

LESSON 7: COURSE CREATION AND CALIBRATION

Grade-Level Outcomes

Primary Outcomes

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

Throwing: Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce. (S1.M18.8)

Embedded Outcomes

Rules & etiquette: Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)

Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Lesson Objectives

The learner will:

- work cooperatively with classmates to create challenging disc golf holes that promote enjoyable and successful participation for the entire class.
- accurately perform a mature throwing pattern for the backhand and forehand throws a minimum of three out of every five throws.

Equipment and Materials

- Dome cones: enough to create a grid with 9 extra-large stations
- Hoops: 18
- Large cones, jump ropes, and other equipment to be used to create a variety of course obstacles
- Flying discs: 1 for every student
- 12-inch (30 cm) cones (or larger): 9
- Index cards: 9
- Pencils: 9

Introduction

Today, you'll prepare for our second style of disc golf tournament play called best ball. Best ball—or disc, in this case—allows players to play an entire hole from start to finish with their own throws and lies. At the end of the hole, each team will use the score from the player who performs the best. After your warm-up routines are complete, you'll begin building the course for your best-ball tournament. As you create a challenging hole with your group, consider the skills and abilities of all of your classmates to be sure all players will enjoy playing the entire class course.

Instructional Task: Mash-Up Warm-Up Routines

■ PRACTICE TASK

Prior to class, select three or four of the best student-generated routines. Take exercises from each one to create a new mash-up routine.

Display the mash-up routine for all students to see as they enter the activity. As students enter, they begin completing the routine.

Extension

Give students the opportunity to lead the warm-up routines.

Student Choices/Differentiation

Provide challenge progressions for the exercises used in the routine. Students may select a challenge level.

What to Look For

Assess for proper form and technique in addition to accurate performance of exercise routines.

Instructional Task: Course Creation and Calibration

■ PRACTICE TASK

- Break the group into nine equal groups, creating nine course holes.
- Assign each group a large station area within a grid.
- Group are equipped with two hoops, a 12-inch cone (or larger), a variety of equipment to be used as obstacles, and enough discs for each member of the group.
- Use one hoop as the tee area, the other as a hazard.
- Use other equipment pieces as additional hazards.
- The cone acts as the target.
- Place hazards strategically to increase the difficulty of the hole.
- Each hole is a par 3 (i.e., most players will reach it in three throws).
- Students calibrate a good distance by practicing the hole three times in best-ball format.
- They adjust distance and obstacles as needed.
- Holes are ready when more than 50 percent of team members can reach and hit the target on par.
- When complete, students record the hole design on an index card and give the card to you as a reference for next class.

Extension

Have students create courses with two different skill levels. This may require “pro” and “semi-pro” tee areas.

Refinement

Encourage students to create challenging course holes while also trying to be inclusive of all student skill levels.

Guiding questions for students:

- How will the added obstacles change the way this tournament is played?
- Do you think the increased challenge will make the tournament more or less enjoyable? Why?
- What are ways you can encourage classmates who are struggling because of the increased difficulty of this course?

EMBEDDED OUTCOME: S5.M6.6. This cooperative activity provides opportunities for students to demonstrate respect for self and others by following the activity guidelines, encouraging others, and playing in the spirit of the game.

- Students can conduct peer assessment with a checklist and scorecard on which a partner records the accuracy of one or more performances.

Student Choices/Differentiation

- By design, this activity encourages students to be self-directed in a cooperative environment.
- Students who are ready for greater challenge can institute a one-stroke penalty for hitting a course hazard.
- Students playing the course could select the “pro” area for increased challenge and the “semi-pro” area if they need to develop greater throw accuracy.

What to Look For

- Spreading skill-specific assessments out over the course of multiple lessons allows each student to receive quality and specific feedback to improve skill development and performance.
- The use of a holistic rubric with performance criteria specific to disc golf can help guide formative feedback and provide an outcomes-based summative assessment toward the end of the unit.
- Continue using teacher observation, rubrics, or checklist-based skill assessments.

Instructional Task: Swap and Test (Time Permitting)

■ PRACTICE TASK

Groups rotate one station in either direction and perform three practice runs in best-ball format.

Extension

After each trial run, students discuss with their teammates ways to modify their approach to improve their score.

Student Choices/Differentiation

- As students move to a new hole, they may choose between pars 3, 4, and 5 for their first two attempts at the target.
- If a par 5 is selected for the first attempt, par 4 will then be selected for the second and par 3 for the third.
- This strategy can help set more realistic expectations while challenging students to improve.

What to Look For

Focus observation and feedback on shot selection.

Formal and Informal Assessments

- Teacher observation with feedback
- Rubric or checklist-based skill assessment
- Video analysis

Closure

- Was today's throwing accuracy an improvement over previous performances? Can you explain how your practice habits (or lack thereof) affected your improvement?
- What are two characteristics of a challenging disc golf hole?
- How would you compare and contrast the hole that your team created with the hole that you practiced during the swap and test activity?

EMBEDDED OUTCOME: S4.M6.6. Discuss with students the unique aspect and importance of disc golf etiquette. After the discussion, assign the homework assignment.

Reflection

- Did the additional obstacles enhance the activity? Why or why not?
- What other adjustments could be made to increase both the challenge and enjoyment of tournament play?
- What safety cues need to be emphasized in the next lesson, prior to tournament play?

Homework

Perform a web search for disc golf etiquette. Record what you believe to be the top three components of disc golf etiquette, and be ready to share your research with your classmates.

Resources

Internet keyword search: "best-ball golf format"