

LESSON 2: FOREHAND AND BACKHAND THROWS

Grade-Level Outcomes

Primary Outcomes

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

Rules & etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Throwing: Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)

Embedded Outcomes

Personal responsibility: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)

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 rules and etiquette for disc golf as outlined in class with fewer than three teacher reminders during a modified game.
- recite and demonstrate the cues for both the backhand and forehand throws.

Equipment and Materials

- Flying discs: 1 per student
- 12-inch (30 cm) cones (or larger): at least 1 for every 3 students
- Hoops: at least 1 for every 3 students
- A variety of fitness equipment (optional)

Introduction

Did you know that there is a professional disc golf association? Pro disc golfers can earn money and honor by winning professional disc golf events! They use specialized discs for various shots, and they also travel around the world to compete against other elite players. What do you think it takes to become a professional disc golfer? Yes, it takes dedication and a clear understanding of the techniques, strategies, and rules of the sport. In today's lesson you'll begin learning the basic rules and etiquette for the sport while practicing your basic throws.

If possible, show the PDGA website and online highlight videos of professional disc golf events.

Instructional Task: Game of Catch

■ PRACTICE TASK

This game can be used as an instant activity or warm-up. Students quickly form pairs or groups of three and begin throwing and catching using both backhand and forehand throws, as well as the pancake catch.

Extension

Repeat with students reciting the cues for each throw to their partners.

EMBEDDED OUTCOME: S4.M1.6. Students exhibit personal responsibility by quickly beginning the activity with minimal teacher prompting, with a focus on safety for themselves as well as others.

Student Choices/Differentiation

- Students can modify throwing distances within safe limitations.
- Skilled students can experiment with alternative ways to catch the disc (e.g., one- and two-hand rim catches).

What to Look For

- Formative assessment options: teacher observation and feedback, peer assessment
- Check for understanding: Students repeat and demonstrate cues for both partners and teacher.

Instructional Task: Perfect Pace

■ PRACTICE TASK

Form groups of two or three students. Set up a cone 10 to 15 yards or meters from each group's hoop, with all groups throwing in the same direction.

The main objective of disc golf is to reach the target (hole) with as few throws as possible. In the game of perfect pace, one player per group throws from behind the group's cone toward the group's hoop. As soon as the disc lands, the throwing player jogs to it and makes another throw to the hoop. This continues until the player throws into or touches the hoop. She then jogs the disc back to the cone. Players waiting perform an exercise to increase heart rate (e.g., jumping jacks, jogging in place).

Extensions

- Students who are successful with the backhand throw can be prompted to switch to a forehand throw or alternate backhand and forehand.
- Formative assessment option: Video analysis would benefit students in this activity. As students jog to each disc and work at an increased pace, performance cues may be forgotten or dismissed. Video analysis can help highlight technique errors.

Guiding questions for students:

- How many throws did it take you to hit the target?
- Are you following all skill cues when you make a throw?
- Does the pace of your movement affect your accuracy? Why/why not?

EMBEDDED OUTCOME: S4.M1.6. Students should manage movement and performance safely and accurately. The goal should be to keep discs inside of their group's activity area.

Student Choices/Differentiation

- Allow students to modify throwing distances within safe limitations.
- Allow students waiting to choose from a variety of exercises. Provide equipment (e.g., jump rope, exercise band) if available and appropriate.

What to Look For

Students are demonstrating

- backhand and forehand throwing cues,
- continuous physical activity, and
- cooperative behavior.

Instructional Task: Par 2

■ PRACTICE TASK

Order of play is the most important element of disc golf etiquette. It allows matches to run smoothly and safely. The terms *honor* and *away* are used to determine the order of play. *Par* is the set number of throws that players should need to hit the target.

The player throwing off the tee area first has the honor. After all tee shots are made, the player farthest away from the target throws first, while other players stand safely behind the thrower. The player who hits the target using the fewest throws has the honor off of the next tee.

The objective of par 2 is to get your disc into the hoop in two backhand throws. The first honor of this game belongs to the youngest player, with the oldest throwing from the tee area last.

Start with the hoop three large paces from the cone. If every player in the group gets par (2 throws), then move the hoop three paces farther. Continue until someone requires three throws to the target. Then, reset the hoop back to three paces and restart using a forehand throw. Continue resetting the game and alternating between backhand and forehand throws.

EMBEDDED OUTCOMES: S4.M1.6: S4.M1.7. Students demonstrate appropriate etiquette using the terms *honor* and *away* to determine the order of play and maintain a cooperative and safe activity environment.

Student Choices/Differentiation

Students may choose from different-sized targets: hoops (basic) to half cones (advanced).

What to Look For

- Students demonstrate the rules and etiquette for disc golf as outlined in class with fewer than three teacher reminders.
 - Provide etiquette scorecards to each group. The objective is to make it through the class with fewer than three reminder checks.
 - Reminder checks are given to groups that require a teacher reminder to help them follow etiquette and safety procedures.
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Formal and Informal Assessments

- Teacher observation with feedback
- Etiquette scorecard
- Video analysis assessment

Closure

- In disc golf, what is the definition of honor? Away? Par?
- What might happen during a disc golf match if players do not follow the etiquette for order of play?
- What are two things you could do at home to improve your disc golf skills?

Reflection

- Did students demonstrate an understanding of the etiquette of order of play?
- Did students demonstrate proper throwing technique throughout each of the lesson's activities?
- What concepts need to be reinforced in the next lesson?

Homework

Students do the two things for improvement identified in the lesson closure.

Resources

Professional Disc Golf Association: www.pdga.com
 Internet keyword search: "rules and etiquette for disc golf"