



# TOOLS FOR LEARNING **ULTIMATE DISC**

MIDDLE SCHOOL

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# TOOLS FOR LEARNING **ULTIMATE DISC**

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The activities *Hot Box* and *Goaltimate* have been adapted from content created by USA Ultimate.

<https://www.usultimate.org/>

In partnership with the SUNY Cortland AMP Lab.

OPEN is a Public Service Organization supported by [US Games](#) and [BSN Sports](#).

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## MODULE OVERVIEW

### ABOUT THIS MODULE

Ultimate is a noncontact invasion sport played with a flying disc. The sport was created in the 1960s by a group of high school students in New Jersey before spreading throughout North America — and the world. By 2010, there were over 5 million players in the United States alone.

One of the core concepts born within the Ultimate community is that of the Spirit of the Game (SOTG). From its inception until today, Ultimate has relied on self-officiating in order to make the game accessible in all communities. Self-officiating relies on SOTG as an overarching concept of sportsmanship and responsibility. Here’s an expert from the [Official Rules of Ultimate: 11<sup>th</sup> Edition](#):

***"Spirit of the Game.** Ultimate relies upon a spirit of sportsmanship that places the responsibility for fair play on the player. 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."*

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## MODULE OVERVIEW

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- **Standard 1 [M2.6-8]:** Throws with a mature pattern for distance or power appropriate to the practice task (6); Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment (7); Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play (8).
- **Standard 1 [M3.6-8]:** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6); Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play (7); Catches using an implement in a dynamic environment or modified game play (8).
- **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, fag football, speedball, or team handball (6).
- **Standard 1 [M5.6-8]:** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner of a dribble or pass (8).
- **Standard 2 [M2.6-8]:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot) (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).
- **Standard 2 [M6.6-8]:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage (8).
- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games (7); Applies rules and etiquette by acting as an official for modified physical activities/games (8).
- **Standard 5 [M5.6-8]:** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).

\* Additional outcomes are listed on each activity page.

MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- |                                      |               |
|--------------------------------------|---------------|
| Instant Activity (not on block plan) | 5–10 minutes  |
| + Skill Activity with Debrief        | 10–15 minutes |
| + Skill Activity with Debrief        | 10–15 minutes |
| + Check for Understanding            | 5 minutes     |

**Important:** Suggestions are what they say they are: *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Four types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Holistic Performance Rubric**

The Holistic Performance Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons. The rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. It can be completed in full on the module’s final day, providing a final holistic evaluation of each student’s performance.

**Purposeful Practice Plan**

Purposeful practice is an essential component of the skill-mastery process. Mindfulness within skill development also fosters a growth mindset and positive self-talk. The Purposeful Practice Plan is design to be an artifact of student learning and should be evaluated on student effort (how well did they fill the plan out?) and mindful planning (will the plan be effective if implemented?).

**Spirit of the Game Exit Slip**

Ultimate activities are meant to offer skill-building physical activity as well as a context for discussing physical-literacy concepts. Use the provided DOK Exit Slips to document student understanding.

As you review completed DOK Exit Slips, take note of topics and concepts for which students need additional instruction. Allow your observations to guide future planning and instruction.

**Academic Language Quiz**



Assess student knowledge with a short quiz focused on the academic language of Ultimate. Use the provided quiz as-is or as a template for creating a custom quiz.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Toss-Up & Throw and Go	Backhand, Catch, Disc, Forehand (Flick), Health-Related Fitness, Pancake, Throw
2	Throw and Go & Fly Disc Baseball	Backhand, Control, Cut, Cardiorespiratory Endurance, Etiquette, Huck, Lead Pass, Pivot, Pull, Spirit of the Game
3	Toss-Up & Uno, Dos, Tres	Catch, Communication, Curve, Defense, Defensive Position, Interception, Mark, Offense, Space, Turnover
4	Toss-Up, Fly Disc Baseball & Uno, Dos, Tres	Catch, Communication, Curve, Defense, Defensive Position, Interception, Mark, Offense, Space, Turnover
5	Throw and Go & Ultimate Contests	Disc, Health-Related Fitness, Pancake, Possession, Skill-Related Fitness, Spirit of the Game
6	Toss-Up, Uno, Dos, Tres & Hot Box	Communication, Cut, Grip, Foul, Isolate, Pick, Score
7	Hot Box & Goaltimate	Cutter, Defensive Pressure, Handler, Mark, Pivot, Pull, Stall
8	Toss-Up & Mini-Ultimate	Cardiorespiratory Endurance, Communication, End Zone, Etiquette, Health-Related Fitness, Pancake, Teamwork
9	Throw and Go & Ultimate Disc	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
12	Foam Flying Discs	1092455	<a href="#">Link to e-Store</a>
12	Regulation Flying Discs	1268942	<a href="#">Link to e-Store</a>
24	Low Profile Cones	1255690	<a href="#">Link to e-Store</a>
12	Hoops	02170	<a href="#">Link to e-Store</a>
12	Large Cones	1245875	<a href="#">Link to e-Store</a>
6	Task Tents	1389878	<a href="#">Link to e-Store</a>
4	Pop-Up Goals	1393446	<a href="#">Link to e-Store</a>
12	Pinnies	1262711	<a href="#">Link to e-Store</a>
			
	Academic Language Posters	FREE	<a href="#">OPENPhysEd.org</a>
	Ultimate Contest Station Cards	FREE	<a href="#">OPENPhysEd.org</a>
	Thro and Catch Cue Charts	FREE	<a href="#">OPENPhysEd.org</a>
	Ultimate Disc Rules Reference	FREE	<a href="#">OPENPhysEd.org</a>
	Universal Design Adaptations	FREE	<a href="#">OPENPhysEd.org</a>





**TOSS-UP**

STUDENT TARGETS

- **Skill:** I will demonstrate proper throwing & catching technique.
- **Cognitive:** I will explain proper throwing cues and apply proper technique in game settings.
- **Fitness:** I will demonstrate the health-related fitness components as they relate to Ultimate.
- **Personal & Social Responsibility:** I will be aware of my surroundings and work safely with a partner during skill practice.

TEACHING CUES

**Throw**

- Thumb on Top
- Curl Disc In, Extend and Snap

**Catch**

- 2 Hands Out in Front
- Palms Facing Each Other
- Snap Together

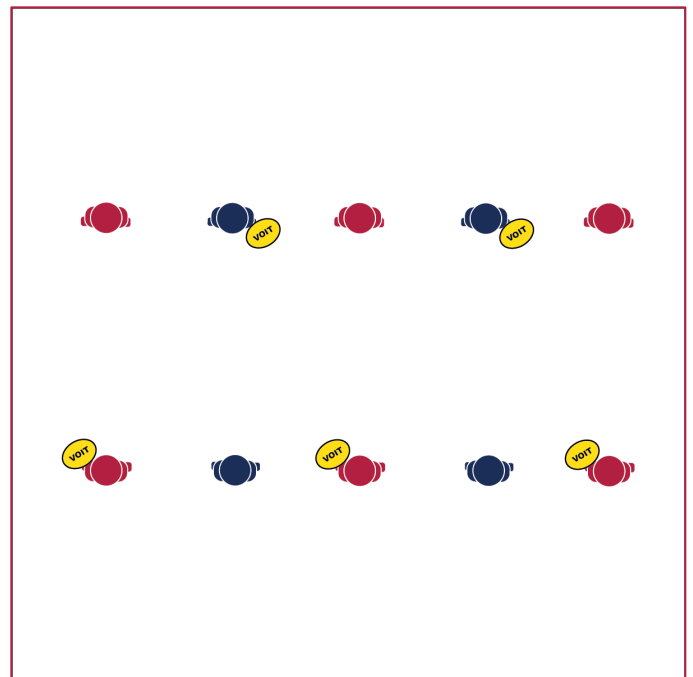
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 flying disc per pair of students

**Set-Up:**

1. Pair students, each pair with a disc.
2. Arrange partners at least 10 feet away from each other.



**Activity Procedures:**

1. Today's activity is called Toss-Up. The object of the activity is to practice our throws and catches.
2. Let's make sure we keep our heads up and remember to call our partners' names to let them know when we're about to throw the disc.
3. There are 2 types of throws: the backhand and the forehand (flick). When executing a backhand throw, your fingers should be in the cup of the disc, and your thumb should be on top. When executing a forehand throw, your pointer and middle fingers should be under the disc, and your thumb should be on top. Keep the disc parallel to the ground. Apply the proper amount of force.
4. The catch we will be focusing on today is called a pancake/hamburger catch. To execute this catch, you will simply clap your hands on the top and bottom of the disc so that it stops between your palms.
5. On the start signal, practice backhand throws and pancake catches back and forth. After each partner has executed 5 throws, if you feel comfortable, take a few steps back to throw at a longer distance.
6. After each partner has executed 10 total backhand throws, switch and try the forehand throw (flick) at least 5 times before taking a few steps back.

**Grade Level Progression:**

- 6<sup>th</sup>: Play the activity as written above.
- 7<sup>th</sup>: Increase the distance between partners.
- 8<sup>th</sup>: Develop throwing challenges using different distances and numbers of successful throws/catches.



**TOSS-UP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Use foam or smaller-sized discs. Decrease the distance between partners to increase chances of success.
- **Extension:** Students attempt to throw the disc at an arced angle instead of straight ahead. Provide enough space for student to safely experiment with disc angles and arcs.

ACADEMIC  
LANGUAGE

Backhand, Catch, Disc, Forehand (Flick), Health-Related Fitness, Pancake, Throw

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M2.6-8]:** Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base) (6); Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment (7); Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play (8).
- **Standard 1 [M3.6-8]:** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6); Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play (7); Catches using an implement in a dynamic environment or modified game play (8).
- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** Can you list the components of health-related fitness?
- **DOK 2:** Which component(s) of health-related fitness affects your ability to throw the disc?
- **DOK 3:** How might you change your throw if someone were playing defense on you?

