

EOSSAA Ultimate Playing Regulations
Tournament Based
(May 2019)

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1. Season of Play

The season of play for ultimate is the fall. The EOSSAA tournament will take place during the third week of October, if possible, and in coordination with the OFSAA schedule.

2. Location

Any school applying to host the EOSSAA Championship shall have at least four playing fields (two soccer sized fields) available for use in the championship. The location of the championship will be determined prior to the event.

3. Convenor's Duties

Please refer to the EOSSAA website (www.eosaa.ca).

4. Entry

- a. Entry shall be accepted by e-mail or fax from local association convenors or designates only. Entry must include: school name, school phone and fax numbers, coach's name, home phone number and e-mail, team roster including first and last name on the completed Local Association and EOSSAA entry form, and entry fee. Teams must submit their letter of intent regarding OFSAA to the EOSSAA convenor before play begins.
- b. Each local association may enter two teams. The number of teams that may be entered from a local association may be more, depending on the number of associations that hold championships.
- c. Local association ultimate convenors must advise the EOSSAA ultimate convenor no later than seven days prior to the EOSSAA championship if the local association will or will not have entries.
- d. Entry must be received by the EOSSAA ultimate convenor no later than three days prior to EOSSAA.
- e. Local associations declaring intent to participate in a championship are responsible for their share of the championship cost whether or not they participate in the championship. Until these championship entry fees are paid, that school shall forfeit participation in any subsequent EOSSAA championship.
- f. Any suspensions or disciplinary actions in local association play shall be carried forward into EOSSAA competition. The local association convenor shall be responsible for reporting such players and the nature of the disciplinary action on the EOSSAA entry form.

5. Eligibility

- a. Players
To represent their League, a school/student must be eligible for

competition under the EOSSAA Constitution (see Bylaw 4).

b. Coaches

- i. A member of the school's staff, either as a coach or a staff advisor, must be present at all times during the game.
- ii. All Coaches shall respect the Code of Ethics for Coaches, Appendix IV, EOSSAA constitution.

- c. At all times while in the competition venue, athletes are expected to show respect toward the official(s), coaches, spectator(s), opponent athletes and teammates.

6. Tournament Structure and Procedure

a. Structure

- i. Each team is a varsity team - both junior and senior grades will be represented on the team.
- ii. Each team can carry no more than 21 players on the roster. The roster should be made up of males and females in order to support the gender ratios governed by Rule A from Section A7.2 of the WFDF Rules of Ultimate 2017, Appendix v. 1.0 - this is the rule that has been adopted by Ultimate Canada.
- iii. Teams will be seeded by the EOSSAA convenor based on reported skill and experience levels, as reported by coaches and based on the following criteria:
 1. Current year tournament/exhibition game results
 2. Past year tournament/exhibition game results
 3. Strength and experience of team players
 4. Coach's assessment of appropriate seeding
- iv. Each team will name a captain and spirit captain.
- v. The tournament will be a one day event.
- vi. Teams will be seeded based on coach's input.
 1. Teams will be divided into pools and play a round robin series. Teams will then be reranked based on their performance and move on to a championship bracket or consolation bracket. Options for twelve, ten, and eight teams are included in Appendix B.

b. Procedures

- i. Registration of teams will take place as soon as possible after local association tournaments.
- ii. The coach, team captain, and spirit captain must attend a meeting at the beginning of the tournament day.
- iii. Disc Flips
 1. At the beginning of the game, players will flip a disc to determine which team will start with the disc and which end each team will start at.
 2. An additional disc flip then happens with the winner selecting the gender ratio for the first point. For the second and third points the ratio must be the reverse of the first point. For the fourth and fifth points the ratio must be the same as the first point. This pattern of alternating the ratio every two points repeats until the end of the game (half time has no impact on the pattern). For example: Team A wins the flip and starts on defense with 4 women, 3 men. After the conclusion of the first point, the next two points are played with 3 women, 4 men, and then the next two points flip back to 4 women, 3 men. This pattern continues until the game's end. This results in an even distribution of gender ratios within a mixed game.
 3. If there is a conflict over jersey colour then the disc will be flipped to determine which team will change jersey colour.
- iv. At the completion of the game, players and coaches shall shake hands with opponents.

7. Rules of Game

The USAU 11th Edition ultimate rules (see Appendix A) will be followed, however, the following areas are exceptions and/or should be highlighted:

a. Gender Ratio

Rule A from Section A7.2 of the WFDF Rules of Ultimate 2017, Appendix v. 1.0 - this is the rule that has been adopted by Ultimate Canada.

