Connecting Social and Emotional Learning to the Physical Education Curriculum

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CHAPTER SUMMARY

Whereas Chapter 1 sets the stage by presenting an overview of social and emotional learning (SEL) in the American educational system, this chapter highlights connections between SEL and sport and physical activity programming. School-based physical education programs are given particular attention. These relationships are discussed within a historical context and specific connections between the Society for Health and Physical Educators (SHAPE) America (2014) national standards and the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2019) SEL framework are explored. The chapter concludes with a discussion of pedagogical models that have been used to teach SEL in physical education and activity environments.

Chapter 1 provided a general overview of social and emotional learning (SEL), its emergence as an important focus within the American educational system, and a description of CASEL (CASEL, 2019) framework as one approach to promoting SEL in schools. In this chapter, the SEL and CASEL frameworks are linked to the physical education curriculum. Specifically, in the first part of the chapter, the reasons why sport and physical activity are viewed as developmental sites for SEL are discussed, some of the historical connections between sport and life skill development are highlighted in more general terms, and an overview of the history of social and emotional learning in the physical education curriculum is presented. In the second part of the chapter, CASEL SEL competencies are linked to SHAPE America (2014) national standards, the need to intentionally design SEL-focused learning experiences in physical education is addressed, and an overview of examples of physical education and activity
programs and curricula focused on SEL is presented. Several of these programs and curricula will be discussed in greater detail later in the book, but we also focus here on highlighting the diversity of approaches that can be used to teach SEL in physical education and activity environments.

Why Is There a Connection Between Sport and Character Development?

As discussed in Chapter 1, there are a variety of reasons why schools are increasingly being considered places where social and emotional learning skills can be taught, developed, and practiced. From a big-picture perspective, focusing on social and emotional learning is important in its own right as these programs help to enhance nonacademic outcomes related to children’s health (e.g., drug prevention), safety (e.g., violence prevention), citizenship behaviors (e.g., service-learning and engagement in local communities), and the ability to take responsibility for themselves (e.g., self-direction and goal setting) and those around them (e.g., leadership; Zins et al., 2004). Fostering social and emotional learning, however, has also been linked to the promotion of children’s academic performance and lifelong learning, as well as improved classroom behavior; an increased ability to manage stress and depression; and better attitudes about themselves, others, and school in more general terms (Durlack et al., 2011). These effects can be long lasting with some programs showing continued influence on youth participants up to 18 years after implementation (Taylor et al., 2017), including increased social mobility for youths who grow up in communities affected by poverty (D. E. Jones et al., 2015). To summarize, there is a compelling argument for the inclusion of social and emotional learning in the school curriculum—from elementary school through high school graduation—in relation to (a) social and emotional learning outcomes, (b) academic development, and (c) future success.

Beyond the connections between social and emotional learning and the school curriculum, the extent to which sport and physical activity can be used as incubators of personal and social skills should also be considered. This connection has important implications for the school physical education curriculum where sport and physical activity provide the primary content foci. Many of us have likely heard the old adage at some point in our lives that “sport builds character.” This relationship is often prompted on the basis that sport includes some inherent qualities that help participants develop nonphysical skills, developmental outcomes (e.g., self-esteem) that are transferable to other areas of their lives (G. J. Jones et al., 2017). On the surface, the primary content that is taught through sport, physical activity, and physical education—throwing, kicking, running, jumping, etc.—does not have much to offer in terms of character development, so why are sports viewed as a space for social and emotional learning? What, for example, does learning how to throw a ball overhand have to do with becoming a more personally and socially responsible individual in our society? In short, they do not have much to do with these outcomes directly. In fact, when youth sport and physical activity programs are not designed to include positive, developmental outcomes, youths may learn less-adaptive skills such as cheating, cutting corners, and a winning-at-all-costs mentality (Coakley, 2011). In other words, sports can either have a positive or negative influence on personal development, depending how it is introduced, developed, and taught.

