

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: 11th 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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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.

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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.

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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