



# Reproducibles for Lesson Plan Implementation

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printable rules sheets

# APPENDIX A

## STANDARDS FOR POSTING

### **Standard 1: Movement Competency**

Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

#### **Expected Grade Level Outcomes:**

##### **Grades 9-12**

- Apply strategies for self-improvement based on individual strengths and needs.
- Apply sport specific skills in simulation and in real-life applications.
- Select and apply sport/activity specific warm-up and cool-down techniques
- Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
  
- Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
- Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
- Apply a combination of complex movement patterns in a game setting.
- Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
- Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
- Demonstrate proficiency in a variety of outdoor pursuit activities.
- Apply strategies and tactics in a variety of outdoor pursuits.
- Combine and apply movement patterns from simple to complex.
- Demonstrate advanced offensive, defensive and transition strategies and tactics.
- Apply sport specific skills in a variety of game settings.
- Practice complex motor activities in order to improve performance.
- Demonstrate use of the mechanical principles as they apply to specific course activities.
- Select proper equipment and apply all appropriate safety procedures necessary for participation.

## **Standard 2: Cognitive Abilities**

Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

### **Expected Grade Level Outcomes:**

#### **Grades 9-12**

- Analyze the movement performance of self and others.
- Compare and contrast the health-related benefits of various physical activities.
- Evaluate the effectiveness of specific warm-up and cool-down activities.
- Analyze long-term benefits of regularly participating in physical activity.
- Explain how each of the health-related components of fitness are improved through the application of training principles.
- Compare and contrast aerobic versus anaerobic activities.
- Compare and contrast the skill-related components of fitness used in various physical activities.
- Assess physiological effects of exercise during and after physical activity.
- Identify appropriate methods to resolve physical conflict.
- Explain the skill-related components of fitness and how they enhance performance levels.
- Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
- Analyze the mechanical principles as they apply to specific course activities.
- Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
- Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- Interpret and apply the rules associated with specific course activities.

### **Standard 3: Lifetime Fitness**

Participate regularly in physical activity.

#### **Expected Grade Level Outcomes:**

##### **Grades 9-12**

- Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
- Participate in a variety of activities that promote the health-related components of fitness.
- Identify a variety of activities that promote effective stress management.
- Identify the in-school opportunities for participation in a variety of physical activities.
- Identify the community opportunities for participation in a variety of physical activities.
- Identify risks and safety factors that may affect physical activity throughout life.

### **Standard 4: Lifetime Fitness**

Develop and Implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness

#### **Expected Grade Level Outcomes:**

##### **Grades 9-12**

- Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
- Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

## **Standard 5: Responsible Behaviors and Values**

Exhibit responsible personal and social behavior that respects self and others in physical-activity settings

### **Expected Grade Level Outcomes:**

#### **Grades 9-12**

- Describe ways to act independently of peer pressure during physical activities.
- Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- Demonstrate sportsmanship during game situations.
- Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
- Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

