



Australian Government  
Australian Sports Commission



**Ultimate**  
AUSTRALIA



# Flying disc lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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# OVERVIEW

The Australian Sports Commission [ASC] has partnered with Australian Flying disc Association Ltd to develop 8 lesson plans for primary school teachers.

The lesson plans aim to build students' confidence and competence to participate in Flying disc over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of Flying disc.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

## Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

## Tips for delivery

The lessons aim to make Flying disc accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.

- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game play and movement.
- A wooden basketball court is ideal, as the discs will slide.

## Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure there is a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students during games and activities.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment. For example, tell students when to do the activity before you tell them what to do.
- Students should keep the discs still when you are talking.
- Students should be taught to call out 'HEADS!' loudly when there is a risk of another student being struck by a disc.
- In tagging activities, taggers should touch other students lightly with their hands, between shoulder and hip height.
- No contact is allowed between students in other games.
- The disc cannot be taken from the hands of a student.
- The closest defender must be at least 1m away from the thrower and only one defender may be within 3m of the thrower.



## Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

## The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

## The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

## The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

## CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.



# CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

## Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of flying disc. For each lesson, years 3 and 4, and years 5 and 6 have been identified and colour coded with, green representing years 3 and 4 and red representing years 5 and 6.

Years 3 and 4	Years 5 and 6
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At any year level, students are likely to demonstrate considerable differences in the skill and strategic proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

## Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>



## YEARS 3 AND 4

### Curriculum links:

#### Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

#### Relevant content descriptions

##### AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

##### AC9HP2M02

Apply and adapt movement strategies to achieve movement outcomes

##### AC9HP4P04

Select, use and refine personal and social skills to establish, manage and strengthen relationships

## YEARS 5 AND 6

### Curriculum links:

#### Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

#### Relevant content descriptions

##### AC9HP6M01

Adapt and modify movement skills across a variety of situations

##### AC9HP6M02

Transfer familiar movement strategies to different movement situations

##### AC9HP6M09

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

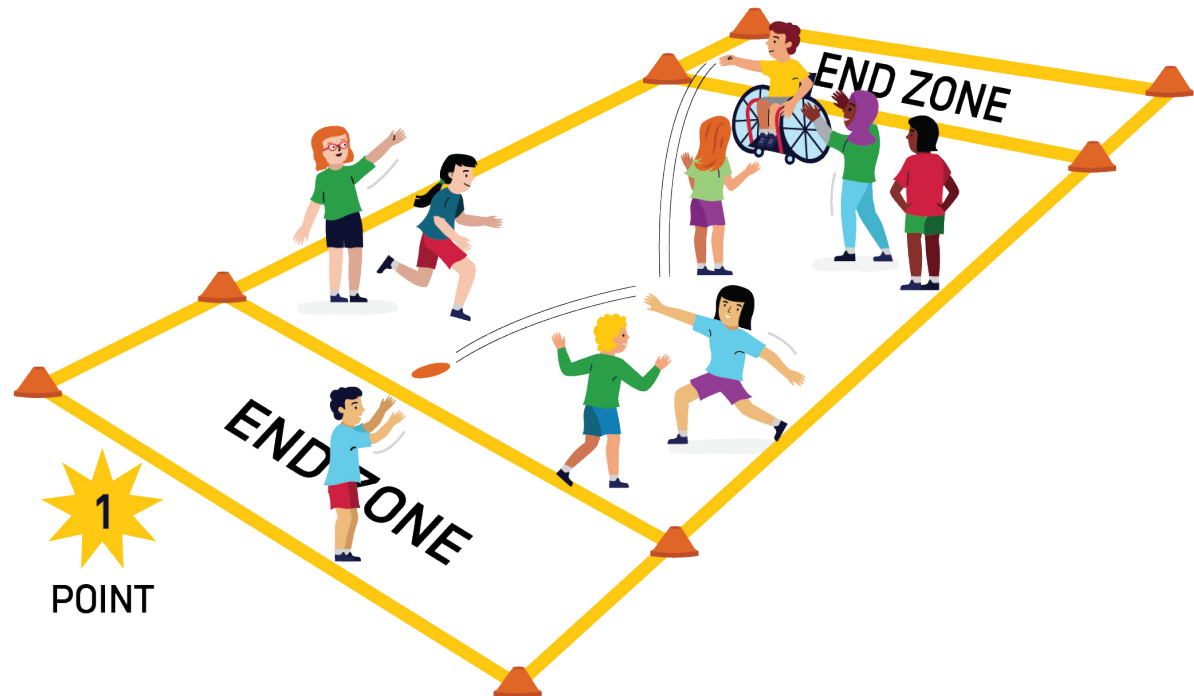
# INTRODUCTION TO FLYING DISC

## RULES

### Summary

Modified Flying disc is a modified version of Flying disc for primary school-aged children. The game is played by the following rules:

- The game is played on a rectangular field 30m x 15m, including 2 end zones that are 5m long.
- Play with 2 teams of 5 students: attackers and defenders.
- Defenders start by throwing the disc to the attackers – this throw is called 'the pull'.
- Attackers pass a disc to each other to try to score a point by passing it to a team mate in the end zone.
- This team mate must receive the disc on the full.
- Defenders try to intercept or knock down the disc to gain possession.
- After a goal is scored, teams change ends and the pull is thrown by the team that scored the last goal.
- Students cannot run with the disc.
- Students may hold the disc for up to 10 seconds before passing.
- Possession changes when:
  - the disc is not caught on the full or the catcher drops the disc
  - the defending team intercepts or knocks the disc to the ground
  - the disc goes over the sideline.



## BASIC TERMS

### Disc

Also called a frisbee or Flying disc. A light plastic disc with a rim that is designed to fly aerodynamically.

### Cutter

The student who does not have the disc.

### Guarder

The student who is defending the cutter.

### Thrower

The student with the disc.

### Marker

The student defending the thrower.

## EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- discs
- a variety of targets
  - skittles
  - cricket wickets
  - hoops
  - buckets
  - bins
  - bases
- a variety of obstacles
  - nets
  - chairs
  - mats
  - benches
  - rope
- tape or chalk
- bibs or sashes.

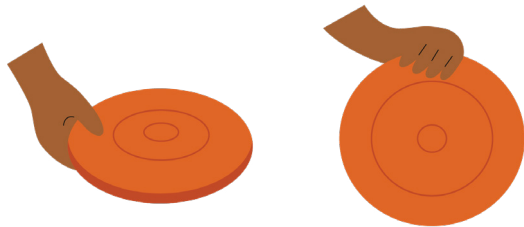
# BASIC SKILLS

## PASSING

Passing in Flying disc involves: backhand throw, forehand throw and hammer throw.

Coach your students through the following movements:

- Stand still when passing the disc.
- Make eye contact with the receiving student.
- Aim the throw at the receiving student's stomach.
- Follow through after releasing the disc.
- Throw with more wrist snap for more spin.
- For a backhand throw, first establish a backhand grip.
  - Fingers are curled under the disc's rim and the thumb is placed on top.

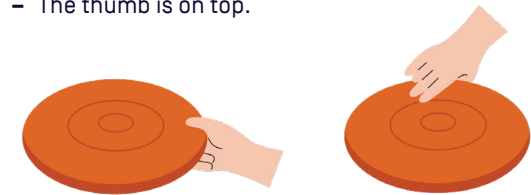


- Stand side-on to the target, with the shoulder of the throwing arm closest to the target.



- The backhand throw is the classic, most well-known disc throw.
- The action resembles a tennis backhand.
- For a forehand throw, first establish a forehand grip.
  - The index and middle fingers are extended, and sit under the disc.
  - The ring and pinky fingers are outside the disc, supporting the outside of the disc.

- The thumb is on top.



- Students stand with hips and shoulders facing the target.



- The disc is thrown on the same side of the body as the throwing arm.
- The action resembles a tennis forehand.

- For a hammer throw, throw from above the head facing the target, like a tennis serve.



- The hammer throw is useful for making a pass over defenders, as the disc flies high in the air, and upside down.

## CATCHING

Catching in Flying disc involves: crocodile catch, 2-hand rim catch and one-hand rim catch.

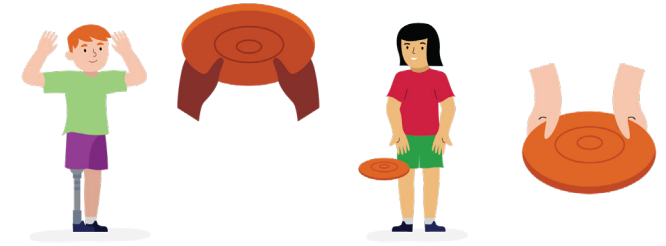
Coach your students through the following movements:

- A crocodile catch is caught with one hand on top and one hand underneath.



- Use this technique when trying to catch between the head and knees.
- This is the easiest method of catching — it's also called the 'pancake' or 'clap' catch and provides the biggest margin for error.

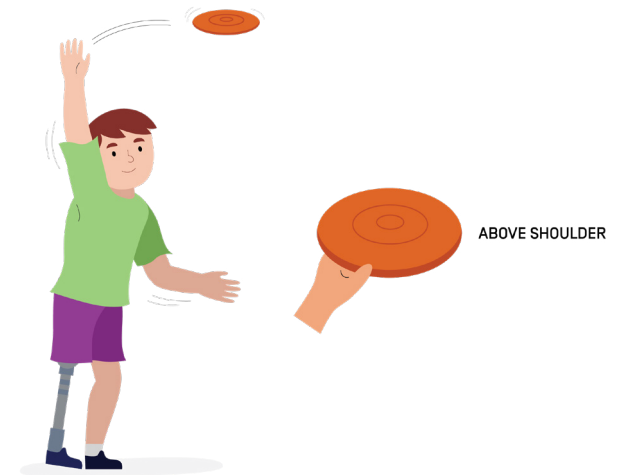
- A 2-hand rim catch is caught with 2 hands gripping around the rim of the disc, with thumbs on one side of the disc, and fingers on the other.



ABOVE SHOULDER

BELOW SHOULDER

- For catches made above the chest, thumbs typically point down.
- For catches made below the chest, thumbs point up.
- A one-hand rim catch is caught with one hand.



ABOVE SHOULDER

- For catches made above the chest, thumbs will point down.
- For catches made below the chest, thumbs will point up.

## ATTACKING

Attacking in Flying disc involves: pivoting, faking and cutting.

Coach your students through the following movements:

- Pivoting is used to change directions.

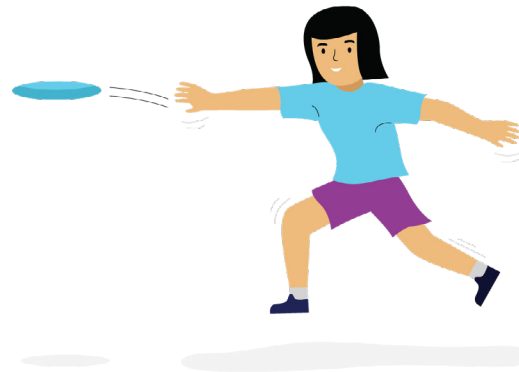


- After catching the disc, stop running as soon as possible.
- Pivot to the backhand or forehand side for a throw by keeping one foot still and stepping with the other.
- Effective pivoting can make the throwing action smoother and also gives the thrower more space from their defender.
- To maximise space from the defender, right-handed throwers typically set their left foot as the pivot point and step out with their right leg.
- Left-handed throwers typically step with their left leg.

- Faking is when a thrower pretends to pass to create space and trick the defender.



- Faking is often best combined with pivoting, such as fake a forehand throw and then pivot across the body to release a backhand throw.
- Cutting is sprinting strongly to the disc, either directly forward or diagonally to the free space, away from the defender.



- Cutting can also include dodging – move a few steps away from the intended catching position, then place the outside foot strongly on the ground and push off in the desired direction to avoid an opponent or catch a pass.



## DEFENDING

Defending in Flying disc involves: marking and guarding.

Coach your students through the following movements:

- Marking is defending the student who has the disc.
- The closest a marker can stand to the thrower is 1m.
- Count a 10-second stall to the thrower, such as 'stalling one, 2, 3.'
- Guarding is defending a cutter by limiting their movement options by standing in front of them, to the side of them, or behind them.

# LESSON 1

# LESSON 1

## LEARNING INTENTIONS

To grip, pass and catch on the spot.

To cut into space to catch the disc.

To display respect for the equipment and each other during the lesson.

## Equipment

- Marker cones
- One stopwatch
- One disc per student
- One skittle per student

## Activities

FORM A GROUP

PAIRS PASSING

SHUTTLE DISC

HOW MANY DISCS?

KOOLCHEE

WHAT'S AHEAD?

WHAT DID YOU LEARN?

## Skill focus

- Passing
- Catching

## Duration

60 minutes

## Area

Area similar in size to a basketball court.

## Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)



# FORM A GROUP

## SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- Students must form groups with new people each round.
- Students run to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Play with music. While the music plays, students move around. When the music stops, students form a group.

### What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
  - running
  - hopping
  - fast walking
  - other.
- Each round, have students form groups of various sizes.



GROUPS OF 3



# PAIRS PASSING

## SUMMARY

In pairs, students pass a disc to one another.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

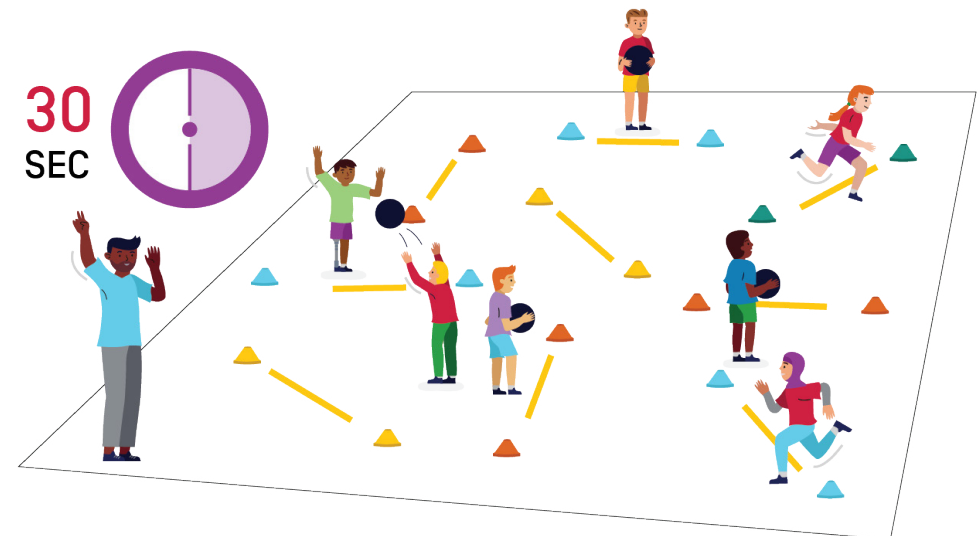
- Marker cones
- One disc or ball per pair

### CHANGE IT

- Progress to forehand throws and hammer throws.
- Score as many passes as possible in 30 seconds and try to beat the partner's best score.
- Change distance between pairs.
- Pass under the leg or behind the back.
- Catch and do an activity such as throwing to self, catch and return.

