



# GIRLS' ULTIMATE MOVEMENT LEADERSHIP PROGRAM



# FACILITATOR'S MANUAL

GUM CURRICULUM - MIDDLE SCHOOL



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## GUM CURRICULUM - MIDDLE SCHOOL

On behalf of the USA Ultimate Girls' Ultimate Movement (GUM), thank you for bringing ultimate to girls in your community. The mission of GUM is to increase the number of girls playing ultimate. We believe that this high-energy, self-officiated team sport is a unique tool for building confidence, fostering leadership skills, and promoting self-advocacy.

Over the course of 8 sessions, groups of girls come together to learn the fundamentals of the sport, create a team, and grow as young leaders. The curriculum culminates in a community project, providing an opportunity for participants to work together to serve their wider community and demonstrate what they have learned about ultimate and leadership.

The first portion of each module includes a leadership component followed by a skill-building lesson. Each session takes roughly an hour and a half, but can be altered based on schedule and needs of the team. No prior athletic or team-sport experience is required, the only requirement is that participants are excited to try something new! Ideally, your team will attract at least 10 participants, with a maximum recommended number of 20 participants. We recommend that there be 1 coach or assistant coach for every 10 participants in the program to ensure quality curriculum delivery.

We've developed this curriculum in a logical progression, attempting to deliver skill-building activities in a clear progression. Our emphasis was on simplicity within each curriculum session, and we've built in a natural flexibility for coaches to customize the curriculum if they opt to do so. No single activity is essential for the overall success of the program, however, we recommend teaching the modules in order and pairing the leadership activities with the corresponding skill-building activities as suggested.

Thank you for bringing ultimate to girls in your community! More GUM curriculum and girl-centric ultimate disc resources can be found on our website at [gum.usultimate.org](http://gum.usultimate.org).

#playlikeagirl

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## Statement

**Purpose:** To introduce girls to the sport of ultimate.

**Goal:** To use ultimate as a leadership development tool.

**Objectives:**

- To encourage girls to be active and try something new.
- To connect on-field experiences with leadership development.
- To create a sense of belonging within the team.
- To share lessons learned about ultimate and leadership with a broader community.

## Pre-Test and Post-Test Statements

*To use this list as a worksheet, refer to page 23.*

- I am unique.
- I am athletic.
- I am smart.
- I am a leader.
- I am a good listener.
- I am strong at communicating.
- I work well with others when there is a conflict or problem.
- I understand what it means to be a worthwhile teammate.
- I feel connected to my community.
- I will play ultimate in the future.

*Answers: strongly disagree, disagree, neither disagree or agree, agree, or strongly agree.*

## Facilitator Resources

- GUM Rules (page 27)
- Pre- and Post-Test (page 23)
- Videos—See GUM Resources at [gum.usultimate.org](http://gum.usultimate.org)
- SMART Goal Worksheet (page 25)
- Material List (page 24)

A special thank you to the USA Ultimate staff and board of directors who were major supporters of this initiative.

**To apply for a GUM kit, please visit [gum.usultimate.org](http://gum.usultimate.org)!**



# SESSION 1: BUILDING OUR TEAM

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## Session Objectives

### Leadership:

- *Meet one another and learn what makes each team member unique.*
- *Establish basic expectations for our team.*
- *Identify and celebrate how our similarities and differences make our team better.*

### Ultimate Skill-building:

- *Learn the rule of the day: no running with the disc.*
- *Introduction to throwing the disc.*

## List of Necessary Materials

- Discussion disc
- GUM kit
- Cones
- Markers/pens
- Post-it (or other place marker)
- SMART worksheets
- Pre-test
- Stopwatch (optional)

## Opening Circle

20 minutes

- Welcome everyone and introduce yourself. Share where and when our team will meet. Also, share the expectations for being prepared at the beginning of practice (wearing correct attire, having water bottles filled, using the bathroom ahead of time, etc.).
- Introduce the Discussion Disc. The Discussion Disc allows for open dialogue without disruptions or disrespect from others. Explain how the disc will be used to make sure only one person is sharing at a time during Open Circle, Team Discussion, and Closing Circle. Only the person holding the disc may speak.
- Practice passing the Discussion Disc with each girl sharing her name and one word that starts with the same letter as her name that describes her (i.e., Energetic Emily).

## Ice Breaker: Name Tag

5 minutes

- Have the team stand in a circle and say their names one at a time.
- Choose one girl to stand in the middle of the circle while everyone else is frozen in place with their palms in front of them, facing up to the sky.
- The coach starts the game by saying the name of one girl in the circle.
- The girl in the middle tries to tag the hand of the other girl who is named; if she succeeds, they trade places, and the new teammate is now in the center of the circle.
- The girl can avoid being tagged by naming someone else in the circle, but she must remain frozen the entire time.
- The coach may swap players after 3 chances to give everyone an opportunity.



### Discussion: How the Theme Relates to the Field

10 minutes

- During this time, gather in a circle where everyone is sitting on the same level.
- Use the Discussion Disc.
- Explain that today the team is going to learn about what it means to be a team. We have many things in common, but a lot of things that make us unique, or different, too. Give an example:
  - “What are some things that make you unique?”
- Explain that because we are unique we each bring something different and important to our team. It’s important for us to celebrate how we are similar and different as teammates. Questions to ask:
  - “What does it mean to be a team? What doesn’t it mean?” Possible answers: working together, a common goal, take care of each other, encourage each other, not necessarily all the same, etc.
  - Think about what makes you unique. “How can YOU be an important part of this team?”

### Activity: Have You Ever?

15 minutes

- Start with the group standing in a circle, with their feet on a spot marker. The facilitator stands in the middle of the circle and presents the rules of the game.
- Whoever is in the middle of the circle is “It.” “It” will ask a question “Have you ever?” followed by something they have done. Example: “Have you ever worn shoes?”
- Anyone in the group who has done the thing that was asked must move to a different, empty spot. No one may move to the spot right next to the spot they were standing on. The person who was “It” must move onto an empty spot. Whoever is unable to get to a spot before all spots are full becomes “It.”
- Debrief questions:
  - What did you learn about your teammates?
  - How are you and your teammates similar?
  - How are you and your teammates different/unique?

