



Participation for All

In the Classroom and on the Playground



be fit for life
moving alberta



Session Outcomes

- **Gain** an understanding of core SEL competencies
- **Understand** how SEL skills, empathy and inclusion can be fostered through activity, leisure and play
- **Apply** inclusive teaching concepts when designing physical activity and student leadership opportunities
- **Enjoy** positive physical activity experiences



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Vision

Albertans are knowledgeable, confident, motivated and have the skills they need to engage in physical activity for life.

Mission

To work collectively to inspire, educate and support Albertans to lead healthy, physically active lifestyles.

Provincial Capacity

9 regional centres located within and in partnership with Colleges and Universities across the province.



Supporting Healthy School Communities in Alberta

Vision

All Alberta students belong to healthy school communities that enable optimal health and learning.

Mission

To provide provincial leadership that promotes and supports healthy, active school communities through a comprehensive school health approach.

Priority

Lead, support and connect work towards improved health and learning outcomes of children in Alberta.

Comprehensive School Health



Priority Areas

A Comprehensive School Health Approach supports the provincial priority areas for healthy children and youth:



Why So Important Now?

- Early life experiences build “brain architecture”
- Cognitive, emotional, and social capacities are intertwined
- “Toxic stress” derails healthy childhood development but can be mitigated when/if addressed earlier in life



BRAIN BUILDERS



Social and Emotional Learning (SEL) Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



Social & Emotional Learning

The acquisition and use of knowledge, attitudes and skills necessary to:

Self-Awareness = Understand & manage emotions

Self-Management = **Set & achieve positive goals**

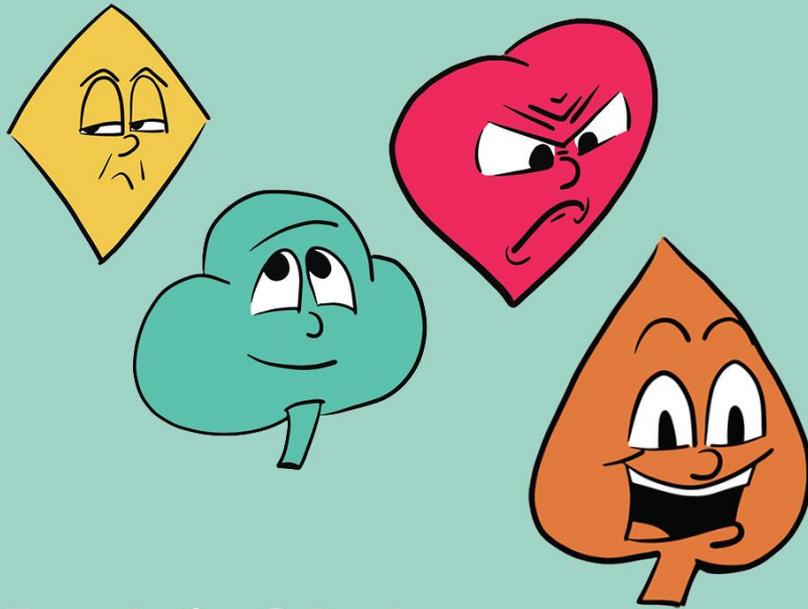
Social Awareness = Feel & show empathy for others

Relationship Skills = **Establish & maintain positive relationships**

Responsible
Decision-Making = Identify & solve problems

THE SOCIAL AND EMOTIONAL SHUFFLE

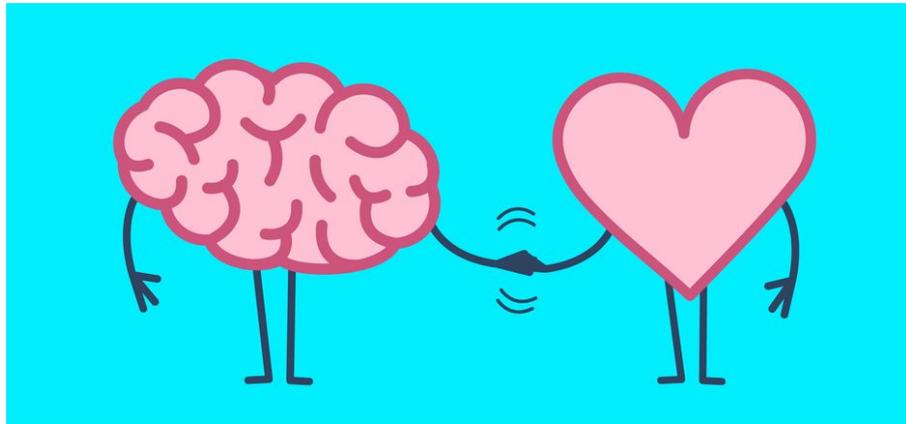
Adaptable for all ages!