TEACHING  
STRATEGY  
FOCUS

**Identify critical content.** Throwing and catching the disc are critical skills that will determine the level of success that a student has. Provide detailed instructional demonstrations and interact with students during skill practice.

## THROW AND GO

### STUDENT TARGETS

- **Skill:** I will demonstrate a leading pass to my partner.
- **Cognitive:** I will understand the importance of throwing a leading pass in Ultimate Disc.
- **Fitness:** I will demonstrate cardiorespiratory endurance while participating in partner activities.
- **Personal & Social Responsibility:** I will follow the rules and maintain the spirit of the game.

### TEACHING CUES

- Look Up
- Hands Up
- Spirit of the Game

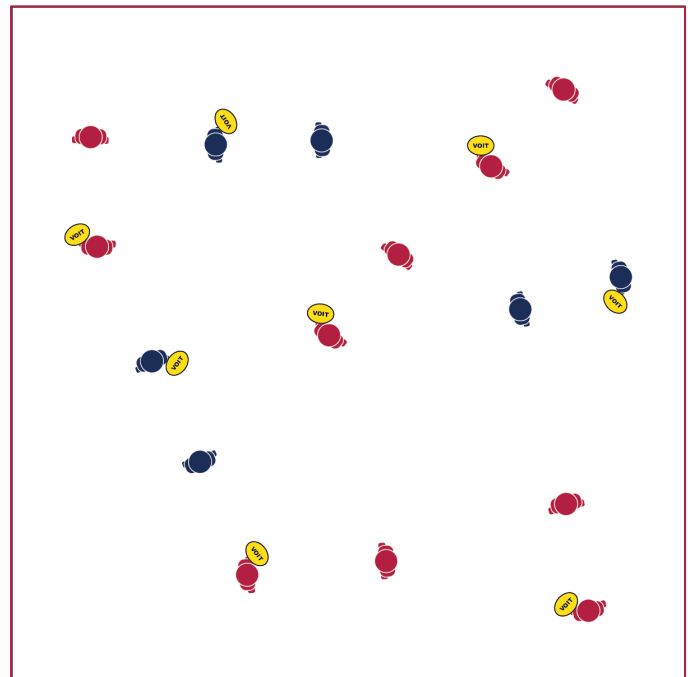
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 flying disc per pair of students

**Set-Up:**

1. Pair students, each pair with 1 disc.
2. Arrange pairs throughout the activity area with plenty of space for safe play.



**Activity Procedures:**

1. Today's activity is called Throw and Go.
2. The object of the activity is to throw a leading pass to your partner that they can catch while on the run.
3. When you hear the start signal, the partner without the disc will begin by running in to open space. The partner with the disc will then throw it a few feet in front of the runner, and the runner will attempt to catch it. Throwers, choose a distance that will allow the runner to be successful.
4. After the disc is caught, switch roles. Continue until you hear the stop signal.

**Grade Level Progression:**

6<sup>th</sup>: Play the activity as described above.

7<sup>th</sup>: Increase the distance between partners.

8<sup>th</sup>: Develop gamification challenges by limiting the number or types of throws used by the partners to a marked distance or target.



**THROW AND GO**

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** Use foam or smaller-sized discs. Decrease the distance between partners to increase chances of success.
- **Extension:** Split students into groups of 3. Play as described above, but with the 3rd student playing defense.

ACADEMIC LANGUAGE

Curve, Cut, Cardiorespiratory Endurance, Lead Pass, Pivot, Spirit of the Game

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M4.6-8]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6); Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, soccer, or speedball (7); Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice) (8).
- **Standard 1 [M5.6-8]:** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner of a dribble or pass (8).
- **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

DEBRIEF QUESTIONS

- **DOK 1:** What is a leading pass?
- **DOK 2:** How can you apply what you learned to improve your passes and catches?
- **DOK 3:** How is this activity related to other invasion sports (like soccer or basketball)?

TEACHING STRATEGY FOCUS

**Help students process content:** Take time to have detailed discussion about the lead pass and its application to all invasion sports. This will allow students to access prior knowledge, process their practice experience, and elaborate on concepts.

## FLY DISC BASEBALL

### STUDENT TARGETS

- **Skill:** I will throw and catch the disc using skill cues.
- **Cognitive:** I will discuss the importance of self-officiating.
- **Fitness:** I will actively engage in base running and fielding while applying the health-related fitness components.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of the game.

### TEACHING CUES

#### Throw

- Thumb on Top
- Curl Disc In, Extend and Snap

#### Catch

- 2 Hands Out in Front
- Palms Facing Each Other
- Snap Together

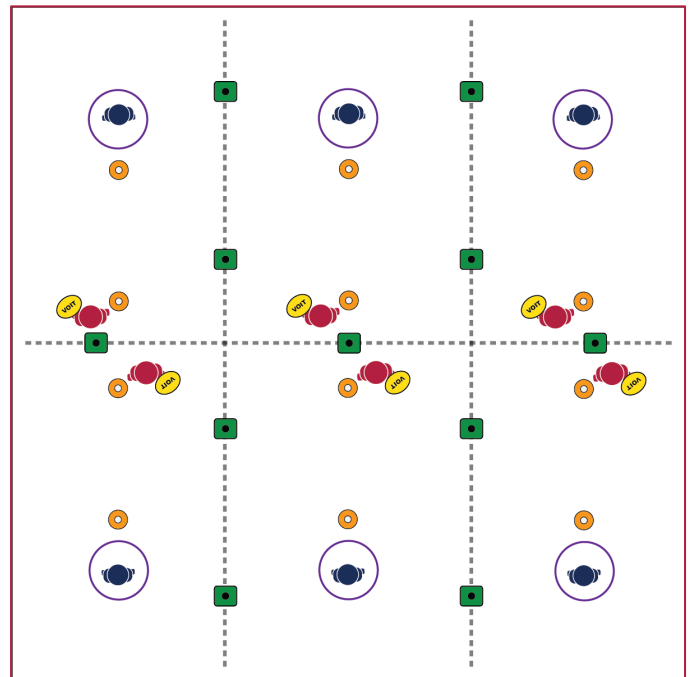
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 foam disc per pair of students
- 1 base (spot marker or low-profile cone) per student
- 1 hoop
- Large cones for field boundaries

#### Set-Up:

1. Create 1 “field” for every 2 students using large cones.
2. In each field, set up 2 cones about 20 feet from one another, a hoop just behind 1 cone. Be sure there is enough space between fields for safe activity.
3. Pair students, each pair at a field with a disc, each student at a cone.



#### Activity Procedures:

1. It's time to play Fly Disc Baseball. The object of the activity is to score as many runs as you can. We'll develop our cardiorespiratory endurance and practice throwing for distance (“huck”).
2. One student is the fielder, and the other is the batter. The batter will start behind their cone and throw the disc anywhere in the “field” (behind the fielder). The throw to start the game is called a “pull.” The fielder starts inside the hoop.
3. As soon as the disc is thrown, the batter will start running back and forth between the cones. Meanwhile, the fielder will chase the disc and then jog back to their hoop. As soon as the fielder is back in the hoop, yell, “OUT!” The batter gets 1 point for each lap from cone to cone (there and back counts as 1 point).
4. Next, switch positions and continue in this way until you hear the stop signal. Then we'll all switch partners. Teachers, remind students of safety best practices for this activity.

#### Grade Level Progression:

6<sup>th</sup>: Play the activity as described above.

7<sup>th</sup>: Fielding players must tag runners for force them to stay on a base to create an out.

8<sup>th</sup>: Play with teams of 2. Fielders must pass the disc back to the cone. Fielders with the disc cannot take any steps.

**FLY DISC BASEBALL**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Shorten the distance between cones. This activity is great for outdoor instruction, but could be modified for gymnasium play: Students could demonstrate muscular strength by traveling around bases while crab or bear walking.
- **Extension:** Have the students play in teams of 2 to increase teamwork and apply levels of offensive and defensive strategy.

ACADEMIC  
LANGUAGE

Backhand, Control, Etiquette, Huck, Pull, Spirit of the Game

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M2.6-8]:** Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base) (6); Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment (7); Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play (8).
- **Standard 2 [M2.6-8]:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot) (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).
- **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games (7); Applies rules and etiquette by acting as an official for modified physical activities/games (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** How would you describe a self-officiated game?
- **DOK 2:** How would you apply knowledge of a game/sport in self-officiating?
- **DOK 3:** How is etiquette related to Spirit of the Game?
- **DOK 3:** How is etiquette related to self-officiating?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content:** Fly Disc Baseball is designed to help students practice skills, but equally important, it is an instruction to applying game etiquette and Spirit of the Game. The rules and scoring of this game are very basic and allow students the opportunity to practice self-officiating following etiquette and Spirit of the Game principles.

## UNO, DOS, TRES

### STUDENT TARGETS

- **Skill:** I will demonstrate good defensive technique.
- **Cognitive:** I will understand the importance of creating an opening for my team.
- **Fitness:** I will stay active and make quick transitions from offense to defense.
- **Personal & Social Responsibility:** I will respect the equipment and play fairly with friends.

