

# Physical Health as Mental Health: Integrating Social Emotional Learning Strategies into Physical Activity

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December 10, 2020 2-5pm EST



**Health Resources in Action**  
*Advancing Public Health and Medical Research*

# Technology Overview

The screenshot displays a Zoom meeting interface. At the top, a green status bar reads "You are viewing Brittany Chen's screen". To the right, a "View Options" dropdown menu is open, with the "Annotate" option highlighted by a red box. Other options include "Zoom Ratio", "Fit to Window", "Request Remote Control", "Exit Full Screen", and "Side-by-side Mode".

The main content area shows a presentation slide with the following text:  
**Engaging Youth in a Comprehensive School Physical Activity Program**  
Laurie Jo Wallace; Lauren Ansong; Brandon Morgan; Ivy Schmalzried  
Health Resources in Action  
October 16, 2019 2-5pm EST

At the bottom right of the slide is the "Health Resources in Action" logo and tagline: "Advancing Public Health and Medical Research".

On the right side of the meeting, a participant list shows "Another participant" and "You" (highlighted with a yellow box).

The bottom toolbar contains several icons: "Mute" and "Stop Video" (both highlighted with a red box), "Invite", "Participants" (with a '2' icon), "Share", "Chat" (highlighted with a red box), and "Record". A "Leave Meeting" button is located in the bottom right corner.



# Special Thanks

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*National Collaboration to Promote Health, Wellness, and Academic  
Success of School-Age Children*

Cooperative Agreement CDC-RFA-DP16-1601 with  
the Centers for Disease Control and Prevention (CDC)



# Welcome and Introductions

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**Kate Holmes**  
Program Manager



**Brittany Chen**  
Managing Director,  
Health Equity



**Health Resources in Action**  
*Advancing Public Health and Medical Research*



**Laurie Jo Wallace**  
Managing Director,  
Training & Capacity Building



**Brandon Morgan**  
Program Associate



**Lauren Ansong dePass**  
School Coordinator



# Group Introductions

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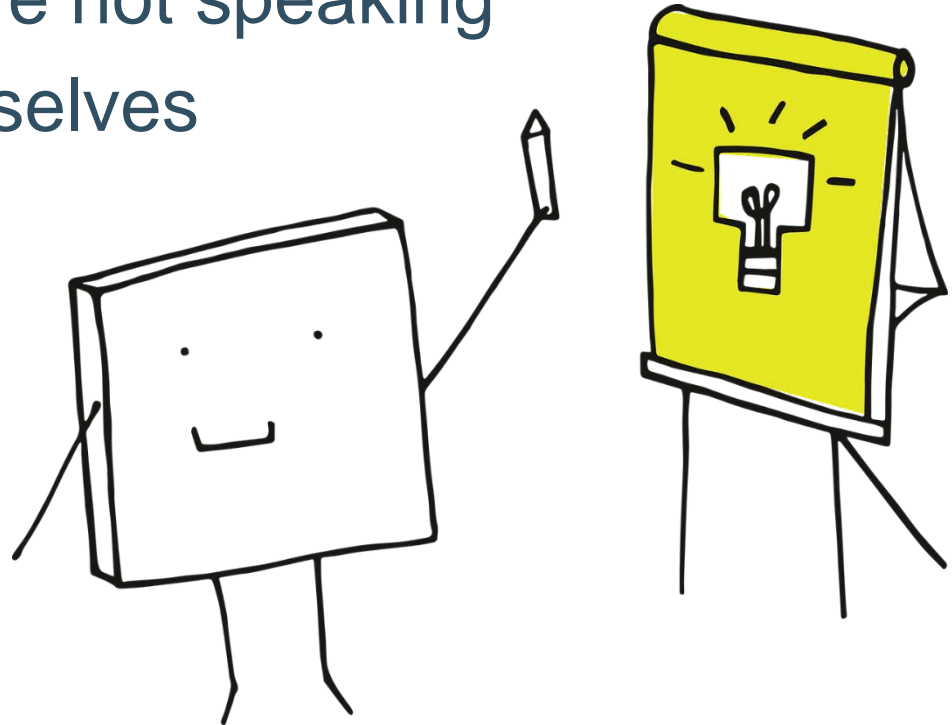
- Name
- Organization
- One word that represents what you do for self-care



# Group Agreements

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- Be present and engaged
- Step up, step back
- Mute when you are not speaking
- Take care of yourselves
- Be flexible



# Training Objectives

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- Define whole child physical and mental health
- Explore physical activity strategies as a part of social emotional learning
- Identify opportunities for social emotional learning
- Identify way to engage youth in their health



# Agenda

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Define Whole Child Well-being



What We're Seeing: Youth Mental Health Experiences



Strategies to Support Youth: Integrating SEL into Physical Activity



Utilizing Youth Engagement





# Icebreaker: Scavenger Hunt



# Defining Whole Child Well-being

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# Whole School, Whole Community, Whole Child

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# Comprehensive School Physical Activity Program (CSPAP) Overview

