

ULTIMATE BUILDS GENERATIONS

A PRACTICAL GUIDE TO ULTIMATE AND LIFE SKILLS



Jordan Flying Disc Federation
الاتحاد الأردني للقرص الطائر



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Foreword

Dear esteemed teachers, coaches and Ultimate enthusiasts,

Sport, of any kind, can help anyone to improve and maintain physical ability and health, but it equally is valuable as an attractive platform to develop personal and social skills, especially with children and youth. It is for a reason that the United Nations call sport an important enabler of sustainable development and recognize the growing contribution of sport for development and peace.

As Executive Director of the World Flying Disc Federation (WFDF), it has been amazing for me to see how the young and attractive sport of Ultimate Frisbee since its inception has so quickly grown and is now played in over 100 countries around the world. Ultimate heavily relies upon the 'Spirit of the Game' (SOTG) that places the responsibility for fair play on every player. With no referees, the players are responsible for following and enforcing the rules, even at a world championships level. This is why I see Ultimate as the ultimate sport for transmitting life lessons and serve as a general lifestyle.

Over the years I have not only seen how the sport has grown, but also the personal and social growth and impact it can have in shaping young players and sports administrators. It is important to remember that behind every successful player are committed coaches that act as role models to develop children and youth. It is these coaches and leaders that have embraced and promoted the Spirit of the Game, creating a fun learning environment that has enabled the sport to be what it is today.

I am very pleased that the GIZ Sport for Development (S4D) project, with its focus on instilling social learning in a sportive environment, which directly aligns to the structure and vision of Ultimate, decided to include Ultimate to implement the S4D methodology. Because the Spirit of the Game principles – such as fair-mindedness, communication, positive attitude and self-control – are also an integral to the S4D project methodology, this collaboration has stimulated creative thinking and practical applications in combining the sport of Ultimate with teaching life skills.

It is great to see the research, effort and commitment that have been distilled into this manual by the German Olympic Sports Confederation (DOSB), the Jordan Olympic Committee (JOC), the German Frisbee Sports Federation (DFV) and the Jordan Flying Disk Federation (JFDF). The resulting expertise available will profit coaches, teachers and community leaders in conducting socially valuable training sessions. With the Sport Builds Generation manual serving as the basis of the project methodology, the Ultimate Builds Generations publication is a great addition for current and future coaches to spread the sport and its unique spirit. I am looking forward to supporting and seeing the impact Ultimate can have in the S4D program in the region.

The World Flying Disc Federation (WFDF) is proud to have partnered with the project and thanks all parties involved for their dedication, enthusiasm and support. Good luck to all participants!



A handwritten signature in black ink that reads "Volker Bernardi".

**Yours truly,
Volker Bernardi**

Project Description

Sport has played an increasingly important role in development cooperation in the last few years as its social and integrated impact can significantly contribute to the prevention of violence, conflict management, peace promotion and international understanding. Sport can help people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of experiences through sports, games and movements is enabled. This exchange is mutually beneficial to local citizens, refugees and internally displaced persons and counteracts possible conflicts and violence through this shared experience and learning. The experience to date has shown that sports promote competences, encourage dialogue and can contribute to relevant development goals and potential cooperation.

The aim of the project is to use «sport for development» in host communities in Jordan more intensively to promote psychosocial support, violence prevention and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, conflict transformation and to convey life skills, particularly to children and young adults. Fostering life skills through sport can help individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the northern provinces.

On the individual level, the project and the manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers and multipliers through «sport for development» so that sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities and in the participating schools. By adapting sports activities that are based on scientifically acknowledged pedagogical methods and the “Do No Harm Concept”, the project can also integrate disadvantaged and disabled young people into greater society – those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ Sport for Development project collaborates with the Ministry of Education (MoE) and the Jordanian Olympic Committee (JOC) and also works closely with German Olympic Sports Confederation (DOSB). These collaborations ensure the qualitative development and implementation of the project.

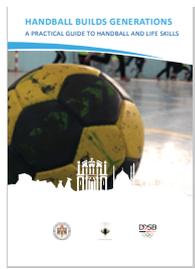
How the Manuals Work

The Sport for Development (S4D) methodology is designed to be applicable with many different sports. Therefore it is essential to provide those implementing the methodology with the knowhow found in the *Sport Builds Generations* manual. The *Sport Builds Generations* manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

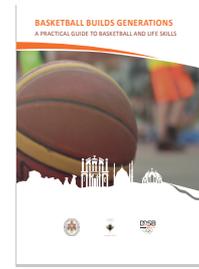
The *Sport Builds Generations* manual is the foundation for the GIZ S4D program and gives an introduction, the knowhow and tools to implement the GIZ S4D methodology.

The sport specific manuals of Basketball, Handball, Ultimate Frisbee and Football are supplements to the *Sport Builds Generation* and serve as additional support and add more technical and sport specific topics.

Regardless of the sport being used to implement the GIZ S4D methodology the *Sport Builds Generations* should always be used together with the sport specific manuals



Handball Builds Generations



Basketball Builds Generations



Football Builds Generations



Ultimate Builds Generations



Chapter 1
Introduction to Ultimate

Chapter 2
Technical Skills

Chapter 3
**Practical Tips for
the Coach**

Chapter 4
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Chapter 5
Annex

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Introduction

Ultimate Builds Generations is a supplement to the *Sport Builds Generations* manual. Ultimate is a sport that can be enjoyed by children and youth of all ages and abilities, is welcoming and inclusive, and is a great platform for developing many life skills, from teamwork and leadership to confidence and empathy. *Ultimate Builds Generations* has been created for teachers and coaches who want to use the sport to implement the GIZ Sport for Development (S4D) methodology, which combines sport skill training with the transmission of social skills. During Ultimate practices and games, children and youth learn social skills in a practical, hands-on way, which helps them best understand and develop these life skills. The personal and group development of these social skills will benefit their sportive performance and also have a noticeable and lasting impact off the court, in the players' daily lives.

The *Ultimate Builds Generations* manual is structured as a tool for all teachers and coaches who use Ultimate in their clubs, after-school activities, and classrooms. The content is divided into five chapters.

Chapter 1, "Introduction to Ultimate," briefly presents an overall introduction to the sport from a historical perspective and then describes the context of Ultimate in the region and the impact it can have on an individual basis. Spirit of the Game (SOTG) - the first rule encompassing the fundamental principles of Ultimate - is explained. Further rules and hand signs are presented in an easy-to-understand format, and several variations of the game are explained.

Chapter 2, "Technical Skills," focuses on the technical aspect of the sport, from a breakdown of the different player positions to a description of the basic technical skills. This chapter focuses on the steps for teaching the technical skills with both text and pictures. It is designed to be a ready reference when planning your own training sessions or when using the training session examples in Chapters 4.

Chapter 3, "Practical Tips for the Coach," gives practical tips that can help a coach succeed in a variety of situations. This chapter also provides methods to introduce and teach social skills in a practical way. With a nod to the reality of having many children in a small space with limited equipment, this chapter lists practical pointers that coaches can use to maximize their training sessions. It also provides a collection of games and exercises to teach a variety of social and sportive skills for all age groups.

Chapter 4, "Age Specific Training" provides coaches with all they need to know to understand and implement the structure of a regular training session. This chapter also provides an "Introduction to Ultimate" training session and two examples of a regular training session per age group, using graphics, explanations, variations on exercises, coaching points, and pointers about "I can be a role model", that coaches can use on a practical level to see how the GIZ S4D methodology works.

Chapter 5, "Annex," provides templates of training sessions that coaches and teachers can use to draw and design their own sessions, as well as a legend of the signs and symbols to use for drawing games and exercises. The Annex also includes a SOTG scoring sheet, examples of SOTG scoring sheet, and a glossary of technical terms along with links to learn further resources about Ultimate.

CHAPTER I

INTRODUCTION TO ULTIMATE





INTRODUCTION TO ULTIMATE AND ITS HISTORY

WHAT IS ULTIMATE?

Ultimate (also commonly known as Ultimate Frisbee) is a fast-paced, non-contact, self-refereed team sport played with a flying disc. Two teams play each other on a field with two end zones. The objective is to score by catching a flying disc passed by a team member in the opposing end zone.

Ultimate is unique due to its focus on self-officiating even at the highest levels of competition. This concept is called “Spirit of the Game” (SOTG) and embodies values of sportsmanship, placing the responsibility for fair play on the players.

Ultimate is played in more than 80 countries by an estimated 7 million people. It is open to all genders, social backgrounds, and age groups. Across the globe, players range from elementary school age to over 60 years old, thus making Ultimate a lifelong sport.

Ultimate is a mixed sport, and at the competition level different age categories compete in mixed, men’s, and women’s divisions. This is possible mainly due to the fact that Ultimate is a non-contact sport, reducing the risk of injury, and the most common strategy is man-to-man defense, where players can pair up according to gender.

The sport does not yet have a balanced participation among men and women. Although coaching girls and boys separately during practice can help build confidence in the initial stages, many tournaments focus on the mixed division, and teams should be prepared to play coed accordingly.



Ultimate is uniquely accommodating and can welcome anyone interested in playing the sport, independent of their physical characteristics. The non-contact rule and man-to-man strategies mean that players can participate, contribute successfully, and have fun irrespective of their height, speed, stamina, and age because they can be paired with similar players on the opposing team.

Flying discs were first used in the early 1950s by Yale University students who had adapted tin cans from the Connecticut Frisbie Pie Company, a local pie producer, into flying objects. The term “frisbee” is often used to describe flying discs; however, the term is a registered trademark of the Wham-O toy company, which started producing the first discs in 1951. In 1967 Jared Kass started playing team frisbee with students at Amherst College (Mass.) and later taught students at Mt Hermon Summer School. Among the students was Joel Silver, who brought the game back to New Jersey, where him and his friends are credited with playing the first official game of Ultimate, naming the sport and writing and official rulebook.. The school graduates formed teams at their universities, and in 1972 the first intercollegiate game took place. Ultimate also began to spread to Europe and Asia in the seventies.

The World Flying Disc Federation (WFDF), the international governing body for all flying disc sports, was founded in 1985 and represents 82 member associations in over 80 countries. The first World Ultimate Championships were held in Gothenburg, Sweden, in 1983.



WFDF was granted full International Olympic Committee (IOC) recognition on August 2, 2015. This makes it possible for the organization to receive IOC funding and apply to be added to the Olympic program.

WFDF is a member of the following organizations:

- Global Association of international Sports Federations (GAISF) (formerly SportAccord)
- International World Games Association (IWGA)
- Association of IOC Recognised International Sport Federations (ARISF)
- International Masters Games Association (IMGA)



WFDF is a registered not-for-profit 501(c)(3) corporation in the state of Colorado, USA. WFDF is also recognized by the International Paralympic Committee (IPC) and the International University Sports Federation (FISU) and partners with the International School Sport Federation (ISF).

ULTIMATE IN JORDAN



Jordan Flying Disc Federation
الاتحاد الاردني للقرص الطائر

Ultimate in the MENA region started in the late 2000s, with leagues starting in the UAE and spreading to Egypt in 2013 and Lebanon and Jordan in 2015.

The earliest members of the Ultimate community in Jordan have played since 2009. In an effort to increase the quality of play and attendance, the playing community began to organize themselves and structure their activities in early 2015, forming a team called the Bedouin Falcons that fall. In August 2016, the Amman Ultimate Club, which later developed into

the Jordan Flying Disc Federation (JFDF), held its first elections for its leadership committee.

In 2015, the Bedouin Falcons competed in the first MENA Ultimate Club Championships in Cairo, Egypt. In 2016 and 2017, JFDF hosted the second and third MENA Ultimate Club Championships, in which 12 and 9 teams participated respectively.

JFDF welcomes all newcomers interested in the sport, whether they are complete beginners or skilled with the disc. The community ranges from youth participants to older, more experienced players and includes a mix of locals and internationals.

Presently, Ultimate is played in Amman twice a week (on Tuesday evening and Friday morning), and efforts are being made to expand practices to more days and locations, such as in Aqaba. JFDF represents a community of players who are excited to see the growth of Ultimate in their country and region.

To follow updates on the development of Ultimate in Jordan, follow JFDF on social media or drop them an email:

- Facebook: <https://www.facebook.com/JFDFUltimate/>
- Email: jfdultimate@gmail.com
- Twitter: @jfdultimate
- Instagram: jfdultimate

SAMI SUGHAIR-

“ I started playing Ultimate two and a half years ago. My first practices were fun and exciting. It was physically challenging, and I struggled to get open, but the reward of catching the disc was worth all the effort.

In my first practices, I was just focusing on learning how to play Ultimate, gaining more stamina, and enjoying the game with my friends. After months of training, I could feel that I was improving, and so I started to aim for winning. I believe in setting yourself goals to improve performance.

Ultimate is a difficult and challenging sport, so having set myself the goal to play competitively, I realized the importance of being optimistic and resilient in the face of failure. Ultimate taught me that I cannot just let go of the disc and give up, but that I have to keep the dream alive and practice the SOTG to perform my best and support my teammates.

I now apply the same principle in real life. When I work with my coworkers on challenging tasks, I try to keep spirits high and **face the challenges** along the way **with a positive attitude**. I’ve learned through Ultimate that things don’t always work the first time and that if **I am positive and resilient**, my enthusiasm will convince my coworkers that we can complete a task despite the challenges. ”



OMAR JAMAL MUSAFFER-

“ I’m Omar Jamal Musaffer, 19 years old, and I started playing Ultimate one year ago. I was introduced to this beautiful sport by a session in the Montessori school by JFDF players. I quickly learned the rules of the game by asking friends who played Ultimate. Since then, I throw the disc whenever I can, and we practice drills during training sessions that have helped me improve my game.

I also like to support my team. I volunteered during several tournaments to take pictures and videos, which I posted on Facebook and shared with all tournament participants. JFDF appreciated these efforts, and I was selected as a member on

the JFDF Media Team.

After volunteering for the first time at a hat tournament, I realized that volunteering changed my way of thinking about teamwork, organization, and helping others, and I liked this new perspective on things. Since then, I have started engaging in volunteer work outside of Ultimate, as well, and currently volunteer to teach kids how to play sports.

Ultimate changed everything in my life. **This sport introduced me to volunteering, increasing my experience with media and teaching.** I met awesome people, improved my stamina, and came to understand more about teamwork and patience. ”



AHMAD ELAYYAN-

“ I was first introduced to the sport of Ultimate at the age of 21 when a friend invited me to play in a pickup session with a local club in Amman. Players were running at full speed and throwing the disc further than I had ever imagined was possible. I was quickly hooked on this incredibly active game full of throwing, running, and jumping. Ultimate was more fun than any other sport I played, and whenever I play, I get a fantastic workout while also interacting socially with my teammates. I have met many new people with different personalities and backgrounds. This was a great mind-opening experience that helped me see new possibilities and horizons in life, appreciate different communities, and show respect for our differences as human beings.

My favorite aspect of Ultimate is SOTG. In its most basic form, it means to be honest, be a good teammate, and be a good opponent.

I have grown so much as person through Ultimate, especially after participating in tournaments and the MENA championships. At the end of each game, both teams stand in a circle together, arm-in-arm with the opposing players. They give feedback on each other’s performance and discuss how they implemented SOTG. Too often in life when criticism or feedback is given, we don’t know how to respond. We get defensive and uncomfortable. Ultimate ensures that feedback is expected, welcomed, and received well.

After playing for a while, **I started to get involved in leading weekly practices and designing drills**. While I may not have taken the lead in life before Ultimate, this sport gave me the confidence to step up. Now I am using the social skills that I learned to train beginners and provide people with the same opportunity I had to get the most out of Ultimate.

Starting to play Ultimate was one of the best decisions I’ve ever made; it is not only one of the most fun sports, but it also teaches people how to love what they’re doing, love themselves, and love the people they’re playing with. ”

**LUCY WAJA-**

“ When I was in grade school, I played sports that involved competing with my own teammates for compliments from our coaches, parents, and friends. When I started playing Ultimate in Grade 10, I fell in love with the genuine care and respect that people had for each other. I have encountered many different people while playing Ultimate, but the main aspect they have in common is their respect for the sport and the people who play it.

As an athlete, there are things I excel at and other areas I need to improve. In Ultimate I always feel welcome nonetheless; no matter what my skill level is, I am part of the team.

As a teacher, **I now use some of the things I have learned in Ultimate in the classroom with my students**. Those lessons are as simple as “Treat



people as you would like to be treated” and asking the students whether they prefer people to talk to them in a disrespectful or a respectful way, and teaching them to accept that people are different and that being different or having different points of view should be respected. A lesson I learned though Ultimate is that **“words of encouragement create more good than words of discouragement.”**”

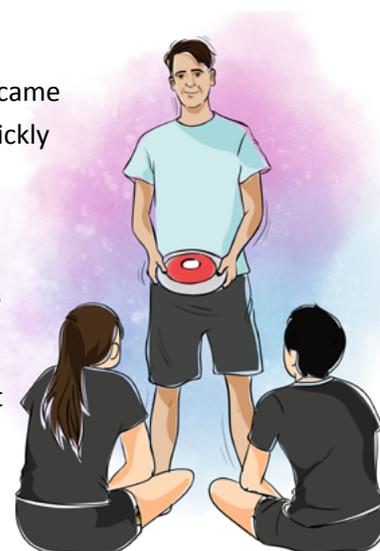
AYMAN FU’AD ALI -

“ I was introduced to Ultimate through a friend and immediately became obsessed with the sport. I tossed the disc every chance I had and quickly learned new techniques and strategies by observing and playing with experienced players during pickups in Amman. After a year, I found myself teaching the beginners and the kids. Ultimate had an impact on my life not only as a sport; it also positively influenced my communication skills, teamwork, and patience.

Through learning and coaching Ultimate, I learned how to be patient with myself and others, especially beginners trying the sport for the first time. Beginners often rush throwing the disc, but Ultimate teaches you to wait and that smaller passes are sometimes more successful than long ones. It is very rewarding, when you have the disc and the stall count is at 8 or 9, to find a good cut and make a successful pass.

Communication is a crucial part of Ultimate, and I enjoy communicating with my team before a point to plan, during the game to coordinate, and after the point to reflect. Players welcome feedback about how they can improve and are interested to listen to your reflections. Ultimate also requires nonverbal communication through eye contact, movement, and coordination of cuts. **I admire the positive energy and mentality in Ultimate.** If a disc is dropped, Ultimate players make encouraging comments rather than criticizing so that people can learn from their mistakes and succeed, increasing their resilience.

Ultimate is all about spirit, which for me means fighting for the disc, trying to avoid contact with other players (and injury), and preventing or resolving conflict by explaining the perspective on a call and listening to other points of view with a good attitude. **My main motivation for coaching and spreading the sport is that I believe that thanks to its SOTG, Ultimate will make the future of kids and youth less violent.**”



SPIRIT OF THE GAME “SOTG” AND SELF-OFFICIATING

WHAT IS SOTG?

Ultimate relies upon an SOTG that places the responsibility for fair play on every player. There are no referees; the players alone are responsible for following and enforcing the rules. SOTG is integrated into the basic philosophy of the sport and practiced at all levels of the game from local leagues to professional competition.

WFDF defines SOTG as the “mindful behavior practiced by players worldwide prior to, during, and after a game.” Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

The fundamental principles of Ultimate are simultaneously the evaluation criteria on the SOTG score sheet that is used to rate the opposing team during tournaments



Rules knowledge and use



Avoiding fouls and body contact



Positive attitude and self-control



Fair-mindedness



Communication

When comparing SOTG and sportsmanship, fair play and sportsmanship are desirable qualities, whereas SOTG is a quality that is required of every player, regardless of the level of play or how his/her opponent acts

BEST PRACTICES OF TEACHING SOTG

SOTG is the first rule of the official WFDF rules of the game. Coaches are responsible for teaching the skills and strategies of the sport and the SOTG at the same time. Children and youth learn the concept of SOTG easily because they have a strong sense of what is fair and engage in playground games that require adherence to agreed-upon rules from a very young age. Self-refereed sports such as street basketball may be familiar to some players and can help explain SOTG. Insisting on the players' responsibility to uphold SOTG is important and will influence how players conduct themselves on the field.

SOTG is commonly exercised/instructed through the following practices:

- **Spirit circle:**

At the end of training sessions and after games in tournaments, teams give each other feedback about the game and their spirit.

- **Spirit captains:**

During games and competitions, coaches should appoint a spirit captain and introduce the idea of spirit scoring after a game. Spirit captains make sure that everyone knows the rules and that calls and spirit are discussed during and after the game. If SOTG is not complied with during a game of Ultimate, spirit captains can call an SOTG time out. This can also be applied during a scrimmage at practice. Players of all ages can be assigned the responsibility to watch over SOTG. For younger team members, several players could each be assigned one specific fundamental principle to watch over.



- **Spirit scores:**

Spirit captains also ensure that the spirit score sheets are filled in. The official WFDF SOTG scoring sheets can be found on the WFDF website: www.wfdf.org.

- **BE CALM strategy:**

To help players address calls and conflict when a foul is called or a violation of the rules takes place, coaches can suggest the BE CALM strategy. It teaches players to step back in the heat of the moment and think about the situation objectively to start a conversation rather than simply reacting.

- **B**reathe first; don't react straight away.
- **E**xplain what you think happened.
- **C**onsider what they think happened.
- **A**sk other players and coaches for advice, if needed.
- **L**isten to what everyone has to say.
- **M**ake a call loudly and clearly.



HOW SOTG AND S4D VALUES INTERACT

Ultimate is a suitable sport for applying Sport for Development (S4D)'s principles because it integrates social skills into the sport through its rules and culture. Many of the core principles of S4D and the social skills it aims to transmit to children and youth through the training sessions are also core values of SOTG. Therefore, SOTG values are integrated into the S4D teaching methodology throughout the training sessions.

In addition to pursuing common principles, SOTG and S4D methodologies are also implemented via similar practices. In SOTG, the spirit circle at the end of every practice and game is very similar to the reflections at the end of each training session in the S4D methodology, where players stand or sit in a circle and have the opportunity to exchange their opinions and provide feedback on their own and other players' behavior and performance.



RULES OF THE GAME

SIMPLIFIED RULES

1. You cannot run with the disc. You can only move one foot. The other foot needs to stay on the ground.
2. A thrower has ten seconds to release the disc. A thrower can throw anywhere (forward, backward, sideways).
3. You score by catching the disc in the end zone.
4. A turnover occurs when one of the following happens:
 - a. The disc is dropped or hits the ground
 - b. The disc goes out of bounds
 - c. The disc is knocked down by the defense
5. If there is a turnover, the other team picks the disc up and has a chance to score.
6. The marker must be at least one disc's diameter away from the thrower. Everyone else must be at least three meters away from the thrower.
7. Ultimate is a non-contact game. Avoid contact.

The official
WFDF Rules of Ultimate and their appendix
should be regularly reviewed on the website:
www.wfdf.org



SUMMARY OF THE OFFICIAL RULES OF THE GAME

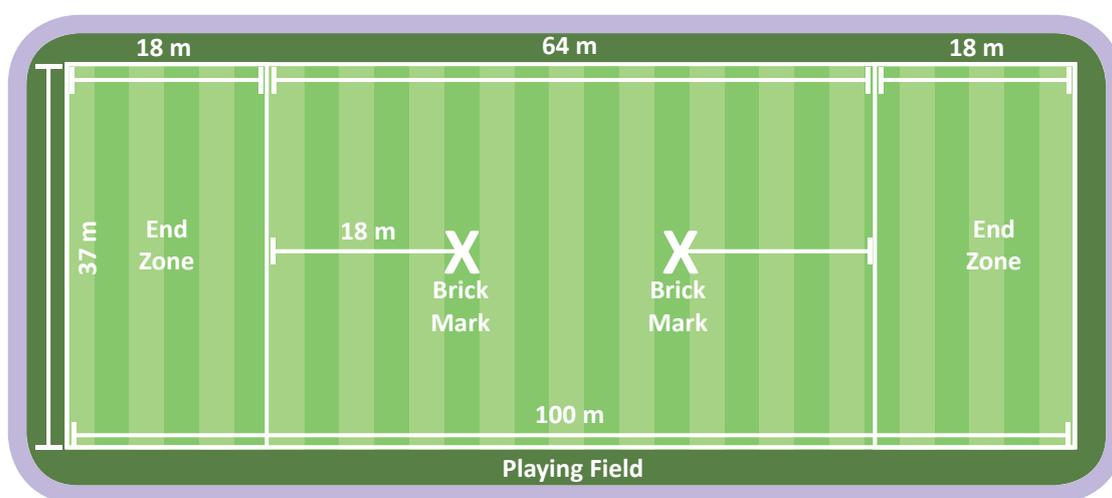
Spirit of the Game

Ultimate is a non-contact, self-refereed sport. All players are responsible for administering and adhering to the rules.

Field

Two teams of seven players compete on a playing field about the same length as a soccer field but narrower, with two end zones. Each team defends one end zone.

Note: for children and youth, team and field sizes should be smaller: two teams of five players compete on a field size of 64m length and 23m width, with endzones of 13m. Smaller games help reduce complexity of the positions and offer the opportunity to train with a smaller group of players.



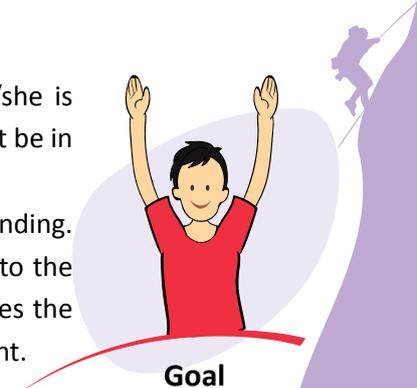
Initiate Play

Before the game starts, the captains of the two teams toss a disc to decide which team throws the first pull. Before each point, both teams line up at the front of their end-zone lines. The game is initiated with a throw-off from the defense goal line to the offense (a “pull”). All players must remain in their end zones until the pull is thrown. The receiving team can either catch the disc or let it hit the ground. If the pull lands outside the playing field the thrower can either start play from the sideline where the disc left the field or from the “brick” mark closest to his/her end zone. The thrower indicates that he/she is choosing the brick option by raising his/her hand and calling “Brick!” Then play begins.

Scoring

To score a goal, a player must catch the disc inside the end zone that he/she is attacking. If the player catches the disc in the air, the first point of contact must be in the end zone.

After a goal is scored, play stops. Teams swap the end zones they are defending. The team that scored stays in that end zone, whereas the other team walks to the opposite side of the field. The scoring team then throws the pull and becomes the defensive team. Thus, teams change their direction of attack after each point.





In / Out-of-bounds

In-Bounds and Out-of-Bounds

A disc is in-bounds when the receiving player is inside the playing field when he/she catches the disc. If a player catches the disc after jumping into the air, his/her first point of contact with the ground must then be inside the field. The sidelines are not part of the playing field.

