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Ultimate Unit Grade 7 & 8

*Lesson units written by Steve Soroko
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Overview of Unit

Health and Physical Education Curriculum Expectations:

Grade 7	<ul style="list-style-type: none"> ○ combine a variety of movement skills (locomotion/travelling, manipulation, and stability) in games, gymnastics, dance, and outdoor pursuits (e.g., basketball, flag football, gymnastics floor routines, novelty dances like the Alley Cat, orienteering); ○ apply the principles of movement while refining movement skills (e.g., running into an open space to elude an opponent in soccer). • perform a variety of throws, passes, and shots after a faking motion; • intercept objects (e.g., balls, Frisbees) while moving in various directions and at different speeds; • pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy; • participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics); • participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).
Grade 8	<ul style="list-style-type: none"> ○ apply a variety of movement skills in combination and in sequence (locomotion/ travelling, manipulation, and stability) in physical activities (e.g., dance) and formal games (e.g., badminton, soccer); ○ apply the principles of movement while refining movement skills (e.g., dribbling a ball quickly and slowly in basketball). • throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended; • perform movement skills in sequence (e.g., shoot or pass a ball from a dribble); • participate vigorously in all aspects of the program (e.g., indoor soccer, cricket); • follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).

Safety:

Safety is an essential component in all areas taught in the Health and Physical Education curriculum. All physical activities have an element of risk and to minimize these risks it is essential that before teaching any of the lessons in this unit that safety guidelines that are both generic to all physical activities and specific to the nature of the game of Ultimate. Ontario Provincial Safety guidelines are available for Ultimate through the Ontario Physical and Health Education Association (Ophea).



Unit Overview

Scope and Sequence of the Unit

	Skill	Strategy	Rules	Activity
Lesson 1	Throwing I – Traditional Throw Catching I -	Moving to Catch the Disc	Philosophy of the Game – Team Spirit	Partner Pass and Move
Grips	Section 2 - Backhand			
Lesson 2	Running (to get open) Catching II	Moving without the disc (Getting Open)	Change of Possession	Monkey in the Middle
Lesson 3	Throwing II – The Flick Catching II -	Moving to close space	Moving the Disc	4 on 4 Keep Away
Grips	Section 3 – Forehand & Section 4 – Hammer(overhead)			
Lesson 4	Throwing III – The Pull Running I -	The Pivot and Fake & Give and Go	Time and Scoring	3 Pass
Lesson 5	Throwing IV – The Hammer	Interceptions & Knocking Down the disc & Give and Go	Self Refereeing Switching Ends Sportsmanship	Mini Game
Lesson 6	The Game			
Extension	Starting an Intramural Program			
	Ultimate Talk - Glossary			
Chapter 7	Ultimate: The Game			
Chapter 8	Introduction to Disc Golf – From Teaching the Basics: Disc Sports – © P.S.A.P			
Chapter 9	Provincial - Ultimate and Disc Golf Contact lists			

Spirit of the Game:

Ultimate is a fast-moving, action-packed game that combines the passing of football, the cutting and guarding of basketball, and the non-stop field movement of soccer. An ultimate game is filled with leaping one-handed catches, short give and go passes, field-length bombs and diving blocks and catches. Action is intense, exciting and continuous.

With players being responsible for their own foul and line calls, Ultimate encourages an etiquette and camaraderie based on mutual respect, not typically found in other sports. The unique element is known in the ultimate circle as the “Spirit of the Game”.

Basic Rules of Ultimate: Ultimate in Ten Simple Rules

Steve Courlang, UPA Juniors Director Copyright (c) Ultimate Players Association, 1993

1. **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. In metric this would be 64 meters by 37 meters, with end zones 23 meters deep.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Substitutions** -- Players not in the game may replace players in the game after a score and during an injury timeout.
7. **Non-contact** -- No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
8. **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.
9. **Self-Refereeing** -- Players are responsible for their own foul and line calls. Players resolve their own disputes.
10. **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.

Prior to starting the Unit:

Prior to beginning the unit place students in groups of 5-7. The students will stay with this group of students throughout the unit.

Teach students that when passing the discs to stand across the field and throw the discs in the same direction.

Assessment Tools:

Skill Checklist

Strategy Checklist

Participation Rubric



Lesson 1 – Introduction to Ultimate

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none">pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy;	<ul style="list-style-type: none">perform movement skills in sequence (e.g., shoot or pass a ball from a dribble);

Assessment Opportunities:

During the Skill Application, have students self-and peer-assess themselves throwing the disc. After each complete trip down the field, have students provide feedback based on the Skill Check for the Backhand throw.

