



# Habits-of-Heart Music

A Full-Circle Learning Supplement

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*Featuring Habits-of-Heart Song Lyrics,  
Song Charts, and  
Service-Oriented Performing Arts Suggestions*

**For Use With Every Module**



# Habits-of-Heart Music

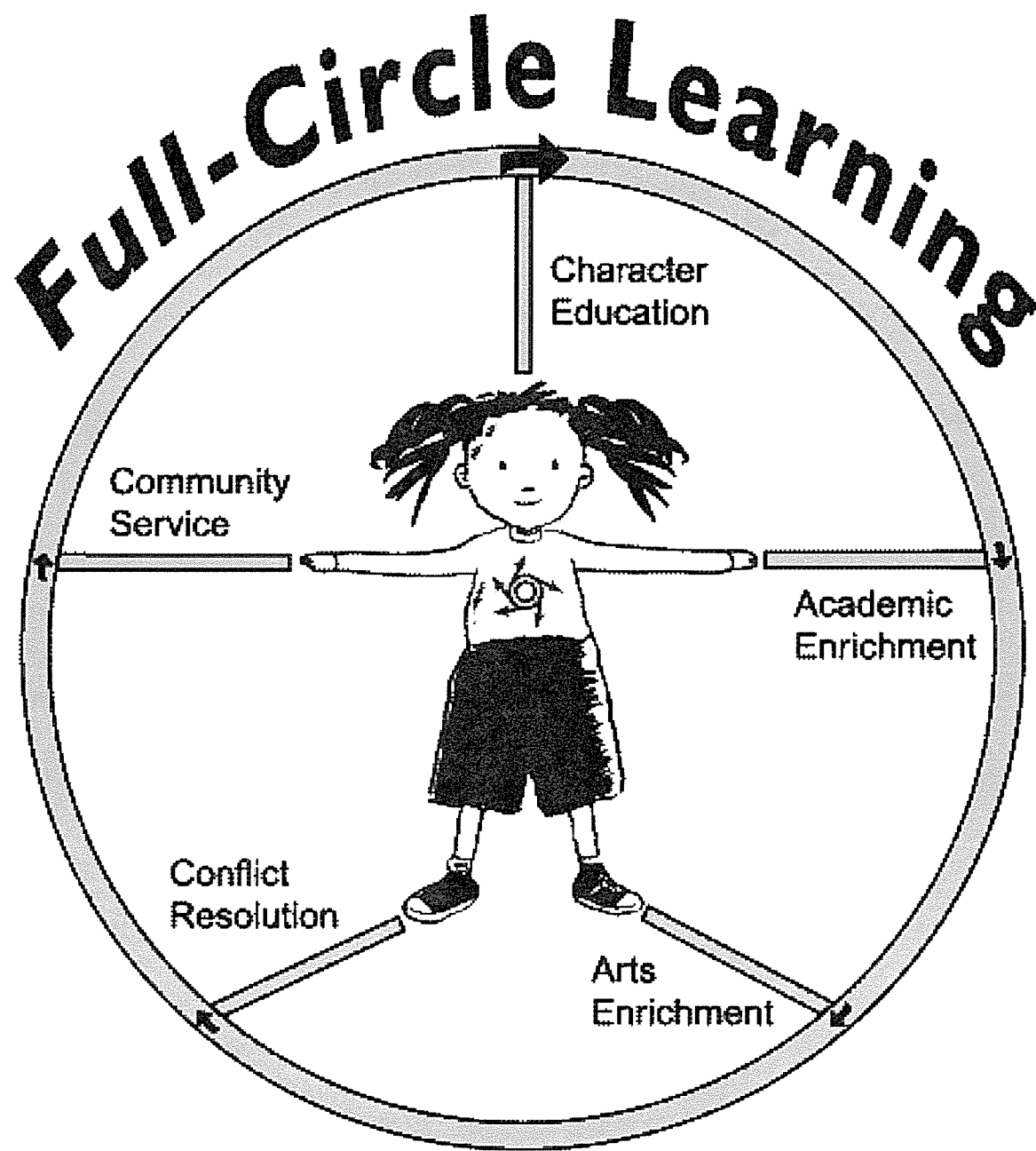
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**For Use With Every Module**

In Conjunction with the Habits-of-Heart Recordings



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# The Magic of Music

Music plays an important role in learning. Think of a song you learned in your early years and seldom heard since. Chances are, you can remember every word of it—far more than you remember prose passages you recited or facts you memorized in school.

Music is important for helping cement messages in the subconscious mind. Music helps students develop phonemic awareness as well as stimulating natural abilities in math as students come to understand patterns between notes, letter names, words and sounds. For this reason, music can improve a student's performance in other content areas. It engages students in a particularly interactive way because the whole class can simultaneously participate in the learning.

Music plays an even more essential role in shaping world views and identities for young people at certain developmental stages, because of its tendency to cement messages in the subconscious mind.

For all these reasons, full-circle learning employs music in service to character building, social studies and service. Students learn to sing songs relevant to the habit of heart. In classroom discussions, they consider the link between the messages in the songs and the service projects they will engage in. They perform the songs in public presentations, as thank-you gestures for guest presenters, as educational presentations for other student groups, at parent programs and at service project sites. For instance, on a visit

to a courtroom hearing during Jury Appreciation Week, students passed out *I practice civic-mindedness* pins to jurors and staff. When the court adjourned, the judge gave them a speech about the importance of honor in a court of law. They, in turn, sang the *Integrity Doo-Wop*, to the judge's delight.

Through music, students become advocates for the positive character messages they receive. By teaching, they not only learn information, but become committed to lives of service and sharing. They see their talents as tools for use in their work as goodwill ambassadors in the community.

Some schools and communities are rich in human resources, with musicians and performing arts instructors willing to donate time. Other schools or community-based programs must rely on a teacher/facilitator's own resources to provide music enrichment in the classroom. These teachers often rely on CDs or tapes to teach the songs. The process of finding music adaptable for each habit-of-heart can be time-consuming and expensive. For this reason, Children's Enrichment Program is developing CDs of music to use in the Full-Circle Learning classroom. In most cases, the lyrics not only relate to multiple habits-of-heart but provide launching pads for discussions of service projects.

The lyrics appear in this booklet. At the top of each song, you will see several habits-of-heart it addresses. Each song may work for other habits as well.

# How to Make the Most of the *Habit-of-Heart Songs*

*Habit-of-Heart* was recorded to enable educators to teach music that reinforces positive habits-of-heart, connects instructional themes to service projects and provides students with appropriate material for public performances on the causes they will advocate in the community. Nothing cements memories and messages like music, and nothing entertains like music, so the songs provide a way to universally engage audiences and students in reflecting on the meaning of the service work and its social significance. Each of the recorded songs is adaptable for multiple habits-of-heart, allowing planners to include a combination of previously and newly learned songs in each performance.

Lesson plans for the habits-of-heart charted appear in several of the full-circle learning curriculum modules.

To use the recording and listings:

1. Refer to the chart that follows. Look up the current habit-of-heart alphabetically in the column on the left.
2. Select one or more of the corresponding songs from the column on the right. You may want to preview the songs on the CD first and study the lyrics printed in this book. They are listed in the order that they appear on the CD.
3. Present the lyrics on a poster or flip chart each time you practice the song or reproduce the lyrics in the book to distribute among the students. (Students look up and follow direction better if the lyrics appear at the front of the room than if you distribute printed song sheets.)
4. As students begin to study the habit-of-heart, plan a lesson period to introduce the song and its lyrics.
5. Play the version of the song with vocals. Ask students to listen carefully to the words.
6. Hold a class discussion to explore ways the lyrics relate to the current habit-of-heart. Have students share experiences in their own lives—as a group or as individuals—that the song lyrics suggest.
7. Ask students how they feel they can help the community by sending this message in song. Ask how they can use the song personally to remind themselves to practice the habit-of-heart. Discuss ways in which the song relates to the current service projects, academic themes, conflict resolution practices and character goals.
8. Teach the song to students using the recording with vocals. Encourage students to think about the words and sing with feeling as they learn it. Many of the songs include possibilities for breaking students into groups to learn vocal harmonies. Before teaching the music, preview the song and decide whether to divide students by gender or by vocal range. Even when singing in unison, varying the roles of boys and girls, perhaps by having them sing alternate lines or verses, can make the rehearsals more interesting and allow students to sing in their range. Use sticks, clapping or other rhythm and choreography. Some songs may be used as dance tunes. For instance, older students may sing the harmonies while younger students interpret the song through mime and dance.



9. Each time students begin a rehearsal, we suggest starting with a warm-up session including one or more of the following exercises:

- a. Students practice scales by pretending their voice is walking up and down a staircase.
- b. Students sit up straight and hold a note to hear the difference in the quality of the sound when they strive for erect posture.
- c. Students practice breathing through the diaphragm rather than through the throat.
- d. The teacher demonstrates the difference between shrill and resonant sounds and challenges students to practice creating open-

throat, open-jawed vowel sounds.

- e. Students practice using their ear to identify pitch. They sing a scale, staying on the same note until everyone is singing in unison.
  - f. The teacher emphasizes the body parts needed for good singing: Eyes on the director; ears attuned to pitch; lungs breathing properly; mouth slack-jawed.
10. Once the students have learned the song, you may choose to have them rehearse it to the instrumental-only version to prepare for their performance. However, some groups prefer to keep using the version with vocals and sing along.

# Performing for Creativity and Service

Now that you've planned a sample rehearsal, consider the purposes of that rehearsal. When students know they are learning a song for a real-world outcome, as all full-circle learning outcomes have a purpose in the real world, they tend to listen more intently to the goals and themes of the song. Here are some examples of how music has reinforced student projects:

- Students conducting awareness of girls' education in a sister-project in another country sang *Yes, I Care* for women's gatherings.
- Homeless students sang *Rise Above* at a presentation in a park, where they presented an official with their plans for ways to help public spaces better address community needs. They sang the song again for a Peace Corps representative on another field trip, in three-part harmony.
- Students sang *Integrity Doo-Wop* in a courtroom to thank the judge for letting them view a trial during Jury Appreciation week. (They also distributed *I Practice Civic-Mindedness* buttons, as Civic-Mindedness was the habit-of-heart.)
- A class raising money for a research vessel trying to save the coral reefs held a special program to share their learning about coral reefs and environmental issues. They charged a small admission, prepared mini-museum exhibits and sang *Look Ahead* to reflect the importance of long-range planning in environmental issues.
- An indigenous population had difficulty with the issue of domestic violence. When the program was invited to present a

violence prevention program, students learned the song *When Somebody Wrongs You* to perform for parents. It also helped students resolve issues with friends.