When catching in the end zone, the player's foot must land inside the zone. If it touches the goal line, it is not a goal.

If the disc is caught in-bounds and then momentum takes the player out-of-bounds, the player must return to where he/she left the field before the disc can be thrown.

If the disc goes out-of-bounds, there is a turnover, and the disc changes possession. It does not matter which team last touched the disc. Play continues from the spot where the disc left the field.

Players are allowed to throw the disc so that it flies outside the playing field and then comes back in, as long as it does not touch anything out-of-bounds and is caught inside the field.

No Running with the Disc

The player with the disc is called the thrower. The thrower may not run with the disc, but he/she can move the disc by passing to teammates in any direction. Running while in possession of the disc is called "travel." After catching the disc while running, players must stop as quickly as possible. Once they stop, they must keep one foot still but are allowed to move the other foot: this is called pivoting.



Travel



Timing Violation

The Ten-Second Rule

The thrower has ten seconds to throw the disc. The defender counts aloud to ten, in one-second intervals. If the thrower has not released the disc before the marker first starts to say the word "ten," a "stall-out" can be called, and the other team gets possession of the disc.

Marking

A marker can stand one disc's diameter away from the thrower without making contact. Marking can lead to marking infractions such as "fast count," "straddling," "disc-space," "double-team," and others.



Marking Infraction



Turnover

Turnovers

The defensive team takes possession of the disc (a "turnover") if the offense fails to catch a pass, if they catch it out-of-bounds, or if it is intercepted or knocked down by a defensive player.

Turnovers also occur in the following cases:

- The marker reaches "ten" before the disc is thrown.
- The disc is handed from one player to another without being thrown.
- The thrower catches his/her own throw without the disc being touched by anyone else.
- The offensive team tries to catch the pull but drops it instead.

After an in-bounds turnover, the other team may immediately resume play at the point where the disc was caught or stopped.

Fouls, Violations, and Infractions

- Ultimate is a non-contact sport. Physical contact should always be avoided.
- Contact that is dangerous or affects the outcome of the play is a foul.
- The thrower may not be defended by more than one player (within three meters) at the same time (this is called a “double-team”).



Foul



Violation

- The marker may not come closer than one disc’s diameter to the thrower (“disc space”).
- The marker may not hit or grab the disc out of the hand of the thrower. He/she may, however, try to block the disc with his/her hands or feet after it is thrown.
- If opposing players catch the disc at the same time, the offensive player gets possession of the disc.
- Players are not allowed to create shepherds, picks, or screens to obstruct the path of defensive players (“pick”).



Pick

Making a Call

If a player believes that he/she has been fouled by an opposing player, he/she can call “foul.” If the disc is in the air, play continues until possession is established (a catch or a turnover). If the team of the player who called foul gets possession, then play continues; otherwise, play stops immediately.



Contest

After play stops, the fouled player explains what the foul was and discusses this with the opposing player involved. If the opponent disagrees that there was a foul, he/she may call “contest,” and the disc is returned to the previous thrower.



Uncontested



Retracted / Play On

If he/she agrees that there was a foul, he/she calls out “uncontested,” and, generally, the fouled player take possession of the disc. The result of the call should be announced to all players on the field. Play is resumed with a “check”: the marker touches the disc in the thrower’s hand and calls “disc in.”

Substitution of Players

After each point, a team may substitute as many players as it wishes. During a point, a player may only be substituted due to an injury. After an injury, play stops, and the other team may also substitute a player, if it wishes.

Modified Rules

The rules are adapted for junior players to simplify their practice and avoid contact and exhaustion:

- Players can be substituted at any time during a point.
- If the receiving team tries to catch the pull and drops it, a player from that team can pick up the disc and continue playing.
- Markers should stand one meter from the thrower rather than one disc’s diameter away, to avoid body contact.
- Field sizes should be smaller than indicated in the official rules with team sizes of 5-on-5 or 4-on-4

GAME VARIATIONS

The conditions and rules for Ultimate described above refer to outdoor Ultimate, played on grass or turf with a field the length of a soccer field. However, Ultimate can easily be adapted to other conditions and environments.

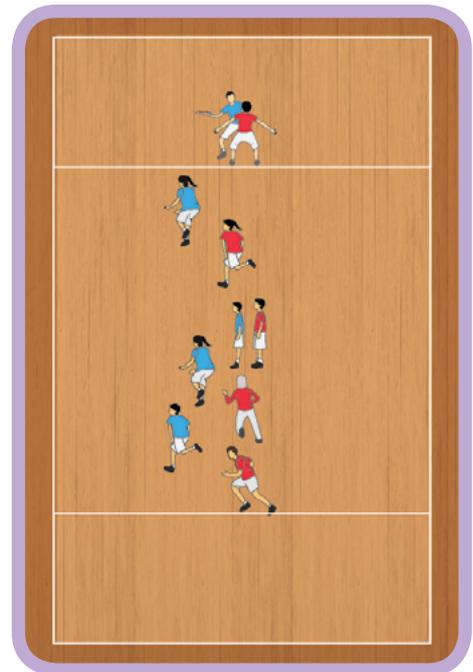
Ultimate can be played anywhere; all that is needed to play is a disc and some space. While outdoor Ultimate is usually played on soft ground (grass, turf, or sand), it can also be played on asphalted or compacted soil, similar to indoor Ultimate, which is played on a hard surface in a hall.

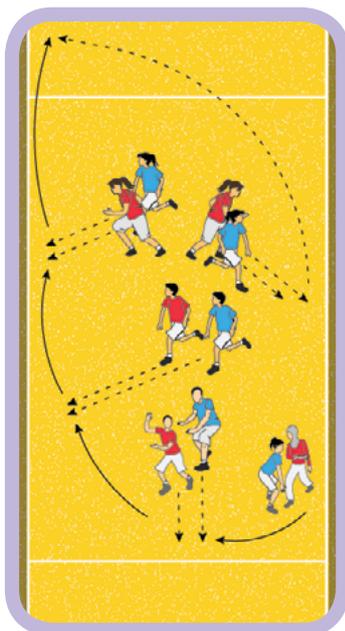
When players first begin to play Ultimate, a regulation-size field can make it difficult for them to advance the disc, score points, and enjoy the game. Smaller fields and smaller teams help players to successfully progress in Ultimate by allowing more players to be involved. Children and youth should always play on smaller fields that match their sportive capability. Some dimensions are recommended below, but Ultimate is very flexible, and smaller field sizes can be used (respecting the proportions):

| Team Size | Width | Total Length | End Zone Length |
|----------------------------------|-------|--------------|-----------------|
| 4-on-4 (1-2 subs) | 18 m | 39 m | 6 m |
| 5-on-5 (1-2 subs) | 23 m | 65 m | 13 m |
| 7-on-7 , according to regulation | 37 m | 100 m | 18 m |

INDOOR ULTIMATE

Indoor Ultimate is played on a smaller field in a gym court or an indoor turf field. The players are reduced to five per team. Several forms of Ultimate exist and are played at the competition level. While the UK and Northern European countries tend to play indoor Ultimate the same way as outdoor Ultimate, just on a smaller court with the stall-count to eight instead of ten, other Ultimate communities have adopted faster-paced versions of indoor Ultimate. In these games, there is no pull, and the team holding the disc will tap it on the ground to start the game, going in the opposing direction. The team that scores keeps possession until a turnover. In addition, the stall count is reduced to seven seconds instead of ten, subbing is allowed at any point during the game, and there are no picks because crowding occurs regularly. The WFDF Working Group on Indoor Ultimate aims to standardize the various forms of indoor Ultimate and make suggestions for competitive play on an international level.



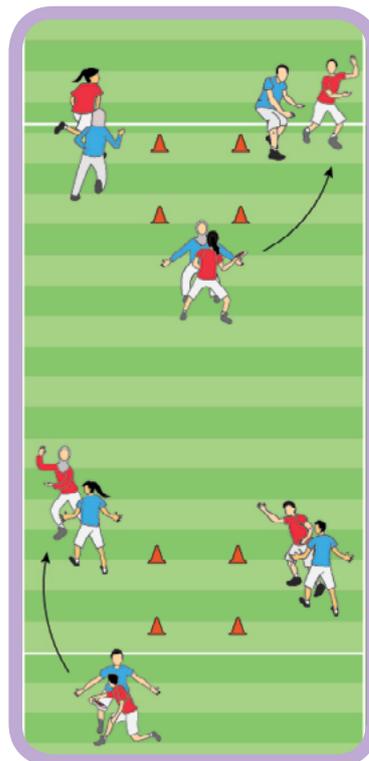


BEACH ULTIMATE

The Beach Ultimate Lovers Association (BULA), a beach sports organization and member of WFDF that helps organizers and players develop the sport of beach Ultimate worldwide, recognizes -4on4- beach Ultimate and -5on5- Ultimate. Both are aligned with the WFDF official rules of (grass) Ultimate. Beach Ultimate is played barefoot on sand on a smaller field (75 meters long, 25 meters wide, with -15meter-long end zones). All other rules are the same as outdoor Ultimate as described above. Exact changes to the rules can be consulted on the BULA website.

BOX GAME

Although not officially recognized as a game setting, Ultimate can be played even with as few as three or four people per team, in the hot box or box game. The object of the game is to score points by passing the disc into a single end zone of approximately 2x2 meters located in the middle of the playing area. There is no field limit or out-of-bounds, and when the disc is turned over outside the box goal, the team then on offense must clear the disc by completing a pass to another person from its team before being able to score a goal. The scoring team retains possession. Common variations include changing the dimensions of the inner box and outer area, using a circle instead of a square, implementing a stall count of five or seven (instead of ten), and adding a «no poaching» clause that prevents defenders from guarding the end-zone instead of their assigned players. Hot box is often played when there are not enough players for a full game, but it also allows for the existence of several smaller games next to each other. It requires teamwork and fast movement of the disc, forcing players to complete many short passes.



GOALTIMATE



Goaltimate is a half-court disc game derived from Ultimate. The object is to score points by throwing a flying disc to a teammate in a small scoring area, through a large semicircular hoop called the goal. Play consists of two teams of four players each competing in a large oval area with the goal at one end and a clear zone at the other. Throwing the disc through the goal to a teammate standing within the scoring area results in one point. A pass through the goal to the scoring area past the clear/two-point line is worth two points. The disc may only pass through the goal in the scoring direction; passing otherwise results in a turnover. As in ultimate, turnovers also result when a disc is dropped, intercepted, goes out of bounds, or when the thrower is stalled at five seconds. After any turnover or score, the disc must be passed beyond the clear line before the next point may be scored. Play is continuous, with no pause after scores or clears.

OTHER DISC SPORTS

Apart from Ultimate, other disc sports have been invented such as disc golf, freestyle, disc guts, and other disc sports similar to Ultimate such as double disc court. While this manual will focus on Ultimate, highlighting other disc sports among youth is encouraged, and other disciplines such as freestyle and disc golf can be great tools for improving an Ultimate player's skills. WFDF, the Professional Disc Golf Association, and the Freestyle Players Association are the official sanctioning organizations for disc sports worldwide.

CHAPTER II

TECHNICAL SKILLS

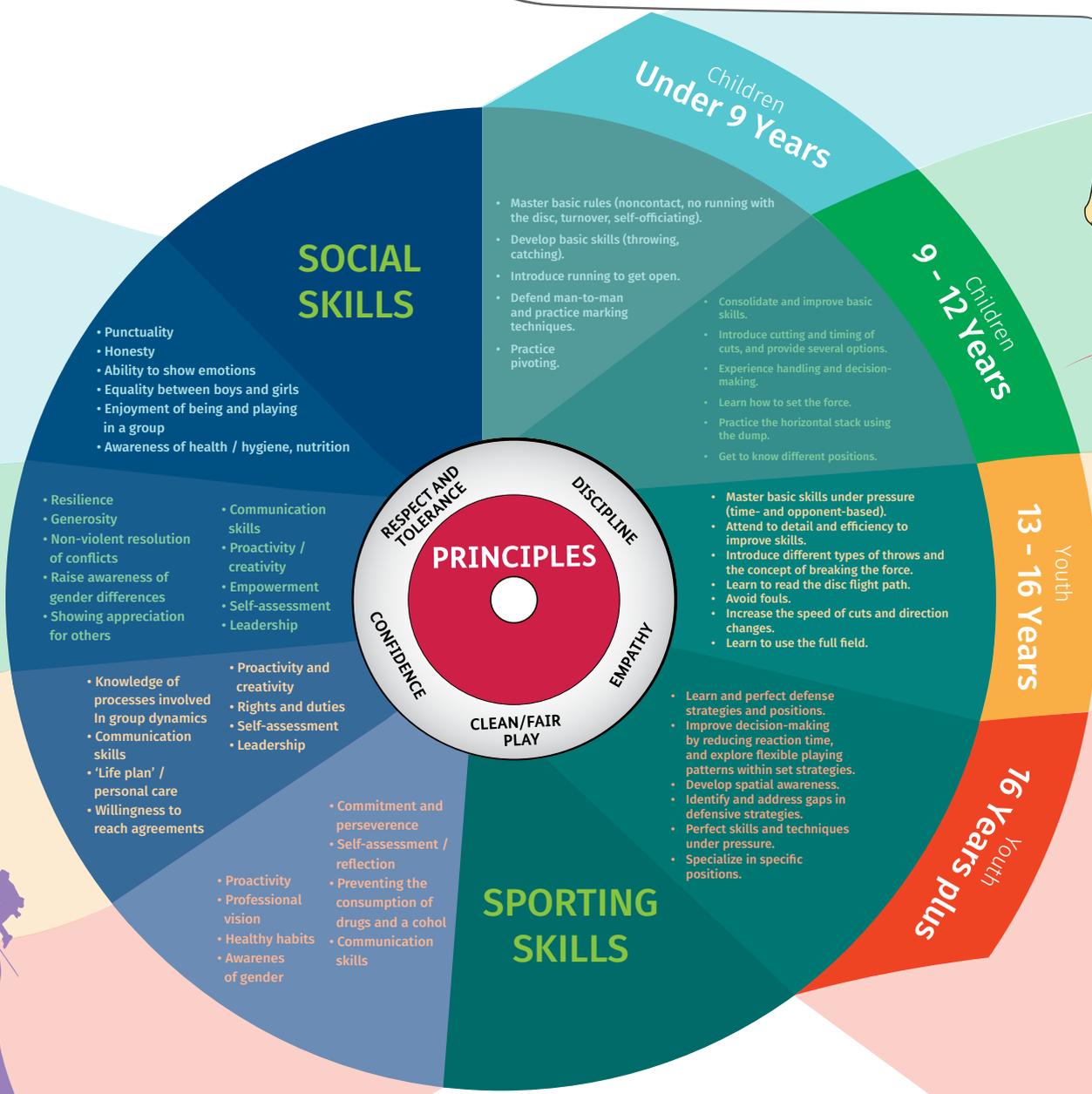




TECHNICAL SKILL DEVELOPMENT

In order for a player to become technically skilled it's vital that the sportive elements are taught at the right age to properly develop the player. Important to note, if a player has never played the sport before he/she must learn and develop the sportive elements taught to children under 9 years before moving on to more advanced skills and concepts taught to older age groups.

If you would like to read more about the social and sporting skills, please refer to the "Sports Builds Generations" manual.



POSITIONS AND ROLES

Handlers

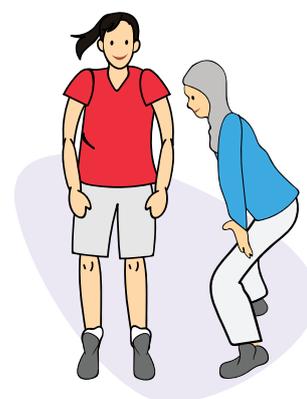
Handlers usually pick up the disc after the pull and initiate the first throw. The term refers to either the person currently with the disc, or players designated to “usually” pick up the disc. When a cutter catches the disc and it is his/her turn to throw, handlers should always make themselves available to help the cutter. They need to develop precise and safe throws and a good visual understanding of the field to make the right decisions about who to throw to and how to throw in different conditions.



Cutters

Cutters are fast and strategic runners, and their objective is to get free from their defenders. When a cutter succeeds, there are two options:

- The cutter does not receive the disc and recycles into the stack to prepare for the next cut.
- The cutter receives the disc and becomes a thrower. Again, he/she has two options:
 - Throw the disc in the direction of the end zone, to progress toward scoring
 - Pass the disc back to a handler, through a dump pass



The roles of handlers and cutters are interchangeable, and players should regularly expose themselves to all positions.

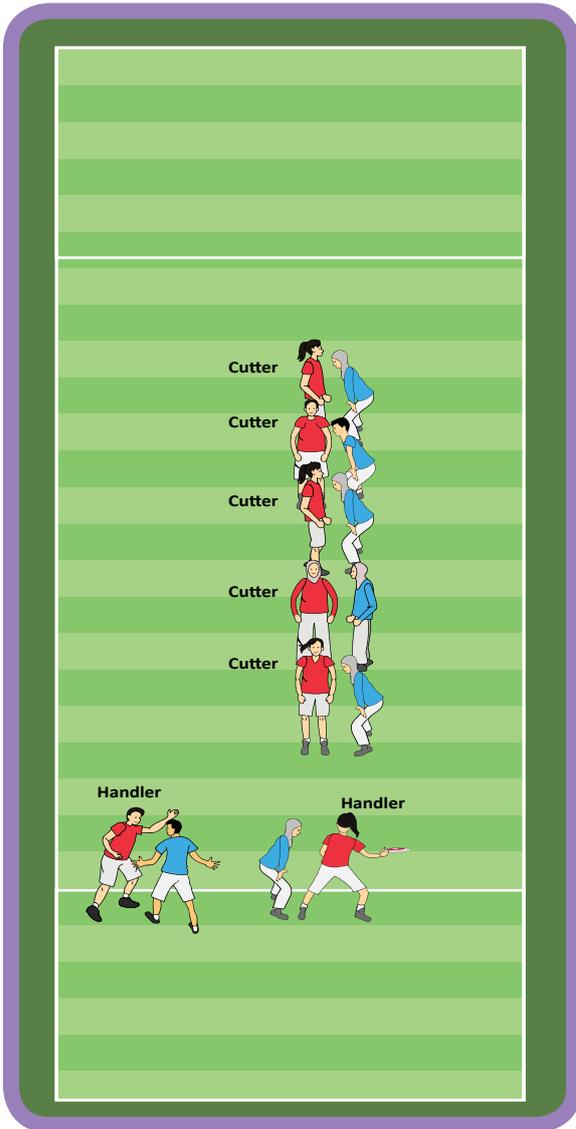
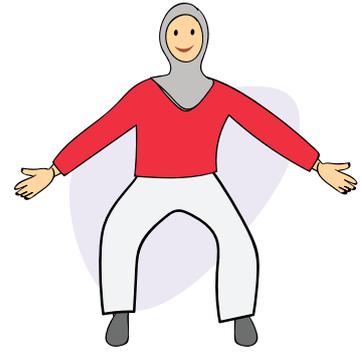
Markers

The marker is the defense player that tries to hinder the handler with the disc from throwing by blocking possible options using the body and arms but avoiding physical contact. The marker is not the same person throughout the game but is a role assigned throughout a point to whichever player is marking the person with the disc. The marker will strategically position him-/herself to force the thrower a certain way and block the other side of the field and thus defines the position of all the defense players on the field.

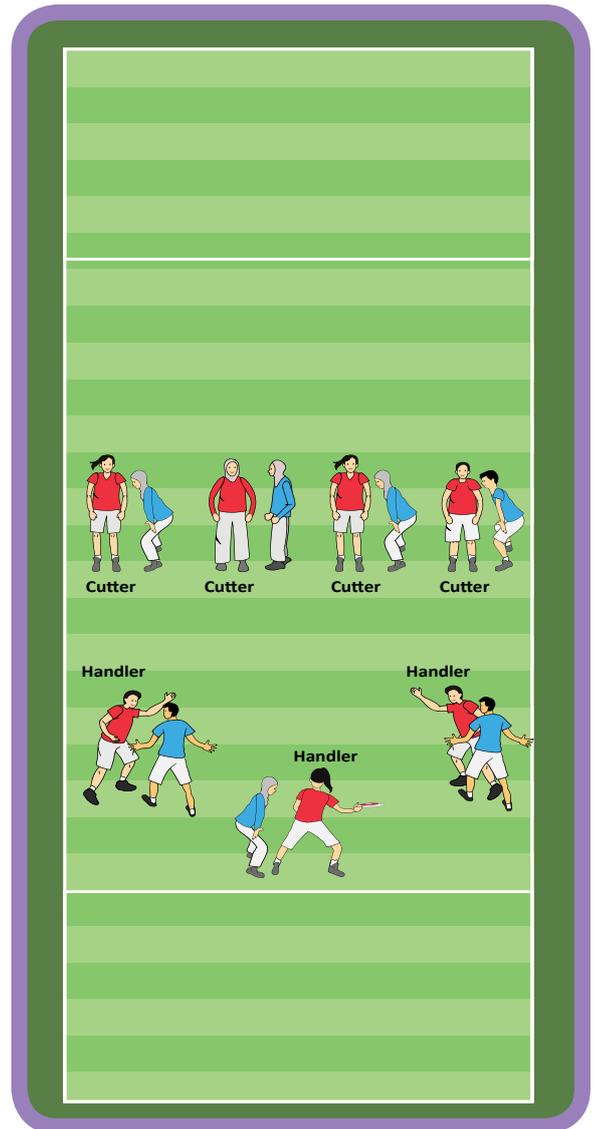


Defenders

Defenders are all the defensive players other than the marker. They attempt to prevent the offensive team from scoring. They cooperate with the marker and will position themselves to block the parts of the field that the marker cannot/does not cover.



Vertical Stack



Horizontal Stack

ULTIMATE BASIC SKILLS

THROWING

BACKHAND

The backhand throw is the most well-known throw used by people casually throwing a disc. The disc floats due to the spin from a fast wrist snap rather than the arm movement. The backhand is used to throw into the space left of the thrower. Backhands can fly straight or curved, depending on how they are tilted.

When the tip of the disc (the side opposite to your grip) is tilted toward the ground, it will fly inside-out, whereas when the tip of the disc is tilted toward the sky, it will fly outside-in.



Grip

- Grab a disc with fingers in the shape of a fist with the thumb on top. The fingers are bent underneath, with the tips pressing against the inside of the rim.
- Stretch the index finger out, along the outside of the rim. This is optional, but it helps give the disc direction in the beginner stages.



Ready position

- Start in the offensive-ready position: Hold the disc in both hands. Face the receiver, feet shoulder-width apart. Slightly flex ankles, knees, and hips, keeping your back straight and head upright.



Pivot

- Move your right foot forward and to the left, to face the receiver with your right hip and shoulder.
- Bend your wrist so that the disc is as close as possible to the inside of your lower arm. Keep the disc flat and parallel to the ground.



Throw

- Pull your arm in a straight line across your upright body and snap your wrist forward from the bent position to align with your arm.
- Keep both feet on the ground when releasing, and the upper body upright. At the release point, your arm, hand, and finger should point toward the receiver.



FOREHAND

A forehand, also called a flick or sidearm, is used to throw the disc from the right side of the body. The disc floats due to the spin from a fast wrist snap rather than the arm movement. For a forehand to fly straight, you need to release it parallel to the ground. Forehands can fly straight or curved, depending on how they are tilted.

When the tip of the disc (the side opposite to your grip) is tilted toward the ground, it will fly inside-out, whereas when the tip of the disc is tilted toward the sky, it will fly outside-in.



Grip

- Count to three with your thumb, index, and third finger, and turn your palm to the sky. Place the disc on the fingers
- The index finger points toward the center of the disc. The third finger is lined up along the front rim of the disc.
- Fold the ring and pinkie fingers into a loose fist.
- Close the grip from the top with the thumb.
- The middle finger keeps contact with the inner rim of the disc.



Ready position

- Start in the offensive-ready position: Hold the disc in both hands. Face the receiver, feet shoulder-width apart.
- Slightly flex ankles, knees, and hips, keeping your back straight and head upright.



Pivot

- When you are ready to throw, apply the grip and open your bent arm to the right.
- Step out to the throwing side and shift your weight to your right leg (the side with the disc).
- To avoid extensive arm movement, players can use their non-throwing arm to hold their throwing arm close to the side of their body.



Release

- Snap the wrist forward, like turning a door knob, at belly height. When releasing, point your third finger toward the target.
- While the grip is light at the start, it is strong when releasing.

CATCHING

THE PANCAKE CATCH

The pancake catch also called sandwich or clap catch is the safest catch in Ultimate because it allows the greatest margin for error. To catch a disc, you need to read its flight path and take the most direct route to where the disc can be caught. If the disc is angled at 45°, it will fall to the side that it is dipping toward. For steeper angles, the disc will slice toward the ground. For flatter angles, the curve will be influenced by the direction of the disc's spin. The flight path may also be affected by the amount of spin it carries or the wind.



Pancake ready position

- Start with the hands 30 centimeters apart, one above the other, and extend the arms forward toward the disc.
- Extending the arms in front of the body when teaching the Pancake catch to beginners, makes this a safe catch, since it can help protect the face of the player.



Catch

- Observe the disc to get a sense of its speed and direction. If the disc comes in a bit higher, you can jump, or if it arrives lower, go low in your knees. Clamp down on the disc with both hands, pulling toward the torso.



Run through

- Do not wait for the disc to come to you; catch it as soon as you can.

THE C-CATCH

The C-catch also called the Rim-catch is commonly used when it is not possible to catch with a pancake catch because the disc is out of reach, either above, below, or to the sides.



Two-Handed C-Catch

- Hold your hands open with the thumbs on the bottom and the fingers on top.
- Trap the disc between your fingers and thumbs on the edge closest to you.



Low C-Catch

- When the disc arrives low, your hands should be inverted, with the thumbs on the top and the fingers on the bottom.



One-Handed C-Catch

- Use the one-handed C-catch if the disc arrives further to the side, high, or when you are unable to reach for it with both hands.



BASIC POSITIONS AND MOVEMENTS

MARKING

As a defensive player in Ultimate, you must try to prevent the handler from throwing and the cutter from receiving the disc. When defending the handler, you are a marker. When the handler receives the disc, the marker should start counting: “Stalling one, two, . . .” to the count of ten. If the disc is not thrown by ten, the player has stalled out, and the disc goes to the opposing team.



Defensive Stance

- The marker should keep his/her arms extended and low, with knees bent, hips back, and chest out.



Low Defense

- The marker's feet, with the weight slightly on the toes, should be moving, shuffling from side-to-side as the thrower moves his/her pivot foot.