## **Standard 6: Responsible Behaviors and Values**

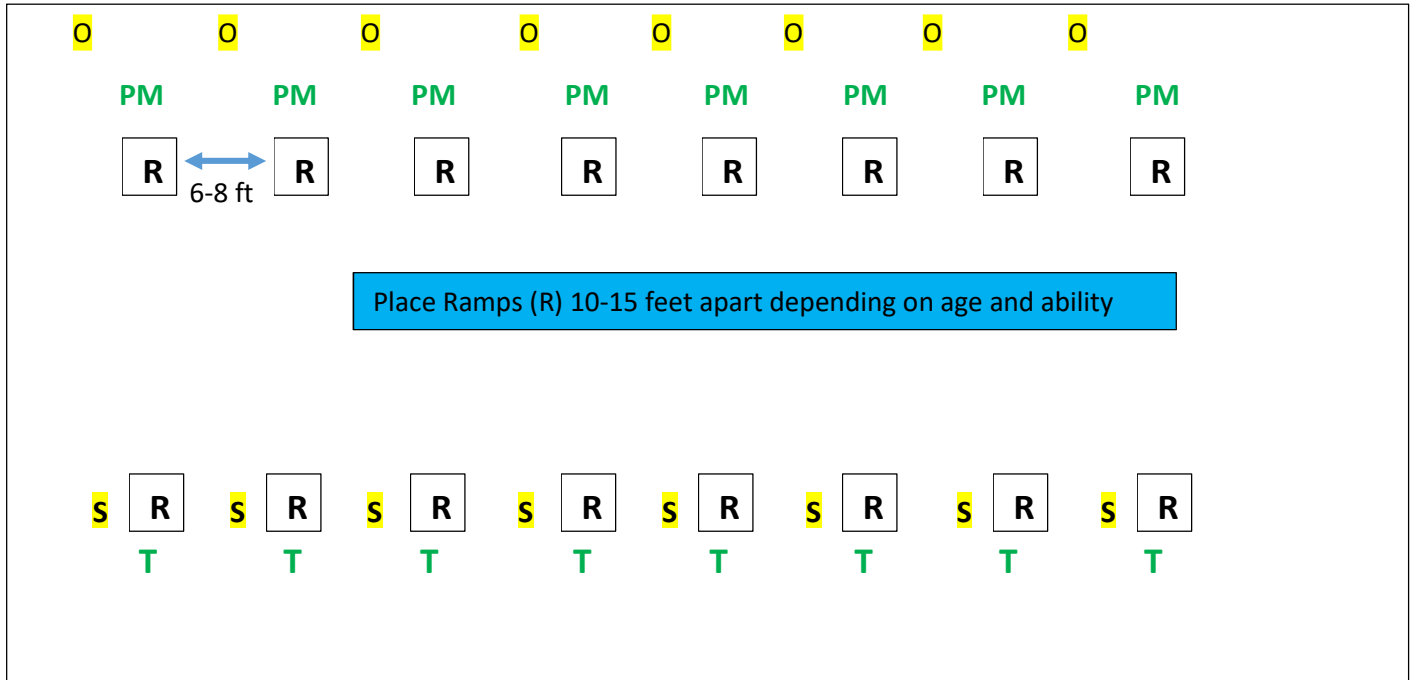
Value physical activity for health, enjoyment, challenge, self-expression and or social interaction.

### **Expected Grade Level Outcomes:**

#### **Grades 9-12**

- Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
- Analyze physical activities from which benefits can be derived.
- Analyze the roles of games, sports and/or physical activities in other cultures.

## APPENDIX B PHYSICAL LAYOUT



Green Ball Team will start game as set up above and then switch positions:

**PM** = Play maker

**T** = Thrower/Shooter

Yellow Ball Team will start game as set up above and then switch positions:

**S** = Stealer/Runner

**O** = Observer

## APPENDIX C

### LESSON 1 – KAU – REVIEW ACTIVITY

<p><b><u>KNOW</u></b> What do I now know and feel like I understand about the activities/ concepts involved with the game?</p>	<p><b><u>AQUAINTED</u></b> What do I feel like I am starting to understand, but need more practice with?</p>	<p><b><u>UNKNOWN</u></b> What do I still not understand about the activities/concepts that I need more time or review of?</p>

**APPENDIX D**  
**LESSON 2 - REFLECTION BOARD**

**Analyze your understanding and participation in the game today, what do you feel your team struggled with the most?**

<b>SKILLS</b>	<b>RULES</b>	<b>POSITIONS /ROTATIONS</b>	<b>SCORING</b>



## APPENDIX E

### LESSON 3 – ANALYZING ERRORS

When in Observer Position in the Rotation, begin analyzing. During Game play notice and observe to record during or at the end of game

	<b>Thrower/Shooter</b> Record errors in mechanics or any areas of skill-related components	<b>Runner/Stealer</b> Record errors in mechanics or any areas of skill-related components	<b>Playmaker</b> Record errors in mechanics or any areas of skill-related components
<b>Player 1</b>			
<b>Player 2</b>			

## APPENDIX F

### LESSON 3 – SCORING SHEET

Use tally marks and then finalize scores and circle final score place W under team name that won that game.

Remember to switch sides at 7 and alert teacher at 12 points scored.

<b>Game 1</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 2</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 3</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		

**APPENDIX G**

**LESSON 3 - REFLECTION BOARD**

**Analyze your understanding and participation in the games today, what area(s) do you feel your team improved the most?  
Why?**

<b>SKILLS</b>	<b>RULES</b>	<b>POSITIONS /ROTATIONS</b>	<b>SCORING</b>

## APPENDIX H

### LESSON 4 – ANALYZING ERRORS OF OPPOSING TEAM

Determine the most difficult challenges your team is presenting and assess the strengths and needs of your team.

