

MACHINE SHOP

STUDENT TARGETS

- ✓ **Skill:** I will execute my team's charade routine as discussed and agreed upon.
- ✓ **Cognitive:** I will discuss the benefits of being physically active with friends.
- ✓ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will demonstrate personal responsibility by executing my part of my team's charade routine.

TEACHING CUES

- ✓ Discuss and Make a Plan
- ✓ Everyone Participates

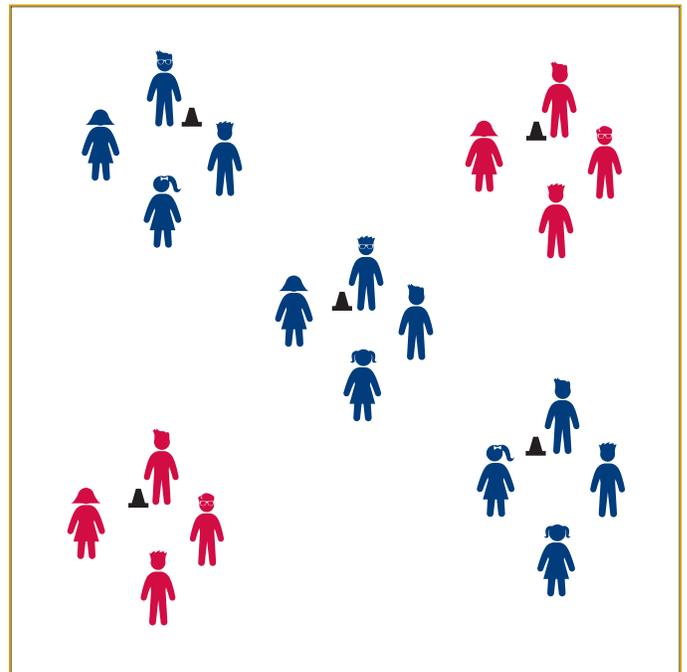
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4-6 cones (1 cone per team)

Set-Up:

1. Spread the cones throughout the activity area as home bases for each team. Spread them as far apart as possible.
2. Create 4-6 even teams. Send each team to a cone.



Activity Procedures:

1. The activity is called Machine Shop. It's a team charades activity. You are all engineers in a machine shop!
2. I will assign each group a machine. Your goal is make that machine come to life so that the other teams can guess what your machine is. Every person on your team must be an active participant, and you cannot speak while you are pretending to be the machine.
3. You have 3 minutes to make a plan. Be careful not to give the answer away while you work.
4. Sample machines include: school bus, elevator, lock and key, alarm clock, chainsaw, bulldozer, refrigerator, and a windmill.

Grade Level Progression:

3rd – 5th: Play the activity as described above. Use increasingly complex machines according to content covered in students' academic classes.

MACHINE SHOP

CHALLENGE PROGRESSIONS

Play up-tempo music and instruct students to create a rhythmic routine as their charades activity.

MODIFICATIONS

Use adult aides and specialists as group leaders to assist students who benefit from additional classroom support.

ACADEMIC LANGUAGE

Execute a Plan, Personal Responsibility, Independent, Interpersonal, Respect, Appropriate Behavior, Cooperation

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3), Reflects on personal social behavior in physical activity (4), Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a), Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does it mean when a team executes a plan?
- ✔ **DOK 2:** How does personal behavior affect a team's ability to execute a plan?
- ✔ **DOK 3:** Can you describe the sequence of steps in your team's charade performance?
- ✔ **DOK 1:** What did you like about being active with your team?
- ✔ **DOK 2:** Where can you be active with friends outside of physical education class?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Machine Shop is a great activity for helping students practice both cooperation and personal responsibility. Emphasize the importance of each team member's personal performance as an essential part of each team's success. Allow groups to perform a number of charade routines in order to encourage each team's cooperative behavior and participation in both the planning process and the performance.