



# Sunnyside Up Middle School

Instructors:

Mike Sorrentino

Andy Seletsky

Britney Zaczek

Vincent Granice

Rob Flannigan

Course Instructor: Professor Foley

Disc Golf for grades 6-8

Spring 2011

SUNY Cortland

## **Part 1: Description of Setting**

Sunny Side-Up Middle School is located in Cortland, New York. Our building encompasses 400 students ranging from grade 6-8. Sunny Side High School is committed to a school environment that promotes personal growth, good citizenship and service to others. Our school schedule runs Monday to Friday, 7:50 AM to 2:43 PM. The bell schedule is as follows:

**Period 1: 7:50 - 8:31**

**Period 2: 8:35 - 9:23**

**Period 3: 9:27 - 10:09**

**Period 4: 10:13 - 10:55**

**Period 5: 10:59 - 11:41**

**Period 6: 11:45 - 12:27**

**Period 7: 12:31 - 1:13**

**Period 8: 1:17 - 1:58**

**Period 9: 2:02 - 2:43**

As aforementioned our building contains 400 students, whom we are dedicated to provide the best facilities, the most qualified teachers and extracurricular activities all to promote the personal growth of each individual student. Our students are friendly, eager to learn, and give back to the community every month by holding monthly fundraisers. The student population is very diverse. It is 30% Caucasian, 35% African American, 25% Asian, and 10% other. There are 200 female students and 200 male students. Of our 400 students, 38 students are with disabilities.

Each class lasts approximately 42 minutes. Our building provides many facilities for our students that we are very proud of. We have recently received an award for the best physical

education program in the nation. Our program is lead by 5 fantastic teachers who go above and beyond for this building and their students. Mr. Robert Flannigan, Mr. Mike Sorrentino, Ms. Britney Zaczek, Mr. Vincent Granice and Mr. Andrew Seletsky all love what they do. We have two gymnasiums with plenty of space and equipment for our students to be exposed to all sorts of sports, lifetime activities, and other ways to maintain a healthy lifestyle. To name some are a state of the art weight room and equipment for volleyball, basketball, European handball, lacrosse, soccer, football, softball, racket sports and much more.

**Rationale for our Disc Golf Unit:** There is an ongoing attempt to help Americans take up recreational activities in an effort to improve health and quality of life. Disc golf is a fun, low risk, low impact activity that provides upper and lower body conditioning, aerobic exercise, and promotes a combination of physical and mental abilities. 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.

Perhaps the greatest attribute of the sport is the expense - or rather, the lack of it.

With all units there are always some safety concerns. Discs do not always go in the direction that is originally planned. The students are instructed to be very careful when throwing their discs. They must make sure they are aware of their surroundings at all times. If their disc is traveling in an unsafe direction they must yell "heads up" or give some kinds of verbal warning to their peers.

## Part 2: Standards and Unit Goals

Students will become physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity through learning the game of Disc Golf through the following unit goals:

Unit goals for 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.

Unit goals for 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.
- ❖ By the end of the unit students will be able to throw the disc using proper form based on the given cues.
- ❖ Students will be able to accurately throw the disc from a variety of distances and around obstacles.

Unit goals for 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.
- ❖ Students will be aware of their surroundings, communicate to peers when passing the Disc, and if students lose control of the Disc they will ask for help by asking someone who is closer to the Disc to pass/give it back to them.

Unit goals for 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)
- ❖ Students will be able to find a website or store where they sell supplies or show rules for Disc Golf.

### **Part 3: Assessment of Student Learning**

#### **Part A: Pre-Assessment**

The main objective for our teaching was to create a unit of Disc Golf that will effectively teach our students in all three domains; Psychomotor, Cognitive, and Affective. Instead of immediately exposing our students to Disc Golf, we found it more beneficial to start the unit with a more simple progression of Disc Golf which was a game of Kan Jam. In order to successfully assess each student in the psychomotor domain, given the short amount of time allotted, we found it more feasible to use peer assessment, rather than assessing each student individually. The chart below was used to assess student's technique of the backhand Frisbee throw. We also had students record their scores for a game of Kan Jam so that we could see if there was a correlation between Kan Jam scores and Disc Golf scores.

To successfully assess the students' cognitive knowledge written exams were assigned to the students to complete. These tests included knowledge about equipment used in disc golf as well as locations to play disc golf. It was our goal to inform the students with enough knowledge about the lifelong fitness skill of Disc Golf and score at least a 4 out of 5.

Lastly, to evaluate the affective domain student's affected domain we administered another five question survey to have the students complete. By using a 1-5 Likert Scale, 1 signifying strongly disagreeing with and 5 signifying strong agreeing with the question, we were able to properly assess each of the aspects of the affective domain such as teamwork, effort, and overall experience that day in class. Shown in our lesson plans, our goal as teachers for the affective domain we expected our students to try their very best throughout the entire lesson, along with demonstrating positive teamwork skill 100% of the time.

NAME: \_\_\_\_\_

### Backhand Psychomotor Checklist

Directions-Have a peer assess throwing technique throughout game play. Check YES if skill is demonstrated. Check NO if skill was not demonstrated.

