

Subject-Area Lesson Planning Tool: Health and Physical Education



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INTRODUCTION

Health Education and Physical Education (PE) can drive student social, emotional, and academic growth and development. High-quality instruction in both of these areas supports the development of productive members of society who have the capacity to be healthy and well throughout their lives. Social, emotional, and cognitive competencies (knowledge, skills, and mindsets) when used in Health and PE contribute to students' ability "to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals" ([Office of Superintendent of Public Instruction \[OSPI\] Health and PE Standards](#), p. 1).

Note: The subject areas of Health and PE are addressed together in a single tool because of their shared focus on healthy development. While in some schools the same educators teach Health and PE, we acknowledge that these are two distinct domains with separate learning standards. We discuss the consideration for integrating each of these areas with SEL throughout the tool and include separate lesson plan examples for each subject.

"Social emotional learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in schools and in life."

-- [OSPI](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

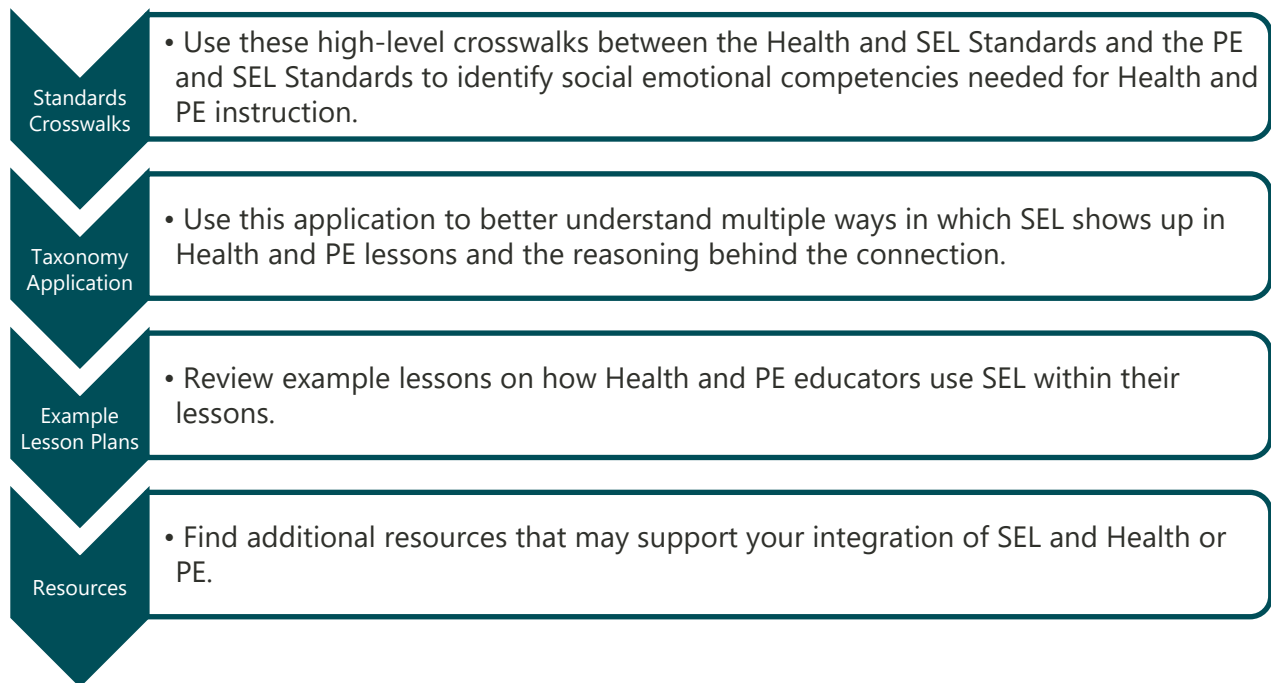
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How to Use This Tool

Effective instruction “relies heavily on the teacher’s knowledge of students’ cultural, academic, and social/emotional assets” ([TPEP Student Growth Goal Rubrics](#)). This lesson planning tool supports educators of Health or PE in Washington as they intentionally plan ways to nurture social emotional competencies within their academic lessons. The tool is scaffolded for your use and includes a crosswalk of Health and PE standards with SEL standards, application of how the standards align, example lesson plans, and additional resources (see Figure 1 for a road map on how to use this tool). You can use the questions for reflection in each section to help you customize these strategies for your instruction.

