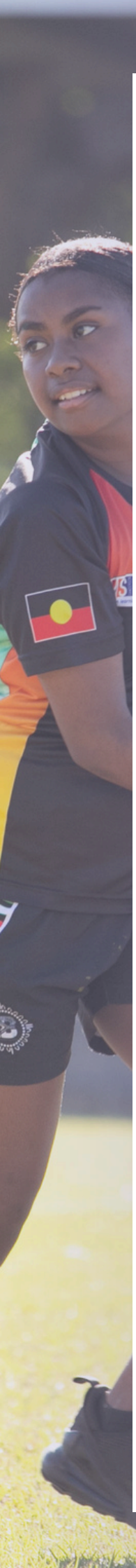
GET INTO RUGBY SCHOOLS

TEACHER GUIDEBOOK

RUGBY AU



ORDER OF CONTENTS

- ACKNOWLEDGEMENTS
- THANK YOU MESSAGE
- ABOUT GET INTO RUGBY
- GET INTO RUGBY PRINCIPLES
- ABOUT ACTIVITY CARDS
- ABOUT LESSON PLANS
- TIPS FOR RUNNING GET INTO RUGBY
- TRI TAG RUGBY LAWS FOR PRIMARY SCHOOLS
- TRI TAG PLAYING DIMENSIONS
- SESSION PLANS
- ACTIVITY CARDS



ACKNOWLEDGEMENTS

The Get into Rugby Schools Program has been developed in line with Rugby Australia's ambition to create a thriving Rugby community by providing high-quality, safe, and inclusive programs that inspire more people to play Rugby.

Applying best-practice, evidence-led principles, the Get into Rugby Program and Guidebook provides schools with a blueprint to bring this vision to life and support the long-term growth and development of Rugby in communities across Australia.

Established and managed under a whole-of-sport approach in partnership with Rugby Australia's eight Member Unions, specific acknowledgement is given to members of the Participation Program Review Panel and Program Working Group for their contribution to the design and development of the Get into Rugby Program.

Participation Review Panel

Greg Fergus (Rugby VIC), Grant Lazarus (Rugby WA), Sam Norton-Knight (ACT Brumbies), Kris Burton (QRU), Mark Gasnier (RA), Grace Nugent (Rugby AU), Tom Halliday (Rugby AU), Jason Russell-Jones (Rugby AU), Michael Magriplis (Rugby AU) and Zac Elliott (Rugby AU).

Working Group

Greg Fergus (Rugby VIC), Sam Norton-Knight (ACT Brumbies), Cory Larsen (ACT Brumbies), Tom Halliday (Rugby AU), Michael Magriplis (Rugby AU) and Zac Elliott (Rugby AU).

Special acknowledgement is also extended to Michael Procajlo (Rugby AU), Morgan Turinui (Rugby AU), and Andrew Scarano (Rugby AU) for their contribution and support.

THANK YOU MESSAGE

Dear Teachers,

On behalf of Rugby Australia and its Member Unions, thank you for your contribution and commitment to fostering a safe, fun, and inclusive environment in which children can learn to love and play Rugby.

Prioritising whole-of-group engagement and user-centred development, the Get into Rugby Schools Program provides a space where all participants can feel welcome and valued.

By following the Get into Rugby Philosophy and providing the opportunities for participants to experience the fun and excitement of Rugby, you help to make every lesson a memorable experience.

Your commitment to instilling Rugby's core values, **Teamwork**, **Integrity**, **Respect**, **Passion**, and **Discipline**, goes beyond teaching the game. These values are the foundation of our community, helping to develop not only better players, but better individuals.

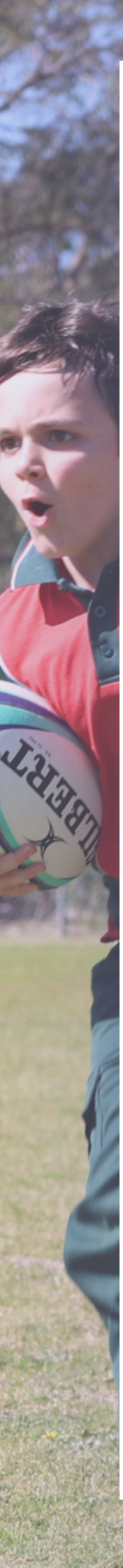
Your guidance helps students understand the importance of working together, of honesty and fairness, of respecting one another, embracing their passion, and maintaining discipline on and off the field.

The impact of your hard work and dedication is appreciated. You are not just coaching a sport; you are building a supportive community and helping to shape the future of every young student.

Your ability to create an environment where every child, regardless of ability, can thrive and enjoy the game is what makes the Get into Rugby Program so special.

Thank you for your time, passion, and unwavering support in making Rugby an enjoyable and inclusive sport for all.

Community Rugby Team - Rugby Australia



ABOUT

The Get into Rugby Schools Program aims to creates a positive and memorable first experience of Rugby for participants.

The Program is designed to develop participants' physical, social, psychological, and cognitive skills so that they may experience and appreciate the fun and excitement of Rugby, and to instil confidence and a love of playing the game.

