


# Combining the Skill Themes Approach with Teaching Personal and Social Responsibility to

## *Teach Social and Emotional Learning in Elementary Physical Education*

K. ANDREW R. RICHARDS   
VICTORIA NICOLE IVY  
PAUL M. WRIGHT  
EMILY JERRIS

**B**uilding largely from the seminal work of Don Hellison (1973, 1978, 1986), the teaching personal and social responsibility (TPSR; Hellison, 2011) model has become recognized as a best-practice pedagogical model for integrating the principles of sport-based youth development and affective learning into physical education (Metzler, 2011; Richards, Ivy, Lawson, & Alameda-Lawson, 2018). The TPSR model is a humanistic, developmental and student-centered approach to teaching physical education that seeks to build on students' enjoyment of physical activity to initiate discussions about personally and socially responsible behavior both inside and outside of the gymnasium (Gordon & Doyle, 2015). Importantly, the focus on responsibility instruction is pursued concurrent with, rather than in

K. Andrew R. Richards (karichar@illinois.edu) is an assistant professor in the Department of Kinesiology and Community Health at the University of Illinois at Urbana-Champaign in Urbana, IL. Victoria Nicole Ivy is a graduate research assistant, and Emily Jerris is an undergraduate physical education major, in the Department of Kinesiology at the University of Alabama in Tuscaloosa, AL. Paul M. Wright is a professor in the Department of Kinesiology and Physical Education at Northern Illinois University in DeKalb, IL.



the place of, physical activity and motor skill–development goals (Hellison, 2011).

While TPSR programming and research have expanded over the past few decades in both in-school physical education and out-of-school physical activity contexts (Jacobs, Lawson, Ivy, & Richards, 2017; Pozo, Grao-Cruces, & Pérez-Ordás, 2018), most of this work has focused on applications in secondary school environments. Fewer scholars and practitioners have described or studied personal and social responsibility instruction with elementary school-age children. The authors view this as a limitation to the further development of the TPSR model. Similar to sport skills commonly taught in physical education and activity contexts, there are benefits to teaching the social and emotional learning competencies emphasized through the TPSR model (e.g., responsible decision making, relationship skills, social awareness, self-awareness, self-management and goal setting; Schonert-Reichl, Kitil, & Hason-Peterson, 2017) from an early age (Ashdown & Bernard, 2012). Further, when social and emotional learning competencies are taught in elementary school, they can be developed into learning progressions as youth move from elementary into secondary school environments.

Although the TPSR model provides the pedagogical framework and teaching strategies for social and emotional learning in physical education and activity contexts, it does not specify any particular physical activity content focus (Hellison, 2011). To this end,

the authors have turned to the skill themes approach (Graham, Holt-Hale, & Parker, 2013), which is recognized as a best-practice model for introducing children to fundamental motor skills in elementary physical education (Tannehill & Lund, 2010). By combining the TPSR model with the skill themes approach, physical activity leaders across a variety of contexts can begin to introduce social and emotional learning competencies while also meeting students' physical activity and motor skill–development needs. The purpose of this article is to provide an overview of the critical elements of both TPSR and the skill themes approach and to discuss how the two teaching models can be combined to enhance social and emotional learning in elementary physical education.

## Teaching Personal and Social Responsibility

The TPSR model focuses on empowering students to make personally and socially responsible life choices both within and beyond the gymnasium (Gordon & Doyle, 2015; Hellison, 2011). The model is primarily embedded in physical education and activity settings and focuses on achieving five responsibility-focused goals: respect, participation and effort, self-direction, caring for others, and transfer (Hellison, 2011). *Respect* is only minimally present when children are not hindering the learning of other students or the teacher's ability to teach. The child may not need to be prompted by the teacher to reduce behaviors that distract oth-



ers, but is also not be participating in lesson activities. Proactive examples of showing respect, on the other hand, could involve including others, accepting differences, and being patient with each other. *Participation and effort* includes showing respect and also taking part in activities, practicing skills, and/or accepting challenges for improvement. *Self-direction* indicates that students can work without direct supervision. Children at this stage are beginning to understand their own needs and can assist with or independently plan their own physical activity programs. *Caring for others* occurs when students go beyond taking care of themselves and seek opportunities to help others by providing support, concern or assistance. This can also involve taking leadership roles in class, such as leading a small group or showing the correct way to collect equipment. The final goal, *transfer*, occurs when students take the responsibility skills they have developed in the gymnasium and apply them in other settings such as in the classroom, at recess, at home, or in the community.

