

Unit Title: Buddy Builders

1st Grade

INSTRUCTIONAL UNIT AUTHORS

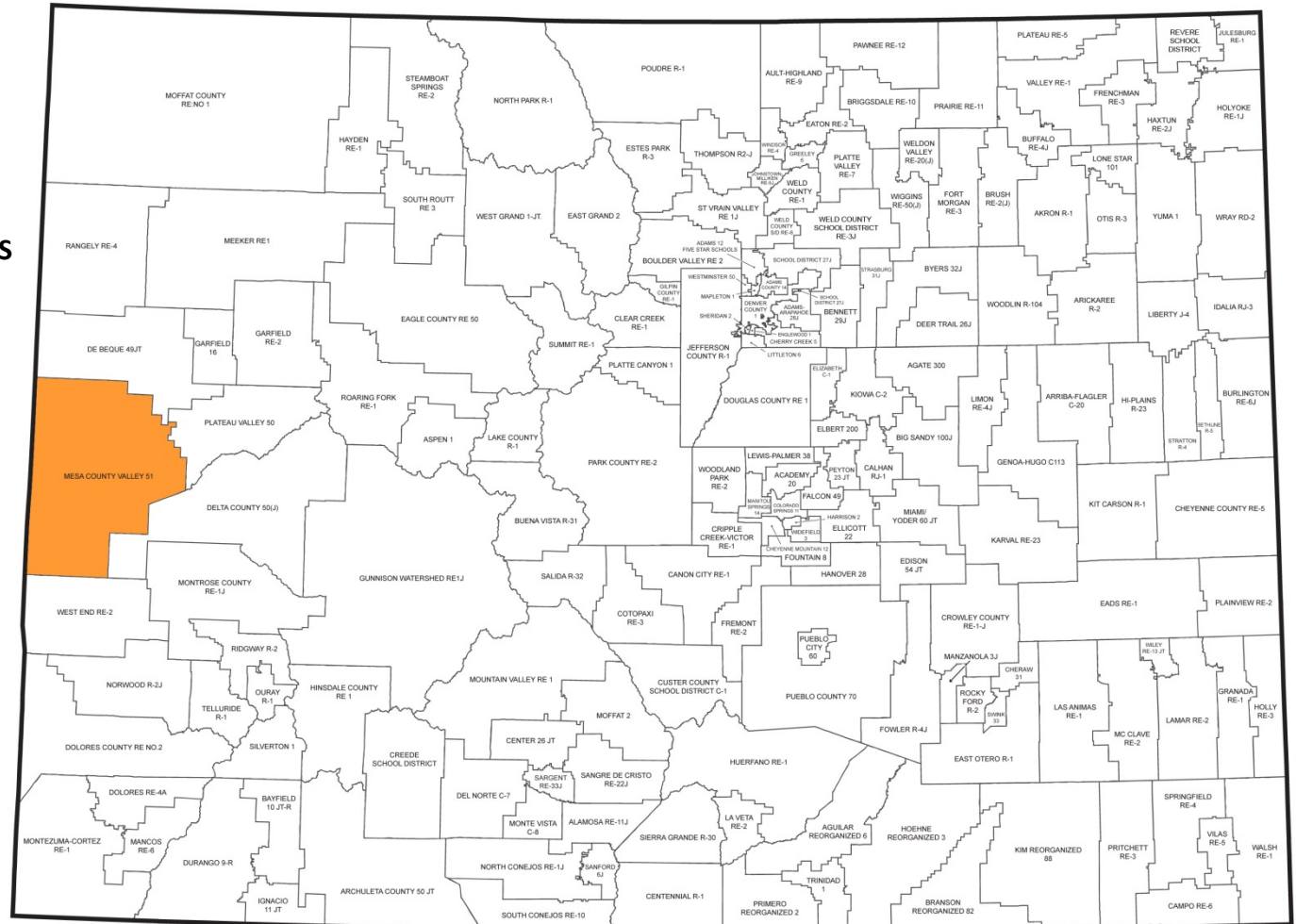
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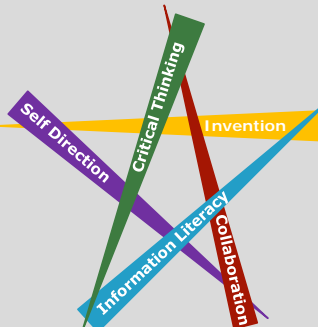