Lesson:

Warm Up

Have students work with a partner throwing the disc back and forth as they move down the field together in a clockwise direction.

Have students stretch the whole body prior to practicing. Focus on the areas of arms, legs and ankles.

Skill Development

1. Allow students an opportunity to play a game of catch with a partner throwing the disc back and forth.
2. Discuss with students the proper way to throw the disc backhand.
3. Have students go back and throw the disc with their partner, practicing the Skill Check items discussed.
4. Discuss with students the proper way to catch the disc.
5. Have students go back and play the game of catch with the disc practicing the skills check items discussed.

Skill Check – Backhand throw

- Throwing shoulder facing the target/partner
- Flex knees slightly
- Grip the edge of the disc with your fingers
- Bring your arm forward
- Take a small step forward
- Continue the arm motion and let go of the disc
- *See Grips Section 2 next page*

Skill Application

The development of spirit is a key component of ultimate. So, prior to the skill application part of the first lesson, divide students into equal groups of 5-7 that they will work with throughout the unit.

1. Have students work in groups of 3 – 5 and travel back and forth down the field throwing and catching the disc.
2. Discuss with students the difference between throwing to a stationary partner and one that is moving, as well as how to communicate to a teammate that you are going to throw them the disc (verbal and non verbal) and when you are open to receive a disc.
3. Have students work with their group and use the strategies developed to communicate to a partner who is going to receive the disc and how to call for the disc.

Cool Down

Have students walk around the field with their team and discuss and decide on a team name and cheer during this time.

Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.

Grips

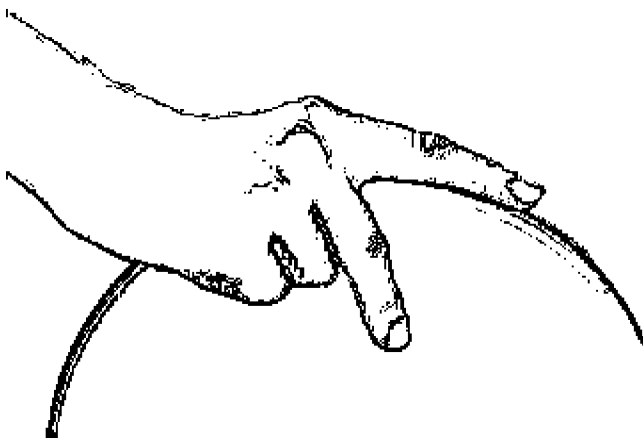
1. Introduction

The topic of grips is one often overlooked in ultimate, apart from when a new player is first learning. Even if it is noticed, it may be derided, spoken in the same way as many ultimate players say "disc golf". Despite this, very few players actually think about what grip they use for various throws, and even less about why they use a particular grip. This is surprising, as grip plays a significant part in whether a throw is a good one or not.

2. Backhand Grips

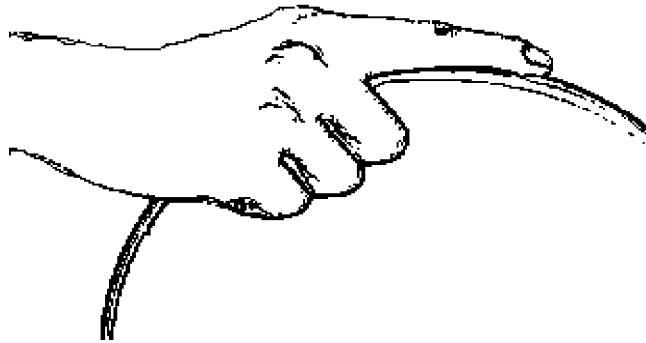
2.1. Basic (Beginner's) Grip

Shown are a couple of different versions of this grip. It is characterised by the index finger of the throwing hand being placed along the outside rim of the disc.

