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The purpose of this study was twofold. First, to explore the teacher researchers' (TR) previous experiences and evolving understanding of student choice and student voice initiatives. Second, this study also investigated the implementation of student voice practices and the connection of these practices to students' understanding of social and emotional learning (SEL) skills.

A qualitative case study design using participatory action research was appropriate for this study. Data was collected from student focus groups, individual interviews with the TR, journal reflections, student personal biographies, physical activity timelines, post-lesson reflections, and exit slips. Twenty-five ninth-grade students participated in the study. Five themes were drawn from the data: *An Evolving Approach, Fun With Friends, I Can Choose What I Want to Do, Communication is Key, and Developing Competency.* The findings of this study help provide a clearer understanding of how the TR's experiences and efforts influenced student experiences with student voice. These findings help deepen our understanding of the steps needed to facilitate more authentic student voice pedagogies and enhance SEL in physical education (PE).

The findings of this study will be made available to local school district officials, administrators, and PE faculty. Further inquiry into the perspectives of students and teachers' understanding of student voice initiatives and SEL will advance knowledge and add to the promising findings in the literature. This study can assist researchers and practitioners to further understanding of how student choice and SEL can be better implemented into future pedagogy practices to meaningfully influence teaching and learning in PE.

STUDENT CHOICE AND VOICE IN PHYSICAL EDUCATION

by

Donovan A. Dinson

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APPROVAL PAGE

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CHAPTER I: PROJECT OVERVIEW

Historically, physical education (PE) teachers have been tasked with designing an educational experience that fosters the development of knowledge and skills that will lead students to a physically active and healthful life. The Society of Health and Physical Educator's (2024) current standards state that a well-designed PE program includes "learning experiences created through the lens of the student as the owner of learning" and creates "opportunities for students to participate in multiple modalities of engagement to internalize deeper learning" (SHAPE, 2024, p.7). Despite these standards, a one-size-fits-all approach to curriculum design, in the form of the multi-activity curriculum model consisting of short sport-themed units emphasizing learning sport-specific techniques, remains the most prevalent curriculum strategy (Capel & Blair, 2019; Wang & Chen, 2022). Researchers have long called for innovations in PE that take a student-centered focus while offering a broad range of personally meaningful experiences (Ennis, 2011).

A growing body of research has found that providing students with choices and encouraging students to express their opinions is an effective strategy for enhancing engagement, creating a sense of ownership over one's learning, and improving the personal relevance of experiences in PE (Bennie et al., 2016; Fisette, 2011; Guadalupe & Curtner-Smith, 2019; Guadalupe & Curtner-Smith, 2019). Student choice refers to the "selection of the task, goal, work methods, and mode of evaluation" (How et al., 2013, p. 133). Research indicates that providing students with choices in PE may be a "powerful approach" to fostering students' motivation (Ward, 2008, p. 395). However, when implementing this strategy, teachers must offer students meaningful choices to encourage them to devote effort to tasks that will help them achieve their personal goals (Katz & Assessor, 2007). For instance, simply providing students

with predetermined or limited choices may not translate to positively enhanced student experiences (How et al., 2013). Carlson (1995) found that a "lack of personal meaning" was associated with student alienation, indicating that "all students would like to be given more control and more choice" (Carlson, 1995, p. 470).

Creating a curriculum that provides "authentic student choice" (Stevenson & Bishop, 2012, p. 35) is challenging for an educator seeking to create stronger partnerships between students and teachers (Fielding, 2011). However, relinquishing control over the planning, implementation, and structure may emulate puppeteering regarding student choice, even when teachers are committed to more autonomous pedagogical practices (Howley & O'Sullivan, 2021). This phenomenon is supported by Withers' (2009) declaration that "Despite our best intentions to give students what (we think) they want and need, we often miss the mark." Findings in the literature suggest that we work to move beyond the simple provision of task choice and instead empower students' voices through democratic strategies that involve working with students rather than on students, resulting in more authentic and personally relevant experiences (Howley, 2022). Eliciting student interests, ideas, needs, and experiences may be crucial to enhancing their democratic experiences, molding the curriculum (Howley & O'Sullivan, 2021, p. 15), and increasing participation in PE (El-Sherif, 2014).

Designing opportunities for students to engage in an environment with a greater emphasis on democratic practices provides students more autonomy over their psychomotor and cognitive skill development in PE. However, a quality PE program also involves learning and fostering affective and social skills (Dudley et al., 2022). In practice, students may work to understand and manage personal emotions, make positive choices, and develop social awareness to promote positive social interactions and empathy for others. These are examples of interpersonal skills,

sometimes understood as soft skills (Schulz, 2008). Developing these skills may help students build more mature relationships and a more complex comprehension of emotional situations (CASEL, 2020). Strengthening affective and social capacities through expanding students' soft skills toolbox may be achieved through implementing and promoting social and emotional learning (SEL) practices. Pedagogies emphasizing SEL support the development of critical soft skills and promote positive and supportive relationships between teachers while allowing students to express their autonomy (Jones et al., 2017).

A limited number of critical reviews have focused explicitly on the connection between SEL and PE as the vehicle in which SEL is delivered (Dyson et al., 2021). Furthermore, the predominance of studies implementing quantitative research designs has clouded our understanding of the effectiveness of various SEL interventions (Corcoran et al., 2018), indicating a need for more qualitative approaches to research in the SEL literature.

Drawing upon the social constructivist learning theory (SCLT) (Vygotsky, 1978) and a conceptual framework for understanding and implementing pedagogies that permit authentic student choice, empower students' voices, and are SEL-supportive (Howley et al., 2021), the purpose of this study is to explore and interpret the perspectives of students regarding practices around the concepts of choice, student voice, and their relationship to SEL competencies outlined by the *Collaborative for Academic, Social, and Emotional Learning* CASEL framework (2020). The following section presents a literature review describing the current understanding of student choice, student voice, and SEL in evidence-based research in PE and the theoretical approach that informs this study.

Background Literature

SCLT is an educational framework emphasizing the role of social interactions, cultural context, and active construction of new knowledge in the learning process (Vygotsky, 1978). Vygotsky posited that speech was integral to life in industrial societies, advocating for the development of "cognitive and communicative functions of language" that provide children "auxiliary tools in the solution of difficult tasks, to overcome impulsive action, to plan a solution to a problem prior to its execution, and to master their own behavior" (Vygotsky, 1978, p. 28).

SCLT highlights the social nature of learning, the role of cultural context, and the active construction of knowledge through social interactions. It emphasizes the importance of authentic and meaningful learning experiences that promote collaboration, reflection, and the development of higher-order thinking skills (Wright et al., 2010). Students' experiences are shaped through personally relevant learning and social interactions with peers and teachers (Kretchmar, 2006). This emphasis on social interaction can be observed in many ways in contemporary PE literature (Azzarito & Ennis, 2003). Beni (et al., 2019) found that fostering positive peer-to-peer and teacher-to-student relationships was a key feature of creating a more meaningful experience in PE. Braga (et al., 2015) exhibited the importance of offering culturally relevant physical activities. Providing students with diverse, personal, and culturally relevant choices can help create meaningful experiences, leading to a sense of empowerment and a willingness to take risks (Beni et al., 2017). Within this scope of PE as a socially interactive and supportive environment, SCLT is an appropriate base for exploring the provision of authentic student choice and amplifying students' voices' (Howley, 2021, p. 2).

