



Online Physical Education Network



# TOOLS FOR LEARNING IN A **WINTER WONDERLAND**

ELEMENTARY & MIDDLE (K - 8)

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THE HEART OF THE GAME

## MODULE OVERVIEW

### About This Module

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Module Design: Aaron Hart

Every year, right around the holiday season, students start to fall into a frenzy of excitement, forget their impulse control basics, and could use a little physical education etiquette reminder. This winter-themed instant activity module was designed just for that. We've created 8 fun and engaging instant activities with social and emotional learning academic language posters focused on the CASEL SEL competencies. Each academic language word are reinforce in a new SEL Vocabulary Journal modeled after the journal charts described in Marine Freibrun's example in her blog post – 5 Tips for Teaching Academic Language (<https://minds-in-bloom.com/5-tips-for-teaching-academic-language/>).

### How to Use This Module

There are two suggested ways to implement this module. First, introduce 1 instant activity per class across 8 complete lessons. Focus on the academic language work throughout the lessons with students completing the journal page as an exit assessment. Second, plan 3 complete Winter Wonderland lessons with 3 or 4 instant activities per lesson. Students will take 5 to 10 minutes at the end of class to complete and discuss their journals. Start each lesson with a recap discussion of the previous day's journal pages.

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### Equipment Needed

Foam Balls	Low-Profile Cones	Game Cones
Beanbags	Hula Hoops	Spot Markers
Foam Dice	Mesh Equipment Bags	Music and Music Player

**SNOWMOBILE TAG**

STUDENT TARGETS

- **Skill:** I will demonstrate self-control by following the rules and etiquette of Snowmobile Tag.
- **Personal & Social Responsibility:** I will write a sentence describing how I demonstrated self-control during this lesson.

TEACHING CUES

- Move Safely
- Follow All Rules
- Demonstrate Self-Control

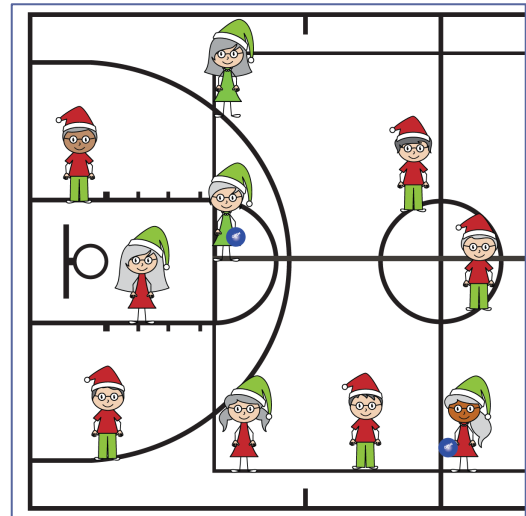
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 large gym floor with various floor lines
- 2-4 foam balls for identifying taggers

**Set-Up:**

1. Scatter students throughout the area, each standing balanced with both feet on the same floor line.
2. Select 2-4 taggers. Give each tagger a foam ball.



**Activity Procedures:**

1. In very snowy climates, snowmobiles travel on a network of trails with packed snow and safe passageways. Today we're going to use the lines on our gym floor as snowmobile trails.
2. The object of the game is to stay on the trails (lines) while avoiding taggers. If you're tagged, step off the trail, complete 5 snowman-jacks, and then get back on and restart.
3. You can turn around on a line, but you can't step off. If you do, you tag yourself and you have to do 5 snowman-jacks to get back on the trail.
4. Taggers may jump from trail to trail (line to line). However, everyone must play at a walking pace.

**SEL Integration:**

- **KEYWORD:** SELF-CONTROL. Students will be extremely tempted to run and/or jump from line to line when it's not appropriate. These situations are perfect examples of SEL teachable moments and should be used to teach students about self-control, safety, and etiquette.

**Grade-Level Outcomes:**

- **Standard 4 [E5.K-8]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5); Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

**POLAR BEAR CAVE**

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing how my personal behavior contributed to a safe physical activity environment.

