

LESSON 1: THROWING 101

Grade-Level Outcomes

Primary Outcomes

Throwing: Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Shot selection: Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- perform the backhand and forehand throws accurately to a partner.
- perform the basic pancake or clap catch successfully.
- learn how to select the correct shot in disc golf.

Equipment and Materials

- Flying discs: at least 2 for every student
- 12-inch (30 cm) cones (or larger): at least 1 for every 3 students
- Hoops: at least 1 for every 3 students

Introduction

Today, we will start a new module on disc golf. How many of you have played traditional golf or mini-golf? Great! Disc golf is very similar with respect to rules and etiquette. The benefit is that it can be played anywhere with just a flying disc! Today, we'll begin to develop the basic backhand and forehand throwing skills that you'll need to play the game successfully. We'll also work on the most basic type of catch—the pancake catch. Mastering a basic catch will allow you to get more practice with your throws and also to safely participate as multiple discs are being thrown around you.

If possible, show video highlights from the Internet of spectacular disc golf shots (keyword search suggestion: “amazing disc golf shots”).

Instructional Task: Throw-Around

■ PRACTICE TASK

Working in groups of two or three, students experiment with different throws into open space around a cone, which is used to indicate their home base.

Refinement

Prompt students to control throws so that they stay within 15 feet (4.5 m) of their home base.

Safety note: To ensure the safety of students, make sure they are spread out in a field and are throwing under control.

Guiding questions for students:

- When you throw the disc, how does the angle affect the accuracy and distance of the throw?
- What type of throw is the most comfortable for you? Why do you think that is?

Student Choices/Differentiation

Students can choose to throw to space and let the disc fall to the ground, or they can toss and catch throws from partners.

What to Look For

- This task can be used as a pre-assessment to gauge prior experience and current skills associated with throwing and catching a disc.
- Observing student performance (check of understanding) provides an effective assessment of students' skill levels and background knowledge.

Instructional Task: Throwing to a Target

■ PRACTICE TASK

Partners take turns throwing backhand to the home base cone, starting from a distance of 6 to 10 feet (2 to 3 m). Each pair of partners is given three or four discs. After the first partner throws all three or four discs, he jogs quickly to retrieve his discs and then return them to the partner waiting. Practice backhand and then repeat with forehand.

Extension

If pairs/partners hit the cone five times, students take a step back and repeat from a greater distance. If they miss on five consecutive throws, the pairs/partners take a step closer to the target.

EMBEDDED OUTCOME: S4.M1.7. Students cooperate with classmates during practice tasks to maximize opportunities for success. They follow throwing and catching cues while remaining focused on practice tasks and using positive language. Student encourage one another regardless of skill levels.

Student Choices/Differentiation

Students can place a hoop around the cone. If the throw lands in or touches the hoop, count it as a successful throw.

What to Look For

- Backhand throw grip: fingers under, thumb on top
- Backhand throw motion: load to shoulder, step and snap
- Common errors: fingers straight under disc; fail to load; do not execute toward target
- Forehand throw grip: V underneath, thumb on top
- Forehand throw motion: open to load, step and snap
- Formative assessment options: teacher observation and feedback; peer assessment; video analysis via mobile device or tablet
- Check for understanding: Students repeat and demonstrate cues.

Instructional Task: Game of Catch

■ PRACTICE TASK

As discs are being thrown, students should learn how to make basic catches for protection and to make the practice tasks more efficient (not wasting time chasing down discs).

Partners or groups throw and catch using backhand throws and pancake catches from a distance of 15 to 20 feet (4.5 to 6 m) apart. Groups of three may form a passing triangle.

Extensions

- If pairs or groups complete five successful catches, students take a step back and resume from a greater distance.

- To teach catching when students lack throwing skills, group two unskilled throwers with one skilled thrower. Students catch and then jog to return the disc to the thrower.

Student Choices/Differentiation

- Allow students to modify throwing distances within safe limitations. Skilled students can experiment with alternative ways to catch the disc (e.g., one- and two-hand rim catches).
- Students having difficulty controlling both accuracy and velocity should be reminded of the cues and prompted to return to the task of throwing to a target (cone).

What to Look For

- Pancake catch: hands apart, move to disc, clap to catch
- Formative assessment options: teacher observation and feedback using critical-elements checklist; peer assessment; video analysis via mobile device or tablet
- Check for understanding: Students repeat and demonstrate cues.

Formal and Informal Assessments

- Pre-assessment throw-around (eyeball test informal or checklist formal)
- Teacher observation with feedback
- Peer assessment with a critical-elements checklist

Closure

- Who can recite the critical cues for each throw and catch that you learned today?
- Consider one of those cues. How does that cue affect the quality of your performance? What would happen to the throw (or catch) if the cue was ignored or executed poorly?
- Why do you think we began the disc golf unit with these three skills? How might you use these skills later in the unit?

Reflection

- Did students use cues while throwing and catching?
- Did they work cooperatively and meet behavior expectations? If not, how can expectations be reinforced in the next class?
- Are there any safety considerations to address that you were not aware of prior to this lesson?

Homework

Send students home with a handout listing the cues for backhand and forehand throwing, as well as the pancake catch. You may also refer them to the school's physical education website to view skill videos. Students use a disc or paper plate to demonstrate the cues for a family member or friend. Students return a signed worksheet as evidence of completion.

Resources

Windsor Ultimate: www.windsorultimate.com

Internet keyword search: "basic disc golf throws (backhand and forehand)," "shot selection in disc golf"