

**LAUSD- Eighth Grade Physical Education Matrix Chart**  
**Instructional Component 5- Team Activities**  
**Suggested Length of Unit: Three to Four Weeks (15-20 lessons)**

**Ultimate Frisbee**

Ultimate Frisbee is a fast moving, non-contact team sport that is played on an open field. It combines skills used in soccer, basketball, and football. This unit allows students to build on previously acquired throwing and catching skills while manipulating a flying disc. The focus is on basic offensive and defensive skills and strategies. In addition, students work cooperatively to achieve goals, abide by game rules and accept the outcome of the game. Respect and appreciation for all participants is an important outcome of the Ultimate Frisbee unit.

**Standards for Instructional Component 5**

**Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities.

**Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity
- 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.

**Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.

**Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.6 Explain the different types of conditioning for different physical activities.

**Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

### Eighth Grade Instructional Component 5

**Key Concept for Content Standard Group: Team Activities**

Content Standard	Analyze Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.3	Students will demonstrate basic offensive and defensive skills and strategies in team physical activities.	Students will participate in small group games (4 v 4) of ultimate Frisbee. Using the basic skills and strategies of passing and breaking to the open space. Defensively playing person to person students move the arms to distract the opponent and intercept the pass.	Students will demonstrate the ability to pass and break to the open space in 8 out of 10 passes.
1.4	Students will apply leaping, walking, running, jumping, side stepping, standing, reaching movements with throwing and catching skills to participate in a Frisbee activity.	In pairs, students will practice using different locomotive (leaping, walking, running, jumping, side stepping), and non-locomotive skills (standing and reaching), to throw and catch the flying disc.	Student will successfully throw and catch the disc 7 out of 10 times while using leaping, running, jumping, sidestepping or reaching skills.

**Eighth Grade Instructional Component 5**

<b>Content Standard</b>	<b>Analyze Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
<b>2.1</b>	Students will describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another team activity.	In groups of 6, students will describe and demonstrate a team activity, designated by the teacher, which uses at least three skills previously learned in ultimate Frisbee.	Student's demonstration and description will accurately include three movement skills learned in ultimate Frisbee that can be transferred and used to help learn another team activity.
<b>2.4</b>	Students will identify the characteristics of highly skilled performances for the purpose of improving one's own performance.	Students use a rubric to identify the characteristics of highly skilled performances in each of the following types of throws: forehand, backhand, and overhand. The information is charted and used to develop an individual performance improvement plan.	Student product will include 1-3 aspects of identified skill(s) requiring additional opportunities for practice to improve one's own performance.
<b>2.5</b>	Students will diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.	Students will create and explain a game plan for modified and regular Ultimate games that includes: diagrams and offensive and defensive strategies.	Student product will include proper diagrams and justification of offensive and defensive strategies in modified and regular Ultimate games. Each player's field position, alignment, and responsibilities on offense and defense must be clearly defined.

### Eighth Grade Instructional Component 5

Content Standard	Analyze Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
3.1	Students will assess the components of health-related physical fitness such as, aerobic capacity, by using a scientifically based physical fitness assessment.	Students will use the <i>Fitnessgram</i> (State-mandated physical performance test) to assess their aerobic capacity to set a personal record (PR) on both the pacer and mile run/walk.	Students will demonstrate the ability to accurately assess one's own aerobic capacity using the <i>Fitnessgram</i> (Healthy Fitness Zone chart provided by the teacher).
3.4	Students will participate in moderate to vigorous physical activity a minimum of 4 days per week.	Students will engage in moderate to vigorous Ultimate Frisbee physical activities (brisk walking or running) for a minimum of 4 days per week.	Students will participate for a minimum of 50% of the class time, either walking or running during Ultimate Frisbee physical activities, a minimum of 4 days per week.
4.6	Students will explain the different types of conditioning needed for various physical activities.	Students will write an essay to explain how the following types of trainings can improve their ability to participate in Ultimate Frisbee: interval, long slow distance, strength, and flexibility training.	Student's product will clearly and accurately explain how interval, long slow distance, strength, and flexibility trainings can improve their ability to participate in Ultimate Frisbee. The essay will include a definition for each type of training as it relates to Ultimate Frisbee.
5.1	Students will abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.	Students will participate in the game of Ultimate Frisbee and abide by the decisions of the student officials (if no officials are used the team captains will serve in that capacity); accept the outcome of the game by lining up and shaking hands willingly; and create and perform an appreciative cheer for the other team.	Students demonstrate the appropriate behavior during and after each game: <ul style="list-style-type: none"> <li>▪ Speak without raising their voices at officials</li> <li>▪ Willingly circle together and loudly chant their cheer for the opposing team</li> <li>▪ Line up and give the opposing team an appropriate high five or hand shake.</li> </ul>

