



Exploring Social-Emotional Learning Through Movement: A Win-Win

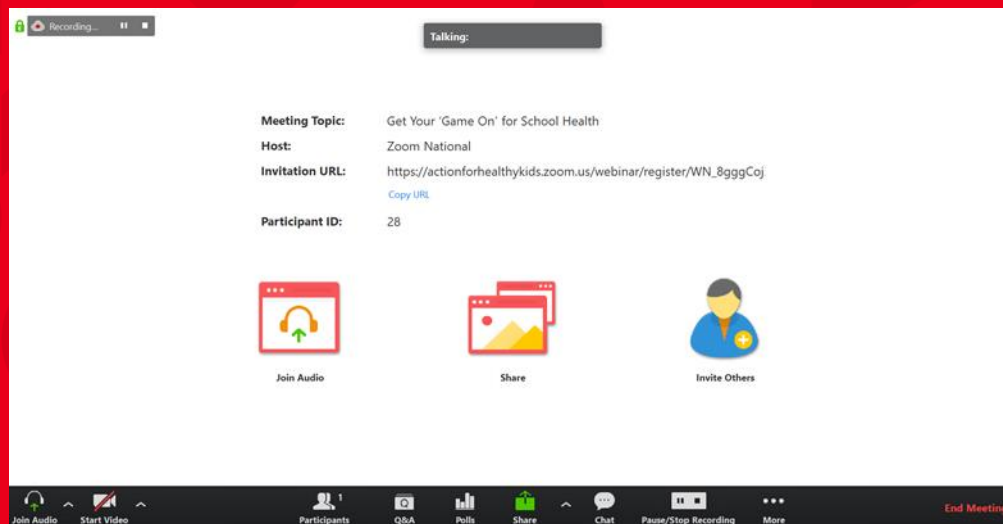
**Michelle Carter and Audra Walters, SHAPE America
Margot Toppen, EduMotion: SEL Journeys
Melissa Shah, Yoga Foster**

**Tuesday, February 11
12pm PT / 1pm MT / 2pm CT / 3pm ET**

**Active Classrooms Webinar Series
December 2019 – February 2020**

Welcome!

- Listen in with your telephone or computer speakers
- Everyone is muted
- Submit questions in the question box
- This call is being recorded
- Follow-up email with links to webinar evaluation, recording, handouts, and participation certificate will be sent out in the coming days



Agenda

- Active Schools Overview
- Guest Speakers: Michelle Carter and Audra Walters, SHAPE America
- Guest Speaker: Margot Toppen, EduMotion: SEL Journeys
- Guest Speaker: Melissa Shah, Yoga Foster
- Q&A



Our Mission

At Active Schools, we believe every kid has a right to at least 60 minutes of physical activity before, during, and after school each day – and every school has the responsibility to provide it.

Our goal is to make it easier for schools to provide an active school environment.

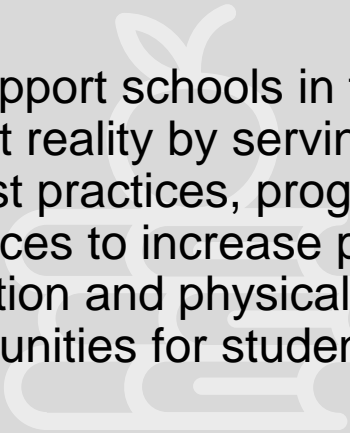


A Vision That Kids Deserve

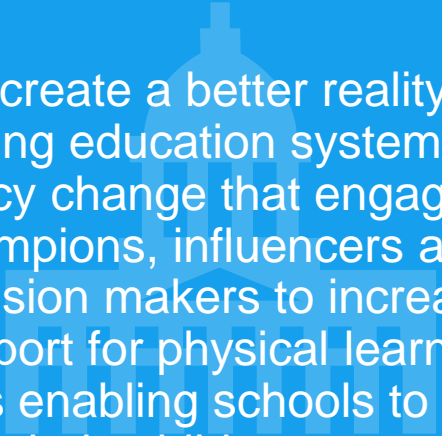
Reimagine school environments to provide opportunities for academic, social-emotional *and* physical learning so that all children have the ability, confidence and desire to lead active, healthy lives.



We Work on Two Fronts



We support schools in their current reality by serving as a hub for best practices, programs and resources to increase physical education and physical activity opportunities for students.



We create a better reality by driving education system and policy change that engages champions, influencers and decision makers to increase support for physical learning, thus enabling schools to educate the whole child.