To achieve this, and to provide developmentally appropriate environments where participants can learn the core skills to continue their Rugby journey, the Get into Rugby Schools Program offers four streams relative to a participants age and year group:

K **PRE-PRIMARY**
for participants in preschool and kindergarten

1 **LOWER PRIMARY**
for participants in Year 1 and Year 2

2 **MIDDLE PRIMARY**
for participants in Year 3 and Year 4

3 **UPPER PRIMARY**
for participants in Year 5 and Year 6

GET INTO RUGBY PRINCIPLES

The Get into Rugby Program aims to instill a passion for Rugby in children.

Underpinned by a set of key principles, the Program places participants at the centre of the experience. These principles include:



No queues: Whole-of-group engagement and activities that maximise time-in-play for all participants.



A ball in every participant's hands: User-centred activities where participants learn and develop skills in line with their individual needs and abilities.

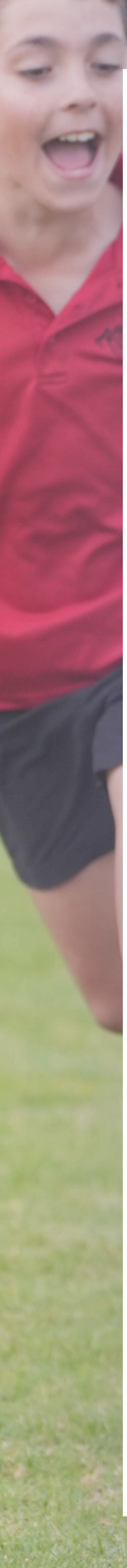


Enable and champion success: Consolidating new skills through learning opportunities that promote frequent success for participants with scalable skill-based progression for ongoing development.



Empower participants: Provide participants with the skills, understanding, and quality of experience to continue their Rugby journey.

The Get into Rugby Guidebook is designed to support teachers in the delivery of high quality, participant-centred experiences in line with these Principles.



In this Guidebook you will find everything that you need to run a Get into Rugby Program, including more than 40 activity cards and ready-made lesson plans tailored to each year group.

ACTIVITY CARDS

Each activity within the the Guidebook is presented as a separate, removable card, and has been specifically designed to support the development of the fundamental movement, and Rugby-specific, skills of participants within the Get into Rugby Program.

These activities are broken down into two categories:
Activations and **Skills**.

ACTIVATIONS

Paired, and whole-of-group activities with minimal equipment requirements, focusing on fundamental movements that support participation in Rugby.

Perfect as warm up and warm down activities, Activations require minimal explanation or stoppages and maximise time in play.

SKILLS

Individual, paired, and whole-of-group activities focusing on introducing participants to the core skills of Rugby including: **Catch and Pass**, **Evasion**, and **Kicking.**

All activities in the Get into Rugby Program are non-contact and are suitable for participants of all abilities.

READY TO GO LESSON PLANS

The Get into Rugby Guidebook offers teachers the opportunity of following a readymade five-week lesson plan tailored for their classes.

These lesson plans, developed in accordance with the Get into Rugby Principles, and linked to the Health and Physical Education Curriculum, provide teachers with an easy-to-follow guide for running their physical education classes.

Simply view the relevant lesson plan and corresponding activity cards to get started. Each lesson includes a variety of activities, allowing teachers to select those that best suit their specific class and student needs.

BUILD YOUR OWN LESSON PLANS

Teachers may wish to create or tailor their own lesson plans using the activity cards. This is strongly encouraged and supported.

Any combination of activities from the Guidebook can be used to create a high-quality and enjoyable lesson for students. When building your next lesson plan consider the following:

- Use Activations at the start of each lesson to immediately engage and involve all participants. Activations are also a great way for participants to actively warm up.
- Select a particular skill set to be the focus of the lesson, for example ‘catching and passing’. From there, select the most relevant activities from the Guidebook to build out your plan.
- Include a combination of ’Open’ activities (activities that develop participant skills in whole-of-group, game-based scenarios) and ‘Closed’ activities (individual or paired activities that develop participant skills in isolation).
- Aim to finish each lesson with a whole-of-group activity or game that encourages participants to apply the skills learned in the lesson.

TIPS FOR RUNNING A GET INTO RUGBY SESSION

Whether you are following a readymade lesson plan or building your own, the below tips can help to make each lesson a memorable and enjoyable experience for you and your participants.

Consider how to best use the space available to you, this may include selecting activities that make use of the same playing dimensions or equipment.

Prepare each activity in advance to reduce stoppages and maximise time in play, allowing participants to transition seamlessly from one activity to the next.

Aim to keep each lesson to 45 minutes. Limit your stoppages as best as you can to keep participants active and engaged.

Be guided by your participants. If participants are losing interest in an activity, stop and move on. Come back to it later or leave it for another week. When you find an activity that participants love, prioritise it within your lessons.

Accept that lessons will not always go to plan. Being proactive and setting up an '*Oh No*' activity that you can quickly fall back on if things start to go awry can be a great way to regain participant interest.

