

Free T-Shirts and Prizes!

Attendees must be engaged participants to win prizes.

Out of courtesy, please be present on camera 😊

Saturday morning hair is totally acceptable. No judgement.

Ball caps are considered professional attire.

Social and Emotional Growth

Physical Education

9:30 am

September 18, 2021

What do students *need* in order to succeed socially and emotionally?

Much will be *caught, not taught.*

- What ***you do*** and the ***spirit you do them in*** may be more important than anything you can say.
- **Confident Expectation allows for success.**
Research at Cornell University. The applesauce segment—don't expect to fail.
- Lee Canter's Assertive Discipline—decide in advance that you will be successful.

Confident Expectation.
Making the conditions right to develop Intrinsic Motivation.

Cornell University Graduate Studies Professor, Ethel Waring,
Consulting Editor for Parents Magazine

Building Blocks for Social and Emotional Growth

1. Attitude of Approval

- Research: Students would rather be in a class where a teacher likes them—more than being in a class where they like the teacher.
- “I like you.” (I like you even when you are challenging me.)
- An *attitude*; a spirit of approval

2. Help

- You help *them* figure out how to grow and learn.

3. Respect

- Age appropriate

4. Affection—tenderness

- Extend grace and kindness

You are Essential!

1. Best way to teach social and emotional maturity is **to show it consistently**.
2. Demonstrate. Be the example.
3. Maybe not as much what you teach, but *what you do*.
4. Students learn what they see and what they experience.
5. Know your impact. And don't take yourself too seriously. Smile. 😊

US Army Intelligence, Gregory Hartley, Award-Winning Author

What drives people?

- * **Biological and Physical Needs:** Basic life needs such as air, food, drink, shelter, warmth, sleep
- * **Safety Needs:** Protection, Security, Order, Law, Limits, Stability
- * **Belonging and Love Needs:** Relationships, Family, Affection, Groups
- * **Esteem Needs:** Achievement, Status, Responsibility, Reputation
- * **Self-Actualization:** Personal Growth and Fulfillment

**Biological and Physical Needs: Basic life needs such as
air, food, drink, shelter, warmth, sleep**

These Needs Must Be Met

- Specifically acknowledge these needs. Don't spend too much time on them, but directly speak to these.
- Let the students know that if there is a need, they can confidentially talk to you, and you will help.
- Follow through. Period. *Follow through.*
- Appropriate, timely water breaks. Literally time them or they eat up class time. For elementary: Whisper, "One banana, two banana, three banana, split."

Safety Needs: Protection, Security, Order, Law, Limits, Stability

Explaining Real Life

Students want to know what they are *not allowed to do* and what they *are expected to do*. So, tell them, but not with a set of 15 rules.

- Explain that student situations are different; so, consequences will be different.
- Share why you are there, why discipline is important, and that life is not always fair:
 1. I care.
 2. I enforce rules because I care—to maintain physical, emotional, and social safety. If I didn't care, I would just let you all run amuck.
 3. Life isn't fair. Don't expect it to be.
 - Again, tell students there are different circumstances often with information they do not know about—and shouldn't, for privacy. So, they need to trust your judgement. You will deal with problems.

Establishing Trust

1. Ask the students to trust that you will handle things well.
2. Tell them you may make mistakes from time to time, but that you will strive toward excellence and that students can speak to you in person if they have concerns—and that you will commit to listening, but not during class.
3. You may not change the consequence, but their voices are important to you, so you will consider the fact that they felt it important enough to find you outside of class, address you in a calm tone of voice, and discuss what is on their minds. (And when that happens, praise for emotional and social maturity!)
4. Story—7th grader—notebook—counselor—no follow-through. Please learn from my mistake.

See Student Interactions

1. Your physical location is key; you can't help with problems when you aren't aware they are happening.
2. Scan the room from the corners and move around.
3. Speak to a child facing the room. Be aware of your facial expressions, as you are facing that child and the class.

Classroom Rules

ONLY Two Rules:

1. Do not cause a problem

Do not cause a problem for yourself, others, the facility or the equipment

2. Extend grace and kindness to yourself and all others.

100% Compliance

Yes, really; 100%. Expect it, and don't be boring.

