

INTRODUCING FLYING DISC SPORTS AT SCHOOLS

For Teachers in Kindergarten
and Primary Schools

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Acknowledgements

The past two years have been a journey of dedication and growth. I am deeply grateful to the WFDF for entrusting me with this project and for their unwavering support throughout.

A heartfelt thanks goes to Dillon and Sam for their invaluable assistance and steadfast encouragement, as well as to all the writers whose collaboration and friendship made this endeavor possible.

I extend my sincere appreciation to Rui Lobo for his professionalism and dedicated efforts.

Additionally, Davide Morri would like to express his gratitude to authors Arturo Laffi and Edoardo Trombetti, whose mentorship played a pivotal role in shaping the exercises and the story of the “cake chefs.”

Thank you all for being part of this remarkable journey.

A Note from the President



Dear friends of Flying Disc Sports,

It is my pleasure to introduce this e-book, created for Kindergarten through Primary School teachers to use in introducing Flying Disc Sports to students around the world. The book, written in collaboration with many individuals who volunteered their time and expertise, is a resource the World Flying Disc Federation (WFDF) is proud to add to our Development Program.

The WFDF mission is “to support and promote the inclusive growth and development of all Flying Disc sports and Spirit of the Game.” This e-book includes educational content and activities to provide teaching professionals the information and actionable steps they need to start children on the road to participating in this mission. We are confident that introducing Flying Disc Sports to children at a young age will contribute to the active healthy lifestyles of many generations to come.

WFDF’s Development Program, active for over a decade, has made an impact on athletes, federations and communities around the world through the creation of resources like this e-book. As both the sport and world evolves so too will the Development Program, adapting to different needs and integrating uses of technology to educate and impact those interested in the sport across different contexts and regions.

We wish to thank Jose Amoroso, whose efforts in coordinating contributors and doing the initial edits to this work have made this publication possible.

We hope the physical skills and sportspersonship inherent to Flying Disc Sports will aid children in all areas of their lives, both on and off the field of play, and look forward to educators and young children alike learning about the fun of playing with a disc.

With warm regards,
Robert “Nob” Rauch
WFDF PRESIDENT

A Note from the Author



Dear readers and Flying Disc community,

This book is dedicated to educators and teachers who work with children aged 4 to 10, a crucial period for developing coordination and motor skills. The activities presented in these pages aim to teach children how to handle a disc—an object with remarkable potential. Introducing Flying Disc sports at an early age supports the development of motor coordination, spatial and lateral orientation, and lays the groundwork for fostering excellent sportsmanship.

Our goal in creating this resource is to enhance the physical education process by incorporating Flying Disc sports into curricula for young learners. The use of a disc does not replace traditional sports equipment, such as balls; rather, it adds diversity and expands learning opportunities. The activities and concepts provided here are grounded in scientific research and enriched by the authors' decades of experience in education and Flying Disc sports worldwide.

Recent studies underscore the fact that many children are falling short of recommended physical activity levels, missing out on its associated health benefits. Physical education in schools plays a pivotal role in addressing this issue, as early childhood educators are instrumental in shaping children's physical literacy (Buckler & Bredin, 2021; Vinci et al., 2023). Early childhood is a critical phase for developing

physical competence, particularly the fundamental movement skills that form the basis for lifelong physical activity (Stodden et al., 2008; LeGear et al., 2012; Robinson et al., 2012; Buckler & Bredin, 2021).

We firmly believe that incorporating Flying Disc activities into school physical education can significantly contribute to improving motor skill competence and sustaining physical activity over time. This evolving relationship is influenced by factors such as perceived motor skill competence, physical fitness, and body composition (Stodden et al., 2008).

On behalf of this project, I would like to extend my heartfelt thanks to WFDF, our contributing authors, designers, and publishers. Together, we have worked to achieve our shared vision of bringing Flying Disc sports to schools and inspiring the next generation.

Warm regards,
Jose Amoroso
**Chair, WFDF University and School Sport/
Youth and Sport Commission**

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Chapter 1

An Introduction to Flying Disc Sports

What Are Flying Disc Sports?

Flying Disc sports are games that use a flying disc (commonly known as a frisbee) for throwing and often catching. Flying Disc has a number of Disciplines including the following which can be easily taught and adapted for youth play.

Ultimate is a non-contact team sport played by two teams of seven players. Players compete on a playing field similar in size to an American Football field with two end zones. Each team defends one end zone and scores a goal if one of their players catches the disc in the opposition end zone. Players may not run with the disc and move the disc by passing to teammates. Ultimate has many variations including Beach Ultimate which plays on a smaller field using teams of four or five players, and Wheelchair Ultimate which is played on a court.

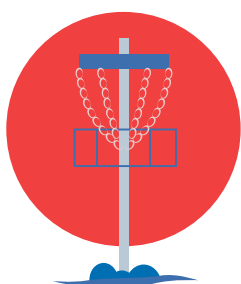
Disc Golf is similar to regular golf but played with flying discs. Disc Golf involves throwing a disc from a set location and hitting an above-ground target in as few throws as possible.

Freestyle, also known as jamming, is a sport and performing art that involves performing creative, acrobatic, and athletic moves with a disc. It combines elements of gymnastics and dance with the basic game of throw and catch. Players begin with simple moves like a behind-the-back catch, catching a disc under the leg, or tipping a high throw and then catching it.

Guts is played by two teams of five players on a playing field almost square in size consisting of two parallel goal-lines 14 meters apart. The teams stand in line opposite each other and the disc is thrown back and forth between the teams. The object is to throw the disc over the goal line through the line of defending players.

Overall is like a heptathlon but for flying discs, featuring a variety of disciplines that test different skills and abilities. Comprising of seven disciplines, including Disc Golf and Freestyle, the other five disciplines are:

- **Accuracy** Players throw discs from seven positions, aiming to hit a square target. Each successful throw counts as a "hit," with the goal of achieving the most hits.
- **Discathon** A timed race where players throw and run to navigate a course with obstacles. Strategy is key in deciding throw distances and positioning.
- **Distance** Players make five throws from behind a line, aiming for the farthest distance. The best throw is measured to where the disc first lands. The current record is 338 meters!
- **Double Disc Court (DDC)** A dynamic team game on two courts. Teams of two score points by throwing discs into the opposing court while defending their own, with two discs in play at once.
- **Self-Caught Flight (SCF)** Players throw and catch the disc with one hand after a specific flight path. Variations:
 - Maximum Time Aloft (MTA): Maximize airtime before catching.
 - Throw, Run, and Catch (TRC): Maximize the distance between throw and catch.



Self-Refereeing and Spirit of the Game

Self-refereeing is a core aspect of Flying Disc Disciplines which remain self-refereed even at the highest levels of competition. Fair play and sportspersonship are highly valued within Disc Sports via a concept known as Spirit of the Game (SOTG). SOTG places the responsibility for fair and safe play on every player. While competitive play is always encouraged, it is never at the expense of respect between players, adherence to the rules, and the basic joy of play.

SOTG is a mindful behavior practiced prior to, during, and after a game. It encompasses attitudes and skills including good knowledge of the rules, fair-mindedness, safe play, clear and calm communication, and a positive and respectful attitude towards teammates and opponents.

Why Teach Flying Disc Sports?

Teaching Flying Disc Sports to children has several benefits beyond just physical activity and competition (Amoroso et al., 2021; Traykova, 2021), impacting children's lives and fundamental skill development immediately and setting habits over their lifetime.

Accessibility of Equipment and Space

The accessibility, transportability, and affordability of the equipment used, and the ability to use a variety of playing spaces (i.e. indoor gymnasium/spaces, outdoor soccer fields/spaces, beaches, etc.) that are readily available make Flying Disc an ideal sport to introduce to children in any community.

Mixed Gender

Gender equality is valued within Ultimate as well as other Flying Disc Disciplines. This can be seen even at the highest levels of competition where the gender-balanced Mixed division showcases competitive mixed-gender sport. In teaching Flying Disc sports, all children can participate on the field at the same time, regardless of gender identity.

Level of Skill and Ability, and Specialization

Because children are often formally introduced to throwing, catching and playing Flying Disc Sports for the first time, their skill level and ability are often similar between the group (i.e., no child is "specialized" in the sport). This makes them ideal to teach as no child has an advantage over the other.

Skills and Abilities Development

Because Flying Disc Sports are new to children, the development of their skills and abilities often occurs quite quickly across different fundamental skill categories (i.e., manipulative/control, balance, locomotor/movement). This experience of development and success supports their motivation for participation and engagement.

Movement

Flying Disc Sports and the activities mentioned in a later chapter keep children active, moving and having fun for their duration; this ensures a high level of physical activity and engagement.

No Contact

One of the features of Flying Disc Sports and particularly Ultimate, participants cannot touch/come into contact with each other, ensuring safety and respect of personal space.

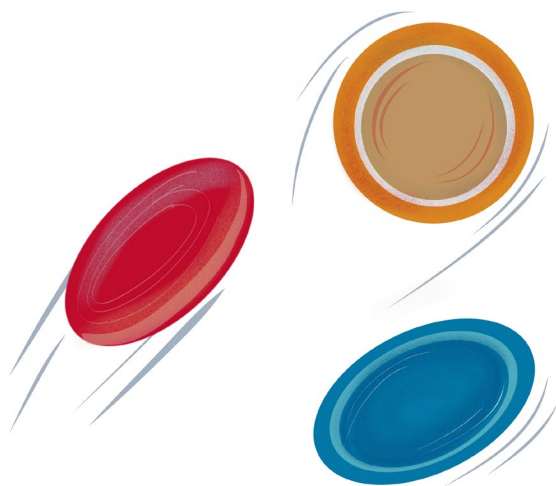
Spirit of the Game (Sportspersonship)

As previously mentioned, Spirit of the Game is a core value integrated within Flying Disc Sports. It emphasizes sportspersonship, communication, self-control, fair-mindedness and conflict management. Teaching Flying Disc Sports through activities and introducing principles Spirit of the Game develops social-emotional skills of children and highlights the cooperation not only with teammates but opponents as well.



Chapter 2

Equipment



Discs

The basic equipment needed for disc sports is, of course, discs. Ideally programs should have enough discs so that each child has one, although for many activities the discs can be easily shared. For general use in all youth Flying Disc Sports, the Discraft J*Star 145 gram disc is recommended. However, there are a few additional recommendations below.

- For some children, particularly those under about 8-10 years, a disc around 110 grams with a shallower rim may be easier to handle. Good examples of these include both the Wham-O brand Frisbee® Fastback and the Hero brand Xtra 235.
- For the very youngest age ranges, children up to about 5 years, a disc made of soft & flexible rubber is preferable. Look for something in the range of 50-100 grams and 150-250 mm in diameter.
- Additionally, for Disc Golf style activities where the goal is to throw the disc into a target, the smaller Discraft Mini Star is recommended over larger Ultimate style discs. A beginner-friendly Disc Golf driver such as the Discraft X Line Heat™ could also be used.



Additional Equipment

In addition to discs, some general sports equipment is also useful. This would include:

- Cones of various sizes and/or colors
- Hoops such as a hula-hoop® for use as targets

Playing Space

In addition to equipment, the playing space (and surface) should be considered. Flying Disc Sports at the recreational level can be played in different spaces and surfaces:

- Indoor gymnasiums (i.e., basketball courts, community spaces, etc.)
- Outdoor fields (i.e., soccer fields, playgrounds, outdoor basketball courts, etc.)
- Beaches

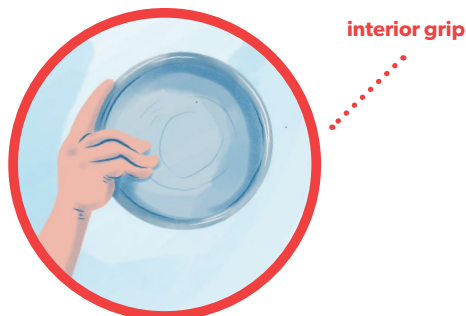
Safety should be considered when selecting the playing space, allowing an appropriate distance between each child for activities, a high enough ceiling for the flight of the disc, and an appropriate surface for the age of the children (e.g., wooden floor, concrete, sand, etc.).

Chapter 3

Teaching Basic Skills

Teaching Throws

While there are many different ways to throw a disc, the three most common are the Backhand, Forehand, and Overhand. The easiest throw to introduce at any age is the backhand throw.



Teaching the Backhand

For very young children, just manipulating the disc is key. It isn't important how well they throw as they learn to fling the disc away from them. For older children taking the time to introduce and practice proper technique will make activities and games with discs more fun. Particularly as they attempt activities, and eventually Disciplines, that require a higher level of accuracy.

Grip

Instruct children to hold the Disc in the hand they write with, cupping it with their fingers. Children should grip the rim with the curled index finger under the edge for stability and the thumb on top for support. The grip should be firm, but not tight.

Body Position

Have children stand upright with feet shoulder-width apart and knees slightly bent. To begin the throw they should twist their body to aim the shoulder of their throwing hand towards their target.

Throw

The throw begins by curling the wrist towards the body, keeping the disc level, until it lightly touches the forearm. Next, curl the throwing arm around the body towards the non-dominant arm. Instruct children to step forward with their dominant foot while straightening the arm, snapping the wrist, and releasing the disc flat.



Teaching the Forehand

Once children have achieved proficiency with the backhand, it is time to introduce them to the forehand throw, also known as a flick. This is a more advanced throw so children should be encouraged to have patience as learning the forehand can take time.

Grip

The grip used to throw a forehand is important because it affects the trajectory and control of the throw. Grips teachers should have their students try include:

- Stack grip - Place the pad of the middle finger inside the rim of the disc, then stack the pointer finger on top of it, gripping the outside of the rim with the thumb.
- Split grip - Place the pointer and middle finger on the bottom of the disc in an open "V" shape, and your thumb on top of the rim.

Body Position

Instruct children to face the target, standing with feet a little more than shoulder width apart and knees slightly bent. To begin the throw, turn the shoulders so the arm holding the disc goes backward. Children should not rotate the torso but keep their belly button pointing toward the target.

Throw

Lead with the arm through the shoulders as the disc comes forward. Keeping the elbow out front and off the body as the disc is released will increase range of motion and power. At the end of the throw, snap the wrist upwards and out towards the target. Flicking the wrist makes the Disc spin and gives the throw stability.



interior grip



exterior grip



Teaching the Overhand

The overhand, commonly known as the hammer throw, is useful to loft the disc over defensive players or obstacles and drop it down to a target. Hammer throws can take some practice and initially may result in a sideways disc called a blade. Children should experiment with the angle they release the disc at. Continued practice will result in consistency and accuracy.

Grip

Children should hold the disc with the pointer and middle finger on the inner side of the disc, the same grip they use for the forehand throw.

Body Position

This throw begins facing the target, standing upright with feet shoulder-width apart and knees slightly bent. The arm holding the disc should be raised above the shoulder, elbow bent, so that the top of the disc faces the non-dominant side. Tilt the top of the disc slightly toward that side to give it an angle.

Throw

Pull the disc back behind the body and then throw forward, releasing the disc above the head. Instruct children to keep the elbow bent for the entire throw. If done right the disc will start out tilted and slowly turn upside-down, landing completely upside down on its face.

In addition to throws, there are many disc handling skills children can learn including spinning, rolling, kicking, sliding, turning & catching. There are also balance exercises that can be done with a disc – balancing it on the hand, foot, knee, or head.

There are many Freestyle tricks that can be done with just a disc, such as spinning (balance the disc on one finger and then spin it) and twirling (let the disc hang from one finger and spinning it like a hoop). Children can also attempt to throw the disc around the body such as under the leg, or even throwing and catching it under the leg.

Although there are many activities that can be done with just a disc, the addition of a disc golf basket or similar target, and some cones create an almost limitless number of disc game options. Some ideas are introduced in the activities included in Chapter 4.



Teaching How to Catch a Disc

In addition to throwing, receiving the disc is a basic component of many disc sports. For very young children it may be best to begin by sliding the disc on the ground to a partner, kicking it, or rolling it. For older children teachers should introduce the following three basic catching techniques.



Pancake 01

The pancake catch is both the most basic and the most secure way to catch a disc. The pancake is best for catching a disc that is approaching around chest level. Instruct children to reach both arms forward, with one palm facing up and the other facing down. Clap the hands together around the middle of the disc to make the catch.

