



## Physical Education Standards and SEL Competencies

*Brought to you by the Kansas  
Association for Education Service  
Agencies (KAESA) in collaboration with  
the Kansas State Department of  
Education (KSDE)*

# Welcome!



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Access Today's Slides  
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## Norms for Today's Session

- Collaboration is encouraged:
  - Have fun and engage with us.
  - Keep camera on as appropriate.
  - Use the chat to ask questions, provide ideas, and connect with others.
  - Rename yourself to include your name and district name.



# Today's Objectives

To address:

- The unique position physical educators hold in addressing Social and Emotional Learning
- The importance of addressing SEL in physical education
- How physical education standards and SEL Core Competencies match up

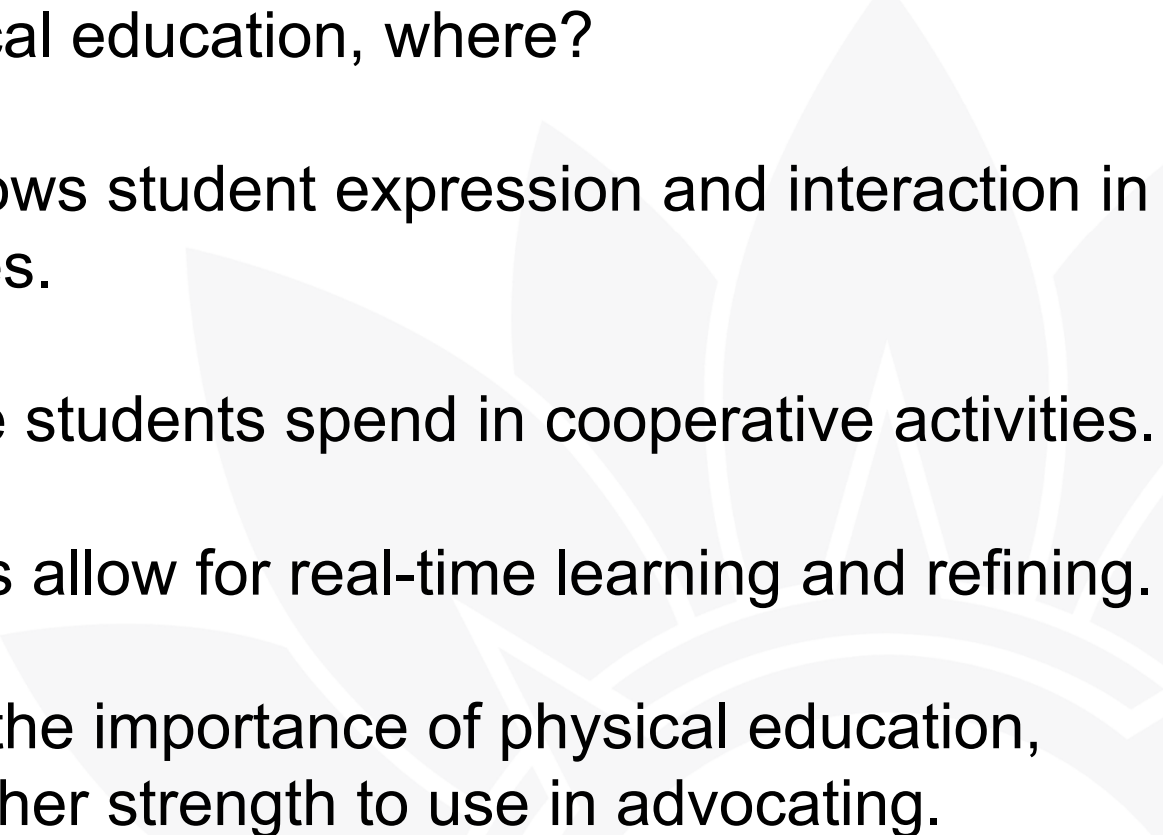
# Objective 1: Unique Position of Physical Educators



