

OPENPhysEd.org
Activities for Large Classes with Limited Equipment

Presented by: Aaron Hart (Twitter: @nyaaronhart)

Download the full Handout Packet at: www.OPENPhysEd.org/aaron

Cooperative Fitness Activity Lineup

- | | |
|--------------------|---------------------|
| 1. 4-Corner Boogie | Plug & Play Fitness |
| 2. Upside Down | Plug & Play Fitness |
| 3. Chariot Races | Limited Equipment |

Limited Equipment Invasion Game Progression

- | | |
|-------------------------------------|-------------------------------------|
| 4. Throw and Go | Ultimate Disc |
| 5. Over There | Limited Equipment |
| 6. Capture the Corner (Progression) | Limited Equipment / Invasion Basics |
| 7. Switch | Limited Equipment / Invasion Basics |
| 8. Odd Ball | Limited Equipment |
| 9. Hot Box | Ultimate Disc |
| 10. Goaltimate | Ultimate Disc |



Gain access to today's handouts, activities, and resources in addition to over 40 outcomes-based instructional modules.

Visit: www.OPENPhysEd.org/register

Please provide Aaron with feedback on today's training:

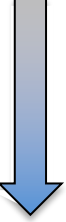
www.bit.ly/OPENPD

(case sensitive)

Or use this
QR Code



DOK Question Stems for Physical Education



DOK 1 - Recall

- 1) Can you remember the cues for (skill / task)?
- 2) How can you recognize (skill / task)?
- 3) What is (skill / task / concept)?
- 4) What would you include on a list about (skill / task / concept)?
- 5) How would you describe (skill / task / concept)?
- 6) How would you perform (skill / task)?
- 7) What does (vocabulary) mean?



DOK 2 – Skill/Concept

- 1) How did (concept) affect (performance)?
- 2) How would you apply (skill / concept) in (task / environment)?
- 3) How would you compare and/or contrast (skill / task / concept / environment) with (another skill / task / concept / environment)?
- 4) What do you know about (skill / task / concept / environment)?
- 5) What did you notice about (environment / performance)?
- 6) How can you apply what you learned to develop (skill / understanding)?
- 7) How would you summarize (skill / task / concept / performance / environment)?



DOK 3 – Strategic Thinking

- 1) How is (skill / concept / task) related to (performance / skill / concept / task)?
- 2) How would you adapt (task / environment) to create a different (task / environment)?
- 3) Can you predict the outcome of (a task / performance) if (concept / task / environment)?
- 4) How would you describe the sequence of (performance / task)?
- 5) Can you formulate a theory for (concept)? How would you test your theory?
- 6) What facts would you select to support (concept)? Can you elaborate on why you chose those facts?
- 7) What is your interpretation of this (performance / task)? Can you support your interpretation with specific examples?



DOK 4 – Extended Thinking

- 1) Develop a comprehensive (performance) plan.
- 2) Develop a practice plan to improve your skill.
- 3) Create a performance utilizing skills and concepts previously learned. Include an interpretation of how the performance is a personal expression of both challenge and enjoyment.
- 4) Identify areas of weakness and design a plan for personal improvement.
- 5) Using information from (skill / fitness) assessment, analyze the positive and negative consequences of past (performance / habits / routines).
- 6) What information can you gather to support your ideas about (concept / activity / performance)?
- 7) Design and conduct an experiment / assessment. Then, gather information to development alternative explanation for the results.

Adapted by Aaron Hart for OPEN from the resource:

Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom

Dr. Norman Webb and Flip Chart developed by Myra Collins

Find More at www.OPENPhysEd.org

4-CORNER BOOGIE

STUDENT TARGETS

- **Skill:** I will demonstrate leadership while acting as a Boogie Captain.
- **Cognitive:** I will discuss the connection between leadership and a physically active lifestyle.
- **Fitness:** I will identify different types of physical activities and discuss how each exerts a positive impact on health.
- **Personal & Social Responsibility:** I will identify and discuss the definition of leadership.

