

***SEL Competencies and Standards Activities***

**Musician Information**

<b>NAMES:</b>	Chauntee Ross and Monique Ross – SistaStrings
<b>ABOUT THIS MUSICIAN:</b>	<p>Monique and Chauntee Ross—two sisters who perform and compose together under the name SistaStrings—come from a musical family of five. The sisters took lessons in classical string performance as children, and got their start performing as a group in their church.</p> <p>They blend their classical training with gospel, R&amp;B, folk, and other influences, and bring their own life experiences and messages to the music they compose. The sisters grew up in Milwaukee, and now tour in and around the Midwest.</p>
<b>CULTURAL IDENTITY:</b>	Black American
<b>MUSIC GENRE IN RE/SOUND:</b>	A blend of classical, gospel, R&B, and folk
<b>SONG:</b>	<a href="#"><u>"Goodbye"</u></a>
<b>ABOUT THE SONG:</b>	This song was written during a time when Chauntee and Monique were saying goodbye to some people and things in their lives, while also dealing with not feeling seen or heard in the music industry.

# Learning Goals

## SEL Learning Goals

By using project resources, learners will:

1. Identify how past experiences have shaped how they think about situations.
  - a. "I can use what I have learned in the past to make healthy choices."
2. Identify how using clear communication can help them overcome barriers.
  - a. "I can clearly share how I feel with others."
  - b. "I can set healthy boundaries with others."

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## SEL Standards

Organization	Standard
<a href="#">Wisconsin Social and Emotional Learning Competencies</a>	Self Concept: Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.. (CASEL Domain: Social Awareness)  Social Competence: Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas. (CASEL Domain: Relationship Skills)
<a href="#">American School Counseling Mindsets and Behaviors</a>	Behavior Standards: Self Management Skills <ul style="list-style-type: none"><li>- B-SMS6: Ability to Identify and Overcome Barriers</li></ul> Social Skills <ul style="list-style-type: none"><li>- B-SS9: Social maturity and behaviors appropriate to the situation and environment</li></ul>

## Lyrics for "Goodbye"

Goodbye, Goodbye, Goodbye (repeats)

We're a piece of the puzzle  
They tried put us under  
But when that ain't work  
Better believe it was the muzzle  
Yeah, I can't be solved  
I'm just tryna evolve  
They ain't gonna stop my flow  
Just gonna let em blow

Goodbye, Goodbye, Goodbye (repeats)

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## Affective Outcome and Strategies

**Outcome:** Students will relate and/or explore their own experiences with letting go of something in their lives, so that they can make decisions on how to make change in their lives.

### Related SEL Learning Goals:

**By using project resources, learners will:**

1. Identify how past experiences have shaped how they think about situations.
  - a. "I can use what I have learned in the past to make healthy choices."
2. Identify how using clear communication can help them overcome barriers.
  - a. "I can clearly share how I feel with others."

**SEL Extension:** In order to grow into the people they want to be, students need to be able to look at their past experiences and recognize how they have shaped them: both in positive and negative ways. When they are able to do that, they can choose what they want to let go of and what they want to use to grow and develop into who they want to be.

**Strategies:**

1. Before starting any SEL Lesson, ensure that you are prepared to use, “protective interrupting.” Protective interrupting is the instructional practice of stopping a student before they self disclose very personal information in front of their peers, while encouraging them to share that information with a trusted adult. Examples of phrases to use include:
  - a. Thank you so much for being willing to share your experience! To make sure we’re able to do our activity, why don’t you hang out after class and we can talk about it.
  - b. That sounds like a great example! I want to make sure I am really able to hear what you’re going to share. Let’s talk more about it after class.
  - c. **\*\*NOTE\*\*** If students disclose instances of abuse, self-harm, of a reportable event make sure you include your school counselor.
2. Introduction: Our families do a lot to shape us. We spend a lot of time with our families, and as we get older, with our friends. The experiences we have with the people close to us determine how we make decisions. For example, Chauntee describes an especially memorable music experience from her childhood where she went to hear the Milwaukee Symphony Orchestra perform. How did that experience make her feel? How did that experience shape the decisions she made later in life?

Today, we’re going to talk about how the experiences we have with our families and friends help to determine what we value and how we react to different situations.

