

Technology Presentation
By Dr. Deborah Smith, Clemson University
EdEl. 321, Fall, 2010

Purpose: To create through the use of technology a "how to" demonstration of an integrated activity for use in your classroom from the PE Central website.

- 1- Paired with a partner, you will create a technology presentation that demonstrates an integrated activity that teaches an academic concept using physical activity and can be taught by an elementary/early childhood classroom teacher. The integrated lesson must be selected from an activity on the 'classroom teacher/integrated section' of PE Central and approved before videotaping.
- 2- The technology presentation can include any of the following:
 - (a) An I-movie: a movie presentation that demonstrates the activity
 - (b) Pod casts or Internet video (like you-tube)
 - (c) Individual video clips: individual clips of the activity at different stages
 - (d) Still photos: individual photos of the activity at various stages that are placed into a booklet format, a PowerPoint presentation or still movie presentation.
 - (e) PowerPoint presentation: can be used with photos or video clips
- 3- The presentation must show the children from beginning to end in the process of learning and participating in all the different aspects of the activity.
- 4- The number of children involved will vary with the selection of the project. You will need to use a group of at least 6 children for a PE Central activity (unless the activity specifically calls for more or less students) or you get prior approval.
- 5- Each presentation must include:
 - (a) a creative introduction of yourself and the children that will be participating.
 - (b) a release form from the parents of the children involved that I will provide for you (be careful of protective custody students).
 - (c) set-up and equipment needed
 - (d) skills cues for the physical activity involved
 - (e) directions/instructions for the child using the activity/center (written or verbal)
 - (e) children actually playing the game or doing the activity
 - (f) modifications or game variations (for older/younger students)
 - (g) conclusion and analysis of the activity/assessment
 - (h) special effects (fades, music, overlays)
 - (i) a write up that includes a script of all of the above, directions for the activity, standards for the skill and academic areas involved, written assessment for both academic and skill areas, safety rules for the activity, and extension tasks (at least 6 additional tasks).
- 6- The presentation must be something that I can view from my computer on-line, on a CD or disk and includes video of the activity that is between 15 – 25 minutes.

- 7- Video format:
- a. Title of Activity
 - b. Intro of self & children
 - c. Materials & equipment needed
 - d. Important skill cues to remember
 - e. Safety reminders
 - f. Directions to children on how to do the activity (keep short and concise)
 - g. Video of children participating in different aspects of activity
 - h. Modifications for academic and grade levels
 - i. Assessment of academic and skill areas (create a link to assessment sheets or cut and paste into presentation)
 - j. Conclusion (appropriate ending to activity)

- 8- Script Components: written script of what will be said on the video for each of the following.

- a. Title of Activity
- b. Intro of self & children
- c. Materials & equipment needed
- d. Important skill cues to remember
- e. Safety reminders
- f. Directions to children on how to do the activity
- g. Modifications for academic and skill level activities
- h. Academic assessment handout
- i. Skill assessment handout
- j. Academic standards (state or national)
- k. Skill standards
- l. Extension tasks (at least 6 included)

9- **Precautions:**

- a. Make a back up video, if you are having editing done by DCIT or the technology center.
- b. Be sure you can hear the children on the video tape (i.e., assessment) or edit and type in questions/answers that are being used on the video.
- c. The video needs to show the majority of what is involved in the activity, not just one part or question that was given.
- d. ALL CHILDREN MUST BE ACTIVE DURING ACTIVITY!!!

10- **Due Dates:**

Written script components due ____ (week before Fall break!!)

Technology presentation video's (plus all other components) due _____

Technology Presentation Rubric
Ed. 321
Fall, 2010

Student Name _____
Class _____

I. Video Components: 20 points

- a. Intro of self & children (1) _____
- b. Title of activity (1) _____
- c. Materials & equipment needed (2) _____
- d. Skill cues (5) _____
- e. Safety reminders (2) _____
- f. Directions to children on how to do the activity (5) _____
- g. Instructions for completing assessments & conclusion (4) _____

II. Written Components: 30 points

- a. Script (5) _____
- b. Written parental release form (2) _____
- c. Academic standards (3) _____
- d. Skill standards (2) _____
- e. Academic assessment (5) _____
- f. Skill assessment (5) _____
- h. Modifications for academic & skill levels (3) _____
- g. Extension tasks (at least 6) (5) _____

III. Video: 50 points

- a. Creativity & originality (10) _____
- b. Clear demonstration of activity (5) _____
- c. Special effects (10) _____
- d. Time limit observed (5) _____
- e. Overall quality of video (20) _____

Total Points: _____
Grade: _____

Assessments Explanation:

You will need to create two assessments, one for the academic component of the activity and one for the skill component. Both of these can be worksheets of some kind.

