

Health & Physical Education Lesson Plan		
Year Band: 10		
Focus: Students will be in charge of learning and teaching the fundamental techniques used in ultimate frisbee including - Backhand/forehand throw, pancake/crab catch and pivot. Students will work collaboratively with peers using different communication methods to develop such skills in order to transfer these into different types of gameplay.		
Relevant part of achievement standard: They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges, (ACARA, 2016).		
Relevant content description/part of content description: Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP009). Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101). Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103). Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)(ACARA, 2016).		
Pre-requisite knowledge: Through participation in PE, students will have basic throwing, catching, running and movement skills. At the end of Year 9 students should have refined a 'range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence,' (ACARA, 2016). Students will have developed personal and social skills that allow them to actively participate and communicate in several physical activity settings, (ACARA, 2016).		
Equipment: Appendix 1,2, 3 & 4 printed, 12-15x Frisbee Discs, 13x cones, 13x pins, 24x floor spots, 2 sets of coloured braids		
Mandatory Guidelines: A minimum of 5m clearance area (boundary run-off) surrounds each playing area; clear defined boundaries without hazards; students remove large jewellery or ornaments, tie back long hair; equipment maintained, sanitised and stored correctly, (The Australian Government Mandatory Guidelines for Physical Activity, 2021). (Refer to pages 11-14 of The Australian Government Mandatory Guidelines for Physical Activity)		
Teaching approach: Peer teaching is a student-centred approach that promotes students to actively take control in their learning. Both members of the dyad become dependent upon each other to take up the roles of tutor and learner when developing skills. (Metzler, 2017)		
Assessment: Students will be assessed using Appendix 2 & 3. These are both forms of peer assessment and should identify the students' ability to develop and refine specialised movement skills during movement challenges. See pages 5 and 7.		
Time	Lesson Content	
10/15 mins	Warm-up: Partner Passing Students will be paired up and provided with Appendix 1. Using Appendix 1 students will communicate and demonstrate to their partner how to complete the 4 fundamental frisbee movements. Students will learn correct passing and catching techniques such as: forehand and backhand throws, and pancake and crab catching. Appendix 1 features promotes and questions to help students progress their peer teaching and analyse the importance of clear communication After 5-7 minutes (depending on progress) students will then swap roles	Teacher Role: act as a facilitator as this is a student-centered approach. If students appear to be struggling or are excelling at the activity, use change strategies or focus questions. Change it: <u>Progression:</u> Students can be in motion when completing the passes. Students can be in groups of a larger number. <u>Equipment:</u> Students may change out equipment for different sizes or balls. <u>Space:</u> The distance between students when practising their skills Focus Questions: Provide a piece of feedback to your partner that encourages further skill development What communication skills did you use to help teach your partner the correct technique? Why/why not was it difficult to teach your partner?

		<p>What strategies did you use to gain greater accuracy?</p> <p>Did your follow-through affect the end result?</p> <p>How can you position your hands to prepare to catch most effectively?</p>
15-20mins	<p>Body:</p> <p>Throughout the main body of the lesson students will pair up. Between themselves, students will determine who is Student A and who is Student B. Student A will be the coach/tutor and Student B will be participating in the game. Student A will mark Student B using Appendix 2. After gameplay, Student A will talk through the statistics to Student B and provide them with strategies to assist in future gameplay. The roles will then be reversed so each student will have the opportunity to be the coach/tutor.</p> <p>Activity 1: Focus on further developing movement skills and patterns from the warmup activity</p> <p>Pivot Relay</p> <p>Students will form 2 teams of 5 or 6 players</p> <p>Students can observe how well they instructed their partner on how to perform the skills within a game situation</p> <p>The players will be spaced out approx 3-5m apart using floor spots</p> <p>On "Go" the player on the left will run out and pick up the frisbee and throw to each teammate in turn.</p> <p>When the last player catches the frisbee, they run out to be the captain. If a student has to retrieve the frisbee, they must return to their original spot before returning the frisbee. A successful team is one that executes the skills correctly and finishes first.</p> <p>After play observing students will find their partner where they will provide feedback based on the data collected from Appendix 2, observation and knowledge gained from warm-up activities. Students swap roles</p> <p>Activity 2: Focus using feedback presented to students from each other in activity 1, students now attempt to further execute fundamental frisbee skills.</p> <p>Keeping Possession</p> <p>Teams remain the same. 2 teams play and 2 teams observe/instruct using Appendix 2.</p> <p>Teams are required to nominate a person to read the rules (see Appendix 3) of the game to their team, facilitating peer instruction and teaching. Together they are required to ensure everyone understands and knows the rules of the game.</p> <p>In a marked area, students are required in their team to make 10 successful passes in order to score a point. Defending team attempts to knock down or intercept the frisbee to stop the offending team from making their passes</p> <p>After 5 minutes of play observing students provide instruction and feedback to their partner to help further skill development. The students then swap roles</p>	<p>Teacher role: Prompt conversation and instruction between students using focus questions</p> <p>Change It?</p> <p><u>Area:</u> increase or decrease the size of the space between the students, resulting in them altering their passing technique to allow the frisbee to travel the correct distance.</p> <p><u>Numbers:</u> amount of players in the team or how many passes need to be made in order to score a point</p> <p><u>Game Rules:</u> only a certain catch or pass is allowed for that round, defence can't knock down the frisbee, distance defence can stand from an offending player.</p> <p><u>Equipment:</u> different sizes or if frisbee throwing techniques are proving difficult student can opt for a ball</p> <p><u>Inclusion:</u> any injured students can still complete the assessment activities and provide feedback. Students who can participate can help referees, keep track of score and read out instruction cards. All players must touch the frisbee, can't pass back to the person who threw you the frisbee etc.</p> <p><u>Time:</u> increase or decrease game time or time allowed holding the frisbee</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> - What is something your partner performed well? - What is something you believe your partner could improve? How? - What throws or catches did your partner use the most? can you explain why you think this occurred? - How did your team work to defend the opposing team? What strategies could you implement next time? - Why is it important for you to have been taught these skills first before you began gameplay?
5-10 mins	Conclusion:	Change it:

