



# Ultimate

Middle and High School PE Curriculum

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#### Key for Diagrams

- Thrower
- Receiver
- Previous Position of an Offensive Player
- Defender/Marker
- Previous position of a Defensive Player
- Cut
- .....→ Throw

Note to the Teacher,

Thank you for your interest in teaching Ultimate, one of the fastest growing team sports in the world. This booklet contains 15 lesson plans directed at Middle-school students which focuses on the basics of Ultimate: throwing, catching, running, and defending. While it would be great if every teacher had three full weeks of 50 minute classes to teach the sport to their students, we recognize that this is not the case. These lessons can be modified in order to suit your own constraints. If you need to shorten this unit, the lessons that least effect the continuity of the unit are (in order of least important to most) the lessons on Day 3, 9, and 12-15.

We also understand that many of the skills of Ultimate are not widely known. To get a better understanding of the fundamental throwing skills please visit:  
<http://www.upa.org/ultimate/skills-drills/grips/grips.shtml>.

Spirit of the Game:

One of the most unique aspects of the sport of Ultimate is its reliance on self-officiating and the spirit of the game. These concepts of the sport place additional responsibility on the players to play fairly and respect their opponents. Spirit of the Game should be a part of every lesson. Any time a student is not playing fairly or respecting the other participants he or she should be asked to read the spirit of the game clause and think about how he or she has violated it.

*“Spirit of the Game - Ultimate has traditionally relied upon a spirit of sportsmanship which places the responsibility for fair play on the player himself. Highly competitive play is encouraged, but never at the expense of the bond of mutual respect between players, adherence to the agreed-upon rules of the game, or the basic joy of play. Protection of these vital elements serves to eliminate adverse conduct from the Ultimate field. Such actions as taunting of opposing players, dangerous aggression, intentional fouling, or other ‘win at all costs’ behavior are contrary to the spirit of the game and must be avoided by all players.*

*“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 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 which simulates what most likely would have occurred had there been no infraction.*

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

If you have any questions or comments on this curriculum please contact [info@upa.org](mailto:info@upa.org) with the subject line “ PE Curriculum.”

## Day 1

### Goals

- Introduce Ultimate
- Teach Backhand

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- Ultimate Video (recommended videos Open or Women's College Nationals Finals 2001, Above and Beyond 2000, WFDF Finals 1991)
  - [www.wrightlife.com](http://www.wrightlife.com)
- VCR

### Preparation

- Set up VCR and video
- Photocopy the 10 simple rules to Ultimate (1 per person)

*Estimated Lesson Time: 49 Minutes*

### Lesson

#### **Overview of Ultimate Course (5 min):**

Ultimate is a team game played on a football-sized field with seven players on each side. Over the next three weeks we are going to be learning the skills, strategy, rules, and spirit that make Ultimate unique. Has anybody ever played Ultimate? What are some of the rules?

Be sure to mention that Ultimate is played without referees and that players are responsible for playing fairly and making their own calls.

#### **Video (20 min):**

Point out the different throws used (forehand, backhand, and hammer) as well as the way that players work out calls themselves.

#### **Demonstrate the Backhand (4 min):**

Tell them that the backhand is the most common throw. Emphasize throwing forward, not up. The motion of a backhand should be like hitting a backhand in tennis. Let them use any grip they find comfortable. As with all throws, remind them that most problems can be cured by throwing less hard over shorter distances. Don't begin with long throws. Start with close (7-10 yards) then progress.

Release the disc flat: pretend there is a cup of water on it.

Grip: <http://www.upa.org/ultimate/skills-drills/grips/grips.shtml>

Technique: <http://www.playulty.com/handbook.pdf> (page 5)

#### **Throwing Practice (15 min):**

Have students form two lines side by side. Then have the students turn to face the other line. The two students facing each other are a pair. Have each pair throw backhands to each other from approximately 10-12 yards and 5 yards apart from other pairs. Walk around and correct the student's form.

Common Problems with the backhand:

#### **Throws are not accurate:**

Cause: Thrower is facing receiver

To fix: Right handed throwers should be facing toward left of intended target (shoulders should be in-line with target)

Cause: Thrower is looking at disc/ not at intended target  
To Fix: Thrower should look at intended target

**Disc wobbles and/or turns over (cuts to the right for right-handed throwers):**

Cause: There is not enough spin on the disc  
To Fix: Work on snapping the wrist more

Cause: Disc released at wrong angle  
To Fix: During release angle outside of the disc (left side for right-handed throwers) down.

