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THE IMPACTS OF SOCIAL AND EMOTIONAL LEARNING IN PHYSICAL
EDUCATION

A MASTERS THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

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RYAN KLEVEN

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THE IMPACTS OF SOCIAL AND EMOTIONAL LEARNING IN PHYSICAL
EDUCATION

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APPROVED

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Abstract

Teachers in today's society have shifted from placing significance only in academic successes to placing focus and importance on the role that social and emotional learning plays into all facets of learning and citizenship. Research throughout this paper will reveal that student success, academically and elsewhere, is directly tied to student growth in social-emotional learning and that physical education is a natural environment where SEL curriculum can be implemented successfully. School-wide implemented social and emotional learning programs have shown to increase students' ability to identify, manage, and appropriately express themselves in a variety of social settings that allows them to positively impact their mental and emotional well-being. Along with social benefits, this paper will show that SEL curriculum implementation greatly increases students' academic successes in the classroom. Although school-wide implementation is ideal, this paper's application portion focuses on how physical education is the ideal environment for blending social-emotional learning into existing lessons and units because of the natural need in physical education to interact frequently and appropriately with peers to achieve learning goals.

Table of Contents

Signature Page.....	2
Acknowledgments.....	3
Abstract	4
Table of Contents	5
Chapter I: Introduction.....	7
The Shift to a Whole-Student Approach.....	7
Key Terms.....	7
Social Learning	8
Emotional Learning.....	9
Research Focus.....	11
Chapter II: Literature Review	12
Literature Search Procedures	12
What is Social-Emotional Learning	12
Social Learning	15
Emotional Learning.....	17
The Need for Social-Emotional Learning	18
Academic Success	19
Mental and Behavioral Health.....	22
Social-Emotional Learning Integration into Physical Education.....	24
Chapter III: Research Application.....	31
Evidence-Base Rational	31
Explanation of Project.....	32

	6
Chapter IV: Discussion and Conclusion	36
Summary of Literature	36
Limitations of the Research.....	38
Implications for Future Research	39
Implications for Professional Application.....	40
Conclusion.....	40
Appendix A	42
Appendix B	50
Appendix C	54
Appendix D	59
References	65

CHAPTER I: INTRODUCTION

The Shift to a Whole-Student Approach

As education continues to develop, there is an increased priority placed on the social and emotional learning needs of all students. There has been a shift from solely focusing on the cognitive domain of teaching and learning to incorporate an approach that teaches the whole student including their cognitive, psychomotor, and affective learning domains (Lu & Buchanan, 2014). Teacher preparation coursework traditionally lacked instruction and practice of teaching social-emotional learning skills. On the other hand, teacher preparation courses now prioritize preparing future teachers to develop students that become meaningful and productive citizens and members of society, academically and socially. The shift to a whole-student approach is not intended to undermine the importance of academic successes but rather to highlight the need for an encompassing curriculum that promotes growth in all academic and social successes (Slade & Griffith, 2013).

Key Terms

Social-emotional learning (SEL) refers to specific instruction that integrates teaching strategies and lessons that promote students to understand that their social and behavioral interactions have a significant impact on all areas of their life including academics, relationships, and social outcomes (Swartz, 2017).

According to Jones (2017), the entire framework of social-emotional learning can be broken down into two learning frameworks, namely social learning and emotional learning.

The first framework Social and Interpersonal Skills refers to an individual's ability to interpret other people's behavior, effectively communicate through social interactions, and maintain positive interactions with others. A socially and interpersonally competent learner is able to use emotional development to make socially acceptable responses with their behavior. Often times a learner is conflicted with the task to choose a socially appropriate response over a preferred response in reaction to their emotions (Jones, 2017).

The second framework Emotional Processes refers to an individual's ability to identify, communicate, and manage their emotions while being receptive and understanding of others' emotions. Social-emotional learning and development take place as an individual begins to understand how they are feeling, why they are feeling that way, and how those feelings may or may not be connected with others (Jones, 2017).

Social Learning. Social skills are a valued and expected aspect in schools across the country, primary through secondary school. Social skills can be described as students' abilities to successfully function in a school and community environment on an everyday basis. Social skills behaviors that are expected from students by educators are things such as following directions, speaking appropriately with others, staying on task, interacting positively with others, self-control, and willingness to cooperate (Wilkerson et al., 2014).

The social aspect of social-emotional learning is broken down into common themes and skills that relate to students' decisions and interactions with others. Swartz (2017) identified four competencies as social learning. The first competency is self-management or the ability to manage behavior in a variety of situations. The second competency is social-awareness or being able to understand that not all situations are

alike and may require a different interaction and being able to adapt to the current situations social needs. The third competency is relationship skills or the ability to interact positively, be an active listener, and collaborate with others. The last competency is responsible decision making or the ability to make a healthy choice with behavioral and social interactions based on a persons values (Swartz, 2017).

Being competent in social learning refers to students behaviors and the choices they make that positively relate to others. In order to make positive contributions to the class and school environment, students must first be able to make individual choices based on the task at hand. Based on the result of that interaction, competent social learning individuals are self-guided and reflect on the impact of their choices on the group. Those reflections drive future interactions and contributions to the whole. These positive contributions could be through behaviors such as following directions, participating appropriately with peers, staying on task with their work, and using work materials in an organized and responsible manner. With direct instruction and an environment that fosters SEL, students will be able to improve their socially responsible behavior and learning (Liu, 2010).

Emotional Learning. The concept of emotional learning in social-emotional learning programming deepens the focus on the thought processes attached to circumstances whether it is positive or negative. Along with the social learning competencies that individuals need to interact appropriately and respond in acceptable ways in social situations, emotional learning directly aligns with a students ability to first identify and understand the feelings they are experiencing prior to engaging in social

interactions. Swartz (2017) identifies being competent in emotional learning as having self-awareness. Self-awareness is the ability to understand emotions that are being felt and understand how those emotions influence behavior choices. It is essential for students to be competent in their abilities in thinking about and evaluating their emotions before understanding how to integrate those emotions into a choice that leads to a positive social outcome (Swartz, 2017)

This concept holds true and is reiterated with slightly different terminology by Lu (2014), Possessing strong awareness and mastery of these skills is known as emotional intelligence (sometimes called emotional literacy or emotional competence), and it is recognized as the ability to understand, express, assess, and regulate emotions in order to guide ones thoughts and actions (p 29). The development of emotional intelligence and the skills referred to are discussed in regards to developing ones emotional well-being. The concept of emotional well-being can be explained as the overall emotional experiences that individuals experience each day. These experiences range in degree of quality, frequency, and intensity. Emotional experiences that affect well-being may include emotions such as joy, excitement, frustration, pleasure, pride, hope, etc. (Lu & Buchanan, 2014).

A students emotion is their initial reaction to a circumstance or event that they are subject to. That student then uses their emotional-intelligence to try to make sense of the feelings they are experiencing. They analyze why they are feeling that way, what is important to them, how their emotion relates to their values, chose an appropriate response to their emotion, and then express that emotion through social interaction.

Emotional learning takes place through this entire process as the student is able to assess how they regulated their emotions and how it impacts their emotional well-being (Lu & Buchanan, 2014).

Emotional intelligence can be broken down in three main domains (Stillman, 2018). The first domain of emotional intelligence is that you have to Know Yourself. Knowing yourself highlights the importance of self-awareness, recognizing patterns in emotion. The second domain and aspect of applying emotional intelligence is to be able to Choose Yourself: Intentionality. In this domain, it is essential to have the emotional intelligence skill of being able to evaluate and consider the costs and benefits of a decision. The keyword of intentionality emphasizes taking ownership of the choices an individual makes instead of acting out in an unconscious and reactive manner. Lastly, the third domain of emotional intelligence is to Give Yourself: Purpose. Choices should reflect a persons values. There needs to be an alignment with daily choices and emotional intelligence. It is essential to connect choices made with a sense of purpose in life (Stillman, 2018).

Research Focus

In order to narrow the scope of my research, I limited my focus to the following research questions: What is social-emotional learning? How does social-emotional learning impact student achievement and mental health? How can SEL curriculum be incorporated into physical education? In this paper, you will find a literature review of these research questions followed by realistic and concrete ways to apply the understanding of SEL into physical education curriculum.

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

To locate the literature for this thesis, searches of Educators Reference Complete, Expanded Academic ASAP, Education Journals, ERIC, Academic Search Premier, and EBSCO MegaFILE were conducted for publications from 1980-2019. This list was narrowed by only reviewing published empirical studies from peer-reviewed journals that focused on social-emotional learning and integration into physical education. The keywords that were used in these searches included social-emotional learning, physical education, emotional learning, and social learning. The structure of this chapter is to review the literature on social-emotional integration into physical education in three sections in this order: Defining Social-Emotional Learning, The Need for Social-Emotional Learning, and Integration into Physical Education.

