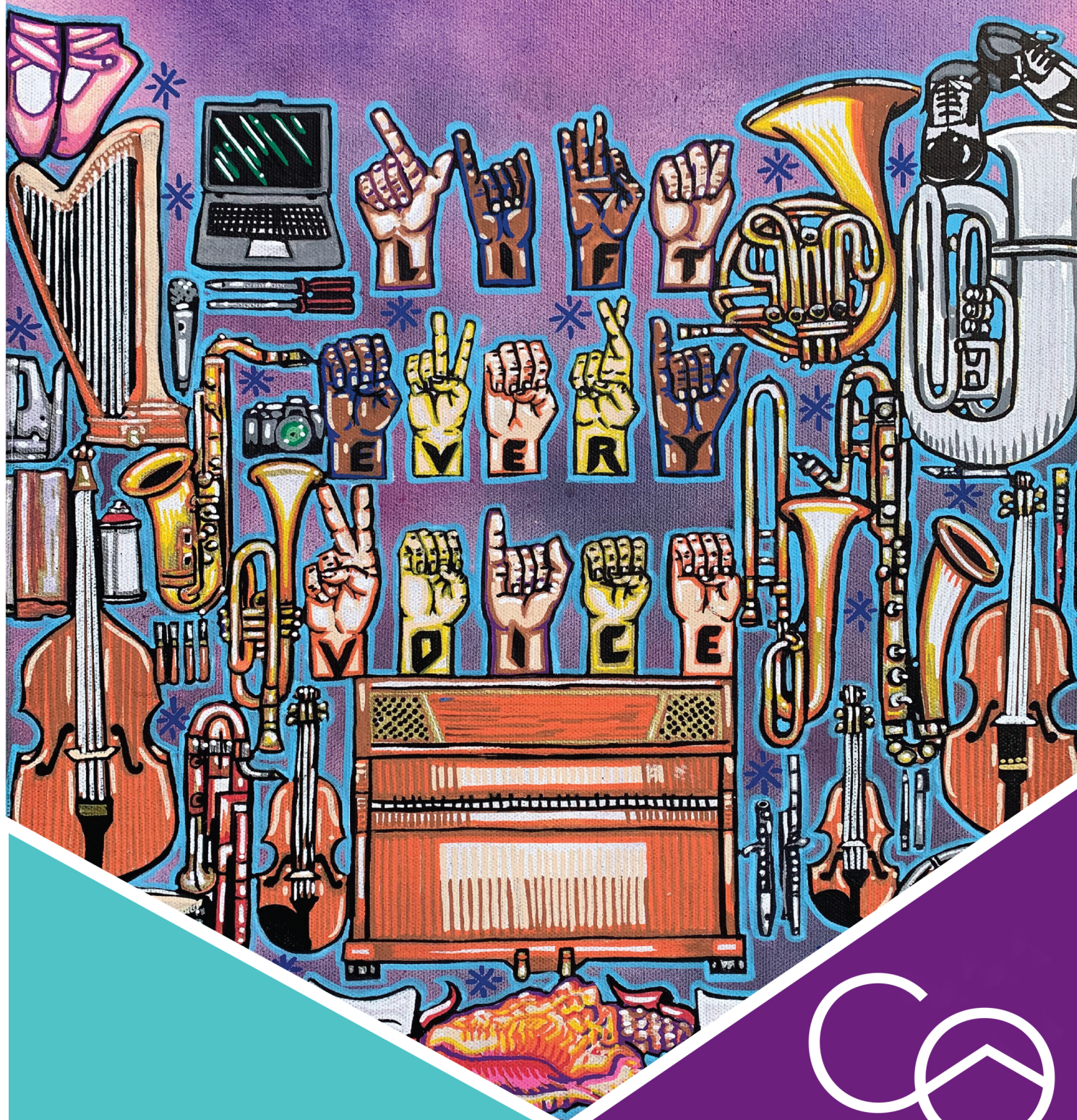


2021-2022



music**curious**

EDUCATION PROGRAMS OF THE COLORADO SYMPHONY



SYMPHONY





## Lesson 1: **Bold Voices**

### **SUMMARY**

Throughout history, artists have been making bold statements through their art. In this lesson, we will explore how artists drew on their backgrounds to create, and then look to our own experiences to see what inspires us to be bold. Then, we will learn how to describe personal preference and assert our opinions to people with opposing views.