High Arm Defense

- When the thrower threatens a high throw or hammer, the defender should move his/her hands up, then quickly come back to low position.

FAKING

When you are playing the handler position, the marker is blocking your space, so you need to get him/her off-balance by faking and throwing where he/she least expects it or cannot reach. This opens up opportunities to throw. When throwing, the handler should aim at throwing into space so that a team member can catch the disc and prevent the defense from reaching it.



Forehand Pivot

- Start in a position from which you can immediately throw a disc, then pretend to throw it. The marker will shut off your direct throwing position. Make sure to stay balanced when you step out to the forehand pivot. With time, your muscles will develop and allow stepping out further.



Moving Toward the Backhand

- Switch to another throwing position by bringing your body along the straightest line possible back to the center and over to the other side. The pivoting will force your marker to keep moving, which creates a throwing opportunity.



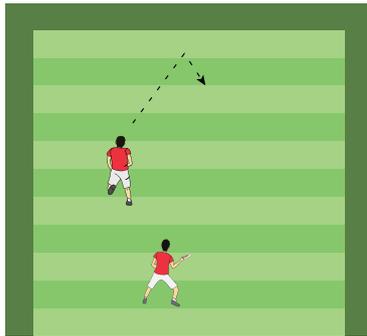
Backhand Pivot

- Once arrived on the other side, you are likely free from your marker to throw the disc. If you are not free, then move back to the forehand pivot and repeat. Make sure to stay balanced when stepping out for the backhand.



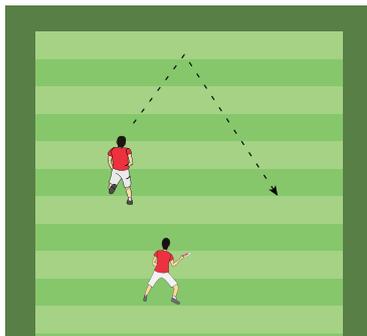
OFFENSE CUTTING

Cutting is the process of creating space between you and the defender and running into free space, where the thrower can safely pass you the disc. Start by assessing the situation on the field to identify an open space to run to. Decide on the best type of cut and the right timing to get free. Once you have committed to a cut, stick to your chosen direction because changes will confuse the thrower. Cutting should follow a vertical pattern: away from the thrower and back toward the thrower, rather than horizontally side-to-side. The most effective cuts when trying to move away from the defender are sharp cuts, meaning that the cutter must plant his or her foot and change direction abruptly and by almost 180 degrees. Most cuts are composed of three parts:



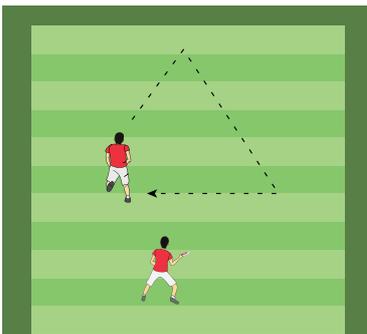
Fake

- A fake is a sudden change in direction or speed. Run a few steps in one direction, plant your foot, place your weight low, and change direction sharply with a strong push from the legs.



Run

- Run in a straight line to a spot where the handler can easily throw to you. If you start a cut and then realize it was not effective, clear out, reassess, and start over.



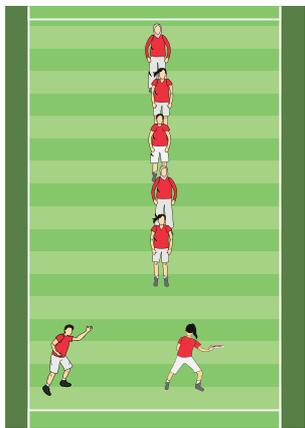
Clear

- If the disc is not passed to you, you have to get out of the area where the thrower wants to pass the disc and get back to the resting zone, the so-called "Stack."

OFFENSE STRATEGIES

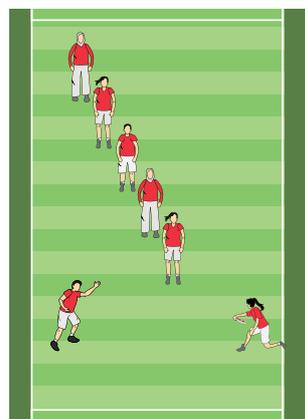
VERTICAL STACK

The goal of most offensive strategies is to help teammates get open by organizing the otherwise chaotic cutting and running. The vertical stack is played as follows:



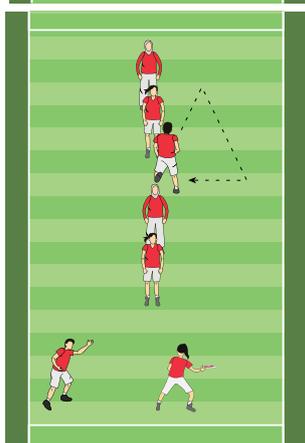
Vertical stack: middle

- Two handlers (a thrower and a dump) and five cutters who line up vertically in the middle of the field toward the end zone where they aim to score.
- The first player in the stack stands 10 to 15 meters away from the handler, then every other player 3 meters behind the previous. It is the responsibility of the first player to set the stack.



Vertical stack: sideline

- If the handler is on the sideline, the stack will be set up diagonally toward the end zone to maximize the cutting space on each side of the field.



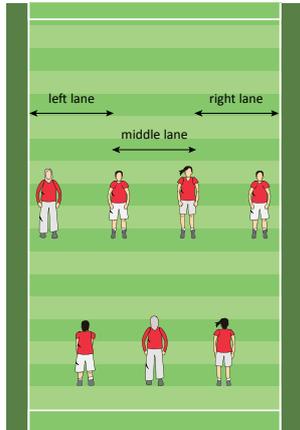
Vertical stack with cutting

- The vertical line is called the “stack,” where cutters start from and return to between their cuts. Cutters that do not get the disc must return to the stack to free up space in the running lanes. A common strategy is to start cutting from the back, to the open and break sides, while the front of the stack moves backwards.



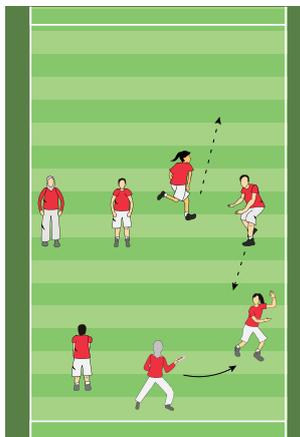
HORIZONTAL STACK

In the horizontal stack, the stack is positioned across the field, from sideline to sideline. It allows for better use of the width of the field and provides more options for the handlers.



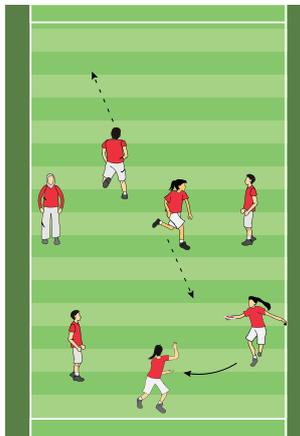
Handlers

- Three handlers are positioned on the left, middle, and right of the field and act as a unit.
- The middle position is called the “dump.” The disc moves from the thrower to the dump and often immediately continues to the “swing,” the third handler.
- The three handlers complete dump and swing passes until a cutter gets open to bring the disc closer to the end zone.



Cutters

- The cutters are divided into poppers/middle cutters and wings.
- The poppers/middle cutters are positioned in the middle of the field.
- The wings are positioned on the very right and left sides of the field.
- The cutting fields are split into three lanes; the right and left lanes both have a wing and a popper/cutter; the middle lane has the two middle poppers/cutters.



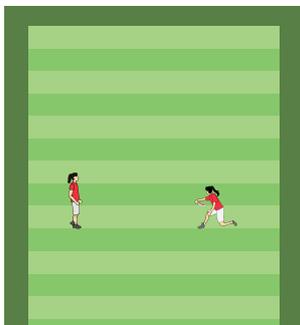
Horizontal stack movement

- Each pair works as a team and becomes active when the disc is in its lane by cutting in opposite directions, one player toward the disc and the other cutting long, like pistons in an engine. Pairs always stay within their cutting lane. There are other ways of cutting in the horizontal stack, as well, such as diamond cuts. However, pistons are sufficient for the basic functioning of the horizontal stack.

CROSS-CUTTING OFFENSE

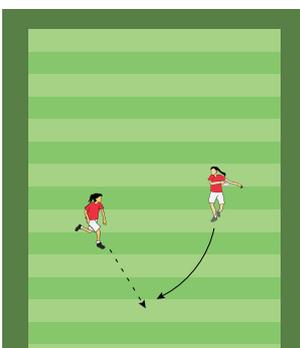
CROSS-CUTTING DUMP AND SWING

The dump acts as a second handler. Throwing to the dump resets the stall count, moves the disc, and challenges the defense. The dump is best carried out as follows:



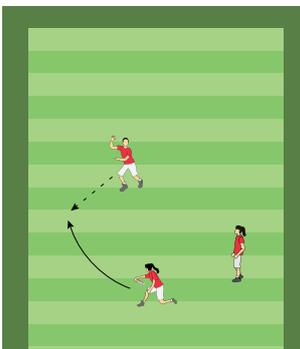
Dump Position

- When a handler has a disc, he/she should always have a second handler up to 10 meters away from him/her on a horizontal or 45-degree line.



Dump Throw

- Complete a floating throw in the space behind or in front of the dump so the dump can run on to the disc without having his/her defender come in between him/her and it.
- If the dump is not open, signal that he/she should become active. The dump can cut in the space behind or run into the space in front of the handler.



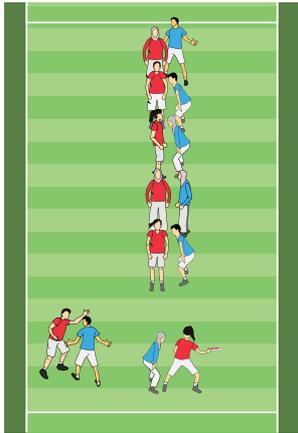
Swing

- Once the dump receives the disc, he/she will be free to throw to a cutter that runs into the space for a continuation, called a "swing". This should be a cutter or a third handler who times his/her cut to be free the when dump looks to swing the disc.

DEFENSE STRATEGIES

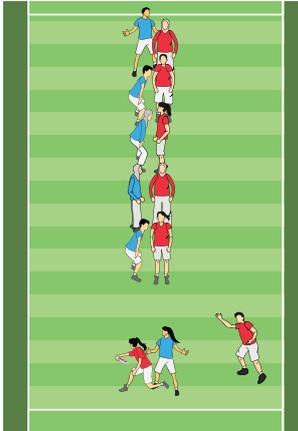
FORCING

The main defensive strategy in Ultimate is to set up the “force,” which is the marker’s defensive body positioning that compels the offense to throw to one side of the field. A team should decide which side they will be forcing before each point: the forehand or the backhand. The defense works as a team, and everyone must ensure that they commit to their responsibilities. During a point, all markers should force to the same side. If a marker changes the force, he/she needs to announce it to the other defenders to allow them to switch positions. When the force is changed without an announcement, the defense will fall apart.



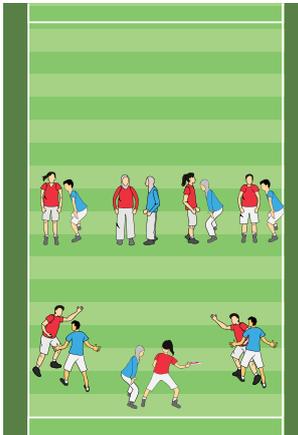
Force Forehand

- To force forehand, the marker positions him-/herself on the side of the thrower that is necessary to force him/her to throw a forehand. Setting up a force separates the field into an open side and a break side. The marker allows throws to the open side but blocks throws to the break side.



Force Backhand

- To force backhand, the marker positions him-/herself on the side of the thrower that will force him/her to throw a backhand. The defenders expect throws to the open side and position themselves on the open side of their offensive players to prevent cuts to the open side.

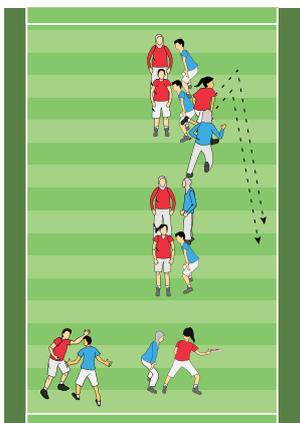


Force on Horizontal Stack

- The same applies for a horizontal stack scenario, shown here for a forehand force.

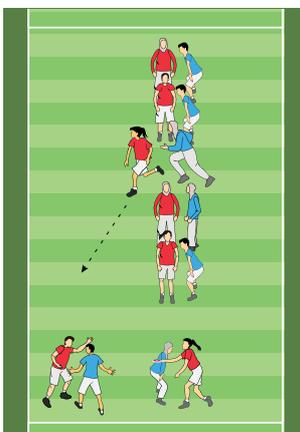
MAN-TO-MAN

Good man-to-man defense requires speed, stamina, field awareness, and good anticipation. The defender generally aims to stop the receiver from catching the disc either by intercepting and catching the disc or knocking it down.



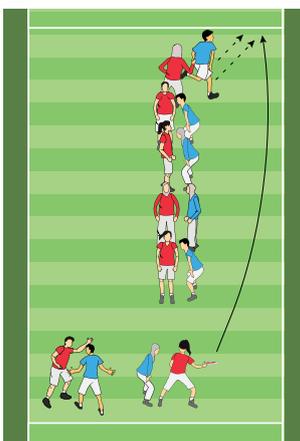
Defender Position

- As the defender, you need to stay as close to the person you are covering as possible, trying to anticipate his/her next move. Your positioning should allow you to always see both the disc and the person you are defending with your peripheral vision. When your offensive player moves, follow him/her as closely as possible, trying to prevent a catch.



Marker Position

- As the marker, the most important thing is to force to one side and prevent any throws to the break side, to avoid creating open lanes for the cutters.



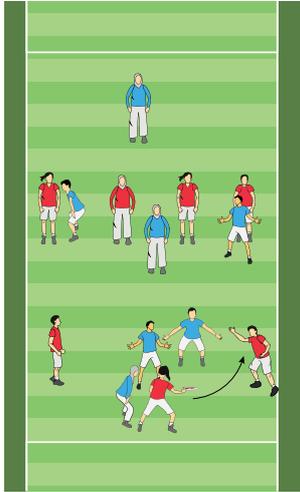
Last Player Position

- The last defender should be positioned on the open side but slightly behind the last offensive player to guard any long throws.



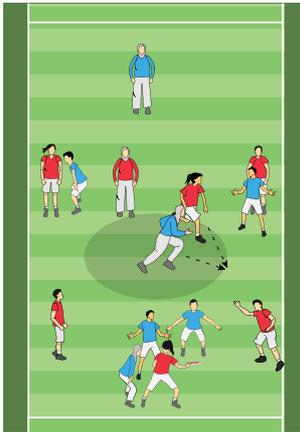
ZONE DEFENSE

The zone is a strategy in which each member of the team guards a portion of the field rather than a specific player. There are seven specialized positions. Communication between players is crucial for an effective zone. The zone forces the offense to adopt a horizontal stack formation.



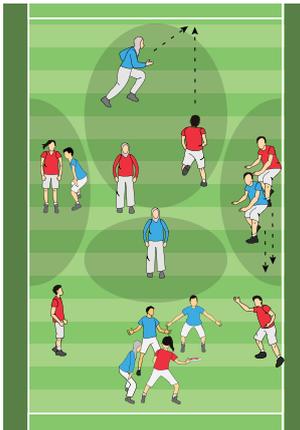
Cup

- The “cup” unit refers to three defenders that are positioned around the thrower. The cup can force always to one side, force the handlers toward the middle when they are positioned close to the sidelines, or even decide to force toward the sidelines when they reach the handlers located close to the sidelines. The player in the “chase” position in the cup forces the thrower to the chosen side, and the “middle” and “off” players block forward throws, standing a minimum of three meters away from each other. The cup acts as a single unit and never breaks formation. The goal of the cup is to block any pass thrown to the field behind it.



Middle

- The mid-mid defends all short throws through the cup. He/she blocks any cutters running toward the disc in the middle of the field. The mid-mid will call “crash” if the popper enters the cup for a close pass.



Wings and Deep

- The two wing defense players guard any offense player that cuts within a strip along the sideline and can prevent any cutter running toward the disc on their side.
- The deep-deep is positioned furthest back on the field and chases any offense approaching the end zone.

CHAPTER III

PRACTICAL TIPS FOR THE COACH





INTRODUCTION

Many children and youth want to play Ultimate. For this to happen, a coach must be aware of many factors to create a good social and sportive learning environment. The idea of teaching social skills is a fairly easy concept for most to understand, but the way it is done is crucial. A good coach needs to know how to be a problem-solver when inconveniences arise on the court so that players' learning is not affected. As a coach, you will sometimes have to deal with a lack of basic materials, limited space, and large numbers of kids, and still come up with creative ways to maximize the participation of all players involved. This chapter gives practical tips and methods that coaches can use to maximize their training sessions, as well a collection of games and exercises that can be used to teach a variety of social and sportive skills for all age groups.

HOW TO DEVELOP SOCIAL SKILLS

Sport is an ideal platform to develop social skills and positive behaviors. The following information provides tips and methods for coaches to use, in order to have success when using sport to develop social skills. A coach must adapt these tips and methods to his environment. Similar to a player developing a technical skill, a coach will be able to improve his ability to encourage the development of social skills through learning-while-doing, and self-reflection.



Setting Up a Good Atmosphere

Ensure a Safe Environment

Creating a safe space is crucial to having a good social learning atmosphere, which starts with ensuring that your players have a safe way to and from practice. When preparing the training session ensure that any sharp and dangerous objects as well as trash are removed from the court. Children are not able to focus on the training session if they are afraid of hurting themselves.

Know Your Team

A coach needs to factor in the characteristics of their players: age, gender, skill level and culture in order to implement a long-term player development plan. Meeting the family will give you a better understanding of a player's environment away from the court. Also, consider current or recent events that can affect a team, such as exams, a good/poor result at a tournament, and last week's practice.

No-Force Policy

It is essential to establish from the first training session that you will never force any player to contribute to a discussion or express an opinion. You may introduce the use of the magic word "PASS", which allows a player to pass on the question if they do not have anything to add or say.

WoW (Ways of Working)

Ask the players about the ways of working (WoW) parameters, which they would like to see during the training session. This is an effective method to empower the kids and take more responsibility and the WOW should be agreed upon during the earlier stages of a season. Example – When one player is talking everyone is quiet and listens!

Show Empathy

Empathy is the foundation and key to healthy human communication and interaction. In order to have a good learning environment, a coach needs to observe and be aware of the children's facial expressions, body language and energy levels and adjust the training session to fit the player's current needs.

Introducing and Teaching Social Skills

The following points will help you introduce and teach social skills in an effective and impactful way:

Be a Role Model

As a coach, you are automatically a role model for your players. In order to be a positive role model, it is important to be aware of your actions and the impact they can have on the children and youth you are coaching. Children inevitably impersonate those they admire, and so you need to be careful of what you do, what you say and how you say it, as well as your body language. When planning a training session, think of how you can best be a great role model in demonstrating the social skill of the day. Examples of how to be a positive role model in the training session are in Chapter 4.



I CAN BE A ROLE MODEL

by always having open communication with my players; shaking hands with them or giving them high fives at the beginning and end of the practice. Always being encouraging rather than critical, and expressing positivity. Speaking in a clear voice and tone, being consistent and listen to my players.

I CAN BE A ROLE MODEL

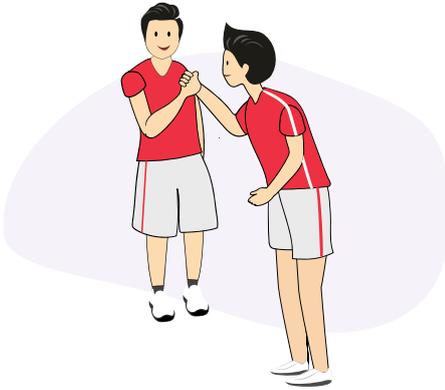
by respecting time before and during practice. I respect everyone's views, everyone's backgrounds and I am patient while teaching different levels.



Use Rituals

Rituals create a structured routine in a training session. At the beginning, to welcome players and prepare them for the training session, throughout the training session to create team spirit and also at the end to bring a proper close to a training session. It's important to keep rituals short and ensure that all rituals are inclusive to the whole team.

Examples



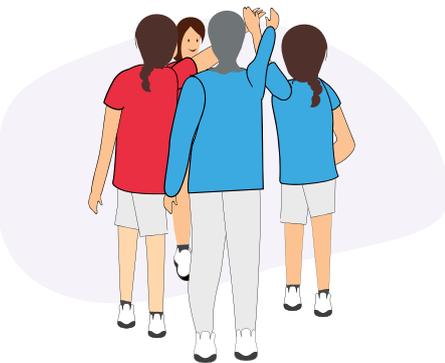
Beginning

Players develop a secret handshake and perform the handshake.



Throughout

High fiving each player on your way to the back of the line.



End

Players gather in a circle and put their hands on top of each other. One player counts to 3 and then players raise their hand upwards and shout their team name or a phrase or the social goal of the day.



Mindfulness practice is a proven method from other sports that is used to calm emotions and increase focus and empathy. Mindfulness can be practiced as a ritual when players close their eyes, focus on their breathing, or use their senses to focus and discover their surroundings. Such a ritual can be used when players have trouble focusing or when they are nervous (e.g., before a competition), but it must be practiced regularly to have the desired effect.

Rituals feel good, bring people together and promote a sense of belonging to a team. Rituals are interactive and both require and foster various social skills. Therefore, rituals can lead to learning by doing and also give the coach material to use during reflection time. Example: Does our ritual give you confidence before a training?

Learning by Doing

Learning by doing means learning directly from one's own actions as opposed to listening to someone explain that action. Learning by doing promotes critical thinking, a core skill needed to develop further social and personal skills. Long explanations by a coach often lead to disinterested players. Although the coach does not have a direct role in this self-learning process, the targeted social skill of a training session is best understood and learned when the social skill is a key element into the success of the drill or exercise.

I hear, and I forget.

I see, and I remember.

I do, and I understand



FREEZE Method

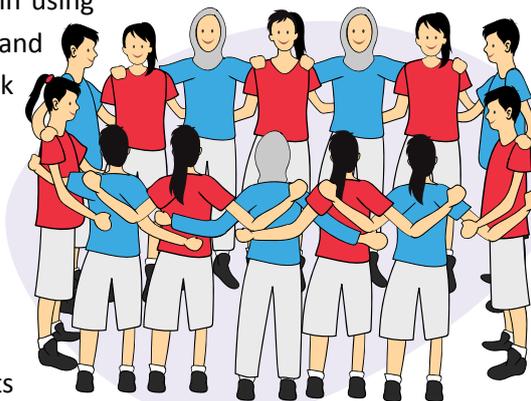
When observing a training session and seeing a situation related to the sportive or social goal, a coach can say "FREEZE". All players are to freeze where they are and listen to the coach give his/her coaching point. It is important that these moments are relevant to most/all players and have a strong link to the targeted social skill. A coaching point can highlight something that needs to be improved or can complement a player on performing well due to use of a social skill. Although the freeze approach is a very effective method, it is important not to use it too often and to keep the coaching point short so as not to interrupt the learning by doing process.

Freeze!



Implementing a Good Reflection

Reflection after a training session is a vital part in using sport in the personal development of children and youth. The reflection section serves as a tool to look back at the training session, what was learned and the importance of the selected social skill and to link sport-specific aspects to life situations and development topics such as gender equality, health and environment. A reflection should last 5-10 minutes maximum and should ideally be done in the same spot where the team started its training and performed its pre-training session ritual.



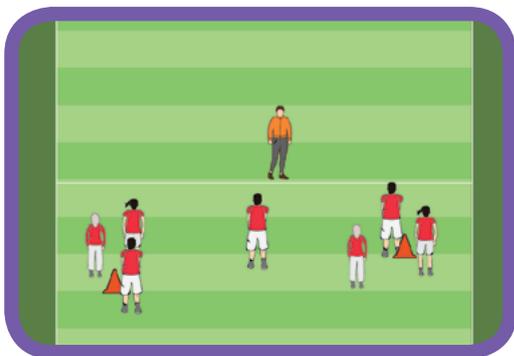
Having a closing ritual at the end of each training session, after the reflection, gives conclusion and builds team chemistry and the sense of belonging.

Reflections are an integral part of Ultimate and are usually practiced in the form of the spirit circle. The spirit circle is mostly used in tournaments after a game to positively connect with the other team and resolve possible conflicts. After a game, both teams form a joint circle with alternating players, and the captains and players highlight positive elements and/or discuss issues that might have occurred during the game. It strengthens bonds between the teams and enables players to move on having voiced their frustrations (if any) and had them acknowledged by the other team. It creates a space during which players are prepared to listen to, receive, and provide feedback.

Reflecting on the game helps manage emotions and represents one opportunity to address negative competition, particularly in societies where players are likely to have undergone conflict and come from different backgrounds. In spirit circles and reflections, players learn to express their emotions calmly and in a non-hurtful manner.

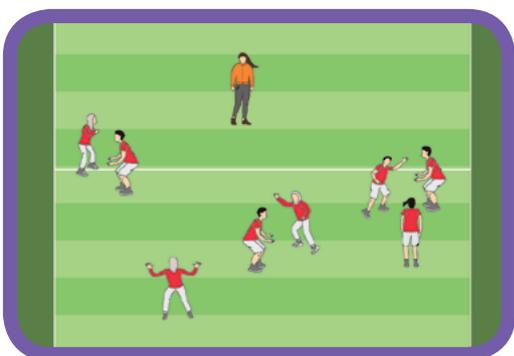
Many teams use spirit circles not only in tournaments but also at the end of practices to reflect on what they learned, how they felt, and what they struggled with. While spirit circles offer the opportunity for captains, spirit captains, and players to comment on the game, the reflection methods developed in this manual provide further opportunities to every player to think about and express their own interpretations and emotions.

There are many effective ways to hold a reflection; a coach can choose any of the methods listed below or use his own variations and methods. It's important that the coach adds context, so that the players know the social skill of the training session before using a reflection method. Note that it's important to be neutral during a reflection and open to the diverse opinions and comments players may have. Please note the following are general methods only; the coach needs to also come up with questions, keywords, statements and concepts to work with prior to the training and add new questions based on observations during the training session which are related to the social skill. Also encourage your players to go back to their families and community to observe and practice these social skills. Refer to chapter 4 for specific examples of the methods below.



