

# Teaching and Learning Supports

6th Grade -  
8th 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.

In order for students to develop the skills to meet the PE/Health standards they must be actively involved in the situations where the skills 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.

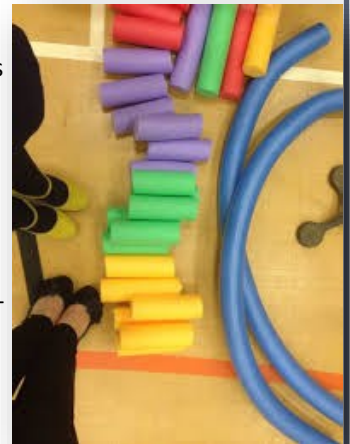
*Teaching Personal and Social Responsibility*, a book by Don Hellison is about using physical education as a means to teach a code of conduct or a discipline to students. The system is comprised of several levels of development:

- **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/2R3FMEm>

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>

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.	3a. Set a short-term goal and make a plan for achieving it. 3b. Analyze why one achieved or did not achieve a goal.
21B. Demonstrate cooperative skills during structured group physical activity.	2C. Use communication and social skills to interact effectively with others.	3b. Demonstrate cooperation and teamwork to promote group effectiveness
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.	3a. Analyze how personal qualities influence choices and successes. 3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.
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.	3a. Evaluate one's participation in efforts to address an identified school need. 3b. Evaluate one's participation in efforts to address an identified need in 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.	3a. Evaluate strategies for preventing and resolving interpersonal problems. 3b. Define unhealthy peer pressure and evaluate strategies for resisting it.
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.	3a. Analyze how decision-making skills improve study habits and academic performance. 3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.