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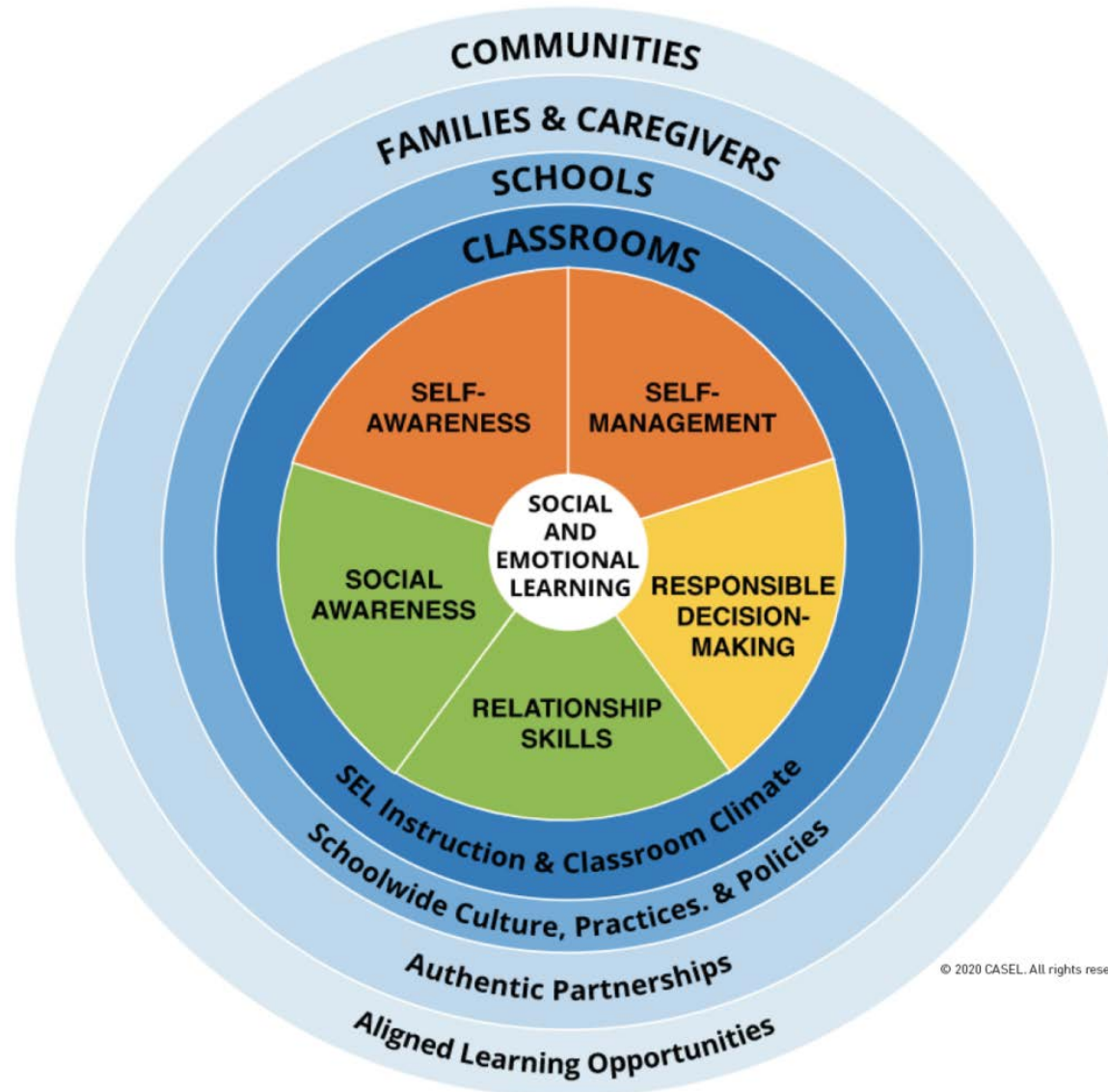


**Active Students = Better Learners**

[www.cdc.gov/healthyschools/PEandPA](http://www.cdc.gov/healthyschools/PEandPA)