What is Social-Emotional Learning

Social-Emotional Learning, or SEL, are programs designed to help students manage their emotions and social interactions as they experience new and challenging demands in both their school and personal life (Jones, 2017; Yeager, 2017). Social and emotional learning, or SEL, is the development of students abilities to proactively be aware of the emotions they are feeling, take ownership of them, and use them in a productive manner in their environment. In order to be successful in areas such as school, personal relationships, in the community, and in the workplace, strong social and emotional learning of skills that require students to be able to solve problems, manage their emotions, be empathetic, and effectively interact with others during a conflict are

essential (Jones, 2017). When social-emotional learning is referred to, it is with the assumption that there is an intentional focus on the development of interpersonal skills, and the correct atmosphere to foster SEL development is nurtured throughout the learning environment.

Waajid (2013) explored how teacher candidates are prepared to teach and the attention that is given to social-emotional learning strategies. Fifteen students enrolled in a teacher preparation course that was infused with aspects of social and emotional learning participated in this survey. The researcher refers to a child's social-emotional learning as behavior and self-regulation, awareness, and understanding. Today's teacher education and certification programs in the United States are heavily focused primarily on developing the cognitive domain of student development. There is a lack of intentionality in focusing on the development of students' social-emotional learning and the teachers' understanding of these skills (Waajid, 2013). Waajid focused on what social-emotional learning is and how to better equip teacher candidates so that they are well prepared to serve the SEL needs of their future students. In order to do so, the course that the teacher candidates were enrolled in focused on developing the teachers' own social-emotional awareness.

Along with improving students' skills and mindsets, Yeager (2017) explained that a school's climate is key to allowing students to find SEL success by empowering them through experiences. Programs that implement social-emotional learning are investing in the prevention of problems that are common among adolescents and young adults such as the following: behavioral and health issues, academic struggles, happiness, and violent behavior. Yeager repeatedly stated that the most crucial elements of SEL programming

are not the direct instruction of skills to students, but rather the climate and environments that foster the desired mindset and behaviors. Yeager (2017) highlighted three effective qualities of SEL programs as follows.

An effective social-emotional program acknowledges and embraces all students' instinctual desire to be noticed and have status amongst their peers. A quality SEL program increases student status and uses their leadership for positive influence (Yeager, 2017). Social-Emotional programs that have a lasting impact on students create a climate that fosters respect specifically towards adolescents. One specific technique of creating respect towards adolescents is by implementing restorative justice. Yeager talks about the importance of working with youth to repair relationships after there has been a fracture in that bond. Another characteristic of effective SEL programming is the ability for students to be resilient. Students who understood that they would make mistakes understood the importance of that mistake, and then learned from it moving forward were far more likely to be able to overcome challenges throughout life and better interact with their peers and community (Yeager, 2017).

Easton (1997) examined the responses from 50 students in grades 7 to 12 in regards to their educational experience. Of those 50 student interviews, the following depicts a common response:

Students spoke of the school as a caring community. Many had strong social concerns that transcended their own self-interest. Waldorf educators strive to develop the aesthetic, spiritual, and interpersonal sensibilities of the child in ways that enrich, enliven, and reinforce intellectual knowing. (p 87)

Eastons (1997) studies of these students responses echo Yeagers (2017) point that the school environment, or climate, is an essential component to fostering strong social-emotional learning in students.

Social Learning

Panayiotou (2020) investigated the effects of the social-emotional program PATHS on self-control, emotional understanding, interpersonal problem-solving skills, and relationship building. This researcher theorized that students who experience the PATHS programming would increase their ability to build and maintain positive, cooperative relationships with their peers. The 5,218 students (ages 7-9) involved in this study completed baseline assessments during the summer of 2012 and then follow-up assessments during the summer of 2014. Students self-reported their level of agreement on a 5-point scale in regard to emotional well-being, social well-being, and their school environment. Results from the study revealed that teacher fidelity to the PATHS program dramatically affected the outcome of student data. When delivered consistently, the PATHS programming was consistently linked to improvement in peer social interaction outcomes (Panayiotou, 2020).

Neth (2020) examined the effects of an SEL program called Strong Kids on students social awareness and internalizing behaviors. The researcher used teacher and student versions of the Social Skills Improvement System (SSIS) to pre-test and post-test student growth in their social-emotional learning. The study focused on ten students who were referred to the program due to behavioral challenges and negative living situations. Students engaged in the Strong Kids program once a week for a ten-week period. The results indicated that the students who participated in the program increased their SEL

knowledge and decreased their internalization of behaviors as evidenced by less social avoidance, decreased loneliness, and a greater self-perception.

Gravesteyn (2013) researched the effects of the Dutch-based SEL program called Skills4Life on students experiences with bullying in school. In this study, 1,342 students, ages 13-16 years old, participated in the Skills4Life program for 25 weeks. The students were split into two groups - the intervention group receiving the Skills4Life instruction and the control group which received regular instruction. The Skills4Life program focused on problem-specific skill training, promoting positive thinking, and promoting greater awareness of feelings and behavior. To obtain results, students were given a questionnaire to self-report how frequently they experienced bullying and/or bullying others. Student data were collected at the beginning of the two-year study, after year one, and at the conclusion of year two. In the results from year one, students reported experiencing less frequent incidents of bullying in the intervention group compared to the control group. At the conclusion of the study, the results indicated that students in the intervention group reported bullying other students less frequently than the students in the control group (Gravesteyn, 2013).

Research has shown that student' social skill development is directly correlated with motivation levels (Ozbey & Koycegiz, 2019). The researchers studied the effects of social-emotional learning on motivation levels of preschool-aged children. Sixteen students, ages 4 to 5, were enrolled in a social-skills training program that focused on communication, problem-solving, and peer relationships. Because of the age of the students, teachers completed pre and post-test Likert scale evaluations for the students assessing their social skill development and internal motivation levels. The results from

this study revealed that the students who displayed frequent negative social interactions also displayed the lowest levels of intrinsic motivation. On the other hand, results showed that the students who made significant improvement in their social development displayed higher levels of intrinsic motivation (Ozbey & Koycegiz, 2019).

Emotional Learning

Green (2019) examined the effects of an 18-week intervention program that focused on the frequency and intensity of emotional concerns. The researcher hypothesized that using small group social-emotional intervention groups would decrease the frequency and intensity of emotional concerns that arise in the classroom. Teachers of kindergarten and 1st grade students completed pre and post-evaluations to compile the data for the study. The study consisted of 137 students, referred by their teachers, who met on a weekly basis to receive supplemental SEL instruction that focused on social competence, emotion regulation, and problem-solving skills. At the conclusion of the 18 weeks, teachers assessed the growth of the students receiving SEL programming. The results indicated that teachers rated the intensity of the problem behaviors significantly lower in the post-evaluation. Teachers also reported that emotional challenges occurred less frequently after receiving the small group SEL programming (Green, 2019).

Dubas (1998) studied the effectiveness of the resiliency-based SEL program called *Als Pals: Kids Making Healthy Choices*. This program was designed to improve students ability to identify and express emotions appropriately, appreciate others perspectives, and demonstrate resiliency during challenging social-emotional situations.

This study examined the pre and post-test data from 185 at-risk four-year-old students in the intervention group and 55 at-risk four-year-old students in the control group. Data was collected from the intervention group via lesson feedback forms from the Als Pals curriculum, researcher observations, and the Child Behavior Rating Scale completed by the students teachers. After six months of implementation, teachers reported improvement in their students emotion-regulation skills and behavior. The results showed that the students in the intervention group, receiving the Als Pals curriculum, made greater gains in their resiliency skills, decision-making skills, and self-control (Dubas, 1998).

The Need for Social-Emotional Learning

Taylor (2014) looked at Mrs. Gutierrez experiences as a high school principal, with increased bullying, behavioral referrals, and struggles in evidence-based academics. A 2013 survey conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that only 44% of schools surveyed were using social-emotional learning programs (Taylor, 2014). Taylor highlighted the need for SEL because over half of the schools in the survey didnt use SEL programming. An increasing number of students come into the school environment without essential social-emotional competencies. The 56% of schools in the survey that did not provide SEL programming missed the opportunity to provide crucial social and emotional interventions which resulted in higher behavioral and self-control issues. With higher behavioral and self-control problems, students experienced more academic and social challenges (Taylor, 2014).

Greenberg (2017) examined the aspects of social and emotional learning, explained why SEL is essential and described how SEL relates to a public health approach in education. Teacher-reported surveys in 213 social-emotional learning interventions in K-12 classrooms revealed a significantly positive influence on students academic and social behavior successes. Increased behavior and academic successes are highlighted as the two major outcomes of a child's life through social-emotional learning programming (Greenberg, 2017; Taylor, 2014). The need for SEL competencies is reiterated as key components for both academic and community successes. The development of the ability for students to connect their emotions to behaviors allows for positive contributions (Swartz, 2017). Social-emotional learning takes a proactive approach to preventing high-risk behaviors and academic struggles through a public health approach to education known as The prevention paradox – a large number of people exposed to a small risk may generate many more cases (of an undesirable outcome) than a small number exposed to a high risk (Greenberg, 2017, p. 13). The resources of a SEL program can be stretched too thin if there are a high number of students with small risks, potentially increasing, rather than being able to focus resources on the lower number of students who are at greater risk. The prevention paradox places an importance on meeting students needs, offering them the support they need to maximize their growth, not only in their academics but in their social and emotional development as they face challenges, failures, and setbacks in life.