TEACHING CUES

- Tag on Shoulders with Fingertips
- Focus on Safe Personal Behavior

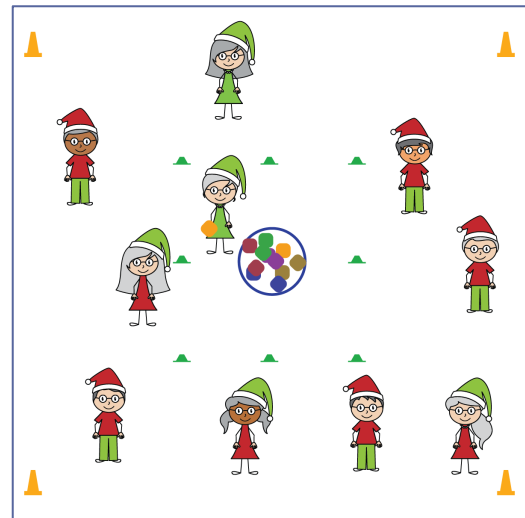
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 8 low-profile cones
- 4 large cones to create boundaries
- 1 beanbag per student
- 1 hula hoop

**Set-Up:**

1. Create a play area using 4 cones to mark boundaries.
2. Use the low-profile cones to create the “polar bear cave”: a 10x10 square in the center of the activity area.
3. Place the hoop directly in the center of the 10x10 square and place all beanbags inside it.
4. Scatter students in the activity area, with 1 student in the polar bear cave holding a beanbag.



**Activity Procedures:**

1. In the cold and snowy Arctic Circle, polar bears hunt seals to keep their families alive. In this game, seals do not want to be tagged by the polar bears. This game will start at a speed-walking pace. We'll start to move more quickly when I see personal behaviors are safe and considerate.
2. If tagged, the seal must go with the bear into the polar bear cave, where it will pick up a beanbag and become a polar bear. Then both bears will re-enter the activity area and work to tag another seal.
3. Play continues until there is only 1 seal left. That seal becomes the 1<sup>st</sup> bear to start the next game.

**SEL Integration:**

- **KEYWORD:** PERSONAL BEHAVIOR. Tag games are vigorous opportunities for students to practice safe and considerate personal behaviors. In order for that opportunity to promote social and emotional learning, focused conversations must take place before and after the activity with an emphasis on the SEL skills you're working to develop.

**Grade-Level Outcomes:**

- **Standard 4 [E6.K-8]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K) Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1) Works independently and safely in physical education (2a) Works safely with physical education equipment (2b); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5); Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity equipment appropriately, and identifies specific safety concerns associated with the activity (8).

**ICE FISHING**

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing how my class works together to ensure a safe and positive learning environment.

TEACHING CUES

- Move Safely
- Look Where You're Going
- Consider the Safety of your Classmates

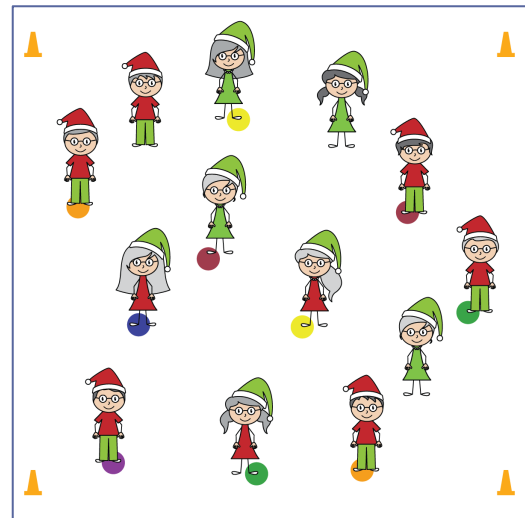
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 6-color sets of spot markers (1 spot per student)
- Music and music player

**Set-Up:**

1. Scatter colored spot markers throughout a large activity area. There should be 3 fewer spots than there are students so that 3 students do not have spots.
2. Send all but 3 students to a spot.



**Activity Procedures:**

1. Ice fishing requires a small hole to be cut into the ice, often inside a temporary shelter that keeps the people who are fishing out of the harsh elements of winter. Hopefully there's fish in the hole.
2. In this game, there are 3 fisher-people who don't have a fishing hole. They want to steal your fishing hole. When the music is playing, the fisher-people will "ice skate" around all of the fishing holes, and the people fishing will perform a stationary sitting squat as they fish.
3. When the music stops, 1 of the 3 people without a place to fish will call a color. If your spot's color is called, quickly move to another open fishing hole before someone else does. What all spots are taken, the 3 players without spots become the new skating fisher-people looking for a fishing hole.

