



The Musical Remedy for Stress

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This curriculum unit is recommended for:
High school students in any course level.

Keywords: Music, coping, stress, refugee, culture, migration, translation, language, ethnomusicology, sociocultural, tone, refugee.

Teaching Standards: See [Appendix 1](#) for the teaching standards addressed in this unit.

Synopsis: Refugee students bring a unique set of conditions to the classroom. In addition to the normal adolescent stressors like dealing with peer pressure and forming their identities, refugees are also dealing with the fear of deportation, family separation, and precarious economic circumstances. For teachers who teach refugees for teachers who teach refugees, in this unit, students will explore the ways in which music can be used as a coping strategy for the unique stressors they experience. In addition to using music as a stress relief, music is also a helpful way to help students develop their English speaking skills. Through a variety of musical exercises (e.g., playlist creation, lyric analysis, and cultural analysis of music from different countries) students will learn how to identify their emotional state, identify their triggers, and self-soothe in health ways. In addition, students will use music to cultivate confidence and self-compassion. We will focus on different types of music and how some may be more helpful than others when dealing with stress, while also exploring the music found in different cultures and how they have served the people of those cultures. We will also discuss how refugees that come to the United States. We will listen to and evaluate the lyrics from 2 different songs and analyze how the language may be different from the tone of the music. Students will have the opportunity to create a playlist for specific scenarios, such as “test day” and “pump ¹it up”. They will also have the opportunity to share the music of their own native country with their classmates. In addition, students will learn how to dissect the lyrics from songs to interpret their meaning and possible effect on their mental health. By the end of this unit, students will have been exposed to a number of different genres of music and will have created playlists to help them cope with their stress. ² Students will have also had the opportunity to interact with the language found within a song as they dissect a song and determine its meaning.

I will be teaching this unit to my 9th and 10th grade EL students this year, 2021, during our SEL Block.

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I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

The Musical Remedy for Stress

Amy Stonehouse

Introduction

- I. Refugee student stress context**
 - a. A good story from your classroom**
- II. The power of music and mental health**
 - a. Melody**
 - b. Lyrics**
 - c. Telling stories**
- III. Weaving together to teach English while also delving into emotions**

Introduction

Many of my EL students deal with stressors that the typical American high school student does not have to deal with. For example, I had a student suffer a panic attack in my classroom because he had recently been diagnosed with depression and had taken a new medication that morning. He had been diagnosed for a number of different reasons, not the least of which is the fact that he is living in the country with his aunt, while his parents are in Honduras. The family separation issue is real for these students and it often times negatively affects their mental health. Students have told me their refugee stories and they are simply heart breaking. One student in particular spoke about having to walk from Guatemala to the U.S., Mexico border, as a 10 year old, with his cousins. The stress and anxiety that came with that trip was unbelievable. I want so desperately to be able to help these students to find ways to deal with their stress in a healthy manner, and one that is effective.

The essential question that we will attempt to answer is “How can music guide me to a place of peace and belonging?” I will teach my students how they can use music to find peace and comfort as they wrestle with the reality of family separation, loneliness, culture shock, and not knowing the language; not to mention, having to process the trauma of immigrating to the United States as young children. Throughout this unit, I want my students to learn how to cope with their stress; that they mean something so special to this world; that they are stronger than they realize and that their inner strength will get them further than they can ever imagine. I want my students to learn that they are a gift to the world in so many ways. I want them to have the opportunity to share their experiences with their classmates in the hopes that they will find support and understanding, while also improving their self-esteem and self-worth. I am creating this unit as a supplement to the current SEL lessons that we are given in order to my students would find ways to use music in their everyday lives to help overcome the stresses and frustrations that they may face.

Rationale

Throughout my life, music has always played an important role. I come from a musical family where my parents have sung in the choir for as long as I can remember, and my dad plays the guitar and has since my childhood. He would play songs by John Denver and Ann Murray while my sister and I would dance to the music. I started playing the violin in elementary school, and continue to play today. Music brings

connection to some very fond memories and is a real stress reducer for me. As someone who suffers from Generalized Anxiety Disorder and Panic attacks, there have been many nights where I could not sleep due to the amount of stress and anxiety that I was feeling, and the only thing that would help me calm down was music. The sounds and rhythms, along with the lyrics, would serve as therapy for me in times of high stress. The reason I bring this up is because I truly believe that if the teacher has a passion for the subject, then the students will feel that passion and want to know more. Because I have experience using music to treat my stress and anxiety, I am able to then teach my students how to do the same.

