



Library and
Archives Canada

Bibliothèque et
Archives Canada

0-494-09000-6

Published Heritage
Branch

Direction du
Patrimoine de l'édition

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*

ISBN:

Our file *Notre référence*

ISBN:

NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.


Canada

THE UNIVERSITY OF MANITOBA
FACULTY OF GRADUATE STUDIES

COPYRIGHT PERMISSION

**Developing Strategies for Addressing Personal/Social Management Issues in Early and
Middle Years Physical Education: A Case Study of Three Teachers**

BY

Harvey Zahn

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of
Manitoba in partial fulfillment of the requirement of the degree
Of**

Master of Education

Harvey Zahn © 2005

**Permission has been granted to the Library of the University of Manitoba to lend or sell copies of
this thesis/practicum, to the National Library of Canada to microfilm this thesis and to lend or sell
copies of the film, and to University Microfilms Inc. to publish an abstract of this thesis/practicum.**

**This reproduction or copy of this thesis has been made available by authority of the copyright
owner solely for the purpose of private study and research, and may only be reproduced and copied
as permitted by copyright laws or with express written authorization from the copyright owner.**

ACKNOWLEDGEMENTS

It is said that it takes a village to raise a child. I would add that it takes a lifetime of experiences with many interactions to create a work of this nature. Thanks to all of the people in my life that contributed to the 'raising' of this study.

Dr. David Mandzuk, my thesis advisor, guided me through numerous drafts in order to clarify my writing and my thoughts. I am indebted to him for the enormous amount of time and concentration he expended to ensure this study progressed well.

The other committee members, Dr. Sheldon Rosenstock and Dr. Romulo Magsino were instrumental in promoting the idea of studying the 'Time Method', as well as sharpening my thinking with regards to issues related to the areas of morality, and affect /cognition.

The three subjects who participated in this study were generous with their time and provided professional, thoughtful data. I thank them for the courage, and selflessness to bare their souls in order to add to human knowledge.

To my mother who modeled diligence and to my father who taught me that no one is free until all are free, I thank them.

I thank my adult children, Nathan and Jeremy for their technical assistance. Finally, I am pleased to have an opportunity to publicly acknowledge my wife, Laurie, who I have known for 35 years. Her positive influence on me in every regard is overwhelming. However, with regards to this study she has been as central a source of knowledge, as any element of the literature review. She has modeled all the key points noted in relationship building, which is not only a key element in this study but a key element in life.

ABSTRACT

This study suggests that the role of the physical educator may be expanded to include curriculum designer as well as a student counselor. In 2001, Manitoba Education and Youth introduced the new physical education curriculum describing five general learning outcomes. One of these outcomes, 'personal and social management', occurs when "*students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.*" This qualitative study examined strategies that three physical educators used that might support the development of this learning outcome. The three teachers in the study were introduced to, and encouraged to, use the '*Time Method*' as a means of developing relationships with their students so that they could begin the process of developing their students' personal social skills. Data was drawn from focus group discussions, journal entries, and a questionnaire resulting in 129 pages of data. The study concludes with the implications of implementing a number of strategies that could contribute to increasing the probability of developing personal/social management skills of early and middle years students. On the basis of the findings, teachers may want to consider: 1) developing a positive view of the nature of children because it is the basis of forming relationships, 2) establishing a specific time to observe and speak with students, 3) building relationships between teacher and student, 4) learning about students' lives outside of school and its effect on the emotional state of children, and 5) providing specific feedback and establishing consequences for regulating the behaviour of students who will then be more receptive to developing personal/social skills.

TABLE OF CONTENTS

Acknowledgements.....	ii
Abstract.....	iii
Table of Contents.....	iv-viii
CHAPTER 1: INTRODUCTION TO THE STUDY	
Preamble.....	1
The Research Question.....	4
The Importance of Personal/Social Management Development in Students.....	6
Relationship Building.....	9
Understanding and Developing Cognitive Skills.....	10
The Influence of the Affective Domain.....	12
Affect and Cognition Working in Tandem	13
The ‘Time Method’	16
The Teacher’s View of the Nature of Children.....	19
The Educational Significance of Personal/Social Management Education in Elementary Physical Education.....	19
Limitations of the Study.....	21
Overview of the Study.....	22

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction.....	24
Building Relationships.....	25
Examining Human Nature-One Example of Reflective Practice.....	27
A Teacher's View of the Nature of Children.....	28
Reasons for Building Relationships.....	29
.	
The Five Components of Relationship Building.....	32
Understanding and Developing Cognitive Skills.....	35
Introduction.....	35
.	
Explaining Behaviour—Models of Human Nature.....	36
A Rationale for Using Social Cognitive Theory to Enhance the Development of Personal/Social Management	37
Components and Application of Social Cognitive Theory for Personal and Social Change.....	38
The Affective Domain.....	45
Introduction.....	45
Human Functioning as It Relates to the Affective Domain—A Historical Perspective.....	46
The Role of the Affective Domain in Directing Behaviour.....	48
The Components of Affect and its Application to Personal/Social Management.....	52
Summary.....	57

CHAPTER 3: METHODOLOGY

Background.....	59
Context	59
Subjects.....	60
Research Instruments and Data Collection.....	61
Data Analysis.....	64

CHAPTER 4: RESULTS

Introduction.....	68
Creating Time.....	69
Charlie.....	69
Pamela.....	70
Frank.....	73
Relationship Building between Students and Teacher.....	74
Charlie.....	74
Pamela.....	80
Frank.....	84
Learning about Students' Lives Outside of School.....	88
Charlie.....	88
Pamela.....	90
Frank.....	94
Applying Specific Feedback and Establishing Consequences to Regulate Behaviour	96
Charlie.....	97

Pamela.....	99
Frank.....	102
The Teacher's View of the Nature of Children.....	104
Charlie.....	105
Pamela.....	106
Frank.....	109
Summary of Findings.....	111
 CHAPTER 5: CONCLUSION	
Summary of the study.....	112
Discussion.....	114
The Time Method.....	114
Relationship Building between Students and Teacher.....	115
Learning about Students' Lives Outside of School.....	116
Applying Specific Feedback and Establishing Consequences to Regulate Behaviour.....	117
The Teacher's View of the Nature of Children.....	117
Implications.....	118
Implications of the Time Method.....	119
Implications of Relationship Building between Students and Teacher.....	120
Implications of Learning about Students' Lives Outside of School.....	121
Implications of Applying Specific Feedback and Establishing Consequences to Regulate Behaviour.....	124

Implications of The Teacher's View of the Nature of Children.....	125
Recommendations.....	126
REFERENCES.....	130
APPENDIX A.....	138
APPENDIX B.....	140
APPENDIX C.....	143
APPENDIX D.....	145
APPENDIX E.....	146
APPENDIX F.....	148
APPENDIX G.....	151
APPENDIX H.....	154
APPENDIX I.....	155

CHAPTER 1

INTRODUCTION TO THE STUDY

Preamble

It was a pedestrian requirement of physical education that began my journey 30 years ago of focusing on personal/social skills. Students came to class and had to change into proper clothing for physical activity. Because different students took varying amounts of time to change, I had to devise some kind of educational activity for students who dribbled into the gym from the change room. Over the years, I developed a 5-10 minute time slot at the beginning of the class which I call '*Green Time*', where students have over 20 activities in designated locations when they enter the gym. The flexibility in the choices of activity was motivating, and provided much opportunity for practicing skills with the result of an even more fascinating by-product. I had time to observe and talk with students. This observation time helped me realize that most students performed and/or learned psychomotor, cognitive, and affective skills at least adequately, and many learned these skills very well. Those who did not learn them well were sometimes constrained by their lack of physical or cognitive ability, but most often they were constrained by their inability to understand how to manage their own feelings and their interactions with others in the personal/social domain. In other words, I came to believe that the key to student success in physical education (as well as in other academic areas) seemed to be personal/social in nature. As we will see in this study, the subjects (physical education teachers) in this study focused most of their energy on a small group of students who desperately needed to be cared for and listened to in order to develop what

might be considered indispensable personal/social skills. However, it should be noted that all of the subjects' students in this study who are not discussed, also benefit from the strategies that are successfully employed in their classes.

As with the subjects in this study, observation and conversation taught me that more time was needed to try to understand all students but especially the small group of students that repeatedly had difficulty with personal/social skills. Therefore, every second Friday became '*Fun Fabulous Friday*' (FFF). This extension of '*Green Time*' allowed me to have detailed conversations with students on a variety of issues that included the mundane problems of not coming dressed for activity to the state of their home lives and the repercussions of these kinds of influences on their behaviour in class. These discussions led me to investigate three elements of personal/social development that I will discuss in detail in this study - relationship building, the use of cognitive strategies, and an understanding of the role of the affective domain. What follows are two cases which should help the reader understand the rationale behind the study.

Genrai is a grade 6 student with whom I have developed an excellent *relationship* over the course of 7 years. He has a temper problem that creeps up every so often. I have discussed in great detail several *cognitive* strategies that he could use to help him deal with others. One set of these strategies is a series of ideas I call 'Problems in Play'. With this approach, I discuss three topics which include *talk*, *change*, and *check*. *Talk* includes ideas such as cooling down before talking, being aware of tone and body language, listening skills, accepting, and giving apologies. *Change* recognizes that sometimes one has to move away from a person or situation where talking does not work. Finally, *check* involves self reflection after the fact to see if one's own actions or language has

contributed to the problem. After reviewing this approach many times during our long standing relationship, Genrai still reverts back to temper outbursts on occasion. He is overtaken by uncontrolled *emotional responses* that stem from situations that have occurred on the street or at home. His mood is set by other experiences that come into play in the school environment. Trying to help him recognize his mood state may be the next step in his personal/social development.

Sam is a grade 5 student with whom I spend a great deal of time conversing during '*Green Time*' and '*Fun Fabulous Fridays*'. I have learned that his grandmother was pregnant at a very young age, and his mother was pregnant at 16. The family's life is chaotic; poverty and drug use are a sad but integral part of their lives. Sam is physically skilled and usually socializes well. However, his ability to concentrate on learning new tasks is very limited. When I give directions, he is often chatting with another student until I catch his eye at which time he seems to sincerely try to pay attention. Although he is active, it is not in a safe or co-operative manner. If we are playing a ball activity, he will climb the jungle gym structure and dive onto a mat. He seems unaware of what he is doing in the midst of the activity. When I record these events and discuss them in detail, he acknowledges the problem and seems to want to perform in a more socially responsible manner. We discuss these issues most days as he sits with me during '*Green Time*.' I remind him of one issue, and then show him someone performing a similar task, challenging him to emulate that task. Even with this opportunity to vicariously see others model appropriate behaviour, his success rate is minimal. The disruption in his home life is an overpowering influence that is difficult to counter. However, we have discussed a number of strategies that he might use more successfully in social situations. These

include ways of remembering to bring gym clothing, remembering what the word ‘concentrate’ means and how to do it, and remembering to listen to one’s inner voice to avoid acting impulsively. Because we get along well, he seems eager to please. To be able to understand the roots of his emotional influences is the most difficult task for both of us.

The Research Question

In 2001, Manitoba Education and Youth introduced the new physical education curriculum describing the following five general learning outcomes (GLOs): movement, fitness management, safety, healthy lifestyle practices and personal and social management. One of these outcomes, ‘personal and social management’, occurs when *“students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others. They develop the ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives”* (Manitoba, Education, and Youth, 2001).

This study attempts to answer the following question. What strategies can Early and Middle Years physical education teachers successfully use to develop personal/social management skills of their students? In order for teachers to develop personal/social skills of their students, and consistent with the personal and social management outcome, I suggest that four elements must be present. These elements are: 1) building relationships, 2) understanding and developing cognitive skills, 3) understanding the importance and influence of the affective domain, and 4) finding the *time* to implement the first three elements. With regards to the first element, often before teachers can teach

and before students are willing to learn a relational connection must be present (Noddings, 2002). Relationship building is a powerful tool that enables teachers and students to understand each other and make this vital connection. It is a process that involves a long time commitment and many components. The second and third elements work in tandem but will be examined separately in this study in order to more clearly understand their place in promoting personal/social management skills.

Developing cognitive skills is a necessary second element that will contribute to promoting personal/social management skills. Bandura's (1986) social cognitive theory discusses triadic reciprocity in reference to environmental, behavioural, and personal or cognitive factors that interact with one another. Bandura adds vicarious experiences, self awareness and self efficacy or what he calls 'regulators of behaviour' to his theory. These regulators are essential cognitive components in the process of learning. The third element in this discussion is the influence of affect on behaviour. Schwarz and Clore (1983) have proposed the 'affect as information' model. It contends that affect influences behaviour because it provides information about a situation from the appraisal of one's feelings. The fourth element, time, will be discussed using the *Time Method* (see Appendix B). This is a method that I have developed which provides teachers with opportunities to build relationships and learn about the lives of their students outside of school. This *Method* also allows knowledge gained from relationships to be used to understand the emotional states of students, leading to them being more receptive to cognitive strategies.

The development of personal/social management skills is also supported by a personal factor, which underscores all of the elements previously discussed. This factor is

a teacher's view of the nature of children. This view may become transparent to teachers through reflection (Schon, 1983) on their personal histories, which shapes how they communicate to others (Zeichner, 1993). Furthermore, this history may become transparent to others when we communicate with them. Not surprisingly, teachers who express a positive view of children may be more successful at building relationships with children than teachers who view students as needing controlling.

In the next section, I will outline the importance of personal/social management education, noting how the four elements, building relationships, understanding and developing cognitive skills, understanding the importance and influence of the affective domain and the *Time Method*, as well as a teacher's view of the nature of children, contribute to its development.

The Importance of Personal/Social Management Development in Students

Noddings (2003) makes the case that, "most human beings want happiness for themselves and their loved ones" (p. 9). She acknowledges that what constitutes happiness has been debated by philosophers since the beginning of time. For the purposes of this study, I will contend that an important aspect of leading a happy life is to be able to accurately understand ourselves and those around us. This is the first step in making the inevitable change to one's behaviour that occurs not only in school but throughout life. Noddings (2003) claims that schools miss this most basic objective of self-understanding and the understanding of others by overemphasizing the value of abstract and theoretical ideas at the expense of teaching skills that help students move toward a state of happiness. From a narrow perspective, the purpose of education is to impart

knowledge that enables individuals to participate in the economic affairs of society and, from a broader perspective, to prepare students for life as well-informed citizens.

Happiness as an aim of education contributes practicality and efficiency that may be considered a precursor to the purposes noted above. Happiness as an aim is practical or useful because it requires knowing oneself and understanding how to communicate beyond the basic skills of being literate. This knowledge and understanding enables individuals to have successful and satisfying interactions with their social world. Having successful and satisfying interactions motivates individuals to learn. Certainly, even well-educated adults who express themselves superbly may lack the skills needed to engage in a socially acceptable manner. Personal/social management skills vastly improve communication. Improved communication undoubtedly improves the social aspect of the learning environment. Students who smile, laugh, and are eager to engage with others demonstrate typical characteristics that would describe happiness. These students are much more apt to be open to learning. Similarly, happiness as an aim of education is efficient because when students are more socially harmonious and happy, educators are more successful at pursuing the development of many educational objectives. Again, in this state they are better able to focus, and be motivated to engage in the learning process.

Noddings (2003) considers the development of personal and social skills as one way of helping students become not only productive but also happy citizens or as some may have it, not only happy but also productive citizens. Members of the public want students to have the skills needed to become productive, but are confronted with statistics in the media suggesting that our youth are not performing well in the so called 3 R's – reading, writing and arithmetic. Strategies for improving this apparent problem range

from instituting year-round schooling to demanding more accountability from teachers. Personal/social skills have the potential to improve the happiness and therefore, the overall well-being of students, which can lead to improving academic performance. Specifically, happy students are more apt to be educationally receptive (see Appendix I). Moreover, I have seen in my practice and that of my colleagues the value of making personal/social management education a priority. Learning how to interact with people is as important as academic, physical, and artistic education. Cohen (2001) refers to personal/social education as social emotional ‘literacy’ supporting my contention that it is a prime skill leading to success in other domains of education.

Many schools place so much value on personal/social management that they have school-wide programs of promoting and integrating social skills into all subject areas. One way to promote personal/social learning is to build what Borba (2001) calls *moral intelligence*. She defines moral intelligence as, “the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honorable way” (p. 4). This capacity gives the learner one set of social skills that our society expects them to display in personal and social settings. Knowledge of moral intelligence consists of many skills that can and must be taught, so that these skills can be understood and felt. One example of a specific social skill is empathy. Borba (2001) suggests that students should study a skill by examining what it actually looks like (the facial or body language) and what it actually sounds like (the words that an empathetic person would use). Beginning with empathy also enables students to become aware of the power of the affect, by at least understanding and feeling what it is like to be in someone else’s situation. At the same time, when the staff of schools invest energy in

relationship building with students they help to create a safer atmosphere for all members of the school community. These schools demonstrate the important linkage between relationship building, cognitive development and the understanding of affect, which I will discuss briefly in the next section.

Relationship Building

Humans are social creatures who thrive on connectedness. The relatively long human gestation period is where the need for connection begins (Bailey, S. Rayter, Ph.D. C. Psych, personal communication, January 23, 2005). Rayter suggests that the extraordinarily long period of infancy continues to demand a powerful relational connection. He says a child's relationship with his/her caregivers is dependent on the primary tools of feedback and modeling via affirmation, confirmation, mirroring, and immediacy. In extreme pathological cases where relationships are severely dysfunctional as in abusive homes, these primary tools are not present, preventing the proper development of social relational skills. Poor early care giving experience is one stark illustration of the need of intervention from caregivers outside of the family. Kemp (1998) discusses the value of positive school experiences, peer relationships, and good interpersonal relationships outside the home as factors that assist abused children from developing an abusive pattern in later life. The importance of relationship building is also strongly supported by resiliency theory (Krovetz, 1999). Resiliency theory suggests that if one's family, community, and school "care deeply about an individual, have high expectations, offer purposeful support, and value a person's participation in the group, that person will maintain a faith in the future and can overcome almost any adversity" (Krovetz, 1999). Relationship building as a teaching strategy helps any student feel the

importance of being connected, especially when a teacher creates an atmosphere of safety and acceptance. Once this objective is achieved, then effective problem solving and behavioural change can begin.

Noddings's (2002) model of care describes five components that promote relationship building between teachers and students. These components include continuity, modeling, dialogue, practice, and confirmation. Continuity refers to a multi-year commitment to students; modeling is a demonstration of appropriate language and action by the teacher; dialogue is sincere listening without judgment; practice is the acknowledgement that developing social skills takes experience; and confirmation is attributing the best possible reasons for someone's behaviour.

It is only when a relationship begins to develop that a student is more apt to feel comfortable and to be willing to consider what a teacher has to offer. Building relationships is a vital first step in the process of helping students develop personal/social management skills but it is insufficient. Bandura's (1986) social cognitive theory argues that relationships must take place in conjunction with understanding the cognitive mechanisms which, along with affect, is one of the other prime elements influencing behaviour.

Understanding and Developing Cognitive Skills

Cognition is, "the process involved in knowing, or the act of knowing, which in its completeness includes perception and judgment. Cognition includes every mental process that can be described as an experience of knowing as distinguished from an experience of feeling or of willing" (Encyclopedia Britannica, electronic reference). In this study, reason *is* the reasoning used in problem solving, which like cognition does not

involve the senses and therefore, reason and cognition will be considered synonymous terms.

Bandura's social cognitive theory (1986) can help us understand how human behaviour is influenced by a number of cognitive aspects. The first aspect that Bandura discusses is *triadic reciprocity*, referring to environmental, behavioural, and finally cognitive or personal factors, which combine in endless complexity resulting in observed behaviour. The environment is clearly an external influence, the behaviour of the individual in itself has repercussions on ensuing behaviour, and personal influence refers to the innate characteristics of the individual. The second aspect of social cognitive theory is what Bandura calls the *regulators of behaviour*. One of these regulators, vicarious influences, is effective when individuals observe socially acceptable modeled behaviour. The other regulators, self referent thought and self-efficacy, are the most powerful factors directing the cognitive appraisal of situations. These regulators demonstrate the necessity of being self-aware and confident of one's ability in order to succeed at any endeavour. In the next chapter, I will demonstrate how understanding and applying these cognitive factors positively affect the development of personal/social management skills.

I have noted that relationship building is paramount to the task of developing personal/social management skills. In addition, I have briefly discussed the need to provide the learner with a set of cognitive strategies that further enhance their ability to develop personal/social skills. The third element is the role of affect in our discussion, because thinking is also influenced by the emotions.

The Influence of the Affective Domain

This study uses affect and emotion as synonymous terms. Emotions are defined as feelings and mood. Feelings provide personal or private feedback to individuals about their attitude of an environmental situation, even though the source of those feelings may be unconscious (Clore & Gasper, 2000). Mood originates from some past event and persisting into the future, making the cause of a given mood more difficult to determine (Clore & Gasper, 2000).

The influence of emotion/affect (feeling and mood) on human behaviour has been a matter of much debate. During certain periods in history, the visceral or somatic reaction to events was seen as something to be controlled. Between the 6th and 14th centuries, European society was characterized as brutish (Chelmick, 2004). After the late middle age, explorers and traders brought new ideas to European societies from the Far-East. Also contributing to European society were philosophies based on science and reason that were developed during antiquity and were maintained during the middle ages in the Arab world. These ideas elevated reason during the Enlightenment, in order to save mankind from his/her irrational self. This thinking is still prevalent in our scientific, instrumental society today. However, others (Damasio, 1994, Hume, 1896, and Spinoza, 1677) argued for the primacy of affect over cognition. Damasio argues that the value of emotional reaction is one of efficiency. It narrows the options when a reasoned response is required.

Using Schwarz and Clore's (1983) 'affect-as-information' model, Clore and Gasper (2000) argue that five principles (experience, information, attribution, immediacy, and elaboration) can help educators understand the emotional processes that their

students experience. The first principle is that affect has varying degrees of influence on judgment depending on the *experience* of the individual. The second principle is that the *information value* of feelings provides personal or private feedback to individuals about their appraisal of a situation. The third principle considers to whom or what the experience of affect is *attributed*. The principle of *immediacy* notes that feelings are experienced as a reaction to whatever is in mind when one attends to them. Finally, the principle of *elaboration* discusses how the strength of the affective influence is dependent on whether the experience is elaborated or punctuated. When the experience is elaborated, the individual perseverates on the experience over time, creating a longer lasting impact, whereas a punctuated experience is by definition short-lived resulting in less impact. With this understanding, Clore and Gasper (2000) suggest that teachers can come to know their students better and consequently help them develop their personal/social management skills.

Affect and Cognition Working in Tandem

I have separated the influence of affect and reason on behaviour in order to make their individual actions more discernible to the reader. However, much of the literature, including Clore and Gasper (2000); Damasio, (1994); Moore & Isen (1990); Schwarz and Clore (1983); Shelton (2003); and Wong (1991) recognize that emotion/affect and cognition/reason work in tandem, moderating each others' influence. Let us examine this mutual moderating influence.

Based on Schwarz and Clore's (1983) 'affect-as-information' model, this study suggests, that educators should understand the emotional processes that their students experience and should help students understand their emotional states. Moreover, when

students understand their emotional impulses they are engaging in cognition, demonstrating the inevitable influence of reason on emotion.

Similarly, affect can either assist or moderate cognition. An example of assisting cognition is its ability to motivate. Early and Middle Years students might argue that high physical exertion such as running has no value. Using reason, one might employ the value of the health benefits of running. However, rather than solely depending on reason, experiencing the emotion of joy that high exertion can provide is an emotional motivator that promotes action, whereas reason on its own may be insufficient. Another example of affect assisting or moderating cognition may be seen in its contribution to good moral behaviour, which will be discussed below. Discussing moral relativism is beyond the scope of this study. However, I would suggest that morality forms the basis of a code of conduct which is generally supported by society and is relevant to life in schools.

Two sources of morality that may be relevant to this discussion are human nature and reason. Considering the first source, human nature, Hume's (1739/1896) position is that morality originates within the human person and reflects universal human responses, which are, "more properly felt than judged" (Hume, 1896, bk.III, part I, sec. I, 470). The second source sees a place for reason in morality. This view takes the position that morality "is not an objective set of facts but a judgment we impose upon the world" (Goodman, & Lesnick, 2001, p. 83). These statements suggest that thinking and feeling may assist educators in their attempt to promote a code of conduct in the classroom. The following examples, beginning with the Nazi leadership during World War II, illustrate the necessity of affect, rather than only reason when considering moral behaviour.