### Eighth Grade Instructional Component 5

Content Standard	Analyze Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
5.2	Students will organize and work cooperatively with a group to achieve common goal.	Students will organize and work cooperatively within a group to determine the roles of team members and develop strategies to free receivers.	Student demonstrates the ability to work with team members to designate roles, develop an offensive strategy that explains how to properly free at least one or more team members to catch a Frisbee.
5.4	Students will identify the contributions of members of a group or team and reward the members for accomplishing a task or goal.	Students will use positive comments or encouraging statements to reward team members for their ability to successfully catch the Frisbee, run their pattern, or intercept the Frisbee during defense.	Students will provide at least one team member with a positive statement or visual cue for his or her ability to successfully catch the Frisbee, run a pattern, or intercept the Frisbee during defense.

**Equipment and Instructional Materials**

- 1 flying disc per pair of students
- Chalk/board or white board/marker
- Video
- Team pinnies
- Cones and polly spots
- 1 *Fitnessgram* Healthy Fitness Zone Chart per pair of students

### **Pre-assessment**

- Students will complete a teacher-generated questionnaire on their knowledge of Ultimate Frisbee at the start of the unit. The questionnaire will include: grips, preparation, application of force and spin, follow through and strategic movement after a throw, and history of Ultimate Frisbee.
- Students will record their scores of skills stations, the stations should include: backhand and forehand toss to a target, forehand and backhand to a partner, pivot and throw to a partner.
- In pairs of two, each student will backhand and forehand toss five times each at distances of: 15, 20 and 25 yards distances.
- In pairs of two, students will use the two catches – Pac-man and alligator.
- In pairs of two, students will attempt to throw and catch an arching 20-yard toss and catch five successive times.
- Students will assess and record their aerobic capacity with the pacer and mile run/walk.

### **Sample Scaffolding Strategies**

- Reduce the speed of throwing the disc
- Reduce the distance the student must toss the disc
- Use larger and softer discs
- Use larger targets and progress to smaller targets
- Set simple and attainable goals

### **Learning Experiences**

#### **1. Break down of the skills and progression**

- A. Using the whole part whole method of instruction, demonstrate the forehand toss.
- B. Explain the three basic parts of the forehand toss:
  - Grip: Palm up, special attention to your thumb, index finger, and middle finger.
  - Throw: Application of force, weight transfer stepping toward your target, “backswing”, and snap your wrist at the release point.

- **Footwork:** In Ultimate Frisbee a thrower must maintain a pivot foot. Right-handed throwers should keep their left foot stationary and step forward onto the right

C. Explain the three basic parts of the backhand throw:

- **Grip:** Palm up, your thumb is on top, with your index finger along the side and your remaining fingers curled under the edge of the disc.
- **Throw:** Stand sideways to the target with the throwing arm side forward. Reach back with the throwing arm and pull the disc forward, release the disc directly toward the target.
- **Footwork:** Transfer the weight from the back foot to the front foot as you pull the throwing arm forward.

D. Explain the three basic parts of the overhand toss:

- **Grip:** Place the disc in you hand with your thumb on the inside bottom edge of the disc and you fingers on the top.
- **Throw:** Extend the throwing arm back about shoulder height. Pull your arm forward and snap your wrist.
- **Footwork:** Keep the same pivot foot as for the forehand and backhand.

E. Explain Offense:

- Players are generally divided into three categories: "handlers," "mid," and "longs."
- Accurate throwers are "handlers."
- Agile students are usually the "mids."
- The fastest players are the "longs."
- Offensive sets
- Offensive strategies
- Offensive positions

F. Explain Defense:

- One on One
- Zones
- "Marker"
- Squeezing the field

G. Explain and demonstrate various catches:

- Pac-man (One hand) Thumb down and your finger together and up

- Alligator/pancake (Sandwich) Two hand trap

H. Explain how to score the game of Ultimate Frisbee.

**2. Employing Specific Methods**

- Starting and stopping signals
- Spacing on field
- Grouping/strategies
- Distribution and collection of equipment

**Enrichment/Differentiated Instruction**

- A. Differentiated Instruction- it is important to distinguish the current skill level of your students in order to differentiate instruction and maximize learning. Teachers provide differentiated instruction and activities for multiple skill levels that address the needs of the students. Activities or drills should be challenging for students who have met the skill level and should offer additional practice opportunities for those that have not met the target skill level.
- B. Enrichment – Teachers can often give instruction that broadens and extends student’s level of understanding with more challenging activities.

