Teaching Ultimate
An Educator's Guide

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The sport of Ultimate is growing by leaps and bounds at the youth and college levels, and with the help of educators such as you, more and more athletes are getting hooked on Ultimate every day. According to the *2008 Sporting Goods & Manufactures' Report*, Ultimate is the fastest-growing team sport, and it's with good reason – the game is action packed, high-endurance, and just plain fun to play. Playing Ultimate can easily become a lifelong passion, with playing opportunities existing on every level from local leagues to national championships for multiple divisions. Elite teams require not only great technical skills, such as throwing and strategy, but also great fitness and physical prowess. As you'll see, Ultimate is a sport that requires everyone on the field to be engaged and active, which makes for a fantastic experience!

This resource has been designed to help educators with limited or no experience with Ultimate and other disc sports find insight into the physical skills (such as throwing, catching, and marking), the team strategies, and the unique officiating structure of Ultimate, including Spirit of the Game®. The goal is to help educators teach the sport accurately and with detailed instruction and activities.

The "Skills, Lessons & Assessment" segment contains skill breakdowns, assessment rubrics, and model unit plans. It is organized for simplicity and ease of use. The unit plans are divided into five levels, from basic to more advanced skills. It is possible to progress at a pace appropriate to the age and experience of the class, so that students are able to develop the necessary skills to enjoy the game of Ultimate.

The remainder of the material focuses on brainstorming ways to incorporate Ultimate into different models of physical education, terminology and additional tools for teaching Spirit of the Game®. This also includes a few ideas for how to use technology, explanations of Ultimate's health benefits, and ideas for integrating students with special needs.

For those who are looking for more detailed strategies, a supplement entitled "Basic Skills, Strategy & Drills" is available from USA Ultimate. To check out the game of Ultimate through high action video clips, visit http://www.usaultimate.org/multimedia.

Special thanks to William Smolinski, Wynne Scherf, Catherine Greenwald, Baker Pratt and Meredith Tosta for the writing, compilation and editing of this material.

Spirit of the Game®

"Ultimate relies upon a spirit of sportsmanship which places the responsibility for fair play on the player. Highly competitive play is encouraged, but never at the expense of mutual respect between players, adherence to the agreed upon rules of the game, or the basic joy of play. Protection of these vital elements serves to eliminate adverse conduct from the Ultimate field. Such actions as taunting of opposing players, dangerous aggression, belligerent intimidation, intentional fouling, or other 'win at all costs' behavior are contrary to the Spirit of the Game® and must be avoided by all players." (USA Ultimate Rules of Ultimate, 11th edition, 2009)
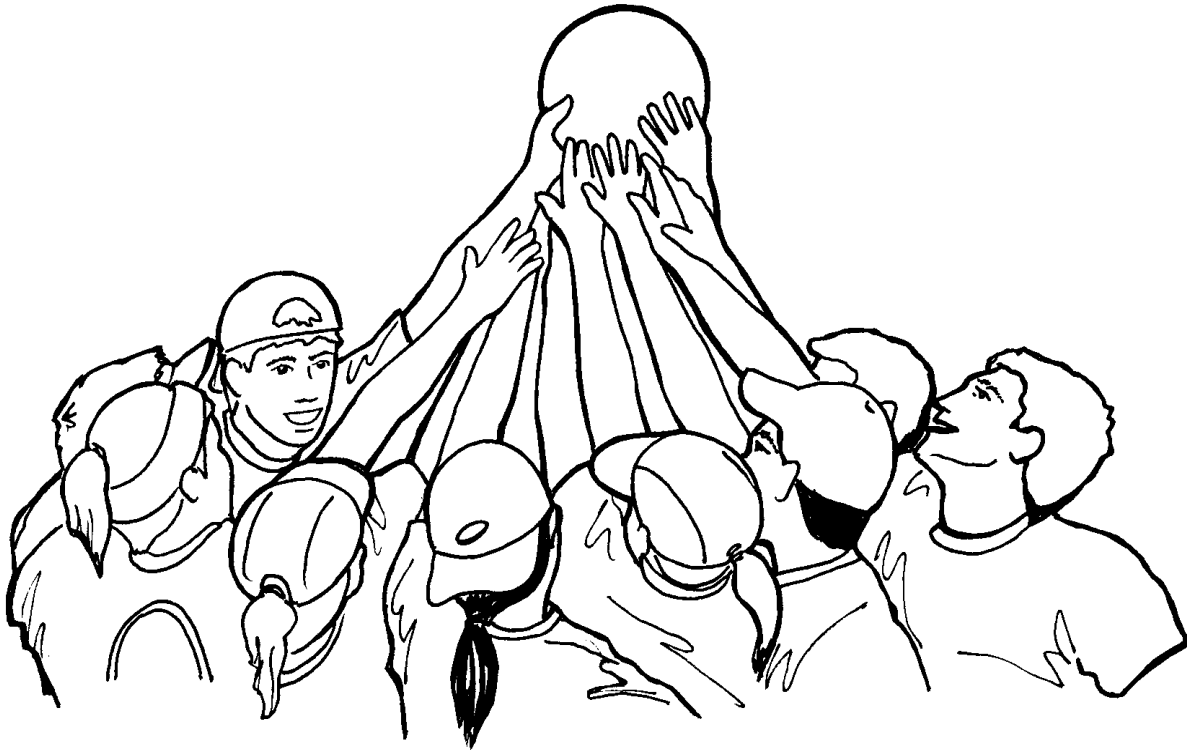
Ultimate has coined the term "Spirit of the Game®" (SOTG) to define a concept that is common in sports. While in other sports this concept (sportsmanship) tends to be parenthetical, and intentional violations are not uncommon, Ultimate's nature as a self-officiated sport requires an unparalleled level of integrity and mutual respect from the players. The onus is on the players, not a neutral third party, to ensure that the game is played fairly. Thus, SOTG is a standard that is of paramount importance. Learning to resolve differences of opinion with opponents and to take personal responsibility for playing honestly are lessons that carry over into all aspects of life, and Ultimate can be the vehicle to learn and practice those skills.

To learn more about how Spirit of the Game® is applied in Ultimate, see "Ten Things You Should Know about Spirit of the Game®"

The Game of Ultimate

Like many sports, Ultimate has an official set of rules that can seem daunting to new players. As in other sports, technicalities can be set aside for the sake of fun and learning. Here is a basic summary of the rules:

ULTIMATE IN 10 SIMPLE RULES

The Field: A rectangular shape with end zones at each end. A regulation field is 70 yards by 40 yards, with end zones 25 yards deep.

Initiate Play: Each point begins with both teams lining up on the front of their respective end zone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.

Scoring: Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play is initiated after each score.

Movement of the Disc: The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count.

Change of Possession: When a pass is not completed (e.g. out of bounds, drop, block, interception), the defense immediately takes possession of the disc and becomes the offense.

Substitutions: Players not in the game may replace players in the game after a score and during an injury timeout.

Non-contact: No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.

Fouls: When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.

Self-Officiating: Players are responsible for their own foul and line calls. Players resolve their own disputes.

Spirit of the Game®: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

Thanks to Steve Courlang and Neal Dambra, 1991, for the development of "Ultimate in Ten Simple Rules"

An Ultimate field is set up much like a football field (see diagram below). In championship level play, an Ultimate field is **40 yards wide, each end zone is 25 yards deep, and the distance of the field itself (excluding the goal) is 70 yards**. However, dimensions may be altered to fit the number of players and the space available. For example, using the following reduced dimensions (see diagram), you can easily set up multiple Ultimate fields within a regular soccer or football field space.
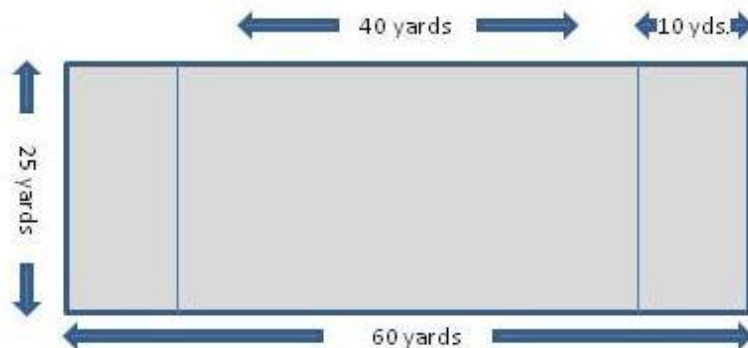
Each team starts the game with seven players standing in opposite end zones.   The game starts with a "pull." The defensive team

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USA Ultimate – Teaching Ultimate (2011)

throws the disc (called "pulling") toward the team starting on offense, similar to a football kickoff. Both teams are allowed to cross their end zone line after the disc has been released.

Teams score when any one of their seven players catches a pass that crosses the front line of the opponent's end zone. Since there is no running with the disc, teams must complete one or more throws in order to advance toward their goal. The thrower cannot complete a pass to herself and has only ten seconds to throw. The seconds, called a "stall count," are counted aloud by the "marker," the person defending the thrower. The marker must begin the count with the word "stalling" and must count out loud until she reaches ten or until the disc is thrown.   The marker cannot stand any closer than the width of the disc, shield the throwers eyes, or hit the disc while it is in the thrower's hand. As soon as a new thrower catches the disc, the stall count begins again at "stalling one" with a new marker. If there is no marker to count the stall, the thrower can hold the disc indefinitely.

The goal of the defensive team is to create turnovers so that they may take possession of the disc. There are five ways for the defense to create a turnover:

- Reach ten on the stall count
- Force the offense to throw the disc out of bounds or to complete a pass to a receiver that is out of bounds
- Intercept the disc while it is flying between offensive players from the offense
- Knock a thrown disc to the ground
- Force the offense to throw a pass that hits the ground

There is no contact in Ultimate, so tackling, holding, blocking, picking, screening, etc. are not appropriate ways to force a turnover or make a play on the disc. Such actions constitute a foul and will be covered later.

Once the defense causes a turnover, it may pick up the disc and start playing offense. The team now attacks the opposite end zone of its opponent's. The team that was on offense immediately becomes defense. Other than in the case of injuries, substitutions happen only in between points.

The team that scores stays in the end zone where it scored. Meanwhile, the team that did not score walks back to the opposite end zone. Play resumes with the scoring team pulling the disc.

For more comprehensive rules to use in scrimmages, see the "Intramural Rules of Ultimate" at the end of the manual. For the complete 11th edition Rules of Ultimate, visit: www.usaultimate.org/resources/officiating/rules/default.aspx

Teaching Self-Officiating

Teaching self-officiating is one of the most challenging parts of learning the game of Ultimate. Many new and experienced instructors find it hard to strike a balance between teaching the rules of the game while also allowing students to make their own calls and resolve their conflicts independently. There are several strategies to facilitate learning while encouraging students to retain ownership of the game.

The rules of Ultimate begin with the assumption that every player is going to play by the rules. There are no penalties for breaking rules--only methods for continuing play as though the violation did not occur. Take for example a receiver who is knocked over while trying to catch the disc. The receiver calls a foul, play stops, and the defender has an opportunity to agree with the call ("Yes, I fouled you") or disagree ("No, I contest that foul call. I believe you tripped on your own"). If the defender agrees with the call, then the receiver takes the disc and play resumes as though the foul never happened. If the defender disagrees with the call, then the disc goes back to the thrower for a replay. Students can develop an understanding of the rules by discussing their own calls on the field. It is important for the instructor to allow some independent interaction between the students. If the students are not able to come to an agreement within a reasonable period of time, the instructor may step in to mediate. By asking students critical questions, you can guide their conversation and promote the development of independent problem-solving skills. While teaching the self-officiating process in this way can be more time-consuming than simply giving students the answer, it can help them to develop conflict-resolution strategies that will benefit them on and off the Ultimate field.

> Example Questions:
> - From your point of view, did the receiver catch the disc in or out of bounds?
> - Did your hand hit the thrower's hand before or after the disc was released?
> - Could you have caught the disc if there was no contact?
> - What should everybody do when a foul is called?
> - What outcome is fair to both teams?

