



**ULTIMATE**  **AT SCHOOLS  
PROGRAMME  
TEACHER'S FILE**

**#FRISBEELIFESTYLE**

*for Physical Education Teacher's  
(primary to secondary school)*

*author José Amoroso*



*Nob Rauch*

Dear friends of Ultimate and Flying Disc sports:

It is my pleasure to introduce this first e-book issued for school and university teachers on the Flying Disc sport of Ultimate, which we hope will help spread the knowledge about our sport around the world. The book, originally published by José Amoroso in Portuguese and now translated to English, is proudly supported by the World Flying Disc Federation (WFDF) as part of our Development Programme funded with the cooperation by the International Olympic Committee (IOC).

The WFDF mission is “to support and promote the global advancement of disc sports and spirit of the game.” This book is a powerful tool to provide teaching professionals around the globe with the skills to teach both the techniques of Ultimate as well as the important principles of the “Spirit of the Game.” This book will offer various curriculum levels and an introduction to the other Flying Disc sports, and we are confident that it will give a boost to Flying Disc in schools and universities and help young athletes in more countries in the world to play Ultimate.

The World Flying Disc Federation’s development programme is in its seventh year and we look to broaden the skills of those practising our sport worldwide, to see our sport being played in all countries around the world with gender-equal opportunities, and to promote the Spirit of the Game. It is this character of Ultimate, as a self-refereed sport demanding of its athletes a spirit a of fair play, which makes it so unique among all team sports and, from our perspective, a team sport equal to none, and it is this spirit that very much contributes to the #frisbeelifestyle.

We acknowledge the work of José Amoroso, the editor of the original book which is distributed now as this e-book, and the efforts by our Portuguese National Federation (APUDD) for what they have done to develop Ultimate in the Portuguese speaking countries.

I am sure that this booklet will be a useful tool to bring to all pupils and students who dedicate themselves to this sport a combination of highly athletic competition, skills, sport ethics and conflict management, and perhaps most importantly, the fun of playing with a frisbee. We look forward to the great success of this project “Ultimate at schools programme.”

Very truly yours,

A handwritten signature in blue ink that reads "NOB". The letters are bold and slightly slanted, with a casual, personal feel.

**Robert Nob Rauch**

*WFDF President*



*José Amoroso*

I have been involved in Ultimate and frisbee sports for 20 years. I have lots to tell, lots of stories, I've come up against several obstacles and setbacks. However, my passion for the sport and, in particular, for what Ultimate represents in all its different fields of knowledge, has helped me remain focused on a well-defined objective.

*#frisbeelifestyle* is now here to stay. One of the aims of this Programme for PE Teachers is, without a doubt, to provide the tools so that every professional can understand and prepare their lessons/activities using the disc, where the SOTG – Spirit of the Game is clearly presented and reinforced so that teachers can understand how and in what manner they can put it into practice.

I soon realised how important disc games are in children's multilateral, eclectic and well-balanced development. Pedagogically comprehensive, including in terms of affections and emotions, of motor control, and including a number of features that make these games unique in teaching and in developing soft skills for life.

The first training course at a school in Portugal took place in 2003, and since then there have been contacts with several hundreds of schools throughout the country and several training sessions aimed at Physical Education teachers. In 2020, we will be part of the national physical education curriculum and we aim to reach each and every school in Portugal and the Portuguese archipelagos.

Each country has their own laws in terms of Education and Sports, and it is not my place to assess them or refer better teaching models or methods. We have created this programme with the aim of reaching each and every teacher and anyone who is passionate about sports. The programme is easy to read and perfectly adaptable to the curriculum in other countries. We would like to make this tool, Ultimate and disc sports accessible to everyone, and the place to start is at schools!

It is now up to each professional to use the disc to develop teaching strategies according to their subject, so that we may make an impact and create a sound teaching mechanism in the medium and long run!

I take this opportunity to thank the municipality of Leiria, the Polytechnic Institute of Leiria, the IPDJ, Sports School and Leiria Flying Objects, for all their support over the years.

**José Amoroso**

*Adjunct professor in IPLeiria,*

*President of APUDD,*

*WFDF University and School Sports Commission - Chair*

# INDEX

## **1. What is Ultimate?**

## **2. Rules of the Game**

2.1. The 10 main rules to start playing:

2.2. WFDF Rules of Ultimate 2017 / Official Version effective

2.3. Rules Ultimate "Hands Signals"

## **3. General and Specific Features of the this Sport**

3.1. MU Mini Ultimate | APUDD/LFO

3.2. UPSES - Ultimate at Primary and Secondary Education Schools in Portugal

## **4. Specific Aspects**

4.1. Throws

4.2. Receiving

4.3. Horizontal and Vertical Stack (Offence)

4.4. Forcing Side Line / Forcing Straight Up

## **5. Teaching Methods**

5.1. What to teach

5.2. Technical Skill

5.3. Pedagogical progress

## **6. SOTG – Spirit of the game**

6.1. What is SOTG?

6.2. What is it for?

6.3. Moral and educational values within Ultimate

6.4. Spirit Captains

## **7. Teaching Unit**

7.1 Introductory Level

7.2 - Elementary Level

7.3 - Advanced Level

## **8. Lesson Plans**

## **9. Assessment**

9.1. Assessment Criteria

9.2. Learning Assessment

## **10. Other Sports practised with a Disc / FIELD EVENTS**

10.1. FreeStyle

10.2. MTA/SFC Throws

10.3. DDC (Double Disc Court)

10.4. Disc Golf

10.5. Disc Dog

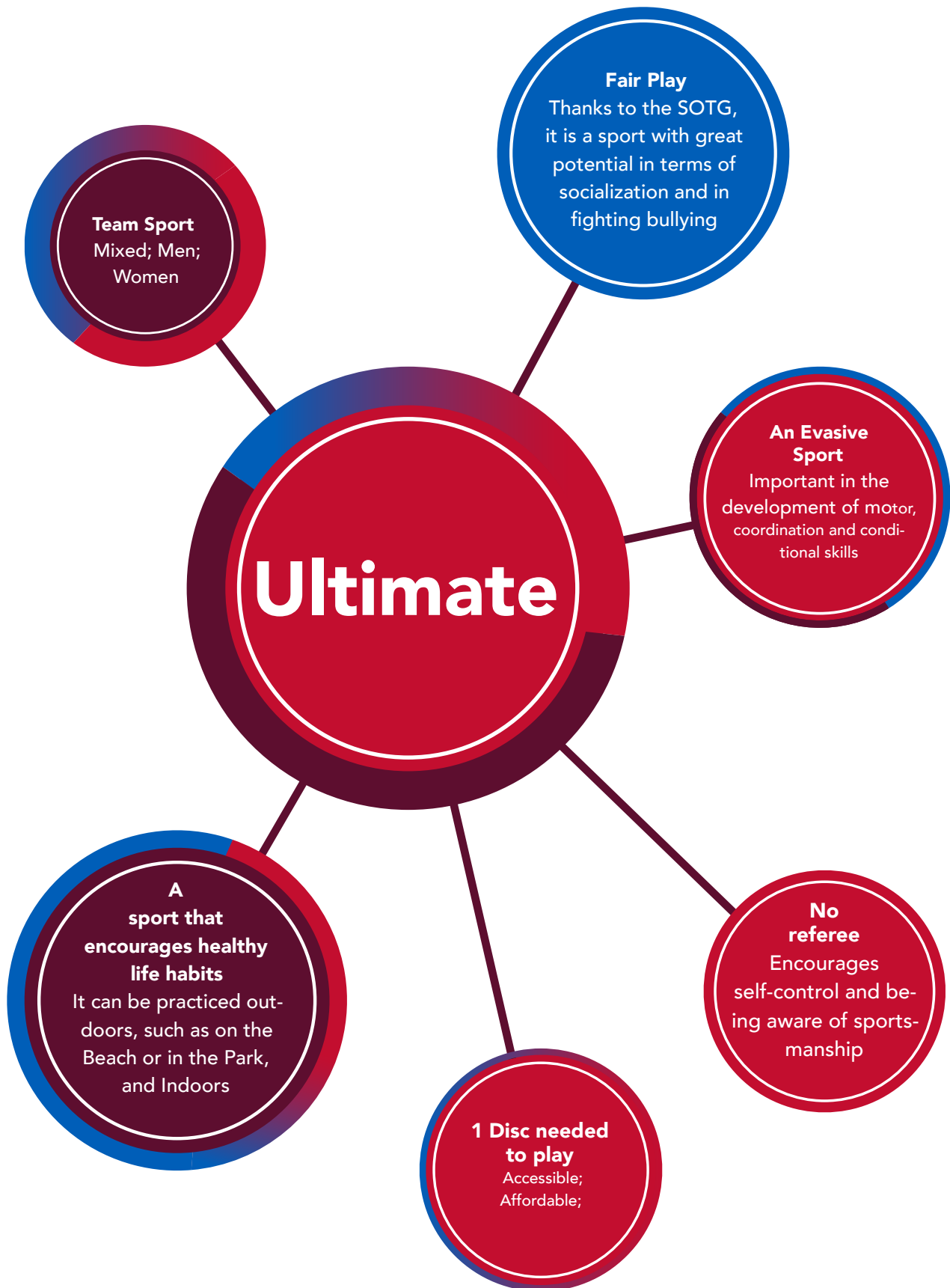
10.6. Discathon

## **Bibliography**

## **Impressum**

# 1. What is Ultimate?

---



## 2. Rules of the Game

---

### 2.1. The 10 main rules to start playing:

1. **Field** - rectangular with “goal line or end zone” at each end. According to the regulation, the field should measure 75m by 25m, with a 15-metre-long end zone at each end (Beach).
2. **Starting the game** – each point begins with both teams lining up on the front of their respective end zone line. The defence team throws the disc to the offence team. The regulation allows for 5 players per team on the field.
3. **Scoring** – each time the offence team completes a pass within the end zone of the defence team, the offence team scores a point. The team scoring the point restarts the game.
4. **Movements of the disc** – the disc can be advanced in any direction by completing a pass to a team mate. Players cannot run while holding the disc. The player holding the disc must pass it within 7 seconds. The player defending the person holding the disc counts the seconds out loud.
5. **Change of possession** – when the pass is not completed (the disc is out of bounds, falls, is blocked or intercepted), the opposing team immediately gains possession of the disc.
6. **Substitutions** – substitutions are allowed once a point has been scored or when time has been discounted due to non-compliance with the rules of the game.
7. **Non-contact** – No contact whatsoever between players is allowed. Blocking and screening are not allowed. Contact between players results in a foul.
8. **Foul** - When a player initiates contact with another player, it is foul. If such foul means the disc was thrown out of the hand of a player, the game continues with the player in the position prior to the foul. If the player committing the foul disagrees, he is expected to leave the field.

**9. Self-refereed** – Players are responsible for calling their own infractions. Players are expected to resolve their own disputes.

**10. Spirit of the Game** - sportsmanship and fair play. Competitiveness is encouraged but respect among players, following rules, and playing for the simple pleasure of it are always upheld.

## **2.2. WFDF Rules of Ultimate 2017 / Official Version effective 2017.01.01**

Produced by the WFDF Ultimate Rules Committee

### **Introduction**

Ultimate is a seven-a-side team sport played with a flying disc. It is played on a rectangular field, about half the width of a football field, with an end zone at each end. The objective of each team is to score a goal by having a player catch a pass in the end zone that they are attacking. A thrower may not run with the disc, but may pass the disc in any direction to any team-mate. Any time a pass is incomplete, a turnover occurs, and the other team shall take possession and attempt to score in the opposite end zone. Games are typically played to 15 goals and last around 100 minutes. Ultimate is self-refereed and non-contact. The Spirit of the Game guides how players referee the game and conduct themselves on the field. Many of these rules are general in nature and cover most situations, however some rules cover specific situations and override the general case.

### **1. Spirit of the Game**

**1.1.** Ultimate is a non-contact, self-refereed sport. All players are responsible for administering and adhering to the rules. Ultimate relies upon a Spirit of the Game that places the responsibility for fair play on every player.

**1.2.** It is trusted that no player will intentionally break the rules; thus there are no harsh penalties for inadvertent breaches, but rather a method for resuming play in a manner which simulates what would most likely have occurred had there been no breach.

**1.3.** Players should be mindful of the fact that they are acting as referees in any arbitration between teams. Players must:

**1.3.1.** know the rules;

**1.3.2.** be fair-minded and objective;

**1.3.3.** be truthful;

**1.3.4.** explain their viewpoint clearly and briefly;

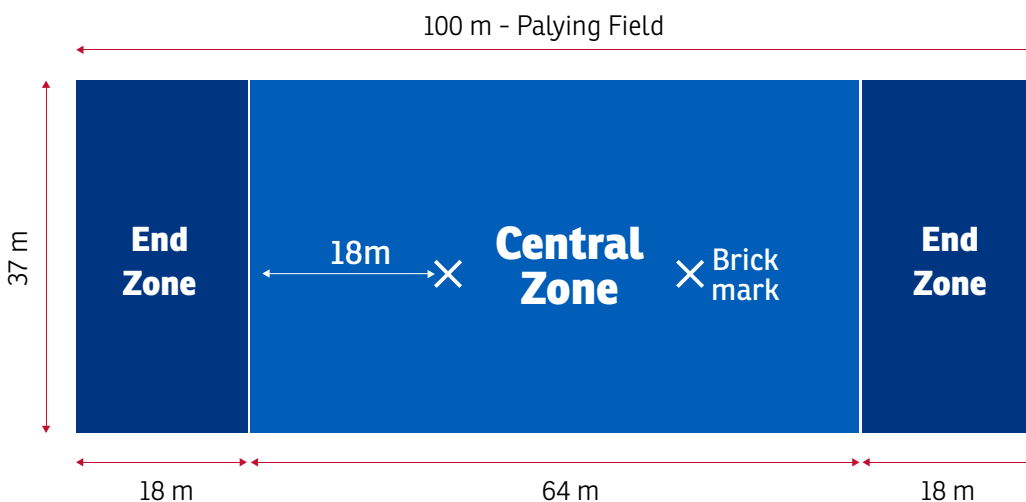
- 1.3.5. allow opponents a reasonable chance to speak;
- 1.3.6. resolve disputes as quickly as possible, using respectful language;
- 1.3.7. make calls in a consistent manner throughout the game; and
- 1.3.8. only make a call where a breach is significant enough to make a difference to the outcome of the action.
- 1.4. Highly competitive play is encouraged, but should never sacrifice the mutual respect between players, adherence to the agreed-upon rules of the game, or the basic joy of play.
- 1.5. The following actions are examples of good spirit:
  - 1.5.1. informing a team-mate if they have made a wrong or unnecessary call or caused a foul or violation;
  - 1.5.2. retracting a call when you no longer believe the call was necessary;
  - 1.5.3. complimenting an opponent for good play or spirit;
  - 1.5.4. introducing yourself to your opponent; and
  - 1.5.5. reacting calmly towards disagreement or provocation.
- 1.6. The following actions are clear violations of the spirit of the game and must be avoided by all participants:
  - 1.6.1. dangerous play and aggressive behaviour;
  - 1.6.2. intentional fouling or other intentional rule violations;
  - 1.6.3. taunting or intimidating opposing players;
  - 1.6.4. disrespectful celebration after scoring;
  - 1.6.5. making calls in retaliation to an opponent's call; and
  - 1.6.6. calling for a pass from an opposition player.
- 1.7. Teams are guardians of the Spirit of the Game, and must:
  - 1.7.1. take responsibility for teaching their players the rules and good spirit;
  - 1.7.2. discipline players who display poor spirit; and
  - 1.7.3. provide constructive feedback to other teams about how to improve their adherence to the Spirit of the Game.
- 1.8. In the case where a novice player commits a breach out of ignorance of the rules, experienced players are obliged to explain the breach.
- 1.9. An experienced player, who offers advice on rules and guides on-field arbitration, may supervise games involving beginners or younger players.
- 1.10. Rules should be interpreted by the players directly involved in the play, or by players who had the best perspective on the play. Non-players, apart from the captain, should refrain from getting involved. However players may seek the perspective of non-players to clarify the rules, and to assist players to make the appropriate call.
- 1.11. Players and captains are solely responsible for making all calls.
- 1.12. If after discussion players cannot agree, or it is unclear:



- 1.12.1. what occurred in a play, or
- 1.12.2. what would most likely have occurred in a play,  
the disc must be returned to the last non-disputed thrower.

## 2. Playing Field

- 2.1. The playing field is a rectangle area with dimensions and zones as shown on Figure 1 and should be essentially flat, free of obstructions and afford reasonable player safety.
- 2.2. The perimeter lines surround the playing field and consist of two (2) sidelines along the length and two (2) endlines along the width.
- 2.3. The perimeter lines are not part of the playing field.
- 2.4. The goal lines are the lines that separate the central zone from the end zones and are part of the central zone.
- 2.5. The brick mark is the intersection of two (2) crossed one (1) metre lines in the central zone set eighteen(18) metres from each goal line, midway between the sidelines.
- 2.6. Eight brightly-coloured, flexible objects (such as plastic cones) mark the corners of the central zone and the end zones.
- 2.7. The immediate surroundings of the playing field shall be kept clear of movable objects. If play is obstructed by non-players or objects within three (3) metres of the perimeter line, any obstructed player or thrower in possession may call “Violation”.



## 3. Equipment

- 3.1. Any flying disc acceptable to both captains may be used.
- 3.2. WFDF may maintain a list of approved discs recommended for use.
- 3.3. Each player must wear a uniform that distinguishes their team.
- 3.4. No player may wear items of clothing or equipment that reasonably could harm the wearer or other players, or impede an opponent’s ability to play.

#### 4. Point, Goal and Game

**4.1.** A game consists of a number of points. Each point ends with the scoring of a goal.

**4.2.** A game is finished and won by the first team to score fifteen (15) goals.

**4.3.** A game is separated into two (2) periods of play, called halves. Half time occurs when a team first scores eight (8) goals.

**4.4.** The first point of each half starts when the half starts.

**4.5.** After a goal is scored, and the game has not been won or half time has not been reached:

**4.5.1.** the next point starts immediately;

**4.5.2.** the teams switch the end zone that they are defending; and

**4.5.3.** the team that scored becomes defence and pulls next.

**4.6.** A variation of the basic structure may be used to accommodate special competitions, number of players, age of players or available space.

#### 5. Teams

**5.1.** Each team will put a maximum of seven (7) players and a minimum of five (5) players on the field during each point.

**5.2.** A team may make (unlimited) substitutions after a goal is scored and before the team signals readiness for the pull.

**5.3.** Each team will nominate a captain to represent the team.

#### 6. Starting a Game

**6.1.** Representatives of the two teams fairly determine which team first chooses either:

**6.1.1.** whether to receive or throw the initial pull; or

**6.1.2.** which end zone they will initially defend.

**6.2.** The other team is given the remaining choice.

**6.3.** At the start of the second half, these initial selections are switched.

#### 7. The Pull

**7.1.** At the start of the game, after half-time or after a score, play commences with a throw-off, called a pull.

**7.1.1.** Teams must prepare for the pull without unreasonable delay.

**7.2.** The pull may be made only after both teams have signalled their readiness by having the puller and a player on offence raise a hand above their head.

**7.3.** After signalling readiness all offensive players must stand with one foot on their defending goal line without changing location relative to one another until the pull is released.

**7.4.** After signalling readiness all defensive players must keep their feet entirely behind

the vertical plane of the goal line until the pull is released.

**7.5.** If a team breaches 7.3 or 7.4 the opposing team may call a violation (“offside”). This must be called before the receiving team touches the disc and the pull must be repeated as quickly as possible.

**7.6.** As soon as the disc is released, all players may move in any direction.

**7.7.** No player on the defensive team may touch the disc after a pull until a member of the offensive team contacts the disc or the disc contacts the ground.

**7.8.** If an offensive player, in-bounds or out-of-bounds, touches the disc before it hits the ground, and the offensive team fails to catch it, that is a turnover (a “dropped pull”).

**7.9.** If an offensive player catches the pull they must establish a pivot at the point on the playing field nearest to where it was caught, even if that point is in their defending end zone.

**7.10.** If the disc initially contacts the playing field and never becomes out-of-bounds, the thrower must establish the pivot where the disc stops, even if that point is in their defending end zone.

**7.11.** If the disc initially contacts the playing field and then becomes out-of-bounds without contacting an offensive player, the thrower must establish the pivot where the disc first crossed the perimeter line, or the nearest point in the central zone if that point would be in the defending end zone.

**7.11.1.** If the disc does contact an offensive player before it becomes out-of-bounds the thrower must establish the pivot where the disc first crossed the perimeter line, even if that point is in their defending end zone.

**7.12.** If the disc contacts the out-of-bounds area without first touching the playing field or an offensive player, the thrower may establish the pivot either at the brick mark closest to their defending end zone, or at the spot on the central zone closest to where the disc went out-of-bounds (Section 11.7). The binding brick option must be signalled before the disc is picked up, by any offensive player fully extending one arm overhead and calling “brick”.

## **8. Status of the Disc**

**8.1.** The disc is dead, and no turnover is possible:

**8.1.1.** After the start of a point, until the pull is released;

**8.1.2.** After the pull or after a turnover when the disc must be carried to the location of the correct pivot point, until a pivot is established; or

**8.1.3.** After a call which stops the play or any other stoppage, until the disc is checked in.

**8.2.** A disc that is not dead is live.

**8.3.** The thrower may not transfer possession of a dead disc to another player.

**8.4.** Any player may attempt to stop a disc from rolling or sliding after it has hit the ground.

**8.4.1.** If, in attempting to stop such a disc, a player significantly alters the disc's position, the opposition may request that the pivot be established at the location where the disc was contacted.

**8.5.** After a turnover, and after the pull, the team that has gained possession of the disc must continue play without delay.

**8.5.1.** An offensive player must move at walking pace or faster to directly retrieve the disc and establish a pivot.

**8.5.2.** In addition to 8.5.1, after a turnover the offence must put the disc into play within the following time limits, if the disc did not become out-of-bounds, and the disc's location is:

**8.5.2.1.** in the central zone – within ten (10) seconds of the disc coming to rest.

**8.5.2.2.** in an end zone - within twenty (20) seconds of the disc coming to rest.

**8.5.3.** If the offence breaches 8.5 the defence may give a verbal warning (“Delay of Game”) or may call a “Violation”.

**8.5.4.** If an offensive player is within three (3) metres of the pivot point and, after the verbal warning, the offence continues to breach 8.5 the marker may commence the stall count.

## 9. Stall Count

**9.1.** The marker administers a stall count on the thrower by announcing “Stalling” and then counting from one (1) to ten (10). The interval between the start of each number in the stall count must be at least one (1) second.

**9.2.** The stall count must be clearly audible to the thrower.

**9.3.** The marker may only start and continue a stall count when:

**9.3.1.** The disc is live (unless specified otherwise);

**9.3.2.** They are within three (3) metres of the thrower, or the correct pivot point if the thrower has moved from that spot; and

**9.3.3.** All defenders are legally positioned (Section 18.1).

**9.4.** If the marker moves more than three (3) metres from the thrower, or a different player becomes the marker, the stall count must be restarted at “Stalling one (1)”.

**9.5.** After play stops the stall count is resumed as follows:

**9.5.1.** After an uncontested breach by the defence the stall count restarts at “Stalling one (1)”.

**9.5.2.** After an uncontested breach by the offence the stall count restarts at maximum nine (9).

**9.5.3.** After a contested stall-out the stall count restarts at “Stalling eight (8)”.

**9.5.4.** After all other calls, including “pick”, the stall count restarts at maximum six (6).

**9.6.** To restart a stall count “at maximum n”, where “n” is determined by 9.5.2, or 9.5.4. means the following:

**9.6.1.** If “x” is the last number fully uttered prior to the call, then the stall count resumes at “Stalling (x plus one)” or “Stalling n”, whichever of those two numbers is lower.

## **10. The Check**

**10.1.** Whenever play stops during a point for a time-out, foul, violation, contested turnover, specified turnover, contested goal, technical stoppage, injury stoppage, or discussion, play must restart as quickly as possible with a check. The check may only be delayed for the discussion of a call.

**10.2.** Player positioning after a call (except in the case of a time-out, and unless specified otherwise):

**10.2.1.** If play stops before a pass is thrown, all players must return to the location they held when the call was made.

**10.2.2.** If play stops after a pass is thrown, then:

**10.2.2.1.** if the disc is returned to the thrower, all players must return to the location they held when the thrower released the disc, or the time of the call, whichever is earlier.

**10.2.2.2.** if the result of the play stands all players must return to the location they held when either the pass was caught, or the disc hit the ground.

**10.2.2.3.** if a player other than the thrower gains possession as a result of an uncontested breach, all players must return to the location they held when the breach occurred.

**10.2.3.** All players must remain stationary in that location until the disc is checked in.

**10.3.** Any player may briefly extend a stoppage of play to fix faulty equipment (“equipment”), but active

play may not be stopped for this purpose.

**10.4.** The person checking the disc in must first verify with the nearest opposition player that their team is ready.

**10.4.1.** If there is an unnecessary delay in checking the disc in, the opposition may give a verbal warning (“Delay of Game”) and, if the delay continues, they may check the disc in by calling “Disc In”, without verification from the opposition.

**10.5.** To restart play:

**10.5.1.** when the thrower has the disc:

**10.5.1.1.** if there is a defender within reach, the defender must touch the disc.

**10.5.1.2.** if there is not a defender within reach, the thrower must touch the disc to the ground and should call “Disc In”.

**10.5.2.** when the disc is on the ground, the defender nearest to the disc must call “Disc In”.

**10.6.** If the thrower attempts a pass before the check, or a violation of 10.2 is called, the pass does not count regardless of whether it is complete or incomplete, and possession reverts back to the thrower.

## **11. Out-of-Bounds**

**11.1.** The entire playing field is in-bounds. The perimeter lines are not part of the playing field and are out-of-bounds. All non-players are part of the out-of-bounds area.

**11.2.** The out-of-bounds area consists of the area which is not in-bounds and everything in contact with it, except for defensive players, who are always considered “in-bounds” for purposes of making a play on the disc.

**11.3.** An offensive player who is not out-of-bounds is in-bounds.

**11.3.1.** An airborne player retains their in-bounds/out-of-bounds status until that player contacts the playing field or the out-of-bounds area.

**11.3.2.** A thrower in possession of the disc, who contacts the playing field and then touches an out-of-bounds area, is still considered in-bounds.

**11.3.2.1.** If the thrower leaves the playing field, they must establish the pivot at the spot on the playing field where they crossed the perimeter line (unless 14.2 is in effect).

**11.3.3.** Contact between players does not confer the state of being in- or out-of-bounds from one to another.

**11.4.** A disc is in-bounds once it is live, or when play starts or restarts.

**11.5.** A disc becomes out-of-bounds when it first contacts the out-of-bounds area or contacts an out-of-bounds offensive player. A disc in the possession of an offensive player has the same in/out-of-bounds status as that player. If the disc is simultaneously in the possession of more than one offensive player, one of them being out-of-bounds, the disc is out-of-bounds.

**11.6.** The disc may fly outside a perimeter line and return to the playing field, and players may go out-of-bounds to make a play on the disc.

**11.7.** The place where a disc went out-of-bounds is the spot where, prior to contacting an out-of-bounds area or player, the disc was most recently:

**11.7.1.** partly or wholly over the playing field; or

**11.7.2.** contacted by an in-bounds player.

**11.8.** If the disc is out-of-bounds and more than three (3) metres from the pivot point, non-players may retrieve the disc. The thrower must carry the disc the last three (3) metres to the playing field.

## **12. Receivers and Positioning**

**12.1.** A player “catches” the disc by demonstrating sustained control of a non-spinning disc.

**12.2.** If the player loses control of the disc due to subsequent contact with the ground or a team-mate or a legitimately positioned opposition player, the catch is deemed to have not occurred.

**12.3.** The following are out-of-bounds turnovers, and no catch is deemed to have occurred:

- 12.3.1.** an offensive receiver is out-of-bounds when they contact the disc; or
- 12.3.2.** after catching the disc, an offensive receiver's first contact is out-of-bounds while still in possession of the disc.
- 12.4.** After a catch, that player becomes the thrower.
- 12.5.** If offensive and defensive players catch the disc simultaneously, the offence retains possession.
- 12.6.** A player in an established position is entitled to remain in that position and should not be contacted by an opposing player.
- 12.7.** Every player is entitled to occupy any position on the field not occupied by any opposing player, provided that they do not initiate contact in taking such a position.
- 12.7.1.** However when the disc is in the air a player may not move in a manner solely to prevent an opponent from taking an unoccupied path to the disc.
- 12.8.** All players must attempt to avoid contact with other players, and there is no situation where a player may justify initiating contact. "Making a play for the disc" is not a valid excuse for initiating contact with other players.
- 12.9.** Some incidental contact, not affecting the outcome of the play or safety of players, may occur as two or more players move towards a single point simultaneously. Incidental contact should be minimized but is not considered a foul.
- 12.10.** Players may not use their arms or legs to obstruct the movement of opposing players.
- 12.11.** No player may physically assist the movement of another player, nor use an item of equipment to assist in contacting the disc.

### **13. Turnovers**

- 13.1.** A turnover that transfers possession of the disc from one team to the other occurs when:
  - 13.1.1.** the disc contacts the ground while it is not in the possession of an offensive player (a "down");
  - 13.1.2.** a pass is caught by a defensive player (an "interception");
  - 13.1.3.** the disc becomes out-of bounds (an "out-of-bounds"); or
  - 13.1.4.** during the pull, the receiving team touches the disc before it contacts the ground, and fails to catch the disc (a "dropped pull").
- 13.2.** A turnover that transfers possession of the disc from one team to the other, and results in a stoppage of play, occurs when:
  - 13.2.1.** there is an uncontested offensive receiving foul;
  - 13.2.2.** the thrower has not released the disc before the marker first starts to say the word "ten" in the stall count (a "stall-out");
  - 13.2.3.** the disc is intentionally transferred from one offensive player to another without



ever being completely untouched by both players (a “hand-over”);

**13.2.4.** the thrower intentionally deflects a pass to themselves off another player (a “deflection”);

**13.2.5.** in attempting a pass, the thrower catches the disc after release prior to the disc being contacted by another player (a “double touch”);

**13.2.6.** an offensive player intentionally assists a teammate’s movement to catch a pass; or

**13.2.7.** an offensive player uses an item of equipment to assist in catching a pass.

**13.3.** If a player determines a turnover has occurred they must make the appropriate call immediately. If the opposition disagrees they may call “contest”. If, after discussion, players cannot agree or it is unclear what occurred in the play, the disc must be returned to the last non-disputed thrower.

**13.4.** If a fast count occurs in such a manner that the offence does not have a reasonable opportunity to call fast count before a stall-out, the play is treated as a contested stall-out (9.5.3).

**13.4.1.** If the thrower contests a stall-out but also attempts a pass, and the pass is incomplete, then the turnover stands and play restarts with a check.

**13.5.** Any offensive player may take possession of the disc after a turnover, except:

**13.5.1.** after an “interception” turnover, in which case the player who made the interception must maintain possession; and

**13.5.2.** after an offensive receiving foul, in which case the fouled player must take possession.

**13.6.** If the player in possession after a turnover intentionally drops the disc, or places the disc on the ground, they must re-establish possession and restart play with a check.

**13.7.** After a turnover, the turnover location is where:

**13.7.1.** the disc has come to a stop or is picked up by an offensive player; or

**13.7.2.** the intercepting player stops; or

**13.7.3.** the thrower was located, in the case of 13.2.2, 13.2.3, 13.2.4, 13.2.5; or

**13.7.4.** the offensive player was located, in the case of 13.2.6 and 13.2.7; or

**13.7.5.** the uncontested offensive receiving foul occurred.

**13.8.** If the turnover location is out-of-bounds, or the disc touched an out-of-bounds area after the turnover occurred, the thrower must establish a pivot at the spot on the central zone nearest to where the disc went out-of-bounds (Section 11.7).

**13.8.1.** If 13.8 does not apply, the pivot must be established according to 13.9, 13.10, or 13.11.

**13.9.** If the turnover location is in the central zone, the thrower must establish the pivot at that point.

**13.10.** If the turnover location is in the offence’s attacking end zone, the thrower must establish the pivot at the nearest point on the goal line.



**13.11.** If the turnover location is in the offence's defending end zone, the thrower may choose where to establish the pivot:

**13.11.1.** at the turnover location, by staying at the turnover location or faking a pass; or

**13.11.2.** at the nearest point on the goal line to the turnover location, by moving from the turnover location.

**13.11.2.1.** The intended thrower, before picking up the disc, may signal the goal line option by fully extending one arm above their head.

**13.11.3.** Immediate movement, failure to move, or signaling the goal line option determines where to establish the pivot and cannot be reversed.

**13.12.** If, after a turnover, play has continued unknowingly, play stops and the disc is returned to the turnover location, players resume their positions at the time the turnover occurred and play restarts with a check.

## 14. Scoring

**14.1.** A goal is scored if an in-bounds player catches a legal pass and all of their first simultaneous points of contact after catching the disc are entirely within their attacking end zone (note 12.1, 12.2).

**14.1.1.** If a player believes a goal has been scored they may call "goal" and play stops. After a contested or retracted goal call play must restart with a check and the call is deemed to have been made when the pass was caught.

**14.2.** If a player in possession of the disc ends up with their selected pivot behind the attacking goal line without scoring a goal according to 14.1, the player establishes the pivot at the nearest point of the goal line.

**14.3.** The time at which a goal is scored is when the disc is caught and the player in possession is in contact with the end zone.

## 15. Calling Fouls, Infractions and Violations

**15.1.** A breach of the rules due to non-incident contact between two or more opposing players is a foul.

**15.2.** A breach of the rules regarding a Marking or Travel breach is an infraction. Infractions do not stop play.

**15.3.** Every other breach of the rules is a violation.

**15.4.** Only the player fouled may claim a foul, by calling "Foul".

**15.5.** Only the thrower may claim a marking infraction, by calling the specific name of the infraction. Any opposing player may claim a travel infraction.

**15.6.** Any opposing player may claim a violation, by calling the specific name of the violation or "Violation", unless specified otherwise by the particular rule.

**15.7.** When a foul or violation call is made that stops play, players must stop play by

visibly or audibly communicating the stoppage as soon as they are aware of the call and all players should echo calls on the field. If play has stopped for a discussion without any call having been made, a call is deemed to have been made when the discussion started.

**15.8.** Calls must be made immediately after the breach is recognised.

**15.9.** After a player initiates a stoppage incorrectly, including after mishearing a call, not knowing the rules, or not making the call immediately:

**15.9.1.** if the opposition gains or retains possession, any subsequent play stands

**15.9.2.** if the opposition does not gain or retain possession, the disc must be returned to the last non-disputed thrower.

**15.10.** If the player against whom the foul, infraction or violation has been called disagrees that it occurred, they may call “Contest”.

**15.11.** If a player making the “Foul”, “Violation” or “Contest” call subsequently determines that their call was incorrect, they can retract the call, by calling “Retracted”. Play restarts with a check.

## **16. Continuation after a Foul or Violation Call**

**16.1.** Whenever a foul or violation call is made, play stops immediately and no turn over is possible (unless in situations specified in 15.9, 16.2, and 16.3).

**16.2.** If the foul or violation:

**16.2.1.** is called against the thrower and the thrower subsequently attempts a pass, or

**16.2.2.** is called when the thrower is in the act of throwing, or

**16.2.3.** is called or occurs when the disc is in the air, then play continues until possession has been established.

**16.2.4.** Once possession has been established:

**16.2.4.1.** If the team that called the foul or violation gains or retains possession as a result of the pass, play continues without a stoppage. Players recognizing this may call “Play on” to indicate that this rule has been invoked.

**16.2.4.2.** If the team that called the foul or violation does not gain or retain possession as a result of the pass, play must be stopped.

**16.2.4.2.1.** If the team that called the foul or violation believes that possession has been affected by the foul or violation, the disc will be returned to the thrower for a check (unless the specific rule says otherwise).

**16.3.** Regardless of when the foul or violation call is made, if play had not completely stopped and the players involved from both teams agree that the foul, violation or call did not affect the outcome, the play stands. This rule is not superseded by any other rule.

**16.3.1.** If the play resulted in a goal, the goal stands.

**16.3.2.** If the play did not result in a goal the affected players may make up any positional disadvantage caused by the foul, violation or call and restart play with a check.

## **17. Fouls**

### **17.1. Dangerous Play:**

**17.1.1.** Reckless disregard for the safety of fellow players is considered dangerous play and is to be treated as a foul, regardless of whether or when contact occurs. This rule is not superseded by any other rule. If uncontested this must be treated as the most relevant foul from Section 17.

### **17.2. Defensive Receiving (Defender) Fouls:**

**17.2.1.** A Defensive Receiving Foul occurs when a defender initiates contact with a receiver before, while, or directly after, either player makes a play on the disc.

**17.2.2.** After an uncontested defensive receiving foul the receiver gains possession at the point of the breach. If 14.2 applies, the disc is dead until a pivot is established at the nearest point of the goal line. If the foul is contested, the disc is returned to the thrower.

### **17.3. Force-out Fouls:**

**17.3.1.** A Force-out Foul occurs when an airborne receiver catches the disc, and is fouled by a defensive player before landing, and the contact caused the receiver:

**17.3.1.1.** to land out-of-bounds instead of in-bounds; or

**17.3.1.2.** to land in the central zone instead of their attacking end zone.

**17.3.2.** If the receiver would have landed in their attacking end zone, it is a goal;

**17.3.3.** If the force-out foul is contested, the disc is returned to the thrower if the receiver landed out-of-bounds, otherwise the disc stays with the receiver.

### **17.4. Defensive Throwing (Marking) Fouls:**

**17.4.1.** A Defensive Throwing Foul occurs when:

**17.4.1.1.** A defensive player is illegally positioned (Section 18.1), and there is contact with the thrower; or

**17.4.1.2.** A defensive player initiates contact with the thrower, or there is contact resulting from the thrower and the defender both vying for the same unoccupied position, prior to the release.

**17.4.1.3.** If a Defensive Throwing Foul occurs prior to the thrower releasing the disc and not during the throwing motion, the thrower may choose to call a contact infraction, by calling “Contact”. After a contact infraction that is not contested, play does not stop and the marker must resume the stall count at one (1).

### **17.5. Strip Fouls:**

**17.5.1.** A Strip Foul occurs when a defensive foul causes the receiver or thrower to drop the disc after they have gained possession.

