IMPLEMENTATION OF A SOCIAL AND EMOTIONAL LEARNING PROGRAMME IN PHYSICAL EDUCATION: A TEACHER'S ACTION RESEARCH STUDY

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ABSTRACT

The importance of Social and Emotional Learning (SEL) has been widely studied and its impact on the holistic development of youth is indisputable. The teaching of social and emotional skills through Physical Education (PE) is a pertinent context though it remains an under-explored domain. This study aims to address the gap by offering insights into the educational process of implementing a socio-emotional skills intervention programme in PE, encompassing socio-emotional competencies of impulse control, effective communication, empathy and behaviour management. The study was conducted using a qualitative action research case study approach. Data was collected from researcher's journal as well as semi-structured interviews with PE teachers and pupils. Results from inductive content analysis revealed that Social and Emotional skills, like motor skills, had to be explicitly taught, modelled and practised in order for mastery to occur. In addition, facilitative teaching styles with an affective focus enhanced the teacher-pupil relationship and led to pupils' perception of a positive school experience. Finally, this study also shed some light on the need for adequate support in teachers' pedagogical knowledge, resources and training in carrying out a SEL curriculum effectively.

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ABSTRACT

1 INTRODUCTION

The importance of Social and Emotional Learning (SEL) has been widely studied and its far reaching impact on the holistic development of children is indisputable. With the main focus of today's education on preparing the child for survival in the future, it is no wonder that the growing interest of educational curriculum reforms have shifted their attention to developing competencies that equip the child with 'soft skills', as much as academic skills and subject content knowledge. In recent years, great attention has also been paid to these skills in the workplace and in society as a whole (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003, 2012).

Gardner (1983) first developed the idea that being intelligent takes many forms, including being intelligent about our own emotions (intra-personal intelligence) and those of others (interpersonal intelligence). Goleman (1996) introduced the term "emotional intelligence" and made it popular through his book on the subject, and argued that emotional and social abilities are more influential than conventional intelligence for all kinds of personal, career and school success. This has supported, if not prompted, the case for schools to focus on SEL in order to provide for an education that will bring about positive development in youths, and in building an effective society.

1.1 What is SEL?

SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness. These skills include recognising and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (CASEL, 2003, 2012). They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

The Social and Emotional Aspects of Learning (SEAL) Guideline rolled out in schools in the United Kingdom defines SEL as skills of making positive relationships with other people, of understanding and managing ourselves and our own emotions, thoughts, and behaviours (Department for Education and Skills [DfES], 2005, 2007).

Zins and colleagues (2007) define SEL as the process through which children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks.

Those competent in SEL are able to recognise and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The importance of social and emotional learning for youth has been well documented in the literature. Such learning has a critical role in improving children's academic performance and lifelong learning (Zins, Weissberg, Wang, & Walberg, 2004). It is not unusual a phenomenon that students' daily experiences are filled with emotions such as frustration, loneliness, enjoyment, and interest. Hence, social and emotional skills are becoming increasingly crucial as young people face difficult challenges at school and in their personal lives. Furthermore, research indicates that psychologically competent young people are likely to avoid high-risk activities that can have dangerous consequences for their health and well-being (Ross, Powell, & Elias, 2002).

1.2 The impact of SEL

SEL programmes have permeated schools in curricula including Special Needs Education, Conflict Resolution Education and Character Education. One of the most discussed characteristics of SEL is its impact on academic performance. Studies have found that SEL promotes young people's academic success, health, and well-being at the same time preventing a variety of problems such as alcohol and drug use, violence, truancy, and bullying. In other words, SEL improves students' positive behaviour while reducing their negative behaviour.

A meta-analysis recently conducted by Durlak and his colleagues (2011), revealed that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction. In addition, the study also concluded that school-based programmes are most effectively conducted by school staff (such as teachers or student support staff), indicating that they can be incorporated into routine educational practice. The magnitude and scope of these results suggest that SEL programmes are among the most successful youth-development programmes offered to school-age youth (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Longer term contributions of SEL can be seen in its potential to prepare young people for success in adulthood since it teaches them how to set and achieve goals and how to

persist in the face of challenges, the very skills that today's employers consider important for the workforce of the future (CASEL, 2005).

Other studies conducted by Wang and associates (1997) found that social and emotional factors were among the most influential factors on student learning. Particularly high-ranking social and emotional components included classroom management, parental support, student-teacher social interactions, social-behavioural attributes, motivational-affective attributes, the peer group, school culture, and classroom climate. They suggest that directly influencing the psychological components of learning is an effective way of changing how much and how well students learn. These findings correspond to the understanding of the fundamentally social nature of learning, and the growing knowledge base on how emotions affect cognition and learning. It has been well-established, for instance, that the learning and healthy neurological development of infants occurs through social interactions with their caregivers (Shonkoff & Phillips, 2000), and young children primarily learn through exploratory play with other children and adults (Bransford, Brown, & Cocking, 1999; Pianta, 1999; Isenberg & Quisenberry, 1988). Likewise, children who succeed in school are engaged in active social and intellectual interactions with their peers and teachers; are active participants in learning rather than passive recipients of knowledge; are able to communicate effectively and ask for help when needed; and are able to work well in cooperative learning groups (Salovey & Sluyter, 1997). SEL programming in schools can help students develop these social capacities, as well as develop the emotional resiliency to manage emotions that interfere with learning and concentration, and to persevere in the face of academic setbacks and challenges.

Research clearly demonstrates that social and emotional skills can be taught through school-based programmes. And thus schools have been identified as a highly effective setting for such skills to be taught.

1.3 SEL in the Singapore context

SEL is viewed to have impact on two main areas – character and citizenship (Ministry of Education, Singapore [MOE], 2009). SEL in Singapore schools has been one of the key programmes in the whole school curriculum from 2005 to 2011. The SEL framework has been put in place to inculcate values and build competencies in pupils. Currently it is embedded in the umbrella framework of the newly initiated Character

and Citizenship Education framework (MOE, 2012), which will be rolled out in primary and secondary schools from January 2014. According to the guidelines for all schools as laid out by the MOE, character refers to values manifested in life, with social & emotional competencies as its vehicle for manifestation. For example, to demonstrate the value of responsibility, the person needs the socio-emotional skills of self-management, such as impulse control and responsible decision making.

Social and emotional competencies help a person to be a good citizen, who contributes positively to civic life. He/She is personally and socially responsible in his/her behaviour, which requires the application of all the socio-emotional competencies. As a responsible citizen, he would take care of his personal health, which is enhanced with socio-emotional skills. For example, Self Management and Relationship Management skills help a person to manage stress better, have happier relationships, and lower his risk for stress-related illnesses like ulcers, depression or psychosis. Thus he can enjoy better physical and mental health. For children and youths, being a good citizen means doing as well as he can in his studies. Socio-emotional competencies help students to achieve his academic best. For example, self-management skills like impulse control and stress management help students to finish their work first before play. It also helps them to deal with negative emotions like anger and anxiety, so that they can concentrate better in class and in their work. Relationship management skills help students to reduce interpersonal conflicts that result in negative emotions. These skills also enable students to be more effective in obtaining the help they need from others for their studies.

For an adult, being a good citizen includes being a good worker. This means being equipped with skills that would enable him to be employable and productive. The Workforce Development Agency of Singapore lists these three skills: problem-solving and decision-making, communications and relationship management, and, self-management – among its Top Ten Employability Skills. All these are Socio-emotional competencies (MOE, 2009).

1.4 The link between SEL and Physical Education (PE)

The notion of life skills development through sports present a platform for school to integrate SEL teaching into the PE curriculum. Life skills have been defined as internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and are

transferred for use in non-sport settings (Gould & Carson, 2008). Life skills can be behavioural (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals) (Danish, Taylor, Hodge, & Heke, 2004).

Positive youth development is another term used in the literature that focuses on the promotion of any number of desirable competencies or outcomes in young people. Such competencies include becoming a caring individual, developing a general sense of self-worth, having a positive future orientation and learning how to adapt to different educational and working environments (Carnegie Corporation of New York, 1995). In the sports setting, positive youth development includes learning positive health habits and becoming physically fit. A study that examined the outcomes of using and learning social and emotional skills in sport and PE contexts has shown increases in social responsibility, goal knowledge, and social interests (Brunelle, Danish, & Forneris, 2007). So, how can PE serve as a good platform to inculcating SEL? As Hodge (1989) puts it, character is taught, not caught through sport. Sport and PE, then, serve as a highly desirable backdrop for teaching life skills to young people because it is an activity in which skill development is the norm and because it is one that society values, children and youth are motivated to engage in, and one that provides clear results for hard work and effort.

Further, social and emotional skills have a particular importance for both the teachers and students of PE. Socially and emotionally competent behaviour helps to create a supportive learning atmosphere, positive experiences and enjoyment, which are important goals and means in PE classes (Lintunen & Kuusela, 2007). Students who have received positive experiences and enjoyment from PE have a good foundation for the practice of lifelong exercise activity. In addition, because PE classes are action oriented, they provide a lot of interaction and real-life situations that teachers can capitalise on. Hence, the nature of PE lends itself suitably for addressing SEL.

Indeed, life skills do not inevitably emerge from merely participating in sport. Effective programmes and approaches are typically sequenced, active, focused, and explicit. CASEL (2005) recommends a sequenced set of activities to achieve skill objectives, using active forms of learning and including at least one programme component focused on developing personal or social skills. And finally, explicitly targeting particular

personal or social skills for development. Therefore, a well-conceptualised programme is essential to ensure effective delivery of an SEL curriculum, particularly in the PE context.

1.5 Addressing teacher capacity

In the education process, teacher effectiveness is the crucial link between a relevant curriculum and achieving desired outcomes. As already addressed in the earlier section, life skills do not inevitably emerge from merely participating in sport (Gould & Carson, 2008). The teacher, thus, plays the central role of an active agent in the conceptualising, creating, and in delivering a curriculum (Paris, 1993). In creating a relevant curriculum, the teacher's own values, beliefs and goals come into play. Conceptualisation of curriculum knowledge involves knowing what to teach and how to teach it. A relevant pedagogy needs be considered, involving teaching strategies, content, materials and method.

In the process of curriculum making, the value of the teacher's critical reflection must not be overlooked (Dewey, 1933). Reflection, as a method of inquiry into teaching, is inquiry into pedagogy and curriculum, the underlying assumptions and consequences of these actions, and the moral implications of these actions in the structure of schooling (Liston & Zeichner, 1987).

Particularly in the Singapore context, where the education system is one that is continually seeking improvements and changes towards relevant developments in schools and the nation, a crucial success factor to any educational paradigm is the teacher (Ng, Lan, & Thye, 2004). It was proposed that Singapore needs reflective teachers who can continually reflect upon their own practices to find better ways of teaching as well as maintain their purpose and direction amid a sea of changes. It was also highlighted in their study that not only shall the teacher reflect critically on education policies, he or she needs also to continually seek to educate the students better and in more holistic ways.