**Disc goes over head of intended receiver:**

Cause: There is not enough spin on the disc  
To Fix: Work on snapping the wrist more

Cause: Front of disc angled upward  
To fix: Release disc level (front of disc at same level as back of disc) and keep whole arm motion at same level

Cause: Thumb placement causes the disc to “air bounce”  
To fix: Move thumb towards the rim

**Disc goes to the left (for right handed throwers) of intended receiver:**

Cause: Disc released at the wrong angle (outside of disc to low)  
To fix: Release outside of the disc at same level as inside of the disc

**Dog (5 min):**

Have the students line up in a single file line. Have the students one by one, take off downfield. The teacher (or student) floats the disc out in front of them for the student to run it down and bring it back. Make sure the thrower has good throws. This is to get the students running and excited about Ultimate.

**Hand out 10 Simple Rules to Ultimate to every student**

*Assessment*

- P2. Backhand grip and delivery technique
- P3. Backhand delivery

## Day 2

### Goals

- Teach Forehand

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
  - o [www.discraft.com](http://www.discraft.com)

### Preparation

- none

*Estimated Lesson Time: 39 Minutes*

### Lesson

#### **Demonstrate the Forehand (4 min):**

Tell them that the Forehand is an important throw in Ultimate For a forehand, grip firmly, but not too hard, making sure that the middle finger contacts the inside rim of the disc. The motion is like shaking something icky off of your fingers. Remember to keep your palm faced up through the whole motion.

Release the disc flat: pretend there is a cup of water on it. As with all throws, remind them that most problems can be cured by throwing less hard over shorter distances. Don't begin with long throws. Start with close (7-10 yards) then progress.

Release the disc flat: pretend there is a cup of water on it.

Grip: <http://www.upa.org/ultimate/skills-drills/grips/grips.shtml>

Technique: <http://www.playulty.com/handbook.pdf> (page 6)

#### **Throwing Practice (15 min):**

Have students form two lines side by side. Then have the students turn to face the other line. The two students facing each other are a pair. Have each pair throw forehands to each other from approximately 10-12 yards and 5 yards apart from other pairs. A common problem with forehands is pronation (rolling the wrist), which results in the disc turning to the left and flying almost vertical. This is often caused because the release point is too late. The disc should be released alongside the body and not out in front. A good solution to this is having the student's throw under a partner's outstretched arm.

Make sure that students are pivoting with the foot on the side of the body that they throw with and keeping the other foot stationary (e.g. right handed players should keep left foot stationary) Walk around and correct the student's form.

Common Problems with the forehand:

#### **Throws are not accurate:**

Cause: Thrower is not facing receiver

To fix: Throwers hips should be square with the receiver

Cause: Thrower is looking at disc/ not at intended target

To Fix: Thrower should look at intended target

#### **Disc wobbles and/or turns over (cuts to the left for right-handed throwers):**

Cause: There is not enough spin on the disc

To Fix: Work on snapping the wrist more

Cause: Disc released at wrong angle

To Fix: During release angle outside of the disc (right side for right-handed throwers) down.

Cause: Follow through pulls disc over

To Fix: Follow through with palm facing up

**Disc goes to the right (for right handed throwers) of intended receiver:**

Cause: Disc released at the wrong angle (outside of disc too low)

To fix: Release outside of the disc at same level as inside of the disc

**Continued Throwing Practice (5 min)**

Keep students in pairs. Have them mix up their throws (backhands and forehands)

**Speed Relay (15 min)**

- Keep Students in pairs
- Have each pair stand ten yards apart (and five yards apart from other pairs)
- Students start by throwing standing backhands
- Yell “forehand” or “backhand” and students switch throws
- Yell “stand,” “kneel,” and “sit” and students switch positions
- One whistle - students put disc down, sprint to touch wall, sprint back, and resume throwing
- Two whistles – students put disc down, sprint to where partner is, and resume throwing
- Take note of the most advanced throwers and the least advanced throwers

*Assessment*

- P4. Forehand grip and delivery technique
- P5. Forehand delivery

## Day 3

### Goals

- Teach Rules of Disc Golf
- Play Disc Golf

### Equipment and Resources

- 10 discs
- 10 pencils
- 20 sheets of paper
- 5 cones
- Bright tape

### Preparation

- Put tape on five objects (trashcans, trees, goal posts) around field to clearly mark them
- Set up one cone from 40 to 80 yds away from each object marked with tape (this will be the tee)
- Make scorecards – write the numbers 1-5 on the sheets of paper and leave a spot for scores to be written in

*Estimated Lesson Time: 45 minutes*

### Lesson

#### **Explain the Rules and Vocabulary of Disc Golf (5 min):**

You can use any throw possible to move the disc towards the “hole.” The object is to hit the “hole” with the disc in as few throws as possible. You must stand behind where your disc lands for your next throw. It is just like “ball” golf. Has anybody played or watched golf? Do you know the rules to golf?

