RC in P.E.
Teaching SEL skills in Physical Education
A little about me...

- 5th year educator out of Clinton, IA
- Bachelors in Physical Education Teaching (Ashford University)
- Masters in Athletic Administration (Ohio University)
- 2 years fully immersed in Responsive Classroom model
- Family man
- Iowa AHPERD Leadership Council
- Active on Twitter (@jprincephysed)
- My “why” for Responsive Classroom
Caution!
Welcome to “RC in PE”

I am so glad that you joined for our session on the responsive classroom approach and the effectiveness it can have in students' learning, social emotional skills, and ways to engage students in learning.

Why is it important for students to have a stake in their learning? Share your ideas with your table.

Jaryd Prince
What is Responsive Classroom?
Responsive Classroom Core Belief

Social & Emotional Competencies

1. Cooperation
2. Assertiveness
3. Responsibility
4. Empathy
5. Self Control

Academic Competencies

1. Academic Mindset
2. Perseverance
3. Learning Strategies
4. Academic Behavior
Today you will be learning:

- Opening Routines
- Teacher Language
- Interactive Modeling
- Rules and Routines
- Interactive Learning Structures
- Academic Choice
- Energizers
- Responding to Misbehavior
- Closing Routines
Tell me what superhero would you be?
Positive Language is a teacher's superpower!

-Rachel Atzert @responsivepe
Teacher Language

Bringing out the best in each child

When you use positive teacher language…

Students are more likely to:
➢ View themselves as capable learners
➢ Know that you value them and their efforts
➢ Engage in their learning with energy, focus, and joy

And you’ll:
➢ Enhance your relationships with students of all ages
➢ Boost their speaking and listening skills
➢ Spend less time correcting off-task behavior
Reinforcing Language

Redirecting Language

Envisioning Language

Reminding Language
Reinforcing Language

Some of you... I noticed...
I heard... Many of you...
How does that feel?
You remembered to... I saw...
What helped you do that?
Reminding Language

I'll begin when everyone is ready
who can tell me how we...
Remember our rule to...
show me a safe way to do that
think about how you will...
how can you say that in a friendly way?

Mike Ginicola @PhysEdDepot
Redirecting Language

Find another spot where you can focus
Help him clean up the area
Share the items eyes on me
Stop, walk, use quiet voices
Everyone line up and face forward
Stop, wait for the directions
Envisioning Language

THE Power of Our Words

Teacher Language That Helps Children Learn

SECOND EDITION

Paula Denton, EdD  •  Foreword by Lora M. Hodges, EdD
Interactive Modeling

Instilling Confidence and Competence

When you use Interactive Modeling…

Students are more likely to:
- Understand why skills and routines are important
- Master routines and skills and feel confident using them independently
- Improve their skills of observation, cooperation, and speaking and listening

And you’ll:
- See students meeting expectations more consistently and notice less off-task behavior
- Save time in the long run because students spend more time on task
- Have a flexible teaching tool to use throughout the year
Interactive Modeling

Steps to Interactive Modeling
1. Briefly state what you want to model
2. Model the behavior exactly how you want the students to do it
3. Ask students what they notice
4. Invite one or more students to model the same way you did
5. Again, ask students what they noticed
6. Have all students model while you observe and coach
7. Provide feedback naming specific, positive actions you notice

What can you teach

Academic & Social Skills
- Listening and responding to questions
- Working with a partner or small group
- Using technology and other resources
- Taking part in a whole-group discussion
- Fitness testing procedures

Procedures & Routines
- Arrival and lining up routines
- Cleaning up
- Nurse and bathroom routines
- Transitions from one activity to another
**SEL & Interactive Modeling**

- Teaching students how to respectfully disagree
- How to find a partner
- Teaching perseverance
- Give an effective compliment
- Use self-calming skills
- How to wait their turn
- Respond with empathy towards others
- Resolve a conflict with another student

"Just about all adults stumble with certain social skills at one time or another. People interrupt conversations, 'one-up' others when they're telling a story, have trouble accepting a compliment, or give insincere apologies. I wish that in the course of my own life, I had picked up the social skills of making pleasant small talk, walking up to a group of unfamiliar people and chatting at a party, and asserting myself by saying 'no' when I'm overextended."

