

# Team Player

## WCBF K-1

<b>Objective:</b> Students will identify characteristics of being a team player.	<b>IRP PLO(s) addressed:</b> Grade K, PE A2: <i>identify physical activities they enjoy doing</i> Grade K, PE C2: <i>follow rules and directions when participating in physical activities</i> Grade K, PE C3: <i>work co-operatively with peers during physical activity</i>  Grade 1, PE C2: <i>respond appropriately to instructions and safety guidelines when participating in physical activity</i> Grade 1, PE C3: <i>work co-operatively with others during physical activity</i>
<b>Materials needed</b> <ul style="list-style-type: none"> <li>▪ Pinkus puppet</li> <li>▪ Team Player poster</li> </ul>	

	<b>Teacher guide</b>	<b>Student guide</b>
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<b>Opening</b>	<b>Time</b> 5 min	<p>Before heading to PE class, introduce Pinkus and his role in the WCBF program. Describe the activities Pinkus likes to do and ask students to share what they like to do.</p> <p>For example, Pinkus is a Friendship Superhero. Pinkus encourages others to help each other, use kind words, share, listen, and wait their turn. Pinkus likes to play games like Mr. Wolf, freeze tag, soccer, basketball, hockey, etc.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> <li>• Students may share which games and sports they like to play.</li> </ul>	<p>Students listen.</p> <p>Students share activities they like to do.</p>
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<b>Activity</b>	10 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.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> <li>• They tried to do an activity that was hard for them such as riding a bike.</li> <li>• A situation in which they listened to their parents' directions</li> <li>• A time they helped their friends who had been hurt</li> <li>• Gave high fives when their friends scored a goal</li> </ul> <p>Bring Team Player poster to the gym and have it on display. Students engage in group PE activity.</p> <p><i>Sample student game:</i></p> <ul style="list-style-type: none"> <li>• Keep it Up: Divide students into groups and have them pass a balloon to each other without letting it touch the ground. A different team member must hit the ball each time.</li> </ul>	<p>Students demonstrate or describe what being a Team Player looks like.</p> <p>Students engage in group game and demonstrate being a team player.</p>
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<b>Closure</b>	5 min	<p>Discuss how when you are a Team Player everyone enjoys the game and has fun. Describe how when Pinkus sees students being Team Players it makes him happy because he can see that everyone is enjoying the game.</p> <p>For example, when students pass the balloon to everyone on their team then everyone has a chance to have fun playing the game.</p>	Students think about the benefits of being a Team Player.
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**Adaptations:**

- For students who are non-verbal show them pictures of team player actions such as giving thumbs up, listening, a friend offering a hand to help, giving a high-five, etc. Ask them to show you or point to what a good team player looks like.

**Extension Activities:**

- 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?