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# EPHE 352

**Instructional Techniques and Dual/Individual Activities**

**Dr Viviene Temple**

Assignment Title: Frisbee Golf Micro-Teaching

Name/s: Danie Proby

Evan Fryer

Mackenzie Humphries

Nathan Hiriyama

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Prescribed Learning Outcomes

It is expected that students will:

**Active Living**

A4 – Participate daily in moderate to vigorous physical activity to enhance fitness

A5 – Demonstrate a willingness to participate in a wide range of physical activities, including individual and dual activities

**Movement Skills**

B1 – Apply fundamental movement skills in a range of complex individual and dual activities

B5 – Apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities

**Safety, Fair Play, and Leadership**

C1 – Apply safety procedures in all physical activities

C2 – Model proper use of equipment and facilities

C3 – Apply fair play conduct in all physical activities

C4 – Apply leadership during physical activities

(Ministry of Education, Province of British Columbia, 2008)

Lesson #1 – Learning Objectives

**Psychomotor**

The students will be able to:

* Throw the Frisbee to a stationary partner using backhand and forehand passes
* Throw backhand and forehand throws to a designated target on the floor

**Cognitive**

The students will be able to:

* Identify the different angles needed to make the Frisbee throw flat when passing to a partner
* Describe proper hand/foot-positioning for the different throws
* Make decisions about which throw to use for when you are closer to the target

**Affective**

The students will be able to:

* Safely participate and be respectful to other students when they are making their throws by being quiet and out of the way
* Challenge themselves to try the forehand throw when passing to a partner

Lesson #2 – Learning Objectives

**Psychomotor**

The students will be able to:

* Pass the Frisbee accurately to a stationary player over a long distance
* Demonstrate proper foot positioning in preparation for throwing the Frisbee
* Demonstrate correct release point of hand during throw
* Drive a Frisbee to a target over a long distance

**Cognitive**

The students will be able to:

* Describe proper hand/foot-positioning for drives
* Identify the strongest throw for a long-distance drive
* Analyse environmental factors (i.e., wind) for choice of Frisbee release

**Affective**

The students will be able to:

* Use the Frisbee in a safe manner (waiting for a clear area to throw) during drills and game play
* Give and provide feedback on components of the forehand and backhand Frisbee throw
* Challenge themselves to use their non-dominant throw during a drive

Lesson #3 – Learning Objectives

**Psychomotor**

The students will be able to:

* Throw the Frisbee around a stationary defender, using edge/angle, to another player/target
* Demonstrate the proper angle of the Frisbee for both backhand and forehand in preparation for throwing the Frisbee

**Cognitive**

The students will be able to:

* Describe when you would use a specific angle throw for both backhand and forehand during disc golf
* Identify the proper throw you would use when the obstacle is left/right of the target and describe why

**Affective**

The students will be able to:

* Use the Frisbee in a safe manner (wait for everyone to finish their throw before collecting)
* Give feedback to other students during the drills to help them learn the proper edge of the disc

Lesson #4 – Learning Objectives

**Psychomotor**

The students will be able to:

* Throw the Frisbee to a target while applying a curve to compensate for the angle of the target
* Play a game of Frisbee golf while following rules

**Cognitive**

The students will be able to:

* Apply previously learned knowledge in a variety of lesson-culminating activities/games
* Define various terms associated with Frisbee Golf (i.e., par, birdie, tee-off, etc.)
* Discover ways in which they can participate in Frisbee Golf on their own time

**Affective**

The students will be able to:

* Make connections between Frisbee Golf and other physical activities (i.e., Ultimate Frisbee)
* Use the Frisbee in a safe manner (waiting for a clear area to throw) during drills and game play
* Praise classmates in their Frisbee Golf endeavours