Certainly unchecked emotional response is a poison to mankind, but reason alone is insufficient as well, since it has also created a nightmare reality through even recent history. Perhaps one of the most glaring examples in recent memory is the highly educated, scientific, rational Nazi leaders that rationalized the extermination of a race of people. Reason alone was not a force to prevent mankind from performing aberrant acts. Even though the population was imbued with a specific partisan or biased belief or point of view, they still followed an appalling, reasoned argument to justify their leader's planned actions. Furthermore, reason can and often is used as a means to justify actions, which are sometimes self interested and inhuman. There are countless examples of this type of use of reason. Berlin (1959/1992) provides one example of this:

If we meet someone who cannot see why (to take a famous example) he should not destroy the world in order to relieve a pain in his little finger, or someone who genuinely sees no harm in condemning innocent men, or betraying friends, or torturing children, then we find that we cannot argue with such people, not so much because we are horrified as because we think them in some way inhuman—we call them 'moral idiots.'

I believe that these 'moral idiots' must lack more than reasoning ability, they must lack humanity, which in part means they lack the ability to feel.

I have briefly outlined that building relationships, understanding and developing cognitive skills, and understanding the importance and influence of the affective domain are necessary strategies for enhancing personal/social growth. Furthermore, the success of these strategies is strongly influenced by a teacher's view of the nature of children. I have separated cognition and affect in order to clarify the contributions that each domain makes to behaviour, while acknowledging in reality their interdependence. These elements require a framework to be implemented effectively. The subjects of this study were presented with the option of using part or all of a framework, called the *Time*

Method, to help them implement strategies for promoting social emotional growth. I have developed this strategy over the last 20 years of my 30-year career. This framework is one method that addresses the problem of the lack of time that most physical educators have in promoting the three elements that I have outlined. The '*Time Method*' provides the teacher with time to develop relationships and promote cognitive and affective strategies. Furthermore, this method creates an opportunity for instituting progressive, concrete consequences for students. These consequences, which will be described in more detail later, enable students to anticipate how teachers will respond to their behaviour. In the next section, I describe the '*Time Method*' followed by a brief explanation of the progressive consequences that I have used in my teaching practice.

The '*Time Method*'

Physical education teachers in a Kindergarten-Grade 8 school have the opportunity to see students develop over nine years. A series of rules are either introduced or reinforced each year. These rules include such things as: 1) listening to whoever is speaking, 2) following instructions, 3) using time well, 4) treating others with kindness, patience, and fairness, 5) showing effort, and 6) coming prepared to class.

The gymnasium setting requires opportunities for dialogue, reflection and finally, acceptance of these expectations. Several of these opportunities exist via the '*Time Method*'. At the beginning of each class, students have a short period called '*Green Time*' when they are free to practice a wide variety of skills for 5-10 minutes. Generally speaking, this is a popular time for students because they have considerable freedom of choice. This segment of the class gives the teacher an opportunity to speak to particular students who want to talk. However, the prime purpose of this time period is for the

physical educator to provide private and immediate feedback to students who have recently made some poor personal/social choices. These conversations are expanded and become a rather lengthy dialogue every second Friday when students are given an entire class period called '*Fun Fabulous Friday*' (FFF) and a variety of equipment, such as the climbing frame, rock wall, swinging ropes, tether pole, punching bag and other activity choices are made available. Unfortunately, some students perceive sitting and talking with the teacher for not attending to rules, as a form of punishment, which in some measure is correct. This view persists because students are asked to miss a part of the class as the teacher takes turns counseling those who have had difficulty demonstrating socially appropriate behaviour. Contrary to the punishment perception, the intention is to give the teacher the chance to listen to students and help them function in a more positive way. Discussions are sometimes not related to particular incidents because the dialogue also serves the purpose of getting to know individual students and making them feel valued, safe, and comfortable enough to share their feelings. In such situations, the teacher may choose to minimize the specific incidents and use the opportunity to confirm the student's best intention and move on to getting to know how they are coping in class, on the playground, or even outside of school time.

However, even though these discussions are intended to build and strengthen relationships with students, affective and cognitive issues are often discussed. Teachers record real-life critical incidents when they occur to allow them to have a detailed conversation with students during discussion time. It perhaps is the art of teaching to decide when to tackle an incident directly and when it may be wise to use this time to listen, confirm and model other ways of reacting to situations. When negative scenarios

are reviewed it is hoped that, “self-critique and moral examination” (Richard, 1998) result. During discussions teachers suggest choices to students, as suggested by Kohlberg (1976) so that students can become their own moral agents in deciding what actions to take and what kind of people they wish to become. ‘*Green Time*’ and ‘*FFF*’ provide the time for dialogue and reflection leading to the internalization of societal and classroom expectations. Teachers also invite students who have not had any social emotional difficulties, to visit and discuss anything that may be on their minds. Not only can this be a pleasant interchange between teachers and students, it can also strengthen their relationship at a time that does not involve any corrective conversation.

The progressive consequences I referred to earlier are useful for some students who need more time to begin to understand their behaviour. I refer to these consequences as a progression because they increasingly allow for longer sessions of dialogue with the teacher. With increasing numbers of mistakes—not behaving in a socially responsible way — students are required to visit with the teacher during ‘*Green Time*’ and even for longer sessions each class. While sitting with the teacher, the student is reminded about what behaviour they are expected to demonstrate and are directed to note others who are demonstrating appropriate behaviour. This is what Bandura (1986) refers to as the cognitive strategy of vicarious experience.

When students are with the teacher during ‘*Green Time*’ or ‘*FFF*’, they hear a message about what they need to improve with regards to a specific personal/social management skill. An example of one such specific skill is illustrated when one examines a conflict between students. In a conflict, students are directed to recognize the necessity of first listening to someone else’s perspective, followed by communicating one’s own

perspective and if that fails, move to another location in the gym until solving the problem can be attempted another time. The opportunity to repeat cognitive and affective issues, in a positive relational atmosphere are powerful tools that can help students learn personal/social skills.

The *Time Method* may be one valuable way to find time to develop a relationship between teachers and students, which leads to the implementation of affective and cognitive elements. However, a teacher's view of the nature of children may lay the foundation to the successful implementation of all the other elements.

The Teacher's View of the Nature of Children

If teachers takes a constructive self-critical approach to reflection, and examines underlying factors that have an effect on their teaching practice (Moallem, 1997) they may find that communication style is paramount. Communication style is an outward reflection of their ideological and philosophical view of human nature. Dewey (1916), Kohn (1996), and Rousseau (1762/1979) all characterize children in a positive light and support the value of displaying this positive perspective for the benefit of the child. The availability of time to build relationships with students is of little value if a teacher sees children in a negative light. If a student does not feel accepted and valued, a relationship cannot begin to grow (Kohn, 1996).

The Educational Significance of Personal/Social Management in Elementary Physical Education

Personal/social management has the potential to improve the capacity of students to achieve greater success in all subject areas. However, this study is particularly interested in the area of Early and Middle Years physical education. To this end, I will

illustrate how teachers can successfully promote personal/social management in the unique setting that a gymnasium offers.

Manitoba, Education, and Youth (2001) list five general learning outcomes: 1) personal and social management, 2) movement, 3) fitness management, 4) safety, and 5) healthy lifestyle choice. This study is concerned with the powerful influence of *personal/social management skills*. When a physical education teacher is able to help students develop their personal and social management skills, the other outcomes leading toward a happy, physically active and healthy lifestyle are much more attainable (see Appendix I). This is especially true for students who may not like activity or feel they are inadequate at particular skills and only participate through coercion. Without personal/social management development, these students will not sustain and certainly not pursue activity. However, students who develop these skills with the assistance of teachers, who have developed healthy relationships with them and provide them with cognitive and affective strategies, are students who are more likely to enjoy physical activity now and in the future. Rogers (1961) has stated that if a certain type of relationship can be achieved, the other person will discover within herself or himself the capacity to use the relationship for growth, and personal development. Similarly, Noddings (2002) and Cohen (2001) strongly suggest that when students have a personal connection or relationship with their teacher, they are more likely to be receptive to cognitive and affective strategies that are offered. *Time* may be the first step to begin the process of relationship building, which makes the student more receptive to cognitive strategies and affective understanding, which in turn builds personal/social management

skills, culminating in a happy, healthy, educationally receptive individual (see Appendix I).

The gymnasium as an educational setting for developing personal/social management skills is unique because of time and space. With regards to time, one of the disadvantages is that physical educators see their students frequently but only for brief periods of time; therefore, opportunities to develop meaningful relationships with hundreds of students in such short time periods is very limited. However, a physical educator does have the advantage of knowing students over many years. Another advantage in promoting personal/social literacy in the physical education setting is its very social atmosphere. Clearly the gym is a large space that promotes movement and interaction. This is an excellent natural laboratory to learn and practice relationship building and to develop the kinds of cognitive and affective skills that I believe students need to be socially, emotionally and physically healthy.

Limitations of the Study

There are three major limitations to this study. First, the qualitative method used in this study does not measure the personal/social management of individual students. Further studies might measure a teacher's perception of the personal/social state of a particular set of students before and after implementing a study of this nature. A second limitation of this study is the time frame. In order to develop a meaningful relationship, one needs several years. Although the subjects certainly had built relationships with their students before participating in this study, the implementation of any of the strategies that were discussed had just begun. If one could extend this process to two or three years, the results might be more conclusive. The third limitation was the small number of

participants. Although 30 teachers were introduced to the 'Time Method' and to the study's proposal during a half-day in-service, only six teachers decided to participate. Because of work demands, only three were able to complete the study. On the positive side, the focus group discussions allowed for a great deal of participation that would have been very difficult with a larger group.

Overview of the Study

Physical education teachers from three urban school divisions were invited to attend a half-day in-service that intended to help them develop the social emotional skills of their students and to provide them with the opportunity to participate in a study to further pursue this topic. Thirty physical educators attended the two hour session. Participants in the workshop were introduced to the '*Time Method*' (see Appendix B). Those who agreed to participate in this study after attending this workshop were not required to adopt all of the elements of the Method. However, they were asked to use three elements of the model: nurturing relationships, understanding students' general characteristics, and providing specific guidance. These elements were modified during the study to have teachers examine how building relationships with students, understanding cognitive processes that influence behaviour, and understanding the importance and influence of the affective domain can help students develop personal/social management skills. The in-service was very well received, but a concern about the amount of time that might be involved limited the number of participants for the study. Initially, six teachers came forward. They were asked to participate in three 90-minute focus group sessions over the course of three months (a fourth focus group session was added after the completion of the formal time of the study) and to keep a

weekly journal describing critical incidents relating to the personal/social management of their students. Critical incidents for focus group sessions were defined as “vivid happenings” (Brookfield, 1995, p. 114) that teachers found significant. When the study began, four teachers took part in the first focus group session. The last three focus group sessions had three participants. After the first focus group session, one subject, who was much younger than the other three, felt that her contributions were not as valuable as the subjects with more experience. She also had concerns about the amount of time that was needed to write journals. The three remaining subjects kept journals and used them to discuss critical incidents in their teaching involving students in the personal/social domain. The transcripts from the focus group discussions, the journals, and a culminating questionnaire provided 129 pages of data for this study.

There was no attempt to screen volunteers on variables such as experience, gender, or age. All three remaining participants had more than 15 years experience and one of them was a female. There were three research instruments used to collect data: a focus group protocol (see Appendix C), reflective journal guiding questions (see Appendix D), and a questionnaire (see Appendix G). During the course of the study I decided to allow participants to have more time to reflect on a set of questions by using a questionnaire (see Appendix G) rather than a personal interview. All instruments led the participants to reflect on critical incidents in which relationship building opportunities, and the use of cognitive and affective strategies affected their students’ personal/social management skills.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This study attempts to answer the following question: What strategies can Early and Middle Years physical education teachers successfully use to develop personal/social management skills of their students? To answer this question requires a broad, complex educational plan. Before considering this plan, let us look at what other authors have written about personal/social management development in a physical education setting. Orlick (1978) has written about cooperation. He has developed a cooperative games program. He promotes the growth of this skill by setting up activities that demand cooperation. It is a wonderful example of modeling a social skill. Hellison (2003) has developed a program called *taking personal and social responsibility*. He lists responsibility levels as follows: 1) respecting the rights and feelings of others, 2) effort, 3) self-direction, and 4) caring and helping. These ideas are embedded in the activities of the class. Hellison discusses the need to find time to globally talk to classes about the terms noted above and to find time to counsel individuals.

This study attempts to consider broad issues or strategies that encompass not only a wide array of personal/social skills such as those noted by Orlick and Hellison, but also considers the psychological and emotional state of the student. As a result, the review of the literature will examine four elements of the complex educational plan noted earlier, that address these broader issues, including: 1) building relationships between teachers and students, 2) helping teachers understand cognitive processes that influence behaviour, 3) understanding the importance and influence of the affective domain, and 4) creating

time to implement the other elements. Building relationships will be presented as the foundation element, which will be supported by a personal factor that I have labeled as a teacher's view of the nature of children. Without these parts of the educational plan, students will be less receptive to cognitive and affective elements.

Each of the first three elements (excluding *time*) will be examined by considering three aspects. The first aspect will explore the widest perspective of the element considering: 1) *personal reflection* when discussing relationship building, 2) *human nature* when discussing cognition and 3) a *historical overview* of the place of emotion relative to cognition when discussing affect. The second aspect will examine the value and importance of each element. The third aspect will focus on the specific components and their application to improving personal/social management. *Time* will be discussed separately. I begin this review with relationship building, the most important of the three elements.

Building Relationships

In order for us to understand the importance of building relationships, let us consider the plight of a fictional character in a novel about a young girl with a great deal of emotional pain and intellectual confusion, who, at least briefly experiences a connection with a teacher.

"I fell asleep in math and geography. The principal invited me into his office. I decided not to say a word. I picked a spot on the wall to stare at the way they tell you to when you're in labour. Clearly these are not the best years of your life, he said to me. I felt almost drunk with gratitude when he said that. I felt as though he had entered my mind and, like a weapons inspector, had thoroughly assessed the situation with a cool, slick professionalism and was, even as we spoke, formulating some kind of counteraction. It was a type of understanding. I thought he was going to rescue me. But that's where it ended" (Miriam Toews, 'A Complicated Kindness' p.170).

Miriam Toews tells a heart wrenching yet laugh-out-loud story of a young girl who experiences great religious and family turmoil. For a moment she felt like her teacher “entered her mind” and she thought “he is going to rescue me.” This student, like all students, needs to be understood. The most effective communication is when an individual feels like someone is listening and as a result understands his or her mind. Dialogue, as Noddings (2002) suggests, involves listening and is one of the five components that she says contributes to the vital process of relationship building. This section on relationship building discusses the importance of trying to make a connection with the ‘other.’ Levinas (1987) refers to the ‘other’ as any person who does not fit in with the mainstream. Students who most often need the closest connections are those who are furthest from the mainstream, like the character in this novel. We will examine why teachers should, and can get more connected trying to “enter the mind,” of their students and especially those who are in greatest emotional need.

The general introduction notes that effective teaching requires a ‘complex educational plan.’ The word, ‘plan’, may elicit a dispassionate, instrumental view and although relationship building requires time, and time most certainly requires planning, at the core it is a very personal, passionate and human connection. When one has some degree of understanding of why and how to connect, the complexity of human relations is reduced, resulting in a much improved educational climate. This is a nurturing approach to education whose strongest advocate is Noddings (2002).

The first step in the process of making the complexity of human relations manageable, effective, and valuable, involves reflective practice. Connecting or understanding oneself prepares one for connecting with others. The second step involves

discussing why it is important to build relationships. The third step involves describing some possible components of relationship building.

Examining Human Nature-One Example of Reflective Practice. Schon (1983) talks about reflection during the act of teaching, as reflection-in-action and reflection after the fact as reflection-on-action. In his view, technical expertise is balanced with artistry and personal reflection. He continues in this vein with the term 'knowing in action', referring to ideas such as not knowing what we are doing while we are doing it, responding to situations with common sense and knowing more than we can articulate. Barnard (in Schon, 1983, p.51) referred to thinking processes as being demonstrable through judgment, decision, or action. These are part of effective practice. Schon says that sometimes we do know what we are doing. Teachers think on their feet, they adjust in the process of doing such as when an unexpected result occurs or any surprise is experienced. As practice becomes repetitive and knowing in action becomes unthinking, the practitioner has "over-learned" (p. 61) what she knows. This idea is reminiscent of Dewey's (1938) reference to 'routine action' being deleterious to good practice.

Schon (1983) also speaks at length about 'problem setting' in contrast to problem solving. In problem setting, the teachers must select what issue(s) they will attend to, including as wide a context that is necessary in order to deal with all the realities that may exist (p. 40). When we communicate with others, which is the essence of relationship building, we bring a host of personal biases that influence the tone of the conversation. These biases are formed during the growth of our personal histories and must be made explicit in order for us, as teachers, to understand how we influence communication with others. They are an example of 'problem setting', using Schon's (1983) term that might

need attention by a reflective teacher. We teach and communicate in the manner of who we are. Our history consists of our ideological and philosophical positions. We are our parents, our siblings, our society and our position in that society. We are our time, our place, and finally we are our own response to these and many other factors (Zeichner, 1993). This final point is crucial for no matter what myriad factors influences the shape of our being, in the end as teachers we must be aware of those influences and be prepared to acknowledge how they influence our teaching. One factor that influences our teaching is our view of the nature of children.

A Teacher's View of the Nature of Children. If teachers take a constructive self-critical approach to reflection, and examine underlying factors that have an effect on their teaching practice (Moallem, 1997), they may find that communication style is a paramount factor; in fact, one might argue that communication style is an outward reflection of their ideological and philosophical view of human nature.

Kohn (1996) suggests that we should look at the world, "from the premise that humans are as capable of generosity and empathy as they are of looking out for Number One, as inclined (all things being equal) to help as to hurt" (p. 8). This positive view of human nature is supported by Dewey (1916) who makes the argument that moral development can occur, coming from the existence of something positive within the student or growing through self-examination. Even earlier, Rousseau (1762/1979) believed in the innate or natural goodness of the child. With this optimistic view of human nature, relationship building would likely involve elements of empathy and compassion.

This example of reflecting on one's view of human nature and how that might influence one's relation with students, illustrates the daunting task of understanding the many aspects of ourselves, and what we project to those around us. "We all have certain deeply held beliefs about our profession and how to educate children. These beliefs not only influence our behaviour but they may also hinder our consideration of new strategies and ideas" (Vitto, 1993, p. 25). Teachers must be self aware and then use that awareness to be open to change. According to Pianta (1999), "although both the teacher and student are responsible for their own behaviour, the teacher is more capable of change and has more behavioural choices at their disposal than does the student. Therefore, teacher change, (improving the climate, improving the relationship, altering responses to behaviour or perception of the student or problem) is more efficacious than solely focusing on changing the student" (p. 60).

Thus, a vital first step in relationship building is self examination. Armed with an understanding of oneself, teachers can explore other reasons why relationship building can contribute to improving personal/social management.

Reasons for Building Relationships. The first reason for building relationships is to more effectively problem solve, the second reason is to gain an understanding of students that delves much deeper than simply observing their surface behaviour and the third reason is to create an atmosphere where students are more likely to accept guidance.

Understanding and solving problems is a difficult task that has a greater chance of success when relationships are positive. Students who trust and feel safe with their teacher are more likely to examine themselves in order to improve academic or social/emotional skills. "No problem-solving strategy, regardless of how clever or well-

meaning it may be, can take the place of that experience of being accepted” (Kohn, 1996, p. 22). Students may feel alienated in the bureaucratic nature of our increasingly institutionalized schools, which have increased in size by a factor of four from 1941-1983 (Webb & Sherman, 1989). In this atmosphere of bureaucratic, institutionalized schools, ‘primary relationships’, where one is treated as an individual, is replaced by ‘secondary relationships’, where relationships are impersonal. “If bureaucratic interaction begins to dominate people’s lives (if they cannot find primary relationships in the private sphere), they begin to feel the loss of meaningful connections with others” (Webb & Sherman, 1989, p. 275). The most vulnerable, at-risk students are those who do not have primary relationships at home, and it is these students more than any others who need a close connection with adults at school. It is through relationship building with even one caring teacher that this connection can be achieved, lending students a sympathetic ear and a chance to see alternatives to the problems they encounter. Understanding and solving problems, however, requires more than the strength of good relationships. In the next section, I will discuss how examining cognitive processes, which also involve understanding and solving problems, will assist students in improving personal/social management skills.

A second reason for building relationships is to arrive at a deeper understanding of student behaviour. Kohn (1996) suggests that a “child's thoughts and feelings, needs and perspectives, motives and values” lie beneath particular behaviours. “The behaviour is only the surface phenomenon; what matters is the person who behaves . . . and why she does so... If you have a relationship with a child built on trust and respect, you can gently ask her to speculate about why she hurt someone else's feelings, or why she keeps

coming to class late” (p. 69). When a teacher makes an attempt to discover the sometimes complex reasons why students demonstrate certain behaviours, the teacher is accomplishing two tasks. First, teachers are showing students that they are trying to understand. This demonstrable act of caring will bring students closer to teachers. Students, who often do not know their own motivations for their actions, will begin to recognize that the teacher is joining them in the journey to understand their behaviour. Second, by taking time to find what lies beneath a behaviour a student may begin to feel like a person and not an anonymous student. The relationship becomes personal and less instrumental. This is seen more clearly when I discuss the components of dialogue and confirmation in the next section of relationship building.

The third reason for building relationships is to create an atmosphere where students will be more willing to accept guidance. Often students need guidance to learn to listen, stay calm, empathize, follow instructions and demonstrate effort, especially when the task is difficult. As in learning to problem solve, students are more likely to accept guidance in an accepting relationship. Perhaps this most powerful reason to build relationships was summarized by Carter Bayton, an inner-city New York school teacher who has stated that, “You have to touch the heart before you can reach the mind,” (Nelson, 1993, p. 13). This is reason enough to value relationships.

If teachers are prepared to examine and perhaps challenge their beliefs in order to honestly and humanely relate with students and if they accept the value of building relationships, the next step is to explore some strategies to achieve this goal.

The Five Components of Relationship Building.

According to Noddings (2002) there are five components that may assist teachers in the task of building relationships. These five components are continuity, modeling, dialogue, practice, and confirmation.

Noddings makes the argument that a relationship cannot progress very far in a few months. “One of the essential elements in learning to be cared for is *continuity*. All children need the security of knowing that particular adults will be a positive presence in their lives over time” (p. 26). Physical educators, as noted in the introductory chapter, may have only part of the day to connect with students but often they have many years to develop a relationship.

The second component, *modeling* is a component of moral education from Noddings’ ethic of care perspective. However, she has some concern about overestimating the place of modeling because of the possibility of focusing on ourselves. Nonetheless, she suggests that one solution to overestimating the potential of our modeled state is to spend time reflecting away from those we care for. Kohn (1996) is less concerned with the pitfalls of modeling and fully endorses its value. In his words, “educators who form truly caring relationships with students are not only meeting emotional needs; they are also setting a powerful example. Whenever an adult listens patiently, or shows concern for someone he doesn't know, or apologizes for something he regrets having said, he is modeling for students, teaching them how they might be with each other” (p. 113).

The third component, *dialogue*, is the most important aspect of the care perspective because this is how the carer learns about students. Noddings advocates

attentiveness to the 'other' rather than the topic being discussed. Rogers (1961) also avoids questions, interpretation, suggestions, advice, or other directive techniques. Rather, his humanistic psychology relies exclusively on a process of carefully listening to the client, accepting the client for who he or she is. Vitto (2003) supports the importance of developing personal and positive relationships with students by having meaningful conversations with them. He suggests that learning about students by discussing school-related as well as personal and non-school issues provides opportunities to understand students deeply. Noddings states that, "it is certainly worthwhile to exercise and strengthen students' powers of reason, but advocates of the care perspective worry that students may forget the purpose of moral reasoning—to establish and maintain caring relations at both individual and societal levels" (p. 18).

A fourth component of the care perspective is *practice*. Noddings (2002) suggests that caring is a skill that needs development through practice with others who are experienced at this craft. Students who dialogue with teachers are able to repeatedly experience social emotional learning opportunities. This practice opportunity is also reciprocal, as the teacher learns, through practice with students. Buber (1922/1996, p. 67) notes that, "relation is reciprocal. My You acts on me as I act on it. Our students teach us, our works form us". Relationship building is a long process and any change of behaviour is even a longer process that requires much practice by all parties.

The last component that requires skill and practice is what Noddings (2002) calls *confirmation*. When we confirm someone we attribute the best possible reasons for their behaviour. We find a way to confirm the best intentions that someone may have had. We are able to do this because we know the person well and know their best self. The person

then feels relieved to know that someone understands their motivation. The listener does not show approval but, “we see a self that is better than this act” (Schutz, 1998). In the process of confirmation, the carer must listen and understand the student with great depth. As noted earlier, this is a relational position that might take years to develop. The confirmation component maintains the self esteem of the cared for and as we will see in the next section, maintaining self esteem is strongly supported by social cognitive theory. As Schutz (1998) suggests, “confirmation, then, represents an attempt to help the cared-for construct, from “inside” as it were, an ethic of caring that does not do violence to her own idiosyncratic self.”

