

Mini-unit: Huck the Fris

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EPHE 311: Physical Education for General Classroom Teachers II

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Table of Contents

Overall Goals.....	3
Lesson 1.....	3
Lesson 2.....	9
Lesson 3.....	15
Appendix.....	19
Appendix 1.....	19
Appendix 2.....	21
Appendix 3.....	24
References.....	26

Overall goals for this unit:

Big Ideas

- “Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.”
- “Developing healthy relationships helps us feel connected, supported, and valued.”

Competency

- “Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments”
- “Apply a variety of movement concepts and strategies in different physical activities”
- “Apply methods of monitoring exertion levels in physical activity”
- “Develop and demonstrate safety, fair play, and leadership in physical activities”

Content

- “proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills”
- “movement concepts and strategies”
- “how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games”
- “benefits of physical activity and exercise”

Lesson # 1 of 3

<p>Topic: Intro to Frisbee Grade(s): 4-5 coed Class size: 24 Class length: 60 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> - 25-30 Foam frisbees - 15 Hula hoops - 24 Jump ropes - Stack of disc cone’s 	<p>Learning objectives: TSWBAT...</p> <p>Cognitive</p> <ul style="list-style-type: none"> - Listening to instruction, able to respond to a demonstration and copy model <p>Psychomotor</p> <ul style="list-style-type: none"> - Hand-eye coordination throwing the foam frisbee - Catching the foam frisbee - Running <p>Affective</p> <ul style="list-style-type: none"> - Taking constructive feedback 	
<p>Parts of the lesson</p> <p>Set up before class: (Bring down to the field)</p> <ul style="list-style-type: none"> - Foam frisbees - Hula hoops - Jump ropes - Disc cone’s <p>Activities:</p> <ol style="list-style-type: none"> 1) Octopus Tag 2) Throwing a Foam Frisbee 3) Target Practice 4) Tic-Tac-Toe 5) Catch the Foam Frisbee 6) Foam Frisbee Throwing Race 	<p>Time Allotted</p>	<p>Teaching Points</p>

moves to the hula hoop position and Student B will now become the retriever.

- Rotate three to four times through each position
- Student in hula hoop position can change the position of the hula hoop (to the side)



- *Once finished, regroup into groups of four
- *Students give back/exchange equipment

Skill Builder - Tic-Tac-Toe

- Teacher demonstrates with jump ropes how to make a tic-tac-toe board
- Groups of four will lay out tic-tac-toe boards
- Groups split into two teams (X and O)
- Each team will start roughly 2m away from the board
- Team X will be student A and student B
- Team O will be student C and student D
- If Team X throws first, student A will aim the foam frisbee for a square and throw
- One rethrow if a student misses the board or on a spot that is occupied
- Once the throw is finalized, student B will place a disc cone where the foam frisbee landed
- Student B will throw next turn for Team X
- After a disc cone is placed the team who is throwing will switch (Team X and Team O)
- Cone placed to signify spot (Cone upside down for team X and rightside up for team O)
- Goal is to get three foam frisbees in a row

9 mins
(10:19)

- Put more or less distance between thrower and hula hoop holder

Teaching Cues

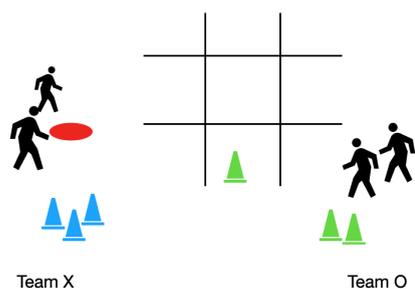
- Groups of four, consisting of two teams (X and O)
- Take turns throwing on each team
- Circulate around the field to ensure boards are properly setup and students are practicing with proper formation and stance

Safety Concerns

- Enough space for each group
- Students use the whole field and not bunch up

Modifications

- If easy, have students complete the task from further away
- If hard, have students adjust the grid size of the board



*Return disc cones and jump ropes

Skill Builder - Catch the foam frisbee

- Evenly form two lines 3m apart (use disc cones if lines not available)
- Partner As on one line
- Partner Bs on the other line
- Teacher models how to catch a foam frisbee (Alligator or One hand)
- Partners throw and catch to one another
- After two successful throws/catches each partner takes a step back
- After a few minutes the teacher will call out 'Shift'
- Students with a frisbee will drop it and everyone will shift one position to their right
- Students on side A at the end of the line will run behind their line to the other end to be partnered up again
- Teacher will call out 'shift' a few more times, having the shift take place in shorter intervals

