



**Physical Education
Lesson Plans for
High School Programs
Grades 9-12**

RampShot

Written By:

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collaboration with Creator and Developers of**





Welcome to RampShot™ for Physical Education

Get your students IN THE GROOVE to Play RampShot by preparing them with the fundamentals and skill building confidence to be successful and active participants in and out of school.

RampShot is a great addition to any Physical Education Program. RampShot was designed by a Physical Education teacher as an alternative to traditional recreational games which only allow one player to be active at a time.

Three out of four player players are involved in every play in RampShot which allows for increased physical activity and student engagement. RampShot is the only recreational game that allows players to not only toss for points but catch for points as well.

Teammates work together to score points in this fun and exciting, non-contact game. The grooves on the patent pending ramps were designed to create exciting bounces that will keep students on their toes and help develop hand-eye-coordination.

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Your State applies an additional level with various, objectives, outcomes, goals, targets and benchmarks that set the specific learning and expectation for meeting the standards and various benchmarks.

Let's Get Started!

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Appendices A – W are located in separate document for printing labeled REPRODUCIBLES for LESSON PLAN IMPLEMENTATION



Standards/Benchmarks

NASPE/SHAPE National Standards that are distinctly supported through the following RampShot™ lessons.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Those listed below are specific benchmarks that are supported through utilizing the 10 lessons developed for RampShot™. Particular attention is paid to the highlighted benchmarks most associated with skills and practices used in RampShot™.

(Appendix A – Standards available 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.

Overview of Lessons:

Grades 9-12 Lesson Overview

Lesson	Grades 9-12
1	<ul style="list-style-type: none">○ Review Ramp Shot Video for Beginners○ Discuss Positions and Rotations○ Discuss scoring○ Toss Techniques/Types○ Spot Toss Drills○ Review Activity
2	<ul style="list-style-type: none">○ Spot Toss/Bounce Catch Warm Up○ Spot Review Activity○ Introduce Equipment○ Model and Practice Rotations○ Integrate Scoring○ Setting Game Norms○ Review Reflection Board
3	<ul style="list-style-type: none">○ 4 ball Warm Up Toss 3x○ Model and Discuss below<ul style="list-style-type: none">○ Setting Game Norms○ Establishing Partners○ Review Rotations/ Scoring○ Team Shake○ Review Officials Position if using 6 people rotations○ Release to play○ Have each group reflect and add to reflection board
4	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Establish pairs/play first game to 15, then play timed heats to be able to play 1-2 additional teams in a class○ Compare and Contrast RampShot to other recreational Activities
5	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Establish pairs/rotate players○ Adjust ramp distance to accelerate strong players○ Introduce switching sides at 7 points (accommodates various outdoor conditions)○ 6 word story summary
6	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Modifying a Rule, Skill, Positions or Scoring○ Kids become creators; identifying how they can improve their performance through modification and adaptation○ Greater appreciation for participation and the benefits of lifetime physical activity○ Create/Modify a Rule Board
7	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Game play – 7 minute games playing 3 teams○ Invite School Staff to observe student centered lifetime fitness

8	<ul style="list-style-type: none"> ○ Warm Ups (Fitness Focused for game play) ○ Game play – 7 minute games playing 3 teams ○ Invite School Staff to observe student centered lifetime fitness
9	<ul style="list-style-type: none"> ○ Warm Ups (Fitness Focused for game play) ○ Game play – 7 minute games playing 3 teams ○ Invite School Staff to observe student centered lifetime fitness
10	<ul style="list-style-type: none"> ○ Warm Ups (Fitness Focused for game play) ○ Tournament play – playing 3 teams with timed intervals ○ Summary of Unit ○ Plan school wide event incorporating RampShot as a reward or fundraiser highlighting Lifetime Recreational Participation

HIGH SCHOOL

Grades 9-12 Preparations and Modifications



Materials Needed:

- Review video clips
- [Click for RampShot How to Play Videos](#)
(There are three ways to play RampShot. We recommend Classic for High School students. SlapBack can also be used for advanced players)
- At least 1 set of ramps for every 4-6 students (10 sets can cover 60 students with 3 teams rotating at each ramp – lessons are based on this scenario)
- Ramps should have nets secured in place with provided tool. Download Printable Instructions for net assembly [here](#).
- 2 yellow balls and 2 green balls per set
- Print out/Visual of Rules; use plastic sleeves for quick reference placed under each set
- *(Appendix B – Printable Layout)*

Lay Out: (Set up time 1 minute per set)

R = Ramp (labels facing in towards each other)