My students have very different life experiences than the typical American high school student. As EL students (English Learners), my students come to my classroom with the added stress of immigration status, family separation, homelessness, language barriers, and trauma from either their home country or even the process of getting to the United States. As previously stated, one of my students spoke of the trauma he endured while walking from Guatemala to the United States/Mexico border. He made this trip with his cousins and had to leave his parents back in Guatemala. He said it was the hardest thing that he has ever had to do, but he is thankful to have made it safely. Many of his companions did not. One student was absent at least once a month in order to attend Immigration Court. She had to face this stress every month and never knew what the outcome would be each time. These and so many other stories that I hear are heartbreaking. I want to be able to help them find encouragement and a sense of peace and belonging. Music can help me do that.

I will explain how coping mechanisms work and how they can be of great help when we are under a great deal of stress. This is when I will introduce the idea of using music as a coping mechanism. We will discuss how some types of music are better at bringing a sense of calm than others. While there are other genres of music that can help them get excited and prepared for things such as tests. There are so many different ways to use music to improve mental health, and using it as a coping mechanism is just one of those ways.

Students will have the opportunity to create their own playlists for situations like preparing for a test, in times of stress, when they are feeling alone, when they cannot sleep, as well as when they are wanting to celebrate.

School Demographics

I am an ESL Teacher at North Mecklenburg High School, in Huntersville, NC. It is a town located just north of Charlotte. Our students come to us from varying different parts of Mecklenburg County. North Mecklenburg has three separate magnet programs that allow more students to attend from neighborhoods that would not typically attend North. We have the International Baccalaureate Programme (IB), CTE Program, and World Language Magnet, in addition to our regular courses.

North Mecklenburg is a diverse school. Out of the 2,146 students, the majority are African American or Hispanic. 59.9% of the students are African American, and 24.7% are Hispanic. We have a White population of 9.3% and 3.2% Asian students. Our English Language Learner students make up 6% of the population and 404 of our students have high EWI (Early Warning Indicators) which translates to a high probability of dropping out and not graduating. In 2019, North Mecklenburg students Exceeded Growth and received a grade of B, which was a great improvement from the previous years.

The faculty makeup is diverse and well experienced. Out of 134 staff members, 90% hold advanced degrees and 68% are highly qualified. 60% of our teachers have 7 or more years of teaching experience within CMS. Teachers at North Mecklenburg have a bond that you do not normally find in other schools. There is a sense of family and closeness amongst most veteran teachers. Many have seen more than 5 Principals come and go in as many years. Yet throughout the high turnover among administrators, the teachers stayed and have successfully maintained a level of consistency for the student body. In 2021, we lost all of our administrators, with the exception of our principal, to other positions within CMS, and yet lost minimal teachers in the process.

North Mecklenburg currently has 127 EL (English Language Learners) students, 17 different languages, and 30 different countries are represented. 95 of these students are what we consider Long Term. This term refers to students that have been in the ESL program for more than 5 years. The goal of the ESL Department is always to help students exit the EL program and gain a deeper understanding of the English language. This is also so that they can move on to courses that they want to take and pursue subjects that interest them. Exiting the ESL Program requires a score of 4.8 or higher on the ACCESS test which students take every year until they pass. As an ESL Teacher, I work with English Language Learners through a number of different means. I teach English Language Development (ELD) to students 9-12, in all proficiency levels. I also teach PACE for all proficiency levels, which is a course designed to further support students in their English language development, as well as their content coursework. In addition, I Co-Teach, mainly in Biology which is an EOC Course that most of our students struggle with. I also find ways to support other content teachers by providing guidance on how best to support their EL Students

Unit Goals

By the end of this unit, students will:

- Understand the positive and negative effects of music on their mental health. Students will:
- Create multiple playlists to assist them in a number of different stressful situations, including test preparation and times of loneliness and anxiety.
- Explore a number of different types of music, including refugee music from a number of different cultures. This will allow them the opportunity to add some of these pieces to their own playlists. Students will have the opportunity to discuss how music has affected their lives and how they have used music to deal with life events.

Discuss with ³their peers how their life experiences have guided them in their choices of music, and ⁴consider adding new genres to their selections.