TEACHING CUES

- Keep Moving
- Keep Control
- Keep it Fun

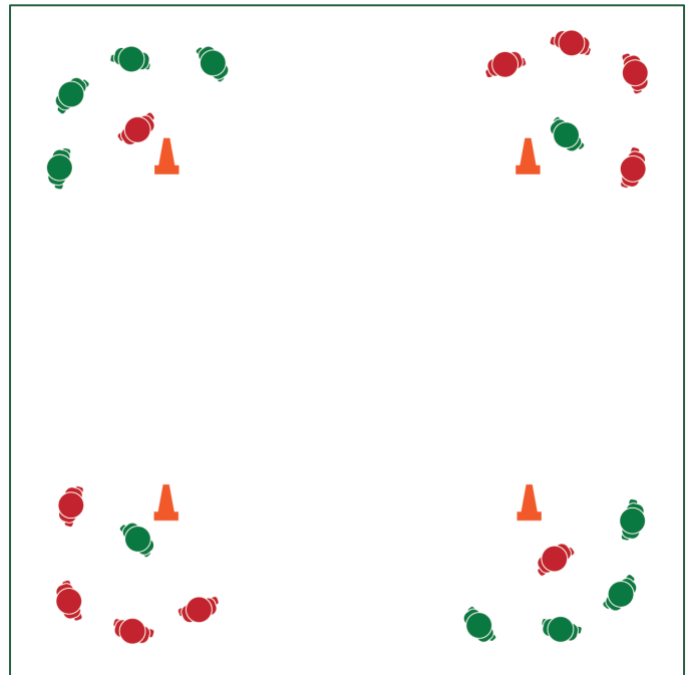
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music and music player
- Drum or whistle
- 4 cones

Set-Up:

1. Create 4 quadrants in the activity area, with a cone in the center of each quadrant.
2. Create 4 equal groups of students, 1 group per cone.
3. Designate 1 student per group to be the Boogie Captain.



Activity Procedures:

1. Today we'll work on improving our fitness with an activity called 4-Corner Boogie! The object is for you to follow the aerobic movements of each cone's Boogie Captain. When you hear the drum or whistle, everyone except the Boogie Captains will rotate clockwise.
2. Boogie Captains, you are responsible for creating a safe and high-energy movement (or sequence) with the goal of increasing everyone's heart rates while they are active at your cone.
3. Once groups rotate all the way around the area and make it back to their original cones, the Boogie Captain will select a new captain for the next round.
4. This activity can also be done with fitness-component-specific exercises. For example, the Boogie Captain can become the Muscular Fitness Captain, or the Yoga Captain, etc.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Challenge students to create 1 fitness-related question for each Boogie Captain to ask groups as they rotate to each cone.



4 CORNER BOOGIE

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify the boundaries to make the activity area smaller or larger to meet the needs of the students.
- Provide set instructions for each Boogie Captain to help facilitate activity and minimize decision-making.

ACADEMIC
LANGUAGE

Healthy Body, Leadership, Physically Active Lifestyle

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about leadership?
- **DOK 2:** How can you apply leadership in a physical activity or sport setting?
- **DOK 3:** How would you describe someone who is a leader in the area of physical activity and fitness in our community? In your family?
- **DOK 1:** Let's create a list of all of the physical activities we enjoy.
- **DOK 2:** How does each activity on our list impact our physical and mental health?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes. In 4-Corner Boogie, students are provided an opportunity to experience an activity leadership role that is short in duration, fun, and open-ended. As the "Boogie Captain," students will be able to provide direction and encouragement to their peers in a physical activity setting.

UPSIDE DOWN

STUDENT TARGETS

- **Skill:** I will pace activity based on my target heart rate zone.
- **Cognitive:** I will calculate my target heart rate and identify my target zone.
- **Fitness:** I will discuss the benefits of an active lifestyle.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

TEACHING CUES

- Pace for the Zone
- Move Safely
- Dive for Deeper Discussion

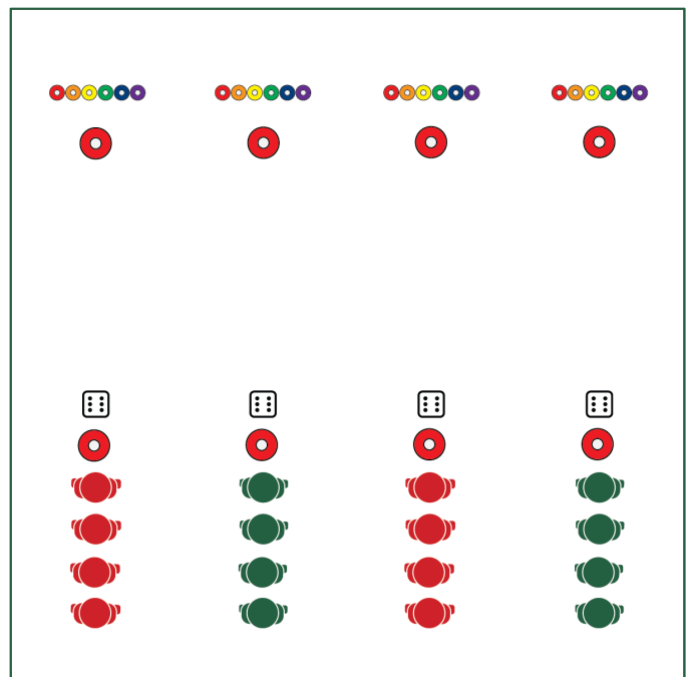
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 2 large cones per team of 2–4 players
- 6 low-profile cones per team of 2–4 players
- 1 six-sided die per team of 2–4 players

Set-Up:

1. Use large cones to create start and finish lines 20 meters apart.
2. Place the dice at each starting cone and 6 low-profile cones at each finish cone. Number each low-profile cone 1 through 6, going from left to right.
3. Create teams of 2–4 players, each team at a starting cone.



