

LESSON 10: ABSTRACT PRESENTATIONS

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

Embedded Outcome

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- deliver a 5-minute oral presentation on a research article focusing on one aspect of multi-sport training.

Equipment and Materials

- Paper and pencils

Introduction

A lot of information on training for triathlons is available out there, which will help you improve your performance. You have all chosen a research article that focuses on an aspect of training, from sleep to nutrition to strength training. Today, you will share brief presentations of those abstracts and see what you can take away from one another to improve your training plans. As you listen to each presentation, write down one question or one comment for the presenter. After each presenter, I will call on a few of you to ask questions and share thoughts. We'll complete your 20-minute workouts at the end of class and if we don't get to all the presentations today, we'll finish them in our next class.

Instructional Task: Presentation of Abstracts

■ PRACTICE TASK

Students present their abstracts to the class. Include evaluation of how well students applied terminology in the scoring guide.

Ask three students to share thoughts or ask questions after each presenter.

Guiding questions for students:

- How can you apply this to your training?
- What information have you seen on social media that contradicts what you've heard today?

EMBEDDED OUTCOME: S4.H3.L1 Reinforce the importance of constructive student participation in offering comments or questions.

Extension

Students select one component from the presentations and add it to their training plans.

Student Choices/Differentiation

Students may use visual aids or technology in their presentations.

What to Look For

- Students can articulate how the content of the presentation applies to multi-sport training.
- Students' questions are relevant to the presentations.

Instructional Task: 20-Minute Workout

■ PRACTICE TASK

Students engage in the 20-minute running workout they brought to class as homework.

Student Choices/Differentiation

Students choose the workout and the intensity.

What to Look For

- Students are using correct form during the workout.
 - Students are pushing themselves.
 - Students included a warm-up and cool-down.
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Formal and Informal Assessments

Scoring rubric for oral presentations

Closure

- Our goal today was to examine and share some of the research on training and competing in multi-sport events.
- The science of sport is always being researched, and we are constantly learning new things about how our bodies work. Each of you should have started thinking about how some of this research can help you in your training.
- In our next class, we will focus on specificity of training for triathlons by completing a brick workout.

Reflection

- Did students' abstracts cover a variety of topics?
- Next time, should I assign topics to research? Or assign research articles?
- Did students ask good questions? Should I provide scripted questions next time?

Homework

- Research brick workouts to prepare for our next class.
- Continue to journal your training and progress.

Resources

National Strength and Conditioning Association: www.NSCA.org

USA Triathlon: www.usatriathlon.org