Academic Success.

Durlak et al. (2011) presented the social-emotional findings from student and teacher surveys in a relevant literature search of empirical studies. A meta-analysis of

SEL programming, involving 270,034 students (56% elementary school students, 31% middle school students, and the rest being high school) in 213 studies, hypothesized that successful implementation of SEL programming would positively affect student achievement in their academics (Durlak et al., 2011; Taylor et al., 2014). Results found that there was a substantial gain in academic achievement from successfully incorporating social-emotional learning into the school curriculum. The study demonstrated that SEL programming students displayed an 11-percentile gain in their academic successes.

Another study with relatable results examined the relationship between academic outcomes and social-emotional learning needs. Tan et al. (2018) included 323 ninth-grade students: 52.5% male, 44.5% white, 34.1% black, and 7% Hispanic, with 55% receiving free-and-reduced lunch. The Social Skills Improvement System Student Version, a 75-question student self-report, administered in the spring of 2017 and academic student data from the end of their eighth-grade and ninth-grade years was used to conduct the study. From the results, students were categorized into the following five groups based upon their social-emotional learning needs: low-needs across all domains – 44.2%; assertion, engagement, and internalizing (AEI) needs – 25.2%; social skills needs (SSN) only – 16.7%; high behavioral needs (HBN) – 6.5%; high-needs across all domains – 7.4% (Tan et al., 2018). It was observed that students with the highest SEL needs showed the poorest academic performance. In addition, students in the high-needs across all domains and social skills needs groups received the highest number of failing grades in their eighth-grade year and lowest grade point average throughout their ninth-grade school year.

Students who achieved a higher GPA were greatly correlated with the low-needs across all domains group (Tan et al., 2018).

Fosse and Hass (2008) investigated the relationship between social-emotional experiences or challenges and levels of academic achievement such as non-graduation of high school, timely high school completion, no post-secondary education, and having post-secondary education. This study was conducted from 1997 to 2003 through the National Longitudinal Survey of Youth. It included a sample size of 8,050 students who completed high school or reached age 20 by the end of the study. Individuals in the survey self-reported their health status in accordance with the following code: excellent = 1, very good = 2, good = 3, fair = 4, poor = 5 (Fosse & Haas, 2008). The higher the number that was reported, the lower the health status was for the individual. Along with the self-reported health status, individuals were surveyed on the following psychosocial topics: feeling safe in school, feeling threatened to being hurt, experiencing physical altercations, and being a victim of repeated bullying. The researchers hypothesized that student academic successes would be directly impacted by poor health; students with poorer health were found to be at a greater risk for not finishing high school on time and more likely to not go on to post-secondary educational opportunities. Students academic achievement was directly linked to their social skills and interactions with peers (Fosse & Haas, 2008). The results of the health status report and psychosocial questions were analyzed and categorized according to the level of academic attainment.

The results of this study show that psychosocial factors had a direct impact on the academic outcomes for an individual. Those students who had achieved post-secondary education rated themselves with the best overall health felt the safest at school and

encountered less social-emotional disruptions throughout their adolescence. However, on the other end of the spectrum, those individuals who were non-high school graduates had the poorest self-rated health, felt the least safe in school, and had the most negative and challenging social-emotional factors such as being a repeated victim of bullying and physical altercations (Fosse & Haas, 2008). The researchers reiterated that adolescent health, especially social and emotional, and educational achievement were both clear indicators of later success in their school and work careers.

Mental and Behavioral Health

Newton (2013) examined recent statistics, through the CDC and Canadian Mental Health Association surveys, of youth mental health and mental health behaviors that suggested a growing concern and need for social-emotional programming. The research revealed that suicide is one of the leading causes of death, found an increase in mental health disorders, and highlighted those very few people who need professional help ever receive it. There was a strong emphasis that the teenage years were a period when depression, suicidal thoughts or actions, and mental health behaviors can develop and be addressed through the implementation of strong social-emotional learning programs (Newton, 2013).

Coelho and Sousa (2017) investigated the effectiveness of two different social-emotional learning programs in relation to social and emotional competencies. The researchers hypothesized that the students who were engaged in the SEL programming would show more improvements in social-emotional competencies and internalizing problems compared to the group not receiving SEL programming. The sample size of this study consisted of 982 fifth and sixth grade students. Of the 982 students, 318 were in the

control group, 355 were in the curriculum-based group, and 309 were in the pre-packed intervention-based group. The study analyzed five different aspects of social-emotional and mental health indicators which included the following: social awareness, self-control, social isolation, social anxiety, and leadership. The research was composed of three steps; students were assessed with a pre-test, a post-test, and then a follow-up test eight months after the initial assessment. The results following the test showed a positive link between increased mental/behavioral health and the implementation of social-emotional learning programs. Results indicated that the significant improvements in SEL competencies such as increased social awareness, self-control, and self-esteem were directly linked to the universal SEL programming in place during the study. Students who were instructed using the SEL curriculum experienced a dramatic increase in their self-esteem while the control group participants self-esteem actually decreased. Students in the SEL programming displayed a large reduction in social isolation while the control group students social isolation slightly increased (Coelho & Sousa, 2017).

Gunter et al. (2012) looked to identify the effects of implementing an age-specific social-emotional curriculum, called Strong Start, on Pre-K students ability to develop positive relationships with their teachers, regulate emotions, and internalize behaviors. Participants from this study were Title I preschool students in the metropolitan area in Utah. The control group consisted of 32 students, and the treatment group, receiving the SEL programming, consisted of 52 students. Of those 84 participants, 50% were male and 50% were female. Because of the challenges with self-reporting with pre-k aged students, teachers rated their students growth in areas of emotional regulation, behavior internalization, and the student-teacher relationship. The 10-lesson curriculum resulted in

higher social-emotional competency gains when compared to the control group. The treatment group results revealed a higher increase in emotional regulation, a more significant decrease in internalizing behaviors, and an overall improvement of the student-teacher relationship. In addition, the results displayed that social-emotional programming was effective for improving SEL among students across the table. Even though both the control and treatment groups demonstrated growth, the most social-emotional competency growth occurred when the treatment group received the SEL programming (Gunter et al., 2012).

A reliable study by Ashdown and Bernard (2012) investigated the effects of implementing the SEL curriculum called You Can Do It (YCDI) for 99 preparatory and 1st grade students. Through this 10-week period of implementation, similar to the Gunter et al. (2012) study, Ashdown and Bernard (2012) examined pre and post-tested students social-emotional competence, social skills, problem behaviors, and social-emotional well-being. The results demonstrated that the You Can Do it Early Childhood Education Program increased improvement and success according to the following teacher-rated levels of SEL competencies: cooperation, assertion, self-control, positive work-orientation, and positive other-orientation. The students in the YCDI programming demonstrated significantly higher gains than the students who were in the control group.

Social-Emotional Learning Integration into Physical Education

Jacobs and Wright (2014) highlighted the need to implement social-emotional learning in today's schools while underlining the alignment of SEL competencies and physical education standards. A typical SEL framework focuses on essential skills such as positive social skills, building relationships, managing emotions, and setting goals.

These essential skills are crucial for success, both in school and in the community. Specific school-based SEL programming tends to focus on the essential skills of self-management, self-awareness, social awareness, and healthy decision-making. Students who receive instruction in SEL programming are more likely to be successful in their academics, have lower stress levels, and have fewer behavioral challenges (Jacobs & Wright, 2014). The focus of SEL programming is compared to the already existing national standards set forth by the Society of Health and Physical Educators (SHAPE). In the following excerpt, Jacobs and Wright (2014) illustrate the similarities between SEL programming and physical education standards:

They call for students to exhibit responsible personal and social behaviors that respect the self and others (standard 4) and to value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (standard 5).

There is great congruency within these physical education content standards and core SEL components. (p. 43)

The similarities between SEL programming and physical education are highlighted again in a study by Olive et al. (2019). In this study, the researchers hypothesized that students who participated in SEL physical education programming would improve their mental health more than students who did not receive SEL programming. Using psychological assessments, the researchers collected data from the same 853 students in second grade, third grade, and then concluded the research in sixth grade. The results indicated that students mental health, primarily body satisfaction and depression symptoms, improved through engagement in SEL program physical education curriculum (Olive et al., 2019). These researchers concluded that, along with developing

students physical competencies such as physical fitness and engagement in life-long activity skills, PE is also the ideal environment to teach behavioral and social skills that promote positive relationship building and overall health. It is important to note that both Jacobs and Wright (2014) and Olive et al. (2019) identified the physical education environment as an ideal setting for implementing and developing social-emotional learning skills.