Another critical aspect of teacher capacity not to be neglected is the development of the teacher's social and emotional skills. If a teacher is to teach particular skills, he or she must first and foremost exhibit these skills. This not only allows the teacher to be a role model for the students, it also increases the efficacy of teaching such skills. Schools

involved in promoting SEL have found that improving staff social and emotional skills has a positive impact on pupil learning and behaviour (SEAL, 2010). Teaching is based upon social interaction and effective learning, and teaching requires high levels of skill. This is of particular importance when the focus of teaching is on the social and emotional skills themselves. Staff will need social and emotional understanding and competence so they have the confidence to model, demonstrate and coach when teaching these skills to pupils. Students develop emotional skills when teachers plan to include them and model the behaviour for the students. Like motor skills, social and emotional skills must be practised. Therefore, learner-centred, action-oriented teaching and learning methods should be considered.

1.6 Theoretical framework

A learner-centred approach will be taken in this study. The Cognitive-Social Learning Model of Social-Skill Training (see Figure 1) provides the theoretical framework for this study. This humanistic branch of psychology informs that Social skills training literature states goal as helping pupils to acquire concepts of socially appropriate behaviour (Ladd & Mize, 1983).

Figure 1: A Cognitive-Social Learning Model of Social-Skill Training

Training objective	Training procedure

Enhancing skill concepts	A. Establishing an intent to learn the skill concept
	  Providing an advanced organiser
	  Stressing the functional relevance of the concept
	B. Defining the skill concept in terms of its attributes
	  Conveying concept meaning
	  Identifying relevant and irrelevant attributes
	C. Generating exemplars
	  Identifying positive and negative exemplars
	D. Promoting rehearsal and recall of the skill concept
	  Encouraging verbal rehearsal
	  Establishing a memory code
	E. Refining and generalising the concept
	  Correcting misconceptions
	  Identifying alternative applications

Promoting skill performance	A. Providing opportunities for guided rehearsal
	    Requesting overt skill rehearsal
	    Conducting rehearsals in a sheltered context
	B. Evaluation of performance by the instructor
	    Communicating performance standards
	    Providing feedback about the match between standards and performance
	C. Fostering skill refinement and elaboration
	    Recommending corrective action including concept reformulation and skill modification

Fostering skill maintenance/ Generalisation	A. Providing opportunities for self-direct rehearsal
	    Skill rehearsal in a serious of contexts that approximate real-life situations
	B. Promoting self-initiation of performance
	    Encourage skill usage while withdrawing performance cues or aids
	C. Fostering self-evaluation and skill adjustment
	    Self-appraisals of skill performance
	    Self-monitoring of skill outcomes
	    Adoption of nondefeating self-attributions and affective states
	    Use of information from self-monitoring to modify performance

According to this theoretical framework, children form a concept or cognitive representation of behaviour(s) from informative experiences such as observing a model or listening to verbal instructions. On subsequent occasions, the learner may use these concepts as patterns or representational guides for performances (Ladd & Mize, 1983).

As outlined by this cognitive-social learning framework, principles of skills learning and behaviour change may be translated into the following training objectives: (a) enhancing skill concepts, (b) promoting skilful performance, and (c) fostering skill maintenance and generalisation (see table 1). The training procedures are defined as: Instruction (model or verbal – language-based information and demonstration), rehearsal, and feedback.

And according to the works of Klausmeier (1992) instructional strategy utilising a combination of instruction, rehearsal and feedback include the following basic steps for skill enhancement:

  i) Providing a purpose and explanation for learning the skill or concept

  ii) Identification of relevant and irrelevant attributes of the concept

iii) Use of exemplars or nonexamplars to prevent over and under generalisation

iv) Rehearsal and recall of the concept to facilitate encoding and retention

v) Feedback is given to the learner to foster understanding and skill application

Life skills are indeed skills, and like physical skills, they are taught through demonstration, modelling and practice (Danish & Hale, 1981). Cooperative Learning methods (Kagan, 1994) will also be utilised in delineating instructions within the curriculum of this study.

Indeed the incorporation of SEL in PE remains an under-explored domain. Thus, a teacher-driven curriculum that focuses on life skills being taught in PE can lead to outcomes that meet national objectives and have significant positive effects beyond the sphere of the school. The potential of SEL having a profound impact on the enhancement of the workforce in the long run is undeniable.

In this regard, the teacher plays an immense role in the classroom. Philosopher and Educational Reformer John Dewey (1933) prescribed the pioneering viewpoint that the classroom is a democratic community, and believed educators should be skeptical of teaching and be concerned with reflection and improvement. Kurt Lewin (1947) further refined this as the Action Research process that is crucial in addressing social change issues and making social improvements. He emphasised the need for collaboration and group inquiry in collecting information about social issues and developing action plans to solve these social problems. To put things in the school context, Richard Sagor (2000) proposed that the goal of action researchers is to understand what is happening in the school or classroom and to determine what might improve things in that context.

According to Stringer (2004) the systematic processes of action research extends the teacher's professional capacities, bringing forth a set of tools that enhance general classroom planning. They also enable educators to address significant problems in the classroom that are beyond the teachers' existing professional know-how. Furthermore, the action research process of inquiry is suitable for general classroom purposes, but is particularly relevant when educators face long-term, deep-seated problems signaling a need for significant changes to current practices or programmes.

2 PURPOSE OF THE STUDY

The purpose of this study was to examine and provide a detailed description of the process of implementing a SEL programme in PE from the teacher's perspective. To this end, a set of socio-emotional skills teaching resources were created, which also served as pedagogical tools for the PE classroom. Additionally, it was hoped that through this inquiry, ideas for future interventions targeting the SEL curriculum could be developed.

The aims of the study were streamlined as follows:

i) To design and implement a SEL intervention through PE, and to evaluate the educational processes of the intervention

ii) To understand pupils' experience in class within such a curriculum

iii) To uncover the factors influencing an effective SEL programme

3 METHODS

3.1 Research design and role of researcher

Action Research was chosen for this study as a practical process to systematically look into the prevailing educational issues and make improvements within the context of the study. The teacher-researcher acts as a catalyst in a collaborative effort to develop a best practice in teaching Socio-emotional skills in the PE classroom. There is great value in the teacher-researcher engaging in a qualitative study that harnesses the advantage of a practitioner's perspective of methods and processes. It is also of importance to the researcher to document her own practice with the aim of changing her teaching, and enhancing her own learning in the research journey (Amanda, 2007).

3.2 Participants

The study was carried out in a secondary school in Singapore. The school was chosen because SEL is a school-wide focus in this school; the school has an over-arching Student Development Framework that encompasses non-academic learning focus such as Life Skills, Character Education, Career Counselling, Co-curricular Activities (e.g. Sports Clubs), to name a few. Hence, the profile of this school was a very good fit for the study. Participants were students of a Secondary One class, aged 12 to 13-years at that time. The class enrolment was 40, with 12 girls and 28 boys.

3.3 Procedure

The study was conducted in August 2012 over four weeks in 4 1-hour periods. A unit of 4 lessons was designed and developed using literature and resources in conjunction with the school's SEL Framework and Student Development Curriculum, so as to align all lesson focus to the school's instructional objectives, as well as National outcomes (see Table 1). The lessons were conceptualised and organised to relate specifically to the progressive development of SEL from "managing the self" to "relating to others". The unit also sought to employ key features of PE in a manner that would facilitate the focus on SEL, such as playing in a team, effective communication and social group skills in general. The action-oriented nature of PE lends itself suitably to facilitate SEL.

Table 1: Alignment of intervention objectives with prevailing Ministry and School Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
SEL Core Competency	Self-Management	Social Awareness	Social Awareness	Relationship Skills
Lesson Objective	Impulse Control	Effective Communication	Empathy	"Conflict Resolution"
Technique / Tool	The "Silence" Sign	Affirm and Encourage	Perspective Taking	"Stop-Think-Do"
School's Student Development Curriculum	"Start the Class Right"	"Building Bonds"	""Helping Others" / "Bullying"	"Teamwork"
School Values	Excellent in Endeavours	Caring in Action	Caring in Action / Noble in Character	Noble in Character
C2015[1]	Self-Directed Learner	Confident Person	Concerned Citizen	Active Contributor

According to the Secondary One PE Scheme of Work during the period of the intervention, Basketball would be taught. The two PE teachers of the class took care of the PE focus while the researcher, as co-teacher, focused on teaching the specific SEL competencies identified for that lesson within the framework of the PE curriculum.

3.4 Methods of data collection

Data were collected pre-intervention, during the intervention and post-intervention. Data included field notes from observation, reflection diaries after each lesson, interviews with PE teachers, interviews with pupils, as well as pupils' reflection worksheet.

In the pre-intervention phase, the content of the SEL programme was agreed upon with the two PE teachers of the class. Initial contact with the class took place one week prior to the intervention. Observations were carried out as researcher watched the regular PE lesson for the class on two occasions and noted students' behavior during this time.

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[1] C2015 is a vision articulated by MOE, of *"Strong Fundamentals, Future Learnings"*, to guide the design of future curriculum in ensuring that a strong and broad-based foundation is laid for all students and sufficient room is provided to meet diverse student needs, so as to prepare and develop skills and mindsets in students for life and work in the 21st century.

Besides giving herself the opportunity to be familiar with the setting and context of the intervention (Stringer, 2004), the researcher had intended for these observations to also serve as a foundation for building rapport and trust, to allow the students to be familiar with the researcher's presence in their midst (Tomal, 2003). Researcher also took the opportunity during this time to introduce herself and explain her purpose.

In the intervention phase, the 4 SEL lessons were conducted. The following were the lesson focus of the SEL programme:

1. Self-Management: Impulse control – *"Setting the Class Tone"*

2. Social Awareness: Effective Communication – *"Affirming and Encouraging"*

3. Social Awareness: Empathy – *"Perspective Taking"*

4. Relationship Skills: Conflict Resolution – *"STOP-THINK-DO"*

In this phase, the researcher noted down all thoughts, feelings and perceptions about the whole lesson proceedings immediately after each lesson, such as pupils' behaviour, and researcher's perception of pupils' attitudes towards the lessons.

In the post intervention phase, the researcher continued to record her thoughts in the diary, focusing on self-evaluation. These reflections were handwritten immediately after the session, to capture accuracy of insights from the recency of recall. This would help in tracking the researcher's thinking and judgement that led to subsequent decisions (Coughlan & Brannick, 2010). Additionally, the researcher conducted semi-structured interviews with the PE teachers and students, as well as gathering student reflections. The teachers were consulted after the intervention through informal conversational interviews. Their responses were written down in note form as they were spoken, to get as best a verbatim record as possible. Each interview lasted between 20 to 30 minutes. After each lesson, unstructured interviews were carried out with two to three random pupils at a time. Where possible, the interviews were conducted immediately after the lesson so that pupils' immediate reflection of what just happened could be obtained since the experience would still be fresh in their minds. Besides, the pupils' non-verbal signals and their emotions could be observed, in an informal setting. (On occasions when the pupils could not be reached immediately after class, they were spoken to after school on the same day the lesson was conducted). It was key to the researcher to gather

information about phenomena or pupils' experiences, in a non-threatening manner (Corbin & Morse, 2003). A general guide to the interview topics included how the pupils felt about the lesson, what they had learnt, how they had felt about their classmates, what they liked about that day's lesson and what they would like to change about the lesson, if they could. These interviews could offer insights into pupils' enjoyment, level of self-awareness and their perception of the lesson experience. At the end of the 4-week intervention, pupils responded to a worksheet recording their perception, their feelings about the programme as well as their perspective of their own learning (Appendix 7).