### What to do

- Use marker cones to define a playing field.
- Divide students into pairs.
- Introduce the backhand throw and crocodile catch.
- On your call, students pass the disc between each other for 30 seconds.
- When you call 'STOP!', students stop and pairs change.



# SHUTTLE DISC

## SUMMARY

In teams of 3, a thrower throws the disc to a catcher. The thrower runs to take the place of the catcher and the catcher, in turn, runs to join the students at the thrower's line.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc or ball per group

### What to do

- Define the playing field using marker cones and mark Line A and Line B, about 3m apart.
- Divide students into teams of 3.
- Student 1 throws the disc to Student 2 and then runs to Line B.
- Student 2 throws the disc to Student 3 and then runs to Line A.
- Repeat this pattern until you call, 'STOP!'.
- Play for a set time.



### CHANGE IT

- Change the distance between Line A and Line B.
- Change the type of throw or catch.
- Students do different movements when crossing, such as:
  - skipping
  - hopping
  - jumping
  - other.
- A student with limited mobility or passing ability [student 2] could start at line B with student 3.
  - The first throw is sent to student 2, who passes it to student 3.
  - The game continues with student 3 running back to line A with the disc.
  - Student 4 passes to student 2 and runs to line B to repeat the pattern.

# HOW MANY DISCS?

## SUMMARY

In pairs, one student runs to a central point, collects a disc, runs back and makes a short pass to their team mate who then takes their turn. The aim is to collect the most discs.

### Skill focus

- Passing
- Catching

### Details

Skill development  
15 minutes

### Equipment

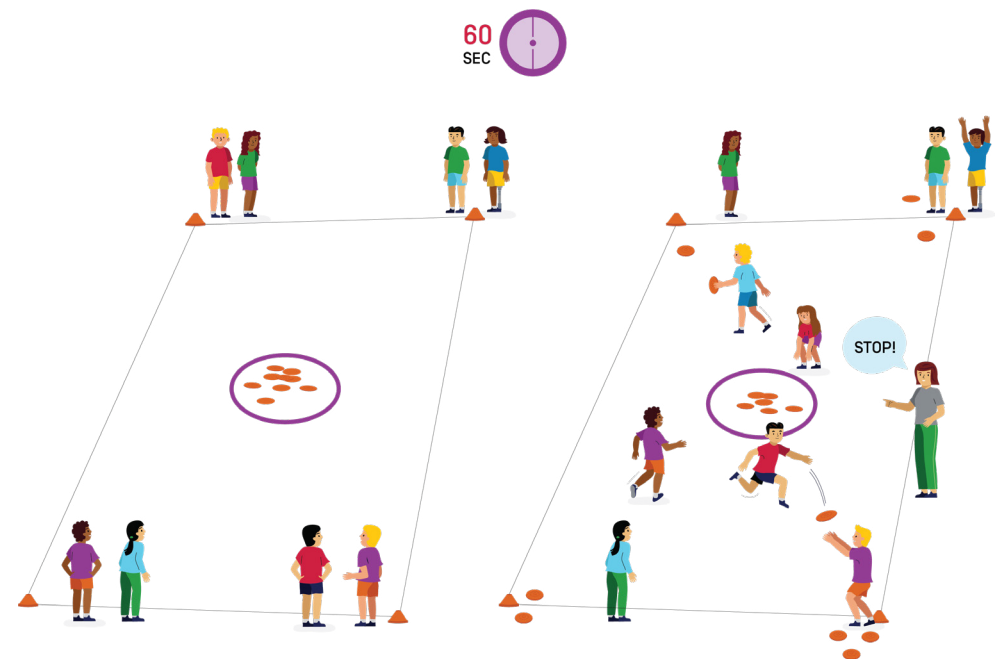
- Marker cones
- 15 to 20 discs
- Tape or chalk

### CHANGE IT

- Change the distance between pairs.
- Change the type of throw or catch.
- Change the size of teams.
- Students can run the disc back to the base without passing.
- If the disc is dropped or hits the ground on passing, it must be returned to the central area and recollected.

## What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student runs to a central point, collects a disc, runs back and makes a short pass to their team mate who then takes their turn.
- Play for a set time.
- The aim is to collect the most discs.
- When all the discs have been removed from the centre, you call, 'STOP!'.



# KOOLCHEE

## SUMMARY

Students throw discs [or koolchees] to try to hit a target or other discs that are being thrown towards them. Play in pairs.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

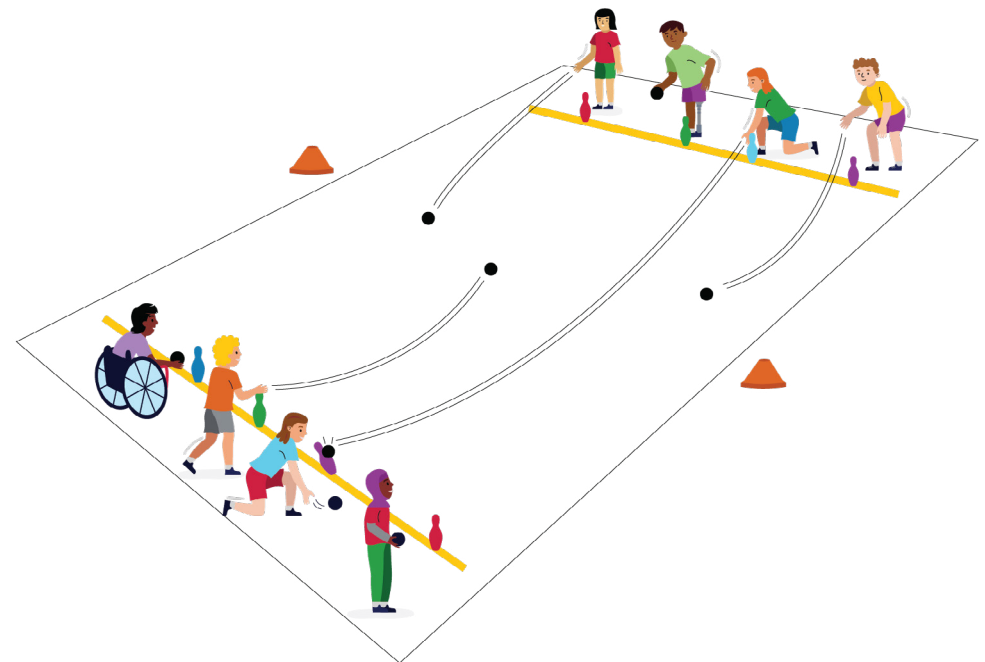
- Marker cones
- One disc or ball per student
- 3 skittles per student

### CHANGE IT

- Change the size of the targets.
- Change the distance to the targets.
- Change the number of games played.
- Students can slide their discs on the ground with the rim facing up.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Skittles are placed 2 to 3m in front of each team.
- The winning team is the one that knocks down all the opponent's skittles.
- Teams avoid hitting their own skittles.
- Students may 'defend' their own skittles by throwing koolchees to hit other koolchees that might knock over their own skittles.
- Koolchees can't be recovered from the playing area.
- Play the best of 3 games.



## WHAT'S AHEAD?

### SUMMARY

Provide a brief explanation about the lessons to come.

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### Details

Finishing up  
5 minutes

### What to do

- Have students seated where they can all see and hear you.
- Share information about what to expect next time.
- Allow questions.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- How did you grip the disc to pass using a backhand?
- How could you improve your cutting into space?

Ask the class:

- How did you show respect for the equipment and each other during today's lesson?



# LESSON 2



# LESSON 2

## LEARNING INTENTIONS

To learn how to pass and catch on the move.

To improve your cutting into space towards the disc.

To play collaboratively and respectfully with other students.

### Skill focus

- Passing
- Catching

### Duration

60 minutes

### Area

Area similar in size to a basketball court.

### Equipment

- Marker cones
- One stopwatch
- One disc per student

### Activities

[ALL-IN TAG](#)

[LONG THROW](#)

[BACKHAND RETURN RELAY](#)

[BASE RUN](#)

[ON-COURT, OFF-COURT  
RAPID PASS](#)

[PUPPETEER](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# ALL-IN TAG

## SUMMARY

Students run around and tag whoever is nearest. Students who are tagged continue to tag others from a crouched position. Play with teams of 8 to 30.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- A student with limited mobility may have to be tagged twice.
- Use a 'buddy' pairing system for all students. Both students in a pair have to be tagged within 5 seconds.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.
- On your call, students that have not been tagged must freeze in a one-legged statue for 5 seconds.
- On your call, all the crouchers become runners and the runners become crouchers.

### What to do

- Define the playing field using marker cones.
- Students tag whoever is nearest.
- Tagging is done lightly with hands, between shoulder and hip.
- Tagged students crouch and may continue to tag others but can't change position.



# LONG THROW

## SUMMARY

In pairs, a disc is thrown between students. If the disc reaches the catcher on the full, both the catcher and the thrower step back to increase the throwing distance. If it is dropped, both step forward.

### Skill focus

- Passing
- Catching

### Details

Warm-up  
5 minutes

### Equipment

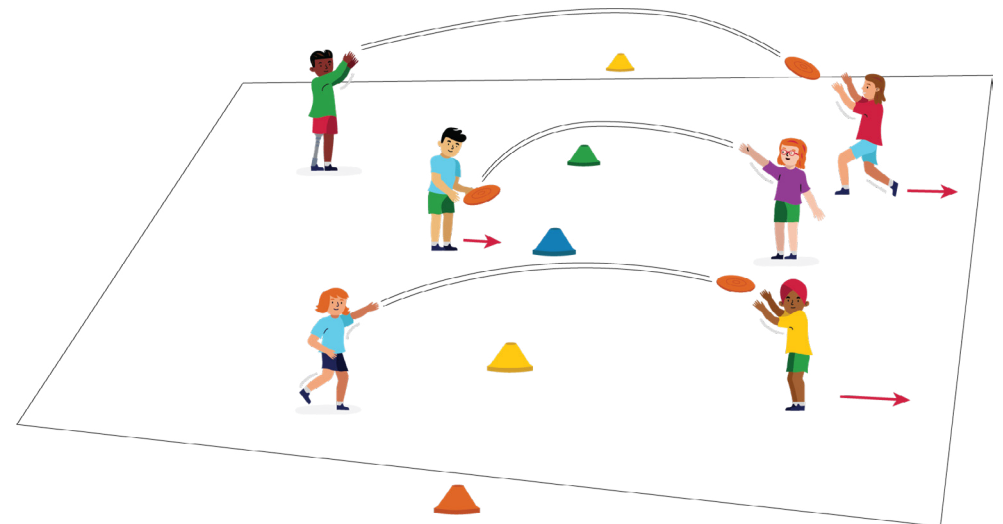
- Marker cones
- One disc per pair

### CHANGE IT

- Remove the gate.
- Introduce a defender who tries to intercept the pass.
- Change the type of throw or catch.
- Play as a cooperative circle challenge, with 4 catchers in a circle and a thrower in the middle. If caught on the full, catchers step back. If dropped, catchers stay or step forwards back onto the circle. After each round, the thrower changes position.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Use 2 markers to make a gate.
- Students stand the same distance from the gate.
- Students throw the disc through the gate to one another.
- If caught on the full, both students step back.
- If dropped, both step forward.
- The winning pair is the one that has retreated the furthest.



# BACKHAND RETURN RELAY

## SUMMARY

Students run to a point, return and on the way back, pick up a disc to pass to the team mate next in line, before rejoining the line. This pattern continues. Play with teams of 4 or more.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

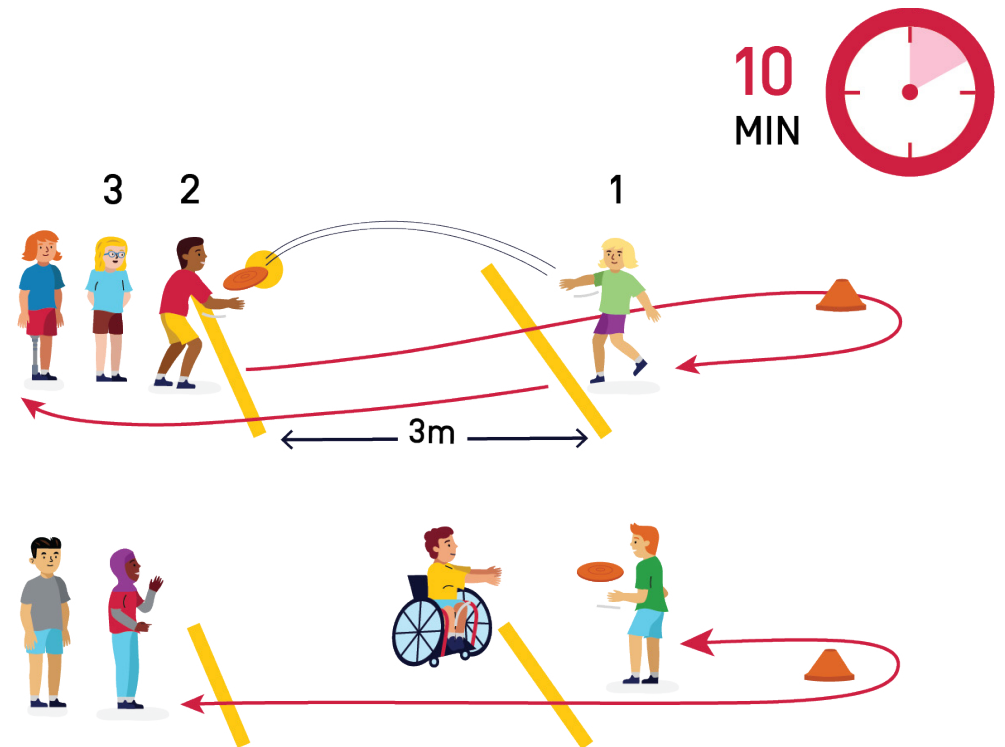
- Marker cones
- One disc per group

## CHANGE IT

- Change the type of pass.
- Change the distance between the start line and midway point.
- Students have to do an activity at the turning point such as hopping between 2 markers.
- Student 1 runs to the turning point to catch the return pass while on the move. The disc is left at the start line.
- A student with limited mobility, stays at the midway point where an appropriate pass or handover is made.

## What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place a disc on the midway line for each team.
- On your call, Student 1 runs around the turning point and back, picking up the disc on the midway line.
- Student 1 throws the disc backhand to Student 2 and joins the end of the line.
- Student 2 runs to the midway line, places the disc and continues to the turning point, then runs back, picks up the disc and throws it backhand to Student 3.
- Continue until Student 1 is back at the head of the line.



# BASE RUN

## SUMMARY

Two students with one disc try to stop a third student from reaching a base at either end of a playing area. Play with teams of 3.

### Skill focus

- Passing
- Catching

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One disc per group

### CHANGE IT

- Change the number of defenders.
- Change the type of pass.
- Play without scoring

## What to do

- Define the playing field with a base at each end using marker cones.
- Divide students into teams of 3: 2 defenders and one attacker.
- Start with one disc between the 2 defenders who stand on opposite bases.