Taken together, the connection between sport and social and emotional learning is not as direct and automatic as the “sports build character” mantra might suggest (Lytras & Welty Peachey, 2011). With that said, however, sport and physical activity programs that take an intentional approach to developing social and emotional learning skills can be successful. Specifically, physical activity has been used as a medium through which to teach youths lessons related to a range of outcomes such as goal setting, perseverance, relationship development, cooperation, emotional regulation, and leadership (Holt et al., 2017). Children benefit from learning about these competencies from an early age, so the integration of social and emotional learning can begin as early as preschool (see Chapter 10) and carry through the high school experience (Ashdown & Bernard, 2012). Successful programs tend to view movement, physical activity, and sport as a hook to draw youth in and open lines of communication related to social and emotional learning through purposefully structured learning experiences (Gordon et al., 2016). In describing the integration of social and emotional learning into physical education and activity programs, Richards, Ivy, Wright, and Jacobs (2019) highlight four key facilitators that can help programming run more smoothly and work toward relevant goals:

- Develop a student-centered learning environment that empowers students to take positive
risks, make their own decisions and understand the consequences of their actions, demonstrate competence in the activities being learned, and develop meaningful relationships with other students and the instructional leaders (Deci & Ryan, 2008).

- Create progressions for personal and social responsibility learning that lead students through a sequence of activities, gradually building their comfort and competence. For example, young children may be asked to practice discrete leadership tasks, such as leading a class line into or out of the gym, before they advance to more intensive tasks such as leading a small group through a new game.

- Social and emotional learning skills should be taught explicitly and as part of the content in physical education and activity programs. Accordingly, when games and activities are introduced and practiced, students should have the opportunity to practice and demonstrate competence related to selected social and emotional learning skills.

- Students should be provided developmentally appropriate and relevant examples to promote the transfer of learning from the physical activity program to other aspects of their lives. The ultimate goal of integrating social and emotional learning into physical activity programming is to help students develop skills that will transfer beyond the gymnasium and make them better people in a more holistic sense (Gordon et al., 2016).

In summary, if physical education and sport-related activities are presented and developed strategically, intentionally, and carefully, they serve an additional purpose of strengthening children’s personal and social competencies in several ways.

Prioritizing social and emotional learning outcomes may feel difficult and uncomfortable for physical activity professionals, including physical education teachers, who believe in the importance of developing physical skills. With practice; however, individuals can become more comfortable integrating these competencies into their teaching and note any array of positive outcomes including classroom management, on-task behavior, and personal and social responsibility (Hemphill et al., 2015; Richards & Gordon, 2017).

Physical education and activity leaders may also find that, as students learn these developmental skills, lessons go more smoothly with fewer instances of off-task behavior, which, in turn, increases the available time for physical activity and skill learning (Graham et al., 2013). That is, children will become more attentive, engaged, and interested in various activities. As a result, investing in the pursuit of youth development goals through physical education and activity programs does not require program leaders to choose between SEL and psychomotor goals. However, it may take some additional time when first introducing social and emotional learning goals because it may be new to both the instructional leader and the students (Gordon et al., 2016). Take your time and stick with it. Instructional leaders who commit to the idea that physical activity presents a meaningful context to teach social and emotional learning will likely be successful with time and patience.

There is an added benefit of linking SEL with physical education. Many physical education teachers feel marginalized in their work contexts, meaning that they do not always feel like they teach a subject that is viewed as important to the overall mission of schooling (Laureano et al., 2014). Marginalization can appear in a variety of ways, including larger class sizes, limited facilities and equipment, and a lack of respect from colleagues and administrators. One key advantage of integrating social and emotional learning into physical education and activity programs is that it often aligns with larger school missions focused on encouraging positive developmental outcomes. Physical education instructors should look for connections regarding how their goals and activities fit in with the local school’s general goals and aims. For example, some schools with which we have worked, have adopted The 7 Habits of Highly Effective People (Covey, 1989) as a guiding framework for student development and strive toward status as a Leader in Me Lighthouse School. Others embrace the CASEL (2019) framework more directly and have a school-wide mission focused specifically on developing social and emotional learning. Integrating social and emotional learning into school-based physical activity programs, therefore, may increase the relevance of physical education programming by helping children work toward broader school goals. While it is important that physical education be viewed as an important standalone subject, contributing to the broader mission of schooling may reduce physical educators’ feelings of marginalization and help them to feel as if they are more important (Richards & Gordon, 2017).