Backhand Throw	YES	NO
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.		

NAME: \_\_\_\_\_

### Disc Golf Cognitive Test

#### Part 1

Directions: Determine whether the following statements listed below are true or false. Circle the correct answer, T for true, F for false.

- T/F 1. Disc golf is a popular lifetime fitness sport available for people of all ages.
- T/F 2. You must be in excellent physical condition to play disc golf.
- T/F 3. The equipment and fee to play disc golf is very expensive.
- T/F 4. There are several disc golf courses located around this area.
- T/F 5. The three types of discs used in disc golf are the drivers, mid-rangers, and putters.

NAME: \_\_\_\_\_

## Disc Golf Affective

### Assessment Pre-test

Directions: Circle the number on the following Likert scales that best fit you and your experience.

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

Heart Rate: \_\_\_\_\_

Step Count: \_\_\_\_\_

Kan Jam/Disc Golf Score: \_\_\_\_\_

### Disc Golf Cognitive Test Answer Key

1. T
2. F
3. F
4. T
5. T

### **Part 3B: Formative Assessments**

Psychomotor:

- Peer assessment of forehand throw based on rubric
- Teacher assessment of Hammer throw (overhead) based on rubric

Cognitive:

- Cognitive test on rules and scoring of Kan Jam
- Cognitive test on disc golf trivia

Affective:

- Affective assessment of proper disc golf attire and etiquette (sneakers, nice pants, collared shirt, being quiet, etc.)
- Affective assessment of Kan-Jam (Likert Scale)

The main goals of this unit were to determine if there was a correlation between Kan Jam scores and Disc Golf scores and to determine if there was a correlation between backhand throwing technique and Disc Golf score. Because of this, our pre and post psychomotor assessments focused on backhand technique and scores in both of the games. We did however assess more than just the backhand throw throughout the unit. We had students assess each other on the forehand throw using a rubric. To assess the hammer throw, we had a hammer throw distance competition. During the competition, each student got 3 opportunities to throw the Frisbee as best they could. While each student was throwing, the teacher assessed them on the hammer throw using a rubric that rates the students from “Beginner” to “Excellent.”

During the unit, we also gave the students more cognitive tests rather than just the pre and post cognitive tests. We assessed the students on rules and scoring of Kan Jam, as well as on Disc Golf history and trivia.

One of our formative affective assessments focused on etiquette and attire while on the golf course. We assessed students based on whether or not they were wearing proper attire for a golf course and how they behave while on the course. This assessment was done with a checklist. Our other formative affective assessment was a Likert Scale about Kan Jam where students circled the number that best related to their feelings about Kan Jam.



NAME: \_\_\_\_\_

## Disc Golf Forehand Psychomotor Checklist

Directions-Have a peer assess throwing techniques throughout game play. Check YES if skill is demonstrated. Check NO if skill was not demonstrated.

### Forehand Throw

	YES	NO
Grip-Thumb is up, two fingers along bottom edge.		
Sidarm-Extends arm with elbow slightly bent.		
Steps with opposite foot.		
Transfers weight from back to front.		
Follow Through.		

Student Name: \_\_\_\_\_

### Hammer Throw Psychomotor Assessment Rubric

Cues	Beginner	Developing	Proficient	Excellent
Hold the Frisbee with forehand grip. Face target, Frisbee over shoulder like you are throwing a football. Throw high and hard, step forward with opposite foot. Snap wrist, follow through. Hold Frisbee at a slightly more than 90 degree angle.	Student seems very confused on how to throw the Hammer throw. They cannot get the grip correct and do not step with the correct foot. They can't get the Frisbee to the right side of the receiver.  Correct form is not used at all.	Student demonstrates some understanding of the Hammer throw. They hold the Frisbee correct but do not step with opposite foot; they don't hold the Frisbee at 90 degree angle. The toss is at the target or to the left.  Correct form is used some of the time	Student demonstrates a complete understanding of how to throw the Hammer throw. They grip the Frisbee correctly and step with opposite foot, they also hold at 90 degree angle. Toss is slightly to the right of the receiver  Correct form is used most of the time	Student demonstrates a complete understanding of how to throw the Hammer throw. They grip the Frisbee correctly and step with opposite foot, they also hold at 90 degree angle. Toss is slightly to the right of the receiver  Correct form is used every time

Name \_\_\_\_\_

## Kan Jam Quiz

Write how many points you would score in each of the following situations

1. If you strike the can without your partner touching the Frisbee \_\_\_\_\_
2. If you strike the can with help from your partner \_\_\_\_\_
3. If you get the Frisbee into the top of the can with help from your partner \_\_\_\_\_
4. If you get the Frisbee into the top of the can without help from your partner \_\_\_\_\_
5. If you get Frisbee into the slot in the front of the can \_\_\_\_\_