**SEL Integration:**

- **KEYWORD:** TEAMWORK. The combined actions of all students in a class contributes toward the common goal of a safe and positive learning environment. That is the definition of teamwork! Use this illustration to help students connect their personal behaviors to that of their teammates (i.e. classmates).

**Grade-Level Outcomes:**

- **Standard 4 [E5.K-8]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5); Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games (7); Applies rules and etiquette by acting as an official for modified physical activities/games within a given set of parameters (8).



**ELF ON THE SHELF TAG**

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing why it's important to be considerate of others' physical and emotional safety.

TEACHING CUES

- Safely Control Your Body
- Look Where You're Going
- Consider the Safety of your Classmates

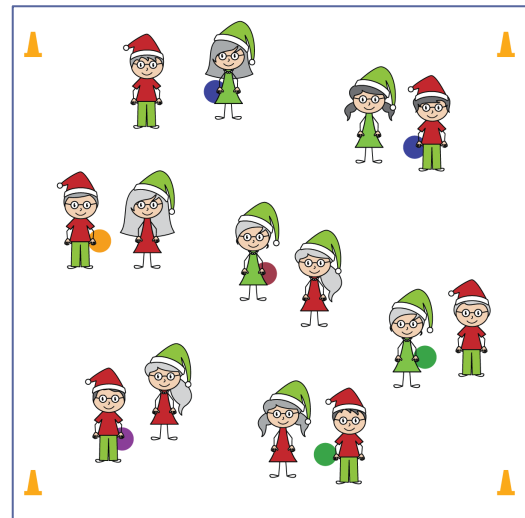
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 4 large cones to create boundaries
- 1 foam ball per pair of students
- Music and music player

**Set-Up:**

1. Use 4 cones to mark boundaries of a large activity area.
2. Pair students. Scatter pairs in the activity area, each pair with a foam ball.



**Activity Procedures:**

1. In some homes during the holidays, families play a fun game called Elf on the Shelf. Every night when people are sleeping, the elf moves all around the house and tries not to get caught.
2. On the start signal, toss the ball back and forth with your partner. When you hear the music, the partner with the ball becomes the elf. They will move at a speed-walking pace through the activity area, trying not to get tagged by their partner without the ball. If tagged, hand the ball off and switch roles. The new tagger will do 3 snowman jacks before trying to tag the new elf.
3. When the music stops, find a new partner to play catch with. This will be your new tag partner when the music starts again.

**SEL Integration:**

- **KEYWORD:** CONSIDERATION. It's important that students adhere to safety rules and routines. As they progress and mature, the goal is that they not only follow safety rules, but also behave with consideration of their classmates. This includes both physical and emotional safety.

**Grade-Level Outcomes:**

- **Standard 4 [E6.K-8]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K) Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1) Works independently and safely in physical education (2a) Works safely with physical education equipment (2b); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5); Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

**NORTH POLE VS SOUTH POLE**

STUDENT TARGETS

- **Skill:** I will regulate the speed and force of my movements.
- **Personal & Social Responsibility:** I will regulate my emotions.

TEACHING CUES

- Regulate Your Speed
- Regulate the Force of Your Tags
- Regulate Your Emotions

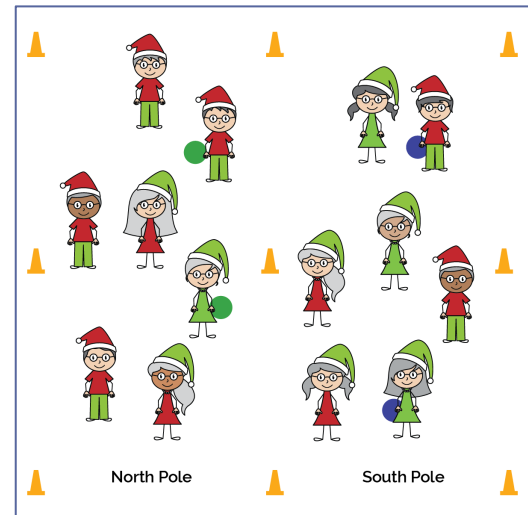
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 9 large cones to create boundaries
- 4 foam balls
- Music and music player