The physical education setting is repeatedly highlighted for implementing social-emotional learning because a large part of the National Standards for Physical Education (NASPE) includes students affective domain development. Implementing social skills into the physical education curriculum allows for the student development of essential affective domain outcomes such as respect for others, acceptance of rules, communication skills, peer recognition, and positive social interactions (Ulman & Vidoni, 2012). Ulman and Vidoni (2012) outlined a strategy called The Fair Play Game: Promoting social skills in physical education to promote social-emotional development in physical education. The researchers observed and recorded the effects of the Fair Play strategy on eighth grade students over eighteen 40-minute lessons. The beginning stages of this strategy included intentionally and explicitly teaching and reinforcing certain desired positive social-emotional behaviors. Over time, when the desired behaviors were more autonomous, the teacher strategically reinforced those behaviors intermittently until the behaviors continued without the presence of any reinforcement. The Fair Play strategy was designed to teach students appropriate behaviors for social interactions as well as how and when to use them. After the teaching stage, the Fair Play strategy acknowledged and rewarded students pro-social behavior that met the desired outcomes

(Ulman & Vidoni, 2012). The results revealed that the Fair Play strategy increased students active engagement in the physical education lessons and resulted in fewer harmful behaviors.

The importance of the delivery of physical education curriculum is reiterated in a study by Harun and Salamuddin (2010) which investigated an experimental and control group of physical education classes. Lower secondary physical education students were pre-tested and post-tested on the effects of an eight-week program that focused on the students ability to handle sports-related and non-sports related challenges that occurred. The eight-week study delivered typical physical education curriculum to the control group and a social-emotional learning program called the responsibility model to the experimental group. The results indicated that the control group, who did not receive the responsibility model, did not show statistical improvement in their post-test scores. On the other hand, students who were in the social-emotional learning program showed greater capabilities to respond to not only sports-related issues but life-related issues as well (Harun & Salamuddin, 2010).

Newton (2013) identified the adolescent years as the most crucial time period to weave effective social-emotional learning programs and strategies into physical education classes that focus on the connection between exercise and mental health benefits. The development of depression and anxiety is influenced by factors such as an individuals self-esteem, body image, and societal pressure. Students are at an even greater risk for developing depression and anxiety when these factors are combined with a sedentary lifestyle. An increase in activity levels was shown to be essential in improving mental health. Individuals who were regularly physically active had higher

self-confidence, a more positive self-concept, and showed a decrease in symptoms of anxiety and depression (Newton, 2013).

Bock et al. (2014) studied a sample size of 10,120 fifth grade students to analyze the correlation between the amount of physical education and academic achievement, social skills, and body mass index (BMI). It was found that 68% of fifth graders participated in physical education one or two days per week. Results revealed a positive association between academic achievement and participation in physical education. Along with academic achievement, results indicated that physical education promoted positive self-concept and healthier food choices (Bock et al., 2014).

Zientarski (2016), with the collaboration of administration and Harvard researcher John Ratey, identified a compelling connection between students learning readiness and their engagement in physical education prior to core subjects such as math and literacy class. The researchers hypothesized that, based on neuroscience research, attending physical education class right before students literacy class would result in an improvement in class academics. Zientarski and colleagues created what they called Learning Readiness PE (LRPE). In this LRPE study, students were engaged in cardiovascular activities three days a week that resulted in students heart rate zones attaining between 155 and 200 beats per minute for roughly 20-35 minutes and team-building and small-sided games the other two days of the week. The physical education class, Zero Hour PE, was intentionally scheduled one or two hours prior to the academic area in which students struggled. Student academic achievement was measured at the beginning and end of the semester to measure students growth in their learning related to the placement of their physical education class. There were 16 students in the first phase

of the sample size, nine students who were enrolled in Zero Hour physical education, and seven students who were enrolled in physical education classes that took place later in the day after their core content class. The initial results from the first year of implementation showed that students who were in Zero Hour PE had nearly doubled the reading growth compared to those who had physical education later in the day after their literacy class. Students who had PE later in the day improved their reading grade level by 0.9 years while the Zero Hour PE students improved by 1.4 years (Zientarski, 2016).

In the second year of Zientarski's (2016) study, there were 48 students in need of intervention in their literacy achievement. With this increase in students and the addition of another section, the study kept one literacy class immediately after the LRPE class and added the second literacy class as the last hour of the school day. With the same assessment standards implemented, it was again found that the students in LRPE immediately before their literacy class displayed greater growth compared to the students in literacy class later in the day. Literacy students right after LRPE averaged 1.5 years of reading level improvement while the end-of-the-day literacy class students averaged 0.7 years of reading level growth. Over the course of six years, more sections and subjects of LRPE were added to collect data. The literacy intervention students who took LRPE continued to show exponential growth in their academic achievement of reading level increases of 56% more than the students who were enrolled in physical education classes that took place after their literacy class. Along with literacy interventions, the study implemented research on the effect of LRPE on math scores. In the five years of research of LRPE on math scores, it showed even greater improvements in students' academic achievement. Students who were in LRPE before their math class showed a 93% increase

in achievement compared to their peers who had their physical education class after math class (Zientarski, 2016).

Stuhr (2015) researched the effect that Adventure-Based Learning (ABL) in physical education has on students intrapersonal and interpersonal relationship skills (IIRS) such as cooperation, teamwork, and social development. Two physical education classes with a total of 94 sixth and seventh grade students received the ABL curriculum. Over 15 class periods, students were specifically taught IIRS such as respecting others, active listening, and leadership during the ABL activities. The following three methods were used to collect data during the study: weekly student journal entries, face-to-face small group interviews, and face-to-face individual interviews. The student journal data showed a significant increase in students awareness during social interactions and the development of their relationships. Stuhr (2015) found, from both the individual and group interviews, that students consistently increased their leadership skills, cooperation with peers, and communication skills. It was reported that a significant number of the students spoke about understanding that their SEL development benefits them and transfers to two main areas: the school and sports environment. The researcher reiterated the effectiveness of ABL in PE for social-emotional development as students provided many examples of how they could apply IIRS outside of physical education.

CHAPTER III: RESEARCH APPLICATION

Evidence-Based Rationale

In order to be successful in school, community, and career opportunities, students must develop their social-emotional learning competencies such as self-awareness, social-awareness, and problem-solving skills. The research in this paper reveals that the majority of students, teachers, and school districts identify SEL programmings importance. With proper implementation of SEL programming, students experience greater success in their mental/emotional health and academics. Physical education has shown to be a natural setting for developing not only students physical fitness but academics and SEL competencies as well (Ashdown & Bernard, 2012; Coelho & Sousa, 2017; Dubas et al., 1998; Durlak et al., 2011; Easton, 1997; Gravesteyn, 2013; Green et al., 2019; Greenberg et al., 2017; Gunter et al., 2012; Haas & Fosse, 2008; Jones & Doolittle, 2017; Jones et al., 2017; Liu et., 2010; Lu & Buchanan, 2014; Neth et al., 2020; Newton, 2013; Olive et al., 2019; Özbey & Köycegiz, 2019; Panayiotou et al., 2020; Salamuddin & Harun, 2010; Slade & Griffith, 2013; Stillman et al., 2018; Stuhr, 2015; Swartz, 2017; Tan et al., 2018; Taylor & Kilgus, 2014; Vidoni & Ulman, 2012; Waajid et al., 2013; Weiller, 1992; Wilkerson, 2014; Yeager, 2017; Zientarski, 2016). The purpose of this literature review application project is to better understand what makes an effective SEL program, how to effectively implement SEL programming and to be able to share resources with my colleagues to create a more cohesive teaching environment.

Explanation of Project

With the research conducted in the literature review process, I have created one social-emotional classroom visual and two lesson plans to be implemented into physical education classrooms in order to promote and develop SEL among students. The classroom visual is specifically designed for primary students in grades pre-k through 2nd grade in order to be age-appropriate. The two lesson plans have been created to be implemented into middle school physical education classes but could be incorporated into any grade level with developmentally appropriate modifications.

The classroom visual and lesson plans created in this project have been designed to introduce and develop social-emotional learning competencies in students while also benefitting students mental/emotional health and/or academic success as discussed throughout the literature review process.

Appendix A, the Cougar Corner classroom visual, is a structured process for teachers to teach students how to effectively identify their own feelings, express them appropriately, and problem-solve with their peers in challenging social situations. The word C.O.U.G.A.R.S is an acronym based on a school mascot with each of the letters representing a step in the problem-solving process. It is my recommendation to have the Cougar Corner visuals posted in a safe place in the physical education environment where students can be safe from the activities happening around them and have privacy to problem-solve but also be monitored by the teacher as well. For example, this designated area could be a corner of the gymnasium that is protected by bleachers or storage room or directly outside the gym doors still in clear sight of the teacher. As Gunter et al (2012) highlight in their study, it is essential to teach students the skill of identifying negative

emotions and how to express them in an appropriate manner that promotes social development. Teachers must set up and provide a structured environment that allows students to feel confident in their ability to develop the appropriate vocabulary to do so, but also be able to know when additional support is needed. Explicit instruction to students about each step of the problem-solving process in the Cougar Corner and using role-playing situations to give students ideas on how to effectively use the steps will develop and promote SEL competencies such as self-awareness, social-awareness, self-management, relationship skills, and decision-making skills (Ashdown & Bernard, 2012; Coelho & Sousa, 2017; Dubas, 1998; Ulman & Vidoni, 2012). By implementing the Cougar Corner, it is my goal that students will be able to exhibit responsible personal and social behavior that respects themselves and others. The Cougar Corner is specifically designed using a cougar school mascot but can easily be modified by tweaking the vocabulary used to fit with any mascot name necessary to have a more personalized school-wide SEL problem-solving system.