### TEACHING CUES

- Cooperate
- Communicate
- Teamwork

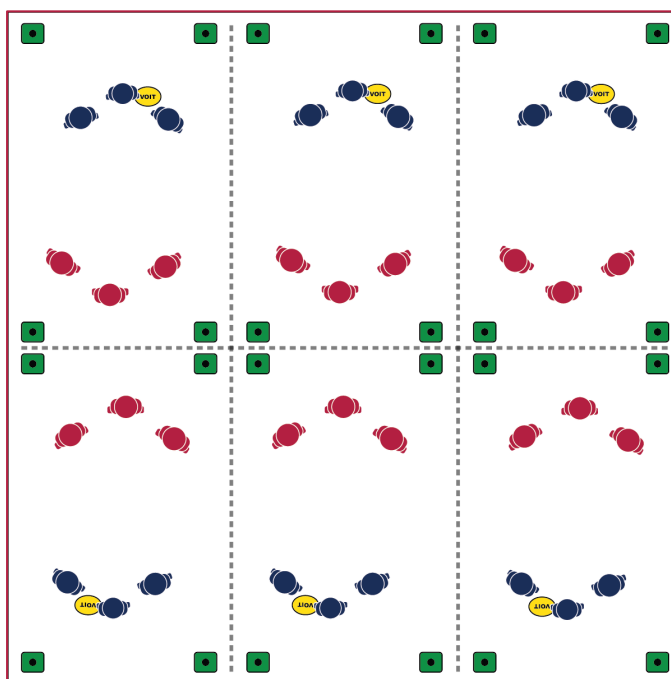
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 foam disc per group of 6 students
- 4 cones per group of 6 students
- 1 pinnie per 2 students

#### Set-Up:

1. Set up 1 station per group of 6 students by arranging 4 cones in a 40x20' rectangle.
2. Divide students into groups of 6, each group with a disc at a station.
3. Divide each group into 2 teams of 3, 1 team per group in pinnies.



#### Activity Procedures:

1. Today's activity is called Uno, Dos, Tres. The object is to earn more points than the other team.
2. Points are earned by completing 3 consecutive passes and then shouting out, "Punto!" In order to complete a pass, a player catch and control the disc.
3. Decide which team of 3 will start on offense and which will start on defense. Each defender will choose an opponent to mark.
4. The offensive team will try to complete 3 consecutive passes while the defensive team tries to get possession of the disc.
5. When the offensive team completes the 1st pass, shout out, "Uno!" When completing the 2nd pass, shout out, "Dos!" When completing the 3rd pass, shout out, "Tres," and then yell, "Punto!"
6. After a team scores a point (or a turnover or interception happens), the teams will quickly switch roles.

#### Grade Level Progression:

- 6<sup>th</sup>: Play this as a 3 v 2 game with the 3<sup>rd</sup> defender acting as the score keeper until possession changes. Teams rotate score keepers each time they play defense.
- 7<sup>th</sup>: If students are developmentally ready, play 3 v 3 with a focus on creating space and passing lanes.
- 8<sup>th</sup>: Modify the size of the playing area.



**UNO, DOS, TRES**

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** Use a variety of tossable objects based on the preferences and needs of students. Increase or decrease the size of the playing area to meet the needs of students. Play 3 v 1 with only 1 defender.
- **Extension:** Increase the number of players per team.

ACADEMIC LANGUAGE

Catch, Communication, Curve, Defense, Defensive Position, Interception, Mark, Offense, Space, Turnover

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M7.6-8]:** Performs the following offensive skills without defensive pressure: pivot, give & go fakes (6); Performs the following offensive skills with defensive pressure: pivot, give & go fakes (7); Executes the following offensive skills during small-sided game play: pivot, give & go fakes (8).
- **Standard 1 [M11.6-8]:** Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).
- **Standard 2 [M6.6-8]:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage (8).
- **Standard 5 [M5.6-8]:** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).

DEBRIEF QUESTIONS

- **DOK 1:** What does creating space mean?
- **DOK 2:** How does creating space affect your team’s ability to complete passes?
- **DOK 1:** What does it mean to mark a player?
- **DOK 2:** How would you apply a marking on defense in a game of Ultimate?
- **DOK 3:** How is defensive position related to closing space?

TEACHING STRATEGY FOCUS

**Help student engage in cognitively complex tasks:** Understanding and then executing off the ball movement into open space is one of the most difficult, yet important concepts for students to learn. Take the time to explain, demonstrate, discuss, and then highlight proper execution. Active practice is important, but cognitive engagement and processing is absolutely essential to learning this critical concept.



**ULTIMATE CONTESTS**

STUDENT TARGETS

- **Skill:** I will demonstrate my throwing and catching skills.
- **Cognitive:** I will demonstrate understanding of the concepts required for throwing the disc at different angles.
- **Fitness:** I will discuss how health- and skill-related fitness connects to each station.
- **Personal & Social Responsibility:** I will communicate with my partner and be respectful of the equipment.

TEACHING CUES

- Teaching cue
- Teaching cue

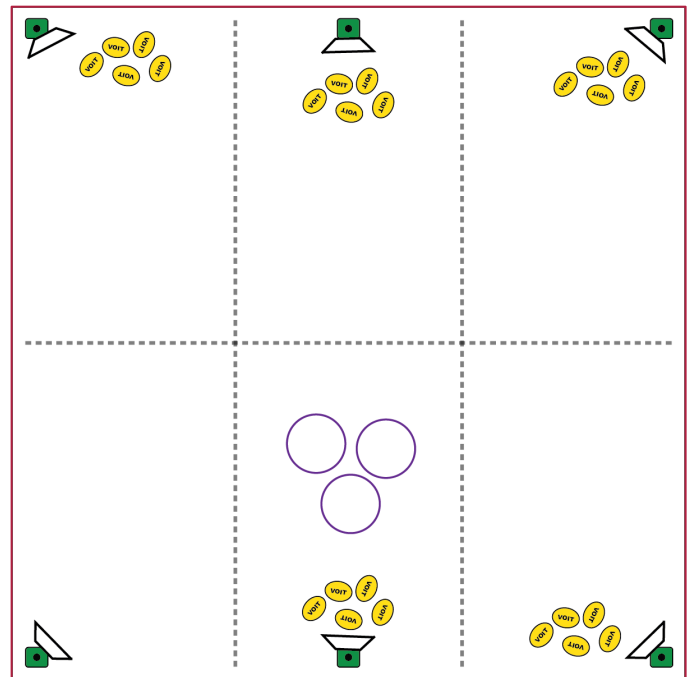
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 6 large cones
- 6 task tents
- 25–40 flying discs
- 3–5 hula hoops

**Set-Up:**

1. Set up 6 stations by marking each with a cone and a task tent. Ensure there's enough room for safe activity.
2. Place 5–8 discs at each station (except for the Darebee Fitness station).
3. Place all of the hula hoops at 1 of the stations.



**Activity Procedures:**

1. Today's activity is called Contests. We will practice throwing and catching skills at each station.
2. **Station 1 is a Distance Medley.** Work individually. Try to throw farther than others in your group while using correct form and keeping your feet planted.
3. **Station 2 is the Rally Race.** Work with a partner. Try to get the most consecutive passes among your group before time runs out while keeping your throwing form.
4. **Station 3 is Disc Toss.** Work with a partner. Start out close to one another, and with every 5 consecutive throws, move 2 steps back to practice your control and accuracy.
5. **Station 4 is DecaDisc.** Work with a partner. You will attempt 10 types of throws used in Ultimate. [Backhand, Forehand, Hammer, Chicken Wing, Push Pass, Elevator, High Release, Thumber, or Through the Legs]
6. **Station 5 is Target Zone.** Work individually. Try to get your disc closer to the center of the hoops than others in your group.
7. **Station 6 is Darebee.com Fitness.** Work as a group. Everyone will complete the Darebee.com exercise card. Repeat the routine until it's time to rotate.

**Grade Level Progression:**

- 6<sup>th</sup>:** Focus on the backhand throw at all stations except for Stations 4 and 6.  
**7<sup>th</sup> & 8<sup>th</sup>:** Attempt to use the forehand and backhand throw at every station.



**ULTIMATE CONTESTS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Provide a variety of foam and plastic discs for student to select. Provide demonstrations and visual cues for each station tasks.
- **Extension:** Prompt student to experiment with the different angles and arcs at which you can throw the disc instead of straight.

ACADEMIC  
LANGUAGE

Disc, Health-Related Fitness, Pancake, Possession, Skill-Related Fitness, Spirit of the Game

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 4 [M7.6-8]:** Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).
- **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is health-related fitness?
- **DOK 1:** What is skill-related fitness?
- **DOK 2:** How would you apply health- and skill-related fitness at each station?
- **DOK 3:** How are these terms related to Ultimate Disc?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills:** Stations are a great way to keep students engaged in purposeful practice. Students will gain experience and gain competence and confidence as they work to demonstrate alternate ways of throwing and catching.

## HOT BOX

### STUDENT TARGETS

- **Skill:** I will demonstrate clean cuts in order to get open to receive the disc.
- **Cognitive:** I will understand the importance of moving to open space while using offensive concepts.
- **Fitness:** I will stay engaged throughout the entire activity.
- **Personal & Social Responsibility:** I will follow the rules and respect the equipment.

### TEACHING CUES

- Eyes Up
- Hands Up
- Disc Space

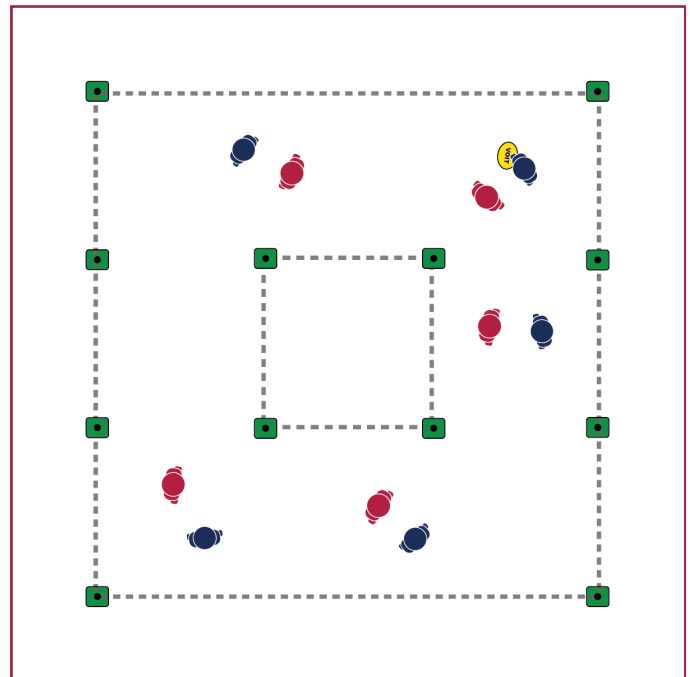
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 flying disc per group of 10 students
- 8 cones per group of 10 students
- 1 pinnie per 2 students

#### Set-Up:

1. Use half of the cones to create 40'x40' fields, 1 field per group of 10 students.
2. Set up the remaining cones in a 4'x4' square in the middle of each field.
3. Divide students into groups of 10, each group with a disc at a field.
4. Divide each group into 2 teams of 5, 1 team per group in pinnies.