How is this different than the opposing team?

When in Observer Position in the Rotation, begin analyzing. During Game play notice and observe to record during or at the end of game

	<b>Thrower/Shooter</b> Record errors in mechanics or any areas of skill-related components	<b>Runner/Stealer</b> Record errors in mechanics or any areas of skill-related components	<b>Playmaker</b> Record errors in mechanics or any areas of skill-related components
<b>Player 1</b>  <b>Of</b> <b>Opposing</b> <b>Team</b>			
<b>Player 2</b>  <b>Of</b> <b>Opposing</b> <b>Team</b>			

\* Feel Free to highlight positive attributes of opposing team as well.

## APPENDIX I

### LESSON 4 – SCORING SHEET

Use tally marks and then finalize scores and circle final score place W under team name that won that game.

Remember to switch sides at 7 and alert teacher at 12 points scored.

<b>Game 1</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 2</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 3</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		

## APPENDIX J

### LESSON 4 – COMPARE/CONTRAST

Compare and Contrast the movement skills needed for RampShot to other recreational activities in which you have participated.

<b>Movement Skills</b>	<b>RampShot</b>	<b>Other Recreational Activity</b>	<b>Other Recreational Activity</b>
<b>Throwing</b>			
<b>Catching</b>			
<b>Stealing</b>			
<b>Running/Sprinting</b>			
<b>Agility</b>			
<b>Balance</b>			
<b>Coordination</b> (Hand/eye or Hand/foot)			
<b>Power</b>			
<b>Reaction Time</b>			
<b>Speed</b>			
<b>OTHER AREAS:</b>			

**APPENDIX K**  
**LESSON 4 – EXIT SLIPS**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**Create a new rule or modify a rule, position or scoring element to give the game a new twist. Could be used to make game easier or add a challenge.**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**Create a new rule or modify a rule, position or scoring element to give the game a new twist. Could be used to make game easier or add a challenge.**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**Create a new rule or modify a rule, position or scoring element to give the game a new twist. Could be used to make game easier or add a challenge.**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**Create a new rule or modify a rule, position or scoring element to give the game a new twist. Could be used to make game easier or add a challenge.**

## APPENDIX L

### LESSON 5 – ASSESSING STRATEGIES AND TACTICS

Investigate each active position, Playmaker, Thrower, and Runner, decide which skill related fitness principles (Agility, Balance, Coordination, Power, Reaction Time and Speed) is applied by each active player.

Discuss with opposing team, one positive skill attribute and one recommendation from prior peer observation in lesson 4.

Assess your team's strategies and tactics that are used or should be used during game play. Identify 5 of the best to focus on in the next game.

	Thrower/Shooter	Runner/Stealer	Playmaker
What strategies and tactics should we be utilizing to be more effective in these positions?			



## APPENDIX M

### LESSON 5 – SCORING SHEET

Use tally marks and then finalize scores and circle final score place W under team name that won that game.

Remember to switch sides at 7 and alert teacher at 12 points scored.

<b>Game 1</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 2</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 3</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		

**APPENDIX N**

**LESSON 5 – REFLECTION**

**Whole group review:**

**Have any modifications, rule changes been added to modify your game play?**

**If so, how has it improved or challenged your play and success?**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

**6 WORD STORY Summarizer – Exit Slip**

**Using 6 words describe the game/story of RampShot**

## APPENDIX O

### LESSON 6 through 10 – APPLYING NORMS FOR GAME PLAY

Discuss with your fellow team(s) which rules, skills, rotations, scoring elements, etc. will be part of your official game play.

If the rules are exactly the same as RampShot Official guidelines, use this as a review of those established rules.

SKILLS	RULES	POSITIONS /ROTATIONS	SCORING
<b>Example:</b> Only overhand throwing is to be used	<b>Example:</b> Thrower must stay behind ramp to make shot	<b>Example:</b> Observer can catch a shot worth 1 point that is deflected by opposing team as long as they are not in the game area	<b>Example:</b> Stealer who catches ball with one hand off the ramp receives 1 point for their team

## APPENDIX P

### LESSON 6 – SCORING SHEET – APPLYING NEW GAME NORMS

Use tally marks and then finalize scores and circle final score place W under team name that won that game.

Remember to switch sides at 7 and alert teacher at 12 points scored.