### **ESSENTIAL QUESTIONS**

What does it mean to be bold?

### **LEARNING OBJECTIVES**

**Students will be able to:**

- Identify artists of different time periods and relate how they used factors such as their culture, place of living, and identities to create and express themselves.
- Describe their own musical preferences and engage in respectful discussions with people of differing opinions.
- Reflect on their own backgrounds to describe what inspires them to be bold and write their own biography.

### **MATERIALS NEEDED\***

- **Biographies** of composers
- Device for watching **contemporary artist videos**
- Device for listening to **featured repertoire playlist**
- **Listening Guide** for analyzing excerpts
- **Autobiography Instructions**
- Medium for writing biographies (digital or written out)

*\*All bolded items can be found in the Colorado Symphony Remote Access Folders*

### **FEATURED REPERTOIRE**

Mozart: *Eine Kleine Nachtmusik*

Beethoven: *Ode to Joy*

Ellington: *It Don't Mean a Thing*

Price: *Symphony No. 1, Movement 3: Juba Dance*

Lecuona: *Andalucia Suite*

Moncayo: *Huapango*

Thomas: *Of Our New Day Begun*

Clyne: *Restless Oceans*





## Colorado State Standards

### GRADE 6

#### Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

2. Articulate and justify personal preferences as a music consumer.

#### Colorado Academic Standards in Reading, Writing, and Communicating

Standard 1. Oral Expression and Listening

Grade Level Expectation:

2. Develop, organize, and present ideas and opinions effectively.

### GRADE 7

#### Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

1. Evaluate, through compare and contrast, two or more musical performances or compositions used prescribed criteria.

#### Colorado Academic Standards in Reading, Writing, and Communicating

Standard 3. Writing and Composition

Grade Level Expectation:

2. Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

### GRADE 8

#### Colorado Academic Standards in Music

Standard 4. Aesthetic Valuation of Music

Grade Level Expectation:

3. Identify and describe musical characteristics and performance styles of different [world] cultures.

#### Colorado Academic Standards in Reading, Writing, and Communicating

Standard 3. Writing and Composition

Grade Level Expectation:

1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.





## Putting The Lesson Into Practice

### ACTIVITY 1

1. Discuss the focus question: what does it mean to be bold?
  - What are synonyms to the word bold?
  - Can you describe a time you witnessed someone being bold?
  - Is there anyone in your life that inspires you to be bold?
  - How can art be bold?
2. Read biographies of historical composers.
  - What were things the composers had to overcome to create?
  - Describe the time period the composers lived in. What kind of actions would have been considered bold for that time?
3. Watch videos of contemporary artists.
4. Reflect on the backgrounds of each of the artists. Identify similarities and differences between you and the artists.
  - Who do you most relate to? Why?
  - Does one of the artists inspire you to be bold? How?
5. Create your own autobiography (written or video).
  - Describe the time period and place that you live in now.
  - Who are some important people in your life? How have they inspired you to be bold?
  - What are some things that you are passionate about?
6. Present your bio to the class (virtually or in person).
  - Virtual Modification: Bios could be posted on a discussion forum and students could leave comments for one another.



## Lesson Connections

### SERVICE LEARNING & SELF EXTENSIONS

- Send your bio to a local nursing home or veteran's association. Ask for bios back that describe how they lived bold lives.
- Share your biography with your family.
  - Ask them about their own life and have them make a bio.
  - Create a family tree using everyone's bios.





