
Teaching Songs

Service Unit Toolkit



Purpose of the Toolkit:

The primary purpose of this toolkit is KNOWLEDGE TRANSFER to Troop Leaders in the Service Unit.

The *secondary purpose* of this toolkit is to provide a plug and play resource to Service Unit administrative team members to help them easily provide an extra something of value to Leaders who attend the meetings.

Service Unit Meetings that provide useful information (which can be immediately applied by the audience) *and* an opportunity for Troop Leaders to share and engage with each other *helps their Leaders find value in attending the meeting and increases the likelihood of them coming back every month.*

Why is this important?

- Your Leaders will stay longer if they feel supported
- Your Service Unit will grow stronger as a result
- The girls ultimately will have a better experience because their leaders are finding value and support in their volunteer experience

This toolkit is designed to provide you with a single month's worth of programming or training snippets that a member of your Service Unit Leadership Team can pick up and deliver with only a small amount of preparation.

Type of Toolkit: Program Snippet

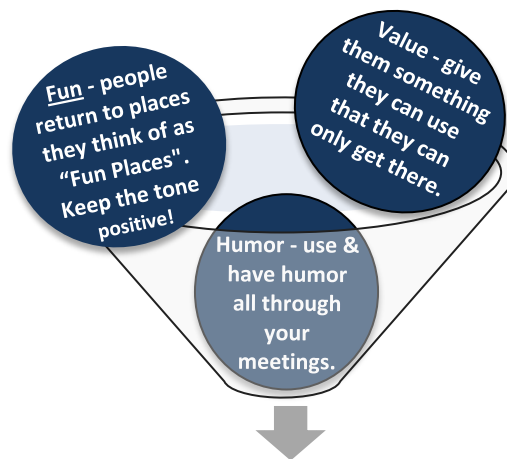
When & How to Use the Toolkit:

- Plan in advance and pick a month to schedule this Toolkit Topic
- Select a Service Unit Team Member to present the Toolkit Topic, and give them the materials to study and prepare any handout materials needed. It could be the Manager, Coach, ARS...anyone. Try to rotate so that your leaders get to know all of you.
- Promote the topic in pre-meeting communications and at the end of the previous month's meeting.
- Consider that emailing all of the files the day after the meeting to everyone who doesn't come is a disincentive to attend since they will get them anyway. Make it worthwhile to be there.

Time Required:

- 20 minutes MAX

Basic Elements of a Good Service Unit Meeting



Part 1) Arrival Activity / Snacks / Start Up

Consider adding some kind of self-directed activity leaders may do if they arrive early for the meeting. The activity should not require a lot of time to complete and little, if any, clean up. Supplies for the pre-meeting activity should be set up and ready for the leaders when they arrive. This activity gives the Service Unit Team time to greet people as they arrive and keeps attendees busy with something structured.

Some possible examples include:

- A photo album with pictures of past or the most recent SU event to look at.
- Pick a single topic such as "behavior management" or "something my troop did that I am proud of" and put out index cards. Ask Leaders to write down & share one of their best practices or recent activities. Use this later in the Activity section.
- Put out a veggie or cheese and cracker tray – people tend to bond over food.
- A voting station & drop box for a choice between three different kinds of SU events.
- Do a Google search for simple and quick ice breakers for meetings.

Hint: If you make this part fun, the leaders will tend to be on time.

Part 2) Opening

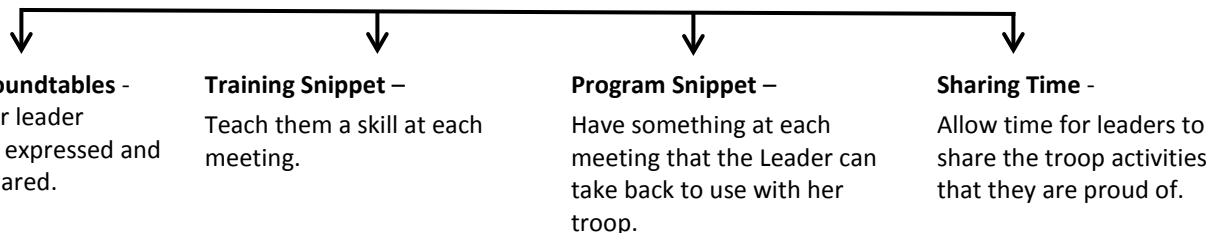
Have an official start to the meeting. We can never emphasize the Promise & Law enough. Some SU's have older girls do a flag ceremony if there is time.