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

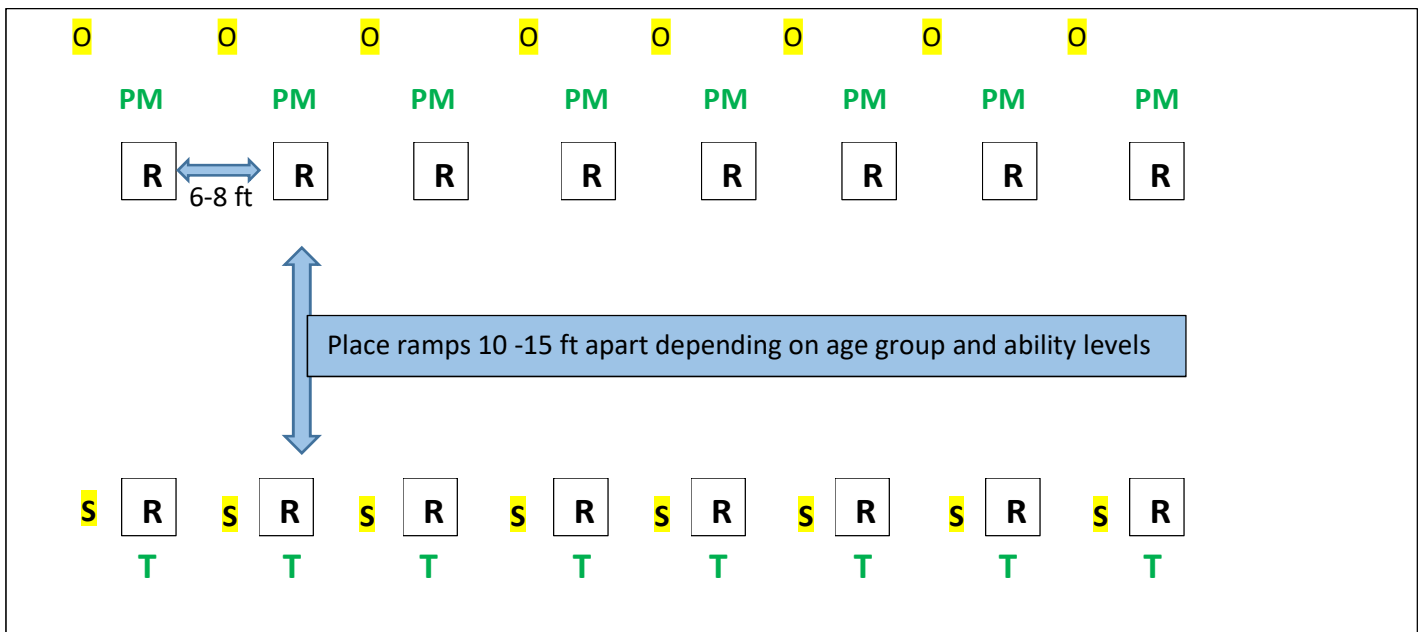
PM = Play maker

T = Thrower/Shooter

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

S = Stealer/Runner

O = Observer





LESSON 1

Introduction to Skills, Equipment and Rules Grades 9-12

Learning Goals:

- Students will be able to identify the skills needed to participate in the assigned physical activity
- Students will be able to describe the positions and rotations involved in playing activity
- Students will be able to model rotations and explain scoring accurately according to the rules
- Students will be able to demonstrate needed skills and/or modify equipment to practice in modified and game settings

Materials Needed:

- Refer to page 10 for position set up with Ramps
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- [Click for RampShot How to Play Videos](#)
(There are three ways to play RampShot. We recommend Classic for High School students. SlapBack can also be used for advanced players)
- Game Instruction Reminders in Transparency Sleeve with Dry Erase Marker and Eraser
- 4 Reflection Boards/Large Post it sheets
- Different colored Post its for each grade level (colored paper squares and tape works as well)

Lesson Essential Questions:

- Who is opposite the Thrower/Shooter? What are their roles?
- What should the Observer be doing/looking for?
- How would 3 points be scored?
- Describe all the ways one point can be acquired.
- Explain the important parts about the role and position of the Runner/Stealer.
- Compare and Contrast underhand and overhand throws/tosses for accuracy and distance.

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives: Retrieval Level

- 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.

2. Discuss Academic Vocabulary to build Connections and Activate Knowledge and Comprehension

- Rotations, etiquette, sportsmanship, technique, strategy, components of fitness health and skill-related, ethical

3. Review Video Clip Ramp Shot Classic (link located in previous page)

Pause and Question: Who is opposite the Thrower/Shooter? What are their roles?

Move students to circle around one set up for demonstration with sample student demo

4. Discuss Positions and Rotations of Players

Pause and Question:

- What should the Observer be doing/looking for? Where is a safe distance? What skills should the "Observer" take notice for strategy purposes?
- Explain the important parts about the role and position of the Runner/Stealer.