	Frisbee Target Game (Appendix 4) Students will remain in their pairs and participate in the Frisbee Disc Target movement challenge. Students will aim to get the highest score possible. Students will use the Peer Assessment (See Appendix 4) to keep track of their partners performance.	<u>Area:</u> Students may alter distance depending on skill level.
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References

Health and Physical Education. (2016). Retrieved 23 August 2022, from <https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/?year=12997&strand=Personal%2C+Social+and+Community+Health&strand=Movement>

<https://pkdofe.com/wp-content/uploads/2020/06/DofE-Frisbee-Catching-4.pdf>

<https://sites.google.com/site/jmarshallportfolio/assessments/ultimate-frisbee-assessments>

Metzler, M. (2017). *Instructional models in physical education*. Routledge.

Appendix

Appendix 1

Peer Teaching - Basic Movements of Ultimate Frisbee

Pancake Catch

- The catcher should be facing the thrower straight on.
- Hands should start roughly a foot apart, palms facing each other.
- Elbows should be in front of the body.



Crab Catch

- One or two handed
- Palms facing forward ready for the frisbee
- Grab the frisbee with four fingers above the disc and your thumb below once it reaches your palms as shown below



Forehand Throw

*(For right-handed throw if **left-handed** complete movements on left side)

- Hold frisbee using correct grip as seen below
- With your right foot, take a small step out to the side. Shift your weight to the right foot.
- The outer edge of the disc should be angled down towards the ground when you throw. This is achieved by dropping the wrist angle.
- You must cock and flick your wrist to make the disc spin
- Once you have thrown the disc, your arm should be pointing at the target.



Backhand Throw

*(For right-handed throw if **left-handed** complete movements on left side)

- Hold frisbee using correct grip as seen below
- Turn your body so that you are side on to the target, with your right shoulder nearest to them.
- The outer edge of the disc should be angled down towards the ground when you throw.
- You must cock and flick your wrist to make the disc spin
- Once you have thrown the disc, your arm should be pointing at the target.





Pivot

- In ultimate frisbee you are unable to move with the frisbee
- Pivoting allows you to rotate on your pivot foot without picking it up
- Choose a foot to be the pivot foot
- This foot remains planted on the ground
- The non-pivot foot can move around the body allowing the player to rotate on the spot and face different directions



Appendix 2

Instructions:

Observe student's gameplay in Activity 1 and 2.

Tally in the box when the behaviour is observed.

Name_____

Skill	Successful	Unsuccessful
Backhand Throw		
Forehand Throw		
Pancake Catch		
Crab Catch		
Pivot		
TOTAL		

Successful skills look like:

Backhand Throw	<p>The student consistently demonstrates all of the following:</p> <ul style="list-style-type: none">- Strong Side to Target- Arm Back- Step with Front Foot- Snap Wrist
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	<ul style="list-style-type: none"> - Keep It Level
Forehand Throw	<p>The student consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> - Non-dominant side to target - Strong Arm Back - Step with Front Foot - Snap Wrist - Keep it Level
Crocodile Catch	<p>The student consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> - Eyes on Frisbee - Dominant Hand on Top - Palms Face Each Other - Cushion - Catch the Frisbee
Crab Catch	<p>The student consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> - Eyes on Frisbee - Palms pointing forwards for grip - Catch the Frisbee
Pivot	<p>The student consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> - planted foot remains on the ground - rotates body on planted foot whilst maintaining balance

Appendix 3

Keeping Possession

Game Focus: *To make 10 successful passes within the play area without the frisbee being knocked down or intercepted by the defence.*

- Players spread out in the playing square
- Scissors, paper rock to see who starts with the frisbee
- Offensive team attempts to make 10 successful passes which score them 1 point
- Defending team attempts to knock down or intercept the frisbee if successful a turnover occurs
- If a player steps out of the playing square or the frisbee is thrown out a turn over also occurs
- Only 1 defender on the person with the frisbee and they must remain 1m away

Appendix 4

Peer Assessment: When watching your partner complete a backhand frisbee throw, circle the outcome which occurs. Hitting the pin is worth 2 points, hitting the cone is worth 1 point and a miss is worth 0 points. Write the total score at the bottom.

NAME: _____

	OUTCOME		
Throw 1	PIN	CONE	MISS
Throw 2	PIN	CONE	MISS
Throw 3	PIN	CONE	MISS
Throw 4	PIN	CONE	MISS
Throw 5	PIN	CONE	MISS
Throw 6	PIN	CONE	MISS
Throw 7	PIN	CONE	MISS
Throw 8	PIN	CONE	MISS
Throw 9	PIN	CONE	MISS
Throw 10	PIN	CONE	MISS
TOTAL			

Total Score _____