Two-Hand Catch 02

This catch is best used for a disc that is above the shoulders or below the waist. Children should form claws with both hands with the thumbs pointing down if the disc is approaching above their shoulders and thumbs up if the disc below the waist. Grasp the rim of the disc with both hands to make the catch.

One-Hand Catch 03

This catch is the least secure option and is best for catching a disc that is far away from the body. The technique is the same as the two-hand catch but the catch is completed with only one hand.



Teaching “Spirit of the Game”

There are 5 key principles of Spirit of the Game in Flying Disc Sports:

- Rules knowledge
- Avoiding body contact
- Fair-mindedness
- Positive attitude
- Communication

While during the activities Spirit can be considered, it should also be emphasized and taught before and after. It is common in Ultimate to organize “Spirit Circles”, which gather the participants in a circle, linking their arms together and alternating players from each team to form one blended group. This is an opportunity to highlight and reward particularly special moments of Spirit and athleticism

by individual participants, creating a sense of friendship and community within the sport. When working with children, it should be used to debrief, teach, and gently correct situations that may have occurred during the activities.

It’s recommend to use the following three questions to guide children in having a positive Spirit Circle or discussion after any activity (with or without a disc):

1. Did my opponent(s) know and follow the rules? Did I?
2. Did my opponent(s) show self-control and a positive attitude? Did I?
3. Did my opponent(s) communicate correctly and respectfully? Did I?

Learning to recognize examples of fair play, and evaluating their own behavior, are key elements of Spirit for children.



Chapter 4

Disc Sport Activities

The following activities are provided to introduce children to the skills and concepts needed to participate in disc sports. The goal of these activities is to aid in developing a love of sport, movement, and team participation and to encourage children to develop habits that support them in being physically active and healthy throughout their lives (Nikolova & Alpieva, 2008). Flying Disc is a great way to start and continue that journey!

It should be emphasized that the children's success and enjoyment should be prioritized in the delivery of the activities, ensuring they experience a highly fun, active, and supportive environment to develop their fundamental skills (and not necessarily technical skills or tactical strategies).

The activities are separated into four fundamental skill development categories:

- Manipulative: Skills related to moving balls and objects.
- Balance: Skills related to the body's ability to gain or maintain stability, either when still or moving.
- Social-Emotional: Skills related to self and social awareness, decision making and relationships.
- Locomotor: Skills related to moving from one location to another.

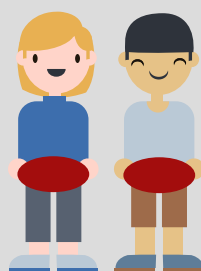
Equipment needed for these activities include:

- Small and large cones
- Discs of appropriate size and weight for the age of the children
- Colorful hoops similar to a hula-hoop®
- A structure to support the hoops when used as a vertical target

Graphic Legend



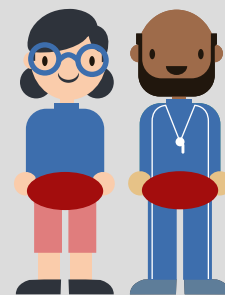
Children without Disc



Children with the Disc



Teachers without Disc



Teachers with the Disc

Activity 1

The Pastry Chef Workout

SKILL CATEGORY

Manipulative

EQUIPMENT

1 disc per person

SETUP

The children line up in an unspecified order with their own disc in front of the teacher who also has a disc

ADDITIONAL DETAIL

The students mirror the teacher by attempting to imitate the moves demonstrated. They should follow the example shown like a mirror.

An alternate version would be to organize the students into pairs to work together, with each student taking turns being the "leader" and the "mirror".

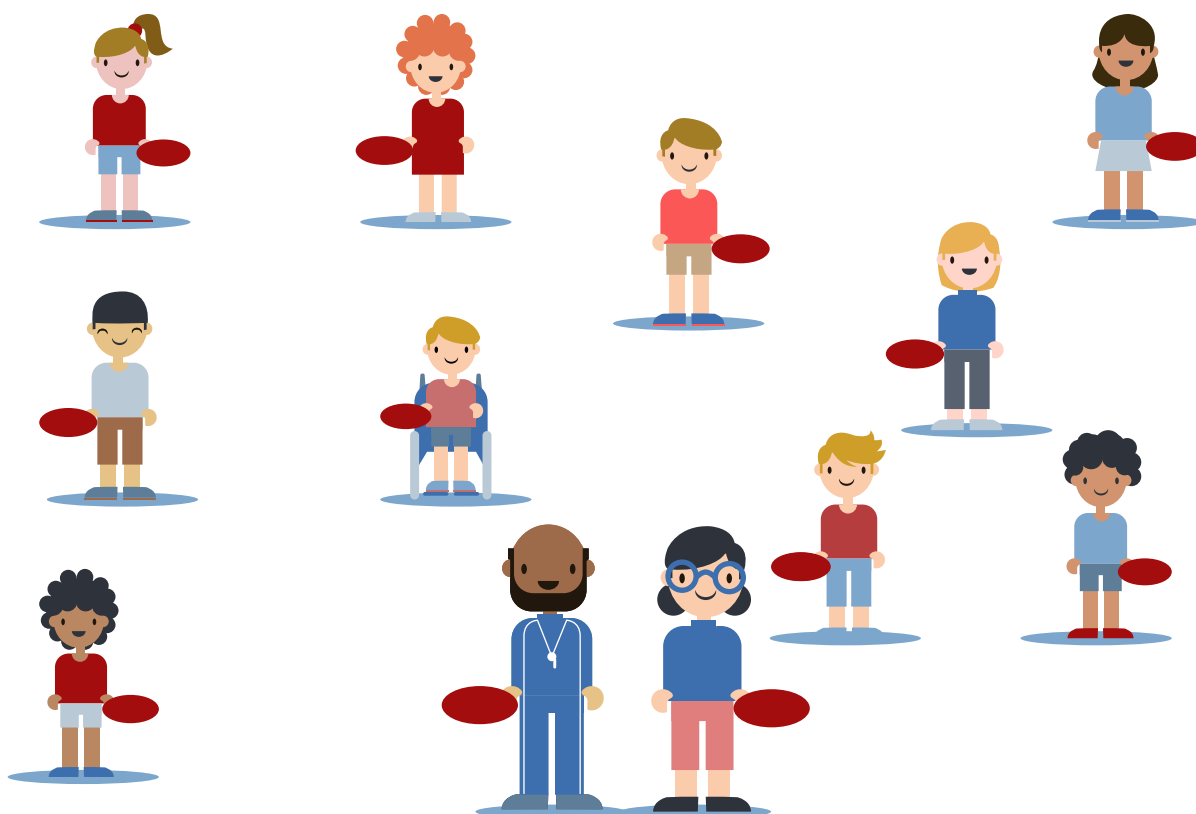
TARGETED DEVELOPMENT GOALS

- Demonstrate coordination and balance;
- Capacity to emulate a figure

BASIC STEPS

The teacher demonstrates different movements with the disc, which the students attempt to imitate.

Standing moves imitating the teacher

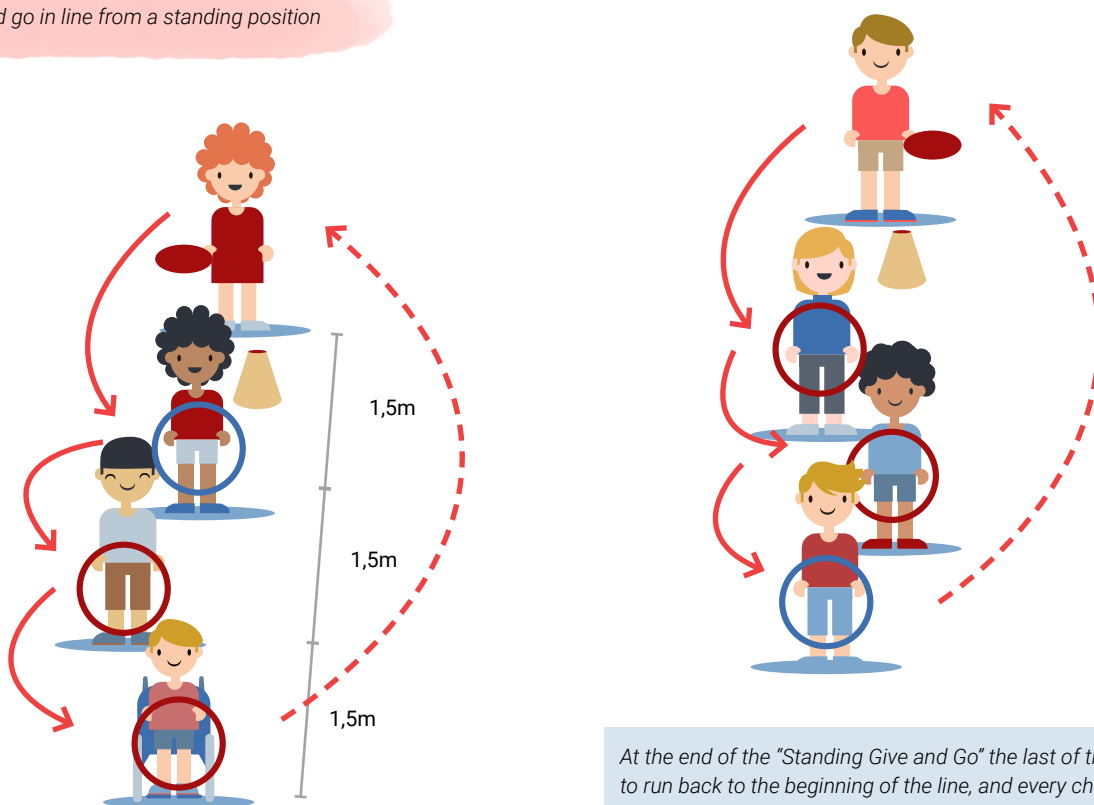


Activity 2

The Pastry Factory

SKILL CATEGORY	Social Emotional
EQUIPMENT	For each group of 4: <ul style="list-style-type: none"> • 1 cone; • 3 hoops; • 1 disc per group
SETUP	The children line up in groups of 4, one in front of the starting cone and the others inside the hoops
ADDITIONAL DETAIL	The students must cooperate to reach the goal of passing the disc and shifting position to complete the activity.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance; • Cooperation with teammates
BASIC STEPS	The child standing in front of the cone starts with the disc and the disc is passed from one child to another until it reaches the last child. At the end of the row, the last receiver runs to the starting cone, and everyone moves one position down to start the exercise again until the starting child is back in front of the cone.

Give and go in line from a standing position



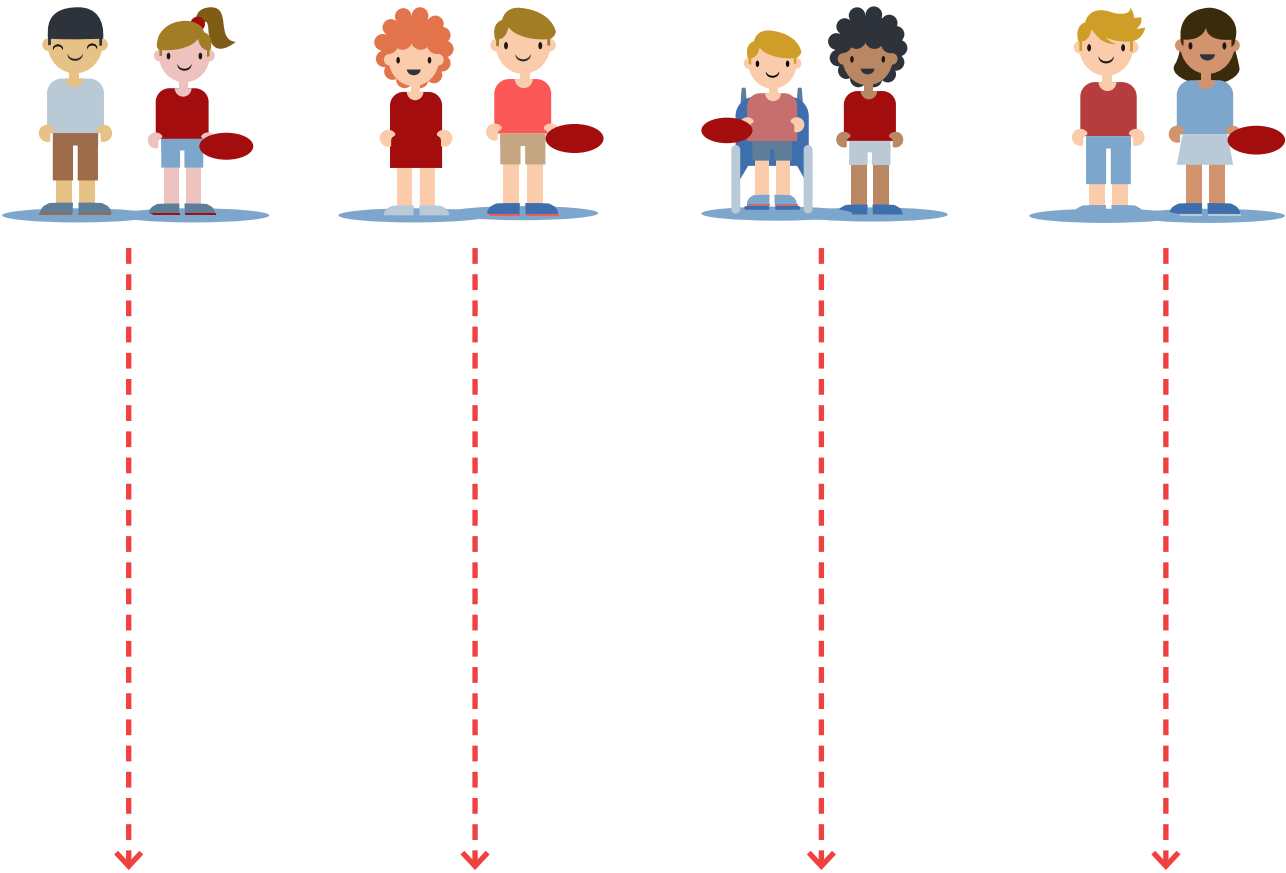
At the end of the "Standing Give and Go" the last of the line have to run back to the beginning of the line, and every child has to shift up by one position

Activity 3

Give And Go With The Cake

SKILL CATEGORY	Locomotor
EQUIPMENT	1 disc per pair of children
SETUP	The children form a horizontal line in pairs
ADDITIONAL DETAIL	The students should understand the importance of trying not to drop the disc to complete the “give and go”.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Cooperation with a teammates

BASIC STEPS Each pair of children attempt to move forward together. The child holding the disc may not move but must pass it to their partner. They then take turns being the one to hold and pass the disc, or move forward and receive it. This is a “give and go”.



