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To cite this article: Alexander Eugene Kurtzman, Zack Beddoes & Karen Lux Gaudreault (2023) Social-Emotional Learning Through Adventure Education in PETE: Strategies for PETE Faculty, Journal of Physical Education, Recreation & Dance, 94:6, 13-20, DOI: 10.1080/07303084.2023.2221714

To link to this article: <https://doi.org/10.1080/07303084.2023.2221714>



Published online: 21 Aug 2023.



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*Social–Emotional Learning Through
Adventure Education in PETE:*

Strategies for PETE Faculty

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The negative effects associated with the COVID-19 pandemic as a result of home confinement—for example, emotional response to the unknown consequences of the lockdown and social change, mental well-being, life satisfaction, need for psychosocial support, decreased social participation, decrease in physical activity, poor sleep quality and increase in negative diet behavior (Ammar et al., 2021; McKegney, 2021)—have accelerated the need for consequential and teachable social and emotional learning (SEL) outcomes within physical education ([PE]; Assessment Work Group, 2019; Mahoney et al., 2018; Taylor et al., 2017). Although the use of SEL terminology is relatively new, many of the central components have been embedded in PE curricula for decades via PE teachers' unique opportunity to address the affective domain (teamwork, personal and social responsibility, self-space, respecting others; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2017; SHAPE America – Society of Health & Physical Educators, 2019).

The SHAPE America National Standards and Grade Level Outcomes include three domains of learning: two of the domains, the psychomotor (physical movements, locomotor skills) and cognitive (strategies and tactics), tend to occupy teacher attention (Chatoupis, 2010). The affective domain (teamwork, responsibility, emotional intelligence) can be an afterthought in both physical education and physical education teacher education (PETE; Johnson, 2016). The authors define the psychomotor and cognitive domains based on those set by SHAPE America National Standards 1 and 2, respectively. SHAPE America states that the physically literate individual, “demonstrates competency in a variety of motor skills and movement patterns” and “applies knowledge of concepts, principles, strategies and tactics related to movement and performance” (SHAPE America, 2014, p. 1). The authors define the affective domain and the affective and social learning outcomes discussed in this article in alignment with definitions set by the SHAPE America National Standards 4 and 5. SHAPE America posits that the physically literate student exhibits “responsible personal and social behavior that respects self and others” and recognizes “the value of physical activity for health, enjoyment challenge, self-expression and/or social interaction” (SHAPE America, 2014, p. 1). Recent efforts have aimed to align PE outcomes more explicitly with the affective domain. For example, in conjunction with CASEL, SHAPE America has provided a useful crosswalk document (CASEL, 2017; SHAPE America, 2019) that illustrates potential alignment between SHAPE America national standards and SEL competencies.

One instructional model that holds promise in providing alignment between CASEL SEL competencies and SHAPE America national standards is adventure education (AE; Sutherland et al., 2016; Dyson et al., 2021). AE is social by nature given that it focuses on developing interpersonal (personal) and intrapersonal (social) skills, shown by establishing healthy social relationships with others, including appropriate forms of communication, cooperation, active listening, conflict resolution and helping others (Sutherland & Stuhr, 2014).

Drawing from occupational socialization theory (OST), the purpose of this article is to present practical strategies for PETE faculty

to address preservice teachers' (PSTs) growth in the affective domain during adventure education courses and throughout teacher preparation. Four strategies will be discussed: (a) journaling and affective workbook, (b) adventure education course, (c) outdoor adventure education (OAE) retreat, and (d) AE embedded in PETE program to teach affective domain skills.

Occupational Socialization Theory

OST describes the socializing process of physical educators. This theory is typically conceptualized across three phases: acculturation (experiences as a child in K–12 schools), professional socialization (PETE program and teacher training) and organizational socialization (teaching in K–12 schools; Lawson, 1983a, 1983b; Richards et al., 2014). Acculturation has been found to be the most powerful of the three phases; research suggests many teachers default to “teach[ing] how they were taught” (Heaton & Mickelson, 2002, p. 51), attaining the culture and subculture experienced during that time. During professional socialization, PETE programs provide coursework and field experiences designed to teach PSTs the knowledge, skills and dispositions necessary to implement best practices. Through PETE socialization, PSTs are trained to acquire the values, attitudes, norms, knowledge, skills and behaviors essential to teaching successfully teaching PE (Richards et al., 2014). Researchers have indicated that PSTs within PETE programs respond to messages from PETE programming with three possible responses: covertly against, overtly against and alignment with best practice (Richards et al., 2014). When PETE PSTs have not had experience with the affective domain during acculturation or professional socialization to the field of PE, they may be less likely to implement affective outcomes upon graduation. Cooperating teachers (CTs) and classroom dynamics during student teaching experiences are significant socializing agents that can be influential toward or away from a custodial student control ideology (Richards & Gaudreault, 2016) and other hegemonic norms in PE; that is, emphasis on psychomotor performance, lack of affective focus or awareness. Researchers have reported the significance of CTs, and the results depend on the student teachers' experiences during PETE:

