

OPENPhysEd.org

Winter
WONDERLAND

ELEMENTARY & MIDDLE (K - 8)

US Games

Powered By:

Varsity  Brands



MODULE OVERVIEW

About This Module

Every year, right around the holiday season, students start to fall into a frenzy of excitement, forget their impulse control basics, and can use a little physical education etiquette reminder. OPEN's winter-themed instant activity module was designed just for that! We've organized our collection of fun and engaging instant activities with social and emotional learning academic language posters. Each academic language word are reinforce in a SEL Vocabulary Journal modeled after the journal charts described in Marine Freibrun's example in her blog post – 5 Tips for Teaching Academic Language (<https://minds-in-bloom.com/5-tips-for-teaching-academic-language/>).

How to Use This Module

There are two suggested ways to implement this module. First, introduce 1 instant activity per class across a series of complete lessons. Focus on the academic language work throughout the lessons with students completing the journal page as an exit assessment. Second, plan 3 complete Winter Wonderland lessons with 3 or 4 instant activities per lesson. Students will take 5 to 10 minutes at the end of class to complete and discuss their journals. Start each lesson with a recap discussion of the previous day's journal pages.

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ORNAMENTS IN THE ATTIC

STUDENT TARGETS

- **Skill:** I will demonstrate proper form when completing the exercises and movements.
- **Personal & Social Responsibility:** I will demonstrate self-control when working with teammates to place ornaments on the tree.

TEACHING CUES

- Move Safely
- Follow All Rules
- Demonstrate Self-Control

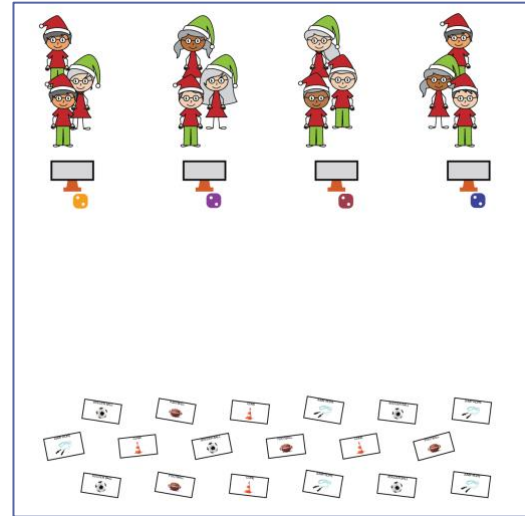
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 starting cone, task tent, Relay Activity Card, and die per team
- 5 foam noodles per team (cut or full)
- 1 set of cut-out ornaments per team

Set-Up:

1. Create a starting line of cones with a team of 3-4 students at each cone. Place 5 foam noodles, one die, and a task tent with the activity card at each cone.
2. Scatter the cut-out ornaments face down on the opposite side of the activity space.



Activity Procedures:

1. We are going to decorate a physical education themed Christmas tree today!
2. The object of the game is to use the foam noodles to build your tree, and then to collect all 8 different ornaments from the attic to decorate the tree.
3. On the start signal, your team will use the 5 noodles by your cone to make a tree. Next, one person from each team will roll the die to see what activity your team needs to complete to be eligible to go and collect one ornament. Once your entire team has completed the activity, one teammate will run to the other side of the activity area and collect one ornament.
4. Teams place the ornament on your tree, until you have collected all 8 different ornaments. If you choose an ornament you already have, then return it and select another one.

SEL Integration:

- **SELF-CONTROL:** Students will be tempted to collect more than one ornament at a time, or flip over multiple ornaments during one turn to find a specific one they are missing. These situations are perfect examples of SEL teachable moments and should be used to teach students about self-control and etiquette.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts “players” of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

NO GRINCHES ALLOWED

STUDENT TARGETS

- **Skill:** I will move safely through the activity space demonstrating respect for my classmates.
- **Personal & Social Responsibility:** I will cooperate with my teammates and use positive language for communication.

TEACHING CUES

- Move Safely
- Follow All Rules
- Demonstrate Self-Control

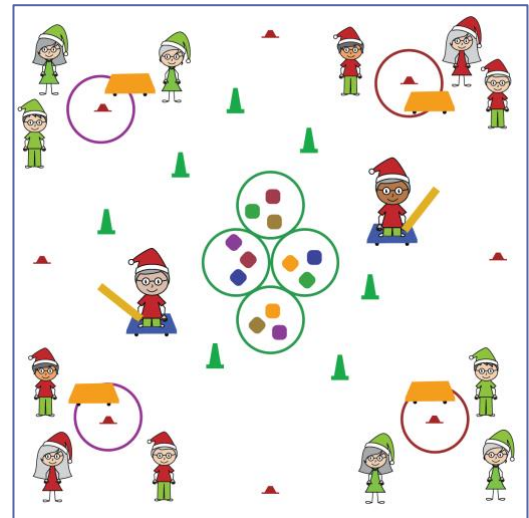
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 starting cone, hoop, and scooter per team
- 1 scooter and foam noodle per tagger
- 20-30 Cones (or dome cones)
- Tossables to use as presents (beanbags, yarn balls, foam balls, etc.)

Set-Up:

1. Create a large activity circle with cones.
2. Place a scooter and a hoop by each cone and have teams of 3-4 students begin at a cone.
3. Place the tossables (presents) in several hoops in the center of the activity space, and evenly spread out the cones (trees) inside of activity space.
4. Have 2 taggers begin in center of activity space on a scooter, holding a foam noodle to tag with.



Activity Procedures:

1. We are going to try and return all of the presents that were stolen by the grinch! The object of the game is to go to the center of the activity area and steal the presents back without being tagged.
2. On the start signal, one teammate from each team will use the scooter to try and steal back one present. But be careful, don't get tagged by the grinchies or run into the trees (cones)!
3. If you make it back to your starting cone without being tagged, place the item in the hoop by your cone and let the next teammate have a turn. If you're tagged, return to your team without a present. Continue to rotate trying to steal the presents relay race style until you hear the stop signal.

SEL Integration:

- **KEYWORD:** PERSONAL BEHAVIOR. Tag games are vigorous opportunities for students to practice safe and considerate personal behaviors. In order for that opportunity to promote social and emotional learning, focused conversations must take place before and after the activity with an emphasis on the SEL skills you're working to develop.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

SNOWMOBILE TAG

STUDENT TARGETS

- **Skill:** I will demonstrate self-control by following the rules and etiquette of Snowmobile Tag.
- **Personal & Social Responsibility:** I will write a sentence describing how I demonstrated self-control during this lesson.

TEACHING CUES

- Move Safely
- Follow All Rules
- Demonstrate Self-Control

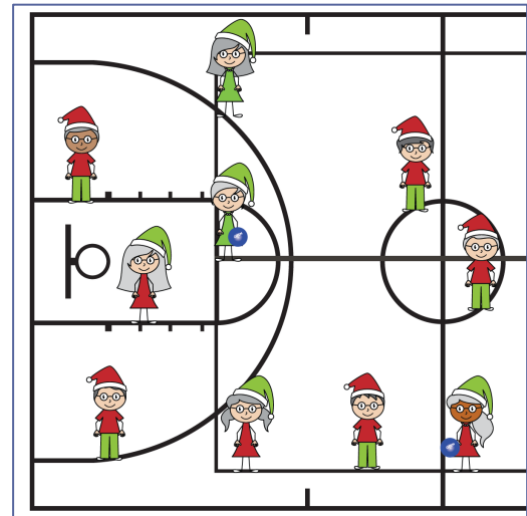
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 large gym floor (or other area) with various floor lines
- 2-4 foam balls to identify taggers

Set-Up:

1. Scatter students throughout the area, each standing balanced with both feet on the same floor line.
2. Select 2-4 taggers. Give each tagger a foam ball.



