

# SING IT WITH STYLE

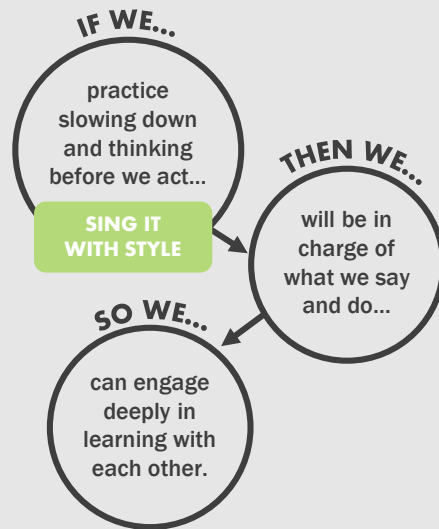


ALL GRADES


**WHAT IS IT?** A game to build executive function skills.

**WHAT IS IT ABOUT?** Practicing self-control.

## WHY DO THIS?



## MATERIALS

 Cards showing various singing styles.

## THE BIG IDEA

This game is about using self-control to manage how you sing a familiar song – loud, soft, fast, slow. Body (movement, voice, etc.) control is a great way to practice self-control.

## INSTRUCTIONS

1. Say **THE BIG IDEA**.
2. Create large cards with different styles (e.g., *loud, quiet, quick, slow*) visually represented with words and/or images. Choose a classic children's song that has associated motions that you'd like to sing with the class (e.g., *Head, Shoulders, Knees, and Toes; 5 Little Monkeys; Hokey Pokey; etc.*).
3. Ask students to spread out and find their own space in the room.
4. Say, "We are all going to sing \_\_\_\_\_ together. Let's sing the song normally first to learn the words and motions. Repeat after me and follow along." (*Lead students through the song.*)
5. Say, "Now let's try singing the same song in different styles. I have four cards that say 'fast, slow, loud, and quiet.' Let's try singing in one of the styles." (*Show one card, and sing together.*)
6. Continue singing new rounds in different styles.

» **MUST DO:** Must require students to replace the automatic style of singing a song with a new one.

↻ **CAN ADAPT:** Change the song and/or the styles.



## AFTER THE ACTIVITY, DEBRIEF:

- We had to use our Stop and Think Power to do something different than what we were used to. It can be hard. How did that feel? What can help us when it's hard to do this?
- Let's pay attention to styles today. When I tell us to use "quiet" voices during \_\_\_\_\_, think about how to Stop and Think to talk in a different style.
- When are other times that you're asked to do something in a specific style? Do you always feel like doing things that way?

## TIPS FOR SUCCESS



Translate the different style words (i.e., loud, quiet, quick, slow) into the native languages of bilingual learners, and add those words to your cards.



If you have children in your group who have experienced trauma, use caution with the "loud" style, and only use it if you think it won't be too stressful for the students.

## ADAPTATIONS

- Variations: switch styles mid-song or invite students to choose styles.
- This game gives students clear practice for common classroom expectations such as "slow down" or "use a quiet voice." Incorporate other styles that you'd like to work on in your classroom.
- Invite children to create their own styles (e.g., robotic, like an opera singer, like a rapper, etc.)