- Students from two different sites—and two different cultural backgrounds and language groups—came together for a knowledge exchange. They stood together onstage and sang *Harmony* for the audience to demonstrate what they had learned about becoming members of one human family.
- A Thanksgiving celebration at a homeless shelter included the song *Gratitude*.
- Students at one site sing a new song for their adopted grandparents each quarter. They learn new songs all the time, accordingly.
- At a Storytelling for Peace festival hosted by the program at a shopping mall, students sang songs to promote peace.
- Art projects, science projects and service projects all came together as the students learned the song, *I Am a Twig*, which they sang in a spring awards ceremony.

These are just a few ways in which students have strengthened their own convictions by adding music to hands-on service and other forms of learning and character building. You will find program ideas in the back of the book as well.

Look for far-reaching ways to extend students' influence on their own community through the use of the following songs and you will, in turn, deepen your influence on the individual students.

## Linking Habits-of-Heart to Songs

Habit-of-Heart (Alphabetically listed)	Appropriate Habits-of-Heart Song Selections
Acting on Convictions	<i>True Heroes</i> <i>Integrity Do-Wop</i> <i>Rise Above</i> <i>Mastery</i> <i>Yes, I Care</i> <i>I Am a Twig</i> <i>You Can Count on Me</i> <i>Questions</i>
Advocacy	<i>True Heroes</i> <i>Sacrifice</i> <i>Mastery</i> <i>Yes, I Care</i> <i>I Am a Twig</i> <i>Givers</i>
Altruism	<i>Harmony</i> <i>Empathy</i> <i>Yes, I Care</i> <i>Sacrifice</i> <i>You Can Count on Me</i> <i>I Am a Twig</i> <i>Givers</i>
Amiability	<i>You Can Count on Me</i> <i>Givers</i> <i>Sacrifice</i>
Appreciation of Diversity	<i>Who Can Say?</i> <i>Harmony</i> <i>Working Together</i>
Aspiration	<i>True Heroes</i> <i>Mastery</i> <i>I Am a Twig</i> <i>Integrity Do-Wop</i> <i>Questions</i>
Awareness	<i>Gratitude</i> <i>Yes, I Care</i> <i>Questions</i>

Civic-Mindedness	<i>Integrity Do-Wop</i> <i>Yes, I Care</i> <i>Working Together</i> <i>Givers</i>
Commitment	<i>True Heroes</i> <i>Sacrifice</i> <i>Mastery</i> <i>Integrity Do-Wop</i> <i>You Can Count on Me</i> <i>Yes, I Care</i>
Compassion	<i>Sacrifice</i> <i>Yes, I Care</i> <i>Who Can Say?</i> <i>You Can Count on Me</i> <i>I Am a Twig</i> <i>Givers</i>
Consideration	<i>Who Can Say?</i> <i>You Can Count on Me</i> <i>Yes, I Care</i> <i>Sacrifice</i> <i>Empathy</i>
Cooperation	<i>Harmony</i> <i>Working Together</i>
Creativity	<i>Gratitude</i> <i>I Am a Twig</i>
Cultural Sensitivity	<i>Harmony</i> <i>Working Together</i> <i>Yes, I Care</i>
Dedication	<i>True Heroes</i> <i>You Can Count on Me</i> <i>I Am a Twig</i> <i>Givers</i> <i>Yes, I Care</i>
Dependability	<i>Look Ahead</i> <i>Mastery</i> <i>Integrity Do-Wop</i> <i>Yes, I Care</i>

Determination	<i>True Heroes</i> <i>Integrity Do-Wop</i> <i>Working Together</i> <i>Rise Above</i>
Empathy	<i>Empathy</i> <i>Sacrifice</i> <i>Who Can Say?</i> <i>I Am a Twig</i> <i>Working Together</i> <i>Givers</i>
Ethics	<i>Mastery</i> <i>Integrity Do-Wop</i> <i>Givers</i> <i>Yes, I Care</i>
Far-Sightedness	<i>True Heroes</i> <i>Look Ahead</i> <i>I Am a Twig</i>
Finding the Good in Others	<i>Who Can Say?</i> <i>Harmony</i> <i>When Somebody Wrongs You</i> <i>Rise Above</i> <i>Working Together</i>
Focus	<i>True Heroes</i> <i>Look Ahead</i> <i>Mastery</i>
Forgiveness	<i>When Somebody Wrongs You</i> <i>Rise Above</i>
Generosity	<i>Givers</i> <i>I Am a Twig</i> <i>Yes, I Care</i>
Gratitude	<i>Gratitude</i> <i>Honesty</i> <i>Integrity Do-Wop</i>
Honor	<i>True Heroes</i> <i>Integrity Do-Wop</i> <i>Rise Above</i> <i>Sacrifice</i>

Humanitarianism	<i>Yes, I Care</i> <i>Who Can Say?</i> <i>I Am a Twig</i> <i>Givers</i> <i>Sacrifice</i>
Humility	<i>You Can Count on Me</i> <i>Sacrifice</i>
Industriousness	<i>True Heroes</i> <i>I Am a Twig</i> <i>Working Together</i>
Integrity	<i>Integrity Do-Wop</i>
Kindness	<i>Who Can Say?</i> <i>You Can Count on Me</i> <i>Working Together</i> <i>Givers</i> <i>Yes, I Care</i>
Leadership	<i>True Heroes</i> <i>You Can Count on Me</i> <i>Integrity Do-Wop</i> <i>I Am a Twig</i>
Love	<i>Gratitude</i> <i>Givers</i> <i>Harmony</i> <i>Rise Above</i> <i>Sacrifice</i>
Moderation	<i>Mastery</i> <i>Rise Above</i> <i>Sacrifice</i>
Open-mindedness	<i>Who Can Say?</i> <i>Harmony</i> <i>Rise Above</i> <i>Working Together</i>
Patience	<i>Mastery</i> <i>When Somebody Wrongs You</i> <i>I Am a Twig</i>

Peacemaking	<i>Gratitude</i> <i>When Somebody Wrongs You</i> <i>Rise Above</i> <i>Working Together</i> <i>Consider This</i>
Positivity	<i>Gratitude</i> <i>Who Can Say?</i> <i>Rise Above</i>
Preparedness	<i>Look Ahead</i>
Reliability	<i>Look Ahead</i> <i>Integrity Do-Wop</i> <i>Working Together</i>
Refinement	<i>Mastery</i> <i>I Am a Twig</i> <i>Integrity Do-Wop</i> <i>Rise Above</i>
Sacrifice	<i>Sacrifice</i> <i>You Can Count on Me</i> <i>Givers</i> <i>Yes, I Care</i>
Selflessness	<i>True Heroes</i> <i>Sacrifice</i> <i>I Am a Twig</i> <i>Rise Above</i> <i>You Can Count on Me</i>
Self-Mastery	<i>True Heroes</i> <i>Mastery</i> <i>When Somebody Wrongs You</i> <i>Integrity Do-Wop</i> <i>I Am a Twig</i>
Sensitivity/Tact	<i>Who Can Say?</i> <i>You Can Count on Me</i> <i>When Somebody Wrongs You</i> <i>Working Together</i> <i>Empathy</i>

Solicitousness	<i>You Can Count on Me</i> <i>Working Together</i> <i>Givers</i> <i>Yes, I Care</i> <i>Sacrifice</i>
Tenderness	<i>You Can Count on Me</i> <i>Gratitude</i> <i>Rise Above</i> <i>Yes, I Care</i> <i>Givers</i> <i>Sacrifice</i> <i>Empathy</i>
Thoughtfulness	<i>You Can Count on Me</i> <i>I Am a Twig</i> <i>Yes, I Care</i> <i>Givers</i>
Transcendence	<i>True Heroes</i> <i>Rise Above</i>
Understanding	<i>Who Can Say?</i> <i>Harmony</i> <i>Working Together</i> <i>You Can Count on Me</i> <i>When Somebody Wrongs You</i> <i>Consider This</i>
Unity	<i>Who Can Say?</i> <i>Harmony</i> <i>Gratitude</i> <i>Working Together</i> <i>Consider This</i>
Universal Connectedness	<i>Yes, I Care</i> <i>Who Can Say?</i> <i>When Somebody Wrongs You</i> <i>Working Together</i> <i>Consider This</i>
Vision-Seeking	<i>True Heroes</i> <i>Look Ahead</i> <i>Mastery</i> <i>I Am a Twig</i> <i>Questions</i>



## Helping Students Write their Own Songs

Each group of students differs according to capacity and orientation. Some students feel shy and need the comfort of group singing to slowly feel more comfortable conveying their ideals in song. Other students quickly feel ready not only to perform but to write their own music. One way to challenge such a group is to count out the syllables in a verse and write blank lines on a page to represent

the syllables. Reproduce these pages and challenge students to write rhyming lyrics that match the meter of the song. Advanced students will not need this tool, but beginners will find it helpful. Some classes have performed musical readings in which each student reads or sings a verse and all students sing the chorus together. This works particularly well with songs such as *Rise Above*.

## Diversifying the Music

*Habits-of-Heart* songs were created and recorded to link music more specifically to the themes and goals of the Full-Circle Learning curriculum, and also to save teachers the trouble of scouring the record stores and the Internet for suitable music and purchasing many recordings to find songs for each habit-of-heart. You will find suggestions in each lesson plan manual and song lyrics in this manual. However, we value musical diversity, so if you have access to a local music teacher with instruments or world music tapes, we encourage you to also take advantage of this resource. Others may want to add an occasional recording to the mix from sources other than the original *Habits-of-Heart* music. Several online sources exist where music teachers can find sheet music, tapes or lyrics, such as:

J.W. Pepper

[www.lyrics.com](http://www.lyrics.com)

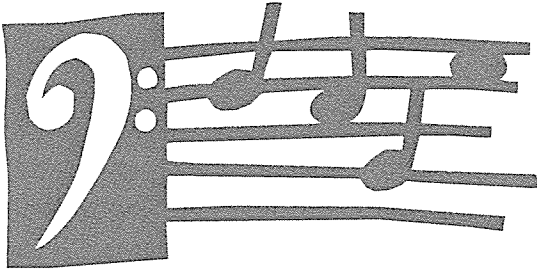
[www.niehs.nih.gov/kids/musicold.htm](http://www.niehs.nih.gov/kids/musicold.htm)

Caravelle

[order@a-cappella.com](mailto:order@a-cappella.com) (Mainely A Cappella)

Other songs can be ordered directly from the publisher or purchased in a record store or through other online sources. Many songs available for general retail use can be interpreted loosely to address more than one habit-of-heart. The partial listing in this section includes songs from various genres, to help you expand the students' musical repertoire as much as possible. The listing called *Transitions* has short pieces, using African rhythms, useful for getting students on and offstage. Feel free to intersperse these offerings with the *Habits-of-Heart* listings.