## Putting The Lesson Into Practice

### ACTIVITY 2

1. Using the Listening Guide, compare and contrast the selected pieces.
  - Identify the different musical elements in each piece.
2. Choose which of the two pieces you prefer.
  - Describe why you prefer that piece.
  - Across the listening guide, are there certain musical elements that are the same in the ones you like?
3. Pair with a classmate and compare listening guides.
  - Did you like the same or different pieces?
  - Are the musical elements you prefer the same or different from your partners?
4. Practice asserting your opinion in a respectful way, even if it is different from your partner.
  - "I respectfully disagree with you. I actually preferred \_\_\_\_\_ song because of \_\_\_\_\_ reason."
  - "I like that song too, but because of \_\_\_\_\_."
  - "The thing I don't like about that song is \_\_\_\_\_, but I can see why you like it."



## Lesson Connections

### LISTENING EXTENSION

1. Choose your favorite piece from the Featured Repertoire list and your current favorite song.
2. Using the Listening Guide, compare and contrast the pieces together.
  - Are there examples of music you listen to today that is bold? How do pop musicians use their platform to make bold statements?
3. Make a playlist around the theme of "Boldness."
  - Think of songs that have a bold message or songs that inspire you to act boldly.
  - For more detailed instructions, check out last year's curriculum packet on how to make a playlist.
4. Swap playlists with a classmate.
  - Listen to their playlist and reflect on the similarities and differences to your playlist.

### DEBATE EXTENSION

1. Based on your preferred pieces from the Listening Guide, pair up with someone that has opposite opinions to perform a debate.
2. Using answers from the Listening Guide, compile debate points.
3. Possible Points:
  - I think that this composer has a background that we can all relate to.
  - I find that this musical aspect makes me feel \_\_\_\_\_.
4. Have both students present why they prefer one piece over another "debate style".

### Teacher Example

Create a BOLD playlist  
and share with your  
students!





## Lesson Connections

### MINDFULNESS & MOVEMENT EXTENSION

1. Download the free app, “Breathing App,” to practice resonance breathing.
2. Watch a video modeling how to breathe (Click on the i in the upper corner and choose Quick Start Video).
  - Focus on inhaling and exhaling exclusively through the nose, creating a soft sound without strain. It sounds like a subdued Darth Vader.
3. Using the Breathing App, set the timer in the app to breathe for 1 minute.
4. Imagine a scenario where you may be nervous to act boldly (speaking up to a classmate or bully, speaking in front of a class, doing something new, singing in front of people, etc.).
  - How does your body feel? What sensations do you feel?
5. While imagining this scenario, try slowing your breathing (as practiced with the app) focusing on “stress areas.”
6. Reflect. How did you feel when you were imagining acting boldly? How did you feel after performing the breathing exercise?

### ENSEMBLE CLASS ADAPTATIONS

The previous activities are all meant for general music or music appreciation classes. Adaptations would be necessary for use in ensemble classes in scenarios where there is in person or hybrid learning, through online classes taught as described. With in person and hybrid learning taken into consideration, the following adaptations are suggestions that can be implemented or used for inspiration.

#### In Person

- Both activities could be utilized as “bell warmer” activities that students do as they come into class and wait for everyone to arrive and get set up. Students could read one biography or fill out the Listening Guide as an excerpt plays at the beginning of class. Class could begin with a brief discussion on what they read or heard and then move onto the ensemble warming up.

#### Hybrid Learning

- Both activities could be extended and assigned to students to do on their “online” learning days. Every week, students could be assigned to read one composer biography, watch one collaborator video, or listen to one piece and fill out the Listening Guide. Students could simultaneously be working on the cumulative projects (creating an autobiography, preparing debate points, etc.) while participating in ensemble rehearsals as usual in person.

### HIGH SCHOOL CONSIDERATIONS

While this entire packet is meant for 3-5th and 6-8th grade, the activities and extensions were created with the flexibility to be scaled up to high school. Changes may or may not be necessary and would generally be slight. In most cases, worksheets and readings may be appropriate for lower classman. Upperclassmen can use the prompts, worksheets, and resources as the foundation for essays, presentations, research, and other age appropriate projects. The following suggestions could be used with consideration for the above ensemble adaptations to fit a classroom’s specific needs.

#### Activity 1

- Students write a comparative essay comparing and contrasting their lives with the lives of a specific composer.
- Students write a biography on a specific composer, utilizing a mix of provided resources and researched materials.

