

# PERSONAL & SOCIAL WELLNESS

## INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

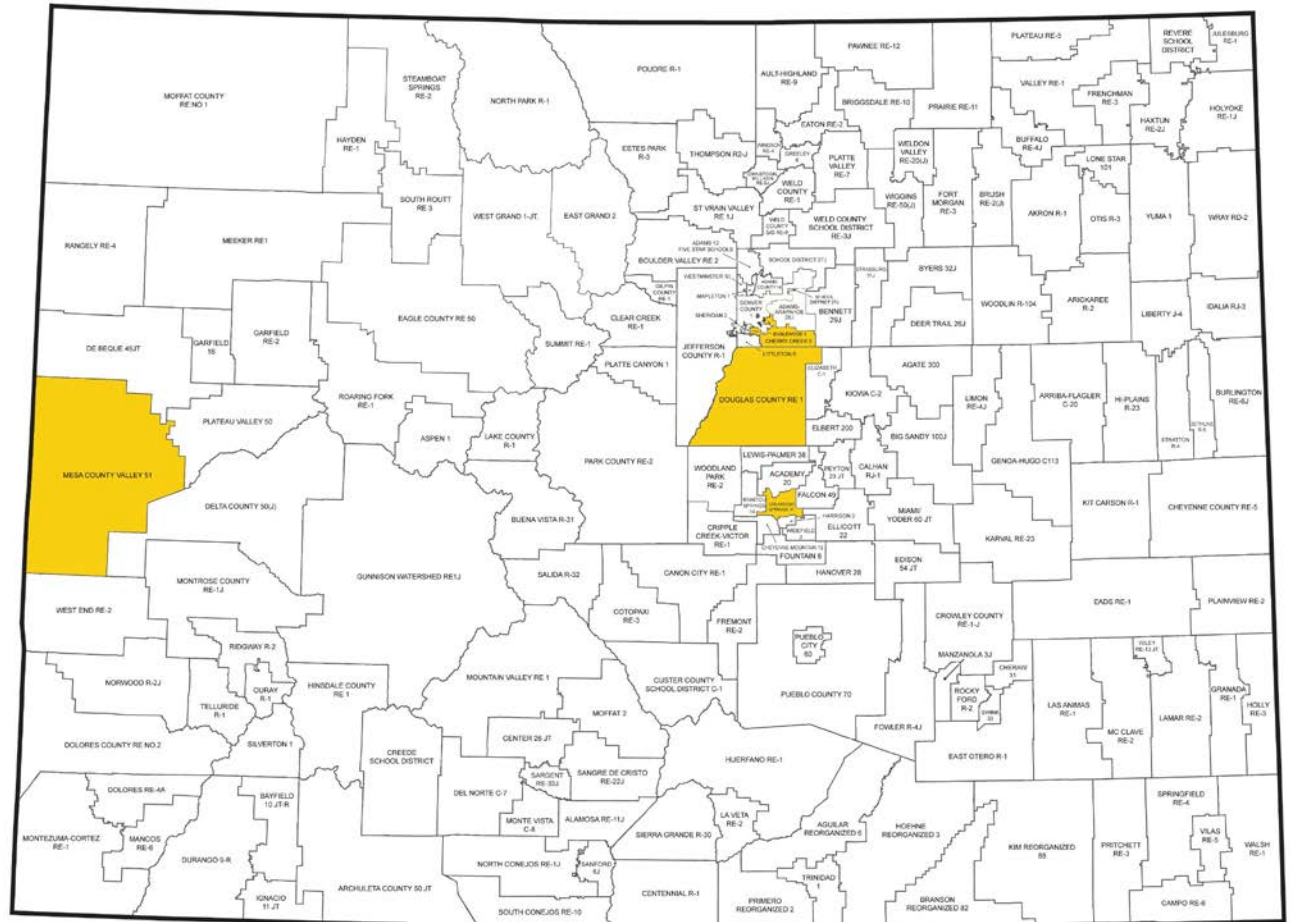
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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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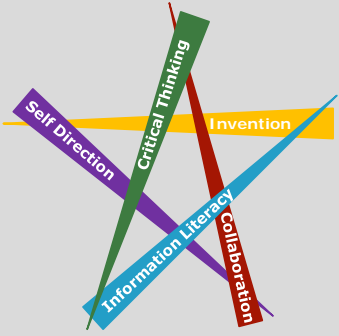