**Set-Up:**

1. Use 9 cones to create 2 large activity areas side by side, with 3 cones forming a center line and 3 cones on each end line.
2. Scatter students evenly in each of the 2 activity areas.
3. Use foam balls to designate 2 students in each area as taggers. 1 team of taggers is the North Pole elves, and the other is the South Pole elves.



**Activity Procedures:**

1. It's time for the annual Seal Games. This is when North and South Pole elves compete in a tag competition. All students are seals except for the elves (taggers). The North Pole elves are trying to tag seals and send them to the South Pole. The South Pole elves are trying to tag seals and send them to the North Pole. The team with the fewest number of seals when the game ends is the winner.
2. When the music starts the game begins. When seals are tagged by the elves they move to the centerline, complete 5 snowman jacks, and then re-enter the game on the other side. When the music stops, we'll see which pole (North or South) has the fewest seals.
3. Every 3 minutes, reset the game with new elves and play again.

**SEL Integration:**

- **KEYWORD:** REGULATE. Oftentimes, young students don't feel as if they control their own lives or their situations. However, everyone can exert some control over how they react to situations and events. This game is rich with opportunities for students to practice self-regulation. Whether they win or lose, are tagged or are tagging, students must regulate behaviors in order to maximize safe enjoyment. Enrich this learning experience with meaningful discussion and journaling.

**Grade-Level Outcomes:**

- **Standard 4 [E5.K-8]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5); Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

**GIFT NINJAS**

STUDENT TARGETS

- **Skill:** I will demonstrate safe behaviors and movements.
- **Personal & Social Responsibility:** I will express enjoyment of play appropriately and with consideration of others.

TEACHING CUES

- Enjoy Safe Play
- Enjoy Friendly Competition
- Enjoy Challenging Movement

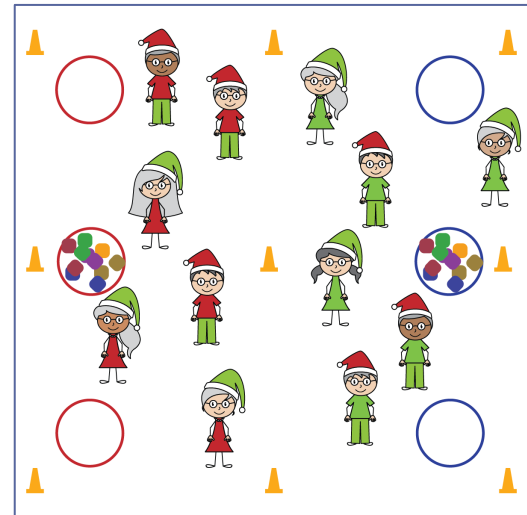
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 9 large cones to create boundaries
- 6 hula hoops
- 8–12 beanbags or foam balls as gifts
- 2 mesh equipment bags

**Set-Up:**

1. Use cones to create a 2 activity areas side by side, with 3 cones forming a center line and 3 on each end line.
2. Space 3 hoops evenly across the back of each activity area. In 1 hoop on each side, place an equipment bag and 4–6 “gifts.” Leave the other 2 hoops empty.
3. Divide students into 2 equal teams, each on 1 side.



**Activity Procedures:**

1. Some people love giving gifts without getting caught. Some people are *Gift Ninjas!*
2. This game is the opposite of capture the flag. Instead of capturing a flag from the other side without getting tagged, you’ll be delivering “gifts” to the other side without being tagged.
3. On the start signal, take a “gift” from the hoop with the mesh bag and deliver it to the other team’s “chimneys” (empty hoops) without getting tagged.
4. If you’re tagged, gallop around the perimeter of the activity area and return to the game through your team’s end line. Play continues until 1 team has delivered all gifts.

