

S3 H4 GLO 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source:

<p align="center"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> Students will be able to discuss different activities they could participate in in their local environment.</p> <p><u>Affective:</u> Students will work together as a group with cooperation, leadership, and teamwork.</p> <p><u>Psychomotor:</u> Students will actively research activities that are available in their local environment.</p>	<p><u>Equipment & Technology Needed:</u></p> <p>Computer lab or iPads for every student or at least every pair of students. Pens/pencils Notebooks</p>
<p><u>Academic Vocabulary:</u> Oral report, extracurricular activities</p>	
<p><u>Introduction / Anticipatory Set:</u> The purpose of the following lesson is to show the students many different activities that are available in the community. Hopefully one will spark an interest.</p> <p>Have the students separated into groups of 2-4 (Depending on how many activities they come up with). Have them sit with their group at a computer/iPad for the lesson.</p> <p>Ask the students: How many of you are involved in active extracurricular activities before school, after school, or on the weekends? What are some activities that are available here in our community? They could be gyms, sports teams, clubs, etc. You can write the activities they come up with on the board if allowed. (5 minutes)</p>	<p><u>Classroom Layout:</u> A reserved computer lab would work best for this lesson. If not available, iPads would work. Smartphones could be used in trustworthy classes. Students need to be sat with the rest of their group.</p>
<p><u>Instant Activity:</u> Have them look over the list of activities they came up with. If they missed some, add them to the list. For this example lesson I will be using the following activities: YMCA Gym Community Center Bootcamp at the Park Indoor Soccer Arena Yoga Studio Running Club Crossfit Boxing Gym Swim Team Rowing on the River</p> <p>You could either assign each group one of the activities or let them pick. But make sure each group has a different activity.</p>	

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<p>Let them know they will be exploring the activity they chose/were assigned. Either hand the a sheet of paper with the following questions or have them written on the board to where everyone can see them. They will need to research and find the answers to each of the following questions.</p> <ol style="list-style-type: none">1. What is your extracurricular activity?2. Does it involve physical activity?3. Where does the activity take place? Is there more than one location?4. Is our community the only community it is available in?5. Is there a cost to do the activity?6. Are there certain times/days it is available?7. Who are the leaders/owners/managers?8. Can anyone join this activity or is their required experience?9. What does the activity involve? Include everything you can find.10. How would this activity be beneficial to your health?11. Is this activity something you would be interested in picking up? Why or why not? (Each student answers) <p>*Add any other questions you think would be important. (2 minutes)</p>	
<p><u>Lesson Focus:</u></p> <p>I. <u>Lesson Procedures - Teaching the skill or concept activities</u></p> <p>Before they start researching, let the students know they will be doing a short oral report on their findings. The report will last only 3-5 minutes each but all the information needs to be said and each person needs to take turns talking. They may split the questions up between each other however they would like.</p> <p>Students need to be working as a group to find all of the answers to these questions. They need to write them down and have an understanding of what they find. (15 minutes)</p> <p>II. <u>Lesson Instructional Activities:</u></p> <p>Let the students know you are giving them up to 5 minutes per group to give an oral report on what they found. The students can read off of their notes, but they need to be engaging with the class. Do not rush through the report, be loud enough for everyone to hear, make sure all questions get answered.</p>	<p><u>Teaching Cues:</u> Speak clearly, engage, look at the questions</p> <p><u>Modifications:</u> -If a group gets done earlier than everyone else, make sure they know exactly what they are going to say in their report. Encourage them to do a practice run while waiting on the other groups. -To some students, speaking in front of others can be detrimental. In these cases, encourage lightly but do not pressure the student to talk. -Modify the groups to fit the number of activities the class came up with. -If all the oral reports were not done, make time in the next class time to finish them.</p>

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They may also ask questions at the end of another group's report. Class discussion is encouraged.

(25 minutes)

Assessment:

Below is an example of a rubric that can be used for the oral reports.

PRESENCE	5	4	3	2	1	0
-body language & eye contact						
-contact with the public						
-poise						
-physical organization						
LANGUAGE SKILLS	5	4	3	2	1	0
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation, accent)						
-spoken loud enough to hear easily						
MASTERY OF THE SUBJECT	5	4	3	2	1	0
-depth of commentary						
-spoken, not read						
-able to answer questions						
OVERALL IMPRESSION	5	4	3	2	1	0
-very interesting / very boring						
-pleasant / unpleasant to listen to						
-very good / poor communication						

TOTAL SCORE _____ / 20

This assessment can be based off the group's performance or just an individual's.

Closure:

Why was this lesson important? (Wanted to show you the different opportunities for physical activity that are available in our community.)

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<p>Why did I have each group get up in front of the class and present their activity? (So all the students could be informed about all the different opportunities and to give each student a chance to tell us a piece of information they thought was important.) Which of these were the most appealing to you? Why? Are you interested in trying any of these extracurricular activities out? Why are extracurricular activities important? (To give us opportunities to be physically active outside of the school day, to meet new people, to learn something new, etc.) (5 minutes)</p>	
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