Active Classrooms Week

#ThisIsYourBrainOnMovement

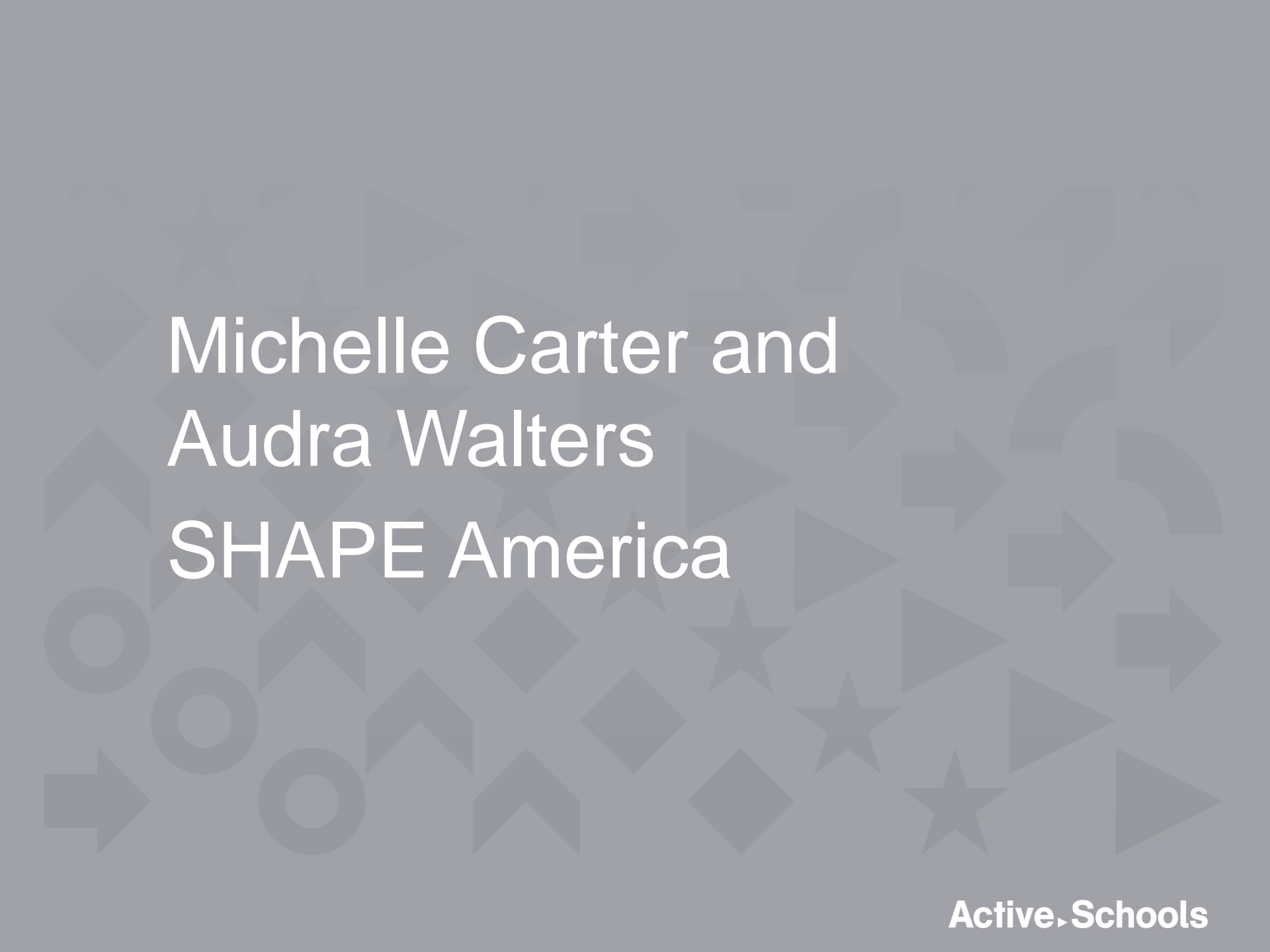
DECEMBER 9-13, 2019

Active Classrooms Webinar Series (7) – Dec 2019-Feb 2020

www.activeschoolsus.org/active-classrooms-webinars

Active Classrooms Grant Opportunities (8) – close 2/28/20

www.activeschoolsus.org/active-classrooms-grants

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Michelle Carter and Audra Walters SHAPE America



