



VC ULTIMATE HIGH SCHOOL RESOURCE: 2004

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With thanks to:

Tom Brennan and Jonathan Potts of the AFDA,
Ultimate Players Association,
Maurice Cinquini and friends
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VC Ultimate School Lesson Plans

These lesson plans are suitable for students aged 13 and over. Drills and Games are explained in the attachments. The lessons can be adapted to be completed in 40 mins or last up to 80 mins. The 8 lessons are designed to teach the basics of Ultimate Frisbee and a range of other disc activities. Note that Ultimate has similar wrist snap movements to badminton and squash, and may be easier to teach after units on those sports.

Equipment for a class of 30 students:

15 ultimate Frisbees, 24 pylons and 30 pinnies (or have the students bring light and dark shirts)

Overview

Lesson	One	Two	Three	Four
Skills	Throwing backhands and catching	Throwing Forehands	Curving Throws	Pivoting, faking, marking and stalling
Drills	Throwing in pairs, wheel relay	Diamond Drill Pivot and Throw	Piggy in the Middle Box Drill	Thrower Marker Diamond Drill (varied)
Games	Keep Away Simplified Ultimate	Keep Away Golf	DDC Simplified Ultimate	Hot Box Ultimate
Stretch and Review	Backhand, catches, spirit of the game	Throwing tips, forehand grip, wrist snap, focus on spin.	Use of different throws	Rules of marking, skills of faking and pivoting

Lesson	Five	Six	Seven	Eight
Skills	Stacking and Cutting	Defending	Strategy	Mini Tournament
Drills	Flow Drill Cut and Clear	Circle Drill Defender Drill	Triangle Drill Dump Drill	Throw in pairs Short discussion of Spirit of the Game
Games	Double Box Ultimate	Discathon Ultimate	Ultimate	Ultimate
Stretch and Review	Creating and using space –stacks create space and cuts use it	Quadrant defence – stay on the force side of your player, closer to the disc	How strategies open up the field – creating and using space	Spirit of the Game – why is Ultimate different?

Ultimate is a unique game

Ultimate relies upon a spirit of sportsmanship which places the responsibility for fair play on the individual 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.

It is assumed that no ultimate player will intentionally violate the rules; there are no harsh penalties for inadvertent infractions but, rather, a method for resuming play in a manner which simulates what would most likely have occurred had there been no infraction.



LESSON 1: Throwing and Catching

Start by introducing the basic rules of ultimate (hand out copies of the ten simple rules **attached**). Explain the significance of **Spirit of the Game** and the idea of self-refereeing with examples.

Skill: Throwing Backhands

There are two basic types of throws, the backhand and the forehand. The backhand is the basic throw that most people know. Try to get students to throw with the elbow away from the body.

TIPS: Grip: Grab the rim of the disc with a fist, thumb on top and fingers underneath. Angle the fist so that the knuckle of the first finger points towards the target.

Body Position: Stand with knees bent slightly, feet shoulder width apart, eyes on target. Step forward and to left (for a right hander), coil body, point shoulder at the target but keep eyes on target (back turned slightly).

Arm Motion: Keep the elbow and arm free of the upper body and throw in a straight line.

Release: Release the disc with a snap of the wrist for spin (this makes the disc more stable). If the disc turns over, angle the outside edge down. Avoid rolling the wrist on release.

Skill: Pancake Catch and Rim Catch

The Pancake Catch uses hands on top of and below the disc. The Rim Catch uses thumbs below the disc, fingers above it. The Pancake Catch is safer. Demonstrate both types of catching. Encourage students to use two hands and get their eyes behind the disc.

Drill: Throwing in Pairs

Practice the backhand throw over a short distance. **Variations** step back for every complete pass, forward for every incomplete pass, throw high to practice jumping and catching, count number of incomplete passes using different catching techniques (one handed, pancake, rim).

Drill: Wheel Relay

Form a spaced circle facing inwards. The person holding the disc passes it to the right then runs to the left around the outside of the circle. The other students pass the disc on to the right and pass it back to the runner when they return. The next student on the right catches, passes, then runs outside the circle. Use backhand only. **Variation** reverse the direction of running and passing.

Game: Keep Away

Form a square with 4 pylons. Students try to retain possession of the disc by passing to teammates for as long as possible. As in ultimate, players may not run with the disc and must throw before the stall count reaches 5. Only one marker allowed.

Game: Simplified Ultimate

Play Ultimate using only the 10 Simple Rules. Make sure to stress that screens and other contact by the defence or offence is illegal. Increase the distance between the thrower and the marker to 1 metre (it's usually one disc's diameter). **RULES:** Make sure the students understand that only one marker is allowed – no double teaming on the thrower allowed. After catching, students must stop as soon as they can – no running with the disc. Stall count is 10, if the marker reaches 10 it's a turnover and the thrower places the disc at their feet and play continues without stopping.

Stretch and Review: Warm down jog then stretch and discuss which catches are safer and why, ask students what they think of the spirit of the game and having no referees.



LESSON 2: Throwing Forehands

Skill: Forehand Throw

The forehand is needed to allow people to throw to both sides of the field, just like a forehand in tennis. The forehand generally is more difficult to master than the backhand.

TIPS – See *Teaching Beginners How to Throw a Forehand*

Grip: Thumb on top, first and second fingers inside the rim with the pad of the middle finger against the rim. The index finger may be pointed towards the centre of the disc for stability.

Body Position: Face the target with knees slightly bent and feet shoulder width apart. Step out to the right (for a right hander) and a little forward. Place body weight over the throwing foot.

Arm Motion: Keep the elbow and arm free of the upper body. Throw in a straight line (not curved) motion. Lead with the elbow.

Release: Release the disc with a definite snap of the wrist for extra spin, like snapping a towel. Spin allows the disc to be more stable in flight. If the disc tends to turn over, angle the outside edge down. Avoid rolling the wrist on release, a common mistake.

Tip: Have students throw the disc under their leg to help them get it right. Remind students of squash or badminton technique where the wrist is all important.

Drill: Diamond Drill

Form two stacks (or lines) facing each other behind pylons about 15m apart. The first player from one stack runs (cuts) 45 degrees to their right and is thrown the disc by the first player in the other stack. The thrower then makes the next cut, while the receiver continues through to join the end of the opposite stack. Two extra pylons may be used to provide a cutting and throwing target.

Variation change the direction of cuts so that forehands are used.

Drill: Pivot and Throw

This drill combines the pivoting and throwing motions, and gets the players used to using their correct pivot foot (left foot for right handers). Throwing in pairs, have the thrower pivot to the opposite side before throwing. Repeat 10 times on backhand and forehand sides.

Game: Keep Away

Form a square with 4 pylons. Students try to retain possession of the disc by passing to teammates for as long as possible. As in ultimate, players may not run with the disc and must throw before the stall count reaches 10. Only one marker allowed. **Variations** make the stall count 5 or 7, keep score – 1 point for everyone touching the disc. Emphasise traveling is not allowed – the thrower must not lift their pivot foot (left foot for right handers).

Game: Disc Golf

Disc golf is played just like ball & stick golf, except the targets or "holes" can be whatever is available. Each shot must be taken from behind where the disc comes to rest, and the object is to hit the target in the fewest shots. Form into pairs, taking alternate shots (unless you have one disc per student). An innovative aspect is to include mandatories, such as requiring the disc to go around a tree before hitting the hole. After each hole have someone new choose the next hole. Encourage imaginative holes, e.g. "through the fork in the tree and hit the garbage bin," but keep it simple. Hoola hoops can be used as holes.

Stretch and Review: Warm down jog then stretch and discuss which tips students found helpful in learning the forehand. Discuss grip, wrist snap and spin.



LESSON 3: Curving Throws

Skill: Curving Throws

By altering the angle of the disc, the disc can be made to curve in flight. By raising the outside edge, it will bank "outside-in". By lowering the outside edge, it will bank "inside-out". These throws will be easier on the backhand side than the forehand side. Students should be encouraged to try backhand first, then forehand.

TIPS: Outside in: for a right hander throwing a backhand, this throw curves from left to right with the outside edge of the disc higher (for a right hander throwing a forehand it curves from right to left)

Inside out: for a right hander throwing a backhand, this throw curves from right to left with the inside edge of the disc higher (for a right hander throwing a forehand, it curves from left to right)

Forehands: throwing an outside in is relatively easy – the difficulty is getting students to throw flat throws. Ask students to throw an inside out forehand and they will begin to understand how to throw a disc flat. Some will be able to throw an inside out, but not all. It is not easy!

Drill: Piggy in the Middle

This drill practises banked throws. Split into groups of three. Have the thrower and receiver stand at pylons 10m apart with the "piggy" in between them. The aim is to connect passes without the piggy getting the disc. The players are not allowed to move. The thrower must throw inside-out or outside-in throws by altering the outside angle of the disc.

