

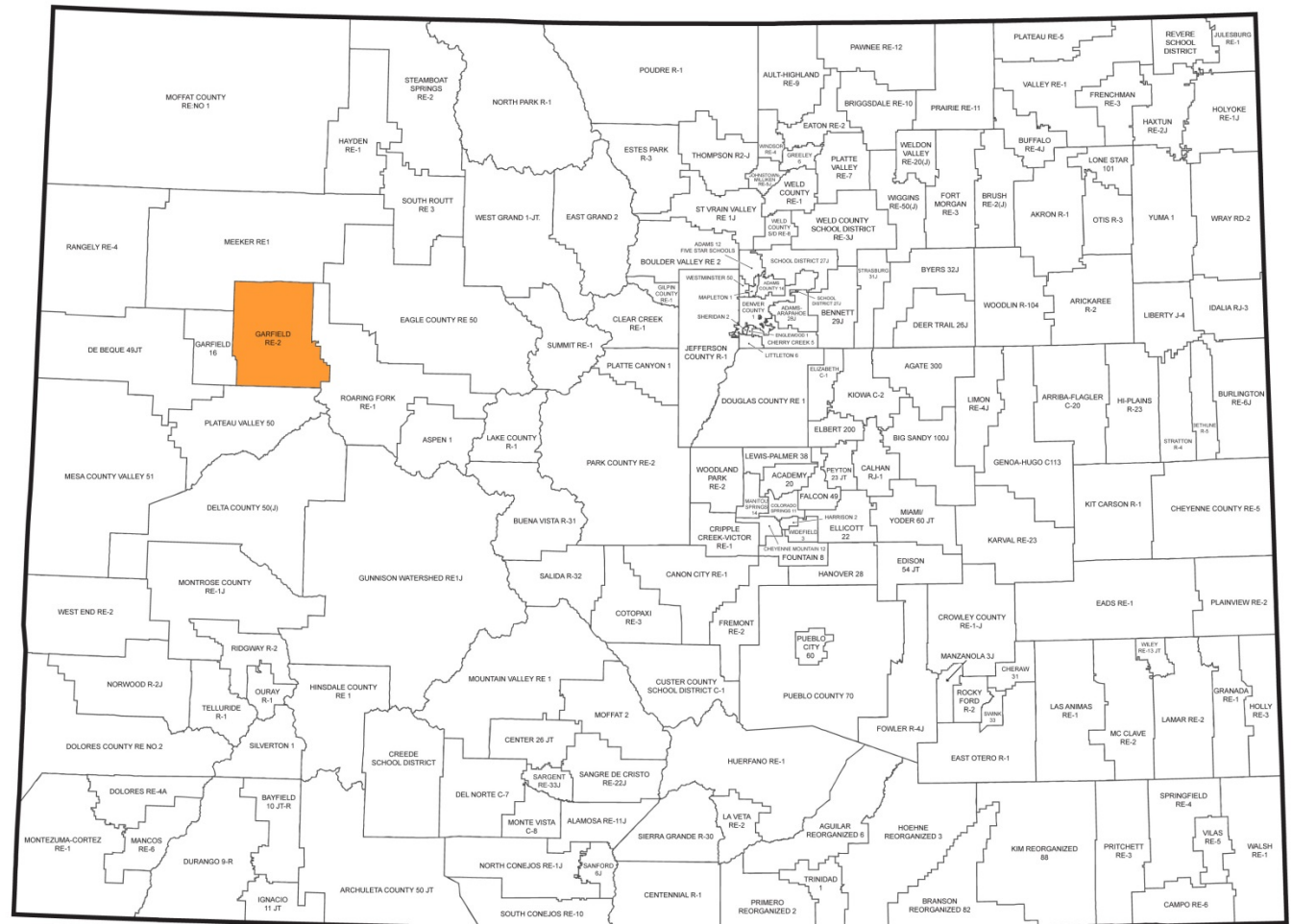
Unit Title: Let's All Get Along

INSTRUCTIONAL UNIT AUTHORS

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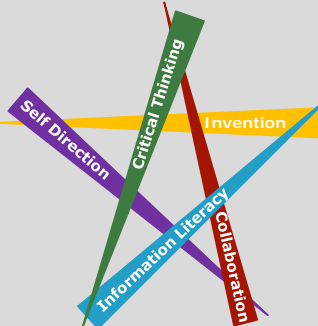


