

8 Week Lesson Plan for Ultimate Frisbee

The following lesson plans are designed to provide a progression in the skills used in playing Ultimate Frisbee (also called Ultimate). This is achieved by immersing participants in games and identifying additions that can be made to individual and team skills. The game centred approach means any lesson can be extended over multiple class periods to facilitate additional time (e.g. for a drill) to learn or perfect a skill.

As with any sport, wind and rain have a big effect on Ultimate, especially when learning to throw. To help participants learn basic throwing techniques and skills, it may be beneficial to have the first few lessons indoors, away from the wind. As they become comfortable and confident in their throws, the move outdoors in order to deal with weather conditions should not seem overly daunting.

Lesson 1 is suitable as a once off since it provides an introduction to the sport while also enabling all participants to achieve noticeable progress in throwing and catching skills. If providing a shortened activity block, lessons should be presented in order and concluded with Lesson 8 (i.e., Lessons 1, 2, 3, 8). It is important that participants be put in situations that facilitate competitive play while still placing full responsibility for adhering to and enforcing the rules with the participants themselves.

For more information about Ultimate in Ireland, including contact details coaches and other school, youth and beginner clubs, visit irishultimate.com, contact your regional IFDA Schools Coordinator schools@irishultimate.com or Dublin Youth Ultimate [facebook.com/DublinYouthUltimate](https://www.facebook.com/DublinYouthUltimate).

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Lesson: One

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Introduce participants to the sport. Make the distinction between it and other sports, i.e. Spirit of the game, everyone is the referee, stationary thrower.

Target Basic knowledge of the game.

Skills: Backhand throw.
Catching.

Goals: Awareness of basic game concept and skills.
Backhand throw with high degree of accuracy and consistency.
Confident and successful catching.

- Activities:**
1. Game with modified rules (roughly 15 minutes)
 - ⤴ See Appendix A - Playing a Game.
 - ⤴ Introduce and explain basic rules (less than 5 mins)
 - ⤴ Teams of 5 or 6 players on small pitch (approximately the size of a basketball court)
 - ⤴ As long as a receiver attempts to catch a pass, and they are the only person who touched it, they can pick up the disc and play on¹. If any defender touches the disc in the air and the pass is not caught, a turnover and change of possession takes place.
 - ⤴ After scoring, the attacking team should drop the disc on the ground in the endzone. The other team will pick up the disc and re-start play without changing direction of play².
 2. Review game with attention to similarities and differences to other games (less than 5 mins)
 3. Throwing and catching (roughly 10 minutes)
 - ⤴ See Appendix B - Throwing and Catching.
 - ⤴ See Appendix C – Drills.
 - ⤴ Emphasis placed on straight³, flat and easily catchable passes.
 - ⤴ Use 5 technical points of throwing (GSWAP) either through presentation or discovery by participants.
 - ⤴ Use 3 technical points of catching (RUT) either through presentation or discovery by participants.
 4. Game (with modified rules) (roughly 5 mins)
 - ⤴ Rules as above.
 - ⤴ Encourage participants to use throwing and catching techniques they have just learned.
 - ⤴ If participants are able, use correct rule regarding turnovers and change of possession.
 5. Competitive game (with modified rules) (roughly 10 mins)
 - ⤴ Rules as above.
 - ⤴ Keep score while reminding participants that they are the referee.
 6. Conclusion (less than 5 mins)
 - ⤴ Identify the skills learned during the lesson.
 - ⤴ Recap on the differences between Ultimate and other sports.
 - ⤴ Identify what skills will be worked on in the next lesson.

- Notes:**
1. Depending on participants, explain how this is a modification to the rules. Invite them to think about how the game will be different when any incomplete pass results in a turn over.
 2. Depending on participants, explain how this is a modification to the rules.
 3. Encourage all participants to throw straight instead of up or over partners head.



- Lesson:** Two
- Duration:** Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)
- Objective:** Transition from stationary target to moving target. Introduce concepts of movement off the disc and throwing to space.
- Target Skills:** Throwing to a moving target.
Receiving a pass while moving.
- Goals:** Maintain throwing consistency and accuracy to a moving target.
As a receiver, continuing to run until a pass is caught.
- Activities:**
1. Introduction (1 or 2 minutes)
 - ▲ Recap skills used in previous lesson.
 - ▲ Outline skills being taught in this lesson.
 2. Game (modified rules) (5 minutes).
 - ▲ Small pitch with small teams.
 - ▲ Remind participants that they are the referee and encourage them to point out any breaking of the rules.
 - ▲ Drop disc after scoring. This allows other team to pick it up and restart play.
 - ▲ Turnover and change of possession rules dependent on participants.
 3. Throwing and catching (5 minutes).
 - ▲ See Appendix C – Drills.
 - ▲ Static throwing practice. Focus on straight, flat, easily catchable throws.
 - ▲ Start at 10 metres and invite participants to increase distance.
 4. Come-To drill (10 minutes).
 - ▲ See Appendix C - Drills.
 - ▲ Encourage participants to keep running until a pass has been caught.
 5. Game (with modified rules) (10 minutes).
 - ▲ Rules as above.
 - ▲ Using markings on floor or collapsible cones, split pitch in two halves - left and right.
 - ▲ When attacking, no receiver is allowed be on the left hand side¹ of the pitch for more than three² seconds without receiving a pass.
 - ▲ The receiver must run in to the left hand side if they wish to receive a pass³, and then out again if they don't receive a pass.
 - ▲ Remind participants to enforce three second rule and all other rules on each other.
 6. Competitive game (with modified rules⁴) (10 minutes)
 - ▲ Three second rule no longer used.
 - ▲ Other rules as above.
 - ▲ Remind participants to enforce traveling rule after a catch.
 7. Conclusion (1 or 2 minutes)
 - ▲ Discuss differences when throwing to a moving target.
 - ▲ Discuss difficulties in receiving on the run.
- Notes:**
1. A right handed thrower will find it easiest to throw to the left hand side of the pitch. Thus the thrower will not have added difficulty with this rule other than using the skill of throwing to moving receiver.
 2. Three seconds is an applicable time limit when using a small pitch. If using a larger pitch, time may be increased to five or seven seconds.
 3. This rule is similar to basketball's three second rule.
 4. If not already used, participants should start using the correct rule regarding turnovers and changes of possession.