During student teaching, if student teachers' values, shaped by their past experiences and their professional socialization, are not in congruence with the custodial values of their cooperating teachers and the students, the effects of professional socialization can be washed out. (Richards & Gaudreault, 2016, p. 15)

CTs may not know or understand the benefits of utilizing a novel curriculum such as AE or teaching with SEL and other affective outcomes in PE, which could push student teachers and future beginner teachers away from these potentially useful and beneficial pedagogies and curricula.

Unfortunately, the affective domain can be difficult to define (Hellison, 1987), is frequently neglected (Barney et al., 2021) and is underactualized in PE and PETE (Casey & Fernandez-Rio, 2019), apart from Hellison's (2011) teaching personal and social responsibility instructional model. In OST, individuals develop a subjective warrant and a personal theory of the field of PE through the experiences had during the 13,000 hours in K–12 PE classes (Lortie, 1975). Without explicitly teaching and assessing the affective domain during PETE, future graduated PE teachers may continue to teach as they were taught and potentially leave out the affective domain as a focus in their teaching and assessing. However, the need to

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reprioritize the affective domain in teacher preparation programs has been accelerated by place-based poverty, cultural diversity, immigration, escalating social and emotional challenges (Lawson & van Veen, 2016) and the COVID-19 pandemic. PETE programs are positioned to prepare PSTs for alignment, instruction and documentation of SEL competencies as viable learning outcomes within the affective domain (CASEL, 2017; SHAPE America, 2019). Yet, research suggests that most PETE programs have not prioritized the affective domain (Wilson & Richards, 2020) by not offering diverse, novel and potentially provocative divergent pedagogies, curricula and activities focused on questioning one's teaching biases, teaching orientation (O'Neil & Richards, 2018) and subjective theories built throughout their acculturation to the field. In addition, scholars have noted that some AE facilitators lack assessment data during AE programming that documents participants' learning and alignment of proper AE protocols and SEL outcomes (Dyson et al., 2021). Failure to assess teaching and learning during AE programming leaves a question mark on the validity and reliability of AE facilitators to utilize best practice and whether participants are growing from the experiences. It is our position that utilizing AE within PETE can support the achievement of SHAPE America's Initial Physical Education Teacher Education Standard 1 (Content and Foundational Knowledge) and Standard 6 (Professional Responsibility). Knowledge of AE content, pedagogical behaviors and the ability to assess the affective domain provide PSTs with the knowledge needed to implement this curricular approach within K-12 physical education. Proper implementation of AE within PETE can support the personal and social development needed to enhance PSTs professional dispositions necessary for them to meet Standard 6 by possessing a growth mindset and a desire for continued professional development and collegiality.

Adventure Education

AE is a curriculum model in PE within which to embed SEL learning outcomes given its foci of including all students, relationship building and character enhancement through interpersonal (group) and intrapersonal (self) development. The seven stages of AE are as follows:

1. Acquaintance activities
2. Ice breakers
3. Communication
4. Problem solving

5. Trust
6. Low-challenge course elements
7. High-challenge course elements

AE, through its seven stages of activities, has long targeted growth within the SEL competencies and subcompetencies given its structural design to include all students, build character, provide a variety of engaging and holistic learning experiences involving the whole person, facilitate interpersonal (group) and intrapersonal (self) development, and relationships of participants (Sutherland et al., 2011; Sutherland & Stuhr, 2014).

One of the goals of AE programs is to foster participants' personal and social development through growth in self-esteem, self-awareness, self-confidence, trust, communication skills, cooperation with others and problem-solving skills (Miles & Priest, 1999; Prouty et al., 2007). When AE is delivered with best practices during PETE, PST participants report increased understanding of their students' levels of intrapersonal and interpersonal skills and group dynamics, emotional intelligence (emotional trust) and bias awareness within themselves (Sutherland et al., 2016). These benefits translate for PSTs into useful tools in addressing future PE students with a more student-centered approach and greater explicit focus on the affective domain (Sutherland & Legge, 2016).

