



# TOOLS FOR LEARNING IN A **WINTER WONDERLAND**

ELEMENTARY & MIDDLE (K - 8)

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 could use a little physical education etiquette reminder. This winter-themed instant activity module was designed just for that. We've created 11 fun and engaging instant activities with social and emotional learning academic language posters focused on the CASEL SEL competencies. Each academic language word are reinforce in a new SEL Vocabular 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.

### Table of Contents

RESOURCES	PRIORITY OUTCOMES	SEL COMPETENCIES
Module Overview		
<b>Activity Plans</b>		
Snowmobile Tag	Responsible Behaviors & Values PA	Self-Management
Polar Bear Cave	Responsible Behaviors & Values PA	Responsible Decision Making
Ice Fishing	Responsible Behaviors & Values PA	Social Awareness
Elf on the Shelf Tag	Responsible Behaviors & Values PA	Responsible Decision Making
N Pole VS S Pole	Responsible Behaviors & Values PA	Self-Management
Gift Ninjas	Responsible Behaviors & Values PA	Self-Awareness
Gift Wrappers	Responsible Behaviors & Values PA	Self-Awareness
Gingerbread Gumdrops	Responsible Behaviors & Values PA	Self-Awareness
Christmas Tree Relay	Responsible Behaviors & Values PA	Social Awareness
Menorah Relay	Responsible Behaviors & Values PA	Social Awareness
Kinara Relay	Responsible Behaviors & Values PA	Social Awareness
Academic Language Cards		
<b>Student Assessments</b>		
SEL Vocabulary Journal - (For Grades 3-8)	ALL	ALL

### Equipment Needed

Foam Balls	Low-Profile Cones	Game Cones
Beanbags	Hula Hoops	Spot Markers
Foam Dice	Mesh Equipment Bags	Scarves
Pool Noodles (cut in half)	Music and Music Player	

**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

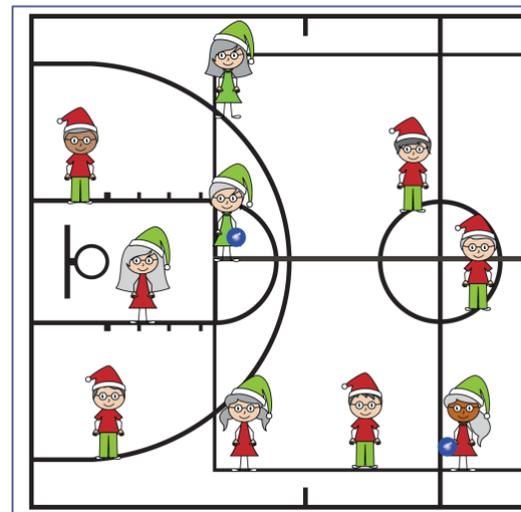
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 large gym floor with various floor lines
- 2-4 foam balls for identifying 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 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

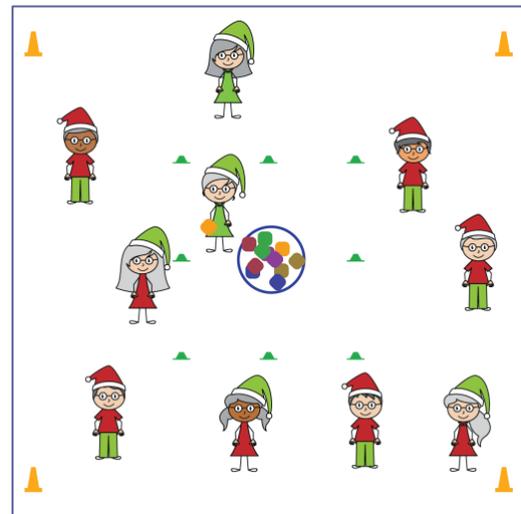
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

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

**Set-Up:**

1. Create a play 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 1<sup>st</sup> 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

