

What's a Kind, Big-Hearted Moose s'posed to Do?!

a lesson by Heather L. Hutton

Grade Level: 2nd/ 3rd

Subject: Character Education/Music

Theme/Topic: Boundaries & Assertive Communication

Student Outcomes: Students will gain a better understanding of when “enough is enough” in relationships with others. In other words, they will get a clearer understanding of what isn't healthy for themselves or a balanced give and take. They will learn specific assertive communication tools in setting boundaries with others. Students will also develop musical skills such as playing instruments with a steady beat and repetitive rhythm as well as singing a repeated refrain throughout the story: “Thidwick the Big-Hearted Moose.” The lesson is aligned with the following standards: Common Core- “speaking & listening”: 2.1A, 2.1B, & 3.1- comprehension & collaboration, “reading, literature”: 2.2 & 3.2 moral lessons, 2.3 & 3.3- understanding character, 2.4-rhyming, 3.4 non literal language, 2.6 & 3.6 distinguishing own point of view from characters', 2.9-discussing alternate endings or versions of story, National Music Standards: 1.) singing with others 2.) playing instruments with others

Required Materials and Equipment:

Book: “Thidwick the Big-Hearted Moose” by Dr. Seuss, percussion & melodic barred instruments, paper strips with “yes, maybe, no” sections and markers, index cards, and document camera

Agenda:

Lesson conducted within a week: one 1 hour and one ½ hour session

This is part of an extended music lesson to be conducted in the students' regular classroom. Bathroom breaks as needed...

Warm Up:

Prompt to think about and a show of hands: “Has there ever been a time a friend asked you to do something that you knew wasn't right for you?”

Anticipatory Set:

A brief summary/intro. of book is given without revealing too much of the story. The song is also taught and sung here, expressing Thidwick's predicament: “What's a kind, big-hearted moose supposed to do? My horns are getting heavy and I'm getting hungry too!”

Direct Instruction (20-30 mins):

*Read “Thidwick the Big-Hearted Moose” to students while they chime in with some of the rhyming words at the ends of sentences.

*Sing and play repeated refrain at designated places within the reading of the story.

*After reading the story, discuss what happened at the end and students' feelings about it. “Could it have ended differently?”

*Ask students 3-4 questions throughout the story and have them respond on their strips of paper: yes, no, maybe. A sample question is: “If you were Thidwick, would you kick them off your horns now?” After looking at the various responses, choose a student with each answer to explain why they chose that. This is a great intrapersonal activity that allows children to explore their own sense of boundaries.

Guided Practice (15-20 minutes):

*Students are given a card with a scenario on it and are to discuss and role play in groups of 4-6 what they would do in that particular situation. An example scenario is: "You've been helping a friend with math during your recess for three days in a row, but are starting to miss your play time. Do you do or say anything?" Examples of good assertive communication skills are modeled throughout the activity and 1-3 kids are asked to share aloud their responses with the full group at the end.

Closure (5-10 mins):

*Teacher guided summary of the concepts and skills as well as student input and sharing of what they learned.

Independent Practice:

Follow-up with classroom teacher about how students are communicating with each other on a daily basis and integrate themes in an indirect way throughout remaining music lessons. (I am their music specialist-2x, 30 minutes weekly for a total of 9 weeks).

Assessment and Follow-Up:

Same as above in "independent practice" in addition to a follow up discussion in class the following week: "Tell of a situation with someone else in which you asserted a boundary in a positive way."