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| **Lesson #:** 1  **Topic:** Frisbee Golf  **Equipment:**  Hula-Hoops (x10)  Cones (x20)  Frisbee (x12)  Floor Tape for Safety  Gymnasium  **Reference:**  (Professional Disc Golf Association, 2012) | **Learning outcomes: TSWBAT…**  P: Throw the Frisbee to a stationary partner using backhand and forehand passes  P: Throw backhand and forehand throws to a designated target on the floor  C: Identify the different angles needed to make the Frisbee throw flat when passing to a partner  C: Describe proper hand/foot-positioning for the different throws  C: Make decisions about which throw to use for when you are closer to the target  A: Safely participate and be respectful to other students when they are making their throws by being quiet and out of the way  A: Challenge themselves to try the forehand throw when passing to a partner | |
| **Parts of the lesson (including time)**  (describe what the students will do)  **Introductory Phase** (warm up and orientation)  5 Minutes - Command   * Active Warm Up * Introductions (ourselves and basic game)   5 Minutes - Command   * Dynamic stretching   5 Minutes - Command   * Cut away drill- (get a partner, both stand on end line- one person is the cutter- they cut away from the disc about 10 yards and then turn back under where player one throws them the disc- they catch it and immediately throw it back to player one- repeat until you reach the end of the gym then switch) | | **Teaching Points/Cues**  \*Cues will be the focus of our feedback  - “Grab a Frisbee and start passing with a partner”  - “How would you throw a forehand?”  - Make sure they are all throwing in the same direction for safety  - Does not need to be long or intense for disc golf  - Good demonstration is key  - “Take your time with the throws”  - “This is not a race” |
| **Body** (review of previous lesson and new learning activities)  20 Minutes (2 parts) – Command/Practice   * Overview of lesson * Demonstrate forehand/backhand/push pass * Partner up 5-10 yards away from each other (using all throws) * (10 minutes later) stay with partner. Start close, take a step back for every completed pass, step towards if the pass is not completed, try both backhand and forehand   10 minutes – Command/Practice   * Throw Frisbee to target of choice with a partner (see organizational arrangement below)(take turns choosing which target and keep score after 10 turns) | | - Backhand (have fingers curl under the rim of the disc, tip the disc away from body, snap wrist more to increase distance, try the angle the throw so it is released flat)  - Forehand (make a peace sign with your index and middle finger- middle finger is against rim and it where the control comes from, use less arm, snap wrist rather than throw with arm, flatter is better)  - Push pass (hold it like the backhand but put index finger on rim, snap wrist backwards like “Spiderman”, create backspin ((for shorter distances, lots of spin is better for getting Frisbee in the goal)) should not be able to go far).  - Check for student understanding  - “Try both backhand and forehand throws”  - “Keep it level”/”less arm, more wrist” “snap the wrist”  Partner passing:  Ask them to try the different throws, walk around and give suggestions to help with distance |
| **Culminating Phase** (testing of student outcomes i.e. application)  10 minutes – Command/Practice   * Use skills learned earlier in the lesson and throw to a target rather than at a person * Throw Frisbee to target of choice with a partner (see organizational arrangement below) (take turns choosing which target and keep score after 10 turns) * Assessment of lesson by observing their partner throws | | Accuracy/Targets:  (Get a partner, stand on line, use whichever throw to get the Frisbee closest to target, switch who chooses which hula hoop every turn)  - Wait for everyone to finish before collecting Frisbees  - Congratulate them on trying different throws |
| **Closure** (next lesson, reinforcement of concepts e.g. questions)  5 Minutes – Command  - Check for student understanding  - Re-check their understanding of the  throws  - Go over the plan for the next lesson | | - “Show me how you would hold a forehand/backhand/pushpass”  - How would you throw it to get more distance?  - (Talk about potential bad weather-- including what to wear etc.) |

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Lesson #1 - Organizational Arrangements

**Introductory Phase**

**Body**

**Culminating Phase**

Lesson #1 – Group Reflection

Upon reflection, we felt like this first lesson for Frisbee golf went smoothly. We had a pretty specific progression plan for the four lessons so today was especially important to set the tone for the unit as well as to familiarize ourselves with the students and their abilities and interest level. This lesson was mostly about giving the students the chance to throw the disc around and learn the basics.