Figure 1. Road Map for Using the Lesson Planning Tool



Questions for Reflection

Before advancing to the next section, reflect on some of your own assumptions and beliefs:

- How do you see social emotional competencies align with specific Health and PE standards? Which social emotional competencies do Health or PE professionals (e.g., doctors, athletes, nutritionists, public health experts) tend to use? How do you encourage students’ development of those competencies?
- How do teachers explicitly connect social emotional competencies to effective teaching practices (the four Affirming Learning Environment practices in Module 2 and the Lesson Design Practices in Module 3) to promote students’ mastery of Health or PE standards? How do you reinforce students’ use of those competencies?
- What social emotional competencies do you use to create the conditions for the kind of learning necessary for all students to develop Health or PE skills and engage with Health and PE content?

CROSSWALKS OF THE WASHINGTON HEALTH AND PHYSICAL EDUCATION LEARNING STANDARDS AND THE SEL STANDARDS

In Washington, the Health Education Standards comprise eight standards to support health-enhancing behaviors for students at all grade levels. In the state of Washington, the eight standards have been incorporated into six core ideas: (1) Wellness, (2) Safety, (3) Nutrition, (4) Sexual Health, (5) Social Emotional Health, and (6) Substance Use and Abuse. PE has five standards broken down into grade-level, specific outcomes. Both groups of standards have a specific set of knowledge and skills as well as social emotional competencies needed to engage in them. To get started, review the high-level crosswalks between the [Health and PE Learning Standards](#) and the [SEL Standards and Benchmarks](#).

Health Learning Standards	Example of Alignment with Washington SEL Standards
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<p>To understand health promotion and disease prevention, students will use the following social emotional competencies:</p> <ul style="list-style-type: none">• Demonstrate awareness and understanding of their own emotions' influence on behavior (Self-Awareness 1A) and health.• Demonstrate the skills to manage their emotions, thoughts, impulses, and stress in constructive ways (Self-Management 2A).• Demonstrate a sense of school and community responsibility (Social Engagement 6A) related to health and disease prevention efforts .

<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>To understand external influences on health behaviors, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness and understanding of external influences (Self-Awareness 1C) on health behaviors. • Demonstrate an awareness of and respect for other people's emotions, perspectives, cultures, histories, identities, and abilities (Social Awareness 4A) and their influence on health behaviors.
<p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>To successfully find and use valid health information, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate responsible decision-making and problem-solving skills (Self-Management 2B) in health situations. • Demonstrate an awareness of and respect for similarities and differences among community, cultural, and social groups (Social Awareness 4B) as they relate to health information and values. • Demonstrate the ability to work with others to set, monitor, adapt, achieve, and evaluate goals (Social Engagement 6B) while learning health concepts.
<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>To successfully communicate to enhance health, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate a range of communication and social skills to interact effectively (Social Management 5A) and take steps to resolve interpersonal conflicts in constructive ways (Social Management 5B) with others in making health decisions. • Demonstrate an ability to speak on behalf of their own rights and advocacy (Self-Efficacy 3C) as it relates to health issues.