8 mins
(10:28)

Teaching Cues

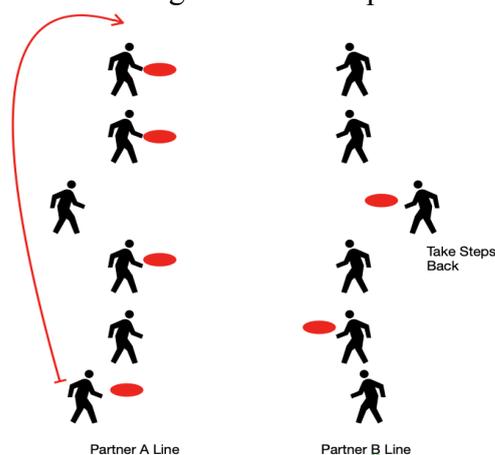
- Two lines
- Partner A on one line, B on the other
- Two successful throws/catches
- Each partner take a step back
- Call 'Shift'

Safety Concerns

- Ensure space between groups
- Call out 'heads' if throw goes wild

Modifications

- If easy, have students increase distance between one another



When 'Shift' is called
(follow red arrow)

Skill Builder - Foam Frisbee Throwing Race

- Evenly form two lines 6m apart (use disc cones if lines not available)
- Partner As on one line
- Partner Bs on the other line
- 4 Disc cones will be placed for students to run to (two on partner A side, and two on Partner B side)
- After partners throw/catch 10 total they will run to the placed disc cones and back
- Repeat, once teams complete three times they will do 10 jumping jacks

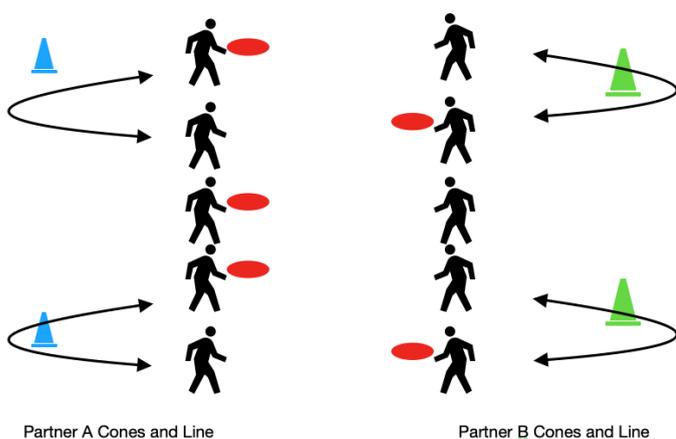
8 minutes
(10:36)

Teaching Cues

- Two lines
- 4 Cones, two on each side
- 10 total throw/catches
- Check formation

Safety Concerns

- Students have space between one another
- When running to the disc cone and back be aware of their surroundings (other runners)



Culminating Activity - Call and Catch

- Split students into two groups
- Each group will form a circle and be given one foam frisbee
- Students with the foam frisbees will call another students name and throw it to them
- As students seem to have a handle on the game the teacher will handout a second foam frisbee per group
- Second foam frisbee will be added into circulation of the game increasing the engagement and challenging the students
- After some time (based on students engagement) take away the second foam frisbee from each group
- Introduce running challenge to the activity
- Each group will consist of approximately 12 students
- Student A throws to Student B
- Student A runs on the outside of the circle to Student B's spot
- Student B throws to Student C

12 mins
(10:44)

Teaching Cues

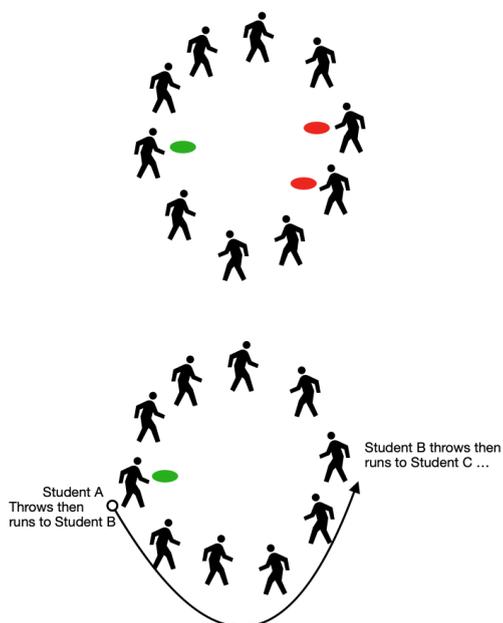
- Ensure all students have a chance to throw and catch
- Add foam frisbee
- Take away foam frisbee for running addition