Lesson: Three

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Learning second fundamental throw - forehand.

Target Skills: Forehand grip and technique¹.
Forehand to running receiver.

Goals: Forehand throw with high degree of accuracy and consistency.
Maintained accuracy when throwing to moving target.

- Activities:**
1. Introduction (1 or 2 minutes)
 - ⤴ Recap skills used in previous lesson.
 - ⤴ Outline skills being taught in this lesson.
 2. Game (modified rules) (5 minutes)
 - ⤴ Small pitch with small teams.
 - ⤴ Remind participants that they are the referee and encourage them to point out any breaking of the rules.
 - ⤴ Drop disc after scoring.
 - ⤴ Correct rules regarding turnovers and change of possession.
 3. Throwing - Forehand (10 minutes)
 - ⤴ See Appendix B - Throwing and Catching.
 - ⤴ See Appendix C – Drills.
 4. Come-To drill (10 minutes)
 - ⤴ See Appendix C - Drills.
 - ⤴ Set up for forehand throws.
 5. Game (with modified rules) (5 minutes)
 - ⤴ Rules as above².
 - ⤴ Only forehand throws allowed.
 6. Game (with modified rules) (10 minutes)
 - ⤴ Rules as above.
 - ⤴ Both throws allowed.
 - ⤴ Throws must be made on correct side of body³.
 7. Conclusion (1 or 2 minutes)
 - ⤴ Recap the technique used in the forehand throw.
 - ⤴ Identify what skills will be worked on in the next lesson⁴.

- Notes:**
1. Grip and technique used is very different to the backhand throw. Allow participants time to familiarise themselves with new hand position.
 2. If participants have difficulty with the forehand throw, consider using 'attempt to catch' rule.
 3. For right handed throwers, this means throwing a backhand to a receiver on the thrower's left and a forehand to a receiver on the thrower's right.
 4. If participants' ability permits, consider introducing the correct rules regarding change of ends following a score.



Lesson: Four

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Develop comfort throwing on either side of body as required.

Target Skills: Backhand when receiver is on the left side of the receiver.
Forehand when receiver is on the right side of the receiver.

Goals: Recognition of throw required based on the position of the receiver.
Throwing appropriately following recognition.

- Activities:**
1. Introduction (1 or 2 minutes)
 - ⤴ Recap skills used in previous lesson¹.
 - ⤴ Outline skills being taught in this lesson².
 2. Game (modified rules) (5 minutes)
 - ⤴ Small pitch with small teams.
 - ⤴ Correct rules regarding turnovers and change of possession.
 - ⤴ If participant's ability permits, use correct rule regarding change of ends following a score³.
 - ⤴ Remind participants that they are the referee and encourage them to point out any breaking of the rules.
 - ⤴ Encourage participants to throw on correct side of body based on the location of the receiver.
 3. Throwing – Backhand and Forehand (10 minutes)
 - ⤴ See Appendix C – Drills.
 - ⤴ Participants should throw on both sides of the body.
 - ⤴ As participants become more comfortable, they should begin to pivot from side to side⁴ before throwing.
 4. Come-To drill (10 minutes)
 - ⤴ See Appendix C - Drills.
 - ⤴ Set up with cones on both sides allowing receivers to choose side.
 - ⤴ Throwers must react and throw accordingly⁵.
 5. Game (with modified rules) (5 minutes)
 - ⤴ Rules as above.
 - ⤴ Throw must be made on correct side of body.
 6. Game (with modified rules) (10 minutes)
 - ⤴ Rules as above.
 - ⤴ Participants may throw whatever throw they wish.
 7. Conclusion (1 or 2 minutes)
 - ⤴ Recap skills used in lesson.
 - ⤴ Outline skills to be used in next lesson.