5. Discuss Scoring Potentials/Modifications

Pause and Question:

- How would 3 points be scored?
- Describe all the ways one point can be acquired.
- What are the important parts about the role and position of the Runner/Stealer?

6. Review skills needed for participation

- Underhand throwing (have students demonstrate specific styles and techniques for each throw)
- Overhand throwing (have students demonstrate specific styles and techniques for each throw)
- Locomotor skills - Lateral movement, sprinting, jumping, etc.
- Catching from a bounce - Hand-eye/hand-foot coordination
- Skill-related Fitness Knowledge – Agility, Balance, Coordination, Speed, Power and Reaction Time

Pause and Question: Which skill-related fitness components are needed in this activity?

7. Practice skills/vocabulary needed for participation

- Model a 4 person and 6 person scenario with actual students
- Go through position names and rotations while practicing the toss and bounce catch

- **Discuss Safety Measures Applied (most important that players give each other a 5 foot safety distance from other players or observer)**
- 8. Students Practice Throwing and Catching – Modified 5 minute QUICK PLAY**
 - **Students selects partner, connecting to 1-2 other 2 person groups and moves to a station set up**
 - **Partner A stays on designated side and Partner B across from them behind the rings**
 - **Partner A has 4 shots to partner B who is 10 feet away; ball is thrown(student choice first rotation, then underhand, then overhand to address options) into hoop and on spot then second team/partners go**
 - **Reduce to traditional 2 shots for most practical application**
 - **The Playmakers/Catchers and Observers/Stealers rotate and then switch sides for drill**
 - **Increase distance to regular 15 feet after first 3 rotations and complete another 2 rotations (differentiate distance, rules or equipment for skill level modifications)**
- 9. Content Review Activity**
 - **KAU – On their mini-whiteboards or transparency sleeve have students record 3 columns in their pairs: KNOW - What do students KNOW are confident with, AQUAINTED - What information are students AQUAINTED with need more practice and review of and UNKNOWN - What information is still UNKNOWN or not understood related to the content coverage of the game and the concepts from Section 6 above**

(Appendix C – KAU Review Activity Available for Printing)

- **Utilize for planning additions to future lessons**



LESSON 2

Introduction to Equipment, Rules, Positions, Rotations and Scoring

Grades 9-12

Learning Goals:

- Students will be able to identify the skills needed to participate in the assigned physical activity
- Students will be able to describe the positions and rotations involved in playing activity
- Students will be able to model rotations and explain scoring accurately according to the rules
- Students will be able to demonstrate needed skills and/or modify equipment to practice in modified and game settings

Materials Needed:

- Refer to page 10 for position set up with Ramps
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- [Click for RampShot How to Play Videos](#)
(There are three ways to play RampShot. We recommend Classic for High School students. SlapBack can also be used for advanced players)
- Game Instruction Reminders in Transparency Sleeve with Dry Erase Marker and Eraser
- 4 Reflection Boards/Large Post it sheets
- Different colored Post its for each grade level (colored paper squares and tape works as well)

Lesson Essential Questions:

- Who is opposite the Thrower/Shooter? What are their roles?
- What should the Observer be doing/looking for?
- How would 3 points be scored?
- Describe all the ways one point can be acquired.
- Explain the important parts about the role and position of the Runner/Stealer.
- Compare and Contrast underhand and overhand throws/tosses for accuracy and distance

Lesson Activities: (25-30 minutes)

1. **Review Goals and Objectives: Retrieval and Comprehension (Same or similar to Lesson 1)**
2. **Discuss Academic Vocabulary to build Connections and Activate Knowledge and Comprehension – Same as Lesson 1**
3. **Model Team Rotations with Students – Check for knowledge and understanding; have students peer correct**
4. **Review Positions and Rotations: Active Questioning – Students Record and Represent Knowledge on their Team White Board/Connected to the Rules in the Transparency Sleeves Teacher Monitors the group's answers. Allow students 30 seconds to answer and provide feedback**
 - **Who is opposite the Thrower/Shooter?**
 - **What should the Observer be doing/looking for?**
 - **What is the purpose of the Runner/Stealer**
5. **Review Scoring Potentials/Modifications: Active Questioning – Students Record and Represent Knowledge on their Team White Board/Connected to the Rules in the Transparency Sleeves Teacher Monitors the group's answers. Allow students 30 seconds to answer each question**
 - **How would 3 points be scored?**
 - **Describe all the ways one point can be acquired.**
6. **Reteach any concepts not understood from KAU Summary Activity in Lesson 1 – Play Video again as needed to address and highlight actions**
7. **Add Skill Related Components of Fitness Vocabulary: Agility, Balance, Coordination, Power, Speed and Reaction Time – Apply them to the movements of the demonstrating/modeling group – this allows for true application of vocabulary**
8. **Review skills needed for participation – Spot Review Activity: Students find a white board group. Teacher places 10 around the space, uses buzzer 10 seconds – students get to a spot no more than 6 students per spot, , they have 30 seconds to plan and then each group will demonstrate or explain their vocabulary/movement, etc. Use 10 of the 13 concepts below for the white boards:**
 - **Underhand throwing**
 - **Overhand throwing**
 - **Locomotor skills - Lateral movement, sprinting, jumping, etc.**
 - **Catching from a bounce - Hand-eye/hand-foot coordination**
 - **Skill-related Fitness Knowledge – Agility, Balance, Coordination, Speed, Power and Reaction Time**