- Interactive Modeling
<table>
<thead>
<tr>
<th><strong>S4.E3 Accepting feedback</strong></th>
<th>Follows instruction and directions when prompted. (S4.E3.K)</th>
<th>Responds appropriately to general feedback from the teacher. (S4.E3.1)</th>
<th>Accepts specific corrective feedback from the teacher. (S4.E3.2)</th>
<th>Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)</th>
<th>Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)</th>
<th>Gives corrective feedback respectfully to peers. (S4.E3.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S4.E4 Working with others</strong></td>
<td>Shares equipment and space with others. (S4.E4.K)</td>
<td>Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)</td>
<td>Works independently with others in partner environments. (S4.E4.2)</td>
<td>Works cooperatively with others. (S4.E4.3a)</td>
<td>Praises the movement performance of others both more skilled and less skilled. (S4.E4.4a)</td>
<td>Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</td>
</tr>
</tbody>
</table>

- **S4.E3** Accepting feedback
- **S4.E4** Working with others
- **S4.E6** Safety
## Conflict Resolution

### “I” Statement

**I Feel**

**Because**

**When**

**What I Need Is**

---

<table>
<thead>
<tr>
<th>Peace Path</th>
<th>Shake hands and leave in peace.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From now on, I will...</td>
<td>From now on, I will...</td>
</tr>
<tr>
<td>I will...</td>
<td>Thank you.</td>
</tr>
<tr>
<td>What can I do to make it right?</td>
<td>I need...</td>
</tr>
<tr>
<td>Thank you.</td>
<td>I will...</td>
</tr>
<tr>
<td>I need...</td>
<td>What can I do to make it right?</td>
</tr>
<tr>
<td>I hear that you feel ______ when...</td>
<td>I feel ______ when...</td>
</tr>
<tr>
<td>I feel ______ when...</td>
<td>I hear that you feel ______ when...</td>
</tr>
<tr>
<td>What happened for me was...</td>
<td>What happened for me was...</td>
</tr>
</tbody>
</table>
How do you feel having a choice in your learning today?
Students are more likely to:
- Develop intrinsic motivation to learn
- Understand content more deeply and connect it to their learning goals.
- Improve academic and social-emotional skills

And you’ll:
- Understand and more effectively address students’ varying interests.
- Help students take greater responsibility for their own learning.
- Have more time for teaching
Research shows that student choice:

- Increases motivation
- Improves academic achievement
- Improves social skills
- Decreases behavior issues
- Better problem-solving

Mike Ginicola @PhysEdDepot
Three phases of Academic Choice

➢ Planning
  ○ Teacher introduces the goal for the lesson and the choices for meeting that goal
  ○ Students take time to think about and make a choice

➢ Working
  ○ Students carry out their choices

➢ Reflecting
  ○ Students reflect and think about how their choice helped in learning the day’s goal
  ○ The key to Academic Choice
<table>
<thead>
<tr>
<th>Learning Goal/Task</th>
<th>What</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use fitness stations to determine heart rate</td>
<td>Choose at least 3 of 5 stations</td>
<td>Take pulse with fingers on wrist and record on wall chart (no choice)</td>
</tr>
<tr>
<td>Catching using a mature pattern</td>
<td>Choice of ball, or other object such as a bean bag</td>
<td>Catch with hands or equipment</td>
</tr>
<tr>
<td>Create a jump rope sequence</td>
<td>Choose 2 of 5 skills; 5 jumps per skill</td>
<td>Record on planning sheet (no choice)</td>
</tr>
</tbody>
</table>
### Tic-Tac-Toe

