

LESSON 2: THROWING AND CATCHING ON THE MOVE, PLUS DEFENSE

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)

Catching: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)

Defensive skills: Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)

Defensive skills: Slides in all directions while on defense without crossing feet. (S1.M11.7)

Reducing space using denial: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)

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:

- demonstrate the correct elements of throwing for distance or power to students who are stationary and on the move.
- demonstrate the correct elements of catching two- and one-handed.
- maintain an appropriate ready position.
- slide in all directions while on defense.
- reduce space on defense by not allowing the catch.

Equipment and Materials

- 2 discs for every 2 people
- 20 more discs for disc frenzy
- Grids for disc frenzy

Introduction

Review the critical elements of throwing and catching. Ask students what they remember and how they can make their throws more powerful and accurate. Discuss with students what a grid area is and list the three instructional tasks for the day.

Instructional Task: Throwing and Catching on the Move

■ PRACTICE TASK

In grids of 15 × 15 yards or meters, three students practice throwing as well as receiving a pass on the run.

During this practice task, two group members run within the grid to receive a pass. After throwing the disc, the thrower then runs for a pass from the catcher. The thrower is stationary and the other two are always moving.

Extension

Guarding: The thrower is stationary, one person cuts and tries to receive a pass, and the other defends the person trying to catch the disc. Review and demonstrate defensive-ready position and sliding. Regardless of the outcome, everyone switches roles for the next throw and this process continues.

Guiding questions for students:

- While throwing to a person on the run, where should you be aiming?
- What critical elements do you need to focus on when throwing to a moving target?
- Why is it important to keep your eyes on the disc all the way through the catch?

Student Choices/Differentiation

- Group students by ability.
- If any students are struggling to throw and catch, place them together and have them start off stationary while throwing and catching.
- If students are struggling with a disc, have them throw a ball.

What to Look For

- Are students using correct technique while throwing to a moving student?
- Are students able to throw the disc accurately to a moving target?
- Are students able to catch the disc while running?
- Are students able to adjust to the throw to complete the catch?
- Are defenders staying in good defensive position?

Instructional Task: Denial Defense

■ PRACTICE TASK

Teach defenders to be a point in a triangle, with the other points being the passer and the receiver. Make sure that defenders start in defensive-ready position, with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player. Defenders need to see both the disc and the receiver. If the receiver moves to the other side, the defender should open to the disc while moving with the receiver so the disc can always be seen. Make sure that students are sliding and not crossing their feet.. Have two students pass back and forth, with a third student practicing being in the “triangle” position and opening up as the ball is passed.

Extensions

- Practice the previous throwing and catching task, with the focus on denying the catch to the receiver. The defenders must have their hands in the passing lanes.
- 2 v 2 in grids (45 seconds), with points awarded to the defense for a deflection or interception. Switch roles.

Student Choices/Differentiation

- Students practice at their own speed.
- Students choose their own groups.

What to Look For

- Are defenders opening to the disc when moving with the receiver?
- Are defenders sliding as they move?
- Are defenders maintaining their triangle between the passer and the receiver?

Instructional Task: Disc Frenzy

■ PRACTICE TASK

In a grid, create an area that has two end lines and a middle line like a basketball court. Each team has half of its members on its end of the court, within which they can move anywhere. The other half of the team is across the opposing team's end line. You can refer to that end as "jail." To be freed from jail, players must catch a disc thrown from a teammate. They then run to their area of the court and throw discs to other teammates still in jail.

Students may not go past the end line to guard a person in jail, but they may stay by the end line to deflect or intercept a pass (denial). Once all teammates are out of jail, the game starts over with new people in jail. Rotate teams.

Refinements

- Throwing the disc: Remind students to focus on the critical elements of throwing, practicing proper technique.
- Catching the disc: Students in jail should focus on the proper technique of catching either two- or one-handed.

Guiding questions for students:

- What are some things that worked in the game? What did not work?
- Did the disc go where you wanted it go?
- Did anyone have to make adjustments?

EMBEDDED OUTCOME: S4.M1.7. This practice task is a great way to discuss cooperation with classmates and include everyone on the team. The only way players can get out of jail is with help from their peers. Discuss with students ways to include everyone in the activity.

Student Choices/Differentiation

- Provide foam discs or fabric-based discs to aid in catching.
- Team sizes should allow for multiple touches and opportunities to throw, catch, and defend.

What to Look For

- Are students using correct form while throwing?
 - Are students actively involved in the game, working on the skill of throwing and catching?
 - Are students applying any type of tactics?
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Formal and Informal Assessments

- Informal assessment
- Exit slip: List two or three critical elements of the disc throw and catch.

Closure

- With the class, discuss how catching on the move and throwing to a moving and guarded receiver went.
- How did you have to adjust your throwing to connect with a receiver on the move?
- As the receiver, what adjustments did you have to make to receive the pass on the move?
- How did adding a defender affect the way you threw the disc?
- In what ways did it change how you as the receiver moved around and caught the disc once a defender was added?

Reflection

- How are students doing with their catching while being defended or not being defended?
- How did students do with trying to deflect the disc down or intercept it?
- What defensive or offensive strategies did they seem to use, or did they use any?
- How did they work together as a team?
- What critical elements are students struggling with while throwing and catching?

Homework

During recess or at home practice throwing and catching, working on critical elements. Watch video clips of creative ways to catch and throw.

Resources

- Baccarini, M., & Booth, T. (2008). *Essential ultimate: Teaching, coaching, and playing*. Champaign, IL: Human Kinetics.
- Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.
- Parinella, J. and Zaslow, E. (2004). *Ultimate: Techniques & tactics*. Champaign, IL: Human Kinetics.