If you would like to flesh out your music program with music from other sources and have the budget to do so, review the chart in the back of this book, Recordings with Potential Connections to Curriculum, which lists recordings by various artists and the themes they address.



## Habits-of-Heart *Song Lyrics*

### Who Can Say?

#### **Suggested Habits-of-Heart:**

#### **Appreciating Diversity, Empathy, Sensitivity, Tact, Humility**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Who can say  
who can see?  
Everybody has capability.

#### **(Repeat chorus)**

See with your eyes  
and you may think you're smart,  
But those with true vision  
see from the heart.  
On knowing feet,  
they find their way.  
Their seeing fingers  
can read and pray.  
Who can say  
who can see?  
Everybody has capability.

Who can say  
who can hear?  
Those who can or cannot use the ears?

Some talk with their hand,  
watch your lips to understand.  
Their music is the rhythm  
of waves on the sand.  
They sharpen their eyes just  
to watch for a clue.  
Sometimes they "hear" more  
Than me or you?

Who can say  
Who can hear?  
Those who can or cannot use the ears?  
Who can say

Who can sing,  
Those who hold back or  
Those who know everything?

Some voices are silent  
and others loud.  
Some folks are humble  
and others too proud.  
Blessed are the shy ones.  
Blessed are the meek.  
They have the strength to  
think before they speak.

Who can say  
who can sing?  
Those who hold back?  
Those who know everything?

Who can say  
who can hear?  
Those who can or cannot use the ears?

Who can say  
who can see?  
Everybody has capability.  
Every body has capability.  
Everybody has capability.

# When Somebody Wrongs You

## **Suggested Habits-of-Heart:**

### **Forgiveness, Peacemaking, Self-Management, Self-Restraint**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

I look inside to find the sun

but all I see is rain.

Someone wasn't kind to me.

Guess I'll never be the same.

Oh, how I want to hurt them but

the hurt would just come back again,

and I will not be free

till I forgive them.

How can I be strong?

Does it have to hurt so much?

Where does all this pain belong?

When somebody wrongs you

all you want to do is fight.

But fighting what's inside you is

the only way to make it right

and you will never know true peace,

and your heart won't feel light

and you will not be free

till you forgive them.

How can I be strong?

Does it have to hurt so much?

Where does all this pain belong?

Anger litters every heart,

and everybody cries.

Saying it's okay can help

the other ones apologize,

and even if they never do,

cleansing what's inside of you

will make you feel so good

that you'll forgive them.

How can I be strong?

Does it have to hurt so much?

Where does all this pain belong?

I look inside to find the sun

but all I see is rain.

Someone wasn't kind to me.

Guess I'll never be the same.

Oh, how I want to hurt them but  
the hurt would just come back again,  
and I will not be free  
till I forgive them.

How can I be strong?  
Does it have to hurt so much?  
Where does all this pain belong?

Guess I'll leave it over there beside  
the things that I've outgrown.  
Forgiveness is the freest feeling  
I have ever known.

# Integrity Doo-Wop

## **Suggested Habits-of-Heart: Integrity, Ethics, Dependability**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

### **Altos:**

I do.

### **Sopranos:**

Do do-do I-do.

### **Altos:**

I do.

### **Sopranos:**

Do do-do-I-do.

I do.

### **Altos:**

Do do-do-I-do.

### **Sopranos:**

I do.

### **Altos:**

Do do-do-I-do.

### **Verse 1**

Do I have integrity?

Can people depend on me?

Do I know what ethics are?

They say ethics

Will take you far.

I do.

### **Sopranos:**

Do do-do I-do.

### **Altos:**

I do.

### **Sopranos:**

Do do-do-I-do.

I do.

### **Altos:**

Do do-do-I-do.

**Sopranos:**

I do.

**Altos:**

Do do-do-I-do.

**Verse 2**

In these early days of youth

It matters if I tell the truth

And never cheat and never steal

And think of how the others feel.

I do.

**Sopranos:**

Do do-do I-do

**Altos:**

I do.

**Sopranos:**

Do do-do-I-do.

I do.

**Altos:**

Do do-do-I-do.

**Sopranos:**

I do.

**Altos:**

Do do-do-I-do.

**Verse 3**

I've been told, and I believe

I help the world when I achieve.

When I do my best, you see,

I serve the whole society.

I do.

**Chorus**

# Mastery

## Suggested Habits-of-Heart:

**Self-mastery, Ethics, Dependability, Responsibility, Accountability, Honor, Self-management, Self-discipline**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

### Chorus

The moon rules the tides.  
The wind moves the sea.  
The sun leads the seasons,  
but the keeper of me is me...  
is me... is me... is me.

### Verse 1

No one else can answer  
for the choices that I make.  
No one else can know  
whether I will give or take.

I will be the one  
to master all my flaws.  
I will be the one to  
commit to a cause.

### Chorus

### Verse 2

I can practice a habit  
or learn a brand new skill,  
stifle an urge,  
criticize or be still.

I'll put my excuses and  
complaints upon the shelf.  
I will take this whole lifetime just to  
master myself.

### Chorus

(Sing the last chorus in rounds.  
Divide the class into 3 groups.)



# Harmony

## Suggested Habits-of-Heart:

**Harmony, Unity, Cooperation, Friendship, Peacemaking, Tenderness**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Divide students into alto, second soprano and soprano parts. Assign each section the first, second or third stanza in each verse as well as the corresponding "Harmony."

Harmony

Harmony

Harmony -y-y.

Harmony

Harmony

Harmony -y-y.

## Verse 1

Walk with me.

Talk with me.

Even though we see the world  
differently.

Sit and eat

sandwiches

even though we speak in two

languages.

Share your thoughts.

Share my meal.

Share with me what you

Really feel.

## Verse 2

Tell me now,

let me know.

Your opinions

will help me grow.

Deep inside,

we're the same

even though your people have

another name.

Play with me.

Stay with me.

Sing with me now  
in harmony.

Harmony

Harmony

Harmony-y-y.

### Verse 3

Walk with me.

Talk with me

even though we see the world

differently.

We'll make peace

from the start.

We'll be friends,

talking heart-to-heart.

Let them stare.

Let them see.

We will show the world

harmony.

Harmony

Harmony

Harmony -y-y.

# Sacrifice

## Suggested Habits-of-Heart:

**Advocacy, Consideration, Commitment, Honor, Humanitarianism, Love, Moderation, Sacrifice, Selflessness, Solicitousness, Tenderness**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

If I could share with you my freedom,

If all your dreams I could fulfill,

If I could send you wealth and vision,

and give my blood when you are ill,

I would be the better for it.

That's a fact. I can't ignore it.

Sacrifice.

Sacrifice.

I'll give of myself for you.

I'll share my plate to ease your hunger,

and pass my coat to keep you warm.

And when you're scared, I'll be the brave one

to keep you safe from any harm.

You would be the better for it.

That's a fact. I can't ignore it.

Sacrifice.

Sacrifice.

I'll give of myself for you.

I'll spend the time to learn to help you.

I'll let you be the first in line.

I'll save the biggest helping for you.

I'll let you share what once was mine.

I would be the better for it.

That's a fact. I can't ignore it.

Sacrifice.

Sacrifice.

I'll give of myself for you.

You may not come from my own country.

You may have passed your youth and prime.

But I will always know, inside me,

your needs are just as real as mine.

I will share my human rights now.

You just wait and you will see how.

Sacrifice.

Sacrifice.

I'll give all my life for you.

Sacrifice.

Sacrifice.

I'll give for a cause or two.

Sacrifice.

Sacrifice.

Someday it comes back to you.

**(Repeat last two stanzas in a whisper.)**

# Rise Above

## Suggested Habit-of-Hearts:

### Transcendence, Determination, Positivity

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

This song can be used for habits of heart such as Positivity or Transcendence using these lyrics and the recorded version of the song. Other possible lyrics follow, or students may also want to write their own verses to adapt the song for other habits-of-heart. Simplify harmonies or divide students into three parts (boys and two-part girls or tenor/altos and first and second sopranos).

#### Chorus:

Rise above. (Altos or basses sustain note.)

Rise above.

Rise above. (Altos or basses sustain note.)

Rise above.

Rise above. ((Altos or basses sustain note.)

Rise above with love.

Rise above.

(On last chorus of last verse, repeat the last "Rise above" nine times.)

#### Verse 1

I feel so all alone now,

can't help gettin' the blues.

You don't know when they're coming

'cause you can't really choose.

When they're roundin' the corner,

you can duck if you're smart,

and just fight that old feeling

with some love from the heart.

#### Verse 2

When your luck turns to water

and your mood's pretty low,

well, it's really no bother

'cause of what we all know.

When there's no pot of gold now

at that old rainbow's end,

you'll find strength deep within you

when you try to transcend.

#### Verse 3

Passers-by stop and ask you,

What's that smile on your face?

You're just singing and grinning

a-all over the place.

You just tell them to try it.

They can master it too

if they're good at transcendence

and undoing the blues.

# Rise Above

## Unrecorded Verses for Habit-of-Heart Respect (Chorus remains the same)

### Verse 1

When you want some respect  
and you can't seem to get it,  
just try dishing it out now  
or else just forget it.

When someone puts you down now,  
it can hurt if you let it.  
You can still show respect 'cause  
you must give it to get it.

### Verse 2

Courtesy and politeness  
make the best from the worst.  
So try giving a compliment  
instead of a curse.

Try to listen to others.

Try to never be late.

And please don't interrupt them,  
or you'll find the same fate.

### Verse 3

When you speak up with kindness  
other people will match ya.  
You will see it all boomerang,  
kindness flying back atcha.

With words of respect  
you can never go wrong,  
so remember the message  
when you join in our song.

# Rise Above

## Unrecorded Verses for Habit-of-Heart Moderation (Chorus remains the same)

### Verse 1

When there's one piece of candy  
and a bunch of the guys,  
do you leave it for others  
or grab it and fly?

When you show moderation  
in all that you do,  
you'll find more than just candy  
flowing back to you.

### Verse 2

When you're out with your mama  
and you're down at the mall.  
Are you saying, please gi'me,  
please just gi'me it all?

Try to turn it around now.  
Give to others instead.  
You'll find kindness can melt them,  
even hearts made of lead.

### Verse 3

When you practice the habit  
of true moderation,  
Other folks will regard you  
with brand new admiration.