Common Frustrations

They Just Can't Agree
The easiest solution to this problem is to step in and help the students recognize that mutual disagreement is possible and does not mean that someone is playing unfairly. A potential response, "Both players have made their perspective clear. In cases like this we can have a replay. Return the disc and let's play some Ultimate"
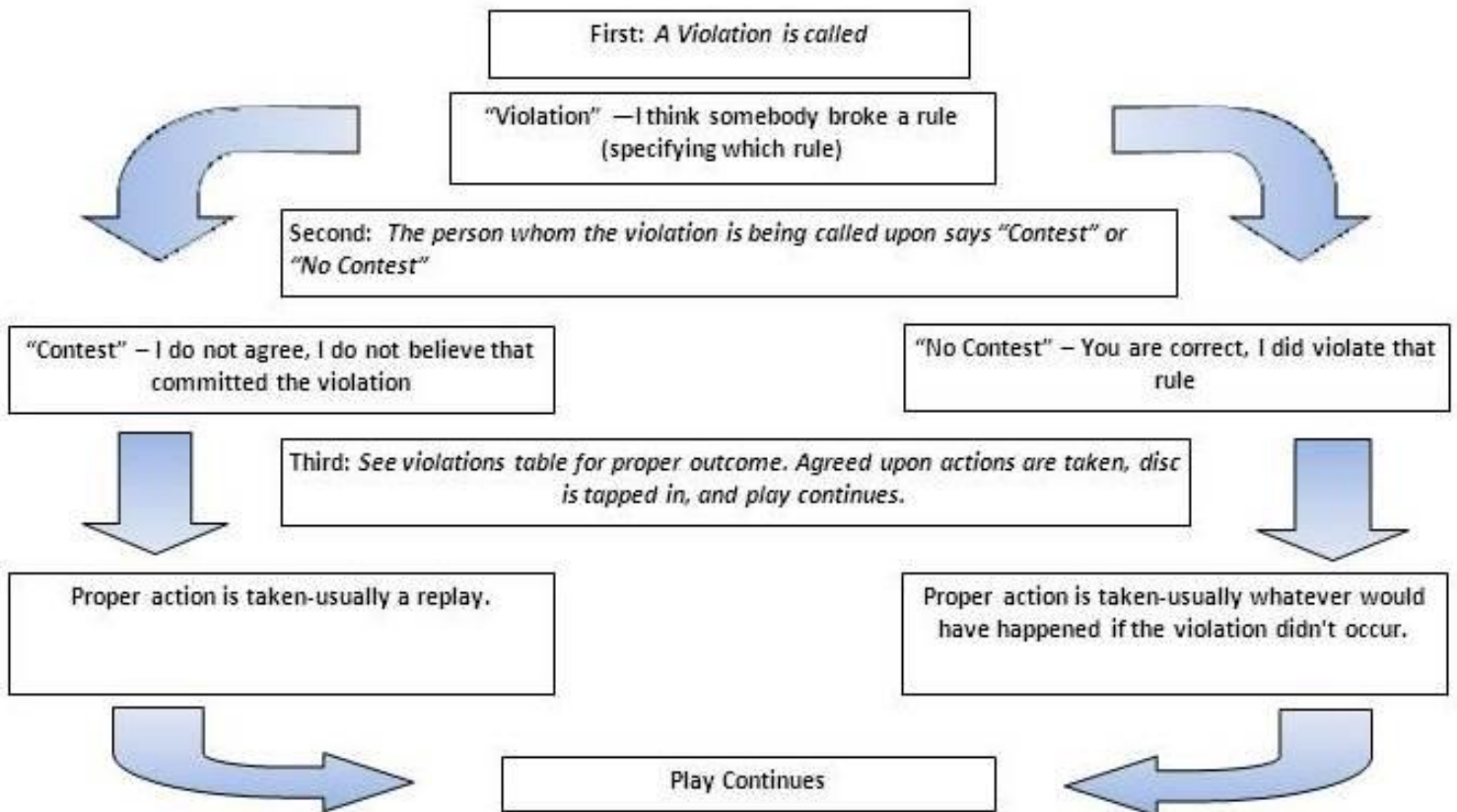
One Team Is Blatantly Cheating
This usually happens when one team will not acknowledge foul calls or stop play for the other team. It can be helpful to address this type of conflict in stages.
- Stage 1: Repeat foul calls loudly and clearly when you hear them called. Make sure that both teams hear you. If play does not stop then go to stage 2.
- Stage 2: Question the students who were involved in the continuation of play. "Did you hear the foul call?" "What should you do when a foul is called?" If either student still disregards the rules, go to stage 3.
- Stage 3: Sideline discussion. Discuss your concerns discreetly with students who are disobeying the rules.

Violations are Occurring but Students Fail to Make Calls
Calling violations and using conflict-resolution strategies should be practiced just like the physical skills of throwing, catching, cutting, and defense. You can teach these abstract skills by designing drills or activities that address a specific violation. Set up a scenario that demonstrates a specific violation and ask the students to practice calling out the name of the violation. As students become practiced at this, more violations can be added to the scenario so that students must think quickly and choose between calls. Educators can weave these skills into all of their units, regardless of the sport.
Below is a simple flow chart illustrating how violations are resolved in Ultimate, followed by a matrix of common calls and outcomes:

First: *A Violation is called*

"Violation" —I think somebody broke a rule (specifying which rule)

Second: *The person whom the violation is being called upon says "Contest" or "No Contest"*

"Contest" – I do not agree, I do not believe that committed the violation

"No Contest" – You are correct, I did violate that rule

Third: *See violations table for proper outcome. Agreed upon actions are taken, disc is tapped in, and play continues.*

Proper action is taken-usually a replay.

Proper action is taken-usually whatever would have happened if the violation didn't occur.

Play Continues

Behavior	Name of Violation	Contested?	Not Contested?
The mark is standing too close to the thrower (less than the width of the disc).	Disc Space	Cannot be contested	The mark must stop the stall count and must step back to a disc's space away. Once the mark is a disc space away she must drop one second from the stall count and resume counting.
The mark counts ten seconds out loud while the thrower has possession of the disc.	Stall	The thrower maintains possession of the disc but the stall count goes back to stall eight.	Turnover - The thrower places the disc on the ground and the defense takes over possession of the disc. Any player on the new offensive team may pick up the disc at its location.
Thrower moves pivot foot while faking or throwing.	Travel	Cannot be contested • If the travel occurs during a throw that is completed, the disc goes back to the thrower and the thrower must return pivot foot to its original position. • If the travel occurs during a throw that is a turn over it remains a turn over.	
Defender hits the thrower or restricts the thrower's pivoting.	Foul (on the mark)	Thrower gets a replay. • If count is below 6, stall count remains the same. • If count is 6 or above, stall count drops to 6.	Stall count goes to zero and thrower gets to start again.
The defender interferes with a catch by making contact with the receiver (throw must be catchable).	Foul (on the defender)	Disc goes back to thrower. • If count is below 6, stall count remains the same. • If count is 6 or above, stall count drops to 6.	The disc stays with the receiver who was fouled.
The defensive player makes contact with the disc while an offensive player has possession.	Strip/Foul (on the defender)	Thrower gets a replay. • If count is below 6, stall count remains the same. • If count is 6 or above, stall count drops to 6.	The disc stays with the offensive player who was fouled.
Thrower pushes into the mark to get more space to throw.	Foul (on the thrower)	If the thrower released the disc and it was a turnover, it remains a turnover. If the thrower didn't release the disc, thrower gets a replay. • If count is below 6, stall remains the same. • If count is 6 or above, stall count drops to 6.	Stall count stays the same and any completed pass returns to the thrower. • If the throw results in a turnover it remains a turnover.
An offensive player intentionally or unintentionally blocks a defensive player while cutting.	Pick	Cannot be contested. Play stops. The defensive player gets to catch up to the offensive player she was covering, before play resumes.	
A non-marking defender is within 10 feet of the thrower and his not actively guarding another player.	Double Team	Cannot be contested. The mark must stop the stall count and the violating defender must step back. Once the mark is a disc space away she must drop one second from the stall count and resume counting.	
The marking defender is counting the stall faster than once per second.	Fast Count	Cannot be contested. The mark must drop one second from the stall count, slow down the stall count to once per second, and resume counting.	

The following sections include written descriptions, pictures, and diagrams to explain skills, lead up games, and assessment. The section is organized into five "levels," each building upon the previous level(s) so that students develop a strong foundation before moving on to more advanced skills. Each level addresses 2-3 new skills. The level begins with a description of the new skills, including images and explanations for how to teach those skills. Following the explanation for each skill is a sample rubric for grading. The rubric focuses on movements that will help students complete their skills successfully and that can be easily observed by the educator in order to grade objectively. Finally, the level ends with a 12-day unit plan with ideas for lessons, explanations of introductory games focusing on the skills addressed within the level, and a progression from skill introduction to using the skill in a game. The unit plans can all be shortened or lengthened as needed.

Level 1: Pancake Catch, Basic Backhand

Pancake Catch

The pancake catch is the easiest and most effective catch in Ultimate. By using two open and outstretched hands the student will clap so that the disc is caught in between. This catch also makes a very distinct clapping sound when done correctly.

Many elementary school students are scared of the disc. Starting off with light passes and pancake catches is a great way to boost student confidence. Timing is essential; students should not catch the disc against their body (just like they should not catch a ball against their body in other sports). Beginning students may find it easier to trap the disc against their chest, which can help build confidence. Over time, those students should be encouraged to catch way from their chest. Students who pancake too early will catch the disc with only their fingertips, and students who pancake too late will catch the disc between their forearms. Ideally, students should time their catch so that it is caught between their hands.
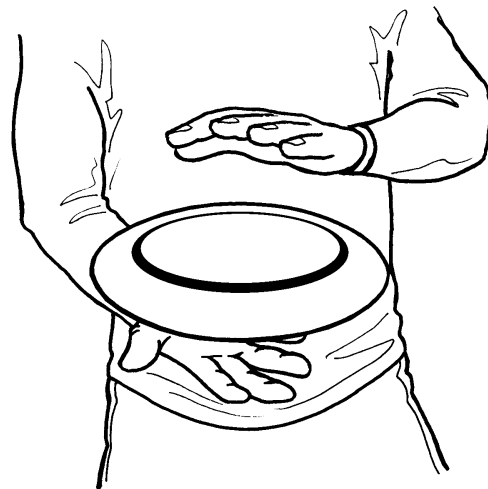
Level 1 Pancake Assessment Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Hand Placement	Student uses two open hands to "pancake" the disc.	Student uses body to "trap" the disc.	Student catches disc using method other than pancake.	Student does not catch the disc.
Timing	Student "pancakes" so that both palms are in contact with the disc.	Student "pancakes" with forearms or catches with just fingertips.	Student uses just one hand.	Student does not catch the disc.

Basic Backhand

The backhand is usually the way people naturally throw a disc. Thus, the backhand is a great introductory throw. Two essential factors contributing to the success of any throw in Ultimate are **Stepping** and **Spin**.
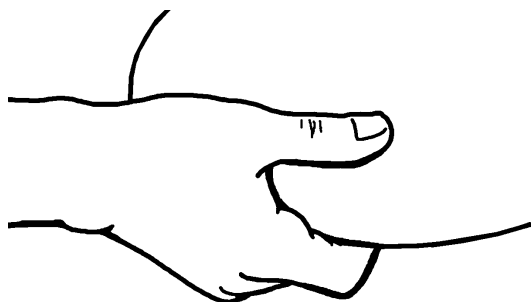
General Throwing Technique
Unlike throwing a baseball, throwing a disc requires stepping with the same foot as the hand used to throw (i.e., a right handed student steps forward with her right foot while throwing). Stepping with the same foot allows the thrower to extend much further to throw around defenders. This is hard for some students because it is counter to every other throwing motion they have learned. It might feel unnatural at first, but as students begin playing they will be much more successful if they step with the same foot as the throwing hand.

Rotation (or spinning) keeps a disc in the air. Spin makes the disc fly far, fly straight, and descend gracefully. Unfortunately, spin is one of the most difficult things for beginners to master. It takes a snap of the wrist to do it well and most students want to throw with just their arm. Counter intuitively, throwing with too much torso or arm movement will not make the disc fly further, but more wrist snap will.

Specifics for the Basic Backhand

The grip for the backhand comes very naturally, and it generally does not need a lot of correction.

With the thumb on the top of the disc along the flight rings (the ridges along the outer edge of the disc), the four fingers should be bent under the rim of the disc. All four finger tips should be in contact with the inside of the rim. The common mistake that students make is placing the forefinger on the outside rim of the disc. Although each student's grip might be subtly different (sometimes even depending on how far they are throwing, wind conditions, how much spin they want to put on the disc, etc.) throwing with a forefinger on the outside of the rim should be discouraged because it makes it very hard to change to a forehand grip (which will be covered later).

When first learning a backhand, it is good to position the body so that the throwing shoulder is pointing at the target. As such, the feet should be nearly perpendicular to the target. Squaring to the target (having the chest and hips facing the target) shortens the wind-up and follow through, which will make it harder to get a good snap on the wrist.

When stepping, students should step toward their target, similar to the way they would if they were throwing a baseball or football (remember, though, they should step with the same foot as their throwing hand). Some of the thrower's weight should be transferred to the forward foot, but the back (pivot) foot should stay firmly planted on the ground to avoid traveling. The step forward should be wide enough that the student's reach extends beyond what it would be if the student were standing upright. In other words, the student should be able to reach beyond a defender, as in the figure below.

Wrist snap is arguably the most important part of throwing the backhand, and very often it is where students have the most trouble. When throwing a backhand, the wrist extends so that the back of the hand is leading the throw. If throws are wobbly or not going toward their target, most likely it is because the student is trying use the elbow and shoulder too much. One solution is to have students stand between four and six feet away from each other and just flick their wrists to throw, eliminating the need for wind-up and follow-through. The thrower's elbow, shoulders, hips, and feet should remain still throughout the motion. Most likely students will struggle at first, but within ten or twenty throws there should be a significant increase in the amount of spin they can apply to the disc.

Students can think of throwing a backhand as similar to snapping a towel. It is a quick motion that comes almost entirely from the wrist.

Level 1 Basic Backhand Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Grip	Student places thumb on top and folds all four fingers under the disc so that fingertips touch the inside rim of the disc.	Student places thumb on top, places the index finger on the side of the disc, and folds the three remaining fingers under the disc so that fingertips touch the inside rim of the disc.	Student places thumb on top and folds fingers under the disc, but fewer than three fingertips touch the inside rim of the disc.	Student does not place thumb on top of disc.
Step	Student steps with same foot as the throwing hand, transferring weight to the front foot and extending reach beyond an imaginary defender.	Student steps with same foot as the throwing hand. Weight is transferred to the front foot, but student does not extend reach beyond an imaginary defender.	Student steps with same foot as the throwing hand but does not transfer weight to the front foot.	Student does not step with same foot as the throwing hand.
Spin	Disc spins so that the flight is smooth, the graphic is blurred, and it and reaches the target.	Disc spins so that the flight is moderately smooth and reaches the target.	Disc spins but the flight is wobbly and does not reach the target.	Disc has no spin.

Days 1-3: Basic Backhand and Pancake Practice

Objective: Students will learn and practice throwing a basic backhand and making a pancake catch.

