

HUM IF YOU'RE HAPPY

Learning Intention

I can actively participate in a mindfulness activity.
I can communicate my thoughts and feelings to peers.
I can creatively share my identity through music.

Criteria

- ❖ Students can participate in the mindfulness activity.
- ❖ Students can actively engage in the read aloud and communicate with their peers.
- ❖ Students can creatively share their identity through sound or music.

Inquiry Question

How can I express myself and my identity through sound and music?

Big Ideas

- ❖ **PHE2:** Our physical, emotional and mental health are interconnected.
- ❖ **ART2:** Creative expression develops our unique identity and voice.

Curricular Competencies

- ❖ **PHE2:** Identify personal skills, interests, and preferences and describe how they influence self-identity
- ❖ **ART2:** Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Content

- ❖ **PHE2:** Factors that influence self-identity
- ❖ **ART2:** Elements in the arts: music

Core Competencies: Name & Nurture!

Creative Thinking: Students will be using their creative thinking skills to see an idea through from creating to generating to developing. This entire process allows students to choose how they express themselves and gives them the freedom to try new things.

Personal Awareness: Students will be encouraged to take time to be mindful and present throughout this process. We will start with the mindfulness activity to bring awareness to the benefits of this practice to our overall health and well-being.

First People's Principles of Learning

Learning involves patience and time: As students are learning the practice of mindfulness, remind them that it takes practice and time. We will need to be patient and kind to one another through the process as we learn to incorporate mindfulness into our everyday lives.

LEARNING EXPERIENCE PLAN

Materials/Resources

- ❖ Kaya's Heart Song by Diwa Tharan Sanders (can be found on Epic books)
- ❖ Ipad or voice recorder
- ❖ Musical instruments or the app GarageBand
- ❖ Paper and felts/pencil crayons

The Plan

Connecting

1. Complete the 'Hum If You're Happy' mindfulness activity:
 - ❖ If you are comfortable, close your eyes and take a deep breath.
 - ❖ Close your lips and hum a few notes to yourself until you find one you like.
 - ❖ Breathe in deeply. With your out-breath, hum your note...hmmmmm.
 - ❖ Put your hand to your chest to notice the vibration of your humming. What do you feel in your hand and body?
 - ❖ Breathe in, breathe out and hmmm.
 - ❖ Let your humming send calm into your heart.

Processing

1. Share the cover of the book with students and ask them to predict what the book will be about.
2. Stop at certain points throughout the book to ask questions. Examples below:
 - a. How do you think Kaya is feeling?
 - b. What do you think a heart song is?
3. After reading the story, ask students what they think a heart song is and how we can make our own. Brainstorm ways we can share our songs.
4. Start brainstorm by sharing a couple different ways we can explore creating our own songs
 - a. Sound map – draw sounds as you hear them.
 - b. Music clip – use instruments or GarageBand to create a musical piece.
 - c. Student choice – maybe they play an instrument and can record them playing it. Can they write/show music for it?

Transforming & Personalizing

1. Students will have an opportunity to choose how they showcase their song. This process may take a few days to a week to come together.
2. When all pieces are finished, give students an opportunity to share with the class on an individual basis, or set up a gallery walk.
3. As a closing activity, have students reflect on their heart song. How does it make them feel? What do they think about when they hear this song? How can they use this song to bring their body to a calm state?