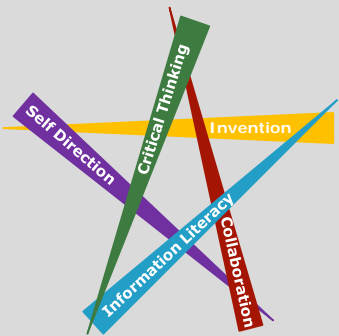




**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health/Physical Education	<b>Grade Level</b>	2nd
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
4. Prevention and Risk Management	3. Explain why bullying is harmful and how to respond appropriately	CH09-GR.2-S.4-GLE.3	
2. Physical and Personal Wellness	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class	PE09-GR.2-S.2-GLE.1	
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
4. Prevention and Risk Management	1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation	PE09-GR.5-S.4-GLE.1	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

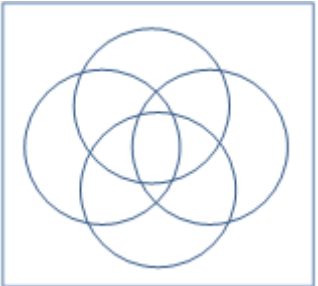
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Integrated Curriculum Design:** This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.



<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Remarkable Relationships	Teacher Discretion	Teacher Discretion

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<b>Unit Title</b>		Remarkable Relationships		<b>Length of Unit</b>	Teacher Discretion
<b>Focusing Lens(es)</b>	Healthy Relationships	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.2-S.4-GLE.3 PE09-GR.2-S.2-GLE.1 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1		
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>From your perspective, what is the difference between teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>How does the saying, “walk a mile” in the other person’s shoes” apply to teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.a,b;IQ.1)</li> <li>How does a positive comment to others boost a team atmosphere? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2)</li> <li>How can you encourage someone who is shy to participate in a physical activity? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2)</li> </ul>				
<b>Unit Strands</b>	Prevention and Risk Management Physical and Personal Wellness				
<b>Concepts</b>	Healthy, Relationships, Point of View (Perspective), Responsibility, Acceptance, Communication, Well-Being, Respect, Safety, Understanding, Intra-Personal Awareness, Self-Analysis; Awareness, Connections, Identification, Collaborations; Rules, Responsibility, Citizenship, Respect, Safety, Participation, Cooperation, Encouragement, Communication				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments. (CH09-GR.2-S.4-GLE.3;N.1)	How can a person show tolerance and appreciation for diversity? (CH09-GR.2-S.4- GLE.3;N.1)	When was a time you experienced someone not being accepting or understanding of you? (CH09-GR.2-S.4-GLE.3;N.1)
Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other. (CH09-GR.2-S.4-GLE.3-EO.c)	Why would bullying not be part of a healthy relationship? (CH09-GR.2-S.4-GLE.3-EO.b)	Are there ever times when a healthy relationship might include teasing or bullying? (CH09-GR.2-S.4-GLE.3-EO.b)
Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others. (CH09-GR.2-S.4- GLE.3-EO.c)	What is the difference between bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.c) How can you identify bullying behaviors? (CH09-GR.2- S.4-GLE.3-EO.c)	Is it always smart to intervene during a bullying incident? (CH09-GR.2- S.4-GLE.3-EO.c)
The use of strong communication skills provides opportunities for people to demonstrate understanding,	Identify strategies that can be used to prevent bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.d)	How does who I am as an individual affect how communicate with others? (CH09-GR.2-S.4-GLE.3-