**17.5.2.** If the reception would have otherwise been a goal, and the foul is uncontested, a goal is awarded.

### **17.6. Offensive Receiving Fouls:**

**17.6.1.** An Offensive Receiving Foul occurs when a receiver initiates contact with a de-

fensive player before, while, or directly after, either player makes a play on the disc.

**17.6.2.** If the foul is uncontested, the result is a turnover, and the defensive player gains possession at the point of the breach.

**17.6.3.** If the pass is complete and the foul is contested, the disc returns to the thrower.

**17.7. Offensive Throwing (Thrower) Fouls:**

**17.7.1.** An Offensive Throwing Foul occurs when the thrower initiates contact with a defensive player who is in a legal position.

**17.7.2.** Incidental contact occurring during the thrower's follow through is not sufficient grounds for a foul, but should be avoided.

**17.8. Blocking Fouls:**

**17.8.1.** A Blocking Foul occurs when a player takes a position that a moving opponent will be unable to avoid and contact results, and is to be treated as either a receiving foul or an indirect foul, whichever is applicable.

**17.9. Indirect Fouls:**

**17.9.1.** An Indirect Foul occurs when there is contact between a receiver and a defensive player that does not directly affect an attempt to make a play on the disc.

**17.9.2.** If uncontested the fouled player may make up any positional disadvantage caused by the foul.

**17.10. Offsetting Fouls:**

**17.10.1.** If fouls are called by offensive and defensive players on the same play, the disc returns to the thrower.

**17.10.2.** Non incidental contact that occurs as two or more opposing players move towards a single point simultaneously should be treated as offsetting fouls.

**18. Infractions and Violations**

**18.1. Marking Infractions:**

**18.1.1.** Marking infractions include the following:

**18.1.1.1.** "Fast Count" – the marker:

**18.1.1.1.1.** starts the stall count before the disc is live,

**18.1.1.1.2.** does not start or restart the stall count with the word "Stalling",

**18.1.1.1.3.** counts in less than one second intervals,

**18.1.1.1.4.** does not correctly reduce or reset the stall count when required, or

**18.1.1.1.5.** does not start the stall count from the correct number.

**18.1.1.2.** "Straddle" – a line between a defensive player's feet contains the thrower's pivot point.

**18.1.1.3.** "Disc Space" – any part of a defensive player is less than one disc diameter away from the torso of the thrower. However, if this situation is caused solely by movement of the thrower, it is not an infraction.

**18.1.1.4.** “Wrapping” – a line between a defensive player’s hands or arms intersects the thrower’s torso, or any part of the defensive player’s body is above the thrower’s pivot point. However, if this situation is caused solely by movement of the thrower, it is not an infraction.

**18.1.1.5.** “Double Team” –a defensive player other than the marker is within three (3) metres of the thrower’s pivot point without also guarding another offensive player. However, merely running across this area is not a double team.

**18.1.1.6.** “Vision” - a defensive player uses any part of their body to intentionally obstruct the thrower’s vision.

**18.1.2.** A marking infraction may be contested by the defence, in which case play stops.

**18.1.3.** After all marking infractions listed in 18.1.1 that are not contested, the marker must resume the stall count with the number last fully uttered before the call, minus one (1).

**18.1.4.** The marker may not resume counting until any illegal positioning has been corrected. To do otherwise is a subsequent marking infraction.

**18.1.5.** Instead of calling a marking infraction, the thrower may call a marking violation and stop play if;

**18.1.5.1.** the stall count is not corrected,

**18.1.5.2.** there is no stall count,

**18.1.5.3.** there is an egregious marking infraction, or

**18.1.5.4.** there is a pattern of repeated marking infractions.

**18.1.6.** If the thrower calls a marking infraction, or a marking violation, and also attempts a pass before, during or after the call, the call has no consequences and if the pass is incomplete, then the turnover stands. However if the disc is returned to thrower for a separate breach, the stall count must be adjusted accordingly.

**18.2.** “Travel” Infractions:

**18.2.1.** The thrower may attempt a pass at any time as long as they are entirely in-bounds or have established an in-bounds pivot.

**18.2.1.1.** However an in-bounds player who catches a pass while airborne may attempt a pass prior to contacting the ground.

**18.2.2.** After catching the disc, and landing in-bounds, the thrower must reduce speed as quickly as possible, without changing direction, until they have established a pivot point.

**18.2.2.1.** The thrower may release the disc while reducing speed as long as they maintain contact with the playing field throughout the throwing motion.

**18.2.3.** The thrower may change direction (pivot) only by establishing a “pivot point”, where one part of their body remains in constant contact with a certain spot on the playing field, called the “pivot point”.

**18.2.4.** A thrower who is lying down or kneeling does not need to establish a pivot.

**18.2.4.1.** If they stand up it is not a travel, provided the pivot is established at the same location.

**18.2.5.** A travel infraction occurs if:

**18.2.5.1.** the thrower establishes the pivot at an incorrect point on the playing field;

**18.2.5.2.** the thrower changes direction before establishing a pivot or releasing the disc;

**18.2.5.3.** after a catch the thrower fails to reduce their speed as quickly as possible;

**18.2.5.4.** the thrower fails to keep the established pivot until releasing the disc;

**18.2.5.5.** the thrower fails to maintain contact with the playing field throughout the throwing motion; or

**18.2.5.6.** a player purposefully bobbles, fumbles or delays the disc to themselves in order to move in any direction.

**18.2.6.** After an uncontested travel infraction is called (“travel”), play does not stop.

**18.2.6.1.** The thrower establishes a pivot at the correct spot, as indicated by the player who called the travel. This must occur without delay from either player involved.

**18.2.6.2.** Any stall count is paused, and the thrower may not throw the disc, until the pivot is established at the correct spot.

**18.2.6.3.** The marker must say “Stalling” before restarting the stall count.

**18.2.7.** If, after a travel infraction but before correcting the pivot, the thrower throws a completed pass, the defensive team may call a travel violation. Play stops and the disc is returned to the thrower. The thrower must return to the location occupied at the time of the infraction. Play must restart with a check..

**18.2.8.** If, after a travel infraction, the thrower throws an incomplete pass, play continues.

**18.2.9.** After a contested travel infraction where the thrower has not released the disc, play stops.

**18.3.** “Pick” Violations:

**18.3.1.** If a defensive player is guarding one offensive player and they are prevented from moving towards/with that player by another player, that defensive player may call “Pick”. However it is not a pick if both the player being guarded and the obstructing player are making a play on the disc.

**18.3.1.1.** Prior to making the “Pick” call, the defender may delay the call up to two (2) seconds to determine if the obstruction will affect the play.

**18.3.2.** If play has stopped, the obstructed player may move to the agreed position they would have otherwise occupied if the obstruction had not occurred, unless specified otherwise.

**18.3.3.** All players should take reasonable efforts to avoid the occurrence of picks.

**18.3.3.1.** During any stoppage opposing players may agree to slightly adjust their locations to avoid potential picks.

## **19. Stoppages**

### **19.1. Injury Stoppage**

**19.1.1.** An injury stoppage, “Injury”, may be called by the injured player, or by any player on the injured player’s team.

**19.1.2.** If any player has an open or bleeding wound, an injury stoppage must be called and that player must take an immediate injury substitution and must not rejoin the game until the wound is treated and sealed.

**19.1.3.** If the injury was not caused by an opponent, the player must choose either to be substituted, or to charge their own team with a Time-Out.

**19.1.4.** If the injury was caused by an opponent, the player may choose to stay or to be substituted.

**19.1.5.** If the injured player had caught the disc, and the player has dropped the disc due to the injury, that player retains possession of the disc.

**19.1.6.** The injury stoppage is considered to have been called at the time of the injury, unless the injured player chooses to continue play before the stoppage is called.

**19.1.7.** If the disc was in the air when the injury stoppage was called, play continues until either the pass is caught, or the disc hits the ground. If the injury is not the result of a foul, the completion or turnover stands, and play restarts there after the stoppage.

## **19.2. Technical Stoppage**

**19.2.1.** Any player who recognises a condition that endangers players may call “technical” to stop play. Play must stop immediately.

**19.2.2.** The thrower may call a technical stoppage during play to replace a severely damaged disc.

**19.2.3.** After a technical stoppage call:

**19.2.3.1.** If the call or issue did not affect play, the completion or turnover stands, and play restarts there;

**19.2.3.2.** If the call or issue did affect the play, the disc goes back to the thrower.

**19.3.** If a player is substituted after an injury, or technical stoppage due to illegal equipment, the opposing team may also choose to substitute one player.

**19.3.1.** Substitute players take on the full state (location, possession, stall count etc) of the player they are substituting.

## **20. Time-Outs**

**20.1.** The player calling a time-out must form a “T” with their hands, or with one hand and the disc, and should call “time-out” audibly to opposition players.

**20.2.** Each team may take two (2) time-outs per half.

**20.3.** After the start of a point and before both teams have signalled readiness, a player from either team may call a time-out. The time-out extends the time between the start of the point and subsequent pull by seventy-five (75) seconds.



**20.4.** After the pull only a thrower with possession of the disc that has survived ground contact, may call a time-out. The time-out starts when the “T” is formed, and lasts seventy-five (75) seconds. After such a time-out:

**20.4.1.** Substitutions are not allowed, except for injury.

**20.4.2.** Play is restarted at the pivot point.

**20.4.3.** The thrower remains the same.

**20.4.4.** All other offensive players may then set up at any point on the playing field.

**20.4.5.** Once the offensive players have selected positions, defensive players may set up at any point on the playing field.

**20.4.6.** The stall count remains the same, unless the marker has been switched.

**20.5.** If the thrower attempts to call a time-out when their team has no remaining time-outs, play is stopped. The marker must add two (2) seconds to the stall count they would have restarted play on before restarting play with a check. If this results in a stall count of ten (10) or above, this is a “stall-out” turnover.

## Definitions

Act of throwing	See throwing motion.
Affect the play	A breach affects the play if it is reasonable to assume that the outcome of the specific play may have been meaningfully different had the breach not occurred.
Attacking end zone	The end zone in which the team in question is currently attempting to score.
Best perspective	The most complete viewpoint available by a player that includes the relative position of the disc, ground, players and line markers involved in the play.
Brick	Any pull that initially lands out-of-bounds, untouched by the receiving team.
Call	A clearly audible statement that a foul, infraction, violation or injury has occurred. The following terms may be used: Foul, Travel, specific name of Marking Infraction, Violation (or specific name of Violation), Stall-Out, Technical, and Injury.
Central zone	The area of the playing field, including the goal lines, but excluding the end zones and the perimeter lines.
Check	Action of a defensive player touching the disc to restart play.



Defending end zone	The end zone in which the team in question is currently attempting to prevent the opposition from scoring.
Defensive player	Any player whose team is not in possession of the disc.
End zone	One of the two areas at the end of the playing field where teams can score a goal by catching the disc there.
Establish a pivot	After a turnover, the pivot point is defined, and the thrower establishes a pivot by placing a part of their body (usually a foot) there. After receiving a pass, a thrower must establish a pivot after they have come to a stop if they wish to then move. They establish the pivot by keeping a part of their body in constant contact with a particular point on the playing field.
Goal line	The line separating the central zone from each end zone.
Ground	The ground consists of all substantial solid objects, including grass, marker cones, equipment, water, trees, fences, walls and non-players, but excluding all players and their worn clothing, airborne particles and precipitation.
Ground contact	Refers to all player contact with the ground directly related to a specific event or manoeuvre, including landing or recovery after being off-balance (e.g., jumping, diving, leaning, or falling).
Guarding	A defender is guarding an offensive player when they are within three meters of that offensive player and are reacting to that offensive player.
Incidental contact	Any contact which is not dangerous in nature and does not affect the play.
Initiate contact	Any movement towards a legally positioned opponent (either their stationary position, or their expected position based on their established speed and direction), that results in unavoidable non-incidental contact.
Interception	When a player on the defensive team catches a throw by a player on the offensive team.

Legitimate position	The stationary position established by a player's body excluding extended arms and legs that can be avoided by all opposing players when time and distance are taken into account.
Line	A boundary defining the playing areas. On an unlined field, the boundary is defined as an imaginary line between two field markers with the thickness of said markers. Line segments are not extrapolated beyond the defining markers.
Making a play on the disc	When the disc is in the air and a player is attempting to make contact with the disc in any way e.g. to catch it or block it. This includes the process of running towards the place they expect to make contact with the disc.
Marker	The defensive player who may call the stall count on the thrower.
Non-player	Any person, including a team member, who is not currently a player.
Offensive player	A player whose team is in possession of the disc.
Out-of-bounds (OB)	Everything that is not part of the playing field, including the perimeter lines.
Perimeter lines	Lines separating the central zone or end zone from the out-of-bounds area. They are not part of the playing field.
Pivot	To move in any direction while keeping a part of the body in contact with a single point on the playing field, called the pivot point.
Pivot point	The point on the playing field where the thrower is required to establish a pivot after a turnover, after the pull, after a time-out, after leaving the central zone, or where a pivot has already been established. A thrower may not have established a pivot point if they have not come to a stop and have not pivoted.
Play	The time after the Pull has commenced and prior to the scoring of a goal. Play may further stop due to a call, in which case play is restarted with a check.
Player	One of the up to fourteen (14) persons who are actually participating in the current point of play.

Possession of the disc	<p>Sustained contact with, and control of, a non-spinning disc. To catch a pass is equivalent to establishing possession of that pass.</p> <p>Loss of possession due to ground contact related to a pass reception negates that player's possession up to that point. A disc in the possession of a player is considered part of that player.</p> <p>The team whose player is in possession or whose players may pick up the disc is considered the team in possession.</p>
Playing Field	The area including the central zone and the end zones, but excluding the perimeter lines.
Pull	The throw from one team to the other that starts play at the beginning of a half or after a goal. The pull is not considered a legal pass.
Receivers	All offensive players other than the thrower.
Stoppage of play	Any halting of play due to a foul, violation, discussion, injury or time-out that requires a check to restart play.
Throw	<p>A disc in flight following any throwing motion, including after a fake attempt and an intentionally dropped disc, that results in loss of contact between the thrower and the disc. A pass is the equivalent of a throw.</p>
Thrower	The offensive player in possession of the disc, or the player who has just thrown the disc prior to when the result of the throw has been determined.
Throwing motion	The throwing motion is the motion that transfers momentum from the thrower to the disc in the direction of flight and results in a throw. Pivots and wind-ups are not part of the act of throwing.
Turnover	Any event resulting in a change of the team in possession. A turnover is not considered a violation.
Where the disc stops	Refers to the location where a disc is caught, comes to rest naturally, or where it is stopped from rolling or sliding.

## Legal License

This Work (“WFDF Rules of Ultimate 2017”) is licensed under a Creative Commons Attribution 2.5 license. The Licensor and Original Author of the Work is the World Flying Disc Federation, a non-profit corporation registered in the state of Colorado, USA. This is a human-readable summary of the Legal Code (the full license can be found in Appendix C)

### You are free to:

- copy, distribute, display and perform the work
- make derivative works
- make commercial use of the work

### Under the following conditions:

- You must attribute the work in the manner specified by the author or licensor.
- For any reuse or distribution, you must make clear to others the license terms of this work.
- Any of these conditions can be waived if you get permission from WFDF.

Your fair use and other rights are in no way affected by the above.

## 2.3. Rules Ultimate “Hands Signals”



Rules of Ultimate  
Hand Signals



1. Foul



2. Violation



3. Goal



4. Contest



5. Uncontested



6. Retracted / Play On



7. In / On-of-bounds  
Out of end zone



8. Disc down



9. Disc up



10. Pick



11. Travel



12. Marking infraction



13. Turnover



14. Timing Violation



15. Off side



16. Time-out



17. Spirit of the Game Stoppage



18. Stoppage



19. 4 men



20. 4 women



21. Play has stopped



22. Match Point



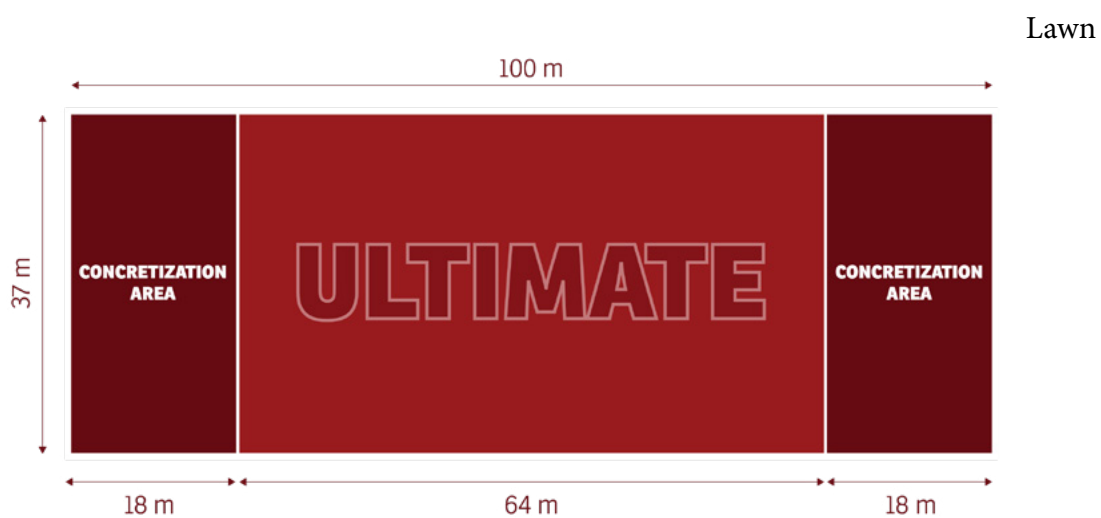
23. Who made the call

### 3. General and Specific Features of the this Sport

#### Number of Players

The number of players varies according to the version of game (*Lawn* - 7x7; *Beach* - 5X5; *Indoor* - 5x5 or 4x4) and level.

#### Game Area





## 3.1. MU Mini Ultimate | APUDD/LFO

(School Project - Mini Ultimate - MU - Official Rules)

### Introduction to Mini Ultimate - MU

Following a few studies and based on information from different realities, we reached the conclusion that Mini Ultimate can easily be introduced in our schools, with no major constraints in terms of logistics. We looked at several other similar sports, such as mini handball and mini basketball, when preparing this technical regulation as these sports are equally evasive and so gave us a better understanding of what Ultimate is and how to adapt it to this environment.

### Mini Ultimate (MU) Official Rules

Approved by the Associação Portuguesa de Ultimate (Portuguese Ultimate Association) to be complied with at all events taking place in Portugal, unless APUDD produces a specific regulation or authorises changes that bring benefits to the activity and the child.



### Rule No. 1 - MU

#### Article 1 - Game definition

MU is an Ultimate-based game adapted for 6 to 12-year old children, and is divided into 3 levels:

- Sub 8 – aged 6 and 7 on 31 Dec of that school year/ season
- Sub 10 – aged 8 and 9 on 31 Dec of that school year/ season
- Sub 12 – aged 10 and 11 on 31 Dec of that school year/ season

### Article 2 - Aim

MU is a team sport with two 3-player teams playing against each other. The aim of each team is to catch the disc in the opposing team's end zone and stop their opponents from doing the same, always following the rules of the game.

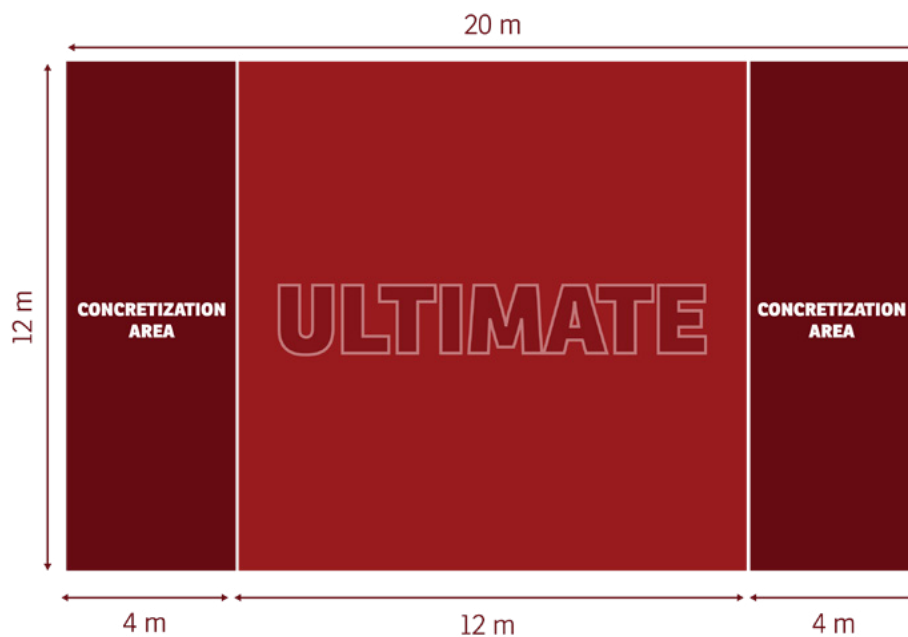
## **Rule No. 2 - Facilities and material**

### Article 3 - Game area

The dimensions of the game area are:

- Length: 20 metres
- Width: 12 metres
- End zone: 4 metres

Larger and even smaller game areas are allowed as long as the proportions are respected.



### Article 4 - Field lines

The MU field lines are similar to those of a standard Ultimate field

Lines:

- Side and end lines
- End zone lines



### Article 5 - Disc

Circular, can be rubber, sponge, or plastic:

- Perimeter: 20 to 25 cm
- Weight: 110 to 130 grams



### **Rule No. 3 - The teams**

#### Article 6 - The teams

Each team has 6 players, one of which is the captain:

- 3 players on the field
- 3 substitute players (compulsory)

#### Article 7 - Equipment

The players in each team wear same-colour T-shirts with a number on the front and on the back for each player.



## **Rule No. 4 - The game officers**

### Article 8 - The notetaker and the timekeeper

The notetaker fills in the game card with the players' names and numbers, the points scored by each player, the services for points, and the 'defences'.

## **Rule No. 5 - The game**

### Article 9 - Regulation time

The game is divided in two 15-minute parts, with a 5-minute break.

The timekeeper keeps track of the uninterrupted regulation time. Interruptions are only accepted for exceptional situations taken into account by the team captains.

### Article 10 - Scoring points

Each point intercepted within the end zone - 1 point

The game ends when one of the teams has scored 7 points.

There can only be one winner and one loser, which means there are no ties.

Should there be a tie at the end of the regulation time, the last team to score a point is the winner of the match.

## **Rule No. 6 - Player substitutions**

### Article 11 - Substitutions

Each player must participate in both parts of the game.

Substitutions are only allowed after each point, except if a player has injured himself.

One 30-second time discount is allowed per half of the game.

## **Rule No. 7 - Technical rules**

### Article 12 - How to play with the disc

Players use their hands in both MU and Ultimate. The disc can be passed in any direction within the boundaries described in the rules of the game.

Kicking or punching the disc is a violation of the rules (with the exception of when players use their feet for 'cuts', which are allowed by the WFDF).

### Article 13 - ADVANCING with the DISC

A player cannot run while holding the disc. The player with the disc can only step out from a single point, the pivot point.

#### Article 14 - Rotation

When a player catches the disc while standing in the same place, or legally stops as soon as he catches the disc, he is allowed to rotate.

Rotation means the player moves one of his feet in a circle while the other remains on the ground

(pivot point).

#### Article 15 - 5 Second rule

The player with the disc can only hold it for up to 5 seconds. (Except when his direct defence player is not counting out loud).

If the player does not comply with this rule, he will no longer be entitled to the disc.

### **Rule No. 8 - Violations and penalizations**

#### Article 16 - Violations

Following a violation, the disc is repositioned by a player from the opposing team to where the foul was committed.

#### Article 17 - Repositioning the disc in the game

The player has 5 seconds to reposition the disc from the moment he is holding it.

When repositioning, the distance between the marker and his opponent must be equivalent to the diameter of a disc.

### **Rule No. 9 - Rules and conduct**

#### Article 18 - Rules of conduct

As in Ultimate, in MU players must behave in such a manner as to uphold sportsmanship and a correct attitude at all times.

In a game where the absence of referees is acknowledged, any player behaving disrespectfully or incorrectly may be replaced if the teacher feels that is the best action.

As in Ultimate, no physical contact is allowed in MU.

Offence or defence players must avoid contact with their respective opponents.

Players must keep in mind that opponents are game mates.

#### Article 19 - General rule regarding physical contact

When there is contact between 2 opposing players, they should acknowledge whether such contact was on purpose or not and reach a suitable decision.

### Article 20 - Responsibility regarding physical contact

When there is physical contact between 2 opposing players, the player who made such intentional or unavoidable contact should accept responsibility for the foul.

### Article 21 - Fouls by the defence player

*Pick* - is when the player uses his body to stop an adversary (with or without the disc) from progressing

*Wrapping* - is when an adversary hinders the thrower's movements with physical contact.

*Pushing* - when the marker causes contact and is not positioned between the disc and the end zone.

### Article 22 - Fouls by the offence player

When the offence player forces his way past the defence or between 2 adversaries close together and has physical contact with them, that is known as forced passage.

### Article 23 - Fouls and penalizations

A foul is when a player has physical contact with an opponent.

If the foul is committed against an offence player holding the disc and the disc is thrown: the game may continue if the disc is caught by a player on the offence team.

## **Comments to the rules**

MU is a game which children should find fun, pleasurable, and a distraction.

Despite having to comply with certain essential rules, teachers should avoid enforcing such rules too strictly so that children do not feel discouraged or lose their focus. Children should learn to respect the regulation mostly because they want to get better at the game

Competition is when knowledge is shared, it is a fundamental way of teaching for life and a means of preparing for adult life.

It is essential that rules are interpreted somewhat flexibly so that some essential rules are strictly enforced while others can be followed in a lighter manner, keeping the child's development in mind at all times.

## **Comment /Rule 1**

In MU, the biggest prize is Fair Play, which will ALWAYS be more important than coming first.

### **Comment /Rule 2**

There must always be at least one female player on the field.

### **Comment /Rule 3**

The dimensions indicated regarding the field are adapted to reality.

This may, however, be adapted according to each organisation's needs.

### **Comment /Rule 4**

In principle, each team must have the same number of players so that there are no disadvantages, and so that each child is allowed on the field for the same amount of time.

### **Comment /Rule 5**

Each player must play 1 full part of the game. In MU, winning is not the main objective.

Replacements are not allowed during the game, except if a player is injured.

### **Comment /Rule 6**

Teachers should focus particularly on rules regarding behaviour.

MU is a powerful educational media, whereby moral virtues, ethical principles, and fair play obtained at this stage will reflect on each individual's behaviour throughout their life.

Incidental contact is natural due to players' enthusiasm trying to catch the disc and their lack of control over their body or technique, and this must be taken into account.

Should a player behave in a more aggressive manner, such contact must be punished to protect the integrity of the participants.

Teaching children from the beginning is leading them on the right path towards major progress in the game and in life.

### **Conclusion**

When playing Mini Ultimate Frisbee, the rules must be complied with in a peaceful manner and there must be mutual respect among players. Camaraderie, a smile, being pleasant, and correction are better than being authoritative, disagreeing, contesting, and being incorrect.

The aim of these rules is to show that having fun, enjoying the company of others, the joy and desire to play MU again are the perquisite of this major development on an International level.

*Games should end with both teams embracing each other as they form a circle. They should talk about the positive and negative aspects of the game.*

## **3.2. UPSES - Ultimate at Primary and Secondary Education Schools in Portugal**

(Project for Schools - Official Rules for Ultimate at Primary and Secondary Schools - UPSES)

*Compulsory education in Portugal lasts for 12 years: Basic education starts at age 6, and Secondary education at age 16 through to age 18*

### **Introducing ultimate at primary and secondary schools - UPSES**

Following a few studies and based on information from different realities, we reached the conclusion that Mini Ultimate can easily be introduced in our schools, with no major constraints in terms of logistics. We looked at several other similar sports, such as mini handball and mini basketball, when preparing this technical regulation as these sports are equally evasive and so gave us a better understanding of what Ultimate is and how to adapt it to this environment.

### **Official ultimate rules at primary and secondary education schools in Portugal- UPSES**

Approved by the Associação Portuguesa de Ultimate (Portuguese Ultimate Association) to be complied with at all events taking place in Portugal, unless APUDD produces a specific regulation or authorises changes that bring benefits to the activity and youngsters.

#### **Rule No. 1 - UPSES**

##### Article 1 - Game definition

UPSES is an Ultimate-based game adapted for youths aged between 13 and 18, and is divided into 2 levels:

- Sub 13 - for youths aged up to 15 by 31st Dec for the season in question
- Sub 15 - for all those aged over 15

##### Article 2 - Aim

UPSES is a two-team sport with 4-5 players in each team playing against each other. Each team's aim is to catch the disc in the opposing team's end zone and stop their opponents from doing the same, always following the rules of the game.

## **Rule No. 2 - Facilities and material**

### Article 3 - Game area

The dimensions of the game area are:

- Length: 40 metres
- Width: 20 metres
- End zone: 6 metres

Larger and even smaller game areas are allowed as long as the proportions are respected.

### Article 4 - Field lines

The ESBU field lines are similar to those of a standard Ultimate Frisbee field

Lines:

- Side and end lines
- End zone lines

### Article 5 - Disc

Circular, can be plastic:

- Perimeter: 20 to 25 cm
- Weight: 140 to 175 grams

## **Rule No. 3 - The teams**

### Article 6 - The teams

Each team has 8 to 10 players, one of which is the captain:

- 4/5 players on the field
- 4/5 substitute players (compulsory)

### Article 7 - Equipment

The players in each team wear same-colour T-shirts with a number on the front and on the back for each player.

## **Rule No. 4 - The game officers**

### Article 8 - The notetaker and the timekeeper

The notetaker fills in the game card with the players' names and numbers, the points scored by each player, the services for points, and the 'defences'.



## **Rule No. 5 - The game**

### Article 9 - Regulation time

The game is divided in two 20-minute parts each, with a 5-minute break.

The timekeeper keeps track of the uninterrupted regulation time. Interruptions are only accepted for exceptional situations taken into account by the team captains.

### Article 10 - Scoring points

Each point intercepted within the end zone - 1 point

The game ends when one of the teams has scored 11 points.

There can only be one winner and one loser, therefore, no ties.

Should there be a tie at the end of the time set out for the game, the last team that scored a point is the winner of the match.

## **Rule No. 6 - Player Substitutions**

### Article 11 - Substitutions

Every player must play in both parts of the game. Substitutions are only allowed after each point, except if a player has injured himself.

One 30-second time discount is allowed per half of the game.

## **Rule No. 7 - Technical rules**

### Article 12 - How to play with the disc

Players use their hands to play both UPSES and Ultimate Frisbee.

The disc can be passed in any direction within the boundaries described in the rules of the game.

Kicking or punching the disc is a violation of the rules (with the exception of when players use their feet for 'cuts', which are allowed by the WFDF).

### Article 13 - Advancing with the disc

A player cannot run while holding the disc. The player with the disc can only step out from a single point, the pivot point.

### Article 14 - Rotation

A player is allowed to rotate when he catches the disc and is standing still or legally stops as soon as he receives the disc. Rotation means the player moves one of his feet in a circle while the other remains on the ground (pivot point).



#### Article 15 - 7 seconds rule

The player with the disc can only hold it for up to 7 seconds. (Except when his direct defence player is not counting out loud).

### **Rule No. 8 - Violations and penalizations**

#### Article 16 - Violations

Following a violation, the disc is repositioned by a player from the opposing team to where the foul was committed.

#### Article 17 - Repositioning the disc in the game

The player has 7 seconds to reposition the disc from the moment he is holding it. When repositioning, the distance between the marker and his opponent must be equivalent to the diameter of a disc.

### **Rule No. 9 - Rules and conduct**

#### Article 18 - Rules of conduct

In UPSES, as in Ultimate, players must show they are continuously working towards sportsmanship and improving themselves. In a game where the absence of referees is acknowledged, any player behaving disrespectfully or incorrectly will be replaced and will no longer be allowed to play in that game.

As in Ultimate, no physical contact is allowed in UPSES.

Offence or defence players must avoid contact with their respective opponents. Players must keep in mind that opponents are game mates.

#### Article 19 - General rule regarding physical contact

When there is contact between 2 opposing players, they should acknowledge whether such contact was on purpose or not and reach a suitable decision.

#### Article 20 - Responsibility regarding physical contact

When there is physical contact between 2 opposing players, the player who made such intentional or unavoidable contact should accept responsibility for the foul.

#### Article 21 - Fouls by the defence player

*Pick* - is when the player uses his body to stop an adversary (with or without the disc) from progressing.

*Wrapping* - is when an adversary hinders the thrower's movements with physical contact.

*Pushing* - when the marker causes contact and is not positioned between the disc and the end zone.

### Article 22 - Fouls by the offence player

When the offence player forces his way past the defence or between 2 adversaries close together and has physical contact with them, that is known as forced passage.

### Article 23 - Fouls and penalizations

A foul is when a player has physical contact with an opponent.

If the foul is committed against an offence player holding the disc and the disc is thrown:

- the game may continue if the disc is caught by a player on the offence team.

## **Comments to the rules**

UPSES is meant to be fun both fun and pleasurable for youths.

Despite having to comply with certain essential rules, enforcing such rules too strictly should be avoided so that youths do not feel discouraged or lose their focus.

Youths should learn to respect the regulation mostly because they want to get better at the game.

Competition is when knowledge is shared, it is a fundamental way of teaching for life, and a means of preparing for adult life.

It is essential that rules are interpreted somewhat flexibly so that some essential rules are strictly enforced while others can be followed in a lighter manner, always respecting youngsters and their growth.

### **Comment /Rule 1**

In UPSES the biggest prize is Fair Play, which will ALWAYS be more important than coming first.

### **Comment /Rule 2**

There must always be at least one female player on the field.

### **Comment /Rule 3**

The dimensions indicated regarding the field are adapted to reality.

This may, however, be adapted according to each organisation's needs.

### **Comment /Rule 4**

In principle, each team must have the same number of players so that there are no disadvantages, and so that each child is allowed on the field for the same amount of time.

### **Comment /Rule 5**

Each player must play 1 full part of the game. In UPSES, winning is not the main objective.

Substitutions are not allowed during the game, except if a player is injured.

### **Comment /Rule 6**

Teachers should focus particularly on rules regarding behaviour.

UPSES is a powerful educational media, whereby moral virtues, ethical principles, and fair play obtained at this stage will reflect on each individual's behaviour throughout their life.

Incidental contact is natural due to players' enthusiasm trying to catch the disc and their lack of control over their body or technique, and this must be taken into account.

Should a player behave in a more aggressive manner, such contact must be punished to protect the integrity of the participants.

Teaching children from the beginning is leading them on the right path towards major progress in the game and in life.

### **Conclusion**

When playing EBS Ultimate, the rules must be complied with in a peaceful manner and there must be mutual respect among players. Camaraderie, a smile, being pleasant, and correction are better than being authoritative, disagreeing, contesting, and being incorrect.

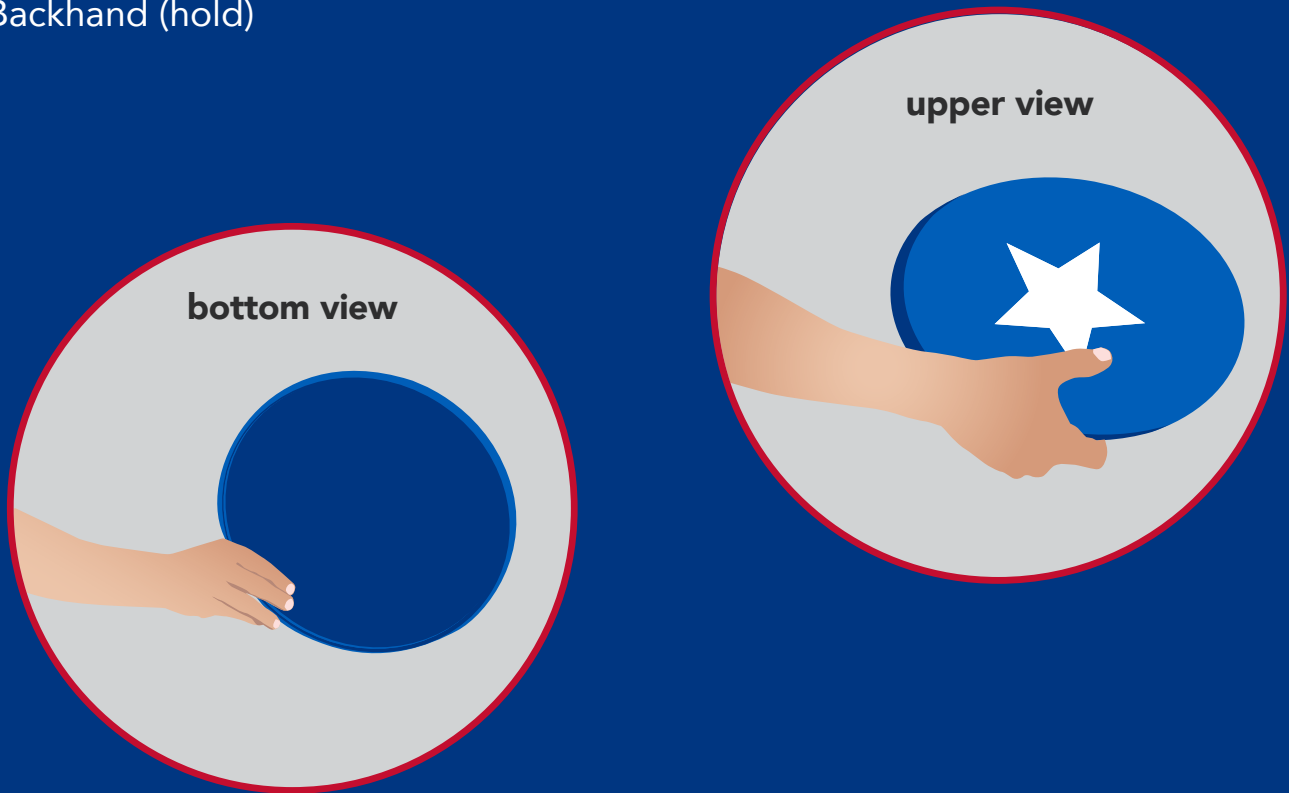
The aim of these rules is to show that having fun, enjoying others' company, the joy and wish to play Ultimate again and have the privilege of contributing towards this development on an International level.