Student Choice

Adolescents have consistently expressed a favorable view toward choices in PE (Smith et al., 2009). Choices in PE refer to input from and decisions made by students that contribute to their overall experience (Iannucci & Parker, 2022). Generally, activity choice is associated with greater overall engagement in PE (Green & Thurston, 2002). Choice may pertain to specific activity options, aspects of a lesson (e.g., warm-up activities), levels of competition, or intensity. Strategies that allow students to collaborate with their teachers to identify potential modifications to activities, choices surrounding partner or group activities, and equipment increase autonomy and feelings of inclusion (Holland et al., 2023; Lieberman et al., 2019). Students express increased motivation and interest when they feel part of a democratic process and have a sense of ownership over the PE curriculum (Aarskog et al., 2022; Howley & Tannehill, 2014).

Creating a thriving environment that emphasizes student choice requires careful and purposeful planning by the teacher (Scarparolo & MacKinnon, 2022). Students should not simply be left to their own devices and have free reign over every aspect of the learning environment. PE teachers should be cautious when implementing choice into their curriculum. They risk creating an environment where they serve more as managers of recreational activities, potentially devaluing their role and undermining learning objectives and performance improvements (Horrell et al., 2012). Furthermore, as noted earlier, simply providing students, for example, two indistinct options (e.g., two team sports) may be perceived by some students as having no choice. Offering students the opportunity to participate in a fitness unit without specification or consideration for what forms of "fitness" participation are desired may further alienate students and be counterproductive to creating an autonomy-supportive environment. Female students specifically have often expressed a desire to have a wide variety of physical

activity choices that align with their lifetime physical activity preferences (Gibbons & Humbert, 2008). Additionally, students want their PE teachers to create a curriculum that is both equitable and diverse (Dyson et al., 2009), as well as one that fosters a student-centered environment that makes them feel personally invested in the lesson (Enright & O'Sullivan, 2010).

Engaging with students and listening to their perspectives in a democratic manner that supports their agency by, for example, establishing class rules and routines (Howley, 2022) and embracing their passions and skills through exercise choices within the structure of large group activities (Hemphill, 2022) can help create a more meaningful PE experience for students. Further exploration of how student choice contributes to students' motivation and feelings toward PE will further inform teachers' pedagogical and curricular decisions.

Student Voice in Physical Education

Historically, in the education reform process, students are often seen but not heard (Dyson, 2006; Erikson & Shultz, 1992). Over the past thirty years, researchers have argued that changes should be made with and not for students (Corbett & Wilson, 1995), emphasizing the need to provide students with an "active voice" that firmly entrenches them in the education process (Dyson, 2009, p. 341). There has been a considerable increase in focus on student voice work over the past decade (Iannucci & Parker, 2022). Student voice work is an intergenerational dialogic process where adults view children as "competent beings," capable and critical to the success of transformative initiatives (Pearce & Wood, 2019, p.120). Student voice initiatives enlist students as co-creators of educational practices, aiming to gain their perspectives and create an authentic and meaningful PE experience (Cook-Sather, 2006).

Authentic student voice work involves the building of generative relationships and the joint engagement of adults and young people (Groundwater-Smith & Mockler, 2016) in the

sharing of power between teacher and student and the relinquishing of the traditional hierarchical structure typical of the classroom (Pearce & Wood, 2019). Researchers and practitioners continue to explore the enactment of student voice and student voice pedagogies in diverse populations of students (Howley et al., 2021, p. 2). Recent findings suggest a need to explore further implementation of democratic approaches to PE that broaden students' horizons beyond traditional subject matter (Howley et al., 2021; Lynch & Curtner-Smith, 2019). The field of SEL is one area in which the increased use of student voice pedagogies has been advocated (Chronin et al., 2018). Students have long wanted their perspectives to be heard (Dyson, 1995). Careful enactment of student voice initiatives is critical to enhancing students' autonomy and sense of democracy in shaping the PE curriculum (Howley & O'Sullivan, 2021, p. 15).

A Framework for Social and Emotional Learning

Researchers and practitioners have generally recognized that implementing SEL practices in schools is a beneficial tool to help young people manage emotions, solve problems, and establish positive relationships with others (Oh & Lee, 2023). Research in this field has consistently demonstrated that SEL programs positively influence intrapersonal and interpersonal skills (Domitrovich et al., 2017). A broadly accepted and perhaps the most prominent theoretical framework for SEL is the CASEL model (Ross & Tolan, 2018). CASEL (2020) defines SEL as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2020, p. 5). The authors outline five interconnected competencies that focus on developing essential intrapersonal and interpersonal skills that enhance social and emotional capabilities. These competencies include *self-awareness,*

self-management, social awareness, relationship skills, and responsible decision-making

(CASEL, 2020) (see Figure 1).

Figure 1. The CASEL Framework
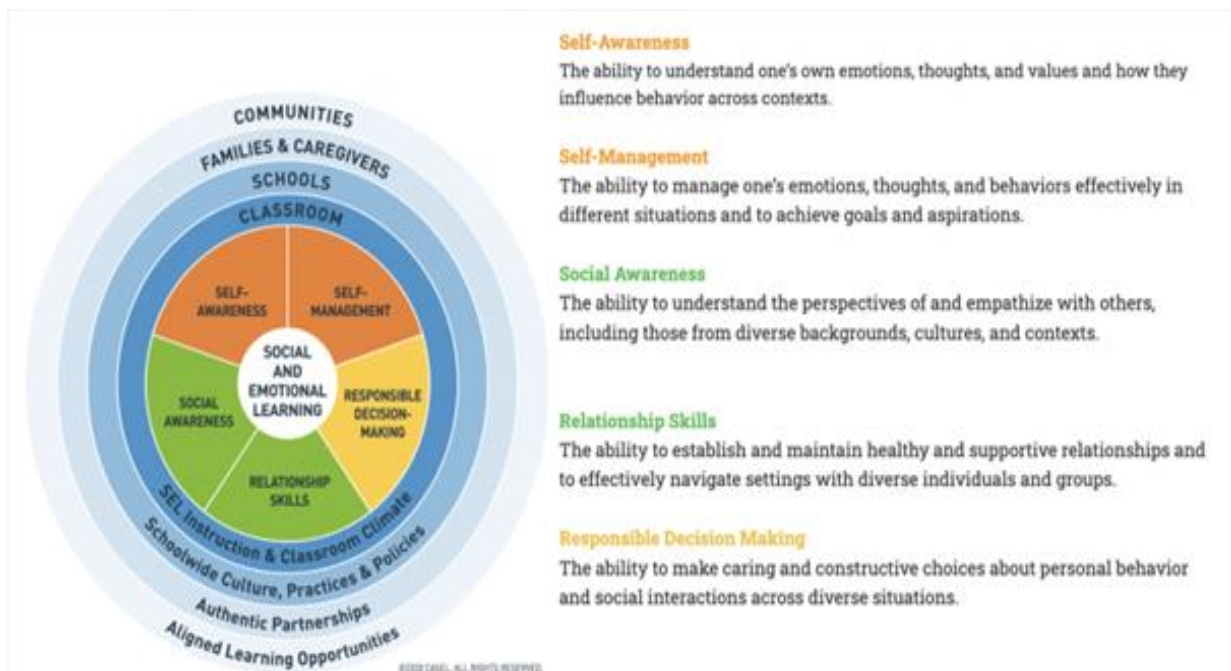
These competencies target key SEL learning standards (Department of Education, 2017) and the development of important soft skills that align with student voice principles, provide students with opportunities to engage in problem-solving and empathy practices, and assist students in demonstrating personal responsibility (Ciotto & Gagnon, 2018). In PE, there is a high interest in SEL, and there is a growing amount of literature in this area of inquiry (Howley, 2022; Wright & Richards, 2021). Further exploration of student choice and voice and how they thread with these competencies in secondary PE may further inform teachers' pedagogical practices and provide valuable insight to understand and improve student choice and voice initiatives.

