I don't care if they are black, brown, pink or polka dot:
Culturally Responsive & Social Emotional Learning Practices for PE Teachers

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Learning Targets

Participants will
● understand how the core competencies of Social/Emotional Learning (SEL) aligns with Culturally Relevant Pedagogy (CRP)
● review the tenets of Gloria Ladson-Billings’ philosophy of CRP
● examine examples of how teaching through the lens of CRP and SEL influences instruction, curriculum, and assessment
● model components of an inclusive Health and PE classroom incorporating SEL in daily practice

But Really...
Why Are We Here?

● Who’s to blame?
● These kids are crazy! But are they?
  ○ We’re competing with social media
  ○ Gamification
  ○ Constructs that no longer fit them
National PE Standards

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Sample Performance Indicators:
- Takes personal responsibility
- Accepts feedback and listens respectfully to corrective feedback
- Works cooperatively with others (i.e., praises the movement performance of others, accepts players of all skill levels into the physical activity, and suggests strategies of varied skill levels to participants)
- Analyzes options and制订es modifications to physical activities
- Works safely with peers and equipment

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Sample Performance Indicators:
- Analyzes different physical activities for enjoyment and challenge, and identifies reasons for a positive or negative experience
- Describes social benefits gained for participating in physical activity

Agenda

- Norms
- Activity Partners
- Part I: Building Knowledge About Ourselves and Others
- Part II: What is SEL and How Can I Use it to Create a Culturally Inclusive Classroom?

Developing Norms

What norms will we follow during today’s session?

What words or short phrases will guide our interactions today?

Silence Devices
Practice Active Listening
Respect
Activity Partners - Building Trust

**Directions:** Take 3 minutes to find four Season Partners.

- **Crunches** - Name/State/Grade/Subject(s)
- **Plank** - Name/State/Grade/Subject(s)
- **Jumping Jacks** - Name/State/Grade/Subject(s)
- **Yoga** - Name/State/Grade/Subject(s)

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**Part I:**

Building Knowledge About Ourselves and Others

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**Defining Culture**

- **Culture**
  - Culture represents the histories, attitudes, behaviors, languages, values, beliefs and uniqueness, which distinguish each racial or sub-cultural group in a society.
  - **Culture encompasses a variety of factors, such as race, gender, sexual orientation, ethnicity, socioeconomic status, spirituality, disability, learning differences, and other sociocultural and identity characteristics.**
Two Types of Culture

<table>
<thead>
<tr>
<th>Material (Surface) Culture</th>
<th>Immaterial (Deep) Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>External and observable processes, which we see as part of the composite of one’s culture. <strong>For example:</strong> Language, Dress, Food, Drama, etc.</td>
<td>Internal or intrinsic processes, which we cannot see. <strong>For example:</strong> Values, Spirituality, Courtship practices, etc.</td>
</tr>
</tbody>
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The Cultural Iceberg

Ethnicity, Racial Identity, and Nationality

- **Ethnic Culture**
  - Results from ancestral and linguistic heritage, geography, common histories, and physical appearance
- **Racial Identity**
  - Socially constructed system of classifying individuals according to phenotypical characteristics that are genetically determined but not always consistent. **In essence, it’s how you perceive yourself.**
- **Nationality**
  - Place of Origin

On the topic of race...

- Scientific advancement during the 20th century has proven that "human populations are not ambiguous, clearly demarcated, biologically distinct groups" (AAA, 1998)
  - AAA states that we are truly a human race, not distinct races nor biological races.
  - Professor Naomi Zack (2002), in the Philosophy of Science and Race states that "differences in skin tone are gradual, not discrete; and blood-type variations occur independently of the more visible phenotypes associated with race, such as skin color and hair texture.


Race - The Power of an Illusion

What is privilege?

priv·i·lege
/prəˈvīlē/ · n.

1. a special right, advantage, or immunity granted or available only to a particular person or group of people.
   "education is a right, not a privilege"

verb formal
1. grant a privilege or privileges to.
   "English inheritance law privileged the eldest son"
Privilege Walk Activity

Directions:
- Participants will stand in a straight line with an arm’s length between them
- Listen to the following statements
- If you feel it applies to you, take a step

THIS IS NOT ABOUT ANYONE ELSE. FOCUS AND REFLECT ON YOUR STEPS AND WHAT THAT MEANS FOR YOU!