*Games should end with both teams embracing and standing in a circle discussing the game, referring the main positive and negative aspects.*

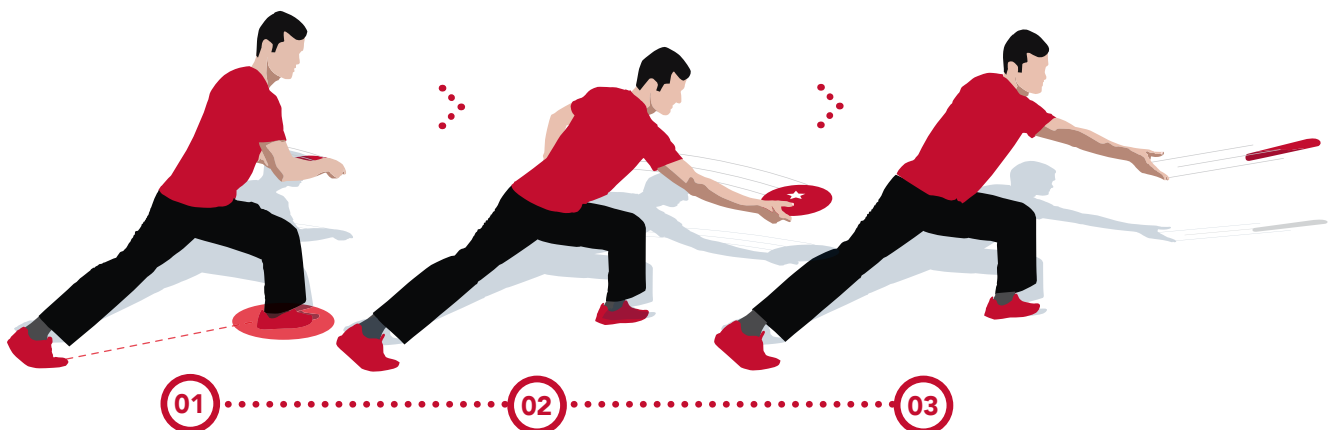
## 4. Specific Aspects

### 4.1. Throws

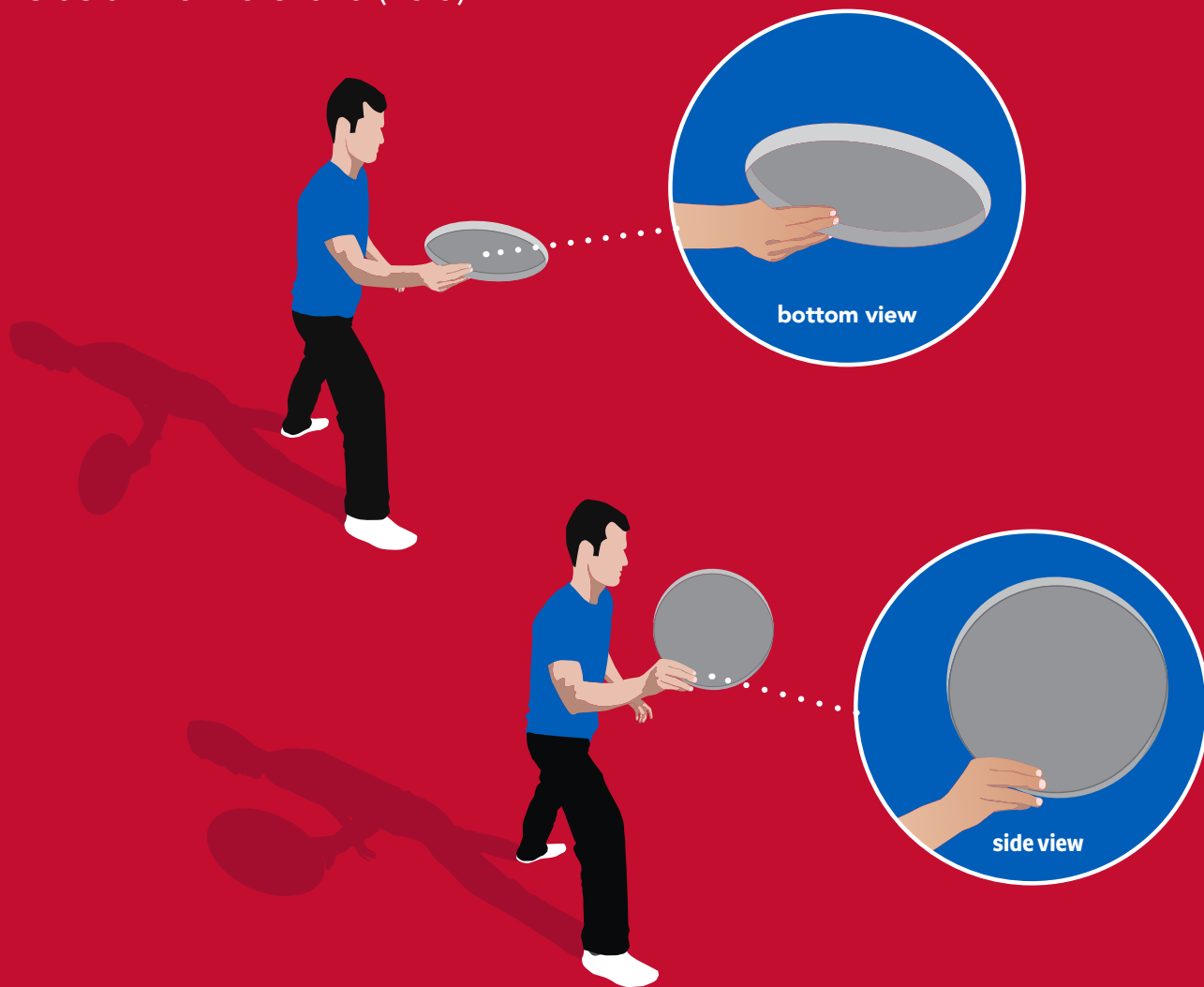
Backhand (hold)



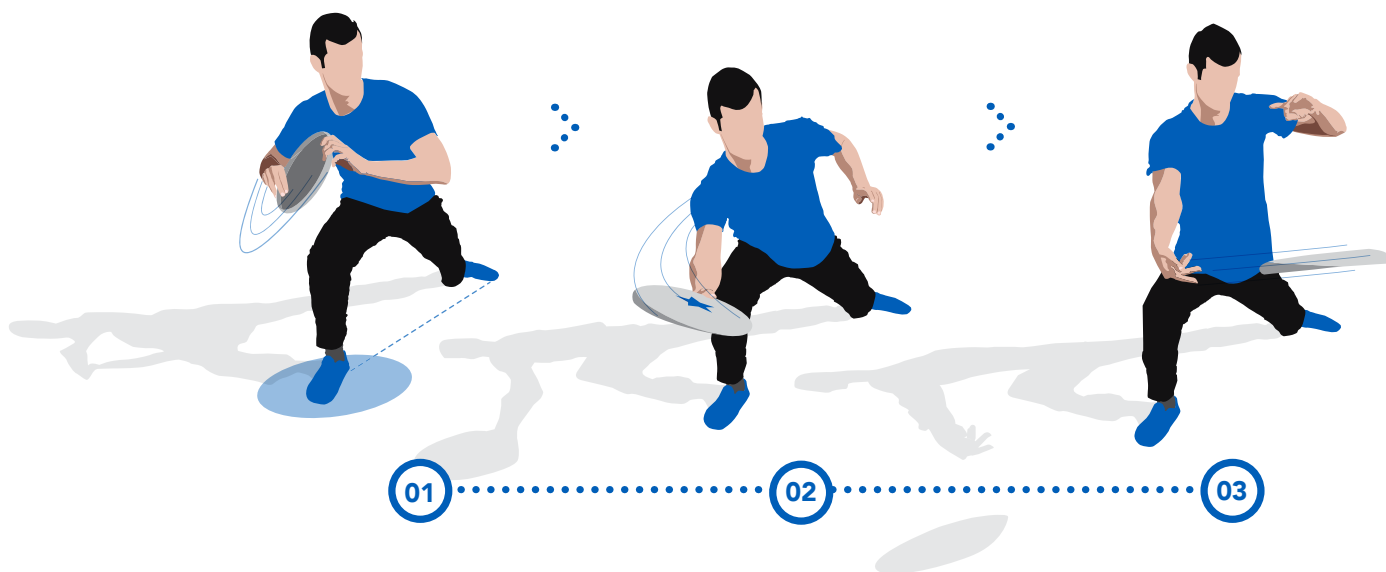
Backhand (full movement)



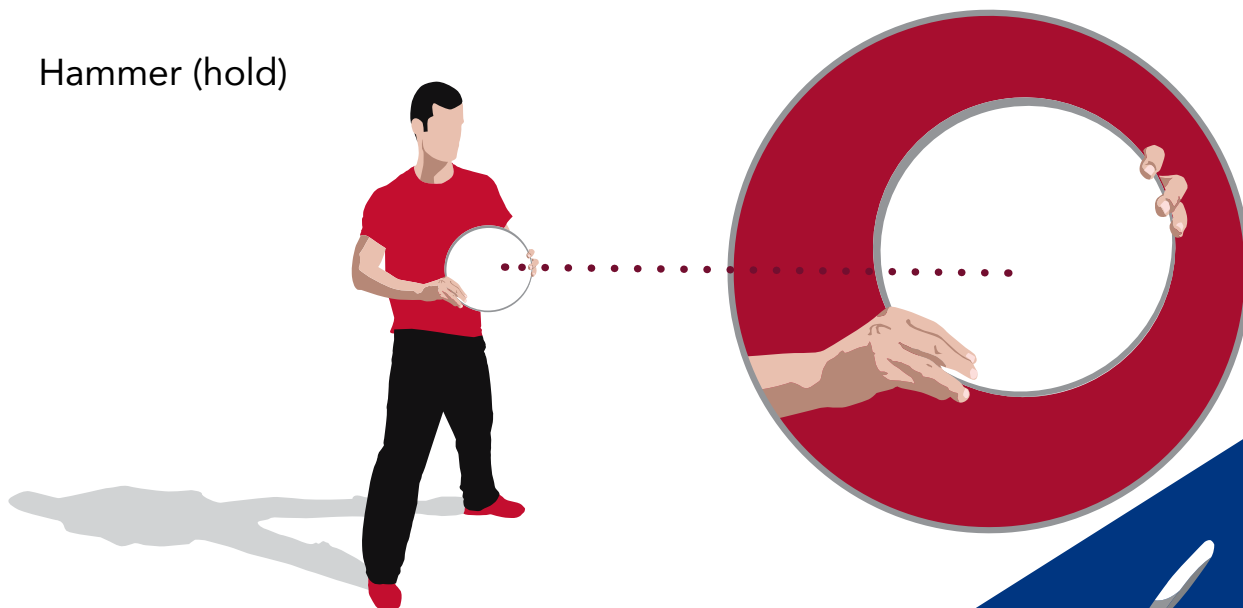
## Side arm or Forehand (hold)



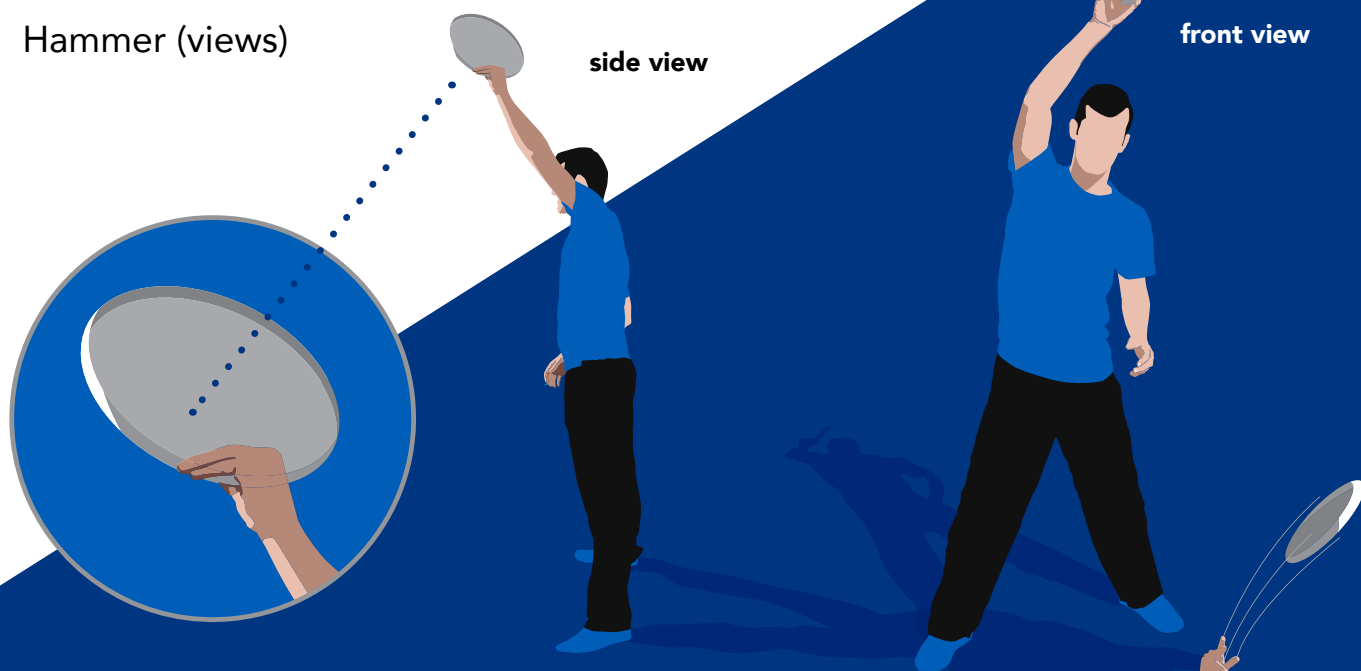
## Side arm or Forehand (full movement)



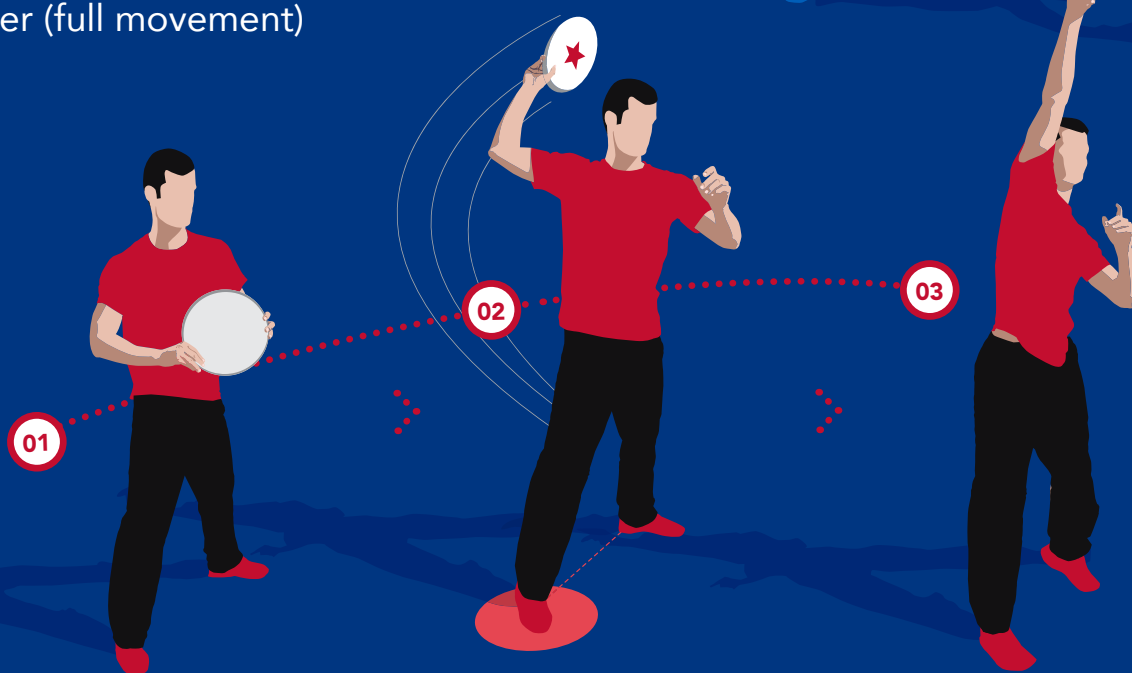
Hammer (hold)



Hammer (views)

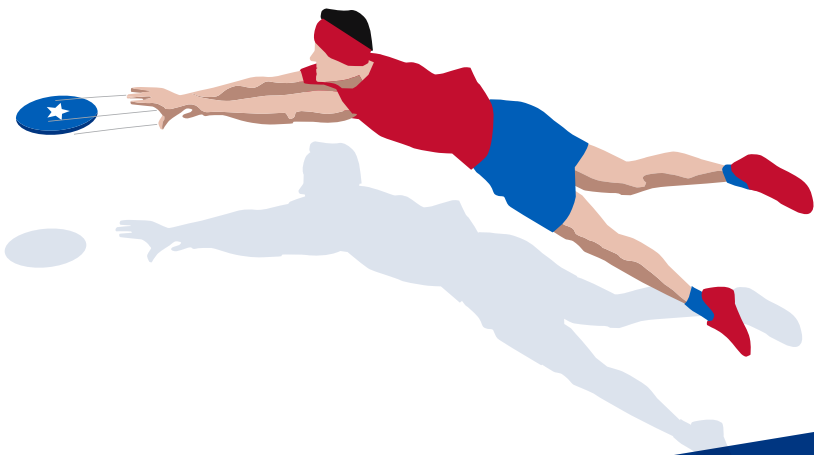


Hammer (full movement)

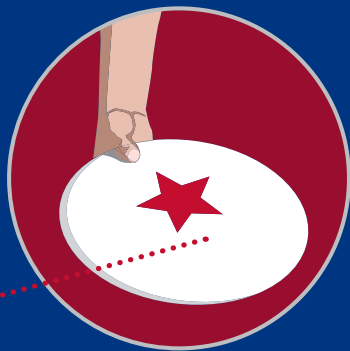


## 4.2. Receiving

### Basic Catching Techniques



Palm facing upwards, thumb up  
*(catching below the waist)*



Palm facing downwards, thumb down  
*(catching above the head)*

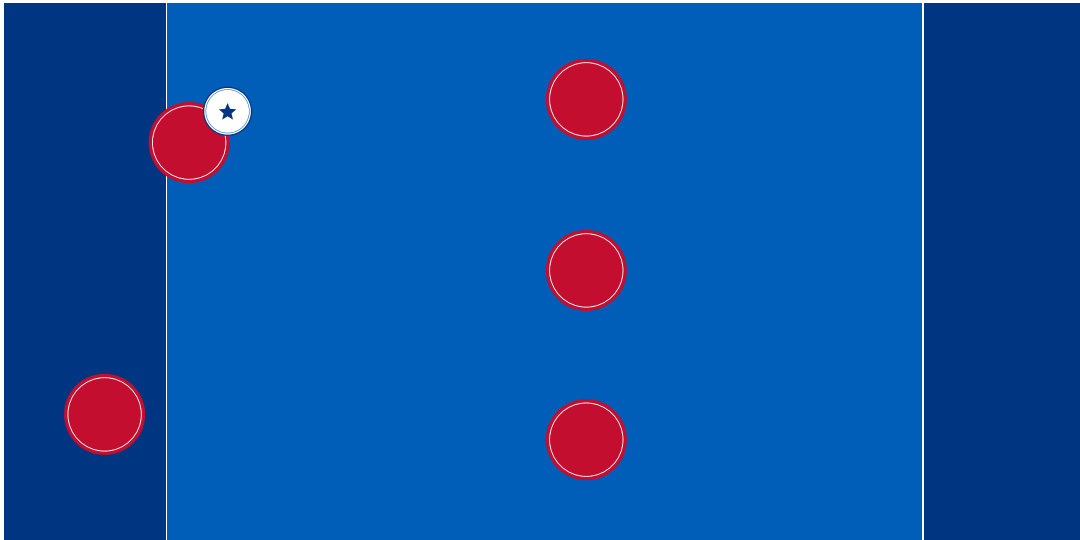


*Pancake (catch between the top of the head and the waist), preferred catch, and safer.*

### 4.3. Horizontal and Vertical Stack (Offence)

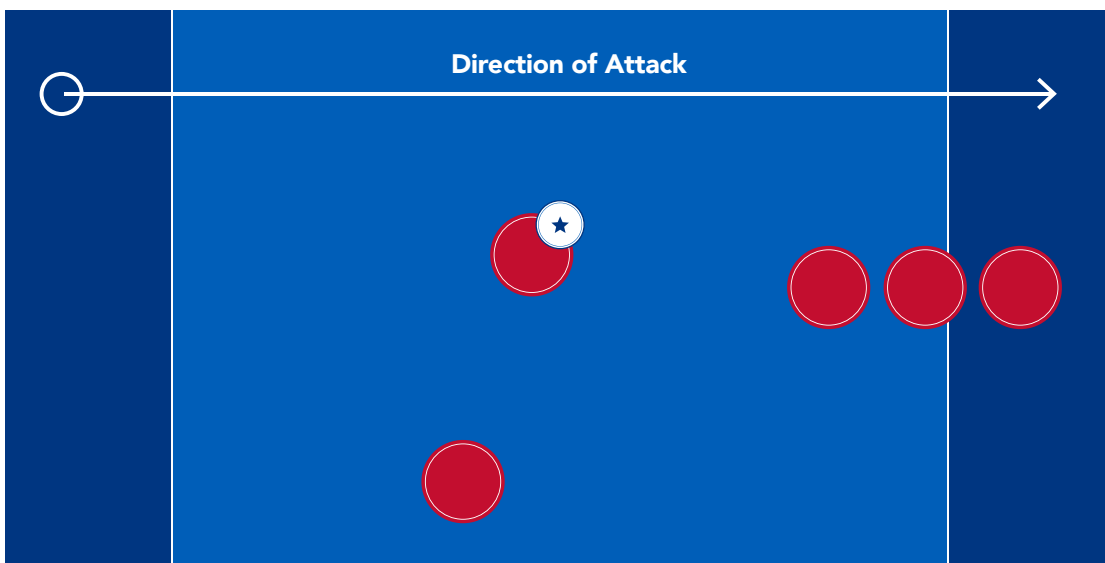
#### Horizontal

Used when beginning the game and far from the opposing team's end zone.



#### Vertical

Usually used when halfway in the opponent's field or near their end zone.

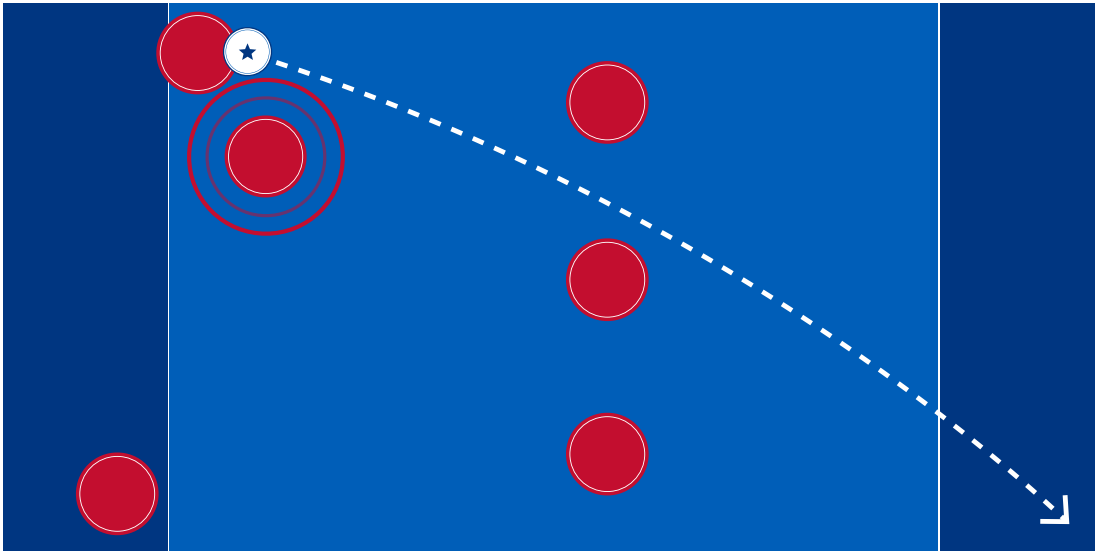




## 4.4. Forcing Side Line / Forcing Straight Up

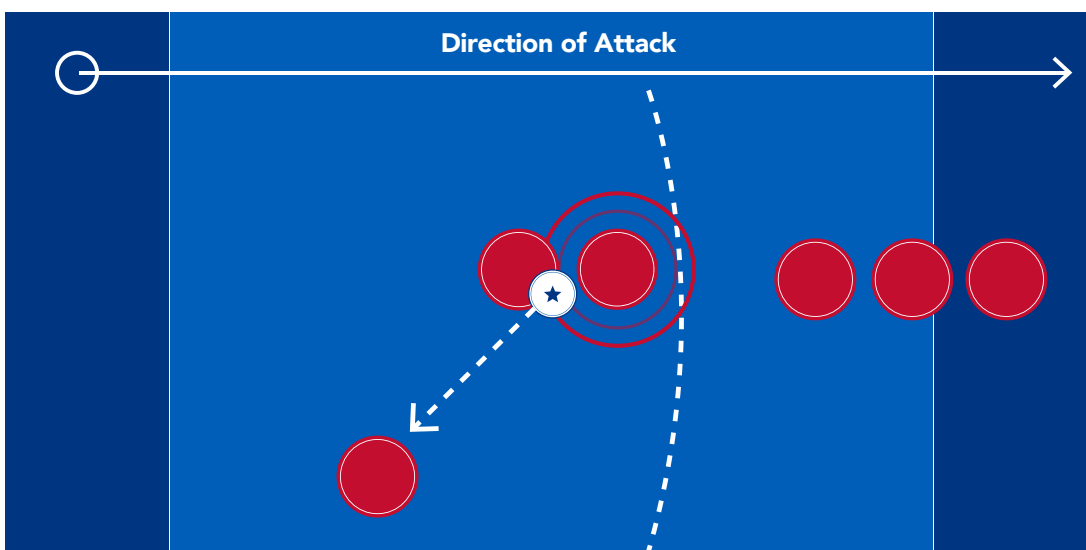
### Forcing sideline

The strength used by the defence so that the handler can't position the disc internally.



### Forcing straight up

The force applied by the defence player so that the handler is forced to throw the disc straight up, in this case backwards.



# 5. Teaching Methods

---

## 5.1. What to teach

This suggestion is based on the assumption that the teacher knows the Ultimate principles.

### PRINCIPLES OF THE GAME

#### Principle 1

##### OFFENCE

*Advancing* — Related to how fast you want an available pass line. Use Flow or Give and Go whenever possible.

##### DEFENCE

*Recovering* — Related to how fast you want someone to defend.

#### Principle 2

##### OFFENCE

*Maintaining possession and balance (position)* — Regardless of whether the progression channels are blocked or not, there is always a 'Reset' pass line so that keeping the disc is always assured. So, the team must always keep its balance and carry out any adjustments in good time.

##### DEFENCE

*Containing the offence* — Related to closing the progression channels that lead more directly to the end zone. Force the game to be more lateral - this is usually accomplished by having more players between the disc and the end zone. It may take place before the event explained in principle 1.

#### Principle 3

##### OFFENCE

*Accomplishment* — Create moments where there are more offence players, which causes an imbalance to the force used by the defence and, consequently, even if momentarily, they become too weak to score.

##### DEFENCE

*Pressure* — This has to do with creating momentary defensive superiority situations in terms of numbers and decreasing the game area by using specific forces (forehand, backhand, straight up).

## 5.2. Technical Skill

### Running with no Disc and Fake

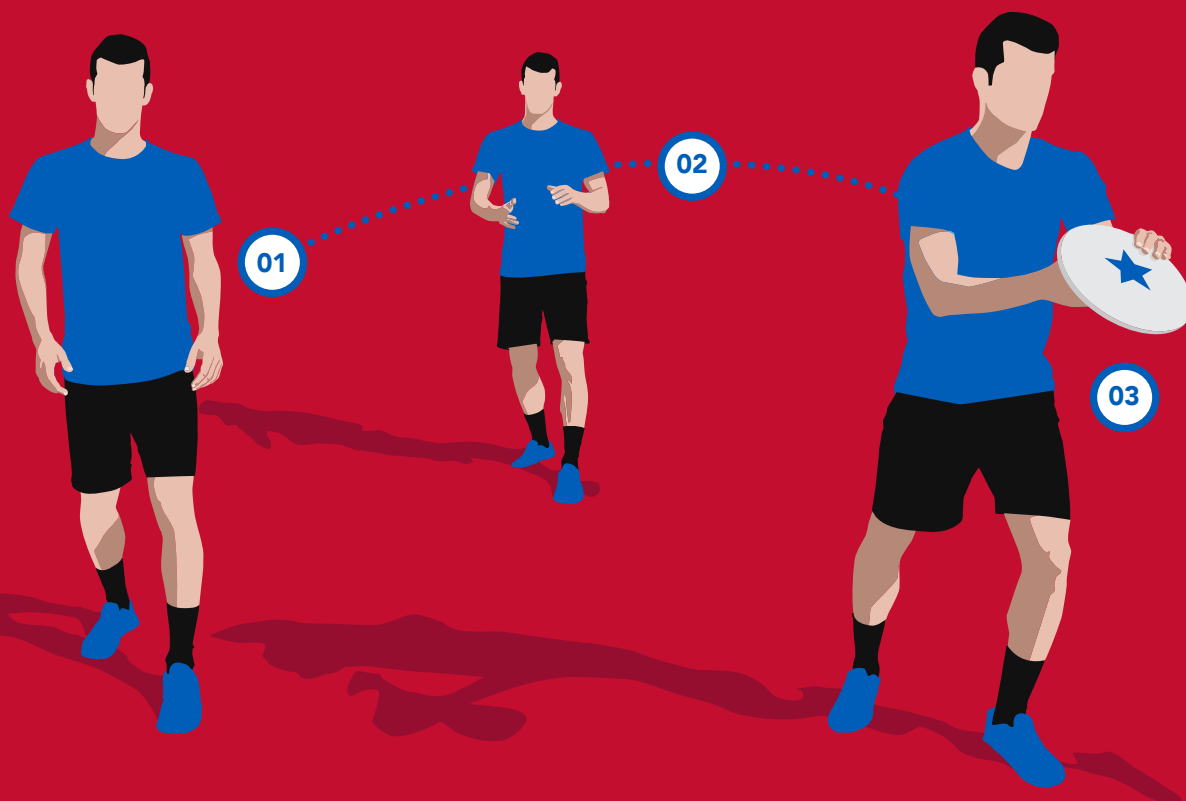
#### *Main factors*

- Communication;
- Throwing to the front of the catcher;
- Catching the disc as far from the body as possible, immediately protecting it;
- Keeping eye contact with the disc until it is completely safe;
- Accelerating towards the disc;
- Both players involved execute the movement very quickly



### *Common Mistakes*

- Catching the disc while remaining in the same place;
- Running backwards /sideways;
- Not understanding the trajectory of the disc;
- Not avoiding their adversary



### **Pass and Catch**

#### *Main factors*

- Communication;
- Throwing to the front of the catcher;
- Catching the disc as far from the body as possible, immediately protecting it;
- Keeping eye contact with the disc until it is completely safe;
- Accelerating towards the disc;
- Both players involved execute the movement very quickly



01



02



03

### ***Common Mistakes***

- Lack of communication
- Throw made by a player remaining in the same position
- Keeping body tense when throwing/catching the disc
- Not looking at the disc



### **Give and Go**

#### ***Main factors***

- Engagement of the defence when the handler acts (no reaction by the defence).
- The player catching the disc must be ready to catch and throw;
- Handler runs immediately towards the open space



### ***Common Mistakes***

- Wrong technique used for the throw compromising the action;
- Throw carried out with no preparation whatsoever by either side;
- The player receiving the disc loses visual contact with the thrower impairing the continuity of the movement



### **Individual Defence**

#### ***Main factors***

- Distribution of body weight;
- Weight on the tips of the toes but asymmetric (one foot is always placed further ahead than the other);
- Low centre of gravity;
- Maintain visual contact at all times



#### ***Common Mistakes***

- Losing eye contact with the offence player;
- Placing feet parallel;
- Remaining in the same position for too long;
- Placing weight on the heels;
- Positioned too high





## 5.3. Pedagogical progress

### PRINCIPLES OF THE GAME

#### Maintaining Possession of the Disc - Pass and Catch (No movement)

##### MATERIAL

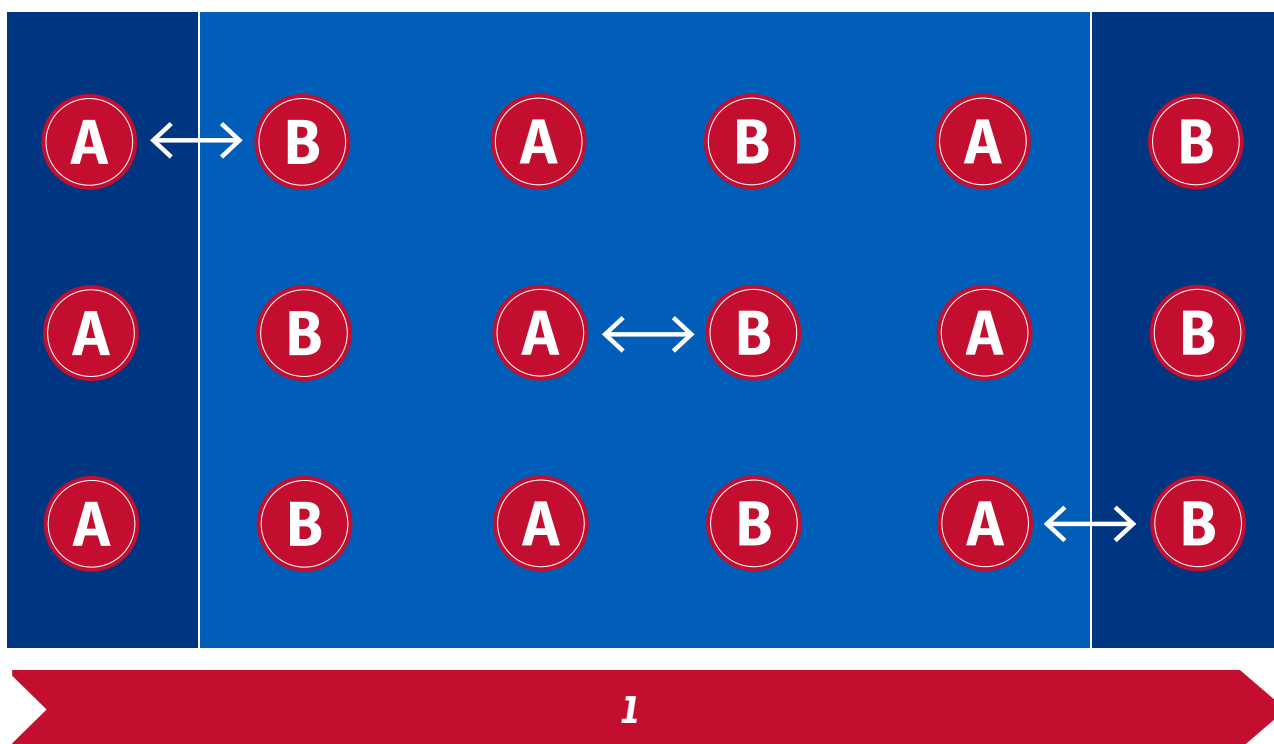
- Cones;
- 1 disc for every 2 players

##### TIME

- 10 minutes

##### DESCRIPTION

- Class divided into groups of 2;
- Throwing and Catching. Understanding the correct technique (backhand and forehand) 20 throws for each technique



## Progression/ Maintaining Possession of the Disc and Balance/ Accomplishment- Passing and Catching (with movement)

### MATERIAL

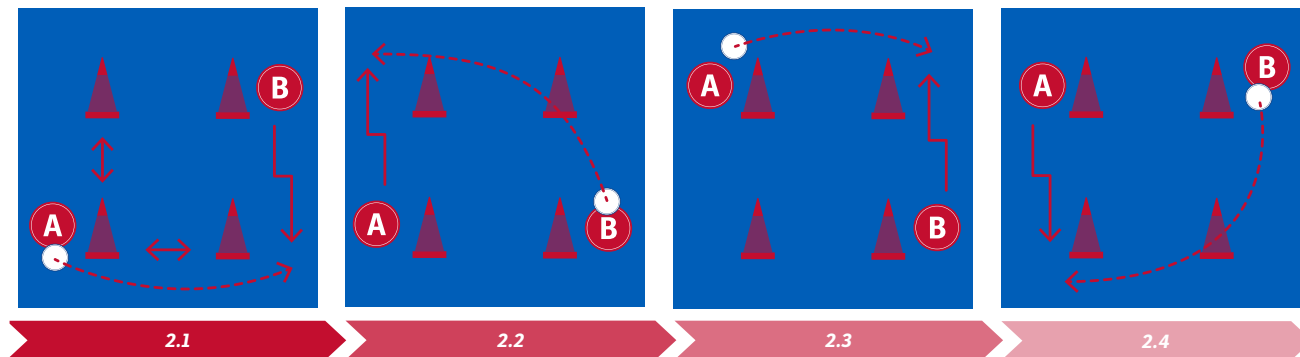
- 4 cones per 2 players
- 1 disc per 2 players

### TIME

- 10 minutes

### DESCRIPTION

- The handler makes a forehand throw (right-handed); the receiver changes direction and catches the disc at the front, protecting it (2.1);
- The handler makes a forehand throw; the receiver changes direction and catches the disc at the front, protecting it (2.2);
- The handler makes a forehand throw (right-handed); the receiver changes direction and catches the disc at the front, protecting it (2.3);
- The handler makes a forehand throw (right-handed); the receiver changes direction and catches the disc at the front, protecting it (2.4)



## Restraining the Offence - Passing and Catching with a Defence Player (one player moving)

### MATERIAL

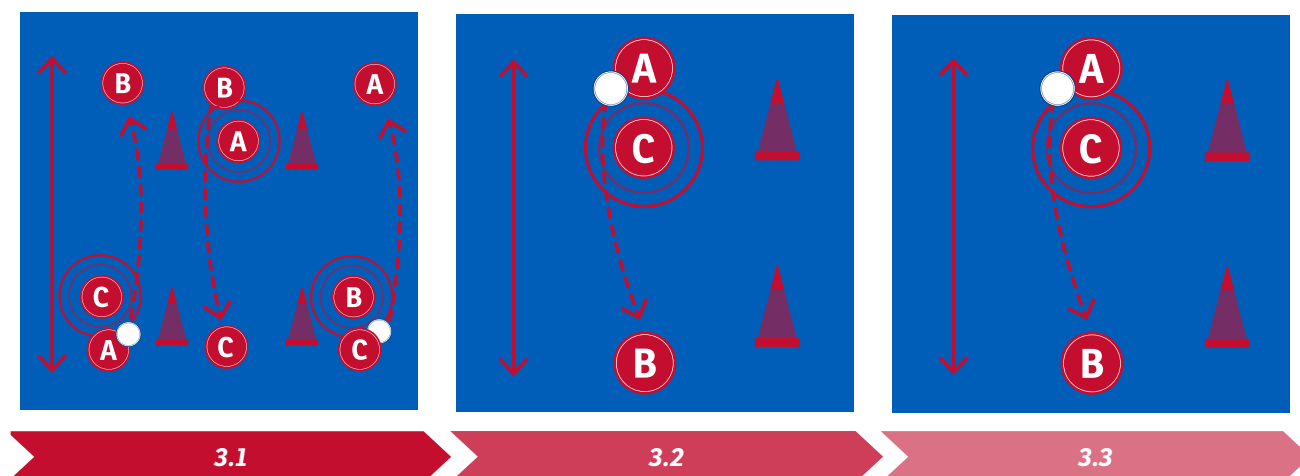
- 2 cones per 3 players;
- 1 disc per 3 players

### TIME

- 10 minutes

### DESCRIPTION

- 2 offence players and 1 defence player. The defence player defends for 3.33s and then they swap;
- Only backhand and forehand techniques can be used;
- The defence counts out loud to 7. Offence players throw before the defence reaches 7;
- Use of the pivot point



## Recovering / Restraining the Offence- Passing and Catching with a Defence Player (with movement by 3 players)

### MATERIAL

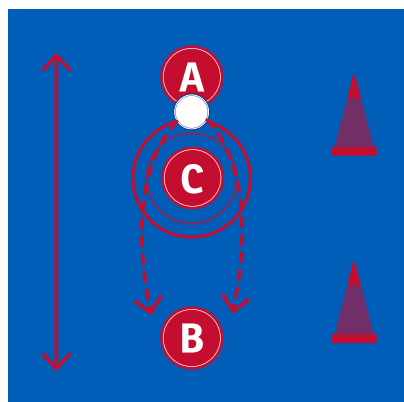
- 2 cones per 3 players;
- 1 disc per 3 players

### TIME

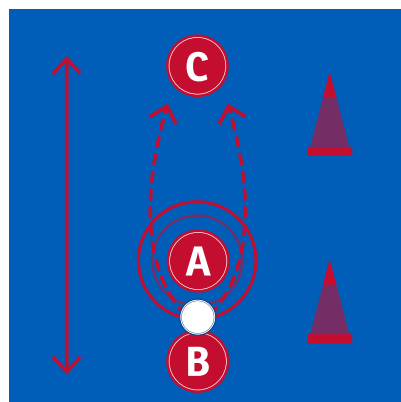
- 10 minutes

### DESCRIPTION

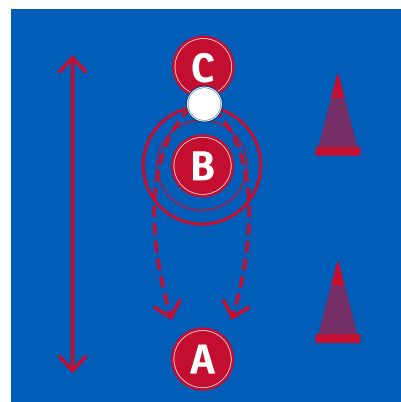
- 2 offence players and 1 defence player. After throwing the disc, the thrower moves to defend the player that has just caught the disc;
- Only backhand and forehand techniques can be used;
- The defence counts out loud to 7. Offence players throw before the defence reaches 7;
- Use of the pivot point.