Drill: Box

Form a 10m square with 4 pylons. Start with even stacks behind the cones facing the centre of the square. The disc is at the front of one line. A player cuts from the next line to the right by deeking away from the disc and then running back to it and is thrown the disc. They throw it to a similar cut from the next line and so on. After throwing, each thrower joins the line they were running towards when they caught the disc. After a while, change the direction. **Variations** use different cuts – for instance deek away from the thrower and cut back in towards the centre of the square, or deek 45 degrees out of the square then cut back to the middle of the square

Game: Double Disc Court (DDC)

The court is two boxes separated by a 5m wide strip. A pair of players stand in each box, each pair with one disc. Each team serves at the same time and aim to land the disc in the other team's court. If the disc lands out or rolls out then the receiving team gets a point. If the disc lands in and stays in then the throwing team gets a point. If the receiving team catches the disc, then they can throw it back. If the receiving team drops the disc, the throwing team gets a point. If a team is touching both discs at once, that is a "double", and the other team scores two points. After a point is scored, the discs are returned to each end and the other players serve. Change ends every 5 points. The winning team is the first to reach 11. **Variation** change the size of the courts and the strip (up to 14m square separated by 14m)

Game: Simplified Ultimate (see lesson 1). If the throw off (the pull) lands out of bounds, the receiving team may play the disc where it crossed the sideline or take it to the middle of the field. If the pull lands in the endzone, they have to play it from that point.

Stretch and Review: Warm down jog then stretch and discuss the different throws students have learnt and when they might be useful in a game of Ultimate.



LESSON 4: Pivoting, Faking, Marking & Stalling

Skill: Pivoting and Faking

Throwers must establish a pivot foot (right foot for left handers, left foot for right handers). This allows a wide throwing range to get around the marker. It is important students do not move the pivot foot before or during the throw, as “travelling” is not allowed. A pivot is most effective when used with a fake throw, to get the marker to move and allow an open throw.

Skill: Marking and Stalling

Only one defender, the marker, is allowed within 3m of the thrower. The marker must stand at least 1m from the thrower, and may stall the thrower in 1 second intervals "stalling...1...2...3...". If the marker reaches 10 then it is a turnover and they must put the disc down at their feet.

Skill: The Force

Forcing is when the marker stands slightly to one side, forcing the throw to the other side. The defensive players can guard the receivers more effectively by over-defending the “forced” parts of the field. Usually, the force is kept the same the whole way down the field. The Force and the Stack are complimentary ideas. The defence tries to force the offence to one side of the field while the offence tries to open up space on both sides of the field by stacking in the middle.

Drill: Thrower Marker

Groups of three practice throwing and marking in rotation. A throws with B marking, C is the receiver about 10m away. Make sure B practices counting stalls. After the pass is completed, C becomes the thrower, A runs to C to become the marker and B becomes the receiver. The marker should force backhand. **Variation** reverse the rotation so that the throwers get different markers.

Drill: Diamond Drill (see lesson 2)

Variation change the direction of cuts so that forehands are used, use different deeks and cuts.

Game: Hot Box

Hot Box involves two teams attacking the same goal, which is a 5m x 5m square in the centre of a 20m x 20m square. Teams are 5-a-side on the court with unlimited subs allowed during play. The aim is to catch the disc in the goal to score a point. When a team gains possession of the disc, they must complete a pass outside the outer box before they can attack the goal. After scoring, the other team gets possession of the disc and must move it out of the outer box before they can score again. Play games to 3 or 5. **Variation** reduce the size of the box to and the number of players.

Game: Ultimate

Introduce the concept of a force. Make sure to start forcing backhand (forcing forehand makes the game hard for beginners). **RULES:** Players also call their own picks. Offensive players who cut by running their defender into another player cause a pick. This can be dangerous: the defender can call “pick”. The play stops and the player marks up again on the player they were marking. After a pick the thrower should offer the disc to the marker, and the marker should “check” the disc back in, signaling the defence is ready: play resumes. Fouls and travels also freeze play.

Stretch and Review: Warm down jog then stretch and discuss the different fakes and pivots people used to get an open throw. Discuss using fakes and pivots to move the marker around. Discuss the use of the force.



LESSON 5: Stacking & Cutting

Skill: The Stack

The standard offensive tactic in Ultimate is to have the receivers line up downfield from the thrower and have the players cut one at a time to the thrower. This creates open areas in front of the thrower for the receivers to cut into. It is common for players to number off in the stack so they know the order of cutting. Other players in the stack should anticipate when a receiver is about to catch the disc and start their cut to receive the next pass – this is called flow.

Skill: Cutting

The purpose of cutting is to get clear of the defence and run into open space. It requires a hard change of direction and often a deek to throw the defence off.

Drill: Flow

Form four stacks down the centre of the field behind pylons. The front stack holds the discs and faces the other three stacks which are lined up away from the first stack. The first cutter from the second stack cuts to one side and is thrown the disc. A player from the next stack then cuts to the same side to receive the flow pass, and the last cutter does the same. The final receiver takes the disc and joins the front stack of throwers. The other players rotate to the next stack.

Drill: Cut & Clear

Place three pylons in a line 10-15m apart. Form two stacks facing each other, behind the end pylons, with an even number of discs and players in each. The first player from one stack runs towards the central pylon, fakes one way and cuts the other way to receive a pass from the opposite stack. The receiver throws the disc back to the next player in that stack and clears to the back of their original stack. Concentrate on faking, cutting and clearing wide and fast. Students should clear as fast as they cut.

Game: Double Box

This is a miniature, fast paced game of Ultimate. There are 2 scoring goals, 5m x 5m boxes, separated by about 20m. One team starts with the disc in their box and is attacking the opponent's box. Each time a team scores, they immediately are attacking the other box. Otherwise, the rules are the same as Ultimate. Play games to 3 or 5. Unlimited substitutions are allowed at any time.

RULES: A travel is when a player speeds up, changes direction, or takes more steps than required to stop after catching a pass. As students learn this rule, try to make sure students avoid traveling. There are no penalties in ultimate, but make sure students understand the marker cannot touch the thrower, and a defender cannot contact a receiver, especially if it causes a drop. Such contact is a foul.

Game: Ultimate

Play a game, emphasising the use of a stack on offence. Encourage the offence to walk to the disc and stack up after a turnover. Get players to call out numbers to indicate who will cut first from the stack etc. Encourage use of force backhand.

Stretch and Review: Warm down jog then stretch and discuss how forming a stack creates space and how cutting uses that space. This is the basis of most offences in Ultimate – creating and using spaces.



LESSON 6: Defending

Skill: Defending

The aim of defending is to try to stop the receiver from getting the disc. To do this the defender is positioned between the receiver and the thrower and tries to maintain that position by shadowing the cutter. Remember that Ultimate is non-contact, so body-checking is strictly forbidden. Try to stay on the force side of the player.

Tips: talk about different approaches to cutting and defending. Some cutters like running hard to get free, others wait until their defender looks away then run. Some defenders like to mark up close, others like to give a cushion and stand more out on the force side.

Drill: Defender

Form two stacks: one of 4 throwers all with discs and the other facing them of pairs of cutters and defenders, at least 20m away. Take turns cutting and defending. The cutter cuts toward the thrower, trying to get free from the defender to receive a pass. There is no marker so it should be easy for the cutter to get free. The receiver catches the disc and joins the throwing stack. The thrower clears to the back of the cutter/defender stack and becomes a defender, the defender also rejoins that stack but should be a receiver next.

Game: Discathon

Use pylons or natural obstacles such as trees to mark out a course. A park is the ideal setting. Use arrow signs to indicate which side of trees etc the course runs. Each player starts behind the start line with a disc. The players must run around the course, making their disc follow the course exactly. The players can run anywhere they like. Each successive throw must be taken from behind where the disc last stopped. If a throw misses a turn, the player must go back around that turn. The winner is the player whose disc first crosses the finish line. **Variations** run heats of four or six and put the winners into a final. Make the course difficulty match the throwing ability of the players.

RULES: To start a point, both teams line up on their front endzone line. The defense has the disc and matches up its players. The offence must remain in position. The defence holds the disc up when they are ready, and the offence returns the hand signal. The defence then pulls the disc to the other team. If the disc lands out of bounds on the full, the offence has the option of calling "middle" and starting the disc from the middle of the field across from where it left the field, or of taking the disc from the sideline at the nearest point to where it went out of bounds. A receiver who lands first on the sideline is out, and one who lands first on the goal line has not scored a goal (they must be in the endzone, over the goal line). A receiving foul called by a receiver, that is uncontested by the defender, causes the disc to stay with the receiver and play is restarted with a "check".

Game: Ultimate

Try to emphasise the importance of good defense – tight student to student marking like in basketball and a solid force so that the offence is corralled onto one side of the field

Stretch and Review: Warm down jog then stretch and discuss how quadrant defence compliments the force. The marker takes away one half of the field while the defender takes away the easy force side throw. That leaves the thrower with only two options – try to throw against the force (to the break side) or throw the disc long (a risky throw).



LESSON 7: Strategy

Skill: Communication

There are several areas in which communication with the other players on the team is vital. The most important is when a throw is made – the marker should always call “Up” loudly enough that their whole team hears it. This is particularly important for long or hanging throws so that defenders who are focusing on their player have a chance to look for the disc and to get a D block.

