

## ***Song 2: Champion***



### **ACTIVITY MENU**

#### **PRE-LISTENING**

Swat  
Stanza Creation  
Find Someone Who...

#### **LISTENING**

Relax and Enjoy!  
Song Bingo  
Dictation

#### **SINGING**

Disappearing Song  
Show Me the Word  
One Theme – Many Songs

#### **POST-LISTENING**

Speaking: Act the Part  
Reading: A Range of Questions  
Writing: Songwriter Histories



## Champion: Lyrics

by David Kawika Kahiapo

(4:15)

- 1 In my life, I've tried to be the best that I can be.  
In all I've done, I've tried to do the best that I can do.  
But when a mountain comes my way, I'll climb it to the top.  
And with help from up above, I can be a champion.

*(Chorus)*

- 5 Stand back, just take a look and see. (look and see)  
There's more out there for you and me. (you and me)  
Take hold of your future and believe. (just believe)  
You can be anything you want to be.
- 9 Every time you give your all and try to chase a dream,  
Some will doubt, and think it's just a waste so it seems.  
But don't let them get you down. Just give it all you've got.  
Set your sight on bigger things. You'll see you've got a lot.

*CHORUS*

- 13 In my life, I've tried to be the best that I can be.  
In all I've done, I've tried to do the best that I can do.  
But when a mountain comes my way, I'll climb it to the top.  
And with help from up above, I can be a champion.

*CHORUS (2x)*



**Pre-listening Activities:** Choose one or two of the activities below.

### Swat

**Purpose:** To introduce phrases from the song and other motivational phrases, and make print and sound connections

**Level:** All                      **Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each team. Write the following phrases on the board in random order: *take a look; give your all; chase a dream; get you down; give it all you've got; set your sight; stand back; take hold; give it your all; try, try again; follow your dreams; stand firm; aim high; stand tall; strive to do your best.*

**Instructions:** Review phrases and definitions as needed. Divide the class into groups, line each group up equal distance from the board, and give the first person a flyswatter/newspaper. Once the teacher calls out a word from the board, the first person of each group will race to the board to swat the word; whoever reaches the correct word first, wins a point. The next person in line will be given the flyswatter/newspaper and the game continues until every student has at least one chance to swat a word. The team with the most points wins.

### Stanza Creation

**Purpose:** To predict the content, introduce vocabulary, and generate interest in the song

**Level:** All                      **Time:** 30 – 40 minutes, plus the length of the song (4:15 minutes)

**Preparation and Materials:** Make a copy of the comic strip templates (page 576) for each group of students. Write the following key words from Stanza 1 on the board in random order: *life, try, best, can, mountain, climb, top, help, and champion.*

**Instructions:** Divide the class into small groups. Elicit or teach the features of song stanzas. Ask students to generate ideas for the theme of the stanza based on the words on the board. You can provide all of the words for the stanza in one grouping, or create groups of words that correspond to each line in the stanza. Have students draw a comic strip to illustrate their predictions for the content of the stanza.

### Find Someone Who...

**Purpose:** To generate interest and introduce vocabulary for the song, activate background knowledge about the topic, and ask and answer questions

**Level:** 3 and above              **Time:** 30 minutes, plus the length of the song (4:15 minutes)

**Preparation and Materials:** Make a copy of the questions (page 577) for each student or group of students, or write the questions on the board.

**Instructions:** Students will move around the room to ask classmates the questions on their handout. If a classmate responds 'yes', the student will write their classmates name next to that question on their handout. Students cannot use their classmates' names more than once. The first student to get a 'yes' for every question on their handout wins. Review the questions and the names of the students who said 'yes'. Listen to the song and circle the words in the questions that are also in the song.



## Champion: Stanza Creation

Comic Strip Template: Use the following words to predict what the song *Champion* will be about. Draw a three-picture comic that shows this theme.

*life try best can mountain climb top help champion*

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*life try best can mountain climb top help champion*

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## Champion: Find Someone Who...

1. Have you ever won first place in a contest or game?
2. Have you ever climbed a mountain?
3. Have you ever been stopped from achieving a goal because of a problem?
4. Has someone ever doubted that you could do something?
5. Has anyone ever encouraged you to set high goals?
6. Have you ever gotten help from someone else to help you achieve your goals?
7. Have you ever felt that you could have tried harder to achieve a goal?
8. Has anyone ever told you that you can be anything you want to be?



**Listening Activities:** Choose one of the listening activities below.

### Relax and Enjoy!

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the following three discussion questions on the board, or create your own:

*Does it seem like a happy or a sad song?*

*Who is the person speaking in the song?*

*What do the instruments played in the song remind you of?*

**Instructions:** While listening to the song, have the students focus on how it makes them feel and of what it reminds them. Once the song is finished, discuss their feelings based on the above questions. Choose another activity for the second listening.