Students participating in this unit are high school 9th and 10th graders and have a variety of life experiences to share. Through this inquiry-based learning approach, students will explore a variety of different genres of music to create playlists. Students will be exposed to music from other cultures in order to open their minds to other genres of music other than what they are familiar with currently. They will listen to music, as well as analyze and translate lyrics from certain songs. This will allow students the opportunity to incorporate their native language into the unit and share with their peers songs that they enjoy. This will also provide the language exposure and practice that EL students

³ SIP Staff Profile, Navigator Portal (2021)

⁴Ellevation Education, 2021

⁶ Walinga, 2014

need to improve their language skills. Incorporating listening, reading, writing, and speaking into this unit will provide students with the opportunity to improve on each language domain, which is important for EL students, especially newcomers.

Research

The Refugee Music Experience

Refugees use music a great deal. They bring their music to the countries that they move to, along with their cultures. Ethnomusicology is the study of culture and music, is the scientific study of music in its social and cultural context². Ethnomusicologists study what music means to members of different cultures. They also examine how refugees carry music from one place to another and the role that music plays in the migration process. There is the question of how well does it translate from one culture to another, and does it hold on to its original identity. In the article “Music and the Refugee Experience”, Schramm states that “...music in today’s world will be as mobile as its carriers.”⁵ With the technology that we have now, music is bound to function outside of its original place of birth. Today we have access to music from all over the world with the click of a button. That being said, music can move with its people, in a purposeful way, with a great effect on what is ultimately found with the refugee in their new home. The movement of music can have both positive and negative effects. When a refugee moves from the native land to a new one, it adds a new culture to the music, adding up to 2 cultures of influence at the very least.

How refugees are created has differed over the years. Disasters and wars can create the refugee, but so can the “sovereignty of the borders” of a nation-state, where nations decide who can cross over their borders and who cannot. These refugees are a demographic of musical traditions that have a great deal to lend to the world. It is said that the refugee experience tests the validity of a tradition, especially under the severe stress experienced by the refugee. The music experiences a “radical displacement” and “destruction” throughout the refugee experience. This displacement can test the strength of a tradition, as well as its boundaries. In reality, the refugee experience provides a better explanation of tradition. With this, ethnomusicology studies music from a dual perspective because more than one culture is involved.

Refugees have a very unique life experience. The process of moving from one place to another is not clear-cut. It is much more complex and difficult than that. Many of the 82.4 million refugees in the world today⁶ spend years stateless, essentially stuck between their homeland and the country they plan to resettle in. These refugees are sent through multiple channels of processing, which likely include multiple countries. This experience of multiple cultures and extreme stress move a bi-cultural perspective to a more multicultural one. Understanding the refugee experience and the many layers to it will better help us understand music and culture. For example, American society has had a great deal of influence over the African American musical life. The forced migration of African slaves had a huge effect on the music of African Americans, as well as American music. Another example is found in the earlier Chinese arrivals and their children, compared to the Chinese refugees in the U.S., seeking asylum from communism. There was a feeling of obligation to maintain the legacy of music from a community that no longer existed but was also one to which many had traced their roots. This is how you end up with 2 cultures influencing the music of a refugee.

Stress in the refugee process

⁵ Shramm, 1990

⁶ www.weforum.org, 2020

In the article “16.2 Stress and Coping”, the author, Jennifer Walinga, discusses the definition of stress and how our response to it can result in both positive and negative outcomes. These outcomes can be seen in both the “cognitive interpretations” of the stress, as well as the “physiological experience”. She discusses how stress is a stimulus and it can create in us a “fight or flight” reaction. You can see this response in refugee students quite often, in that they either “fight” to stay alive as they struggle with their new lives here in the United States, while also seeing how some suffer the “flight” reaction, and revert into themselves with little direction or hope. As stated in the article “Mental Health Effects of Stress Over the Lifetime of a Refugee”, many of these refugees suffer from anything from Post-Traumatic Stress, to major depression and generalized anxiety. When we fall into responses that allow us to accommodate the stress, this can lead to diseases such as hypertension, heart disease, and mental illness. This is where coping strategies come into play. It was written in the book “Psychological Stress and the Coping Process” (1966) by RS Lazarus, that how a person sees or interprets stress can greatly affect how they respond to it. Lazarus explains the “Transactional Theory of Stress and Coping” which states that there are 3 levels of appraisal when it comes to our interpretation of stress. *The Primary appraisal* is determining if the stress is an actual threat. The *Secondary appraisal* includes our evaluation of the coping strategies that we have access to at the time, while the last appraisal is the *reappraisal*. Reappraisal is an ongoing process as we learn to deal with the stress. This process allows us to determine the best course of action when it comes to stress management. My students often times struggle with the reappraisal process as they do not always select the healthiest ways of coping. Some have used drugs to find an escape from their stress, or unhealthy relationships to seek comfort and an escape.