These TPSR goals are implemented following a flexibly structured format that allows the instructor to make reasonable modifications to meet the needs of the students and the teaching environment (Gordon, Jacobs, & Wright, 2016). To achieve this, each lesson follows a guide that contains five components: relational time, awareness talk, physical activity plan, group meeting, and reflection time (Hellison, 2011). *Relational time* typically occurs at the beginning of a lesson and is dedicated to developing positive relationships among students and with their teacher. The group then proceeds into the *awareness talk*. This time is spent introducing the goal of the day (e.g., effort), and students are asked to discuss and demonstrate their understanding of what the goal means. Further discussion prompts encourage students to consider what the goal could look, sound or feel like in the gym. For example, students may say that effort sounds like heavy breathing or feels like sweating.

The next and longest component of a TPSR lesson is the *physical activity plan*, in which students have the opportunity to practice the responsibility goal while learning psychomotor and cognitive skills. Importantly, the TPSR goal is intentionally integrated into the lesson activities so students have an opportunity to practice responsibility. For example, in a lesson focused on effort, the teacher could ask students to take their heart rate to see how hard they are working. Intentional and opportune breaks in instruction allow for students to reflect on the responsibility goal. The fourth portion of the lesson is the *group meeting*. The students discuss the lesson and their overall performance of the TPSR goal and make suggestions for modifications to the lesson format or the goal implementation. This time is also spent discussing applications of the goal in alternative settings to highlight transfer. In the final lesson component, *reflection time*, the focus shifts from group to self-evaluation. A number of methods may be used to help students reflect, including hand signals or brief journal entries that prompt consideration of responsible behaviors and student learning (Ivy & Jacobs, 2017).

## The Skill Themes Approach

While the TPSR model emphasizes the affective domain and introduces an organized structure for lessons, it does not dictate the physical activity content that is taught. Within an elementary physical education environment, the importance of developing fundamental movement patterns should be emphasized (Gosset, 2018; Lund & Tannehill, 2010). The skill themes approach (Gra-

ham et al., 2013) provides a developmental perspective for teaching skill themes and movement concepts. *Skill themes* are the fundamental movement skills that form the foundation for success in sports, dance, gymnastics and other physical activities later in life. They include the categories of locomotor (e.g., skipping, hopping), manipulative (e.g., throwing, kicking), and non-manipulative (e.g., bending, twisting). The focus is to identify the skills needed to confidently participate in physical activities later in life (Gosset, 2018).

*Movement concepts* are based on Rudolf Laban's (1950) movement analysis framework and are principles of action that affect movement control. As explained by Lund and Tannehill (2010), movement concepts "are the components of the physical education framework that indicate where the action takes place, how the body moves, and if the action takes place alone or with others, with or without equipment" (p. 197). The main categories of movement concepts include spatial awareness (i.e., pathways, levels, directions, extensions of body parts, location), effort (i.e., time, force, flow), and relationships (i.e., relationships with people, relationships with objects). Movement concepts are intended to modify skill themes to make them either more or less challenging to perform (Gosset, 2018). The skill theme of throwing could be modified using the movement concept of levels to encourage students to throw higher or lower. Children could also be asked to gallop in straight, curved, or zig-zagged pathways.

The skill themes approach bases lesson content on students' developmental level rather than their age or grade level (Graham et al., 2013). Content within each skill theme is structured around four progressive developmental levels known as the generic levels of skill proficiency (GLSP). *Precontrol* is the beginner level and is characterized by a lack of ability to either consistently control or continuously replicate a desired movement. Children at this level typically work on cognitive and performance understanding of a single skill in isolation. At the *control* level children are viewed as advanced beginners, and it involves less haphazard movements that are more replicable and in line with intention. At this level movement concepts are added to modify the difficulty of the skill and to encourage further learning.