Purpose & Aims

The purpose of this study was to explore and interpret students' perspectives regarding choice and student voice practices. Additionally, this study explored the teachers' perspectives of choice, student voice, and social and emotional learning through competencies outlined by the CASEL framework. This study aimed to answer the following questions:

1. How did the teacher researcher's understanding of student choice, student voice, and SEL evolve throughout the study?

2. What pedagogical practices most successfully facilitated student choice and student voice?

3. How do students' perspectives of choice and voice initiatives relate to the SEL competencies?

Methodology

This section outlines the qualitative approach undertaken for this study. This includes descriptions of the research design, the researcher's positionality, the steps taken to ensure data trustworthiness, the research setting, study participants, the data collection methods implemented, and the approach to data analysis.

Research Design

This study implemented a qualitative case study design with the use of a participatory action research (PAR) methodology. PAR is a self-reflective and circular process that focuses on improving a person's understanding and application of their practices, aiming to better understand a situation and change it (Casey, 2018; Creswell, 2015; Henry & Kemmis, 1985). A fundamental assumption in action research is that it is conducted with and not on people (Lewin,

1946), with those engaging in action research working to help people improve their practice (Kemmis, 2009).

This study followed the five steps of the action research cycle described by Casey (2018): think, plan, act, evaluate, and reflect. The teacher-researchers' (TR) cyclical approach to curriculum and pedagogical evaluation, refinement, implementation, assessment, and reflection throughout this study represents the "various cycles within cycles" of action research (Casey, 2018, p.14). Previous endeavors in action research in PE have involved examining pedagogical practices, aligning this study with established precedents in the literature (Casey & Dyson, 2009).

To assist in this process and comply with ethical guidelines, two colleagues of the TR assumed the role of critical friends. A critical friend is "a trusted person who asks provocative questions, provides data to be examined through another lens, and offers a critique of a person's work as a friend" (Costa & Kallick, 1993, p.50). The critical friend is not necessarily an "impartial bystander," as they are "invested in the successful outcome of the work and improvement of the individual" (MacPhail et al., 2020, p.1). Essential to the study, the critical friends provided feedback, challenged the TR assumptions, and promoted critical reflection (Schuck & Russel, 2005).

Drawing upon Howley's (et al., 2021) methodologies in designing a diverse range of participatory qualitative research methods, this study aimed to go beyond the base-level perspectives of student choice and instead attempted to empower students to take an active role in their learning, creating conditions that would "promote quality collaborative action research" (Capobianco & Feldman, 2006; Casey et al., 2009, p. 408).

Positionality

The researcher's positionality, understood as the researcher's adopted position within a given research study, concerns the influences that a researcher's values, beliefs, and assumptions have on research design, processes, and outcomes (Holmes, 2020). The TR's role at the research study site positioned him as an insider. An 'insider" may be understood as someone with intimate knowledge of a community and its members (Hellawell, 2006, p. 484). The TR had access to the curriculum and resources, was familiar with the school's daily operations, and had prior experience teaching the curriculum units in which the study participants were involved.

While this position has many advantages, there are inherent risks concerning the insider perspective. This includes a potential lack of objectivity, presumptuous perspectives, unnoticed phenomena, and participant's hesitancy to share honest opinions for fear of retaliation, and a biased interpretation of data (Adler & Adler, 2003; Berger, 2015; Hayfield & Huxley, 2015; Merriam et al., 2001).

With this understanding, steps were taken to establish trustworthiness and ensure that the data and findings of this study were dependable and authentic (Patton, 2002). As Lincoln and Guba (1985) outlined, the criteria for establishing trustworthiness in the data was achieved by collecting multiple and diverse data sources, creating rich written descriptions of the TR's approach to curriculum development, teaching, reflection, and refinement, conducting multiple peer debriefs with the critical friends, and maintaining a self-reflective journal (Ortlipp, 2015).

Participants and Setting

The participants in this study were 9th-grade adolescent males and females (n = 25) in coed classes. Purposive sampling techniques were used to identify and recruit participants (Patton, 2002). This population of students was selected intentionally because the findings of this

study may result in curricular and pedagogical changes that will directly impact current and future 9th-grade PE students. Background information about the participants can be found in Appendix E. By selecting and garnering "the perspectives of information-rich participants" (Patton, 2002, p. 230), the TR hoped that the responses received would illuminate meaningful answers to questions posed in this research study. Participants were assigned pseudonyms. All participant data was encrypted on an external memory drive and locked inside a secured critical friend's office cabinet. The study was conducted with predetermined blocks of classes. Each class block is 80 minutes long, and classes average approximately 25 students per class. Participants in this study are enrolled in a required PE course. Classes met two to three times per week.

Upon receiving approval from the Institutional Review Board, the TR began recruiting prospective students to participate in the study. Students are enrolled in eight classes, divided into two days of classes labeled A-Day and B-Day. Only the parents of prospective participants scheduled to have PE during one of the first two blocks of A-Day and B-Day were contacted. Scheduling conflicts with the critical friends restricted participation in the study to four classes. Participant recruitment occurred in multiple phases. Initially, the TR emailed the parents of prospective participants to introduce the project and begin recruitment. The critical friends distributed and collected paper copies of the permission form in all four classes. Permission forms were locked inside a secured cabinet in the critical friends' office.

Curriculum and Pedagogy Development

In the months before data collection started, the TR and critical friends met twice to review the present curriculum and reflect on past teaching practices related to student choice in PE. Subsequently, the curriculum was redesigned to promote student voice and develop students'

understanding of SEL. Specific curriculum changes included developing a full-value contract (FVC) with each class during a Project Adventure unit, expanding physical activity choices, and conducting taster sessions (Enright & O'Sullivan, 2010; Tannehill & Dillon, 2009).