**SEL Integration:**

- **KEYWORD:** ENJOYMENT. Our emotions can directly and immediately impact personal behaviors. The life-hack we want students to learn is how to use the power of emotions to empower positive behaviors and NOT self-destructive and dangerous ones. Enjoyment is a great way to teach and develop this skill. Look for moments when student enjoyment contributes positively to the class, and also for times when it negatively impacts the learning environment. Treat both events as learning opportunities and provide students with positive feedback on how to harness enjoyment for good.

**Grade-Level Outcomes:**

- **Standard 5 [E3.K-8]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5); Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).



**GIFT WRAPPERS**

STUDENT TARGETS

- **Skill:** I will use positive language to express optimism.
- **Personal & Social Responsibility:** I will encourage my classmates to express their optimism.

TEACHING CUES

- Think Positive
- Look for the Good in Every Situation

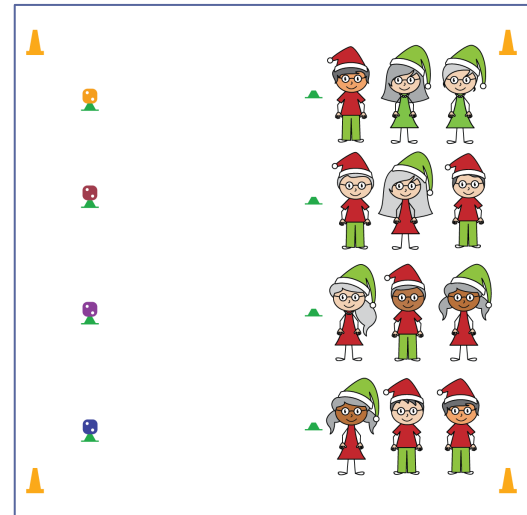
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Large foam dice — 1 per team of 3 students
- Low-profile cones — 2 per team of 3 students
- Music and music player

**Set-Up:**

1. Use low-profile cones to create 2 parallel lines on opposite ends of a large activity area.
2. Place the foam dice on top of the cones on one side of the area.
3. Create teams of 3 and line them up relay-race style behind the cones opposite the dice.



**Activity Procedures:**

1. Optimism is the greatest gift that you can give the world! Let's practice expressing optimism as we play Gift Wrappers. The object is to "wrap your gift" by taking turns rolling the dice and adding each roll's value until you reach the sum of exactly 20. However, if your team rolls a 6, you must "unwrap" your gift and start back at 0.
2. On the music, 1 player on each team will run to their die and roll it. Remember its value, place the die back on the cone, and run back to your team. Give a high-5 and the next person in line will go.
3. Continue rolling and adding until 1 team reaches exactly 20. If you roll and 5 and you already have 18, just return to your line and keep playing until someone on your team rolls a 2.
4. We'll play 4 rounds. After each round, the winning team will choose the exercise that the entire class will perform for 20 repetitions.

**SEL Integration:**

- **KEYWORD:** OPTIMISM. Most students have some desire and drive to win. However, everyone suffers defeat and setbacks. Optimism is like any other skill. Becoming proficient requires purposeful practice, performance adjustments, and then repetitive success. During the game of Gift Wrappers, most teams and most students are going to lose. Use each loss as an opportunity to reinforce optimism and growth mindset.

**Grade-Level Outcomes:**

- **Standard 5 [E3.K-8]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the "why") (1b); Identifies physical activities that provide self-expression (e.g., dance, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5); Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).

**GINGERBREAD GUMDROPS**

STUDENT TARGETS

- **Skill:** I will express myself through movement.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates to express themselves through movement.

TEACHING CUES

- Safe Movement
- Positive Expressions
- Positive Encouragement

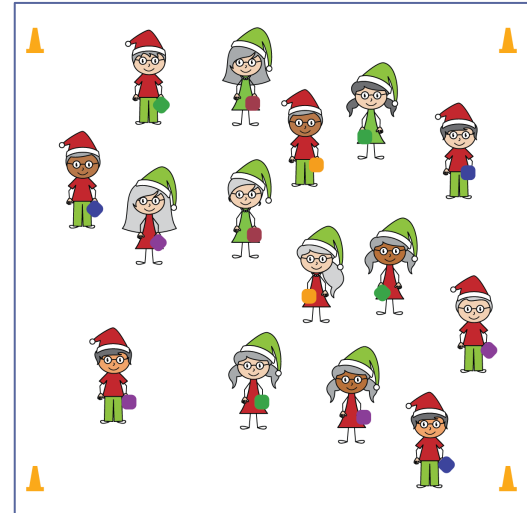
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 4 large cones to create boundaries
- 1 beanbag per student
- Music and music player

