

Deer Valley Unified School District

Boulder Creek High School
CTE & Academic Integration

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Integrated Lesson Plan
Instructional Videos to Enhance Academic Learning through Physical Activity
Steve Watson (Media Prod.) and Sarah Hudson (P.E.)

Topic: **Instructional Videos**

Time Allotment: **1 Week**

Grade Level: **Advanced Media Production 2nd Year Physical Education**

Departments: **CTE Media Production and Physical Education**

I. Instructional Goals

The learner will learn and implement concepts specific to instructional videos. They will work with students who are specialists in the subject area and learn the importance of working as a team. Students will work quickly, and with direction to simulate competitions through SkillsUSA.

II. Performance Objectives

Students will create short 30 – 60 sec. instructional videos. These videos will be created in conjunction with the P.E. Department. P.E. students will develop research based physical activities that are proven to improve academic performance (P.E. teacher has already done research and will guide her students to the right areas of research). Students from the two classes (P.E. and Media Production) will work together to record the videos and compile them to a DVD. The DVD will be provided to academic teachers. Teachers who notice students becoming lethargic will be encouraged to watch the DVD with their students. Teachers will be able to select from a list of short videos to help their students increase their activity and engagement through physical activity.

III. Standards

While many standards will be covered in this activity special focus will be given to standard 24 (SkillsUSA) and accompanying mini standards:

21.4 Practice techniques to involve each member of the team

21.5 Demonstrate teamwork

21.6 Practice effective meeting management

21.7 Demonstrate business etiquette

21.8 Practice decision-making process

IV. Teaching/Learning Procedures

Day 1: Learning

<u>Time</u>	<u>Activity</u>
10 min.	A1. Motivation/Introduction
	• Write down 15 words that describe how you feel at the moment. A P.E. student will model one of the physical activities, and students in the class will participate in the activity. Students will write down 15 words that describe how they feel. They will compare the two lists.
2 min.	A2. Motivation/Introduction

	<ul style="list-style-type: none"> Briefly explain that students will be making an instructional video in conjunction with the P.E. students.
20 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> Students will watch a segment of Zumba (Latin rhythm dance aerobics) and using a graphic organizer will write down things that stand out from the video. These will be good things, bad things, things they may like to simulate, or questions they have about how or why the video makers did something a certain way. Discuss as a class for the last 5 – 8 minutes some of the things written down and observed by the students.
16 min.	B2. Teaching/Learning Activities
	<ul style="list-style-type: none"> Students will be placed in groups (pre selected in conjunction with the PE teacher). 2 P.E. students, and 2 Media students will be in each group. The students in each group will discuss the Zumba video, and create a list (mini rubric) of things they would like to include in their video.
2 min.	C. Closure
	<ul style="list-style-type: none"> Collect their mini rubrics and thank the students for their participation.

Day 2: Planning

<u>Time</u>	<u>Activity</u>
12 min.	A1. Motivation/Introduction
	<ul style="list-style-type: none"> Hand out a pre-designed rubric, which includes components that the students recommended after watching the Zumba video, discuss the requirements. Answer questions.
30 - 35 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> Students will get into their previously established groups. P.E. students will present to the group their research on specific activities/exercises, and they will work in conjunction with the Media students to prepare a plan/script for the video. Students will collaborate, and media students will help the group understand the filming process, and make recommendations regarding video, audio, music, etc.
3 - 8 min.	C. Closure
	<ul style="list-style-type: none"> Discuss/answer questions about any difficulties or concerns students had when planning their script/guide. Teacher will treat any questions that he heard while walking around the classroom and listening to the groups discuss their scripts. Collect the scripts.

Day 3: Recording

<u>Time</u>	<u>Activity</u>
5 min.	A1. Motivation/Introduction

	<ul style="list-style-type: none"> • Return scripts. Students whose scripts are polished may begin recording. Teacher will make recommendations for scripts that may lack a little polish. Disseminate gear.
30 - 35 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> • Using their scripts, students will record their videos. The goal will be to have roughly 5 – 8 minutes of video, recording multiple times from different angles. P.E. students will perform the exercises.
5 - 8 min.	C. Closure
	<ul style="list-style-type: none"> • Collect equipment.

Day 4: Edit (P.E. and Media students stay in their respective classes – don't meet)

<u>Time</u>	<u>Activity</u>
5 min.	A1. Motivation/Introduction
	<ul style="list-style-type: none"> • Orient students to the activity. Convey the expectations for the day and that rough cuts should be finished.
30 - 35 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> • Students will digitize and edit video using previously learned techniques. While one Media student is digitizing and editing video (Premiere Pro), the second student in the group will be preparing graphics (After Effects), external audio, etc.
5 min.	C. Closure
	<ul style="list-style-type: none"> • Remind students that there will be open lab after school, and that priority will be given to students working on this activity (specifically won't mention this in the intro).

Day 5: Notes and Final Edit

<u>Time</u>	<u>Activity</u>
5 min.	A1. Motivation/Introduction
	<ul style="list-style-type: none"> • Express satisfaction with the performance of the students up to this point.
20 - 25 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> • P.E. students will watch the rough cut made by the media students. As individuals, each person in the group will take notes about the rough cut. Then, as a group, they will compare notes, discuss, and make recommendations about the further direction of the video.
15 min.	B1. Teaching/Learning Activities
	<ul style="list-style-type: none"> • Students will make further edits based on the direction of the group discussion. Some time outside of class may be required to complete the final edits.
5 min.	C. Closure
	<ul style="list-style-type: none"> • Mini-Celebration

V. Materials/Media

Video cameras, editing stations, audio and lighting equipment, etc.

VI. Accommodations/Modifications

None at this point, but may discuss at certain points how to include students with different physical impairments in some of the exercises

VII. Assignments

One script/guide that demonstrates appropriate planning of the video shoot.

One 30 – 60 second instructional video per group.

Student filled in rubric with a reflection statement

VIII. Assessment

A. Informal: Student reflection statement.

B. Formal: Script, and video will be graded using the rubric.

IX. Professional Reflection