Journaling and Affective Workbook

The affective domain is an intrinsic part of education (Robinson, 2017), and reflective assignments help novice teachers develop social-emotional intelligence and an innovative teaching orientation. When PSTs work through reflective assignments, probing their thoughts and examining perceptions and biases of PE, they are equipped with tools of awareness and perspective that change teaching behaviors (Zach & Rosenblum, 2021). Reflective journals and reflective assignments can support professional growth through the deliberate instructional strategies of AE facilitators and group debriefing (Sutherland & Legge, 2016; Sutherland et al., 2016). The benefit of utilizing reflective journals may assist in facilitating PETE PSTs to become "reflective practitioners" (Schon, 1983).

For this strategy, PSTs follow prompts built around SEL and affective learning objectives in long-form and short-form writing exercises to examine their acculturation to PE, including preconceived notions and biases as they reflect on their cultural competency when teaching PE. Table 1 provides examples of prompts to be used to address these areas. Cultural competence is important for PE teachers to reach every student in their classes regardless of differences in background, including socioeconomic status, race, gender, ability or disability (Wyant et al., 2020). Journaling offers PSTs the opportunity to examine subconscious biases, including their own "racialized" self, making it less likely that they will view individuals with differences as "others" (Flintoff et al., 2015). The homogenous workforce of predominantly White teachers coupled with an increasingly heterogeneous student population is resulting in a widening cultural gap in the classroom (Boser, 2014; Musu-Gillette et al., 2016). Without recognizing and examining factors of race and racial biases, PSTs may be less prepared to teach all students in their PE classes (Flintoff et al., 2015).

Journaling for PSTs is reflection-in-action, a form of self-analysis bringing consciousness to subconscious thoughts built around their acculturation into the physical education field. This type of reflection can reinforce the importance of attending to the affective domain. When PSTs experience AE and PE with a focus on the affective

Table 1.
Social and emotional learning and affective writing prompts

- Write a paragraph about what the affective domain means to you.
- Write down one SEL competency and explain how it could be taught and assessed while teaching your favorite sport or activity.
- Write a paragraph about something one of your teachers did this week that addressed the affective domain.
- What is the biggest surprise about something one of your PETE professors said about PE that is different than what PE means to you?
- Take 5 minutes and write a word web about what cultural competency means to you (write anything that comes to mind and how it connects to other ideas).
- Write about your favorite experience in PE as a student, explain what made it so great and what your teacher did to make this occur, or, if it were not a part of it, write about that.
- Write a paragraph that describes your worst experience in PE as a student. If you were the teacher, what are some things you could have done utilizing the affective domain to make that a better class period for students like you?
- Did you feel any different about your cohort after doing adventure education cooperative games?
- Have you ever considered activities like rock climbing that we did today is PE?
- Describe one activity you currently participate in regularly that you never did in K–12 PE, and why do you think that is?

domain and debrief after each session, they are positioned to consider PE from other perspectives rather than exclusively from a psychomotor-focused team sport-based PE that they may have been acculturated to.

Journaling can be effective for examining and exploring beliefs about teaching, critiquing personal biases and examining subjective warrants around SEL concepts. In better understanding their personal biases regarding what it means to teach PE, PSTs can be better equipped with a more holistic view of teaching young people. Subsequently, teachers are better prepared for AE practices such as challenge by choice, full value contract and debriefing. Challenge by choice is an approach offered by Rohnke (1989) designed to encourage participants to challenge themselves without performance pressure in a supportive environment that is respectful of participants' ideas and choices. A full value contract is a group contract created by participants and led by facilitators in defining and refining group norms and group goals to ensure a supportive environment (Timken & McNamee, 2012). Debriefing can be a catalyst for reflective journaling assignments.

For PETE programs that have AE coursework, reflection through journaling can enrich the learning of PSTs as they continue to grapple with topics associated with their experience with AE programming, professional growth, the importance of cultural competence and goal setting. Reflective journals can be collected and compiled with other affective domain work into a PETE summative assignment toward

the end of PETE programs as an affective “workbook” digital binder document. The workbook could include various tools, strategies and concepts in teaching and assessing the affective domain through AE activities with a focus on teaching and assessing SEL competencies and subcompetencies, cultural competence and personal biases. After PSTs graduate and are inservice teachers, during the last stage of OST, the professional socialization stage, they will have an affective domain workbook with research, activities and knowledge to effectively plan and teach the affective domain. This can work as a useful tool for teachers to refer to and utilize in teaching AE throughout teaching careers.

