



Dear college faculty sponsors and United Sound presidents,

Welcome back to school. We are grateful that you are continuing United Sound and hope that you find the attached information helpful.

Included with this letter:

- **UPDATED** Checklist for colleges - please review as there have been some changes. This year - as in all years - it is **extremely important** that you complete **mentor training** with ALL your mentors.
- Checklist for college chapter presidents, sample lesson plans (written for junior high/high school level, but easily adapted for colleges), and game and activity ideas.



Our website (<http://www.unitedsound.org>) has been updated and all these resources (plus more!) can be found in the footer (FOR TEACHERS - password: teacher, as well as the college president page: <http://www.unitedsound.org/college-president>). We wish you all the best as you begin this year and would love to hear about your successes this year!

Dorean White

Dorean White, Director of Operations
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CHAPTER PRESIDENTS CHECKLIST

(College)

- ALL** Mentors and New Musicians must register: <http://www.unitedsound.org/student-registration>
- Sign up to receive messages/notifications from United Sound - **scan the QR code** shown here →→→→, text **@6bcebaf to 81010**, **OR** click rmd.at/6bcebaf 
- Read the information on this website for your roles and responsibilities: <http://www.unitedsound.org/college-president>
- Check your email regularly!
- Meet weekly, in addition to your chapter meeting, with your co-president to create lesson plans. (Use our plans for the first three weeks, then as a guide for creating your own - sample plans can be found on the website above.)
- At your first chapter meeting with New Musicians, find out when their birthdays are. *Happy Birthday* is in all method books - make a big deal out of playing and celebrating each New Musician's birthday! Some chapters do this for mentors too!
- (Optional) Have everyone that wants to sign up for our United Sound Participant Remind group. Each month, there will be a chance to win some cool United Sound swag for completing a survey/task/etc. If there are those that aren't able to sign up, others can help them complete the survey/task each month. To join text **@fk76b3 to 81010** or click rmd.at/fk76b3, **OR scan the QR code** seen here →→ 
- Attend monthly Chapter President Meetings with other college presidents. Meetings last about 45 minutes and take place on **Sunday evenings at 7:00 pm Eastern**.

Meetings will take place on 9/10/23, 10/8/23, 11/5/23, 12/3/23, 2/4/24, 3/10/24, 4/14/24, 5/5/24 (optional)

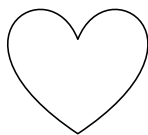
Attendance at these meetings is really critical because we give out new information and it also gives you a chance to hear what other chapters around the country are doing.

The online meeting link will be sent to you a few days prior to the meeting. Meetings will be recorded and will be available to view about 1 week after the meeting for those that aren't able to attend. Both presidents should attend the meeting. Attendance will be taken, please let us know if there is an unavoidable conflict.

- Communicate Presidents Meeting information with chapter members
- Complete Rehearsal Feedback Form monthly (<http://www.unitedsound.org/rehearsal-feedback>)
- Complete Performance Feedback Form after each performance (<http://www.unitedsound.org/performance-assessment>)
- ANY QUESTIONS? Email tiffany@unitedsound.org**