Related to connecting physical education to larger school missions, it is also important to consider the target environment when teaching social and emotional learning in physical education. While it is important to strive toward increasing students’ personal and social responsibility within physical education (SHAPE America, 2014), the ultimate goal of
pursuing developmental outcomes often relates to the transfer of the associated behaviors and skills to other areas of youth's lives (Hellison, 2011). Ideally, for example, youth would learn about competencies such as goal setting within physical education and those lessons would help them to set better goals at school and in their personal lives. Transfer can be difficult, however, particularly when the environment in which a skill is learned is very different from the one into which it is being transferred (Gordon & Doyle, 2015). It may be easier for youth to transfer skills from physical education to a youth sport context than it would for them to apply skills in their mathematics class. Therefore, it is important for physical educators to specifically teach for transfer and provide relevant, developmentally appropriate examples (Richards et al., 2019).

While transfer can be challenging, youth, along with their parents and teachers, are able to identify how skills learned in well-designed programs are being used in other environments (Gordon & Doyle, 2015; Hemphill & Richards, 2016). It is also important to consider what counts as evidence of transfer. Although many practitioners and researchers have narrowly defined transfer only in relation to behavioral outcomes (e.g., actually showing the behavior), others have noted that transfer also includes cognitive and emotional dimensions (Jacobs & Wright, 2018). Drawing from the notion of a transformative experience (Pugh, 2004), Wright, Richards, Jacobs, and Hemphill (2019) proposed a three-pronged approach to understanding transfer that goes beyond observed behavior. Expansion of perception highlights the cognitive learning that takes place where youth learn about social and emotional skills and begin to understand their relevance beyond the immediacy of sports and physical activity. Experiential value indicates that youth see the value or worth of the skills they are learning relative to other contexts. Finally, motivated use relates to the motivation to apply skills outside of physical education in other areas of life. This expanded understanding of transfer highlights the role of cognitive learning, perceived value, and motivation in the transfer process and allows for transfer to be recognized outside of just behavior. A student may, for example, understand the importance of helping others, value the importance of this skill, and be motivated to help an elderly person take groceries out to the car, but other factors may prevent the student from actually helping. In this instance, while the behavior did not manifest, some of the cognitive and emotional processes have.

**Historical Connections Between Social and Emotional Learning and Physical Activity**

Connections between sport and the ability to build character or teach life skills goes back further than we might think. The Latin phrase, *mens sana in corpore sano*, which translates to “a sound mind in a sound body,” is believed to have originated with the pre-Socratic Greek philosopher, Thales (624-546 BCE). While some debate exists relative to what was initially meant by this phrase, it was later adopted by educational theorists and philosophers, including John Locke in *Some Thoughts Concerning Education*, to emphasize connections between physical and mental health. Ancient Greek philosophers, including Socrates and Plato, discussed the relationship between physical body and mind, and Plato felt as if the primary goal in education should be to strive toward balance and harmony between the body and soul. In Eastern traditions, the connections between the body, mind, and soul can similarly be seen in religious practices, such as Yoga, that use physical exercise as a way to reach greater enlightenment. More recently, yoga has been adopted as a way to develop mindfulness practices and reduce stress (Smith et al., 2020). Many martial arts practices have in their roots a focus on mental and physical discipline and virtues such as humility, persistence, and respect (Maliszewski, 1996).

While connections between SEL and physical activity are evident in the ancient world, concrete associations are also found in more contemporary times. The specific virtues claimed for sport in relation to character development vary, however, depending on the specific time and place in history. In England during the 19th century, for example, sports were a fixture in many elite boarding schools because it was believed that the lessons taught through sport would help to develop qualities associated with leadership, strategic thinking, loyalty, and courage. This was linked to the Muscular Christianity movement that was initiated in England and eventually spread to the United States and other countries in which followers pursued physical strength and health alongside Christian ideals (Putney, 2003). It was this view of sports as a vehicle through which to develop character that led to the Duke of Wellington to say that “the battle of Waterloo was won on the playing fields of Eaton.” The Duke, who was a graduate of Eaton and commander of the British forces at the Battle of Waterloo against...
the French and Napoleon Bonaparte, was attributing the military success to the qualities of character learned through sport and physical activity.

