

THE ULTIMATE FRISBEE EXPERIENCE

Teacher Training Manual

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The Ultimate Frisbee Experience

Teacher Training Manual

Credits

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Foreword – to the facilitator

The Ultimate Canada Curriculum is designed to help teachers who do not play Ultimate to confidently add our sport to their physical education yearly plan. Please note that many terms which we, as Ultimate players, find as second nature, will be quite foreign to some or all of these teachers. Facilitators should ensure that Ultimate specific terms are kept simple and consistent. There is a glossary at the end of the teacher's curriculum document to assist you.

The session you are facilitating should focus on active participation by the teachers and minimal classroom-style lecturing. In the curriculum document, players having fun is stressed many times. Fun and enjoyment should also be another focus of this training session.

Note that teachers may come from different experiences in their classrooms; some will have students who have played Ultimate before, and some teachers may even be players themselves. This training guide will help to address some of these scenarios.

Depending on the amount of time allotted to your training session, you may wish to condense the first 3 sections so that you can teach participants the backhand throw and pancake catch using the curriculum document. It is important that this section be taught to keep the teachers active, and to let them experience the lesson plan firsthand.

1. Introduction

Thank the teachers for their interest in Ultimate, and for attending the workshop. Go over logistics (bathrooms, break times, etc).

Lead an icebreaker.

Suggested icebreaker:

◇ Number of teachers in workshop: 10 to 12 or less

In a single group format, ask each teacher for their name, the school they teach at, the grades they teach, if they have played Ultimate before, and why they are considering including Ultimate in their yearly phys ed plan.

OR

◇ Number of teachers in workshop: 13 or more

Divide the participants into relatively even groupings. Have each teacher introduce themselves to their group, including the school they teach at, the grades they teach, if they have played Ultimate before, and why they are considering including Ultimate in their yearly phys ed plan.

Bring the groups together and ask each group to share the reasons they are interested in Ultimate.

2. Why Choose Ultimate?

Note that some teachers may still be under the impression that Ultimate is not a “real sport”. Tell them about our provincial championships, Canadian High School Ultimate Championships, and Canadian Ultimate Championships. Tell them about our National Junior Programs (U20 and U24) that compete on the international scene along with more than 70 other countries.

Explain to the participants the benefits of having their students learn to play Ultimate. Include the following topics:

- ◆ **Ultimate is a game that helps develop physical literacy skills such as:**

- ◇ spatial awareness
- ◇ balance and proprioception
- ◇ hand-eye coordination
- ◇ multisensory processing

- ◆ **Ultimate is inclusive, inexpensive, and an easy to play sport.**

- ◆ **Key reasons to play Ultimate are:**

- ◇ inclusion: junior men and junior women at the middle and high school level, play together on the same team
- ◇ vigorous activity: plenty of running, jumping, and throwing
- ◇ equipment costs for Ultimate are minimal
- ◇ personal growth and responsibility through principles of Spirit of the Game
- ◇ fun and easy to play
- ◇ students who are unsuccessful at traditional team sports enjoy Ultimate: they need only to run, play some defense and catch a disc (throwing skills can be developed later)
- ◇ Ultimate is a non-contact sport, so the risk of serious injury is reduced
- ◇ players can easily practice their throwing skills outside of school
- ◇ opportunity to advance to provincial and national teams
- ◇ playing a lifelong sport: players in Canada range from elementary school age to over 60 years old. Adult players can easily join rec leagues throughout their active life
- ◇ there are many levels of adult league play, ranging from novice to expert

- ◆ **Students who play Ultimate are exposed to situations that regularly develop life skills such as:**

- ◇ learning and practicing co-operation and teamwork
- ◇ empathy, honesty, and self-regulation
- ◇ building logical thinking skills through strategy
- ◇ learning and practicing healthy competition

◆ **What if I have never played Ultimate?**

There are many resources to support teachers who have never played Ultimate. In your curriculum document you will find links to videos, and Ultimate National and Provincial/Territorial Sports Organizations (PTSO) to help you in teaching the sport. If your school has an Ultimate team, there may be students available to demonstrate and teach throwing skills. One recommendation would be to contact your PTSO or local Ultimate association (listed in **Appendix C**) and ask for assistance.

3. What is Spirit of the Game (SOTG)?

Have the teachers turn to **page 7** of their curriculum document, and read the section dealing with Spirit of the Game (SOTG). Explain the importance of SOTG.

Point out that this is what makes Ultimate unique among sports. Because there are no referees, players themselves are responsible for fair and honourable play.

After they have finished reading, pose the following questions:

- a. After reading the document, what is your understanding of SOTG?
- b. What might be some benefits of self-officiating?
- c. What might be some drawbacks?
- d. How might SOTG be applied in other areas of a student's life?

Next, depending upon the size of your workshop, you may want to split into smaller groups. Explain that what they are going to do is taken from the curriculum document, and that each lesson has its own SOTG Point for Discussion, and Spirit Game. Spirit Games are similar to summer camp games, and are designed so that students on opposing teams have fun together.

