

SOCIAL AND EMOTIONAL LEARNING OVERVIEW: Health Education and Physical Education



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SOCIAL AND EMOTIONAL LEARNING OVERVIEW

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

This document serves as a resource to identify some of the alignments made between [CASEL's SEL competencies](#) and the related skills with the Maryland Health Education, and Physical Education standards. This document serves as a resource to help schools and local school systems develop specific guidance that incorporates their own policies, standards, or guidance for SEL. This document is not intended to be exhaustive, and additional alignments may be made with other standards and outcomes.

HEALTH EDUCATION AND PHYSICAL EDUCATION SOCIAL AND EMOTIONAL LEARNING CROSSWALK

CORE COMPETENCY: Self-Awareness

Related Skills	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Identifying Emotions	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Accurate Self-Perception	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Recognizing Strengths	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Self-confidence	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Self-efficacy	Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

CORE COMPETENCY: Self-Management

Related Skills	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Impulse Control	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Stress Management	Standard 1f: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including disease prevention and control.	Standard 3: Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Self-Discipline	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including mental and emotional health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Self-Motivation	Standard 1b: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including substance abuse prevention.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Goal Setting	Standard 6 Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.	Standard 3: Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Organizational Skills	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

CORE COMPETENCY: Social Awareness

Related Skills	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Perspective-taking	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Empathy	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Appreciating diversity	Standard 1c: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including family life and human sexuality.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Respect for others	Standard 1d: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including safety and violence prevention.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

CORE COMPETENCY: Relationship Skills

Related Skills	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Communication	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Social Engagement	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including mental and emotional health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Relationship-building	Standard 1c: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including family life and human sexuality.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Teamwork	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

CORE COMPETENCY: Responsible Decision-Making

Related Skills	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Identifying problems	Standard 1b: Students will comprehend concepts related to health promotion and disease prevention to enhance health, including substance abuse prevention.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Analyzing situations	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Solving problems	Standard 5 Decision-Making: Students will demonstrate the ability to use decision-making skills to enhance health.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Evaluating	Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Reflecting	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Ethical responsibility	Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.



HEALTH EDUCATION - Pre-Kindergarten-12th grade

Comprehensive Health Education focuses on a student's development of protective life skills that promote health and well-being. By participating in a variety of learning experiences, students are able to develop adaptive and positive behaviors that will equip them to meet the demands and challenges of everyday life.

The Core Concepts of Maryland Comprehensive Health Education Standard 1 are Mental and Emotional Health, Substance Abuse Prevention, Family Life and Human Sexuality, Safety and Violence Prevention, Healthy Eating, and Disease Prevention and Control.

The Skills of Maryland Comprehensive Health Education Standards 2-8 are (2) Analyze Influences, (3) Access Valid and Reliable Information, (4) Interpersonal Communication, (5) Decision Making, (6) Goal-Setting, (7) Self-Management, and (8) Advocacy.

HEALTH EDUCATION

Social-emotional learning (SEL) is integral to health education. It plays a critical role in health literacy and educating the whole child. Health education emphasizes skill development. The skills are developed through the exploration of core concepts. Health education programs are trauma-sensitive and inclusive of all health issues affecting the youth they serve. For detailed grade-level indicators refer to the [Maryland Framework for Comprehensive Health Education](#).

Examples of Health Education Skills that Align with SEL

Elementary School

- Demonstrating healthy ways to express needs, wants, and feelings
- Identifying responsible personal health behaviors
- Identifying resources, including trusted adults, to assist in achieving a personal health goal

Middle School

- Applying effective verbal and nonverbal communication skills to enhance health
- Demonstrating how to ask for assistance to enhance the health of self and others
- Demonstrating how to influence and support others to make positive health choices

High School

- Using refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- Implementing strategies and monitoring progress in achieving a personal health goal
- Analyzing the role of individual responsibility in enhancing health
- Developing a health goal that addresses strengths, needs, and risks

Student SEL competencies are developed in health education when:

SEL Competency	Students	Teachers
Self-Awareness	Identify and make connections with their own emotions; recognize the impact environment, personal choices, and self-reflection have on health behaviors and outcomes.	Build personal competence, social competence, and self-efficacy through skill development.
Self-Management	Practice stress-relieving and health-enhancing behaviors including deep breathing, mindfulness, journaling, reflection, etc.	Develop performance-based assessments that are relevant and meaningful to students.
Responsible Decision-Making	Analyze the role of bystander intervention in avoiding conflict and acting responsibly to help themselves and others.	Reinforce protective factors and increase accurate perceptions of personal risk.
Relationship Skills	Use effective interpersonal communication techniques such as I-messages, active listening, refusal skills, and negotiating.	Establish an environment that facilitates mutual respect among all students and the teacher.
Social Awareness	Students advocate for resisting bias, stereotypes, and misconceptions related to the core concepts (mental health, substance use and abuse, etc.).	Use Maryland data to reinforce positive behaviors and accurate perceptions of social norms, emphasizing that most youth engage in health-enhancing behaviors.

Additional Resources:

[Taylor & Francis Online – Social-Emotional Learning, Health Education Best Practices](#)



PHYSICAL EDUCATION - Pre-Kindergarten-12th grade

The goal of physical education is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and benefits of involvement in various types of physical activity;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contribution to a healthful lifestyle.

PHYSICAL EDUCATION

The knowledge, skills, and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity but also allow students to learn and refine social and emotional skills. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), these social and emotional skills allow students to “integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (CASEL, 2019). For more information on what students should know and be able to do by grade level, please review the [Maryland Physical Education Framework: Pre-Kindergarten through 12th Grade](#).

Examples of Physical Education Skills that Align with SEL

Elementary School

- Beginning to learn how to make decisions for the benefit of personal fitness and health
- Working well independently, cooperatively, and safely
- Identifying activities that bring confidence and challenge

Middle School

- Positive communication with peers in small and large-group activities.
- Learning how to develop and implement a plan for personal fitness and health
- Beginning to make decisions about implementing FITT independently
- Identifying the importance of positive social interaction in physical activities

High School

- Analyzing personalized physical activity plans and designing appropriate goals
- Assuming leadership roles in group settings while positively communicating with all classmates
- Identifying and evaluating the opportunity for positive social interaction
- Examining moral and ethical conduct
- Applying stress-management strategies

Student SEL competencies are developed in physical education when:

SEL Competency	Students	Teachers
Self-Awareness	Explore physical activities for lifelong fitness and personal enjoyment.	Help students self-select physical activities for enjoyment and self-expression.
Self-Management	Manage emotions and actions while participating in individual and group activities.	Provide students with self-assessment opportunities.
Responsible Decision-Making	Utilize feedback to improve skills and performance.	Provide skill-specific feedback and give direction to help students analyze and solve problems.
Relationship Skills	Participate in activities that provide opportunities to practice teamwork and communication skills.	Fosters a positive classroom environment that encourages <i>all</i> students to treat each other with dignity and respect.
Social Awareness	Reflect on their role in supporting others to become physically literate.	Teach concepts that help students develop empathy, sportsmanship, and ethics in large and small-group activities.

Additional Resources:

- [SHAPE America – What Health and Physical Educators Should Know](#)
- [SHAPE America – Crosswalk for SHAPE & CASEL SEL Core Competencies](#)



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