We split up the lesson according to our own individual strengths. Nathan ran the warm-up and the game at the end, whereas Danie taught the throws to the students. One thing that we noted was that the students never had the impression that Nathan, Evan, or Mackenzie did not have very much experience with throwing Frisbees. They carried themselves confidently which resulted in a mutual respect between everyone present. This enabled the lesson to run smoothly and for the students to engage in the drills as well as actually make an effort to improve.

Possibly due to nerves, Nathan and Danie forgot to ask the student’s their names, which was brought up immediately after the lesson was over. We made sure to correct this for next time because it is important to get to know the students. Moreover, the drills went quicker than we had anticipated so it was good that Nathan was able to come up with a new competition for the end of the lesson.

During this lesson we noted that the students enjoyed throwing from farther distances and throwing to targets as a group. We also felt that we could add more physical challenges for the next lessons because it is after all a physical education class.

Due to the windy and wet conditions outside, we decided to make the lesson inside the gymnasium. It would be detrimental to teach the students how to throw Frisbees in the wind because it would completely affect their throws and their confidence. That being said, the future lessons could be held in the wind because they will hopefully have the knowledge base to be able to adjust.

We felt that this lesson had a good flow to the next lesson, which build off of each other in a manner that is challenging, yet accessible. This lesson set up the fundamental skills for Frisbee golf in order for the next lesson to put it more into practice. We found that our lesson progressions and planning were beneficial to how the unit would unfold. Our biggest challenge would be to keep the students interested and engaged for four lessons. Stay tuned!

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| **Lesson #:** 2  **Topic:** Frisbee Golf  **Equipment:**  Hula-Hoops (x10)  Cones (x20)  Frisbees (x12)  Turf-Field  Soccer Net  **Reference:**  (Professional Disc Golf Association, 2012) | **Learning outcomes: TSWBAT…**  P: Pass the Frisbee accurately to a stationary player over a long distance  P: Demonstrate proper foot positioning in preparation for throwing the Frisbee  P: Demonstrate correct release point of hand during throw  P: Drive a Frisbee to a target over a long distance  C: Describe proper hand/foot-positioning for drives  C: Identify the strongest throw for a long-distance drive  C: Analyse environmental factors (i.e., wind) for choice of Frisbee release  A: Use the Frisbee in a safe manner (waiting for a clear area to throw) during drills and game play  A: Give and provide feedback on components of the forehand and backhand Frisbee throw  A: Challenge themselves to use their non-dominant throw during a drive | |
| **Parts of the lesson (including time)**  **Introductory Phase** (warm up and orientation)  5 Minutes - Command   * Active Start * Introductions (getting to know names) * Brief Explanation of today’s lesson   5 Minutes - Command   * Warm-Up (Builders and Bulldozers) | | **Teaching Points/Cues**  \*Cues will be the focus of our feedback   * “Grab a Frisbee and start passing with a partner or two!” * Explain briefly and concisely objectives/rules * Check for understanding * Number students off into ‘even’ teams |
| **Body** (review of previous lesson and new learning activities)  10 Minutes – Command/Practice   * Recap from Last Week (forehand/backhand/push pass) * Practice those skills   5 Minutes – Command/Practice   * Detailed explanation of lesson (The Drive) * Teach backhand and forehand ways to drive the Frisbee * Practice in three designated lines (see organizational arrangement below)   5 Minutes – Command/Practice   * Explanation of Frisbee mechanics (release point and foot positioning) * Throw again with new knowledge (for skill repetition) | | * “Peace sign”, “Wrist snap”, “Less arm the better!” * Make partnerships to practice skills * Check for understanding * Circulate teaching area * Initial throw in golf * Power is important (still keeping high degree of accuracy) * Check for understanding * Use dominant throwing style for most power * “Step into it!”, “Compensate for wind” * “Level release”, “Foot pointing direction you want Frisbee to go”, “Finger positioning” * Go through motions with students, and check for understanding * Practice and offer guides as we go along * Feedback after performance (what went well, what didn’t, etc.) |
| **Culminating Phase** (testing of student outcomes i.e. application)  10 Minutes - Command   * Bring it in, and talk about accuracy while driving the Frisbee long distances * Assessment of lesson by practicing driving the Frisbee across large of the Field (also fun for the students as they compete against each other) | | * Shoot from sideline to centre line (distance and accuracy) * Shoot from centre-line to soccer net (distance) * “Practice forehand if you please” (giving them the option to challenge themselves) * “Don’t step over the tee-off line” |
| **Closure** (next lesson, reinforcement of concepts e.g. questions)  5 Minutes - Command   * Gather in centre-circle for light throwing and recap of lesson (Cool down) * Talk about what to expect for next week | | * Say the name of the person you throw to for spatial awareness * “Remember to be prepared for the weather” |