3.5 Data analysis

Inductive content analysis was used to interpret the data. A thematic analysis of text resulted in the identification of themes and major ideas (Trochim, 2006). The collected data was examined thoroughly in order to sift out overarching themes and underlying topics. Researcher's field notes and diary were also closely examined to find reflections and quotations that would support the themes (see Table 2).

Table 2: Overarching themes from the data analysis

Main Themes	Curriculum Issues	Teaching Styles	Learning Climate	Teacher's Pedagogical concerns
Sub Topics	An explicit SEL curriculum	Facilitative styles of showing care and concern	The case for pupil-centredness	Teachers need to have the skills to teach
	The "Hidden" curriculum	Focusing on the affective domain	Creating a safe learning atmosphere	Support for training and in teaching resources

3.6 Ethical issues

Permission had been granted from the Principal of the school for this study to be conducted. The school had given the researcher its full support to integrate her programme in the regular PE curriculum. Prior to the intervention, participants had been briefed about the study, informed consent forms were issued and participant confidentiality was assured. Researcher had abided by the code of conduct for teachers throughout her stay in the school. There was also every effort to safeguard the

anonymity and integrity of the school and not to inadvertently implicate or harm the reputation of the school as a result of the study.

3.7 Strategies for validating findings

In an effort for prolonged engagement, direct observations were first conducted of pupils in their normal lesson setting so as to allow the researcher to familiarise herself with the context and to gain some trust and rapport from the participants before the intervention. There is also attempt to provide a detailed description of the intervention process in order that the study may be repeated in another setting or context. Triangulation was achieved via the use of different methods and from different sources. Data had been collected from multiple informants and took various forms. The researcher's diary served as a "reflective commentary" (Lincoln and Guba, 1985) while other data took the form of interviews and reflections from participants. Additionally, the researcher had frequent discussions and dialogue with the PE colleagues throughout the intervention to share with them her observations and findings, thereby accounting for different points of views and extending more trustworthiness to the study. The colleagues were also acting as 'sounding board' during the intervention to help curb any preconceived bias on the researcher's behalf. Finally, member checking was done by sharing the findings of the study with the PE colleagues interviewed for verification of truthfulness.

4 RESULTS

4.1 Description of intervention

A SEL programme consisting of 4 progressively developmental lessons were carried out, designed in accordance to CASEL's description of SEL competencies. These lessons were planned in alignment with the school's and the ministry's learning outcomes. The following were the lesson focus in the SEL programme:

1. Self-Management: Impulse control – "Setting the Class Tone"
2. Social Awareness: Effective Communication – "Affirming and Encouraging"
3. Social Awareness: Empathy – "Perspective Taking"
4. Relationship Skills: Conflict Resolution – "STOP-THINK-DO"

4.2 Teachers' perception

Insights into PE teachers' perception of SEL within PE were gathered and grouped in themes, as presented in Table 3.

Table 3: Main themes in teachers' interview

Themes	Quotes
SEL as an explicit curriculum	"All form teachers have to go to class to conduct Class Interaction and Pastoral Care period. We follow the lesson package as a guideline what to teach."
The implicit teaching of SEL	"Every lesson there is bound to be teachable moments that we can use as example or to teach social emotional skills and values. The teacher must recognise these moments and seize the moments….this is more powerful."
Implementation issues	"Not every PE lesson you have a lot of time to teach SEL specifically."
Resource and pedagogical	"In NIE there was no specific training how to teach

concerns	social emotional skills…we pick it up when we start teaching…or through experience."
	"Sometimes we watch the older teachers, the good teachers…we also learn from them."

SEL as an explicit curriculum

Both PE Teachers interviewed shared that Socio-Emotional skills were not taught explicitly in their PE classes. The SEL curriculum of the school was a separate entity under the school's Pupil Development Curriculum Framework, and was typically addressed and taught in the classroom by form teachers of the class. Such 'Class Interaction' times occurred twice weekly, with each period lasting 1 hour.

Although there had not been any deliberate teaching of SEL for PE, both PE teachers perceived it to be plausible to infuse SEL objectives into PE lessons. They recognised that there are socially responsible behaviours such as ethical thinking or sportsmanship that can be taught explicitly via the PE setting, and these are skills that are necessary for pupils to learn and hopefully apply in their daily life.

The implicit teaching of SEL

Both PE teachers interviewed believed in the value of SEL and its contribution to pupils' development & growth. But they felt that they could not be totally sure that they would achieve the teaching of SEL explicitly in every PE lesson. They deemed teaching SEL implicitly as more probable.

One PE Teacher felt particularly strongly that explicit teaching of SEL should not be the only way for students to learn social and emotional skills. One reason he cited was implementation considerations like time constraint within the PE lesson (which will be addressed in the next section). The next reason was that since SEL is already being taught separately in the classroom (as mentioned above) the PE teacher might be duplicating what had been addressed by the class Form Teacher. However, the most critical issue he offered was that teaching life skills or 'soft skills' is sometimes most effective when the teacher seizes a 'teachable moment' at any point the teacher deems fit during a lesson and captures the socio-emotional learning at that moment in time. He offered an example of foul play during a game that resulted in 2 teams in conflict. The

teacher could at this point interrupt the lesson to arrest the issue and engage the whole class in a discussion on concepts of fair play, before resolving the conflict and showing to the pupils the proper behaviour (e.g. how or when to apologise to each other) when tension or potential conflicts arise. In such real-life situations, pupils would see the relevance of the skill and in their opinion such a manner of teaching and learning is more impactful and powerful. Therefore, this teacher felt that SEL can be reinforced during PE and not necessarily be taught explicitly in the PE setting. So, having a set structure to teach SEL is good, but social and emotional skills teaching is also about the teacher's ability to respond to situations and react accordingly in the right moment.

Another interesting opinion raised about the delivery of an SEL programme was that the presence of a fixed structure or SEL lesson plans in place is no guarantee that learning will take place. It might be more helpful to allow teachers to harness their own creativity to design their own plan or even to decide when they would teach SEL deliberately or when to teach it implicitly. Furthermore, structures can sometimes be restrictive and limiting to a teacher's inventiveness and initiative. Teachers who are quick-thinking or creative can easily seize the moment and address SEL on the spot. So the effectiveness of SEL teaching rests on the professionalism of the teacher and not really the presence of a structured plan.

Implementation issues

The instructional strategy to the teaching of social behavioural skills (explaining / modelling / role-play / practice) tend to take up long instruction time (vs. play time). Due to the limited time, there might not be enough time left for the PE Curriculum proper.

Resource and pedagogical concerns/knowledge

In the National Institute of Education (teacher training) the affective domain in PE is emphasised as a key lesson objective in Practicum Teaching lesson planning, but PE teachers are not explicitly trained in teaching it. Teachers, especially beginning teachers, who had not taught SEL/ life skills before may not know how or where to start. This however, was deemed not a big issue, as beginning teachers can learn on the job, through experience, and also to learn from peers or more experienced colleagues.

One PE teacher said that if teachers went for training, it would be helpful to pick up new skills, but then again, it is not about the amount of training, but also the teacher's own sensitivity and alertness to pick up situations as they arise.

One PE teacher said that when he watched me teach SEL, he could learn from me. Because my style was very different from his. He felt my lessons were more structured, while his SEL focus in PE was more 'accidental' than 'incidental'.

4.3 Pupils' perception

Insights into participants' perceptions came to light from this set of data. The main themes are in Table 4.

Table 4: Main themes in pupils' data

Themes	Quotes
Lesson enjoyment	"Very fun, can play with friends."
Identification of skills learnt	"We learn respect."
	"Teamwork and communication is very important."
Comments about the teacher	"She never scold us."
	"She is very nice."
	"She explains to us clearly, but sometimes her explanation is very long."

Lesson enjoyment

It was very heartening to learn that students felt my lessons were fun and enjoyable. Although they also felt that the lessons were sometimes boring when explanations were long. Additionally, pupils were also worried that whenever the teacher "talked a lot", it would mean that their playing time would get reduced, and they did not like that to happen.

Pupils recognised that they had learnt other things besides sports during PE, such as communication. The lesson on giving encouragement left a deep impression on them. They felt that some skills (e.g. communication/ teamwork) were also taught by other teachers (e.g. their form teacher) during class interaction time (where school values are addressed) although the teacher did not teach in the same way, and the skills in focus were slightly different.

What the pupils liked best about PE was that they got to play with classmates. In Lesson 3 (Empathy and Perspective taking) whenever the teacher changed players in the team, they would initially feel a little uncomfortable with the new adjustment, but then they would subsequently feel it was ok because the game would become better, (at least not the same team who kept winning) and they could feel the situation becoming more fair as the player strength got more balanced.

The pupils liked that the teacher did not get angry and (or keep) scolding the class. For instance when the class took a long time to settle down, the teacher did not lose her temper, whereas some teachers would keep scolding the class and wasting time or then not teach anything, but only scolding…which they did not appreciate at all.

Identification of skills learnt

Some things the pupils said they had learnt – confidence, respecting each other, teamwork, how to communicate, punctuality, fairness, sportsmanship, not losing your temper when angry. They also mentioned things like listening to the teacher when she is teaching the class how to play. And they learnt how to praise friends when they did well, and how to encourage each other. Pupils felt they could communicate well with team mates, and team members did a good job in trying to score during a game.

Comments about the teacher

Pupils felt that the teacher was very nice and kind. And she explained reasons to students clearly, she was fair, and good to them. When students were naughty she did not scold them. She was sometimes boring, because her explanation was long. Her teaching style was different from other teachers' and she was fun. Her skills (lessons) were easier to learn because pupils could understand, and her instructions were easy to follow.

4.4 Researcher's reflection diary

Researcher's reflection was recorded prior to, during and after the intervention. Data included researcher's observation and perception, thoughts and feelings, perceived strengths and weaknesses in various areas, as well as evaluation of the process. Content of the reflection diary is summarised according to main themes, as shown in Figure 2.
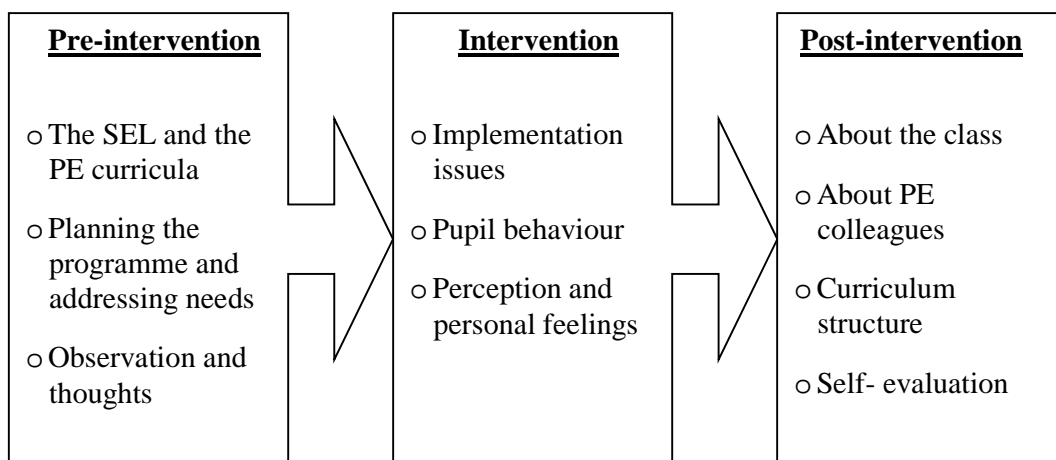
Pre-intervention	**Intervention**	**Post-intervention**
o The SEL and the PE curricula o Planning the programme and addressing needs o Observation and thoughts	o Implementation issues o Pupil behaviour o Perception and personal feelings	o About the class o About PE colleagues o Curriculum structure o Self- evaluation

Figure 2: Themes from researcher's reflection

4.4.1 Pre-intervention

The SEL and the PE curricula

SEL programme is school-wide, as the school has its own framework incorporating non-academic learning outcomes, subsumed under Pupil Development Curriculum. There is common understanding among all teachers of the school that character and values education is pervasive in the whole school curriculum and should permeate across subjects. Character/Values/Life skills/SEL Education has a separate curriculum distinct from academic subjects (one lesson package per level), but individual subjects may or may not contain Character and Citizenship Education (CCE) objectives, depending on the respective departments' Scheme of Work. For this school, SEL is taught implicitly in PE. And there is no structured curriculum within PE to embed SEL competencies (the new CCE initiative would be launched by MOE in Jan 2014).