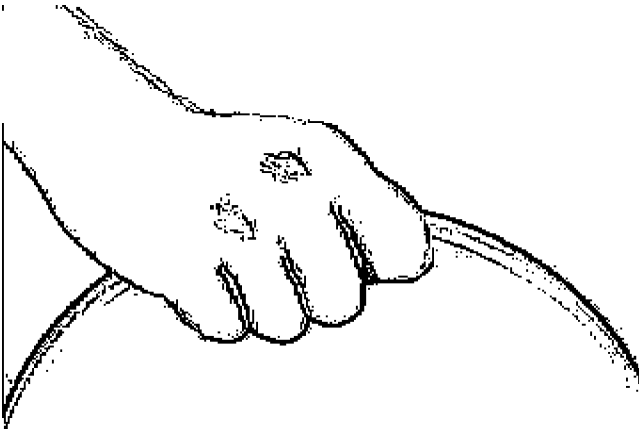


The first version has the middle finger of the throwing hand extended towards the centre of the disc. This version gives a high degree of control and stability, since the index finger along the rim helps with direction and the middle finger supporting the disc supplies stability. On the down side, there are only two fingers gripping the rim, and this leads to much less power than most of the other grips. Most of the power in a grip comes from the ripping of the disc off the end of the index finger.

The second version is one rarely seen. It has the index finger on the rim but not the middle finger support. It gives a little more power as more fingers are gripping the rim, but the power gain is fairly insignificant compared to the loss of control. Bigger power gains are obtained by having the index finger gripping the rim.



2.2. Power Grip



This is the most popular grip among experienced throwers, and is the one used by almost all disc golfers. All fingers are gripping the rim tightly, and there are no fingers supporting the disc. This means there is a considerable loss of control, since the release point is much harder to judge. A fair degree of control can be regained through practice, and the loss is offset in some ways by the large power gain produced by the disc ripping off the end of the index finger. This grip does however make it harder to throw the high backhand, as there is no support for the sharp upward push on the disc just prior to release.

A certain amount of control also depends on the position of the thumb, and how tight the grip is on the disc. In general, the tighter the grip, the more spin which is able to be imparted to the disc, and hence better control in the wind. The thumb can also be placed anywhere from along the rim of the disc to pointing towards the centre of the disc. The best control, particularly with respect to air bounces, is to have the thumb pointing towards the centre of the disc, and this also aids a tight grip. A tight grip also keeps the disc steady and makes high backhands easier to throw. On the down side, it seems a little harder to get as much distance with the thumb pointing toward the middle. This is because of the tendency to drag the thumb across the back edge of the disc on release.



Lesson 2 – Moving To Catch the Disc

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none">• intercept objects (e.g., balls, Frisbees) while moving in various directions and at different speeds;• pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy;	<ul style="list-style-type: none">• throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended;

Assessment Opportunities:

Have students peer-and self-assess their ability to throw the disc to a partner while moving (grade 7) and while being defended (grade 8) accurately. Students should still focus on throwing and catching the disc based on the skill check criteria.

Lesson:

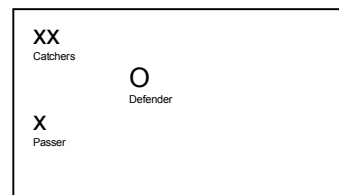
Warm Up

Have students walk around the field. Blow the whistle and the students should start to jog. The next time the whistle blows they should start to run. The third time the whistle blows the students sprint. The fourth time they start to walk again. Continue this pattern for approximately 3-4 minutes.

Have students stretch the whole body prior to participating in activities. Focus on the areas of arms, legs and ankles.

Skill Development

1. Review the backhand pass technique with the students.
2. Have students work with a partner. Travel down the field in as few throws as possible. Once a partner catches the disc, they must stop and wait for their partner to run past them and throw the disc to them on the run.
3. Discuss with students how they learned to catch the disc with two hands and how when they are running it is easier to catch with one hand.
4. Have students pass back and forth, practicing catching with their right and then with their left hand.
5. Discuss with the students the different types of running to get open. Run slow, then use a quick burst of speed to get open.
6. Have students work with groups of 4 – 5. Have one person as the passer, one as the catcher and one as the defender. Once the Passer has thrown the disc, the Defender goes to the end of the Catcher's line and the Catcher becomes the Defender. Every 5 passes switch up the Passer so all students get a chance at each position.



Skill Application

1. Have students work in their groups of 5-7 and play monkey in the middle. Number the students so each student has a number (1, 2, 3, 4, 5, 6, 7). Start with only one student in the middle (e.g., the student with number 1). Any time the disc hits the ground or is intercepted, the next number is in the middle. Start with one person in the middle and three students passing together. Once the students have played this so everyone has had an opportunity to be in the middle at least once, have two people in the middle.
2. Remind students throughout the game to focus on changing speeds to get open and communicating with their partner.

Cool Down

Have students walk around the field with their team and practice their team cheer. Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.