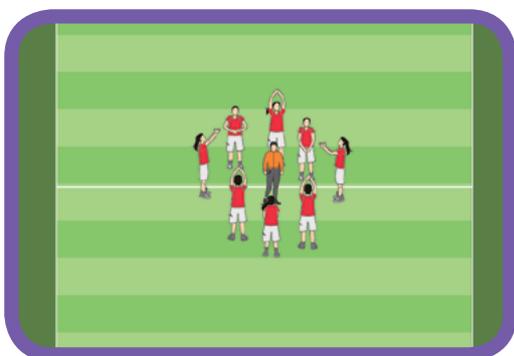
Method A

Gather the players. Place two cones 10 meters from each other, and explain that the cones represent the two different goals of the session: the sportive and the social. Ask the players to stand in the spot between the two cones which represents which goal they benefited most from in the practice. A player can stand in the middle of the cones representing he/she learned equally from both goals. Have a few players explain their reasoning for where they decided to stand and try to establish the link between sportive success and social learning. A coach can repeat the same exercise to see if the discussion changed the opinion of players.



Method B

Have all the players stand together in front of the coach. Emphasize the training session's social skill and ask players to go acting out positive examples of the social skill. After a minute or two, gather the players together and review some of the positive examples that were acted out.



Method C

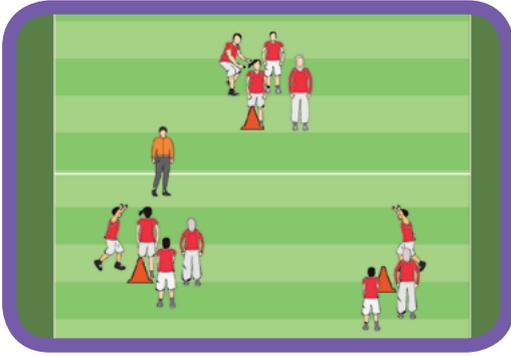
Gather the players in a circle and mention a phase or keyword related to the training session. Ask the players to clap high (evident) or low (unnoticeable), to indicate how much this keyword was evident/unnoticeable during the training session. Expand and add context to each phase or keyword as needed, and involve players in the discussion.



Method D

Gather the players in a circle and ask each player to think of one keyword that summarizes the targeted social skill. Allow some time for players to think of their keyword. Use a disc to pass around; when a player has the disc, it is his/her turn to say his/her keyword, and then pass the disc on to someone else. When everyone has presented their keyword, the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.

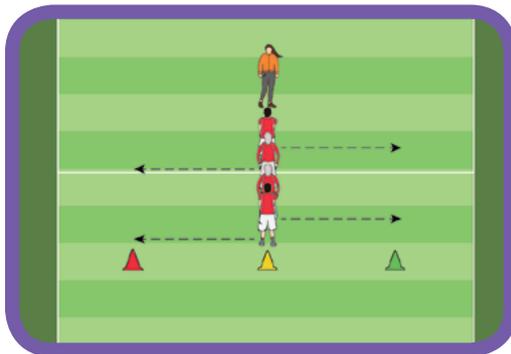




Method E

Place three cones in a triangle, with each cone representing an environment: sport, school and home. Gather all the players and ask the players to stand next to the cone where they think this social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the targeted

social skill. After the discussion, repeat the exercise to see if the discussion changed any players' thinking.



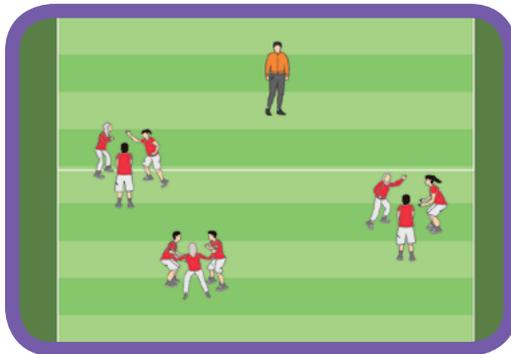
Method F

Gather all players, standing in front of the coach. Put three cones in a line

- Red cone (left) – Disagree
- Yellow cone (middle) - Neutral
- Green cone (right) – Agree

Read out statements related to the social skill.

After each question, all players are to stand next to the cone which represents their opinion. Encourage one or two players to share their reasoning. Move on the next question, and repeat.



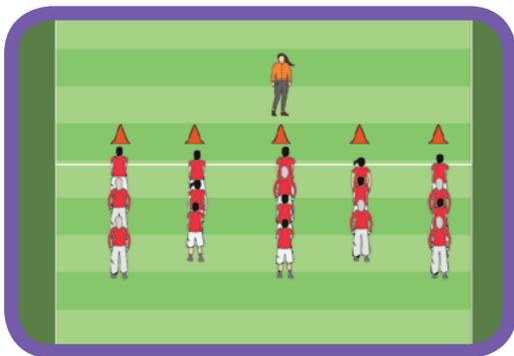
Method G

Gather the players and ask them to think of one behavior of each related social skill, that they would

1. Start doing – a behavior the player will start adopting in his/her life;
2. Stop doing – a behavior the players will refrain from doing;
3. Continue doing – a behavior the players already

do and will continue to do.

Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon. Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily life.



Method H

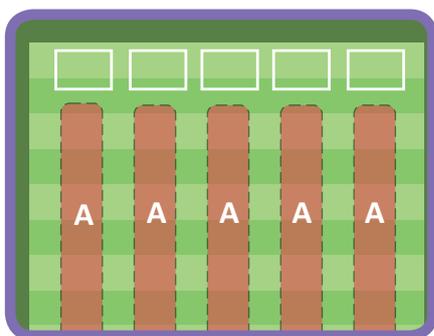
Place one cone representing every drill/exercise performed during the training session. Let players stand behind the drill/exercise (cone) that was most beneficial to them during the training session. Have a few players explain their reasoning. A coach can repeat the same exercise to see if the discussion changed the opinion of players.

HOW TO GET EVERYONE INVOLVED

Getting everyone involved is one of the main challenges that coaches have to face. With limited playing space, too many players and the lack of equipment it can be difficult to have a training session that ensures that everyone is involved and active at all times. In order for coaches to have an effective training session, they need to be aware of the challenges and find creative and outside the box concepts to solve these challenges. Talking and exchanging ideas with other coaches and your own players can be helpful to come up with solutions for these challenges.

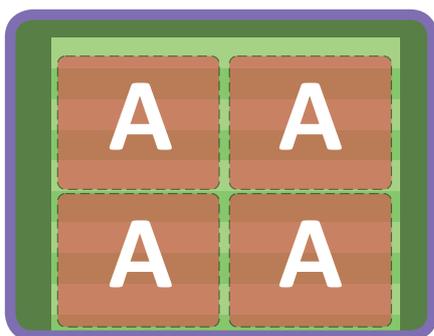
PLAYERS AND SPACE

for an effective training session you need to ensure that you maximize the space you have and also look for other alternatives to provide the best space/area to implement your training session. A crucial part of a successful training session is to have all players as active as possible in order to avoid long lines and players standing around. Below are several options that a coach can use to maximize the training according to the players and space he/she has.



Option 1

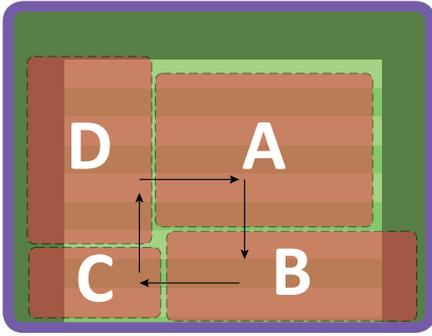
Create multiple lines and although this does result in smaller playing areas it is an effective way to have players more actively involved.



Option 2

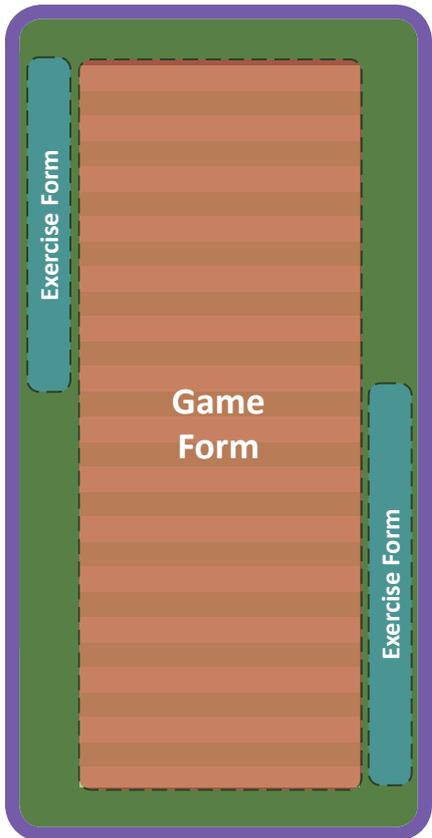
Create multiple fields when implementing your main part and conclusion and be creative in using all the space available.





Option 3

Oftentimes creating multiple lines and fields will be difficult due to the lack of equipment and space. In this case you can create a station practice, where certain stations don't require much space and equipment. Between 4-5 stations players will rotate every 5-10 minutes until all players have completed all of the stations.



Option 4

When in a game form where many players are on the sideline watching, a coach can set up a training exercise on the sides to keep those players active.

EQUIPMENT

If a large number of players attend a training session, some exercises require a larger amount of equipment and space. Coaches should be creative by looking around their environment to see what materials can be used as equipment.

Luckily, Ultimate requires minimal material. While players usually need shoes, discs, and cones, these can be replaced by alternative equipment.

- **Shoes:** While experienced players play in football shoes with spikes on grass or turf, Ultimate is often played in simple trainers or barefoot (on grass or sand), as long as safety allows.

- **Cones:** Cones to mark the field can be created from alternative materials, such as plastic bottles filled with sand or rocks, backpacks, or other visible items. Sometimes simply drawing a line on the ground may be sufficient.
- **Discs:** The disc typically used for Ultimate is a 175-gram plastic disc. For children (U-12), slightly smaller discs are recommended for an easier grip. However, if professional Ultimate discs are not available, any flat, round objects can be adapted to act as discs, such as paper plates with rounded rims that have been strengthened with duct tape, pot covers, plant under-plates, and other objects with slight adaptations made.

HOW TO MAKE A DISC

You need

- Cardboard (30cm x 130cm)
- Large plate or round object (24cm diameter)
- Small plate or round object (20cm diameter)
- Pencil
- Ruler
- Scissor
- Duct tape
- Colored duct tape

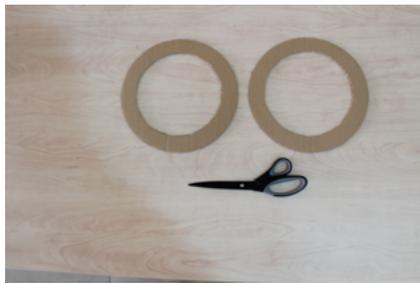
- Cut the cardboard in half so you have two equal pieces (30 x 65cm).
- Use the large plate as a template to draw the outline of the disc.
- Repeat this process so you have four cardboard outlines, two on each piece of cardboard.

- Cut along the outlines so you have four cardboard circles.
- Set two cardboard circles aside.

- Tape two circles together by wrapping the duct tape around the edges of whole circle.

- Place the small plate in the middle of each of the two remaining circles.
- Using the pencil, trace an inner circle outline on both circles.





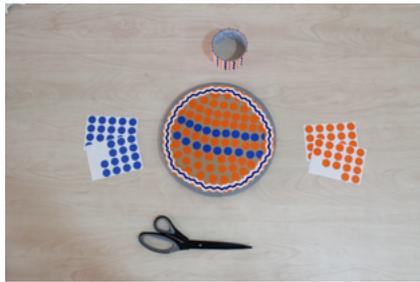
- Cut out the inner circles to make cardboard rings.



- Tape the two rings together by wrapping the duct tape around the whole circle.



- Place the resulting ring on the combined circle, and duct tape them together to form one disc.



- Decorate the disc and test it out.

Tips:

- To make the disc more stable, use thicker cardboard, or an extra layer if using thin cardboard.
- Also, discs can be made using smaller-sized plates, but should be in the approximate range as mentioned in this description.

GAMES AND EXERCISES FOR DIFFERENT OCCASIONS

There are many different games and exercises that can be used on different occasions and that tap into different themes and life skills. The exercises focus on Ultimate fundamentals and can be used in different parts of the practice. They can also be adapted based on the size of the playing area, equipment available, and the age and number of children. That is, the coach can tailor each to work in a specific situation and for a specific group.

To understand the drills, please refer to “Legends for Drawing Ultimate Drills” in Chapter 5 - Annex



UFO

5 20 5 ∞ All ages

Organization and Procedure:

- Put a Hula-Hoop on the floor (or mark a round area with cones or another material). Put a cone three meters from the Hula-Hoop. Parallel exercises can be set up. Four players stand at the cone, and each player has a disc.
- The players throw a flat backhand into the Hula-Hoop, as if it were a UFO launching from a space station. If the player threw successfully, he/she runs to pick up a reward from a reward box. If the throw was not successful, the player goes back in line.

Every player has five attempts.

- Count how many successful throws you had as a team and compare them to the other teams' throws by counting all your rewards.

Variations:

- Repeat for forehand and adjust the distance and position of the Hula-Hoop for comfortable forehand throwing.
- Move the Hula-Hoop one meter farther away and repeat. Move the Hula-Hoop farther away a third time and repeat.

GOALS

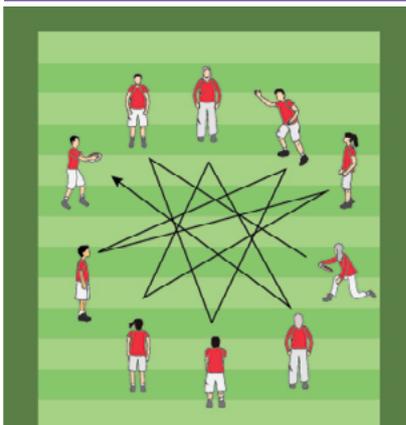
- Resilience
- Throwing

COACHING POINTS

Ultimate is a team sport, and you can win only when each player gives his/her best.

Keep the disc flat like a UFO. Do not run with the disc.

CIRCLE THROW



2 



All ages

Organization and Procedure:

- Ten players stand in a circle with one disc.
- In the first round, they say their names as they catch the disc with a pancake catch. Then they throw it to another player.
- As players learn each other's names, they switch their names for the names of the people they are throwing to and call out those names before they throw.
- If a player drops the disc, he/she has to hand it to his right-hand neighbor.

Variations:

- Players catch with a two-handed catch and/or a one-handed C-catch.
- Players throw forehands, hammers, and/or push passes.

GOALS



Tolerance



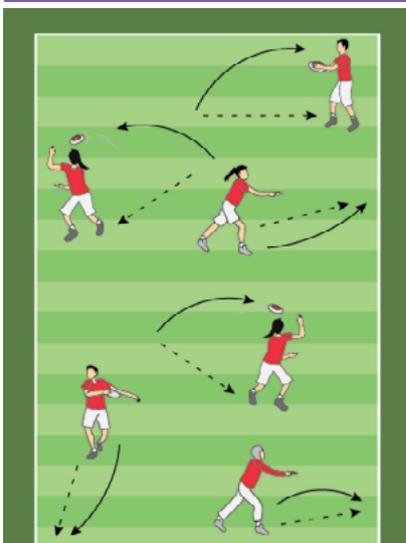
Throwing and catching

COACHING POINTS

Help each other if someone forgets another player's name.

Spin the disc by flicking the wrist.

DANCING WITH MYSELF



20 



All ages

Organization and Procedure:

- Each player has a disc. Players stand randomly distributed on a half field.
- Players throw a short pass in front of them and catch the disc with a pancake catch.
- Players should be careful not to walk into each other.

Variations:

- Players catch with upper and lower two-handed and one-handed c-catches.
- Players throw longer distances and run through the disc while catching.

GOALS



Respect for the rules – No contact



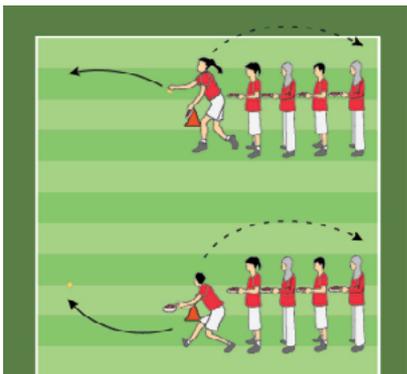
Catching (Beginner)

COACHING POINTS

Ultimate is a noncontact sport, but you should still run fast for the disc.

Keep your eye on the disc and run through it to catch.

BOULES



4



20



4

All
ages**Organization and Procedure:**

- Players form groups of five and stand in a line behind a cone. Each player has a disc. The first player rolls a tennis ball.
- Each player throws a disc, trying to land it on or close to the ball. The player whose disc is the closest gets one point—two points if his/her disc lands on the ball. Repeat for several rounds.

Variations:

- Players throw inside-outs and outside-ins curving forehand and

backhand.

- Players pivot before the throw.

GOALS

Appreciation for others



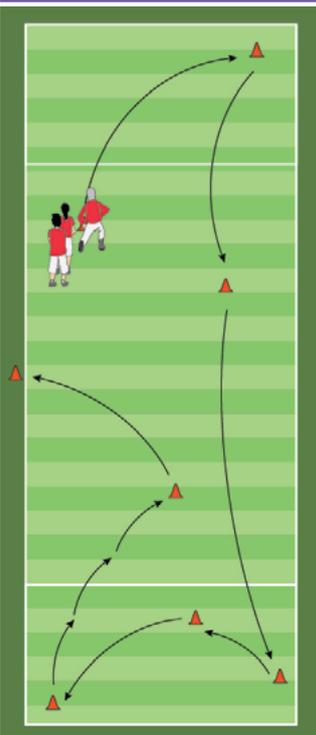
Throwing

COACHING POINTS

Cheer for your teammates when they throw and clap when they get close to the ball.

Avoid traveling when throwing.

FRISBEE GOLF



20



10

All
ages**Organization and Procedure:**

- Use numbered baskets to set up a “golf course” on a field or other space. Alternatively, use any markers that do not break and are not in places where people could get hurt, such as a sign on a fence, a pole, or a backpack on the ground (here represented as cones).
- Players take turns throwing the disc toward the “hole.” Just like in golf, players try to make as few throws as possible to land the disc inside the basket. The player with the lowest score wins.

Variations:

- Players can only throw backhands or forehands.
- Adjust the distance and difficulty of the targets.

GOALS

Confidence



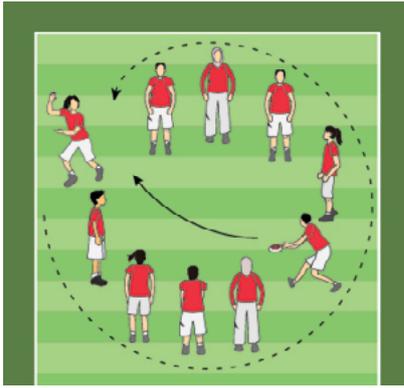
Throwing

COACHING POINTS

Be patient with yourself. If you miss, believe that you will score next time.

Observe your wrist and arm movement and adjust it.

RUN AROUND THE CLOCK



2 



All ages

Organization and Procedure:

- Ten players stand in a circle, and there is one disc per circle.
- The disc is thrown from one person to another; only neighbors may not pass to each other. If a player makes a mistake, by not catching the disc or throwing it in a way it could not be caught, he/she has to run around the circle once. Meanwhile, the player closest to the disc picks it up and continues the throwing. Accelerate the pace of throwing.

Variations:

- Players throw only backhands or forehands.
- Add a second disc.

GOALS

 Communication

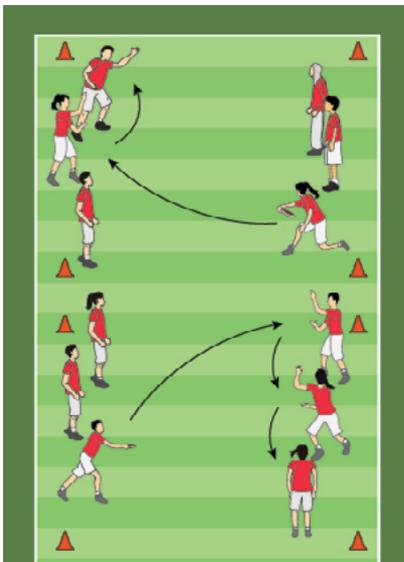
 Throwing

COACHING POINTS

Make eye contact with the person you are throwing to.

Sprint around the circle as fast as you can.

FRISBEE TIPPERS



3 

24 

3 



All ages

Organization and Procedure:

- Two teams of three players each stand opposite each other ten meters apart in two squares of 4x4 meters defined by cones. There is one disc per game.
- A player from the first team throws the disc to the second team.
- A player from the second team has to tip the disc with his/her hand before letting a second player from his/her team catch the disc. Then the second team throws the disc to the first team, who first tips the disc and then catches it. If the disc hits the ground, there are no points. If the disc is caught before tipping it, there is no point. If the team receiving the disc get two tips by two different players before the catch, it gets two points.

Variations:

- Define the type of catch (e.g., only one-handed C-catches).
- Decrease the area of the field.

GOALS

 Proactivity, teamwork

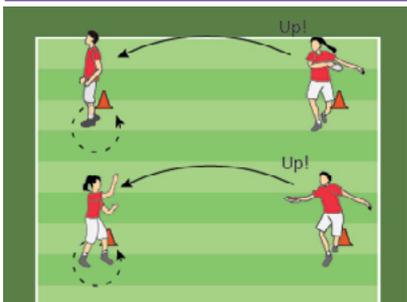
 Catching

COACHING POINTS

Work as a team and communicate with each other about who will tip and who will catch.

To tip the disc, use the tips of your fingers and be quick. You cannot catch a disc you tipped (self-catch).

TURN AND CATCH



10



20

All
ages

Organization and Procedure:

- There is one disc per pair of players. Players stand six meters apart.
- One player has the disc. The second player stands with his/her back to the first player. When the first player releases the disc, he/she shouts "Up!" This signals the receiver to turn around

and react quickly to catch the disc.

Variations:

- Throwers throw forehands or backhands. Add pivoting.
- Catchers catch pancake style or using two-handed or one-handed C-catches.

GOALS



Communication



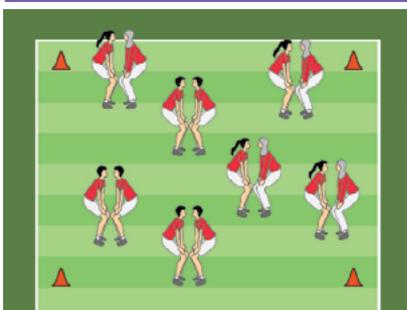
Catching

COACHING POINTS

If the catcher drops the disc repeatedly, ask for feedback on the throw and timing.

Find the way to turn around most efficiently. Keep your eyes open.

KNEE TAG



4

All
ages

Organization and Procedure:

- All players stand in a 10x10-meter space and pair up.
- They stand facing each other, covering their knees with their hands. The goal is for one member of the pair to tag his/her opponent's knee when he/she moves a hand away from it. Pairs cannot move their legs.

Variations:

- Players can move around and tag other players' knees.
- Players follow instructions from the coach: "Hands up" means that players must uncover their knees and can tag other players' knees, and "hands down" means that players can cover their knees.

GOALS



Respect for the rules



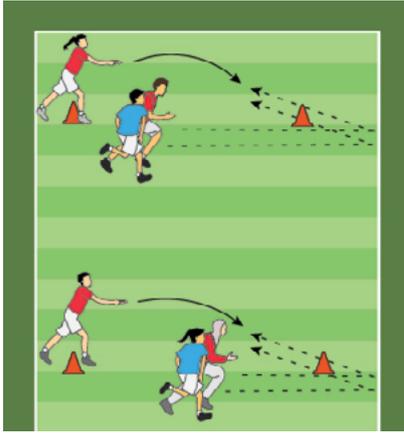
Defense position

COACHING POINTS

Be fair and treat others as you would want to be treated.

Shuffle in the defensive position.

FLIP AND RUN

6 12 All
ages**Organization and Procedure:**

- Three players stand at a cone with one disc. A second cone is ten meters away.
- Two players decide on top or bottom and flip the disc. The disc decides who is offense (top) and defense (bottom). Once the disc falls, the offensive player runs to a cone ten meters away and back. The defensive player chases the offense.
- The third player remains at the cone, picks up the disc, and throws it to the offense as the player returns from his/her run.

- To rotate, the offensive player becomes the thrower. The defensive player and thrower become new pair flipping.

Variations:

- Add several cones in a zigzag shape through which the offense and defense have to run.
- Add a marker to defend the thrower, meaning the runner has to complete his/her run even faster.

GOALS

Communication



Cutting and defense

COACHING POINTS

Try to make eye contact with the catcher.

Take small steps, plant your foot to turn efficiently at the cone, and run through the disc.

CHAPTER IV

AGE SPECIFIC TRAINING SESSIONS





INTRODUCTION

Training sessions in all sports require preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. In order to carry out the training sessions in this chapter, it is necessary to understand and review the content in Chapters 2 and 3, as these chapters will serve as a guide for coaches to help teach both social and sportive goals. The GIZ Sports Builds Generations Manual, which is the main manual in the Sports for Development series, provides guidance on how to coach and build players' social skills, the theory behind combining social and sportive skills for specific age groups, and further tips for coaches. This chapter offers two Ultimate training sessions for each of the four age groups:

- Under 9 years old
- 9 - 12 years old
- 13 - 16 years old
- Above 16 years old

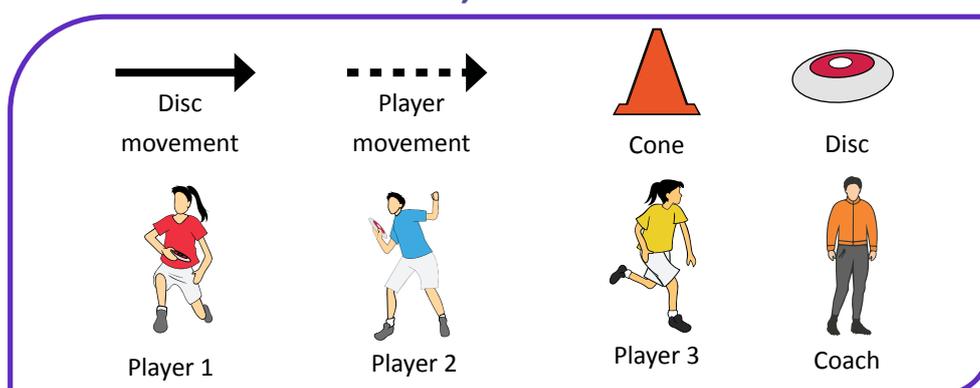
The training sessions serve as examples for coaches in terms of structure and how to integrate the sportive and social skills. However, coaches need to put additional efforts in terms of acquiring the sportive and social skills in order to plan their own variations, exercises and training sessions and adapt them to their circumstances. It is important to note that all practices can be expanded or shortened according to each coach's environment and that the training sessions presented by age group build on each other. Therefore, a coach can take a training session for under-9s and, with a few modifications and variations, make it age-appropriate for an older age group with a beginner Ultimate ability level.

