

OPEN



SNOWMAN CHAMPIONSHIPS

GRADES K-5

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GRADES K-5 **SNOWMAN** CHAMPIONSHIPS

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EVENT OVERVIEW

ABOUT THE SNOWMAN CHAMPIONSHIPS:

Get ready to kick off a month of winter-themed excitement and teamwork with the Snowman Championships! This interactive event is designed for both the classroom and physical education gymnasium. Activities and lessons bring students together through fun, snowman-inspired challenges that build leadership skills, foster community, and strengthen school spirit. Each day, students will take part in engaging activities that encourage collaboration, kindness, and creativity, whether in the classroom or in the gym.

Our main objectives are simple but powerful:

1. **Build teamwork and leadership:** Every activity promotes cooperation and gives students the chance to shine.
2. **Encourage social awareness and relationships:** We're building bonds that go beyond the classroom, helping students connect and support each other.
3. **Develop school spirit and community pride:** Through acts of kindness, school spirit challenges, and team-based games, we're strengthening the sense of belonging that makes our school community special.
4. **Promote health-enhancing physical activity:** Daily movement and activity are woven into the fun, with exciting physical challenges that keep students energized.

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TWO WEEK SNOWMAN CHAMPIONSHIP BLOCK PLAN

| WEEK 1 | Classroom Activities | Badge Points |
|----------|---|--------------------------|
| Day 1 | Snowman Construction Crew | Snowman Builder |
| Day 2 | Snowman Story Time | Storyteller |
| Day 3 | Snowman Acts of Kindness | Kindness |
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| WEEK 1 | Physical Education Activities | Spirit Points |
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| Day 8 | Snowman Fitness BINGO | Fitness Star |
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| WEEK 2 | Physical Education Activities | Spirit Points |
| Lesson 4 | Snowman Builders, Ornaments in the Attic | Kindness & Communication |
| Lesson 5 | Feed the Reindeer, Snowflake Maps | Kindness & Communication |
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PRIORITY OUTCOMES:

Personal Responsibility and Safety

- Demonstrates personal responsibility by using appropriate etiquette, respecting equipment, and following safe practices.
- Works independently and safely in self-selected physical activities.

Conflict Resolution and Problem Solving

- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- Demonstrates the ability to apply positive strategies for handling conflict.
- Uses self-control to solve problems, resolve conflicts, and make positive choices.

Communication and Social Interaction

- Identifies and participates in physical activities that provide opportunities for social interaction.
- Describes the positive social interactions that come when engaging with others.

Collaboration and Teamwork

- Works collaboratively with others to accomplish group goals in both cooperative and competitive settings.



SNOWMAN CHAMPIONSHIPS: RECOMMENDED MATERIALS LIST

The items and quantities listed below are recommended based on a class of 24 students. Please adjust the quantities up or down based on your class size and teaching space.

US Games offers many different options for the equipment listed below. You can click [here](#) to view all of the equipment options available from US Games.

OPEN has embraced the responsibility to share Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. This includes offering a variety of equipment options for students that are different sizes, weights, colors, and textures to help ensure success for all students.

| QTY | NAME OF ITEM |
|-----|-----------------------|
| 12 | Foam Dice |
| 12 | Hoops |
| 18 | Foam Balls |
| 18 | Yarn Balls |
| 12 | Foam noodles |
| 18 | Bean Bags |
| 24 | Spot Markers |
| 36 | Low Profile Cones |
| 18 | Cones (12" or 18") |
| 1 | Task Tents (set of 6) |
| 12 | Scooters |
| 6 | Buckets |
| 6 | Scoops |
| 30 | Whiffle Balls |

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ORNAMENTS IN THE ATTIC

STUDENT TARGETS

- **Skill:** I will demonstrate proper form when completing the exercises and movements.
- **Cognitive:** I will describe what positive social interaction should look like.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

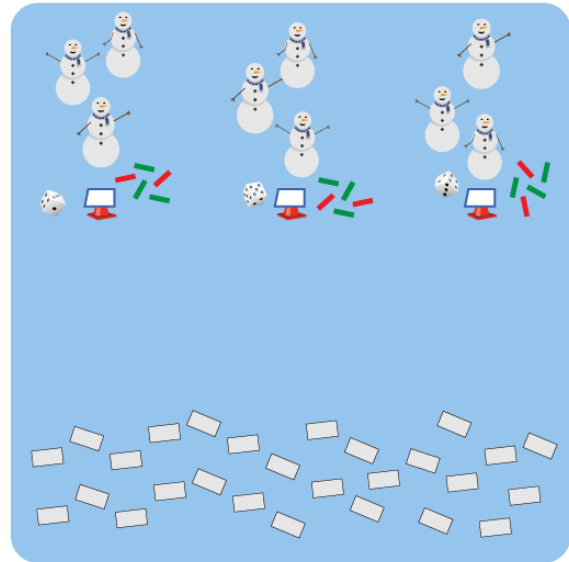
EQUIPMENT & SET-UP

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:

- Create groups of 2-3 students.
- Create a starting line of cones with one group at each cone. Place 5 foam noodles, one die, and a task tent with the activity card at each cone.
- 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 holiday 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 the branches of your tree.
4. 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.
5. 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 a different one.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Print out a blank Relay Activity Card, and have the students choose physical activities to add to the card for each number. You can identify a health-related or skill-related fitness component as the focus for each number.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Move safely while you travel to collect the ornaments for your team's tree.
- **Cue 3:** Only collect one tree ornament at a time.