***Reteach skill/assist individual groups with supports once started**

9. **Students get set up for participation**
 - **Group establishes teams of 2(teacher or student created), could be 2 teams of 2 or 3 teams of 2 depending on size of class and equipment available**

- Students review rules and establish norms for play at the beginning, shake hands and set up opposite of their team mate
 - May need to model example of expectations for review of rules and setting game norms – important to remind about etiquette, ethics, kindness and good sportsmanship
10. **Students Practice Game Skills – Modified (7 minutes)**
- Rock Paper Scissor what color team throws first
 - Review Team Norms/Game Modifications and Acceptable practices
 - The Playmakers/Catchers and Observers rotate with their partner and rotate positions – Teacher will be observing for corrections as needed
 - Reminder Pauses for whole class may be needed during lesson 2
 - If playing with 6 students: 2 students set as a 3rd group playing role of officials, Teacher needs to set timer for 5 minute rotations giving each group 10 minutes of play in a 15 minute segment
11. **Reflecting on Skills, Rules, Positions/Rotations and Scoring**
- Using Reflection Boards – 4 large papers, have each group record under the category what their team struggled with most on posit it and explain their struggle and have them place it on one of the 4 areas (skill building, rules, positions/rotations and scoring). They can add more than one as needed
- (Appendix D– Reflection Board Organizer Available for Printing)*
- Teacher uses this feedback to provide prescriptive review for Lesson 3 as well as adjustments for later classes and grade level adjustments needed

LESSON 3

Building and Practicing Game Skills, Rotations, Rules and Scoring

Grades 9-12

Learning Goals:

- Students will be able to identify and apply the skills needed to participate in the assigned physical activity
- Students will be able to describe and demonstrate the positions and rotations involved in playing activity
- Students will be able to demonstrate rotations and explain scoring accurately according to the rules
- Students will be able to demonstrate needed skills and/or modify equipment to practice in modified and game settings

Materials Needed:

- Refer to page 10 for position set up with Ramps
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 4 Reflection Boards/Large Post it sheets
- Post its (or colored paper squares and tape)

Lesson Essential Questions:

- Matching Positions - Thrower and _____; Observer and _____
- Determine the most possible points a team can achieve in a single turn for their team?
- Analyze the errors that may occur during normal play that costs a team points?
- Specify the importance of the skill related components of fitness as they apply to playing RampShot?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Comprehension and Analysis Level Shift
2. Warm Up/Review Questions:
 - Matching Positions - Thrower and _____; Observer and _____ Students record on their team white boards, Teacher calls 3-2-1 Share It, Student Leader holds up for their group

- Team Discussion - Determine the most possible points a team can achieve in a single turn for their team? Student Leader holds up for their group like above (6)
 - Teacher Assesses whether to move forward or reteach
 - Establish what teams will play against each other and the rotation/movement or direction to relocate to
 - Review safety measures again (do not enter another team/players field to avoid potential for a collision)
3. Apply Knowledge and Assess Errors – Teacher gives students question to ponder during their first official timed game play – Apply concepts below in GAME 1 – 5-7 minutes
- Analyze the errors that may occur during normal play that costs a team points?
 - Students Record and Represent Knowledge on their Team White Board/Connected to the Rules in the Transparency Sleeves Teacher Monitors the 10 group answers. Allow students 1 minute to discuss and record then rotate groups as needed to help with knowledge or skill building
- (Appendix E – Analyzing Errors Organizer Available for Printing)*
- (Appendix F – Scoring Sheet Available for Printing)*
4. Apply Knowledge and Skill - Skill Related Components of Fitness: Agility, Balance, Coordination, Power, Speed and Reaction Time are recorded on the white boards (use preprinted sheet to slide into one side of the sleeve – Add in concepts below for GAME 2 – 5-7 minutes
- Students are to record a skill/game movement/component that demonstrates or applies understanding of each component of skill-related fitness
 - Students use game 2 to focus on these elements and record after game 2; allow 3 minutes for students to discuss and record
 - Teacher reviews and assesses learning and needs for re-teaching or further review
5. Apply Positive Commenting Tracking, and Score Recording – Add in concepts below to GAME 3 – 5-7 minutes
- In final game for Lesson 3, introduce positive comment tracking and score recording on white board
 - Introduce switching sides at point 7, have students alert teacher when first team has a score of 12 – whole group review about scoring exactly 15 points – then release again
6. Reflecting on Skills, Rules, Positions/Rotations and Scoring
- Using Reflection Boards – 4 large papers, have each group record the area their team improved on a set color posit it for that grade level and explain how they improved and have them place it on one of the 4 areas that it corresponds with. They can add more than one as needed, allow at least 3 minutes for this activity
- (Appendix G – Reflection Board Organizer Available for Printing)*
- Teacher uses this feedback to provide prescriptive review for Lesson 4 as well as adjustments for later classes and any grade level adjustments needed



