



## 4.1 Flowing Music

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*This activity introduces listening and note-taking skills. Students practice recording words and ideas on paper quickly and accurately while listening to a song they like. It is a good warm-up for the beginning of class.*

### **Time Allotment**

Around 5 minutes

### **Objectives**

By the end of this activity, students will:

- practice identifying and recording critical information from an oral presentation in a systematic way.

### **Materials and Preparation**

You will need a CD or tape with a song that is popular with your students. The song you select should have a decent pace and plenty of lyrics. You want to be careful to pick a song that students may be interested in, and that they can understand. At the same time, it is important not to select a song with which students are already intimately familiar. You will also need a CD or tape player. If possible, print out a copy of the lyrics of the songs off the internet before you use the song in this activity. If that is not possible, ensure that you have a decent flow of the song before beginning.

### **Method**

Each student will need a piece of paper to use as a flowsheet. Before you begin, emphasize the need for students to employ shorthand, given the virtual impossibility of writing down every word in a fast paced song.

Play a particular song (or a portion of a song) for the class. Students should write down as many of the lyrics as they can as the song plays.

When the song or portion of a song ends, ask students about lines in a song. Solicit feedback from students about the content of their flows. For example ask, "after she says "X" what does she say? What is the next line?" Call on individual students, so that all students are accountable for their flows. Work as a whole class, or in small groups, to construct a full flow of a given song, filling in any holes.

In some circumstances, it might make sense to have students turn in their flows. This can give you a sense of students' note-taking ability and provide an opportunity to grant credit for participation. It is important to signal to students the importance of flowing to successful debating.