Vocabulary is just like “ball” golf.

- Tee: Where the hole begins
- Drive: The first shot. Taken from the tee
- Par: The number of shots that an average player takes to hit the “hole” also hitting the “hole” in that number of shots.
- Birdie: Hitting the hole in one shot fewer than “Par”
- Eagle: Hitting the hole in two shots fewer than “Par”
- Bogie: Hitting the hole in one shot more than “Par”
- Putt: A short shot

#### **Play Disc golf (40 min):**

Pair up the students. Give each pair a disc, pencil, and scorecard. Show students the order of the holes. Have two pairs start on each hole and have them move on to the next hole when every group has completed the hole that they are on. Each two person team should take turns taking shots (one student drives and then the next shoots from the spot where the disc landed.)

Make sure that they are keeping score and following rules. Explain etiquette: do not “tee off” until the group in front of you is off of that hole.

When they finish one round re-pair the groups. Match students who are advanced with less advanced students and have them help with technique.

Collect the scorecards

### Extension Activity

Set up a “par club” (area with student’s names posted who get par or below) or a “Hole in One Club” (student gets a hole in one). Reward with free disc, or mini disc.



## Day 4

### *Goals*

- Teach the pancake catch
- Teach the two-handed catch
- Continue to work on throwing

### *Equipment and Resources*

- 10 discs or 1 disc for every 2 students

### *Preparation*

- None

*Estimated Lesson Time: 45 minutes*

### *Lesson*

#### **Introduce Proper Catching Technique (5 min):**

There are two basic methods of catching the disc: the Pancake Catch and the Rim Catch. The Pancake Catch is the most “sure” way of catching the disc and should be used when possible. To “Pancake” the disc move one hand down and the other up in a “vertical clap” making sure to time it so your hands meet when the disc is between them. Have a student throw a disc to you to demonstrate...now you try!

The rim catch should be used when the disc is low or high. When the disc is low the thumbs should be above the rim while the fingers should be below. When the disc is high, the thumbs should be below the rim while the fingers should be above. Have a student throw a disc to you to demonstrate the rim catch...now you try!

Be sure to get both hands on the disc whenever possible.

#### **Throwing and Catching Practice (15 min):**

Using your list of advanced throwers from Day 2, pair advanced students up with other students to practice throwing and catching. Tell the students to help each other work on their throws. Be sure that students are using both forehands and backhands and catching using both the pancake and the rim catch when it is appropriate.

#### **Create New Throws (20 min):**

Show students a hammer and explain that it is essentially a forehand released vertically over your head. Then suggest that they play around. Find new and different ways to throw the disc to each other. Have each pair come up with one different way to throw the disc. Tell them to keep focusing on catching the disc as well.

#### **Share the new Throws (5 min):**

Have each group show the new throw they came up with to the rest of the class.

### *Assessment*

- P6. Two-handed catch
- A11. Helping

## Day 5

### Goals

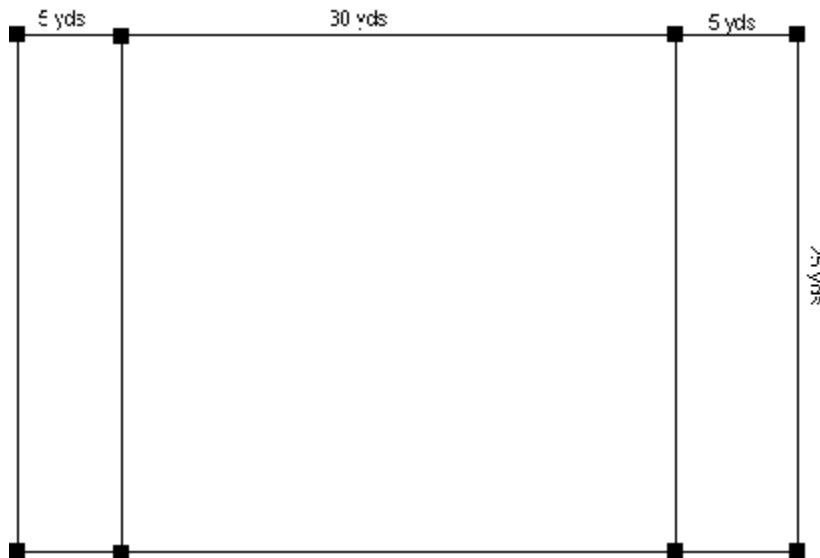
- Teach Rules of Ultimate
- Teach Spirit of the Game and self officiating
- Play Ultimate