4.1



4.2



4.3

## Everyone - 3 Passes game (where the 3 players move)

### MATERIAL

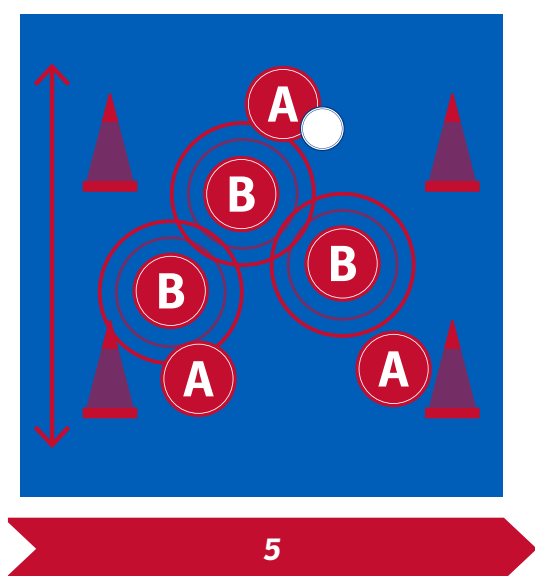
- 4 cones per 6 players;
- 1 disc per 6 players

### TIME

- 10 minutes

### DESCRIPTION

- 3X3. The aim is to consecutively throw the disc keeping it in the team;
- Only backhand and forehand techniques can be used;
- The defence counts out loud to 7. Offence players throw before the defence reaches 7



# 6. SOTG – Spirit of the game

## 6.1. What is SOTG?

We can say it is being positive, conscientious, and encouraging fair play.

Being fully aware of the rules, of how to behave on the field, being fair, having self-control and being able to communicate regardless of their opponent, are all essential aspects of the SOTG.

Day \_\_\_\_\_

Your Team Name (division) \_\_\_\_\_

### SPIRIT OF THE GAME SCORE SHEET

Opponent \_\_\_\_\_

Your whole team should be involved in rating the other team! Circle one box in each of the five lines and sum up the points to determine the SOTG score for the other team.

#### 1. Rules Knowledge and Use

Examples: They did not purposefully misinterpret the rules. They kept to time limits. When they didn't know the rules they showed a real willingness to learn

Poor	Not Good	Good	Very Good	Excellent
0*	1	2	3	4*

#### 2. Fouls and Body Contact

Examples: They avoided fouling, contact, and dangerous plays.

0*	1	2	3	4*
----	---	---	---	----

#### 3. Fair-Mindedness

Examples: They apologized in situations where it was appropriate, informed teammates about wrong/unnecessary calls. Only called significant breaches

0*	1	2	3	4*
----	---	---	---	----

#### 4. Positive Attitude and Self-Control

Examples: They were polite. They played with appropriate intensity irrespective of the score. They left an overall positive impression during and after the game.

0*	1	2	3	4*
----	---	---	---	----

#### 5. Communication

Examples: They communicated respectfully. They listened. They kept to discussion time limits.

0*	1	2	3	4*
----	---	---	---	----

#### Summing the results

Sum the results of every category to a final number and write it into these boxes (the end result should be between 0 and 20).

||

--	--

Spirit Score Total

#### \*Comment Box

If you have selected 0\* or 4\* in any category, please explain in few words what happened. Compliments as well as negative feedback will be passed to the teams in the appropriate manner.

---



---



---



## 6.2. What is it for?



Because Ultimate is a self-refereed team sport, it is essential that all players are taught/are aware that the game must be played according to the rules.

Being aware of the importance of the Spirit of the Game helps to understand the rules and every player becomes more aware of what sports entail.

This is why a Spirit of the Game marking system has been developed.

Immediately after a game, players assess the opposing team and their own team according to the 5 principles of the game:

1. Do they know and did they follow the rules?
2. Do they avoid physical contact?
3. Were they unbiased?
4. Did they show self-control and a positive attitude?
5. Did they communicate correctly and respectfully?

Within the Ultimate players' community, the result of the SOTG is considered more important than coming 1<sup>st</sup>.

## 6.3. Moral and educational values within Ultimate

Every training assessed, all scientific articles published, and the very acknowledgement by the IOC - International Olympic Committee, are more than valid reasons to introduce Ultimate at Schools, not only as a sport but as a means to gain further knowledge on a social level and in becoming better citizens.



## 6.4. Spirit Captains

(Adapted by USA Ultimate from WFDF “Spirit Captain’s” job description, with permission. April 2016)

*Highly competitive play is encouraged, but never at the expense of mutual respect among competitors, adherence to the agreed upon rules, or the basic joy of play.*

### Requirements:

- The spirit captain must be an active, rostered player

### Responsibilities of the Spirit Captain:

- Before the Tournament
  - Know the rules! A big component of Spirit of the Game (SOTG) is knowing and properly implementing the rules. Make sure that your teammates know the rules too!
  - Talk with your team about how to engage in a discussion about calls. Remember to “BE CALM”:
    - B**reathe
    - E**xplain what you think happened
    - C**onsider what they think happened
    - A**sk for advice
    - L**isten
    - M**ake the Call
  - Respond to any requests from the Tournament Director or Spirit Director.
- Before the Game
  - Meet with the opposing Spirit Captain and Observers a few minutes before the games. Introduce yourself and start off on a friendly note.
  - Did your team have any issues in a previous game that you’re focusing in on improving (e.g. fast count on the mark, too much physicality on discs in the air)?
  - Did your team encounter any exemplary teams or strategies that demonstrate Spirit in the highest regard? It’s always great to share these things with other teams!

- **During the Game**
  - Be proactive! Communicate with the opposing Spirit Captain as soon as any issues arise. Earlier is better than later, as this can avoid a game going “bad,” especially if each team has differing viewpoints or expectations.
  - Encourage your teammates towards positive, spirited, behaviors.
  - Take a few minutes to check in with the opposing Spirit Captain and Observers during halftime. Do any issues need to be corrected? Are things going great? Communicate both positive and negative aspects with the Opposing Spirit Captain. Aid your teammates in resolving Spirit issues off the field/between points and after games. Sometimes, things get heated in during the game. Make sure to discuss any contentious calls or plays with teammates involved and offer solutions to avoid future problems.
  - Work with opposing Spirit Captains to resolve any serious Spirit issues throughout the game. Take a Spirit Timeout, if necessary.
  
- **After the Game**
  - Help facilitate a Spirit Circle with the opposing team. If for some reason there is not time, due to schedule constraints, at least check in with the opposing team’s Spirit Captain to share any quick thoughts and decide if further discussion is needed.
  - Ensure that your team scores your opponent promptly on the five principles of Spirit. Be sure to engage your whole team in this activity, using it as a chance to reflect on the game and on your own team’s spirit.
  - Enter or return scores promptly to tournament organizers or scorekeepers at your field. Following each tournament’s directions for returning Spirit score sheets is really important for the system to work. This includes after your last game!
  - Keep backup records of all Spirit scores. Take a picture on your phone of the scoring sheet, create a note file in your phone or on a tablet, or write them down in a notebook.
  
- **After the Tournament**
  - Follow up with teams if necessary.
  - Respond to inquiries from other teams, Tournament Director or Spirit Director.

## Spirit Scoring System

[You can download a 4-Games SOTG Scoring-Sheet 2014 on the WFDF website](#)

- There are five principles of Spirit:
  1. Rules knowledge
  2. Avoiding body contact
  3. Fair-mindedness
  4. Positive attitude
  5. Communication
- You can find definitions and examples of these five principles in the Example Behaviors sheet for guidance on scoring, available on the WFDF website
- Spirit scoring is a team effort! Your role is to facilitate scoring with input from your team:
  - Encourage all players to hold up fingers to “vote” for the score they think should be given in each category
  - People with outlying opinions (0’s, 4’s or maybe 1’s and 3’s) should speak about why they feel this way. Other players can then adjust their score, and then an average is taken.
  - Please clarify outlying scores of 0 or 4 with comments.
- Reminders for your team:
  - Remember: a “2” is a “Good” score in any category.
  - “Good” total scoring is between 8-13.
  - Please use the Example Behaviors matrix on the back of the scoring sheet to help determine a team’s score in each category.
  - Fun games after the game is over are great but should not contribute to the Spirit score.
  - Do not give lower Spirit scores out of retaliation or prejudice (e.g. Based on previous encounters with this team, or hearsay or reputation). Encourage your teammates to justify scores with the example behaviors sheet!
- Make sure to follow tournament directions and hand in your spirit score sheets promptly. This aids in stat keeping and also allowing the tournament organizers to be aware of issues that arise.

- Follow-up from Spirit Scoring
  - Scores and comments will be posted after the tournament, and may be posted during the event if resources are available.
  - If your team receives low scores (6 or lower), high scores (over 14), or 0s or 4s in several categories or over multiple games, expect some follow-up with a Spirit Director from the tournament. We want to help resolve any repetitive issues or highlight great examples.
  - If a team has several low scores and doesn't improve, or has a particularly low score, the Spirit Director will address with the team and USA Ultimate competition staff will be informed.
  - A team that consistently give scores 15 or higher will be contacted by the Spirit Director, as that is considered a non-standard (unusually high) score and usually indicates that the scoring system is not being accurately employed.

### **Spirit Circles**

- Spirit Circles are an example of a post-game spirit activity that teams can use to communicate with each other.
- Spirit Circles are intended to be held after the last point of a game ends. Both teams come together (usually near midfield) in a circle and link arms around each other, typically intermingling with opposing players.
- They are an opportunity to address Spirit issues, discuss game situations and/or complement the other team on a great game.
  - Be open, honest and candid, but not abusive.
  - Use this as an opportunity to learn and educate, if necessary.
  - Use this as an opportunity to share ideas or highlight great demonstrations of Spirit.
- Spirit Captains should take the leadership role, helping to create an opportunity for conversation to occur. Although the team will not have done its Spirit Scoring yet, a Spirit Captain should have a pretty good sense of how things went and can help provide space for others to speak as well to convey their experiences. The Spirit Circle communication may help inform the Spirit Scoring process.
- Immediately after the Spirit Circle is a great time for Captains and Spirit Captains to meet briefly and share impressions of the game, to help advise one another on what went well and opportunities for future improvement.

## **Spirit Timeouts**

If both teams' Spirit Captains believe that either or both teams are failing to follow the Spirit of the Game (SOTG) and the game has reached a point where they consider it dangerous or simply a game that is no fun to play, they may call a "Spirit Timeout."

### **A Spirit Timeout can be called if all of the following conditions have been met:**

- All other options have been attempted (i.e. both Spirit Captains met to discuss adjustments and one or both teams are not adapting)
- Both teams' Spirit Captains agree.
- Play is stopped or teams are between points.
- Note: In games with Observers, Spirit timeouts cannot be called directly by Spirit Captain. Instead, the Spirit Captains should be communicating with the Observers as well as each other throughout the game. Observers should continue to use their normal processes to deal with issues that arise in a game, including pausing the game to address concerns or issues with either team. Observers can call a spirit timeout if they feel it is appropriate, or if it is requested by both spirit captains.

### **During the Spirit Timeout:**

- The Spirit Timeout will be capped at 3 minutes.
- Neither team may engage in tactical discussions.
- Spirit timeouts can function in one of two ways, as determined together by the Spirit Captains:
  1. Two circles will be formed:
    - a. The two opposing Team Captains and Spirit Captains shall meet on-field to discuss all current issues with adherence to SOTG, determine actions to rectify those issues, and then convey the agreement to the larger Spirit Circle.
    - b. All remaining members of both teams will form one "Spirit Circle" in the middle of the field with both teams.
  2. All team members of both teams will form one "Spirit Circle". The conversation will then be led by each team's Spirit Captain.
- SOTG stoppages do not affect time-outs available.
- By default, Spirit Timeouts do not affect caps.
  - There is always the option for the tournament director to allow the cap to be ex-

tended. This should occur through communication between the Spirit Captains and the tournament director. Teams should not do this on their own without consulting the tournament director.

- After the timeout is over, teams can set up and game restarts as after a normal time-out.

# 7. Teaching Unit



## PRIMARY SCHOOLS - ULTIMATE

### 7.1 Introductory Level

#### Principles of the game

##### **Session 1**

- Progression;
- Keeping the disc and balance.

##### **Session 2**

- Progression;
- Keeping the disc and balance.

##### **Session 3**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint.

##### **Session 4**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure

##### **Session 5**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.



## Aims of the lesson

### Session 1

- Movements;
- Throws;
- Developing spatial awareness; Fair Play.

### Session 2

- Movements;
- Throws;
- Catches;
- Improving general dynamic coordination;
- Fair Play;
- Knowing the rules and SOTG.

### Session 3

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG.

### Session 4

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG.

### Session 5

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG

## Techniques

### Session 1

- Handling the Disc;
- Running, changing speed and direction.

### Session 2

- Handling the Disc;
- Running, changing speed and direction.

### Session 3

- Pass and catch;
- 1x1 and 2x1 situations

### Session 4

- Handling the Disc;
- Running, changing speed and direction;
- Pass and catch.

### Session 5

- 2x2 reduced game;
- 3X3.

## Types of exercises

### Session 1

- Fun Games;
- Stations;
- Relay race;

### Session 2

- Fun Games;
- Stations;
- Relay race;

### Session 3

- Fun Games;
- Stations;
- Relay race;

### Session 4

- Fun Games;
- Stations;
- Relay race;

### Session 5

- Fun Games;
- Stations;
- Relay race;

## Anticipating mistakes

### Session 1

- Difficulty in understanding where to run to to catch the disc.

### Session 2

- Difficulty in catching the disc;
- In the forehand throw;
- In understanding where to run to to catch the disc.

### Session 3

- Catching the disc when standing still;
- Throwing the disc too fast;
- Not ‘perceiving’ the game;
- Anarchic game.

### Session 4

- Catching the disc when standing still;
- Throwing the disc too fast;
- Not ‘perceiving’ the game;
- Anarchic game.

### Session 5

- Catching the disc when standing still;
- Throwing the disc too fast;
- Not ‘perceiving’ the game;
- Anarchic game.

## Rules

### Session 1

- Mini Ultimate (MU)

### Session 2

- Mini Ultimate (MU)

### Session 3

- Mini Ultimate (MU)

### Session 4

- Mini Ultimate (MU)

### Session 5

- Mini Ultimate (MU)

## PROPOSAL TO ESTABLISH 12 SESSIONS PER TEACHING UNIT

Primary School - Introductory Level

**Session 1** (2x)

**Session 2** (2x)

**Session 3** (2x)

**Session 4** (3x)

**Session 5** (3x)

### 7.2 - Elementary Level

#### Principles of the game

##### Session 6

- Progression;
- Keeping the disc and balance.

##### Session 7

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

##### Session 8

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

##### Session 9

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

#### Aims of the lesson

##### Session 6

- Movements, Throws;
- Catches; Improving general dynamic coordination;
- Fair Play;
- Knowing the rules and the SOTG.

##### Session 7

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG.

##### Session 8

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG.

##### Session 9

- Controlling the disc;
- Movements;
- Getting points;
- Knowing the rules and the SOTG.

#### Techniques

##### Session 6

- Handling the Disc;
- Running, changes in speed and direction;
- Pass and Catch;
- Straight defence.

##### Session 7

- Handling the Disc;
- Running, changes in speed and direction;
- Pass and Catch;
- Forcing the line defence.

##### Session 8

- Pass and Catch;
- Running, changing speed and direction.

##### Session 9

- Handling the Disc;
- Running, changing speed and direction;
- Pass and catch.

## Types of exercises

### Session 6

- Pass and catch;
- 2x1; 2x2 and 3x3 situations.

### Session 7

- Pass and catch;
- 2x1; 2x2 and 3x3 situations.

### Session 8

- Pass and catch; 1X1, 2X1 situations;
- Ways of playing.

### Session 9

- Game at UPSES level

## Anticipating mistakes

### Session 6

- Not making unnecessary ‘cuts’;
- Running intermittently.

### Session 7

- Lack of communication between the handler and the catcher;
- In the 2X1, the defence does not engage.

### Session 8

- Lack of communication between the handler and the catcher;
- In the 2X1 the defence does not engage;
- Long throws.

### Session 9

- The handler always tries to score with the 1st pass;
- General lack of communication;
- Too many changes in direction when running.

## Rules

### Session 6

- EBS Ultimate (UPSES)

### Session 7

- EBS Ultimate (UPSES)

### Session 8

EBS Ultimate (UPSES)

### Session 9

- EBS Ultimate (UPSES)

## PROPOSAL TO ESTABLISH 12 SESSIONS PER TEACHING UNIT

### 2<sup>nd</sup> Cycle - Introductory Level

**Session 1** (1x)

**Session 2** (1x)

**Session 3** (2x)

**Session 4 and 5** (1x)

### 2<sup>nd</sup> Cycle - Elementary Level

**Session 6** (2x)

**Session 7** (2x)

**Session 8** (3x)

**Session 9** (2x)

### 7.3 - Advanced Level

#### Principles of the game

##### **Session 10**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

##### **Session 11**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

##### **Session 12**

- Progression vs Recovery;
- Keeping the disc and balance vs restraint;
- Accomplishment vs Pressure.

#### Aims of the lesson

##### **Session 10**

- Knowing how to use vertical and horizontal stacking technique when attacking;
- Defending individually and using defensive exchanges whenever necessary;
- Communicate.

##### **Session 11**

- Knowing how to use vertical and horizontal stacking technique when attacking;
- Defending individually and using defensive exchanges whenever necessary;
- Communicate.

##### **Session 12**

- Knowing how to use vertical and horizontal stacking technique when attacking;
- Defending individually and using defensive exchanges whenever necessary;
- Communicate.

#### Techniques

##### **Session 10**

- Controlling the Disc;
- Running, Forming a Stack, changes in speed and direction;
- Pass and Catch.

##### **Session 11**

- Controlling the Disc;
- Running, Forming a Stack, changes in speed and direction;
- Pass and Catch.

##### **Session 12**

- Controlling the Disc;
- Running;
- Forming a Stack, Variation in the Stack according to where the player is positioned regarding the end zone, changes in speed and direction;
- Pass and catch.

## Types of exercises

### Session 10

- Game types 2X2;
- 3X3.

### Session 11

- Game types 2X2;
- 3X3.

### Session 12

- Game types 2X2;
- 3X3;
- (UPSES)

## Anticipating mistakes

### Session 10

- Difficulty in quickly forming a stack;
- Players do not recover after a 'cut';
- They do not define the type of defence to use in due time.

### Session 11

- Difficulty in quickly forming a stack;
- Players do not recover after a 'cut';
- They do not define the type of defence to use in due time.

### Session 12

- Lack of communication between the handler and the catcher;
- In the 2X1, the defence does not engage;
- Long throws

## Rules

### Session 10

- EBS Ultimate (UPSES)

### Session 11

- EBS Ultimate (UPSES)

### Session 12

- EBS Ultimate (UPSES)

## PROPOSAL TO ESTABLISH 12 SESSIONS PER TEACHING UNIT

### 3rd Cycle - Introductory Level

**Session 1** (1x)

**Session 2** (1x)

**Session 3** (1x)

**Session 4** (1x)

### 3rd Cycle - Elementary Level

**Session 5** (1x)

**Session 6** (1x)

**Session 7** (1x)

**Session 8** (1x)

### 3rd Cycle - Advanced Level

**Session 9** (1x)

**Session 10** (1x)

**Session 11** (1x)

**Session 12** (1x)

# 8. Lesson Plans

## SESSION 1 INTRODUCTORY LEVEL

LESSON SUBJECT: Introduction to Ultimate    LENGTH: 50 minutes

AIMS OF THE LESSON: Movements, Handling; Throws; Developing notion of spatial direction, Fair Play

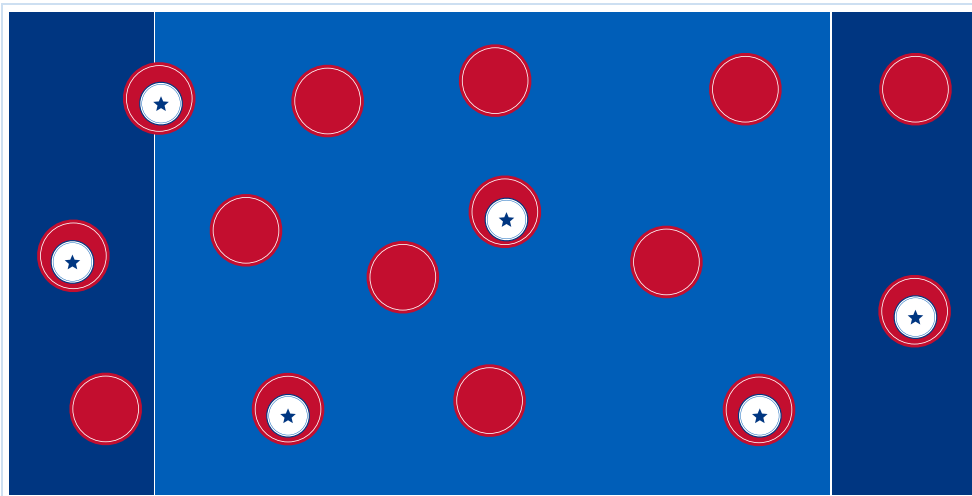


10'

### DESCRIPTION OF THE EXERCISES

#### Warm Up

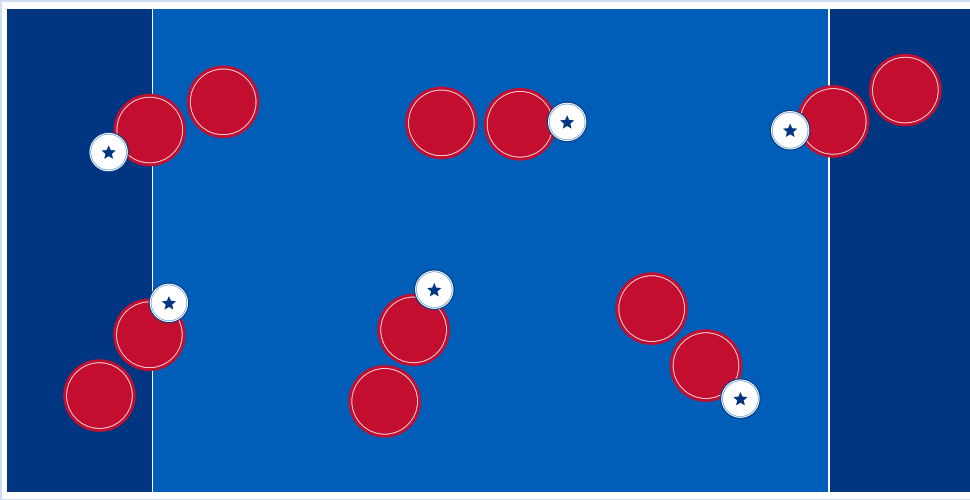
- Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them
- They do the same exercise with the disc on their head and without letting it fall. (*anyone dropping the disc will have to remain still, with their legs apart, and wait for a colleague to crawl between their legs so that they may return to the game.*)
- The same, but when the teacher signals, they have to draw circles with the disc in their hands.



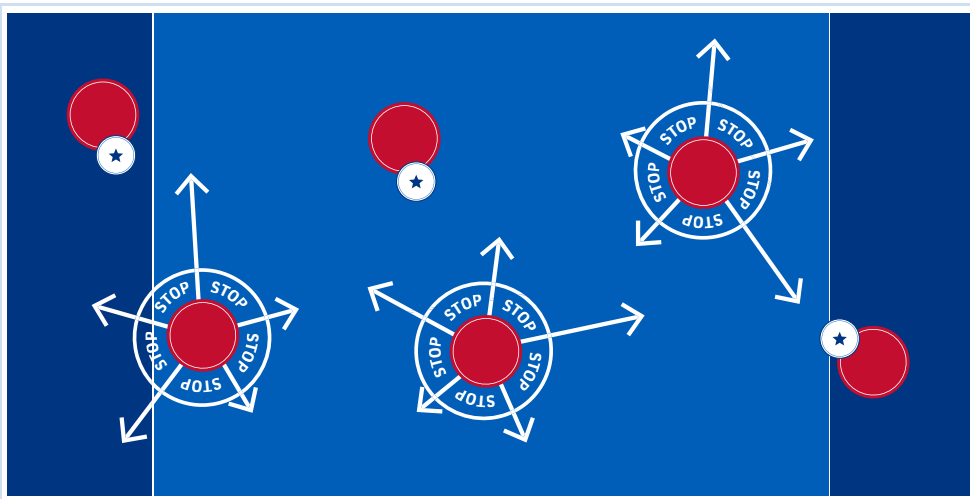
5'

#### Main Part

- Two students, one in front holding the disc pretending to be the driver and the other is the passenger in the back holding onto his colleague's waist. They must walk around without coming into contact with their colleagues. If that happens, the Passenger swaps places with the Driver.
- (*variation: the same exercises but students skip*)



Both students are now apart and have no set position. The student holding the disc must remain still while the other is running around. (*When the teacher says 'STOP', the students running around with no disc must stop.*) The ones holding the disc must then throw it to their partner wherever they have stopped... the exercise ends when one team manages to throw the disc 6 times in a row without dropping it. (*the other elements may intercept the pass.*) (*they swap partners every 6 throws*)



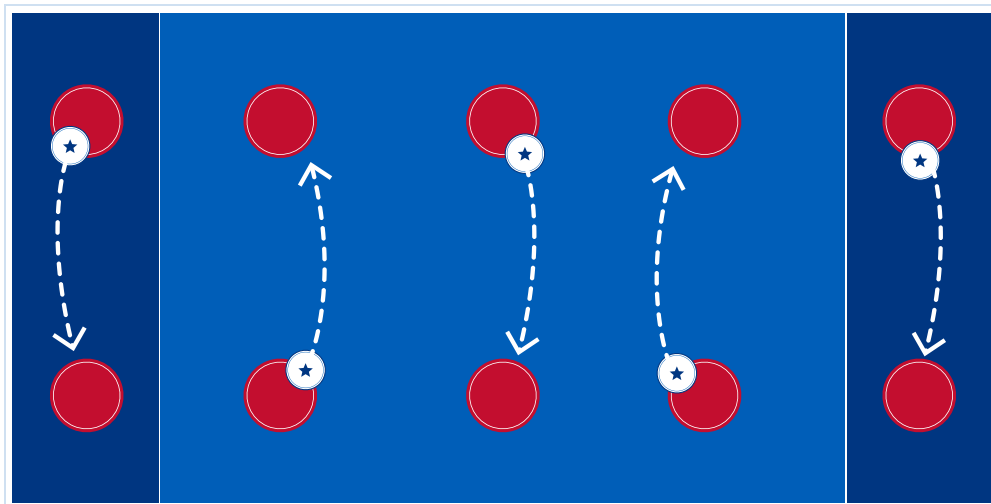




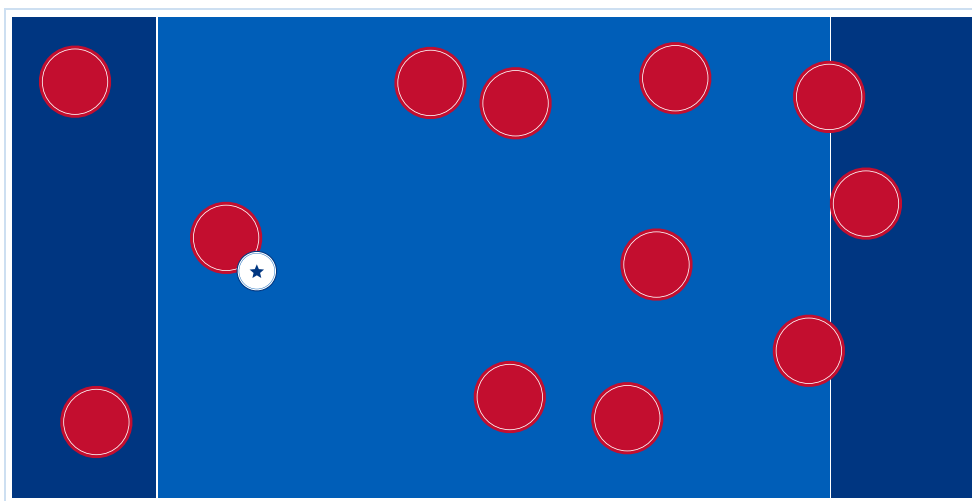
## DESCRIPTION OF EXERCISES

### Main Part (Cont)

Facing each other, 5 metres apart - they pass the disc using two throw techniques. (*Backhand and Forehand*) Exchange partners after completing 10 passes in a row without dropping the disc.



Playing Catch - One student has a soft disc and the other runs freely around the field. The handler throws the disc so it hits his colleagues (*below the waist*). He is replaced by the colleague he manages to 'catch'. The handler can only use his pivot point. Whenever he throws and fails, he must fetch the disc and start again from where he missed. The teacher can decide which technique (backhand or forehand) to use to 'catch' his colleagues.

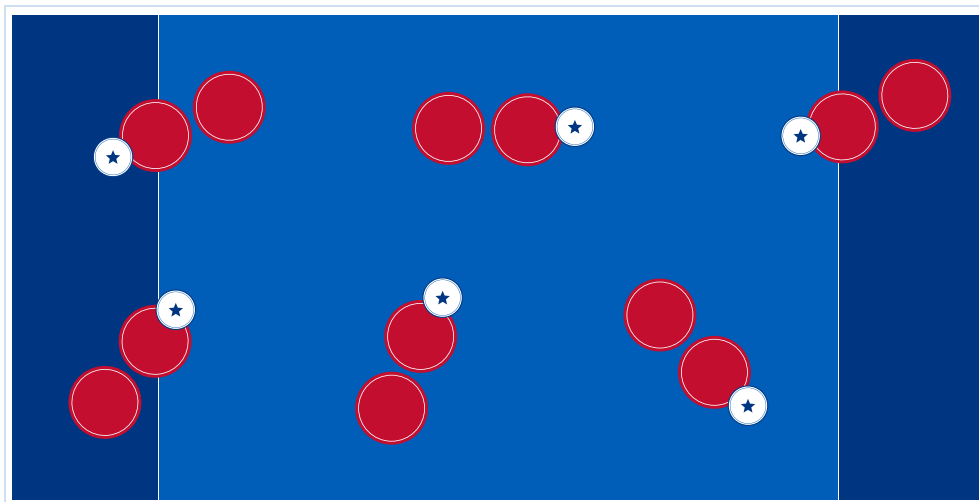




## DESCRIPTION OF EXERCISES

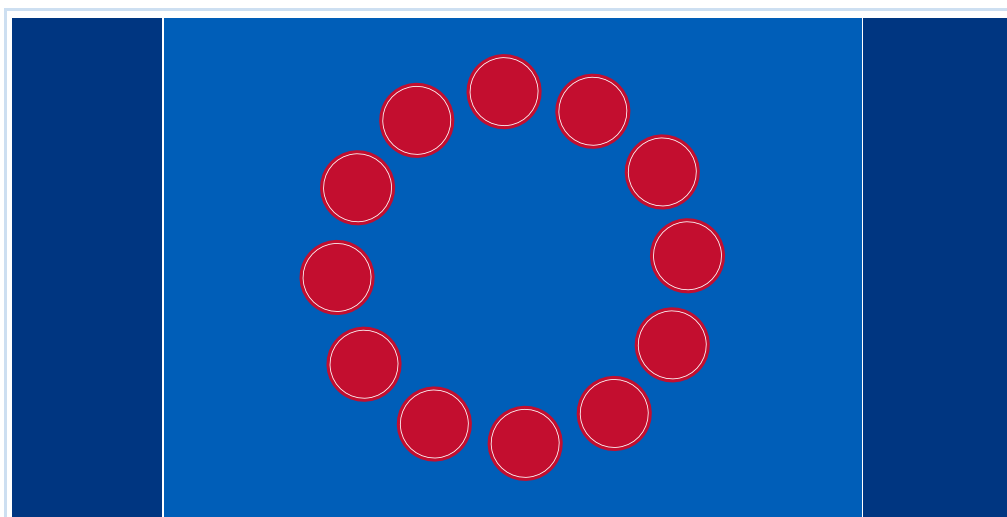
### Calming Down

Two students, one in front holding the disc pretending to be the driver and the other is the passenger in the back holding onto his colleague's waist. They must walk around without coming into contact with their colleagues. The Teacher calmly talks to the students preparing them for the following activity.



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present encouraging youths to want to win within the rules and laws of the game.

*(Always refer the rules and the SOTG)*



## SESSION 2 INTRODUCTORY LEVEL

LESSON SUBJECT: Introduction to Ultimate    LENGTH: 50 minutes

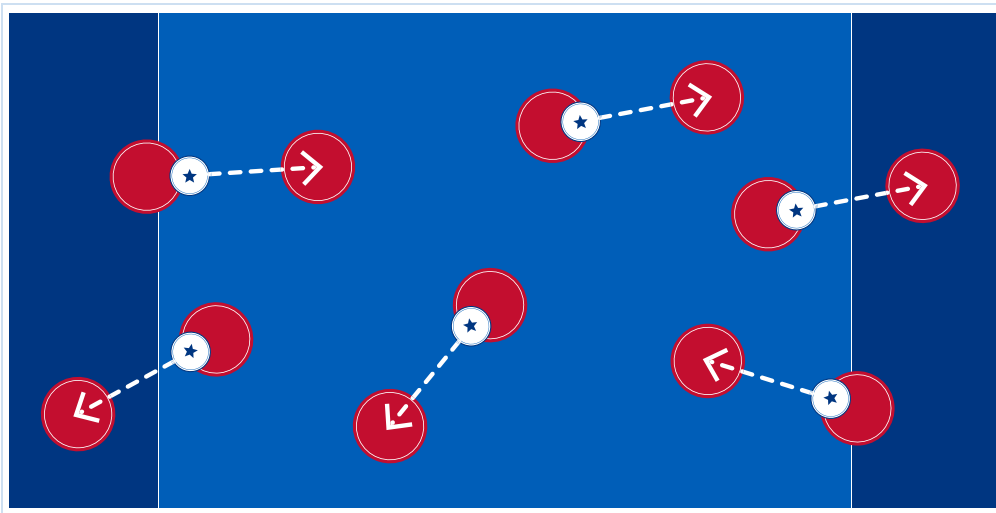
AIMS OF THE LESSON: Movements; Handling; Throws; Developing spatial awareness; Fair Play; the SOTG



### DESCRIPTION OF THE EXERCISES

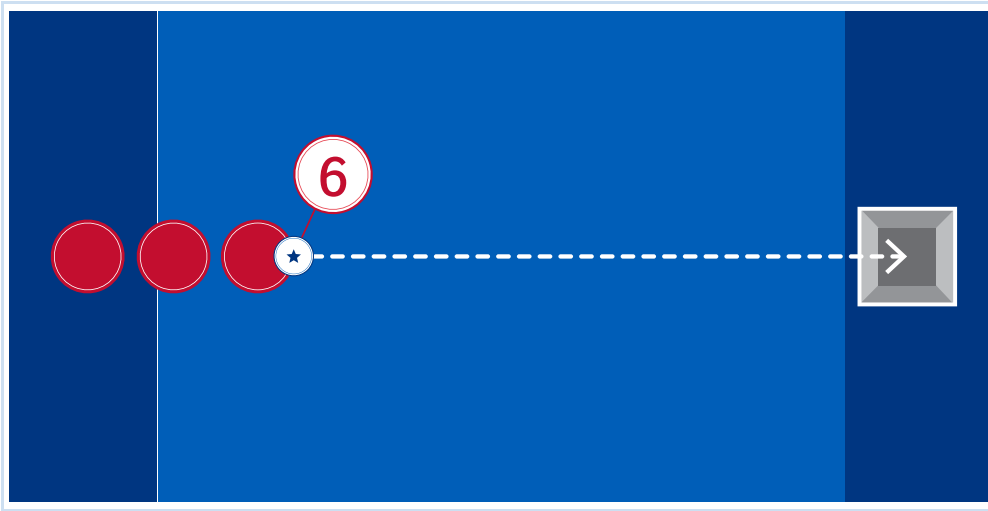
#### Warm Up

- Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them
- They do the same exercise holding the disc in their hand and, upon the teacher's signal, they stop and exchange disc with the person closest to them.
- Another version: Students can only pass with their non-dominant hand.
- Another version: Students throw the disc up in the air and use the pancake technique to catch it.

