



## Grade 6 Sample Lesson Plan: Unit 5 – Poetry in Motion

### SOLs

- 6.3.f Identify strategies to reduce illness and injury at home and at school.
- 6.3.g Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.

### Objectives/Goals

- The student will be able to
  - identify types of proper protective sports gear
  - describe treatment for sports-related injuries
  - apply the skill of advocacy to inform other teens about exercise

### Materials

- [Poetry in Motion Slides/Presentation](#)
- [Poetry in Motion Notes](#)
- [Poetry in Motion Assignment](#)

### Procedure

- Give each student “Poetry in Motion Notes” and explain to them that they should be completed their notes throughout the slide show presentation.
- Slide 2 Ask the students why it’s important to warm-up and cool down when exercising? What does it do for the body?
- It prepares your body to safely move and allows your body to return to a resting state.
- Simply put “it keeps your body safe from injury”
- Slide 3 Continuation of notes 4. HEART, 5. JUMPING JACKS, 6. RESTING, 7. WALKING
- #5 and #7 could have several correct answers
- Slide 4 Have the students brainstorm all the safety gear they could use in each of the sports/activities listed. Have them fill in more than 2 answers in each rectangle if they can.
- Slide 5 1. SPRAIN, STRAIN make sure to clearly identify the different between a sprain and a strain. Come up with an easy way to help remember them for example a sTrain has to do with a Tendon (both have T’s)
- Slide 6 2. BONES, 3. INFLAMMATION, 4. WEATHER, 5. CONCUSSION
- Slide 7 Watch the video on the P.R.I.C.E. method.

- Slide 8 Complete the notes on what each letter stands for:
  - Protect
  - Rest
  - Ice
  - Compress
  - Elevate
- Slide 9 Discuss dehydration
  - Not enough water, drink water, thirsty, headache, tired, dizziness
- Slide 10 Discuss heat exhaustion
  - Overheating of body, drink fluids, shade, dizzy, headache, clammy skin
- Slide 11 Discuss frost bite
  - Freezing of skin, stay indoors, layers, numb, pale, stiff
- Step 9 Give each student a copy of the “Poetry in Motion Assignment” and explain the directions to them:
  - They will create a poem or song based on the information they just learned about being safe during physical activity and sports
  - Have them utilize their notes and incorporate something that they like to do
  - Go over how they will be graded and what exactly the assignment entails
  - Use the “Tips and Tricks” page PRIOR to writing the poem/song
  - Remind them that this is a brainstorming page and they don’t have to use everything they write down
  - Brainstorming is less thinking and more ‘free writing’ in this case – don’t try too hard, just write ideas
  - Keep it factual
  - If they want to write it to a song, have them write out the song and start replacing the words (An easy example is Twinkle, Twinkle Little Star could be Safety, Safety, Sports Star).
  - Once students think they are on the right track have them write their poem/song on lined paper or use a computer/printer if available.

### References

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Stacy Adams, Shaler Area Elementary School

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

<p><b>WARM-UP</b></p> <p>1. Gentle activity at the _____</p> <p>of an activity or exercise.</p>	<p><b>COOL-DOWN</b></p> <p>2. Gentle activity at the _____</p> <p>of an activity or exercise.</p>
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3. Why is it important to warm-up and cool-down?