Colorado's District Sample Curriculum Project

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	3 <sup>rd</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement Competence and Understanding	1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	PE09-GR.3-S.1-GLE.1	
	2. Perform movements that engage the brain to facilitate learning	PE09-GR.3-S.1-GLE.2	
2. Physical and Personal Wellness	1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	PE09-GR.3-S.2-GLE.1	
	2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	PE09-GR.3-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive social behaviors during class	PE09-GR.3-S.3-GLE.1	
4. Prevention and Risk Management	1. Expectations for this standard are integrated into the other standards at this grade level.	PE09-GR.3-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*



**Physical**

**Social**

**Mental and Emotional**

Colorado's Comprehensive Health and Physical Education Standards

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Personal & Social Wellness	Teacher's Discretion	1

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Personal & Social Wellness		<b>Length of Unit</b>	Teacher Discretion
<b>Focusing Lens(es)</b>	Positive Behaviors	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How should you congratulate someone when he or she wins, and you lose? (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4)</li> <li>• How can you give advice to a friend about how to improve at a physical activity? (PE09-GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)</li> <li>• What is your role in maintaining a positive learning environment that everyone can enjoy?</li> <li>• Why is it important to be polite when you lose? (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4)</li> </ul>			
<b>Unit Strands</b>	Emotional and Social Wellness Physical and Personal Wellness			
<b>Concepts</b>	Acceptance; Encouragement; Identification; Sportsmanship			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment. (PE09- GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4)	What are some encouraging and accepting behaviors?	Why is it important to accept others into activities?
Identification of positive behaviors in self and others during activities enhances sportsmanship. (PE09-GR.3-S.3- GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)	What are some examples of good sportsmanship	How can you show good sportsmanship during an activity or game?
Acknowledgement of positive behavior and sportsmanship provides encouragement to others(PE09-GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)	What behaviors can you demonstrate and identify that shows encouragement?	When would peer feedback be inappropriate?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Encouragement of others (PE09-GR.3-S.3-GLE.1-EO.b,e,f,g)</li> <li>● Directions, rules and procedures (PE09-GR.3-S.3-GLE.1-EO.d)</li> <li>● Constructive feedback (PE09-GR.3-S.3 -GLE.1-EO.c)</li> <li>● Receive constructive feedback. (PE09-GR.3-S.3-GLE.1-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>● Congratulate and encourage others (PE09-GR.3-S.3-GLE.1-EO.b,e,f,g)</li> <li>● Follow directions, rules and procedures (PE09-GR.3-S.3-GLE.1-EO.d)</li> <li>● Give constructive feedback. (PE09-GR.3-S.3 -GLE.1-EO.c)</li> <li>● Receive constructive feedback. (PE09-GR.3-S.3-GLE.1-EO.c)C</li> </ul>

<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>Encouragement and sportsmanship in activities, games and sports makes participation more enjoyable.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Sportsmanship, Encouragement, Physical Activity, Feedback</p>
<p><b>Technical Vocabulary:</b></p>	<p>Well executed movement</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit is designed to teach students the skill development of personal and social wellness as it relates to participating in physical activity. The focus is on identifying and applying skills of acceptance, encouragement and sportsmanship while creating a safe playing environment. The unit culminates with students working in small groups to develop manipulative games that demonstrate respect, cooperation, and collaboration. The teams will be combined with two other groups to blend their mini games into one large activity. The ultimate result is to have students utilize their skills of collaboration and sportsmanship.
<b>Considerations:</b>	<p>As fellow teachers we understand that teaching personal and social wellness in Physical Education can be very challenging while trying to incorporate movement skills. With that being said, please consider the following:</p> <ul style="list-style-type: none"> <li>● available space</li> <li>● size of classes</li> <li>● time with students</li> <li>● equipment available</li> <li>● technology</li> <li>● cultural considerations</li> </ul> <p>relevance between physical activity and students social behavior during competitive/challenging situations</p>
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment.
<b>Supporting Generalizations:</b>	Acknowledgement of positive behavior and sportsmanship provides encouragement to others.
	Identification of positive behaviors in self and others during activities enhances sportsmanship.