Name \_\_\_\_\_

## Kan Jam Quiz

Write what would happen in each of the following situations

1. If you strike the can without your partner touching the Frisbee \_\_\_\_\_ 2 points
2. If you strike the can with help from your partner \_\_\_\_\_ 1 point
3. If you get the Frisbee into the top of the can with help from your partner \_\_\_\_\_ 3 points
4. If you get the Frisbee into the top of the can without help from your partner \_\_\_\_\_ Game over
5. If you get Frisbee into the slot in the front of the can \_\_\_\_\_ Game over

Name: \_\_\_\_\_  
Disc Golf Trivia Quiz

Directions: Circle the correct answer

**1. When was disc golf 'formalized', when they started building public courses and forming associations?**

- a. 1980's
- b. 1970's
- c. 1960's
- d. 1492

**2. What is the name of the organization that makes the tournament rules for disc golf and also promotes the sport?**

- a. Disc Golf Rocks
- b. World Disc Golf Union
- c. Non-ball Golf League
- d. Professional Disc Golf Association

**3. If there isn't a course in your area, can you still play disc golf?**

- a. Yes
- b. No

**4. Which state had the most disc golf courses, per capita, at the end of the 1990s?**

- a. Iowa
- b. Texas
- c. California
- d. Alaska

**5. Is it proper to yell and scream and throw things in anger during a disc golf game?**

- a. Yes
- b. No

**6. Which one of these discs is considered a putter?**

- a. Soft Rhyno
- b. X-Clone
- c. Eagle
- d. Firebird

**7. When playing by tournament rules, what score is par?**

- a. 3
- b. 2
- c. 4
- d. It depends on the length of the hole

**8. About how much money did the top money winner receive in 2001?**

- a. \$100,000
- b. \$3,000,000
- c. \$66,000
- d. \$25,000

**9. Where was the first permanent pole-hole (in-ground baskets attached to a pole) golf course in the world?**

- a. Oak Grove, California
- b. Dehli, India
- c. Vancouver, Canada
- d. Pasadena, California

**10. In the U.S., what months are the competition disc golf courses open?**

- a. August-February
- b. November-January
- c. April-October
- d. On even numbered months

Taken from <http://www.funtrivia.com/playquiz/quiz686097dd580.html>

Disc Golf Trivia Quiz Answer Key

- 1. 1970's
- 2. Professional Disc Golf Association
- 3. Yes
- 4. Iowa
- 5. No
- 6. Soft Rhyno
- 7. 3
- 8. \$25,000
- 9. Pasadena, California
- 10. April-October

NAME: \_\_\_\_\_

## Kan Jam Affective Assessment

Directions: Circle the choice that best relates to you

How much experience do you have playing disc related games?

1	2	3	4	5
None		Some		Highly experienced

Did you enjoy playing Kan Jam?

1	2	3	4	5
No		Maybe		Yes

Have you ever played Kan Jam before?

Yes	No
-----	----

Do you feel like you put maximum effort into today's lesson?

1	2	3	4	5
Minimal Effort		Some Effort		Maximum Effort

Do you see yourself playing Kan Jam again in the future?

Yes	No
-----	----

Student Name: \_\_\_\_\_

Affective Assessment of Proper Disc Golf Attire

Sneakers

	YES	NO	
--	-----	----	--

Nice pants (khakis or khaki shorts)

	YES	NO	
--	-----	----	--

Collared shirt

	YES	NO	
--	-----	----	--

Hat or visor (for sun protection)

	YES	NO	
--	-----	----	--

Sunglasses (for sun protection)

	YES	NO	
--	-----	----	--

Sunblock (for sun protection)

	YES	NO	
--	-----	----	--

Quiet while others are golfing

	YES	NO	
--	-----	----	--

### **Part C: Post-Assessment**

At the end of our unit we saw a lot of improvement with our students Frisbee/Disc Golf skills. We used the same cognitive and affective assessments for our post-assessment and pre-assessment. For our psychomotor assessment we asked the students to keep track of their Disc Golf par.

The cognitive assessment was a written exam that was given at the end of the lesson. This assessment included knowledge of the sport of Disc Golf, its history, and the cues of proper technique. All of these aspects were covered throughout both lessons. Our goal for the cognitive assessment was to instill our students with knowledge of the sport of Disc Golf so they can then carry that with them and recognize it as a lifetime activity. We also wanted our students to score at least 4 out of 5.

To evaluate the affective domain we used the Likert Scale assessment that was also given during our pre-assessment. This assessment basically asked the students to rank their experience and knowledge with Disc Golf as well as evaluate the effort that these students put forth during the lesson.

Finally for our psychomotor assessment we asked the students to keep track of their scores or par as they went through the Disc Golf course. We then used this information and tried to find out if there was a correlation between the student's Kan Jam scores and their Disc Golf scores.

NAME: \_\_\_\_\_

## Disc Golf Cognitive Test

### Part 1

Directions: Determine whether the following statements listed below are true or false. Circle the correct answer, T for true, F for false.

- T/F 1. Disc golf is a popular lifetime fitness sport available for people of all ages.
- T/F 2. You must be in excellent physical condition to play disc golf.
- T/F 3. The equipment and fee to play disc golf is very expensive.
- T/F 4. There are several disc golf courses located around this area.
- T/F 5. The three types of discs used in disc golf are the drivers, mid-rangers, and putters.