### Put It in Play— Skill-building on the Field: Getting to Know the Disc

#### Get Familiar with the Disc

3 minutes

- How to hold it: Grip the disc with four fingers underneath and your thumb on top.
- Things to try:
  - Toss it between your hands.
  - Pass it between your legs.
  - Flip it upside down with one hand.
  - Toss it up and catch it.
- *Video Resource 1-1:* <http://tinyurl.com/GUM-ms-1-1>
- *Video Resource 1-2:* <http://tinyurl.com/GUM-ms-1-2>

#### Introduce Yourself and Share the Disc with Every Teammate as Fast as You Can!

5 minutes

- Every player has a disc.
- Find a buddy, give them a high five and introduce yourself.
- Toss the disc 10x to each other, throwing the discs in the air at the same time.
- Give your buddy a high five.
- Find another buddy!
- *Video Resource 1-3:* <http://tinyurl.com/GUM-ms-1-3>

#### Float Challenge

10 minutes

*What is the longest that we can keep the disc aloft as a team?*

- Each player takes a turn throwing the disc into the air as high as she can.
- If a stopwatch is available, time each throw. If a watch is not available, have the team count out loud.
- After each throw, write down the time the disc was in the air.



## SESSION 1: BUILDING OUR TEAM

- Discuss as a group what might make the disc stay in the air longer.
- After everyone on the team has had a turn, tally the total.
- Based on the total, set a new goal and go again. Can be repeated, if desired.

### Rule Review

5 minutes

- **Rule:** No running with the disc. Once you catch it, set a pivot foot.
- **Skill-building:** For left-handed players, their pivot foot is their right foot. For right-handed players, their pivot foot is their left foot. The toes of your pivot foot are “glued” to the floor, and your pivot foot cannot move as you throw the disc.

### Shadow Pivoting

3 minutes

- Set a pivot foot. Practice pivoting to the left and the right.
- Get a partner, face each other. One is the leader, one is the follower.
- For the first round, have the leader go as fast as they can and then as slow as they can. The follower tries to mirror the leader. Switch roles.
- For the second round, have the leader try to fake out the follower.
- *Video Resource 1-4:* <http://tinyurl.com/GUM-ms-1-4>

### Tag Game

10 minutes

*This game practices not running with the disc.*

- Set up boundaries; use a smaller space.
- 3 girls are “It” to start. Their goal is to get more people on their team by hitting them with the **foam** disc below the knees. They will have to throw to each other to get closer to their targets since they cannot run with the disc.
- Once someone is hit below the knees they also become It and work with the other girls to get more people on the team.
- The round ends when everyone is It.

- Repeat as time allows.
- *Video Resource 1-5:* <http://tinyurl.com/GUM-ms-1-5>

### Closing Circle

10 minutes

#### SMART Worksheets

*The SMART Worksheet can be found on page 25.*

- Introduce SMART Worksheets. Explain that this is a tool to set and track our goals every week.
- Blank side:
  - Put their name in the middle.
  - Draw/write 1 thing that makes them unique.
  - Draw/write 1 thing they learned about being a part of a team.
- Goal sheet:
  - Fill out SMART Goals.

### Pre-Test

5 minutes

- Ask the team to complete all questions located on the GUM pre-test.
- Explain that there are no incorrect answers!



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## Session Objectives

### Leadership:

- Discuss what cooperation and communication are.
- Understand why cooperation is important in ultimate and in daily life.
- Begin applying cooperative skills to different situations on and off the field, including planning our community project.

### Ultimate Skill-building:

- Learn the rule of the day: no pushing.
- Focus on communicating on the field with teammates.

## List of Necessary Materials

- Discussion disc
- GUM kit
- 1 hula hoop (or lightweight stick/pole) for each group of 5 to 7 players
- Writing paper (8.5" x 11" will be fine)
- Markers/pens
- Clipboards (optional)
- SMART worksheets

## Opening Circle

5 minutes

- Ask the girls to remind you of what they learned last practice.
- Tell the girls we are going to learn about *cooperation* and *communication* as a team.
- Ask "What do you think these two words mean?" After the group has defined their terms, ask what these words have to do with being on a team.

## Ice Breaker: Name Toss Race

10 minutes

- Have the team stand in a circle and have everyone say their name.
- Explain these rules:
  - Pass the disc across the circle until everyone has caught/thrown it once.
  - You cannot pass to the girl next to you.
  - You must say the name of the girl you are throwing to—communicate!
  - Remember who threw to you and who you throw to.
- Next, have them pass the disc around using the same order established previously. Try to beat your time.

## Coach/Team Discussion

10 minutes

- Start off with playing a short game of "Telephone." Explain we'll pass a message to our left. (Start with a message 1-2 sentence(s) long. Choose a leader to start the message. Do this 1-2 times.)



## SESSION 2: COOPERATION MEANS COMMUNICATION

- Ask the team:
  - “Was that easy or difficult? Why?”
  - “What did we need to do to make sure the message was communicated clearly?” (Speak clearly, listen, not talk while someone was talking to us, etc.)
- Now, ask the girls if they know what cooperation means.
  - “What does cooperation mean?/What does it mean to cooperate?”
  - “What are some examples from your life of a group of people cooperating?”

### Ultimate Community Project Brainstorm

20 minutes

- Explain to the girls that we will be doing a community project at the end of the season. Explain that the goal of this project is to introduce ultimate and leadership to members of our community. Tell them we need to start *cooperating/communicating* to brainstorm ideas for this!
- *Parameters of the project:* This project must take place during session 8, take only the time allotted for the session, be approved by the sponsoring youth sports organization and the coaches, and involve the community.
- *Potential projects:*
  - Invite parents and family members for a day of learning to play ultimate.
  - Run a clinic for younger players.
  - Invite peers and friends.
  - Work with a local high school, college, or adult team.
- Split girls into small groups of 4-5 participants. Give each group a piece of paper and marker/pencil.
- Give the groups 5 minutes to share ideas and write a few down on their papers.
- Each group should choose one idea they like the best. *If you have enough coaches, have a coach in each group.* Make sure to save these papers for Sessions 4 and 6.

### Wrap-Up Activity

10 minutes

Choose one activity.