#### Activity Procedures:

1. Today's activity is called Hot Box. The object of the activity is to earn more points than the opposing team. Points are earned when a team catches a pass inside the "end zone," which is marked by the 4 cones in the middle of the playing area.
2. You must first complete 6 passes outside of the end zone. You cannot immediately pass it back to the person who passed it to you.
3. Groups decide which team will start on offense and which team will start on defense. No one on the defensive team may stand in the end zone at any time. The offensive team may only enter the end zone after they have completed 6 passes and are trying to score a point.
4. After a team scores a point (or a turnover or interception happens), the teams will quickly switch roles. The pass count resets after each change of possession.

#### Grade Level Progression:

**6th:** Increase the size of the end zone and have students focus on their pancake catch.

**7th:** Play the activity as described above.

**8th:** Increase the number of catches needed before scoring a point.

**HOT BOX**

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** Decrease the number of catches needed before scoring a point. Add more 4'x4' end zones to the playing area.
- **Extension:** Students must complete 3 backhand passes and 3 forehand passes before they can score a point.

ACADEMIC LANGUAGE

Communication, Cut, Grip, Foul, Isolate, Pick, Score

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- **Standard 2 [M1.6-8]:** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- **Standard 2 [M3.6-8]:** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes of the ball (8).
- **Standard 4 [M7.6-8]:** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

DEBRIEF QUESTIONS

- **DOK 1:** In Ultimate Disc, what is a cut?
- **DOK 2:** What do you know about creating space?
- **DOK 2:** How did communication affect your team's ability to score points?

TEACHING STRATEGY FOCUS

**Organize students to process content:** This activity provides an opportunity for students to utilize the skills and concepts taught in earlier lessons, as well as to transfer prior learning in to a new setting. When a teachable moment arises, stop play and discuss what the students experienced.

## GOALTIMATE

### STUDENT TARGETS

- **Skill:** I will demonstrate proper technique when throwing and catching the disc.
- **Cognitive:** I will discuss the roles of the cutter and the handler in Ultimate Disc.
- **Fitness:** I will participate and remain actively engaged.
- **Personal & Social Responsibility:** I will demonstrate the spirit of the game and respect my peers and the equipment.

### TEACHING CUES

- Pivot, Flick, Follow Through
- Move Without The Disc
- Find Open Space (offense)
- Close Space (defense)

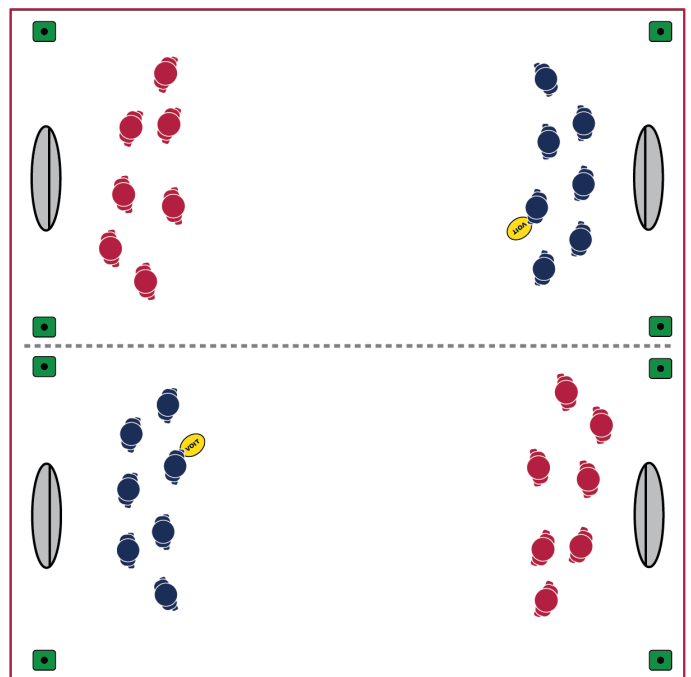
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones per group of 14 students
- 2 large pop-up goals per group of 14 students
- 1 flying disc per group of 14 students
- 1 pinnies per 2 students

#### Set-Up:

1. Use cones to create a large (~40'x60') playing field. 1 field per group of 14 students. Place a goal at either end of each field.
2. Divide students into groups of 14, each group with a disc at a field.
3. Divide each group into 2 teams of 7, 1 team per group in pinnies.



#### Activity Procedures:

1. Today's activity is called Goaltimate. This activity is a lot like Ultimate Disc, but to score, you must throw the disc into the goal.
2. The object of the activity is to score the most goals before the time runs out.
3. Each team will begin at 1 of the goals. To start the point, 1 of the players on defense will pull (throw) the disc to the other team as far as they can.
4. Once the offense catches the disc or picks it up, the point has started.
5. When marking an offensive player with the disc, the mark will count by saying, "stall 1, stall 2," etc. If the mark reaches 10 and yells, "stall," this is a turnover and the other team will get the disc.
6. When a team earns a point (or there is a turnover), the teams will switch roles.
7. You must throw the disc into the goal to get a point. You can't roll into the goal.
8. Games will be 7 minutes each (or other designated time), and then the next game will start.

#### Grade Level Progression:

- 6<sup>th</sup>: You must make passes to 3 different players before scoring on the goal.  
 7<sup>th</sup>: You can only score a point if you are within 15 feet of the goal.  
 8<sup>th</sup>: Play activity as described above.



**GOALTIMATE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Make the goals bigger. Increase or decrease the size of the field to meet the needs of your students. Use multiple goals for each team. Use a foam ball rather than a disc.
- **Extension:** Have the students develop a different type of end zone for scoring. The students can create multiple goals and end zones in the playing area.

ACADEMIC  
LANGUAGE

Cutter, Defensive Pressure, Handler, Mark, Pivot, Pull, Stall

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 2 [M4.6-8]:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- **Standard 2 [M5.6-8]:** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (6); Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (7); Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (8).
- **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is the handler role in Ultimate Disc?
- **DOK 1:** What is the cutter role in Ultimate Disc?
- **DOK 2:** How did the stall count affect your throw in the game?
- **DOK 3:** How is defensive pressure related to the game of Ultimate Disc?

TEACHING  
STRATEGY  
FOCUS

**Strategy Focus:** How to teach the strategy focus

## MINI-ULTIMATE

### STUDENT TARGETS

- **Skill:** I will apply my skills to a game-like situation of Ultimate Disc.
- **Cognitive:** I will apply tactics/strategies in game situations.
- **Fitness:** I will demonstrate 1 component of health-related fitness during our Mini-Ultimate game.
- **Personal & Social Responsibility:** I will follow the rules and respect my teammates.

### TEACHING CUES

- Communicate
- Eyes Up
- Move To Open Space

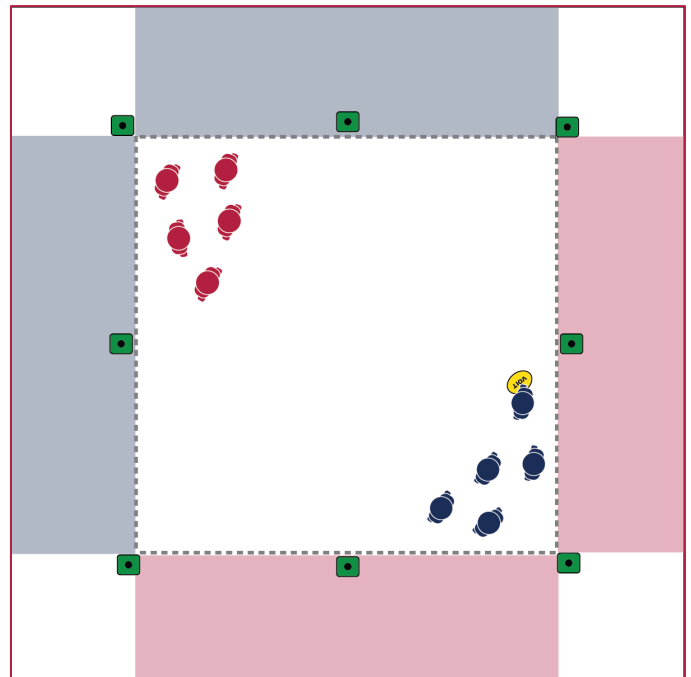
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 flying disc per 10 students
- 8 low-profile cones per 10 students
- 1 pinnie per 2 students

#### Set-Up:

1. Use 8 cones to create a large playing field, 1 per group of 10 students. Each field should have 4 end zones (2 end zones per team).
2. Divide students into groups of 10, each group with a disc at a field.
3. Divide each group into 2 teams of 5, 1 team per group in pinnies.



#### Activity Procedures:

1. Today's activity is called Mini-Ultimate. We will follow the same rules as we would in a normal game of Ultimate Disc, except for 3 important differences. 1) the field is smaller; 2) you are playing with fewer people on the field; 3) your team has 2 end zones for scoring.
2. The object of the activity is to work on teamwork and communication to score points.
3. You score a point by catching the disc in the end zone. Games will be played to 7 or played till time runs out.

