, you may ask yourself if you are going to repeat certain sections to make it more memorable. How many times are you going to repeat these? Where are you going to change your music in order to create some contrast? All these points are part of the form of your song.

“Instrumentation”

What and how many instruments are you going to use in your song? Are you just pulling a rock-band together or does a string- quartet fits your taste better?

“Styles”

There are many kinds of styles in music such as rock, pop, jazz, funk, classical, country and western, reggae, etc. Often, when done in the right way, changing the style of an existing song can lead to interesting results.

“Melody”

A melody is a group of notes played one after the other. A melody in a song is usually what people remember most. The melody is the “tune”. There are all kinds of melodic shapes: high, low, fluent, fragmented, going up, going down, etc.

“Harmony”

Harmony is also a group of notes, except that these are often played together (called chords). These chords are usually behind the melody (played softer than the melody). Think of a piano player. Most of the time he will play the melody in his right hand and the harmony (chords) in his left.

“Rhythm”

Rhythm is what helps make music go and flow. You can practically listen to rhythm anywhere, e.g. the falling of raindrops, the ticking of your watch, the tapping of your fingers on your keyboard, etc. Rhythm is created from sounds and silences. These are then put together to produce “patterns”. These patterns are called “beats”. There are many different types of beats like short, long, loud, soft, etc. In an arrangement there is often more than one beat.

“Come Together”

by John Lennon and Paul McCartney

Here come old flattop, he come grooving up slowly
He got joo-joo eyeball, he one holy roller
He got hair down to his knee
Got to be a joker he just do what he please

He wear no shoeshine, he got toe-jam football
He got monkey finger, he shoot Coca-Cola
He say, “I know you, you know me.”
One thing I can tell you is you got to be free

Come together right now over me

He bag production, he got walrus gumboot
He got Ono sideboard, he one spinal cracker
He got feet down below his knee
Hold you in his armchair you can feel his disease

Come together right now over me

(Right!

Come, oh, come, come, come.)

He roller-coaster, he got early warning
He got muddy water, he one mojo filter
He say, “One and one, and one is three.”
Got to be good-looking ‘cause he’s so hard to see

Come together right now over me

Oh

Come together

Yeah, come together

Yeah, come together

Yeah, come together

Yeah, come together

Yeah, come together

Yeah, come together

Yeah, oh

Come together

Yeah, come together

Civil Wars, Part 2

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/civil-wars-4/>

Essential Question

How do we express the themes of civility and isolation in musical arrangements of songs?

Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: In this section of *Civil Wars*, experts say feelings of isolation may cause less civil or respectful behaviors.
3. Review the definition of civility: **civility (n.)**: courtesy and politeness in words and actions
4. View the video segment *Civil Wars, Part 2*.
5. 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 Michelle's sense of isolation and how it influenced her behaviors.
2. Experts say that "incivility results from isolation – people having a lack of connection and unaccountability to others." Do you agree or disagree with that statement? Explain your answer. Do you ever feel isolated? Who are you accountable to?
3. Why do you think so many adults believe that teens today are more rude and disrespectful? How do teens see adults as uncivil? Cite examples from the video as well as your own experiences.
4. How is self-control related to civility? Can you have one without the other? Explain..

Notes

Activity: “Isolation”

Materials

- Article on Paul McCartney’s story of “Elinor Rigby” from the website Songfacts (www.songfacts.com)
- Arrangements of “Elinor Rigby” by the following artists from the albums entitled:
 - Beatles, *Revolver*
 - Aretha Franklin, *This Girl’s In Love With You*
 - Soulive, *Rubber Soulive*

Teacher

1. Today’s session will build on the last session on arrangements and covers of Beatles music.
2. Ask students to brainstorm words that stand out from the video and write them on the board. Some choices might include: civility, isolation, angry, connection, rage, surrounded, respect. How do these words represent the message and theme of *Civil Wars: Part 2*?
3. Have students listen to the Beatles song “Elinor Rigby” and be prepared to discuss which of the words from the list apply to the song.
4. Discuss the song using the following questions:
 - Which words from the list apply to this song? What is the theme? Why would this song be chosen for this section of *Civil Wars*?
 - How does the melody support the lyrics of the song?
 - What instruments do you hear? How do the instruments support the theme of the song?
 - How does the rhythm, the beat of the music, support the theme of the song?

Note: Students should refer to the article from the last session for information about the elements of music in arrangements.

5. Have students read Paul McCartney’s story about creating the song “Elinor Rigby.” How did McCartney demonstrate civility in writing this song?
6. Play the Aretha Franklin arrangement of “Elinor Rigby.” What changes does she make in her arrangement? Do the changes support the meaning of the song? Do the changes support the idea of isolation? Explain your answers.
7. Does Aretha Franklin’s version support Paul McCartney’s original inspiration and his sense of civility? Explain your answer.
8. If there is time, listen to the Soulive arrangement of “Elinor Rigby” and discuss it in terms of the elements of melody, instrumentals, and the rhythm of the song and how they support or do not support the themes of isolation, civility, and incivility.

Conclusion

How do we express the themes of civility and isolation in musical arrangements of songs? We will listen to and analyze musical arrangements of other Beatles songs in the next session.

Article: Paul McCartney's Story of "Elinor Rigby" from the website www.songfacts.com

"Elinor Rigby" background, according to the composer, Sir Paul McCartney

Paul McCartney wrote most of this song. He got "Rigby" from the name of a store (Rigby and Evens Ltd Wine and Spirit Shippers) and "Eleanor" from actress Eleanor Bron. He liked the name "Eleanor Rigby" because it sounded natural.

McCartney explained at the time that his songs came mostly from his imagination. Regarding this song, he said, "It just came. When I started doing the melody I developed the lyric. It all came from the first line. I wonder if there are girls called Eleanor Rigby?"

McCartney wasn't sure what the song was going to be about until he came up with the line, "Picks up the rice in a church where a wedding has been." That's when he came up with the story an old, lonely woman. The lyrics, "Wearing the face that she keeps in a jar by the door," are a reference to the cold-cream she wears in an effort to look younger.

"Father Mackenzie" was originally "Father McCartney." Paul decided he didn't want to freak out his dad and picked a name out of the phone book instead.

Paul McCartney (from *Observer Music Monthly* November 2008): "When I was a kid I was very lucky to have a real cool dad, a working-class gent, who always encouraged us to give up our seat on the bus for old people. This led me into going round to pensioners' houses. It sounds a bit goody-goody, so I don't normally tell too many people. There were a couple of old ladies and I used to go round and say, 'Do you need any shopping done?' These lonely old ladies were something I knew about growing up, and that was what 'Eleanor Rigby' was about - the fact that she died and nobody really noticed. I knew this went on."

Notes

Civil Wars, Part 3

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/civil-wars-4/>

Essential Question

How do we affect change to improve civility?

Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: Cotswold Elementary is a school that focuses on character building through the exemplary behavior of the teachers. They know the importance of character education in order to build model citizens early in life.
3. View the video segment *Civil Wars, Part 3*.
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. PART 3 of Civil Wars describes a character education program at Cotswold Elementary School. What are the three (3) steps teachers follow? How was character education taught during your elementary school years? How did it make a difference?
2. How did the adults model civil behavior in the schools in the video? How do the adults you know at school and at home model civil behavior? How do they model incivility? Have you been consciously aware of adult behavior as being civil or uncivil? Explain your answers.
3. How would you define a “model citizen”?
4. This segment describes the special friendship that developed between two elementary school girls. How does this story connect to your current experience in school? Do people go out of their way to create friendships? Do people go out of their way to be civil so that friendships can start? How does this affect your community?

Activity: Change to Arrange

Materials

- Copies of Musical Arrangement worksheet (**Note:** Teacher will need to make enough copies for each song explored in the session)
- Recordings of the Beatles song “Got To Get You Into My Life” by the following artists on their albums entitled:
 - The Beatles, *Revolver*
 - Earth, Wind, and Fire, *Greatest Hits*
 - Ella Fitzgerald, *Ella*

Teacher

1. Form small groups and distribute the Musical Arrangements worksheet. Explain that in this session, they will analyze the changes artists make to create a new arrangement of a song and compare it to the changes necessary to improve civility in a school.
2. Play the Beatles original version of “Got to Get You Into My Life” and walk the group through the Musical Arrangements chart. Ask students to support their answers with evidence from the music.
3. Next play the Earth, Wind, and Fire arrangement. Give students about five (5) minutes to complete the chart in their small groups.
4. Play the Ella Fitzgerald arrangement and have students complete the chart.
5. Discuss the students’ analyses using the following questions (always responding by generating deeper questions):
 - Which arrangement, Earth, Wind and Fire’s or Ella Fitzgerald’s, changed the most elements of the original version? Explain your answer.
 - Were the new arrangements improvements? Why or why not?
 - Why, in your opinion, did the artists feel a need to re-arrange the song? What was the intention of making a new arrangement?
6. Explain that the next part of the discussion will apply some of these ideas to civil behavior.
 - In what ways has our school changed uncivil behavior already? How do you know about these changes?
 - What does your school still need to do to change uncivil behaviors?
 - Why do you think this is so?
 - What elements of student behavior need change? Why?
 - How might you propose these changes to school leaders? What would you say? What processes would you put into effect?