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your team members have been selected to be “America’s Ultimate Game Makers.” Your team will be given one type of equipment (e.g. hula hoops, jump ropes, scooters etc.) to develop rules and movements for a game. Each team will then combine with two other teams to create one ultimate game that utilizes rules, equipment, and movements from the previously created games. The master team will then teach and play their created game with the entire class.
<b>Product/Evidence:</b> (Expected product from students)	<p>Students will work in small groups to develop a mini game with a piece or pieces of equipment. The teams will combine with two other teams to develop a master game, which must include:</p> <ul style="list-style-type: none"> <li>- blended rules</li> <li>- equipment from each mini game</li> <li>- sportsmanship, acceptance, encouragement</li> <li>- previously used movement skills</li> </ul> <p>The “Ultimate Game Makers” will teach and play with the entire class.</p>

### Colorado Teacher-Authored Sample Instructional Unit

<b>Differentiation:</b> (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> <li>● Develop the rules</li> <li>● Recorder/videographer</li> <li>● Referee</li> <li>● Teacher of the game</li> </ul>
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>101 Ways to Teach Social Skills</i> By Lawrence Shopiro (Lexile range 800-900)</p> <p><i>Teaching Conflict Resolution through Children's Literature</i> By William Kreidler (Lexile range 640-840)</p> <p><i>Inspiring Stories of Sportsmanship</i> by Brad Herzog (Lexile level 810)</p> <p><i>Sportsmanship</i> by Lucia Raatma (Lexile level 550)</p> <p><i>The Kids' (and parents', too!) Book of Good Sportsmanship</i> By Leslie A. Susskind (Lexile range 360-720)</p>	<p><i>Smok'n Pigs vs. Bakin' Briskets: A Silly Story of Sportsmanship</i> by Nick Rokicki (Lexile range 360-720)</p> <p><i>Adventures of the Pink Tee Pee Wees: Good Sportsmanship</i> By Lovewell Higgs (Lexile 360-720)</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom: A Collection of Poems About Winning, Losing, and Being a Good Sport</i> By Gordon Korman, Bernice Korman (Lexile range 360-720)</p> <p><i>Sally the Sore Loser</i> by Frank Sileo (Lexile range 360-720)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think like/Work like a team member to develop a team environment of encouragement.	<p>Teacher Resources:</p> <p><a href="https://drive.google.com/open?id=1VfiybUsOZe2p8QKYZI0PN4bf9jftFfz_XPnQXHfXfPI">https://drive.google.com/open?id=1VfiybUsOZe2p8QKYZI0PN4bf9jftFfz_XPnQXHfXfPI</a> (Self and team checklist of positive behaviors)</p> <p><a href="https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs">https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs</a> (Student Checklist)</p> <p><a href="https://drive.google.com/open?id=10byNbZFNh25kOQTx-8c0B50hLmSzGR4ZojaURVcl3Bg">https://drive.google.com/open?id=10byNbZFNh25kOQTx-8c0B50hLmSzGR4ZojaURVcl3Bg</a> (Secret Agent Relay - Lesson Plan)</p> <p><a href="http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safesport.aspx">http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safesport.aspx</a> (Safety Policy and Advisory Guide)</p>
	Skills:	<ul style="list-style-type: none"> <li>● Give constructive feedback</li> <li>● Congratulate and encourage others</li> </ul>	<p>Student Resources:</p> <p><a href="https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs">https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs</a> (Student Checklist)</p> <p><a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanship)</p>
	Assessment:		Students will do a pair share to provide one example of an encouragement statement that may be used during a physical activity.

