

Teaching and Learning Supports

3rd Grade - 5th Grade

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.

John F. Kennedy

Check us out on the web:
[Illinois Classrooms in Action](http://www.ilclassroomsinaction.org)



Connecting SEL Standards to PE Standards

The Illinois Physical Development and Health standards address many areas of the whole child. There are five goals on the PE/Health standards that were adopted in 2015. Many of these standards also connect to the Illinois Social Emotional Standards. Educators looking for a cross curricular concept in their pedagogy can look at these connections to provide greater support to all students.

PE Standards	SEL Standards	SEL Benchmarks
20C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	1C. Demonstrate skills related to achieving personal and academic goals.	2a. Describe the steps in setting and working toward goal achievement. 2b. Monitor progress on achieving a short-term personal goal.
21B. Demonstrate cooperative skills during structured group physical activity.	2C: Use communication and social skills to interact effectively with others.	2b. Analyze ways to work effectively in groups
22A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	1B Recognize personal qualities and external supports.	2a. Describe personal skills and interests that one wants to develop. 2b. Explain how family members, peers, school personnel, and community members can
22D. Describe how to advocate for the health of individuals, families and communities.	3C Contribute to the well-being of one's school and community.	2a. Identify and perform roles that contribute to the school community. 2b. Identify and perform roles that contribute to one's local community.
24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2a. Describe causes and consequences of conflicts. 2b. Apply constructive approaches in resolving conflicts.
24B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.	3B- Apply decision-making skills to deal responsibly with daily academic and social situations.	2a. Identify and apply the steps of systematic decision making. 2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

In order for students to develop the skills to meet the PE/Health standards they must be actively involved in the situations where the skill are necessary. This is a key component in implementing a strong SEL integration, students need to be in situations to learn the skills required in social situations.

Teaching Personal and Social Responsibility, a book by Don Hellison is about using physical education as a means to teach a code of conduct or a discipline to students. The system is comprised of several levels of development:

- **Level 0 Egocentric**
- **Level 1 Respecting the Rights & Feelings of Others**
- **Level 2 Effort and Cooperation**
- **Level 3 Self-Direction**
- **Level 4 Helping Others and Leadership**
- **Level 5 Taking TPSR Outside the Gym**

Many PE team building activities can be also used in the classroom. During times such as indoor recess, playgrounds and after-school activities.

One resource is *How to Use Your Noodle* (Pool Noodles). There are 22 Noodle activities for the gym or classroom. <http://bit.ly/2R43hNz>

Watch some of the fun activities used to build SEL / PE social skills. <http://bit.ly/2R4xIDh>

Download the K-8 Physical Education & Health standards

book to review all the Illinois PE/Health standards and the Social Emotional Standards. <http://www.ilclassroomsinaction.org/uploads/2/6/0/8/26089560/standardsbook-k8pe-health.pdf>