#### Grade Level Progression:

- 6<sup>th</sup>: Play 4v4 on the field with 1 student always open in 1 of the teams' endzones.  
7<sup>th</sup> & 8<sup>th</sup>: Play the activity as described above, 5v5.

**MINI-ULTIMATE**

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** Provide different tossables to use instead of a flying disc. Rather than scoring points by getting into the end zone, students can score by getting into a hoop, hitting a cone, or making a certain number of consecutive passes.
- **Extension:** Add an extra player to each team, making the game 5 v 5. You cannot pass to the same teammate who just passed you the disc.

ACADEMIC LANGUAGE

Cardiorespiratory Endurance, Communication, End Zone, Etiquette, Health-Related Fitness, Pancake, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, fag football, speedball or team handball (6).
- **Standard 2 [M3.6-8]:** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes of the ball (8).
- **Standard 2 [M4.6-8]:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- **Standard 3 [M12.6-8]:** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/ cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).
- **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF QUESTIONS

- **DOK 1:** What is 1 offensive tactics that you used in game play? What is 1 defensive tactics used?
- **DOK 2:** How did the tactic that you used affect space during game play?
- **DOK 3:** How could we adapt this activity to make it more difficult for the defense? How could we adapt this activity to make it more difficult for the offense?

TEACHING STRATEGY FOCUS

**Help students elaborate on content.** Utilize the Depth of Knowledge (DOK) questions above to encourage discussion on offensive and defensive strategy in the game of Ultimate. Challenge students to make inferences about how concepts and tactics can be applied in modified game play. Encourage creative discussion guiding students to provide evidence and support for their inferences.



## ULTIMATE DISC

### STUDENT TARGETS

- **Skill:** I will apply my skills in a game of Ultimate Disc.
- **Cognitive:** I apply the strategies I've learned in a game of Ultimate Disc.
- **Fitness:** I will discuss health-related fitness as it relates to Ultimate Disc.
- **Personal & Social Responsibility:** I demonstrate good sportsmanship, etiquette, and spirit of the game.

### TEACHING CUES

- Spirit of the Game
- Move with Purpose
- Communicate with Teammates

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 flying disc per group of 16 students
- 12 low-profile cones per group of 16 students
- 1 pinnie per 2 students

#### Set-Up:

1. Set up 1 Ultimate Disc field per 16 students. Each field is marked by 8 cones with 4 cones to make each end zone.
2. Divide students into groups of 16, each group with a disc.
3. Divide each group into 2 teams of 8, 1 team per group in pinnies.

#### Activity Procedures:

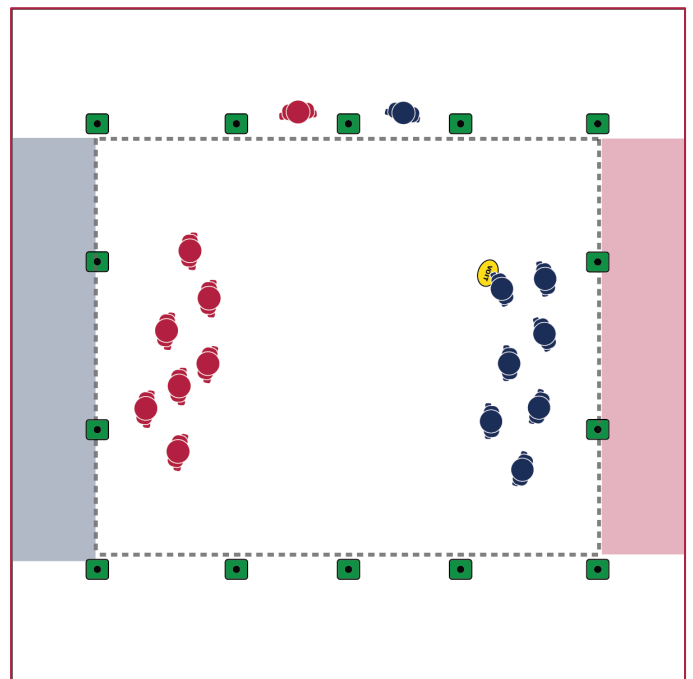
1. Today's it's time to play of full game of Ultimate Disc. This will be a full-sized ultimate game using 7 players and 1 disc. Each team will have 1 substitute.
2. The object of the activity is to apply everything you've learned and try to score more points than the other team.
3. You have 3 minutes to discuss your team's strategies for scoring points quickly and efficiently. Students will run the game themselves, calling fouls, interceptions, turnovers, and other rules while the teacher observes. Substitute players will active as sideline referees providing the final word on disputed calls. If sideline referees cannot agree, they play rock, paper, scissor to keep the game moving.
4. Games are 8 minutes (or whatever set time you choose). We will break for substitutions at X minutes (you choose substitution timeframe). Teams are allowed 1 timeout.
5. Above all, let's be respectful and follow the rules. When the game is over, teams will move to another field to face a new team.

#### Grade Level Progression:

**6th:** The teacher will help students officiate the game.

**7th:** Play the activity as described above. Students officiate their own games.

**8th:** Students will develop practice plans and challenge themselves to execute complex plays for scoring.





**ULTIMATE DISC**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Increase (or decrease) the size of the field. Use a foam ball or other tossable that encourages success. Provide brightly colored boundary makers. Provide an auditory signal in the end zones.
- **Extension:** Run a multi-day Ultimate Disc tournament. Provide time at the start of each class for students to run a team practice.

ACADEMIC  
LANGUAGE

Communicate, End Zone, Etiquette, Purpose, Score, Spirit of the Game, Teamwork

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- **Standard 3 [M5.6-8]:** Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities (7); Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day (8).
- **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).
- **Standard 5 [M5.6-8]:** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What health-related fitness components did you work to improve during today's Ultimate Disc game?
- **DOK 2:** How would you compare and contrast Ultimate's effect on health-related fitness with other sport or activities that you enjoy?
- **DOK 1:** How did you recognize spirit of the game during today's Ultimate Disc game?
- **DOK 2:** How did classmate's spirit of the game affect overall game enjoyment?
- **DOK 3:** On a scale from 1 to 10 (10 is the best), rate your overall Ultimate Disc experience. Support your answer with at least 2 specific examples/experiences.

TEACHING  
STRATEGY  
FOCUS

**Manage response rate with tiered questioning techniques:** Utilizing the Depth of Knowledge (DOK) Debrief Questions above provides purposeful discussion points with ascending cognitive complexity. This will help students deepen their thinking about their experiences. Use this modules DOK Exit Slips to ensure that every student responds to these final questions and backs up their answers with evidence.

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✔ **Standard 1 [M3.6]:** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6).
- ✔ **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, fag football, speedball, or team handball (6).
- ✔ **Standard 1 [M5.6-8]:** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner of a dribble or pass (8).
- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### FOCUS TARGETS

- ✔ **Skill:** I will demonstrate proper throwing & catching technique.
- ✔ **Cognitive:** I will explain proper throwing cues and apply proper technique in game settings.
- ✔ **Fitness:** I will demonstrate the health-related fitness components as they relate to Ultimate.
- ✔ **Personal & Social Responsibility:** I will be aware of my surroundings and work safely with a partner during skill practice.

### ACADEMIC LANGUAGE

- ✔ Backhand
- ✔ Catch
- ✔ Disc
- ✔ Forehand (Flick)
- ✔ Pancake Catch

### SELECTED ASSESSMENT

- ✔ Depth of Knowledge Questions
- ✔ Holistic Performance Rubric

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area, choose a foam ball from the ball station, and then join the game of Toss 3.</p> <p>Do not allow students to use foam disc yet.</p>	<p>→ Toss 3 →</p>	<p><b>DOK 1:</b> What does “accurate” mean?  <b>DOK 2:</b> How does the accuracy of a toss affect a person making a catch?  <b>DOK 3:</b> What do you think the purpose of this activity is? Can you support your answer with facts/examples?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Students freeze on the stop-signal. Student will work with the last partner they had in Toss 3. Pairs get in 2 lines, one partner across from the other with enough space for throwing and catching. Partner with the ball returns it and replaces it with a foam disc.</p>	<p>→ Toss-Up →</p>	<p><b>DOK 1:</b> Can you list the components of health-related fitness?  <b>DOK 2:</b> Which component(s) of health-related fitness affects your ability to throw the disc?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Students freeze on the stop-signal. Provide instruction for Throw and Go. Begin this activity at a walking pace and slowly build speed as students demonstrate accuracy and control.</p>	<p>→ Throw and Go →</p>	<p><b>DOK 1:</b> What is a leading pass?  <b>DOK 2:</b> How can you apply what you learned to improve your passes and catches?  <b>DOK 3:</b> How is this activity related to other invasion sports (like soccer or basketball)?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p><b>Holistic Performance Rubric</b>            Take time to review the criteria outlined in the performance rubric. This will give students an understanding of what they will work toward during Ultimate Disc lessons.</p>		

# BACKHAND

(noun)

A type of throw in which the disc is brought across the body and released with the forefinger pointed at the target.

---

Bobby used a **backhand** throw to get the disc to Blake.



# CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

---

Tristan improved his **cardiorespiratory endurance** by doing jumping jacks until he felt his heart rate increase.



# CATCH

(verb)

To grab and hold something that has been thrown or dropped.

---

Jack tried to **catch** the ball, but it bounced too high, and he missed it.



# CONTROL

(verb)

To manage or regulate the movement or actions of something.

---

Kira was able to **control** the scarf by throwing it carefully into the air.





# COMMUNICATION

(noun)

The ability to exchange information with another person effectively and efficiently.

Jim showed good **communication** by clearly discussing a play with his teammate.



# CUP

(noun)

**A defensive strategy in which four players are defending the disc.**

---

Before the play started, Joe, Mike, Sally, and Deb decided that they would be in the **cup**.



# CURVE

(noun)

**A line with a slight arc.**

---

Manny tried to throw the disc straight to Sam, but it followed a **curve**, and he missed his target.



