

Understanding: Lesson 2 (K-2)**Understanding: Know Yourself**

Increase Self-Awareness
 Know Your Strengths and Weaknesses
 Develop Critical Thinking Skills

Example Practices That Address**Understanding:**

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding/feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

The Goals:

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

Personal Competency Addressed: In early elementary (K-2), I am learning to:

- ☐ Develop positive personal hygiene habits
- ✓ Be aware of my personal space
- ☐ Identify my likes and dislikes, needs and wants
- ☐ Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions and/or gestures
- ☐ Express a range of emotions appropriately through role-playing, actions, drawing, or language
- ☐ Understand the connection between feelings and behaviors
- ☐ Identify people, places, and other resources to go to for help (e.g., parents, relatives, school personnel)
- ☐ Demonstrate responsible use of others' belongings (e.g., ask permission; take care of them)
- ☐ Describe things I do well
- ☐ Describe an activity/task in which I need help in order to be successful.

Learning Objectives:

I can show personal and general space.

Materials and Preparation:

- Hula hoop for every child
- Space
- [Spaceship music](#)
- Internet and device to show video and play music

Key Vocabulary:

- **General Space**: the space within our boundaries
- **Personal Space**: space immediately surrounding someone

Introduction (3-4 mins):

The teacher will instruct the students on personal and general space. Review the vocabulary words: **personal space** (space immediately surrounding someone) and **general space** (the space within our boundaries). Model how the students are expected to move using their arms and legs. Ask students to practice how to move before handing out the materials making sure they are not touching anyone or anything in "space." Tell them they are each going to get a "spaceship," which will be their own personal space. While in their "spaceship," they will not be allowed in any other student's personal space.

Explicit Instruction/Teacher Modeling (3 mins):

Why is personal space important? What happens when you interfere with another student's personal space?

Lesson Activities (5-8 mins):

Hand students a hula hoop and have them stand in it, hold onto the hula hoop with their hands, and ensure that they are keeping the hula hoop parallel to the floor. The front part of the hula hoop is touching the student's waistline. Have the students move in their self-space, emphasizing that their hula hoop/"spaceship" should not be touching any other hula hoop/"spaceship." Tell them they are going to walk around the GENERAL SPACE in their "spaceship," making sure not to bump into anyone or anything. Discuss that if their "spaceship" bumps into another "spaceship," they must sit down inside the "spaceship" with their hands on their knees. They cannot get up and walk until the teacher signals for them to rejoin the game.

Guided Practice (10-15 mins):

When the students are successful at not bumping into each other, turn it into a walking tag game. Two to three students will be "it," remaining in their "spaceships." When they tag, they say "spaceship down." The tagged student sits in the "spaceship" and any of the other students in the class, other than the taggers, can free her/him by gently tapping on the head and saying "spaceship up." Change the taggers frequently.

Differentiation (as needed):

See intervention/support below for ways to differentiate.

Assessment (2 mins):

Watch to see if they are able to keep their hoop from touching other students' hoops/"spaceships."

Think Pair Share: The teacher will ask the difference between personal space and general space. Students formulate individual responses and then turn to a partner to share their answers. The teacher will call on several random pairs to share their answers with the class.

Review and Close (5 mins):

How would you describe personal space? General space?

What would happen if you entered into someone else's personal space?

Intervention/Support:

- Create a visual sequence strip for activity.
- Pair students with a buddy.
- Use frequent redirection of expectations.

Enrichment/Extension:

- Have the students write/draw about staying in their personal space.
- Listen to the book [Harrison Spader, Personal Space Invader](#) (Length - 8:56)

Teacher Self-Care:

Order in dinner tonight from a restaurant you have been wanting to try. Give yourself permission to enjoy not having to cook dinner and clean up. Use that time to reconnect with family or relax.

Sources:

“INTO THE VOID | 1-HOUR | Epic Futuristic Space Music Mix | Epic Sci-Fi Hybrid Music.” YouTube. Pandora Journey, September 3, 2017. <https://www.youtube.com/watch?v=9kEMzXw7P2A>.

Jones, Christine. “Harrison Spader, Personal Space Invader Bedtime Stories Children's Books Read Aloud.” YouTube. Children's Books Read Aloud, October 31, 2019. <https://www.youtube.com/watch?v=xgD0h6rHyv0>.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?