Conclusion

How do we affect change to improve civility? In the next lesson, we will analyze a different Beatles tune in a slightly different way.

Musical Arrangement Chart

Song Title:	Original Artist:	Arrangement Artist:	Arrangement Artist:
<p>Form: What sections repeat? What section is different (within the same arrangement)?</p>			
<p>Instrumentation: What instruments do you hear?</p>			
<p>Style: What genre or style is being used?</p>			
<p>Melody: Does the melody change from one arrangement to another?</p>			
<p>Harmony: Describe the sections when you hear more than one voice or instrument playing different notes at the same time.</p>			
<p>Rhythm: Describe the beat: Is it steady? Does the pattern change? Does the arrangement make use of silence?</p>			

Civil Wars, Part 4

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/civil-wars-4/>

Essential Question

How does establishing a set of rules or a personal mission statement for behavior influence civility?

Teacher

1. Begin the lesson by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: The Falkenberry household and schools such as Lydiksen Elementary make sure that character building and learning respect, civility, etc. are part of their every day learning and are a part of their curriculum at school.
3. View the video segment *Civil Wars, Part 4*.
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 family in this segment created a family mission statement. How does this impact civility?
2. What important values have your parents taught you? Do you always live by these values? Explain.
3. If you have children, will you hold them to the same standards of behavior that your parents expect from you? Why or why not?
4. One of the teachers refers to making the rules for behavior a “priority for the culture.” How would you make character education and civility a “priority for the culture” at your school and in your community?

Notes

Activity: The Good, the Bad, and the Ugly

Materials

- Copies of the article, “Six Rules of Commercial Music Success”
- Recordings of the Beatles song “Lucy In the Sky With Diamonds” by the following artists on their albums entitled:
 - Beatles, *Sgt. Pepper’s Lonely Hearts Club Band*
 - William Shatner, *The Best of Leonard Nimoy and William Shatner*
 - The Hooters, *Hooterization, A Retrospective*

Teacher

1. Read the article. Discuss using the following questions:
 - Why do good songs need a chorus or repeated refrain? What songs can you think of with a good chorus? What makes them good?
 - How does a good melody make a song a success? Which melodies stick in your mind? Why?
 - The article does not delve deeply into what a well-produced recording is.
 - Based on the text and your own experience, what do you think producers do to ‘enhance the performance of songs’? Why? What examples can you give?
 - How does a composer make lyrics appealing?
 - Why are short songs better than long songs for commercial success? Name a song that goes on longer than four (4) minutes that is popular today. Why do you think it breaks the rule?
 - What are the qualities of a well-performed song?
2. Play the original Beatles version of “Lucy in the Sky with Diamonds” and discuss the song in terms of its value as a commercial song.
 - Does it have a memorable chorus? Why/not?
 - Does it have a good melody? Why/not?
 - Is it well produced? Why/not?
 - Are the lyrics appealing? Why/not?
 - Is the length short enough to keep it interesting? Why/not?
 - Is it well performed? Why/not?
3. Next play the William Shatner version of the song, but do not tell them the name of the artist. (It’s more fun to let them guess.) Ask them the same questions from step #2 and add the following:
 - If it is the same song, what elements make the difference?
 - Do you think the artist was aware of the rules of good commercial music? Why/not?
 - Which rule or rules did it break? How do you know?
4. Reveal the artist – The original Captain Kirk of the USS Enterprise.
5. Tell students you are going to create a new arrangement of the questions to have a discussion about the qualities and questions for civility. Use the following for a framework:
 - What are some words you can repeat like a refrain to support your civility?
 - What civil moments or experiences stick in your head? Why?
 - What ‘production value’ can you add to your behaviors to enhance your civility?
 - Does your behavior appeal to most people? Why/not?
 - Why is it more civil to talk for short amounts of time rather than long amounts of time?
 - What are the qualities of a civil person?

The 6 Rules of Commercial Music Success

by Gian M. Fiero

From the website Music Biz Academy, www.musicbizacademy.com

For the sake of clarification and argument, I will offer my explanation and industry definition of what commercial music is; based on 25 years of listening to recordings as a music lover, music industry professional, and music critic in what I will call, "The 6 Rules of Commercial Music Success."

They are songs that have the following:

- 1. A strong hook/memorable chorus.** If no one knows what your song is called, they can't request it when they hear it on the radio. More importantly, they can't buy it at retail... or track it down on the Internet to illegally download a copy of it.
- 2. Good melody.** Commercial music is characterized by good melodies (i.e. verses, choruses, and sometimes bridges that get stuck in your head and make you want to sing-along). What can the top selling hip-hop acts of the last 10 years (Tupac, Notorious B.I.G., Jay-Z, Eminem, and 50 Cent) attribute their success to? Good melodies (not cool beats) that increase the commercial value of their music... thanks largely in part to the king of modern hip-hop melody, Dr. Dre.
- 3. Well-Produced.** Coming from an R&B background where producers are a pivotal part of commercial music success, I did not realize until I became a consultant that many rock bands don't utilize, nor value producers like R&B music acts. Perhaps they should since the record company often assigns producers to enhance the performance of songs (through their musical expertise) and enrich the records (through their experience and proficiency in the recording process), ultimately making them more enjoyable to listen to and, you guessed it... more commercial!
- 4. Appealing lyrics.** The lyrics don't have to be profound; people just have to be able to relate to them. If you have a way of saying common things in an uncommon way, your lyrics will have an edge over the songwriter whose song is about the same topic. Write about what's closest to your heart for credibility and sincerity, and others will be able to relate to your songs — especially if it's on a subject matter that they know or will experience.
- 5. Keep it short.** Keep the length of your songs down to a maximum of four minutes. Jazz and World Music are exceptions. A song that is well written makes people want to hear it again, and again, and again. The longer the song is, the less likely that will happen. Don't believe me? Check the length of your favorite songs.
- 6. Well-Performed.** Most outstanding vocalists are often surprised by how low this rule is on the list. The fact is that there are more mediocre songs performed by outstanding vocalists, than there are mediocre vocalists performing outstanding songs. A good song that is well-performed gives it an edge, but if the song is lacking, all of the yelling and vocal acrobatics that singers tend to use to compensate for it, will not make it a better song... though it may help the singer to attract better songwriters to work with.

Civil Wars, Part 5

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/civil-wars-4/>

Essential Question

How does civility extend to art exhibits – and other walks of life?

Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: Constantly in trouble, and surrounded by people who were looking out for her, Michelle DiTizio was finally tired of the bad behavior and began to turn her life around.
3. View the video segment *Civil Wars, Part 5*.
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. In this segment, what does Michelle say helped her to change her uncivil behavior? Do you believe her? Why or why not?
2. When your teachers or administrators deal with uncivil behaviors at school, does it appear they are supporting the student or only disciplining the student? Explain your answer.
3. Do you get the impression that teachers at your school are “looking out for you”? Explain.
4. In the video, Michelle says that it “just got easier to be good.” Have you experienced this to be true? Explain your answer.
5. The narrator in the video ends this section stating, “Consequences for bad behavior. Applause for good behavior. And along the way, people who care about you and expect you to do the same.” Comment on how this summation applies or does not apply to your experiences in school.

Activity: Success or Flop?

Materials

- Copies of the article “Six Rules of Commercial Music Success” from last session
- Index cards with one of the following titles on each:
 - Strong hook/memorable chorus
 - Good melody
 - Well produced
 - Appealing lyrics
 - Keep it short
 - Well performed
- Recordings of the Beatles song “With a Little Help From My Friends” by the following artists on their albums entitled:
 - The Beatles, *Sgt. Pepper’s Lonely Hearts Club Band*
 - Joe Cocker, *The Anthology*
 - Richie Havens, *Paris Live 1969*

Teacher

1. In this session, students will work in small groups to analyze the success of the arrangements of each song and present their analysis to the class.
2. Place the index cards around the classroom, announcing that students will select the rule they want to work on to analyze the arrangements they are going to hear. There may be no more than five (5) people in any group.
3. If they feel they need to have copies of the article used in the last session for reminders and details, have those available.
4. Explain that they will listen to the original version of a Beatles tune and two other arrangements or ‘covers.’ Each group’s task is to determine whether or not each version is successful based on the rule they have selected.
5. Each group must provide a minimum of three (3) pieces of supporting evidence from each recording to support their arguments. An organization chart is available to record your evidence.
6. Groups should elect a scribe and a final presenter, but every member of the group should be able to answer any questions or challenges from the audience or the teacher.
7. Play the Beatles version once and give students 3-5 minutes to discuss in their small groups.
8. Before moving on to the second version, ask students why this song appropriately matches the theme of this section of the video. How is this song about civility?
9. Play the Joe Cocker version once and give students 3-5 minutes to discuss in their small groups.
10. Before moving on to the next arrangement, ask students if this version is still about civility. Explain.
11. Play the Richie Havens version once and give students 3-5 minutes to discuss in their small groups.
12. Before going to presentations, ask if this arrangement is still about civility. Explain.
13. Before presenting, remind students about civil behavior for a presentation. What will that look and sound like?

