

How to Use It

- As you teach, assess your students' comfort, interest, and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to SPARK It Up extensions and add more difficulty. If it is too difficult, decrease the variables, simplify, and slow down.
- Highlight and emphasize game skills commonly shared with soccer, basketball, and hockey, (e.g., moving into open space, offensive/defensive strategies, etc.).
- Implement the Flying Disc SPARK Event during the last days of the unit and provide an exciting culminating experience that will showcase skills and knowledge learned. Use the SPARK Event as a foundation for teacher and student creativity and expand the idea to make it relevant to your students, school, and community.
- Use the Integrations as background information during a lesson introduction or closure. Another option is to print all the unit Integrations from SPARKfamily.org and staple the entire set to a bulletin board in the sequenced order. Pull off the top Integration before the start of each new lesson.
- Generate interest for the SPARK Event with a bulletin board focusing on unit content and the SPARK Event theme. SPARK Event bulletin board plans and supplemental resources can be found at SPARKfamily.org.
- Review the assessment samples provided on SPARKfamily.org.
 - The *Flying Disc Self-Check* is a student-paced assessment that can be used throughout the entire unit.
 - *Flying Disc Performance Rubrics* are observational assessments used to collect skill development data.
 - *Flying Disc Peer Coaching Task Cards* guide students in offering feedback to their partners for proper performance. Students take turns being the Coach and the Performer.
 - *The Flying Disc Unit Test* provides students a chance to show off their new knowledge through a short, written test given at the end of the unit.
 - *Flying Disc Coulda, Shoulda, Woulda* scenarios allow students to reflect and respond to situations they are often faced with during physical education/physical activity settings. These make excellent homework assignments and topics to discuss with a partner or in small groups.
 - *The Flying Disc Create a Routine* activity is used toward the end of the unit.
- Follow the sample *Flying Disc Unit Plan* (SPARKfamily.org), or use it as a guide to adjust and create your own unit plans which meet your particular instructional requirements.

Safety

- Be sure the surface of the activity area is smooth, dry, and free of unnecessary equipment.
- Emphasize body control (avoid running into others).
- Cue students to be "on the lookout" for misdirected discs. Reduce risk of errant disc throws by:
 - Playing on a large field with adequate space between students.
 - Have students throw in the same direction.
 - Remind students not to throw while others are retrieving.
 - Use low, short passes in breezy conditions, and consider purchasing heavier discs; they perform better in the wind.
- Use grids with plenty of room for students to move safely.
- Mark grid boundaries clearly and teach students how to stay in their own grids.
- Establish rules for dealing with errant discs.

Limited Equipment/Large Class Ideas

Tag Team Traveling

- While half the students practice skills using flying discs, engage the other half in an activity that doesn't require equipment. This keeps all students active using only half the equipment normally required.
- Pair students (Tag Teams) and scatter them around the perimeter using a spot marker as their home base. For partner activities, such as tossing and catching, 2 pairs share a single home base and 1 flying disc.
- While 1 pair travels the perimeter, the other pair stays at home base to practice a designated skill. When the traveling pair returns to home base, they give the other pair a high-five and switch roles.