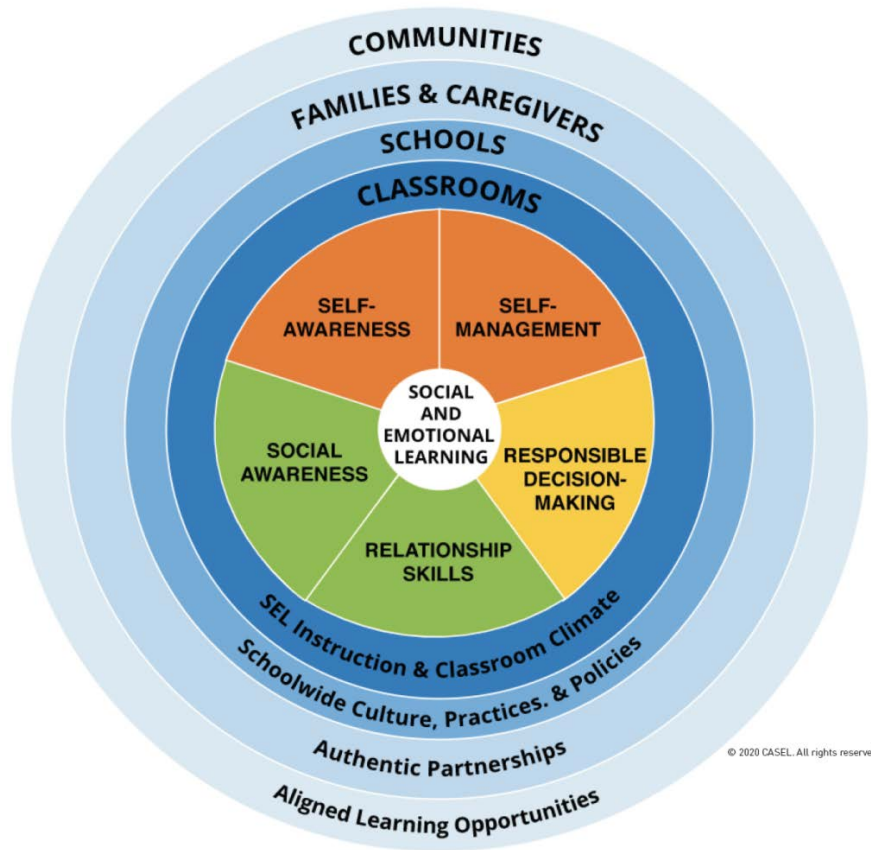
# Social Emotional Learning



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# Social Emotional Learning



- 1 Self-Awareness
- 2 Self-Management
- 3 Social Awareness
- 4 Relationship Skills
- 5 Responsible Decision-making



# What We're Seeing: Youth Mental Health Experiences

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# Youth Mental Health Experiences

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- Social Isolation
- Changes in daily routines and responsibilities
- Grieving lost events
- Limited access to resources
- Financial challenges
- Exposure to racism and race-based violence





# Breakout Room Activity

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What mental health experiences are you seeing with young people?

How has COVID affected their access to physical activity?



# The LEAH Project

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## 3 Priority Areas:

- **STEM Exposure**
- **College Readiness**
- **Workforce Development**



# LEAH Project: Youth Feedback

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Blurred lines  
between school life  
and home life

Difficulty in  
participating in  
physical activity due  
to social distancing

Lack of in-person  
connection with  
their peers

Project Here

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**PROJECT**  
**HERE**  
**LEARN. SHARE. GROW.**

**ProjectHereMA.org**

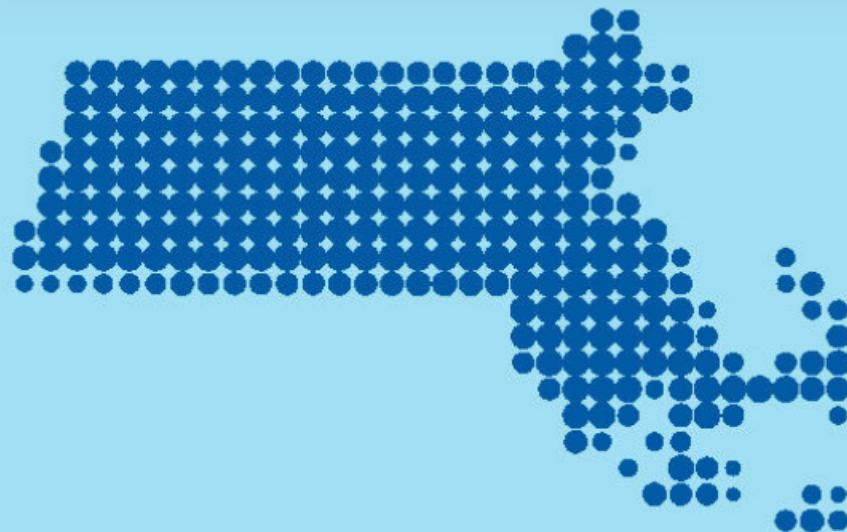


# Project Here

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[ABOUT](#) ▾ [REGISTRATION](#) [ONLINE TOOLKIT](#) ▾ [PROJECT HERE GAMES](#) [CONTACT](#) 



## Join a community of substance use prevention educators.

All students deserve access to quality, research-based health education. Project Here equips educators with substance use prevention resources to empower students to make healthy decisions.

[REGISTER YOUR SCHOOL](#) 