Activity Procedures:

1. In very snowy climates, snowmobiles travel on a network of trails with packed snow and safe passageways. Today we're going to use the lines on our gym floor as snowmobile trails.
2. The object of the game is to stay on the trails (lines) while avoiding taggers. If you're tagged, step off the trail, complete 5 snowman-jacks, and then get back on the line and restart.
3. You can turn around on a line, but you can't step off. If you do, you tag yourself and you have to do 5 snowman-jacks to get back on the trail.
4. Taggers may jump from trail to trail (line to line). However, everyone must play at a walking pace.

SEL Integration:

- **KEYWORD: SELF-CONTROL.** Students will be extremely tempted to run and/or jump from line to line when it's not appropriate. These situations are perfect examples of SEL teachable moments and should be used to teach students about self-control, safety, and etiquette.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

POLAR BEAR CAVE

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing how my personal behavior contributed to a safe physical activity environment.

TEACHING CUES

- Tag on Shoulders with Fingertips
- Focus on Safe Personal Behavior

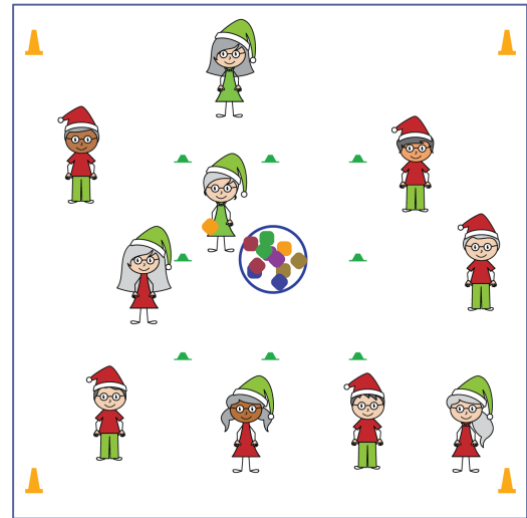
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 8 low-profile cones
- 4 large cones to create boundaries
- 1 beanbag per student
- 1 hula hoop

Set-Up:

1. Create an activity area using 4 cones to mark boundaries.
2. Use the low-profile cones to create the “polar bear cave”: a 10x10 square in the center of the activity area.
3. Place the hoop directly in the center of the 10x10 square and place all beanbags inside it.
4. Scatter students in the activity area, with 1 student in the polar bear cave holding a beanbag.



Activity Procedures:

1. In the cold and snowy Arctic Circle, polar bears hunt seals to keep their families alive. In this game, seals do not want to be tagged by the polar bears. This game will start at a speed-walking pace. We'll start to move more quickly when I see personal behaviors are safe and considerate.
2. If tagged, the seal must go with the bear into the polar bear cave, where it will pick up a beanbag and become a polar bear. Then both bears re-enter the activity area and work to tag another seal.
3. Play continues until there is only 1 seal left. That seal becomes the 1st bear to start the next game.

SEL Integration:

- **KEYWORD:** PERSONAL BEHAVIOR. Tag games are vigorous opportunities for students to practice safe and considerate personal behaviors. In order for that opportunity to promote social and emotional learning, focused conversations must take place before and after the activity with an emphasis on the SEL skills you're working to develop.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts “players” of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

ICE FISHING

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing how my class works together to ensure a safe and positive learning environment.

TEACHING CUES

- Move Safely
- Look Where You're Going
- Consider the Safety of your Classmates

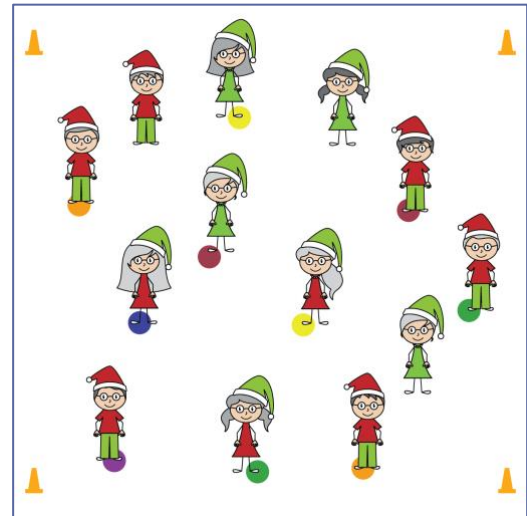
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6-color sets of spot markers (1 spot per student)
- Music and music player

Set-Up:

1. Scatter colored spot markers throughout a large activity area. There should be 3 fewer spots than there are students so that 3 students do not have spots.
2. Send all but 3 students to stand on a spot.



Activity Procedures:

1. Ice fishing requires a small hole to be cut into the ice, often inside a temporary shelter that keeps the people who are fishing out of the harsh elements of winter. Hopefully there are fish in the hole.
2. In this game, there are 3 fisher-people who don't have a fishing hole. They want to steal your fishing hole. When the music is playing, the fisher-people will "ice skate" around all of the fishing holes, and the people fishing will perform a stationary sitting squat as they fish.
3. When the music stops, 1 of the 3 people without a place to fish will call a color. If your spot's color is called, quickly move to another open fishing hole before someone else does. When all spots are taken, the 3 players without spots become the new skating fisher-people looking for a fishing hole.

SEL Integration:

- **KEYWORD:** TEAMWORK. The combined actions of all students in a class contributes toward the common goal of a safe and positive learning environment. That is the definition of teamwork! Use this illustration to help students connect their personal behaviors to that of their teammates (i.e. classmates).

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

ELF ON THE SHELF TAG

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing why it's important to be considerate of others' physical and emotional safety.

TEACHING CUES

- Safely Control Your Body
- Look Where You're Going
- Consider the Safety of your Classmates

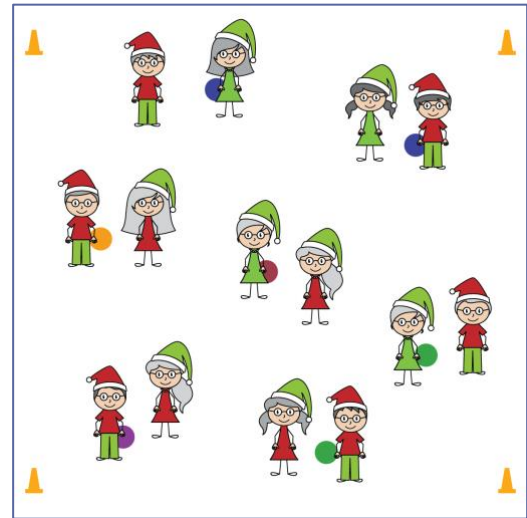
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones to create boundaries
- 1 foam ball per pair of students
- Music and music player

Set-Up:

1. Use 4 cones to mark boundaries of a large activity area.
2. Pair students. Scatter pairs in the activity area, each pair with a foam ball.



Activity Procedures:

1. In some homes during the holidays, families play a fun game called Elf on the Shelf. Every night when people are sleeping, the elf moves all around the house and tries not to get caught.
2. On the start signal, toss the ball back and forth with your partner. When you hear the music begin, the partner with the ball becomes the elf. They will move at a speed-walking pace through the activity area, trying not to get tagged by their partner without the ball. If tagged, hand the ball off and switch roles. The new tagger will do 3 snowman jacks before trying to tag the new elf.
3. When the music stops, find a new partner to play catch with. This will be your new tag partner when the music starts again.

