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| Materials | Frisbee or paper plate (or other throwing object like socks), multiple small objects for markers (e.g., plastic cups, plastic measuring cups), paper, pencil |
| Learning Outcome | Develop a course for a target game and perform aerobic, fitness, and core activities while throwing for accuracy. |

Description

Ensure there is enough space to do the activity away from any safety hazards. Design a disc golf course indoors or outdoors using materials available. For each hole, create a tee-off area and a hole a certain distance away from each other using small objects (e.g., plastic cups, plastic measuring cups, etc.). Each tee-off and hole object markers should be similar to distinguish different holes or consider numbering both the tee-off marker and the hole marker (e.g., the first hole's tee-off marker and hole marker both have a number 1). For each hole, write a different fitness activity on a piece of paper and place it by the tee-off marker. Examples of fitness activities include:

- Lunges x 5 per leg
- Wall sit x 30 seconds
- Squats x 10
- High knees x 10 per leg
- Plank x 30 seconds
- Jumping Jacks x 10
- Sit down and jump up x 5
- Run on the spot x 30 seconds

Play the disc golf course in pairs if possible using the same throwing object and altering throwing turns. If two players are not available, the game can also be played with a single player. Start at the first tee-off and throw the object toward the hole. If it does not land or hit the hole marker, move to where the object landed and perform the fitness activity.

Continue this process until the object lands or hits the hole marker. Finish the course or play for a selected amount of time. Consider keeping score and playing again to see if the score can be improved.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *How did the accuracy of your throw change after performing some of the fitness activities?*
- *How could you design a more challenging course?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

| S Space | T Task | E Equipment | P People |
|--|---|---|--|
| Reduce the amount of holes and the distance from the tee-off and the hole. | The youth throws an object (e.g., pool noodle, stuffed animal) through different sized hoops hung around the playing space. After each throw, the youth performs different actions that reflect their ability (e.g., punch the air, jump on the spot, etc.) | Use a bean bag or baggie filled with rice to throw from hole to hole. | With permission, use physical cues to manually move the youth's arm through the frisbee throw. |