**Set-Up:**

1. Use 4 cones to create boundaries.
2. Scatter students in the activity area, each with a beanbag.



**Activity Procedures:**

1. Gingerbread people love to jump to a beat. Guess what?! You're all gingerbread people!
2. On the start signal, begin walking in general space while self-tossing and catching your beanbag.
3. When you hear the teacher yell "GUMDROP!" the music will start, and you'll drop your beanbag onto the floor right at your feet. Then begin jumping over as many different beanbags as you can while the music plays. Remember to jump to the beat and express yourself!
4. When the music stops, pick up the nearest beanbag and walk in space, tossing and catching.
5. We'll move like this for several rounds of playful expression.

**SEL Integration:**

- **KEYWORD:** SELF-EXPRESSION. Throughout history, people have expressed emotions and ideas through movement. This type of expression is a muscle that must be exercised and encouraged. Students of all ages can benefit from simple instructions that can frame a freedom of expression in the structure of active play.

**Grade-Level Outcomes:**

- **Standard 5 [E3.K-5]** Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the "why") (1b); Identifies physical activities that provide self-expression (e.g., dance, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).
- **Standard 5 [M5.6-8]** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).

# CONSIDERATION

(noun)

Thoughtfulness and sensitivity toward others.

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I wanted to show **consideration** for the new student in class, so I asked her to join our game during recess and introduced her to my friends.



# ENJOYMENT

(noun)

The state of finding happiness and gratification in an action, event, person, or thing.

I find **enjoyment** when I am playing outside with my friends.



# OPTIMISM

(noun)

Hopeful confidence about the future.

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**Optimism** is important when you're learning new skills because everyone makes mistakes when they're learning. An **optimistic** attitude will help me keep trying.





# PERSONAL BEHAVIOR

(noun)

A person's way of acting in, or responding to, the physical and social environment.

My **personal behavior** in physical education is important because everyone must work together to create a safe and positive learning environment.



# REGULATE

(verb)

To control or maintain the intensity or speed of actions, movements, or emotions.

When I start to feel nervous about something, I can **regulate** my heartrate by taking controlled breaths and using optimistic words with myself and others.



# SAFETY

(noun)

The state of being protected from physical or emotional danger.

I know that safety in physical education is important, so I use all equipment appropriately and follow the rules during all physical activities and games.



# SELF-CONTROL

(noun)

The ability to regulate personal behavior and emotional expression.

I demonstrated **self-control** when my friends and I played a really fun game and I controlled the volume of my voice in consideration of others.



# SELF-EXPRESSION

(noun)

The outward release of a person's feelings, thoughts, or ideas.

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My friend created an amazing dance routine as a **self-expression** of her personal feelings about her family's holiday traditions.





# TEAMWORK

(noun)

The combined action of a group of people toward a common mission or goal.

My friends and I demonstrated great **teamwork** when we tagged all of the seals and sent them to the South Pole.





# TOOLS FOR LEARNING IN A **WINTER WONDERLAND**

ELEMENTARY & MIDDLE (K - 8)

## **Student SEL Vocabulary Journal**

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## SEL VOCABULARY JOURNAL

This journal is your opportunity to practice using important academic language words related to your personal social and emotional learning. Refer to the example on this page as a guide for completing the journal pages that follow. 1) Fill in the blanks provided in the *You-Write Examples*; 2) Write your own unique sentence in the space provided for a *You-Write Sentence*.

Academic Language Word
<p><b>Self-Control</b> /noun/</p>
Meaning
The ability to regulate personal behavior and emotional expression.
You-Write Examples
I demonstrated self-control when my friends and I <u>played a really fun game</u> and I controlled <u>the volume of my voice</u> in consideration of others.
You-Write Sentence
I had to work hard to demonstrate self-control during snowmobile tag because I wanted to run, but the teacher said we had to play at a speed-walking pace.

