

Ultimate 101: Basic Concepts and Improving your Offensive Game

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Designing Direct Instruction**

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Overview and Context of Instructional System

Audience

This introduction to ultimate is for beginning to intermediate players. This lesson is geared towards high school and college age players, however, players can cover a wide age range. Players are may or may not have a basic understanding of the game and are interested in learning more about ultimate. Since they have chosen to attend this training, they will be interested in learning more about ultimate.

Audience Misconceptions can include:

- Where are the dogs?
- Isn't this like disc golf?
- Only hippies play ultimate, it's not a real sport
- Why can't we tackle people?
- Don't need strategy, just fast and able to throw.
- I can learn all of this in one week and be a superstar!

Context of Intended Use

This instructional system is made up of two lessons. Due to the audience nature, timing of these lessons may be several weeks apart, so that students can become comfortable with the basics before working on the specific offensive skills.

The first lesson "Concepts in Ultimate" addresses students that are unfamiliar with the game of ultimate. Delivery of this first lesson is via animation, video and in class discussion. The lesson was developed using PowerPoint in order to better illustrate the graphical nature of the lesson.

The second lesson "Improving your Offensive Game" addresses students that have either taken the first lesson or are already familiar with the game. This lesson is best facilitated outside with a class of at least 14 individuals. You'll need at least 7 experienced players to help demonstrate the skills and drills.

Desired Results- goals, essential questions and understandings

Students/players will understand the basics of ultimate.

- Students will be able to discuss the game with veteran players or explain the game to others.
- Students will be able to transfer their understanding of ultimate to other sports.

Students/players will understand essential ultimate offensive strategies.

- Students will use their understanding of cutting to advance the disc down the field.
- Students will understand specific ultimate plays and when to utilize these plays.

Essential questions and understandings:

- What is ultimate?
- What is Spirit of the Game?
- What are the basic defense concepts?

- Student will understand where to move to take up space on the field to cover receivers.
- What are the basic offense concepts?
 - Student will understand where to move to create space on the field to receive the disc.
- What do I need to do become an effective offensive player in ultimate?
- How can I get open to catch the disc, if I can't outrun my defender?
 - Students will understand different tactics and techniques for effective cutting
- What is a stack?
- When is it appropriate to use specific ultimate plays?
 - Students will understand several plays and when to use them in game situations.

Assessments

- Primary
 - Ultimate Flyer: Students create an informational brochure/flyer explaining ultimate and inviting other classes to a game.
 - Scenarios: Develop two scenarios that illustrate how concepts in ultimate can be applied to other situations. Topics for possible topics include Spirit of the Game and defensive or offensive concepts, etc. Students will need to include an explanation of their scenarios.
 - Divide students into groups to scrimmage each other. Groups can use their cheat sheet play guides to help them plan a strategy. During and after, instructor may give feedback as needed. Use video tape of scrimmages to evaluate both play creation and execution (cutting techniques, etc). After a few points, have teams review the video tape and have students self evaluate their cutting skills, execution of plays and creation of new plays. Prompt students to point out what they liked or thought could be improved in each others diagrams. Students update their own cheat sheet playbooks.
 - Exam - students will have to draw specific offensive plays and show player movement.
- Secondary
 - Index Cards: check for misconceptions about ultimate. At beginning of first unit, students will fill out index cards with thoughts about ultimate and an explanation of why they think this way. Cards are returned to instructor for class discussion.
 - Mini Essay (three minutes) using past experiences and today's lesson, explain what "spirit of the game" means to you. How does it apply to the other nine rules? Students should explain in their own words and use examples. Instructor collects essays for review.
 - Pre assessment: students share ideas on offensive strategy and how it could help improve offense.
 - After section on cutting, students will respond to the prompt: What do I need to focus on to improve my ability to get open?
 - Student participation in a game. Divide students into groups to scrimmage a few quick points as offense against the experienced players to practice stacking. Students will be set up in various game situations where the disc is going to be put into play at different locations on the field. Play will be videotaped. During and

after, instructor may give feedback as needed. Make sure to have at least one group on sideline to evaluate what does and doesn't work. Using their observations, each group should diagram a sequence of cuts or a play for the stack for when they go out onto the field, for each particular location on the field. After they play a few points, the group should come back to the sideline and review and possibly edit their diagram. Have all teams repeat this process several times for each location on the field.

- Videotaping of various sections for review and feedback for individual players, both real time and later date for review before beginning lesson practice. Used to help individual student work on improving their individual skills.

Outline of Items or Lesson topics

- Present 10 simple rules of ultimate
- Spirit of the Game discussion
- Defense and the "Force"
- Offense and the "Force"
- Effective cutting techniques – individual level
- Stacking – team level
- Specific plays and when to use them
 - Midfield
 - Endzone

Complete Lesson Plans

Concepts in Ultimate



Begin lesson with fast paced video of ultimate. Used to get students excited about learning more about playing ultimate.

Concepts in Ultimate



What is Ultimate?

As class begin, students fill out index cards with their thoughts or questions on ultimate and an explanation. Cards are returned to instructor for class discussion and review of possible misconceptions. Instructor should make a note of students misconceptions and incorporate clarifications into the lesson as needed.

After the discussion, instructor should transition into introduction of the essential questions that will be covered by first lesson.

Introduce essential questions

- What is ultimate?
- What is Spirit of the Game?
- What are basic concepts for defense and offense?



Introduce the primary assignments, ultimate flyers and scenarios.

- After the 10 simple rules of ultimate and “Spirit of the Game” discussion
 - Each student will begin creating a flyer that explain ultimate and invites another group/class to a game
- Final work at home project after Learning into Action.
 - Develop two scenarios that illustrate how concepts in ultimate can be applied to other situations. Topics for possible topics include Spirit of the Game and defensive or offensive concepts, etc. Students will need to include an explanation of their scenarios.

The 10 simple rules are delivered via animation and video with voice over that reads the rule. Graphic or animation of rule is shown first, followed by live action video. Encourage students to ask questions or write them down for discussion later.

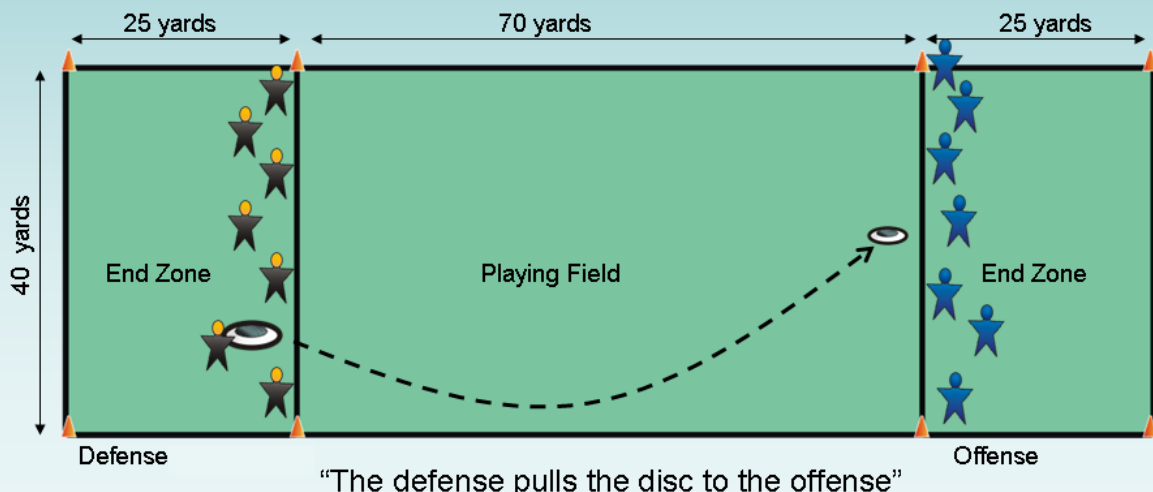
10 simple rules of ultimate.