# Project Here

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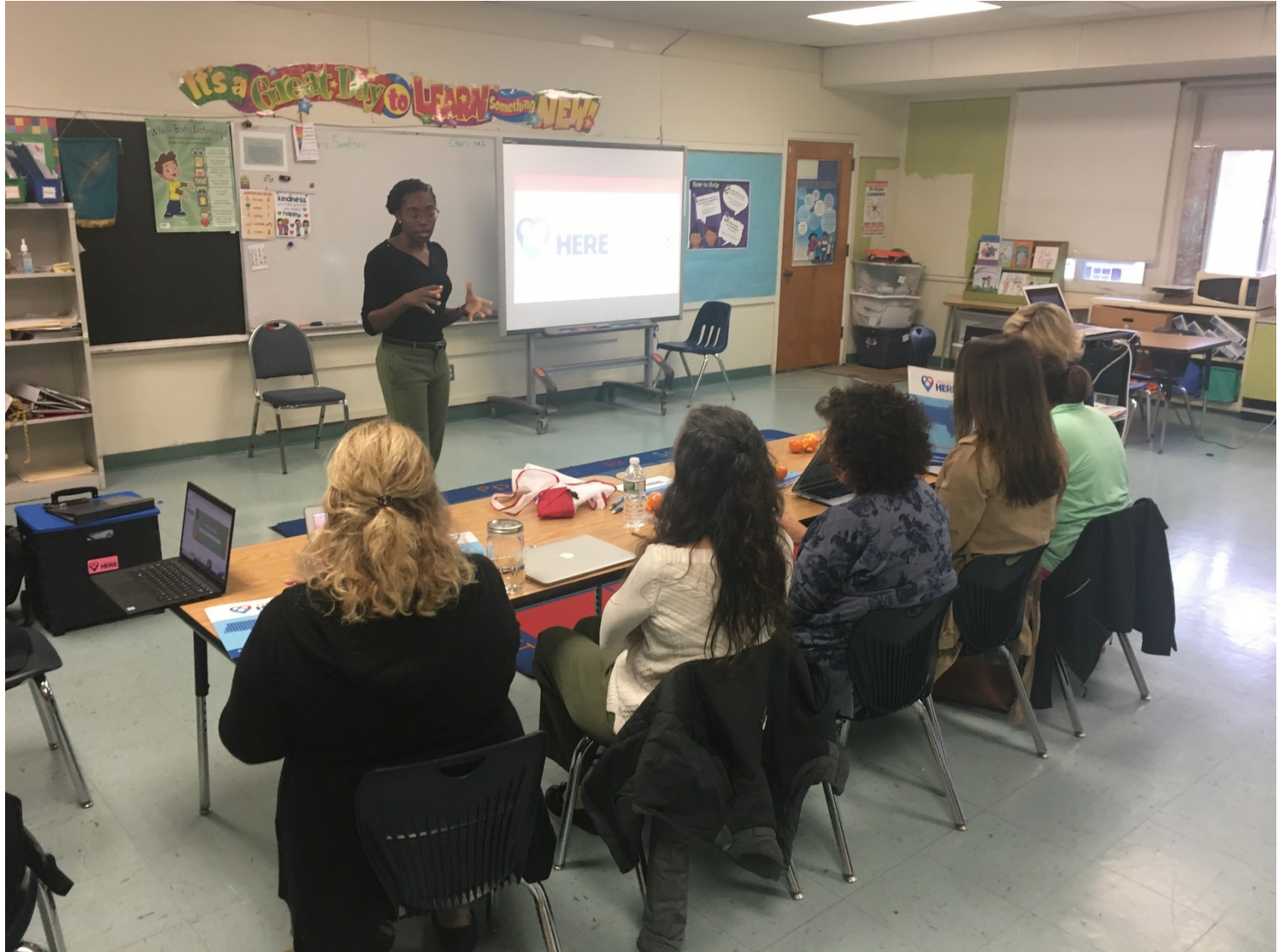
## **BREATHE ALONG WITH THE PUFFERFISH**

Inhale for 3 seconds, hold for 5 seconds, and  
exhale for 4 seconds.



# Project Here Technical Assistance

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# Project Here: Educator Observations

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Youth missing  
from the  
classroom

Disrupted social  
connections

Changes in youth  
responsibility

Disruption in  
physical  
extracurricular  
activities





Time for  
a **BREAK**



# Strategies to Support Youth: Integrating SEL into Physical Activity

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# Energizer: Mirror, Mirror

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- We'll assign you a partner
- The person with the longest hair will lead first
- Leader will do movements that the follower copies
- Keep accessibility in mind!



# Partners

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Partner 1	Partner 2
Erica Ayers	Chris Bachelier
Nicole Barber-Culp	Bridget Borgogna
Sarah Carter	Darin Nolan
Charles Clancy	Kim Clark
Shana Classen	Kelly Cornett
Aileen Cruz	Bree Daughtery
Cyndi Dean	Julie Dearing
Stefanie Ediger	Heather Erwin
Luke Ewald	Joanna Faerber
Erin Fitzgerald	Brandi Hanson
Rebecca Hasson	Elizabeth Bholmes
Katie Hopkins	Romain Hunte
Aline Indatwa	Amy Karam

Partner 1	Partner 2
Heather Klomparens	Anna Luciano-Acnas
Scott Martin	Juli Martin
Breonna Mealing	Hannah Meckley-Brewer
Darin Nolan	Asma Odeh
Monet	Parham-Lee
Heather Piergies	Hannah Press
Ben Ransier	Angelic Rivera-Edwards
Amy Wassman	Catherine Rude
Paul Rukavina	Dallas Russell
Jessica Shirely	Angela Stark

# How can SEL and Physical Activity Support Youth Health?

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# LEAH

You are viewing Brandon he/him/his' screen

View Options ▾

Speaker View

Exit Full Screen



How much does a polar bear weigh?  
Enough to break the ice.