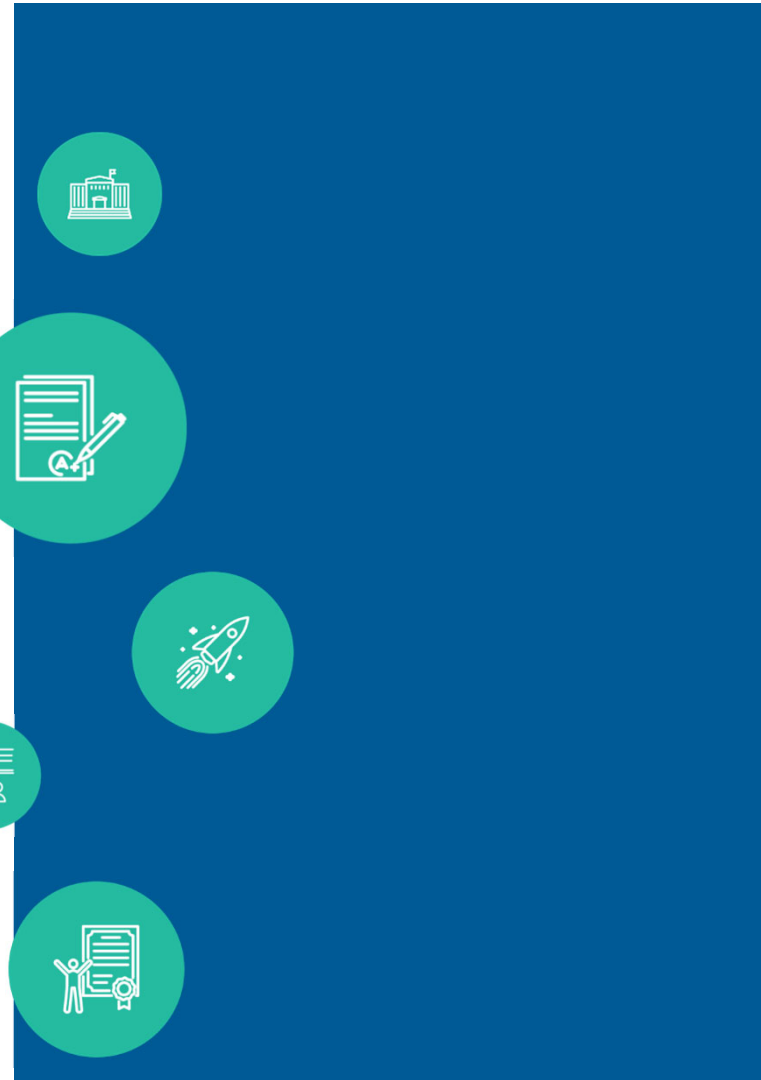
## Front Line Workers?

- See most or all students in a school
- Observe students in a setting involving movement
- Students are frequently tasked with cooperative activities
- PE activities allow students to learn and refine social and emotional skills

# Why In Physical Education?

- If not in physical education, where?
  - Movement allows student expression and interaction in different modes.
  - Portion of time students spend in cooperative activities.
  - Many activities allow for real-time learning and refining.
  - Can highlight the importance of physical education, providing another strength to use in advocating.
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## **Objective 2: Importance of Addressing Social and Emotional Learning**