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health / Physical Education	Grade Level	1st
Course Name/Course Code	Buddy Builders		
Standard	Grade Level Expectations (GLE)	GLE Code	
Movement Competence and Understanding	3. Establish a beginning movement vocabulary	PE09-GR.1-S.1-GLE.3	
Emotional and Social Wellness	2. Identify parents, guardians, and other trusted adults as resources for information about health	CH09-GR.1-S.3-GLE.1	
	2. Follow the rules of an activity	PE09-GR.1-S.3-GLE.2	
Prevention and Risk Management	1. Develop movement control for safe participation in games and sports	PE09-GR.1-S.4-GLE.1	

Colorado 21st Century Skills



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

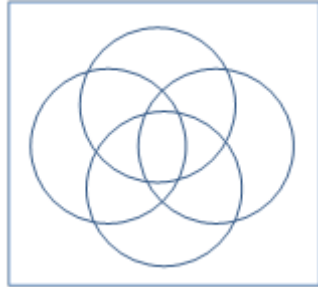
Information Literacy: *Untangling the Web*

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.



Unit Titles	Length of Unit/Contact Hours
Buddy Builders	Teacher's Discretion

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Unit Title	Buddy Builders		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Team Building Communication Problem Solving	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.3 PE09-GR.1-S.3-GLE.1 PE09-GR.1-S.3-GLE.2	PE09-GR.1-S.4-GLE.1 CH09-GR.1-S.3-GLE.1 CH09-GR.1-S.3-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why is it important to be a good listener and communicator? (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2) • How does a person control their feelings? (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1) • What makes you a good partner? (PE09-GR.1-S.3-GLE.1-EO.c,d; IQ. 1,2,3; RA1,2,3,4; N.1,2) • Why is it important to follow the rules? (PE09-GR.1-S.3-GLE.2-EO.a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1,2) 			
Unit Strands	Movement Competence and Understanding; Physical and Personal Wellness; Social and Emotional Wellness			
Concepts	Cooperation, Teamwork, Responsible Social Behavior, Critical Thinking and Reasoning, Demonstration, Space, Effectiveness, Identification, Relationships, Integrity, Collaboration, Participation, Citizenship, Communication, Resources, Problem-solving, Expression, Emotions, Skills			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Appropriate expression of emotions with others will improve communication, allow for problem-solving and develop lifelong skills such as strong citizenship and positive social behavior behavior (CH09-GR.1-S.3- GLE.1-EO.f;N.1) (PE09-GR.1-S.3-GLE.1-EO.a,c; IQ. 1,2,3; RA. 1,2,3,4; N. 1,2)	What are some different ways a person may express emotions? (CH09-GR.1-S.3-GLE.1-EO.a;RA.1) What is different about working with someone rather than working by yourself? PE09-GR.1-S.3 GLE.1-EO.c,d; IQ. 1,2,3; RA. 1,2,3,4; N.1,2)	How can a person demonstrate good citizenship? When is it difficult to control your emotions? (CH09- GR.1-S.3-GLE.1-EO.a;RA.1) How do your parents solve a conflict if you and your siblings are upset with each other? (CH09-GR.1-S.3- GLE.1-EO.d)
Effective listening skills, positive communication and cooperation help support collaboration and strong teamwork. (CH09-GR.1-S.3-GLE.1-EO.c,d) (CH09-GR.1-S.3-GLE.1-EO.c,d)	How can I show someone I am listening to them? What collaborative skills do effective teams have?	How did you feel when someone was not listening to you? How do teams use collaboration to become more successful?
Higher-level critical thinking and reasoning skills generate accurate identification of space, safety practices and the ability to follow rules to create a respectful play environment (PE09- GR.1-S.4-GLE.1-EO.a; IQ. 1,2,3; RA. 1; N.1)	What is a way in which a person can move through space, safely? (PE09- GR.1-S.4-GLE.1-EO.a; IQ. 1,2,3; RA. 1; N.1)	What are some important safety practices to demonstrate when playing games with others? (PE09- GR.1-S.4-GLE.1-EO.a; IQ. 1,2,3; RA. 1; N.1)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures ● Verbal and nonverbal instruction. ● A variety of cues ● Rules to simple games ● Behavior in game situations ● Various expressions of emotions ● Appropriate expressions of feelings and emotions ● Effective listening skills ● Examples of polite and empathetic responses ● Skills of cooperation and sharing with others ● Problem-solving strategies ● Trusted adults in their school, home, and community ● Various health care providers in the community ● Communication skills 	<ul style="list-style-type: none"> ● Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures ● Show the ability to follow verbal and nonverbal instruction. ● Respond appropriately to a variety of cues ● Follow rules to simple games ● Help other students share space effectively ● Accept responsibility for one's behavior in a game situation ● Determine identifying factors of various emotions ● Express emotions and feelings in ways that are appropriate to the situation ● Manage emotions and feelings in a healthy manner ● Listen effectively to the speaker ● Respond politely and empathetically in many situations ● Share and cooperate with other students, teachers, and family members ● Solve problems appropriately for a given situation ● Use problem-solving skills when faced with a difficult choice ● Identify trusted adults at home, school, and in the community ● Determine health care providers in the community who they can talk to