Walinga also discusses the fact that stress management techniques tend to a range of approaches, such as cognitive, physical, and environmental, although they are oftentimes temporary in their level of relief. For example, going to the spa after a stressful day will only bring temporary relief to the stress, while developing coping skills would provide longer-lasting relief. Coping involves a more cognitive approach to dealing with stress and there are several different “problem-focused” and “emotion-focused” styles. These styles are also referred to as “active” and “passive”. When a person does not see a way to deal with the stress, they tend to rely on an emotion-focused (passive) response, while those who are able to identify resources to help them cope are more problem-focused (active) responses. Therefore, if we determine that we have the resources to deal with our stress, such as music, then we are more likely to cope effectively. Instead of reaching for a drug or a toxic relationship, I hope to be able to show my students that music can be just as soothing as any of their unhealthy options.

In a study of a university soccer team that was experiencing a great deal of stress. The players were dealing with stress related to their opponents being a challenge, the weather conditions, lack of connection to the coach, and negative attitudes among the players. Walinga explains how one player would become passive and withdraw when playing a particularly difficult team. This was a very emotion-focused response as the player was unable to find resources to deal with the challenge. The player was not satisfied with her response but was unable to find a better solution. The team, however, was able to acknowledge that they did not have any control over their opponent, only over the way that they responded to the opponent. Being able to acknowledge that lack of control allowed them to come up with solutions and move on. For example, the goalkeeper focused on the challenge of blocking a difficult shot, as opposed to blaming herself for missing it. When we are control-focused, we tend to fixate on the problem instead of seeking out ways to solve it. Whereas, when we are problem-focused, we tend to seek out ways to deal with the stress.

Self-efficacy is particularly important when it comes to having a problem-focused approach to stress. When we have the strength and faith in our ability to do certain things, then we are much more likely to

seek out resources to help us do just that. Self-efficacy is different from self-confidence in that it is a measure of state as opposed to trait. Self-confidence is built over time, whereas self-efficacy is experienced at a specific time. I often see how many of our high school students today lack self-efficacy, likely because they tend to have more of an emotion-focused response to stressful situations as opposed to problem-focused. This is clearly affecting their mental health which we can see in the CDC data which states that 7.1% of children 3-17 years old have been diagnosed with anxiety. This is an increase from 2007 when 5.5% had been diagnosed.⁷ Refugee students in particular are in need of finding self-efficacy because of the nature and severity of their stress and anxiety. There are a number of refugee songs and pieces music that address the stressors that refugees suffer, and they have the capability of showing our EL students that they are not alone, and that the feelings that they are struggling with are common among many in their position.

Coping with music

According to the article by Shaikh, Kahloon, Kazmi, Khalid, Nawaz, Khan, and Khan, entitled “Students, Stress and Coping Strategies: A Case of Pakistani Medical Students”, stress can also negatively affect academic performance in students. This study involved medical students in Pakistan that were given a questionnaire about their stress levels. Over a 4 week period, students completed this questionnaire with regard to their ability to cope, feelings of helplessness and tension, along with increased psychological pressure and workload. More than 90% of the 264 students tested indicated that they had been stressed at some point.⁸ These students stated that the workload that they had from medical school was overwhelming and prevented them from any opportunity to relax or get some exercise, while also causing sleep deprivation. Students also reported that they had experienced a loss of self-esteem, anxiety, and depression, along with reduced concentration and impaired judgment. Although stress is often managed well with exercise and relaxation, these students had limited opportunities to engage in such activities.