### Disc Golf Cognitive Test Answer Key

1. T
2. F
3. F
4. T
5. T

NAME: \_\_\_\_\_

## Disc Golf Affective

### Assessment Pre-test

Directions: Circle the number on the following Likert scales that best fit you and your experience.

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

Heart Rate: \_\_\_\_\_

Step Count: \_\_\_\_\_

Kan Jam/Disc Golf Score: \_\_\_\_\_



#### **Part 4C: Instructional Planning**

During our pre-assessment we saw that a lot of the students were struggling to grasp the proper technique for throwing a Frisbee. Because of this, we changed our block plan to focus more on technique for a few days rather than gameplay. We reviewed the cues (grip, step, transfer weight, throw across body, follow through). We developed drills and games to focus on each cue in order to help the students grasp the individual cues before putting them together into a full throw. We had the students throw other, more familiar objects in order to help them grasp the idea of shifting weight. We also had the students use tennis rackets in order to help them understand the proper motion for the follow through when throwing a Frisbee.

## **Part 5: Analysis of Results**

For this portion of the Peer Teaching Work Sample we will be analyzing the results collected from the Pre and Post Tests for the Psychomotor, Cognitive, and Affective domains. According to the data we received for the Pre Testing, the skill levels the each student performed at varied significantly. As teachers we made it our goal to increase each student's scores and have the class at relatively the same skill level by the end of the unit. As we will present to you in this section, the results we collected concur.

As we take a look at the psychomotor data we collected it is vital to highlight the aspects we assessed. Using peer-assessment throughout the games of Kan-Jam and a randomly assigned disc golf hole, students were assessed on their technique for the Backhand Frisbee throw which includes: Proper grip, Stepping with same foot, throwing arm cross body (shoulders to target), Transferring weight, and Following through. Based on the scores collected the students scored an average of 4.25 out of 5. It was concluded that students struggled in the areas of stepping with the same foot and pointing their shoulders towards the targets. We as teachers were able to correct these areas of difficulty by having a teacher provide more one on one feedback to students who struggled and/or providing a demonstration of the proper technique in front of the class using different angles. We added these procedures to our future lessons in order to improve them resulting in a higher average score of 4.83 out of 5. In addition, we designated more time for practice, because we all know practice makes perfect! By having students progress from a larger target such as a Kan-Jam bucket to a smaller target of a Disc Golf Hole showed to be the key to the student's improvement.

Another area of the psychomotor domain we analyzed was the correlation of the students' Kan -Jam and Disc Golf scores. These tests proved to be trustworthy with consistent results from

class to class and had an average correlation of 0.49. All of the tests used during this unit can be categorized under New York State Standard 1a and NASPE Standards 1&2, concluding that these assessments can be used.

In order to assess the students' cognitive knowledge both verbal and written exams were assigned to the students to complete. These tests included knowledge of the sport of Disc Golf, it's history, and the cues of proper technique, all of which were exposed to them throughout each class. As the results of the scores show, the students showed improvement from the beginning of the unit to the end. With an average score of 3.25 out of 5 in the beginning of the unit and an average score of 4.5 out of 5 upon completion of the unit. The same test was administered to the students for the Pre and Post test equating in reliable tests scores. Another area we as teachers thought as best fit to assess the students' improvements was the correlation between their cognitive test scores and the effort they put forth in the class. With a correlation of 0.84 these two aspects of the unit would be considered a high correlation providing us as teachers reliable feedback for our future lessons. The data states, the more effort one puts into each lesson, results in higher cognitive test score. This data can be used in any school subject. All of the tests used during this unit can be categorized under New York State Standard 2a and NASPE Standards 2, concluding that these assessments can be used only when assessed properly.

The last domain we assessed throughout our Disc Golf unit was the Affective domain. For those of you who are unfamiliar with the affective domain it includes factors such as student motivation, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in planning courses, delivering lectures and activities, and assessing student learning. By having music playing in the background of the class increased morale and created a more enjoyable learning environment for the students. In order to assess the

student's affected domain we administered another five question survey to have the students complete following each class. By using a 1-5 Likert Scale, 1 signifying strongly disagreeing with and 5 signifying strong agreeing with the question, we were able to properly assess of aspects of the affective domain such as teamwork, effort, and overall experience that day in class. The area of the survey we mainly focused on was the effort put forth in the lessons. We felt for this particular lesson, the more effort students demonstrated in class the more they would get out of it. As the data has previously pointed out, this is indeed a true statement. As a whole, we felt that this was the most beneficial way to analyze the student's progress in the class as well as our teaching techniques. If the students are not putting forth the necessary effort towards their skills then the results will show. On the contrary, if they are trying their very best, then we as teachers know our current methods of teaching are not grasping the students' learning styles. The only flaw in a survey such as the one we used is the students have the power to lie to the teachers on their answers, due to the fact that there is no right or wrong answer. Our only solution to this problem is to review the results to search for any answers that stick out which were believed to be filled out solely to mislead us. Taking this into consideration, this form of assessment has a lower rating in terms of trustworthiness and reliability. In the perfect world, this Affective survey was given to the students consult New York State Standards 2a & 2b along with NASPE Standard 5.