# CUT

(verb)

**An offensive movement in which a player without the ball moves into open space using a sharp and quick movement.**

---

Ruthie **cut** into open space to get open to receive a pass.



# CUTTER

(noun)

The position of an offensive player whose job is to get open to receive a pass.

---

Ben threw the disc to one of his **cutters** before his opponent had a chance to defend him.



# DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

---

The **defense** spread out wide to cover as much space as possible.



# DEFENSIVE POSITION

(noun)

A stance that allows a defender to quickly move in any direction in order to create a disadvantage for the offense. The defender's weight is on the balls of the feet, arms are extended with palms up, and eyes are on the midsection of the offensive player.

---

Kelly remained in **defensive position** while marking Jeremy.



# DEFENSIVE PRESSURE

(noun)

The force with which defense is applied. Defensive pressure usually refers to staying tight on a mark and not allowing them much space to move.

Naomi applied hard **defensive pressure** so that Wyatt couldn't move into open space to receive the disc.





# DISC

(noun)

The flying saucer used in Ultimate. Regulation discs are 175 grams.

Johnny threw the **disc** to Jackie.



# END ZONE

(noun)

**Just like in football, the end zones in Ultimate are 25 yards deep, and the disc must be caught in this space to earn a point.**

---

Tyler caught the disc in the **end zone** to earn a point.



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.



# FOREHAND (FLICK)

(noun)

A type of throw in which the forefinger and middle finger are placed under the disc, and the thumb is placed on top. The disc is brought back on the same side of the body as the throwing hand and is released with a flick of the wrist.

A **forehand** throw is one of the most efficient throws because it can be released in an instant.



# FOUL

(noun)

**An unfair or invalid piece of play.**

---

The referee called a **foul** when Barry hit Sara's hand during her throw.



# GRIP

(noun)

**A firm hold; a tight grasp.**

---

Use the proper **grip** when getting ready to throw the disc.



# HANDLER

(noun)

The position of an offensive player whose job is to handle the disc and throw it upfield to the cutters.

Zach is the **handler** for his team because he is the most experienced player and has mastered many of the basic throws.



# HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

---

Shanika did a pre-assessment of all her **health-related fitness** components and concluded that she needed to work on her muscular strength.





# HUCK

(noun)

**A long throw down the field.**

---

Leonard was given the chance to **huck** the disc to the end zone to score a point.



# INTERCEPTION

(noun)

The act of a defensive player catching an offensive pass.

---

Bruce ran past Diana to make an **interception** and score a point for his team.



# ISOLATE

(verb)

**An offensive play in which the handler calls out “ISO” along with the name of the person who is to catch the next pass. All other offensive players scatter in order to make space for the designated receiver to catch the disc.**

---

Ben had been catching well all day, so the handler called, “ISO” and the rest of his teammates **isolated** him by cutting away from where he was running.



# LEAD PASS

(noun)

**A pass that is thrown ahead of the intended receiver.**

**Lead passes** are a great way to keep the play moving forward and to progress down the field.



# MARK

(noun)

**The player on the opposing team that you are assigned to defend, or that is assigned to defend you, in one-on-one defense.**

---

Chris couldn't get open to receive the disc because he couldn't outrun his **mark**.



# OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

---

The **offense** worked cooperatively to move the disc down the field toward the end zone.



# ONE-ON-ONE DEFENSE

(noun)

A defensive strategy in which each player is assigned one mark on the other team to guard.

---

Marcy knew she had to stay close to her mark because her team was using **one-on-one defense**.



# PANCAKE CATCH

(noun)

**A type of catch in which a player claps his/her hands on the top and bottom of the disc.**

**A pancake catch is the most secure way to catch the disc.**





# PICK

(noun)

**A violation in which an offensive player interferes with the movement of a defensive player in a way that prevents them from guarding their mark.**

---

Luke called a **pick** because Danny got in his way while he was trying to guard Matt.



# PIVOT

(verb)

To keep one foot in place while moving the other foot one step in any direction.

---

Colleen **pivoted** around while looking for an open teammate who could receive a pass.



# POSSESSION

(noun)

The state of an individual or team having the right to put a ball into play; maintaining control of the ball and the ability to score.

---

Tamara's team was very good at keeping **possession** of the disc.



# PULL

(noun)

The throw used to start a game of Ultimate Disc and each new point.

---

The two teams flipped a coin to see who would start the game with the **pull**.



# SCORE

(verb)

To successfully advance the object to or beyond the opponents' goal line or end zone.

---

Charles celebrated when he **scored** a point for his team.



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include agility, balance, coordination, power, reaction time, and speed.

The Ultimate team worked hard to improve their **skill-related fitness** in order to gain every advantage on the field.



# SPACE

(noun)

**An area with height, depth, and width within which all things exist and move.**

---

Logan made a hard cut in order to create **space** to receive a pass.



# SPIRIT OF THE GAME

(noun)

**An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.**

---

Everyone has more fun when the players respect the **spirit of the game**.





# SPORTSMANSHIP

(noun)

**Ethical, appropriate, polite, and fair behavior while participating in a game or athletic event.**

Remy showed good **sportsmanship** by congratulating the other team on their victory.



# STALL

(noun)

The amount of time that an offensive player can hold the disc after receiving it. In Ultimate Disc, the stall is ten seconds. Each second must be counted out loud by a defender, who is standing within three meters of the thrower.

---

Marisa moved close to her mark and began counting aloud to begin the **stall**.



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

---

The offensive team huddled together to come up with a **strategy** to get the disc into the end zone.



# TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

---

By passing back and forth as they moved down the field, Rick and Katrina used **teamwork** to score a point.



# THROW

(verb)

To propel an object with force through the air by a movement of the arm and hand.

---

It is important for students to be able to **throw** a disc with correct form.



# TRAVELING

(noun)

**A violation in which a player takes more than the allowed number of steps (typically zero) while holding the disc, or lifts their pivot foot off the ground before throwing.**

---

Kathy accidentally moved her pivot foot, and a foul was called for **traveling**.



# TURNOVER

(noun)

**A loss of possession of the disc to the opposing team.**

---

Kevin accidentally dropped the disc, resulting in a **turnover**.



# VERT STACK

(noun)

A common offensive play in which players line up vertically and take turns cutting into open space for a pass.

Before the point started, the team decided they would run a **vert stack** to get the disc farther down the field.





# ZONE DEFENSE

(noun)

**A defensive strategy in which players guard a specific portion of the field rather than a specific player.**

The offensive players were fast and easily losing their marks, so the defensive team decided to switch to a **zone defense** and cover the whole field.





# DISTANCE MEDLEY

## Equipment

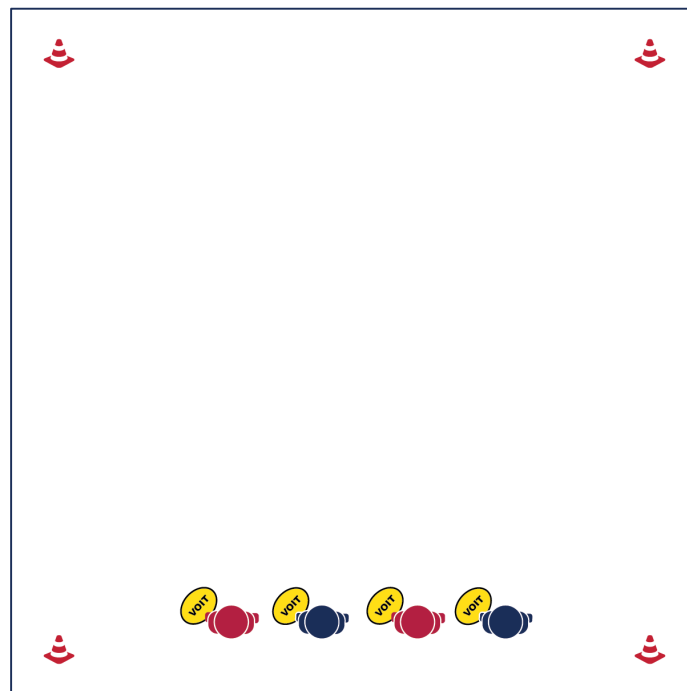
- ✓ 1 ultimate disc per student

## How to play

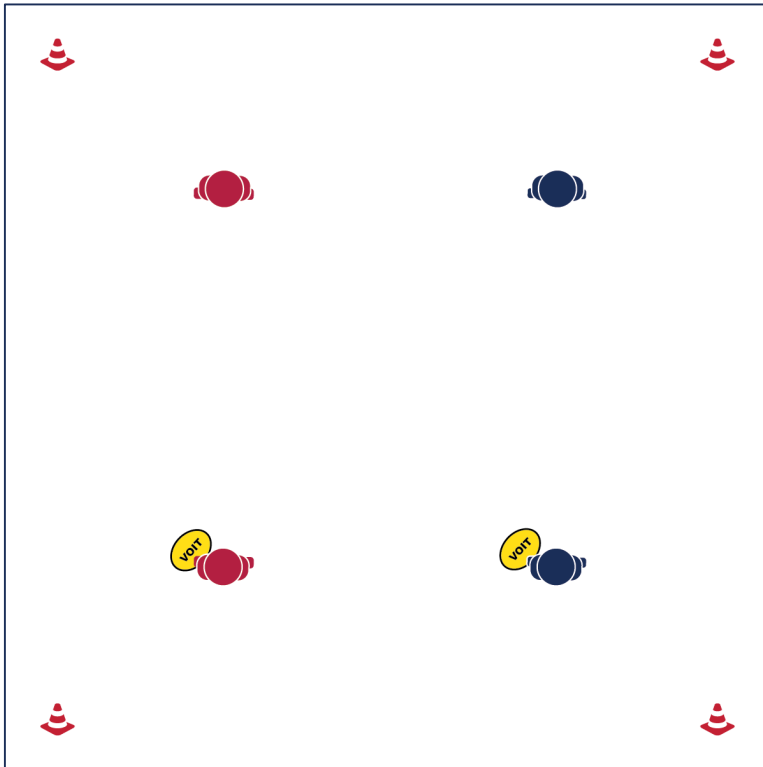
1. Begin at the perimeter of the station area so you are throwing away from other groups.
2. Throw discs for distance, one at a time.
3. When all students have thrown their discs, jog to retrieve your disc, then return to the perimeter and try again.