Resources can be found at: www.unitedsound.org/president-resources

Quick Reference Guide for Activities



	Getting Acquainted	Express Yourself	Just for Fun	Quick 5-minute fun	Reinforcing Music & Rhythms	Supplies Needed
Get To Know You Name Tags	x					cardstock, pens, markers, stickers (optional)
Dice Game	x					6-sided dice (if doing as groups, a dice for each group)
I Love My Neighbor Who . .	x					chairs (1 minus the number participating)
Draw What You Feel		x				paper, markers and/or colored pencils
Musical Tic-Tac-Toe			x			chalk or whiteboard markers, access to whiteboard or chalkboard
Beach Ball Pass	x					beach ball (write questions on it prior to rehearsal)
Create a Song			x	x	x	United Sound flash cards and/or blank staff paper
Full Band Trivia			x	x		Instrument, United Sound flash cards (optional)
Drum Circles					x	rhythmic percussion instruments OR tap on a book/your knee if none are available, United Sound flash cards
Watch the Conductor			x	x	x	Instruments
"Music is My _____"			x	x		None
Activity Days			x			Depends on activity chosen
United Sound Spotify Playlist	x		x			Phone with Spotify app
Four Corners			x		x	United Sound flash cards, masking tape
Memory Game					x	Memory cards - found on president resource page
Yoga		x	x	x		None - but you can find pose cards on president resource page
Rhythm Bingo					x	Bing cards - found on president resource page, markers for cards, prizes (optional)
Balance Beam		x	x			Masking tape
Do What I Say		x	x	x		None - just music to play
Freeze		x	x	x		None - just music to play
Imitate a picture		x	x	x		Pictures of various things to imitate
Scavenger Hunt			x			List of things to find inside and/or outside of the band room
Pass it on		x	x			None
Information Please	x					Bean bag or beach ball - something soft and easy to throw
March to Music		x	x	x	x	Marching music
Move to the Music		x		x	x	Any music
Laugh Olympics		x	x	x		None
Circular Art			x	x		Paper, pencils, crayons, or marker for each person
Circular Art (Version 2)		x	x			Paper, pencils, crayons, or marker for each person
Charades/Animal Antics		x	x	x		Slips of paper with things to act out

GAME AND ACTIVITY IDEAS

Submitted by United Sound mentors – Email us your ideas! info@unitedsound.org

Get To Know You Name Tags

Each group gets a piece of cardstock. Fold it hamburger style (half of it will hang over the stand). Have the New Musician write their name on the name tag. Encourage New Musicians to write their own name, but jump in to help them if they need it. Next, help them fill it up with anything (pictures, drawings, facts) about themselves. Stickers can be used if it makes it easier for the New Musician. Be sure everyone in the group participates and focuses on the New Musician. This will help the whole group start to bond and get to know them better!

Also, consider doing this for all the mentors in the group so the New Musicians get to know you too! Perhaps take a few minutes each week to feature a Peer Mentor.

Examples of things to include on the tag: family members, something you like to do, favorite movie, favorite place to visit

Dice Game

Have the New Musicians (if able) roll a 6 sided dice. Depending on what number comes up, come up with the answer to the question that correlates with the number. You may need to bring up some ideas, but allow them to answer - *don't forget wait time*. Try to learn more about them! Consider having mentors roll the dice and answer questions too.

Example (use these questions or come up with your own):

- 1 - *What is your favorite animal?*
- 2 - *What is your favorite food?*
- 3 - *Have you been in United Sound before?*
- 4 - *What is something you did this summer?*
- 5 - *What do you like to do for fun?*
- 6 - *What is your favorite color?*

I Love My Neighbor Who . .

Set up chairs in a circle. Set up one less than the number of participants. Someone stands in the middle and says, "I love my neighbor who (fill in the blank). Those that match whatever the fill in the blank option have to move to a different seat. If New Musicians have physical disabilities that don't allow for movement, they could raise their hand instead of moving seats. Repeat as many times as you want but switch out the person in the middle each time.

Examples: I love my neighbor who...

Likes to play video games

Is wearing the color red

Plays the saxophone

Draw What You Feel

The music director (or Peer Mentor) plays a song. The New Musicians then draw a picture of what they felt or thought of while the song was playing. Drawings could go home with the New Musicians or even hung up in the band or orchestra room. Mentors join in by drawing their own pictures.

Musical Tic-Tac-Toe

Draw a tic-tac-toe board on the chalk or white board. Divide the group into 2 teams. The chapter president or music teacher plays a well-recognized song (think, happy birthday, bingo, mary had a little lamb). Whichever group guesses the name of the song first gets to put their X or O on the board. You could even do this where the New Musicians sing part of a song or play part of a song for others to guess.