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. A regulation game has seven players per team. The defense throws (“pulls”) the disc to the offense.



The video/animation continues. Live action examples of the rules are included in the video. Throwing different directions, marking, and scoring.

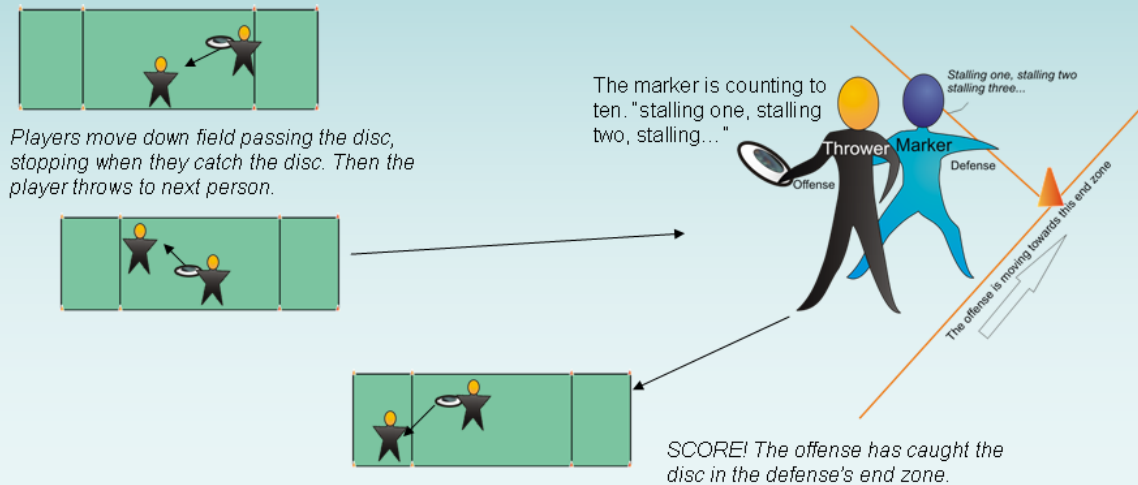
10 simple rules continued

3 - 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.

4 - 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 (see rule #2 where teams line up and defense pulls to offense).

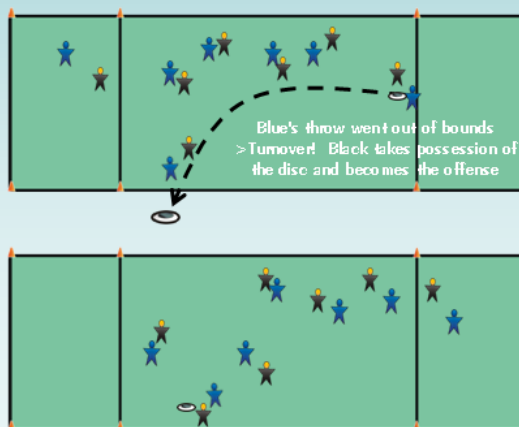


The video/animation continues. Live action examples of the rules are included in the video. Below is an "animated" example for rule number 5— change of possession an out of bounds throw. Other examples, drops, blocks, interceptions, are shown during the live action video.

10 simple rules continued

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.



10 simple rules continued

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.



Discussion of Rules

- After video open discussion and questions for rules of play. Students can ask questions throughout lesson, however, video format may hinder some students from asking questions.

Exploring "Spirit of the Game"

- Rule number 10 of the 10 simple rules of ultimate is...
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.
- From the official 11th edition Ultimate Players Assoc. rules "*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.*"
- Merriam-Webster Dictionary defines sportsmanship as "conduct (as fairness, respect for one's opponent, and graciousness in winning or losing) becoming to one participating in a sport."

Exploring "Spirit of the Game" (cont.)

Show short video of current players explaining what "Spirit of the Game" means to them. (see below a few example quotes.) The purpose of this is to illustrate that there isn't a set definition to "Spirit of the Game" but that it's open to individual interpretation. Students should be able to take the various definitions and create their own ideas.

- "Spirit of the Game is leading by example."
- "The spirit of Ultimate is an ever-present attitude of RESPECT for another athlete's ability to compete at his/her potential. It's an appreciation for the opportunity to participate within guidelines of the sport."
- "Spirit of the Game is the ability to play fair yet compete as hard as you can."
- The Spirit of the Game is running after the disc like its the thing you want the most in the entire world, laying out, and making the catch (It's such an awesome feeling). Then, when you think it can't be any better, as you stand up in the endzone, you see not only your team, but your opponents cheering and congratulating you. It's calling a foul on yourself. It's playing at the highest level your capable. It's helping new players keep their forehands from flopping over. And It's definitely a Beautiful Thing."

These quotes from players are taken from the Ultimate Players Assoc website, www2.upa.org/ultimate/sotg/sogt.shtml

SoG discussion

- Open discussion for above definitions for “Spirit of the Game”, students encouraged to brainstorm about meaning their interpretations of “Spirit of the Game.”
- **Mini essay for students (three minutes for writing).**
Using your past experiences and what you’ve learned to day, what does “Spirit of the Game” mean to you? How does it apply to the other 9 rules for playing ultimate. Put it in your own words, and use examples. Essay is collected by instructor for review.

Begin Flyer Assignment

- Students begin on brochures/flyers for sharing with other classes that explain ultimate and invite them to a game of ultimate. Assignment will be completed outside of class.

Defense and the "Force"

Narrator: No, the force is not a Jedi mind trick. As we learned during the 10 rules of ultimate, the "marker" guards the thrower. The purpose of the marker is to "force" the thrower to throw to a particular area.

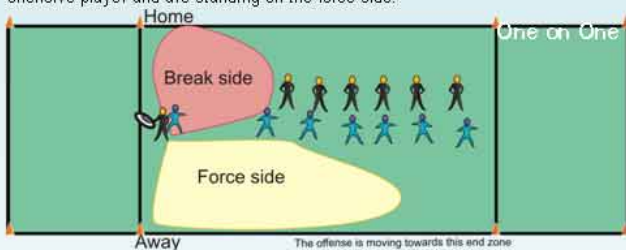
Video clip of a players and team demonstrating force

Narrator: A basic strategy for the defense is for the team to pick a particular direction or area, home, away, middle, etc, to force the thrower to use. Forces can change depending on conditions, weather, ability, etc. By setting a force, the marker can limit the areas that a thrower can throw the disc. The area that the marker on the thrower is preventing a throw to is called the break side. The teammates of the marker will take up positions in the on the forced side to prevent throws into the open area.

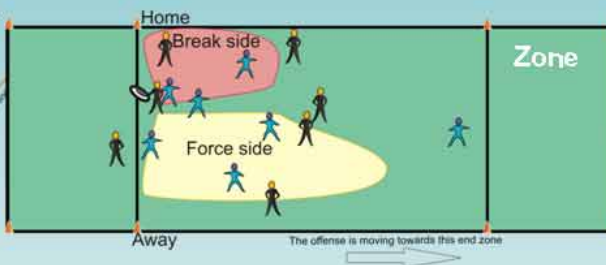


Video clip changes to a graphic illustrating the force and break areas.

Narrator: This is an illustration of a one on one defense. The black team has the disc and the marker for the blue team is forcing away. His teammates have matched with a particular offensive player and are standing on the force side.



Narrator: This is an illustration for a zone defense. The black team again has the disc and the blue team's marker is forcing away. Note how his teammates are in particular zones on the field and are attempting to take up space in the open area.



Video clip changes to video that shows a marker in the two defenses in action.

