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Using Music As a Teaching Tool to Teach Social Emotional Learning (SEL)

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1. **TITLE:**

Using Music As a Teaching Tool to Teach Social Emotional Learning (SEL)

2. **RELEVANCE:**

Explain how the proposal relates to one or two (no more than two) of the five strands (* [SEE STRANDS](#))

“HEAD”: Academic Achievement & Leadership

Social emotional learning is the foundation for life. If students have healthy social and emotional skills, they will have a firm foundation for a happy life. People who have these skills are more resilient and able to deal with stress and the ups and downs of life.

By providing students with simple tools to learn social emotional skills, they will be better equipped with the skills needed to achieve their goals and live to their fullest potential. By learning skills such as self-awareness, self-management, social management, relationship skills, and responsible decision making, they will be able to better manage themselves and their responsibilities in all aspects of their life including: academics and education, employment, substance abuse, criminal activity, and mental health.

A child’s ability to learn is significantly diminished when they are in a school or environment where they do not feel safe and supported. The more comfortable a student feels in their environment, the more they will be able to focus on what is important to them.

“HEART”: Social & Emotional Skills

If students don’t have self-control, problem solving skills, decision making skills, an understanding of what perseverance is, anger management skills, and empathy for others, they are not equipped to learn. By teaching students social emotional skills in a way that makes it easy for them to remember, they will be more likely to be able to apply those skills into their everyday lives – therefore, creating a caring community and a positive school climate. Students that learn social emotional skills are better equipped to set and achieve goals, which will help them to be more successful and have a better quality of life.

3. **BRIEF DESCRIPTION:**

Write an informative and interesting description of your presentation in 30 to 60 words; include specific objective(s), topics(s), and target audience. (If accepted, this description will be used in the conference program.)

Music and the arts have been known to improve retention of topics and knowledge, and Social Emotional Learning (SEL) is the foundation for academic achievement. Using music to teach makes it easier for students to gain knowledge on topics such as empathy, self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

4. **SUMMARY:**

Summarize proposal in 250 to 350 words. Preference will be given to proposals that describe practical models, programs, methods, strategies, or practices and provide “take home” learning opportunities for participants. Session presentations must not include advertisements for books, products, programs, or services.

Social Emotional Learning is essential in order to live a successful life and achieve your goals. It has been proven that kids that are taught SEL are more likely to do better in all other subjects in school and other aspects of life. Music has been proven to increase retention of topics being taught, so that is why we would like to encourage other educators to utilize music and the arts to teach SEL to their students. Our presentation would be experiential for the participants, and be very engaging as we show them how to incorporate music and the arts into the classroom.

Agenda:

5 minutes: Introduction

15 minutes: Present on how the innovative teaching technique of using music and the arts as a teaching tool is effective for students in learning Social Emotional Learning (SEL).

35 minutes: Have participants experience an SEL lesson that uses music as a teaching tool as well as other innovative teaching tools to encapsulate the whole learner. Participants will be able to experience how using music and the arts fulfills different types of learning simultaneously.

5 minutes: Q&A

After attending this session, participants should be able to:

- Effectively teach Social Emotional Learning (SEL) using music and the arts and visual media technology
- Increase the retention of Social Emotional Learning (SEL) topics with students in a simple way that is engaging and impactful to students
- Take what they learned in the session to incorporate innovative new teaching techniques in their classroom to target all types of learners, to ensure that all students have the opportunity to learn social emotional skills

5. **EVIDENCE:**

Describe evidence that demonstrates the field-tested effectiveness of the proposed solution or approach. Explain how the proposal is based on known research and promising practices.

Rock in Prevention completed a multiyear research project with Iowa State University, Dr. Mack Shelley, and was placed on the National Registry of Evidence-Based Programs and Practices (NREPP) in 2013 and again in 2017. There's scientific evidence that through the use of music and the arts as a teaching tool, Rock In Prevention reduced alcohol, tobacco, marijuana, and inhalant use, as well as increased the perception of

harm by teaching life skills for success. The research project was funded by the Substance Abuse Mental Health Services Administration (SAMHSA) and the Center for Substance Abuse Prevention (CSAP).

There has also been research that proves that kids that are taught Social Emotional Learning (SEL) are more likely to be successful in their lives. Below are some quotes from research studies that support this:

“In 2011, 270,034 students ranging from kindergarten to high school took part in a meta-analysis that compared students that had participated in social emotional learning programs to those that had not. **Researchers found that those students that participated in Social Emotional Learning programs had improved academic performance by 11 percentile points**” (The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, 2011).

Another study from 2015 that was published in the American Journal of Public Health shows that, “there are significant associations between social emotional skills at earlier ages and how that affects them as young adults in employment, education, substance abuse, criminal activity, and mental health” (Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness, 2015).

6. **FORMAT:**

Individual presentation to a group of 50–70

7. **BIOGRAPHICAL SKETCH:**

Provide brief biographical information about relevant professional experience.(FOR EACH PRESENTER)

Presenter #1:

Pat McManus

Professional Title:

International Certified Alcohol and Drug Counselor, President & CEO

Presenter Qualifications:

Pat McManus is a Certified International Alcohol and Drug Counselor and has worked in the addictions field for 36 years. Pat is the Program Developer of the Rock In Prevention program, Rock LIVE, and has helped over 1.5 million children and families since 1990. Pat developed the Rock In Prevention program, which was named to the National Registry of Evidence Based Programs and Practices (NREPP) list. The research for this project was funded by the Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention. Pat is a producer, songwriter, and recording artist that has over 200 published releases. Pat and Christina Jensen are currently working with an international team developing a new online curriculum titled Rock Digi, which focuses on Social Emotional Learning (SEL).

Presenter #2:

Christina Jensen

Professional Title

Special Projects Coordinator

Presenter Qualifications:

Christina Jensen has been working for Rock In Prevention since October 2017. In her time at Rock In Prevention, Christina has helped Pat McManus and an international team to develop and create Rock Digi, an online curriculum platform that focuses on Social Emotional Learning (SEL). Christina graduated from the University of Iowa in May 2017 with a Bachelor's Degree in Economics and a Certificate in Entrepreneurial Management. In Christina's time at the University of Iowa, she completed several major presentations for her Entrepreneurial Management certificate regarding necessary steps for startup companies. Throughout Christina's life, she has been dedicated to helping kids be successful and learn life skills for success. Christina was a nanny, and taught gymnastics to young children for three years. Growing up, her mother owned a daycare, where Christina was able to see first-hand the teaching of life skills to young children.

8. CONTACT INFORMATION:

Provide address, phone, fax, and email.

Rock In Prevention

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