

Bringing FEELING into Physical Education

COVID and the Perfect Storm

Isolation

Stuck with self

Mental Health Crisis

Online PE

Business at Usual vs. Change the Business

- Ignore conditions or pay attention to?
- “Real issues” no longer competing with “fun play with friends”

Doing Becomes Arbitrary

Follow along (when can't even see)

Given workouts

- Do they NEED us to get up and move?

In an isolated context, how do we offer them connection?

Conversation.

- Built-in interest finding and engagement
- 'Exercise with me' values exercise more than the people
- Peers even more 'expert' than teacher

The Art of Conversation

Asking and responding

Sincere getting to know

Finding gaps

- Building bridges
- Making aware blindspots

Reflecting objective truth (what was heard)

Letting them organize and then communicate thoughts (time and space to process)

... Is the Same As Personal Practice

Conversation with self (between brain and body)

Learning to lead self through the maze of seeing, feeling, and understanding

- Asking and responding
- Sincere getting to know
- Finding gaps
- Reflecting objective truth (what was learned/ gained)
- Allowing time to organize and then communicate thoughts (procedural pause)

Ongoing Investigation to Uncover, Discover, and Recover

It's Tricky to Get at Feelings

Safety, vulnerability

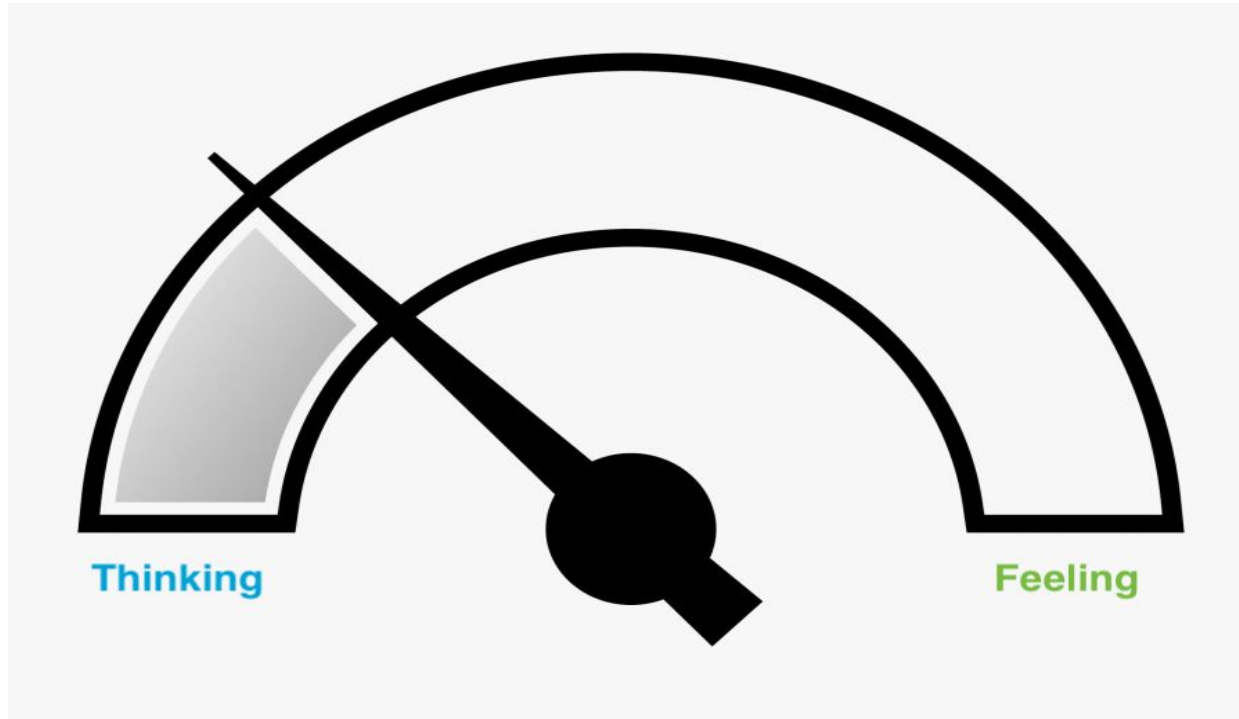
Lack of practice

- Sitting in feeling
- Describing/ translating into words
- Sharing openly

START WITH THINKING

- Respond to questions, reflect answers, discuss possible meaning

The Thinking to Feeling Toggle



Conceptual vs. Actual Feeling

Tired, lazy, anxious, depressed

- “Universal”... not so much. Dictates disconnect, breadth of difference.