- Notes:**
1. Given its unconventional nature, remind participants of the different grip for the forehand throw.
 2. Invite participants to practice changing from one grip to the other before they start throwing.
 3. This rule can be met with confusion. It can be helpful to explain things as a new game starting after each score with teams going in the opposite direction.
 4. Encourage participants to change grip while pivoting.
 5. Standing facing the opposite line with the disc held in front of the body makes it easier for the thrower to react and throw appropriately.



Lesson: Five

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Introduce offensive tactic of:
 ▲ Cutting

Target Skills: Cutting - Running to receive a pass.

Goals: Intended receivers cut in order to receive a pass. Usually preceded by a fake – running in a different direction to get defender going the wrong way.

- Activities:**
1. Introduction (1 or 2 minutes)
 - ▲ Recap skills used in previous lesson.
 - ▲ Outline skills being taught in this lesson.
 2. Game (modified rules) (5 minutes)
 - ▲ Small pitch with small teams.
 - ▲ Remind participants that they are the referee and encourage them to point out any breaking of the rules.
 - ▲ Correct rules regarding turnovers, change of possession and change of ends following a score.
 3. Come-To drill (10 minutes)
 - ▲ See Appendix C - Drills.
 - ▲ Set up with cones on both sides allowing receivers to choose side.
 - ▲ Throwers must react and throw accordingly¹.
 4. Flow drill (10 minutes)
 - ▲ See Appendix C - Drills.
 - ▲ Set up to allow cuts to either side.
 - ▲ All throwers must throw on the correct side².
 - ▲ Encourage participants to run to different sides each time it is their turn to be the first cutter.
 5. Game (modified rules) (10 minutes)
 - ▲ Rules as above.
 - ▲ Using markings on floor, or collapsible cones, divide the pitch into three lanes.
 - ▲ Whichever lane the disc is in, is the 'Safe Lane'. Both other lanes have a 3 second rule as per week 2.
 6. Competitive game (5 minutes)
 - ▲ 3 second rule no longer used.
 - ▲ Other rules as above.
 7. Conclusion (1 or 2 minutes)
 - ▲ Review the benefits of running/cutting in order to receive a pass³.

- Notes:**
1. Standing facing the opposite line with the disc held in front of the body makes it easier for the thrower to react and throw appropriately.
 2. It may be necessary to remind participants to stop after they have caught the first pass before attempting the second pass.
 3. By running to receive a pass, the receiver is able to move away from defenders.



Lesson: Six

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Introduce offensive tactic of:
 ▲ Clearing

Target Skills: Clearing - Making space for team mates to receive a pass.

Goals: Participants make space for their team mates to receive passes.

- Activities:**
1. Introduction (1 or 2 minutes)
 - ▲ Recap skills used in previous lesson.
 - ▲ Outline skills being taught in this lesson.
 2. Game (modified rules) (5 minutes)
 - ▲ Small pitch with small teams.
 - ▲ Remind participants that they are the referee and encourage them to point out any breaking of the rules.
 - ▲ Correct rules regarding turnovers, change of possession and change of ends following a score.
 3. Flow drill (5 minutes)
 - ▲ See Appendix C - Drills.
 - ▲ Set up to allow cuts to either side.
 - ▲ All throwers must to throw on the correct side.
 - ▲ Encourage participants to run to different sides each time it is their turn to be the first cutter.
 4. Flow drill (10 minutes)
 - ▲ Set up as above.
 - ▲ Use Deep Variation¹.
 5. Game (modified rules) (10 minutes)
 - ▲ Rules as above.
 - ▲ Using markings on floor, or collapsible cones, divide the pitch into three lanes.
 - ▲ Whichever lane the disc is in is the 'Safe Lane'. Both other lanes have a 3 second rule as per week 2.
 6. Competitive game (10 minutes)
 - ▲ 3 second rule no longer used.
 - ▲ Other rules as above.
 7. Conclusion (1 or 2 minutes)
 - ▲ Review the benefits of making space for team mates².

- Notes:**
1. Second throw should be out in front of the receiver. This encourages them to run onto it in order to make the catch. Remind participants that complete passes are more important than long throws that no one can catch.
 2. By making space, everyone else can receive a pass. If someone doesn't make space than no one can receive a pass.



Lesson: Seven

Duration: Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)

Objective: Introduce defensive tactics of:

- ▲ Forcing
- ▲ Stall count
- ▲ Man-to-man marking

Target Skills: Establishing a one way force.

Man-to-man defending using a one way force.

Goals: Correct body position to force a thrower to one side of pitch.
Correct body position to mark receivers attempting to catch a pass on this side of pitch.
Apply a one way force with a stall count without fouling.

Activities:

1. Introduction (1 or 2 minutes)
 - ▲ Recap skills used in previous lesson.
 - ▲ Outline skills being taught in this lesson.
2. Game (modified rules) (5 minutes)
 - ▲ Small pitch with small teams¹.
 - ▲ If necessary, remind participants they are the referee and encourage them to point out any breaking of the rules.
3. 3 Man drill (5 minutes)
 - ▲ See Appendix C - Drills
4. Triangle Force drill (10 minutes)
 - ▲ See Appendix C - Drills
5. Defence Square drill (5 minutes)
 - ▲ See Appendix C - Drills
6. Game (modified rules) (10 minutes)
 - ▲ Rules as above
 - ▲ Using markings on floor, or collapsible cones, identify one lane of the pitch (roughly 1/4 width of pitch) as the bonus area.
 - ▲ Catching a score as normal counts for 5 points.
 - ▲ Any pass caught in the bonus area counts for 1 point.
 - ▲ Defence needs to prevent the attacking team from completing passes to this area² while also stopping them from catching regular scores.
7. Conclusion (1 or 2 minutes)
 - ▲ Recap principals of forcing and defending.
 - ▲ Identify benefits of defending as a team.