#### A) Group Push-up

- Tell the group that their goal is to raise the whole group off of the ground with their hands being the only things with contact to the ground. They may use each other but may not use any other props.

• *Description Resource 2-1:* <http://tinyurl.com/GUM-ms-2-1>

#### B) Helium Hoop / Helium Stick

- Materials: 1 hula hoop (or lightweight stick/pole) for each group of 5 to 7 players
- 5-7 players gather around a hula hoop (a lightweight stick can also be used) and put their index fingers under the hoop's edge, starting with the hoop at roughly waist level. As a group, they try to lower the hoop to the ground while keeping everybody's two fingers touching the underside of the hoop at all times.
- Each individual's upward pressure on the stick or hoop, when aggregated, tends to be more than the weight of the stick or hoop, thus causing it to rise initially...almost magically, as if there's helium inside of it.

• *Video Resource 2-2:* <http://tinyurl.com/GUM-ms-2-2>

• *Description Resource 2-3:* <http://tinyurl.com/GUM-ms-2-3>

• *Description Resource 2-4:* <http://tinyurl.com/GUM-ms-2-4>

#### Debrief questions:

- Was it easier or harder than you expected? Why?
- What worked well with your team?
- What would you change?
- How did you communicate?
- Why was communication important?
- How did you cooperate?
- Why was cooperation important?



# Put It in Play— Skill-building on the Field: Communicating with Teammates

## How to Play Defense on the Thrower

5 minutes

- When one player has a disc, the other player guards them. This is called “marking.” This player is referred to as the “mark.”
- The mark stall counts while the thrower has the disc in their hand. Counting at an average second pace: “Stall-1, Stall-2, Stall-3...Stall-10.”
- The thrower has 10 “stalling” seconds to release the disc and pass to a teammate. If the thrower does not release the disc within 10 seconds, it is a turnover. The player must put the disc on the ground, and the other team may pick it up and continue play.

## Rule Review

5 minutes

- **Rule:** No pushing or hitting the disc while it is in someone’s hand. If you have the disc in your hand and your mark comes in contact with you or the disc, you can call “contact,” and the marker must restart counting from stall-1. The “contact” call is only for contact prior to releasing the disc; if there is contact while you are in the act of throwing, this would be a “foul” which will be discussed in a later session.
- **Skill-building:** Practice communicating on the field.
- **Ask:** how can we communicate on the field?

## Toss It in the Box: In Pairs

10 minutes

- Set up a box with 4 cones, approximately 10 yards by 10 yards, and have everyone stand in it. (Each person should be about 2-3 feet apart from each other.)
- Find a buddy and high five them. Each pair needs a disc.
- Complete 10 passes with your partner while moving

around in the box.

- Remember: You must stay in the box.
- If there’s time, switch partners and repeat.
- **Video Resource 2-5:** <http://tinyurl.com/GUM-ms-2-5>

## Toss It in the Box: With Defense

5 minutes

- Set up the same Toss It in the Box with partners (same rules).
- Choose one pair to start on defense. Their goal is to block, or intercept, as many passes as they can in one minute.
- If a defender blocks a disc, that pair must restart their count from stall-1.
- Do several rounds with different defenders based on time.
- **Video Resource 2-6:** <http://tinyurl.com/GUM-ms-2-6>

## Galaxy Game

15 minutes

- Three teams, three defending areas and three discs.
- Get the disc to lie down on the ground in the goal area or have 1-2 cones set up in the goal area that you have to hit down.
- You can’t run with the disc or run into the goal area.

**Video Resource 2-7:** <http://tinyurl.com/GUM-ms-2-7>

## Closing Circle

5 minutes

### SMART Worksheets

- Blank side:
  - Draw/write one thing they learned about cooperating or communicating.
- Goal sheet:
  - Ask the team to check their goals from last week. Did they meet them?
    - If no: Will you meet your goal soon? How can the team support you?
    - If yes: Each write one skill/goal they want to achieve.
- End with a cheer! If possible, have the girls brainstorm cheers ahead of time.



## SESSION 3: DIVERSITY & INCLUSION

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### Session Objectives

#### Leadership:

- Recognize differences within the team and our community.
- Realize that those differences make our team and community stronger.
- Encourage team members to include others equally and with respect.

#### Ultimate Skill-building:

- Discuss Spirit of the Game.
- Work to include everyone on the field.

### List of Necessary Materials

- Discussion disc
- Markers/pens
- Index cards
- SMART worksheets
- Beading/friendship bracelet string: 1 bag of beads per girl. The bag should include enough to distribute 1 bead per girl. (Example: If there are 20 girls on the team, each bag would have 20 beads).

### Opening Circle

5 minutes

- Using the Discussion Disc, ask the girls to remind you of what they learned last time.
- Explain that all leadership themes are important, but that we are talking about respect today and need to show respect from the start. As a special way to stay in the moment, we will go around the circle and each share, “What are you bringing in and what are you leaving out?” during the next hour and a half of time. (Example: “I am bringing in my excitement to see my new ultimate friend Laura right now, and I am leaving out that I got in trouble in school today.”)
- Once we “leave something out,” it will not be brought up or discussed until after our practice. This is OUR team time!

### Ice Breaker: Sum Me Up in One Word

10 minutes

- Pass out two index cards/marker to each girl. Ask them to write down one describing word per card and turn it into the coach anonymously. Share with the group that the words will be read out loud in a few minutes.
- Read the cards out loud, one at a time, asking the girls to raise their hands when the word read also describes them, regardless if it is their card or not. They may react as many times as they need/want. Depending on the schedule, read only the cards you have time to review.
- Prove to the team that, while we have differences, those differences allow us to be unique individuals; however, we all have similarities that unite and connect us.
- Ask “How can that knowledge strengthen our team moving forward?” Ask “How can we respect each other’s differences?”



### Coach/Team Discussion

10 minutes

- In Session 1, we discussed how everyone on the team has differences and similarities. What is another word for “differences?” (Answer: Diversity)
- What are some ways that our team as a whole is diverse?
- How diverse is your entire community?