Day 1: **Introduce/Demonstrate Pancake**

Cues: Extend your arms and open your hands   Catch the disc with your palms, not your fingers

Introduce/Demonstrate Backhand

Cues: Snap your wrist and get a lot of spin   Make sure you're stepping with the same foot as the throwing hand

Throwing and Catching in Partners

Description: In pairs, students practice throwing a basic backhand to a partner and catching using the pancake catch. Allow students to explore different throws and use questions to help them figure out what makes the disc fly flat and far.

Closing Questions:

- *What foot should you step with when throwing a disc? (the same foot as the throwing hand)*
- *Why do you think we step differently when throwing a disc? (you can reach farther)*
- *If you are going to throw any kind of throw with a disc, what do you need for it to fly flat and far? (spin)*
- *What must you do with your hand or arm to get that spin? (flick your wrist)*

Day 2: **Review Pancake and Backhand**

Cues: Extend your arms and open your hands
           Catch the disc with your palms, not your fingers
           Snap your wrist and get a lot of spin
           Make sure you're stepping with the same foot as the throwing hand

Mini Disc Golf with Partners

Description: This activity is a variation of disc golf, another popular disc sport. In pairs, students count how many catches and throws it takes to advance the disc to a particular target from a tee-off point. Students may not move their feet when they have the disc, but they are allowed to move when it is their turn to catch. To help students be more successful it is best to make the holes relatively short or "mini." You can use cones to mark the tees and hula hoops to mark the end of the holes.

- For a greater challenge, require students to complete all of their passes before moving onto the next hole. Time can also be used to challenge students.
- Be creative with the course, but don't make it too difficult. To spice up the course, you can design it so that students must throw around trees, bushes, backstops, cones, or blacktop.

Closing Questions:

- *When you catch the disc, what were you required to do? (stop moving) [note that this is an opportune moment to talk about the travel rule in Ultimate]*
- *What was it easiest to catch the disc? (when it was flat, with it flew smoothly, when it came right to me)*
- *What can you do if your partner asks you to throw too far? [talk about communication between teammates]*

Day 3: **Team Relay Races**

Description: Set up a start line and a finish line fifty yards apart. Students are in teams of four or five and must complete a series of passes to their teammates that take them from the starting line to the finish line. Just like in disc golf, students may not move when they have the disc, but they are permitted to run freely when they are not holding the disc. According

to the rules, students may not hand off the disc. Use the following challenges to continually motivate the class. Consider recording individual teams' "best time" so that students can challenge their own team's personal best.

Challenges:
- First team to cross the finish line
- Each student must catch and throw the disc at least 3 times
- Each student must catch and throw the disc exactly 3 times
- Any team dropping the disc must start over
- One team member has to throw with her non-dominant hand and must throw at least once
- First team to cross the finish line and then come back and cross the starting line
- The team that is closest to the finish line when the teacher says "FREEZE!"
- Use your imagination; there are a lot of different challenges

Cues:	Set your feet before you throw
	Concentrate on the catch
	Extend your arms and open your hands
	Catch the disc with your palms, not your fingers
	Snap your wrist and get a lot of spin
	Make sure you're stepping with the same foot as the throwing hand

Closing Question:
- *Which challenge was the hardest today? Why? [lead discussion]*
- *What helped your team get the best time? (communication, making short passes, running fast, etc.)*
- *How did your team members communicate with one another today? [brainstorm good communication technique]*

Days 4-7: Speed Ball

Objective: Students will learn the rules of Ultimate while playing a similar game using a bean bag or squishy ball.

Day 4: **Introduce Basic Rules of Ultimate**

Cues:	You cannot run with the disc/ball
	Keep looking up field to pass the disc/ball
	If the disc/ball hits the ground, it's a turnover

Speed Ball

Description: Students use the same basic rules as Ultimate but use a bean bag or squishy ball instead of a disc. The game starts with a kickoff, just like in football, but there are no downs. The offense can move the ball by passing it to teammates but is not allowed to hand off, run, or walk with the ball. Every time a team catches the ball in the end zone they get a point. If the ball is thrown out of bounds, caught out of bounds, intercepted, or dropped, the defense gets its chance to play offense. There is no contact, so tackling, blocking, pushing, shoving, or hacking will result in an automatic replay for the team that was fouled. When one team catches the ball in the goal, the point is over and a new point starts with a kickoff.

The purpose of this activity is to learn the rules and movement of Ultimate without the added pressure of throwing and catching a disc. Students should make their own calls, but it is important to stop the game and regroup if the rules are not being used and demonstrated appropriately.

Closing Questions:
- *Was there anything that was unfair that happened in your games today? [listen and help students problem solve]*
- *What skills really helped your team score points today? [listen and reinforce skills that will carry over to a game of Ultimate]*
- *What can we do to make this game more fun? [listen to students]*

Repeat "Speed Ball" on Days 5-7

Day 8: Foul Calling

Objective: Students will learn and practice self-officiating.

Day 8: **Discuss "No Contact"**

Cues:	Any contact with the disc or the student holding the disc is a foul
	If you are fouled yell "foul"
	If you hear the word "foul," freeze

Freeze Speed Ball

Description: Freeze Speed Ball has the exact same rules as real Speed Ball except there is one other way to score points. At any point during play the teacher can yell the name of an animal. The first team to stop playing and freeze in the form of the animal scores a point. The purpose of this game is to practice stopping play when a call is made.
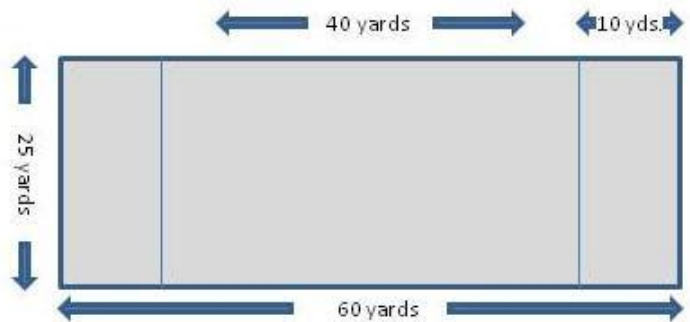
Closing Questions:

- *How did you get your team to stop playing when freeze was called? [listen to students]*
- *Whose responsibility is it to make sure everybody freezes? (player's individual responsibility)*

Days 9-12 Mini

Objective: Students will demonstrate their backhand throws and pancake catches while playing a competitive game of Ultimate.

3-on-3 Mini

Description: On a field (see below) that is about forty yards long and twenty-five yards wide, with ten-yard end zones, students use the rules of the rules of Ultimate to play a game of three-on-three. Mini gives students more chances to catch and throw the disc and requires all students to be involved for the game to be successful. Because of the small field size, throws are shorter and thus more accurate, students do not tire as quickly from running up and down field with each turnover, and students are able to score more often. If students still struggle with mini, the game can be adapted so that three "downs" equals a turnover. In other words, the disc can touch the ground three times before the defense takes over on offense. Play until one team scores a set number of goals.

Cues:	Freeze when a foul is called
	Call out "turnover" to aid students' recognition

Closing Questions:

- *What made Ultimate fun today? [listen to students]*
- *What could we do to make Ultimate more fun tomorrow? [lead discussion]*
- *What skills really came in handy? [listen to students]*

Level 2: Lobster Catch, Basic Forehand, Intermediate Backhand

Lobster Catch

Using one or both hands, the student will catch the disc between their thumb and fingers so that they have a grip on the disc (very similar to catching a baseball with a glove on). The lobster catch is most beneficial when the disc is being caught above the shoulders or below the knees. At these levels the pancake catch can be quite difficult. It is much easier to reach up when the fingers are on top of the disc and the thumb underneath. Similarly, it's much easier to reach down with the thumb on the top and the fingers underneath. Depending on the height that the disc is thrown, students will need to adjust their catching technique.

Timing becomes more important with a lobster catch than with a pancake catch. It takes practice to learn to "read" the disc flight and determine how to position the hands, and then to recognize when to clamp down on the disc to catch it.

Level 2 Lobster Catch Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Hand Placement	Student has thumb on top if the disc is caught under the waist and thumb underneath if the disc is caught above the waist.	Student has correct thumb placement for over or under the waist, but not for the other.	Student's thumb placement is arbitrary.	Student does not catch the disc.
Timing	Student clasps down with firm grip on disc.	Student bobbles the disc and needs multiple chances to catch.	Student uses "pancake" or other method to catch the disc.	Student does not catch the disc.

Basic Forehand
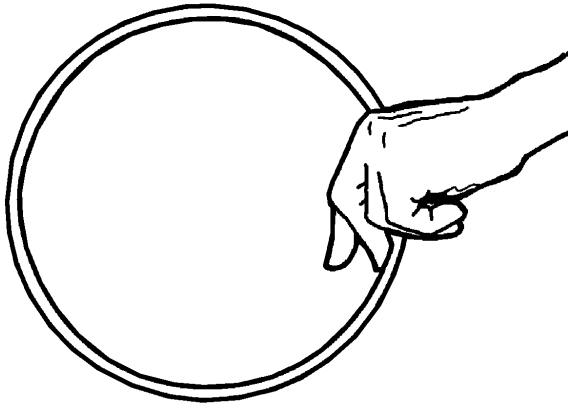
The forehand is the most common throw in higher levels of Ultimate and is arguably the most important. The same basics of all throws apply (step with the same foot as the throwing hand, and make sure there is plenty of spin) but with the forehand it is especially important to use a lot of wrist snap.

Starting with the grip, the thumb should be placed on top of the disc along the flight rings. Next, the middle finger should be in contact with the inside rim of the disc. The middle finger is the point of power, where all the force from flicking the wrist is transferred into spin on the disc. The index finger should also be under the disc. Some students will feel more control spreading these two fingers apart, others will like the power they get from putting both of them on the inside rim. They should do whichever is more comfortable. Finally the ring and pinky finger should be on the outside rim of the disc. They can be curled in toward the palm or extended along the rim; again, whichever is more comfortable.

When lining up to their target, students should stand square (torso and hips facing their target). They should step out to the side, not towards, the target. This helps them step around the mark (which will be covered later) and reduces the amount of arm, elbow, and torso they try to put into their throw. Stepping to the side may not come naturally, and students may need to focus on their feet for a couple throws until it becomes more comfortable.

Sometimes the forehand is called the flick because of the flicking motion that comes with the wrist snap. Leading with the middle finger, the wrist should snap in the direction of the target. Students can think of the motion as snapping something sticky off of their middle finger. This motion should be very quick and isolated just to the wrist.

Students should be discouraged from trying to throw the forehand more than ten feet when they are first learning. When students first start throwing a forehand they often use too much arm, elbow, and torso. The forehand motion is not natural for most students, and it could take upward of a hundred throws before they begin to get a sense for how it feels to throw a forehand successfully. Keeping the throwing elbow stable and just snapping the wrist is the best way to maximize accuracy early. When using this method, be sure that the elbow is extended and not tucked next to the torso, in order to practice good habits of extending beyond a mark to throw. Isolating the movement to the wrist makes the disc fly flatter because there will be more spin and the release will be more stable. Releasing the disc so that the outer edge (the edge opposite the grip) is released at a downward angle will also help it flatten out in the air.

Level 2 Basic Forehand Rubric

	3 pts.	2 pts.	1 pt.	0 pt.
Grip	Student does all four of the following: places thumb on top, index finger underneath, middle finger on the inside of the rim, ring and pinky finger on the outside of the rim.	Student does three of the following: places thumb on top, index finger underneath, middle finger on the inside of the rim, ring and pinky finger on the outside of the rim.	Student does two of the following: places thumb on top, index finger underneath, middle finger on the inside of the rim, ring and pinky finger on the outside of the rim.	Student does one or none of the following: places thumb on top, index finger underneath, middle finger on the inside of the rim, ring and pinky finger on the outside of the rim.
Step	Student steps with same foot as the throwing hand, transferring weight to the front foot and extending reach beyond an imaginary defender.	Student steps with same foot as the throwing hand, transferring weight to the front foot but not extending reach beyond an imaginary defender.	Student steps with same foot as the throwing hand but does not transfer weight to the front foot.	Student does not step with same foot as the throwing hand.
Spin	Disc spins so that the flight is smooth, the graphic is blurred, and it and reaches the target.	Disc spins so that the flight is moderately smooth and reaches the target.	Disc spins but the flight is wobbly and does not reach the target.	Disc has no spin.

Intermediate Backhand

Up to this point, students may be excited when a backhand throw lands near the target, regardless of the flight pattern. Now the focus is to start controlling the curve in the flight path of the disc.

Follow-through and extension are essential to teaching students to throw a flat backhand, and as they advance, to purposefully curve the flight path of the disc. Here are some tips that can help your students flatten out their throws:

- Wind-up, release and follow-through should be on the same horizontal plane. To make this easier to visualize it is helpful to give students a reference point, such as a target in the near distance. When the throwing motion is completed, the student should be pointing at the target.
    - Ask students to start and finish their throwing motion on the same plane without a disc in their hand. This will help them visualize the wind-up and follow-through.
- Holding the disc parallel to the ground is important for a flat throw. In fact, sometimes (depending on the direction and strength of the wind) the outer edge of the disc must even point slightly toward the ground.

Most students who practice throwing long enough learn how to manipulate the flight of the disc on their own – and that's part of the fun! Once the students can successfully throw flat backhands with reasonable accuracy, they can experiment with different types of curve. A major indicator for the flight of the disc is the position of the outer edge of the disc (the edge opposite the grip) as it is released.

