Grade Level: K-12

National Standards:  
#1: #2: #3: #4: #5: #6:

Learning Objectives:

• The student will utilize previously learned skills for catching a Frisbee.
• The student will utilize previously learned skills for throwing a Frisbee.
• The student will work cooperatively with a small group and maintain proper personal responsibility.
• The student will use proper social support.
• The student will participate in an unstructured mini-Ultimate Frisbee game.
• The student will objectively analyze the game as played with no instruction or skill building activities.
• The student will participate in a semi-structured mini-Ultimate Frisbee game.
• The student will have the opportunity to be their team’s coach, along with the responsibilities that go along with coaching appropriately.
• The student will have the opportunity to be the sports reporter for their team’s games against other teams.

Space Needed:

• A large, flat area is best such as a grassy field, cafeteria, blacktop, or gym.

Equipment & Materials Needed:

• One (1) Frisbee per two (2) teams of students.
• Eight (8) cones per game, to designate the end zones.
• Cones to designate the boundaries.
• One (1) coach’s task card.
• One (1) handheld per sports reporter.
• One (1) computer for downloading audio clip.

Set-Up:

• Place the cones around the edge of the playing area to designate the boundaries.
• Grid: place four (4) cones in a square, approximately 20’ x 20’.
• Pre-design student triads.

Description of Learning Activities:

• **Proper Frisbee Throwing Technique**: athletic stance; grip Frisbee with the thumb on the top, first finger on the lip, and the other fingers underneath; pivot to the non-dominant side; bring Frisbee to chest with elbow pointing to the target at shoulder height; step out, towards the target, with the dominant foot; straighten arm; snap wrist; follow through with fingers pointing to the target.
• Place students in a triad, team of three (3).

• Match two (2) triads together.
• Each group (2 triads) is assigned to one “grid” (square designated by cones).
  o Scoring = one (1) point per every three (3) consecutive passes.
  o Change of possession = anytime your triad loses the Frisbee to the other team via an interception or it is “grounded” (hits the ground), goes out of bounds, or you score.
  o Anytime your triad loses possession or scores, the other team starts at the top (i.e. ½-court BB game).
  o Alternative: let students make up their own rules, such as what is considered a pass.
• Allow students to play, within their square, for several minutes, with no instructions.
• Stop & freeze all students: this is a time for questions & answers.
  o “Raise your hand if you were frustrated during this game?”
  o “Does anyone have any clarifying questions regarding the rules?”
  o “Who remembers ½-court BB? When a basket is made, the other team takes the ball out at the top. Same in this game, if a team scores, their opponents take the Frisbee out at the top.”

Activity #2
• Students play the game again with the teacher monitoring the game and giving suggestions, feedback, skill instruction, etc.
• Stop & freeze all students: Q & A
  o “How do we throw a Frisbee to our partner if they are close to us, or far from us?”
  o “How do we catch the Frisbee correctly?”
  o “How do we ‘get open’ to be able to receive a throw?”

Activity #3
• Students play the game again, attempting to correct the above-mentioned skills.
• Introduce “Splitting the Defense”:
  
  $2$-$on$-$1$:
  - **Player 1 (“thrower”)** must throw to **Player 2 (“receiver”), but only after Player 1 has moved.**
  - **Player 2 (Offense)** must move from one cone to the other cone, in a straight line (on the edge of the square) and may not cut diagonally across the square.
  - The “thrower” (Player 1) may not throw the Frisbee diagonally across the square, but may throw it to the two cones in a direct link (or line) from them.
  - The “thrower” (Player 1) may not move—they may only take the lead step.
  - One (1) defender on the “receiver” (Player 2) to begin.

$2$-$on$-$2$:

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Activity #4
Drill #1
- Add a second defender on the “thrower” (Player 1) after everyone has played every position and the students are successful.

- 3-on-2:
  - Add a third offensive player, after everyone has played every position and the students are successful.
3-on-2:
- The two defenders may play defense anywhere within the grid—not guarding any specific player.

Class Discussion regarding Coaches:
- In their triads:
  - Students come up with 3 to 4 characteristics of a coach.
  - Several adjectives of what a coach does during a game.
  - What are the expectations of a coach?
  - One spokesperson to share with the rest of the class.
- Gives positive/constructive feedback.
- Gives specific feedback.
- Gives strategies.
- Respectful.
- Encouraging.
- Gives suggestions on strategies.
- Uses players’ names.

Introduce student coaches:
- They should be helping their team improve their skills, from the sidelines, by encouraging them as well as giving them instruction on strategy and technique.
- Remind students what the role of the coach is and the expectation of them when they are the coach.
  - Allow students to play this game, utilizing the student coach.
  - Rotate student coaches.

Sports Reporter Practice:
- Triads continue playing the game.
- Student coaches now become the sportscaster.
- Sports Reporters should use this time to practice their sports casting (announcing).
  - Sports Reporter will record the play-by-play action of their team’s game, using the proper terminology, names of players, descriptive terms, and so forth.
  - Sports Reporter should use varying tones of voice.
  - Sports Reporter may give “history” of the players; advice about what would have been a better play, etc.
- Rotate students so each one has the opportunity to practice their own sports cast.

Sports Reporter Recording:
- Rotate the students so that each one has the opportunity to record their own sports cast.
• Students should download their audio clip to the teacher’s computer via handheld-to-handheld infrared transmission; handheld-to-computer infrared transmission; or other such means.

**Teacher Responsibilities:**
• The teacher will need to convert the audio clip into a MP3 format for uploading to their website or Blog. Using the program Audacity is a good way to convert the audio clip.

**Authentic Assessment:**
• Teacher observation of students’ social support and group cooperation working with a small group.
• Students give themselves an assessment regarding how they interacted with their triad.
• Instructor may use a skills checklist to determine skill level of each student, for throwing and catching a Frisbee.
• Self, peer, teacher assessment of the pod-cast sports broadcast using an evaluation tool such as a specific assessment form.