Remember, Get into Rugby is about helping kids find and develop a love for Rugby. The best way to do this? Keep it fun and enjoy yourself.

STAGE 1, 2 & 3
TRI TAG RUGBY LAWS

Tri Tag Rugby uses an innovative three-tag stretchable tagging belt to simulate match play in a safe, non-contact environment, providing a softer introduction to the game whilst supporting participant skill development and understanding.

As part of the Get into Rugby Schools Program, participants can experience the fun and excitement of Tri Tag Rugby played under the following laws:

1. Six players per team are allowed on the field at any one time with unlimited reserves throughout the game.

2. Teams have seven tags (phases) to score a try. The ball carrier is not allowed to jump, do a 360 degree spin or palm.

3. The Ruck must be cleaned out by the attacking team i.e. the ball carrier's back tag must be removed and shown to the referee before the scrum half can play the ball.

4. No pillars defending the ruck. The player who makes the tag must retreat with their teammates.

5. The defensive line must retreat five metres (5m) and cannot move until an attacking player (scrum half) behind the ruck has; run, passed, or kicked the ball.

6. If the ball leaves the field of play, there are no lineouts. Play resumes with a tap restart.



TRI TAG RUGBY OPTIONAL LAWS

As participants develop their skills and understanding of Tri Tag Rugby, optional laws can be added to further challenge and encourage participant development.

When doing so, optional laws should be introduced progressively rather than all at once.

Two points awarded for a try when the attacking team performs two or more passes (in the one phase) in the lead up to a try being scored.

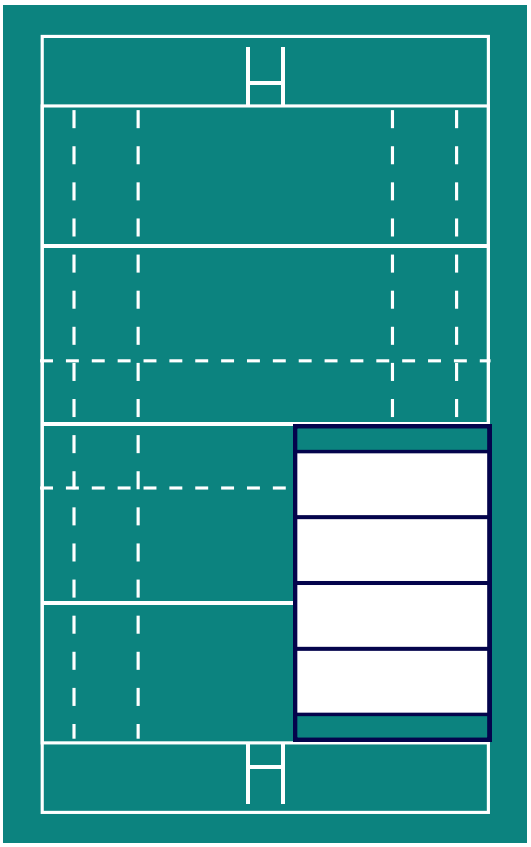
The defending player who tags the ball carrier must become a ‘Pillar’ and stand in a fixed position in front of the ruck until an attacking player (scrum half) has passed, kicked or run the ball.

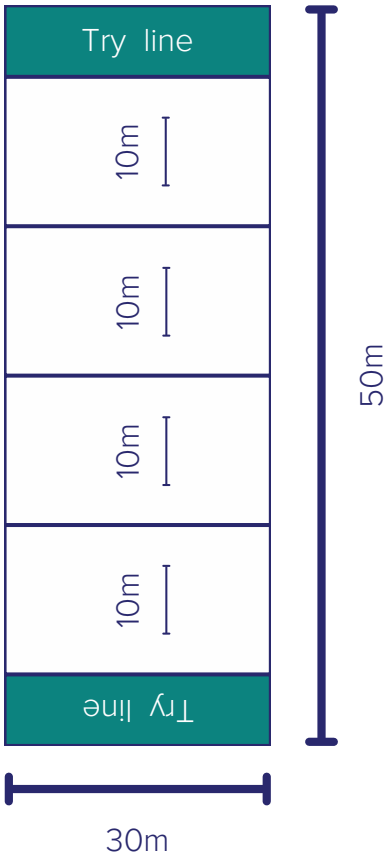
In the event of a knock on, the game can restart with a non-contested scrum (3 v 3) or a tap restart.