Beach Ball Pass

Pass a beach ball covered in questions. Whatever question is facing you when you catch the ball, that's the question you answer. You could also play this by playing music while you pass the ball. When the music stops, the person holding the ball answers the question.

Examples:

What is your favorite . . . (fill in the blank)

What kind of music do you like?

Do you have any pets?

Create a Song

Each person (or group) could create a measure of music. This could be just using flash cards/rhythms or even notes - just keep it simple. Then, pull all measures together and "play" the song.

Full Band Trivia

Have one person (New Musician or Mentor), play a rhythm on his/her instrument. Keep this short, so only 2-4 rhythms. Have others in the room try and guess the rhythm.

Drum Circles

Utilizing percussion instruments (drums, claves, etc.), work on the following concepts:

- **Rhythms** - have a New Musician come to the front of the group, create a rhythm using the flash cards, and then play for the group. Mentors can assist where necessary. After they perform, they lead the group on the rhythm they created.
- **Tempo** - sometimes New Musicians struggle with playing at faster tempos (could be physical inhibitors that cause them to drag). If you see that they are getting frustrated with their own instrument, consider bringing in some percussion instruments and using those to work on rhythms. Percussion instruments require less range of motion.
- **Creating** - have everyone in a circle with a percussion instrument (or see below if you don't have access to those instruments). Have everyone start playing a steady rhythm. Then, have a New Musician play whatever they want while others continue with the steady beat.

If you don't have access to percussion instruments, use a pencil to tap on a book, use your hands to tap on your knee, stomach, etc.

Watch the Conductor

- Divide into 3 groups (New Musicians stay with their mentor group) and tell everyone to watch the conductor.
- Group A plays a note on their instrument when the conductor touches their head, Group B when the conductor touches their stomach, and Group C plays when the conductor touches their toes. New Musicians learn to play solely on what they see the leader doing.
 - You could do this with boomwhackers (3 pitches), or xylophones, or other percussion instruments too. Just make sure everyone in the group (especially the New Musicians) has something they can play.
- You can repeat this having mentors and New Musicians be the conductors!
- For those New Musicians that need a challenge, you could assign a different note to each action - Play G when the conductor touches his/her head, play C when they touch their stomach, etc.

“Music is My _____”

In each group of New Musicians and Peer Mentors, talk about what music means and why it’s important to each person. Do you prefer playing music or listening to music? Share your answers with the entire group.

What word(s) best complete the phrase, “Music is my _____”?

Example: “Music is my cake/donut because it is as awesome as a dessert.”

Activity Days

Consider having an activity day in place of a rehearsal - maybe the week after a performance. Plan to only do activities that day that your New Musicians enjoy doing - based on space and opportunities available to you. Do activities as an entire group rather than breaking up into your usual New Musician/Peer Mentor group.

Example: play board games, decorate and eat cupcakes, play an outdoor game

United Sound Spotify Playlist

Have your New Musician/Peer Mentor groups discuss their favorite songs (anything goes, just make sure it’s school appropriate!) and compile everyone’s into a Spotify playlist. Play that music at the beginning of rehearsals while everyone is coming into the room, during activity days, during dance parties at the end of rehearsals, etc.

Four Corners

- Make each corner or choose 4 areas in the room and make each a different rhythm (soup, cake, donut, or rest). Label each corner/area - maybe tape a flash card on the wall.
- One person stands in the middle of the room and then closes his/her eyes. Everyone else picks a corner/area to stand in. Without opening their eyes, the person in the middle chooses a specific rhythm - if they wanted to spin around and point, they could do that too, but be careful that they don’t get too dizzy! If you’re standing in the corner/area that corresponds to the rhythm they picked, you’re out and go sit down.
- Now repeat - choose a different person for the middle, have them close their eyes, and everyone who wasn’t out the first round selects a rhythm and stands in that corner/area. The person in the middle chooses a rhythm and repeats as above. EXCEPT - if no one is in the corner/area that the person in the middle chooses, everyone goes back in the game!