All in all, as we continue to analyze our results from the pre and post test we are able to draw many conclusions, one of which being the obvious signs of student increasing in the psychomotor domain. Our teaching style optimizes practice time and the exposure to multiple game like drills can be deemed successful. Also, another conclusion that can be drawn from the data collected is, we exposed the students to enough cognitive knowledge throughout the unit

that their cognitive scores also increased. Lastly, one of the most important conclusions made from our data is the more effort students put into the class the higher their overall scores will be. Looking back, there are definitely certain aspects of the unit we could be changed in the future, but overall, as the data will back up, it was a successful unit in all three domains.

## **Part 6: Reflections**

**Vincent Granice**

### Reflection: Disc Golf

From my teaching experiences so far, as a student and as a teacher, I truly believe that there is no such thing as perfect lesson. Every time I stand in front of a physical education class to teach, it becomes an eye opening learning experience. There are too many unseeable obstacles that a teacher may encounter in their lessons, no matter how well prepared they may be. I like to think of myself as a highly organized person who takes pride in the steps taken to properly prepare for a lesson, but even still I'm nowhere near perfect, nor are my lessons. I had a teacher once tell me, "The quality of a teacher is not measured by how well their lessons are designed, but how well they adapted them to change." With every lesson I teach, the more and more evident this quote becomes.

To many, teaching in partners may seem to be easier, but I believe differently. It's hard enough to try to account for obstacles that you as a teacher inadvertently cause, let alone obstacles your partner may cause. There is a certain amount of trust and teamwork teachers must have when they work together. If one teacher leaves a portion of the lesson out, it is the responsibility of the other to address the situation, rather than ignore it. This was evident in my PED 434 lesson teaching Disc Golf numerous times. One teacher forgot to make a safety statement on top, which I was able to adapt and address in my introduction. In retrospect, while teaching the students the proper technique for the backhand frisbee throw, I accidentally skipped a cue, but was shortly corrected by my partner. At first I took it as an insult, but then I realized he was only trying to help and thanked him later for the corrective feedback. Besides a few step backs early in the lesson, the remaining portion of the lesson went rather smoothly. Working with two other teachers, we

are able to spread out throughout the whole gymnasium providing more time to give corrective feedback to individual students.

After analyzing the data collected in class for the three domains, Psychomotor, Affective, and Cognitive, it was obvious our teaching methods were successful. Students should have a steady increase in scores for all three domains. As corny as it sounds, I was proud to say that my students gain something from my lesson and I can honestly say I did my job as a physical educator. Yet, there are a few changes I would make. One of the big problems that occurred was trying to correlate students' Kan-Jam scores with their Disc Golf score. This posed a problem because a successful Kan-Jam score is high (Mid 40's) whereas a successful Disc Golf score is lower (Low 20's / High Teen's). Another change I would make is to sacrifice the number of Disc Golf holes for safety. Due to poor weather conditions, we were forced to teach our lesson inside. We figured we could design the course in such a way that two holes would be in the hallways. Because of this we had to be constantly be aware of when students were out in the hallways, having two other teachers made this possible, but if I was teaching only it would make for a difficult task. Next time, I would change it so I would simply have less holes with more space in between them, optimizing safety for students and teachers.

Lastly, after analyzing the SOFIT spread sheets my peers completed, it explains we did a great job jumping right into the lesson by getting the students active immediately with a quick game of ultimate frisbee. This instant activity was used to get the students' heart rates up along with their step counts, on top of reviewing the cues of throwing a frisbee, covered earlier in the unit. Also, the SOFIT form reflects we did a great job managing our lesson. With the proper time designate to class talks before and after class to review the material allowed for a smooth transitions. The only aspect of the lesson we struggled on was we ran out of time. We were

forced to quickly distribute the two assessments (Cognitive and Affective) along with rushing through our closure and checking for understanding at the end of class.

All in all, I would like to think of this lesson as successful! Not perfect, but successful. Our students showed improvements in all three domains and were highly active throughout the lesson. Meeting the NASPE standards of MVPA (Moderate to Vigorous Physical Activity) also accounted for the success of our lesson. Every lesson I learn something new about myself as a teacher and teaching in general, this lesson included. It was a great experience, one I will take with me for the rest of my career.

**Britney Zaczek**

### Reflection

This assignment has taught me a lot about my teaching and student learning. I feel like I am always very well prepared for my lessons and have all of my ideas planned out for every minute. I always have the whole thing perfectly planned in my head, but I have found that things don't always go my way. I have learned that you can be the most organized and well planned teacher, but you need to be able to adapt the lesson as you go. When working with a partner you don't always know what is going to be done or said. You have to be able to think on your toes and come up with new ideas or ways of doing things to make your lesson successful. When you get up in front of the class you are bound to forget a few aspects of the lesson because it is not right there in front of you. You also may be asked questions by your students that you were not expecting. The most important thing I have learned from this experience is that it is imperative to be a reflective teacher. You need to base your lesson on the needs of the class and be able to adapt it whenever necessary. When you see things that are not going as planned you need to stop



the lesson and take these opportunities as teaching moments. If you forget a safety statement or important rule of the lesson, you need to stop what they are doing and be sure to address it, rather than assume they will figure it out on their own. Teaching is all about adapting and modifying to fit the individual class and their needs.