### Activity: Bonding Beads

20 minutes

- Pass out string and a set of beads to each girl. If possible, every girl should have a different color or variety of bead.
- Explain that everyone needs to find a teammate. The girls will have approximately 30 seconds for each pairing.
- With their first pair, ask the girls to find something different about each other that they like and respect. If they discover something, they should trade one bead for another. After they discover something different and swap beads (approximately 30 seconds), ask them to find a new teammate. One method to identify when ready to find a new partner is to put up your hand—if you see someone’s hand up, and you’re ready, you can high five them and become their partner. Ideally, everyone should spend time with all members of the team.
- In the end, each girl should have a bracelet to represent the strength of the whole team.

### Discussion Continued

10 minutes

- What does the word “inclusion” mean to you?
- Has there ever been a time when you did not feel included or you witnessed someone else not being included? What happened?
- Do you remember if anyone supported you (or that other person) and stepped up to make everyone feel like a part of the group?
- Are you familiar with the word “upstander?” Why is it important to be an Upstander? (*According to CollinsDictionary.com, an Upstander is “someone who defends or stands up for a cause or belief.”*)

## Put It in Play— Skill-building on the Field: Using All Your Players

### Rule Review

5 minutes

- *Rule:* Spirit of the Game. Spirit of the Game means playing with honesty and integrity. What does that look like?
- *Skill-building:* Including all players.

### Flow Game

10 minutes

Flow is the smooth movement of the disc from one player to another, building chemistry with teammates.

- Set up a start line and end line.
- Split players up into groups of 3. Each group needs a disc.
- The 3 players should spread out on the start line and count off (1, 2, 3).
- The disc should start with player 1. Player 2 cuts (turns) towards the end line, and player 1 passes it to them. Player 3 cuts, so Player 2 can pass to them. Repeat until they reach the end line.
- *Remember:* Focus on timing the cuts and throws, so there is minimal wait time between throws.
- *Video Resource 3-1:* <http://tinyurl.com/GUM-ms-3-1>

### Look Over Your Shoulder

10 minutes

- Set up a throwing line and a cutting line. These 2 lines should face each other and be approximately 10 yards apart. The cutting line should have 4 players in it.
- The player at the front of the cutting line (Cutter #1) will start running diagonally away from the thrower. They will look over their shoulder and then plant their outside foot and turn and cut back toward the thrower. The thrower will then pass them the disc.
- Cutter #1 will pass it to Cutter #2 who ran farther down the field, and made the same turn over the shoulder cut. Continue this pattern with Cutter #3 and Cutter #4 until all cutters have touched the disc, then reset with a new



thrower and new cutters. Team challenge: Try to set up your timing so you are turning as the person in front of you is catching the disc.

- Players not running in the drill should help by communicating to the next person (“now,” “turn,” etc.) and by encouraging and cheering on teammates.
- If there is an incomplete pass, players can pick the disc up and continue the drill.

*Video Resource 3-2:* <http://tinyurl.com/GUM-ms-3-2>

### Create a Flow Pattern

*10 minutes*

- Have the players create a pattern for flow and practice it!
- Use the last 5 minutes to have each group demonstrate their flow pattern.

### Closing Circle

*10 minutes*

#### **SMART Worksheets**

Blank side:

- Draw/write one thing they learned about diversity and inclusion.
- Goal sheet:
  - Ask the team to check their goals from last week.
  - Did they meet them?
    - If no: Will you meet your goal soon? How can the team support you? What are some things you could do differently so that you can reach your goal?
    - If yes: Each write one skill/goal they want to achieve.
- Cheer!



## SESSION 4: CONFLICT RESOLUTION



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### Session Objectives

#### Leadership:

- *Discuss what conflict is and where we see it in our own lives.*
- *Talk about the negative and positive aspects to conflict.*
- *Explore how we use conflict resolution in our lives.*
- *Continue planning the Ultimate Community Project.*

#### Ultimate Skill-building:

- *Learn how to self-officiate.*
- *Practice staying calm on the field.*

### List of Necessary Materials

- Discussion disc
- Markers/pens
- Index cards
- Ultimate Community Project brainstorming sheets (created in Session 2)
- SMART worksheets

### Opening Circle

5 minutes

- Using the Discussion Disc, ask the girls what they remember from last practice.
- Ask, “What is conflict?”
- What area of your life typically has the most conflict? (Ex: School, Friends, Family, Team, Other?)

### Ice Breaker: Ro Sham Bo Rockstar

5 minutes

- Group everyone into pairs.
- Have each partner group introduce themselves and play a round of Ro Sham Bo (or enough rounds to break a tie). Ro Sham Bo is also known as Rock, Paper, Scissors.
- Everyone who does not win becomes the winner’s cheerleader, following them and shouting “Go \_\_\_\_\_!”
- The winner moves on to play another winning student.
- Each round, the winner advances to play again, and the non-winners and any previous cheerleaders are now all cheering for that winner.
- The game continues this way until it is down to two players, and the whole group is cheering for one or the other.
- *Description Resource 4-1:* <http://tinyurl.com/GUM-ms-4-1r>

### Coach/Team Discussion: How the Theme Relates to the Field

10 minutes

- How do young people act when they are dealing with

## SESSION 4: CONFLICT RESOLUTION



conflict? When is there a problem? Is it the same for adults?

- Do you remember a time when you had a conflict with someone else?
- What causes people to have conflict with each other?

### Activity: What Do I Do with WHAT!?

*15 minutes*

- Pass out one index card and one marker to each girl.
- Explain that you are a mad scientist with many brilliant and creative ideas (obviously!). However, life doesn't always work the way it is planned, and instead of getting a shipment of science supplies, you ended up with a supply of jump ropes that could cover an ultimate field. Yes, there are approximately two million jump ropes. What are you going to do with them all?!
- Ask the girls to write 2-3 sentences about their dilemma and go around the circle to share their ideas of a solution.
- Notice that all ideas may not be the same, but may have similar themes (Examples: donating to charity, or using them for fitness, etc.) Explain to the team that we may have had various solutions, but all could lead to success.

### Discussion Continued

*10 minutes*

- You've probably had more serious conflicts than that of the mad scientist. How did you deal with them?
- Is conflict negative? Can it be positive? When? Can you share an example?
- Have you ever helped someone else who was dealing with a conflict?
- What were some strategies you used to help him/her?
- Have you ever had a conflict with someone you were in competition with? What happened?