### Defenders

- Defenders pass the disc to one another, trying to tag the attacker with the disc.
- Defenders cannot run with the disc.
- Defenders get one point for each time they tag the attacker.

### Attackers

- The attacker starts on the base with the defender without the disc.
- The attacker tries to run between the bases without being tagged.
- The attacker gets one point for each time they successfully reach the base.
- Change roles after each successful base run.
- Play for a set time.



# ON-COURT, OFF-COURT RAPID PASS

## SUMMARY

Students practise passing and catching, avoiding being tagged. Play with teams of 8 or more.

### Skill focus

- Passing
- Catching

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One disc or ball per pair

### CHANGE IT

- Create tag-free zones.
- Change the number of taggers.
- Change the type of pass.
- Change the distance between off-court students.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.
- On your call, 'FREEZE!', taggers have to stand on the spot until you call, 'UNFREEZE!'.

### What to do

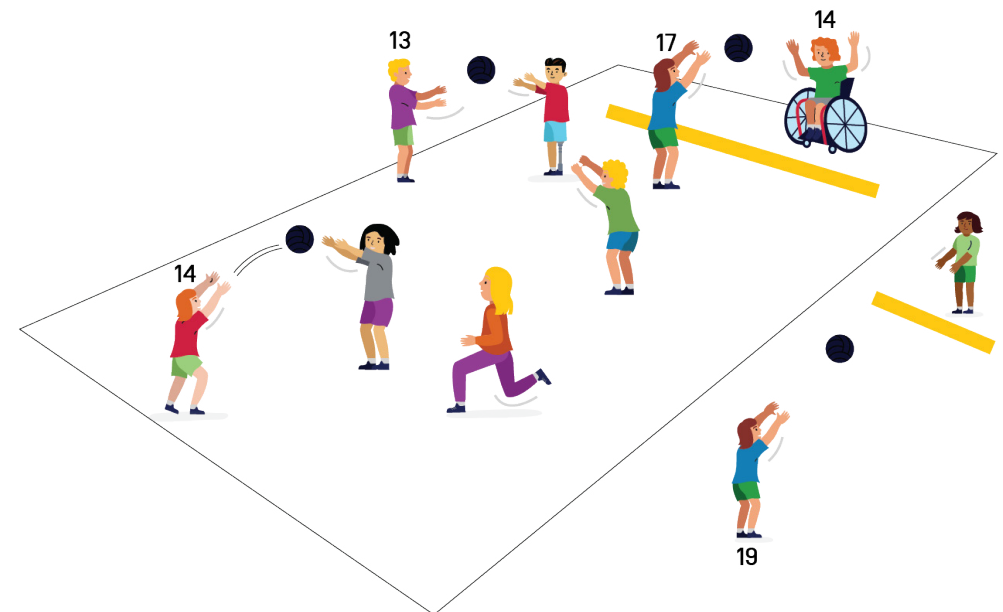
- Define the playing field using marker cones.
- Divide students into teams of 8 or more: 6 on-court students and 2 off-court students.
- Play for a set time, then change roles.
- 2 other students are taggers, aiming to tag a passer with the disc.
- If tagged, passers lose 2 points.

#### Off-court students

- 2 students pass the disc to each other trying to reach a record total.

#### On-court students

- 4 students pass the disc around, aiming for as many passes as possible.



# PUPPETEER

## SUMMARY

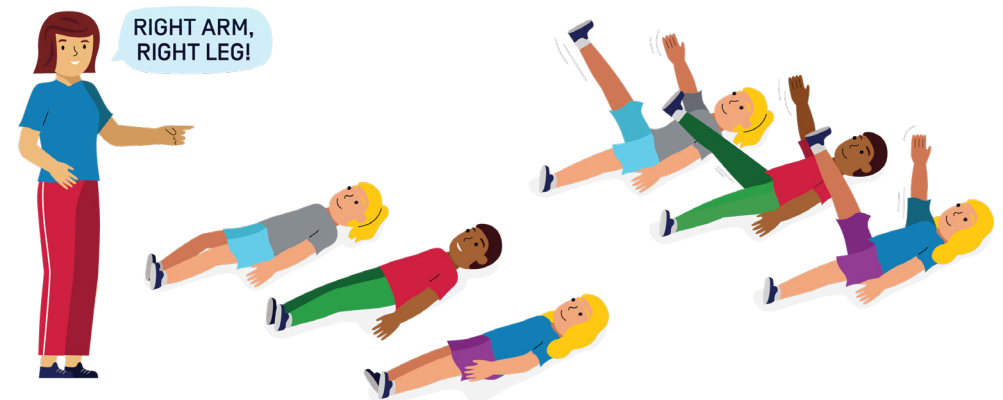
Students become your puppets to demonstrate their learning.

## Details

Finishing up  
5 minutes

## What to do

- Students lie down on the ground.
- You pretend to be the puppeteer.
- Give clear directions for the puppets to follow. For example:
  - when you pull the string to students' right arm, students raise their right arm
  - when you lower the string to students' right arm, students lower their right arm.
- Gradually slow down the activity.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- Why do you use different passing skills when playing Flying disc?
- What other sports or activities do you cut or lead into space in?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.





# LESSON 3

# LESSON 3

## LEARNING INTENTIONS

To refine your forehand, backhand and hammer throwing skills.

To improve your catching, attacking and defending skills and strategies.

For students to self assess their passing skills and respect for others (see the student self assessment tool on page 42).

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a basketball court.

### Equipment

- Marker cones
- One stopwatch
- One disc per student
- Barriers such as nets, benches and ropes
- Bibs for each team

### Activities

[LOOK OUT FOR OTHERS](#)

[CROC TAG](#)

[CONTINUOUS TENNIS](#)

[4 SQUARE](#)

[NO-GO](#)

[VIDEO REF](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# LOOK OUT FOR OTHERS

## SUMMARY

Students run in random directions in a defined area. Students are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### What to do

- Define the playing field using marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- On your call, students start running again.



4 HANDS



3 FEET

## CHANGE IT

- Change the movement to:
  - walking
  - hopping
  - jogging
  - skipping
  - other.
- When you call 'FREEZE!', students have to balance – either one of their own choice or a nominated balance. Alter how long students hold the balances for.
- When you call a number, students quickly form groups of that size.
- When you call a number and body part, students come together with that part touching, such as '5 HANDS!'.

# CROC TAG

## SUMMARY

Taggers chase runners. When tagged, students stand in a crocodile catch stance, until freed by a fellow runner by exchanging a disc. Play with teams of 8 or more.

### Skill focus

- Passing
- Catching

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One disc per 4 students
- Bibs for taggers

### CHANGE IT

- Score the game based on how many consecutive passes can be made without the ball touching the ground.
- Play without scoring.
- Change the 'freeze' position such as sitting with legs tucked and off the ground.
- Use tag-free zones and allow different amounts of time on the zone.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 or more: taggers and runners.
- Play for a set time or until all students are tagged, then change roles.

### Taggers

- Start with 2 or more taggers who are wearing bibs.
- Taggers chase runners and try to tag them.

### Runners

- Half the runners have discs.
- If tagged, runners stand in a crocodile catch stance until freed by a fellow runner by exchanging a disc.
- If the disc is dropped in the pass, both runners become crocs.



# CONTINUOUS TENNIS

## SUMMARY

In teams, students play a rally by throwing a ball over a no-go zone to students on the opposite end and then running to the back of the line.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

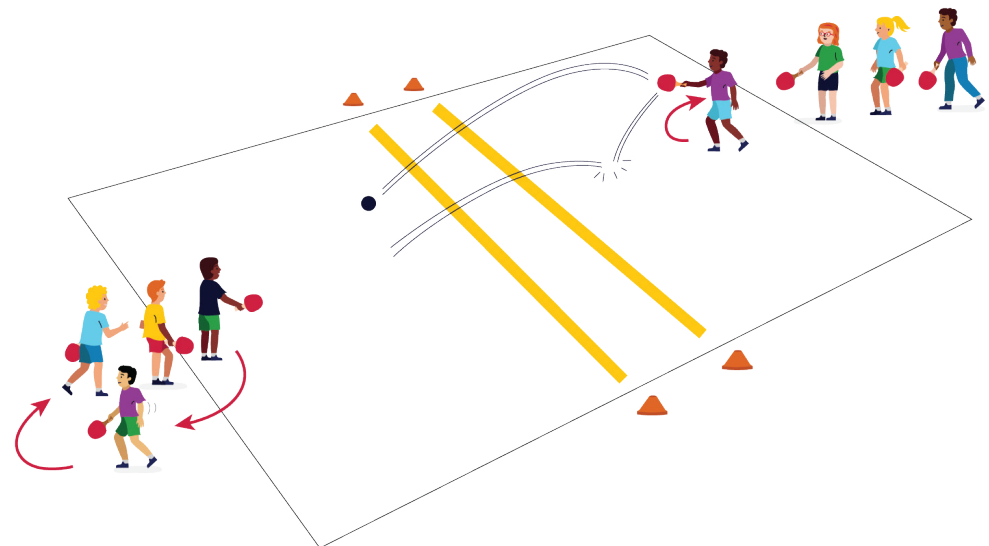
- Marker cones
- One ball per group

### CHANGE IT

- Change the type of throw.
- Play cooperatively and have students run to join the line at the opposite end.
- Play as a team challenge and score by the number of catches made in a set time or consecutive catches made in total.

### What to do

- Define the playing field with a no-go zone in the centre using marker cones.
- Divide students into teams of 4 or more.
- Teams each form a line at opposite ends of the playing field, facing the no-go zone.
- Students throw a ball over the no-go zone, then move to the right and run to the back of the line.
- The next student in the other team at the opposite end catches the ball then repeats the pattern.
- The aim is to maximise the length of the rally.



# 4 SQUARE

## SUMMARY

Attackers pass the disc to team mates in different zones, trying to avoid interception. Play with teams of 3.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One stopwatch
- One disc per group
- Bibs

### CHANGE IT

- Change the size of the playing area.
- Change the type of pass.
- Attackers still keep the disc even if intercepted.
- Attackers pass in one direction only.
- Attackers cannot pass the disc to the same student they received it from.
- Play with uneven teams.

### What to do

- Define the playing field into 4 squares using marker cones.
- Divide students into 2 teams of equal size: attackers and defenders.

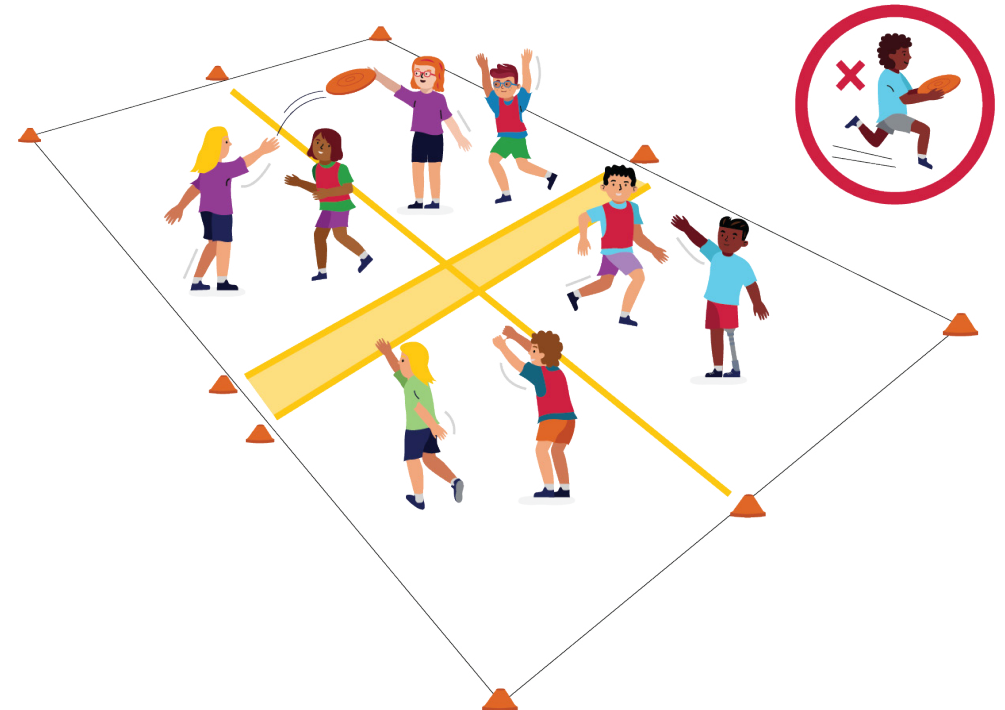
#### Attackers

- Attackers make as many passes as possible between team mates across different zones.

- Students can pass in any direction.
- Students cannot run with the disc.
- Students must stay in their zone.

#### Defenders

- Defenders take possession if they catch the disc or knock it out of play.
- Winners are those who score the highest number of consecutive passes.



# NO-GO

## SUMMARY

Teams throw a disc across a no-go barrier to each other.  
Play with teams of 3 or more.

### Skill focus

- Passing
- Catching

### Details

Skill development  
15 minutes

### Equipment

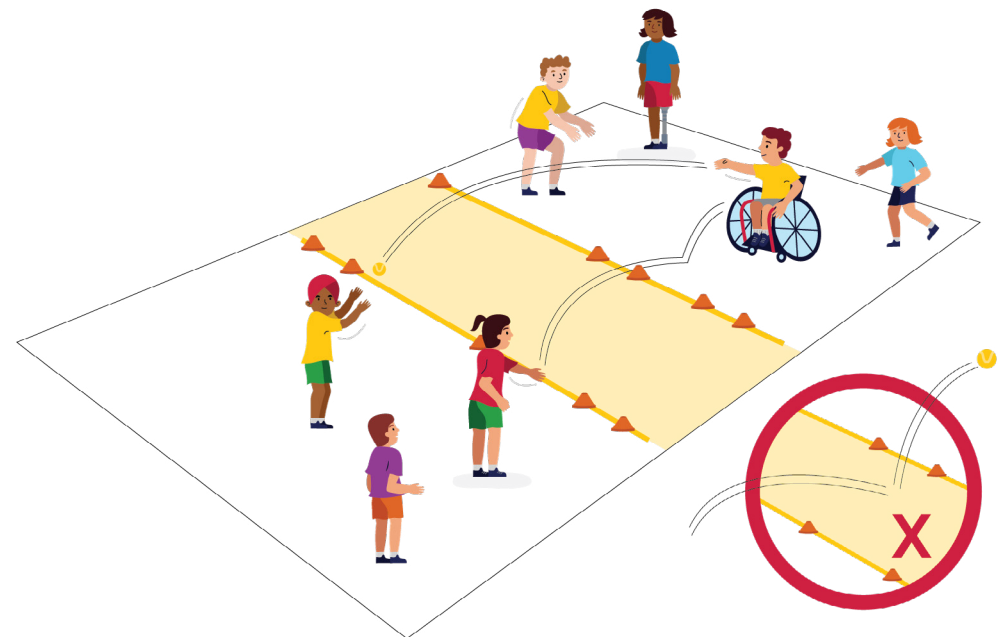
- Marker cones
- One stopwatch
- One disc per group or ball

### CHANGE IT

- Change the size of the playing area.
- Change the size of the no-go area.
- Play with uneven teams.
- Students have to pass the disc over a barrier, such as a net.
- Identify specific target areas where more points are scored.
- Introduce a '3 pass and over' rule where each team has 3 touches before they have to pass the disc over the barrier.