**Culturally Relevant and Responsive Instruction**

- Use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective.
- Create an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued and respected and authentic accomplishments are regularly recognized.
- Culturally relevant literature and instructional materials are infused into academically rigorous curricula organized around concepts that students are expected to know deeply.
- Utilize effective strategies such as K-W-L charts, cooperative learning, and authentic assessment



### **Accommodating Students with Special Needs**

1. Safety
  - Contact the school nurse or designee to obtain pertinent medical information
  - Be aware of the students' medical ID tags for disability
  - The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.
2. Students in Wheelchairs
  - When approaching the disc, always be aware which hand it may come to, while pushing to make the catch
  - In the ready position, keep both hands on the push rim
  - Always look in the direction you want to move before moving

### **Ultimate Equipment Tips**

- Substitute discs use: foam discs, larger discs, or soft plastic discs in catching and tossing drills to develop hand-eye coordination
- Use stationary teaching aids to lessen the skill requirement (e.g., Frisbee golf holes, hula hoops)
- Select a disc that is the right size and weight, lighter discs are more likely to be blown around in a breeze.
- Heavier discs can be hard to throw with small hands and are more difficult to catch.
- Sensible sizes are 120 or 141 grams and up to 165 grams for older students.
- Discs used in national and international Ultimate competitions are 175 grams.

### **Instructional Tips**

- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills (e.g., incremental 5 yard toss/catches).
- Use target and small group games and drills to maintain student interest.
- Build tossing and catching skills using moderate- to slow-paced feeds with larger and/or softer discs
- Have students practice tossing and catching the disc straight up, edge first, 12 to 18 inches high, then progress to 3 to 4 feet high

- Have students toss and catch with a partner, work on smooth arm motion and release
- Teach two-handed catches for students with weak wrists or a disabling wrist condition.
- Use demonstration techniques to simulate play (e.g., shadow and footwork drills, Simon Says)
- Have students practice throwing and leading a moving partner

#### **Communication Tips**

- Praise even small steps of success
- Communicate using Ultimate Frisbee terms (with activities such as Simon Says)
- Encourage positive social interaction with activities that emphasize working cooperatively with partners and small groups
- Promote good sportsmanship and appropriate behavior during drills and games (e.g., complimenting good plays, encourage players of varying skill levels).
- Clearly explain and practice problem solving techniques

#### **Suggested Lead-Up Activities**

- Frisbee golf
- Frisbee baseball
- Around the world
- Frisbee "Horse"
- Disc throwing relays
- Distance Tosses
- Target tosses
- Giant step
- Keep away
- Small-sided game 3 vs 3 or 4 vs 4

#### **Teaching Aids**

1. Warm-up activities-  
Specific to the movements that you will use in the lesson and unit (e.g., move through the motions of the toss, progressing from slow motion to full speed).

2. Stretches-  
It is important to stretch the extensors and flexors of the forearm, shoulders, trunk rotators, gastrocnemius, abductors and adductors of the leg.
3. Cool Down-  
Stretching as part of the cool down and reviewing the days lesson is important. Repeat stretches that were specific to the day's lesson.
4. Skill tests-
  - In pairs of two, each student will use a backhand toss and catch – counting each accurate toss and catch out of ten.
  - In pairs of two, each student will use a forehand toss and catch – counting each accurate toss and catch out of ten.
  - In pairs of two, each student will use a forehand toss, break to the open space and catch – counting each accurate toss and catch out of ten.
  - In pairs of two, each student will use an overhand toss and catch-counting each accurate toss and catch out of ten.
5. Teacher generated Ultimate Frisbee quiz
6. Safety Concerns
  - Inspect your playing area
  - Make sure there are buffer zones or safety areas between fields, player in drills, and stationary objects
  - Check the condition of the flying discs
  - Make sure the discs are the appropriate weight

#### **Interdisciplinary Instruction**

##### Language arts

- Use a thesaurus to identify alternative word choices for designated vocabulary words
- Maintain a physical education journal in which students write about movement experiences
- Read books related to physical activity and write a one page summary

##### Mathematics

- Find the perimeter of a field
- Compute the percent of successful tosses/catches in a game based on the total number of tosses and turnovers.
- Use graphs and charts to record successful tosses for each team.