The process of relationship building is continuous, arduous, and in the end is educationally necessary for the successful use of the influence of the affective domain and the development of cognitive skills that I address in the next two sections of this review.

We will continue this review with an exploration of the development of cognitive skills first, concentrating on Bandura’s social cognitive theory (Bandura, 1986). As early as 1963, he recognized the primacy of creating a good relationship when he stated that, “once a relationship has been developed techniques available to teachers should be applied with consistency” (Bandura & Walters, 1963, p. 5). However, he set a limit on the value of relationships, when he suggested that, unconditional love is not an adequate substitute for planned training. He believed that generous amounts of affection would lead to behaviour that was “directionless, asocial, and completely unpredictable” (Bandura, 1963, p. 225). Over twenty years later, as Bandura developed social cognitive theory he showed more support for relationships as at least one factor in behaviour. “The

types of methods used, the manner in which they are applied, and the quality of human relationships involved affect the likelihood that the values of others will be accepted as the standards for regulating one's own actions" (p. 263).

I have shown that building relationships is a vital first step in the process of helping students develop personal/social management skills. As Noddings (2002) has stressed, the teacher must have sufficient time to dialogue, model, confirm, and practice positive social skills. Social cognitive theory demands that relationships must take place in conjunction with understanding the cognitive mechanisms which, along with affect, is one of the other prime elements in affecting behaviour. The first part of this chapter has stressed the value of relationships in promoting the development of personal/social management (and other) skills. This next section will explore the landscape of cognition to illustrate its value in improving the social emotional skills of students. More specifically, we will closely examine the skills associated with social/ cognitive theory.

Understanding and Developing Cognitive Skills

Introduction. The brain is arguably the most complex object that humankind has explored. Setting aside for now the affective domain—we are still left with a myriad of factors that affect cognition. There are many doors that allow us to investigate this vast building storing the blueprints of human behaviour. I use this metaphor to suggest that there are many keys that will help the educator probe the mind. Later in this section, I will often call a human attribute or a technique 'a key' that helps the teacher guide students in their social emotional development. There may be more important 'rooms', but every room should be explored.

This section on understanding and developing cognitive skills consists of three parts. The first part explores conceptions of human nature. The second part explores the rationale for considering cognition as an element that will lead to social emotional development. The third and final part of this review notes the specific components and application of cognitive factors that impact behaviour change.

Explaining Behaviour—Models of Human Nature. When the theological perspective dominated human inquiry, human nature was seen as the result of divine intervention. Since the Enlightenment, science and in particular Darwin advanced the idea that through natural selection the environment shapes human nature. Science continued to spawn various conceptions of human nature. Freud's psychodynamic theory supported the idea that human nature is directed by the need to satisfy basic needs that arise from the unconscious. Trait theory suggested that human actions are directed by traits that are inherent. Skinner, (1953) for example, proposed a theory attempting to establish a relationship between behaviour and the environment, as opposed to cognitivism, which attempted to establish the idea that internal functioning directed behaviour (Overskeid, 1995). Behaviourism, unlike cognitive theory, does not give any weight to the mental processes that organize data from experiences. "This neglect of internal processes mediating between stimulus and response eventually led experimental psychologists to move away from behaviourism" (Overskeid, 1995). Social control theory also supports a behavioral approach where punishment and reinforcements are able to massage human nature, which is seen as malleable. Self control theory, on the other hand, sees human behaviour as motivated by self-interest, reflecting the universal desire to secure pleasure and avoid pain.

Bandura (1986) responds to psychodynamic theory and behaviorism by stating that behaviour is a complex interaction between personal and environmental factors rather than just internal psychological ones. Further, Bandura believes that, “most external influences operate through cognitive processing” (p.13). He refutes trait theory, citing various studies demonstrating that behaviour does not stay consistent in a variety of circumstances. He states that, “if the eyes do not behold a wide range of transactional situations, then behaviour will appear consistent in the eyes of those beholders” (p. 7).

This review will explore Bandura’s, social cognitive theory which looks at human nature as plastic and capable of change. He claims that people base their actions on thought, which leads to change.

A Rationale for Using Social Cognitive Theory to Enhance the Development of Personal/Social Management Skills. As noted earlier, personal/social management is concerned with a variety of skills (i.e. awareness of self, communication skills, emotional awareness, problem solving), but they all lead to the objective of changing behaviour toward a prosocial end.

Bandura’s (1986) social cognitive theory is based on the idea that behaviour change is possible, and humans are the architects of their own nature and behaviour. Examining the processes of cognition through the use of social cognitive theory can provide the teacher with tools that, in turn, will guide students towards improving their personal/social management skills. In Bandura’s work, the value of self-observation and self awareness are examples of key elements of thinking and reflecting that regulate one’s behaviour (Fireman & Kose, 2002). According to Bandura; “much human behaviour is regulated through self-evaluative consequences in the form of self-satisfaction, self-pride,

self-dissatisfaction and self-criticism” (Bandura, 1978, p. 350). Dewey, using the language of intellectual growth and reflection made a similar point to promote the value of observation:

“The old phrase "stop and think" is sound psychology. For thinking is stoppage of the immediate manifestation of impulse until that impulse has been brought into connection with other possible tendencies to action so that a more comprehensive and coherent plan of activity is formed... Thinking is thus a postponement of immediate action, while it affects internal control of impulse through a union of observation and memory, this union being the heart of reflection. What has been said explains the meaning of the well-worn phrase "self-control." The ideal aim of education is the creation of power of self-control” (Dewey, 1951, p.74-75).

Let us now explore and apply the processes that give students the power to regulate their own behaviour for the purpose of improving their interaction with the world.

Components and Application of Social Cognitive Theory for Personal and Social Change. Using Bandura’s (1986) terms, I will discuss two aspects of social cognitive theory, triadic reciprocity and regulators of behaviour. The first aspect will help a teacher become aware of the fluidity of factors that have varying influence on an individual’s ability to learn personal/social management skills. The second aspect, regulators of behaviour, will be examined as vicarious and self-produced incentives. The latter include key incentives that strongly influence behaviour and will be further examined as self referent thought and self-efficacy.

The first major aspect, *triadic reciprocity*, refers to environmental, behavioural, and finally cognitive or personal factors, which combine in endless complexity resulting in observed behaviour. To further demonstrate the complexity of behaviour, Bandura (1986) notes that the relative strength of each component varies with different conditions.

Sometimes environmental factors take precedence, at other times cognitive and personal factors exert a more powerful influence and still at other times, behavioural factors are primary. Let us consider some examples of these three factors in order to examine their possible interaction.

The first factor, the environment, is clearly an external influence, which includes an endless number of items as diverse as the number of students in a class, the temperature of the classroom, the time of day or even the season. A dominant environmental factor in an educational setting is the teacher, who provides guidance or knowledge. The teacher is an example of a key environmental factor for students as they ascend educational objectives. Bloom's Taxonomy (1956) of educational objectives lists a hierarchy of six major categories in the cognitive domain with knowledge as the first, followed by comprehension, application, analysis, synthesis and culminating in evaluation. The categories were ordered from simple to complex and from concrete to abstract. Further, it was assumed that the original taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one. The ability of a student to have increasing success at gaining personal/social management skills may in part be dependent on continuing up the list of Bloom's Taxonomy of cognitive domain categories.

Behaviour is the second factor, described as the action displayed by the individual. Here, behaviour has an effect on itself. An example would be the activity of getting along with other peers and deriving enjoyment from that ability. In this case this behavioural factor is self regulated by the positive effects it has on the individual, whereby cognitive and environmental factors are of little influence. If, however, this was

an example of an individual that was poor at, and consequently did not enjoy socializing, environmental and cognitive factors could have more impact on this lack of social skills. For example, supportive students could create an environment that would assist a potentially shy student. Also, a teacher who is able to provide cognitive skills in socializing might be a large factor in the student's personal development. The third factor is described by Bandura as a cognitive or personal influence. He provides a powerful example of the third factor, by describing an individual who initiates and continues defensive behaviour. In this example, false beliefs cause the individual to erroneously avoid participating in a particular behaviour. This avoidance is an example of a strong reciprocal interaction between the erroneous belief and possible change of behaviour from environmental or behavioural factors. It would be hard to convince a student who vehemently and erroneously thinks that he or she is not liked, to feel differently. In this example, the erroneous belief is strong enough that environmental factors are unable to influence any change of behaviour. This complexity is further increased when we consider that belief or evaluative judgment is also dependent on feelings.

A second major aspect of social cognitive theory is what Bandura calls *regulators of behaviour*. He refers to two of these regulators as vicarious and self produced regulatory incentive systems. Vicarious experience is often used by humans to increase their knowledge of the world. If individuals depended solely on direct experience to learn, the risk of injury or even death would increase. There are a number of conditions that a teacher may consider when utilizing vicarious experiences in the process of developing social emotional skills. For example, watching others succeed will motivate the observer to emulate that action, while, "seeing behaviour punished decreases

the likelihood that they will use similar means” (Bandura, 1986, p. 283). Earlier in this chapter, I noted modeling as one important part of the relationship building process. Bandura reinforces the point when he suggests that observing rewarded modeling is more effective than observing modeling alone in influencing behaviour. Vicarious experience should also provide students with the opportunity to observe models that appear similar to themselves. Finally, models, who are successful only after a great deal of effort, demonstrate that temporary failure is an inevitable and acceptable part to overcome obstacles. “Such displays help to create the cognitive set that failures reflect insufficient effort rather than lack of ability” (Bandura, 1986, p. 404). The cognitive set refers to a vital self produced regulator of behaviour that Bandura calls self-efficacy.

Self referent thought or self-awareness and self-efficacy are two self produced regulators of behaviour. Self-awareness is the state of mind that social cognitive theory considers to be a key human attribute that can contribute to behaviour change. The theory suggests that self-awareness gives students the ability to examine past experience, which in turn can positively influence future plans. If we consider consequences as a regulator of behaviour, the strength of consequences lies in individuals’ awareness of how their actions are rewarded or punished. Social cognitive theory says that consequences for behavior are influential because of their information and motivation value. Anticipated reward or punishment has an influence on a person’s response. Thus it is ‘thought’, that gives consequences their value. The cognitive mechanisms at work are intentionality and forethought or anticipatory thought (Bandura, 2004). Humans plan their actions based in part on the memory of an accumulation of previous consequences. Sternberg suggested that, “individuals must be able to recognize their own strengths and weaknesses to be

able to capitalize on their strengths and remedy their weaknesses” (as cited in Fireman & Kose, 2002).

Yet for positive action to occur, the self aware individual must have a realistic vision of their ability to succeed. The ability to accurately judge one's actions is called self-efficacy. This refers to how well individuals judge their abilities. “It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses” (Bandura, 1986, p. 391). Students who think that they will not be successful at an activity will avoid that activity while students who are self efficacious will attempt it. Furthermore, students who are self-efficacious will attribute any failure to a lack of effort while those who are equally skilled but imagine themselves as less capable, will blame their failure on a lack of skills. Bandura believes that the power of this attribute is immense. In his words, “any factor that influences choice behaviour can have profound effects on the course of personal development.... Reasonable accurate appraisal of one's own capabilities is, therefore, of considerable value in successful functioning” (p. 393). Self-efficacy beliefs are central to an individual's motivation to attempt new skills. The importance of self-efficacy demands that much attention be directed to create an environment that allows individuals to experience the most accurate appraisal of their abilities. If the goal is to develop personal/social management skills, the learner must have a clear idea of the specific skills that must be gained, and a defined feedback mechanism from a reliable source. Bandura makes this point clearly when he states that:

“When people are not aiming for anything in particular or they cannot monitor their performance, there is little basis for translating perceived efficacy into appropriate magnitudes of effort. The problem of performance ambiguity arises when aspects of one's performances are not personally observable or when the level of accomplishment is socially judged by ill-defined criteria so that one has to rely on others to find out how one is doing. In the latter situations, if

designating feedback is lacking for tasks on which performers cannot judge their output, they are left in foggy ambiguity” (Bandura, 1986, p. 398).

If teachers are to help students judge their ability to succeed at acquiring social emotional skills or become self- efficacious, then teachers must be aware of the sources of information for appraisal of self-efficacy. These sources include the previously discussed vicarious opportunities to learn as well as what Bandura (1986) calls enactive attainment, verbal persuasion, and physiological state.

Enactive attainment is the strongest source of self efficacy information. The cliché, ‘nothing succeeds like success’ is most aptly applied here. Success raises one’s self-efficacy appraisal while failure lowers it. Perceived efficacy is influenced by the time needed to attempt the task, the magnitude of effort that was expended, the amount of guidance that was provided and the level of task difficulty. The more time, effort and guidance that is provided makes the learner feel less responsible for any successes that may result. Conversely, when students succeed with less effort, time and guidance during difficult activities, they view themselves as more self efficacious. Teachers would clearly want to provide the minimal amount of time, energy and guidance that a student needs in order to achieve a personal/social management skill. In this scenario, the student who manages to succeed at a skill would feel self efficacious about the result.

The value of conversation, which in social cognitive theory is referred to as *verbal persuasion*, is limited in its’ capacity to increase self-efficacy in the long term.

Nonetheless, positive feedback, when it is honest and realistic, can contribute to motivating less secure students. A key issue to emphasize is how the persuader is perceived. The impact of the teacher as persuader is only valued when they are seen to be

credible, knowledgeable, and sincerely caring. Under these circumstances, judgments of efficacy are likely to have positive growth potential.

The influence of an individual's *physiological state* in judging their abilities is minimal in social cognitive theory. The objective is to minimize the negative effect of high arousal. However, this source of self-efficacy will be explored more fully in the next section when I argue that the affective domain has a powerful and potentially positive effect on the learning of skills.

In summary, cognitive processing is influenced by behavioural, cognitive and environmental factors, as well as, vicarious and self-produced incentives. An individual's interpretation of these factors will result in a particular appraisal of one's own capabilities. Teachers need to help students become aware not only of their physiological state, but also to become aware of the factors just noted. Once again we note the prior need to have developed a relationship to be able know students well enough to assist them in this difficult process.

The final part of this chapter is arguably the most difficult of the three elements that will be discussed because teachers are not trained to be psychologists, who are more able to probe the emotional lives of students. Yet the affective domain has a great influence in directing the behaviour of students. Parting from social cognitive theory, I will illustrate that thinking is also influenced by the emotions, when I discuss several principles about affect and information processing.

The Affective Domain

Introduction. There exists a polarized view of emotion in Western literature. On one hand, emotions are seen to make us human. Consider the unemotional Dr. Spock in the Star Trek series whom the audience sees as lacking humanity, but nonetheless admired for his rationality. On the other hand, in 'Steppenwolf' by Hermann Hesse, there is a half-human half-beast where the, "human half gets characterized in terms of rationality, the bestial as irrational, emotional, uncivilized, primitive" (Solomon, 1992). These statements seem to indicate that emotions are defined as positive or negative human constructs. The contribution of the social factors in defining emotions is but one example of its complexity. So-called primary emotions are seen to be, "rooted in our evolutionary biological make-up and shared amongst all human beings" (Williams, 2000). Gordon adds that even these primary emotions, "are endlessly elaborated, like colours on a painter's palette, across time and place, history and culture, including fundamental social processes of differentiation and socialization, management and change" (Gordon, 1990). Whether our emotional reaction is biological or social-cultural, we are not necessarily self-aware of our emotional state until someone brings it to our attention. Emotions seem to exist at times without rational understanding. They include, "feelings we cannot express to our satisfaction; feelings we can express but that others find difficult to understand; and, perhaps most importantly of all, the regular experiencing of contradictions between our thoughts and our feelings" (Craib, 1994, p. 153). The awareness of our emotional state is essential to learning. "As we learn, the emotions we experience constantly interact with other parts of the brain and the body, producing a sensation, which we interpret as feelings" (Shelton, 2003). Cognitive aspects of our

interaction with the environment, such as word recognition or analysis, work with the emotions that interpret meanings from a visceral sense.

Humans are driven to fulfill basic needs culminating in an emotionally secure or self-actualized state. Maslow (1954) developed a hierarchy where, at the most basic level, people are driven by basic physiological needs. This includes the need for food, water and air. Once this need is fulfilled, people are motivated by safety needs including the need for a roof over one's head -- followed by the social need. This is the need for affiliation or the need for people to belong. At the fourth level, people are motivated by the need for esteem (with both an internal and an external component). Finally, once all the prior four needs are fulfilled, people will be motivated by the need for self-actualization. This is the need to realize one's full potential. The awareness of our emotional state contributes to realizing this potential.

This next section will begin with a description of the changing historical perspective of how human functioning relates to the affective domain, which will help explain the apparent ambivalence societies have had toward the place of emotion in determining behaviour. The review will continue with an examination of role of affect in directing behaviour by exploring the link between reason and emotion, as well as a brief discussion of emotion and moral development. Finally, the components of affect and its application to personal/social management education will be discussed.

Human Functioning as It Relates to the Affective Domain—A Historical Perspective.

Some teachers emphasize cognitive strategies while others emphasize the influence of the affect to cope with social (and academic) issues. This debate between those who place emphasis on reason and those who place emphasis on emotion has existed throughout

time. Reason was seen to be the saviour of mankind as modernity arose in the Enlightenment of the 16th century. Descartes, Locke and later Kant helped lead Western thought out of the irrational, theological and superstitious Middle Ages. Brown and Jones (2001) note that, "the right use of reason would lead to truth, in that it represents something real, unchanging and universal about the human mind and the structure of the natural world" (p. 21). The value of reason was seen as a means of gaining knowledge, that being rational and thereby universal and objective, would then serve society for good purposes. The age of reason is still dominant. Cognitive emotion theory (Lazarus, 1991) places beliefs as occurring before emotion. This idea is supported by appraisal theory (Scherer, 1999) which supports the idea emotion comes about as a result of one's interaction with the world.

On the other hand, the interaction of emotion and cognition has also had many supporters over time. Even Aristotle (1941), normally associated with promoting the value of reason, exposed the power of emotion in a detailed discussion in his *Rhetorica*. Emotional arousal was viewed as essential in the formation of judgment. "The orator persuades by means of his hearers, when they are roused to emotion by his speech; for the judgments we deliver are not the same when we are influenced by joy or sorrow, love or hate". Spinoza (1677/1989) defined emotions as "states that make the mind inclined to think one thing rather than another." Darwin stated that emotions were biologically based unaltered by cognition, while Freud considered the primacy of emotion, where the id containing irrational instincts precedes the development of the ego (Eisenberg, 1986). More recently, emotions have been seen as determinants of belief and as a means of managing action (Oatley, 1992). Moore, B. & Isen, A. (1990) view affect and cognition,

“as part of a single system involved in interpreting the environment in ways that are functional for the organism” (p.43). Damasio (1994) has also argued that affect as well as cognition have a powerful influence on human functioning. He outlines how the decision making process is visceral and biological. His position is that the first response by the brain is actually a response by the body. Damasio states that, “the idea that it is the entire organism rather than the body alone or the brain alone that interacts with the environment often is discounted” (Damasio, 1994, p. 224). I support these suggestions that the combined influence of affect and cognition results in observed behaviour. The next section will take a detailed examination of this combined influence with emphasis on the role of affect in directing behaviour.

The Role of the Affective Domain in Directing Behaviour. Emotions serve a number of purposes that have the potential to contribute positively to human behaviour. We will study how to harness emotion by understanding how it operates in the next section of this paper. First, however, I will demonstrate the link between reason and emotion which results in narrowing our attention to relevant aspects in our environment. Second, I will briefly show how the influence of emotions can lead to positive moral action.

In the debate over the importance of affect as it relates to the development of personal/social management skills one must closely examine how the mechanisms of emotions inevitably, as Damasio (1994) suggests, combine with reason or cognition resulting in observed behaviour. Damasio (1994) has written about the physiological function of the brain in reference to the impact of emotion on our reasoning processes. Teachers who are aware of the existence of emotional centers, their functioning and their impact on behaviour may be more inclined to have empathy and seek ways to assist

students in understanding their feelings. What follows is a somewhat detailed exploration of Damasio's (1994) explanation of the physiology of the affective domain.

Damasio (1994) acknowledges that the mind demonstrates neural activity in the brain such as in dispositional patterns. He refers to dispositional neural patterns as "topographically organized representations needed to experience recalled images" (p. 102). He describes these patterns as potential patterns of neural activity created through learning which creates a memory. The patterns are not a picture but a way to create a picture. These representations in the cerebral cortex do not mean that the individual is aware of this process. The dispositional representation is a dormant firing potential that is at first subconscious coming into awareness only after this neural pattern is fired resulting in action (thought). However, it is the entire "organism in action" (p. 226), not just the rational centers that is stimulated by the physical or socio-cultural environment.

The contribution of the emotional or body reaction to stimuli is to offer a reduction in possible alternatives that come available when 'reasoned' response is called for. "It is perhaps accurate to say that the purpose of reasoning is deciding and that the essence of deciding is selecting a response option, that is, choosing a non-verbal action, a word, a sentence, or some combination thereof, among the many possible at the moment, in connection with a given situation" (Damasio, 1994, p.165). Damasio suggests that in reasoning we possess knowledge that arises from previous experience and are aware of options that are available to us along with the consequences of our choices. His argument is consistent with Bandura (1986), who discusses the influence of previous experience and being aware of the possible or anticipated consequences. He continues, however, with the idea that attention and memory are necessary but insufficient parts of reasoning.

What is not considered, he argues, is the role of emotion or feeling, or the “mechanism by which a diverse repertoire of options is generated for selection” (Damasio, 1994, p.166) and how those options are reduced by the immediate response of the emotional centers. Let us examine the importance and process of option selection more closely.

The ‘high reason’, formal logical view expressed by Plato, Descartes and Kant suggests that individuals weigh the costs and benefits of available options when making choices. They attend to auditory, visual and other inputs, which in turn generate imaginary scenarios (dispositional neural patterns) keeping the process of logical calculation alive. Using this rational process alone, Damasio argues, is far too complex, because it is impossible to remember all the options that arise. We are able to decide in very short time what the right course of action is but that decision needs another tool.

Damasio hypothesises that when a bad outcome may occur with a particular scenario we get an uncomfortable, fleeting, visceral feeling. This body or somatic response causes the individual to “force attention on the negative outcome to which a given action may lead, and functions as an automated alarm signal which says: Beware of danger ahead if you choose the option which leads to this outcome” (Damasio, 1994, p.173). This immediate emotional response reduces the available options to the reasoning process thereby increasing the efficiency and accuracy of the resulting action. The body state or as Damasio calls it, somatic markers do not decide, they contribute to rational thought by reducing the diverse number of alternatives leaving more relevant options open for consideration. Shelton (2003) notes that, “cognitive learning and emotional learning cannot be separated; they work in tandem”. In contrast to the duality of reason and emotion that the Cartesian position developed, the singularity of emotion and reason was

always evident in the Confucian tradition as noted by Mencius (Wong, 1991). A powerful example of the place of affect in directing behaviour is provided below, by examining an extreme case.

It is commonly believed that those who do not possess the ability to feel are unable to reason and are mentally unstable. Elliot and Gillett (1992) cite Prichard who in 1835 defined, “ ‘moral insanity’ as ‘a perversion of the natural feelings, affections, inclinations, temper, habits, moral dispositions and natural impulses, without any remarkable disorder or defect of the intellect or knowing and reasoning faculties and particularly without any insane illusion or hallucination.’” This comment was made 13 years before the classic case of Phineas Gage, who in 1848 had a tapered metal rod three feet long blast through his left cheek and exit the top of his head. He was working as the foreman of a group of workers who were setting a charge to blast a hole in the ground in preparation for a rail line. The charge prematurely caused the buried rod to explode while Mr. Gage was still attending to the site. He was a well respected man who was skilled with the technology of the day and skilled with handling his crew. Immediately after the accident, he was able to walk to a carriage and his wound was cared for with regard to infection with no physical problems. Records from the day (as noted in Damasio, 1994, p.3-19) showed that afterwards, his reasoning capacities including language, math and even motor function were all normal, but his emotional processing centre was destroyed, not only changing his personality but preventing him from engaging in the world. It seems that the processing of somatic or body feedback in the emotional centers of the brain are a vital element in resultant rational responses. Therefore, reason and emotion are inextricably linked.

Simon (1967) has also suggested that emotions are the prime movers of action because they change the processing priorities of the brain. Schwarz and Clore (1983) lend further support to the idea that cognition and emotion work together. They say that emotional feelings provide information and guide attention where, “strong feeling narrows attention to goal-relevant information” (p.11). I will discuss Schwarz and Clore’s (1983) affect-as-information model in the next section.