Planning the programme and addressing needs

In preparing for the intervention, I paid careful attention to and made reference to the school's Pupil Development Curriculum Framework in order to match my intervention

with the school's suggested themes for that age level. Links were made to the MOE Outcomes: CCE Learning Outcomes, School Values, C2015, Core Values, Knowledge and Skills competencies identified for the respective level. I was mindful about addressing pupil needs and at the same time also making the intervention address the school's curriculum needs. According to Sec One Pupil Development Curriculum for 2012, the main topics covered included "Starting the Class Right", "Building Bonds", "Helping Others", "Moral Dilemma", and "Teamwork".

The 4 SEL lessons were designed by first considering the following:

a) What are the possible socio-emotional issues of this class of pupils?

b) What skills do they need that can address these class behavioural / socio-emotional issues?

c) I What pedagogical/content skills do I have to teach these lessons?

d) How to make the lessons progressive, building each lesson up from the previous?

e) How to help pupils apply the skills than to just practise it n class (in isolation of a real-life situation)

There was also special care in building on progressive Socio-Emotional competencies (CASEL, 2003, 2012):

1. Awareness and management of behaviour (of self)

2. Awareness of how one's behaviour affects others (social)

3. Conflict resolution (group skills)

The two PE Teachers (whose class I was teaching) were in their early twenties, and were first-time teachers with less than 2 years' teaching experience. They had good rapport with the class, were not too strict with the class, and behaved in a very friendly manner with the pupils. I never saw them scold any pupil and they always used a talking tone when addressing the class. They did not teach SEL explicitly, though they were both aware of "affective domain" objective for PE. It was noted that the school's PE Scheme of Work contained Affective Objectives, though these were mostly addressed implicitly. PE teachers were honest, relaxed and open when talking with me, and were able to offer their views candidly. They accorded me with respect as I was senior to them both in age as well as in teaching experience. A co-teaching style would be adopted during the SEL intervention for this study. They would teach basketball while I

would take over some time of the lesson to handle the SEL component according to the programme that I had designed.

I started out with a genuine interest in building a meaningful relationship with the class though knowing that my stay in the school was a short one. I had also taken into account that the class already had very good relationship with their PE teachers, that I would not inadvertently upset that balance or do any damage to alter the current situation as a result of my intervention.

I was particularly mindful about the time allocation for explicit SEL teaching: that I would not use up too much of the lesson time to fulfil my SEL component and leave too little time for PE teachers to carry out their planned lesson. I also adhered to the instructional strategy in accordance to the Cognitive-Social Learning Model of Social-Skill Training: (a) enhancing skill concepts (b) promoting skilful performance, and (c) fostering skill maintenance and generalisation (Ladd & Mize, 1983).

Observations and thoughts

I had noticed the class to be a lively bunch. I sensed that the pupils were eager to learn. They responded well to their PE teachers. They were a cohesive group, though there were natural cliques of boys and separate cliques of girls (quite distinct groups). They were generally well-behaved and under control of the teachers. I could also see that they were enthusiastic about PE, as they reported cheerfully to the court for lesson. However, I felt that they were a little too noisy because the pupils were very talkative. Also, the pupils took a long moment before settling down to start lesson. I had found this unacceptable, as it wasted a lot of lesson time.

On the whole, there were several very active and sporty individuals, and all of them made up a pleasant class.

I had felt a little excited to start teaching again, especially when the class was new to me. There was a sense of excitement when meeting a class of new pupils for the first time. This feeling is common among pupils when they are going to face a new teacher, but in fact, it could be the same for teachers as well. I knew I would make effort to build rapport with the pupils, and I had felt apprehensive about how the pupils would react to me as a new teacher to them. I had felt that my pleasant, friendly and approachable

disposition was my strength, and this would be helpful in rapport building with the class.

When observing the lesson initially, I noticed that I had a tendency to be a little critical or curious about the PE teachers, in the sense that I looked out for evidence of them addressing affective/SEL during their PE lesson.

Initially I was somewhat 'overwhelmed' by what exactly I was to observe or what would I wish to observe? How would I critique myself? How would I be objective towards myself? What if I missed out on many things? E.g. blind spots? Aspects of the lesson that I just failed to take notice of e.g. pupil response/reaction during lesson. Would I be able to do observation and focus on my teaching at the same time? So I made it a point to record observations and thoughts immediately after lesson ended, as close to the time they occurred as possible in the hope of capturing my thoughts and feelings as accurately as possible.

4.4.2 Intervention

Lesson 1: Self-Management & Impulse Control – "The Silence Sign"

(i) Implementation issues

The first lesson was carried out smoothly. But talk time vs play time for this lesson was a bit imbalanced, but I felt this was very necessary since I wanted to establish a tone and set some base standards of good behaviour. I needed to persist with establishing a particular routine in the hope that it could develop into a good habit for the class.

(ii) Pupil behaviour

It had appeared to me that the issue about taking a long time to settle down for lesson did not seem to bother the pupils. They seemed to think it natural to take their time and not have to mind punctuality issues. As the teacher, I was very mindful about time, and therefore deemed it unacceptable for this behaviour to persist. Besides, an effective teacher should have good classroom management and time management, therefore it was necessary to put the silence sign in place. As it turned out, the pupils were very responsive to me and I perceived them to be very cooperative in my lesson.

(iii) Researcher's perception, thoughts and feelings

I had felt that to tell the class in my very first lesson with them, that their behaviour needed to be changed, carried with it some kind of 'risk'. This was because it could have ruined any chance for a good start in my building a rapport with the class. However, it turned out to be a successful strategy, as pupils responded well to me and understood why it was so important for them to exercise self-restrain and keep silent when the time called for them to do so. I did feel at one point whether I had been too insistent with the class, being the 'new' teacher trying to implement a new drill persistently. But I also got the support of the PE teachers who went along with me, and assured me that what we did was right and also effective, as could be seen by the end of the lesson when the teachers could command silence instantly at any point in the lesson and get the pupils to keep quiet on cue.

I felt that I had handled the lesson debrief section well, and my explanation to pupils were clear with regard to my purpose of the activity. I rounded up the lesson by praising the class for their improved behaviour. I allowed reflection and thinking time at the end of the lesson and let pupils voice their views. Pupils were able to verbalise to me that they could see for themselves the difference in their learning behaviour when order of the class could be maintained quickly because they could hear the teacher's instruction clearly and more easily. I do believe pupils appreciate a teacher who can command a firm control of the class and manage the class behaviour because pupils know they learn better when there is calm and order in the learning environment.

Lesson 2: Social Awareness & Effective Communication – "Affirming and Encouraging"

(i) Implementation issues

Part of the second lesson was to reinforce what was taught previously – the silence sign from the first lesson. To me, recapping and following up with what was taught was vital and effective in scaffolding and enhancing learning.

For this lesson, I felt it was crucial to highlight to the pupils the importance and the difference between affirmation and encouragement. Often, we would cheer each other on when we win, but we forget (or find it hard to look for the right words, or don't know what or how to say) to give encouragement to others during a setback.

I allowed pupils to offer their suggestions as examples, rather than myself giving the answers right away (e.g. appropriate statements for giving encouragement).

The steps of instruction were adhered to, giving time for explanation (preamble / lead-in, pre-discussion), modelling the behaviour, reflection and practice. I felt the presence of feedback was important in the process of skill instruction, in building understanding and ability, so I went from group to group throughout the lesson to check if pupils were using the positive phrases. I had also managed time well such that there was always time for reflection/discussion at the end of class. The talk-vs-play time was more balanced for this lesson than before.

(ii) Pupil behaviour

The class had been very attentive to my teaching, in my opinion. They seemed to remember the previous lesson well; silence sign was effective in keeping the class quiet and obtaining attention and order in much shorter time as previous lesson. A few 'playful' pupils did not respond, but succumbed with classmates' urging. The class was very cooperative again, on the whole.

I was pleasantly surprised by some interesting ideas offered by the students when I asked for their suggestion on how else they could use the positive phrases. Most could say immediately how they could speak positively to friends or family members, but one particular pupil's answer was most memorable to me, as he said maybe he could use it to encourage himself if he failed a test! I was quite sure he was probably playing the fool with this answer, but then he actually got it right, and had just learnt how to do Self Talk.

When asked about difficulty in employing the positive phrases, pupils generally felt it was harder to give encouragement than to offer affirmation. And that it would help if they knew already some common phrases at hand, so they would know what appropriate phrases to use in future.

Two particular memorable discussions took place at the end of this lesson. First was when a pupil shared with the class about her experience when after giving an encouragement to someone, the person gave no response, so that made her feel a little silly and embarrassed to be ignored. I quickly took the opportunity to also highlight to

the class about knowing how to respond when someone says something nice to you. Suggested answers were eye contact, giving a smile, nodding, or saying 'thanks'.

The other memorable discussion was when one pupil shared that sometimes when they were really angry with someone for making mistakes and it was really hard to still tell the person "it's ok". So this pupil asked if it was hypocritical then to say "never mind" when you were actually very bothered and very angry inside. At this point I had suggested to the class to try putting themselves in the other person's shoes, and led them to think about how that person might feel, and I was successful in driving a learning point across.

I had enjoyed addressing discussions when students posted questions to me, and I felt that I had engaged the pupils in very meaningful ways and they were showing interest in my explanation and I could sense that they had learnt something other than at the end of this class.

(iii) Researcher's perception, thoughts and feelings

I was glad to start every lesson on a clean slate, in a positive, friendly and encouraging mood. I was careful to avoid over-praising the class even though I was very pleased that they remembered the silence sign from the previous lesson and was very cooperative throughout. After all, it was still an early stage of acquaintance with the class, and I had thought it better to refrain from being over-easy or over-friendly with the pupils because I wanted to retain some level of authority and control.

Throughout the lesson, I would show by example, using the affirming and encouraging phrases where appropriate when I did not hear the pupils use it. I did this deliberately to model the language for the pupils to learn from, as opposed to constantly telling pupils they need to do it. Sometimes modelling the behaviour was much more effective than saying to pupils what they should do.

For this lesson I was pleased with the fact that I could deal with pupils' spontaneous responses on the spot. When pupils shared about the challenges they faced in giving encouragement, I was very pleasantly surprised by their interesting responses.

