**Coding Worksheet**

Name:\_\_Dustin Wilson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_LME/LITE 737\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_9/10/18\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create a lesson plan to use for Scratch. Describe the lesson and align to standards. Provide objectives, instruction, and assessment.

**Standards:** KTS 6.1 Uses available technology to design and plan instruction

KTS 6.3 Integrates student use of available technology into instruction

**Objectives:** Students will, through the use of coding, create and play a game to identify three key

members of the sports medicine team and identify their respective roles.

**Description of Instruction:** This activity represents the natural progression of athletic injury management among the members of the Sports Medicine Team. Students will be introduced to the roles played by the Certified Athletic Trainer (ATC), the team physician, and the coach in addressing the process of athletic injury rehabilitation. Students will play the Scratch project linked below to move “Charlie”, the injured athlete, from base to base pausing at each base to learn the role of each sports medicine team member in managing an athletic injury. Students advance to each base by pressing the space bar, where a brief description of each sports medicine team member is displayed. Students have completed the activity when “Charlie” has reached home plate and successfully rehabilitated his injury.

**Assessment:** Students will create their own Scratch project to teach their peers about these three sports medicine team members and their roles in rehabilitating an athletic injury.

**Submit the link to the Scratch project you created:** <https://scratch.mit.edu/projects/245303433/#player>

**Reflect on how you think this could be used in your classroom.**

Content specific to this lesson is relevant to the curriculum I teach as the instructor of a college level introduction to athletic training course. The methodology involved in creating a coding project follows a logical and scalable step-wise progression through problem solving that could easily translate to students at the K-12 or higher education levels across multiple subjects or disciplines such as teaching the scientific method, a review of mathematical processes, or identifying phases of the water cycle.