Offense and the "Force"

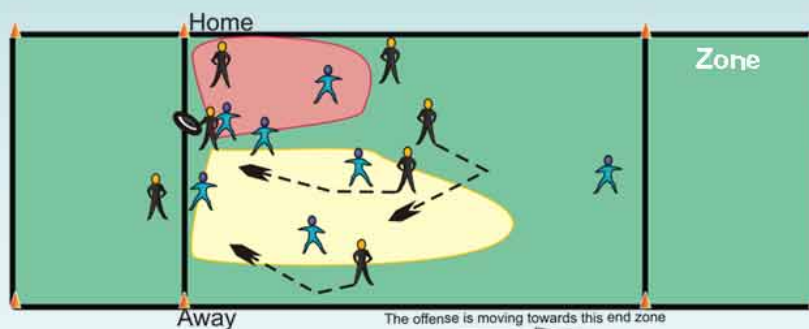
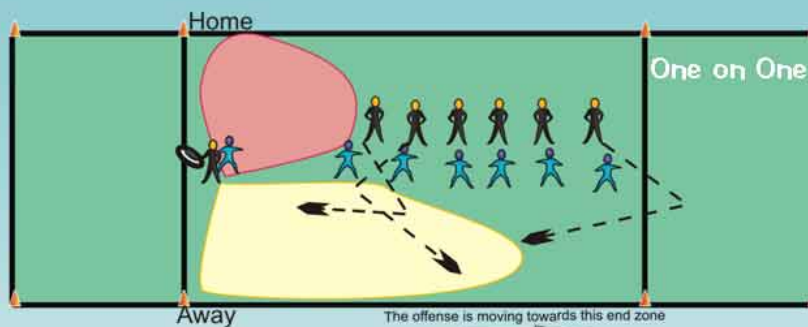
Narrator: We've talked a little about how the defense works to limit the number of throwing options. Now we are going to look at ways for the offense to open up those throwing options. (Besides having a good thrower) Here is a demonstration of the way the offense can move to get into the open area.

Illustration moves to show how offense can move and how the defense would move in response..

Narrator: With zone in particular, you can see how a series of smart cuts can cause defenders to move out of position and open up those throwing lanes as they have to make decisions of where to move to defend particular individuals.

Illustration gives way to video of a game. Video will include demonstrations and clues to various defensive and offensive strategies for marking.

At this point we would also reintroduce Spirit of the Game. Running into players is against the rules of the game, as is creating screens and picks. Both of those movements are used in other sports, but because they also increase the likelihood of accidents, they are prohibited.



Learning into Action

- Students just watched the video, now they will participate in (learn by doing) demonstrations of basic offensive and defensive movements to see how they can create open and close areas.
 - Class is split in half (offense and defense). Initially the instructors will set up the offensive players on field and the defensive players set up in response to where the offense is placed. (Use the video setups as guidelines.) But this part of the lesson is fluid. Let two sides work out different cuts/movements to see how it changes the open and closed areas. (As students move, have them point out which areas they see open up. Provide feedback as needed)
- Follow up with the offense demonstrating to the defense (and vice versa) on how each players movement created and closed field space. They can use the blackboard, people, paper.
- Depending on number of students. Split teams and have one observe/critique while the other team plays.
- Students can also analyze field diagrams and highlight open/closed field areas. Working on including how subsequent player movements will open and close field areas.

Begin Scenario Assignment

At home assignment:

Develop two scenarios that illustrate how concepts in ultimate can be applied to other situations. Topics for possible topics include Spirit of the Game and defensive or offensive concepts, etc. Students will need to include an explanation of their scenarios.

Improving your Offensive Game

Most of this lesson takes place outside, so that students can get hands-on experience. Instruction will be verbal and include watching animation or video via a laptop and demonstrations from experienced players.

1. Hook Students:

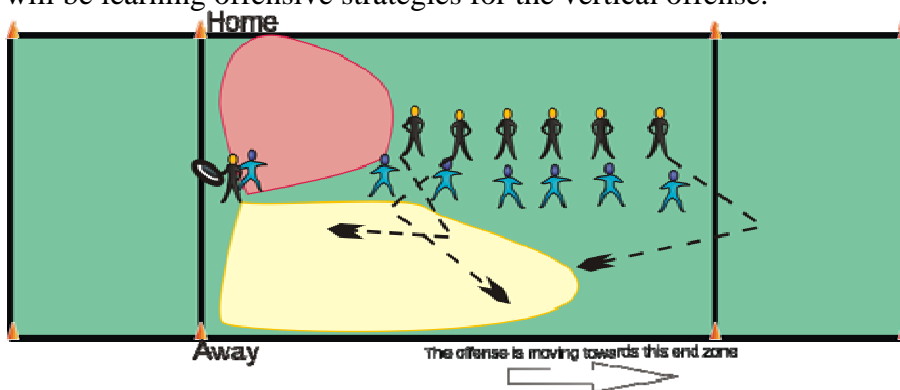
As class starts, watch a video of ultimate highlights that focus on offensive plays. (a link to this years College National footage: <http://www.cstv.com/sports/c-ultimate/cs-c-ultimate-body.html>)

2. Assessment of prior knowledge:

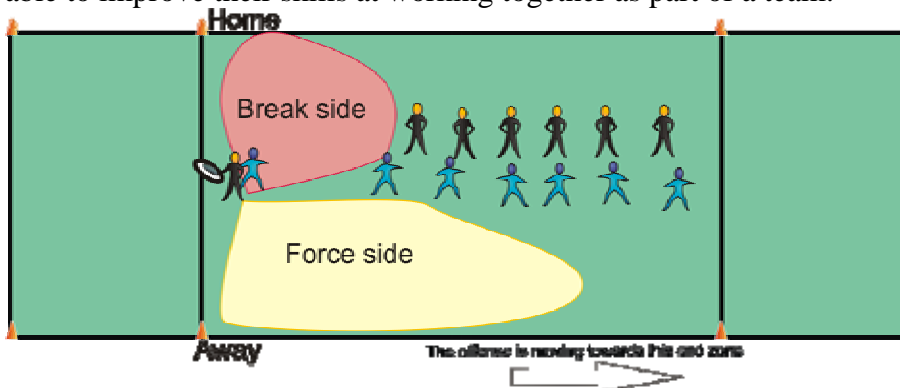
Have students share their ideas on offensive strategy and what can help improve offense. Prompt students to think of both individual and team improvements. Note if there are any areas that the students overlook or have misconceptions about.

3. Discuss lesson plan and primary assignments

- a. This lesson is to help you develop an understanding of ultimate offensive strategies. We will be learning offensive strategies for the vertical offense.



- b. Will include learning about effective cutting, horizontal stack offence and several specific ultimate plays and when to utilize these plays. We will begin with discussions about improving your game at the individual level (cutting) and progress to getting everyone able to improve their skills at working together as part of a team.



c. **Primary assignments**

- i. Student participation in a game. Students will be set up in various game situations where the disc is going to be put into play at different locations on the field each student must call a play for their team. Play will be videotaped and after the play is executed, both the play call and the execution of the play by students is evaluated. Feedback is given and the game continues.
- ii. Exam - students will receive partially completed game scenarios and have to complete movements. Students will also have to draw two specific offensive plays and show player movement.

4. Individual Level-Cutting:

Cutting in ultimate, means sprinting to a position on the field to receive/catch a pass.

a. **Pre-skills assessment for cutting.**

In a one on one drill, the student will be marked and must get open to catch a disc. (Markers will be more experienced players, so that new players can learn/observe good techniques both in cutting and marking). Make note of things that players could work on for later in this discussion.

b. Have students quickly brainstorm about ways to improve their cutting.

c. Demonstration of effective cutting techniques. Using experienced players to demo each of the following techniques, so that students can transfer the words into action.

- i. Typical cut includes a “fake” of 2-3 steps in one direction and then a sharp turn and sprinting in another direction. Direction is either towards or away from the disc at 45 degree angles. Horizontal cuts allow your defender to catch up with you. Make sure to keep your eyes on the thrower. Cutting directly at your defender and then veering to one side can often throw them off balance for a second or two for you to get open.



- ii. **Cut sharp:** Don't round your cuts, instead plant a foot, turn and take off in the other direction. This can throw your defender off balance, because they now have to change directions. If you take time to change direction, your defender will be right with you.