In the early 20th century in the United States, the character-building focus of sport was still recognized, but with different virtues in mind. Sport was viewed as a vehicle to socialize U.S. immigrants into the American values system while preparing the workforce with dispositions related to obedience, discipline, patriotism, and self-sacrifice. Eventually, discussions of physical education and activity recognized differences between the education of the physical and education through the physical (Williams, 1930). Education of the physical referred to the development of the physical body (e.g., stronger muscles, greater cardiorespiratory endurance), whereas education through the physical referred to learning cognitive and SEL-aligned lessons while being physically active. In the latter case, physical education and activity are viewed as the medium through which lessons are learned, including those related to social and emotional skills.

The continued commitment to education both of and through the physical is reflected in the SHAPE America (2014) national standards, which emphasize the physical domain (e.g., skill development, fitness) as well as cognitive understanding and value for movement and the associated health benefits. Personal and social responsibility is also emphasized in these standards. The emphasis on education of and through the physical is also reflected in the theory and practice of sports-based youth development (Holt et al., 2017). As an application of the broader focus on positive youth development (Catalano et al., 2004), these programs seek to use sport to teach social and emotional learning competencies. Defined as “programs that use a particular sport…to facilitate learning and life skill development in youth” (Perkins & Noam, 2007, p. 75), sport-based youth development reflects the education through the physical tradition of using sport as a vehicle to teach SEL goals. According to Perkins and Noam (2007), sport-based youth development programs include the following elements that have been adapted from larger positive youth development programs.

- **Physical and psychological safety**: The program provides a safe physical environment for activity and a positive and nurturing emotional climate characterized by support, mutual respect, and inclusivity.

- **Appropriate structure**: The program environment includes clear communication, developmentally appropriate activities and instructions, and clear rules and expectations. Consequences for breaking rules are clear, fair, and accepted by all in the environment.

- **Supportive relationships**: Caring adults, who are invested in developing positive, supportive relationships with youth, are involved in leading the programs.

- **Opportunities to belong**: The culture of the program provides opportunities for students to connect with one another, develop positive interpersonal relationships, and feel a sense of belonging so that the experience becomes collective rather than just individual.

- **Positive social norms**: Programs promote positive social norms and good sporting behavior. A positive peer group culture helps to support the development of sportspersonship while reducing feelings of isolation and alienation.

- **Support for efficacy and mattering**: In relation to efficacy, programs focus on self-improvement relative to physical skill development rather than social comparisons based on athletic ability. Programs also help youth feel as if they matter and are able to make a positive difference in the lives of others in the group by encouraging helping behaviors.

- **Opportunities for skill building**: Program participants are able to develop both physical skills related to the activity focus (e.g., basketball, tennis) as well as life skills such as leadership, decision making, and problem-solving.

- **Opportunities to foster cultural competence**: Programs are sensitive to the cultural surroundings of the communities in which they are imbedded. Accordingly, the program structure, rules, and expectations are sensitive to and respectful of the values of the larger community. Furthermore, they provide youth with opportunities to develop cultural competence by working with peers who are different from them.

- **Active learning**: Programs provide learning experiences that engage multiple learning styles. Learning opportunities are experiential in nature and encourage participants to take positive risks and then learn from and through their experiences. Youths are given many opportunities to reflect on their experiences and grow through their mistakes.

- **Opportunities for recognition**: Youth participants are genuinely recognized for their contributions to the program that goes beyond winning physical competitions. Effort, improvement, and sportspersonship are also recognized and praised.
• **Strength-based focus:** Programs are structured in a way that draws on individual assets to develop new and refine existing skills. While programs may also decrease negative outcomes, the primary target is on developing strengths to help individuals thrive within their social environment to promote youth resiliency.

• **Ecological and holistic programs:** Effective programs are holistic in the sense that they address the whole child by targeting multiple facets of the physical and social environment. Accordingly, these programs use multiple methods that address the multiple roles that children play within their lives.

• **Integration of family, school, and community efforts:** Program coordinators work to coordinate their efforts and communicate regularly with families and schools to develop and enforce similar norms and expectations for youth. In an effort to build shared expectations, parents are invited to become involved in select program activities. Relationships developed with schoolteachers help to coordinate efforts, such as integrating academic foci into the program.