You can take all your lifetime  
and still never feel good.  
Give it up just a little  
and you'll feel as you should.

# Rise Above

## Unrecorded Verses for Habit-of-Heart Peacemaking (Chorus remains the same)

### Verse 1

When you're fussing and fighting  
and you want to attack,  
well, the stronger you are now,  
the less you'll fight back.

It takes courage to stand up  
and resolve it with peace.  
But whenever you try it,  
you might get what you please.

### Verse 2

When they try to insult you,  
fight by using your head.  
Think of something creative.  
compliment them instead.

Say, I'm sorry you feel that  
I did something to hurt you.  
I have always thought highly  
of your talents and virtues.

### Verse 3

When you're angry at someone  
and you want it to end,  
be the one to approach them  
and just try to be friends.

Because peace means rebuilding  
what we broke or we tore.  
We can always start over.  
Make it right like before.



# Look Ahead

## Suggested Habits-of-Heart:

**Farsightedness, Focus, Dependability, Preparedness, Reliability, Vision Seeking**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Look ahead.

Look beyond.

See the dusk

that follows dawn.

See the consequence

that comes

after all

the deeds are done.

Think of what

your words will do,

once they leak

right out of you.

See the outcome

of a choice.

Hear the future's

distant voice.

Look ahead.

Look ahead.

Look ahead.

Look beyond.

See the dusk

that follows dawn.

See the ending

Right from the start.

Won't you be careful

with someone else's heart.

Use your vision.

Use your head.

Look toward

the road ahead.

Look ahead.

Look beyond.

See the dusk

that follows dawn.

Look ahead.

Look ahead.

(Repeat three times and fade out.)

# Empathy

## **Suggested Habits-of-Heart:**

### **Empathy, Compassion, Consideration**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Somebody's suffering.  
and I don't know why.  
What I do next  
shows what kind of stuff that I  
am made of.  
Empathy. Empathy. Empathy. Empathy.

#### **Verses:**

Empathy. I'm made of empathy.  
I can't see your pain without  
feeling it in me.

Empathy. I'm made of empathy.  
I'm a caring machine.  
I empathize for free.

Empathy. I'm made of empathy.  
I understand you because  
I listen carefully.

Empathy. I'm made of empathy.  
I compromise because I  
know you hurt like me.

Empathy. Empathy.  
Talkin' 'bout empathy. Empathy.

(Repeat above 2 verses before going on  
with Empathy, empathy.)

Empathy. I'm made of empathy.  
I can't see your pain without  
feeling it in me.

Empathy. I'm made of empathy.  
It's all about love  
and that's the stuff I'm made of.  
Empathy. Empathy. Empathy. Empathy.  
Oh yeh, say that's the stuff that I'm made of.

Empathy. Empathy. Empathy. Empathy.  
Oh yeh, say that's the stuff that I'm made of.  
Oh yeh, say that's the stuff that I'm made of.

Brother, hey, say that's the stuff  
that I'm made of.  
Sister, sister, that's the stuff that I'm made of.  
Oh yeh, that just what I am made of.

#### **Repeat**

You know I'm talkin' 'bout empathy.  
Talkin' 'bout empathy. Empathy.  
Know I'm made of empathy.  
You know I'm made of empathy.  
Empathy!

# Yes, I Care

## Suggested Habits-of-Heart:

### Acting on Convictions, Advocacy, Vision Seeking, Altruism, Caring

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

#### Boys:

Do you care?

#### Girls:

Yes, I care

for children around the globe.

Do you care?

#### Boys:

Yes, I care

for elders alone and cold.

#### Unison:

I care about the

sparkling waters, cleaner air,

and, yes, I care

for you.

#### Girls:

Do you care?

#### Boys:

Yes, I care

for girls left home from school.

Do you care?

#### Girls:

Yes, I care,

for they/we want knowledge too.

#### Unison:

I care about equality and playing fair,

and, yes, I care

for you.

#### Boys:

Do you care?

#### Girls:

Yes, I care

that everyone can eat.

Do you care?

**Boys:**

Yes, I care

by acting with my feet.

I go to where the hungry are; by serving there

I show I care.

Do you?

**Girls:**

Do you care?

**Boys:**

Yes, I care

for families who need coats.

Do you care?

**Girls:**

Yes I care

for families who need goats

or pencils, books and loving looks and clothes  
to wear,

and, yes, I care

for you

(pointing to audience members)  
and you and you

and you.

**Boys:** (pointing to audience members):

And you and you

and you.

**Unison** (pointing until everyone has been  
pointed to):

And you and you and you.

And yes, we care for you.

## Givers

### Suggested Habits-of-Heart:

### Selflessness, Sacrifice, Generosity, Moderation, Kindness, Courtesy

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Give a little, give a little, give a little,  
give a little.

Give a little, give a little, give a little,  
give a little.

Doot do-doot do doot-do-do.

Don't take that away from me.

Doot do-doot do doot-do-do.

Don't take my give-ability.

Doot do-doot do doot-do do.

I want you to be happy,

Let me give a little more.

So let me give a little more.

Give a little, give a little, give a little,  
give a little.

Give a little, give a little, give a little,  
give a little.

Some people will take a lot.

Doot do-doot do doot-do-do.

I want to give all I got.

Doot do-doot do doot-do-do.

That's just how I want to be.

Doot do-doot do doot-do do.

I'm a giver, that is me.

Let me give a little more.

Give a little, give a little, give a little,  
give a little.

Oh, yeah.

Let me give a little more.

Some folks got the gimmies.

They want to take all they see.

Just don't let them take from me

My ability to give.

# Consider This

## **Suggested Habits-of-Heart:**

### **Peacemaking, Unity, Cooperation, Cultural Sensitivity, Empathy**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Consider this.

A child is joining in the game.

Consider this. He doesn't look the same  
but everybody knows his name  
and where he's from and how he's come  
and everybody wants to be  
in this great big ol' family  
with him.

Consider that the time has really come  
for all boys everywhere to play as one.

Consider this.

A nation's on the brink of war.

Consider this. They've all forgotten just what for.  
If they would only ask the name  
of every soldier boy who came,  
they might begin to want to build  
a brotherhood, a trust, a guild  
with him.

Consider that the time has really come  
for soldiers everywhere to see as one.

Consider this.

A mother's crying without shame.

Consider this. She can't see who to blame.

And no one has asked her name  
or where she's from or how her son  
was lost, and how her hope and joy  
were banished when she lost her boy today.  
Consider that the time has really come  
for all boys everywhere to play as one.

Consider this.

A nation's on the brink of war.

Consider this. They've all forgotten just what for.  
If they would find a way  
to give each mother's heart a say  
they might begin to want to build  
a brotherhood, a trust, a guild  
some day.

Consider that the time has really come  
for people everywhere to live as one.

Consider that the time has really come  
for people everywhere to live as one.

Consider this (last note sustained).

# You Can Count on Me

## **Suggested Habits-of-Heart:**

**Trustworthiness, Responsibility, Reliability, Commitment, Humility, Honor, Selflessness, Tact, Sensitivity, Sacrifice, Understanding, Respect**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

You can count on me  
whenever you need someone to trust  
whenever you need me, you can just  
call me, and you can count on me.

You can count on me  
to stop and think before I act,  
to use sensitivity and tact.  
No problem. You can count on me.

## **Chorus:**

You can look all around the town.  
You won't find anyone who's more downright  
committed to your happiness.  
Oh-o-uh-ho....

You can count on me  
to try to show selfless sacrifice,  
to give you my best, at any price.  
Ask me, and you can count on me.

You can count on me  
to strive for more humility,  
to talk you up and downplay me.  
Listen, and you can count on me.

## **Chorus:**

You can look all around the town.  
You won't find anyone who's more downright  
committed to your happiness.  
Oh-o-uh-ho....

You can count on me  
whenever you want someone to be  
reaching for nobility.  
Relax, cause you can count on me.  
Call me, and you can count on me.

# Working Together

## Suggested Habits-of-Heart:

### Cooperation, Unity, Listening, Respect, Equanimity

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Cooperation.

It's understanding

that what we're building

is a mighty thing.

Working together

in unity,

we build something bigger

than you or me.

Together. Get together.

Let's get together. Get together, yeah.

Collaboration.

It's a meeting of minds.

I hear your talking

And you hear mine.

I hear you saying

I've got something you need.

Do I want to help you?

Yes, I do, indeed.

Together. Get together.

Let's get together. Get together, yeah.

Working together,

you and I can do

anything that we

really intend to.

We can join causes.

We can join in prayer.

We can build castles

Way up in the air.

Together. Get together.

Let's get together. Get together, yeah.

**Repeat first verse.**



# Gratitude

## Suggested Habits-of-Heart:

### Gratitude, Thankfulness, Positivity

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

Memories fall like stars  
into your head.

The sunset glows, a  
polished sea of red.

All the sky's in a  
melting candle mood.  
And all you feel is  
gratitude.

Meadow lark duets  
sing you awake.  
A swimming duck leaves  
ripples on the lake.

Cedar scents come drifting  
from the wood.  
And all you feel is  
gratitude.

Someone's caring hand  
upon your cheek  
warms the place where  
teardrops once lay streaked.

And all the world seems  
loving, as it should.  
And all you feel is  
gratitude.

Two smiles light the  
rainy, empty street  
where friends who once  
were strangers now can meet.

Peace is more than  
just an attitude.  
It starts and ends with  
gratitude.

Earth's a giving globe,  
a common field,  
with fruit and rice and  
crops of wheat to yield.

The harvesters who  
work to grow the food  
fill us up with  
gratitude.

# I Am a Twig

## **Suggested Habits-of-Heart: Refinement, Self-Mastery**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

I am a twig  
But someday I'll be a sturdy tree.  
By serving others,  
I'll lead with true nobility.

I am discovering my passions.  
I am refining my own ways.  
I am defining through my actions  
The leader I will be someday.

I am a seed  
But I'll try to blossom as I grow.  
I'll just keep learning  
No matter what I might already know.

I am exploring all the places  
Where other hearts beat just like mine.  
I am determining who needs me  
And how I need to now refine.

I am a shining  
lamp, I am a brilliant star.  
The light inside will  
Help me strive to reach so far.

Oh may the call to service guide me  
In all the sciences and arts.  
Oh may my every contribution  
show all the habits of the heart.

I am a twig  
But someday I'll be a sturdy tree.  
By serving others, I'll  
lead with true nobility.

# True Heroes

**Suggested Habits-of-Heart: Acting on Convictions, Advocacy, Aspiration, Commitment, Dedication, Determination, Farsightedness, Focus, Honor, Industriousness, Selflessness, Self-Mastery, Transcendence and Vision Seeking**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

## Verse 1

Some people have a plan.