<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>To successfully use decision-making skills to enhance health, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate responsible decision-making and problem-solving skills (Self-Management 2B and Self-Efficacy 3B) to engage in a variety of health-related situations.
<p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>To successfully use goal-setting skills to enhance health, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the skills to work individually (Self-Efficacy 3A) or with others (Social Engagement 6B) to set, monitor, adapt, persevere, achieve, and evaluate health-related goals.
<p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>To successfully practice health-enhancing behaviors, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets related to health (Self-Awareness 1B), and an understanding of external resources (Self-Awareness 1C). • Demonstrate responsible decision-making and problem-solving skills (Self-Management 2B and Self-Efficacy 3B) to engage in a variety of health-related situations.

<p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>To successfully advocate for personal, family, and community health, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the ability to speak on behalf of personal rights and advocacy related (Self-Efficacy 3C) to health issues. • Contribute productively to one's school, workplace, or community (Social Engagement 6C) in health contexts.
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Physical Education Learning Standards	Example of Alignment with Washington SEL Standards
<p>Standard 1: Motor skills: Students will demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>To learn a variety of motor skills and movement patterns, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the skills to manage their emotions, thoughts, impulses, and stress in constructive and responsible ways (Self-Management 2A). • Demonstrate a range of communication and social skills to interact effectively (Social Management 5A) with others in athletic environments.
<p>Standard 2: Movement concepts and strategies: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>To apply knowledge of movement and performance, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the ability to work with others to set, monitor, adapt, achieve, and evaluate (Social Engagement 6B) movement and performance goals. • Demonstrate an awareness of and respect for similarities and differences among community, cultural, and social groups (Social Awareness 4B) as they relate to movement and performance.

<p>Standard 3: Physical activity and fitness: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>To maintain a health-enhancing level of physical fitness, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate awareness of personal and collective identity including strengths and areas for growth (Self-Awareness 1B) related to physical fitness. • Demonstrate the skills to set, monitor, adapt, persevere, achieve, and evaluate goals (Self-Efficacy 3A) related to physical health.
<p>Standard 4: Personal responsibility: Students will exhibit responsible personal and social behavior that respects self and others.</p>	<p>To exhibit responsible personal and social behavior, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate a range of communication and social skills to interact effectively (Social Management 5A), constructively resolve conflict (Social Management 5B), and engage in respectful and healthy relationships with individuals of diverse perspectives and cultures (Social Management 5C). • Demonstrate problem-solving skills to engage responsibly in a variety of situations (Self-Efficacy 3B).
<p>Standard 5: Value of health: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>To recognize the value of health, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness and understating of external influences (Self-Awareness 1C) related to physical activity and health. • Demonstrate awareness of other people's emotions, perspectives, cultures, histories, identities, and abilities (Social Awareness 4A) related to physical activity and health values.

Questions for Reflection:

- How did the information in the crosswalks align with your existing knowledge of the relationships between Health and SEL and PE and SEL? Were there new ideas that broadened your thinking about the relationships between these areas? What questions emerged for you as you reviewed this crosswalk?¹
- What Affirming Learning Environment practices (e.g., Warmth and Support, Responsibility and Choice, Student-Centered Problem Solving) and Learning Design practices (e.g., Balanced Instruction, Cooperative Learning, Self-Assessment and Self-Reflection) might facilitate students' development and application within these examples?
- How can you ensure that you incorporate students' personal and cultural strengths and assets as you nurture social emotional competencies in Health or PE instruction?

TAXONOMY APPLICATION

Now that you have had a chance to explore, at a high level, some alignment between the Health Education and PE disciplines and the SEL standards, review some concrete ways to ensure that you are meeting your students' SEL needs within the Health or PE curriculum. Specifically, you will review concrete examples of how various [SEL Standards and Benchmarks](#) connect to the Health and PE disciplines. As you review these examples, ask yourself the following questions as you begin to plan your own Health or PE lessons that more intentionally integrate and nurture social emotional competencies. The following questions are based on the SEL-Academic Integration taxonomy that you have been learning about in the module series *Academic Learning Is Social and Emotional: Equity-Centered Social Emotional Learning in Washington*.