**Colorado Teacher-Authored Sample Instructional Unit**

2.	Description:	Think like/Work like a student game maker to promote positive sportsmanship.	Teacher Resources:	<a href="http://www.pelinks4u.org/articles/darden/sportsmanship.htm">http://www.pelinks4u.org/articles/darden/sportsmanship.htm</a> (sportsmanship checklist, ideas to teach kids to be good sports) <a href="http://www.pelinks4u.org/articles/darden/sportsmanship.htm">http://www.pelinks4u.org/articles/darden/sportsmanship.htm</a> (more ideas for a self and team checklist, mayre ways to teach kids to be good sports) <a href="https://drive.google.com/open?id=1MO-wrEZH_Bbymud2QJAJ9N3e6dAxYQcAuNEakwV731s">https://drive.google.com/open?id=1MO-wrEZH_Bbymud2QJAJ9N3e6dAxYQcAuNEakwV731s</a> (Outdoor Survivor Lesson) <a href="http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/">http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/</a> (sportsmanship video) <a href="https://docs.google.com/document/d/1UEjl3jqzfs0RNYVUMWS0BgOSFfZFck_hzxBQq6sX0oU/edit">https://docs.google.com/document/d/1UEjl3jqzfs0RNYVUMWS0BgOSFfZFck_hzxBQq6sX0oU/edit</a> Froggy Fly Tag <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (articles, lesson plans, materials, task cards)
			Student Resources:	<a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (articles, task cards, sample materials, lesson plan ideas) <a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanship) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/">http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/</a> (sportsmanship video) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanhip)
	Skills:	<ul style="list-style-type: none"> <li>● Give constructive feedback.</li> <li>● Receive constructive feedback.</li> </ul>	Assessment:	Students will work with a partner to demonstrate one example of positive sportsmanship during physical activity(e.g. say congratulations or good game, shake hands, give positive feedback during a game).

**Prior Knowledge and Experiences**

The learning experiences build upon a presumed student working knowledge of teamwork, safety, expectations of game rules, and encouragement. However, not all students will have had the same experiences and mastered the same level of positive behaviors. This unit will continue to allow students the opportunity to develop skills around acceptance, encouragement, and sportsmanship.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 1</b>		
The teacher may pose the question “What is sportsmanship?” and show a video that illustrates examples so students can begin to reflect upon their own experiences.		
<b>Generalization Connection(s):</b>	Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment.	
<b>Teacher Resources:</b>	<a href="http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/">http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/</a> (sportsmanship video) <a href="https://docs.google.com/document/d/1UEjI3jqzfsORNYVUMWSOBgOSFfZFck_hzxBQq6sX0oU/edit">https://docs.google.com/document/d/1UEjI3jqzfsORNYVUMWSOBgOSFfZFck_hzxBQq6sX0oU/edit</a> Froggy Fly Tag <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (articles, lesson plans, materials, task cards)	
<b>Student Resources:</b>	<a href="http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/">http://www.cbsnews.com/news/unbelievable-act-of-sportsmanship/</a> (sportsmanship video) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanship)	
<b>Assessment:</b>	Students will demonstrate sportsmanship while playing the game Froggy Fly Tag. During the game, after a tagged student has been saved by the Super fly, he/she will receive a sticky note and pencil. Their task will be to draw a picture of themselves when they were a good sport or of a time when positive sportsmanship was demonstrated to them. This sticky note will be posted on a wall and at the end of the game a few of the sticky notes will be chosen and will be discussed.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may: <ul style="list-style-type: none"> <li>● Provide a longer tagging noodle</li> <li>● Allow student to stand, with hand on head to indicate he/she was tagged</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Use a longer tagging noodle</li> <li>● Stand up with one hand on head to indicate he/she has been tagged instead of sitting</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may allow students to use verbal communication instead of drawing on a sticky note.	Students may verbally explain when sportsmanship was demonstrated.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Encouragement of others</li> <li>● Directions, rules and procedures</li> <li>● Constructive feedback</li> <li>● Receive constructive feedback</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Congratulate and encourage others</li> <li>● Follow directions, rules and procedures</li> <li>● Give constructive feedback</li> <li>● Receive constructive feedback</li> </ul>	
<b>Critical Language:</b>	Sportsmanship, Encouragement, Physical Activity, Feedback	