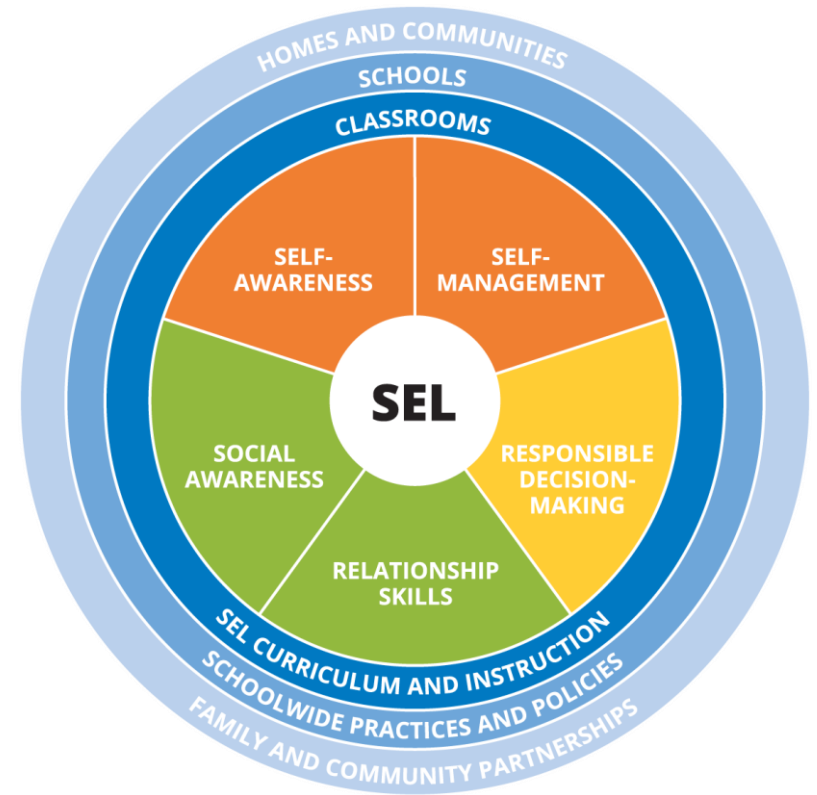
Building Kinder, Healthier Schools for All Children

Michelle Carter and Audra Walters,
SHAPE America

What is Social & Emotional Learning?

Social and emotional learning process:

- Understand and manage emotions
- Set and achieve goals
- Feel and show empathy
- Maintain relationships
- Make responsible decisions



Source: CASEL <https://casel.org/core-competencies/>

How is SEL Addressed in Physical Education?



NATIONAL STANDARDS

Teachers develop lessons based on the SHAPE America National Standards for K-12 Physical Education to foster responsible personal and social behavior, respect and the value of physical activity in their students.



SKILL DEVELOPMENT

Skills such as managing emotions (like stress and anxiety), setting goals and building positive relationships are essential for young people's success in all areas of life. These skills are embedded within the SEL framework – and in the National Standards that health & PE teachers use daily.

SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education	CASEL Core Competencies and Related Skills
<p>Standard 2</p> <p><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p>	<p>Self-Management</p> <p><i>The ability to successfully regulate one's emotions, thoughts and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</i></p>
<p>✓ S2.H3.L1 Creates a practice plan to improve performance for a self-selected skill.</p>	<p>✓ Organizational Skills</p>
<p>Standard 2</p> <p><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p>	<p>Responsible decision-making</p> <p><i>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</i></p>
<p>✓ S2.E3.5a Applies movement concepts to strategy in game situations.</p> <p>✓ S2.M13.7 Analyzes the situation and makes adjustments to ensure the safety of self and others.</p>	<p>✓ Analyzing Situations</p>
<p>✓ S2.E5.5c Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p>	<p>✓ Solving Problems</p>

How Does This Benefit Students?

STUDENT SUCCESS

Teaching SEL through health & PE helps students navigate many of the challenges they face each day. It promotes academic achievement and positive social behavior, while reducing conduct problems, substance abuse and emotional distress.



Program Overview

Teaching students that taking care of one's mind and body, as well as being kind to others, helps you live your best — and healthiest — life.

We are serving the whole child.





health.moves.minds.™

“Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

Physical Literacy

Educational Materials

16 Lessons

4 Grade K-2 P.E. Lessons (being kind, being mindful)	4 Grade 3-5 P.E. Lessons (being kind, being mindful)	4 Grade 6-8 P.E. Lessons (EDI)	4 Grade 6-8 H.E. Lessons (empower ment)
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Being Mindful, Being Kind

The following lessons can be implemented in their entirety or you can replace the starred* activities with activities of your choice to reinforce specific physical education concepts, skills or outcomes previously taught. It's important to note, the lesson plans may need to be adjusted by the teacher to accommodate the unique attributes and diversity of individual classes and students. The key message throughout these lessons is that being mindful of our own feelings and being mindful of how we treat others can help us be kinder. Additionally, taking care of our minds and bodies makes us healthy. Students will also begin to learn basic mindfulness strategies. Alternatively, you can replace the word mindfulness with self-awareness throughout the lessons.

Lesson Name: **A Mindful Minute & Our Feelings**

Unit Name & Lesson #: **Being Mindful, Being Kind: Lesson 1**

Grade Level: **K-2**

Lesson Length: **30-35 minutes**

SHAPE America

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Mindful Minute

Grades K-5

Click on the emoji that best describes how you are feeling right now.

HOW AM I FEELING?

Pick the emoji that best describes how you are feeling right now.

1	😊	HAPPY
2	😜	SILLY
3	😐	OKAY
4	😞	SAD
5	😟	WORRIED

Circle the picture of the person who is in need of a Mindful Minute.

