Let Social & Emotional Learning MOVE Your Students!!

Welcome! Find a partner, grab 1 ball, start passing. How many different ways can you pass the ball? Count!
5 Pass Frenzy

- Get the person's name
- Pass the ball 5 times
- Each time you pass, say the person's name
- After 5 passes, find a new partner & repeat
- How many people can you meet?

Let's start w/ a SEL warm-up!
Social & Emotional Learning in PE

HOW TO:

- **Build relationships**
- Teach proper communication
- Set expectations
- Teach what to do when a problem arises

Obviously you think it's important… that's why you are here!!! I will share research throughout the presentation to support why it's important… one last point before I show you how to do it… SEL is good but SEL while providing MVPA is GREAT!

Video clip 1:00 to 1:45
Rita Pierson, “Kids don’t learn from people they don’t like.”
Build Relationships

- Let the kids get to know you!
- Get to know your kids
- Learn names!
- Provide opportunities for students to learn about each other

You just learned about ME... now I'd like to learn about YOU!

1.) What do you want me to call you? Do you have a nickname or abbreviation that you prefer?

2.) Do you like to listen to music? If so, what kind?

3.) Any hobbies/likes outside of school?

4.) Are you a part of any clubs/sports/groups/etc for our school?

5.) How do you feel about PE?

6.) What do you want to get out of this class?

7.) Anything else you feel is important for Mr. Loomis to know about you?
Great instant activity from Doug Hallberg, who will be blessing us with his presence at CTAHPERD this year!
If you remember my name, you pay me a subtle compliment; you indicate that I have made an impression on you. Remember my name and you add to my feeling of importance.” – Dale Carnegie.
Learn Names: Adjective Name Game
Social & Emotional Learning in PE

HOW TO:

- Build relationships: get to know & learn names
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Keys to Communication

1.) Active Listening

2.) Asking Questions

3.) Accepting Others

Learned this from Nancy Lombard, an amazing person, educator, and past president of CTAHPERD.
Blind Builders
Build #1
Build #2
Build #3
Build #4
Build #5
Keys to Communication

1.) Active Listening

2.) Asking Questions

3.) Accepting Others
Double Circle/Speed Dating

Remember earlier? I said create opportunities for students to learn about each other.
WPS data on suicide
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Set Expectations

- Expectations: norms, rules, code of conduct
- They obviously won’t admit it, but students LIKE rules!
- Teacher Directed vs. Student Centered
- Consistency/regularity is key
- Personally... I like creating a social contract

Behavior is a skill… skills have to be taught and practiced… can’t expect them to get it over night.
There is no such thing as “misbehavior”... all behavior is purposeful to meet your needs. - William Glasser
Student-Centered Norms

1. How do you want Mr. Loomis to treat you?

2. How do you want your classmates to treat you?

3. If you were a PE teacher and had the best job in the world, what would expect out of your students?

4. If there is a conflict, how can we resolve it maturely?
Social Contract

Buy-In From Students
Dr. Bob Pangrazi
Rethink Rock Paper Scissors

Great for solving disputes
Traditional, lower body squat/splits (exercise), balance (silly)
The Principle of Verticality: All players have the right to enter the air space immediately above their torso to make a play on a thrown disc. If non-incidental contact occurs in the airspace immediately above a player before the outcome of the play is determined (e.g., before possession is gained or an incomplete pass is effected), it is a foul on the player entering the vertical space of the other player.
SHAPE America Standard 4:
The physically literate individual exhibits responsible personal and social behavior that respects self and others.

SHAPE America Standard 5:
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
When we look at the original research on resiliency in youth, 70%* of the young people named one of the listed factors as the most important factor in helping them deal with life’s challenges and thrive in spite of these challenges. * A huge number in research terms (being mentored by a caring adult)

- We are not born with resiliency factors… they get built over time
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"Students have to Maslow before they can Bloom."
PRESENTATION AND CONTACT INFO...

Scan the QR code or click the link below to download this PowerPoint and other resources for free!

Presentation Link: http://bit.ly/2qi5AVI

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https://ctahperd.org/
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