**Cathryn Story**

**Grade**: 8 (full year gym class) **Unit:** Frisbee/ Flying Disc **Dates:** Spring- April 30th to May 8th

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| **Date Planned to Teach****(Spring)**  | **Lesson Title** | **GLO’s** | **SLO’s** | **Assessment** | **Key Questions related to this Lesson** | **Learning Activities** | **Safety** | **Instructional Strategies** | **Equipment/ Resources/ Technology** | **Motivation** |
| Monday April 30th  | Introducing the Flying Disc  | A, D | A8-6D8-3 | - Checklist (formative) by teacher as they observe students using the frisbee indoors while working with a group and with groups around them and to determine what stage each student is currently at- peer feedback (formative) -Journal entry (summative) - Journals will be explained to students (1st journal entry will be done today)-Students will be told today how and when they will be summatively assessed over the next 5 days  | - Ask which students are familiar with frisbee (maybe ask anyone who is to share some tips to the class) - How can we prevent injuries while playing with flying discs?- Who is responsible for ensuring that everyone is safe? (it is all of our responsibilities) |  - Teacher will provide a brief verbal explanation about what frisbee is- Teacher will model how to hold, stand, aim and throw a frisbee (student models are also welcome!) - Watch you tube video showing experts throwing Frisbees a bunch of ways (levels of difficulty shown)- Create and discuss safety rules - Get a feel for throwing by getting into groups of 3. -Practice throwing and receiving - In same groups of 3, students will take turns giving each other feedback about the stage skills they currently have | -awareness of other’s actions is crucial in order to be safe while playing with discs-safety rules will be created and implemented -Practice calling names before throwing the disc- spreading out and calling ‘heads’ or something similar  | -Direct instruction -Teacher will frequently bring whole class together to deliver instructions as we switch from each activity | - You Tube video <https://www.youtube.com/watch?v=hJK1xUeFtig>(this has a combination of beginner and advanced ways to throw a Frisbee and I will play the whole 4 min video to show students that there are expert levels that they could get to if they continue to practice on their own)- Smartboard/ T.V to display video - White board to record our class rules (teacher will type it up and distribute it to students next class)- Enough discs for there to be one per 2 students - Journals for each student  | - The video should excite students about the unit because there are so many throws you can learn after you master the basics -Making the rules together should help reinforce belonging and that student participation is valued by students and the teacher -Students will be told about the field trip at the end  |
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| Tuesday May 1st  | Outdoor Game Stations | A, D | A8-5A8-6D8-3(these will be covered over the next two days) | - -Ipad video (formative):Teacher will ask students to save their videos so that teacher can review them -Teacher will give comments to students about their performance in their video in their journal (for next class)- journal entry (summative) | - Review yesterday:How do we throw, catch, hold a Frisbee? (model before moving into games) | -Students will be in small groups and rotate through a variety of games *Station games:*- Game #1: tic tac toe- Game #2: pizza box target-Game #3: jingle the bells- Game#4: ring toss*Closure whole class game:*- Game # 5:Frisbee noodle  | - most students will be throwing harder, higher and faster now that we are outside (we will revisit calling names , making eye contact before throwing etc.) | - Cooperative learning- students get to watch and learn from their peers | - journals-Frisbees (enough for each student)- rings and stand-hula hoops (for tic tac toe- 9 per game)-Empty pizza boxes (targets with a backboard to help students who may be struggling with the speed of their throw) - bells on a string(to attach to a basketball net)-pool noodles (enough for 1 per 3 students )  | - constant change of activity - students get to play with an Ipad and play the role of videographer and person being filmed  |
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| Wednesday May 2nd  | Outdoor game stations cont. | A, D | A8-5A8-6D8-3 | - Rubric (summative)- journal entry (summative) | - ask students what personal development they see in themselves after today’s lesson - Am I comfortable throwing, catching etc?What do I still need to work on? - did my team successfully take turns at each station and record our videos of each member performing individually?- Are students able to hit their intended target? | -games from previous day will be set up- students will get into new small groups- Students choose which game they would like to have their group members record them doing (students can have multiple chances to show their current ability level, class time permitting and each group member needs a turn to have a video of themselves recorded) | - review rules we created the first day to make sure they are still fresh in everyone’s mind  | - Cooperative Learning | - Game equipment from previous day - journals  | - after students demonstrate their skills to the teacher , they can chose any of the games we played (or one they come up with on their own) with a group they form themselves or they can play individually  |
