

## ARE YOU FEELING IT? (SAD, MAD, GLAD, RAD)

### STUDENT TARGETS

- **Skill:** I will anticipate the movements of my partner to match in as few attempts as possible.
- **Cognitive:** I will describe the social benefits gained from participating in physical activity.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will be respectful of my teammates during this activity.

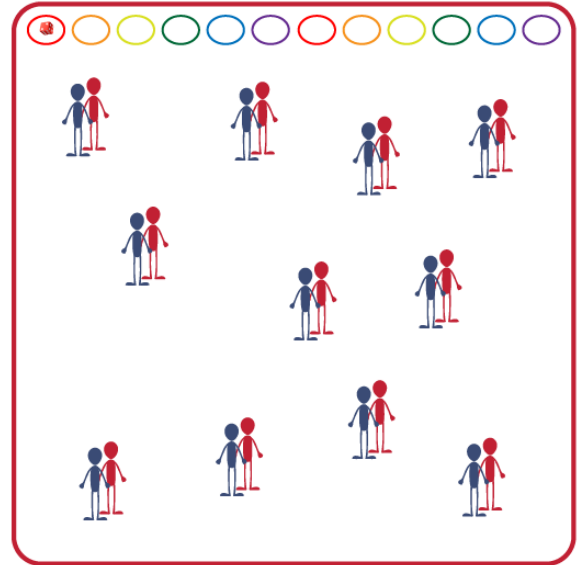
### EQUIPMENT & SET-UP

#### Equipment:

- Music and music player

#### Set-Up:

- All players find a partner and form a pair.
- Pairs stand back-to-back.



### ACTIVITY PROCEDURES

1. This Mental Health activity is called *Are You Feeling It? (Sad, Mad, Glad, Rad)*. The object is to match movements with a partner as quickly as you can to have the lowest score at the end of the game, like golf. Do not communicate which emotion/pose you will make.
2. Each player secretly chooses one emotional pose: **Sad, Mad, Glad, or Rad**. When the music begins, one partner calls out “1, 2, 3, Show!” and both partners simultaneously turn and face each other and show their emotion. Remember, you want to match your partner’s pose in the lowest number of attempts. If you match, GREAT! Move and find a new partner to play. If you do not match, turn and play again, counting each attempt. Add the sum of all attempts from partner to partner.
3. When you hear the music stop, freeze (the game is over). If time permits, we’ll play again, and you can attempt to beat your previous score.
4. **Emotion Poses:** **Sad** = Sad Face with Sad Shoulders; **Mad** = Angry Face with Angry Arms; **Glad** = Happy Face with Cheering Arms; **Rad** = Chill Face and Peace Fingers.

### GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Partners only get 2 attempts to make a match. If they make a match in 2 tries (or less) they do not add any points to their score. If not, they each add one point to their score.

### TEACHING CUES

- **Cue 1:** Keep some space between you and your partner when you begin back-to-back. This keeps everyone safe as you turn around.
- **Cue 2:** Try to match movements with as many different classmates as possible during the activity.



**ARE YOU FEELING IT?** (continued...)

**UNIVERSAL DESIGN ADAPTATIONS**

- **UDL 1:** Allow students to have a peer partner as they move if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements to ensure the activity is inclusive for all.

**ACADEMIC LANGUAGE**

Anticipate, Empathy, Patience, Respect

**PRIORITY OUTCOMES**

**Social Interaction:**

- **(Grade 3)** Describes the positive social interactions that come when engaged with others in physical activity.
- **(Grade 4)** Describes and compares positive social interactions when engaged in partner, small group, and large group physical activities.
- **(Grade 5)** Describes the social benefits gained from participating in physical activity.

**DEBRIEF QUESTIONS**

- **DOK 1:** What does it mean to be respectful?
- **DOK 2:** Why was being respectful important during this activity?
- **DOK 3:** How does being respectful impact your success when you try new activities and experience new challenges?