Note/Color Memory Game

This is a good activity to do in your New Musician/Peer Mentor individual groups. Just be mindful of the level of ability of the New Musician before deciding to do this activity. Some may not be ready for this activity for several weeks, months, or not at all - and that's OK! While others might enjoy this after only a few rehearsals. All notes from book 1 and book 2 are included, but just use the ones they know. Rhythmic percussion cards include rudiment names instead of note names.

- Play this memory game like any other one, but New Musicians will try and match the color of the note to the note/rudiment name.

Make sure you are using the correct set of memory cards for your New Musician's instrument! Memory cards found at: www.unitedsound.org/president-resources (you will need to print and cut out the ones specific for the New Musician's instrument)

Yoga

There are tons of resources on the internet for beginning yoga, so you can either google "beginning yoga poses" and do a few of those, or check out Animal Yoga for Kids (card deck can be found at www.unitedsound.org/president-resources). There are some really cute poses and affirmations that you could do as a group. – Animal Yoga for Kids <https://wyqualitycounts.org/project/animal-yoga-for-kids/>

Rhythm Bingo

The chapter president or music director claps or plays a rhythm (*all the cards have the same rhythms, but in different spots, so whoever is clapping/ playing will also need a card for reference*). With help from the mentors (if needed), the New Musician identifies the rhythm and marks it on his/her BINGO card.

You don't always have to use the traditional BINGO pattern to win, you could consider a different one for each round - 4 corners, "T", "L", etc.

Only rhythms from Book 1 are used so that everyone can participate.

BINGO cards found at www.unitedsound.org/president-resources, Provide something to mark the BINGO cards with (*you could even use Skittles or M&Ms and eat at the end of each round*), Prizes for winner(s) are optional. One school who did this previously played until each New Musician won a round and handed out stickers as prizes.

The following activities were found at <https://www.recreationtherapy.com/tx/txdd.htm>

Balance Beam

Make a line (or 2 parallel lines) of masking tape on the floor and have students walk on the line as if it was a balance beam (traditional balance beams are 4" wide). Try different movements on the "beam" and see who doesn't fall off! You could even play music while everyone does a trick on the "beam" and have the class cheer for each person as they do their trick. Be mindful of New Musicians with physical disabilities and help them to walk, do a trick, or even push them if they are in a wheelchair.

Do What I Say

Play music with catchy, rhythmic tunes. Start with everyday movements...walking, running, stretching, bending, twisting, etc. First, just do the movements - have the chapter president do a movement and then have everyone in the room copy that movement. After doing this a couple of times, say, "do what I say" and then say a movement, but don't move at all...participants will just listen to your direction. If you say "jump up and down", everyone must jump up and down (just like Simon Says). Be mindful of physical limitations of your New Musicians and help them if needed.

Freeze

Play fun, up-beat music. Everyone walks or dances around the room. When the music stops, everyone freezes and holds that position until the chapter president releases them. No one is out for this game. Continue playing music and Freeze! Be mindful of physical limitations of New Musicians and assist them if necessary to get around the room.

Imitate a picture

Show a picture of something (see below for examples). As everyone to act like the picture, act out the picture, or act like how the picture makes them feel. Don't tell people how to act, just see what everyone comes up with (it's ok if there are lots of different imitations!). Chapter presidents might need to do a couple examples first to show how this activity works..

Scavenger Hunt

Before rehearsal, make a list of things you would find around the band/orchestra room OR even outside if your chapter is able to go outside for this activity. Make 1 copy of the list for each New Musician/Peer Mentor group. Prizes are optional.

Give a list of items to find to each group. You could have them physically get those items and return to a central location in the band/orchestra room, or you have them take a picture of the group with each item (this would be way easier and super cute to have all those pictures!). Have a prize for the group that finds all the items or takes pictures of everything the fastest. If you have prizes, consider giving a prize to each group - come up with different prize categories: fastest group, best picture, etc.

Pass it on

Sit or stand in a circle. The chapter president starts a word, a phrase, a handshake, a funny face, etc. and “passes” it to the person on the right. That person then “passes” the word or motion to the next person. This continues until everyone has received and passed on the original word/ action.