<p>Critical Language: 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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Each student can demonstrate how to work with others.</i></p> <p><i>Trusted adults will help me develop strategies for positive listening skills and problem solving techniques to improve communication with others.</i></p>
<p>Academic Vocabulary:</p>	<p>Share, Identify, Demonstrate, Develop, Respond, Emotions, Feelings, Polite, Cooperation, Communication, Expressions, Resources</p>
<p>Technical Vocabulary:</p>	<p>Physical Activity, Challenges, Cues, Non-Verbal Instruction, Rules, Participate, Listening Skills, Problem-Solving</p>

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GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
BLUE	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Unit Description:	This unit implements a variety of learning experiences that allow students to develop their positive communication skills. The concepts of cooperation, teamwork, responsible social behavior, critical thinking and reasoning, space, communication, and problem-solving skills are the main focus of this integrated comprehensive health and physical education unit. The culminating performance assessment for this unit has students working in small groups to build an object and requires students to utilize skills of team building, communication, and problem-solving in order to complete the task.
Unit Generalizations	
Key Generalization (s):	Appropriate expression of emotions with others will improve communication, allow for problem-solving and develop lifelong skills such as strong citizenship and positive social behavior.
Supporting Generalizations:	<ul style="list-style-type: none"> • Effective listening skills, positive communication and cooperation help support collaboration and strong teamwork. • Higher-level critical thinking and reasoning skills generate accurate identification of space, safety practices and the ability to follow rules to create a respectful play environment. • Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions.
Considerations:	Cooperation, teamwork, responsible social behavior, critical thinking and reasoning, communication, and problem-solving skills are concepts discussed regularly at the first grade level. However, not all 1st 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 consists of three parts: team building, communication, and problem solving which then encompasses the major concepts (e.g. Cooperation, Teamwork, Responsible Social Behavior, Critical Thinking and Reasoning, Demonstration, Communication, Problem-Solving) and allows students the opportunity to engage in activities that reinforce positive communication skills.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Integration Continuum Color: GREEN BLUE PINK YELLOW	
Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Appropriate expression of emotions with others will improve communication, allow for problem-solving and develop lifelong skills such as strong citizenship and positive social behavior.