### What to do

- Define the playing field with a no-go area in the centre using marker cones.
- Divide students into teams of 3 or more.
- Each team takes up positions on either side of the no-go area.
- Once thrown, the opposing team must catch the disc on the full and pass it back.
- Teams score points when:
  - the disc touches the ground on the opponent's side
  - the disc is knocked out of court by the opponents
  - the disc lands in the 'no-go' area from an opponent's last touch.
- The team that wins the point restarts with a throw from behind the end line.
- Play for a set time or to an agreed number of points.



## VIDEO REF

### SUMMARY

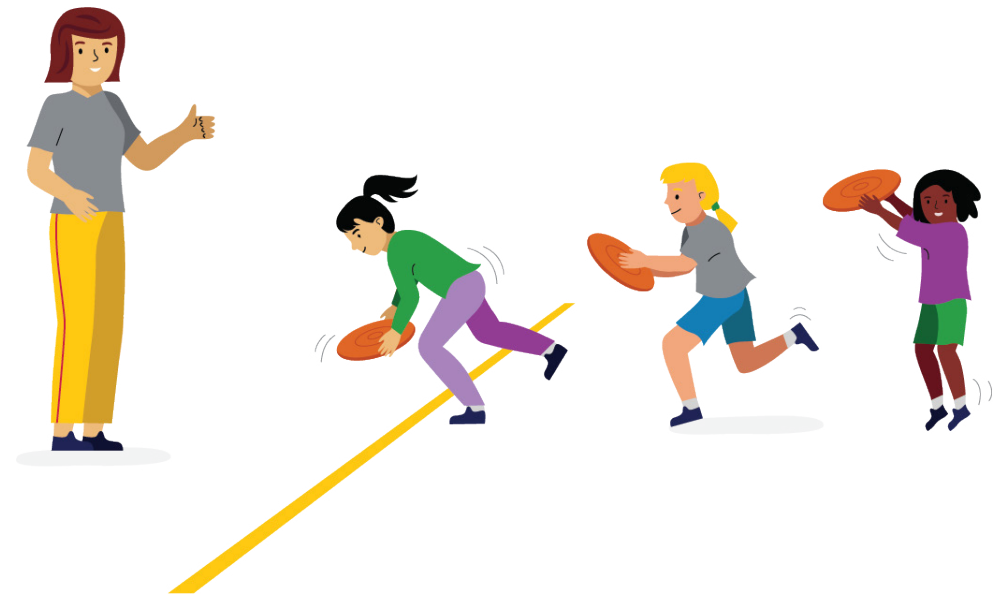
Students mime specific sporting actions (running, passing, catching, pivoting) in slow motion.

### Details

Finishing up  
5 minutes

### What to do

- Make a TV square with your hands, as if asking for the video referee to review the play, and describe the scene, such as a student intercepting the disc and passing to a team mate.
- Students then mime the scene in slow motion.
- Draw on an activity that has been played in this lesson.
- Ask students to choose a movement problem experienced during the session.
- Ask a student to explain what they are doing whilst performing the movement.





# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- What are three things you should do when making a forehand pass?
- What do you need to remember when making a backhand pass?

Ask the class:

- What are some of the things you did to be a respectful member of this class?



# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Lesson 3 – Passing – Continuous tennis, four squares and no go

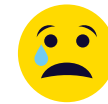
Circle the face that matches how you feel about each of the statements below:


















Always



Sometimes



Rarely

Movement skills	I can pass the disc using a backhand with accuracy to hit a target I choose 3 out of 5 times.			
	I can pass the disc using a forehand with accuracy to hit a target I choose 3 out of 5 times.			
Strategy and tactics	I can cut into space to catch a Flying disc.			
	I can decide when it is best to pass using a forehand or backhand pass.			
Personal and social responsibility	I make positive and respectful comments to my team mates during games.			

# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Circle the face that reflects how you feel about each of the statements below:



Always






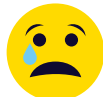


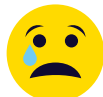


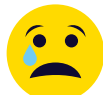


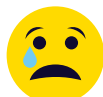





Sometimes



Rarely

Lesson 3 – Passing – Continuous tennis, four squares and no go

Movement skills	I can pass the disc using a backhand with accuracy to hit a target I choose 3 out of 5 times.			
	I can pass the disc using a forehand with accuracy to hit a target I choose 3 out of 5 times.			
	I can pass the disc using a hammer pass with accuracy to hit a target I choose 3 out of 5 times.			
Strategy and tactics	I can cut into space to catch a Flying disc.			
	I can decide when it is best to pass using a forehand, backhand and hammer pass.			
Personal and social responsibility	I make positive and respectful comments to my team mates during games and when I am refining my skills.			

# LESSON 4

# LESSON 4

## LEARNING INTENTIONS

To continue to develop attacking and defending skills.

To apply passing, cutting and catching skills.

To show effort when learning to improve your play.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a basketball court.

### Equipment

- Marker cones
- One stopwatch
- One disc per student
- Bibs for each team

### Activities

[HERE, THERE, NOWHERE](#)

[INTERCEPTOR](#)

[PASS AND RUN](#)

[DEFENDERS ON THE LINE](#)

[YOUTH FLYING DISC](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# HERE, THERE, NOWHERE

## SUMMARY

On your call, students run towards you, away from you, or perform an activity on the spot. Play with 6 or more.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- Add extra calls such as 'HIGH-5!' where students must high-5 each other and have feet off the ground when hands touch.
- Call a balance such as on one leg, one leg and one hand or 2 hands and one leg.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.

### What to do

- Define the playing field using marker cones.
- Have students spread out with plenty of space in between each other.
- Explain the calls of 'HERE!', 'THERE!' and 'NOWHERE!'.
- Start slowly.

### HIGH 5'S



# INTERCEPTOR

## SUMMARY

Three students stand on 3 of the 4 corners of a square, with an interceptor in the middle. Play with teams of 4.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc per group

### CHANGE IT

- Play without scoring.
- The interceptor cannot move until the disc is thrown.
- Change the size of the playing area.
- Change the type of pass.
- Change the number of passers and interceptors.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4: 3 passers and one interceptor.
- Play for a set time or to an agreed number of points, then change roles.

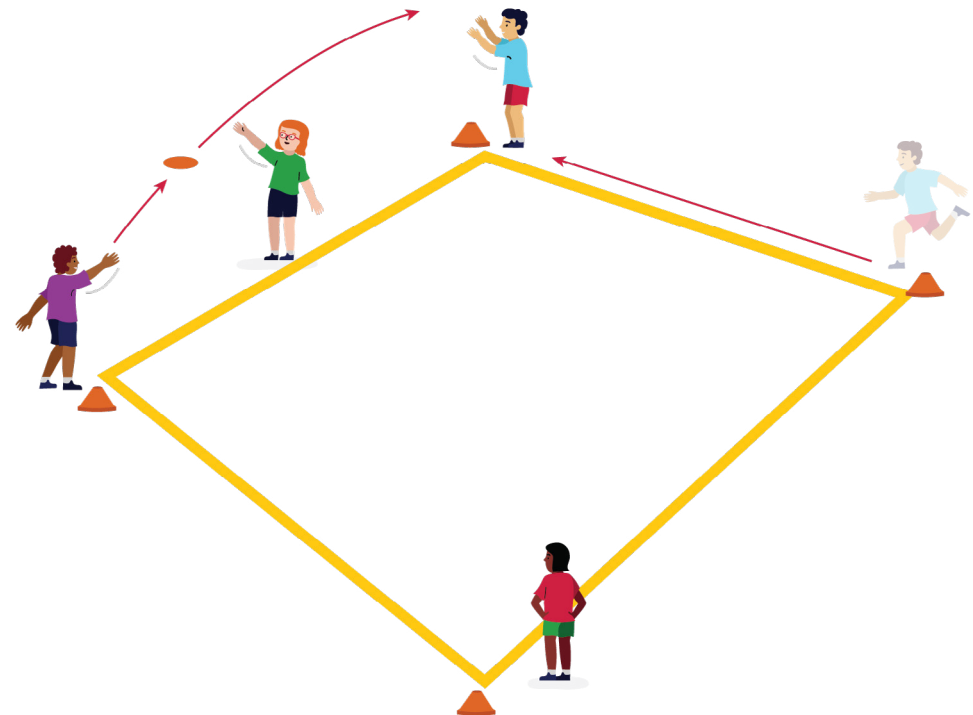
### Passers

- Passers can only pass to a corner next to theirs, not across the square.

- Passers without the disc can lead to a corner next to their own to receive a pass.

### Interceptor

- The interceptor must stay on the line and try to touch or catch the disc.
- The interceptor scores a point every time they touch or catch the disc.



# PASS AND RUN

## SUMMARY

Runners run in parallel down opposite sides of a court, passing the disc to each other, avoiding interception. Play with teams of 8 or more.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc or ball per pair

### CHANGE IT

- Change the number of runners or interceptors.
- Change the distance between interceptors' lines.
- Change the distance between passers.
- Students must pass immediately or within a set time.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 or more: runners and interceptors, arranged as shown.
- Play for a set time or to an agreed number of points.

### Runners

- Runners pass, catch and run with the disc as they try to get to the other end of the court.
- They then jog around the outside back to the start.

- They score one point if they reach the end without an interception.
- Start the second pair of runners as the first pair approaches the end.

### Interceptors

- Interceptors try to intercept the disc without body contact or tagging.
- They can only move sideways along their line as shown.
- They return the disc to the nearest runner after intercepting.
- They score one point if they intercept a disc.





# DEFENDERS ON THE LINE

## SUMMARY

Students have 3 minutes to try and score a point by passing the disc over their opponent's scoreline. Play with teams of 4.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One disc per group
- Bibs

### CHANGE IT

- Change the time in possession.
- Divide the court into 2 and allow a maximum of 3 students per team in each half.
- Place 3 hoops for the scoring zone – the disc must be bounced or placed in one of the hoops. Students take turns to score.

### What to do

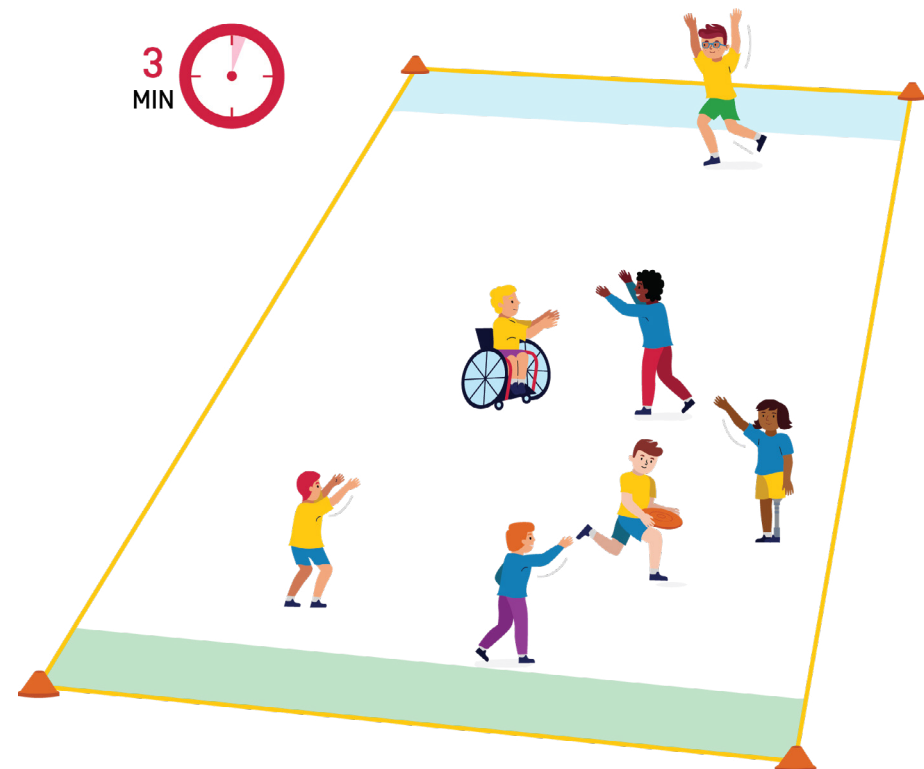
- Define the playing field with a scoreline at either end using marker cones.
- Divide students into teams of 4: attackers and defenders.

#### Attackers

- Attackers catch and run the disc across their own scoreline for 2 points, for as many times as possible in 3 minutes.
- After 3 minutes, possession changes.

#### Defenders

- Defenders try to intercept the disc or tag a student with the disc.
- Defenders are only allowed to defend one student at a time.



# YOUTH FLYING DISC

## SUMMARY

Students try to score a point by passing the disc to a team mate in the end zone, avoiding interception. Play with teams of 5.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

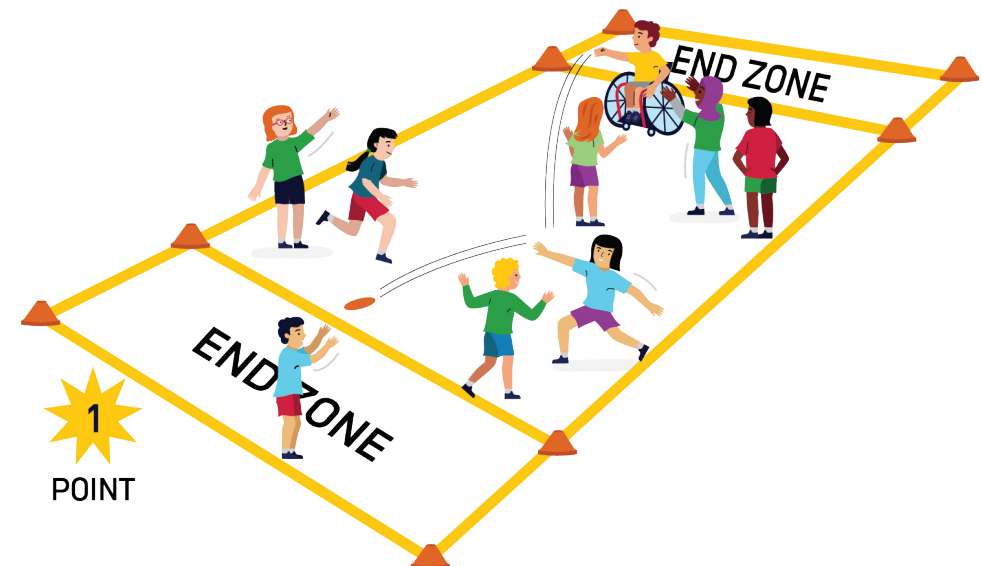
- Marker cones
- One disc per group
- Bibs

### CHANGE IT

- Allow 2 incomplete passes before possession changes.
- Allow the thrower to take 2 steps in any direction after catching before throwing the disc.
- Only change possession when the disc is intercepted with a successful catch.
- Instead of starting play by throwing off from the end zone, have the attackers start with the disc in the middle of the field.