I learned a great deal about planning and incorporating assessment into a unit. I didn't realize how key it is to directly assess to what you are teaching. This may seem obvious now, but when making up the assessments there were some things I added that didn't directly fit with what I was teaching. We also chose to use the same assessments for both classes with little revisions. Looking back now I think we should have made completely different kinds of assessments whose information directly related to what we were teaching. I also made the mistake of including a question that I thought would be gone over during the introduction, but we forgot to address. This caused problems with the students when they took the cognitive test because they did not know the content. It was our fault as the teachers because we failed to give them the correct information. In the future I will be sure to go over every bit of information on the test before administering it. I will also make sure all of the questions directly relate to what we address during the lesson.

I feel like I did a good job with this unit overall. I feel like we chose a good topic that students can take and use for their whole lifetime. I feel like we gave them a good insight on what the game is like and what they need to play. I felt we were very clear about how and where to find a real Disc Golf course and encouraged them to go out and play. I feel very confident about our first lesson. I think Kan Jam was a good intro activity to this game. It is all about control and accuracy of the disc.

According to the SOFIT form that was done during my lesson, it seems like the students did a great deal of standing. This is understandable based on what was being taught. In the beginning they were very active, then there was a few minutes of instruction. The remainder of the lesson was game play where the students were just playing Kan Jam where they are mostly standing. Looking back now I would have made some changes to the lesson to incorporate more physical activity. MVPA was not achieved during this lesson so I would modify it so the students were more active. For example, during the game if the student scored a certain point number they would have to do 10 jumping jacks, or some other type of exercise. This would help the students to be more active while also improving their psychomotor skills.

The feedback that we got from our peers was very helpful. Unfortunately only six of them replied to our survey, but for the most part they really enjoyed the lesson. This makes me happy and lets me know that overall we did well and there are only minor issues that we need to work on.

Overall this experience has helped me improve my teaching methods. The more experience I get, the more comfortable I will become. This will allow me to become a better reflective teacher and help me to remember to address all of the important aspects that I planned for. This assignment has definitely helped me grow as a teacher and understand how important it is to use assessment with your students. I feel like I can successfully form assessments in all three domains that directly relate to what I am teaching and what I want the students to get from the unit.

## **Mike Sorrentino**

### Reflection

After this experience I can honestly say that I've learned a lot about teaching. I've learned that sometimes it's really hard to work with a group of people who may have different work ethics and ideas. Planning the curriculum for our block plan and scope and sequence chart was especially hard because everyone had different opinions on what should be taught and when it should be taught. I also learned that sometimes while working in a group, you'll have to work with some very unpleasant people but you just have to deal with it, act professional, and get the work done. In terms of our lessons, I would say that everything went well. I think that all of our lessons were well planned and ran smoothly.

There are some things that I would change if I could do this experience over. First of all, I would have less peer assessment in the unit. Because of time constraints, we found that the most feasible form of assessment for throwing technique was for the students to assess each other. The problem with this is that even though the students were given a rubric, they may not know what to look for when assessing their partner. I would also change how much effect the peer assessments had on the overall grades of the students. The problems with using peer assessments to determine grades is that the students may not know what to look for and will therefore not be able to assess each other accurately, and the students may cheat so that they get higher grades. If I redid this lesson, I would probably still have the students assess each other because it'll help them with their technique, but I would also have the teachers assess the students. When figuring out the grades for the students, I would only incorporate the teacher assessments.

As for the cognitive assessments we gave, our pre and post tests were the exact same test. If I could redo this, I would make the two tests different, but make them cover the same material.

I would also make the tests longer and add more actual knowledge about the sport rather than just where to play and how much equipment costs.

According to the SOFIT form that was filled out during my lesson, the students spent the majority of their time walking either from hole to hole or after their Frisbee. The problem with this is that students were supposed to do different movement activities while moving to their Frisbee. If I redid this lesson, I would make a point to emphasize that the students have to perform the movement activity that is written by the start of each hole. I would also make sure to enforce this rule when I was walking around during the lesson.

Overall, this experience has helped me greatly as a teacher. I learned a lot about curriculum planning and implementation. I also learned the importance of effective assessment while teaching and how to make sure that the assessments you are using are reliable, valid, objective, practical, and authentic.

**Andy Seletsky**

### Reflection

This project has taught me I own teaching and student learning. I feel that I am a confident and well organized teacher. Unfortunately when you are teaching nothing is a guarantee and you need to be able to keep your cool and adjust to what is going on in your lesson because not everything will go the way it is planned. I also learned that working with people, especially a group of people, is a great but yet challenging experience. Every person brings a different style and personality to the table and you need to be able to adjust and make the lesson work as a team. This project has also enlightened me on the fact that every student is different and will learn at their own pace. Also you can never assume anything when teaching a great

saying that all teachers should keep in mind is “common sense isn’t that common”. Therefore when teaching, make sure that everything is clear and simple to understand this will help you with directions and classroom control.