#### **Social Studies**

- Develop a timeline for Ultimate's Frisbee development
- Write an essay about the world events that were going on five years before the game of Ultimate Frisbee was invented
- Locate the home state of various sport teams on a map of the United States

#### **Art/Music**

- Create a sport diorama
- Create a team song
- Create a physical activity collage

#### **Science**

- Learn how changing the angle of impact affects the trajectory of an object that is hit with various implements or body parts
- Apply the use of levers to movement
- Explain why the disc fly's

#### **Technology**

- Use heart rate monitors and pedometers in physical activity and interpret the data
- Videotape and analyze movement skills
- Make a webliography

#### **Inclement Weather**

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities can include:

- Using soft flying discs, do 100 toss and catch in the gym -- switch partners every ten tosses.
- Team keep-a-way. Divide class into two teams and play in the gym.
- Play seated Ultimate in the gym
- Play Ultimate baseball in a covered area

#### **Suggested Homework**

- Write a three paragraph expository composition which explains the history of Ultimate.
- List and explain at least seven rules for the game of Ultimate.
- Create your own Frisbee game and explain the rules and consequences including a scoring system.

### Resources

- LESSON RESOURCE – free download: <http://www2.upa.org/peoutreach>.
- Sportime
- Grip: <http://www.upa.org/ultimate/skills-drills/grips/grips.shtml>
- Technique: <http://www.playulty.com/handbook.pdf> (page 5)
- Ultimate Players Association  
3595 East Fountain Blvd.  
Suite J2  
Colorado Springs, CO 80910  
1 800 872-4384
- Complete rules: [www.cs.rochester.edu/u/ferguson/ultimate/ultimat-rules.htm](http://www.cs.rochester.edu/u/ferguson/ultimate/ultimat-rules.htm).

### Teacher Reflections

Good teaching should include ample time for the teacher to reflect on the unit or lesson that was taught. This provides an opportunity for teachers to determine what worked well, what they might change and/or improve the next time the unit is taught. Focus on methods for grouping students, use of facilities, equipment and its distribution, written assignments, handouts, visual aids and any other instructional materials that could enhance the delivery of instruction and student learning.

## Physical Education Lesson Plan

### Grade Eight Ultimate Frisbee

#### Description:

The students will participate in modified 3 on 3 or 4 on 4 Ultimate Frisbee activities using heart rate monitors to determine if they are playing at a moderate to vigorous physical activity level. Students will learn how to wear, manipulate the heart rate monitor, and extract the data four days per week. The data from these four days will be charted and graphed. This lesson will be conducted over a five day period.

#### Objectives:

- Students will learn how to put on, code the transmitter to the receiver, manipulate the functions, and manually extract the data from the heart rate monitor.
- Students will learn small-sided 3 on 3 or 4 on 4 Ultimate Frisbee.
- Students will demonstrate the ability to plot the data extracted from the heart rate monitor onto a graph.

#### Standards Addressed:

3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.

#### Materials:

- Minimum of one Frisbee for each six to eight students. You should have a few extra Frisbees in case one breaks.
- Assign one student to each heart rate monitor.
- Heart rate monitor graph work sheet.
- Clip boards and pencils for each person.
- Enough open space that each child can stand with at least five yards distance from other students.
- Large posters with pictures of heart rate monitor watch face and button instructions.

#### Set-up:

Number and assign heart rate monitors to individual students prior to the beginning of class. Have the class transition to a designated large open space where students will sit in predetermined pods. Notify students that will wear heart rate monitors one-day prior to the lesson. Have all pencils and handouts ready to be handed out at the end of class. Make small practice areas by coning off small fields, 30 yards by 40 yards, with a three-foot safety zone between each field with. Have enough Frisbees for each game.

#### Attendance & Warm Up

The teacher will conduct accurate attendance recording while students are doing warm-up activities.

### **Fitness Activity**

Working in pairs students will face one another toe-to-toe with one foot, in preparation for push-up soccer. Students will play push-up soccer against their partner. Give each pair one beanbag. Students score a goal by tossing the beanbag through their partner's arms. Students must remain in the push-up position at all times. They may use a one-arm position to block a shot.