*Icebreaker*

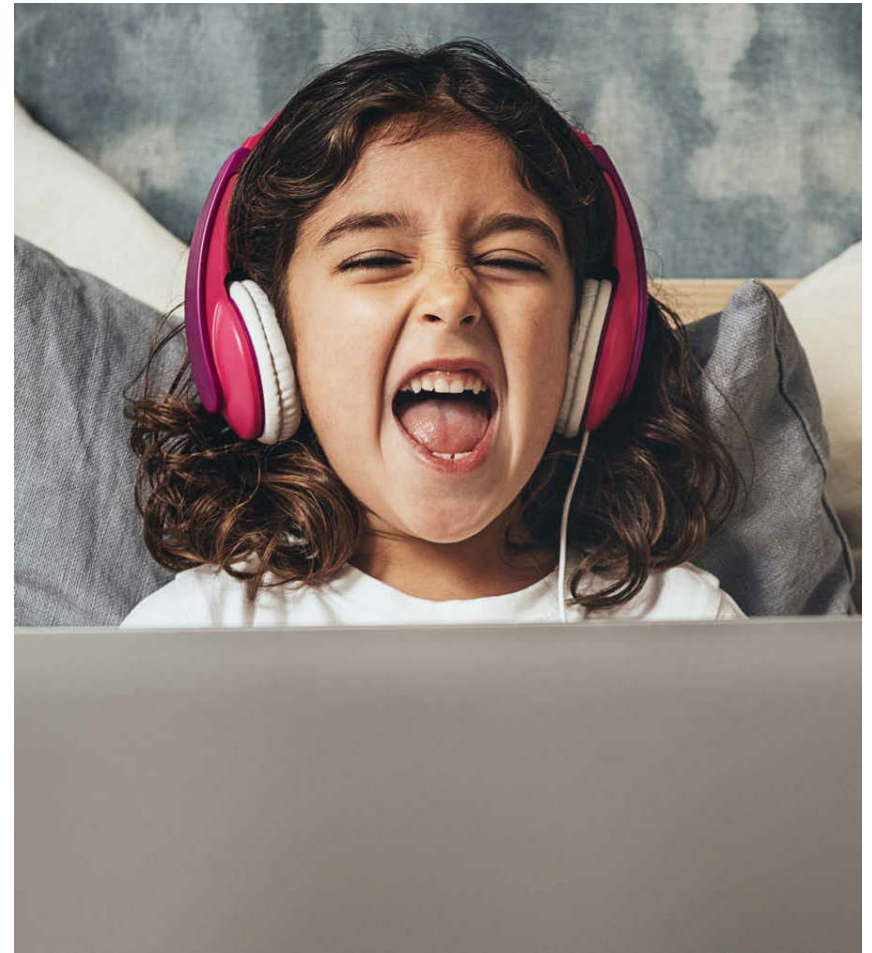
 <p>Brandon he/him/his</p>	 <p>Candyce she/he...</p>	 <p>Nayelisse Rivera</p>
 <p>nadia n. (she/h...</p>	 <p>Jessica Tang</p>	 <p>Nam Tran</p>
 <p>Mimi Le (she/h...</p>	 <p>Minh Le</p>	 <p>Shuwen Mei</p>
 <p>Katie Zhen</p>	 <p>ANTHONY LIN</p>	 <p>Anh Le</p>



# Breakout Room Activity: Virtual Charades

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- We'll move you in a breakout room
- The facilitator will review the rules and send your word
- Act out your word!



# Project Here

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# Ground Activity: 5-4-3-2-1

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- Find a piece of paper and something to write with
- Get in position where you feel comfortable
- Before we begin: Write a few words to describe how you're feeling



## Grounding Activity: 5-4-3-2-1

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**5 things you can SEE**



## Grounding Activity: 5-4-3-2-1

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**4 things you can FEEL**



## Grounding Activity: 5-4-3-2-1

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**3 things you can HEAR**



## Grounding Activity: 5-4-3-2-1

---

**2 things you can SMELL**



## Grounding Activity: 5-4-3-2-1

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**1 things you can TASTE**



# Ground Activity: 5-4-3-2-1

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How do you feel now?

How did how you feel stay the same?

How did how you feel change?



# Youth Engagement: Integrating SEL into Physical Activity

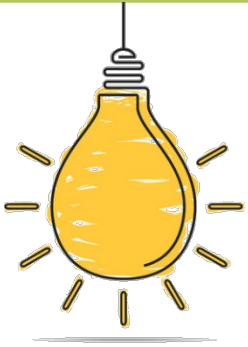
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# ACTIVITY: Describe a Youth

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**Think of a child you teach who you would describe as healthy and moving toward success.**

How do you know this? How do they present and what skills and attitudes do they have?



# Brainstorm a Successful Youth

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# Youth Developmental Outcomes

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## Aspects of Identity

- Safety and structure
- Self-worth
- Mastery and future
- Belonging and membership
- Responsibility and autonomy
- Self-awareness and spirituality

## Areas of Ability

- Physical health
- Mental health
- Intellectual ability
- Employability
- Civic and social ability
- Cultural ability