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Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and 2-3 of your peers will become “Buddy Builders.” Your team will be responsible for building an object and be given a blueprint of the structure that will assist you to successfully complete the project. Each construction worker will be given a role (e.g. engineer, foreman, builders) and each role will have designated responsibilities that will enable their team to complete the building of their structure.
Product/Evidence: (Expected product from students)	Students will work in peer groups using a blueprint (e.g. picture) to create a structure out of various physical education equipment. <ul style="list-style-type: none"> Students are expected to use team building, communication, and problem solving skills to complete the task. Each student will have individualized roles and will self-assess using a rubric created by the teacher for evaluation purposes. https://www.mc.edu/faculty/index.php/download_file/7796/7/ (Rubric developer) https://drive.google.com/open?id=1PKcgMfDmb7QsJ6Th8ap0M9IAy2tRqTzr91lczq_gBk (Unit Assessment)
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> Perform various roles: each student may work with a partner Be purposely grouped

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Saying What You Mean</i> , by Shannon R. Linville: Lexile Level 400 <i>Zebras and Oxpeckers Work Together</i> , by Martha E. H. Rustad: Lexile Level 460	<i>The Biggest Pumpkin Ever</i> , by Steven Kroll: Lexile Level 570 <i>It’s Not Fair</i> , by Carl Sommer: Lexile Level 350 <i>Can You Help Me Find My Smile?</i> by Carl Sommer: Lexile Level 310

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like/work like a student leader to develop strong teambuilding skills.	Teacher Resources:	http://www.teachthought.com/pedagogy/student-engagement/10-team-building-games-for-the-first-day-of-class/ (Various teambuilding ideas) http://lessonplanspage.com/pequicksandhoopspotsandhoopsgamek5-htm/ Teambuilding game) http://lessonplanspage.com/pessstealthedinosaureggcooperativeteamactivityp1-htm/ (Teamwork game)
			Student Resources:	http://greatresultsteambuilding.net/eight-great-motivational-video-clips-inspiring-team/ (Inspirational videos)
	Skills:	<ul style="list-style-type: none"> collaboration with others use listening skills demonstrate positive communication skills 	Assessment:	Students will be put into groups and given 6 hula hoops. Each group will demonstrate strong team building skills by building a castle out of the 6 hoops. Teacher may give them a picture to attempt to copy or demonstrate prior to having students attempt to build. https://drive.google.com/open?id=1kQwzlfHi2MsqEzfHxoXfvvBIXgSt-4Vph1SP4IFCyTY (How to build the castle)

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2.	Description:	Think like/work like a team member to use positive communication skills while working with peers.	Teacher Resources:	http://www.teachthought.com/pedagogy/student-engagement/10-team-building-games-for-the-first-day-of-class/ (Various teambuilding ideas)
			Student Resources:	http://www.connectionsacademy.com/blog/posts/2013-01-25/6-Creative-Indoor-P-E-Activities-for-K-5-Students.aspx (Focuses on how we use prepositions while communicating in the gym)
	Skills:	<ul style="list-style-type: none"> • use positive body language • eye contact • responding to peers 	Assessment	Students will play “What’s in a Name.” https://drive.google.com/open?id=189MDVwwpjrean_U5BukP_4SNLVB6zUgEawgUDlLgQYo (Lesson Plan)
3.	Description:	Think like/work like a student leader who demonstrates strong problem solving skills.	Teacher Resources:	http://www.boyscouttrail.com/activity_search.asp teambuilding/problem solving activities http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games_instantactivities.html (Problem Solving Activities and Instant Activities)
			Student Resources:	https://www.teachingchannel.org/videos/persist-through-challenges-perts (Persist Through Challenges Build A Growth Mindset)
	Skills:	<ul style="list-style-type: none"> • uses critical thinking and understanding • shows support to peers 	Assessment:	Students will play “Tic-Tac-Toe Basketball.” https://drive.google.com/open?id=1cVl8xDeDBaVKJK26UwghPkEMG70nmO-uhyq62vOz8Ss (Lesson Plan)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as cooperation, teamwork, responsible social behavior, critical thinking and reasoning, communication, and problem-solving skills. However, it is understood that not all 1st graders have the same prior life experiences when it comes to team building, communication, and problem-solving.