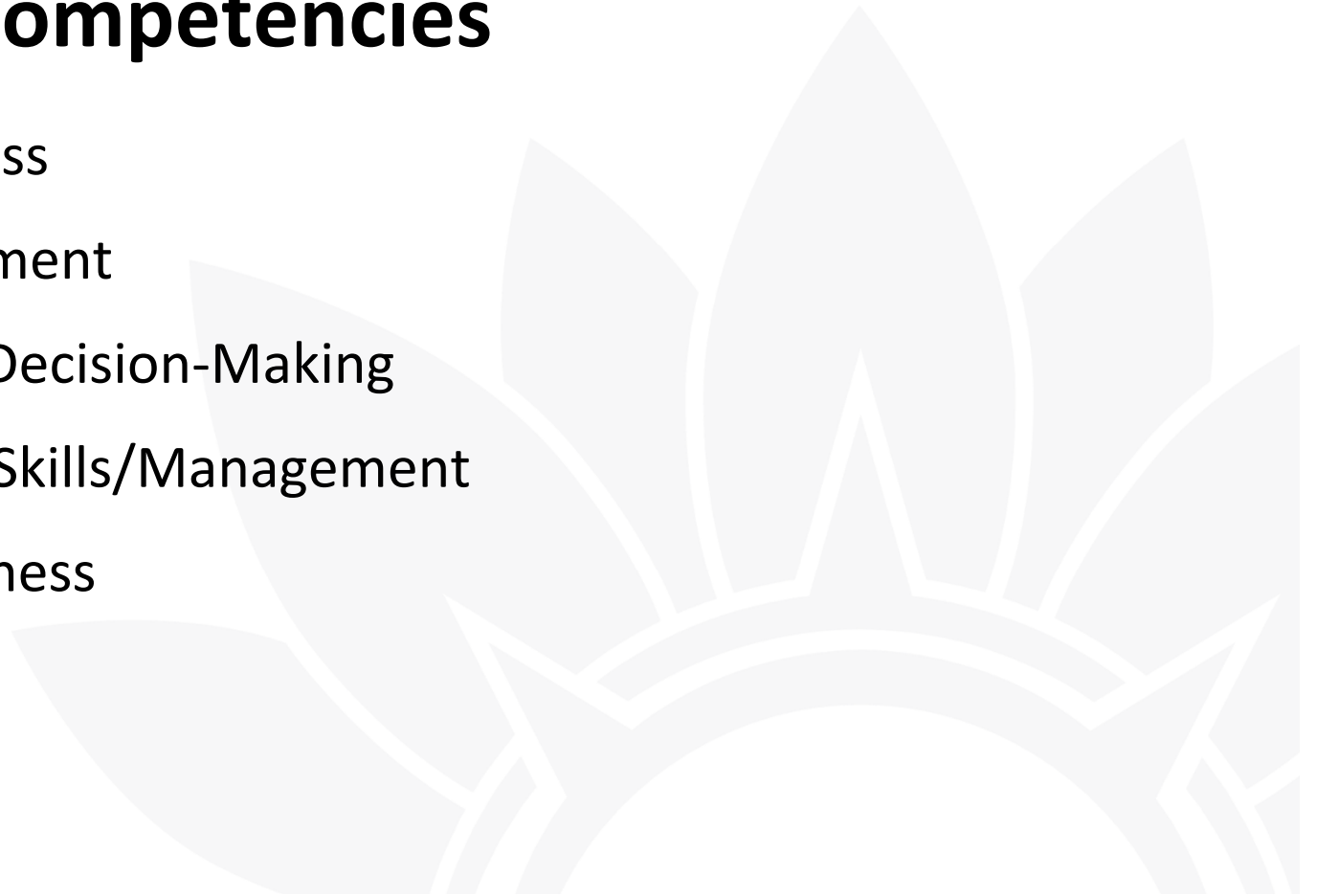
## **Why Social & Emotional Learning?**

SEL focuses on self-management, self-awareness, social awareness, positive relationships, and making healthy decisions.

Students who receive quality SEL instruction tend to have higher academic performance, more positive attitudes, fewer negative behaviors, and reduced stress.

