

The Talking Drum

A Beat for Peace[®] Curriculum



**Building Respectful, Responsible, and
Resilient Children through Drum Ensembles
and Counseling**

Michael C. Kane, M.S., Ed.S, N.B.C.T.

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Published by Michael C. Kane

For more information email Mike@BeatforPeace.com.

www.BeatforPeace.com

Beat for Peace is a collaborative intervention that combines the best of music education and effective school counseling practices. A truly unique convergence occurs when we bring the attitudes, skills and beliefs of a professional school counselor into a world music drum ensemble. Once the hand strikes the drum the accessibility and power of the drum becomes apparent.

The lessons in this book are designed to enhance the fun of drumming with the spoken word, and therapeutic ear. Everything is research based and has been utilized in my own Beat for Peace ensemble since 1999. Each lesson is included for a specific purpose and with desired student outcomes in mind. Every year, my desired student outcomes are adapted to meet the needs of my Title I school population. I encourage you to do the same. Take these lessons and implement them as written in the order provided, or make them your own by expanding the content or adjusting the sequence. The important thing is to tailor your drum ensemble intervention to the needs of your target population.

Towards the end of the book, you will find a parent education component. We all understand the demands on our students' families and often go to great lengths to make our school building accessible, attractive, and welcoming. These six lessons do just that. Families can relate to drumming. I can't think of a single concert in which we did not had family members approach to comment on a song that reminded them of "old nursery rhyme" or "a song my mama used to sing to me". Many times a spontaneous jam broke out as we concluded the night. Try the parent lessons out. Not only will they enjoy drumming, they'll also learn about effective communication, encouraging responsibility and stress management.

At the heart of it all, Beat for Peace is an intervention designed to help kids learn, feel confident in their abilities, and to develop the attitudes, skills and beliefs of a resilient person. As you implement these lessons make sure that you are practicing within your own areas of expertise. Your work must be consistent with your state department of education's professional standards and ethical codes of conduct. If at any time you become concerned about your performance or the responses of a student, I encourage you to seek out consultation or assistance from other school counselors, your administrator or school district staff.

Finally, my deepest gratitude is extended to Paul Corbiere, my colleague and co-founder of Beat for Peace. He brought drumming into my personal and professional life. I am grateful for the school counselors, music educators, mental health professionals, school teachers, social workers, grief therapists, community activist and students who have shared in my drumming journey. I am humored, encouraged and embraced by my loving and supportive family; Debbie, Paul, and Savannah. Thanks for letting me have the time to write the book. Love you guys!

I hope you enjoy the book. I sure enjoyed writing it!

Peace,

Mike



The Beat for Peace[®] Model



Listen-Focus-Respect



The 6 Keys

1. **LISTEN-FOCUS-RESPECT** are interconnected.
2. **LISTEN-FOCUS-RESPECT** leads to academic success.
3. **LISTEN-FOCUS-RESPECT** leads to successful relationships with families, peers, teachers and authority figures.
4. **LISTEN-FOCUS-RESPECT** leads to community and career success.
5. **LISTEN-FOCUS-RESPECT** can be modeled, taught, and encouraged.
6. Students come to us with differing levels of attitude, skill and habit. We can improve the ability of students to **LISTEN-FOCUS-RESPECT**.

The Beat for Peace[®] Model



Listen-Focus-Respect

Listen-Focus-Respect

Make It Real!