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

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|--------------------------------|--|---------------------|-----------------|
| Content Area | Physical Education/ Comprehensive Health | Grade Level | 3 rd |
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| Physical and Personal Wellness | Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing | PE09-GR.3-S.2-GLE.1 | |
| | Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues | PE09-GR.3-S.2-GLE.2 | |
| Emotional and Social Wellness | Demonstrate positive social behaviors during class | PE09-GR.3-S.3-GLE.1 | |
| Emotional and Social Wellness | Utilize knowledge and skills to treat self and others with care and respect | CH09-GR.3-S.3-GLE.1 | |
| | Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others | CH09-GR.3-S.3-GLE.2 | |
| Prevention and Risk Management | Describe pro-social behaviors that enhance healthy interactions with others | CH09-GR.3-S.4-GLE.2 | |

Colorado 21st Century Skills



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

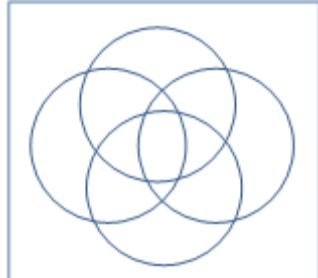
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

- Integrated Curriculum Design:** This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.



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| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
| Let's All Get Along | Teacher's Discretion | Teacher's Discretion |

Colorado Teacher-Authored Sample Instructional Unit

| Unit Title | Let's All Get Along | | Length of Unit | Teacher's Discretion |
|--|--|--|--|----------------------|
| Focusing Lens(es) | Communication and Positive Behaviors | Standards and Grade Level Expectations Addressed in this Unit | CH09-GR.3-S.3-GLE.1 CH09-GR.3-S.3-GLE.2 CH09-GR.3-S.4-GLE.2 PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.2-GLE.2 PE09-GR.3-S.3-GLE.1 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> 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) 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) | | | |
| Unit Strands | Emotional and Social Wellness in Physical Education, Physical and Personal Wellness in Physical Education Emotional and Social Wellness and Prevention and Risk Management | | | |
| Concepts | Acceptance, Encouragement, Identification, Sportsmanship, Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Pro-social behaviors, Emotions, Skills, Relationships | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|--|
| | Factual | Conceptual |
| Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships. (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) | What are some effective verbal and non-verbal ways a person can communicate emotions, personal needs and boundaries in a respectful way? (CH09-Gr.3-S.3- GLE.2-EO.a,d; GLE.1-EO.a,g) | How do you positively and effectively communicate your feelings, personal needs and boundaries to friends and adults in the school and community? (CH09-Gr.3-S.3-GLE.2-EO.a,d; GLE.1-EO.a,g) How would you feel if other people did not respect your space, property or feelings? (CH09-Gr.3-S.3-GLE.1- EO.e;IQ.2) |
| Positive decision making (including cooperation, consideration, acceptance and encouragement of others during activities promotes sportsmanship, a safe environment and exemplifies pro- social behavior. (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a) (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? How does positive decision making impact pro-social behaviors? (CH09-Gr.3-S.3-GLE.1-EO.e;RA.1,2) | Why is it important to accept others into activities? How do you show pro-social behavior to your friends? |
| 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? |