Activity Procedures:

1. Let's work on our 20-meter pacer running with the game Upside Down. The object of the game is to get all of your team's cones upside down.
2. On the start signal, the first person in line rolls the die and then runs down to flip the cone that corresponds to the number rolled.
3. As soon as that player returns to the line, the next player rolls the die and runs down to flip the appropriate cone.
4. If a number is rolled again, corresponding cones are flipped back right-side up.
5. Play the game until one team gets all cones upside down, or time runs out (set an appropriate amount of time based on your lesson).

Grade Level Progression:

L1: Use a debrief session to discuss how routine physical activity impacts student productivity and effectiveness in the classroom and/or work environment.

L2: Using heart rate monitor technology, challenge students to identify and then work toward their Heart Health Zone with a focus on either basic endurance and fat burning or building aerobic fitness and performance capacity.



UPSIDE DOWN

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify the distance students travel to meet the needs of all participants.
- Use scooters to move through the 20-meter distance between dice and low-profile cones.

ACADEMIC
LANGUAGE

Active Lifestyle, Benefit, Fitness, Heart Rate Zone

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [H1.L1]:** Discusses the benefits of a physically active lifestyle as it relates to college/career productivity (L1).
- **Standard 3 [H10.L1-2]:** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about the benefits of an active lifestyle?
- **DOK 2:** How can an active lifestyle affect a person’s social life?
- **DOK 3:** How is an active lifestyle related to a person’s social and emotional well-being?

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning: By the time students get to high school, they have developed reasoning that either promotes or diminishes their desire to be physically active. While personal health is an important reason to be active, students are often focused more on peer interactions and social consequences. Discussing how regular physical activity can enhance their social and emotional well-being is important for guiding students toward a more complete understanding of physical activity and personal fitness.

CHARIOT RACE

Personal/Social Responsibility

STUDENT TARGETS

- ✔ **Skill:** I will safely pace my movements to match my teammates.
- ✔ **Cognitive:** I will find opportunities to praise the performance of my teammates.
- ✔ **Fitness:** I will stay active throughout each chariot race.
- ✔ **P&S Responsibility:** I will accept all of my teammates and recognize their contributions to our team.

TEACHING CUES

- ✔ Move Together, Stay Together
- ✔ Praise Good Effort
- ✔ Keep a Good Attitude

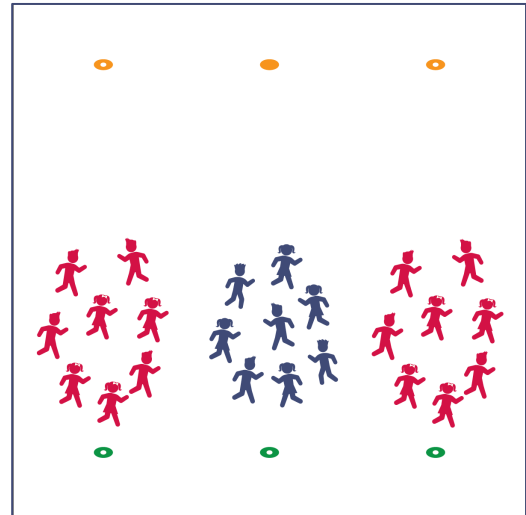
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 low profile cones per group

Set-Up:

1. Use low profile cones to set up 2 parallel lines on opposite sides of the activity area.
2. Create equal groups of 6-10 students.
3. Each group starts behind their own cone facing the cone on the other side of the area.



Activity Procedures:

1. It's time for our Chariot Races! The object of the game is for each team to take their chariot past the cone on the opposite side of the activity area.
2. On the start signal each team will form a circle around the first person in line. Hold hands (or lock elbows) to keep the circle together. Then start walking (jogging, skipping, galloping, etc.) as a group to the opposite cone. (Stop on the other side, reset with a new "chariot rider" and then start again.)
3. Now that you're really good at racing your chariots we'll begin our marathon races. On the start signal the first person will ride the chariot to the opposite cone. As soon as you're past the cone, change riders and quickly cross the activity area again. Continue changing riders until everyone has had a turn.