ORNAMENTS IN THE ATTIC (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the physical activities as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each activity on the Relay Activity Card.
- **UDL 5:** Ensure any assistive technology that is needed by students is available.

ACADEMIC LANGUAGE

Communication, Encourage, Social Interaction

PRIORITY OUTCOMES

Social Interaction:

- Describes and compares positive social interactions when engaged in partner, small-group, and large group physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** Describe what a positive social interaction with teammates would look like.
- **DOK 2:** If you did not feel like you were interacting with your teammates in a positive way, how would you communicate with them about it?
- **DOK 3:** How do interactions with teammates impact your ability to be successful during a task or a game?



NO GRINCHES ALLOWED

STUDENT TARGETS

- **Skill:** I will move safely through the activity space demonstrating respect for my classmates.
- **Cognitive:** I will describe how to demonstrate self-control during the game.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my classmates using positive language.

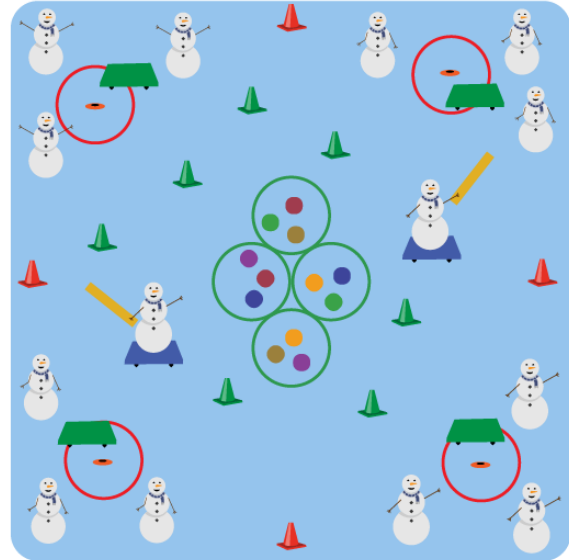
EQUIPMENT & SET-UP

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:

- Create a large activity circle with cones.
- Place a scooter and a hoop by each cone and have teams of 2-3 students begin at a cone.
- 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.
- 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. The grinchies (taggers) must stay on their scooters at all times.
4. If you make it back to your starting cone without being tagged, place the present you collected in the hoop by your cone and let the next teammate have a turn.
5. If you're tagged, return to your team without a present.
6. Continue to rotate trying to steal the presents relay race style until you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Have taggers play without scooters.
- **Grades 3-5:** Play as described above.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Move safely on the scooter while chasing or fleeing from classmates.
- **Cue 3:** Only collect one present from the middle at a time.



NO GRINCHES ALLOWED (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to move without a scooter if needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Self-Control, Communication, Encourage

PRIORITY OUTCOMES

Personal Responsibility & Safety:

- Follows directions for safe participation and proper use of equipment without reminders.
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF QUESTIONS

- **DOK 1:** Describe what it means to demonstrate self-control.
- **DOK 2:** What is an example of how a tagger may need to show self-control?
- **DOK 2:** What is an example of how someone trying to steal the presents back may need to show self-control?



ELF ON THE SHELF TAG

STUDENT TARGETS

- **Skill:** I will move safely with consideration for my classmates.
- **Cognitive:** I will describe what it means to be considerate of others.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my classmates using positive language.

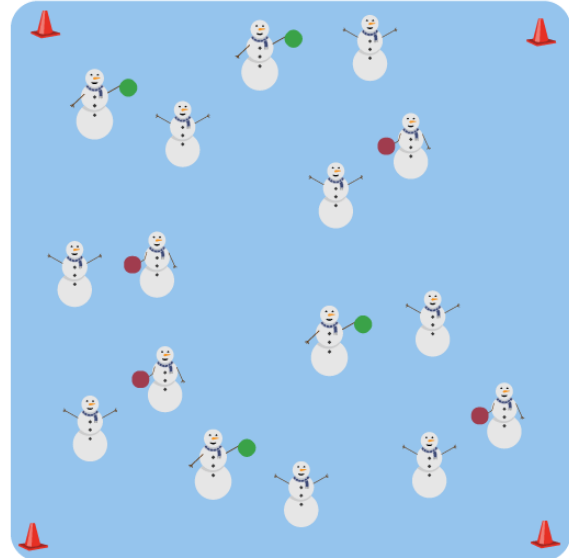
EQUIPMENT & SET-UP

Equipment:

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

Set-Up:

- Use 4 cones to mark boundaries of a large activity area.
- 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.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Use different locomotor movements such as skipping or jogging when the music begins. Announce a different locomotor movement each time the music starts again.

TEACHING CUES

- **Cue 1:** Communicate with your partners using positive language.
- **Cue 2:** Move with control while chasing or fleeing from your partner.
- **Cue 3:** Be aware of your surroundings to help keep everyone safe while moving. This includes looking where you are going in order to not bump into your classmates.



ELF ON THE SHELF TAG (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Decrease the size of the activity space if needed.
- **UDL 2:** Use peer partners as needed.
- **UDL 3:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Considerate, Safety, Chase, Flee

PRIORITY OUTCOMES

Personal Responsibility & Safety:

- Follows directions for safe participation and proper use of equipment without reminders.
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF QUESTIONS

- **DOK 1:** Describe what it means to be considerate of others.
- **DOK 2:** Did you see an example of a classmate showing consideration for others during the game?
- **DOK 3:** How does being considerate of others impact our ability to stay safe during physical activities?