### What to do

- Define the playing field with an end zone at either end using marker cones.
- Divide students into teams of 5.
- Both teams line up at the front of their own end zone.
- Play with the rules of modified Flying disc as in the 'Introduction'.
- Play for a set time.
- The winning team is the one with the most points.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- When passing where do you need to aim?
- What did you enjoy most about today's lesson?
- What challenged you most today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



# LESSON 5

# LESSON 5

## LEARNING INTENTIONS

To refine and develop attacking and defending tactics and skills.

To refine and develop moving to space by deciding when and where to move to support the student with the Flying disc.

To have Year 3 and 4 students peer assess passing and receiving the flying disc [see the student peer assessment on page 42].

To have Year 4 and 5 students peer assess pivoting, faking, marking and guarding [see the student peer assessment on page 43].

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a hockey field.

### Equipment

- Marker cones
- One stopwatch
- One disc per student
- Bibs for each team

### Activities

WARRIORS AND DRAGONS

THROW, THROW, THROW

5-POINT PLAYER

ROLL A BALL

DEFEND THE ZONE

FOUR CORNERS

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# WARRIORS AND DRAGONS

## SUMMARY

One team called Warriors pass the disc to the other Warriors and try to tag the opposing team called Dragons.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One disc per group
- Bibs

### CHANGE IT

- Play with uneven teams.
- Change the type of pass.
- Change the size of the playing area.
- Students must pass immediately or within a set time.
- Use tag-free zones and allow certain amounts of time on the zone only.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.

### What to do

- Define the playing field using marker cones.
- Divide students into 2 teams: warriors and dragons.

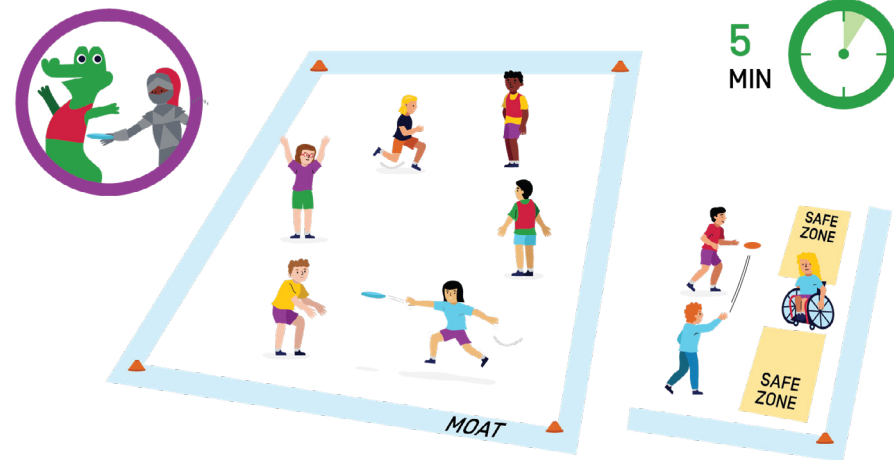
#### Warriors

- Warriors pass the disc to the other Warriors.
- Warriors try to tag Dragons.

- Warriors are not allowed to step with the disc or throw it at a Dragon.
- Warriors must pass the disc within 3 seconds.

#### Dragons

- If Dragons are tagged, they become Warriors.
- When all Dragons are tagged, teams swap over.



# THROW, THROW, THROW

## SUMMARY

In 2 teams, students throw discs over to the other side as quickly as possible.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
10 minutes

### Equipment

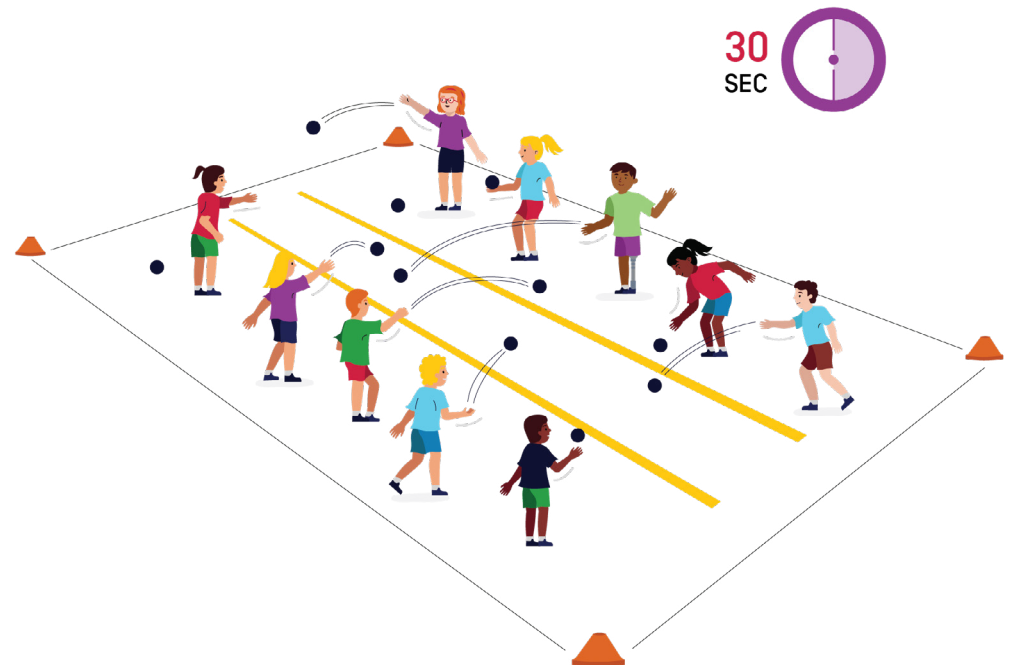
- Marker cones
- One disc or ball per student

## CHANGE IT

- Students score bonus points if they catch a disc on their side.
- Change the size of the no-go zone.

## What to do

- Define the playing field with a no-go zone in the middle using marker cones.
- Divide students into 2 teams of equal size.
- Teams are separated by the no-go zone and students should not cross the 'no-go' zone until the game stops.
- On your call, students throw discs to the other side until you call, 'STOP!'.
- The team with the least amount of discs on its side is the winner.



# 5-POINT PLAYER

## SUMMARY

In 2 teams, students pass the disc to each other for 30 seconds, avoiding interception.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc or ball per group
- Bibs

### CHANGE IT

- Change the type of pass.
- Change the number of defenders allowed in the end zones.
- Change the size of the end zones.
- Change the size of the playing area.
- Remove the end zone and have a roving 5-point player.
- Play as teams without end zones and 2 roving 5-point players. Points are only scored when these students get the disc.

### What to do

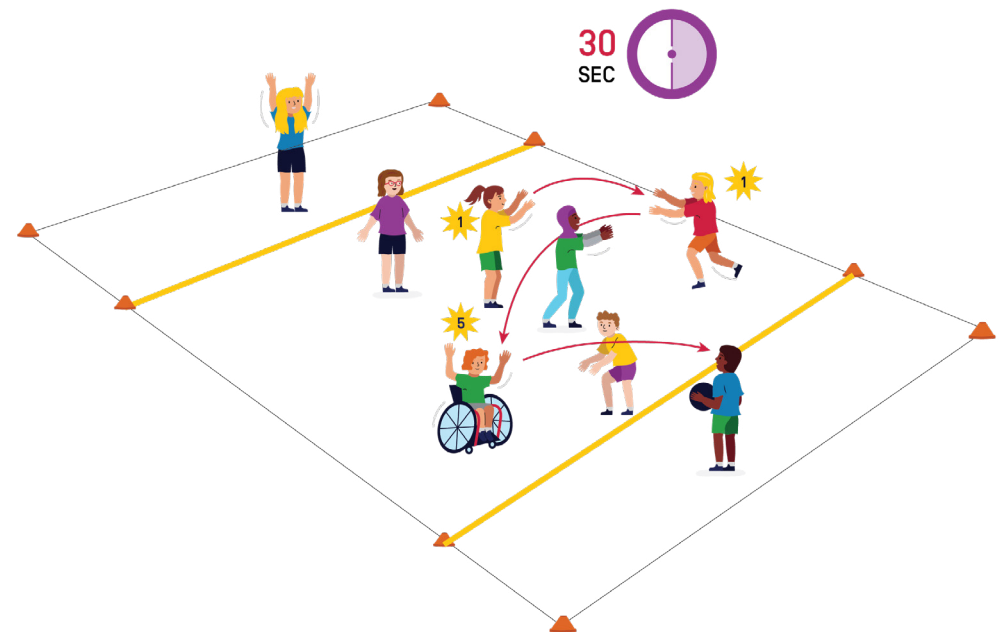
- Define the playing field with an end zone at each end using marker cones.
- Divide students into 2 teams: attackers and defenders.
- Only one team mate is allowed in the end zones and students rotate. One option is the student passing the final disc has a turn in the end zones.

#### Attackers

- Attackers have 30 seconds to score as many points as possible.
- One point is scored for each successful pass.
- 5 points are given if the disc is passed to a team mate in one of the 2 end zones.

#### Defenders

- No restrictions on the number of defenders in end zones.
- If the defenders intercept the disc, it is placed on the ground for an attacker to resume play. 3 points are deducted.





# ROLL A BALL

## SUMMARY

Attackers pass a disc to each other and try to score a goal while defenders attempt to intercept. Play with teams of 6 or more.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

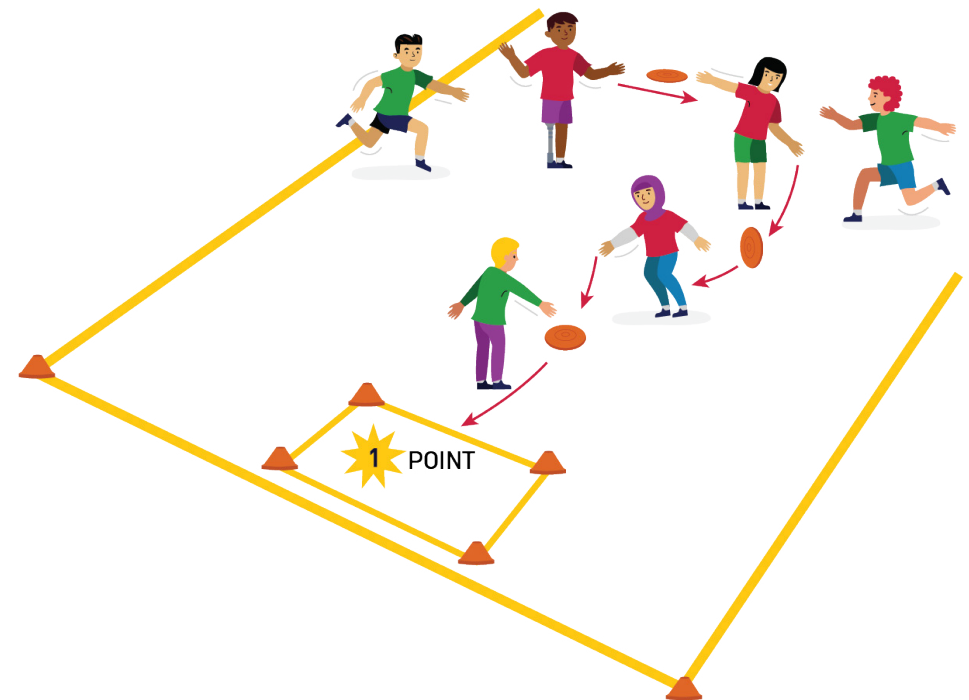
Skill development  
10 minutes

### Equipment

- Marker cones
- One disc per group

## What to do

- Define the playing field with a goal at each end using marker cones.
- Divide students into teams of 6 or more.
- Attackers must pass a minimum of 3 times between each other before trying to score a goal.
- A goal is scored when a team either throws or rolls the disc to land in the goal square.



## CHANGE IT

- Change the size of the goal area.
- Students can only pass the disc forwards.

# DEFEND THE ZONE

## SUMMARY

The attacking team starts in the middle, moves to one end and tries to hit a target, avoiding interception. Play with teams of 4 or more.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One disc or ball per pair
- One target such as a cricket wicket

### CHANGE IT

- Play in uneven teams.
- Change the number of steps allowed for attackers.
- Every student must touch the disc before a goal shot is allowed.
- Attackers can score around the back of the target.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.

### What to do

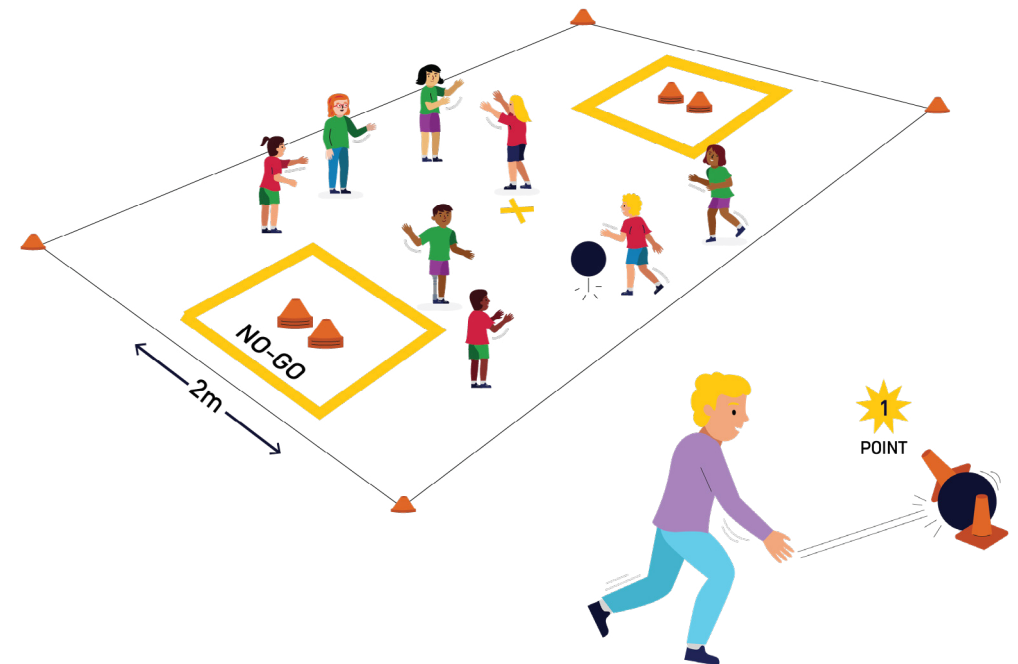
- Define the playing field using marker cones, with a no-go zone as shown.
- Divide students into 2 teams of 4 or more: attackers and defenders.