Part 3) Service Unit Business

Have an agenda. Print it and stick to it. People feel good when they can visually see that the group is accomplishing tasks. Give them only what is necessary. Data dump overkill, grinding personal axes, and wandering bunny trails tend to frustrate and annoy people.

Part 4) Activity

Pick **one** from the four options below:



Part 5) Closing

Bring them back together. Ask what the most valuable thing they got from tonight's meeting was. Give them the date and time of the next meeting. Invite them to help clean up after the meeting if they'd like to stay and chat. Thank them for coming. Wish them a great night.

Part 6) Clean Up

Put the meeting place back in order. Involving others can help them make connections with each other and feel like part of the group.

The Topic Facilitator's Role

Tips and Techniques for Effective Facilitation

These tips and techniques will take you through facilitating the topic from preparation to completion.

A few days before the session...

Review the materials so you are familiar with them. Knowing the content of the materials will make facilitation easier for you and more effective for the participants.

- Read the **Introduction** thoroughly enough to be able to verbally explain it to the group.
- Study the **Topic Facilitator's Instructions**
- Make copies of any **handouts**

On the day of the presentation...

Arrive early to prepare the space & your materials.

As the presentation begins...

Introduce yourself & set the stage for sharing and learning. Your degree of caring and enthusiasm for the topic will show through, whether you state it or not, so don't worry about being a professional, polished trainer. Your positive energy will carry you through. The audience wants you to succeed.

Participants should understand:

- Why this information is important.
- How long the session will last.
- Your role as the facilitator and their role as the participants.

Ground rules – if any - such as working in partner pairs, or not judging other people's ideas may be needed to set expectations, if exercises are involved.

➤ After the session...

Address any concerns that have been raised, if you can. If you don't know the answers, ask a volunteer to research and report to the group, or take this on as a personal task.

Express appreciation to the participants for sharing their ideas.

Now, you're ready to facilitate – have a wonderful experience!

Why Should Leaders Know This?

Girl Scouts are united by their love of singing. It recalls happy times, dreaming around campfires with their Troop. A silly camp song may have made the difference between feeling lonely and making lifelong friends.

How Should I deliver this material?

Pick a song you know and use the methods given to teach the group. It's ok if they already know the song. The structure and sequence of your demonstration is the information you're presenting.

If you have time, you might ask the group how they have learned songs before. When are songbooks useful? Could songbooks or song sheets ever be an actual barrier to learning a song?

What Materials Do I need?

- Pick a song you know well.
- After you demonstrate you can share the words.
- Do NOT hand out words or music to the group first. Instead, you want them to fully participate and to keep their focus and attention on the song.
- This is what usually works best for girls, even if they are readers.
- At most, you might want to post the words on a poster or board next to you as you demonstrate.

What Do I need to Print?

- You need to print 1 master copy of this entire document.
- Separate and keep/study the facilitator's notes for yourself.
- You will use the rest of the material to make participant handouts.
- You may take these to a service center and ask them to make double sided / stapled copies for you – enough for everyone who will be in attendance or you may choose some other mechanism to have them printed.

Topic Facilitator's Session Instructions

Materials Needed, Notes	Script
<p><u>WHAT:</u></p> <ul style="list-style-type: none"> Explain the importance of singing songs together as a group. <p><u>WHY:</u></p> <ul style="list-style-type: none"> To demonstrate that teaching a song can be learned. <p><u>TIME:</u> 15 min</p>	<p>SAY: My favorite memories as a Girl Scout probably involve singing. <i>I remember exactly where I was and what I was doing when I learned {the song}</i> _____ (optional – share a quick memory)</p> <p>ASK: Do you remember favorite camp songs? Does your troop have a ‘troop song?’</p> <p>SAY: There are <u>steps</u> to teach songs to groups. We’re going to model this now, using information adapted from GSUSA.</p> <p>I’m going to teach you a song. It’s ok if you already know the song. What we want to focus on now is the process for <u>teaching</u> any song.</p> <p>The first thing you may notice is that I’m not going to hand out any song sheets or songbooks. They can come later. You need your eyes and ears and maybe hands and feet, and your brain.</p> <p>SAY: I’m going to sing _____. If you know the song, please just listen this first time. Listen for musical phrases and for words that repeat. Can you hear a phrase that seems to say, “There’s more to come?” Can you identify the part of the song that signals “This is the end (of the verse, of the chorus, the song?)”</p> <p>TASK: Sing the song.</p> <p>SAY: I’m going to sing a phrase, and then I’ll repeat that phrase and you can sing with me.</p> <p>DEMONSTRATE: Sing the phrase.</p> <p>ASK: Let’s all sing this part together. Repeat as needed until all parts have been sung.</p> <p>Join phrases until you have sung the verse and the chorus. Sing through once or twice.</p> <p>If you have time, divide larger groups into two parts. Take turns singing and listening.</p>

