



# Implementation of Social Emotional Learning in Music Education Classrooms: Activities for Personal and Interpersonal Growth

Presented by  
**Scott Edgar**

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# Implementation of Social Emotional Learning (SEL) in Music Education Classrooms: Activities for Personal and Interpersonal Growth

Scott N. Edgar  
Lake Forest College  
[edgar@lakeforest.edu](mailto:edgar@lakeforest.edu)

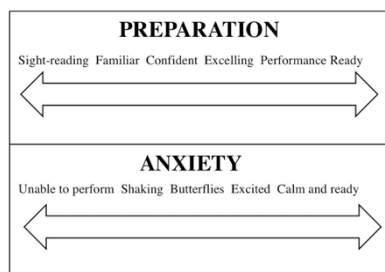
*There is an enormous, though often UNTAPPED, potential for music to be incorporated into various educational processes. There is a natural connection between music and emotions, which makes it a well-suited modality for psychoeducational programs that focus on SEL...music education programs can be used as a channel for supporting emotional intelligence in diverse areas of the school environment. (Pellitteri, 2006)*

## STANDARDS:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Emotional/Musical Chart

Piece of Music Title/Composer	Musical Elements	Perceived Emotion	How I Felt While Listening/Performing
	Rhythm:	😊 😊 😊	
	Tonality:	😬 😬 😬	
	Tempo:	Utilize a great number of emojis to ensure a robust emotional vocabulary.	
	Tension/Release:		
	Lyrics (if applicable):		

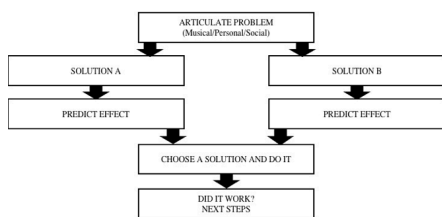


Self  
Portrait

Name:  
Birthdate:  
Birth-assigned sex:  
Gender:  
Religion:  
Family members:

Race/Ethnicity:

Favorite song:  
Favorite band:  
Favorite composition:  
Favorite composer:  
Personal goal:  
Musical goal:



America the Beautiful  
*Anticipating Error* Samuel A. Ward

- 1- dotted quarter note counting
- 2- dotted half note counting (finishing the phrase)
- 3- performing/missing octave
- 4- accidental
- 5- large interval
- 6- returning to key signature after accidental
- 7- building tension through scalar pattern returning to "do"
- 8- consecutive skips in melodic line

# SEL GOAL 1:

# SELF

**Goal:**

Develop self-awareness and self-management skills to achieve school and life success.

**Learning Standards:**

- \*Identify and manage one's emotions and behavior.
- \*Recognize personal qualities and external supports.
- \*Demonstrate skills related to achieving personal and academic goals.

**Student Skill Set:**

- \*Identify and recognize emotions
- \*Achieve accurate self-perception
- \*Self-monitor
- \*Persist
- \*Cope
- \*Accept responsibility
- \*Self-accept
- \*Recognize strengths, needs, and values
- \*Have self-efficacy
- \*Manage impulse control
- \*Manage stress
- \*Self-motivate
- \*Have discipline
- \*Learn how to set goals
- \*Develop organizational skills
- \*De-escalate emotions

# SEL GOAL 2: OTHERS

**Goal:**

Use social awareness and interpersonal skills to establish and maintain positive relationships.

**Learning Standards:**

- \*Recognize the feelings and perspectives of others.
- \*Recognize individual and group similarities and differences.
- \*Use communication and social skills to interact effectively with others.
- \*Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Student Skill Set:**

- \*Recognize diverse thoughts, feelings, and perspectives
- \*Cooperate
- \*Communicate respectfully
- \*Resolve conflict respectfully
- \*Learn to have perspective on a situation
- \*Be empathic
- \*Appreciate diversity
- \*Respect others
- \*Relate effectively to other people
- \*Foster social engagement
- \*Build relationships
- \*Negotiate refusal
- \*Manage conflict
- \*Seek and provide help
- \*Have awareness of social norms and values
- \*Respect human dignity
- \*Have concern and compassion for others
- \*Develop motivation to solve interpersonal problems
- \*Develop motivation to contribute
- \*Develop multicultural awareness
- \*Make friends
- \*Relate to family

# SEL GOAL 3:

# DECISIONS

**Goal:**

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**Learning Standards:**

- \*Consider ethical, safety, and societal factors in making decisions.
- \*Apply decision-making skills to deal responsibly with daily academic and social situations.
- \*Contribute to the well-being of one's school and community.