## Set-Up

- ✓ Everyone has a disc.
- ✓ Begin at the perimeter of the station area.



# RALLY RACE



## Equipment

- ✓ 1 foam disc per pair of students

## Set-up

- ✓ Form 2 parallel lines.
- ✓ Stand directly across from your partner.

## How to play

1. On the start signal, begin passing and catching the disc with your partner.
2. Count how many consecutive passes you can make without dropping the disc.
3. Focus on throwing and catching form.



# DISC TOSS

## Set-up

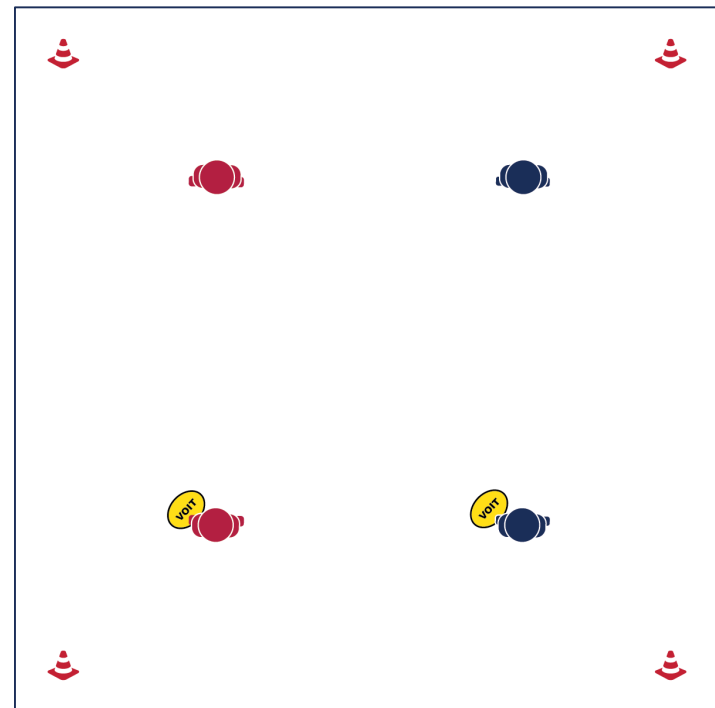
- ✓ Form 2 parallel lines.
- ✓ Stand directly across from your partner.

## How to play

1. On the start signal, begin passing and catching the disc with your partner.
2. After 5 consecutive throws without a drop, move 2 steps back to increase the distance of your throws.
3. If you drop 2 throws, move back to your original starting distance.

## Equipment

- ✓ 1 foam disc per pair of students



# DECADISC

## Set-Up

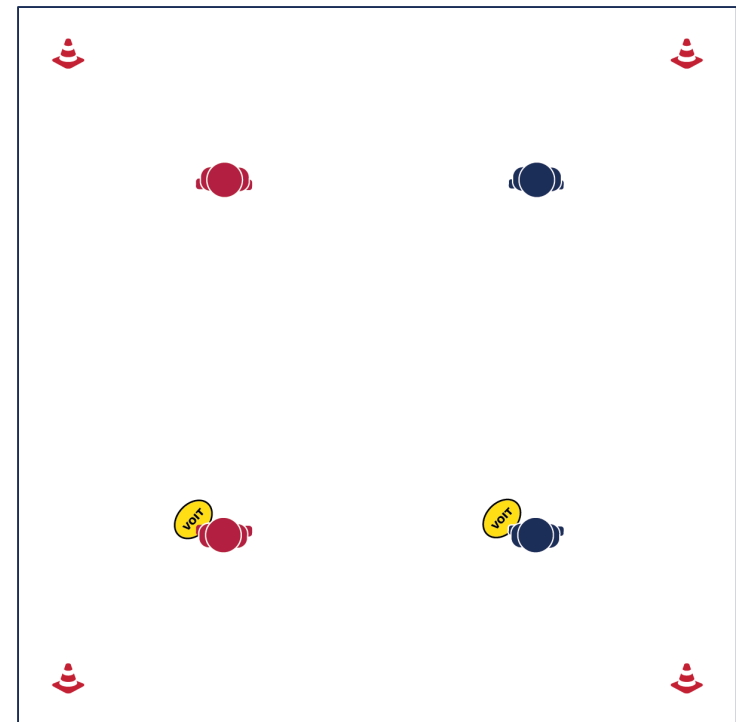
- ✓ Form 2 parallel lines.
- ✓ Stand directly across from your partner.

## How to play

1. Use the DecaDisc Throw Cue Card and attempt the 10 different types of throws used in Ultimate.
2. Attempt 5 of each throw. After attempting all 10, choose your favorite throws and continue practicing until you hear the stop signal.

## Equipment

- ✓ 1 foam disc per pair of students



# TARGET ZONE

## Set-Up

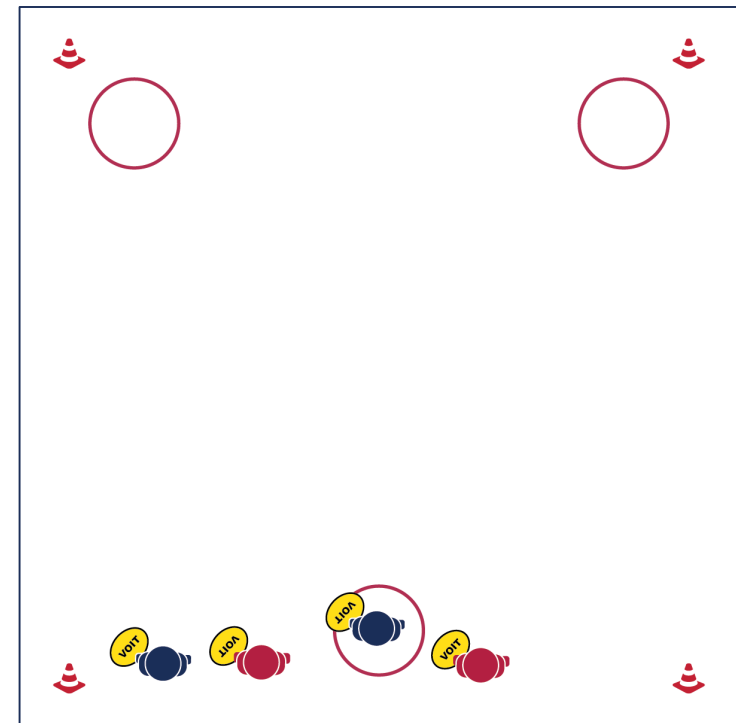
- ✓ Place hoops in a large triangle with each hoop on the outer edges of the area.
- ✓ Each player with a disc. Begin with all players standing next to one hoop.

## How to play

1. Try to throw your disc as close to the center of the hoops as possible.
2. On the start signal, players will throw their discs toward a hoop, one at a time. Who can get their disc closest to the center of the hoop?
3. After all players throw, jog to your disc and then throw to the next hoop.

## Equipment

- ✓ 1 disc per student
- ✓ 3 hoops



# DAREBEE.COM FITNESS

## Equipment

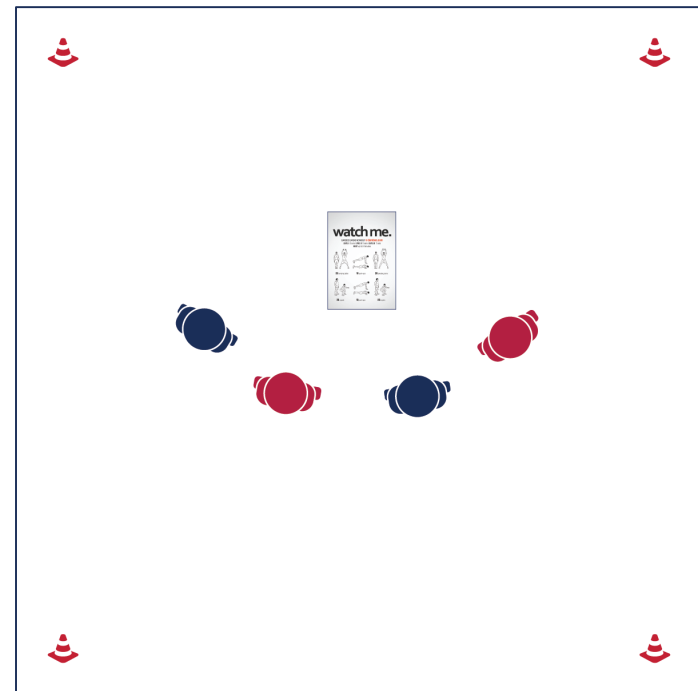
- ✓ None

## Set-up

- ✓ Stand in personal space with enough room to perform each exercise safely.

## How to play

1. On the start signal, begin completing the exercises on the Darebee.com Fitness Card.
2. When all exercise are complete, repeat from the beginning and continue until you hear the stop signal.





**THROW CUE CARDS**

**Backhand Throw**

- Sideways Stance
- Thumb on Top of Disc
- Forefinger on Rim
- Windup, Disc Across Body
- Step with Same Side Foot
- Point Finger at Target and Release

**Release from: Waist Level**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Clockwise
- Disc Flight Path: Can be short or long distance, straight or curved pathway.

**Forehand Throw**

- Open Stance
- Thumb on Top of Disc
- Peace Sign on Bottom of Disc
- Dominant Side Step
- Knees Bent
- Flick Wrist

**Release from: Waist Level**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Can be short or long distance, straight or curved pathway.