Commercial Success or Commercial Flop?

Name: _____

GROUP's Commercial Music Success rule: _____

Title of Song: _____

Use the chart below to organize your group's evidence to support your argument.

Artist	3 Pieces of Evidence from the Recording	Success or Flop?

Sticks and Stones, Part 1

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

Essential Question

How does soundtrack music explore emotions and messages of a film or video?

Note

The content of this video addresses serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

Introduction

Sticks and Stones tells true stories from teens who were bullied with name-calling, gossip, nasty emails, and exclusion. This kind of torment often hurts more and leaves deeper emotional scars than physical bullying. The video tells the true story of Ryan Halligan who committed suicide as a desperate escape from daily teasing and taunting as well as from other teens that faced verbal bullying and harassment.

Over the next five lessons we will discuss how bullying affects the victims.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about what lies in the wake of bullying.

Teacher

1. Begin by explaining that the next five (5) lessons will focus on verbal bullying, teasing and harassment. It will also show that sometimes bullying and teasing can contribute to depression, sadness, and in some instances, suicide. Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent, or school counselor.
2. Explain that bullying and teasing is not a new problem. Ask students if they have witnessed physical bullying or verbal bullying and ask for descriptions.

3. Given the nature of this video, it is important to provide the following information about bullying:
Dr. Dan Olweus, a world-renowned expert in the field of bullying prevention and program developer of one of the most recognized bullying prevention programs in the world defines bullying as: Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Dr. Olweus says that bullying is peer abuse.

Ask students what this means. Have students share some examples of bullying behavior.

Bullying involves:

- Involves an aggressive behavior
 - Typically involves a pattern of behavior repeated over time
 - Imbalance of power or strength
4. Ask students what is meant by an “imbalance of power.” Explain that it may be size, social status, and intellectual ability. There are many things that can make someone more powerful than others.
 5. Read the summary of the video: In *Sticks and Stones, Part 1* students discuss bullying issues.
 6. View the video.
 7. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Identify the different types of bullying that are discussed in this first video segment. Which, in your opinion, is the worst? Why?
2. Do you think verbal bullying is common in your school? Explain your answer.
3. Alison Goller says, “People at the school feel...everybody gets made fun of.” Is that your experience? Explain.

Notes

Activity: The Soundtrack to *Sticks and Stones*

Materials

- Lyrics to and recording of “Somewhere Over the Rainbow” from the film *The Wizard of Oz*
- Paper
- Pen

Note

If the video cannot be accessed in school, use the recording as provided on the CWK CD of music for *Sticks and Stones*.

Teacher

1. Explain that over the next five lessons students will explore the emotions and messages in *Sticks and Stones* by looking at songs to represent these messages. They will analyze how movie soundtracks (songs and music) enhance movies.
2. Share the following information about soundtracks: **definition: (n)** a track (as on a motion-picture film or television videotape) that carries the sound record; the sound recorded on a sound track; especially: the music on a sound track.
3. Ask students to think about how music and songs are used in movies.
4. Write responses on the board.
5. Ask students if they have ever seen the movie *The Wizard of Oz*. Tell them that the American Film Institute considers “Somewhere Over the Rainbow” the number one greatest song in a movie.
6. Distribute the lyrics and play the recording of “Somewhere Over the Rainbow.”
7. Think Pair Share: Break students into pairs and have them discuss the following:
 - How does it make you feel? What kind of emotions does it raise?
 - Explain that this is sung before the tornado and before Dorothy goes to the Land of Oz.
 - How do the lyrics contrast to the black and white of the film?
 - Why do you think the song is used in this part of the movie?
 - How might this song relate to the theme of bullying?
8. Explain to the students that over the next four (4) lessons, they will select songs that address the themes of bullying and harassment, as well as songs that are about ways to address this problem to create a soundtrack to reflect the themes in the *Sticks and Stones* video.

Conclusion

Summarize the theme of the lesson. Ask students to listen for songs they think represent the themes portrayed in the video. Explain that the next lesson will focus on learning more about the impact of verbal bullying and online harassment.

Note: The next video contains sensitive material and describes the suicide of Ryan Halligan.

Lyrics to and recording of "Somewhere Over the Rainbow" from the film The Wizard of Oz

Somewhere over the rainbow, way up high
There's a land that I've heard of once in a lullaby.
Somewhere over the rainbow, skies are blue
And the dreams that you dare to dream,
Really do come true.

Someday I'll wish upon a star
And wake up where the clouds are far behind me.
Where troubles melt like lemon drops,
High above the chimney tops,
That's where you'll find me.

Somewhere over the rainbow, blue birds fly
Birds fly over the rainbow
Why then, oh why can't I?
If happy little bluebirds fly beyond the rainbow
Why, oh why can't I?

Writer/s: Arlen, Harold / Harbuge, E
Publisher: Sony/ATV Music Publishing LLC

www.songfacts.com/detail.php?lyrics=401

Sticks and Stones, Part 2

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

Essential Question

What impact can cyberbullying have on a person?

Note

This video contains sensitive material and describes the suicide of Ryan Halligan.

Teacher

1. Begin by explaining that this lesson focuses on cyberbullying and the impact it can have on young people. Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent or school counselor.
2. **Define cyberbullying:** According to the website stopbullying.gov, cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
3. Review the definition of bullying from the previous lesson. Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Dr. Olweus says that bullying is peer abuse.

Bullying involves:

- an aggressive behavior
 - a pattern of behavior repeated over time
 - power or strength
4. Read the summary of the video: The Halligan family and experts discuss cyberbullying — the bullying that resulted in the suicide of 13-year-old Ryan Halligan.

Activity: The Soundtrack to *Sticks and Stones*

Materials

- The Power of Music in the Movies Worksheet
- Pen
- Paper

Teacher

1. Explain to students that the purpose of these stories is to impact behavior change, and while the story of Ryan Halligan is tragic, his family talks about it to raise awareness about consequences of verbal abuse and online harassment and to help change behavior.
2. Read the following from the CWK website about why these videos are important:
"Behavior change most frequently takes place through a much more emotional-driven process, where people see, either literally or in their mind's eye, some sort of experience that is surprising or grabbing. This compelling experience hits their emotions. And it's the emotional impact that in turn changes their behavior." —Excerpt from *Creating Learning Impact: An Interview with John Kotter*
3. Explain that music, too, can have a powerful impact in story telling.
4. Read the following quotation on the Power of Music in the Movies Worksheet:
"I feel that music on the screen can seek out and intensify the inner thoughts of the characters. It can invest a scene with terror, grandeur, gaiety, or misery. It can propel narrative swiftly forward, or slow it down. It often lifts mere dialogue into the realm of poetry. Finally, it is the communicating link between the screen and the audience, reaching out and enveloping all into one single experience." —Film composer Bernard Herrmann.
 - Ask students to respond to prompt on the bottom of worksheet. **Note:** Be prepared with ideas that should be common to the students. For example: "The Circle of Life" from *The Lion King*, "Happy" from *Despicable Me*, "Not Just Knee Deep" by the Funkadelics from *Straight Outta Compton*, "Harlem Shuffle" by Bob and Earl from *Baby Driver*, "City of Stars" from *La La Land*, etc.
 - Allow 15 minutes to complete.
 - Ask for volunteers to share their answers.
5. Explain that over the next three (3) lessons, students will explore the emotions and messages in the videos by looking at songs to represent the messages.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that the next video is story of a gay student who shares his experience with being bullied as well as some senior citizens who describe the pain they still feel today about being bullied over 50 years ago.

Sticks and Stones, Part 3

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

Essential Question

Why do the victims of bullying blame themselves?

Teacher

1. Begin by explaining that this lesson focuses on the serious topic of how verbal bullying contributes to depression, feelings of suicide, and for some victims, the desire for revenge.
2. Remind students to think about one person with whom they can continue this conversation at home or in school.
3. Ask the students for the definition of bullying they learned in the last two lessons.
4. Read the summary of the video: *Sticks and Stones, Part 3* is the story of a young man who is gay who shares his experience of being bullied his entire life as well as some senior citizens who describe the pain they still feel today about being bullied over 50 years ago.
5. 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 young man in the video says that although he had been physically bullied, “the ugly names hurt the most.” Why do you think that is?
2. Did what Marvin experience meet the definition of bullying? Explain.
3. Why do you think the senior citizens can still recall being teased and called names?
4. Why do young people blame themselves for being teased?

