

LESSON 8: BEST-BALL TOURNAMENT

Grade-Level Outcomes

Primary Outcomes

Rules & etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Individual-performance activities: Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)

Embedded Outcome

Fitness Knowledge: Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)

Lesson Objectives

The learner will:

- demonstrate competency in skill, strategy, and etiquette as described in the criteria listed on the disc golf holistic rubric.
- complete 9 or 18 holes of disc golf while using the best-ball format.

Equipment and Materials

- Dome cones: enough to create a grid with 9 extra-large stations
- Hoops: 18
- Large cones, jump ropes, or other equipment to be used to create a variety of course obstacles
- Flying discs: 1 for every student
- 12-inch (30 cm) cones (or larger): 9
- Team scorecards: 9
- Pencils: 9

Introduction

Let's quickly review your top three disc golf etiquette components before we start today's lesson. Discuss your homework research with a partner for 1 minute, focusing on what components you selected and why. Then, we'll briefly discuss your research as a group.

After you complete your warm-up routines, it will be time to begin our final tournament format: best ball. You've learned and applied a variety of skills and strategies within the lessons of this module. Today, you'll put them all together, and I will complete a final assessment rubric to score your overall performance. (Note: Post rubric criteria for students to view). One very important part of your performance will be to make sure that everyone has a positive physical activity experience. To do that, every member of the class will follow proper golf etiquette, as we just discussed, and encourage each other with absolutely no trash talk. Each team that accomplishes these two goals throughout tournament play will be awarded double spirit points, to be subtracted from the team's total score for the day.

Instructional Task: Student-Designed Warm-Up Routines

■ PRACTICE TASK

At this point, students have performed three variations of student-designed warm-up routines. For the final warm-up of the unit, students can choose their favorite warm-up from previous lessons.

DISC GOLF HOLISTIC PERFORMANCE RUBRIC

	Skill Scoring Criteria	Behavioral Scoring Criteria
Proficient (4)	Demonstrates a mature backhand and forehand throwing pattern consistently, with appropriate speed, force, and trajectory in relation to the target. Demonstrates correct technique for the basic pancake catch consistently.	Works cooperatively and safely with consideration for classmates. Contributes consistently to an inclusive and supportive learning environment. Follows rules and etiquette of disc golf with no reminders from the teacher or peers.
Competent (3)	Demonstrates all skills listed above with only occasional errors. Is purposeful and focused during practice tasks, with a desire to improve.	Works cooperatively and safely without disrupting the learning environment. Follows rules and etiquette of disc golf with no more than one reminder per lesson.
Lacks Competence (2)	Demonstrates all skills listed above with frequent errors. Needs reminders to stay focused and purposeful during practice tasks.	Has difficulty cooperating with classmates. Occasionally creates unsafe or disruptive situations. Requires regular reminders with respect to rules and etiquette.
Well Below Competence (1)	Displays unsatisfactory effort with respect to skill performance and practice.	Demonstrates unsafe and inappropriate behavior often. Is disruptive in class.

	Student name	Skill score	Behavior score	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).

Extension

Ask students the following questions:

- Why did you select this routine?
- How does a warm-up affect your disc golf performance?
- What makes the warm-up routine that you selected a good one? Provide at least three details.

EMBEDDED OUTCOME: S3.M12.6. Use this opportunity to discuss the role of warm-ups and cool-downs before and after physical activity with regard to disc golf.

Student Choices/Differentiation

If students are having difficulty, provide two or three options from previously performed routines.

What to Look For

Continue observation for accurate performance, and add related questions to check for understanding with respect to fitness knowledge and the role of warm-ups before physical activity.

Instructional Task: Best-Ball Tournament

■ PRACTICE TASK

Groups quickly move to grids and set up the holes designed in the last class.

Begin the best-ball tournament. Here are the guidelines for play:

- Rotate play clockwise, waiting patiently for groups ahead of you to finish.
- Players with the lowest score on the last hole have honors.
- Record your score for each hole on the scorecard.

Play 9 to 18 holes depending on time limitations.

Complete a holistic performance rubric as a summative skill and behavioral assessment for this unit.

Set up a camera on one or more holes to capture the performance of all students as they rotate around the course.

Extensions

- As you complete the holistic performance rubric during tournament play, share your assessment with students, with an emphasis on skill and behavioral improvement.
- Guide the discussion with specific examples of how they can move their rating from lacking competence to competent, or competent to proficient, and so on. Sample dialogue could include: *“When you take your time and concentrate on your skill cues, your movement pattern is mature and your accuracy is very good. However, you’re making frequent errors because you rush your throws. What one simple thing could you do to improve and become fully competent?”*

Refinements

- Correct officiating and disc golf etiquette when needed.
- Monitor students’ behavior and attitude when needed.

Student Choices/Differentiation

- Providing “pro” and “semi-pro” tee areas in a best-ball tournament can help both high- and low-skilled students feel more comfortable and successful with their participation and contribution to their teams.
- Providing this option to students does require some monitoring to prevent highly skilled students from taking advantage of the shorter distance or better angle to the target.
- Use the video footage of the assessment to analyze student performance, either with or without the student.

DISC GOLF BEST-BALL TOURNAMENT SCORECARD

Team Name: _____ Sign-off Signature: _____

Team Members: _____

Class: _____ Date: _____

<p>Hole 1</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 2</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 3</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>
<p>Hole 4</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 5</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 6</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>
<p>Hole 7</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 8</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>	<p>Hole 9</p> <p>Score: _____ (# of throws)</p> <p>Honors: _____ (Player with the fewest throws)</p> <p>Etiquette reminders Reminders <input type="checkbox"/> <input type="checkbox"/></p> <p>Trash talk violations Violations <input type="checkbox"/> <input type="checkbox"/></p>

For 0 reminder or violation, subtract (–) 4 throws from Total Score for Final Score.

For 1 reminder and 0 violations, keep Total Score as Final Score.

For 2 (or more) reminders and violations, add total of all reminders and violations to Total Score for Final Score.

Total Score: _____ +/- Etiquette: _____ Final Score: _____

What to Look For

Provide best-ball scorecards with room for scoring and etiquette spirit points (see example) for students to self-monitor and complete throughout tournament play. At the end of the lesson, require each scorecard to be signed off by a member of a different team as verification of accumulated spirit points.

Formal and Informal Assessments

- Holistic performance rubric
- Best-ball scorecards
- Disc golf crossword puzzle

Closure

- How can you recognize enjoyment in a physical activity setting? How did our emphasis on personal and social behaviors affect enjoyment during today's tournament play?
- What characteristics of disc golf make it a lifetime physical activity option? How do those characteristics compare or contrast with other physical activity options?

Reflection

- When planning for next year's Disc Golf Module, what improvements can I make in the areas of skill development, fitness, personal behaviors, and social behaviors?
- Were the assessments chosen and created for this module effective with respect to providing both formative and summative performance feedback?

Homework

To be sure that you've remembered the key academic language vocabulary words for disc golf, I've copied a disc golf crossword puzzle for you to complete and return next class. See how many words you can get correct without help or online research. Check the box next to any words you had trouble with, and then use your resources to find the correct answers.

Now that this module is complete, find a friend or family member and create a disc golf course where you live. Be sure to create holes that are safe and respect both people and property.

Resources

Internet keyword search: "best-ball golf format," "disc golf scorecards"