Ever Active Schools
www.everactive.org

www.everactive.org/product/social-emotional-shuffle

Empathy & Inclusion Through Games







FEEL - express opinions, experiences, and our feelings about the game

THINK - reflect on our behaviour (during the game and in other contexts) and how this game relates to values such as acceptance, inclusion, empathy and respect

ACT - propose ways of integrating these values into our daily lives



“WHAT MAKES A GAME GOOD?”

Elements of a good game or quality activity include:

- It can be modified
- Allows everyone to play, learn and develop
- Provides exposure to new movements and new environments
- Can be built upon – skill progression that builds confidence
- Allows for creative movement
- Is FUN!

BENEFITS OF PLAY

- Stress and anxiety reduction
- Enjoyment and freedom to explore movement
- Helps to develop sense of self
- Supports the establishment of friendships and trusting relationships
- Creativity and imagination
- Strong and mobile bodies
- FUN!

Intentional Implementation

Effective SEL approaches incorporate four elements (SAFE):

- *Sequenced*
- *Active*
- *Focused*
- *Explicit*

Collaborative of Academic, Social
and Emotional Learning (CASEL)

Approaches to SEL Instruction

- Free-standing lessons
- General teaching practices
- Integration into academic curriculum
- School-wide initiatives

Centre for Academic, Social and
Emotional Learning (CASEL)



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Creating
Positive

RECESS

Experiences

RE•CESS (noun)

1. A regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers.

Centers for Disease Control and Prevention

2. A suspension of business or procedure often for rest or relaxation.

Merriam-Webster

Recess is a crucial and invaluable part of childhood development, giving children opportunities for rest and play. Not only is recess play and physical activity fun, but it has also been associated with numerous academic, emotional, and physical benefits in children!

Recess is unique from, and a complement to, physical education—not a substitute for it.

American Academy of Pediatrics

Supports Learning

Recess can improve students' academic outcomes. Play at recess has been shown to improve 11-12 year old children's ability to regenerate their attention and reaction time (Mezghanni et al, 2019). After doing physical activity at school, 10-12 year old students expressed feeling more capable of concentrating, thinking clearly, focusing in class, and felt that it was easier for them to solve problems (Harvey et al 2018). One study showed that the addition of a recess period positively impacted K-Gr 6 students' math achievement outcomes (Erwin et al, 2019).

Increases Physical Activity

Recess is a great time for children to be physically active. Studies have shown that children's average physical activity was significantly greater during recess (free play and structured) versus classroom setting activities (Frank et al 2018). Children were also more active after recess following free play recess (Frank et al 2018). Physical activity at recess can also be promoted by the equipment and activities available. 8-10 year old children were found to spend significantly more time in activity games and less in sedentary activities during an organized recess that involved parkour activities (Coolkens et al 2018). Their moderate to vigorous physical activity (MVPA) also increased in comparison to their time spent sedentary. Increasing the amount of equipment available to students is also effective, and has been shown in 4th graders to increase MVPA and decrease sedentary activity (Behrens et al 2019).

Fosters Youth Emotional Safety

Recess is a period that can help children and youth to feel emotionally safe at school. Unstructured recess time provides children freedom and space to take time out or move around! Youth have expressed feeling emotionally safe when they feel free in a recreational context.

Facilitates Positive Peer Relationships

Recess gives children and youth the opportunity to build positive relationships as they play! Physical activity during recess has been linked to positive peer relationships at school in grade 4-5 and grade 7-8 school students. Physical activity during recess has also been positively linked to relatedness among grade 4-5 students, and the school climate for girls (Haapala et al 2014).

Encourages Creative Thinking

Recess can promote creative thinking in children and youth as they interact with equipment and play with others. For example, one study has shown that painted designs can spark creativity and imaginative play in children (Wong in press).



Additional Resources

What is Social Emotional Learning?

<https://education.alberta.ca/social-emotional-learning/what-is-social-emotional-learning/>

5 Keys to Successful SEL

<https://www.edutopia.org/keys-social-emotional-learning-video>

Evidenced Based SEL Programs

<https://www.edutopia.org/sel-research-evidence-based-programs>

Executive Function & SEL

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Alberta Family Wellness Resources

<http://www.albertafamilywellness.org/resources>

Collaborative for Academic Social Emotional Learning

<http://www.casel.org>

Stay Connected!

www.befitforlife.ca

Join your local PLAY (Physical Literacy and You) group

www.everactive.org

@EverActiveAB



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