



**Physical Education
Lesson Plans for
Elementary Programs
Grades 3-5
RampShot**

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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!

Curriculum Guide Table of Contents

Elementary School Lessons

Standards and Benchmarks.....	4-8
Overview of Lessons.....	9
Grades 3-5 Preparations and Modifications.....	10
Lesson 1.....	11-12
Lesson 2.....	13-15
Lesson 3.....	16-17
Lesson 4.....	18-19
Lesson 5.....	20-21
Lesson 6.....	22-23



Standards/Benchmarks

NASPE/SHAPE National Standards that are distinctly supported through lessons for RampShot™ Paired with Florida CPALMS Benchmarks for Physical Education Courses.

Those listed below are supported through utilizing the 10 lessons developed for RampShot™.

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

Expected Grade Level Outcomes:

Grade 3

- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts
- Travels showing differentiation between sprinting and running
- Throws underhand to a partner or target with reasonable accuracy

Grade 4

- Throws underhand to a partner or target by applying skill
- Throws overhand using a mature pattern in non-dynamic environments
- Throws overhand to a partner or at a target with accuracy at a reasonable distance
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment
- Combines traveling with the manipulative skills of throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments

Grade 5

- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments

- Combines traveling with manipulative skills for execution to a target
- Uses appropriate pacing for a variety of running
- Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects
- Throws underhand to a large target with accuracy
- Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects
- Throws overhand to a large target with accuracy
- Throws with reasonable accuracy in dynamic, small-sided practice tasks
- Catches with reasonable accuracy in dynamic, small-sided practice tasks
- Combines manipulative skills and traveling for execution to a target

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

Expected Grade Level Outcomes:

Grade 3

- Recognizes locomotor skills specific to a wide variety of physical activities
- Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher
- Applies simple strategies and tactics in chasing activities

Grade 4

- Applies the concept of open spaces to combination skills involving traveling
- Applies the concept of closing spaces in small-sided practice tasks
- Applies the movement concepts of speed, endurance and pacing for running
- Applies simple offensive and defensive strategies and tactics in chasing activities

Grade 5

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in games environments
- Applies movement concepts to strategy in game situations
- Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments
- Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks
- Recognizes the type of throw, volley or striking action needed for different games and sports situations

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

Expected Grade Level Outcomes:

Grade 3

- Identifies physical activity as a way to become healthier
- Engages actively in the activities of physical education class without teacher prompting

Grade 4

- Analyzes opportunities for participating in physical activity outside physical education class
- Engages actively in the activities of physical education class, both teacher-directed and independent

Grade 5

- Analyzes ways for participating in physical activity outside physical education class
- Engages actively in all the activities of physical education class, both teacher-directed and independent
- Differentiates between skill-related and health-related fitness
- Identifies the need for warm-up and cool-down relative to various physical activities

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

Expected Grade Level Outcomes:

Grade 3

- Exhibits personal responsibility in teacher-directed activities
- Accepts and implements specific corrective feedback from the teacher
- Works cooperatively with others
- Praises others for their success in movement performance
- Recognizes the role of rules and etiquette in physical activity with peers
- Works independently and safely in physical activity settings

Grade 4

- Exhibits responsible behavior in independent group situations
- Reflects on personal social behavior in physical activity
- Listens respectfully to corrective feedback from others
- Praises the movement performance of others both more skilled and less skilled
- Accepts players of all skill levels into the physical activity
- Exhibits etiquette and adherence to rules in a variety of physical activities
- Works safely with peers and equipment in physical activity settings

Grade 5

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities
- Exhibits respect for self with appropriate behavior while engaging in physical activity
- Gives corrective feedback respectfully to peers

- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects
- Critiques the etiquette involved in rules of various game activities
- Applies safety principles with age appropriate physical activities

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

Expected Grade Level Outcomes:

Grade 3

- Discusses the challenge that comes from learning new physical activity
- Reflects on the reasons for enjoying selected physical activities
- Describes the positive social interactions that come when engaged with others in physical activities

Grade 4

- Rates the enjoyment of participating and mastering challenging physical activities
- Ranks the enjoyment of participating in different physical activities
- Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities

Grade 5

- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response
- Describes the social benefits gained from participating in physical activity

Overview of Lessons:

Grades 3-5 Lesson Overview

Lesson 1	Lesson 2	Lesson 3
<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	<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	<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
Lesson 4	Lesson 5	Lesson 6
<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	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Establish pairs/rotate strong players to play with strong players○ Adjust ramp distance to accelerate strong players○ Introduce switching sides at 7 points (accommodates various outdoor conditions)○ Create/Modify a Rule Board	<ul style="list-style-type: none">○ Warm Ups (Fitness Focused for game play)○ Tournament play – playing 4 teams with timed intervals○ Invite School Staff to observe student centered lifetime fitness○ Summary of Unit