Source: University of Albany, www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf

Life of Privilege Explained in a $100 Race

Debrief:
- What is your “gut reaction” to where you find yourself at the end of this list of privileges?
- Are you surprised at where you are? How does it feel to be in front? In the middle? In the back?
- Did you come to any new realizations? If so, which one had the most impact?

Source: University of Albany, www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf
Full Value Contract:

- Project Adventure (www.pa.org)
- Building Our Neighborhood Activity
Part II: What is SEL and How Can I Use it to Create a Culturally Inclusive Classroom?

Core SEL Competencies

SEL in HPE is the cure...

“This is the first generation of children whose life expectancy will be less than their parents. There is a solution that can help with the global physical and mental health crisis that we are experiencing. The answer lies in a literacy movement, but not one you might suspect.

Physical Literacy (PL) has the capacity to finally have us participate in a race to somewhere. Physical Literacy is the ability, balance, confidence, desire and explorative nature to be active for life. Imagine a blending of health, physical education and school counseling/psychology with a splash of all other curriculums interspersed.

Physical Literacy is not a destination, but rather a lifelong journey for everyone, ages 1 to 100, that allows people to experience the benefits of knowing the fundamentals of movement, nutrition education, and self-regulation. Doing so allows humans to play better, breathe better, think better and in all senses of the word – be better.”

Core SEL Competencies

**Sort Task**

- **Directions:**
  - Place the indicators of the five core competencies under the appropriate heading.
  - **Example:**
    - “Self-confidence” would go under the Self-awareness core competency.

### Core SEL Competencies

<table>
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<th>Core Competency</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Self-awareness</td>
<td>- Identifying emotions&lt;br&gt;- Accurate self-perception&lt;br&gt;- Recognizing strengths&lt;br&gt;- Self-confidence&lt;br&gt;- Self-efficacy</td>
</tr>
<tr>
<td>Self-management</td>
<td>- Impulse control&lt;br&gt;- Stress management&lt;br&gt;- Self-discipline&lt;br&gt;- Self-motivation&lt;br&gt;- Organizational skills</td>
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<tr>
<td>Social awareness</td>
<td>- Perspective-taking&lt;br&gt;- Empathy&lt;br&gt;- Appreciating diversity&lt;br&gt;- Respect for others</td>
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<tr>
<td>Relationship skills</td>
<td>- Identifying problems&lt;br&gt;- Analyzing situations&lt;br&gt;- Solving problems&lt;br&gt;- Evaluating&lt;br&gt;- Reflecting&lt;br&gt;- Ethical responsibility</td>
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<tr>
<td>Responsible decision-making</td>
<td>- The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. Communication, Social engagement, Relationship building, Teamwork</td>
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**Assessment Example**

- Cheryl Miller, Mitchell Middle School, Mitchell, SD
- Linked SHAPE Standard 4 to the 5 Core SEL Competencies (CASEL)
- Used heart rate monitors and tools she developed to link students physical performance to their social/emotional state
- Analyzed students using a rubric: Miller’s SEL rubric includes two key elements: the ability to rate students on a 10-point scale (10 if they don’t display behavioral issues, fewer if they do) and a field in which she inputs the behavior that doesn’t meet the nationally-recognized standards.
- Created the ability to teach students and parents the relational link between physical fitness and academic success. “So many times, we have parents who think everything is okay [in PE] if their child is athletically talented. They forget there are things like social connections to it, the self-awareness, good sportsmanship, decision-making,” Miller said. “That’s all part of it too.”

1. In what ways do you see culture and our responsibility to be culturally & socially responsive educators?

2. How can you create a full value contract with your students that meets the cultural, social and emotional needs of all members of your classroom community?

3. Can you assess students social emotional learning this school year while assessing their mastery of Health & PE standards? How?

4. Practice self-reflection, what is one way you can improve your cultural responsiveness and highlight one of the SEL core competencies in your practice this school year?

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**Final Thoughts**

*Our prime purpose in this life is to help others. And if you can’t help them, at least don’t hurt them.*

-Dalai Lama

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