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respect, and empathy. (CH09-GR.2-S.4-GLE.3-EO.d)		EO.d) Why should I care if someone else is being bullied or teased? (CH09-GR.2-S.4-GLE.3-EO.d)
Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions. (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)	What activities are enjoyable? (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)	How do emotions affect performance? (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)
Cooperation and positive collaboration with others makes physical activity enjoyable. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1,2)	What physical activities use team work? (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1,2)	Why is cooperation important in physical activity? (PE09-GR.2-S.3-GLE.1-EO.a,b,c)
Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1)	How do you feel when someone gives you positive encouragement? (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1)	Why do safety rules sometimes frustrate players during a game?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The signs of bullying (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>• The difference between teasing and bullying (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>• The effects of bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.b, c;IQ.2)</li> <li>• Appropriate anti-bullying strategies (CH09-GR.2-S.4-GLE.3-EO.d;IQ. 2;RA.1;N 1)</li> <li>• Different perspectives of people (CH09-GR.2-S.4-GLE.3-EO.d;IQ.1)</li> <li>• Positive communication (PE09-GR.2-S.3-GLE.1-EO.c)</li> <li>• Positive participation (PE09-GR.2-S.3-GLE.1-EO.b)</li> <li>• Positive social interaction during physical activities (PE09-GR.2-S.3-GLE.1-EO.a)</li> <li>• Feelings during challenges, successes, and failures in physical activity (PE09-GR.2-S.2-GLE 2-EO.e)</li> <li>• Safety rules and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> </ul>	<ul style="list-style-type: none"> <li>• Intervene and respond appropriately if self or others are being teased or Bullied (CH09-GR.2-S.4-GLE.3-EO.d)</li> <li>• Differentiate between bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>• Show support to someone who has been harmed by bullying (CH09-GR.2-S.4- GLE.3-EO.d;IQ. 1)</li> <li>• Identify helpful caring and trusted professionals and or adults in a bullying situation (CH09-GR.2-S.4-GLE.3-EO.d;IQ.2;RA.1;N.1)</li> <li>• Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c)</li> <li>• Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b)</li> <li>• Understand that positive social interaction will make physical activity with others enjoyable (PE09-GR.2-S.3-GLE.1-EO.a)</li> <li>• Identify feelings result from challenges, successes, and failures in physical activity (PE09-GR.2-S.2-GLE 2-EO.e)</li> <li>• Follow safety rules and behavior expectations (PE09-GR.2-S.4-GLE.1-EO.a,b)</li> </ul>

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<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I understand that tolerance, acceptance and understanding other people’s point of view will help to prevent teasing and bullying.</i></p> <p><i>I understand that safety rules in physical activity lead to greater enjoyment when participating in games.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Acceptance, Tolerance, Feelings, Health, Communication, Well-Being, Respect, Safety, Understanding, Relationships, Responsibility, Social Interaction, Challenges, Successes, Failures, Behavior Expectations, Changes, Safety Rules, Positive Communication, Participate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Bullying, Teasing, Empathy, Perspective, Physical Activity</p>

<p><b>Unit Description:</b></p>	<p>This unit implements a variety of learning experiences that provides students with opportunities to develop their understanding of healthy interpersonal relationships. The concepts of respect, acceptance, communication, cooperation, and positive relationship behaviors (e.g. body language and verbal language) are the main focus of this integrated comprehensive health and physical education unit. Students will create and perform role playing scenarios that demonstrate examples of these positive relationship skills provide the culminating assessment for this unit.</p>
<p><b>Unit Generalizations</b></p>	
<p><b>Key Generalization (s):</b></p>	<p>Healthy relationships contribute to our safety and well- being and determine how we respect, treat and communicate with each other.</p>
<p><b>Supporting Generalizations:</b></p>	<ul style="list-style-type: none"> <li>● Acceptance of others and understanding of different perspective builds personal capacity for empathy and contributes to safe environments.</li> <li>● Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others.</li> <li>● Cooperation and positive collaboration with others makes physical activity enjoyable.</li> <li>● Rules, responsibility, respect, positive encouragement and cooperation promote safety.</li> <li>● The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy.</li> <li>● Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions.</li> </ul>
<p><b>Considerations:</b></p>	<p>Healthy and unhealthy relationship behaviors are concepts discussed regularly at the second grade level. However, not all 2nd graders have the same life experiences to formulate what are acceptable positive behaviors (e.g. regarding behaviors modeled in their home and family). The focusing lens of this unit is “Health Relationships” which then encompasses the major concepts (e.g. respect, acceptance, cooperation) and allows students the opportunity to engage in activities that reinforce positive healthy behaviors.</p>

<p><b>GREEN</b></p>	<p><b>Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.</b></p>
<p><b>BLUE</b></p>	<p><b>Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.</b></p>

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<b>PINK</b>	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
<b>YELLOW</b>	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