There was plenty of opportunity during game situation where teamwork and team communication were required and which played a vital role in team performance and

game enjoyment. I had noticed that pupils were aware of the opportunities present for them to speak encouragingly to one another. I had felt that the situation I set up for the lesson was not contrived at all, as the act of encouraging appears to be a natural part of the team game.

On the whole I had felt very pleased with this lesson as I sensed from the quality of the rich discussion at the end of class that learning had taken place in the minds of the pupils. I had hoped that the PE teachers present could also get SEL ideas after observing my lesson.

Lesson 3: Social Awareness & Empathy – Perspective Taking

(i) Implementation issues

Again, I was building on previous lesson: <u>what we say</u> can impact others. This lesson focus was on <u>how we behave</u> can impact others. I used the natural game situations to present itself as opportunities for pupils to feel empathy:

   a) when the score becomes uneven

   b) when the ball only gets passed to the same few team members and someone in the team doesn't get the ball

   c) I the best player dominates the game and having the tendency to 'show off'

   d) the better players are grouped together

I had started out the lesson with only point (a) in mind, but found examples (b) to (d) while watching different groups play.

I let pupils think about what would constitute to a successful and enjoyable game for all players. I gave pupils the opportunity to reflect upon the perspectives of players on opposing team, by asking them to think of how they would feel when their team was not winning, and therefore how opponents would feel when *their* team was not succeeding. I asked pupils to think about whether they would enjoy the game if they did not get to touch the ball at all. I had in my mind the need to point out to pupils that in my class or in any learning situation, teachers would encourage success from everybody, and the important thing was not about which team was winning, instead it was about everyone having the chance to experience success and challenges.

The only difference I made to the organisation and facilitation of this lesson (compared to previous lessons) was to make it more of small group teaching/ discussion / reflection. One reason was to increase game/activity time, the other was that various groups would present differing scenarios and I could facilitate the different scenarios differently. The final debrief at the end of the lesson was done as a class, where various examples or situations were brought up for the whole class to share and discuss.

(ii) Pupil behaviour

Pupils could recall what was learnt the last lesson – encouragement, affirmation, the importance of communication. I noted that pupils were increasingly more ready to offer responses during our discussion. I believe they were more familiar with me by this time. Or perhaps they were getting used to my lesson structure, where I always opened the class with short recap of previous lesson, reinforce it, before introducing the day's lesson.

I can say I saw full attention and better focus from the pupils at the start of this lesson. I had reinforced the silence sign again (consistently from the first lesson). Pupils were certainly taking less time to settle down compared to the first lesson. They took about the same time in this lesson as the second lesson. And as a result of the better time management, I felt that there was better use of time, less time wastage and more time to carry out the teaching.

Pupils could think from others' perspective and make appropriate modifications to group member strengths. Pupil reactions were immediate and very obvious once changes/modifications were made to the game, and pupils could see for themselves immediately the difference i.e. the imbalance before and the fairness after. Perhaps thinking from another's perspective did not come naturally to some pupils but this was something I noticed that every pupil was capable of doing once you gave them the opportunity to do so, and you let them go through with and learn from the experience themselves.

(iii) Researcher's perception, thoughts and feelings

Although I did not see the PE teachers follow through with the silence sign as much as I did, the pupils still responded appropriately to my silence sign, though at this point I wondered if its effectiveness could be enhanced if the PE teachers used it consistently as

well, or if it would be reduced if the pupils did not see all teachers following through with it. I did not feel good to show pupils that teachers were only going through motion.

I had to interrupt the game on several occasions to drive a learning point. I mostly did that intuitively, intervening at a time I felt was right so that I could obtain the appropriate responses from pupils. This particular lesson felt very fulfilling and very satisfying. I felt I had facilitated the learning well, and was flexible to discuss the various situations I saw during game play and to teach pupils perspective-taking.

I began to think about whether students would apply what they had learnt in this lesson in their daily life. Sometimes, as teachers, we can be too eager to see if our pupils apply what had been taught to them 'immediately' after they had learnt the skill, especially outside of the classroom setting. But learning can be so hard to detect visually as we are not constantly around the pupils to check on them and besides it is not even realistic to do so plus the fact that behavioural/attitudinal changes are not always observable. Also, at times, after class, pupils playfully mimic or overly emphasise what had been taught to them, in a mocking manner. And this is not what we as teachers wish to see either. So I believe the best bet is to teach a solid and memorable lesson, one that is both enjoyable and impactful to the pupils such that they would still be talking about it pleasantly after class.

Lesson 4: Group Skills & Conflict Resolution – "Stop-Think-Do"

(i) Implementation issues

The class had run over class time for this lesson. I felt this was a lesson that required comparatively more complex thought processing and therefore my explanation time took very long. On the whole, the lesson went well, but my lesson delivery was not quite well-executed. Also I could see very little, if any, of actual application of the skill during play time. I had felt that the steps took me too long to teach and explain.

I felt that this was a skill that certainly required re-visits. However, it was not possible for me as this was the final lesson in the programme. In any case, I felt the lead-in to the lesson was good, and was carried out smoothly.

I probably had not chosen the best structure to teach this technique and also there could be a better structure to teach conflict resolution.

(ii) Pupil behaviour

I could sense that pupils started to get bored and restless after the long sit-down explanation. I sensed that they were waiting for game time when explanation got a little long.

Although pupils were able to imagine scenarios of conflict and when the Stop-Think-Do technique could be useful, there was not really any opportunity during game time to apply the technique. After all, not all games situation would give rise to tension or conflict. Possibly, game action happened too fast and it was not habitual of the pupils to think in this new way.

(iii) Researcher's perception, thoughts and feelings

I had felt this to be the least successful lesson of all. There was a lot I needed to explain in order to make a clear instruction. At the point when I sensed that students were starting to get restless, I felt compelled to make instructions really short to save time so as not to lose pupils' attention and interest totally. And perhaps that judgement call had compromised the quality of instruction.

This was why I felt the lesson was not very well executed, that the pupils were not given enough time to digest the skill, or fully absorb and reflect upon it. I was reminded from this lesson the relationship between quality of instruction and its effect on skill acquisition. I felt somewhat lousy by the end of the lesson, although I did not detect any major change on the pupils' general behaviour or the enthusiasm they showed towards this PE lesson on the whole.

4.4.3 Post-intervention

About the class

I had discovered that the class seemed very at ease and familiar with me by the end of my intervention and it felt amazing that the pupils were taking to me so well just after 4 lessons (in 4 weeks). I had felt the class had enjoyed their PE lesson with me. It made me wonder if I had proven to be a teacher who was caring and who looked into their affective needs? Or that I was an effective teacher altogether and my teaching was effective and clear? Or perhaps the other teachers were not as effective or experienced as I was, so as a result, by comparison, I seemed to fare better? Or perhaps the pupils

saw that I taught with passion? Or that I came very prepared with my objectives and I was knowledgeable in my area and therefore very convincing about what I wanted to teach and what I wanted pupils to learn? Or that the pupils could tell that I enjoyed teaching and my enthusiasm had rubbed off on them? Or perhaps the pupils could sense that I took an interest in their wellbeing? Indeed I truly believed that "pupils know you care when you care to know (about them)".

Although I could tell the class liked my lessons, I could not tell exactly by how much my SEL lessons had enhanced their PE experience. I saw also that pupils' energy level was always high, before and during each lesson. And I could also see that the class was more orderly now.

What was most surprising to me was the feedback I got from pupils telling me that they had enjoyed my lessons. They had told that my lessons were very interesting, but when I probed for elaboration, examples the pupils gave were about the basketball game being enjoyable and not particularly the specific Socio-Emotional skill I taught. I found this to be interesting because perhaps pupils did not isolate specific episodes in their PE experiences, but could appreciate the lesson package as a whole, that they learnt something new, and the whole new experience was positive and therefore the sports experience was positive as well.

I also noticed that pupils were praising their team mates when I asked how they had felt about the games they played. This positive response was encouraging for me to find out.

Also I discovered that pupils learned things that I had indirectly taught. I figured they could have made the cognitive connections on their own. For instance, in Lesson 2 about effective communication, pupils had said they learnt teamwork and confidence. And for Lesson 3 on empathy, a pupil had said that he learnt about respect. This was refreshing for me as I did not anticipate pupils to interpret the lesson in this manner.

I felt that after a certain structure had been built into a lesson, it became routine for the pupils, and when every lesson followed the same structure, pupils got accustomed to it and took less time to get into the flow of lesson in subsequent sessions. In this respect, I have felt that I handled time management well.

About the PE Colleagues

By the end of the intervention I discovered that my PE colleagues were 'half-convinced' about infusing SEL in PE. They could not be fully convinced that they would teach SEL explicitly in every PE lesson. They maintained that implicit teaching of SEL seemed more probable.

One of the teachers questioned if the SEL programme that I put in place was making PE come under the SEL umbrella when it should be that SEL be incorporated under the PE framework. This teacher also believed that his 'core business' was PE as he was a trained specialist to teach PE and therefore he should be more concerned about PE aims first, rather than spend much lesson time on soft skills teaching, which was already being addressed in other classroom setting. He had felt that sometimes the school wishes to achieve too many things – too many considerations embedded within one lesson – Character Education, Experiential Learning Cycle (school-wide pedagogy), School Values, results achievement, etc. And teachers do not get to pick and choose what to emphasise on since all are important. His opinion was to have less of what was mandatory, and more of flexibility and allowance for teacher to have the autonomy to decide. He also recognised that there is a slight flip side to this, because if there is no compulsion, there will be some teachers who would not do the work. In addition, no matter how industrious teachers are, they are often not totally supportive of initiatives put up by 'other departments', therefore it is understandable that school principals put in some form of mandate for compliance.

So this led me to think that other than pedagogical skills, the teacher's attitude also matters in the pervasiveness and effectiveness of the SEL programme. And perhaps importance should not be on "always having all in one plate" but "always have at least one in all plates".

Then again, there is consensus from teachers that SEL as 'soft skills', is important and needed in today's fast changing globalised world to learn to communicate effectively and interact with others. For most children, if they did not pick up appropriate social behaviour from parents, then school would be the best (or even only place) these children would ever learn proper social behaviour.

Curriculum Structure

The following questions had to be answered:

a) Would it be more effective to plan a lesson with SEL objective, and then work a PE lesson around that objective? Or

b) To plan a regular PE lesson and then include an SEL component as one of the learning outcomes of PE?

c) Explicit curriculum of SEL vs Implicit teaching of SEL – Which is more effective?

d) Perhaps there is no either explicit or implicit, but both? (Because the teacher needs to be equipped with pedagogical know-how, teaching tools and resource, and at the same time also seize 'accidental' teachable moments)

Self-evaluation

Over all, I had a general good feeling about myself by the end of the intervention. I felt positive about the whole experience, as I felt that my intervention was carried out successfully. I had good management skills, I handled the class discipline effectively, I connected with the class, pupils paid attention to me and were responsive to me. I felt energised by the experience, and very encouraged by it. I felt strongly that the PE setting lent itself so easily to carry out teaching of Social and Emotional Skills, although at times, things could get challenging because of time management (making sure there is enough game time).