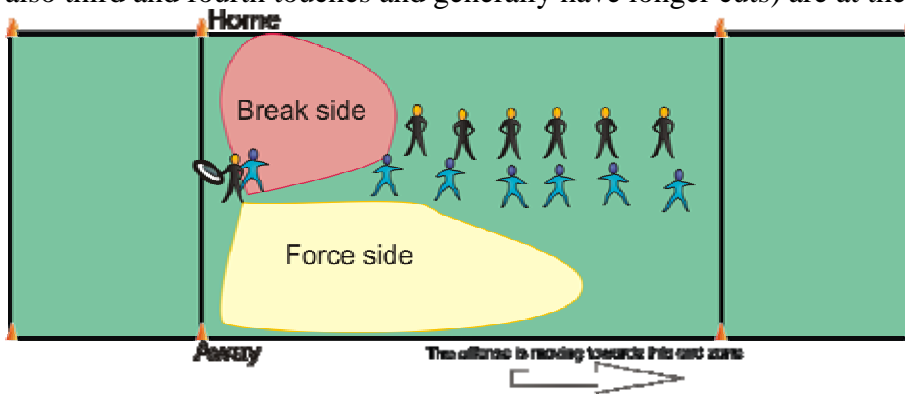
- iii. **Cut hard:** if you're cutting, go at full speed; don't give your defender a chance to catch up with you. Always cut hard, even if you know it's a fake.
 - iv. **Cut decisively:** commit to your cuts, if you don't get the disc, clear out of the open space and prepare another cut.
 - v. Once you've committed to a cut, **don't second guess yourself.** Cut hard, cut sharp, once you've become familiar with effective cutting, you'll be able to judge if you're really open to receive a pass.
 - vi. **Add variation** to your cuts, so that your defender won't be able to guess.
- d. Allow students time to discuss how they could use some of these skills in their own play. Have students suggest additional methods for improving cutting. Provide suggestions from initial pre-assessment.
 - e. Students run the one on one drill again, focusing on putting some of these ideas into play. At this point make sure to give students feedback on good and bad tendencies and encourage them after they have gone through the drill several times. Videotape the cutting drill after a few repetitions so that students can review later.
 - f. Have students watch the video and point out good techniques and bad techniques. If the class is large, develop hand signals for the six cutting techniques, i.e. #1- lapping hands, #2-scissors motion with fingers, #3 –closed fist (rock), #4 – flat hand (paper), #5- middle three fingers down with thumb and pinky extended and #6-twiddle thumbs.
 - g. **Post-skill review:** Students will respond to the prompt: What do I need to focus on to improve my ability to get open? Have students pick two skills to focus on improving for the rest of this lesson. Note these topics and keep them in mind when assessing students in next sections.

5. Stacking – team level

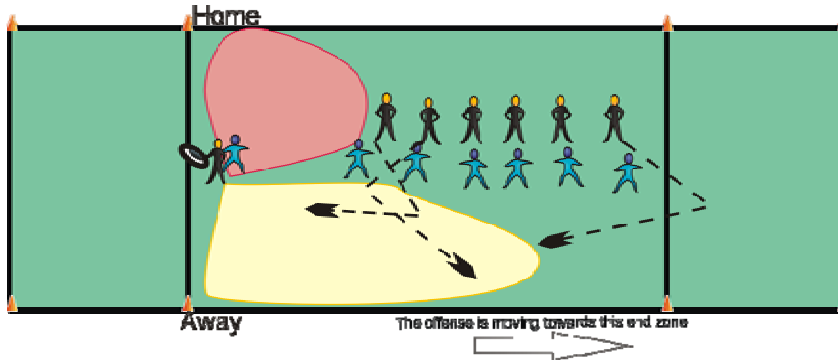
Next we begin working the individual cutting skills into the team environment.

- a. **Pre-assessment:** Students are given a blank field diagram. They are on offense and should place their players and the defense where they should go on the field in the situation that the offense is going to pick up the disc and put it into play. Collect and note student's misconceptions.
- b. A vertical stack is a common strategy for creating open spaces on the field. In general, the handlers (first and second touches on the disc) are at the beginning, the mids (third and fourth touches and generally have shorter cuts) are in the middle and the longs (are

also third and fourth touches and generally have longer cuts) are at the end.



- c. Cutters will generally come from the stack and this is where those cutting skills we worked on come into play. Cuts from the stack will generally happen in a cascade fashion to advance the disc down the field. The first cut to get the disc catches the disc and turns to throw to the next cutter.



d. **Student participation in a game.**

Divide students into groups to scrimmage a few quick points as offense against the experienced players to practice stacking. Students will be set up in various game situations where the disc is going to be put into play at different locations on the field. Play will be videotaped. During and after, instructor may give feedback as needed. Make sure to have at least one group on sideline to evaluate what does and doesn't work. Using their observations, each group should diagram a sequence of cuts or a play for the stack for when they go out onto the field, for each particular location on the field. After they play a few points, the group should come back to the sideline and review and possibly edit their diagram. Have all teams repeat this process several times for each location on the field.

e. **Group review/discussion.**

Sharing team diagrams have students share what worked and what didn't work. Prompt students to point out what they liked or thought could be improved in each others diagrams. Students may copy diagrams for use in their own cheat sheet playbooks. Use video tape of scrimmages to evaluate both play creation and execution (cutting

techniques, etc). Note if any of the developed plays are similar to the next ones in the lesson. This is a pre-assessment for the next section.

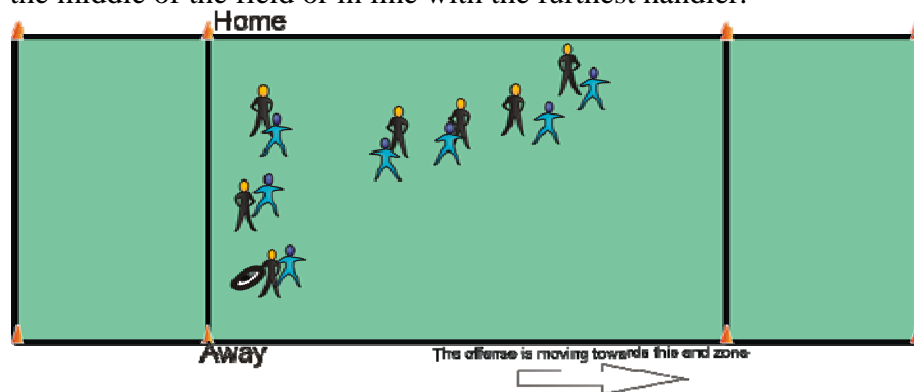
6. Specific plays and when to use them

Since we've been working on creating sequences of cuts, let's move into specific play. These are plays that have been developed by high ranking teams and good to call in situations where the offense is going to pick up the disc and put it into play. There are three midfield plays and two end zone plays. The graphics that are included are intended to be animated, so that students can see the simplified sequence of movement

a. Midfield plays

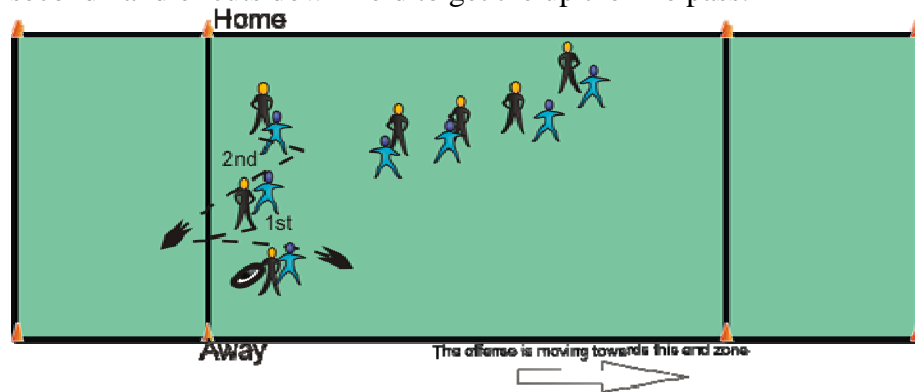
i. L Stack

- 1) Initial demo will be via animation/video with the following explanations as voiceovers. Allow students time to ask questions and rewind the animation as needed.
- 2) This play is most often called during a stop disc play, such as a time out or if the disc has gone out of bounds and is being checked in on the sideline. Anytime that there is enough time for players to get into the stack. The basic setup is very similar to the other two plays, the students will be learning.
- 3) Step one for this play calls for the other two handlers to line up behind the mark, in the closed area of the field. At this point, no one should be in the open area. The remaining players should stack at a slight diagonal, or reverse 'J', either in the middle of the field or in line with the furthest handler.