- Pointing the outer edge of the disc toward the ground will make the disc cross in front of the thrower's body, arc up to the right (for a right-handed thrower) and back in to the left to hit a target standing parallel with the thrower shaped curve. This path is often called an "inside-out," or "IO" throw.
- Pointing the opposite edge of the disc up will make the disc fly in an make the disc arc up to the left (for a right-handed thrower) and back to the right to hit a target standing parallel with the thrower. This path is often called an "outside-in" throw.

Level 2 Intermediate Backhand Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Spin	Disc spins so that the flight is smooth, the graphic is blurred, and it and reaches the target.	Disc spins so that the flight is moderately smooth and reaches the target.	Disc spins but the flight is wobbly and does not reach the target.	Disc has no spin.
Wind-up and Follow-Through (for flat throws)	Student winds up and follows through (extends elbow) on the same horizontal plane.	Student winds up and follows through (extends elbow), but it is not a horizontal plane.	Student winds up and follows through (extends elbow) in different planes.	Student does not wind up or does not follow through (e.g., throwing motion is abrupt or flailing).
Angle of Flight	Student demonstrates control over the disc's flight path for 4 out of 4 throws (i.e., the student states accurately how the disc will fly before it is released).	Student demonstrates control over the disc's flight path for 3 out of 4 throws.	Student demonstrates control over the disc's flight path for 2 out of 4 throws.	Student demonstrates control over the disc's flight path for 1 out of 4 throws.

Days 1-2: Intermediate Backhand, Basic Forehand, Lobster Catch

Objective: Students will learn and practice their intermediate backhand, basic forehand, and lobster catches.

Day 1: **Review Intermediate Backhand**

Cues:	Wind up and follow through at wind up and follow through to point at your target
	Snap your wrist so you get good spin
	Control the outer edge of the disc

Introduce Basic Forehand

Cues:	Keep your elbow still
	Really flick your fingers
	Step to the side

Introduce Lobster Catch

Cues:	If it is over your waist, fingers on top
	If it is under your waist, fingers on the bottom
	Clamp down tight

Throwing and Catching in Pairs

Description: Students practice throwing both backhands and forehands to a partner and catching using the lobster catch. Allow students to explore different throws and use questions to help them figure out how to throw and catch more consistently. For a challenge, students can count how many throws and catches they complete.

Closing Questions:

- *What is different about your backhand from Level 1? (follow-through and outer edge of the disc)*
- *Why do you think it is important to have a forehand throw? (to be able to throw to more parts of the field)*
- *What is easier method for catching, lobster or pancake? (pancake, or depends on where the disc is)*

Day 2: **Review Basic Forehand Throw**

Cues:	Keep your elbow still
	Really flick your fingers. Imagine getting something sticky off your finger.
	Step to the side

All Lobster and Forehand Partner Disc Golf

Description: This activity is a variation of disc golf, another popular disc sport.   In pairs, students count how many catches and throws it takes to advance the disc to a particular target from a tee-off point. Students may not move their feet when they have the disc, but are allowed to move when it is their turn to catch. You can use cones to mark the tees and hula hoops to mark the end of the holes. The challenge in this activity is to use only forehands (no backhands) and to catch using the lobster catch (no pancakes).

- For a greater challenge, require students to complete all of their passes before moving onto the next hole. Time can also be used to challenge students.
- Be creative with the course, but don't make it too difficult. To spice up the course, you can design it so that students must throw around trees, bushes, backstops, cones, or blacktop.

Closing Questions:

- *What do you do to help keep your elbow still while throwing a forehand?*
- *When does it make sense to use a lobster catch instead of a pancake? (when the body is extended, when you can't get a whole palm over or under the disc)*

Day 3: **Self-Officiating**

Objective: Students will practice self-officiating in a competitive game.

All Lobster and Forehand Partner Disc Golf with violation calls
Description: Using the same disc golf format as above, students are allowed to call violations on their own partner. Violations include traveling, using any throw but a forehand, using any catch but an alligator, or interfering with another team's play.   Remember, all violations can be contested and students should agree on a fair outcome and make calls respectfully. If a call is not contested, students must decide what outcome is fair (most likely also a replay).

Closing Questions:
- *What helps you throw the forehand flat? (limited elbow movement, snapping the wrist)*
- *Why was it frustrating to have fouls called on you? (being picked on, sometimes people make calls up, got caught cheating)*
- *What class agreements can we make to ensure that self-officiating will be fair for everybody? [lead discussion]*

Days 4-8: Base Games
Objective: Students will practice self-officiating while competing against an opposing team.

Day 4: **Running Bases**
Description: Two students are covering two bases, similar to baseball. These students are called the "taggers."   Taggers throw the disc back and forth, trying to catch the disc and tag any one of two or three students running between the bases. When the runners are on the base they are safe; when they are off the base they can be tagged. Once a runner is tagged, the runner and tagger switch roles. Runners may not stay on base for more than three throws in a row, and taggers may not hold the disc for more than ten seconds. Taggers are also limited to three steps each time they hold the disc. It is up to the runners to monitor the throwers by counting the stall, and vice versa, by paying attention to how long the runners remain on base. The disc must be in the hand of the tagger to count as a tag; students cannot throw the disc at one another.

Closing Questions:
- *How did you decide which type of throw to use, backhand or forehand? (more comfortable with some throws, another throw was blocked off by runners in the base path)*
- *When did you decide to run, and when did you decide to stay on base? [help students develop field sense and awareness of the disc]*
- *How did you let throwers know that they had only a couple seconds left to throw, or let runners know they could stay on base for only one or two more throws? (counting out loud/communicating, lead into discussion about stall counting)*

Day 5: **Large Running Bases**
Description: Students are divided into two teams: taggers and runners. Each team should have between four and six students. There are five bases spread out all over the playing area (about a fifty foot by fifty foot square). Runners may not be standing on a base when the disc is in the air, and they may not step on the same base twice in a row. In other words, each time that the disc is thrown, the runners must switch bases. The taggers must tag three runners (or get three outs) for the teams to switch roles.

Closing Questions:
- *What made this game so different from the original "Running Bases" game? [lead discussion]*
- *How was it harder to call your own violations today? (more people with whom to communicate)*
- *What changes could we make to make the game more fair? What changes would make it easier for us to call and discuss violations? (have everybody freeze when violations are called and not commit violations)*

Day 6-8: **Ultimate Kickball**

      Description: The basic difference between kickball and Ultimate kickball is that there is no pitcher, and the batting team throws the disc into the playing field instead of kicking the ball. Outfield students pass the disc to each other and attempt to tag the runners or the base with the disc in hand. Students may not run with the disc, nor should they be allowed to throw the disc at runners. The same out and scoring system for kickball applies to Ultimate kickball.
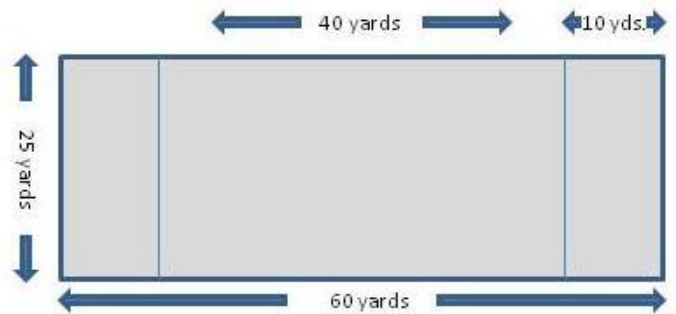
Closing Questions:

- *How was self-officiating easier or harder today? [lead discussion]*
- *What skills really helped your team be successful today? [lead discussion]*

Days 9-12: 4-on-4 Mini

Objective: Students will practice their Ultimate skills while playing a competitive game of Ultimate.

4-on-4 Mini

Description: On a field (see below) that is forty yards long and twenty-five yards wide, with ten-yard end zones, students use the rules of Ultimate to play a game of four-on-four. Mini gives students more chances to catch and throw the disc and requires all students to be involved for the game to be successful. Because of the small field size, throws are shorter and thus more accurate, students do not tire as quickly from running up and down field with each turnover, and students are able to score more often. Play until one team scores a set number of goals.

| Cues:	Try to throw to everybody on your team
	Communicate with your team and with the other team
	Use both the forehand and the backhand

Closing Questions:

- *Why does having fewer students make this game more fun? (everyone is more involved)*
- *Why does having fewer students make this game more difficult? (it is more tiring)*
- *How can we ensure that everybody gets a chance to be involved in the game? [lead discussion]*

Level 3: Hammer & Intermediate Forehand

Hammer
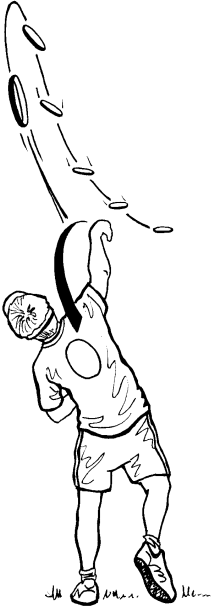
The hammer is an exciting throw because it looks so much different from any of the others. It flies upside down, curves in a unique way, and is fun to throw. However, the effectiveness of the hammer is subject to the ability of the thrower and the positioning of the receiver related to defenders. As much fun as it is to throw and watch, the hammer takes a lot of practice.

The hammer is held with a forehand grip and released a lot like a baseball (just remember to step with the same foot as the throwing hand, as when throwing the forehand and backhand). The release point and the height of this throw make it effective for throwing over other players. Shoulders should be square to the target on release. Students may step backwards with the same foot as their throwing hand (giving themselves more space), wind up with their opposite shoulder pointing at the target, and then follow through with their throwing shoulder facing the target (very similar to throwing a baseball).

Students who throw right-handed should aim to the left and above their target. The disc will curve to the right at a slight angle (between 75° and 45°) until it flattens out upside down over or near the receiver. The disc should not float very much, and should fly smoothly even though it flies upside down. Depending on the position of the receiver related to the defenders, the hammer may be thrown high to fly over defenders or low to get to the receiver quickly.

Level 3 Hammer Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Step/Extension	Student steps with same foot as the throwing hand, transferring weight to the front foot.	Student steps with same foot as the throwing hand but does not transfer weight to the front foot.	Student does not step with either foot.	Student does not step with same foot as the throwing hand.
Release	Student releases the disc behind and above the head.	Student releases the disc above the head.	Student releases the disc in front of the head.	Student releases the disc in front of and below the head.
Path	Disc travels from non-throwing side to throwing side and then flattens out upside down.	Disc travels from non-throwing side to throwing side but reaches the target or hits the ground before it flattens out upside down.	Disc travels vertically (blade).	Disc travels right-side up.
Spin	Disc spins so that the flight is smooth, the graphic is blurred, and it and reaches the target.	Disc spins so that the flight is moderately smooth and reaches the target.	Disc spins but the flight is wobbly and does not reach the target.	Disc has no spin.

Intermediate Forehand

The main difference between the intermediate forehand and the basic forehand is the angle of flight. When students start throwing a forehand, they generally release it at an angle such that it takes a curved flight path to the right of the thrower (for right-handed throwers) and back in toward the receiver (often referred to as "outside in"). Many throwers do not realize that the disc is not flat at their release. Starting the throwing motion with the outer edge of the disc (the edge opposite the grip) pointing slightly toward the ground is an easy correction that results in a flatter throw. Once students can throw a flat forehand, they can advance to purposefully angling the outer edge of the disc to create a curved flight path.

It is important for players to learn how to control the curve of the disc's flight path so that they can throw either flat (to hit a receiver directly) or with a curve (to arc around defenders).As with a backhand throw, there are two types of curved flight patterns: the outside-in, and the inside-out. To create an inside-out forehand (IO) curve, the thrower should angle the outer edge of the disc toward the ground (more exaggerated than a flat throw), step forward (instead of to the side), and release the disc in front of the body (instead of at the side of the body). An IO disc flies in an "S" pattern from the throwing hand, across the thrower's body, out to the left (for a right-handed thrower), and back in to the right, to a target standing parallel with the thrower. Note that an IO forehand curves in the same direction as an **outside in** backhand. To create an outside-in forehand curve, the outer edge of the disc should be angled toward the sky. An outside-in throw flies out to the right (for a right-handed thrower) and back in to the left, to a target standing parallel with the thrower. The outside-in forehand is generally easiest for new players to master because it tends to be the natural flight pattern for a forehand throw. Note that an outside-in forehand flies in the same direction as an **inside out** backhand throw.

After learning how to control the curve of a forehand throw, the next step is to develop a variety of heights at which to throw the disc. For most students, the most straightforward throw is to release at the hip. Once they have mastered throws at that height, encourage students to bend their knees and release lower to the ground. This is called a "low release" forehand (see picture above) and is especially effective for throwing upwind. Then, when they have mastered that, encourage students to raise their elbows to release closer to shoulder level (called a "high release" forehand).

Level 3 Intermediate Forehand Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Angle or release	Student demonstrates control over the disc's flight path for 4 out of 4 throws (i.e., the student states accurately how the disc will fly before it is released).	Student demonstrates control over the disc's flight path for 3 out of 4 throws.	Student demonstrates control over the disc's flight path for 2 out of 4 throws.	Student demonstrates control over the disc's flight path for 1 out of 4 throws.
Release Point	Student can release the disc at waist level, above the waist, and below the waist.	Student can release the disc at waist level and below the waist.	Student can release the disc at waist level and above the waist.	Student can release the disc only at waist-level.
Spin	Disc spins so that the flight is smooth, the graphic is blurred, and it and reaches the target.	Disc spins so that the flight is moderately smooth and reaches the target.	Disc spins but the flight is wobbly and does not reach the target.	Disc has no spin.

Day 1: Introducing the Hammer and Intermediate Forehand

Objective: Students will learn and practice the intermediate forehand and hammer throws as well as learn how to select the appropriate catch for different situations.