Skill: Retaining Possession

While beginner players turn the disc over often, some teams are able to complete several safe passes to get field position. Other teams have to rely on backwards or sideways passes to retain possession. Either way, it is better to teach students the importance of keeping possession of the disc. One good way to do that is to have a “dump” nominated. The dump player, who is preferably a good thrower with good decision making ability, stays back in line with the disc and bails out the thrower if there are no good downfield options.

Tips: throwing to space. It is important to realize that players are often running fast in Ultimate. It is often better to throw the disc out to space so that a player can run on to it than to throw it right at the player.

Drill: Triangle

Form three stacks in a 20m triangle all facing the centre of the triangle. The first player cuts to their right (counter-clockwise) along one side of the triangle and receives a pass from the thrower at the opposite corner of the triangle. The thrower should throw the disc early and allow the receiver to run on to it. The receiver joins the stack they were running towards. The thrower then makes a similar cut in the same direction to receive the next pass, and so on.

Drill: The Dump

In groups of four, have two students on offence and two on defence. One of the defenders must be a marker. With a stall count of five have the two offence players try to complete a pass without any emphasis on gaining ground. The sole idea is to retain possession.

RULES: Passes may go in any direction. Turnovers happen when a pass is dropped, a pass is thrown out of bounds (and does not return in the air), a pass is intercepted or blocked. If a pick is called, it is not a turnover. If a travel is called on a throw, and the pass is dropped, it is a turnover. Substitutions may only be made after a point is scored or in case of an injury.

Game: Ultimate

Allow students to play different kinds of defence. Students may wish to play looser person on person defence, may wish to call switches between other players, or may even wish to try playing a zone. Emphasise that the team should agree on the defence they are playing. The defence has the freedom to do whatever it likes, but it rarely works unless everyone is on the same page. Communication during the point is also very important.

Hand out the Take Home Ultimate Exam for the players to test their knowledge of the game.



LESSON 8: Mini-Tournament

RULE: Spirit of the Game. Revise this rule in particular and the importance of playing with spirit. Also explain how to start the game with a representative from each team flipping a disc and someone calling "same" or "different". The winner gets to choose an end to start from or whether to pull or receive. The loser gets the remaining choice.

Drill: Throw in pairs
Have each team warm up for the game with this drill.

Game: Ultimate Tournament
Split the class into 4 even teams. Set up two fields and play two games of 6 on 6 Ultimate. Have the winners play each other and the losers play each other. Supervise these games and offer guidance when needed.

Sources:

Australian Flying Disc Association with thanks to Tom Brennan and Jonathan Potts
Ultimate Players Association
Maurice Cinquini and friends
Manitoba Organisation of Disc Sports



Ultimate in 10 Simple Rules

1. 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.
2. The Field -- A rectangular shape with endzones at each end. A regulation field is 70 yards by 40 yards, with endzones 25 yards deep. Any such proportional space can be used.
3. Initiate Play -- Each point begins with both teams lining up on the front of their respective endzone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.
4. Scoring -- Each time the offense completes a pass in the defense's endzone, the offense scores a point. Play is initiated after each score.
5. 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.
6. 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.
7. Substitutions -- Players not in the game may replace players in the game after a score and during an injury timeout, but not otherwise during a point.
8. Non-contact -- No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
9. 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.
10. Self-Refereeing -- Players are responsible for their own foul and line calls. Players resolve their own disputes.

(full rules are available at www.upa.org/ultimate/rules/10thFinl.pdf)

"When a ball dreams, it dreams it's a Frisbee"

Stancil Johnson member of the International Frisbee Hall of Fame

"As a footnote to our show today, a brief look at a sport no school ever dropped, no scandal ever tainted . . . all players are honor-bound to call their own fouls, and the ultimate reward for their time? Nothing. Nothing save the joy of competition. A refreshing reminder of what sport was meant to be, and still, on rare occasions, can be. And the ultimate winners? No one. They were all winners."

Howard Cosell

1985 ABC Evening News Weekend Report

www.vcultimate.com



VC Ultimate School Resource – Drills

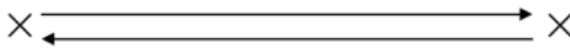
Legend

- ▲ Cone
- × Player
- - ▶ Player's path
- Disc's path

Lesson (1) Throwing in Pairs

Each pair stands a comfortable distance apart and completes passes between each other to practise the basic techniques of throwing a forehand and backhand.

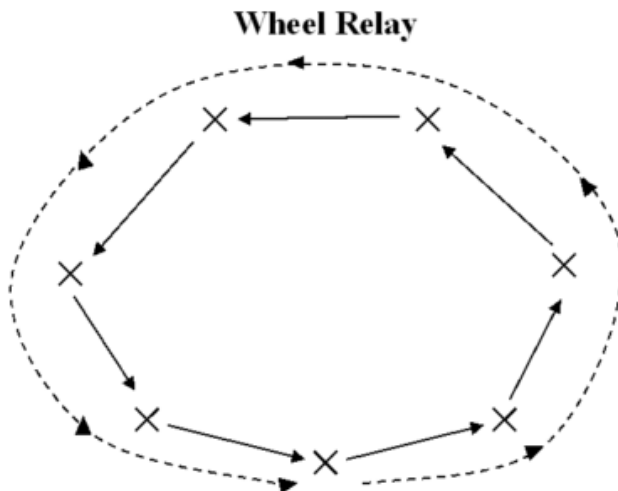
Throwing in Pairs



Variations include; throw high floaty passes to practise high catches; thrower takes a step back for each completed pass or takes a step forward for each incomplete pass, vary catches.

Lesson (1) Wheel Relay

Form a well-spaced circle facing inwards and with one person holding a disc. The first person passes the disc to their right and then runs around the outside of the circle in the opposite direction (clockwise). The disc is passed around the circle and meets the thrower as they arrive back in place. They pass it on to the next player (on the right) who then does the same thing. The relay continues until it is the original thrower's turn. Try to get players to throw backhands if right-handed and forehands if left-handed.



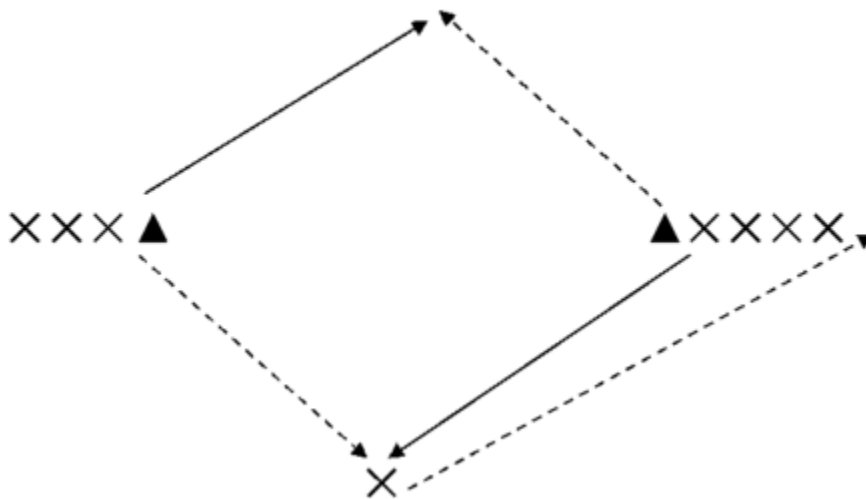


Variation change direction of passing and running.

Lesson (2) Diamond Drill

Form two stacks of at least three players each, facing each other behind cones about 15m apart. The first player from one line cuts to their right and is thrown the disc by the first player in the other disc. The thrower then makes the next cut to the other line, while the receiver continues through to join the end of the opposite line from which they came. Two extra cones may be used to provide a cutting and throwing target. After a while change the direction of cuts so that both backhands and forehands are practised.

Diamond Drill

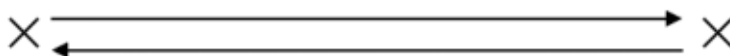


Variations challenge the players to get 10 connections in a row, or have the receivers stop and return the disc to the line before joining the end of the line.

Lesson (2) Pivot and Throw

This drill combines the pivoting and throwing motions, and gets the players used to using their correct pivot foot. Throwing in pairs, have the thrower pivot across before throwing. Repeat 10 times on backhand and forehand sides.

Pivot and throw

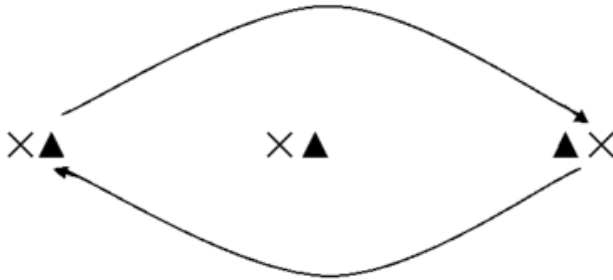




Lesson (3) Piggy in the Middle

This drill practises banked throws. Split into groups of three. Have the thrower and receiver stand at cones 10m apart with the "piggy" in between them. The aim is to connect passes without the piggy getting the disc. The players are not allowed to move. The thrower must throw inside-out or outside-in throws by altering the outside angle of the disc.