Notes:

1. If participants' skill level and available space permit, consider changing to a larger pitch.
2. Remind participants that no contact is allowed when forcing or defending.



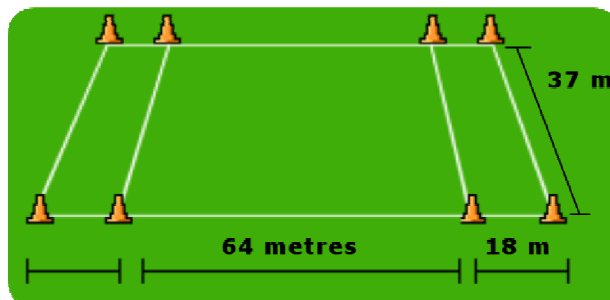
- Lesson:** Eight
- Duration:** Roughly 45 minutes (not including any warm up or cool down activities. Transition between activities is included in activity durations)
- Objective:** Play games in a structured, competitive, inclusive¹ environment.
- Target Skills:** Competitive play while still abiding by self-officiating and Spirit of the Game. Recognition of contribution of team mates.
- Goals:** Maintain ability to self-officiate while playing competitive games. Include all participants in entire competition structure. Recognise the importance of playing honestly by awarding Spirit of the Game prize. Recognise importance of competitive and honest play within team by awarding Most Valuable Player and Most Spirited Player prizes.
- Activities:**
1. Introduction (5 minutes)
 - ▲ Introduce competition day.
 - ▲ Explain awarding of the Spirit of the Game² prize when all games will be completed.
 - ▲ Explain awarding Most Valuable Player and Most Spirit Player within each team.
 - ▲ Create teams of equal number.
 2. Game 1 (10 minutes)
 - ▲ Use pitch and team size as appropriate to participants' ability.
 - ▲ If necessary, remind participants during all games that they are the referee.
 - ▲ Keep track of results of all games.
 3. Game 2 (10 minutes)
 - ▲ As above.
 4. Game 3 (10 minutes)
 - ▲ As above.
 5. Team voting (5 minutes)
 - ▲ Invite each team to discuss and vote within their team for the Most Valuable Player and the Most Spirited Player.
 - ▲ Invite each team to vote on which of the other teams was most spirited.
 6. Announcements and Conclusion (5 minutes)
 - ▲ Acknowledge the Most Valuable Player and Most Spirited Player from each team in front of the entire group.
 - ▲ Acknowledge the winning team in front of entire group.
 - ▲ Acknowledge the Spirit of the Game winners in front of entire group.
- Notes:**
1. All teams will play the same number of games, regardless of previous results. Usually teams that win their first game will play each other next while teams that loose will play each other. May also be possible to run a small league among teams.
 2. Spirit of the Game is awarded to the team, as voted by opponents, that shows the highest level of Spirit throughout the competition. Considerations include playing with commitment, playing fair, listening to opponents and team mates and being respectful during rules discussions or in general play.

Appendix A – Playing a Game

While the full rules of Ultimate are a 14 page document of over 7000 words, it is possible for new players to begin playing using only 10 Simple Rules.

1. **Spirit of the Game** - Ultimate stresses sportsmanship 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. It is assumed that no one will intentionally break the rules.

2. **The Pitch** - A full sized Ultimate pitch is rectangular in shape with endzones at each end. The pitch is 37 metres wide and 64 metres from goal line to goal line. Each endzone is 18 metres deep, making the full pitch 100 metres long. A player, or disc, is only out of bounds if they land out of bounds. A player running out after a catch should simply return to the pitch and play on.



3. **Teams** - Teams may have as many players as they wish but only 7 may be on the pitch for any point. New players can only replace those on the pitch after a point has been scored.

4. **Starting Play** - Each point begins with both teams lining up on the front of opposite endzones. The defense throws ("pulls") the disc to the offense. Once this throw is released, all players are free to move about the pitch.

5. **Scoring** - A team scores a point by catching a pass in the endzone their team is attacking.

6. **Moving the Disc** - Any player holding the disc must stand still. They are allowed pivot from side to side on one foot, but nothing more. If they do move ("travel"), they simply need to return to the correct spot before throwing. The disc is moved towards the endzone by passing, in any direction, to other members of your team. A thrower has 10 seconds to make their pass. If they don't throw within 10 seconds, they should drop the disc on the ground.

7. **Change of Possession** - The responsibility is on the throwing team to catch a pass. Failure to catch, for any reason (e.g. out of bounds, drop, block, interception), results in a turn over and the other team taking possession.