Review Intermediate Forehand

Cues:	Release the disc so that the outer edge of the disc is flat or pointing down
	Try releasing the disc higher and lower
	Flick your wrist to get that spin

Review Catches

Cues:	Pancake when you can pancake
	If the throw is high, fingers up
	If the throw is low, fingers down

Introduce Hammer

Cues:	Step with the same foot as the backhand and forehand
	Use the same grip as the forehand
	Release it just like a baseball but flick your wrist

Throwing and Catching in Partners

Description: In pairs, students practice throwing backhands, forehands, and hammers to a partner and catching using the correct choice. Allow students to explore different throws and use questions to help them figure out what they need to do in order to adjust the path of the disc.

Closing Questions:

- *What is different about the intermediate forehand compared to the basic forehand? (controlling the opposite edge, changing the release point)*
- *What is unique about the flight of a hammer? (flies upside down, doesn't float as much, it should always curve a little bit)*
- *How will the hammer be an important tool in Ultimate? (throw over the defense)*

Day 2: Practicing the Intermediate Forehand and Backhand, and Basic Hammer

Objective: Students will practice backhands, forehands, and hammers in a competitive game.

Individual Disc Golf

Description: This activity is a variation of disc golf, another popular disc sport. Students work as individuals and count how many throws it takes to reach a particular target from a tee-off point. Students may not move their feet when they have the disc, and they must set their pivot foot where the disc comes to rest. You can use cones to mark the tees and hula hoops or natural landmarks to mark the end of the holes.

- For a greater challenge, limit the types of throws the students can use (don't let them use their strongest throw). Time can also be used to challenge students, as can competing against another student.
- Be creative with the course, but don't make it too difficult. To spice up the course, you design it so that students must throw around trees, bushes, backstops, cones, or blacktop.

Cues:	Think about which throws feel more natural to you
	Try different throws and curving the disc in different ways

Closing Questions:

- *When did it make more sense to throw hammers, forehands, or backhands? How did you pick your throws?[lead discussion]*

- *What challenges are in Ultimate but are not in disc golf? (defense, talk about playing the course/challenging self)*
- *How can we get our heart rates up while playing disc golf? [See "Notes from an Educator" for more on use of heart rate monitors]*

Day 3: The Hammer, Outside-in, and Inside-out
Objective: Students will practice throwing around players.

Monkey in the Middle

Description: Using the hammer and "inside-out" and "outside-in" flight patterns, students try to throw the disc over or around a defensive player so that it can be caught by a receiver. The receiver, in turn, becomes the new thrower and returns the disc to the first thrower. Both throwers must be standing on their designated starting points (usually a cone or a polyspot) in order to throw. Receivers may move to catch the disc, but both throwers must return to their home base before the disc can be thrown again. The defense, or "monkey," must always stay within box (again, usually marked by cones or polyspots), even when the disc is in the air. When the "monkey" catches the disc or the pass is not completed, the defender trades places with the thrower who made the mistake. Throwers cannot throw the same throw (outside-in, inside-out, hammer, etc.) twice in a row.
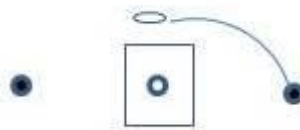
Monkey in the Middle

Blockade

Description: Students are broken up into groups of nine. Use cones to delineate three boxes (sizes of the boxes can be varied as appropriate), with a meter of space in between each box. Three defenders are placed in the middle box. The defenders may not leave the box until the disc is in the air. Three offensive players stand in each of the two outer boxes. Offensive players must always throw from within the box, but they can leave the box to catch the disc. The object of the game is for the offensive players to successfully pass the disc to the other offensive group, while the defenders try to intercept the disc or knock it down. Once a pass is intercepted, knocked down, or dropped by a player from the other offensive box, the offensive player who made the mistake must switch places with one of the defenders.

Cues:	Control the outer edge of the disc to curve it
	The hammer is great for throwing over defenders
	Defenders should move closer to the player who will catch the disc
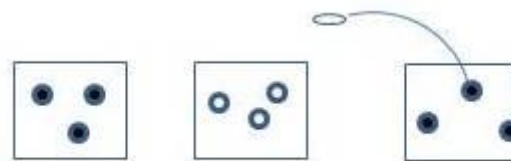
Blockade

Closing Questions:
- *What throws worked best to keep the defenders from getting the disc? (hammer, curving throws)*
- *What strategy worked best for the defenders? (covering people and not just standing in space)*
- *How is this game like Ultimate?*

Days 4-8: Releasing the Disc at Various Heights
Objective: Students will practice throwing at different levels.

Day 4-5: **Scooter Ultimate**

Description: Students play games of Ultimate on scooters on blacktop, a gym floor, or a tennis court. The rules are the same as Ultimate. Students will feel challenged because their throws and mobility will be drastically different. Goal is for

students to concentrate on putting spin on their throws, by isolating the upper body motion.

> Cues: Use lots of wrist snap on your throws
> Try releasing the disc much higher than usual
> Make sure the thrower is not traveling

Closing Questions:

- *What throws worked best today? (the hammer)*
- *When throwing with a higher release point, what part of throwing becomes even more important than before? (wrist snap/spin)*
- *Why was catching so much harder today than usual? (smaller target, can't extend as easily)*

Day 6-8: **Ultimate Basketball**

Description: The class is split into teams of five or six students. Set up basketball hoops at the end of each court (or alternately, use garbage cans) where teams can score just like in basketball. The same turnover rules for Ultimate apply; however, students can dribble by passing the disc to themselves. The defense can knock the disc down if it's in the air, but not if it's in another student's hands. Students will be very tempted to hand off and set picks, however neither of those are allowed. If you are playing with garbage cans there should be a five or six foot perimeter around the can where no students are allowed.

> Cues: Only dribble when you have a lot of space
> Try to pass to teammates that are posted in the lane
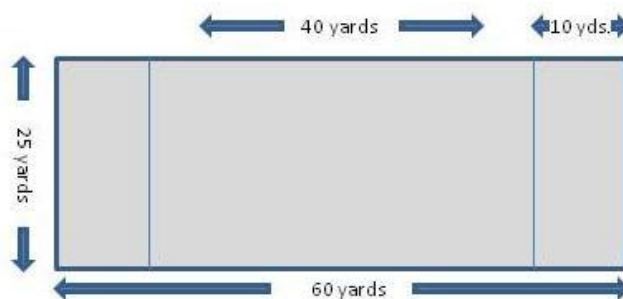> Figure out the best way to shoot

Closing Questions:

- *What strategies from this game can we use when we play Ultimate? [lead discussion]*
- *How was throwing at different levels an advantage today? (release disc higher to shoot the disc, throw over defenders)*
- *From where were you most successful shooting the disc? [this can be a good opportunity to discuss long versus short throws and how short throws are more accurate]*

Days 9-12: 5-on-5 Mini

Objective: Students will demonstrate their understanding of Ultimate and utilize the practiced skills.

5-on-5 Mini

Description: On a field (see below) that is about forty yards long and twenty-five yards wide, with ten-yard end zones, students use the rules of Ultimate to play a game of five-on-five. Mini gives students more chances to catch and throw the disc and requires all students to be involved for the game to be successful. Because of the small field size, throws are shorter and thus more accurate, students do not tire as quickly from running up and down field with each turnover, and students are able to score more often. Play until one team scores a set number of goals.

> Cues: Try to throw to everybody on your team
> Communicate with your team and with the other team
> Use many different types of throws

Closing Questions:

- *How does the hammer change the way you play this game? (allows you to throw to new places on the field)*
- *Which throws are the hardest to defend? (outside in, inside out, hammer, all depends on the wind)*
- *When does it make sense not to mark the thrower? [discuss the other bigger offensive threats elsewhere on the field]*

Level 4: Advanced Throwing, Marking & Reading the Disc

Advanced Throwing

Although it looks complicated, the following is a very basic rubric to help educators grade multiple throws at the same time. It references the two essential factors for a successful throw in Ultimate: stepping and spin. By Level 4, students should be able to develop their own throws using these two basic criteria.

So what makes throws different from one another? Major league pitchers can have three or four different curve balls and Ultimate players are no different. A student might have six or seven different forehands. Students can develop their own throw variations by changing the direction of the curve ("outside-in" or "inside-out"), releasing the disc at different levels (high release or low release), using a different grip, releasing on a different side of the body, throwing with a non-dominant hand, or altering the flight pattern in unique and alternative ways. The important point here is that the student should be able to repeat the throw several times to show they have control of that throw.

Level 4 Advanced Throwing Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Step	Student steps with same foot as the throwing hand and transfers weight to front foot for four throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Student steps with same foot as the throwing hand and transfers weight to front foot for three throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Student steps with same foot as the throwing hand and transfers weight to front foot for two throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Student steps with same foot as the throwing hand and transfers weight for one throw.
Spin	Disc spins and flies in the general direction of the target for four throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Disc spins and flies in the general direction of the target for three throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Disc spins and flies in the general direction of the target for two throws that differ in one of the following ways: curve, release point, grip, side of the body, hand used, or flight pattern.	Disc spins and flies in the general direction of the target for one throw.

Introduction to Defense: Marking

Up until now, the skills students lacked on offense may have made strong defense unnecessary. However, now that students have mastered a variety of throws, defensive skills are much more important. This section will address the fundamentals of playing the position of "mark," the defender who covers the thrower.
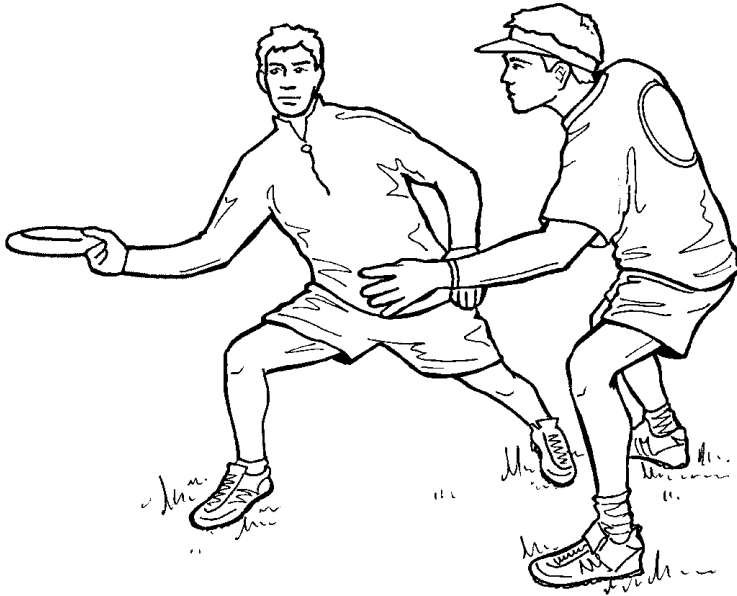
The most important responsibility of the mark is to set the "force," which is a central team defensive strategy in Ultimate. As its name implies, the force is a system of defensive body positioning that compels the offense to throw to one side of the field. This separates the field into two sides: the "force side" and the "break side." Before each point, the team should decide which side will be the "force side." Throws to the force side should be allowed by the mark, so that downfield defenders can expect throws to that side of the field. Throws to the break side should be contested by the mark, and it is the responsibility of the mark to protect the break side of the field from downfield throws.

The mark should keep her arms extended and low while standing in an athletic position (knees bent, hips back, chest out). The mark's feet should be moving, shuffling from side to side as the thrower fakes. The mark should try to block throws only to the break side; the body should never shift all the way to the force side. The two most common mistakes for beginners are trying to block everything and keeping their hands too high.

Level 4 Marking Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Athletic Position	Student demonstrates three of the following: chest out, hips back, knees bent.	Student demonstrates two of the following: chest out, hips back, knees bent.	Student demonstrates one of the following: chest out, hips back, knees bent.	Student demonstrates none of the following: chest out, hips back, knees bent.
Arms Extended	Arms are extended and hands are low, between the chest and the knees.	Arms are not extended but hands are low, between the chest and the knees.	Arms are extended but hands are not low, between the chest and the knees.	Arms are not extended and hands are not low, between the chest and the knees.
Force	Student shuffles feet and stays to one side of the thrower, forcing the thrower to throw in a particular direction.	Student does not shuffle feet but stays to one side of the thrower, forcing the thrower to throw in a particular direction.	Student shuffles feet but stands directly in front of the thrower or switches the direction of the force.	Student does not shuffle feet and stands directly in front of the thrower, or student does not mark the thrower at all.

Reading the Disc

"Reading the disc" is the term for taking the most direct route to where the disc can be caught. The flight path of a disc can be affected by any combination of factors, such as angle of release, spin, or wind. Thus, reading the disc in Ultimate takes practice observing a disc in flight.

The following are helpful hints for learning to read the flight of a disc:
- Change the speed of your running so that you can catch the disc at full speed without needing to stop and wait for it to arrive.
    - If the offense has to stop and wait for the disc, the defense has a greater chance of catching up and getting a block.
- Take the most direct path to where the disc will eventually come down, rather than running underneath and following the disc in the air.
- Decide before the disc arrives what the best method of catching will be (e.g. pancake or lobster catch).
- If the disc is angled in the air it will fly in the direction of its lower edge.
- A disc being thrown into the wind will likely rise up higher as it travels. A disc being thrown the same direction of the wind will likely sink to the ground quickly.
- If the disc seems to have stalled in the air (hovering) it will go whichever way the wind is blowing

Level 4 Disc Reading Rubric

	3 pts.	2 pts.	1 pt.	0 pts.
Timing	Student changes speed to catch disc while running.	Student reaches position early but is able to approach disc with a few running steps.	Student stands and waits where they catch the disc.	Student arrives late and misses disc entirely.
Position	Student runs directly to the spot where disc can be caught.	Student changes direction once to reach the spot where disc can be caught.	Student "chases" disc to the spot where it can be caught.	Student does not run to a spot where the disc can be caught.
Catch	Student chooses the appropriate type of catch and catches the disc.	Student chooses the appropriate type of catch but misses the disc.	Student does not choose the appropriate type of catch but still catches the disc.	Student does not choose the appropriate type of catch and misses the disc.