### SEL Vocabulary Bank

**SELF-CONTROL** /noun/ The ability to regulate personal behavior and emotional expression.

**PERSONAL BEHAVIOR** /noun/ A person's way of acting in or responding to the physical and social environment.

**TEAMWORK** /noun/ The combined action of a group of people toward a common mission or goal.

**CONSIDERATION** /noun/ Thoughtfulness and sensitivity toward others.

**REGULATE** /verb/ To control or maintain the intensity or speed of actions, movements, or emotions.

**SAFETY** /noun/ The state of being protected from physical or emotional danger.

**ENJOYMENT** /noun/ The state of finding happiness and gratification in an action, event, person, or thing.

**OPTIMISM** /noun/ Hopeful confidence about the future.

**SELF-EXPRESSION** /noun/ The outward release of a person's feelings, thoughts, or ideas.

SEL VOCABULARY JOURNAL

**Activity: Snowmobile Tag**

Academic Language Word
<b>Self-Control</b> <i>/noun/</i>
Meaning
The ability to regulate personal behavior and emotional expression.
You-Write Examples
I demonstrated self-control when my friends and I _____ and I controlled _____ in consideration of others.
You-Write Sentence

SEL VOCABULARY JOURNAL

**Activity: Polar Bear Cave**

<b>Academic Language Word</b>
<b>Personal Behavior</b> <i>/noun/</i>
<b>Meaning</b>
A person's way of acting in, or responding to, the physical and social environment.
<b>You-Write Examples</b>
My personal behavior in physical education is important because _____ _____ and because _____.
<b>You-Write Sentence</b>



SEL VOCABULARY JOURNAL

**Activity: Ice Fishing**

<b>Academic Language Word</b>
<b>Teamwork</b> <i>/noun/</i>
<b>Meaning</b>
The combined action of a group of people toward a common mission or goal.
<b>You-Write Examples</b>
My friends and I demonstrated great teamwork when we _____ _____ _____.
<b>You-Write Sentence</b>



SEL VOCABULARY JOURNAL

**Activity:** Elf on the Shelf Tag

<b>Academic Language Word</b>
<b>Consideration</b> <i>/noun/</i>
<b>Meaning</b>
Thoughtfulness and sensitivity toward others.
<b>You-Write Examples</b>
I wanted to show consideration for the new student in class, so I _____ _____ during recess and helped them _____ _____ during physical education class.
<b>You-Write Sentence</b>

SEL VOCABULARY JOURNAL

**Activity: North Pole vs South Pole**

<b>Academic Language Word</b>
<b>Regulate</b> <i>/verb/</i>
<b>Meaning</b>
To control or maintain the intensity or speed of actions, movements, or emotions.
<b>You-Write Examples</b>
When I start to feel nervous about something, I can regulate my _____ _____ by _____ and using optimistic words with myself and others.
<b>You-Write Sentence</b>

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Activity: Gift Ninjas

Academic Language Words

**Safety**

/noun/

**Enjoyment**

/noun/

Meaning

**Safety:** The state of being protected from physical or emotional danger.

**Enjoyment:** The state of finding happiness and gratification in an action, event, person, or thing.

You-Write Examples

I know that safety in physical education is important, so I \_\_\_\_\_  
and \_\_\_\_\_ during all physical activities and games.

I find enjoyment when I am \_\_\_\_\_ with my  
friends.

You-Write Sentence




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**Activity: Gift Wrappers**

<b>Academic Language Word</b>
<b>Optimism</b> <i>/noun/</i>
<b>Meaning</b>
Hopeful confidence about the future.
<b>You-Write Examples</b>
Optimism is important when you're learning new skills because _____ _____.
I can help others feel more optimistic by _____ _____.
<b>You-Write Sentence</b>



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**Activity: Gingerbread Gumdrops**

<b>Academic Language Word</b>
<b>Self-Expression</b> <i>/noun/</i>
<b>Meaning</b>
The outward release of a person's feelings, thoughts, or ideas.
<b>You-Write Examples</b>
My friend created a _____ as a self-expression of their personal feelings about _____.
<b>You-Write Sentence</b>