

# Emotional Safety Considerations

Emotional safety in Physical Education programs requires intentional, ongoing attention and should be supported at multiple points throughout the school year. The following emotional safety considerations are designed to encourage teacher reflection and strengthen their daily practices (for example, instruction, assessment, evaluation, and relationship building) to better support all students' well-being and sense of belonging.

**Learn about the students' identities, backgrounds, abilities, and interests** For example, take the time to learn about what students need to be engaged and successful in their own learning, through strategies such as student/teacher conferences, H&PE journals, exit cards, student surveys, and/or advocacy cards.

**Co-create a supportive learning environment** For example, find out what students need to feel valued and supported in the classroom by developing collaborative classroom agreements and criteria for safe participation.

**Foster positive relationships with students built on trust and open communication** For example, adapt greeting styles to suit each student's personality and preferences, engage in conversations with students to learn about how they would like to be included in the physical environment, provide constructive feedback to students using positive and encouraging language and establish communication methods that allow an entry point for all students.

**Foster positive relationships with parents/guardians** For example, encourage ongoing dialogue regarding student progression and provide opportunities for parent/guardians to share strategies and feedback to assist with planning and programming.

**Provide opportunities for cooperative learning, collaboration, and leadership** For example, reverse integration opportunities where students from the general education setting are blended into a self-contained Physical Education setting with students with disabilities to provide opportunities for leadership

development, self-advocacy, and mentoring.

**Provide opportunities for students to make connections and transfer their learning** For example, provide meaningful opportunities for students to participate in activities where they can extend and apply their learning using real life settings and examples, provide a variety of strategies for students to reflect, and self-assess.

**Intervene when discrimination is observed or recognized** For example, model inclusive practices and language, establish expectations regarding the use of harmful practices and language (e.g., stereotypes/biases), and create opportunities for and empower students to identify, address, confront, or discuss inequities they may experience.

**Plan activities with a variety of entry points that suit the comfort level, ability, and preferences of the students in the class** For example, use strategies that help students feel included, such as using inclusive strategies for grouping students and teams such as intentional groupings and consider potential power imbalances that may exist within the classroom.