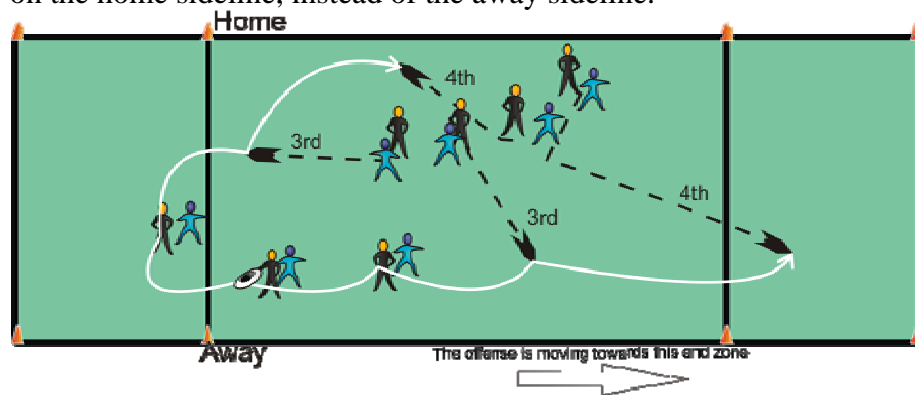


- 4) As the disc is put into play, the first two cuts will be the two handlers. These cuts should happen within the first few seconds of the stall call. The cut should be quick and sharp. Handlers can work out a signal, right hand on hip, etc., to signal intended first cut to other handler. The first cut in the example fakes a cut into the end zone and then sharply turns and races down field to get a pass up the line. The second cut fakes down field and then cuts sharply into the end zone for a dump pass. Handlers should be able to flip flop those cuts so that the defense doesn't anticipate them. I.e. the first handler goes back for the dump and the

second handler cuts down field to get the up the line pass.



- 5) The image shows two different options for the path of the disc. The thrower could either dump the disc or pass it up the line. The cuts from the stack should follow in anticipation of either throw. Though it isn't shown here, the last person in the stack should adjust their cut, if the disc goes to the dump and down the field on the home sideline, instead of the away sideline.

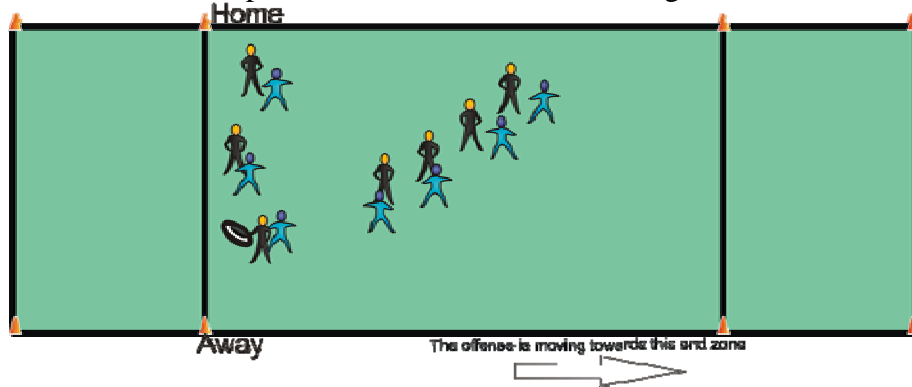


- 6) Place students on field as defense with experienced players on offense and have students run through the sequence several times. Pause for student questions.
- 7) After several repetitions of this, assess students by having them fill out a paper diagram of the play. Make sure that they include a diagram of the initial stack and describe the sequence of cuts. Review for accuracy as these will become part of the student's cheat sheets.
- 8) Now switch the offense and the defense for student practice. Quickly run students through cuts and then reset the offense. Give feedback as needed. Once students seem familiar with the play, move on to the next.

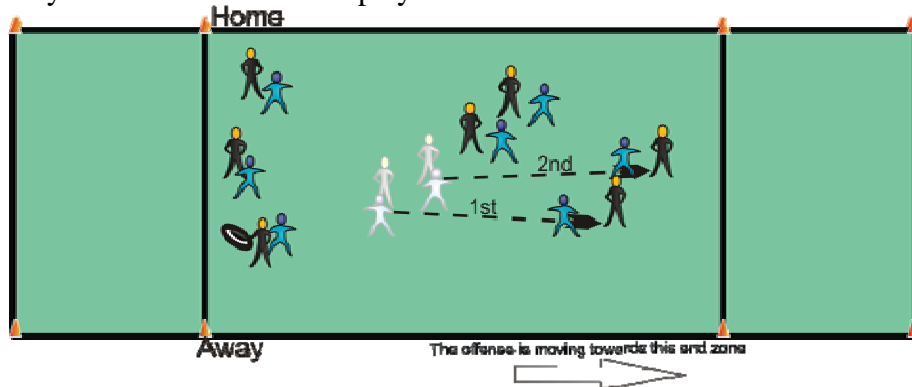
ii. DoubleDowns

- 1) Initial demo will be via animation/video with the following explanations as voiceovers. Allow students time to ask questions and rewind the animation as needed.

- 2) This is the initial setup for the DoubleDown play; notice that the setup is similar to the L Stack setup. So it can be used in the same game situations.

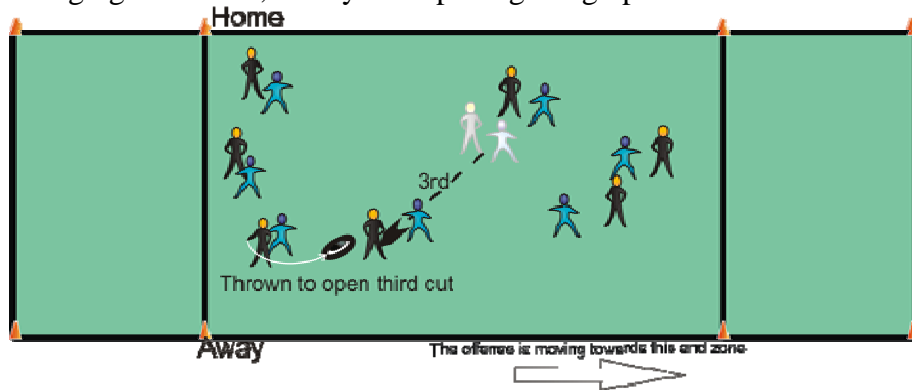


- 3) The first cuts should be beginning as the disc is being checked in by the defense, within the first one-two seconds of the stall count. Remember to cut hard and decisively. These two cutters are distracting the defense and hopefully tricking them into thinking that the thrower is going to throw long. Note: As the cutter, remember to keep your head up as you run. If your defender isn't falling for the play and has left you to cover someone else or you are wide open, the thrower may decide to ditch the set play and instead toss the disc down field to you.