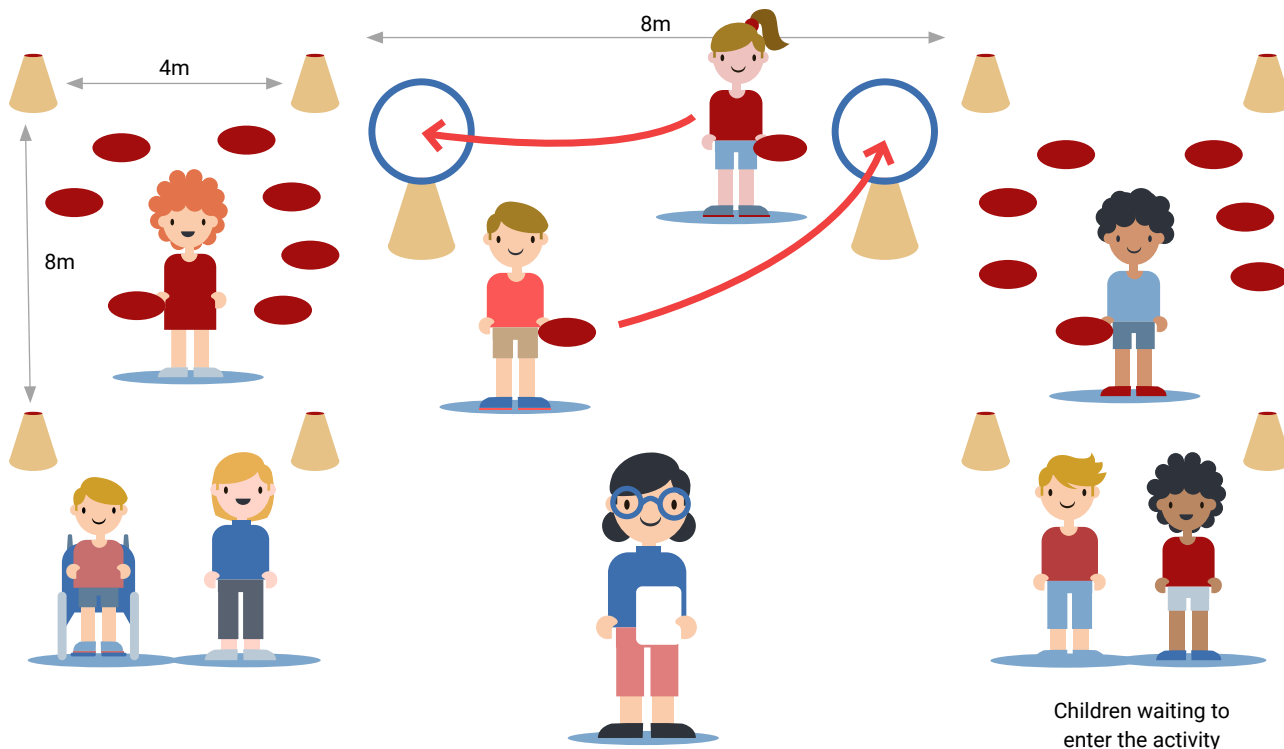
Activity 4

Bake the Cake

SKILL CATEGORY	Social Emotional
EQUIPMENT	<ul style="list-style-type: none"> • 8 small cones • 16 discs • 2 hoops with 2 large cones or other vertical supports
SETUP	Set up cones as shown in the diagram. Place 8 discs randomly on each side. Group the children into two equal teams and place them in a line on each side.
ADDITIONAL DETAIL	The children should work in a relay. Encourage the waiting students to cheer for their teammate who will collect a disc to throw in the opposing team's target and run back to the waiting line.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Running with the disc • Coordination to throw disc through a hoop
BASIC STEPS	The object of the game is to carry and then throw as many discs as possible into the opposing team's target. Only one disc may be moved at a time. The teacher provides a time limit and at the end of the time the team with the most discs has lost.

Throw the disc in the target

The child has to transport the discs to the opposite end zone

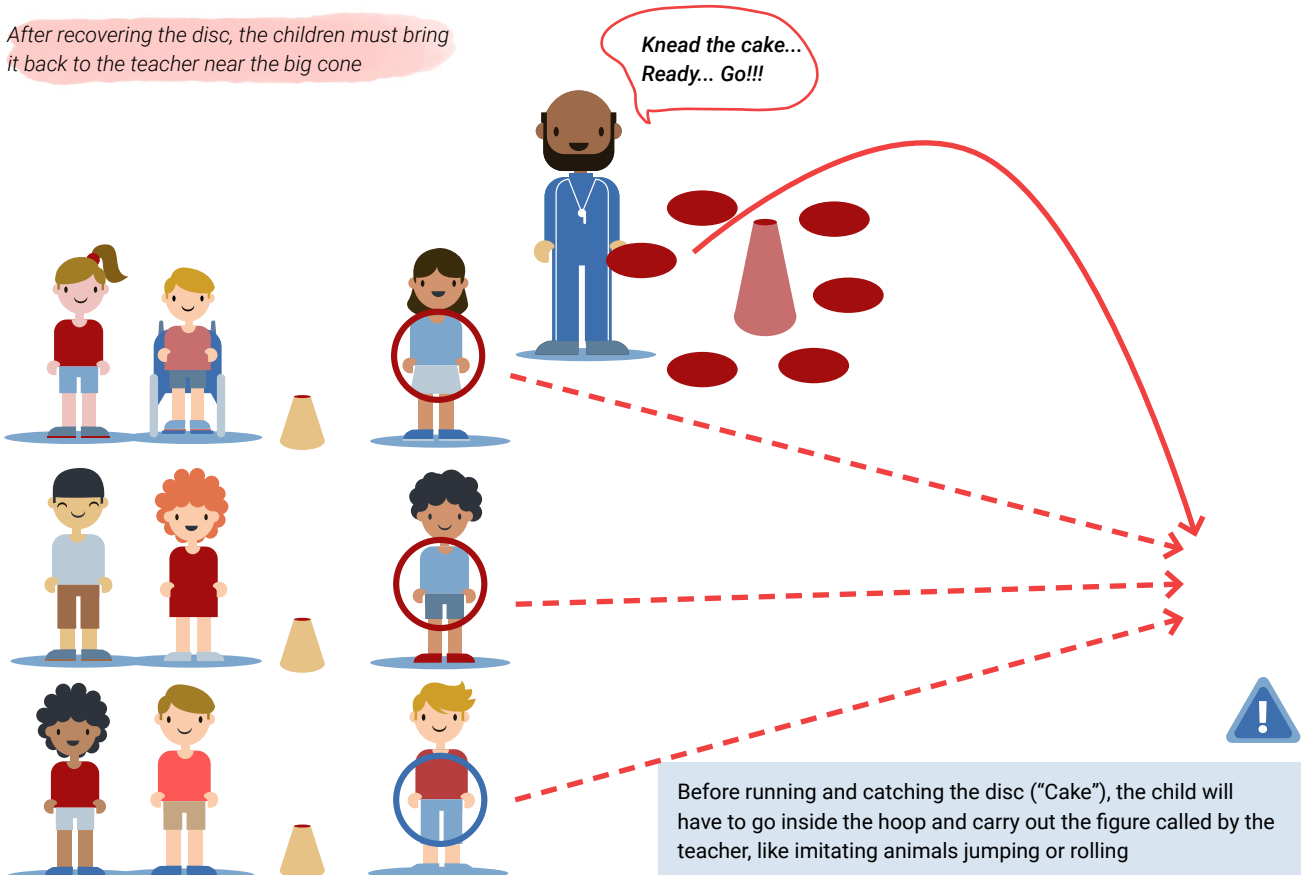


Activity 5

The Cake Challenge

SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> • 1 large cone • 8 discs • 3 small cones • 3 hoops
SETUP	Use the large cone to designate a disc collection point next to the teacher (the teacher is the thrower). Set up the small cones and hoops as shown. Form the children into 3 lines in front of the cones to start, with one child from each line inside the hoops.
ADDITIONAL DETAIL	Do not focus too much on catching the disc in the air.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Coordination while Running • Jumping • Catching
BASIC STEPS	The children in the hoops will wait for the signal from the teacher to start running and try to grab the disc first. The round ends when all 8 discs have been collected, at which point they should be returned to the thrower to begin a new round.

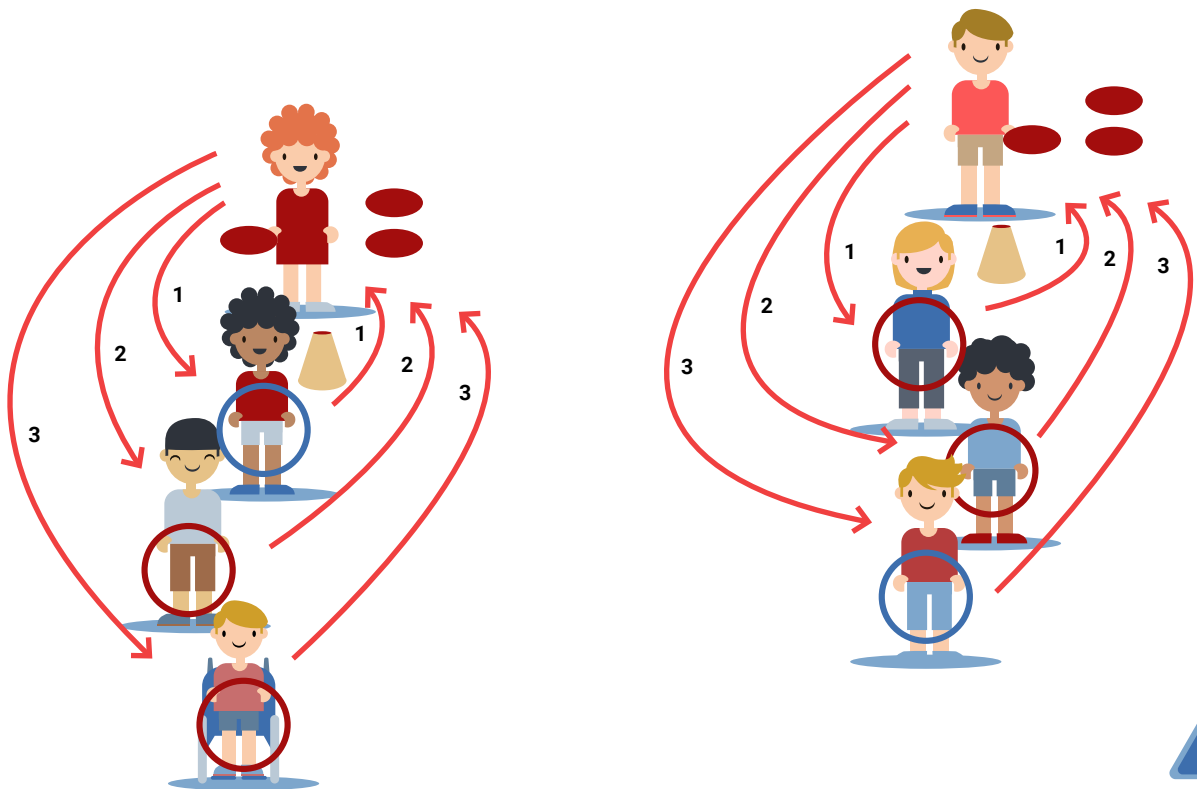
After recovering the disc, the children must bring it back to the teacher near the big cone



Activity 6

Pastry Chefs and Pastries

SKILL CATEGORY	Social Emotional
EQUIPMENT	For each group of 4: <ul style="list-style-type: none"> • 3 discs • 1 small cone • 3 hoops
SETUP	Each group will position the thrower at the starting cone with the remaining teammates each inside one of the 3 hoops.
ADDITIONAL DETAIL	The students must cooperate waiting for their turn. Repeat the activity until each child has had a turn as the thrower.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Hand-eye coordination
BASIC STEPS	The thrower will throw one disc to each of the teammates inside the hoops. Once a disc is caught the receiving child must sit down on the ground waiting for the completion of all 3 throws. Once all 3 children in the hoops have caught a disc, the child at the back will rotate in to become the thrower.



The disc will pass always from the closest child to the furthest one. Every time a child will catch the disc, they will have to sit on the ground, waiting for their turn to become the thrower

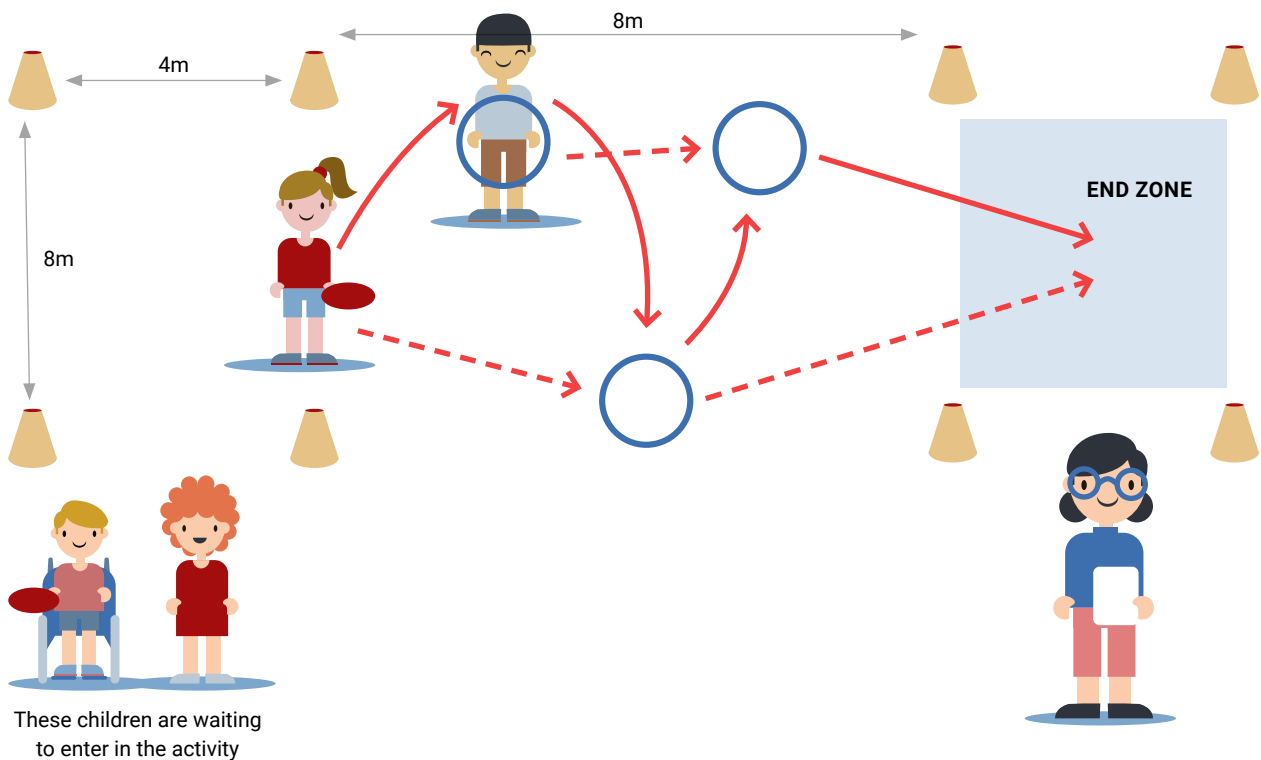
Activity 7

The Cake Archipelago

SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc per pair • 8 cones • 3 hoops
SETUP	Use cones and hoops to set up end zones and positions as indicated in the diagram. One child starts inside of the end zone, and the other starts inside the first hoop.
ADDITIONAL DETAIL	Once a pair has completed a pass into the end zone, they return to the back of the line and the next pair enters the starting positions. The students must work together with their partner to time their throws and runs.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Running • Moving the disc by passing to another child

BASIC STEPS

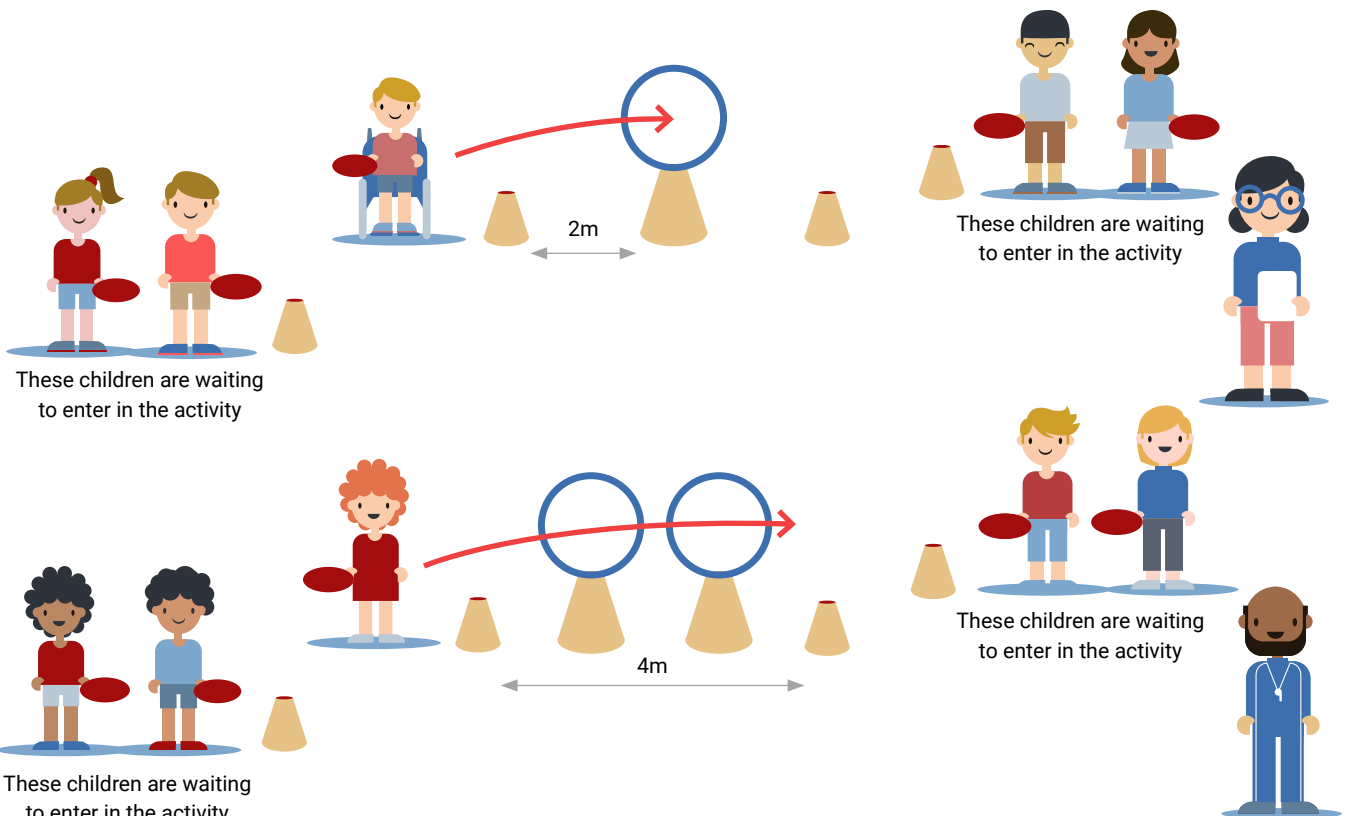
The starting child throws the disc to the second child, then runs to the middle hoop. The second child throws the disc to their teammate then runs to the final hoop. The disc is thrown to that child. The starting child then runs into the end zone to catch the final throw. The goal is to introduce the concept of a give-and-go pass, moving the disc without running with it, and passing into an end zone.