Lesson 3 – Staying in Position

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none">pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy;participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics);	<ul style="list-style-type: none">throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended;participate vigorously in all aspects of the program (e.g., indoor soccer, cricket);

Assessment Opportunities:

Outline to students that Ultimate is a game where students should be moving at all times. During the Skill Application component, the students will self monitor their ability to participate continuously without stopping and keep their heart at an acceptable level throughout the entire time.

Lesson:

Warm Up

Have students stretch the whole body prior to participating in activities. Focus on the areas of arms, legs and ankles.

Skill Development

- Review with students the skills taught to throw the disc backhand (Lesson 1). Introduce and demonstrate the Flick Pass to the students.
- Have students work with a partner and practice the Flick Pass learned.
- Discuss with students the correct position when guarding a student on the other team.
- Have students work in groups of 4-6. Students form teams of 2 or 3 that will work together. Place a pylon at the end of each side. Each student is responsible for guarding one player on the other team. The first group travels down the field passing the disc back and forth. The students on the second team travel down the field making sure the student on the other team does not get between them and their pylon. The students do not try to intercept the disc but instead each time the student they are guarding catches the disc they should be in a position between the pylon and the student they are guarding. If the disc hits the ground, the team traveling down the field retains possession and the student picks it up and passes to another student on the team.

Skill Check – Flick Pass

- Stand with your opposite shoulder facing the target/partner
- Feet shoulder width apart and knees slightly bent
- Grip with two or three fingers underneath the disc and the thumb on top
- Bring your arm back behind the leg and release the disc with a wrist snap
- Step forward
- Follow through with your arm
- See Grips Section 3 below**

Skill Check – Defensive Position

- Knees bent with feet shoulder width apart.
- Body positioned so you are facing your partner.
- Hands around waist facing up ready to knock down the disc or intercept a pass
- Your body is in between the individual you are defending and your goal.

Skill Application

1. Students will work with their team and play a game of 3 on 3 or 4 on 4. Each student will guard a corresponding player on the other team. The object of the game is to pass the disc 5 consecutive times between one team. If the disc is knocked down or intercepted, it is automatically the other team's disc. Remind the students to use different types of passes (backhand and flick) and catches (one hand, two hand). If a student has possession of the disc, they may not take any steps and have 3 seconds to get rid of the disc.

Cool Down

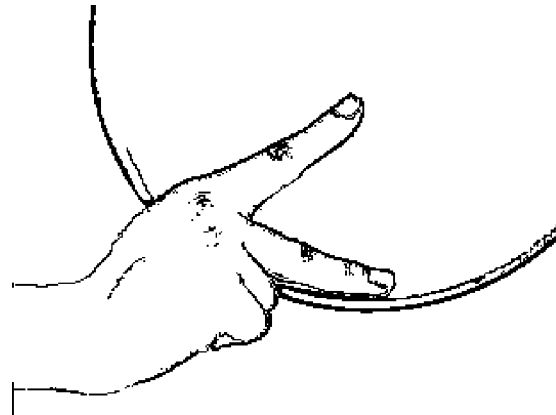
Have students walk around the field with their team and practice their team cheer and discussion strategies for the game of Ultimate.

Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.

3. Forehand Grips

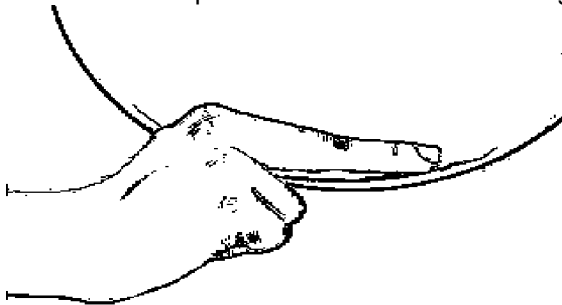
3.1. Basic (Beginner's) Grip

This grip is in principle very similar to the corresponding backhand grip. The middle finger of the throwing hand is inside the rim and the index finger is extended towards the centre of the disc for support. The advantage of this method is control. The disadvantage is a corresponding loss of power, because the spreading of the fingers makes it impossible to cock the wrist back as far just before release.



3.2. Power Grip

There are a couple of different versions of this grip.