Next, in Appendix B, this lesson highlights the natural setting that physical education has for implementing SEL programming, as revealed by both Jacobs and Wright (2014) and Olive et al. (2019). This lesson, from a five-day 8th grade dance unit, emphasizes the importance and offers opportunities to develop social-emotional competencies by working with a group, cooperating and brainstorming dance ideas together, and by offering suggestions and feedback when necessary. The structure of this lesson allows students to work on their SEL competencies throughout the first three days of the unit, take the self-assessment to be able to better understand and be aware of their strengths and areas of need in their relationship skills. The development and awareness of

SEL competencies in this lesson is intentional and it is the goal of this lesson for students to be self-aware of their SEL growth not only in physical education but how it transfers outside of the classroom environment as well (Harun & Salamuddin, 2010).

The third resource, appendix C, implements the key finding from Ozbey and Koycegiz (2019) that students who develop their social skills and interpersonal communication have a greater sense of intrinsic motivation to be successful. The Mat Mover Challenge activity is from the third day of a team-building unit implemented early in the school year in order to promote positive peer relationships and team-building. The challenge in this activity is for students, in small groups of 3 or 4, to get their entire team to the other sideline of the basketball court without touching the floor using only two gymnasium mats. If any member of the team touches the floor with any part of their body, the entire team must start over again from the beginning. The structure of the lesson is designed to present students with the problem of getting to the other side of the gym without touching the floor while promoting team collaboration to problem-solve and work together to solve that problem. With no suggestions given to the students prior to starting round one, students are forced to use their current level of social skills to engage in conversations on how to best complete the challenge on the fly. After each round of the challenge, students are given a designated amount of time to communicate with their team, brainstorm ideas, offer feedback, and develop their problem-solving skills for the next round. This time between rounds is essential as it allows students to have very intentional and focused time to work on their social-emotional development by listening to others ideas, making suggestions, and collaborating towards a common goal (Panayiotou, 2020; Stuhr, 2015).

The fourth and final resource, Appendix D, applies the findings from Olive et al. (2019) that students who participated in SEL programming improved not only their physical health but their mental health as well, especially self-confidence. The 6th Grade Physical Fitness and Self-Confidence lesson is designed to be used continuously throughout the course of an entire school year to allow students and the teacher to see growth not only in their physical fitness but their self-confidence as well. By taking the self-confidence survey after each fitness test administered throughout the school year, students will be creating a baseline score for their own self-reported self-confidence and then will be able to use their second and third rounds of that same fitness test to compare and see how much their self-confidence has increased. The teacher is to keep record of the students self-reported scores for each individual fitness test, as a students self-confidence may differ greatly depending on the type of fitness test administered. The student will not be the one to score the initial self-confidence survey for each fitness test in order to maintain validity in their responses to the survey the second time they take it. Once the students complete, track, and analyze their fitness testing scores compared to their first test results they will be given the second round of the self-confidence survey and will score and assess their growth.

CHAPTER IV: DISCUSSION AND SUMMARY

Summary of Literature

In today's society, there are too many teachers that were trained and licensed through teacher education programs that focus too primarily on the cognitive domain and knowledge retention rather than incorporating a variety of knowledge and skills in the affective and psychomotor domains (Waajid, 2013). Social-emotional learning encompasses a curriculum that is designed to teach students the valuable skills of being able to identify emotions and manage their emotions as they learn to positively and appropriately interact in social settings both in the school and out in their personal lives (Jones, 2017). It is also emphasized that the school climate is the key to finding success in empowering youth to achieve social-emotional learning goals. A quality SEL environment is one that embraces all students' innate need to interact positively with peers, increases student leadership among peers for positive influence, and fosters respect towards students (Yeager, 2017). From students' perspective, students primarily referred to finding success in school social settings and academics due to the essential caring and nurturing environment (Easton, 1997). With consistent and committed implementation, specific social-emotional learning programs such as PATHS, Strong Kids, Skills4Life, and Als Pals all found profound success in increasing student intrinsic motivation, emotional regulation skills, resiliency, and self-perception while decreasing social avoidance, loneliness, bullying, and negative social interactions (Dubas, 1998; Gravesteyn, 2013; Green, 2019; Neth, 2020; Ozbey & Koycegiz, 2019).

The need for social-emotional learning has become increasingly strong as more students than ever before battle with anxiety, depression, and mental health needs along

with the typical academic struggles that students face (Newton, 2013). With less than half of the schools surveyed, it is highlighted that there is an enormous amount of room for improvement with consistently providing SEL curriculum opportunities across all schools (Taylor, 2014). A Curriculum that focuses on implementing SEL strategies puts a large investment in the prevention rather than the intervention of social-related learning problems that develop and hinder academic and mental health achievements (Greenberg, 2017; Taylor, 2014). Proper and consistent use of SEL prevention and interventions has shown great benefits to academic success (Durlak et al., 2011; Taylor et al., 2014). Through the research, it was found that students who were labeled with higher needs for social-emotional learning ended up obtaining a lower GPA compared to those students who were labeled with lower social-emotional needs and had a higher rate of on-time graduation (Fosse & Haas, 2008; Tan et al., 2018). Along with academic improvements, proper use of SEL curriculum was found to have significant impacts on mental and behavioral health. Pre-planned SEL curriculum such as Strong Start and You Can Do it all showed significant improvements in their mental and behavioral health. Students who were given SEL-based instruction were found to have higher self-esteem, social awareness, self-control, and better emotional regulation (Ashdown & Bernard, 2012; Coelho & Sousa, 2017; Gunter et al., 2012).

Where does social-emotional learning fit into physical education curriculum?

Throughout the research it was shown that physical education, although not a core subject, is the ideal environment for implementing social-emotional learning lessons and curriculum (Jacobs and Wright, 2014; Olive et al., 2019). The PE learning environment offers a unique opportunity to consistently combine physical activity, academic

engagement, and vital social interactions. In this paper, it was shown that two of the five national physical education standards include criteria for student achievement based on social behaviors that respect themselves and others, valuing physical activity for self-expression and enjoyment and health, and valuing physical activity for social interaction (Stuhr, 2015). It was continually found throughout the studies that students who participated in rigorous SEL-based physical education classes were able to handle school and life-related challenges better while maintaining pro-social behaviors that promote positive and productive social interaction (Harun & Salamuddin, 2010; Ulman & Vidoni, 2012). The development of SEL skills in physical education embeds positive mental health tendencies in students such as reduced anxiety, positive self-esteem and body image (Bock et al., 2014; Newton, 2013). Students academic achievement was also shown to have great improvement because of their social-emotional development in their physical education experiences. Students who were engaged in high rigor SEL physical education curriculum prior to subjects that they struggled with found significant increases in their academic performance (Zientarski, 2016).

Limitations of the Research

To search for studies related to social-emotional learning, the following databases were used to narrow the scope of results: Academic Search Premier, EBSCO MegaFILE, ERIC, and PUBMED. These databases were chosen to be used due to them being related to health and education publications. In order to limit the pool of research to be collected even further, I narrowed my search of studies to include things in the title or abstract such as: social-emotional learning, physical education, social learning, emotional learning, mental health and social-emotional learning, and social-emotional learning and

academics. Because teaching social-emotional learning has developed and changed so much, I gave priority to the resources that were published within the last 10 years and looked to ensure anything that was over 10 years old was applicable and useful. Along with ensuring the most relevant and up to date publications were used throughout this paper, I prioritized having studies from both the United States and countries from around the world to better represent the effect that social-emotional learning encompasses across all cultures and societies.

On the other hand, it was challenging to find an abundance of specific studies that focused on SEL implementation in physical education. The specific implementation of SEL curriculum in PE has not yet been deeply studied. Because the school environment has so many different variables, studies that mention social-emotional learning in physical education can be difficult to directly correlate to the actual growth in PE. Oftentimes, PE is only a very small portion of a students school day so there is little research done on specific SEL implementation directly in physical education classes. While it is well known that PE is an ideal setting to incorporate SEL strategies, it often is overlooked in studies due to students being in traditional classrooms for a longer portion of their school day at all educational levels.

Implications for Future Research

For future studies, it is my hope that there will be a more in-depth evaluation of the impact that SEL curriculum has on students when consistently and properly delivered in physical education. Because PE has shown to be a natural setting for SEL, it would be exciting to see research done on PE specific programs at all levels, K-12. As mentioned previously, many students have PE at times only two or three times within five school

days. This lack of PE time creates many challenges but also highlights an excellent opportunity for research and growth in the area of SEL implementation. I would be excited to see the level of student SEL growth in schools and communities where students have PE only a few days a week compared to other schools where students engage in physical education daily. This type of research could forever shape our nations and even the world's view of physical education and place the utmost value on having lengthened physical education daily for all students of all ages.

Implications for Professional Application

Through this research I have gained valuable and practical knowledge that I will be able to implement into my teaching and will continually improve the experiences for the students in my classes. Because I often share spaces and teach with colleagues, I plan to share these ideas and lessons with them to make a more cohesive physical education department that focuses on intentional social-emotional development. It is my hope that my colleagues, or any teacher who reads this, gains a better understanding of the following: what social-emotional learning is, the importance of social-emotional learning, the effect of SEL on students academics and mental health, how to integrate SEL strategies into physical education.