Activity 8

The Pastry Ulysses

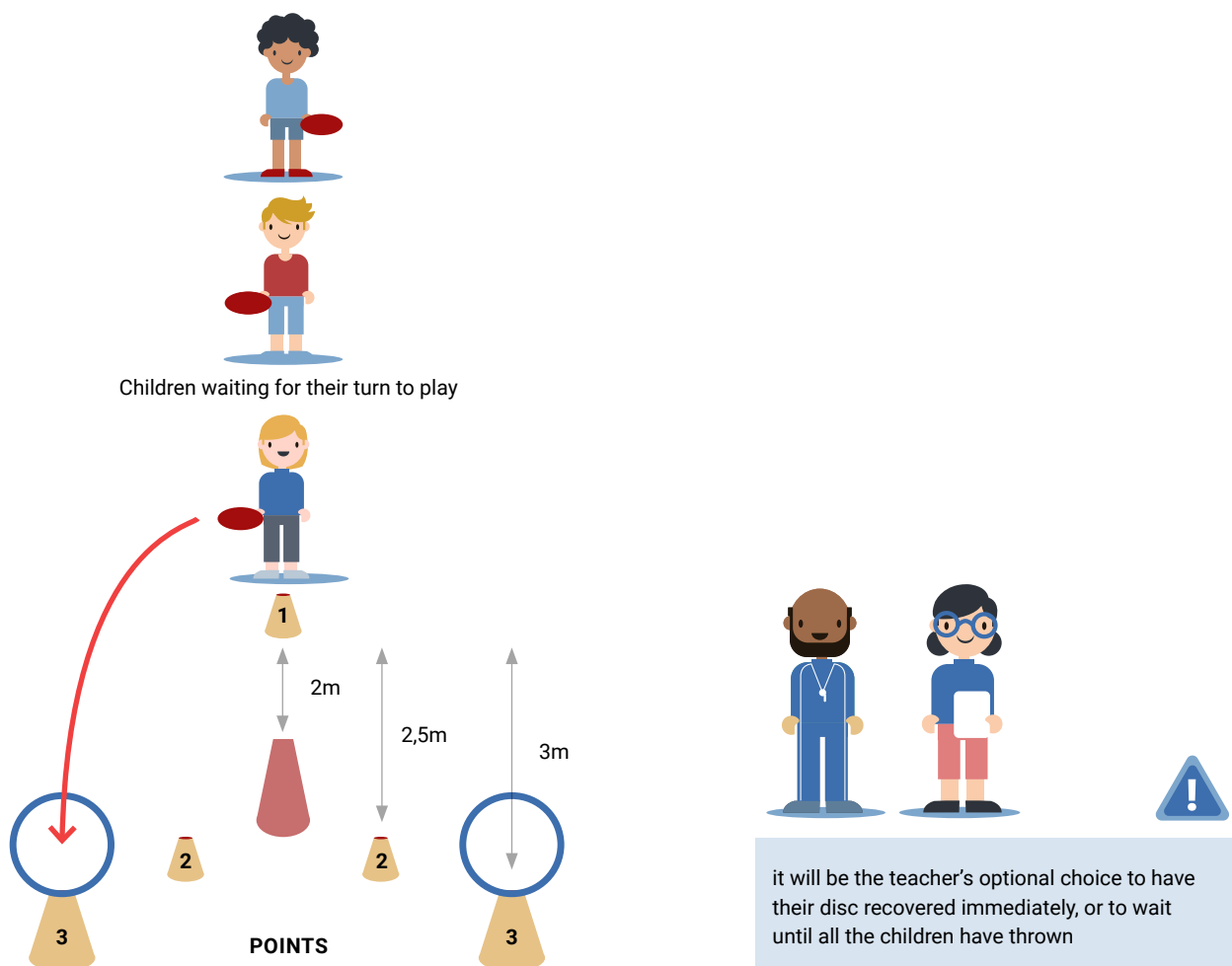
SKILL CATEGORY	Social Emotional
EQUIPMENT	<ul style="list-style-type: none"> • 6 discs • 1 or 2 hoops with 1 or 2 large cones or other vertical supports • 4 small cones
SETUP	Set up the cones and hoop(s) as shown in the below diagram to create a target, starting positions for 2 opposing lines, and 2 throwing locations. Divide the students into 2 equal groups and have them line up behind the starting cones. Give 3 discs to each group.
ADDITIONAL DETAIL	The activity may be made more challenging by aligning 2 targets as shown, with points given for passing the disc through both hoops. Encourage the students to cheer for the throwing child as they are waiting in line.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Running with the disc • Coordination to throw disc through a hoop
BASIC STEPS	Each child must run from the starting cone with the disc in hand to the throwing location and attempt to throw the disc through the target for a point. After throwing that child returns to the end of the line and the opposite team may attempt to score. At the end of the time the team with the most points wins.



Activity 9

Target Cakes

SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc per person • 3 small cones of start • 1 large cone • 2 hoops with 2 large cones or other vertical supports
SETUP	Set up the cones and target hoops as shown in the diagram. Students form a single line behind the starting cone.
ADDITIONAL DETAIL	Encourage the students to cheer for the throwing child as they are waiting in line.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Hand-eye coordination
BASIC STEPS	Each child gets one attempt to hit or pass through a target with a disc thrown from the starting cone. Points are scored as shown in the diagram.



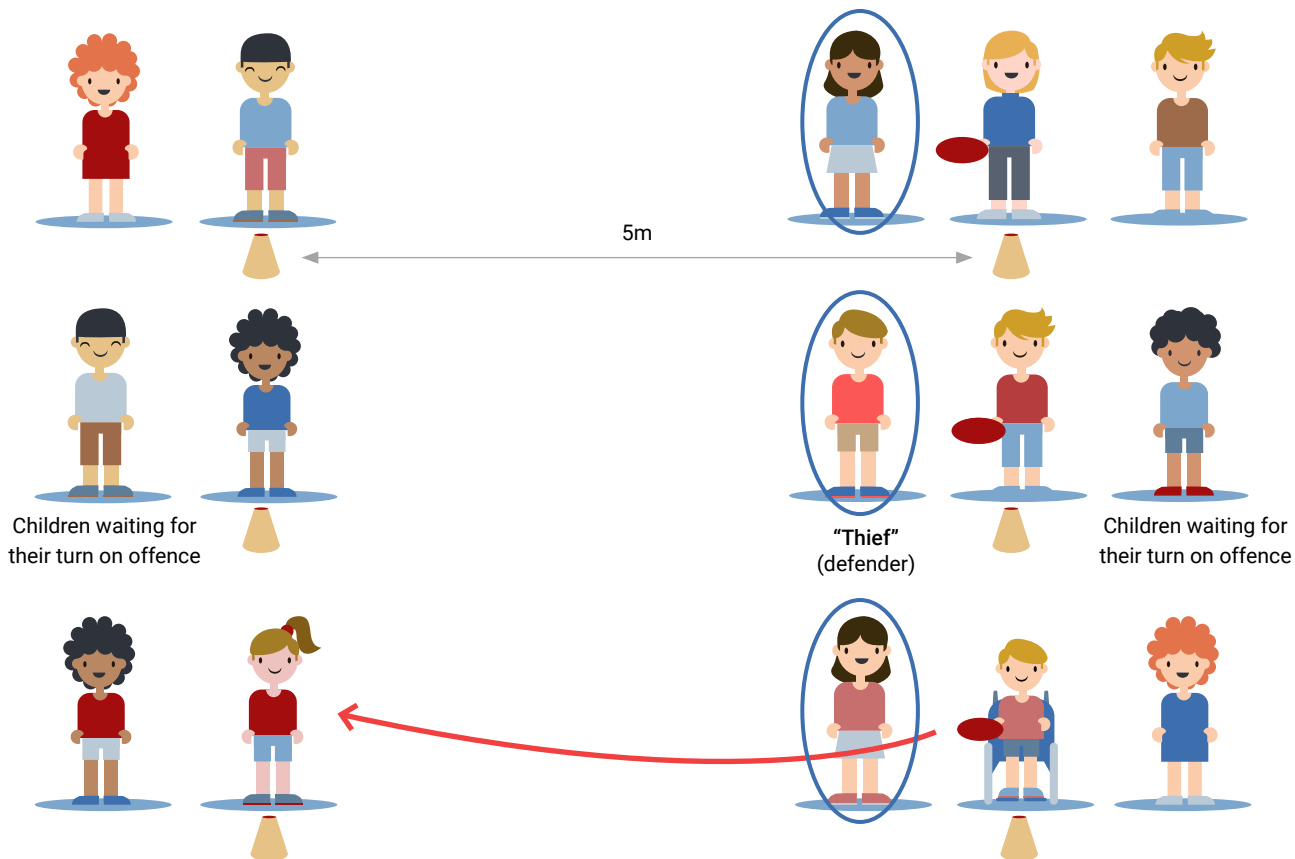
Activity 10

Take the Cake

SKILL CATEGORY	Locomotor
EQUIPMENT	For each group of 5: <ul style="list-style-type: none"> • 1 disc • 2 small cones
SETUP	Set the small cones to determine the distance between the thrower and the receiver. Make groups of 5 children with 2 offensive children per side and one defender in the middle.
ADDITIONAL DETAIL	Each student will interchange roles between offense and defense, and will work both against and with the other children/"thief". This is a great opportunity to work on sportpersonship and Spirit of the Game.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Hand-eye coordination

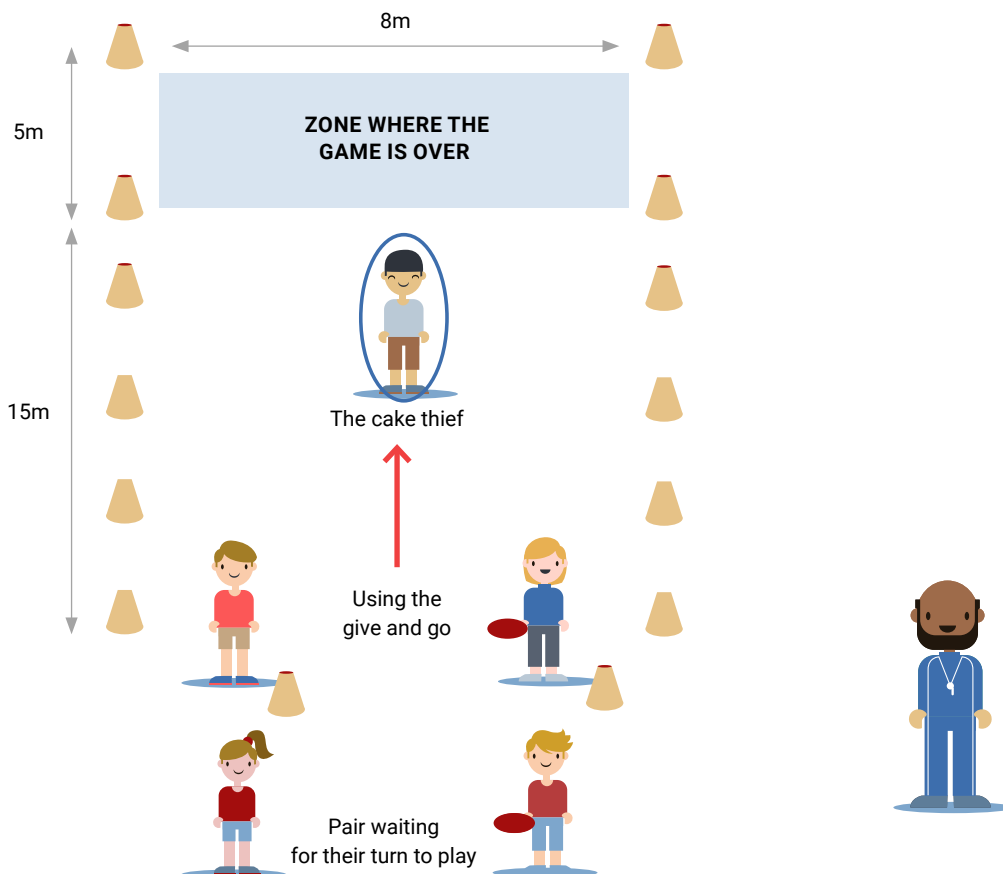
BASIC STEPS

The goal of the offensive children is to complete a pass by throwing to the children on the opposite side of the cones. The defender must try to intercept the pass. If the disc is intercepted or hits the ground this is a "turnover". The child who threw the turnover will then become the defender and the previous defender takes their place.



Activity 11

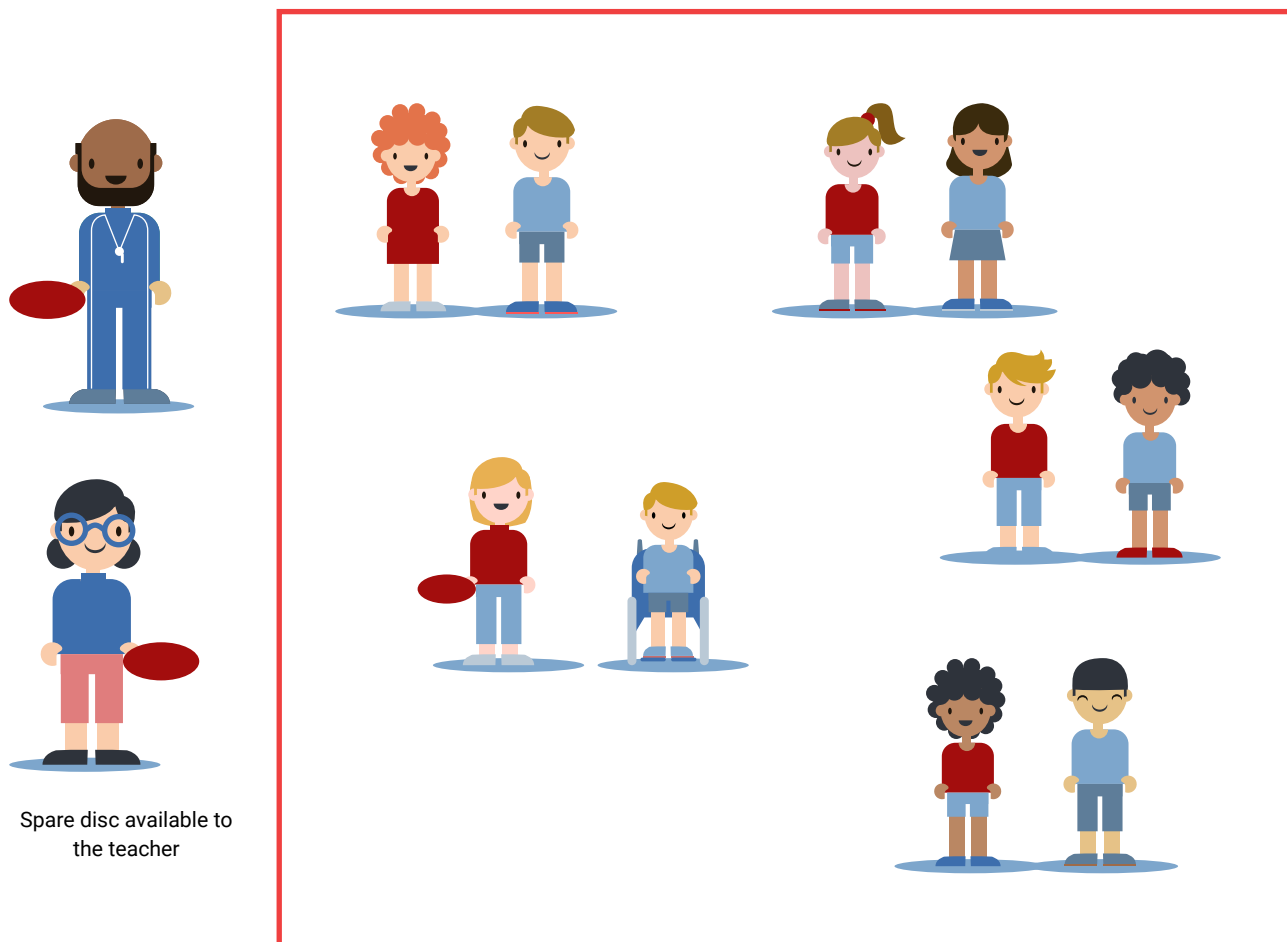
The Cake Thief	
SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> 1 disc per pair 14 smalls cones
SETUP	Place 5 small cones along each side to create a canal and an additional cone spaced farther at the end of each line to create an end zone, as shown. Place 2 cones to designate starting locations. Assign one student the role of "thief" and divide the remaining students into pairs. Have the pairs line up opposite their partner behind the starting cones.
ADDITIONAL DETAIL	Each pair of students must work together to pass the defender guarding the way to the end zone. Have the child in the role of the "thief" for 4 minutes, then rotate another child into that role.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> Demonstrate coordination and balance Running
BASIC STEPS	2 children start from the cones at the beginning of the canal and must pass the "thief" using the give and go technique. If the disc is intercepted by the thief, the pair must return to the starting cone and try again.