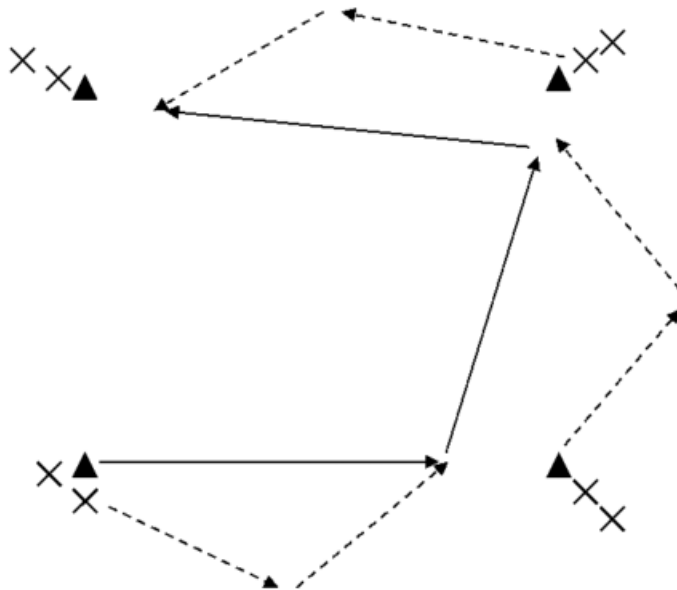
Piggy in the Middle



Lesson (3) Box Drill

Form a 10m square with the 4 cones. Start with even stacks behind the cones facing the centre of the square. The disc is at the front of one line. A player cuts from the next line to the right in a counter-clockwise direction and is thrown the disc. They throw it to a similar cut from the next line and so on. Each thrower joins the next line around the square after throwing. After a while, change the direction.

Box Drill



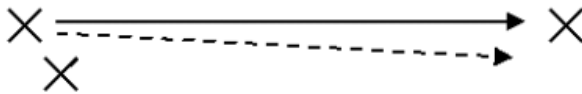
Variation try introducing a second disc going around the square.



Lesson (4) Thrower/Marker Drill

In the thrower/marker drill, groups of three practice throwing and marking in rotation. Player A throws with Player B marking. Player C is the receiver about 10m away. After the pass is completed, C becomes the thrower, A runs to C to become the marker and B becomes the receiver. The marker should force one side or the other. Repeat until each person has thrown 10 times. You may also reverse the rotation so that the throwers get different markers.

Thrower/Marker Drill



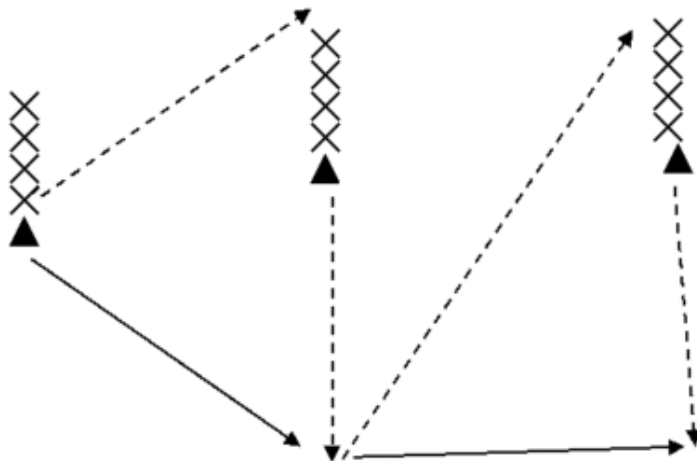
Variations

For strong throwers, allow the marker to mark more straight up rather than forcing to one side.

Lesson (5) Flow Drill

Form four stacks down the centre of the field behind cones. The front stack holds the discs and faces the other three stacks which are lined up away from the first stack. The first cutter from the second stack cuts to one side and is thrown the disc. A player from the next stack then cuts to the same side to receive the flow pass, and the last cutter does the same. The final receiver take the disc and joins the front stack of throwers. The other players rotate to the next stack in the sequence.

Flow Drill



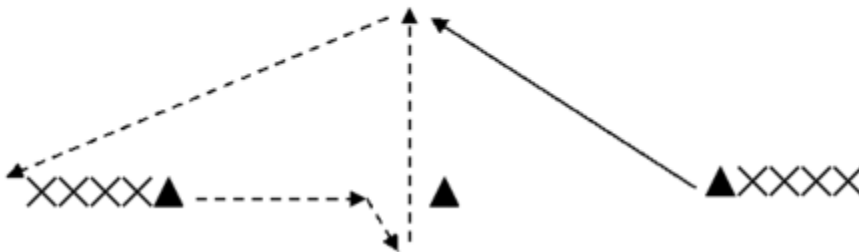
Variation challenge the team to complete 5 sequences without mistake.



Lesson (5) Cut & Clear

Place the three cones in a line 10-15m apart. Form two stacks behind the end cones facing each other, with an even number of discs and players in each. The first player from one stack runs towards the central cone, fakes one way and cuts the other way to receive a pass from the opposite stack. The receiver then throws the disc back to the next player in that stack and clears quickly to the back of their original stack. Concentrate on the mechanics of faking and cutting and encourage players to clear wide and fast.

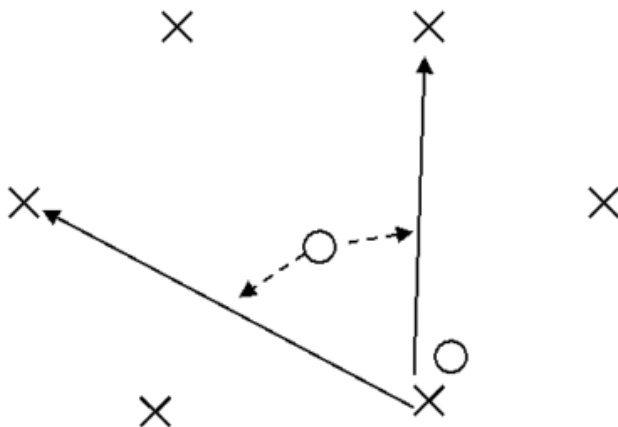
Cut and Clear



Lesson (6) Circle Drill

6 players stand in a circle about 10m radius, with two defenders in the middle of the circle. One defender may mark the disc, the other tries to anticipate and intercept passes. The thrower may not pass to the people directly next to them. The receivers may not move to catch the disc. After three turnovers, new defenders are chosen and the old defenders join the circle.

Circle Drill



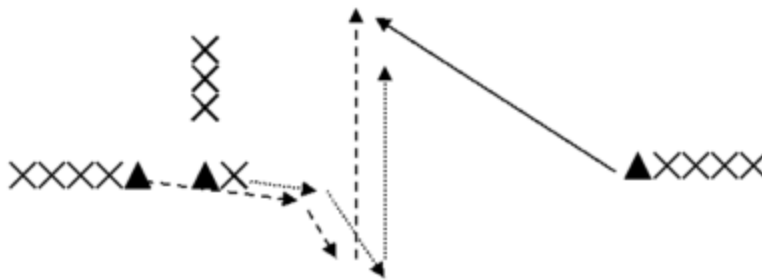
Variations if too many turnovers occur, relax the rule about throwing to adjacent players or require each pair to stay in longer (say five turnovers). With more players of a higher skill, put three defenders in the centre and practice zone defence.



Lesson (6) Defender Drill

This drill practices both cutting and defending. It is helpful to talk about different approaches to cutting and defending before and during the drill where appropriate. There is one stack of 4 throwers all with discs. Facing that is a stack of 8 cutters and defenders at least 20m away. Take turns cutting and defending. The cutter cuts toward the thrower, trying to get free from the defender to receive a pass. Note that there is no marker so it should be easy for the cutter to get free eventually. The receiver takes the disc and joins the throwing stack. The thrower clears to the back of the cutter/defender stack and becomes a defender, the defender also rejoins that stack but should be a receiver next.

Defender Drill



Variations

Have the person who is second in the throwing line put a mark on the thrower.

Lesson (7) Triangle Drill

Form three stacks in a 20m triangle all facing the centre of the triangle. The first player cuts to their right (counter-clockwise) along one side of the triangle and receives a pass from the thrower at the opposite corner of the triangle. The receiver joins the stack they were running towards. The thrower then makes a similar cut in the same direction to receive the next pass, and so on.

Lesson (7) Dump Drill

In groups of four, have two students on offence and two on defence. One of the defenders must be a marker. With a stall count of five have the two offence players try to complete a pass without any emphasis on gaining ground. The sole idea is to retain possession



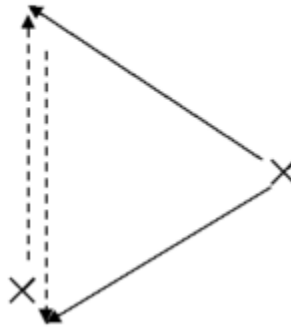
Kill Drill

2 players stand 10m apart. The thrower is stationary, the cutter runs back and forth in front of the thrower, receiving passes, stopping, returning the pass, then turning and running the other way. Complete a set of 10 passes, then reverse roles. Do 3 sets each. This is generally used as a high-intensity warm-up drill and practises throwing when fatigued.