#### Activity 2

- Students create their own criteria for judging music and deciding their musical preferences.
- Students write a persuasive speech on their preferred musical piece.



## Lesson 2:

# Find Your Voice

### SUMMARY

People can be inspired by many things: their backgrounds, their environments, their communities, other artists or art. On top of that, people can express their ideas in a variety of ways such as through music performance, music composition, poetry, visual art, and dance. In this lesson, we will reflect on what in our life inspires us and then begin exploring the variety of mediums we can use to express ourselves.

### ESSENTIAL QUESTIONS

What inspires you? What does it mean for something to be inspirational?

### LEARNING OBJECTIVES

**Students will be able to:**

- Identify points of inspiration that can be used as a foundation for creation.
- Create across a variety of mediums based on different prompts and theme.

### MATERIALS NEEDED\*

- Device for watching **collaborator videos**
- Device for listening to **musical excerpts**
- Instruments or Instrument Materials with **building instructions**
- **Inspiration Cards**
- Materials for composing
- Device for Chrome Music Lab, Garage Band, Noteflight, etc.
- Art Materials

*\*All bolded items can be found in the Colorado Symphony Remote Access Folders*

### FEATURED REPERTOIRE

Beethoven: Symphony 7

Beethoven: Ode to Joy

Moncayo: *Huapango*

Ellington: *It Don't Mean a Thing*





## Colorado State Standards

### GRADE 6

#### **Colorado Academic Standards in Music**

Standard 2. Creation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 1. Oral Expression and Listening

Grade Level Expectation:

1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

### GRADE 7

#### **Colorado Academic Standards in Music**

Standard 2. Creation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange simple melodic and rhythmic phrases and variations to convey intent.

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 1. Oral Expression and Listening

Grade Level Expectation:

- 1a. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### GRADE 8

#### **Colorado Academic Standards in Music**

Standard 2. Creation of Music

Grade Level Expectation:

2. Compose, improvise, and arrange increasingly complex melodic and rhythmic phrases to convey intent.

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 1. Oral Expression and Listening

Grade Level Expectation:

1. Engage in effective collaborative discussions and analyze information presented.



## Putting The Lesson Into Practice

### INTENTIONS AND ADAPTATIONS

The following activities are intended to be presented as station activities. In-person, each of these activities can be done with as few as 2 students per station at a time. Stations can be omitted depending on size of class and availability of materials. Alternatively, a whole day can be devoted to one activity that the class can do in small groups. Remotely, teachers can utilize the Online Resource Folder and upload all resources onto their learning platforms for student to access many of the materials needed. Students can then collaborate in a virtual meeting or post their creations on a forum to give and receive feedback.

### MUSIC COMPOSITION ACTIVITY

1. Watch Omar Thomas talk about what inspiration is to him and what inspires his music making process.
2. Choose an inspiration for a song based on one (or two) of the below prompts:
  - Hope
  - Unity
  - Sadness
3. Research other songs that are connected to your prompt.
4. Choose your favorite and analyze its musical qualities.
5. Identify musical qualities to incorporate into your song based on your inspiration.
  - Ex. What kind of instruments are used in a song that you like?
  - Ex. What kind of tempo would you use to evoke happiness? Sadness? Anger?
6. Compare and contrast traditional notation software (MuseScore, Noteflight, Finale, etc.) with a modern application (GarageBand, Looper, etc.).
7. Choose which kind of software you want to use.
8. Create your own original song based on your chosen prompt or a variation of our examples using either GarageBand or traditional notation software.
9. Share with a classmate.
10. Give feedback to one other classmate.

### DANCE ACTIVITY

1. Watch Cleo Parker Robinson talk about what inspiration is to them and how they are inspired to dance.
2. Discuss with students their prior knowledge of the Jazz Age.
  - What do you know about jazz? How would you describe jazz music?
  - What is the relationship of jazz dance to jazz music?
3. Show students a clip from this video on the different Jazz Dances such as the Charleston or Lindy Hop.
4. Identify movements of these dances.
5. Practice dancing by isolating body parts.
  - E.g.: Move head side to side or up and down
  - Shoulders up and down
  - Rib cage forward and back
  - Hips side to side
6. Listen to Ellington's *It Don't Mean a Thing*.
7. Dance in a jazz style while listening.