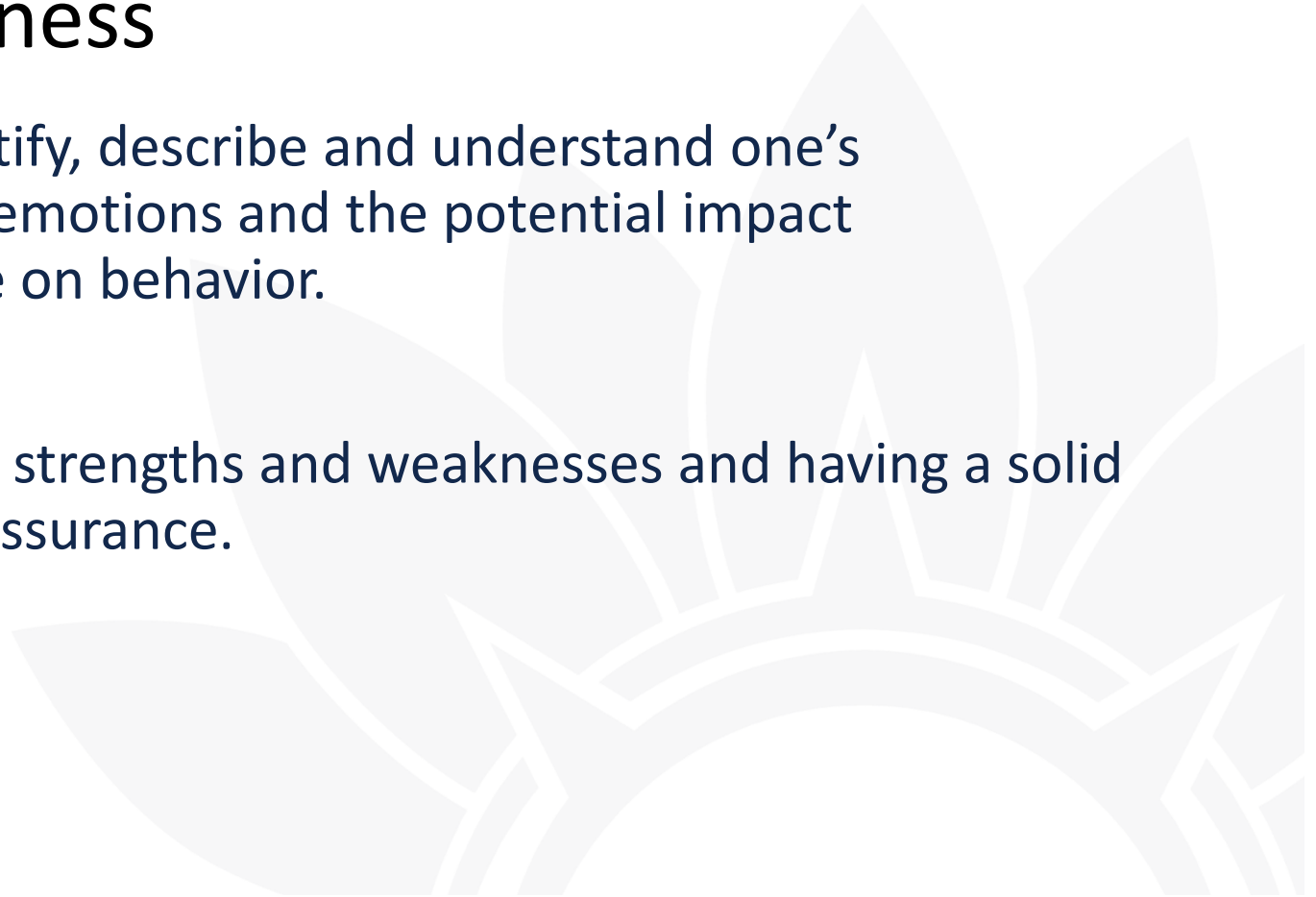
# Five Core Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills/Management
- Social Awareness