1. **Explicit skill alignment:** Which SEL standards *are the same* skills, knowledge, and mindsets as those within the Health or PE standards?
2. **Explicit strategy alignment:** What social emotional competencies within the SEL standards do students use to accomplish specific Health or PE tasks?
3. **Ways of interacting:** How do students use their social emotional competencies within the SEL standards to participate in activities that help them learn Health or PE skills and content?
4. **Ways of being:** What social emotional mindsets and habits do Health or PE professionals (e.g., doctors, athletes, nutritionists, public health experts) develop to be successful?

As you consider these examples, remember that the goal for you as an educator is to create the conditions that encourage students to develop, apply, and exhibit their social emotional

¹ These three question prompts are adapted from the Project Zero Thinking Routine *Connect, Extend, Challenge*, <https://pz.harvard.edu/resources/connect-extend-challenge>.

competencies while mastering Health or PE content. The questions and examples in the tables that follow can help you begin to intentionally integrate these efforts.

Note: The Health skill areas listed in the taxonomy tables that follow are based on the six core ideas that incorporate specific grade-level outcomes for Washington students (Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, and Substance Use and Abuse). Likewise, the PE domains are based on the five major areas covered by the PE standards (Motor Skills, Movement, Fitness, Personal Responsibility, and Value of Physical Activity).

Health Education Learning Outcome Examples

Wellness Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Identify how family influences health practices and behaviors. H2.W4.K	Explicit Skill Alignment and Self-Awareness 1C (Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and support.)	In this example, the health learning outcome and the SEL <i>standard both require students</i> to think about the influence of family on their own behavior; they are the same skill.

Safety Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Describe effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media. H4.Sa3.5	Explicit Strategy Alignment and Social Management 5B (Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.)	To achieve the content standard of using communication skills to reduce or avoid violent situations, students will <i>need to use these skills</i> within the context of using effective conflict resolution approaches (e.g., solve the problem and/or walk away).

Nutrition Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Explain importance of choosing healthy beverages. H1.N2.3	Ways of Being and Self-Management 2B (Demonstrates responsible decision-making and problem-solving skills.)	Many people, <i>including health experts like nutritionists</i> , use responsible decision-making, which includes understanding the importance of making healthy food and drink choices.

Sexual Health Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Demonstrate ways to show respect for all people. H4.Se5.4	Explicit Skill Alignment and Social Awareness 4B (Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups).	Demonstrating and showing respect for all people (including those who are different) <i>are in both</i> the sexual health and SEL standards.

Social Emotional Health Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Recognize that practice develops confidence. H1.So1.2b	Explicit Strategy Alignment and Self-Efficacy 3A (Demonstrates the skills to set, monitor, adapt, persevere, and evaluate goals).	Developing self-confidence through practice is enhanced when they know what they are practicing towards, including when students' set goals, persevere, and self-evaluate.

Substance Use and Abuse Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4	Ways of Being and Social Management 5B (Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways).	When making healthy decisions, one needs to know who they can turn to ask for help and resolve or avoid conflicts when making these health decisions.

PE Learning Outcome Examples

Motor Skills Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Demonstrate appropriate pacing in a variety of running distances. PE1.1.4b	Explicit Strategy Alignment and Self-Management 2A (Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways).	Students may need to manage their own emotions, stress, and impulses before, during, or after running based on if they experience strong emotions (i.e., exceeding or not meeting pacing timelines).

Movement Concepts Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Demonstrate safe movement in personal space in a variety of increasingly complex activities. PE2.1.2	Ways of Interacting and Self-Awareness 1A (Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior).	Emotions influence the ways individuals interact with oneself and with one another. To successfully demonstrate safe movement, it will be <i>important for students to learn to recognize</i> their emotions, and their intensity.

Fitness Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Analyze fitness assessment results for goal setting and identify strategies for improvement. PE3.5.5	Ways of Being and Self-Efficacy 3A (Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals).	Athletes set, monitor, achieve, and evaluate their goals through analyzing their results, identifying fitness targets, and determining strategies to get there.