All training sessions follow the same structure, and, along with their variations, they can be understood on a technical level through the following illustrations, organization, and procedures. Training sessions should include social goals, and coaches should act as role models by implementing the social coaching points for each drill to successfully introduce each session's social skills.

When dealing with limited time, a coach has the ability to compile different parts of the training session, allowing him/her to implement the S4D methodology in a shorter period of time. This can be done by combining the sensitization and warm-up into one exercise, reducing the session to only one main part, and spending less time on conclusion and reflection.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. Coaches must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Coaches should refer to Chapter 3 for tips on how to best adapt training sessions and social skills to their players and the environment they are playing in.

EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



TRAINING SESSION

INTRODUCTION TO ULTIMATE





HOW TO INTRODUCE A NEW SPORT LIKE ULTIMATE

For the “Introduction to Ultimate” training session, the game is best introduced by highlighting its foundations and giving a small demonstration. When teaching Ultimate for the first time, highlight these facts:

- Ultimate is a noncontact team sport.
- It is played all around the world!
- Even at a high level, Ultimate is played without a referee.
- Each player needs to know the rules, respect them, and apply them.
- Everyone is welcome to play Ultimate.
- Ultimate is a mixed-gender sport.

INTRODUCTION TO ULTIMATE TRAINING SESSION

Training Duration: 90 Min.

| | | |
|--------------|---|--|
| GOALS |  Social/SOTG | Enjoyment of playing a noncontact sport in a group |
| |  Sportive | Backhand and catching |

| | | | | |
|----------------------|---------------|---|--|--|
| INITIAL PHASE | Sensitization |  Stopwatch |  20 Discs |  Box field 18 X 18 m |
| | 10 minutes | | | |
| | Warm up |  Stopwatch |  10 Discs |  20 Cones |
| | 15 minutes | | |  Box field 18 X 18 m |

| | | | | | |
|-------------------|-------------|---|--|---|--|
| MAIN PHASE | Main part A |  Stopwatch |  20 Discs |  8 Cones |  Box field 18 X 18 m |
| | 15 minutes | | | | |
| | Main part B |  Stopwatch |  4 Discs |  28 Cones |  Full field |
| | 15 minutes | | | | |

| | | | | | | |
|--------------------|------------|---|---|--|--|--|
| FINAL PHASE | Conclusion |  Stopwatch |  2 Discs |  16 Cones |  8 Bibs |  Full field |
| | 30 minutes | | | | | |
| | Reflection |  Stopwatch |  3 Cones |  Box field 18 X 18 m | | |
| | 5 minutes | | | | | |



INITIAL PHASE

I CAN BE A ROLE MODEL

by making everyone feel welcome through smiling, giving high fives, and encouraging others to do so, as well.



REPEAT THE MOVE



Organization and Procedure:

- Stand in a circle with all players.
- Give a small demonstration of all the things you can do with a disc (throw forehand, backhand, curved, hammer). If you have two or three coaches or helpers, demonstrate the main movements in the game (throwing, catching, pivoting, marking, running).
- Ask players to mention a few movements you were doing in the introduction. Players think about a move they saw or imagine doing when playing Ultimate.
- Start by doing one move (e.g., a pancake catch). All

players repeat the move.

- The player to the right in the circle does another move. All players repeat this move, as well. Continue and repeat for each player in the circle, but faster.

Variations:

- Every player has a disc, and the circle is expanded so that there are two meters between each player. The coach breaks down the movements of the backhand throw (stance, grip, action). All players follow the coach's movements. All discs are thrown to the center of the circle.
- A single disc is thrown from one player to the next in the expanded circle. The throws are accelerated after the first two rounds.

COACHING POINTS



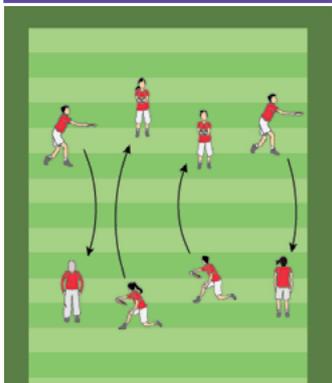
Learn from experienced players by observing and imitating.



We need to repeat new movements over and over again for them to become natural.

SENSITIZATION

THE RIFT



Organization and Procedure:

- Players form teams of two and stand about three meters apart in the middle of the field. Each pair has a disc.
- Players throw a backhand to one another by snapping the wrist.
- With each completed pass, players move one step backward.

Variations:

- Set two cones eight meters apart behind each pair so that the pair is in the middle of the cones.
- Rules: After every successfully (thrown and caught) pass, players take

one step back. After every dropped pass, the players take one step forward. The first pair to have the largest distance between them and reach the final cone wins.

- Introduce the forehand and repeat.

COACHING POINTS



Make eye contact with your partner to make sure he/she knows you are throwing.

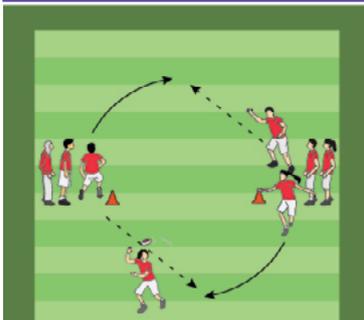


If the disc goes in the air and is about to hit someone, shout "Heads!"

WARM-UP

MAIN PHASE

RUN-ON DRILL



Organization and Procedure:

- Set two stacks eight meters apart, facing each other. Five players join each stack, and each player has a disc.
- The first player in one stack holds a disc. The player from the opposite stack runs slightly diagonally to the left, facing the thrower where an additional cone has been set. The runner indicates that he/she is ready to catch by running with his/her arms stretched forward.
- The thrower throws a backhand toward the runner. The runner catches the disc without stopping and joins the thrower's stack.
- The thrower becomes the next runner, mirroring the cut on the other side.

Variations:

- Change the distance between the cones.
- Add a cone to the right of each stack. Players must first cut back to the cone before turning sharply and running toward the thrower.

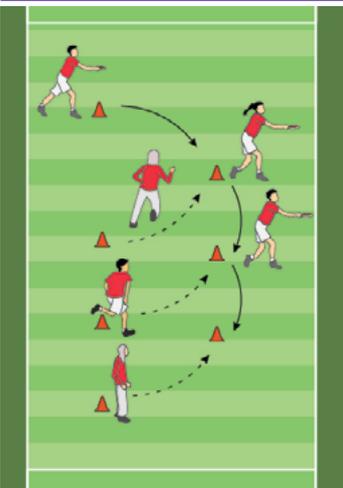
COACHING POINTS

 Help each other by reminding the person in front that he/she must throw and then run.

 You do not need to be scared of the disc. Keep your eyes on the disc and actively grab it out of the air.

MAIN PART A

BACKHAND FLOW-STACK



Organization and Procedure:

- Set four cones in the shape of a short stack. The first cone is eight meters from the second, and the third and fourth cones are three meters behind the previous cone. A player sets up at each of these four cones.
- Put three cones six meters diagonally to the left side of the second, third, and fourth cones. All discs are at the first cone.
- The player at the second cone (the first in the stack) cuts diagonally toward the thrower, who is standing at the first cone.
- The thrower releases a backhand. The runner catches the disc and stops running. He/she turns around to throw a backhand to the third player, who now also cuts diagonally toward the new thrower.
- The third player catches the disc, stops and throws a backhand to the fourth player, who has done the same diagonal cut toward the thrower. Once the last player has caught the disc, the whole team cheers for the score.
- Players rotate clockwise to change positions and repeat the drill. The person at the last cone becomes the first thrower.

Variations:

- Ask players if they know why they should run to catch the disc, rather than just standing and receiving. Add a defender for each player and repeat the drill. Switch offense and defense, and then have pairs rotate clockwise.
- Switch to a forehand flow-stack.

COACHING POINTS

 Cheering helps you and your players have fun and be confident.

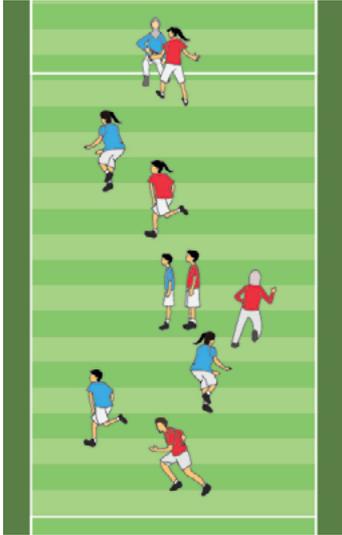
 Do not run with the disc.

MAIN PART B



FINAL PHASE

4-ON-4

**Organization and Procedure:**

- Set up a small Ultimate game field for 4-on-4. Set up additional fields parallel if needed.
- Explain the basic rules of Ultimate: 1) No contact, 2) No running with the disc, 3) Out-of-bounds, 4) Ten seconds to throw the disc, 5) Turn-over goes to the opposing team, and 6) Score by catching the disc in the opposite end zone. No pull or further rules are needed.
- Players choose a team name and cheer.

Variations:

- All players have to touch the disc before a team scores.
- If the players drop the disc a lot, play a game with no turnovers, allowing the team to pick up the disc if they drop it and giving the other team the disc only after a score.

COACHING POINTS

Work together as a team to provide options to the thrower.



Remember to come back to the stack after a cut.

REFLECTION

**Organization and Procedure:**

- Gather all players and have them stand in front of the coach. Put three cones in a line (cones can also be replaced by discs, on the inside of which emoticons are drawn that correspond to the following feelings):
 - Left cone – Disagree
 - Middle cone – Neutral
 - Right cone – Agree
- Read out statements related to the social skill. After each question, players must stand next to the cone that represents

their opinion. Encourage one or two players to share their reasoning. Move on the next question and repeat.

Examples:

- Do you like team sports?
- Do you like noncontact team sports?
- Ultimate is fun!

CHILDREN

UNDER 9 YEARS



U9



SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition

SOTG

- **Treat others as you would like to be treated.**
- **Follow the rules.** It is everyone's responsibility to follow the rules.
- **Respect.** Show respect to other players, coaches, and teachers.
- **Be honest.** It is everyone's responsibility to be honest while playing so that the game can run well.
- **Have fun!**



SPORTIVE SKILLS:

- Master basic rules (noncontact, no running with the disc, turnover, self-officiating).
- Develop basic skills (throwing, catching).
- Introduce running to get open.
- Defend man-to-man and practice marking techniques.
- Practice pivoting.

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 80 Min.

| | | |
|--------------|---|-----------------------|
| GOALS |  Social/SOTG | Respect for the rules |
| |  Sportive | Vertical stack |

| | | | |
|----------------------|--|--|---|
| INITIAL PHASE | Sensitization  10 minutes |  Stopwatch |  Box field 18 X 18 m |
| | Warm up  10 minutes |  Stopwatch |  10 Discs |

| | | | | | |
|-------------------|--|--|--|--|---|
| MAIN PHASE | Main part A  15 minutes |  Stopwatch |  5 Discs |  10 Cones |  Box field 18 X 18 m |
| | Main part B  25 minutes |  Stopwatch |  5 Discs |  10 Cones |  Full field |

| | | | | | | |
|--------------------|---|--|--|---|---|---|
| FINAL PHASE | Conclusion  15 minutes |  Stopwatch |  2 Discs |  16 Cones |  10 Bibs |  Full field |
| | Reflection  5 minutes |  Stopwatch |  Papers |  Pens |  Box field 18 X 18 m | |



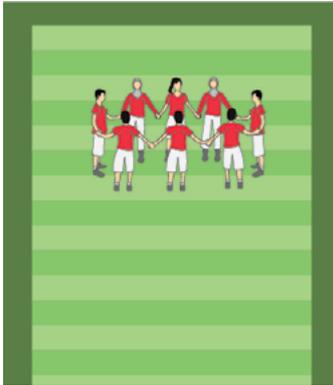
I CAN BE A ROLE MODEL

if I show that I am open to feedback and by staying calm and speaking with a friendly voice even when I see a mistake being made or when someone criticizes me.

INITIAL PHASE



JUMP IN, JUMP OUT



Organization and Procedure:

- Stand in a circle, all players holding hands.
- Players must repeat the instruction and carry it out, following the rules as best they can. The game is played several times to allow players a chance to follow correctly or make mistakes.
- Instruct players, "Say what I say, and do what I say."

Variations:

- Instruct players, "Say what I say; do the opposite of what I say."

- Instruct players, "Say the opposite of what I say; do what I say."

SENSITIZATION

COACHING POINTS

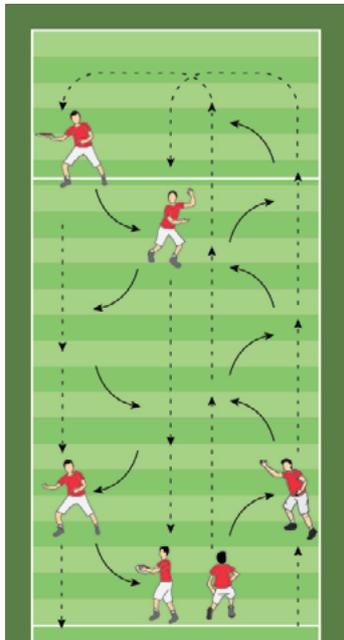


Making mistakes is normal and often not on purpose. Accepting these mistakes helps you move forward. Working together can help in following the rules.



Focus and pay attention to the rules.

GIVE AND GO



Organization and Procedure:

- Divide the field into two large lanes. Players pair up, with one disc per pair.
- Two players jog together down the field, staying about five meters apart, throwing soft lead passes.
- At the end of the field, players shift to the other lane and continue the passes on the way back.

Variations:

- Change the distance between the players.
- Players must fake before each throw

WARM-UP

COACHING POINTS



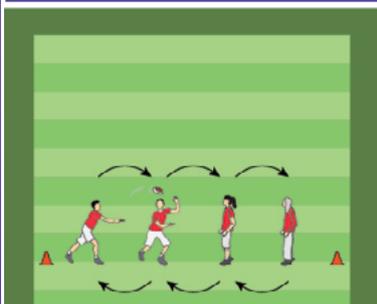
Watch your movements and those of your partner. When you see a travel, call it in a friendly voice.



Throw in front of your partner. When catching, stop, position yourself, and throw.

MAIN PHASE

STRETCH RELAY



Organization and Procedure:

- Players form groups of four. For each group, place cones twelve meters apart.
- The goal is to throw the disc from the start cone to the end cone and back. Each player must catch and throw the disc in each direction. Teams decide where to position themselves.
- Each player calls out the name of the next player for more efficiency and better communication.

- If a disc is dropped, the closest player picks it up and continues to play.
- Teams compete. On “go,” the first thrower initiates, and the disc travels back and forth to the start. The fastest team to return the disc to the start wins.

Variations:

- Change the distance between the cones.
- Change the throws; focus on backhand or forehand only.
- Change the catches: pancake, C-catch.

COACHING POINTS



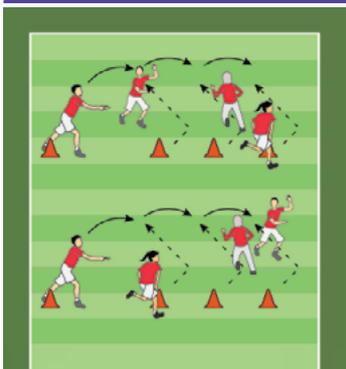
Respect the rules, even if you are under time pressure.



Focus on separating each movement: Catch, stop, turn, then throw.

MAIN PART A

FLOW DRILL FOR CUTTERS



Organization and Procedure:

- Set five cones in a stack. The first cone is eight meters from the second, and the third and fourth cones are four meters behind the previous cone.
- A player stands at each cone. The player standing at the first cone is the thrower, and the players at the second, third, and fourth cones are the cutters.
- For each cutter position, place a second cone a few meters diagonally behind the stack cone on the left side and a third cone to where the cutters should run to receive the disc (diagonally forward, toward the thrower).

- All discs are at the first cone. Several parallel stacks can be set up.
- The cutter from the second cone cuts to the back cone and turns and runs toward the thrower, who releases a backhand. The runner catches the disc and stops. The next cutter imitates the same cut to receive a disc from the second player. The next players imitate the previous movement.
- Players rotate clockwise to change positions and repeat the drill.

Variations:

- Repeat for forehand.
- Remove the cones and allow players to choose the side and cut.

COACHING POINTS



Run early so your teammates will know you are ready to catch.



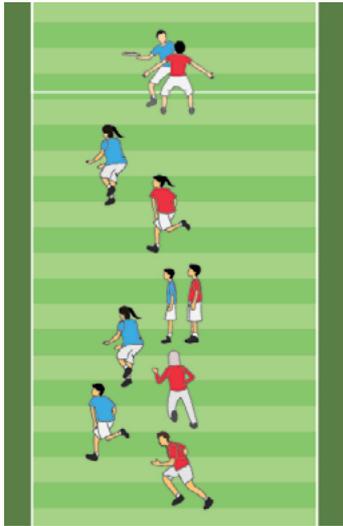
Do not stop before catching the disc. Stop only once it is in your hands.

MAIN PART B



FINAL PHASE

5-ON-5



Organization and Procedure:

- Keep all settings as in the previous exercise but remove the cones. Set cones for a 5-on-5 field with endzones.
- Tell five players to act as the defensive team. Players play a 5-on-5 game with all the basic rules.

Variations:

- All cuts have to consist of a fake, run, and return to the stack if the disc is not caught.
- To practice a particular throw, you can make a rule that all throws must be either backhand or forehand.

COACHING POINTS



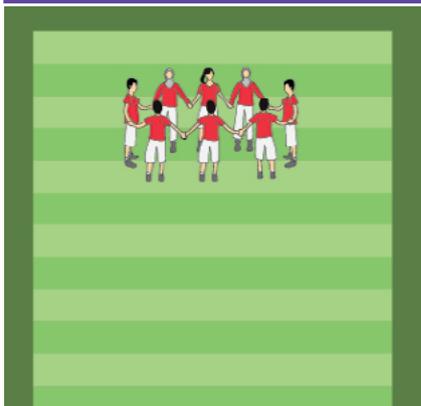
When you see a travel, point it out politely to your teammate.



Avoid running with the disc and traveling when throwing.

CONCLUSION

REFLECTION



Organization and Procedure:

- Each player receives a paper and pen. They write down all the rules they learned in this practice, fold the papers, and put them in a disc.
- The coach takes the papers and reads them out aloud. All players that wrote the same rule raise their hands. The coach asks the players why this rule is important.

Examples:

- The coach asks all players who noticed a rule violation and made a call on another player to raise their hands. How did they make the call?
- The coach asks all players that made a mistake and had another player make the call on them to raise their hands. How did they feel, and how did they react?

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 80 Min.

| | | |
|--------------|---|----------------------|
| GOALS |  Social/SOTG | Punctuality |
| |  Sportive | Marking and pivoting |

| | | | | |
|----------------------|---|---|--|---|
| INITIAL PHASE | Sensitization  5 minutes |  Stopwatch |  4 Cones |  Box field 18 X 18 m |
| | Warm up  15 minutes |  Stopwatch |  16 Cones |  4 Discs  Box field 18 X 18 m |

| | | | | | | |
|-------------------|--|---|---|---|--|--|
| MAIN PHASE | Main part A  25 minutes |  Stopwatch |  5 Discs |  10 Bibs |  10 Cones |  Box field 18 X 18 m |
| | Main part B  15 minutes |  Stopwatch |  5 Discs |  10 Bibs |  10 Cones |  Box field 18 X 18 m |

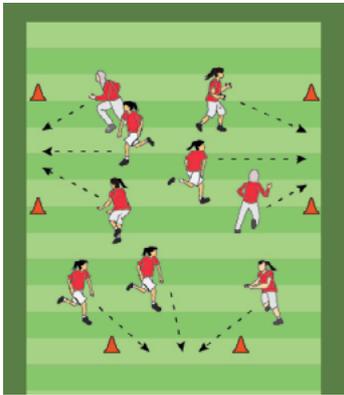
| | | | | | | |
|--------------------|---|---|--|---|--|--|
| FINAL PHASE | Conclusion  15 minutes |  Stopwatch |  3 Discs |  10 Bibs |  12 Cones |  Box field 18 X 18 m |
| | Reflection  5 minutes |  Stopwatch |  Box field 18 X 18 m | | | |

I CAN BE A ROLE MODEL
for punctuality by coming to practice before any of the players and by starting and finishing the practice on time.



INITIAL PHASE

X ON THE LINE



Organization and Procedure:

- Create a rectangle with the four cones to designate the playing space.
- Players spread out and jog in the playing field.
- The coach calls "[number] on the line!" Players form a line with the number of people called. Once formed, they sit on the floor with their hands up.
- Participants that were not able to join a line will jog around the playing space.

Variations:

- Change the number of players who need to form a line.
- The coach calls out a number of players on the line, and a specific Ultimate position players have to adopt when they stand on it (backhand, defense, etc.).

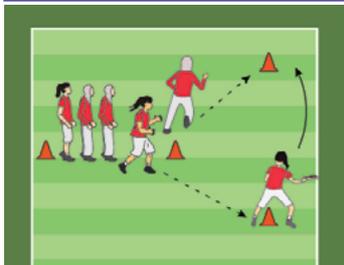
COACHING POINTS



Punctuality is important. If we come late, we do not show respect toward the others and limit their opportunities.

SENSITIZATION

Y-SHAPE DRILL



Organization and Procedure:

- Put cones in a Y-shape approximately six meters apart. Players line up along the base of the Y.
- A first player stands at the right top corner of the Y. A second player runs to the left top corner of the Y and receives a forehand throw.
- The first player cycles to the back of the stack.
- At the same time a cutter cuts from the front of the stack to the right top corner of the Y, where he/she receives the disc from the player with the disc.

Variations:

- To reduce the waiting time of players in the base of the Y, put several cones in line. Players do a repetition of a warm-up at each cone (squats, lunges, push-ups, burpees, etc.).
- Add defenders.

COACHING POINTS

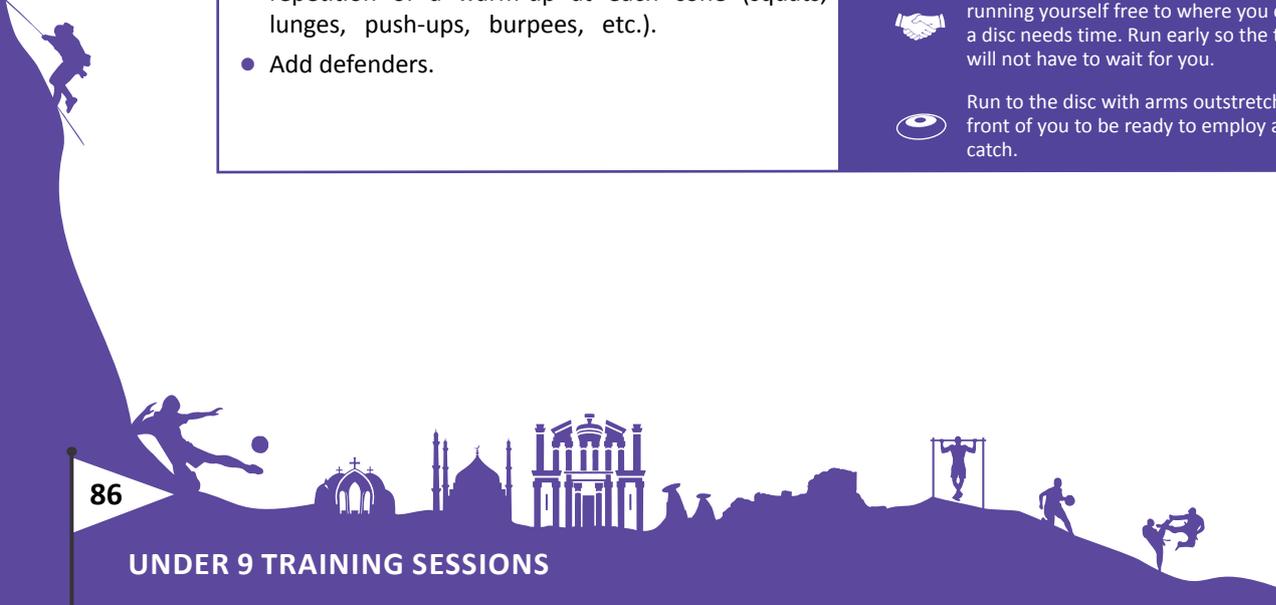


Timing is important. In the game, cutting and running yourself free to where you can catch a disc needs time. Run early so the thrower will not have to wait for you.

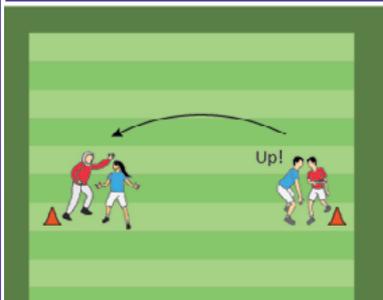


Run to the disc with arms outstretched in front of you to be ready to employ a pancake catch.

WARM-UP



STALL COUNT AND UP



Organization and Procedure:

- Give each team of four players two cones and one disc. Place the cones six meters apart.
- The thrower and marker stand at the first cone, and the receiver stands at the second cone with his/her defender.
- The receiver does not cut. He/she can merely adjust position slightly to catch the disc.
- Show the marker how to take a defensive position, straight up.

The marker taps the disc and starts counting to ten.

- Show the thrower how to fake and pivot. The thrower aims to throw the disc to the receiver, who must not move.
- Once the disc is released, the marker shouts, "Up!"
- The defender makes sure he/she can hear the stall count and the "up" call from the marker.
- Then the receiver becomes the thrower and his/her defender the marker.
- Switch offense and defense after twenty throws.

Variations:

- Reduce the stall count to five to force a faster release.
- The marker forces forehand or backhand, and the defense aims to block the open side.

COACHING POINTS



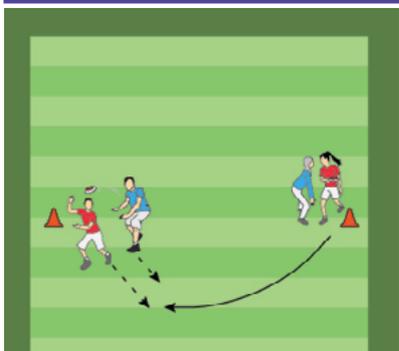
Count to ten seconds. Counting faster is not fair play.



Announce the stall count clearly and loudly so your teammates will know when to watch out for the disc.