Grades 3-5 Preparations and Modifications

Elementary

Materials Needed:

- Review video clips
 - [Click for RampShot How to Play Videos.](#)
(We recommend RampShot Rookie for Elementary students.)
- At least 1 set of ramps for every 4-6 students (10 sets can cover max of 60 students)
- 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 in plastic sleeves for reference

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:

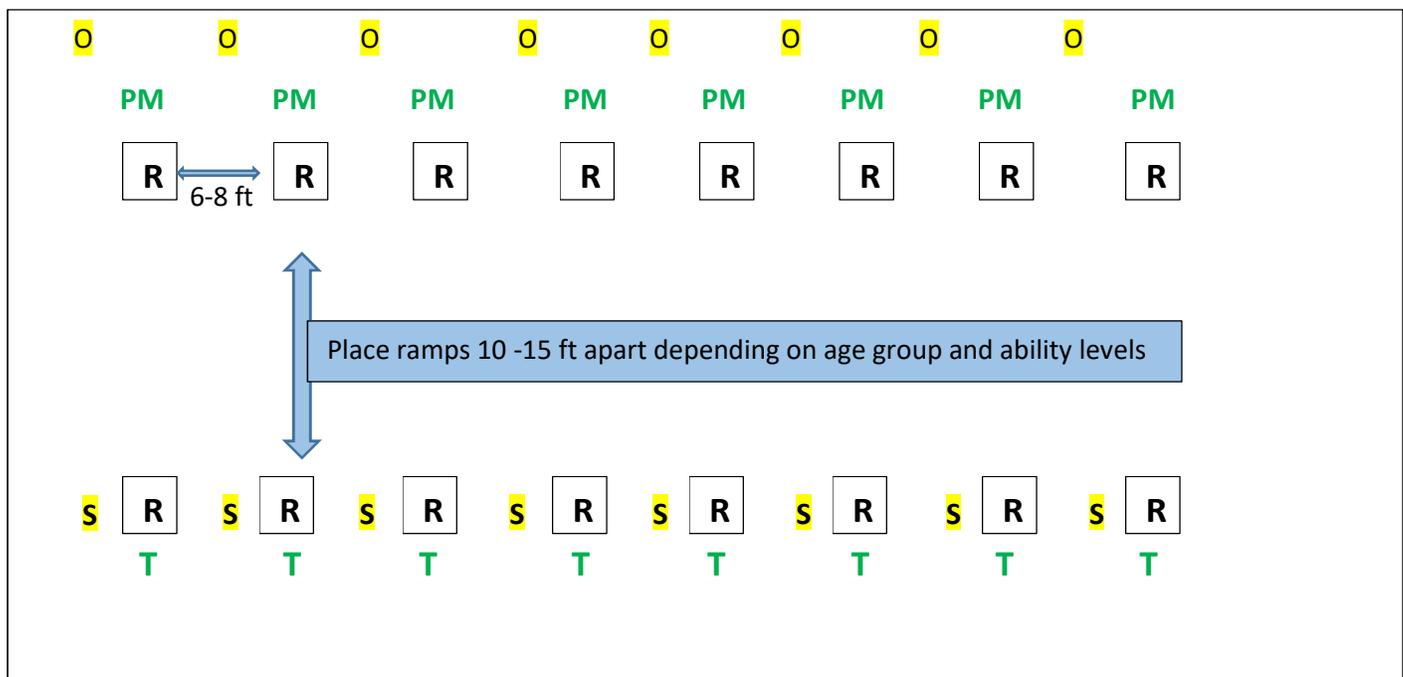
PM = Playmaker

T = Thrower/Shooter

Yellow 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 3-5

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 integrate scoring accurately according to the rules
- Students will be able to utilize and/or modify equipment to practice needed skills for effective game play

Materials Needed:

- Refer to page 10 for position set up, replace ramps with poly spots and small hoops
Place poly spot or deck rink in the center of the hoop replacing where ramp would go

PM / O



T / S

- 20 hoops
- 20 spots or deck rings
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Video Projection Equipment for Introductory Video Clip
[Click for RampShot How to Play Videos](#)
(We recommend RampShot Rookie for Elementary students.)

