

# C.A.R.E.S. Song Rewrite Challenge



## Objective

Students will show their knowledge of the C.A.R.E.S. competencies (cooperation, assertiveness, responsibility, empathy, and self-control) by rewriting the lyrics to a current popular song, making it relevant to school life and the skills they've learned in Fly Five this year.

- This song rewrite challenge lets students creatively showcase their C.A.R.E.S. competency knowledge while assessing readiness versus mastery in a fun, non-traditional way.
- It encourages self-reflection, critical thinking, and creativity, while connecting lessons learned to real-life situations.
- Plus, they'll create a meaningful song that's all their own!

**Directions:** Read the prompts below and follow the directions.

### 1. Choose a Popular Song:

Begin by having students select a popular song they enjoy or one that is currently trending. Students can choose any song they like as long as it has a catchy, well-known melody.

## 2. Identify C.A.R.E.S. Competencies:

Provide students with a brief review of the C.A.R.E.S. competencies and skills learned this year. Give examples of how they might apply these skills to situations they encounter in their daily lives.

## 3. Rewrite the Lyrics:

Students will rewrite the lyrics of the chosen song to incorporate the themes of the C.A.R.E.S. competencies.

- For example, a student might take a line from the original song and change it to express cooperation, like turning, *"I'm out here doing my own thing"* into *"I'm working with my team to get it right."*
- Another student might focus on self-control and write a new verse about staying calm when frustrated, changing, *"I'm losing my mind"*, to; *"I take a deep breath and focus my mind."*

## 4. Create a C.A.R.E.S. Version of the Song:

The students will rewrite verses and possibly a chorus to reflect how they demonstrate Fly Five competencies. They can focus on specific moments or challenges they've faced in school, showing either **knowledge readiness** (thinking about the skill and knowing what it is but still needing practice) or **performance readiness** (successfully applying the skill in everyday life).

### Examples

- **Cooperation (knowledge readiness):** I'm learning how to share my ideas and listen to theirs.
- **Cooperation (performance readiness):** Together we find solutions; our group's got the best plan.
- **Assertiveness (knowledge readiness):** I've got a voice, but it's hard to speak up in class.
- **Assertiveness (performance readiness):** I speak my truth, I'm confident and proud of who I am.

## 5. Share and Reflect:

Once the students have rewritten their lyrics, they can share their creations with the class. Afterward, each student or group should briefly explain how their new lyrics reflect their understanding of the C.A.R.E.S. competencies, and whether they consider themselves at the "readiness" or "mastery" level in any of the areas.

### Discussion Questions

- Which competency did you find most difficult to write about? Why?
- Did you notice any competencies that you feel you've mastered more than others? How?
- How does it feel to express your learning through music?

Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting practice lines consisting of 20 horizontal lines.