Activity 12

Game of the 5 Passes

SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc • Enough cones to create a large square
SETUP	Use cones to mark out a large square. Divide the students into 2 teams.
ADDITIONAL DETAIL	Every group of students must work together to reach 5 passes, at the same time they must be ready to cooperate defensively to take back possession of the disc in case of turnover.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Running
BASIC STEPS	Both teams begin inside the square. The teacher throws a disc into the square. Each team attempts to catch the disc and complete 5 consecutive passes between teammates without a turnover. The first team to do so, wins.



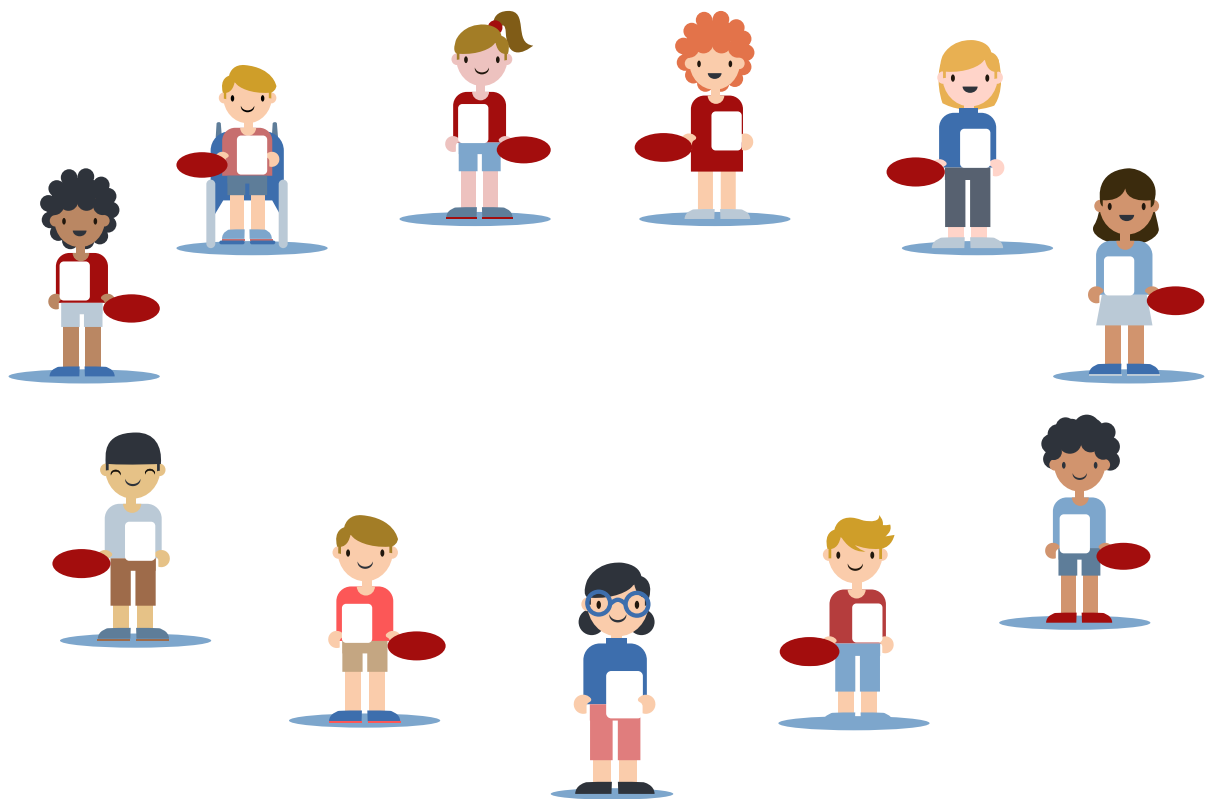
Activity 13

Ready, Disc, Throw the Pie

SKILL CATEGORY	Manipulative
EQUIPMENT	For each person: <ul style="list-style-type: none"> • 1 disc • 1 piece of paper • 1 pencil or crayon
SETUP	Students sit in a large circle, each with a disc, pencil, and piece of paper. Be sure the students are spread out far enough to be safe for this activity. Demonstrate the overhand throw (hammer throw).
ADDITIONAL DETAIL	Have students establish a pivot foot in their spot prior to throwing.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate control and coordination of large muscles. • Cooperation between students and rules knowledge

BASIC STEPS

On the teacher's signal each student will write their name on a piece of paper and then crumple it up into their disc and stand up in their spot. Each student should attempt an overhand throw of the disc containing the paper into the middle of the circle. Have students pick up a disc and a piece of paper, read the name, and add their own name before throwing again. Continue to throw and pick up papers with the disc, adding names each time. After 5 tosses, have students find the first student on the list and return their paper and disc.



Activity 14

Circle of Trust

SKILL CATEGORY

Social Emotional

EQUIPMENT

- 1 disc per student
- An area in which the students can move safely
- 1 whistle

SETUP

The students sit, stand, or lie in a large circle, each student with a disc

ADDITIONAL DETAIL

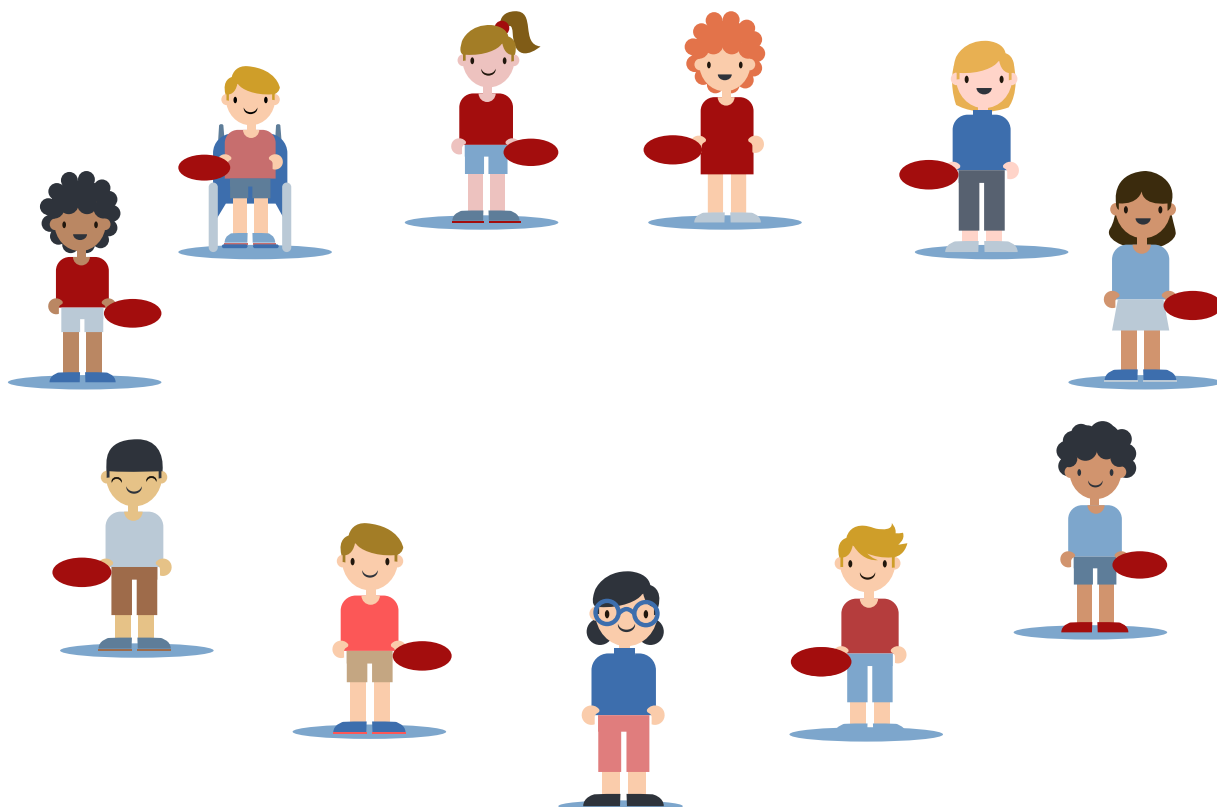
This activity can be made more difficult by having the students play with their eyes closed.

TARGETED DEVELOPMENT GOALS

- Demonstrate coordination
- Cooperation and respect between students

BASIC STEPS

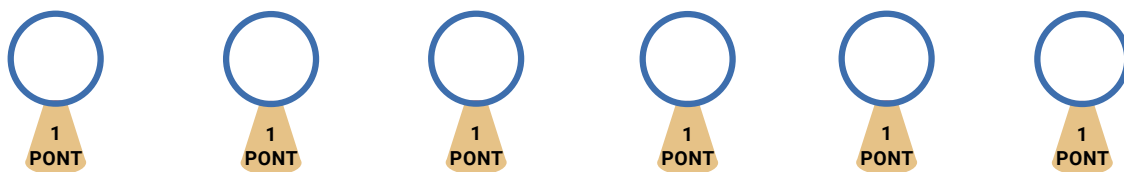
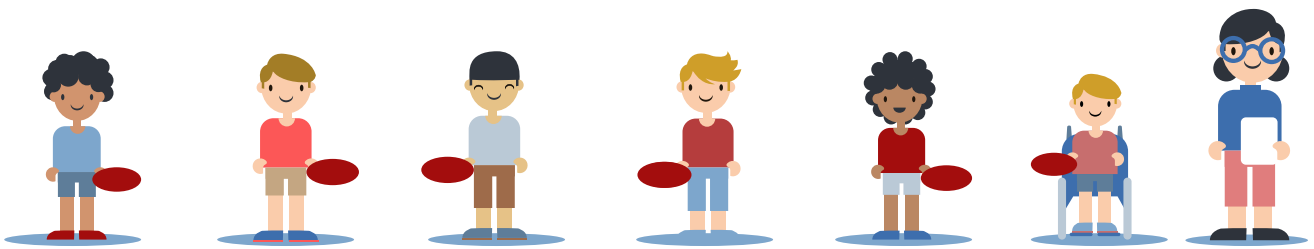
Students pretend to be a car and must not run into one another. The disc is used as a steering wheel, and students should use caution when approaching another child. On the teacher’s signal, children should throw the disc without hitting anyone. After the discs are thrown, children should pick up the one nearest them and continue play. On the teacher’s signal, children should reform into a circle.



Activity 15

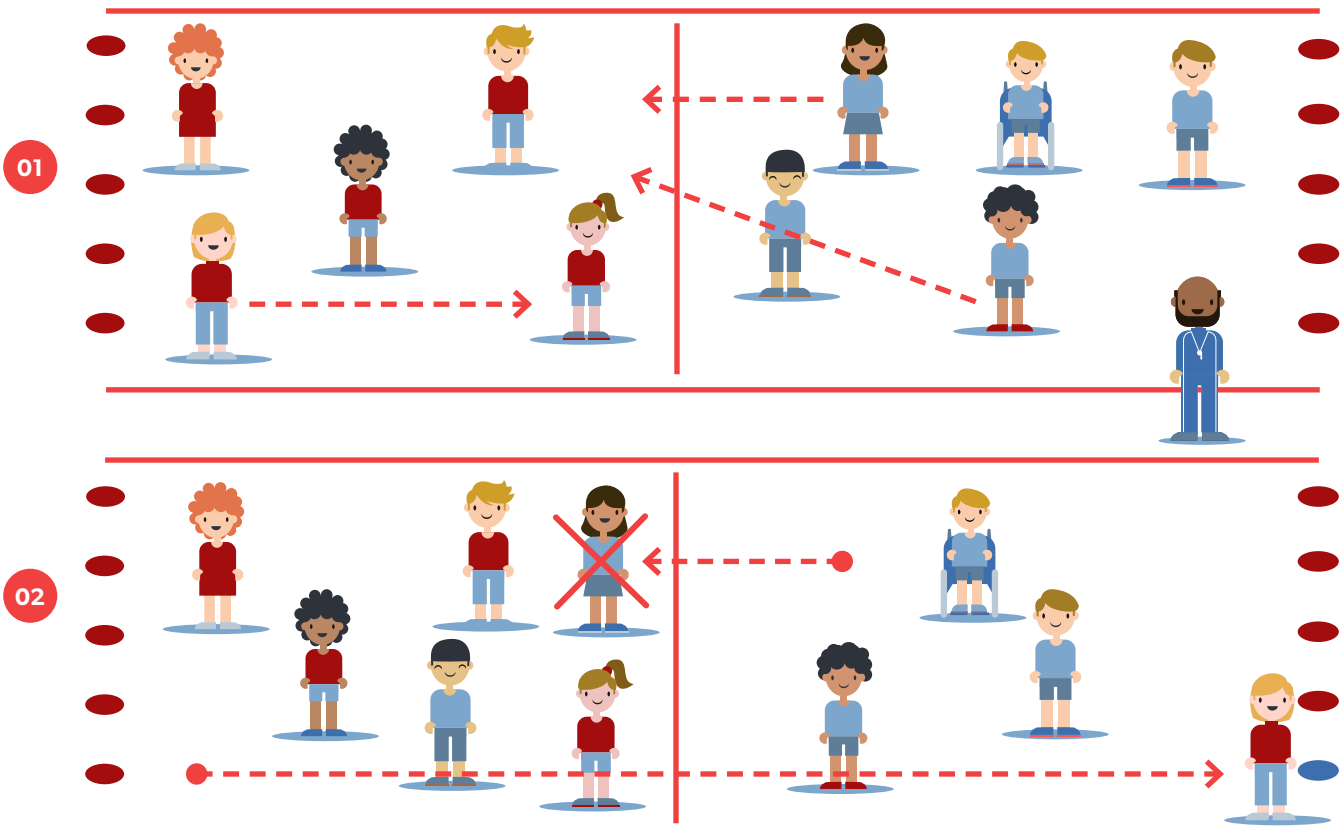
The Target

SKILL CATEGORY	Locomotor
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc per student • A wall or other area with a marked target for each student • 1 whistle
SETUP	Students should line up facing the wall, each with a disc and facing their own target
ADDITIONAL DETAIL	To begin, choose a distance where the students can experience success. The distance can be increased to make the activity more challenging, but should reflect the age and ability of the students.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrates laterality
BASIC STEPS	<p>The goal of the activity is to hit the target. On the teacher's signal students should throw the disc at their target. One hit equals one point.</p> <p>On the teacher's signal (run, jump, crawl, hop, etc.) children should perform the named action to retrieve their disc and return to their starting location.</p> <p>Before the next throw the teacher may instruct children to sit, lie down on their backs, stomachs, or sides, etc. Children must keep the disc in hand while moving, and attempt their next throw from the new position.</p>



Activity 16

Firewall	
SKILL CATEGORY	Manipulative
EQUIPMENT	<ul style="list-style-type: none"> 1 disc per student A playing space with a centerline
SETUP	Separate students into teams of 4-8 students. Have two teams face each other on either side of a centerline. Place a disc for each student in a line behind the opponents
ADDITIONAL DETAIL	Teams must work together to cover both offense and defense. Rules can be modified so that tagged children are not out of the game, but must immediately return to their half of the field. Tagged children could also have to sit where they are tagged, until a teammate arrives to tag and "free" them.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> Demonstrate coordination and balance Introducing cutting Cooperation Decision making and role analysis.
BASIC STEPS	On the teacher's signal each student may start running to retrieve a disc from behind their opponents. Once a student crosses the centerline, opponents can tag them. If a child is tagged on the opponent's half of the field, they are out of the game. If a child successfully retrieves a disc without being tagged, they earn a point for their team. The team with the most discs at the end of the time, wins.