8. **Non-Contact** - No contact is allowed between players either as an attacker or a defender. Nor is anyone allowed take the disc out of the hands of someone already holding it. Any contact between players results in a foul so should be avoided.

9. **Defending** - Only one defender is allowed beside the thrower. While making it hard for the thrower to complete a pass, it is also this defenders job to count the 10 seconds the thrower has to pass.

10. **Self-Refereeing** - All players act as referees in a game of Ultimate. Each player should point out when a rule has been broken and talk with the player who broke it to decide how the game should be re-started. Since any breaking of the rules is accidental, players should look to re-start the game as if the incident had never happened.



Modifications

To help new players get used to the game and to help them learn different aspects of play, the following modifications are helpful. The number in brackets refers to which of the 10 Simple Rules is being modified.

- ⤴ (2) Pitch size may be reduced for new/younger players. Indoors, a basketball court may be used. Outdoors a pitch roughly 18 metres wide, 25 metres from goal line to goal line with 6 meter endzones works well.
- ⤴ (3) When using a smaller pitch, it is recommended to use smaller team sizes. 5-a-side allows more players to be involved in team activities.
- ⤴ (4) In the full rules, play stops after each score and teams change ends (and the direction they are playing in). For new players this can be confusing and makes for a very stop-start experience. By having the scoring team drop the disc and allowing the other team pick up and resume play in the same direction they had been going, players get more time involved in the game and less time waiting for play to begin.
- ⤴ (6 & 9) It may not be necessary to have any time limit for new players to make their pass (as they will rarely hold it for more than 2 seconds!). The necessity to pass and move towards the end zone is usually enough to encourage players to move the disc quickly.
- ⤴ (6) To help players learn to make space for others and to run into space in order to receive a pass, a 3 second rule can be used. Divide pitch into left and right halves. No receiver is allowed spend more than 3 seconds on the left hand side of the pitch (from the throwers point of view) without receiving a pass. This can be changed to right hand side after participants have developed some consistency with the forehand throw.
- ⤴ (6) To help players learn the forehand throw, it can be beneficial to play a game where only that throw is allowed. As they become confident in forehand and backhand, it can be beneficial to add a rule forcing the players to throw on the correct side of their body (i.e. for right handers - backhand to someone on their left, forehand to someone on their right).
- ⤴ (7) As players are learning how to throw and catch, changing possession on every dropped pass can again be very stop-start. Allowing a team to pick up and continue playing as long as they attempted to catch can enable them to get a better sense of how the game can flow while they are still learning the skills.
- ⤴ (7) Only having a change of possession when the defending team blocks or intercepts a pass can serve as a good method of teaching a team the importance of defending.
- ⤴ (10) With self-refereeing being a new concept when in a structured environment (it is the method used while playing any game in a park!), it may be necessary for the group leader or teacher to start discussions between players. The leader should not try to resolve a dispute but instead encourage the players involved to discuss the incident and reach a resolution between themselves.
- ⤴ (10) As players' knowledge and experience of the game advances, the group can be encouraged to be more aware of specific rules such as traveling, in or out of bounds and minor contact that is the norm in other sports. With all players being attentive to these specific rules, it becomes easier for them all to learn them and play by them.

Appendix B – Throwing & Catching

- Throwing:**
- ♣ Focus should be on flat, accurate and easily catchable throws.
 - ♣ 5 technical points aid in a better throw – GSWAP.
 - **G – Grip:** Correct and strong grip gives the thrower control over how the disc flies and is a simple way to stop the disc wobbling in flight.
 - **S – Stance:** By positioning body correctly, the thrower is able to comfortably use arm as part of throw without own body getting in the way.
 - **W – Wrist:** Possibly the most important point, as a snap of the wrist is vital for a successful throw. Throwers are encouraged to bend their wrist to begin and then snap their wrist in order to make the disc spin while in the air.
 - **A – Angle:** The angle of the disc while in the throwers hand has a big effect on how it flies. If it points up, down, left or right it will travel in that direction. Initially throwers should be encouraged to have the disc flat when they throw. As they progress, they may wish to experiment with different angles and see the effects they have on their throws.
 - **P – Point:** Successful throws usually finish with the thrower pointing at their target.

- Notes:**
- ♣ Encourage participants to throw straight to their target. Temptation is to throw up in an attempt to help the disc go further.
 - ♣ Low and straight throws are the least susceptible to the wind, thus making it all the more important not to throw up on windy days.

Backhand: Basic throw that should be easiest for participants to learn.

- ♣ **G - Grip:** From a starting point of making a fist around the edge of the disc, there are two main grip types (as shown). Participants should experiment with both grips in order to find one they are comfortable with.
- ♣ **S - Stance:** Turned sideways with their throwing arm closer to the target (right handed throwers should turn to their left). With arm extended towards target, imagine a line through shoulders and out through arm to the target. This stance allows the thrower to swing their arm freely. Beginning position has the throwing arm relaxed in front of the body ready to swing towards the target.
- ♣ **W - Wrist.** Initially bend wrist towards body. Snap wrist away from body to make disc spin. Remind participants that spin is vital for successful throws.
- ♣ **A - Angle.** Disc should be held and thrown flat in order to fly flat. As participants advance, invite them to experiment with different angles to see how they affect the flight of the disc. Angling the disc towards the ground or the sky (by flexing elbow and wrist) will cause the disc to curve from right to left or left to right.
- ♣ **P - Point.** During the throw, swing the arm towards the target and finish with the arm extended and hand pointing towards the target.