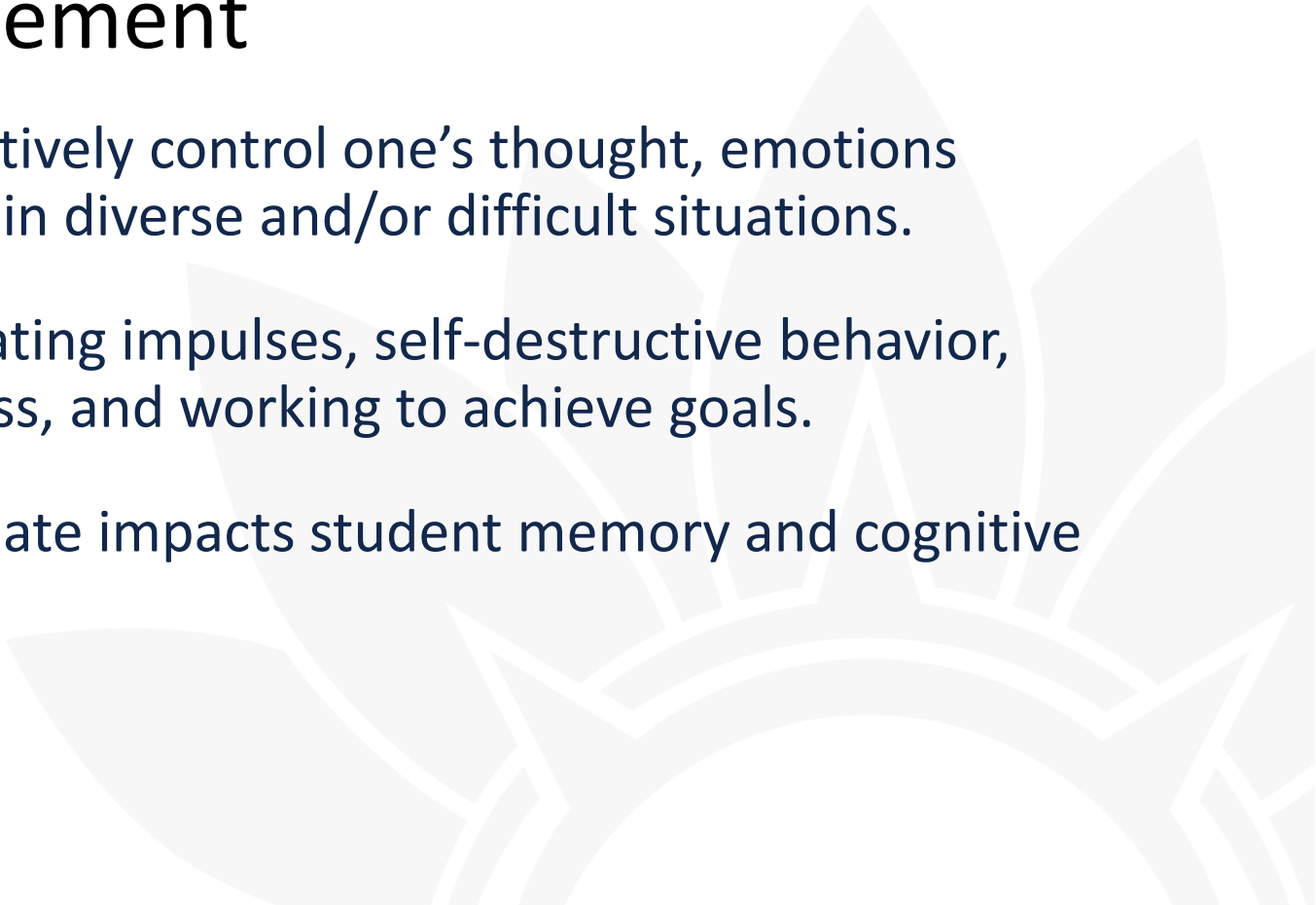


# Self-Awareness

- Ability to identify, describe and understand one's thoughts and emotions and the potential impact they may have on behavior.
- Must evaluate strengths and weaknesses and having a solid sense of self-assurance.