The FVC contract is a staple of Project Adventure. Project Adventure promotes "individual growth and development as well as mutual group support" (Tannehill & Dillon, 2009, p.10). The FVC "asks the group to understand and create safe and respectful behavioral norms "and "accept a shared responsibility for the maintenance of these group norms" (Tannehill & Dillon, 2009, p.11). The aims of Project Adventure align with the CASEL (2020) framework's competencies that guided this study and served as an appropriate introduction to establishing a foundation and comfortability for future practices of group cooperation and continuous dialogue. The students and TR discussed and established a set of class rules that each member of the class agreed to follow.

For the taster sessions, classes participated in five different activities over two weeks. This was done to provide students with novel experiences and inform their decision-making, as they would vote on an activity to engage in for seven classes (Howley, 2022). In addition to curriculum refinements, the TR aimed to enact students' voices through pedagogical changes. This initially included student-driven fitness warm-ups, teammate selection, and choices for demonstrating learning during a components of fitness unit.

Data Collection & Analysis

Data collection included focus groups, individual interviews, student reflections, personal biographies, teacher-researcher reflections, and feedback from critical friends. Each assessment tool and instrument for data collection is outlined in Appendix C.

Focus Groups

Focus groups were completed at the beginning and conclusion of this study. A focus group interview is "a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment" (Krueger & Casey, 2009, p. 2). In-depth qualitative semi-structured interview techniques were used to better understand students' perspectives of choice, student voice, and SEL (Rubin & Rubin, 2012). Six initial focus groups were completed, and eight were completed at the end of the study. Focus group sessions lasted approximately twenty minutes and included questions regarding students' previous experiences in PE and their perspectives of choice and SEL.

Individual Interviews

During the first round of scheduled focus groups, there were two instances where individual interviews were conducted instead of the planned focus group due to unforeseen scheduling conflicts. Although these occurrences were unplanned, using focus groups and individual interviews can be advantageous, as it allows participants greater flexibility in their decision to participate and for data completeness (Adami, 2005). Individual interviews also allow participants to explore personal experiences deeply and may confirm data from focus groups (Lambert & Loiselle, 2007). Preliminary interview questions can be found in Appendix A.

Student Reflections

Students completed ten written reflections and one post-unit audio reflection. These reflections consisted of debriefs that began with a discussion and ended with the completion of an exit slip. Exit slips are a useful assessment tool that can be used to promote reflection, pose questions, and make connections to curricular ideas (Leigh, 2012). Additionally, students completed reflections that asked them to illustrate their personal connection with physical

activity and explain their understanding of SEL. The audio reflection asked students to reflect upon their experiences in the first-choice unit and suggest considerations for the second-choice unit.

Personal Biographies

Students completed one personal biography essay. These essays were used to help students engage in "an active and deliberate cognitive process" (Hatton & Smith, 1995, p. 34) through critical reflection on physical activity and previous PE experiences that have shaped their identities and feelings toward PE (Betourne & Richards, 2015).

Teacher-Researcher Reflections

TR reflections comprised eleven journal entries. These entries were completed throughout the study and provided an outlet for conducting personal critiques of the lesson, brainstorming strategies for improvement, and expressing relevant thoughts and frustrations.

Critical Friends

The critical friends who assisted in this study have combined over 40 years of teaching experience. Feedback from the critical friends consisted of two lesson observations and numerous post-lesson discussions. One critical friend provided written notes for one observation, focusing on students' opportunities to make choices and examples of students demonstrating SEL skills. The other critical friend frequently assisted in the reflective process, challenging the TRs' assumptions and understanding of class events. Both critical friends were involved in the peer debriefing process, which helped the TR explore and scrutinize aspects of the study that may have been overlooked by the TR (Lincoln & Guba, 1985). Additionally, the critical friends helped the TR work through changes in daily lesson planning and teaching practices.

Data Analysis

A reflexive thematic analysis, guided by Braun and Clarke's (2021) six-phase framework, was used to examine, deduct, and discern the data. This includes dataset familiarization, data coding, generating initial themes, developing and reviewing themes, refining, defining, and naming themes, and writing up (Braun & Clarke, 2021).

The first phase of this process began with dataset familiarization. This involved reading and re-reading through the TRs and students' text-based reflections and repeatedly listening to audio recordings of focus groups and individual interviews. This was done to gain a "deep familiarity" and "critically engage" with the dataset's contents (Braun & Clarke, 2021, p.44). The second phase of this analysis involves data coding. The coding process involves reading datasets meticulously and tagging relevant and meaningful segments of text (Braun & Clarke, 2021). An "inductive orientation" approach, focusing on participants' experiences and perspectives, was emphasized in this phase (Braun & Clake, 2021, p. 55). The ATLAS.ti (2023) program was used to organize datasets and assist the coding process. ATLAS.ti supports research management and enhances the objectivity, reliability, and validity of qualitative data analysis, making it a suitable tool for this study (Mastrobattista et al., 2024). A selection of data with semantic and latent code labels can be found in Appendix E.

After revising and finalizing code labels, the TR began the third phase of analysis, which involved developing initial themes. In a reflexive thematic analysis, themes capture a wide range of data that share meaning (Braun & Clarke, 2006). In this phase, the TR reviewed previously created codes, searching for broad, similar ideas and clustered potentially comparable meaning data codes. An example of a thematic map, created during the initial theme generation process and focusing on choices in PE, can be found in Appendix F.

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The TR took recursive steps in the fourth phase, revisiting coded data labels and the entire dataset. As the lone coder of the dataset, this phase allowed the TR to evaluate his reflexive influence on the interpretations and production of the data (Braun & Clarke, 2013). Recognizing the influence that his preconceptions, values, and interests have on this research, the TR returned to the dataset, interrogating and verifying the codes and labels established in the previous phases. This was done to ensure the viability and validity of the candidate themes (Braun & Clarke, 2021).

Themes were refined and preserved if they were coherent, had enough meaningful data to support them, and conveyed importance in relation to the dataset and research questions. The critical friends assisted the TR at this phase through peer debriefing, providing an external check to ensure the face validity of observations and interpretations of the data. In the fifth phase, the TR continued making refinements and progressed to defining and naming themes. Defining themes allowed the TR to check for quality, clarity, and significance to the overall analysis (Braun & Clarke, 2021).

The sixth and final phase of this process concluded with a write-up of the analysis. Trustworthiness was established throughout each phase of the reflexive thematic analysis framework. This was achieved through the iterative and reflective process of revisiting datasets, codes, and themes, reflexive journaling, theme defining, and diagramming theme connections (Braun & Clarke, 2006; Nowell et al., 2017).

Findings

The following sections present the findings of this study. Categories, themes, and subthemes were developed from the data analysis process.

Specific Aim 1

The theme, "An Evolving Approach," represents the TR's cyclical reflective process and subsequent changes in pedagogical practices. This includes increased opportunities for students to make choices, allowing students to express their voices in a manner that meaningfully influences class decision-making processes, and intentionally embedding SEL principles throughout the curriculum.

An Evolving Approach

The TR's prior understanding and approaches to activating student voice through the mode of choice influenced the curriculum development and pedagogy refinements made throughout the study. The TR described pedagogical concerns and a developing understanding of this new approach: "I did not have a lot of experience giving students a voice, but I knew that I wanted to focus on giving them control over all aspects of the class."

