Boom Chicka Boom

Time (difficulty): 4-7 min (medium difficulty)

Set Up

- For this Harmony Break, a young person will chant first, then other young people chant back. This can be done at home with family members, or online via video chat.
- See badge four on level one of the curriculum to learn about the Mood Meter.

Introduction

- Begin to play a medium tempo beat on your body by clapping on your knees once, and then clapping your hands together once, and repeating.
- Ask everyone else to play the beat with you.

In Action

- Chant each of these phrases out loud, and have the others repeat after you.
- “I said a boom chicka boom!” (others repeat)
- “I said a boom chicka boom!” (others repeat)
- “I said a boom chicka rocka chicka rocka chicka boom!” (others repeat)
- “Oh yeah!” (others repeat)
- “Uh huh!” (others repeat)
- “One more time” (others repeat)

- Next, say these phrases out loud four more times as the others continue to repeat after you. Each time, begin by saying a different color of the Mood Meter, and then mimic that emotion.
- For example: you could exclaim, “Red!” and say the phrases in a loud, angry voice. “Yellow!” could be fast, with a happy voice as you run around clapping and jumping. “Blue!” could be a slow, sad voice, and, “Green!” could be a slow, happy, relaxed voice.
- Use green as the final example, this way the others will end the activity in a calm state!

Discussion

- After the activity, ask the others if they agreed with your expression of each color. For example, you could ask, “Do you think that running around the room was a good example of yellow? Why?”
**Collective Breathing**

**Time (difficulty):** 2-5 min (easy difficulty)

**Set Up**

- For this Harmony Break, a group of people will need to listen to a leader.
- There are no materials required
- This can be done at home with family members, or online via video chat.

**Introduction**

- Explain to everyone that although there are no good or bad emotions, sometimes they might want to change which color they are in on the Mood Meter (see badge four on level one of the curriculum to learn about the Mood Meter). Explain that this Harmony Break is a way to move to the green from any other color.
- Before beginning, ask the others to pay attention to which color of the Mood Meter they are currently feeling.

**In Action**

- Have the others quietly and slowly inhale through their noses as they close their eyes. You count to four silently in your head, then ask everyone to hold their breath for a few seconds. counting to four with you slowly.
- Next, ask them to fully exhale through their mouths slowly as you count to five silently.
- Repeat this three or four times.

**Discussion**

- Afterwards, ask anyone who moved to the green to raise their hands. Explain that they can use this Harmony Break to move to the green at any time.
Harmony Break Guide

Energy Circle

Time (difficulty): 7-10 min (medium difficulty)

Set Up

• This Harmony Break requires that anyone participating at home will stand in a circle. If you are doing it online with friends, just have them stand up.

Introduction

• Explain to everyone that practicing empathy involves paying attention to the people around you. Explain that this Harmony Break will require them to pay close attention to everyone in the circle or online.

In Action

• Start by clapping towards the person to your right and yelling, “Hua!”
• Explain that the person you clapped towards will now continue the movement you created, clapping towards the person to her/his right and yelling, “Hua!”
• Continue this movement until everyone in the circle has clapped and the last person claps towards you.
• Now, instead of clapping towards the person to your right, hold your hand in the air over the head of the person to your right, point to the next person, and yell, “Skip!”
• Explain that the move you just did skips the person to your right. Now, the person you pointed to will be the next one to clap to her/his right. Explain that anyone in the circle can now choose to do the, “Hua!” or, “Skip!” motion when they are clapped towards.
• The next time you are clapped towards; make two fists, bring your palms towards your face, and move your elbows towards the ground yelling, “Whoop!”
• Explain that the move you just did changes the direction of the movement. Now, the person who just clapped towards you will clap again, but this time to the left. Explain that anyone in the circle can now choose the, “Hua!” “Skip!” or, “Whoop!” movement when they are clapped towards.

Check for Understanding

• Have the circle continue the Harmony Break, using the, “Hua!” “Skip!” and “Whoop!” movements.
• Make sure that everyone is paying attention to those around them and understands the function of each movement. This may take several rounds of play.
Harmony Break Guide

Names with Movement

Time (difficulty): 3-7 min (easy difficulty)

Set Up

• This Harmony Break requires that anyone participating at home will stand in a circle. If you are doing it online with friends, just have them stand up.

Introduction

• Explain that you want every person in the circle to introduce themselves to the group using their name and a movement of their choice.
• Use yourself as an example. If you name is Amani, you would exclaim, “Amani!” and do a movement such as lifting your left leg in the air.

