



Week 3: Emojicon Exploration: Understanding & Managing Emotions



Physical Activation

Division: PRIMARY

Lesson Title:

Team Building Relays

Learning Goal:

We are learning to understand and manage our emotions during team games.

Student Pre-Reflection:

Discuss:

How can we work well as a team during relays?

What is important to notice when we are playing?

How can we be good team members? (e.g. cheering, complimenting, etc.)

How can you regulate your emotions if you become frustrated or upset?

Learning Task/Activity:

Materials:

5 Pylons

5 Utility Balls

Bring the students to the gym or outdoors to participate in two relays*Around and Around the Pylon*

- Divide the students into 5 groups
- Line them up in their groups at one end of the activity area
- Place one pylon at the other side of the gym in front of each group
- One member of each team travels across the activity area to the pylon in front of their team. These players run around the pylon three times before returning to the team.
- The other team members then take turns running around the pylon three times after the first student has returned.
- Each team member sits down in their team line when they complete the task

Over and Under Relay

- Divide the students into 5 groups
- Each group lines up across the activity area.
- Give a utility ball to the student at the head of each line. That student passes the ball back over his or her head, using two hands.
- The second player in line in each group passes the ball through his or her legs, using two hands.
- Students continue this over-the-head, through-the-legs pattern until the ball arrives at the student who is last in line. This student receives the ball, runs to the front of the line, and the whole team sits down as the task is complete

**Ideas for Follow up / Discussion:****Discuss:**

How did you feel during these relays?

Was there a time your felt frustrated or upset?

What did you do to regulate your emotions?

Further Resources:This activity has been adapted from OPHEA: [Team Building Relays](#)**Curriculum Connections (i.e., A1.8: Point of View):**

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|--------------|----------------------------|
| Arts: | |
| FASL: | |
| Health & PE: | B1.1: Active Participation |

| | |
|------------------|---|
| | C1.1: Use different body parts at different levels |
| Kindergarten: | |
| Language: | O1.2: Appropriate listening behaviour O2.2: Appropriate speaking behaviour |
| Math: | SEL 1: Identify and manage emotions |
| Native Language: | |
| Science: | |
| Social Studies: | |

Learning Skills:

| | | | |
|-------------------|--|------------------|---|
| Responsibility: | | Organization: | |
| Independent Work: | | Collaboration: | X |
| Initiative: | | Self-Regulation: | X |

The resources in this series contain links to sources external to HWDSB such as YouTube and Ted Talks. The written content also relies on information from external sources such as School Mental Health Ontario, Ophea and others.



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