- i. At the start of the game, after the first disc flip, an additional disc flip happens with the winner selecting the gender ratio for the first point.
- ii. For the second and third points the ratio must be the reverse of the first point.

- iii. For the fourth and fifth points the ratio must be the same as the first point. This pattern of alternating the ratio every two points repeats until the end of the game (half time has no impact on the pattern).
- iv. For example: Team A wins the flip and starts on defense with 4 women, 3 men. After the conclusion of the first point, the next two points are played with 3 women, 4 men, and then the next two points flip back to 4 women, 3 men. This pattern continues until the game's end. This results in an even distribution of gender ratios within a mixed game.

b. Fields

- i. The standard field of play may be modified by the tournament convenor according to the size of the field available with a minimum rectangular area twenty five metres wide and fifty metres long with fifteen metre end zones on either end. Usually a soccer field is split in half lengthwise, but any green space of the proper size is acceptable.
- ii. The end zones will be marked with cones. The cones near the goal posts (should any be present on the field) will be moved forward by approximately two yards to help avoid collisions with the goal posts.
- iii. The brick mark (see Appendix A) may be modified by the tournament convenor according to the size of the field available, with a minimum distance of ten metres from each end zone, mid-way between the sidelines.

c. Length of Games

- i. Games will be thirty-five minutes in length and consist of two fifteen minute halves played straight time with a five minute break between halves. The length of game can be shortened and/or lengthened depending on the number of teams in the tournament and/or the number of fields that are available.
- ii. Games are timed, however, the maximum score will be fifteen.
- iii. Coaches must synchronize watches and monitor the time throughout the game.
- iv. As soon as the time cap is occurs, the point being played must be finished.
- v. If a point is scored before the expiration of time (even if there is only one second left) at the end of the game, a pull must occur, unless the point differential is two or more and there is no way for a team to catch up.

- d. Half Time
 - i. At half time, the point is played out and the time over fifteen minutes will be subtracted from the second half.
 - ii. The receiving team should be ready four minutes and forty five seconds after the start of half time.
 - iii. The pulling team should pull within five minutes of the start of half time.

- e. Time-outs
 - i. Each team is allowed one 1-minute time-out per half. This is different from the USAU 11th Edition rules due to the shorter length of game.
 - ii. During regular play only the team in possession of the disc can call a time-out. After a point is scored or before both teams have signaled readiness to start play, any player or coach can call a time-out.
 - iii. Once the team has returned to the field, the player in possession of the disc at the time of the time out being called must assume possession of the disc again.
 - iv. Time-outs can be called at any time during the game, except for during the last five minutes of play.

- f. Tie-breaking Procedures
 - i. For ties in standings between two teams the following should be used:
 - 1. Head-to-head record
 - 2. Most wins
 - 3. Points against
 - 4. Most points for
 - 5. Flip a disc
 - ii. For ties in standings between three teams, the following should be used:
 - 1. Head-to-head record
 - 2. Plus/minus using only the results from the tied teams
 - 3. Points against using only the results from the tied teams
 - 4. Points for using only the results between the tied teams
 - 5. Once a team wins the tie-breaker, the other teams will be subject to the head-to-head record between those two teams

- g. Foot blocks are allowed.
- h. Rule Disputes
 - i. In the event of a dispute on the field to which there is no timely resolution, both coaches are expected to be role models and facilitate/mediate a timely resolution.
 - ii. Coaches can make sure that the proper rules are known to all competitors by referring to the rule book, but should not make the call. The responsibility of making/enforcing the decision/resolution on the field lies strictly in the hands of the competitors on the field.
 - iii. The only exception to the above is if an official Observer is present at the game in which case he/she will help to facilitate the calls, if required. Observers will be present for playoff rounds.
- i. Substitutions
 - i. Substitutions are only made after points.
 - ii. There is no limit to the number of times a player may be substituted into and out of a game.
 - iii. Players not in the game may replace players in the game after a point and during an injury timeout for the injured player.
- j. Coaching and Player Zones
 - i. Where possible, players and coaches from opposing teams shall be on the opposite sides of the field. Players and coaches should not be on both sides of the field at one time.
 - ii. When teams must be on the same side of the field, players must remain on their respective half of the field for the duration of the game. Coaches are allowed to coach from anywhere along the sideline.