### Ultimate Community Project Brainstorm

*15 minutes*

- Frame the activity by explaining the potential for conflict when making a group decision. Planning our community

project will demonstrate conflict resolution. Ask the group, "How do we want to act/react while we are making group decisions?"

- Vote/choose an idea.
  - Using module two brainstorming papers, revisit their ideas out loud.
  - Each group should present their idea briefly. Then the group can vote on their favorite. (Or combine ideas if possible!)
- Once a decision has been reached, the coaches will reach out to the appropriate contacts to make them aware of the date (coaches of other teams, parents, etc.).
- Any further details regarding the project may be made during this time.

## Put It in Play— Skill-building on the Field: Staying Calm

### Body Contact

*5 minutes*

- Set up a start line and end line. Players pair up and stand shoulder to shoulder.
- Each pair lines up next to their partner on the start line.
- Players run and jump into each other as they move to the end line. (This should not be too forceful, but they shouldn't shy away from each other.)

*Video Resource 4-2:* <http://tinyurl.com/GUM-ms-4-2>

### Rule Review

*5 minutes*

*Rule:* Fouls

*Skill-building:* Advocate for yourself.



### How to Self-Officiate

5 minutes

#### Overview

1. Make a call, “foul!” Use your voice!
2. Everyone pause.
3. Say what you think happened.
4. Allow other player to respond.
5. Agree or disagree.

#### Receiver Fouls

- Agree—The disc stays with the player who called the foul.
- Disagree—The disc goes back for a do-over.

#### Thrower Fouls (while in the act of throwing)

- Agree—(a) If it was a completion then “play-on,” and (b) if it was a turnover, the disc goes back to the player who called the foul and the mark restarts their count at “0.”
- Disagree—(a) If it was a completion, then “play-on,” and (b) if it was a turnover, the disc goes back to the player who called the foul, and the mark checks the disc in and continues counting at the highest number reached +1, but never higher than “6.”

### Guarding with Contact

5 minutes

- The goal of this drill is to practice calling fouls.
- Players pair up with a disc and stand in a face-off position.
- The offensive player will set up like they are trying to throw the disc, while the defensive player guards them face to face.
- *Defensive player’s goal:* Guard the thrower closer than you should during a game (their shoulder should touch the offensive player’s shoulder).
- *Offensive player’s goal:* Pivot to make an open throw. When contact happens, call the foul and discuss the call.

### Keep Away Game

10 minutes

- Split players into 2 even teams.
- Goal is to make 5 complete passes to get 1 point.
- Remind players about body contact safety and making

calls. Fouls and contact will happen in this small space!

- *Video Resource 4-3:* <http://tinyurl.com/GUM-ms-4-3>
- *Video Resource 4-4:* <http://tinyurl.com/GUM-ms-4-4>

### Closing Circle

10 minutes

#### SMART Worksheets

- Blank side:
  - Draw/write one thing they learned about conflict resolution.
- Goal sheet:
  - Ask the team to check their goals from last week.
  - Did they meet them?
    - If no: Will you meet your goal soon? How can the team support you?
    - If yes: Each write one skill/goal they want to achieve.

Cheer!



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## Session Objectives

### Leadership:

- Discuss what our roles are as teammates on and off the field.
- Apply our teammate skills to different situations.

### Ultimate Skill-building:

- Practice supporting teammates trying new things.
- Learn the rules of the day, play a first game!

## List of Necessary Materials

- Discussion disc
- GUM kit
- Markers/pens
- SMART worksheets

## Opening Circle

5 minutes

- Ask the girls what they remember from last practice.
- Ask “What do you think it means to be a good teammate?” (Listening to each other, *encouraging each other*, working hard, etc.) “What does a good teammate do?”
- Introduce the idea of “sharing the air.” Explain that the loudest girl, or teammate, isn’t always the greatest teammate. Ask “Do you think that’s true? Why?”

## Ice Breaker: Find Somebody Who

10 minutes

- Instructor begins by saying, “Find somebody who...” filling in the blank. Options are endless. Here are a few:
  - has the same number of brothers and sisters as you
  - shares the same favorite color as you
  - was born in the same month as you, etc.
- Students must find a partner.
  - As partners, they are to decide who side A is and who side B is and then clasp hands in the air so the leader knows they are ready.
- Instructor specifies a particular piece of information A and B are to share with each other. Here are a few options:
  - If you could be any animal what would it be and why?
  - What is one thing you would change about the school to make it a better place?
  - If you could have a magical power, what would it be?
  - How do you know somebody is being a good friend?
- *Description Resource 5-1:* <http://tinyurl.com/GUM-ms-5-1>



### Activity: Relay Challenge

10 minutes

- Split girls into groups of 4.
- There are 4 legs to the relay challenge.
  - Leg 1: Leap frog
  - Leg 2: Crab walk
  - Leg 3: One-footed jump
  - Leg 4: Skip
- Instruct each group they need to decide who will participate in each leg of the relay. Emphasize that each leg is equally important. Mention that the coach will judge who wins.
- Run the relay!
- At the end of the relay, award the group who supported their group members the most, not who came in the fastest. Discuss how it is not about who is the quickest, but who is a caring teammate.

### Discussion Questions

10 minutes

- How did you decide who would run each leg of the challenge?
- Could any individual have completed this challenge by herself? Why/why not?
- What did your teammates do that helped you? How do these qualities relate to being a great teammate?
- What kinds of roles does a team need on the ultimate field?

## Put It in Play— Skill-building on the Field: Supporting Teammates

### Farthest Throw Challenge

10-15 minutes

- Each player needs their own disc.
- Players line up and wait for the coach to signal to throw.
- After everyone has thrown, players can run to collect their discs.

- In the next round, the goal is to throw it farther than they did previously. Remind the players that they are setting personal goals, not competing with teammates.

### Rule Review

5 minutes

- **Rule 1:** In/Out of Bounds. The line is out.
- **Rule 2:** Score a goal by catching it in the end zone.
- **Skill-building:** How are we going to support our teammates while we play today? Cheers, high fives, etc.