When children reach the *utilization* (intermediate) level, they are able to continuously replicate a movement and begin to respond to external stimuli (e.g., a defender) while maintaining control. Children at this level begin to apply the skill in combination with other skills in game-like or performance situations. Finally, *proficiency* is characterized by an advanced level of skill development whereby movements become automatic and appear effortless. Activities at the proficiency level focus on applications of the skill in more advanced sport, dance and gymnastics activities. It should be noted that age is not a reliable predictor of motor ability because children develop at different rates, and their skill level is based on prior experience with the particular skill in question (Graham et al., 2013). As such, there are both within- and between-child variations in skill development, as each child will likely be at different levels for different skills, and children in the same class will exhibit different levels of proficiency for the same skill (Gosset, 2018).

## Elementary Physical Education Focused on Social and Emotional Learning

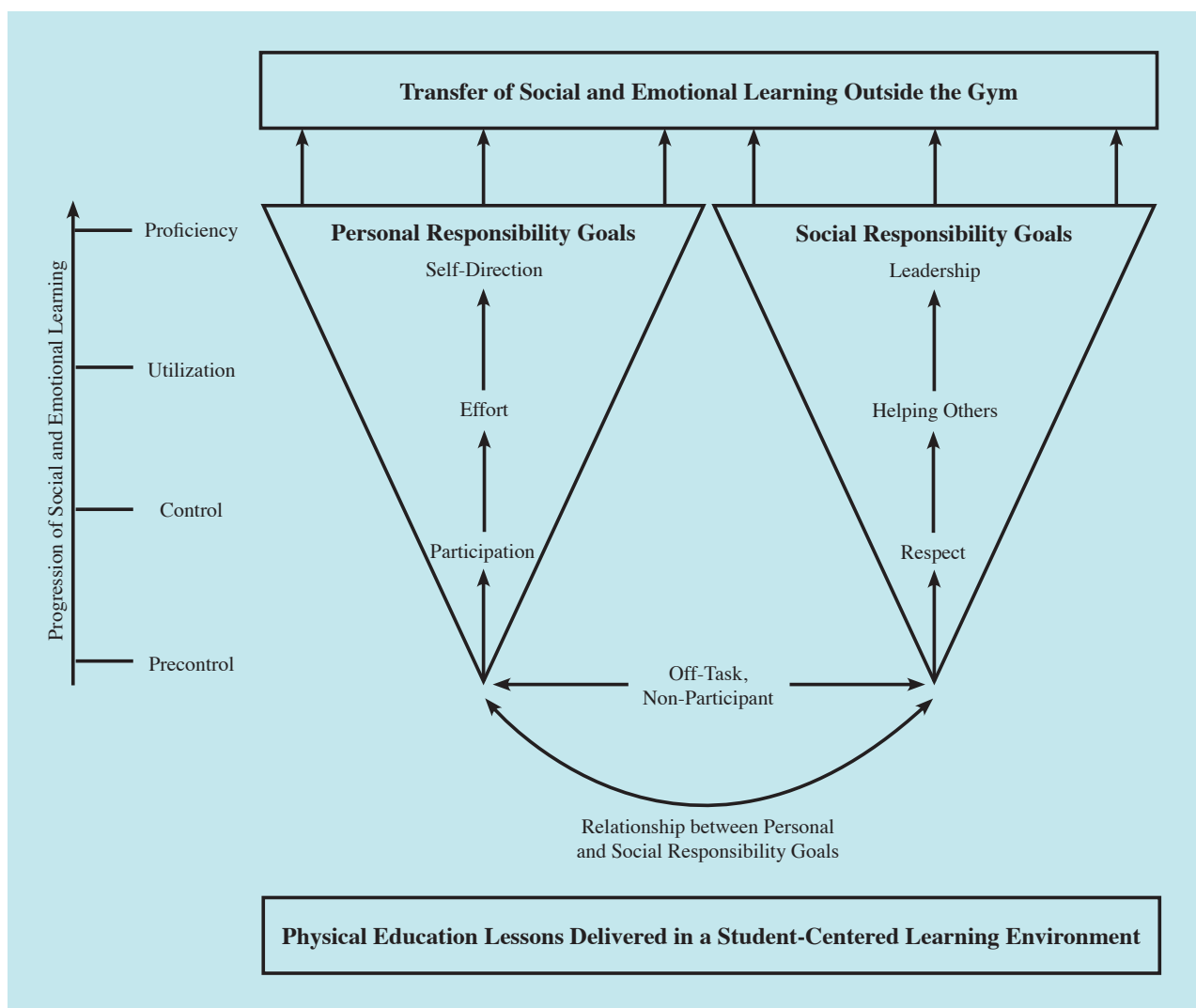
Social and emotional learning competencies are embedded within the SHAPE America National Standards and grade-level outcomes for physical education (SHAPE America – Society for Health and Physical Education, 2014). For example, Standards 4