Very briefly I note that a second aspect of the affective domain is its role in contributing to moral behaviour and to the improvement of personal/social management skills. The influence of emotions is seen as having a more positive moral outcome than if left to reason (cognition) alone. Hume (1739/1896) was of the view that the impulse for moral behaviour came from passion, not reason. Schopenhauer (1841/1965) supported Hume’s argument, while dismissing Kant’s promotion of reason, when he suggested that moral behaviours are centered in empathy. Williams (1973) also differed with Kant, suggesting that moral principles were not just rational. Personal/social management skills include the development of moral attributes such as empathy, and conscience. The role of affect along with reason contributes to this development. The next section suggests how emotions can be positively harnessed by presenting a model of the affective domain. This model will also provide teachers with insights into the emotional functioning of their students.

The Components of Affect and its Application to Personal/Social Management

Individuals approach experiences with their own personal biases. One of these biases is their emotional reaction to events. Their feelings supply direct information about situations or objects. This process is called the affect-as-information model proposed by

Schwarz and Clore (1983). “It holds that affect may influence beliefs because it provides experiential information or feedback about one's appraisal of objects to which the feelings appear to be a reaction” (p.12). The affect-as-information model tells us that a student may react to a situation or object because of the feedback provided by an emotional reaction. Even Bandura's (1986) social cognitive theory acknowledges that people are not dispassionate about themselves, noting the effect of efficacy on judgment. Negative affect can result in feelings of less personal efficacy while assuming that others have more efficacy (Martin, Abramson, & Alloy, 1984).

Clore and Gasper (2000) propose several principles about affect and information processing. These principles are: the experience principle, the information principle, the attribution principle, the immediacy principle, and the elaboration principle. We will examine each of these principles and note how they can inform teachers in their attempt to teach personal/social management skills.

The first principle is that affect has varying degrees of influence on judgment depending on the *experience* of the individual. The greatest effect is by individuals who often attend to their feelings or are clear about what their feelings mean and among those who are instructed to attend to their feelings. Teachers can use this awareness of affect to direct students toward positive ends. However, there is a great deal of research that demonstrates that individuals are also influenced by feelings without awareness of that influence (Bargh, 1997; Murphy & Zajonc, 1993). This view emphasizes the effects of *unconscious* affect.

The second principle is that the *information value* of feelings is a critical factor in healthy functioning. Feelings of emotion provide personal or private feedback to

individuals about their view of an environmental situation, even though the source of those feelings may be unconscious (Clare & Gasper, 2000). When teachers discuss behaviour with their students, those students will not always reveal the cause of their concerns or the reasons for their behaviour since they don't even *know* the cause or reason. However, facial expressions which make those feelings publicly known (Ekman, 1982) can clearly help teachers have some insight into the feelings of students.

Feelings are an indicator of the personal significance of an event to an individual. Teachers must assist students in recognizing the importance of being aware and attending to their emotional reactions to events. In his studies of brain damaged individuals, Damasio (1994) demonstrated the essential value of being able to read one's emotional state for even the most mundane judgments. Phineas Gage, the railroad foreman might serve as a classic example of poor judgment on a straightforward matter. This upstanding man was admired by all who came into contact with him. Yet after his accident that damaged his emotional processing centre, although he could function superbly in a technical sense, he did not have the ability to even speak appropriately in so-called mixed company. His coarse language repelled people around him so much that he was driven away from his family and his town. Many students, who clearly do not have a physiological malfunction of their emotional centre, still lack emotional intelligence.

Gardner (1983) suggested that there are multiple intelligences including, emotional intelligence or interpersonal intelligence, which is associated with the "ability to understand, perceive and discriminate between people's moods, feelings, motives, and intelligences" (Nolen, 2003). Understanding affective feedback is also a central element

of emotional intelligence (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). Goleman (1995) suggested that emotional intelligence includes knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Mayer and Salovey (1997) add that emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (p. 10). Furthermore, the value of emotional education is that it enhances the cognitive element of learning and the "quality of each of our lives is ultimately gauged by the feeling states created in our minds" (Elder, 1997).

The third principle considers how the experience of affect is *attributed*. Consider an example of an individual asking why he or she feels a certain way. The answer might be that the experience is attributed to an immediate situation or it may be attributed to another event from the past. If experience is from another event, the feeling that results is really caused by a mood that in itself comes from another event. We will discuss mood in more detail when we consider the immediacy principle. Schwarz and Clore (1983) found that mood influenced beliefs. Moods are usually not obvious and their information value is ambiguous compared to feelings. If a student can be directed to attribute their feelings to the correct source then the relationship between mood and judgment can be eliminated. This principle becomes clearer when we discuss the immediacy principle.

The fourth principle is that our present feelings may be as a result of an immediate situational event or it may be as a result of some past distant event that has a lingering mood effect. In other words, it captures the temporal dimension. Clore and

Gasper (2000) suggest that we assume that emotional reactions to events are relevant to those events. “According to the principle of *immediacy*, feelings are experienced as a reaction to whatever is in mind when one attends to them (p.17). However, mood feelings, originating from some past event and persisting into the future, make the cause of those mood feelings more difficult to determine. Therefore, attributions to the cause of feelings occur immediately but may be misrepresented if the feelings are from some distant mood state, caused by some forgotten event. When talking with students, teachers must listen deeply in order to make some attempt to help them find the root of their feelings.

Finally, the principle of *elaboration* states that, “The extent of affective influence depends on whether the experience is elaborated or punctuated, and the potential for elaboration depends on the structure of beliefs regarding the object of attribution. According to this principle, the potential for elaborating the meaning of an affective experience depends on the person's conception of the object” (Frijda, Manstead, & Bem, 2000, p.19). This conception occurs with temperament differences, where some may compartmentalize or elaborate emotional experiences. Nolen-Hoeksema and Morrow (1993) suggest that rumination on an emotional event is unhealthy, just as suppressing emotional feelings (Wegner, 1989), because they stop an individual from separating their emotional reactions from other thoughts.

A solution to counter the deleterious effects noted above is to talk about the event (Pennebaker, 1990). Dialogue, as noted in the section on relationship building and referred to as verbal persuasion in the section on cognition is also seen to have value in directing emotional experiences. Frijda et al. (2000) note that, “communication requires

framing events in terms of particular times, places, and circumstances, which then constrains the possible meanings and potential attributions for the feelings generated by the event” (p. 21).

Summary. In this chapter, I have argued that relationship building between teachers and students supported by a positive view of the nature of children is the foundation for developing students’ personal/social management skills. The discussion of relationship building focused on the five components of Noddings’ care model (2002) which included continuity, modeling, dialogue, practice and confirmation. The complexity of human behaviour, especially in the personal/social management domain, is the result of the many factors that impinge on an individual’s interpretation of events that they experience. In this chapter, cognitive and affective factors had many components that influenced one’s interpretation of events. The components of each of these factors were examined to determine the extent of their influence on behaviour.

Bandura’s (1986) social cognitive theory formed the basis of the examination of the cognitive domain. This theoretical framework noted that environmental, behavioural, and cognitive or personal factors combine in endless complexity resulting in observed behaviour. A second major aspect of social cognitive theory, regulators of behaviour, included vicarious and self produced regulatory incentive systems. Two self produced regulators of behaviour that were noted are self referent thought or self-awareness and self-efficacy. Various factors were discussed that helped promote self-efficacy, which was seen as a vital aspect of cognitive development and in turn for personal/social management development.

In considering the affective domain, Damasio (1994) suggested that the contribution of the emotional or body reaction to stimuli is to offer a reduction in possible alternatives that come available when 'reasoned' response is called for. Schwarz and Clore (1983) added to the discussion of affect by describing the affect-as-information model, where feelings offer direct information about a situation. Clore and Gasper (2000) extend this model by proposing the principle of experience, the principle of information, the principle of attribution, the principle of immediacy, and the principle of elaboration. Returning to the importance of relationship building, Pennebaker, (1990) and Frijda, et al. (2000) note the value of dialogue in helping students make best use of their emotional experiences.

Moore, et al. (1990) neatly summarize the place of affect and cognition in personal/social development. They consider the relationship between an individual's interpretations of events and their resulting social behaviour as a continuous cycle where both affective and cognitive influences meld into a process that is "indistinguishably both" (p.59). This view does not dismiss attempts to examine the deconstruction of affective and cognitive elements in order to assist the teacher in their endeavour to find strategies that will contribute to a student's emotional growth. It does, however, place the emphasis back on the whole person, as does the idea of relationship building. The literature review in this chapter which discussed relationship building, cognition and affect, will guide this study that will observe teachers implement specific strategies related to the personal/social management skills of their students.

CHAPTER 3

METHODOLOGY

Background

While movement, fitness management, safety, and healthy lifestyle practices are four of the general learning outcomes expected by Manitoba Education, Training and Youth (2001), I will show that the fifth outcome, personal and social management, is the foundation learning outcome. Since, “The purpose of applied research and evaluation is to inform action, enhance decision making, and apply knowledge to solve human and societal problems” (Patton, 1990, p.12) the purpose of this study is to observe teachers in Early and Middle Years physical education implement strategies that will enhance their students’ personal/social management skills. To this end, this researcher hopes to inform physical educators on how to make good decisions when they help their students develop their personal/social management skills.

Context

Over the past 30 years I have developed a method to address personal/social management issues that I observed among my students. I developed the ‘*Time Method*’ because I felt a need to expand my repertoire of strategies that could assist students in this domain. In the spring of 2004, I decided to share my current knowledge with other physical educators, and in the process hoped to encourage some of them to participate in this study. In particular, I conducted a half-day in-service (see Appendix A) for Early and Middle years physical educators in three urban school divisions. The intent of the in-service was to address strategies for developing personal/social management skills of students in a physical education setting by introducing them to the ‘*Time Method*’. In

addition, the in-service was also advertised as an opportunity to consider participating in this study in order to collaborate in the search for improving personal/social management skills. Many teachers showed interest in the ideas that were presented, and many showed initial interest in participating in the study. This process took place early in the spring of 2004. By late spring, six teachers had agreed to participate, but by the beginning of the study in the fall of 2004, there were only four teachers left. The youngest teacher in the group soon dropped out feeling that she would have little to offer the others. The remaining three subjects are described below.

Subjects

Pamela is a Class 4 teacher who has a Bachelor of Physical Education and Bachelor of Education. She has taught middle and senior years for seven years, and currently is in her 15th year at the elementary level. She describes her inner city school with a population of 250 students as having a high number of low income and welfare families. She describes herself as “professional but personable, outgoing, friendly, encouraging, motivating and approachable” and she describes her view of human nature as follows:

“We are, to some extent, products of our environment. If we grow up in a loving, nurturing home, chances are we will exhibit these characteristics. If we grow up abused, chances are we’ll continue the cycle, if we don’t know there is another way. I think we are capable of change, if we are willing to learn and make an effort. We are also born with ‘free will’ and are capable of choosing our destiny, good or bad.”

Frank is a Class 4 teacher who has a Bachelor of Physical Education and Bachelor of Education. He has taught at the elementary level for 24 years. The population of his school is 535 and is made up mostly of two income families who live in detached single family houses in a 20 year old subdivision that is still growing. The school also has a French immersion program. He describes his approach with students as empathetic, and while having a friendly rapport with students he keeps an objective professional distance. He describes his view of human nature as follows:

“It is definitely my view that humans possess a wide array of traits which express themselves from one end of the spectrum to the other such as generous/selfish, empathetic/uncaring, etc. The position in the spectrum can be as different as the myriad of situations an individual finds himself involved in. I believe that, while we cannot truly change the students in our care, we can, however, help them express their best by catering to their strengths.”

Charlie is a Class 4 teacher who has a Bachelor of Physical Education and Bachelor of Education. He has seven years of experience at the middle years level, and currently is teaching at the elementary level for the 10th year. The population of his school is 280 and has low to middle income housing. He describes his approach toward students as “business-like, (somewhat) friendly.” He chose to not make a comment about his view of human nature.

Research Instruments and Data Collection

This study’s research instruments included four focus group discussions (see Appendix C), three journal submissions (see Appendix D), and one questionnaire (see Appendix G). The focus group and reflective journal protocols were designed to help the

subjects identify strategies that would lead to the growth of their students' personal/social management skills. Subjects were also provided with guidance about how to conduct themselves in preparation for and during focus group discussions (see Appendix H). The questionnaire was given to the subjects at the end of the third focus group discussion with instructions to return it before the end of January 2005. Employing the use of a questionnaire allowed the subjects more than ample time to reflect on the questions thereby providing deeper, well thought out responses that might not occur using an interview format.

The focus group and journal protocols (see Appendix C-D) for this study were initially developed by considering several sources. Webb & Sherman (1989) discuss how students react to schools in several characteristic ways that they refer to as conforming, rebelling or making do. Schwarz and Clore (1983) propose the 'affect as information' model to suggest that affect influences behaviour change. Brookfield (1995) discusses the importance of detailing incidents that stand out for the researcher. Bandura (1986) discusses the value of cognition in directing behaviour change. Noddings (2002) promotes the ethic of care model, suggesting the power of relationship building between teacher and student in influencing behaviour change. However, very early in the first focus group session it became clear that the protocols had to be adjusted to better match the experiences of the subjects. Although the topics mirrored the theories that were noted in the literature review, the adjustment directed the conversation to topics that were more relevant to the subjects. Patton (1990) recognizes the difficulty of anticipating precisely how to design discussions before they begin as noted in the following comment:

"Qualitative inquiry designs cannot be completely specified in advance of fieldwork. While the design will specify an initial focus, plans for observations

and interviews, and primary questions to be explored, the naturalistic and inductive nature of the inquiry makes it both impossible and inappropriate to specify operational variables, state testable hypotheses, and finalize either instrumentation or sampling schemes. A qualitative design unfolds as fieldwork unfolds. The design is partially emergent as the study occurs” (Patton, 1990, p. 61).

After the first focus group discussion the conversation moved away from student characteristics, which was seen as less relevant by participants, to student-teacher relationships, cognitive and affective issues. Patton (1997) further supports this flexible approach when he discusses the importance of giving participants a meaningful exercise. He led a group where he expressed the following idea,

“...questions were phrased in their terms, incorporating important local nuances of meaning and circumstance. Most important, they had discovered that they had questions they cared about-not my questions (p.31).”

The focus group sessions allowed “people [to] create shared meanings through their interactions” (Patton, 1997, p.75) leading toward a more focused discussion. The interchange of ideas in a social context gave participants a means to clarify their views with feedback from colleagues in a safe and welcoming atmosphere.

The second research instrument was the use of reflective journals. To encourage the subjects to take their journal writing seriously I followed Brookfield’s (1995) three suggestions. He noted that subjects should be given specific guidelines, that it is in their best interest to keep a journal, and that their efforts are acknowledged. Appendix D initially provided specific guidance to satisfy Brookfield’s first suggestion. With regards to the second suggestion, subjects were introduced to the value of keeping notes as early as the first workshop session in May, 2004 (see Appendix A) when discussing ‘sample recording techniques.’ The idea of having accurate records of incidents was further promoted by the researcher as not only valuable for the study but also valuable for the

teacher as a reference when having discussions with students. Subjects were initially acknowledged when they submitted their journals and later by e-mail after they were read by the researcher.

The third research instrument, the questionnaire, was structured in an open-ended fashion as suggested by Hittleman and Simon (2002). They suggest that an open ended structure allows respondents to use their own words. Mills (2003) suggests a short open-ended questionnaire that allows for a variety of responses. The subjects were initially expected to take part in an individual interview but with only three subjects, the focus group discussions were very intimate, and were much like interviews, with the researcher posing many questions. In contrast to the focus group discussions and differing from the interview process, the questionnaire has a particular purpose. It gives subjects time to reflect, allowing for a more detailed response. The researcher believed that providing some direction and ample time to consider the brief content of this instrument would result in deep reflection on the questions posed.

The three subjects sent a one page follow-up journal entree via e-mail after the completion of the formal time of the study. A fourth focus group discussion was added in March '05, two months after the completion of the formal time of the study to give the researcher further details about the issues that surfaced from examining the earlier results.

This study utilized the case study method which involved, "organizing the data by specific cases for in-depth study" (Patton, 1990, p. 384).

Data Analysis

According to Guba (1978) dependability and confirmability of qualitative data requires overlap methods where several sources of data are employed to act as a check on

the strength and accuracy of observations. Patton (1997) refers to “methods triangulation” (p. 464) as a means to overcome bias from single methods. To satisfy these requirements this study utilized three data collection methods, namely, focus group sessions, reflective journals and a short detailed questionnaire. Maxwell (1992) is more concerned with clearly understanding the collected data. To this end, I checked with the subjects about the accuracy of their meanings and intent on a regular basis. Recommendations from Berg (2001, p. 240) and Mills (2003, pp. 104-108) were used to analyze the qualitative data:

- 1) Coding. To assist in the process of identifying patterns, data are systematically organized into themes.
- 2) Asking key questions. Key questions relating to the initial research question will further assist the coding activity.
- 3) Identifying themes. Look for themes that have emerged from the literature review from the collected data. Look for patterns that keep repeating themselves such as key phrases that subjects use to describe feelings or responses that match each other.

Patton (1997) further suggests that the “evaluator works back and forth between the data and the classification system to verify the meaningfulness and accuracy of the categories and the placement of data in categories. When several different classification systems have been developed, some priorities must be established to determine which category systems are more important than others” (p. 403). Each case was organized with the same topical pattern, allowing the researcher to institute a cross-case pattern analysis, as suggested by Patton (1990).

All focus group discussions were tape recorded, transcribed, and analyzed by the researcher as suggested by Berg (2001) Guba (1978) Mills (2003) and Patton (1997). Journal entries and results from the questionnaire were also analyzed by the researcher. The total number of pages of focus group transcripts, journal entries and data from the questionnaire was 126 pages. Each subject sent one page of follow up material at the end of the formal part of this study, resulting in an additional three pages for a total of 129 pages of data. The focus group discussions were held once per month during September, October, and November, 2004. The first and third discussions were 60 minutes each and the second and fourth discussions were 90 minutes each. All discussions were tape recorded and later transcribed. Subjects were encouraged to keep daily notes, culminating in a weekly journal which was submitted to the researcher once each month at the end of the focus group discussion. Subjects referred to their journals during focus group discussions. The following is a list of transcriptions, journals and questionnaires collected.

- 1) The first focus group discussion was 60 minutes in duration resulting in 13 pages on September 30th, 2004. There were four participants and the researcher.
- 2) The second focus group discussion was 90 minutes in duration resulting in 28 pages on October 30th, 2004. There were three participants and the researcher.
- 3) The third focus group discussion was 60 minutes in duration resulting in 14 pages on November 30th, 2004. There were three participants and the researcher.

4) The fourth focus group discussion was 90 minutes in duration resulting in 25 pages on March 21st, 2005. There were three participants and the researcher.

Two subjects provided four pages of journal entries each month for a total of 24 pages over the duration of three months. One subject provided 16 pages over the same time frame. This resulted in 40 pages of journal entries overall. The questionnaire provided two pages of responses from each of the three subjects, for a total of six pages. One page from each subject as a follow up at the end of the formal part of the study brought the total number of pages to 129 pages.

Names and identifying information in all transcriptions were systematically altered to protect the confidentiality of participants during all subsequent analysis and the presentation of all data. All focus group discussions were facilitated solely by the researcher who used the protocols for the first focus group session which was subsequently modified as noted earlier.

CHAPTER 4

RESULTS

Introduction

This study attempts to answer the following question. What strategies can Early and Middle Years physical education teachers successfully use to develop the personal/social management skills of their students? In order to answer this question one must be able to identify which strategies that subjects found most useful. In this study I found that there were several strategies that were initially part of the focus group discussion questions that were not addressed by the subjects in their discussions and journal entries. These included critical incidents evolving from global teaching techniques and the classification of students by behaviour type. These strategies were mostly ignored by the subjects early in the study. However, the data did reveal other strategies that subjects used in an attempt to develop their students' personal/social management skills. These strategies included: 1) creating time, 2) building relationships between students and teachers, 3) applying detailed feedback to students and using consequences to regulate behaviour, and 4) learning about students' lives outside of the school. In addition, the questionnaire that I administered provided some insight into how the subjects were predisposed to having varying degrees of success in using these strategies. These predispositions grew out of their personal histories, which contributed to their ideological/philosophical view of children. As subjects discussed and wrote about critical incidents in their teaching, they all concentrated on a limited number of their most troubled students. What follows are the strategies that subjects emphasized during the course of this study.

Creating Time

All three subjects decided to use the *Time Method*; however, each subject had different approaches and different degrees of success with its use. Two subjects, Charlie and Pamela, attempted to use this method as a strategy to create opportunities to dialogue with students, although Charlie had less success with this method as the study progressed. The third subject, Frank was interested in this method as a means to motivate students to get out of the change room and manage behaviour. Later in the study, he grew more aware of the value of this time for relationship building:

Charlie

Charlie likes to use time at recess to discuss issues with students; however, he is willing to try the *Time Method* as we see when he first introduces Dan, who is the only student that Charlie talks about during this study:

"...this is a different strategy that I'm using this year, following Harvey's style. In the past, I would have made Dan sit out and we would have talked about it at the next recess. I will now talk to him at the next jungle gym or fun-fabulous Friday."

Charlie finds this 'style' increasingly difficult as the study progresses. However, he once again learns to value the *Time Method* near the end of the study, through reflection and with the assistance of the other subjects and me. He learns that he needs more practice at a particular skill, as the following comment suggests:

I did use the 'Time Method'. I think it is a good idea. I feel that I am limited in my skills to talk to students about their difficulties. I find it difficult to approach the same problem with the same student in different

ways. I find that my 'old method' of recess detentions is more effective. Yet, this strategy is a good way to create time to speak to students; however, I need more practice to lead more effective discussions!

The next subject is also interested in trying the *Time Method*, but unlike Charlie, her growing success in building relationships with students motivates her to continue with this strategy.

Pamela

Pamela embraces the *Time Method* and finds that her students like the opportunity to play at a variety of activities:

The whole 'Green Time' concept is all new to them and everything. All of the classes have responded positively to it. Most students were quick to change & enjoyed the freedom of choice in activities. I think generally speaking, to do this 'Time Method' and this 'Green Time', I was interested in doing it, but I thought its not going to work in 30 minutes, but it has. I have been able to teach and I have been able to connect with these kids. I think the issue, like I said in the thing I emailed you, is just building the trust. Whereas before I saw a kid sitting on the bench, and you're trying to get your lesson done, and you're trying to do this...oh just get changed.... you just don't have time for them. But really by taking that few moments and really just trying to touch base with them, I'm surprised at how much the kids have opened up and shared some things with me.

Even in her first journal entries, Pamela expresses how she will use this time to improve her connections with students. In the first entry below, Pamela is already having

some success talking with students and is starting to plan to use *Green Time* to speak to other students about various issues. The following entries further demonstrate Pamela's commitment to setting aside time for conversation as she recognizes that students want someone to listen to them:

Gr.5-6's. Used 'Green Time' in combination with 'Skill Time', as I began my soccer unit. Most students are now changing regularly, with the exception of a few kids. One girl (Havanna) is new to the school & I was able to talk to her individually. She has informed me that she will be getting her 'gym clothes' at the end of the month. One other student, also new to the school, has stated that he won't ever be bringing gym clothes. Therefore, I will be focusing on him (Eddie) next week & seeing if I can get through to him. In addition, there is a Gr.6 girl (Ali) who seems not to have any friends, and therefore needs encouraging.

There are other students whom I have been able to talk to during 'Green Time' & 'Fun Fabulous Friday'. Most kids really are looking for someone to listen to them & I am surprised at how much they are willing to open up & share. Because the time frame in which I see each class is limited to 30 minutes, I have asked kids to come back & see me at recess if they want to talk more, & some of them do!

By the end of the study, Pamela still strongly supports the concept of the *Time Method* for a variety of reasons but with special emphasis on having “intentional”

relationship building opportunities. She also gets fully involved in play as well as conversation:

I used the 'Green Time' to observe students at play; what particular activities they gravitated to; who they played well with; who they didn't play well with; who used their time wisely/safely? Students really looked forward to my participating with them during this time, as well. I would often use the time to turn long rope; shoot some hoops or play badminton, especially if I saw a student sitting off to the side or not active. "I see that you haven't found something of interest yet. Would you like to try badminton with me for a few minutes?" This interaction would often lead to more conversation and relationship building.

I found this 'Time Method' strategy allowed me to have more 'intentional' relationship building time with students, than I ever had in the past. I found that the 'Time Method' allowed me some one-on-one time with students that I didn't think possible in a 30 minute setting. I made a much more conscientious decision to focus on students and the reasons behind their behaviours, be it organization; home troubles; personality conflict etc.

