Assignment #13-A

The Value of Weight Training Lesson Plan

**Instructional objectives:**

Students will:

1)Understand the value of participating in weight training.

2)Understand the physical, emotional, social, and mental benefits of participating in weight training.

3)Create a presentation of their choice to teach to the rest of the class on their specific category of benefits of participating in weight training

**Duration:** 8 class periods

**Writing:**

1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience,

**Reading:**

1) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Speaking and Listening:**

1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively

**Language:**

1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Materials:**

1) Student copies of value of weight training project presentation handout (including rubric)

2) Past student examples of different presentation options

3) Overhead projector/Document camera

4) Chromebooks

5) Poster paper, colored pencils, markers, scissors, glue and glue sticks

**Procedures:**

First day

1) Teacher gives each student a specific category physical, emotional, social, or mental. The teacher tells students to write down as many benefits of weight training they can think of for their specific category. Students then share their responses with one other student that had the same specific category that they had. During this time they compare and contrast their responses.

2) The teacher then tells the class that the partner you think-pair-shared with is going to be your partner for this Jigsaw project where you as a pair are going to learn about/research the benefits of weight training for your given specific category and are going to create a presentation teach the class about those benefits.

3) The teacher then goes over the project including the objective of the project, requirements, project options, grading, break down of grading rubric, and due date. Students project presentation options include creating a poster, creating a collage, creating a power point, creating an online game, creating a collage, creating a skit (could be a video or live in person), creating a book or newspaper article. The teacher tells students that with their permission that student’s posters and collages will be posted around the inside of the weight room and the gym to educate and remind students of all the different benefits to participating in weight training. High quality project presentations will be used as models to share with future classes as examples.

4) The teacher goes over examples of different project options by showing past student project presentation products.

Day 2, day 3, and day 4:

1) Students get class time to research and gather information, create project presentation product, and practice presentation

Day 5, day 6, and day 7:

1) Students present (Students will take notes during other groups presentations)

Day 8

1) Students participate in an after project reflection. The reflection includes questions such as A) Did you like this project and include why or why not?, B) what did you learn from doing this project and listening to other groups presentations, C) how did this project change your perspective of participating in weight training, D) which categories benefits are the ones you personally want to get the most and why? E) How will the results of this project impact your view of weight training and participation in weight training?

2) Students share their response with a partner.

3) Teacher then asks for some students to share with the class.

4) Teacher then concludes the value of participating weight training lesson by final thoughts from self and students.

**Value of Weight Training Project (Handout)**

Objective: Students will become educated and teach about a specific category benefit (physical, emotional, social, and mental) of participating in weight training.

Requirements:

Must include your category benefits of participating in weight training

Project must have images depicting your category benefits of participating in weight training

Must include resources used to gather information (textbooks, websites, magazines, professional journals, etc...)

Project Options:

Poster

Collage

Book

Newspaper article

Power Point Presentation

Class game with visuals (can include online game)

Skit (pretend play, pretend interview, pretend radio show or newscast, pretend commercial)

**Note:** Each person in the group must contribute equally to the presentation and must have a part in the class presentation.Grades will be determined on an individual basis based on student’s work/effort during the presentation and research time.

**Grading (50 points total possible):**

15 points will be given for the presentation: speaking clearly, organized thoughts, not read off visual aids/power points, visual aids that clearly show all the requirements listed above in an organized and thorough manner.

20 points will be given for presentation accuracy: information reported in correct and informative manner about the category of benefits for participating in weight training.

15 points will be given for the quality and creativity of project/presentation product

**Due date:**

Value of Weight Training Project Grading RubricGroup member names:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Project Product** |  |  |  |  |
| 0 - No Presentation/Project Product submitted | 5 – Presentation/Project product is only partially complete and lacks a lot of quality and creativity | 10 – Presentation/Project product is complete but lacks some quality and creativity | 15 – Presentation/Project product was high quality and creative |  |
| **Presentation Score** |  |  |  |  |
| 0 – Did not present or speak during presentation. Had no visual. | 5 – Presented but frequently mispronounced information, did not speak clearly, disorganized, read off of visual aid/PowerPoint/paper the whole time. Incomplete/weak visual. | 10 – Presented and gave adequate information, may have lacked detail and/or occasionally mispronounced words and occasionally read off of visual aid. Adequate visual. | 15 – Presented in an organized and thorough manner, including details and correct pronunciation. Very well informed about subject. Very detailed visual. |  |
| **Accuracy Score** |  |  |  |  |
| 0 – Gave no information or incorrect information during presentation and question responses. | 5 – Gave information but was unable to answer questions during presentation or had mostly accurate information. | 10- Gave information but occasionally did not know answers, or did not have correct details. Did understand the most basic information about subject. | 15- Gave information and was mostly able to answer questions. Knew most information about subject. | 20- Gave information, was able to answer questions and knew many details about subject. Was well informed. |
| **Total Points** |  |  |  |  |

Lesson plan reflection: What worked/what did not work:

Giving students a variety of different ways for presentation options worked really well. Students liked the flexibility of being able to select which way they were going to share their knowledge. Students also liked the idea of being the expert on the subject and being in charge of teaching the content.

Next time for each different type of presentation option I can do a better job at showing and explaining the difference between a good presentation and a not so good one. I can also do a better job of modeling effective delivery methods for public speaking such as body language/eye contact so students can have a better idea of what to do when giving a presentation.

Another thing I would do differently next time is not give eight days for this lesson plan and project because students were done with creating their presentations quicker than I had thought and presentations also had gone quicker than I had expected. Also taking students a way from being physical active for eight days in a physical education class is a lot. I would also do this project/lesson plan at the beginning of the year or semester instead of towards the end. I would do this project/lesson plan at the beginning of a new year or semester because that way students can understand the benefits of participating in weight training and personally see the value in it for themselves which can help motivate themselves and I as the teacher could use as a reminder to students.