Personal Responsibility Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Demonstrate working with others in partner environments. PE4.4.2a	Ways of Interacting and Social Engagement 6B (Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals).	To be an effective partner, it is helpful to work with one's partner to set, monitor, achieve, and evaluate goals, making it important to learn about collaborative goal setting <i>along with or prior to</i> partner work.

Value of Physical Activity Learning Outcome	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Identify positive feelings that results from participating in physical activity. PE5.2.K	Explicit Skill Alignment and Self-Awareness 1A (Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior).	Thinking about the connection between feelings and behavior is key in both the learning standard and the SEL standard; they are <i>the same</i> skill.

Questions for Reflection:

What did you learn from these taxonomy examples? What does it mean to intentionally embed SEL and academics in Health or PE?

What are some questions you may ask yourself to become more intentional in your approach to SEL–academic integration?

How can you incorporate multiple, lived experiences and interpretations through a more intentional SEL–academic integration approach in Health or PE?

EXAMPLE LESSON PLANS

This section of the tool provides example lesson plans that intentionally embed Health and PE Standards and the SEL Standards and Benchmarks. You can use this tool, and what you learned from the module, to help guide you as you make instructional decisions together with your students. As you review the examples, note how the educator uses multiple taxonomy approaches within a single lesson.

The lesson plan examples follow the first two steps below.² These steps and guiding questions provide an approach to critically self-reflect and more intentionally support students in developing and applying social emotional competencies within the context of academic learning. For more in-depth guidance on lesson planning for SEL–academic integration, check out the [Academic Integration Planning tool](#), as well as a set of videos featuring Washington educators implementing and reflecting on their lessons.

- Step 1: Prepare** In step 1, identify the assets and strengths that your students can leverage in this lesson, the academic and social emotional outcomes you want to see for your students, and what social emotional competencies you will bring to the lesson as an educator. In step 1 of lesson planning, it may be helpful to consider a compelling question and enduring understanding.
- Step 2: Plan** In step 2, determine what equity-centered practice you will use (e.g., 10 instructional practices) and which taxonomy approach you will focus on. During this step, you will develop or modify your lesson to intentionally embed SEL.
- Step 3: Reflect** In step 3, reflect on what you found to be successful and challenging in implementing the lesson, and reflect on your own social emotional competencies.

² Adapted from Yoder, N., Ward, A. M., & Wolforth, S. (2021). *Teaching the whole child: Instructional practices that integrate equity-centered social, emotional, and academic learning*. American Institutes for Research. <https://www.air.org/sites/default/files/2021-12/Social-emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf>

Lesson Plan Example 1: Fourth-Grade Health³

Step 1: Prepare	
Student Considerations <i>What are some of the interests, assets, and gifts that contribute to your students' social, emotional, and academic success and to their success in your classroom community?</i>	
<p>These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.</p>	
Academic Standards <i>What academic standards will you focus on?</i>	SEL Standards <i>What Washington SEL standards/social emotional competencies will you focus on?</i>
<p>Describe characteristics of healthy friendships and other relationships. H1.Se6.4</p> <p>Explain importance of communicating with trusted adults about relationships.</p> <p>H2.Se6.4a</p> <p>Understand ways family, friends, and peers can have a positive or negative influence on relationships.</p> <p>H2.Se6.4b</p> <p>Differentiate between healthy and unhealthy relationships. H1.Se6.5a</p> <p>Understand how to support a peer to recognize healthy and unhealthy relationships.</p> <p>H8.Se6.5</p>	<p>Self-Awareness Benchmark 1C: Demonstrates self-awareness and understanding of external influences – e.g., culture, family, school, and community resources and supports. (I can identify attributes of safe peers at school or in the community and how these attributes contribute to choosing a peer as a resource or support).</p> <p>Social Management Benchmark 5C: Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities. (I can explain the concept of peer pressure and how it might influence my actions and others' interactions with me; I can demonstrate the ability to choose constructive friendships).</p>

³ Adapted from the Figuring out Friendships lesson plan from the [Rights, Respect, and Responsibility](#) curriculum developed for OSPI by Advocates for Youth.