Discussions with students were emphasized as a critical tool in the TR's transition from choice to student voice. This was evident in the TR reflections on traditional warm-up practices: "I wanted to break away from this routine but still allow the students to take ownership of their actions. I decided to discuss this dilemma with each class" (Journal Entry [J]4).

Problem-solving with, instead of for, students carried over when issues arose due to students creating unevenly numbered or competitively advantaged teams: "Now if those situations come up, I talk to them about… we usually agree to keep the groups as they are, but modify the rules or requirements for that team to balance things out." The process of discussion, negotiation, and compromise persisted and eventually led to student-driven changes in how the sports unit games were conducted. During gameplay, teams can directly influence the level of competition by agreeing on modifications to the dimensions of the playing area, sport-specific

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skills, equipment, and gameplay rules. By incorporating more opportunities for students to make choices throughout each lesson phase, the TR established an environment where students began taking ownership of their experiences in PE.

The TR acknowledged gaps in his own understanding and personal implementation of SEL supportive practices: "I had a solid grasp of each skill and an idea of how I would discuss it with my class, but I struggled to relate it to my own daily life." In teaching self-awareness, the TR focused on the development of a growth mindset:

> It's something that I talk about in the mental health unit and when coaching. I recognized the value of it, and I wanted to give students the opportunity to reflect and think about who they are, their perceived strengths and weaknesses, what their values are, how those values developed, and how it all shapes their relationship with physical activity and PE.

Specific Aim 2

The following themes, developed from focus groups, personal biographies, post-lesson reflections, and TR reflections, provide insight into participants' experiences using choice and student voice pedagogies: "Fun with Friends" and "I Can Choose What I Want to Do."

Fun With Friends

When asked which choices mattered the most when making choices in class, participants regularly highlighted choosing to do activities with friends as an important factor in their PE experiences. Discussing the influence on one's mood when with friends, Desiree stated, "I would definitely be more, I want to say, energetic and more into the activity." Describing the potential impact of familiarity on one's experience, "Grace" explained: "That makes a big difference because if you're not with your friends, then you're mostly not going to have the best experience because you might be uncomfortable with the other person."

Further discussing the comfort of being with friends, Grace explained, "When you're with your friends, you're pretty much confident of what you're going to do." Another participant echoed these sentiments, expressing concern about how others may react to his performance: "When I am able to choose the group I'm with, it makes me feel like I can give it my all, and even if I mess up, I won't be judged." Enabling students' voices by allowing them to self-select groups promoted positive social interactions and more enjoyable PE experiences (Beni et al., 2017).

I Can Choose What I Want to Do

Participants positively responded to the taster sessions and class voting, as one student explained: "I think the fact that we could all try out different things and then come together and decide what we want to do, it really helps [me] get through the class." Another participant highlighted the fairness aspect of voting on class activities: "He wanted to make it fair and vote, so we can get an idea of what each of us wants to do. So, that's always a good choice to have."

The participants positively responded to having the freedom to choose their own activity when completing the components of fitness unit. One participant discussed the opportunity to decide which equipment to use during the unit: "You had to choose what you wanted to use. That was fun. Then you can look at all the equipment out there." Another participant highlighted the novel experience with certain equipment items: "And also, just generally trying equipment that I haven't used before can be fun."

Another participant expressed a similar perspective regarding having access to new equipment for the first time and exercising with peers: "I have never been to the gym before because I have an at-home gym, but being here with a smaller group… it gave me more of a chance to see how they work and what I need to work on."

Competition level emerged as one of the choices students enjoyed having. One participant enjoyed having the flexibility to move from one level of competition to another: "...I really like the competitive and non-competitive because it gives you an opportunity to go to either side you want to that day. If you're feeling it or not, it's okay."

Another student commented on the differentiation of activities that allowed students to participate in the sport in a manner that was comfortable for them: "We make group decisions…so if our group picked basketball, then I still have to play it…but we can separate into [different] skill levels….people that actually want to play the game can…and I can still play horse instead."

Specific Aim 3

The following themes, developed from focus groups, student personal biographies, and post-lesson reflections, provided insight into participants' understanding of SEL competencies relating to making choices in PE and activating students' voices: "Communication is Key" and "Developing Competency."

Communication is Key

Participants successfully connected experiences in PE with specific CASEL (2020) SEL skills and competencies. When asked to recall choices made during PE associated with relationship skills, "Maddy" highlighted her experiences during a project adventure activity: "...working as a team and knowing that we can all do this together if everybody works together…Talking is the most important skill you can do because it shares what clothes have to say, and you can reflect on that." Julia shared how her peers helped her complete an activity and shaped her perspectives:

...this activity taught me a lot about not only realizing that I couldn't even attempt some

of these activities without a partner or group's willingness to cooperate, but I needed them

to help me engage along the way. They opened my eyes to new perspectives of

sportsmanship and what real partnering should look like.

Participants consistently highlighted the need to "...listen to each other" and "...be patient and

take a step back…" This feedback demonstrates a growing comprehension of how to work

collaboratively, create positive relationships, and develop leadership skills.

Developing Competency

Participants identified numerous experiences related to their developing understanding of

SEL skills. When asked to connect their choices and experiences to classifications of SEL skills,

the students were able to provide specific examples. One student demonstrated her understanding

of *social awareness* in reflections describing social interactions when strategizing during the

badminton unit. Sarah explains how her partner was compassionate and encouraging when she

was not confident in herself:

...Even if [my]idea didn't work out the best, they tried their best to make an effort….I

wasn't confident in my strategy and thought that it wasn't going to work…but when my

partner told me that, it was okay if it's not successful because you put in the effort.

Another student provided an example of *self-awareness*, where she was able to manage her

emotions and her response to her teammates during a volleyball game:

I was aware of myself in class by choosing to encourage others instead of letting myself

be a downer. Oftentimes, we would play volleyball, and the server would have a +10

streak without the ball going back over the net. This was frustrating because we barely

got to play and didn't have any good rallies. But instead of being pissed off or mad at

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anyone, I encouraged my teammates to try harder and learn the skills. I even got to help a couple of people work on their platforms.

While possibly lacking explicit awareness regarding the precise SEL skill they were demonstrating at any given time, the students demonstrated a capacity for retrospective recognition upon reflecting on their classroom experiences. When presented with contextual illustrations of CASEL's areas of competence, these students consistently identified instances of social and emotional development within their own experiences.

Discussion and Recommendations

The purpose of this study was to explore and interpret students' perspectives regarding choice and student voice practices. Additionally, this study explored the teachers' perspectives of choice, student voice, and social and emotional learning through competencies outlined by the CASEL framework.