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|  |  | A, C | A8-7A8-11C8-3C8-6 (these will be covered over the next two days) |  | -How can we make sure that everyone gets multiple turns during the games? |  |  |  | - journals- pylons - firsbees - pinnies   | -This activity is low risk because no points we be recorded today- teams will get to make up a cheer- students can look forward to tomorrow when we play bigger games outside |
| Thursday May 3rd  | Ultimate Frisbee (Round Robin style) |  |  | -Student Reflection (formative)- gimmie 5 (formative) - journal entry (summative) | - What strategies should our team implement to try and score on the other team?- How can your team show sportsmanship?  | -Students will be divided into 6 teams (2 groups will be sitting on the side cheering each game)- Today is to get a feel for ultimate Frisbee and practice working together as a team  | -games will be played close together simultaneously , so we will need to watch out for disc flying onto the other playing field- Students will need to call their teammates names before throwing because during a game people are focused on multiple things like running and blocking , so we still need to do our best to prevent someone from being hit if they are not looking when the disc comes their way | -Teaching Games for Understanding (TGFU)  |  |  |
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| Friday May 4th  | Ultimate Frisbee (playing for points) | A, C | A8-7A8-11C8-3C8-6 | -Rubric (summative)-Journal entry (summative)- Gimmie 5 (formative)  | - How is playing ultimate frisbee outside different from playing it in the gym? -what modification needed to be made to ensure safety yesterday ? what changes today?- Which environment do you prefer to play this game in?- what are other ways your team could earn points, other than scoring? | -Outside game with smaller groups like yesterday (not all teams will be the same)- teacher will ref as students rotate playing each team  | - same rules as yesterday, but students will need to be aware that discs will likely be thrown further and harder , then when we played in the gym  | TGFU (tournament) | - journals - same equipment as yesterday -Info on our field trip to share with students <http://www.lethbridge.ca/Things-To-Do/Parks/Pages/Disc-Golf.aspx>(can show discuss this inside first)  | -Points will be awarded for a variety of categories and students can assist teacher in coming up with the scoring before we start playing - new team cheers will be made, along with an action that teams will do when they score  |
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|  |  |  |  |  |  | -Discuss tomorrow’s field trip to Nicholas Sheran |  |  |  |  |
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| Monday May 7th  | Flying Disc Golf (culminating activity) |  | A8-7D8-3D8-8 | - journal entry (summative)- gimmie 5 (formative) | How many times did it take you to get your disc in the basket at the start of the game? At the end? Did you experience a personal improvement?Did your team make sure to give eachother supportive feedback during their turn? Did everyone take a turn before moving onto the next hole?-What should we do if a teammate is struggling with something? Can you see yourself coming here and playing Frisbee golf with your friends or family?Where else could we play with a Frisbee ?  | -We will go to Nicholas Sheran Park because there is an outdoor disc golf course - students will work in teams and make their way around the course while wearing pedometers - they can record their scores in their journals, as well as their steps at each disc basket (hole)  | - establish boundaries of where students are allowed to go in the park- make sure students are never alone (always with their team or a chaperone)- have meeting times and places - need to know exactly how many students are attending today to ensure everyone gets back to the school- teacher and chaperones will continually circulate the park | - TGFU | -Transportation to get to the park - permission forms - chaperones or maybe we would combine gym classes with another teacher and class- pedometers  | - Students get to play with disc in a new environment by utilizing free community space - students will have a lot of freedom to explore the park while they play  |
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**Plan Introduction linked with my Philosophy**