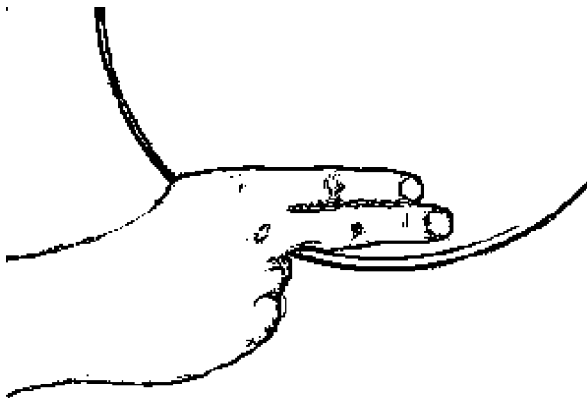
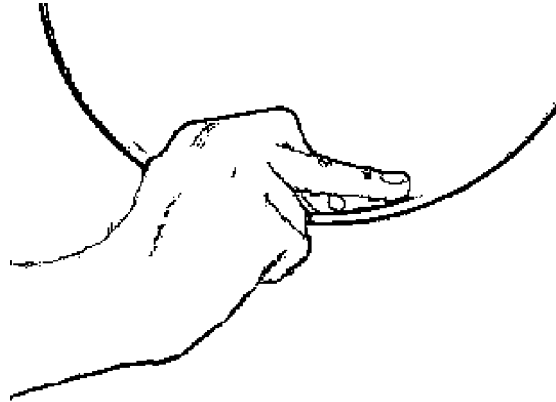
The first has the index finger next to the middle finger and hard up against the rim. This grip increases power since the wrist can now be cocked back further and more snap imparted to the disc. As expected, there is a loss of control as there is no finger to support the disc. The disc has a tendency to wobble up and down, and this can reduce distance if the disc and the wrist are not at the same angle at release.

The second is a slight improvement (not pictured), where the index and middle fingers are slightly curled, and the disc can balance on these two fingers prior to the throw. This grip is more like the hybrid grip below in the way it provides support. It also makes it easier to throw the high forehand.

Like the backhand, the thumb should be used to grip the disc tightly. This will give better spin and more control in the wind, since the disc has less tendency to wobble during the wind-up and throw.

3.3. Hybrid Grip

This grip is analogous to the hybrid backhand grip, although it does seem to be more popular and widely used. Instead of the index finger and middle fingers being parallel, the index finger is slightly bent. This is exaggerated a little in the diagram. The pad of the index finger is pressed firmly on the rim, as is the pad of the middle finger. The bend in the index finger can then be used to support the disc, while the wrist can still be cocked well back for a power throw. The disc can be held out flat and ready to throw, which makes it a good grip for throwing the high forehand.



The grip shown at right is an interesting way of helping improve forehand throws in weaker players. Instead of the pads of the fingers being against the rim, the side of the middle finger is against the rim. This grip promotes a palm-up follow through, and helps stop people from turning their forehands over on release. The down side of this grip is that the snap puts lateral pressure on the finger joints, and persistent hard throws using this grip can damage the joints. It is therefore only recommended as a teaching aid, and not for use by experienced players.

Endless variety is possible, particularly with fine-tuning. Most people use one of the above basic grips, but with their own minor adjustments. With regard to radical differences, few are of practical use. The only alternate grip to those above which is sometimes seen is the use of one, three or even four fingers inside the rim instead of two. Fewer fingers for some reason seems to give better control and accuracy, but using only the index finger puts a lot of pressure on just the one finger, and this is probably why it is not commonly used.

4. Hammer Grips

These are essentially the same as for the forehand, and so there are no separate diagrams for them. The significant difference is that the hammer throw is released upside-down, so that support underneath the disc is not as important as for the forehand. A tight grip with the thumb is important, since it is the digit which is doing the supporting. This makes the power and hybrid grips the better choices for the hammer.

Lesson 4 – Pivot and Fake

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none"> perform a variety of throws, passes, and shots after a faking motion; intercept objects (e.g., balls, Frisbees) while moving in various directions and at different speeds; 	<ul style="list-style-type: none"> throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended; perform movement skills in sequence (e.g., shoot or pass a ball from a dribble);

Assessment Opportunities:

Teacher can assess the student’s ability to throw using a variety of throws after a faking motion (Grade 7) and while being defended (Grade 8).

Lesson:

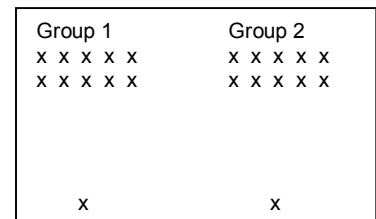
Warm Up

Have students work in groups of 2-3. One student starts with the disc and throws it as far as they can down the field. All the members move towards where the disc lands, and the second person in the group picks up the disc and throws it as far as they can down the field. Each time a new person throws the disc, the group increases their speed slightly. Groups start by walking and should end with a slow jog.