Finding words to match/ convey feeling is difficult. Requires:

- Access and familiarity
- Broad Vocabulary
- Relay/convey practice

There are stigmas/ emotions/ shutdowns connected to words

Start with Contrast

MUST BE SELF-REPORTED

anxious/ not anxious

depressed/ not depressed

aches and pains/ no aches and pains

weighted/ unweighted

stillness/ motion

Objective Observation into Guided Variation

Miniscule movements - lower physical demand to up mental focus/ attention

Laying on floor

- Where is weight/ load?
- What wants to move first?
- Lingering in discomfort/letting go

Breathing

Posture/ Position

Make these familiar knowns so they can easily be integrated into larger movements

Ridding Judgement of Actual

The work of here and now

- Attention - when focus is finished, act is finished
- Pleasure - Am I enjoying what I'm doing (while I'm doing it)?
- Ease - Can I look at/ work on this anytime, anywhere?

LOVE, ACCEPTANCE, & UNDERSTANDING

- Here, or in 20 lbs?
- Hating self into change vs. loving self enough to want to improve/ get better
 - Habits, behaviors, treatment of 'task'/ self

Aligning with Natural

Feeling and following

Kids - do as they feel, no instruction

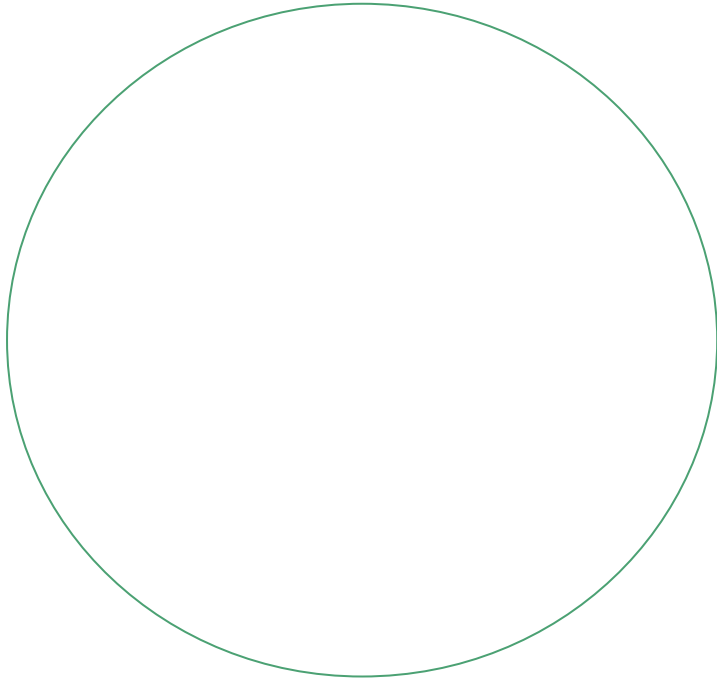
MS - start suppressing, start abiding by social structures/ standards

***HS - start blocking out bits, solidify identity & way of being/ operating**

Adults - numbed, need instructions for everything

Consider the capacity/needs for play for each...

Learning = Points on a Circle or Spiral



Begin at THEIR Point of Interest (IN CLASS)

And let them travel in any direction from there

If no said point of interest:

1. Place them into space/ in front of stuff and see what they do
2. If 'do nothing' offer 2 - 4 options/ suggestions
3. Observe and note groupings
 - a. They don't have to do the same thing at the same time
 - b. HOMOGENY BENEFITS THE TEACHER

If we want them to be independent thinkers/ doers, we must give them the freedom and opportunity to do so/ practice these skills (CAN BE DONE IN SHARED SPACE)

Begin at THEIR Point of Interest (ONLINE)

Ask them questions about themselves

Multiple Choice for quick data visuals (Google Forms)

Note trends, upticks, and potential talking points

Current School Year:

anxiety/ depression >> asking questions & making observations >> social motivation

- Class becomes what they tell you they need.
- Be wary of laying too many tracks on assumptions

Current Realizations/ Experiments

What they most lack and desire is real-time social interaction, in the same space (albeit virtual).

Taking PE Culture and bringing it online (just changing task)

Team Captains (picking teammates, utilizing leadership/communication skills)

Become Conversation Captains

Each group will have to complete challenges

- Keep the conversation going for X min, get everyone's input, debate
- Simultaneously cooperate and then compete (and be able to observe 'action')