

## **FOCUS➤** PASSING AND CATCHING IN DYNAMIC ENVIRONMENTS

### **Subfocus➤** Spatial Awareness, Partner Relationships

#### **Grade 5**

#### **Standard 1**

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

#### **Grade-Level Outcomes**

- Catches with accuracy, both partners moving (S1.E16.5b)
- Throws with accuracy, both partners moving (S1.E15.5a)
- Throws with reasonable accuracy in dynamic, small-sided practice tasks (S1.E15.5b)

#### **Critical Elements for Catching**

- Extend arms outward to reach for ball.
  - Thumbs in for catch above the waist.
  - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball. (Specific only to certain catches.)

#### **Critical Elements for Throwing (Overhand Pattern)**

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

#### **Lesson Objectives**

The learner will:

- Catch a ball thrown by a partner with both partners moving
- Pass a ball with reasonable accuracy to a moving partner
- Throw a ball with reasonable accuracy against a passive defensive player
- Catch a ball against a passive defensive player
- Throw and catch with reasonable accuracy while others are trying to defend and intercept

#### **Safety Concern**

Ensure that spacing is adequate for throwing and catching on the move.

#### **Materials and Equipment**

- Playground or youth-size basketballs, one per student
- Variety of balls and objects for throwing, such as youth-size footballs, flying discs, hand-sized balls
- 6- to 7-inch (18 to 22 cm) foam balls

- Marker cones
- Five hoops

## Introduction

*You have practiced throwing and catching to yourself, and passing and catching with stationary partners and with the receiver moving a few steps. Today, we are going to make our passing and catching more as they happen in a game. We will increase travel, distance, and speed, and add defensive players.*

### LEARNING EXPERIENCE: REVIEW PASSING AND CATCHING WITH A PARTNER

Students attempt to perform 10 successful passes to and from a partner at a distance of 10 to 15 feet (3 to 4.5 m).

- They increase the distance and complete 10 more passes.
- They repeat tasks with different ball or object.

Cue for receiver: *Give a target, reach, and pull.*

Cue for passer: *Look for the target.*

- Students pass and catch at high and low levels, to the right, and to the left.

### LEARNING EXPERIENCE: REVIEW PASSING AND CATCHING ON THE MOVE

Partners stand side by side facing the same direction. Partner A is the first passer, and partner B is the first receiver. The receiver creates a pathway design moving away from thrower, while providing a target for the thrower. The thrower leads the receiver when the target is signaled. After the throw and catch are completed, the receiver returns to the starting position and roles are switched.

**Safety Check:** All students move in the same direction across the gymnasium or field.

- Catching over the shoulder with a twisted body shape. Receiver jogs slowly away from the passer traveling in a straight pathway. When ready, the receiver twists the body and provides a two-hand target over one shoulder. The passer attempts to pass to the receiver's target hands. Students increase distance only with success.

Cue for passer: *A lead pass will allow the receiver to continue jogging.*

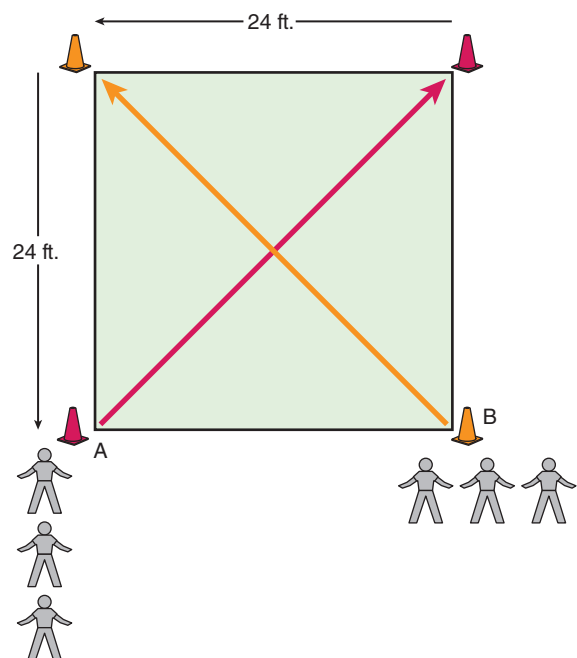
Cue for receiver: *Twist only the upper trunk so that the feet can continue jogging forward.*

### LEARNING EXPERIENCE: PARTNERS GIVE-AND-GO

With spray paint on field or tape on floor, create squares approximately 24 feet by 24 feet (7 m by 7 m). Use four cones (two of one color and two of a different color) to mark the square (see diagram).

Divide the class into groups with partners, based on the number of squares created. Two partners practice the give-and-go; students waiting observe for target hands and leading the receiver.

