

LESSON 6: OFFENSIVE AND DEFENSIVE TACTICS

Grade-Level Outcomes

Primary Outcomes

Offensive skills: Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

Reducing open space by changing size & shape: Reduces open space on defense by staying on the goal side of the offensive and reducing the distance to him/her (third-party perspective). (S2.M4.8)

Creating space using width & length: Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)

Embedded Outcome

Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Lesson Objectives

The learner will:

- apply pivots, fakes, cutting maneuvers, quick passes, and screens to get open.
- explore defensive strategies to reduce the offense's ability to score.
- stay spread on offense while cutting and passing quickly.
- apply offensive and defensive strategies during a modified game of ultimate.

Equipment and Materials

- Grids of 20 × 10 yards or meters for every group
- 1 disc for each grid
- 1 set of jerseys for each field

Introduction

Today, we will practice the give and go to continue working on throwing to a moving target, catching on the run, and getting open. Our objective for the day is to play a modified game of ultimate and to learn and apply offensive and defensive strategies.

With student help, demonstrate and explain pivots, fakes, and screens as well as staying on the goal side of the offensive player.

Instructional Task: Offensive Skills With the Ball

■ PRACTICE TASK

In small grids, 2 v 1, have a student with the disc attempt to jab and pass to a receiver while defended. The defender may not take the disc from the passer but may intercept or deflect (semi-active). If successful, defender moves to receiver. Play for 30 to 45 seconds and then switch roles.

Extensions

- Repeat, but passer must use pivot before releasing the disc.
- Repeat, with passer adding a fake.
- Play 2 v 2. Award points for using a pivot or jab step.

Refinement

Make sure that students are using quick movements.

Student Choices/Differentiation

- Students may use a ball or disc for this task.
- Students may modify grid size to make task easier or more difficult.

What to Look For

- Are students making their jab steps convincing?
- Are students making accurate passes after making an offensive move?
- Are receivers using change of speed and direction to get open?
- Are receivers providing a good target for passers?

Instructional Task: Give and Go—Getting Open Activity

■ PRACTICE TASK

In grids, two or three students practice the give and go, working to all sides of the grid without dropping the disc.

Students practice until you stop to discuss what students are doing well or need help with.

Refinements

Stop every 2 or 3 minutes to discuss what you are seeing:

- Are students moving continually after the throw?
- Students should be using the entire field and staying spread, not running next to defenders.
- Are students exploding, or using sudden bursts, after the give?

Extensions

- Repeat, adding a semi-active defender.
- With an extra student in groups, students can record the performance and conduct a peer assessment using critical features.

Guiding questions for students:

- How does give and go relate to ultimate?
- Why is it important in ultimate to give and go?
- How does pivoting help with this activity? How will it help during a game?

Student Choices/Differentiation

- If a student is not moving a lot, put him with one person to encourage movement.
- To prompt students to move and throw, place cones out for students to move to and throw from.
- Students may use a ball or disc for this task.
- Students may modify grid size to make task easier or more difficult.

What to Look For

- Are students running to get open after the throw?
- Are students communicating to help them be successful?
- Are they using more than one type of throw?
- How proficient are they at throwing and catching?

Peer Assessment

Students use a teacher-created checklist for:

- Give and go
- Using pivots, fakes, and screens
- Staying on the goal side of the offensive player

Instructional Task: Defensive Skills

■ PRACTICE TASK

Set up 3 v 2 grids. Position defenders on the goal side of the offense, with the defender closest to the disc playing the passer and the off-disc defender dropping back on a diagonal.

Defenders adjust position when a pass is thrown. No steps allowed on offense. Offense scores when passer throws to a teammate over the goal line.

Refinement

Stop the action and reposition defenders until they grasp the concepts of playing on the goal side and on a diagonal.

Extensions

- Repeat with 3 v 3.
- Add bonus points for using a give and go.

Student Choices/Differentiation

- Play at half speed.
- Use a ball instead of a disc.

What to Look For

- Are students dropping to cover the passing lane?
- Can they adjust when they are one pass away? Two passes away?
- Are they communicating about which defender is covering the disc?

Instructional Task: Ultimate

■ PRACTICE TASK

In teams of four, students play a modified game of ultimate.

Refinements

- During the game, remind defenders to keep themselves between the offensive person and the goal line.
- During the game, highlight when students use pivots, fakes, and screens to get open.
- Make sure that students are using appropriate transitions.

Guiding questions for students:

- How can using a screen help the offense?
- Why does the defense want to stay between the offensive player and the goal line?

EMBEDDED OUTCOME: S4.M4.8. During the unofficiated games, remind students to resolve conflicts by using rules and guidelines designed by the class.

Student Choices/Differentiation

- Students may choose ball or disc.
- Adjust size of playing space to increase or decrease the difficulty.
- Group teams by ability.

What to Look For

- Do students know the rules?
 - What skills and strategies need to be refined?
 - Are they staying spread on offense?
 - Are defenders staying between the offense and the goal line?
 - Are they applying pivots and fakes?
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Formal and Informal Assessments

Peer assessment: critical elements of the give and go as well as other offensive moves

Closure

- Have students demonstrate the offensive and defensive strategies applied today.
- Have students discuss how those strategies worked during the game, and how other strategies that were not used might have helped.

Reflection

- How did the ultimate game go with the disc?
- How are students working together on offense and defense?
- What strategies are they applying while playing?
- Are students understanding the concepts of the game?

Homework

Continue practicing catching for the skills assessment next class.

Because we worked on a couple of offensive and defensive tactics, draw up one offensive and one defensive play and be ready to share with the class tomorrow.

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., & Zaslow, E. (2004). *Ultimate: Techniques & tactics*. Champaign, IL: Human Kinetics.
- Internet keyword search: "give and go," "offensive moves in ultimate"