

# Social Emotional Learning and Social Justice in the Music Setting

Dr. Melissa Zych and Catherine Sullivan

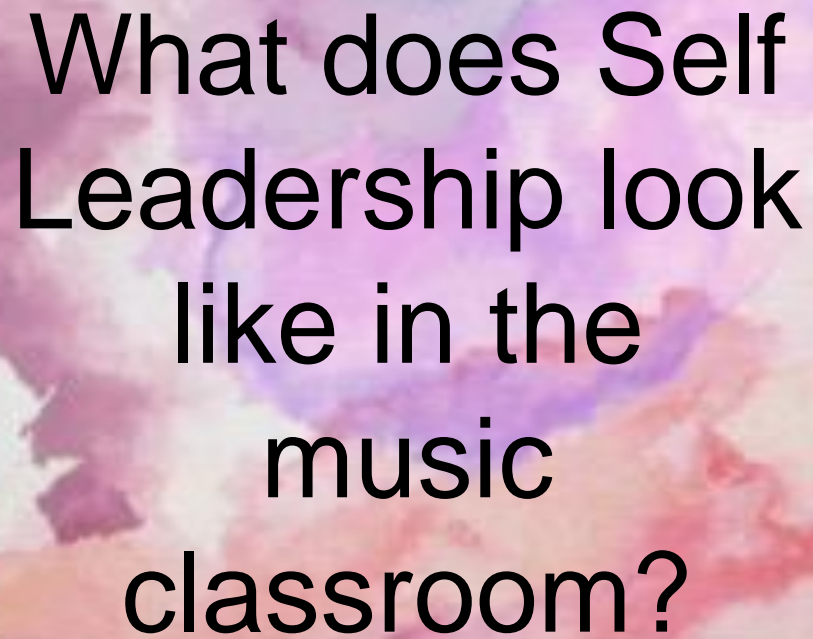
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A Stream Of  
Clarity  
Solidified  
Through  
Music



# Social Emotional Learning & Self Leadership

- Why is social emotional development so important?
- What is Self Leadership?
- Why is the music classroom the ideal place for social emotional learning and social justice?
- How can this translate into practical application in the classroom.



# What does Self Leadership look like in the music classroom?

- Daily check in routine
- Establishing common language
- Building trusting relationships
- Modeling self leadership

**Frustrated**

**Brave**

**Creative**

**Calm**

**Protective**

**Understanding**

**Worried**

**Happy**





# The 8 Cs



When we are leading from  
the self we are able to  
access the 8cs.

# What is identity and why is it important to SEL and SJ?

## Social Justice Identity Anchor Standards

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

## SEL Components

### **Develop a positive self concept:**

- Self Awareness
- Describe attributes of self and others, including relevant cultural characteristics of self

# RULER and SJ Standards



**RULER**

Yale Center for  
*Emotional Intelligence*

CLASSROOM TOOL

## SOCIAL JUSTICE STANDARDS

THE TEACHING TOLERANCE  
ANTI-BIAS FRAMEWORK



TEACHING  
TOLERANCE

AN INITIATIVE OF THE CIVIL RIGHTS MOVEMENT



# SOCIAL EMOTIONAL LEARNING: Exploring Energy and Feelings through Music



Green Zone - Low energy and pleasant feelings.

Blue Zone - Low energy and unpleasant feelings.

Yellow Zone - High energy and pleasant feelings.

Red Zone - High energy and unpleasant feelings.



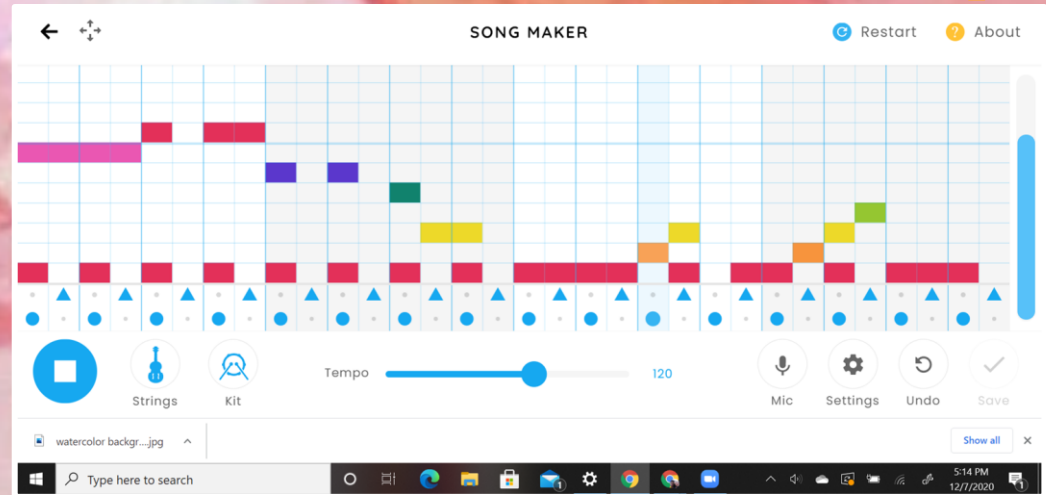
# SOCIAL EMOTIONAL LEARNING: Exploring Energy and Feelings through Music



## MOOD METER

Enraged	Furious	Frustrated	Shocked	<b>M</b>	Hyper	Lively	Motivated	Ecstatic
Livid	Frightened	Angry	Restless	<b>O</b>	Energized	Cheerful	Inspired	Excited
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Enthusiastic	Happy	Optimistic	Thrilled
Repulsed	Troubled	Concerned	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Sad	<b>E</b>	At Ease	Content	Loving	Fulfilled
Pessimistic	Lonely	Mopey	Bored	<b>T</b>	Relaxed	Secure	Chill	Grateful
Embarrassed	Depressed	Discouraged	Tired	<b>E</b>	Calm	Satisfied	Grateful	Carefree
Despair	Hopeless	Miserable	Exhausted	<b>R</b>	Relieved	Peaceful	Tranquil	Serene

# SOCIAL EMOTIONAL LEARNING: Exploring Energy and Feelings through Music



# SOCIAL EMOTIONAL LEARNING: CONNECTING THROUGH MUSIC TO OUR CHARTERS





# SOCIAL EMOTIONAL LEARNING: CONNECTING THROUGH MUSIC TO OUR CHARTERS



Think...