Have students stretch the whole body prior to the participating in activities. Focus on the areas of arms, legs and ankles.

Skill Development

- Review with students the backhand throw introduced in Lesson #1. Tell the students that this is the type of throw that starts a game of Ultimate. The game starts with one team throwing the disc down the field to the other team. This is called the Pull.
- Have students work with a partner to practice throwing the disc. Each group should start approximately 4 metres apart and every 30 – 45 seconds each partner should move back a step until they are outside of range.
- Discuss with students the difference between throwing the disc to a partner and the throw used in a Pull. What do they have to do differently?
- Discuss with students that in order to score in Ultimate, the disc must be thrown over the end line.
- Have students line up in 5 lines across the end line at one end of the field. The five students work as a team to travel the disc down the field. Have one student stand at the other end of the field and throw the disc down the field (Pull). All 5 students work together to get the disc down to the other end of the field without it hitting the ground. All 5 students must touch the disc and the final pass must be over the end line.
- Discuss with students what to do after they have caught the disc and they are guarded. Demonstrate to students the skills of the pivot and of the fake.



7. Have students work in groups of 3-4. Have one student be the defender and the other 2-3 the passers. Each time the student catches the disc, the defender should move to a good defensive position. The student who catches the disc waits for the defender to get to them to play defense and then practices pivoting to see who is open and get a clear pass to one of the other students. Switch the defender frequently so all students get a chance to be defender. Remind students that once they pass the disc they should move to an open spot to receive the disc again.

Skill Application

1. Review and discuss with students the pivot and fake when a student has the disc. Remind them that they only have 3 – 5 seconds to pass the disc.
2. In their groups, students will play a game where one team travels down the field with their group trying to get all the way down the field without the disc hitting the ground or being intercepted. When a student catches the disc they will work on pivoting to see students around them. Make sure all students on the team touch the disc each time they go down the field.
3. Have the first team travel down the field with the second team trying to defend by intercepting or knocking down the disc. Once the disc is knocked down the first team becomes the defending team and the second team then plays offence.

Cool Down

Students walk around the field with their team, discussing the strategies used in Ultimate.

Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.



Lesson 5 – Getting Ready to Play

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none">participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics);participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).	<ul style="list-style-type: none">participate vigorously in all aspects of the program (e.g., indoor soccer, cricket);follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).

Assessment Opportunities:

Students will be assessed on their level of participation and their ability to maintain the participation throughout the activity. Students will also be assessed on their sportspersonship and observing the spirit of the game.

Lesson:

Warm Up

Have students line up in groups of 3-4 and form 2 lines on either side of the field. Have the first person in one line start with the disc, and pass it to the first person in the other line. Once the first person throws the disc they move to the end of the line they just passed to. This pattern continues. The students start the drill moving at a slow pace and finish the drill at a light jog.

Have students stretch the whole body prior to participating in activities. Focus on the areas of arms, legs and ankles.

Skill Development

1. Explain to students that Ultimate is a game that is self-refereed and that the game is based on honesty. The focus of the game is having fun and playing the game and not about winning and losing. Discuss how this may be different from other games they have seen and what potential benefits and challenges there are to this approach.
2. Review with students the different types of throws learned (e.g., backhand, flick) and different ways to catch (e.g., two hand, one hand). Introduce and demonstrate the hammer throw. Discuss with students why this could be an important throw in the game of Ultimate.
3. Have students work in partners and throw the disc back and forth practicing the hammer throw.
4. Discuss with students different ways to get open when moving down the field. (e.g., V-Cut, L-Cut, Change of Speed).
5. Have students work in groups of 6-8. Have them form two lines on either side of the passer and one at a time move down the field and practice the different ways

Skill Check: Hammer Throw

- Stand with your opposite shoulder facing the target/partner
- Feet shoulder width apart and knees slightly bent
- Grip with two or three fingers underneath the disc and the thumb on top
- Bring your arm back over your head and release the disc with a wrist snap (similar to an overhead serve in tennis)
- Step forward
- Follow through with your arm
- **See Grips Section 4 earlier**

to get open. Have one student play defense in front of the passer and have the passer practice pivoting and faking to pass to the open student. Have students switch passers and defenders often so all students get a chance to practice all positions.

Skill Application

1. Students will play a mini game of Ultimate with their team. Remind the students that each time a team scores, the teams switch sides and the team that scored must throw the disc (pull) from the side they scored on and the other team must go all the way back to the other side to receive the disc. Remind students that when playing the game the rules are called by the players playing the game and the focus is on having fun first.
2. Have students play for 4-5 minutes and stop and discuss strategies and discuss and clarify any questions about how the game is played.