Day 1: Improvisational Throwing

Objective: Students will practice the forehand, backhand, and hammer as well as develop new throws.

Review Throws

Cues:	Step with same foot as the throwing hand
	Flick your wrist for spin
	Control the outer edge of the disc

Design your own throw day

Description: Students get into groups and try to develop throws that are different from the standard forehand, backhand, and hammer. There are an infinite number of throws if you count release point, curve, grip changes, hand used, flight pattern, and the side of the body from which disc is released.

Throwing and Catching in Pairs

Description: Students practice throwing any throw to a partner and catching the disc using the appropriate catch. Allow students to explore different throws and use questions to help them figure out what makes one throw different from another. Many students will make this into a competition and will enjoy the opportunity to be creative with it.

Closing Questions:

- *What did you change about the way you were throwing to make it a new throw? (angle of release, grip, height of release, angle of curve, etc.)*
- *What had to happen for the throw to work? (spin)*
- *Does anybody want to demonstrate a new throw?[lead demonstration]*

Day 2: Introduce "Reading the Disc"

Objective: Students will practice reading the disc.

Cues:	Run to where the disc will be catchable
	Try to catch the disc while running
	Use the correct catch

Throw-Run-Catch

Description: This game pushes students to test throwing, running and catching skills. Students start shoulder to shoulder, with one student holding the disc, and the other ready to receive. The object is to reach the maximum distance between the thrower and the receiver, with a successfully completed pass. The pair with the most distance between thrower and receiver wins.

Cues:	Try starting with short passes
	Anticipate where the disc is going to go
	Throwers should try to throw the disc ahead of their receivers (called a "leading" pass)

Closing Questions:

- *How far away was your receiver from the thrower when the thrower released the disc? [lead discussion]*
- *How is reading a disc different when you're running toward it vs. running alongside it? [lead discussion]*
- *Which is easier, catching a disc running toward it or running alongside it? (running toward it)*

Day 3: Introduce Marking

Objective: Students will practice their marking skills in a competitive game.

Cues:	Athletic position
	Arms extended, hands low
	Move your feet on defense

3-Person Marking Drill

Description: Students work in groups of three. Marks practice forcing the thrower to throw in one direction, and throwers practice breaking the mark (throwing around the mark to the "break" side of the field). Two students set up twenty feet away from each other as throwers. The third student is the mark.

- The mark's objective is to make the thrower throw a forehand, and not let the thrower successfully complete a backhand.
- The thrower's objective is to "break" the mark by throwing a backhand.
- If the throw is completed to the other thrower, the mark goes to mark the new thrower.
- If the thrower must throw a forehand, throws an incomplete pass, or is blocked by the mark, the thrower becomes the new mark.
- This drill should also be run with the mark forcing the opposite direction (backhand) to develop both sets of skills.

Keep-Away

Description: The objective for each team is to maintain possession of the disc on offense for 10 consecutive passes in order to earn a point. The first team to reach three points wins the round. The defense needs to force a turnover in order to earn a chance on offense. There are no end zones. The game should be played in a large box, 15 yards x 15 yards, for a game of four-on-four.

Cues:	Make sure that you mark the thrower
	Athletic position
	Arms extended, hands low
	Move your feet on defense

Closing Questions:

- *How is keep away just like Ultimate? (possession is very important)*
- *How is keep away very different from Ultimate? (method of scoring)*
- *What did the successful defenders do today? (set the mark so that it was forcing out of bounds, anticipated where the next throw will go)*

Days 4-5: Practice Reading the Disc
Objective: Students will utilize reading skills while playing a competitive game.

500

Description: This is a variation of the game 500 that is played among baseball and football players. One student is the thrower and four or five students are vying for position to catch the disc. The group of receiving students lines up about fifteen or twenty feet away from the thrower. Once the disc leaves the thrower's hand, the receivers must read the disc and try to make the catch. It is important that the thrower does not throw the disc directly into the crowd of receivers. The receiver who makes the catch switches places with the thrower for the next round.

Cues:	Anticipate where the disc is going to go
	Run to catch the disc
	Throw to a spot where the receivers can get it

Closing Questions:

- *Which way was the disc traveling the most today? [solicit answers]*
- *Why was it traveling that way? (wind, type of throw)*
- *What else can influence where the disc goes? (angle of release, wind, wind-up/follow-through, spin, etc.)*

Day 6-7: Practice Forcing

Objective: Students will utilize marking and forcing skills while playing a competitive game.

Hot Box

Description: There are two teams consisting of three to five students each. The field is set up with two boxes, a smaller box of one yard by one yard inside of a larger box of five yards by five yards. Teams score by completing a pass in the smaller box, but they must first "clear" the disc by completing a pass outside of the larger box (similar to checking the ball back in half-court basketball). There is no out of bounds, but turnovers happen the same way as in Ultimate. Defenders are not allowed to guard the box; each defender must guard a person.

| Cues:	Clear the disc before attempting to score
	Mark the thrower
	Force the thrower to throw away from the box

Closing Questions:

- *What is the best way to protect the box? (force the thrower to throw away from the box, stay close to the receivers so that they can't get open passes)*
- *How should your team organize your defense tomorrow to better protect the box? [lead discussion]*

Days 8-12: 5-on-5 Mini

Objective: Students will use and practice their throwing and marking skills in a game of Ultimate.

5-on-5 Mini

Description: On a field (see below) that is about forty yards long and twenty-five yards wide, with ten- yard end zones, students use the rules of Ultimate to play a game of five–on–five. Mini gives students more chances to catch and throw the disc and requires all students to be involved for the game to be successful. Because of the small field size, throws are shorter and thus more accurate, students do not tire as quickly from running up and down field with each turnover, and students are able to score more often. Play until one team scores a set number of goals.
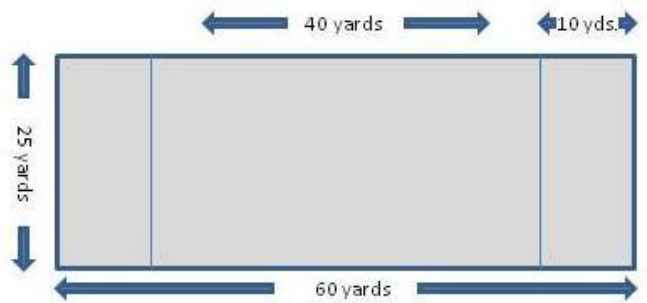
Cues:	Select a force and set a mark
	Communicate with your team and with the other team
	Use many different types of throws

Closing Questions:

- *How does using a force change the way you play defense? (requires less running, less knowledge of where the disc will be)*
- *If the mark doesn't do his or her job, how is the rest of the defense affected?(cannot cover every throwing option)*
- *What is difficult about reading the disc while playing Ultimate? (defenders, recognizing the flight path of the disc)*

Level 5: "Skying" & Stacking

"Skying"

In Ultimate there are very few plays that are as exciting as two players jumping to vie for a hanging disc. Although logically there are huge advantages for the tallest player or the player who can jump the highest, there is a lot of technique to "skying." Reading the disc is probably the most important.

As stated earlier, the player who reaches the disc first without having to chase it has an advantage in this one-on-one scenario. First, taking a direct path to the spot where the disc is descending is extremely important (see Level 4, "Reading the Disc"). Second, one must consider the location of the other players. Just like in basketball, inside position is crucial. If you are between the disc and the opposing player, you are in control. Your opponent must jump and reach over you in order to make a play on the disc. Third, timing is essential. Catching the disc as early as possible prevents your opponent from making the play. If you jump too late, your opponent can more easily jump over you to make the first play on the disc. However, it is also important not to jump too soon, or the disc might fly overhead. Finally, because Ultimate is a non-contact sport, players must work hard to avoid fouls when skying.

Level 5 "Skying" Rubric

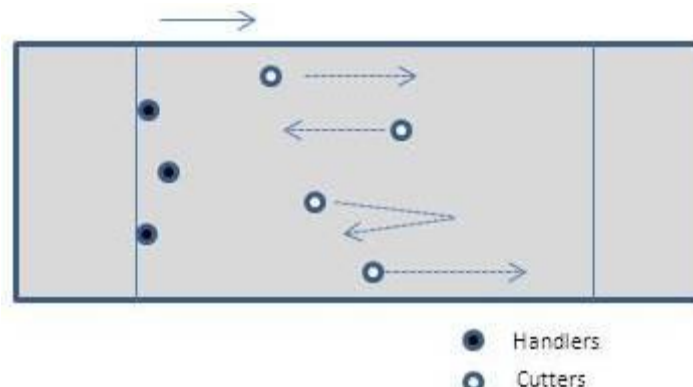|	3 pts.	2 pts.	1 pt.	0 pts.
Read	Student runs directly to the spot where the disc can be caught.	Student changes direction at least once to reach the spot where the disc can be caught.	Student "chases" disc to the spot where it can be caught.	Student does not run to where the disc can be caught.
Body Position	Student lines up between opponents and the disc.	Student lines up behind opponents so that opponents have first play on the disc.	Student lines up in an arbitrary position.	Student does not attempt to establish a position.
Point of Catch	Student catches the disc at the highest point possible.	Student jumps to catch the disc but does not jump as high as possible.	Student catches the disc while standing still.	Student does not catch the disc.

Introduction to Offense: Stacking

In Ultimate, the most common strategy for organizing an offense (against a person-to-person defense) is a "stack." Stacking offers a structure that provides offensive players with a general understanding of who should move where, and when. This motion, referred to as "flow" in Ultimate, creates a sense of familiarity and consistency for the offense. The stack can be adapted in many ways to fit the needs of a team. Horizontal, vertical, and split stacks are just a few types of stacks, each of which clears a different area of the field for the offensive players. This curriculum will teach the basic horizontal stack, but coaches or other educators who plan to teach Ultimate outside of a short instructional unit are encouraged to read about other types of stacks to determine what is best for their teams. The USAU *Basic Skills, Strategy & Drills* is a good companion to this volume, for those seeking more detailed strategy or specific techniques for teaching cutting.

There are two basic positions within the horizontal stack offense: handlers and cutters. The handlers are located furthest from the end zone of attack and play a position similar to a quarterback in football or a point guard in basketball. In a horizontal stack, there are three handlers who spread out horizontally across the field. They make a "V" shape with the middle handler slightly backfield from the two side handlers.
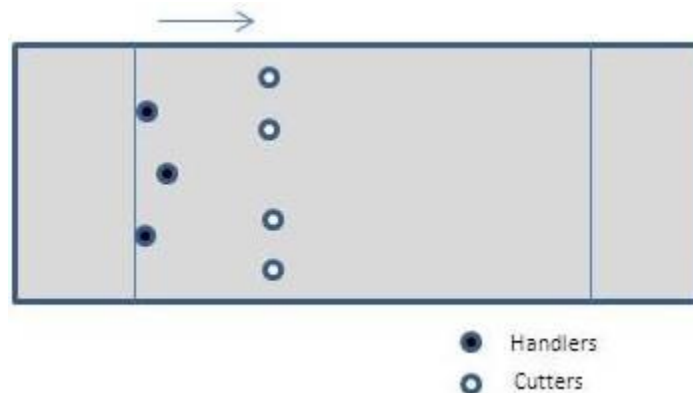
The handlers' responsibility is to keep the disc moving at all times. There are very few times when they should hold on to the disc any longer than six seconds. The middle handler is the most important handler and should be one of the team's best throwers. Generally the handlers look downfield to the cutters for the first 1-5 seconds of their possession and then look to reset, or "swing," the disc off to another handler. The cutters line up horizontally across the field, between the handlers and the end zone of attack. The field can be broken into two separate, vertical "cutting lanes." Each lane contains two cutters who are partners. Partners share the lane and should work together to alternate in and out cuts. In Ultimate, there is no offside rule, blue line, line of scrimmage, or any other rule limiting a cutter's movement. The most effective cuts are made vertically or diagonally up and downfield. Horizontal cuts (cutting across the width of the field) are very rarely effective for a couple of reasons. First, they gain little yardage. Second, since the width of the field is shorter than the length of the field, cutters do not have as much horizontal space available to break away from their defenders; if they use the vertical space, on the other hand, they have much greater area to fake, juke, and change direction in order to get open. Horizontal cuts should be discouraged because they take away space for other cutters making good vertical cuts. There is nothing more frustrating to a cutter than to make a good vertical cut, breaking away from one's defender, and then to lose that advantage by running into a teammate cutting horizontally across your lane.

Level 5 In-Game Stacking Rubric

	3 pts.	2 pts.	1 pt.	0 pt.
Positioning	The student lines up in the stack according to position.	The student usually lines up in the stack according to position.	The student rarely lines up in the stack according to position.	The student never lines up in position.
Resetting	The student stays within the stack even as disc moves down the field.	The student usually stays in the stack as the disc moves down the field.	The student rarely stays in the stack as the disc moves down the field.	The student never stays in the stack as the disc moves down the field.
Cutting	The student makes a strong cut to get the disc, returning to the stack.	The student makes a strong cut to get the disc but does not return to the stack.	The student attempts to make a cut.	The student never attempts to cut.

Day 1: Review

Objective: Students will practice and review their throwing skills.

Review throwing and catching skills

Cues:	Snap your wrist to get lots of spin
	Step with the same foot as your throwing hand
	Use a pancake catch when you can

Catching and Throwing in Partners

Description: Students practice throwing backhands, forehands, and hammers to a partner using the appropriate catch. Allow students to explore different throws and use questions to figure out what makes each throw different.

