

# SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### PHYSICAL EDUCATION GRADES 1-3

#### Social Emotional Learning Competency

**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 ability to make a realistic evaluation of consequences and various actions and to consider the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Problem-solving
- Evaluating consequences
- Constructive decision making based upon consideration of the wellbeing of self and others<sup>1</sup>

#### Fostering Responsible decision-making may integrate with the following Physical Education Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Physical Education Learning Standards

[Standard 2](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards.pdf>)

#### SAMPLE SEL ACTIVITIES

- Teach students to articulate good decision making steps through modeling and role playing (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
- Discuss responsibility and related terms in all subject areas (ethical, safe, values, honesty).
- Short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
- A systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

<sup>1</sup> Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- “Should I or Shouldn't I?” is a game that allows players to explore their own thoughts, perspectives, and behavior choices within a safe and consequence-free environment. It offers opportunities to practice social thinking concepts, perspective taking, and problem-solving skills, and discuss how our individual behavior choices affect those around us.
- Coach of the Month given in PE class for students at each grade level that are exemplars for behaviors that support teammates, encourage others and demonstrate good sportsmanship.
- Adult athletes from New York Ski Education Foundation (NYSEF), New York State Olympic Regional Development Authority (ORDA) are brought in to speak about what it takes to succeed. Traits from Positivity Project are used as examples.

## IGENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model responsible decision making.
- Routinely use read aloud to convey the message of responsible decision making.
- Use role playing to expose children to appropriate responsible decision making.
- Use current media/technology sources to reinforce an understanding of responsible decision-making skills.
- Routinely model good decision making.
- Support students through the steps of making a decision anytime they face a choice or decision.
- Give students authentic feedback for making good decisions.
- Examine problems or moral situations from literature and examine alternatives and impacts.
- Develop and enforce class rules and shared norms, including safety and consideration of other. Discuss them routinely.
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

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