

UNO, DOS, TRES

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate good defensive technique.
- ✓ **Cognitive:** I will understand the importance of creating an opening for my team.
- ✓ **Fitness:** I will stay active and make quick transitions from offense to defense.
- ✓ **Personal & Social Responsibility:** I will respect the equipment and play fairly with friends.

TEACHING CUES

- ✓ Cooperate
- ✓ Communicate
- ✓ Teamwork

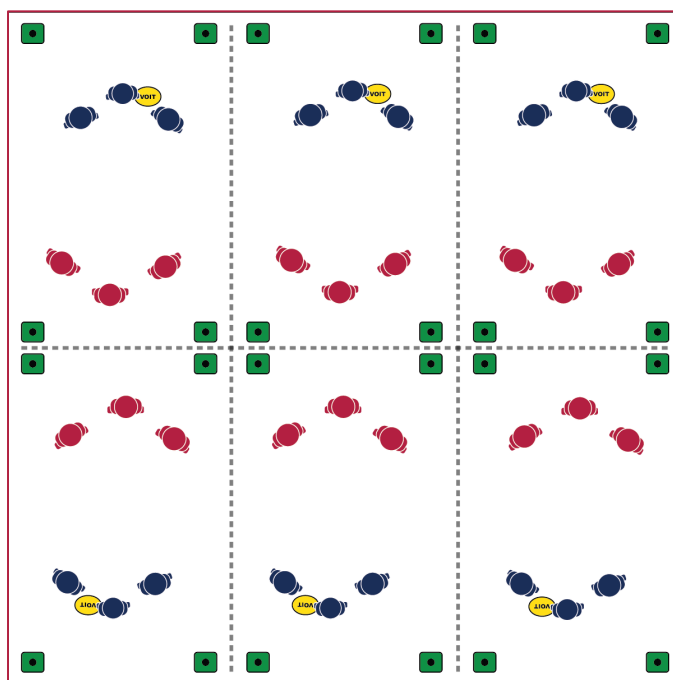
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 foam disc per group of 6 students
- ✓ 4 cones per group of 6 students
- ✓ 1 pinnie per 2 students

Set-Up:

1. Set up 1 station per group of 6 students by arranging 4 cones in a 40x20' rectangle.
2. Divide students into groups of 6, each group with a disc at a station.
3. Divide each group into 2 teams of 3, 1 team per group in pinnies.



Activity Procedures:

1. Today's activity is called Uno, Dos, Tres. The object is to earn more points than the other team.
2. Points are earned by completing 3 consecutive passes and then shouting out, "Punto!" In order to complete a pass, a player catch and control the disc.
3. Decide which team of 3 will start on offense and which will start on defense. Each defender will choose an opponent to mark.
4. The offensive team will try to complete 3 consecutive passes while the defensive team tries to get possession of the disc.
5. When the offensive team completes the 1st pass, shout out, "Uno!" When completing the 2nd pass, shout out, "Dos!" When completing the 3rd pass, shout out, "Tres," and then yell, "Punto!"
6. After a team scores a point (or a turnover or interception happens), the teams will quickly switch roles.

Grade Level Progression:

- 6th: Play this as a 3 v 2 game with the 3rd defender acting as the score keeper until possession changes. Teams rotate score keepers each time they play defense.
- 7th: If students are developmentally ready, play 3 v 3 with a focus on creating space and passing lanes.
- 8th: Modify the size of the playing area.



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UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use a variety of tossable objects based on the preferences and needs of students. Increase or decrease the size of the playing area to meet the needs of students. Play 3 v 1 with only 1 defender.
- ✔ **Extension:** Increase the number of players per team.

ACADEMIC
LANGUAGE

Catch, Communication, Curve, Defense, Defensive Position, Interception, Mark, Offense, Space, Turnover

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [M7.6-8]:** Performs the following offensive skills without defensive pressure: pivot, give & go fakes (6); Performs the following offensive skills with defensive pressure: pivot, give & go fakes (7); Executes the following offensive skills during small-sided game play: pivot, give & go fakes (8).
- ✔ **Standard 1 [M11.6-8]:** Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).
- ✔ **Standard 2 [M6.6-8]:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage (8).
- ✔ **Standard 5 [M5.6-8]:** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What does creating space mean?
- ✔ **DOK 2:** How does creating space affect your team's ability to complete passes?
- ✔ **DOK 1:** What does it mean to mark a player?
- ✔ **DOK 2:** How would you apply a marking on defense in a game of Ultimate?
- ✔ **DOK 3:** How is defensive position related to closing space?

TEACHING
STRATEGY
FOCUS

Help student engage in cognitively complex tasks: Understanding and then executing off the ball movement into open space is one of the most difficult, yet important concepts for students to learn. Take the time to explain, demonstrate, discuss, and then highlight proper execution. Active practice is important, but cognitive engagement and processing is absolutely essential to learning this critical concept.