The findings of this study indicate that ceding authority from the TR and affording students authentic autonomy and expression through the medium of student voice enhances their PE experiences (Howley & O'Sullivan, 2021). However, several minor obstacles were encountered throughout this study. The TR revealed a lack of experience and confidence in implementing student voice pedagogies. Another key finding in this study is that the TR believed that he was offering students authentic choices by providing team sports, individual sports, and non-sport activity options (Howley & O'Sullivan, 2021, p.170). These choices, however, were peripheral and not representative of authentic student voice motives (Forde et al., 2018; Pearce & Wood, 2019). This suggests the need for educators planning or engaging in student choice and voice practices to evaluate their pedagogies and curriculum to ensure that choice is being used as a strategy to scaffold toward access to authentic student voice deliberately and not simply being

used synonymously (Iannucci & Parker. 2022, p.43). While our understanding of these practices continues to evolve, there remains a lack of empirical evidence on student and teacher experiences with student voice pedagogies (Cardiff et al., 2023).

A reflective cyclical practice helped the TR continue to deeply understand his own practice while actively generating new knowledge and understanding of student voice and SEL. The findings of this study provide a glimpse into how self-reflection can serve as a useful tool for researchers and practitioners to "confront and disrupt their assumptions about teaching, learning, and learners" (Fletcher & Ovens, 2015, p. 217).

Participants positively responded to increased autonomy during class. This was observed in the study from warm-up design, creating groups, and self-modifying rules and has been shown to help create more meaningful experiences for students in PE (Walseth et al., 2018). These feelings of increased agency may be further enhanced if students are given additional responsibilities, such as designing an activity to teach the class (Ni Chroinin et al., 2023). Students expressed excitement when they realized the freedom they had to create and design their components of fitness unit to their liking. Self-design activities like this unit enact students' voices, promote democratic practices, and emphasize the importance of cooperation and communication, critical tenets of SEL skills (Iannucci & Parker. 2022, p.44).

Another strategy to shift from providing choice to using voice is developing class rules and routines with students leading the discussion (Iannucci & Parker. 2022). This study employed the FVC to engage students in this process. Focus group findings regarding the choice of competition level in PE was an important consideration for students. This mirrors similar findings (Cardiff et al., 2023), indicating that this choice influences their engagement, effort, and enjoyment.

The findings of this study demonstrate how aligning class activities with specific SEL competencies led participants to make more explicit connections between SEL skills and their personal experiences in PE. These findings and the discoveries made during self-evaluation as the TR have evolved my understanding of SEL principles and provided me with the tools to target SEL skills and competencies in my teaching (Gimbert et al., 2023). Education is a democratic and social endeavor where sharing ideas, experiences, and knowledge facilitates growth (Dewey, 1938).

Implementing democratic and reflective strategies like the FVC and taster sessions may be challenging for students and teachers with minimal experience teaching and learning in a democratic manner (Howley, 2022). However, this school-based-research provides another example of this democratic and reflective pedagogy (Howley, 2022). This study's findings illustrate how expressing their voice mattered to the students and how participating in a more democratic PE environment empowers them to shape their learning experiences to align with personal and meaningful preferences.

CHAPTER II: DISSEMINATION

The results of this study were designed to have an immediate impact on the local school community. To create meaningful and sustainable changes in PE, the school community members will need to be an integral part of the process. To ensure that the findings from this research inform future pedagogical practices, a dissemination strategy has been developed, beginning with the presentation of the following PowerPoint presentation. The information below will first be presented to the Hunterdon Central Regional High School Board of Education, followed by the health and physical education faculty. The presentation will address the origins of this study, research findings, implications for future practice, and strategies to begin foundational dialogic levels (Pearce & Wood, 2019) of student voice work and SEL initiatives.

Slide 1: Title page

Hello, my name is Donovan Dinson. I am a ninth-grade health and physical education (PE) teacher at Hunterdon Central Regional High School and a doctoral candidate at UNC-Greensboro. My research has explored the perspectives of students and myself regarding student choice, student voice pedagogies, and social and emotional learning skills. I began this journey three years ago when I introduced the idea of student choice to my students and colleagues. Anecdotally, students have responded well to this approach. As I dug deeper into the literature, I learned about the transformative practice that is student voice. I found this practice and the growing literature fascinating, but it is still developing in secondary PE.

Slide 2: Introduction to the Research Project

The purpose of this study was to explore and interpret students' perspectives regarding choice and student voice practices. Additionally, this study explored the teachers' perspectives of

choice, student voice, and social and emotional learning (SEL) through competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. In this study, I collected data from 25 student participants. I aimed to gain a better understanding of ways to enact student voice and SEL skills. Additionally, I engaged in this study in the role of a teacher-researcher and recorded data on myself in the form of reflections and conversations with colleagues.

Slide 3: Findings

Several themes addressing specific research aims were developed during the coding process for qualitative data.

- Specific Aim 1: An Evolving Approach. My evolving understanding of choice and student voice led me to realize that I needed to let go of control over aspects of teaching and learning that were previously conducted in a teacher-centered fashion.

- Specific Aim 2: Fun With Friends. Students enjoyed the freedom to choose their partners or teams.

- Specific Aim 2: I Can Choose What I Want to Do. Students expressed satisfaction when they had the opportunity to choose activities and levels of competition.

- Specific Aim 3: Communication is Key. Students felt that listening to others' perspectives and sharing ideas was an essential component of their problem-solving.

- Specific Aim 3: Developing Competency. Through reflection on class activities, students connected experiences to specific SEL competencies.

Slide 4: Key Findings

A key finding of this study illustrates the potential impact that student voice practices can have on their class enjoyment, willingness to engage in a democratic process, and the

development of important SEL skills. Additionally, these findings suggest a need for a greater presence of teacher reflective practices. Given the results of this study, it may be beneficial for PE teachers to evaluate their teaching and juxtapose their current experiences within the present scope of their curriculum and pedagogies.

Slide 5: What is Student Voice?

Student voice is a transformative practice that involves and empowers students to be collaborators and decision-makers regarding their own (either individually or as part of a class or group of learners) educational experience (Fielding, 2004; Iannucci & Parker. 2022). In its simplest form, this can consist of dialogue with the students, where they share their ideas and opinions with their teachers (Mitra et al., 2012).

Slide 6: What Teaching Strategies Active Students' Voices?

Evidence suggests that using different methods and forums for students to express their experiences, thoughts, and feelings is most effective in enabling students' voices. Strategies teachers can embed to provide opportunities for authentic student voice may include:

- Providing choices throughout a lesson

- Writing or drawing reflections

- Photovoice journals

- Exit Slips

- Full-Value Contracts

- Voting systems

- Sharing and discussing learning objectives

- Student organized and facilitated class activities

- A collaborative approach to creating rules, routines, and expectations

Slide 7: What is Social and Emotional Learning (SEL)?

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2020)

Slide 8: Why SEL is Important

Schools serve as a critical space for children's mental, social, and emotional development. Successfully navigating the school experience requires more than a strong academic acumen. Adolescents need skills to manage inevitable speed bumps that impact their experiences in school and, ultimately, their growth as a person. SEL is a science-based approach that can help students on a personal level to:

- Manage their emotions
- Increase feelings of self-efficacy
- Improve communication skills
- Develop critical thinking skills
- Understand and express gratitude

Slide 9: Implementing SEL

One way to begin implementing SEL into your teaching practices is to provide teamwork opportunities for students. Most students are familiar with working in small groups. Designing activities that encourage discussion and strategizing allows students to practice multiple SEL skills simultaneously. Concluding this activity with a debriefing session that allows students to

reflect and identify their thoughts and feelings during the activity is a great way to begin introducing SEL skills.

