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| [**Lesson Plan**](http://cortland.edu/physed/forms.html)of  | **NYS/NASPE****Standards** | **Teacher Candidates(s):** Kyle McManus  | **School:** Cortland/lab D | **Date:** 11/9/20**Grade:** 8-9th**# in class:** 8-9 |
| **Bold Teaching Style:** Command Practice  Reciprocal **Self-Check** Guided Discovery Inclusion Convergent  Divergent Jigsaw Cooperative |
| **Domains** | **Objectives (Be sure to include Situation, Task and Criteria for each objective)** | **Assessment Tool &** **When it is used** | **Length of class:**20 min |
| Psychomotor | 1A / 1 | 1. In the lesson students will properly demonstrate proper technique on 3 out of 4 cues of the hammer and the flick/forehand throw. | -Self-Check using the TiVo system -Used during lesson | **Unit:** Ultimate Frisbee**Focus**: Advanced throws  |
| Affective | 2A/ 5 | 2. During the course of the class students will show respect by only throwing discs while music is playing (activity time). | Teacher visual Assessment  | **Equipment:****-** 10 disks -pencils-two hula-hoops - Frisbee golf baskets-TiVo-system - cones |
| Cognitive | lA/2  | 3. During the lesson students will be able to tell the class the proper cues of both the hammer and the flick without hesitation or pause. | Verbal Check | **References**: http://www.ehow.com/video\_2355431\_advanced-ultimate-frisbee-throws.html http://www.gorgeultimate.com/terms.html |
| Safety Statement | 2C / 5 | 4. Students will maintain a safe environment by closely following the teacher’s instructions, only throwing the discs while music is playing and if they throw a Frisbee that could possibly hit another student loudly yelling UP! As a warning. |  |
| [**NYS Learning Standard 1**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) – **Personal Health and Fitness**1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition[**NYS Learning Standard 2**](http://www.emsc.nysed.gov/ciai/pe/pe2.html)– **A Safe and Healthy Environment** 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.[**NYS Learning Standard 3**](http://www.emsc.nysed.gov/ciai/pe/pe3.html)– **Resource Management**3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.3b. Students will be informed consumers and be able to evaluate facilities and programs.3c. Students will also be aware of career options in the field of physical fitness and sports | [**NASPE Content Standards**](http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm) **– A physically educated person:** 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction |

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| **What is the ongoing fitness theme or emphasis in this lesson?** |
| **Health-related Fitness (HRF)**[**NYS LS 1B**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) **(Please Bold)**Cardiovascular endurance Muscular strength**Muscular endurance** FlexibilityBody composition | **Explain how it is developed and where in the lesson it occurs:** The students will be carrying out throws all class long using the same muscle groups, over and over again, at some points they will do this rapidly as well. | **Skill-related Fitness (SRF)**[**NYS LS 1A**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) **(Please Bold)**Balance **Coordination**Agility Reaction timeSpeed Power | **Explain how it is developed and where in the lesson it occurs:**  Students will be working with their throwing mechanics to throw discs in ways that may be new and challenging to them. |

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| **Lesson Components** | **Time (mins)** | **Organization &****Transitions** | **Description** | **Adaptations Assessments, Reminders** |
| Instant Activity | 2 |  xxxxxxxx | Have students pair up and count how many different ways they can throw a Frisbee. Using any method they can if their partner catches it counts. See how many they can attempt. Ask question “Raise your hand if you found 4 ways/raise for 5 ways, 6, 7, 10…etc. | Being early is an advantage the earlier students get to class the bigger the advantage for them. |
| Introduction, Signal for Attention,Hook | 2mins |  T x x x x x x x x | Stop music, Use 5,4,3,2,1. Hello Class my name is Mr. McManus as you all already know because we are well into our Ultimate Frisbee Unit. Today we will be working on our advanced throwing techniques, Including the hammer and the flick. By the end of class I will expect everyone to be able to demonstrate the two throws as if they would do to use them in a game like situation. Can anyone tell me how the Frisbee got its name?Frisbee's name is a spin-off from a defunct Connecticut bakery, Frisbie Pie Co.New England college students often tossed empty pie tins around for fun, a habit that led them to refer to the Pluto Platter as a "frisbie."When I turn the music off I want everyone to stop place the disc on the ground and look at me. | Use high energy to get students attention. |