Examples:

“Hello”

“You Are Awesome!”

Smile

Yawn

Hug

As a variation, when passing words, ask each person to use a different inflection or voice quality (talk high, whisper, etc.)

Information Please

You will need a bean bag or beach ball or something soft and easy to catch/throw for this activity.

Sit in a circle. The chapter president says, “My name iswhat’s yours?”. The president looks directly at the person questioned and throws the bean bag or beach ball to that person. The 2nd person repeats, “MY name iswhat’s yours?”, and throws the bean bag or ball to the 3rd person and the activity continues until everyone has a turn. Be mindful of physical limitations of New Musicians and help them to throw/catch if needed. Additional questions may include: “I like to what do you like to do?”; “My favorite food iswhat’s yours?”; “I’m feelinghow are you feeling?”

March to the Music

Play a piece of marching music or any music with a strong beat. March to the music. March together. March in different directions with everyone following or having fun going their separate ways. You could even pass out small rhythmic instruments to play as you marched along. Practice keeping a steady beat!

Move to the Music

You will need any type of music that is school appropriate. *This would be a great activity to play some classical music as well!*

Play a piece of music (anything will do - slow, fast, try lots of different types). To start, have the chapter president move his/her body to the music - this could include things like moving your arms like the branches of a tree, or marching in place. Have the rest of the group mimic what the president is doing. Then encourage the group to be creative and come up with their own movements to the type of music you are playing. Encourage large sweeping movements that use the whole body. Help New Musicians if needed.

Laugh Olympics

What makes you laugh? Do silly things to make each other laugh. Do group laughs - have the chapter president start a type of laugh (super high pitched, snorting, etc.) and have everyone mimic that laugh. Have everyone laugh in a different way. See you if you can tell who has the funniest laugh, who has the most contagious laugh. Do a staring contest and see who laughs first!

Circular art

Give each person a piece of paper and a pencil, crayon, or marker. Tell the group to listen to the instructions given by the chapter president.

Instructions by the chapter president (mentors help New Musicians if needed):

- Write your name on the back of the paper
- On the front of the paper, draw the outline of a face - large circle
- Pass the sheet of paper to your right
- Take the piece of paper that you were given and draw the right eye
- Pass the sheet of paper to your right again
- Now, take that piece of paper and draw the left eye
- Continue passing and having different parts drawn until the face is complete.

Return the picture to the original artist.

Circular art without specific instructions

Give each person a piece of paper and a pencil, crayon, or marker. Tell the group to listen to the instructions given by the chapter president. You could also play music during this activity since you won't have to give specific instructions each time you pass the paper to the next person.

Instructions by the chapter president (mentors help New Musicians if needed):

- Write your name on the back of the paper
- On the front of the paper, start drawing anything. Give them just them a few seconds - enough time to draw a circle or square or something
- Pass the paper to the person on the right who will add to the picture
- Continue until the picture makes it back to the original artist and see what masterpiece was created!

Charades/Animal Antics

You will need to make slips of paper or cards with things to act out before rehearsal begins.

Play charades as a group. Simplify and modify as needed. Utilize simple charades such as brushing your hair, driving a car, playing baseball or make it more complex such as Disney characters or movies. If you are trying to act out an animal, try and do it without making a sound!

You could even do this as a New Musician/Peer Mentor group where that group acts out something and everyone else tries to guess. This way the New Musician isn't doing it all by themselves (for some this won't be an issue, but for others, it can be scary!)

United Sound Introductory Lesson Plans

Prepared by:
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: **Chapter Presidents should be running the chapter meetings from the very beginning. The** :
: **Music Director and Special Ed teachers should both be walking around the room to support** :
: **the president, new musicians, and peer mentors as needed.** :
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Please note that these plans are provided as a guide and are entirely optional. Feel free to use all, part, or none of these plans.