#### Attackers

- Attackers start in the middle, move to one end and try to hit a target.
- After 4 steps, they must pass the disc.
- Attackers must stop when they are tagged and pass the disc.
- One point is scored for reaching and hitting the target.

#### Defenders

- Defenders must prevent the disc from hitting the target.
- They cannot stand directly in front of the target.
- If the defenders gain possession of the disc, they become attackers and pass towards their cone.
- One point is scored for intercepting the disc.
- When the attacking team hits the target, the defending team becomes the attackers.



# FOUR CORNERS

## SUMMARY

Students choose a corner to stand in and, as the game continues, must move to the middle.

### Details

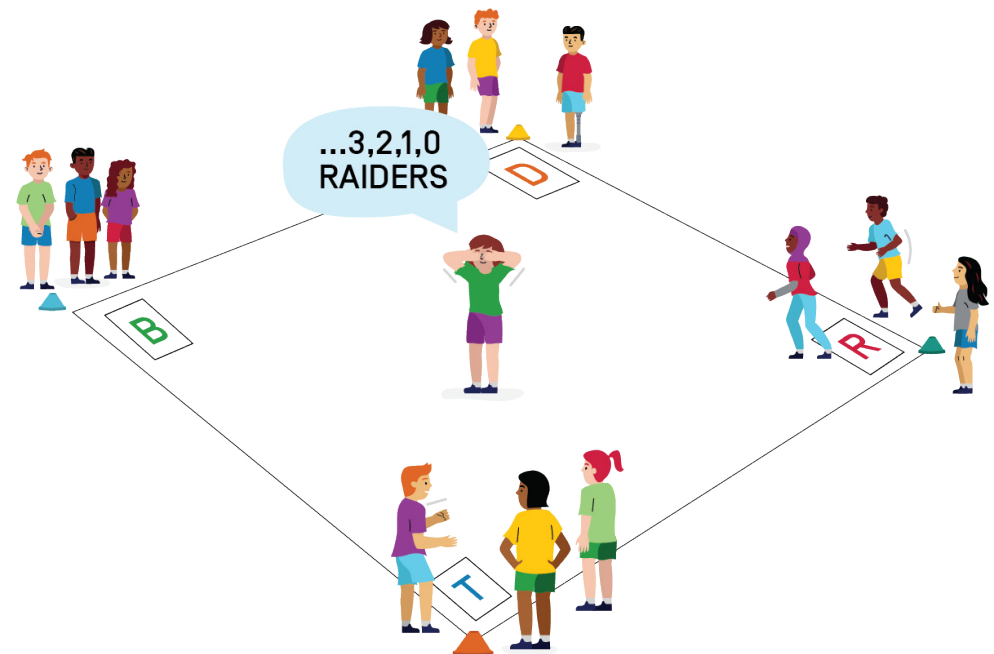
Finishing up  
5 minutes

### Equipment

- Marker cones

### What to do

- Define the playing field using marker cones.
- Give names to each corner, such as Dragons, Raiders, Bulldogs, Titans.
- One student stands in the middle of the square with their eyes shut, counting down from 10.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
  - walking
  - hopping
  - skipping
  - other.
- When the counter gets to zero, they name one of the corners, such as Raiders.
- All students in that corner come into the middle and join in the counting.
- Continue until all students are in the middle.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- How is the forehand different to the backhand and hammer pass?
- What do you need to do after passing the disc?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Unit focus: Flying disc – Forehands, backhands and hammer passes  
Lesson 5 – Roll a ball and defend the zone

Any areas for improvement?

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### Movement skills

Record with a mark how many times your team mate was successful for each skill during the 3-5 minutes of observation.

Skill	Keep trying	Almost there	Got it!
<p>Forehand:</p> <ul style="list-style-type: none"><li>• Establish a forehand grip:<ul style="list-style-type: none"><li>– The index and middle fingers are extended, and sit under the disc.</li><li>– The ring and pinky fingers are outside the disc, supporting the outside of the disc.</li><li>– The thumb is on top.</li><li>– Stand with hips and shoulders facing the target.</li><li>– The disc is thrown on the same side of the body as the throwing arm.</li><li>– The action resembles a tennis forehand.</li></ul></li></ul>			

# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Unit focus: Flying disc – Forehands, backhands and hammer passes  
Lesson 5 – Roll a ball and defend the zone

Any areas for improvement?

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Skill	Keep trying	Almost there	Got it!
<b>Backhand:</b> <ul style="list-style-type: none"> <li>Establish a backhand grip:                             <ul style="list-style-type: none"> <li>Fingers are curled under the discs rim and the thumb is placed on top.</li> <li>Stand side-on to the target, with the shoulder of the throwing arm closest to the target.</li> <li>The action resembles a tennis backhand.</li> </ul> </li> </ul>			
<b>Hammer:</b> <ul style="list-style-type: none"> <li>Throw from above the head facing the target, like a tennis serve. [The hammer throw is useful for making a pass over defenders, as the disc flies high in the air, and upside down.]</li> </ul>			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Forehand			
Backhand			
Hammer			

# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

**Unit focus: Flying disc – Pivoting, faking, cutting, marking and guarding**  
**Lesson 5 – Roll a ball and defend the zone**

Any areas for improvement?

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### Movement skills

Watch another student undertake multiple pivots, fakes, cuts, marks and guards for 3–5 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
<b>Pivoting:</b> <ul style="list-style-type: none"> <li>Pivot to the backhand or forehand side for a throw by keeping one foot still and stepping with the other. [Effective pivoting gives the thrower more space from their defender]</li> <li>To maximise space from the defender, right-handed throwers typically set their left foot as the pivot point and step out with their right leg.</li> <li>Left-handed throwers typically set their right foot as the pivot point and step out with their left leg.</li> </ul>			
<b>Faking:</b> <ul style="list-style-type: none"> <li>Faking is when a thrower pretends to pass to create space and trick the defender.</li> <li>Faking is often best combined with pivoting, such as fake a forehand throw and then pivot across the body to release a backhand throw.</li> </ul>			

# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Unit focus: Flying disc – Pivoting, faking, cutting, marking and guarding  
Lesson 5 – Roll a ball and defend the zone

Any areas for improvement?

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Skill	Keep trying	Almost there	Got it!
<b>Cutting</b> <ul style="list-style-type: none"> <li>Sprint to the disc, either directly forward or diagonally to the free space, away from the defender. [Cutting can also include dodging]</li> <li>Move a few steps away from the intended catching position, then place the outside foot strongly on the ground and push off in the desired direction to avoid an opponent or catch a pass.</li> </ul>			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Pivoting			
Faking			
Cutting			



# LESSON 6

# LESSON 6

## LEARNING INTENTIONS

To learn how to play modified disc.

To improve your ability to pass the disc.

To show effort and respect when playing each activity.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a hockey field.

### Equipment

- Marker cones
- One stopwatch
- One disc per student
- 5 to 6 targets
- A variety of obstacles
- Bibs for each team

### Activities

FUN ON THE SPOT

NAMES

THROLF

END-TO-END

FREEZE FRAME

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# FUN ON THE SPOT

## SUMMARY

Short, energising bursts of fun for students with running-on-the-spot variations.

### Details

Warm-up  
5 minutes

### Equipment

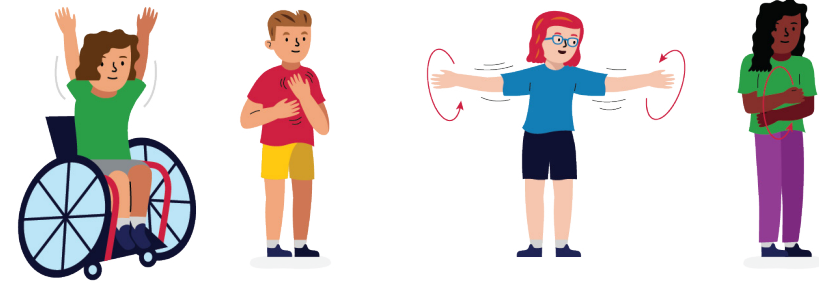
- Marker cones

### CHANGE IT

- Have students call the variations.
- Students do arms-only activities.
- Students do dynamic flexibility activities such as swings and lunges.

### What to do

- Define the playing field using marker cones.
- Have students spread out and start jogging slowly around the playing field.
- On your call, for 15 seconds, students do an on the spot activity that you choose.



# NAMES

## SUMMARY

Students in a circle throw a disc to other students in the circle. An interceptor inside the circle tries to intercept. Only the interceptor can move. Play with teams of 6 to 8.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One disc or ball per group

### CHANGE IT

- You call out the names.
- Change the type of throw.
- Change the number of interceptors.
- Change the type of movements around the circle.
- Students must pass immediately or within a set time.
- Students decide on names – cars, pop groups, movies, sports people.
- Try new circle positions – after 2 successful consecutive passes, play is stopped. Students move around the circle in the same direction 2 times to a new position. Play recommences.
- Bonus — if passing to the student on either side is allowed and the disc is intercepted, this could give the interceptor a credit of one false call when in the throwing role.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 6 to 8.
- Each team, except for one interceptor, forms a circle.
- Students in the circles can't move.
- Students throw the disc to one another, calling out the name of the receiver.
- The interceptor tries to take possession and if successful, changes place with the passer.
- If no interception, rotate the interceptor after 4 throws.



# THROLF

## SUMMARY

As in golf, a course with holes is established. Students move around the course, trying to reach the target in the least number of throws. Play with teams of 2 to 4.

### Skill focus

- Passing
- Catching

### Details

Skill development  
20 minutes

### Equipment

- Marker cones
- One disc or bean bag per student
- 5 to 6 targets
- A variety of obstacles
- A numbered flag or card for each hole

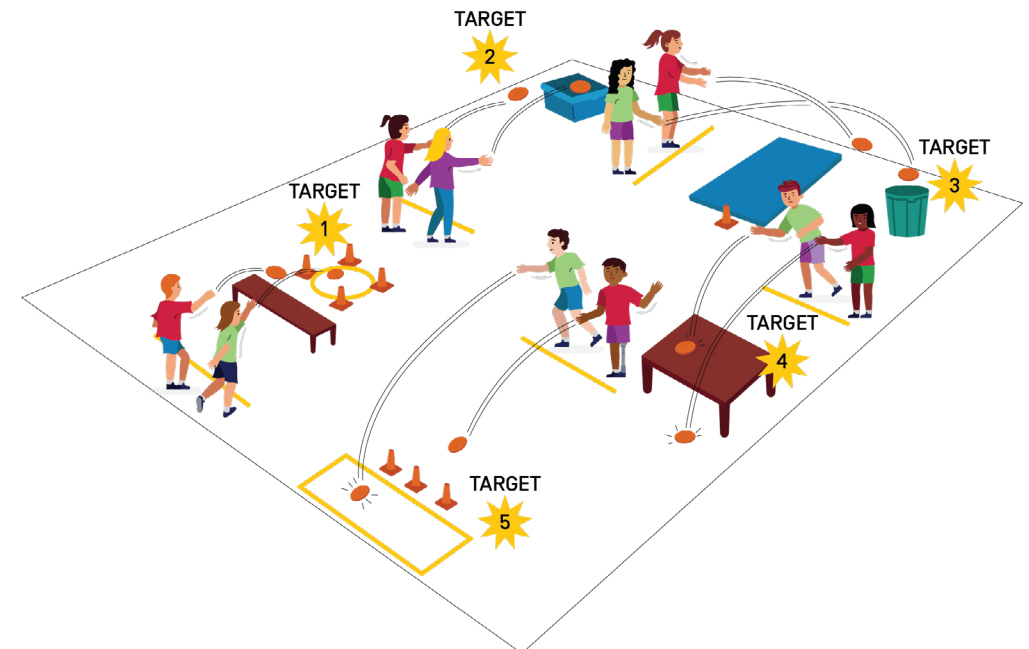
### CHANGE IT

- Change the size of the playing area.
- Change the distance to the targets.
- Change the types and numbers of targets and obstacles used.
- Play in teams and speed up the game by choosing the closest thrower to the target.
- If discs are rolling far from the course, students can take their next throw

- from where the disc landed, rather than where the disc came to rest.
- The student furthest from the target after the opening throw plays first – this mirrors golf and bocce.
- Set a maximum number of throws per target or for the whole course – like 'par' in golf.

### What to do

- Define the playing field with obstacles, targets and marked holes using marking cones.
- Divide students into teams of 2 to 4.
- Students throw discs from a start line next to each target.
- The next shot is taken from where their disc comes to rest.
- The score is the total number of throws to reach all targets – the lower the score the better.



# END-TO-END

## SUMMARY

Students from 2 opposing teams are paired off and spread the length of the court. On your call, the student with the disc at one end passes to a team mate in the next zone. This continues until it reaches the end zone for a shot at goal. Play with teams of 6.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
20 minutes

### Equipment

- Marker cones
- One disc or ball per group

## CHANGE IT

- Play with uneven teams.
- Change the number or size of zones.
- Change the number of steps allowed with the disc.
- Change the time within which students must pass the disc.
- Every student must touch the disc before a goal shot is allowed.
- The disc can only be thrown forwards.
- Remove the goals and a point is scored when the disc is passed to the goal scorer.
- Create an intercept-free zone.

## What to do

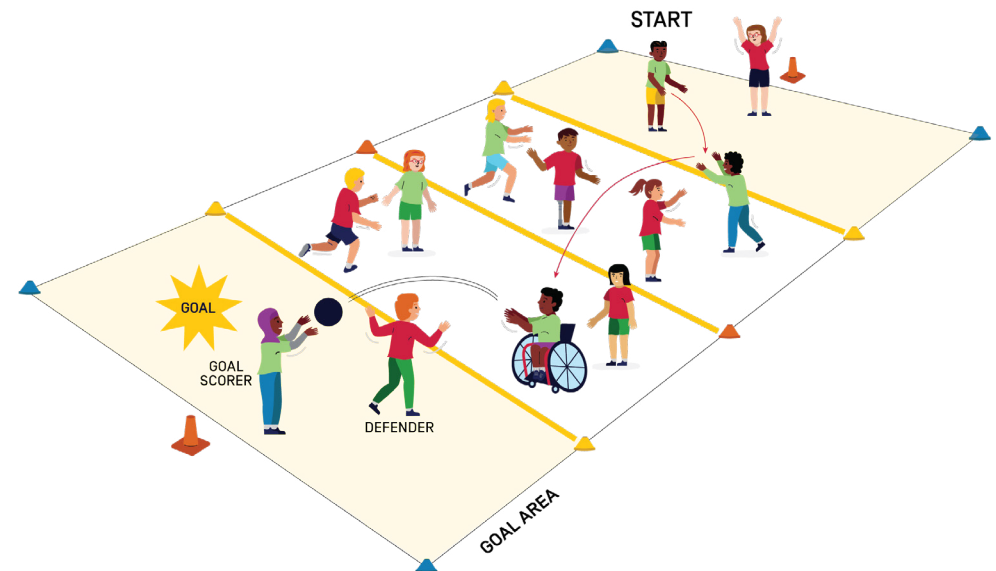
- Define the playing field using marker cones, with a goal at each end.
- Divide students into 2 teams of 6: attackers and defenders.
- Students are paired off from opposing teams and spread the length of the field.
- The goal scorer of the attacking team is the only student who can shoot for goal. Rotate this position after each goal is scored.
- No running with the disc. Alternatively, a student can run with the disc until tagged, then must pass within 5 seconds.

