



Grade 5 Lesson Plan: Unit 9– Inclusion

SOLs (Health Standards of Learning)

- 4.3 k
- 5.1 o, 5.1 p, 5.3 l

SOLs (Physical Education Standards of Learning)

- 5.4 d
- 5.4 e

Objectives/Goals

- Students will learn how to make groups quickly and inclusively.
- Students will learn how to communicate respectfully to peers if they already have a full group.
- Students will be able to explain how being inclusive can help build a respectful and peaceful classroom environment.

Materials

- 1 penny for each group- Triangle tag
- 1 tagging noodle for each group- Triangle tag

Procedure

Step 1- Intro- Rules for Making Groups in PE

- Students who do not yet have full groups should raise their hand and move toward the center of the gym to find others seeking a group. Once you find a full group with the designated number of students, you may proceed with the activity. Continue to be aware of students who have trouble finding a group.
- Be assertive in looking for a group. Do not sit back and wait for people to ask you to join.
- If another student asks to join your group, or for you to join theirs, you are not allowed to say “no”. If you do not have a full group already, you must work with that student/group.
- If you already have a full group, say: “We already have a full group. We can include you if you aren’t able to find another group”.
- If you have a full group, but notice there is a student who still has not found one, ask him/her to join. If you cannot figure out how to make the activity work with an extra person, ask the teacher for help.
- It is always better to modify the activity to include another student than it is to leave someone out.

Step 2- Activity Objectives

- Do a series of short activities with different size groups so that students can practice making groups quickly while making sure that everyone is included. Remember the rules for making groups!

Step 3- Activities

- Find a partner and do a best of 7 series for rock, paper scissors- repeat 3-4 times with different partners
- Find a group of 3 and play “odd person out” – see handout page 1 for instructions
- Find a group of 4 and play “triangle tag” – see handout page 2 for directions
- Find a group of 6 and build a human pyramid- 3 people on the base, 2 in the middle and 1 on the top row

Step 4- Wrap-Up Discussion

- Ask the following questions to the class:
- The larger the group size that we make, the more likely it is that a student has trouble finding the correctly sized group. How did your group modify an activity to include an extra person?
- How did you feel when you were included in a group?
- How does including everyone help us build a safe and respectful learning environment?

Assessment Idea

- Ongoing observation: Students must follow group-making rules on a daily basis. The teacher can ask individual students that act exclusively to leave their group of choice to make room for an excluded student.
- Use the exit slip at the end of the handout section

References

- Oxford: <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-146>
- Alternative ideas for forming groups: <https://www.supportrealteachers.org/techniques-for-forming-groups.html>

Handout

The next pages include:

- 2 handout pages describing “odd person out” and “triangle tag”
- Exit slip assessment

Odd Person Out

Materials:

- None

Procedure:

- Once students find a group of three, they face each other. On the count of 3, each student either holds out 1 finger or 2 fingers.
- If all three students have the same number showing, repeat until one student is different
- Two students will show the same number. The “odd person out” has to run away from the group. The other two students must give the “odd person out” a few seconds to get away, then they work together to try and tag the “odd person out”.
- Once the tag takes place, repeat and play again.
- Remind students to be safe movers and to always watch where they are going

Triangle Tag

Materials:

- 1 penny per group
- 1 tagging noodle per group

Procedure:

- Once students find a group of four, they must decide their jobs. The “tagger” has the noodle. He or she will try to tag the person wearing the penny. The other two students are “protectors”.
- The two protectors either join hands or link arms with the “taggee” who is wearing the penny. The three students must stay connected at all times.
- Protectors and the “taggee” must also stay in one general space. Protectors rotate their bodies in unison with the “taggee” to try to keep between the “tagger” and the “taggee” preventing the tag from happening.
- The “tagger” must run around the protectors and touch the “taggee” on the back with the noodle. They are not allowed to reach between the 2 protectors to complete the tag.
- Students should switch jobs every minute or so.

Exit Slip

1) Why is it important to make sure all students are included when we make groups?