Grade Level Progression:

- K – 2nd:** Focus on controlled locomotor skills with safe pacing.
3rd – 5th: Add fitness and challenges like bear walks, crab walk, soccer dribbles, ect.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small and large groups) (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize good effort and good performance?
- ✔ **DOK 2:** How would you praise good effort? How would you praise good performance?
- ✔ **DOK 3:** How is praise related to feeling accepted by your teammates?

THROW AND GO

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a leading pass to my partner.
- ✓ **Cognitive:** I will understand the importance of throwing a leading pass in Ultimate Disc.
- ✓ **Fitness:** I will demonstrate cardiorespiratory endurance while participating in partner activities.
- ✓ **Personal & Social Responsibility:** I will follow the rules and maintain the spirit of the game.

TEACHING CUES

- ✓ Look Up
- ✓ Hands Up
- ✓ Spirit of the Game

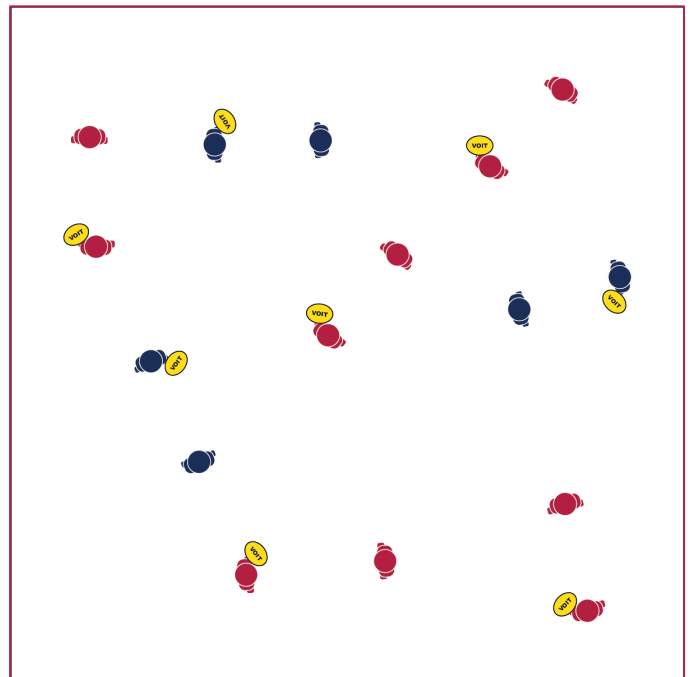
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flying disc per pair of students

Set-Up:

1. Pair students, each pair with 1 disc.
2. Arrange pairs throughout the activity area with plenty of space for safe play.



Activity Procedures:

1. Today's activity is called Throw and Go.
2. The object of the activity is to throw a leading pass to your partner that they can catch while on the run.
3. When you hear the start signal, the partner without the disc will begin by running in to open space. The partner with the disc will then throw it a few feet in front of the runner, and the runner will attempt to catch it. Throwers, choose a distance that will allow the runner to be successful.
4. After the disc is caught, switch roles. Continue until you hear the stop signal.

Grade Level Progression:

6th: Play the activity as described above.

7th: Increase the distance between partners.

8th: Develop gamification challenges by limiting the number or types of throws used by the partners to a marked distance or target.

THROW AND GO

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use foam or smaller-sized discs. Decrease the distance between partners to increase chances of success.
- ✔ **Extension:** Split students into groups of 3. Play as described above, but with the 3rd student playing defense.

ACADEMIC
LANGUAGE

Curve, Cut, Cardiorespiratory Endurance, Lead Pass, Pivot, Spirit of the Game

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [M4.6-8]:** 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); Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci, or speedball (7); Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice) (8).
- ✔ **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).

DEBRIEF
QUESTIONS

- ✔ **DOK:** What is a leading pass?
- ✔ **DOK 2:** How can you apply what you learned to improve your passes and catches?
- ✔ **DOK 3:** How is this activity related to other invasion sports (like soccer or basketball)?

TEACHING
STRATEGY
FOCUS

Help students process content: Take time to have detailed discussion about the lead pass and its application to all invasion sports. This will allow students to access prior knowledge, process their practice experience, and elaborate on concepts.

OVER THERE

Ultimate

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate cooperation skills with my partner.
- ✓ **Cognitive:** I will discuss various cooperation skills.
- ✓ **Fitness:** I will actively engage in Over There.
- ✓ **P&S Responsibility:** I will accept differences among my teammates in varying skill levels.