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 16 cones

### Preparation

- Set up two fields 25yds x 40yds with 5 yd endzones (place cones where the black squares are)



*Estimated Lesson Time: 45 minutes*

### Lesson

#### **Warm Up Throws (5 min)**

Have students throw in groups of two or three. Make sure that they throw both backhands and forehands.

#### **Introduce Spirit of the Game and Self-Officiating (7 min)**

This is a hard lesson. Sports and competition can only be fun when we have somebody to play against. It is important that no matter how well or poorly we do, we make sure that we respect all of the players on and off the field and that they enjoy the act of playing as much as we do. Cheating, “trash talking,” and poor sportsmanship undermine the basic foundation of sports.

Explain that Ultimate is the only team sport where even at the top level (National and World Championships) there are no referees. The players themselves are responsible for playing fairly and calling their own calls. Ask the students how this is different than other sports. The answer should be that players cannot try to “get away” with fouls and must respect the calls of the other team. There are four general violations that players can call on other players

- Foul: Contact is not allowed and the player initiating contact is responsible for the foul
- Travel: Players may not run with the disc and must keep a stationary pivot foot
- Pick: Players may not impede the movement of other players (no basketball picks)

- Stall: Players must throw the disc within ten seconds – the defending player initiates a “stall count” by saying “Stalling 1...2...etc. 10” at one second intervals. The offensive player must release the disc by the word “ten.”

If there is a disagreement students should resolve it themselves. If they can't agree on what happened then put the disc into play where it was before the violation (e.g. send it back to the thrower).

**Warm Up and Stretch (8 min)**

Two laps around one field. Stretching should focus on hamstrings and quadriceps.

**Play Ultimate (25 min)**

Split the students into four teams of five. Play 4 v. 4 with one sub. Make sure that students are subbing after every point and that all of the players are participating. Remind them to “stall” players.

*Assessment*

- C1. Knowledge of the Rules
- A10. Sportsmanship

## Day 6

### *Goals:*

- Teach students basic defending
- Play Ultimate

### *Equipment and Resources*

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 16 cones

### *Preparation*

- Set up two fields 25yds x 40yds with 5 yd endzones

*Estimated Lesson Time: 45 Minutes*

### *Lesson*

#### **Warm up throws (7 min):**

Have students pair off with somebody who is about their own speed (for later in the lesson). Have pairs throw with each other about 12 yards apart and 5 yards from other pairs. Students should warm up their forehands, backhands, and catches.

#### **Explain Person-to-person Defense (3 min):**

The Primary type of defense that is used in ultimate is “person-to-person.” In this type of defense each defender is responsible for covering one offensive player. They should chase them and try to stay near enough to stop throws from getting to their offensive player.

#### **Warm up and Stretch (8 min)**

Have Students run 2 laps around one Ultimate field and then stretch. Be sure to focus on hamstrings and quadriceps.

#### **Disc Tag (10 min):**

Have the pairs of students play a modified game of tag. Place half of the pairs on one field and the other half on the other field. The rules: one student chases the other with the disc. Once he tags the other student with the disc he drops the disc. The tagged student is now “it” and must pick up the disc and chase the first student. Students must stay on the playing field proper (can’t go in the endzones). **NO THROWING THE DISC.**

The goal of this activity is for students to become accustomed to following a person.

#### **Play Ultimate (20 min):**

Have the pairs split so that one partner goes to one endzone and the other goes to the other endzone. This should yield four teams (two on each field). Have the two teams play 4 v. 4 subbing between points. Make sure teams are subbing after every point. Make sure every student is participating and following the rules.