For some it is just a dream.

The only real difference between the two  
is the path that lies in between.

Deep in my heart I know  
the deeds that I do today  
will grow into gardens of beautiful dreams  
from the seeds planted on my way.

## Chorus:

A glorious vision is waiting for you—  
a personal mission, if only you will  
see it through.

Heroes are not just the lucky or few  
but the ones who form habits that  
true heroes do.

## Verse 2

Some people talk of fear.

Others will tell the facts.

If you think the world needs improving upon,  
well, you must be the one to act.

When you hear the call within,  
you'll strive for higher heights.  
You'll feel the spirit that true heroes feel  
and the courage to do what's right.

## Chorus

## Verse 3

Why must we try to boast,  
saying we're strong or smart,  
trying to look like a hero outside,  
'stead of showing a selfless heart?

I want to dedicate  
each and every day  
to finding a vision for meeting the needs  
of the people who pass my way.

## Chorus

*Thanks to Darrel Metcalf for contributing a verse to this song.*

# Questions

## **Suggested Habits-of-Heart: Seeking, Aspiration, Vision-Seeking, Awareness, Acting on Convictions**

See the *Linking Habits-of-Heart to Songs* chart on pages 10-14 for other possible links.

### **Chorus:**

Questions we ask,  
you know, they matter so much.  
If we could find the answers,  
how many lives  
we could touch.

Can cities clear away  
their smoggy haze?  
These are the questions that  
we must explore today.

### **Chorus**

### **Verse 1:**

How can we stop a cell  
that turns into disease,  
and how can we protect  
the life out in the seas?

### **Verse 3:**

We may be scientists  
or city managers  
or musicologists,  
or high school janitors.

Can we create new jobs  
in our communities,  
and how can we make peace  
in our own families?

Whatever life we lead,  
the answers that we find  
can bring our people joy  
and bring us peace of mind.

### **Chorus**

### **Chorus (repeat twice)**

### **Verse 2:**

When we need drinking water,  
how can we make it clean?  
How can we feed more people  
on seeds and soy beans?



## Recordings with Potential Connections to Curriculum

### African/Gospel/Spiritual

Habit-of-Heart	Song	Artist	CD/Tape	Availability
Appreciation of Diversity	<i>Tuwe Tuwe</i> (Ghanaian folk song)	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Humility	<i>Live-a-humble</i>	Holman Church Choir/Jester Hairston	<i>30 Jester Hairston Songs</i>	Holman Church, Los Angeles
Acting on Convictions	<i>Way Down Deep</i>	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Transitions	Several improv segments perfect for getting on and off stage	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Acting on Convictions	<i>We Shall Not Be Moved</i>	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Kindness Humility	<i>Gossip, Gossip This Little Light of Mine</i>	Jester Hairston Baha'i Gospel Choir		Check online sources
Cooperation	<i>Family Cooperation Song</i>	Lady Smith Black Mambazo		Check online sources
Reliability	<i>Still Got to Get Up in the Morning</i>	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon

### Caribbean

Responsibility	<i>Oh my Goodness, Look at this Mess!</i>	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Unity	<i>One Heart, One Love</i> (Add student-written verses)	Bob Marley		Check online sources
Obedience	<i>Cha Cha Family</i>	Marilyn McConnie	<i>Cha Cha Family</i>	email: Folktales2@amazon .com

## Folk/Pop

Habit-of-Heart	Song	Artist	CD/Tape	Availability
Friendship/Compassion	<i>Lean on Me</i>	Bill Withers		Check online sources
Determination	<i>I Believe I Can Fly</i>	R. Kelly		Check online sources
Friendship Compassion	<i>Time in a Bottle</i> <i>Bridge Over Troubled Water</i>	Paul Simon Paul Simon	<i>Best of Paul Simon</i> <i>Graceland</i>	Check online sources
Empathy	<i>Homeless</i> (link refugee camps, migrant labor, housing issues)			Check online sources
Positivity/Kindness	<i>You Are So Beautiful</i>	Joe Cocker		Check online sources
Friendliness/Helpfulness	<i>That's What Friends Are For</i>	Stevie Wonder		Check online sources
Thankfulness/Gratitude	<i>Morning Has Broken</i>	Cat Stevens	<i>The Very Best of Cat Stevens</i>	Universal Music Company
Peacemaking	<i>Peace Train</i>	Cat Stevens	<i>The Very Best of Cat Stevens</i>	Universal Music Company

## R & B

Positivity	<i>Oh What a Wonderful World</i>	Louis Armstrong	<i>Very Best of Louis Armstrong</i>	Amazon.com
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## Country

Empathy/Compassion	<i>Those Hands</i>	Dan Seals <i>Dan Seals</i>	<i>The Songwriter,</i> Amazon	Liberty Records,
Friendliness	<i>Howdido</i>	Woody Guthrie	<i>A Tribute to Woody Guthrie</i>	Warner Brothers
Positivity	<i>Come on and Sing</i>	Pam Tillis, Mel Tillis	<i>It's All Relative</i>	Amazon.com
Integrity	<i>Wood</i>	Dan Seals <i>Dan Seals</i>	<i>The Songwriter,</i>	Liberty Records

## Show Tunes

Creativity/Aspiration	<i>Somewhere Over the Rainbow/Oh What a Wonderful World</i>	Israel Kamakawiwole (Hawaiian version)	<i>Facing Future</i>	Mountain Apple Company/ Big Boy Records Amazon?
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## Children's Songs

Habit-of-Heart	Song	Artist	CD/Tape	Availability
Consideration for Environment	<i>Nature Song</i> (fade out early)	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Gratitude	<i>Nature Song</i> (fade out early)	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Cheerfulness	<i>I Love to Laugh</i>	Sweet Honey in the Rock	<i>Still the Same Me</i>	Caravelle or Amazon
Kindness	<i>Be Gentle, Robin!</i> (relates to younger students)	Peter Alsop	<i>Wha'D'ya Wanna Do?</i>	Peter Alsop, PO Box 960, Topanga CA 90290
Appreciation of Differences/ Open-Mindedness	<i>Slap Hands</i>	Peter Alsop	<i>Wha'D'ya Wanna Do?</i>	Peter Alsop, PO Box 960, Topanga CA 90290
Cultural Sensitivity	<i>Places in the World</i>	Red Grammer	<i>Teaching Peace</i>	Red Note Records 5049 Orangeport Rd. Brewerton NY 13029
Appreciation of Diversity	<i>Listen</i>	Red Grammer	<i>Teaching Peace</i>	Red Note Records 5049 Orangeport Rd. Brewerton NY 13029
Peacemaking	<i>Teaching Peace</i>	Red Grammer	<i>Teaching Peace</i>	Red Note Records 5049 Orangeport Rd. Brewerton NY 13029
Positivity	<i>I Think You're Wonderful</i>	Red Grammer	<i>Teaching Peace</i>	Red Note Records 5049 Orangeport Rd. Brewerton NY 1302
Gratitude	<i>Things I'm Thankful For</i>	Hap Palmers	<i>Holiday Magic</i>	Hap-Pal Music Inc., Box 3232, Topanga CA 90290
Unity	<i>Hawaiian Unity Song</i>	Traditional		
Love	<i>Love, Love, Love</i>	Ramses	<i>Ramses Rashidi</i>	Earth2844@yahoo.com

## Cajun

Friendship, Sacrifice	<i>Until the Sun</i>	Lisa Haley and the Zydecats		Blue Fiddle Records
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## Multicultural

The following CDs present opportunities to study various cultures through music. A public performance could include choreography or musical skits showing lifestyles around the world, incorporating excerpts of these selections. In some cases, such as the *Gift of the Tortoise*, you may want to have students listen to the whole CD even though they may not perform it in its entirety.

Habit-of-Heart	Song	Artist	CD/Tape	Availability
Appreciation of Diversity, Cultural Sensitivity: South Africa	Various	Ladysmith Black Mamabazo	<i>Gift of the Tortoise</i>	Music for Little People, P.O. Box 1460, Redway CA 95560
Appreciation of Diversity, Cultural Sensitivity	Various	Various	One World	Putumayo World Music
Appreciation of Diversity, Cultural Sensitivity	Various	Gipsy Kings	Various	Amazon.com
Appreciation of Diversity, Cultural Sensitivity	Various	Ibrahim Ferrer	<i>Buena Vista Social Club</i>	Amazon.com
Appreciation of Diversity, Cultural Sensitivity	Various	Chant	<i>Gregorian Monks Chant</i>	DGA Digital Recordings
Appreciation of Diversity, Cultural Sensitivity: Ireland	Various	John Whelan	<i>Come to the Dance</i>	Narada Productions Inc.; 4650 N. Port Washington Road, Milwaukee WI 53212; phone 414-961-8350
Appreciation of Diversity, Cultural Sensitivity: Bolivia	Various	Viento de Los Andes	<i>Viento de Los Andes</i>	Iztac Recording Studios, Santa Monica CA
Appreciation of Diversity, Cultural Sensitivity: Jamaica, Brazil, Colombia, Mexico, various	Various	Putumayo	<i>Summer Party Sampler</i>	Putumayo World Music
Consideration (Hawaiian conservation)	<i>Hawaii '78</i> Introduction	Israel Kamakawiwo'Ole	<i>Facing Future</i>	Mountain Apple Company

## On-Site Student Programs

Customarily, a site may give two to three parent performances per year, one before the winter holidays, one at the end of the summer, and a special spring awards ceremony. You will want to customize such programs for the needs of your community, but here are examples of what others have prepared for each.

The winter program is designed to teach appreciation of all cultures. The spring ceremony is designed to honor each student for self-mastery in at least one area, and to

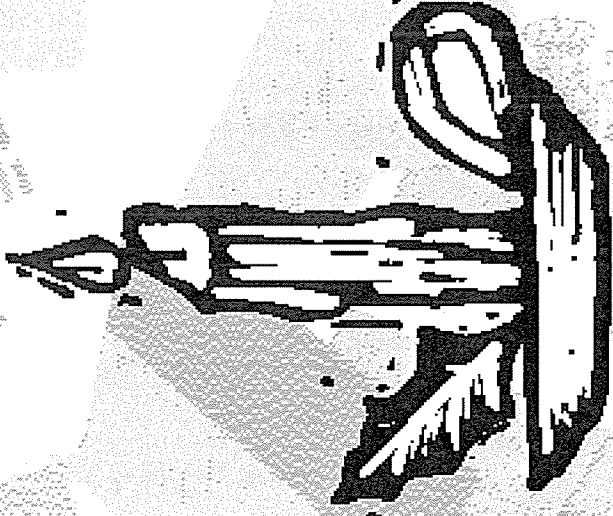
encourage students to honor habits-of-heart they observe in their parents. The summer program is designed to showcase students' academic learning. These performances always incorporate music, although they also strengthen students' other skills as students become the emcees, speech writers, and sometimes choreographers and dramatists.