K-2 Lesson 1

Two images of children: one with hands on head (worried) and one with arms raised (happy).

HOW AM I FEELING?

Pick the emoji that best describes how you are feeling right now.

1



HAPPY

2



SILLY

3



OKAY

4



SAD

5



WORRIED



Learning Activity 3* Mindful Parachute

Time (minutes)
5

Organization
Students gathered
around the parachute.

Activity Progression:

Use the following parachute activities to help reinforce the day's lesson on mindfulness. Go over the definition of mindfulness again.

Breathe In, Breathe Out — Have the students place their hand on their chest and take a deep breath so they can feel their lungs at work. Have students lift the parachute to simulate breathing in and have students drop the parachute and step back to breathe out. "Focusing on our breathing is good to do while doing a Mindful Minute. In our next class, we will learn more about how breathing can help us calm down."

Color Greetings — Review some of the greetings from the warm-up. Have students lift the parachute. While the parachute is still up call out a color; have all the students holding that color come to the center and greet each person however they wish.

Mindful Parachute — Have students lift the parachute, step in to make a mushroom, then pull the parachute down behind them and sitting on it so everyone is underneath. Have students look around quietly to notice what they are seeing, hearing, and feeling. Have students share out what they notice.

Popcorn Thoughts — Students will pretend the parachute is someone's mind. Add a few small balls to the parachute and tell them they are someone's thoughts. Have students shake the parachute fast. Tell students this is how someone's mind can be when they feel mad, upset, or overwhelmed. Guide students to stay still for a few seconds and notice how the balls stop moving and everything is calm. This is similar to when we practice a Mindful Minute — it can help calm our mind and make us feel better.

Cues:

- Mindfulness —
 - Paying full attention
 - Slowing down to notice what you're doing
 - Focused and relaxed a feeling

Modifications/Differentiation:

- Allow students who may feel uncomfortable in enclosed spaces to stand outside of the parachute and still share what they are noticing from outside the parachute.
- Have a designated spot outside of the parachute for students to greet each other.
- Assign peer helpers to support students grasping the parachute or moving with the class in unison.

Checks for Understanding:

- Ask students to move as a team to show a calm mind. Look for arms that are moving slowly versus rapidly.



H

Am I hungry? Ask yourself when was the last time you ate. Maybe you just need water and a healthy snack.

T

Am I tired? Consider the time of day, what time you got up and the activities you've done. Maybe a short nap is all you need.

A

Am I angry? Did something happen recently to make you mad, if so try taking a Mindful Minute or talking with a friend about what's bothering you.

E

Am I embarrassed? Did something happen recently that made you feel silly? Talk about your feelings with a friend or family member.

L

Am I lonely? if you've been by yourself you may just be feeling lonely. Hang out with a friend or family member to see if that makes you feel better.

D

Am I disappointed? Think if something happened where you were let down. Try writing your feelings out in a journal or on a piece of paper.

Learning Activity 2

Take a H.A.L.T.E.D. Selfie
(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)

7

Organization

Students in general space.

Activity Progression:

Explain to students they will learn an acronym to help them determine their emotional state when they may not be feeling their normal self.

Example script:

"We just talked about how a Mindful Minute is a great tool to use when we KNOW we are feeling scared or overwhelmed. Next, we are going to learn about H.A.L.T.E.D.. H.A.L.T.E.D. can help us when we know we might not be feeling our normal self, but we aren't exactly sure why."

Play music and allow students to choose how they move around the instructional area.

Once the music is stopped, call out a different feeling from the H.A.L.T.E.D. acronym starting with "H" and have students pause and pretend to take a selfie acting out that emotion. H.A.L.T.E.D. emotions:

- Hungry?
- Tired?
- Angry?
- Embarrassed?
- Lonely?
- Disappointed?

Example script:

"When the music stops, I'm going to show you a feeling from H.A.L.T.E.D. I want you to pretend to take a selfie of yourself acting out that feeling. [Play music and stop the music after about 20 seconds.] The first letter in H.A.L.T.E.D. is H. [Hold up H letter card.] H is for Hungry. [Allow students to act out being hungry] The first thing you can ask yourself when you might not be feeling 100% your normal self is 'Am I hungry?' Sometimes

when we are hungry it can cause us to feel cranky and all we need is something to eat. Has anyone ever been hungry and when they get something to eat they feel better? [Allow students to raise hands in response.] An easy solution when feeling hungry is to drink water and eat a healthy snack or meal."

Continue to go through each letter. Use the H.A.L.T.E.D. letter cards when going through each letter and hang each one up on the wall (or another surface everyone can see) as you go through the acronym.

Reinforce to students that all feelings are healthy (even feelings that can seem negative like anger), and being able to identify our feelings is helpful so we can do something healthy to feel better. Part of being mindful is embracing all our feelings.