### 4v4

25-30 minutes

- Set up a field approximately 40 yards long and 25 yards wide. End zones can be 10 yards long. Make teams of 4-6 girls.
- Follow the GUM Rules (refer to page 27).

### Closing Circle

10 minutes

#### SMART Worksheets

- Blank side:
  - Draw/write one thing they learned about being a worthwhile teammate.
- Goal sheet:
  - Ask the team to check their goals from last week.
  - Did they meet them?
    - If no: Will you meet your goal soon? How can the team support you?
    - If yes: Each write one skill/goal they want to achieve.

Cheer!



## SESSION 6: PERSONAL DISCIPLINE



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### Session Objectives

#### Leadership:

- Explain different types of personal discipline and how it is helpful on and off the field.
- Continue planning our Ultimate Community Project.

#### Ultimate Skill-building:

- Playing hard and honestly at the same time.
- Putting skills together and applying them in a game!

### List of Necessary Materials

- Discussion disc
- GUM kit
- Ultimate Community Project invitations (optional)
- Markers/pens
- SMART worksheets
- Optional: cones, hula hoops, boxes, etc.

### Opening Circle

5 minutes

- Ask the girls what they remember from last practice.

- Ask “What do you think of when you hear the word ‘discipline?’” (*Getting in trouble, punishment, consequences, etc.*)
- Tell them, “Personal discipline is good/important for athletes, but also for meeting our goals in life, too.” Discuss the difference between personal discipline and discipline (like punishment).

### Ice Breaker: Partner to Partner

10 minutes

- When the instructor says “mingle mingle,” everyone mingles around within a defined space.
- When the instructor calls out “partner to partner,” everyone must pair up.
- The instructor gives out a task (e.g., give a double high five, create a secret handshake, do a dance move together).
- Repeat until everyone has 3-4 established partners.
- Instructor now calls, “find your double high five partner” or “dance move partner,” and players race to find those partners and do the task.
- With these partners, give a prompt to discuss personal discipline (e.g., talk about one goal you achieved in elementary school).

### Coach/Team Discussion: How the Theme Relates to the Field

10 minutes

- Tell them, “Each of us has goals, and we’ve even written some down on our goal sheets. Would anyone like to share one of their goals?” “Who else would like to share one of their goals?”



- Continue with, “How do we reach our goals? What steps do we need to take to reach them?”
- Explain that, “These steps or plans we make help us reach our goals. We need personal discipline to help make our dreams or ideas REAL!”
- Explain “We have a goal as a team! It’s our *Ultimate Community Project*. We brainstormed some ideas, but now we need some personal discipline and planning to make our dream/ideas REAL! What do we need to do to make our project come to life?”

### Activity: Ultimate Community Project Planning

20-25 minutes

*Plan out the idea in detail.*

- Split the girls into small groups to plan the project. Each group should have a specific role. The roles will depend on the project. (*Ideas for group roles: Materials, Promotion (spread the word), Schedule (before, during, after), etc.*)
- Each group should write their plan on a piece of paper and share with the entire team.
- Determine roles for during the project.
- Finalize everything if possible!

## Put It in Play— Skill-building on the Field: Playing Hard and Honestly at the Same Time!

### Design Disc Golf Course

15 minutes

*Optional materials: cones, hula hoops, boxes, etc.*

- Recognize suggestions and contributions of each teammate.
- Divide players into smart pairs (varying skill levels and avoiding cliques) with a disc.
- Assign each pair a hole number that will correspond with the order of the course.
- Have each pair choose a target for their hole.

- Optional: Create a par for each hole (how many throws it should take to hit the target.)
- After each pair has designed their hole, the group comes back together to present the designs.

### Disc Golf Game

20 minutes

- Pairs can either go one player at a time at each hole or alternate throwing at each hole. *Note: This should be decided as a team beforehand, as to not disrupt the flow of the game once it starts.*
- There should be only one pair at each hole to avoid congestion. Pairs should rotate through all the holes in some type of rotation to avoid confusion or backups.
- *Video Resource 6-1:* <http://tinyurl.com/GUM-ms-6-1>
- *Video Resource 6-2:* <http://tinyurl.com/GUM-ms-6-2>

### 4v4

*If time allows*

- Set up a field approximately 40 yards long and 25 yards wide. End zones can be 10 yards long.
- Make teams of 4-6 girls.
- Follow the GUM Rules of the Game.

### Closing Circle

10 minutes

#### SMART Worksheets

- Blank side:
  - Draw/write one thing they learned about personal discipline
- Goal sheet:
  - Ask the team to check their goals from last week.
  - Did they meet them?
    - If no: Will you meet your goal soon? How can the team support you?
    - If yes: Each write one skill/goal they want to achieve.

Cheer!

# SESSION 7: SELF-ADVOCACY



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## Session Objectives

### Leadership:

- Explain the importance of self-advocacy on and off the field.
- Use appropriate methods of self-advocacy.

### Ultimate Skill-building:

- Connect self-officiating with self-advocacy.

## List of Necessary Materials

- Discussion disc
- GUM kit
- Markers/pens
- Prepared self-officiating scenarios (created by the coach, based on team experience)
- Agenda/objectives/group agreements visuals (optional)
- SMART worksheets

## Opening Circle

5 minutes

- Gather in a circle.
- Ask the girls for three things they remember from last practice.
- Ask the group to define self-advocacy (speaking up for yourself). Why is self-advocacy important in ultimate? In other parts of your life?

## Ice Breaker: Run & Rally

5 minutes

- Divide the team up into a few groups. Have each group line up in a single file line.
- On your command, "On the signal 'run' you need to touch something blue. Ready? Run!" Everyone in each group must complete the assigned task and return to their starting line formation.
- Mix it up. When the groups are starting to return to their line, call out, "Rally!" and assign a different line formation that the groups must create (i.e., line up by height, shortest to tallest).
- *Description Resource 7-1:* <http://tinyurl.com/GUM-ms-7-1>

## Coach/Team Discussion: How the Theme Relates to the Field

15 minutes

- Ask for examples of when self-advocacy is helpful and/or important (with my friends, teachers, etc). Some examples may include: telling a friend you don't like when they take your things without asking, telling a teacher you don't understand an assignment or what they want you to do, and so on.