8. Spirit of the Game

Spirit of the Game is used to describe the respect that every player in the game has for the rules and their fellow players. Teams are expected to play hard and be competitive, but never at the expense of mutual respect among competitors, adherence to the rules or the basic joy of playing.

- a. No referees exist for this tournament and the players officiate. The only exception here could be in the event of the presence of an Observer who

would help to facilitate resolutions in calls, should the need arise.
Observers will be present for play off rounds.

- b. Teams will be required to have a Spirit Captain who is responsible for leadership in the promotion of good spirit during games (see Appendix C).
- c. Upon completion of a game, teams should participate in a Spirit Circle (see Appendix D).
- d. Teams will be required to complete spirit of the game score sheets for each of their games (see Appendix E).
- e. Upon completion of the tournament, the spirit points will be totaled and a spirit award will be awarded to the team with the highest point total.

9. Uniforms and Equipment

a. Uniforms

- i. All players will wear identical shirts that will ideally also be marked with a number that is unique to that player on the team.
- ii. Teams must have a second set of uniforms/pinnies in the event of two opposing teams with uniforms of a similar colour.
- iii. If there is a conflict over jersey colour then the disc will be flipped to determine which team will change jersey colour.

b. Equipment

- i. Game discs will be any WFDF approved frisbee and should be white in colour with the official 175 gram weight.

10. First Aid

- a. Coaches should have a first aid kit on hand for their team.
- b. A qualified first aid person/team will be on hand for the duration of the tournament.

11. Awards

- a. The winners of the finals will receive a EOSSAA Championship Trophy and EOSSAA medals
- b. The second place team will receive EOSSAA second place medals.
- c. The top score for spirit will receive an award for spirit.
- d. The top school of the finals will represent EOSSAA Ultimate at the OFSAA Championship (festival) if needed.

- e. In the event that there are not enough challengers at the EOSSAA level, local association winners submit an application to OFSAA to represent EOSSAA at the OFSAA Championship (festival).

APPENDIX B - Possible Tournament Structures

Twelve Team Round Robin

Initial Pools (numbers refer to seeding)

Pool A	Pool B	Pool C	Pool D
1	2	3	4
8	7	6	5
9	10	11	12

Round Robin Pool Play Schedule

Time	Field 1	Field 2	Field 3	Field 4
9:00-9:35	A1 vs A3	B1 vs B3	C1 vs C3	D1 vs D3
9:50-10:25	A1 vs A2	B1 vs B2	C1 vs B2	D1 vs D2
10:40-11:15	A2 vs A3	B2 vs B3	C2 vs C3	D2 vs D3

Wins = three points

Tie = two points

Loss = one point (loss of less than four points)/zero points (loss by four or more points)

After the pool play, teams will be reseeded in the following table:

Pool A	Pool B	Pool C	Pool D
1st	1st	1st	1st
2nd	2nd	2nd	2nd
3rd	3rd	3rd	3rd

After pool play (two games each), the top two teams in each pool will enter into an **eight team championship bracket** and the bottom team in each pool will enter in a **four team bracket for 9th place**.

Time	Field 1	Field 2	Field 3	Field 4
11:45-12:20	X: 3rd A v 3rd B	Y: 3rd C v 3rd D		
12:35-1:10	Q1: 1st A v 2nd B	Q2: 1st B v 2nd A	Q3: 1st C v 2nd D	Q4: 2nd C v 1st D
1:25-2:00	S3: LQ1 v LQ4	S4: LQ2 v LQ3	S1: WQ1 v WQ4	S2: WQ2 v WQ3
2:15-2:50	7th: LS3 v LS4	5th: WS3 v WS4	9th: WX v WY	11th: LX v LY
3:05-3:40	3rd: LS1 v LS2	1st: WS1 v WS2		

Ten Team Round Robin

Initial Pools (numbers refer to seeding)

Pool A	Pool B
1	2
3	4
5	6
7	8
9	10

Round Robin Pool Play Schedule

Time	Field 1	Field 2	Field 3	Field 4
9:00-9:35	A1 vs A2	A3 v A4	B1 v B2	B3 v B4
9:50-10:25	A1 v A3	A2 v A5	B1 v B3	B2 v B5
10:40-11:15	A1 v A4	A3 v A5	B1 v B4	B3 v B5
11:30-12:05	A1 v A5	A2 v A4	B1 v B5	B2 v B4
12:20-1:05	A2 v A3	A4 v A5	B2 v B3	B4v B5

Wins = three points

Tie = two points

Loss = one point (loss of less than four points)/zero points (loss by four or more points)

After the pool play, teams will be reseeded in the following table:

Pool A	Pool B
1st	1st
2nd	2nd
3rd	3rd

4th	4th
5th	5th

After pool play (four games each), crossover to determine final placement (ie.. 1st A plays 1st B to determine 1st/2nd, 2nd A plays 2nd B for 3rd/4th and so on).