| Demonstration | 4 mins |  Txxxxxxxx | Show:-Whole with equipment (Partner) -Different angles 2 times at least- Whole without equipment -slow motion with cues -common faults/negative modeling  |  *Cues:***Hammer**:(grab disk, reach for the arrow, point elbow at target snap wrist)**Flick:** (peace sign/thumb RESTS on top, glue elbow to your side, step out same side, FLICK wrist) | Have students say cues as they do them. |
| Body of Lesson(Lesson Focus) |  |  | **Teaching Progressions –** Show some of the major tasks/activities listed on your [Activity Progression Worksheet](http://www2.cortland.edu/departments/physical-education/resources.dot) within the selected level of (PC/C/U/P) for the class.  |  |
|  |  | **Tasks** (Extensions) - Activities for the whole class. *E.g. Hit the ball over the net to your partner 10 times.* | **Cues** (Refinements) – Simple secrets to improve performance. *E.g. Low to high* | **Challenges** (Applications) - More game-like chances to practice the same tasks at the same difficulty level. *E.g. In 90 seconds, see how many times you can hit the ball to your partner.* | **Modifications** – Add modifications to make the tasks easier and harder according to the skill level of the students. | **Adaptations Assessments, Reminders** |
| 5 |  T-xxlxxlxxlxxlxxlx | 1. Have students line up with partners and work on saying cues while doing the skill (both throws) | 1. Hammer:(grab disk, reach for the arrow, point elbow at target snap wrist)Flick: (peace sign/thumb RESTS on top, glue elbow to your side, step out same side, FLICK wrist) | 1. See/count how many passes students can do in a row without dropping disk. | Students can start close and move away from their partner.  | Constantly move around and give feedback. |
| 7 | xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx |  Have students break up into pairs and go to two stations. 1) Use Frisbee golf baskets to work on students’ accuracy. With partner when students are not throwing they are running around receiving disks. | 2. Tell students to aim for center finishing their follow through finishing at the center point. | 2. Go through techniques on a row and do every step properly.  | Easier – Do it with your dominate sideHarder - Do it with non-dominate side. | On basket put list of places they can play Frisbee golf near Cortland. |
| ^ | x xtx x | 2) Second station: Have paired up students take turns tossing a hula hoop up in the air as their partner yes pull and they attempt to get disc through the hoop in the air. This is done up against a wall. | 3. Tell students they will need to aim for where the hoop will be not where it is right when they throw it.  | 3. Try to get a few in a row alternating throws.  | Students can roll hoop against the wall.  | Teacher Visual assessment  |
| 1^ | x x t | 4. The last station is the TiVo station where I will be pulling groups out to self-check themselves.Students will do both forms of throws in front of the TiVo and look back and check off if they did them properly on the self-check sheet. Their partner will be down the gym ready to receive the discs.  | 4. .Haves students visualize them doing the movement before they throw. | 4. --------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------- | ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------ | Move through students fast because it will take a while to get to everyone. |
|  |  | 5.  | 5.  | 5.  | Easier - Harder -  |  |
| Activity close (Optional) | Extra time | X x xX x xX x x | Students will play keep away using skills they have been using. Thrower can not pass disc until they are being defended and need to make a move. | ------------------------- |
| Lesson Closure,Hook to Next Lesson | 7 |  Txxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | I will use posing questions, have students repeat cues and explain what we will be doing next. |  |
| Evaluation of Lesson | *Pre-planning: Previous instruction in this activity (earlier grade levels)**Post-planning: “Assessment Informs Teaching:” future needs based on assessment results**Teacher Reflection Notes:* |