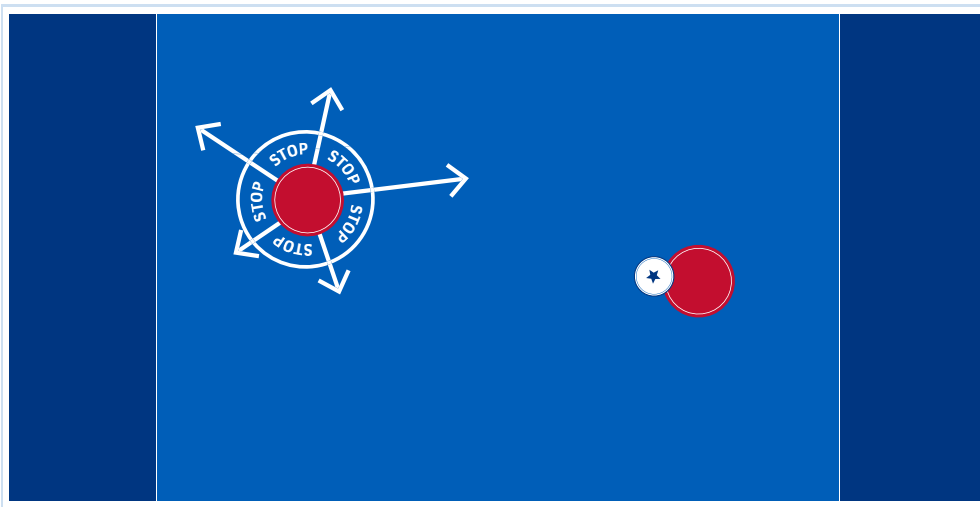


#### Main Part

Four teams with a maximum of three students per line. Each team has 6 discs stacked on top of each other. The first team to put the 6 discs in the box, wins. The team has to go round every row. At the end, they check which team got the most points. This encourages cooperation between colleagues. Students aiming correctly continue to the back of the line, those who miss must fetch the disc and hand it to their colleague.



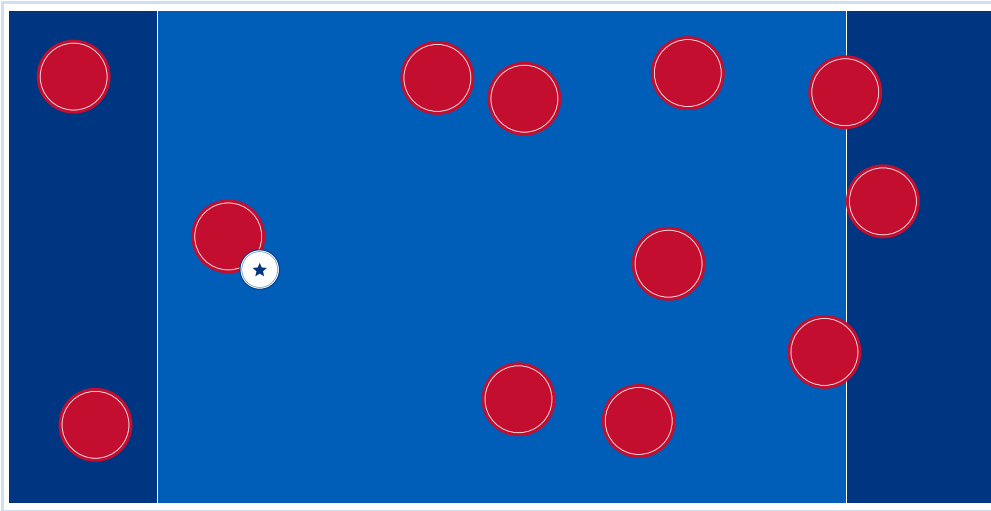
Both students are now apart and have no set position. The student holding the disc must remain still while the other is running around. (When the teacher says ‘STOP’, the students running around with no disc must stop.) The ones holding the disc must then throw it to their partner wherever they have stopped... the exercise ends when one team manages to throw the disc 6 times in a row without dropping it. *(the other elements may intercept the pass.) (they swap partners every 6 throws)*



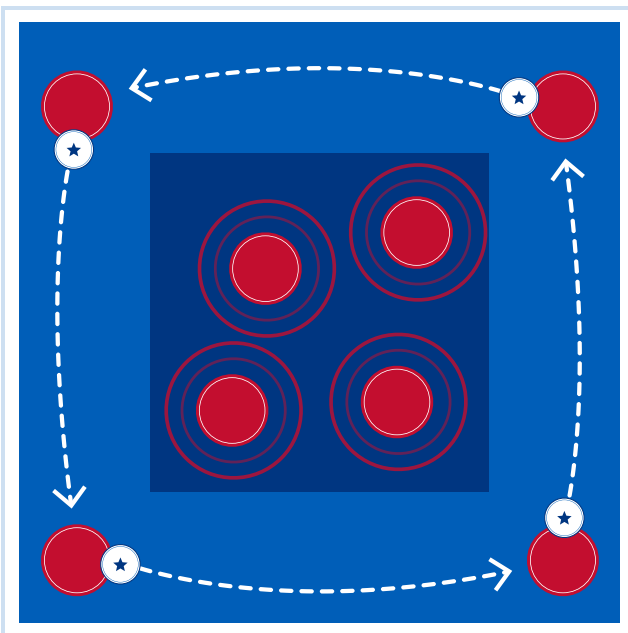
## DESCRIPTION OF EXERCISES

### Fundamental Part (Cont)

Playing Catch - One student has a soft disc and the other runs freely around the field. The handler throws the disc so it hits his colleagues *(below the waist)*. He is replaced by the colleague he manages to ‘catch’. The handler can only use his pivot point. Whenever he throws and fails, he must fetch the disc and start again from where he missed. The teacher can decide which technique *(backhand or forehand)* to use to ‘catch’ his colleagues.



Square game - 4 students are standing 4/5 metres from each other, forming a square. 4 other students stand within that square forming another square that is half the size of the first. The students forming the outer square must try to throw the disc 8 times without dropping it. If they succeed, they earn a point. The students in the inner square must try to intercept the discs thrown by their 'opponents'. If they manage to intercept the disc, they get 2 points. Teams swap places after 5 minutes.

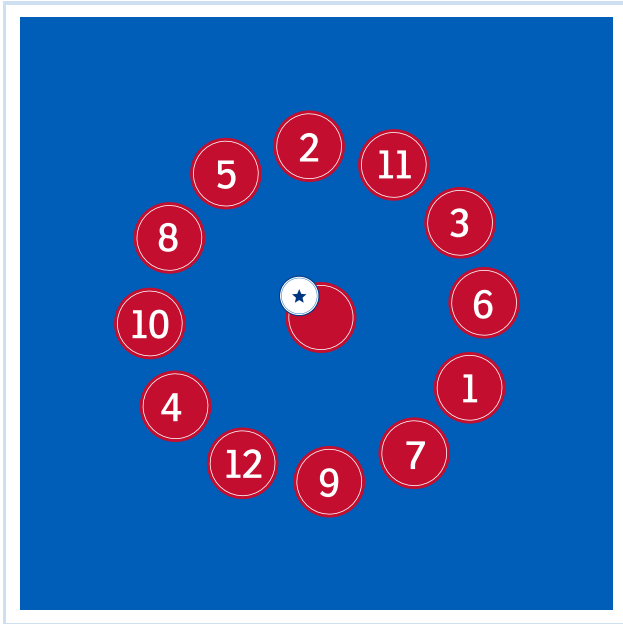




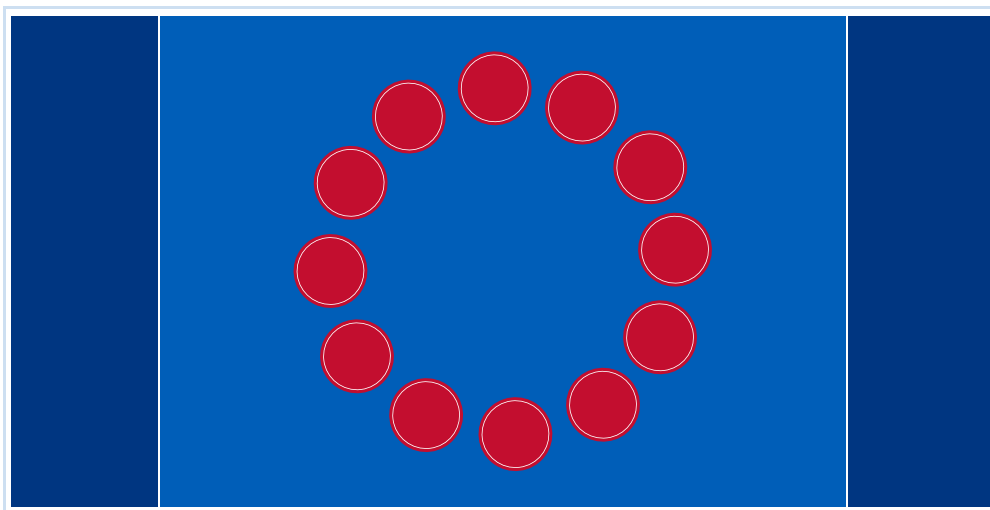
## DESCRIPTION OF EXERCISES

### Calming Down

The teacher stands in the centre of the circle with the Discs. Students stand with their back to the teacher. The teacher gives each student a number. When their number is called they must turn around and catch the disc. When throwing the disc, the teacher can focus on individual aspects. At the end, each student should have a disc and must hold it without letting it drop (*Rule*)



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (*Always refer the rules and the SOTG*)



## SESSION 3 INTRODUCTORY LEVEL

LESSON SUBJECT: Introducing the SOTG

LENGTH: 50 minutes

AIMS OF THE LESSON: Movements; Handling; Throws; Developing spatial awareness; Fair Play; the SOTG



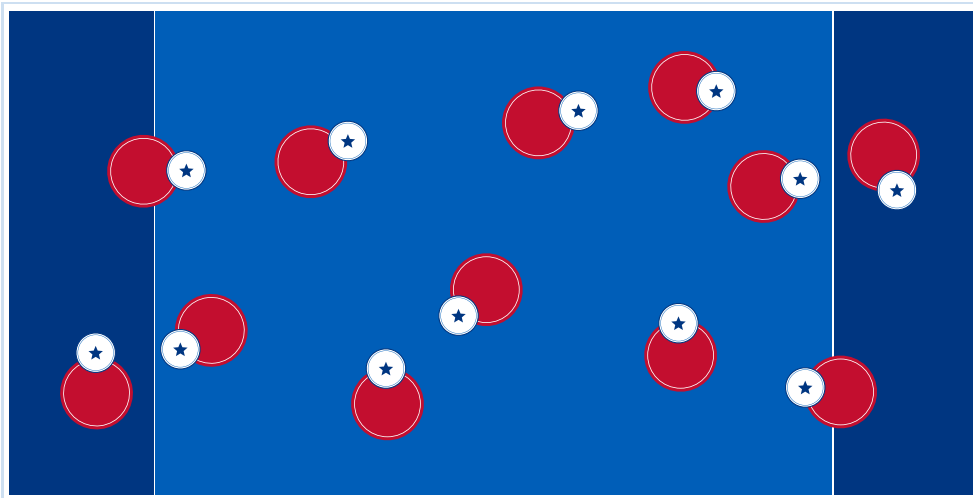
10'

### DESCRIPTION OF THE EXERCISES

#### Warm Up

Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them

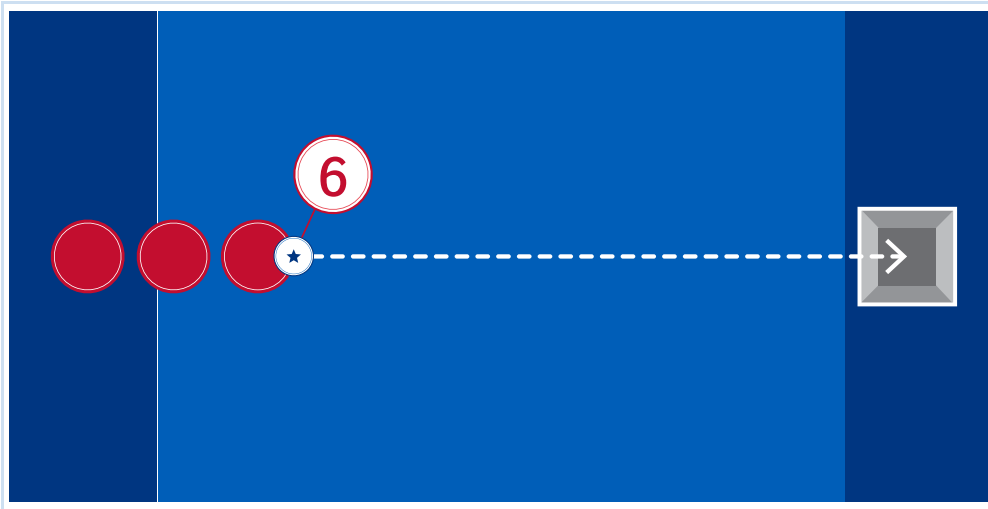
- They do the same exercise holding the disc in their hand and, upon the teacher's signal, they stop and raise the disc. The teacher asks the fastest student to indicate a SOTG rule. Another version: Answer the questions the teacher asks related to emotions.



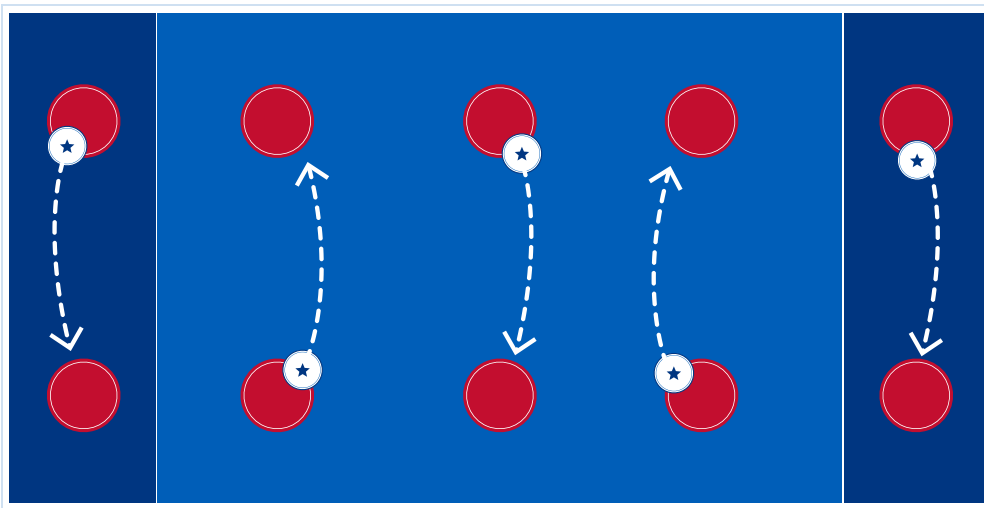
5'

#### Main Part

A maximum of three students team up per line. Each team has 6 discs stacked on top of each other. The first team to put the 6 discs in the box, wins. The team has to go round every row. At the end, they check which team got the most points. This encourages cooperation between colleagues. Students aiming correctly continue to the back of the line, those who miss must fetch the disc and hand it to their colleague.



Facing each other, 5 metres apart - they pass the disc using two throw techniques. (Back-hand and Forehand) Exchange partners after completing 10 passes in a row without dropping the disc. Use different types of catches. When the teacher signals, they can only catch the disc with their other hand.

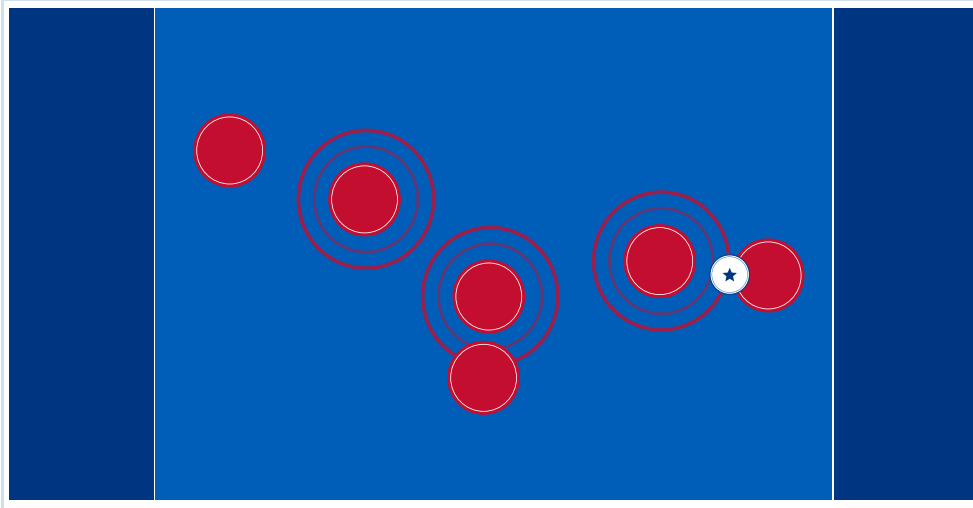


## DESCRIPTION OF EXERCISES

### Main Part (Cont)

5 Passes Game (5x5 area) - 2 teams with 2 or 3 members try to carry out 10 passes without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. Defenders cannot touch the handler and must keep a (minimum) distance of a disc's diameter between players. They must defend straight up.

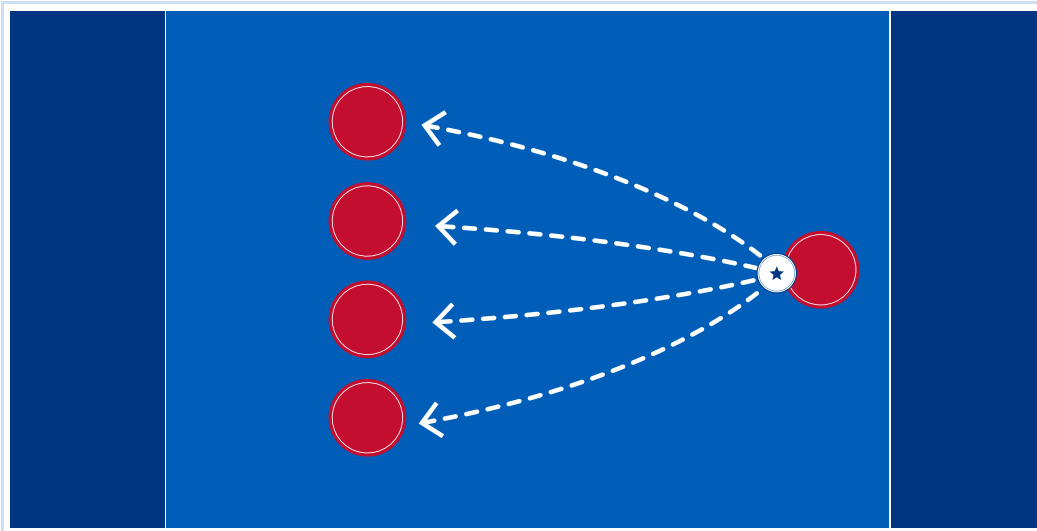




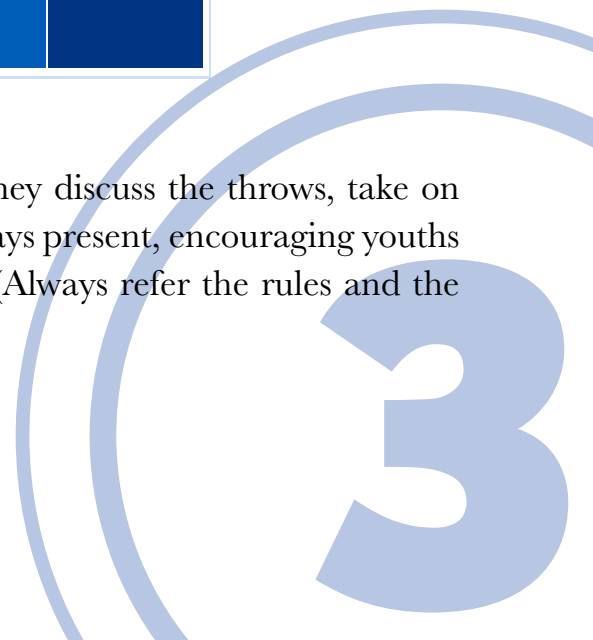
## DESCRIPTION OF THE EXERCISES

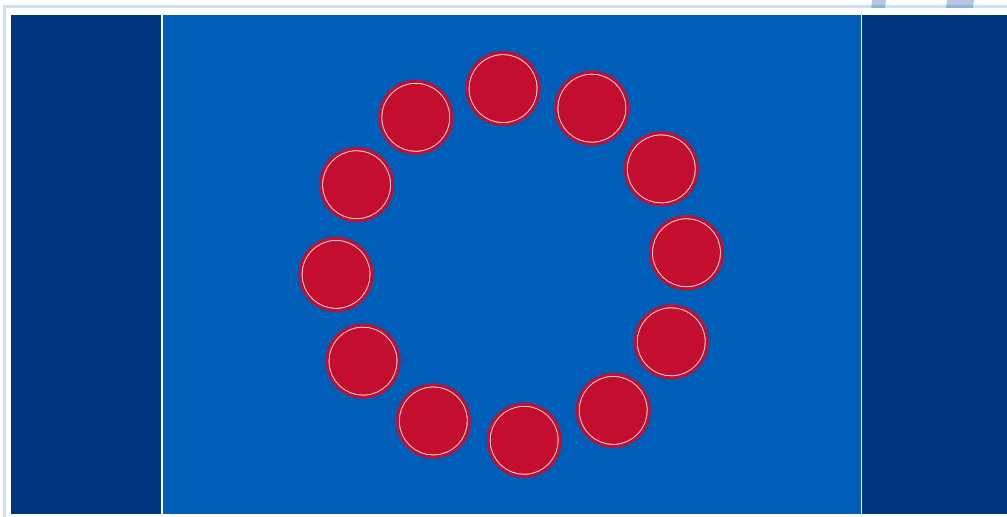
### Calming Down

Students sit facing the teacher. As the teacher calls out the students' names they should stand up and receive the disc with the hand or hands the teacher indicates. After receiving the disc, each student must say an attitude that players must have when playing.



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)





## SESSION 4 INTRODUCTORY LEVEL

LESSON SUBJECT: The importance of Balance in the game

LENGTH: 50 minutes

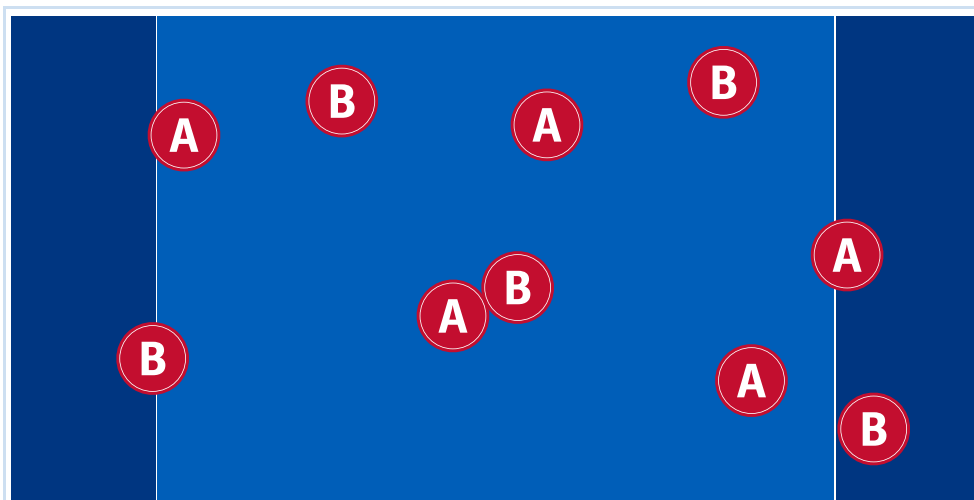
AIMS OF THE LESSON: Movements; Handling; Throws; Catches; Idea of being balanced in position; Fair Play; the SOTG

### DESCRIPTION OF THE EXERCISES

#### Warm Up

Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them

- Upon the teacher's signal they must embrace a colleague of the opposite sex. The last ones remain in the embrace until the teacher signals again and they return to the game in 2nd position.

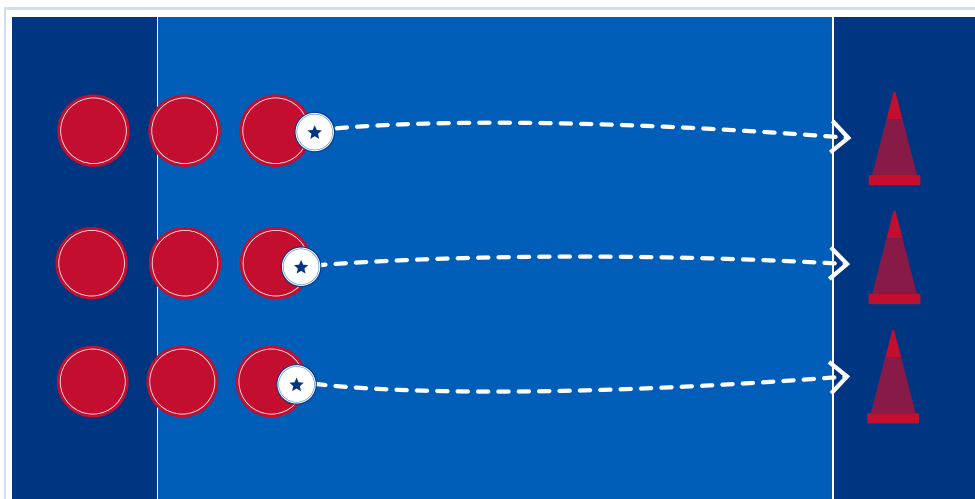




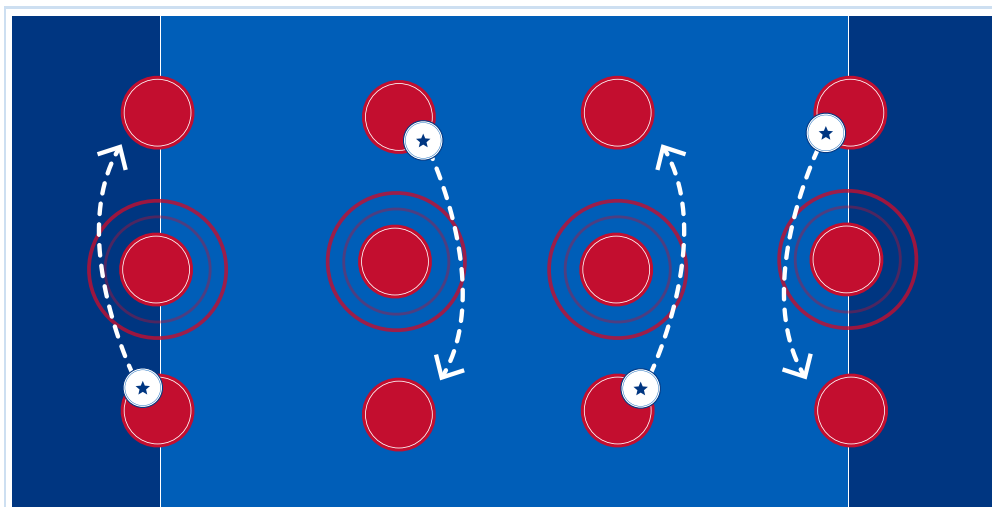
### Main Part

A maximum of three students team up per line. A disc is placed in front of each team. The team to hit the cone more often during the 5' is the winner. At the end, they check which team got the most points. This encourages cooperation between colleagues. The player throwing the disc must fetch it and hand it over to their colleague. The captain of the team, elected beforehand, counts his team's points. (Backhand and Forehand)

5 a 10 metros



2x1 facing each other, 5 metres apart - players throw the disc using two throw techniques. (Backhand and Forehand) The defence scores a point whenever he touches the disc. Swap when the defence has caught the disc 5 times. Use different types of catches.

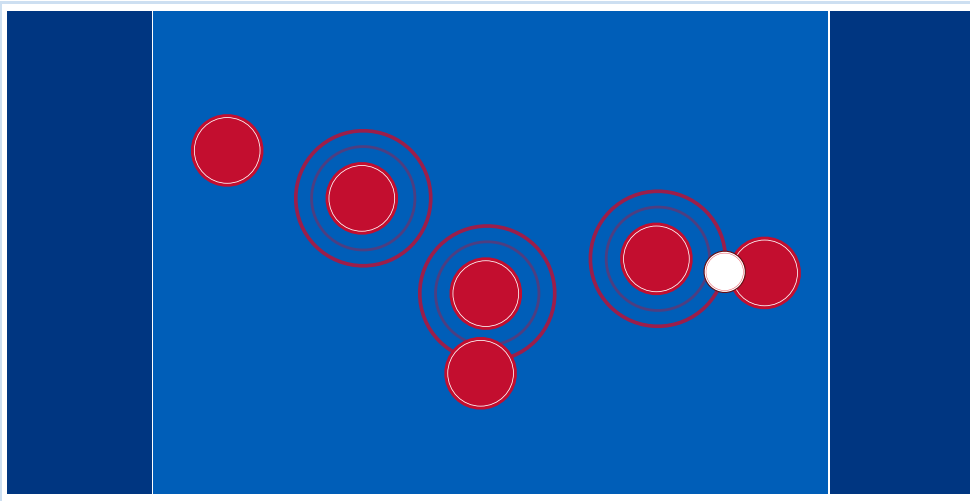




## DESCRIPTION OF THE EXERCISES

### Main Part (Cont)

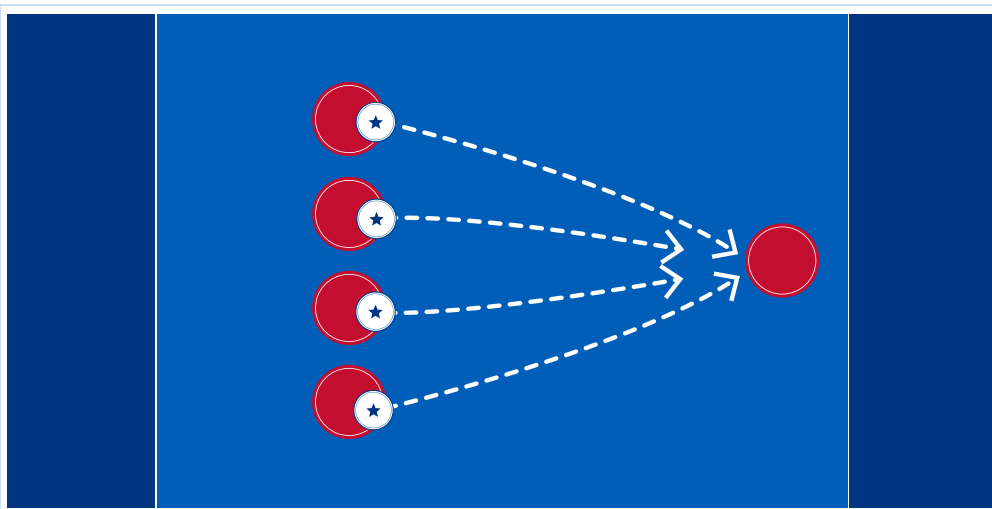
5 Passes Game (5x5 area) - 2 teams with 2 or 3 members try to carry out 10 passes without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. Defenders cannot touch the handler and must keep a (minimum) distance of a disc's diameter between players. They must defend by forcing the line. Each time there is a foul, the players explain their version under the supervision of the teacher.



## DESCRIPTION OF THE EXERCISES

### Calming Down

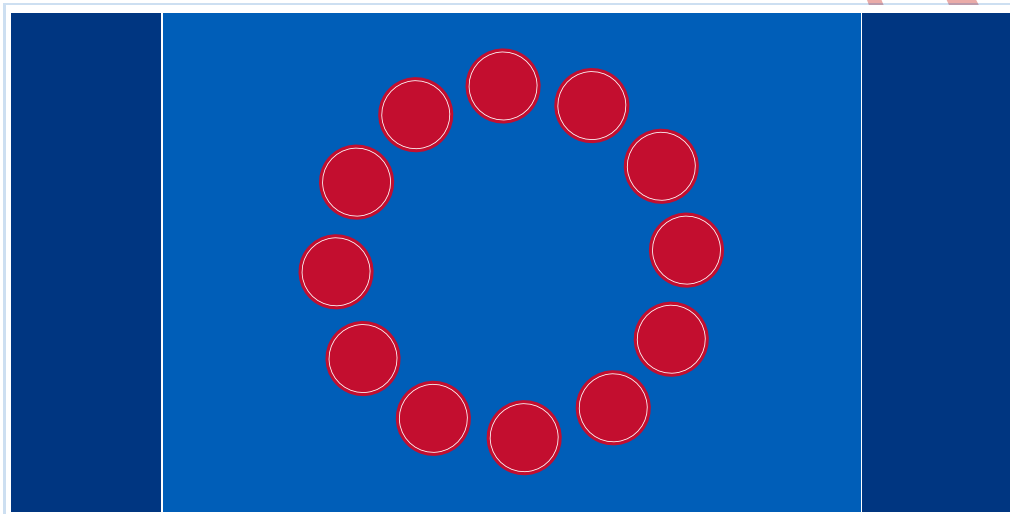
Students sit facing the teacher holding a disc. As the teacher calls out the students' names, they should stand up and throw the disc with the technique indicated by the teacher. As the teacher catches the disc, the student can refer where he feels he is having more difficulty.



# 4



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)



## SESSION 5 INTRODUCTORY LEVEL

LESSON SUBJECT: Accomplishment and pressure      LENGTH: 50 minutes

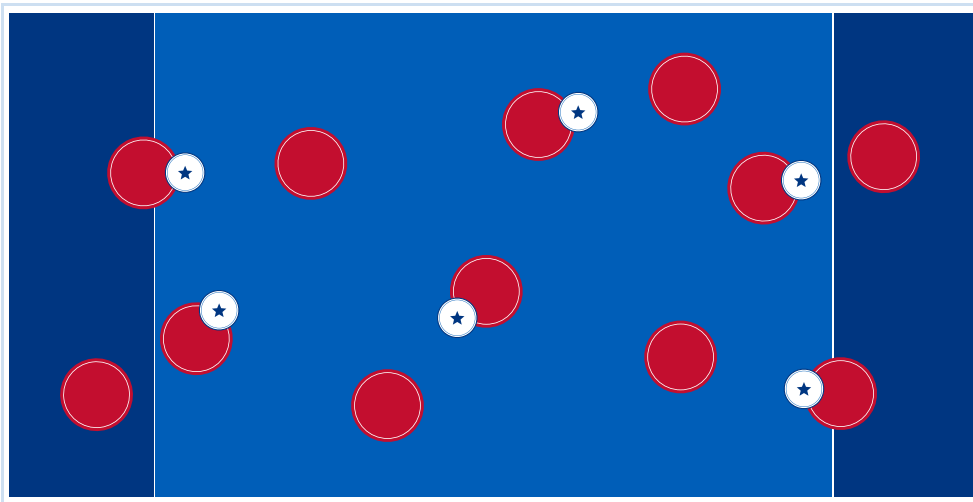
AIMS OF THE LESSON: Movements; Throws; Catches; Notion of balance in position; Fair Play; the SOTG



### DESCRIPTION OF THE EXERCISES

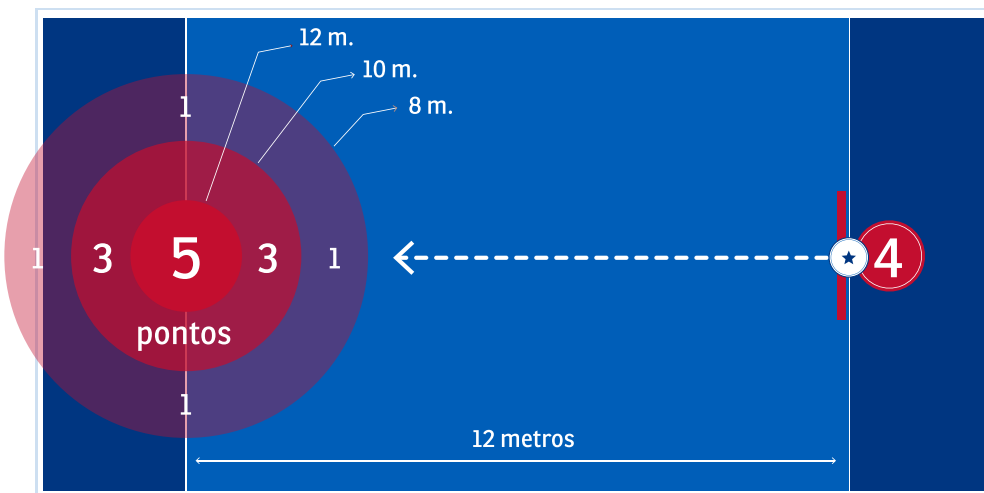
#### Warm Up

Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them Only half the students have a disc with them.  
 - When the teacher signals, the handlers stop while the others continue running and they must ask their colleagues for the disc.