<b>Game 1</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 2</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		
<b>Game 3</b>	<b>Actual Points Scored</b>	<b>Positive Commenting Points</b>
Green Team		
Yellow Team		

## APPENDIX Q

### LESSON 6 – REFLECTION – PARKING LOT POSTING

Record your teams best rule/game creations/ modifications on post it and place it on the parking lot for students to see how close or different their ideas were – may do at the beginning of the next class as well.

Teams	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

## APPENDIX R

### LESSON 7 – SCORING SHEET – GAME ON SERIES

Use tally marks and then finalize scores and circle final score place W under team name that won that game. Remember to switch sides at 7 and alert teacher at 12 points scored.

- Team 1 will play Team 2 – Team 3 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 2 will play Team 3 - Team 1 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 1 will play Team 3 - Team 2 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Follow same protocols for Teams 4, 5, 6 and Teams 7, 8, 9 (and Teams 10, 11 and 12 for large classes)
- Record on main wall chart at the end of the period

Game 1	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		
Game 2	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		
Game 3	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		

**APPENDIX S**

**LESSON 7 – REFLECTION – EXIT SLIPS**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**3 things you loved about RampShot Activities**

**2 things you learned that will help you in other games**

**1 thing you still don't quite get or would like more information on to understand better**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**3 things you loved about RampShot Activities**

**2 things you learned that will help you in other games**

**1 thing you still don't quite get or would like more information on to understand better**

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_

**3 things you loved about RampShot Activities**

**2 things you learned that will help you in other games**

**1 thing you still don't quite get or would like more information on to understand better**

## APPENDIX T

### LESSON 8 – SCORING SHEET – GAME ON SERIES

Use tally marks and then finalize scores and circle final score place W under team name that won that game. Remember to switch sides at 7 and alert teacher at 12 points scored.

- Team 1 will play Team 4 – Team 7 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 2 will play Team 5 - Team 8 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 3 will play Team 6 - Team 9 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- If Teams 10, 11 and 12 for large classes are needed and equipment permits use bracket format instead
- Demonstrate good sportsmanship and utilize positive commenting often to encourage others
- Record on main wall chart at the end of the period
- Reflection – What skill do you need to improve most to be more successful? How can you improve it?

Game 1	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		
Game 2	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		
Game 3	Actual Points Scored	Positive Commenting Points
Green Team Team # _____		
Yellow Team Team # _____		



## APPENDIX U

### LESSON 9 – SCORING SHEET – GAME ON SERIES

Use tally marks and then finalize scores and circle final score place W under team name that won that game. Remember to switch sides at 7 and alert teacher at 12 points scored.

- TEACHER ESTABLISHES Game norms for last 2 days for consistency and uniformity
- Team 1 will play Team 6 – Team 3 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 2 will play Team 7 - Team 9 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Team 8 will play Team 5 - Team 4 will observe and double check scoring 7 minute max game or score of 15 whichever occurs first
- Follow same protocols for Teams 4, 5, 6 and Teams 7, 8, 9 (and Teams 10, 11 and 12 for large classes)
- Demonstrate good sportsmanship and utilize positive commenting often to encourage others
- Record on Wall Chart for class period Wins/Losses for each – FINAL TOURNAMENT

Game 1	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		
Game 2	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		
Game 3	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		

\*\*\*Reflection: Recap your team's best qualities and focus points for final tournament.

## APPENDIX V

### LESSON 10 – SCORING SHEET – GAME ON SERIES- FINAL TOURNAMENT

Use tally marks and then finalize scores and circle final score place W under team name that won that game. Remember to switch sides at 7 and alert teacher at 12 points scored.

- TEACHER ESTABLISHES Game norms for last 2 days for consistency and uniformity
- REVIEW all rules among the 3 teams to avoid conflict
- Based on the chart for each period have top 3 teams playing together, middle 3 teams playing each other and lowest 3 teams playing together – Winner from each bracket will be gold, Silver and bronze winners for the class – Use 7 minute timed games
- Top Team # 1 plays Top Team #2, Top Team #3 officiates/scores
- Then Top Team #2 plays Top Team #3 and Top Team #1 officiates and scores
- Then Top Team #1 plays Top Team #3 and Top Team #2 officiates and scores
- Team with the most wins(points if necessary for tie breaker) would be Gold winner for class period
- Follow same structure for Top Teams 4-6 and Top Teams 7-9 (if 9-12 add Platinum, then Gold, then Silver, then Bronze winner levels)
- Demonstrate good sportsmanship and utilize positive commenting often to encourage others

