Unit 11: Frisbee

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 29**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn to properly and safely throw and catch a Frisbee. Students will learn how to aim throws, adjust speed and direction, follow through, and catch using an overhand and underhand grip. Students will practice throwing to stationary and moving targets. The unit will culminate with several team and game-like activities.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How is it possible to throw a Frisbee in a straight line/direction?

2. How does a Frisbee throw change when throwing from a short or from a long distance?

Application of Knowledge and Skills...

Students will know that...

- 1. there are specific Frisbee holds, throws, and catches.
- 2. speed, distance, and accuracy are three components of Frisbee throws.

Students will be able to...

- A. Throw a Frisbee with accuracy.
- B. Catch a Frisbee in two different ways.
- C. Adjust their throws to reach a short or long ranged target.
- D. Demonstrate safe use of a Frisbee when playing in a confined space with others.
- E. Throw to both a stationary and moving target.

Assessments

• Frisbee Pre-Assessment - Diagnostic: Instructional/Assessment Focus - Students will be assessed on their ability to demonstrate proper throwing and catching techniques and on their knowledge of safety procedures. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1

• Frisbee Clinic - Summative: Other visual assessments - Using a performance rubric, students will be assessed on the accuracy of their Frisbee throws and catches. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.4

Activities

- Distance Throwing: students practice throwing for distance
- Throwing Stations: students practice the different types of throws applicable to Frisbee
- Partner Throw and Catch: students practice accuracy by throwing and catching the Frisbee with a partner.
- Frisbee Relay: students pass the Frisbee back and forth while participating in relay races.
- Frisbee Tag: a game of tag in which students must pass a Frisbee to other students in order to tag them in.
- Hole-in-One Team Relay: teams throw Frisbees to cones in an attempt to get the Frisbee closest to the cone.
- Frisbee Mini Golf: students throw the Frisbee to a cone. The object of the game is to reach the cone in

the fewest number of attempts.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
- Students having difficulty will be encouraged to practice throwing and catching with a partner at a short distance.
- Students who are able will be encouraged to try to throw with the non-dominant hand.

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: speed, distance, accuracy

Differentiation to extend learning for gifted students may include:

Students who excel will be asked to perform the movements in a more challenging way, such as with a time limit or with a quantity requirement.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: calculate total points and number of throws
- Social Studies/Science connection: history/invention of the Frisbee

Resources

- www.teachphysed.com
- Ready-To-Use P.E. Activities
- Teacher-created activities, handouts and lessons
- Frisbees
- Cones

21st Century Sills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.