**Performance Assessment:** *The capstone/summative assessment for this unit.*

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Healthy relationships contribute to our safety and well-being and determine how we respect, treat, and communicate with each other.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your peers are “Super Community Heroes.” Your team’s mission is to create a role playing scenario that demonstrates examples of healthy relationship skills (e.g. respect, cooperation, empathy) that will wipe out “Captain Negativity” and his fellow villains.
<b>Product/Evidence:</b> (Expected product from students)	Students will work in peer groups to become Super Community Heroes to create role playing scenarios that demonstrate examples of relationship skills (e.g. respect, cooperation, empathy). <ul style="list-style-type: none"> <li>The scenarios will be performed and evaluated by other peer groups within the class.</li> <li>Groups will be using a rubric created by the teacher for evaluation purposes. <a href="https://www.mc.edu/faculty/index.php/download_file/7796/7/">https://www.mc.edu/faculty/index.php/download_file/7796/7/</a> (Rubric developer)</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> <li>Perform various roles, actor, director, narrator, stage manager</li> </ul>

<b>Texts for independent reading or for class read aloud to support the content</b>	
Informational/Nonfiction	Fiction
<i>If You Had to Choose, What Would You Do?</i> By Sandra McLeod Humphrey: Lexile range 300 <i>What Should I Do? Making Good Decisions</i> , by John Burstein: Lexile level 660 <i>Can We Get Along? Dealing With Differences</i> , by John Burstein: Lexile range 300 <i>Speak Up! Communicating Confidently</i> , by John Burstein: Lexile level 700 <i>I Want It!</i> by Elizabeth Crary: Lexile range 300 <i>Talk and Work It Out</i> , by Cheri J. Meiners: Lexile AD240L <i>Howard B Learns It’s Okay to Back Away: A Story About Managing Anger</i> , by Howard Binkow: Lexile Level 500 <i>Helpers in My Community</i> , by Bobby Kalman: Lexile level 590 <i>Community Workers Activities: A Kid Pix Activity Kit, Ages 5-9- Teacher Created Materials</i> : Lexile range 300-700	<i>Weekend with Wendell</i> , by Kevin Henkes: Lexile level 510 <i>The Quarreling Book</i> , by Charlotte Zolotow: Lexile level 870 <i>Thump and Plunk</i> , by Janice Udry: Lexile level 210 <i>The Unfriendly Book</i> , by Charlotte Zolotow: Lexile range 300 <i>Howard B Wigglebottom Learns to Listen</i> , by Howard Binkow: Lexile Level 460 <i>Listen, Buddy</i> , by Helen Lester: Lexile Level 520 <i>Howard B Learns It’s Okay to Back Away: A Story About Managing Anger</i> , by Howard Binkow: Lexile Level 500 <i>Listening Lotto: Nursery Rhymes: Develop Listening Skills and Learn Some Wonderful Traditional Nursery Rhymes</i> : Lexile range 300

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<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think like/work like a student leader to develop respect for others	Teacher Resources:	<a href="https://www.youtube.com/watch?v=PrhrBwQtYQU">https://www.youtube.com/watch?v=PrhrBwQtYQU</a> (Cartoon video clip of teamwork) <a href="http://www.teamworkandleadership.com/2012/08/children-leading-two-very-touching-and-inspirational-videos.html#sthash.qM7Euc3i.dpbs">http://www.teamworkandleadership.com/2012/08/children-leading-two-very-touching-and-inspirational-videos.html#sthash.qM7Euc3i.dpbs</a> (Non-fiction video clip of actual kids cooperating) <a href="https://www.responsiveclassroom.org/cooperative-games-for-younger-students/">https://www.responsiveclassroom.org/cooperative-games-for-younger-students/</a> (Cooperative game ideas) <a href="http://www.teachhub.com/6-awesome-cooperative-classroom-games">http://www.teachhub.com/6-awesome-cooperative-classroom-games</a> (Cooperative game ideas) <a href="https://www.youtube.com/watch?v=GMjmhF5320">https://www.youtube.com/watch?v=GMjmhF5320</a> (CBS News Coverage of Autistic Basketball Manager)
			Student Resources:	<a href="https://www.youtube.com/watch?v=GMjmhF5320">https://www.youtube.com/watch?v=GMjmhF5320</a> (CBS News Coverage of Autistic Basketball Manager) <a href="https://www.youtube.com/results?search_query=ants+teamwork+animation+must+see">https://www.youtube.com/results?search_query=ants+teamwork+animation+must+see</a> (Cartoon video clip of teamwork)
2.	Description:	Think like/work like a team member to create positive interactions in physical education activities	Teacher Resources:	<a href="http://www.pecentral.org/climate/perules.html">http://www.pecentral.org/climate/perules.html</a> (PE Central: PE Rules) <a href="http://www.gophersport.com/blogentry/creating-a-positive-learning-environment">http://www.gophersport.com/blogentry/creating-a-positive-learning-environment</a> (Gopher: Creating a Positive Learning Environment)
			Student Resources:	<a href="https://www.youtube.com/watch?v=n_0TzBMf7rw">https://www.youtube.com/watch?v=n_0TzBMf7rw</a> (Amazing Kids of Character: Responsibility) <a href="https://www.youtube.com/watch?v=d5GSpV4wmpA">https://www.youtube.com/watch?v=d5GSpV4wmpA</a> (Amazing Kids of Character: Respect)