SEL Integration:

- **KEYWORD: CONSIDERATION.** It's important that students adhere to safety rules and routines. As they progress and mature, the goal is that they not only follow safety rules, but also behave with consideration of their classmates. This includes both physical and emotional safety.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

NORTH POLE VS SOUTH POLE

STUDENT TARGETS

- **Skill:** I will regulate the speed and force of my movements.
- **Personal & Social Responsibility:** I will regulate my emotions.

TEACHING CUES

- Regulate Your Speed
- Regulate the Force of Your Tags
- Regulate Your Emotions

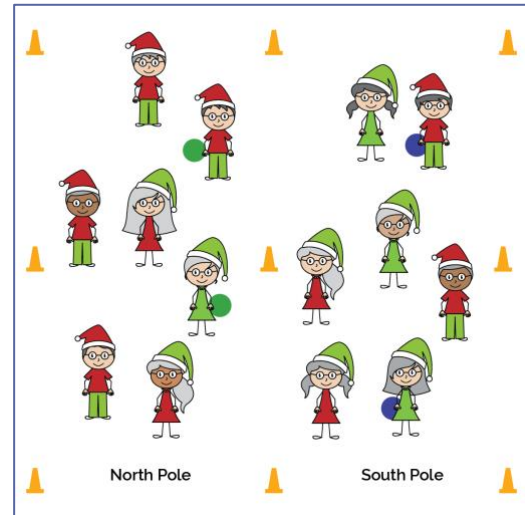
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 9 large cones to create boundaries
- 4 foam balls
- Music and music player

Set-Up:

1. Use 9 cones to create 2 large activity areas side by side, with 3 cones forming a center line and 3 cones on each end line.
2. Scatter students evenly in each of the 2 activity areas.
3. Use foam balls to designate 2 students in each area as taggers. 1 team of taggers are the North Pole elves, and the other are the South Pole elves.



Activity Procedures:

1. It's time for the annual Seal Games. This is when North and South Pole elves compete in a tag competition. All students are seals except for the elves (taggers). The North Pole elves are trying to tag seals and send them to the South Pole. The South Pole elves are trying to tag seals and send them to the North Pole. The team with the fewest number of seals when the game ends is the winner.
2. When the music starts the game begins. When seals are tagged by the elves they move to the centerline, complete 5 snowman jacks, and then re-enter the game on the other side. When the music stops, we'll see which pole (North or South) has the fewest seals.
3. Every 3 minutes, reset the game with new elves and play again.

SEL Integration:

- **KEYWORD:** REGULATE. Oftentimes, young students don't feel as if they control their own lives or their situations. However, everyone can exert some control over how they react to situations and events. This game is rich with opportunities for students to practice self-regulation. Whether they win or lose, are tagged or are tagging, students must regulate behaviors in order to maximize safe enjoyment for all. Enrich this learning experience with meaningful discussion and journaling.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

GIFT NINJAS

STUDENT TARGETS

- **Skill:** I will demonstrate safe behaviors and movements.
- **Personal & Social Responsibility:** I will express enjoyment of play appropriately and with consideration of others.

TEACHING CUES

- Enjoy Safe Play
- Enjoy Friendly Competition
- Enjoy Challenging Movement

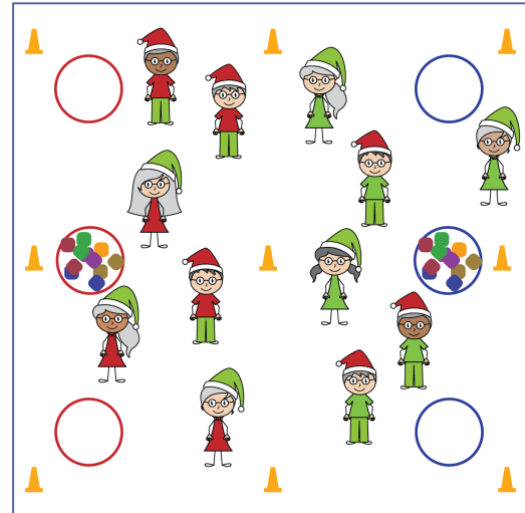
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 9 large cones to create boundaries
- 6 hula hoops
- 8–12 beanbags or foam balls as gifts
- 2 mesh equipment bags

Set-Up:

1. Use cones to create 2 activity areas side by side, with 3 cones forming a center line and 3 on each end line.
2. Space 3 hoops evenly across the back of each activity area. In 1 hoop on each side, place an equipment bag and 4–6 “gifts.” Leave the other 2 hoops empty.
3. Divide students into 2 equal teams, each team on 1 side of activity area.



Activity Procedures:

1. Some people love giving gifts without getting caught. Some people are *Gift Ninjas*!
2. This game is the opposite of capture the flag. Instead of capturing a flag from the other side without getting tagged, you'll be delivering “gifts” to the other side without being tagged.
3. On the start signal, take a “gift” from the hoop with the mesh bag and deliver it to one of the other team's “chimneys” (empty hoops) without getting tagged.
4. If you're tagged, gallop around the perimeter of the activity area and return to the game through your team's end line. Play continues until 1 team has delivered all of their gifts.

SEL Integration:

- **KEYWORD:** ENJOYMENT. Our emotions can directly and immediately impact personal behaviors. The life-hack we want students to learn is how to use the power of emotions to empower positive behaviors and NOT self-destructive and dangerous ones. Enjoyment is a great way to teach and develop this skill. Look for moments when student enjoyment contributes positively to the class, and also for times when it negatively impacts the learning environment. Treat both events as learning opportunities and provide students with positive feedback on how to harness enjoyment for good.

Grade-Level Outcomes:

- **Values Physical Activity – Personal Enjoyment (K)** Identifies physical activities that are enjoyable. (1) Describes positive feelings that result from physical activity participation. (2) Discusses personal reasons for enjoying selected physical activities. (3) Reflects on the reasons for enjoying selected physical activities. (4) Ranks the enjoyment of participating in different physical activities. (5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses. (6) Describes how moving competently creates enjoyment and self-expression. (7) Explains the relationship between self-expression and lifelong enjoyment of physical activity. (8) Discusses ways to increase enjoyment in self-selected physical activities.

GIFT WRAPPERS

STUDENT TARGETS

- **Skill:** I will use positive language to express optimism.
- **Personal & Social Responsibility:** I will encourage my classmates to express their optimism.

TEACHING CUES

- Think Positive
- Look for the Good in Every Situation

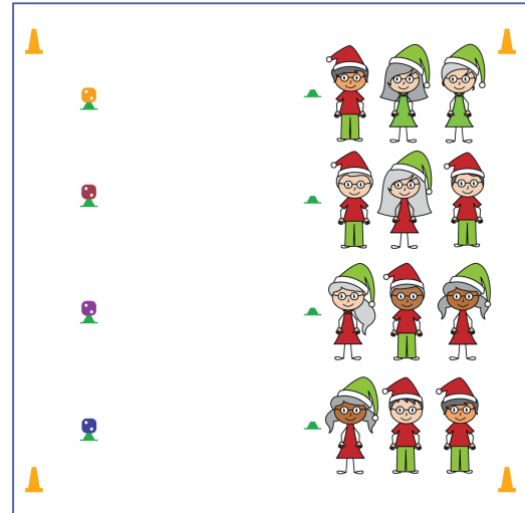
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Large foam dice — 1 per team of 3 students
- Low-profile cones — 2 per team of 3 students
- Music and music player

Set-Up:

1. Use low-profile cones to create 2 parallel lines on opposite ends of a large activity area.
2. Place the foam dice on top of the cones on one side of the area.
3. Create teams of 3 and line them up relay-race style behind the low-profile cones opposite the dice.



