

Table 10.3 Developing a Block Plan Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1 Introduction to ultimate. Pretest: 3v3 keep-away	2 Moving the disc to maintain possession. Backhand pass and catching with two hands. Peer and self-assessment and exit slip.	3 Passing, catching, off-the-ball movement, and marking the thrower. Intro to forehand (FH) throw grip, pivot, and FH throw and one-hand catch. Play 2v1 keep-away. Peer and self-assessment and quiz Self-report scores on catchable passes and catches.	4 Review passing and catching with partner while moving, cutting, and jumping to catch. Play 2v1 keep-away: defensive player covers thrower and then catcher. Rotate. Intro the hammer throw. Partner assessment of throwing, catching, and marking.	5 Review throws and catches. Introduce rules #7 and #8. Play 2v2 keep-away while practicing noncontact and fouling rules. Problem solving with tactics. Quiz on rules #7 and #8
6 Review hammer throw and tactics from day 5. Discuss spirit of the game, personal responsibility, and good sportspersonship. Play 2v2 with modified rules and scoring. Rotate teams after 10 minutes. Teacher uses a GPAI to assess skill execution, personal responsibility, and guarding or marking.	7 Work with students who need help with throwing, catching, pivoting, marking, and movement on the field. Play 2v2 modified games with emphasis on following rules and personal responsibility. Exit slip on the spirit of the game, personal responsibility, good sportspersonship. Why are they important?	8 Introduce and demonstrate rules #1, #2, #3, #5 with students on the field. Play 3v3 modified keep-away with emphasis for offense on moving to open spaces for passes, cutting, pivoting, and faking to pass, using both forehand and backhand to pass when appropriate. Emphasis for defense on marking the thrower, covering, blocking passing lanes. Teams discuss and write down problems on offense and defense and solutions. Then try to implement solutions in games.	9 Extend the discussion of opening the field through movement on offense. Introduce the vertical stack offense (VSO) with two teams on a smaller field. Play 3v3 modified keep-away with offensive teams practicing the vertical stack offense. Discuss the vertical stack offense. Observation and evaluation of students during game play using the ultimate GPAI on skill execution, personal responsibility, and guarding or marking.	10 Review vertical stack offense. Introduce the dynamic stack offense. In four teams, students practice ways the vertical stack can be used. Play 4v4 modified game. Apply all rules covered at this time. When on offense set up the VSO. Defense should mark throwers and cover receivers. Teams present a VSO play they have developed.

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).

Table 10.3 (continued)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>11 Introduce and demonstrate the responsibilities of the on-field positions: middles, handlers, and deeps.</p> <p>Introduce the VSO variations of the hot play and the money play.</p> <p>Assemble teams of six for tournament. Elect captains. Each team practices the hot play and the money play offenses.</p> <p>Play 6v6 game: Implement the variety of VSO plays to move the disc downfield. Rotate teams.</p> <p>Observe play and use the ultimate GPAI to evaluate skill execution, personal responsibility, guarding or marking, and off ball support.</p>	<p>12 Review positions, hot play, and money play variations of the VSO.</p> <p>Practice plays in teams of six.</p> <p>Introduce and demonstrate on field the give-and-go offensive play. Teams practice with three on offense and three on defense. Rotate positions.</p> <p>Introduce and demonstrate on the field the spread offensive formation (split stack), the four-person play, and the cross play. Teams practice with three players on offense and three on defense. Repeat and switch with every team member in various positions.</p> <p>Review with teams how the offenses were implemented.</p> <p>Review and check for understanding.</p>	<p>13 Introduce the red zone offensive plays:</p> <ul style="list-style-type: none"> • Cone cut • Moses or Red Sea <p>Demonstrate and explain the cone cut on the field with players.</p> <p>Teams of six practice cone cut on half field in the red zone. Rotate positions after each play. Repeat six times.</p> <p>Discuss how each team performed the cone cut, as well as difficulties and solutions.</p> <p>Introduce the Moses or Red Sea play on the field. Have time for questions and answers.</p> <p>Practice the Moses or Red Sea play with teams of six. Then practice both offensive plays with two teams of six.</p> <p>Reflect on how the defense worked against these plays.</p>	<p>14 Review the Moses and cone cut plays and then practice in teams of six, with players rotating through positions.</p> <p>Introduce the red zone offensive gut play on field with one team in red zone. Rotate after every five passes and repeat so everyone plays all positions.</p> <p>Students discuss the play, problems, solutions, and how to defend against this red zone play.</p> <p>Practice the gut play with 6v6 against a defense. Each player has the opportunity to throw five passes. Then rotate offense to defense.</p> <p>Repeat with the misdirection red zone play.</p> <p>Record number of successful passes and defensive plays on form.</p>	<p>15 Review the gut play and misdirection play in 6v6 formation with offense against defense, then rotate.</p> <p>Play 6v6 modified games with emphasis on setting up offensive plays in the red zone and defending against the red zone plays.</p> <p>Stop for questions and teacher feedback.</p> <p>Switch opponents and repeat.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>16 Review individual and team defensive tactics and strategies: Fronting the receiver, backing the receiver, backpedaling, and poach blocks. Demonstrate each with players on field.</p> <p>Practice 3v3 while defenders perform the defensive tactics.</p> <p>Teams practice and prepare for class tournament on half of field.</p> <p>Teacher observation of plays using the ultimate GPAI: Guarding or marking, defense tactics, support, adjust.</p>	<p>Class ultimate double round robin tournament begins.</p> <p>Teams warm up for 12 minutes.</p> <p>Games last 15 minutes.</p> <p>Follow 10 ultimate rules.</p> <p>Rounds 1 and 2</p> <p>Field #1: Team 1 vs 2</p> <p>Field #2: Team 3 vs 4</p> <p>Field # 1: Team 1 vs 4</p> <p>Field #2: Team 2 vs 3</p> <p>Culminating assessment: Teacher observation and evaluation of all students' performance on all criteria using the ultimate GPAI. Evaluate teams 1 and 2.</p>	<p>Day 2 of ultimate tournament.</p> <p>Warm-up.</p> <p>Rounds 3 and 4</p> <p>Field #1: Team 1 vs 3</p> <p>Field #2: Team 4 vs 2</p> <p>Rounds 5 and 6</p> <p>Field #1: Team 1 vs 2</p> <p>Field #2: Team 3 vs 4</p> <p>Culminating assessment: Teacher observation and evaluation of all students' performance on all criteria using the ultimate GPAI. Evaluate teams 3 and 4.</p>	<p>Day 3 of ultimate tournament.</p> <p>Warm-up.</p> <p>Rounds 7 and 8</p> <p>Field #1: Team 1 vs 3</p> <p>Field #2: Team 4 vs 2</p> <p>Culminating assessment: Teacher observation and evaluation of all students' performance on all criteria using the ultimate GPAI. Evaluate teams 1 and 2.</p>	<p>Day 4 of ultimate tournament:</p> <p>Championship round.</p> <p>Warm-up.</p> <p>Games played for 20 minutes.</p> <p>Championship game:</p> <p>1st place vs 2nd place</p> <p>Third-place game: 3rd place vs 4th place</p> <p>Culminating assessment: Teacher observation and evaluation of all students' performance on all criteria using the ultimate GPAI. Evaluate teams 3 and 4.</p>