Variations

Try doing five sets of 8 passes at higher intensity

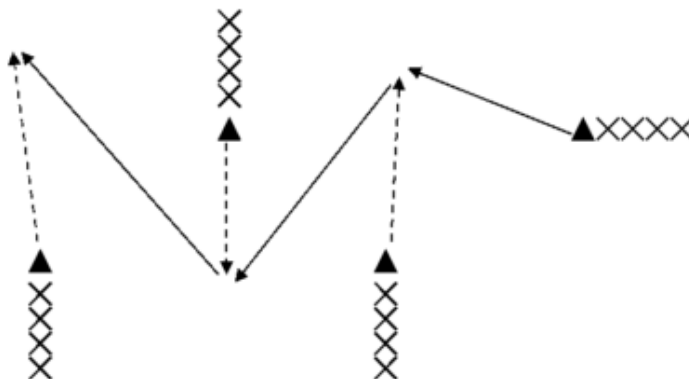
Kill Drill



Swing Drill

Form 4 stacks of at least 3 players in each. The stacks line up in an alternating zig-zag pattern each behind a cone about 15m apart. Players in the first stack each have a disc. The first player from the second stack cuts across to receive the disc, then fakes the flow pass, pivots and swings the disc to a player cutting out of the third stack. Do the same thing for the cutter out of the fourth stack. Each player continues on to the next stack after throwing and the receiver from the fourth stack bring the disc to the front line of throwers.

Swing Drill



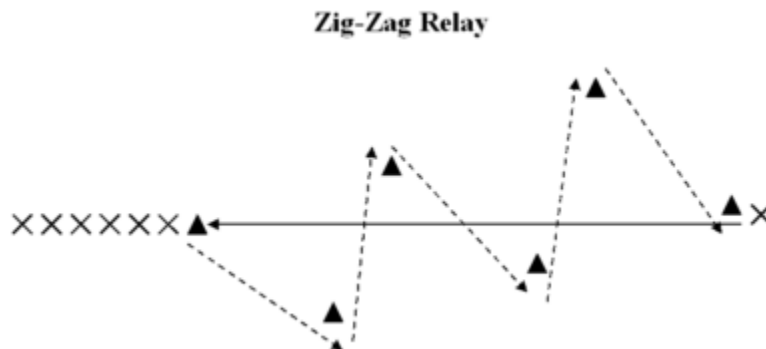


Zig-Zag Relay

Equipment needed: 1 disc per two students.

6 players; 1 disc; 6 cones

Place the six cones in a zig-zag pattern about 5m apart, with the furthest cone about 15m from the first. The players stack behind the first cone. The first person has the disc, on "go" they run around all of the cones as fast as possible, carrying the disc with them. When they get to the last cone, they turn around and throw it to the second person who does the same thing. Eventually, the whole team is stacked up behind the last cone.



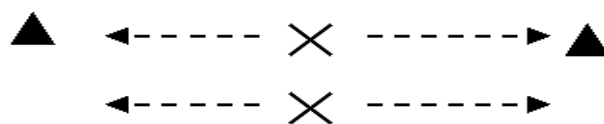
Variations

Form two teams and have a race.

Mirror Drill

Set the two cones about 5m apart. The players stand facing each other, one is offence and one is defence. The offence moves from side to side between the cones and tries to get away from the defender. The defender tries to stay with the offensive player. Do this for 10 seconds then rest and switch roles.

Mirror Drill



Source: Australian Flying Disc Association, with thanks to Tom Brennan and Jonathan Potts

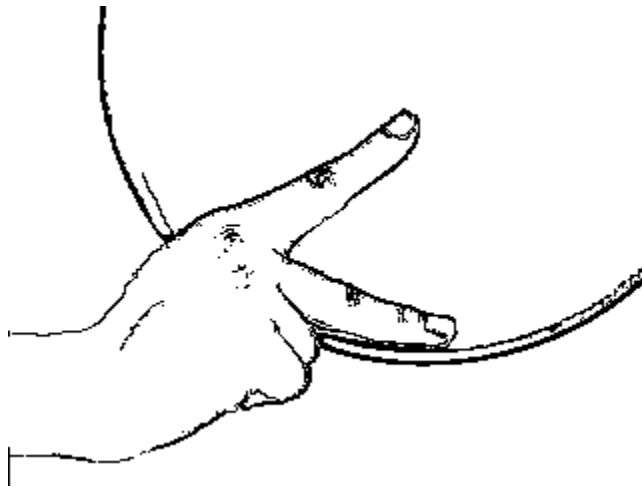


Teaching Beginners How To Throw Forehand

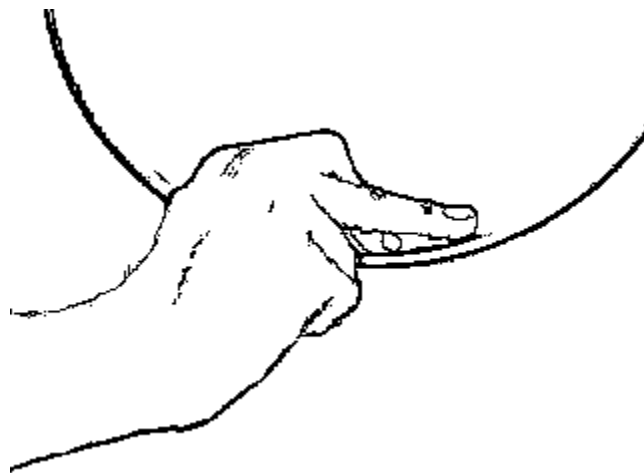
Remember, every time a student throws a forehand flat or with lots of spin - regardless of where the disc goes - it's a good thing. Once they get that, the accuracy will come. An important milestone is when the student can throw skip curves (ie. curve to the right for a right handed thrower).

GRIP

Show the grip, with the disc and without. The middle finger is straight and flat against the inside rim. The outside rim of the disc makes contact with the web between thumb and index finger. The grip should be firm and probably uncomfortable first time. The top of the disc may bend slightly under pressure of the thumb.



For some throwers, the index finger may be together with the middle finger so that the middle finger can extend straight out in line with the palm of the hand, getting more wind-up and therefore, more spin. Students may need to keep the index and middle fingers separated to gain more control of the disc. The pad of the middle finger must still be against the rim of the disc.





STANCE

Weight on the balls of the feet a shoulder width apart. Initially it appears easier to learn to throw side on and/or with the elbow close to the hip. This may cause problems later when you have to throw around a marker. Try to get students to learn throwing away from their bodies more. The student must have the disc cocked, ready to impart spin before throwing. It can either start wound as far back as it can go or the thrower can cock the disc by a small whip of the fingers immediately before the throw.

SWING

The main trick is to keep the outer tip of the disc down. The following points may also help. The motion of the disc while in the hand should not be so much as an arc-like swing, but a whiplash. While increasing speed, the motion towards the target starts from the shoulder, then to the elbow then wrist and finally the fingers. Stepping forward with the non-pivot foot may help. The pivot should be on the opposite side as the throwing hand (right handers pivot on the left foot).

With arc-like swings, the time of release heavily influences the direction of the throw. By using the arm in a whiplash motion rather than a swing, it should be possible to move the centre of the disc to the target in more of a straight line, rather than an arc, so the direction in the horizontal plane is easier to master.

RELEASE

Until now, there has been little spin in the disc. The whiplash effect of the swing should culminate in a "snap" imparting maximum spin to the disc. The flight plate of the disc should be spinning within one plane (i.e. if the spin axis is not perpendicular to the flight plate, the disc will wobble). Unless an air-bounce is intended, the direction the disc is launched should lie within this plane.

The time of release is when it all must come to together. The last motions imparted to the disc are the ones it takes with it to combat the wind and gravity. Yet this instant happens so quickly and beginners have so many things to concentrate on, that it's hard to tell what went on.

FOLLOW-THROUGH

Any action by the thrower after letting go of the disc cannot influence the flight of the disc. Nevertheless, some specific follow-through tips are suggested in the next section as an aid to correct specific problems in a throw.

COMMON FAULTS

The single most common fault is that the disc will turn over hitting the ground by the catcher's feet and roll off. This fault is caused by one or more of the following:

1. The angle of release is wrong.
2. Not enough spin, esp. with unstable discs or into the wind (change places).
3. The disc wobbles too much.
4. Turning the wrist over during the release.
5. Using a circular swing rather than "straight" at the target.
6. Not enough distance.
7. Not enough accuracy.
8. Can't remember all of the tips at once.