- Doug Lemov, author, *Teach Like a Champion*—one acceptable percentage of students following a direction: 100 percent.
- Less, and your authority is subject to interpretation, situation, and motivation.
- What? How?...The real question to answer and communicate directly to the students is *Why?*
 - *“You are as important as every other student in this class, and I don't want you to miss out.”*
 - *“We'll wait.” (If you say that, do it.)*
Say it respectfully and lovingly—how you would want it said to you.

Belonging and Love Needs: Relationships, Family, Affection, Groups

Knowing Names Matters

Learn every student's name. Yes, I realize you teach 12 classes.

- Practice. Use school photos, which are now usually uploaded into the seating chart feature in your school's system.
- Ask students to find you elsewhere on campus and introduce themselves.
- Tell them you have 365 names to learn; so, you will need their help!
- Story: *"Nobody likes the Music teacher or the PE teacher."* **What? Why?**
"Those teachers don't know any of the kids. They don't even learn names."

Class Philosophy

What kind of a class do we want?

Do we want a class where:

- We encourage each other? *Bring others up or tear them down? Do we want to belong to a fabulous group of positive people? Leave the past in the past and start now.*
- It is OK to laugh at others, tease, and bully—or we are kind, extend grace, and are thoughtful?
- We can feel free to take risks, make mistakes, and learn? Where people are more important than a game?

Do We Want a Class Where...

- We trash talk, gossip, and are rude—or we are patient with ourselves and others, guarding each others' reputations and our own integrity?
- We are honest (with ourselves and others), and where we feel safe emotionally and physically? Where we shows concern for each other?
- We have a growth mindset—where students come to learn, and it is OK that skills are not fully mastered YET? Where we remember we are in a class to learn and try new things, not here to show off or sit out?
- Where we can admit our mistakes, laugh, learn, and apologize when necessary? Where we value humility?

Read this entire slide before taking any action.

**At the end of this presentation,
names will be drawn for free AZHPE t-shirts/prizes.
You must be present on camera in order to win.**

**You may win a free AZHPE t-shirt or other prize in 5 minutes!
Be back on camera in 5 minutes.**

Attendees must be back on camera in order to win a prize.

Movement Break!

Time to stretch and move.

See you in 5 minutes 😊

Belonging and Love Needs: Relationships, Family, Affection, Groups

Make Your Class Special

1. Class or Section Name, Song
2. Make students feel that because they are in your class, they belong to something amazing.
3. Geiger Counters—Mr. Geiger, Math teacher
4. The Knight Light Crew—Be a light on campus.
5. “Your in **my** class, and that is a really good thing.”
6. Think of how companies make employees feel connected; how do they get loyalty and a sense of community?
7. Be creative, not corny. What works for 2nd grade does NOT work for 5th or 11th graders.

Support, Accountability, and Acceptance

So what happens when a student causes a problem?

- It is his/her problem to deal with and/or solve. Do **not** solve it for that student. “I’ll support you, but it is your problem. You caused it; you fix it.”
- *Use a kind voice. “Oh wow, that is a bummer. How are you going to deal with it? You need to make things right, or at least make them as good as you possibly can.”*
- Again, have the student think of a solution. If that solution is not a good one, “Please rethink things and find something better for everyone.”

Reinforce: Belonging, Support and Growth

- “Being an important member of our class, it is essential you learn to get along well with others. Remember rule #2. It is a good rule. Think on that rule and then come and tell me at the end of class how you think you can make things right or at least much, much better.”
- Model humility: Assure the student(s) that you have made mistakes and learned very valuable lessons from them. You are confident they will too. Being part of a healthy community means owning your actions and learning from mistakes; often it requires apologies and rebuilding trust.

Esteem Needs: Achievement, Status, Responsibility, Reputation With Positivity Notice Each Child

- Notice each child. “I noticed you...”
- Be diligent to get to know the “middle kids”
- Shout-outs—throughout class. Every class. Be characterized by pointing out the good and noticing the good.
 - Be Specific. No back-handed compliments.