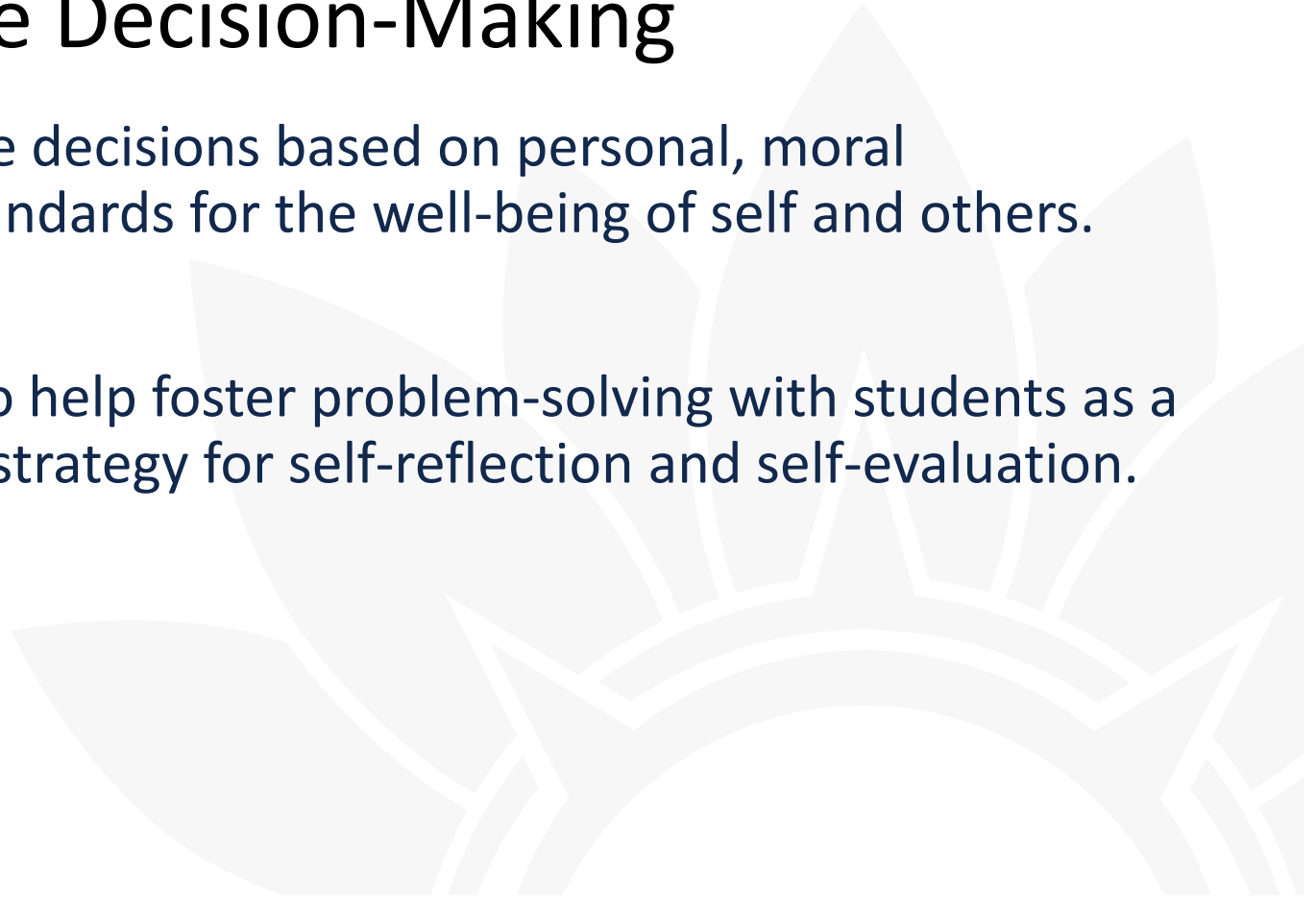


# Self-Management

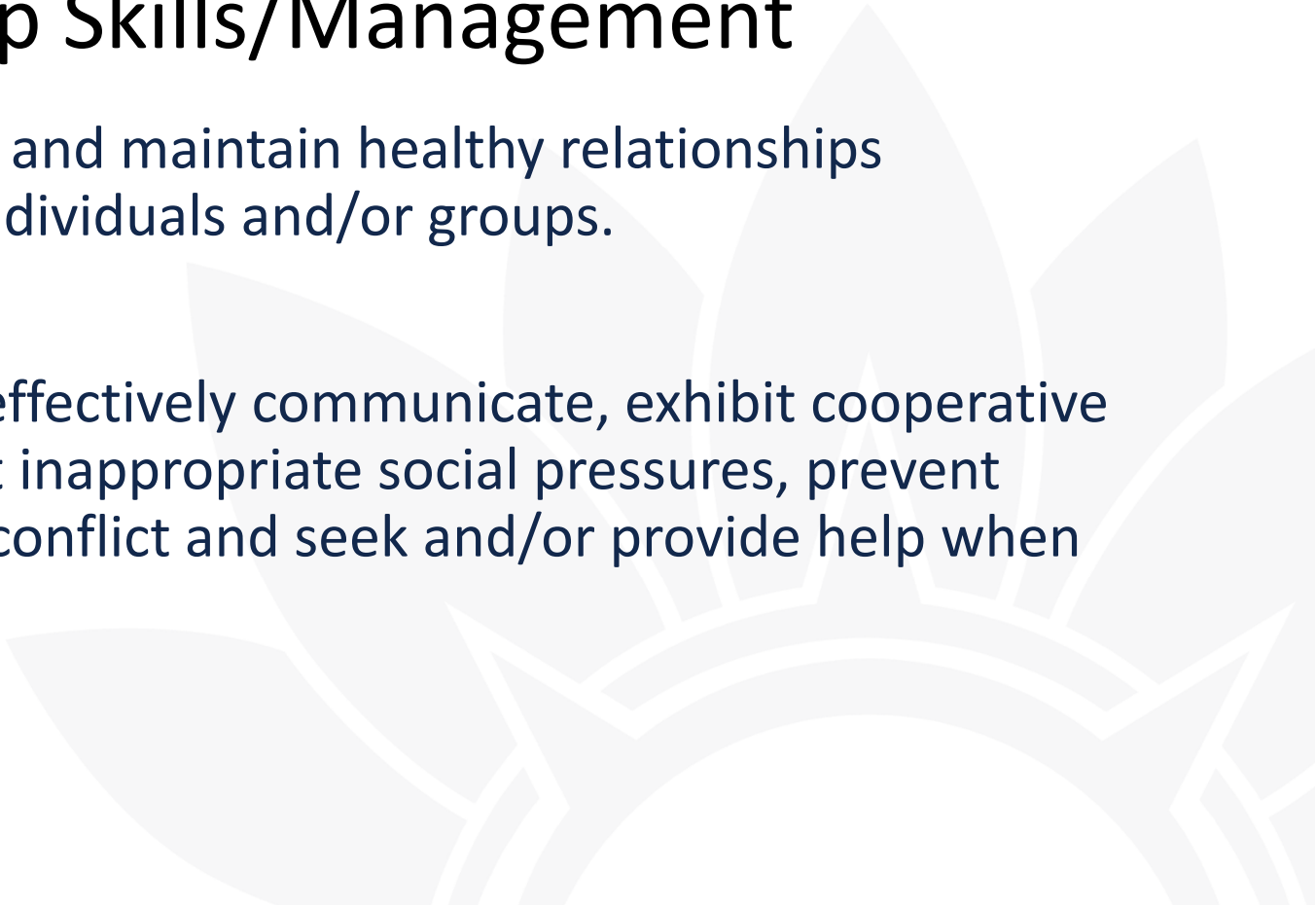
- Ability to effectively control one's thought, emotions and behaviors in diverse and/or difficult situations.
  - Involves regulating impulses, self-destructive behavior, managing stress, and working to achieve goals.
  - Ability to regulate impacts student memory and cognitive resources.
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# Responsible Decision-Making

- Ability to make decisions based on personal, moral and ethical standards for the well-being of self and others.
- Can be used to help foster problem-solving with students as a management strategy for self-reflection and self-evaluation.