and 5 focus on affective development and highlight the importance of social and emotional learning in physical education. As such, these competencies are part of the fabric of physical education (Hemphill & Richards, 2016) and should be included in programming across grade levels. The way in which the affective domain is addressed in elementary grades should, however, be different than in secondary contexts. When teaching social and emotional learning competencies, the authors recommend that elementary physical educators (1) develop a student-centered learning environment, (2) create and implement progressions for personal and social responsibility learning in line with the GLSP, (3) be explicit when teaching and assessing students' social and emotional learning, and (4) use developmentally appropriate and relevant examples for prompting transfer. Figure 1 provides a visual representation of these recommendations.

*Develop a Student-centered Learning Environment.* Research across a variety of learning domains and educational levels has consistently indicated that students learn better in supportive en-

vironments in which they are empowered to make decisions and provided opportunities to build relationships and demonstrate competence (Deci & Ryan, 2000, 2008). These environments promote both physical and emotional safety by helping students feel that they are important to the learning process and that their perspectives are valued. Student-centered classes also encourage more intrinsic forms of motivation and help students see the relevant course content (Levesque-Bristol, Sell, & Zimmerman, 2006). To this end, Richards and Levesque-Bristol (2014) suggested that all physical education classes be structured around students' needs, interests and values.

Hellison (2011) argued that there is a strong connection between a student-centered learning climate and the development of students' personal and social responsibility. This suggestion has been substantiated through research showing that teaching strategies that empower children and provide them with voices and choices encourage social and emotional learning in TPSR (Escarti, Llopis-Roig, & Wright, 2017; Wright & Burton, 2008). As



**Figure 1.**  
**Progression of social and emotional learning goals related to the teaching personal and social responsibility model from precontrol through proficiency**

**Table 1.**  
**Progression of Social and Emotional Learning Competencies**  
**in Elementary Physical Education**

Category	Learning Competency	Learning Progression	Opportunities for Transfer
Personal Responsibility	Participation/ Effort	1. Nonparticipation	
		2. Going through the motions	Sit quietly in the classroom
		3. Tries with guidance	Do chores when told to
		4. Persistence and determination	Choose to do homework each day
		5. Seeks out new opportunities	Do extra math problems
	Self-direction	1. Works without supervision	Do chores when home alone
		2. Guided short-term goals	Make a plan with the teacher to return homework
		3. Independent short-term goals	Plan to make the bed without being told for a week
		4. Guided long-term goal setting	Set a monthly reading goal with the teacher
		5. Independent long-term goals	Compete in the end-of-the-year school spelling bee
Social Responsibility	Respect	1. No respect	
		2. Maintains self-space	Only touch items on your own desk in class
		3. Guided conflict resolution	Make a plan with a parent to stop fighting with your sibling
		4. Independent conflict resolution	Tell the student who cut in line why it bothered you
		5. Internalized regard for others	Listen to classmates before talking
	Helping Others	1. Assists peers when assigned	Show your sibling how to feed the dogs when asked
		2. Assists peer when peer desires	Show a friend who asks how to shoot a basket
		3. Full-group leadership	Volunteer to read out loud in class
		4. Cross-age leadership	Walk a younger student to the bathroom and back
		5. Self-actualized leadership	Bring your elderly neighbors' groceries in for them