### Main Part

Each team (a maximum of 6 teams with 4 elements each) is standing in line behind a line drawn on the ground. Each line is distanced 12 metres from the centre of the target (drawn on the ground) which is equivalent to 5 points. The second circle is 10 metres away and is 3 points. And the last circle is 8 metres away and worth 1 point. Each team has a disc and chalk. (at the start line). The aim is to get as many points as possible using the techniques indicated by the teacher. (Backhand or Forehand) After throwing the disc, the student fetches it and runs back to his line, hands over the disc to the next student in line and goes to the back of the line

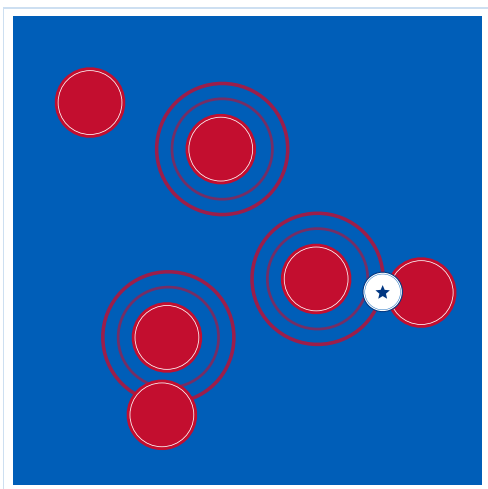




## DESCRIPTION OF THE EXERCISES

### Main Part (Cont)

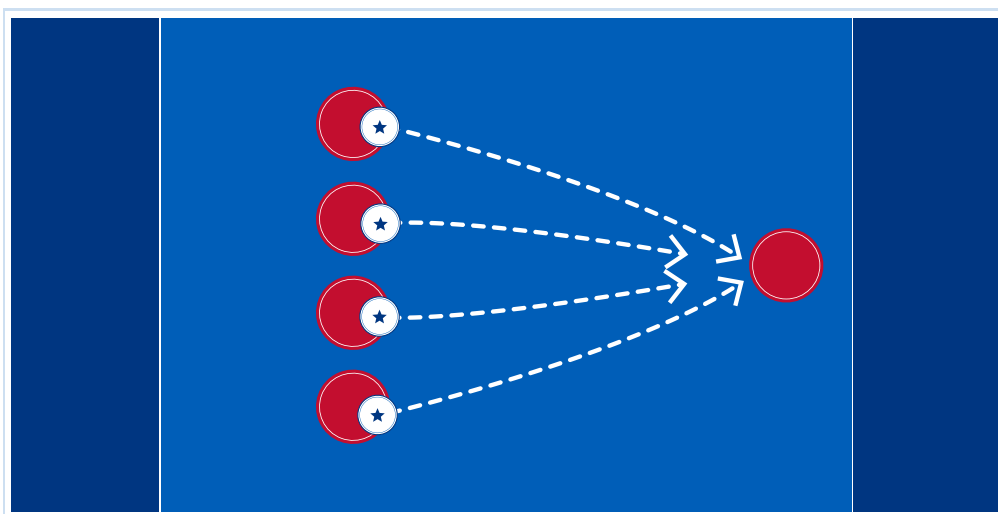
5 Passes Game (5x5 area) - 2 teams with 2 or 3 members try to earn points without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. The defence must force a straight up.



## DESCRIPTION OF THE EXERCISES

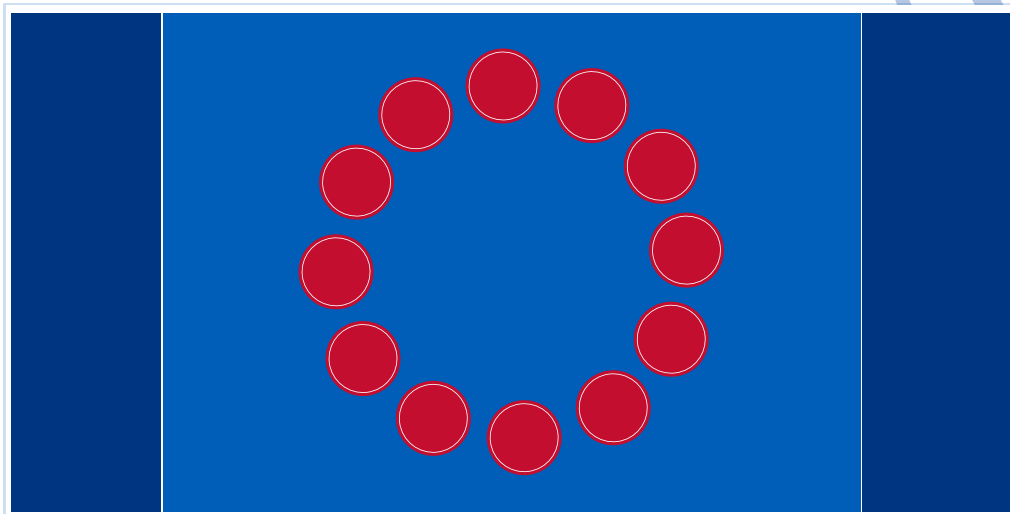
### Calming Down

Students sit facing the teacher holding a disc. As the teacher calls out the students' names, they should stand up and throw the disc with the technique indicated by the teacher. The teacher catches the disc and throws it using the same technique used by the student. After throwing the disc, the student goes back to the circle.





At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)



## SESSION 6 ELEMENTARY LEVEL

LESSON SUBJECT: The importance of Balance in the game LENGTH: 50 minutes

AIMS OF THE LESSON: Movements; Throws; Catches; Notion of balance in position; Fair Play; the SOTG

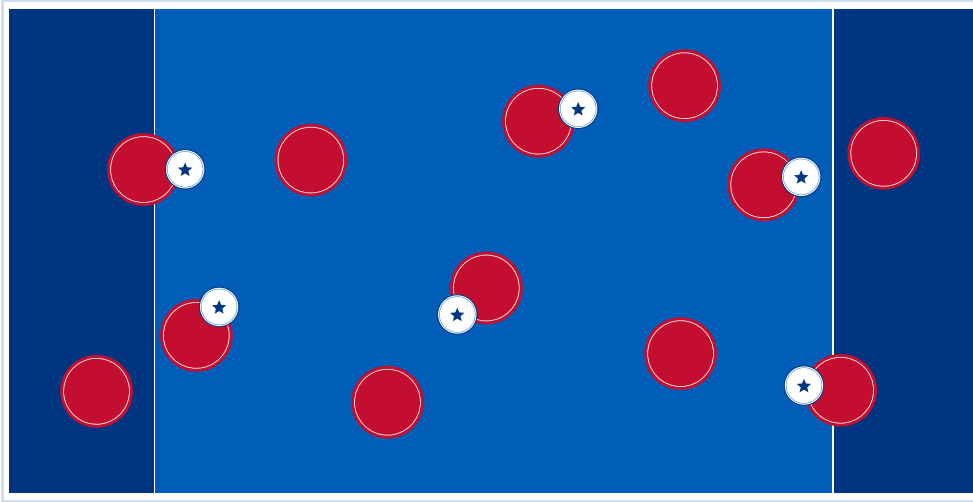


### DESCRIPTION OF THE EXERCISES

#### Warm Up

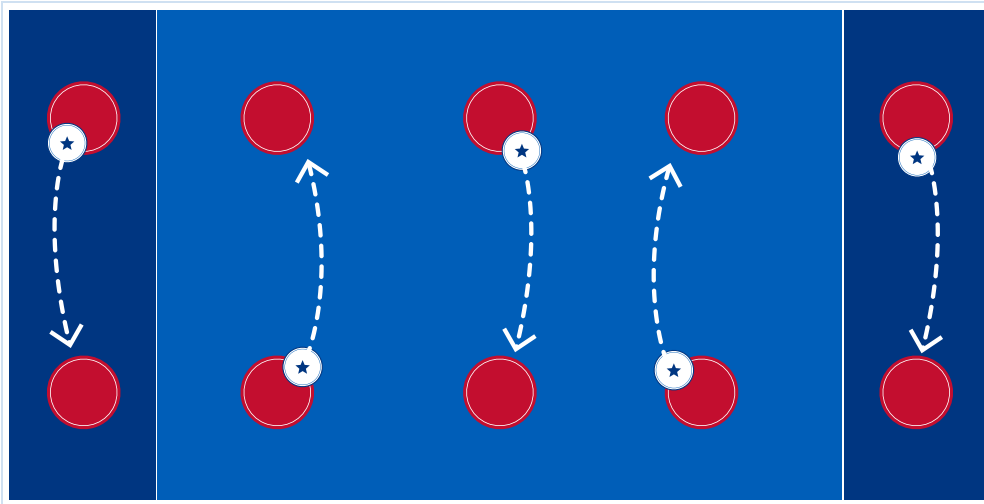
Students walk or run around in the area (to the rhythm of the teacher's clap) with no physical contact between them Only half the students have a disc with them.  
 - When the teacher makes a sign, students holding the disc stop while the others continue running and they must ask their colleagues for the disc.





### Main Part

Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques. (Backhand and Forehand) Exchange partners after completing 20 passes in a row without dropping the disc. Use different types of catches. Students can only catch the disc with the technique indicated by the teacher (even if the disc 'isn't right', the student should always try to catch it). (encourage some of the skills needed in this type of sport, such as running, jumping, and 'diving', too)



### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

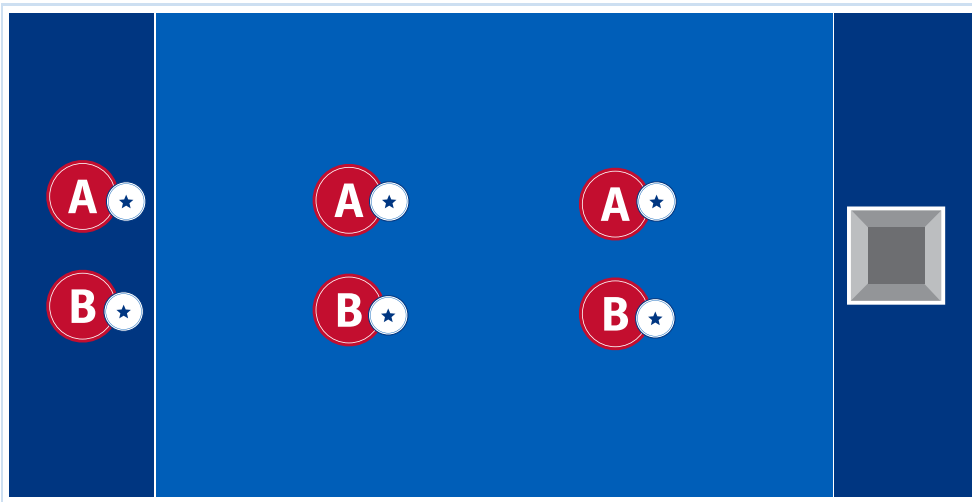
5 Passes Game (12x8 area) - 2 teams with 2 or 3 members try to earn points without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. The defence must force a straight up. Explaining the PULL (initial throw) by the defence.



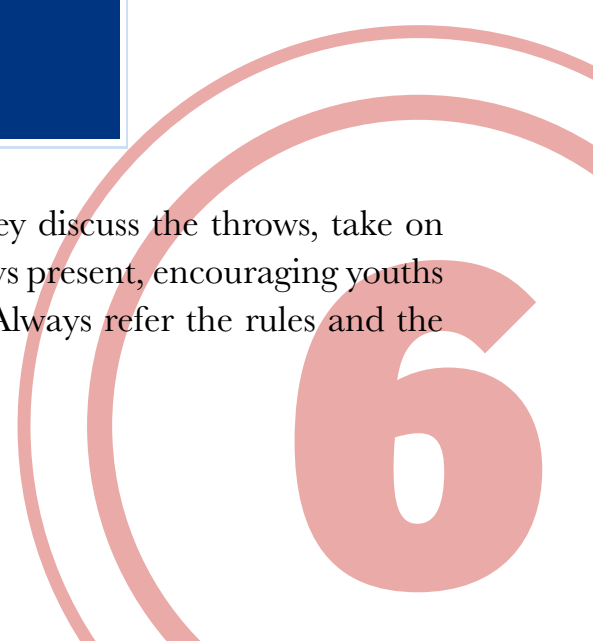
## DESCRIPTION OF THE EXERCISES

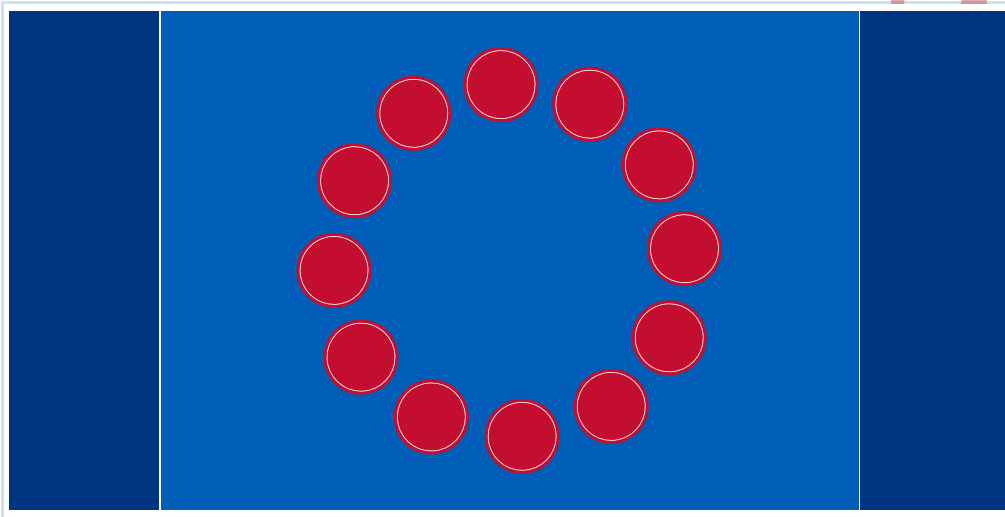
### Calming Down

Students are in groups of 2, and each has a disc. Both throw the disc in the air and one says 'same' the other says 'different'. (Similar to the draw by the captains at the beginning of each game.) The player giving the right answer gets to choose whether he wants to attack or defend. According to this, his opponent chooses on which side his team will be playing. In this case, the winner can throw two discs into the box. And the loser goes back to the circle.



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)





## SESSION 7 *ELEMENTARY LEVEL*

**LESSON SUBJECT:** The importance of balanced Progression and Hold

**LENGTH:** 50 minutes

**AIMS OF THE LESSON:** Movements; Throws; Catches; Notion of balance in position; Fair Play; the SOTG

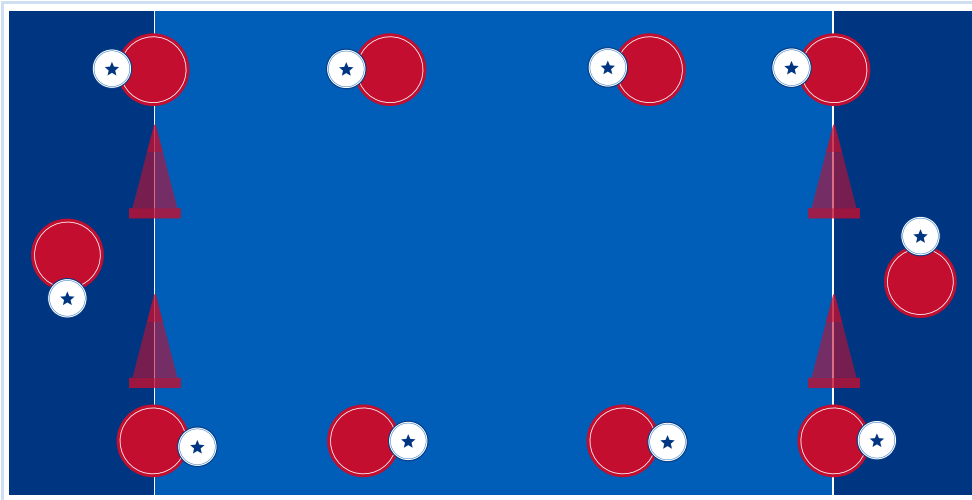


### DESCRIPTION OF THE EXERCISES

#### **Warm Up**

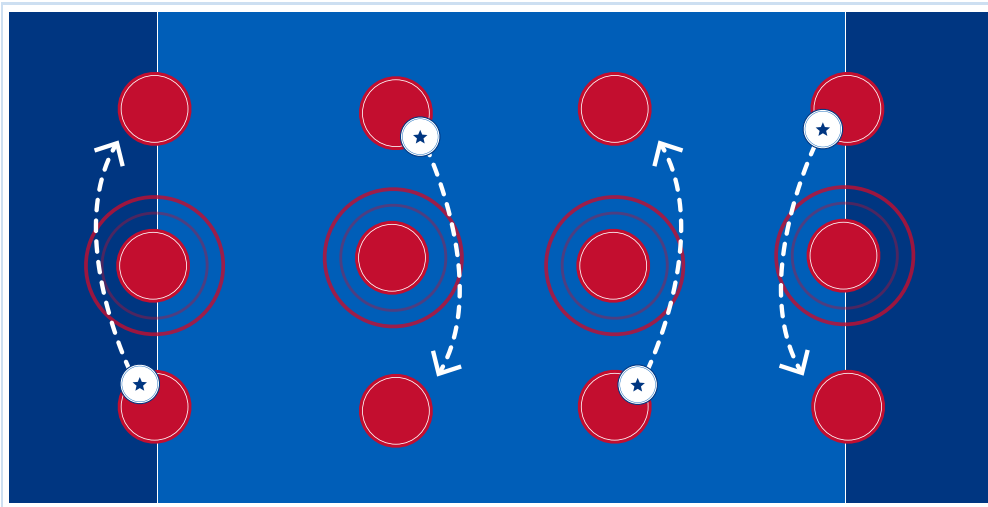
Students walk or run continuously in the area. Each student has a disc.

- When the teacher signals, students must carry out every movement made with the disc by the teacher. Throw the disc in the air and catch with one hand, pancake catch, and use their non-dominant hand. Drop the disc and receive with the suitable technique. After 5 minutes and in pairs, they can throw the disc and swap partners. (keep a safe distance)



### Main Part

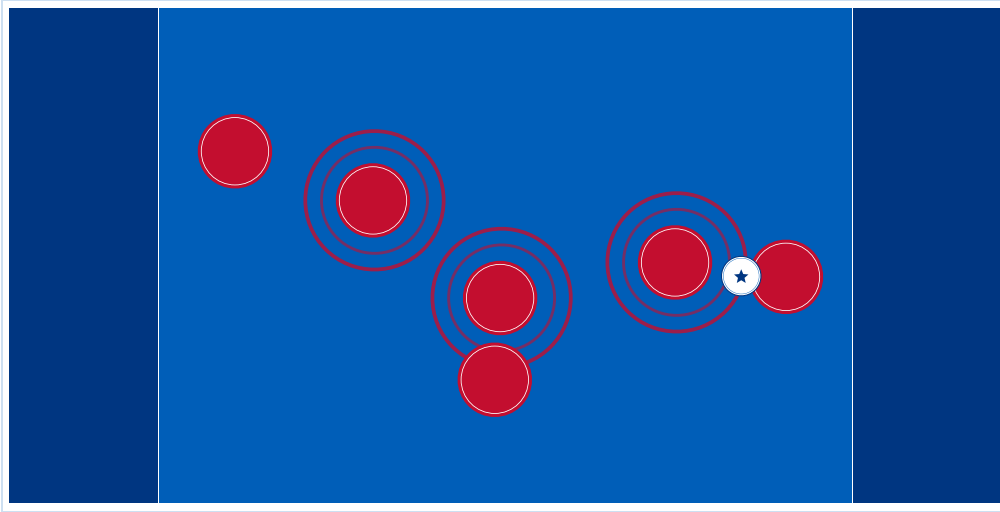
Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques. (Backhand and Forehand) The defence must force the sideline. Each defence player should stay 5'. Handlers should only throw the disc when counting has reached 4-6. The defence player should count out loud so that the 3 of them can train and communicate with each other.



### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

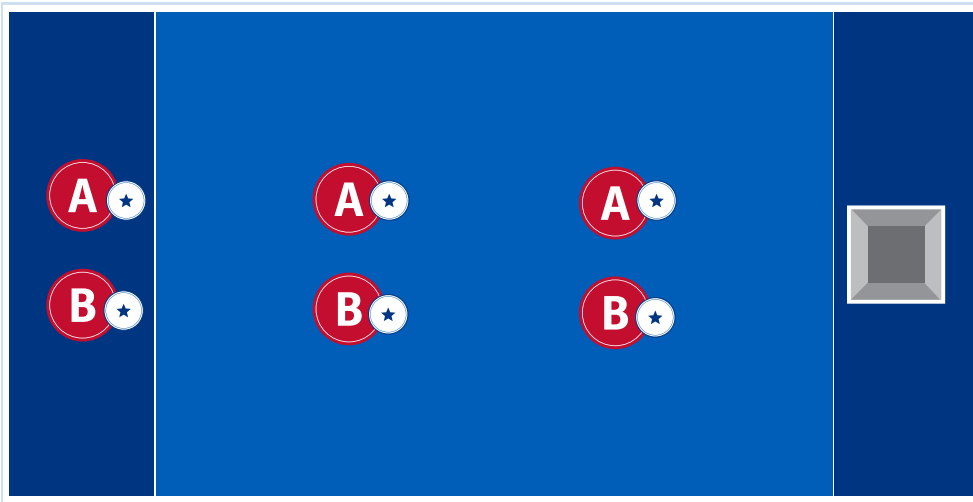
Game (12x8 area) - 2 teams with 2 or 3 members try to earn points without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. The defence must force the sideline. The scoring team remains in the end zone where they scored and the other team lines up at the other end zone.



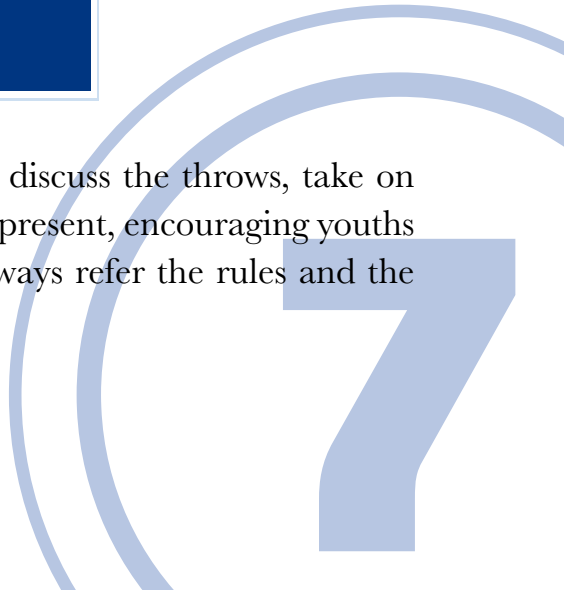
**DESCRIPTION OF THE EXERCISES**

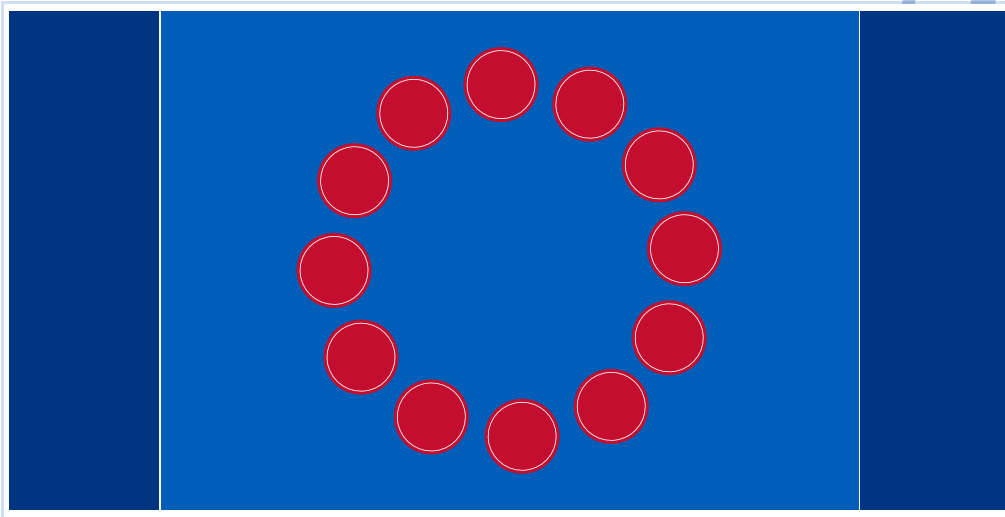
**Calming Down**

Students are in groups of 2, and each has a disc. Both throw the disc in the air and one says 'same' the other says 'different'. (Similar to the draw by the captains at the beginning of each game.) The player giving the right answer gets to choose whether he wants to attack or defend. According to this, his opponent chooses on which side his team will be playing. In this case, the winner can throw two discs into the box. And the loser goes back to the circle.



At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)





## SESSION 8 *ELEMENTARY LEVEL*

LESSON SUBJECT: The importance of restraint and the defence used

LENGTH: 50 minutes

AIMS OF THE LESSON: Movements; Defence; Restraint; Fair Play; the SOTG



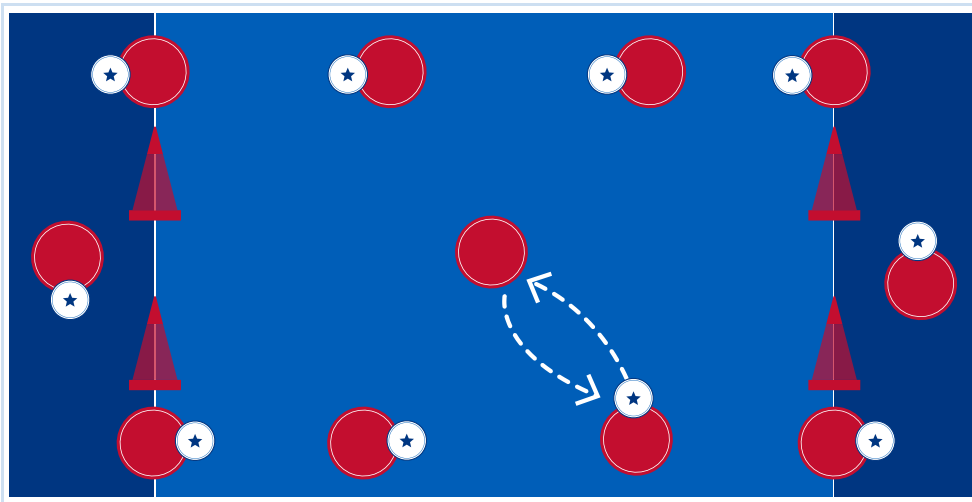
### DESCRIPTION OF THE EXERCISES

#### **Warm Up**

Students walk or run continuously in the area. Each student has a disc.

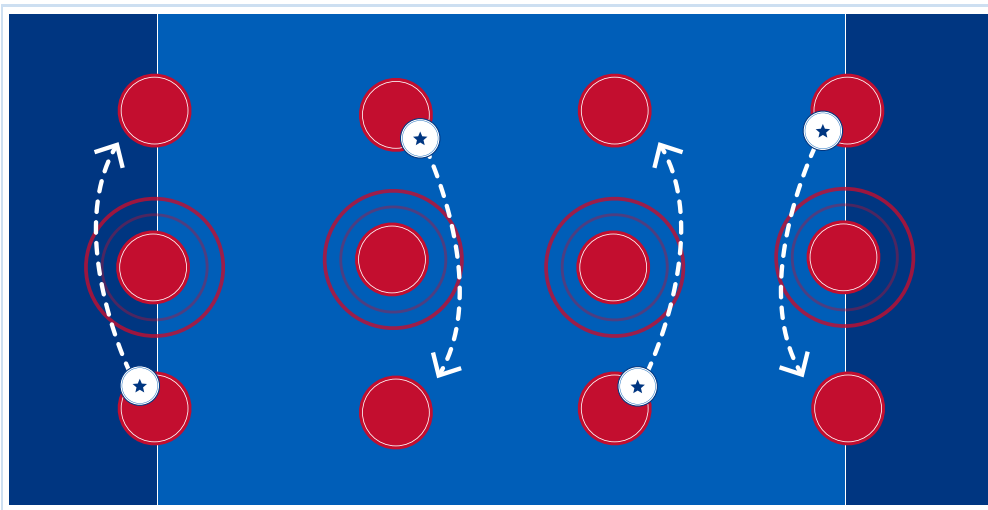
- The teacher will then call a student. The student called will have to stop running and throw the disc to the teacher while his colleagues continue running. He should wait for when it is safe to throw the disc. The teacher catches the disc, throws it back to the student, and the student catches it and calls a colleague that has not yet been called. (Each one of them has to throw the disc to the teacher).





### Main Part

Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques. (Backhand and Forehand) Defence players can force the sideline or force straight up. Each defence player should stay 5'. Handlers should only throw the disc to their colleague when counting has reached 4-6. The defence player should count out loud so that the 3 of them can train and communicate with each other.



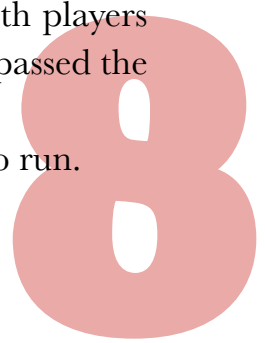
### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

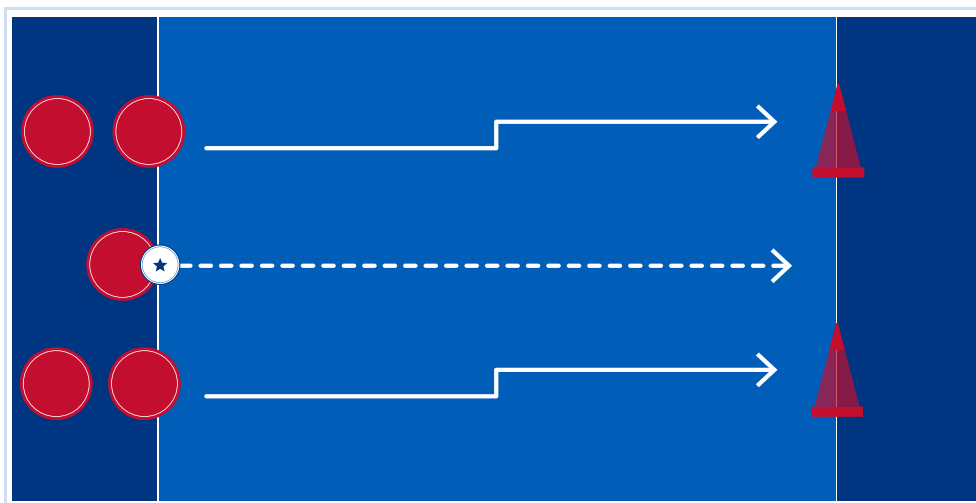
The Fastest (game) - In pairs (consistent pairs) and a thrower (Teacher / Student). The pairs are in separate rows. The thrower throws the disc to the middle of both players who have to run and try to be the first to intercept the disc after they have bypassed the cones round the outside.

(Another version - 1) Both students have their backs to where they will need to run.

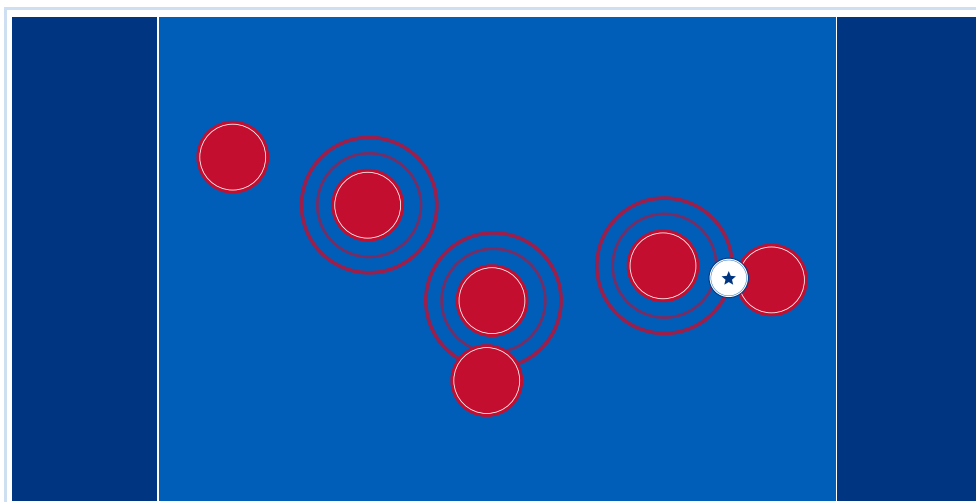
(Version 2) Both students are lying on the floor, face down.



(Version 3) Both students first have to touch a cone located in the opposite direction of the final movement (in this way, they can train faking)



Game (12x8 area) - 2 teams with 2 or 3 members try to earn points without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. The defence must force the sideline. The scoring team remains in the end zone where they scored and the other team lines up at the other end zone.



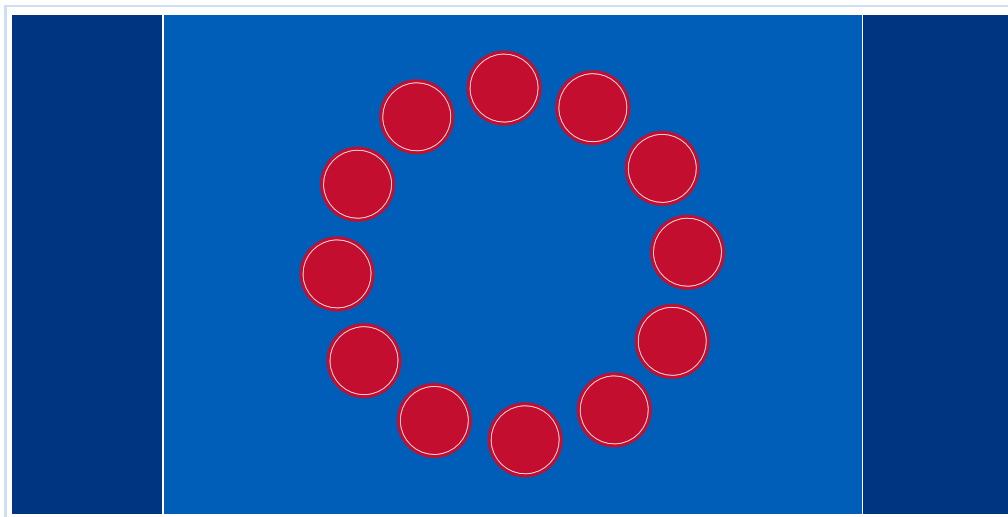




## DESCRIPTION OF THE EXERCISES

### Calming Down

At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)



## SESSION 9 ELEMENTARY LEVEL

LESSON SUBJECT: The importance of restraint and the defence used

LENGTH: 50 minutes

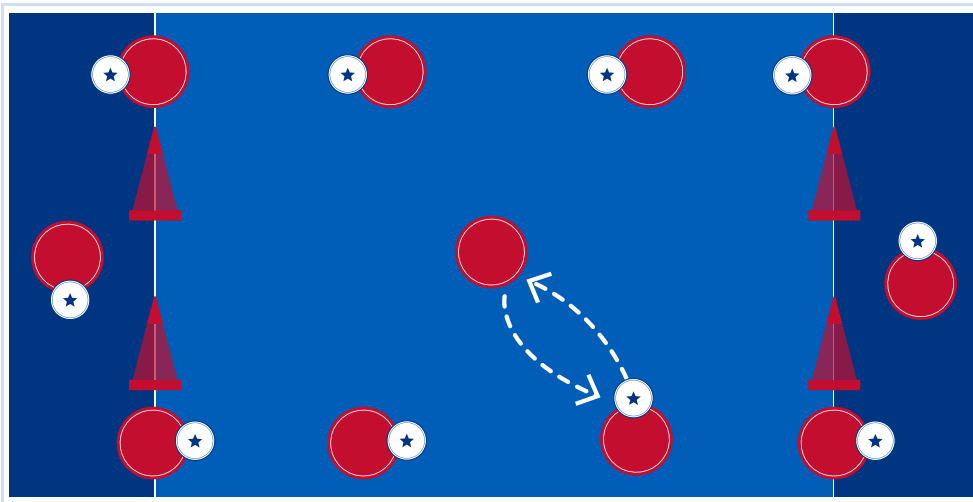
AIMS OF THE LESSON: Movements; Defence / Offence - Restraint/Maintaining possession of the disc; Fair Play; the SOTG



## DESCRIPTION OF THE EXERCISES

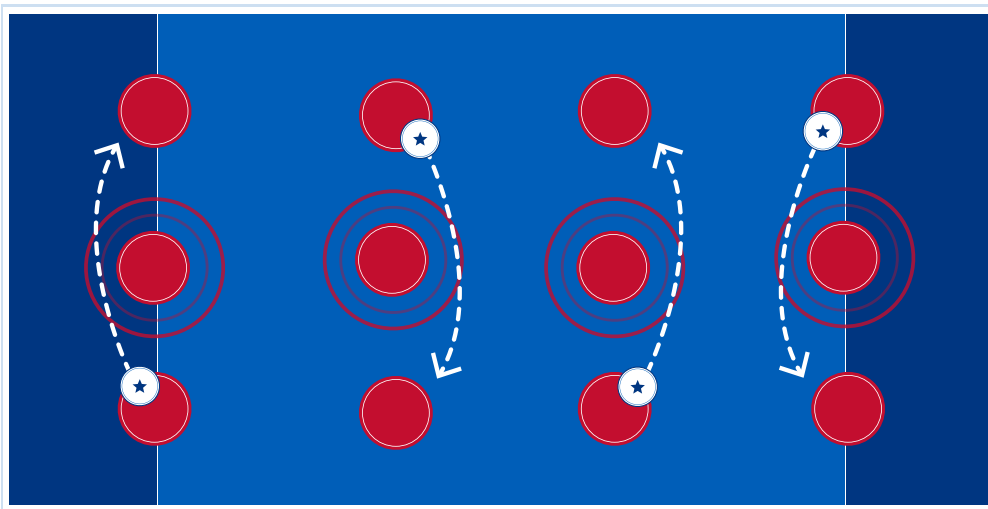
### Warm Up

Students walk or run continuously in the area. Each student has a disc.  
- The teacher will then call a student. The student called will have to stop running and throw the disc to the teacher while his colleagues continue running. He should wait for when it is safe to throw the disc. The teacher catches the disc, throws it back at the student, and the student catches it and calls a colleague that has not yet been called. (Each one of them has to throw the disc to the teacher)



### Main Part

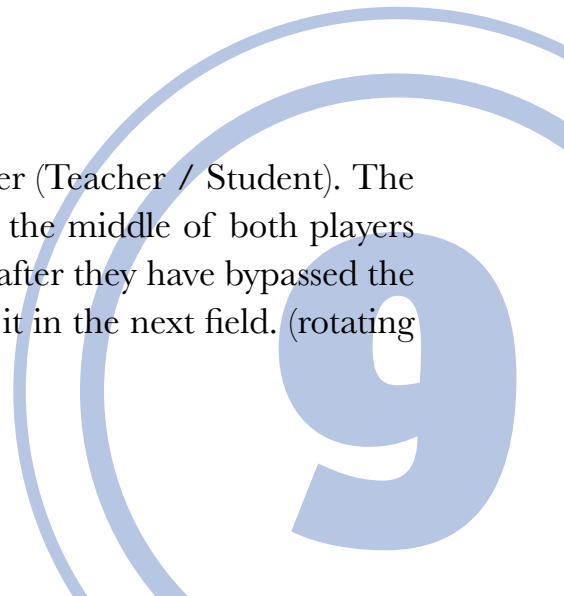
Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques. (Backhand and Forehand) Defence players can force the sideline or force straight up. Each defence player should stay 5'. Handlers should only throw the disc to their colleague when counting has reached 4-6. The defence player should count out loud so that the 3 of them can train and communicate with each other.