LESSON 4

Applying Game Skills, Rotations, Rules and Scoring

Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by group
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students will be able to apply strategies and tactics in various game situations
- Students will be able to compare and contrast various recreational games

Materials Needed:

- Refer to page 10 for position set up with Ramps
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- Investigate other activities and skill drills that can improve your ability to apply skill-related fitness components to current unit.
- Determine the most difficult challenges your team has faced and assess the strengths and needs of your team.
- Analyze the throwing techniques of the opposing team, compare what works and doesn't work and apply constructive feedback.
- Modify or create a rule that could assist your team or the class to be more successful in this game.
- Compare and Contrast the movement skills needed for RampShot to other recreational activities in which you have participated.

Lesson Activities: (25-30 minutes)

- 1. Review Goals and Objectives – Analysis and Knowledge Utilization**
- 2. Warm Up: Explain-Demonstrate (5 minutes max)**
 - Fitness Warm Up by positions/rotations – 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
(Warm Up Sheet for posting –Appendix W)
 - Play Maker - lateral inline skater slides 1 minute
 - Thrower/Shooter – burpees w/push up 1 minute
 - Observer – Alternating high knees with upper body twist 1 minute
 - Runner/Stealer – lunges 1 minute
- 3. Apply Knowledge and Assess Errors – Teacher gives students question to ponder during timed GAME 1 (7 minute game; 3 minutes for questions)**
 - Determine the most difficult challenges your team has and assess the strengths and needs of your team.
 - Analyze the throwing techniques of the opposing team, compare what works and doesn't work and apply constructive feedback.
 - Use Organizer - insert sheet prepared into transparency sleeve on one side
(Appendix H – Analyzing Errors of Opposing Team Organizer Available for Printing)
(Appendix I – Scoring Sheet Available for Printing)
- 4. Apply Knowledge and Skill - Skill Related Components of Fitness: Agility, Balance, Coordination, Power, Speed and Reaction Time – Questions for GAME 2 (7 minute game; 3 minutes for questions)**
 - Investigate other activities and skill drills that can improve your ability to apply skill-related fitness components to current unit
 - Compare and Contrast the movement skills needed for RampShot to other recreational activities in which you have participated.
 - Record answers on white board/transparency sleeve
(Appendix J – Compare/Contrast Organizer Available for Printing)
 - Teacher reviews and assesses learning and needs for re-teaching or further review
- 5. Reflecting on Skills, Rules, Positions/Rotations and Scoring (allow at least 3 minutes)**
 - Exit Slip Challenge: Create a new rule or modify a rule or position of the game (place name/period on back of exit slip)
(Appendix K – Exit Slips Available for Printing)

LESSON 5

Applying Game Skills, Rotations, Rules and Scoring

Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by group
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students will be able to apply strategies and tactics in various game situations
- Students will improve throwing, catching and skill-related fitness components
- Students will work cooperatively, independently, appropriately and safely in physical and social environment

Materials Needed:

- Refer to page 10 for position set up with Ramps
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- 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 strategy and tactics used during game play, identify the best 5 you are using or want to use and apply.