### Attackers

- The goal defender of the attacking team starts with the disc.
- On your call, they throw the disc to a team mate in the next zone.
- The ball must be passed to all team mates in each zone.

### Defenders

- The defending team tries to intercept the disc.
- An option for the defenders to score a point for each intercept.
- First team to score 3 goals wins.



# FREEZE FRAME

## SUMMARY

Students freeze while performing Flying disc skills to demonstrate their learning.

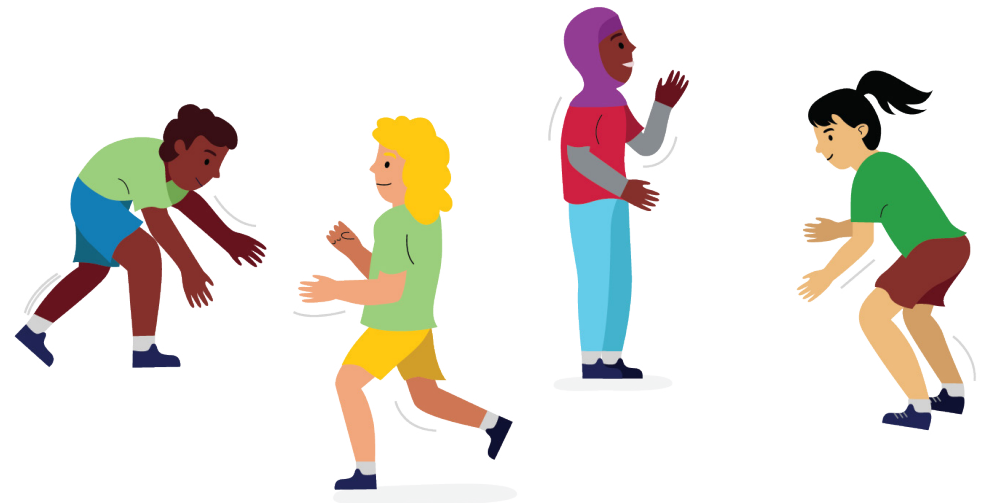
## Details

Finishing up

5 minutes

## What to do

- Ask students to perform:
  - running
  - jumping
  - throwing.
- Students perform the action until you call 'FREEZE!'
- Observe the students and provide feedback on their technique.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- What part of today's lesson needed the most effort from you?
- What other sports have similar tactics to Flying disc? Why do you say this?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.





# LESSON 7

# LESSON 7

## LEARNING INTENTIONS

To play modified games of Flying disc.

To show effort and wanting to improve your play.

To guard positions and pressure an opponent.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a hockey field.

### Equipment

- Marker cones
- One stopwatch
- One disc per student
- 5 to 6 targets
- Bibs for each team

### Activities

KEEP THE DISC

HIT THE TARGET

MINI TEE-BALL

D1 AND D2

PUPPETEER

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# KEEP THE DISC

## SUMMARY

In 2 teams of 3, the attackers aim to make 5 passes between them without being intercepted by the defenders.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One disc per group

### CHANGE IT

- Change the number of passes.
- Play with uneven teams.
- Play for a set time with students trying to make the most number of passes.
- Students must pass immediately or within a set time.

### What to do

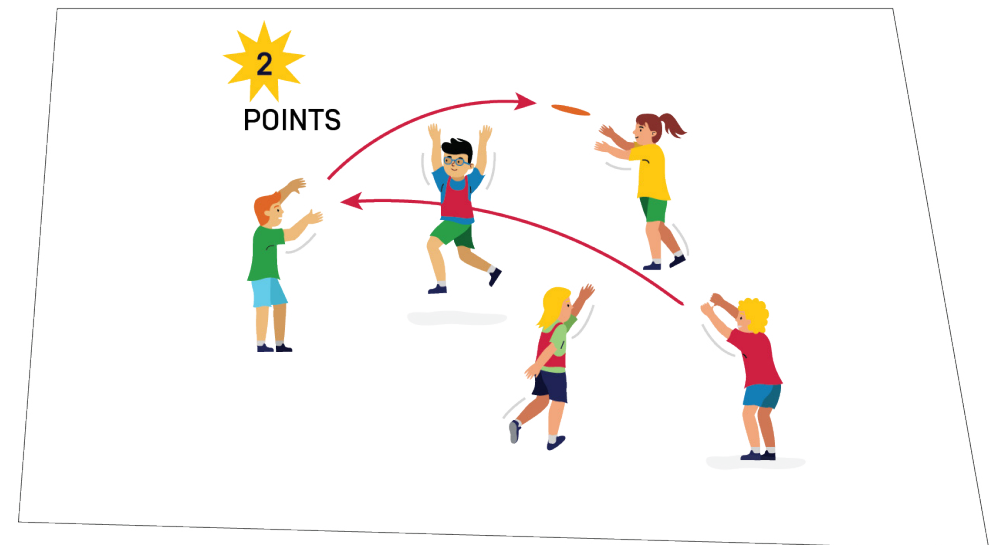
- Define the playing field using marker cones.
- Divide students into teams of 3: attackers and defenders.
- Two points are scored for 5 successful passes and one point for 3 passes.
- Travelling with the disc is limited to 2 steps.

#### Attackers

- Attackers try to make 5 passes between team mates.

#### Defenders

- If the defenders prevent 5 passes being made, they score one point and become the attacking team.



# HIT THE TARGET

## SUMMARY

Students score points by throwing a disc and hitting the targets. Play with teams of 3.

### Skill focus

- Passing

### Details

Warm up  
15 minutes

### Equipment

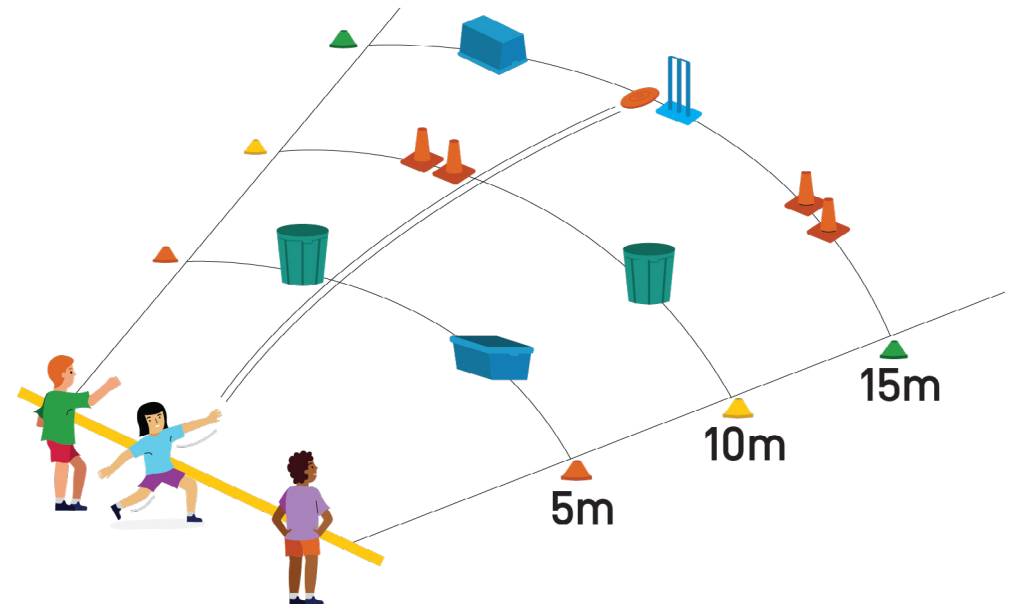
- Marker cones
- One disc per student
- A variety of targets

### CHANGE IT

- Change the number of throws per round.
- Change the type of pass for different targets.
- Change the types of targets.
- Change the distance to targets.
- Set a 'no-go' boundary – if the disc goes beyond the boundary, no points are scored.

### What to do

- Define the playing field using marker cones.
- Set up targets from a throwing line.
- Divide students into teams of 3.
- Students throw or roll a disc from the throwing line to hit or land in targets.
- Each student has a set number of throws.
- Increase the distance to the targets with each round.
- In the final round, students try to throw the disc the furthest.
- Have students set an individual goal and try to beat their score in 3 to 5 attempts.
- On your call, play is stopped to reposition targets and collect discs.



# MINI TEE-BALL

## SUMMARY

Play with a throwing (batting) team, a fielding team and 4 bases. Each thrower throws a disc into the field, then tries to run around the bases while the fielders gather the disc. Play with teams of 5.

### Skill focus

- Passing
- Catching

### Details

Skill development  
20 minutes

### Equipment

- Marker cones
- One disc per group
- 4 bases

### CHANGE IT

- Change the size of the playing area.
- Change the innings length.
- Change the type of movement between bases.
- Fielders have to catch one-handed.
- Allow batters to have a runner if needed.

### What to do

- Define the playing field using marker cones with 4 bases.
- Divide students into teams of 5: throwers and fielders.

#### Throwers

- The first 'batter' throws the disc and tries to run around all 3 bases to the home plate to score a run.
- The disc must be thrown into the fair area – inside the extended boundaries of first and third base.
- Each team will 'bat' for 5 minutes, then swap over.
- A thrower is out when:
  - a fielder catches a disc on the full

#### Fielders

- Fielders in the field rotate positions after each batter.
- Play stops after the disc is fielded and thrown to a base.
- The fielder does not have to catch the disc properly.
- No fielder can stand in front of the pitching plate or marker at the start of each play.
- Fielding teams score one point for each thrower they get out.



# D1 AND D2

## SUMMARY

Students pass a disc between team mates until one is close enough to a skittle to knock it down with a throw. Play with teams of 5.

### Skill focus

- Passing
- Catching

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc per group

## CHANGE IT

- Change the size of the playing area.
- Change the size of the goal circles.
- Change the size of the disc.
- Play with uneven teams.
- Remove D1 and D2 for set periods, or add more D1's and D2's.
- The same student cannot throw for the skittle twice in a row.

## What to do

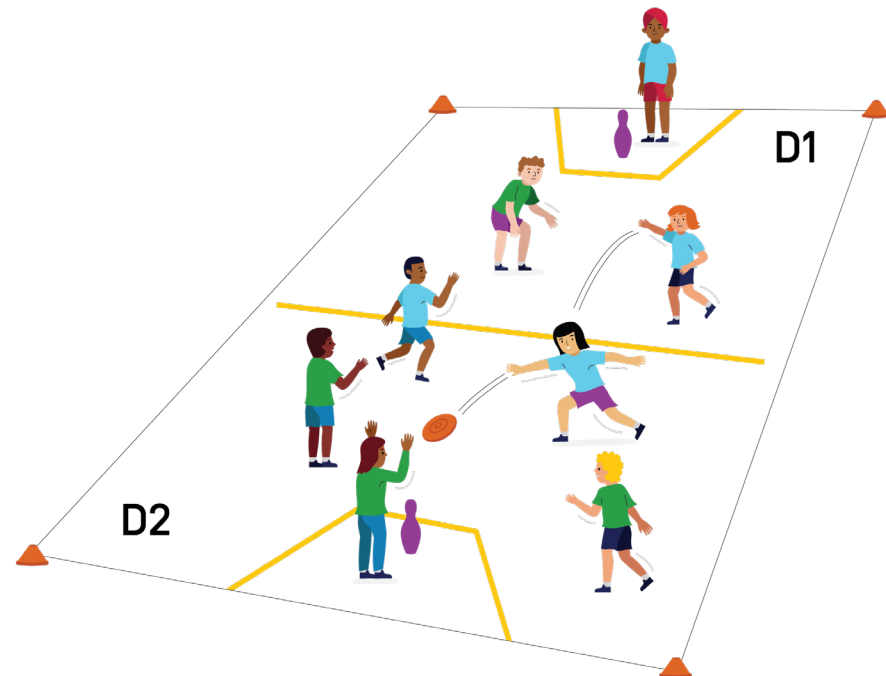
- Define the playing field with 2 goal circles using marker cones.
- Each goal circle has a skittle inside, as shown.
- Divide students into 2 teams of 5: attackers and defenders.
- Each attacker must receive a pass before a shot on the skittle is allowed.
- The skittle can only be knocked down with a pass inside the attacking half.
- One point is scored for each strike.

### Defenders

- Each team has one defender inside a circle, D1 and D2, who guards their skittle without touching it.
- The other defenders try to intercept the disc.

### Attackers

- Attackers start with possession at the centre.
- Attackers pass without running and must attack from outside the circle.
- Attackers can only hold the disc for up to 5 seconds.



# PUPPETEER

## SUMMARY

Students become your puppets to demonstrate their learning.

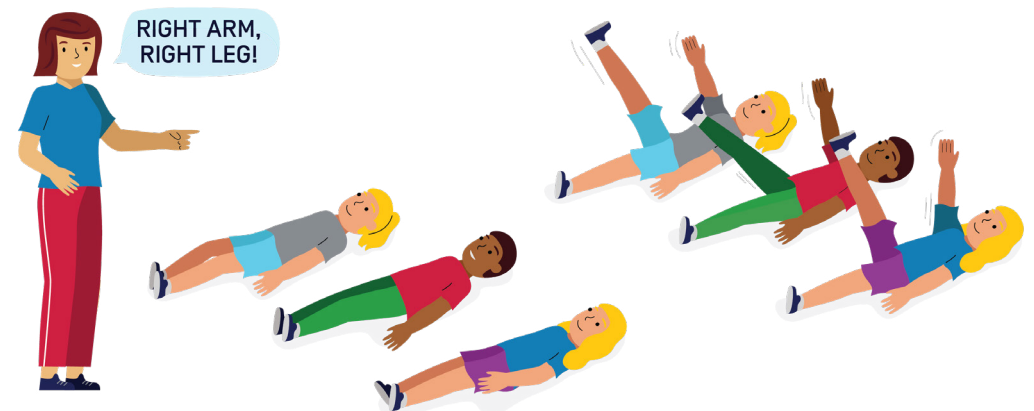
## Details

Finishing up

5 minutes

## What to do

- Students lie down on the ground.
- You pretend to be the puppeteer.
- Give clear directions for the puppets to follow.  
For example:
  - when you pull the string to students' right arm, students raise their right arm
  - when you lower the string to students' right arm, students lower their right arm.
- Gradually slow down the activity.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- How could you improve your defending of students?
- In what other games and sports do you need to find space when trying to score?
- What strategy and tactics are you going to continue to focus on?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.





# LESSON 8

# LESSON 8

## LEARNING INTENTIONS

To play games of modified Flying disc.

To show effort and wanting to improve your play.

To provide an opportunity for teachers to observe and record student attainment. See the teacher assessment rubric on the next pages.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Duration

60 minutes

### Area

Area similar in size to a hockey field.

