

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✔ **Standard 1 [M3.6]:** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6).
- ✔ **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, fag football, speedball, or team handball (6).
- ✔ **Standard 1 [M5.6-8]:** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner of a dribble or pass (8).
- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### FOCUS TARGETS

- ✔ **Skill:** I will demonstrate proper throwing & catching technique.
- ✔ **Cognitive:** I will explain proper throwing cues and apply proper technique in game settings.
- ✔ **Fitness:** I will demonstrate the health-related fitness components as they relate to Ultimate.
- ✔ **Personal & Social Responsibility:** I will be aware of my surroundings and work safely with a partner during skill practice.

### ACADEMIC LANGUAGE

- ✔ Backhand
- ✔ Catch
- ✔ Disc
- ✔ Forehand (Flick)
- ✔ Pancake Catch

### SELECTED ASSESSMENT

- ✔ Depth of Knowledge Questions
- ✔ Holistic Performance Rubric

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area, choose a foam ball from the ball station, and then join the game of Toss 3.</p> <p>Do not allow students to use foam disc yet.</p>	<p>→ Toss 3 →</p>	<p><b>DOK 1:</b> What does “accurate” mean?  <b>DOK 2:</b> How does the accuracy of a toss affect a person making a catch?  <b>DOK 3:</b> What do you think the purpose of this activity is? Can you support your answer with facts/examples?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Students freeze on the stop-signal. Student will work with the last partner they had in Toss 3. Pairs get in 2 lines, one partner across from the other with enough space for throwing and catching. Partner with the ball returns it and replaces it with a foam disc.</p>	<p>→ Toss-Up →</p>	<p><b>DOK 1:</b> Can you list the components of health-related fitness?  <b>DOK 2:</b> Which component(s) of health-related fitness affects your ability to throw the disc?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Students freeze on the stop-signal. Provide instruction for Throw and Go. Begin this activity at a walking pace and slowly build speed as students demonstrate accuracy and control.</p>	<p>→ Throw and Go →</p>	<p><b>DOK 1:</b> What is a leading pass?  <b>DOK 2:</b> How can you apply what you learned to improve your passes and catches?  <b>DOK 3:</b> How is this activity related to other invasion sports (like soccer or basketball)?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p><b>Holistic Performance Rubric</b>            Take time to review the criteria outlined in the performance rubric. This will give students an understanding of what they will work toward during Ultimate Disc lessons.</p>		