Adventure Education Course

Although PSTs have AE experiences through the role of participant, they may not gain the knowledge, understanding and pedagogical content knowledge (PCK) necessary to effectively teach AE within a school setting (Sutherland & Legge, 2016). In addition, the content knowledge (CK) and PCK of AE are very different from the typical sport-based curriculum most often delivered in PETE (Sutherland et al., 2016) and K–12 PE. Based on these factors, it is recommended that sport-based curricula provide opportunities for PETE PSTs involvement in AE in several areas: as participants in “learning by doing” (Hansen, 2012, p. 135) and with practice as facilitators in teaching and assessing AE, the affective domain and SEL competencies and subcompetencies during PETE programs. This coursework can occur concurrently in other 300 to 400 level coursework (elementary and secondary teaching methods) or within its own course if a PETE program is fortunate enough to have an AE class.

For programs that deliver an AE course, Table 2 offers one example for a full-semester course of this nature. We suggest that the course should begin with teacher-directed lessons to provide students with an overview and background of the seven stages of AE. Following this, PSTs could facilitate small-group work teaching various stages of the AE model. The course could conclude with a field experience involving PSTs teaching lessons (mini-lessons or full lessons depending on PETE faculty guidance) to children in Grades 4–12 with faculty supervision. This could provide PSTs with authentic practical experiences in which to apply CK and PCK in a



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Table 2.
Schedule for an adventure education course

When?	Who?	Teaching modality	Where?	What?	Content
Weeks 1 and 2	PETE faculty member	PETE faculty led	On campus	Adventure introduction and all seven stages of adventure education	Nonnegotiables, syllabus and coursework plan If no high ropes, course uses low ropes elements (whale watch)
Weeks 3–12	PSTs co-teach	Peer teaching episodes	On campus Low challenge elements	Adventure education stages 1–6*	Group debrief, reflection prompts and feedback to teacher
Weeks 13–15	PSTs co-teach	Field experience	K–12	Adventure education stages 1–5	PETE faculty supervised
Week 16	PETE faculty member	Full class of PSTs	On campus	Debrief/recap	Compile and collect journal prompts, debrief reflection, student/teacher feedback reflections; share assessment data; PSTs talk/present findings, aha moments, challenges and questions

Note. *Stage 6 higher risk—PETE faculty supervision required.

progressive fashion, resulting in increased knowledge and skills in delivering effective AE curricula. Finally, if possible, a culminating activity (high ropes course event, outdoor pursuits trip) should be included to provide PSTs the opportunity to apply concepts learned throughout the semester and to enhance the CK and PCK of AE as a curriculum model.

An AE course can provide PSTs with the opportunity to learn and develop the ability to teach the affective domain to children in PE through experiential learning experiences that may differ from their acculturation to PE. Experiences in AE, CK and PCK introduce the affective domain to PSTs in a novel format that may have a positive influence on PSTs' acculturation to their teaching. Graduated PSTs may develop and grow in the affective domain in their teaching with a heightened focus on the affective domain. The explicit focus on the affective domain as participants in AE coursework may contribute to PSTs' advancement of ability to teach the affective domain to children in PE.

An AE course provides PSTs potentially beneficial experiences as participants and in facilitating AE, CK and PCK. In the same way that PETE programs teach about sport skills to address the psychomotor domain, this course prepares PSTs in teaching affective grade-level outcomes in their future PE programs through practicing debriefing skills and developing and using assessment tools for affective skills. Debriefing can happen whenever necessary and may occur during or after a unit, lesson, scenario, adventure stage or activity. There are a plethora of debriefing activities AE facilitators and PE teachers can utilize. Debriefing activities share common goals and foci, giving students the opportunity to reflect and share on their learning and the events that took place, with every student having a voice. Debriefing is a useful way in which PE teachers can assess their students on affective learning objectives; for example, feelings, emotions, respect, teamwork, interpersonal skills and intrapersonal skills. Debriefing can be centered on any of the three domains of learning, depending on the questions posed and the learning scenario led by the teacher. By giving PSTs experiences with debriefing during PETE in an AE course, they gain the knowledge of this valuable tool to address teaching and assessing the affective domain while teaching children in PE.

