

LESSON 5: THROWING ASSESSMENT AND TRANSITIONS

Grade-Level Outcomes

Primary Outcomes

Throwing: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6)

Transitioning: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)

Embedded Outcome

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Lesson Objectives

The learner will:

- demonstrate the critical elements while throwing.
- apply the game rules while playing ultimate ball.
- apply transitional skills and knowledge during ultimate ball.

Equipment and Materials

- 3 discs for every group
- 4 targets at set distances for every group
- Grids for students to work on transition
- Enough fields for teams of 4 to play at the same time

Introduction

Did anyone practice throwing by playing disc golf? It is important to practice these skills with many different activities.

Explain to students that the first practice task will be an assessment. Briefly review the procedures for the assessment. Review the critical elements, as needed.

When the assessment is complete, we will play ultimate ball. This game applies the rules of ultimate but uses a ball. Through this activity, we will explore how the game is played and apply strategies you may know from other sports.

Instructional Task: Throwing for Accuracy Assessment and Throwing With a Defender to a Moving Target

■ PRACTICE TASK

Assessment 1

In groups of two or three, students throw discs at targets set at four distances. Each student throws three times.

Students are assessed on their ability to use the critical elements of the backhand throw, as well as their accuracy with the throw.

Assessment 2

In groups of four, students pass to a partner with defenders guarding. Offensive players play at 100 percent effort; defensive players play at 75 percent.

Assessment 3

In groups of four, two students defend while two players pass. One defensive player guards the passer while the other defender covers a receiver.

Offensive player plays at 75 percent effort; defensive player plays at 100 percent.

Note: For assessments (especially assessments 2 and 3), group students by ability. Remind students that the purpose of the assessment is to measure offensive or defensive skills. Students should give an appropriate amount of effort to allow their peers to demonstrate their abilities on the assessment.

Extensions

- Challenge students by making the farthest target worth 4 points and the closest worth one.
- Challenge all players to play at 100 percent effort.

Refinement

Students should refer to the critical elements to adjust, if needed.

Student Choices/Differentiation

- Students can choose to throw at the different-distance targets.
- Students can choose their partners.
- If students are not successful, you can pull one player to create an advantage situation for the assessment.

What to Look For

Students are

- using proper throwing skills,
- passing and catching effectively with a defender, and
- using the defending skills assessment to evaluate ultimate skills.

Instructional Task: Transitioning

■ PRACTICE TASK

Students learn to transition from offense to defense by playing tag. Each student has a partner, and each partner has a number, either 1 or 2. Partners may tag only partners.

Within their grid of 15 × 15 yards or meters, partners start off facing each other. Call out either number 1 or 2 to be “it.” That number then tries to tag the partner, who runs around within the grid to avoid being tagged. After 10 to 15 seconds, call the other number, forcing the partner running away to change roles by chasing (guarding) her partner, who now runs to open space. Continue to call out number 1 or 2, forcing partners to transition from offense to defense.

Refinement

Make sure that students maintain a low center of gravity when transitioning and use an explosive step to get back on defense or offense.

Guiding questions for students:

Discuss what it means to transition from offense to defense or defense to offense.

- Why is it important to transition?
- Why is it important to transition quickly?
- How is this like transitioning in ultimate or games such as basketball?

Discuss how to use the entire grid and move to open space.

- In this activity, did you use the entire grid?
- What is the benefit of using the entire grid in this activity?
- What is the benefit of using the entire space in invasion games (e.g., basketball, soccer, ultimate)?

Extensions

- Do the same activity, but now 2 v 2 or 3 v 3, with one group the 1s and the other group the 2s.
- Students choose to tag anyone in the grid. This provides students with a great opportunity to communicate with one another for transitional offense and defense.

Guiding questions for students:

- How was this task more difficult than 1 v 1?
- Was it easier in some instances? Why?
- Why was communication important?

Student Choices/Differentiation

- For different speeds, after a number has been called, the taggers may have to count to three or perform five jumping jacks before they can chase.
- If runners are tagged, you can have them wait until the next number is called or have them ask their partners questions that they have to answer related to ultimate or disc golf.

What to Look For

- Are students transitioning quickly from tagger to trying not to get tagged?
- Are they transitioning using a low center of gravity?
- Are they communicating well with teammates?

Instructional Task: Ultimate With a Ball

■ PRACTICE TASK

Students play ultimate with a ball to learn the game and apply rules without focusing on the skills of throwing and catching a disc.

With modified courts, each team should have three to five students.

Grid size is 20 × 10 yards or meters.

Students should focus on using quick transitions and appropriate communication with teammates during the game.

Refinements

- During the game, review rules to help students understand how the game is played.
- Make sure that students are using appropriate transitions during the game.

Extensions

- Repeat with a disc.
- Limit the number of steps allowed when a player has possession.

Guiding questions for students:

- Was the game easier with a ball than with a disc?
- Why is it important to transition quickly during the game?
- Who will share the successful communication strategies that you and your team used?

EMBEDDED OUTCOME: S5.M6.7. Talk with students about the importance of social interaction during invasion games. Some talking points include helping and encouraging others, avoiding trash talk, and providing support to classmates.

Student Choices/Differentiation

- Change the type of ball to allow for different skill levels.
- Adjust the size of the field to meet students' needs.
- Modify the rules to help students understand how the game is played.

What to Look For

- Do students know the rules and are they applying them?
- When on offense, are students trying to get open and using the whole field?
- Are students transitioning from offense to defense?
- While on defense, are students covering offensive players effectively and talking to their teammates?

Formal and Informal Assessments

Checklist or rubric for throwing for accuracy. The teacher-created assessment can assess process (critical elements) and product (how many targets the student hit).

Closure

- Discuss with students how the ultimate ball games went.
- What did they learn while playing and what will they need to work on?
- Provide an overall evaluation of how students threw, based on the assessment.

Reflection

- How did the assessment go? What are students struggling with that needs to be practiced and retaught?
- Are students able to apply the rules of ultimate?
- How did the game go?
- What strategies were they using?

Homework

Review ultimate rules for the upcoming ultimate disc knowledge test.

Resources

- Baccarini, M., & Booth, T. (2008). *Essential ultimate: Teaching, coaching, and playing*. Champaign, IL: Human Kinetics.
- McManama, J., Hicks, L., & Urtel, M. (2010). *Physical education activity handbook*. 12th ed. San Francisco: Benjamin Cummings.
- Parinella, J., & Zaslow, E. (2004). *Ultimate: Techniques & tactics*. Champaign, IL: Human Kinetics.
- Internet keyword search: "ultimate rules," "transitions in ultimate," "transitions in invasion sports"