Slide 10: Thank You

Thank you for being here and listening. I hope you found professional or personal value in today's information. Moving forward, I hope we can continue this conversation and begin taking steps toward more transformative practices in PE and beyond.

Email: ddinson@hcrhs.org

CHAPTER III: ACTION PLAN

The results of this research affirm findings in previous studies, indicating that the intentional efforts to incorporate student choice, student voice, and SEL practices into curriculum development and pedagogy may increase enjoyment in PE and understanding of SEL competencies. The immediate action plan to share the findings of this study begins at the local level with a presentation disseminating information to the Hunterdon Central Regional High School Board of Education. The district has prioritized the integration of SEL principles into the school's culture and has taken steps to assist faculty in achieving these goals. I can assist the district in this endeavor by serving as an instructional design assistant. Teachers in this role serve as teacher leaders, working with the Supervisor of Curriculum and Instruction to plan for and support teachers in developing effective SEL instructional designs and assessment strategies. Additional presentations will be given to the members of the Hunterdon County Education Association (HCEA) and the health and physical education faculty. Sharing this information with the HCEA will allow me to engage with faculty members across all the district's academic departments. Focusing on health and PE specifically, I have had a conversation with my department supervisor and have scheduled to share my work with teachers in June 2024 during our summer curriculum planning meeting. I can present my research, answer questions, and offer implementation strategies during this time.

One intermediate plan for this project is to share my findings with the teachers in our district's middle PE faculty. Each year, the Hunterdon Central Regional High School faculty meets with the seventh and eighth-grade teachers for an articulation meeting. These meetings are designed to allow the teachers at each school to share current classroom events, new pedagogies, and recent developments in their curriculum. Articulation is a prime opportunity to share the

findings of this study. The aim is to use this annual meeting to discuss opportunities for increasing students' autonomy through authentic student choice pedagogies and developing SEL skills. Ultimately, the goal is to create congruence around the ideas and concepts highlighted in this study to ensure students experience a smooth transition from middle school to high school PE.

A second intermediate plan for presenting this study's findings is to submit a proposal to present at two conferences in 2025: the New Jersey Association for Health, Physical Education, Recreation, and Dance Convention and the SHAPE America National Convention. Collaborating with educational experts in student voice and SEL, I aim to participate in a research symposium at the SHAPE American National Convention. The outcomes of this study affirm past research and provide helpful insights for future research. Participation in this event will allow me to share my findings with a larger audience, discuss recent findings in the literature, and examine issues and trends concerning this area of study. Furthermore, participating in this event will allow me to connect with other PE teachers who are interested in and open to student voice and SEL practices but may be skeptical or unsure of their path. My knowledge and experiences can lead to more support and guidance for these teachers and their PE programs.

The primary long-term goal of this study is to continue to research this field at the secondary level and over a longer period of time. Additionally, this research has alerted me to the lack of literature on student voice work with students whose first language is not English. During the recruitment process for this study, two students in my class whose first language is not English completed all the forms required to participate in the study. However, when the scope of the study was clarified, the students decided not to move forward with their participation, citing language barriers as their primary concern. This raised an important question. "How can

language barriers be overcome to provide authentic student voice to students?" Exploration of

this question through the lens of my own teaching may inform my understanding and ability to

differentiate accordingly, but more school-based-teacher and student research is necessary.

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Overview of Focus Group Discussion

The Facilitator Will:

1. Introduce themselves.

2. Explain the purpose of the focus group.

3. Confirm that participants have signed the consent forms and reiterate that participation is voluntary and can be ceased at any point.

4. Describe their role as the facilitator:

- To ask questions and ensure the group is on track.

- Explain that the discussion may move quickly, even though people may have more to say about a particular topic.

5. Describe the participants' role:

- To share their experiences and opinions. Both positive and negative.

- Explain that everyone should participate in the discussion.

- Explain that there are no right and wrong responses.

6. Explain the logistics of the interview:

- 30 minutes maximum.

- Arrangements for water and restroom breaks.

- The explicit prohibiting of cell phones or any other electronic device.

7. Explain ground rules:

- One person speaks at a time. Side conversations are not permitted.

- Everyone will have a chance to speak. Participants may not interrupt a speaker and must wait until they have completed their statement before speaking.

- There are no right or wrong answers. The discussion is about participants' experiences.

- Participants should avoid using the names of other participants in the conversation.

8. Introduce and explain the purpose of the audio recording device:

- For the purposes of identifying pertinent information from the discussion.

- Explain that no names will be used in reporting.

9. Take questions from participants.

Introduction

Thank you for taking the time to talk with me today. I'll ask you some questions about your experiences in physical education (PE) this school year. Before we begin, I want to go over a few important points:

We are asking about your experiences so that we can do a better job of creating a more personally meaningful and enjoyable experience in PE. There are no right or wrong answers to any of these questions. Are there any questions before we get started *(Answer all participant's questions)?*

1. Think about physical activity in your life and your experiences in PE.

- Describe your relationship with physical activity inside and outside of school.

- Describe your PE experience before this school year.

- How do those previous experiences compare to your experience in PE so far this year?

2. What have you enjoyed most about your PE experience?

3. Reflecting on your experiences, what problems or grievances do you have with PE?

4. Thinking about your present and previous experiences in PE, through the provision of choices or the eliciting of your PE teacher, what opportunities did you have to shape your experience in PE?

5. If you had the chance to be the PE teacher for a week, what would you prioritize? What would you like that experience to look and feel like for your peers?

6. What could PE teachers do to support you and your experiences in PE?

7. Is there anything else you would like to share or any questions you thought should have been asked but were not?

Conclusion

Thank you for taking the time to share your thoughts. Your shared experiences, opinions, and ideas will be used to help us improve the PE experience for you and future students.

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APPENDIX B: POSITIONALITY STATEMENT

I am a 9th-grade PE teacher, assuming the teacher-researcher (TR) role in this study. The researcher's positionality, understood as the researcher's adopted position within a given research study, concerns the influences that a researcher's values, beliefs, and assumptions have on research design, processes, and outcomes (Holmes, 2020). Closely related to issues of positionality is the consideration of insider status within a research setting. My teaching position within the school provides a familiarity with the research setting (Mercer, 2007). I have access to the curriculum and resources, familiarity with the school's day-to-day happenings, and previous experience teaching the curricular units in which study participants will participate.

As the primary researcher in this study, I have a personal and professional investment in ensuring the success of this project. Chapter 3 of this study explains plans to promote and hopefully lead the charge in practices that take meaningful steps to offer authentic student choice and empower students' voices throughout the school. That said, maintaining awareness of my position and biases in this process and taking steps to ensure that I remain objective is critical. Triangulation, or the use of multiple and diverse data sources and collection techniques (Lennie, 2006), will be implemented to ensure the trustworthiness and reliability of data. The researcher will further engage in established reflective practices throughout each research phase to support the validity of this study's results.

