



WEEK 3



15+
MIN



Students encourage someone to “GET BACK UP” by writing a song/ poem for them.



Paper; Pencils or pens.



Total Prep Time: 5 mins.

As this is the third Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- Discover how we can individually and collectively rise from our difficulties and forge paths of courage
- Identify and practice encouraging others in their struggles, while allowing room for their individual journeys
- Learn from the examples of people in history who have overcome challenges and changed the world
- Understand how “GET BACK UP” is an important part of this month’s theme, “MONDAY GETS EMPOWERED”



STUDENT ACTIVITY: “PICK YOURSELF UP SONG”

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “PICK YOURSELF UP SONG”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Can you think of a time when you were going through something difficult where you had to “GET BACK UP”?**
 - What did it feel like trying to “GET BACK UP?”
- **What kinds of things can help us to “GET BACK UP” when we experience failure, disappointment, or difficulty?**
- **Are there any “SONGS” that lift you up when you’re discouraged?**
 - What are they?
 - What are some of the messages in those “SONGS” that are particularly encouraging or helpful?
 - Why do you think people choose to write “SONGS” with these messages?
- **Without naming names, can you think of someone who is going through a difficulty right now?**
 - What is the difficulty? What emotions do you think they’re experiencing? What are they doing to “GET BACK UP?”
- **When do you think it is appropriate to help someone through a difficulty or failure?**
 - What are some ways you could do that?
- **Do you think there are times when it is better to support someone from the outside rather than getting directly involved? (Ex. Provide encouragement vs solving it for them)**
 - When might you support someone from the outside?
 - Possible answers: When a friend’s parents are getting a divorce, when your friend has asked you not to talk about it with them, or when there are issues that are sensitive at home or school.
- **Can you describe a time when a friend helped you “GET BACK UP”?**
 - What words or actions helped you “GET BACK UP?”
- **How did your friend’s encouragement help you to “GET EMPOWERED” and try again?**
- **Have you ever written the words to a “SONG” or poem?**
- **How might writing a “SONG” or poem remind someone who is struggling that YOU MATTER and you can “GET BACK UP”?**

3) SET UP THE “PICK YOURSELF UP SONG” ACTIVITY:

- **Explain:**
 - Think of an instance when you really had a rough time or an epic failure
 - When you were in that place, you probably didn’t feel very “EMPOWERED”
 - It may have been difficult to “GET BACK UP” from that circumstance or event
 - But more than likely, you had people around you who were willing to reach out, encourage, and support you
 - That encouragement may have come from someone seeing your need and responding. It could have been from a random person just being kind that lifted your spirit or even from a “SONG” you heard on the radio
- **Ask:**
 - If you were to write a “SONG”, what genre (Country, rock, pop, jazz, hip hop, blues, inspirational, metal, classical, etc.) would your “SONG” be?

4) START THE “PICK YOURSELF UP SONG” ACTIVITY:

- **Explain:**
 - Today, you will be a voice of encouragement for someone else who may be struggling
 - Whether you can think of someone specific or not, chances are someone near you could use your kind and encouraging words
 - So today, we’ll be writing “SONGS” that have words of hope and encouragement that will help “EMPOWER” someone during their time of struggle
 - If writing a “SONG” seems intimidating to you, don’t worry--it’s like writing a poem or story with words that you know could help someone
- **Have students think of someone specific for whom they could write a “SONG”**
- **Remind them that sensitive information about that person should not be shared**
 - Another option is to either write a “SONG” of encouragement to that person or write more general lyrics to protect that person
- **If students cannot think of someone specific, they can write a “SONG” that is uplifting**
- **Let each student choose whether to work individually, in pairs, or in small groups (this will be largely based on individual preference)**
- **Allow students to choose their groups. Encourage them to work with new people and to form new relationships**
- **Give students space to work undisturbed**
- **Hand out paper and pencils to each student**
- **Remind students that lyrics should be both uplifting and “EMPOWERING” for the listener**
- **Encourage students who may be stuck, asking them to think about what they would like to hear in an uplifting “SONG”**
- **Let students work together or individually for 10 minutes or however long you think is best**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Who would like to share their “SONG” with the group?**
- **What thoughts, feelings, or impressions did you have as you wrote your lyrics?**
- **Which of your “SONG’S” lyrics were the most “EMPOWERING”?**
- **How do you think your “SONG” will impact the person who hears it?**
- **What do you still need to do in order to make your “SONG” the best it can be?**
- **What is one thing that challenged you during this activity?**
- **What did you enjoy most about today’s activity?**
- **If your “SONG” is for someone specific, how will you present it to them?**
- **Would you be willing to have your “SONG” featured in a school-wide assembly or online?**
- **What are some other ways we could help others to “GET BACK UP”?**
- **What did you do today that will especially tell someone else, YOU MATTER?**

6) THANK STUDENTS FOR THOUGHTFULLY CONSIDERING THE WORDS TO THEIR “SONG”. REMIND THEM THAT ENCOURAGEMENT CAN COME FROM MANY SOURCES AND THAT THEIR “SONG” CAN BE ONE SOURCE OF COMFORT FOR SOMEONE.

7) CHALLENGE STUDENTS TO SHARE THEIR “SONG” WITH THE PERSON THEY CHOSE. ENCOURAGE THEM TO BE AWARE OF THE NEEDS OF OTHERS AROUND THEM AND BE READY AT ANY TIME TO HELP OTHERS “GET BACK UP”.

8) CONTINUE EXPLORING HOW TO HELP OTHERS “GET BACK UP” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Create a Playlist:** Have students create a playlist of “SONGS”, including the one they wrote, that they can give to someone who may need a “PICK”-me-”UP”.
- 2) EMM Music Videos:** Let students flesh out their “SONGS” with melodies and create music videos they can post online. Let them use the hashtag #emmgetbackup if they would like to post on social media.
- 3) Song Share-Out:** Let students plan to share their “SONGS” (on a volunteer basis) with a larger audience at an assembly or class event. This can be done as a “GET BACK UP” message to other students in conjunction with the We Matter activity.
- 4) Song Books to Donate:** Students may compile song lyrics (as appropriate) and make books of them to donate to places like hospital cancer units, crisis or homeless shelters, rehabilitation/addiction recovery facilities, prisons, or other places in your community where they could make a difference.

**“FAILURE IS NOT THE OPPOSITE OF SUCCESS;
IT’S A PART OF SUCCESS.”**
- ARIANNA HUFFINGTON