Incorporating the Development of Emotional Awareness Into Physical Education

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Objectives:
- Participants will identify the 5 core competencies of SEL
- Participants will discover numerous ways to integrate SEL objectives into PE
- Participants will analyze the value of explicit SEL learning objectives on student engagement

Core SEL Competencies (source - CASEL.org)

Self-Awareness:
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence
Self-efficacy

Learning Activity: Emotional BINGO relay
School psychologists and school social workers are a great resource for SEL materials. This activity was adapted from a traditional Emotional BINGO game borrowed from our pupil services staff and copied onto different colored paper - 2 copies in each color. One copy was copied onto oak tag and laminated. The other copy was laminated, stuck to a sheet of adhesive-backed craft foam (Michaels), and cut into squares. Small teams of 2-4 players race to collect their pieces (using different locomotor movements, cooperative scooter challenges, while practicing dribbling skills, etc) to form a BINGO. Once a team calls BINGO, have them read off the 5 emotions in their BINGO and name a situation that might cause a person to experience each of those emotions.
Social Awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Learning Activity: Size of the Problem PACER intro
Introducing protocols for the PACER test while getting students to categorize the size of the problem by analyzing various scenarios printed on cards and depositing the cards into small, medium or large buckets based on how big the problem on the card is.

Materials needed:
Laminated cards with various problems printed on them (some examples: You don’t have a pencil in class. There is a field trip today and you forgot your permission slip. Your dog died.)
Shallow bins to place each team’s cards in
Small, medium and large buckets for each team
Half-cones to mark running lanes
20m pacer audio and speaker

Set up: Use cones to create lanes for each student (PACER set up) but space the sets of cones only 10-15m apart to give students the extra time that they will need to process the information. Place the bins of cards 5-10 feet behind the starting line of cones and place the sets of S, M and L buckets 5-10 feet behind the other line of cones.

To play: Have each student select a card from their team’s bin, read it and step to the starting line. Explain the procedure for running (waiting for the beeps to tell them to go) and the procedure for getting and sorting cards (get a card from the bin, wait at the starting line for the beep, run in your lane to the other side, place the card into the appropriate bucket based on the size of the problem, wait at the line for the next beep, repeat…). If a student misses a beep (they aren’t at the line yet when the beep happens), they will wait at the line for the next beep. The object is to be the first team to get all cards sorted.
Upon conclusion of that activity, Have each student select one card. Divide students into two teams and have them line up in order by the size of the problems on their cards from smallest to biggest. Then ask them to explain their reasoning.

Assessment question (Plickers):
A problem is small if
a) I can handle it without asking an adult for help
b) It will not have a long-term impact
c) It does not put me or anyone else in danger
d) All of the above

**Relationship Skills**
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.

Communication
Social engagement
Relationship-building
Teamwork

**Learning Activity: Human Knot**

**Materials needed:**
(Only if needed...this activity can be done without any additional materials)
Music: “Amaze In Knots” from Get’em Up: Moving and Learning” Musical PE Plus CD
Scarves, Deck Rings, Patons ... (Helps with students that do not feel comfortable to hold hands or if not allowed due to culture/religious beliefs.)

**Set Up:** Students need to be in groups of at least 5, standing in a circle facing the inside. Instruct the students to hold out both hands into the middle and cross them, then tell the students to hold on to the hands of two different students making sure they do not hold hands of either student standing directly next to them. (THIS IS KEY...they cannot hold the hand of the student standing next to either side of themselves.) Once tangled, instruct the students to “untangle” without letting go of their hands. “You will need to over, under, around, through, up, down,...” in order to untangle.
I don’t tell the students that they will end up in a circle; it is so enjoyable to see the excitement the students express once they achieved the goal.

If you do have students that cannot hold hands, they still can participate by helping with guiding the group through the moves.

Adding more than 5 increases the difficulty.

Responsible Decision-Making
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

Learning Activity: Create A Game
Including cooperative activities in your physical education curriculum offers a valuable teaching opportunity for teamwork; developing skills in collaboration, communication, and working with others, solving problems, achieving goals, and respecting one another; all valuable life skills.

Create A Game is a common activity in many PE curriculums. I am sharing my current lesson I have done with my upper elementary students.

SET UP
Step 1: Introducing the lesson, I start with sharing the following short YOUTUBE videos to introduce how an idea can become something much more, for example the history of basketball as well as the history of many different sports.

https://www.youtube.com/watch?v=pdi6o5popkU&t=17s
A Visual History of Sports  2:12

https://www.youtube.com/watch?v=AdGeedbl1fq&t=12s
The History of Basketball James Naismith  2:30
Step 2: I lead a discussion of what is needed to create a new sport. I use the following video to illustrate the need for structure in creating a new game.
https://www.youtube.com/watch?v=O3-1z6fADbo

Brand New Sport, According to Kids  1:58
What is necessary to include in creating a new game?: Rules, Boundaries, Equipment, Scoring, Name of Game…. Anything Else they suggest….

Step 3: Discussion on TEAMWORK …what does it LOOK, FEEL, SOUND like? After discussion, I present the FULL VALUE CONTRACT
(Many years ago I attended a session at a middle school PE conference and was given this form by Acacia Middle School/Physical Education Department.)