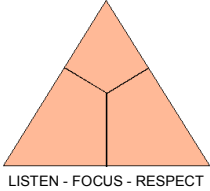


| | Show | Tell | Do | Independence | Connect |
|----------------|--|--|---|---|--|
| Listen | <ul style="list-style-type: none"> • Make Time • Active Listening • Eye Contact • Nonverbal and Verbal Encouragement | <ul style="list-style-type: none"> • Describes the SLANT Steps to Listening • Play Listening Games • Read • Paraphrase | <ul style="list-style-type: none"> • Play Listening Games • Ask for Active Listening • Offer Active Listening • Connect and Communicate | <ul style="list-style-type: none"> • Allow him/her to Listen on his/her own • Recognize and Praise Listening • Ask him/her to Teach it to Others | <ul style="list-style-type: none"> • Associate Listening to school, social, familial, and career success. |
| Focus | <ul style="list-style-type: none"> • Eye Contact • Set Classroom Routines • Set Classroom Goals and Priorities • Value Relationships | <ul style="list-style-type: none"> • Hold Class Meetings • Talk About Priorities and Goals | <ul style="list-style-type: none"> • Allow Students to Contribute • Adhere to Classwork and Homework Routines | <ul style="list-style-type: none"> • Allow Students to Develop Interests and Activities | <ul style="list-style-type: none"> • Associate Listening to school, social, familial, and career success. |
| Respect | <ul style="list-style-type: none"> • Respect Yourself • Say What You Mean. Mean What you Say • Set Limits • Use Respectful Language | <ul style="list-style-type: none"> • Set Limits • Describe Respectful Language • Discuss Respect for Self and Others | <ul style="list-style-type: none"> • Use Respectful Language Everyday • Maintain Healthy Habits • Adhere to Limits | <ul style="list-style-type: none"> • Make Student Responsible for Self Care • Allow for appropriate Decision Making Opportunities | <ul style="list-style-type: none"> • Associate Listening to school, social, familial, and career success. |

DUNNO

The Talking Drum Lessons



| Lesson: | Section: |
|--------------------------------------|---|
| <p>#1</p> <p>Welcome Session</p> |  <p>LISTEN - FOCUS - RESPECT</p> |

Overview:

Students are welcomed to the drum ensemble. Congratulations are extended. Rehearsal and DUNNO schedules are discussed. Permission slips and brochures are provided.

Links:

MUSIC –

Play and/or discuss drum circle music. Examples include: *Macobi Village: Music of the Village* (James Mader & Paul Corbiere), *Naa-Miami* (Sowah Mensah), *Planet Drum* (Mickey Hart), and/or *Caribbean Playground* (Putumayo Kids).

LISTEN/FOCUS/RESPECT –

Present and discuss the *ago-ame* concept as a way leaders call out to others in order to get their attention and participation. The *ago* call roughly translates to “Are you with me?” The *ame* response roughly translates to “Yes, we are with you.” The adult leader calls *ago*. The students respond *ame* and then stop talking and freeze. Practice it until the response is in unison and all speaking and movement cease.

RESILIENCY SKILL DEVELOPMENT –

Establish an environment of caring and support. Describe how you and the other adult sponsor(s) are now available to the student drummers. Discuss how the students were chosen from a list of many interested persons.

Materials:

- Drum circle music such as *Macobi Village: Music of the Village* (James Mader & Paul Corbiere), *Naa-Miami* (Sowah Mensah), *Planet Drum* (Mickey Hart), and/or *Caribbean Playground* (Putumayo Kids).
- Permission slips.
- Literature, story or book that portrays drumming as more than just making noise.

Procedure:

SAY: Introduce yourself and the other adult sponsor(s) and welcome the student drummers to the drum ensemble.

DO: Practice *ago-ame*.

DO: Using music and literature, discuss the long tradition of drum circles.

SAY: Review the rehearsal and DUNNO schedules.

DO: Distribute permission slips. Be sure to set a deadline for parent consent.

SAY: *Congratulations on being selected from a sea of candidates. You have been invited to be a part of one of the coolest groups in school! Thank you and I look forward to seeing you next time.*

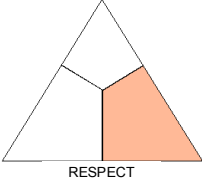
Related Quote/Literature:

Beat the Story Drum, Pum-Pum (Aladdin Books)

The Leopard's Drum: An Asante Tale from West Africa

Comments:

The first session sets the tone for the rest of the year. Strike a balance between fun and respect. Review and practice the *ago-ame* call and response until you get 100% participation.

| Lesson: | Section: |
|------------------------------|--|
| <p>#2</p> <p>Hello Bongo</p> |  |

Overview:

Students are welcomed back to the drum ensemble, Today’s focus will be on getting to know one another with special emphasis being placed on respect for diversity using the *Hello Bongo* activity page.