Reflexivity is an understanding that a researcher's written account of an event is not a rhetorical reconstruction of a setting; rather, it is a self-reflective processing of one's experiences, anticipations, and contextual interpretations of a setting that derive from a biased perspective (Emerson et al., 2015). This perspective largely shapes the research design, processes, and interpretation of the findings. As a teacher who recognizes and values his

students' perspectives, I determined that conducting PAR best suits this study. This approach underscores the importance of understanding the common experiences shared by students and will assist in developing appropriate practices and policies in the future.

Additionally, the TR will maintain ethnographic data through comprehensive field notes, written and reviewed repeatedly throughout the research process (Berger, 2015, p.230). Finally, the TR will enlist the assistance of critical friends to achieve the following objectives: (1) Analyze the multiple points of collected data and determine appropriate interview questions for focus group and individual interviews 2) identify common themes from the transcribed focus group interviews.

APPENDIX C: DATA COLLECTION OUTLINE

Student Data Collected	Teacher Researcher Data Collected
Focus Groups	Journal Reflections
Individual Interviews	Peer Debriefs
Student Reflections	
Personal Biographies	

APPENDIX D: PARTICIPANTS' DEMOGRAPHIC INFORMATION

Participants' Demographic Information		
	Number (%)	Female (%)	Male (%)
White	16 (64)	11 (44)	5 (20)
Black	3 (12)	1 (4)	2 (8)
Asian	3 (12)	2 (8)	1 (4)
Hispanic	3 (12)	1 (4)	2 (8)
Total	25	15	10

APPENDIX E: CODING EXAMPLE

Data	Codes
Now that I am able to choose what I do in my PE class, and the fact that my opinion matters, I feel like I am starting to enjoy gym again. When I am able to choose the activity, I want to do and choose the group I am with I feel a lot more confident to play. I feel comfortable.	Choices – Class Activities
	Choices – Social
	Best Effort
	Confidence
	No Judgements
	Comfortability with Friends
	Enjoyment
When I am able to choose the group, I'm with, it also makes me feel like I can give it my all, and even if I mess up, I won't be judged. Being able to choose the activities we do has also changed the way I view gym class. Now, it is so much more enjoyable, and I find myself looking forward to competing. Overall, gym class has put me through a very bumpy road throughout the years, but with choice in activities and teammates, I feel like I am starting to love it again.	A New Perspective of PE
	Social Connections
	A Negative Perspective
	(Of Past PE)
	Renewed Interest
	"My Opinion Matters"

Try out different things

You could do what you wanted

Let us be free

Collaboration choices

Choices in PE

Our voices were heard

Social choices

Whatever we want to do

Choose who I was with

Not enough variety of choices
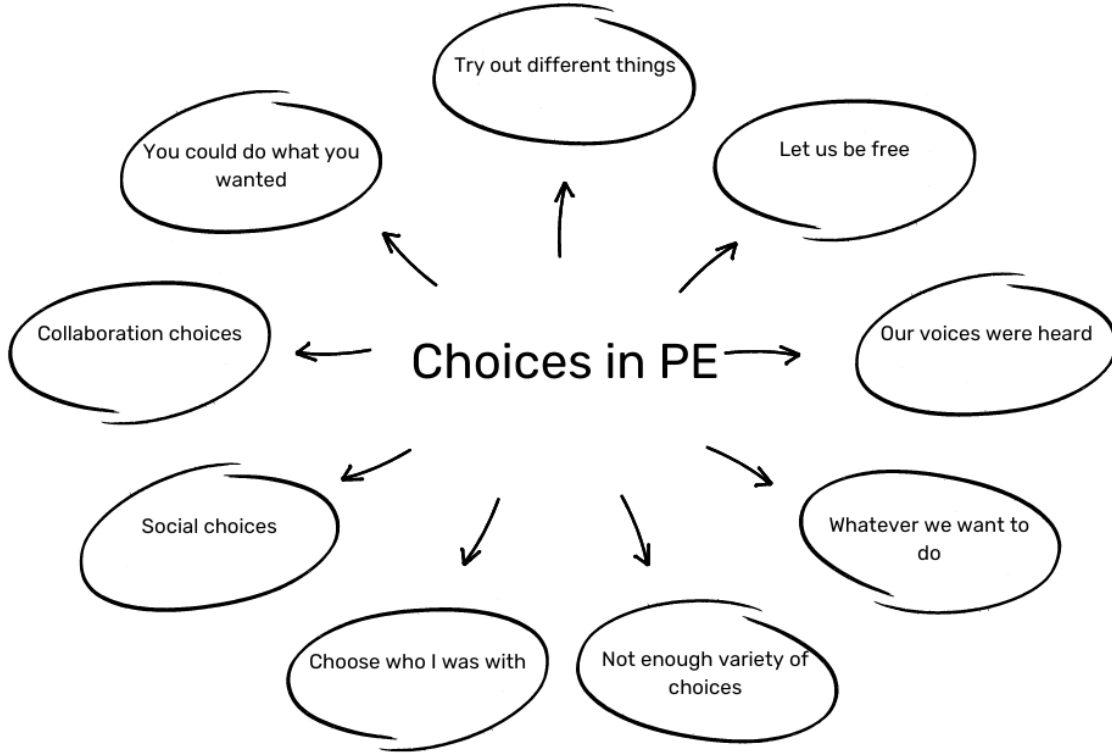
A Different Approach	Fun With Friends	Communication Is Key
Breaking away from old routines	Enjoyment	Teamwork
I asked them	Fun	Talking
They can choose	Playing with friends	Listened to each other
I wasn't sure	Social aspect	Collaboration
		Honest feedback

APPENDIX H: THEME ANALYSIS EXAMPLE – DEVELOPING COMPETENCY

Data Source	Examples
Personal Biography	Whenever I was feeling frustrated, it made me remember to always be nice to everyone. Kindness and friendship can all influence physical activity since they help to not be as frustrated and have communication.
End-of-Class Reflections	I think about others when they are talking to me and be careful of my word choice. I listen to myself and try to work on my personal weaknesses.
Focus Groups	Max: "We had to learn how to communicate." Sonya: "We need to keep our minds open to other people." James: "We need to appreciate each other for who we are."

Full Value Contract

The Full Value Contract (FVC) is an agreement developed by and agreed to among members of a group in an effort to create an effective learning environment for all participants. Together, we have created a set of guidelines to ensure that each member of this class can participate in a safe environment. As a class, we agree to:

- Give our best effort

- Practice good sportsmanship

- Try and get better everday

- Respect the opinion of others

- Have good communication

Student's signature

Teacher's signature

——— Mr. Dinson ———

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

What is Social and Emotional Learning?

SEL is the process to help indivdiuals develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions

Slide 8

Why SEL Important

- Increases Feelings of Self-Efficacy
- Improves Communication Skills
- Develops Critical-Thinking Skills
- Helps Foster a Growth Mindset

Slide 9

Implementing SEL

- Provide opportunities to practice teamwork and communication skills
- Engage in regular debriefing discussions
- Collaborate to develop class rules and routines
- Provide choices

Slide 10