In Action

• One at a time and moving to the right, have every person in the group say their name out loud while doing a movement of her/his choice. Everyone in the circle will repeat both the name AND the movement.
Where is the volume?

**Time (difficulty):** 5-10 min (medium difficulty)

**Set Up**

- For this Harmony Break, everyone in your home will need to be together and able to listen to a leader. You can also do this online, it might just take a bit of work!
- You will need a small object, such as a rock or a stick.

**Introduction**

- Hold the object up so that everyone can see it.
- Choose one person to leave the room for a few seconds. Make sure that they cannot see inside of the room.
- While the person is outside, have a someone who is inside of the room (or online) hide the object. Make sure everyone knows where it is.
- Invite the person who is outside back into the room.

**In Action**

- Explain to everyone who was inside that they will make a, "Laa" sound while the person who was outside searches for the object.
- Explain that as the person who was outside searches for the object, everyone else will get louder when the person who was outside gets farther away from the object, and get quieter as the person who was outside gets closer to the object.
- Have this continue until the person who was outside finds the hidden object.

**Discussion**

- Ask, "How was this person able to find the object? What changed in the sound that let them know that they were getting closer?"
- Explain that the volume of a sound is known as dynamics. Ask them what they think the dynamics would be for each section of the Mood Meter.
Finding Emotions with Music

Time (difficulty): 3-7 min (medium difficulty)

Set Up

• For this Harmony Break, everyone in your home will need to be together and able to listen to a leader. You can also do this online, it might just take a bit of work!
• Have instruments ready that each person can play.
• See badge one on level one of the curriculum to learn how to make your own instruments.

Introduction

• Ask everyone if there is anyone who has a song they would like to sing or play, or a dance they would like to perform.
• If nobody knows a song or a dance, ask someone to play anything on an instrument for everyone.
• Before that person begins their performance, ask them to have an idea of what color from the Mood Meter it will be expressing.

In Action

• Have the person perform their song or dance, and ask everyone else to pay close attention to what color of the Mood Meter they think it is.
• Repeat this for any other performances that there might be.

Discussion

• After the performances are finished, ask everyone to use their Mood Meters and point to the color that they think each performance was. Ask everyone to hold up their Mood Meters for everyone to see.
• Next, ask the person who performed which color they were thinking about.
• Explain to everyone that part of empathy is understanding that the emotions you think a person is feeling might not be the emotions that they actually are feeling. Instead of assuming, many times it is better to ask the person how they feel.
Harmony Break Guide

Mood Meter Floor Board

**Time (difficulty):** 10 min (medium difficulty)

**Set Up**

- This involves creating a large recreation of the Mood Meter on the floor (four large squares). This can be made using chalk, items that create four distinct quadrants on the ground, or anything else that uses found objects to create four quadrants.
- Participants will spread out across all four quadrants to begin.

**Introduction**

- First, someone silently chooses a quadrant on the Mood Meter and acts it out for everyone else.
- Then, a leader asks the everyone to go to the location on the Mood Meter that they think they are trying to express. Explain that there are no right or wrong answers, and that it is ok for everyone to go to different locations.

**In Action**

- Instead of using words, a person will express emotions using body language, facial expressions, movements, etc.
- Gradually start introducing expressions that are more complex and open to interpretation, such as playing a loud and fast drum beat, or jumping up and down.

**Discussion**

- After the activity, if there were emotions that everyone disagreed on, ask everyone why they think that is. Explain how emotions are different for everyone and that part of empathy is understanding how people can react to the same thing very differently.
Harmony Break Guide

Mood Shifting

Time (difficulty): 7-10 min (medium difficulty)

Set Up

• For this activity, everyone will need an instrument and a Mood Meter (you can download it in the resources section or draw one yourself).

Introduction

• Explain to everyone that although there are no “good” or “bad” emotions, sometimes expressing a certain emotion might not be effective for the situation. For example, it might not be effective for someone to express sadness when someone is giving them a gift. It also might not be effective to show happiness when someone tells you of their recent loss. There are tools we can use to shift our emotions, and music is one of those tools.

• Tell everyone that they will learn an activity that may help them to shift their emotions to a more effective one using music.

In Action

• Have everyone spend some time thinking about what emotion they are currently feeling, and ask them to point to it on the Mood Meter.

• Now, have everyone drum their emotion, and ask them to remember what they played.