SNOWMAN & SUNSHINE TAG

STUDENT TARGETS

- **Skill:** I will increase my heart rate to improve my fitness.
- **Cognitive:** I will describe what cardiorespiratory endurance is.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

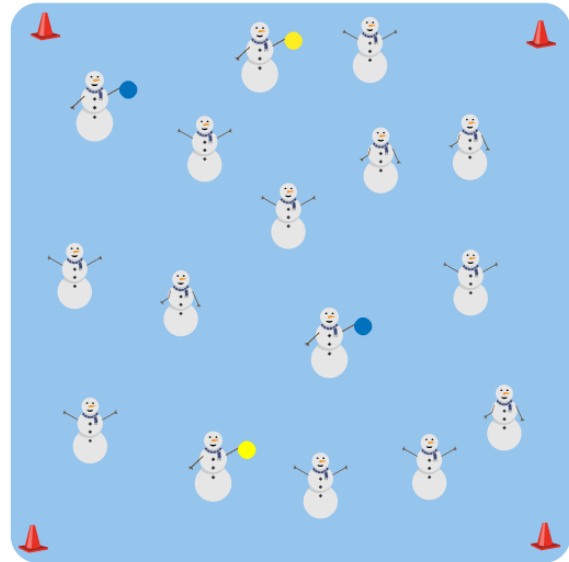
EQUIPMENT & SET-UP

Equipment:

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

Set-Up:

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



ACTIVITY PROCEDURES

1. This activity is called Snowman & Sunshine Tag.
2. On the start signal, we will begin moving 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, they will stop moving and begin to melt by performing a sun salutation.
4. Continue melting (sun salutation) until a student with a blue foam 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.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Use different locomotor movements such as skipping or jogging when the music begins. Announce a different locomotor movement each time a new round of the game begins.

TEACHING CUES

- **Cue 1:** Communicate with your classmates using positive language.
- **Cue 2:** Move with control while chasing or fleeing from your classmates.
- **Cue 3:** Be aware of your surroundings to help keep everyone safe while moving. This includes looking where you are going in order to not bump into your classmates.



SNOWMAN & SUNSHINE TAG (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the locomotor movements as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Communication, Cardiorespiratory Endurance, Fitness

PRIORITY OUTCOMES

Fitness Knowledge:

- Recognizes that when you move fast, your heart beats faster and you breathe faster.
- Identifies physical activities that contribute to fitness.

DEBRIEF QUESTIONS

- **DOK 1:** Describe what cardiorespiratory endurance is.
- **DOK 2:** What happened to your breathing as you moved faster during the tag game? Why?
- **DOK 3:** What are some other physical activities that could help improve your cardiorespiratory endurance?



FROSTBITE TAG

STUDENT TARGETS

- **Skill:** I will increase my heart rate to improve my fitness.
- **Cognitive:** I will describe what cardiorespiratory endurance is.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

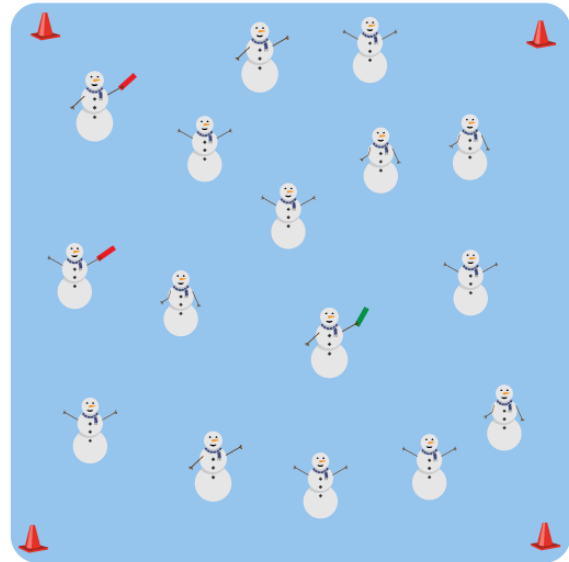
EQUIPMENT & SET-UP

Equipment:

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

Set-Up:

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



ACTIVITY PROCEDURES

1. 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. This activity is called Frostbite Tag.
3. On the start signal we will 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.
4. If you're tagged, stop moving and act like you're freezing cold. You are frozen until a classmate comes up to you, wraps an imaginary blanket around you, and then gives you a double high five to increase blood flow to your frozen hands.
5. Activity will continue until you hear the stop signal.
6. We will then choose new taggers before we play again.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Use different locomotor movements such as skipping or jogging when the music begins. Announce a different locomotor movement each time a new round of the game begins.

TEACHING CUES

- **Cue 1:** Communicate with your classmates using positive language.
- **Cue 2:** Move with control while chasing or fleeing from your classmates.
- **Cue 3:** Be aware of your surroundings to help keep everyone safe while moving. This includes looking where you are going in order to not bump into your classmates.



FROSTBITE TAG (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the locomotor movements as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Communication, Cardiorespiratory Endurance, Fitness

PRIORITY OUTCOMES

Fitness Knowledge:

- Recognizes that when you move fast, your heart beats faster and you breathe faster.
- Identifies physical activities that contribute to fitness.

DEBRIEF QUESTIONS

- **DOK 1:** Describe what cardiorespiratory endurance is.
- **DOK 2:** What happened to your breathing as you moved faster during the tag game? Why?
- **DOK 3:** What are some other physical activities that could help improve your cardiorespiratory endurance?