#### Your Choices Must Be 3 in a Row!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOICE</strong></td>
<td>Pass a football to partner 10 times</td>
<td>Use a scoop and fuzz ball to toss and catch 15 times</td>
</tr>
<tr>
<td><strong>Tic-Tac-Toe</strong></td>
<td>Throw off the wall and catch 20 times</td>
<td>Pass a foam ball with a partner 10 times</td>
</tr>
<tr>
<td><strong>YOUR CHOICES</strong></td>
<td>Choose a piece of equipment to self toss and catch 20 times</td>
<td>Toss a frisbee toward the basket 5 times.</td>
</tr>
</tbody>
</table>

by Jaryd Prince (@JPrincePhysed)
@responsiveclass Academic Choice today in #physed. Plan, work, reflect = powerful and self-regulated learning! #QPE

Jumping Work Choices:

Long ropes
- Practice turning and jumping.
- Blue balls

Short ropes
- Forward, backward, run and jump

Jumping Implements
- Hula hoop jumping
- Jumping sticks
- Skip and hopp s
- Design your own hopscotch

Class list with work choice sign up

andy vastly
@andyvasily
Net Games unit in gr5 #physed. Middle of unit assessment. Continue to explore different games or focus on just one? What do u need most help with? Students share their thoughts. Great data to move forward and focus teaching. Voice/choice. @AaronBeighle @justenoconnor @pilly66

<table>
<thead>
<tr>
<th>Name</th>
<th>Net Games Have You Tried?</th>
<th>Which Team Tennis Area Do You Want to Improve?</th>
<th>Which Area Do You Want to Improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haya</td>
<td>Yes</td>
<td>Backhand</td>
<td>Backhand</td>
</tr>
<tr>
<td>Ines</td>
<td>Yes</td>
<td>Forehand</td>
<td>Forehand</td>
</tr>
<tr>
<td>Abdulatif</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Asyel</td>
<td>Yes</td>
<td>Backhand</td>
<td>Backhand</td>
</tr>
<tr>
<td>Gasem</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Saria</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Zoha</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Kareem</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Zuhannah</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Reina</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Jumana</td>
<td>No</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Nazeer</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Sam</td>
<td>No</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Emilia</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Salma</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Abdullah</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
</tbody>
</table>

Grade 5

<table>
<thead>
<tr>
<th>Name</th>
<th>Net Games Have You Tried?</th>
<th>Which Team Tennis Area Do You Want to Improve?</th>
<th>Which Area Do You Want to Improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haya</td>
<td>Yes</td>
<td>Backhand</td>
<td>Backhand</td>
</tr>
<tr>
<td>Ines</td>
<td>Yes</td>
<td>Forehand</td>
<td>Forehand</td>
</tr>
<tr>
<td>Abdulatif</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Asyel</td>
<td>Yes</td>
<td>Backhand</td>
<td>Backhand</td>
</tr>
<tr>
<td>Gasem</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Saria</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Zoha</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Kareem</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Zuhannah</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Reina</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Jumana</td>
<td>No</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Nazeer</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Sam</td>
<td>No</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Emilia</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Salma</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Abdullah</td>
<td>Yes</td>
<td>Serve</td>
<td>Serve</td>
</tr>
</tbody>
</table>

Ahmed
3rd Grade Gymnastics Routine

4th/5th Grade Gymnastics Routine

Get ready to create your own gymnastics routine! Your routine will consist of 6 skills total. You must choose 3 balances, 2 transfer of weight skills and 1 roll to include in your routine. 1 of your balances must be at the beginning of your routine, 1 balance must be at the end of your routine, where you decide to put the other is up to you. Fill in the boxes with descriptions of the skills you want to do. Look on the back of the paper for some ideas about what kinds of rolls and transfer of weight skills you can include!

Skill 1: Beg. Balance
Skill 2:
Skill 3:
Skill 4:
Skill 5:
Skill 6: Ending Balance

4th / 5th Grade Gymnastics Routine

• Your routine will consist of 6 skills total:
  • 3 balances of your choice (1 at the beginning, 1 at the end and 1 more at some other point in your routine)
  • 2 transfer of weight skills of your choice
  • 1 roll of your choice

• You will need to determine the order you would like to perform your skills.