• Ask everyone to point to an emotion that is far away from the emotion they were feeling. If they were feeling excited, they could point to relaxed.

• Next, ask everyone to drum the emotion that they feeling once more, but this time to try to transition into drumming the new emotion that they pointed to. Allow everyone some time to figure out how they might personally want to go through that process.

Discussion

• Give everyone some non-musical examples of emotions management. For example, you can breathe deeply when you are angry in order to calm down. You can go for a walk to bring your energy level down. You might read a poem, or hum a song in your head. Ask everyone for any other examples of mood regulation that they can think of.
Silent Introduction to Dynamics

Time (difficulty): 5-7 min (easy difficulty)

Set Up

• This activity should be during a jam session where everyone is in a circle with an instrument ready to play. You can also create a virtual instrument circle via video chat.

Introduction

• This activity shows how music is a language we can use to communicate with others, and how we can use dynamics to change how we communicate.

In Action

• One person will clap a rhythm, and use hand signals to have everyone echo the rhythm back.
• After going through a few different rhythms, the leader will start playing an instrument like crazy and have everyone join.
• Next, using hand signals, the leader will tell everyone to stop playing.
• Using hand signals again, the leader will tell everyone to start playing
• Now, the leader will play their instrument quietly, signaling everyone to do the same with their hand low to the ground.
• For the next signal, the leader will begin to play loudly, and ask everyone to do the same with their hand high above the ground.
• After everyone is comfortable with these signals, others can be introduced; such as having someone play a solo, performing specific drum beats, etc.

Discussion

• Explain to everyone that the process of playing loud or quiet is the concept of dynamics.
**Instrument Circle**

**Time (difficulty):** 5-10 min (medium difficulty)

**Set Up**

- For this harmony break, everyone at home will need to be sitting in a circle with an instrument, or in a virtual circle on video chat.

**Introduction**

- Everyone in the circle will play music together. Inform them that there are no right or wrong ways to play; however, explain that they will need to pay close attention to the person next to them.
- For anyone who doesn’t have an instrument, tell them that they can play by making sounds with their body, such as clapping.
- Explain to everyone that you will begin playing a rhythm with your instrument, and that everyone in the circle should listen carefully.
- Inform the group that after about five seconds, the person to your right should begin to play their own rhythm that complements yours. This process will continue until every person in the circle is playing.
- Explain that once everyone in the circle is playing, you will stop playing your instrument. After about five seconds, the person to your right should also stop playing. This process will continue until every person in the circle has stopped playing.

**In Action**

- Begin playing your rhythm, and make sure everyone in the circle understands when it is their turn to play.
- Once everyone in the circle is playing, stop playing your rhythm. Make sure everyone in the circle understands when it is their turn to stop playing.
- It might take several rounds of this before everyone is able to start and stop at the correct time. Go through a couple more rounds to help everyone practice and improve playing together!
Guess the Emotion

Time (difficulty): 7-10 min (medium difficulty)

Set Up

- For this harmony break, everyone at home will need to be seated in a circle together. You can also do this online with friends via video chat.
- The leader of this harmony break will need the emotion cards from the resources section.

Introduction

- Explain to everyone that you have a set of cards, and that each one has a specific emotion written on it, such as proud or peaceful. Ask for three volunteers who would like to use a card to act out an emotion in front of everyone else.
- When giving each volunteer their card, explain that they should keep the emotion written on the card hidden, so that the rest of the people can try to guess what it is.

In Action

- One at a time, ask each volunteer to act out the emotion on their card without using words. There are many ways to do this, such as using facial expressions, body movements, ways of breathing, or anything else the club member thinks of.
- While the volunteer is acting out the emotion, ask everyone else to say out loud what they think the emotion is. Once the emotion on the volunteer’s card has been guessed, move on to the next volunteer.

Discussion

- After each emotion has been guessed, ask everyone why they were able to guess certain emotions accurately. For example, someone might say, “I could tell that the emotion was happy because she was acting very energetic with a big smile!”
- If there was an emotion that everyone had trouble guessing, ask them why they think that is. For example, you could ask, “Although the emotion she was expressing was scared, most of us thought that she was expressing thoughtful. Why do you think that is?” Explain to everyone that different people express emotions in different ways, and what you think someone is feeling might not be what they really are feeling. Explain that because of this, in many situations it is best to ask someone how they feel before you take action based on the emotion that you think they’re is feeling.