## History of Social and Emotional Learning in Physical Education

Beyond the historical connections between sport and social and emotional learning in general developing life skills has been a focus in the physical education literature for decades. Without a doubt, the more historical discussions, such as those surrounding education through and of the physical, influenced the perspectives of early physical educators. For example, in the early 1900s, physical education pioneer Clark Hetherington promoted four goals for physical education that related to psychomotor, intellectual, organic, and character development outcomes (Siedentop, 2009). The work of Hetherington and other early physical educators led to the conceptualization of physical education as education for the whole child in body, mind, and spirit (Lund, 2010). While a focus beyond the “physical” part of physical education has been present for some time, the discipline has historically been very focused on physical skill development and delivered using teacher-centered instructional approaches (Corbin, 1993; Siedentop, 1980).

Hellison (1973) presented what may be among the first accounts of teaching social and emotional learning in physical education using what he called a humanistic approach. Humanistic physical education was presented as a values-based approach that contrasted with the prevailing models of physical education at the time. Rather than taking a detached view that focused primarily on physical skill development, the humanistic approach “means a concern for [people] above all else behaviorally and a concern for [people’s] social and emotional wellbeing” (Hellison, 1973, p. 3). Later iterations of Hellison’s (1978, 1995) work continued to elaborate what it meant for physical education to be humanistic and values-based, which led to the identification of SEL goals related to personal and social responsibility. This humanistic model for physical education would go on to become the teaching personal and social responsibility (TPSR) approach (Hellison, 2011), which is now viewed as a best practice model for teaching social and emotional learning in physical education (see Chapter 7).

While Hellison’s (1973) early work laid the foundation for physical education programs focused on social and emotional learning, the road was not always easy. Through the 1980s and 1990s, much of the mainstream physical education community continued to take a narrow view of the discipline focused primarily on physical skill and fitness development. This led those who prioritized SEL outcomes to feel like outsiders or as if they were on the margins of the discipline (Hellison & Martinek, 2009). A shift occurred, however, through the 1990s and into the early 2000s. During this time, TPSR and other developmental and holistic approaches, such as sport for peace (Ennis et al., 1999), and specific curricula designed to address the needs and interests of teenage girls (Oliver, 1999), was introduced, developed, field-tested, and garnered popularity. This movement from marginal to more central within the physical education community was punctuated with the publication of the first national standards for physical education (National Association for Sport and Physical Education, 1995), which included an explicit focus on personal and social responsibility, and valuing the benefits of physical activity.

Building from the work of early pioneers and more contemporary physical educators, social and emotional learning continued to gain a foothold within the physical education community into the 2000s and beyond. Two of the five current SHAPE America (2014) national standards include a focus on personal and social responsibility (Standard 4) and learning to value the many benefits of being physically active (Standard 5). Given the imprint of social and emotional learning in the national standards (see Table 2.1 for a complete list of the SHAPE America
As a result, many physical education programs and curricula also attend to SEL, even if that is not the primary domain priority. At the elementary level, for example, the skill themes approach is primarily concerned with learning fundamental movement skills (Metzler, 2011), but references strategies from the TPSR model for developing personal and social responsibility as well (Graham et al., 2013). In sum, the major standards of the discipline focus on the importance of developing SEL competencies as an intrinsic part of physical education. In other words, to be effective in meeting the national standards, physical educators must include a clear and coordinated emphasis on the development of various related SEL competencies.

More recently, physical educators have taken strides to align with the broader push toward social and emotional learning in education generally (Gordon et al., 2016). SHAPE America (2014), for example, notes that social and emotional learning can improve student behavioral and academic outcomes and they support the integration of social and emotional learning in the school curriculum. One key milestone in this process was the announcement and implementation of SHAPE America’s Health. Moves. Minds. initiative (www.shapeamerica.org/events/healthmovessiminds), which seeks to “inspire healthy habits, fuel active minds, and teach kids to thrive physically and emotionally.” The program seeks to address both the fact that children in contemporary schools do not get enough physical activity and may have social, emotional, and mental health challenges by promoting lessons focused on both physical activity and social and emotional competencies. By addressing these challenges, Health. Moves. Minds. seeks to promote an active school environment that helps children to better cope with the stress, bullying, and social pressures they encounter both inside and outside of the school environment. Furthermore, teachers committing to Health. Moves. Minds. can organize events to raise awareness as well as funds for their programs and local community charities.