# Relationship Skills/Management

- Ability to form and maintain healthy relationships with various individuals and/or groups.
  - Being able to effectively communicate, exhibit cooperative learning, resist inappropriate social pressures, prevent interpersonal conflict and seek and/or provide help when needed.
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# Social-Awareness

- Ability to embrace diversity by recognizing, understanding and appreciating the similarities and differences within and among individuals and groups.
- Allows students to identify social cues, predict others feelings and actions and be respectful and accepting of others points of view and perspectives.

**Objective 3:  
Connecting Physical Education  
Standards and SEL Core  
Competencies**





## Selected Standards

- Standard 2 – apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3 – demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4 – exhibit responsible personal and social behavior that respects self and others.
- Standard 5 – recognize the value of physical activity for health, enjoyment, challenge, self-expression, & social interaction.

# Pointers

- Avoid attempting to address all SEL competencies, for all PE standards, for all grade levels.
  - Focus on one standard and one SEL competency at a time
  - Use different activities to address different competencies
- Don't think you have to reinvent the wheel.
  - “The real voyage of discovery consists, not in seeking new landscapes, but in having new eyes.” – Marcel Proust

# Standard 5 & Self-Awareness

- Select any activity that involves movement.
- Focus on the emotions that are elicited:
  - Student enjoyment, mental and emotional aspects of participation.
  - Self-expression, strategies for increased enjoyment.
  - Recognize challenges that may be encountered.
- Highlight how their behaviors reflect the SEL competencies:
  - Identifying Emotions, Accurate Self-Perception, Recognizing Strengths

# Standard 3 & Self-Management

- Address stress and stress management in PE class. Discuss what stress is, how the body reacts, and what student can do to manage stress.
  - Identify positive and negative results and appropriate responses.
  - Demonstrate basic stress-management strategies/activities.
  - Encourage students to apply stress management strategies.
- Highlight how these actions reflect the SEL competencies:
  - Stress management, self motivation, goal setting.

# Standard 2 & Decision-Making

- Select an activity: volleyball, badminton, striking.
- Emphasize components of the standard:
  - Recognize the types of movement required for success.
  - Apply strategies and tactics when analyzing errors.
- Highlight how their behaviors reflect the SEL competencies:
  - Analyzing Situations, Solving Problems

# Standard 5 & Relationships

- Select an activity: dancing lesson, cooperative activity.
- Emphasize components of the standard:
  - Offer encouragement and verbal assistance to others.
  - Demonstrate social support and cooperative interaction.
- Highlight how their behaviors reflect Social Engagement.



# Standard 4 & Social-Awareness

- Select an activity: jumping rope, throwing with a partner, playing a team game.
- Emphasize components of the standard:
  - Recognize and accept different skill levels.
  - Demonstrate ethical behavior and respect for others.
- Highlight how their behaviors reflect the SEL competencies:
  - Empathy, Appreciating Diversity, and Respect for Others

*Physical Education/SEL Crosswalk*, SHAPE America  
<https://www.shapeamerica.org/standards/guidelines/sel-crosswalk.aspx>

Gagnon, Amy, *Promoting social and emotional learning in physical education*. *Journal of Physical Education Recreation & Dance*, May 2018.

Jacobs, Jean and Wright, Paul, *Social and emotional learning policies and physical education*. *Strategies*, Vol. 27, Nov/Dec 2014.

## Sources of Information



# What to do with this information:

- Become familiar with the Social and Emotional Learning Core Competencies.
- Recognize that you already address SEL Competencies, but take opportunities to highlight application of them with students.
- Advocate for physical education by noting the link to SEL competencies.
- Contact Mark Thompson at [mathompson@ksde.org](mailto:mathompson@ksde.org) if you need assistance



## For Additional Information:

If you or your staff would like to learn more about this topic or others, please [contact your local education service center](#) for more in-depth training opportunities.

To receive a certificate of completion for this session, please complete the form below. A certificate will be emailed to the address listed within 24 hours. If you do not receive your certificate, please email Emma Herrman ([emma.herrman@greenbush.org](mailto:emma.herrman@greenbush.org) ).

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