Activity Procedures:

1. Optimism is the greatest gift that you can give the world! Let's practice expressing optimism as we play Gift Wrappers. The object is to "wrap your gift" by taking turns rolling the dice and adding each roll's value until you reach the sum of exactly 20. However, if your team rolls a 6, you must "unwrap" your gift and start back at 0.
2. On the music, 1 player on each team will run to their die and roll it. Remember its value, place the die back on the cone, and run back to your team. Give a high-5 and the next person in line will go.
3. Continue rolling and adding until 1 team reaches exactly 20. If you roll a 5 and you already have 18, just return to your line and keep playing until someone on your team rolls a 2.
4. We'll play 4 rounds. After each round, the winning team will choose the exercise that the entire class will perform for 20 repetitions.

SEL Integration:

- **KEYWORD:** OPTIMISM. Most students have some desire and drive to win. However, everyone suffers defeat and setbacks. Optimism is like any other skill. Becoming proficient requires purposeful practice, performance adjustments, and then repetitive success. During the game of Gift Wrappers, most teams and most students are going to lose. Use each loss as an opportunity to reinforce optimism and growth mindset.

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others** (K) Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

GINGERBREAD GUMDROPS

STUDENT TARGETS

- **Skill:** I will express myself through movement.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates to express themselves through movement.

TEACHING CUES

- Safe Movement
- Positive Expressions
- Positive Encouragement

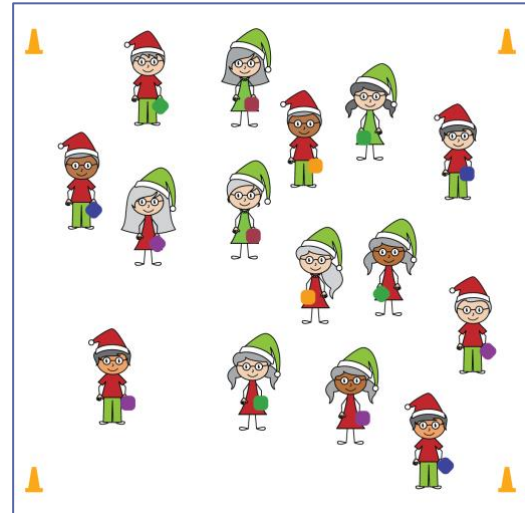
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones to create boundaries
- 1 beanbag per student
- Music and music player

Set-Up:

1. Use 4 cones to create boundaries.
2. Scatter students in the activity area, each with a beanbag.



Activity Procedures:

1. Gingerbread people love to jump to a beat. Guess what?! You're all gingerbread people!
2. On the start signal, begin walking in general space while self-tossing and catching your beanbag.
3. When you hear the teacher yell "GUMDROP!" the music will start, and you'll drop your beanbag onto the floor right at your feet. Then begin jumping over as many different beanbags as you can while the music plays. Remember to jump to the beat and express yourself!
4. When the music stops, pick up the nearest beanbag and walk in space, tossing and catching.
5. We'll move like this for several rounds of playful expression.

SEL Integration:

- **KEYWORD:** SELF-EXPRESSION. Throughout history, people have expressed emotions and ideas through movement. This type of expression is a muscle that must be exercised and encouraged. Students of all ages can benefit from simple instructions that can frame a freedom of expression in the structure of active play.

Grade-Level Outcomes:

- **Values Physical Activity – Personal Enjoyment (K)** Identifies physical activities that are enjoyable. (1) Describes positive feelings that result from physical activity participation. (2) Discusses personal reasons for enjoying selected physical activities. (3) Reflects on the reasons for enjoying selected physical activities. (4) Ranks the enjoyment of participating in different physical activities. (5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses. (6) Describes how moving competently creates enjoyment and self-expression. (7) Explains the relationship between self-expression and lifelong enjoyment of physical activity. (8) Discusses ways to increase enjoyment in self-selected physical activities.

Christmas Tree Relay

STUDENT TARGETS

- **Cognitive:** I will identify the rules and etiquette for creating the Christmas Tree during this activity.
- **Personal & Social Responsibility:** I will demonstrate personal responsibility through teamwork and cooperation.

TEACHING CUES

- Move Safely
- Work Cooperatively

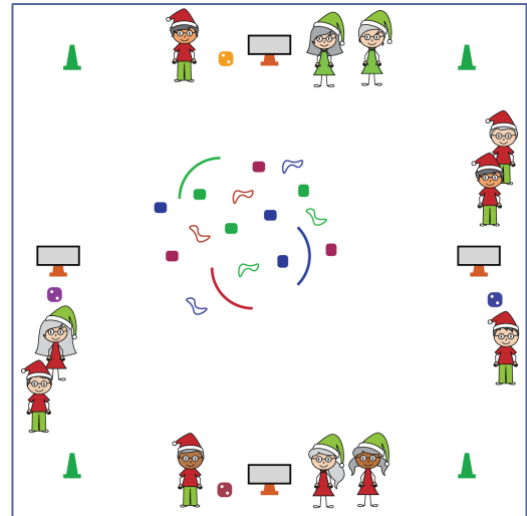
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones for boundaries
- 1 cone & die per team
- 1 task tent & activity card per team
- Equipment to create/decorate trees (e.g., jump ropes, bean bags, fluff balls, scarves, noodles)

Set-Up:

- Place a cone, task tent with activity card, and die for each team around the perimeter.
- Place a variety of equipment in the center of the teaching area for teams to choose the items they want to use to create and decorate their tree.
- Create equal teams of 3-4 students. Each team at a cone.



Activity Procedures:

1. It's time for teams to create a unique Christmas Tree!
2. When the music starts, begin collecting items to create and decorate your tree. Do that by rolling the die and completing the corresponding exercise on the activity card. Each roll earns 1 decoration.
3. One teammate will move to the center of the area to collect a decoration item. Once you've collected and placed your item, the next team member will roll the die. Continue until trees are complete or for a specified amount of time.
4. Remember, collect 1 decoration at a time. Roll the die and complete the activity to "earn" the next item.
5. Rotate who gets to roll the die and who gets to choose (and place) the item added to the tree.

SEL Integration:

- **Academic Language:** Engage, Cooperation, Leadership

Discussion Starters:

- The holidays are a time for giving. What is something kind or thoughtful you could do for a friend or family member during the holidays?

Grade-Level Outcomes:

- **Demonstrates Responsible Behaviors – Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Menorah Relay

STUDENT TARGETS

- **Skill:** I will safely move demonstrating relationships with people and objects.
- **Personal & Social Responsibility:** I will use communication skills to help establish a positive learning environment for myself and others.