a result, it is not enough to just focus on social and emotional learning competencies in physical education lessons. Among other strategies, lessons can be delivered in a way that follows Hellison's (2011) recommendations to put students' needs first and to develop an ethic of care in the gymnasium. This can be done by giving students opportunities to make small decisions (e.g., the type of ball they choose for practice), selecting developmentally appropriate content so that students can experience success, and giving students opportunities to work collaboratively on tasks.

*Create Progressions for Personal and Social Responsibility Learning.* When integrating TPSR with the skill themes approach, competencies can be taught using a developmentally appropriate progression. Much like the skill themes approach method of moving from precontrol toward proficiency (Graham et al., 2013), there are steps that can be taken within and across the goals of the TPSR model that guide a child to show their greatest potential. Specifically, there are two progressions that can be utilized: a personal responsibility progression and a social responsibility progression (Li, Wright, Rukavina, & Pickering, 2008). The personal responsibility progression displays participation and effort abilities leading to self-direction. The social responsibility progression indicates that the components of respect build toward performing leadership and helping others. It is important, once again, to

consider each child's developmental level. While one second-grade student may already be demonstrating the ability to help others, another may not be participating in any activities. It is important to build a foundation of skills before progressing to more challenging goals.

Table 1 provides a guide for identifying where each student falls on the progression and indicates what they should be moving toward. The progression breaks down each goal for further clarification. For example, the first two steps of participation and effort are nonparticipation and going through the motions — both of which demonstrate a basic precontrol performance. The next three steps progress toward the completion of a control level: try with guidance, persistence and determination, and seeking out new opportunities. Once a child is capable of doing their best despite adversity and continues to seek additional opportunities to improve, they are ready to move on to the utilization level of the early components of self-direction. A proficient individual in personal responsibility demonstrates the ability to set long-term goals to work toward without assistance.

*Be Explicit When Teaching and Assessing Students' Social and Emotional Learning.* In line with the skill themes approach, it is recommended that elementary physical educators using TPSR be explicit in teaching social and emotional learning competencies

throughout their lessons. To do this, competencies should be taught directly in a way that connects to the SHAPE America (2014) National Standards and provides students with opportunities to practice while receiving feedback through assessment (Parker & Hellison, 2001). This can include intentional opportunities for students to practice social and emotional learning competencies during the lesson. This allows for the integration of personal and social responsibility alongside the development of physical skills in the lesson (Richards et al., 2018). Skill cues for social and emotional learning competencies can be developed and taught in a similar manner to the ways in which they are used for teaching physical skills. Teachers can then provide feedback in line with the cues and implement assessments to measure learning.

An example lesson plan is included in Table 2 to illustrate how elementary physical educators can plan to teach social and emotional learning competencies explicitly in their lessons (Graham et al., 2013). The lesson outlined focuses on the skill theme

**Encouraging children to help their younger siblings with their homework is not going to benefit those without younger siblings — thus, it is necessary to individualize transfer concepts for each student. Transfer should also be taught in a way that is developmentally and age appropriate for elementary school children. Taking the dog outside without being asked may be a relevant example of how the “helping others” goal can be transferred to the home setting, but helping someone cross the street may not be developmentally appropriate for an elementary student.**

of *punting* and the social responsibility goal of *helping others*. An affective objective has been developed to focus on helping others by providing feedback to a partner, and the objective is connected to National Standard 4. The TPSR lesson format has been adapted to provide a structure for the integration of helping others at the beginning (i.e., awareness talk), middle (i.e., lesson focus), and end (i.e., reflection time and group time). The awareness talk serves to introduce the responsibility goal of helping others. During the lesson focus the students have opportunities to help their classmates by providing feedback on their punting skills. The teacher can provide feedback based on the three skill cues (i.e., be specific, say something nice, offer a suggestion). During the group and reflection time the teacher debriefs on the social responsibility goal of helping others and implements a brief assessment by asking students to (1) list the three skill cues and (2) explain how their partner used each of the three cues while providing them feedback.