MAIN PART A

MARKING DRILL



Organization and Procedure:

- The setup remains the same as the previous exercise: two offensive and two defensive players. A thrower and marker stand at the first cone, and the receiver with his/her defender stands at the second cone, six meters away.
- Add two additional cones to the area the receiver will cut to; the receiver can now move and will make small cuts diagonally toward the thrower, immediately after the stall count starts
- The defender tries to prevent the receiver from catching.
- The marker marks straight-up keeping his/her hands low.

- The thrower pivots and needs to identify the right moment and opportunity to throw to the receiver. Recommend throwers to pass the disc before the stall count reaches six.

Variations:

- Add another pair of offensive and defensive players (so there are three players per team) to provide the thrower with more options and add the coordination and timing element between the receivers.
- The marker forces one side (either backhand or forehand), and the defenders position themselves accordingly.

COACHING POINTS



The thrower can communicate to other players about the time that is running out.



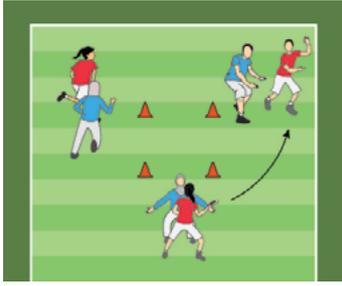
The cutters need to offer solutions on time for the thrower before the stall count reaches ten.

MAIN PART B



FINAL PHASE

BOX GAME



Organization and Procedure:

- Set up four cones in a square approximately two meters wide.
- Two teams of three players spread out in the area around the single end zone marked by the four cones.
- One team starts on offense and aims to score inside the box.
- The markers mark straight up and use the stall count.
- The receivers aim to provide as many options as possible before the stall count runs out.
- Turnovers are immediately put back into play by the new offensive team.

Variations:

- The markers force one side (backhand or forehand).
- At least three passes have to be completed before scoring.

COACHING POINTS



Ultimate is a team sport, and we rely on each one of the players to be part of the game.



Timing of cuts and throws is important. If a cut comes too late, the thrower will not be able to pass to that player at that time.

REFLECTION



Organization and Procedure:

- Gather the players in a circle and give a statement related to the training session.
- Ask the players to clap loudly if they agree with this statement or quietly if they disagree. Expand and add context to each phase or keyword as needed, and involve players in the discussion.
- Ask players why they clapped loudly or quietly for some of these questions.

Examples:

- Being punctual is important.
- My team suffers when I am late.
- I enjoy waiting for people that come late.
- Good timing is important in Ultimate.
- I wait until the stall count reaches eight to throw the disc

CHILDREN

FORM 9 TO 12 YEARS



9-12

SOCIAL SKILLS:

- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

SOTG

- **Avoid contact.**
- **Involve everyone on the team.**
- **Teach empathy.** Players on the other team are just like us.
- **Communicate** with players on your team or the team you are playing against.
- **Play fair.** Show respect to the other team.

SPORTIVE SKILLS:

- Consolidate and improve basic skills.
- Introduce cutting and timing of cuts, and provide several options.
- Experience handling and decision-making.
- Learn how to set the force.
- Practice the horizontal stack using the dump.
- Get to know different positions.

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 90 Min.

| | | |
|--------------|---|------------------------------------|
| GOALS |  Social/SOTG | Positive attitude and self-control |
| |  Sportive | Handler strategies — Dump throws |

| | | | | | |
|----------------------|---------------|---|---|--|--|
| INITIAL PHASE | Sensitization |  Stopwatch |  3 Discs |  Box field 18 X 18 m | |
| | 10 minutes | | | | |
| | Warm up |  Stopwatch |  4 Discs |  32 Cones |  Box field 18 X 18 m |
| | 15 minutes | | | | |

| | | | | | | |
|-------------------|-------------|---|---|--|--|--|
| MAIN PHASE | Main part A |  Stopwatch |  6 Discs |  10 Bibs |  18 Cones |  Box field 18 X 18 m |
| | 30 minutes | | | | | |
| | Main part B |  Stopwatch |  3 Discs |  10 Bibs |  12 Cones |  Box field 18 X 18 m |
| | 15 minutes | | | | | |

| | | | | | | |
|--------------------|------------|---|--|---|---|--|
| FINAL PHASE | Conclusion |  Stopwatch |  1 Disc |  8 Cones |  10 Bibs |  Full field |
| | 15 minutes | | | | | |
| | Reflection |  Stopwatch | | | |  Box field 18 X 18 m |
| | 5 minutes | | | | | |

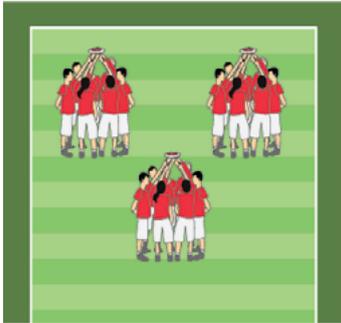


INITIAL PHASE

I CAN BE A ROLE MODEL

by thanking others for helping me collect the cones after a drill or complimenting players on a good throw, catch or defense.

MAGIC DISC



Organization and Procedure:

- Players form teams of six in a tight circle, each with one arm pointing to the middle of the circle, palms facing upwards and index fingers stretched out.
- Place a disc so it rests evenly across all players' fingers. All fingers have to maintain contact with the disc at all times.
- Players should become very quiet and slowly observe what happens. They will notice the disc rising automatically.

Variations:

- Reduce the size of the groups to five, four, or three players.
- Tell groups to balance the disc, move it upward, and place it on the ground by communicating with each other.

COACHING POINTS

 We can rise together to achieve great things!

SENSITIZATION



CUTTING RELAY



Organization and Procedure:

- Players are in teams of five.
- Set up eight cones in a zigzag pattern in front of each team, about five meters apart, with the furthest cone about five to ten meters from the first. The team lines up at the first cone
- To warm up, players jog from cone to cone, then run at 50% of their full speed, then 75%. Finally, the teams will compete against each other in a relay.
- On "go," the first player runs to each of the cones as quickly as possible.
- Once the cutter reaches the last cone, he/she sprints back to the stack

and tags the next runner. The next runner sprints off through the cones.

Variations:

- Change the distance and angles between the cones.
- Players run to the last cone normally and return through the cones running backward (not in competition).
- Add a disc: The next player throws the disc to the runner when the runner has turned at the last cone and approaches the stack.

COACHING POINTS

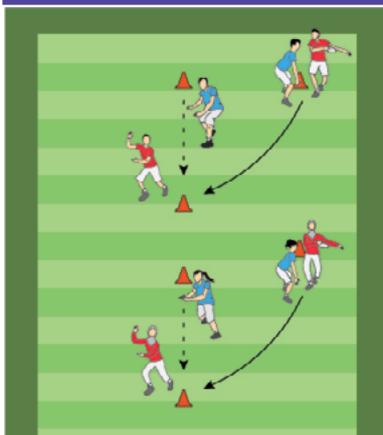
 Cheer your teammates on while they are completing the run. Everyone is a small part of the team; together you can win.

 Take small steps as you reach the cone, plant your foot for the turn, and look at the next cone to help you change direction faster.

WARM-UP

MAIN PHASE

DUMP THROWS



Organization and Procedure:

- Set a cone on the sideline, a second cone four meters away from it horizontally, and a third four meters vertically behind the second, so that they form a triangle.
- A player sets up at the first cone with a disc; a receiver takes his/her place at the second cone. The receiver is the dump.
- The thrower first pretends to look toward the end zone, as if to look for any open cutters. Then he/she turns to the dump, and when the dump is ready, the thrower slightly adjusts his/her position and throws the disc into space, to the cone behind the dump. Once the disc is released, the dump runs toward it and catches it.
- Repeat until players feel comfortable throwing into space.
- Add defensive players for both offensive players. The marker forces play toward the sideline. The other defensive player stands between the thrower and the dump, facing the dump.

Variations:

- The defensive player assigned to the dump should now stand between the dump and the back of the field. In this case, the dump can freely run forward, toward the sideline, and receive the disc there from the thrower.
- If the defense catches up with the dump when he/she cuts toward the sideline, the dump must change direction and cut back again.

COACHING POINTS



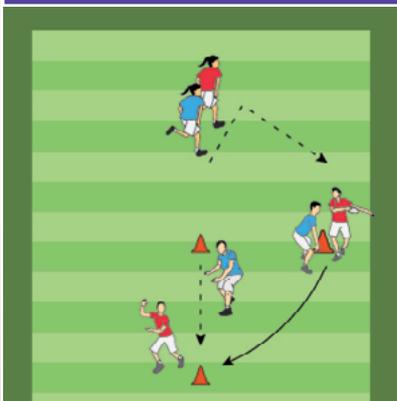
Compliment players if you see a good cut or defense.



Throw into space, not to the person, to allow them to catch the disc before their defender does.

MAIN PART A

SQUARE UP, DUMP, AND SWING



Organization and Procedure:

- Keep the same setup as in the previous drill. Add a third pair of offensive and defensive players eight meters in front of the dump, toward the end zone that the offense is trying to reach.
- Repeat the dump throw drill, but this time the offensive player from the stack will cut toward the sideline.
- The thrower will not throw to him/her, but, after the stall count reaches four, will square up toward the dump and throw the disc into the space behind him/her.
- The dump will run to catch the disc and look for the continuation throw to the swing. Meanwhile, the offensive player cuts back to the stack from the sideline and continues to the other side to become the swing and receive the disc from the dump.

Variations:

- Once the swing player receives the disc, the first handler runs long to receive the continuation from the swing player, while the dump moves up to support.
- The swing player is not free to receive the disc, therefore the player with the disc (now having become the handler) looks for the dump and squares up to him/her.

COACHING POINTS



Every player is valuable to the team. Every player can look for the dump option. Cheer when you complete the dump and swing!

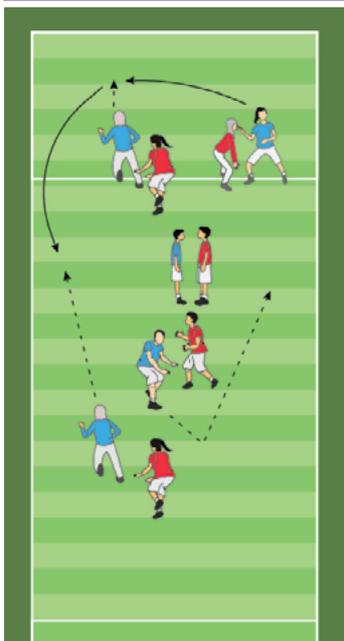


After catching the disc, immediately turn around for the swing.

MAIN PART B

FINAL PHASE

5-ON-5 WITH DUMP



Organization and Procedure:

- Set up a field for a 5-on-5 game. Create teams.
- Play a game of Ultimate with a vertical stack and a dump. After the stall count reaches four, throwers should turn toward the dump, and the dump should be ready to receive the disc. A swing cutter should be ready to offer the continuation pass.

Variations:

- When the disc is on the sideline, players recreate the sideline fake and cut behind the dump.
- When the disc is on the sideline, players recreate the dump's sideline cut.

COACHING POINTS



Players watching on the sideline should encourage the thrower to look for the dump and the swing, who are there to help.

CONCLUSION

REFLECTION



Organization and Procedure:

- Players sit on the floor in a large circle with their hands on their knees. Everyone closes their eyes and focuses on their breathing for a minute.
- Players think of a play, player, or other aspect of the game that they appreciated.
- Players open their eyes and share their compliments with the group. The complemented players respond with a smile and a thank you.

Examples:

- Sportive highlights include the following: catching a difficult disc, making a great throw, not letting the offense get the disc, dumping and swinging the disc for a score.
- Social highlights include the following: A player kept his/her cool in a stressful situation, a player engaged respectfully and nicely with another player, a player engaged positively with players on the sideline and with spectators.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 90 Min.

| | | |
|--------------|---|--|
| GOALS |  Social/SOTG | Communication |
| |  Sportive | Horizontal Stack with Man-to-Man Defense |

| | | | | | |
|----------------------|--|---|---|--|--|
| INITIAL PHASE | Sensitization  10 minutes |  Stopwatch |  6 Discs |  Box field 18 X 18 m | |
| | Warm up  15 minutes |  Stopwatch |  4 Cones |  3 Bibs |  10 Discs |

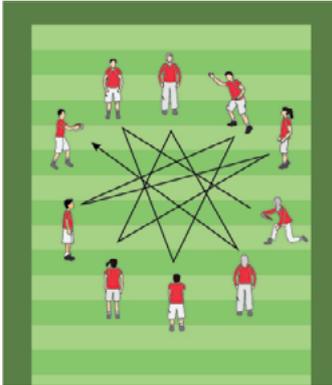
| | | | | | |
|-------------------|--|---|--|--|--|
| MAIN PHASE | Main part A  15 minutes |  Stopwatch |  10 Discs |  40 Cones |  Box field 18 X 18 m |
| | Main part B  30 minutes |  Stopwatch |  6 Discs |  30 Cones |  Full field |

| | | | | | | |
|--------------------|---|---|---|--|---|--|
| FINAL PHASE | Conclusion  15 minutes |  Stopwatch |  1 Disc |  8 Cones |  10 Bibs |  Full field |
| | Reflection  5 minutes |  Stopwatch |  3 Cones |  Box field 18 X 18 m | | |



I CAN BE A ROLE MODEL

if I look players in the eye when communicating with them and give them my full attention by actively listening.

INITIAL PHASE**SEQUENCE****Organization and Procedure:**

- Ten players stand in a large circle.
- Players throw the disc from one player to another in a sequence until all have had it.
- If players do not know each other, they say their own names when they receive the disc. If players know each other, they say the names of the players they are throwing to. The disc ends where it started.
- Repeat the same sequence two or three times until it can be completed without mistakes and with speed.

- Add a second disc that you toss from one player to the next clockwise.
- Add a third disc tossed from one player to the next counterclockwise.

Variations:

- After trying a few rounds, make it a competition between the circles. All discs have to come back to where they started. The circle that finishes first wins.
- Make the circle smaller or enlarge the circle.

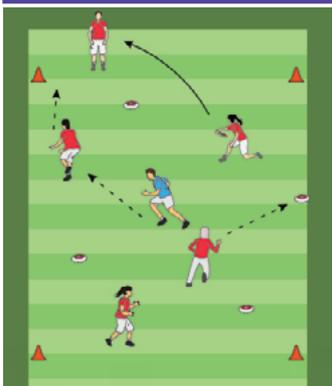
COACHING POINTS

Communicate to help each other remember the sequence.



Throw short, precise passes to be able to go faster.

SENSITIZATION

**FRISBEE TAG****Organization and Procedure:**

- Create a limited box in which all players are allowed to move around. Place ten discs randomly on the floor. No one is allowed to step on these discs.
- Assign three players to be the chasers. If a chaser touches another player, that person freezes. Players who are running free can pick up any disc and throw it at a frozen player to unfreeze him/her.

Variations:

- When a player is tagged, that player becomes a chaser.
- When a player is tagged, that player becomes a chaser and joins hands

with the other chasers to create a chase chain. The chase chain has to coordinate how to run together.

COACHING POINTS

Runners should communicate to unfreeze each other.

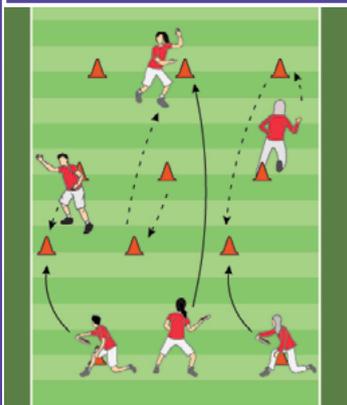


Be efficient when changing direction. Plant your foot and push your body in the opposite direction.

WARM-UP

MAIN PHASE

PISTON CUTTING (HORIZONTAL STACK OFFENSE)



Organization and Procedure:

- A thrower and a cutter stand six meters apart at the starting cones. With two other cones, create a cutting line in front of and behind the cutter, diagonally toward and away from the thrower.
- The cutter cuts three times:
 - Forward, where he/she receives the disc. The thrower completes a backhand.
 - Backward, where he/she receives a long disc. The thrower completes a forehand.
 - Backward, then forward, where he/she receives the disc. The thrower completes a backhand.

- The cutter throws the disc back to the thrower and starts over. Switch roles after five cuts.

Variations:

- Add a defender for the cutter.
- Add defenders for the cutter and thrower.

COACHING POINTS



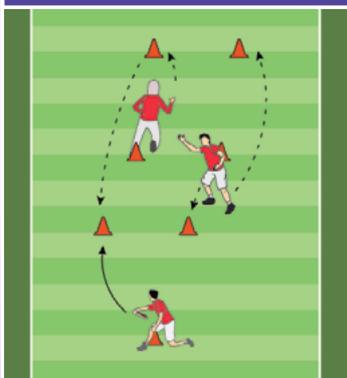
Before throwing, the thrower should establish eye contact with the cutter.



Stay within your cutting lane. When you change direction, it should be a 180-degree turn.

MAIN PART A

PISTON COLLABORATION (HORIZONTAL STACK OFFENSE)



Organization and Procedure:

- Maintain the setup from the previous exercise, but this time, the players work in teams of three comprising one thrower and two cutters. If needed, adjust the throwers' cone so it forms a triangle with the starting positions of the cutters.
- The two cutters work together. They cut like pistons; when one runs diagonally toward the thrower, the other one runs away.
- When they reach the cone, they turn around and run to the opposite cone.
- The thrower can choose when and to whom he/she throws the disc and should communicate this to the cutters.

Variations:

- Once the collaboration between the two pistons is clear, add defenders for all players.
- Add two handlers and two wings and demonstrate how the cutting changes when the disc moves between handlers. When the disc is with the right handler, the wing on the right and right popper/middle cutter cut as a pair. When the disc is in the middle, the two poppers/middle cutter cut as a pair, and when it is with the left handler, the left wing and left popper/middle cutter act as a pair.

COACHING POINTS



Communication on the field can be loud and abrupt. Try to communicate in an efficient but friendly way.

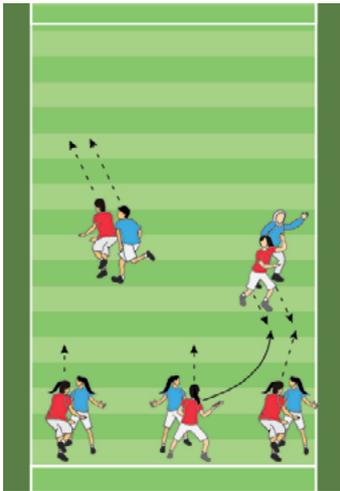


Cutters need to observe who goes long and who goes short.

MAIN PART B

FINAL PHASE

5-ON-5 HORIZONTAL STACK

**Organization and Procedure:**

- There are five players on each team.
- Set up the 5-on-5 horizontal stack offense positions with 3 handlers and 2 cutters and man-to-man defense.
- Apart from pull, all other rules of Ultimate apply.
- Ensure that players communicate and remain in the horizontal stack formation.

Variations:

- Play the game with no turnover, allowing the offensive players to pick up the disc and continue until they score.
- Pistons do not run in lanes, but work as pairs and run in triangles, with the open side cutter running toward the thrower and then to

the break side and the break side cutter of the pair running long and only coming back if the short cutter does not get the disc. This is called diamond cutting.

COACHING POINTS

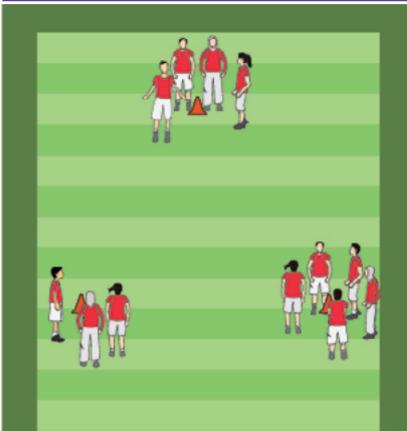
Communication and patience will lead your team to score.



A time-out can be called if the pistons get tired.

CONCLUSION

REFLECTION

**Organization and Procedure:**

- Place three cones in a triangle, with each cone representing an environment: sport, school, and home. Gather all the players and ask them to stand next to the cone where they think this social skill is most important.
- Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.
- After the discussion, repeat the exercise to see if the discussion changed any players' thinking.

Examples:

- Tell players that communication is an important part of Ultimate. Ask them how they used communication in the practice. Then ask players where communication is most important to them: in school, at home, or with their friends.
- Ask players to think of some nonverbal communication skills and share them with the team.

YOUTH

FROM 13 TO 16 YEARS



13 - 16



SOCIAL SKILLS:

- Knowledge of processes involved
In group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership

SOTG

- **Respect yourself, your opponent, and the game.**
- **Contest/No contest.** If a foul is called, choose to contest or not contest in a respectful way. When you cannot agree what to do, the disc goes back to the thrower.
- **It is okay to disagree.** It does not mean that the other opinion is wrong. SOTG is a way to resolve differences in opinion.
- **Communicate respectfully.** It is not what you say, but how you say it, that matters most.
- **Elect a spirit captain.**
- **Remember that everyone is here to enjoy the game of Ultimate.**



SPORTIVE SKILLS:

- Master basic skills under pressure (time- and opponent-based).
- Attend to detail and efficiency to improve skills.
- Introduce different types of throws and the concept of breaking the force.
- Learn to read the disc flight path.
- Avoid fouls.
- Increase the speed of cuts and direction changes.
- Learn to use the full field.

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 100 Min.

| | | |
|--------------|---|--------------------------------------|
| GOALS |  Social/SOTG | Fair-mindedness with self-refereeing |
| |  Sportive | Long and end-zone cutting |

| | | | | | | | | |
|----------------------|---------------|---|---|---|--|---|---|---|
| INITIAL PHASE | Sensitization |  |  | | | | | |
| | 10 minutes | Stopwatch | Box field 18 X 18 m | | | | | |
| INITIAL PHASE | Warm up |  |  |  |  |  |  |  |
| | 15 minutes | Stopwatch | 20 Discs | Papers | Pens | 7 Bibs | 7 Bibs | Box field 18 X 18 m |

| | | | | | | |
|-------------------|-------------|---|---|---|---|---|
| MAIN PHASE | Main part A |  |  |  |  | |
| | 20 minutes | Stopwatch | 6 Discs | 12 Cones | Full field | |
| MAIN PHASE | Main part B |  |  |  |  |  |
| | 25 minutes | Stopwatch | 10 Discs | 10 Bibs | 4 Cones | Box field 18 X 18 m |

| | | | | | | | |
|--------------------|------------|---|---|---|--|---|---|
| FINAL PHASE | Conclusion |  |  |  |  |  |  |
| | 20 minutes | Stopwatch | 1 Discs | 8 Cones | 7 Bibs | 7 Bibs | Full field |
| FINAL PHASE | Reflection |  |  | | | | |
| | 10 minutes | Stopwatch | Box field 18 X 18 m | | | | |

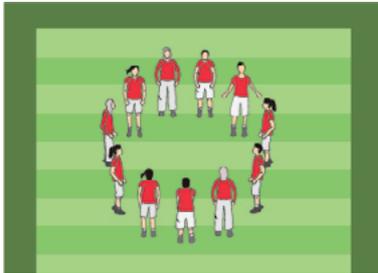


I CAN BE A ROLE MODEL

if I engage with individuals who have different opinions than mine by listening, acknowledging their points of view, and calmly expressing mine.

INITIAL PHASE

REPEAT THE MOVE



Organization and Procedure:

- Players and coach stand in a circle.
- Ask players to call out the main rules of Ultimate.
- Ask players to mention the most common fouls or violations and to demonstrate them in the circle. Tell players that they will play a competitive game at the end of practice.

Variations:

- Discuss the rules of engagement with players for a foul or violation. If players need help, the BE CALM (see Chapter 1) approach can be introduced.
- Players pair up and discuss how to resolve rule violations they have experienced. They make recommendations on how to deal with these violations.

COACHING POINTS



Review the rules of the game and set your own rules of engagement.

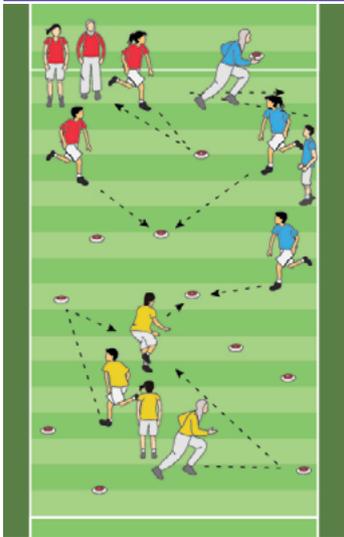


Keeping calm and collected will help your team perform better overall.

SENSITIZATION



BRING ALL THE DISCS



Organization and Procedure:

- All discs are spread throughout the field.
- Divide players into three groups. Each group receives written instructions that should not be shared with the other groups.
- The instructions should be as follows: 1) Put all the discs on one side of the field, 2) Put all the discs in the corner, and 3) Put all the discs in the center.
- On "go," players have two minutes to move around the field and ensure they carry out their instructions. During these minutes, they will encounter the difficulty of others having contradictory instructions. No physical contact is allowed, but players can attempt to shield their stack of discs.
- **Note:** This exercise is highly competitive. In case negative competition arises, speak about how the different assignments collided and how players felt when carrying them out.

Variations:

- Reduce the field size and complete the instructions by moving only in high plank position or jumping on one leg.
- Add a component of tagging to the game; the opposition can tag any player who comes onto their half of the field. Players can be untagged by having a disc thrown at them by a teammate.

COACHING POINTS



Players on the other team act according to their different perspectives and instructions. So do you. If you communicate, you will understand the other team better.

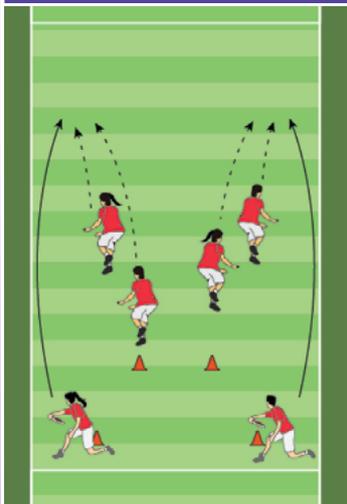


Sprint and change direction.

WARM-UP

MAIN PHASE

HUCK AND SKY



Organization and Procedure:

- Ask for volunteer throwers who can throw the disc long (also called a huck).
- Set up the first cone in a way that allows for a lot of space lengthwise. Set up the second cone five meters in front of the first.
- The volunteer thrower pulls a long, floaty backhand throw.
- An offensive player and a defensive player, who are positioned at the second cone, sprint down the field to catch the disc.