ACTIVITY SET-UP & PROCEDURE

Equipment:

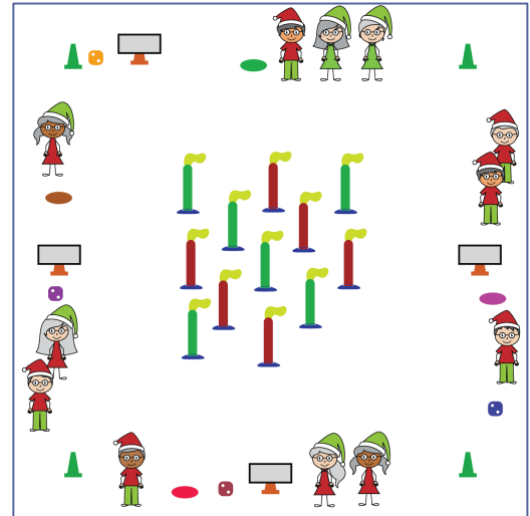
- Cones for boundaries
- 1 spot marker, task tent, activity card & die per team
- 9 half noodles (for candles), 9 scarves (for the flames) & 9 low profile cones (for noodle bases) per team

Set-Up:

- Place a spot marker (as base of Menorah), task tent with activity card and die for each team around the perimeter of the activity space.
- Place half noodles (with scarves tucked in the top and low profile cone on bottom) in the center of the teaching area.
- Create equal teams of 3-4 students. Each team starts at a spot marker.

TEACHING CUES

- Move Safely
- Work Cooperatively



Activity Procedures:

1. It's time to light the Menorah! When the music starts, begin collecting candles to create and light your Menorah.
2. You'll do that by rolling the die and completing the corresponding exercise on the activity card. That earns you one candle to add to your Menorah.
3. One team member goes to the center of the activity area and brings back 1 candle (noodle). The first candle should be at the center of the Menorah (on the spot marker), and the remaining 8 candles placed with 4 on each side (a total of 9). Once you've collected a candle from the center of the activity area, have the next team member roll the die. Continue this process until the Menorah is completely "lit" or until music stops. Rotate who gets to roll the die and who gets to collect the next candle.

SEL Integration & Academic Language: Engage, Kindness, Support

Discussion Starters:

- The lighting of the Menorah occurs during the 8 nights of Hanukkah, with the center candle being used to light the 8 candles. Does anyone know why a Menorah is typically placed in a window?

Priority Learning Outcomes:

- **Values Physical Activity: Social Interaction (K)** Discusses the enjoyment of playing with family and friends. (1) Discusses the reasons for participating in physical activity with friends. (2) Discusses ways to encourage others to be physically active with friends. (3) Describes the positive social interactions that come when engaged with others in physical activity. (4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities. (5) Describes the social benefits gained from participating in physical activity. (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. (8) Demonstrates respect for self by asking for help and helping others in various physical activities.

Kinara Relay

STUDENT TARGETS

- **Skill:** I will move in general space using different pathways and speeds.
- **Physical Activity:** I will stay actively engaged in order to accumulate a maximum amount of activity minutes.

TEACHING CUES

- Move Safely
- Work Cooperatively

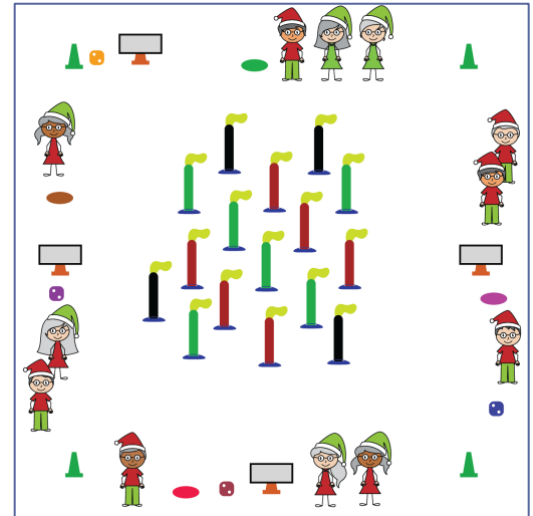
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones for boundaries
- 1 spot marker, cone, task tent, activity card & die per team
- 7 half noodles (for candles), 7 scarves (for the flames) & 7 low profile cones (for candle bases) per team

Set-Up:

- Place a spot marker (as base of Kinara), cone and task tent with activity card, and die for each team around the perimeter of the activity space.
- Place half noodles (with scarf tucked in the top and low-profile cone on bottom) in the center of the teaching area.
- Create equal teams of 3-4. Each team starts at a spot marker.



Activity Procedures:

1. It's time to create a Kinara! When the music starts, it's time to begin collecting candles for your Kinara.
2. You'll do that by rolling the die and completing the corresponding exercise on the activity card. That earns you one candle to add to your Kinara.
3. One team member goes to the center of the activity area and brings back one candle (noodle). The first candle should be at the center of the Kinara (on the spot marker), and the remaining 6 candles should be placed with 3 on each side (for a total of 7). Once you've collected a candle from the center of the activity area, have the next team member roll the die. Continue this process until the Kinara is complete or until music stops. Rotate who gets to roll the die and who gets to collect the next candle.

SEL Integration & Academic Language: Tradition, Respect, Virtue

Discussion Starters:

- The lighting of the Kinara occurs from 12/26 – 1/1 as part of Kwanzaa. Each candle represents one of the 7 principles of Kwanzaa - does anyone know what those 7 principles are? (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith)

Priority Learning Outcomes:

- **Demonstrates Responsible Behaviors: Working with Others (K)** Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

SNOWFLAKE MAPS

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will cooperate with my partner and use positive language for communication.

TEACHING CUES

- Work Cooperatively
- Be Actively Engaged
- Move Safely

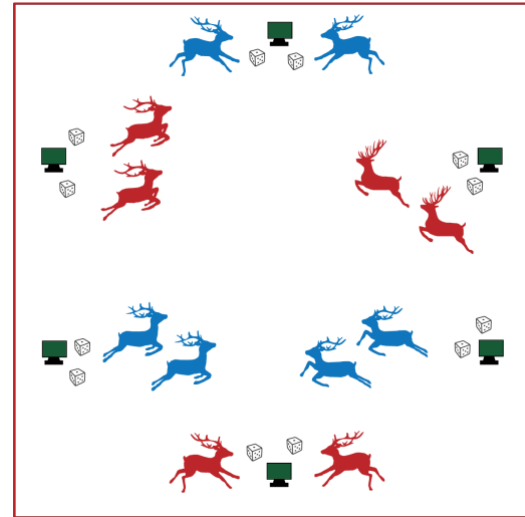
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6 cones with task tents
- Snowflake Station Cards
- Snowflake Map Sheet and Pencil (1 per pair)
- 12 to 24 Dice

Set-Up:

1. Use 6 cones and task tents to create a large circle in the activity area. Place Snowflake Station Cards in task tents.
2. Distribute dice evenly to each cone (2 to 4 dice per cone)
3. Place Map Sheets and Pencils on the perimeter.
4. Pair students. Pairs can begin at any cone.



Activity Procedures:

1. Today we will create Snowflake Maps for the Reindeer to travel when delivering presents.
2. The object of this activity is to create a snowflake map by moving from cone to cone, remembering and then recording your pathway.
3. On the start signal, complete the Snowflake Task on the station card at your cone. Then, roll the dice to see which station you will go to next. For example, if you roll a 4 you will go to Snowflake Station Number 4. Roll again if you roll the number of the station where you currently are.
4. Complete the exercise at the station before rolling the dice at that cone and continuing.
5. Once you and your partner have rolled the dice 12 times, stop and get a snowflake map template and pencil. Now draw a line from cone to cone on the sheet, remembering the path you traveled.
6. When finished, compare maps with others. No 2 maps are the same, just like no 2 snowflakes are the same!

Modifications:

- Travel snowflake pathways on scooters.
- Have students create their own Snowflake Station Task Cards.