*Use Developmentally Appropriate and Relevant Examples for Promoting Transfer.* The grand aim of the TPSR model is the transfer of personal and social responsibility to other settings in a child’s life (Hellison, 2011), but it is difficult for young children to understand the concept of transfer without heavy initial guidance. In order for transfer to occur, it is essential for practitioners to provide explicit examples that are relevant and applicable (Jacobs et al., 2017). To this end, it is important to gain knowledge about the cultural background and lived experiences of the children involved in a physical activity program to understand how to make appropriate connections (Flory & McCaughy, 2011). Encouraging children to help their younger siblings with their homework is not going to benefit those without younger siblings — thus, it is necessary to individualize transfer concepts for each student. Transfer should also be taught in a way that is developmentally and age appropriate for elementary school children. Taking the dog outside without being asked may be a relevant example of how the “helping others” goal can be transferred to the home setting, but helping someone cross the street may not be developmentally appropriate for an elementary student.

Using knowledge about the children’s lives and developmental levels, examples may be provided based on the responsibility skill level that the children are demonstrating in physical education (see Table 1). For example, if a child is demonstrating independent conflict resolution while in the gym, he or she can be prompted during reflection time to perform that same skill in another setting. The child could be encouraged to talk with a classmate about his or her feelings of frustration when an individual takes their spot in line. If a child was performing at the guided conflict resolution level and had not yet achieved the ability to handle conflict on their own, this method may not be developmentally appropriate yet; they may still need the help of a teacher or a peer. As examples are provided and transfer is practiced, children may begin to present their own ideas for transfer and slowly start applying their responsibility knowledge in alternative settings independently (Jacobs & Wright, 2018).

## Conclusions and Final Thoughts

The purpose of this article was to provide a framework for integrating social and emotional learning skills into elementary physical education through a combination of the skill themes approach and TPSR. The affective domain is a key component in physical education guidelines and standards both within the United States

**Table 2.**  
**Example of a Lesson Plan Excerpt Combining the Teaching Personal and Social Responsibility Model with the Skill Themes Approach**

Skill Theme: Punting	Objective(s)	Safety Considerations
<ul style="list-style-type: none"> <li>• Grade: 4</li> <li>• Class Size: 21</li> <li>• National Standard: 4</li> <li>• Time: 35 minutes</li> <li>• Date: March 29, 2018</li> <li>• Equipment: tall cones (14), foam balls, (7) jump ropes (7), pencils and paper (21)</li> <li>• Pedagogical Model: Teaching personal and social responsibility and the skill themes approach</li> </ul>	<p><b>Psychomotor:</b> By the end of the lesson, students will be able to demonstrate punting (skill cues: step, hop, contact under the ball) for height over low nets 3/5 times during the final lesson activity (National Standard 1)</p> <hr/> <p><b>Cognitive:</b> By the end of the lesson, students will be able to identify the skill cues for punting for height (skill cues: step, hop, contact under the ball) by writing at least 2/3 cues on an exit slip before leaving the gymnasium (National Standard 2)</p> <hr/> <p><b>Affective:</b> By the end of the lesson, students will be able to help others by giving three pieces of feedback (cues: be specific, say something nice, offer a suggestion) to one partner during the punting for distance activity (National Standard 5)</p>	<p>(!) Emphasize safety precautions, making sure students are not bumping into one another</p> <p>(!) Explain importance of keeping head up while moving</p> <p>(!) Explain importance of personal space</p> <p>(!) Emphasize safety precautions, making sure students are throwing the ball forward and not toward other people</p>