#### Latin Dance Resources

Replace "Jazz" with "Flamenco" throughout this activity to adapt this activity for a Latin focus. Check out the Online Resource Folder to watch the Fiesta Colorado Dance Company video and other resources!





## Putting The Lesson Into Practice

### SPOKEN WORD/POETRY ACTIVITY

1. Watch Frankie LeTroy talk about what inspiration is to him and how he puts poetry to music.
2. Listen to an excerpt of Beethoven Symphony 7.
3. Free write adjectives that describe the music or how you felt while listening.
4. Create an original poem using the adjectives you wrote as inspiration.
5. Perform your poem by reciting it out loud.
  - Reflect on the difference between silently reading a poem and reading it out loud.
6. Share with a classmate.
7. Provide feedback to one other classmate.

### MUSIC PERFORMANCE ACTIVITY

1. Watch Yumi talk about what inspires her to perform and the emotions she feels while performing.
2. Discuss how it feels to be a part of band or orchestra.
  - Why do you like being a part of band or orchestra? How is it different from being parts of other groups or teams?
  - What kinds of pieces do you like to perform? How are they different from the songs you like to listen to in your free time?
3. Watch the different versions of Beethoven's Ode to Joy. Discuss the differences in the performance.
  - What kind of emotions does watching the performance create? How might it have been different if there were no visuals?
  - How would you feel performing in each of those settings? In a concert hall? At a mall? In your living room?
4. Perform Ode to Joy as a class (or record yourself playing your individual part)
5. Reflect on the performance.
  - What are things you did well? What are things you could improve on?
6. Share your thoughts (or performance) with a classmate.
7. Give feedback to one other classmate's thoughts (or performance).

### VISUAL ART ACTIVITY

1. Watch Javier Flores talk about what inspires him to make visual art.
2. Using the Visual Art and Music: Inspiring Each Other resource, explore the relationship between visual art and music.
  - Listen to a musical excerpt that inspired a piece of art. What kind of art do you imagine? Is it close to what was actually inspired?
  - Look at a piece of art that was inspired by music. What kind of music do you imagine? Is it close to what was actually inspired?
3. Listen to an excerpt of *Huapango* and write 6 words that come to mind while listening (feelings, sights, memories, colors, shapes, etc.).
4. Using the words you wrote down, decide whether you want to create a scene (concrete art) or colors/shapes/lines that are inspired by the words.
5. Listen to the piece again begin creating.
6. Write an explanation of how the visual art represents the music.
  - I saw/visualized/imagined the music as \_\_\_\_\_.
  - I used colors/shapes/lines like \_\_\_\_\_ to show/because \_\_\_\_\_.
7. Share with a classmate.
8. Give feedback to at least one other classmate's project.

#### Female Lead

Anna Clyne's piece *Restless Oceans* was inspired by the poem *A Woman Speaks* by Audre Lorde. Read it, then listen to *Restless Oceans*, and try to identify the connections.

#### Teacher Example

Share your favorite music video with students. Discuss how the visuals add to the music.



## Lesson Connections

### MINDFULNESS AND MOVEMENT EXTENSION: GUIDED VISUALIZATIONS

1. Download the free app, "Breathing App," to practice resonance breathing.
2. Watch a video modeling how to breathe (Click on the i in the upper corner and choose Quick Start Video).
  - Focus on inhaling and exhaling exclusively through the nose, creating a soft sound without strain. It sounds like a subdued Darth Vader.
3. Using the Breathing App, set the timer in the app to breathe for 1 minute.
4. Imagine a scenario where you may be nervous to act boldly (speaking up to a classmate or bully, speaking in front of a class, doing something new, etc.).
  - How does your body feel? What sensations do you feel?
5. While imagining this scenario, try slowing your breathing (as practiced with the app) focusing on "stress areas."
  - Think "softness in the face". Relax the eyes, the jaw, the neck, the shoulders, etc.
6. Reflect. How did you feel when you were imagining acting boldly? How did you feel after performing the breathing exercise?