Links:

MUSIC –

While in the drum circle, play a question-answer pattern and vary the question to include “what’s your name?”; “who’s your teacher?” or any other question that can reveal personal information. While in small group counseling, ask these questions again. Use the group process to encourage students to interact, comment and respond to one another.

LISTEN/FOCUS/RESPECT –

Students demonstrate respect for one another in various ways during the *Hello Bongo* activity. Before beginning, discuss the appropriate way to introduce oneself to another. Be sure to appreciate the cultural traditions of your students and be sensitive to shy or withdrawn students. Use the activity to celebrate the items that the group has in common as well as those traits or experiences unique to one or two persons.

RESILIENCY SKILL DEVELOPMENT –

Social competence, communication skills, and the ability to introduce oneself are essential characteristics of the resilient child. *Hello Bongo* provides a non-threatening environment for students to learn, practice and/or model these traits.

Materials:

- *Hello Bongo* Activity Sheet
- *Student Pre-Survey* (Beat for Peace Forms Manual)
- Clipboards and pencils

Procedure:

SAY: *Welcome back* everybody! Praise the prompt return of permission slips.

DO: Distribute the *Hello Bongo* Activity Sheet, clipboards and pencils. Students must introduce themselves to each other, find someone who meets the description in each of the boxes, and write their names in the corresponding box. Stress the importance of using respectful behavior and manners. Demonstrate or role play how to introduce oneself in social situations.

SAY: *How did you feel introducing yourself? When you found someone else with a common description how did you feel? What do you know now that you did not know before? What do we have in common? How are we unique?*

Related Quote/Literature:

You never get a second chance to make a first impression.

--unknown

Life is partly what we make it and partly what is made by the friends we choose.

--Tennessee Williams

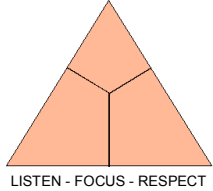
Comments:

Be a participant in *Hello Bongo* too! Walk around, socialize and make connections whenever possible. Be sure to point out how much the group has in common.

Hello Bongo

**Find someone who fits the description listed below.
Write their name in the box.**

| | | | |
|--|---|---|--|
| Someone who has been to Walt Disney World. | Someone born the same month as you. | Someone who wears glasses. | Someone who likes mushrooms on their pizza. |
| Someone who has (or had) the same teacher as you. | Someone who knows how to spell responsibility. | Someone with the same hair color as you. | Someone with the same favorite food as you. |
| Someone who made an A or B on their last school test. | Someone who was in the Drum Circle last year. | Someone with the same number of family members as you. | Someone who knows the motto of the Drum Circle. |

| Lesson: | Section: |
|--|--|
| <p style="text-align: center;">#3</p> <p style="text-align: center;">Drum Compact Listen-Focus-Respect</p> |  |

Overview:

People work better when they understand what they are working for. During today's activities, students will see the "big picture" of the drum ensemble. Spending time on the Beat for Peace Instructional Model will make evident the role these skills play in academic life (as a learner and with teachers or authority figures), family life (with parents and/or guardians) and social life (with friends and peers). This lesson guarantees that participants understand that we learn drum ensembles and develop life skills. The **Listen-Focus-Respect** skill set is interdependent and success in one area is dependent on success in the others. Drumming helps us to develop and practice **Listen-Focus-Respect**. Our ability to practice **Listen-Focus-Respect** makes it possible for us to learn drums ensembles. The two complement one another.