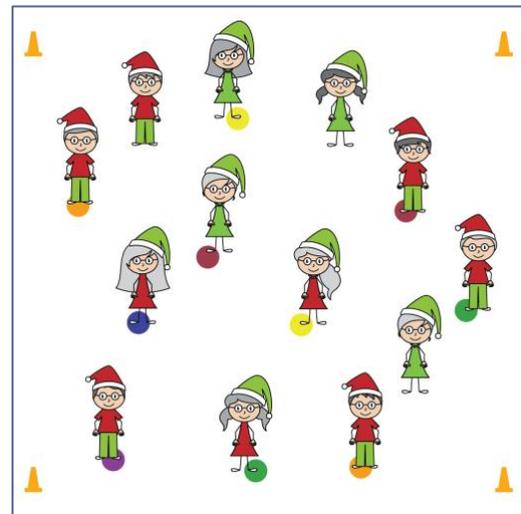
ACTIVITY SET-UP & PROCEDURE

**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 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's 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. What 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

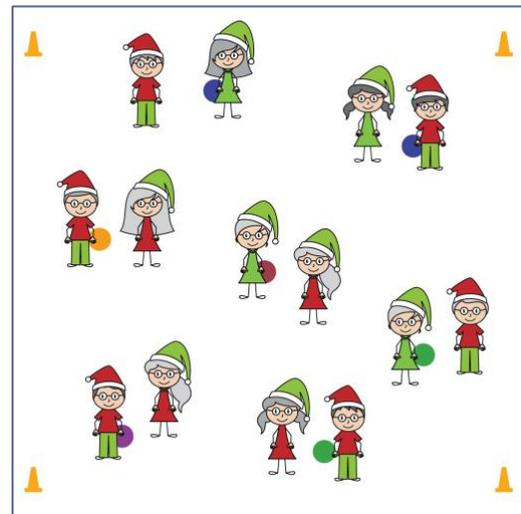
ACTIVITY SET-UP & PROCEDURE

**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, 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

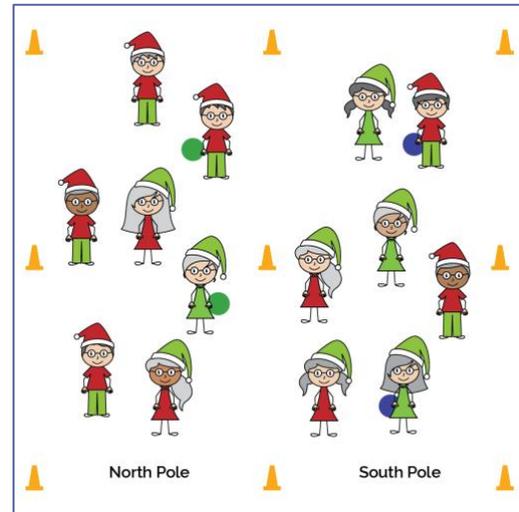
ACTIVITY SET-UP & PROCEDURE

**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 is the North Pole elves, and the other is 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. 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

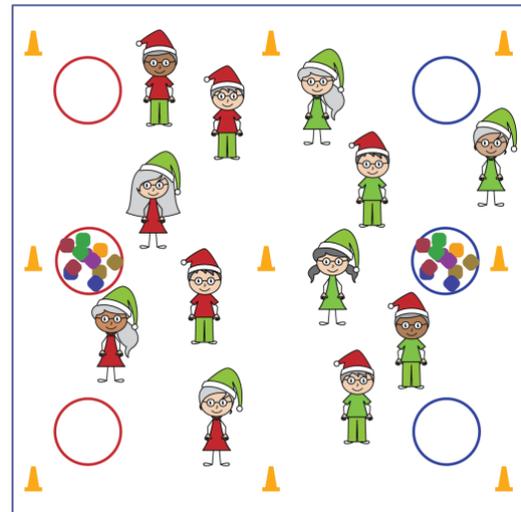
ACTIVITY SET-UP & PROCEDURE

**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 a 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 on 1 side.



**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 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 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

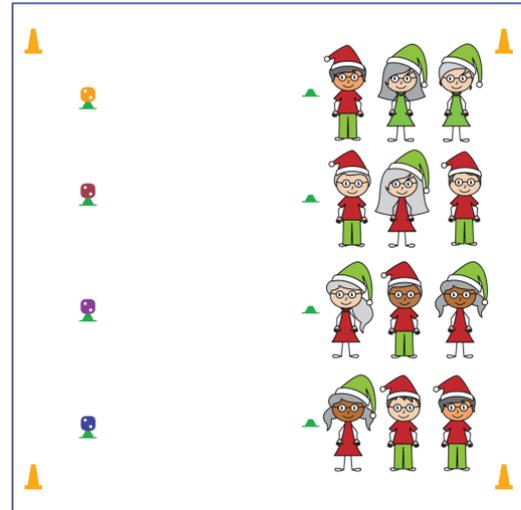
ACTIVITY SET-UP & PROCEDURE

**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 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 and 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:**

- **Standard 5 [E3.K-8]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the "why") (1b); Identifies physical activities that provide self-expression (e.g., dance, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5); Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).