Time	Field 1	Field 2	Field 3	Field 4
1:35-2:10	5th A v 5th B	2nd A v 2nd B	3rd A v 3rd B	4th A v 4th B
2:15-2:50	1st A v 1st B			

Eight Team Round Robin

Initial Pools (numbers refer to seeding)

Pool A	Pool B
1	2
3	4
5	6
7	8

Round Robin Pool Play Schedule

Time	Field 1	Field 2	Field 3	Field 4
9:00-9:35	A1 v A2	A3 v A4	B1 v B2	B3 v B4
9:50-10:25	A1 v A3	A2 v A4	B1 v B3	B2 v B4
10:40-11:15	A1 v A4	A2 v A3	B1 v B4	B2 v B3

Wins = three points

Tie = two points

Loss = one point (loss of less than four points)/zero points (loss by four or more points)

After the pool play, teams will be reseeded in the following table:

Pool A	Pool B
1st	1st
2nd	2nd
3rd	3rd
4th	4th

After pool play (three games each), there will be a **four team championship bracket** and a **four team consolation bracket**.

Time	Field 1	Field 2	Field 3	Field 4
11:45-12:20	S1: 1st A	S2: 1st B	S3: 3rd A	S4: 3rd B

	v 2nd B	v 2nd A	v 4th B	v 4th A
12:35-1:10	5th: WS3 v WS4	7th: LS3 v LS4		
1:25-2:00	1st: WS1 v WS2	3rd: LS1 v LS2		

APPENDIX C - Spirit Captain Responsibilities (adapted from WFDF)

Spirit Captain responsibilities are off the field.

The Spirit Captain shall:

- Meet with the opposition Spirit Captain a few minutes before the games. This is a great way to start things off on a friendly note.
- Communicate with the other Spirit Captain if any spirit problems arise. Earlier rather than later is best, as this can avoid a game going “bad”, especially where the two teams have different viewpoints or expectations.
- Aid your teammates in resolving spirit issues off the field/between points and after games
- Enter or return scores promptly to tournament organizers or scorekeepers.
- Hand in spirit score sheets.
- BE CALM in the heat of the game and remind your teammates to do the same.
 - Breathe.
 - Explain what you think happened.
 - Consider what they think happened.
 - Ask for advice.
 - Listen.
 - Make the Call.

Remember, players have 30 seconds to resolve any issue before the disc goes back to the thrower.

APPENDIX D - Spirit Circle Description (adapted from WFDF)

Spirit Circles are highly encouraged and ideally utilized to address spirit issues, discuss game situations, and/or compliment the other team on a great game. Be open, honest and candid, but not abusive. A Spirit Circle should occur after every game and is an

opportunity to learn and educate. Captains will lead spirit circles and they should take no longer than 5 minutes. They can also include spirit games.

Talking points for a Spirit Circle could be:

- A few things that went well during the game.
- One thing the other team could work on.
- Highlights of plays/specific players.

Immediately after the Spirit Circle is a good time for the Captains and Spirit Captains to meet briefly with their teams and share impressions on the game, to help advise one another on what went right and what could be improved in the future, and to complete the spirit score sheet.

APPENDIX E - Spirit Score Sheet (from WFDF)

Using the spirit scoring system:

- There are five principles of Spirit: 1) Rules Knowledge and Use, 2) Fouls and Body Contact, 3) Fair-Mindedness, 4) Positive Attitude and Self-Control, 5)

Communication.

- Spirit scoring is a team effort! Encourage all players to hold up fingers to “vote” for the score they think should be given in each category. People with outlying opinions (0s, 4s or maybe 1s and 3s) should speak about why they feel this way. Other players can then adjust their score, and then an average is taken.
- Remember: a “2” is a normal score. Normal total scoring is between 8-13.

