

LESSON 7: CATCHING ASSESSMENT AND PLANNING TACTICS

Grade-Level Outcomes

Primary Outcomes

Catching: Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)

Working with others: Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)

Embedded Outcomes

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

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)

Lesson Objectives

The learner will:

- demonstrate the ability to catch from a variety of trajectories.
- apply skills and rules learned during ultimate.
- work with others to develop simple plays and implement them during a modified game.

Equipment and Materials

- 1 disc and grid large enough for 3 v 1 catching assessment
- 1 grid for each team of 4 to practice and apply skills and strategies
- 1 set of jerseys for each field
- Enough fields for all students to play

Introduction

Today, we will assess your ability to catch a disc during 3 v 1 keep-away.

Discuss and show the critical elements and assessment to students, and explain how that will occur.

After the assessment, you will be placed in your ultimate teams and be given time to complete two offensive plans to use during your games.

Instructional Task:

Assess Catching During Small-Sided Game Play

■ PRACTICE TASK

During 3 v 1 keep-away, assess students' ability to catch from a variety of trajectories.

Extension

Play 3 v 2 keep-away.

Student Choices/Differentiation

If the defender is not allowing the receiver to make the catch, ask the defender to play at 50 percent effort. This would allow the receiver to move around but not have the pass intercepted or deflected.

What to Look For

Using the assessment rubric, check if students are able to catch from a variety of trajectories using the critical elements.

Instructional Task: Practicing Communicating and Planning Strategies

■ PRACTICE TASK

During this practice time, student groups should work together on passing and receiving. Students should devise strategies appropriate for group members' abilities. Teams should design two plans:

- scoring quickly from midfield
- including screens to get open

Each group member must have a role in each plan.

Each member has to catch or throw the disc in at least one of the two plans.

Extension

If the two plans are developed and practiced, groups may create a third one.

Refinement

While developing plans, students should remember to create open space.

Guiding questions for students:

- How does having a plan help?
- Why is it important to involve everyone on your team?
- What will happen if one teammate chooses not to follow through with the plan?
- What will happen if a teammate doesn't play offense or defense?

EMBEDDED OUTCOME: S5.M6.7. Discuss the importance of social interaction as a team. Help students find ways to help and encourage others on their team.

Student Choices/Differentiation

- Have a couple of examples for students to review.
- Let students use the Internet to search for ideas.

What to Look For

- Do the plans include everyone?
- Do the plans include scoring quickly from midfield and using screens?
- Are all students involved in the planning process, and do all have a voice?

Instructional Task: Ultimate Games

■ PRACTICE TASK

Students play 4 v 4, implementing the plans that they created and using the skills and strategies that they've learned.

Refinement

Let students modify their plans, if needed.

Guiding questions for students:

- How are the plans working?
- Does either of the plans need to be adjusted? If so, how?
- How are you working as teammates and communicating together?

EMBEDDED OUTCOME: S4.M6.7. Remind students of the importance of following rules and etiquette by letting them self-officiate the ultimate game.

Student Choices/Differentiation

- Teams are grouped by ability.
- Adjust game space to increase or decrease difficulty.
- Let students self-officiate the game.

What to Look For

- Students are implementing their written plans.
 - Students are using appropriate communication.
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Formal and Informal Assessments

Checklist or rubric for catching. The teacher-created assessment can evaluate process (critical elements) and product (how many catches the student makes).

Closure

- Discuss with students how the class performed on its catching assessment.
- Have students describe how their plans and games went, and discuss what you observed.
- Discuss how students will be tested on the rules of ultimate and how you will assess their offensive and defensive strategies during game play.

Reflection

- How are students doing with their plans? What suggestions can you provide next class before the games?
- What guidance can you provide to help struggling teams make their plans more likely to succeed?

Homework

Review the rules of ultimate and the game-play assessment rubric posted on the school's physical education website.

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: "how to catch a disc," "invasion game strategies"