# **Chapter 20: Activity**

## **Enhancing Teaching With Technology**

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# Daily Physical Activity Video

***Learning Goals***

Students will be able to create a video that encourages daily physical activity (DPA) and demonstrates their physical literacy and 21st-century competencies.

***Equipment***

* Tablet or smartphone with video camera
* Video editing software
* [iMovie](https://www.apple.com/ca/imovie/)
* [Microsoft Stream](https://stream.microsoft.com/en-us/documentation/stream-overview/)
* [PowerPoint Recording](https://support.office.com/en-us/article/record-your-screen-in-powerpoint-0b4c3f65-534c-4cf1-9c59-402b6e9d79d0)
* [YouTube](https://www.youtube.com/)
* Creative Commons and royalty-free music
* [Creative Commons](https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/)
* [dig ccMixter](http://dig.ccmixter.org/)
* [SoundCloud](https://soundcloud.com/search/sounds?q=creative%20commons)

***Setup***

The goal of this activity is to create an engaging video that encourages daily physical activity. Creating this type of video gives students an opportunity to demonstrate their physical literacy and their 21st-century skills. To prepare for this activity, review with students the [All About 5-a-day](https://www.youtube.com/watch?v=E0eMqiek6eE) video, which will give them an example of the type of video they can create.

***Instruction***

This activity may take several lessons to complete, depending on student ability, access to technology resources, curricular connections, and level of desired detail.

# Introductory Lesson

***Minds on:***

* Review the importance of daily physical activity
* Physical activity is essential to proper growth and development among children and youth. Providing elementary students with opportunities to be physically active can have a positive effect on their physical, mental, and social well-being. In particular, physical activity is likely to affect student achievement, readiness to learn, behaviour, and self-esteem. Positive experiences with physical activity at a young age also help lay the foundation for healthy and productive lives (Ontario Ministry of Education, 2015).

***Action:***

Have students actively participate in at least one 5-a-day fitness video activity that models the type of video they may eventually create.

***Consolidation and debriefing:***

* Discuss how participating in the video activity affected their physical condition (e.g., number of steps taken, changes in heart rate and breathing).
* Discuss the features of the video that motivated students to participate and enhanced their engagement (e.g., music, costumes, prompts, creative movements).

# Second Lesson

***Minds on:***

* Have students actively participate in another 5-a-day fitness video activity that models the type of video they will create.
* Discuss how participating in the video activity affected their physical condition, then consider the benefits of daily physical activity. For example, ask, “What would be some benefits of completing an activity like this on a daily basis?”

***Action:***

* Inform students that they will create a similar video about daily fitness activity (younger students may participate in a 5-a-day fitness video activity for several days before discussing the task of creating their own video).
* Facilitate a class discussion that creates a list of the features of the video that motivated students to participate and enhanced their engagement (e.g., music, costumes, prompts, creative movements).
* Brainstorm a list of potential audiences and different types of videos that students could create.
* Divide the class into groups and have the students in each group determine the type of video they would like to create.
* Brainstorm a list of engaging features that will be of interest to their audience**.**

***Consolidation and debriefing:***

Each group reviews the class list of engaging features and determines which ones will be of greatest interest to the audience. They should discuss how these specific features might affect audience members’ level of physical engagement.

# Following Lessons

* **Video planning**: Using the DPA Video Planning template provided in this resource, students determine the audience, theme, music, and types of physical activity (e.g., dancing, exercise, yoga) for their video. Elements such as costumes, background imagery, music, and physical activities do not need to be overly complicated, but they should all relate to the overall theme of the video. (Duration: half of a lesson)
* **Storyboarding:** Once the planning template has been completed, students can begin the storyboarding process. In this phase, they sketch out what will take place in the video and plan the specific details of each scene. As a result, they will need time to physically act out what will occur in the video. Encourage older students to document the physical effect of each scene (e.g., body part used, effect on heart rate, number of steps). Students may need to create more than one draft of their storyboard. (Duration: two or three lessons)
* **Video recording:** A detailed and well-planned storyboard simplifies the recording process and saves time. When recording, students should seek to create a series of video clips rather than filming the entire video in one shot. Each clip should capture a specific physical activity. (Duration: one or two lessons)
* **Video editing**: Using video-editing software, students augment their video clips with text, background music, and audio prompts. You will need to do this step for younger students outside of class time. (Duration: two or three lessons)

***Variations and Differentiation***

* Whereas primary students can be encouraged to create a [simple video](https://www.youtube.com/watch?v=Zwg9PUneO7k) that mimics the 5-a-day videos, junior students can create a [thematic video](https://www.youtube.com/watch?v=LMb6VWKJlik)that emphasizes cross-curricular connections and enables them to demonstrate their knowledge of physical fitness as well as social studies, math, or science. Intermediate and senior students should be challenged to carefully consider the needs of their prospective audience, as well as the physical effects (e.g., changes in heart rate, steps taken) of participating in the activities presented in the video.
* The type of video to be created can vary depending on the audience, such as primary or middle school students, senior citizens, or youth with intellectual disabilities. The number of videos created by the class can also vary as a result of the skill and ability of the students, the number of students in each collaborative group, and students’ access to technological resources.

**DPA Video Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Physical literacy and 21st-century competencies** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| ***Collaboration:***  Students will display positive personal and social behaviour during physical activity while working with others to create their video. | Video demonstrates limited collaboration. | Video demonstrates some collaboration. | Video demonstrates considerable collaboration. | Video demonstrates a high degree of collaboration. |
| ***Communication:***  The video will include clear and concise directions using spoken, written, or visual modes that motivate participants. | Video expresses and organizes ideas and information with limited effectiveness. | Video expresses and organizes ideas and information with some effectiveness. | Video expresses and organizes ideas and information with considerable effectiveness. | Video expresses and organizes ideas and information with a high degree of effectiveness |
| ***Creativity:***  The video will demonstrate creativity in the theme, costume, background, music selection, and variety of movements included. | Video demonstrates limited creativity. | Video demonstrates some creativity. | Video demonstrates considerable creativity. | Video demonstrates a high degree of creativity. |
| ***Critical thinking:***  The video will demonstrate students’ ability to select appropriate movements and music to motivate physical activity. Students will demonstrate their ability to collect, interpret, analyze, and evaluate data related to physical activity. | Video demonstrates limited critical thinking regarding selection of activities and effects on physical conditioning. | Video demonstrates some critical thinking regarding selection of activities and effects on physical conditioning. | Video demonstrates considerable critical thinking regarding selection of activities and effects on physical conditioning. | Video demonstrates a high degree of critical thinking regarding selection of activities and effects on physical conditioning. |
| ***Citizenship:***  The video demonstrates students’ understanding of the physical needs and abilities of their audience. | Video demonstrates limited understanding of the physical needs and abilities of the target audience. | Video demonstrates some understanding of the physical needs and abilities of the target audience. | Video demonstrates considerable understanding of the physical needs and abilities of the target audience. | Video demonstrates a high degree of understanding of the physical needs and abilities of the target audience. |

**DPA Video Planning**

|  |
| --- |
| Group members: |
|  |
| Audience: |
|  |
| Theme (costumes and background): |
|  |
| Physical activities: |
|  |
| Background music: |
|  |

**DPA Video Storyboard**

|  |  |
| --- | --- |
| Scene (title and duration): | Physical activity: |
|  |  |
| Dialogue: |
|  |
| On-screen text: |
|  |
| Scene (title and duration): | Physical activity: |
|  |  |
| Dialogue: |
|  |
| On-screen text: |
|  |