• Once you have picked your skills and determined the order, practice it by taking turns with the other people you share your mat with.

• Memorize it and be ready to be videotaped by the end of next week!
**PE: Soccer Dribbling**

**Goal:** Practice skills for dribbling soccer style

<table>
<thead>
<tr>
<th>What: Choose a skill to focus on (choice)</th>
<th>How: Use the skill cue in various dribbling activities in small groups (no choice).</th>
</tr>
</thead>
</table>

**Plan:** Think about which skill cue you need to work on, complete the cue sheet, and place magnet at your choice

**Work:** Color groups demonstrates the skill cue they chose to work on.

**Reflection:** Rate yourself with your magnet

---

**Name:** ___________________

**Class:** ___________________

What cue is most important to you?

- Keep ball close
- Use inside and outside of both feet
- Use peripheral vision
- Match skill to need

---

**Rate your skill level today:**

4. Wow, and can teach it
3. Got it, most of the way there
2. Almost, making good progress
1. Not yet, need more practice
How can we use empathy to respond to misbehaviors?
Responding to misbehavior
Keeping the focus on learning

When you respond to students’ behavior mistakes from a teaching perspective...

Students are more likely to:
➢ Stop the misbehavior
➢ Understand how to behave in school
➢ Develop stronger self-control
➢ Do better academically and socially

And you’ll:
➢ Develop a more positive relationship with students
➢ Spend less time managing misbehavior
➢ Have more time for teaching
Strategies to responding to misbehavior

➢ Proximity: Move Closer
➢ Visual Cues
➢ Redirecting Language

Keys Ideas for Responding

• Respond to small misbehaviors quickly
• Respond with teaching in mind
• Be Patient
Logical Consequences

**Respectful**
Speak calmly, choose words and tone of voice that communicate kindness and respect.

**Related**
Need to relate closely to the students’ mistake.

**Realistic**
A consequence needs to be something that the student can realistically do and follow through on.

**The Goal**
Rather than to punish or shame, the goal is to teach a student how to choose responsible behavior while keeping classmates safe and focused on learning.
Three Types of Logical Consequences

**Break it, Fix it**

**“I” STATEMENT**

I FEEL __________

BECAUSE __________

WHEN __________

WHAT I NEED IS __________

**Apology of Action**

<table>
<thead>
<tr>
<th>You Break It</th>
<th>You Fix It</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Called someone an ugly name.</td>
<td>*Say nice things about them.</td>
</tr>
<tr>
<td>*Yelled at someone.</td>
<td>*Give them a hug.</td>
</tr>
<tr>
<td>*Made fun of someone’s work.</td>
<td>*Tell them what you like about it.</td>
</tr>
<tr>
<td>*Pushed or hit a friend.</td>
<td>*Draw an “I’m Sorry” picture.</td>
</tr>
</tbody>
</table>
Three types of Logical Consequences

Loss of Privilege
Three types of Logical Consequences

Positive Time-out

CALM CORNER

WHEN I GET UPSET I CAN...

- COUNT DOWN FROM TEN
- HOLD A YOGA POSE
- DO WALL PUSH-UPS
- GO GET A DRINK
- READ A BOOK
- THINK HAPPY THOUGHTS
- TAKE TEN DEEP BREATHS
- RELAX ON A PILLOW
- DO SOME EXERCISES
How can we end our day with students in a calm, respectful manner?
"Throughout history and across cultures, people have come together in a circle to build, enhance, and celebrate community. Whether telling stories around a fire or performing a sacred ritual, gathering together in a circle taps into our sense of connection and shared humanity -- and bringing students together in a circle during Advisory can do the same."
What is your hope and dream for this upcoming school year?
Thank you for attending!
Please contact me with any questions

Email: jprince@clintonia.org
Twitter: @jprincecephysed
Voxer: JarydPrince