**Prior Knowledge and Experiences**

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as cooperation, safety, collaboration, listening, and working in groups or with a partner. However, it is understood that not all 2nd graders have the same prior life experiences when it comes to peer and family relationships.

**Learning Experience # 1**

The teacher may pose the question “What is a relationship?” so students can begin to examine the types of relationships in their own lives. (e.g. friends, parents, siblings, classmates)

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

<b>Generalization Connection(s):</b>	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other.
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<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=wTDP-A--BhE">https://www.youtube.com/watch?v=wTDP-A--BhE</a> (Disney’s UP: first 4 minutes showing characters friendship) <a href="https://www.youtube.com/watch?v=H7w7yXkJTU0">https://www.youtube.com/watch?v=H7w7yXkJTU0</a> (Making friendship soup)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=wTDP-A--BhE">https://www.youtube.com/watch?v=wTDP-A--BhE</a> (Disney’s UP: first 4 minutes showing characters friendship) <a href="https://www.youtube.com/watch?v=H7w7yXkJTU0">https://www.youtube.com/watch?v=H7w7yXkJTU0</a> (Making friendship soup)	
<b>Assessment:</b>	Students will work in groups of 3-4 to develop their own recipe for “healthy relationship soup”. Students will use a variety of physical education equipment (e.g. noodles, beanbags, Frisbee) as their ingredients (e.g. respect, kindness, listening skills) to create their own recipe for healthy relationship soup.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Provide adaptive learning materials (e.g. Braille equipment) and grouping considerations (e.g. behavioral issues)</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Verbally share the recipe one on one with a teacher</li> <li>● Work one on one with a peer developing a recipe</li> </ul>
<b>Extensions for depth and complexity:</b>	N/A	Students may: <ul style="list-style-type: none"> <li>● Create a recipe poster-board “key/legend” that lists the equipment used for different healthy relationship ingredients</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Different perspectives of people</li> <li>● Positive communication</li> <li>● Positive participation</li> <li>● Positive social interaction during physical activities</li> <li>● Feelings during challenges, successes, and failures in physical activity</li> <li>● Safety rules and behavior expectations</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Use positive communication</li> <li>● Participate without distracting peers</li> <li>● Understand that positive social interaction will make physical activities with others enjoyable</li> <li>● Identify feelings that result from challenges failures and successes in physical activity</li> <li>● Follow safety rules and expectations</li> </ul>	
<b>Critical Language:</b>	Acceptance, Feelings, Communication, Respect, Safety, Understanding, Relationships, Responsibility, Behavior Expectations, Positive Communication, Participation, Bullying, Teasing, Empathy, Tolerance, Well-being, Social Interaction, Perspective	