Safety Concerns

- When two frisbees are in play, students may get hit by the frisbee
- Space between groups
- Running safety, heads up

- Student B runs on the outside of the circle to Student C's spot and so on

1 Frisbee Version
2 Frisbees Version



Closure Comments:

- **Have a student demonstrate the technique on how to throw and catch the foam frisbee**
- **Going over the importance of aiming with their hand and using their wrist to flick**
- **Ask the students what they enjoyed or what they would change for next time**
- **Encourage students to be honest with how they feel**

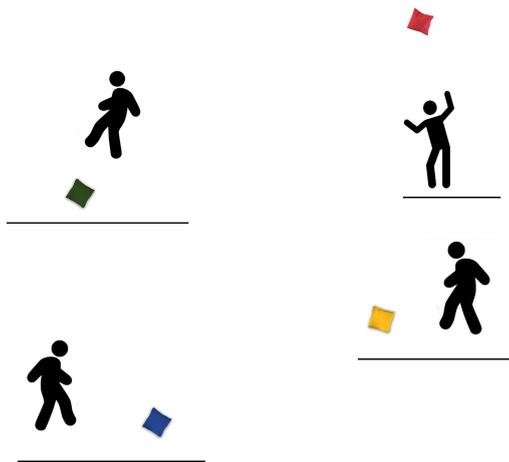
3 mins
(10:56)

Teaching Cues

- Cleanup
- Review of skills learned

Lesson # 2 of 3

<p>Topic: Throwing and accuracy Grade(s): 4-5 coed Class size: 24 Materials/Resources:</p> <ul style="list-style-type: none"> - Stack of cones - 12 Baskets - 24 Foam frisbees - 24 Clipboards - 28 Recording worksheets - Music/something to play music on 	<p>Learning objectives: TSWBAT...</p> <p>Cognitive</p> <ul style="list-style-type: none"> - Listening to instruction, able to respond to a demonstration and copy model <p>Psychomotor</p> <ul style="list-style-type: none"> - Throw frisbee with both hands - Pass frisbee to others with accuracy - Catch frisbee passes - Hit a target with frisbee <p>Affective</p> <ul style="list-style-type: none"> - Work together with partner 	
<p>Parts of the lesson Set up before class:</p> <ul style="list-style-type: none"> - Take out cones - Take out baskets - Take out foam frisbees - Set up clipboards with pencils and recording sheets - Cue up music <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up 2) Distance throwing 3) Throw and catch drill 4) Frisbee H.O.R.S.E 5) Frisbee bowling 	<p>Time</p>	<p>Teaching Points</p>
<p>Lesson Description Arrival and set-up</p> <p>Warm-up - Bean Bag Toss and Jump</p> <ul style="list-style-type: none"> - Give each student a beanbag - Students start by walking around the area tossing and catching their own beanbags - When the signal is given, students drop their beanbags, do 5 jumping jacks, and hop over as many bean bags as possible - As students move to a bean bag they point and call out “mine” to indicate they will be hopping over it - Students change movement each round, e.g. skipping, galloping, side stepping, moving faster 	<p>2 min (10:00)</p> <p>5-8 min (10:02)</p>	<p>Teaching Cues</p> <ul style="list-style-type: none"> - Spacial awareness - Catching and tossing - Fast start and stop movements - Communication on where students are moving <p>Safety Concerns</p> <ul style="list-style-type: none"> - students running into each other - slipping on beanbags <p>Modifications</p> <ul style="list-style-type: none"> - Set approximate heights for students to toss bean bags to - Challenge students by naming a colour or number of bags they need to hop over



Skill Builder - Throwing for Accuracy

- Students warm up arms and upper back by doing jumping jacks and arm circles to start
- Using four cones per station, set up 8 stations around the PE area. Lines, triangles, etc
- Students will be in groups of three and will all share the three frisbees they have
- Each student takes a turn throwing the three frisbees and retrieves them for the next student in their group
- Students will move between stations trying to land each frisbee on a different cone at the station
- Hand out recording worksheets and clipboards so students can record their accuracy at each station (these will be used at the end of the lesson)
- Accuracy will be recorded by students steps
- Put clipboards aside to return to at the end of lesson