Use the samples as frameworks for your own presentations as needed.

# 'Tis the Season

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Franchise Co., Inc.

2001  
A Year  
Ahead



Celebrate the  
holidays of the world  
with us!

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International  
Franchise Co., Inc.

2001  
A Year  
Ahead

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# Winter Performance: 'Tis the Season

ACTION	SPEAKING PARTS/MUSIC
<p><b>Entrance:</b> Students enter singing and take their places in the front row. They carry use musical shakers they have made, if desired.</p>	<p>Students enter singing Jingle Bells and then the medley.</p> <p><b>Student Speaking Parts</b></p> <p><b>Introduction:</b> _____</p> <p>Welcome to our winter program. This season is a special time for people around the world. It is a time for serving, sharing, giving and making others happy.</p>
<p><b>Actors 1 and 2:</b> Two students attach holly boughs to podium during the song.</p>	<p><b>Scene 1:</b> _____</p> <p>We wish for peace among all the world's peoples, because we care about children and others around the globe.</p> <p><b>Song:</b> <i>Harmony</i></p>
<p><b>Actors 3 and 4:</b> Two students carry a string of lights across stage and decorate a third student.</p>	<p><b>Scene 2:</b> _____</p> <p>We would like to share with you a few of the things we have learned about the many winter holidays celebrated around the world. Diwali, the five-day Festival of Lights, celebrates the victory of good over evil. It is a time for family reunions and wearing new clothes. The colorful decorations, strings of light, sweets and lighting of candles make it seem like Christmas. This Hindu holiday is celebrated in Bangladesh, India, Indonesia, Nepal and Sri Lanka.</p>
<p><b>Actor 5:</b> A girl walks across the stage wearing a laurel wreath. She carries Swedish advent candles and a covered roll basket.</p>	<p><b>Scene 3:</b> _____</p> <p>Another festival of lights takes place in Sweden, where candles light the darkness through the winter months. On December 8<sup>th</sup>, young girls dress up in white gowns and laurel wreath crowns. They carry candles and serve their parents breakfast in bed.</p>

ACTION	SPEAKING PARTS/MUSIC
<p><b>Actor 6:</b> Student wearing traditional clothing dances across stage carrying a Kwanzaa centerpiece.</p>	<p><b>Scene 4:</b> _____ Kwanzaa means “first fruits of the harvest” in the African language Kiswahili. Kwanzaa celebrates self-improvement and responsibility to community and family. It honors ancestors and culture. Each family makes a centerpiece using symbols of unity, self-determination, collective work, cooperative economics, personal goals, creativity and faith.</p>
<p><b>Actor 7:</b> Student carries dreidel or menorah across the stage. A younger sibling tries to help with the candle or play with the dreidel.</p>	<p><b>Scene 5:</b> _____ Candles are part of many holidays. The candlestick holder used during Kwanzaa should not be confused with the menorah used at Hanukkah. This Jewish holiday also lasts for a week. The family lights Hanukkah candles each evening before sundown. About two thousand years ago, the Jews battled the Syrian rulers for religious freedom. They returned home to find their temple had been raided and had to be repaired. Only a little oil was left to burn in the menorah, but the oil lasted eight days. This is why families light the candles. They also give gifts and play a special game with a top, called a dreidel.</p>
<p><b>Actors 8 and 9:</b> Two students wearing Nepalese costumes meet in the middle, touch heads and walk away together.</p>	<p><b>Scene 6:</b> _____ Bodhi Day, December 8<sup>th</sup>, celebrates the enlightenment of Buddha under the Bodhi tree. Enlightenment refers to the clear thinking that comes through meditation. Budha taught people to strive for self-mastery. He encouraged peacefulness, silence and kindness to all living things. Our friends in Sri Lanka, Nepal, China, Indonesia, Thailand and Vietnam celebrate this holiday.</p>
<p><b>Actor 10:</b> A student walks through carrying a prayer rug and kneels on the rug briefly, then moves on.</p>	<p><b>Scene 7:</b> _____ The “Night of Power” is a very holy day, spent in prayer, especially in many of the countries throughout Africa, Asia, Indonesia and Eastern Europe. Islamic people in these same countries observe the practice of Ramadan.</p>

ACTION	SPEAKING PARTS/MUSIC
<p><b>All:</b> As they sing, students pass paper flowers down the row, with the last student putting them into a basket on the end. They will give them as gifts to parents at the end of the program.</p>	<p><b>Scene 8:</b> _____            Baha'is celebrate the Birth of Baha'u'llah, who said, "The earth is but one country and mankind its citizens." Baha'u'llah reminded us that we are more beautiful because of our differences, like flowers of one garden or waves of one sea.</p>
<p><b>Actor 11:</b> Student walks by with a suitcase, puts on sunglasses, waves up at the sun. The sun starts dancing with the tourist.</p>	<p><b>Song:</b> <i>We are Flowers of One Garden</i></p>
<p><b>Actors 12 and 13:</b> Two students meet in the center and pretend to tell each other stories. They exchange two gifts, such as a rug and a basket.</p>	<p><b>Scene 9:</b> _____            Some traditions spring from ancient legends. Legba, the African messenger god and the god of crossroads, is said to protect travelers and small children. He also rules the sun. Yoruban legends led to the holiday, called Legba Zaou, celebrated in parts of Africa, Brazil and the Caribbean.</p>
<p><b>Actors 12 and 13:</b> Two students meet in the center and pretend to tell each other stories. They exchange two gifts, such as a rug and a basket.</p>	<p><b>Scene 10:</b> _____            In America, people from many of the original tribal nations might gather around the fire on a winter night and tell stories. The stories communicate important values the elders wanted to teach the children. Many of the tribes give beautiful handmade gifts. A story or song is also a gift. When someone accepts a gift, they very carefully choose a gift to give in return.</p>
<p><b>Actor 14:</b> Student walks by with a picnic basket and sets it at the front of the room. The student sneaks a bite of tortilla out of the basket. (Or a child may walk by and place flowers on a cutout of a grave.)</p>	<p><b>Scene 11:</b> _____            On some holidays, you don't even have to be alive to receive a gift! On the Day of the Dead, families visit the graves of loved ones.</p>
<p><b>Actors 15 and 16:</b> Two students dressed as Mary and Joseph enter and show off their baby. Shepherds and angels gather around them.</p>	<p><b>Scene 12:</b> _____            Christians around the world celebrate Christmas as the most festive and joyous holiday of the year. It commemorates the story of the birth of Jesus, the baby in the manger who grew up to become a messenger of peace and brotherly love.</p>

ACTION	SPEAKING PARTS/MUSIC
<p><b>All:</b> Students each reach into basket and take a flower to their parents.</p>	<p>Christmas is a season of gift giving. One of the most valuable gifts we can give to each other is peace on earth, good will to men.</p> <p>Song: <i>Silent Night</i>, verses 1 and 2</p> <p><b>Scene 13:</b> _____</p> <p>Now we have a special gift for each of you. It is something everyone can give and that everyone likes to receive. It means that when our parents ask us to do something, we always have time to do it. It means when a friend or loved one asks us a favor, we are willing to help, no matter how much trouble it takes. It means when we meet someone from another place, we treat them as a brother or sister. This is a gift valued by all cultures, peoples and religions. What is this gift? It is the gift of love. It is a gift we will always give you, our parents, for we know you have sacrificed so much for us, and we are willing to sacrifice for you in return. This is our gift to you.</p> <p>Song: <i>Sacrifice</i></p>

# Presentaciones de Invierno: Días Festivos

ACCION	PARTES HABLADAS/MUSICA
<p><b>Entrada:</b> Los estudiantes entran cantando. Toman sus lugares formando una letra V y se mantienen en esa posición. Cada uno da un paso adelante para hacer su parte.</p>	<p>Los estudiantes entran cantando <i>Jingle Bells</i>.</p> <p><b>Introducción:</b> _____</p> <p>Estos días festivos son un tiempo especial para todas las personas alrededor del mundo. Deseamos la paz entre todos los pueblos del mundo, porque a nosotros nos importan los niños y otras personas alrededor del mundo.</p> <p><b>Canción:</b> <i>Armonía</i></p>
<p><b>Actores 1 y 2:</b> Dos estudiantes adhieren ramas sagradas al podium durante la canción.</p>	<p><b>Escena 1 Traducción:</b> _____</p> <p>Nos gustaría compartir con ustedes algunas de las cosas que hemos aprendido de los muchos días festivos de invierno celebrados alrededor del mundo.</p>
<p><b>Actores 3 y 4:</b> Dos estudiantes llevan un cordel de luces a través del escenario y decoran a un tercer estudiante.</p>	<p><b>Escena 2 Traducción:</b> _____</p> <p>Diwali, el Festival de Luces que dura cinco días, es un tiempo para pintorescas decoraciones, cordeles de luz, dulces y encender velas. Este día sagrado Hindú es celebrado en Bangladesh, India, Indonesia, Nepal y Sri Lanka.</p>
<p><b>Actor 5:</b> Una niña cruza el escenario caminando y usando una corona de laureles. Ella lleva consigo velas suecas de advenimiento y un canasto cubierto.</p>	<p><b>Escena 3 Traducción:</b> _____</p> <p>Otro festival de luces tiene lugar en Suecia, donde las velas iluminan la oscuridad durante los meses de invierno. El 8 de Diciembre niñas jóvenes se visten con mantas blancas y coronas de laurel. Llevan velas y sirven desayuno a sus padres en la cama.</p>
<p><b>Actor 6:</b> Un estudiante danza a lo largo del escenario llevando consigo un centro de mesa Kwanzaa.</p>	<p><b>Escena 4 Traducción:</b> _____</p> <p>Kwanzaa significa “primeros frutos de la cosecha” en el idioma africano de Kiswahili. Kwanzaa celebra el auto-mejoramiento y la responsabilidad hacia la comunidad y la</p>