According to the responses from the questionnaire, 80% of the students preferred solitude from time to time, but when they were experiencing stress, they would prefer to talk to someone.⁹ The study found that 70% of the male students reported wanting to talk to a peer, while only 57% of females reported wanting the same. Male students experience stress as often as the female students did, according to the study. When it came to coping strategies, 65.5% of the students preferred to spend time with friends, 63.15% chose to sleep, 58.25% of the students used music to cope, while 46.15% chose sporting activity. 42.95% would prefer isolation, while 37.45% would study when stressed. 75% of the students were happy with the coping strategies that they would employ when under stress. When students were asked what the school could do to support them in their attempts to better handle stress, they stated that a friendly relationship between faculty and students would be helpful, along with more effective advisors. They also requested that more entertainment options, and musical events. By providing these changes and options, students will feel less stressed, or at least more supported when dealing with stress.

As stated in the study, many students listed music as one of their coping strategies. According to the article “Music Use for Mood Regulation: Self-awareness and Conscious Listening Choices in Young People With Tendencies to Depression”, Stewart, Garrido, Hense, and McFarran state that listening to music can have an effect on mood and wellbeing, so the student who referenced using music to help them

⁷ CDC, 2021

⁸ Shaikh, Kahloon, Kazmi, Khalid, Nawaz, Khan and Khan, 2004

⁹ Shaikh, Kahloon, Kazmi, Khalid, Nawaz, Khan and Khan, 2004

cope have made a great choice. Now the question becomes, did they choose the right kind of music? According to the article, the choices of music that students listen to does not always help improve their well-being. There is a relationship between intentions and outcomes that come into play when listening to music. Young people tend to turn to media and music when feeling emotional or depressed. However, they do not always select the best music for their desired outcome. Some students who tend to focus too much on the stressor or situation, oftentimes select music that can intensify their feelings of depression instead of decreasing them. These students may use music to socially withdraw or ruminate on their situation, both of which are emotion-focused instead of problem-focused strategies.¹⁰

People are different in the levels of self-awareness, or cognitive insight. A low level of awareness oftentimes leads to depression and anxiety. These students also have limited access to the best coping strategies. Having higher levels of self-awareness can have the opposite effect. Students with low self-awareness have higher levels of rumination¹¹, which leads them to select sad music, which then increases the feelings of sadness or even depression. It was found that some people are able to determine that the music they are listening to is not helpful to their mood, and then are able to change what they listen to. At the same time, if someone is not able to come to this conclusion on their own when they are told by their peers, they are then able to change their listening habits. There is also the response when a person does not make the change to their music, even after being advised by someone else. If the student has extremely poor mental health, they may not be able to focus on what is best for them therapeutically. Helping students understand how music can both help and hurt their mental health can have positive effects on their behaviors and coping strategies.

The interviewers for this study asked the participants how they used music to regulate their moods, specifically negative moods. To answer this question, some students stated that they used music as a “distraction” or “for comfort”. Some even stated that music helped them “keep fighting”. It was found that students would select either music that differed from their mood, or was the same as their mood. When using music that was different from how they were feeling, the goal was to change their mood. However, when selecting music that was the same as their mood, the goal was to cope with their feelings. Both of these strategies were found to have both positive and negative results. Some students found that listening to music that was different from their mood actually made them feel worse, as it may have led to feelings of being left out. Listening to music where everyone is having fun but them was not helpful. When students selected music that mirrored their mood, the goal was to cope with their feelings instead of trying to change them. This strategy showed that students were seeking ways to find comfort and validation, and change the level or degree of sadness. The lyrics of a song can also have an effect on how they react to the music. For example, one student reported that listening to a song with suicidal lyrics intensified her negative feelings. Another student stated, “I try not to listen to depressing music if I’m already feeling down because it’s not going to do anything to help...” Ultimately, the message of the song, frequency of listening to it, and the nature of their feelings and state of mind all affected the outcome.¹²