Facilitate the following:

SOTG Point for Discussion

“Retaliation is never an option.”

Questions for players to consider:

1. When you are wronged (bad call, hard foul) on the field, what might be a first reaction?
2. If the first reaction was anger; how might that affect your behaviour during the next point?
3. If the first reaction was to stay calm, how might that affect your behaviour during the next point?

Remember: Retaliation only hurts the player who retaliates. If you feel you are being mistreated on the field, talk to your teacher or coach.

Tell them that on **page 65**, there are additional Spirit of the Game Points for Discussion that teachers may use in place of, or in addition to the activities in each lesson.

Have the teachers play this Spirit Game. If you as a facilitator wish, you may substitute a Spirit Game of your choice. ***Keep in mind that some spirit games are not appropriate for all students. Ensure the spirit game you chose is appropriate for the age group your participants teach at.***

Spirit Game

“Honey do you love me?”

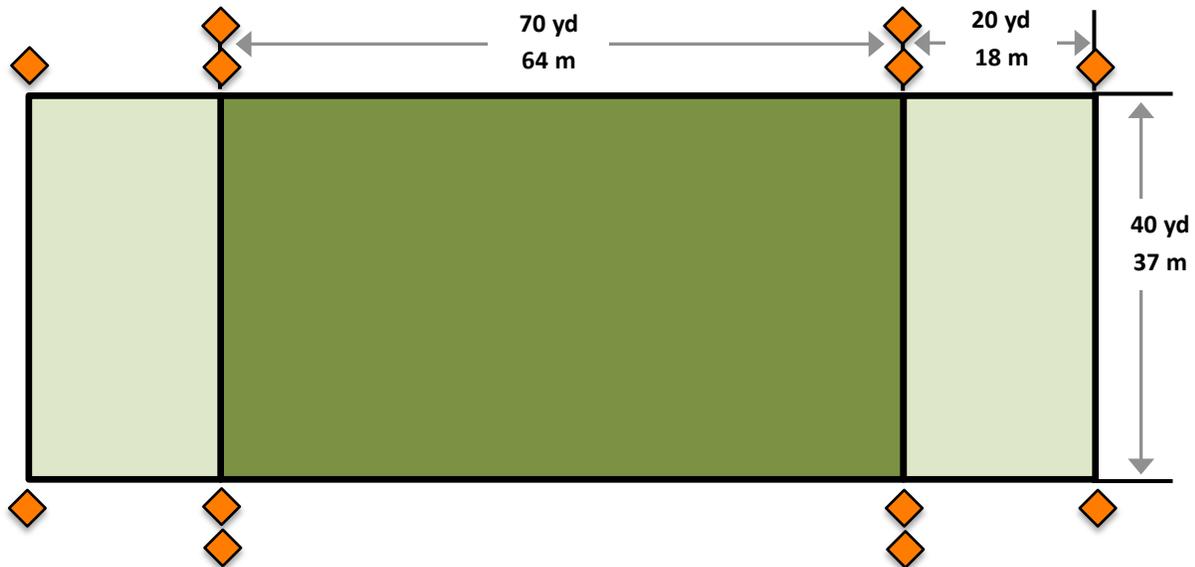
Players form a circle with one player in the middle. The middle person must approach players in the circle and ask, "Honey, do you love me?"

The person being questioned must answer, "Honey, I love you but I just can't smile."

If that person does smile or laugh, they are now in the middle and the previous middle person joins the circle. The person who is in the middle is not allowed to touch other players but may make as many funny faces or movements as they wish.

4. What is in the curriculum document?

Have the teachers turn to **page 9** in the curriculum document. Point out the field diagram, noting that other options are given based on a school's field space.



Highlight the importance of using a proper disc, weighing 175 grams. Explain why cleats are essential for league play. Note that students can play in running shoes, but they should be careful when cutting to avoid injury.

Move to **page 10**, and have them read the **10 Simple Rules**. Note that these rules are included in the Appendix as a BLM (Black Line Master) that teachers can copy and hand out the rules to students. You may want to review the rules with them.

Ultimate in 10 Simple Rules

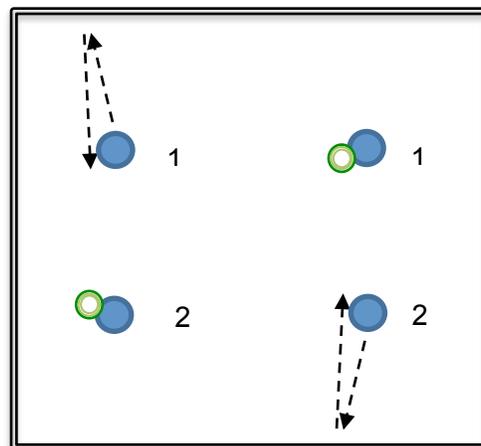
by Steve Courlang and Neal Dambra

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.
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, stalled), 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-Officiating:** 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.

Have the teachers turn to **page 37** and note the detailed diagrams that accompany most lessons. Be sure to tell the teachers that while the Dump Cut diagram may look confusing now, by the time they have reached this point in the curriculum, they will be familiar with its components.