Where are we today?

Listen to the song. Stand up and follow the motions.

How is this song similar or different than our songs from India?



SO, WE PROMISE TO

Share and take turns.

Use kind words.

Try things that feel hard to do.

Try new things.

Listen to suggestions.

Be gentle.

Wear our mask and wash our hands.

Keep space between us.





# SOCIAL EMOTIONAL LEARNING: CONNECTING THROUGH MUSIC TO OUR CHARTERS



2

Identity 5 ID.K-2.5

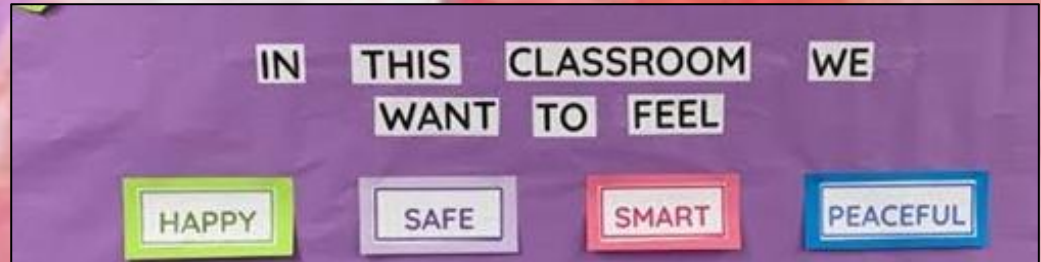
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.



How is school in Japan the same and different than our school?

Play from beginning to 1:28 and discuss. .

**Our Charter for Music**



# SOCIAL JUSTICE: Exploring Standards through Music

Welcome to Music Class!

Fourth Grade- Week 3, Day 2



Brazil



Username: efes

Password: school

Carnival is a huge celebration in Brazil. The biggest festival is held in Rio de Janeiro, and it began hundreds of years ago with feasts and masquerades. Today there are parades, elaborate costumes, and samba dancing with fierce competitions.



Capoeira is a combination of martial art, sport and popular culture that developed out in Brazil, by Africans who were enslaved and Brazilian natives, starting in the 16th century. It was made to give enslaved people a chance to escape and to survive.



Listen to our song from Brazil and follow the leader's movements.



Action 17 AC.3-5.17

I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.



"I think Capoeira is one of the most beautiful things that has ever been created, evolved from oppression."



Our Charter for Music

CLASSROOM TOOL

**SOCIAL JUSTICE  
STANDARDS**  
THE TEACHING TOLERANCE  
ANTI-BIAS FRAMEWORK



TEACHING  
TOLERANCE

Partnership for the Education of All People

© 2013 Teaching Tolerance



# SOCIAL JUSTICE:

## Exploring standards through music

Identity 3 ID.K-2.3

I know that all my group identities are part of me—but that I am always ALL me.



Thalaivi means 'Woman Leader' in Tamil. Vidya Vox is a Chennai-born American singer. She was inspired to write this song by her mother and grandmother.

How does this song relate to the standard written above.

**Our Charter for Music**





# SOCIAL JUSTICE:

## Teachers from multiple ethnicities

So, Mi, and La

Listen to the  
patterns and follow  
along with  
handsigns.

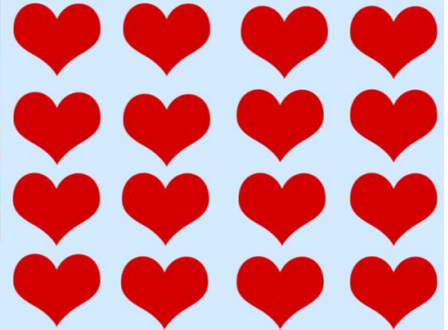
Play a round of  
Poison Patterns



Keep a steady beat with hearts



If you are learning from home, click  
here:  
<https://shorts.flipgrid.com/watch/12322579581763814>



# SOCIAL JUSTICE:

## Responding to the experiences of students

Rail Gadi Chuk Chuk



Chhuk chhuk chhuk ... (x4)  
Well .....  
The car says chhuk chhuk chhuk ...  
Smoke blow fuke fuke  
Go ahead  
Run back to the compartment

When they go into the tunnel  
Make this day night  
Sings and sings  
Whistle blows

Chhuk chhuk chhuk .... (x2)

Fast or Slow    Smooth or Jumpy    Loud or Soft





## What does identity look like in the music classroom?

- Who are you representing in your **curricular choices**?
- Are your students seeing **themselves** in the materials? (windows, mirrors, sliding glass doors)
- How is **language** used to reinforce identity in the classroom?

# Social Emotional Learning and Social Justice in the Music Setting

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Please take a moment to provide us with feedback through a brief survey: **<http://bit.ly/SELSJinMusic>**