Lesson #2 – Organizational Arrangements

**Introductory Phase**

**Body**

**Culminating Phase**

Lesson #2 – Group Reflection

Ultimately, we felt as though this lesson went very well. While planning this specific lesson, we wanted to make sure that the previous lesson flowed easily into this one and the newly taught skills built off of previously learned skills. Since the students had just learned throwing techniques the week before, we decided that reinforcement of the skills was the best way to go about the beginning of our lesson to reinforce student learning and give them a solid foundation for future Frisbee golf skills. This worked to our advantage, as we found that students benefited from a review.

From our Lesson #1 Group Reflection, we realized that names of the students were not asked. Thus, in our second lesson we were sure to get their names and use their names throughout the lesson. We found that this was one of our strengths during this lesson; we found that making personal connection to the students while they are learning skills motivates their learning while establishing a teacher-student relationship. Another strength lies in our organization of the lesson; we felt as though there were many great drills for the students to participate in. This prevented the lesson from being boring or too repetitive and the students generally had fun with the activity.

We felt as though this lesson ran smoothly, with only one minor hiccup. During the teaching, we mistakenly provided the students with a cue regarding foot positioning that was incorrect. Thankfully, this was corrected after one minute. Right away, we made sure to move around to each student and individual correct our mistake. Although this took away from some of their practice time, it was ultimately worth it. This could have been prevented if we went through every single teaching cue rigorously before the lesson.

If we had more advanced equipment and facility, it would have been nice to use different areas for scoring a Frisbee Golf goal (i.e., metal cylinders hanging from trees, trees as obstacles, etc.). Also, changing up partners more often could have been beneficial for the students to get an idea of different peoples throwing errors (compensating for errors made is the way the students grow in their learning process).

As a group, we were adamant about planning our lesson progressions before we even started teaching the Frisbee Golf unit. This allowed us to have easy flow between lessons, and lessons that built off each other. We taught the various types of throws and mechanics of throwing during the first two lessons. These fundamental skills inform the more advanced skills taught in Lesson #3 (i.e., curving around obstacles). Without these movement patterns and acute practice of skills, the students would have a hard time learning those concepts in the third lesson. We found that planning this progression ahead of time was one of our main strengths throughout the Frisbee Golf Micro-Teaching.