**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

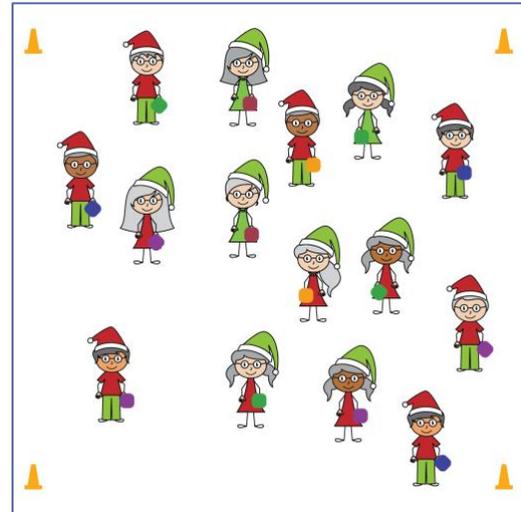
ACTIVITY SET-UP & PROCEDURE

**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.
- **SEL:** I will demonstrate personal responsibility through teamwork and cooperation.

TEACHING CUES

- Move Safely
- Work Cooperatively

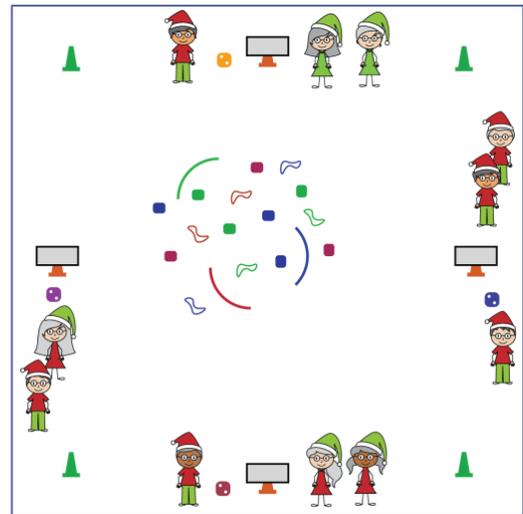
ACTIVITY SET-UP & PROCEDURE

**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 (as tree stand), task tent with activity card (as the tree) 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. Use the cone and task tent as your "tree". Move to the center of the area to collect a decoration item. Once you've collected an 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 dice 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.

## Kinara Relay

### STUDENT TARGETS

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

### TEACHING CUES

- Move Safely
- Work Cooperatively

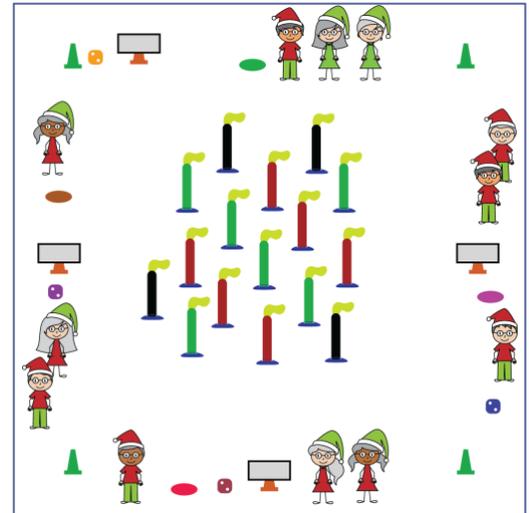
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

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

#### Set-Up:

- Place a spot marker (as base of Kinara), 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. Each 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 Kinara is complete or until music stops. Rotate who gets to roll the dice 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. #TeachersHelpingTeachers (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.
- **SEL:** I will use communication skills to help establish a positive learning environment for myself and others.