FULL VALUE CONTRACT
The purpose of this FULL VALUE CONTRACT is to motivate each group member to think about the group and about his/her own role and behavior in it. It is an agreement made by all the members of a group that they will respect each other; that they will fully value all members of the group.
This FULL VALUE CONTRACT asks for the following four commitments:
1. The group is committed to the group goals and any individual goals that have been shared.
2. Group members agree to keep things safe – both physically and emotionally. The physical part says that we won’t knock each other around when playing an activity. The emotional part says that we agree not to hurt anybody’s feelings.
3. No put-downs – of others or ourselves.
4. The group members agree to speak up if they feel that another person did something that got in the way of the goals of the group or an individual. Remember though, that all members respect all other members, so if one participant tells another that he is not upholding his part of the agreement, it is done in a positive way.

“I have read the four commitments that make up the FULL VALUE CONTRACT and by signing below I agree to follow these to the best of my abilities.”

__________________________ ______________________
Group Member’s Signature  Date

To Play: I select a variety of non-typical or generic pieces of equipment: deflated playground ball, scoops, comets, small foam ball, etc. (I purposely do not provide a basketball, football, or soccer ball to encourage my students to think out of the box; I hope to see something different not another version of basketball.) Each team is assigned a piece of equipment (I have them pull a card out of a basket so it is random.)
Each team is to create a new game utilizing the equipment they were assigned as the focus of their game. They are allowed to add other equipment, but the assigned equipment must be the star.

This lesson requires multiple days, introduction, assigning equipment, planning, trying it out, evaluating and revising, and then presentation and teaching their classmates their games.

CREATE a GAME

Points will be awarded throughout the planning process as well as the final result. Remember, there are many elements that are required to develop a successful game. Each team is required to turn in a written explanation of the game or games they are creating. Each team will also be required to explain and demonstrate the game to the class.

Points will be awarded for the following elements: (0, 1, or 2 points are possible)

0  ………………………Did not Include
1  ………………………Did Include but did not include an explanation
   (Clear Details…diagram, lists of equipment rules etc.)
3  ………………………Completed in detail and understandable of how the game is played. ...Creative ...THINK OUT OF THE BOX…. (non-traditional)

* Rules_________________________________________________________
* Boundaries_____________________________________________________
* Scoring_______________________________________________________
* Name of Game_________________________________________________
* Cooperation____________________________________________________
* Creating New Equipment_________________________________________
* # of Participants________________________________________________
* Game Presentation______________________________________________
* EXPLANATION & DEMONSTRATION_________________________________
* Creativity_______________________________________________________
* Use of Equipment_______________________________________________

Remember to be open-minded. Equipment may be used in many ways. Just because you have basketballs does not limit you to develop a basketball game. Be creative; develop new uses for the equipment. Put some thought into this activity, you may just invent a great new activity that everyone will enjoy.

HAVE FUN
Self-Management
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting
Organizational skills

Learning activity: Help Me Out Tag
(if using music as the start/stop signal, “Help” by the Beatles pairs well with this game)

Set up: Scatter hula hoops around the gym, enough for all but 2 students. Give a yarn ball to one of those students and a section of pool noodle of the same color to the other.

Activity progression: This is a basic partner tag game. The player with the pool noodle is the tagger who will chase the player with the yarn ball. If caught, the players will trade and the player receiving the noodle will do 2 jumping jacks to give the other player a chance to get away before they give chase. At any point, of either player gets tired or just doesn’t want to run anymore, they step into a hoop and hand the person standing in it their ball or noodle and say “Help me out”. That player must assume chasing or fleeing duties. If they don’t really want to, they can hand it off to another nearby player with a “Help me out”. This is “Level 1”. Play for a brief minute or so to give students an opportunity to see how the game is played. Then pause the music and move to level 2. Have another 2 players trade in their hula hoops for a different color noodle and yarn ball. Now you have two separate games of partner tag happening. Make sure that students understand that the player with the red noodle must tag the player with the red ball, blue must tag blue, etc). Allow students to play briefly at level 2 before moving to level 3, them level 4, etc. Classes of 25 can move all the way up to level 6 (pairs in each of the rainbow colors).

Debrief: After several minutes of play, gather students on the circle and reflect on how the concept of helpers applied in the game and what sorts of things people might ask for help with in a wider context outside of the game and P.E.
Sample script: Why would a player ask someone to help them out in this game? (because they are tired). What are some other reasons someone might ask for help in another setting - outside of the game and P.E. class? (elicit several responses - needing help with things we don’t know how to do, etc. Coach students toward the idea of if someone is carrying something heavy -like books or groceries). How can we tell that the things that they are carrying are heavy?

What about feelings? Can feelings sometimes be heavy to carry inside us? Which feelings might feel heavy? Can we ask for help when our feelings are heavy? Who might be someone we could ask for help?

How can we tell that someone else might be carrying some heavy feelings? (their face, their emotions [they might be crying], changes in behavior, shoulders slumped, etc). What can we do to help them? (let them know you care, listen, let an adult know that they might need some help)

Closing Activity: One Minute Mindfulness https://www.youtube.com/watch?v=ZME0JKiweL4
1:16