Forehand: Advanced throw that will initially cause difficulties to almost all participants.

- ⤴ **G - Grip.** With logo on disc facing up, throwers hand (except thumb) should be underneath the disc. Place middle (and index) finger as flat as possible against the inside edge with disc behind hand and away from body. Pinch down on disc with thumb. Participants should again be encouraged to experiment with grips to identify which they are most comfortable with.
- ⤴ **S - Stance.** Stand facing target (with option to put dominant foot one step forward) with disc held out to the side. Throwing arm should be loosely held away from body with wrist level with elbow and forearm roughly horizontal.
- ⤴ **W - Wrist.** Bend wrist back, attempting to bring the back of the hand towards the forearm. Snap wrist forward to make disc spin. While learning the throw, participants should be discouraged from using their arm until they are comfortable and consistent in making the disc spin.
- ⤴ **A - Angle.** While it is preferable to hold the disc flat before throwing, it may be necessary to angle the disc slightly towards the ground (by flexing elbow) in order to achieve a flat throw. Again, as participants advance, they should be encouraged to experiment with different angles
- ⤴ **P - Point.** After snapping wrist, thrower should finish pointing directly towards target. A common error is finishing pointing up after twisting the wrist instead of snapping.



Basic Grip



Power Grip

(Images show disc from underneath)

Catching: While many catching styles exist, 3 technical points can aid in increased catching consistency - RUT.

- ⤴ **R - Ready.** While sounding simple, a large number of passes are dropped because the receiver wasn't expecting a pass. Staying ready to make a catch greatly increases the success rate of passes.
- ⤴ **U - Up.** Hands up ready to catch. By having hands up ready to catch, a receiver is able to react if the disc flies unexpectedly. The receiver will also have to move less to get their hands in the right position to catch.
- ⤴ **T - Two hands.** Catching with two hands also gives a higher success rate. Using two hands gives a greater margin for error, i.e. if one hand fails to catch the other may still be successful.

**Crocodile/
Pancake:**

- ⤴ Simplest and safest catching style.
- ⤴ Suitable in all circumstances and especially when the disc is between shoulder and waist height.
- ⤴ Start with hands apart, palms facing.
- ⤴ Catch by bringing hands together to trap the disc, similar to a crocodile closing its mouth.



High:

- ⤴ Suitable for a pass above shoulder height.
- ⤴ Start with hands level and fingers above thumbs. Attempt to see the disc in the gap between hands.
- ⤴ Catch by pinching the disc with both hands at the same time. Fingers on top of the disc and thumbs underneath.



Low:

- ⤴ Suitable for a pass below waist height. May also be used for passes below shoulder height.
- ⤴ Start with hands level and fingers below thumbs.
- ⤴ Catch by pinching the disc with both hands at the same time. Fingers underneath the disc and thumbs on top.



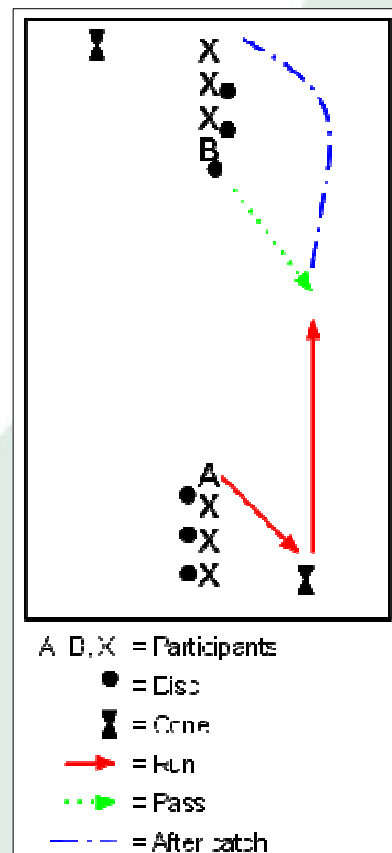
Appendix C – Drills

Throwing in Pairs

- Goal:** Consistency in throwing and catching.
- Set Up:**
- ⤴ In pairs with 1 disc.
 - ⤴ Standing opposite partner between 7 and 10 metres apart.
- Execution:**
- ⤴ Throwing back and forth to gain practice as both thrower and receiver.
 - ⤴ As competency increases, distance can be increased.
 - ⤴ “10 Pass Challenge” provides easy measure of ability and progress.
- Notes:**
- ⤴ The number of groups, and thus their size, is dictated by the number of discs available.
 - ⤴ 7 to 10 metres is a good distance for learning a new throw or aspect of throwing. More competent throwers may wish to start at a greater distance.
 - ⤴ “10 Pass Challenge” - Each person in a group throws ten passes. Count the number of completions in the group out of all passes.
 - ⤴ Use the challenge when first learning a new throw or aspect of throwing to establish a base score. Repeating the challenge at the completion of a learning phase, enables participants to track their own progress, independent of other participants.