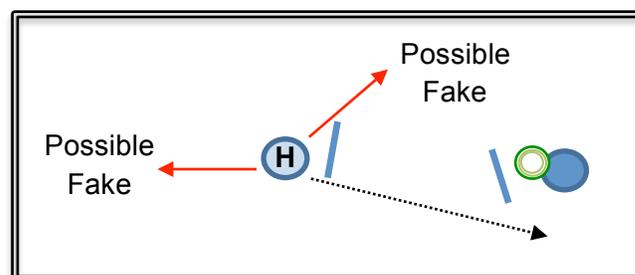
Activity - The Yo-Yo: Have the players pair up and stand about 7-10 yards apart. Player 1 runs a boulder cut. Player 2 throws the disc. When caught, player 2 runs the boulder cut and player 1 throws the disc. This can be a 3-4 minute timed drill.

NOTE: Players can throw backhands or forehands in this drill.



Dump Cuts

A **dump cut** occurs when a handler (H) makes a quick fake in one direction, usually one or two steps and then cuts towards and slightly behind the thrower for an easy **dump pass**. This is a valuable pass as it will **reset** the stall count.



Next, have them turn to **page 60** and highlight the extra activities that are available. Note that there are activities for 2 players, 3 players, and for entire teams.

Point out the **BE CALM** acronym on **page 67**. This is strategy for dispute resolution on the field.

B reathe	don't react right away
E xplain	what you think happened
C onsider	what they think happened
A sk	other players for advice (on perspective and rules) if needed
L isten	to what everyone had to say
M ake a call	loudly and clearly (and use Hand Signals)

Finally, have them look at the glossary on **page 73**. Note that, for easy reference, all the terms in the glossary are bolded the first time they are used in the document.

5. Teaching the Backhand Throw and Pancake Catch

Have the teachers turn to **page 14**, and quickly review **Lesson 1**.

Point out the photos to accompany the descriptions.

Backhand Throw (GST)

1. **Grip:** How to hold the disc



2. **Stance:** How to position the body



3. **Throw:** Releasing the disc



Pancake Catch



Point out the Cues for Throwing, and Cues for Catching. These will enable teachers to assist students having difficulty.

Using the terminology and acronyms in the curriculum document, demonstrate how to teach the backhand throw and the pancake catch, using the teachers as your students. After they have learned the backhand and the pancake catch, have them participate in **Throw and Catch Activity 1**, on **page 17**.

6. Teaching the Forehand Throw and Modified Game

Have the teachers turn to **page 23**, and quickly review **Lesson 3**.

Note that the same acronym, **GST** (Grip, Stance, Throw) is used here.

Take care to demonstrate this throw carefully, as it's likely one of the biggest barriers to teachers being confident enough to teach the game.

Forehand Throw

1. **Grip:** How to hold the disc

Demonstrate the grip, using the description on **page 23** of the curriculum document.



Explain that some students may find it easier to use the “Peace” grip. Demonstrate this grip as well, as described on **page 24**.



2. **Stance:** How to position the body

Demonstrate the position, using the pointers on **page 24**.



3. **Throw:** Releasing the disc

Point out the **Cues for Throwing**. These will enable teachers to assist students having difficulty.

Demonstrate how to teach the forehand throw, using the teachers as your students. Then have them participate in **Throw and Catch Activity 1**, on **page 26**.

Modified Game

Quickly show them basic defensive positioning, explain the stall count, and have them play a modified game, using a beanbag, soft foam ball (must be able to travel 10 to 15 yards) or a rubber chicken. Explain that by using a beanbag, ball, or rubber chicken instead of a disc in this modified Ultimate game, the students can learn how to play Ultimate without the pressure of throwing a disc.



7. Highlighting Small Sided Games

Have the teachers turn to **page 26**.

Explain that small sided games ensure that players experience a chance to enhance their technical skills, score points and have fun.

Choose three or four of the small sided games and present them to the teachers. You can also refer them to **Appendix B**, where there are many other activities to choose from.

Time permitting, teachers may want to play one or more of these games.

8. Wrap Up

Summarize the benefits of Ultimate for young people.

You may also point out:

- ◆ Teachers can reach out to their PTSO, or ultimate organizations or leagues for assistance (a list of these can be found on page 76). There may be experienced players available to come out to schools to assist with Ultimate skills.

- ◆ Ideas for dealing with students in your class who already have Ultimate playing experience (**page 13**). You can have them:
 - ◇ demonstrate skills presented in each lesson for new players
 - ◇ serve as mentors for new players
 - ◇ apart from the main group, work on their throwing and catching skills on their own, or play any of the small-sided games in **Lesson 3**, or the activities in **Appendix B**
 - ◇ work on **Lessons 5 to 8** on their own, or the advanced skills in **Appendix A**

Before closing your session, thank the participants. Tell them the importance of teachers and coaches in our sport, and the focus Ultimate Canada places on a positive sport experience for all. Remind them that the main goal is for all participants (including the teachers) to have fun.