### Equipment

- Marker cones
- One stopwatch
- One disc per pair
- Bibs for each team

### Activities

[PARTNER TAG](#)

[RUN THE CIRCLE](#)

[TEAM PASSING](#)

[BUROINJIN](#)

[YOUTH FLYING DISC](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP4M04</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# PARTNER TAG

## SUMMARY

Students are paired off. On your call, one student in each pair, the tagger, tries to tag their partner. Their partner uses different moves, such as leading and changing direction, to avoid being tagged.

### Skill focus

- Passing
- Catching

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One disc per pair

### CHANGE IT

- Students can only move by:
  - hopping
  - jumping
  - other.
- Change the number of seconds partners have to get away.
- Change partners.
- The student being chased tries to run to each boundary line before being tagged.
- Restrict mobility to equalise students with long walking steps followed by knee to chest.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs and allow pairs to decide which one is the tagger.
- On your call, the tagger counts to 5 to give their partner time to get away. Partners carry a disc.
- When a student is tagged, they give up their disc and become the tagger – don't forget the count to 5.
- If space is restricted, or on the first occasion, restrict movement to a fast shuffle (2 feet on the ground or pretty close to it).



# RUN THE CIRCLE

## SUMMARY

Students form circles of 6 to 8 and each circle is allocated 2 discs. The discs are thrown from student to student and the aim is for one disc to catch up to the other.

### Skill focus

- Passing
- Catching

### Details

Warm-up  
10 minutes

### Equipment

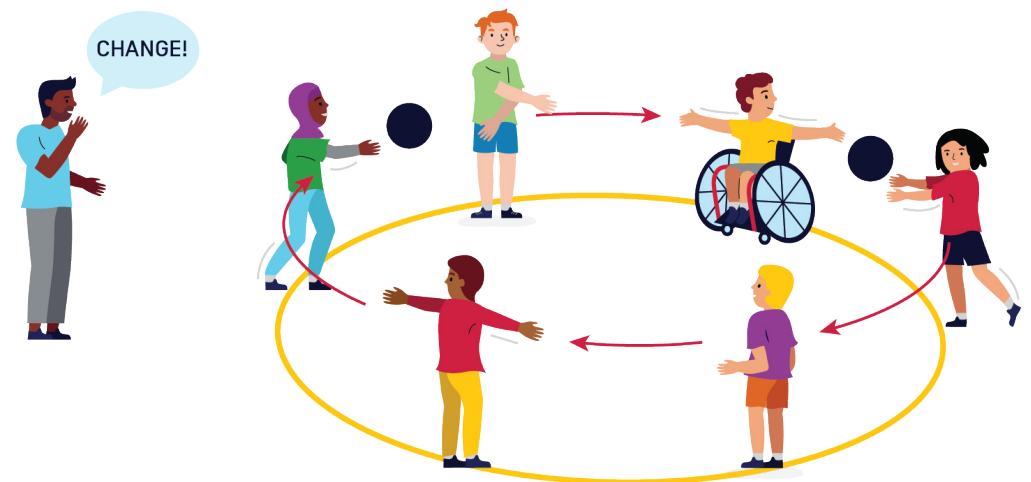
- Marker cones
- 2 discs or balls per group

## CHANGE IT

- Change the type of pass such as a throw or a hand-to-hand pass.
- Change the size of the circle.
- Change the number of discs per circle.
- Have one student stand 10m to 15m from the circle and on your call, the students with the disc must coordinate a longer pass.
- Once a nominated student has passed the disc, they run around the circle in an attempt to beat the disc.
- Students walk or run around a circle receiving a single disc from the 'feeder' who stands in the centre of the circle. Receivers return the disc as they run.
- Students have to catch the disc, do an activity, then pass the disc.

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 6 to 8 with each team standing in a circle.
- Students pass the discs around the circle, trying to overtake the disc in front.
- On your call, students pass in the opposite direction.



# TEAM PASSING

## SUMMARY

Play in teams of 6. The team with the disc makes as many passes as possible before the opposing team intercepts.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One disc per group

### CHANGE IT

- Change the type of throw or catch.
- Students can take 2 to 3 steps when running with the disc before passing.
- Play with uneven teams.

### What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of 6: attackers and defenders.
- Play with the rules of modified Flying disc.



# BUROINJIN

## SUMMARY

Students pass the disc to one another in an attempt to cross a goal line and score a point, avoiding being intercepted or tagged. Play with teams of 3.

Buroinjin is a ball game that was played by the Kabi Kabi people in southern Queensland. The game was played with a ball made of kangaroo skin called buroinjin. The rules are simple, limited and easily understood which allows for a unique social cohesion to be formed through organised play. For those not taking part, spectating formed another important element, with onlookers marking their applause by calling, "Ei, Ei!".

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One disc or ball per group

## CHANGE IT

- Change the number of steps allowed with the disc.
- Change the time within which students must pass the disc.
- Play with uneven teams.
- Students can only pass forwards.
- Allow attackers to be over the score line to receive a pass – you may wish to impose a restriction such as the student over the score line has to keep running up and down the score line or is limited to a set time behind the line.

## What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of 3: attackers and defenders.
- Play to a number of tags, points or for a set time.

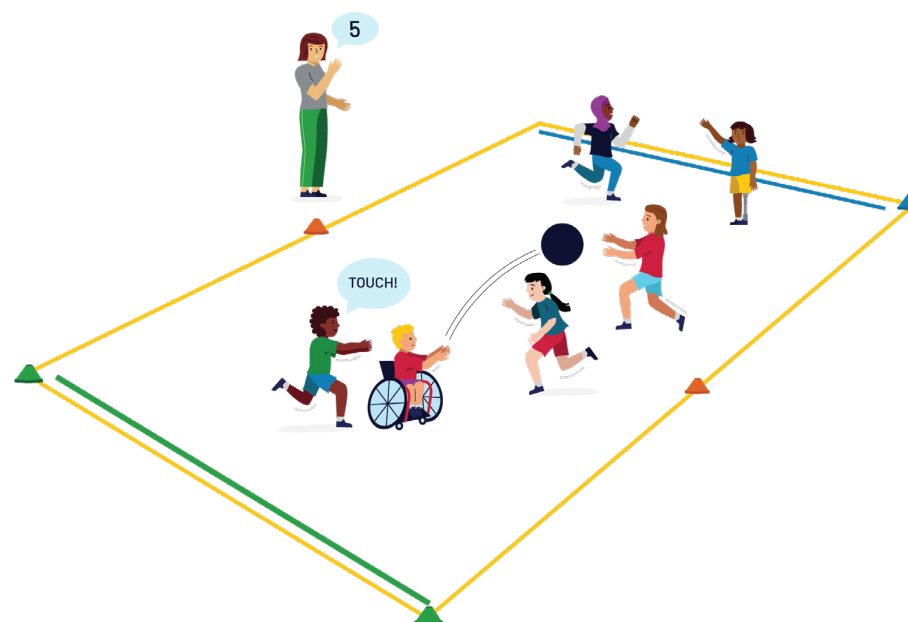
### Attackers

- Start the game at the halfway mark.
- Attackers run and pass the disc with 6 passes before possession changes.
- Attackers can only take one to 2 steps when running with the disc before passing.

- If a student is tagged by a defender while running with the disc, they must pass within 3 steps.
- If a student drops the disc, they can pick it up again provided they have not been tagged.
- A point is scored when an attacker runs over the score line with the disc, without being tagged by a defender.

### Defenders

- Defenders call 'TOUCH!' when they tag an attacker with the buroinjin.
- During a change of possession, defenders must stand back 3m until the pass is made.



# YOUTH FLYING DISC

## SUMMARY

Students try to score a point by passing the disc to a team mate in the end zone, avoiding interception. Play with teams of 5.

### Skill focus

- Passing
- Catching
- Attacking
- Defending

### Details

Skill development  
15 minutes

### Equipment

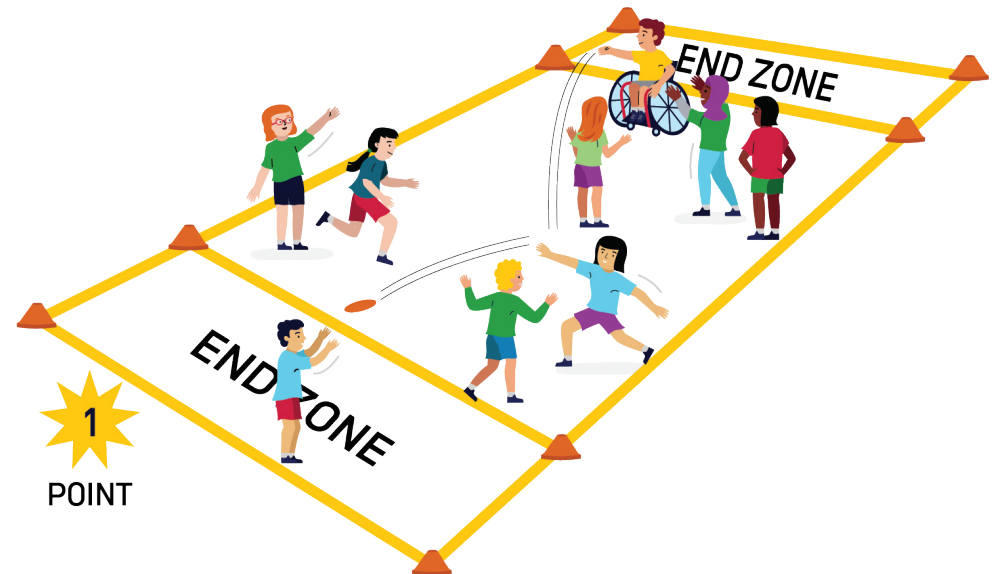
- Marker cones
- One disc per group
- Bibs

### CHANGE IT

- Allow 2 incomplete passes before possession changes.
- Allow the thrower to take 2 steps in any direction after catching before throwing the disc.
- Only change possession when the disc is intercepted with a successful catch.
- Instead of starting play by throwing off from the end zone, have attackers start with the disc in the middle of the field.

### What to do

- Define the playing field with an end zone at either end using marker cones.
- Divide students into teams of 5.
- Both teams line up at the front of their own end zone.
- Play with the rules of modified Flying disc as in the 'Introduction'.
- Play for a set time.
- The winning team is the one with the most points.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

## Details

Finishing up  
5 minutes

## What to do

In a Q&A format:

- Reinforce key skills or tactical points about Flying disc by asking questions.
- Use cue words.
- Link back to previous lessons.





# FLYING DISC ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships.	At times, the student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students and can transfer this into other situations.
<b>Movement skill development</b>	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student has refined and applied one of the forehand, backhand or hammer throw in a game of modified Flying disc.	The student has refined and applied the forehand, backhand and hammer throw in a game of modified Flying disc.	The student has refined and applied the forehand, backhand and hammer throw in a variety of games of modified Flying disc.
<b>Strategy and tactical development</b>	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student sometimes applies and adapts their movement strategies in modified games of Flying disc.	The student regularly applies and adapts their movement strategies such as pivoting and faking to improve their performance in modified games of Flying disc.	The student always applies and adapts their movement strategies such as moving to space to improve their performance in modified games of Flying disc.

# FLYING DISC ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	At times, the student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student displays the ability to participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student displays the ability to participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities and can transfer this into other situations.
<b>Movement skill development</b>	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations .	The student can refine and apply at least one of the fundamental movement skills of catching, passing, pivoting and faking in a modified game of Flying disc.	The student can refine and apply the fundamental movement skills of catching, passing, pivoting and faking in modified games of Flying disc.	The student can refine and apply the fundamental movement skills of catching, passing, pivoting and faking in modified games of Flying disc and in other games and activities.
<b>Strategy and tactical development</b>	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student sometimes transfers familiar movement strategies to different movement situations in Flying disc.	The student regularly transfers familiar movement strategies to different movement situations in Flying disc.	The student always transfers familiar movement strategies to different movement situations in Flying disc.

## WHERE TO FROM HERE?

# Join a club

Did your students enjoy learning about Flying disc?

Sharing information with parents is a great way to encourage students to join a community club.

Australian Flying disc Association has information on their website about different opportunities.

Visit [sportaus.gov.au/schools/find-a-club](http://sportaus.gov.au/schools/find-a-club)

Coach Flying disc

Did you enjoy teaching Flying disc?  
Are you interested in coaching?

Visit [uaclubhouse.com.au](http://uaclubhouse.com.au)



# APPENDICES

## New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

### YEARS 3 AND 4

#### Course content outcomes

##### PD2-4

Performs and refines movement skills in a variety of sequences and situations

##### PD2-5

Applies strategies to solve movement challenges

##### PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

### YEARS 5 AND 6

#### Course content outcomes

##### PD3-4

Adapts movement skills in a variety of physical activity contexts

##### PD2-4

Performs and refines movement skills in a variety of sequences and situations

##### PD3-9

Applies and adapts self-management skills to respond to personal and group situations

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## Victorian curriculum links:

Victorian curriculum-relevant content descriptions

### YEARS 3 AND 4

#### Content descriptions

##### VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

##### VCHPEM099

Practise and apply movement concepts and strategies

##### VCHPEP092

Describe factors that can positively influence relationships and personal wellbeing

### YEARS 5 AND 6

#### Content descriptions

##### VCHPEM116

Design and perform a variety of movement sequences

##### VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

##### VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

# BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Over competitiveness</b></p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> <li>• Not cooperating during group activities</li> <li>• Breaking rules to win the game</li> <li>• Criticising other students and their abilities</li> <li>• Disrespectfully celebrating a win</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Highlight examples of cooperative play and good sportsmanship.</li> <li>• Issue bonus points to reward desirable behaviour.</li> <li>• Use small group activities, or circuits, to narrow students' attention to their own performance.</li> <li>• Encourage team building routines, such as handshakes and three cheers at the end of the game.</li> <li>• Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.</li> <li>• Select a 'spotter' who rewards sportsmanship.</li> </ul>	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p><b>Domineering behaviour</b></p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> <li>• Assuming team leader roles and direct other students</li> <li>• Dominating discussions and questions by the teacher</li> <li>• Continually influencing the pace and direction of activities</li> <li>• Intentionally or unintentionally ignoring those less skilled in the group</li> <li>• Dominating the games or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller groups and evenly space out more experienced students between teams.</li> <li>• Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.</li> <li>• Score in a way that allows students to individually challenge themselves to achieve success.</li> <li>• When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.</li> <li>• Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.</li> </ul>	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Non-participation</b></p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> <li>• Refusing to participate in activities</li> <li>• Refusing to play certain roles as part of games</li> <li>• Making no effort or attempt to engage with other students</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.</li> <li>• Think of different roles that can be played, for example, scorer or umpire.</li> <li>• Look for signs of interest during the activities, to invite participation.</li> <li>• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.</li> <li>• Ensure the fun and the joy of movement are emphasised.</li> <li>• Engage students by: <ul style="list-style-type: none"> <li>– asking for suggestions on how to improve or change that activity, or</li> <li>– providing choices for how they may participate.</li> </ul> </li> <li>• Encourage students' efforts rather than focusing on the results once the student becomes involved.</li> </ul>	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>