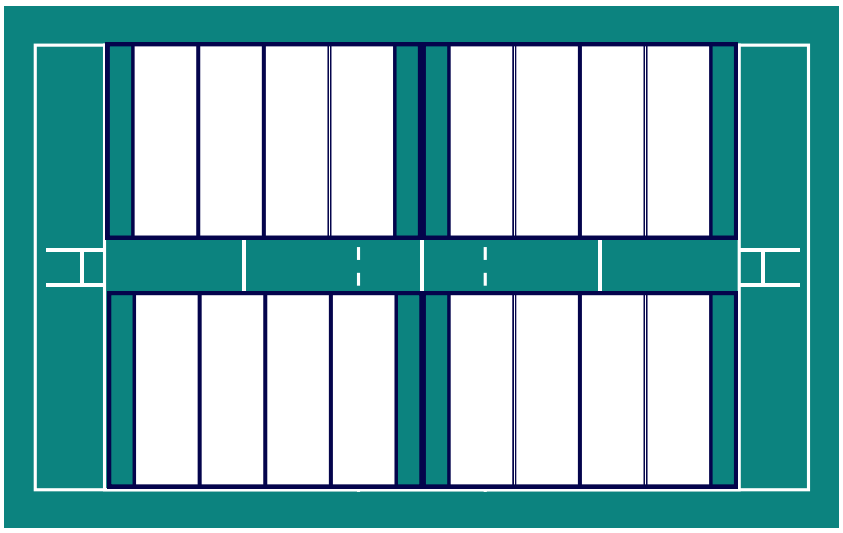
Players can kick on any play but a three metre (3m) exclusion zone applies if a player is making an attempt to gather the ball for a kick that travels above head height.

PLAYING DIMENSIONS GUIDE

Tri Tag Rugby matches are ideally conducted on a quarter-sized field, measuring up to 30 meters by 50 meters. It is important to maintain a 5-meter exclusion zone around the perimeter of the playing area in all directions. Nevertheless, field sizes can be adapted to accommodate the available space within your school or the ability of participants.







GET INTO RUGBY SCHOOLS

SESSION PLANS

STAGE K

PRE-SCHOOL & KINDERGARTEN

LESSON PLAN ONE

STAGE P-K

LEARNING FOCUS

CREATING A POSITIVE FIRST EXPERIENCE

ACTIVITY 1
CONE GAME



ACTIVITY 2
WALLABIES AND WALLAROOS



ACTIVITY 3
ANIMAL WALKS



ACTIVITY 4
PARTNER TAG



ACTIVITY 5
TRY TIME RUGBY RUSH



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPM009: Participate in games with and without equipment
- ACPMP012: Cooperate with others when participating in physical activities

LESSON PLAN TWO

STAGE P-K

LEARNING FOCUS

DEVELOPING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1
CONE GAME

ACTIVITY 2
ANIMAL WALKS

ACTIVITY 3
BALL FAMILIARISATION

ACTIVITY 4
FOOTY FLAGS

ACTIVITY 5
COCKROACHES AND EXTERMINATORS

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPM009: Participate in games with and without equipment
- ACPMP012: Cooperate with others when participating in physical activities

LESSON PLAN THREE

STAGE P-K

LEARNING FOCUS

EVASION AND INVASION: MOVING CONFIDENTLY

ACTIVITY 1
CONE GAME

ACTIVITY 2
WALLABIES AND WALLAROOS

ACTIVITY 3
COCKROACHES AND EXTERMINATORS

ACTIVITY 4
FOOTY FLAGS

ACTIVITY 5
TRY TIME RUGBY RUSH

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPM009: Participate in games with and without equipment
- ACPMP012: Cooperate with others when participating in physical activities

GET INTO RUGBY SCHOOLS

SESSION PLANS

STAGE 1

YEARS 1 & 2

LESSON PLAN ONE

STAGE 1

LEARNING FOCUS

CREATING A POSITIVE FIRST EXPERIENCE

ACTIVITY 1
CONE GAME

ACTIVITY 2
FOX AND CHICKEN

ACTIVITY 3
FLYING V

ACTIVITY 4
PARTNER TAG

ACTIVITY 5
COCKROACHES AND EXTERMINATORS

ACTIVITY 6
TRY TIME RUGBY RUSH

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPMP012: Cooperate with others when participating in physical activities
- ACPMP010: Use strategies to work in group situations when participating in physical activities

LESSON PLAN TWO

STAGE 1

LEARNING FOCUS

DEVELOPING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1
CONE GAME



ACTIVITY 2
WALLABIES AND WALLAROOS



ACTIVITY 3
FLYING V



ACTIVITY 4
KICK CHASE



ACTIVITY 5
FOOTY FLAGS



ACTIVITY 6
WHATS THE TIME MR WOLF?



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPMP012: Cooperate with others when participating in physical activities
- ACPMP010: Use strategies to work in group situations when participating in physical activities

LESSON PLAN THREE

STAGE 1

LEARNING FOCUS

EVASION AND INVASION: MOVING CONFIDENTLY

ACTIVITY 1
CONE GAME

ACTIVITY 2
FOX AND CHICKEN

ACTIVITY 3
COCKROACHES AND EXTERMINATORS

ACTIVITY 4
ROB THE NEST

ACTIVITY 5
RUGBY OCTOPUS

ACTIVITY 6
TRY TIME RUGBY RUSH

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPMP012: Cooperate with others when participating in physical activities
- ACPMP011: Explore how regular physical activity keeps individuals healthy and well