**Learning Experiences** Prerequisite- Students must be knowledgeable about the target heart rate zones.

Students need to know how to wear, care, and manipulate the heart rate monitor. Each repetition is worth one point-with the exception of downs and ups (which are divided by five) and target serving which will be the best of five multiplies).

### **Learning Stations**

1. **Number of toss-ups in one minute:** Students will consecutively toss the Frisbee up with one hand, above the head and catch it with the same hand, as many times possible.
2. **Number of toss-ups catches with opposite hand in one minute:** Students will consecutively toss the Frisbee up with one hand, above the head and catch it with the opposite hand, as many times possible.
3. **Number of backhand tosses into a target, in one minute:** Students will toss the Frisbee to a target from a distance of 30 feet, using the backhand toss. The target will be 3 feet high and 6' X 6'. The partner will retrieve the Frisbee for the tosser who will toss 10 times consecutively. After recording the score (how many hit the target) the students will switch roles. Students will get as many as 10 toss attempts as they can in one minute. They will record each set of ten on the score sheet.
4. **Number of underhand tosses into a target, in one minute:** Students will toss the Frisbee to a target from a distance of 30 feet, using the underhand toss. The target will be 3 feet high and 6' X 6'. The partner will retrieve the Frisbee for the tosser who will toss 10 times consecutively. After recording the score (how many hit the target) the students will switch roles. Students will get as many 10 toss attempts as they can in one minute. They will record each set of ten on the score sheet.
5. **Number of forehand tosses into a target, in one minute:** Students will toss the Frisbee to a target from a distance of 30 feet, using the underhand toss. The target will be 3 feet high and 6' X 6'. The partner will retrieve the Frisbee for the tosser who will toss 10 times consecutively. After recording the score (how many hit the target) the students will switch roles. Students will get as many 10 toss attempts as they can in one minute. They will record each set of ten on the score sheet.

6. **Toss for distance using the forehand toss:** In pairs, starting 30 feet apart, one student will start by tossing the Frisbee to his/her partner, who will toss the disc back from the same distance. If both students successfully catch the Frisbee both students will take a giant step back (further apart). Students will record their greatest distance apart on to the scorecard.
7. **Toss for distance using the backhand toss:** In pairs, starting 30 feet apart, one student will start by tossing the Frisbee to their partner, who will toss back from the same distance. If both students successfully catch the Frisbee both students will take a giant step back (further apart). Students will record their greatest distance apart on to the scorecard.
8. **Toss for distance using the underhand toss:** In pairs, starting 30 feet apart, one student will start by tossing the Frisbee to their partner, who will toss back from the same distance. If both students successfully catch the Frisbee both students will take a giant step back (further apart). Students will record their greatest distance apart on to the scorecard.
9. **Toss for height using the backhand toss:** Each student will toss 5 consecutive tosses, as high as possible, and then switch roles with their partner. Students must reach a consensus on which of them tossed the disc higher and record which person tossed the highest each time.
10. **Number of toss-ups catches with both hands in one minute:** Students will toss the Frisbee up with one hand, above the head at least the height of their body and catch it with both hands, consecutively as many times possible.

**Assessment:**

- Teacher observations and feedback
- Peer observations and feedback

**Closure:**

Have students return to the line-up area. They are to bring all of their equipment with them as they walk to back to the designated area and place the equipment in front of their pod lines. Have students stretch to cool down while informing the class that the scores from the learning stations are a pre-assessment of their skills for this lesson. Explain that their task is to try and improve their individual scores. Students must demonstrate basic skill level in the pre-assessment activities before they can engage in a real game activity.

**Teacher Reflection:**

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.



**Scaffolding Strategies:** Suggested concepts and skills to support student success on the performance task/assessment.

- Using a larger Frisbee will make it easier for the student to catch and toss
- Using a flat table to have the students toss over will help them understand keeping the Frisbee flat as they throw
- Having the students toss at a target from a close distance and then move farther away
- Using a soft Frisbee specially designed out of cloth or foam will make catching more successful and emotionally safer

**Enrichment:**

Having the student's transition to small, golf Frisbees will be more challenging. The following Frisbee's are available: drivers, irons and putters.

**Extending the Lesson:**

- Investigate and report (2-4 minutes) on outside of school opportunities for ultimate.
- Turn in a 2 page report on the origins of ultimate; include the country of origin, date, and socio-economical status of the first players.
- Complete a written report on the job opportunities in the Frisbee industry.
- Investigate the origin of the Frisbee flying disc.