

Healthy Pokes Afterschool Program

Professional
Development Training

Spring 2024

Partnership:
XXXXX

THE WORLD NEEDS MORE COWBOYS.



UNIVERSITY
OF WYOMING

College of Health Sciences
Division of Kinesiology
and Health

Project Overview

- **Mission:** To offer a multi-dimensional service learning and youth research program that targets personal and social skills/learning during physical activities
- **Partnership:** ASK Program of LCSD#1 has partnered with UW DKH coordinators to embed and coordinate Healthy Pokes at their schools; University personnel and other experts will support/assist/evaluate

ASK program staff will be trained in the HP curriculum and basic instructional strategies by UW DKH staff to administer a piloting of the program



Project Goals

- 1: Improve personal, social, and emotional competencies that enhance student social and personal mental wellness
- 2: Provide professional development opportunities to teachers for afterschool and in-school offerings targeting personal and social responsibility
- 3: Evaluate effectiveness of program to prompt personal and social skills and physical activity enjoyment



Overview of the TPSR Model & SEL Competencies

Teaching Personal and Social Responsibility (TPSR)

Best Practice Teaching Model

- >> PA offers more, TPSR concepts can be embedded in meaningful ways
- Gradual empowerment & self-reflection
 - Embedding TPSR in the physical activities
 - Transfer
 - Being relational with kids

Link: [VNS TPSR Key Components.mp4](#)



Teaching Personal and Social Responsibility (TPSR)

Five goals

1. Respect
2. Participation and effort
3. Self-direction
4. Caring for others
5. Transfer

Link: [VNS CASEL Slides.mp4](#)



CASEL Framework

Self Awareness

- Understand one's own emotions, thoughts, and values
- Ex. self-efficacy, growth mindset, demonstrating honesty/integrity

Self Management

- Manage emotions, thoughts, and behaviors effectively
- Ex. setting goals, planning and organization, stress-management strategies

Responsible Decision Making

- Make caring and constructive choices about personal behavior and social interactions across diverse situations
- Ex. learning to make reasoned judgments, demonstrating curiosity

CASEL Framework

Social Awareness

- Understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts
- Ex. recognizing strengths, expressing gratitude, concern for others' feelings

Relationship Skills

- Establish and maintain healthy and supportive relationships with diverse individuals and groups
- Ex. Communicate effectively, resolve conflicts constructively, standing up for others

Healthy Pokes Program:

Overview, Block Plan, and Structure

TPSR Teaching Behaviors

All teachers must: *(think of an example of each)*

Modeling Respect: Model respectful communication

Provide opportunities for Success: Structure lesson so that students have the opportunity participate regardless of individual differences.

Fostering Social Interaction: Develop activities that promote positive social interaction.

Assigning Tasks: Assign specific responsibilities or tasks

Leadership: Create opportunities for students to lead or be in charge of a group

Giving Choices and Voices: Give students a voice in the program and promote decision making

Transfer: Directly address the transfer of life skills from the lesson beyond the program

TPSR Lesson Structure

Lesson Plan Structure

- Relational time
- Awareness talk
 - Lesson Focus
 - Group Time
- Self-Reflection



Healthy Pokes Program Manual

Please review

- Lesson sequence and structure
- Teaching strategies that develop PSR skills
- Types of feedback to give students
- Look at modifications of tasks for younger students
- Check for 'printables' if there are things to help with the session

Discussion: Think, Pair, Share

- Please get in your “Table Groups”
- **Now that you’ve seen a session:** discuss -> When leading a session?

what type of feedback will I need to focus on? **what do I ask at the end?**

what does it mean to provide students voice & choice? **leadership?**

how should we address inappropriate behavior?

how can we turn activity incidences into SEL ‘teachable moments’?

Session & Teaching Strategies

Strategy	Description	Lesson Example
Modeling Respect	Provide each group/student an example or respect	<u>Awareness Talk</u> : Display & Reward Listening <u>Group Meeting</u> : Hearing others' opinions
Opportunities for Success	Allow task to be completed in many ways/for abilities	
Foster Social Interaction	Use more sharing and group discussions on concepts	<u>Task 1</u> : Feedback to groups on what helped/what is communication. <i>Think, Pair Share</i> . Explore.
Assigning Tasks	Give out specific jobs for students to model/complete	<u>Transition</u> : Provide specific student assignments, highlight to those completing SR tasks
Leadership (give chances)	Create opportunities for student leaders in tasks	
Voices & Choices	Give students options and allow them to decide	<u>Task 2</u> : Students are given multiple choices to pick from and can each have a say in option
Feedback for Transfer	Directly address transfer of concept beyond lesson	

Growth Mindset Teaching Strategies

Strategies	Examples
Student choice and volition	Vary equipment to be used and allow students to pick; give students voice in curriculum.
Praise students on the process, not intelligence and product	Giving praise for the process not product. Ex: Lana I like how you decided to try a different way to get across the gymnasium. What else can you do?
Changing student language (The power of YET)	Correct students on how they talk about themselves. Ex: S- I can't ride a bike. T- You can't ride a bike ... YET!
Create environment to foster risk-taking	Creating a space where mistakes can happen. Ex: Remind students that it is alright to not get something the first time. To come back and try again.

Thank you all for attending!

- Please feel free to contact any of us if you have questions...
- Please do not share the materials you were provided today other than for personal use

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