LESSON PLAN FOUR

STAGE 1

LEARNING FOCUS

ENHANCING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1 — CONE GAME

ACTIVITY 2 — FOX AND CHICKEN

ACTIVITY 3 — KICK CHASE

ACTIVITY 4 — KICK GOLF

ACTIVITY 5 — PARTNER TAG

ACTIVITY 6 — LEARN TO PLAY TRI TAG

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

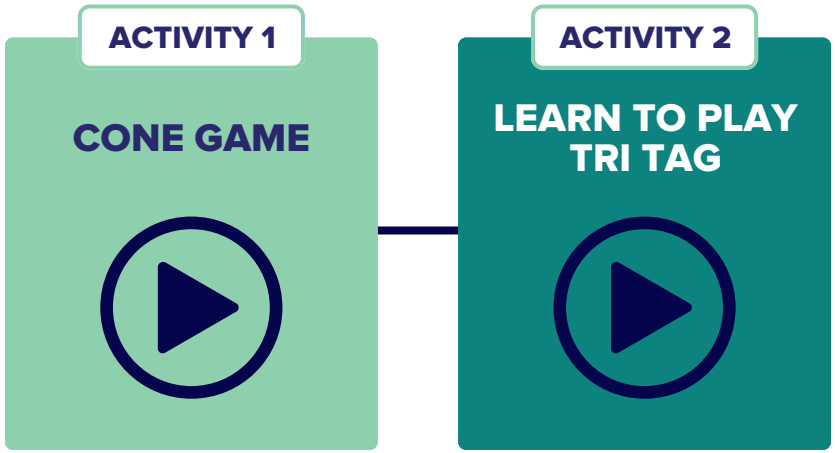
- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPMP012: Cooperate with others when participating in physical activities
- ACPMP010: Use strategies to work in group situations when participating in physical activities

LESSON PLAN FIVE

STAGE 1

LEARNING FOCUS

GAME TIME: PUTTING IT ALL TOGETHER



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACMOP008: Practice fundamental skills and movement sequences using different body parts
- ACPMP012: Cooperate with others when participating in physical activities
- ACPMP010: Use strategies to work in group situations when participating in physical activities

GET INTO RUGBY SCHOOLS

SESSION PLANS

STAGE 2

YEARS 3 & 4

LESSON PLAN ONE

STAGE 2

LEARNING FOCUS

CREATING A POSITIVE FIRST EXPERIENCE

ACTIVITY 1
CONE GAME



ACTIVITY 2
CHAIN RELAY



ACTIVITY 3
FLYING V



ACTIVITY 4
PARTNER TAG



ACTIVITY 5
COCKROACHES AND EXTERMINATORS



ACTIVITY 6
STUCK IN THE MUD



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP025: Perform fundamental movement skills in a variety of movement sequences and situations
- ACPMP029: Identify rules and fair play when participating in physical activities
- ACPMP030: Discuss the importance of working collaboratively and the benefits of physical activity

LESSON PLAN TWO

STAGE 2

LEARNING FOCUS

DEVELOPING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1
CONE GAME



ACTIVITY 2
WALLABIES AND WALLAROOS



ACTIVITY 3
FLYING V



ACTIVITY 4
KICK CHASE



ACTIVITY 5
5 PASS COMPLETE



ACTIVITY 6
WHAT'S THE TIME MR WOLF?



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP043: Practice and refine fundamental movement skills in different movement situations
- ACPMP046: Identify rules and fair play and suggest ways they can improve the game
- ACPMP048: Apply strategies for working cooperatively and rules fairly

LESSON PLAN FOUR

STAGE 2

LEARNING FOCUS

EVASION AND INVASION: MOVING CONFIDENTLY

ACTIVITY 1
CONE GAME

ACTIVITY 2
FOX AND CHICKEN

ACTIVITY 3
COLOUR TAG

ACTIVITY 4
COCKROACHES AND EXTERMINATORS

ACTIVITY 5
KICK GOLF

ACTIVITY 6
TRY TIME RUGBY RUSH

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP043: Practice and refine fundamental movement skills in different movement situations
- ACPMP044: Perform movement sequences that incorporate different movement skills
- ACPMP048: Apply strategies for working cooperatively and rules fairly

LESSON PLAN FOUR

STAGE 2

LEARNING FOCUS

ENHANCING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1 — CONE GAME

ACTIVITY 2 — FOX AND CHICKEN

ACTIVITY 3 — KICK CHASE

ACTIVITY 4 — KICK GOLF

ACTIVITY 5 — PARTNER TAG

ACTIVITY 6 — LEARN TO PLAY TRI TAG

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP043: Practise and refine fundamental movement skills in different movement situations.
- ACPMP044: Perform movement sequences that incorporate different movement skills.
- ACPMP048: Apply strategies for working cooperatively and rules fairly.

LESSON PLAN FIVE

STAGE 2

LEARNING FOCUS

GAME TIME: PUTTING IT ALL TOGETHER

ACTIVITY 1

LEARN TO PLAY TRI TAG



CONSTRAINTS-LED APPROACH: TRI TAG RUGBY

- Reduce Space: Decrease the size of the playing area to emphasise quick decision-making and evasion skills
- Limit Possession Time: Players must pass or score within a set time frame (e.g., 5 seconds)
- Two-Tag Rule: A defender must remove two tags before the attacker is considered 'tagged'
- Score Zones: Add multiple scoring zones to encourage players to scan the field for opportunities and exploit space.