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| **Lesson #:** 3  **Topic:** Frisbee Golf  **Equipment:**  Hula-Hoops (x10)  Cones (x20)  Frisbees (x12)  Turf-Field  Soccer Net  **Reference:**  (Professional Disc Golf Association, 2012) | **Learning outcomes: TSWBAT…**  P: Throw the Frisbee around a stationary defender, using edge/angle, to another player/target  P: Demonstrate the proper angle of the Frisbee for both backhand and forehand in preparation for throwing the Frisbee  C: Describe when you would use a specific angle throw for both backhand and forehand during disc golf  C: Identify the proper throw you would use when the obstacle is left/right of the target and describe why  A: Use the Frisbee in a safe manner (wait for everyone to finish their throw before collecting)  A: Give feedback to other students during the drills to help them learn the proper edge of the disc | |
| **Parts of the lesson (including time)**  **Introductory Phase** (warm up and orientation)  5 Minutes - Reciprocal   * Active Start (Peer-teaching new students) * Brief explanation of today’s lesson   10 Minutes - Command   * Explain how to play ultimate Frisbee * Play ultimate Frisbee 4 on 4 * Game to approx. 3- * Half field size | | **Teaching Points/Cues**  \*Cues will be the focus of your feedback   * Talk about throwing with an edge * “Say there was a tree in front of you, how would you want to throw the disc in order to get around the tree?”   - Answer: bend it?   * “Yah, and how do you think you could make the backhand/forehand do that?” * (Student-teacher can play if needed for numbers- make sure one is watching on perimeter) * Check for student understanding |
| **Body** (review of previous lesson and new learning activities)  2 Minutes - Command   * Review the throws from the previous weeks   3 Minutes - Command   * teach how to throw with an edge (demonstrate Danie and Nathan)   10 Minutes – Command/Practice   * groups of three- do “3-man”- work on throwing around the person (see organizational arrangement below) | | - Edge (angle the disc up away from your body and throw with an arch “like there’s a paintbrush in your hand and you are painting a half circle in the air”  - 3 man- set it up so there is one person on the white line about 5-10 yards away from another person (essentially piggy in the middle)- the third person will stand in front of the person with the disc (not actively trying to get the disc) so that the thrower has to change the angle of the disc to throw around them- then once that person has thrown, they run over to the disc and they become the person who stands in the way. Repeat.  - Check for student understanding  - Student teacher can participate if numbers require it  - Danie should try to float around and give feedback to students |
| **Culminating Phase** (testing of student outcomes i.e. application)  10 Minutes – Command/Practice   * Accuracy /putting it into play: Try to throw around the hula hoops and into the centre circle of the turf (see organizational diagram below) | | Accuracy/Targets:  - If the Frisbee passes over the hula hoops you “catch on fire” – hoops are lava-  - Throw both forehands and backhands- take turns-  - Discuss waiting until everyone is done to collect Frisbees  - Go through this a couple times |
| **Closure** (next lesson, reinforcement of concepts e.g. questions)  5 Minutes – Command  - Check for student understanding:  -re-check their understanding of the new throws  -go over the plan for the next lesson (talk about how next lesson is mostly about playing games and not as much about learning) | | - “Show me how you would hold a forehand/backhand to get around an object”  - Talk about next lesson (final lesson) – actually playing disc golf  - Dress appropriately |

Lesson #3 – Organizational Arrangements

**Introductory Phase**

**Body**

**Culminating Phase**

Lesson #3 – Group Reflection

This lesson was the second lesson taught by Nathan and Danie. The purpose was to build upon the basic skills from the first lesson by introducing throwing with an “edge” to the Frisbee to get around targets/obstacles. Luckily the weather cooperated and we were able to do the whole lesson outside in the sunshine.

One obstacle we encountered was having a new student be there for the first day. This was handled by having a more experienced student teach him the throws we have learned up until this point. It was a great opportunity for us to see while he was teaching how many of the technical cues the student had picked up.

The strengths of this lesson were that the drills flowed nicely from one to the next and built upon each other. The students were challenged but not so much that they were frustrated or unsuccessful. The group seemed to really enjoy playing ultimate Frisbee for their warm-up and they used the skills they had learned in the game. Moreover, this lesson could very easily be transferred indoors in the event that there was bad weather.

The main weakness of the lesson would be that we were not able to fit in all the drills we wanted to. Due to the class being cut short for a pep rally, the lesson was rushed and compact. That being said, the main points of the lesson were absorbed and the students seemed to enjoy what they were learning. The changes would not be to our lesson plan they would just be to the amount of time allotted.

This lesson really showed us that the students were actively listening since the first day. They all knew the grips, arm positions, and reasons for each throws as well as could demonstrate them for us. It was very exciting to see how much they enjoyed the game of ultimate as well and how they could use their new skill set in that game. Although the lesson was quick, the students learned necessary skills to have them prepared for the upcoming final golf game!