STANDARDS & OUTCOMES ADDRESSED

Values Physical Activity – Personal Enjoyment (K) Identifies physical activities that are enjoyable. (1) Describes positive feelings that result from physical activity participation. (2) Discusses personal reasons for enjoying selected physical activities. (3) Reflects on the reasons for enjoying selected physical activities. (4) Ranks the enjoyment of participating in different physical activities. (5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses. (6) Describes how moving competently creates enjoyment and self-expression. (7) Explains the relationship between self-expression and lifelong enjoyment of physical activity. (8) Discusses ways to increase enjoyment in self-selected physical activities.

DEBRIEF QUESTIONS

DOK 1: How can you recognize positive language?

DOK 2: What did you notice when you used positive language with your partner?

DOK 3: How is positive language related to building good relationships with friends?

RED NOSE RELAY

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will cooperate with teammates in order to move our red-nose foam ball from cone to cone.

TEACHING CUES

- Work Cooperatively
- Communicate with Teammates
- Move Safely

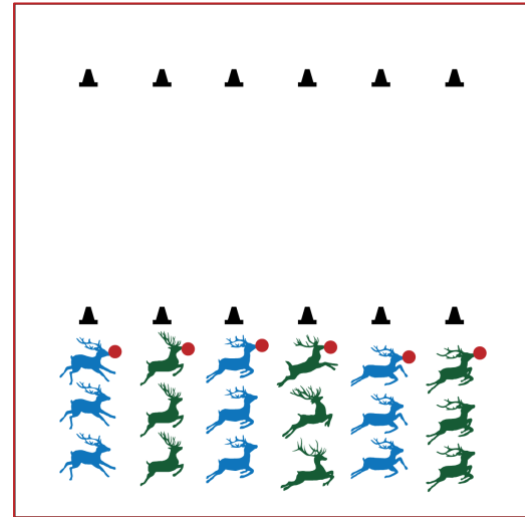
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 12 cones
- 6 red foam balls

Set-Up:

1. Create team relay lines using 6 cones.
2. Place the other 6 cones in a parallel line on the opposite side of the activity area.
3. Divide students into 6 teams; each team at a cone with 1 red foam ball.



Activity Procedures:

1. It's time for a Red Nose Relay! The reindeer in front of your line will have the red ball (Rudolph's nose). Rudolph's nose must always stay in the front of the line to light the way for the reindeer.
2. On the start signal, the reindeer at the back of the line will run to the front of the line. The reindeer with Rudolph's nose will pass it to the new line leader to light the way.
3. As soon as the new line leader has Rudolph's nose, she/he will yell "GO!" The reindeer at the back of the line will then run to the front.
4. Continue until your team travels down to the chimney (the opposite cone) and back.

Modifications:

- Prompt students to travel using a variety of locomotor skills.
- Increase or decrease the distance between cones to match the ability and fitness of your students.

STANDARDS & OUTCOMES ADDRESSED

Demonstrates Responsible Behaviors – Working with Others (K) Shares equipment and space with others. (1) Works independently with others in a variety of class environments. (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions. (3) Works cooperatively with others. (4) Accepts "players" of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

DEBRIEF QUESTIONS

- DOK 1:** Give an example of how your team used communication skills in this activity.
DOK 2: How did communication affect your team's ability to move quickly?
DOK 3: How is communication related to teamwork?

FEED THE REINDEER

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will cooperate with my partner by using equipment appropriately and effectively.

TEACHING CUES

- Praise Your Partner
- Toss When Your Partner is Ready
- Move Safely

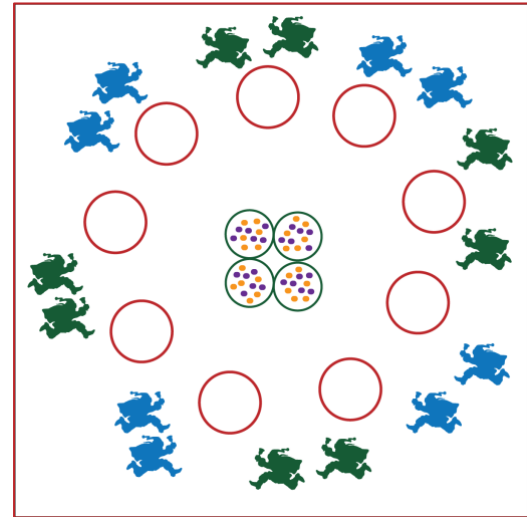
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 13 hoops
- As many tossables (beanbags or foam balls) as available

Set-Up:

1. Use 9 hoops to create a large circle around the perimeter of the activity area.
2. Place 4 hoops at the center of the circle.
3. Scatter tossable objects in the 4 center hoops.
4. Pair students. Scatter pairs around the perimeter.



Activity Procedures:

1. Before the reindeer can fly to deliver presents, the elves have to feed them a good meal. You and your partner are elves. The object of this game is to take 1 bag of food at a time (tossable objects) and drop them into the reindeer bowls (perimeter hoops).
2. On the start signal, move with your partner to pick up 1 tossable. The partner with the tossable cannot move. Move the food by tossing it to your partner and then moving toward a bowl to receive another toss.
3. Tosses can only be 5 feet in distance (you can only move 5 feet at a time). If you drop the bag of food, you must return it to the center hoops, collect a new bag and then try again.
4. Continue until all bags of food have been delivered to the reindeer bowls (hoops).

Modifications:

- Allow younger (or less skilled) students to carry the bags of food cooperatively with no tossing.
- Increase or decrease the distance between hoops to match the ability and fitness of your students.

STANDARDS & OUTCOMES ADDRESSED

Values Physical Activity: Social Interaction (K) Discusses the enjoyment of playing with family and friends. (1) Discusses the reasons for participating in physical activity with friends. (2) Discusses ways to encourage others to be physically active with friends. (3) Describes the positive social interactions that come when engaged with others in physical activity. (4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities. (5) Describes the social benefits gained from participating in physical activity. (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. (8) Demonstrates respect for self by asking for help and helping others in various physical activities.

DEBRIEF QUESTIONS

DOK 1: How can you praise the performance of your partner?

DOK 2: How does it feel when you receive praise from someone that you respect?

DOWN THE CHIMNEY

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will cooperate with my partner by using equipment appropriately and effectively.

TEACHING CUES

- Stay at a Safe Speed
- Use Equipment Safely
- Be Aware of Space, Objects, and Classmates

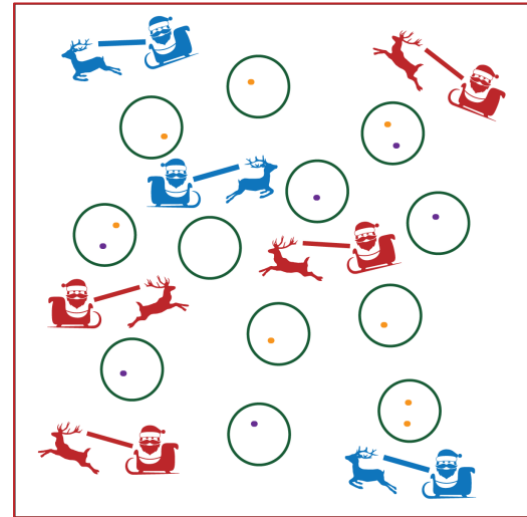
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 12 hoops
- 6 bean bags (or other objects) per pair
- 1 scooter per pair
- 1 or 2 noodles per pair

Set-Up:

1. Scatter hoops throughout the activity area.
2. Pair students; each pair with a scooter, 6 bean bags, and noodles.



Activity Procedures:

1. It's time to deliver presents! One student is a reindeer, the other student a member of the "Claus" family.
2. The object of this activity is to drop your presents, one at a time, into the chimneys (hoops).
3. On the start signal, one partner will sit on the scooter and hold the beanbags. The other will use the noodle to pull the player on the scooter at a walking pace. Scooters moving faster than a walk will receive a speeding ticket. After 2 tickets your sleigh (scooter) will be impounded, and you'll have to walk to deliver the presents.
4. After all presents are delivered, stand next to your partner holding your scooter. When the entire class has delivered their presents, we will switch roles and play again.