# Definition: Youth Development

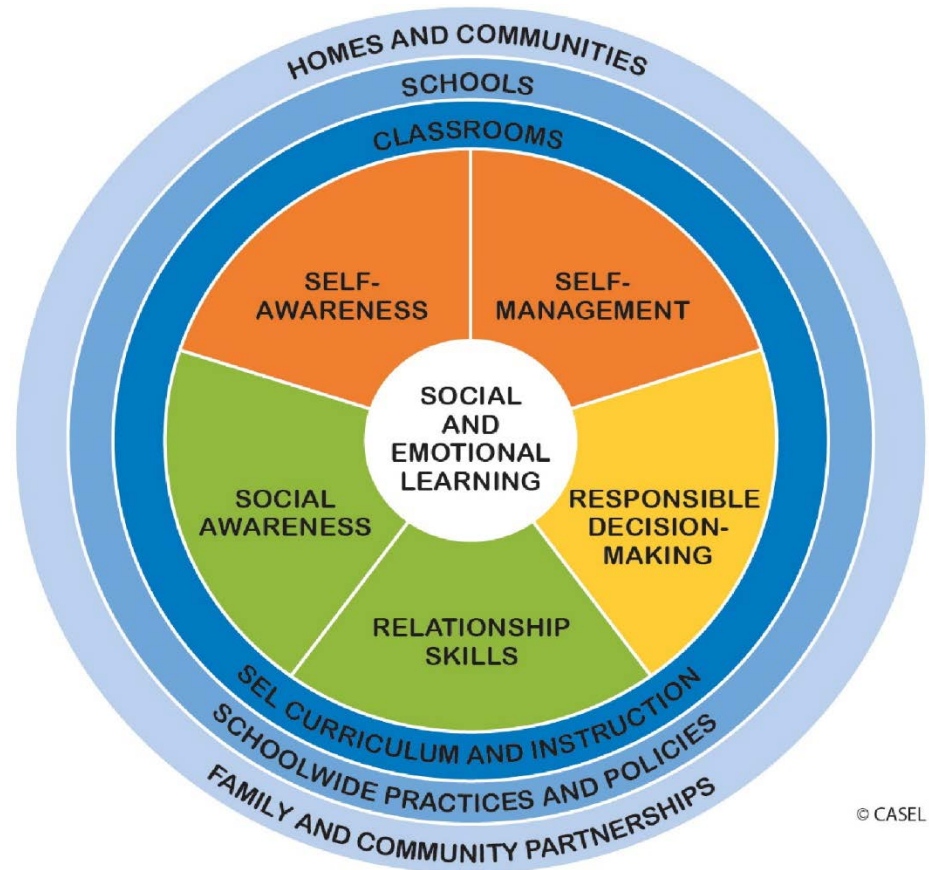
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An approach to supporting youth that focuses on outcomes necessary for adolescence and adult life based on their capacities, strengths and formative needs.



# Youth Development & Social-Emotional Learning (SEL)

- › SEL enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges
- › Youth engagement helps to build positive SEL & positive youth outcomes