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<b>Learning Experience # 2</b>		
<p>The teacher may provide examples of various relationships so students can differentiate between healthy vs. unhealthy relationships.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="right">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other.	
<b>Teacher Resources:</b>	<a href="http://youth.gov/youth-topics/teen-dating-violence/characteristics">http://youth.gov/youth-topics/teen-dating-violence/characteristics</a> (Characteristics of Healthy and Unhealthy Relationships) <a href="http://www.opheliaproject.org/teaching/LetsBeFriends.pdf">http://www.opheliaproject.org/teaching/LetsBeFriends.pdf</a> (The Ophelia Project: Let's Be Friends) <a href="http://www.pbs.org/parents/parenting/raising-girls/friends-social-life/understanding-elementary-school-friendships/">http://www.pbs.org/parents/parenting/raising-girls/friends-social-life/understanding-elementary-school-friendships/</a> (Friendships information about elementary aged children) <a href="http://familymatters.net/blog/2014/10/28/helping-your-child-develop-healthy-friendships/">http://familymatters.net/blog/2014/10/28/helping-your-child-develop-healthy-friendships/</a> (Resource for parents and teachers)	
<b>Student Resources:</b>	<a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;id=1636&amp;np=286#3">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;id=1636&amp;np=286#3</a> (What makes a good friend? ideas for kids) <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=12739&amp;CategoryID=7748">http://www.watchknowlearn.org/Video.aspx?VideoID=12739&amp;CategoryID=7748</a> ("Cabbage's New Friend", story about friendship) <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=28014&amp;CategoryID=7748">http://www.watchknowlearn.org/Video.aspx?VideoID=28014&amp;CategoryID=7748</a> ("What is a Friend?", kid video)	
<b>Assessment:</b>	<p>Students will play a healthy vs unhealthy relationship tag game. Taggers will have healthy and unhealthy relationship statement cards that they will give to students who are tagged.(e.g. Unhealthy example: Classmate saying they won't be your friend anymore if you don't choose them to be on their team. e.g. Healthy example: Offering to help a classmate who is struggling with cup stacking.) Once tagged students leave the game and deposit the cards in either the area marked "healthy "or "unhealthy Relationship" behaviors.</p> <p><a href="https://docs.google.com/document/d/1J6nWpkGT8n5sCo139lb8F-9cKr79FagFXgkW-hJGKsl/edit?usp=sharing">https://docs.google.com/document/d/1J6nWpkGT8n5sCo139lb8F-9cKr79FagFXgkW-hJGKsl/edit?usp=sharing</a> (Tag Game Examples)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Provide adaptive learning materials (e.g. Braille equipment) and grouping considerations (e.g. behavioral issues)</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Be given cards of their own and write in a journal which is "healthy" or "unhealthy."</li> </ul>
<b>Extensions for depth and complexity:</b>	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The signs of bullying</li> <li>● The difference between teasing and bullying</li> <li>● Different perspectives of people</li> <li>● Positive communication</li> <li>● Positive participation</li> <li>● Positive social interaction during physical activities</li> <li>● Feelings during challenges, successes, and failures in physical activity</li> <li>● Safety rules and behavior expectations</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use positive communication</li> <li>• Participate without distracting peers</li> <li>• Understand that positive social interaction will make physical activity with others enjoyable</li> <li>• Identify feelings result from challenges, successes, and failures in physical activity</li> <li>• Follow safety rules and behavior expectations</li> </ul>
<b>Critical Language:</b>	Acceptance, Feelings, Communication, Respect, Safety, Understanding, Relationships, Responsibility, Rules, Positive Communication, Participate, Teasing, Empathy, Perspective, Physical Activity, Tolerance, Well-Being, Social Interaction, Challenges, Successes

<b>Learning Experience # 3</b>		
<p>The teacher may demonstrate various voice tones and use of body language to express communication so students can assess whether the types of tone and body language are positive or negative.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="center"><small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small></p>		
<b>Generalization Connection(s):</b>	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other.	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=0XspRCwoIU">https://www.youtube.com/watch?v=0XspRCwoIU</a> (Silent cartoon demonstrating body language)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=1hnLfnulwZw&amp;list=PLdMG7sCpdy4dulj5geSyzlcy8ZSNKQP9N">https://www.youtube.com/watch?v=1hnLfnulwZw&amp;list=PLdMG7sCpdy4dulj5geSyzlcy8ZSNKQP9N</a> (Saying What You Mean)	
<b>Assessment:</b>	Students will be in groups of two. One student will be the actor, the other the evaluator. Student move around the gym with their partner using loco-motor movements of their choice until the music stops. When the music stops, the actor demonstrates either a healthy or unhealthy interaction using body language or verbal language. The evaluator talks about the characteristics that the actor used in his/her performance. Students then switch rolls and the music begins.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• Provide adaptive learning materials (e.g. Braille equipment) and grouping considerations (e.g. behavioral issues)</li> </ul>	Students may <ul style="list-style-type: none"> <li>• Be able to shadow another group and provide feedback to the performers</li> <li>• Perform for teacher on own</li> </ul>
<b>Extensions for depth and complexity:</b>	The teacher may: N/A	Students may: N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Different perspectives of people</li> <li>• Positive communication</li> <li>• Positive participation</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use positive communication</li> <li>• Understand that positive social interaction will make physical activity with others enjoyable</li> </ul>	
<b>Critical Language:</b>	Social Interaction, Positive Communication, Participate	