TEACHING CUES

- ✓ Listen
- ✓ Share Thoughts and Ideas
- ✓ Keep an Open Mind
- ✓ Use Positive Language

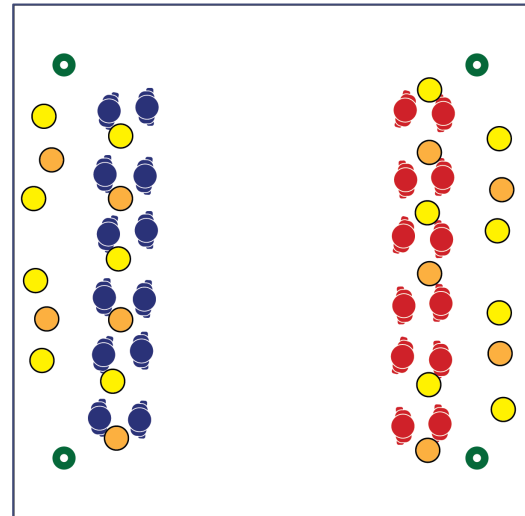
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 12 foam discs
- ✓ 12 foam balls
- ✓ 4 cones per team
- ✓ Pinnies for half of all the students

Set-Up:

1. Use cones to create end zones at each end of a large activity area.
2. Divide and scatter foam discs and balls inside each team's end zone.
3. Create 2 equal teams, and pair students within their teams. Students start inside their end zones with their partner.



Activity Procedures:

1. Today's activity is called Over There. Your team's goal is to get all your foam discs and balls past the other team's end line to score a point. You will work with a partner who is the same team as you to pass and catch objects, moving them into the opposite end zone.
2. Students holding a foam disc/ball cannot travel with the object, they can only pivot in place. Forward progress is made with a pass to your partner. The ball must advance into the end zone with a pass.
3. After a score is made, players return to their end zone, pick up a new disc/ball and begin again.

Grade Level Progression:

- ✓ Combine pairs into groups of 4. Every player in a group must receive a catch before a score is made.
- ✓ Designate 1-3 defensive players on each team. They can intercept passes and jog to the end zone.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **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).
- ✓ **Standard 4 [H3.L1-2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about cooperation skills?
- ✓ **DOK 2:** What do you know about each of these skills?
- ✓ **DOK 3:** What is your interpretation of how well your team used cooperation skills? Provide examples.

CAPTURE THE CORNER

Ultimate

STUDENT TARGETS

- ✓ **Skill:** I will create open space by staying spread out on offense.
- ✓ **Cognitive:** I will discuss force, speed, and accuracy as it relates to passing and receiving.
- ✓ **Fitness:** I will stay actively engaged on offense and defense.
- ✓ **PSR:** I will work cooperatively with my partner.

TEACHING CUES

- ✓ Pass and Then Move
- ✓ Catch, Turn, Look for Open Space
- ✓ Talk to Your Teammate

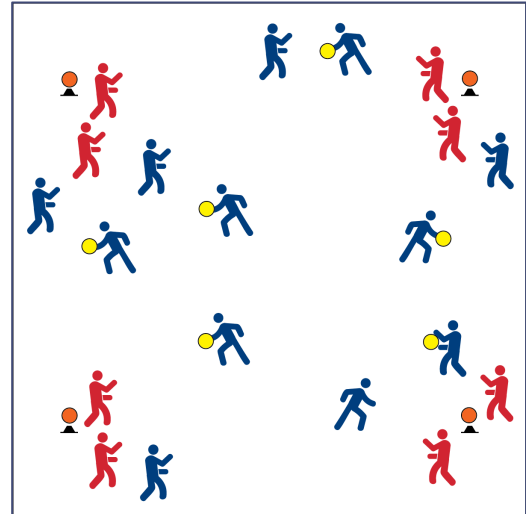
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 cones
- ✓ 4 foam balls
- ✓ 4 hoops
- ✓ 1 disc per 2 students (or group of 3 students)

Set-Up:

1. Create a large activity area with 1 cone in each corner and a ball balanced on top of each cone. (Use 6 cones/balls for larger class sizes and activity spaces.)
2. Students work in pairs. Send 1 pair to each cone to play defense (they do not need a disc). Other pairs begin scattered in general space, each pair with a disc.



Activity Procedures:

1. It's time to play Capture the Corner.
2. The object of the game is for offensive teams to "capture" the corners by throwing their foam discs and knocking a foam ball off its cone. Defensive teams work to block offensive shots on their cone.
3. If a corner is "captured," the team who captured it scores a point and changes roles with that cone's defense.
4. When you're holding your disc, you cannot take any steps—you can only pivot. Players "off the disc" can move throughout the activity area using quick cuts and fakes in order to move into spaces with open passing lanes.
5. Defensive players must stay within 4 feet of their assigned cone and cannot touch the cone or the foam ball with any part of their body. Begin on the start signal. Freeze on the stop signal.