SNOWFLAKE MAPS

STUDENT TARGETS

- **Skill:** I will cooperate with my partner to complete the snowflake map.
- **Cognitive:** I will describe what positive language sounds like.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

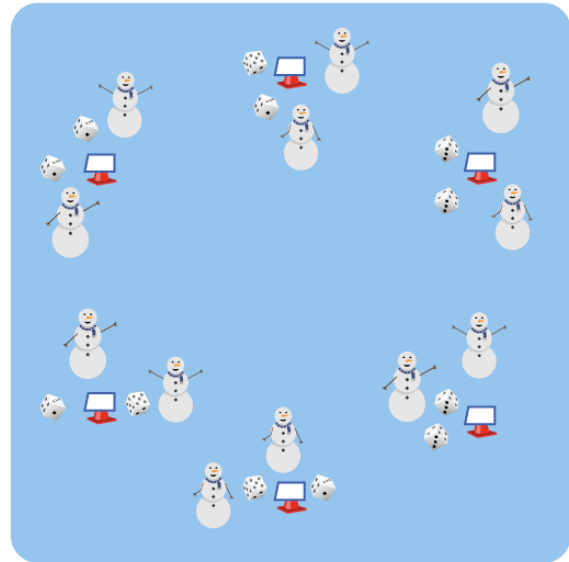
EQUIPMENT & SET-UP

Equipment:

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

Set-Up:

- Use 6 cones and task tents to create a large circle in the activity area. Place Snowflake Station Cards in task tents.
- Distribute dice evenly to each cone (2 to 4 dice per cone)
- Place Snowflake Map Sheets and pencils on the perimeter.
- 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!

GRADE LEVEL PROGRESSION

- **Grades K-2:** Have students map their pathway each time they roll the dice versus having to remember their pathway and map it at the end of the 12 dice rolls.
- **Grades 3-5:** Play as described above. Students could create their pathway on foot or on scooters.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Move safely while you travel to complete your snowflake map.
- **Cue 3:** Work cooperatively with your partner to remember your pathway.



SNOWFLAKE MAPS (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the physical activities as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each activity on the Snowflake Station Card.
- **UDL 5:** Ensure any assistive technology that is needed by students is available.

ACADEMIC LANGUAGE

Communication, Encourage, Social Interaction

PRIORITY OUTCOMES

Social Interaction:

- Describes and compares positive social interactions when engaged in partner, small-group, and large group 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 classmates?



RED NOSE RELAY

STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to move the ball quickly and safely.
- **Cognitive:** I will describe the benefits of cooperating with my teammates.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will communicate with my teammates using positive language.

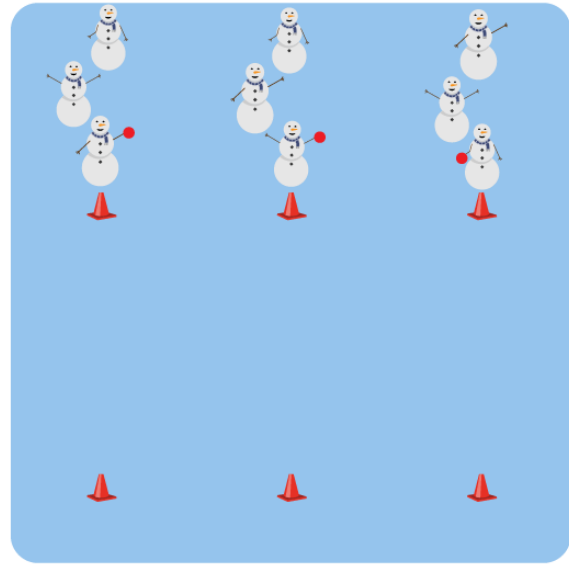
EQUIPMENT & SET-UP

Equipment:

- 12 cones
- 6 red foam balls

Set-Up:

- Create team relay lines using 6 cones.
- Place the remaining 6 cones in a parallel line on the opposite side of the activity area.
- 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, they 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 (to the opposite cone) and back.
5. The first team to complete the relay wins!

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above but decrease the distance between the cones.
- **Grades 3-5:** Play as described above.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Move quickly but safely when moving with your team.
- **Cue 3:** Work cooperatively with your teammates to move the ball.



RED NOSE RELAY (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the locomotor movements as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each activity on the Relay Activity Card.

ACADEMIC LANGUAGE

Communication, Cooperation, Safety

PRIORITY OUTCOMES

Working with Others:

- Works cooperatively with others.
- Shares equipment and space with others.

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

- **Skill:** I will move safely through the activity space demonstrating respect for my classmates.
- **Cognitive:** I will describe how to use positive language with my partner.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my classmates using positive language.

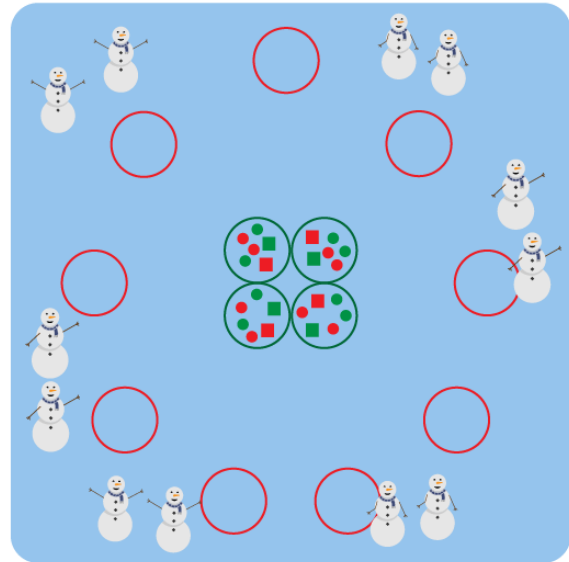
EQUIPMENT & SET-UP

Equipment:

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

Set-Up:

- Use 9 hoops to create a large circle around the perimeter of the activity area.
- Place 4 hoops at the center of the circle.
- Scatter tossable objects in the 4 center hoops.
- 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.
2. 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).
3. 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.
4. 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.
5. Continue until all bags of food have been delivered to the reindeer bowls (hoops).