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<b>Learning Experience # 4</b>		
<p>The teacher may provide stories about acceptance (from books such as <u>The Rainbow Fish and A Bad Case of Stripes</u>) so students can discover the importance of empathy for others.</p>		
<p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="center"><small>Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</small></p>		
<b>Generalization Connection(s):</b>	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments.	
<b>Teacher Resources:</b>	<a href="http://www.storylineonline.net/the-rainbow-fish/">http://www.storylineonline.net/the-rainbow-fish/</a> (The Rainbow Fish Story) <a href="https://www.youtube.com/watch?v=6MeRu0uK2Ms">https://www.youtube.com/watch?v=6MeRu0uK2Ms</a> (A Bad Case of Stripes) <a href="http://www.thecounselorstop.com/partly-cloudy/">http://www.thecounselorstop.com/partly-cloudy/</a> (Acceptance of differences )	
<b>Student Resources:</b>	<a href="http://www.storylineonline.net/the-rainbow-fish/">http://www.storylineonline.net/the-rainbow-fish/</a> (The Rainbow Fish Story) <a href="https://www.youtube.com/watch?v=6MeRu0uK2Ms">https://www.youtube.com/watch?v=6MeRu0uK2Ms</a> (A Bad Case of Stripes)	
<b>Assessment:</b>	Students will give one compliment to a classmate as their exit ticket at the end of class.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: N/A	Students may: <ul style="list-style-type: none"> <li>Use teacher for support</li> </ul>
<b>Extensions for depth and complexity:</b>	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Different perspectives of people</li> <li>Positive communication</li> <li>Positive participation</li> <li>Positive social interaction during physical activities</li> <li>Feelings during challenges, successes, and failures in physical activity</li> <li>Safety rules and behavior expectations</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Intervene and respond appropriately if self or others are being teased or bullied</li> <li>Use positive communication</li> <li>Participate without distracting peers</li> <li>Understand that positive social interaction will make physical activity with others enjoyable</li> <li>Identify feelings result from challenges, successes, and failures in physical activity</li> <li>Follow safety rules and behavior expectations</li> </ul>	
<b>Critical Language:</b>	Acceptance, Tolerance, Feelings, Communication, Respect, Relationships, Responsibility, Social Interaction, Challenges, Successes, Failures, Behavior Expectations, Positive Communication	

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Learning Experience # 5		
<p>The teacher may provide examples of teasing vs. bullying (e.g. of teasing: When a kid misses a basketball shot a teammate says, “Hey Magic, nice shot.” e.g. of bullying: One student tells another classmate “I’m going to tell everyone in the class not to play with you at recess.”) so students can distinguish between the two types of behavior.</p>		
<p><b>Integration Continuum Color:</b> <span style="background-color: #00ff00;">GREEN</span> BLUE PINK YELLOW</p>		
<p><small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small></p>		
<b>Generalization Connection(s):</b>	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others.	
<b>Teacher Resources:</b>	<a href="http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/">http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/</a> (What is a Bully? Kids Against Bullying) <a href="http://www.goodcharacter.com/GROARK/Bullying.html">http://www.goodcharacter.com/GROARK/Bullying.html</a> <a href="http://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying">http://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying</a> <a href="http://www.youtube.com/watch?v=3QbdMcR7VKA&amp;feature=related">http://www.youtube.com/watch?v=3QbdMcR7VKA&amp;feature=related</a> (1:23 Cartoon on Bullying)	
<b>Student Resources:</b>	<a href="http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/">http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/</a> (What is a Bully? Kids Against Bullying) <a href="http://www.youtube.com/watch?v=3QbdMcR7VKA&amp;feature=related">http://www.youtube.com/watch?v=3QbdMcR7VKA&amp;feature=related</a> (1:23 Cartoon on Bullying)	
<b>Assessment:</b>	Students will work in pairs lined up along baseline of gym. Each group will be using colored bean bags. One color will represent teasing and one color will represent bullying. Each group will have multiple bean bags. Teachers will say a statement (using students’ statements created during learning experiences). Students will determine if the statement is teasing or bullying and run their appropriate bean bag to a designated area at other end of gym.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The signs of bullying</li> <li>• The difference between teasing and bullying</li> <li>• The effects of bullying and teasing</li> <li>• Appropriate anti-bullying strategies</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Intervene and respond appropriately if self or others are being teased or bullied</li> <li>• Differentiate between bullying and teasing</li> <li>• Show support to someone who has been harmed by bullying</li> <li>• Identify helpful caring and trusted professionals and or adults in a bullying situation</li> </ul>	
<b>Critical Language:</b>	Acceptance, Tolerance, Feelings, Well-being, Respect, Understanding, Relationships, Bullying, Teasing, Empathy, Communication, Responsibility, Behavior Expectations, Positive Communication, Participate, Perspective, Physical Activity	