Conclusion

Through it all, I have gained valuable knowledge to make logical and applicable changes to my physical education classes throughout the rest of my career. It has been shown that social-emotional learning is the backbone of all educational programs. With proper and consistent use, SEL will build students confidence in themselves, abilities to identify and manage emotions, communication and social interaction with others, develop

and maintain positive mental well-being, and even improve academic successes. There is no doubt that every single lesson or unit should include some aspect of social-emotional learning focus in any subject or any school setting.

APPENDIX A

The Cougar Corner SEL Problem-Solving Classroom Visual

Cougar Corner

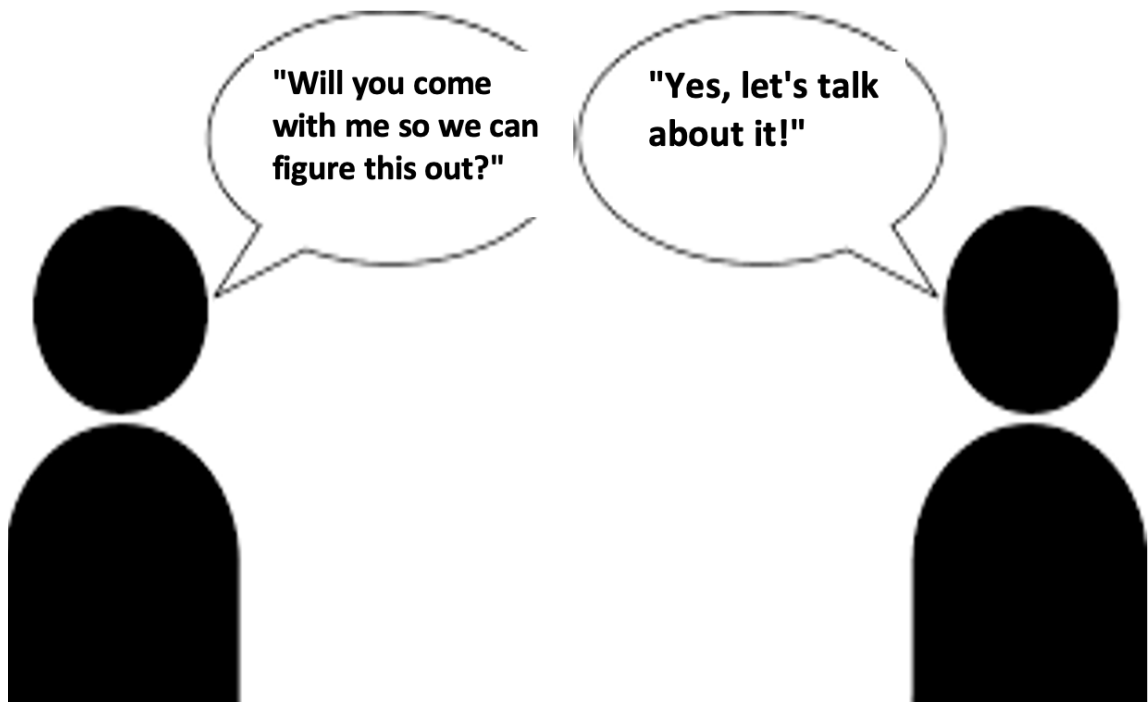


How To Use the Cougar Corner

1. If a student asks you to go to the Cougar Corner to solve a disagreement, listen and go with them
2. Only 1 person may talk at a time. Listen carefully while the other person is talking
3. Start your sentences with things like I think that, I feel like, I don't like that. Try not to start with the word you
4. Come up with a solution together before you leave the Cougar Corner
5. Apologize if needed. Give each other a high five or fist bump and then rejoin the activity

C – Calmly ask that person

or group of people to come
to the corner with you.



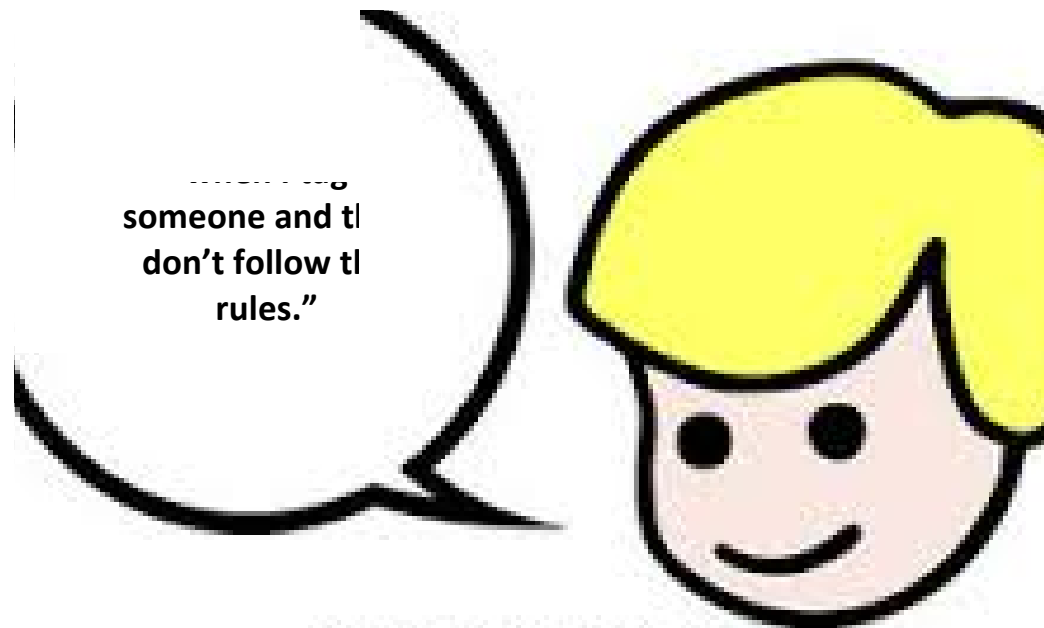
O – Only 1 person may talk

at a time.



U – Use words like I feel like,

or I don't agree with



© Can Stock Photo

G – Give your idea of a
solution to the problem



A – Apologize if you need to



- Agree on a solution



R – Rejoin the game, fist

bump or high five before you
leave



S – See the teacher if you

cant agree on what to do



APPENDIX B

8th Grade SEL Physical Education Dance Lesson

Unit/Topic: Dance Unit – Performances and Self-Assessments

Unit Outline:

DANCE UNIT OUTLINE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6	7	8	9	10
DAY #1 - ORGANIZATION DAY	DAY #1 - ORGANIZATION DAY	DAY #2 - COUNTING DAY (NO MUSIC)	DAY #2 - COUNTING DAY (NO MUSIC)	DAY #3 - FINISH ROUGH DRAFT
1. Intro Expectations w/ Dance PPT. 2. Groups seated on floor, teachers hand planning sheet with # listed on it. 3. Today's objectives are to finalize groups and decide on song.	1. Intro Expectations w/ Dance PPT. 2. Groups seated on floor, teachers hand out planning sheet with # listed on it. 3. Today's objectives are to finalize groups and decide on song.	1. Meet w/ Big Group to show overhead: -Designate a counter. -Decide starting formation. -Volunteers demonstrate up front and show how to write cue words on script. 2. Today's Objectives are: -Designate a counter, write on sheet. -Decide starting Dance formation. - Rough draft script for all 32 beats.	1. Meet w/ Big Group to show overhead: -Designate a counter. -Decide starting formation. -Volunteers demonstrate up front and show how to write cue words on script. 2. Today's Objectives are: -Designate a counter, write on sheet. -Decide starting Dance formation. - Rough draft script for all 32 beats.	1. Today's objectives are to finish scripting any dance moves and begin memorizing to music. <i>*Should not see any groups sitting on ground or wandering away from their station without permission.</i>
13	14	15	16	17
DAY #3 - FINISH ROUGH DRAFT	DAY #4 - SEL SELF-EVAL & REHEARSAL DAY	DAY #4 - SEL SELF-EVAL & REHEARSAL DAY	DAY #5 - PERFORMANCE DAY	DAY #5 - PERFORMANCE DAY
1. Today's objectives are to finish scripting any dance moves and begin memorizing to music. <i>*Should not see any groups sitting on ground or wandering away from their station without permission.</i>	1. Complete Self-Evals in individual class. 2. Review project objectives w/ large group. 3. Copy script from practice to final draft. 4. Practice to perfect the details of the dance.	1. Complete Self-Evals in individual class. 2. Review project objectives w/ large group. 3. Copy script from practice to final draft. 4. Practice to perfect the details of the dance.	1. Meet w/ large group for final directions. Teacher performances begin in 5-10 mins. 2. Teacher performances at station. 3. Class performances for extra credit.	1. Meet w/ large group for final directions. Teacher performances begin in 5-10 mins. 2. Teacher performances at station. 3. Class performances for extra credit.

Lesson Day: Day 4 of 5

Lesson Objectives:

- Complete Self Learning Assessment
- Complete Final Draft Script before rehearsing.
- Repeatedly rehearse dance to improve and synchronize dance movements.