Activity: *Sticks and Stones* Soundtrack

Materials

- Selecting Songs for a Soundtrack Worksheet
- Copies of the lyrics and recording of “Skyscraper” by Demi Lovato from her album *Unbroken*
- Pen
- Paper

Teacher

1. Explain that in this session, students will analyze the messages in videos and start to think about songs to represent the stories.
2. As an example of a song about bullying, have students to listen to “Skyscraper” by Demi Lovato and read the lyrics to the song.
3. Ask the students:
 - How does this song connect to the themes of these stories?
 - Would this be a song that could be used in the Soundtrack for *Sticks and Stones*? Why/not?
4. Have students examine the Selecting Songs for a Soundtrack Worksheet and complete the sections about Ryan Haligan and Marvin Novelo. This can be done individually or as a class. On the worksheet, students will answer the following:
 - What emotions does the video evoke?
 - What are some of the messages or lessons the story teaches?
 - Can you think of a song that relates to the emotions or messages?
5. For homework, students can explore ideas for songs that address the themes of bullying and harassment and bring these ideas to class.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that *Sticks and Stones, Part 4* is the story of a female teen who shares the rumors and sexual harassment she faced and a subsequent lawsuit against the school system.

Note: This video contains sensitive material about sexual harassment. It shows explicit language that was used verbally and on line to sexually harass one young female.

Notes

Skyscraper

by Gad, Toby / Koiv, Kerli / Robbins, Lindy

Skies are crying
I am watching
Catching teardrops in my hands
Only silence, as it's ending, like we never had a chance
Do you have to, make me feel like there's nothing left of me?

[Chorus]

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

As the smoke clears
I awaken, and untangle you from me
Would it make you, feel better to watch me while I bleed?
All my windows, still are broken
But I'm standing on my feet

[Chorus]

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

[Bridge]

Go run, run, run
I'm gonna stay right here
Watch you disappear, yeah
Go run, run, run
Yeah it's a long way down
But I am closer to the clouds up here

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper, Ohhh woah
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper... Like a skyscraper
Like a skyscraper... Like a skyscraper... Like a skyscraper

Selecting Songs for a Soundtrack

Sticks and Stones Part 2

After watching the story of Ryan Halligan, answer the following: What emotions does the video evoke? What are some of the messages or lessons the story teaches? List at least one song that relates to the emotions or messages.

Emotions: _____

Messages: _____

Songs: _____

Sticks and Stones Part 3

After watching the story of Marvin Novelo answer the following: What emotions does the video evoke? What are some of the messages or lessons the story teaches? List at least one song that relates to the emotions or messages.

Emotions: _____

Messages: _____

Songs: _____

Sticks and Stones Part 4

After watching the story of Alison Goller, answer the following: What emotions does the video evoke? What are some of the messages or lessons the story teaches? List at least one song that relates to the emotions or messages.

Emotions: _____

Messages: _____

Songs: _____

Sticks and Stones, Part 4

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

Essential Question

When does bullying become harassment?

Note

This video contains sensitive material about sexual harassment. It shows explicit language that was used verbally and online to sexually harass one young female.

Teacher

Begin by explaining that this lesson focuses on the serious topic of when verbal teasing becomes sexual harassment.

1. Read the following definition of harassment from stopbullying.gov website: Although bullying and harassment sometimes overlap, not all bullying is harassment and not all harassment is bullying. Under federal civil rights laws, harassment is unwelcome conduct based on a protected class (race, national origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment. Harassment is against the law.
2. Remind students that there are specific guidelines against bullying and harassment in the school and share them.
3. Read the summary of the video: *Sticks and Stones, Part 4* is the story of a female teen who shares the rumors and sexual harassment she faced and a subsequent lawsuit against the school system.
4. View the video.
5. 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.

Activity: *Sticks and Stones* Soundtrack Continued

Materials

- Selecting songs for a Soundtrack Worksheet
- Copies of the lyrics and recording of the song “Beautiful” by Christina Aguilera from her album *Stripped*
- Pen
- Paper

Teacher

1. Explain that students will continue to complete the Soundtrack Worksheet.
2. As an example of a song about bullying, ask students to listen to “Beautiful” by Christina Aguilera and read the words to the song.
3. Ask the students
 - How does this song connect to the theme of this story?
 - Would this be a song that could be used in the soundtrack for *Sticks and Stones*? Why/not?
4. Students will complete the third part of the Soundtrack Worksheet on today’s segment about Alison Goller. This can be done individually or as a class.
5. For homework, students can think of other songs that represent the themes in this video and bring them to class.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that the last segment in this video and summarizes the content of the previous four (4) segments. Experts review the signs of bullying and discuss actions to take.

Notes

Beautiful

By Linda Perry

Don't look at me
Everyday is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today
To all your friends you're delirious
So consumed
In all your doom, ooh
Trying hard to fill the emptiness
The pieces gone
Left the puzzle undone
Ain't that the way it is

You're beautiful
No matter what they say
Words can't bring you down
Oh no
You're beautiful
In every single way
Yes words can't bring you down
Oh no
So don't you bring me down today

No matter what we do
(no matter what we do)
No matter what we say
(no matter what we say)
We're the song inside the tune
(yeah, oh yeah)
Full of beautiful mistakes

And everywhere we go
(and everywhere we go)
The sun will always shine
(the sun will always, always, shine)
And tomorrow we might awake
On the other side

We're beautiful
No matter what they say
Yes words won't bring us down
Oh no
We are beautiful
In every single way
Yes words can't bring us down
Oh no
So don't you bring me down today

Oh, oh
Don't you bring me down today
Don't you bring me down, ooh
Today

Sticks and Stones, Part 5

Bullying and Violence Prevention

Grade Level: **High School**



Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

Essential Question

How can people reach out to those who have been the victims of verbal bullying, physical bullying, cyberbullying, and harassment?

Note

This content of this segment reviews all the stories that address serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying, or have struggled with depression or suicide.

Teacher

1. Begin by explaining that this lesson summarizes the last four lessons.
2. Read the summary of the video: *Sticks and Stones, Part 5* is the last segment in this video and summarizes the content of the previous four segments. Experts review the signs of bullying and discuss actions to take.
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. What are the warning signs that someone is suffering from bullying?
2. Do most people still trivialize bullying? Explain your answer.
3. What would you do (or have you done) if you knew a friend was being teased or harassed?
4. What are some steps to take if you if you witness verbal, cyber, or physical bullying?

Activity: *Sticks and Stones* Soundtrack Finale

Materials

- Selecting Songs for Soundtrack Worksheet
- Copies of the lyrics to and recordings of the songs by the artists on their albums:
 - “Skyscraper” by Demi Lovato, *Unbroken*
 - “Beautiful” by Christina Aguilera, *Stripped*
 - “I Saw It” by Barenaked Ladies, *All In Good Time*
- Pen
- Paper

Teacher

1. Explain that in today’s session, the class will select four or five songs as a soundtrack to *Sticks and Stones*. Some examples were discussed in class, and students may have own ideas.
2. As another example of a song that address the theme of bullying, have students listen to “I Saw It” by Barenaked Ladies and read the words to the song.
3. Ask the students
 - How does this song connect to the messages in the video?
 - Would this be a song that could be used in the Soundtrack for *Sticks and Stones*? Why/not?
4. Have each student select four (4) songs and write them down.
5. Students can share song list with the class.
6. Ask students:
 - Why is it important to have songs that are empowering to victims as well as describe the emotional difficulty encountered when bullied?
 - Can sharing stories can change behavior? Explain.
 - Can music influence how we behave? Explain.

Conclusion

1. Summarize the theme of the all five (5) lessons.
2. Encourage students to reach out to others they think may be experiencing verbal, physical and cyberbullying and identify ways they can be part of the solution in their school.
3. Although it seems redundant, ask students once again to think about how they might help address verbal bullying in school.
4. Ask students to list ways they could help and write theme on the board.
5. **Reinforce the following:** If you are being bullied; tell an adult or ask your friends to help you. If you witness bullying, and there is no danger to you, stand next to, or speak up for, the person. If you can’t do this, comfort the person being bullied and offer friendship and find an adult who can intervene.
6. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

I Saw It

by Jim Creeggan

I saw
I saw it
We all did
It hurt
I heard it
We all hid
You took what we all hide
We all hide from
The hooks went right inside
That's where they hung
In the park
By the playground
I won't let you down
In the park
By the playground
I won't let you
You weighed and waited
You kept steady
You'd count, and recount it
Now you're ready
You took what we all hide
We all hide from
The hooks went right inside
Then the feeling numbs
I won't let you down
In the park
By the playground
From this point on
I won't let you down
You say you deserve it
I won't stand and observe it
From this point on
We won't allow this, brother
If we don't end this now
There'll be others

Invisible Weapons, Part 1

Bullying and Violence Prevention Grade Level: High School



Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

Essential Question

How can confidence be a deterrent to bullies?