Partner A, the passer, positioned in one corner of the square, slaps the ball and gives the spoken signal for travel. Partner B, positioned at a cone of the different color, begins travel to the matching-color cone across the square. Partner B provides the hand position target; partner A leads the receiver with a



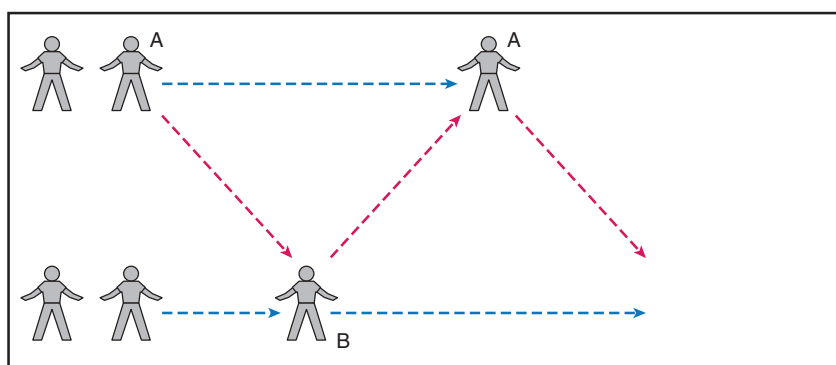
pass. After partner B gains possession of the ball, partner A waits for the signal and begins travel to the opposite diagonal corner. Partner B throws the leading pass. After each set of two passes, new partners begin their practice.

- Students have their choice of using aerial or bounce pass.
- Students have their choice of type of ball or disc to use.
- Challenge students with the addition of a passive defense. When the pass is made, the defensive player travels to a position between passer and receiver.
  - Defender uses body position only and cannot use arms or hands to intercept the pass.
  - Defender positions body in pathway, not close to passer.

### **LEARNING EXPERIENCE: PASSING AND CATCHING ON THE MOVE**

On one end of the gymnasium or field, position partners about 12 feet (3.5 m) apart. The partners travel down the field passing and receiving the ball. When partners complete the pass and receive series, they wait until the remaining students in the group have arrived before returning. Each set of partners begins travel after the partners directly in front have made two passes.

- Emphasize leading the receiver, gaining control, and returning the pass.
- Students have their choice of ball or disc.
- Add the option of combining the skill of dribbling with a playground ball or basketball.



### **LEARNING EXPERIENCE: CATCHING AGAINST A MOVING DEFENDER**

Students repeat the previous task with a third student playing the role of a defender attempting to intercept the ball.

- Receiver uses changes in pathways and speed to create open space.
- Thrower times throw to match receiver being open.
- Defender is positioned in space between thrower and receiver.

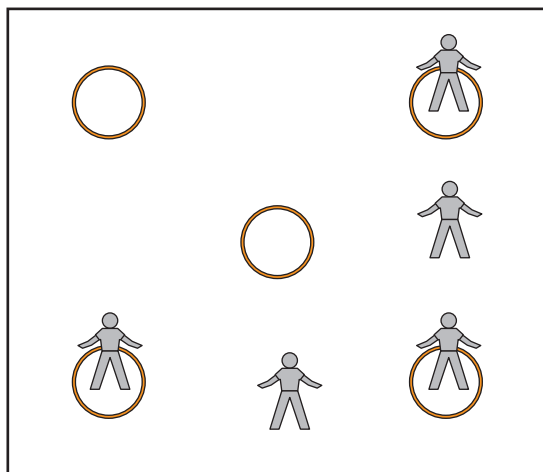
### **LEARNING EXPERIENCE: PASSING, CATCHING—INTERCEPTING**

Divide the practice floor or field into four quadrants. Scatter five hoops in each quadrant. Divide the class into groups of five or six students who have similar throwing and catching skills. For each quadrant, three students stand in hoops and two hoops are empty. Two students are scattered in open space within the quadrant (see diagram).

Offense (students in hoops) begins throwing and catching the ball. Thrower must be in a hoop to pass; receivers can extend one step outside the hoop to catch. Receivers are free to travel between hoops but must have at least one foot in the hoop when making the catch.

Defense can move anywhere in the area but may not make contact with a person or with the ball in a person's hand.

- After 45 to 60 seconds of practice, switch offense and defense. Provide several minutes of practice for skills and strategy of open spaces.
- Offense scores 1 point for every complete pass; defense scores 1 point for every interception or incomplete pass. After one team has 7 points, switch offense and defense.



## Assessment

Passing and Catching on the Move and Passing, Catching—Intercepting provide excellent environments for authentic assessment that focuses on critical elements, not scoring. Tell students in advance the focus of the observation or assessment. Compare the authentic assessment with earlier formative assessments of critical elements in nondynamic environments.

## Closure

- What happened to the skills today when we added more game-like situations?
- Why do the skills decrease in game-like situations?
- Why do we say throwing and catching are two sides of the same coin?
- Name the games or sports in which throwing and catching are important skills.

## Reflection

- Do students have a comfortable skill level of throwing and catching? Are they competent and confident in their skills?
- Do I need to revisit passing and catching without defenders?