Colorado Teacher-Authored Sample Instructional Unit

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| <p>Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) and (PE09- GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)</p> | <p>What are some effective verbal and no-verbal ways a person can communicate emotions, personal needs and boundaries in a respectful way? (CH09-Gr.3-S.3- GLE.2-EO.a,d; GLE.1-EO.a,g)</p> | <p>What behaviors can you demonstrate and identify that shows encouragement? When would peer feedback be inappropriate?</p> |
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| <p>Critical Content: My students will Know...</p> | <p>Key Skills: My students will be able to (Do)...</p> |
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| <ul style="list-style-type: none"> • Encouragement of others (PE09-GR.3-S.3-GLE.1-EO.b,e,f,g) • Directions, rules and procedures (PE09-GR.3-S.3-GLE.1-EO.d) • Constructive feedback (PE09-GR.3-S.3 -GLE.1-EO.c) • The characteristics of self-respect and positive self-esteem (CH09-Gr.3-S.3-GLE.2- EO.a) • Personal space and boundaries for self and others (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2- EO.a) • Interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1- EO.a,g) | <ul style="list-style-type: none"> • Congratulate and encourage others (PE09-GR.3-S.3-GLE.1-EO.b,e,f,g) • Follow directions, rules and procedures (PE09-GR.3-S.3-GLE.1-EO.d) • Provide constructive feedback. (PE09-GR.3-S.3-GLE.1-EO.c) • Discuss examples of the characteristics of self-respect and self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Communicate ways to express personal space and boundaries (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Describe examples of pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2)and (CH09-Gr.3-S.4-GLE.2-EO.a) • Develop goals for learning positive interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Identify ways to express verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g) |

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| <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>As I develop positive communication and interpersonal skills I will be able to demonstrate the qualities of pro-social behavior and express my personal space and boundaries to others during structured and unstructured activities.</i></p> <p><i>Encouragement and sportsmanship in activities, games and sports makes participation more enjoyable.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Behaviors, Emotions, Skills, Relationships, Sportsmanship, Encouragement, Physical Activity, Feedback</p> |

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| Technical Vocabulary: | Interpersonal, Pro-social, Self-esteem |
| Unit Description: | This unit is designed to use the school environment to explore common and shared expectations for the treatment of others in the classroom, gym, and playground during structured and unstructured times. Third grade students may have skills to identify and communicate personal needs appropriate for their age and life experiences; however, the unit allows for students who may have varied views of appropriate boundaries due to developmental needs for positive decision-making skills and conflict resolution skills to build and enhance healthy relationships. During the performance assessment students will work with a partner to create a value.com billboard that emphasize the kinds of values and strategies needed to express emotions, personal needs, boundaries, sportsmanship skills and communication in order to develop healthy relationships. |
| Considerations: | <p>As fellow teachers, we understand that positive actions and reactions during group/team activities can be challenging for students to apply and maintain especially in unstructured time without referees, coaches, etc. With that said, please consider the following:</p> <ul style="list-style-type: none"> ● District requirements ● Economic status of families ● Equipment resources ● Administrative support ● Cultural considerations ● Class size <p>This unit was written to address the grade level outcomes. Additional considerations may include:</p> <ul style="list-style-type: none"> ● Time spent with students (e.g. length of class, number of days a week) ● Part time teacher vs. full time teacher ● Available space <p>Third grade students may have skills to identify and communicate personal needs appropriate for their age and life experiences. However, these students may have varied views of appropriate boundaries due to developmental needs for positive decision-making skills and conflict resolution skills that will build and enhance healthy relationships.</p> |
| Unit Generalizations | |
| Key Generalization: | Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships. |
| Supporting Generalizations: | Positive decision making (including cooperation, consideration, acceptance and encouragement of others during activities promotes sportsmanship, a safe environment and exemplifies pro- social behavior. |
| | Identification of positive behaviors in self and others during activities enhances sportsmanship. |
| | Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. |

Colorado Teacher-Authored Sample Instructional Unit

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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. |