Variations:

- Change the distance between the offensive and defensive players.
- Discs can only be caught with one hand.
- Add a mark for the thrower.

COACHING POINTS



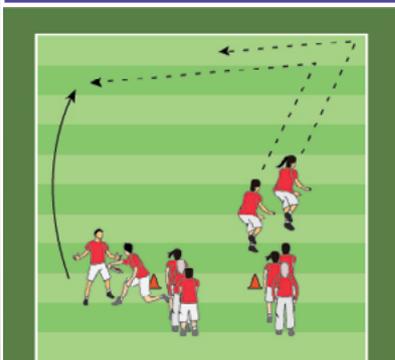
Respect the noncontact rule. If there is contact, make sure to BE CALM.



Watch the vertical space. Read the disc.

MAIN PART A

END ZONE SCORING



Organization and Procedure:

- Players stand in line at two cones ten meters in front of the end zone. Players pair up into offense and defense. Each stack has pairs of defense and offense. One stack has all the discs.
- The cutter sprints straight to the end of the end zone without looking at the thrower, followed by the defender.
- He/she then fakes and runs diagonally toward the front and side of the end zone, where the thrower can easily pass to him/her.
- When the receiver catches the disc, or the defense manages to prevent the receiver from catching it, both players should stop

and congratulate each other for the good catch or defense.

- The sequence is throw, mark, cut, and defend the cutter, then join the throwing stack again.

Variations:

- Repeat for forehand and backhand.
- Switch the direction of the force.

COACHING POINTS



Keep a positive attitude toward the other team, even when violations occur. Acknowledging their successes will show appreciation and respect.

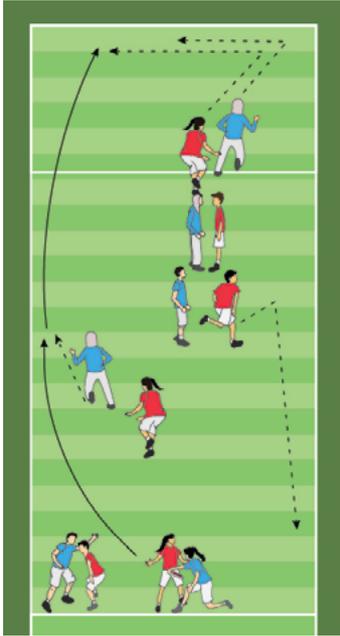


Sharp cuts are important in the end zone. Be patient. If you cannot score, dump the disc (in the game) and try again.

MAIN PART B

FINAL PHASE

6-ON-6



Organization and Procedure:

- Set up a smaller 6-on-6 field, as available. Form two teams.
- Teams pick a team name for this competitive game of twenty minutes.
- Teams choose an SOTG captain, who will ensure that the SOTG is upheld. He/she will only intervene when specifically requested by the players involved in a violation but can remind players when they do not engage with each other in the spirit of the game or call an SOTG timeout.

Variations:

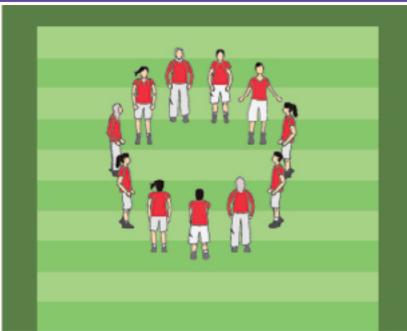
- Teams fill out a spirit score sheet at the end of the game and discuss any spirit issues in the spirit circle.
- Teams set their own rules before the game and then implement and self-referee them.

COACHING POINTS

Remind players that the SOTG and self-refereeing are practiced at the highest levels of Ultimate. To be good Ultimate players, we need to achieve a good SOTG score.

CONCLUSION

REFLECTION



Organization and Procedure:

- Players stand in the spirit circle.
- Ask players if violations occurred during practice.
- Practice the BE CALM approach, starting by closing your eyes, breathing, and feeling the stomach and face muscles relax:
 - **Breathe.** Do not react straight away.
 - **Explain** what you think happened.
 - **Consider** what they think happened.
 - **Ask** other players and coaches for advice, if needed.

- **Listen** to what everyone has to say.
- **Make** a call loudly and clearly.

Examples:

- Discuss the following questions:
 - How did a foul by the opponent make him/her feel?
 - How did he/she react?
 - How did the opponent react?

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 100 Min.

| | | |
|--------------|---|--------------------------|
| GOALS |  Social/SOTG | Confidence |
| |  Sportive | Forcing and break throws |

| | | | | |
|----------------------|--|--|---|---|
| INITIAL PHASE | Sensitization  10 minutes |  Stopwatch |  Box field 18 X 18 m | |
| | Warm up  15 minutes |  Stopwatch |  10 Bibs |  20 Discs |

| | | | | | | |
|-------------------|--|--|--|---|---|---|
| MAIN PHASE | Main part A  20 minutes |  Stopwatch |  6 Discs |  10 Bibs |  12 Cones |  Full field |
| | Main part B  20 minutes |  Stopwatch |  6 Discs |  18 Cones |  Box field 18 X 18 m | |

| | | | | | | |
|--------------------|---|--|--|---|---|---|
| FINAL PHASE | Conclusion  20 minutes |  Stopwatch |  2 Discs |  16 Cones |  10 Bibs |  Full field |
| | Reflection  5 minutes |  Stopwatch |  2 Discs |  Pen (Marker) |  Box field 18 X 18 m | |

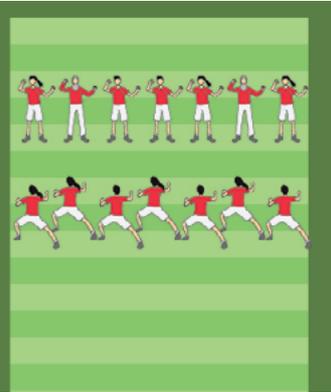


I CAN BE A ROLE MODEL

if I speak with confidence and show that I have confidence in my players, letting them try new things and believing in their abilities during the game.

INITIAL PHASE

BEAR, COWBOY, NINJA



Organization and Procedure:

- Players are divided into two teams and stand on two lines facing each other.
- This activity is similar to rock, paper, scissors but played with the full body and in teams that must agree what position the team is going to assume next.
- On "go," teams must be either a bear (raise your hands in front of your body like paws and growl), a cowboy (make a quick draw from your invisible holster and say "bang bang!"), or a ninja (assume a ninja pose and make ninja sound).

- Teams decide upon their strategy. Cowboy beats bear, bear beats ninja, and ninja beats cowboy.

Variations:

- Play the game individually first (in pairs). The winners of each pair then face each other.
- Exchange bear for backhand, cowboy for defense marking, and ninja for inside-out throw meant to break the mark.

COACHING POINTS



We feel stronger as part of the team.

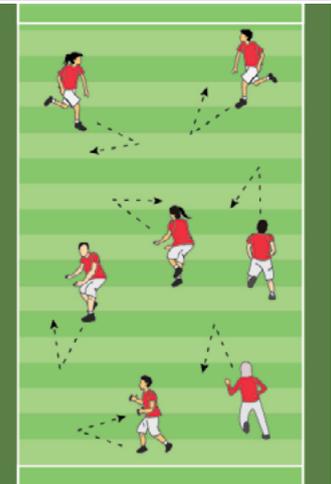


Appearing confident will impress your team and gain you the respect of the defense.

SENSITIZATION



HIGHLIGHT REEL



Organization and Procedure:

- Players stand spread out in a large space.
- Players move around (with a disc if they wish), starring in their own sports highlight reel/viral YouTube video. The coach yells out different commands, each one related to an action the players must take:
 - Backhand: Players throw a backhand.
 - Forehand: Players throw a forehand.
 - Sky: Players jump up to catch a disc.
 - Jog: Players jog around.
 - Hard cut: Players take a few steps, plant their feet, and cut hard in another direction.
 - Pause: Players jump up and down until the next action is called.
 - Rewind: Players do the previous motion backward.
- Stop: Players freeze.

Variations:

- Assign a player to be the game master and call the commands.
- Each command now has to be enacted by a pair of players (e.g., backhand and defense, hard cut with defender). When the command is called, players have to find a partner and carry out the highlight reel together.

COACHING POINTS



You perform better when you are confident.

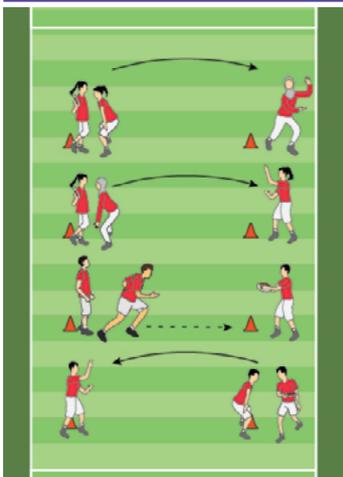


Do all movements at one hundred percent, even exaggerated, and avoid contact.

WARM-UP

MAIN PHASE

THREE-PERSON MARKING WITH INSIDE-OUT THROWS



Organization and Procedure:

- Put half of the cones in a line and the second half facing them five meters away.
- Pairs of players face each other and throw inside-out forehand throws.
- Add a third player to each pair to act as the marker.
- The receiver cannot run. The marker forces the thrower in the direction of forehand, and the thrower throws an inside-out to the receiver.
- The thrower immediately runs over to the receiver and starts marking.
- The previous marker stays where he/she is and becomes the new receiver. Remind markers to call "Up!" when the disc is in the air.

Variations:

- Switch the force and throw an inside-out backhand on a backhand force to a break-side cutter.
- The thrower moves around the marker by faking and throws a break-side backhand.

COACHING POINTS



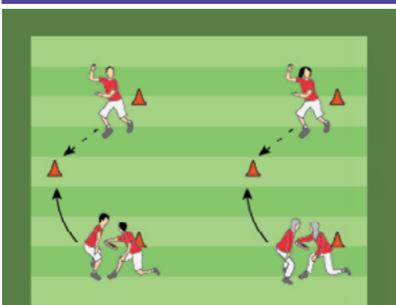
Throwers must fake and throw confidently.



Stress the importance of pivoting for the thrower. Markers call out the stall count loudly and shout "Up!" when the disc is released.

MAIN PART A

BREAK-SIDE THROWS



Organization and Procedure:

- A thrower and receiver face each other eight meters apart. Add defenders for each offense player. Place a third cone diagonally left of the thrower and right of the cutter.
- The marker forces forehand. The receiver cuts to the break side, and the thrower aims to throw the disc to the break-side area by faking a forehand and then throwing an around backhand. Once comfortable with both throws, players can choose freely which throw they make.

Variations:

- Switch the force and cutting sides.
- Add a third and fourth offense/defense pair and ask players to cut to the open side and the break side. The last pair cuts to the side the disc traveled to. Demonstrate the benefits of a break-side throw, which opens up the throwing lane downfield.

COACHING POINTS



Throwing break side is challenging and can be frustrating. Patience and regular practice will allow you to be more confident.

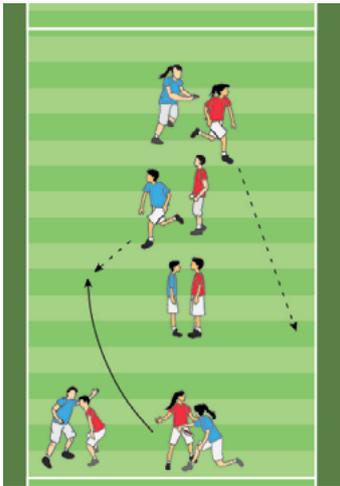


Keep faking to get your marker off balance.

MAIN PART B

FINAL PHASE

5-ON-5 BREAK SIDE



Organization and Procedure:

- Set up a field for a 5-on-5 game.
- Players play a game of Ultimate with all the rules.
- After every pull or turnover, the cutters will provide break-side options, and the handlers will aim to throw break-side throws.
- The coach records the number of successful breaks, as well as the assists, scored points, and successful defenses. After the game, the coach will ask players how many break throws they reached. If a player did not reach any, the coach should highlight that he/she contributed to the game in other ways, such as scores.

Variations:

- Players can only score if every player throws a break throw per point.
- Introduce hammers and highlight that in non-windy conditions they can be used to break the force.

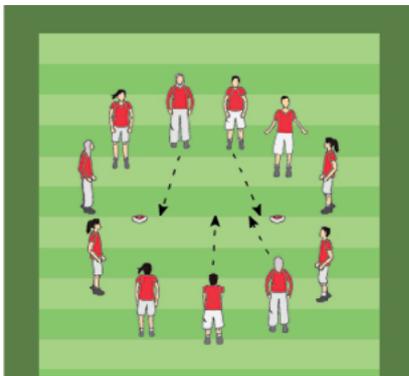
COACHING POINTS

 Try a break-side throw, but do not force it. Keep your confidence and if the break-side is not a safe option, make the decision to throw to the open side.

 Improve decision-making on the field.

CONCLUSION

REFLECTION



Organization and Procedure:

- Players stand in a spirit circle. Two discs, one with a smiley and one with a sad face drawn on them, are placed three meters apart in the circle.
- Ask players to stand anywhere between the two discs, depending on how they feel about themselves in response to the questions below.
- Then tell players to think about something they felt good about today or something nice someone told them. Does this change their feeling about themselves?

Examples:

- My throwing improved today.
- I am able to break the force.
- I make safer throws even when I have a defender in front of me.
- I can catch difficult discs.
- I successfully prevented my opponent from throwing/catching.
- I contributed to my team's play by giving my best.

YOUTH

ABOVE 16 YEARS



16+



SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

SOTG

- **Respect and collaboration** are a vital part of the competition.
- **SOTG** is as important as ever as the level of play rises.
- Players must have detailed knowledge of the rules and **understand their responsibility to know the rules.**
- Teams practice **self-refereeing** and need to maintain fairness and objectiveness.
- Players should understand the concept of “best perspective” and the underlying assumption of **positive trust** in Ultimate.
- Teams should choose **spirit captains**, apply the spirit scoring system, and develop a team spirit policy.



SPORTIVE SKILLS:

- Learn and perfect defense strategies and positions.
- Improve decision-making by reducing reaction time, and explore flexible playing patterns within set strategies.
- Develop spatial awareness.
- Identify and address gaps in defensive strategies.
- Perfect skills and techniques under pressure.
- Specialize in specific positions.

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 110 Min.

| | | |
|--------------|---|-----------------|
| GOALS |  Social/SOTG | Self-assessment |
| |  Sportive | Dump and swing |

| | | | | |
|----------------------|--|--|---|---|
| INITIAL PHASE | Sensitization  10 minutes |  Stopwatch |  Box field 18 X 18 m | |
| | Warm up  15 minutes |  Stopwatch |  10 Discs |  30 Cones |

| | | | | | | |
|-------------------|--|--|--|---|---|---|
| MAIN PHASE | Main part A  25 minutes |  Stopwatch |  3 Discs |  18 Cones |  10 Bibs |  Full field |
| | Main part B  25 minutes |  Stopwatch |  2 Discs |  10 Cones |  Full field | |

| | | | | | | |
|--------------------|---|--|---|---|--|---|
| FINAL PHASE | Conclusion  25 minutes |  Stopwatch |  2 Discs |  16 Cones |  10 Bibs |  Full field |
| | Reflection  10 minutes |  Stopwatch |  Box field 18 X 18 m | | | |

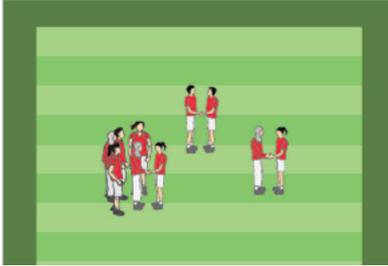


I CAN BE A ROLE MODEL

by highlighting the small things that players have improved in and assessing their progress rather than the number of their scores.

INITIAL PHASE

THUMB-WRESTLING ENTOURAGE



Organization and Procedure:

- Players pair up, extend their right hands, and curl their fingers inside their partners' palms with their opposing thumbs side-by-side.
- Players aim to pin their partners' thumbs under their own.
- If one player loses an individual match-up, he/she becomes the "entourage" of the person who beat him/her and cheers for him/her in every new match-up.

she becomes the "entourage" of the person who beat him/her and cheers for him/her in every new match-up.

- If the person a player is cheering for loses, that player becomes part of the winner's entourage.
- Eventually it comes down to two people who have not lost, both with huge entourages. The winner takes all because he/she will have the entire entourage.

Variations:

- Wrestling in a trio: Try it with three or four people. Continue to apply the "monkey-grip" posture, but players curl their fingers into one clump of palms. Opportunities to form alliances add excitement.
- Large-group contest: Form a circle of thumb-wrestling players in which players cross their arms in front of themselves to grab their neighbors' hands. Once both thumbs of an individual have been pinned, he/she is eliminated, and the circle reforms. Continue until the Thumb-Wrestling Champion of the World is crowned.

COACHING POINTS

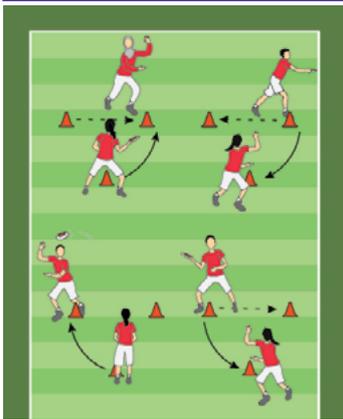


Even if you lose the match-up, you can be part of the winning team.

SENSITIZATION



WINDSHIELD WIPER



Organization and Procedure:

- Set cones in a triangle, six meters long on each side.
- The thrower starts on one cone, the receiver on the second cone. The thrower passes the disc, and the cutter runs to the third cone.
- The runner catches the disc near the third cone, throws it back, and runs back to the second cone, to which the thrower is already throwing a disc.

Variations:

- Add a defender.
- Throw only inside-out throws.

COACHING POINTS



Establish eye contact with the thrower. The thrower should encourage the runner to keep going when he/she gets tired.

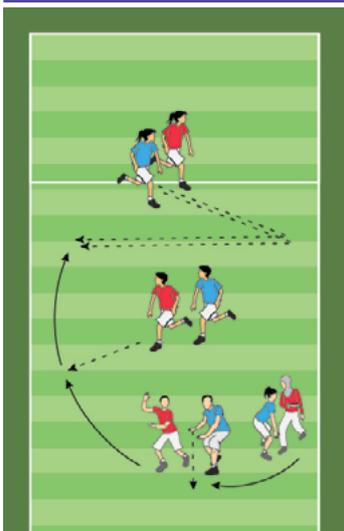


Run right after the throw.

WARM-UP

MAIN PHASE

DUMP AND SWING



Organization and Procedure:

- Set up a handler on the sideline with a dump and two more players in a vertical stack, each player with a defender.
- The marker forces the thrower to the sideline. The second cutter from the stack cuts toward the handler.
- The handler fakes a throw to the second cutter but decides it is too risky. He/she then turns to the dump. The dump is immobile until then and only becomes active when the thrower looks at him/her.
- Then the dump cuts straight to the back to receive a disc the thrower passes into the space behind him/her. The dump then turns around and looks for the first cutter from the stack, who cuts diagonally toward the far side of the field.
- The cutter receives the disc and looks for the second cutter from the stack, who cuts back from the open side of the field to the break side.

Variations:

- If the dump does not get free, he/she should cut to the sideline in front of the thrower and then back.
- Set up a horizontal stack and practice the dump and swing with three handlers. Focus on timing the cut from the wings correctly.

COACHING POINTS



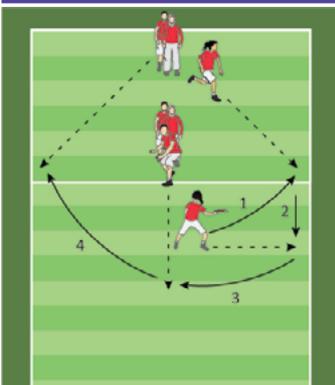
You need to stay patient and look for support when you are under pressure.



The disc can go back and forth many times. Keeping possession is crucial before scoring.

MAIN PART A

END ZONE DRILL



Organization and Procedure:

- Players form two stacks in center of the end zone, one stack near the front and one near the back. A cone is placed three meters outside the middle of the end zone.
- The first player from the front stack starts at the cone three meters out with the disc. The first player from the back stack cuts to the front side corner of the end zone. The thrower tosses a long disc to the cutter.
- The cutter pretends not to have caught it in the end zone, but in the field. Therefore, the thrower goes to help him/her.

- The first cutter now throws a short pass to the initial thrower, who receives it and turns to look for the dump.
- The next person from the front stack cuts back to the cone three meters outside the end zone, receives the disc, and turns to throw the disc for a score on the other corner of the field.
- From the stack at the back of the end zone, a cutter reaches the corner and catches the disc. However, he/she pretends not to score, and so the thrower goes to help him/her. Repeat this process until each player has gone through all positions eight times.

Variations:

- Count your successful completions.
- Add defensive players to all positions.

COACHING POINTS



A score is not the only win. Every player on the team contributes to a score. Assists are also measured at official competitions.

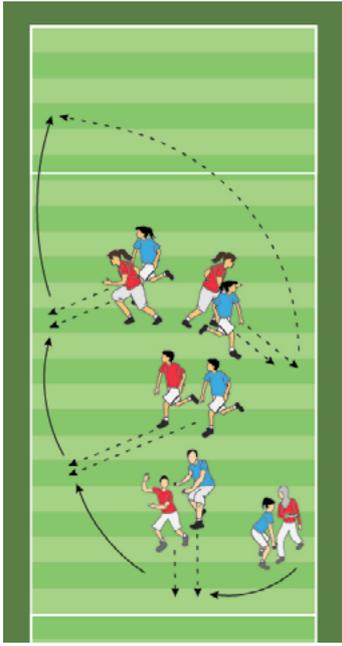


Dump, swing, score!

MAIN PART B

FINAL PHASE

BEACH ULTIMATE ON TURF



Organization and Procedure:

- Set up a full-field 5-on-5 game. Teams come up with team names and set themselves goals for what they want to achieve in this game.
- Play a 5-on-5 game of Ultimate. Instruct players to look for the dump after the stall count reaches four. When players come to the end zone, ensure everyone positions themselves in the end-zone drill way, to work patiently toward a score.

Variations:

- The thrower calls an isolation strategy (ISO) before the end zone, meaning that all players freeze at the middle and end of the end zone, and only one player who was called, moves to get the disc and score.
- Play a horizontal stack with focus on the dump and swing.

COACHING POINTS



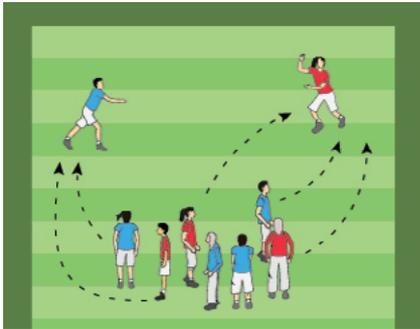
Cheer loudly for your teammates and congratulate them for their patience, defense, nice assists, or scores.



Remind players of the strategy applied when you arrive at the end zone.

CONCLUSION

REFLECTION



Organization and Procedure:

- Players stand in a spirit circle.
- Ask five players what skill they practiced successfully in that day's practice. Tell each player who mentions a new skill to imitate the position required for that skill. Other players who also performed the skill successfully go to stand with the players who took that position.
- Ask players what skills they would like to improve on. Tell them that identifying a skill gap is not a weakness but a great

opportunity to work and focus on this skill. Ask players who are experienced in certain areas to pair up with others who need more work and help them in the next practice. Players with gaps set themselves goals on how much they want to practice the skill and by when they want to see improvement to track progress.

Examples:

- If players are unsure about which skills they have mastered, the following can be mentioned: catching when tired, throwing precisely when tired, being a reliable dump/swing, dumping and swinging the disc effectively
- Gaps that can be identified include the following: Establishing better communication between the thrower and receiver, improving throws/catches, improving dump cuts/long end zone cuts, better timing of the cuts and throws

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 110 Min.

| | | |
|--------------|---|------------------------------|
| GOALS |  Social/SOTG | Commitment as Part of a Team |
| |  Sportive | Zone Defense |

| | | | | |
|----------------------|--|--|---|---|
| INITIAL PHASE | Sensitization  10 minutes |  Stopwatch |  1 Disc |  Box field 18 X 18 m |
| | Warm up  20 minutes |  Stopwatch |  16 Cones |  20 Discs |

| | | | | | | |
|-------------------|--|--|--|---|--|---|
| MAIN PHASE | Main part A  20 minutes |  Stopwatch |  2 Discs |  16 Cones |  10 Bibs |  Full field |
| | Main part B  25 minutes |  Stopwatch |  1 Disc |  8 Cones |  8 Bibs |  Full field |

| | | | | | | |
|--------------------|---|--|---|--|---|---|
| FINAL PHASE | Conclusion  30 minutes |  Stopwatch |  1 Disc |  8 Cones |  7 Bibs |  Full field |
| | Reflection  10 minutes |  Stopwatch |  Box field 18 X 18 m | | | |

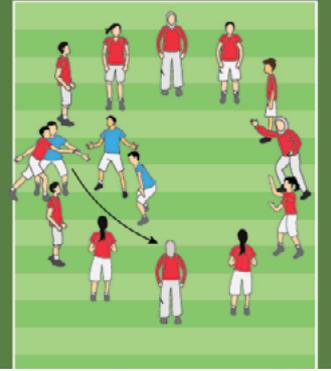


I CAN BE A ROLE MODEL

by sticking to promises I make to the players (e.g., “I will allocate more playing time today”).

INITIAL PHASE

CIRCLE AND CUP



Organization and Procedure:

- Eleven players are on offense and stand in a circle. The remaining three players are on defense, are in the center of the circle, and are marking in a cup formation.
- The goal of the sensitization is for the offense to keep completing passes among its players while the defense tries to force turnovers.
- Each player on the offense can throw to any other player on offense except for the two players closest to him/her on both sides.

- The defense consists of one player marking the disc and the other two playing a loose cup, trying to poach passes across the circle. Hammers and passes over the heads of the defenders are not allowed.
- Players on the offense cannot run into the circle to catch a short throw, but they can run out of the circle to catch a long throw. The strategy for the offense is to keep moving the disc as quickly as possible to tire out the defenders.
- The defense must work hard to force incompletions. If a defender hits or catches the disc from a thrower, the thrower goes into the circle to replace the defender, and the defender takes the thrower's place. If a thrower does not throw well, he/she goes into the circle and replaces one of the defenders.

Variations:

- Reduce the number of players in the circle.
- Increase the size of the circle.

COACHING POINTS



The cup moves as a unit.