Grade Level Progression:

- ✓ Play with teams of 3 to 4 students.
- ✓ Add pairs of field defenders that move throughout the activity area. If a disc is intercepted, teams switch roles.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **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 off the ball (8).
- ✓ **Standard 2 [H2.L1-2]** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize open space?
- ✓ **DOK 2:** How would you apply cutting, fakes, and passing to create open space?
- ✓ **DOK 3:** How well did you apply these strategies? Support your answer with examples.

SWITCH

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate throwing cues for accurate passing.
- ✔ **Cognitive:** I will identify and discuss basic skills and strategies need to gain an offensive advantage.
- ✔ **Fitness:** I will remain actively engaged.
- ✔ **PSR:** I will work safely while staying active.

TEACHING CUES

- ✔ **Offense:** Space, Movement, Pass, Shoot
- ✔ **Defense:** Ball/Opponent, Angles, Space, Force Outside

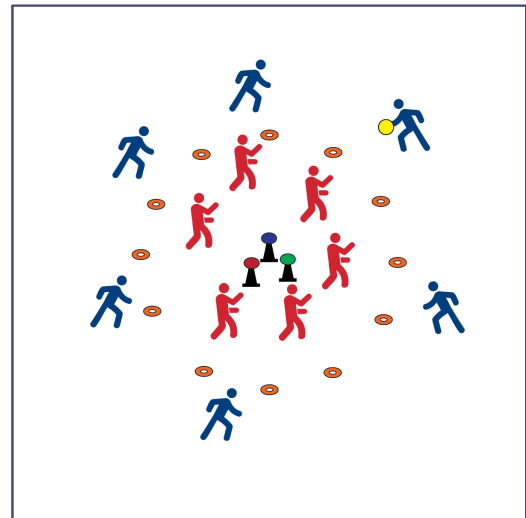
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 3 cones per 12 students
- ✔ 3 foam balls per 12 students
- ✔ 1 flying disc per 12 students
- ✔ 12 low profile cones per 12 students
- ✔ 1 pinnie per 2 students.

Set-Up:

1. Create 1 activity area per 12 students with 3 cones in the center of each area. Foam balls on the cones.
2. Create 8 to 10 paces from the cones using 12 low profile cones. This creates a defensive area inside and an offensive area outside.
3. Create teams of 6 students with 1 team inside the circle area (defense) and 1 team outside the circle area (offense). The team starting on offense wears pinnies.



Activity Procedures:

1. Today's activity is called Switch. The object of the game is for the offense to score a goal. Three passes must be made before a shot is taken.
2. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, teams switch; offense becomes defense and defense becomes offense.
3. The new offensive team must complete 3 passes before a shot is taken.
4. Defensive teams stay inside the cones but may move throughout the defensive area. Offense must stay outside cones but may move throughout the offensive area. Continue play until you hear the stop signal.

Grade Level Progression:

- ✔ Add a second flying disc to the activity.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [M2.6-8]** Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least 2 of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot) (7); Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).

DEBRIEF QUESTIONS

- ✔ **DOK1:** What does it mean to have an offensive advantage?
- ✔ **DOK 2:** What skills and strategies help you gain an offensive advantage?
- ✔ **DOK 3:** How is the movement of players without the fly disc related to offensive advantage?

ODD BALL

Group Games (Secondary)

STUDENT TARGETS

- **Skill:** I will move create open space on offense and close space on defense.
- **Cognitive:** I will discuss strategies for offense and defense.
- **Fitness:** I will actively engage in order to increase my heart rate.
- **P&S Responsibility:** I will move safely, following all game rules.

TEACHING CUES

- Stay Alert & Under Control
- Move Without the Ball
- Offense Open Space
- Defense Close Space

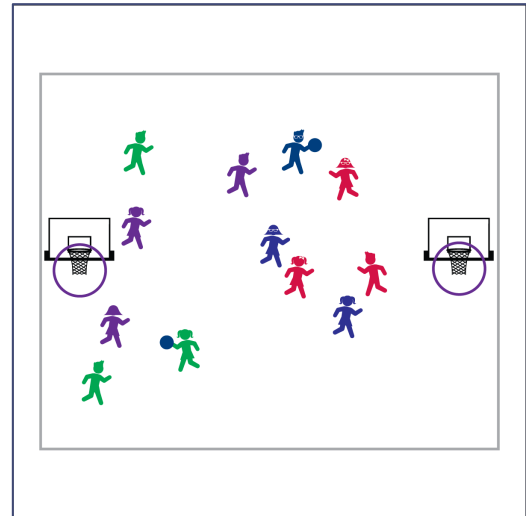
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 foam ball per 6 students
- 1 basketball hoop per 6 students
- 1 hula hoop per basketball hoop
- Pinnies (or team markers) for multiple teams of 3.
- 4 low profile cones per game court