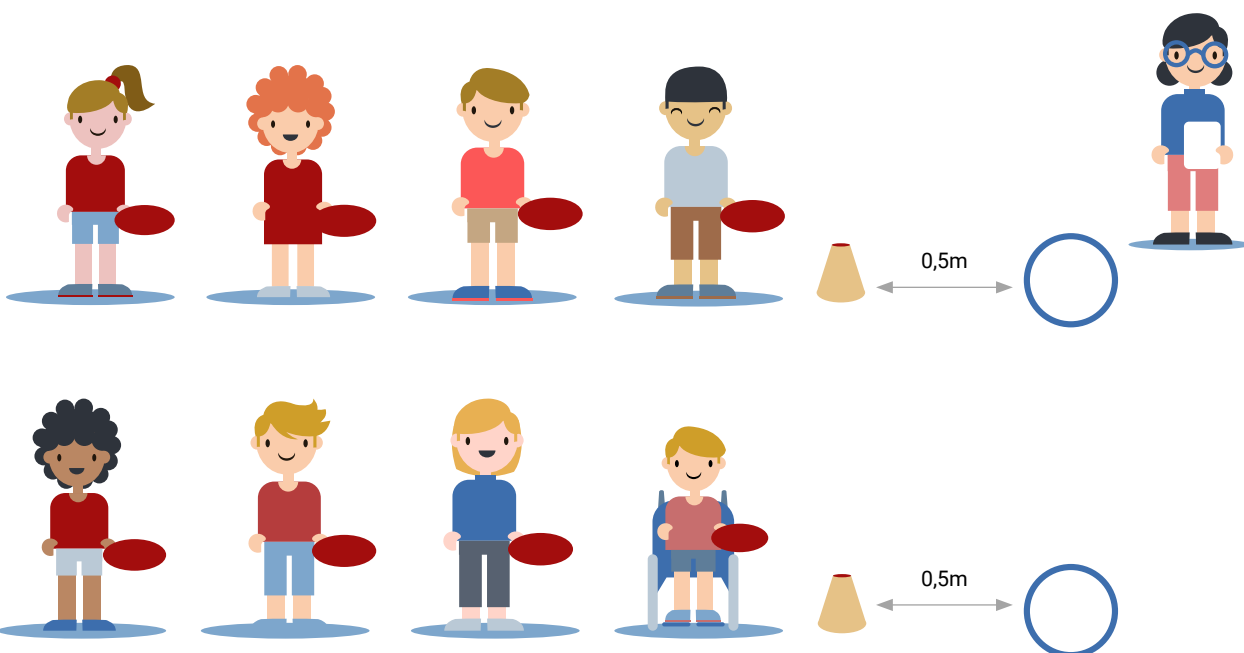
Activity 17

Ladder

SKILL CATEGORY	Balance
EQUIPMENT	1 disc per student For each group of 4: <ul style="list-style-type: none"> • 2 cones • 1 hoop, box, or other item to form a target
SETUP	Group the students into lines of 4, each with a disc in hand. Each line has 2 cones designation the throwing location and a target
ADDITIONAL DETAIL	Rules can be modified to allow all 4 teammates to throw at the same time. Rules can be modified by having the teacher call out different throws for the students to use (forehand, backhand, left hand, overhand, etc.)
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance; • Timing; • Cooperation

BASIC STEPS

On the teacher's signal the first student in each line tries to throw the disc over the cones and into the target. If the disc does not land in the target, the student must jump over the cones, retrieve the disc, and run with the disc back to the end of their line. If the disc lands in the target, the student leaves it there. Each student takes turns throwing at the target until all 4 discs have made it inside. The teacher then increases the distance from the cones to the target, and the students begin again. The team who gets all 4 discs into the target from the greatest distance wins.



Activity 18

Disc Ember

SKILL CATEGORY

Social Emotional

EQUIPMENT

- 1 disc for each group of 4 students

SETUP

Group students in lines of 4 with the first student in each line holding a disc

ADDITIONAL DETAIL

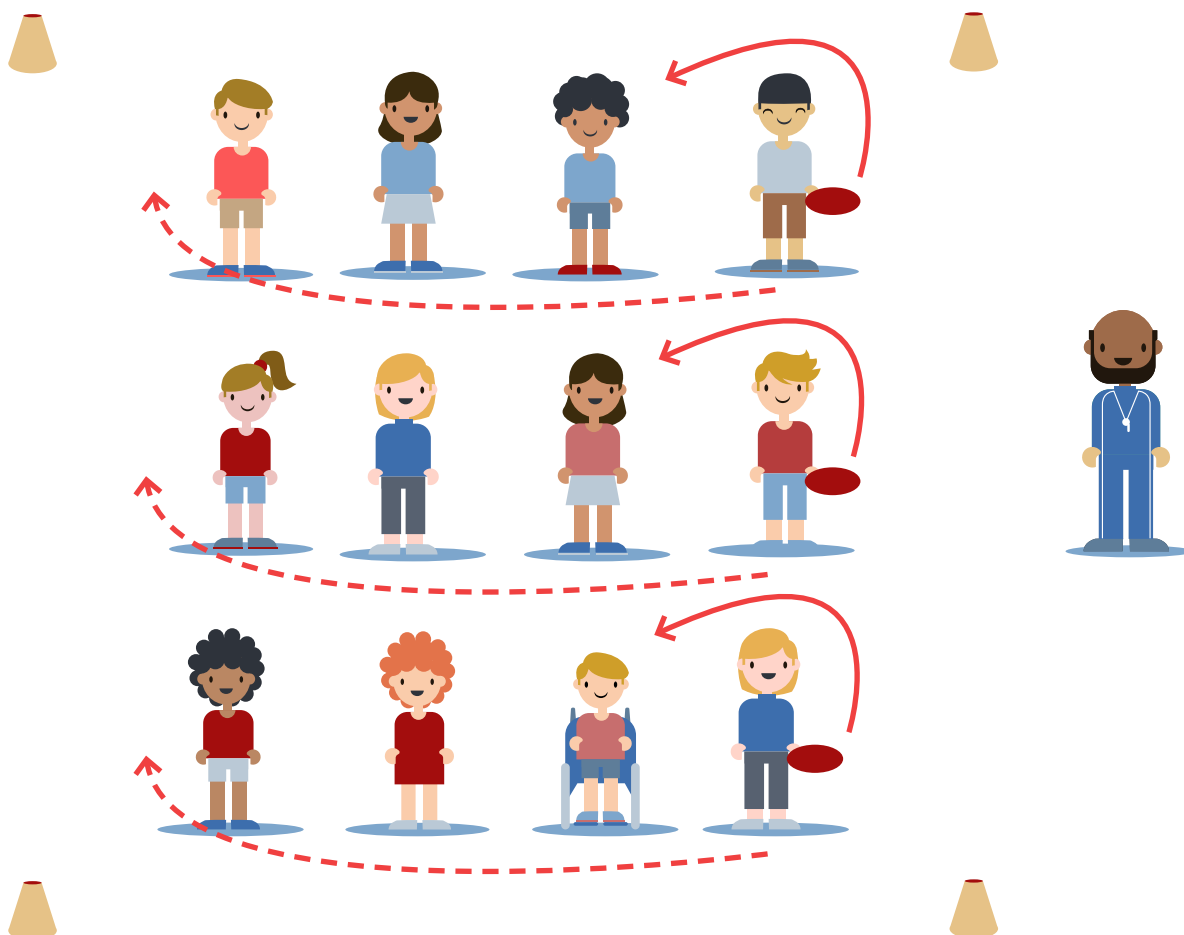
This activity can be made more challenging by requiring the disc to be passed in a particular way (upside down, with 2 hands, with one hand, with eyes closed, etc.) or by requiring the children to move only in a certain way (running backwards, hopping on one leg, etc.)

TARGETED DEVELOPMENT GOALS

- Demonstrate coordination
- Cooperation and teamwork

BASIC STEPS

On the teacher's signal, the first student in each team must pass the disc to the nearest teammate and run to the end of the line as quickly as possible. The disc can be handed and does not need to be thrown. Play continues in this way until the starting child returns to the front of the line for the 3rd time, or until the disc has passed across a finish line. The first team to achieve this, wins.



Activity 19

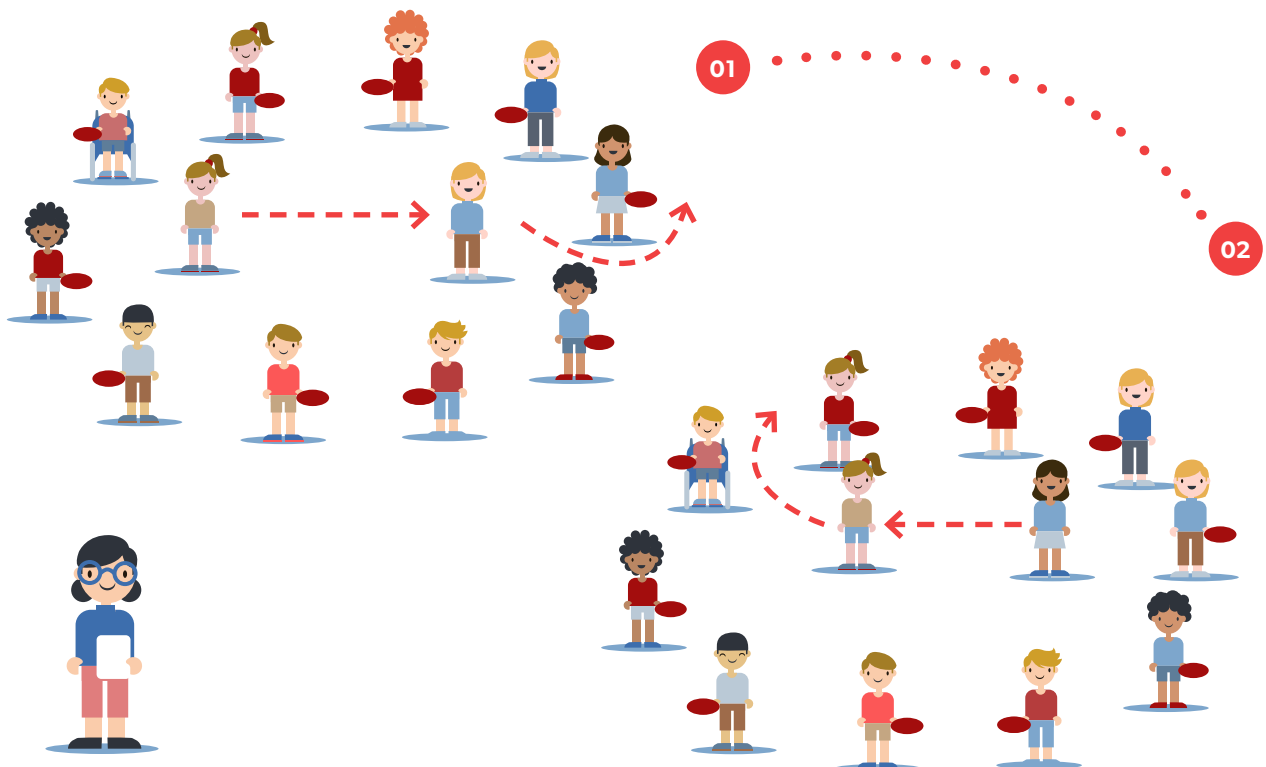
Bush-Catcher

SKILL CATEGORY	Locomotor
EQUIPMENT	1 disc per student, minus 2
SETUP	Designate one student as the “runner” and the other as the “catcher”. Give all remaining students a disc. Have the students with discs in hand sit in a large circle around the runner and catcher. There should be roughly 1 meter of space between each student in the circle
ADDITIONAL DETAIL	Rules can be modified by adding an additional runner/catcher pair at the start. Or by having “escaped” runners sit with their backs to the circle, out of the game, with play continuing until all but 2 children are eliminated in this way.

TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance. • Cooperation. • Decision making and role analyzing.
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BASIC STEPS

On the teacher’s signal the catcher must attempt to tag the runner. If the catcher succeeds the children switch roles. The runner must attempt to escape the catcher by sitting behind a student with a disc. That student must then pass their disc to the runner, and get up, becoming the catcher. The former catcher has now switched roles becoming the runner and must attempt to escape from the new catcher. Play continues until the teacher signals a stop.



Activity 20

Rolling Game

SKILL CATEGORY

Manipulative

EQUIPMENT

1 disc/hoop per student

SETUP

Have each student with disc in hand, spread out with plenty of space ahead them (such as spread along one end of a field)

ADDITIONAL DETAIL

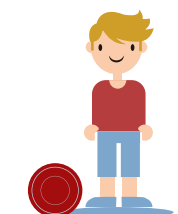
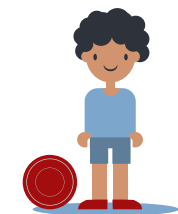
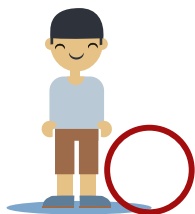
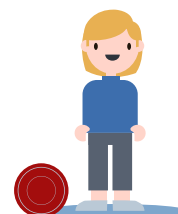
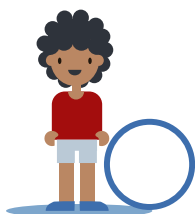
For younger children, modify this activity by having them roll the disc/hoop back and forth with an adult. For older children, have them attempt to chase the disc and continue the roll until the disc crosses a finish line.