Task Description and Time Allocation	Organization	Teacher Activity
Relational Time (2:00)	Students sitting in a circle with the teacher near the center of the gym	Teacher asks students to sit down in a circle in the center of the activity area Teacher asks students how their day is going, what they did today, and what they are most excited to do for the lesson Teacher provides students time to respond to questions and encourages them to contribute to the group discussion
Awareness Talk (3:00)	Students sitting in a circle with the teacher near the center of the gym	<b>TPSR focus of the day: Helping others</b> Teacher asks students questions regarding respect: "What does respect look like in the gym?" "What does respect look like when you are in a small space?" "How are some ways you can use respect outside of the classroom?" Teacher explains that students will practice helping others by providing feedback to their partners during activities in the lesson. Teacher introduces cues for helping others (cues: be specific, say something nice, offer a suggestion)
Introduction (2:00)	Students sitting in a circle with the teacher near the center of the gym	Teacher reviews start/stop protocols, RREs, boundaries, and safety concerns (!) Teacher emphasizes safety precautions, making sure students are not bumping into one another or using equipment improperly (e.g., throwing it at other people) Teacher reminds students that they have been working on punting for the last few lessons and asks, "What have we been learning about punting?" "What are the things we need to do to punt correctly?" Teacher explains that today they will be working on punting over nets for height Teacher continues to emphasize the focus of the day, helping others by providing feedback during skills practice
Transition to Activity (1:30)	Students get into groups of three, retrieve a foam ball, and find a station on the sideline	Teacher asks students to get into groups of three. Once they have a group of three, one member of the group will get a foam ball from one of the hula hoops placed on the sideline. Teacher encourages students to get the equipment without pushing or arguing Once each group has a foam ball, they should find a station on the sideline facing the wall with two cones and a jump rope. Once at stations, the teacher asks students to "Freeze" and put the ball between their feet to listen for directions
Punting against the Wall (7:30)	Student groups of three on the sidelines of the gymnasium punting against the wall	Teacher explains that the first activity will be a review of punting based on what they learned in last lesson. Students should take turns punting the ball against the wall with the goal of hitting the wall in the air on every attempt. Each person should punt three times and then rotate punters. (D) Teacher demonstrates punting the ball against the wall. Teacher then asks a student to help demo While waiting for a turn to punt, students should work on helping others by watching the punter and providing feedback based on the skill cues. Teacher includes a list of the cues at each station on a piece of paper to remind the students <ul style="list-style-type: none"> <li>• <b>Cues:</b> step, hop, contact under the ball</li> </ul> Teacher reminds students of the cues for helping others (be specific, say something nice, offer a suggestion) (E) Can you punt with your non-dominant foot? (E) Can you move three steps further away from the wall and still hit the ball in the air? Teacher actively monitors and provides feedback on students' punting skill and how they are giving feedback to help others