GRADE LEVEL PROGRESSION

- **Grades K-2:** Students can carry the bags of food to the hoops versus making tosses to move the objects.
- **Grades 3-5:** Play as described above. Increase the distance to the hoops based on the ability of your students.

TEACHING CUES

- **Cue 1:** Communicate with your partner using positive language.
- **Cue 2:** Make eye contact with your partner before tossing them an object.
- **Cue 3:** Only collect one object from the middle at a time.



FEED THE REINDEER (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any movements as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Communication, Encourage, Praise

PRIORITY OUTCOMES

Working with Others:

- Shares equipment and space with others.
- Works cooperatively with others.

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?



SNOWMAN RUN

STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate ways to support and encourage my teammates.

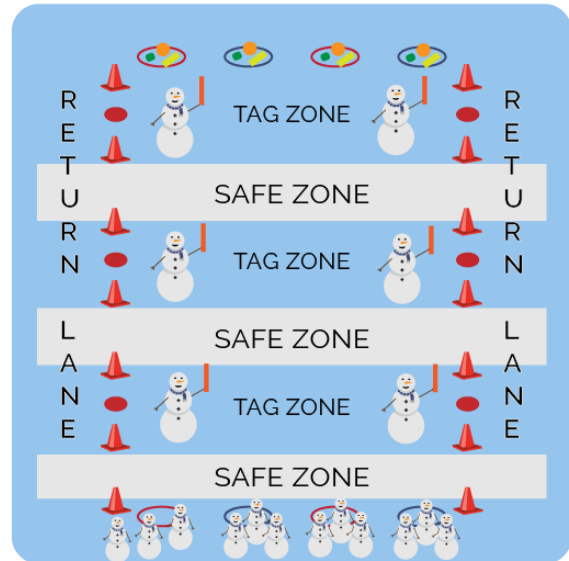
EQUIPMENT & SET-UP

Equipment:

- Variety of objects (e.g., bean bags, foam balls)
- 6 cut foam noodles
- Red spots or dome cones to mark "Tag Zones"
- Medium sized cones for returning lanes
- 2 hoops per team of 3
- Music and music player

Set-Up:

- Create teams of 3 students. 2 teams will begin in middle as defenders (total of 6 students). 2 defenders will be in each tagging zone with foam noodles.
- Set up a starting line with a hoop for each team.
- On opposite end, place hoops with a variety of objects.
- Use medium sized cones to delineate the return lanes and low-profile cones to delineate the 3 tagging zones on both sides of activity space.



ACTIVITY PROCEDURES

1. This activity is called The Snowman Run. The object is to prevent the snowmen from melting by making it through all 3 tag zones without being tagged. The snowmen get to collect ice (objects) if they make it across without being tagged.
2. Each team will line up behind a hoop. On the start signal, one person from each team will attempt to make it across all 3 tag zones to the other side of the activity area without being tagged. Only one person from each team can attempt to go through at a time.
3. Taggers cannot leave their assigned zone.
4. If you are tagged in any tag zone, you will move to the outside return lanes to go back to your team's hoop. There are safe zones between each tag zone as you move through.
5. If you make it through without being tagged collect one block of ice (object) from a hoop and use the return lanes to come back.
6. You will continue to send one teammate at a time through the tag zones to collect as many blocks of ice as you can to keep the snowmen from melting. The 2 teams with the most ice collected will be our taggers for the next round.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above but use 2 tag zones instead of 3.
- **Grades 3-5:** Play as described above.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Team up with other classmates to have more than one person moving through at a time.
- **Cue 3:** Only collect one block of ice at a time.



SNOWMAN RUN (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to modify any of the locomotor movements as needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Communication, Cooperation, Safety

PRIORITY OUTCOMES

Working with Others:

- Works cooperatively with others.
- Shares equipment and space with others.

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 through successfully?
- **DOK 3:** How is communication related to teamwork?



SNOWMAN BUILDERS

STUDENT TARGETS

- **Skill:** I will move safely through the activity space demonstrating respect for my classmates.
- **Cognitive:** I will describe how to use positive language with my partner.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my classmates using positive language.

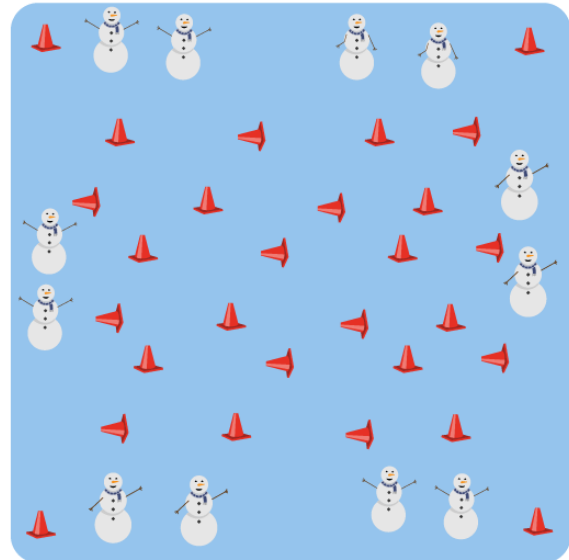
EQUIPMENT & SET-UP

Equipment:

- As many medium sized cones as possible
- 4 large cones to identify boundaries

Set-Up:

- Divide the class in half and create two teams.
- Scatter cones throughout the activity space, with half of them standing up and half of them laying on their side (knocked over).
- Set up a boundary around the perimeter of the activity space with 4 large cones.
- Students will begin outside of the boundary markers, spaced safely apart from each other.