Links:

MUSIC –

Select a drum ensemble or piece that demonstrates complementary relationships between instruments. [The World Music Drumming: A Cross Cultural Curriculum](#) and Video (Will Schmid) demonstrates this concept throughout its seven ensembles.

LISTEN/FOCUS/RESPECT –

A sound foundation in the ability to practice **Listen-Focus-Respect** will provide both immediate and long term benefit. Review the *ago-ame* call to demonstrate the concept. Brainstorm how **Listen-Focus-Respect** can benefit us today (learning in the classroom, understanding the directions of school principal, keeping friends, etc).

RESILIENCY SKILL DEVELOPMENT –

By spending time on the Beat for Peace Instructional Model, we are pinpointing three areas in the development of the resilient child. Students are introduced to social competence, empathy & caring, and communication skills. Further development in these areas occurs later as more work is done in the individual areas of Communication, Developing Focus through Goal Setting, and Demonstrating Respect.

Materials:

- Slide or Overhead of the Beat for Peace Instructional Model
- *Drum Compact* Activity Sheet
- Clipboards, crayons and pencils
- *World Music Drumming* Video (ensemble 1) or other drum ensemble demonstrating complementary patterns.

Procedure:

SAY: Welcome everyone back.

DO: Display the *Beat for Peace Instructional Model* Slide or Overhead.

SAY: *Beat for Peace is supposed to teach us about drum ensembles, various cultures, and real life skills. Look at the overhead showing the **Listen-Focus-Respect** triangle. The ability to Listen, Stay Focused and to Demonstrate Respect is essential in everyday life and in the process of making music.*

DO: Discuss The 6 Keys and how the core attitudes, skills and habits of **Listen-Focus-Respect** are complementary.

DO: Brainstorm how **Listen-Focus-Respect** can help in learning a drum ensemble. Play *World Music Drumming* ensemble 1 or equivalent and discuss the role that these skills play in learning the piece. Continue to brainstorm to include application in the school setting, at home, and with friends and peers. Be sure that the students include responses like:

Listening

- Helps me to learn my part.
- Helps me learn math (science, reading, etc).
- Keeps me safe (fire drills, home safety).
- Keeps me out of trouble (with my parents, teachers, friends).

Focus

- I have to pay attention to learn.
- I have to pay attention at home so I know what my parents want me to do.
- I have to pay attention to the important things (the social studies lecture) and not pay attention to things like my friend passing me a note.

Respect

- It is important to say “please” and “thank you”.
- Respect your elders (parents, teachers, friends).
- If you respect yourself, then others will respect you.

DO: Distribute the *Drum Compact*, clipboards, and pencils. Read and complete the activity as a group.

SAY: *The Drum Compact holds us accountable for our school grades, behavior, and attendance. Your teacher will sign it as well.*

DO: Obtain signatures from the student, homeroom teacher and drum circle sponsor(s). Photocopy and share the compact with the student and his(her) teacher. Retain a copy.

Optional Activity: Based on the life experiences of your student population the following optional activity might be beneficial. You can draw from activities outside of music. In this example, I will use the team sport of soccer.

DO: Brainstorm how **Listen-Focus-Respect** can help in learning soccer. Brainstorm and list what the group knows about soccer (rules, players, positions, etc). Discuss the role that these skills play in learning the game. Continue the brainstorm to include application in the school setting, at home, and with friends and peers. Be sure that the students include responses like:

Listening

- Helps me to learn from the coach.
- Helps me to know what the other players are doing.
- Keeps me safe by hearing the referee's whistle.
- Keeps me out of trouble (with my parents, teachers, friends).

Focus

- I have to pay attention to the game to score goals.
- I have to pay attention to the game or I can get hit by the ball.
- I have to pay attention to the important things (the game) and not pay attention to things like the fans or the other team's players trying to distract me.

Respect

- It is important to be a good sport if we win or lose.
- It is important to respect the game by playing by the rules.
- If you respect yourself, then others will respect you.

Related Quote/Literature:

I learned that respect, focus and teamwork is better then having disrespect, nonfocus, and selfishness.