Closing Questions:

- *What throws are the most important in Ultimate? (all are important depending on the situation)*
- *Are there any patterns to playing offense in Ultimate? [lead discussion]*

Day 2: "Skying"

Objective: Students will learn and practice catching the disc in a crowd of people.

Introduce "Skying" Skills

Cues:	Run to where the disc can be caught
	Get inside position
	Catch the disc at your highest point

Play 500

Description: This is a variation of the game 500 that is played among baseball and football players. One student is the thrower and four or five students are vying for position to catch the disc. The group of receiving students lines up about fifteen or twenty feet away from the thrower. Once the disc leaves the thrower's hand, the receivers must read the disc and try to make the catch. The thrower should try to throw above the crowd of receivers so that they can practice their skying skills to catch the disc. The receiver who makes the catch switches places with the thrower for the next round.

Closing Questions:

- *Why is it harder to catch a hanging disc than a low disc? (lots of people around, windy)*
- *What skills did you practice that will come in handy during a game? [lead discussion]*

Days 3-4: Stacking and Offensive Organization

Objective: Students will demonstrate an understanding of the offensive positions in Ultimate through developing an offensive plan.

Day 3: **Introduce Stacking**

Description: Using diagrams or moving students around a small field, explain the positions of handler and cutter. Make sure students understand that these are offensive roles and that they have no bearing on defense.

Draw Up Plays

Description: Students work in teams to develop positions and organize their offenses. They should separate their own teams into handlers and cutters, and they should design two or three patterns that they can use in the game. Teams demonstrate their plays to the rest of the class.

Closing Questions:

- *How did you designate handlers and cutters? [lead discussion]*
- *What advantages does this organization give the offense? (provides a familiar system)*
- *What is the defensive system you learned in the previous unit/level? (force)*

Day 4:   **Running plays with defense, review self-officiating**
Description: Teams work together to practice their designed plays with the pressure of defense. Offense sets up in stack formation with defenders. Each team will have an opportunity to work on its plays while the other team plays person-to-person defense. Focus on executing plays rather than scoring goals. Encourage the use of calls and practicing self-officiating when necessary.
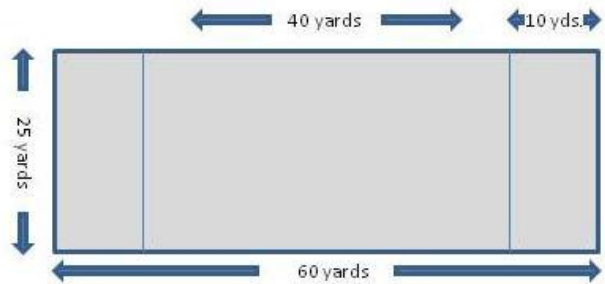
Closing Questions:

- *How would you describe your system to a new team member? [lead discussion]*
- *What similarities did your offense have to the other team's offense? [help generate similarities based on student descriptions]*
- *What differences were there between your offense and the other team's offense? [help generate similarities based on student descriptions]*

Days 5-12: Ultimate
Objective: Students will utilize their Ultimate skills and offensive system in games of Ultimate.

Ultimate
Description: Students play the game of Ultimate in teams of seven. The field is seventy yards long and forty yards wide with twenty-yard end zones. Students score by completing a pass to a teammate in the goal. Fields can be made smaller to fit more fields into limited space. A schedule of games, complete with playoffs, leads to an exciting finish to the unit.

Closing Questions:

- *What makes Ultimate different from other sports? [lead discussion]*
- *Can self-officiating be used at the professional level? (yes!)*

Integrating Ultimate into Adventure/Leadership Education

In the last several years there have been two main movements in physical education. There is the fitness movement (which will be discussed later), and the adventure/leadership movement. One of the main objectives of this movement is to produce situations where students can practice their team skills in an environment where they are physically, mentally, emotionally, and socially challenged. Whether it's a high ropes course, a low element course, or smaller challenges the entire team fails or succeeds together.

The adventure/leadership focuses on individual responsibility to the community, and SOTG works under the same dynamics. Using the conflict resolution skills present in most leadership or adventure curriculums will help students be a step ahead in the violation calling process. As long as both teams agree that the goals of the game are to have fun, be safe, and be fit, then both teams will be able to work together and accomplish those goals within the Spirit of the Game®.

Integrating Ultimate into the Health Curriculum

During the social health unit most curriculums take time to discuss conflict resolution skills and communication. These skills can be taught during any "pick up" game of any sport, and Ultimate's tradition makes it easy. Referencing the conflict resolution skills in the health curriculum will give students a chance to review those steps, practice Spirit of the Game®, and use that scaffolding to gain deeper understanding of how and why these skills are so important. Knowing the steps to conflict resolution does not make a person any healthier, just as knowing you're supposed to eat your vegetables doesn't either. It's the practice and application of health knowledge that contributes to that person's overall wellbeing.

Spirit of the Game® can also be reviewed and practiced while covering the communication health standards. Communication requires assertiveness, listening skills, respect, negotiation, conflict management, and collaboration. Not every student is going to carry these skills into the classroom or gymnasium, so it's important that they are instructed on how to use them effectively and get a chance to use them in a controlled setting. Being an effective communicator will help on the Ultimate field and serve students well into adulthood. The state of New York has even put a relationship management section into their state standards in which students are supposed to:

- "Demonstrate positive interpersonal and intra-personal behaviors when working with others."
- "Predict short and long term benefits and harmful consequences of behaviors"
- "Analyze possible causes of conflict and demonstrates win-win resolutions."
- "Demonstrate win-win strategies to prevent and manage conflict in healthy and safe ways."

…. All of which can be covered while playing Ultimate.

Integrating Fitness Education

Like many sports and activities that require a lot of movement and energy to be successful, the sport of Ultimate can be used as a vehicle for integrating technology and educating individuals about their fitness needs.

Pedometers

The rules of Ultimate and the designated boundaries make it so that there is a lot of movement up and down the field. Using pedometers to measure movement can be a useful tool to motivate students, allow students to calculate their participation, and even give teams that are putting in a lot of effort a better chance at "winning" the game. Here are some ideas on how to use pedometers during Ultimate:

- Every 10,000 steps (players add their steps together) = 1 point for their team
- Players use their pedometer log to calculate calories burned/day or unit
- Each player that records 25 minutes or more of activity = 1 point for their team
- Every 10 minutes of activity (players add their time together) = 1 point for their team
- All points recorded from fitness equipment add up. Teams compete for fitness champion as well as athletic champion.

Heart Rate Monitors
There are two basic types of heart rate monitors, and using them is inherently different. Using monitors that can store data is much different than using monitors that only take a real time measurement.

Data Recorders
The telemetry strap can sometimes shift during throwing, catching, laying out, or reaching for the disc. It's important to remind students to check their heart rate occasionally to make sure the strap is in the correct place. The sky is the limit with these data recording heart rate monitors. Be creative.

- The team with the most "time in zone" each day gets a win no matter the score
- If the teacher approaches the field and every player on the field is in their heart rate zone, those two teams get to choose some perk (the next day's opponents, arrange a trade with another team, warm up for the next day, a day of disc golf or some other lead up game…)
- Any player not in their heart rate zone cannot touch the disc until they are in their heart rate zone.
- Every 10 minutes in the heart rate zone (players add their time together) = 1 point for their team
- All points recorded from fitness equipment add up. Teams compete for fitness champion as well as athletic champion.

Single Readings
These are much harder to use and typically require the whole field to stop play in order to allow students to check their heart rate. However, because play is supposed to stop for violations calls and in between points, you can find time to have students do a check. The teacher can also call a time out to get everybody to stop which will allows students to check their heart rate.

- If the teacher approaches the field and every player on the field is in their heart rate zone, those two teams get to choose some perk (the next day's opponents, arrange a trade with another team, warm up for the next day, a day of disc golf or some other lead up game…)
- Entire team in heart rate zone = 1 point for their team
- The team with the most players in the heart rate zone gets a win for the day
- All points recorded from fitness equipment add up. Teams compete for fitness champion as well as athletic champion.

Glossary

Break-Mark Throw – A throw that goes to the half of the field that the mark is trying to protect.

Downfield – The area of the playing field between the point of reference (usually the thrower, but not always) and the offensive team's end zone of attack.

Reset Pass – A short lateral or backwards pass. A pass not necessarily intended to gain yards, but to move the disc to a better position on the field, or reset the stall count.

Force – The side of the field that the marker is trying to get the thrower to throw to. A marker does this by positioning himself on the opposite side.

Foul – Bodily contact inflicted on one player by a player from the opposing team. This is a violation in Ultimate. See rules for details of types of fouls and their consequences.

Leading Pass – A pass which is thrown in front of a receiver in motion, taking into account her/his speed and direction.

Mark – The defensive player who is guarding the thrower.

Pick – A violation that occurs when a defensive player cannot cover her/his opponent because of bodily interference by another player. Generally, it occurs when the offensive player runs so close to another player on either team that the defensive player must stop, slow down, or alter her/his course in order to avoid a collision, thus leaving the offensive player open to receive a pass. Although legal in basketball, it is a dangerous play in Ultimate because of the speed at which players are running.

Pivot Foot – The stationary foot upon which the thrower pivots. Usually, it is the foot opposite of the throwing hand.

Pull – The throw used to initiate play before each point of an Ultimate game. The defensive team throws the disc to the offensive team**.** The throw is made by a defensive player standing on or behind the end zone line. A pull is similar to a kick-off in American football.

Receiver – Any of the six offensive players in position to receive a pass from the thrower.

Spirit of the Game® – The underlying concept of fair play inherent in all sports, but made explicit in the rules of Ultimate. For complete text, see the introduction to the Rules of Ultimate.

Stall – A situation wherein the marker reaches the end of the stall count (ten) before the offensive player has released the disc.

Stall Count – The count made by the mark to identify the amount of time the offensive player with the disc has to throw.

Strip – A violation in Ultimate, when the disc is forcibly knocked from the offensive player's hands. The disc is returned to the offensive player's possession and play is initiated with a check.

Upfield - The area of the playing field between the point of reference (usually the thrower but not always) and the defensive team's end zone of attack.

Cut – An offensive movement used to get away from the defender, often characterized by at least one sharp change of direction.

Fake – A motion used by the thrower to make the marker believe that s/he intends to throw the disc in one direction (or from one release point), when, in fact, s/he plans to throw the disc in another direction.

Field Sense – The ability to perceive where one is on the playing field relative to all other players and field boundaries.

Offside – Crossing the goal line by any offensive or defensive player prior to the pull.

Pivot – A technique used by the thrower whereby s/he rotates on the ball or toes of the pivot foot in order to change body position for greater throwing range of motion.

Travel – An offensive advantage gained by the thrower when s/he takes a step, accelerates or changes directions after a catch and before throwing, or picks up or drags her/his pivot foot during the throw. This is a violation in Ultimate. The disc is brought back to the thrower for a replay, except in the case where the throw resulted in a turnover.

Special Education/Physical Disability Accommodations

Ultimate can easily be adapted to meet the needs of most students with physical or mental impairments.

The rules to Ultimate can be changed to accommodate students on crutches, in wheelchairs, or those that have motor control impairments. Just like every other unit in physical education, participation is the most important thing. It is always important to take each individual student's social or emotional needs into consideration before adapting any games, but be creative. Any student (even those without impairments) might learn or benefit from having any of the following accommodations.

Wheel Chair Accommodations
Playing the game inside or on tennis courts will make the game much more wheel chair friendly. Also allowing the student in the wheel chair two feet of space at all times on offense will help increase their involvement in the game.

Gait Accommodations
The easiest way to change the game for students who cannot travel as quickly as other students is to make running against the rules. Similarly, allowing the defense to move (or run) only when the disc is in the air will give students who have a slower gait or are limited by crutches a chance to keep up and get into position on offense. Limiting the defense to the same number of steps as the offense can help ensure that students who require crutches or cannot walk as quickly have a chance to get open on offense.

Coordination Accommodations
Teaching students who have coordination deficits or impairments with smooth motor control to throw and catch can take a lot of time. Using a softer disc or a ball will allow them to play the game with other students and keep them from getting injured by the hard plastic. Allowing the students who need accommodations more time to throw the disc and more distance from the defender will provide more opportunity for success. Another adaptation could be allowing students a chance to pick up one drop per point, or allowing each team to play the disc where it lands (even if it is not caught).

Mental Disability Accommodations
Ultimate moves very quickly and some of the rules can be confusing. Changing the game so that it resembles a more familiar game can help. For example, allowing students to run with the disc until they are tagged might help students adapt because they are familiar with football. Removing the end zones and asking students to count the number of throws they can complete in a row can substitute as a scoring system. Students with mental disabilities are generally more productive, have more fun, and learn more from cooperative games. Thus, instead of forming two separate teams, having everybody on one team and timing how quickly they can score may be a good adaptation to standard Ultimate.

Ten Things You Should Know About Spirit of the Game®

1. The golden rule: treat others as you would want to be treated.

Spirited games result from mutual respect among opponents. Assume the best of your opponent. Give him or her the benefit of a doubt. You would want the same for yourself. But even if you are thick-skinned, do not assume that your opponent is.

2. Control: SOTG takes real effort.

SOTG is not just some abstract principle that everyone adopts and then games run smoothly without effort. Close calls are made in tight games. Hard fouls are committed. SOTG is about how you handle yourself under pressure: how you contain your emotion, tame your temper, and modulate your voice. If you initiate or contribute to the unraveling of spirit, the concept falls apart quickly. If you act to mend things (or at least not worsen the situation) by following (1) above, the game heals itself.