Set-Up:

1. Basketball court markings (or cones) as boundaries.
2. Hang 1 hula hoop on each basketball hoop (rim).
3. Create an even number of teams. Teams of 3 is ideal. However, teams of 4 will work. Several teams play on one court at a time.
4. Begin the game with 1 foam ball in play. Add multiple balls in order to increase the pace of the game.



Activity Procedures:

1. It's time for Odd Ball! The object of the game is to score points by either hitting the backboard (1pt), making a basket (2pts), or throwing the ball through the hula hoop (3pts). Your team is assigned a goal and can only shoot on that goal.
2. Your team can move the ball by passing to your teammates (overhand or underhand). You cannot take any steps if you're holding the ball.
3. If a ball is dropped or hits the ground, it's a turn over, and the defender closest to the ball can pick it up and advance toward her/his team's target. (Play R,P,S if a "jump ball" situation occurs.)
4. Defenders must stay 3 feet away from the player with the ball and cannot hit the ball out of the offense's hands or make body contact for any reason.
5. We will add multiple balls as the game continues.

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [M1.6-8]** Creates open space by using locomotor movements (e.g. running) in combination with movement (e.g., pathways; change of speed/direction) (6); Reduces open space by using locomotor movements (e.g., running) in combination with movement concepts (e.g., reducing angles, reducing distance) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about offense? About defense?
- **DOK 2:** How do angles affect your spacing and movement on defense?
- **DOK 3:** How is balance and agility (skill-related fitness) related to offensive and defensive movement?

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

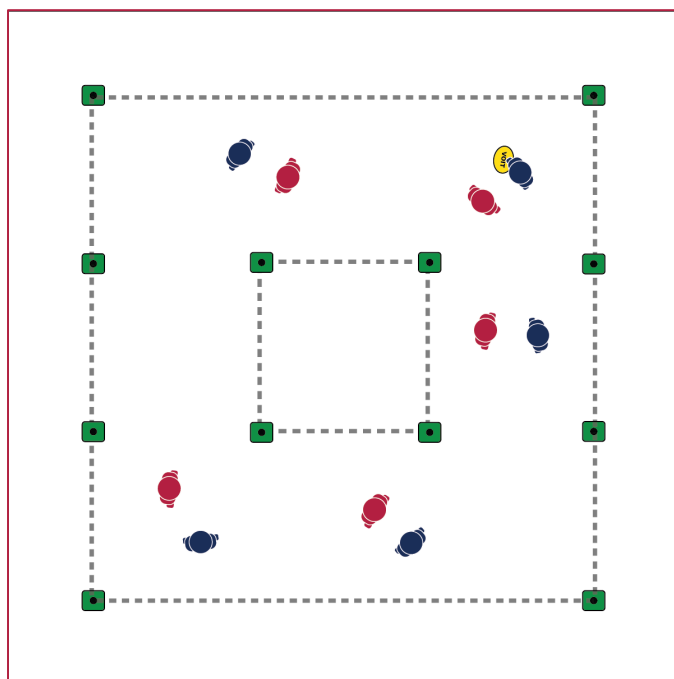
ACTIVITY SET-UP & PROCEDURE

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.

GOALTIMATE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate proper technique when throwing and catching the disc.
- ✓ **Cognitive:** I will discuss the roles of the cutter and the handler in Ultimate Disc.
- ✓ **Fitness:** I will participate and remain actively engaged.
- ✓ **Personal & Social Responsibility:** I will demonstrate the spirit of the game and respect my peers and the equipment.

TEACHING CUES

- ✓ Pivot, Flick, Follow Through
- ✓ Move Without The Disc
- ✓ Find Open Space (offense)
- ✓ Close Space (defense)