Game 1	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		
Game 2	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		
Game 3	Actual Points Scored	Positive Commenting Points
Green Team  Team # _____		
Yellow Team  Team # _____		

## APPENDIX W

### DAILY WARM UPS BY LESSON DAY

**Directions:** Students set up to play, teacher calls out fitness exercises for those players to perform (can be posted on overhead projector, on wall as well) to check knowledge of position, move to next rotation perform that exercise until all 4 are completed

<b>Lesson 4 Warm Ups</b>	<b>Lesson 5 Warm Ups</b>
<ul style="list-style-type: none"> <li>○ Play Maker - lateral inline skater slides 1 minute</li> <li>○ Thrower/Shooter – burpees w/push up 1 minute</li> <li>○ Observer – Alternating high knees with upper body twist 1 minute</li> <li>○ Runner/Stealer – lunges 1 minute</li> </ul>	<ul style="list-style-type: none"> <li>○ Play Maker – runner/slide squares 1 minute</li> <li>○ Thrower/Shooter – X outs with X planks 1 minute</li> <li>○ Observer – plie squats with core twists 1 minute</li> <li>○ Runner/Stealer – plyo power hops 1 minute</li> </ul>
<b>Lesson 6 Warm Ups</b>	<b>Lesson 7 Warm Ups</b>
<ul style="list-style-type: none"> <li>○ Play Maker – karaoke 20 meters back and forth 1 minute</li> <li>○ Thrower/Shooter – uppercut plie squats 1 minute</li> <li>○ Observer – forward bend to walk out plank, walk hands back to forward bend 1 minute</li> <li>○ Runner/Stealer – stretches – butterfly, hamstring, quad, chest 10 seconds each 1 minute total</li> </ul>	<ul style="list-style-type: none"> <li>○ Play Maker – one leg power hops for 1 minute</li> <li>○ Thrower/Shooter – superman to banana for 1 minute</li> <li>○ Observer – walking lunges forward and reverse for 1 minute</li> <li>○ Runner/Stealer – stretches –hamstring, quad, abdominal and low back for 10 seconds each for 1 minute total</li> </ul>
<b>Lesson 8 Warm Ups</b>	<b>Lesson 9 Warm Ups</b>
<ul style="list-style-type: none"> <li>○ Play Maker – lateral plyo-jumps for 1 minute</li> <li>○ Thrower/Shooter – windshield wipers for 1 minute</li> <li>○ Observer – chair pose to warrior pose each side (30 seconds each) for 1 minute</li> <li>○ Runner/Stealer – stretches –calves, wrists, chest, hip flexors and groin 10 seconds each for 1 minute total</li> </ul>	<ul style="list-style-type: none"> <li>○ Play Maker – sprint leaps for 1 minute</li> <li>○ Thrower/Shooter – inline skaters touch the floor for 1 minute</li> <li>○ Observer – forward bend to walk out plank, walk hands back to forward bend for 1 minute</li> <li>○ Runner/Stealer – stretches –hamstring, quad, triceps, biceps, low back and chest 10 seconds each for 1 minute total</li> </ul>
<b>Lesson 10 Warm Ups</b>	
<ul style="list-style-type: none"> <li>○ Play Maker – gym jog for 1 minute</li> <li>○ Thrower/Shooter – squats and side lunges for 1 minute</li> <li>○ Observer –plank, to side planks for 1 minute</li> <li>○ Runner/Stealer – stretches – forward bend, pop out to plank, scoop to up dog, press back to child’s pose for 1 minute total</li> </ul>	

AWARDS



You are the **GOLD MEDAL**  
**WINNERS** of our **RAMPSHOT**  
**TOURNAMENT** for Period \_\_\_\_\_



You are the **SILVER MEDAL**  
**WINNERS** of our **RAMPSHOT**  
**TOURNAMENT** for Period \_\_\_\_\_



You are the **BRONZE MEDAL**  
**WINNERS** of our **RAMPSHOT**  
**TOURNAMENT** for Period \_\_\_\_\_



You are the **PLATINUM MEDAL**  
**WINNERS** of our **RAMPSHOT**  
**TOURNAMENT** for Period \_\_\_\_\_