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP044: Perform movement sequences that incorporate different movement skills
- AACPMP048: Apply strategies for working cooperatively and rules fairly
- ACPMP062: Perform specialised movement skills and apply them in a variety of movement sequences and situations

GET INTO RUGBY SCHOOLS

SESSION PLANS

STAGE 3

YEARS 5 & 6

LESSON PLAN ONE

STAGE 3

LEARNING FOCUS

CREATING A POSITIVE FIRST EXPERIENCE

ACTIVITY 1
CONE GAME

ACTIVITY 2
WALLABIES AND WALLAROOS

ACTIVITY 3
HOT POTATO

ACTIVITY 4
FLYING V

ACTIVITY 5
PARTNER TAG

ACTIVITY 6
COCKROACHES AND EXTERMINATORS

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP061: Practice and refine fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings
- ACPMP066: Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

LESSON PLAN TWO

STAGE 3

LEARNING FOCUS

DEVELOPING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6
CONE GAME	FLYING V	KICK CHASE	PARTNER TAG	FOOTY FLAGS	TRY TIME RUGBY RUSH








PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP061: Practice and refine fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings
- ACPMP062: Perform specialised movement skills and apply them in a variety of movement sequences and situations
- ACPMP066: Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

LESSON PLAN THREE

STAGE 3

LEARNING FOCUS

EVASION AND INVASION: MOVING CONFIDENTLY

ACTIVITY 1
CONE GAME

ACTIVITY 2
HOT POTATO

ACTIVITY 3
5 PASS COMPLETE

ACTIVITY 4
RUGBY OCTOPUS

ACTIVITY 5
LEARN TO PLAY TRI TAG

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP061: Practice and refine fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings
- ACPMP062: Perform specialised movement skills and apply them in a variety of movement sequences and situations
- ACPMP066: Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

SESSION PLAN FOUR

STAGE 3

LEARNING FOCUS

ENHANCING THE BASICS: CATCH, PASS, KICK AND RUN

ACTIVITY 1
CONE GAME



ACTIVITY 2
FOX AND CHICKEN



ACTIVITY 3
FLYING V



ACTIVITY 4
KICK CHASE



ACTIVITY 5
COLOUR TAG



ACTIVITY 6
LEARN TO PLAY TRI TAG



PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP061: Practice and refine fundamental movement skills in different movement situations in indoor, outdoor, and aquatic settings
- ACPMP062: Perform specialised movement skills and apply them in a variety of movement sequences and situations
- ACPMP067: Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges

LESSON PLAN FIVE

STAGE 3

LEARNING FOCUS

GAME TIME: PUTTING IT ALL TOGETHER

ACTIVITY 1

LEARN TO PLAY TRI TAG



CONSTRAINTS-LED APPROACH: TRI TAG RUGBY

- Reduce Space: Decrease the size of the playing area to emphasise quick decision-making and evasion skills
- Limit Possession Time: Players must pass or score within a set time frame (e.g., 5 seconds)
- Two-Tag Rule: A defender must remove two tags before the attacker is considered 'tagged'
- Score Zones: Add multiple scoring zones to encourage players to scan the field for opportunities and exploit space.

PHYSICAL LITERACY ELEMENTS

- Object Manipulation
- Agility
- Motivation
- Engagement and Enjoyment
- Strategy and Planning
- Collaboration

CONTENT DESCRIPTORS

- ACPMP044: Perform movement sequences that incorporate different movement skills
- AACPMP048: Apply strategies for working cooperatively and rules fairly
- ACPMP062: Perform specialised movement skills and apply them in a variety of movement sequences and situations