This project has also taught me a lot about planning and incorporating assessments into units. Before this project I didn’t realize the importance of assessments. I knew they were necessary but I didn’t fully understand why. Now I see that these assessments are vital to our lesson plans and our unit plans. This is because you can use these assessments to plan where your lessons should go and what content should be covered more or less in class. So naturally this being the first time I have used and made assessments in my lesson/unit plan we hit some bumps in the road but learned from these minor mistakes. For example we used a lot of peer assessments when conducting this unit and students are not always honest or know what they are looking for. So next time we do this unit I would do more teacher assessments and feedback.

Overall I feel that I did a good job with this unit. Disc Golf is a great sport to be recognized as a lifetime activity and I feel that our students are more aware of the opportunities and now possess the skills to go out and play Disc Golf. During my lesson we used Kan Jam as a progression to Disc Golf. I felt that this was a perfect progression because it allowed the students to really practice control and accuracy when throwing the Frisbee. The SOFIT form that was done for my lesson showed that the students were standing around for most of the lesson. Contrary to what that SOFIT form shows I felt that the students were active it just so happens to be that Kan Jam is a sport where you do not move around too much. So in order to get more vigorous activity into our lesson I would make it that every time a team scored in a certain way they would have to do a certain activity such as pushups or jumping jacks. Despite

these certain modifications that can be made we still had positive student feedback which makes me confident in our lesson planning and my teaching ability as well.

Overall this project was a great experience that has helped me grow as a teacher and a future co-worker. As I am faced with more teaching challenges and experiences I gain more confidence in my abilities. I am now more aware of how to include, plan, and use assessments in future lesson plans and units to come.

## **Rob Flannigan**

### Reflection

After concluding our peer teaching project, it is certain that many positive things can be learned from this experience as well as things that need to be improved on. From the start my group worked well together when deciding who was to take which part and how we would go about this entire teaching segment. Each individual brought something different to the table and helped add to the diversity of this project. At times diversity was something we had to overcome as a group as well. Deciding how to teach our life-long sport of “Disc Golf” was a dilemma from the start but with our group’s problem solving techniques, we were able to come to an agreement which was a crucial part of this project.

For our first lesson we decided to use Kan-Jam as a way for the students to practice and progress up to the skills needed for Disc golf. Britney and Andy were in charge of this lesson and did a great job of getting the students enthused. Even though their lesson may not have went exactly as planned, they used their teaching skills to keep the students aroused by our lesson. During this lesson we were asked to evaluate and fill out a SOFIT form in order to give our peers some feedback on their teaching. This was also a good time for me to personally reflect on their

lesson and to take notes of what to do as well as what not to do. Observation is a big part of growing as an educator for the simple fact of being able to see what works and what doesn't. I believe watching my own group as well as other groups allowed me to use similar things that seemed effective and also gave me a better ability to brainstorm my own ideas for our teaching segment.

After our group's first lesson was taught, it was time for Mike, Vin, and myself to step up and complete what our group had started. We knew it would be very difficult to exactly replicate a Disc Golf course considering we were indoors but we tried to make different holes have different characteristics to keep the enthusiasm and focus of the students on the rise. We didn't go into much detail about the history of the sport which we could have improved on in order to allow for more knowledge based learning rather than skill based learning. This was difficult due to the lack of time allowed for each lesson. We also felt as a group that we could have improved our assessments of each of the domains. Specifically the psychomotor domain in which we allowed for students to grade each other which can often lead to error or falsely reported information. We still could have used peer assessments but we also should have included teacher assessments to make our information much more accurate. Our affective assessments were also given to the student's days after the lesson which allows for lack of effort or participation in the survey we made for feedback and analysis of our lesson. On a positive note, I feel our group understood the main concepts of this lesson and learned the effective and ineffective ways to teach and assess students. We can only grow from this experience as a whole and as individuals. In every aspect of this peer teaching project, our group was faced with adversity but yet we worked through each part together and in the end had a very successful unit of teaching.

As an individual I feel that I learned vital information on how to properly assess students which will take me a long way as a profession educator. I know from my teaching experience that I need to limit the excess information that I discussed and focus more of my attention towards the activity part of each lesson. As physical educators, it is sometimes difficult to manage the class time used but with the help of our SOFIT forms I could see where I was lacking in the activeness of my lesson. Informational discussions are important in the start of a unit but shouldn't be dragged out to the degree in which our group did because it cut short the amount of time each student was allowed for activity. After receiving feedback from many different students, I can see where some students may have put forth more effort if it was a real-life competitive environment. For future reference, I noted that units such as disc golf or bocce ball should be early in the year or late in the year in order to maximize the effort and learning of each individual. As every lesson is, this one particular was a big building block to my future as a physical educator. We learned what assessment tools worked, what teaching styles worked, and what age group this would be appropriate for. We also learned the ineffective styles we used which will help us later on as educators when we decided what methods will be used in our planning/teaching. I am very grateful to be given this opportunity to teach and assess as well as to work with a group because these are all different tools and traits that need to be mastered in order to be the best physical educator one can be.



