

LESSON 8: GAME AND ASSESSMENT DAY

Grade-Level Outcomes

Primary Outcomes

- Offensive skills:** Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
- Reducing space by changing size & shape:** 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). (S2.M4.8)
- Transitions:** Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
- Creating space using width & length:** Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off ball. (S2.M3.8)

Embedded Outcome

- 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)

Lesson Objectives

The learner will:

- demonstrate on a test his or her knowledge of ultimate rules.
- demonstrate the offensive and defensive strategies that he or she has learned while playing ultimate in this module.
- use proper transitions and offensive skills during the 4 v 4 ultimate games.

Equipment and Materials

- 1 disc for each field
- 1 field for every 2 teams
- 1 assessment for every student

Introduction

Today, you will demonstrate your ability to perform offensive and defensive strategies while playing 4 v 4 modified games of ultimate.

Instructional Task: Ultimate

■ PRACTICE TASK

In grids, students play modified games of 4 v 4 ultimate disc or ball.

Assess students during modified game play on their ability to create open space (Outcomes S1.M6.8 and S2.M3.8), reduce open space (Outcome S2.M4.8), and transition from offense to defense (Outcome S2.M6.8).

We'll play a round-robin tournament, with the winners getting a golden disc!

Extension

Using the assessment tool, ask students to explain what they should be doing and why, to help them understand what you are looking for and on what they will be assessed.

Refinement

If needed, stop games to refine skills or explain rules or cognitive concepts taught during the module.

EMBEDDED OUTCOME: S4.M6.7. Discuss with students common etiquette and self-officiating procedures and principles before starting game play.

Student Choices/Differentiation

Use a ball instead of a disc.

What to Look For

- Are students able to create open space?
- When students are on defense, are they able to reduce open space?
- Are students transitioning from offense to defense or defense to offense?
- Are students self-officiating and holding each other accountable to the rules?

Instructional Task: Knowledge Test on Rules

■ PRACTICE TASK

While their teams are not playing, students take a test on the rules or other outcomes that you determine.

Student Choices/Differentiation

Modify for individual student needs.

What to Look For

Are students able to show an understanding of the rules and strategies of ultimate?

Formal and Informal Assessments

- Assessment of rules knowledge and application during game play
- Knowledge assessment of rules

Closure

- With team members, provide examples of the growth that you have observed in skill, teamwork, and strategies. Students can do this with the video recordings in the first lessons and what you and students have observed.
- Have students share their positive experiences from the module.

Reflection

- How did the module go?
- What strategies within the lessons could I tweak to help students learn the skills that they were lacking?
- What worked well? What did not?

Homework

Provide instructions for students to view or read for the next module.

Resource

SHAPE America – Society of Health and Physical Educators. (2014). *National Standards & Grade-Level Outcomes for k-12 physical education*. Champaign, IL; Human Kinetics.