**Each day I am planning for a 50 minute lesson, with the exception of the Monday, as that day will have a double period right before lunch and that is why I have chosen to have our field trip be on that day because we will have roughly 3 hours to do our activity and travel to the location. This unit is nearing the end of the year so my class will be very familiar and hopefully very comfortable with one another, as well as myself, so we will be focusing on enhancing the relationships we have already formed and established. This unit will require a lot of team work and communication from students during each lesson, so the outcomes we will be working on from the Program of Study will reflect this and also includes things like: safety, skills, community involvement and etiquette.** The GLOs we will cover this week will be Activity, Cooperation and Do it Daily… For Life! The communication aspect extends to the teacher, so I have included a variety of ways to improve and keep up communication. The teacher and students will regularly communicate one on one about student progress and student feelings about the class dynamic and activities all while I formatively and summatively assess them. **I want my students to trust me and I want them to know that I trust them, so some ways I will show trust is by having students learn from their teammates each day, having them be responsible for technology outside and by taking my students on a fieldtrip where they are not constantly under direct supervision.**

**Some technology is incorporated (Ipads, pedometers , video instruction) because I think it is necessary for teachers to be willing to experiment with incorporating new technology in their classroom , even if they are unfamiliar with it. The stations in our outdoor games and the various instructional strategies used, should support a learner centered class environment, as well as to support student engagement because though we will be working with flying discs for 6 days in a row, no two classes are exactly the same which should help keep students continually excited about learning how to be physically active with a flying disc.**

**My philosophy states that I believe that learning is for everyone and all learners require support and skill practice and this is why I included two days for outdoor games and two days for ultimate Frisbee. On our first ultimate Frisbee day, students will be formatively assessed during a round robin game and the formative assessment will tell me if any changes need to be made to teams for the next day so that there is a balance of students still at a beginner stage and students at a more advanced stage.** **Inclusion will be achieved by the teacher making the teams and groups each day so that not one is left out and there is a mix of abilities in every one.**

 **I designed the outdoor games to be a fun and challenging way to address differentiation because the different stations allow students to practice all of our main skills of focus (catching, receiving, aim, throwing speed etc.). Our ultimate Frisbee days will show students that the game can be modified to work inside or outside, it just requires student cooperation to ensure safety in both environments. The outdoor ultimate Frisbee day will prepare students for our culminating activity of playing disc golf games using community resources.**

In my teaching philosophy I mention that I believe my classroom needs to be a safe and welcoming space where everyone feels they belong and that they are valued regardless of differences or abilities. The journal I will have students fill out daily will help communication between teacher and student remain strong and should make students feel that they can be honest with me because only I will be reading their writing and I will also respond back to their journal entries (here I can write if we should maybe have a face to face meeting, or tell them an area I saw them excel in that day or an area they need a little more improvement on).

 The first day of the unit will primarily consist of direct instruction with as much student input as possible because I think it is important to establish the safety expectations before we get into the skills we will be working on, so students understand that the safety aspect is our highest priority. Direct instruction is not my preferred instructional strategy so during our outdoor games we will have cooperative learning and during our ultimate Frisbee days the instructional strategy will be teaching games for understanding and our culminating activity will use the sport education model. On the first day, I would have my class create a list of safety rules together because I think it is important to have rules be easily understood so that students will be aware that they have been set for everyone’s benefit and that their teacher will be consistent about applying them . After all students wanting to provide a rule do so, I would suggest any additional ones I had and as a class we could discuss them. My hope is that by giving my students the opportunity to make our rules, they will be followed by everyone because it was a collaborative process that was agreed upon by all.

Each day we will be doing activities that involve game play, frequent task switching and group switching, using listening skills, awareness of self and others, peer feedback and skill improvement so students develop confidence while playing with flying discs. I will provide my students with experience playing with Frisbees in different environments. Lesson’s 1 (Intro to Frisbee) & 4 (Round Robin ultimate Frisbee) will be done in the gym and lessons 2 (outdoor games), 3 (outdoor games cont.) & 5 (ultimate Frisbee) will be done outside in the school field. Lesson 6 is our wrap up lesson where we combine our golf skills that we learned in our previous unit with our Frisbee skills that we just learned in this unit as we visit Nicholas Sheran Park. During my lessons I would try to mention other local spaces like a rec center or the Boys and Girls Club or ask students to give some suggestions of places students could play flying disc games in. Going to Nicholas Sheran Park should show students that this can be a free activity, you just need at your own disc to play, which can be inexpensive if you check out thrift stores for them. After this unit is complete, my hope is that my students will recognize that they can be physically active and have fun with a Frisbee while spending time with a friend, a group of friends or family.

