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 at this address: Physical Education (ksde.org)
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.
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.
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.
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


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 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).

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