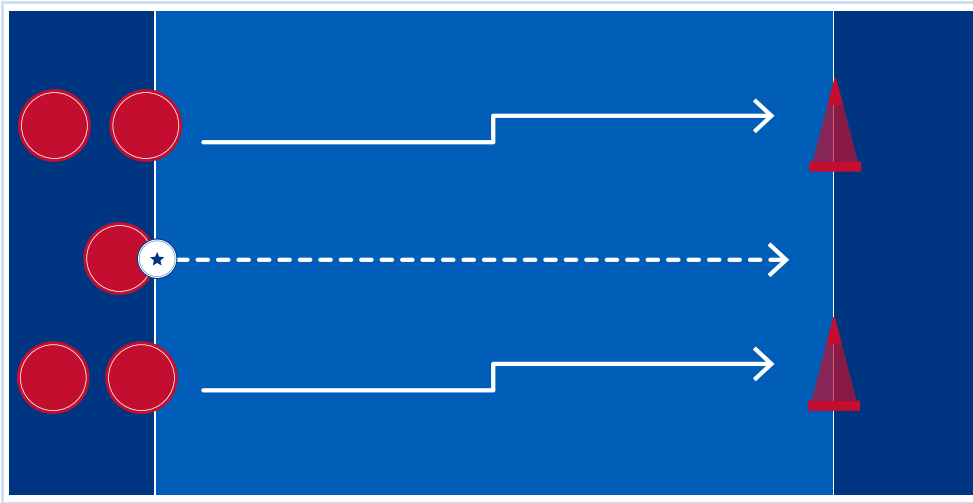


### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

The Fastest (game) - In pairs (consistent pairs) and a thrower (Teacher / Student). The pairs are in separate rows. The thrower throws the disc to the middle of both players who have to run and try to be the first to intercept the disc after they have bypassed the cones on the outside. The person receiving the disc throws it in the next field. (rotating system in 3 fields)





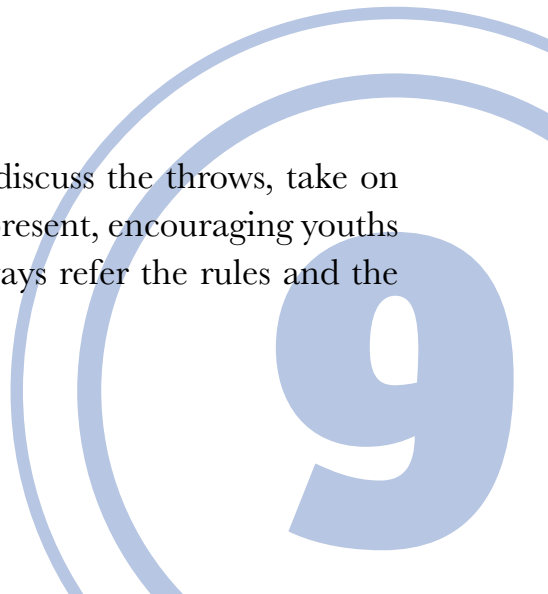
Game (20x12 area) - 2 teams with 2 or 3 members try to earn points without dropping the disc or without it being intercepted. If that happens, the disc is automatically handed over to the other team. Handlers have 7 seconds to throw the disc to their team mates. They can use their pivot point but cannot move about while holding the disc. The defence must force the sideline. The scoring team remains in the end zone where they scored and the other team lines up at the other end zone.

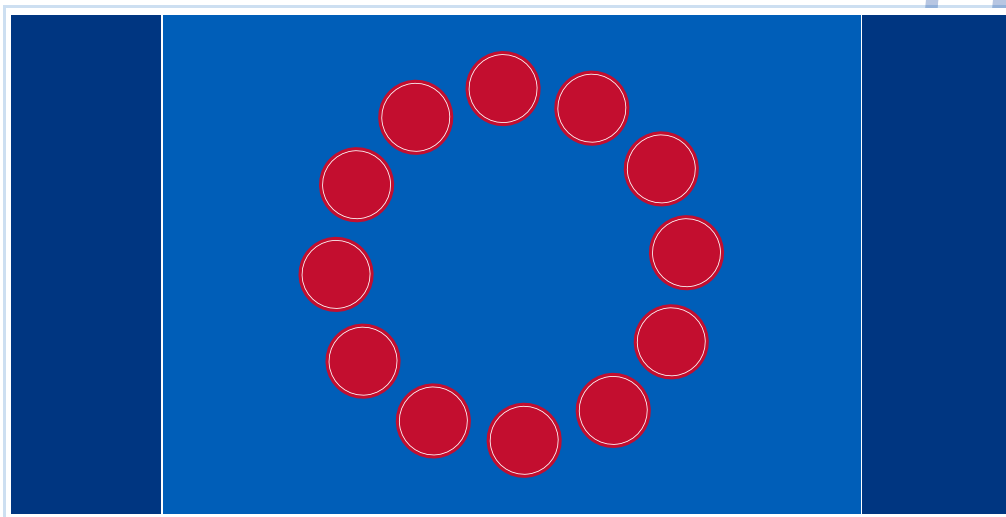


## DESCRIPTION OF THE EXERCISES

### Calming Down

At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)





## SESSION 10 *ADVANCED LEVEL*

LESSON SUBJECT: The importance of restraint and the defence used

LENGTH: 50 minutes

AIMS OF THE LESSON: Improving Throws/Catches; Defending and using stacks; Fair Play; the SOTG

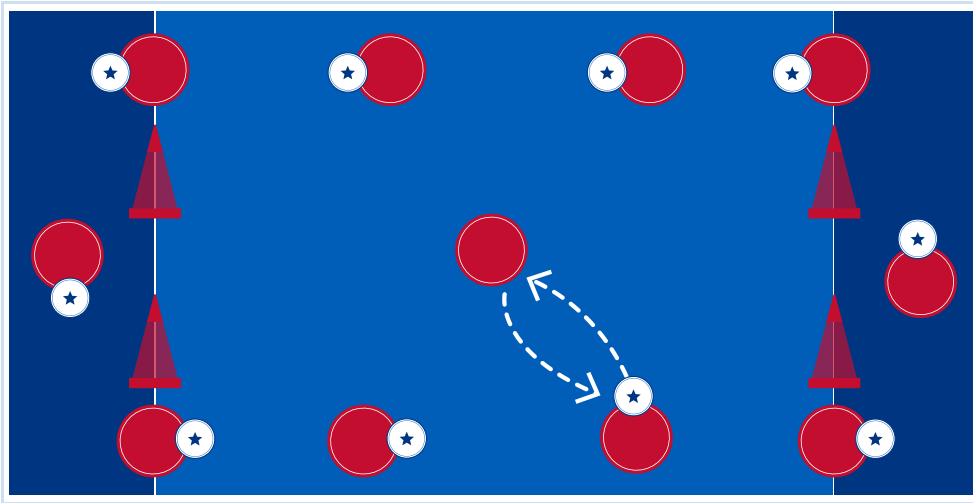


### DESCRIPTION OF THE EXERCISES

#### **Warm Up**

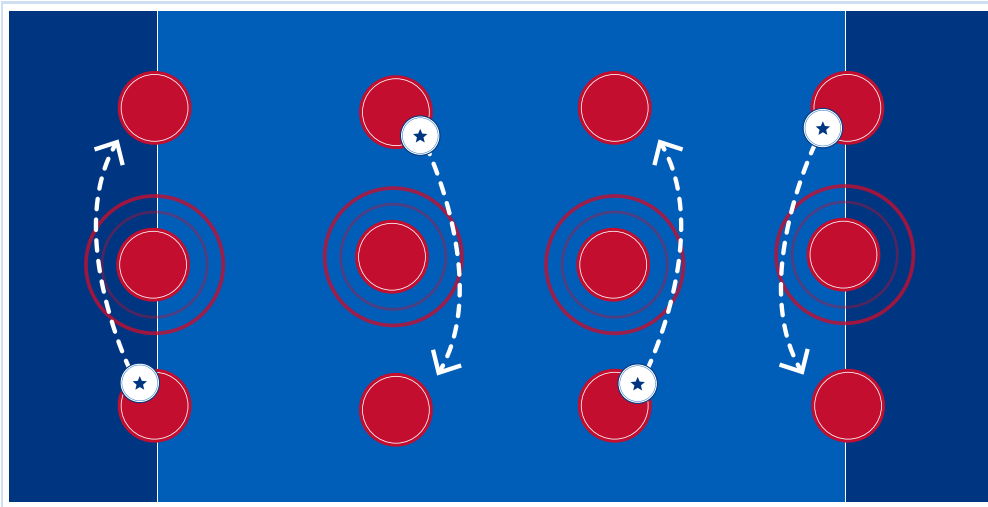
Students walk or run continuously in the area. Each student has a disc.

- The teacher will then call the students one by one and the student called will have to stop and throw the disc to the teacher while his colleagues continue running. He should wait for when it is safe to throw the disc. The teacher catches the disc, throws it back at the student, and the student catches it and calls a colleague that has not yet been called. (Each one of them has to throw the disc to the teacher).



### Main Part

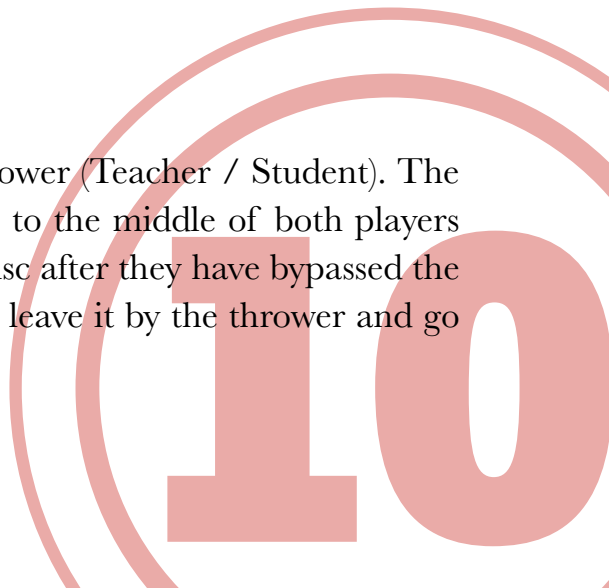
Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques (Backhand and Forehand). Defence players can force the sideline or force straight up. Each defence player should stay 5'. Handlers should only throw the disc to their colleague when counting has reached 4-6. The defence player should count out loud so that the 3 of them can train and communicate with each other.

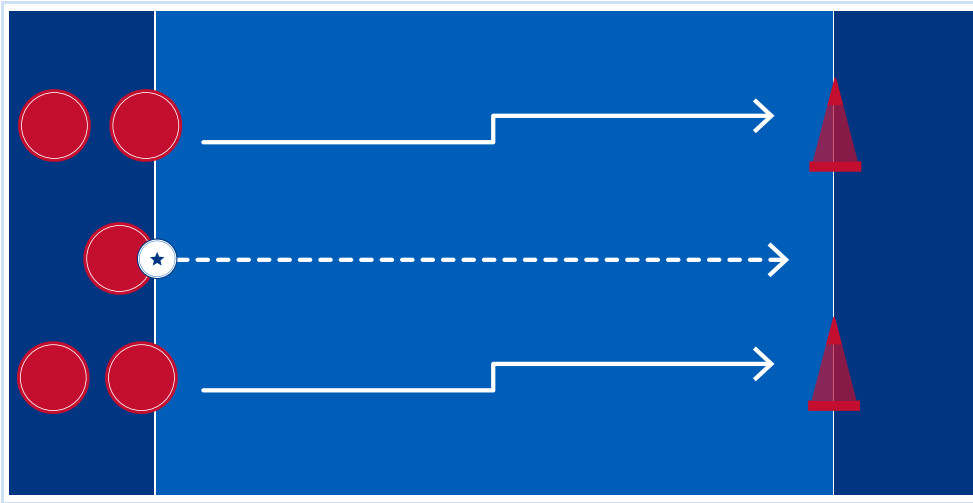


### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

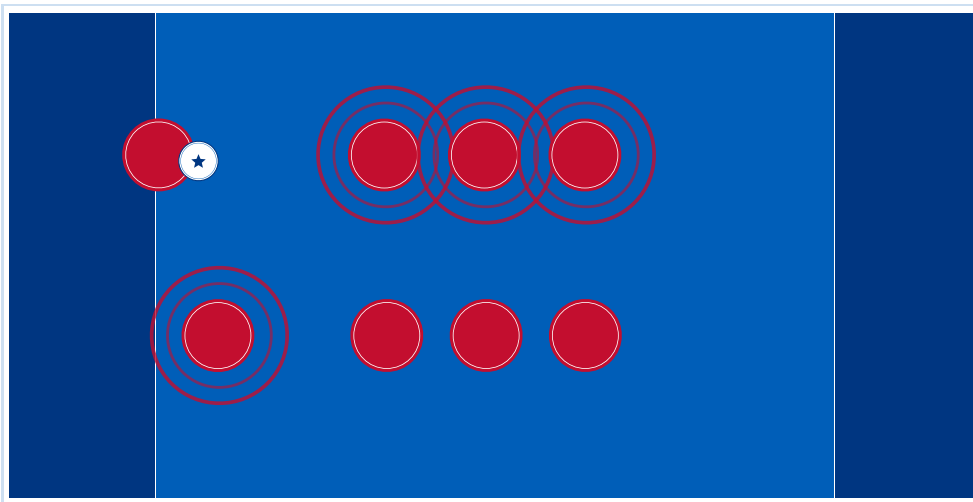
The Fastest (game) - In pairs (consistent pairs) and a thrower (Teacher / Student). The pairs are in separate rows. The thrower throws the disc to the middle of both players who have to run and try to be the first to intercept the disc after they have bypassed the cones round the outside. After catching the disc, players leave it by the thrower and go to the other line.





20'

Game (area of 30X15) - 2 teams of 4 or 5 members. During the game, the player with the disc must always call for a stack. The stack must be formed as quickly as possible. The defence must readjust according to the attack; there may be defensive exchanges.

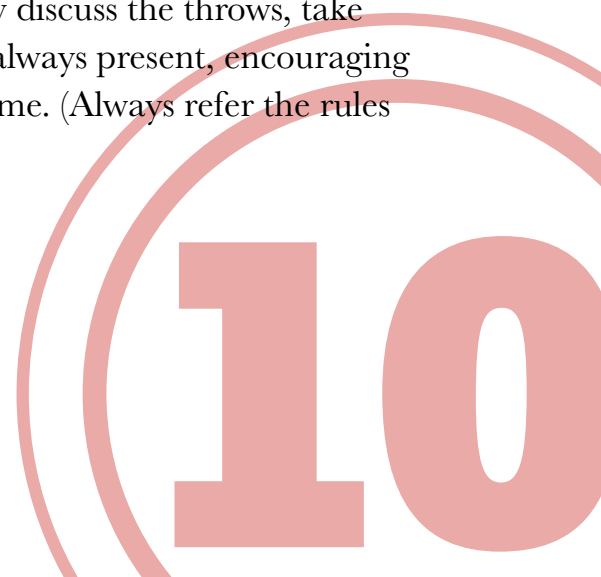


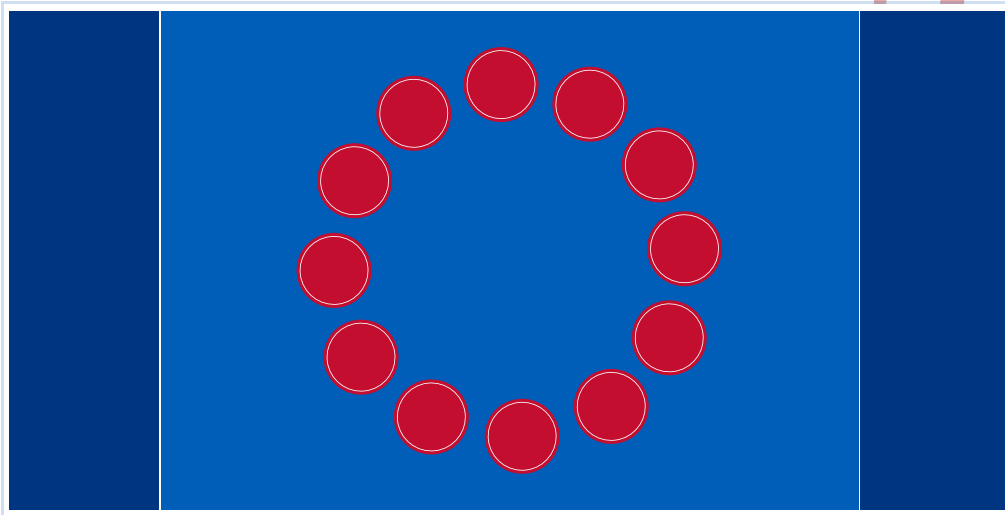
5'

## DESCRIPTION OF THE EXERCISES

### Calming Down

At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)





## SESSION 11 *ADVANCED LEVEL*

LESSON SUBJECT: The importance of restraint and the defence used; the stacks

LENGTH: 50 minutes

AIMS OF THE LESSON: Improve Throws/Catches; Defending; and using stacks when attacking; Fair Play; the SOTG

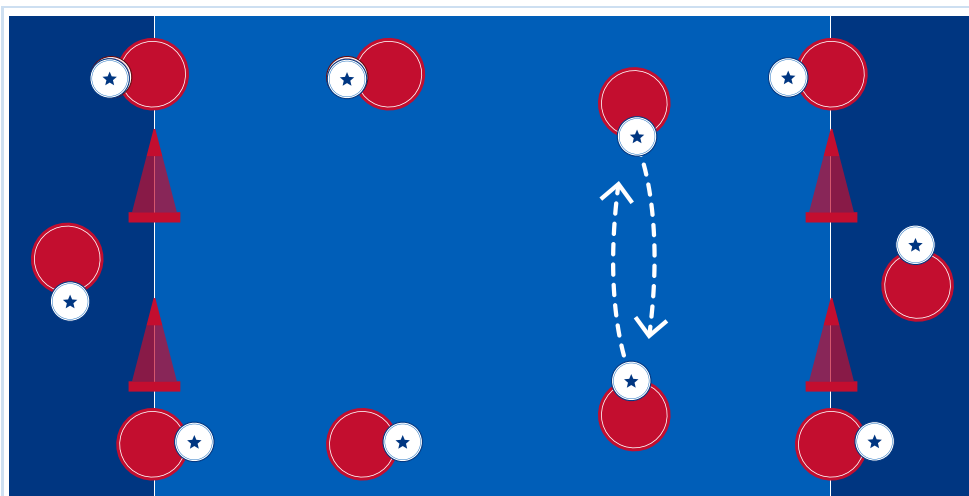


### DESCRIPTION OF THE EXERCISES

#### Warm Up

Students walk or run continuously in the area. Each student has a disc.

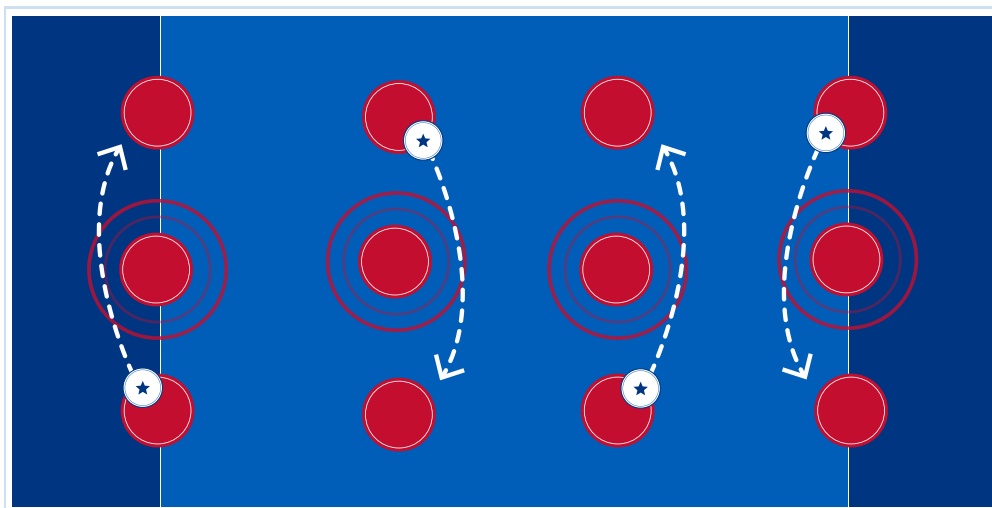
- At the teacher's signal, the teacher will call two students who will stop running and start throwing the disc to each other. In line at the top of the field and 6 metres apart. And successively until they are aligned in pairs.





### Main Part

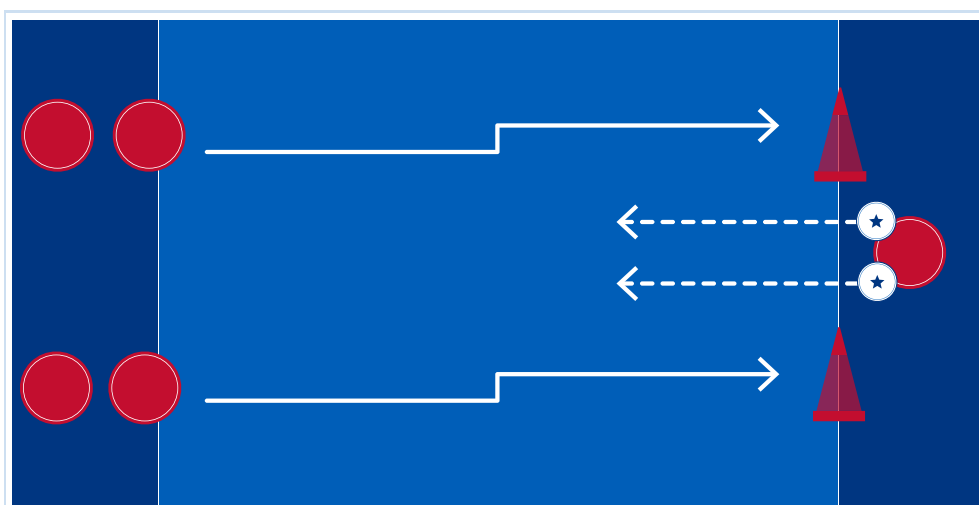
Facing each other, 6 to 10 metres apart - they throw the disc using two throw techniques (Backhand and Forehand). Defence players can force the sideline or force straight up. Each defence player should stay 5'. Handlers should only throw the disc to their colleague when counting has reached 4-6. The defence player should count out loud so that the 3 of them can train and communicate with each other.



### DESCRIPTION OF THE EXERCISES

#### Main Part (Cont)

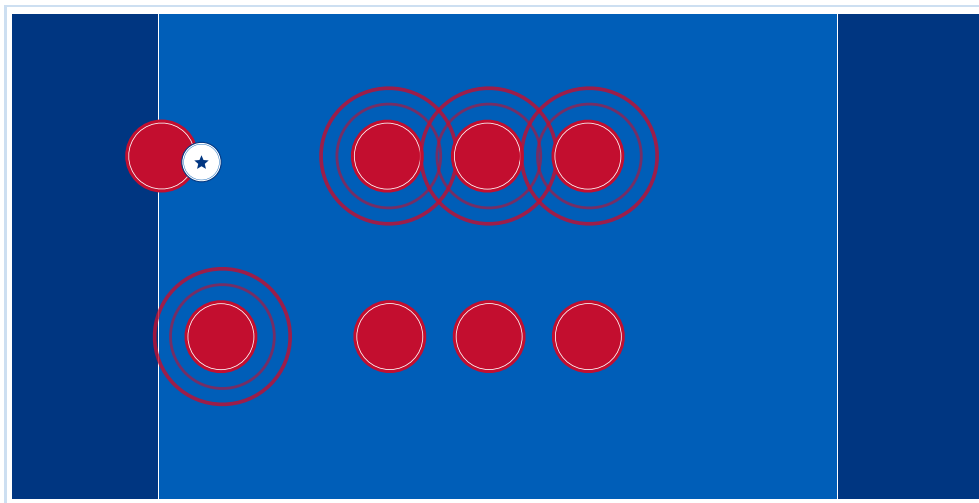
The Fastest (game) - In pairs (consistent pairs) and a thrower (Teacher / Student). The pairs are in separate rows. The thrower throws the disc to the middle of both players who have to run and try to be the first to intercept the disc after they have bypassed the cones round the outside. After catching the disc, players leave it by the thrower and go to the other line.







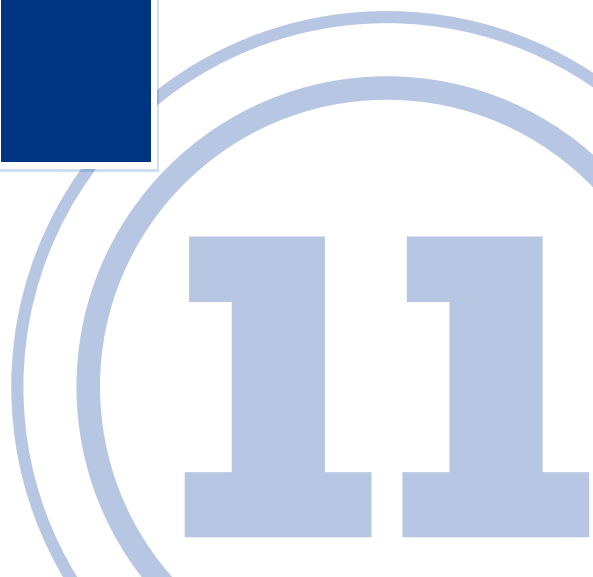
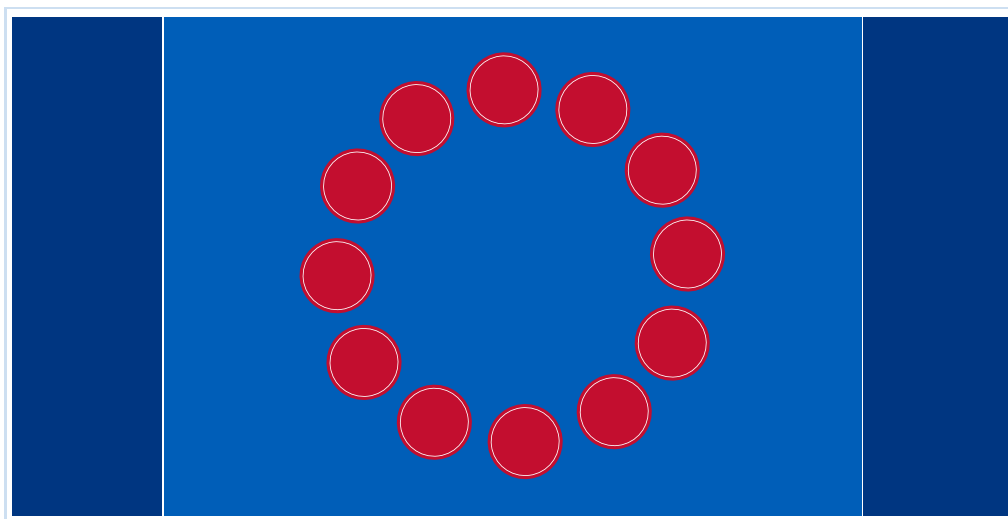
Game (area of 40X20) - 2 teams of 4 or 5 elements. During the game, the player with the disc must always call for a stack. The stack must be formed as quickly as possible. The defence must readjust according to the attack; there may be defensive exchanges.



#### DESCRIPTION OF THE EXERCISES

##### **Calming Down**

At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always refer the rules and the SOTG)



## SESSION 12 *ADVANCED LEVEL*

LESSON SUBJECT: The importance of restraint and the defence used

LENGTH: 50 minutes

AIMS OF THE LESSON: Formal game with no teacher intervention - Mini Tournament with the SOTG filled in at the end.

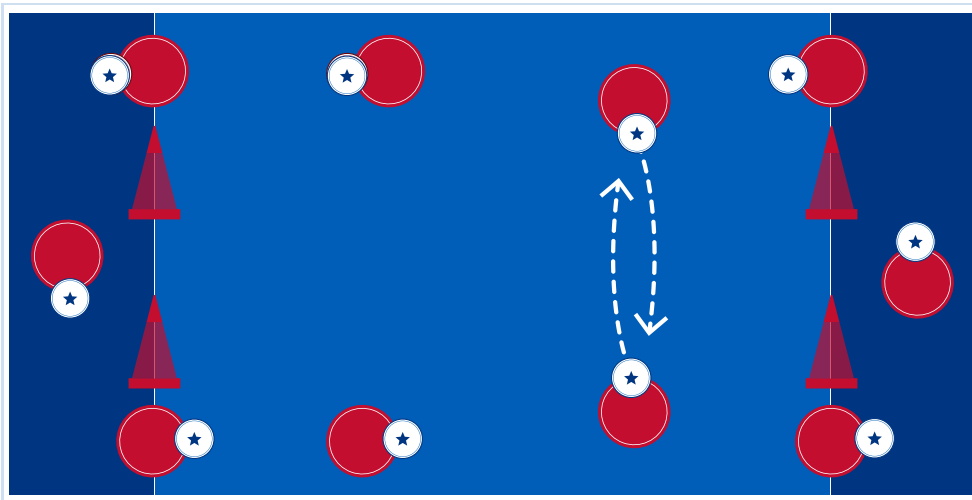
### DESCRIPTION OF THE EXERCISES



#### Warm Up

Students walk or run continuously in the area. Each student has a disc.

- At the teacher's signal, the teacher will call two students who will stop running and start throwing the disc to each other. In line at the top of the field and 6 metres apart. And successively until they are aligned in pairs.



#### Main Part

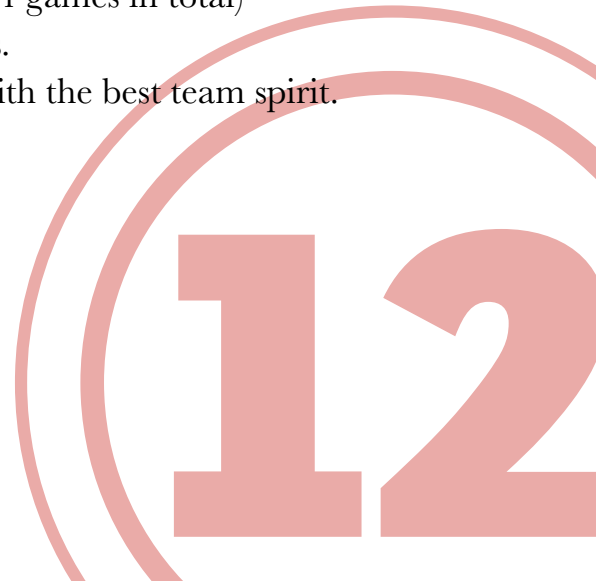
Formal Game (40x20) Square Tournament (4 Teams)

Team A plays against Team B, and Team C against Team D.

Losing teams play against each other, as do the winners. (4 games in total)

Games are 7.5' long with 5' for exchanges and transitions.

At the end, players from both teams vote for the player with the best team spirit.

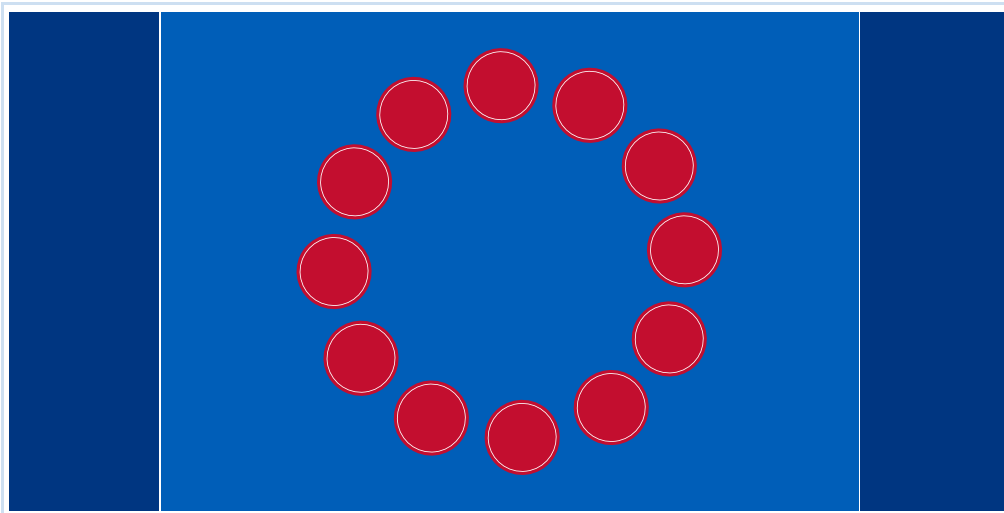




## DESCRIPTION OF THE EXERCISES

### Calming Down

At the end, teams embrace forming a circle in which they discuss the throws, take on any responsibility for mistakes or fouls, with fair play always present, encouraging youths to want to win within the rules and laws of the game. (Always talk about the rules and the SOTG) At the end the teacher adds up the points and elects the winning team in terms of SOTG. In this way, the main title is always left to the end.



## 9. Assessment



### 9.1. Assessment Criteria

#### Introductory Level / Assessment Criteria

##### **Offence**

- When in possession of the disc, the player stops and throws it to a member of his team;
- With no disc, he uses evasion techniques to bypass the opponent closest to him;
- Avoids contact or moving in small areas between two defence players.
- Shows knowledge of the 10 basic Ultimate rules and their applicability regarding the SOTG.

##### **Defence**

- Having lost the disc, the player looks for someone to defend;
- He is aware of his surroundings regarding the handler and where he is located;
- Avoids contact with his adversary;
- Shows knowledge of the 10 basic Ultimate rules and their applicability regarding the SOTG.

## Elementary Level/ Assessment Criteria

### **Offence**

- When in possession of the disc, the player stops, communicates and throws it to a member of his team;
- With no disc, he uses evasion techniques to bypass the opponent closest to him;
- He remains in the offensive position;
- He avoids situations that may lead to conflict.
- Shows deeper knowledge of the basic Ultimate rules and their applicability regarding the SOTG.

### **Defence**

- Having lost the disc, the player looks for someone to defend;
- He is aware of his surroundings regarding the handler and where he is located;
- He does not commit any fouls or have any type of contact with his adversary;
- Shows deeper knowledge of the basic Ultimate rules and their applicability regarding the SOTG.

## Advanced Level / Assessment Criteria

### **Offence**

- When in possession of the disc, the player stops, looks, communicates (verbally or otherwise), fakes a move, and begins his progression;
- Throws and catches with fine-tuned technique;
- With no disc, he uses several evasion techniques to bypass the opponent closest to him;
- He avoids situations that may lead to conflict;
- Shows deep knowledge of the basic Ultimate rules and their applicability regarding the SOTG.

### **Defence**

- After losing the disc, he seeks out someone to defend;
- He is aware of his surroundings regarding the handler and where he is located;
- Avoids contact with his adversary;
- Is capable of interpreting the game and moves ahead of the attacker;
- Shows deep knowledge of the basic Ultimate rules and their applicability regarding the SOTG.

## 9.2. Learning Assessment

### EXERCISE 1 - throwing and catching (with and without advancing)

**Between 1 and 2** — Throws backhand and receives using the pancake catch.

**Between 1 and 3** — Throws forehand and receives using the pancake catch.

**Between 1 and 5** — Throws the disc to his colleague using any technique

**Between 1 and 2** — Catches the disc standing still and out of place

**Between 1 and 3** — Catches the disc whilst running

**Between 1 and 5** — Catches the disc whilst running and immediately seeks a pass line

*Maximum TOTAL of 20 marks*

### EXERCISE 2 - 2x1 situation

**Between 1 and 2** — The handler used the pivot point to correct his move

**Between 1 and 3** — The handler is at ease with the disc using different techniques

**Between 1 and 5** — The handler shows he is comfortable faking precise and adjusted moves

**Between 1 and 2** — The defence counts out loud and uses only his arms to defend

**Between 1 and 3** — The defence positions himself in a balanced defensive position

**Between 1 and 5** — The defence is at ease moving about and readjusting when faced with a fake move.

*Maximum TOTAL of 20 marks*

### EXERCISE 3 - game situation

#### AS AN OFFENCE PLAYER

**Between 1 and 2** — When the handler feints his defender

**Between 1 and 3** — When advancing, remains in possession of the disc and keeps a balanced position

**Between 1 and 5** — Communicates (verbally or otherwise) with the handler and accomplishes

#### AS A DEFENCE PLAYER

**Between 1 and 2** — Recovers discs

**Between 1 and 3** — Is restrained when his team is no longer in possession of the disc

**Between 1 and 5** — Uses defensive pressure throughout the field

*Maximum TOTAL of 20 marks*

#### EXERCISE 4 - Regulation

**Between 1 and 4** — Is capable of starting and restarting the game

**Between 1 and 6** — Uses the correct terminology regarding events/fouls

**Between 1 and 10** — Knows more than the main Ultimate rules

*Maximum TOTAL of 20 marks*

#### EXERCISE 5 - SOTG - Spirit of the Game

**Between 1 and 2** — Knows and followed the rules

**Between 1 and 3** — Avoids physical contact

**Between 1 and 5** — Knows how to be impartial

**Between 1 and 2** — Shows self-control and a positive attitude

**Between 1 and 3** — Communicates correctly and respectfully

**Between 1 and 5** — Would rather earn the Spirit of the Game than cheat to come first

*Maximum TOTAL of 20 marks*



## 10. Other Sports practised with a Disc / FIELD EVENTS

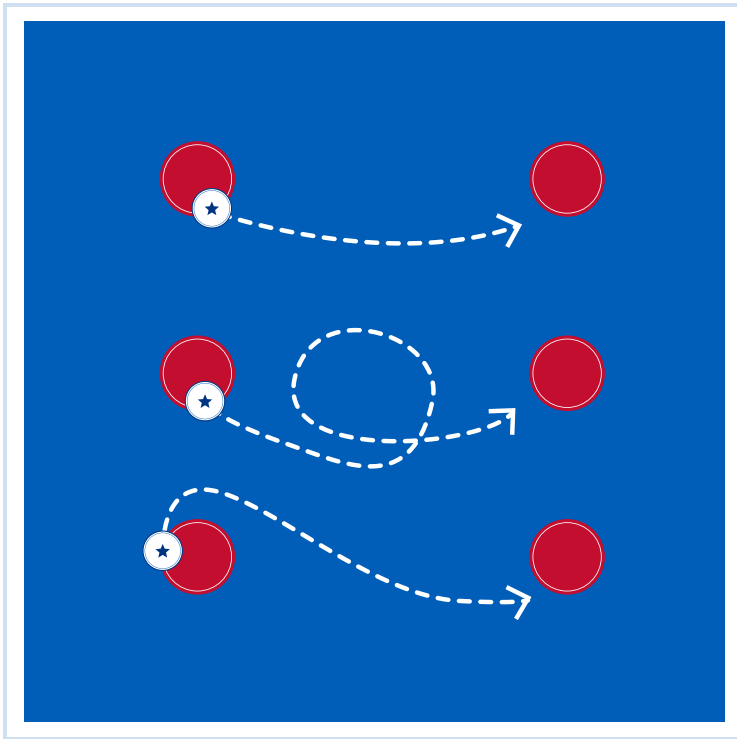


### 10.1. FreeStyle

- Students are challenged to create throws and catches. (the teacher may suggest this at an initial level)
- Developed in line with the game 'Simon Says', 1x1. (eg: under leg throw with right hand and catch with left hand).

