

IDENTIFY YOUR FEELINGS

INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

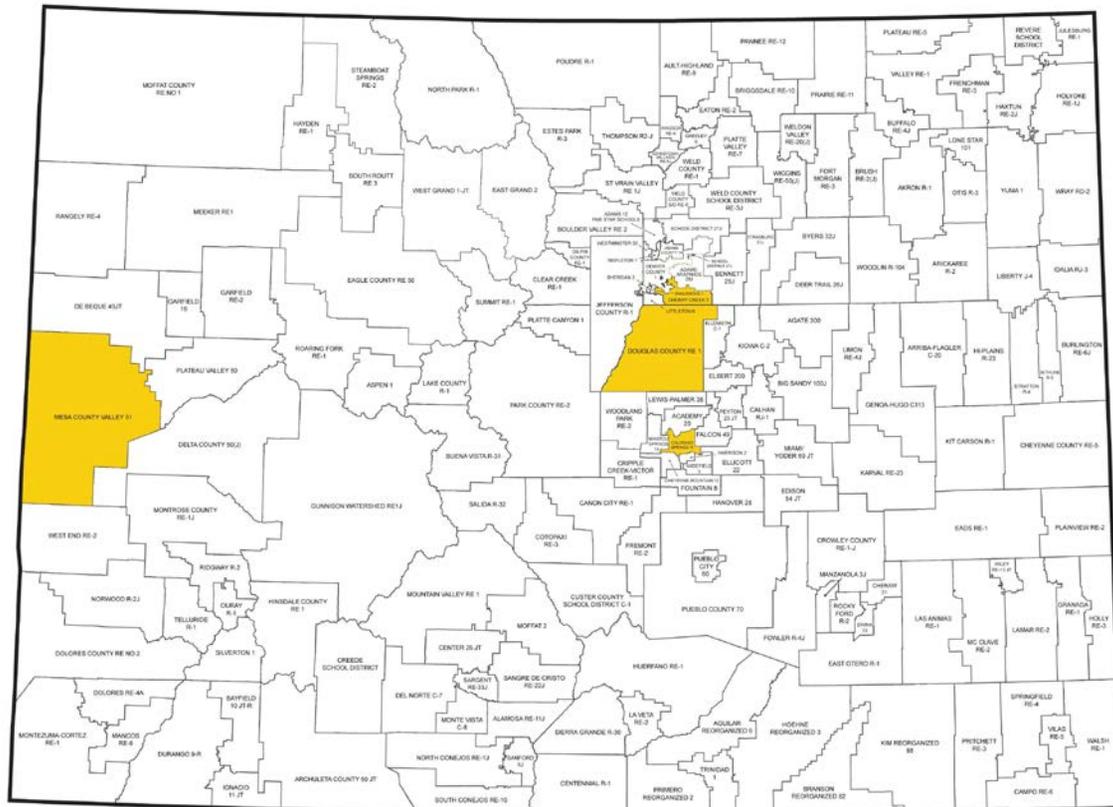
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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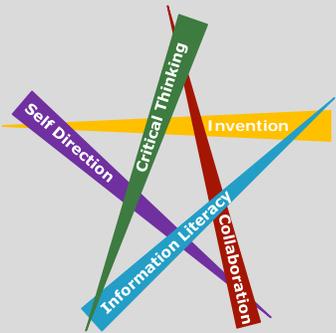


Colorado's District Sample Curriculum Project

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.

Content Area	Physical Education	Grade Level	2nd Grade
Course Name/Course Code	Identify Your Feelings		
Standard	Grade Level Expectations (GLE)	GLE Code	
Movement Competence and Understanding	1. Demonstrate the elements of movement in combination with a variety of locomotor skills	PE09-GR.2-S.1-GLE.1	
	2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	PE09-GR.2-S.1-GLE.2	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
Physical and Personal Wellness	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve	PE09-GR.2-S.2-GLE.1	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
Prevention and Risk Management	1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	PE09-GR.2-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*



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Identify Your Feelings	4weeks	3