### Song Bingo

**Purpose:** To listen for specific words and phrases. introduce vocabulary from the song, and make print and sound connections

**Level:** All

**Time:** 15 minutes (to play the song two times)

**Preparation and Materials:** Write the following words from the song on the board in random order:

*mountain climb champion sight see waste stand dream*

*above life best top give all doubt think future*

*believe hold more look way bigger tried anything*

**Instructions:** Have students draw a blank 3x3 grid on their paper (9 spots). The students should fill each spot with 9 different words from the board. As the song plays, the students should cross off each word they hear that appears on their grid. Once all 9 words are crossed off, the student can shout *Bingo!* Listen to the song again to check answers.

### Dictation

**Purpose:** To listen for details, and write phrases and sentences

**Level:** 2 and above

**Time:** 20 – 25 minutes (to play the song two times)

**Preparation and Materials:** (Answer key: see the lyrics on page 574.)

**Instructions:** Play the song and pause after each stanza. Have the students write down what they heard. Continue this until the song is finished. After listening to the song a few times this way, allow the students to check with their classmates and determine which version is correct if there are differences. Play the song one last time to check their work.



**Singing Activities:** Choose one of the singing activities below.

### Disappearing Song

**Purpose:** To practice pronunciation and intonation, and recall words and phrases

**Level:** 2 and above                      **Time:** 25 – 30 minutes (to sing the song four times)

**Preparation and Materials:** Write the lyrics (page 574) on the board.

**Instructions:** Practice singing the song through once. Erase 10% of the lyrics, drawing a line under each missing word. Sing through the song again, filling in the missing words aloud. Continue erasing 10% each time until only 50% of the lyrics are left. Sing through one last time.

### Show Me the Word

**Purpose:** To make print and sound connections, and learn vocabulary from the song

**Level:** 2 and above                      **Time:** 20 – 30 minutes

**Preparation and Materials:** Prepare pieces of paper or cards for students to write on. Write the following words on the board in random order:

*life   best   tried   mountain   champion   help   future   climb  
believe   chase   dream   doubt   look and see   give your all  
get you down   give it all you've got   set your sight   stand back*

**Instructions:** Break the class into small groups and distribute 18 pieces of paper or cards to each group. Students will divide the paper among themselves evenly and write the 18 words and phrases on their paper or cards. Once students are done and are still sitting in their groups, play the song through and have students sing and raise their card when they come across that word or phrase in the song. To make this competitive, have one student be the judge and watch students to make sure they are raising the correct card.

### One Theme – Many Songs

**Purpose:** To write creatively, and practice pronunciation and intonation

**Level:** 2 and above                      **Time:** 60 – 75 minutes (depending on the number of songs to be performed, this activity may be extended over several class sessions)

**Preparation and Materials:** None

**Instructions:** In small groups, have the students create an original two-stanza song with lyrics related to the song topic, but using different lyrics than the song they just heard. After students have created their song and practiced, have them perform their original song for their classmates.



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Act the Part**

**Purpose:** To practice pronunciation and intonation, and use critical thinking skills to resolve a problem

**Level:** 3 and above     **Time:** 25 – 30 minutes

**Preparation and Materials:** Make enough copies of the role-play cards (page 581) so that each student has one role. Use the following scenario:

*Each of you lives in a different area on a Hawaiian Island. The people in your area have an environmental problem that you need to solve, and you hope that you can work with others who live in different areas to come up with a solution.*

**Instructions:** Divide students into groups of three (or four) and give each group an assigned role so all the same roles are sitting together (everyone from Hulo, everyone from Keahi, etc). Have the students discuss their roles and what they'll say. Make new groups so each group has one of each role and give the students time to act out their parts. Finally, discuss as a class if the problems and issues were solved in each group.

**Reading: A Range of Questions**

**Purpose:** To read for factual details, and combine, infer, evaluate, and reflect on information in a reading text

**Level:** 2 and above     **Time:** 30 – 40 minutes

**Preparation and Materials:** Make a copy of the reading text and questions (page 582) for each student.

**Instructions:** Give students time to read through the text and answer the questions in complete sentences. When all of the students are finished, break them into pairs to compare their answers. Review the answers as a whole class.

**Writing: Songwriter Histories**

**Purpose:** To write short narratives in the past tense

**Level:** 2 and above     **Time:** 40 – 50 minutes (may be extended over several class sessions)

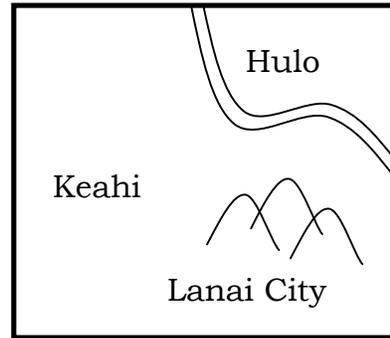
**Preparation and Materials:** None.

**Instructions:** Divide the students into small groups. Brainstorm the mood of the song (happy, sad). Then, brainstorm the background of the songwriter (age, personality). Then, brainstorm some reasons the songwriter wrote the song. Finally, the students will write a story about the life of the songwriter before they wrote the song. Share stories when groups are finished.

