

## LESSON 14: DISC GOLF

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness knowledge:** Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

**Fitness activities:** Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

#### Embedded Outcome

**Physical activity knowledge:** Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

### Lesson Objectives

The learner will:

- walk at a moderate pace between disc golf holes.
- focus on accumulating MVPA and steps during a disc golf tournament.

### Equipment and Materials

- 1 pedometer per student
- Music
- 12 cones
- 18 disc golf holes or hoops or cones
- 1 disc per student (or 1 per 2 students if you do not have enough)
- 1 course map and score sheet per group

### Introduction

*Today, we will change up our walking module by working on accumulating steps and moderate to vigorous physical activity during a disc golf match. What other activities can you participate in that include walking and can add to your daily MVPA goals? There is a large disc golf course set up. You and your partner will walk the 18-hole course at a moderate to vigorous pace between holes. Remember to log your class steps and daily MVPA.*

## Instructional Task: Warm-Up–Racetrack Fitness

### ■ PRACTICE TASK

Students pair up and put on pedometers. One partner starts on the inside of the coned area. The second partner starts on the outside of the area. When the music starts, the partners each do the first activity listed on the inside and outside task cards. When the music pauses, the partners switch to the next cone and again do the first activity listed. They continue to switch when the music pauses, until all tasks are completed on the inside and outside of the coned area (the racetrack).

#### Inside Tasks

- Push-ups or modified push-ups
- Curl-ups or V-sits
- Mountain climbers or burpees
- Lunges
- Student choice

## Outside Tasks

- Light jog
- High knees
- Butt kickers
- Carioca
- Student choice

Students check their heart rates.

## Refinement

Create breaks in activity for students to check heart rate, or have students check heart rate on two occasions inside the track and two occasions outside the track, or provide enough time for students to check heart rate each rotation.

## Guiding questions for students:

- What areas of health-related fitness did you work on?
- What was missing? (Answer: flexibility)

## Student Choices/Differentiation

- Student choice is built in through pace, number, and activity modifications.

## What to Look For

- Students are working at a moderate to vigorous pace.
- Students are checking their heart rates.
- Students are performing the fitness activities with correct form.

# Instructional Task: Disc Golf Course

## ■ PRACTICE TASK

*With your same partner, you will walk and participate in a disc golf tournament. Student pairs all start at different holes. You are still working on accumulating steps and moderate to vigorous physical activity for your daily totals. Walk at a moderate pace between holes.*

*You will have three shots to score on the hole. If you do not score in your three shots, then you will score a four. Send groups of students to begin at all 18 holes. Students at hole 18 proceed to hole 1, and so on.*

**EMBEDDED OUTCOME: S3.H4.L.1** Use the guiding questions to help students identify options in the local environment related to walking or other physical activities.

## Guiding questions for students:

- Are there any disc golf courses in the community where you could play?
- What other activities can you do for fun in the community that will keep you active?
- How about at the college you want to attend or where you plan to live when you work?

## Student Choices/Differentiation

- Students may choose what throws to use.
- Students may choose the pace to walk between holes.

## What to Look For

- Students are walking at a moderate pace between holes.
- Students are logging their class step totals.

## Formal and Informal Assessments

- Step logs
- Exit slip: How did your steps in disc golf compare to your parcourse steps last class? What is your reaction?

## Closure

- Today, you participated in another activity that included walking. What other activities are available in the community?
- Remember to always look at what your community offers. Are there golf or disc golf courses? Are there parks with walking and hiking trails or parcourses?
- Consider what is available to you on or near your college campus or future work environment that you can access to maintain a physically active lifestyle.
- Our next class is the last day of our walking unit. Be sure your logs are complete and you have your homework that is due tomorrow.

## Reflection

- Were students moving at a moderate pace?
- Were they logging their daily steps and MVPA?
- Could students identify activities they can pursue in the community, in college, and as a professional?

## Homework

Continue to work on your homework from Lesson 11, due next class.

## Resources

Darst, P.W. & Pangrazi, R.P. (2009). *Lesson plans: Dynamic physical education for secondary school students*. 6th ed. San Francisco: Pearson Benjamin Cummings.