Unit Title	Identifying Your Feelings		Length of Unit	2-4 weeks
Focusing Lens(es)	Emotional Connections	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.2-GLE.1 PE09-GR.2-S.2-GLE.2 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does a positive comment to others boost a team atmosphere? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2) • How can you encourage someone who is shy to participate in a physical activity? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2) • What activities or sports can be done with others with the end result of fun? (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2; N.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Intra-personal awareness; self-analysis; awareness; connections; identification; collaborations; cooperation; happiness; enjoyment; laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions. (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)	What activities are enjoyable?	How do emotions affect performance?
Cooperation and positive collaboration with others makes physical activity enjoyable. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1,2)	What physical activities use team work?	Why is cooperation important in physical activity?
Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1)	How do you feel when gives you positive encouragement?	Why do safety rules sometimes frustrate players during a game?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • changes in the body during exercise • enjoyable activities • safety rules • positive communication • the importance of not distracting others • Understand the positive social interact will make physical activity with others enjoyable • feelings result from challenges, successes, and failures in physical activity • safety and behavior expectations 	<ul style="list-style-type: none"> • Identify changes in the body during exercise (PE09-GR.2-S.2-GLE.2-EO.d) • Identify enjoyable activities (PE09-GR.2-S.2-GLE.1-EO.b) • Follow safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b) • Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c) • Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b) • Understand the positive social interact will make physical activity with others enjoyable (PE09-GR.2-S.3-GLE.1-EO.a) • Identify feelings result from challenges, successes, and failures in physical activity (PE09-GR.2-S.2-GLE 2-EO.e) • Follow safety and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b)

<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>Understanding safety rules for physical activity leads to greater enjoyment when participating in games.</i></p>
<p>Academic Vocabulary:</p>	<p>Social Interact, Challenges, Successes, Failures, Behavior Expectations, Changes, Safety Rules, Positive Communication, Participate</p>
<p>Technical Vocabulary:</p>	<p>Physical Activity</p>

<p>Unit Description:</p>	<p>This unit allows students to demonstrate and identify intra-personal emotions. The concepts of Intra-personal awareness; self-analysis; awareness; connections; identification; collaborations; cooperation; happiness; enjoyment; rules; responsibility; citizenship; respect; application; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication. The culminating performance assessment for this unit has the students expressing their emotions while participating in different physical activities. Reference to the Disney movie <i>Inside Out</i> are made throughout this unit. The following link will give an overview of the movie: http://www.thehelpfulcounselor.com/20-counseling-themes-in-inside-out/</p>
<p>Considerations:</p>	<p>As fellow teachers we understand that teaching movement with a purpose in Physical Education can be very challenging while having students connect physical skills to lifelong activities. With that being said, please consider the following:</p>

	<ul style="list-style-type: none"> ● emphasizing the importance of being sensitive to the feelings of other students ● available space ● class size ● time with students ● equipment available ● technology ● cultural considerations ● relevance between physical activity and students social behavior during competitive/challenging situations.
Unit Generalizations	
Key Generalization:	Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions.
Supporting Generalizations:	Rules, responsibility, respect, positive encouragement and cooperation promote safety.
	Cooperation and positive collaboration with others makes physical activity enjoyable.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Identification and practice of physical skills provides a foundation for participation in sports and activities throughout life.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are the star of the movie “Inside Out” performing for the teacher. While exploring your emotions (e.g. joy, sadness, anger, fear, disgust, excited) you will perform various physical activities. You will be able to recognize how you feel in game situations. The students will play a game, when the teacher says “stop” they will go to a colored-hoop that represents how they are feeling and pair/share why they are feeling that way (e.g. joy=yellow, sadness=blue, anger=red, fear=purple, disgust=green, excited=orange).
Product/Evidence: (Expected product from students)	Showing self-awareness of emotions when choosing which hoop represents how they are feeling after various activities.
Differentiation: (Multiple modes for student expression)	Students can write or draw pictures to demonstrate self-awareness of their emotions.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>How Are You Peeling?: Foods with Moods</i> Saxton Freymann (Lexile Level BR) <i>Lots of Feelings</i> Shelley Rotner (Lexile Level BR) <i>The Feelings Book</i> Todd Parr (Lexile Level 280) <i>The Feelings Book (Revised): The Care and Keeping of Your Emotions</i> Dr. Lynda Madison and Josee Masse (Lexile Level 580)	<i>Today I Feel Silly & Other Moods that Make My Day</i> Jamie Lee Curtis (Lexile Level 250) <i>When I Am Angry I...A Book About Feelings</i> Lisa Pulverenti (Lexile Level 230) <i>Inside Out Sadly Ever After?</i> Elise Allen (Lexile Level 300) <i>My Mouth is a Volcano!</i> Julia Cook and Carrie Hartman (Lexile Level 480)