Cool Down

The students will walk around the field and discuss the different positions and strategies used for the game of ultimate. They will also practice their team cheer for the next classes games.

Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.



Lesson 6 – Playing the Game

Lesson Length: 40-60 minutes

Location: Outdoors

Equipment: 1 disc for every 2 students, Pylons

Expectations:

Grade 7	Grade 8
<ul style="list-style-type: none">perform a variety of throws, passes, and shots after a faking motion;participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics);participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).	<ul style="list-style-type: none">throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended;participate vigorously in all aspects of the program (e.g., indoor soccer, cricket);follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).

Assessment Opportunities:

Throughout the game students can be assessed on their ability to throw a variety of passes (e.g., backhand, flick, hammer) after a faking motion (grade 7) and while being defended (grade 8). Students will also be assessed on their ability to play the game continuously for the entire time. Finally, students will be assessed on their ability to follow the rules of Ultimate and observe the spirit of the game.

Lesson:

Warm Up

Have each team work together walking around the field and slowly increasing their speed moving around the field.

Have students stretch the whole body prior to participating in activities. Focus on the areas of arms, legs and ankles.

Skill Development

1. Have students work with their teams and practice the skills and strategies they have worked on throughout the Ultimate unit (e.g., passing, catching, faking, pivoting, running, participation).
2. Provide students with an opportunity to discuss and practice strategies related to playing the game of Ultimate.
3. Have students start the class by presenting their team cheer.

Skill Application

1. Set up a schedule of games that will take place throughout the period. Each team will play each other team once for approximately 5 minutes.
2. The schedule for a four team tournament will be:
 - a. Game 1 – 1 vs 2 and 3 vs 4
 - b. Game 2 – 1 vs 3 and 2 vs 4
 - c. Game 3 – 1 vs 4 and 2 vs 3

Cool Down

Have each group develop a cool down routine, choosing a different student to lead it each day of the unit.

Extension – 11 Steps to Starting an Intramural Program

1. Communicate to staff, parents, and community partners and see if there are any individuals interested in assisting with the intramural program.
2. Find a safe and appropriate place to play and purchase the necessary equipment to play.
3. Host an information session for students. Communicate information about the game of Ultimate, the philosophy of the intramural program and the time and dates of the games. (e.g., Monday and Wednesday at lunch for 30 minutes).
4. Publicize the intramural program through school newsletters, web pages, PA announcements, posters and have students sign up in a central sign up area or within their classroom.
5. Send information letters home to parents about the intramural program. Include expectations, safety, times, dates, and philosophy.
6. Encourage students to be a part of the organization of the intramural programs. Students could take on the leadership role of setting up the teams, schedules and making sure the equipment and fields are booked and ready for the teams to play each day.
7. Organize balanced teams and communicate the teams to the students. Provide an opportunity for the teams to meet and/or participate in an introductory lesson about Ultimate prior to the start of the intramural games. The lesson should provide information about safety, rules, expectations and consequences.
8. Depending on the number of students who are interested in participating, make a schedule of games and playoff structure (if needed) with the dates and times and distribute to students or post in a central location.
9. Communicate to the students who are playing each day, about the time and location of the games. Keep track of standings and take pictures of the students playing Ultimate to post on a bulletin board in the school.
10. Track successes and any concerns. Give students and volunteers with an opportunity to provide feedback about the intramural program and make adjustments for next years league.
11. Provide students with information about community programs available for students to play Ultimate outside of school.

(descriptions presuppose a right-handed thrower)

Air bounce: a backhand or forehand throw that is aimed slightly downward, but is buoyed by a cushion of air.

Backhand: a standard throw; right-handed player places thumb on top of disc, curls fingers underneath, extends arm to left side of body.

Bid: an impressive (but failing) diving attempt to catch the Frisbee. Often used in a positive way, ex. "Nice bid"

Blade: a forehand throw that goes high in the air and curves left; an extreme version of the reverse curve.

Check the disc in: during stoppage in play, a defender must touch the disc before the thrower can initiate play.

Chilly: slow it down, be patient, wait a moment for the game to get reorganized again.

Clog: to prevent good cuts by standing in the way of your teammates.

Corkscrew: (see "hammer") like a hammer throw but the Frisbee is held in a backhand grip rather than a forehand grip, so the Frisbee flattens out and curves the opposite way from the hammer.