Anticipatory Set:

- As students are entering the gym and beginning their warm up, teacher is playing the selected dance songs from the dance groups to engage and excite the students for the upcoming lesson

Lesson Structure:

- Students come into the gym for warm up
- Take attendance while students complete SEL self-assessment
- Students gather in their groups
- Students modify rough draft and complete final draft as well as developing SEL competencies through collaboration and feedback with their peers
- Students rehearse until it is time to leave, achieving the most synchronization possible

Direct Instruction:

- As a whole class, walk through day 4 of the daily dance group worksheet identifying the goals for the day and continue to give examples of how to record an eight-count dance step. Fill in the example eight-count on the worksheet on the projector with example dance moves

Modeled Practice:

- The teacher only practices clapping to the beat of a song to demonstrate the skill of counting out the beat to music. While clapping to the beat, the teacher counts out loud an eight-count, 1, 2, 3, 4, 5, 6, 7, 8 and then keep repeating.

Guided Practice:

- As a whole class, practice clapping to the beat of a song to practice the skill of counting out the beat to music. As the class claps along with the beat, count out an eight-count: 1, 2, 3, 4, 5, 6, 7, 8 and repeat. Then, change songs to a slower and faster beat to allow the class to practice adjusting their eight-count to a different beat.

Checks for Understanding:

- The teacher visually monitors the students clapping to the beat and listening to ensure the claps are matching the beat and that the eight-count matches the clapping.

Independent Practice:

- Students will gather in their groups at their assigned location and begin modifying their dance moves while counting out eight-counts. Once they have completed their final draft of their dance moves, they will continually rehearse until it is time to leave.

Materials Needed:

- Cones for marking group spots
- Group dance worksheets (paper copy)
- Pencil
- Self-assessment sheets (paper or digital copies)
 - Referenced below
- Pencil/Chromebook for taking self-assessment
- Bluetooth speakers
- Chromebooks/Phones/Device to play music
- Projector/Smartboard to project daily objectives

Time Allotted: 55 Minutes

- 5 minutes for PE changing time
- 5 minutes of a warm-up
- 15 minutes for self-assessment and attendance

- 25 minutes for completing final draft and dance rehearsals
- 5 minutes for PE changing time

Assessment:

Dance Unit - Self Learning Assessment – 30 Pts

1. What did you personally do during the unit to help your group successfully finish the project? *(Worth 10 pts)*

***Write in full sentences, be specific, and provide at least two examples.**

→
→

2. What are some things you learned from this experience? *(Worth 10 pts)*

***Write in full sentences, be specific, and provide at least two items.**

→
→

3. Describe a team-related problem your group experienced together (**not a Dance Problem!**) and how you worked together to solve the problem. *(5 pts)*

***Write in full sentences, describe the situation and how you solved the problem.**

→

4. Describe a situation, outside of physical education, where you might use these problem-solving skills elsewhere in your life? *(5 Pts)*

***Write in a full sentence describing the situation.**

→

Closure:

- Have students do a think, pair, share about today's activities. Ask the students to think silently for 15-30 seconds about how today's activities and this unit as a whole relates to their social-emotional learning/relationship skills. Then have students pair up to share with a partner what they thought about. After that, take volunteers who would like to share with the class

APPENDIX C

6th Grade SEL Physical Education Mat Movers Challenge

Unit/Topic: Team Building Unit – Mat Movers Challenge

Unit Outline:

Team Building Unit Outline					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
	2 #1	3 #1	4 #2	5 #2	6
	DAY #1 - ORGANIZATIONAL DAY	DAY #1 - ORGANIZATIONAL DAY	DAY #2 - WARM UP INTROS	DAY #2 - WARM UP INTROS	
NO SCHOOL	-Squads Assigned	-Squads Assigned	1. Walk and Talk	1. Walk and Talk	
LABOR DAY	-Lockers Assigned (Partners)	-Lockers Assigned (Partners)	2. Squads - Attendance	2. Squads - Attendance	
	-Icebreakers	-Icebreakers	3. Cardio Pt 1 - 4 min No Walk Challenge	3. Cardio Pt 1 - 4 min No Walk Challenge	
			Cardio Pt 2 - 4 min Partner Run	Cardio Pt 2 - 4 min Partner Run	
			4. Name that Tune Team Building	4. Name that Tune Team Building	
			-> Choose own groups (5 rounds)	-> Choose own groups (5 rounds)	
			-> Work in squads (5 rounds)	-> Work in squads (5 rounds)	
#3	9 #3	10 #4	11 #4	12 #5	13
DAY #3 - SEL TEAM-WORK LESSON	DAY #3 - SEL TEAM-WORK LESSON	DAY #4 - TEAM STRATEGY INTRO	DAY #4 - TEAM STRATEGY INTRO	DAY #5 - CONTINUE TEAM TOURNEY	
-Warm-up: Movement Stations	-Warm-up: Movement Stations	-Warm-up: Snake Tag	-Warm-up: Snake Tag	-Warm-up: Snake Tag	
-Stretches/Strength	-Stretches/Strength	-Stretches/Strength	-Stretches/Strength	-Stretches/Strength	
-Mat Mover Challenges:	-Mat Mover Challenges:	-5 Catches Activity:	-5 Catches Activity:	-5 Catches Activity:	
<i>Squads 1&2, 3&4, 5&6 (Write times on board)</i>	<i>Squads 1&2, 3&4, 5&6 (Write times on board)</i>	5 seconds to complete pass	5 seconds to complete pass	5 seconds to complete pass	
-SEL GROUP-ASSESSMENT	-SEL GROUP-ASSESSMENT	5 passes completed in a row to score	5 passes completed in a row to score	5 passes completed in a row to score	
		<i>*variation to pass to different gender and/different people.</i>	<i>*variation to pass to different gender and/different people.</i>	<i>*variation to pass to different gender and/different people.</i>	
		<i>Drop/incomplete/interception is turnover</i>	<i>Drop/incomplete/interception is turnover</i>	<i>Drop/incomplete/interception is turnover</i>	
		-> King of the Court Rotation	-> King of the Court Rotation	-> King of the Court Rotation	

Lesson Day: Day 3

Lesson Objectives:

- For students to engage in moderate level physical activity
- For students to cross the gym and back without touching the ground using only 2 gym mats
- For students to collaborate to identify strengths, weaknesses and use constructive peer feedback to improve their team time

Anticipatory Set:

- With upbeat music playing, students enter the gym to see the The Mat Movers Challenge: Do you have what it takes? on the projector as a way to excite and entice interest in the upcoming activity

Lesson Structure:

- Students come into the gym for warm up
- Take attendance while students stretch
- Students gather in their groups, get two mats, get a stopwatch, and listen to directions for the Mat Mover teambuilding challenge
- Students engage in round one of the mat mover challenge
- After round one, students engage in a small group discussion offering suggestions, giving feedback, and brainstorming ways to improve their team time
- Students engage in round two of the mat mover challenge, trying to improve on their time from round one
- Students continually try to improve their time until it is time to go

Direct Instruction:

- As a whole class, explain the rules of the challenge. Each team must make it to the other side of the basketball court and back without touching the gym floor and only using the two mats they were given. At any point, if any part of a team members body touches the floor that entire team must start over. The stopwatch starts when you begin and your stopwatch will

stop when the last team member makes it safely across the finish line.

The teacher will explain how to track the time for each round and how to gather as a group to brainstorm ideas to improve on the next round.

Modeled Practice:

- There will be no modeled practice on how to move the mats across the gym in order to ensure students must work collaboratively through the rounds to find better solutions. Demonstrate the proper use of the stopwatch to ensure all groups will have accurate timing. The teacher will fill out an example of the mat mover group-assessment on the projector. The teacher and a few volunteers pretend to model what it looks like after each round to gather as a small group, offer suggestions and feedback and then begin round two using those ideas.

Checks for Understanding:

- The teacher will ask the group the following questions and have volunteers or the whole group share out: How many mats does your group get? What happens when you touch the floor? Where does your group need to get to? How do you know when your group is finished?

Guided Practice:

- Students engage in the mat mover challenge as directed. Students will compete for the rounds while tracking their group work in the mat mover group-assessment.

Closure:

- Have the students talk about the following prompts in their groups: What did we accomplish in this lesson today? How did your group function? Was your group successful, why/why not?