What Were You Thinking?: Learning to Control Your Impulses Bryan Smith and Lisa M. Griffen (Lexile Level 360)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like a student in touch with his/her emotions.	Teacher Resources:	https://kristinamarcelli.wordpress.com/2016/02/18/empathy-x-ray-helping-children-notice-the-positive-physical-response-to-connection/ (Empathy X-Ray worksheet)
			Student Resources:	https://www.youtube.com/watch?v=ZxfJicfyCdg (Sesame Street: Name that Emotion)
	Skills:	<ul style="list-style-type: none"> recognize feeling different emotions communicate/express emotions 	Assessment:	Students play an activity of the teachers choosing. At the end of the activity students will draw what they would look like on an Empathy X-ray.

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of positive encouragement, cooperation, and emotions. Additionally, this may be the first time for some students to self-analyze their emotions. This unit will continue to allow students the opportunity to develop skills around expression of emotions while participating in a variety of lifelong physical skills.

Learning Experience # 1

The teacher may show a clip from the movie “Inside Out” so the students can identify the different emotions that star in the movie. <https://www.youtube.com/watch?v=bv8FuASxUK8&t=81s> (YouTube: Inside Out Clip)

Generalization Connection(s):	Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions. (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)
Teacher Resources:	https://www.youtube.com/watch?v=bv8FuASxUK8&t=81s (YouTube: Inside Out Clip)
Student Resources:	https://www.youtube.com/watch?v=bv8FuASxUK8&t=81s (YouTube: Inside Out Clip)
Assessment:	<p>Students will play “Get Your Trash Off My Yard” and throw the emotion colored balls (e.g. yarn balls, gator balls) in the style of that emotion.</p> <p>Colors:</p> <ul style="list-style-type: none"> Red: Anger Orange: Excited Yellow: Joy Green: Disgust

	<ul style="list-style-type: none"> ● Blue: Sadness ● Purple: Fear https://physedgames.com/get-your-trash-off-my-yard/ (Get your trash off my yard 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)
	N/A	N/A
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"> ● safety and behavior expectations ● safety rules ● knowledge of different emotions ● application of self and instructor feedback to improve performance and physical movement 	
Key Skills:	<ul style="list-style-type: none"> ● Follow safety and behavior expectations ● Follow safety rules ● Use knowledge of different emotions to be able to act them out while throwing the emotion balls ● Apply self and instructor feedback to improve performance and physical movement 	
Critical Language:	Self-Assessment, Decision making, Performance, Connections, Rules, Responsibility, Respect, Application, Safety, Participation, Cooperation, Encouragement, Communication, Physical Movement, Analysis, Application	

Learning Experience # 2	
<p>The teacher may introduce different vocabulary words related to emotions so students can put words with their feelings. http://www.momendeavors.com/2015/06/printable-emotions-sorting-game-disney-pixar-inside-out.html (“Inside Out” printable emotion words)</p>	
Generalization Connection(s):	Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions. (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2)
Teacher Resources:	http://www.momendeavors.com/2015/06/printable-emotions-sorting-game-disney-pixar-inside-out.html (“Inside Out” printable emotion words)
Student Resources:	http://lol.disney.com/games/inside-out-thought-bubbles-lite (On-line Inside Out Bubble Pop Game)

Assessment:	<p>Students will be put into relay teams of 2-3 students. Student will stand with their group inside the center circle of the gym. The six emotion colored hula hoops will be spread out around the outer area of the gym. Emotion words will be placed on the floor of the gym in general space between the groups and the hoops. On the teacher's "Go" signal, students will take turns with their groups and choose one word card at a time. After they choose a word, they will place it in the correct emotions hula hoop. Colors:</p> <ul style="list-style-type: none"> ● Red: Anger ● Orange: Excited ● Yellow: Joy ● Green: Disgust ● Blue: Sadness ● Purple: Fear 	
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"> ● pair students who struggle reading some of the words with students who can read the words. 	Students may: <ul style="list-style-type: none"> ● pair up with other students to help each other read the words.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> ● brainstorm more emotion words that could be added to the game
Critical Content:	<ul style="list-style-type: none"> ● safety and behavior expectations ● safety rules ● knowledge of different emotions ● application of self and instructor feedback to improve performance and physical movement 	
Key Skills:	<ul style="list-style-type: none"> ● Follow safety and behavior expectations ● Follow safety rules ● Use knowledge of different emotions to be able to sort words into the emotion hula hoops ● Apply self and instructor feedback to improve performance and physical movement 	
Critical Language:	Self Assessment, Problem solving, Decision making, Performance, Connections, Rules, Responsibility, Respect, Application, Safety, Participation, Cooperation, Encouragement, Communication, Physical Movement, Analysis, Application	