Pamela was concerned about finding enough time to implement the *Time Method* but to her own surprise becomes very successful using the strategy. This contrasts with Charlie, who embraces the *Time Method* initially and then reverts to using recess as a time to try to connect with Dan. The next subject, Frank, like Charlie, is comfortable with

his own style of organizing his classes. However, the data shows that Frank increasingly comes to value this new way of finding time to relate to students.

Frank

In the first comment below, Frank implies that in the past he would talk to all the students when they came to the gym and then would send them to the change room. He sees the *Time Method*, as a way of motivating students to change quickly but not as a means to connect on a personal basis. This is followed by a second general comment about the effectiveness of *Green Time* to manage his classes more effectively, but still there is no reference to relationship building:

A comment about green time, I was doing 'Green Time'...something like that all the time.... coming to the board, look...read...its' helping a lot, in keeping away trouble from the change room, they come out right away because they go right away...they go out and play. What incentive is that to come out quick if you talk to them, which I never did...I always talk before they go change. Therefore, when they come out...and they come out scattered, because some come out early and some come out later, they can go straight to an activity. The formal introduction of the concept of 'Green Time' seems to help noticeably with my classroom management.

These comments show that in the past, Frank used some form of directed activity at the beginning of the class, (asking students to read activities written on a blackboard as they enter the gym after changing their clothes) but now he adjusts his informal style to make formal use of *Green Time*. He is still concerned with controlling the behaviour of

problem students, but by the end of the study, Frank begins to see the value of *Green Time* as a strategy for getting to know his students:

The 'Time Method' has proven to be a positive approach in dealing with problem students. The introduction of formal 'Green Time' has generated a window of opportunity, which allows me to deal with residual problems from previous classes and to touch base with students who are more likely to engage in unacceptable behaviour based on recent or ongoing history. While this is not a completely new approach in my teaching practice, I now apply it more deliberately and consistently and this has made a significant difference in most cases.

If *time* is seen as one strategy to enable subjects to begin the process of developing social emotional skills, then building relationships is one of the most important by-products suggested by the data.

Relationship Building between Students and Teacher

Frank and Pamela use language and create an atmosphere of trust that is evident in the data, while Charlie appears to be less successful at using these strategies. I will begin with this third subject who has difficulty in developing a relationship with a particular student.

Charlie

Throughout the study Charlie exclusively speaks and writes about one student whom he calls Dan. Charlie believes that Dan is lazy and has a need for control that prevents him from accepting guidance. Charlie expresses his view about why Dan is unhappy and explains that he wants to help him:

...he is maybe lazy, attention seeking and has a strong need for control. I also assume that he gets little encouragement from home and he has poor role models at home. I spent many recesses with him last year and I've always talked to him calmly. I try to convince him that I sincerely care about his welfare and that I want to help him in any way that I can. I've discussed with him that it is clear to me that he isn't very happy because he doesn't have any friends and he is often in conflict with his classmates.

Early in the study, Charlie demonstrates the kind of dialogue that is consistent throughout the study:

I caught up to him and spoke to him outside the gym. I was upset with his behaviour and I spoke to him sternly and forcefully, while always maintaining control. I told him that last year, I was very patient with him and I gave him hundreds of chances. I was not prepared to do the same thing this year. I told him that I was going to set up a meeting with his father and himself, and we'll all be 'on the same page' in terms of the school's expectations in general, and the phys. ed. expectations in particular. It appeared that Dan picked up where he left off in June. There wasn't even a minute effort to be on his best behavior on the first day of school!

Charlie's conversation style consists of posing rhetorical questions, which prove to be very difficult for the student to answer:

"What kind of person are you right now Dan? What kind of person stands up and walks out on an adult that is trying to help you? What kind of

person does this to other students? More importantly, what kind of person do you want to become Dan?" I've talked to him and used the green time and the jungle gym time...or as you call it Fun Fabulous Fridays, and tried to frame my questions in the proper manner. I asked him straight out, "How do you feel when you come to gym? Do you want to come to gym?" He answered " yes" actually, but all the other questions I ask him he is very defiant, he looks at the floor and says I don't know...I don't know. I've asked him, "What would you like to see when you come to gym here?"...I don't know... "How can I help you with some of these problems?"...I don't know... "How can I help you get your job done?" That's how we talk at our school...getting your job done.

As the study progresses, Charlie is increasingly frustrated with this troubled student, who often does not come changed for activity. The fact that Dan doesn't change for activity is an irritant that prevents Charlie from developing a relationship with this student. As a result, Charlie decides to skip the relationship building step and moves on to simply giving information:

I guess I skipped to your third step...the cognitive domain step. I just cut to the chase. Then I said, "Eventually when you do bring your stuff I want it in my office, I will keep it for you, I will do the laundry myself, I will wash it for you once in a while." I told him straight out, that's not my best solution. I think you need to do your job yourself, but it's not working so far and I would like to do that. He refused and said, "I'm not bringing you my stuff."

In a conversation with the researcher during a focus group discussion, Charlie ignores the personal trauma that his student might have been facing and continues to talk about changing clothes:

Harvey:: Is there a way to try to find, or let him know that you understand the difficulty he must be experiencing in your /our environment? It must be difficult for him.

Charlie: Related to his diabetes you mean?

Harvey: Right.

Charlie: Well, in our discussion we have touched on that a little bit. Just to continue...he has changed and participated somewhat in the last little while.

As late as the third focus group discussion, Charlie returns to the idea of attempting to build a relationship and again unsuccessfully attempts to do so. When he sees Dan in the hall, the following interaction occurs:

I stopped and saw an opportunity to talk to him and hopefully improve our relationship. "Dan, do you need any help?" He doesn't say anything, just ignoring me, walking up and down doing this thing with his fingers. Therefore, I said, "I know you're not supposed to be here, so if you have a problem I would like to try and help you with it." No response. That type of thing with Dan is the tough part, he won't say anything. He clams up. Everybody, all the staff and the students too, I assume that he is troubled and that he could use some help. We offer and offer and he doesn't say anything. Anyway, this particular incident he was standing there and I

was just passing by and tried to help him. It turns out that he was supposed to be sitting in the office, which is very close by so I just had to give up and said, "Dan, you need to go sit in the office." I just walked away and eventually he went back and sat down in the office.

Charlie has mixed opinions about Dan. On one hand, he sees the student needing control yet on the other hand, he acknowledges his student's difficulty in dealing with the world. As acting principal one day, Charlie learns something important about what doesn't work with Dan:

I'm just guessing, but to me it seems as if it stems from a control thing. He won't say anything, he's causing trouble, he's troubled, he needs help, but he won't say any thing, he knows I want to help. He knows everybody wants to help, so in my opinion it's some kind of control thing. Anyway, he's not saying anything so I leave him there in the Vice-Principal's office and I go talk to the other two boys who are involved in this problem, then I go back to Dan and give it another shot and he's still not saying anything. So finally, I say, "You know I talked to the other boys and they told me what happened and you're not saying anything so I can only assume that everything that they are saying is true. Then he starts opening up; "I didn't do anything. You know I hate all these questions."

Charlie's response to Dan "hating all these questions" is:

He got up to leave, and I didn't lose it, but I made him sit down. I told him you're not going to talk to me like this, I try and try and try and (in not so many words), I've spent so much time with you and you don't say

anything and all you're saying now is "I didn't do it, I didn't do it".

You're not giving me any details. So anyway, he sat in the office for the rest of the morning and I got him to do his classroom work there as a consequence for what he did at recess time.

I suggest to Charlie that Dan is hearing your empathy and he is hearing your frustration. I acknowledge Charlie's frustration noting that Dan is indeed a very hard case. Charlie once again knows what needs to be done and wants to do it but is unable to translate this into practice:

It's very nice to hear, right at this moment, because for several days I am thinking to myself, don't give up on this kid. You always hear that, don't give up, try again, but I needed to calm down and step back. Hopefully, something else would come up, on a positive note that I could talk to him about. However, it is very frustrating when he doesn't participate. He's the person that we are trying to help and that we think needs help.

Charlie chose the most difficult student in all of his classes, which might contribute to his self-admitted frustrating conversations with Dan. Charlie also is very honest about the difficulty he has in using Noddings' (2002) tools of relationship building, as is noted in his comments at the end of the study:

Relationship building was a value to my teaching before your study. I've always believed in the importance of relationship building with my students but I feel the tools that build relationships don't come naturally for me! Admittedly, I'm not a "chatty" person by nature. I "kid" around with students from time to time, but not regularly or consistently. I also

play with the kids occasionally, but not regularly and quite frankly, I don't really enjoy it!

Unlike Charlie, who discusses one student, the next subject, Pamela, discusses several students, which may increase the likelihood of finding success in building relationships with some of them. Like Charlie, she uses questioning, but the questions are at a level that students are able to answer. She is also very adept at using the components of relationship building.

Pamela

Pamela's use of the *Time Method* gradually increases the time she spends talking with students. In her first journal entry, there is an example of a conversation where a student has some difficulty in class and Pamela tries to convince the student to work things out or the threat of a higher authority will be brought to bear:

Therefore, are we going to work together or do you & I have to go & visit Mr. Armstrong & meet the new principal on a sad note? We then discussed the seriousness of "uttering threats", let alone following through with them. I asked him if we need to bring his teacher & Mr. Armstrong in on this. I told him I thought he was smart enough to make the right choice & to leave matters alone. He did make the right choice.

Pamela uses what may be considered a negative relationship building technique of suggesting to her student that she might have to bring in a third party. This is in contrast to using the components of relationship building that Noddings (2002) suggests. However, throughout her journal entries and in discussions, Pamela most often uses language that is supportive of students.

She chooses to discuss several students during the time of this study, all of whom have varying degrees of personal/social difficulties. The entry point for many of her conversations is similar to that of Charlie. She deals with the relatively easy and mundane issue of changing for class. This is followed by a general comment in her first journal entry about students who are choosing to sit out of *Green Time*:

*... she has got her own runners now for the past two weeks, so I said,
“you’re getting there, Sunshine, you’ve got runners today.”*

*I took note of any student who tried to “sit out”; went over & spoke to
them. Some students were new to the school and were shy and just needed
encouragement to rejoin the activity.*

By the second focus group discussion, Pamela is even more successful using the time she now has available to speak to students. Another example of the positive feedback that Pamela uses with a student she calls Anita, follows:

*I have brought to her attention how pleased I am with her improved
behaviour and how smoothly everything goes in class when she is listening
and when everybody is doing their job. Therefore, she has been quite
encouraged with that.*

Pamela is able to learn about a student she calls Steve, whom she describes as an “aggressive, wired, really, really wired kid.” She says he kicks balls everywhere during green time. Pamela reduces the chance of Steve behaving in an unsafe manner by knowing his needs and negotiating some reasonable boundaries for his actions.

Furthermore, her style of communicating which is illustrated in the passage below, contributes to this interaction ending successfully:

I have to pull him aside and say, "Steve, this is the area that equipment is being used in and we aren't really doing any kicking today because I don't have any soccer balls out here, so we aren't going to be kicking a basketball." Therefore, the next time he came and said, "can I kick?"...he came and asked me this time. I said, "How about if you limit to this area...you can be safe in this area...you can keep it controlled and keep it in this area I will let you kick this playground ball." He was quite good with that. He seemed to be happy. I don't know if that's letting his aggressions out or whatever, but he was quite content to do that in that designated area.

Pamela continues to expand her conversations with students by offering choices as she does with her student Mike. In this next passage, she tries to get to the bottom of the ubiquitous clothing issue but at the same time, demonstrates how much effort she expends in trying to understand her student:

I said, "Mike I'm getting kind of frustrated here, maybe I'm not doing my job because I thought I really communicated quite clearly that you need your stuff for gym and this is the consequence if you don't have it. Was I not clear?" He said, "No, no you're clear, I understand I need to bring my stuff to change". I said, "I don't get this, last year you liked gym, you brought your stuff, you participated. What's happening? I know you have stuff (I had seen his mom at Meet the Teacher Night). Do you have stuff at

home, do you have dressers?" He replied, "I've got two". I said, "Wow, you've got more than most kids. What's in them, do you have stuff in them?" He replied, "Well, two of the drawers are stuck." Therefore, we had a little conversation...so I said, "Are they organized? I want to help you, is it because you're not organized, are you forgetting...really forgetting...are you forgetting on purpose...are you maybe embarrassed to change." Therefore, he said, "Well I'm a little embarrassed." I said, "Well that's not a problem...do you want to wait until everyone is changed and then go in?" He said, "Well maybe." I replied, "Well then let's try that next gym class, that's not a problem you might miss a little bit of green time, but if that's going to work for you to bring your stuff, great." So he did.

Charlie asked a lot of rhetorical questions frustrating his student. Pamela asks a lot of questions like Charlie did with Dan, but she is able to get Mike to respond by asking questions that her students are able to answer and more importantly she listens to the answers that are given. By the end of the study, Pamela summarizes her thoughts about the value of relationship building:

By using incorporating 'Green Time' into my PE classes, I got to know the students better and what makes them tick; and they began to see me as more than their gym teacher but someone who really cares about them. By sitting down beside them, asking questions and taking the time to really hear them, students began to see that I was there to help them and that I had expectations of them. Even the more troubled students could see that I

was on their side, and opened up to some degree, when they knew I was available to listen.

In the next section, we will see that Frank is similar to Pamela in that he has a positive view of children, although he tends to reflect on students' behaviour rather than ask a lot of questions.

Frank

Frank refers to several students in his journals and during our focus group discussions. He often makes a point of giving praise but emphasizes that, "it has to be meaningful praise." Frank is very pleased with the kind of responses he gets from students when he writes:

At the next class Ken approached me and said that, he had not played soccer in a while and I made him feel very good in the preceding class with my praise. This has never occurred to me in such an explicit way in my teaching career.

Frank is interested in trying to get closer to a student he calls Tony. The following two comments come from journal entries made mid-way through the study:

I have known Tony since Kindergarten. He is a student quite set in his ways and has a tendency to 'choose' to carry out activities in his own way. He possesses excellent motor skills, which he expresses best in open- ended game situations. He gets easily upset if games do not evolve according to his wishes at which point he shuts down in a defiant way. The main difficulty I have in dealing with him is that he does not respond well to praise. He is an excellent soccer player and I often ask him about his games and link my questions to the team I coach. This usually

meets with little overt response. In this particular case, I am planning to go to one of his games to see what his reaction will be.

In badminton, I usually start to rally with him (he is quite good at it) and then I find him a congenial partner of similar skill to continue. This approach seems to work well enough.

The relationship with the student he calls Ken is especially gratifying for Frank. Ken has been assigned to Frank by the administrator, who believes that this extra gym time would be valuable for Ken since they get along so well. However, the student punches another student in Frank's class, and then runs away. The end result and follow-up comments, which are noted below, illustrate this scenario and Frank's demeanor:

He was maybe asked to come and apologize but the way he did made me realize that he was certainly sorry that he had done this. As a result of that, I accepted him back into the program. In his own classroom he is doing well, but again he has a tendency (this is a class that has been together for many years because it is a multi-aged classroom and they are together from grade one to grade 5), they are really a nice group and well established, he wants to break into this group, but he doesn't know how to do it he just forces himself into it. He is still not being accepted, he is being rejected. We haven't had any flare-ups or anything like we had in the past; he was literally touching some of the girls earlier on. I'm not sure that he will never do it again, but the overt behaviour that we saw earlier is no longer there, at least it hasn't been witnessed. However, I

find that I really have to keep an eye on him during the class and make sure that I intervene at the right times and if I do he is okay. I steer him in the right direction, but there is certainly a lot of work to be done. In the classroom, apparently he is not doing very well at all.

Harvey: What kind of things do you do? You say that you steer him in the right direction...

Frank: For instance, about a week or so ago, I could see him...we were doing the scooters for instance, there were three or four girls they were playing very well together, he wanted to go and be part of the group, but he doesn't know how and he is being rejected. I suggested why don't you go and play with this and that and he forgets about his own plan and he merges and does that with another group of kids, but he does need guidance.

This most difficult student needs a connection, but Frank is careful about developing his relationship with Ken:

If I start talking to him and trying to become like a counsellor I defeat the purpose of why he is coming in. Then I might as well be a counsellor myself. That is why I shy away from doing that, instead I guide him in the moments when he needs some help and then he is able to go on his own, because he is able. When he decides to do something he doesn't have to look to somebody else who can do it ten times better, he's got it you know. So long term...it may work out to the point where I like to talk to him more

about his thinking process and see if I can make a breakthrough with him in the other situations.

Frank knows the value of building relationships and has probably used his charismatic, caring approach long before his participation in this study, but he begins to use the *language* of relationship building, which further solidifies its use as this next comment illustrates:

My general approach to teaching is fundamentally based on empathy.

Therefore, I strongly believe in establishing a positive relationship with my students. To this effect, I employ a variety of strategies in order to achieve this goal. They include body language, tone, and tactful approaches aimed at eliciting constructive responses from students.

One approach that appears to work rather consistently is that of becoming a partner with needy students during 'Green Time' and remaining as such until I find a suitable student to take my place.

Without the ability to build a relationship with students, subjects are unable to successfully implement the other strategies that will be discussed. Making a personal connection allows the teacher to learn more about the student's personal life, which then provides the teacher with the knowledge to possibly direct the student's emotional responses to events.

The next section discusses data that speak about the lives of students outside of school and involve the emotional or affective domain.

Learning About Students' Lives Outside of School

Understanding the emotional lives of students, which consists of feeling and/or mood states, is a difficult proposition for teachers because it is psychological in nature, and most teachers' training in this field is minimal. However, much can be learned about the emotional lives of students by knowing more about their lives outside of school, which sometimes begins to explain the root causes of their personal/social management difficulties. Subjects commented that these root causes of behaviour were sometimes clear and easily addressed by thinking through the problem (as I will note in the section) but at other times, they were complex and deeply emotional. This complexity can be made more understandable when background information is known about the students. Knowing more about students helps teachers understand why students react in ways that they do. The background information I refer to can be gathered from other teachers, other professionals, administration, files, parents, or from students themselves. Subjects in this study used some of the background information sources that I have listed in order to help students discover the underlying reasons for their behaviour.

Charlie

Charlie did not get any personal information directly from Dan. However, meetings with guidance and administrative staff led to the following information as noted in his first journal entry:

Dan is diabetic but, otherwise, he has no other conditions. He does not receive much support (or I assume, attention/affection) at home from his single father. He spends time with his grandmother on a regular basis.

December 14th, we had a morning meeting to discuss Dan's situation. Dan has been doing poorly in general, with all aspects of his school life...not just in the gym. Dan doesn't have any friends, his personal hygiene is atrocious and he appears to be depressed. In attendance at this meeting were his two classroom teachers, the guidance counselor, the music teacher, administrators, his room's paraprofessional and myself. I was very pleased to see this meeting take place. As a staff, we've been discussing Dan and his well being for weeks, months and truthfully, years before a comprehensive meeting ever took place!

During the meeting, we talked about Dan's behaviour at school. We also touched upon his home life and speculated as to what might be going on there. There was a suggestion that we contact Child and Family Services (CFS) but someone noted that the abuse (if any), must be much more visible and obvious before CFS will step in.

This source of information is an invaluable resource that Charlie could use to help him have empathy and perhaps lead to more meaningful conversations with Dan. However, Charlie is not able to get any information from Dan directly either because he is a difficult student or perhaps Charlie is unable to build a relationship with him. Although this subject is able to get personal information from administrators and guidance staff, his inability to have Dan confide in him, further distances Charlie from Dan.

By the end of the study, Charlie is clearly aware of the value of learning about students' lives outside of school and of his (and most teachers') limitations when it involves trying to help a student with emotional difficulties:

I think everything that I learn about a student could be helpful. However, without specific training (which I didn't have in university or PD as a school division employee), I feel that a student's emotional life is a difficult thing for me to learn about or understand. Simply spending some time with a student over the course of a school year or several years helps me to learn about the students emotional tendencies. Without the above mentioned "training", I feel that I'm experimenting somewhat when I talk to students about their difficulties.

Although Pamela, like Charlie, does not use any particular guidance skills that are discussed in the literature, she is often able to get information from her students directly, contributing to the relationship that she had already developed.

Pamela

Pamela is able to use her time with students in a manner that invites them to speak to her with some intimacy about their lives outside of school. In an early journal entry, Pamela speaks to a student during *Green Time* and finds out about the student's home life:

One student (Mary) confided that she was really 'tired' after a late night. Her grandma has had complications after surgery & she hadn't arrived home until 1:30 in the morning. Offered comforting words & Mary returned to activities.

As noted in the section on relationship building, Pamela has many conversations with a student she called Mike. She helps him with the change of clothing issue by giving him strategies to get him organized at home. However, as she develops a trusting relationship with him, she discovers his lack of organizational skills is not at the root of his problem. She soon learns that Mike is embarrassed to change as we note from Pamela's journal entry:

"See, I'm trying to figure out how to help you remember to bring your PE clothes, so that you can take part for the whole gym class. You have t-shirts & shorts at home. You have something to bring them in. I'm trying to figure out if you are purposely forgetting; are you disorganized; or are you maybe embarrassed to change?" Mike admitted to the latter. "Would it help if you waited for your classmates to change first & then go in?" He said yes. "Well, lets' try that next class."

Pamela also uses direct observation to attempt to understand the emotional state of another student, Anita, as illustrated by the following comment made during a focus group discussion:

The other thing I want to work on is she still (and I'm not saying she the perfect child yet), but she has difficulty in using words to convey what she's really wanting the other person to do, like if somebody doesn't want her to be goalie, her first instinct is to push or bully them out of the way. Alternatively, if somebody does something to her right away she is saying 'Teacher' and tattling. I want to try and work with her on how she can

better communicate to her classmates and lessen the minor altercations, which aren't a big thing, for her.

In the next comment, we see that Pamela is able to understand the emotional state of a student she calls Rhea. This understanding provides Pamela with background information that she uses to help another student, Brenda, have empathy for her classmate while also providing specific feedback about what to say to her friend:

Brenda, aside from egging on Anita seems to have befriended a classmate named, Rhea. They have partnered up in several 'Green Time' activities, but Brenda is often times verbally 'critical' of Rhea's abilities. (Rhea is also an overly sensitive student, who is easily discouraged.) I overheard Brenda complain about Rhea's lack of skill at hitting a beach ball 'properly'. I told Brenda that Rhea is doing the best she could, & that she seems upset that you are criticizing her play, rather than encouraging her. Instead of saying, you're not doing it right, why don't you tell Rhea 'nice try!' or show her a way to improve her hitting. "Well...." was all Brenda could reply. I told Brenda she should be thankful that Rhea was sticking with her as a partner & as a friend.

After the formal completion of this study, Pamela shares an additional journal entry. The entry illustrates Pamela's interest and ability to find out more information about the high needs students she has been commenting on throughout the study:

Anita- still struggling with appropriate social behavior in class, but is surprisingly cooperative with myself & classmates in gym. Their family is in a midst of conflict & they have moved in with an auntie temporarily, but

are still attending our school & looking for a new home. Anita's twin sister seems to be having more difficulty with the home situation & is disorganized & easily agitated. Mike's attendance is still sporadic, but I did get a chance to talk to him at length. His mother is diabetic & is putting a lot of responsibility on him in terms of his staying home to look after her. There is a younger cousin also staying with them, who I gather the mother is supposed to be looking after during the day. Mike misses a lot of mornings & he attributes it to the fact that he cannot set his alarm as it would wake up the cousin, & yet his Mom is 'not up' to wake up Mike. Therefore, I have spoken with his classroom teacher who has relayed our concerns to administration who is now getting involved. Steve is also a poor attendee & I've not seen him much. Brenda remains committed to the leadership program for the next term & has presented no major problems in class.

This subject is able to get students to 'open up' about their home lives, which in turn, provides an insight into students' emotional backgrounds:

This year I learned the importance of seeking the 'why' behind the students' behaviour. 'Green Time' afforded me the 'time' to talk with students and get to know a lot more about their home life. Students saw that I cared about them and opened up about their home situation. I found most students willing to talk about their home situation. I also looked to the homeroom teacher as another source of information and support.

Charlie is unable to connect personally with Dan, preventing this subject from successfully using any information he is able to get from other sources.

On the other hand, because of her personal connection with students, Pamela is successful at finding out a great deal about the home lives of her students and uses this information to help them. Early in the study the next subject, Frank, is more reluctant to delve directly into the personal lives of students, choosing instead to listen actively and to use his charisma to successfully relate to his students. However, near the end of the study, he begins to see the value of knowing more about the child's life.

Frank

Although Frank has very good relations with his students, he gets most of his information about Ken from other sources, such as cumulative files and conversations with administrators or other teachers as noted in the second and third comments below:

I think he is aware of his successes. For instance at parent-teacher interviews he wanted his mom to come and see me. He demanded she come.

