

### Peer Support Plan PE Class

A challenge for students in P.E. is locker room time. It can be loud, chaotic and crowded, both before and after class. Other challenges include finding groups and partners for exercises and activities, and following multi-step instructions that are sometimes given by a teacher from a distance. Having peer supports can be very helpful in facing these challenges.

Enjoy getting some very important movement and exercise!

#### At the beginning of class....

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> <li>• Greet classmates using their names, and ask, "How are you?"</li> <li>• Wait outside locker room with classmate until it's less crowded</li> <li>• Once in the locker room, get changed quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Model greetings like "Hi, how are you?"</li> <li>• Wait outside locker room with classmate until it's less crowded</li> <li>• Once in the locker room, model by getting changed quickly</li> <li>• Stay near student in the locker room</li> <li>• Model appropriate behavior for student and other peers</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student and classmates to wait until locker room partially quiets and empties before they enter</li> <li>• Give student and classmates a written agenda of class activities to review and keep</li> <li>• Provide visual instructions for exercises or activities</li> </ul>

#### When there are whole group instructions, exercises or stretching routines...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> <li>• Watch and listen to the teacher</li> <li>• Watch classmates to see what students should be doing</li> <li>• Don't worry if instructions seem too many and fast; just watch your peers and do your best</li> <li>• Use visual supports if available</li> <li>• Try everything, even if it's difficult!</li> </ul>	<ul style="list-style-type: none"> <li>• Stay next to student</li> <li>• Partner with student for exercises</li> <li>• Show student step by step how to complete movements</li> <li>• Model appropriate behavior for student and other peers</li> <li>• Model good effort to complete stretches and exercises</li> <li>• Give <b>specific</b>, positive encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and follow regular routines</li> <li>• Break down tasks into steps</li> <li>• Provide a written or visual set of instructions</li> <li>• Provide visual demonstrations</li> <li>• Give specific, positive encouragement and feedback</li> </ul>

**When there are small group activities or games...**

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> <li>• Move to join group and face group members</li> <li>• Tell group which role or task is preferred, if appropriate</li> <li>• Ask for help or explanation from group members and teacher if needed</li> <li>• Stay active and engaged</li> <li>• Make positive comments about team members' work</li> </ul>	<ul style="list-style-type: none"> <li>• Create group or team that includes student</li> <li>• Make student feel welcome</li> <li>• Encourage student to choose a role or position he or she would prefer</li> <li>• Ask student for input/ideas</li> <li>• Encourage student to stay involved and active</li> <li>• Model supportive and inclusive work for all team members</li> </ul>	<ul style="list-style-type: none"> <li>• Break down tasks or games into clear steps</li> <li>• Clearly demonstrate and model movements or instructions</li> <li>• Provide steps or overviews of games in visual form if possible</li> <li>• Help students decide appropriate roles and tasks within group or team</li> </ul>

**At the end of class...**

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> <li>• Ask teacher or classmates any questions you may have from class</li> <li>• Get changed quickly</li> <li>• Tell classmates and teacher, "Thanks. See you tomorrow." Use their names</li> <li>• Mention one thing classmates did well that day in class</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany student for early changing, if allowed</li> <li>• In the locker room, model by getting changed quickly</li> <li>• Stay near student in the locker room</li> <li>• Model appropriate behavior for student and other peers</li> <li>• Walk with student part way to next class</li> <li>• Mention one thing the student did well that day in class; ask if he/she has questions</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student and classmates to enter locker room 5 minutes early</li> <li>• Ask individually if unanswered questions from class remain</li> <li>• Give specific, positive feedback on work or effort</li> </ul>

### **Big Ideas for Peers**

- Get to know your partner ... ask lots of questions and find out what he or she enjoys.
- Involve your partner in conversations with other classmates – interacting with others is an important goal.
- Look for opportunities to involve your partner in class activities, even in small ways.
- Make sure you complete your own work; learning the class material is still your priority.