**Hammer Throw**

- Forehand Grip
- Elbow Bent
- Elbow High, Back Scratch Position
- Step with Opposite Foot
- Release High

**Release from: Above the Shoulder**

- Disc Angle: 135°
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Long distance, curved outward to the left and then back to the target (assuming rt-handed).

**Chicken Wing Throw**

- Open Stance
- Thumb in Cup
- Four Fingers on Top of Disc
- Arm Out and Parallel with Ground
- Pull Arm and Wrist Back
- Step with Opposite Foot
- Roll Shoulder
- Flick and Release

**Release from: Shoulder Level**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Long distance, straight or curved pathway.

**Push Pass**

- Backhand Grip
- Open Stance
- Arm Parallel to Ground
- Dominant Side Step
- Push and Flick, Disc Should Roll Off Forefinger

**Release from: Waist Level**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Clockwise
- Disc Flight Path: Short distance, straight pathway.

## THROW CUE CARDS

### Elevator Forehand Throw

- Forehand Grip
- Waist High, Disc Vertical
- Opposite Hand on Top
- Bring to Shoulder, Disc Horizontal
- Flick and Release High

#### **Release from: Shoulder Level**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Lofted high, short distance, straight or curved pathway.

### Elevator Backhand Throw

- Sideways Stance
- Backhand Grip
- Two Hands, Opposite Hand for Support
- Step with Same Side Foot
- Get Low
- Windup, Disc Low
- Release High

#### **Release from: Shoulder Level or Above**

- Disc Angle: 0-45°
- Rotation (rt-hand): Clockwise
- Disc Flight Path: Lofted high, short or long distance, curved pathway.

### High Release Backhand Throw

- Backhand Grip
- Sideways Stance
- Windup, Disc Across Body
- Step with Same Side Foot
- Reach Up
- Release High

#### **Release from: Above Shoulder Level**

- Disc Angle: 0-45°
- Rotation (rt-hand): Clockwise
- Disc Flight Path: Can be short or long distance, straight or curved pathway.

### High Release Forehand Throw

- Forehand Grip
- Open Stance
- Dominant Side Step
- Disc Shoulder Level, then Reach High
- Flick Wrist
- Release High

#### **Release from: Above the Shoulder**

- Disc Angle: 0° (flat)
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Can be short or long distance, straight or curved pathway.

### Thumber Throw

- Open Stance
- Disc Upside-Down
- Thumb in Cup
- Four Fingers Underneath
- Pull Arm and Wrist Back
- Flick Wrist

#### **Release from: Slightly Above the Shoulder**

- Disc Angle: 45°
- Rotation (rt-hand): Counter-Clockwise
- Disc Flight Path: Long distance, curved outward right, then back to the target (assuming rt-handed).

**CATCH CUE CARDS**

**Pancake Catch (Two Handed)**

- Watch Disc to Hands
- One Hand on Top, One Hand on Bottom (Like a Giant Clam)
- Fingers Spread
- Clap Hands Down on Disc

**Catch Point: Waist to Chin**

---

**Alligator Catch (Two Handed)**

- Same Cues as Pancake Catch – But Arms are Straight Hands Far from Body
- Use for Fast Flying Discs

**Catch Point: Belly Button to Shoulders**

---

**Rim Catch (Two Handed)**

- Two Hands Reach to Catch
- Both Hands Grab Leading Edge of Disc (One Hand on Either Side)

**Catch Point: Toes to Above the Head**

---

**C-Catch (One Handed)**

- Hand Forms a “C” – Fingers Together with Thumb Forming the C
- Throw Above the Elbow – Catch with Thumb on Bottom
- Throw Below the Elbow – Catch with Thumb on Top

**Catch Point: Toes to Above the Head**



## ULTIMATE 101 RULE SHEET

- ✓ Regulation Field: 70 X 40 yards with 2 end zones 25 yards deep.
- ✓ Starting Play: The defensive team pulls from the end zone to the offensive team.
- ✓ Scoring a Point: The disc must be caught in the opposing team's end zone. Two feet must land in the end zone for a point to be scored.
- ✓ Possession and Movement:
  - Players may not run while in possession of the disc. They may only pivot.
  - Players with the disc have 10 seconds to throw once a stall count begins. Defensive players must be within 10 feet of their mark before starting the count.
  - Possession change occurs after a point is scored, or when a pass is incomplete (hits the ground, is blocked, goes out of bounds, is intercepted).
  - No physical contact is allowed between players. Picks and screens are prohibited.
- ✓ There are no referees. Players are responsible for their own fouls and line calls. Calls should be fair and unbiased to uphold the Spirit of the Game.
- ✓ The game ends when one team reaches 15 points or after a set time limit.



## UNIVERSAL DESIGN ADAPTATIONS

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

### Potential Universal Design Adaptations for Ultimate

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>✓ Use a beeping box in target areas/end zones</li> <li>✓ Use discs and/or foam balls of various materials/construction and size</li> <li>✓ Use Velcro gloves and compatible ball for catching</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keeping passing and receiving stationary/static skills</li> <li>✓ Vary the number of players on the field/activity area</li> <li>✓ Add or remove boundary limitations</li> <li>✓ Everyone must touch the disc before a score</li> <li>✓ Implement a personal space rule</li> <li>✓ Do not keep score</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase/decrease the size of the activity area</li> <li>✓ Use mats as boundaries</li> <li>✓ Provide auditory goal areas</li> <li>✓ Use brightly colored area markers</li> <li>✓ Clap behind goal areas/end zones</li> <li>✓ Increase the size of end zones</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide ongoing verbal cues</li> <li>✓ Provide physical assistance</li> <li>✓ Provide a peer tutor/mentor</li> <li>✓ Use videos, graphics, and pictures as visual examples</li> <li>✓ Provide individualized (one-to-one) instruction</li> <li>✓ Use proximity strategies</li> <li>✓ Provide detailed task analysis</li> </ul>

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently demonstrates throwing and catching skills in combination with movement concepts and offensive game tactics. Demonstrates the knowledge and ability to open space on offense and close space on defense. Uses Ultimate academic vocabulary when discussing game play and practice activities.	Conducts herself/himself safely and with consideration for others. Adheres to the Spirit of the Game.
Competent 3	Demonstrates throwing and catching skills in small-sided game and practice situations. Attempts to open and close space when appropriate. Can use academic language when prompted.	Conducts herself/himself safely without disrupting the learning environment. Adheres to the Spirit of the Game.
Lacks Competence 2	Has difficulty demonstrating Ultimate skills in combination with basic locomotor skills and movement concepts. Lacks interest in using academic language.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill and knowledge development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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17.			
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19.			
20.			
21.			
22.			
23.			
24.			



**PURPOSEFUL PRACTICE PLAN**

Name: \_\_\_\_\_

What skill(s) are you working to develop?

Throw:       Backhand    Forehand    High Release Backhand    High Release Forehand

Catch:       Pancake Catch    Alligator Catch    Rim Catch    C-Catch

Describe 3 focused activities that you can do at home to help you improve each of the skills identified above?

**Skill 1:** \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Skill 2:** \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Skill 3:** \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

On which days of the week will you practice?

- Monday       Tuesday       Wednesday       Thursday  
 Friday       Saturday       Sunday

What time will you practice?

- After School       After Dinner       Before Bedtime

Who will you practice with?

- By Myself       With a Friend       With a Family Member

**Purposeful Reflections**

*Remember, purposeful practice requires focus, effort, mistakes, and success. Every time you make a mistake, reflect on how to improve and then strive for success with every attempt.*



# STUDENT EXIT SLIP

# **ULTIMATE DISC**

Spirit of the Game Depth of Knowledge Questions

**DOK Level 1 (Recall):**

What is Spirit of the Game? \_\_\_\_\_

---

**DOK Level 2 (Skills & Concepts):**

How is Spirit of the Game applied to Ultimate Disc? \_\_\_\_\_

---

---

**DOK Level 3 (Strategic Thinking):**

How is Spirit of the Game related to enjoyment and fun during Ultimate Disc gameplay?

---

---

---

**DOK Level 4 (Extended Thinking):**

On the back of this page, create a list of all of the information you can gather to support your ideas about Spirit of the Game. Next, in the space below, write one paragraph that will persuade someone to learn about and follow Spirit of the Game.

**ACADEMIC LANGUAGE QUIZ**

**1**

**An overarching concept that places the responsibility of fair play on each player.**

- a. Skills of the Game
- b. Spirit of Defense
- c. Rules of the Game
- d. Spirit of the Game

**2**

**The amount of time that an offensive player can hold the disc after receiving it.**

- a. Stall
- b. Violation
- c. Catch
- d. Pivot

**3**

**The player on the opposing team that you are assigned to defend.**

- a. Clear
- b. Mark
- c. Player
- d. Defense

**4**

**To keep one foot in place while moving the other foot one step in any direction.**

- a. Zig Zag
- b. Twist
- c. Pivot
- d. Travel

**5**

**A loss of possession of the disc to the opposing team.**

- a. Turnover
- b. Table-over
- c. Violation
- d. Move-over

**6**

**An offensive move in which a player without the disc move to open space using sharp/quick movement.**

- a. Cut
- b. Seam
- c. Spacer
- d. Isolation

**7**

**A throw in which the disc moves across the body & released with forefinger pointed at the target.**

- a. C-Catch
- b. Pancake
- c. Forehand
- d. Backhand

**8**

**A throw in which the forefinger & middle finger are placed under the disc with the thumb on top.**

- a. Forehand (Flick)
- b. Backhand
- c. Underhand
- d. Reacher

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 3: Instruction</b>			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 4: Professional Responsibilities</b>			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Self-Rating with Rationale</b>			
<b>Choose One:</b> <b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			