**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 2		
The teacher may describe ways to move appropriately in a physical activity setting so students can explore ways to stay safe during participation.		
<b>Generalization Connection(s):</b>	Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment.	
<b>Teacher Resources:</b>	<a href="https://drive.google.com/open?id=1MO-wrEZH_Bbymud2QJAJ9N3e6dAxYQcAuNEakwV731s">https://drive.google.com/open?id=1MO-wrEZH_Bbymud2QJAJ9N3e6dAxYQcAuNEakwV731s</a> (Outdoor Survivor Lesson) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (materials, lesson plans, articles, task cards) <a href="http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safesport.aspx">http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safesport.aspx</a> (Safety Policy and Advisory Guide)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles)	
<b>Assessment:</b>	Students will participate in the activity “Outdoor Survivor,” to demonstrate safety skills (e.g. personal space, staying on feet, proper tagging, boundaries, etc.) that align with the game and the playing environment.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• give students a different job (e.g. score keeper, time keeper, jail releaser, ref, etc.)</li> <li>• allow students to use a tagging noodle.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• choose a job (e.g. score keeper, time keeper, jail releaser, ref, etc.)</li> <li>• use a tagging noodle to tag</li> </ul>
<b>Extensions for depth and complexity:</b>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students can make additional safety rules poster to be hung in the gym.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Encouragement of others</li> <li>• Directions, rules and procedures</li> <li>• Constructive feedback</li> <li>• Receive constructive feedback</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Congratulate and encourage others</li> <li>• Follow directions, rules and procedures</li> <li>• Give constructive feedback</li> <li>• Receive constructive feedback</li> </ul>	
<b>Critical Language:</b>	Sportsmanship, Encouragement, Physical Activity, Feedback, Well executed movement	

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 3		
The teacher may discuss ways to encourage others so students can evaluate how these skills can be used in various activities.		
<b>Generalization Connection(s):</b>	Acknowledgement of positive behavior and sportsmanship provides encouragement to others.	
<b>Teacher Resources:</b>	<a href="https://drive.google.com/open?id=10byNbZFNh25kOQTx-8c0B50hLmSzgR4ZojaURVcl3Bg">https://drive.google.com/open?id=10byNbZFNh25kOQTx-8c0B50hLmSzgR4ZojaURVcl3Bg</a> (Secret Agent Relay - Lesson Plan) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (articles, lesson plans, materials, task cards)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=oFUyEHkTWs">https://www.youtube.com/watch?v=oFUyEHkTWs</a> (Captain Positive: Good Sportsmanship) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles)	
<b>Assessment:</b>	Students will participate in the activity “Secret Agent Relay.” Students will demonstrate acknowledgement of positive behaviors and sportsmanship by providing encouragement to others.	
<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 different relay for an injured student</li> <li>● allow students to create the relay for students</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● be given an alternative relay</li> <li>● help the teacher create various relay for the class</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write ways they were acknowledging encouragement to others.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Encouragement of others</li> <li>● Directions, rules and procedures</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Congratulate and encourage others</li> <li>● Follow directions, rules and procedures</li> </ul>	
<b>Critical Language:</b>	Sportsmanship, Encouragement, Physical Activity	