After the first few weeks, you should have a feel for your own chapter and will find the balance between small group and whole-group activities.

MATERIALS:

- You will need to make copies of 'Find Someone Who...' **ahead of time for Week 1**
- Posterboard – 1 posterboard for **each** New Musician group; have your Mentors take care of getting the posterboard *before your first meeting with New Musicians*
- Markers and poster-making supplies (for Week 2)
- “You Are Part of the Band/Orchestra” Certificates ***need to have names printed*** for your **Week 2 rehearsal**
- **Beach Ball** with various questions pre-written on the ball (for Week 4)

**Feel free to send your own suggestions, games, or changes for our chapters to utilize next year! Email your ideas to tiffany@unitedsound.org.*

















Week 1 Objective: Let the Relationship Building Begin!

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

- **Notice that the New Musician Method Books are NOT handed out during week 1.**

5 min	Welcome everyone!	Break your Mentors and New Musicians into their groups of four and have them start learning names. (Leave instruments in cases.)
10 min	Ice Breaking Game: Find Someone Who <i>(Make copies of the 'Find Someone Who' board ahead of time - make enough copies so that everyone has one, not just one per group)</i>	*Prep your Mentors during training time for this game.* Make sure New Musicians are not left on their own to ask questions unless they feel comfortable doing it by themselves. Specifically, encourage New Musicians to be "signers." Smile, be patient, and have fun. Give basic instructions: <ol style="list-style-type: none"> 1. Stay with your group as you move around the room and interact with other groups. 2. This is not a race 3. When you "find someone who," they write their name in the box of your sheet. 4. No one person can sign your form more than once 5. No one can announce to the room that they can sign a particular box.
5 min	Director leads Flash Cards – WHOLE group	<ol style="list-style-type: none"> 1. Have students return to seats, facing the director. 2. Demonstrate each flashcard. Move slowly, give lots of wait (thinking) time. You are demonstrating spacing to your Mentors and rhythms to your New Musicians 3. Next, introduce the "Rhythm Pick" game
	Rhythm Pick Game	Say, "I'm going to place two different rhythms on the board (or on two music stands). Then I'm going to say one of them out loud. All you have to do is pick which one I just did." * Depending on your group, this can be as simple as Soup on one side and Cake on the other side. <ul style="list-style-type: none"> • Create a situation they can't help but WIN. For a shy New Musician (many are - this is intimidating) you want all the first thoughts to be, "this is sooooo easy." Make it more challenging as you see success.
5 min	Mentors lead Flash Cards in small groups	Mentors in each group should continue with what you just demonstrated.
12 min	Getting Out Instruments: Mentor-led , in small groups	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Talk about parts of the instrument 3. Discuss appropriate handling 4. Learn how to assemble the instrument 5. Start to make the first noises!
3 min	Closing Activity Director leads	Music director leads everyone in making sounds together. Begin to watch the conductor for START & STOP cutoffs and point this out to New Musicians.
5 min	Put Away, Mentors Teach	<ol style="list-style-type: none"> 1. How to take apart and store the new musician's instrument 2. Where to store the instrument

Find Someone Who...

<p>Is wearing a ring</p> 	<p>Has <u>more than one</u> pet</p> 	<p>Is wearing purple right now</p> 	<p>Is older than 25!</p> 
<p>Was born in the same month as you</p> 	<p>Favorite subject is math</p> 	<p>Doesn't like fish</p> 	<p>Has <u>never</u> flown in an airplane</p> 
<p>Never seen a Harry Potter movie</p> 	<p>Is wearing a belt</p> 	<p>As the same eye color as you</p> 	<p>Likes popsicles</p> 
<p>Went on a summer vacation</p> 	<p>Plays on a sports team</p> 	<p>Has a father named Mike</p> 	<p>Read a book over the summer</p> 