ACTIVITY PROCEDURES

1. This activity is called Snowman Builders! The object of the game is to either stand up or knock down as many snowmen (cones) as you can for your team. You do that by safely using one hand to either pick up or knock down a cone, depending on what role your team has been assigned.
2. One team will be the snowplows, who will be trying to knock down as many snowmen (cones) as they can while the music plays. The other team will be the snowman builders, and they will be standing up as many cones (to build the snowmen) as possible while the music plays.
3. When the music starts, the snowplows will begin using one hand to knock cones over and builders will work to stand up the cones as all of you move safely through the activity space.
4. When the music stops, we will work together to count how many cones are standing up and how many are knocked down. The team with the most cones up or down wins!
5. We will switch roles for the second round before we play again.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Increase the size of the activity space and the speed that students are allowed to move during the activity.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Move safely and look out for others as you knock down or build the snowmen.



SNOWMAN BUILDERS (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to change the locomotor movements if needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Communication, Encourage, Praise

PRIORITY OUTCOMES

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** What does positive and encouraging communication sound like?
- **DOK 2:** What is an example of positive or encouraging communication you heard during the game?
- **DOK 3:** How does positive and encouraging communication impact the way a team interacts and works together?



SNOWBALL TOSS

STUDENT TARGETS

- **Skill:** I will use correct form for an underhand toss.
- **Cognitive:** I will focus my attention on the challenge in an effort to improve my team's score.
- **Fitness:** I will be actively engaged in this challenge.
- **Personal & Social Responsibility:** I will discuss the benefits of social interaction and being physically active with family and friends.

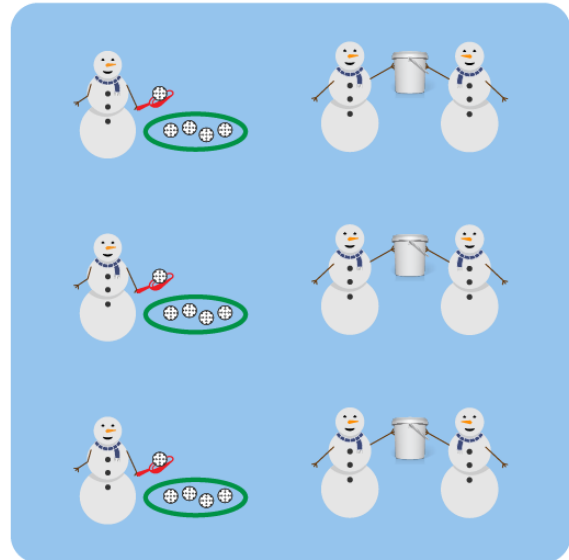
EQUIPMENT & SET-UP

Equipment:

- 1 bucket per team
- 1 scoop per team
- 5 to 10 wiffle balls per team
- 1 hoop per team
- Music and music player

Set-Up:

- Create teams of 3 players.
- Each team has space with wiffle balls placed in a hoop and a bucket 5 paces away from the hoop.
- One teammate is the tosser and stands behind the hoop and wiffle balls with a scoop in their throwing hand.
- The other two teammates are bucket holders and stand 5 paces away with the bucket opening facing the tosser.



ACTIVITY PROCEDURES

1. This activity is called Snowball Toss! The object of the game is for your team to use the bucket to catch as many snowballs (wiffle balls) as you can.
2. Get ready with 2 players holding the bucket, and 1 player 5 paces away with a scoop, ready to toss the snowball (wiffle ball) into the bucket.
3. On the start signal, the tosser makes the first toss from the scoop and quickly picks up another snowball for the next toss. The bucket holders count catches aloud to keep track of the score.
4. Bucket holders can move the bucket to help the tosser and make the catch. If your team tosses all of your snowballs successfully in the bucket before time expires, bucket holders quickly dump the snowballs back into the hoop and play continues. Snowballs that miss the bucket and fall to the ground can be collected and tossed again.
5. We will play for 3 minutes each round. We will play three rounds so teammates can rotate positions until everyone has had the opportunity to be the tosser.
6. At the end of the three rounds, teams will count up their total points to see which team caught the most snowballs!

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above but decrease the distance between tosser/catcher.
- **Grades 3-5:** Play as described above.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Count your snowball catches out loud so you can keep track easily.
- **Cue 3:** Work cooperatively with your teammates to earn as many points as possible.



SNOWBALL TOSS (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to throw while seated if needed.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Teamwork, Challenge, Growth Mindset

PRIORITY OUTCOMES

Social Interaction:

- Discusses the enjoyment of playing with family and friends.
- Describes the positive social interactions that come when engaged with others in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** What is teamwork? What does it look like? What does it sound like?
- **DOK 2:** How does teamwork affect how well your team performs in physical activity challenges?
- **DOK 3:** How does growth mindset affect how well you enjoy physical activity and positively interact with a team?