1. THE ANGLE OF RELEASE IS WRONG

Usually the edge furthest away from the thrower is too high. If a beginner thinks they are releasing it level it generally has the outer tip up. Try:

1. Lifting a leg and throwing under it. This forces the release to be lower, keeps the far edge lower and helps get more flick into the throw. This works and gets students psyched; they learned a new throw and a “trick” as well.
2. Stand closer and downwind so that they don't have to throw it hard.

2. THE DISC DOES NOT SPIN ENOUGH

1. Use a motion similar to flicking a towel.
2. Start with the disc cocked (or “wound up”) as far back as it can go. Check the grip.
3. Use more wrist and less arm.
4. Focus on the “catapult” feeling in the middle finger.
5. Pull the disc forward with the fingers on the inside rim.

3. THE DISC WOBBLER TOO MUCH. (THIS IS A HARD ONE TO CORRECT.)

1. Keep the disc flat during the swing. The disc should be flat in the horizontal plane during wind-ups.
2. Pull the disc rather than push it onto its flight path.

Note that more spin may lessen the visible wobble, but by itself does not fix the source of the fault.

4. TURNING THE WRIST OVER DURING THE RELEASE.

1. Encourage a palm facing up follow through.

5. USING A CIRCULAR SWING RATHER THAN “STRAIGHT” AT THE TARGET.

1. Lead the throw with the elbow.
2. Follow through by pointing throwing hand at the target.

6. NOT ENOUGH DISTANCE.

1. Don't worry about it. Just more practice.
2. Students will try to throw the disc rather than flick it. If they concentrate on release angle and spin, a flick of the wrist, and stand close to each other it should reduce their tendency to “throw” the disc rather than flick it.

7. NOT ENOUGH ACCURACY.

1. Check that the grip is not finger tips only and the swing is not circular, but in line to the target.

8. CAN'T REMEMBER ALL OF THE TIPS AT ONCE.

1. Return the basics.

The most effective way of instructing often comes down to experienced players working exclusively on throwing one-on-one before or after practice with a new player. We are still a young sport and good coaching techniques are yet to be discovered. Just let them work it out and have you as a role model.

Adapted from a compilation by **Maurice Cinquini** with input from Retsu Takahashi, Mark Hurwitz, Jeff Lind, Jim Spallin, Matthew S. Weiss, Judi Lapsley, Thomas J. Pastore, George Ferguson, Eric Simon and Francis A. Uy.



VC Ultimate List of Alternative Frisbee Games

Throwing Race

12 players (6 teams of 2); 6 discs; 4 pylons

Split up into pairs. Each pair is competing against the other pairs of players. Stand 10 metres apart and all pairs commence throwing at the same time. The aim is to complete (ie catch) as many passes as possible in pairs. If the disc has to be retrieved, then the receiver must return to their original position before the return throw. Score 1 point for a completed backhand pass, 2 points for a forehand, the first pair to reach 20 wins. Alternatively, give the pairs a limited time (like 2 minutes) to maximise their points.

Variations try increasing the distance apart, or say the receiver may not move their feet to catch the disc

Captain Disc

6 players; 1 disc; 3 pylons

Line up in groups of six, have a disc placed 5 metres in front of the line, with the players facing it. The players need to be well-spaced, at least arms length apart. On "go!", the leftmost player runs out and picks up the disc. They pass it to the first (rightmost) player, who passes it back. Then to the second player and so forth until the end of the line is reached. When the last player catches the disc, they run out the front to become the captain and the previous captain runs to the right-hand end of the line to become the first receiver. If a player has to retrieve a disc, they must return to their place before throwing the return pass. Continue until the original captain runs out the front again and the whole team sits down to finish.

Variations Make all throws forehand.

Sliders

12 players; 6 discs; 12 pylons

Bottle Guts involves two teams of six facing each other in a line, with each player having a cone in front of them (the bottle). Give each team three discs. The object is to knock over the opposition's bottles. Players must throw from behind their bottle, and may only throw when their bottle is upright. Each player starts with three lives. Each time a player's bottle is knocked over, they lose a life. When they have no lives left, they are out of the game and must sit down. Any player may retrieve a disc from the "no-man's land" between the teams, but cannot go behind enemy lines. No goal-tending is allowed, a receiver cannot touch a moving disc until it passes the line of bottles.

Variation For more advanced players, throwers lose a life if their throw is caught one-handed on the full.

Frisbee Rounders (Frisbee Baseball)

18 players (2 teams of 9); 1 disc; 7 pylons

Set up a diamond, similar to baseball. There is no pitcher (like tee-ball), otherwise the fielding positions are similar. The "batter" simply throws the disc from homebase, and must rethrow if it is a foul or doesn't travel at least 5m. The batter may run up to throw, but if they release too late, then it is also a foul. Three fouls mean the batter is out.. The batter is also out if their throw is caught on the full. Runners are out if the disc reaches the base they are running towards before they do. Only the fielders on a base (the basemen) may run with the disc; everyone else must throw it to a baseman. The batting team gets a run each time a runner reaches home base, when they get 3 outs the teams switch roles. For safety reasons, the fielders should be required to be at least 5m away from the batter.



Flutter Guts

6 players (2 teams of 3); 1 disc; 4 pylons

This game can be used to increase eye-hand co-ordination. Two teams of three players stand facing each other about 2 metres apart. One team "serves" a slow, wobbly throw to the other team which must try to catch it with one hand. The disc must pass between the head and the knees and must be soft or it is a no-throw and must be thrown again. The disc may be bobbled and touched by any team member before it is caught, but no two hands or players may touch it at the same time. Also, "trapping" is not allowed, where the disc is trapped between the hand and another part of the body. The disc may be kept alive by hitting it with any body part as long as it is not a trap, and the receiving team may move anywhere they like to make a play on the disc. After the disc hits the ground or is caught, the receiving team then serves the disc. Score a point for a successful catch. The first team to 11 wins.

Frisbee Tennis

12 players (2 teams of 6); 1 disc; 8 pylons

This is really played similar to newcombe ball, with six players a side on either side of a tennis net. There is a "dead zone" 2 metres either side of the net, which is out-of-bounds. The receiving team scores a point if the disc lands out-of-bounds. Dropping the disc, or taking more than three passes to get it over the net, scores a point for the opposition. The game is to 15 points. Use a pylon to mark where the server serves from, making this the back of the court for advanced throwers. This can be played without a tennis court or net by setting up your own playing area.

Five Hundred

6 players; 1 disc

Two groups of three are separated by a distance of about 20m. One group throws a high disc above the other group. If someone catches it, that person scores 100 points. That group then throws another high, floaty throw back and they get a chance to score points. The winner is the first person to score 500 points. The game is non-contact; no pushing or holding is allowed. This game is very good for practising positioning, jumping and reading the flight of the disc.

Frisbee Soccer

12 players (2 teams of 6); 1 disc; 8 pylons

In frisbee soccer, you are not allowed to run with the disc, but the disc is allowed to touch the ground, or roll along the ground. Once the disc is on the ground, either team may pick it up, but maintain the non-contact rules, so once a player has picked it up, their marker must retire 1m away. If two players pick up the disc simultaneously, then the offence retains possession.

The game can be played on a soccer or football field, or a similar field set out with pylons. Score by throwing the disc through the goalmouth. Modify the number of players to suit the field size.

Goaltimate

8 players (2 teams of 4); 1 disc; 6 pylons

Goaltimate is played just like ultimate, but with the aim being to throw the disc into a goal (football or hockey) rather than catch it in an endzone. A simple goal could be made between two pylons.

Variations A variation is to play half-court goaltimate, requiring a team to pass the disc outside a box before attempting to score (eg the penalty box around a soccer goal).



Additional Resources

Educational Resources

<http://ultimate.lcs.mit.edu/> - video papers on teaching ultimate

www.menalto.com/ultimate/play_list.php - plays, skills and drills explained

www.ultimatehandbook.com/ - drills, skills and plays

www.playulty.com/ - free handbook can be downloaded

Tiina Booth and Michael Baccarini are co-authoring a book on the teaching of ultimate.

Merchandise

www.vcultimate.com –discs, apparel, uniforms, information and help with tournaments

www.stackedmovie.com – the Official DVD of the 2003 UPA Championships!

www.discraft.com - Discraft Inc. to purchase discs wholesale

Ultimate Associations and Leagues

www.upa.org - Ultimate Players' Association (US based)

www.canadianultimate.com - Canadian Ultimate Players' Association

www.montrealultimate.ca - Montreal Ultimate Association

Ultimate In and Around Toronto:

Barrie <http://www.barrieultimate.com>

Brampton <http://www.bramptonultimateclub.com>

Durham <http://www.durhamultimateclub.com>

Georgian Bay Ultimate sherivermeulen@hotmail.com

Guelph <http://www.guelphultimate.ca>

Hamilton <http://www.hamiltonultimate.com>

London <http://www.londonultimate.ca>

Mississauga <http://www.mrsc.ca/sports-ultimate.php>

Newmarket <http://www.nufl.ca>

North Bay <http://www.northbayultimate.org>

Northern Toronto Ultimate Club stephencanning8@hotmail.com

Ottawa <http://www.ocua.ca>

Peterborough suzok@ekno.com peterboroughultimate@yahoo.ca

Sarnia <http://www.sarniaultimate.com>

Uptown Toronto <http://www.playwithspirit.com>

Waterloo <http://wods.ca/>

Newsgroup

Go to <http://groups.google.com> and follow the links to rec., then rec.sport., then rec.sport.disc – contains current debate and comment on disc sports in North America.



