Sunny Side-Up Middle School
Home of the Deviled Eggs

Disc Golf
Physical Education Unit

Proud Physical Education Teachers: Britney Zaczek, Vincent Granice, Mike Sorrentino, Andrew Seletsky, and Robert Flannigan
Meet Our Physical Educators

We have all earned our Bachelor of Science in Education from the State University of New York College at Cortland.

Ms. Britney Zaczek
Mr. Robert Flannigan
Mr. Michael Sorrentino
Mr. Vincent Granice
Mr. Andrew Seletsky
Today’s Agenda

Rationale
Overview of Standards/Unit Goals
Assessments
  - Cognitive
  - Affective
  - Psychomotor
Trustworthiness
Grading
Feedback From Students
Reflections
Questions?
Rationale

There is an ongoing attempt to help Americans take up recreational activities in an effort to improve health and quality of life. Disc golf provides upper and lower body conditioning, aerobic exercise, and promotes a combination of physical and mental abilities that allow very little risk of physical injury. Players of limited fitness levels can start slowly and gradually increase their level of play as fitness improves. As in traditional golf, disc golfers find themselves "hooked;" increasing the likelihood of frequent participation. Disc golf offers year-round fitness, even in rain or snow. Perhaps the greatest attribute of the sport is the expense - or rather, the lack of it. And, of course, there's the sheer fun of the game - no matter what your age or skill level!

This unit will provide students with the knowledge necessary to play Disc Golf throughout their lifetime.
New York State Learning Standard 1A and NASPE Standards 1 and 2

Students will understand that Disc Golf can be played as a healthy lifetime recreational activity.

Students will understand the rules of Disc Golf, including scoring.

Students will have an understanding of the three types of discs used and the proper usage for each.
New York State Learning Standard 1B and NASPE Standard 4

Students will understand the basic cues for both the forehand and backhand throws for Disc Golf.

Students will be able to accurately throw the disc from a variety of distances and around obstacles.
New York State Learning Standard 2 and NASPE Standards 5 and 6

Students will understand and demonstrate proper disc golf etiquette just like traditional golf.

Students will respect their peers and demonstrate responsible personal and social behavior throughout the unit.
New York State Learning Standard 3 and NASPE Standard 3

Students will be aware of various opportunities for participation in Disc Golf in neighboring communities.

Students will be given the proper resources needed to find local Disc Golf courses as well as how to attend a professional Disc Golf event through the PDGA (Professional Disc Golf Association)
This assessment was made up of five true/false questions. This reviewed various key points of the Disc golf game. Students took the same cognitive quiz for both the pre and post assessments. The quiz was done at the end of each lesson.

- T/F Disc golf is a popular lifetime fitness sport available for people of all ages.
- T/F You must be in excellent physical condition to play disc golf.
- T/F The equipment and fee to play disc golf is very expensive.
- T/F There are several disc golf courses located around this area.
- T/F The three types of discs used in disc golf are the drivers, mid-rangers, and putters.
Cognitive Assessment Results

Pre Test Cognitive Scores

Average Score-3.25

Post Test Cognitive Scores

Average Score-4.5
The results from this data prove that cognitive learning occurred between pre and post assessments. The majority of students scored 4 or 5’s on the post assessment, unlike the first.
Affective Assessment

How much experience do you have playing disc related games?
1 2 3 4 5
None Some Highly experienced

Do you see yourself playing disc golf as a recreational activity in the future?
1 2 3 4 5
No Maybe Yes

Did you learn something new today?
1 2 3 4 5
Nothing A little A lot of new things

Do you feel like you put maximum effort into today’s lesson?
1 2 3 4 5
Minimal Effort Some Effort Maximum Effort

The Affective Assessment was made up of four questions based on the students personal experience and reflection. It was based on a likert scale ranging from 1 to 5.
Correlation Between Cognitive Test Scores & Effort Applied

Blue = Cognitive / Purple = Effort
The correlation between the cognitive test scores and effort applied is .83.
On the affective assessment the student’s were required to choose on a scale of 1 to 5 (5 being the highest) the amount of effort they felt they put into the class. We correlated these results with their scores on the cognitive test.
Our correlation showed that there was a very high relationship between the two.
Psychomotor Assessment

Peer Assessment
Focused on the qualitative aspect of the cues for both the forehand and backhand throws. This assessment was done during both lessons.
Psychomotor Assessment

**Forehand Throw**
Grip-Thumb is up, two fingers along bottom edge.

**Sidearm**
Extends arm with elbow slightly bent.

**Steps with opposite foot.**

**Transfers weight from back to front.**

**Follow Through.**

**Backhand Throw**
Grip-Thumb is up, pointer on edge, fingers fanned underneath.

**Throwing arm**
Cross body, shoulder to target.

**Steps with same foot.**

**Transfers weight from back to front.**

**Follow Through.**
Psychomotor Assessment Results

Pre Test Psychomotor Scores
Average Score: 4.25

Post Test Psychomotor Score
Average Score: 4.84
Meaning of Results

These results show that many of the students demonstrated the proper throwing cues during the post assessment. This could be a result of practice and learning, or errors made by the evaluators.
Trustworthiness

Authentic-Do our assessment resemble real life settings?
Reliable-Would we gather the same results if administered by other teachers?
Valid-Do these assessments measure what we want them to measure?
Practical-Are the assessments feasible and attainable?
Grading

Psychomotor skills -15%
Cognitive -15%
Effort -25%
Scores-10%
Participation -15%
Attendance -20%
# Pre-Assessment Scores

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Feedback From Students

(From our post lesson online survey)

Question - What would you change about this lesson to make it more, enjoyable, entertaining, and educational?

Student 1 - Nothing it was a lot of fun!
Student 2 - I do not really know if there is anything I would change.
Student 3 - Nothing it was a lot of fun and very informational.
Student 4 - Nothing!
Student 5 - I know time is limited, but I would spend more time on the techniques, and then more time in game play to make it more enjoyable.
Reflections And Suggestions for Changes to the Assessments

Make the Pre and Post assessments different.

Do not grade based on Kan Jam score and Disc Golf Score.

Do peer and teacher psychomotor assessments to make results more valid.
QUESTIONS or Comments?
References

http://www.pdga.com/introduction