ACCION	PARTES HABLADAS/MUSICA
<p><b>Actor 7:</b> Un estudiante lleva un menorah a lo largo del escenario.</p>	<p>familia. Honra a los ancestros y a la cultura. Cada familia hace un centro de mesa usando símbolos especiales que Kwanzaa representa.</p>
<p><b>Actores 8 y 9:</b> Dos estudiantes usando disfraces Nepaleses se encuentran al medio, tocan cabeza con cabeza y meditan juntos, o un estudiante entra y medita..</p>	<p><b>Escena 5 Traducción:</b> _____ El candelabro usando durante Kwanzaa no debería confundirse con el menorah usado en Hanukkah. Alrededor de 2000 años atrás, los judíos combatieron a los gobernantes Sirios para obtener libertad religiosa. Cuando volvieron a su hogar, vieron que su templo había sido saqueado. Solo quedaba un poco de aceite para consumir en el menorah, pero el aceite duro 8 días. Esta es la razón por la cual las familias encienden sus velas cada anochecer.</p>
<p><b>Actor 10:</b> Un estudiante entra caminando con una alfombra para orar, se arrodilla brevemente, y después se para y sigue por su camino.</p>	<p><b>Escena 6 Traducción:</b> _____ Día de Bodhi , 8 de Diciembre, celebra el iluminamiento de Buda bajo el árbol Bodhi. El iluminamiento se refiere a ese pensamiento claro que viene a través de la meditación. Buda alentaba la paz, el silencio y la gentileza con todas las cosas creadas. Nuestros amigos de Sri Lanka, Nepal, China, Indonesia, Tailandia y Vietnam celebran este día sagrado.</p>
<p><b>Los estudiantes</b> se pasan flores a lo largo de la fila y las colocan en un canasto.</p>	<p><b>Escena 7 Traducción:</b> _____ La “Noche de Poder” es un día muy sagrado, donde se hacen oraciones, especialmente en muchos países a través de África, Asia, Indonesia y Europa del Este.</p>
	<p><b>Escena 8 Traducción:</b> _____ Los Baha'is celebran el nacimiento de Baha'u'llah, quien dijo, “La tierra es un solo país, y la humanidad sus ciudadanos.” Baha'u'llah nos recordó que somos más bellos por nuestras diferencias, como las flores de un mismo jardín o las olas de un mismo mar.</p> <p>Los estudiantes cantan <i>Somos las flores de un mismo Jardín.</i></p>

ACCION	PARTES HABLADAS/MUSICA
<p><b>Actor 11:</b> Un estudiante camina con una valija, se pone los anteojos y saluda al sol. El sol comienza a danzar con el turista.</p>	<p><b>Escena 9 Traducción:</b> _____            Algunas tradiciones provienen de antiguas leyendas. Legba, el Dios mensajero Africano y el dios de las intersecciones, se dice protege a los viajeros y a los niños pequeños. El también gobierna al sol. Las leyendas Yoruban condujeron al día festivo llamado Legba Zaou, celebrado en partes de África, Brasil y el Caribe.</p>
<p><b>Actores 12 y 13:</b> Dos estudiantes se encuentran en el centro y uno pretende contarle a otro una historia con sus manos. El otro le ofrece un regalo, como una alfombra o un canasto.</p>	<p><b>Escena 10 Traducción:</b> _____            En América, personas de muchos de los pueblos originales se juntarían alrededor del fuego en una noche de invierno para contar historias. Estas historias comunicaban importantes valores que los ancianos querían enseñar a los niños. Muchas de las tribus dan preciosos regalos hechos a mano. Una historia o una canción también son un regalo. Cuando alguien acepta un regalo, ellos tenían que cuidadosamente elegir un regalo para dar en respuesta.</p>
<p><b>Actor 14:</b> Un estudiante entra con un canasto para picnic y lo coloca al frente de la sala. El estudiante da un mordisco a una tortilla en el canasto.</p>	<p><b>Escena 11 Traducción:</b> _____            ¡En algunos días festivos, uno ni siquiera debe estar vivo para recibir regalos! En el día de los muertos, las familias visitan los sepulcros de sus seres queridos.</p>
<p><b>Actores 15 y 16:</b> Dos estudiantes vestidos como María y José entran y muestran su bebe. Pastores y ángeles se juntan alrededor de ellos.</p>	<p><b>Escena 12 Traducción:</b> _____            Cristianos alrededor del mundo celebran Navidad como el día sagrado más festivo y feliz del año. Conmemora la historia del nacimiento de Jesús, el bebe del pesebre que creció para convertirse en un mensajero de paz y amor fraternal.</p>

## ACCION

## PARTES HABLADAS/MUSICA

La Navidad es una época para intercambiar regalos. Uno de los regalos más valiosos que podemos darnos es la paz en el mundo, y buena voluntad para la humanidad.

Canción: *Noche de Paz*, verso 1 (opcional)

### **Escena 13 Traducción:**

Tenemos un regalo especial para cada uno de ustedes. Es algo que todos podemos dar, y que a todos nos gusta recibir. Significa que cuando nuestros padres nos pidan hacer algo, siempre tendremos tiempo para hacerlo. Significa que cuando conocemos a alguien de otro lugar, lo trataremos como un hermano o una hermana. Este es un regalo valorado por todas las culturas, pueblos y religiones. ¿Cuál es el regalo? Es el regalo del amor. Es un regalo que nosotros siempre les daremos a nuestros padres, porque sabemos que ustedes han sacrificado mucho por nosotros, y estamos dispuestos a sacrificarnos por ustedes también. Este es nuestro regalo para ustedes.

Canción: *Sacrificio*

## Winter Program Assignments:

1. 2 emcees
2. 2 holly holders in caps and scarves
3. 2 students in nice clothes who light a candle
4. 1 girl in white gown with laurel wreath, covered bread basket and stick candle
5. 1 student in Kwanzaa clothes
6. 1-2 students with dreidel or menorah
7. 2 students in Nepalese clothes
8. 1 student with prayer rug,  
1 student with plate of Ramadan foods
9. 1 student in tourist clothes with suitcase,  
1 student with sun mask
10. 2 students with Navajo and Hopi gifts
11. 1 student in Latin American dress with picnic basket
12. Mary and Joseph with walking stick and infant (doll)
13. 2 Shepherds and 2 angels, as needed
14. Winter people in caps and scarves, as needed

**25 students have roles to play. Add winter people and additional shepherds or angels.**

## Props Needed:

Bows of holly

String of Christmas lights

Swedish candles, covered roll basket, laurel wreath

Kwanzaa centerpiece (Straw or African print placemat, candle holder with 7 candles, fruits and vegetables, ears of corn to represent children, unity cup, seven candles, enrichment gifts. Put all in straw basket or bowl, not in cornucopia)

Dreidel or menorah

Suitcase, lei

Ramadan plate, prayer rug (short narrow rug)

Paper flowers or other flowers

Rug and basket or necklace

Todos Santos picnic basket with tortilla inside

Walking stick, doll wrapped in blanket

## Winter Program Related Art Projects

Tissue paper flowers of red, green and yellow

# Society's Future Humanitarians



# Spring Awards Ceremony Sample Script

**Script by Leila Sedighan, Syma Abbasi and the Students**

[This script involved several student emcees, who outlined the accomplishments of the year. The evening began with a parent potluck dinner and ended with dessert. This traditional event has garnered universal attendance from family and extended family over the years.]

**Student 1:** Welcome family, friends, teachers, supporters, staff, and volunteers to our 2003 awards ceremony. *Tonight's theme is Society's Future Humanitarians.*

We'd like to thank all of you for setting an example for us of how to become those future humanitarians. Tonight's program is filled with music, fifth grade graduation speeches, and a short play.

We will begin the program with a play directed by our performing arts teacher. [If you do not have a performing arts teacher, you may include additional music here.]

\*\*\*\*\*SIT DOWN\*\*\*\*\*

**Student 2:** I hope you enjoyed our opening performance. We enjoy daily character development activities, community service projects here in the program. We learn positive ways to resolve our conflicts. We practice music, science, chess, and complete our homework. People from the community also share their knowledge with us. This semester we have had special presentations on geology, the layers of the earth, the digestive system, and learned how a microscope works. We have learned about the differences in cultures, from the Middle East to Russia to Africa to China. We also had a helper come and teach us chess once a week.

**Student 3:** This year we have focused on becoming society's humanitarians.

We went out into the community to raise awareness of the need for equal education for girls around the world. We sold hats to benefit a girls' education project in rural Kenya. We have painted pictures of missing children and walked in a parade carrying those painted pictures. Since then, one missing child has been found. We visited Longwood Manor Convalescent Home on Valentine's Day, where we recited poetry that we wrote about tenderness and gave hats that we decorated to our adopted grandparents.

**Student 6:** This year we visited the senior citizens at Village Green Community Center, where we sang songs, recited our poetry, and made new friends, who we interviewed on how we can make our community a better place to live. During spring break, we went with our alumni to the Inner City Slickers' Ranch for an overnight night trip, where learned about tenacity, trust, and self-discipline. We learned to overcome our fears by taking care of horses, learning to ride them, and, oh, yes, our favorite, cleaning the horse stalls.

**Student 1:** We also visited Theatricum Botanicum in Topanga to celebrate Earth Day. We learned about being good citizens of the human community as well as being good citizens of nature's community. We attended a field trip to Santa Monica Courthouse to celebrate Jury Appreciation Week. We sat in on a civil trial. We also gave away badges to people who practice civic-mindedness. While studying the habit-of-heart "Farsightedness", we visited our other site, the Tarzana Elementary Habits-of-Heart Club where we participated in an information exchange and made solar cookers, which we sent to Kenya. We made these solar cookers because many people around the world get their drinking water from rivers infested with germs that cause disease. They need new ways to pasteurize or clean their water. Some of our students have been dancing to a song about another kind of river—the river running through your personal choices, thoughts, feelings and actions. This message takes farsightedness to a personal level. We will perform that dance for you now, which has been choreographed by three of our students, J'Marah Major, Gudalupe Suraz-Diaz, and Keegan Mc Fadden. I would like to introduce the song *Way Down Deep*.

\*\*\*\*\*SIT DOWN\*\*\*\*\*

[The students dance to a song they choreographed. One dances African style, one folkloric Mexican style and one devises a modern dance.]

**Student 4:** We are fortunate to have such dedicated volunteers through out the year. These volunteers have been consistent, patient, and loving. I would like to introduce our next few speakers who will present each volunteer with an award. (Students present volunteers with awards they have made.)

\*\*\*\*\*SIT DOWN\*\*\*\*\*

**Student 5:** I would like to introduce all of our fifth grade graduate speakers. Please hold your applause until after the last speaker.

(Speakers tell what habits-of-heart have become most important in their lives and how these have helped them set their goals for the future. They give their future vision for their lives.)