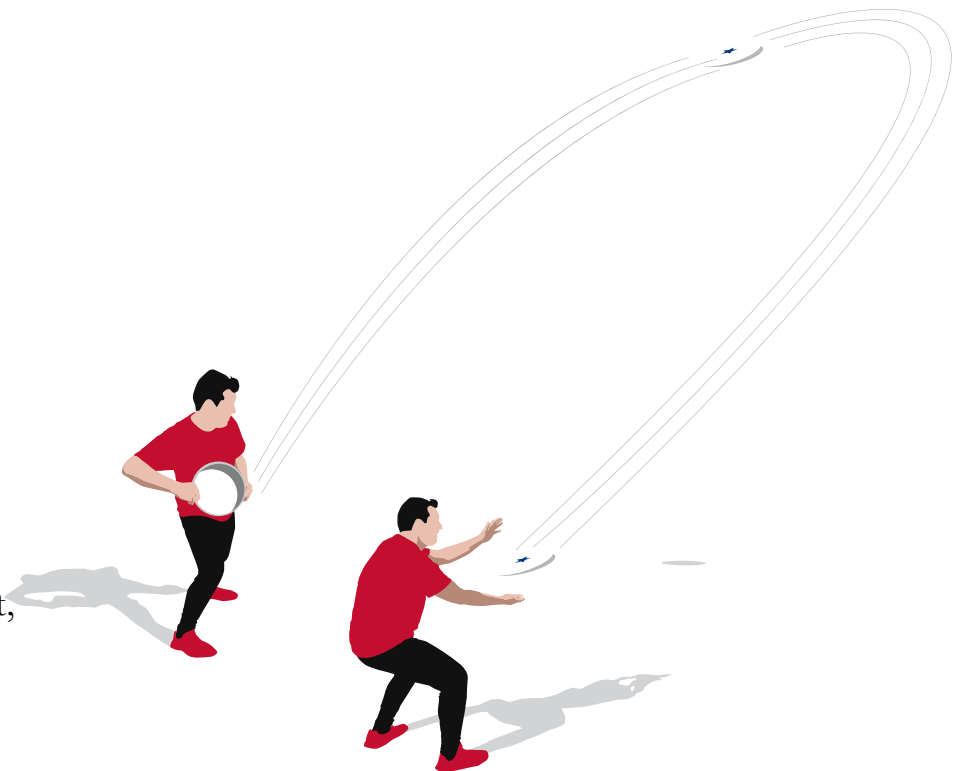


- Try to create as much variety as possible to present to the rest of the class at the end (eg: they have 3 minutes to create as many different versions as possible)
- Students can be challenged to choose a music clip (2-3 minutes) for their performance.

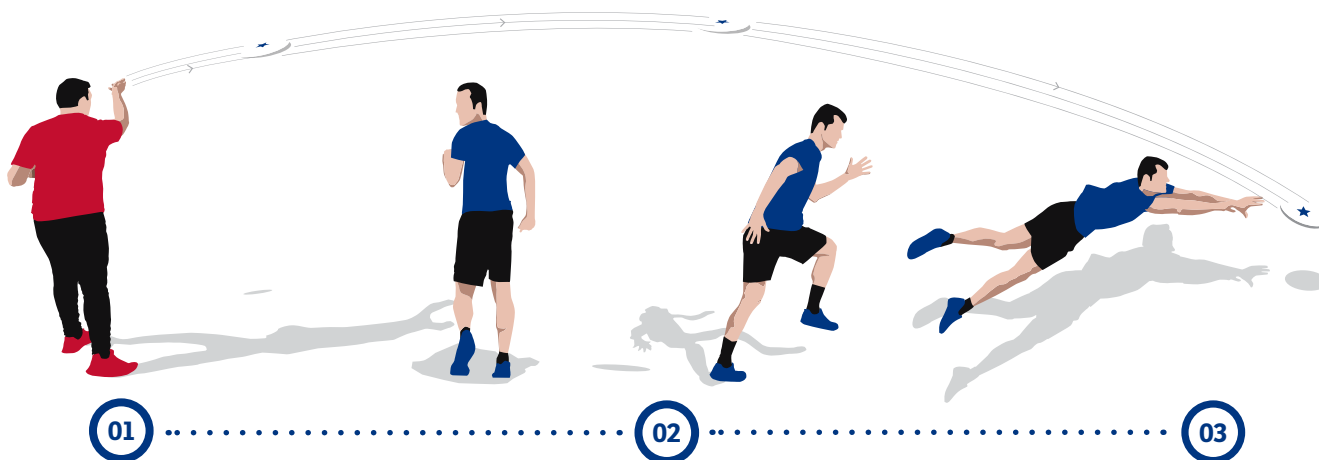


## 10.2. MTA/SFC Throws

- Gauging the wind and using it to influence the throw trajectories
- Students should throw and catch (progressing 2 hands > 1 hand), trying out different directions, different throw angles, and trying to determine and anticipate the exact place where the disc is going to fall or be caught, once thrown.

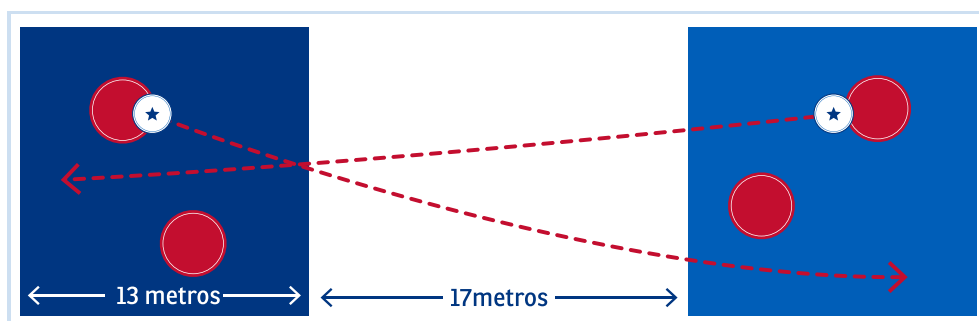


- When competing, successful throws are those with the highest MTA and the throws with the longest distance from the throw area to the catch point (TRC - Throw Run and Catch).
- At the beginning, it is interesting to try out different pairing (1 thrower, 1 catcher), and then swapping with each throw.



### 10.3. DDC (Double Disc Court)

- The aim is to place 2 discs in the opponent's course, causing 2 players of the same team to touch simultaneously.
- Create 1x1 progression, with 2 discs.
- Played in 2 areas of approx. 12m by 12m and 15m apart (official measurements 13m x 13m, 17 m apart)
- The team scores 1 point when the disc lands in the opponent's area (and remains there. If it rolls out the point is awarded to the team attacked)
- The team scores 2 points when the players in the same team touch both discs simultaneously.
- 3x3 variations can be created in handball or basketball fields.



## 10.4. Disc Golf

As the name suggests, Disc Golf is played as you would traditional golf but instead of clubs and balls, you play with discs. The aim of the game is to throw the disc into a basket (*Fig. 1*), in the fewest throws possible.



*Figure 1*

### Basic Rules

The rules and terms used are similar to those used in golf, including the word “hole”, although they’re actually baskets.

Each “hole” is classified as par 3, 4 or 5 depending on how far and how difficult they are.

The start point is called the “tee” or the “tee pad” and players throw the disc each at a time. After the initial throw, the player whose disc is furthest from the basket is the first to play from the point where their disc landed (“lie”). A marker (usually a mini-disc) can be used to mark the lie.

When throwing for the first time, the player’s supporting points (usually his feet) must be within the tee pad. In the following throws, one of his supporting points must be behind the lie and no other supporting point, other than the lie, can be closer to the basket. The hole is complete when the disc lands inside the basket, in the middle, and remains there supported by the basket.

The player to complete the distance in the fewest throws is the winner.

Other more specific rules will be mentioned throughout the different sections in this chapter. You can read the official rules (in English) in [www.pdga.com/rules/official-rules-disc-golf](http://www.pdga.com/rules/official-rules-disc-golf).

### Discs

Golf discs are smaller than those used in Ultimate and come in 3 different types: drivers, mid-range and putters. Drivers are recognised for having a more aerodynamic edge and

can travel further distances. However, because a more advanced technique is needed to achieve this, they are not recommended for beginners. Putters are slower and more controlled and are therefore usually chosen when the player is closer to the basket as it is more convenient for moving closer or for the final putt. Mid-rangers are a mix of both drivers and putters.

The discs have different weights and flight characteristics. Most manufacturers describe such flight characteristics based on 4 parameters: speed, glide, turn and fade. We'll be describing these characteristics in more detail further down, in the sub-chapter on throwing techniques.

Typically, each player will take different discs with them to a tournament (as golf players do with their own golf clubs), so that they are ready for any situation on the tee. Players can choose which disc to use for each throw.

There is no limit to the number of discs players can take to a tournament, and each player has their own preferences. There are those who may take only 4-6 discs with them, whereas others don't mind the extra weight and will carry 20 or more discs.

## **Courses**

Disc golf courses usually have 18 baskets (or "holes"), although there are quite a few smaller ones – with 9, or even fewer holes). There are also courses of 20 or 21 (or more) "holes" but those are less common.

Disc golf courses are located in green areas, with trees and other obstacles that increase the difficulty of the game level.

Courses often have out-of-bounds (OB) areas, too. When a disc comes to a complete stop in an OB area, the player is penalized by 1 extra point. The disc is then thrown from where it crossed the OB line or from a "drop zone" identified for that specific purpose.

There may also be mandatory flight paths. That is when, for example, a disc must be thrown to the right of a certain tree indicating such a mandatory throw. If the disc fails this path, in other words, is thrown to the "wrong" side of the tree, the player will also be penalised by one point, and the next throw takes place from a drop zone, identified for this purpose.

The OB areas and mandatory flight paths usually cause the player to make risk-reward decisions (i.e. be rewarded for a long-distance throw, getting closer to the basket, versus the possibility of the disc falling in an OB zone, or failing a mandatory flight path and being penalised).

The course must be planned so that it does not benefit right- or left-handed players, and must include characteristics that will encourage the use of different throw techniques.

## Throw techniques

The more common throws are the ‘backhand’ and ‘forehand’ already described in this book. However, the throw technique is slightly different to that used in Ultimate because of the discs’ different characteristics and the flight curves in disc golf.

A disc’s flight characteristics influence the throw technique significantly.

In a right-hand backhand throw at a horizontal angle, a “stable” disc will first fly in a straight line and then, when it starts losing momentum, it will tend to go left (fade).

The fade with over-stable discs takes place earlier on and is sharper; under-stable discs can turn slightly to the right at the beginning and fade later on and not as pronounced (but still to the left), and may follow an “S” curve.

In a forehand throw using your right hand, (or backhand using your left hand), as the disc will be rotating in the opposite direction, the flight curve mirrors the curve described above.

Introducing different throw angles, including how fast the disc is released, has a major influence on the disc’s trajectory. For this reason, it is very important to try different techniques and variables, and use the throw type that is more suitable considering the obstacles and distance between the player and the basket.

## Backhand

Position: sideways, at an angle of approximately 90° in relation to the target area, with your right foot to the front (when throwing with your right hand).

Hold: must be firm, with fingers curved and closed over the rim of the disc and thumb on the top of the disc, closer to the rim than the centre (power grip). Back of the hand and wrist aligned with the arm, with the hand holding the disc on the side furthest from the body. The wrist should remain stable throughout the movement.

Movement: when you’re aiming for a long-distance throw, start by pulling the disc back (in the opposite direction of the throw), away from the body, horizontally in line with your chest and your arm stretched out. The disc should move in a straight line and continuous speed from the back to the front.

Keep your arm in a horizontal position, parallel to the throwing movement.

During the first part of the movement, the idea is to bring the disc towards your chest/front of the shoulder, in a straight line, allowing the body and hips to rotate. The power of the throw comes from the energy transferred during this body/hip movement and not from arm strength. The arm is simply working as a lever or “whip” effect, which is the second part of the throw. During this phase, the right foot rotates so as to avoid any injuries to the knee (due to torsion), and the arm should move naturally towards the front/

side with no hesitation (as this would remove the power from the throw and increase the risk of injury).

The whole movement should flow smoothly from start to finish, never using 100% of your strength.

The more speed/strength you try to use, the more it will negatively influence technique, the greater the risk of injuries, and the throw will be less precise.

For shorter distance and more precise throws, movement is similar but slower, and the disc does not need to be pulled back as far (less need to accelerate).

More experienced players usually start the throw from a distance of 2-3 steps (called X-Step) which allows for more linear speed and, consequently, more distance. However, this is not recommended for beginners.

A different throw angle can be used to obtain different disc trajectories. In this case, instead of throwing the disc completely parallel to the ground, you can introduce small angles. The correct and more consistent way of doing this is by leaning your body slightly forward or backwards, so that the movement is always the same regardless of the angle you want, and avoid unwanted torsion of the wrist and the disc.

## Forehand

**Hold:** with 2 fingers (indicator and middle finger) together (either open or clenched – whichever's more comfortable for the player) on the inside of the rim, with the other 2 fingers (ring finger and little finger) on the outer side of the rim of the disc. The thumb is on the top of the disc.

**Movement of the disc:** also in a straight line, from the back to the front, using continuous speed and the same principles as with the backhand throw.

## Putting

There are several throw techniques for the putts (throwing the disc from a short distance so it lands within the basket), with different advantages and disadvantages. No single one of them has shown to be more efficient than the others. Each player can decide which technique suits them best.

**Hold:** thumb on the top of the disc, indicator along the side of the disc or slightly curved under the disc, and the remaining fingers are open, apart, under the disc (fan grip); for longer putts, fingers can be closer together in a position between a fan grip and the power grip described above.

**Position:** body, hips and shoulders facing 'forward', towards the basket; there are two options for the feet:

a) feet side-by-side, shoulder distance apart or slightly further apart (a technique known

as straddle putt)

- advantage: less likely to horizontally rotate the body/hips/shoulders;

- disadvantage: usually the maximum distance obtained is shorter

b) right foot (for a right-hand throw) slightly forward and 'pointing' towards the basket, and left foot slightly to the left (player should position themselves in such a way that they feel stable)

- advantage: longer distance, especially when combined with a back-to-the-front movement, transferring the weight of the body from the back foot to the front foot;

- disadvantage: more likely to rotate the body/hips/shoulders sideways.

Arm movement: several possible techniques

1. arm practically stretched out, lever-type movement (from the shoulder) down-and-forward vertical motion

- advantage: greater lateral precision

- disadvantage: more likely to shift sideways

2. any variation using both techniques described above (including the advantages and disadvantages of those techniques)

## Rollers

The position of the next throw is the place where the disc has stopped, and not when it first touches the ground. For this reason, the roller (throw where the disc moves mostly by rolling on the ground) is a valid throw which can be useful in some situations.

Rollers can be accomplished by using a backhand or forehand throw.

In this case, the disc is thrown at a 45° angle, or higher, in relation to the ground and comes in contact with it in an almost vertical position and a rotation that will allow the disc to continue rolling on the ground.

The main disadvantage of this type of throw is the difficulty in controlling the precise angle for the disc to come in contact with the ground, and small variations to that angle can result in the disc moving in a completely opposite direction.

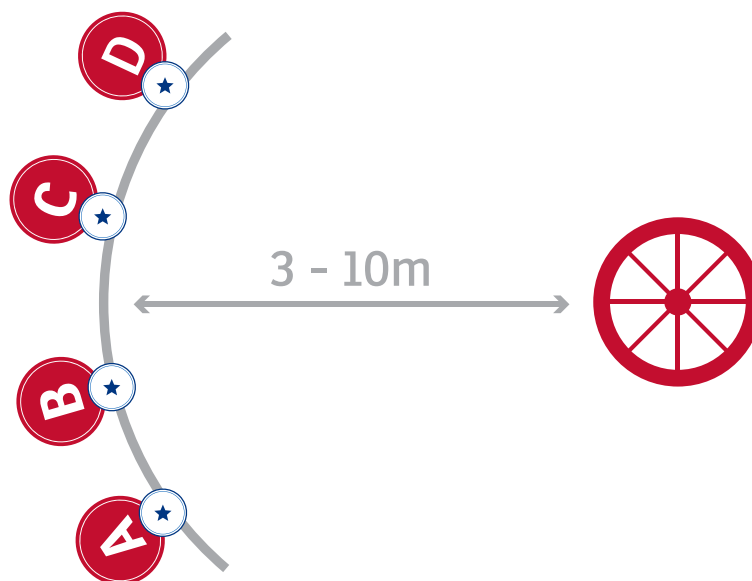
## Exercises

### Necessary material:

- disc golf discs (putters or mid-ranges), ideally 1 per student or 1 for every 2 students
- 1 to 3 disc golf baskets (ideally 1 basket per every 4-6 students)
- markers: mini disc or other round object with a diameter of 7-12 cm (eg: jar lid)
- notepad and pencil to make a note of the scores

### Exercise 1 (Ring of Fire)

- aim: to develop the putting technique
- 1 group per basket
- students positioned side by side at the same distance from the basket, each with a disc (*Fig. 2*)
- they all throw the disc at the same time towards the basket
- they collect the discs and throw again
- start at 3m away and increase distance (increase by 0.5m or 1m)
- the student whose disc falls more often in the basket is the winner
- if there aren't enough discs for everyone, have 2 groups throwing alternately



*Figure 2*

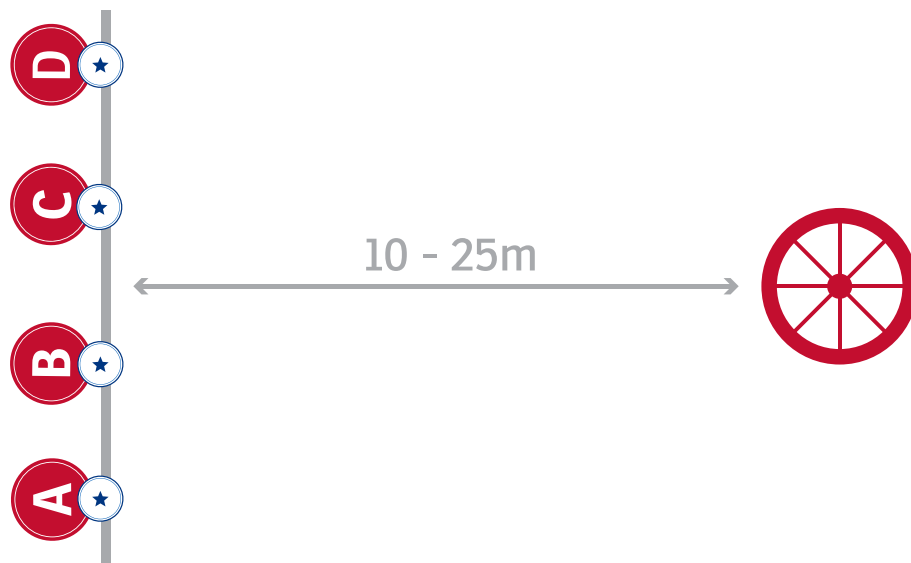
### Version 1:

- for each round, only those whose disc fall in the basket can continue in the game until only 1 player remains



## Exercise 2 (CTP - Closest To Pin)

- aim: to develop the technique of moving closer to the basket
- 1 group per basket
- students positioned side by side at the same distance from the basket, each with a disc  
(*Fig. 3*)
- everyone throws the disc at the same time so it falls as close to the basket as possible
- the student whose disc lands closer to the basket is the winner
- distance between 10m and 25m



*Figure 3*

### Exercise 3 (distance)

- aim: to develop the distance throws
- no basket
- 1 disc per student
- groups of 5-6 students maximum
- students stand side by side on the same line
- they throw the disc at the same time
- the person whose disc lands furthest is the winner



*Figure 4*

#### Version 1:

- define an area (similar to a corridor, to simulate a fairway) where the disc must fall
- discs falling outside the fairway are not considered

### Exercise 4 (normal disc golf game)

- aim: play a complete 'hole' with the disc golf rules
- 1 group per basket
- 1 disc per student
- students throw the disc one at a time (random order for the first throw)
- 2nd throw and following: the student with the disc the furthest from the basket plays
- the position of the disc must be marked with a mini disc before it is retrieved
- place one support behind the marker and no other support can be placed closer to the basket
- each player is responsible for counting the number of throws he makes
- the student with fewer throws is the winner
- important note: for safety reasons, make sure students don't run to retrieve their disc immediately after the throw. They should always remain behind the disc the furthest from the basket and wait for that player to throw before going any further)

## 10.5. Disc Dog

There are several versions of this sport

- **Toss and Fetch:** where the handler throws the disc as far as possible in a rectangular 45x25-metre field for the dog to catch in the air. The aim is to make as many throws as possible in 60 seconds.
- **Freestyle:** acrobatic moves with the disc. The different types of throws by the handler, his dexterity and ease, and the difficulty of the moves are all taken into account. As are the dog's dexterity when catching the disc, his focus and energy. Some Leagues feature compulsory moves during the routine, and time can vary between 90 and 120 seconds depending on the league.
- **Quadruped:** consists in throwing the disc as far possible and the dog must catch it before it lands on the ground. There are no time limits, it includes three throws per round, and the shortest throw in the 3-throw series is eliminated.

In general, more than one dog is allowed to compete, the discs have to be certified for use with dogs and accepted by the League in which they are competing.

There are several Disc Dog Leagues, and, basically, only a few rules change. USDDN, UFO, AWI, SKYHOUNDZ are more well-known and the ones that attract the most competitors. These Leagues have local, Major, European and World competitions.

Any dog breed is allowed, so there are breeds whose characteristics are better adapted to sports. As they are still developing and in order to protect their physical well-being, dogs are only allowed to compete from the age of 14 months in Toss and Fetch competitions, and from 18 months in Freestyle. A dog is considered an Adult at 18 months.

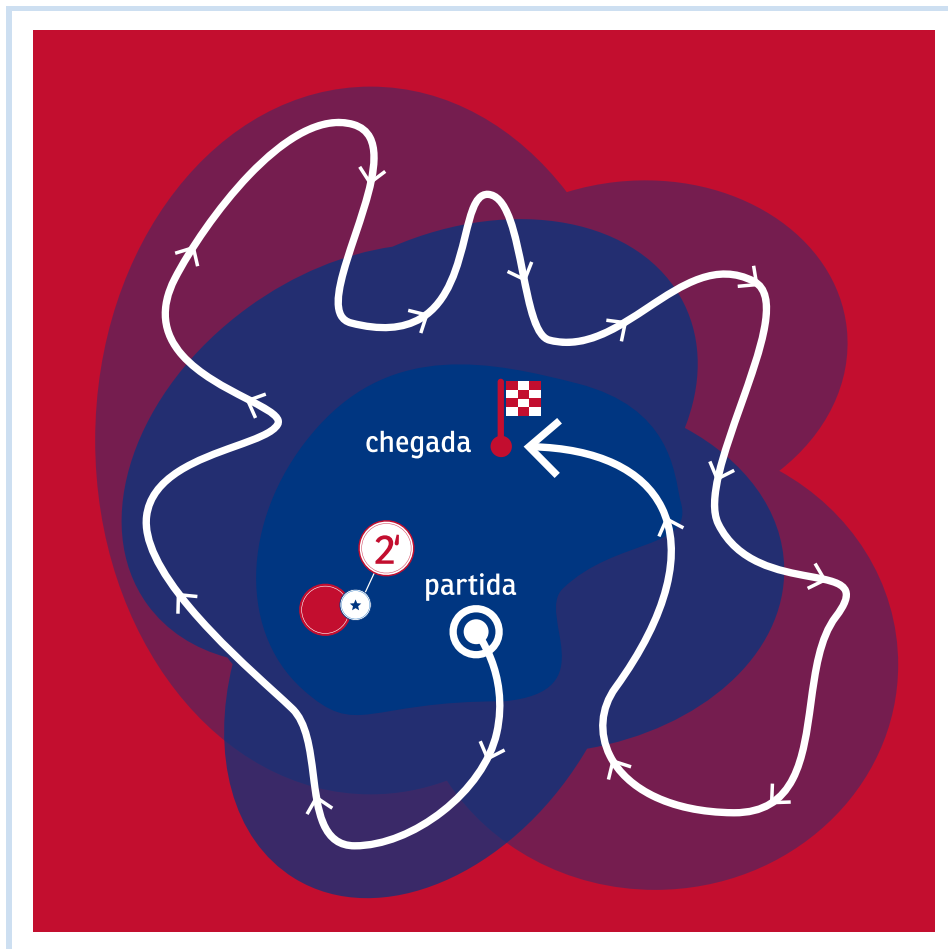
There are three to four judges in a Toss and Fetch competition. Two line judges: one to check that the handler does not step on the line when throwing, another to check where the dog catches the disc; one to make a note of the discs caught and another to control the time.

Freestyle also has four judges: one to check the human part of the team, the throws, posture and control; A second judge for the dog, to assess his behaviour, dexterity, and speed. A third judge assesses the handler and dog together; and a fourth judge controls the time and number of discs thrown and caught.

In Quadruped, normally only two judges are needed: one to check that the throw is made before stepping on the line, and another to check where the dog catches the disc and make a note.

## 10.6. Discathon

- played with 2 discs, students have to move throughout a 800m-1200m-circuit making different throws: they throw disc -1 and can only throw disc-2 when they are near disc-1 ( $<1.5\text{m}$ ); they pick up disc-1 and run to where disc-2 has landed so they can throw disc-1 from there. And so on.
- the circuit is determined by the discs, not by the student!
- the student managing the shortest time, wins.



## LESSON SUGGESTION *EXTRA SESSION*

LESSON SUBJECT: Throws      LENGTH: 50 minutes

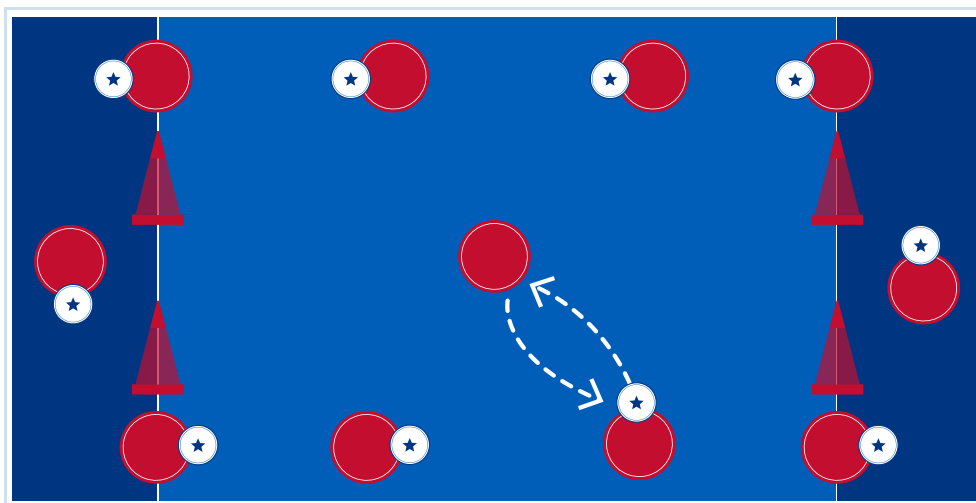
AIMS OF THE LESSON: Improve throws; in field events, find strategies to improve their technical skills for Ultimate

### DESCRIPTION OF THE EXERCISES

#### Warm Up

Students walk or run continuously in the area. Each student has a disc.

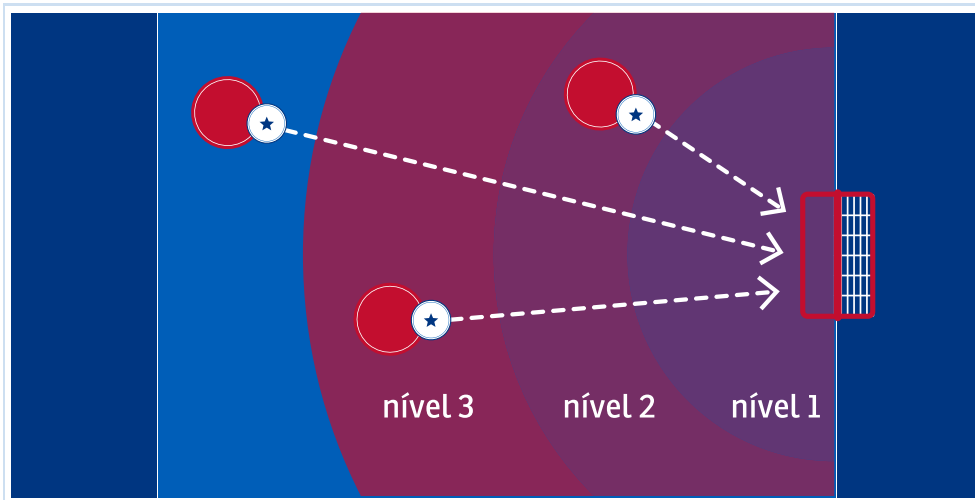
- The teacher will then call the students one by one and the student called will have to stop and throw the disc to the teacher while his colleagues continue running. He should wait for when it is safe to throw the disc. The teacher catches the disc, throws it back to the student, and the student catches it and calls a colleague that has not yet been called. *(Each one of them has to throw the disc to the teacher).*



#### Main Part

Game with distance and precision throws - these can use the permanent goals and official lines on the fields.

- Progression takes place in competition format *(starting close to the target and then, after 3 (adjust as necessary) successful throws, moves back increasing the distance to the target)*



## DESCRIPTION OF EXERCISES

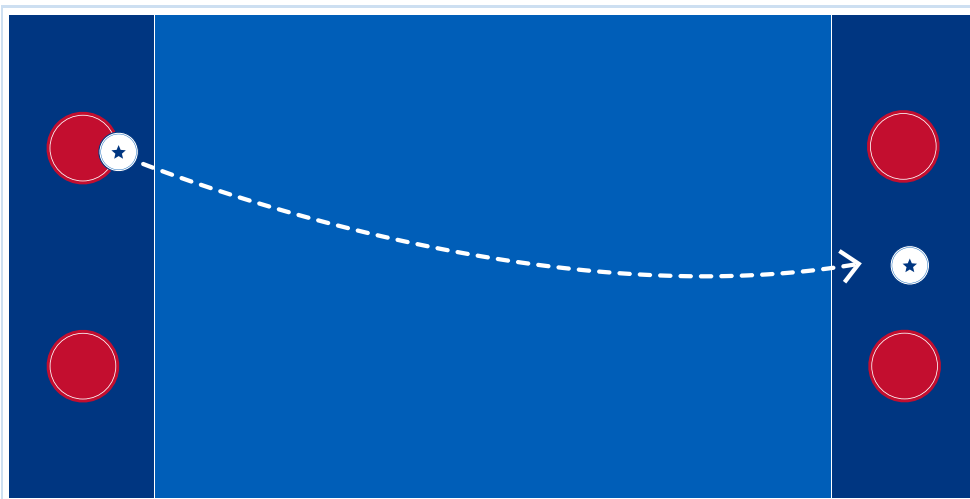
### Main Part (Cont)

Double disc court game - The aim is to place 2 discs on the same side of the opponent's field so that 2 players of the same team have to touch the discs simultaneously.

- create 1x1 progression with 2 discs.
- played in a field of approx. 12m by 12m and about 15m apart.

*(official: 13m x 13m and 17m apart)*

- The team scores (1 point) when the disc lands in their opponent's area  
*(and remains within that area; if it rolls out the attacked team scores a point)*
- The team scores (2 points) when it causes 2 players of the same team to touch both discs simultaneously.
- 3x3 versions can be created in handball or basketball fields.



Free Style game - students are challenged to create throws and catches.

*(the teacher may suggest this at an initial level)*

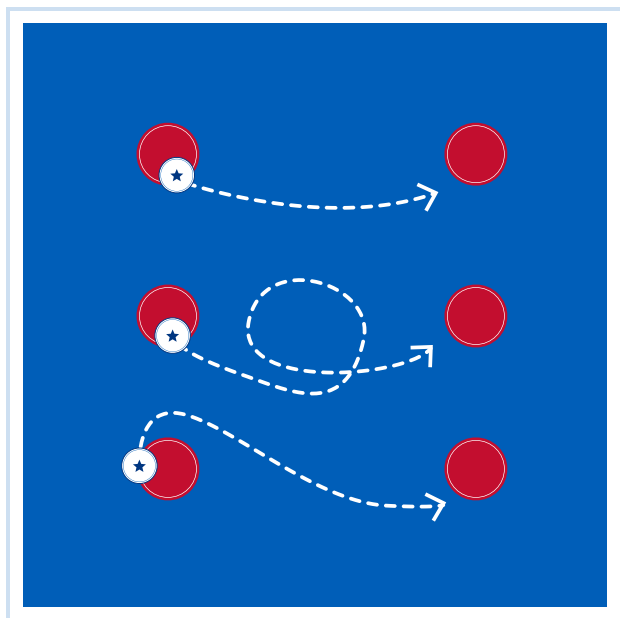
- developed in line with the game 'Simon Says', 1x1.

*(ex: under leg throw with right hand and catch with left hand).*

- try to create as much variety as possible to present to the rest of the class at the end

*(eg: they have 3 minutes to create as many different versions as possible)*

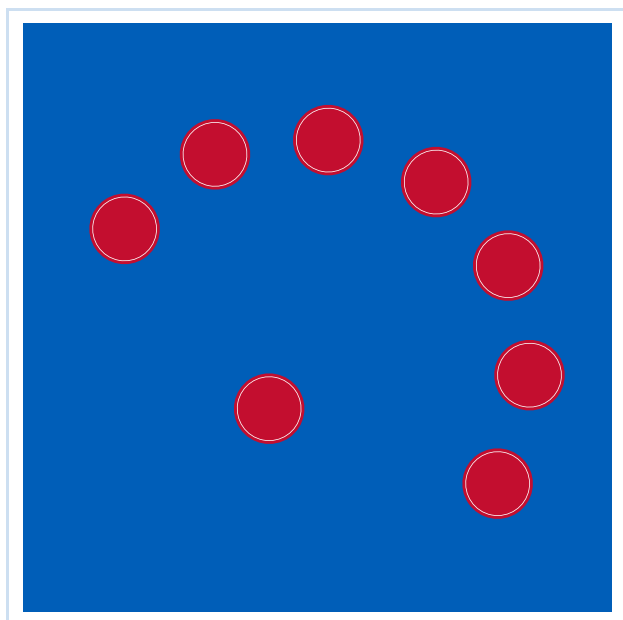
- students can be challenged to choose a music clip *(2-3 minutes)* for their performance



## DESCRIPTION OF THE EXERCISES

### Calming Down

At the end, teams are encouraged to talk about the games and discuss which aspects need improving in terms of throws. Cooperation.



# Bibliography

---

AMOROSO, J. (2005). “*Ultimate Frisbee, a sua origem e o seu desenvolvimento*”.  
Revista Horizonte / maio-junho volume XX, n.º119

AMOROSO, J. & Varregoso, I. (2014). *Ultimate Frisbee – a sport for Schools*. Revista da Sociedade Científica de Pedagogia do Desporto, 1 (5), 2014, p. 49-54.

AMOROSO, J. & Varregoso, I. (2015). *Ultimate Frisbee – Um desporto em contacto com a natureza*. E – Balonmano.com. Revista de Ciencias del deporte/Journal of sport science // ISSN: 1885 - 7019 // Vol: 11

BACCARINI, M. & Booth, T. (2008). *Essential ultimate. Teaching, coaching, playing Champaign, Illinois*: Human Kinetics.

DANNA, M. & POYNTER, D. (1978). *Frisbee Players Handbook.*, Parachuting Publications.

JOHNSON, Stencil E. D. (1975). *Frisbee: A Practitioner’s Manual and Definitive Treatise*, Workman Publishing Company, New York

RODDICK D. (1989). *The discourse: A manual for students and teachers of the frisbee disc arts* - Wham-O Inc. San Gabriel, California.

VLOET, (2006). *Ética e fair play, novas perspetivas, novas exigências. (Ethics and fair play, new perspectives, new demands.)* Lisbon: Confederação do Desporto de Portugal (Portuguese Sports Confederation), p.179-200.

TIPS,C. & RODDICK, D. (1979). *Frisbee Sports & Games*. Celestial Arts.



# Impressum

---

## **Title**

Ultimate at Schools Programme, Teacher's File

## **Publisher**

WFDF - World Flying Disc Federation

All rights reserved

No part of this publication may be reproduced or transmitted by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of the publisher. © 2020

## **Author**

José Amoroso

## **Collaboration**

Bruno Gravato

João Sousa Lopes

Leonel Mourão

Manuel Leiria

Nuno Fontes Silva

Rui Pires

## **Owned by**

WFDF - World Flying Disc Federation

## **Translator**

Helen Carter

## **Graphic Design**

Rui Lobo

## **Produced by**

WFDF - World Flying Disc Federation

## **ISBN**

978-3-00-065900-3



*#FRISBEELIFESTYLE*

**ISBN**

978-3-00-065900-3