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

Integration Continuum Color: Blue **Green Pink Yellow**

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

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| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships. |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You and your classmates have been recruited for a school “mascot” pride team e.g. hawk pride team. Your group is charged with creating guidelines to encourage “Safe Play Every day”. These guidelines will help keep the classroom, gym and playground a positive environment physically and emotionally during structured and unstructured time throughout the day. Guidelines will include playground safety rules , ideas for congratulating, encouraging classmates, communicating and problem solving in the classroom, gym or playground environment. |
| Product/Evidence: (Expected product from students) | Students will work with a partner to create a value.com billboard. Teachers may purposely assign specific rules to student pairs or allow students to choose their rule focus. Students will use their experiences in elementary school and the knowledge they have gained in this unit to create “billboards” that emphasize the kinds of values and strategies needed to express emotions, personal needs, boundaries, sportsmanship skills and communication in order to to develop healthy relationships. e.g. sportsmanship, courage, encourage, inspiration, kindness, etc. These Billboards will be posted throughout the school to promote positive behaviors and communication to encourage a healthy school environment. |
| Differentiation: (Multiple modes for student expression) | <p>The billboard would allow students to :</p> <ul style="list-style-type: none"> • Draw their billboard • Dictate their billboard • Create a non-digital billboard • Work alone or in partners • Billboards can be posted or not posted throughout the school |

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content

| Informational/Non-Fiction | Fiction |
|---|--|
| <p>Side by Side - Steven J. Molinsky and Bill Bliss – Developing communication skills Side by Side, Activity Workbook - Steven J. Molinsky and Bill Bliss – Communication skills activities (Lexile range 500 – 700) The Anti-Bullying Handbook - Keith Sullivan – Teaching about anti-bullying (Lexile Range 700) Bystander Power: Now With Anti-Bullying Action –Phyllis Kaufman and Elizabeth Zerdick – How to stand up safely against bullying (Lexile level 780) Wings: The Journey Home - The Workbook - William and Elizabeth Hicks – Teaching important life lessons and values to ages 6 & up in a fun and inspiring way. (Lexile range 500-700) Making Friends is an Art –Julia Cook (Lexile range 500 – 700) The Way I Act – Steve Metzger, (Lexile range 500 – 700) Stand in My Shoes- Bob Sornson, (Lexile range 500 – 700) The Worst Day of My Life Ever - Julia Cook, (Lexile range 500 – 700) When Sophia Gets Angry, Really, Really Angry - Molly Bang (Lexile range 500 – 700) Mind Your Manners in School - Ariana Candell) (Lexile range 500 – 700)</p> | <p>It All Starts with You - K.W. Wilson – Teaching about anti-bullying (Lexile range 600-800) Cats, Hats and Hippos - Ruth Thomson – Developing speaking and listening skills (Lexile range 500- 700) The Flyers and the Crawlers –P.B. Jeffrey – Everyone learns about bullying, self-love and respect (Lexile range 500- 700) The Toughest and Meanest Kid on the Block - Ben Schecter (Lexile range 500- 700) The Ant Bully - John Nickle (Lexile range 500- 700) Thanks For the Feedback – Best Me I Can Be - Julia Cook (Lexile range 500- 700) Sorry I Forgot To Ask! : My Story About Asking Permission and Making an Apology - Julia Cook (Lexile range 500- 700) Zach Apologizes - William Mulcahy (Lexile range 500- 700) Just Don’t Like the Sound of No! - Julia Cook (Lexile range 500- 700) Tattle Tongue –Julia Cook (Lexile range 500- 700) My Mouth is a Volcano –Julia Cook (Lexile range 500- 700) Lacy Walker-Non-stop Talker –Christianne C. Jones (Lexile range 500- 700) What If Everybody Did That? –Ellen Javernick (Lexile range 500- 700) Weekend with Wendell Kevin Henkes, (Lexile range 500- 700) The Quarreling Book - Charlotte Zolotow, (Lexile range 500- 700) Thump and Plunk - Janice Udry, (Lexile range 500- 700) The Unfriendly Book - Charlotte Zolotow (Lexile range 500- 700) The Kids' (and parents', too!) Book of Good Sportsmanship: An easy-to-read guide for families by Leslie A. Susskind (Lexile 500-700)</p> |