10 min
(10:12)

Teaching Cues

- Frisbee control
- Throwing accuracy
- Hand eye coordination

Safety Concerns

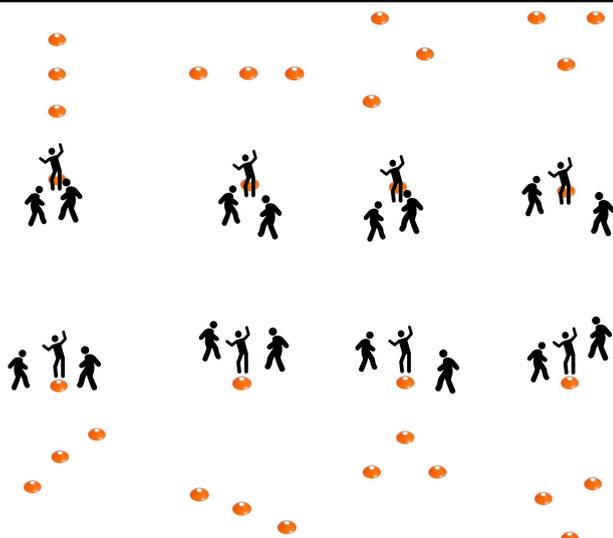
- Students moving around with clipboards and pencils, wayward frisbees hitting students

Modifications

- Set up stations with higher or lower difficulty

*UDL Checkpoint 6.1 (Appendix 1.3)

*See Appendix 2 for worksheet



Drill - Throw and Catch/Hot Frisbee

- In pairs start 2 m apart
- Partner A starts with a frisbee and throws to partner B
- Once the pair has 2 successful catches in a row the each take a step back and start again
- Repeat until they can no longer make 2 catches in a row or run out of space
- After a few minutes tell students you will start playing a song and when they hear the song stop they have to find a new partner
- Students with the frisbee will find a partner without a frisbee and vice versa



*Note: Students will be more spaced out for this activity than in the above diagram

Frisbee H.O.R.S.E

- Students pair up and get 2 frisbees and a basket
- Decide who goes first by flipping a frisbee

5-10 min
(10:22)

Teaching Cues

- Frisbee control
- Throwing accuracy
- Hand eye coordination
- Catching
- Play area awareness
- Teamwork

Safety Concerns

- Students hitting each other with frisbees

Modifications

- Have students start further apart for more of a challenge

10 min
(10:32)

Teaching Cues

- Frisbee control
- Throwing accuracy

- The first player names a “trick shot” (eg. on one leg) and both players try to throw their frisbee into the basket
- If the first player gets their frisbee into the basket and the second player does not, the first player picks another “trick shot” and the second player gets an H in the word horse
- If both players get their frisbees in the basket no letters are given out
- If first player misses the basket it becomes the second players turn to name a “trick shot”
- The game ends when one player has spelled out horse
- Students will challenge other students when their game ends



Moving to Space (Extra)

- In pairs have students set up three cones
- Two cones 4 meters across from each other and the third cone at 90° and 3 m away from one cone
- Student A will throw the frisbee at the third cone and student B will run to try and catch it
- Have students switch so each has a chance as the thrower and the catcher

8-10 min

- Hand eye coordination
- Safety Concerns
- Students throwing frisbees too far and hitting others.
 - Note: instruct students that closing their eyes for a “trick shot” is not acceptable

Modification

- If students have a hard time getting the frisbee into the baskets switch the goal to hitting the basket

Teaching Cues

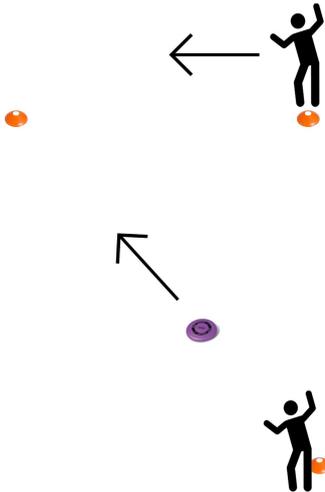
- Frisbee control
- Throwing accuracy
- Hand eye coordination
- Catching
- Play area awareness
- Teamwork

