

Grade Level: High School

Unit: Cardiorespiratory Moderate and Vigorous Physical Activity

Lesson 5: Group Activity Teaching

Objective

- Students will be able to Instruct the group for 5-7 minutes on an activity of their choice

Standards

- Designs and implements a program to improve levels of health-related fitness and nutrition (S3.M16.8)
- Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (S3.M15.6)

Key Vocabulary

- 2-5 key terms will be introduced by each group related to their topic

Equipment Needs

- Equipment requirements will be determined by each group presenting. Equipment lists will be specific to the activity they are teaching.

Set-up

- Class will begin with the teacher describing the rules of each activity. These rules should have also been given in lesson 1 of the unit. Students will be put into self-selected groups and be given topics (or allowed to choose topics). These topics should be other aerobic activities that have not been taught by the teacher, but are feasible to do in a Physical Education class. Would be an opportunity to teach non-traditional activities that may peak student interest.

Safety

- Each student must turn in a written list of safety concerns and how they are to be avoided.

Warm Up

- While the teacher gives instruction for the day, students will complete a dynamic stretching warm-up to prepare for a variety of activities.

Description

1. Each group will have 5-7 minutes to introduce a short activity that will enhance cardiorespiratory endurance. The lessons must include key terms, safety concerns, how to play and a short activity period. As one group completes their lesson instruction, the next will begin teaching their 5-7 minute lesson.

More Challenging

- Make groups smaller and have only students working in pairs or individually.

Less Challenging

- Add more group members to share the work
- Add more time to allow for preparation, practice and instruction.

Assessment

- Written #1 - A written plan will be turned in that includes the following
 - Activity name
 - Equipment needed
 - Safety considerations
 - How to play
 - Short activity time instructions
- Written #2 - Have students write a 1 page essay on why they liked one of the lesson activities the best. They must explain why, including the physical benefits. (place in portfolio)
- Have students complete portfolio journal prompts:
 - My favorite activity from today's lesson was...
 - This activity was my favorite because...
 - One activity I will commit to exploring further on my own time is...
- Physical - students will work at an intensity to reach moderate heart rate zone in a minimum of 66% of the activities (chart will be placed in their portfolio)

Cool Down/Review/Closure

- Review each of the activities from the day, including
 - Names
 - How to play
 - Any safety concerns

Required items to be included in 5-7 minute Presentation

100 points total

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|--|----------|------------------------|
| Written - | | 40 points total |
| All group members names - | | 5 points |
| Activity name - | | 5 points |
| All equipment needed- | | 5 points |
| Activity specific warm-up- | | 5 points |
| Rules of the activity- | | 5 points |
| How to play the activity- | | 5 points |
| Minimum of 3 minutes of playing time- | | 5 points |
| Reason why this activity benefits cardiorespiratory endurance- | | 5 points |
| Teaching - | | 60 points total |
| Introduction of activity | | 15 points |
| What it is | 6 points | |
| Where its played | 3 points | |
| Who plays it | 3 points | |
| How many on a team | 3 points | |
| Discussion of safety considerations | | 15 points |
| Introduction of how to play the activity | | 15 points |
| Rules | 5 points | |
| Strategy | 5 points | |
| Scoring | 5 points | |
| Game play | | 15 points |
| A minimum of 3 minutes of actual game play | | |