Come To Drill

- Goal:** Cutting to receive a pass instead of standing still.
- Set Up:**
- ⤴ Greater than 10 participants and 6 discs.
 - ⤴ Players A and B start roughly 15 metres apart.
 - ⤴ Place cones as indicated (5 metres away from A and B) and at positions A and B.
 - ⤴ Players form lines behind positions A and B.
 - ⤴ Players near front of the lines should have discs.
- Execution:**
- ⤴ Player B holds a disc ready to throw.
 - ⤴ Player A runs to cone then turns and runs towards opposite group.
 - ⤴ Player B passes to Player A while they are running.
 - ⤴ After catching, Player A joins the end of the opposite line.
 - ⤴ After throwing, Player B runs similar to Player A.
- Notes:**
- ⤴ Demonstrate how a running defender can block a pass intended for a stationary receiver.
 - ⤴ Waiting players should move towards the front of the line as each player runs.
 - ⤴ When joining the end of the opposite line, pass discs to players at the front of the line.
 - ⤴ Setup shown is for right handed, backhand throws. Cones, and direction of running, are moved to the opposite side when practising forehand.
 - ⤴ Cones on both sides allows runner to choose direction forcing thrower to react and throw appropriately on the correct side of the body.



Flow Drill

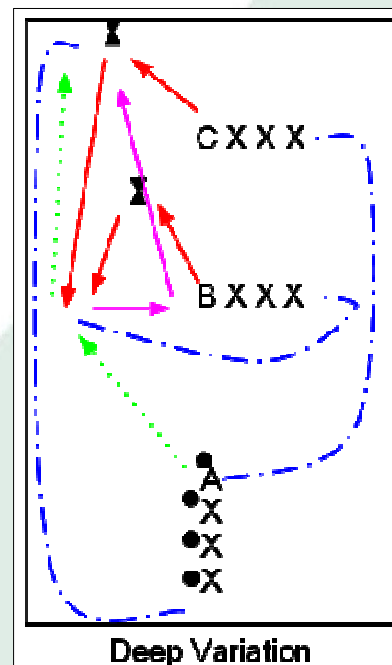
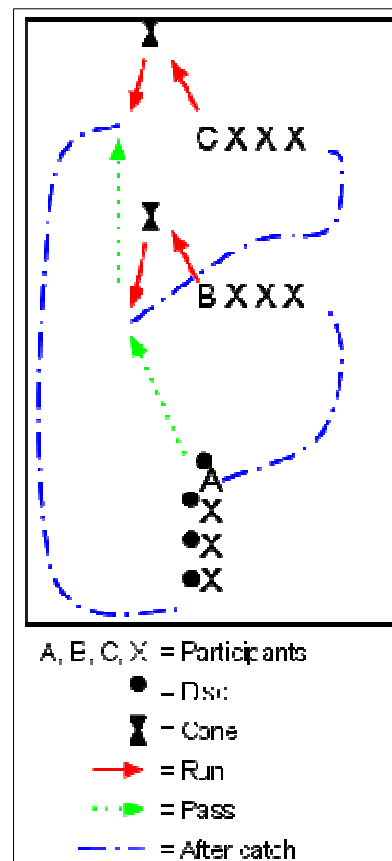


- Goal:** Catch and pass to continue attacking play.
- Set Up:**
- ⤴ Greater than 10 participants and 4 discs.
 - ⤴ Positions A, B and C are each 10 metres apart.
 - ⤴ Place cones as indicated (5 metres away from B and C) and at A, B & C.
 - ⤴ Players form lines behind A (with discs) and to the side of B and C.

- Execution:**
- ⤴ Player A holds a disc ready to throw.
 - ⤴ Player B runs towards the first cone, turns and runs towards the thrower.
 - ⤴ Player A throws to Player B, who catches on the run, comes to a stop and turns to make the next pass.
 - ⤴ When Player B is about to catch, Player C runs towards the cone, turns and runs towards Player B.
 - ⤴ Player B, after catching, comes to a stop, turns and passes to Player C.
 - ⤴ After throwing, Player A should join the end of the line at B.
 - ⤴ After running, receiving and passing, Player B should join the end of the line at C.
 - ⤴ After running and receiving, Player C should join the end of the line at A (while leaving room for others to run and pass).

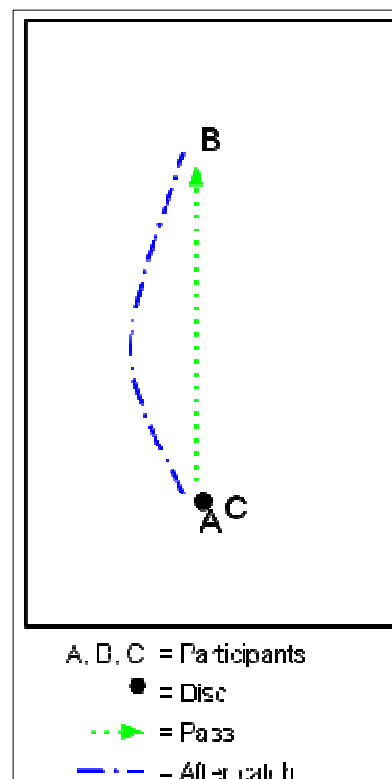
- Notes:**
- ⤴ Set up shown is for right handed, backhand throws. Move cones to opposite side of B and C when practicing forehand throws.
 - ⤴ Placing cones on both sides (with lines behind B and C) and allowing the first runner to choose direction forces thrower and second runner to react.