### GIVING FEEDBACK

Use the following sentence stems as inspiration for giving feedback.

- I like \_\_\_\_\_ part of your project.
- Your project makes me feel \_\_\_\_\_.
- Your project reminds me of \_\_\_\_\_.

### ENSEMBLE CLASS ADAPTATIONS

The previous activities are all meant for general music classes. For use in an ensemble class, the following recommendations can be implemented or used for inspiration.

#### In Person

- Ensemble classes can implement the music performance and music composition activities as a long form project done for 10-15 minutes at the start of class over a period of time. The other activities can be done on a voluntary basis based on students interest areas or can be done in combination with clubs or classes such as a poetry club, art class, etc.

#### Hybrid Learning

- Each activity station could be assigned to students to do on their "online" learning days. Every week, students could be assigned to watch one collaborator video, post answers to discussion questions, and prepare for the culminating project. Students could simultaneously be working on a cumulative project (creating an original poem, visual art piece, etc.) while participating in ensemble rehearsals as usual in person.



## Lesson 3:

# Lift Every Voice

### SUMMARY

In order to truly Lift Every Voice and Sing, artists need to be their authentic selves creating spaces that are welcoming for a diverse range of people. Themes like unity and hope are made stronger through authentic artists and interdisciplinary collaboration. In this lesson, students will learn how *Lift Every Voice and Sing* was written and made stronger through the collaboration of two brothers and compare it to Omar Thomas's *Of Our New Day Begun*. Students will then work together to create their own version of *Lift Every Voice and Sing* to celebrate diversity in the arts.

### ESSENTIAL QUESTIONS

What inspires you? What does it mean for something to be inspirational?

### LEARNING OBJECTIVES

**Students will be able to:**

- Describe the historical importance of *Lift Every Voice and Sing*, its influence on other art forms, and its relationship to Omar Thomas's *Of Our New Day Begun*.
- Contribute to a group project by creating (or performing) a selection of *Lift Every Voice and Sing* in their preferred art medium.

### MATERIALS NEEDED\*

- Device for **watching collaborator videos and performance examples**
- Device for capturing creations (videos of performances, scanning art, etc.)
- **Lyrics to *Lift Every Voice and Sing***
- **Readings about *Lift Every Voice and Sing***
- **Examples of art inspired by *Lift Every Voice and Sing***
- Materials for composing
- Instruments
- Art Materials

\*All bolded items can be found in the *Colorado Symphony Remote Access Folders*

### FEATURED REPERTOIRE

Thomas: *Of Our New Day Begun*





## Colorado State Standards

### GRADE 6

#### **Colorado Academic Standards in Music**

Standard 1. Expression of Music

Grade Level Expectation:

1. Perform pieces of music, making interpretive and expressive choices.
2. Apply teacher and peer critiques and self-reflection to refine individual and/or ensemble performances.

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.

### GRADE 7

#### **Colorado Academic Standards in Music**

Standard 1. Expression of Music

Grade Level Expectation:

3. Apply self-reflection to create criteria and refine the individual and/or ensemble performances.

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.

### GRADE 8

#### **Colorado Academic Standards in Music**

Standard 1. Expression of Music

Grade Level Expectation:

1. Perform pieces of music, making interpretive and expressive choices.

#### **Colorado Academic Standards in Reading, Writing, and Communicating**

Standard 4. Research Inquiry and Design

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.