Learning Experience # 1

The teacher may pose the question, “What is communication?” so students can begin to understand how various types of communication may positively and negatively affect relationships and team building situations.

Integration Continuum Color: GREEN BLUE PINK YELLOW

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

Generalization Connection(s):

Appropriate expression of emotions with others will improve communication, allow for problem-solving and develop lifelong skills such as strong citizenship and positive social behavior

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<p>Teacher Resources:</p>	<p>http://www.socialskillscentral.com/free/101_Ways_Teach_Children_Social_Skills.pdf (Resources and pictures of Verbal and Non-Verbal Communication) https://www.google.com/search?q=communication+handouts+for+elementary+students&espv=2&biw=1366&bih=677&tbm=isch&bo=u&source=univ&sa=X&ved=0ahUKEwjr_oSpiJbLAhVK5iYKHeltDu8QsAQIjw&dpr=1#imgrc= (Handouts about communication for elementary school students)</p>	
<p>Student Resources:</p>	<p>https://www.google.com/search?q=communication+handouts+for+elementary+students&espv=2&biw=1366&bih=677&tbm=isch&bo=u&source=univ&sa=X&ved=0ahUKEwjr_oSpiJbLAhVK5iYKHeltDu8QsAQIjw&dpr=1#imgrc= https://www.youtube.com/watch?v=1hnLfnulwZw (“Saying What You Mean” a children’s book about communication) https://www.youtube.com/watch?v=TZqFYtWCWXg (Work Together As a Team - a video about teamwork)</p>	
<p>Assessment:</p>	<p>Students will play “The Wolf, The Goat, and The Cabbage” game. Students will be placed into groups of 4, and each person will be assigned a character and wear a character necklace (½ or ¼ sheet of paper with “Wolf,” “Goat,” “Cabbage” or “Man” printed on it attached to string or yarn so that students can wear it around their neck and remember each teammates roll). The characters are a man, a wolf, a goat and a cabbage. Each team will have two scooters to transport them across the river (gym). The object of the game is to get all characters across the river without anyone being eaten.</p> <ol style="list-style-type: none"> 1. If left alone, the wolf will eat the goat. 2. If left alone, the goat will eat the cabbage. <p>The man will always need to row the boat to bring each character across the river. The boat is only big enough to hold the man and one character. Have students play for 5-10 minutes (or when frustration levels get high), then bring them together for a group discussion about what kinds of communication were being demonstrated during this activity and how the communication was affecting their success and their emotions. The teacher will then give the students the strategy of taking a character across the river but being able to bring them back if they need to in order to keep all characters safe. Play again. If students do not reach a solution, bring them back to the group and demonstrate the solution. SOLUTION: Man takes the goat first. Then he takes the cabbage, but he brings the goat back. Then he leaves the goat and takes the wolf across (because the wolf and cabbage can be left alone). Last he goes and gets the goat and bring him across.</p> <p>http://britton.disted.camosun.bc.ca/jbwolfgoat.htm (The Wolf, The Goat and the Cabbage) https://docs.google.com/document/d/1wv22KRANaGNWXZt1aY6bjx7-vtjJzhgYZOKetDWTwU/edit?usp=sharing (The Wolf, The Goat and the Cabbage Cards)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</p>	<p>Expression (Products and/or Performance)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may:</p> <ul style="list-style-type: none"> • Provide adaptive learning materials (e.g. scooter bike for child who can’t sit on scooter) and grouping considerations (e.g. behavioral issues) 	<p>Students may:</p> <ul style="list-style-type: none"> • Verbally share how to accomplish the task one on one with the teacher