### *Assessment*

- P9. Lead up
- P19. Receiver Defending

## Day 7

### Goals:

- Teaching students how to throw to moving receiver
- Teaching students how to catch while running
- Play Ultimate

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 20 cones

### Preparation

- Set up two fields 25yds x 40yds with 5 yd endzones
- Set up two pairs of cones, each 20 yards apart from each other

*Estimated Lesson Time: 45 Minutes*

### Lesson

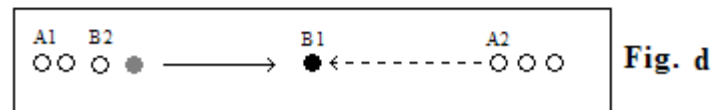
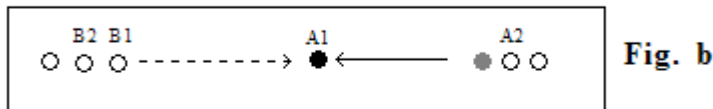
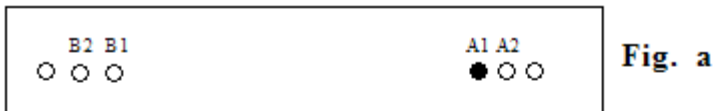
#### Warm up throws (7 min):

Divide the students into pairs, using one of the previous methods. Have the pairs throw with each other, warming up all of their throws.

#### Warm up and Stretch (8 min)

#### Two Line Drill (10 min):

Divide the students in four groups and have each group go to one cone. Each cone should have 2-3 discs next to it. You will be running two two-line drills. One student, Alex (A1), starts from one cone and runs toward the other line. A student in the front of the other line, Bobby (B1), throws the disc to Alex. Alex catches the disc and runs to the back of Bobby's line giving the disc to the next person in line without one. Bobby then runs towards the line where Alex began to receive a disc from Carrie (A2).



#### Variations on the Two Line Drill:

Instead of running straight at the other line have students run at an angle from left to right (facing the thrower) and right to left. Tell students that the best throw to use for a receiver moving from right to left (from the throwers perspective) is a back hand (it cuts into them) and the best throw for a RIGHT HANDED thrower to a receiver moving left to right is a forehand.

**Play Ultimate (20 min):**

Have each of the four groups be a team. Have the two teams play 4 v. 4 subbing between points. Make sure teams are subbing after every point. Make sure every student is participating and following the rules.

*Assessment*

- P18. Run and Catch

## Day 8

### *Goals*

- Teach Marking
- Teach pivoting

### *Equipment and Resources*

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 16 cones

### *Preparation*

- Set up two fields 25yds x 40yds with 5 yd endzones

*Estimated Lesson Time: 45 Minutes*

### *Lesson*

#### **Warm Up Throws (5 min)**

Divide the students into pairs, using one of the previous methods. Have the pairs throw with each other, warming up all of their throws.

#### **Discuss Marking and Pivoting (5 min)**

Review the stall count. Explain that the job of the marker is to make it more difficult for the thrower to throw. The marker should shuffle his/her feet and move his hands up and down to stop the thrower from having an open throw. The marker cannot contact the thrower and must maintain at least 12 inches away. The marker must be within 10 ft. (three strides) to begin counting a stall.

In order for the thrower to get a good throw off he/she must pivot and fake. Try to throw as far away from your body as possible on both the forehand and backhand sides. Keep the pivot foot down and move the other leg to extend your body and throwing arm. Fake throws (the motion without releasing) will get the marker to move to a position where it is easier to throw.

#### **Warm Up and Stretch (8 min)**

#### **Three person marking drill (7 min)**

Have the students line-up. Have the student on the left say "U," the next say "ti," and the last say "mate." Continue down the line. Each threesome that completes the word is a group.

Give each group of three one disc. Two students set up 10 yards apart. The third student is marking the student with the disc. The marking student "stalls" the thrower while trying to block his throws. The thrower tries to fake and pivot to get an open throw to the student 10 yards away. Have each group of three 10 yards apart from each other.

After the thrower releases the disc, he/she runs over to the receiver and becomes the new marker. The marker becomes the new receiver and the receiver becomes the new thrower.

Make sure students are using both their backhands and their forehands.

#### **Play Ultimate (20 min)**

Divide the class into four groups of five. Play 4 v. 4 with one sub for each team. Make sure teams sub after every point.

### *Assessment*

- P7. Pivot
- P8. Marking
- P15. Pivot and throw backhand
- P16. Pivot and throw forehand
- P17. Marker Defending

## Day 9

### *Goals*

- Review Disc Golf Rules

### *Equipment and Resources*

- Same as Day 3

### *Preparation*

- Same as Day 3. Possibly create holes with “doglegs” (Obstacles that you have to go around)

*Estimated Lesson Time:* **45 Minutes**

### *Lesson*

#### **Review Rules of Disc Golf (5 min)**

#### **Play Disc Golf (40 min.)**

Divide and pair up students and have them play in the same manner as Day 3.



