



children's
kindness
network

Preschool Lesson
Plan for
Moozie's Orchestra
Adventure

Discovering Kindness
Through a Musical
Journey

Moozie's Orchestra Adventure

Lesson Plan



Kindness to Self, Others, Animals and Earth

Children's Kindness Network

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Children's Kindness Network (CKN) is a 501(c)3 nonprofit organization founded in 1998.

CKN's mission is to instill the values of kindness in young children through Moozie the cow in various learning environments and spread joy to children through Moozie.

CKN's vision is to shape a world where kindness prevails.

Contributors

Dr. Kathleen G. Burriss and Dr. Sandra J. Stone adapted this lesson plan from the original 2015 “Facilitating Creativity, Imagination, Kindness and Empathetic Understanding: A Guide to Moozie’s Orchestra Adventure,” targeting this 2023 lesson to preschool age children.

Kathleen G. Burriss, Professor Emeritus, Middle Tennessee State University, received her B.A. from SUNY College (Fredonia), her M.A. from SUNY College (Buffalo). After teaching kindergarten for 15 years, she earned her Ed.D. from Arizona State University and began teaching at Middle Tennessee State University.

In addition to serving as editor for the *Journal of Research in Childhood Education* (JRCE), she launched and served as founding editor for the *International Journal of the Whole Child* (IJWC). In contrast to traditional academic journals, IJWC provides readers with current research and practical application and does so in a myriad of innovative forms. After stepping down as editor she continues to review for IJWC, where she particularly enjoys supporting the efforts of new writers and international authors.

Dr. Burriss has published numerous and varied research articles and co-edited two books, *It’s Elementary* (Crawford/Burriss, 2002, ACEI) and *Outdoor Learning and Play: Ages 8-12 Years* (Burriss/Folks-Boyd, 2005, ACEI). She also co-authored *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge).

Traveling with students several times to Japan, she participated in the Japan-U.S. Teacher Education Consortium (JUSTEC) where her students were involved in home-stays, cultural events and discussions with Japanese university students. In alternate years, she and her American students hosted Japanese university faculty and students.

In addition to presenting numerous academic papers nationally and internationally (China, Russia, Lithuania, Czech Republic, and England) she has visited more than 20 countries in an effort to develop a global perspective. Her knowledge of children’s play, outdoor playscapes, appropriate learning strategies and the multi-age environment extends from an initial interest in prosocial behavior. From these many years of writing, researching and teaching, she believes learning and understanding begin with a foundation of relationships. Most relevant to a Moozie connection, she believes relationships build upon a foundation of kindness, respect and regard for differences.

Dr. Sandra J. Stone is Professor Emeritus at Northern Arizona University. Her areas of expertise include children’s play, early literacy, and multiage education. She founded the *National Multiage Institute* and has worked extensively with multiage schools throughout the world, in order to contribute to the success and well-being of every child. She was selected by the US Department of Defense Dependent Schools (DoDDS) to support teachers in multiage education in Europe and Asia, working with them for almost ten years. She was invited by the Minister of Education to transform all schools in the Netherlands Antilles to multiage education.

Dr. Stone has also served as editor for the *Journal of Research in Childhood Education* (JRCE) and is a current reviewer for JRCE and a reviewer for *International Journal of the Whole Child* (IJWC) and *Early Childhood Education Journal* (ECEJ). Dr. Stone is the author of *Playing: A Kid’s Curriculum*, *Creating the Multiage Classroom*, and co-author of *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge). Dr. Stone consults nationally and internationally.

Purpose

This lesson targets three-through-five-year-olds and accompanies a read-aloud of the book, *Moozie's Orchestra Adventure: Discovering Kindness Through a Musical Journey* by Tom Easton. In order to invite kindness and diminish others' unkind words and actions, the content intends to support an emerging capacity to be kind by introducing children to new vocabulary and associated meanings. Additionally, the underlying message nurtures children's evolving sense of self.

Goals

Intellectual Goals:

In order to initiate and maintain ongoing kind communication and proactive relationships, the goal of this lesson is to provide children with new vocabulary to invite kindness and as well to reconcile others' inappropriate and negative words and actions.