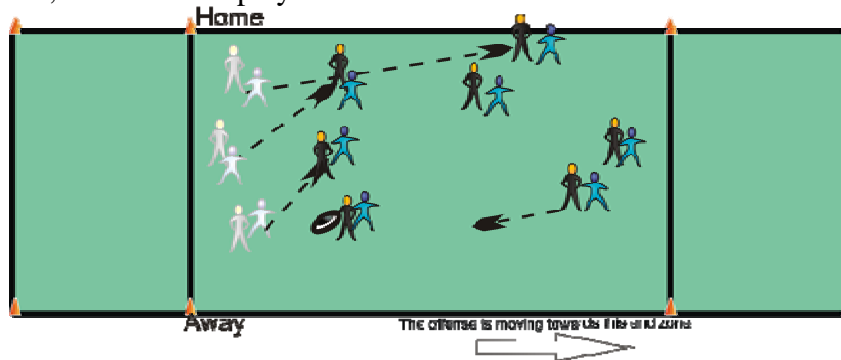


- 4) The third cut should happen on about the 3-4 second of the stall count. The cutter should run at full speed and not hesitate. Thrower must be aware of where the cutter's defender is when making the throw. Note: If the cutter is defended by a quick player, the cutter should plan on making the cut full speed and then sharply

changing directions, if they end up not getting open on the initial cut.



- 5) Position reset. The third handler moves down field, with the other two moving into the second and third handler positions. Players that raced downfield should be able to cut quickly back towards the disc and be open to receive the disc. If not, normal stack play should resume in order to move the disc down the field.

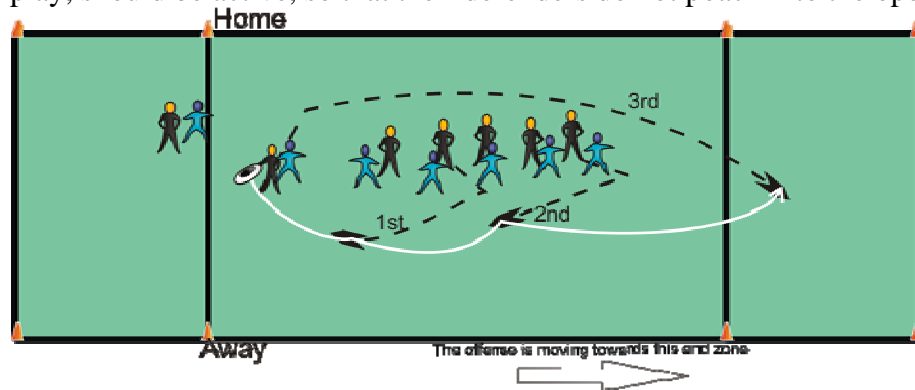


- 6) Place students on field as defense with experienced players on offense and have students run through the sequence several times. Pause for student questions.
- 7) After several repetitions of this, assess students by having them fill out a paper diagram of the play. Make sure that they include a diagram of the initial stack and describe the sequence of cuts. Review for accuracy as these will become part of the student's cheat sheets.
- 8) Now switch the offense and the defense for student practice. Quickly run students through cuts and then reset the offense. Give feedback as needed. Once students seem familiar with the play, move on to the next.

iii. **Streaking**

- 1) Initial demo will be via animation/video with the following explanations as voiceovers. Allow students time to ask questions and rewind the animation as needed.

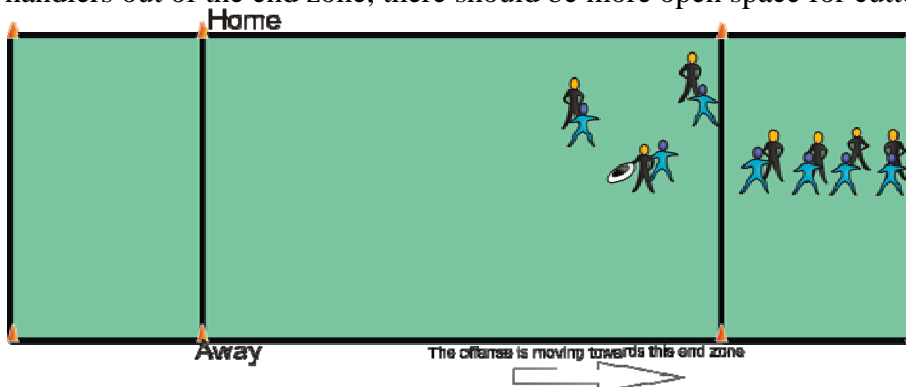
- 2) This play uses the vertical stack. One handler can remain out of the stack to act as a dump. Calling this play should occur either on the line, after a time out or injury so that the 1st and 2nd cutters can be set. This is a quick play; the first cut happening as the disc is being put into play. As the handler releases the disc, he or she must sprint towards the end zone. The second cutter should already be making a fake as the disc is being thrown to the first cutter. If the timing is correct, the second cutter should be able to catch the disc and turn and throw to the original handler in the end zone. The rest of the team, not involved in the play, should be active, so that their defenders do not poach into the open areas.



- 3) Place students on field as defense with experienced players on offense and have students run through the sequence several times. Pause for student questions.
- 4) After several repetitions of this, assess students by having them fill out a paper diagram of the play. Make sure that they include a diagram of the initial stack and describe the sequence of cuts. Review for accuracy as these will become part of the student's cheat sheets.
- 5) Now switch the offense and the defense for student practice. Quickly run students through cuts and then reset the offense. Give feedback as needed. Once students seem familiar with the play, move on to the next.

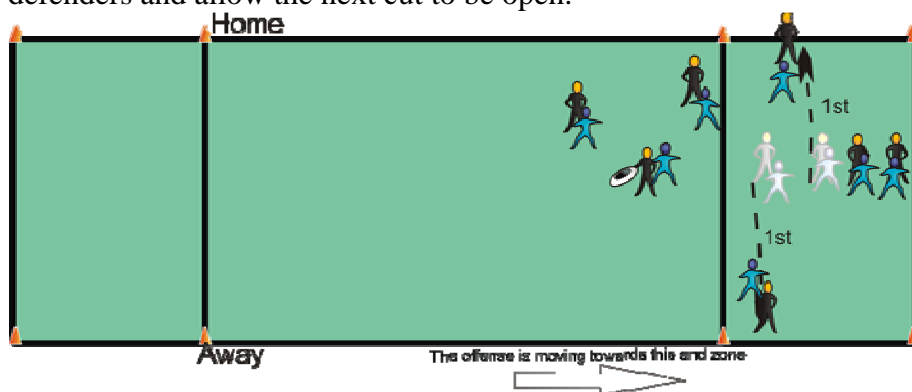
b. End zone plays

This is a general end zone setup if the disc is in the middle of the field. By keeping the handlers out of the end zone, there should be more open space for cutters.



i. **Tiger**

- 1) Initial demo will be via animation/video with the following explanations as voiceovers. Allow students time to ask questions and rewind the animation as needed.
- 2) This play can be called at any time, since the setup is standard. Players will need to work on transitions into this on turnovers, so that defense doesn't have time to setup and coordinate their efforts.
- 3) For the Tiger, the first and second individuals in the end zone stack should cut immediately towards the sidelines. The fast movement should distract the defenders and allow the next cut to be open.



- 4) The next cut is a quick, straight at the disc cut and should be open most of the time.

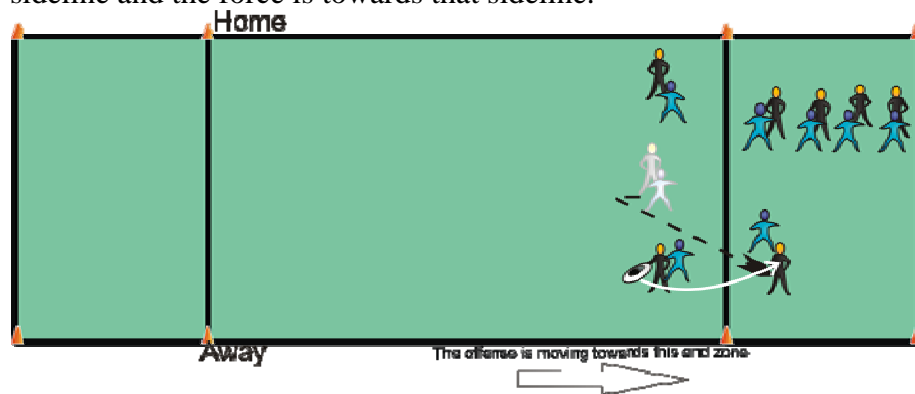


- 5) You can run this play several times and if the defense begins poaching towards that middle cut, take advantage these poaches with a throw to either of the first two cuts.
- 6) Place students on field as defense with experienced players on offense and have students run through the sequence several times. Pause for student questions.

