

Character and Life Skills: **Togetherness**

SEL Focus: **Relationship Skills**

Lesson Title: **One Hand Clapping**

Grade Level: **3-5**



Project and Purpose

Students identify and participate in activities that are designed to be played together with one or more partners.

Essential Question

What relationship skills are necessary to work together successfully?

Materials

- Open space for movement

Introduction

1. Write or post: What is the sound of one hand clapping? Tell students that this is a Zen riddle, designed by those who practice Zen philosophy, to challenge the mind. Students may wish to share their answers; there is no right or wrong response, per se. Teachers should listen and ask students to explain their thinking. Tell them that students and even masters of Zen spend years pondering this question.
2. Ask students: how does this question relate to the term togetherness.
3. Explain that this lesson will focus on relationship skills within activities that are better with togetherness: when two or more people participate.

Direct Instruction (I do)

1. Model a think aloud of listing activities that require two or more people to do. This might include things like riding a see saw, lifting a sofa, waterskiing, changing a diaper, etc.
2. Demonstrate what it might look like if you tried to do one of these activities by yourself. Do not tell them what you are trying to do, and explain how you will use the art of pantomime to act out the activity (acting with only body movement, gestures, and facial expressions—no voice or sound or sound effects).
3. Debrief your use of pantomime and what is needed to complete the activity to show togetherness.

Guided Exploration (We do)

1. Ask for a volunteer to pantomime trying to do another activity that requires two people. Call this volunteer Person A.
2. Ask the group to identify what the person is doing and what is needed.
3. Ask for another volunteer to join the first one in the pantomime as the other person necessary to do the activity correctly. Call this person Person B.
4. Ask the group for suggestions to make the pantomime even more clear AND how they were working together. Discuss the relationship skills they needed to use in working together to complete the pantomime activity. Give applause and thank the volunteers.
5. Brainstorm a list of activities on the board for the class to refer to in the next section of the lesson.

Independent Practice (You do)

1. Pair students and make sure each pair has their own space to work in without bumping into other partners. Discuss the ways the partners can work best together; which relationship skills will help them to do this activity?
2. Select Person A and Person B in each pair (create your own system).
3. Person A will begin pantomiming an activity from the list, one that requires two people to do together. Person B will observe and determine how to join the pantomime to show both people doing the activity together.
4. Swap roles with a new activity.
5. Encourage the pairs to repeat the activity multiple times and then select the one pantomime of togetherness that they would like to share with the full group.

Conclusion

Have partners present their togetherness pantomime. Audience members should comment on how each pantomime demonstrates togetherness and relationship skills. Ask the group: What relationship skills are necessary to work together successfully?

Notes