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| **Lesson #:** 4  **Topic:** Frisbee Golf  **Equipment:**  Hula-Hoops (x10)  Cones (x20)  Frisbees (x12)  String  Floor Hockey Nets (x4)  **Reference:**  (Professional Disc Golf Association, 2012) | **Learning outcomes: TSWBAT…**  P: Throw the Frisbee to a target while applying a curve to compensate for the angle of the target  P: Play a game of Frisbee golf while following rules    C: Apply previously learned knowledge in a variety of lesson-culminating activities/games  C: Define various terms associated with Frisbee Golf (i.e., par, birdie, tee-off, etc.)  C: Discover ways in which they can participate in Frisbee Golf on their own time  A: Make connections between Frisbee Golf and other physical activities (i.e., Ultimate Frisbee)  A: Use the Frisbee in a safe manner (waiting for a clear area to throw) during drills and game play  A: Praise classmates in their Frisbee Golf endeavours | |
| **Parts of the lesson (including time)**  **Introductory Phase** (warm up and orientation)  5 Minutes - Reciprocal   * Active Start (Peer-teaching new students) * Brief Explanation of today’s lesson   5 Minutes - Command   * Ultimate Frisbee | | **Teaching Points/Cues**  \*Cues will be the focus of our feedback   * “Grab a Frisbee and start passing with a partner or two” * Recap of objectives/rules of ultimate Frisbee * Explain relevance of playing ultimate Frisbee and how skills relate to Frisbee golf * Offer verbal guides and encouragement while students are playing game |
| **Body** (review of previous lesson and new learning activities)  5 Minutes - Command   * Double Disk Court * Go Over rules of golf (Par, birdie, bogey) * Talk about similarities between golf and Frisbee Golf | | * Explain objectives/rules of the game * Encourage the students to have fun with this drill (this was a last minute change to the lesson plan due to the unpredictability of the weather) * During dialogue, be personable in a way that you relate to the students and don’t assume about capabilities (i.e., some have played golf before, some have never) * Check for understanding |
| **Culminating Phase** (testing of student outcomes i.e. application)  25 Minutes – Command/Practice  - Game of Frisbee Golf | | * Everybody on their own team * Par 3 for every ‘hole’ * Various types of obstacles to practice all concepts learned through the 4 lessons of Frisbee Golf * Keep Track of score (but be sure not to stress the importance of a good score). Personal improvement is KEY |
| **Closure** (next lesson, reinforcement of concepts e.g. questions)  5 Minutes - Command   * Announce students with most points * Hand out Frisbees (every student gets a Frisbee…not just the ‘winners’) * Discuss Community link Hand-out and distribute among students, giving students opportunity to continue their involvement in Frisbee Golf * Conclude and farewell | | * Don’t focus on “winning” * Ask if the students have any questions about Frisbee Golf and answer them * Let students know of continuing skills in not just Frisbee golf, but games that are transferable such as Ultimate * Pump up the students about their potential as athletes |

Lesson #4 – Organizational Arrangements

**Introductory Phase**

**Body**

**Culminating Phase**

Lesson #4 – Group Reflection

This lesson was taught by Mackenzie and Danie since both Nathan and Evan were absent. This was not a problem since we were prepared for it. The problem lay in the weather and change of location. Today was very rainy which made it so we had to teach the lesson inside which was not what we had planned for since we wanted to have a big game of Frisbee golf outside. Another problem was that we had to go to Ian Stewart because the Mckinnon gym was occupied. Once all the rearranging was done, we had about 20 minutes to plan and set up everything in the field house. The lesson still ended with the desired game of Frisbee Golf, but the intro and body went differently then originally planned.

The strengths of this lesson were that we had the freedom to make up games that just had to challenge the students to use all their previously learned skills. Also, we did not have to teach new skills so we could play more games to test their skills.

The main weakness of the lesson was that we did not have a planned section in the event of rain. We had been so excited about playing a real game outside that we neglected this point. We managed to make it work regardless of this, but it would have gone more smoothly if we had planned for rain as well.

Including a back up plan is the main thing we would have changed in this lesson. If we had had this alternative plan, we would have known that we might have needed pinnies for a warm up inside (we didn’t have pinnies for the Ultimate warm-up). Another thing we would likely change would be to make the final culminating lesson take place in the forest to make it more realistic.

This lesson was great at informing the students of further opportunities to play ultimate Frisbee because we not only explained the rules of an actual game, but we also gave them a community hand out that informed them of more opportunities of play. Overall, our four lessons have allowed the students to add one more activity to their skill set so they are that much more likely to find some activity they can take part in. This will in turn help them become in lifelong participant of physical activity.