## Activity

3. Pass out a piece of paper to every student, and have them draw a line down the middle.
  - a. On one half of the paper, have students draw a situation/experience that they remember as being positive. Around that picture write all of the values they learned that they apply to other situations.
    - i. Example: Having birthday celebrations was a big part of my childhood. Even if we didn't have enough money to do a big party, my parents would always make sure birthdays were a big deal. I would get to pick what we had for dinner, there would always be a special treat for breakfast or lunch, and there would be a special note in my lunch. So on one side of my paper, I would draw a birthday cake.
      1. The value words I would surround the cake with could include: make the best of every situation, love, kindness, family, support, noticing others
  - b. On the other half of the paper, have students draw a situation/experience that they remember as being negative. Around that picture write all of the values they learned that they apply to other situations.
    - i. Example: When I was in elementary school, I had a friend that would say mean things to others to get them to do what she wanted. This was my first experience with someone using a "complement" to be mean. One night she was upset with me, and she called my house to talk to me. She threatened to steal something from a friend's desk, blame it on me, and get me in trouble if I didn't help her cheat on her math homework. I helped her cheat, and we got caught. I got in just as much trouble as my friend did because I still cheated. I was very

angry at my teacher, and didn't go to teachers for help until I was much older. For this story I would draw a telephone with mean words coming out of the speaker. (For example, phrases like, "I don't believe you," and, "You're just a goody two shoes.")

1. Value words/Phrases: Distrust, Manipulation, Fear, Ignored, Failure, Naive
4. Once students have completed their pictures, break the class into two even groups. Have one group form a large circle facing the center of the circle. Have the second group form a circle on the inside of the larger circle, facing a partner in the larger circle. Have students share one way that each experience has shaped what they find important OR how the experiences have shaped how they make decisions. Give each student one minute to share for a total of two minutes per group. Have the inner circle rotate, and repeat the process. Do as many groups you have time for.
  - a. Example: From my positive experience I learned that noticing people is important to building a healthy relationship, so I make sure to notice things I'm proud about in others. From my negative experience, I learned that I will still get in trouble even if I feel like I don't have another option. This has made it so I will do everything the "right" way, since I feel like I'll always get in trouble one way or another.
5. Have students return to their seats. Chauntee and Monique reflect on how their lives are much different than those of their ancestors, and the progress that is being made, especially for women and women of color. This discussion is like the positive experience you shared. They also talked about how they don't perform certain songs because they are too painful. This is like the negative experience you shared. Discuss with the class:
  - a. How did Chauntee and Monique use their experiences to make decisions about their lives? Their music?

- b. What values did they have to “unlearn,” or let go of in order to have the life they want?
- c. Look at the lyrics of, “Goodbye.” What values does the song highlight? How did they make their negative experiences create values that help them?

### Conclusion

6. Charuntee and Monique used their experiences to shape their lives into what they want them to be. As a part of that, they use their music to communicate their experiences and their values. You can use your positive and negative experiences to do the same thing. On the back of your picture, you can write a poem, a set of lyrics, or a journal entry that answers these questions:

- a. How have your positive and negative experiences shaped your values?
  - i. Example: In, “Goodbye” they reference trying to be forced to be a puzzle piece and that experience made them feel silenced. In the example from above, experiences made the person value strong relationships but also distrust people.
- b. How can knowing these values help you grow?
  - i. Example: In, “Goodbye,” they talk about not being solved and evolving. They are sharing that they are going to use their experiences to grow, not hide. In the example of above, the person can use their values of kindness and making the best of each situation to overcome their distrust. They can also use their coping skill of doing the right thing be a healthy coping skill.
- c. What negative value have you had to unlearn?
  - i. Example: In, “Goodbye,” SistaStrings had to unlearn being silenced. In the example above, the person would need to unlearn using doing the right thing as a bad thing.

## Assessments:

1. Use the student's reflection to identify if the student understands how experiences have shaped their view of the world and if they understand how to use those experiences to grow.

## Resources

1. Resources to help reach the outcomes and strategies are provided at: <https://wsmamusic.org/re-sound/resources/>. For Black American cultural background and historical information search 'culture.' For PBS music, history, literature, and art resources, search 'culture, instrument,' 'curriculum,' or 'performer.' For Black American cultural centers in Wisconsin and the surrounding area search 'culture.' For instruments featured search 'instrument.' For additional Black American performers and SistaStrings websites and links search 'performer.'
2. [Interview Transcript](#)
3. Musician Photos (see next page)



Chauntee Ross, violinist in SistaStrings works on new music. Photo credit: PBS Wisconsin Education.



Monique Ross performing "Goodbye" at the Mead Witter Foundation Concert Hall on the University of Wisconsin-Madison campus on February 28, 2020. Photo credit: PBS Wisconsin Education.



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