## **Part 7: Grading Scheme**

We, the physical educators at Sunny Side-Up Middle School, focus on a number of criteria when determining the student's end of the unit grade. We take many factors into consideration. The criteria and grade percentage is as follows:

- ⦿ Psychomotor Skill -15%
- ⦿ Cognitive -15%
- ⦿ Effort -25%
- ⦿ Scores-10%
- ⦿ Participation -15%
- ⦿ Attendance -20%

As you can see we direct attention to all three domains. These include psychomotor, affective, and cognitive. The students have the ability to do very well in this unit. We think it is very important for the students to be present in class. In order to learn, you have to be there. This is why attendance is worth 20% of their grade. They cannot earn any other points in they are not present. We also decided to focus 25% of their grade towards their personal effort put forth in the unit. We believe if effort is present then they will do very well with other aspects of their grade. As you can see their skill ability, cognitive competence, and participation are all worth 15%. These are important aspects of the unit, but some kids may not be as skilled in some areas. We want to see effort, participation, and improvement throughout the unit. We chose to grade these aspects only 15% so they do not get penalized if they are missing certain skills. We also chose to add in the students' scores for the games they played. This is a very low percentage so if they have a low score it will not affect their grade very much. If the student is very good at the games this percentage can act as a bonus towards their overall grade.

Below are the results of a disc golf unit we did with our middle school students. We both pre and post assessed these students.

NAME	15	15	25	10	15	20	100
PRE ASSESSMENT	Skill	Cognitive	Effort	KAN jam score	Participation	Attendance	Grade
Student 1	10	3	5	25	45	100	95
Student 2	10	5	5	55	50	100	117.5
Student 3	5	3	3	7	45	100	68.5
Student 4	9	4	4	14	45	100	86
Student 5	8	4	5	14	48	100	90.4
Student 6	0	0	0	0	0	0	AB
Student 7	0	0	0	0	0	0	AB
Student 8	10	5	5	50	50	100	115
Student 9	0	0	0	0	0	0	AB
Student 10	10	5	4	12	49	100	90.7
Student 11	10	5	4	0	45	100	83.5
Student 12	10	5	5	38	50	100	109
100%	10	5	5	20	50	100	100
50%	5	2.5	2.5	10	25	50	50

NAME	15	15	25	10	15	20	100
POST ASSESSMENT	Skill	Cognitive	Effort	Disc Golf score	Participation	Attendance	Grade
Student 1	0	0	0	0	0	0	AB
Student 2	0	4	0	18	50	100	56
Student 3	9	3	5	16	50	100	90.5
Student 4	10	4	0	14	50	100	69
Student 5	0	5	0	20	50	100	60
Student 6	10	3	0	16	50	100	67
Student 7	0	5	0	24	50	100	62
Student 8	10	5	4	25	50	100	97.5
Student 9	10	4	3	17	50	100	85.5
Student 10	0	5	0	18	50	100	59
Student 11	10	5	4	13	50	100	91.5
Student 12	0	5	0	21	50	100	60.5

The students peer-assess one another to determine their skill grade. We the teachers also visually check to make sure they are doing this appropriately. This assessment requires the students to be held accountable for their actions. The assessment is out of 10 points. The students take a written cognitive quiz at the end of the class. This is out of 5 points. The students also take a affective quiz at the end of the class. On this they are required to assess their own effort based on a scale of 1-5, 5 being the highest. We the teachers will also visually assess the student's effort to make sure they are being truthful. This goes hand in hand with participation. We the teachers will determine how many participation points the students will earn. They can earn up to 50. Attendance is simple. If the students show up and come prepared and ready to learn they will receive 100 out of 100 points. Students are always able to make up a class at a separate time if they are sick or absent from school. As you can see the scores for the games are based on 20 points, the students can either get above or below a 20 raising or lowering their grade. If the student excels they can surpass the 20 limit resulting in extra credit. Some of the student grades are below passing. This is a result of them not correctly filling out their data, or if they forgot to turn in their data. If we see this we alert the students and ask them to either hand it in, or come back to re take the assessments.

## Part 8: References

Association, P. D. (2011). *PDGA*. Retrieved May 2011, from Professional Disc Golf Association: <http://www.pdga.com/introduction>

*Disc Golf Quiz*. (n.d.). Retrieved May 5, 2011, from FunTrivia: The Trivia and Quiz Community: <http://www.funtrivia.com/playquiz/quiz686097dd580.html>

National Association for Sport and Physical Education an Association of the American Alliance for Health, Physical Education, Recreation and Dance. (2004). *Moving Into the Future: National Standards for Physical Education (2nd Edition)*. Reston, VA: McGraw Hill.

NZBlitz. (n.d.). *iRubric: Frisbee Throwing and Catching*. Retrieved May 5, 2011, from RCampus: <http://www.rcampus.com/rubricshowc.cfm?code=X44CA2&sp=yes>