Learning Experience # 3

T The teacher may brainstorm with the class how they feel when they are or are not promoting safety so students can connect how their own emotions can lead to a more positive environment.

Generalization Connection(s):	ules, responsibility, respect, positive encouragement and cooperation promote safety.	
Teacher Resources:	https://www.youtube.com/watch?v=AWbTX7adIMM (You Tube video of emotions movement from muve.org)	
Student Resources:	https://www.youtube.com/watch?v=o5jZlswSfSE (You Tube video of feelings vocabulary)	
Assessment:	The students will create an emotion dance to demonstrate how they would feel in a positive environment. The teacher will observe the students' routines.	
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 with a partner to create a dance. ● share their thinking verbally with the teacher. ● video their performance
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The Teacher may: <ul style="list-style-type: none"> ● add additional emotions to the routine. ● ask certain students to perform. 	Students may: <ul style="list-style-type: none"> ● develop a more difficult routine. ● show more than one emotion in their routine.
Critical Content:	<ul style="list-style-type: none"> ● instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. ● self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. ● positive communication ● Application of self and instructor feedback to improve performance and physical movement. 	
Key Skills:	<ul style="list-style-type: none"> ● Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. ● Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. ● Use positive communication ● Apply self and instructor f 	
Critical Language:	Self-Assessment, Problem solving, Decision making, Performance, Connections, Modification, Variation, Rules, Responsibility, Respect, Application, Safety, Participation, Cooperation, Encouragement, Communication, Physical Movement, Analysis, Application	

Learning Experience # 4

The teacher may have the students participate in a team building activity so students can experience the difference in stressful situations compared to positive situations.

Generalization Connection(s):	Cooperation and positive collaboration with others makes physical activity enjoyable. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1,2)	
Teacher Resources:	http://www.wilderdom.com/games/descriptions/HeliumStick.html (directions on how to play helium stick) http://www.ehow.com/how_2487_play-human-knot.html?ref=Track2&utm_source=IACB2B (directions on how to play human knot)	
Student Resources:	https://www.youtube.com/watch?v=mZbzDOpyIA (Sesame Street Feeling Stressed Out, Belly Breath) https://www.youtube.com/watch?v=XLeUvZvuvAs (Sesame Street: The Power of Yet)	
Assessment:	<p>Students will participate in an activity that is near impossible to accomplish (e.g. helium stick) as a group. Then they participate in an activity that is challenging but achievable (e.g. human knot). The class will have a discussion around the emotions they felt during each activity related to positive collaboration.</p> <p>http://www.wilderdom.com/games/descriptions/HeliumStick.html (directions on how to play helium stick) http://www.ehow.com/how_2487_play-human-knot.html?ref=Track2&utm_source=IACB2B (directions on how to play human knot)</p>	
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 group sizes • use different manipulatives to make the task easier or harder (e.g. blindfolds) 	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • blindfold half of the group 	Students may: <ul style="list-style-type: none"> • show more than one way to solve the difficult task
Critical Content:	<ul style="list-style-type: none"> • instructor feedback, strengths, weaknesses, and modifications to improve performance and physical movement. • self- feedback, strengths, weaknesses, and modifications to improve performance and physical movement. • positive communication • Application of self and instructor feedback to improve performance 	
Key Skills:	<ul style="list-style-type: none"> • Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. • Use positive communication 	

	<ul style="list-style-type: none">• Apply self and instructor feedback to improve performance and physical movement
Critical Language:	Intra-personal awareness; self-analysis; awareness; connections; identification; collaborations; cooperation; happiness; enjoyment; laws and rules; responsibility; citizenship; respect; application, space; safety; participation; encouragement; compare and contrast, communication.