--Beat for Peace Drummer

Comments:

Listen-Focus-Respect will quickly become the group's motto. You'll say "Listen" and they finish with "Focus-Respect." Get used to using the three words together as if they were one.

Instructional Model



The 6 Keys

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6. Students come to us with differing levels of attitude, skill and habit. We can improve the ability of students to **LISTEN-FOCUS-RESPECT**.

Beat for Peace[®]

Forms Manual

by Michael C. Kane, M.S., Ed.S., N.B.C.T.
National Certified Teacher \ ECYA School Counseling
Drum Ensemble Facilitator

The Student Pre-Survey should be administered during the first month of the *Beat for Peace™* intervention. The Pre-Survey will provide baseline data for comparison once the post survey is administered. The Pre-Survey was written to rate the student's perception of him/herself in terms of the characteristics of a resilient child. The survey can also be used to identify data trends that warrant discussion. For example, if a majority of students report that they **HARDLY EVER** or **NEVER** stand up for themselves without putting others down (#2), then additional guidance lessons on assertiveness and I-messages may be appropriate. I recommend the survey items be read to the students to avoid any anxiety about the reading level.

Drum Circle

Student Pre-Survey

Name: _____

Date: _____

Circle Your Best Answer

5=ALWAYS 4=MOSTLY 3=SOMETIMES 2=HARDLY EVER 1=NEVER

| | | | | | | |
|-----------|--|------------|------------|------------|------------------|----------|
| 1 | I can get along with someone who is different than me. | 5 | 4 | 3 | 2 | 1 |
| 2 | I can stand up for myself without putting others down. | 5 | 4 | 3 | 2 | 1 |
| 3 | I can solve my own problems. | 5 | 4 | 3 | 2 | 1 |
| 4 | When I really try, I can do most anything. | 5 | 4 | 3 | 2 | 1 |
| 5 | I feel bad when I see someone hurt. | 5 | 4 | 3 | 2 | 1 |
| 6 | When I need help, I find someone to talk with. | 5 | 4 | 3 | 2 | 1 |
| 7 | I pay attention in class. | 5 | 4 | 3 | 2 | 1 |
| 8 | I understand how I think, feel and behave. | 5 | 4 | 3 | 2 | 1 |
| 9 | I plan to graduate from high school. | 5 | 4 | 3 | 2 | 1 |
| 10 | I make a difference at my school. | 5 | 4 | 3 | 2 | 1 |
| 11 | I try to work out problems by talking about them. | 5 | 4 | 3 | 2 | 1 |
| 12 | At my school, teachers and other adults listen when I have something to say. | 5 | 4 | 3 | 2 | 1 |
| 13 | My friends try to do what is right. | 5 | 4 | 3 | 2 | 1 |
| 14 | This past year, how many times have you hit or pushed other kids when you were not playing around? | 0-1 | 2-3 | 4-5 | 6 or more | |
| 15 | This past year, how many times have you spread mean rumors about others kids at school? | 0-1 | 2-3 | 4-5 | 6 or more | |

16. Our songs are about respect, focus, and hopes and dreams. What are your hopes and dreams for this year?

17. What are your hopes and dreams for the next 5 years? 10 years?

18. This year I want to learn _____

Beat for Peace® Order Form
Listen - Focus - Respect



www.BeatforPeace.com Mike@BeatforPeace.com (561)281-0915

The Talking Drum: A Beat for Peace® Curriculum

A complete curriculum and how to guide for starting your own drum ensemble intervention with ready to use lesson plans.

| | |
|--|---------|
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|--|---------|

The Beat for Peace® Forms Manual

An essential companion to the Talking Drum curriculum with many ready to use forms, surveys, pre-post tests, and activities.

| | |
|---|---------|
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Complete Package! - The Talking Drum: A Beat for Peace® Curriculum and The Beat for Peace® Forms Manual

| | |
|---|---------|
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|---|---------|

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