Safety Concerns

- Students falling, running into each other to catch frisbees
- Slipping on cones

Modifications

- Change the angle of the target cone



Culminating Activity - Frisbee Bowling

- Students pair up and challenge another pair to a bowling match
- Set up 2 sets of 12 bowling pins (or foam bricks, whatever is on hand) in different colour hula hoops (a set of 12 for each pair)
- When the whistle blows one student of each team throws their frisbee at the other teams pins trying to knock down as many as they can
- The student then runs to retrieve the frisbee and pass it off to their teammate
- This continues until one hoop of pins are all knocked over
- If time allows teams will challenge other teams

10-15 min
(10:42)

Teaching Cues

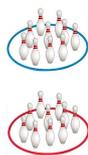
- Build teamwork skills
- Frisbee control
- Throwing accuracy
- Hand eye coordination
- Fast start and stop movements

Safety Concerns

- slipping on cones
- collisions between students

Modifications

- Lower number of pins
- Change arrangement of pins



<p>Closure :</p> <ul style="list-style-type: none"> - Breakdown throwing and catching techniques - Review throwing with accuracy <ul style="list-style-type: none"> - Have students return to the sheets they filled out during the distance throwing skill builder - Students complete a self assessment and set goals using these numbers as a baseline <p>Teamply:</p> <ul style="list-style-type: none"> - Encourage teammates and you will all have more fun 	<p>3 mins (10:57)</p>	<p>Teaching Cues</p> <ul style="list-style-type: none"> - Cleanup - Review skills
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Lesson # 3 of 3

<p>Topic: Building skills for ultimate Grade(s): 4-5 coed Class Size: 24 Materials/Resources:</p> <ul style="list-style-type: none"> - Stack of cones - 24 foam frisbees - 12 hoola hoops - Four colors of pinnies - Clipboards - Recording sheets 	<p>Learning objectives: TSWBAT...</p> <p>Cognitive</p> <ul style="list-style-type: none"> - Listening to instruction, able to respond to a demonstration. - Anticipating where the frisbee is going (reading the spin and trajectory) <p>Psychomotor</p> <ul style="list-style-type: none"> - Throwing frisbee/accuracy - Catching while stationary and in motion - Running into space <p>Affective</p> <ul style="list-style-type: none"> - Working together with partners and teams - Emotional awareness during more competitive style games, being a good sport - Staying engaged and level of participation 		
<p>Parts of the lesson Set up before class:</p> <ul style="list-style-type: none"> - Take out cones - Take out hula hoops - Take out foam frisbees - Set up clipboards with pencils and recording sheets <p>Activities:</p> <ol style="list-style-type: none"> 1. Guided Mirror 2. Shark Attack 3. Catch-5 Pairs Race 4. Frisbee Slam 5. Full team Keep Away 6. Throwing Relay 		<p>Time</p>	<p>Teaching Points</p>
<p>Lesson Description Arrival and set-up</p> <p>Warm-up 1 - Guided Mirror</p> <ul style="list-style-type: none"> - In groups of two, students stand face to face 1.5m apart - The teacher guides a warm up of short activities to get the body moving - Students mirror each other, trying to emulate what the other is doing - Activities to focus on are arm circles, high knees, toe touches, bum kicks, dancing, lunges, jumping jacks, hopping, push ups, burpees, etc..., <p>Warm-up 2 - Shark Attack (tag)</p>	<p>2-4 min (10:00)</p> <p>4 min (10:04)</p> <p>6 min (10:08)</p>	<p>Teaching Cues</p> <ul style="list-style-type: none"> - General warm up to get heart going and muscles stretched out <p>Teaching Cues</p> <ul style="list-style-type: none"> - Spacial awareness - Reaching, chasing, dodging 	

- The 'fish' (students) line up on one side of field or gym, while two or three students start at a center line as the 'sharks'
- When the teacher directs, all of the 'fish' run across the center trying to reach the other side
- The 'sharks' try to catch the 'fish' by tagging them
- Sharks can run anywhere in the play area
- If a 'fish' is tagged, they become stationary
- Game continues and the 'live fish' have the option to tag the 'stationary fish' back into the game
- Teacher will change who the 'sharks' are two times to let others be it
- See Appendix 3.2 for video of game