Curriculum Guide: Grade 9

Activities in this Resource meet expectations in the Ontario health and physical education curriculum as shown in this chart.

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
Physical Activity - Overall Expectations								
• demonstrate personal competence in applying movement skills and principles								√
• demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.								√
Specific Expectations Movement Skills and Principles								
– use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity)						√	√	
– demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g., manipulation, locomotion, and stability)		√	√					
– identify appropriate movement principles (e.g. that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton)		√						
– demonstrate improvement in their skills.		√						
Specific Expectations Sport and Recreation								
– demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross-country ski trail)		√			√			√
– identify the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities								√
– explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions)					√		√	
– describe career opportunities related to sport and recreation.								
Active Living - Overall Expectations								
• participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation								√
• demonstrate improvement in personal health-related physical fitness								√
• demonstrate safe practices regarding the safety of themselves and others.					√		√	√
Specific Expectations Active Participation								
– participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities)		√	√					√



Curriculum Guide: Grade 9

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
– demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity								√
– identify the factors that affect choices of activities with potential for lifelong participation and enjoyment.								
Specific Expectations Physical Fitness								
– monitor personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs) that reflect their personal fitness goals								
– participate in personal health-related fitness programs								
– maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty minute time period for a minimum of four times a week)					√	√	√	√
– monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test)								
– describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease the relationship of healthy eating to improved well-being)								
Specific Expectations Safety								
– apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury)								
– demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training)								√
– identify strategies to deal with emergency situations related to physical activities								
– demonstrate understanding of cardiopulmonary resuscitation (e.g., one-person adult CPR).								



Curriculum Guide: Grade 10

Activities in this Resource meet expectations in the Ontario health and physical education curriculum as shown in this chart.

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
Physical Activity - Overall Expectations								
• demonstrate personal competence in applying movement skills and principles								√
• demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.								√
Specific Expectations Movement Skills and Principles								
– use and combine movement skills in a variety of physical activities (e.g., moving towards the ability to perform skills on their own)						√	√	
– demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g., manipulation, locomotion, and stability)		√	√					
– describe appropriate movement principles (e.g. maximum force requires the use of all the joints that can be used) in learning and refining movement skills (e.g., in an overhead serve in volleyball)		√						
– demonstrate personal skill improvement		√						
Specific Expectations Sport and Recreation								
– demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the traveling violation in basketball, scoring rules in orienteering, etiquette such as replacing divots when playing golf, fair play)		√			√			√
– describe the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities								√
– explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., tipping rather than spiking against an effective blocker in volleyball, hitting the ball to one side of the fairway to compensate for cross wind conditions in golf)					√		√	
– identify community sport and recreation opportunities related to personal interests								
– describe career opportunities related to sport and recreation								
Active Living - Overall Expectations								
• participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation								√
• demonstrate personal health-related physical fitness								√
• demonstrate responsibility for personal safety and the safety of others					√		√	√



Curriculum Guide: Grade 10

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
Specific Expectations Active Participation								
– participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities)		√	√					√
– demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings								√
– demonstrate leadership (e.g. leading an in-class activity such as a warm-up or cool-down activity);								√
– identify the factors (e.g. social interaction, enjoyment, relaxation, self-esteem) that will affect their choices of activities with potential for lifelong participation and enjoyment								
Specific Expectations Physical Fitness								
– review and make appropriate revisions to their personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs);								
– participate in revised personal health-related fitness programs								
– maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty minute time period for a minimum of four times a week)					√	√	√	√
– assess the effectiveness of various activities for maintaining or improving health related fitness (e.g., cross-country skiing versus downhill skiing)								
Specific Expectations Safety								
– apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury)								
– demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training)								√
– describe resources and community agencies that assist in emergency situations related to physical activity								



Curriculum Guide: Grade 11

Activities in this Resource meet expectations in the Ontario health and physical education curriculum as shown in this chart.

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
Physical Activity – Overall Expectations								
• demonstrate personal competence in applying movement skills and principles								√
• apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities								√
Specific Expectations Movement Skills								
– demonstrate the development of movement skills in a variety of physical activities (e.g. performing such skills as an overhead serve in volleyball, a parallel turn in downhill skiing, or a j-stroke in canoeing)						√	√	
– apply movement principles to refine their movement skills (e.g., using all of the joints that can be effectively used to produce maximum force, as in an overhead clear in badminton or a slapshot in hockey)		√	√					
Specific Expectations Sports and Recreation								
– apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., yellow card infractions in soccer, appropriate breathing patterns in weight training, strategies for effective performance in tennis)		√			√			√
– explain factors (e.g., motivation, equipment, preparation such as warm-ups, safety issues) that affect performance and participation in recreational and sports activities								√
– use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., using a high underhand serve in beach volleyball to take advantage of wind and sun conditions)					√		√	
– describe career opportunities in the fields of sports, recreation, health, and physical education after doing research using such resources as the Internet and software programs								
Active Living – Overall Expectations								
• participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation								√
• demonstrate improved physical fitness								√
• demonstrate responsibility for their personal safety and the safety of others								√
Specific Expectations Active Participation								
– participate regularly in physical activity, using community and school facilities and choosing from a wide variety of activities, including individual, small- and large group, outdoor, and aquatics activities								√



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	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
– demonstrate personal improvement in their performance of a variety of physical activities					√		√	√
– explain the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem)								
– describe strategies that will affect their choice of activities and encourage lifelong participation and enjoyment (e.g., choosing an activity that appeals to them and that promotes personal skills and abilities)								
– demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., encouraging and helping others, striving for personal bests, showing respect for others, demonstrating good sportsmanship)								√
– demonstrate leadership (e.g., planning and leading in-class activities)								√
– identify Canadian leaders in physical activities and describe their leadership qualities								
Specific Expectations Physical Fitness								
– maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week)					√	√	√	√
– explain the physiological benefits of physical activity (e.g. improved strength, endurance, energy)								
– assess personal health-related physical fitness in relation to their personal health goals (e.g., monitor their heart rate and breathing with regard to their target zones during a vigorous cross-country skiing session)								
– create daily personal health-related physical fitness programs (e.g., apply dietary principles in building healthy body mass) and adopt strategies that promote lifelong participation								
Specific Expectations Safety								
– apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury)								
– demonstrate behaviour that minimizes risk to themselves and others (e.g., doing warm-ups, checking slope conditions before downhill skiing)								√
– describe the resources and community agencies that provide assistance in emergency situations associated with physical activity								



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Activities in this Resource meet expectations in the Ontario health and physical education curriculum as shown in this chart.

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
Physical Activity Overall Expectations								
• demonstrate personal competence in applying complex movement skills and principles								√
• apply the guidelines and strategies that enhance participation in recreational and sports activities								√
Specific Expectations Movement Skills								
– develop and combine their movement skills in a variety of physical activities (e.g. performing such skills as “skating” in cross-country skiing, making a jump shot in basketball);						√	√	
– apply movement principles to refine their movement skills (e.g., applying angular motion to cause the ball to spin in tennis or golf).		√	√					
Specific Expectations Sports and Recreation								
– apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., moving to the side to allow faster participants to pass in cycling, releasing the rock before crossing the hog line in curling)		√			√			√
– explain factors (e.g., the equipment used, specific preparations such as warm-up or cool-down activities, specific safety issues, features peculiar to specific activities) that affect performance and participation in recreational and sports activities								√
– use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., making parallel turns to reduce downhill speed in skiing, clearing the ball out to the sidelines in soccer when playing defence)					√		√	
– describe career opportunities in the fields of sports, recreation, and health and physical education								
Active Living Overall Expectations								
• participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation								√
• develop personal health-related physical fitness								√
• demonstrate responsibility for their personal safety and the safety of others								√
Specific Expectations Active Participation								
– participate regularly in physical activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities								√
– demonstrate personal competence in a variety of physical activities					√		√	√
– analyse the benefits of lifelong participation in different physical activities (e.g. social								



Curriculum Guide: Grade 12

	Code	Throwing	Catching	Pivoting	Marking	Cutting	Defending	Playing
interaction, enjoyment, relaxation, self-esteem);								
– explain the benefits of different activities and the ways in which individuals’ participation patterns are likely to change throughout their lives								
– describe strategies that promote lifelong participation in physical activity								
– demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., modelling positive behaviour, facilitating group cohesiveness and cooperation)								√
– demonstrate leadership in creating a positive climate that promotes participation and safety (e.g., by officiating, mentoring, organizing, coaching, convening)								√
– identify Canadian leaders in physical activities and describe their leadership qualities								
Specific Expectations Physical Fitness								
– maintain or improve personal fitness levels by participating in vigorous fitness activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week)					√	√	√	√
– explain the training principles that underlie physical fitness								
– assess personal health-related physical fitness (e.g., monitor heart recovery rates during vigorous physical activities)								
– refine daily personal health-related physical fitness programs (e.g., incorporate a variety of activities that promote cardiovascular fitness into personal fitness programs, adopt strategies to promote lifelong participation)								
– evaluate a variety of physical fitness equipment, programs, and approaches (e.g., evaluate the merits of different weight training equipment)								
Specific Expectations Safety								
– apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury)								
– demonstrate behaviour that minimizes risk to themselves and others (e.g., when dealing with a capsized kayak, by assessing the safety of climbing equipment, by adopting the principles of fair play)								√
– evaluate the effectiveness of the resources and community agencies that provide assistance in emergency situations associated with physical activity								



Skills Assessment Rubric

This rubric helps teachers assess the achievement of the students.

