

## Digital literacy in PE Lesson Plan

<b>Subject Area</b> Physical Education	<b>Age Range</b> Key Stage 3	<b>Topic</b> Fitness	<b>Suggested Length</b> 3.5 hours approx. <i>(over several sessions)</i>
<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To analyse performances, identifying strengths and weaknesses (NC 2.4)</li> <li>To understand that <b>physical fitness</b> contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle (NC 1.4)</li> <li>To understand that information from the internet can be inaccurate and consider the implications</li> <li>To recognise the importance of cross referencing and verifying information.</li> <li>To analyse and evaluate information, judging its relevance and value (PLTS)</li> </ul>			
<p><b>Key vocabulary</b></p> <p style="text-align: center;">validation      evidence      justify      conclusion      audience      average</p>			
<p><b>Key question</b></p> <ul style="list-style-type: none"> <li>How fit is the class compared to national averages?</li> <li>Should we believe everything we read on the internet?</li> </ul>			
<p><b>Starter (20mins)</b></p> <p>Get the students to take part in the “Get News” quiz in the digital literacy resource at <a href="http://www.nwlg.org/digitalliteracy">http://www.nwlg.org/digitalliteracy</a>. This will introduce the students to the idea of challenging information on the internet. Students should then <u>continue</u> on to investigate the information linked with the “Points of View” section finishing by completing the Noughts &amp; Crosses game</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> <li>That web-based information should be challenged</li> <li>Using multiple sources will assist in validating the information</li> </ul> <p>This is ideally a student led activity if computer access allows. It can be done as a whole class activity if resources are limited</p>			
<p><b>Main Activities</b></p> <p>Students should be shown the data below on national fitness averages. The task is to challenge the validity of this information by collecting evidence from a number of different sources.</p>			

<p><b>Sit and Reach</b>  <b>Cooper 12 min run</b>  <b>35 m Sprint</b>  <b>Sit up test</b></p> <p><b>Male (11 – 16)</b>  <b>10</b>  <b>1200 m</b>  <b>5.1 sec</b>  <b>35</b></p> <p><b>Female (11- 16)</b>  <b>6</b>  <b>2400 m</b>  <b>6.4</b>  <b>30</b></p>				
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**Task 1: Collect information about national fitness test averages (40mins)**

Discuss what is meant by ‘national fitness averages’. What would be the best way to find these out? In pairs learners should try to find the most recent results, ensuring that they:

- Use a variety of search engines
- Collect data from multiple websites
- Use advanced search options (eg: AND OR NOT)  
<http://websearch.about.com/od/internetresearch/a/boolean.htm>
- Use the web links provided in this document
- Record data in their own words, without cutting and pasting

Results should be compared at the end of the session and the reasons for any differences discussed.

**Task 2: Test class fitness averages (90mins approx.)**

Data for the class fitness should now be collected for all students.

- Carry out the above fitness tests for all members of the class
- Collect, organise and analyse the results, calculating the class average
- Compare data against any existing school data or data of another class running the same project if appropriate

**Task 3: Create a report on the validity of the original data (40mins)**

In their original pairs students should now create a report that compares the information that they have collected with the original data they were given.

- Indicate whether they support or challenge the original information
- Provide evidence to support their argument

**Plenary(40mins)**

As a class students create a **checklist** for validating information that could be used by other classes and groups (e.g.: investigate the source of the information, search for supporting information).

Analyse the results and compare the class to the national averages. Are the results consistent for both genders and all activity types?

**Differentiation**

Students can produce a visual or verbal report if preferred.

**Possible next steps for learning.**

Collect information about whole school fitness levels. Which is the fittest year group?  
Start tracking fitness levels by repeating tests annually.

Look at the website [www.buydehydratedwater.com](http://www.buydehydratedwater.com) What do they think about it?

**Resources**

Suitable websites such as:

<http://www.brianmac.co.uk/sitreach.htm>

<http://www.brianmac.co.uk/gentest.htm>

<http://www.topendsports.com/testing/tests/sprint.htm>

<http://www.topendsports.com/testing/tests/home-situp.htm>

<http://www.nwlg.org/digitalliteracy>

Equipment for measuring fitness levels: stop watches, tape measures, mats  
Access to ICT suite / laptops / computers