



JOURNEY IN... YEAR ONE ON BEING HUMAN MUSIC

This lesson's Big Ideas:

- All human beings share the same basic needs and many of the same desires.
- All human beings experience the same basic emotions.
- Most of our emotions arise from the fulfillment (or lack thereof) of wants and needs.
- One human need can only be filled by the Sacred—the need to connect with God.

Lesson Materials

- CD sampler of Music and Human Emotion
- CD player
- Emotion Cards
- Flip chart/chalkboard
- Copies of song lyrics
- Chime

TEACHER REFLECTION AND PREPARATION

⌚ Ahead of time

“Even if I had a particular word or words in mind, I would not tell anyone, because the same word means different things to different people. Only the songs say the same thing, arouse the same feeling, in everyone - a feeling that can't be expressed in words.”

- Felix Mendelssohn

“Music does a lot of things for a lot of people. It's transporting, for sure. It can take you right back, years back, to the very moment certain things happened in your life. It's uplifting, it's encouraging, it's strengthening.”

- Aretha Franklin

Maslow's Hierarchy of Human Needs (note the flow from basic physical needs to complex emotional and intellectual needs and imagine the needs as a pyramid on which lower foundations and courses must be laid before higher needs can be met.)

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the

TIPS FOR A SUCCESSFUL LESSON

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YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

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social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

GATHERING AND FOCUSING

🕒 2 minutes

Strike a chime and ask the children to raise their hands as long as they can hear it resonating. When the chime has faded into silence for them, have them fold their hands in their lap.

PRIMARY ACTIVITY ONE

LISTENING AND SHARING: MUSIC ABOUT NEEDS

⌚ 13 minutes

There are two different music tracks on the CD for this activity, one for younger groups – the song “All I Really Need” by Raffi, and another for grades 5 & 6 – “Another Day in Paradise” by Phil Collins. Lyric sheets are attached to this lesson.

Pass out copies of the lyric sheet for the appropriate song. Read through the words first, then play the track. You might play it a second time, even, before beginning a discussion with the questions below:

All I Really Need:

- Do you have the needs named in this song? Food in your belly? Love in your family?
- Who meets these needs?
- Are there any needs that Raffi forgot when writing this song?
- Which human need is the most important? How do you decide moment to moment?

Another Day In Paradise:

- What are some basic human needs?
- Which needs aren't being met in this song? For whom? Whose fault is it that the woman is hungry? That she can't walk?
- What emotions did you feel when listening to this song?
- What do you think Phil Collins hoped for when he wrote this song?

PRIMARY ACTIVITY TWO

SINGING TOGETHER

⌚ 10 minutes

This lesson's song is “I'm Gonna Sing When My Spirit Says Sing”

- You can teach standard verses to this song. (If you have a group of 5th & 6th graders who will likely have a more intense discussion in Activity Three, feel free to shorten or skip this activity.)

“I'm gonna sing when my spirit says ‘Sing!’ (3x)
I'm gonna sing all day long!”

“I'm gonna clap when my spirit says ‘Clap!’ (3x)
I'm gonna clap all day long!”

- An interesting variation on this song would have kids create some verses together. On a flip chart or chalkboard, make two columns: Feeling and “I'm Gonna...”. As a demonstration, write “joy” under the feeling column and “sing” under the “I'm Gonna...” column.

Everyone feels the same emotions – what’s different is how each person shows those feelings and acts on them. List some emotions and have kids name something *constructive and non-harmful* that they can do to show or act on the feeling. Examples:

- angry = “I’m gonna stomp...”
- sad = “I’m gonna cry...”
- excited = “I’m gonna jump... or clap...”

Plan out 4 or 5 verses with the kids and then sing them. Invite children do these actions or gestures as they sing the verses.

PRIMARY ACTIVITY THREE

LISTENING: EMOTION AND MUSIC

🕒 20 minutes

Before playing: Gauge the children’s experience with music with a few questions. Use a piano as a tool, if possible:

- Do high notes seem to ‘feel’ different from low notes? How?
 - Who knows what the word ‘tempo’ means? Does music feel different if it’s played faster or slower?
 - Does anyone know what a ‘major’ key and a ‘minor’ key are?
 - Who can think of instruments that are very good for creating sad music? Name some. How about instruments for joyful music? Angry music?
- Give each child a stack of emotion cards with which they will show which emotion each musical selection conjured within them.
 - Listen to a one minute sample of each piece on the Music and Human Emotion. Allow silence to surround the pieces, offering several seconds of quiet before and after the music, for reflection.
 - After each selection, ask the kids to silently hold up a card or cards that shows the emotion that they found in the music. Invite them to look around at other’s selections and be curious about the differences and similarities in responses.
 - As time allows, ask children to share how they decided which emotion to pair with each song. What factors influence the way we think about our emotions? Associate our emotions with particular sounds and stories?

CLOSING AND LEAVE-TAKING

🕒 5 minutes

Gather the children in a circle or cluster. Holding hands is a warm gesture of connection; do so if the children feel so inclined. Allow for a moment of silence.

Ask the children to think of themselves and then their own family and then all the people of the world as you speak this blessing adapted from the *Metta Sutra*:

May all beings be happy, content and fulfilled
May all beings have whatever they want and need
May all beings enjoy inner peace and ease
May there be peace in their world and throughout the entire universe.

May it be so and amen.

Another Day in Paradise
Phil Collins

She calls out to the man on the street
Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?

He walks on, doesn't look back
He pretends he can't hear her
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh think twice, 'cause it's another day for
You and me in paradise
Oh think twice, 'cause its just another day for you,
You and me in paradise

She calls out to the man on the street
He can see she's been crying
She's got blisters on the soles of her feet
She can't walk but she's trying

Oh think twice...

Oh lord, is there nothing more anybody can do
Oh lord, there must be something you can say

You can tell from the lines on her face
You can see that she's been there
Probably been moved on from every place
'Cause she didn't fit in there

Oh think twice...

All I Really Need

Raffi

All I really need is a song in my heart
Food in my belly and love in my family
All I really need is a song in my heart
And love in my family
And I need the rain to fall
And I need the sun to shine
To give life to the seeds we sow
To give the food we need to grow
All I really need is a song in my heart
And love in my family
And I need some clean water for drinking;
And I need some clean air for breathing;
So that I can grow up strong
And take my place where I belong
All I really need is a song in my heart
And love in my family