GET INTO RUGBY SCHOOLS

ACTIVATION ACTIVITIES

ANIMAL WALKS

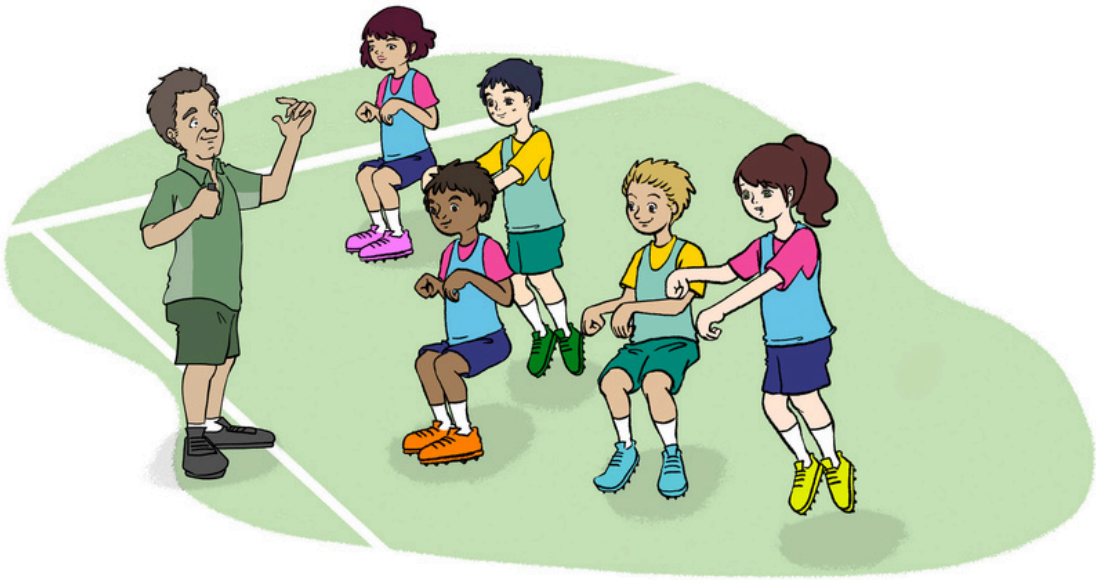
ACTIVATION

Description

Assemble two lines of cones approximately 10 metres apart with participants standing shoulder-to-shoulder along one line.

On the Coach's signal, participants move from one line to the other by imitating the movement pattern of an animal e.g. '*Wallaby*', '*Crab*', '*Elephant*'.

To support participant understanding, first demonstrate the different movement patterns.



Equipment



10 x cones

Learning Outcome

Participants learn to move their bodies in different ways whilst warming up in this fun activation game.

Stage

K	1	2	3

Click to view video

ANIMAL WALKS

ACTIVATION

Check for Understanding

Q Why do we need to move in different ways when playing Rugby?

Q In what ways do we move our bodies when playing Rugby?

Content Descriptors

K	ACPMP008, ACPMP012
1	ACPMP025, ACMPM030

Change It

Alter the space between the two lines of cones so that participants move over shorter or longer distances.

Change the call of an animal movement without notice to encourage participants to listen carefully.

Encourage participants to suggest their own animal movements.

Physical Literacy Elements

- Locomotor Skills
- Creative Thinking
- Flexibility
- Strength
- Endurance

BUILDERS AND BULLDOZERS

ACTIVATION

Description

Divide participants into two teams: '*Builders*' and '*Bulldozers*'. In a grid, scatter cones so that half are positioned upside down.

On the Coach's signal, '*Builders*' must attempt to flip all cones to be the right way up, whilst '*Bulldozers*' attempt to flip the cones to be upside down.

At the conclusion, the Coach will count the number of 'built' and 'bulldozed' cones to determine a winner.



Equipment



24 x cones

Learning Outcome

Participants develop spatial awareness, agility, and learn to move confidently into space in this fun and competitive activation game.

Stage

K	1	2	3

Click to view video

BUILDERS AND BULLDOZERS

ACTIVATION

Check for Understanding

Q How do we make sure that we do not run into other players when playing '*Builders and Bulldozers*'?

Q Should we bend at the waist or squat at the hips when '*building*' or '*bulldozing*' cones?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048
3	ACPMP061, ACPMP065, ACPMP067

Change It

Alter the size of the playing grid so that participants have less or more room to move.

On the signal, "*swap*", participants change roles with '*Builders*' becoming '*Bulldozers*', and '*Bulldozers*' becoming '*Builders*'.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Coordination
- Collaboration
- Endurance
- Perceptual Awareness