## Putting The Lesson Into Practice

### ACTIVITY 1

1. Read the lyrics of *Lift Every Voice and Sing*.
  - What kind of themes come across? What words/emotions could be used to describe the tone of the poem?
2. Watch the different performances of *Lift Every Voice and Sing*.
  - What kind of words/emotions could be used to describe the tone of the music?
  - How do the music and lyrics together create a stronger message? How did the instrumental version still get across the themes of the poem?
  - Which performance resonated most with you? Why?
3. Read and reflect on the historical context of *Lift Every Voice and Sing*.
  - What kind of messages do you think the brothers were trying to get across from this piece?
  - Why do you think this piece has remained popular and been referenced throughout history?
4. Listen to an excerpt from *Of Our New Day Begun*.
  - Identify when the *Lift Every Voice and Sing* is and how it has been changed
  - Omar Thomas is a black composer living in Baltimore. Why do think he chose to use *Lift Every Voice and Sing* as inspiration?
  - What emotional journey occurs throughout the piece?
5. Research other pieces of art that have been inspired by *Lift Every Voice and Sing*.
  - Books/Poetry   • Visual Art/Sculpture   • Dance
6. Create a [digital] collage of art inspired by *Lift Every Voice and Sing* (including pieces such as *Our New Day Begun* and other example art forms).

### ACTIVITY 2

1. Split into discipline groups:
  - Music Composition
  - Music Performance
  - Visual Art
  - Spoken Word/Poetry
  - Dance
2. As a group, watch the corresponding collaborator video.
  - Ex: Music Composition group watches the composer (Omar Thomas & Anna Clyne) videos.
3. As a group, discuss what it means to create authentically.
  - What does the word authentic mean?
  - Why does being authentic matter when making something? What are examples of times you have been authentic or inauthentic?
4. Within the group, have each person choose a section of *Lift Every Voice and Sing* to perform or alter.
  - Composition: create a countermelody or harmony part to the melody section given.
  - Performance: Sing or perform on your primary instrument section.
  - Spoken Word: Create anew stanza that relates to the themes of unity and hope.
  - Visual Art: Create a visual art piece that is inspired by the musical section.
  - Dance: Create a dance or movement that is inspired by the musical section.
5. Present the entire piece as a group.
6. Reflect on the process.
  - How does it feel to see your contribution as part of a whole unified piece?
  - How did you interpret the theme of the piece and turn it into something else? What ideas did you hope to get across?
  - How were you inspired by the other people in your group? People in other groups? How do you hope to inspire others?

### Adaptation Options

There are many ways this activity can be adapted! See two possibilities on the next page or contact Education Coordinator, Breanna McCaughey at [bmccaughey@coloradosymphony.org](mailto:bmccaughey@coloradosymphony.org) for more ideas.



## Putting The Lesson Into Practice

### ONLINE MODIFICATION

1. Choose a discipline group and a section of *Lift Every Voice and Sing*.
2. Watch corresponding collaborator video.
3. Discuss with classmates (in a virtual meeting or on a discussion forum) what it means to create authentically.
4. Record or submit your individual part.
5. Discipline group submissions are edited together to create full piece.
  - All completed group submissions could be edited together into multi-discipline digital installation.
6. Reflect on the process.
  - How does it feel to see your contribution as part of a whole unified piece?
  - How did you interpret the theme of the piece and turn it into something else? What ideas did you hope to get across?
  - How were you inspired by the other people in your group? People in other groups? How do you hope to inspire others?

### INDEPENDENT ACTIVITY ADAPTATION

This adaptation is for situations in which group projects prove too difficult.

1. Choose 3 different mediums that you are interested in.
  - Music Composition
  - Music Performance
  - Spoken Word
  - Visual Art
  - Dance
2. Perform or create variations in your chosen mediums for the first section of *Lift Every Voice and Sing* (see above)
3. Create a presentation that incorporates your bio and creations and how they represent you.
4. Present to the class



## Lesson Connections

### MINDFULNESS AND MOVEMENT EXTENSION: CREATE A PERSONAL AFFIRMATION

1. Discuss what an affirmation is:
  - I am funny.
  - I am good at math.
  - I am helpful and kind.
2. Go around the group and have one person at a time receive affirmations.
  - Take turns saying something nice about the chosen student.
    - I like your smile.
    - You are a fast drummer.
3. Reflect on how it felt to give and receive compliments
  - How did it feel to receive compliments? Imagine giving yourself compliments, how would that feel?
  - How did it feel to give compliments? How can you incorporate giving compliments into your life more?
4. Create a personal affirmation you can tell yourself to lift your spirits.
  - What compliments did you enjoy hearing most?
  - What are things about yourself that you are proud about?