

## HOT BOX

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate clean cuts in order to get open to receive the disc.
- ✓ **Cognitive:** I will understand the importance of moving to open space while using offensive concepts.
- ✓ **Fitness:** I will stay engaged throughout the entire activity.
- ✓ **Personal & Social Responsibility:** I will follow the rules and respect the equipment.

### TEACHING CUES

- ✓ Eyes Up
- ✓ Hands Up
- ✓ Disc Space

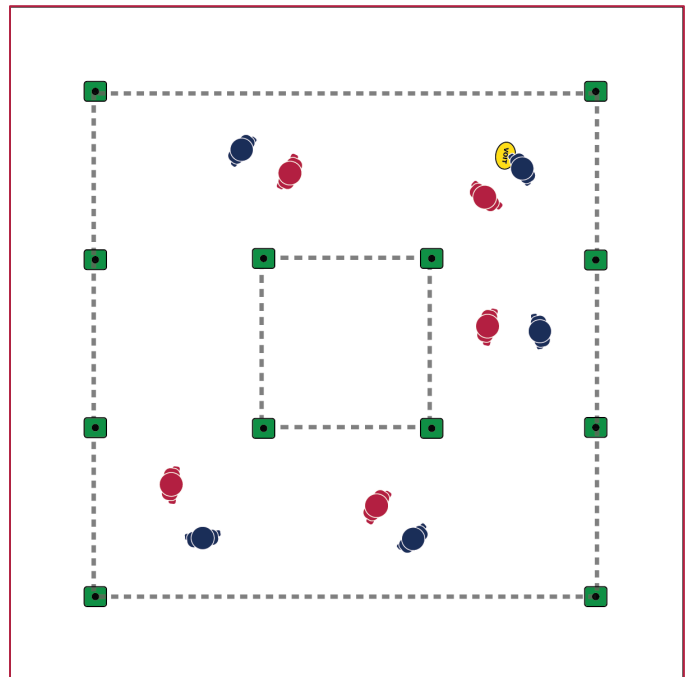
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 flying disc per group of 10 students
- ✓ 8 cones per group of 10 students
- ✓ 1 pinnie per 2 students

#### Set-Up:

1. Use half of the cones to create 40'x40' fields, 1 field per group of 10 students.
2. Set up the remaining cones in a 4'x4' square in the middle of each field.
3. Divide students into groups of 10, each group with a disc at a field.
4. Divide each group into 2 teams of 5, 1 team per group in pinnies.



#### Activity Procedures:

1. Today's activity is called Hot Box. The object of the activity is to earn more points than the opposing team. Points are earned when a team catches a pass inside the "end zone," which is marked by the 4 cones in the middle of the playing area.
2. You must first complete 6 passes outside of the end zone. You cannot immediately pass it back to the person who passed it to you.
3. Groups decide which team will start on offense and which team will start on defense. No one on the defensive team may stand in the end zone at any time. The offensive team may only enter the end zone after they have completed 6 passes and are trying to score a point.
4. After a team scores a point (or a turnover or interception happens), the teams will quickly switch roles. The pass count resets after each change of possession.

#### Grade Level Progression:

- 6th:** Increase the size of the end zone and have students focus on their pancake catch.
- 7th:** Play the activity as described above.
- 8th:** Increase the number of catches needed before scoring a point.



**HOT BOX**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ **Adaptation:** Decrease the number of catches needed before scoring a point. Add more 4'x4' end zones to the playing area.
- ✓ **Extension:** Students must complete 3 backhand passes and 3 forehand passes before they can score a point.

ACADEMIC  
LANGUAGE

Communication, Cut, Grip, Foul, Isolate, Pick, Score

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✓ **Standard 2 [M1.6-8]:** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- ✓ **Standard 2 [M3.6-8]:** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes of the ball (8).
- ✓ **Standard 4 [M7.6-8]:** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** In Ultimate Disc, what is a cut?
- ✓ **DOK 2:** What do you know about creating space?
- ✓ **DOK 2:** How did communication affect your team's ability to score points?

TEACHING  
STRATEGY  
FOCUS

**Organize students to process content:** This activity provides an opportunity for students to utilize the skills and concepts taught in earlier lessons, as well as to transfer prior learning in to a new setting. When a teachable moment arises, stop play and discuss what the students experienced.