\*\*\*\*\*SIT DOWN\*\*\*\*\*

**Student 3** Well it's that time, time for our awards...along with a special award from each of us to you, our parents. Some parents have served on the parent advisory board. Some have helped out at the car washes. Some parents have donated supplies for us. Many have brought food for special events like the one tonight or for the children to eat at snack time every day. Some parents have volunteered their time as chaperones on field trips. And all of you have supported us by coming here tonight. We each have taken the time to think about the habit-of-heart we most appreciate in our parents. We would like to honor you for setting such a good example for us in showing this habit. I would now like to call up our teachers to present our awards.

\*\*\*\*\*SIT DOWN\*\*\*\*\*

## AWARD PRESENTATIONS

(Teachers present an award to each student for the habit-of-heart that student best mastered. Each student, in turn, presents an award to their parent for the habit-of-heart they most appreciate in that parent.)

**Student 2:** Thank you to our teachers and to all of the people who have come to our program tonight and supported us throughout the year. Now we will end the evening with our two final songs, *Harmony* and *Integrity*.

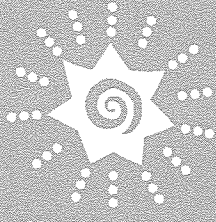
\*\*\*\*\*SIT DOWN\*\*\*\*\*

**Student 5:** Thank you for joining us this evening. Dessert will now be served.

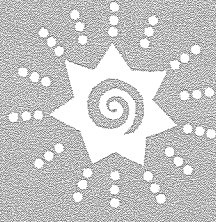


Dedication

Advocacy



# Habits of Heroes



Vision-seeking

Selflessness

# Three Outlines for Summer School or Mid-Year Public/Parent Events

## Hero Celebration

### For Use with the Module: Habits of Heroes

- Student/s emcee the event. The emcee/s discuss how various heroes' visions transcend culture and capacity and yet, how each one makes the world a better place.

▲ Song: *Who Can Say?*

- Some students role play the heroes on the Hero Cards and tell about their visions, using the cards as scripts.
- Some students could role play the scientists studied during the program.

▲ Song: *Integrity Doo-Wop*

- Some students role play the characters in any supplemental reading materials incorporated and tell about the visions of those characters.
- Some students read the visualizations of who they personally want to become in twenty years.
- Some students talk about the habits-of-heart studied and define what makes a true hero.

▲ Song: *Sacrifice*

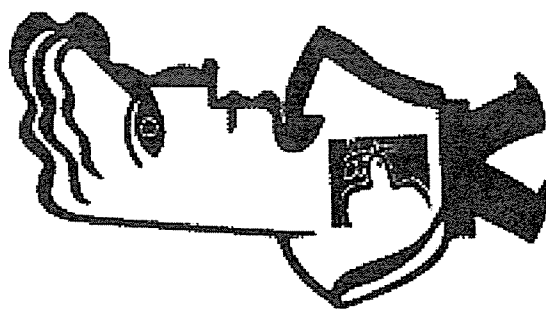
- *Me and My World* worksheets and descriptions of other projects are displayed around the room.
- Parents, past guest presenters, teachers, volunteers, city officials, field trip hosts and other school groups are invited to the event. Local heroes attend as honored guests.
- Some students pay tribute to the heroes present in the room.

▲ Song: *Givers*

- Local heroes are presented with art work and/or certificates or with the tile mural.
- Students are encouraged to serve heroes adults first for the refreshment period.

▲ Song: *True Heroes*

# Storytelling for Peace Festival



## Storytelling for Peace Festival

### For Use with the Module:

#### The Habit of Peacemaking

Hold event in public place such as shopping mall, library or civic plaza, if possible. Invite adult storytellers to intersperse their stories with those of students. Have students rehearse individual stories or group skits. Intersperse them with dances, student-written poetry or songs, and the following songs from the Habits-of Heart CD, performed by the students. Exhibit student art, such as paper cranes, at the event. Remember to secure a microphone for the event and factor in the need to find a place where the audience will stop and listen.

- *Empathy*
- *Consider This*
- *When Somebody Wrongs You*
- *Harmony*

# The Habit of Oneness



## Mini-museum Multimedia Show

### For Use with the Module:

#### The Habit of Oneness

- Students invite guests to tour mini-museum of exhibits, including art and science exhibits described in the curriculum.
- Students seat guests for program.
- Student emcee discusses the importance of looking ahead in planning choices that affect our personal lives, our community or our environment.
- Students sing *Look Ahead*.
- Teacher presents slide show using transparencies of students' coral reef related illustrations.
- Students thank audience for work with them to help the causes they are serving this summer by admission to their museum.
- Students sing *Working Together*.
- Students sing *Yes, I Care*.

## Other Essential Full-Circle Learning Tools

The *Habits-of-Heart Songs* were written to enhance the full-circle learning curriculum modules, though we hope listeners will also find them useful for entertainment or for general classroom purposes.

If you are developing a full-circle learning site, the music will become just one aspect of linked lesson plans that infuse character education, academics, arts and conflict resolution into local and global community service projects. The manuals below provide lesson plans and resources to help teachers adapt the full-circle model for their own classroom.

To inquire about the availability of these products, visit the website [fullcirclelearning.org](http://fullcirclelearning.org) or write to Full-Circle Learning, 19609 Vision Drive, Topanga CA 90290, USA.

### **Starter Kit for Immediate Classroom Use:**

*Habits-of-Heart Songs: True Heroes* (CD)

Song Lyric Charts (Laminated, 11"x 17")

*Habits of Heroes:*

*A Full-Circle Learning Module Geared to Academic Standards and Diverse Learners*  
(Soft-cover Spiral Bound Lesson Plan Manual)

*Habits of Humanitarians* (Soft-cover Spiral Bound Lesson Plan Manual)

*The Habit of Oneness* (Soft-cover Spiral Bound Lesson Plan Manual)

*The Habit of Peacemaking: A Full-Circle Learning Conflict Resolution Supplement*  
(Soft-cover Spiral-bound Lesson Plan Manual)

*Full-Circle Learning, Volume 1*

(Soft-cover, Spiral Bound, 387-page Lesson Plan and Background Manual)

*Sweet Dreams:*

*Visualization/Stress Reduction Exercises* (CD)

Hero's Code of Ethics Poster (Laminated, 11"x 17")

Conflict Bridge (12-foot Vinyl)

### **Follow-up Music**

*Habits-of-Heart Music: Gratitude* (CD)

### **For Program Planners:**

*Full-Circle Learning*

*An Integrated Approach to Fostering Future Leaders*

(Soft-cover, Spiral Bound Workshop Facilitator's Handbook and Video)

*Beyond Bricks and Mortar:*

*Steps to Starting a Community Project*

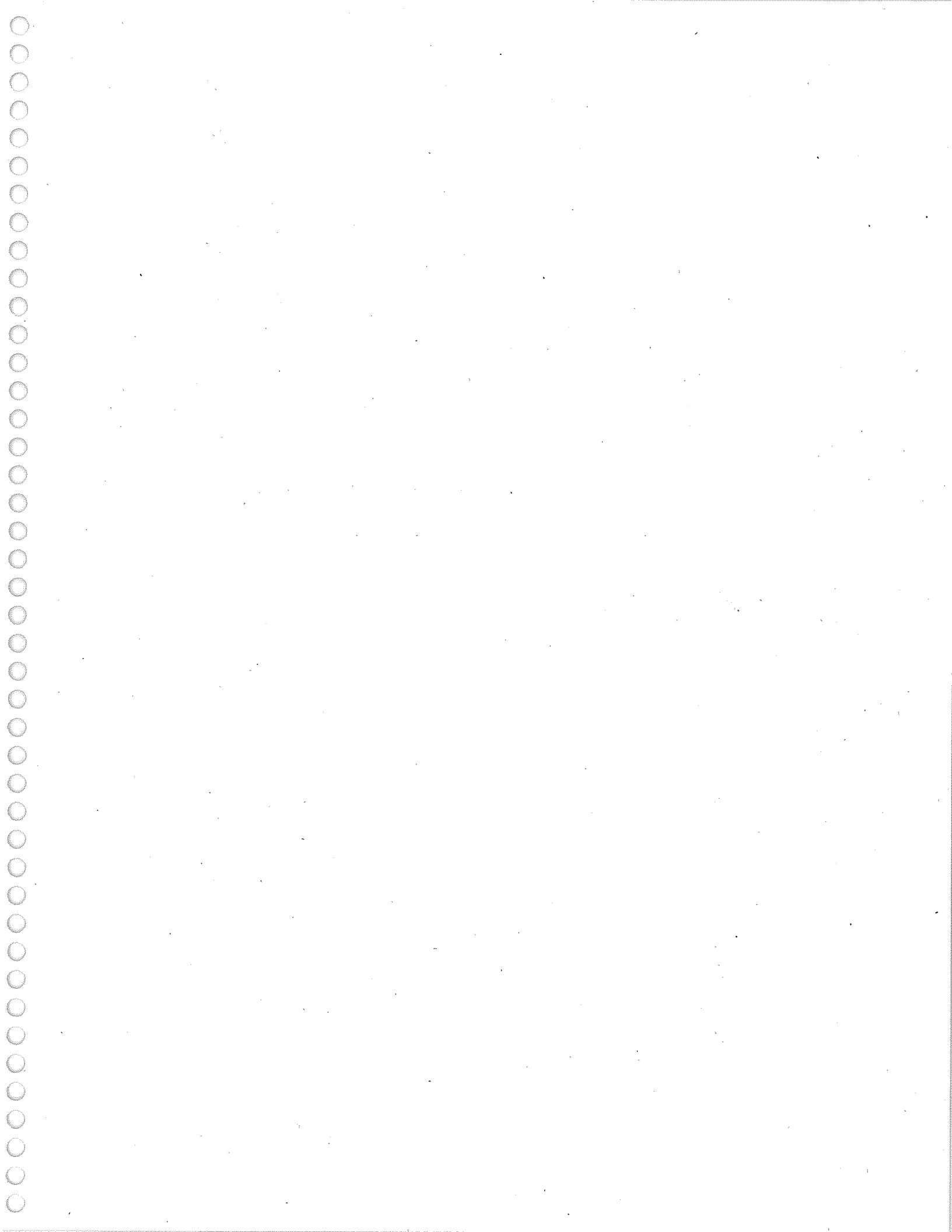
(Soft-cover, Spiral Bound Handbook)

### **Next Module in the Series:**

*Habits of Sages* (Soft-cover Spiral Bound Lesson Plan Manual)









For more information, please visit:  
**[fullcirclelearning.org](http://fullcirclelearning.org)**  
or write to Full-Circle Learning, P.O. 996, Topanga, CA 90290

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