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: N/A	Students may: <ul style="list-style-type: none"> • create a picture board that shows how to solve the challenge
Critical Content:	<ul style="list-style-type: none"> • Attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures • Rules to simple games • Behavior in game situations • Effective listening skills • Examples of polite and empathetic responses • Problem-solving strategies • Communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate attributes of being an effective partner or a group member in an activity, acceptable responses to challenges successes and failures • Follow rules to simple games • Help other students share space effectively • Accept responsibility for ones behavior in a game situation • Express emotions and feelings in ways that are appropriate to the situation • Listen effectively to the speaker • Respond politely and empathetically in many situations. • Share and cooperate with other students, teachers, and family members • Solve problems appropriately for a given situation • Use problem-solving skills when faced with a difficult choice 	
Critical Language:	Cooperation, Teamwork, Responsible Social Behavior, Critical Thinking and Reasoning, Effectiveness, Collaboration, Participation, Communication, Problem-Solving	

Learning Experience # 2

The teacher may introduce examples of effective and non-effective listening and communication skills so students can make observations and distinguish between different forms of communication and how they play a role in creating good collaboration and teamwork.

Integration Continuum Color: GREEN BLUE PINK YELLOW

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

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Generalization Connection(s):	Effective listening skills, positive communication and cooperation help support collaboration and strong teamwork.	
Teacher Resources:	http://www.goodcharacter.com/YCC/Cooperation.html (Cooperation)	
Student Resources:	https://www.youtube.com/watch?v=bu10QxyTkkU (I am a Good Listener --a video that teaches children the importance of listening) https://www.youtube.com/watch?v=PrhrBwQtYQU (a video on teamwork -“Ants Teamwork Animation”)	
Assessment:	Students will work in groups of two. One student will be the communicator and the other will be the model. The communicator will be given a picture card (e.g. photograph of a student in an athletic pose) that they do not show to their partner. The activity starts with all students moving around general space with their partner performing teacher directed loco-motor skills while music plays. When the music stops, the communicator uses verbal cues to tell the model how to get into the athletic pose that is pictured on the card. The model cannot ask questions or talk. After a few minutes, tell all communicators to show their card to their model and discuss the effectiveness of their communication. Then students switch roles and the new communicator will bring back the old card, get a new card and the music will start again. At the end of the activity, the teacher will facilitate a group discussion about how effective listening and communication skills contributed to their success and/or failures during the game.	
Differentiation: (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"> ● Create different cards to accommodate students with little mobility or use of various body parts 	Students may: <ul style="list-style-type: none"> ● Demonstrate/explain their pose to the teacher
Extensions for depth and complexity:	The teacher may: <ul style="list-style-type: none"> ● Have groups of four create poses using two or more people ● Groups will be paired with another group to attempt to reconstruct their poses using verbal cues 	Students may: <ul style="list-style-type: none"> ● draw a picture of how they are to be posed ● create a new pose and explain it to their partner
Critical Content:	<ul style="list-style-type: none"> ● Appropriate expressions of feelings and emotions ● Effective listening skills ● Examples of polite and empathetic responses ● Skills of cooperation and sharing with others ● Problem-solving strategies ● Communication skills 	
Key Skills:	<ul style="list-style-type: none"> ● Express emotions and feelings in ways that are appropriate to the situation ● Manage emotions and feelings in a healthy matter ● Listen effectively to the speaker ● Respond politely and empathetically in many situations ● Share and cooperate with other students, teachers, and family members ● Solve problems appropriately for a given situation. ● Use problem-solving skills when faced with a difficult choice 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Cooperation, Teamwork, Responsible Social Behavior, Critical Thinking and Reasoning, Demonstration, Space, Identification, Participation, Communication, Problem-Solving, Expression, Emotions, Skills
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Learning Experience # 3

The teacher may review appropriate listening and communication skills so students can utilize these skills in a teamwork and collaboration activity.