### Connections Between Physical Education Goals and the CASEL Framework

The CASEL (2019) framework has emerged as one prominent model for conceptualizing social and emotional learning across education. As elaborated in Chapter 1, CASEL (2019) conceptualizes social and emotional learning as the process through which youth develop both understandings and skills related to emotional self-regulation, relationship development, social skills, goal setting, and the ability to make healthy choices. This is done through the development of competencies across five interrelated domains: self-management, self-awareness, social awareness, relationship skills, and positive decision making. Given the prominence of the CASEL framework, it provides one standard against which we can evaluate the relationship between physical education and social and emotional learning. The SHAPE America (2014) national standards, which represent the knowledge, skills, and dispositions that individuals should

<table>
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<tr>
<th>Standard</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>Standard 1</td>
<td>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</td>
</tr>
<tr>
<td>Standard 2</td>
<td>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</td>
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develop through physical education to be considered physically literate, and thus reflect a consensus statement on the overarching goals of physical education. By comparing the SHAPE America national standards with the CASEL framework, we can get a sense of alignment between social and emotional learning and physical education (see Table 2.2).

In an effort to connect social and emotional learning via CASEL (2019) with the SHAPE America (2014) national standards, SHAPE America (2019) released a crosswalk document to illustrate connections across the two frameworks. Therein, it is argued that “the knowledge, skills and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity, but also allow students to learn and refine social and emotional skills” (Society of Health and Physical Educators America, 2019, p. 1). Given that first SHAPE America (2014) national standard emphasizes psychomotor outcomes, we can focus the discussion on the remaining four standards. Standard 2 focused on cognitive development, stating that “the physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.” Activities such as creating workout or practice plans, analyzing game situations, and selecting and using appropriate skills given the contextual demands of the game can relate to social and emotional skills such as self-management and responsible decision making if they are taught intentionally. They provide students with time to practice taking care of themselves through planning and problem solving.

Standard 3 suggests that “the physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.” Given that physical activity is connected to self-management, students working toward Standard 3 can also practice better understanding and managing themselves and their bodies, and making responsible decisions as they analyze and reflect upon physical activity and health information. They can also work toward goal setting as they seek to identify and improve upon areas of fitness that they find personally meaningful, and perhaps in relation to data obtained through physical fitness and health screenings or evaluations. Again, the key opportunity here relates to taking personal responsibility for one’s own health and well-being.

Standard 4 suggests that “the physically literate individual exhibits responsible personal and social behavior that respects self and others.” This objective relates primarily to the development of personal and social responsibility, which can be interpreted

<table>
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<tr>
<th>SA Standards</th>
<th>Primary Components</th>
<th>Secondary Components</th>
<th>Associated CASEL Competencies</th>
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<tbody>
<tr>
<td>Standard 1</td>
<td>Skill development</td>
<td>----</td>
<td>N/A</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Knowledge of movement</td>
<td>----</td>
<td>Self-management, positive decision making</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Life-enhancing activity</td>
<td>----</td>
<td>Self-management, positive decision making</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Personal responsibility</td>
<td>Participation and effort</td>
<td>Positive decision making, self-awareness</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Respect</td>
<td>Self-management, self-direction</td>
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<tr>
<td>Transfer</td>
<td>----</td>
<td>Positive decision making, self-awareness, social awareness</td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>Valuing physical activity</td>
<td>----</td>
<td>Self-awareness, self-management, positive decision making</td>
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SA = SHAPE America
further through the TPSR approach, which includes five responsibility-based goals (Hellison, 2011). The participation and effort and self-direction goals relate to personal responsibility, whereas the respect and caring and leadership goals are focused on social responsibility. The fifth goal, transfer, highlights the value and relevance of the first four goals outside of the physical education or activity program. Gordon and colleagues (2016) showed the connection between these goals and CASEL framework. Specifically, the TPSR respect goal connects to self-awareness and social awareness, whereas participation and effort relate to the CASEL competencies of positive decision making and self-awareness. The self-direction TPSR goal connects to self-management and self-awareness, whereas caring and leadership relate to relationship skills and social awareness. Finally, the transfer goal within TPSR connects to the positive decision making, self-awareness, and social awareness CASEL competencies.