- Deep Variation:**
- ⤴ Players B and C makes cuts as described above.
 - ⤴ Player A fakes a throw to B.
 - ⤴ Player B turns and moves back towards the starting point then turns and runs towards the far cone to receive a pass thrown in front of them.
 - ⤴ Player C continues their run and receives a pass from A where B would normally have received.
 - ⤴ Player C turns and throws a pass in front of B for them to run and catch.
 - ⤴ Player A should join the furthest line, Player C joins the middle line and Player B joins the throwing line.



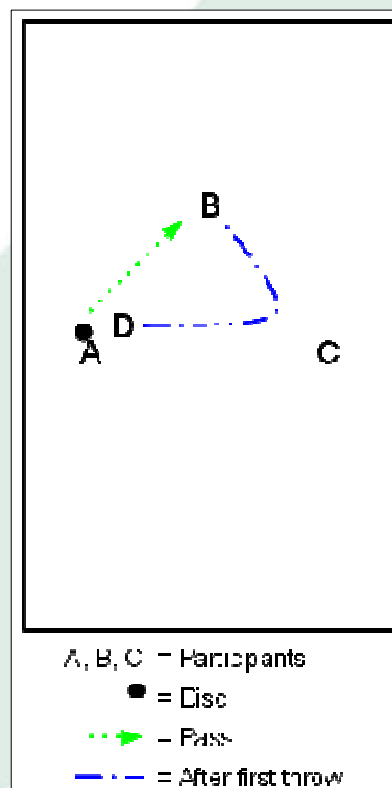
3 Man Drill

- Goal:** Establish a one way force.
- Set Up:**
- ⤴ 3 participants and 1 disc per group.
 - ⤴ Players A and B start facing each other, 10 metres apart.
 - ⤴ Player C begins beside Player A, only allowing (forcing) them to throw on one side of their body.
- Execution:**
- ⤴ After throwing, Player A moves across to defend against Player B.
 - ⤴ Player C takes the place of Player A.
- Notes:**
- ⤴ Identify which throw or direction to force (diagram shows forcing thrower to their left – a right handed backhand). Changes may be necessary when forcing a left handed thrower.
 - ⤴ Player with disc should be encouraged to pivot from side to side in order to create space to throw by making the defender move.
 - ⤴ As players get comfortable forcing, encourage them to start counting loud enough for the thrower to hear.
 - ⤴ Change order of run or direction of force (i.e. B defends against A. Force thrower to their right - forehand).



Triangle Force Drill

- Goal:** Re-establish a force after a break-throw.
- Set Up:**
- ⤴ Greater than 4 people and only 1 disc per group.
 - ⤴ Players A, B and C form a triangle.
 - ⤴ Player D starts beside Player A who is holding a disc.
- Execution:**
- ⤴ Player D taps the disc.
 - ⤴ Once tapped, Player A throws to Player B who attempts to throw to Player C.
 - ⤴ After tapping the disc, Player D attempts to stop Player B's pass to Player C and establish a forehand force (to the throwers right).
 - ⤴ Player D is successful if they stop Player B for 4 or 5 seconds.
 - ⤴ New cycle begins with Player C holding the disc and Player B looking to tap it.
- Notes:**
- ⤴ Drill looks to simulate Player D getting a force on after a break throw.
 - ⤴ Wide arc of running (as shown) allows Player D to stop Player C receiving then move towards Player B and stop them throwing.
 - ⤴ Player with the disc should pivot in order to make space to throw.



Defence Square Drill

- Goal:** Effective defence against a cutting opponent.
- Set Up:**
- ⤴ 3 or 4 pairs of participants and 1 disc per square.
 - ⤴ Make squares roughly 10m per side.
 - ⤴ Player A attacks, looking to receive a pass from Player C.
 - ⤴ Player B defends, preventing passes to Player A.
 - ⤴ Players C & D are token thrower and defender.
- Execution:**
- ⤴ For a timed period (20 or 30 seconds), Player A attempts to get away from Player B for a pass.
 - ⤴ Player B attempts to stay between Player A and the disc at all times.
 - ⤴ After time period, a new pair enters the square.
- Notes**
- ⤴ Repeat drill allowing each person to attack and defend.
 - ⤴ Can also repeat again forcing in opposite direction.
 - ⤴ Without throwing, Player C counts the number of times they could have thrown to Player A. This count is Player B's score.
 - ⤴ Goal is to keep score as low as possible.
 - ⤴ Since Player D is preventing passes to right hand side of square, Player B does not need to be as close to Player A when they move to that side of square.