Social and Emotional Goals:

This lesson allows children to explore different perspectives and consider possible outcomes.

New Vocabulary

rude
appropriate
inappropriate
feelings
responsibility
self

Objectives:

The children role-play appropriate words and actions to invite others' kindness.

The children role-play appropriate ways to reconcile/diminish others' rude words and actions.

The children use new vocabulary in describing their assessment pictures.

The children describe how Tiny Tinny Triangle (TT) felt when invited to play music with the other instruments.

The children describe how TT felt when rejected and not allowed to play music with Charley Cello.

Lesson Sequence:

Providing time for children to view the pictures, read the book "*Moozie's Orchestra Adventure: Discovering Kindness Through a Musical Journey*" by Tom Easton.

Ask the children if the story had a happy ending for TT. Why?

Response - TT discovered his own voice and now could play music. TT had a place in the orchestra.

The teacher strikes a triangle several times saying, "This is what TT's voice sounds like." In the story, TT had trouble finding her own special voice. Why?

Response -TT needed a friend to show her how to use the beater/stick to make her special voice. Her voice is musical sounds.

Ask children if Charley Cello was kind to TT? Show the relevant pictures in the book. Was Charley Cello rude? Was Charley Cello appropriate or inappropriate? How did TT feel when talking with Charley Cello?

Response - TT felt sad when Charley Cello was rude and not kind. TT did not get angry; he looked for other friends to help him find his voice. TT did not say rude and inappropriate words to Charley Cello.

Show the relevant pictures in the book.

Referring to the pictures in the book, do you know why these instruments are called brass?

Response - The metal and color. The instruments are made mostly of the metal called brass which usually has a gold color.

Do you know why these instruments are called strings?

Response – The instruments are called strings because they make music by using a bow to play the strings.

Do you know why these instruments are call woodwinds?

Response -Woodwind instruments use a reed to blow through and make music. Show the children a reed and demonstrate how to blow with their lips.

Do you know why these instruments are called percussion. Show examples of how each percussion instrument makes music by being struck with a stick/beater.

Response – Percussion instruments are struck with a stick/beater.

Explain instruments all have different sounds - just like the children have many different voices. In order to make beautiful music, the instruments were kind to one another and enjoyed their different sounds – just like the children play together and use their different talking voices and kind words to make friends.

Closure

TT discovered how to make her own voice and this made her very happy. TT could not be brass, string or woodwind, but discovered how to become a percussion instrument.

Just like TT, each of us has a different voice and that is wonderful. And, when we get together and are kind with one another, -- what happens? Just like TT, we too make beautiful music.

When do you hear beautiful voices in our classroom?

Response -You hear beautiful voices in our classroom when we are kind, polite and appropriate with one another. We care about others' feelings.

Assessment

Children draw a picture of TT and show how she was feeling after discovering her voice and now playing in the orchestra with the other instruments. Provide children with time to share the drawings with the class.

Extensions

Note: Extensions refer to lessons that follow from the original lesson plan. Depending on the children's interests, the extension lessons may be introduced across several days.

1. Playing Percussion Instruments:

This experience is possible if there are sufficient percussion instruments for each child to participate. Percussion instruments for young children can be purchased on-line. Suggestions include: LOOIKOOS Toddler Musical Instruments, 6-hole plastic recorder instruments, Slide Whistle Kids Slide Instruments (24), Plastic Kazoos (32), and Fiada Kids Harmonica (20). If commercially purchased instruments are not possible or available, in planning forward, the teacher can make instruments to remain in the classroom (see the following ideas). Many community and student groups could assist with this project.

Using the commercially-made instruments, such as triangles, bells, maracas, tambourines and drums, provide children time to play different instruments. Provide four or five minutes and then, ask the children to exchange instruments. As the children strike their new instrument, ask them to listen to the new sound. This is the *voice* of the instrument.

After one more exchange to a different instrument, play a marching band recording and allow children time to parade about the classroom playing an instrument.

2. Making a Recording:

When children play their instruments, make a recording. Call out each instrument group and provide them approximately two minutes to play and then, ensure two minutes of time for each of the other instrument groups to make music. As a conclusion, ask all the instruments to play together singing to one of the kindness songs.