Week 2 Objective: Building Relationships & Making Connections

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

3 min	Welcome back!	<p>Each group of 4 should start off with a name refresher! It might take some time & practice for New Musicians to remember everybody's names.</p> <p>Next, chat it up! Discuss your week with school and whatever else is fun. Encourage your New Musician to share also.</p>
15 min	<p>United Sound Posters <i>(1/2 of this activity, they will finish it next week)</i></p>	<p>Each group will make ONE poster representing themselves as a united whole.</p> <p>What unites us – as a small group – in addition to the sounds we make? What do we all have in common? (Doesn't have to be instrument specific. What does everyone in the group have in common or all like? Include everyone's name on the posters.)</p> <p><i>*This is an extension of "Find Someone Who"- feel free to pull out your copies from last week to look for similarities if that helps!</i></p>
5 min	<p>Flash Cards: Mentor-led in small groups</p>	<p>Review the flashcard rhythms practiced last week.</p> <p>Try placing more than two rhythms on a music stand this week. Then, say a rhythm out loud and have new musicians pick which one you did.</p> <p>Create a WINNING environment for the new musician. Remember, you want all the first thoughts to be, "this is soooooo easy." Only make it more challenging if you are seeing multiple successes.</p>
5 min	<p>Method Book Distribution: Mentor-led in small groups</p>	<p>Pass out books to each group – YAY!!</p> <ol style="list-style-type: none"> 1. Take time to look through the book, discuss the pictures, talk about the parts of the instrument. 2. Write New Musicians' names on their book. 3. Notice the foods from the Flash Cards are in the books too. 4. Practice saying rhythms from the book. (pgs. 4-5 in method book)
10 min	<p>EVERYONE Takes Out Instruments: Mentor-led in small groups</p>	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Talk about parts of the instrument (pg. 2 in method book) 3. Discuss appropriate care (pg. 3 in method book) 4. Learn how to assemble the instrument 5. Make noises, get a sound on the instrument <p>(Advanced students might be starting to play flashcards rhythms on the instrument. but most will not.)</p>
4 min	<p>Closing Activity: Whole Group</p>	<p>Present everyone with Welcome to the Band/Orchestra Certificates! Congratulate New Musicians for being committed and coming back a second time.</p> <p>Now they are REALLY IN the band/orchestra! CELEBRATE with high energy and have fun!!!</p>
3 min	Put Away: Mentors Teach	<ol style="list-style-type: none"> 1. How to take apart instrument correctly 2. Where to store the instrument

Week 3 Objective: Solidifying New Relationships & Playing Rhythms

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

3 min	Welcome	Take time to reintroduce everyone's names (within the group of 4). Take time to practice saying each other's names until everyone knows everyone's name. Feel free to chat about your week and school stuff once names are memorized.
15 min	United Sound Posters <i>(Complete posters during this time)</i>	Get out last week's posters - " <i>What unites <u>us</u> – as a small group – <u>in addition to the sounds we make?</u></i> " Decide ahead of time what will happen to the posters. Can they hang in the Music room? Hallways? Front office? Library? Cafeteria? District Office? <i>(They don't all have to be displayed together but they should all be displayed somewhere people can see them!)</i>
5 min	Flash Cards: Mentor-led in small groups	Review the flashcard rhythms practiced last week (<i>from pages 4-5 in books</i>). Try placing multiple rhythms on a music stand this week. Then, say a rhythm out loud and have new musicians pick which one you did. <i>*If the new musician is ready for a challenge, have a peer mentor play one of the rhythms on an instrument instead of saying it. Make it fun and remember to celebrate successes!</i>
10 min	Become a Rhythm Game & Poster Sharing: Director Led	Every person in a group chooses their favorite rhythm (<i>food</i>) and picks up that card. The group should then choose the order in which they should stand. Taking turns, each group comes to the front of the room, holding their chosen card in front of them. (The four students become a measure, of sorts.) The rest of the room gets to say the rhythm out loud. While that group is still in front, they will also show their US poster and share with everyone what Unites them as an individual group.
10 min	EVERYONE Takes Out Instruments: Mentor-led in small groups	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Review the parts of the instrument 3. Re-teach and discuss appropriate care 4. Offer supports in assembling the instrument 5. Make noises, get a sound on the instrument 6. Start to play flashcards rhythms on the instrument. *Some groups may start to move into pages 6-9 of the method book.
2 min	Put Away: Mentors review	<ol style="list-style-type: none"> 1. How to take apart instrument correctly 2. Where to store the instrument

