Adolescents Affected by Poverty using Physical Education as a Means to Develop Life Skills
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**Low SES Effects on School Behavior and Performance**
Children with low socioeconomic status (SES) have increased chronic stress over time than their affluent counterparts. This puts these individuals at risk for hopelessness, depression, and suicide (Woan, 2013).

- **Chronic stress...**
  - Is linked to over 50 percent of all absences (Johnston-Brooks, Lewis, Evans, & Whalen, 1998).
  - Impairs attention and concentration (Erickson, Dretske, & Schulkin, 2003).
  - Reduces cognition, creativity, and memory (Lupien, King, Meaney, & McEwen, 2001).
  - Diminishes social skills and social judgment (Womack & Delville, 2004).
  - Reduces motivation, determination, and effort (Johnson, 1981).
  - Increases the likelihood of depression (Hammack, Robinson, Crawford, & Li, 2004).
  - Reduces neurogenesis (growth of new brain cells) (De Bellis et al., 2001).

**Curriculum Models to Consider Implementing**

**Adventure Education**
Involves activities that encourage holistic student involvement (physical, cognitive, social and emotional) that can influence life skills and help instructors meet national standards (Lund & Tannehill 2010).

- **Activities may be...**
  - Uncertain - Mysterious - Explorative
  - Inquisitive - Interesting - Curious
  - Analytical - Surprising - Motivating

**Key Concepts of Curriculum Models**

- Self-discovery
- Positive risk taking
- Decision making
- Self Reliance
- Problem solving
- Goal setting
- Trusting
- Build confidence

**Curriculum Outcomes Linked to National Standards.**
- **Increase participants sense of personal confidence (SHAPE-NPES 4)**
- **Increase mutual support within a group (SHAPE-NPES 4 & 5)**
- **Develop an increased level of agility and physical coordination (SHAPE-NPES 1)**
- **Develop an increased joy in one's physical self & in being with others (SHAPE – NPES 5)**

**References**

**The Role of the Effective Physical Education Teacher**
Intentional efforts on behalf of effective physical educators can support the development of students with low SES and increase positive life skills (Coquil, 2012). Parent student relation is ideal but a teacher can act as a buffer to support life skills (Jensen, 2009).

- Allow students to be placed into leadership roles. Peer teaching of skills
- Take advantage of teachable moments.
- Provide feedback and reinforcement when positive behavior is observed
- Always be a model demonstrating appropriate life skills

**Carl Dweck’s Philosophy of Growth mindset**

Growth mindset is when students believe their abilities can be developed. If kids engage deeply and effectively in a learning process, positive natural products occur. Mentors should focus on enriching the mindset by praising the process; not accomplishments.

**Strategies + Ideas + Focus + Perseverance = Ingredients of Success**
When students learn the value of the ingredients for success they will be able to apply them when life task become difficult.

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