Physical Educator: Your Program Coordinator's Scoring Guide ❄️ 🧑‍🎓 ✨

As the Snowman Championships Program Coordinator, you'll be the frosty hero who ensures scoring runs smoothly across all classrooms and grade levels. You'll gather, track, and celebrate points for the entire school, ensuring fairness and excitement as we crown our champions. Here's your guide:

Step 1: Collecting Daily Scores from Teachers 📄

Each day, classroom teachers will submit their class scores based on:

- **Participation Points:** Total students who completed the daily activity.
- **Teamwork Points:** Additional points for collaboration and support.
- **School Spirit Bonus:** Points for enthusiasm and snowman pride.
- **Kindness Bonus:** Points for acts of kindness during the day.

Here's how you'll collect scores:

1. **Google Form or Scoring Sheets:**
 - Teachers will either submit scores via the Snowman Championships Google Form or turn in paper scoring sheets to you at the end of each day.
2. **Review Scores for Completion:**
 - Ensure all scores are submitted on time and include totals for participation, teamwork, school spirit, and kindness.

Step 2: Tracking Scores for Each Class and Grade 📊

1. **Daily Tracking:**
 - Use the Snowman Championships Master Spreadsheet to log scores for each class.
 - Include the following columns: Class Name, Daily Participation, Teamwork, School Spirit Bonus, Kindness Bonus, and Total Points.
2. **Grade-Level Totals:**
 - Add up class scores to calculate the total points for each grade level.
 - Track these totals daily on the overall scoreboard (digital or physical).



3. Leaderboard Update:

- Update the Snowman Championships leaderboard in the gym or a shared school space to build excitement and keep everyone motivated.

Step 3: Recognizing Achievements 🏆

At the end of each week, celebrate the progress of students and classes:

- **Class Highlights:** Recognize top-scoring classes for teamwork, school spirit, and kindness.
- **Grade-Level Leaders:** Share grade-level standings to build anticipation for the final Pep Rally.

Step 4: Preparing for the Final Pep Rally 🎉

1. Calculate Final Scores:

- Total all points earned over two weeks for each class & grade level.
- Identify the **Snowman Championships Class Champion** and **Grade-Level Champion** based on the highest scores.

2. Create Awards:

- Prepare certificates or awards for the champions.
- Plan recognitions for acts of kindness, teamwork & school spirit.

3. Coordinate with Teachers:

- Share final scores with classroom teachers before the Pep Rally so they can celebrate with their students.

Step 5: During the Pep Rally ❄️

At the Pep Rally, you'll take center stage to celebrate the Snowman Championships results:

- Announce class and grade-level champions.
- Highlight individual or group achievements for teamwork, kindness, and school spirit.
- Hand out awards and certificates with lots of cheers and frosty fanfare!



Extra Tips for Smooth Scoring:

- **Be Consistent:** Use the same scoring rules across all classrooms to ensure fairness.
- **Be Transparent:** Share daily updates so everyone knows where they stand.
- **Have Fun:** Remember, this event is about joy, kindness, and community—keep the atmosphere light and exciting!

Thank you for your leadership in making the Snowman Championships an unforgettable experience for everyone. You're the snow-star that keeps it all running smoothly! ❄️ 🧑‍🎄 ✨



PHYSICAL EDUCATION SAMPLE LESSON PLAN

| | |
|----------------------------|---|
| FOCUS OUTCOMES | <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> Recognizes that when you move fast, your heart beats faster and you breathe faster. Identifies physical activities that contribute to fitness. <p>Working with Others:</p> <ul style="list-style-type: none"> Works cooperatively with others. Shares equipment and space with others. |
| LESSON TARGETS | <ul style="list-style-type: none"> Skill: I will increase my heart rate to improve my fitness. Cognitive: I will describe what cardiorespiratory endurance is. Fitness: I will stay actively engaged throughout activity. Personal & Social Responsibility: I will work safely with my partner using positive language. |
| ACADEMIC LANGUAGE | Communication, Cooperation, Cardiorespiratory Endurance, Fitness |
| SELECTED ASSESSMENT | <ul style="list-style-type: none"> DOK Questions Academic Language Review |

LESSON MAP

| | TRANSITION NOTES | ACTIVITY NAME | DEBRIEF |
|------------------------------|---|---|---|
| 1 Instant Activity | Before students arrive, use cones to create a large activity space and have 2-3 noodles available to identify taggers. For Frostbite Tag, identify 2-3 taggers and give them a noodle to tag with. Other students scatter inside the activity area. | Frostbite Tag | <ul style="list-style-type: none"> DOK 1: Describe what cardiorespiratory endurance is. DOK 2: What happened to your breathing as you moved faster during the tag game? Why? DOK 3: What are some other physical activities that could help improve your cardiorespiratory endurance? |
| 2 Learning Task | While debriefing Frostbite Tag, you will set up for Snowman Run following the diagram from the activity plan. Create teams of 3 students, with 2 teams in the middle as defenders. The remaining teams each begin behind a hoop. | Snowman Run | <ul style="list-style-type: none"> 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 through successfully? DOK 3: How is communication related to teamwork? |
| 3 Assessment | Bring closure to the lesson by reviewing or expanding on the DOK questions from both activities. Review all academic language that was used during both activities. | <ul style="list-style-type: none"> DOK Questions Academic Language Review | |

CHALLENGE

(noun)

A task or situation that tests someone's abilities, skills, and/or knowledge.

Each Snowman Championship **challenge** is a test of our teamwork and focus.



CHASE

(verb)

To pursue an individual, group, or object in an effort to catch it.