<p><u>WHAT:</u></p> <ul style="list-style-type: none"> • Give out the handouts and explain their importance. <p><u>WHY:</u></p> <ul style="list-style-type: none"> • To show how they can be used. <p><u>TIME:</u> 5 min</p>	<p><i>TASK:</i> Pass out the handouts.</p> <p>SAY: Rather than handing out words to songs that you may or may not know the tune for, I am giving you resources to find songs that you like. In addition, the handouts include information on choosing and teaching songs.</p> <p>Another handout shows how singing works with GSLE to demonstrate how most of your activities can be understood thru the GSLE filter.</p> <p>We are also hearing a lot about STEM activities lately. So there is a handout showing how singing can develop skills that fit in with STEM careers.</p>
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Handouts to Copy:

- 1) Song Leading: A Skill That Can Be Learned
- 2) GSLE: Does it work with Singing? & Resources
 - These two handouts can be printed back to back to use only one piece of paper.
- 3) STEM – how about STEAM?
 - This two page handout can be printed back to back to use only one piece of paper.


Song Leading: A Skill That Can Be Learned

Love to sing, but not sure how to start teaching others? Here are some great guidelines for the emerging song leader—no matter what age you are.

Choosing Songs

- **Know the group that you will be working with.** How old are they? How many girls are there? What are their singing abilities? What are their song interests? How long is their attention span?
- **Begin with simple songs or songs that the girls know.** Choose songs that are simple, like short rounds, songs with tra-la-la choruses, repeat songs, or those that include repetition or choruses.
- **Know what you are doing.** Know the song words and the melody. Practice. Use note cards if you need them. Make a list of the songs you will sing, and know the order you will sing them in. Know something of the history of the song so you can share it with the girls.
- **If you are choosing songs for an evening program,** start out with rowdy songs and end with quiet songs to set the tone for bedtime.

Teaching Songs

- **Be enthusiastic.** Demonstrate by example that singing together is not a competition to see who can sing the loudest. Encourage the group to listen to each other and to produce a beautiful sound.
 - **Sing the song through for the group.** Introduce the song by telling where it is from. Sing the first verse and the chorus, so group members know how it sounds. Have those who know it sing with you.
 - **Teach the song phrase by phrase.** Sing a phrase, and have the group sing back to you. Then join phrases and sing the verse and chorus. If long, teach a few verses, then repeat. Repeat once or twice.
- **Sing the song all together.** If singing a round, a song with parts, or a descant, make sure each group knows its part well before putting the parts together. If you are singing a song with parts, have a leader who knows each part. Use simple hand motions to keep the tempo.
- **You give the starting note.** Hum the melody or use a musical instrument. If you get it wrong, stop and start over. Avoid pitching too high or too low for girls.
- **Make sure that girls follow your hand motions.** Let them know that hand motions are used to keep the group together in the right tempo, and the motions will help them know where you are in the song.
- **Choose a variety of songs.** Do songs that are fast and slow, songs that include hand motions, and songs that lend themselves to simple harmony, as well as funny songs. Avoid songs that might be offensive to religious or ethnic groups.



GSLE: Does it work with Singing? YES!

- **Discover.** Girls can share their favorite camp songs. They can list songs they remember from when they were younger. Are there songs that everyone knows? Are there songs that only one or two know? Make comparisons: Alike and Different, Cultures, Family memories and traditions.
- **Connect.** By singing together, girls connect their voices with others to make music. They connect with Girl Scouts and Guides worldwide by learning songs and their histories.
- **Take Action.** Singing is a way to communicate: values, passions, community, history. Leading songs and teaching them to younger (or older!) groups is a way to share with their community.
- **Girl Led.** Girls can create song lists for various activities. They can negotiate with each other and reach consensus on their choices. Girls can take turns leading songs for the troop.
- **Work Cooperatively.** Girls learn to listen for others' voices; they learn to tune their singing to blend with the group.
- **Learn by Doing.** In The Music Man, Professor Harold Hill may have been on to something with his "Think Method" for learning music, but it's probably truer that the only way to learn to sing is to SING!