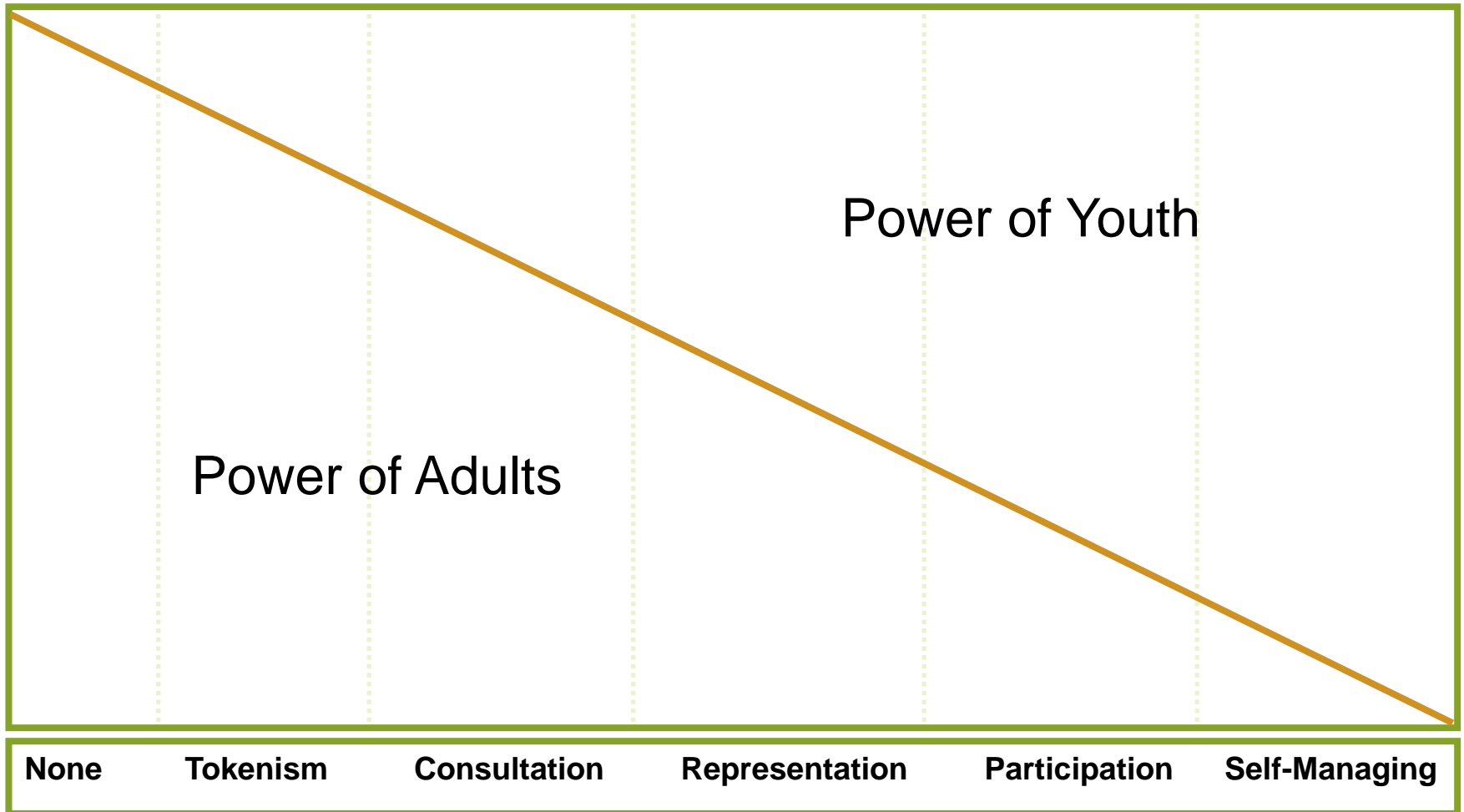
# Levels of Youth Engagement

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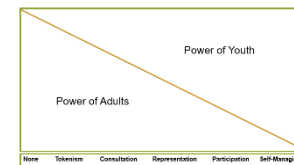


# Levels of Youth Engagement

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# Levels of Youth Engagement



*Adapted from Northern Ireland Youth Council*



**None:** Youth are not included.

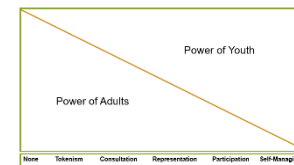
**Tokenism:** Adults set agenda and make decisions. One or two young people may be consulted or visible, but their views are not necessarily considered.

**Consultation:** Adults consult young people within adult parameters.





# Levels of Youth Engagement



**Representation:** A select number of youth are put forward for their peers, in collaboration with adults.

**Participation:** Youth set agenda, decide on issues and activities, and have joint accountability with adults.

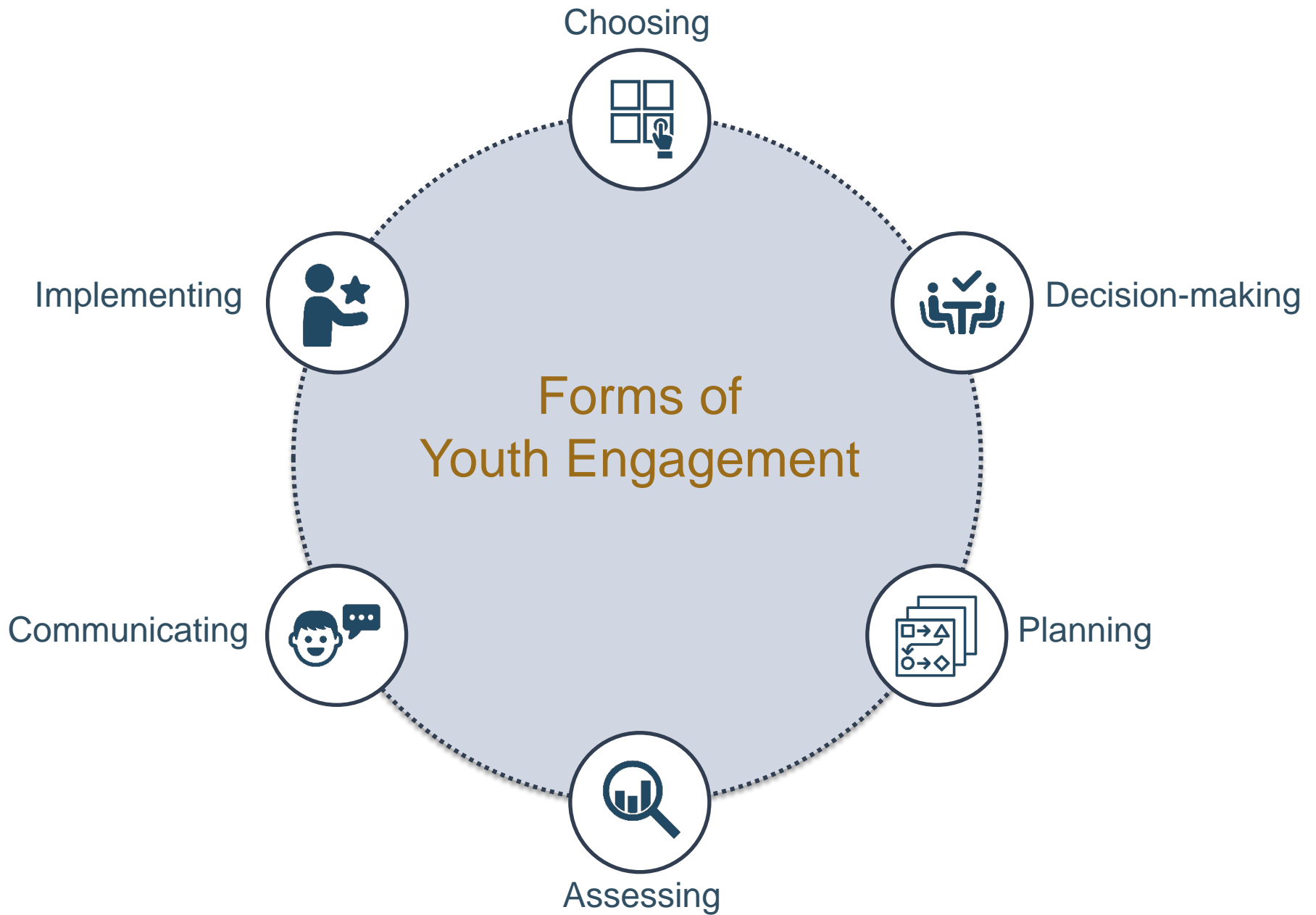
**Self-managing:** Youth work with little or no adult authority.