**TEACHING CUES**

- Move Safely
- Work Cooperatively

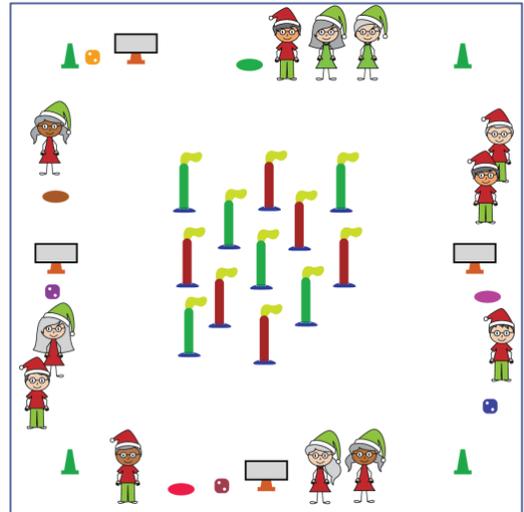
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

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

**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.



**Activity Procedures:**

1. It's time to light the Menorah! On the music, 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 Menorah is completely "lit" or until music stops. Rotate who gets to roll dice 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.

**Relay Activity Card**

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

# 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 heartrate 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.





# TOOLS FOR LEARNING IN A **WINTER WONDERLAND**

ELEMENTARY & MIDDLE (K - 8)

## Student SEL Vocabulary Journal

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**LEAD**  
**BY EXAMPLE**

VARSIY  BRANDS



## 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
<p><b>Self-Control</b> /noun/</p>
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

**Activity: Snowmobile Tag**

<b>Academic Language Word</b>
<b>Self-Control</b> <i>/noun/</i>
<b>Meaning</b>
The ability to regulate personal behavior and emotional expression.
<b>You-Write Examples</b>
I demonstrated self-control when my friends and I _____ and I controlled _____ in consideration of others.
<b>You-Write Sentence</b>

SEL VOCABULARY JOURNAL

**Activity: Polar Bear Cave**

<b>Academic Language Word</b>
<b>Personal Behavior</b> <i>/noun/</i>
<b>Meaning</b>
A person's way of acting in, or responding to, the physical and social environment.
<b>You-Write Examples</b>
My personal behavior in physical education is important because _____ _____ and because _____.
<b>You-Write Sentence</b>

SEL VOCABULARY JOURNAL

**Activity: Ice Fishing**

Academic Language Word
<b>Teamwork</b> <i>/noun/</i>
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

**Activity:** Elf on the Shelf Tag

Academic Language Word
<b>Consideration</b> <i>/noun/</i>
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

**Activity: North Pole vs South Pole**

Academic Language Word
<b>Regulate</b> <i>/verb/</i>
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

Activity: Gift Ninjas

Academic Language Words
<p><b>Safety</b> /noun/</p> <p><b>Enjoyment</b> /noun/</p>
Meaning
<p><b>Safety:</b> The state of being protected from physical or emotional danger.</p> <p><b>Enjoyment:</b> The state of finding happiness and gratification in an action, event, person, or thing.</p>
You-Write Examples
<p>I know that safety in physical education is important, so I _____ and _____ during all physical activities and games.</p> <p>I find enjoyment when I am _____ with my friends.</p>
You-Write Sentence



SEL VOCABULARY JOURNAL

**Activity: Gift Wrappers**

Academic Language Word
<b>Optimism</b> <i>/noun/</i>
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

**Activity: Gingerbread Gumdrops**

<b>Academic Language Word</b>
<b>Self-Expression</b> <i>/noun/</i>
<b>Meaning</b>
The outward release of a person’s feelings, thoughts, or ideas.
<b>You-Write Examples</b>
My friend created a _____ as a self-expression of their personal feelings about _____.
<b>You-Write Sentence</b>



SEL VOCABULARY JOURNAL

**Activity:** Christmas Tree Relay

Academic Language Word
<b>Leadership</b> <i>/noun/</i>
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

**Activity: Kinara Relay**

Academic Language Word
<b>Virtue</b> <i>/noun/</i>
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

**Activity:** Menorah Relay

<b>Academic Language Word</b>
<b>Kindness</b> <i>/noun/</i>
<b>Meaning</b>
A feeling that causes a person to act in a friendly, generous, and considerate way toward others.
<b>You-Write Examples</b>
Today in physical education class, I demonstrated kindness by _____ _____.
Afterward I felt _____.
<b>You-Write Sentence</b>