



PLAY 60 Presents! Lesson Plan

Subject Areas: ELA and Science

Grade Level: Grades 6-8

Lesson Summary:

In this lesson, students create a presentation based on a sport or physical activity and present to the class. Using strategies such as guided questions, hands-on activities, and group discussions, teachers help students research a sport or physical activity that they enjoy. Students learn about sports and physical fitness as they practice researching, organizing, and presenting information. Students also investigate how different sports involve the use of different muscle groups and other body systems (i.e., cardiovascular, respiratory, nervous, and endocrine systems).

Lesson Duration: Up to two class periods (90 minutes)

Essential Question:

- How do different sports emphasize the role of different muscle groups and other body subsystems?
- How do different sports and physical activities support the health of different muscle groups and body subsystems?

Objectives:

Students will:

- Research the history, skills, and physiology of a sport or physical activity
- Create and deliver a multimedia presentation that meets established criteria
- Analyze how different sports utilize different muscle groups and other body subsystems
- Analyze the importance of physical activity to the health of muscle groups and body systems

Standards:

ELA Common Core State Standards

- RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1 Write arguments focused on discipline-specific content.
- WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

National Physical Education Learning Standards

- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.M1.6 Describes how being physically active leads to a healthy body.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
 - S5.M2.8 Analyzes the empowering consequences of being physically active.

- S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.

Next Generation Science Standards

- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Materials

- **PLAY 60 Presents! Presentation Planner**
- **PLAY 60 Presents! Multimedia Presentation Scoring Rubric**
- **PLAY 60 Presents! Presentation Planner**
- **NSTA: Peer-review sheet used by students during the double-blind peer review**
 - <https://www.nsta.org/highschool/connections/200911PeerReviewSheet.pdf>
- Computer with Internet access

Procedure:

ENGAGE

1. Ask students to write down three of their favorite sports or physical activities in order of preference.
2. Ask students to choose one of the sports/activities from their list and to write a passage explaining why the sport they selected is a favorite sport.
3. Have students share their favorite sports/activities and make note of how students might be grouped to create multimedia presentations.
4. Explain to students that they will research a sport or physical activity that they enjoy and create a multimedia presentation they will share with their peers and families with the goal of helping others learn more about the sport or physical activity.

EXPLORE

1. Tell students their presentations must include the following information:
 - Description of the sport/physical activity
 - Brief history of the sport/physical activity
 - The different muscle groups or areas of the body used in the sport/physical activity
 - How the different body systems interact during this kind of physical activity (i.e., cardiovascular, respiratory, nervous, and endocrine systems)
2. Explain to students that their presentations will include other kinds of information and that they will be involved in deciding what that information is.
3. Students work in small groups to address the question, "What additional information should we include in our presentations about our selected sports?" Circulate and encourage students to think broadly, including suggestions such as their enjoyment participating, their family's involvement, the teams and star players, the health benefits of participating in the sport, and the history and tradition of the sport.
4. As a whole group, create a list of the components that must be included in each presentation. The following are some additional options (though each one does not have to be included):
 - Explain why they selected this sport/physical activity as a favorite
 - Include a brief review of the sport/physical activity, such as origin, history, rules and regulations
 - List skills necessary to participate in the sport/ physical activity
 - Include fitness components the sport/physical activity focuses on, for example: cardiovascular, muscular strength, muscular endurance, flexibility
 - Provide a diagram of major muscle groups used during the sport/physical activity
 - List other activities that are connected to the sport/physical activity

- Identify local areas to participate in or observe the sport/physical activity
 - Include ideas on how to encourage others to be active with you in your sport/physical activity
 - Share how you plan on implementing your sport/physical activity into your at least 60 minutes of daily physical activity
 - Additional information that would be interesting to share about the sport/physical activity
5. Group students by selected sports/activities to work together on their presentations and have students compare and compile the passages they wrote during the Explore segment of the lesson.
 6. Distribute the **PLAY 60 Presents! Multimedia Presentation Scoring Rubric** and review the criteria with students. Answer any questions they have about completing the assignment and ensure that all students understand how their presentations will be scored. Review the Essential Questions and objectives and remind students they will be writing a brief (individual) paper that answers the Essential Questions.
 7. Allow time for groups to plan their research, their selected presentation tool(s)/media, and the scope of their presentations.
 8. Groups research various media to create their presentations. Encourage students to consider novel and innovative presentation methods and styles. If needed, provide students options including: slideshow (PowerPoint), video, webpage, podcast, poster, or skit. The following are optional presentation tools:
 - Google Sites: <http://sites.google.com>
 - Animoto: <https://animoto.com>
 - Canva: <https://www.canva.com>
 - Vcasmo: <http://www.vcasmo.com>
 - Prezi: <https://prezi.com>
 - Creaza: <http://www.creaza.com>
 - Yola: <https://www.yola.com>
 - Zentation: <http://zentation.com>
 9. Once students decide the tools they will use to create their presentations, they will work together to gather information, dividing roles and topics as needed. This research may be done over the course of several class periods and, if possible, assigned in part as homework.