Background information on H.A.L.T.E.D.: HALT is an acronym used in many substance abuse programs. Each of the four physical or emotional conditions in HALT (hungry, angry, lonely, tired), if not taken care of, can leave a person vulnerable to relapse. HALT plus the addition of ED (embarrassed, disappointed) is a good tool for adults and children to use when self-evaluating emotions to avoid self-destructive or unhealthy behaviors.

References:

<https://healthpsych.com/h-a-l-t-hungry-angry-lonely-and-tired-a-self-care-tool/>

<http://www.upcyclededucation.com/2011/04/haled.html>

Cues:

- H.A.L.T.E.D.
- Hungry?
- Angry?
- Lonely?
- Tired?
- Embarrassed?
- Disappointed?

Modifications/Differentiation:

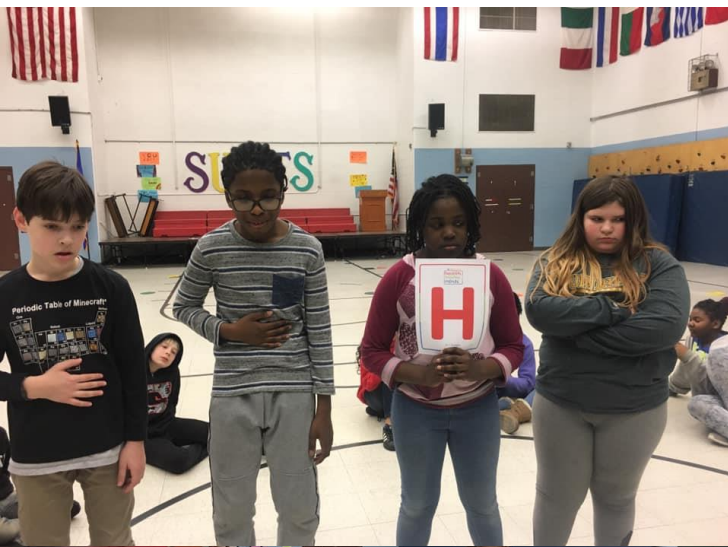
- Randomly call out for students to turn left or right, build up speed then slow down.
- Choose different students to select how everyone should move.
- Provide students with visual impairments a sighted guide using a small piece of rope or a guide rope.
- Put different obstacles for students to travel through (e.g., jump over hurdles, hop through hoops, crawl under a folded mat, etc.).
- Only review H-A-L-T.

Checks for Understanding:

- How can identifying help you?
- Ask what each letter means in H.A.L.T.E.D.
- **Extension:** Describe a time where you may not have been your normal self. When reflecting on the scenario was it because you were hungry, angry, lonely, tired, embarrassed or disappointed? Explain your answer.

Lesson Name: **A Mindful Minute & Our Feelings** Unit Name & Lesson #: **Being Mindful, Being Kind: Lesson 1** Grade Level: **3-5**

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Learning Activity 3 From Here to There

(with unequal equipment)

Time (minutes)
20

Organization
Students in groups
throughout the
instructional area.

Activity Progression:

Use the same groups as in Flower Power or divide students into six groups. Be sure to consider your students' backgrounds and experiences when creating groups for this activity.

Students must work together as a team using only the equipment they have to get from "here" to "there" without touching the ground.

Give each group the following materials:

- o Group 1: two poly spots
- o Group 2: two poly spots, one scooter
- o Group 3: two poly spots, one scooter and a hula hoop
- o Group 4: two poly spots, one scooter, a hula hoop and a jump rope
- o Group 5: two poly spots, two scooters, a hula hoop and a jump rope
- o Group 6: two poly spots, two scooters, two hula hoops, two jump ropes, and any other equipment you think will help

Designate a start ("here") and end ("there") point.

The whole team must get from one side to the other including their equipment. They can use the equipment in any way they choose, as long as it's safe and meets school and district safety rules.

If someone touches the ground, they must start over.

After 15 minutes, have the students stop and bring you their equipment.

Guide a discussion around equity and diversity in relation to advantages (privilege) people may have, using the following questions:

- o How did you feel when you noticed that some groups had more equipment than you did?

- o How did you feel when you noticed that some groups had less equipment than you did?
- o In what ways did the equipment you had affect being able to get from "here" to "there"?
- o How would you have felt if I had said whoever finishes first gets a prize or a better grade? Would that be fair? Why or why not?
- o If other people saw a list of how long it took each group to get from "here" to "there" and were asked to pick the most talented students in the room, who do you think they would select or what do you think they would say? Would these times necessarily be a fair assessment of what all of you can do?
- o In what other situations do people have advantages over others? (Provide some examples to prompt the class.)

Example Script:

"Having more or fewer resources is a form of diversity. One example is someone who has a car versus someone who doesn't have a car [socioeconomic status]. Should a person who has more resources be treated better than someone who has fewer resources? [Allow students to answer.] Treating someone differently because of their privilege or advantages displays a lack of equity. We all come from different backgrounds and have had and will have different experiences in our lives that make us diverse and unique. Think of our flower exercise. We should always treat each other fairly and respectfully and accept each other's differences."