Ongoing Discipline-Specific Learning Experiences

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| 1. | Description: | Think/work like a “mascot” (e.g. hawk) pride member Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. | Teacher Resources: | http://character.org/key-topics/school-climate/ (School climate) www.randomactsofkindness.org (Character development) https://goalbookapp.com/toolkit/strategy/i-messages (“I” message sentence starters poster) https://www.youtube.com/watch?v=oFUySEhKtWs (Captain Positive on Good Sportsmanship video) |
| | | | Student Resources: | www.randomactsofkindness.org (Character development) https://goalbookapp.com/toolkit/strategy/i-messages (“I” message sentence starters poster) |
| | Skills: | <ul style="list-style-type: none"> • Congratulate and encourage others • Provide constructive feedback • Identify ways to express verbal and non-verbal communication | Assessment: | Students will use objects such as cup stack cups, blocks etc. to play a communication game. Each student will have cups, blocks, etc. Students sit back to back, one student builds a structure then tries to communicate how the other student should build theirs to match. The first time directions are given with no questions asked (one way communication only), second |

Colorado Teacher-Authored Sample Instructional Unit

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| | | | | time directions are given with “yes” or “no” questions only (limited communication) , last time directions are given with conversations back and forth (two way communication). Ticket out the door evaluating which form of communication worked most effectively and why. |
| 2. | Description: | Think/work like a “mascot” (e.g. hawk) pride member - Positive decision making (including cooperation, consideration, acceptance and encouragement of others during activities promotes sportsmanship, a safe environment and exemplifies pro- social behavior. | Teacher Resources: | http://growingleaders.com/blog/52-Leadership-Ideas.pdf (Leadership activities) http://www.lauracandler.com/strategies/CL/socskill.pdf (Looks like, sounds like graphic organizer) |
| | | | Student Resources: | www.randomactsofkindness.org (Character development) http://www.peuniverse.com/Videos/detail.cfm?post_id=713 (How to Play Mission Impossible) http://www.lauracandler.com/strategies/CL/socskill.pdf (Looks like, sounds like graphic organizer) |
| | Skills: | <ul style="list-style-type: none"> • Provide constructive feedback. • Describe examples of pro-social behavior • Identify ways to express verbal and non-verbal communication | Assessment: | After playing a cooperative game such as Mission Impossible students fill out a Looks Like/Sounds Like graphic organizer about working together. |
| 3. | Description: | Think/work like a “mascot” (e.g. hawk) pride member: to Identify positive behaviors in self and others during activities enhances sportsmanship. | Teacher Resources: | https://www.youtube.com/watch?v=oFUYSEhKtWs (Captain Positive on Good Sportsmanship video) https://s-media-cache-ak0.pinimg.com/236x/38/37/74/383774d19f25c6ca7e7e4a19f04dbf5b.jpg (PE STARS poster) |
| | | | Student Resources: | https://www.youtube.com/watch?v=oFUYSEhKtWs (Captain Positive on Good Sportsmanship video) |
| | Skills: | <ul style="list-style-type: none"> • Discuss examples of the characteristics of self-respect and self-esteem • Describe examples of pro-social behavior | Assessment: | Students will use a ticket out the door to write down positive behaviors that they had shown in that day activities as well as a positive they noticed someone else doing. These behaviors could be used for their billboard assessment. |

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as communication, behaviors, emotions and decision-making. These skills should provide a foundation for further development in the areas of pro-social behavior, respect, self-esteem and healthy relationships.