- After a few girls share, ask “What is similar (or the same) about these situations? What makes self-advocacy helpful/important in these examples?”
- Discuss the elements of appropriate self-advocacy. Explain that to self-advocate well you need to know:
  1. *Yourself.* What are you like as a person, friend, ultimate player?
  2. *What you need.* What is it that you think you’re missing?
  3. *How to get what you need.* Who/what steps will get you what you need?

*Optional:* If there is time, discuss situations when it’s not really self-advocacy or when it is unhelpful self-advocacy. Give an example (telling someone “they’re mean,” instead of saying “I don’t like it when...” Then ask, “What’s not an example of self-advocacy? Explain why it isn’t self-advocacy.”

### Activities

15 minutes

- Set up self-officiating scenarios in which the girls can practice self-advocacy.
- Examples of self-officiating:
  - A girl hits your arm when you’re throwing: You call a foul.
  - After you catch a disc in the end zone, a girl says you weren’t in: You think you were, so you call yourself in.
  - A girl accidentally trips you when you go to grab a disc, and you miss it: You call a foul.
  - A girl calls a foul on you, but you don’t think it was: You call “contest.”
  - A girl calls a “STALL” on you, but you think you let go of the disc before she got to 10: You call “contest.”
- Start with one scenario in front of the big group, so you can make sure they are aware of the most important aspects.
- Split into groups of 4.
- Within small groups, have 2 girls practice at a time with feedback and support from the other 2, then switch.

## Put It in Play— Skill-building on the Field: Revisit Self-Officiating

### Choose a Favorite Game

15 minutes

- Coach offers 3 game choices.
- Players vote for their favorite, simple majority wins. Play!

### 4v4

30 minutes

- Focus on hard defense and self-advocacy during any calls.
- Instructor should stop game when appropriate to clarify self-officiating moments.

### Closing Circle

10 minutes

- Circle up and have each girl share one thing they thought they did well.

#### SMART Worksheets

- Blank side:
  - Draw/write 1 thing they learned about self-advocacy.
- Goal sheet:
  - Review your goal sheet and share one accomplished goal with the team.
  - Determine a goal to set for the future.

Cheer!

### Post-Test

5 minutes

- Ask the team to complete all of the questions located on the GUM post-test.
- Remind them that there are no incorrect answers!



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## SESSION 8: ULTIMATE COMMUNITY PROJECT

### Session Objectives

#### Leadership:

- Complete *Ultimate Community Project* as a team.

#### Ultimate Skill-building:

- Teach someone else how to play.

### Day of Play!

- Potential projects
  - Invite parents and family members for a day of learning to play ultimate.
  - Run a clinic for younger female players.
  - Invite peers and friends to see what this program is all about.
  - Any creative idea the team dreams up!

### List of Necessary Materials

- Discussion disc
- GUM kit
- SMART worksheets
- Final packet
- Program awards/gifts/certificates of completion (optional)
- Other materials decided on in the *planning* stage of the project.

*Ideally, the session will use components from other lessons, but it is up to the team how they want to structure it.*



## PRE-TEST & POST-TEST STATEMENTS

For each statement circle the one answer that best describes you.

1. I am unique.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

2. I am athletic.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

3. I am smart.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

4. I am a leader.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

5. I am a good listener.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

6. I am strong at communicating.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

7. I work well with others when there is a conflict or problem.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

8. I understand what it means to be a worthwhile teammate.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

9. I feel connected to my community.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*

10. I will play ultimate in the future.

*strongly agree*   *agree*   *neither disagree nor agree*   *disagree*   *strongly disagree*



## Session Materials

- Discussion disc
- GUM kit
- Markers/pens
- Writing paper
- SMART worksheets
- Cones
- Optional: stopwatch, clipboards
- Post-it, or other place marker (Session 1)
- Pre-test and post-test (Sessions 1 & 7)
- 1 hula hoop or stick/pole per 5-7 players (Session 2)
- Index cards (Session 3)
- Beading/friendship bracelet string (Session 3)
- Ultimate Community Project invitations (Session 6)
- Prepared self-officiating scenarios (Session 7)
- Agenda/objectives/group agreements visuals (Session 7)
- Final packet (Session 8)
- Program awards/certificates of completion (Session 8)

## Resource Links

### SESSION 1: Building Our Team

- Get Familiar with the Disc
  - 1-1: <http://tinyurl.com/GUM-ms-1-1>
  - 1-2: <http://tinyurl.com/GUM-ms-1-2>
- Introduce Yourself
  - 1-3: <http://tinyurl.com/GUM-ms-1-3>
- Shadow Pivoting
  - 1-4: <http://tinyurl.com/GUM-ms-1-4>
- Tag Game
  - 1-5: <http://tinyurl.com/GUM-ms-1-5>

### SESSION 2: Cooperation Means Communication

- Group Push-up
  - 2-1: <http://tinyurl.com/GUM-ms-2-1>
- Helium Hoop / Helium Stick

2-2: <http://tinyurl.com/GUM-ms-2-2>

2-3: <http://tinyurl.com/GUM-ms-2-3>

2-4: <http://tinyurl.com/GUM-ms-2-4>

- Toss It in the Box, Pairs

2-5: <http://tinyurl.com/GUM-ms-2-5>

- Toss It in the Box, Defense

2-6: <http://tinyurl.com/GUM-ms-2-6>

- Galaxy Game

2-7: <http://tinyurl.com/GUM-ms-2-7>

### SESSION 3: Diversity & Inclusion

- Flow Game

3-1: <http://tinyurl.com/GUM-ms-3-1>

- Look Over Your Shoulder!

3-2: <http://tinyurl.com/GUM-ms-3-2>

### SESSION 4: Conflict Resolution

- Ice Breaker: Ro Sham Bo Rockstar

4-1: <http://tinyurl.com/GUM-ms-4-1>

- Body Contact

4-2: <http://tinyurl.com/GUM-ms-4-2>

- Keep Away Game

4-3: <http://tinyurl.com/GUM-ms-4-3>

4-4: <http://tinyurl.com/GUM-ms-4-4>

### SESSION 5: Being a Great Teammate

- Ice Breaker: Find Somebody Who...