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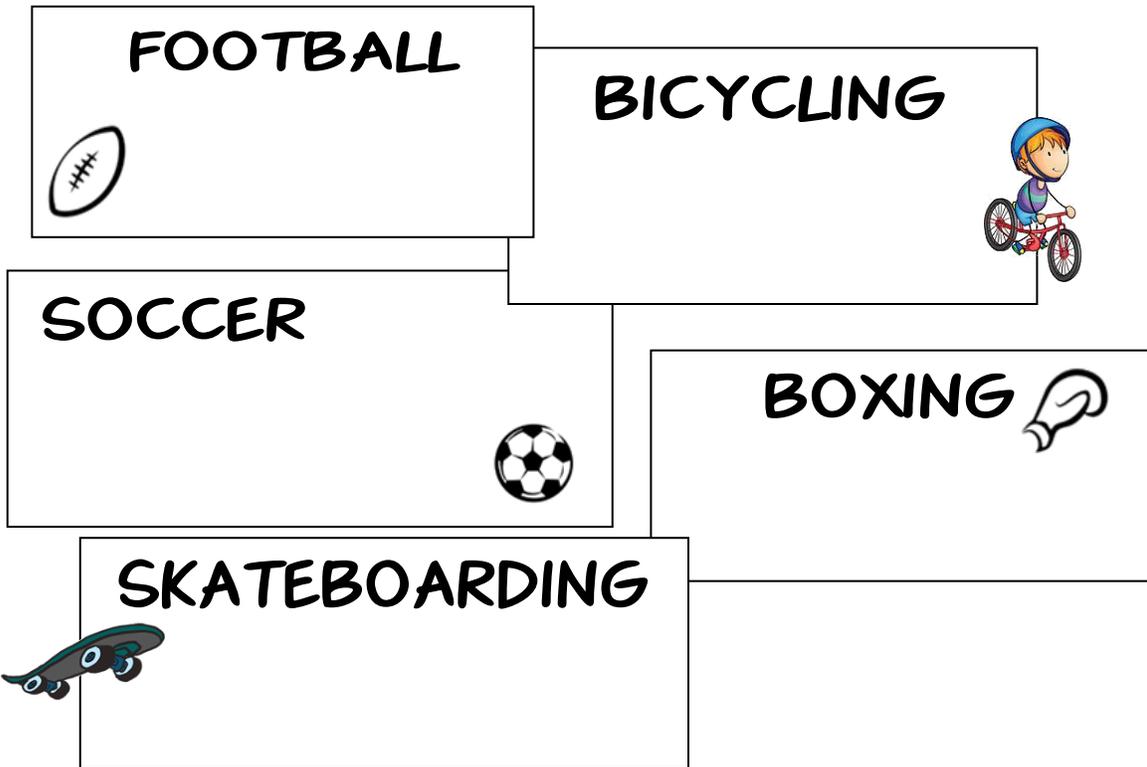
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- 4. A warm-up will include exercise to get your \_\_\_\_\_ pumping faster.
- 5. An example of a good warm-up activity is: \_\_\_\_\_
- 6. A cool-down gradually returns your body to a \_\_\_\_\_ state.
- 7. An example of a good cool-down activity is: \_\_\_\_\_



POETRY IN MOTION: Notes 

DIRECTIONS: Complete the squares below with gear or items that keep someone safe while participating in the activity/sport.



**FOOTBALL** 

**BICYCLING** 

**SOCCER** 

**BOXING** 

**SKATEBOARDING** 

What are the most common sports injuries?

1. \_\_\_\_\_ & \_\_\_\_\_
  - a. Sprains occur when a **LIGAMENT** (connects bones to bones) stretches or tears.
  - b. Strains or muscle pulls, occur when fibers within a muscle or tendon stretch too far or tear.
2. Broken \_\_\_\_\_ or fractures
3. \_\_\_\_\_ (swelling of tissue) from repeating a motion
4. \_\_\_\_\_ related (dehydration, heat exhaustion)
5. \_\_\_\_\_ - brain injury that alters the way your brain functions.

**P.R.I.C.E-** A way to treat minor sprains or strains.

**P**

Keep your injury still and try not to move it too much.

**R**



**I**



**C**

Which means but pressure on it.



**E**

Above the level of your heart.



**WEATHER RELATED INJURIES:**

	DEHYDRATION	HEAT EXHAUSTION	FROST BITE
What is it? (Define →)	1.	4.	7.
How do I prevent it?	2.	5.	8.
What are some signs of this?	3. Thirsty, headache, tired, dizziness	6.	9.

# Poetry in Motion

## DIRECTIONS:

Create a poem or song based on safety during physical activity. It does not have to rhyme, however it should flow and make sense. Your poem or song should be AT LEAST 10 lines long. Give your poem a title and write neatly. Use your notes to help with ideas.



### Topics to possibly use:

- Warmup/cool down
- Safety gear and protection during activity
- Common sports injuries & how to prevent them
  - P.R.I.C.E. method
- Weather related injuries (dehydration, heat exhaustion, frost bite)

### You will be graded in the following areas:

- The poem/song fulfills all the requirements of the assignment.
- The organization of the poem/song is clear and easy to follow.
- The poem/song is descriptive, expressive, and creative.
- The content demonstrates an understanding of the topic(s).
- The spelling, punctuation, & grammar in the poem/song are accurate.
- The poem/song is neatly written.



## TIPS & TRICKS

- ★ Write regular sentences...then take out the unimportant words.
- ★ Change the length of lines.
- ★ Use comparisons. For example, the moon could remind you of a pizza.
- ★ Don't try too hard, just write.
- ★ Use rhyme...or don't.
- ★ Use interesting, fun, weird words.
- ★ Keep it simple.
- ★ Use alliteration (words start with same letters "Super Summer Sports")
- ★ Use onomatopoeia (words imitate sounds "giggle, gurgle, slurp the slushie")
- ★ Read it out loud and revise.

Topic:

What's your point?

Adjectives that describe your topic:

Words that rhyme:

Emotions

Starter sentence:

Characters?