Teaching strategies

¹⁰ Stewart, Garrido, Hense, and McFarran, 2019

¹¹ Stewart, Garrido, Hense, and McFarran, 2019

¹² Stewart, Garrido, Hense, and McFarran, 2019

In this curriculum unit, students will have numerous opportunities to interact with different types of music and learn about the cultures that they came from. This will give students the chance to analyze the lyrics and the melodies to determine if the piece is helpful or hurtful to their mental health. Students will also have the opportunity to highlight and share any dance moves or styles that they know from their home country. This addition will allow them to move their bodies along with the music, which can also be stress reducing. These lessons will also require students to analyze both the written word by translating lyrics, as well as the spoken word and sound by listening to different types of music. Modeling strategies will be used often as we incorporate the music used in the lessons into the downtime in class as well. Showing students how music can provide a source of inspiration and comfort is one of the best ways to teach them about the effects it can have on their lives. Students will have the opportunity to create their own playlists, which will incorporate technology into the lesson. Using online resources such as Spotify or iMusic, students will be able to access songs of their choice in order to create the playlists. Throughout this unit, students will be asked to reflect on their learning. They will be asked to describe how the music makes them feel, what they thought was unique about the music, as well as something that they learned about it that they did not already know. Students will also have the opportunity to determine if a song has a positive or negative message based on the music, without the lyrics. Then they will review the lyrics to determine if their guess was correct, and explain how they differ, if at all.

By the end of the unit, students will have been exposed to new types of music, they will be able to explain the difference between songs that help and hurt their mental health. Students will have created playlists to use in particular situations that they face regularly, and will reflect on how these lists have helped or even hurt them. Students will also have the opportunity to share music selections from their home country and explain how they feel when listening to them. Students will also be able to discuss how the music of the refugee differs from what they are familiar with, and appreciate the varying options available to them for coping with stress in their lives.

Lesson Plans

Teacher: Stonehouse	Class: ELD 10	Date: 11/01/2021	No of Ss: 26
Lesson Topic: The Musical Remedy for Stress			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Identify what stressors commonly occur in their lives and what coping mechanisms they are currently using. - Compare various methods of stress management and determine which methods work best for them - Understand a number of different musical genres and discuss how they made them feel by writing in an interactive journal. - Appreciate different music styles from refugees and discuss the feelings involved when listening - Discuss how music has changed from their home country if it has changed, as well as what may have affected the change. - Analyze the lyrics from 2 different songs to determine their level of stress-reducing power. - Explain their thinking in a Flip Grid presentation and have the opportunity to react and respond to their classmates' observations - Create 3 different playlists to incorporate into their coping strategies. <p>Standards:</p>			

	<ul style="list-style-type: none"> • R.2 – Determine central ideas (RI) or themes (RL) of a musical text and analyze their development; summarize the key supporting details and ideas. • R.7 – Integrate and evaluate content presented in diverse musical forms and formats, including visually and quantitatively, as well as in words. • SL.5 – Make strategic use of digital media to express information and enhance understanding. • SL.1 - Prepare and discuss experiences with music and how it has affected you in the past.
Main skill / system objective:	Understand the affect that music can have on stress and apply this coping strategy to their lives, while also incorporating the music of other cultures to their list.
Secondary skill / system objective:	Listening, reading, writing and speaking skills.
Presentations / Worksheets / resources	<p>Slide deck presentations</p> <p>Jamboard</p> <p>Vocabulary Journal CTI - Stress Lesson 1 Vocabulary Journal.pdf</p> <p>Interactive Journal</p> <p>Internet access</p> <p>Music selections</p> <p>Playlist creation software (iMusic, Spotify)</p>
Materials / Resources / Supplies / Flashcards / etc.	<p>Poster paper</p> <p>Markers</p> <p>Journals</p> <p>Music software</p>
Songs/music selections	<p>Varied musical selections:</p> <p>Song examples from Spotify Playlist</p> <p>https://open.spotify.com/playlist/2Df1OYSxnkw2OqYXRQ1H8I?si=1bfdcf3f81ce44a7</p> <p>Refugee Music selections</p>

	<p>TedTalk – “Between Music and Medicine” https://www.ted.com/talks/robert_gupta_between_music_and_medicine</p> <p>Music by Refugees: https://www.youtube.com/watch?v=8m50VAD_Jp8</p> <p>Songs of Syrian Refugees https://www.youtube.com/watch?v=OxyDo3rcGT4</p>
Handouts	<p>Vocabulary Journal file:///C:/Users/amyc.wease/Documents/CTI%20-%20Stress_%20Lesson%201%20Vocabu</p> <p>Lyrics from: My Stress by NF My Stress lyrics.pdf</p>