Note

The content of this video addresses serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

Introduction

It's not only sticks and stones but also words — relentless, harsh and painful — that are a bully's weapons. According to many authorities, bullying has become an epidemic in America's schools, with 3 of 4 students saying they've been bullied or harassed and one in 10 saying it happens to them every day.

Invisible Weapons offers a look at boys and girls who torment other children, featuring interviews with bullies, their victims, and bystanders.

Over the next four lessons, we will discuss some thorny questions about bullies, the victims of bullies, and those who witness bullying.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about the role you play in incidents of bullying.

Teacher

1. Begin by explaining that the lesson is going to focus on bullies, victims, and witnesses to bullying.
2. Read the summary of the video: In *Invisible Weapons, Part 1*, kids talk about their experiences with bullying, whether they are the bullies, the victims, or the witnesses to bullying.
3. Ask the students: How has your definition of 'bully' changed over the course of the last few units?

Activity: “The Greatest”

Materials

- Lyrics to “The Greatest” by Kenny Rogers
- “Understanding Part of a Song” article from wikihow (www.wikihow.com)
- Figurative Language worksheet
- Paper and pencils

Teacher

1. Ask students what type of music they listen to and have them name one or two of their favorite songs. Ask how listening to their favorite songs makes them feel.
2. Explain that songs can tell us a story, make us aware of events, feel good, or motivate us. Introduce the country singer/songwriter Kenny Rogers. Kenny Rogers is a country music singer, songwriter, and music producer. He was inducted into the Country Music Hall of Fame in 2013. Country music originated in the South in the 1920s and has its roots in American folk music. Have students listen to the song “The Greatest” and read the lyrics.
3. In small groups, have students do the following:
 - Summarize the story in the song.
 - State the message of the song.
 - Discuss how the title conveys a message.
 - Use the Figurative Language worksheet to analyze the figures of speech in the lyrics.
4. Gather as a group to discuss their findings and ask:
 - Which elements were useful in engaging the listener? Why?
 - Which elements were useful in supporting or explaining the story of the song? Why?
 - Which elements best communicated the emotions and feelings of the song? Why?
5. Ask students to discuss the little boy’s level of confidence.
 - How might the boy have reacted to his swings and misses? How would that have changed anything in the song?
 - Will this boy ever be bullied? How do you know?
 - What can you learn from the little boy in the song?

Conclusion

How does focusing on positive qualities and strengths affect a person’s confidence level? How can confidence be a deterrent to bullies?

Summarize the theme of the lesson. Remind students that they can talk to trusted adult if they feel they need to further discuss the topic.

“The Greatest”

Little boy in a baseball hat stands in the field with his ball and bat
Says, “I am the greatest player of them all”
Puts his bat in his shoulder and he tosses up his ball.
And the ball goes up and the ball comes down,
Swings his bat all the way around
The world so still you can hear the sound, the baseball falls to the ground.
Now the little boy doesn’t say a word, picks up his ball he is undeterred.
Says, “I am the greatest that there has ever been”
And he grits his teeth and he tries again.
And the ball goes up and the ball comes down,
Swings his bat all the way around
The world so still you can hear the sound, the baseball falls to the ground.
He makes no excuses he shows no fear
He just closes his eyes and listens to the cheers.
Little boy he adjusts his hat, picks up his ball, stares at his bat
Says “I am the greatest when the game is on the line”
And he gives his all one last time.
And the ball goes up and the moon so bright
Swings his bat with all his might
The world’s as still as still can be, the baseball falls
And that’s strike three.
Now it’s supertime and his momma calls,
Little boy starts home with his bat and ball.
Says, “I am the greatest, that is a fact,
But even I didn’t know I could pitch like that!”
Says, “I am the greatest, that is understood,
But even I didn’t know I could pitch that good!”

Figurative Language

Alliteration is the repetition of the initial consonant sound in words.

Assonance is the repetition of vowel sounds.

Consonance is the repetition of consonant sounds in the middle or at the end of words.

Imagery is when the writer or speaker uses their descriptions to access the senses of the reader or listener.

Repetition is when the writer or speaker knowingly repeats a word or group of words for effect.

Metaphor is a figurative language device that represents one thing as if it were another or compares two things not normally viewed as the same.

Simile is similar to a metaphor in that it compares two unlike things.

Hyperbole is an overstatement or exaggeration of speech for an effect.

Personification is describing an inanimate object with human or lifelike qualities.

Understanding Parts of a Song

An Introduction is the section at the beginning which leads into the song. Sometimes it might sound different from the rest of the song, might be faster or slower, or it might not exist at all. Many songs do not have an introduction, so don't feel like you have to use it.

A Verse is the main part of the song. It is usually 50% to twice the number of lines as the chorus but it does not have to be. What gives away a section of a song as a verse is that the melody is the same but the lyrics are different between the different verses.

A Chorus is the part of the song that repeats without changing: both the lyrics and melody are unchanged or nearly unchanged. This is usually where you try to fit the catchiest part of your song (usually called the hook).

A Bridge is a part that exists in some songs but not all. Usually coming sometime after the second chorus, the bridge is a part of the song that sounds completely different than the rest of the song. It is usually short, just a line or two of lyrics, and will sometimes lead into a key change

Source: www.wikihow.com

Invisible Weapons, Part 2

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

Essential Question

How is folk music a tool for bringing about social change?

Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying.
2. Read the summary of the video: Sarah Nadler was bullied all through middle school and found it hard to open up to her parents about the bullying she was going through.
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 different ways bullying affected Sarah. Why do you think Sarah felt it was her fault?
2. Sarah never told her parents. Why do you think she and others like her keep experiences with bullies to themselves?
3. How important is it to tell someone if you know someone is in danger? Who would you tell? Why?
4. On a scale of 1-10 with ten being very aware, how would you rate your awareness of the suffering caused by being bullied at your school? Explain your answer.

Notes

Activity: “We Shall Overcome”

Materials

- Copies of the lyrics and recording of “We Shall Overcome” by Bruce Springsteen from his album *We Shall Overcome: The Seeger Sessions*
- Paper and pencils

Teacher

1. Review the last session that used Kenny Rogers’s song, “The Greatest.” Explain that country music has roots in and is influenced by American Folk Music.

History of American Folk Music

- American Folk Music dates back to colonial times.
- It is known as the music of the common folk and passed from generation to generation.
- Early folk music was written to tell a story and entertain.
- Many types of music come under the umbrella of folk music – cowboy songs, sea shanties, spiritual songs, railroad songs. Jazz, country, some popular music, and blues have their roots in folk music.
- Folk songs communicated the real life experiences of ordinary people — themes were often about hardship and injustice.
- Folk songs became a means of raising awareness and bringing about social change.

Sources:

- ArtsEdge, Kennedy Center (www.artsedge.KennedyCenter.org)
 - PBS Series “American Roots of Music,” (www.pbs.org/americanrootmusic/pbs)
2. Introduce the song “We Shall Overcome” as an example of a song which became the anthem of the civil rights movement in the United States. Over the years there were several versions. In 1945 it was used as a protest song by the African American women strikers in a tobacco labor dispute. One of the strikers changed the “I’ll Overcome Someday” to the more powerful “We Shall Overcome.” It was Pete Seeger, a well known folk singer and writer, who sang it for civil rights leaders in 1957. This song is identified with civil rights movement and those fighting oppression of any kind.
 3. Distribute the lyrics and have students listen to song recorded by Bruce Springsteen.
 4. Have students break into small groups and discuss the following:
 - What emotions does this song bring up? Which words express the feelings behind the song?
 - What is the mood of the song?
 - What is the social issue being addressed?
 - How might this song relate to the students in the video? Explain.
 5. Have groups work together to write a new verse to the song that expresses the feelings of students who are bullied about the need to feel accepted, supported, and/or defended.

Conclusion

How is folk music a tool for bringing about social change? Review the themes in the lesson and remind students to talk with a trusted adult if they need to discuss the topic more deeply.

“We Shall Overcome”

We shall overcome
We shall overcome
We shall overcome some day
Oh, deep in my heart
I do believe
We shall overcome some day
We'll walk hand in hand
We'll walk hand in hand
We'll walk hand in hand some day
Oh, deep in my heart
I do believe
We shall overcome some day
We shall all be free
We shall all be free
We shall all be free some day
Oh, deep in my heart
I do believe
We shall overcome some day
We are not afraid
We are not afraid
We are not afraid some day
Oh, deep in my heart
I do believe
We shall overcome some day
We are not alone
We are not alone
We are not alone some day
Oh, deep in my heart
I do believe
We shall overcome some day
The whole wide world around
The whole wide world around
The whole wide world around some day
Oh, deep in my heart
I do believe
We shall overcome someday

Invisible Weapons, Part 3

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

Essential Question

How do certain folks songs relate to the victims of bullying?

Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying with the third part of Invisible Weapons.
2. Read the summary of the video: See what happens when the bully says she's sorry and how Doug Archibald stood up for his sister when she was being bullied.
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. Do bystanders have a responsibility to report bullying when they see it? Why or why not?
2. What are some possible reasons why students don't report?
3. Why do you think others are more willing to speak up?
4. Do friends influence your decision to get involved? How so?
5. What can the school do to encourage students to get involved?
6. How would you rate your school's efforts to help create an environment that helps students support each other?

Notes

Activity: Moved to Action

Materials

- Paper and pen
- Folk Song Question sheet
- Lyrics to and recordings of the following songs:
 - “There is a Power in a Union” sung by Peter, Paul, and Mary
 - “Blowin’ in the Wind” sung by Peter, Paul, and Mary
 - “A Change is Gonna Come” sung by Sam Cook

Teacher

1. Review the last session and add the next few facts about American Folk Music:
 - Folk songs are written about various subjects from war, civil rights, economic hardship, spirituals, protest, and sometimes love.
 - American folk music reflects current social conditions as well as our history.
 - The folk singer can be seen as a messenger who through song lyrics tries to inform, influence, or move the listener to take action.
2. In *Part 3* of the video, we saw how Doug stood up for his sister. Like folk song writers and singers, Doug had the courage along with his peers to organize an anti-bullying campaign at his school.
3. Break students into groups no larger than five (5). Play the three (3) songs listed above for the entire class. After hearing all songs, each group should select one of the songs to work with. Give the groups the lyrics to the song they select, and distribute the question sheet to all students.
4. Groups should answer the questions on the sheet about their selected song.
5. Gather back as a group to share their answers and their new verses to the folk songs. Singing is not necessary but definitely appreciated.

Conclusion

How do certain folk songs relate to the victims of bullying?

Review the themes in the lesson and remind students to talk with a trusted adult if they need to discuss the topic more deeply.

Notes

Blowin' In The Wind

By Bob Dylan

How many roads must a man walk down
Before you call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
How many times must the cannonballs fly
Before they're forever banned?
The answer, my friend, is blowing in the wind
The answer is blowing in the wind
How many years must a mountain exist
Before it is washed to the sea?
How many years can some people exist
Before they're allowed to be free?
How many times can a man turn his head
And pretend that he just doesn't see?
The answer, my friend, is blowing in the wind
The answer is blowing in the wind
How many times must a man look up
Before he can see the sky?
How many ears must one man have
Before he can hear people cry?
How many deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowing in the wind
The answer is blowing in the wind

A Change Is Gonna Come

By Sam Cook

I was born by the river in a little tent
Oh, and just like the river I've been running ever since
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
It's been too hard living, but I'm afraid to die
'Cause I don't know what's up there beyond the sky
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
I go to the movie and I go down town
Somebody keep telling me don't hang around
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
Then I go to my brother
And I say, "Brother, help me please."
But he winds up knockin' me
Back down on my knees
There been times that I thought I couldn't last for long
But now I think I'm able to carry on
It's been a long, a long time coming
But I know a change gonna come, oh yes it will

There is Power In a Union

By Billy Bragg

There is power in a factory, power in the land
Power in the hands of a worker
But it all amounts to nothing if together we don't stand
There is power in a union
Now the lessons of the past were all learned with workers blood
The mistakes of the bosses we must pay for
From the cities and the farmlands to trenches full of mud
War has always been the bosses way, sir
The union forever defending our rights
Down with the blackleg, all workers unite
With our brothers and our sisters from many far off lands
There is power in a union
Now I long for the morning that they realize
Brutality and unjust laws can not defeat us
But who'll defend the workers, who cannot organize
When the bosses send their lackies out to cheat us?
Money speaks for money, the devil for his own
Who comes to speak for the skin and the bone
What a comfort to the widow, a light to the child
There is power in a union
The union forever defending our rights
Down with the blackleg, all workers unite
With our brothers and our sisters, together we will stand
There is power in a union

Folk Song Question Sheet

Selected song: _____

1. What are the themes and messages of the song?

2. What is the mood of the song?

3. What social issue does it address?

4. What emotions do the words evoke?

5. What are some current songs that have the same message or evoke the same feelings?

6. How do these songs relate to the stories in the video?

7. If Doug was to write a song about his and his sister experience at school what would the title be?

8. Write a verse describing Doug's efforts to help his sister and fight bullying at school.

Invisible Weapons, Part 4

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

Essential Question

How does music help us deal with issues such as bullying?

Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying with the fourth part of Invisible Weapons.
2. Read the summary of the video: Experts say that it is important to recognize signs of bullying in victims before they take matters into their own hands and fight back with acts of violence.
3. Ask the students: Review the definition of “spectator responsibility.” What does it mean, and how does it impact them as students and citizens of a community? Write answers on the board.
4. Ask students to consider spectator responsibility when viewing *Invisible Weapons, Part 4* of Invisible Weapons.
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What did this section of the video have to tell us about spectator responsibility?
2. What were some of the labels used to bully the victims in the video? Did some of the students in the video accept the labels others put on them? Explain your answer.
3. Ask students to define “stereotype” (defined as a widely held but fixed and oversimplified image or idea of a particular type of person or thing.) How does stereotyping happen in this school?
4. What are some of the labels placed on students? Is labeling fair? Explain your answer.
5. What are some ways to move beyond stereotypes?
6. Why is building self-confidence so important when an individual is faced with being bullied, excluded or left out?

Activity: Musical Quotations

Materials

- Pencils or pens
- Music Quotation Sheet

Teacher

1. Review with students what they have learned about folk music and themes of the four (4) videos. Suggested questions:
 - How does folk music differ from other forms of music?
 - What are some of the social problems folk music addresses?
 - For what audience was folk music written?
 - How does folk music touch our emotions and raise awareness of the problems people face?
 - How is folk music a perfect fit to raise awareness about and battle bullying?
2. Have students form small groups of four. Hand out the Musical Quotations Sheet and have students answer the following questions about each quotation.
 - What do you think the individual meant?
 - Do you agree with the quotation? Why/not?
 - Name a popular song that fits each quotation.
 - How do these quotations about music relate to bullying?
3. Gather back as a group to discuss their decisions.

Conclusion

How does music help us deal with issues such as bullying?

Notes

Quotations About Music

“Music can change the world because it can change people.”

Bono

“Music doesn’t lie. If there is something to change in this world, then it can only happen through music.”

Jimmy Hendrix

“One good thing about music, when it hits you, you feel no pain.”

Bob Marley

“Music washes away from the soul the dust of everyday life.”

Berthold Auerback

“Music is a world within itself, it is a language we all understand.”

Stevie Wonder

“A good song reminds us what we are fighting for.”

Pete Seeger

Silent Witness, Part 1

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/silent-witness-cv/>

Essential Question

How does music help bond a community toward a common goal?

Note

The content of this video addresses serious themes of bullying and depression. Educators should be extremely sensitive to students in the class who may be experiencing bullying or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

Introduction

Bullying continues to plague an untold number of children in the playgrounds and hallways of American schools. But there are ways for kids to protect themselves. *Silent Witness* explores several scenarios of the non-violent methods parents and educators are teaching kids to stop the bullying, ways that can help them not be the target of bullies.

Over the next five lessons we will discuss things we can do to stop bullying and help the victims of bullies. We will watch a video segment, have a discussion about it, and then complete an activity to encourage you to think about the your own actions when faced with a bully or a situation involving bullies.

Teacher

1. Begin by explaining that the lesson is going to focus on bullies, victims, and witnesses to bullying.
2. Read the summary of the video: In *Silent Witness, Part 1*, kids talk about their experiences with bullying, whether they are the bullies, the victims, or the witnesses to bullying.
3. Ask the students: How has your definition of 'bully' changed over the course of the last few units?
4. View the video segment.

Activity: Follow the Code

Materials

Recordings of the following songs by artist and album:

- “Swing Low, Sweet Chariot,” by Paul Robeson, *The Legendary Moscow Concert 1949*
- Copies of lyrics
- Copies of article “Songs of the Underground Railroad” from the Harriet Tubman Historical Society website, www.harriet-tubman.org
- Access to the Internet

Teacher

In this unit, students will learn how music supports a message through lyrics and musical form. By the end of this unit students will create a musical program, a play list of songs that would fit in a concert to support an anti-bullying message.