EXPLAIN

1. When student groups are ready to create their presentations, ask them to review the list of presentation components. Ask the following questions:
 - What are some ways we share information with others?
 - How do you want your presentation to look and feel? Like a news report? A science program? A highlight reel? What are some other options?
 - What might be some good strategies we can use for teaching others about a sport?
 - What tools will you use to develop and share your presentation?
2. Once students decide the tools and approaches they will use to create their presentations, they will work together to create their final product, dividing roles and topics as needed. This development may take a couple class periods. As students work on their presentations, provide support and ask guiding questions to help them consider the best way to illustrate or explain each component of their presentation.
3. Groups present their presentations to the whole class and answer questions from their peers about their sports and their presentations (e.g., development strategy, tools, planning methods). As each group presents, use the **PLAY 60 Presents! Multimedia Presentation Scoring Rubric** to evaluate their presentations.

ELABORATE

1. Groups collaborate to review and compare the major muscle groups used in each sport or physical activity. Groups review and discuss how different body systems interact during physical activity, such as their selected sports/activities.

2. Students create a diagram (such as a concept map) to show how muscle groups used to play their sport or physical activity compare with the muscles used in other sports or activities. Encourage students to include models of interacting body systems such as the cardiovascular, respiratory, nervous and endocrine systems.

EVALUATE

1. Provide each team feedback based on their **PLAY 60 Presents! Multimedia Presentation Scoring Rubric** scores.
2. Finally, each student works individually to write a report that answers the following questions:
 - What muscle groups play an important role in your sport or physical activity?
 - How does that compare to the muscle groups used in the sports your classmates researched?
 - How do different body systems interact during physical activity?
 - How does your sport or physical activity support the health of your muscles and body systems?
3. Students work in groups for double-blind peer review of reports. Provide each student a random number. Keep a list of each student's number. Students write their assigned numbers on their reports, but not their names.
4. Write all the numbers on a slip of paper. Each group pulls out a slip and reviews the paper that corresponds to that number. After completing their review, the group pulls out another slip and reviews the paper again.
5. Each group completes the information on the **NSTA Peer Review Sheet**.
6. Based on your key of student numbers, return the feedback to individual students.
7. Continue until all student papers are reviewed.
8. Students revise reports based on feedback then submit for evaluation. Ensure that the reports answer each of the lesson questions.

Additional Resources

- **The American Heart Association**
 - <http://www.heart.org/kids>
- **Physical Activity Council 2015 Participation Report**
 - <http://www.physicalactivitycouncil.com/pdfs/current.pdf>
- **NSTA: Peer-review sheet used by students during the double-blind peer review**
 - <https://www.nsta.org/highschool/connections/200911PeerReviewSheet.pdf>

PLAY 60 Presents! Presentation Planner

Group Name: _____

Sport we are researching: _____

Our presentation method(s)/tools(s): _____

Topic/Question	Information	Source

Topic/Question	Information	Source

**PLAY 60 Presents! Multimedia Presentation
Scoring Rubric**

Project Title:				
Team Members:				
Topic:				
Criteria	4	3	2	1
Research of Topic	<input type="checkbox"/> Use of three or more sources <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Sources are cited	<input type="checkbox"/> Use of two sources <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Sources are cited	<input type="checkbox"/> Use of only one source <input type="checkbox"/> Some errors in information <input type="checkbox"/> Some sources are cited	<input type="checkbox"/> Use of only one source <input type="checkbox"/> Numerous errors in information <input type="checkbox"/> Sources are not cited
Content	<input type="checkbox"/> Covers topic completely and in depth (all components are addressed in presentation) <input type="checkbox"/> Content is readily understandable <input type="checkbox"/> Media used contributes to understanding of topic	<input type="checkbox"/> Covers topic (all components are present in presentation) <input type="checkbox"/> Content is mostly understandable <input type="checkbox"/> Media used mostly contributes to understanding of topic	<input type="checkbox"/> Barely covers topic (not all components are present in presentation) <input type="checkbox"/> Content is somewhat understandable <input type="checkbox"/> Media used somewhat contributes to understanding of topic	<input type="checkbox"/> Does not adequately cover topic <input type="checkbox"/> Content is confusing <input type="checkbox"/> Media used does not contribute to understanding of topic
Mechanics	<input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> All sources are correctly cited	<input type="checkbox"/> Few grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Most sources are correctly cited	<input type="checkbox"/> Several grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Some sources are incorrectly cited	<input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Sources are not cited
Collaboration	<input type="checkbox"/> Work load is divided and shared equally <input type="checkbox"/> All team members participate in presentation	<input type="checkbox"/> Some members contribute <input type="checkbox"/> Most team members participate in presentation	<input type="checkbox"/> Few members contribute <input type="checkbox"/> One or two team members participate in presentation	<input type="checkbox"/> One or two people do all of the work <input type="checkbox"/> Only one team member participates in presentation