Cut: a run by a receiver to shake his defender.

D: defense

Deep: a receiver who cuts for hucks.

Disc in: signals that the disc is in play.

Faking: an offensive player pretends to move or cut suddenly to deceive the defensive player as to the direction he/she is moving or throwing.

Force: guarding on only on one side of the thrower to make them throw to the other side. The direction you want them to throw is the direction of the force.

Types of Force:

Force In: force to the middle of the field

Force Out: force to the outside of the field

Force Sidelines: force to the near sidelines

Force Home/Away: force to the home or away side

Force Forehand: force the thrower to use a forehand throw

Force Backhand: force the thrower to use a backhand throw

Forehand: a difficult but useful throw; thrower leads with middle finger along rim, with index finger supporting disc; looks similar to a sidearm pitch in baseball; also called a **flick**.

Foul: the result of physical contact between opposing players. Players call their own fouls (see Ultimate in Ten Simple Rules).

Hack: a foul.

Hammer: an overhead throw with a forehand grip in which the Frisbee is released at an angle so that it flattens out and flies upside down.

Handler: one of a team's primary throwers.

High release: a backhand throw held and released over the thrower's head; very difficult to block.

Huck: a long throw; equivalent to a bomb in football.

Inside out: as a backhand, a throw to the right that curves left; as a forehand, a throw to the left that curves right.

Layout: dive!!! "If you didn't catch it, you should have laid out"

Mid: a receiver who cuts for shorter passes than a deep.

O: offense

Pick: an intentional or unintentional block (like basketball) where a player gets between you and the player you are covering

Pull: like a kickoff in football, the throw that begins the possession.

Reverse curve: as a backhand, a throw to the left that curves right; as a forehand, a throw to the right that curves left.

Run through: what you shout to tell another player to run past the disc without picking it up

Scoober: a fast, difficult-to-intercept throw; similar to a hammer, a scoober is held overhead, but with a backhand grip.

Sky: jumping to catch the disc

Stack: offensive strategy in which all the players line up down the middle of the field and alternately make cuts to the side.

Stall count: The defensive player counts up to 10 while defending the offensive player. The offensive player must throw the disc before the 't' of ten otherwise it's a turnover.

Swill: a bad throw.

Up!: what you shout to alert players that the disc is in the air

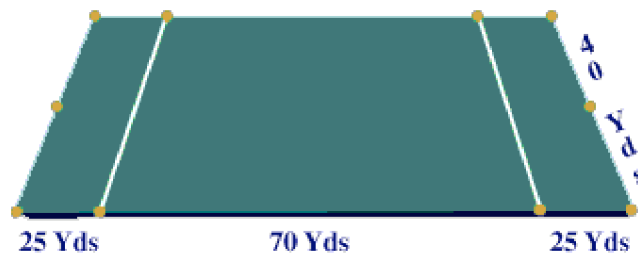
The following offers a modified version of the rules the Game of Ultimate. Contact Ontario Disc Sports Association (ODSA Ultimate Contact list – Chapter 9) for more information.

- Ultimate is a passing game where one team throws a series of passes in order to score a goal.
- The disc is advanced, only by completing a pass to a teammate. No running with the disc is allowed. After making a catch, the player must stop and establish a pivot foot (like in basketball) before attempting to throw.
- The object is to throw a goal by completing a pass to a teammate while in the goal area (end zone). The thrower may not be in the goal area when attempting this pass.
- After each goal, the direction of the play reverses. The team that just scored a goal stays at the goal area at which the scored and the other team goes to the opposite goal area.
- Games are played to points rather than time (from 11 to 21 points).

Ultimate has traditionally relied upon a spirit that places the responsibility for fair play on each participant. 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.

The purpose of the rules of Ultimate is to provide a guideline, which describes the way the game is played. It is assumed that no player will intentionally violate the rules; there is no penal system. An intentional foul would be considered cheating and a gross offense against the "Spirit of the Game". Instead there is a method for resuming play in a manner, which simulates what would most likely have occurred had there been no violation.

1. The Field -- A rectangular shape with end zones at each end. A regulation field is 70 yards (64m) by 40 yards (37m), with end zones 25 yards (23m) deep.



2. 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.

3. 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.

4. 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.

5. 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.

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

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

8. 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.

9. Self-Refereeing -- Players are responsible for their own foul and line calls. Players resolve their own disputes.

10. 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.

References

<http://www.cs.rochester.edu/u/ferguson/ultimate/ultimate-simple.html>