The fifth SHAPE America (2014) standard indicates that “the physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.” This focus on valuing or appreciating the role of physical education in one’s life similarly maps to several of the CASEL (2019) framework competencies. Becoming more aware of what we value and how what we value influences our lives relates to self-awareness. Learning to value physical activity also promotes self-management, particularly given that a physically active lifestyle has been associated with stress management and often involves setting and working toward goals for physical development. Through physical education, students can also learn important lessons about perseverance in the face of obstacles or stress (e.g., when they have a difficult time learning a new skill), which helps them learn to cope with setbacks, slow progress, and emotional responses such as frustration. There are also elements of responsible decision making within SHAPE America Standard 4 as valuing and participating in physical activity is a responsible decision in relation to physical, mental, and emotional health. Collectively, therefore, it can be concluded that the SHAPE America (2014) national standards and the social and emotional learning competencies stressed by CASEL (2019) overlap and have a lot in common (SHAPE America, 2019). This further substantiates the argument that social and emotional learning is an essential part of physical education, making it something that we should be teaching rather than something that is added to the curriculum or viewed as supplemental.

### Physical Education Pedagogical Models That Connect with Social and Emotional Learning

Pedagogical models provide specific guidelines for the role of the teacher and students and include unique features to differentiate them from one another and to allow for an interplay between the subject matter taught and the learning context (Sinelnikov & Hastie, 2017). The physical education community has increasingly embraced model-based instruction over the last several decades (Casey, 2014), in part because it allows teachers to highlight different goals or priorities within the physical education context (Metzler, 2011). While pedagogical models emphasize multiple domains for learning (e.g., psychomotor, cognitive, SEL), and those such as sport education do so pretty equally (Siedentop et al., 2004), most have different domain priorities (see Table 2.3). Models such as the skill themes approach (Graham et al., 2013) prioritize the psychomotor domain through skill development, whereas the tactical games approach (Mitchell et al., 2006) is more concerned with cognitive understanding of skills and strategies. Others, such as TPSR (Hellison, 2011) and cooperative learning (Dyson & Casey, 2012), are better suited to addressing the SEL. Teachers, therefore, have the ability to select a pedagogical model that aligns best with the needs of their students, the context of their school, and the content they are planning to teach.

Since most pedagogical models emphasize SEL to varying degrees, many can be used to teach social and emotional learning competencies. There are, however, some models that tend to emphasize SEL more than others. In Section 2 of this book, authors highlight five different pedagogical models that have been used to emphasize SEL. We acknowledge that this list is not all inclusive; models such as sport for peace (Ennis et al., 1999), and other curricular approaches, such as Oliver’s (1999) work with adolescent girls, reflect just a few of the approaches for emphasizing social and emotional learning that are not covered in this text. The foundation provided herein will, however, be a good start for learning many of the basics and to see the variety of ways through which social and emotional learning can be integrated into the physical education curriculum.

The common thread across all of these pedagogical models is that SEL skills are built into their
Table 2.3 Common Pedagogical Models in Physical Education with Domain Priorities