1. Form groups of no more than five (5) to work together for this unit. This will be their musical program group.
2. Play the song “Swing Low, Sweet Chariot” sung by Paul Robeson and ask students what they hear. What kind of voice does Paul Robeson have? What does it remind you of? Why is his voice suited to this song?
3. Ask students to read the lyrics to the song. Ask what they notice about the lyrics.
4. Ask students to comment on the meaning of the song. When would this be sung? Why?
5. Distribute the article “Songs of the Underground Railroad” from the Harriet Tubman Historical Society website, www.harriet-tubman.org. Give the group time to read the article and ask them to cite evidence in the article to support this song as a ‘code song.’
6. Listen to the song again with this new knowledge and ask the group what they notice now that they understand the code, the hidden meaning of the song.
7. How did singing these songs lift up the people? How do they “express solidarity” or give a sense of community?
8. Think about how sometimes songs we know seem to be about one thing, but the lyrics can be interpreted to be about something else. What are some examples of this? (Some famous examples are the Beatles “Blackbird” as actually being a song in support of civil rights; “London Calling” by the Clash is actually about a wake up call to politicians to save the London from global warming and particularly from flooding.)
9. With your group, brainstorm a list of songs that could be code to tell a person who is a victim of bullying that there is support for him/her. Try to think of songs other than the ones you have used in earlier lessons. You will eventually pick at least one of these songs to be part of the music program you create. Use the Internet if necessary/available.

From The Harriet Tubman Historical Society: Songs of the Underground Railroad

Songs were used in everyday life by African slaves. Singing was tradition brought from Africa by the first slaves; sometimes their songs are called spirituals. Singing served many purposes such as providing repetitive rhythm for repetitive manual work, inspiration and motivation. Singing was also used to express their values and solidarity with each other and during celebrations. Songs were used as tools to remember and communicate since the majority of slaves could not read.

Harriet Tubman and other slaves used songs as a strategy to communicate with slaves in their struggle for freedom. Coded songs contained words giving directions on how to escape also known as signal songs or where to meet known as map songs. Read more about Underground Railroad secret code language.

Songs used Biblical references and analogies of Biblical people, places and stories, comparing them to their own history of slavery. For example, “being bound for the land of Canaan” for a white person could mean ready to die and go to heaven; but to a slave it meant ready to go to Canada.

Supporters of the Underground Railroad used words railroad conductors employed everyday to create their own code as secret language in order to help slaves escape. Railroad language was chosen because the railroad was an emerging form of transportation and its communication language was not widespread. Code words would be used in letters to “agents” so that if they were intercepted they could not be caught. Underground Railroad code was also used in songs sung by slaves to communicate among each other without their masters being aware.

These are the most commonly used code words and their meanings:

- **Agent** — Coordinator, who plotted courses of escape and made contacts.
- **Baggage** — Fugitive slaves carried by Underground Railroad workers.
- **Bundles of wood** — Fugitives that were expected.
- **Canaan** — Canada
- **Conductor** — Person who directly transported slaves
- **Drinking Gourd** — Big Dipper and the North Star
- **Flying bondsmen** — The number of escaping slaves
- **Forwarding** — Taking slaves from station to station
- **Freedom train** — The Underground Railroad
- **French leave** — Sudden departure
- **Gospel train** — The Underground Railroad
- **Heaven** — Canada, freedom
- **Stockholder** — Those who donated money, food, clothing.
- **Load of potatoes** — Escaping slaves hidden under farm produce in a wagon
- **Moses** — Harriet Tubman
- **Operator** — Person who helped freedom seekers as a conductor or agent
- **Parcel** — Fugitives that were expected

- **Patter roller** — Bounty hunter hired to capture slaves
- **Preachers** — Leaders of and spokespersons for the Underground Railroad
- **Promised Land** — Canada
- **River Jordan** — Ohio River
- **Shepherds** — People who encouraged slaves to escape and escorted them
- **Station** — Place of safety and temporary refuge, a safe house
- **Station master** — Keeper or owner of a safe house

Swing Low, Sweet Chariot

Swing low, sweet chariot,
 Coming for to carry me home,
 Swing low, sweet chariot,
 Coming for to carry me home.

I looked over Jordan and what did I see
 Coming for to carry me home,
 A band of angels coming after me,
 Coming for to carry me home.

I you get there before I do,
 Coming for to carry me home,
 Tell all my friends that I'm coming, too,
 Coming for to carry me home.

Silent Witness, Part 2

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/silent-witness-cv/>

Essential Question

How can the musical form of call and response singing form a bond within a community?

Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullies, victims, and bystanders.
2. Read the summary of the video: In *Silent Witness, Part 2*, Kyle Finn shares his experience of being bullied in school and how it hurt when his friends watched but did nothing to stop it.
3. Ask the students: How has your definition of 'victim' changed during this unit?
4. View the video segment.
5. 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 Kyle Finn's story. How was he victimized by bullies? Why? What did his friends do? Why?
2. What "differences" make kids targets of bullies? Why?
3. How do bullies sense fear in a prospective victim?
4. What is perhaps the hardest part of being a parent of a bully's victim? Explain your answer.
5. Kyle says, "People who appear to be good people can actually be cruel people." Cite evidence from the documentary to explain his statement. Does this statement apply to your school and/or community? Explain your answer.

Activity: "Wade in the Water"

Materials

- Recordings of "Wade in the Water," *The Blind Boys of Alabama*, *Higher Ground*
- Copies of lyrics to "Wade in the Water"
- Teacher resource page (for teacher only)

Teacher

1. In this session, students will decode the lyrics and analyze musical form of call and response.
2. Have students get into their program groups and distribute the lyrics to "Wade in the Water." Using the article and code list from the last session as well as their own imaginations, students should decipher the code of the song and explain why Harriet Tubman and the Underground Railroad workers would choose to sing this song.
3. Have them share their findings. Share the additional information on the teacher resource sheet.
4. Play the Blind Boys of Alabama recording of "Wade in the Water." Ask the students to listen for the call and response in the song: someone sings a line, and the rest of the group responds with a repeated phrase.
5. Why do you think the songs were written in call and response form? What purpose would it serve for those escaping enslavement? (Use the Teacher resource notes.)
6. What call and response songs do you know? Have you ever been asked to use a call and response song? Think about elementary school or summer camp experiences. What was the purpose of that call and response song? How does that compare to those who escaped enslavement?
7. How could a call and response song be helpful in a bullying situation? What kind of scenario can you envision where a victim or members of the bystanders could start a call and response? Why?
8. With your group, create a list of call and response songs that could be used in your anti-bullying musical program. Use the Internet if necessary/available. Remember, all songs must be school appropriate. All songs will be vetted for lyrics and imagery.

Conclusion

How does call and response singing form a bond among singers? Among community members?

Notes

Wade in the Water

Wade in the water
Wade in the water, children,
Wade in the water
God's a-going to trouble the water
See that host all dressed in white
God's a-going to trouble the water
The leader looks like the Israelite
God's a-going to trouble the water
See that band all dressed in red
God's a-going to trouble the water
Looks like the band that Moses led
God's a-going to trouble the water
Look over yonder, what do you see?
God's a-going to trouble the water
The Holy Ghost a-coming on me
God's a-going to trouble the water
If you don't believe I've been redeemed
God's a-going to trouble the water
Just follow me down to the Jordan's stream
God's a-going to trouble the water

Silent Witness, Part 3

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/silent-witness-cv/>

Essential Question

How do story songs form bonds among community members?

Teacher

1. Begin by explaining that the lesson is going to focus on bystanders.
2. Read the summary of the video: Stanzi Sanders was bullied and teased in school. While she was being bullied, other kids and even friends didn't do anything but watch.
3. Ask the students: How has your definition of bystander changed over the course of this unit?
4. View the video segment.
5. 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 counselor asks the students, "What is the difference between tattling and telling?" How would you respond to this question?
2. Describe Stanzi's illness and how it led to being bullied. What role did her friends play? How did the bullying affect her personal development? Explain the words, "Bullying changes the victim."
3. One of the students interviewed says she lives by one of her favorite quotes: "Be the agent of change you want to see in the world." How does this apply to bullying? Is this an easy code to live by? Why or why not?
4. What is the role of courage in changing the attitudes toward standing up to bullying? Explain your answer.