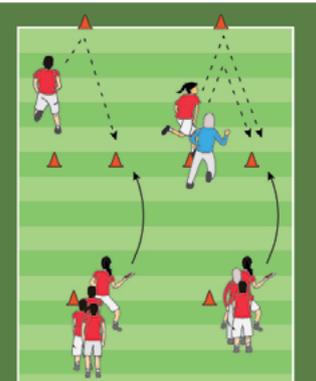


Focus on an active defense, and a patient offense.

SENSITIZATION



COMMITMENT CUTS



Organization and Procedure:

- Set up two cones six meters apart. Starting from the second cone, set a long triangle with the other two cones: the third cone six meters to the back right, and the fourth cone a few meters to the right of the second cone.
- A stack forms at the first cone, where all the discs are. The player at the second cone cuts to the farthest cone, makes a sharp turn, and cuts back to the last cone, where he/she receives a disc from the thrower.
- Watch to ensure that the runner fully commits to the direction of the fake with his/her shoulders and only turns his/her whole body when turning.
- Add a defender for the runner, who starts off one meter behind him/her.

During the run, the cutter will observe the defense and ensure the defender's shoulders and hips seem committed to a certain direction. Then the runner changes direction.

- The person who just threw becomes the defense, the defense becomes the cutter, and the cutter who caught the disc returns to the stack.

Variations:

- Repeat the exercise on the other side.
- Change the cut so that the runner cuts short first, then cuts long into the space.

COACHING POINTS



Committing to your cut will help you follow it through all the way.

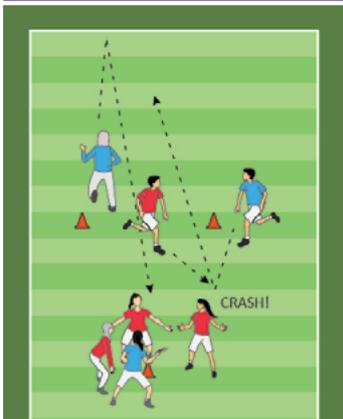


In cutting, your speed is as important as your decision and commitment to that decision.

WARM-UP

MAIN PHASE

CUP AND POPPERS



Organization and Procedure:

- Set up cones in a triangle, each six meters from the next. At the first cone, set up the handler, guarded by a cup of three people who will set up a forehand force. At the other two cones, set up the poppers. In the middle.
- The poppers run in pistons, toward and away from the handler and even through the cup.
- The defensive players communicate with each other about the intrusion of offensive players in the next defensive player's zone.
- When the mid-mid sees the popper coming into the area behind the cup, he/she calls, "Crash!", used to warn the players in the cup that a defender is approaching and they need to tighten their defense.

Alternatively, when the popper comes back from the cup, the mid-mid will pick him/her up and guard him/her, as long as he/she is in the mid-mid area.

- Repeat until all players gain a good sense of space. Rotate players to allow each one to try out each position.

Variations:

- Increase the distance between the cones.
- Add a long defensive player for communication between the mid-mid and the long.

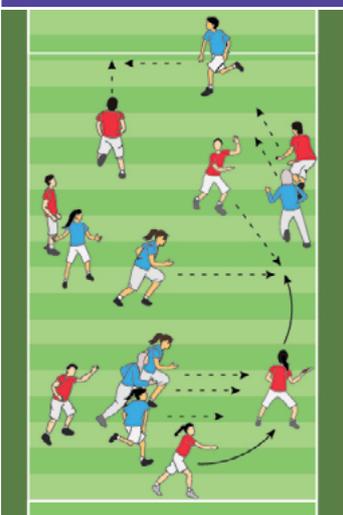
COACHING POINTS

Everyone in the zone is responsible for guarding his/her space. You have to commit to your area and trust the others to guard theirs.

Develop your spatial awareness.

MAIN PART A

ZONE SLOW-MO



Organization and Procedure:

- Set up a full Ultimate field as you would for a game. Position all players on the field in zone offense and defense positions, as if the point had just started.
- Explain the role of wings and how the horizontal stack works against the zone defense. Players on offense slowly start moving up the field, swinging the disc back and forth among handlers and looking for an opportunity to throw it downfield to the poppers or wings.
- Players on defense force a zone with the cup, wings, mid-mid, and long defense, communication to block.
- There is no turnover. When a disc drops, the same offensive team picks it up, and play continues until it reaches the end zone. Then the teams swap and move backward.
- The coach can stop the game to adjust positions at any point and answer questions.

Variations:

- Remove single defensive positions to demonstrate how each role is crucial for the zone to work.
- Remove single offensive positions to demonstrate how each role is important for the horizontal stack to move down the field.

COACHING POINTS

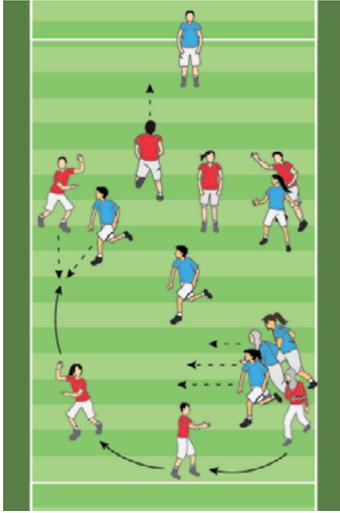
Each person is committed to his/her area and needs to communicate for the team strategy to work.

Each player needs to stay in his/her zone and lane.

MAIN PART B

FINAL PHASE

ZONE DEFENSE



Organization and Procedure:

- Keep the same field setup as in the previous exercise.
- Players now play a full game 7-on-7, with zone defense and horizontal stack offense.
- Explain that zone defense is generally successful in windy conditions and when playing against a team with weak throwers or nervous handlers.

Variations:

- Play a vertical stack against zone defense for a point to demonstrate the importance of switching to the horizontal stack offense when recognizing the zone.
- Change the force of the cup to forcing always sidelines or always middle.

COACHING POINTS



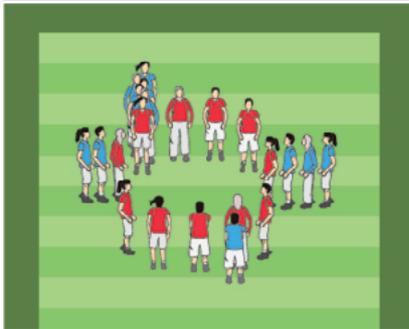
Patience will lead to success.



Be sure to block and use any gaps that present themselves.

CONCLUSION

REFLECTION



Organization and Procedure:

- The members of one team stand in a circle and close their eyes.
- The other team is outside the circle, and players must each stand behind the player that they thought performed best (the most valuable player) in the category the coach gives them. The team members in the circle open their eyes and cheer for the winner. The teams swap places.
- Ask players about experiences in which they committed to something but could not honor their commitment.

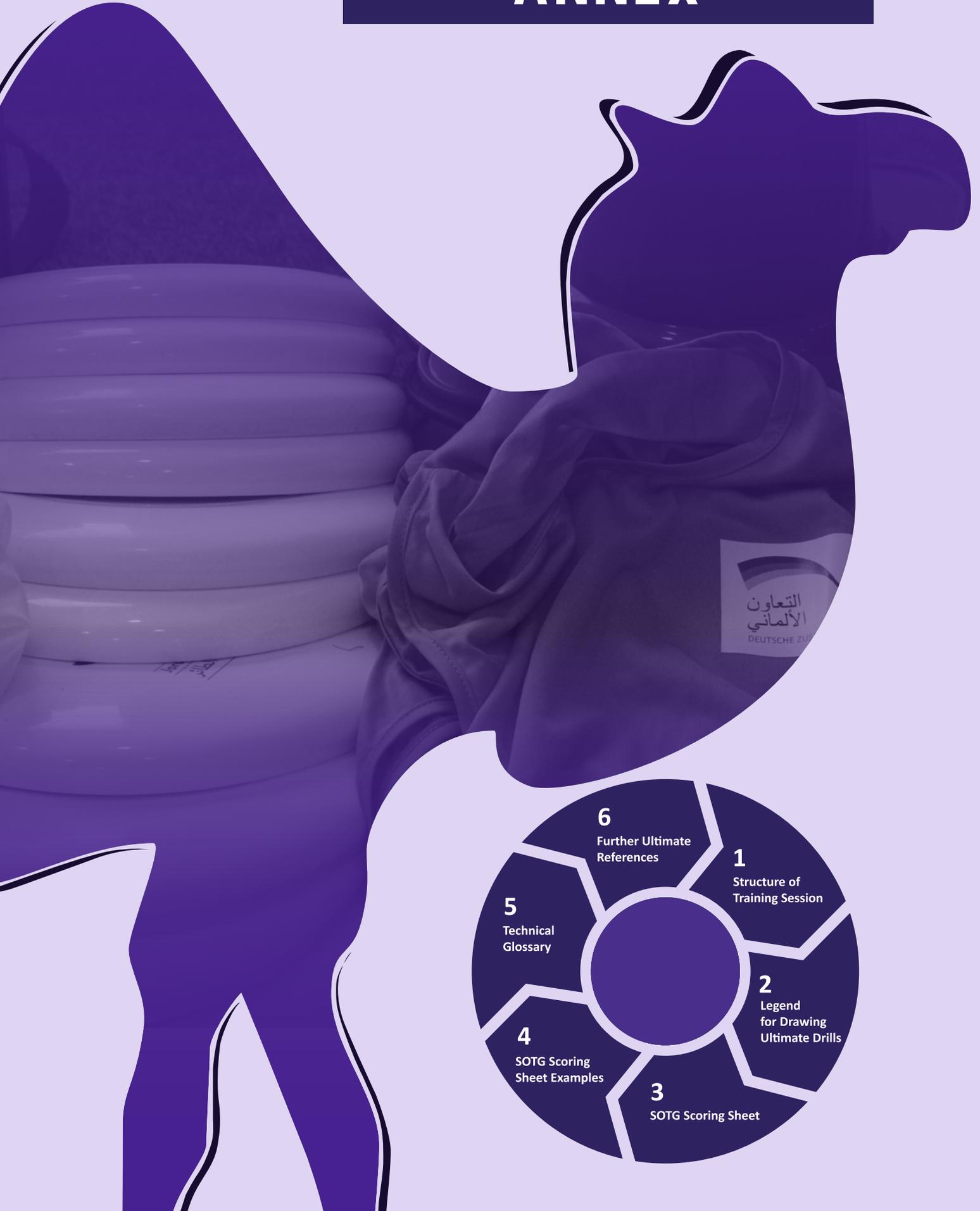
- Ask players about something they want to commit to in the future.

Examples:

- Categories for most valuable player: Most committed player, player who was most available to support the handlers, best defensive player

CHAPTER V

ANNEX





PLANNING / MONITORING SHEET

| | |
|---|---|
| Date: <input type="text" value="DD / MM / YYYY"/> | Venue: <input type="text"/> |
| Organizer: <input type="text"/> | Number of players: <input type="text"/> |

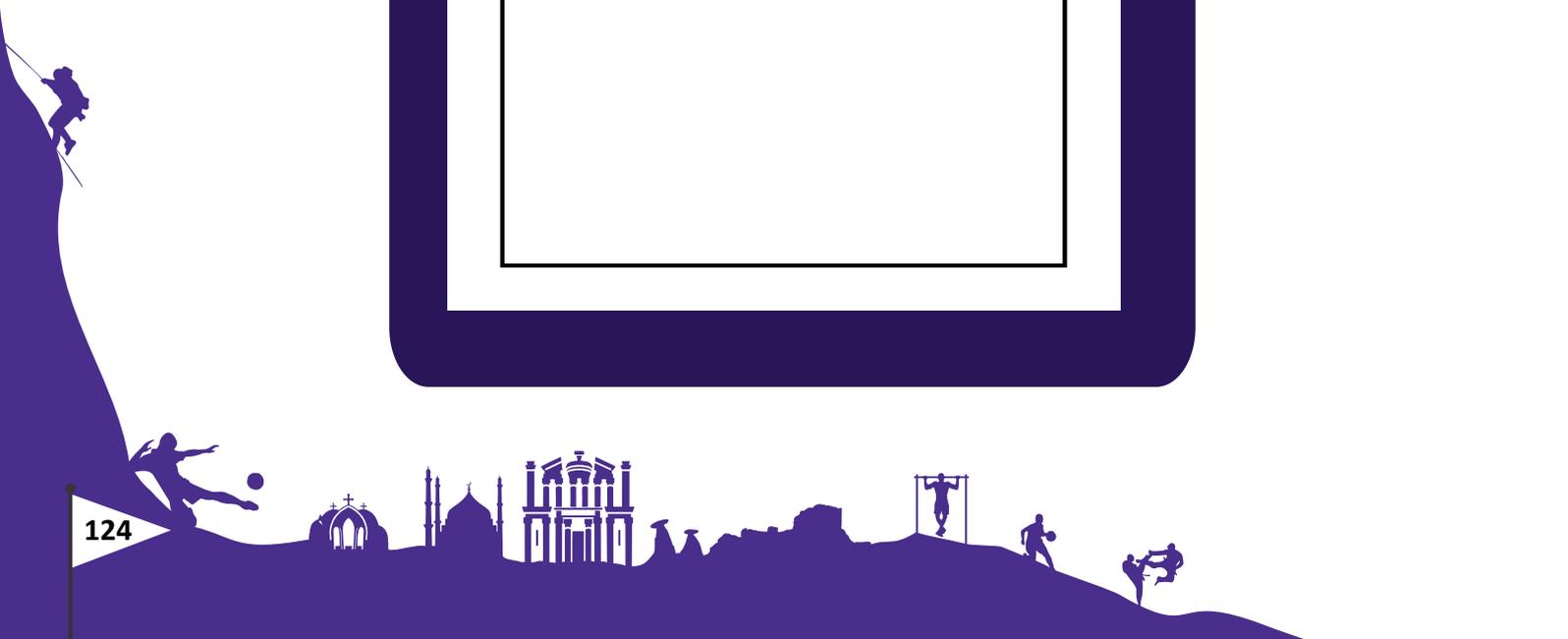
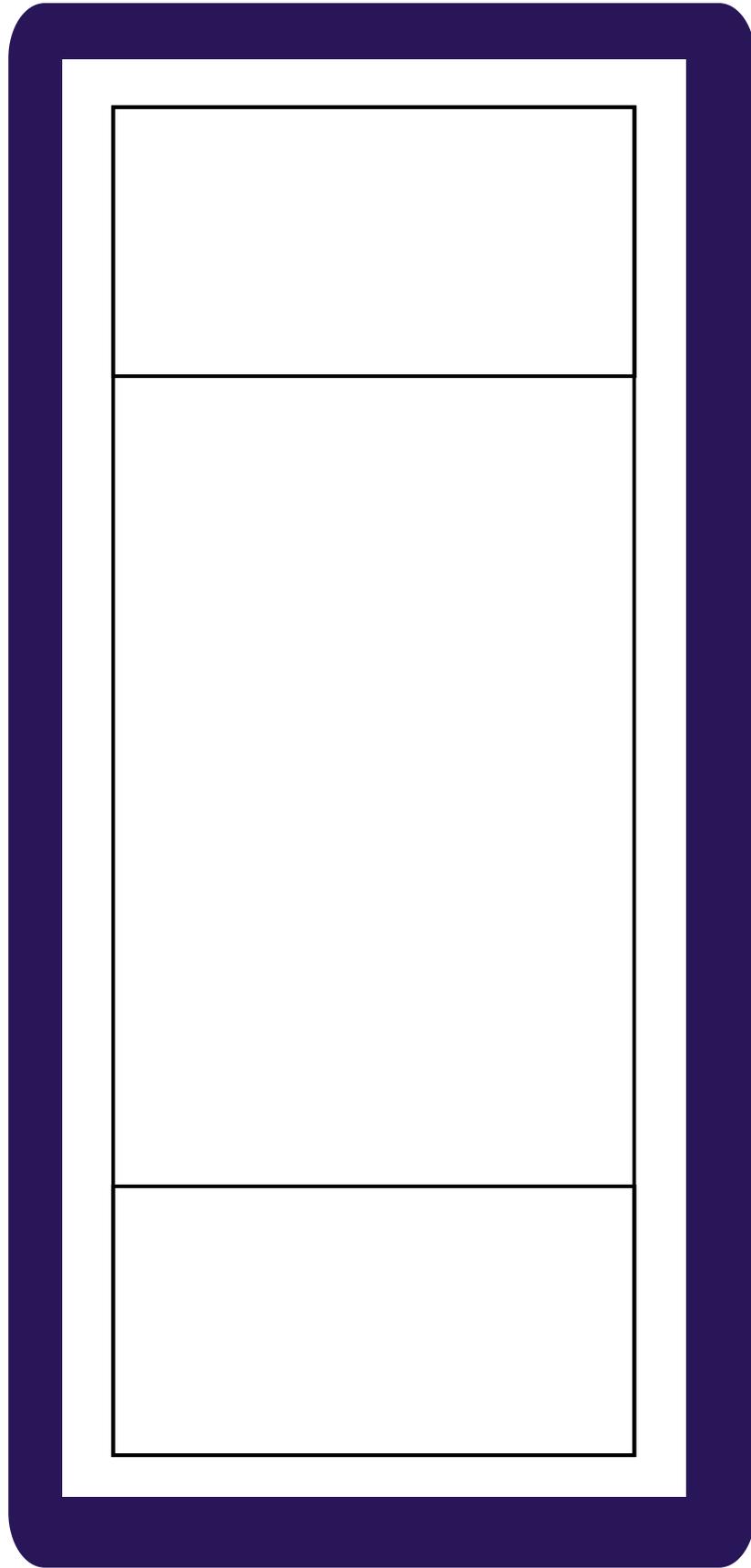
INITIAL PHASE

| Sensitization | | <input type="text" value=""/> min. |
|----------------------|----------------------|------------------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

| Warm Up | | <input type="text" value=""/> min. |
|----------------------|----------------------|------------------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |



COURT - FULL



LEGENDS FOR DRAWING ULTIMATE DRILLS

| | |
|---|-----------------|
|  | Player movement |
|  | Disc movement |
|  | Disc |
|  | Cone |
|  | Player 1 |
|  | Player 2 |
|  | Player 3 |



SOTG SCORING SHEET

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.

OPPONENT

POOR
NOT GOOD
GOOD
VERY GOOD
EXCELLENT

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.

| | | | | |
|----|---|---|---|----|
| 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

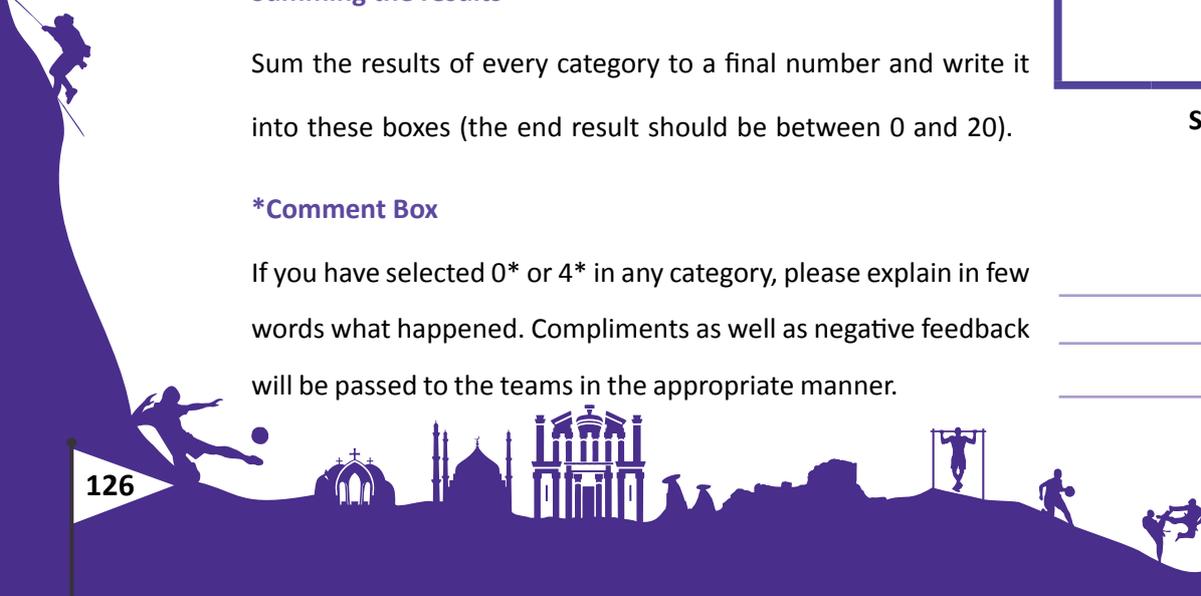
Sum the results of every category to a final number and write it into these boxes (the end result should be between 0 and 20).

| |
|--|
| |
|--|

Spirit Score Total

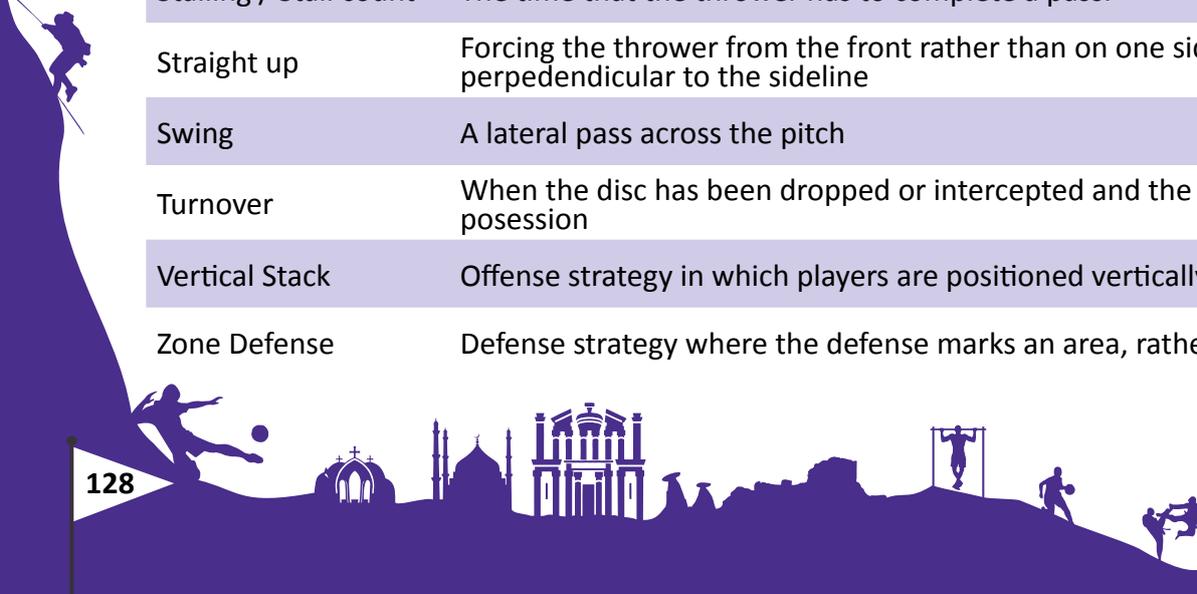
*Comment Box

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.



TECHNICAL GLOSSARY

| Term English | Definition |
|------------------------|--|
| Break the Force | Throwing around the marker to the break side. |
| Break side | The side to which the marker is trying to prevent the throw (or a pass/cut to this side). |
| Brick Mark | Point where a team initiates play from, when the pull lands outside the playing field. |
| Clearing | Getting out of the area where the thrower wants to pass the disc. |
| Cutter | The player assigned to do make cuts to get open and receive the disc |
| Defender | Player on the team attempting to prevent a score. |
| Dump | Player who stands close to the thrower for back or horizontal throwing options; The throw to the Dump. |
| Endzone | Area at the either end of the pitch within which a point is scored. |
| Faking | Movement of the thrower to get his defender off balance and create throwing options |
| Force | Direction the Marker decide to force the thrower to throw to, while blocking throws to the other side. |
| Frisbee | Wham-O trademark name for a flying disc |
| Man-to-man | Defence strategy where each person on defense marks an offence player |
| Marker | The player defending the person with the disc, forcing and counting. |
| Offense | The team with possession of the disc |
| Open side | The side to which the thrower is being forced |
| Pivot | Stepping the foot out to complete a backhand or forehand pass |
| Spirit Circle | Circle of players to reflect on the fundamental principles of the game and SOTG |
| Stack | Line of cutters, from which they complete cuts and return to |
| Stalling / Stall count | The time that the thrower has to complete a pass. |
| Straight up | Forcing the thrower from the front rather than on one side, standing perpendicular to the sideline |
| Swing | A lateral pass across the pitch |
| Turnover | When the disc has been dropped or intercepted and the disc changes possession |
| Vertical Stack | Offense strategy in which players are positioned vertically on the field |
| Zone Defense | Defense strategy where the defense marks an area, rather than a player |



FURTHER ULTIMATE REFERENCES

Resources in Arabic:

- A good video about how to play beach ultimate (with Arabic subtitles) can be found at the following link:



En / Ar

- **Flying Disc Invasion (FDI)** is a movement that aims to promote a new culture of healthy habits through ultimate and its core values of inclusion, peace, friendship, and healthy living. **FDI** published posters explaining the basic rules of ultimate in Arabic; these may be found at the following link:



Ar

Resources in English:

- The official website of the **World Flying Disc Federation** includes information about the official rules of the game, championships, history, and SOTG for ultimate, as well as other disc sports:
<http://www.wfdf.org/>



En

- **RISE UP** provides online courses, structured videos on how to coach and play ultimate, and an online Facebook community, with some free and some paid features:
<https://www.riseupultimate.com/>



En

- **Uityresults** presents resources, videos, and online courses on how to play and train for ultimate, focusing on physical ability, fitness, and coaching videos and courses to improve skills:
<https://www.ultyresults.com/>



En



- **VC Ultimate** is a short and useful guide with lesson plans for teaching ultimate in schools, including drill illustrations, a grade description, and a marking table:

<http://www.discnw.org/youth/docs/VC-Ultimate-School-Resource.pdf>



En

- **Canadian Ultimate** contains resources such as the Ultimate Canada Curriculum, which includes session ideas for warm-up, throwing, and games:

https://canadianultimate.com/hr_hr/coaches-resources



En

- **The Ultimate Handbook** is a resource for all ultimate basics and strategies, as well as training advice:

<http://ultimatehandbook.com/uh/basics.html>



En

- **The Girls' Ultimate** Movement middle school curriculum includes video resources, descriptions, and templates for eight sessions for teaching ultimate in middle schools:

<http://gum.usultimate.org/ms-curriculum/>



En

- **Triangle Ultimate** offers recorded conferences about different aspects of ultimate, leaning more toward the theoretical side:

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



En

- **Playspedia.com** is a community for sports strategists in ultimate; users can add or view plays that other players and coaches have shared:

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



En

- **Ultiworld** publishes news, analysis, commentary, and videos from ultimate games and tournaments: <https://ultiworld.com/>



En