He is a smart kid, but one of the problems he has.... and I don't see him as much.... I understand now from talking to my administrator and his teachers that he doesn't have confidence in himself, which is unbelievable because this kid picks up something and he learns it. You show him something new and by three times he knows it.

One aspect that I don't think I have mentioned is he wants to go back to wherever he comes from and I guess he may be looking for a way to go back. He wants to go back to the previous school and maybe some of his

behaviour is designed to... maybe he's thinking I don't fit in here, but I fit in there.

Frank's reluctance to delve too deeply into his students' lives is a conscious effort to let the relationship develop at a natural pace as he notes when he says, "*I don't want to push things too much*" and when he adds, "*I don't want to overload that particular aspect.*" These comments are set in context in the passage below, where Frank discusses how his student does poorly socially elsewhere, but noting that the gym may be a refuge, where his social skills are somewhat more controlled:

Even socially with a little help, he does it. I don't have to be on top of him all of the time. He has successes but those are not there during the day, he would just get up and move around the classroom, talks to people, he doesn't do that in the gym. I think he doesn't think he is worth it. I understand from others, he hasn't said that to me, because he is quite aware of doing well. So the problems he brings into the gym are not just gym problems obviously. The baggage that comes with him from before, even from the classroom, comes into the gym. I don't want to push things too much; he's in the principal's office quite often. My approach is if I start doing that too where am I going to go? It may not be that he is looking at the gym as a place of refuge so much as that's my feeling. I don't want to overload that particular aspect.

By the end of the study Frank, although reluctant to question the student about private matters, uses his own technique, as we will see in the comment below, to know about the lives of his students outside of school. In the last discussion session, he

discusses the different ways of acquiring information about a child, including administration, the classroom teacher and the last approach, which is getting information directly from the student:

This approach needs to be thought out very carefully and should be based more on listening and paying attention to important clues rather than on outright questioning. Greater knowledge should enhance an educator's ability to design an optimal approach to a child's education. Knowing more about a child's likes, dislikes or about a favourite activity outside of the school environment increases a teacher's ability to establish meaningful connections with that child.

It may be that students are more willing to share personal details with Pamela and Frank due to their success in building a relationship with them. Charlie's inability to create an atmosphere of trust with Dan prevents him from using any information he gets from other sources. The results of these circumstances become evident in the next section of this chapter, which deals with attempting to apply specific feedback and establishing consequences to regulate behaviour.

Applying Specific Feedback and Establishing Consequences to Regulate Behaviour

Although all three subjects were unfamiliar with Bandura's (1986) social cognitive theory, there were signs that they followed some of its basic principles. The aspects of the theory that are most evident in the data include applying specific feedback in the form of what Bandura calls *verbal persuasion* and establishing consequences to regulate behaviour. Other aspects of this theory such as self-efficacy, and self-awareness are evident only tangentially in the data.

Charlie

Except for taking Dan's gym clothes home to be washed, Charlie did not directly note during focus group discussions or in his journal any specific feedback that he may have offered this student. However, Charlie may have considered the following comment as providing valuable feedback to Dan:

I spent many recesses with him and I've always talked to him calmly. I tried to convince him that I sincerely care about his welfare and that I want to help him in anyway I can. I told him he can't be very happy because he doesn't have any friends and he's often in conflict with his classmates.

In a December journal entry, Charlie writes about a conversation with his administrator, where he asks to use isolation as a consequence for Dan's problem behaviour. I initially suggested at the workshop held in May 2004, to use isolation only as a last resort. The use of this consequence was to be implemented in a caring manner that gave the student as much control over this consequence as possible. For example, students would initially be asked if they wanted to stay in the class. If they did not want to stay, then the teacher would say, showing great reluctance, that the students would be placed in another class. With this choice, the teacher would indicate that students will be missed and that he would look forward to a time when the students wanted to return. The rules of return would be that students would say they *want* to return, would write a note indicating what changes they felt needed to occur and would provide a note from their parents to make them aware of this new commitment. Charlie expressed the use of this consequence in his December journal entry:

I talked to the school's VP and principal separately (they were unavailable at the same time) about my concerns with Dan. I was considering using Harvey's strategy of last resort...expelling Dan from gym class and setting him up in a different classroom during gym. I wanted their feedback on the strategy. I had already arranged to send Dan to a grade one classroom if necessary. However, I wasn't quite sure what I wanted him to do there. I was uncomfortable having Dan do nothing. I was thinking of having him do book reports on material with a sports and activities theme.

Throughout the study I got the impression that Charlie was more comfortable speaking about issues to the *entire* class rather than to individuals as the following comment suggests:

I make a fair amount of global statements to the entire class about fair play, sharing equipment and space, including others, making new friends, cheering on others, being positive, self-esteem, individual differences, etc. I describe behaviors that I observed without mentioning names. Two examples follow;

"Today I noticed a student without a partner and another student invited her to play in a group of three".

"Sometimes, a few students in our class have difficulty dealing with the final score. Today, I noticed that those students kept things in perspective and had a great time. Well done!"

Charlie keeps some distance from his students by making 'a fair amount of global statements' rather than concentrating on individuals. The next subject, Pamela, shows no evidence that she needs to resort to any extreme consequence such as removing a student for an extended period of time and makes many references to one-on-one contacts with her students. Once again, because of her ability to relate to individual students, she is successful in using minor consequences, and applying specific feedback to students who seem receptive to her comments.

Pamela

In her interactions with her students, this subject offers many cognitive strategies and often uses consequences as illustrated in the following series of journal entries:

Gr. 3/4 class had several incidents: One boy (Adam) refused to take part in the run (Rebellious). Was asked to go to Time Out Bench & went.

Three other boys (Matt, Steve & Grant) were "cutting corners" or crossed the gym even after being told to stay outside the green line & pylons. They were also asked to go the time out bench, while the rest of the class returned to 'Green Time' stations. Spoke to each one of the boys separately & asked them: "Do you know why you are here, on the 'time out bench' & not back in green time?" Both (Grant & Matt) were able to verbalize the fact that they were cutting corners. (Matt) also noted that he had not put equipment back quickly either. "What do you need to do differently next time in order to get back into 'Green Time'?" Both students recognized the importance of following rules & were able to verbalize how & where they should be running & where to place

equipment. Steve was more rebellious when asked why he was on the time out bench. He simply shrugged shoulders. I told him that perhaps he needed more time to think about it. By the time 'Fun Fabulous Friday' came, Steve was able to think long enough & was able to verbalize his 'cutting corners' & failure to put equipment back when asked. We discussed what he needed to do to get back into 'Green Time'. He was able to verbalize what he needed to do differently & next class followed through on listening to instructions.

Students who misbehave in the change room have been separated from the class, and asked to change in a hallway bathroom. A few students have had their 'noon hour club' privileges suspended, because they cannot be trusted alone in the change room or their behaviour in class has not been up to my expectations. Not playing safely; not following the rules; arguing with me. But all students can earn their way back into the club, once they show me that they can follow the rules in PE class.

Pamela's feedback could be somewhat specific at times. Referring to a new student, whom she calls Anita, and who had just been verbally and physically aggressive, Pamela offers the following:

I pulled Anita aside to talk to her about this behaviour. I told her that this kind of behaviour is not acceptable at our school nor is it a way to make friends. If you want to be a part of a game, you need to use words.

Pamela recognizes the need to build relationships as we see her delving deeper into Anita's life. This relational foundation allows Pamela to begin to plan and sometimes

offer specific cognitive strategies, as we see with this series of comments about the troubled student:

I pulled Anita aside to compliment her on her improved behaviour & how much more smoothly things go when we get along. She still has a tendency to 'tattle' on classmates & appears to lack communication skills in dealing with peers. I will be working with Anita on how to use 'words' to deal with fellow students & minor altercations. I asked Anita how she likes our school so far & if she has made any friends. She just shrugged her shoulders. She was not in a talkative mood.

Anita has forgotten her PE stuff a couple of times this week. Sat out for bits & was asked how she feels about missing part of gym class. Anita admitted to not liking this at all. I asked, "What more can I do to help you to remember your stuff (Previously did the reminder mark on her hand)?"

Observation: *Seems to be a bit disorganized. Shares a room with her sister & her dresser is filled with both clean & dirty clothes. Gave her some hints about separating her clean & dirty clothes & how to organize her drawers better. (There is also a cat at home that apparently 'pees' or sprays on her clothes.)*

Will follow up on progress to organize dressers & have a bag for PE stuff.

The next subject, Frank, is similar to Pamela in his approach to providing specific cognitive feedback to students. He also has developed a relationship with his students and knows about some of their history, which helps to create the conditions where students are more receptive to listening to cognitive strategies that are offered.

Frank

In the following two comments, Frank notes first in our focus group discussions and then in a journal entry the kind of specific feedback he offers a student that has been groping the girls:

I decided that I would talk to him at the beginning of every class and I would make sure I would take this approach, I would call him up and say I have to talk to you...do you know what I want to talk to you about, instead of saying don't do this, don't do that I decided I would say, "do you know what I want to talk to you about?" His reply, "Yeah, I know it's about touching." I would respond, "Okay, you find a nice place for yourself and play and stay away from there, because we can't accept that...you know that and I know that." I had to share that with him for two or three times, but the last two or three classes I haven't had to say that because it hasn't happened. I'm not saying that it is solved, obviously not. I'm pretty sure about that but it that particular approach for this length of time seems to be working. We have a pretty good relationship from the very beginning. Following the incidents involving touching, at the beginning of each class I talk to 'K' about my expectations. When I ask him to guess what I am going to remind him of he acknowledges that I am referring to touching.

Another technique Frank uses with this student is to acknowledge that the student has a short attention span and to deal with it in a pragmatic manner:

Therefore, he really likes praise. I guess maybe he gets negative feedback in so many areas that when he can get something positive he likes it to be

written in his agenda. Therefore, we were able to do that but I find that his attention span in the classroom, even in my classroom, is maybe 10 – 15 minutes. I don't think he can go beyond that. I'm just beginning to recognize that. Therefore, what I'm looking at is finding a way to dissect the classroom into periods that are smaller, like maybe about half an hour and see how it works. The last time we did badminton towards the end, I left him and put him with a kid with whom he played a little bit, only a little...maybe a minute or two so I can't say much more on that. Basically, that's his case. The relationship is very good and I'm using that to help him, but there's not going to be a short-term solution, in the gym or elsewhere. Again, my approach to him is I look at it is to shorten his time in a group situation with a partner or two partners. I want to catch him before he wanders.

Frank uses consequences as a strategy in a planned, calm and reasoned fashion to promote the kind of social skills he expects:

I ask a student to sit out 30 seconds or multiples of 30 seconds in a place in full view of the gym. The success of this method is based on the assumption that the student is eager to return to the activity if fun and excitement permeate through the gym. Following his /her return to the activity, I monitor the behaviour, if it persists, additional time out is applied. I prefer to apply repeated short periods than longer ones to maintain a fresh memory of the reason for the disciplinary action.

Both Pamela and Frank have some success applying specific feedback through verbal persuasion, to begin the process of guiding their students toward improved personal/social skills. Their success begins with building relationships with their students. Dan, on the other hand is not receptive to any verbal persuasion from Charlie and perhaps immune from any consequences because he does not have a relationship with his teacher.

Relationship building is noted as the foundation strategy that allows subjects to find out more about the lives of students outside of school. This strategy in turn, provides some insight into the emotional responses to events that students experience in class. With the successful implementation of these two strategies, an atmosphere of trust is created, where students are more receptive to cognitive strategies that are offered by the subjects in this study. However, it is not teaching strategies alone that contribute to creating this cascade of events that eventually lead to students becoming receptive to developing their personal/social management skills. An underlying factor that underscores all of the strategies discussed to this point is the subject's view of the nature of children.

The Teacher's View of the Nature of Children

A central factor that seemed to influence the subjects' practice, especially in the area of personal/social management, was their view of the nature of children. This view was based on the subjects' ideological/philosophical perspective, which ultimately grows out of their personal history (Zeichner, 1993). Regardless of the myriad of factors that influence the shape of our being, in the end, as teachers, we must be aware of those influences and be prepared to acknowledge how they influence our teaching.

Charlie

This subject recognizes the importance of the personal/social management general learning outcome (GLO) as expressed in the Manitoba, Education, and Youth (2001) document. However, rather than recognizing this GLO as a set of skills that are part of learning to lead a full and healthy life, just like the other GLO's (fitness, movement, safety, health), Charlie feels 'forced' to make it a higher priority:

The personal and social management GLO is very important to my teaching. During the last 6 or 7 years, I think the kids have forced me to make it a higher priority! Several years ago, I noticed that I needed to talk to individuals and classes increasingly about fair play, cooperation, team work, sensitivity to the needs/abilities of others, individual differences, respect for cultural differences, personal responsibilities, etc.

Charlie tries to see children in the best light. He acknowledges that children are influenced both negatively and positively by a variety of sources. There is some reservation about the unconditional acceptance of all children in the first comment. In the second comment, the implication of this reservation may be more apparent when Charlie notes how successful his life was:

Certainly all "good" children have some naughtiness in them and all "bad" kids have the potential for good thoughts and actions! Basically, I think that all children are worthy of our (i.e. adults...teachers, parents, coaches, church leaders, etc.) love, care, encouragement, effort and attention. Some children are born with physiological challenges. Others live in an environment that helps foster challenging behavior at school.

Still others get the proper love/attention/direction/lessons from their first and most important teachers...their parents.

Personally, I come from a very large family. I'm the eighth child who was raised in a single income family in a 3 bedroom north end bungalow. To date, none of us has spent any time in jail! I believe we grew up to be law abiding, moral, (fairly!) hard working people, in large part due to what our parents modeled for us and taught us. Also, I give credit to the church that helped us out when we were kids (my parents didn't attend). I guess I'm obligated to also mention our teachers and coaches too!

As the study progresses the reader may have noted that Charlie's comments demonstrate a growing realization about the value of time, relationship building, and getting to know students' lives outside of school. Most importantly, he comes to understand his own history and how it influences his expectations of how children ought to behave. This understanding grows out of conversations with other subjects in this study and through reflection. Pamela, on the other hand, has a clear view of what all children need and desire.

Pamela

This subject's attitude toward children has likely been evident in her comments throughout this chapter. What follows is a summary of Pamela's thoughts about this entire study concluding with a very clear expression of her view of children:

Of the five learning outcomes from the PE curriculum, the personal and social management outcome was brought more to the forefront this year, as a result of my participation in this study. The 'intentional' relationship

building used through the 'Time Method' strategy was a real eye-opener for me. As previously stated, the 'making of time' to talk to students showed them my genuine care and concern for them. A relationship of trust was forged and students were more receptive to share and listen when they felt they were being heard. I believe that the nature of children is the desire to be loved and to feel safe. Unfortunately a lot of students at my school do not come from a consistently, loving environment. If I (or at least one other adult), can 'connect' with these kids, who are looking for acceptance and love; looking for someone to listen to them; to care for them; I would be teaching them a lot more than just their basic motor skills. Thank you for allowing me to be part of your study. It impacted me profoundly and changed the way I teach Phys. Ed.

Frank, like Pamela, has a positive view of the nature of children to the extent that when something goes wrong in his teaching day, he first examines his *own* teaching plan before considering the role the student may have played.

Frank

Frank takes responsibility for his students' success or failures, believing that most students will respond positively given a chance:

Most children respond very positively and participate enthusiastically when activities are commensurate with their ability to perform them with a sufficient degree of success. I find that there is a high, positive correlation between well organized and enjoyable classes and student behaviour. Classes that start with enjoyable and suitably challenging activities and

continue with good flow through the various section of a lesson are less likely to evidence poor behaviour by students at large. The best way to elicit good behavior is to run a good class. I can usually trace the source of poor general behaviour to faulty organization or poor selection of activity or when I fail to set performance boundaries that are sufficiently wide in scope or precise in their enunciation.

Frank recognizes that a number of children are very difficult to reach, yet he examines his failure to reach them as his inability to find the right information. He says that children become traumatized through outside influences, implying a belief in the basic goodness of the children. Even in the worst case scenario, Frank takes responsibility in not being able to help a child because he did not find the right solution:

There is no doubt that a teacher's specific psychological makeup may not, in some cases, be conducive to a positive relationship with a child.

Furthermore, there may be children so seriously traumatized by poor environmental conditions or by birth that they have lost, at least in part, the ability to develop acceptably functional social skills. During my years of teaching, I have come across a few students like that, that I was not able to reach. My approach with these and all students is based on empathy, on reasoning with the child, as well as on the student's ability to respond to meaningful praise. I always try very hard to find something positive to build upon when dealing with a child. I have experienced a sense of failure when dealing with a very few students who did not respond to praise. In retrospect, in those cases, I did not search outside

the school boundaries for the clues and that might have made the difference.

Summary of Findings

This study considered three subjects over 5 months. Although this is a small number of subjects studied over a brief time period, the data suggest that the *Time Method* is an approach worth pursuing in helping to develop personal/social skills in a physical education setting. The data also support the value of the strategies that were discussed in the literature presented in this study. This conclusion is drawn by noting that subjects were mostly successful in implementing strategies of creating *time*, building relationships, learning about students' lives outside of school, and applying specific feedback and establishing consequences to regulate behaviour. With regard to their view of the nature of children, Pamela and Frank, who believed in the innate or natural goodness of the child (Rousseau, 1762/1979), seemed to be more successful at developing relationships than was Charlie, who believed his students wanted control and needed to be controlled. In Charlie's own words we see his distanced approach to teaching. He describes his approach toward students as "business-like, (somewhat) friendly." This ideological/philosophical position of the subjects related to their view of the nature of children, is seen as a pivotal factor in determining the success at implementing the strategies noted above.

With regard to the strategy of creating *time*, Pamela and Frank initially found that, by setting aside time, they were more successful in building relationships. Although Charlie had the most organized, instrumental teaching style of the three subjects in this

study, perhaps suggesting that his style lent itself to the *Time Method*, he was nonetheless unable to skillfully use this time to connect with his student.

With regard to the strategy of building relationships, Pamela and Frank were able to successfully use some of the components of relationship building that were presented in the literature review of this study. These subjects made positive, confirming statements to their students, which created a safe welcoming atmosphere. On the other hand, Charlie's questioning techniques further alienated his student, who already had a poor relationship with him.

With regard to learning about students' lives outside of the school, Pamela was able to get information from her students directly, while Frank chose to get most of this information from other sources. In both cases, subjects were able to use this information to empathize and therefore further humanize their relationship with their students, which in turn further supported their efforts to develop their students' personal/social skills. Charlie acquired information about his student from other sources but because there was a poor relationship, this understanding of the student's emotional life was of less value. However, all three subjects, as well as most other teachers, receive a minimal amount of training in psychology. The data showed that all three subjects were unaware and therefore, were unable to use the ideas that the affect-as- information model (Schwarz and Clore, 1983) or the principles associated with this model (Clore and Gasper, 2000) suggested might influence student's behaviour. The consequences of this lack of knowledge will be fully discussed in the next chapter.

With regard to the strategy of applying specific feedback and establishing consequences to regulate behaviour, the data showed that Pamela and Frank, who had a

positive view of their students and were able to establish a relationship with them and empathize with their emotional lives, were successful at applying specific feedback via verbal persuasion and the use of consequences, because students were more receptive to this information (see Appendix I).

In the final chapter, the implications of these findings will be discussed noting how strategies were successfully implemented and how some components of strategies were ignored.

CHAPTER 5

CONCLUSION

Summary of the study

This study attempts to answer the following question. What strategies can Early and Middle Years physical education teachers successfully use to develop personal/social management skills of their students? The data from this study suggests that the following general strategies support the growth of those skills: 1) building relationships between teachers and students, 2) learning about students' lives outside of school, 3) applying specific feedback and establishing consequences to regulate behaviour, and, 4) adding a distinct 'time' to build relationships. It is important to note that physical education classes are short in duration which makes it challenging to establish meaningful relationships with the large number of students that come to classes each day. This study includes the examination of the '*Time Method*' (Appendix B), which is one way to create time that subjects might more successful use to establish relationships. With this extra 'time,' teachers can begin to build relationships with their students, which might lead to understanding their personal/social life outside of school, which in turn may create an atmosphere where the student is more receptive to accepting specific cognitive skills in personal/social management.

An essential factor that contributes to the success of developing students' personal/social management skills is the teacher's ability to reflect on their beliefs about the nature of children (Moallem, 1997; Pianta, 1999; Schon 1983; Zeichner, 1993). Teachers have particular beliefs about students and about education in general, originating from their personal histories. These beliefs influence how we relate to

students, and our ability to teach them. Teachers who are aware of their beliefs through reflection are more apt to moderate those beliefs for the benefit of students than those teachers who, as Dewey (1938) noted, continue with 'routine action.'

Early and Middle Years physical education teachers from three urban school divisions were invited to attend a half-day workshop (Appendix A) that provided ideas for developing students' personal/social management skills. Over 30 teachers attended the workshop and were later recruited to participate in this study. There was no effort to screen volunteers on variables such as experience, gender, or age. Three participants of the workshop, one female and two males, all with 15 or more years of experience, became the subjects of this study.

Subjects were asked to implement some form of the *Time Method*, (Appendix B) focusing on three specific strategies: 1) using time to attempt to build relationships with students, 2) understanding the emotional lives of their students and, 3) implementing specific cognitive strategies that might help develop students' personal/social management skills. Subjects were also asked to reflect, (both in journals, and focus group discussions,) on issues such as their beliefs about the nature of children and what personal or professional factors influence those beliefs.

The procedures used in this study included a combination of focus group discussions, journal entries, (Appendix C-D) and a questionnaire (Appendix G). Focus group discussions and subjects' journal entries examined critical incidents related to developing the personal/social management skills of students.

All focus group discussions were facilitated by the researcher who followed the protocols as they appear in Appendix C. All focus group discussions were tape-recorded

and transcribed by the researcher as outlined in the participant consent form (Appendix F). Names and identifying information in the transcriptions were changed to protect the confidentiality of participants.

Discussion

The analysis of the data collected in this study revealed several strategies that may influence the development of students' personal/social management skills in Early and Middle Years physical education classes. The analysis also revealed a personal factor that may influence the success of these skills. The data gathered from focus group discussions, journal entries and a questionnaire involving the three physical education teachers' description of critical incidents during their interaction with students supported the use of the three specific strategies. One strategy is to create 'time' in order to allow the second and third strategies, building relationships and learning about students' lives outside of school, to occur. The findings suggest that once these basic strategies have been successfully established, students are more receptive to accepting consequences for their behaviour, and accepting specific feedback, which might enhance their personal/social management skills. The personal factor that this study examined which had a bearing on relationship building is a teacher's view of the nature of children. This is shown to be a foundation strategy. These strategies and the personal factor will be reviewed in relation to their influence on developing students' personal/social management skills as experienced by the study subjects.

The Time Method. The creation of additional time was clearly articulated by Pam and Frank and seen as valuable by the third subject, Charlie, near the end of the study. Charlie's acceptance of the *Time Method* grew from a realization that the additional time

could allow him to communicate better with his students. This critical strategy provides the time to build relationships, which creates an opportunity to begin to learn about students' lives outside of school, which has a bearing on how they conduct themselves at school. Pam never thought it was possible to find the time needed to get to know students on a deeper level. However, as she discovered early in the study, it was not only possible, but necessary to set aside time to accomplish the various goals she set out for her class. In particular, the *Time Method* was instrumental for this subject to build relationships. Frank found that although his less rigid, easy going style, gave him many informal opportunities to dialogue with students, the *Time Method* provided a 'distinct' structure to ensure communication occurred more regularly. His easy going style was his strength, but this teaching style also was a weakness. His description of the *Time Method* as providing a "distinct" structure may demonstrate that even a successful, less rigid style of teaching can benefit from some type of formal structure to improve communication. The third subject, Charlie, found that setting aside time to develop relationships became less advantageous as the study progressed because the critical incidents involving his student were not resolved during these times. This situation may demonstrate that time may be less valuable if it is not used to create an atmosphere of trust, as Charlie learned at the end of this study.

Relationship Building between Students and Teacher. All subjects in this study acknowledged the vital importance of building relationships with their students. With the success in implementing this strategy, the subjects begin to see students as individuals, who have particular needs arising from particular histories. This process gives students a human face that provides the subjects with a deeper knowledge than they might otherwise

have had toward students. Pam and Frank developed relationships with their students by attentive listening, using a positive tone, and through supportive confirming comments. Frank was successful in building relationships by giving, “meaningful praise.” Charlie was not successful at developing a relationship with the one student he chose to discuss. This particular student may have been a particularly difficult case; however, Charlie did not appear to use communication techniques such as listening and confirming which are recommended in the literature (Noddings, 2002). The questions he asked of his student were too difficult to answer and only resulted in frustration by both parties, worsening an already strained relationship. This interpretation may have been confirmed when the student himself says to Charlie, “I hate all these questions.” It was not clear if Charlie may have had more success if he had chosen a number of other students to study, in addition to the very troubled student that is discussed in this study.