# Forms of Youth Engagement

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# Forms of Youth Engagement

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**Choosing:** Young people can choose which activities they wish to participate in and how they wish to participate.

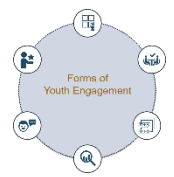


**Decision-making:** Young people can meet regularly to discuss and modify existing classroom policies, program rules and procedures.



**Planning:** Young people can meet regularly to plan future classroom activities, games or curriculum.





# Forms of Youth Engagement



**Assessing:** Young people can give feedback and engage in program and school evaluation activities.



**Communicating:** Young people can regularly present the school program to outsiders, such as tours, talks to community audiences, presentations to parents and funders.



**Implementing:** Young people can lead activities and sports, and engage their peers in meaningful discussions.

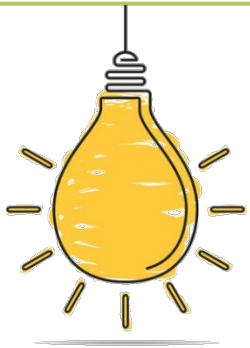


# Integrating Forms of Youth Engagement in CSPAP and Identifying Barriers

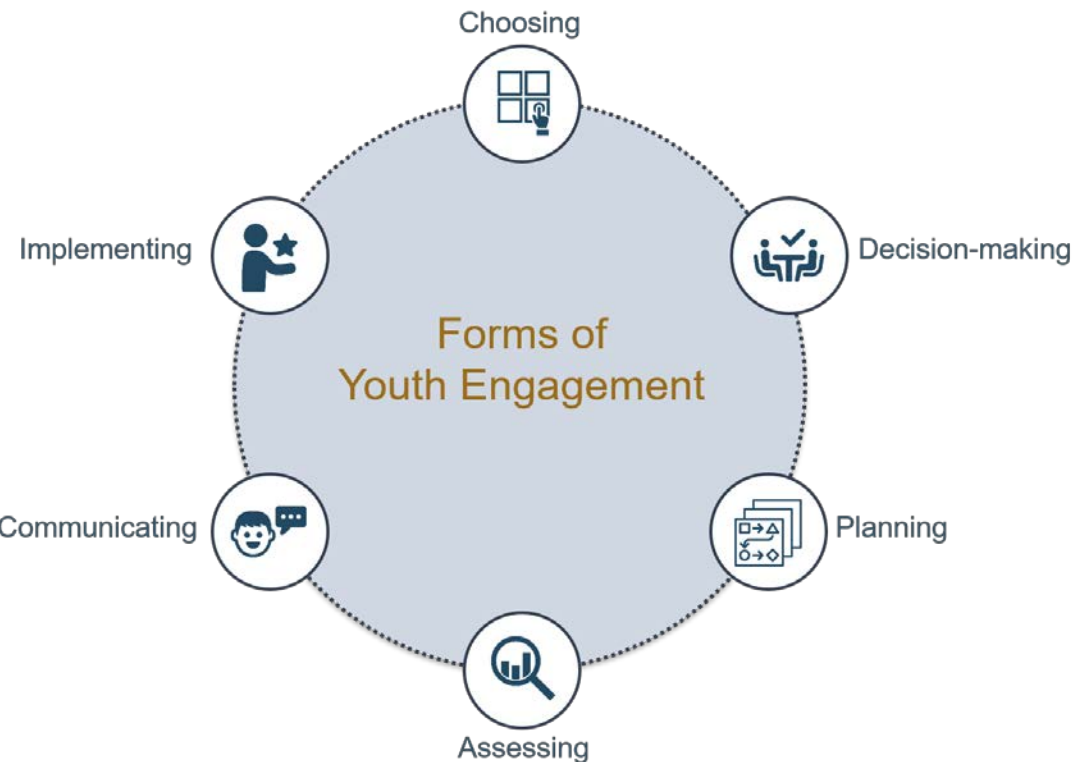
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# ACTIVITY: Identifying Forms



What forms of youth engagement can you integrate into CSPAP components at the elementary, middle, and high school levels?



# Core Principles for Engaging Youth

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# Closing

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# Today's Activities

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1. Scavenger Hunt
2. Mirror, Mirror
3. Virtual Charades
4. 5-4-3-2-1 Grounding Activity
5. Deep Breathing and Meditation



# 5-MINUTE MEDITATION





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