3. Heckling and taunting are different.

Ultimate has a long tradition of good-natured heckling. Heckles are friendly barbs, typically from non-playing spectators. Heckling can be fun, but taunting is un-spirited and wrong. Harassing remarks after an opponent's foul call or close play are NOT heckling: they are abusive taunts which create unpleasant playing conditions and often escalate to acrimonious disputes.

4. SOTG is compatible with championship play.

Competition and Spirit of the Game® complement each other and enhance the game. Time and again, great teams and star players have shown that you can bring all your competitive and athletic zeal to a game without sacrificing fair play or respect for your opponent.

5. Don't "give as you got."

There is no "eye for an eye." If you are wronged, you have no right to wrong someone in return. In the extreme case where you were severely mistreated, you may bring the issue up with a captain, tournament director, or even lodge a complaint with the governing body. If you retaliate in kind, however, a complaint may be filed against you. We recall point (1): treat others as you would have them treat you, not as they have treated you. In the end, you are responsible for you.

6. Breathe.

After a hard foul, close call, or disputed play, take a step back, pause, and take a deep breath. In the heat of competition, emotions run high. By giving yourself just a bit of time and space, you will gain enough perspective to compose yourself and concentrate on the facts involved in the dispute (was she in or out; did you hit his hand or the disc; did that pick affect the play). Your restraint will induce a more restrained response from your opponent. Conflagration averted, you may resume business as usual.

7. When you do the right thing, people notice.

When you turn the other cheek, you you've done the right thing. You may not hear praise, there may be no standing ovation, but people do notice. Eventually, their respect for you and their appreciation of the game will grow.

8. Be generous with praise.

Compliment an opponent on her good catch. Remark to a teammate that you admire his honesty in calling himself out of bounds. Look players in the eye and congratulate them when you shake their hands after a game. These small acts boost spirit greatly, a large payoff for little time and effort.

9. Impressions linger.

Not only does the realization that your actions will be remembered for a long time serve to curb poor behavior, it can also inspire better conduct. Many old-timers enjoy the experience of meeting an elite player who remembers their first rendezvous on the field and recalls the event in detail. A good first encounter with an impressionable young player can have considerable long term positive impact.

10. Have fun.

All other things being equal, games are far more fun without the antipathy. Go hard. Play fair. Have fun.

Preface

This simplified version of Ultimate rules is especially for intramural play. However, if there is any discrepancy between this version and the Official Rules of Ultimate, the official rules govern. It is assumed that no player will intentionally violate the rules; thus, there are no harsh penalties for inadvertent infractions, but rather a method to resume play simulating what most likely would have occurred absent the infraction. In Ultimate, an intentional infraction is considered cheating and an offense against the spirit of sportsmanship. A player may be in a position to gain an advantage by committing an infraction, but that player is morally bound to abide by the rules. Each player is responsible for upholding the Spirit of the Game® (see below), and this responsibility should remain paramount.

1) **Introduction**
   a. Description: Ultimate is a non-contact disc sport played by two teams of seven players with the objective of scoring goals. A goal is scored when a player catches the disc in the end zone that player is attacking. A player may not run while holding the disc. The disc is advanced by passing it to other players. The disc may be passed in any direction. If a pass is incomplete (i.e., hits the ground, is caught out-of-bounds, or is intercepted by a defensive player), a turnover occurs, resulting in an immediate change of the team in possession of the disc. An attempt to unfairly disadvantage an opponent through physical contact is a foul. Ultimate is self-officiated – there are no referees; players are responsible for making their own infraction and boundary (including scoring) calls.
   b. Spirit of the Game®(SOTG): Ultimate relies upon a spirit of sportsmanship that places the responsibility for fair play on the player. Highly competitive play is encouraged, but never at the expense of mutual respect among competitors, adherence to the agreed upon rules, or the basic joy of play. Protection of these vital elements serves to eliminate unsportsmanlike conduct from the Ultimate field. Such actions as taunting opposing players, dangerous aggression, belligerent intimidation, intentional infractions, or other "win-at-all-costs" behavior are contrary to the SOTG and must be avoided by all players.

2) **Playing Field**
   The field is a rectangle with an end zone at each end. An official regulation-sized field is 120x40 yards, with a playing field length of 70 yards and 25-yard end zones. Below are suggestions for shorter fields if space is limited. Width can be reduced, if necessary, but less than 35 yards is not recommended.
   a. 110 yards: 70 yard playing field and 20 yard end zones
   b. 105 yards: 65 yard playing field and 20 yard end zones
   c. 100 yards: 60 yard playing field and 20 yard end zones

3) **Eligibility**
   See the school's rules for information on eligibility requirements and how to register for games.

4) **Equipment**
   a. Rubber and molded cleats, turf shoes, or running shoes may be worn. No metal cleats.
   b. Players must remove all jewelry.
   c. Teams must wear shirts or jerseys of matching color, or pennies.
   d. Any disc acceptable to both teams may be used. The standard competition disc is 175 grams.

5) **Players**
   a. A team consists of seven (7) players.
   b. A team may start and play a game with as few as five (5) players.
   c. It is recommended that in Co-Rec play there is a gender difference of one (1) (e.g., three males and four females, or three females and four males, on the playing field), though this ratio can be adjusted based on the actual make-up of the teams. The receiving team generally decides the ratio and the pulling team (throwing the disc to initiate play) must match it. If a team cannot match the gender ratio, they may play with fewer players, so long as they do not exceed the number of players of either gender on the opposing team.

6) **Playing the Game**
   a. Length of Game: The game consists of two 20-minute halves with a 5-minute half time. Time is continuous for each half, except when there is an injury time-out or a team calls time-out.
   b. Starting and Restarting Play
      i. A fair method, such as a coin or disc toss, will be conducted by representatives of the two teams.
      ii. The winner chooses to either receive the initial pull, or select the end zone they wish to defend. The other team is given the remaining choice.
      iii. After a point ends, it is recommended that players begin the next point within 90 seconds.
      iv. After a turnover, a player on the team becoming offense may immediately pick up the disc and put it back in to play by establishing a pivot foot in-bounds.
      v. The second half begins with an automatic reversal of the initial choices.
      vi. If the score is tied at the end of regulation, see overtime procedures in section 6.c.iii.
   c. Scoring
      i. A goal is scored when an in-bounds player catches a pass in the end zone of attack.
      ii. The team with the most goals at the end of the game is declared the winner.
      iii. If the score is tied at the end of regulation, play stops and overtime procedures are as follows:

(a) Regular Season Games: A 3-minute overtime period is played with a sudden death format. To begin an overtime period, teams must follow the rules for Restarting Play (6.b.i-ii). If no one has scored after the overtime, the game will be determined a tie.

(b) Playoffs: The overtime sudden-death period will continue until the first team scores.

d. Time-outs
   i. Each team has one 2-minute time-out per half.
   ii. Time-out may be called only by the team in possession of the disc, except that either team may call time-out between points (after a goal, but before the ensuing pull).
   iii. No time-outs during overtime.

e. Pull
   i. Play starts at the beginning of each half and after each goal with a "pull" -- a player on the pulling team throws the disc toward the opposite goal line to begin play.
   ii. Each time a goal is scored, the teams switch their direction of attack and the team that scored pulls to the opposing team.
   iii. On a pull, players must remain in their end zone (not cross the goal line) until the disc is released.
   iv. A pull may not be made until a player on the receiving team indicates readiness to play by raising a hand.
   v. After the disc is released, all players may move in any direction.
   vi. No player on the pulling team may touch the pull in the air before a member of the receiving team touches it.
   vii. If a member of the receiving team catches the pull on the playing field, that player must put the disc into play from that spot.
   viii. If the receiving team allows the disc to fall untouched to the ground, and the disc initially lands inbounds, the receiving team gains possession of the disc where it stops if in-bounds or at the point on the playing field, excluding the end zone, nearest to where it crossed the out-of-bounds line.
   ix. If the pull lands out-of-bounds the receiving team puts the disc into play at the point on the playing field, excluding the end zone, nearest to where it crossed the out-of-bounds line.

f. In and Out-of-Bounds
   i. The perimeter lines themselves are out-of-bounds.
   ii. A disc is out-of-bounds when it first contacts an out-of-bounds area or anything which is out-of bounds.
   iii. For a receiver to be considered in-bounds after gaining possession of the disc, the first point of contact with the ground must be completely in-bounds. If any portion of the first point of contact is out-of-bounds, the player is considered to be out-of-bounds.
   iv. If a player makes a catch in-bounds and momentum then carries him/her out-of-bounds, the player is considered in-bounds (to continue play, the player carries the disc to the point where s/he went out-of-bounds and puts the disc into play at that point).
   v. The thrower may pivot in and out-of-bounds, provided that the pivot foot is in-bounds.

g. Turnovers
   i. A turnover occurs when:
      i. A pass is incomplete (dropped, hits the ground, is caught out of bounds, blocked, intercepted).
      ii. A receiver must retain possession of the disc throughout all ground contact related to the catch (if a player falls to the ground during a catch and drops the disc, it is incomplete).
      iii. The marker's count reaches the maximum number (10) before the throw is released.
   ii. When a turnover has occurs, any member of the team becoming offense may take possession of the disc.
   iii. To initiate play after a turnover, the person picking up the disc must put it into play at the spot of the turnover. If the disc landed out of bounds, the offensive player puts the disc into play at the point where it crossed the out-of-bounds line.

h. Substitutions: May be made after a goal and prior to the ensuing pull, before the beginning of a half, or to replace an injured or ejected player.

7) **The Thrower**
   a. Any member of the offensive team may take possession of the disc.
   b. The thrower must establish a pivot foot and may not change that pivot foot until the throw is released.
   c. The thrower may pivot in any direction, but once the marker has established a legal defensive position, the thrower may not pivot into him/her.

8) **The Marker**
   a. Only one player may guard the thrower at any one time; that player is the "marker."
   b. The marker may not straddle the pivot foot of the thrower.
   c. There must be at least one disc's diameter between the bodies of the thrower and the marker at all times.
   d. The marker cannot position his/her arms in such a manner as to restrict the thrower from pivoting.
   e. Stall count: The period of time within which a thrower must release a throw.
   f. A player in possession of the disc has 10 seconds to release a throw.
      i. The marker must be within 10 feet of the person with the disc before beginning the stall count.
      ii. The stall count consists of the marker counting to 10 audibly at one second intervals (e.g. "stalling one, two, three . . . .").
      iii. If the thrower has not released the disc by the count of 10, a turnover results. If this call is disputed, the thrower gets the disc back with the stall count coming in at "stalling 8."
      iv. If the defense switches markers, the new marker must restart the count at one.

9) **The Receiver**
   a. After catching a pass, the receiver may take only the fewest number of steps required to come to a stop and establish a pivot foot.
   b. Exception: If the receiver catches the disc while running, s/he may throw a pass without coming to a stop, but only so long as s/he releases the disc before the third ground contact after catching the disc.
   c. If offensive and defensive players catch the disc simultaneously, the offense retains possession.

10) **Fouls and Violations**

A foul is the result of physical contact between opposing players; a violation generally is any other infraction of the rules. When an infraction (a foul or violation) occurs:

a. The offending player loudly calls out the infraction (e.g., "Travel," "Foul," etc.

b. A player called for an infraction may contest that call (by loudly calling "contest"), if that player believes that s/he did not commit the infraction.

c. After a call, play stops and players remain stationary until the parties involved have resolved the call.

d. If a call is not disputed, play resumes in a way simulating what most likely would have occurred without the infraction. E.g., 1) If a thrower was fouled while throwing and the pass was incomplete, the thrower gets the disc back with a new stall count, or 2) If a receiver is fouled on a reception attempt and the pass is incomplete, the receiver gets the disc at the point that the foul occurred.

e. If a call is disputed and the players cannot come to a resolution, the play is redone with each player returning to the position s/he occupied when the disputed infraction allegedly occurred.

f. Infractions include:

i. Foul: Contact between opposing players.

ii. Fast count: When the marker counts at intervals of less than one second.

iii. Double-team: When more than one defensive player is guarding the thrower within 10 feet.

iv. Disc space: If the marker touches or is less than one disc diameter away from the thrower.

v. Travel: When a thrower fails to establish a pivot foot at the appropriate spot on the field, and/or to keep in contact with that spot until the throw is released.

vi. Strip: When a defensive player knocks the disc out of a thrower's hands.

vii. Pick: Obstructing the movement of a player on the opposing team.

1) **Positioning**

a. Each player is entitled to occupy any position on the field not occupied by another player.

b. Picks: No player may establish a position, or move in such a manner, so as to obstruct the movement of any player on the opposing team; to do so is a pick.

c. When the disc is in the air, players must play the disc, not the opponent.

d. Each player has the right to the space immediately above him/her. A player who has jumped is entitled to land at the same point of take off without hindrance by opponents.

2) **Forfeits**

a. Game time is forfeit time. All teams must be signed in and ready to play at game time in order to not receive a forfeit. The supervisor's watch is the official game time on the field.

b. In order to claim forfeit, a team must have the correct number of players present (minimum of 5) and be ready to play.

c. If neither team is able to field a team, a double forfeit will be declared.

3) **Player Conduct**

Acts of unsportsmanlike conduct, including unnecessary roughness, arguing with the Game Official, fighting, abusive language directed towards officials/opponents, will result in a player(s) being ejected from the game. Recommended penalties include:

a. Warning: For unintentional unsportsmanlike conduct

b. Ejection: For intentional unsportsmanlike conduct or following the issuance of a warning for a particular individual.

These are amended rules, intended for use in an intramural setting. For the complete 11th edition Rules of Ultimate, please visit:
http://www.usaultimate.org/resources/officiating/rules/default.aspx

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