Skill	Level 1	Level 2	Level 3	Level 4
Catching	Rarely uses two hands, backs away from disc, often drops, awkward attempts to catch with one hand	Sometimes uses two hands, attempts to get eyes behind disc, sometimes drops, can catch with one hand	Always uses two hands, gets eyes behind disc, usually catches, competent one handed catches	Uses two hands whenever possible, gets eyes behind disc, great catches, even one handed
Backhand grip and stance	Grip too loose, disc not flat, body hunched, feet too close together	Grip firm, disc mostly flat, knees slightly bent, feet almost under shoulders	Grip firm, disc flat, knees bent, feet shoulder width apart	Grip firm and confident, disc flat, knees bent, feet shoulder width apart, eyes on target
Throwing backhand	Elbow tight to body, throws up or into ground, arm motion not straight, misses target	Elbow close to body, throws flat but often misses target, arm motion fairly straight,	Elbow free of body, throws straight, arm motion straight, hits target	Elbow far from body, throws flat and straight with spin, arm motion straight, hits target
Forehand grip and stance	Grip incorrect, wrong fingers on rim of disc, outer rim of disc not tipped down, body hunched, feet too close together	Grip correct, outer rim of disc not tipped down enough, knees slightly bent, feet almost under shoulders	Grip correct and firm, outer rim of disc tipped down, knees bent, feet shoulder width apart	Grip correct and firm, rim tipped down, knees bent, feet shoulder width apart, eyes on target
Throwing forehand	Elbow tight to body, throws up or into ground, arm motion not straight, misses target	Elbow close to body, throws flat but often misses target, arm motion fairly straight	Elbow free of body, throws straight, arm motion straight, hits target	Elbow far from body, throws flat and straight with spin, arm motion straight, hits target
Pivoting and Faking	Forgets pivot foot, travels, unable to pivot away from marker, no believable fakes	Usually remembers pivot foot, sometimes travels, can pivot, some believable fakes	Gets pivot foot right, rarely travels, pivots with purpose, good fakes (makes marker move)	Gets pivot foot right, no travels, pivots with purpose, great fakes make marker move a long way, gets easy throws out
Marking and Forcing	Forgets to count stalls, is far too close or too far from thrower, forgets direction of force	Usually counts stalls, is more than an arms length from thrower, moves with thrower's fakes, force often broken	Counts stalls, correct distance from thrower, anticipates throwers fakes, force rarely broken	Counts stalls, correct distance from thrower, makes throwing hard, force never broken
Stacking and Cutting	Forgets to stack, stacks too spread out, cuts from outside stack, loopy cuts, never clears the lane or restacks	Sometimes stacks, stacks fairly close, cuts from near stack, fairly angled cuts, attempts to restack, clears passing lanes slowly	Usually stacks, stacks close, cuts from stack, hard cuts, clears well and restacks	Always stacks (sometimes organises it), stands within 1m of other players, cuts hard, clears as hard, always restacks
Defending	Can't stay with player, poor positioning	Stays close to player, understand quadrant D	Tight on player, always tries to stay in correct quadrant	Tight on player, always in correct quadrant, gets blocks
Rules	1-10 on take home exam	10-15 on take home exam	15-18 on take home exam	18-20 on take home exam



Skills Assessment Rubric

Names:							
Skill	Levels	Levels	Levels	Levels	Levels	Levels	Levels
Catching							
Backhand grip and stance							
Throwing backhand							
Forehand grip and stance							
Throwing forehand							
Pivoting and Faking							
Marking and Forcing							
Stacking, Cutting and Clearing							
Defending							
Rules							
TOTAL (out of 40)							

Names:							
Skill	Levels	Levels	Levels	Levels	Levels	Levels	Levels
Catching							
Backhand grip and stance							
Throwing backhand							
Forehand grip and stance							
Throwing forehand							
Pivoting and Faking							
Marking and Forcing							
Stacking, Cutting and Clearing							
Defending							
Rules							
TOTAL (out of 40)							



Ultimate Take Home Exam

Name _____ Class _____

Circle the correct answer or answers (**there may be more than one**) for each.

1. Play begins with a "pull" or throw-off. Each team lines up on opposite goal lines, the offense must hold their relative position. When the receiving team is ready a player raises his/her hand and the other team throws the disc. You may catch the pull or let it land. If it lands inbounds play begins. If it lands out-of-bounds the receiving team may

- a) put the disc in play where it crossed the side line
- b) take the disc to the middle of the field corresponding to where it crossed the sideline
- c) ask for a re-throw

2. If the pull lands in the end zone, the receiver may

- a) put the disc in play where s/he catches it or picks it up
- b) walk (or run) it straight up to the goal line
- c) put in play on the way to the goal line
- d) run to any point on the goal line

3. After you catch the disc you

- a) may run as far as you like
- b) may take 4 steps
- c) must stop as soon as you can

4. Travelling is

- a) when the receiver takes too many steps
- b) when the thrower lifts her/his pivot foot
- c) getting on a plane, train or automobile

5. The stall count is

- a) 5 seconds
- b) 8 seconds
- c) 10 seconds
- d) 12 seconds

6. To "check" the disc means

- a) to see if it has any cracks or scratches
- b) to put it back in play after a foul or violation
- c) to throw it long for a goal

7. Play stops and every player freezes on a

- a) pick
- b) foul
- c) travel
- d) stall



8. The following violations result in the penalty of a turnover

- a) pick
- b) foul
- c) travel
- d) there are no penalties in ultimate

9. The person defending the "thrower" is the "marker". the marker may

- a) try to prevent a throw by using their hands and feet
- b) try to stall the thrower
- c) yell to their teammates when the disc is thrown
- d) get as close to the thrower as they like
- e) touch or bump the thrower

10. A foul occurs when

- a) a defender makes contact with a receiver causing a drop
- b) when the maker bumps the thrower causing a bad throw
- c) when two people catch the disc at the same time

11. A receiver whose first point of contact is on the sideline is

- a) inbounds
- b) out of bounds ("o.b.")

12. A receiver whose first point of contact is on the goal line has scored a goal.

- a) true
- b) false

13. When a foul is called by the receiver and is uncontested

- a) it is a turnover
- b) it goes back to the thrower and play is restarted with a checked disc
- c) it stays with the receiver and play is restarted with a checked disc

14. When a foul called by the receiver is contested

- a) it is a turnover
- b) it goes back to the thrower and play is restarted with a checked disc
- c) it stays with the receiver and play is restarted with a checked disc

15. A pass may go

- a) only forward
- b) forward or sideways
- c) any direction

16. A turnover occurs when a pass is

- a) dropped
- b) thrown "o. b."
- c) intercepted
- d) blocked



17. If a "pick" is called and the disc is thrown and not caught, it is a turn over.

- a) true
- b) false

18. If a "travel" is called and the disc is thrown and not caught, it is a turn over.

- a) true
- b) false

19. Substitutions may only be made immediately after a point is scored or in the case of an injury.

- a) true
- b) false

20. "Spirit of the game" is: _____



Take Home Exam Answers

Ultimate Take Home Exam Answers

1. A,B,C
2. A,B
3. C
4. A,B
5. C
6. B
7. A,B,C,D
8. D
9. A,B,C
10. A,B
11. B
12. B
13. C
14. B
15. C
16. A,B,C,D
17. A
18. A
19. A

20. Spirit of the Game means different things to different people. Here are some statements from the 10th edition UPA rules about it:

The purpose of the rules of Ultimate is to provide a guideline describing the way the game is played. It is assumed that no Ultimate player will intentionally violate the rules; thus there are no harsh penalties for inadvertent infractions, but rather a method for resuming play in a manner that simulates what would most likely have occurred had there been no infraction.

In Ultimate, an intentional foul is considered cheating and a gross offense against the spirit of sportsmanship. Often a player is in a position where it is clearly to a player's advantage to foul or commit some infraction, but that player is morally bound to abide by the rules. The integrity of Ultimate depends on each player's responsibility to uphold the spirit of the game, and this responsibility should not be taken lightly.

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 among 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.