**Assessment**

Since a summative and formative assessment will be done each day after each lesson, students will have multiple opportunities to show competency in GLO’s with the flying disc. The formative assessment will include: peer feedback, individual reflection, checklist, gimmie 5 and an Ipad video review. For summative assessment, I will use the rubric I created and the daily journal entries. Most assessment will take place while students are preforming an activity and the assessment from student responses (journal/ reflection etc.) should only take the last 5 minutes of each class to complete. I will collect the journals from students at the end of the class, so that evening I can read through them and write comments. To maximize time, each day I will provide time (about 2 mins) at the beginning of class for students to read my comments (during this time they can also come talk to be about any issues or concerns they may have) and time (5 mins) at the end of class to write in their journals. I will have the prompts already written on the white board or if we are outside I will mention them in my introduction. Starting each lesson off with journals also allows students who come late to not miss instructions for that day.

I believe learners learn best when teachers have the goal of reducing student stress, so that is why I have chosen to include a variety of low risk formative assessments , as well as the journal to continually check on how students are feeling about the lessons as we progress and hopefully avoid students from feeling overwhelmed by new information. The journals are also a space for students to make any suggestions to their teacher because I think giving students that opportunity is important for relationships. I am giving the same rubric twice (1st time around middle of unit and 2nd time around end) because similar/ related outcomes (same GLO section) will be covered during those lessons and I want my students to have a way to see clear personal growth within the week. The grading explanation in the rubric is a summary of the SLO’s for those lessons, so students should clearly understand how they are doing in relation to each specific outcome I believe assessment of learning should be handled confidentially and respectfully because no student should be embarrassed about receiving a low grade, so one of my goals is to help students learn to use grades as a motivational tool and not to take them as a personal failure.

**Assessment**

**Rubric for Teamwork, Cooperation and Skill Development:** Summative Assessment (done twice during unit)

|  |  |  |  |
| --- | --- | --- | --- |
| 4 Outstanding / Consistent  | 3 Strong/ Usually | 2 Accomplished/ Frequent | 1 Limited/ Never |
| Demonstrates involvement in activity  | Often demonstrates involvement in activity  | Occasionally demonstrates involvement in activity  | Rarely or does not demonstrate involvement in activity  |
| Works well and is respectful and positive with team mates and with equipment | Often Works well and is respectful and positive with team mates and with equipment | Occasionally works well and is respectful and positive with team mates and with equipment | Works well and is respectful and positive with team mates and with equipment |
| Demonstrates skills, knowledge and safety  | Often Demonstrates skills, knowledge and safety | Occasionally demonstrates skills, knowledge and safety | Rarely or does not demonstrates skills, knowledge and safety |

**Journal:** Summative and formative - students will be given 3 prompts a day. Students will be asked to answer their prompts using at least one full sentence and 1 mark will be given for each prompt answered. At the end of the unit their journal mark will be out of 18. Attendance is important for this mark, but if a student was absent they could still receive a mark for writing about why they missed the class because the journal’s purpose is to keep up with student/ teacher communication.

**Student Reflection**

(Formative)

How did I come to class prepared to learn and participate today?

What is one thing that I enjoyed today?

What is one thing I wish went differently today?

What do I hope to see happen in the next upcoming classes?

Daily Journal prompts may include:

* Today I tried…
* We discussed…
* I asked…
* I wish I had…
* The steps I took to participate effectively were…
* The resources and people I used to help me where…
* I still need to work on…
* One question I’m taking away to think more about is…
* I was proud when…
* I was happy when…
* I was frustrated when…

**Checklist:**

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|  | Always | Sometimes | Never |
| Uses proper stance while throwing the disc |  |  |  |
| Sends the disc in the general direction of the target |  |  |  |
| Shows awareness of other students around them when sending the disc or handling any equipment |  |  |  |
| Shows awareness of other students when in an environment where objects are being thrown and received around them |  |  |  |