APPENDIX D

6th Grade SEL Physical Education Fitness & Self-Confidence

Unit/Topic: Fitness Testing & Basketball Unit – Building Self-Confidence

Lesson Day: ANY (to be used each day of fitness testing throughout the year in any unit)

Unit Outline:

FITNESS TESTING & BASKETBALL UNIT OUTLINE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BB Skills Day 1 (Dribble/Pass) 1. Warm-up: Snake Tag 2. BB Skills - 1 Partner & 1 B-ball: -> Dribbling Skills Progression (Demonstration, Partner dribble- Right, Left, Cross-over, zig zag) -> Passing Skills Progression (Chest, Bounce, Overhead)	BB Skills Day 1 (Dribble/Pass) 1. Warm-up: Snake Tag 2. BB Skills - 1 Partner & 1 B-ball: -> Dribbling Skills Progression (Demonstration, Partner dribble- Right, Left, Cross-over, zig zag) -> Passing Skills Progression (Chest, Bounce, Overhead)	BB Skills Day 2 (Dribble/Pass) 1. Stationary Ball Skills in Squads (5 mins) 2. Dribble Knockout: -Boys/Girls Games, Knee Dribbles/Elimination 3. BB Pass & Shoot Skills (Hoop Groups) 2 balls/grp -> 4 total lines: R & L Lines, passing/shooting lines: -Layups, switch R & L, jump shot R & L 4. PIG in Groups	BB Skills Day 2 (Dribble/Pass) 1. Stationary Ball Skills in Squads (5 mins) 2. Dribble Knockout: -Boys/Girls Games, Knee Dribbles/Elimination 3. BB Pass & Shoot Skills (Hoop Groups) 2 balls/grp -> 4 total lines: R & L Lines, passing/shooting lines: -Layups, switch R & L, jump shot R & L 4. PIG in Groups	BB Skills Day 3 (Shooting) 1. Stationary Ball Skills in Squads (5 mins) 2. Dribble Knockout: -Boys/Girls Games, Knee Dribbles/Elimination 3. BB Pass & Shoot Skills (Hoop Groups) 2 balls/grp -> 4 total lines: R & L Lines, passing/shooting lines: -Lay-ups, Shots, 1 v 1 challenge add-on 4. Lightning in Groups
BB Skills Day 3 (Shooting) 1. Stationary Ball Skills in Squads (5 mins) 2. Dribble Knockout: -Boys/Girls Games, Knee Dribbles/Elimination 3. BB Pass & Shoot Skills (Hoop Groups) 2 balls/grp -> 4 total lines: R & L Lines, passing/shooting lines: -Lay-ups, Shots, 1 v 1 challenge add-on 4. Lightning in Groups	BB Game Intro Day 1. Walk and Talk & 2 Min Run (5 mins) 2. Crushers & Fitness Rotations (10min) 3. Half-Court Games Intro <i>Rules Review: Traveling, Double Dribble, fouls scoring, check vs take-out, 4 on 3 = sub.</i> KIDS CHOOSE TEAM & OPPONENT: Check-in with teacher, assign hoops.	BB Game Intro Day 1. Walk and Talk & 2 Min Run (5 mins) 2. Crushers & Fitness Rotations (10min) 3. Half-Court Games Intro <i>Rules Review: Traveling, Double Dribble, fouls scoring, check vs take-out, 4 on 3 = sub.</i> KIDS CHOOSE TEAM & OPPONENT: Check-in with teacher, assign hoops.	BB Tourney Day 1 1. Walk and Talk & 2 Min Run (5 mins) 1. 3 w-up stations 2. Class Stretch 3. King of the Court BB Tourney (6 Hoops) Competitive (Gym 1) & Social (Gym 2) *3:00 min Games & Rotate	BB Tourney Day 1 1. 3 w-up stations 2. Class Stretch 3. King of the Court BB Tourney (6 Hoops) Competitive (Gym 1) & Social (Gym 2) *3:00 min Games & Rotate
BB Tourney Day 2 1. 3 w-up stations 2. Class Stretch 3. King of the Court BB Tourney (6 Hoops) Competitive (Gym 1) & Social (Gym 2) *3:00 min Games & Rotate	BB Tourney Day 2 1. 3 w-up stations 2. Class Stretch 3. King of the Court BB Tourney (6 Hoops) Competitive (Gym 1) & Social (Gym 2) *3:00 min Games & Rotate	BB Tourney Day 3 1. 3 w-up stations 2. Class Stretch 3. King of the Court BB Tourney (6 Hoops) Competitive (Gym 1) & Social (Gym 2) *3:00 min Games & Rotate	FITNESS TESTING & SEL EVAL 12-Minute Run Partner records laps, Runner records score and sets a goal SEL "Self-Confidence Survey"	FITNESS TESTING & SEL EVAL 12-Minute Run Partner records laps, Runner records score and sets a goal SEL "Self-Confidence Survey"

Unit Objectives:

- For students to engage in moderate to vigorous level physical activity
- For students to be able to complete and track their fitness levels
- For students to be able to set realistic and SMART goals about their fitness levels
- For students to be able to evaluate their self-confidence
- For students to improve their self-confidence through physical activity and achieving their goals

Anticipatory Set:

- With upbeat music playing, students enter the gym to see the previous fitness testing records displayed on the project for the current fitness test that is to be administered to get students excited about possibly trying to beat the old record

Lesson Structure:

- Students come into the gym for warm up
- Take attendance while students stretch
- Students perform the current fitness test to be administered
- Students fill out their fitness log
- Students complete the Self-Confidence Survey as referenced below

Direct Instruction:

- As a whole class, explain the rules and expectations for how the fitness test needs to be completed and how it will be scored. If partners are required, partner students up in order to have a score tracker for fitness tests such as the 12-minute run, sit-ups, and the pacer. Explain and demonstrate to the class how to properly track and record fitness scores.

Modeled Practice:

- The teacher will demonstrate the fitness test, such as push-ups or sit-ups, to ensure students see a visual of the proper form being used that they will need to use for the test. The teacher will also explain and demonstrate to the class how to properly track and record fitness scores.

Checks for Understanding:

- The teacher will ask the group the following questions and have volunteers or the whole group share out: In which color box will you write your fitness score? When will you set a goal? Which box does your goal get written in? How do you know that you have set a SMART goal?

Guided Practice:

- Students engage in the fitness test as directed by the teacher while the partner records and tracks their score if needed.

Materials Needed:

- Cones for marking out fitness test distances
- Gymnasium mats
- Stopwatches
- Chromebooks/Devices to track their fitness scores
- The self-confidence survey for each student, every day of fitness testing
- Fitness logs
- Pencils for students to complete the self-confidence survey

Time Allotted: 55 Minutes

- 5 minutes for PE changing time
- 5 minutes of a warm-up
- 5 minutes for stretching and attendance
- 30 minutes for the fitness testing and self-confidence survey
- 5 minutes for PE changing time

Assessment:

	FALL		WINTER		SPRING
SIT - UPS	NUMBER	GOAL	NUMBER	GOAL	NUMBER
Score here-->					
SIT & REACH	SCORE cm	GOAL	SCORE cm	GOAL	SCORE cm
Score here-->					
STD. LONG JUMP	SCORE INCHES	GOAL	SCORE INCHES	GOAL	SCORE INCHES
Score here-->					
VERTICAL JUMP	SCORE INCHES	XXXXXXXXXXXX	SCORE INCHES	XXXXXXXXXXXX	SCORE INCHES
Jump score here-->		XXXXXXXXXXXX		XXXXXXXXXXXX	
Stand score here-->		GOAL		GOAL	
Subtract stand from jump-->					
PUSH- UPS	SCORE	GOAL	SCORE	GOAL	SCORE
Score here-->					
SHUTTLE RUN	SCORE (00.00)	GOAL (00.00)	SCORE (00.00)	GOAL (00.00)	SCORE (00.00)
Score here-->					
40 YARD DASH	SCORE (00.00)	GOAL	SCORE (00.00)	GOAL	SCORE (00.00)
Score here-->					
12 min. RUN	SCORE: Total Laps	GOAL	SCORE: Total Laps	GOAL	SCORE: Total Laps
Score here-->					
PACER RUN	SCORE: Total Laps	GOAL	SCORE: Total Laps	GOAL	SCORE: Total Laps
Score here-->					

Self-Confidence Survey

Read the statement and circle whether you strongly agree, agree, disagree, or strongly disagree.

1. Overall, I am proud of the myself
Strongly Agree Agree Disagree Strongly Disagree
2. I wish I was better at _____ (Write in current fitness test)
Strongly Agree Agree Disagree Strongly Disagree
3. I usually am successful when I try to be
Strongly Agree Agree Disagree Strongly Disagree
4. Sometimes I get very frustrated with myself
Strongly Agree Agree Disagree Strongly Disagree
5. I believe that I will accomplish all my goals
Strongly Agree Agree Disagree Strongly Disagree
6. I let others make decisions for me when I want to do something else
Strongly Agree Agree Disagree Strongly Disagree
7. I am typically the "go-to" person when working in a group
Strongly Agree Agree Disagree Strongly Disagree
8. I prefer to follow the lead of someone else when working in a group
Strongly Agree Agree Disagree Strongly Disagree

Students will receive a "self-confidence score" based on their responses to the questions above. The higher the score, the higher a students' self-reported self-confidence is.

Scoring:

- *On all Odd Numbered Questions - A "strongly agree" is +2, an "agree" is +1, a "disagree" is -1, and a "strongly disagree" is -2.*
- *On all Even Numbered Questions - A "strongly agree" is -2, an "agree" is -1, a "disagree" is +1, and a "strongly disagree" is +2.*

Closure:

- Bring the students back to their attendance spots and using the following prompts to have a short discussion: What component of fitness did we test today? What are some benefits from improving our _____ (insert fitness component)? What are some ways we work on that fitness component in school? What are ways outside of school we can improve our fitness in this area?

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