Outdoor Adventure Education Retreat

OAE camp-based experiences offer another way to embed AE into PETE programming (Sutherland & Legge, 2016). See Table 3, which shows an example that affords PSTs experiences of PE outside the hegemonic team sport PE they may have received during acculturation. Scholars have reported positive affective outcomes of an OAE retreat for participants, including personal and social development, team building, disruption of social norms and increases in self-perception and self-concept (Sutherland & Legge, 2016). Factors contributing to the positive outcomes were due to the novelty of the OAE retreat experience, the fun and engaging atmosphere created in OAE, the social system exhibited during the experience, and the teacher–student relationship (Sutherland & Legge, 2016).

The development of friendships and relationships with peers was an important outcome to the participants of one study (Smith et al., 2010) and could benefit PETE PSTs, PETE programs and the PE enterprise. First- and second-year PSTs may experience an OAE camp as a provocative and novel experience that informs a new perspective for future PE teachers. Year 4 PSTs near the end of their program can gain experience in mentoring younger PSTs when they co-facilitate the week-long OAE camp during their final year in PETE. PSTs become group leaders as a culminating AE PCK and CK teaching experience while instructed and supervised by PETE faculty and qualified university staff. An OAE retreat provides PSTs the opportunity to acquire the knowledge (CK and PCK) and skills to teach the affective domain more effectively in their future PE programs. OAE retreats are beneficial for PSTs through the plethora of experiences that aid in developing the affective domain as a result of being outdoors and inherent uncertainties relating to Maslow's hierarchy (i.e., food, shelter, warmth), relying on a team and working through challenges with peers during activity time and important social development during break time, downtime or leisure time; that is, non-activity free time.

Whereas some outdoor sports like fishing and hunting have goals to bring back *something*, an OAE and outdoor pursuits activities like those in an OAE retreat have the goal to “bring back an *experience*”

Table 3.
Schedule for PETE OAE retreat

Friday PETE faculty facilitate PETE year 4 PSTs through all adventure education stages (1–7) and skill training (belaying etc.)
Saturday PETE year 4 PSTs planning day for off-campus outdoor trip, PSTs working in small groups
Sunday PETE year 1 PSTs meet at designated check-in area designated space PETE year 4 PSTs facilitate AE Stages 1–5 for PETE year 1 PSTs
Monday Adventure education Stages 6 and 7 (low and high challenge course elements) PETE faculty supervise and lead PETE year 4 PSTs are co-facilitators PETE year 1 PSTs are participants
Tuesday–Thursday Groups in the field, on planned off-campus outdoor trip PETE faculty supervise and lead PETE year 4 PSTs are co-facilitators PETE year 1 PSTs are participants
Friday All groups return to campus Closing activities Debriefs Awards Final dinner
Saturday and Sunday PETE year 4 PSTs Debrief on teaching: AE, SEL and affective domain; that is, strengths and weaknesses Compile assessment data: self and partner during co-teaching exercises, write-ups, teaching reflections

(Blanchard et al., 2007, p. 5). One of the most important factors and thus benefits of OAE retreats is the length of time students and PSTs will get to spend together. Many PETE and PE courses run for about 60 to 90 min, whereas a weekend retreat may occur for 48 to 72 continuous hours while students interact, build relationships, and develop deeper connections. Students are together for teacher-led activities as well as during meal-making and -taking and sleeping in close vicinity of each other. Debriefing after activities in nature or around a campfire sets a different environment that may encourage students to be more open or feel more comfortable sharing thoughts, feelings and affective-based reflections. PSTs gain affective knowledge through the extended time spent with peers during OAE retreats, learning about and benefiting from growing deep connections, building a positive class culture and learning environment, and the skills and knowledge of assessing the affective domain through debriefing.

AE Embedded in PETE Program to Teach Affective Domain Skills

Combining the first three strategies into a PETE program may offer an abundance of CK and PCK experiences with learning and teaching in the affective domain using the AE curriculum model; see Table 4. Strategy 3, OAE retreat, can train and socialize PSTs about the affective domain through potentially novel PE experiences during the first or second year of PETE. If offered during the first year of a 4-year program, it could be open to all majors and disciplines and may be a useful tool in recruiting teacher candidates with diverse backgrounds and perspectives on PE, physical activity and health.

Table 4.
AE embedded in PETE program to teach affective domain skills

Year	Strategy
1	OAE retreat participant
2	Journaling and affective workbook
3	
4	OAE retreat co-facilitate

The journaling exercises and affective workbook from strategy 2 are designed for PSTs to work through during their entire PETE program. The affective workbook journaling prompts should be planned and offered alongside the OAE retreat with allotted time given to PSTs for filling them out, taking 5 min to reflect on a prompt, before or after an activity debrief.