Modifications:

- This activity can be played without scooters. One student leads the other with the noodle while galloping.
- Use a variety of safe objects as presents.

STANDARDS & OUTCOMES ADDRESSED

Values Physical Activity – Personal Enjoyment (K) Identifies physical activities that are enjoyable. (1) Describes positive feelings that result from physical activity participation. (2) Discusses personal reasons for enjoying selected physical activities. (3) Reflects on the reasons for enjoying selected physical activities. (4) Ranks the enjoyment of participating in different physical activities. (5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses. (6) Describes how moving competently creates enjoyment and self-expression. (7) Explains the relationship between self-expression and lifelong enjoyment of physical activity. (8) Discusses ways to increase enjoyment in self-selected physical activities.

DEBRIEF QUESTIONS

DOK 1: How can you recognize responsible decision making in physical education?
DOK 2: How does responsible decision making affect safety?
DOK 3: Why do you believe class safety is everyone's responsibility? Can you elaborate on why you feel this way?

SNOWMAN & SUNSHINE

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will work safely by controlling my movement and my behavior.

TEACHING CUES

- Control Your Speed
- Be Aware of Space and Others
- Move and Tag Safely

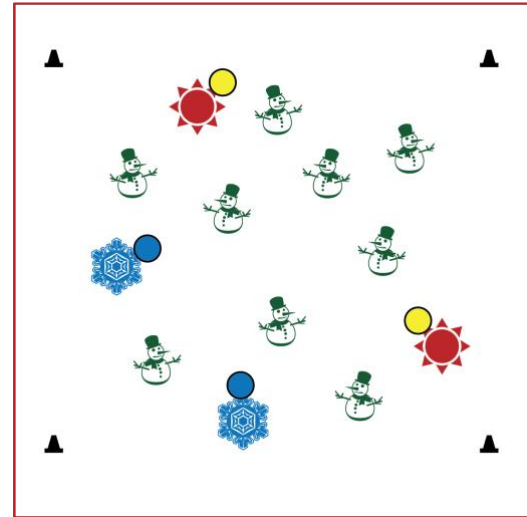
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones to create boundaries
- 2 to 3 yellow foam balls to identify the taggers
- 2 to 3 blue foam balls to identify the freezers

Set-Up:

1. Create a large playing area using the 4 cones.
2. Scatter students in the activity area.
3. Identify 2-3 taggers by giving them the yellow foam balls.
4. Identify 2-3 freezers by giving them the blue foam balls.



Activity Procedures:

1. Let's warm up our bodies for physical education class by playing Snowman & Sunshine Tag.
2. When I say "GO!" we'll begin at a speed-walking pace. Taggers will do 10 jumping jacks to give you time to move away. The taggers are the "suns" (with a yellow foam ball) looking to melt the snow people of the North Pole (rest of the class).
3. If a snow person is tagged by the sunshine, she/he will stop moving and begin to melt by performing a sun salutation.
4. Continue melting (sun salutation) until a student with a blue ball comes along and refreezes you.
5. Activity will continue until you hear the stop signal. We will change taggers and freezers and begin again.

Modifications:

- Modify sun salutation movements to meet the needs of your students.
- Prompt students to use a variety of locomotor skills.

STANDARDS & OUTCOMES ADDRESSED

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DEBRIEF QUESTIONS

DOK 1: What does it look like when a student has good self-control?
DOK 2: How do you apply self-control during tag games?

FROSTBITE TAG

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Personal & Social Responsibility:** I will work safely by controlling my movements and my behavior.

TEACHING CUES

- Control Your Speed
- Be Aware of Space and Others
- Move and Tag Safely

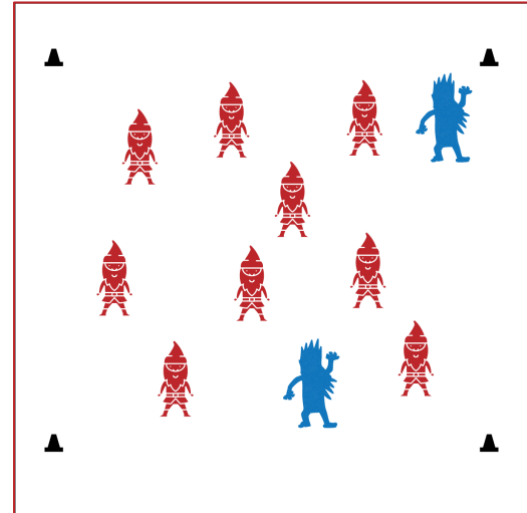
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones to create boundaries
- 2-3 noodles to identify the taggers

Set-Up:

1. Create a large playing area using the 4 cones.
2. Scatter students in the activity area.
3. Identify 2-3 taggers by giving them noodles.



Activity Procedures:

1. Let's warm up our bodies for physical education class by playing Frostbite Tag. Frostbite occurs when our skin isn't covered in cold winter weather. Frostbite can cause damage to your skin. That's why it's important to dress appropriately in cold weather.
2. When I say "GO!" we'll begin at a speed-walking pace. Taggers will do 10 jumping jacks to give you time to move away. The taggers are "frostbite" looking for students with exposed skin on a cold winter day.
3. If you're tagged, stop moving and act like you're freezing cold. You are frozen until a classmate comes up to you and wraps an imaginary blanket around you and then gives you a double high five to increase blood flow to your frozen hands.
4. Activity will continue until you hear the stop signal. We will then change taggers and begin again.

Modifications:

- Prompt students to use a variety of locomotor skills.

STANDARDS & OUTCOMES ADDRESSED

Values Physical Activity: Social Interaction (K) Discusses the enjoyment of playing with family and friends. (1) Discusses the reasons for participating in physical activity with friends. (2) Discusses ways to encourage others to be physically active with friends. (3) Describes the positive social interactions that come when engaged with others in physical activity. (4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities. (5) Describes the social benefits gained from participating in physical activity. (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. (8) Demonstrates respect for self by asking for help and helping others in various physical activities.

DEBRIEF QUESTIONS

DOK 1: What is a consequence?

DOK 2: How does decision making affect consequences?

DOK 3: On a cold winter day, what decisions can you make about what you wear in order to avoid negative consequences?

CONSIDERATION

(noun)

Thoughtfulness and
sensitivity toward others.

I wanted to show **consideration** for the new student in class, so I asked her to join our game during recess and introduced her to my friends.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

The teams showed great **cooperation** as they worked together to build the Kinara.



ENGAGE

(verb)

To actively participate in a situation, group, or community.

Cory wanted to **engage** in the diverse holidays of their classmates and learn more about their traditions and history.



ENJOYMENT

(noun)

The state of finding happiness and gratification in an action, event, person, or thing.

I find **enjoyment** when I am playing outside with my friends.



KINDNESS

(noun)

A feeling that causes a person to act in a friendly, generous, and considerate way toward others.

Mr. Devore has high learning expectations for all students, but he also shows **kindness** and is willing to help us be successful in everything that we do.



LEADERSHIP

(noun)

Qualities and characteristics demonstrated by those who use talents, knowledge, and abilities to motivate and guide themselves and others toward a goal or destination.