## Day 10

### Goals

- Teach cutting

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 16 cones

### Preparation

- Set up two fields 25yds x 40yds with 5 yd endzones
- Set up two pairs of cones, each 20 yards apart from each other

*Estimated Lesson Time: 48 minutes*

### Lesson

#### Warm Up Throws (5 min)

#### Introduce Cutting (5 min)

Cutting is a very important offensive concept in Ultimate. When somebody is guarding you, it is important to get away from him/her. The most important part of a cut is the change of direction. A cut should be made at a sharp angle (not curving) so that you can lose your defender and get open. Demonstrate the difference between a sharp cut (good) and a curving cut (not good).

#### Warm up and Stretch (8 min)

#### Cutting Line Drill (10 min):

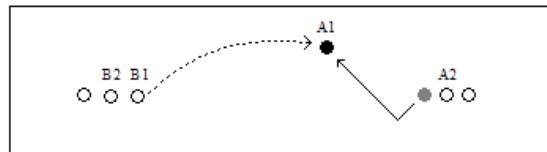
Divide the students in four groups and have each group go to one cone. Each cone should have 2-3 discs next to it. You will be running two two-line drills. One student, Alex (A1), starts from one cone and runs toward the left and then cuts back to the right. A student in the front of the other line, Bobby (B1), throws a backhand (if right-handed) to Alex. Alex catches the disc and runs to the back of Bobby's line giving the disc to the next person in line without one. Bobby then runs towards the left and then cuts back right to receive a backhand from Carrie (A2).

This drill is just like the one from Day 7 with a cut added in.

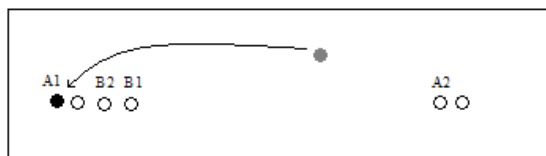
Note: Pay attention to the direction that the receiver is running and the throw (backhand or forehand) that the thrower throws. For the drill illustrated all right handed throwers should be throwing a backhand. Switch the direction of the cuts so that the throwers throw forehands.



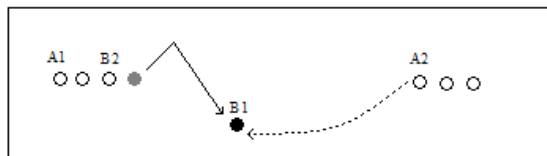
**Fig. a**



**Fig. b**



**Fig. c**



**Fig. d**

#### Play Ultimate (20 min):

Stop the drill. Now each line is one team. Start two games of 4 v. 4. Make sure that students sub after every point. Focus on cutting.

*Assessment*

- P20. Receiver Maneuvering

## Day 11

### Goals

- Review Spirit of the Game
- Review Rules

### Equipment and Resources

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- Copy of the 10<sup>th</sup> edition rules <http://www.upa.org/ultimate/rules/10thFinl.pdf>
- 16 Cones

### Preparation

- Set up two fields 25yds x 40yds with 5 yd endzones
- Photocopy rules (1 copy for every two students)

*Estimated Lesson Time: 48 minutes*

### Lesson

#### **Warm-Up Throws (5 min):**

Have students form two lines side by side. Then have the students turn to face the other line. The two students facing each other are a pair. Have each pair throw backhands to each other from approximately 10-12 yards and 5 yards apart from other pairs.

#### **Discuss Rules and Spirit of the Game (10 Min)**

Have students sit down with their throwing partner. Hand each pair a copy of the rules. Ask the class questions and have them find where the rule is in the book, what the words are, and the interpretation.

Q. An offensive player catches the disc and his first point of contact is the sideline. Is the player in or out?

A. Rule IX. A.

Q. An offensive player calls foul while catching the disc in the endzone. The defender does not contest the foul. Where does the disc come back in play?

A. Rule XVII.7.c

Q. An offensive and defensive player catch the disc simultaneously. Who has possession?

A. Rule XV.E

Q. Intentional Fouling and Taunting are prohibited in which rule?

A. Rule I.B.

Q. A pull lands in the endzone and rolls out the side of the endzone. Where is it put into play?

A. VIII.B.7.b

Q. An offensive player catches the disc and is pushed, so her first point of contact is out of bounds. What happens?

A. XV.H

Q. A throw goes up to a receiver in the endzone. While the disc is in the air a pick is called away from the play. The disc is caught by the offense. What rule applies?