Teaching Styles

**Command – Style A**

Where?

Throughout our lessons, we stuck with command style teaching as our primary way of teaching the students. Places where we used this style are indicated by the word “Command” written into the lesson plans (quite frequently).

Why?

Not only is this the easiest way to teach for new teachers, but it also saves the most time during our short lessons. Secondly, we were not aware of the students’ capabilities prior to this Micro-Teaching assignment. It proved difficult at first to try any other style; however, we incorporated two other styles as we progressed in our unit of Frisbee Golf.

How successful the experience was for the students and the instructor?

Initially, this was very successful for the students. After a quick survey at the beginning of our lessons, it was apparent that no students had any experience with Frisbee Golf, nor formal training throwing a Frisbee. Thus, we found that simply telling them what to do was very effective. It was also successful for us as instructors since it was the easiest method to translate our lessons to the students. If the students do not have knowledge about a certain skill, then using methods such as a reciprocal teaching style is not very effective.

**Practice – Style B**

Where?

We used the practice style of teaching as our secondary teaching method. We used this teaching style in Lessons #1, #2, and #3; the places where we used this style are indicated by the word “Practice” written into the lesson plans.

Why?

Our primary reason for using the practice style of teaching was to be able to observe if the students are actually learning the skills we taught them. This teaching style gives us opportunity to circulate the class and offer feedback to the individual and private practice that the students are engaging in.

How successful the experience was for the students and the instructor?

This teaching style was very successful for both students and instructor. The students were able to have the necessary time and privacy to work on these new skills and the instructors (new to the world of teaching) were able to provide feedback where needed. The feedback provided was not only helpful for the students, but also allowed the instructors to feel confident to move on to the next skill; once a skill was learned, the instructor could assess the student’s achievement easily using this style.

**Reciprocal – Style C**

Where?

We used the Reciprocal style of teaching to get the new students in Lessons #3 and #4 up to speed. With no prior knowledge, we had a total of three new students arrive unexpectedly to our lessons. We had to think on the spot, but thankfully had reciprocal teaching in our repertoire. The places where we used this style are indicated by the word “Reciprocal” written into the lesson plans.

Why?

The use of this teaching style allowed us to keep the lesson flowing in a smooth and unbroken fashion. As previously mentioned, the new students were unexpected and were generally shy in their approach to the class. Having their peers teach them, rather than some “intimidating” third year university students, they were able to learn the skills quickly and efficiently without the pace of the lesson being hindered. Also, teaching others is one of the best ways to demonstrate that you know the skill. By teaching the skills from the previous lessons, the students were only solidifying the movement concepts in their own mind.

How successful the experience was for the students and the instructor?

Reciprocal style teaching was a complete success. Through observation, we noticed the “teaching students” new exactly what they were talking about and the “learners” caught on very fast and demonstrated their newfound knowledge with a seamless transition into our lessons. As instructors, it was rewarding to hear the students use teaching cues we had previously taught them. Furthermore, in some circumstances, having the students engage in reciprocal teaching, gives the instructor time to prepare for the next portion of the lesson (especially while teaching in pairs).

**School-Community Link Handout**

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**If Frisbee Golf is something you are interested in doing more of?**

**Who do you contact?**

* Check out the Victoria Disk Golf Club page on Facebook for tournament information (they are trying to get a course for Victoria but there is not currently one)
* Check out websites below for courses outside of Victoria (including Pender Island and Salt Spring Island)

**What do you need?**

* Frisbees or disc golf discs
* Comfortable footwear
* To be respectful of surroundings and others’ property

**When is it?**

* Anytime you want!

**Where is it?**

* Anywhere you have permission to play

(This can include playing “urban frolf” where you pick targets outside- keeping in mind to be respectful of public property)

**More Information:**

For disc golf information- British Columbia Disc Sports Society:

<http://www.bcdss.bc.ca/>

For Ultimate Frisbee information- Victoria Ultimate Players Society:

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