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Learning Experience # 6		
<p>The teacher may define advocacy so students can explore the types of skills needed to deal with bullying situations.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="right">Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p>		
<b>Generalization Connection(s):</b>	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others.	
<b>Teacher Resources:</b>	<a href="http://www.pacerkidsagainstbullying.org/kab/how-can-you-help/">http://www.pacerkidsagainstbullying.org/kab/how-can-you-help/</a> (Kids Against Bullying: How Can You Help)	
<b>Student Resources:</b>	<a href="http://www.pacerkidsagainstbullying.org/kab/">http://www.pacerkidsagainstbullying.org/kab/</a> (Kids Against Bullying Website)	
<b>Assessment:</b>	Students will take a quiz based around bullying issues. This quiz will be used to conduct a classroom discussion on the points listed in the quiz (e.g. not join in, help get away from situation, tell an adult). <a href="http://www.pacerkidsagainstbullying.org/kab/how-can-you-help/take-the-quiz/">http://www.pacerkidsagainstbullying.org/kab/how-can-you-help/take-the-quiz/</a>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>Take the quiz one-on-one verbally with the teacher</li> </ul>
<b>Extensions for depth and complexity:</b>	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The signs of bullying</li> <li>The difference between teasing and bullying</li> <li>The effects of bullying and teasing</li> <li>Appropriate anti-bullying strategies</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Intervene and respond appropriately if self or others are being teased or bullied</li> <li>Differentiate between bullying and teasing</li> <li>Show support to someone who has been harmed by bullying</li> <li>Identify helpful caring and trusted professionals and or adults in a bullying situation failures in physical</li> </ul>	
<b>Critical Language:</b>	Acceptance, Tolerance, Feelings, Bullying, Teasing, Empathy, Communication, Positive Communication, Perspective, Social Interaction	

Learning Experience # 7		
<p>The teacher may provide inspirational stories of positive support such as teamwork and leadership (refer to the teacher resources and teamhoyt.com) so students can make connections between cooperation and teamwork.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="right">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	Cooperation and positive collaboration with others makes physical activity enjoyable.	