Resources

- *Pax Lodge Songbook*
- *Sangam Sangeet/Sangam Songbook*
- *Girl Scout Pocket Songbook*
- *Girl Scout Brownie Songbook*
- Check your Girl Scout council or camp library. There may be songbooks available for check-out.
- *Campfire Songs*, edited by Irene Maddox, Rosalyn Blankenship, and Rosalyn Cobb. Old Saybrook, Conn.: Globe Pequot Press. This has some fun songs.
- *Rise Up Singing: The Group Singing Songbook*, edited by Peter Blood and Annie Patterson. Bethlehem, Pa.: Sing Out! Publications. This is a favorite resource for folk songs. It has chords, but not the music, with words for over 1,000 songs.
- *Girl Scouts Greatest Hits*, Legend Music Web site at <http://gsmusic.com>. Information on recordings by Melinda Carroll (This CD is the result of a Girl Scout chorus).

STEM – how about STEAM?

Preparing our kids for the 21st century involves exciting them about STEM education and making sure they are literate in science, technology, engineering and math. Many are asking that we put an **“A” for the Arts** into STEM education, making STEAM education the focus of 21st century learning.

That begs the question – does that mean that scientists, technologists, engineers and mathematicians need to learn design, beauty, and music?

- Steve Jobs made Apple a success focusing on design.
- Dan Pink, in his book [A Whole New Mind: Why Right-Brainers Will Rule the Future](#), tells us that design is key to thriving in a future that belongs to a different kind of person with a different kind of mind: artists, inventors, storytellers-creative and holistic “right-brain” thinkers.
- Garr Reynolds, in [Presentation Zen: Simple Ideas on Presentation Design and Delivery](#) demonstrates how to seamlessly integrate design concepts into something as mundane as a PowerPoint.

This approach looks at STEM education still in terms of silos of education. It asks if students interested in technology, gifted in math and science, often labeled as geeks, will benefit from classes in calligraphy, design, piano, and dance.

Or does putting the A in STEM mean that all students, even those in the arts, are meant to be immersed in this century’s needed STEM literacy? Are they learning the skills to use social media to connect with thousands, like Eric Whitaker in conducting a virtual choir, or the skills to storyboard, compose, enact and edit a light saber battle between with cello bows, or the skills to create a revolutionary peer-to-peer music file sharing program like Shawn Fanning and Sean Parker, the co-founders of Napster?

A popular approach to physics was introduced several years ago at a music and STEM conference. It involves teaching an entire class the physics of pitch, frequency and resonance by building a guitar.

The 21st century brings with it wonderful opportunities. Let’s be willing to learn new things and try new technology, to master more than one talent and collaborate with others to mash together new expressions of beauty, mourn and celebrate the music composed and performed in the past and boldly lead music in new directions that builds a more just and beautiful world.

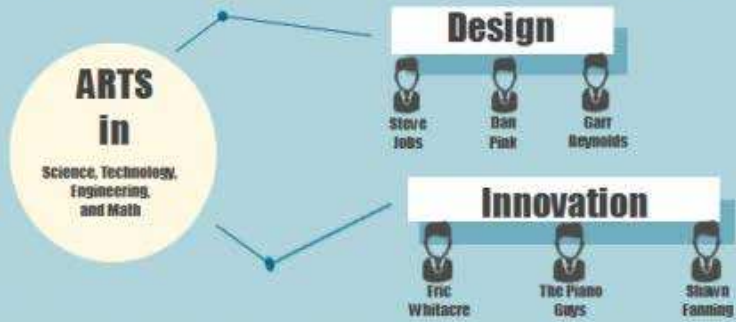
Taken from: <http://www.ellencavanaugh.com/2012/07/05/musicstem-careers/>

Where Can STEAM Lead?

Music Careers

In the 21st Century

PUTTING THE "A" IN STEM



Careers



Sound Technician

Audio Engineer

Cognitive Musicologist

Sound Designer

Acoustical Engineer

Psychoacoustic Scientist

Acoustical Architect

Virtual Musician Programmer

Harmonics Physicist



Music/STEM Programs



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