Learning About Students’ Lives Outside of School. When relationships are established, students are more willing to share aspects of their private lives that have a bearing on their school lives. With this deeper understanding of private, factual information and its possible effect on the emotional responses of students, Pam and Frank were further able to empathize with their students. These subjects were more cognizant of teaching *students* rather than their *subject*. This increasing humanizing of the student encouraged them to be more receptive to the cognitive strategies that teachers provide which in turn improved their students’ personal/social management skills.

Charlie acquired information from sources other than directly from his student (administration and guidance). This gave him an opportunity to empathize and perhaps provide guidance to his student in developing his personal/social management skills.

However, as noted earlier, without a trusting relationship, other strategies are less likely to bare any fruit in promoting these skills.

Applying Specific Feedback and Establishing Consequences to Regulate Behaviour. Subjects in this study often gave specific cognitive feedback to their students to help them more successfully ‘navigate’ their personal and social environments. They also sometimes outlined and then instituted consequences to help their students receive and then internalize strategies that helped students in this endeavour. Pam and Frank gave specific feedback for particular situations such as, “Use words”, or “Find a nice place for yourself to play and stay away from there.” Sometimes these subjects posed specific questions such as, “What do you need to do differently next time in order to get back into *Green Time*?”

Charlie asked his student to reflect on how the student’s behaviour affected the rest of the class. This was done as a means of giving specific feedback, but it only diminished the student’s sense of value. This kind of reflection may have had a positive value set in a positive relationship, but in this case, the relationship did not really exist. In addition to the four strategies already described, the teacher’s view of the nature of children also appeared to play an important role in this study.

The Teacher’s View of the Nature of Children. This personal factor was expressed by the subjects in their response to the questionnaire, and was further revealed in their journal entries and during focus group discussions. Their view of the nature of children may have had a great influence on how these subjects taught. Therefore, reflection on this factor is a necessary precursor for the implementation of the other strategies that have been outlined in this study. Pam and Frank clearly indicate their

appreciation for the potential goodness of all children which I believe contributes to a relatively successful implementation of all the strategies discussed in this study, while Charlie, who has a more guarded view of children, is relatively less successful at relating to the student he chose to study.

Implications

‘Personal and Social Management’, is one of the five general learning outcomes that Manitoba, Education, and Youth, (2001) outlines in the Physical Education and Health curriculum. Two subjects of this study demonstrate that when this outcome is addressed in a focused manner, students begin to absorb the cognitive and psychomotor skills presented to them. The results of this study suggest that there are a number of strategies that can be implemented by teachers to enhance the development of personal/social management skills. Pam and Frank are successful at utilizing ‘time’, building relationships, and learning about students’ lives outside of the school, and as a result are able to create an atmosphere where students are more willing to accept specific feedback as part of their personal/social development.

Charlie is less successful because his student is a very difficult case and he has more difficulty in implementing the strategies than the other two subjects in this study. However, all three subjects are somewhat limited in their ability to be successful because of their lack of theoretical knowledge that might inform their practice. Perhaps from a practical point of view, the subjects of this study demonstrate how they are promoting the development of personal/social management skills with a good deal of success. However, what follows (with the exception of the first item below) are examples of where theory might inform practice.

Implications of the 'Time Method.' Physical educators see large numbers of students for short periods of time, making it difficult to find the time to know students more intimately. The 'Time Method' is one way to create 'time' to ensure that teachers get to know students deeply. There are certainly other ways to create 'time' for this purpose, but a distinct effort must be made to do so; otherwise, the 'personal /social management' outcome objective is either ignored or taught in an instrumental manner, and removed from the context that makes these skills relevant. This is not to dismiss the value of introducing cognitive strategies for developing personal/social behaviour to be utilized when the time warrants. However, left to that condition alone would be like teaching 'movement skills,' (such as soccer kicking against a wall), and never having the time to use the skill in an actual game setting.

Personal/social management skills or human relations are far more complex than any of the other curricular outcomes. Consider receptive students, who easily learn new skills. They may enjoy the activity or idea that is being presented. They may want to please their teacher or their parents. They may want to improve their skill or knowledge. They may be successful and enjoy the anticipation of more success. On the other hand, consider students who don't learn well. I would suggest that many of these students lack personal/social skills. In more defined terms, these students often haven't developed the "ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives" (Manitoba, Education, and Youth, 2001). They often don't communicate well with peers, parents and teachers. They are often emotionally disturbed by one or more facets of their lives. Until they can develop self-understanding, work cooperatively and fairly with others, and build positive relationships with others, learning

movement skills, safety or health enhancing concepts or taking part in fitness activities is much more difficult. It is always the case, as it should be, that time be set aside for movement, safety, health concepts and fitness. However, by setting aside 'time' for personal/social skills, these other learning outcomes will have greater success because the skills inherent in this objective helps create a happier and therefore, more receptive student.

To more skillfully make use of this strategy, subjects could keep extensive notes on critical incidents as they arise. The data did not show that subjects used notes to record events as they occurred in order to have a more detailed conversation with students after the incident. Not only should 'time' not be a random strategy, but it would be better utilized when conversations were based on using focused issues gleaned from good note taking.

Implications of Relationship Building between Students and Teacher. Noddings' (2002) ethic of care model suggests five components (continuity, modeling, dialogue, confirmation and practice) that lead to building relationships. The first two components are not clearly expressed in the data. In relation to the first component, *continuity*, physical education teachers usually see students over several years, albeit for short lessons each day. Although many of the students in this study are transient, some have been in the school for some years. Nothing in the data showed that subjects used past knowledge about their students to enhance their relationships with them. Continuity is an inherent feature of physical education and must therefore be utilized to the fullest extent. The second component, *modeling*, is such a basic concept in teacher preparation courses that it must be assumed all teachers are aware of it. The difficult task to be achieved is for

the teacher to be aware of *what* they actually model. Although the subjects in this study often model communication skills positively, none of the data demonstrates that subjects consider how they might be perceived as role models from a personal/social perspective. Imagining oneself seen through the eyes of a child is a difficult task that might contribute a great deal to the act of relationship building.

There are many opportunities for *dialogue*, *confirming* statements, and *practice* during 'Green and Fun Fridays.' Unlike the first two components, there is much evidence in the data that these components of the ethic of care model (Noddings, 2002) provide much success by Pam and Frank in their attempt to build relationships, as they would for many teachers. Charlie has acknowledged that the tools that build relationships don't come naturally for him and his relationships suffer as a result.

Implications of Learning about Students' Lives Outside of School. The subjects in this study are successful at acquiring information about their students' private lives from a variety of sources, including home room teachers, administrators and directly from students themselves. Using this information contributes to helping them understand their students' personal/social lives outside of school. However, the literature on affect that is discussed in this paper, that may have assisted the subjects in directing their students' emotional responses to events, is generally unknown to these subjects and likely to other teachers. This literature included the affect-as-information model proposed by Schwarz and Clore (1983) and the principles about affect and information processing that Clore and Gasper (2000) establish from this model. Most physical education teachers are not trained nor do they have the time, even with the 'Time Method', to delve deep enough into the psychological states of their students to implement these principles. A concerted

effort to understand these principles may give teachers some initial ability to further assist students manage their emotional responses in the classroom. For example, the first principle says that affect has varying degrees of influence on beliefs depending on the *experience* of the individual. The greatest effect is by individuals, who often attend to their feelings or are clear about what their feelings mean and among those who are instructed to attend to their feelings. Teachers can use this awareness of affect to direct students toward positive ends. The data demonstrated that subjects directed their students to be aware of how their behaviour affected other peoples' feelings but subjects did not direct students to attend to their *own* feelings. This did not even account for helping students uncover their unconscious feelings, which also influences behaviour (Bargh, 1997; Murphy & Zajonc, 1993). Teachers might be able to improve personal/social skills by directing students to attend to conscious feelings and when possible uncover their unconscious feelings. Physical educators have many years of contact with their students, which provides opportunities to apply this, as well as other principles of the affective domain. With regard to the second principle, the *information* value of feelings, facial expressions make feelings publicly known (Ekman, 1982) and can clearly help teachers have some insight into the feelings of students. Teachers must assist students in recognizing the importance of being aware and attending to their emotional reactions to events. Since subjects did not direct students to attend to their feelings, clearly the next step of being aware of their emotional reaction to an event was also not evident in the data. The next three principles are equally not expressed in the data. The *attribution* principle demands that the subjects help the student understand where their feelings originate. The *immediacy* principle requires subjects to help students distinguish mood,

an affective state born in some past time, from feelings, an affective state born from the present moment. Finally, the *elaboration* principle has the subjects help students find strategies to moderate the worst consequences of compartmentalizing or elaborating emotional experiences. An elaborated experience is considered more harmful than a punctuated one because rumination on an emotional event stops an individual from separating their emotional reactions from other thoughts (Nolen-Hoeksema & Morrow, 1993). A solution to counter the deleterious effects noted above is to talk about the event (Pennebaker, 1990). The data of this study did show that subjects who were successful in building relationships were able to have meaningful conversations with students yet these conversations tended to be vague in the area of feelings.

Charlie may have better understood Dan if he considered that this student could not answer the questions posed to him because his thinking during difficult times is visceral and biological, making the first cognitive response, a response actually by the brain *and* the body (Damasio, 1994). Shelton (2003) adds that in the process of learning, emotions interact with cognition resulting in feelings. These feelings need to be not only controlled but understood and harnessed.

Due to its complexity, it is extremely difficult for teachers to address the affective domain. However, once time is found and the desire to get to know students is established, perhaps the next step to help teachers delve into this area may be at least putting a label to some of the affective processes that are described in this paper. As teachers become better at understanding and applying these affective principles, then the act of harnessing the positive value of emotions may begin. Consider the development of one aspect of emotional intelligence (Goleman, 1995), 'motivating oneself'. This positive

use of emotion is noted by Simon (1967), when he suggests that emotions are the prime movers of action because they change the processing priorities of the brain. Schwarz and Clore (1983) say that emotional feelings provide information and guide attention toward goals that are relevant to individuals. Emotions as 'prime movers of action' and 'guiding attention' thus have the potential to create a motivated individual.

Another positive use of understanding and guiding emotions in students is to promote moral actions. Hume (1739/1896) Schopenhauer (1841/1965) and Williams (1973), believe that the influence of emotions is seen as having a more positive moral outcome than if left to reason alone. Helping students think through a problem in the personal/social domain is only part of the solution; they must also empathize with the 'other' (Levinas, 1987).

Implications of Applying Specific Feedback and Establishing Consequences to Regulate Behaviour. Bandura's (1986) social cognitive theory is presented in this paper as providing cognitive strategies that might assist teachers in promoting behaviour change. For the purpose of this study, that behaviour change is directed toward the development of personal/social management skills. Data from this study demonstrate that subjects, while unaware of the theoretical underpinnings, use three aspects of social cognitive theory. The first is providing specific feedback in the form of verbal persuasion to lead students toward developing better personal/social management skills. Unfortunately, this aspect of the theory is considered less effective than other aspects of the theory. Data also show the use of consequences, which is the second aspect of Bandura's (1986) work that is implemented. Consequences are used as a regulator of behaviour. Subjects outline consequences to students allowing them to be aware of how

their actions will be rewarded or punished. Social cognitive theory says that consequences for behaviour are influential because of their information and motivation value. Anticipated rewards or punishments have an influence on a person's response. Thus it is 'thought' that gives consequences their value. The cognitive mechanisms at work are intentionality and forethought or anticipatory thought (Bandura, 2004). Humans plan their actions based in part on the memory of an accumulation of previous consequences. The third aspect of social cognitive theory that is seen in the data is the use of self efficacy, the ability to accurately judge one's actions. This is evidenced when one subject provides "meaningful praise."

However, once again, as with the other strategies outlined in this paper, subjects are not aware of any other aspect of theory that might further assist them in this process of applying cognitive strategies for behaviour change. This is especially evident with the lack of awareness of the two aspects of the regulators of behaviour, vicarious and self-produced regulatory incentive systems (Bandura, 1986). There is no data from this study that shows that subjects use vicarious experience and little evidence for the use of self-awareness and self-efficacy as cognitive strategies to promote better personal/social management skills.

Implications of the Teacher's View of the Nature of Children. This factor may be the most fundamental issue that contributes to promoting personal/social management skills. Whether physical education teachers find some method to create time in the brief time they have with students in order to attempt to build a relationship may be of secondary value if the teacher sees children as manipulative and needing control. "No problem-solving strategy, regardless of how clever or well-meaning it may be, can take

the place of that experience of being accepted” (Kohn, 1996, p.122). When teachers believe that children *can* and *want* to improve, then teachers can use other strategies such as finding time to build relationships, finding and sharing the emotional underpinnings of their behaviour and finally being in a position where the student is receptive to learning about either specific feedback or general cognitive process that can lead them to improved personal/social skills. The teacher’s view of the nature of children underpins all other issues related to developing personal/social skills.

Recommendations

The findings of this study raise three major possibilities for further research. Subjects attended a workshop in which directions on how to implement the ‘Time Method’ were given. One recommendation would be to provide prospective subjects with a detailed outline of the key components discussed in the literature for relationship building, cognitive strategies, the effect of the affective domain and the research on the importance of personal reflection, especially as it relates to one’s view of the nature of children. Armed with a workshop on understanding the components of these theoretical suggestions along with instituting the ‘Time Method’, a researcher might use a similar qualitative study to compare the responses of more theoretically informed subjects to those of the current study. The purpose of this research would be to determine if subjects, who are provided with this theoretical knowledge would be better able to promote personal/social management skills with their students. A study of this kind could be conducted using the same qualitative procedures outlined in the current research.

A second recommendation would be not to provide subjects with the preliminary workshop on the *Time Method*. Subjects would only be told that the purpose of the study

was to discover strategies that might lead to developing personal/social management skills. Individual interviews would replace focus group discussions in order to eliminate any influence of other subjects in the study. Journal entries would be the second source of qualitative data. A third source of data would include an observation session by the researcher. The subjects of the current research seemed to be influenced by the workshop and by the focus group discussions that also functioned as a shared learning setting. Left in the typical isolation in which most physical educators work, this study would attempt to see what strategies they might independently develop to promote personal/social skills.

A third recommendation would be to conduct a study in which both qualitative and quantitative approaches were used to measure the growth of students' personal/social skills that were exposed to the first recommendation outlined above where teachers are provided with an extensive workshop, compared to the second recommended study outlined above, where teachers are not given any workshop. Teachers in this study would record critical incidents using a prescribed list of possible problem categories using numbers to correspond with a ranking sheet of some kind to indicate the severity of the problem. These categories negotiated with teachers and researcher in the study would include items such as: 1) student not being attentive, 2) student not following directions, 3) student off task, 4) student is verbally or physically inappropriate, 5) student shows inadequate physical effort, and 6) student does not dress appropriately for physical activity. Teachers would record these incidents for a set period of time. Qualitative data for the workshop group would include transcripts of focus group discussions, journal entries and a questionnaire. The second group of non in-serviced teachers would provide qualitative data from individual interviews, journal entries and researcher observation.

Both groups would submit the number and severity and kind of incidents that occurred on a monthly basis in order to determine whether the quantity and severity and type of incidents have changed over the course of the study. Quantitative comparisons within and between groups would contribute to the data collection procedure.

Manitoba, Education, and Youth, (2001) clearly outlines personal/social management skills as one of the five general learning outcomes that should be addressed in the Kindergarten-Grade 4, as well as the Grade 5-8 Physical Education/ Health Education curriculum. The document describes the five personal/social management skills: 1) goal setting/planning skills, 2) decision-making/problem-solving skills, 3) interpersonal skills 4) conflict-resolution skills, 5) stress-management skills.

Furthermore, this document provides many age sensitive activities to help promote this learning outcome. This study has contributed to the idea that, a broad set of strategies may support implementation of the skills or activities that are noted in the Manitoba, Education, and Youth document (2001). These strategies include: 1) teachers developing a positive view of the nature of children, because it is the basis of forming relationships, 2) establishing a distinct time to develop relationships, 3) building relationships between teacher and student, 4) learning about students' lives outside of school and understanding its effect on the emotional state of the child, and 5) applying specific feedback and establishing consequences to regulate behaviour to students, who will be more receptive to developing personal/social skills.

In the most broadest sense this study suggests that the role of physical educators may need to be considered as not only an educator of physical and health pursuits, but as a designer of curriculum and as a counselor. With regards to the first point, the physical

educator may need to create a curriculum that finds time for the general learning outcome discussed in this study. This outcome, personal/social management, may be integrated with the other outcomes, or a special place may need to be found to emphasize the important influence it has on other learning outcomes, as suggested in this study.

The second point considers the physical educator as counselor. The point of debate is whether the subject matter or the individual takes precedence in an educational setting. I believe that certainly both issues need to be addressed. However, before the instrumental needs of educational institutions and the economic affairs of society that require that those needs be met, are addressed, the personal/social growth of individuals may need to be seen as a priority. These ideas may imply that all teachers must in large measure be counselors as well as educators.

It has often been said that the act of teaching involves technical as well as artistic skills for optimum effect. This study confirms this idea by illustrating the value of considering broad pragmatic, technical strategies with the essential characteristics of strategies that include caring, understanding and relating. The focus of these activities directed to the most important resource, our children, requires technical expertise through the knowledge that is available, as well as the artistry that only a caring teacher can offer.

REFERENCES

- Aristotle. Rethorica. In Complete Works, Book 2, Chs. 2-12. New York: Random House, 1941.
- Bandura, A. (June, 2004).Swimming against the mainstream: the early years from chilly tributary to transformative mainstream [Electronic version]. Behavior research and therapy, 42, 6.
- Bandura, A. (1986). Social Foundations of Thought and Action. A Social Cognitive Theory. New Jersey: Prentice-Hall.
- Bandura, A. (1978). The self system in reciprocal determinism [Electronic version]. American Psychologist, 33.
- Bandura, A. & Walters H. (1963). Social Learning and Personality Development. New York: Holt, Rinehart and Winston.
- Bargh, J. (1997). The automaticity of everyday life. In R. S. Wyer (Ed.), Advances in social cognition (Vol. 10, pp.1-61). Mahwah, NJ: Erlbaum.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.) Boston: Allan and Bacon.
- Berlin, I. (1959/1992). The Crooked Timber of Humanity: Chapters in the History of Ideas. New York: Vintage Books.
- Bloom, B. S., Englehart, M. B., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives, Handbook I: Cognitive domain. New York: McKay.
- Borba, M. (2001). Building Moral Intelligence. The Seven Essential Virtues That Teach Kids to do the Right Thing. San Francisco: Jossey-Bass.

- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Brown, T., & Jones, L. (2001). *Action Research and Postmodernism. Congruence and Critique*. Buckingham: Open University Press.
- Buber, M. (1922/1996). *I and Thou*. New York: Simon & Shuster.
- Chelmick, B. (2004, April 1 & 8). *Amor VS. Roma*. [Ideas radio series]. Canadian Broadcasting Corporation.
- Clore, G. & Gasper, K. (2000). *Feeling is believing: Some affective influences on belief*. In Frijda, N., Manstead, A., And Bem, S., (Eds.), *Emotions and beliefs. How feelings influence thoughts* (pp. 11-43). Paris: Cambridge University Press.
- Cohen, Jonathan (Ed.). (2001). *Caring Classrooms / Intelligent Schools. The Social Emotional Education of Young Children*. New York: Teachers College Press.
- Craib, I. (1994). *The Importance of Disappointment*. London: Routledge.
- Damasio, A. (1994). *Descartes' Error. Emotion, Reason, and the Human Brain*. New York: G. P. Putnum.
- Dewey, J. (1951). *Experience and Education*. New York: Macmillan.
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
- Dewey J. (1916). *Democracy and education: An introduction to philosophy*. New York: The Free Press.
- Eisenberg, N. (1986). *Altruistic Emotion, Cognition, and Behavior*. New Jersey: Lawrence Erlbaum Ass. Publishers.
- Ekman, P. (1982). *Emotion in the Human Face*. New York: Cambridge University Press.

- Elder, L. (1997). Critical thinking: The key to emotional intelligence. *Journal of Developmental Education*, 21, (1).
- Elliott, C. & Gillett, G. (1992). Moral Insanity and Practical. *Philosophical Psychology*, 5, (1). Retrieved May 5, 2005, from EBSCO Host database.
- Encyclopedia Britannica Online. Retrieved March 14, 2005, from <http://www.britannica.com./search?query=cognition&ct=>
- Fireman, G. & Kose, G. (2002). The Effect of Self-Observation on Children's Problem Solving. *Journal of Genetic Psychology*, 163, (4). Retrieved May 5, 2005, from EBSCO Host database.
- Frijda, N., Manstead, A., & Bem, S., (Eds.). (2000). Emotions and Beliefs. How Feelings Influence Thoughts. Paris: Cambridge University Press.
- Gardner, H. (1983) Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
- Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.
- Goodman, J. & Lesnick (2001). The Moral Stake in Education. Contested Premises and Practices. New York: Longman.
- Gordon, S. (1990). Social structural effects on emotions. In Kemper, T. (ed.) Research Agendas in the Sociology of Emotion. New York: State University of New York Press.
- Guba, E. (1978). Toward a methodology of naturalistic inquiry in educational evaluation, CSE monograph series in evaluation no. 8, Los Angeles: University of California, Los Angeles, Center for the Study of Evaluation.

- Hellison, D. (2003). Teaching Responsibility Through Physical Activity 2nd edition.
Chicago, IL: Human Kinetics.
- Hittleman, D. & Simon, A. (2002). Interpreting educational research. An introduction for
consumers of research (3rd ed.). New Jersey: Merrill Prentice Hall.
- Hume, D. (1739/1896). A treatise of human nature. (Ed., E. C. Mossner).
Harmondsworth: Penguin.
- Kemp, A. (1998). Abuse in the Family, an introduction. Pierce College Tacoma,
Washington: Brooks/Cole.
- Kohlberg, L. (1976). Moral stages and moralization. In T. Lickona (Ed.), Moral
development and behaviour (pp.31-53). New York: Holt, Rinehart & Winston.
- Kohn, A. (1996). Beyond Discipline. From Compliance to Community. Alexandria,
Virginia: Association for Supervision and Curricular Development.
- Krovetz, M. (1999). Resiliency: A Key Element for Supporting Youth At-Risk. *Clearing
House*, 73, p.121.
- Lazarus, R. (1991). Emotion and Adaptation. New York: Oxford University Press.
- Levinas, E. (1987). Time and the Other. (Richard Cohen, Trans.). Pittsburgh:
Duquessne University Press.
- Manitoba, Education, and Youth. (2001). Kindergarten to Grade 4 Physical Education/
Health Education. A Foundation for Implementation. Winnipeg, Manitoba:
Education Training & Youth.
- Martin, D., Abramson, L., & Alloy, L. (1984). Illusion of control for self and others in
depressed and nondepressed college students. *Journal of Personality and Social
Psychology*. 46, 125-136.

- Maslow, A. (1954). *Motivation and personality*. New York: Harper & Row.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence*
New York: Basic Books.
- Mills, G. (2003). *Action Reseach. A guide for the teacher researcher* (2nd ed.). New Jersey: Merrill Prentice Hall.
- Moallem, M. (1997). The Content and Nature of Reflective Teaching: A case of an expert middle school science teacher. *Clearing House*, 70, (3). Retrieved May 5, 2005, from EBSCO Host database.
- Moore, B., & Isen, A. (1990). *Affect and Social Behaviour*. Cambridge: Cambridge University Press.
- Murphy, S., & Zajonc, R., (1993). Affect, cognition, and awareness: Affective priming with optimal and suboptimal stimulus exposures. *Journal of Personality and Social Psychology*, 64, 723-739.
- Nelsen, J., Lott, L. & Stephen G. (1993). *Positive Discipline In The Classroom*. Prima Publishing. Rocklin, CA.
- Noddings, N. (2003). *Happiness and Education*. Cambridge: Cambridge University Press.
- Noddings, N. (2002). *Educating Moral People: A Caring Alternative to Character Education*. New York: Teachers College Press.
- Nolen, J., (2003). Multiple intelligences in the classroom. *Education*. 124, 1.
- Nolen-Hoeksema, S., & Morrow, J. (1993). The effects of rumination and distraction on naturally occurring depressed moods. *Cognition and Emotion*, 7, 561-570.