- 7) After several repetitions of this, assess students by having them fill out a paper diagram of the play. Make sure that they include a diagram of the initial stack and describe the sequence of cuts. Review for accuracy as these will become part of the student's cheat sheets.
- 8) Now switch the offense and the defense for student practice. Quickly run students through cuts and then reset the offense. Give feedback as needed. Once students seem familiar with the play, move on to the next.

ii. P&A

- 1) Initial demo will be via animation/video with the following explanations as voiceovers. Allow students time to ask questions and rewind the animation as needed.
- 2) This is a modification of the L Stack for end zone play. The setup is similar, except that stack is shortened. The sequence of cuts can be similar to the L Stack, if the first cut is unsuccessful. This play can be used if the disc is caught on the sideline and the force is towards that sideline.



- 3) Place students on field as defense with experienced players on offense and have students run through the sequence several times. Pause for student questions.
- 4) After several repetitions of this, assess students by having them fill out a paper diagram of the play. Make sure that they include a diagram of the initial stack and describe the sequence of cuts. Review for accuracy as these will become part of the student's cheat sheets.
- 5) Now switch the offense and the defense for student practice. Quickly run students through cuts and then reset the offense. Give feedback as needed. Once students seem familiar with the play, we are ready to scrimmage.

c. Full Scrimmage

Divide students into groups to scrimmage each other. Groups can use their cheat sheet play guides to help them plan a strategy. During and after, instructor may give feedback as needed. Use video tape of scrimmages to evaluate both play creation and execution

(cutting techniques, etc). After a few points, have teams review the video tape and have students self evaluate their cutting skills, execution of plays and creation of new plays. Prompt students to point out what they liked or thought could be improved in each others diagrams. Students update their own cheat sheet playbooks.

7. Final Assessment

Exam - students will receive partially completed game scenarios and have to complete movements. Students will also have to draw two specific offensive plays and show player movement. (Students may not use their cheat sheets during the exam)

8. Self-Evaluation/Reflection

End lessons with students self-evaluating their progress. Students should consider their progress from when they started and have students develop goals for improvement and a plan for reaching that goal.

Modified UbD Template

Stage 1 – Identify Desired Results

Established goals:
<p>Students/players will understand the basics of ultimate.</p> <ul style="list-style-type: none"> ▪ Students will be able to discuss the game with veteran players or explain the game to others. ▪ Students will be able to transfer their understanding of ultimate to other sports. <p>Students/players will understand essential ultimate offensive strategies.</p> <ul style="list-style-type: none"> ▪ Students will use their understanding of cutting to advance the disc down the field. ▪ Students will understand specific ultimate plays and when to utilize these plays.

What essential questions will be considered?	What understandings are desired?
<ul style="list-style-type: none"> ▪ What is ultimate? ▪ What is Spirit of the Game? ▪ What are the basic defense concepts? ▪ What are the basic offense concepts? ▪ What do I need to do become an effective offensive player in ultimate? ▪ How can I get open to catch the disc, if I can't outrun my defender? ▪ What is a stack? ▪ When is it appropriate to use specific ultimate plays? 	<p>Students will understand...</p> <ul style="list-style-type: none"> ▪ the ten simple rules of ultimate ▪ Spirit of the Game and how it can be applied to other parts of their life. ▪ where to move to take up space on the field to cover receivers. ▪ where to move to create space on the field to receive the disc. ▪ different tactics and techniques for effective cutting ▪ several plays and when to use them in game situations.

What key knowledge and skills will students acquire as a result of this unit?

What key knowledge and skills will students acquire as a result of this unit?	
<p>Students will know:</p> <ul style="list-style-type: none"> ▪ The 10 simple rules of ultimate. ▪ How to incorporate "Spirit of the Game" into their everyday life. ▪ Key ultimate terms, pull, force, marker, thrower, break side, open side, cut, stall count, stack. ▪ Difference between man on man and zone offenses and defenses ▪ Effective cutting techniques. ▪ Several team offensive plays 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Play ultimate at a competitive tournament. ▪ Help others improve their skills. ▪ Play as part of a team. ▪ Implement a variety of offenses for different situations.

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Ultimate Flyer: Students create an informational brochure/flyer explaining ultimate and

inviting other classes to a game.

- Scenarios: Develop two scenarios that illustrate how concepts in ultimate can be applied to other situations. Possible topics include Spirit of the Game and defensive or offensive concepts, etc. Students include an explanation of their scenarios.
- Divide students into groups to scrimmage each other. Groups can use their cheat sheet play guides. Instructor may give feedback as needed. Use video tape of scrimmages to evaluate both play creation and execution (cutting techniques, etc). After a few points, have teams review the video tape and have students self evaluate their cutting skills, execution of plays and creation of new plays. Prompt students to critique each others diagrams. Students update their own cheat sheet playbooks.
- Exam - students will have to draw specific offensive plays and show player movement.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other evidence:

- Index Cards: check for misconceptions about ultimate. At beginning of first unit, students will fill out index cards with thoughts about ultimate and an explanation of why they think this way. Cards are returned to instructor for class discussion.
- Mini Essay (three minutes) using past experiences and today's lesson, explain what "spirit of the game" means to you. How does it apply to the other nine rules? Students should explain in their own words and use examples. Instructor collects essays.
- Pre assessment: students share ideas on offensive strategy and how to improve offense.
- After section on cutting, students will respond to the prompt: What do I need to focus on to improve my ability to get open?
- Student participation in a game. Divide students into groups to scrimmage a few points as offense against the experienced players to practice stacking. Students will be set up in various game situations. Play will be videotaped. Make sure to have at least one group on sideline to evaluate what does and doesn't work. Using their observations, each group should diagram a sequence of cuts or a play for the stack for when they go out onto the field. After they play a few points, the group should come back to the sideline and review and possibly edit their diagram. Have all teams repeat this process several times for each location on the field.
- Videotaping of various sections for review and feedback for individual players, both real time and later date for review before beginning lesson practice. Used to help individual student work on improving their individual skills.

Student Self-Assessment and Reflection:

- Groups self assess team diagrams during play.
- End of lesson self-reflection.

Key Learning Objectives		
Desired learner behaviors		
Understands 10 simple rules of ultimate	Able to cut effectively	Able to execute team plays
Conditions under which the learning behaviors get performed		
Student creates a flyer to share with other classes.	Pre and post tests: Students participate in a one on one cutting drill. Students have already practiced this drill and have learned a variety of techniques. Instructor is able to give feedback and drill is video taped for student to review later.	Class is divided into groups to scrimmage. Individuals have created cheat sheets that they can use to help play a strategy. Instructor may give feedback as needed. Scrimmages are video taped to evaluate both group and individual play creation and execution.
Criteria by which the learning performance will be judged.		
Student is able to correctly include all 10 rules of ultimate.	Since students vary in their athletic ability look for improvement from pretest. Students should be increasing their use of the techniques for effective cutting.	Execution and variety of plays. Team works together and able to anticipate cuts. Students are able to recognize areas for improvement.