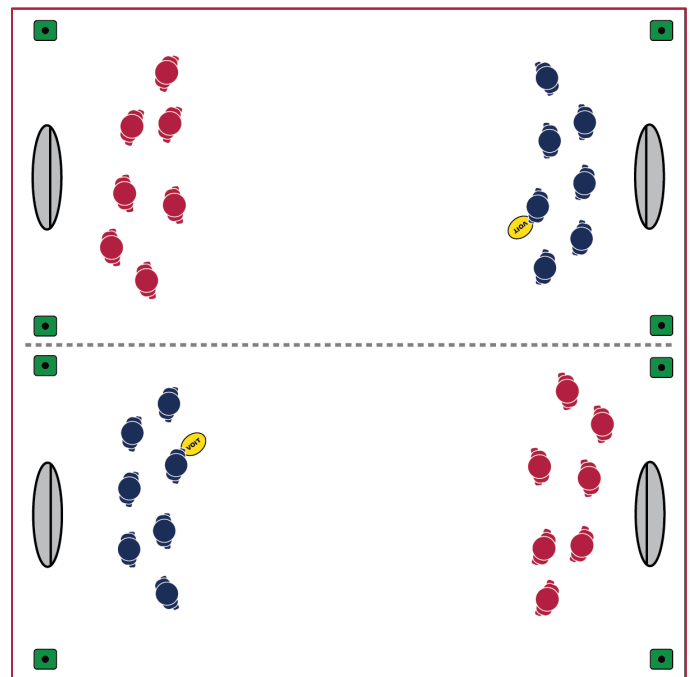
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 cones per group of 14 students
- ✓ 2 large pop-up goals per group of 14 students
- ✓ 1 flying disc per group of 14 students
- ✓ 1 pinnies per 2 students

Set-Up:

1. Use cones to create a large (~40'x60') playing field. 1 field per group of 14 students. Place a goal at either end of each field.
2. Divide students into groups of 14, each group with a disc at a field.
3. Divide each group into 2 teams of 7, 1 team per group in pinnies.



Activity Procedures:

1. Today's activity is called Goaltimate. This activity is a lot like Ultimate Disc, but to score, you must throw the disc into the goal.
2. The object of the activity is to score the most goals before the time runs out.
3. Each team will begin at 1 of the goals. To start the point, 1 of the players on defense will pull (throw) the disc to the other team as far as they can.
4. Once the offense catches the disc or picks it up, the point has started.
5. When marking an offensive player with the disc, the mark will count by saying, "stall 1, stall 2," etc. If the mark reaches 10 and yells, "stall," this is a turnover and the other team will get the disc.
6. When a team earns a point (or there is a turnover), the teams will switch roles.
7. You must throw the disc into the goal to get a point. You can't roll into the goal.
8. Games will be 7 minutes each (or other designated time), and then the next game will start.

Grade Level Progression:

- 6th: You must make passes to 3 different players before scoring on the goal.
 7th: You can only score a point if you are within 15 feet of the goal.
 8th: Play activity as described above.



GOALTIMATE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ **Adaptation:** Make the goals bigger. Increase or decrease the size of the field to meet the needs of your students. Use multiple goals for each team. Use a foam ball rather than a disc.
- ✓ **Extension:** Have the students develop a different type of end zone for scoring. The students can create multiple goals and end zones in the playing area.

ACADEMIC
LANGUAGE

Cutter, Defensive Pressure, Handler, Mark, Pivot, Pull, Stall

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 2 [M4.6-8]:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- ✓ **Standard 2 [M5.6-8]:** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (6); Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (7); Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (8).
- ✓ **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is the handler role in Ultimate Disc?
- ✓ **DOK 1:** What is the cutter role in Ultimate Disc?
- ✓ **DOK 2:** How did the stall count affect your throw in the game?
- ✓ **DOK 3:** How is defensive pressure related to the game of Ultimate Disc?

TEACHING
STRATEGY
FOCUS

Strategy Focus: How to teach the strategy focus

BOOGIE CAPTAIN RESPONSIBILITY CHART

Captain 1	Aerobic Capacity
Captain 2	Muscular Strength
Captain 3	Flexibility
Captain 4	Muscular Endurance

Captain (noun): The leader of a team. This leader typically sets an example through personal conduct, communication style, and commitment.

AEROBIC CAPACITY

(noun)

The body's ability to take in, transport, and use oxygen during vigorous physical activity.

In order to improve her **aerobic capacity**, Fiona decided to train for a community 5K race.



LEADERSHIP

(noun)

The effective use of people skills to organize and motivate others to work cooperatively toward a common goal.

Lara's **leadership** helped motivate her team to focus during practice and perform well during competition.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

Kira was able to **control** the scarf by throwing it carefully into the air.



LEAD PASS

(noun)

A pass that is thrown ahead of the intended receiver.

Lead passes are a great way to keep the play moving forward and to progress down the field.



ONE-ON-ONE DEFENSE

(noun)

A defensive strategy in which each player is assigned one mark on the other team to guard.

Marcy knew she had to stay close to her mark because her team was using **one-on-one defense**.



SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Everyone has more fun when the players respect the **spirit of the game.**