Keep an eye on a person's hips when you are **chasing** them in order to see where they will go next.



COMMUNICATION

(noun)

The exchange of information from one person or group to another.

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and **communication**.



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.

Julius and Drew knew that **cooperation** was important if their team wanted to complete the task.



ENCOURAGE

(verb)

**To offer support, confidence,
or hope to someone else.**

Bobby **encouraged** Lisa to keep practicing her throwing and catching skills.



ENTHUSIASM

(noun)

An energized feeling of enjoyment and interest.

Bethany demonstrated a lot of **enthusiasm** for her team during the activity.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.



FLY

(verb)

To run away from a place or situation in order to escape a consequence.

Alex needed to start **fleeing** if he wanted to avoid getting tagged.



INTEGRITY

(noun)

The quality of being honest with strong moral principles.

The best teammates are those who have a positive attitude and always play with **integrity**.



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 individuals who use talents, knowledge, and abilities to motivate and guide themselves and others toward a goal or destination.

Jessica showed **leadership** to help her team make a comeback during the game.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I **respect** my teammates because they come to class and work hard to improve.



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 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.



SUPPORT

(verb)

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

The team leaders showed **support** for their teammates during the activity.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Taylor and her partner displayed excellent **teamwork** during the activity.





UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area. The table below offers considerations to move us closer to the ideal of Universal Design for Learning.

Universal Design for Learning Considerations for Snowman Championships

| Equipment | Rules | Environment | Instruction |
|--|---|--|--|
| <ul style="list-style-type: none"> • Provide equipment of different sizes, weights, colors and textures (e.g., bean bag, foam ball) • Add a buzzer or bell on a target or on a ball • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions | <ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed • Allow students to throw from a closer distance • Reduce the number of defenders or remove defenders altogether | <ul style="list-style-type: none"> • Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments | <ul style="list-style-type: none"> • Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed |

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



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.



Snowflake Stations

1

5 Push-Ups (any style)



Snowflake Stations

2

8 Burpees



Snowflake Stations

3 8 Snowflake
Jumps



Snowflake Stations

4

10-Count
Plank



Snowflake Stations

5

25 Jumping
Jack Frosts



Snowflake Stations

6

30 Seconds
Jog in Place





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>  |



Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

| | | | |
|---|---|---|--|
| 1 | <p>A task or situation that tests someone's abilities, skill, and/or knowledge.</p> <ul style="list-style-type: none"> a. Commitment b. Challenge c. Trust d. Value | 2 | <p>The exchange of information from one person or group to another.</p> <ul style="list-style-type: none"> a. Articulate b. Strategy c. Communication d. Support System |
| 3 | <p>Thoughtfulness and sensitivity toward others.</p> <ul style="list-style-type: none"> a. Consideration b. Cooperation c. Growth Mindset d. Transform | 4 | <p>The process of working together for a common goal or outcome.</p> <ul style="list-style-type: none"> a. Patience b. Active Listening c. Motivation d. Cooperation |
| 5 | <p>A feeling that causes a person to act in a friendly, generous, and considerate way toward others.</p> <ul style="list-style-type: none"> a. Challenge b. Kindness c. Respect d. Playful | 6 | <p>Qualities and characteristics demonstrated by individuals who use talents, knowledge and abilities to motivate and guide themselves and others toward a goal or destination.</p> <ul style="list-style-type: none"> a. Leadership b. Respect c. Awaken d. Become |
| 7 | <p>The state of being protected from physical or emotional danger.</p> <ul style="list-style-type: none"> a. Patience b. Safety c. Value d. Social Interaction | 8 | <p>The combined action and effort of a group of people working toward a goal or purpose.</p> <ul style="list-style-type: none"> a. Courage b. Teamwork c. Connection d. Responsibility |



TEACHER REFLECTION GUIDE

Complete after each instructional module. Refer to responses before teaching the module in the future.

Teaching Dates of Module:

School Year:

| General Comments / Notes for Planning Next Year's Module | |
|--|--|
| <ul style="list-style-type: none"> • Comment 1: • Comment 2: • Comment 3: | |
| Self-Reflection Across Danielson's Four Domains of Teaching | |
| Domain 1: Planning & Preparation | |
| 1a: Demonstrating Knowledge of Content/ Pedagogy | 1d: Demonstrating Knowledge of Resources |
| 1b: Demonstrating Knowledge of Students | 1e: Designing Coherent Instruction |
| 1c: Selecting Instructional Outcomes | 1f: Designing Student Assessments |
| <ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: | |
| Domain 2: Classroom Environment | |
| 2a: Evidence of Respect and Rapport | 2d: Managing Student Behavior |
| 2b: Establishing a Culture for Learning | 2e: Organizing Physical Space |
| 2c: Managing Classroom Procedures | |
| <ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: | |
| Domain 3: Instruction | |
| 3a: Communicating with Students | 3d: Using Assessment in Instruction |
| 3b: Using Questioning and Discussion Techniques | 3e: Demonstrating Flexibility and Responsiveness |
| 3c: Engaging Students in Learning | |
| <ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: | |
| Domain 4: Professional Responsibilities | |
| 4a: Reflecting on Teaching | 4d: Participating in a Professional Community |
| 4b: Maintaining Accurate Records | 4e: Growing and Developing Professionally |
| 4c: Communicating with Families | 4f: Showing Professionalism |
| <ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: | |
| Self-Rating with Rationale | |
| Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1) | |
| <ul style="list-style-type: none"> • Evidence 1: • Evidence 2: • Evidence 3: | |