3. Making Instruments:

Children make a choice whether to make a drum, maraca, or tambourine.

a. Make a Drum:

Using circle oatmeal boxes; plastic containers with plastic tops (nuts, cookies, yogurt, cottage cheese, ice cream); or small cardboard boxes or small plastic pails, children may make their own drums. Children decorate the outside of the container. In advance, teacher may cover the outside of the container with construction paper. A short dowel rod will make a beater/stick with which to strike the drum. Importantly, both ends of the dowel stick/beater are to be covered with rubber tips.

b. Make a Maraca:

A Maraca can be made by using Pringle® containers. Children may choose their own instrument “voice” by providing the children with choices to make their own particular maraca sound by using different items inside the container. For example, choices may include, but are not limited to, three marbles, plastic spoons, two larger-sized screws, several paper clips, etc. In advance, have several Pringle can maracas already made in order that the children may explore the different sounds before choosing materials for their maraca. Importantly, when the children make their choice, use secure tape to fasten the lid on to the container. At the same time, wrap and fasten the container with construction paper in order for the children to decorate their instrument.

c. Make a Tambourine:

Prior to the lesson, prepare heavy paper plates or pre-cut cardboard circles with four or five paper punch holes. Using pipe cleaners, children will string two metal washers through each hole. In order to prevent the washers from slipping off the pipe cleaner, the younger children may require adult support in threading and winding. An adult will cut off the excess pipe cleaner. Then, children color/decorate their tambourine.

4. Visiting Musicians

Contact musicians representing each musical group (brass, woodwind, string and percussion) and ask them to visit the classroom and play music for the children. Follow this lesson with a thank you note to each musician.

5. Listening to Instruments' Different Voices

For seven or eight minutes, play a recording of string instruments. Ask the children to listen to the sound and while doing so, on a blank sheet of paper (titled, String Family), color randomly. Importantly, this is not a picture of something specific; rather, it is the children's personal response to the music. Save the paper with the child's name, collect, and repeat this lesson three additional times to include the brass, woodwind and percussion group. The four lessons are most effective taking place on four different days. This allows children time to reflect on each musical group. At the conclusion of the four listening extensions (fifth day), staple the four musical responses together with an additional blank cover sheet. Allow the children time to decorate and make a cover for their four listening lessons.

6. Playing Classroom Music:

Depending on the group of children and the particular time of day, provide the children with soft background music. This could occur during rest, play or craft times.

7. Roleplaying: One Minute Role Play Lessons

Create different scenarios where children role-play appropriate word and action responses to others' kind or rude behaviors. The following are some examples:

a. For a few minutes, Claudia watched Alice playing in the small block center and then said, "I want to build a town, too." Alice did not look at her and said, "I am the boss of the blocks and you can't play."

What should Claudia say to Alice? What should Alice do?

b. Gabe was waiting to use the red magic marker and after a few minutes said to Peter, "May I use the red marker? I really need it for my picture." Peter said, "No, I need it and I had it first."

What should Gabe say to Peter? What should Gabe do?

c. Jackie wanted to dig in the sand pile and noticed Linda had three shovels. She said, "Linda, may I have one of those shovels to dig my hole?" Linda said, "I was here first and I need all three."

What should Jackie say to Linda? What should Jackie do?

d. Celeste accidentally dropped her snack on the floor and asked Pat if she could have one of his crackers. He ignored her and ate all four of his cracker snack.

What should Celeste do?

e. Katie was in the coat room and could not find her hat and began to cry. Belinda and Jerry laughed and called her a cry baby.

What should Katie say or do? What should Belinda and Jerry say or do?

- f. Dennis watched and saw that Paul's block tower kept falling down. *What can Dennis say and do? What should Paul say and do?*
- g. Carol was the new girl at school. During playtime, she sat by herself at one of the tables. She looked sad. *What could Tracey say or do?*
- h. Jeremy brought his new fire truck to school. Tim, Brandon and Cindy wanted to play with his new toy. *What could Tim, Brandon and Cindy say to Jeremy? What could Jeremy say to them?*
- i. On the playground, Michelle was running and fell; she cried. Nancy and Beverly saw her fall. *What can Nancy and Beverly say and do?*