*(continued)*

**Table 2.**  
**(Continued)**

<b>Task Description and Time Allocation</b>	<b>Organization</b>	<b>Teacher Activity</b>
Transition to Activity (:30)	Students place foam balls down by their feet and give attention to the teacher	Teacher gives the command for students to “Freeze,” place the foam balls down at their feet, and give attention to the teacher Teacher praises students for giving good feedback to help others and provides general suggestions for improving feedback in line with the cues (be specific, say something nice, offer a suggestion)
Punting for Height over Low Nets (9:00)	Students groups of three on the sidelines of the gymnasium punting against the wall over a low net	Teacher explains that students will work on putting for height by getting the ball to go over a low net. Teacher shows students how to make a low net using two tall cones and a jump rope (i.e., each end of the jump rope is placed in a cone and then the cones are separated until the rope is taut) Teacher explains that now the students will still work on punting against the wall but will need to get the ball over the jump-rope net in order to be successful. Each person will get five attempts and then rotate punters. Teacher challenges students to get at least 3/5 punts over the net and against the wall (D) Teacher demonstrates punting the ball over the net. Teacher then asks students to help demo While waiting for a turn to punt, students should work on helping others by watching the punter and providing feedback based on the skill cues to help the punter get the ball over the low net and against the wall Teacher reminds students of the list of cues at each station <ul style="list-style-type: none"> <li>• <b>Cues:</b> step, hop, contact under the ball</li> </ul> Teacher reminds students of the cues for helping others (be specific, say something nice, offer a suggestion) (E) Can you punt the ball at a higher level so that it goes very high over the net? (E) Can you punt the ball at a lower level so that it barely clears the net? Teacher actively monitors and provides feedback on students’ punting skill and how they are giving feedback to help others
Transition to Group and Reflection Time (1:30)	Students return equipment and help to clean up the gym before meeting in the center in a circle	Teacher gives the command for students to “Freeze,” place the foam balls down at their feet, and give attention to the teacher Teacher asks students to continue to help others by cleaning up the equipment and returning it to the sidelines After the equipment is put away, students should meet the teacher in the center of the gym and form a circle
Group and Reflection Time (8:00)	Students sitting in a circle with the teacher near the center of the gym	Teacher reminds students that the skill focus of the day was punting for height and passes out pieces of paper and pencils so students can write the three skill cues they need to remember when punting (i.e., step, hop, contact under the ball) Teacher reminds students that the social responsibility focus was to help others and asks students to think about how well they did it Teacher asks students to use the “thumbometer” (thumb up, thumb sideways, thumb down) to show how well they helped others, and then invites some students to explain how they rated themselves Teacher asks students to list the three cues they need to remember when giving feedback to a partner (i.e., be specific, say something nice, offer a suggestion) <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Teacher passes out paper and pencils. Students are asked to write the three cues used for giving feedback when helping others and to give examples of how their partners used each cue when giving them feedback</li> </ul> Teacher leads a discussion on how students might be able to help others by giving feedback outside of the gym in places like school, home and the community (transfer) Teacher asks students to think about one goal that they can set for themselves to help others by giving feedback later that day

**Key:** (E) Extension, (D) Demonstration, (!) A specific safety concern

(SHAPE America, 2014) and internationally (United Nations Educational Scientific and Cultural Organization, 2017). Social and emotional learning competencies — which align with the TPSR focus on the development of personal and social responsibility skills — help to better define how physical educators can work toward these outcomes. Similar to sport skills, students should begin

learning the fundamentals of social and emotional learning skills at a young age and in a way that is developmentally appropriate (Ashdown & Bernard, 2012; Schonert-Reichl et al., 2017).

The authors believe that social and emotional learning competencies can be integrated into elementary physical education when teachers combine TPSR with the skill themes approach and follow





the suggestions provided of developing a student-centered learning environment, creating progressions to help students learn social and emotional learning competencies, being explicit about teaching social and emotional learning competencies, and providing developmentally appropriate and relevant examples of transfer. These strategies — and the focus on TPSR — are recommended as an extension of the skill themes approach. Graham and colleagues (2013) made reference to TPSR when discussing affective development and student behavior management through the skill themes approach, and the model presented in this article goes one step further to elevate affective development to a similar level in which physical skills are taught.

This article has sought to provide some examples and ideas for how social and emotional learning competencies can be integrated into elementary physical education, but these are not all-inclusive. Rather, and in the spirit of TPSR (Hellison, 2011), teachers and teacher educators are encouraged to build from this work in order to develop additional strategies to meet the needs for their specific teaching contexts. Further, professional development providers should consider integrating social and emotional learning goals into programming that targets elementary physical educators. This could involve opportunities to practice implementing teaching strategies such as those outlined here, perhaps while receiving feedback through systematic observation of teaching (Hemphill, Templin, & Wright, 2015). Teacher educators who teach elementary physical education methods courses can consider integrating

a more pronounced focus on social and emotional learning, both during on-campus experiences and through field-based learning. Opportunities to implement these skills in the field are important, as they provide preservice teachers with practice in teaching toward social and emotional learning in real-world environments (Richards et al., 2018).

### ORCID

K. Andrew R. Richards  <https://orcid.org/0000-0003-3045-6001>

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**Teacher educators who teach elementary physical education methods courses can consider integrating a more pronounced focus on social and emotional learning, both during on-campus experiences and through field-based learning. Opportunities to implement these skills in the field are important, as they provide preservice teachers with practice in teaching toward social and emotional learning in real-world environments.**