Learning Goals <i>What learning goals will you focus on with your students?</i>	Educator SEL <i>What social emotional competencies will you leverage to implement your lesson?</i>
<ol style="list-style-type: none"> 1. Students will describe at least 3 healthy and 3 unhealthy characteristics of relationships. 2. Students will compare at least 2 positive and 2 negative ways friends and peers can influence relationships. 3. Students will identify at least two trusted adults they would talk to about a relationship. 	<p>These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.</p>
Step 2: Plan	
SEL-Academic Integration Strategy <i>What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?</i>	
<p>In the space provided, list the practices and approach that comprise your integrative strategy:</p> <ul style="list-style-type: none"> Instructional Practice: Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building Exemplar Answer: Youth-Centered Problem Solving, Cooperative Learning, Group Discussions SEL-Academic Integration Taxonomy Approach: Explicit Skill Alignment, Explicit Strategy Alignment, Ways of Being, and/or Ways of Interacting Exemplar Answer: Explicit Skill Alignment, Ways of Interacting 	

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- Engage in an opening discussion about the meaning of the word "relationship." Probe on the different types of relationships one can have.
- Provide students with two slips of paper and on one slip have students write what makes a friendship strong and healthy and on the other one to make a friendship unhealthy. Have students put their comments in a hat or bowl and pull each out. Engage in discussion as a whole group on how it can sometimes be confusing to know whether a relationship is healthy or unhealthy.
- Have students pair up to take the questionnaire, "Healthy and Unhealthy Relationship." Have the pairs discuss responses about why each statement is or is not healthy.
- Bring students back together as a large group. Go over the questionnaire by asking for volunteers to explain their reasons for their answers. If there are disagreements or misunderstandings, provide space for multiple perspectives. Discuss how to handle problems in a relationship, and what to do if you are noticing that a friend may be in an unhealthy relationship.
- Pass out a handout which asks students to think of adults in their life who they have gone to with a question or a problem or who they can imagine going to with a problem in the future. On the board, create a three-column table labeled family, adult neighbors and friends, and adult helpers in the school or community. Engage students in a whole group brainstorm of the types of people who could be trusted adults and record the responses in the appropriate column.
- Introduce a homework assignment where students will map out the trusting relationships that they have in their lives.

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

Students will complete a "Healthy and Unhealthy Relationships" questionnaire and a homework assignment where they map out their "Circle of Trust." Reflect on if students can differentiate between healthy and unhealthy relationships.

Lesson Plan Example 2: Fourth-Grade PE⁴

Step 1: Prepare	
Student Considerations <i>What are some of the interests, assets, and gifts that contribute to your students' social, emotional, and academic success and to their success in your classroom community?</i>	
<p>These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.</p>	
Academic Standards <i>What academic standards will you focus on?</i>	SEL Standards <i>What Washington SEL standards/social emotional competencies will you focus on?</i>
<p>Actively engages in the activities of physical education class, both teacher-directed and independent. (PE3.E2.4)</p> <p>Exhibits responsible behavior in independent group situations. (PE4.E1.4)</p> <p>Reflects on personal social behavior in physical activity. (PE4.E2.4)</p> <p>Listens respectfully to corrective feedback from others (e.g., peers, adults). (PE4.E3.4)</p> <p>Works safely with peers and equipment in physical activity settings. (PE4.E6.4)</p> <p>Rates the enjoyment of participating in challenging and mastered physical activities. (PE5.E2.4)</p> <p>Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (PE5.E4.4)</p>	<p>Self-Awareness 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. (I can explain the different intensities of my emotions and feelings.)</p> <p>Social Management 5B: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. (I can promote peaceful interactions with peers, and actively listen to the points of view of others.)</p> <p>Social Engagement 6B: Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. (I can demonstrate appreciation for differences and practice inclusiveness in group interactions.)</p>