<table>
<thead>
<tr>
<th>Model Name</th>
<th>Description</th>
<th>Domain Priorities</th>
</tr>
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<tbody>
<tr>
<td>Skill themes approach</td>
<td>Focus on the development of fundamental motor skills [i.e., skill themes] and associated movement concepts that are later in a variety of applications related to sports, dance, and gymnastics activities.</td>
<td>Typically, the psychomotor domain is most prominent but can be adapted to include elements of more of an SEL focus, such as is the case when combined with TPSR.</td>
</tr>
<tr>
<td>Adventure-based learning</td>
<td>Takes students through an intentional sequence of adventure activities that promote trust, problem-solving, and positive risk taking in order to help students develop personally (e.g., increased confidence) as well as socially (e.g., group processing skills).</td>
<td>Given that the focus is more on interpersonal and intrapersonal development, the psychomotor domain is less of a focus. The domain priorities typically prioritize SEL followed by cognitive and psychomotor.</td>
</tr>
<tr>
<td>TPSR</td>
<td>Youth work toward the pursuit of SEL goals related to personal [i.e., participation and effort, self-direction] and social [i.e., respect, helping others and leadership] goals with the ultimate goal being to transfer learning beyond the gym to other settings.</td>
<td>Addresses all learning domains, and the emphasis may shift, but priorities tend to be in the following order: SEL, cognitive, and psychomotor.</td>
</tr>
<tr>
<td>Sport education</td>
<td>Seeks to help youth develop into competent, literate, and enthusiastic sportspeople through the creation of an authentic sporting culture in physical education or activity settings. Key elements include: prolonged units of instruction (i.e., seasons), continuous team affiliation throughout the season, formal competition, a culminating event or ceremony, team, and individual record keeping, and festivity.</td>
<td>Addresses all three domains, but specific priorities shift depending on the particular activity in which students are engaged. During the preseason, for example, team coaches are engaged in activities that prioritize cognitive, then SEL and psychomotor goals.</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>Students work in teams toward tasks that require interdependence. Key elements include: intentional group formation, continuity of group interaction, interdependence among group members, individual accountability, explicit development of social skills, and instructor as a facilitator</td>
<td>SEL always shares the main priority with either cognitive or psychomotor learning depending on the focus of the task. For example, if working on a project related to the history of soccer, SEL and cognitive would be primary followed by psychomotor.</td>
</tr>
</tbody>
</table>

TPSR = teaching personal and social responsibility


framework highlighting the opportunity to bring these outcomes to the surface. As mentioned previously, it cannot be assumed that students will learn life skills just by participating in sport and physical activity—sport does not naturally build character (Lyras & Welty Peachey, 2011)—however, when programs are intentionally created to promote character development, certain elements occurring naturally in sport (e.g., teamwork) can be brought to the surface (Holt et al., 2017). These pedagogical models can help develop learning experiences that facilitate this process.

At the elementary level, Parker, Patton, Iannucci, and Mangione highlight the skill themes approach, which is among the most widely used approaches for the development of physical education curricula for young children (Metzler, 2011). It has also been used in conjunction with the TPSR model as a way to teach social and emotional learning in elementary school contexts (Richards et al., 2019). Beyond the skill themes approach, we have recruited area specialists to draft four chapters to describe pedagogical models that have some application in elementary environments but tend to be more widely implemented in secondary school settings. These include adventure-based learning (Chapter 6), TPSR (Chapter 7), sport education (Chapter 8), and cooperative learning (Chapter 9).
Conclusion and Final Thoughts

The purpose of this chapter was to overview the history of and strong connections between social and emotional learning and the physical education curriculum. Building upon Chapter 1, which described social and emotional learning in general and in relation to the CASEL framework, we began with an overview of the connections between sport and physical activity and social and emotional learning. The history of this intersection was then explored in greater detail, beginning with ancient Western and Eastern philosophers and leading up to the development of sport-based youth development programs (Holt et al., 2017). The discussion then turned to the historical connections specific to school physical education, beginning with the ideals of early physical education pioneers, through the development of national standards that promote social and emotional learning and SHAPE America’s recent Health.Moves.Minds initiative. The emphasis was then placed on the connection between the SHAPE America (2014) national standards and the CASEL (2019) framework, with the case being made that physical education is well-aligned with social and emotional learning and well positioned to address it through intentionally developed curricula. The chapter then concluded with examples of pedagogical models that are particularly well suited to address social and emotional learning. These will be elaborated in Section 2 of the book.

Moving on from curriculum, Chapter 3 and Chapter 4 of this text will now turn to teaching practices and assessment techniques that align with social and emotional learning in physical education, respectively.

Questions for Discussion

1. Describe the historical relationship between physical activity and SEL. How has this relationship developed and influenced the movement toward sport-based youth development?
2. Why are sport and physical activity spaces often viewed as places for addressing SEL?
3. How would you describe the relationship between the SHAPE America (2014) national standards for physical education and the CASEL (2019) framework for SEL?
4. What are pedagogical models and how can they be used to address SEL in physical education environments?

References