Homework—Write one paragraph: Include name, general family information, biggest achievement, biggest concern for PE this year, what they want to improve with motor skills, athletic skills, or fitness. Five sentences ONLY.

Highlight the Good, Encourage Integrity and Leadership

1. Jot notes directly onto your roster.
2. Students in chess tournament, the drama performance, Math Counts, the Art Show...
3. Students in other activities need positive acknowledgement from the PE teacher.
4. Give shout-outs generously.
5. Highlight those showing a strong work ethic. Publicly praise.
6. Integrity is paramount. Discuss reputation and integrity. Ask students: What will you be known for? How do you feel each night about your integrity?
7. Leadership Teams. Every child gets a turn; squads make this easy.
Encourage students to lead with *voice*, *actions*, and *attitude*.

Self-Actualization: Personal Growth and Fulfillment **Acknowledgment**

Point out progress.

Train students to focus on their own growth.

- A few words from a teacher can be life-changing
- Encourage more growth. “You handled that situation great today. I look forward to seeing you rise as a leader like that more often.”

Self Assessment: Students complete a quick survey, end of each quarter

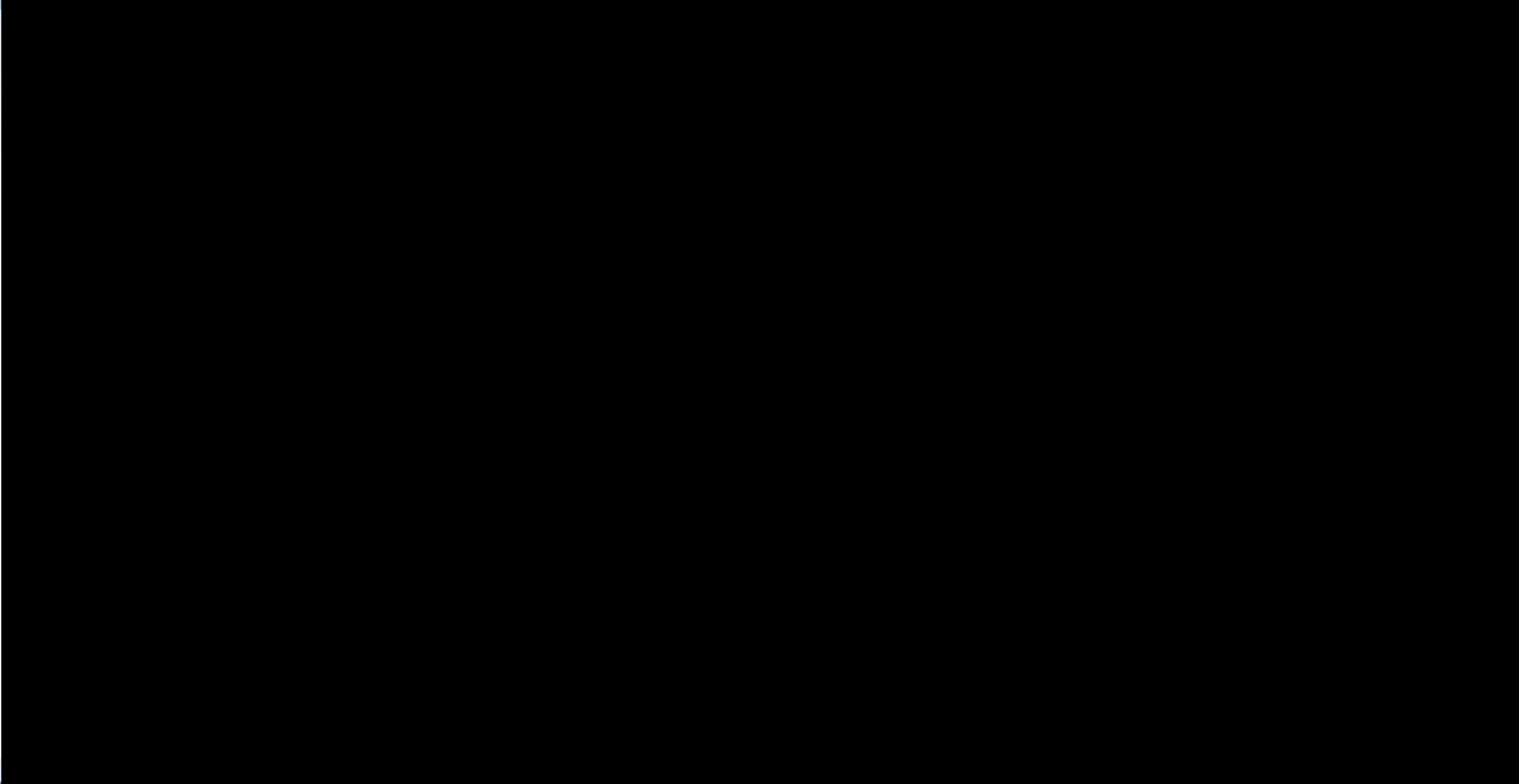
- Rate their progress on virtues, the ability to solve problems, their emotional and social maturity.
- This communicates the value of these things; it emphasizes a growth mindset and ownership over their own learning.