Colorado Teacher-Authored Sample Instructional Unit

| Learning Experience # 1 | | |
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| <p>The teacher may bring in children’s books demonstrating effective inter-personal skills with friends, during recess and sports and in the classroom so students can analyze the effects of positive verbal communication skills.</p> <p align="center">Integration Continuum Color: Blue Green Pink Yellow</p> <p align="center">Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p> | | |
| Generalization Connection(s): | Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. | |
| Teacher Resources: | http://www.teachingchannel.org (Developing Communication Skills in the Elementary Classroom) http://www.natcom.org (Communication skills training for elementary school students) http://www.everydaylife.globalpost.com (Games to improve listening skills for elementary students) www.eduplace.com/graphicorganizer (Examples of T-charts) | |
| Student Resources: | http://www.everydaylife.globalpost.com (Games to improve listening skills for elementary students) www.eduplace.com/graphicorganizer (Examples of T-charts) | |
| Assessment: | Students will complete a T chart with 3 examples of positive communication skills and examples of when they have used each skill (e.g., individual chart). One example in the classroom, one from out on recess and one from any other aspect of their life. | |
| 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) |
| | N/A | Students may: <ul style="list-style-type: none"> ● work in groups to complete t chart ● Verbalize t chart |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> ● Interpersonal communication skills ● Encouragement of others ● Pro-social behavior | |
| Key Skills: | <ul style="list-style-type: none"> ● Describe examples of pro-social behavior ● Develop goals for learning positive interpersonal communication skills ● Identify ways to express verbal and non-verbal communication | |
| Critical Language: | Pro-social behavior, Interpersonal communication | |

Colorado Teacher-Authored Sample Instructional Unit

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| Learning Experience # 2 | | |
| <p>The teacher may model/create a scenario/using images to provide examples of non-verbal communication so students can evaluate how their body posture and facial expressions communicate emotions.</p> <p align="center">Integration Continuum Color: Blue Green Pink Yellow</p> <p align="center">Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p> | | |
| Generalization Connection(s): | Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. | |
| Teacher Resources: | http://www.skillsyouneed.com (Communication Skills strategies) http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues (Facial and body language cues) http://center-for-nonverbal-studies.org/6101.html (Non-verbal dictionary) http://www.wikihow.com/Read-Body-Language (A how-to guide for body language) http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) https://www.teachingchannel.org/videos/teaching-non-verbal-communication (Video of using non-verbal communication) | |
| Student Resources: | http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) https://www.teachingchannel.org/videos/teaching-non-verbal-communication (Video of using non-verbal communication) | |
| Assessment: | Students will work in partners to create a non-verbal scenario that uses body language and facial expressions only, to tell a story. Classmates will analyze and document the story that was told. (e.g. in classroom setting, recess, gymnasium, lunch room, hallway, etc.) http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios) | |
| 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 provide blank, lined paper with room to write and visually document the stories told in the scenarios http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Lined paper) | Students may illustrate and dictate the story from the scenario to a peer or teacher. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide a story frame graphic organizer www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer) | Students may write a short story in which they describe a situation when they have had to use non-verbal communication. |
| Critical Content: | <ul style="list-style-type: none"> • Interpersonal communication skills • Verbal and non-verbal communication | |

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| Key Skills: | <ul style="list-style-type: none"> • Develop goals for learning positive interpersonal communication skills • Identify ways to express verbal and non-verbal communication |
| Critical Language: | Communication, Behaviors |

Learning Experience # 3

The teacher may provide video clips of people congratulating and encouraging others, cooperating, being considerate, and being accepting of others. Videos can also include ways to express personal space and boundaries so students can evaluate appropriate ways to express themselves in various situations.

Integration Continuum Color: Blue Green Pink Yellow

Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.

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| Generalization Connection(s): | Positive decision making (including cooperation, consideration, acceptance and encouragement of others during activities promotes sportsmanship, a safe environment and exemplifies pro- social behavior. | |
| Teacher Resources: | https://www.youtube.com/watch?v=oFUySEhKtWs (Captain Positive on Good Sportsmanship video) https://s-media-cache-ak0.pinimg.com/236x/38/37/74/383774d19f25c6ca7e7e4a19f04dbf5b.jpg (PE STARS poster) | |
| Student Resources: | https://s-media-cache-ak0.pinimg.com/236x/38/37/74/383774d19f25c6ca7e7e4a19f04dbf5b.jpg (PE STARS poster) | |
| Assessment: | Students will do a pair share with a classmate of 3 positive actions/behaviors they saw in the videos and discuss how these behaviors may be demonstrated in physical education activities. | |
| 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) |
| | N/A | Students may: <ul style="list-style-type: none"> • verbalize their answers for the ticket out the door • draw their ticket out the door answers. • work with a partner to complete the ticket out the door. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may explore their own examples of positive behaviors and discuss them with students in the class. |
| Critical Content: | <ul style="list-style-type: none"> • Encouragement of others • Directions, rules and procedures • Constructive feedback | |
| Key Skills: | <ul style="list-style-type: none"> • Congratulate and encourage others • Communicate ways to express personal space and boundaries | |