Activity adapted from [Diversity Discussion Starters](#) by Patrese Ingram, ED.D.

Cues:

- Equity is the quality of being fair and impartial.
- Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status).
- Inclusion is being included within a group.

Modifications/Differentiation:

- Allow students to pick different distances to start from.
- Provide students with a visual impairment a sighted guide or the use of a guided rope.
- Students using a wheelchair need to be over a poly spot or holding a noodle/hockey stick on one of the pieces of equipment provided in order to cross. If the student is not over the poly spot or using the implement to touch a piece of equipment, he/she must start over.

Checks for Understanding:

- How did having more or less equipment affect your ability to complete the task?
- What are other situations where people might have more advantages than others?

Lesson Name: **Diversity for All** Unit Name & Lesson #: **Empowered Mind & Body: Lesson 2** Grade Level: **6-8**

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**Schools can influence
healthy behaviors –
and active, healthy students
are better learners.**

Learn more at
shapeamerica.org



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Margot Toppen

EduMotion: SEL Journeys

SEL IN MOTION

- The importance of intentionality (it's not magic!)
- Equity & the secret power of cultural dance
- Case study: SEL Journeys
- Reflect



EDUMOTION

Margot Toppen, Founder / CEO

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edumotion.com | [@EduMotionSEL](https://twitter.com/EduMotionSEL)

*Sign up on our site for free
"Dance of the Month" membership!*

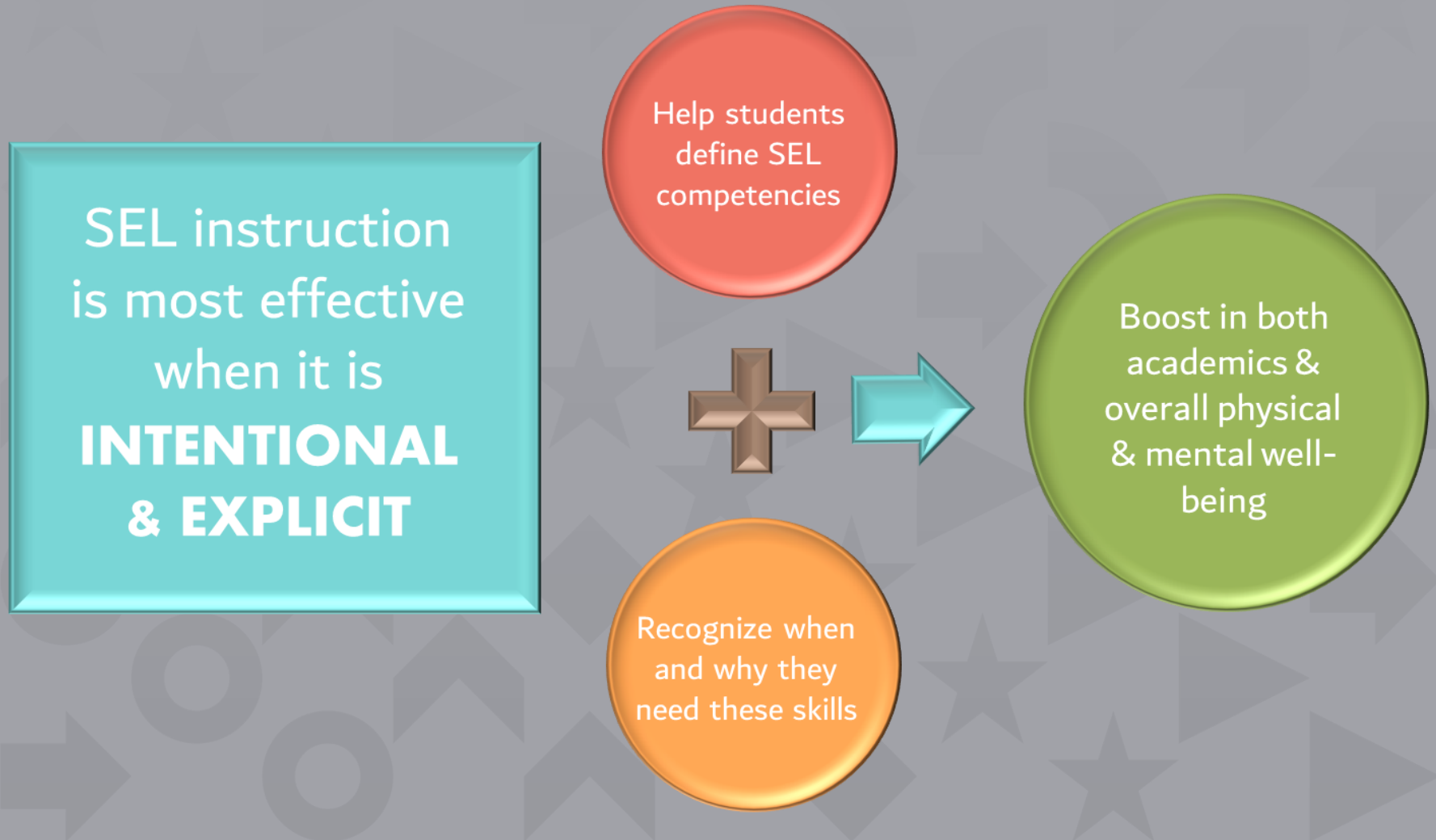


EFFECTIVE SEL PROGRAMS ARE:

- **S**equenced
coordinated set of activities
- **A**ctive
students practice skills
- **F**ocused
specific Social-Emotional skills
- **E**xplicit
target specific learning goals

Source: Weissberg et al., 2015

WHY BEING EXPLICIT MATTERS





HOW EDUCATORS CAN FOSTER SEL

- Intentionally sequence developmental experiences throughout education processes
- Talk with students about their social and emotional experiences
- Provide rich opportunities to reflect on those experiences in a supportive environment.

DANCE VS. OTHER PHYSICAL ACTIVITY

Numerous studies comparing dance to other forms of physical activity show dance produces significantly higher SEL outcomes, especially:

- Self-perception
- Self-confidence
- Empathy

Sources: McInman & Berger, 1993; Puretz, 1974; Gurley, Neuringer & Masee, 1984

DANCE & EQUITY

These outcomes are particularly high for ELLs and students of low socio-economic status, and **cultural dance** is particularly effective

Sources: Menzer, 2015; Clark, 2006; Brouillette, 2010; Lutz & Kuhlman, 2000

WHAT IS SEL JOURNEYS?

- Digital curriculum combining SEL & dance
- Activities inspired by world dances
- Evidence-based approach for integrating SEL & movement



- **“BIG IDEA”/GUIDING QUESTION:** Choose an SEL competency to focus on
 - Define the competency in age-appropriate language
 - Invite students to think of examples of when they need this skill
- **CORE LESSON MATERIAL**
- **REPOND & CONNECT:** Consider how the **“BIG IDEA”** can be applied to the lesson material through personal reflection and group work.



Relationship Skills > Social Engagement



OBJECTIVES

- Understand why it's important to be kind to everyone, not just friends
- Practice being friendly to both preferred and non-preferred partners

Big Idea: **BEING FRIENDLY**

Definition: There will always be some people you like better than others, but it's important to be kind to everyone.

Examples: For example, if you are playing a game, it will only be fun if everyone is nice to one another.

FOR DISCUSSION: Why should you be friendly to everyone, not just those you are already friends with?

EXAMPLE: SEL JOURNEYS

- Students are introduced to a cultural dance (example shown: Merengue!)
- Invited to watch and follow along to 4 simple moves
- Instruction clip breaks down each step
- CREATE MODE – students can then re-order steps to make it their own



EXAMPLE: SEL JOURNEYS

- One step from the solo routine becomes the Friendship Step with a high-five or high-ten connection
- Students take on the roles of Joymaker and Peacemaker
- Once they know the Friendship Step, the whole routine can be performed as a partner routine.
- SEL scaffolds from interpersonal to intrapersonal



RESPOND & CONNECT

Relationship Skills > Social Engagement

SUMMARY: *Students practice friendship step with 3 different people.*

- Face your partner and try the friendship step.
- Peacemakers move to a new Joymaker; try again.
- Peacemakers rotate and repeat with as many partners as time allows.



Practicing with different partners helps you become more comfortable with being friendly to everyone you meet!



REFLECT:

How can adding explicit SEL prompts and reflection help students?

What is a lesson, unit, or activity you can try doing this with?

Make a plan to try it out!

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Melissa Shah Yoga Foster



YOGA
FOSTER

**How can we strengthen
SEL skills through
mindful movement?**





YOGA
FOSTER

Why mindful movement?

- Increases agency to respond, not react
- Supports stress and anxiety reduction
- Builds our capacity to focus
- Promotes physical activity





Mindful Movement in Schools

Make wellness elementary by:

- Having wellness resources curated for educators
- Providing mindful movement lesson plans
- Working with local wellness communities to invest in their schools
- Providing program scholarships to make wellness affordable and accessible
- Ongoing support for educators and their own mindful movement journey

Yoga Has an Impact!