Learning Experience # 4		
The teacher may articulate what teamwork and cooperation look like so students may identify positive behaviors in themselves as well as their team.		
<b>Generalization Connection(s):</b>	Identification of positive behaviors in self and others during activities enhances sportsmanship.	
<b>Teacher Resources:</b>	<a href="https://drive.google.com/open?id=1VfiybUsOZe2p8QKYZI0PN4bf9jftFfz_XPnQXHFXfPI">https://drive.google.com/open?id=1VfiybUsOZe2p8QKYZI0PN4bf9jftFfz_XPnQXHFXfPI</a> (Self and team checklist of positive behaviors) <a href="http://www.pelinks4u.org/articles/darden/sportsmanship.htm">http://www.pelinks4u.org/articles/darden/sportsmanship.htm</a> (more ideas for a self and team checklist, mayre ways to teach kids to be good sports) <a href="https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs">https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs</a> (Student Checklist) <a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles)	

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="https://docs.google.com/a/d51gapps.org/document/d/1as_WakoeffBXNYIur0ZNRBsiWAhPq4jeb9o1ltzGwo/edit?usp=sharing">https://docs.google.com/a/d51gapps.org/document/d/1as_WakoeffBXNYIur0ZNRBsiWAhPq4jeb9o1ltzGwo/edit?usp=sharing</a> (Planet Zorka Lesson Plan)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> ( materials, task cards, lesson plans, articles) <a href="https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs">https://drive.google.com/open?id=1GKosDcU5IN4GypTkry28FPLCJZMsd955Bi78W-g8YDs</a> (Student Checklist) <a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanship)	
<b>Assessment:</b>	Students will evaluate their teammates and themselves on their positive behaviors by utilizing the checklist provided after participating in the team building activity, "Planet Zorka."	
<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>● allow verbal communication</li> <li>● provide Braille documents for vision impaired</li> <li>● peer assistance</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● verbally answer the questions to the checklist</li> <li>● use Braille checklist</li> <li>● have a friend help them during the activity</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write out how they used positive behaviors to help during the activity
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Encouragement of others</li> <li>● Directions, rules and procedures</li> <li>● Constructive feedback</li> <li>● Receive constructive feedback</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Congratulate and encourage others</li> <li>● Follow directions, rules and procedures</li> <li>● Give constructive feedback.</li> <li>● Receive constructive feedback.</li> </ul>	
<b>Critical Language:</b>	Sportsmanship, Encouragement, Physical Activity, Feedback	

**Learning Experience # 5**

The teacher may explain an activity (e.g. soccer) so students can understand how one piece of equipment can be used to create a game or sport.

**Generalization Connection(s):**

Identification of positive behaviors in self and others during activities enhances sportsmanship.

**Teacher Resources:**

<http://www.pelinks4u.org/articles/darden/sportsmanship.htm> (sportsmanship checklist, ideas to teach kids to be good sports)  
<http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf> (articles, task cards, sample materials, lesson plan ideas)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf">http://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf</a> (articles, task cards, sample materials, lesson plan ideas) <a href="https://www.youtube.com/watch?v=oFUySEhKtWs">https://www.youtube.com/watch?v=oFUySEhKtWs</a> (Captain Positive: Good Sportsmanship)	
<b>Assessment:</b>	Students will be assigned into six groups and will be given one type of equipment (e.g. hula hoops, jump ropes, scooters, etc.) to develop rules and movements for a game using this piece of equipment. Each group will then demonstrate their game to another peer group.	
<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 alternate equipment as necessary</li> <li>● Limit the equipment available (pretend you are a teacher with limited resources)</li> </ul>	Students may: <ul style="list-style-type: none"> <li>● Use alternate equipment as necessary</li> <li>● Use limited equipment in their game (pretending their resources are limited)</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Provide notecards to write notes on game improvements	Write down suggestions that would improve their game
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Encouragement of others</li> <li>● Directions, rules and procedures</li> <li>● Constructive feedback</li> <li>● Receive constructive feedback</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Congratulate and encourage others</li> <li>● Follow directions, rules and procedures</li> <li>● Give constructive feedback</li> <li>● Receive constructive feedback</li> </ul>	
<b>Critical Language:</b>	Sportsmanship, Encouragement, Physical Activity, Feedback	