Day	Your Team Name (division)					
SPIRIT OF THE GAME SCORE SHEET						
<p>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.</p>	<p style="text-align: center; border-bottom: 1px solid black;">Opponent</p> <table border="0" style="margin: auto; text-align: center;"> <tr> <td style="padding: 0 5px;">Poor</td> <td style="padding: 0 5px;">Not Good</td> <td style="padding: 0 5px; background-color: #cccccc;">Good</td> <td style="padding: 0 5px;">Very Good</td> <td style="padding: 0 5px;">Excellent</td> </tr> </table>	Poor	Not Good	Good	Very Good	Excellent
Poor	Not Good	Good	Very Good	Excellent		
<p>1. Rules Knowledge and Use <small>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.</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 15%; text-align: center;">0*</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center; background-color: #cccccc;">2</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">4*</td> </tr> </table>	0*	1	2	3	4*
0*	1	2	3	4*		
<p>2. Fouls and Body Contact <small>Examples: They avoided fouling, contact, and dangerous plays.</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 15%; text-align: center;">0*</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center; background-color: #cccccc;">2</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">4*</td> </tr> </table>	0*	1	2	3	4*
0*	1	2	3	4*		
<p>3. Fair-Mindedness <small>Examples: They apologized in situations where it was appropriate, informed teammates about wrong/unnecessary calls. Only called significant breaches</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 15%; text-align: center;">0*</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center; background-color: #cccccc;">2</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">4*</td> </tr> </table>	0*	1	2	3	4*
0*	1	2	3	4*		
<p>4. Positive Attitude and Self-Control <small>Examples: They were polite. They played with appropriate intensity irrespective of the score. They left an overall positive impression during and after the game.</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 15%; text-align: center;">0*</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center; background-color: #cccccc;">2</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">4*</td> </tr> </table>	0*	1	2	3	4*
0*	1	2	3	4*		
<p>5. Communication <small>Examples: They communicated respectfully. They listened. They kept to discussion time limits.</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 15%; text-align: center;">0*</td> <td style="width: 15%; text-align: center;">1</td> <td style="width: 15%; text-align: center; background-color: #cccccc;">2</td> <td style="width: 15%; text-align: center;">3</td> <td style="width: 15%; text-align: center;">4*</td> </tr> </table>	0*	1	2	3	4*
0*	1	2	3	4*		
<p>Summing the results <small>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).</small></p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px; margin: auto;"> <tr> <td style="text-align: center; padding: 5px;"> </td> </tr> </table> <p style="margin-top: 5px;">Spirit Score Total</p>					
<p>*Comment Box <small>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.</small></p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/>					