Destiny demonstrated **leadership** by actively participating in the Menorah Relay. Some of her classmates made fun of the unique celebration, but Destiny showed respect and curiosity for diverse holiday traditions.



OPTIMISM

(noun)

Hopeful confidence about the future.

Optimism is important when you're learning new skills because everyone makes mistakes when they're learning. An **optimistic** attitude will help me keep trying.



PERSONAL BEHAVIOR

(noun)

A person's way of acting in, or responding to, the physical and social environment.

My **personal behavior** in physical education is important because everyone must work together to create a safe and positive learning environment.



REGULATE

(verb)

To control or maintain the intensity or speed of actions, movements, or emotions.

When I start to feel nervous about something, I can **regulate** my heart rate by taking controlled breaths and using optimistic words with myself and others.



RESPECT

(noun)

To appreciate someone or something because of their abilities, qualities, or achievements.

The class had a lot of **respect** for Coach Wilder because she showed concern and interest in who they were as unique individuals.



SAFETY

(noun)

The state of being protected from physical or emotional danger.

I know that **safety** in physical education is important, so I use all equipment appropriately and follow the rules during all physical activities and games.



SELF-CONTROL

(noun)

The ability to regulate personal behavior and emotional expression.

I demonstrated **self-control** when my friends and I played a really fun game and I controlled the volume of my voice in consideration of others.



SELF-EXPRESSION

(noun)

The outward release of a person's feelings, thoughts, or ideas.

My friend created an amazing dance routine as a **self-expression** of her personal feelings about her family's holiday traditions.



SUPPORT

(verb)

To give help.

To be actively interested in the success of a person, group, or community.

As a student leader, I will **support** my classmates by encouraging their effort and giving them help whenever I can.



TEAMWORK

(noun)

The combined action of a group of people toward a common mission or goal.

My friends and I demonstrated great **teamwork** when we tagged all of the seals and sent them to the South Pole.



TRADITION

(noun)

To pass on customs, beliefs, or common celebrations from generation to generation.

Lighting the Kinara is an important Kwanzaa **tradition** in David's family. He loved learning about the important meaning of each candle.



VIRTUE

(noun)

Behavior that shows high moral standards. Moral excellence.

Coach Kline teaches us that respect and honesty are important **virtues** that will help us reach our potential as leaders.



ORNAMENTS IN THE ATTIC CUT-OUTS

Work with your team to collect each of the ornaments on this page for your tree.

<p>CONE</p> 	<p>FOOTBALL</p> 
<p>GLOVE</p> 	<p>SOCCER BALL</p> 
<p>TENNIS RACKET</p> 	<p>VOLLEYBALL</p> 
<p>JUMP ROPE</p> 	<p>TENNIS SHOE</p> 

Relay Activity Card

1	10 Star Jumps
2	10 Mountain Climbers
3	10 Ski Jumpers
4	20 Second Plank Hold
5	20 Second Tree Pose
6	10 Jumping Jacks

Snowflake Stations

Names: _____

Draw lines from cone-to-cone, illustrating the path that you and your partner traveled.



1

5 Push-Ups
(any style)



2

8 Burpees



3 8 Snowflake Jumps



4

10-Count Plank



5

25 Jumping Jack Frosts



6

30 Seconds
Jog in Place



SEL VOCABULARY JOURNAL

This journal is your opportunity to practice using important academic language words related to your personal social and emotional learning. Refer to the example on this page as a guide for completing the journal pages that follow. 1) Fill in the blanks provided in the *You-Write Examples*; 2) Write your own unique sentence in the space provided for a *You-Write Sentence*.

Academic Language Word
Self-Control /noun/
Meaning
The ability to regulate personal behavior and emotional expression.
You-Write Examples
I demonstrated self-control when my friends and I <u>played a really fun game</u> and I controlled <u>the volume of my voice</u> in consideration of others.
You-Write Sentence
I had to work hard to demonstrate self-control during snowmobile tag
because I wanted to run, but the teacher said we had to play at a
speed-walking pace.

SEL Vocabulary Bank

SELF-CONTROL /noun/ The ability to regulate personal behavior and emotional expression.

PERSONAL BEHAVIOR /noun/ A person's way of acting in or responding to the physical and social environment.

TEAMWORK /noun/ The combined action of a group of people toward a common mission or goal.

CONSIDERATION /noun/ Thoughtfulness and sensitivity toward others.

REGULATE /verb/ To control or maintain the intensity or speed of actions, movements, or emotions.

SAFETY /noun/ The state of being protected from physical or emotional danger.

ENJOYMENT /noun/ The state of finding happiness and gratification in an action, event, person, or thing.

OPTIMISM /noun/ Hopeful confidence about the future.

SELF-EXPRESSION /noun/ The outward release of a person's feelings, thoughts, or ideas.

LEADERSHIP /noun/ Qualities and characteristics demonstrated by those who use talents, knowledge, and abilities to motivate and guide themselves and others toward a goal or destination.

VIRTUE /noun/ Behavior that shows high moral standards. Moral excellence.

KINDNESS /noun/ A feeling that causes a person to act in a friendly, generous, and considerate way toward others.

SEL VOCABULARY JOURNAL

Academic Language Word

Self-Control

/noun/

Meaning

The ability to regulate personal behavior and emotional expression.

You-Write Examples

I demonstrated self-control when my friends and I _____
and I controlled _____ in consideration of others.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Personal Behavior

/noun/

Meaning

A person's way of acting in, or responding to, the physical and social environment.

You-Write Examples

My personal behavior in physical education is important because _____
_____ and because _____.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Teamwork

/noun/

Meaning

The combined action of a group of people toward a common mission or goal.

You-Write Examples

My friends and I demonstrated great teamwork when we _____

_____.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Consideration

/noun/

Meaning

Thoughtfulness and sensitivity toward others.

You-Write Examples

I wanted to show consideration for the new student in class, so I _____
_____ during recess and helped them _____
_____ during physical education class.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Regulate

/verb/

Meaning

To control or maintain the intensity or speed of actions, movements, or emotions.

You-Write Examples

When I start to feel nervous about something, I can regulate my _____
_____ by _____ and using
optimistic words with myself and others.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Words

Safety

/noun/

Enjoyment

/noun/

Meaning

Safety: The state of being protected from physical or emotional danger.

Enjoyment: The state of finding happiness and gratification in an action, event, person, or thing.

You-Write Examples

I know that safety in physical education is important, so I _____
and _____ during all physical activities and games.

I find enjoyment when I am _____ with my
friends.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Optimism

/noun/

Meaning

Hopeful confidence about the future.

You-Write Examples

Optimism is important when you're learning new skills because _____

_____.

I can help others feel more optimistic by _____

_____.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Self-Expression

/noun/

Meaning

The outward release of a person's feelings, thoughts, or ideas.

You-Write Examples

My friend created a _____ as a self-expression of their personal feelings about _____.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Leadership

/noun/

Meaning

Qualities and characteristics demonstrated by those who use talents, knowledge, and abilities to motivate and guide themselves and others toward a goal or destination.

You-Write Examples

I demonstrated leadership by _____
and my behavior helped my team _____.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word

Virtue

/noun/

Meaning

Behavior that shows high moral standards. Moral excellence.

You-Write Examples

Today in physical education class, I demonstrated _____
which is an important virtue that I always work to live by.

You-Write Sentence

SEL VOCABULARY JOURNAL

Academic Language Word**Kindness***/noun/***Meaning**

A feeling that causes a person to act in a friendly, generous, and considerate way toward others.

You-Write Examples

Today in physical education class, I demonstrated kindness by _____.

Afterward I felt _____.

You-Write Sentence