

LESSON 3: THROWING FOR ACCURACY

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

Embedded Outcomes

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

Lesson Objectives

The learner will:

- perform the forehand throw for accuracy, hitting a target three out of every five attempts.
- adjust the backhand throw (e.g., force, angle) based on location of target (and objective of activity) to throw in front of (or beyond) a target three out of every five attempts.

Equipment and Materials

- Flying discs: 1 per student
- Cones (various sizes): 2 per student
- Hoops: at least 1 for every 4 students

Introduction

You've learned and reviewed both the backhand and forehand throws in previous lessons. You may have discovered that by adjusting the force of a throw or the angle of release, your throws will change considerably. For beginners, it's best to keep the angle of release lower to the ground. This angle generally results in the best and most predictable accuracy. Today, you'll get an opportunity to adjust your throws to complete very different practice tasks.

Instructional Task: In the Trees—Forehand Throwing

■ PRACTICE TASK

Scatter all cones 10 to 15 feet (3 to 4.5 m) apart in the center of the activity area. Students work in pairs.

Forehand throws may be used to throw around or through obstacles. In this activity, one partner uses a forehand throw to hit as many cones as possible within the activity area. Students throw from behind the cone that was just hit. The other partner walks or jogs the perimeter for 1 minute. After 1 minute, they change roles.

Instruct students to move and throw carefully, watching for other players.

Extensions

- Students who were walking or jogging are prompted to stand along the perimeter and observe the throwers. Students observing should be looking for and identifying mature skill patterns. As roles change, students observing provide one or two items of specific feedback to the throwers using positive language.
- Students may walk and observe if they are able to focus their attention while moving.

EMBEDDED OUTCOMES: S4.M3.7: S4.M3.8. Students should offer specific feedback to each other using positive language and highlighting successful performances. It may be helpful to have students focus on the cues.

Student Choices/Differentiation

If there is a wide spectrum of skills and abilities in the class, split the activity area in half. Place larger cones or targets on one half and smaller cones or targets on the other. Students move freely from one side to the other based on their level of comfort and challenge.

What to Look For

- Students are developing and mature forehand throwing technique. Use a skill-cue checklist (see example) to provide the criteria for the forehand throw.
- Students are demonstrating safe behaviors. Reinforce and provide feedback based on safe and unsafe student behaviors.

Instructional Task: Tee Off

■ PRACTICE TASK

Create one throwing lane for every four students, with a cone to mark the tee area and a hoop 15 feet (4.5 m) away from the cone. All groups throw in the same direction.

The objective of this activity is to backhand throw the disc beyond the hoop from behind the cone. Honors start with the oldest thrower. After all discs are thrown, students jog to retrieve their discs and reset the activity, with the farthest thrower receiving the honors.

Refinements

- Level release. After 3 to 5 minutes of play, stop the activity and review the cues for a backhand throw, emphasizing a level release point.
- Understanding honors. If students are not serving in the correct order, stop the lesson and remind all students how to determine order of play in disc golf, and encourage them to use this etiquette concept in the game of tee off.

Guiding questions for students:

- Can you define the term *release point*?
- Why is it important to understand and recognize your release point?
- How does the angle of your release (e.g., low, level, high) affect your throw?

EMBEDDED OUTCOME: S4.M3.8. Prior to the activity, remind students to encourage one another using positive language. Highlight and reinforce this behavior when it's observed.

Student Choices/Differentiation

Students may adjust the distance of the hoop (less or more difficult) within safe limitations.

If multiple discs are available, students may pair up instead of forming groups of four to give them more practice trials.

What to Look For

- Observe throws with a focus on a level release point.
- Common error: Students release the disc too high, causing the disc to bank and fly off target.

DISC GOLF SKILL-CUE CHECKLIST

Use the following checklists for each disc golf skill to guide deliberate practice.

Backhand

Backhand throw grip:

- ☐ Fingers under
- ☐ Thumb on top

Backhand throw motion:

- ☐ Load to shoulder
- ☐ Step to target
- ☐ Snap to release

Forehand

Forehand throw grip:

- ☐ V underneath
- ☐ Thumb on top

Forehand throw motion:

- ☐ Open to load
- ☐ Step to target
- ☐ Snap to release

Catch

Pancake catch:

- ☐ Hands apart (up and down)
- ☐ Move to disc
- ☐ Clap to catch

Instructional Task: Cut the Grass

■ PRACTICE TASK

Use groups and throwing lanes created for tee off.

The objective of this activity is to backhand throw the disc so that it lands just in front of the hoop. Honors start with the oldest thrower. After all discs are thrown, students jog to retrieve their discs and reset the activity, with the thrower closest to the hoop (without going past it) receiving the honors.

Refinement

Backhand throw, re-emphasizing a level release point.

Guiding questions for students:

- Again, how does the angle of your release (e.g., low, level, high) affect your throw?
- Does anything else affect the accuracy of the throw?

Student Choices/Differentiation

- Skilled students may alternate between backhand and forehand throws.
- Students can throw multiple discs if equipment allows.

What to Look For

Common error: Students release the disc too low, causing the disc to crash close to the thrower and roll away from the play area.

Formal and Informal Assessments

- Teacher observation with feedback
- Skill-cue checklist
- Thumbs-up self-check. Students show a thumbs-up if they feel as if skills are improving.

Closure

- How does the angle of release affect the accuracy of a throw?
- When might it be appropriate for you to change the angle of a throw?
- What safety consideration should you think about with respect to angle of a throw?

Please show me with your thumbs if you feel you are improving in your disc golf skills.

Reflection

- Are students' skills maturing?
- What cues need to be reinforced?
- Did the majority of the class self-report skill improvement via a thumbs-up? If not, why?

Homework

Students perform a web search at home for "flying disc trick shots." Prepare a response to the question: How did the angle of release affect or enable these throws?

Resources

Disc Golf Association: www.discgolf.com

Internet keyword search: "throwing for accuracy in disc golf," "common errors in disc golf"