

LESSON 5: DISC GOLF COURSE CREATION

Grade-Level Outcomes

Primary Outcomes

- Throwing:** Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)
- Shot selection:** Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)

Embedded Outcome

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:

- demonstrate a mature throwing pattern for the backhand and forehand throws a minimum of four out of every five throws.
- use appropriate force and trajectory on two out of every three throws.

Equipment and Materials

- Dome cones: enough to create a grid with 9 extra-large stations
- Hoops: 18
- Flying discs: 1 for every student
- 12-inch (30 cm) cones (or larger): 9
- Index cards: 9
- Pencils: 9

Introduction

Today, we'll prepare for our first style of disc golf tournament play called a scramble. To play at your full potential, you'll begin today by completing the warm-up routines that you created last week. Then, you'll begin building the course for your first tournament. A scramble is a team competition that allows everyone to participate and contribute while enjoying the social aspect of disc golf. All players on a team take turns throwing from the tee area. After all throws are made, the team will decide which throw gives them the best advantage for the next shot. All players then take turns throwing from the spot—or lie—of the best shot. The better of the second shots is then determined, and so on until the target is hit. Before we start, does anyone want to share his or her response to the homework assignment?

Instructional Task: Student-Designed Warm-Up Routines

■ PRACTICE TASK

Students enter the activity area and begin completing the warm-up routines they designed in the last class.

Refinement

The first time this task is performed, ask a group to demonstrate its routine. Highlight and praise accurate interpretation of the routine. Pause after two to four exercises, and allow other groups to begin the warm-up task.

Extension

As students perform the warm-up task, ask questions to check for understanding with respect to the benefits of performing a warm-up routine.

- How would you describe this warm-up routine (moderate or vigorous)?
- How will this warm-up affect your disc golf performance? Why?
- Can you modify this warm-up to make it more (or less) vigorous? How could you test your ideas?

Student Choices/Differentiation

- Allow students to choose from classmates' routines based on level of comfort according to the routines' difficulty.
- If students have difficulty staying on task, select a routine from those created and perform it as a group.

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

It's time to create and practice a disc golf hole to be used in our class scramble tournament.

- Break the class into nine equal groups.
- Assign each group a large station area within a grid.
- Groups are equipped with two hoops, a 12-inch cone (or larger), and enough discs for each member of the group. Use one hoop as the tee area, the other as a hazard.
- The cone acts as the target.
- Each hole will be 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 scramble format.
- They adjust distance and difficulty as needed.
- Holes are ready when each player hits the target in one to three attempts.
- When complete, students record the hole design on an index card and give the card to you as a reference for next class.

Guiding questions for students:

- Why did you choose to set your golf hole up the way that you did?
- What adjustments did you make after playing it for the first time?
- What do you think makes your setup unique when compared to other groups'?

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.

- Video analysis can be helpful to students. Video-record one player per group, and allow all members of that group to analyze the performance.

Student Choices/Differentiation

- By design, this activity encourages students to be self-directed in a cooperative environment.
- Monitor the holes' designs to make sure there is a range of difficulty.

What to Look For

- While students are engaged in cooperatively building a nine-hole disc golf course, there are several assessment opportunities.
- Teacher observation, rubrics, or checklist-based skill assessment can be done to analyze the forehand and backhand throws. (Cues provided in Lesson 1.)

Instructional Task: Swap and Test (Time Permitting)

■ PRACTICE TASK

Groups rotate one station in either direction and perform three practice runs in scramble format.

Extension

After students perform at least one round, teach them the importance of using the correct force when throwing the disc.

Refinements

- Make sure students are using proper shots and skills and applying the correct force.
- Make sure students are using the proper movement pattern when throwing with higher and lower amounts of force.

Guiding questions for students:

- After each trial run, discuss with your teammates ways to modify your approach to improve your score.
- Summarize your team's shot approach. Was this a good or bad approach?
- What facts would you select to support your answer?
- Identify an area of weakness in the previous approach, and design a stronger approach.

Student Choices/Differentiation

- Students may choose between pars 3, 4, and 5 for their first two attempts at the target.
- To let students experience different hole difficulty, 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.
- In classes with a large percentage of skilled students, challenge students to modify each hole into a par 4 (or 5).

What to Look For

Focus observation and feedback on shot selection, making sure students are using forehand and backhand shots, proper critical elements, and appropriate force when throwing the disc.

Formal and Informal Assessments

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

Closure

- What steps did your group take when designing your disc golf hole?
- As you practiced your design, why was it important to focus on proper throwing technique and shot selection?
- Can you provide evidence to support your group's claim that your hole design is an authentic par 3?

Reflection

- Were groups actively engaged in all aspects of the lesson's activities? How might I improve engagement?
- Was feedback relevant and specific enough to help students improve their throwing skills and shot selections?
- What safety cues need to be emphasized prior to tournament play?

Homework

Decide which throw needs the most refinement (forehand or backhand). At home, spend 15 minutes improving that throw. Make sure you focus on the skill cues taught in class. Feel free to observe videos on the web if needed.

Resources

Internet keyword search: "creating your own disc golf course," "disc golf course calibration"