

Team Player

WCBF 2-3

Objective: Students will identify the importance of being a team player.	IRP PLO(s) addressed: Grade 2, PE A1: <i>describe the personal benefits of regular participation in physical activity</i> Grade 2, PE C2: <i>follow established procedures and directions when participating in physical activity</i> Grade 2, PE C3: <i>demonstrate respect for others during physical activity</i> Grade 3, PE C2: <i>demonstrate respect and encouragement for others during a variety of types of physical activity</i>
Materials needed ▪ Team Player poster	
Optional Resources (NOT included in the Kits) ▪ Your school's code of conduct	

	Teacher guide	Student guide
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Opening	Time 5 min	<p>Before heading to PE class, encourage students to think about sports and activities they like to engage in and share what makes those activities fun.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Soccer is fun because we can play with our friends and learn new tricks with the ball. 	<p>Students think about and share what activities they like to do and why they enjoy engaging in those activities.</p>
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Pre-Activity	Time 5 min	<p>Give the students examples of positive and negative experiences when engaging in a team activity.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Helping their teammate score the winning goal would be a positive experience • Not having the ball passed to them in soccer would be a negative experience 	<p>Students listen to and share positive and negative experiences.</p>
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Activity	Time 20 min	<p>Introduce the Team Player poster and have students demonstrate or verbally give examples of what each Team Player action looks like in sports and in their everyday life. Relate this to your school's code of conduct, if possible.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • They tried to do an activity that was hard for them such as riding a bike. • A situation in which they listened to their parents' directions • A time they helped their friends who had been hurt • Gave high fives when their friends scored a goal <p>In your school's gym, have students engage in a group game with half the students on the sidelines; then switch the groups. Encourage participants to engage in team player behaviour both while playing the game and while watching. Encourage students to be sure that everyone feels included in the game.</p> <p><i>Sample team player behaviours:</i></p> <ul style="list-style-type: none"> • Encouraging teammates • Helping set up equipment • Ensuring everyone has a turn/passing the ball 	<p>Students demonstrate or describe what being a Team Player looks like.</p> <p>Students engage in team player behaviours on and off the playing field.</p>
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Closure	5 min	<p>Ask students why it is hard to be a team player sometimes.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may respond by saying winning is important to them. <p>Ask students what is fun about being a team player.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may respond by saying everyone gets to be involved and feel good about participating. <p>Remind students that it feels good to be included, and that it is important to try to include others. Everyone likes to have fun and be included because it gives them a chance to have a positive experience such as scoring a goal, learning something new, or having a good time with friends.</p>	<p>Students think about the benefits and challenges of being a team player.</p> <p>Students reflect on how good it feels to be included and commit to:</p> <ol style="list-style-type: none"> a) trying to include others in group activities, and b) trying to do all of the things a good team player would do
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<p>Adaptations:</p> <ul style="list-style-type: none"> • For students who are non-verbal show them pictures of examples of being a good team player actions (such as a friend offering a hand to help, a friend sharing, a person listening to their friend talking, etc.) as well as non-exemplars such not passing the ball, not listening, etc. Ask them to show you or point to what a good team player is. Have the student place an emotion card next to the actions (i.e. a happy face next to team player actions, a sad face next to non-exemplars).

<p>Extension Activities:</p> <ul style="list-style-type: none"> • Keep the Team Player poster displayed in your school's gym and refer back to it before and after the students engage in group activities.

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?