Adventure education course from strategy 3 can be offered as a stand-alone course or embedded within a secondary models and/or methods course. Students take the experiences they had during their first year with being participants of AE and begin to shift their perspective on using AE to peer teach AE and assess affective-based grade-level outcomes within the affective domain.

One example is having two PSTs as co-facilitators of a problem-solving activity for their peers as participants. The co-facilitators tell their participants the rules of a problem-solving activity called “magic carpet.” The participants are given the rules, instructed that there is no talking once the activity begins, and asked to stand on a tarp. The size of the tarp depends on the size of the class but should be small enough that all students fit on it while standing with little

to no open space on the tarp. Once all are on the tarp, the students are instructed to begin attempting to flip the tarp, without talking. After a minute, the co-facilitators offer the students a break period and 15 s to discuss a strategy to flip the tarp. This continues in up to four or five rounds, with the amount of time given to discuss tops out at 60 s. Afterward, the co-facilitators host a debriefing session with their peer participants about the activity. PSTs plan an affective-related assessment they offer at some point during their peer teaching experience. Finally, the entire class sits in a circle and offers feedback to the two co-facilitators regarding what they did well and what they could improve on in their AE teaching and affective domain assessments.

During the fall semester of year 4, PETE PSTs work with a university professor or faculty member to co-facilitate the OAE retreat for those in year 1. This gives PETE PSTs an opportunity to teach AE content to peers who may not know about AE and mentor fellow PETE PSTs and can serve as a teaching experience to be assessed regarding effectiveness of teaching AE nonnegotiables and the effectiveness in affective domain skills.

Conclusions

Defining, teaching and assessing the affective domain still lacks clarity and substantial unification among many in PETE (Dyson et al., 2021; Wilson & Richards, 2020). When inspecting the affective domain and AE in PETE through an OST perspective, a conundrum surfaces through each level of training. Many programs do not teach AE or an affective domain-focused curricula and thus PSTs may not be acculturated to it in their K–12 experiences, nor are they professionally socialized in PETE programs with affective and SEL-based CK and PCK, which leaves PSTs without tools to teach them. If this continues in PETE, we may expect that PETE programs will continue graduating teachers without the requisite knowledge and skills of emotional awareness, skills and mechanisms to properly teach the affective domain and SEL competencies properly. This is important for PETE, PSTs and all children throughout every grade level in K–12 and beyond in future generations of PE.

We recognize that (a) physical educators occupy multiple roles, (b) PETE programs have limited time with PSTs, and (c) there is an abundance of standards taught, assessed and accounted for. Therefore, we have laid out some strategies to embed AE in PETE to better align growth within the affective domain in PETE programming, without compromising time or focus from other important content within PETE programs. Following Sutherland and Legge (2016), the growing body of research in AE cements its inclusion as a curriculum and instructional model within PE and teacher education.

PETE programs rarely teach affective-based PCK and CK, outside of a few that teach about the models-based practices that specialize in it, like teaching personal and social responsibility, cooperative learning and AE. The limited number that use AE tend to not record data and are unaware of whether they align with best practices defined by Sutherland and Legge (2016). Teaching AE in alignment with best practices during PETE can potentially result in many novel, innovative and student-centered lived experiences for PSTs with emphasis on the affective domain. While PSTs are active participants in AE, it is important to offer opportunities to reflect on their subjective warrant to PE (Lawson, 1983a) and reflect on the affective domain comparing their K–12 experience and AE debriefing. Through the comparisons and reflections, PSTs are endowed with

a newfound set of tools with heightened social–emotional awareness and cultural competency. Teachers with provocative first-hand experiences with the affective domain may better meet the needs of K–12 students in their future classes. Although we recognize that the strategies presented here may not be easily implemented in the way presented given the limitations in credit hours and resources faced by most PETE programs, these strategies serve as a starting point to encourage and inspire PETE faculty (and practitioners) to reconsider their attention to the affective domain. Through these strategies, teacher candidates can be provided experiences to develop the requisite knowledge and skills to support students in their affective development through K–12 PE. Postpandemic America is in a unique circumstance to highlight the state of mental health and mental illness with behavioral and emotional consequences due to the COVID-19 pandemic. The urgent need for positive learning environments for students, steeped in social–emotional learning, and an increased emphasis on the affective domain should be in the forefront of the educational system because it is necessary for people of all ages, especially K–12 students and college PSTs.

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