5-1: <http://tinyurl.com/GUM-ms-5-1>

### SESSION 6: Personal Discipline

- Disc Golf Game

6-1: <http://tinyurl.com/GUM-ms-6-1>

6-2: <http://tinyurl.com/GUM-ms-6-2>

### SESSION 7: Self-Advocacy

- Ice Breaker: Run & Rally

7-1: <http://tinyurl.com/GUM-ms-7-1>

# SMART GOAL WORKSHEET



DATE \_\_\_\_\_

NAME \_\_\_\_\_

**S**

**SPECIFIC**

*What do you want to accomplish?*

**M**

**MEASURABLE**

*How will you know when you have accomplished your goal?*

**A**

**ATTAINABLE**

*How can the goal be accomplished?*

**R**

**RELEVANT**

*Is it worth working hard to accomplish? Explain.*

**T**

**TIMELY**

*By when will the goal be accomplished?*



# Certificate of Completion

This certificate is presented to

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For successfully completing the

# GIRLS' ULTIMATE MOVEMENT LEADERSHIP PROGRAM

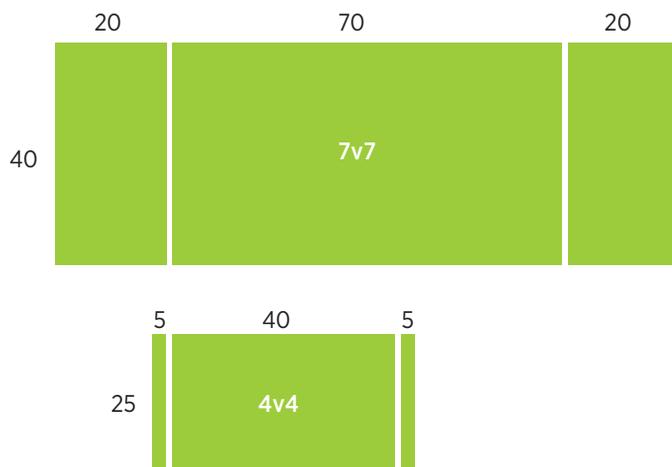
Date



Coach

## Before the Game

- *The Field:* A rectangular shape with an end zone at each end. A regulation field for 7v7 play is 70 yards long by 40 yards wide, with end zones 20 yards long. For beginning players, 4v4 is recommended on a field 40 yards long by 25 yards wide, with end zones 5 yards long. These dimensions can be adjusted based on the coach's discretion.



- *The Flip:* To begin the game, a student from each team will get their turn to do the flip (a chance to give a less-involved player a job!) by holding a disc and flipping it in the air on the count of three. A third player will call “same” or “different” while the discs are in the air. Once the discs have settled on the ground, players look to see if the discs landed facing the same way or different ways. If the caller is correct, her team decides if they will start with the disc first (defense) or receive (offense), and the loser of the flip gets to decide which side of the field her team will start on.
- *Players:* At practice, the number of players on a team is up to the coach, depending on space and skill level of players.
- *Substitutions:* Coaches will help to regulate subbing to ensure that all players get to play. After a point is scored, both teams bring on new players. Players do not sub during a point. If the point is very long, it is at the coach's discretion to pause the point and call for subs to start a new point. Or the coach may decide to take a full-team timeout to get water and/or talk about the point just played.

## During the Game

- *Initiate Play:* A point begins with each team lined up with a yard separating players on their end zone's front line. When playing person/standard defense, each player on the defensive/pulling team looks at the player directly across the field from her. This is the player she will guard for this point.
  - The team on defense raises the disc in the air to show that they are ready. The team on offense raises their hands when they are ready to receive the “pull.” A pull is a long throw from the team on defense to the team on offense that starts the point. Every player on the offensive team must raise a hand before the pull (to promote inclusion).
  - The team on defense pulls the disc to the receiving team. If it lands out of bounds, the offense can take the disc to the middle of the field, 20 paces from the front of their end zone to begin the point. This is called the “brick mark.”
- *Marking:* Once a player picks up or passes the disc, the player who is guarding them for this point will set a “mark.” The “mark” must be one foot away from the player with the disc and will initiate counting by saying “stall 1, stall 2, stall 3, stall 4, stall 5...” The player with the disc has until the “mark” says “stall 10” to pass the disc to another player. If the player with the disc does not pass the disc by “stall 10” then it is a turnover, and the disc is placed on the ground for the opposing team to pick up.
- *Scoring:* Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play restarts after each score with the scoring team pulling from the end zone where they just scored. Games can be played to a point value or to a certain amount of time, based on the program's needs. Timed games are recommended for new players.
- *Movement of the Disc:* You cannot run with the disc. Once you catch it, you must stop and set your pivot foot. If you run after catching the disc, it is considered a “travel” and is a violation of the rules.
- *Change of Possession:* A “turnover” occurs when the disc touches the ground or the defense catches the disc. When a turnover occurs, there is no stoppage of play. The team that was on defense is now on offense and may pick up the disc where the turnover occurred, or if the disc went out of bounds, they bring the disc to the nearest spot on



the sideline of the field and touch it to the ground to begin playing again. If the disc was intercepted, the defensive team that made the interception is now on offense and can continue play.

### Physical Contact and Self-Officiating

- *Spirit of the Game:* Ultimate stresses sportswomanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules and the basic joy of play. Spirit of the Game means honesty. When in doubt, treat others the way you want to be treated.
- *Self-Officiating:* Players call themselves in or out of bounds. Catching the disc with your foot on the line is out of bounds. A player must catch the disc in bounds to be considered “in.” However, momentum can bring a player out of bounds after catching the disc/stopping rotation. If the player’s first contact with the ground after catching the disc was in bounds, they are considered “in.” Players also have the individual responsibility of calling their own fouls.
- *Non-Contact Sport:* Players should aim to stay an arm’s length from their opponent. Accidental contact in pursuit of the disc is okay, but intentionally running into other players is not.
  - Players may not knock or pull the disc out of another player’s hands. The player with the disc has possession until she attempts to throw to the next teammate.
- *Fouls:* When one player makes contact with another player, a foul is called and play stops. The player who called the foul explains why she called it. The other player gets a chance to respond. If they cannot agree on the outcome of the play, they should have a “do-over” by giving the disc back to the person who threw it.