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?
- How does a team score 2 points with a shot?
- 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: (50 minutes)

1. **Review Goals and Objectives: Retrieval Level**
2. **Discuss Academic Vocabulary to build Connections and Activate Knowledge and Comprehension**
3. **Review Video Clip Ramp Shot Video for Rookies (link is above)**
Pause and Question: Who is opposite the Thrower/Shooter? What are their roles?
4. **Discuss Positions and Rotations of Players**
Pause and Question:
 - **What should the Observer be doing/looking for?**
 - **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?**
 - **How does a team score 2 points with a shot?**
 - **Describe all the ways one point can be acquired.**
6. **Review skills needed for participation**
 - **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**
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**
8. **Students Practice Throwing and Catching - Modified**
 - **Teacher establishes groups/partners and assigns a station 4-6 per 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**
 - **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 (adjust for grade level)**
9. **Content Review Activity**
 - **KAU – What do students KNOW, What information are students AQUAINTED with and What information is completely UNKNOWN**
 - **Utilize concepts from Section 6 above to complete this activity and utilize for planning additions to future lessons**



LESSON 2

Introduction to Equipment, Rules, Positions, Rotations and Scoring

Grades 3-5

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 integrate scoring accurately according to the rules
- Students will be able to utilize and/or modify equipment to practice needed skills for effective game play

Materials Needed:

- 20 hoops
- 20 spots or deck rings
- 20 green balls/20 yellow balls 2 of each at Thrower's/Shooter's end
- Video Projection Equipment for Introductory Video Clip
[Click for RampShot How to Play Videos](#)
(We recommend RampShot Rookie for Elementary students.)
- 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)

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?
- How does a team score 2 points with a shot?
- 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: (50 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
3. Model Team Rotations with Students – Check for knowledge and understanding
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 10 group answers. Allow students 30 seconds to answer
 - 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?
 - How does a team score 2 points with a shot?
 - Describe all the ways one point can be acquired.
6. Reteach 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
8. Review skills needed for participation – Spot Review Activity: Students find a white board group. There will be 10 around the space, music plays – (could use locomotor warm ups) students get to a spot no more than 5-6 students per spot, music stops, 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 and establish norms for play at the beginning, shake hands and set up
- 10. Students Practice Game Skills – Modified (15 minutes minimum)**
- 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 the area their team struggled most with on a set color post it for that grade level and explain their struggle and have them place it on one of the 4 areas. They can add more than one as needed
 - 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 3-5

Learning Goals:

- Students will be able to utilize the skills needed to participate in the assigned physical activity
- Students will be able to apply the positions and rotations involved in playing activity
- Students will be able to explain and model rotations and scoring accurately according to the rules
- Students will be able to utilize and/or modify equipment to practice needed skills for effective game play

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
- Different colored Post its for each grade level (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: (50 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**
- 3. Apply Knowledge and Assess Errors – Teacher gives students question to ponder during their first official timed game play – 3 (7 minute game rotations)**
 - **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**
- 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 –**
 - **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**
 - **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**
 - **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 3-5

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 and assess the strengths 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 RampShot to other recreational activities?

Lesson Activities: (50 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 to check knowledge of position, move to next rotation perform that exercise until all 4 are completed
 - 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 2 timed games (7 minute game rotations)
 - Determine the most difficult challenges your team has and assess the strengths 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
4. Apply Knowledge and Skill - Skill Related Components of Fitness: Agility, Balance, Coordination, Power, Speed and Reaction Time
 - Investigate other activities and skill drills that can improve your ability to apply skill-related fitness components to current unit
 - Compare and Contrast RampShot to other recreational activities?
 - Record answers on white board/transparency sleeve
 - Teacher reviews and assesses learning and needs for re-teaching or further review
5. Apply Positive Commenting Tracking, and Score Recording
 - In final game for Lesson 4, introduce 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
6. 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)

LESSON 5

Applying Game Skills, Rotations, Rules and Scoring

Grades 3-5

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: (50 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 to check knowledge of position, move to next rotation perform that exercise until all 4 are completed
 - 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 Knowledge and Assess Errors – Teacher gives students questions to ponder during their 2 timed games (7 minute game rotations)**
 - 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
- 4. Apply Knowledge and Skill - Skill Related Components of Fitness: Agility, Balance, Coordination, Power, Speed and Reaction Time**
 - 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
- 5. Apply Positive Commenting Tracking, and Score Recording**
 - In final game for Lesson 5, continue to utilize a positive comment tracking score along with traditional score like so
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 if they utilized any rule change or modification in their norms for today's lesson, if so what were they?
- 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
 - Teacher posts team rotations for Day 6 – Game Day



LESSON 6

GAME ON – Strategies and Game Play

Grades 3-5

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:

- 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:

- 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: (50 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 to check knowledge of position, move to next rotation perform that exercise until all 4 are completed
 - 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 – 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 4 of these games
 - Team 1 will play 2 – Team 3 will observe and double check scoring 10 minute max game or score of 15 whichever occurs first
 - Team 2 will play 3 - Team 1 will observe and double check scoring 10 minute max game or score of 15 whichever occurs first
 - Team 1 will play 3 - Team 2 will observe and double check scoring 10 minute max game or score of 15 whichever occurs first
 - The 2 Teams with the most wins play each other for final class RampShot winners highest score in final 5 minutes (with a completed full rotation of players)
 - Demonstrating good sportsmanship and utilizing positive commenting often to encourage others
4. 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
5. 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?