We do what we pay attention to.

Teachers Cannot Force Social and Emotional Growth So, what can we do?

1. Create an emotionally & socially safe environment
2. Specifically tell the students what you want for them
3. Model what we want; be the example of socially and emotionally maturity
4. Thread virtues into daily lessons as part of our objectives. Highlight virtues during, exercises, games and skills practice
5. Give public praise for social and emotional growth, maturity, and examples during class closure, every day
6. Show humility
7. Tell stories—make yourself human. Make connections. (*Big Shot* on Disney)

The Story of Joe



Presenter - Anne Knight, M.Ed.



What lessons, themes, virtues does this story highlight?

Goal: Sweet 16

Lessons and Virtues from the Story

1. Sacrifice
2. Dealing with name calling
3. How to practice—regularly and with proper form
4. Setting goals
5. Work ethic
6. Practicing regularly and skillfully
7. Helping others
8. Not accepting negativity
9. Support (parents showed up for their kids)
10. Thankfulness
11. Humility
12. Friendship
13. Kindness
14. Determination
15. Growth mind set
16. Concern for another
17. Forgiveness

Self Reflection

1. Who do you relate to most in the story?
2. Who do you think your peers think you are most like in the story?
3. Who will you choose to be now, and moving forward?
4. It is time for emotional and social growth. What specific actions will you take today to show growth?
5. Your integrity and reputation? In this class, we will work to positively impact both.

Self-Actualization: Personal Growth and Fulfillment

Class Philosophy

People, and their well-being, are more important than:

- a game
- a prize
- scoring a run
- scoring more than your peers
- recognition
- praise
- meeting a goal

Extending grace and kindness matters, and integrity is paramount.

People are more important than a game.

Bonus Slide 😊 -- A Parent's Request

Do Not Accept Negativity

Be a Duck

What do you teach your students to do when others are mean or say something unkind?

1. Did I give them a reason?
 - Is there anything I need to change or apologize for?
 - If so, do it immediately.
2. If not, let the negativity roll off, like the water rolls off a duck's back.

**If we let the negative stuff weigh us down, we'll sink.
If we let it roll off, we can swim away happily.**

Social and Emotional Growth in PE

1. Meet students' needs
2. Communicate with a Spirit of Goodness
3. Confident Expectation
4. Show an Attitude of Approval
5. Create an atmosphere that encourages Intrinsic Motivation
6. Much is caught, not taught. A teacher's tone of voice and body language tells a student what you really think.
7. Two memorable rules: Do not cause a problem. Extend grace and kindness to yourself and all others.
8. Determine a class philosophy. Thread it into your daily lessons and discipline discussions.
9. Include stories, research, and literature. Create what pushes your objectives for social and emotional growth forward! 😊

**In order for man to succeed in life,
God provided him with two means,
education and physical activity.**

**Not separately,
one for the soul and the other for the body,
but for the two together.**

With these two means, man can attain perfection.

--Plato

Social and Emotional Growth in PE

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