I found myself to be eager in all my lessons and was well-prepared. I also found myself to be able to respond well on the spot. I had built a nice rapport with the class, and pupils were greeting me outside of class along the corridor, and during recess time, which was really heartening and pleasant, for being a 'new' teacher to the class and also for teaching them only for a brief period of time. I knew many pupils' name by the end of the intervention. I believed that when teachers took an interest in the individual, pupils appreciated it.

Regarding the bond I felt with the class, I was unsure if this was due to my nature, or that pupils had felt it naturally easier to connect with teachers who showed care towards

them (affective domain), their learning and their well-being? This led me to wonder if a teacher's personality could influence the extent or effectiveness of SEL/life skills teaching? That is, whether there is a particular 'type' of teacher profile/ personality/characteristics that influences the extent of effectiveness of SEL education?

I was conscious to practise what I preached, such as exhibiting socially-sensitive behaviour in and outside of class, and I hoped that by doing this I was modelling a positive behaviour for my pupils. I did so by displaying a strong awareness towards their feelings, their learning, and sometimes also their thoughts. I showed when it was time to listen, such as when a pupil spoke, even the teacher would accord this pupil full attention and kept quiet just like all other pupils. And giving praise and/or encouragement to pupils when it was necessary to do so.

I also felt that no matter how much I had prepared the lesson, there would be situations that I could not predict. This called for some quick thinking and intuition in dealing with the situation accordingly. Intuitiveness could be a product of experience and wisdom, which in turn could be gained by means of taking action and being reflective afterwards. But it is ever necessary for teachers to be renewing our professional knowledge, our resources or our 'tool box', and constantly be sharpening our 'tools' so as to remain relevant. In the same manner as how the PE teacher had said he could learn from me, I think I too would like to observe and learn from another teacher more senior and more experienced than myself. In retrospect, this co-teaching style of conducting a PE lesson seemed to have proven to be beneficial for PE teachers in providing pedagogical support and in peer mentoring.

5 DISCUSSION AND CONCLUSION

The purpose of this study was to investigate and describe the educational process of implementing a SEL programme in PE from the teacher's perspective in the Singapore context. The aim of this study is also to develop resource for teaching SEL in PE class and to gain insights into pupils' class experience within such a curriculum. Additional insights into teaching styles, learning climate, and pedagogical training have also been gleaned from the action research process, with the new knowledge obtained applicable to the local Singapore context.

5.1 SEL Curriculum and its implementation

Studies have shown that a myriad of curriculum types exist in any education setting. And what pupils learn in any planned lesson can range from the "overt" (explicit) to the "hidden", which refers to that which teachers do not teach but pupils learn (Longstreet & Shane, 1993). Or even the "null" curriculum, which according to Eisner (1994), refers to that which we do not teach and thus prompt pupils to think of which as unimportant. Hence, by extension of this principle, what we do teach is indeed perceived as important by the pupils.

What is paramount from an education standpoint are the elements, which exist within the realm of control of the teacher, such that the teacher can influence what pupils actually take away from the lesson. Case in point is known as the "received curriculum", concepts and content that are truly learned and remembered (Oliva, 1997).

SEL has its place in the school curriculum. When academic and SEL both become a part of schooling, students are more likely to remember and use what they are taught (Elias, 2003). SEL is not a separate subject area; rather, it must be linked to language literacy, instruction in mathematics and science, history and current culture, health and physical education, and the performing arts. In all of these areas, the essential skills for academic and SEL mentioned earlier allow for deeper understanding of the content and improved pedagogy, with greater student engagement in learning and fewer behavior disruptions (Elias, 2003).

Socio-emotional competencies are like values, which are not only transmitted incidentally, but can be directly taught and learnt. This is also why it is necessary to carve out a curriculum that teaches values explicitly and purposefully. This is done

through placing a priority on SEL and making intentional and consistent efforts to create environments that are conducive to SEL, making intentional efforts to teach skills that underlie social emotional competencies (Lintunen & Gould, in press). Additionally, emotional skills develop when teaching is planned to include them (Lintunen, 2006). Like motor skills, social and emotional skills have to be learnt and practised in order for mastery to occur. Therefore, SEL has its place in the overt and formal, written curriculum and ought to be taught explicitly, with a SEL Programmes that is intentionally designed.

From the results of this study, it was interesting to note that pupils had learned concepts that had been indirectly taught. As suggested in Bruner's Constructivist Learning Theory, pupils made their own cognitive connections and picked up other values when specific socio-emotional skills were taught explicitly. Like in this study, for instance, the value of self-confidence (self-awareness & management) was articulated after a lesson on "affirming and encouraging" (social awareness).

There is, however, still a place in the "hidden" curriculum where SEL can be taught implicitly by means of that which revolves around daily or established routines at school, from the behaviours and attitudes of teachers because behaviour is modelled by the teacher (Lintunen, 2006).

5.2 The Effective PE Classroom

The classroom learning environment embodies more than merely physical space. It consists of the entire learning setting, including instructional processes, teacher-pupil relationships, pupil-pupil relationships and pupil attitudes (Brophy, 1999).

Figure 3: The Effective PE Classroom
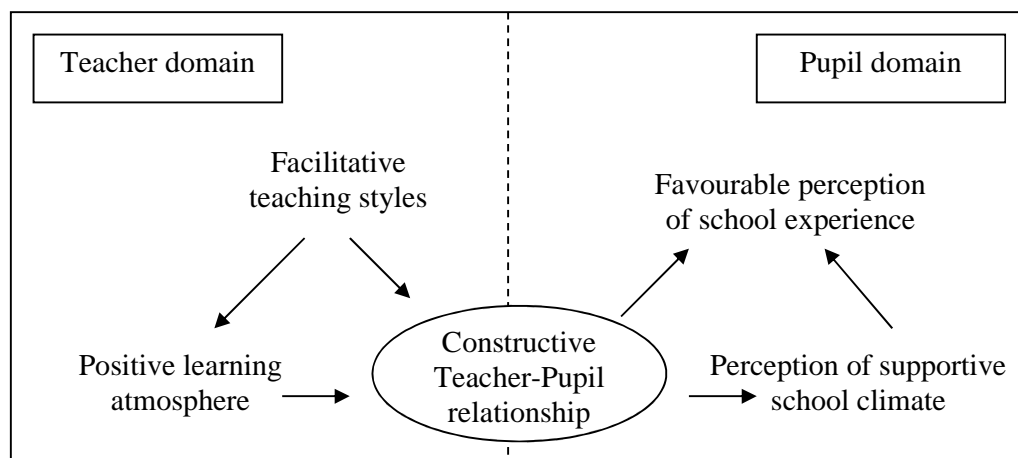
Perhaps the cornerstone of any effective classroom lies in the quality of a successful teacher/pupil relationship. Various elements from both Teacher and Pupil domains interact in any given classroom situation to create a condition conducive (or otherwise) for teaching and learning to take place (see Figure 3). Myriad studies have shown causal relationships between teacher/pupil rapport and positive learning outcomes in areas of academics, social and emotional development, and general well-being (Carr, 2005; Cornelius-White, 2007; Groom, 2006; Uitto & Syrjälä, 2008).

Particular teacher-pupil relationships are more effective for pupil achievement than others (Brekelmans, Wubbels, & Den Brok, 2002). Studies done on teacher "immediacy", which is a concept of communication characterised by 'that which enhances closeness to one another', have shown a positive effect of immediacy on pupils' cognitive and affective outcomes. Such teacher behaviour includes approachability, increase sensory stimulation, interpersonal warmth and closeness (Sanders & Wiseman, 1990).

Studies related to productive contexts for learning feature an ethic of caring that pervades teacher-pupil and pupil-pupil interactions (Brophy, 1999). Attributes that teachers are required to display include cheerful disposition, friendliness, emotional maturity, sincerity and caring about pupils as individuals as well as learners. These qualities not only help improve classroom relationships but also make teachers the effective models for socialization (Brophy, 1999). Results from the current study have also yielded findings that related correspondingly. Pupils in this study have reported that the teacher was very kind and caring towards the class, and she never scolded the class, but use only a talking tone all the time. Furthermore, she always explained to the class and her explanations were very clear. It is believed the pupils felt this way as every lesson in the intervention was structured with an opening, and ended with an appropriate closure all the time, so there was room during the PE lesson for the teacher to engage pupils in meaningful discussions not just for purpose of ample explanation but also to seek and understand how pupils feel and think.

Another perspective of the teacher-pupil relationship can be appreciated from the humanistic approach to education. The humanistic approach provided the basis for a learner-centred focus, which suggests that positive teacher-pupil relationships are associated with optimal, holistic learning (Cornelius-White, 2007). The classical model

of learner-centred education emphasizes teacher empathy (understanding), unconditional positive regard (warmth), genuineness (self-awareness), non-directivity (student-initiated and student-regulated activities) and the encouragement of critical thinking. Rogers (1969) also asserted that "certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner" yield significant learning. And the perception of care by the pupil is emphasized in this respect. This again supported the results of the current study in that teacher's warm, caring and pleasant disposition has helped to boost the formation of a congenial relationship with the pupils, even though the duration of contact lasted only 4 lessons.

In alignment with Rogers' postulation, Cornelius-White (2007) also put forward the notion that person-centred education is associated with enhanced affective or behavioural outcomes, such as increases in engagement, satisfaction, and motivation to learn. Other pro-social outcomes include enhanced self-esteem and social connections and skills. Positive relationships, non-directivity, empathy, warmth, and encouraging thinking and learning are the specific teacher variables that contribute most greatly to positive student outcomes, as compared to other education innovations (Cornelius-White, 2007). One interesting finding from his meta-analysis showed that learner-centred relationships with female teachers seemed to show more impact than those with male teachers, indicating congruence with traditional gender roles as effective nurturers of human development. Perhaps the fact that the teacher in this current study is female, did have an influence on her fostering a friendly relationship easily with her class.

Findings from this study have suggested that the teacher's warm and approachable teaching style, perhaps as a result of her personality trait, has contributed to the creation of a particular facilitative learning atmosphere. Results showed that pupils were participative during discussion segments of the lesson, although discussions of solutions to social problems were not a regular feature in their PE lesson prior to the intervention. In fact, it was noted that over the course of the programme, pupils got increasingly more at ease in shouting out answers and offering suggestions to the teacher's questions.

According to Mosston and Ashworth's extensive investigation on the spectrum of teaching styles of PE teachers, it was revealed that during a lesson, interaction between teacher and learners in a given teaching style results in a particular learning behaviour, and particular sets of objectives being reached (Mosston & Ashworth, 2002, in Kirk,

2006). As such, by means of an inclusive teaching style or pedagogical approach, the teacher can promote the concurrent accomplishment of multiple learning outcomes, namely, motor, cognitive and social competencies. This is befitting of the multi-faceted nature of PE, lending itself to an inclusive curriculum in school. In addition, an inclusive instructional environment promotes active learning among pupils, as pupils get to share their ideas and thoughts as well as suggest solutions to problems (Byra, 2006), which was evident during the intervention when pupils were observed to be more and more forthcoming in offering responses when the teacher posed a question during discussion.

The implication that can be drawn from Mosston's spectrum of teaching styles is that the teacher can adopt different styles to achieve different learning outcomes. And the style varies from objective to objective (Goldberger, 1992). For example, a direct teaching style would be suited for meeting learning outcomes associated with mastery in the psychomotor domain. Or peer-teaching styles more effective in meeting learning outcomes in the social, cognitive, or motor domains as well. And since teaching styles are independent of teacher's idiosyncrasies, the PE teacher can adapt his or her style most appropriate to the desired learning outcome.