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)
 - Fitness Warm Up by positions/rotations – 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
(Warm Up Sheet for posting –Appendix W)
 - Play Maker – runner/slide squares 1 minute
 - Thrower/Shooter – X outs with X planks 1 minute
 - Observer – plie squats with core twists 1 minute
 - Runner/Stealer – plyo power hops 1 minute
3. Apply Positive Commenting Tracking, and Score Recording
 - In the 2- 7 minute games in Lesson 5, apply positive comment tracking and score recording on white board which may look like:
Team Speedmasters
11(actual game score) / 16 (positive comment score)
 - Include switching sides at point 7, have students alert teacher when first team has a score of 12 – whole group review about scoring exactly 15 points – then release again
 - Ask students to ponder how they might change, modify or adapt the game
4. Apply Knowledge and Assess Errors – Teacher gives students questions to ponder during GAME 1 (7 minute game; 3 minutes for questions)
 - Discuss with opposing team, one positive skill attribute and one recommendation from prior peer observation in lesson 4
 - Assess your team’s strategy and tactics used during game play, identify the best 5 you are using or want to use and apply
 - Use transparency sleeve to record answers first question on one left side and to last question on the right side of transparency sleeve – then swap with your opposing team to review

(Appendix L– Assessing Strategies and Tactics Organizer Activity Available for Printing)

(Appendix M – Scoring Sheet Available for Printing)
5. Apply Knowledge and Skill - Skill Related Components of Fitness: Agility, Balance, Coordination, Power, Speed and Reaction Time - GAME 2 (7 minute game; 3 minutes for questions)
 - 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
 - Record them on white board
 - Teacher is organizing last game rotation for what teams will play each other
 - Teacher reviews and assesses learning and needs for re-teaching or further review records game rotations for lesson 6 based on answers to 3 questions and skill observations
6. Reflecting on Skills, Rules, Positions/Rotations and Scoring (allow at least 3 minutes)

- Summarizer – 6 word story for your team on your slip of paper – name/teacher on the back
- Ask students if they utilized any rule change or modification in their norms for today's lesson, if so what were they?

(Appendix N – Reflection - 6 Word Story Summarizer Available for Printing)



LESSON 6

Modifying a Rule, Skill, Position, or Scoring Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by players/teams
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students can apply strategies and tactics in various game situations
- Students can throw, catch and adapt skill-related fitness components during game play
- Students can cooperatively, independently, appropriately and safely participate in physical and social environment
- Students can create or modify a game including skills, rules and strategies

Materials Needed:

- Ramps set up, see page 10 diagram
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- How has your team applied the skills, strategies and tactics to improve or maintain?
- How can you utilize this activity outside of Physical Education class?
- Modify a skill, rule, position or scoring element that could assist your team or the class to be more successful in this game?
- Why is it so important to participate in lifetime activities inside and outside the school day with family and friends?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)

Fitness Warm Up by positions/rotations – 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 (*Warm Up Sheet for posting –Appendix W*)

- **Play Maker – karaoke 20 meters back and forth 1 minute**
- **Thrower/Shooter – uppercut plie squats 1 minute**
- **Observer – forward bend to walk out plank, walk hands back to forward bend 1 minute**
- **Runner/Stealer – stretches – butterfly, hamstring, quad, chest 10 seconds each 1 minute total**

3. Apply Knowledge and Skill – (10 minutes)

- **With your 2 teams; 2 at each ramp station create a new rule, position, skill, strategy, scoring element etc. Setting your new norms**

(Appendix O – Applying Norms for Game Play Available for Printing)

- **Present to Team opposite you – discuss the details of how it works in game play**
- **Practice each new element by walking through it with all team members**
- **Record your 2 game changes/modifications on your whiteboard**
- **Teacher will come around and ask questions and observe – can create scoring rubric and apply grade for LG/Standard application, knowledge utilization, etc.**

4. Apply New Elements in game play

- **Test how it improves performance, scoring opportunities, access, strategies, etc.**
- **What are the pros and cons of the modifications your teams have made – record under each modification on the one side of the white board as you practice using them in game play**
- **Play 1 game with new rules 7 minutes – use sample scoring below on the other side of white board**

(Appendix P – Scoring Sheet Available for Printing)

Example white board set up should be:

Team Cougars	Team Panthers
11	9

- **Include switching sides at point 7**
- **Decide which modifications you would keep and those you would change/modify further, make changes and play 1 more 7 minute game (or 5 minute game if time does not permit)**

5. Reflecting on Skills, Rules, Positions/Rotations and Scoring (allow at least 3 minutes)

- **Post IT Parking Lot – 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 need to visit this board first thing upon entering classroom for next lesson if time does not permit during lesson 6**

(Appendix Q – Reflection – Parking Lot Posting Organizer Available for Printing)



LESSON 7

GAME ON – Strategies and Game Play

Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by players/teams
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students can apply strategies and tactics in various game situations
- Students can throw, catch and adapt skill-related fitness components during game play
- Students can cooperatively, independently, appropriately and safely participate in a physical and social environment

Materials Needed:

- Ramps set up, see page 10 diagram
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- How has your team applied the skills, strategies and tactics to improve or maintain?
- How can you utilize this activity outside of Physical Education class?
- Why is it so important to participate in lifetime activities inside and outside the school day with family and friends?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)
3. Fitness Warm Up by positions/rotations – 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