Unit lessons

Stress: What in the world?	Students will identify and define the meaning of stress, with peer support and the creation of a Coping Poster.	What is stress and how can we deal with it?	Coping Poster and Gallery Walk from discussion questions
Coping Strategies	I can compare various methods of stress management and determine which methods work best for me.	How have I dealt with stress in the past, and what might I do to better cope?	Written reflection
Music: What are my options?	Students will be exposed to a number of different musical genres and discuss how they made them feel by writing in an interactive journal.	What music best suits my need for coping and stress relief?	Interactive Journal
Lyric dissection	Students will analyze the lyrics from 2 different songs to determine their level of stress-reducing power. Students will explain their thinking in a Flip Grid presentation and have the	How do the lyrics alter the music itself? Do the lyrics change how I feel about the piece?	Flip Grid presentation

	opportunity to react and respond to their classmates' observations.		
Refugee Music: How it changes.	<p>Students will be exposed to different music styles from refugees and discuss the feelings involved when listening.</p> <p>Students will discuss how music has changed from their home country if it has changed, as well as what may have affected the change.</p>	How has the music of a refugee changed and why? Has this happened to me and my music?	Refugee Mind mirror
Playlist creation	<p>Students will create 3 different playlists to incorporate into their coping strategies.</p> <p>Students will determine what 3 playlists they will create.</p>	What songs best help me manage my stress? Do they differ in different circumstances?	Playlists

Lesson	Instructions	Supports
<p>Lesson 1: What is stress?</p>	<ol style="list-style-type: none"> 1. Introduce the theme of the unit: The Musical Remedy for Stress. Provide translations for “stress” and “remedy” as needed. Use the Jamboard to ask students their initial impression of what “stress” means, and what the word “remedy” means. Allow for discussion, such as “what does it look like and feel like to be stressed?” 2. Have students come up with their own definition of the word “stress”. As a class, come up with a definition of “stress”. 3. Think-Pair-Share: Have students work with a partner and discuss a time when they felt stressed. What happened and how did they handle the situation? 	<p>High Support: Provide translations in Spanish and Vietnamese (any other language needed)</p> <p>Estrés trọng âm</p> <p>Supporting questions: What happened? Why was it stressful? What did you do about the situation? (translate as needed)</p> <p>Provide sentence frames: I was stressed when _____ This was stressful because _____ It helped me to _____</p>
<p>Lesson 2: Coping Strategies</p>	<ol style="list-style-type: none"> 1. The teacher will poll the students to see what they think the word “cope” means. Afterwards, the teacher will explain the definition and begin a discussion of how students cope with stress. 2. Novel Ideas: Students will get in groups and make a list of 10 coping strategies that they are familiar with. One at a time, each group will present their list. As the list is presented, the other students will mark off the strategies already mentioned on their own lists. Once it gets to the last group, they may only have a few to share. As the lists are read, the teacher writes the strategies on the board. 	<p>Supports: Pair higher level proficiency students with Novice students for peer support.</p>

	<p>3. Students will then make a list of good and bad strategies based on the full list from the class. They will then discuss and provide reasoning behind their designations.</p> <p>Students will write a reflection on how they have coped with stress in the past, and what they may be able to do to change that in the future. They must include at least 3 strategies discussed in the class discussion.</p>	
<p>Lesson 3: What are my options?</p>	<ol style="list-style-type: none"> 1. Ask students what types of music they currently listen to and consider adding them to the list. 2. Create a list of songs to play for students to listen to. Be sure to vary the types of music. For example, piano, classical, R&B, rock, bachata, meringue, etc. 3. Have each student get their journals out before playing a portion of each song. Tell them to pay attention to how the music makes them feel, physically and emotionally. 4. When each song is played, have students either close their eyes or put their heads on their desks, which will allow them to fully experience the music. 5. After playing a portion, have them write for 1 minute how the music made them feel. (Quickwrite) 6. Students will turn in their journals to you at the end of the exercise to allow you the opportunity to respond to their feelings about the music. 	<p>Provide sentence frames for Novice students, and possible vocabulary terms to describe their feelings about the music.</p> <p>Physical reaction Emotional response</p>
<p>Lesson 4: Lyrical Dissection</p>	<ol style="list-style-type: none"> 1. Play the song “My Stress” by NF. 2. Ask the students to listen the first time, just to feel how the music affects them. 3. The second time, have students listen more closely to the words. Ask them to pick out any words that they know and write them in their interactive journals. 4. The third time, provide the students with the lyrics and allow them to read along. 5. After the third time, group students in pairs to further dissect the lyrics to the song. Asking questions such as: Do the words fit the music? Does it sound happy but the words make it sad? What is the singer trying to convey by his message? <p>Students will create a FlipGrid video explaining their impressions of the song.</p> <p>-How did they feel the first time they heard it vs. the 3rd time with the lyrics?</p>	<p>Group Novice students with more advanced students.</p> <p>Provide dictionaries for language support, or translation sites, such as www.translate.com</p>