⁴ Adapted with permission from [SHAPE America health. moves. minds.](#)

Learning Goals <i>What learning goals will you focus on with your students?</i>	Educator SEL <i>What social emotional competencies will you leverage to implement your lesson?</i>
<ol style="list-style-type: none"> 1. Students will demonstrate mindfulness: Paying full attention to what you're doing and to others around you. 2. Students will demonstrate teamwork by participating in group Activities. 3. During class, students will be able to examine how having unequal resources can affect their ability to perform a task (equity vs equality.) 4. Students will use the emoji zone assessment tool to self-assess their enjoyment and emotions during class and why they feel that way. 	<p>These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.</p>
Step 2: Plan	
SEL-Academic Integration Strategy <i>What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?</i>	
<p>In the space provided, list the practices and approach that comprise your integrative strategy:</p> <ul style="list-style-type: none"> • Instructional Practice: Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building Exemplar Answer: Youth-Centered Problem Solving, Self-Assessment and Self-Reflection • SEL-Academic Integration Taxonomy Approach: Explicit Skill Alignment, Explicit Strategy Alignment, Ways of Being, and/or Ways of Interacting Exemplar Answer: Explicit Skill Alignment, Ways of Interacting 	

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- Organize students into groups of four. Give each group the following equipment: four poly spots, one scooter and one jump rope.
- Designate a start (here) and end point (there). Students must work together as a team using only the equipment they have to get from "here" to "there" without touching the ground. The whole team must get from one side to the other including their equipment. They can use the equipment in any way safe they choose. If someone touches the ground, they must start over. Remind students to be respectful of their teammates. Walk around to different groups and help guide students through problem solving and teamwork. Listen to see if students are talking respectfully to one another.
- Engage in an emoji zone reflection (see "Formative Performance Task" below).
- Divide students into six groups. Give each group a different configuration of equipment (e.g., one group has two poly spots, another has two policy spots, two scooters, and a hula hoop).
- Students must work together as a team using only the equipment they have to get from "here" to "there" without touching the ground. 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.
- Guide a discussion around equity and diversity in relation to advantages (privilege). How did having more or less equipment affect your ability to complete the task? How did you feel when you noticed that some groups had more equipment than you did? How did you feel when you noticed that some groups had less equipment than you did? What are other situations where people might have more advantages than others?
- Engage in an emoji zone reflection (see "Formative Performance Task" below).

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

Emoji Zone self-assessment after each lesson component:

- Thinking about the activity in the lesson, if you really liked it, or you had a lot of fun, or it made you feel really happy, go to the green emoji zone.
- Thinking about the activity in the lesson, if you really liked it a little, or you had a little fun, or it made you feel a little happy, go to the yellow emoji zone.
- Thinking about the activity in the lesson, if you did not like it, or you did not have fun, or it did not make you feel happy, go to the red emoji zone.
- *Bring students to middle of gym and ask why they felt the way they did.

At the conclusion of the lesson, ask class: What went well in the lesson? What can be improved for the next lesson? What should the class behavior score be on a scale of 1-5 and why?

Resources

[Health and Physical Education](#) (OSPI)

[Health Education and CASEL SEL Standards Crosswalk](#) (Society of Health and Physical Educators® [SHAPE] America)

[Providing Social and Emotional Support for Students](#) (SHAPE America)

[Sexual Health Education](#) (OSPI)

[Rights, Respect, Responsibility Curriculum – Elementary](#) (OSPI)

[Social Justice in PETE/HETE](#) (SHAPE America)

[Whole School, Whole Community, Whole Child \(WSCC\)](#) (Centers for Disease Control and Prevention)

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