Yoga Foster data shows that:

- 97% of students reported feeling calmer after practicing mindful movement in the classroom
- 96% of participating educators reported increases in physical ability
- 88% of participating educators saw growth in students' academic achievement
- 86% of educators said Yoga Foster makes their classrooms a better place



Mindful Movement & SEL

- Self-Awareness: being aware of how the breath, body and mind are feeling is central to the practice
- Self-management: with body awareness, students can adjust and modify postures to be more comfortable to their own unique body
- Social Awareness: being more in tune with their own emotions helps students build compassion for themselves and thus others' experiences
- Responsible decision-making: having tools to regulate their nervous system helps students make more respectful and safe choices for themselves

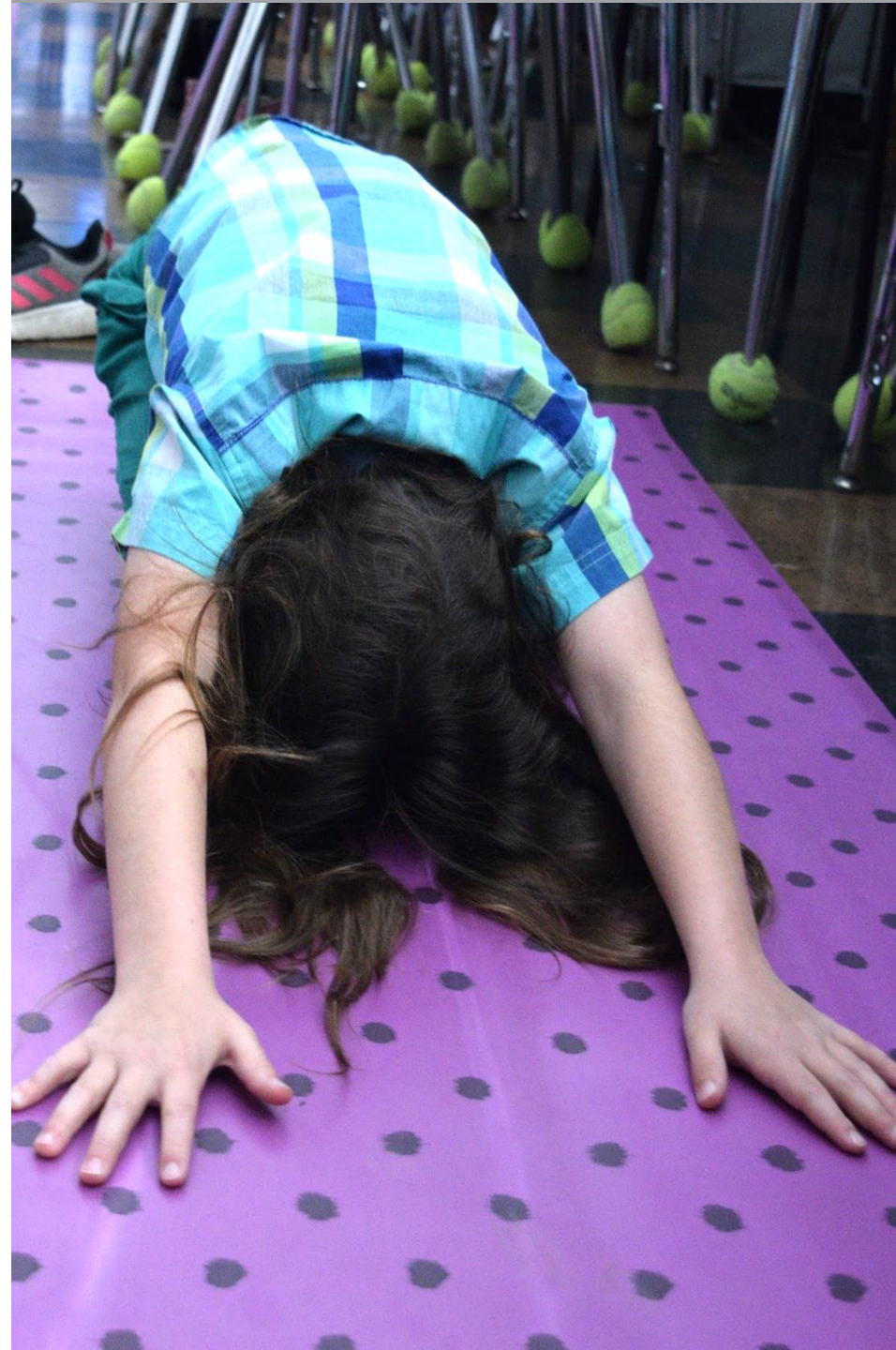


Where can mindful movement fit in the school day?

- Brain breaks
- After-school clubs
- Physical Education
- Recess
- Class transitions
- Morning meetings

How do I get started?

- Check out Yoga Foster's website at yogafoster.org!
- Apply for an available scholarship (current round closing March 1st)
- Set up a time to chat with your school leadership to discuss how/when you can implement mindful movement in your classroom!



“Neither students or adults are truly taught practical ways to manage daily stress. If I can aid in expansion of positive coping and managing skills, I am making a difference.”

Tori Jefferson, Middle School Academy, Washington D.C.



Thanks for joining Exploring Social-Emotional Learning Through Movement: A Win-Win

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