A. XVI. D

Q. A defensive player calls a “stall” just as the offensive player throws the disc. The throw is completed and the thrower feels he threw the disc before the stall. What happens?

A. XIV.C.3.b

Re-emphasize spirit of the game and understanding the rules. If players are responsible for making their own calls they must know the rules as well as a referee would.

**Warm Up and Stretch (8 min):**

**Play Ultimate (25 min):**

Split the students into four teams of five. Play 4 v. 4 with one sub. Make sure that students are subbing after every point and that all of the players are participating.

*Assessment*

- C12. Understanding the rules
- A20. Sportsmanship

## Days 12

### *Goals*

- Assessment of skills
- Split up teams for tournament

### *Equipment and Resources*

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 6 cones
- Take home exam

### *Preparation*

- Split up students into 4 equal teams for the tournament
- Make photocopies of take home exam for every student

*Estimated Lesson Time: 48 minutes*

### *Lesson*

#### **Warm Up and Stretch (8 min)**

#### **Assessment (20 min)**

This is a time for you (the teacher) to complete assessment that was not done in previous lessons. See “Ultimate Learning Sequence” at back of the book for assessment tools.

#### **Split up Teams for tournament (20 min)**

Split up students into the four pre-determined teams. Tell them that they will play the other three teams over the next three days. Each team will have two captains each day. Have them determine who will be captain each day. The captains will be responsible for calling direction of the force, deciding who pulls, looking up rules when there is a question, and other duties as you decide.

After they have determined the order of captains, let the players who will be captains on the first day of the tourney decide what they should do to practice/warm-up. They can throw, run drills, or discuss strategy.

#### **Hand Out Take Home Exam**

The exam will be due on Day 15 (Last Day of Tournament)

### *Assessment*

- A23. Helping

## Day 13-15

### *Goals*

- Implement all of the skills and information learned in a three day tournament

### *Equipment and Resources*

- 10 Ultimate Sport Discs or 1 disc for every 2 students
- 16 cones

### *Preparation*

- Set up two fields 25yds x 40yds with 5 yd endzones

*Estimated Lesson Time: 48 minutes*

### *Lesson*

#### **Warm up and Stretch (8 min)**

#### **Teams warm up (5 min)**

Let the captains determine how the team will prepare. Throwing, drills, or talking about strategy are all possible ideas.

#### **Play Games (30 min)**

Have each team play all three other teams, one game each day.

#### **Post-Game discussion (5 min)**

Have the two teams that play each other circle up, alternating between the players on each team. Let the captains tell the other teams what their own team did well and what the other team did well and talk about the game. The other players can speak after the captains, if there is time.

#### **Spirit Scores (Optional)**

Have each team rate the other team that they played on a scale of 1-5 on their "spirit." Did the other team have good sportsmanship? Was the game fun to play?

#### **Have Students Hand in Take Home Exams (On last day of play)**

### *Assessment*

- P19. 4 v 4 game
- A20. Sportsmanship
- A21. Helping

# Ultimate Take Home Exam

Circle the correct answer or answers 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. Traveling 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:

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## Ultimate Take Home Exam Answer Key

1. A,B,C

2. A

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

## Ultimate Learning Sequence

Task	Task Statement	Teacher Tips
<b>Level I</b>		
<b>Cognitive</b>		
C1. Knowledge of the Rules	Answer at Least 85 percent of the test questions that relate to Ultimate rules	Test questions should measure knowledge level/cognitive behavior
<b>Psychomotor</b>		
P2. Backhand grip and delivery technique	Correctly demonstrate the backhand grip and delivery technique, two times.	This should be done in slow motion with no actual throwing
P3. Backhand delivery	Stand 15 yards from your partner and, four out of five times, deliver a catchable backhand throw to your partner who is standing in a 12-foot diameter circle	Emphasize the importance of spin to stabilize the flight and releasing the disc flat. The catcher may move anywhere on the floor in the 12-foot circle to make the catch
P4. Forehand grip and delivery technique	Correctly demonstrate the forehand grip and delivery technique, two times	This should be done in slow motion with no actual throwing
P5. Forehand delivery	Stand 10 yards from your partner and, four out of five times, deliver a catchable forehand throw to your partner who is standing in a 12-foot diameter circle	Emphasize the importance of spin to stabilize the flight and releasing the disc flat. The catcher may move anywhere on the floor in the 12-foot circle to make the catch. The three most common faults are inadequate spin, excessive arm swing, and pronation of the palm during release. Use the pancake catch for throws between waist and chin level. Throws from the chin up should be caught with the thumbs down. Throws from the waist down should be caught with the thumbs up.
P6. Two-handed catch	Stand 15 yards from a partner and catch an accurately thrown disc with both hands four out of five times.	
P7. Pivot	Using correct form pivot from the forehand to the backhand and back two consecutive times	Be sure right handers pivot on their left foot and vice-versa
P8. Marking	Using correct form, assume the proper stance and marker shuffle three times	Concentrate on balance while shuffling from side to side.
P9. Lead up	Two person throwing and catching practice - using the throws of your choice. Each pair is 15 yards apart. Students throw the disc back and forth demonstrating the ability to use the skills previously learned	Be sure to stress throwing, catching, and pivoting techniques. This will prepare the student for Level II skills.
<b>Affective</b>		
A10. Sportsmanship	In a modified four v. four game the student is required to demonstrate that he or she can play within the rules and strategies of the game, display respect for the opposition whether winning or losing, and demonstrate self-control on the playing field.	Such actions as taunting of opposition players, dangerous aggression, intentional fouling or other "win at all costs" behaviors are founs against the spirit of the game and should be discouraged.
A11. Helping	Judge a classmates' performance of any Level I task. Give help if needed.	Emphasize adherence to task specifications.