Activity: Build the Story

Materials

- “Baseball Cap” by Faithless on the album *Reverance*
- Copies of lyrics to “Baseball Cap”

Teacher

1. Have students sit with their musical program groups.
2. Ask students to tell you about the elements of a good story. They should include characters, setting, plot or events, conflict, resolution.
3. Ask if ALL lyrics to songs tell stories and have them explain their answers with examples from popular music and other genres. Does a song have to have a story to be good? Why or why not?
4. Explain that today’s lesson is about stories of bullying told in song.
5. Distribute the lyrics for “Baseball Cap” and play the recording.
6. Have groups identify the elements of story in the lyrics and discuss using the following questions (always listening to their responses to create more questions):
 - How does the music support the story elements? Cite sections of the song to support your answer.
 - If you only listened to the music without the lyrics, could you hear the events? Explain your answer using examples from the song.
 - What is the mood of the music? What in the music supports your answer?
 - What is the message of the story? What part of the song supports your answer?
7. Why is a story song important to include our musical program?
8. With your group, create a list of story songs that could be used in your program. Remember, all songs must be school appropriate. All songs will be vetted.

Conclusion

How does a story song form a bond among community members?

Notes

Baseball Cap

by Rollo Armstrong, Sister Bliss, Maxi Jazz

Oh, smack, there goes my baseball cap I'm on the floor,
I think I took a burse to my jaw,
Jumped me from behind at least three, maybe four,
I never see my hat no more.

Oh, smash. There goes my baseball cap,
It's gone, gone, gone, gone,
I can't get it back.

Oh, smash, there goes my baseball cap,
It's gone, gone, gone, gone,
I can't get it back.

14 years old and hard to the core,
I'm walking home making plans for war,
My hands was cut, my uncle says 'what's up?'
Let me guess, your clothes are in a mess, you're in distress,
Sit down, take five and let me look at your knees,
Your still alive son, please take it easy
Sometimes you have to let the world know you're not bluffing,
But enough is enough, don't loose your life over nothing,
Scuffling in the street is no way to die,
And I don't want to have to meet your mama's eye,
So try and listen hard before you fall into the trap
Of making war over a baseball cap.

Oh, smash, there goes my baseball cap,
It's gone, gone, gone, gone,
I can't get it back.

Oh, smash, there goes my baseball cap,
It's gone, gone, gone, gone,
I can't get it back.

Silent Witness, Part 4

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/silent-witness-cv/>

Essential Question

How do we make anti-bullying a priority in schools and in our community?

Teacher

1. Begin by explaining that the lesson is going to focus on the changes that are necessary to make bully-prevention a priority.
2. Read the summary of the video: Sometimes it does require a parent to step in and talk to their kid's school about how to change the bullying climate in the school.
3. Ask the students: What is your definition of climate? Write answers on the board.
4. Provide the following definition for students: **climate (n)**: the prevailing attitudes, standards, or environmental conditions of a group, period, or place
5. View the video segment.
6. 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 Bill Ehrenreich's story. What was the event that changed his mother's life?
2. How did Bill's mother talk to the school district? Did it work? Would it be effective in your school district if a parent did this? Why or why not?
3. The Fox School District took several steps toward creating an anti-bullying climate:
 - a. The administration acknowledged the problem.
 - b. They made prevention a priority for everyone.
 - c. They trained all teachers to recognize bullying and how to respond.
 - d. They established anti-bullying groups for students.
 - e. They set out confidential bullying boxes.
 - f. Teachers made videos of their own bullying experiences .

Activity: State Your Message

Materials

Copy of lyrics and recording of:

- “We’re Not Gonna Take It” by Twisted Sister from their album *Big Hits and Nasty Cuts: The Best of Twisted Sister*
- “Stand Up” by Sugarland from their album *The Incredible Machine*

Teacher

1. Students should sit with their musical program groups.
2. Explain that just as in Mrs. Ehrenreich’s story, there are times in life when people decide it is time to make a change. Ask students if they have ever experienced this feeling or witnessed it in their lifetime. What are some historical moments when a person or a group of people decided it was time for a change?
3. Ask students to sum up Mrs. Ehrenreich’s mission in one sentence. What do you think she kept repeating to herself in her daily life that kept her focused? Why?
4. What kind of music would support this message? Would it be quiet or loud? Would it be a fast or slow tempo? Why?
5. Distribute the lyrics to “Stand Up” and have students listen to recording.
6. Discuss the recording using the following questions:
 - What is the message of this song?
 - What lyrics and musical sections stand out? Why?
 - How was the design of the song intentional about making sure you remember those lyrics and that musical section?
 - How does the music support the message in its tempo, dynamics, melody, or structure?
7. Listen to “We’re Not Gonna Take It” and discuss using the same questions.
8. Which song best supports an anti-bullying message? Why?
9. How are these songs different from code songs and story songs? Would either of these songs be considered a call and response song? Why/not?
10. With your group, brainstorm a list of songs that deliver a blatant anti-bullying message. Remember, keep your selections school appropriate. All songs will be vetted.

Conclusion

How do lyrics and music work together to deliver a message? How do the songs students have selected deliver an anti-bullying message?

In the next section, student groups will complete and present their musical programs to the class.

Stand Up

By Sugarland

All the lonely people crying
It could change if we just get started
Lift the darkness, light a fire
For the silent and the broken hearted

Won't you stand up, stand up, stand up?
Won't you stand up, you girls and boys?
Won't you stand up, stand up, stand up?
Won't you stand up and use your voice?

There's a comfort, there's a healing
High above the pain and sorrow
Change is coming, can you feel it
Calling us into a new tomorrow?

Won't you stand up, stand up, stand up?
Won't you stand up, you girls and boys?
Won't you stand up, stand up, stand up?
Won't you stand up and use your voice?

When the walls fall all around you
When your hope has turned to dust
Let the sound of love surround you
Beat like a heart in each of us

Won't you stand up, stand up, stand up?
Won't you stand up, you girls and boys?
Won't you stand up, stand up, stand up?
Won't you stand up and use your voice?

Won't you stand up, stand up, stand up?
Won't you stand up, you girls and boys?
Won't you stand up, stand up, stand up?
Won't you stand up and use your voice?

Won't you stand up?
Won't you stand up, stand up, stand up?
Won't you stand up and use your voice?

We're Not Gonna Take It

By Twisted Sister

We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We've got the right to choose and
There ain't no way we'll lose it
This is our life, this is our song
We'll fight the powers that be just
Don't pick our destiny 'cause
You don't know us, you don't belong
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
Oh you're so condescending
Your goal is never ending
We don't want nothin', not a thing
from you
Your life is trite and jaded
Boring and confiscated
If that's your best, your best won't do
Oh, oh, oh
Oh, oh, oh
We're right, yeah
We're free, yeah
We'll fight, yeah
You'll see, yeah
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore

Oh, oh, oh
Oh, oh, oh
We're right, yeah
We're free, yeah
We'll fight, yeah
You'll see, yeah
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
We got the right to choose and
No, we ain't gonna take it
There ain't no way we'll lose it
We're not gonna take it anymore
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
No, we ain't gonna take it
We're not gonna take it anymore
We're not gonna take it
We'll fight the powers that be
No, we ain't gonna take it
Don't pick our destiny
We're not gonna take it anymore

Silent Witness, Part 5

Bullying and Violence Prevention Grade Level: **High School**



Link

<http://atap.connectwithkids.com/silent-witness-cv/>

Essential Question

What power does music have to communicate anti-bullying messages?

Teacher

1. Begin by explaining that the lesson is going to focus eliciting conversations about the roles we play in bullying.
2. Read the summary of the video: Students discuss different ways in which they can make a change to the bullying problems at their school.
3. Ask the students: What is your definition of improvisation? Write answers on the board.
4. Provide the following definition for students: **improvisation (n)**: the act of doing, making, or saying something without any previous preparation or a script
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What is "social improvisation" or "social theatre?" Do you think it is a positive step toward changing attitudes toward bullying? Why or why not?
2. The experts say, "Students are learning about the power they have to stop bullying and learning how telling not only protects victims, it can protect them, too, from one day becoming victims themselves." Do you agree or disagree with this statement? Why? What is "the power" you have in regards to bullying?
3. Mary Ann Byrne, a school counselor, says, "There's not a person in this country that's not involved in [bullying]. You're either the bully, the victim, or the bystander. And we're all affected by it." Respond to this quotation and explain your answer. How are we "all affected by it"?

Activity: Get With the Program

Materials

- Lists of songs compiled in other class sessions
- Access to Internet
- Presentation and audience area

Teacher

1. Today you will make final selections for your musical program on anti-bullying. Each program can have up to eight songs and must contain at least one of EACH of the following:
 - A coded song
 - A call and response song
 - A story song
 - A song where the message is blatantly stated
2. If available, students may use the Internet or other resources to find music for their programs.
3. Remember the rules about school appropriate music. If you think it might not be appropriate, it probably isn't.
4. Write a brief description of each song you select for your program and how it supports your anti-bullying message.
5. Create a title for your musical program that reflects your message.
6. Each group will present its program to the class — not through performance, but by outlining the proposed program to the class.
7. Ask students to discuss appropriate behavior during presentations.
8. After all programs have been presented, compare and contrast the musical selections.

Conclusion

What power does music have to communicate anti-bullying messages?

Notes