The phenomenon relating to teaching styles observed in the current study has been congruent with many studies on how specific teaching styles were effective at creating an environment conducive to learning and which also resulted in improved teacher-pupil bonding. Numerous studies have also demonstrated that the perceived learning environment is significantly related to emotional and social outcomes (Anderman, 2002; Fraser, 1982; Turner, Midgley, Meyer, Gheen, Anderman, & Kang, 2002). Similarly, Rogers' (1969) idea on classroom climate is about creating an emotionally supportive environment that is built on successful interpersonal relationships with students. This, he felt would produce the most conducive learning processes. And teachers achieve that through being genuine, and showing students' acceptance and empathy.

Indeed, teacher behaviour as a predictor of student outcomes has been of perennial research interest. In creating a supportive learning climate, Doyle (1986) claimed that key indicators would include good preparation of the classroom and installation of rules and procedures at the beginning of the year. This supported findings from the current study that the teacher's first lesson was about instituting a hand sign to demand silence

on cue with this 'noisy class', and this strategy proved effective at establishing and maintaining good class management throughout the intervention. Although the process had been an authoritative one, pupils perceived that the class environment improved when order was restored because they could hear the teacher better, and this helped them learn better as well.

From findings in this study, it was observed that pupils did not isolate specific episodes in their positive PE experiences, but could appreciate the lesson package as a whole. And when this whole new experience was positive, the sports experience was perceived to be positive as well. Or perhaps this positive feeling had stemmed from the effect of personal factors relating to the teacher, or the quality of the relationship forged with the teacher. A cross-national comparative study by Samdal and colleagues (1998) had examined the perception of student satisfaction towards the whole school experience. In it was suggested the predictors of student satisfaction with school experience were: feelings that they are treated fairly, that they feel safe and teachers are supportive. Thus, the quality of teacher-pupil relationship does impact the whole school experience greatly. Studies have also suggested that the most effective programs teach both emotional and social competencies explicitly and focus on the whole learning environment (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Hence, social-emotional skills are very important to PE teachers because socially and emotionally competent behavior helps create a supportive learning atmosphere, positive experiences, and enjoyment, which are important goals – and means – in sport and physical education. It is also important that pupils have opportunities for positive experiences and enjoyment as this provides them with a good foundation for the practice of life-long physical activity (Lintunen & Gould, in press).

Therefore, from the perspective of PE and health promotion, the implication is, that for school health promotion initiatives, attention needs be placed not only on programmes, but also quality of students' school experience and the quality of teacher-student relationship (Samdal et al., 1998). It was also reported that school can be both a risk and resource for the development of student's health behaviours and general health since students' perception of and experience of the school experience greatly influences their self-esteem, self-perception and health behaviours. This in turn impacts the student's

present and future health and well-being (Rudd & Walsh, 1993; Schultz, Glass, & Kamholtz, 1987).

Therefore, there is a need to develop strategies to improve the quality of the students' school and classroom experiences, alongside attention given to content of curriculum and effectiveness of teaching method. It is hoped that addressing the affective domain with the chief aim of developing constructive student-teacher relationships can lead to an enhanced PE experience, which in turn contributes to a positive whole school experience.

5.3 Pedagogical knowledge, training and other teacher factors

In order for teachers to teach SEL overtly, they need to be equipped with pedagogical know-how, teaching tools, relevant resources and support from the school. Even though physical education pertains to goals related to social and emotional skills, such as personal development, fair play and character education, teachers seldom seek to improve these skills by applying a specific method. They might be uncertain how to facilitate or teach these competencies in practice (Lintunen & Gould, in press).

School leaders' support in teachers' pedagogical training needs to be in place. This can be achieved by peer mentoring, co-teaching, mentoring, on-the-job training, pre- and in-service training, departmental action research, etc.

As of 30 March 2013, the MOE of Singapore had concluded a 2-week training programme for 700 experienced teachers. The programme had targeted to develop the pedagogical skills of these teachers, so that they may, after the training, share their professional knowledge with fellow colleagues and also to assist their school in implementing their own respective CCE curriculum in the school (CCE syllabus to be implemented in all schools in 2014 for Primary 1 & 2, and for Secondary 1 to 5).

Teachers interviewed had shared that in the current world that is so connected by the global network, Socio-emotional skills play a pertinent role in the day-to-day of our youths. Self-management skills and social-relational skills are vital in today's world.

The way to teach values is very different from conveying subject content knowledge. The increasing awareness of the constructivist nature of learning suggests traditional teacher-centred styles may not maximize pupil learning (Kulinna & Cothran, 2003). So

teachers have to be skilled in using the most effective methods to achieve SEL outcomes. And the plain chalk-and-talk delivery method is no longer effective for today's learners, teaching has to be geared towards being learner-centred and teachers need to constantly renew and upgrade themselves with new teaching skills and methods.

Studies have shown that more pupil-centred teaching styles involve pupils in the decision-making process to a greater extent and have learning objectives that focus more on cognitive, social and personal development (Morgan, Kingston, & Sproule, 2005). Perhaps teacher training that are geared towards operating on the appropriate teaching styles from the pupil-centred end of the spectrum (Mosston & Ashworth, 2002) might help in the pedagogical development of teachers delivering SEL programme. After all, research on teaching has revealed a profile of the effective teacher as a professional who has a range of teaching competencies or styles and who knows when and how to use these competencies to promote student learning (Jewett & Bain, 1985).

Finally, fundamental to the successful delivery of SEL is the teacher, who has to personally exhibit socio-emotional competencies as well. This is because modeling the behavior of the teacher is also central for the social and emotional learning of pupils so educators who develop good social emotional competencies will see their pupils do the same (Lintunen & Gould, in press).

5.4 Limitations and future direction

Although effective social and emotional skills interventions are possible if interventions are designed so that specific skills rather than general problems are targeted, interventions have to be comprehensive, intensive and long term in nature (Elksnin and Elksnin, 2003). A limitation of the current study is that 4 lessons in 1 month is not considered long term. Indeed, typical Socio-Emotional Learning programmes (when properly implemented) require a class period three times a week, for most of the school year. And effective SEL programming begins in preschool and continues through high school (CASEL, 2012).

A further limitation lies in Action Research being learning grounded within experience, which is often a result of reflection based on felt emotions at a particular point in time. Therefore, results cannot be considered as objective because they are based on the

perception of the researcher in a particular situation of a certain context, and the story a subjective interpretation of the situation.

Finally, objective measures are required to evaluate validity of the SEL programme within the context of PE in Singapore to understand the value of such an intervention within the PE class. Perhaps collection of both qualitative and quantitative data would be appropriate to provide the basis for a more comprehensive interpretation of the context and thus make for better evaluation of the programme. It is also important to test the programme within a wider sample and in a range of school contexts with a longitudinal design so as to evaluate its applicability from the perspective of the context of PE curriculum in Singapore.

Additional thoughts on future directions stem from the premise that PE has great potential to play a big role in enhancing the overall school experience of students, from health and well-being (not merely physical) perspectives. Pupils enjoy PE because of the socialisation, and because of the fact that lessons are not confined to the four walls of the classroom. Taking care of 'the feeling side of things' can help build a positive climate and safe environment to learn in. After all, learning sports skills during PE is only one of the things students will take away. And perhaps, not all students will love sports, at present or in the future, but all students have a capacity to enjoy the class, through sports or otherwise. And this perception plus positive feelings will go a long way in enabling (and hopefully ensuring) lifelong participation in healthy physical pursuits.

It is not uncommon for physical educators to articulate vehemently about benefits of PE through physical health, fitness and sports aspects, and they insofar do strive for that as reflected in their teaching philosophies. A sneak peek into the Singapore Physical Education and Sports Teachers Academy website had surfaced quotes by PE advocates that prompted this deduction. However few physical educators capitalise (though they recognise it, through the association between sports and mental toughness, etc) on the depth and range of a PE that is capable of providing enjoyment and satisfaction to the pupils' overall school experience. This triggers a seemingly radical thought about whether enhancing the PE programme can have a positive impact on the results of "Quality of School Experience Survey", Singapore's version of Health Behaviour in

School-aged Children Survey in Europe. However, this question is beyond the scope of this study but perhaps one worth investigating.

There is a need to incorporate SEL into the regular instructional programme (formal, structured curriculum). Perhaps the case in point is not about whether to implement SEL or not, but how often, or how much? As we acknowledge the value in SEL, the extent to permeating it through the formal school curriculum is still worth exploring and may form the impetus for future investigation.

5.5 Conclusion

Current research is timely in the context of the Singapore perspective, as MOE will roll out the CCE syllabus from 2014. It is hoped that this study serves to provide pedagogical tools and resource for the PE classroom and shed some light on the potential pedagogical connections that can be made between PE and SEL. This was demonstrated by the successful design and implementation of a curriculum with specific focus on SEL and by the positive learning outcomes being achieved. It is also hoped that this study presents a strong case for more research which explores the adaptation in PE to specifically support the development of SEL, and which tracks the impact of such learning experiences on pupils' social and emotional well-being over a longer sustained period of time. This could then prompt advances in teacher training, and also in PE curriculum planning to explore how learning experiences can be enhanced by extending pupils' SEL. Finally, it is hoped that this study can trigger others to further explore the potential for SEL in PE.

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APPENDIX 1

UNIVERSITY OF JYVÄSKYLÄ

Information Sheet for Participants

Invitation to participate in a research study: Implementation of Social and Emotional Learning Programme in Physical Education (PE)

What is the study about?

The aim of the study is to look at teaching social and emotional skills during PE. The results of the study will contribute to completing a Master's thesis.

What will your participation involve?

The researcher will be attached to your class during PE to teach lessons related to self-management and social awareness (e.g. effective communication techniques). Outside of class time, the researcher may also speak to you about some of your thoughts and feelings. Your input in this is voluntary, and you may decide not to participate in the interview. However, there is no right or wrong response.

There are no known risks associated with participation in this research. Information collected will be treated anonymously and with strict confidentiality.

If you would like to have any more information concerning this study, please do not hesitate to contact us. Thank you.

Researcher: Supervisor:
Jessica Ho Soo Fern   Dr Taru Lintunen
University of Jyväskylä   University of Jyväskylä
Finland   Finland
e-mail: soo.f.ho@student.jyu.fi   e-mail: taru.lintunen@jyu.fi

This letter is yours to keep.

APPENDIX 2

UNIVERSITY OF JYVÄSKYLÄ

Consent Form

*Implementation of Social and Emotional Learning Programme
in Physical Education*

I, _____, have read and understood the accompanying
information sheet. I have had the opportunity to ask questions, and all of my
questions have been answered to my satisfaction. I agree to participate in this
study. I understand that I will receive a signed copy of this form.

Signature …………………………………

Date   …………………………………………

Witnessed by ……………………………….

APPENDIX 3

LESSON PLAN (1)

LEARNING AREA: Social and Emotional Skills – Impulse control

ACTIVITY: Basketball   **YEAR LEVEL:** Sec 1

SEL Objective:
By the end of the lesson students should have recognised their role and responsibilities in class to manage their own behaviour.