Skill Builder - Catch-5 Pairs Race

- In pairs start 4 m apart
- Partner A & B throw a frisbee back and forth
- If either of the pair drop a throw they start their counting over
- Once the pair has 5 successful catches in a row they run to touch a tree or another object about 20 m away. If in a gym, they can run around the outside of the play area
- Teams will see how many sets they can do in 4 minutes
- After 4 minutes students will switch partners

9 min
(10:14)

- Fast start and stop movements
- Communication on where students are moving

Safety Concerns

- Students running into each other

Modification

- Have 3 sharks instead of 2 depending on how many students are being tagged
- Can use a shortened pool noodle to tag, so students aren't using their hands

Teaching Cues

- Frisbee control in fast paced situation
- Throwing accuracy
- Hand eye coordination

Safety concerns

- Students hitting each other with frisbees.
- Running into each other while running

*UDL Checkpoint 8.2 (Appendix 3.1)



*Note: Students will be more spaced out for this activity than in the above diagram

Skill Builder - Frisbee Slam

- In groups of two students will have one frisbee and one hoola hoop per pair.
- Line up in rows about 4-5m away from each other
- Student A will be the thrower and throw the frisbee toward student B who will be standing behind the hula hoop on the ground
- Student B will try to slam or tip the frisbee down to land in the hoola hoop for a point
- When they reach 4 points the students switch spots and roles and continue on
- See Appendix 3.3 for video of game iteration

9 min
(10:23)

Teaching Cues

- Frisbee control
- Throwing accuracy
- Hand eye coordination
- Catching
- Play area awareness
- Teamwork

Modification

- Make distance shorter or longer dependent on difficulty



*Note: Students will be more spaced out for this activity than in the above diagram

Skill Builder - Full Team Keep Away

- Class splits into four teams using different colour pinnies. 6 players per team
- 2 teams per game

10 min
(10:32)

Teaching Cues

- Frisbee control
- Throwing accuracy
- Hand eye coordination

- In a dedicated area (dependent on team size) teams will try to complete 5 passes in a row to score a point
- At least four different players must be involved in one of the catches
- Team on defense is trying to either catch the frisbee or knock it out of the air
- If the defensive team knocks it down or intercepts, their team takes possession and is now on offense trying to make 5 complete throws
- Passes are to be at least 2 meters in distance.
- After 3 or 4 minutes have teams swap to play against other teams



Culminating Activity - Throwing Relay

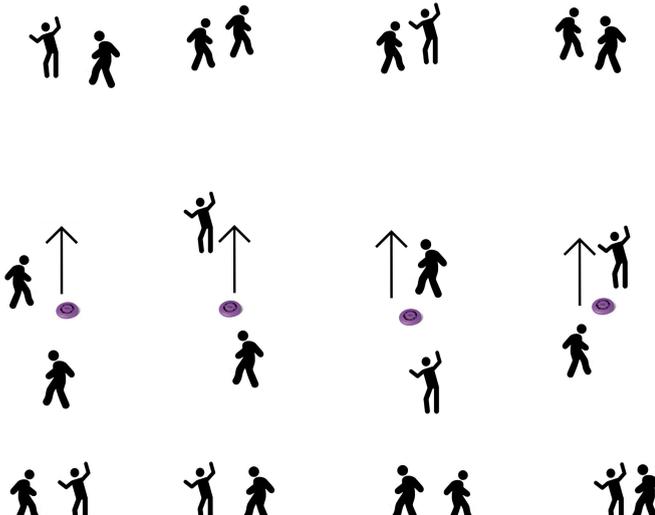
- Teams of six with 4 starting on side A and 2 starting on side B (example width of a soccer field)
- When teacher says 'go', two students from side A attempt to complete multiple successful passes to get to side B
- When they reach side B, the two students on that side repeat what the first group did going the other way
- This repeats a third time with the last 2 students to finish the race
- If a student does not catch a throw, they must repeat the throw until it is caught to continue down the field
- The teacher will gauge whether to switch teams up to make it more even or keep teams the same to run the race again

13 min
(10:42)

- Start thinking ultimate frisbee strategies
 - Spatial awareness
 - Anticipating passes for defense
- Modifications
- Change the number of passes to 4 or 6 dependent on how easy or hard it is for the teams.
 - If it is too hard to connect multiple passes in a row, could add a three strike rule, where the offensive team can drop, miss or have passes blocked 2 times before a turn is over.