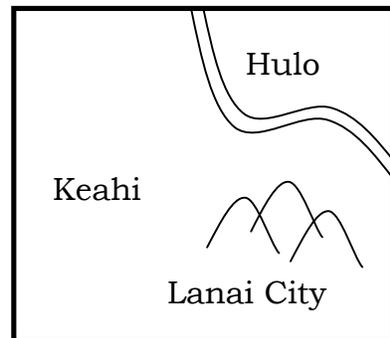


## Champion: Act the Part

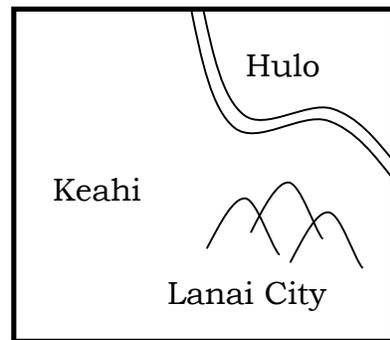
You are from Hulo on the small Hawaiian island of Lanai. Your town has a great location along a clean and pure river. You do not need to worry about water, but you have no seeds to grow food and your workers have lost their strength so they cannot prepare the fields. Finally, crossing the river is a dangerous process, and can only be done with special boats, which you cannot build without more wood. How can you work with your neighbors from Lanai City and Keahi to find a fair solution to this challenge?



You are from Lanai City on the small Hawaiian island of Lanai. Your town is on the opposite side of a big mountain range from the nearest water source (a river), keeping you from traveling to get water. Your people are weak from lack of water, so you have no strong workers. However, you have many different types of seeds left over from last year's harvest that you could use to grow food. However, you only have enough seeds to share with one other city. How can you work with your neighbors from Hulo and Keahi to find a fair solution to this challenge?



You are from Keahi on the small Hawaiian island of Lanai. Your town is famous for its strong, dependable workers and an abundance of building supplies. However, you have been unable to find seeds that will grow here or a good source of water. Unfortunately, without seeds or water, you cannot grow food to feed your hungry workers. How can you work with your neighbors from Lanai City and Hulo to find a fair solution to this challenge?



## An Aloha State of Mind



Oahu

In listening to *Champion* by David “Kawika” Kahiapo, we are welcomed to the rich and colorful world of Hawaiian music and culture. The singer and our Hawaiian guide, Kawika, was born on the island of **Oahu**<sup>9</sup> in 1960. From an early age, it was clear to Kawika what he loved: music, food, and family. In Hawaiian culture, these three things are often found together. For Kawika and other Hawaiians, helping others by providing comfort and guidance is a high **priority**<sup>10</sup>, and this shows in his spiritual, family-oriented music.

In *Champion*, you hear the sound of the *ki ho’alu*, or slack-key guitar. The slack-key guitar is a guitar whose strings have been loosened (slacked) to give it a different sound that is often used in Hawaiian music. Using the slack-key guitar and his lyrics, Kawika expresses a message of love for friends and family, and of love for Hawaii. Kawika refers to a mountain in *Champion*. This mountain represents a challenge or difficulty we might face. Although we might feel as if this mountain is too high to climb, Kawika encourages his listeners to ask for help and find strength from somewhere outside themselves.



Kawika’s message is **conveyed**<sup>11</sup> not only through the words in the song, but also through the tone and rhythm of the Hawaiian instruments. The *ki ho’alu* and other distinctly Hawaiian musical instruments (for example, the ukulele, steel guitar, ukeke, and nose



ukulele

flute) can be played softly, producing a soothing, mellow tone. This reminds the listener of the cool and calm waves of the Pacific Ocean. By using a Hawaiian instrument to convey a Hawaiian message, Kawika’s commitment to the Hawaiian spirit and the art of the *ki ho’alu* is made especially clear.

Why do Hawaiians such as David “Kawika” Kahiapo feel such a strong bond with each other and their music? We can answer this question through an explanation of something called the Spirit of *Aloha*. The word *aloha* is so central to Hawaiian culture that it can be used both as ‘hello’ and ‘goodbye.’ In the Hawaiian language, *aloha* is actually a combination of *alo* (presence) and *ha* (breath). The Hawaiians think of this ‘presence of breath’ as positive energy harmony between humans and nature. When one lives with the Spirit of *Aloha*, he or she feeds upon this positive energy. This creates good feelings for the person and for his or her family and friends.



<sup>9</sup> **Oahu** the third largest of the Hawaiian Islands and home of Hawaii’s capital city Honolulu

<sup>10</sup> **priority** something that is important and should be taken care of first

<sup>11</sup> **convey** to express or communicate something



## Champion: A Range of Questions

**Question 1:** What is another name for the slack-key guitar? *(focusing)*

**Question 2:** When and where was Kawika born? *(focusing)*

**Question 3:** In what different ways does Kawika express his message? *(combining)*

**Question 4:** What other things do you think that Kawika might do in his daily life to spread his message of *aloha*? *(inferring)*

**Question 5:** What type of music do you listen to when you are faced with a challenge? *(relating)*

**Question 6:** Do you have an idea similar to the spirit of *aloha* in your culture? How are *aloha* and the idea in your culture similar? How are they different? *(relating)*