	<p>-Did the lyrics change how they felt about the song? -Can they think of a song that they listen to that sounds one way, but has a different meaning?</p>	
<p>Lesson 5: Refugee music and how it changes</p>	<ol style="list-style-type: none"> 1. Students will do a Quickwrite to discuss the music that they know or remember from their home country. Allow students an opportunity to discuss with the class what they remember. 2. Show students the TedTalk https://www.ted.com/talks/robert_gupta_between_music_and_medicine?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare 3. Allow for a class discussion about what they heard from the talk. Students will then write a reflection in their journals about what stood out to them. 4. Play examples of music from refugees. https://mdcaridad.org/mdc-blog/14-songs-about-the-refugee-experience-to-listen-to-this-world-refugee-day Select from the songs listed, according to your student population. <p>Students create the Mind Mirror as a poster in a group, or on their own.</p> <p>Mind Mirror Template.pdf Include: -feelings and hopes -experiences in their home country and then in their new home. -How did their refugee experience affect their music? -Show in pictures or words.</p>	<p>Provide subtitles for Novice students when playing the video and slow the speed.</p>
<p>Lesson 6: Playlist creation</p>	<ol style="list-style-type: none"> 1. As a class, brainstorm at least 5 different situations that would be helped by a playlist. (Test day, game day, feeling lonely, etc.) 2. Ask students what songs they typically listen to in each situation. After having listened to the music of refugees and having been exposed to other types of music, ask them if they would add any of the new songs to their playlist? 	<p>Provide translations for novice students: Día de examen Día del partido Ngày trò chơi Ngày thi</p>

	Students will now create playlists for 3 different situations, and each list must include at least 10 songs, one of which being a new song that they have heard in class. Students can also include songs from their home country.	jour de l'examen jour de match
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Annotated Resources

1. **Google Slide Presentation:**
https://docs.google.com/presentation/d/1uVp_Di0Cwg8DX3plJo0MjaHs2sMoqhZMCHeMWBoU-0Q/edit?usp=sharing
2. **Vocabulary Journal** [CTI - Stress Lesson 1 Vocabulary Journal.pdf](#): Students will use this journal throughout the lesson to keep track of important vocabulary words. This will be turned in at the end of the unit for a grade.
3. **Interactive Journal:** This is a notebook that students use to record their thoughts and feelings as the unit progresses. They will turn this in to the teacher at different times during the unit for the teacher to respond to their writing. This allows for a conversation to take place in a more private setting. Students are more likely to share their true thoughts in writing, if they know that only the teacher will be reading them.
4. **Music selections:** The teacher should select 5 different types of music to play for the students. These will be used to expose them to different types of music and to help them understand that not all music forms can be stress reducing. Be sure to select pieces such as classical, rock, and international genres of music in order to get an effective variety.
5. **Poster paper, markers:** These will be used to create the Coping Poster and Mind Mirror. Students can use poster paper or a simple copy paper, depending on the group and the teacher's comfort with group work.
6. **TedTalk – “Between Music and Medicine”**
https://www.ted.com/talks/robert_gupta_between_music_and_medicine
This talk is given by Robert Gupta as he explains his struggle with deciding on a career in medicine or music. It shows how music can serve as medicine for many, as he discuss a gentleman that he encountered that illustrates very well how music affected his mental health.
7. **Music by Refugees:** https://www.youtube.com/watch?v=8m50VAD_Jp8
Songs of Syrian Refugees: <https://www.youtube.com/watch?v=OxyDo3rcGT4>
Songs of Refugees around the world:
<https://mdcaridad.org/mdc-blog/14-songs-about-the-refugee-experience-to-listen-to-this-world-refugee-day>

These links help illustrate the refugee experience and how many use music to process their emotions and share their stories.

8. **Lyrics from: My Stress by NF** [My Stress lyrics.pdf](#): The lyrics for the song “My Stress” by NF. This is the song that students will dissect and discuss. You can find the song on any music streaming service, as well as Youtube, however CMS blocks this video.