**Student Skill Set:**

- \*Promote one's own health
- \*Avoid risky behaviors
- \*Deal honestly and fairly with others
- \*Contribute to the good of one's classroom, school, family, community, and environment
- \*Generate alternative solutions
- \*Anticipate the consequences
- \*Evaluate and learn from one's decision-making
- \*Identify problems
- \*Analyze situations
- \*Solve problems
- \*Evaluate and reflect
- \*Take personal, moral, and ethical responsibility
- \*Plan realistic and adaptive response strategies
- \*Think of alternative solution

# Illinois

# Social Emotional Learning

# Standards-Goal 1

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

*Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.*

**1A — Identify and manage one's emotions and behavior.**

- Recognize emotions as indicators of situations in need of attention.
- Distinguish how you really feel from how others expect you to feel.
- Distinguish between different emotions (e.g. fear and anger, shame and sadness).
- Analyze emotional states that contribute to or detract from your ability to solve problems.
- Analyze the effect of self-talk on emotions.
- Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.
- Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).

**1B — Recognize personal qualities and external supports.**

- Identify extra-curricular activities available to students.
- Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).
- Identify school support personnel and investigate how they assist students.
- Identify organizations in your community that provide opportunities to develop your interests or talents.
- Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).
- Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).

**1C — Demonstrate skills related to achieving personal and academic goals.**

- Identify resources to help progress towards a goal (e.g., research materials).
- Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.
- Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.
- Distinguish between a short and long-term goal.
- Apply goal-setting skills to develop academic success.
- Set a positive social interaction goal.

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# Social Emotional Learning

## Standards-Goal 2

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

**Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.**

**2A — Recognize the feelings and perspectives of others.**

- Identify the feelings and perspective of others during group discussions.
- Recall a situation where your behavior impacted the feelings of others either positively or negatively.
- Describe how classmates who are the subject of rumors or bullying might feel.
- Distinguish between bullying and non-bullying situations.
- Role-play the perspectives of various characters in scenarios provided.
- Paraphrase the conflicting perspectives of parties to a conflict.

**2B — Recognize individual and group similarities and differences.**

- Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).
- Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.
- Explain how a lack of understanding of social and cultural differences can contribute to intolerance.
- Evaluate ways of overcoming a lack of understanding of those who are different.
- Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).
- Listen respectfully to opposing points of views on controversial issues.

**2C — Use communication and social skills to interact effectively with others.**

- Role-play how to report bullying behavior.
- Participate in setting and enforcing class rules.
- Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).
- Recognize the importance of setting limits for yourself and others.
- Demonstrate an ability both to assume leadership and be a team player in achieving group goals.
- Learn to maintain an objective, non-judgmental tone during disagreements.

**2D — Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**

- Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).
- List characteristics of friends who are a healthy or unhealthy influence.
- Identify strategies for avoiding, sidestepping, and reducing violence.
- Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).
- Analyze the causes of a physical or verbal fight that you observed and prevention strategies.
- Practice negotiation skills in pairs, taking the perspective of both parties into account.

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# Social Emotional Learning

# Standards-Goal 3

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

***Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***

**3A — Consider ethical, safety, and societal factors in making decisions.**

- Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).
- Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.).
- Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.
- Assess one's own risk for various types of injury.
- Make journal entries on how your actions have affected others.
- Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).

**3B — Apply decision-making skills to deal responsibly with daily academic and social situations.**

- List qualities that contribute to friendships.
- Describe the effects of procrastination and disorganization on academic outcomes.
- Analyze how decision-making skills improve your study habits.
- Analyze each step of a decision-making process used in responding to problem scenarios.
- Reflect in your journal on the consequences of your recent risk-taking behavior.
- Use a decision log for 24 hours to identify influences on your health decisions.
- Demonstrate refusal skills.

**3C — Contribute to the well-being of one's school and community.**

- Identify sources of information about your community.
- Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
- Analyze what you learned about yourself and the community from involvement in a community improvement activity.
- Analyze the consequences of participating or not participating in the electoral process.
- Collect information about how groups are working to improve the community.
- Evaluate a recent project that addressed a community need or issue.
- Make a plan with your family to participate in a community improvement activity.