(Warm Up Sheet for posting –Appendix W)

- Play Maker – one leg power hops for 1 minute
- Thrower/Shooter – superman to banana for 1 minute
- Observer – walking lunges forward and reverse for 1 minute
- Runner/Stealer – stretches –hamstring, quad, abdominal and low back for 10 seconds each for 1 minute total

4. Apply Knowledge and Skill – Review Game Play for today’s Lesson

- Students reflect the skills, strategies and tactics selected yesterday and discuss with their teammate(s) 1 minute
- Set up teams who will be playing one another based on prior lessons assessment
- Establish norms for play among the 3 teams – needs to be consistent for all 3 of these games
 - How will we count/subtract points?
 - Who starts-How did we decide?
 - Are we including modify skill, rule, position, or scoring element?
 - What is playable/not playable/in/out, etc.?
 - REVIEW all rules among the 3 teams to avoid conflict
- 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
- Record on Wall Chart for class period Wins/Losses for each team
- 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

(Appendix R – Reflection - 6 Word Story Summarizer Available for Printing)

5. Apply Traditional Scoring for Game Play Day

- During game play in lesson 6, only traditional scoring will be utilized and should be recorded after each full rotation of players on both sides in order to keep up with scoring and agreeing to scores after each round of play

Example white board set up should be:

<u>Team Hurricanes</u>	<u>Team Bobcats</u>
11	9

- Include switching sides at point 7, have students alert teacher when the first team has a score of 12
- Transfer scores/Wins/Losses per team on wall chart for class period

6. Reflecting on Skills, Rules, Positions/Rotations and Scoring (allow at least 3 minutes)

- **Exit Slip 3-2-1 – 3 things you loved about RampShot Activities; 2 things you learned that will help you in other games; 1 thing you didn't quite get or would like more information on to understand better?**

(Appendix S – Reflection – Exit Slips Available for Printing)

***Invite Administrators or teachers to come watch for 10 minutes or provide place where they can participate to increase interest in lifetime recreational physical activities.**



LESSON 8

GAME ON – Strategies and Advanced Game Play

Grades 9-12

Learning Goals:

- Review video clips- Advanced Play with Slapback
[RampShot w/SlapBack How to Play Video](#) (Scroll down to second video.)
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by players/teams
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students can apply strategies and tactics in various game situations
- Students can throw, catch and adapt skill-related fitness components during game play
- Students can cooperatively, independently, appropriately and safely participate in a physical and social environment

Materials Needed:

- Ramps set up, see page 10 diagram
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- How has your team applied the skills, strategies and tactics to improve or maintain?
- How can you utilize this activity outside of Physical Education class?
- Why is it so important to participate in lifetime activities inside and outside the school day with family and friends?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)

3. **Fitness Warm Up by positions/rotations** – 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

(Warm Up Sheet for posting –Appendix W)

- Play Maker – lateral plyo-jumps for 1 minute
- Thrower/Shooter – windshield wipers for 1 minute
- Observer – chair pose to warrior pose each side (30 seconds each) for 1 minute
- Runner/Stealer – stretches –calves, wrists, chest, hip flexors and groin 10 seconds each for 1 minute total

4. **Apply Knowledge and Skill – Review Game Play for today’s Lesson**

- Students reflect the skills, strategies and tactics selected yesterday and discuss with their teammate(s) 1 minute
- Set up teams who will be playing one another based on prior lessons assessment
- Establish norms for play among the 3 teams – needs to be consistent for all 3 of these games
 - How will we count/subtract points?
 - Who starts-How did we decide?
 - Are we including modify skill, rule, position, or scoring element?
 - REVIEW all rules among the 3 teams to avoid conflict
- 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
- Record on Wall Chart for class period Wins/Losses for each team
- 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 *(Appendix T – Scoring Sheet Available for Printing)*

5. **Apply Traditional Scoring for Game Play Day**

- During game play in lesson 6, only traditional scoring will be utilized and should be recorded after each full rotation of players on both sides in order to keep up with scoring and agreeing to scores after each round of play

Example white board set up should be:

Team Marvels	Team Skittles
11	9

- Include switching sides at point 7, have students alert teacher when the first team has a score of 12
 - Transfer scores/Wins/Losses per team on wall chart for class period
6. **Reflection – What skill do you need to improve most to be more successful? How can you improve it?**

LESSON 9

GAME ON – Strategies and Game Play

Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by players/teams
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students can apply strategies and tactics in various game situations
- Students can throw, catch and adapt skill-related fitness components during game play
- Students can cooperatively, independently, appropriately and safely participate in a physical and social environment

Materials Needed:

- Ramps set up, see page 10 diagram
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- How has your team applied the skills, strategies and tactics to improve or maintain?
- How can you utilize this activity outside of Physical Education class?
- Why is it so important to participate in lifetime activities inside and outside the school day with family and friends?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)
3. Fitness Warm Up by positions/rotations – 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

(Warm Up Sheet for posting –Appendix W)

- a. Play Maker – sprint leaps for 1 minute
- b. Thrower/Shooter – inline skaters touch the floor for 1 minute
- c. Observer – forward bend to walk out plank, walk hands back to forward bend for 1 minute
- d. Runner/Stealer – stretches –hamstring, quad, triceps, biceps, low back and chest 10 seconds each for 1 minute total

4. Apply Knowledge and Skill – Review Game Play for today’s Lesson

- Students reflect the skills, strategies and tactics selected yesterday and discuss with their teammate(s) 1 minute
- Set up teams who will be playing one another based on prior lessons assessment
- 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
- Record on Wall Chart for class period Wins/Losses for each team
- 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

5. Apply Traditional Scoring for Game Play Day

- During game play in lesson 6, only traditional scoring will be utilized and should be recorded after each full rotation of players on both sides in order to keep up with scoring and agreeing to scores after each round of play

(Appendix U – Scoring Sheet Available for Printing)

Example white board set up should be:

<u>Team Gators</u>	<u>Team Flapjacks</u>
11	9

- Include switching sides at point 7, have students alert teacher when the first team has a score of 12
- Transfer scores/Wins/Losses per team on wall chart for class period

6. Reflection: Recap your team’s best qualities and focus points for final tournament.

***Invite Administrators and/or teachers to come and participate to reduce stress, be active, improve mental focus and increase interest in lifetime recreational physical activities**

LESSON 10

GAME ON – Final Tournament and Applying Lifetime Recreational Activities

Grades 9-12

Learning Goals:

- Students can utilize the skills needed to participate in the assigned physical activity
- Students can apply the positions and rotations involved in playing designated activities
- Students can explain and model rotations and scoring accurately according to the rules and norms established by players/teams
- Students can effectively utilize and/or modify equipment to practice needed skills for effective game play
- Students can apply strategies and tactics in various game situations
- Students can throw, catch and adapt skill-related fitness components during game play
- Students can cooperatively, independently, appropriately and safely participate in physical and social environment

Materials Needed:

- Ramps set up like page 10 diagram
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Game Instruction Reminders in Transparency Sleeves with Dry Erase Marker and Eraser
- 1 small slip of paper for each student

Lesson Essential Questions:

- How has your team applied the skills, strategies and tactics to improve or maintain your performance?
- How can you utilize this activity outside of Physical Education class?
- Why is it so important to participate in lifetime activities inside and outside the school day with family and friends?

Lesson Activities: (25-30 minutes)

1. Review Goals and Objectives – Analysis and Knowledge Utilization
2. Warm Up: Explain-Demonstrate (5 minutes max)
3. Fitness Warm Up by positions/rotations – 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

(Warm Up Sheet for posting –Appendix W)

- Play Maker – gym jog for 1 minute
- Thrower/Shooter – squats and side lunges for 1 minute
- Observer –plank, to side planks for 1 minute
- Runner/Stealer – stretches – forward bend, pop out to plank, scoop to up dog, press back to child’s pose for 1 minute total

4. Apply Knowledge and Skill – Review Game Play for today’s Lesson

- Students reflect the skills, strategies and tactics selected yesterday and discuss with their teammate(s) 1 minute
- Set up teams who will be playing one another based on prior lessons assessment chart
- 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 # _ 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

5. Apply Traditional Scoring for Game Play Day

- During game play in lesson 6, only traditional scoring will be utilized and should be recorded after each full rotation of players on both sides in order to keep up with scoring and agreeing to scores after each round of play

(Appendix V – Scoring Sheet Available for Printing)

Example white board set up should be:

<u>Team Platinum</u>	<u>Team Gold</u>
11	9

- Include switching sides at point 7, have students alert teacher when the first team has a score of 12
 - Transfer scores/Wins/Losses per team on wall chart for class period
- 6. Reflecting on Skills, Rules, Positions/Rotations and Scoring (allow at least 3 minutes)**
- **Summary Board** – Students record positives about the unit and their takeaways from this recreational lifetime activity – Can pose questions to help them reflect and respond as well.
 - **CREATE AWARDS** – gold medal slips that can be presented to the prevailing team at end of class or beginning of next class – possibly include other acknowledgement awards for positive commenting, good sportsmanship, most improved, etc. to celebrate student success.

***Plan a fundraiser or school PBIS event that has Administrators or teachers play against students for school wide reward.**

****Please find AWARD samples in the back of the Appendices Reproducibles Document for printing**