TARGETED DEVELOPMENT GOALS

- Eye-hand coordination
- Locomotion
- Spatial awareness

BASIC STEPS

Have each student balance the disc/hoop vertically on the ground, with an open hand on top of the disc (not gripping the disc/hoop). Have them move their hand forward, pushing the disc away from them to make the disc/hoop roll. Students should then run after their disc and try to grab it before it stops rolling and falls to the ground



Activity 21

Get Sturdy

SKILL CATEGORY

Balance

EQUIPMENT

1 disc per student

SETUP

Have each student stand, disc in hand, spread out with plenty of space

ADDITIONAL DETAIL

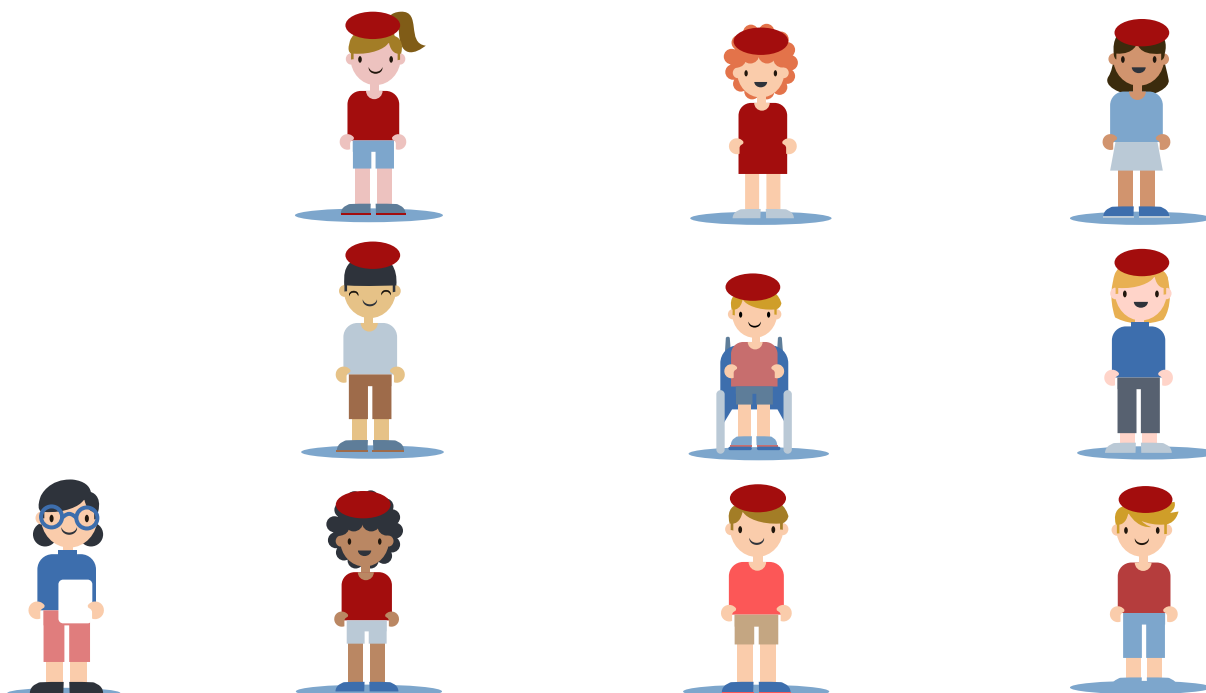
TARGETED DEVELOPMENT GOALS

- Fine motor skills
- Spatial awareness
- Locomotion

BASIC STEPS

The activity begins by having each student balance the disc upside down on their head. The teacher should then take them through the following series of skills

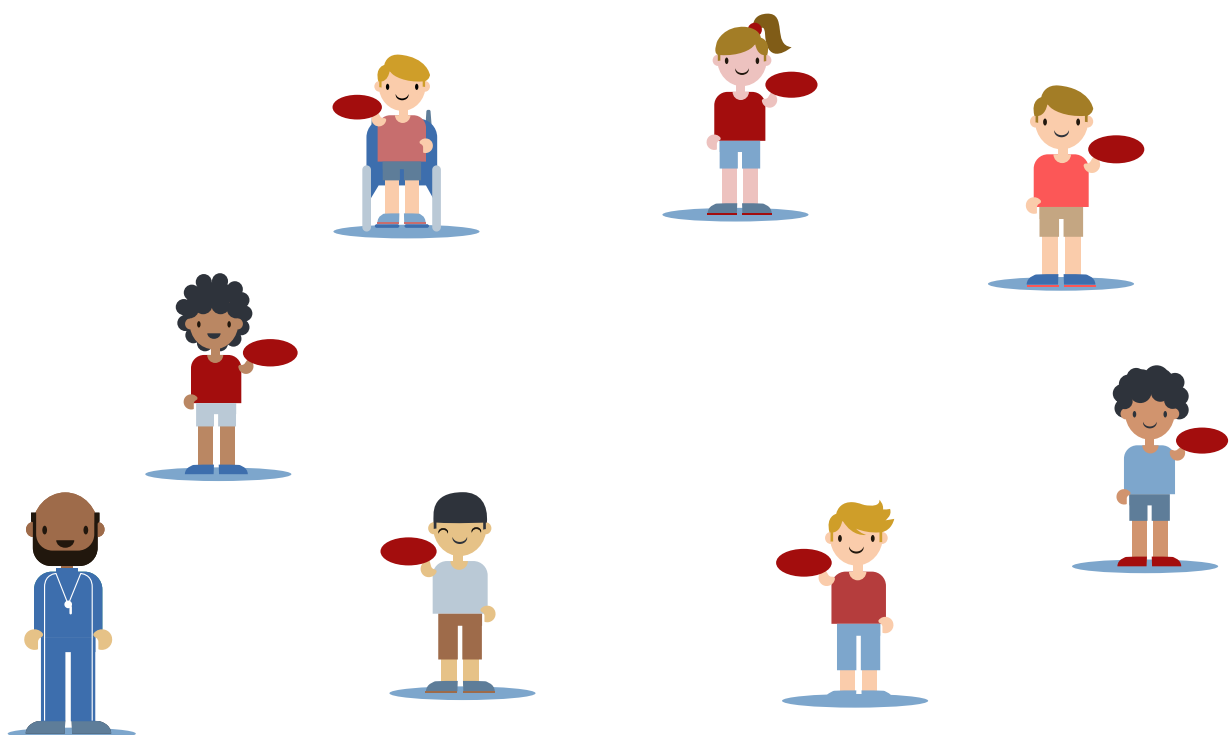
- Standing on one foot (alternate)
- Standing on one foot and touch the toe/heel (alternate)
- Walking around while giving each other fist bumps
- Standing still, putting the hands behind the back, tilting the head backwards, and catching the disc behind the back
- Standing still, tilting the head backwards while bending forwards and catching the disc on the back



Activity 22

Twirling Game

SKILL CATEGORY	Social Emotional
EQUIPMENT	1 disc per student
SETUP	Have each student stand, disc in hand, spread out with plenty of space
ADDITIONAL DETAIL	These skills can be challenging. Encourage the students to keep trying, even when they're not successful.
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Fine motor skills • Hand-eye coordination • Object manipulation
BASIC STEPS	<p>The teacher should lead the students through the following series of skills:</p> <ul style="list-style-type: none"> • Have each student dangle the rim of disc off one finger, then attempt to spin the disc in a vertical circle by twirling the rim of the disc around the finger • Have the students attempt to bring the twirling disc to a controlled stop, then start twirling again in the opposite direction. • Have the students attempt to maintain the twirl while switching fingers on one hand or switching hands • Have the students lay the disc upside down on the ground and then attempt to twirl the upside down disc around their extended finger in order to pick it up off the ground.



Activity 23

Spinning Game

SKILL CATEGORY

Locomotor

EQUIPMENT

1 disc per student

SETUP

Have each student stand, disc in hand, spread out with plenty of space

ADDITIONAL DETAIL

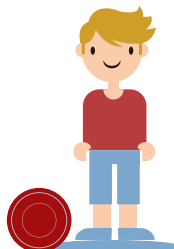
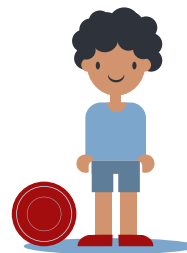
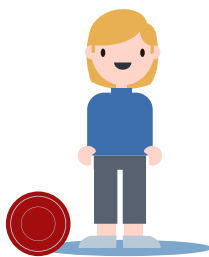
Additional Detail This activity can be made more challenging by having the students attempt to spin the disc and release it slightly then catch it again and continue to spin it.

TARGETED DEVELOPMENT GOALS

- Gross motor skills
- Hand-eye coordination
- Finger dexterity and grip strength

BASIC STEPS

Each student should begin by standing and holding the disc vertical to the ground. While lightly gripping the disc they should attempt to flick their wrist, making the disc spin through their fingers.



Activity 24

Toss and Catch

SKILL CATEGORY

Manipulative

EQUIPMENT

- For each student
- One ball
 - One soft cloth or rubber disc

SETUP

Have the students stand spread out with plenty of space

ADDITIONAL DETAIL

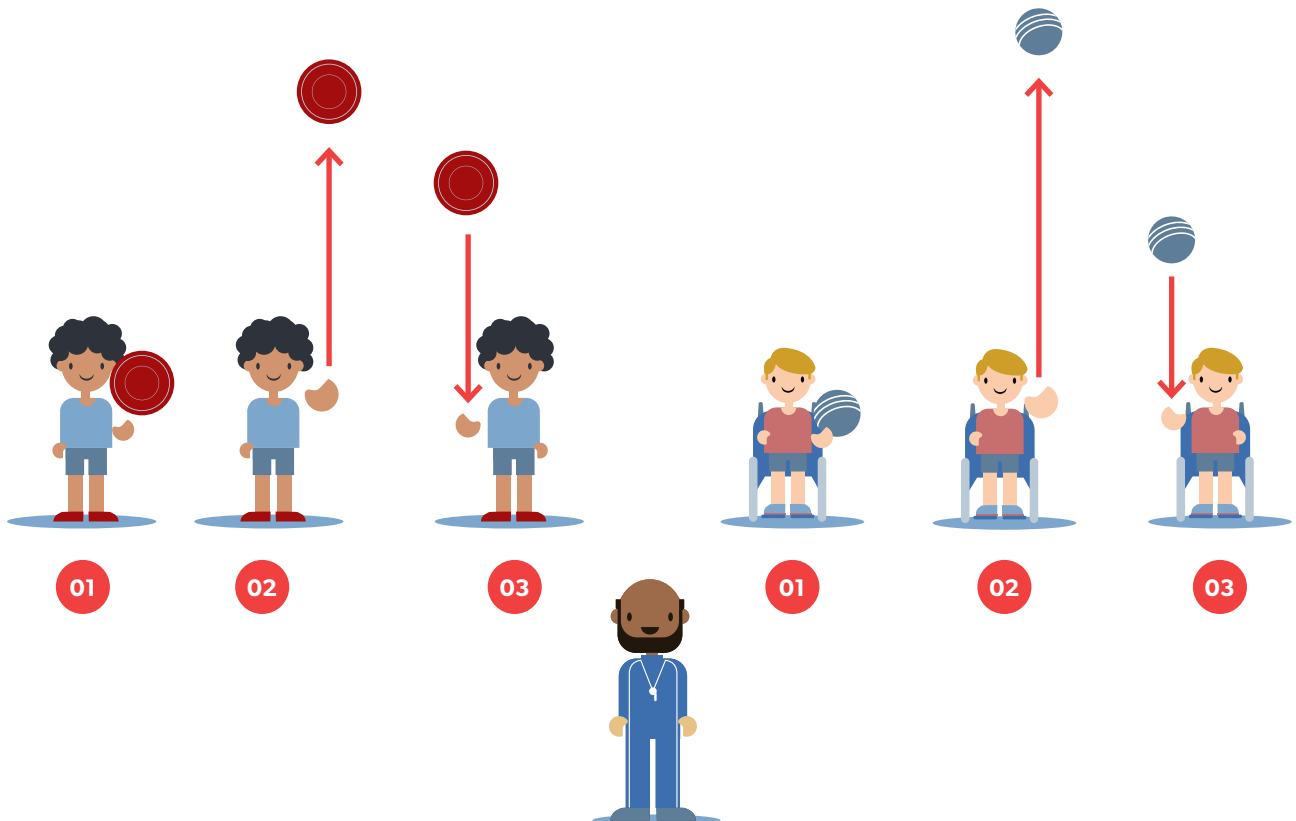
This activity can be made more challenging by having the students attempt to spin the disc and release it slightly then catch it again and continue to spin it.

TARGETED DEVELOPMENT GOALS

- Gross motor skills
- Hand-eye coordination
- Finger dexterity and grip strength

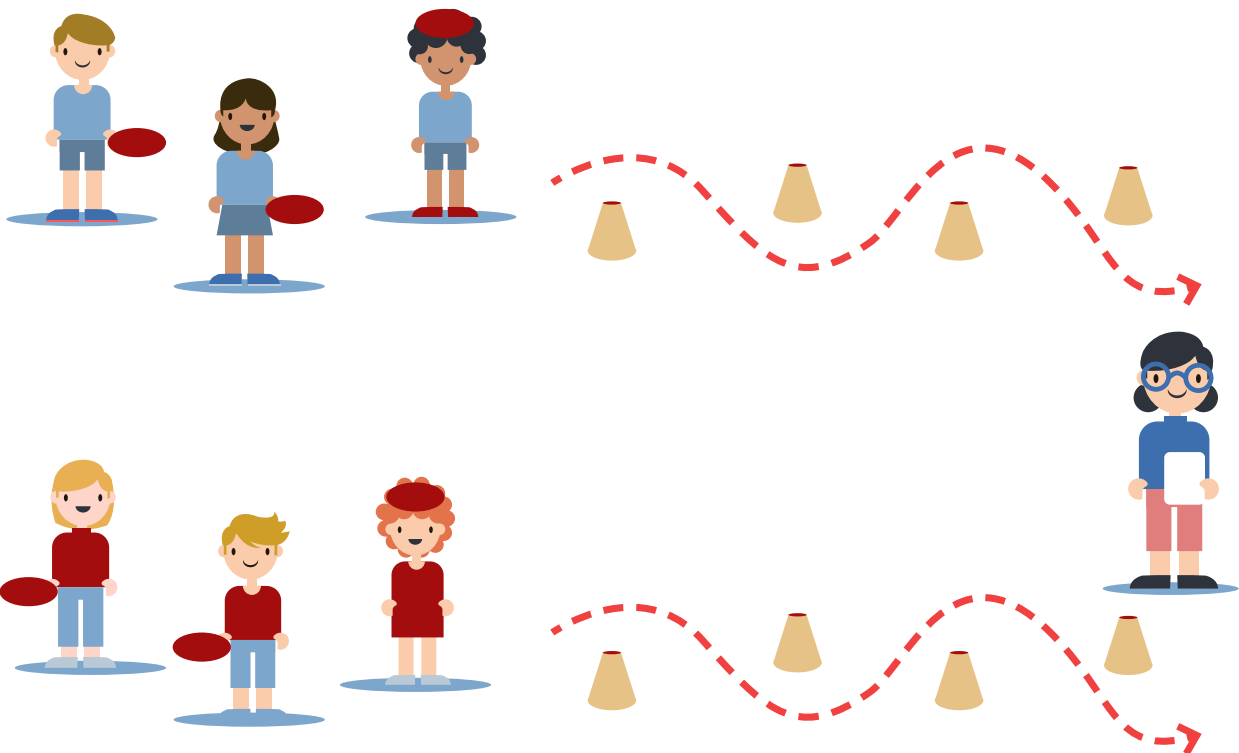
BASIC STEPS

On the teacher's signal each student should take their ball or soft disc attempt to throw it as high as possible and try to catch it when it falls.



Activity 25

Obstacle Course Run	
SKILL CATEGORY	Balance
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc per student • Cones to create an obstacle course
SETUP	<p>Arrange the cones to form two identical paths that require students to run around obstacles by zigzagging, etc. Form the students into two teams and have each team line up behind a path.</p>
ADDITIONAL DETAIL	<p>This activity can be made more challenging by having the students complete the course on tiptoe, on heels, in a squat, etc.</p> <p>This activity can be made easier by removing the teams and simply having each child attempt to complete the course without allowing their disc to fall.</p>
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Demonstrate coordination and balance • Gross motor skills
BASIC STEPS	<p>On the teacher's signal the first student in each line must place their disc on their head and attempt to balance it while running through the obstacle course without allowing the disc to fall. The first team to have all children successfully make it to the end, wins.</p>



Activity 26

Follow Me

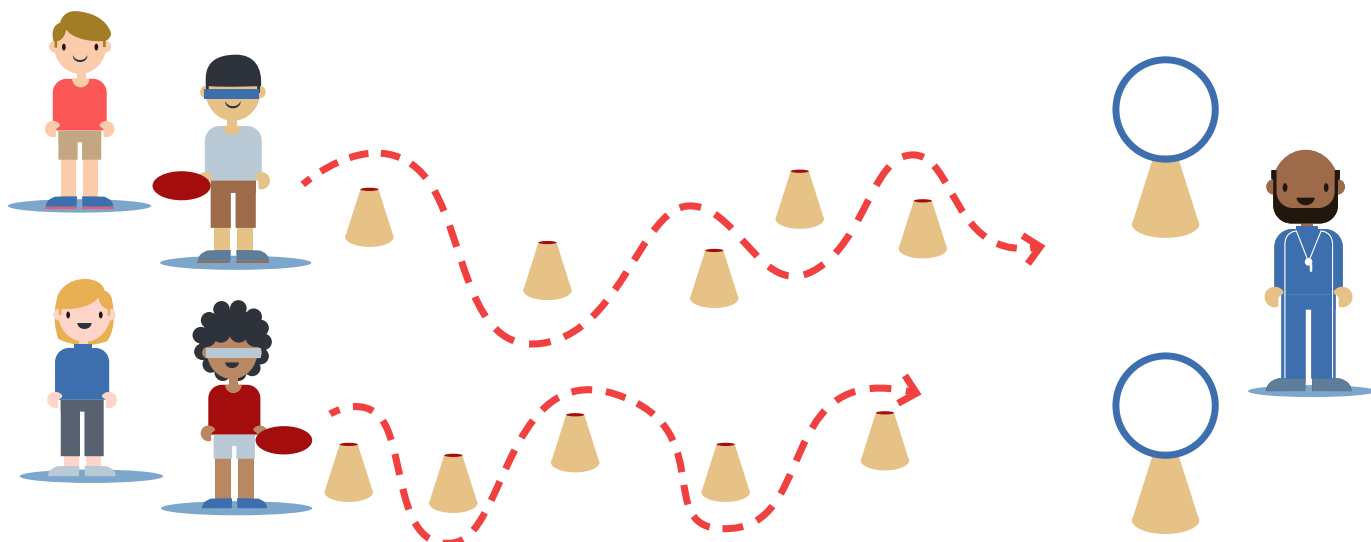
SKILL CATEGORY	Social Emotional
EQUIPMENT	<ul style="list-style-type: none"> • 1 disc per students • 1 blindfold per pair • Cones and/or other equipment to create an obstacle course • 2 hoops
SETUP	<p>Use the cones to create 2 paths about 5 meters long and with different configurations. Each path must have an end cone and a hoop at the end of the path.</p> <p>Path 1: Place cones 30-40 cm apart from each other</p> <p>Path 2: Place obstacles on the path that require students to change direction to reach the end</p> <p>Separate the students into pairs.</p>
ADDITIONAL DETAIL	<p>To increase the difficulty of this activity the game can be played with the followers eyes closed or with them walking backwards.</p> <p>This activity can also be played with two identical paths and the students broken into two teams. Each team begins with a stack of discs and each pair returns to the back of their team line upon successfully completing the path. The team that has placed the most discs in the hoop after a certain time is the winner.</p>
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Listening and following instructions. • Cooperation and respect between students

BASIC STEPS

Each pair should begin on Path 1, where one partner must tell the other how to walk the path. (e.g. jump over the cone with feet together, hop forwards, walk around the cone, etc.)