Stage 3 – Plan Learning Experiences
<ol style="list-style-type: none"> 1. Open lesson with fast paced ultimate video to hook students. H 2. Begin with entry question – What is ultimate?- to introduce the lesson and gauge students understanding. T 3. Introduce the essential questions and primary assignments (Ultimate Flyer and Ultimate Scenarios). W 4. Introduce the 10 simple rules of ultimate by watching animation/video. Allow students to ask questions or write down their question for discussion afterwards. E, T 5. Discussion of Rules after video if needed. R 6. Exploring “Spirit of the Game” through video testimony and classroom presentation. Include open discussion with students for definitions. E 7. Students are given three minutes to create a mini essay that explains what “Spirit of the Game” means to them. Collected by instructor for review. R, E-2 8. Students begin designing brochures for sharing with other classes that will illustrate the students understanding so far. Completed outside of class. E,T 9. Students watch animation and video of basic defense and offense concepts. Allow time for questions as students watch the videos. E, 10. Learning into Action. Students now participate in game situation of basic offensive and defensive movements to see how they can create open and closed spaces. Instructor provides feedback as needed. Students work in groups to work out different cuts/movements. H, E, T, E-2 11. Assess student learning through a variety of methods. Have students demonstrate their learning using the blackboard, people or paper. If you have enough students, divide into groups and have one observe/critique from the sideline. R, E-2 T 12. Students develop two scenarios that illustrate how concepts can be applied to other situations. E-2, T 13. Begin second lesson, with video highlights from college or club nationals. H 14. Assess students prior knowledge by having students discuss what they know about offensive strategies. 15. Discuss lesson plan and primary assignments. T 16. Begin individual level offensive – cutting, by having students run a cutting drill and have the students brainstorm about ways they could improve their cutting. E, R, T 17. ...

Reflective Writing

Data and Feedback from Using Materials with Pilot Users

I wasn't able to get a large group to fully run the skills and drills. This will come in the spring when the College women's team starts their recruiting efforts and getting ready for the Spring Tournament Season. So since this lesson focuses on both new and semi-experienced players, I asked several individuals that have played previously to help me review the lesson. They are some of the women that have started playing this fall, so they are already familiar with the rules and the basics of offense and defense covered in the first lesson, but wanted more help with learning better offensive tactics.

Since there weren't enough to run the full lesson, data was collected by walking through the lessons with the students and soliciting their feedback on lesson plan.

The unfortunate side effect of using more experience players was that they didn't have much to say about the first parts of lesson that covered rules and Spirit of the Game. They felt that the video of the rules would be a good way to quickly get new players up to speed. However, they also suggested finding some way to get the students out and playing quickly. As one said, "Ultimate isn't about sitting in a classroom." I'm still trying to figure out how to make the transition sooner in the lesson.

One student appreciated the illustrations of the field, with the break side and force side illustrated. She said that having those animated would definitely make it easier understand what the team coach was talking about at their practices about forcing a particular direction.

They all appreciated the effective cutting techniques, two of them actually wrote down all six to review later. One review pointed out that they liked the video taping of the drills, so that she could see what she was doing right or wrong. She thought it would make it easier to try to correct and that it would probably make her try harder if it was being video taped.

They suggested having the class review the video. However, one student did comment on having students critiquing each others playing. She felt that because there is wide range of skills of new players, that some might not happy with the critiques/comparisons. I tried to keep the review focus on improving individual skills for that section. However, I feel that students can benefit and learn from help each other through complements and critiques.

They like the play cheat sheets for the set plays. One of the students actually suggested that I have them include the plays that the groups developed in the stacking segment. I liked the idea and included the change.

Design Process

I started about by just diving into creating the lessons. I figured out the goals and understandings I wanted to cover and start to lay out the framework of the design. Finding large chunks of time, helps so that I can get immersed in the design and where it's going. However, I have to remind my self to step back from time to time, so that I don't get too focused on the details. As I fleshed

out the outline, I keep the class readings near at hand. I'd look at the articles or suggestions and try to think of ways to include or combine them into the lessons.

After the "students" reviewed the lesson, I'd take their responses into consideration, as well as my own responses to the delivery. There are still times that I look at the lesson and think about making changes.

Instructional Strategies Table

Strategy	Location in Lesson	Citation¹	Rationale for Use
Backward Design	Construction of lesson	Wiggins (2005)	The strategy of backward design, using goals, essential questions and understandings to develop assessments can help fight misunderstandings. From those assessments, we begin to plan the learning experience.
Grab student's attention	Video at beginning of lessons, variety of lesson delivery	Foshay (2003), page 42-43	good lesson design grabs the students' attention at the beginning with something novel and varies the lesson delivery methods to keep that attention.
Structure content	10 simple rules	Foshay (2003), page 51	Allows learners to keep track of rules.
Chunking/info blocks	Lessons are broken up into chunks.	Horn (1989) 82-97 Foshay (2003), pages 54-57	Chunking is breaking up the subject into small parcels and labeling them in such a way that helps the student remember. Text layout is designing the text on the page and within the lesson. With layout, the chunks/ info blocks are organized into patterns that students can easily recall or relate to other situations.
Targeting misconceptions	Students discuss topics and turn in index cards.	Video: Private Universe UbD	Students can already have misconceptions that will affect what they learn. In particular, the bright student was able to understand the concept of seasons and lunar eclipses after she was hands one. UbD discusses these misconceptions a little and discusses at length understanding, suggesting a strategy of a variety of assessments to test these understandings.

¹ Full citations are in bibliography.

Strategy	Location in Lesson	Citation ¹	Rationale for Use
Guidelines/ heuristics	Second lesson, five set plays.	Foshay (2003), page 216	provide a framework for troubleshooting ill-structured problems that don't have a set solution
Teaching ill- structured problem solving skills - Teaching problem solving skills in context.	Drills/scrimmages	Foshay (2003), pages 133- 150	Hands on experience allows learners to recognize and apply their skills
Teaching ill- structured problem solving skills - Using learners errors as evidence of misconceptions	Pre and posts tests for cutting.	Foshay (2003), pages 133- 150	Knowing student misconceptions allows the instructor to make sure that lesson focuses on correcting the misconceptions.
Teaching ill- structured problem solving skills - "cognitive coaching" , have students learn by showing each other.	Students play and devise strategies as part of a group	Foshay (2003), pages 133- 150	Students learn from each other while they work in groups to solve problem/discuss strategy– primary assessment involves the students working together on a team to plan their offensive strategies.
Use arrows and lines to indicate direction & sequences, along with small pictures to teach concept identification.	Graphics for plays	Winn () Pages 283-284	Arrows in graphics show player movements. They are another way to reinforce the learning.
For some students, avoid complex and redundant diagrams	Several ways to reinforce learning.	Winn () Page 297	In order to make sure that most of the students understood the plays, I used several different methods to show the student how the play unfolded, from diagram to active participation.
Integrate aural and visual information	Animation and video with voice over.	Atkinson (2000) page 188	Studies found that students showed that the integration of aural and visual information helped students' better process the learning.
Multiple examples during lesson	All the lessons include video, drills and simulated games	Atkinson (2000) page 195	Students participate in the Cutting drill as a pre-test and then learn about ways to improve their cutting and a short discussion follows. They participate in the drill again to test their learning and to figure out what they need to work on

Research and Information Sources

I've played ultimate for over eight years now, so most of my knowledge about the sport is due to experience. However, I did use several websites for sources of information on ideas. The coach for the women's team sent me the plays to use in this lesson. I'd never created lessons for sports, so I also found several websites that were helpful.

Ultimate Players Association-Youth Development: <http://www4.upa.org/programs/youthdev>

Various blogs from experienced players and other ultimate loudmouths:

<http://www.ultimatetalk.com/>

Ultimate Frisbee Handbook: <http://www.mindef.gov.sg/life/ultimatefris.htm>

Tactic to Skill Games Teaching: <http://www.educ.uvic.ca/Faculty/thopper/tactic/index.htm>

Ultimate Frisbee Unit from the above site:

<http://www.educ.uvic.ca/Faculty/thopper/Web/452/Units%202005/Bonnie%20Tensley/introduction.htm>

Teaching Ultimate to Beginners: <http://theorem.ca/~yaacov/ultimate.php>

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