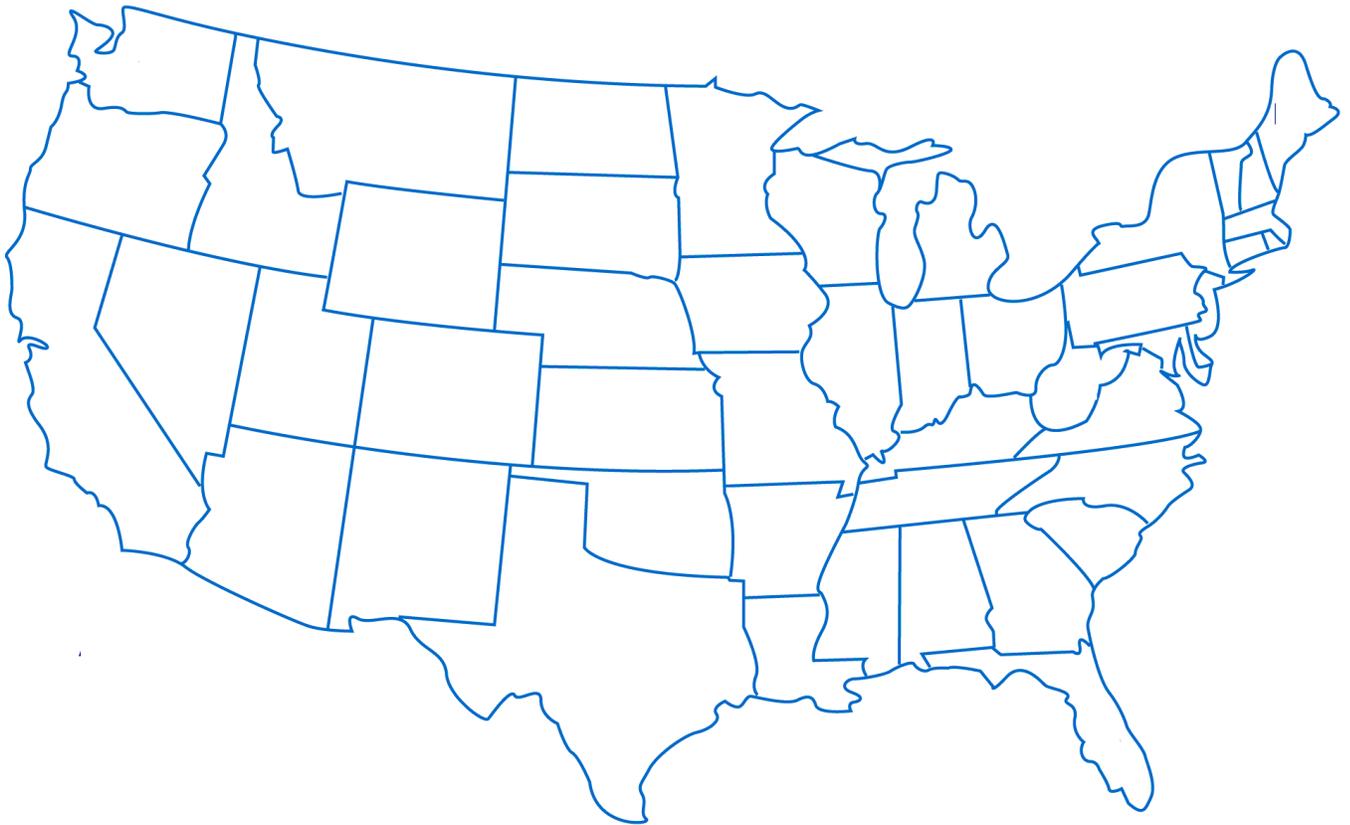
The academic assessment can be a puzzle, word search, multiple choice, labeling a picture, putting an X over the right answer, etc.... Any form will work as long as it assesses the content of what was taught in the lesson.

The skill assessment needs to be questions about HOW to do the skill correctly. You will need 4- 6 questions about the skill. Many of the questions can come from the skill theme chapter in the book (chapter 19-28 in textbook) or from the lab we will do at Fike.

See examples below of each!!

Sample Academic Assessment:

Label 10 states on the map below. You must label at least 2 from each section.



Sample Skill Assessment:

1. What is it called in basketball when a player bounces the ball with one hand under control?
2. Is dribbling with one hand or two hands easier?
3. Is dribbling with your right hand or left hand easier?
4. When you dribble, should you bounce the ball as hard as you can, or should you try to keep the ball under control?

What are Skill Cues?

Skill cues are what you use to teach a particular skill to the children. If you will look through the skill theme chapters in the book, you will see skill cues through out every chapter...check out pp. 357-372 in the book. There are lots of skill cues; you will have to choose the cues that are relevant for what you are doing with your children in the activity.

I hope this helps!!!!