Integration Continuum Color: GREEN BLUE PINK YELLOW

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

Generalization Connection(s):	Effective listening skills, positive communication and cooperation help support collaboration and strong teamwork.	
Teacher Resources:	https://drive.google.com/open?id=1lgJ7Fh8uZd_wP4WKComF2HpYntdPT5pFITT41MVfPs (Picture of Hula Hoop Castle) https://www.youtube.com/watch?v=93yqu-1Zb10 (Teambuilding activity idea)	
Student Resources:	https://www.youtube.com/watch?v=wzF23qI3Djw (Kid President - Pep Talk about Teamwork and Leadership)	
Assessment:	Students will be put into groups of 4. Three students will be builders and one will be the foreman. In their groups, students will create a castle out of 6 hula hoops. The foreman will be in charge of telling the builders where to put the hula hoops. Students will be shown how to build the castle by the teacher at the start class and then they will be sent off to work. As a resource for the groups they are given a picture of a built castle. https://drive.google.com/open?id=1lgJ7Fh8uZd_wP4WKComF2HpYntdPT5pFITT41MVfPs	
Differentiation: (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"> Leave a castle built in the center of the gym to allow a sight impaired student to feel how it is built. 	Students may: <ul style="list-style-type: none"> Have the choice of being a builder or a foreman
Extensions for depth and complexity:	The teacher may: N/A	Students may: N/A
Critical Content:	<ul style="list-style-type: none"> Effective listening skills Skills of cooperation and sharing with others Problem-solving strategies Communication skills 	
Key Skills:	<ul style="list-style-type: none"> Listen effectively to the speaker Share and cooperate with other students, teachers, and family members Solve problems appropriately for a given situation 	
Critical Language:	Cooperation, Teamwork, Critical Thinking and Reasoning, Participation, Communication, Problem-Solving,	

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Learning Experience # 4		
<p>The teacher may convey the importance of a respectful play environment (e.g. personal space, general space, safety) so students can investigate how these skills affect the environment of the classroom.</p> <p style="text-align: right;">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p style="text-align: right; font-size: small;">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
Generalization Connection(s):	Higher-level critical thinking and reasoning skills generate accurate identification of space, safety practices and the ability to follow rules to create a respectful play environment	
Teacher Resources:	http://www.pecentral.org/climate/perules.html (PE Central: PE Rules)	
Student Resources:	https://www.youtube.com/watch?v=MGQzDfbwWko (Personal Space at a Primary level)	
Assessment:	Students will play Hula Hoop Twister. Through this game students will demonstrate personal and general space and perform examples of a safe classroom environment. Students will use listening skills to accomplish the teacher commands. https://drive.google.com/open?id=1nUbsy9oKf8WPPO2Z0m0ZPC_qKwE0icudyUNTn0dUXQI (Hula Hoop Twister lesson plan)	
Differentiation: (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"> • Provide adaptive learning materials (e.g. hoops lifted off ground for a student in a wheel chair) • Give various options for body parts (e.g. student has inability to use a given body part) 	Students may: <ul style="list-style-type: none"> • Use adaptive learning materials. (e.g. hoops lifted off ground for a student in a wheel chair)
Extensions for depth and complexity:	The teacher may: N/A	Students may: N/A
Critical Content:	<ul style="list-style-type: none"> • Appropriate expressions of feelings and emotions • Effective listening skills • Skills of cooperation and sharing with others • Problem-solving strategies • Communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Express emotions and feelings in ways that are appropriate to the situation • Listen effectively to the speaker • Respond politely and empathetically in many situations • Share and cooperate with other students, teachers, and family members • Solve problems appropriately for a given situation • Use problem-solving skills when faced with a difficult choice 	
Critical Language:	Cooperation, Teamwork, Critical Thinking and Reasoning, Space, Participation, Communication, Problem-Solving Skills	