- Oatley, K. (1992). *Best Laid Schemes: The Psychology of Emotions*. Cambridge: Cambridge University Press.
- Orlick, T. (1980). *In Pursuit of Excellence*. Champaign, IL: Human Kinetics.
- Overskeid, G. (1995). Cognitivist or behaviorist--who can tell the difference? The case of implicit and explicit knowledge. *British Journal of Psychology*, 86, (4). Retrieved May 5, 2005, from EBSCO Host database.
- Patton, M., Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed.). London: Sage.
- Patton, M., Q. (1997). *Utilization Focused Evaluation*. The New Century Text. Edition 3. London: Sage.
- Pennebaker, J. (1990). *Opening up: The healing power of confiding in others*. New York: William Morrow.
- Pianta, R. (1999). Enhancing relationships between children and teachers. *American Psychological Association*. Retrieved May 5, 2005, from EBSCO Host database.
- Richard, Paul (1998). Critical thinking: Why it must be at the heart of ethics instruction. *Journal of Developmental Education*, 22. Retrieved May 5, 2005, from EBSCO Host database.
- Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- Rousseau, Jean-Jacques (1762/1979). *Emile or On Education*/Jean-Jacques Rousseau: introduction, translation, and notes by Allan Bloom. New York; Basic Books.

- Salovey, P., Maer, J., Goldman, S., Turvey, C. & Palfai, T. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the trait meta-mood scale. In J. Pennebaker (Ed.), *Emotion, disclosure, and health*. Washington, DC: American Psychological Association.
- Scherer, K. R. (1999). Appraisal theory. In T. Dalgleish & M. Power (Eds.), *Handbook of Cognition and Emotion*. (pp.637-663). Chichester: Wiley.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schopenhauer, A. (1841/1965). On the basis of morality (Translated by E. F. J. Payne). Indianapolis, IN: Bobbs-Merrill. (Originally published, 1841).
- Schutz, A. (1998). Caring in schools is not enough: Community, narrative, and the limits of alterity. *Educational Theory*, 48, (3). Retrieved May 5, 2005, from EBSCO Host database.
- Schwarz, N., & Clore, G., (1983). Mood, misattribution, and judgments of well-being: Information and directive functions of affective states. *Journal of Personality and Social Psychology*, 45, 513-523.
- Shelton, C., M. (2003). Emotional Awareness. *Independent School*, 62, (3). Retrieved May 5, 2005, from EBSCO Host database.
- Skinner, B., (1953). *Science and Human Behavior*. New York: Macmillan Free Press.
- Simon, H., A. (1967). Motivational and emotional controls of cognition. *Psychological Review*, 74, 29-39.

- Solomon, R., (1992). Existentialism, Emotions, and the Cultural Limits of Rationality. *Philosophy East & West*, 42, (4). Retrieved May 5, 2005, from EBSCO Host database.
- Spinoza, B. (1677/1989). *Ethica*. (transl. G.H. R. Parkinson) London: Everyman.
- Toews, Miriam (2004). *A Complicated Kindness*. Toronto: Alfred A. Knopf.
- Vitto, John M., (2003). *Relationship-Driven Classroom Management*. Thousand Oaks, California: Corwin Press.
- Webb, R. & Sherman, R. (1989). *Schooling and Society*. New York: Macmillan.
- Wegner, D. (1989). *White bears and other unwanted thoughts: Suppression, obsession, and the psychology of mental control*. New York: Penguin Books.
- Williams, B. (1973). *Problems of the self*. Cambridge, UK: Cambridge University Press.
- Williams, S. (2000). Reason, emotion and embodiment: is 'mental' health a contradiction in terms? *Sociology of Health & Illness*, 22 (5), 559-581.
- Wong, D., B. (1991). Is there a distinction between reason and emotion in Mencius? *Philosophy East & West*, 41, (1). Retrieved May 5, 2005, from EBSCO Host database.
- Zeichner, K. (1993). Connecting genuine teacher development to the struggle for social Justice. *Journal of Education for Teaching*, 19, 1, p. 5, 16p. Retrieved May 5, 2005, from EBSCO Host database.

Appendix A

Personal/Social Management

The 'Time Method'

A FRAMEWORK FOR THE PERSONAL/SOCIAL MANAGEMENT REALM of PHYSICAL EDUCATION

THE 'TIME METHOD'

Half Day Workshop

An Outline

- Partial Class Observation.
- Introduction.
- Student Variation/Similarity → Challenges - Share case studies.
- Sample ideas of how to create TIME. Green Time and Fun Fabulous Friday→Explanations.
- Sample ideas of how to set and express clear boundaries.
- Sample Consequences and the vital importance of Tone (Relationships and the Hidden Curriculum.
- Sample recording techniques.
- Closing Comments and Discussion about future plans.

After the proposed half day workshop, staff can decide if they want to continue with a process of collaboration to FURTHER DEVELOP THESE IDEAS.

Staff would be invited to participate in a support group that would agree to;

- Collaboratively investigate a personal/social management teaching technique for 4 months (Sept. - Dec. '04).
- Begin the process by using relationship building techniques, classifying students, and providing specific guidance.
- Meet 3 times over that period to discuss ideas in order to share experiences in order to develop the process noted above.
- Agree to a personal interview.
- Keep a journal

This would form the basis of Harv's thesis, which is to see if this framework with each person's particular style has any value in assisting students and any value in helping staff.
END RESULT OF ENTIRE PROCESS

- 1.) Embrace, or Modify, this particular Method.
- 2.) Collaboratively create a new model.
- 3.) Experience through discussion a variety of models dependent on teacher values and personality.

Those who attend the proposed half day workshop are not obligated in any way to participate in the three month support group element!

“It takes effort to save energy”

PLEASE RETURN THE SECTION BELOW

NAME _____

SCHOOL _____ Telephone _____

E-mail _____

Comments

(?) _____

Appendix B

The Time Method

- General issues about the ‘Time Method’

The following is an explanation of a process that discusses how a physical educator in an elementary school has created a technique that will give teachers the time to help students *internalize* vital skills leading to the *end goal of a healthy life*. The process is dependent on a technique called the ‘*Time Method*’. The next section discusses the intervening steps, moving outward from the end goal, finally leading to a description of the ‘Time Method’.

Leaving the end goal of a healthy child and moving one step outwards is the acquisition of a particular battery *of basic skills*. The psychomotor and physiological skills are one such set of skills, but they are contingent and dependent on the need to develop another set of skills. This other set of skills includes growth in the cognitive and emotional domains and awareness of weaknesses a student may possess in these areas. Specifically, these skills include, organizing one’s thoughts, particular habits of mind, self-discipline, and communication techniques. The list provided above is not exclusive but it gives the reader a feel for the social/emotional realm that in essence the students must internalize to have success in physiological and motor development. When students are not preoccupied with social/emotional difficulties, they are better able to focus their energies on developing physiological and motor skills. Furthermore, through relationship building and good communication skills (see next section) the social-emotional set of abilities will be seen as relevant and valuable to students, which contributes to the success of the internalizing process.

The next step is the need for the teacher to *communicate* effectively with students. This part of the process is within the teacher’s realm. The teacher must develop and use a variety of communication skills. These would include the ability to actively listen, to demonstrate the use of inviting body language, tone of voice and sincerity. This step includes the establishment of a sincere and caring *relationship* with students. This requirement is absolutely essential to the success of any attempt to reach (one must reach a learner emotionally before one can teach them) a learner. Students may be coerced or persuaded to learn, but the result is not necessarily internalized. Much of this part of the process is tacit in nature. It must be a set of skills that a teacher develops over time through reflection and feedback from respected peers.

The next step out from our end goal is the need to create *time*. The previous requirements were subject oriented, in that they dealt with individuals. Time is an objective, or instrumental, technical consideration layer that ironically enables the blooming of a more human or relational environment. Teachers in a physical education setting only have students for short periods of time, such as 30 or 40 minutes three times a school cycle of six days. The lack of personal time in the environment of a revolving door of classes that are coming and going with such rapidity does not easily contribute to building relationships. Physical educators have a variety of techniques to develop this all important relationship layer. This may include such ideas as actively playing with

students, being extra friendly, giving enormous amounts of time to after school activities, among others. However, I contend that these and other kinds of relationship building exercises may be negligent in actually giving specific guidance to students to help them through the set of social-emotional skills I outlined earlier. Furthermore, this paper alludes to the need of teachers taking care of their own health needs, which demand a balance of work and play in reference to professional physical time on the job and the need to have some emotional distance from students.

Finally, the first step leading to the ultimate goal of a healthy child may be expressed initially as a question. How can a physical educator *create a technique* that gives teachers enough time to build a relationship, which can then help students acquire the social emotional skills that will eventually carry them towards the goal of a not only healthy physiological life, but also a healthy social/psychological life? This cascading of seemingly large distant goals leading to a core goal of health begins by using a technique of instrumental design I call the 'Time Method' that provides the teacher the time to help the student internalize the skills noted above.

- The 'Time Method' and 'Fun Fabulous Friday'

I teach physical education in a kindergarten –grade 8 school, which gives me the opportunity to see students develop over nine years. In a general sense, the personal and social management realm has a similar pattern for all students with an upward spiral of complexity over the years. A series of rules or principles are either introduced or reinforced each year. Older students would get the opportunity to discuss the value of these rules but their worth, as a means of class management is never disputed. They are the core values. Most students recognize the harmonious nature of the class depends on these well-established conventions of behaviour. These rules would include such things as: 1.) during the time directions are given make no sounds, eyes on the speaker, keep self and equipment still and concentrate. 2.) Follow instructions 3.) Use time well 4.) Treat others with kindness, patience, and fairness. 5.) Show effort 6.) Come prepared to class.

Just as rules and modes of behaviour in the wider society may be insufficient to create a harmonious setting without the tacit acceptance by societal members at large through much dialogue over time, the classroom also requires opportunities, time, for dialogue, reflection and finally internalized acceptance. Several of these opportunities exist in my class. At the beginning of each class, students have a short period called 'Green Time' when they are free to practice a wide variety of skills for 5-10 minutes. It is important to note that this is a popular time for students because they have considerable freedom of choice. This segment of the class gives me an opportunity to speak to particular students who choose to want to talk with me. However, the prime affective domain purpose of this time period is to sit and provide immediate feedback to students who have just experienced some social-emotional choice that has not gone well. These conversations are expanded and become a rather lengthy dialogue every second Friday when students are given an entire class period called 'Fun Fabulous Friday' (FFF) with every motivating piece of equipment out for use. Unfortunately, some students perceive the requirement to

sit and talk with me for not attending to rules, as a form of punishment, which in some measure is correct. This view persists because students are asked to miss a part of the class as I take turns counseling those that have not demonstrated socially appropriate behaviour. Contrary to the punishment perception, my intention is framing the sitting out and discussion time as a chance for me to *help* them function in a more positive way. Some of the time, discussions may involve mundane matters but often these sessions are intense and relatively private exchanges where affective issues are discussed. I recorded real life situations that occurred during the previous week in some detail at the time of the occurrence to allow for specific discussion about the event. The negative scenarios are reviewed leading to “self-critique and moral examination” (Richard, 1998). Discussions include choices as Kohlberg demanded, so students could become their own moral agents in deciding what action to take and what kind of person they wish to present to the world. Green time and FFF provide the time for dialogue and reflection leading to the internalization of societal and classroom expectations. I also invite students during the Friday session class to see me and give positive feedback for their complying natures. These programmed members of the institution appreciate the freedom they have earned but also deserve the positive verbal acknowledgement which keeps them participating in the internalizing process.

- Progressive Consequences –the addendum to the Time Method

Guided practice is essentially setting goals externally, which often needs much dialogue. However, even with empathetic dialogue, embedded in somewhat primary relationships, it is still sometimes necessary to implement an addendum to the Time Method. This addendum supports the inductive view of socialization because it is a *choice based system of consequences*.

Appendix C

Focus Group Discussion Protocol

During the 2nd and 3rd (October and November) meetings, the researcher will provide feedback from his interpretations of the readings of the previous meeting's transcripts. Subjects will be encouraged to clarify their interpretations of that presentation. During the first and subsequent meetings the following procedure will be used.

- a) The researcher will comment on the following, inviting dialogue at any time:
- Outline the agenda and protocol of the meeting.
 - Model an incident in detail related to the personal/social management domain that arose in the researcher's class during the previous month using the format noted below.
- b) Subjects will follow the format noted below:
- Comment on issues related to the personal/social management domain that arose during the previous month.

Format

- Affective domain:
Describe the characteristics of the student(s) involved using the following general descriptors as possible categories: Physiological imbalance, social/emotional difficulty, rebellious, making do, programmed, other.
- Critical incident:
Describe the incident(s) using the following framework:
- √ Was the incident based on an issue associated with a student's organizational skills? Good organizational skills can contribute to a less chaotic life which will contribute to a calmer demeanor, which impacts a feeling of well being and therefore better social relations.
 - √ Was the incident based on an issue associated with the student's self- confidence?
 - √ Was the incident based on an issue associated with the student's temperament
 - √ What were the particular circumstances of the incident? Describe the context as clearly as possible.
 - √ Were there any previous, extenuating circumstances that may have contributed to the incident, such as an issue from the playground, or an ongoing personality conflict with one or more students or an issue from home?
- Cognitive domain:
√ What global means (teaching to the whole class) were used to address the issue in question?

√ What specific strategies did the student or the teacher see as having value in the incident? Was there any noted change in behaviour, in the short or medium term? If the teacher had no suggestions for the student, the support group might offer suggestions for the teacher to use for the student in question.

- Self-reflection and Relationship Building:
Subjects may choose to comment about their feelings with regards to how this process of reflection, action, and discussion helps them cope with their teaching duties and how it impacted the relationship with their students.

Appendix D

Guiding Questions for Reflective Journals

a) Affective domain:

Describe the characteristics of the student(s) involved using the following general descriptors: Physiological imbalance, social/emotional difficulty, rebellious, making do, programmed, other.

b) Critical incident:

Describe the incident(s) using the following framework:

- Was the incident based on an issue associated with a student's organizational skills? Organizational skills can contribute to a less chaotic life which will contribute to a calmer demeanor, which impacts a feeling of well being and therefore better social relations.
- Was the incident based on an issue associated with the student's self-confidence?
- Was the incident based on an issue associated with the student's temperament?
- What were the particular circumstances of the incident? Describe the context as clearly as possible.
- Were there any previous, extenuating circumstances that may have contributed to the incident, such as an issue from the playground, or an ongoing personality conflict with one or more students or an issue from home?

c) Cognitive domain:

- What global means (teaching to the whole class) were used to address the issue in question?
- What specific strategies did the student or the teacher see as having value in the incident? Was there any noted change in behaviour, in the short or medium term?

d) Self-reflection and Relationship Building:

Subjects may choose to comment about their feelings with regards to how this process of reflection, action, and discussion helps them cope with their teaching duties and how it impacted the relationship with their students.

Appendix E

Letter of Permission to the Principal

September, 2004

Dear Principal,

The physical educator in your school has agreed to participate in a three month study titled 'Developing Strategies for Addressing Personal/Social Management Issues in Elementary Physical Education: A Critical Incident Approach'. The purpose of this research project is to have the researcher and subjects collectively develop teaching strategies that they can use as physical educators to help their students gain skills that will help them grow in the social emotional domain. This researcher hypothesizes that the social/emotional domain is the keystone that supports the cognitive and psychomotor domains. With a reserve of learned social/emotional skills and opportunities to practice those skills, students are more likely to be able to cope with life's demands, become happier, and hopefully exhibit reduced disruptive behaviour.

The physical educator will be expected to concentrate on three elements. The first element involves nurturing relationships with individual students. The minimum requirement to begin the process of developing relationships is time to listen to students. The second element involves clearly understanding the uniqueness of individual students while at the same time, attempting to identify characteristics that they have in common with other students. The third element involves providing specific guidance to individual students to help them work through social/emotional issues. Global information about how to deal with social/emotional issues is part of good teaching, but *personalized* guidance must be the next step.

Teachers will attend three focus group discussions during September, October and November, 2004 in order to share information. Each session will be approximately 2 hours in length and will be audio taped. A pseudonym will be assigned to each subject to maintain confidentiality. The teacher will discuss critical incidents in their teaching involving students in the personal/social management domain during these discussions. References to specific students or schools will be protected by pseudonyms. Specifically, subjects will be asked to describe an incident(s) with sufficient detail to clearly understand the circumstance. The student's particular characteristics will also be part of the descriptive process. The types of specific strategies that were used to assist the students will be noted including, consequences, particular language used during conversations and the perceived success of this process. Teachers will also be asked to keep a reflective journal in which at least once a week they will write about critical incidents involving students in the personal/social management domain. Again students will be identified by pseudonyms to maintain confidentiality.

Your signature on this form indicates that you have agreed to allow this research to take place. The research for this study has been approved by the Education/Nursing Research

Ethics Board. Any questions should be directed to the researcher or his supervisor noted below.

Researcher; Harvey Zahn Work: 6335641 Home:
Mandzuk Work; 4748741

Supervisor; Dr. David

Signature of principal _____

Appendix F

Informed Consent

Research Project Title:

Developing Strategies for Addressing Personal/Social Management Issues in Early and Middle Years Physical Education: A Case Study of Three Teachers

This study will use a collaborative, reflective approach which will examine the possible strategies that can help elementary physical educators build relationships and provide specific individualized feedback for students in the social/emotional domain in a manner that also provides classroom management assistance to teachers.

Researcher: Harvey Zahn

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information

The purpose of this study is to develop teaching strategies in the social emotional domain using the 'Time Method' (see Appendix B) as a common starting model. Subjects will use reflective practice in their own classroom to examine issues related to student behaviour. Through collaboration, subjects will share their experiences with members of a study group through monthly focus group discussions and by sharing their reflective journals with the researcher.

Subjects will be required to fulfill the following obligations as part of this study:

- They will have participated in a half-day workshop in May 2004 that describes the 'Time Method.' Those who agree to participate in this study after attending this workshop will not be required to adopt all of the elements of the Method. However they must agree that three elements of the model; nurturing relationships, understanding students' general characteristics, and providing specific guidance, will be a part of their practice, at least until the study group chooses to modify these requirements.
- Subjects will discuss critical incidents in their teaching involving students in the personal/social management domain. Reference to any, student or school will be done by pseudonym. Specifically subjects will be asked to describe an incident(s) with sufficient detail to clearly understand the

circumstance. The student's particular characteristics will also be part of the descriptive process. The types of specific strategies that were used to assist the students will be noted including, consequences, particular language used during conversations and the perceived success of this process. Subjects will attend three focus group discussions (see Appendix C) on September 30th, October 28th and November 30th, 2004 in order to share information noted above. The sessions will be held at Elwick School. Each session will be approximately 2 hours in length from 4:00-6:00 and will be audio taped. A pseudonym will be assigned to each subject to maintain confidentiality. The researcher will search for common tones and themes in the transcripts that might shed information to assist in developing social/emotional teaching techniques. At the October and November meetings the researcher will share his interpretation of the information gleaned from the transcripts from the previous meeting. Discussions of students will be kept confidential through the use of pseudonyms.

- Subjects will also be asked to keep a reflective journal(see Appendix D) in which at least once a week they will write about critical incidents involving students in the personal/social management domain. A copy of these journals will be given to the researcher at the end of each month. The researcher will use the journal entries as additional sources of data to further understand how teachers help students in the social/emotional domain. Details from the journal that were not used in the group conversations *will not* be shared with the group. The journal copy will be returned to the subject at the end of the study during a meeting in June 2005
- The researcher will interview a number of subjects on a mutually agreed date. Subjects will be chosen based on some especially unique contribution they brought to the discussions. Subjects will be notified that they may be asked to participate in follow-up individual interviews during the course of the study. Only subjects that have something unique to say will be considered for such interviews (see Appendix E). These interviews will be audio taped and a pseudonym will be assigned to each subject to maintain confidentiality.
- Subjects will seek permission for participation in this study from their immediate supervisor using the letter to the principal, which is included in this document. (See Appendix F).
- Transcripts of audio tapes of focus group discussions and personal interviews will be kept by the researcher in a locked drawer at his home. Anonymity will be maintained by having subjects identified by a pseudonym. Reference to any school or student will be done by pseudonym during the entire process. All copies of reflective journals will

be returned to subjects at the conclusion of the study. All audio tapes of focus group discussions and individual interviews will be destroyed at the completion of the writing of the thesis.

- At the end of the study all subjects will meet before June 2005 to discuss the summary of the study's findings. A written summary of the results of the study will be available to participants at this meeting and copies of reflective journals will be returned to participants.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The research for this study has been approved by the Education/Nursing Research Ethics Board. Should participants have complaints about the project you may contact the Human Ethics Secretariat at 474-7122.

Researcher; Harvey Zahn Work: 6335641 Home:
Mandzuk Work; 4748741

Supervisor; Dr. David

Signature of subject _____

Signature of researcher _____

Appendix G

Questionnaire

Since we are a small group I thought I would interview all of you and do so via a written questionnaire. This is from 'Appendix G' in our ethics document. If you agree to fill out this entire questionnaire you will find part two (Summary Issues) asks some difficult questions? Consider pondering them over a few days. I do hope you can actually enjoy pondering these questions which may also help you clarify your feelings and thoughts about teaching social/emotional or other skills. It will help me a great deal.

Either e-mail or bring them to our last meeting on Tuesday Nov. 30th. If you need more time, send it to me when you are ready. No rush! Be as verbose as your time, creativity and energy allow. You are very welcome to call me any time for clarification at 3397223.

ALL INFO WILL BE CONFIDENTIAL. THIS QUESTIONNAIRE WILL BE DESTROYED AFTER THE PROJECT IS OVER.

Part 1: General Data on Subjects

1. Name (To be kept confidential): _____
2. Educational qualifications: _____
3. Years of experience at various levels: Early _____ Middle _____ High School _____
4. Grades taught: _____
5. Population: _____
6. How would you describe the socio-economic character of your school?
7. a) How would you describe your approach toward students? Please be honest with yourself!
8. Any other data you wish to share describing yourself, your work environment or your philosophy?

Part 2: Summary Issues on This Project

1. If you used the vehicle I called 'The Time Method' comment on its strengths and limitations. If you used a version of the 'Time Method' or some other strategy, please describe.
-

2. Please comment on the following issues in reference to its contribution in helping you improve your student's personal/social management skills;

- ❖ Relationship Building Issues and the effect on problem solving, understanding students, and class atmosphere.

Did you find any particular techniques, language, phrases or body language... that helped you build relationships?

❖ Cognitive Issues:

- a) Please comment on what factors (note list below and add your own) do you think regulate behaviour?
 - Rules and Consequences?
 - Vicarious experiences (watching others)?
 - Being self-aware (aware of one's strengths and weaknesses)?
 - Verbal persuasion (teacher talk)?
-

❖ Affective Issues:

- a) What influence in you experience does emotional reaction to events play in directing behaviour?
-

- Student Characteristics:

Did identifying student characteristics (Physiological imbalance, social/emotional difficulty, rebellious...), help you develop strategies (in relationship building, using cognitive or affective ideas)? If so please explain.

- Factors affecting the teaching of personal/social management skills:

Please comment on what would you characterize as the most common issues when incidents arose?

- Organizational skills of the student?
- Confidence of the student?
- Temperament—as in question above?
- Issues from outside the gym—playground, home?
- Other?

3) Any further comments?

Thanks for taking the time and mental energy to complete this questionnaire.

Harv Zahn

Appendix H

Preparation for the first Focus Group Session

Ground rules

- All conversations at this session will be kept strictly private and confidential.
- You are invited to express your experiences in an atmosphere of support and acceptance. Share your *experience* and your *feelings* about those experiences.
- Use as the primary sources of information; 1) your journal for reference, 2) your notes from school in order to be more *precise* in your comments.
- In the spirit of providing a growth experience be prepared to accept suggestions from fellow subjects.
- In turn, take the needed reflection time before providing constructive criticism.
- We will use a speakers order to ensure everyone gets a fair turn to express their opinion.

Take away details

- Strategies

The prime objective of this process is to discover strategies that can help students in a physical education setting learn or improve their personal/social management skills. To this end make note of what language you used either globally or individually which demonstrated success, but also share what language did not help this process.

- Teacher's belief systems is a key element guiding student's development

Reflect on your personal belief system and how that may impact on your conversations with students. This belief system is steeped in your own personal history (culture, economic state, ideological stance, values).

- Details

- Student Characteristics

- Cognition:

What cognitive ideas were of value to students during conversations?

- Affect:

Did you have any opportunity to ask students to monitor how they felt about a particular incident? Help students recognize their feelings by noticing their physiological response.

- Relationship

Monitor your use of language ("If you made a mistake I would like to talk to you and see if we can find a way to help you not make a mistake too often).

Monitor your tone and your body language during global and individual conversation.

Appendix I

Developing Strategies for Addressing Personal/Social Management Issues in Early and Middle Years Physical Education: A Case Study of Three Teachers

Schematic