HELPFUL HINTS for Future Weeks:

- **Make a plan** for each week with your co-president, even if it's a rough plan. *Meetings will run much smoother this way.*
- Incorporate a **United Sound Activity** (from your Activity Box) each week to encourage fun, non-instrument, and social engagement time for either the whole chapter or for individual groups to enjoy together.
- **Allow for a 5-minute break** somewhere around the middle of rehearsal; encourage socializing with other groups, getting water, or going to the bathroom.

Week 4 Objective: Building Closer Relationships & Playing Rhythms

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

CONSIDER projecting the day's agenda or some type of outline onto a screen for everyone to see what to expect from rehearsal.

NOTICE that the first 15 minutes today is relationship building only (no books & no instruments yet). Remember, United Sound is more than the music we play together!

10-15 min	Welcome to all & Hey, About My Name <i>Mentor-led in small groups</i>	Individual groups should greet one another as they enter. Check-in to see if everyone knows each other's names. Next, each group member should talk about their own name. Some ideas to talk about are shown here. <i>* Hey, About My Name: Does anyone have a nickname or use a shortened version of their real name? What does your family call you? Does anyone's name rhyme with something or have a special meaning? Do you like your name? What do you like or dislike about it?</i>
	"Beach Ball Pass" Activity <i>Whole-group</i>	Pass a beach ball covered in questions. Whatever question is facing you when you catch the ball, that's the question you answer. You could also play this by playing music while you pass the ball. When the music stops, the person holding the ball answers the question. <i>* Examples of questions to write on the ball: What is your favorite . . . (fill in the blank) What kind of music do you like? Do you have any pets?</i>
5 min	BREAK	<i>BREAK time – Set a timer, flicker lights when 4 minutes is up, and make an announcement time's almost up!</i> Let everyone know that when they return, they should come back ready to focus on some MUSIC!
5 min	EVERYONE Takes Out Instruments: <i>Mentor-led in small groups</i>	Ask the new musician if they think they're ready to open the case, tell the parts of the instrument and how to care for it correctly, and then assemble it on their own yet. <ul style="list-style-type: none"> • Listen, watch, re-teach, and offer support for them as needed.
10 min	Rhythms & Flash Cards <i>from Method Books</i>	Use the new musician's method book to practice rhythms and flashcards from pages 5-9.
5 min	Watch Us Show-Off	Give each group time to 'show-off' what they learned or practiced today. This should be a fun and rewarding experience for each group. Start by giving everyone a full minute to prepare what they want to show off and then randomly call each group to perform what they practiced today. Be sure to praise and celebrate each group's hard work!
2 min	Put Away: Mentors review	Ask the new musician if they can show you how to correctly take apart their instrument correctly and remember where to store it. Let them take the lead if they're ready. Offer them help if they need it - don't let them struggle!

*Moving Forward: With four weeks of Ice-Breaking behind you now, we hope that everyone is comfortable. 😊

Remember: Start each rehearsal with a warm welcome and then move to flashcards for review. Alternate between president-led, mentor-led, and occasional director-led activities. In general, try to "change it up" every 10 minutes or so.

Lesson Plan Template

Do you have any goals or objectives for this week's chapter meeting?

3-5 min	Welcome	Mentors and Musicians get in groups Call the meeting to order with attendance and an overview of the day's agenda.
5 min	Starting Activity	
10 min		
5 min	BREAK	BREAK time – Does anyone need a bathroom break or a drink – or even just a walk outside for some fresh air really quick? GO FOR IT!
5 min		
10 min		
3-5 min	Put Away Instruments; Reminders & Goodbyes	