	Poor score	Not so Good score	Good (normal) score	Very Good score	Excellent score
Facts Knowledge and use	<ul style="list-style-type: none"> They repeatedly exhibited poor knowledge of the rules They often disregarded or purposefully misinterpreted the rules They refused to learn details of the rules and SOTG 	<ul style="list-style-type: none"> For the level of play they showed a general lack of rules knowledge They disregarded or purposefully misinterpreted the rules during the game a few times They were resistant to being taught rules or elements of SOTG They didn't keep to time limits They were Offside during pulls even after an initial warning 	<ul style="list-style-type: none"> For the level of play they showed good knowledge of the rules 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 them 	<ul style="list-style-type: none"> For the level of play they showed an above average knowledge of the rules There was at least one case where they helped us learn some of the rules we did not know 	<ul style="list-style-type: none"> For the level of play they showed excellent knowledge of the rules They abided by the rules throughout the game They explained the rules we did not know very clearly, efficiently, and in a way that added to our joy of the game
Rules Knowledge and use	<ul style="list-style-type: none"> Even after repeated calls they continued to have the same foul or contact issues There were several instances of dangerous or reckless plays They made little effort to avoid body contact 	<ul style="list-style-type: none"> The amount of non-incidental body contact was a bit too much There were a few instances of dangerous or reckless plays 	<ul style="list-style-type: none"> Nothing significant occurred beyond incidental contact 	<ul style="list-style-type: none"> There was at least one clear case of thoughtful contact avoidance 	<ul style="list-style-type: none"> There were several clear cases of thoughtful contact avoidance They played in a style that avoided the potential for both fouls and unnecessary body contact
Context	<ul style="list-style-type: none"> The opposing team always took the stance that they were right on calls When asked, teammates did not give their opinion on calls where the result could have gone against their team They made many unjustifiable calls/contexts They made retaliatory calls They frequently fouled and/or made calls for tactical reasons They unduly delayed the game for tactical reasons 	<ul style="list-style-type: none"> They often gave the impression they would only see things in a manner favorable to their team They made a few unjustifiable calls/contexts They were not consistent in their calls throughout the game They were quick to complain when we made a call, irrespective of the appropriateness of the call 	<ul style="list-style-type: none"> They didn't call breaches that did not affect the outcome of the action, such as a minimal travel on an unmarked thrower, or fouls on throws they made that would not have been caught anyway They respected and acknowledged our opinions on calls, even when they disagreed They apologized in situations where it was appropriate (like an uncontested foul) They adjusted their behavior based on our feedback in a way that improved the enjoyment of the game 	<ul style="list-style-type: none"> There was at least one case where they informed teammates when they made wrong or unnecessary calls/contexts They retracted calls when they thought they were wrong 	<ul style="list-style-type: none"> There were several clear examples of opposition players seeking to uphold the truth of the situation, even if it did not benefit them. They remained fair-minded even in crucial situations (eg. Universe point)
Fair-Mindedness	<ul style="list-style-type: none"> Players and/or their sideline were often rude and discourteous towards opponents, their own teammates, officials, volunteers, organizers, and/or spectators Physical confrontation occurred on/off the field Several instances of edge-down spiking, or aggressive celebration towards opponent Several instances of deliberately damaging equipment They played in a patronizing manner (e.g. scoccer only points, trick plays, etc...) 	<ul style="list-style-type: none"> Players and/or sidelines sometimes exhibited a lack of self-control and positive attitude towards opponents, their own teammates, officials, volunteers, organizers, and/or spectators They actively celebrated our errors to humiliate players A few instances of edge-down spiking or aggressive celebration towards opponent A few instances of deliberately damaging equipment 	<ul style="list-style-type: none"> Opposing team left an overall positive impression during and after the game, e.g. during the Spirit circle They were polite to us, their teammates, officials and spectators They thanked us for the game They played with appropriate intensity irrespective of the score 	<ul style="list-style-type: none"> They introduced themselves to us They complimented us on a good play or celebrated good plays by either team in a positive manner There were 1-2 instances where they clearly showed very good self-control 	<ul style="list-style-type: none"> Demonstrated excellent self control on the field during potentially stressful situations Highest level of self-control and positive attitude shown throughout game towards opponents, officials, and spectators
Positive attitude and self-control	<ul style="list-style-type: none"> They frequently refused to discuss issues/calls They got angry/reacted with contempt at several calls/contexts They frequently used offensive language Their body language was frequently rude or aggressive, such as smirking or making offensive hand gestures 	<ul style="list-style-type: none"> Conflicts were resolved without incident They communicated respectfully They listened They kept to discussion time limits Their captain/leaders explained their point of view The sideline/other players helped out when asked 	<ul style="list-style-type: none"> They provided evidence to support their calls They communicated their point of view effectively and calmly Their captain/leaders communicated with our leaders very effectively They brought up spirit issues and general concerns as early as possible 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc.... 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc....
Officials, volunteers, organizers, and spectators	<ul style="list-style-type: none"> They frequently refused to discuss issues/calls They got angry/reacted with contempt at several calls/contexts They frequently used offensive language Their body language was frequently rude or aggressive, such as smirking or making offensive hand gestures 	<ul style="list-style-type: none"> Conflicts were resolved without incident They communicated respectfully They listened They kept to discussion time limits Their captain/leaders explained their point of view The sideline/other players helped out when asked 	<ul style="list-style-type: none"> They provided evidence to support their calls They communicated their point of view effectively and calmly Their captain/leaders communicated with our leaders very effectively They brought up spirit issues and general concerns as early as possible 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc.... 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc....
Communication (With players, officials, volunteers, organizers, and spectators)	<ul style="list-style-type: none"> They frequently refused to discuss issues/calls They got angry/reacted with contempt at several calls/contexts They frequently used offensive language Their body language was frequently rude or aggressive, such as smirking or making offensive hand gestures 	<ul style="list-style-type: none"> Conflicts were resolved without incident They communicated respectfully They listened They kept to discussion time limits Their captain/leaders explained their point of view The sideline/other players helped out when asked 	<ul style="list-style-type: none"> They provided evidence to support their calls They communicated their point of view effectively and calmly Their captain/leaders communicated with our leaders very effectively They brought up spirit issues and general concerns as early as possible 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc.... 	<ul style="list-style-type: none"> They explained the game to spectators and newcomers They motivated us to keep high spirit and suggested concrete examples on how to do it They communicated very effectively and made us feel comfortable discussing the game They properly used official hand signals to indicate fouls, scores, etc....