The pair should then proceed to Path 2, switching roles so that the student giving instructions is now the student following them. The student giving the instructions on this path must tell their partner whether to go right or left to avoid obstacles until they reach the end.

On both paths the child following the instructions must balance a disc on their hand as if it were a tray, and when they reach the end cone, stop and toss the disc into the hoop.



Activity 27

Like a Mirror

SKILL CATEGORY

Manipulative

EQUIPMENT

- 1 disc per student

SETUP

Have each student stand, disc in hand, spread out with plenty of space facing the teacher.

ADDITIONAL DETAIL

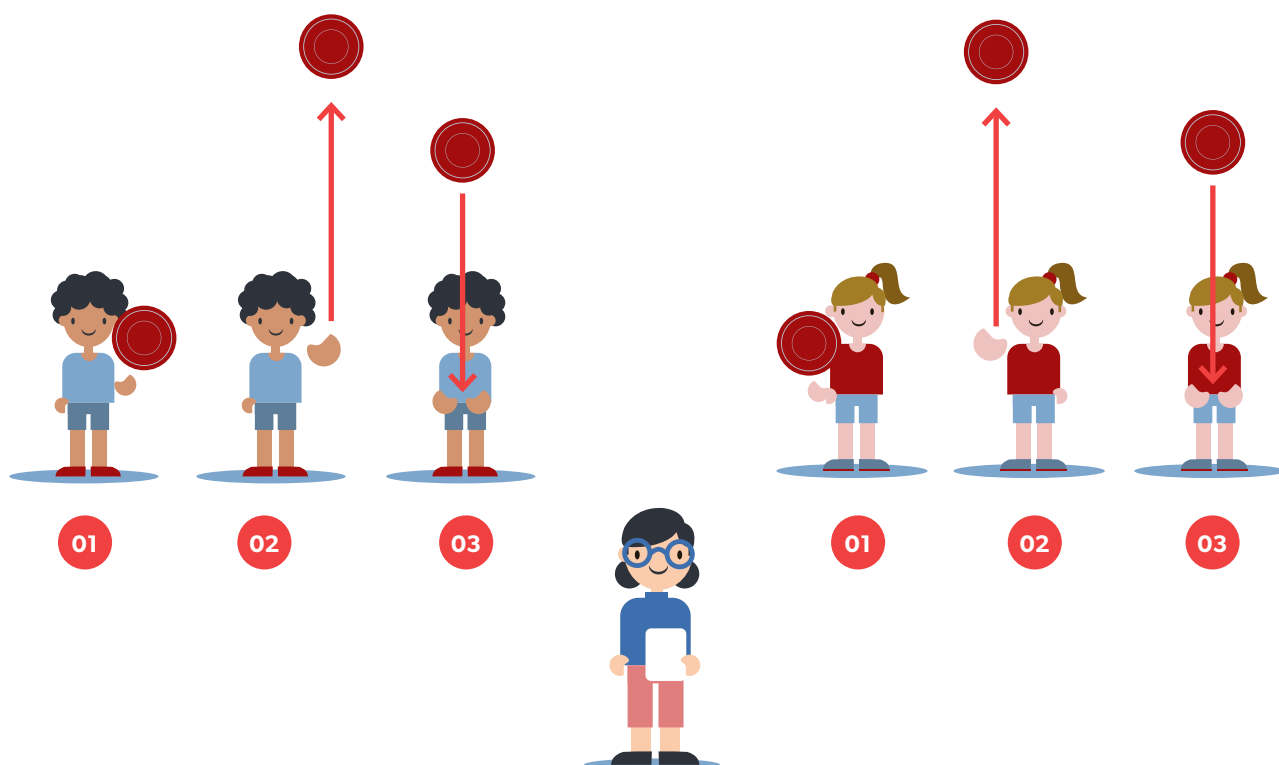
This activity can be made more challenging by having successful students re-attempt the activity while throwing the disc with their non-dominant hand.

TARGETED DEVELOPMENT GOALS

- Fine motor skills
- Hand-eye coordination
- Object manipulation

BASIC STEPS

Following the teacher's lead, each student should hold their disc with the top side facing the student's face, as though looking in a mirror. Each student should then attempt to throw the disc vertically with a backhand and catch it with both hands. The goal is to see how many throws and catches can be completed without dropping the disc.



Activity 28

Get a "Hat"

SKILL CATEGORY

Balance

EQUIPMENT

1 disc per group

SETUP

Group students into equal teams. Form each team into a line facing a finish line. Give the first student in each line a disc.

ADDITIONAL DETAIL

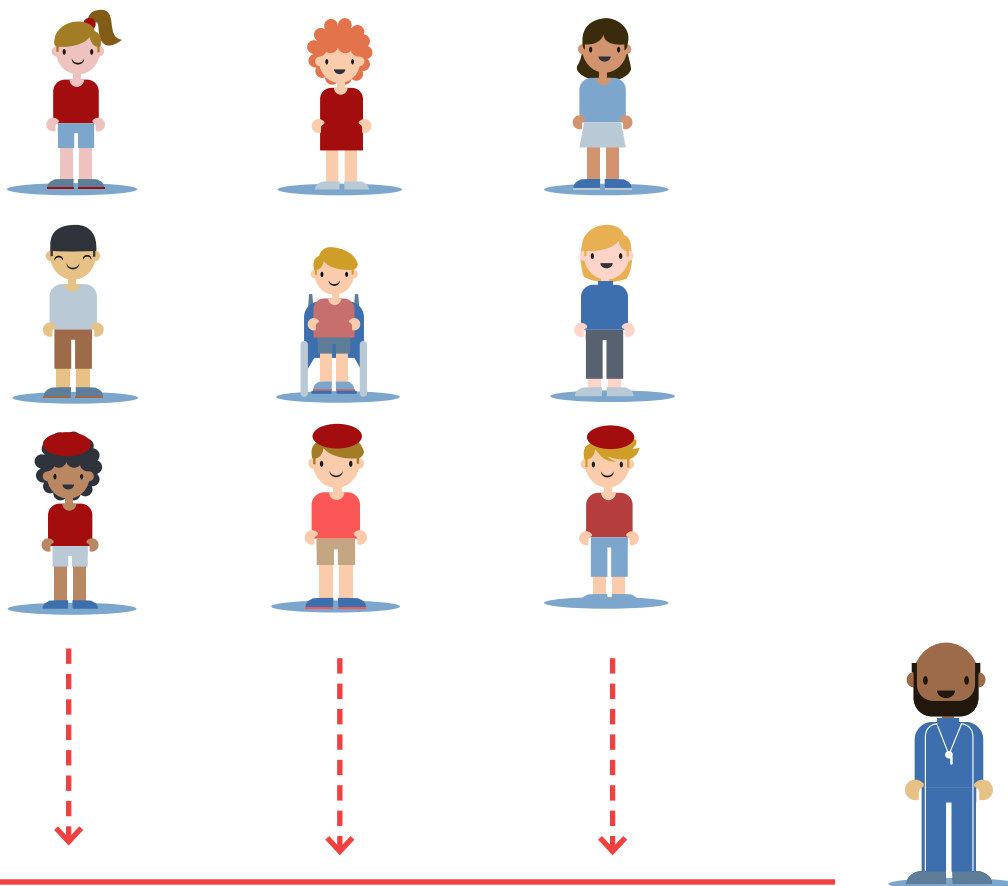
This activity can be modified by having the students attempt different or additional actions while moving to the line and back. (twirling the disc on a finger, tossing and catching the disc without letting it hit the ground, etc.)

TARGETED DEVELOPMENT GOALS

- Demonstrate coordination and balance
- Gross motor skills

BASIC STEPS

On the teacher's signal each student puts the disc on their heads. While balancing the disc they walk to the finish line and back, passing the disc to the next student who repeats the action. The first team to have all students successfully complete the action wins.



Activity 29

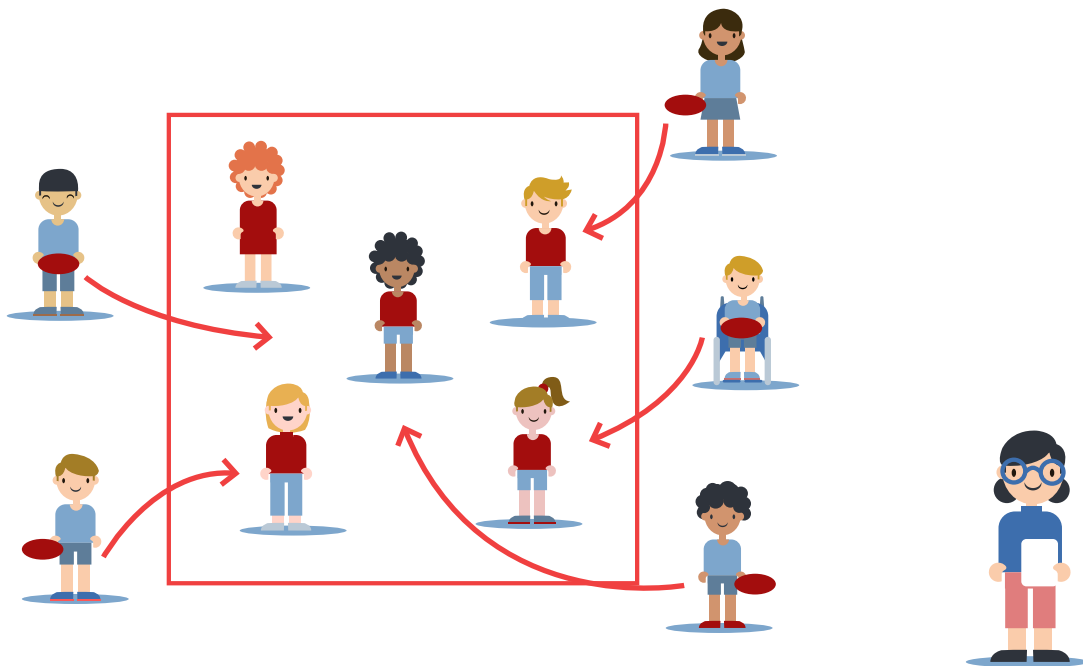
Dodge!

SKILL CATEGORY	Social Emotional
EQUIPMENT	Soft rubber, cloth, or foam discs
SETUP	Set up a square court and divide the students into two teams. Position one inside the court and the other around the outside.
ADDITIONAL DETAIL	An alternative version can be played like dodgeball. The soft discs are placed on a centerline between the two teams, and on a signal from the Teacher, both teams attempting to throw and eliminate children on the opposite side simultaneously. In this variation catching the disc causes the throwing child to be eliminated
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Gross motor skills • Hand-eye coordination

BASIC STEPS

The team outside the court begins with the soft discs. On the teacher's signal they may begin throwing into the court, attempting to hit an opposing child with the disc. If a child is hit, they exit the court and sit out for the remainder of the round. If a child catches a disc that was thrown from outside the court, they place it on the ground and a child from the throwing team must run in, retrieve the disc, and return outside the court to throw again.

When the teacher signals that time is up, eliminated children re-enter the game. The teams switch sides and play a second round. The team who eliminated the most children during their turn as the throwing team, wins.



Activity 30

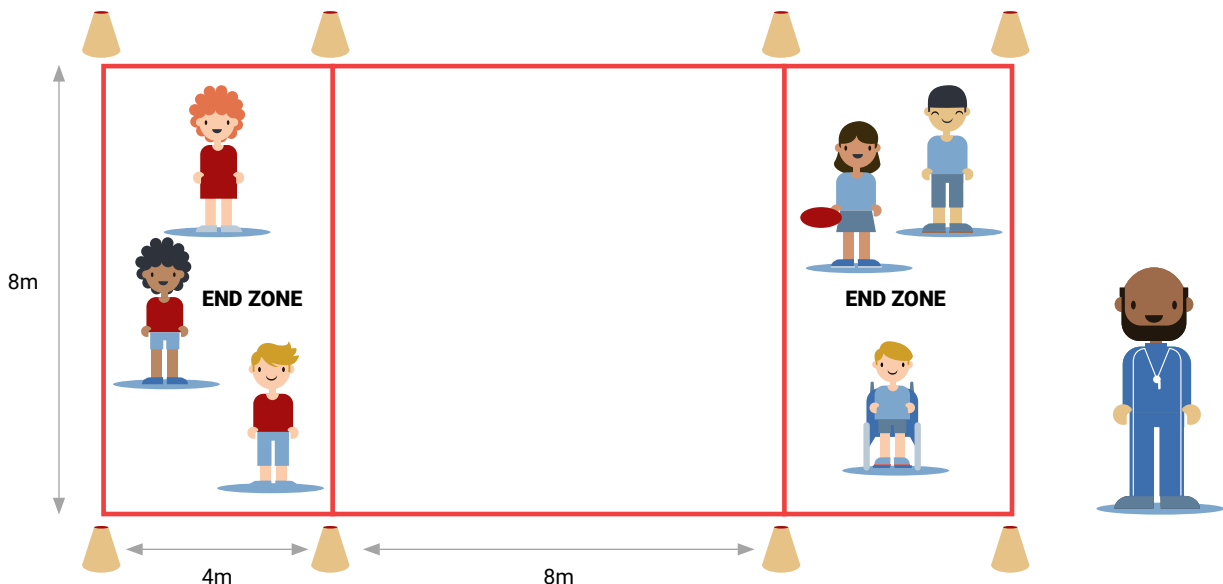
Ultimate Adapted 3 vs 3

SKILL CATEGORY	Manipulative, Balance, Social Emotional, and Locomotor
EQUIPMENT	For each group of 6 <ul style="list-style-type: none"> • 1 disc • 8 small cones
SETUP	Use 8 small cones to set a field with 2 end zones as shown in the diagram. Group the children into 2 teams of 3 children per side.
ADDITIONAL DETAIL	Children maintain possession of the disc as long as it is in their hands. Children on the opposing team cannot snatch the disc or knock it from another child's hands. This game can be made more challenging by adding a time limit on how long a child may hold the disc before throwing (10 seconds)
TARGETED DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Gross motor skills • Hand-eye coordination • Spatial awareness • Cooperation

BASIC STEPS

The goal of each team is to transport the disc via the give and go technique into the opposite end zone to score a point.

- One team starts with the disc and must move it up the field without running with the disc (by standing still and throwing to a teammate)
- The team without the disc must try to catch it or knock it to the ground
- If the disc hits the ground, is thrown outside the field, or is caught by the opposing team, that team takes possession and may now attempt to score in their opposing end zone.
- Each time a team scores the opposing team must retreat to the opposite end zone. The scoring team then throws their opponents the disc and they may catch it or pick it up to begin play.



Chapter 5

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