Task	Task Statement	Teacher Tips
Level II		
<b>Cognitive</b>		
C12. Understanding the rules	Correctly answer 2 questions that require in depth knowledge of the rules	Test questions should measure knowledge level/cognitive behavior
<b>Psychomotor</b>		
P13. Backhand delivery	Stand 20 yards from your partner and, four out of five times, deliver a catchable backhand throw to your partner who is standing in a 12-foot diameter circle	Emphasize the importance of spin to stabilize the flight. Your partner may move within the circle to make the catch. Maintain a flat release.
P14. Forehand delivery	Stand 15 yards from your partner and, four out of five times, deliver a catchable forehand throw to your partner standing in a 12-foot diameter circle.	Maintain a flat release. Emphasize spin, watch for excessive arm swing and pronation of the palm during release.
P15. Pivot and throw backhand	Make a pivot from the forehand position to the backhand and deliver three consecutive backhand throws with an average distance of 20 yards	Judge only distance, not accuracy.
P16. Pivot and throw forehand	Make a pivot from the backhand position to the forehand and deliver three consecutive forehand throws with an average distance of 15 yards.	Judge distance, not accuracy. By rotating the rim around the tip of the middle finger, the thrower can switch from the backhand to the side-arm grip while pivoting.
P17. Marker Defending	Use the three person marking drill with the defensive player assuming the proper stance of the marker and attempting to block three throws without fouling.	Be sure your defensive player shuffles if the thrower pivots. Rotate positions after three attempts. If the thrower has problems. Move the marker back a few feet. Position receivers 15 yards away.
P18. Run and catch	In the two line drill you should make a cut and catch a catchable thrown disc on the run four out of five times.	Teach the receiver to plant his or her foot before cutting across the field. This is a catching task, therefore, permit throwers to use their best throwing technique without defensive coverage.
P19. Receiver Defending	With an offensive player of similar speed, have the defensive player assume the proper stance of a defender and respond to the offensive players maneuvers for 10 seconds.	The defender runs or shuffles with the offensive receiver; watch that the defender doesn't cross his legs while he shuffles. The task can be done with partners, individually, or in a large group. Responding to an offensive player means to stay within three yards of him or her.
P20. Receiver maneuvering	Thrower, receiver, defender drill. The Receiver and a defender go 20 yards downfield together. When the thrower calls "go," the receiver must use fakes and cuts to free himself from the defender to receive the thrown disc. He must receive the disc three out of four times.	Don't permit the receiver to stand closer than five yards to the thrower or further than 20 yards. This is a receiver task so don't count a poor throw as a missed try.
P21. 4 v. 4 game	While playing a four-on four, half field modified game, demonstrate the techniques completed in the previous tasks.	You can require the marker to play slightly off the thrower to permit better throws and practice of pivoting
<b>Affective</b>		
A22. Sportsmanship	In a modified four v. four game the student is required to demonstrate that he or she can play within the rules and strategies of the game, display respect for the opposition whether winning or losing, and demonstrate self-control on the playing field.	Such actions as taunting of opposition players, dangerous aggression, intentional fouling or other "win at all costs" behaviors are fouls against the spirit of the game and should be discouraged.
A23. Helping	Volunteer to teach any Level I or Level II tasks to a classmate	Emphasize adherence to task specifications