Key Teaching Points:
- o self and social awareness (understanding the right behaviour in class)
- o cognitive skills (when to speak and when to listen)
- o behavioural skills (what to do verbally and non-verbally)

RESOURCES:
The "Silence Sign" cue.

TEACHING PROCEDURE:

TIME	STEPS
5 mins	**1. INTRODUCTION** Teacher sets the tone of the class • Emphasise the importance of starting the class right • Point out to students that their class behaviour has been lacking (specifically: attention) and there is immediate need for improvement • Ask students for specific examples of appropriate behaviour when paying attention
5 mins	**2. GUIDED DISCOVERY** (examples/information) Teacher explains the value of listening, and its importance in learning. Demonstration of the use of the "Silence Sign". - when teacher raises a hand up (fist closed), all students are to repeat the sign at once and at the same time, keep mouth shut. - no one speaks until everybody's hand is up and silence in class is achieved (for the first time, may need to wait for several moments until every student gets the point) - teacher is first to speak, and begins usually with a sharp announcement - class understands that instructions can be heard when everyone cooperates to keep the class quiet. - have a few practices, and praise the class when it takes them less and

30 mins	less time to achieve complete silence as a class 3. **EXPLORATION** (group/individual) Throughout the normal progression of the lesson, teacher to utilize the Silence Sign whenever silence and full attention of the class is required.
5 mins	4. **CONCLUSION** (share/reflect) Reflection: - Teacher to ask students to share how they feel about the class/themselves/their learning when the class is not noisy - How can they improve on using the Silence Sign? (maybe once the students are used to the sign, any student e.g. the class monitor can initiate the Silence Sign if they have something to say or the class starts to get noisy) - Can this skill can be used outside PE class?

STUDENT ASSESSMENT: *(Summative)*
- Students should be observed and their discussion listened to throughout the lesson as an indication of their understanding and ability.
- Note students who successfully utilised the tool and reasons that students are perhaps not showing confidence in using the tool for use in future lessons*.*

LINKS TO SCH/MOE OUTCOMES:

Level: Sec 1

CCE Learning Outcome:
Develop self-awareness and self-management skills to achieve personal well-being and effectiveness.

ANDE Values: Daring in our Dreams

C2015: Self-Directed Learner

Key Idea: Learning roles and responsibilities in the context of one's environment, self-discipline to control one's emotions/impulses, and delay gratification

Essential Learnings / Skills: Reflection, impulse control

Key Competencies: LO1

APPENDIX 4

LESSON PLAN (2)

LEARNING AREA: Social and Emotional Skills – Effective Communication

ACTIVITY: Basketball   **YEAR LEVEL:** Sec 1

SEL Objective:
By the end of the lesson students should have developed the skills to give appropriate affirmation and encouragement to team mates during a game.

Key Teaching Points:
- self and social awareness (understanding that what we say can influence how others feel)
- cognitive skills (what to say to encourage others in the right situation)
- behavioural skills (what to do verbally and non-verbally)

RESOURCES:

Statements for *affirmation*:
- "Nice shot!"
- "Good play!"
- "That's the way!"

Statements for *Encouragement*:
- "Good try"
- "It's OK, focus on the next ball"
- "No worries, try again"

TEACHING PROCEDURE:

TIME	STEPS
5 mins	**5. INTRODUCTION** The class discusses briefly: • The need for communication when playing as a team (asking for the ball, talking about strategies to win, giving encouragement, etc) • Talk about situations when giving encouragement is necessary (when team scores **AND** when team loses a point) • Ask students for examples of appropriate statements in both situations. 6. **GUIDED DISCOVERY** (examples/information) Teacher explains that what we say will always have an impact on how others feel and think. Therefore if we use the right words at the appropriate time, we can encourage our team mates and help them feel

10 mins	better about themselves and perform better.
	Demonstration of the use of praises through a small demo.
	- invite a student to shoot hoops. If he gets the ball in, the class praises him. If he misses, the class offer him some encouragement.
	- ask this student to share with the class how the different statements in the different situations make he feel.
30 mins	7. **EXPLORATION** (group/individual)
	The class breaks into small groups in game situation.
	Throughout the course of the PE activity, teacher observes students' use of affirmation and encouragement, guide in using the technique, where necessary.
5 mins	8. **CONCLUSION** (share/reflect)
	Reflection:
	• Students share how they used the praises and encouragements
	• What difficulty they encounter.
	• How affirmation and encouragement can be used outside PE class.

STUDENT ASSESSMENT: *(Summative)*
- Students should be observed and their discussion listened to throughout the lesson as an indication of their understanding and ability.
- Note students who successfully utilised the tool and reasons that students are perhaps not showing confidence in using the tool for use in future lessons*.*

LINKS TO SCH/MOE OUTCOMES:

Level: Sec 1

CCE Learning Outcome:
Develop social awareness and demonstrate interpersonal skills to build and maintain positive relationships.

ANDE Values: Caring in Action

C2015: Confident Person

Key Idea: Learning roles and responsibilities in the context of one's environment, recognizing positive relationships

Essential Learnings / Skills: Communication, perspective taking, forming and building relationships, help-seeking and help-providing

Key Competencies: LO3

APPENDIX 5

LESSON PLAN (3)

LEARNING AREA: Social and Emotional Skills – Empathy

ACTIVITY: Basketball   **YEAR LEVEL:** Sec 1

SEL Objective:
By the end of the lesson students should have developed the skills to think from another's perspective and offer appropriate help.

Key Teaching Points:
- o self and social awareness (recognizing and understanding how others feel)
- o cognitive skills (how to offer help to others)
- o behavioural skills (what to do verbally and non-verbally)

RESOURCES:

Small-sided basketball game.
Team formation strategies.

TEACHING PROCEDURE:

TIME	STEPS
5 mins	**9. INTRODUCTION** The class recaps from previous lesson: • The need for communication when playing as a team • What is good communication • Situations when giving encouragement is necessary (when team scores as well as when team loses a point) • Recap examples of appropriate statements in both situations. Teacher asks about need for effective communicate with opponents? (e.g. accidental collision, before a game, after a game) Ask students for their ideas and responses
5 mins	**10. GUIDED DISCOVERY** (examples/information) Teacher highlights that what we DO will always have an impact on how others feel and think. Students choose their own teams and play a small sided game, paying attention to giving appropriate praise and affirmation. **11. EXPLORATION** (group/individual) Teacher goes around the groups and stops the game when score becomes

35 mins	uneven. Teacher asks students to quickly analyse the game, if anything can be improved to make the score more even. ***Direct students' attention to how the losing team might be feeling about the current score.** Teacher to move from group to group and observes and gives feedback accordingly.
5 mins	12. **CONCLUSION** (share/reflect) Reflection: - Students share how they compare game before and after switching members - Allow views from both winning and losing teams - Praise students for flexibility in forming teams - Explain the power of empathy, and how it is very important in life - Students offer ideas how they can show empathy outside PE

STUDENT ASSESSMENT: *(Summative)*
- Students should be observed and their discussion listened to throughout the lesson as an indication of their understanding and ability.
- Note students who successfully utilised the tool and reasons that students are perhaps not showing confidence in using the tool for use in future lessons*.*

LINKS TO SCH/MOE OUTCOMES:

Level: Sec 1

CCE Learning Outcome:
Develop social awareness and demonstrate interpersonal skills to build and maintain positive relationships.

ANDE Values: Caring in Action

C2015: Confident Person

Key Idea: Showing understanding towards feelings of others

Essential Learnings / Skills: Perspective taking, help-seeking and help-providing

Key Competencies: LO3

APPENDIX 6

LESSON PLAN (4)

LEARNING AREA: Social and Emotional Skills – Conflict Resolution.

ACTIVITY: Basketball   **YEAR LEVEL:** Sec 1

SEL Objective:
By the end of the lesson students should have developed the skills to manage their behaviour using the "STOP THINK DO" technique.

Key Teaching Points:
- self awareness and self control (understanding the link between feelings and behaviour)
- cognitive skills (how to think consequentially to solve problems)
- behavioural skills (what to do verbally and non-verbally)

RESOURCES:
Visual aid – placards showing colours of "traffic lights".

TEACHING PROCEDURE:

TIME	STEPS
5 mins	**13. INTRODUCTION** The class discusses briefly: • The importance of learning to work with others in a PE class (playing together, scoring for team, etc) • Talk about some difficulties when playing with others (different personalities, styles, interests, etc) • Talk about situations where conflicts sometimes arise when playing with others (rough play, collision, snatching, no sportsmanship, etc) • Talk about key factors that can help solve the conflicts on the spot (remaining calm, talking, etc)
10 mins	**14. GUIDED DISCOVERY** (examples/information) Teacher explains the "STOP THINK DO" model using the "traffic lights" concept. • RED = STOP. Not to react, clarify problem by consider how you feel at the moment, and possibly why. • YELLOW = THINK. Consider solutions, evaluate consequences. • GREEN = DO. Choose the best solution, act on it. Demonstration of the use of "STOP THINK DO" through role-play. Example scenario: 2 players from opposing team snatching the ball at the

30 mins	same time, resulting in a potential conflict.. • STOP = *"I feel....because (problem)..."* • THINK = *"What could I do?"* • DO = *"Do it."* 15. **EXPLORATION** (group/individual) Throughout the course of the PE activity, teacher observes students' behaviour, guide in using the technique, where necessary.
5 mins	16. **CONCLUSION** (share/reflect) Reflection: • Students share how they used the STOP THINK DO technique • What difficulty they encounter. • How this tool can be used outside PE class.

STUDENT ASSESSMENT: *(Summative)*
- Students should be observed and their discussion listened to throughout the lesson as an indication of their understanding and ability.
- Note students who successfully utilised the tool and reasons that students are perhaps not showing confidence in using the tool for use in future lessons*.*

LINKS TO SCH/MOE OUTCOMES:

Level: Sec 1

CCE Learning Outcome:
1. Develop self-awareness and self-management skills to achieve personal well-being and effectiveness.

ANDE Values: Excellent in all our Endeavours

C2015: Self-Directed Learner

Key Idea: Self-discipline to control one's emotions/impulses, and delay gratification

Essential Learnings / Skills: Communication, Impulse control, Problem solving

Key Competencies: LO1

APPENDIX 7

Reflection Worksheet

Name: _____ (   )   Date: 30 Aug 2012

Class: 1 / __

What do I think was good about Ms Ho's PE lesson? And why? *(Please write at least one point, and one reason)*
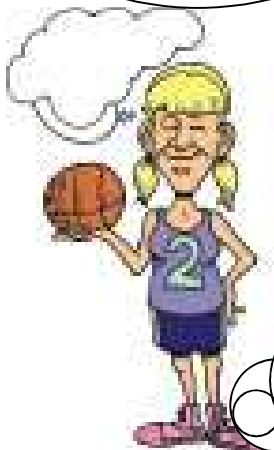
What was not so good about Ms Ho's PE lesson? Why? *(Please write at least one point, and one reason)*

Lifeskills for PE Lesson

What is the most important thing I learnt from the lesson?

Have I learnt anything new from the lesson? *(Write at least one point)*

In my opinion, how have I behaved during the lesson? *(e.g. Was I attentive? Did I try my best to perform the given tasks? Was I moody?)*

Circle the no. that best describes your behaviour during the lesson ☺

Poor	Fair	Average	Good	Very Good
1	2	3	4	5