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<b>Teacher Resources:</b>	<a href="http://www.teamworkandleadership.com/2012/08/children-leading-two-very-touching-and-inspirational-videos.html#sthash.qM7Euc3i.dpbs">http://www.teamworkandleadership.com/2012/08/children-leading-two-very-touching-and-inspirational-videos.html#sthash.qM7Euc3i.dpbs</a> (non-fiction video clip of actual kids cooperating) <a href="https://www.responsiveclassroom.org/cooperative-games-for-younger-students/">https://www.responsiveclassroom.org/cooperative-games-for-younger-students/</a> (cooperative game ideas) <a href="http://www.teachhub.com/6-awesome-cooperative-classroom-games">http://www.teachhub.com/6-awesome-cooperative-classroom-games</a> (cooperative game ideas) <a href="https://www.youtube.com/watch?v=GMjmhF5320">https://www.youtube.com/watch?v=GMjmhF5320</a> (CBS News Coverage of Autistic Basketball Manager) <a href="http://www.teamhoyt.com">http://www.teamhoyt.com</a> ( Dad who pushes his son in marathons)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=GMjmhF5320">https://www.youtube.com/watch?v=GMjmhF5320</a> (CBS News Coverage of Autistic Basketball Manager)	
<b>Assessment:</b>	<p>Students will use the activity in the link below. This activity is called “Helium Stick” and the objective is for students to lower a lightweight rod to the ground. However, students are only allowed to use their index fingers and their fingers must touch the rod at all times or the task has to be restarted. The task is more difficult than it appears and is an excellent teambuilding activity! Once students have completed the activity they will debrief with the other team members. Students will be asked to list statements heard during the activity and then discuss how these statements made them feel. Redo the activity using only using positive statements. Debrief once completed.</p> <p><a href="http://www.wilderdom.com/games/descriptions/HeliumStick.html">http://www.wilderdom.com/games/descriptions/HeliumStick.html</a></p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● provide a heavyweight rod so students may have more success. The weight of the rod will keep it on the student’s fingers</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Rotate through different job assignments</li> <li>● Actual participant in the activity</li> <li>● Recorder of classmate comments during the activity.</li> <li>● Be in charge of running the video camera.to capture the facial expressions of classmates</li> </ul>
<b>Extensions for depth and complexity:</b>	The teacher may: <ul style="list-style-type: none"> <li>● Video students performing activity to use during debriefing</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● View video to make observations of statements heard</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Different perspectives of people</li> <li>● Positive communication</li> <li>● Positive participation</li> <li>● Positive social interaction during physical activities</li> <li>● Feelings during challenges, successes, and failures in physical activity (safety rules and behavior expectations)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Use positive communication</li> <li>● Participate without distracting peers</li> <li>● Understand that positive social interaction will make physical activity with other enjoyable</li> <li>● Identify feelings result from challenges, successes, and failures in physical activity</li> <li>● Follow safety rules and behavior expectations</li> </ul>	
<b>Critical Language:</b>	Acceptance, Tolerance, Feelings, Communication, Respect, Social Interaction, Challenges, Successes, Failures, Behavior Expectations, Safety Rules, Positive Communication, Participation, Perspective, Physical Activity	

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<b>Learning Experience # 8</b>		
The teacher may convey the importance of responsibility, respect, and positive encouragement so students can understand how these impact student safety.		
<b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW		
<small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small>		
<b>Generalization Connection(s):</b>	Rules, responsibility, respect, positive encouragement and cooperation promote safety.	
<b>Teacher Resources:</b>	<a href="http://www.pecentral.org/climate/perules.html">http://www.pecentral.org/climate/perules.html</a> (PE Central: PE Rules) <a href="http://www.gophersport.com/blogentry/creating-a-positive-learning-environment">http://www.gophersport.com/blogentry/creating-a-positive-learning-environment</a> (Gopher: Creating a Positive Learning Environment)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=n_OTzBMf7rw">https://www.youtube.com/watch?v=n_OTzBMf7rw</a> (Amazing Kids of Character: Responsibility) <a href="https://www.youtube.com/watch?v=d5GSpV4wmpA">https://www.youtube.com/watch?v=d5GSpV4wmpA</a> (Amazing Kids of Character: Respect)	
<b>Assessment:</b>	Students will perform the activity listed in the link below. This activity involves having teams work together to replicate “What is in the Box?” by having different students on the team assigned to the roles of observer, reporter, and builder. Once completed, groups will be asked to write down examples of responsibility, respect, and positive encouragement that they demonstrated during the activity. <a href="https://docs.google.com/document/d/1naG6-8dBVZoSqUgSv3Fnu1nkrBGjQp31VNokVqo2KDo/edit">https://docs.google.com/document/d/1naG6-8dBVZoSqUgSv3Fnu1nkrBGjQp31VNokVqo2KDo/edit</a>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>● Build structure and photograph to use in the box, instead of using actual structure.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Work with a partner</li> </ul>
<b>Extensions for depth and complexity:</b>	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Positive participation</li> <li>● Positive social interaction during physical activities</li> <li>● Feelings during challenges, successes, and failures in physical activity</li> <li>● Safety rules and behavior expectations</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Participate without distracting peers</li> <li>● Understand that positive social interaction will make physical activity with others enjoyable</li> <li>● Identify feelings result from challenges, successes, and failures in physical activity</li> <li>● Follow safety rules and behavior expectations</li> </ul>	
<b>Critical Language:</b>	Respect, Rules, Physical Activity, Acceptance, Tolerance, Feelings, Communication, Well-Being, Relationships, Responsibility, Social Interaction, Challenges, Successes, Failures, Changes, Positive Communication, Participate	