



## Grade K Lesson Plan: Unit 4 – Making Partners

### **SOLs (Health Standards of Learning)**

- K.1 o, K.2 p,
- 1.1 l, 1.2 o, 1.3 m, 1.3 n
- 2.1 k, 2.2 o, 2.2 q, 2.3 j, 2.3 k

### **SOLs (Physical Education Standards of Learning)**

- K.4 a
- 1.4 a
- 2.4 c
- 2.4 d

### **Objectives/Goals**

- Students will identify and apply cooperative, respectful, and safe behaviors in physical activity settings.
- Students will demonstrate how to respectfully choose partners and groups.

### **Materials**

- Exit Slip
- Pencils/markers
- Music (as start stop signal)

### **Procedure**

*Introduction – Emotional safety equals a successful class!*

- What does respectful communication mean?
- How might you feel if you ask someone to be your partner and they say “no”?
- By choosing kindness, we keep our peers emotionally safe so that more learning can take place.
- In this lesson, students will be led through different activities that will encourage interaction among everyone as well as reduce fears centered around working with new and different classmates.

*Activity – Partner Round Up*

- In this activity, students will be spread out in general space. On signal, students begin walking safely in good spaces. When the music stops, students will stand in front of their

first partner. This partner will be their high five partner. Students will then high five each other and then continue walking. When music stops again, teacher will say “Find your high five partner” in which case all students will locate that partner to repeat a high five.

- The next time the music stops, students will stand in front of someone new. This partner will be their “elbow bump partner”. Partners will bump elbows gently one at a time.
- This activity continues but builds on by adding the following new partners while continuing to review the previous. The teacher will describe and demo each type.
  - Fish slap partner
  - Fist bump partner
  - Heel touch partner
  - Jumping jack partner
  - Do-si-do partner
  - Raise the roof partner
- By the end, students should have 7-8 different partners matched with a fun activity! It is important to add one at a time while reviewing the previous partner so students do not forget who each person is and allow more opportunity to practice.
- Each partner must be a different student.
- Partner activities can be modified as needed and based on what risks students are willing to take. It is also feasible to lessen numbers or increase as students become ready! If done well, students will remember these partners for a long time and potentially be a different type of partner with everyone in their class.

#### *Activity – Partner A/B Tag*

- Teacher will use one type of partner from the previous activity and have students spread out in a good space with that partner. (i.e. “find your fist bump partner and freeze in a good space”)
- Teacher will give students 10 seconds to decide who will be partner A and who will be partner B using respectful communication. Teacher will review safety and good space with students.
- On signal, partner A will begin chasing partner B using walking as the locomotor movement. If partner A tags B, B will freeze and count to 3 to give A a head start, and then begin to chase A.
- When the music stops, the tagging partner will change. This will allow everyone a turn in case they haven’t been able to tag their partner yet.
- Continue this activity using different partners from the first activity and vary locomotor movement as safety allows.

#### *Closure- Determine purpose*

- When we all feel welcome and respected, it is easier to learn and we will have the opportunity to work with everyone in our class.
- What did respectful communication look like today? (eye contact, smiles, kind words, etc.)
- How did it feel to be connected to different classmates in this way?

**Assessment Idea**

Students should continually be observed throughout the year during all partner and group activities to ensure that respectful communication and emotional safety is maintained. Exit slips (like the one in handouts) that target the affective domain are important.

**References**

- Shape America: [https://www.shapeamerica.org/advocacy/upload/A-in-A\\_Nov-Dec-14.pdf](https://www.shapeamerica.org/advocacy/upload/A-in-A_Nov-Dec-14.pdf)
- Edutopia: <https://www.edutopia.org/article/sel-skill-development-during-recess-and-pe>
- Education Development Center: <https://www.edc.org/why-does-social-emotional-learning-matter>

**Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

## Exit Slip – Choosing Partners

Circle one response for each question. (Read out loud for young learners)

1. When I had to stand in front of a new partner today, I felt \_\_\_\_\_.



OK



Happy



Nervous



Scared

2. Once I got to go back to the same partner, I felt \_\_\_\_\_.



OK



Happy



Nervous



Scared

3. I feel \_\_\_\_\_ about finding a new partner next time I come to class.



OK



Happy



Nervous



Scared

4. Draw a picture of how you feel right now.