Colorado Teacher-Authored Sample Instructional Unit

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| Critical Language: | Communication, Decision-making, Health, Boundaries, Respect, Behaviors, Emotions, Skills, Relationships, Sportsmanship, Encouragement, Feedback |
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Learning Experience # 4

The teacher may read the book, How Full is Your Bucket for Kids and then create a role play scenario demonstrating how to give feedback in both a positive and negative way, highlighting self-respect and self-esteem so students can evaluate the implications of both types of feedback.

Integration Continuum Color: Blue Green Pink Yellow

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

| | | |
|---|---|--|
| Generalization Connection(s): | Positive decision making (including cooperation, consideration, acceptance and encouragement of others during activities promotes sportsmanship, a safe environment and exemplifies pro- social behavior. Effective inter-personal skills such as positive behavior, sportsmanship and encouragement of others create a safe environment for individuals to express emotions, personal needs, and build healthy relationships. | |
| Teacher Resources: | http://www.thenedshow.com/assets/encourage-others-intermediate-lesson-plan-how-full-is-your-bucket.pdf (Printable drops and activity ideas) https://s-media-cache-ak0.pinimg.com/564x/a9/e0/e7/a9e0e77deb53c36790614a50cd2efad0.jpg (Bucket Filler Lap and Hand Clap Chant) https://s-media-cache-ak0.pinimg.com/564x/cf/0a/97/cf0a97d944666b382fcb6dfa7e7fd6ef.jpg (Bucket Filler Tickets) https://s-media-cache-ak0.pinimg.com/236x/71/a5/ae/71a5ae34dbd3392feb59553069880e5a.jpg (Bucket Filler Looks Like Feels Like Sounds Like chart example) http://2.bp.blogspot.com/-XTzVY8zSaB0/VRN (Printable Looks Like Feels Like Sounds Like chart) https://s-media-cache-ak0.pinimg.com/236x/09/4c/be/094cbed79ebd7ad91475211ce4ea0e69.jpg (Bucket Filler pledge) http://www.clker.com/cliparts/c/j/V/y/5/U/a-drop-for-your-bucket-hi.png (Drops for buckets) http://panickedteacher.blogspot.com/2014/09/student-to-student-feedbackpowerful.html?m=1 (Student Feedback Sentence Starters) | |
| Student Resources: | https://s-media-cache-ak0.pinimg.com/564x/cf/0a/97/cf0a97d944666b382fcb6dfa7e7fd6ef.jpg (Bucket Filler Tickets) https://s-media-cache-ak0.pinimg.com/236x/71/a5/ae/71a5ae34dbd3392feb59553069880e5a.jpg (Bucket Filler Looks Like Feels Like Sounds Like chart example) http://panickedteacher.blogspot.com/2014/09/student-to-student-feedbackpowerful.html?m=1 (Student Feedback Sentence Starters) | |
| Assessment: | Students will create their own “drop” from How Full is Your Bucket? by filling out both sides of a “drop card” with one example of an action that fills a bucket and one example that empties a bucket. No names need to be used just examples. | |
| 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) |
| | N/A | Students may: <ul style="list-style-type: none"> • verbalize to the teacher • work in partners |

Colorado Teacher-Authored Sample Instructional Unit

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Directions, rules and procedures • Constructive feedback • The characteristics of self-respect and positive self-esteem • Pro-social behavior | |
| Key Skills: | <ul style="list-style-type: none"> • Provide constructive feedback • Describe examples of pro-social behavior • Discuss examples of the characteristics of self-respect and self-esteem • Follow directions, rules and procedures | |
| Critical Language: | Communication, Decision-making, Health, Respect, Behaviors, Emotions, Skills, Relationships, Sportsmanship, Encouragement, Feedback | |