

Inside Out¹: Social Emotional Learning and Elementary Classroom Music Education

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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:

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

Activities:

Feelings Copy Cat (Self-Awareness)

Sally Gardens (Irish) (Sad)
Alafia Axe (African) (Happy)
Sehr Lebhaft (German) (Angry)

Aggressive War Music (Angry)
Pumpkin King (Scared)

AS: "How do you feel when you listen to music?" "Can the feeling change, when listening to music?"

- Discuss the movie Inside Out. Show the 5 feelings on the (Joy, Sadness, Fear, Disgust, Anger)
- Have students express them using voice only; walking across the room; with eyes, face & arm gestures only (no walking or voice); with entire body.
- Play one of the above pieces of music and have the children listen and pay attention to how the music makes them feel. Then express that feeling with their face. (Repeat with other selections) (can use "music makes me feel" worksheets)

¹ From Disney Pixar 2015 movie

- Pick a “solo” child to express the feeling of a piece. They choose the emotion and how to express it (voice, walking, face & arms, entire body). The rest of the class imitate the “solo” student and guess the emotion. Solo student tells the class what they were feeling.

Cl: “How can music make you feel?”

“How could you use music if you are feeling a certain way?”

Freeze Dance (Self-Management) - Play “Fossils” from Saint-Saens Carnival of the Animals. Students freeze when music stops. Stop music throughout activity. When the students stop, teacher gives a scenario (ex. No dessert after dinner) and students show through movement how they might react. This becomes the basis for expressing how they move (angry, annoyed, happy etc) until the next scenario.

Books:

Self-Awareness: My Many Colored Days by Dr. Seuss (listening & drawing with colors)
The Way I Feel by Janan Cain (building vocabulary)

Self-Management: I Am Peace: A Book of Mindfulness by Susan Verde & Peter H. Reynolds

Gorilla Thumps & Bear Hugs: A Tapping Solution Children’s Story
by Alex Ortner & Erin Mariano

“Research shows that tapping calms the amygdala in the brain, regulates our nervous system, and reduces stress and anxiety” (thetappingsolution.com)

Read the story to introduce the concept of tapping. While playing positive or relaxing music (ex. “Can’t Stop the Feeling” by Justin Timberlake) lead students through the tapping points. Be sure to encourage tapping on the micro beat. If you use instrumental only music you can follow the script written below, or as they become more comfortable with tapping, students can create their own things to say either as a class or individually. The key is to follow the order outlined below:

Side of Hand (Karate Chop)

Eyebrow (Hairy eyebrows)

Side of Eye (Eagle)

Under the Eye (Lion Cry)

Under Nose (Dragon Fire)

Chin (Wolf)

Collarbone (Gorilla Thumps)

Underarm (Bear Hug)

Top of Head (Monkey)

(Visual available from Handout by Beryl Ryan, RN on tapwithin.com)

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:

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

Activities:

- Singing games: Little Sally Walker (pouting, discuss why child is crying & who they can go to)
 Pumpkin, Pumpkin (faces, focus on recognizing different emotions)
 Skin & Bones (scary sounds, how to make it sound scary)
 Bow wow wow (different partners requiring communication in relationships)
 Mill Wheel (sharing about yourself and accepting others)
 Billy, Billy (imitation, accepting others ideas)

Group Activities including creativity and musical skill building (requires communication, social skills, possible conflict resolution)

Folk Dancing featuring a variety of cultures (similarities & differences, social skills)

Books:

- You Be You by Linda Kranz (acceptance of differences)
 We Really Do Care by Tami Lewis Brown (recognizing others' feelings)
 Giraffes Can't Dance by Giles Andreae (acceptance of differences)
 Your Name is a Song by Jamilah Thompkins-Bigelow (importance of names)

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:

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

Activities:

Brainstorm: Don't Judge Me!
Equal and Opposite Reaction?

Books:

Lorraine: The Girl who Sang the Storm Away by Ketch Secor (decisions about how to react and musical decisions through creativity)

ⁱ From Disney Pixar 2015 movie