



Wrong Songs

- *Clubhouse Clash*
- *Lesson Plan 3*



Introduction:

Figley and Zabetta's conflict begins with a miscommunication. In this lesson, students write their own songs and try to communicate them without losing the original lyrics.

Social/Emotional Concept:

Communication

Academic Standard:

SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); SL 3.6 Speak in complete sentences in order to provide requested detail or clarification

Teaching the Standard:

1. Display the pages (or sing the lyrics) with the three versions of Zabetta's song about Figley: the original song, the version Rhumbler hears, and the version Wattee hears and conveys to Figley. Have the students sing along with you, either by following the lyrics or doing "call and response" where you sing a line and then they sing it. Ask students why the song's message changes with each transfer. (For example, Rhumbler had a hard time hearing the song because she was trapped in a Snapping Myrtle, and Wattee may have wanted to stir up trouble on purpose.)
2. Tell the students today they will be making up their own songs. They can't write them about people in the class, but they could write them about characters in Mutasia, their brothers and sisters, or anyone else they like. (One rule: No put-downs in the songs, only compliments/descriptions.)
3. Model the process by making up your own song about a family member or Mutasia character, then have the kids as a group help you come up with a song about Chadwick or another character.

Practice the Process:

1. Split students into pairs or let them choose their own partners, then have them go and write lyrics to their song. While they write, hand every other pair a “speaking tube”—a long cardboard roll from gift wrapping paper; a shorter roll from paper towels will also work.
2. When most students have finished, have each pair who has a speaking tube team up with a pair who doesn’t, bringing pencil and paper with them along with the “Communication Tube.” Have each student in the pair who wrote the song sing it through the tube to each student in the other pair. Have the students who heard the song try to write down what they remember hearing, then the two pairs can switch roles.
3. Have the pair switch one more time to work with a new pair, and repeat the process with the song they just tried to write down.
4. Have all students come to the rug. Each student can sing the song they thought they heard, and the original pair who wrote the song can tell them how close they were and display the original lyrics.
5. Discuss how important it is to be an active listener, and how easy it is to misunderstand someone. Have kids come up with real-life examples through a think-pair-share of times they misunderstood someone; if there are English Learners in the class, they may have great examples of cross-language miscommunication. You may want to give real-life examples of times people tried intentionally to hide their messages, like people using codes in wartime that the other side tried to break. You might also refer back to the first lesson on peace talks, and ask students if they have had a conflict with another student that came from a miscommunication.

Teacher’s Note: My original idea for The Clubhouse Clash of Tree Village came out of the conflicts my students often had at recess. I can’t count the number of times a student has run up to me, angry and hurt, and told me, “Tabitha doesn’t want to be my friend anymore.” When I ask whether the student actually heard Tabitha say that, the response is often, “Well, no, but Daniela said that Griselda said that Tabitha said...” Many conflicts can be avoided if students learn to question the source of gossip/hurtful comments relayed to them.

Assessment:

Pay attention over the next days and weeks to how effective your students are at actively listening. Bring up any examples of either effective communication or accidental miscommunication, especially as they relate to conflicts the students may have.

Celebrations of Achievement:

Give each student the certificate for “Sassy Singer and Lovely Listener” with the image of Billie Penicorn on it.

Ancillary Items:

1. Sassy Singer and Lovely Listener certificate

Supply List:

1. Enough “speaking tubes” to provide one for every four students.

MUTASIA
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Sassy Singer and Lovely Listener

Billie presents:

with this certificate because he/she is a
Sassy Singer who communicates clearly
and a **Lovely Listener** who listens to
what his/her classmates have to say.