Teaching Cues

- Talk about anticipating where the frisbee will go
- Dependent on how it is thrown and the angle that it is flying
- Build teamwork skills
- Frisbee control
- Throwing accuracy
- Hand eye coordination
- Fast start and stop movements
- Catching on the run

 <p>*Note: Students will be more spaced out for this activity than in the above diagram</p>		
<p>Closure :</p> <ul style="list-style-type: none"> - Breakdown throwing and catching techniques - Talk about anticipating where the frisbee will be - Review throwing with accuracy <ul style="list-style-type: none"> - Have students return to the exit tickets from the last day <p>Self Assessment</p> <ul style="list-style-type: none"> - See Appendix 3.4 for self assessment <p>Teamply:</p> <ul style="list-style-type: none"> - Encourage teammates and you will all have more fun 	5 mins (10:55)	<p>Teaching Cues</p> <ul style="list-style-type: none"> - Cleanup - Review - Assessment

Appendix:

Appendix 1

Appendix 1.1

UDL Checkpoint 9.2 (Managing and coping skills)

Ensure when you start this unit to let the students know that these are skills that are gained over time and practice. That they are not expected to know them perfectly right away.

Provide lots of feedback throughout the lesson and communicate with the students. Ensure they know it is a safe community to express emotions and to say what they need.

Appendix 1.2

UDL Checkpoint 1.2 (Offer alt. For auditory information)

Have alternate methods for delivery of instructions, this could be bringing down chart paper to write, or have a printed lesson plan for the student with instructions. As well, have signals

that you and the students all know that are universal. For example, instead of using just a whistle, you could use a hand wave and the whistle. Ensure you are always standing in that students' eyesight.

Appendix 1.3

Systematic Task Analysis: Right Hand Frisbee Throw

1. Hold the frisbee in your right hand, with your pinky to middle fingers curled, pointer finger and thumb on the edge of the frisbee
2. Feet are placed shoulder width apart
3. Left foot is at 90 degrees to where you will be throwing
4. Right foot is pointing to where you will be throwing
5. Right arm is across the body, near left shoulder
6. Pulling your arm straight across your chest with your elbow bent
7. Arm stops - pointing towards the target
8. As you release the frisbee you want to flick the rest





Appendix 2

Appendix 2.1

UDL Checkpoint 6.1 (Guide appropriate goal-setting)

Students will use a self assessment sheet during the distance throwing skill builder activity.

Teachers will ask students to return to this sheet at the end of the lesson and use it as a baseline to set goals for their frisbee accuracy

Appendix 2.2

Double Sided recording worksheet on pages below

NAME: _____

RECORD HOW MANY STEPS YOU TAKE BETWEEN THE CONE AND WHERE
THE FRISBEE LANDS



<p>STATION 1:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>	<p>STATION 2:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>
<p>STATION 3:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>	<p>STATION 4:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>
<p>STATION 5:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>	<p>STATION 6:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>
<p>STATION 7:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>	<p>STATION 8:</p> <p>CONE 1 - _____</p> <p>CONE 2 - _____</p> <p>CONE 3 - _____</p>



WHAT WAS ONE THING YOU ENJOYED ABOUT TODAY'S ACTIVITIES?

HOW WAS YOUR THROWING ACCURACY?

WHAT WAS ONE THING YOU STRUGGLED WITH?

WHAT IS ONE GOAL YOU WOULD LIKE TO ACCOMPLISH NEXT TIME?

Appendix 3

Appendix 3.1

UDL Checkpoint 8.2 (Vary demands and resources to optimize challenge)

By creating modifications to games that make it harder or easier for students, it allows room for all students to be challenged at their level. Frisbee games that put more or less space in between students based on how many catches they have made make it more challenging as they complete more passes.

Appendix 3.2

Shark Attack

<https://youtu.be/hhsNr489FbM>

Appendix 3.3

Frisbee Slam

https://youtu.be/2rx_UcPMing

Reflection Chart

Name:

Tick the column that fits you best

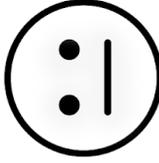
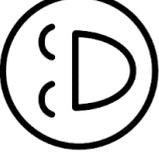
After this week how do you feel about throwing for accuracy?

After this week how do you feel about throwing for distance?

After this week how do you feel about catching while stationary?

After this week how do you feel about catching while moving?

After this week how do you feel about frisbee overall?

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