CAT AND MOUSE

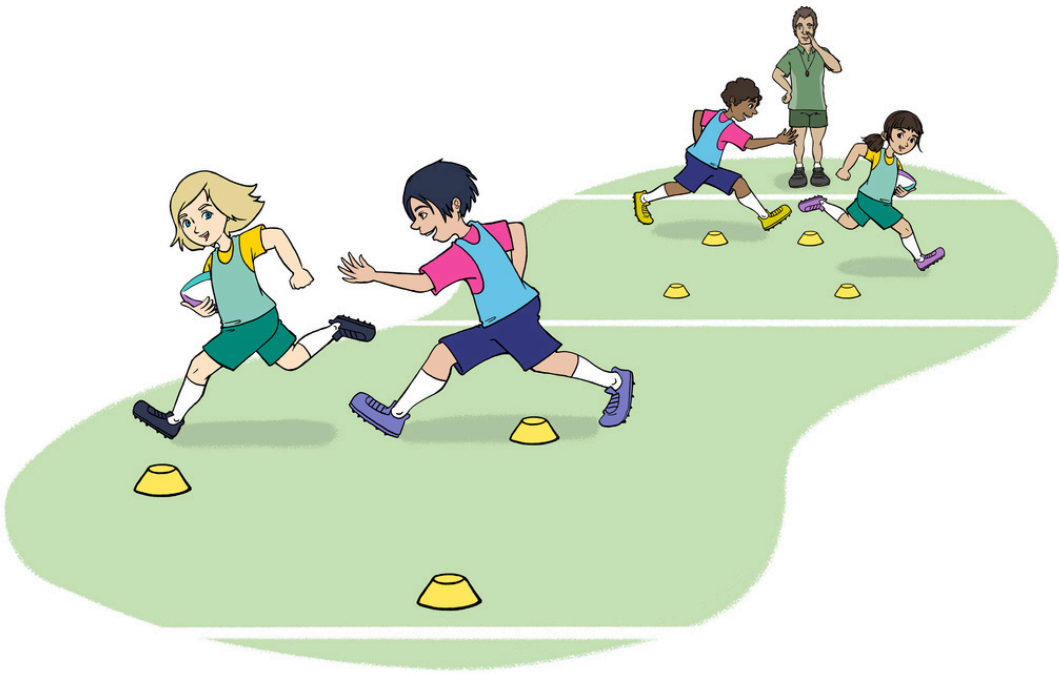
ACTIVATION

Description

Group participants in pairs, with one participant the '*Cat*', and the other, the '*Mouse*'.

Using cones, assemble a variety of shapes e.g. square, rectangle, triangle, and assign a shape to each pair.

On the Coach's signal, participants move around the outside of the shape with the '*Cat*' attempting to catch the '*Mouse*'.



Equipment



24 x cones

Learning Outcome

Participants develop their footwork, agility and movement in this fast-paced activation game.

Stage

K	1	2	3

Click to view video

CAT AND MOUSE

ACTIVATION

Check for Understanding

Q What part of the body does the '*Cat*' need to watch to have the best chance of catching the '*Mouse*'?

Q What part of our feet should we use to be as agile as possible?

Change It

Develop ball familiarity by asking the '*Mouse*' to carry a rugby ball in two hands at all times.

Assemble unconventional shapes that require participants to make multiple direction changes.

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Agility
- Stability/Balance
- Speed
- Perceptual Awareness

CATERPILLAR RACE

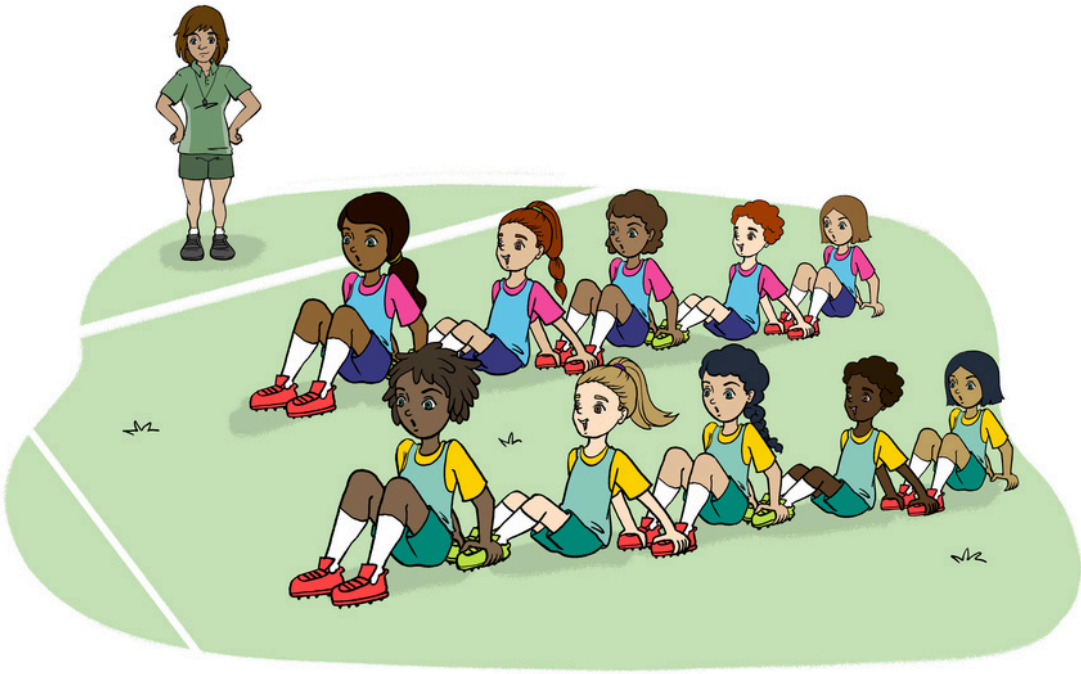
ACTIVATION

Description

Assemble a start and finish line, and seat participants in straight lines of four or more.

Each participant must reach back and hold the feet of the participant behind them.

On the Coach's signal, participants must work as a team to move forward like a '*Caterpillar*', racing other teams towards the finish line.



Equipment



10 x cones

Learning Outcome

Participants develop their teamwork in this fun and competitive activation game.

Stage

K	1	2	3

Click to view video

CATERPILLAR RACE

ACTIVATION

Check for Understanding

- What do we need to do to be the fastest '*Caterpillar*'?
- What skill do we need to use so that our teammates know when to move?
- Why is teamwork important in Rugby?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048
3	ACPMP061, ACPMP065, ACPMP067

Change It

- Alter the space between the start and finish lines so that participants have further to move.
- Ask the teams to change direction or move backwards.

Physical Literacy Elements

- Coordination
- Reaction Time
- Strength
- Stability/Balance
- Speed
- Movement Skills

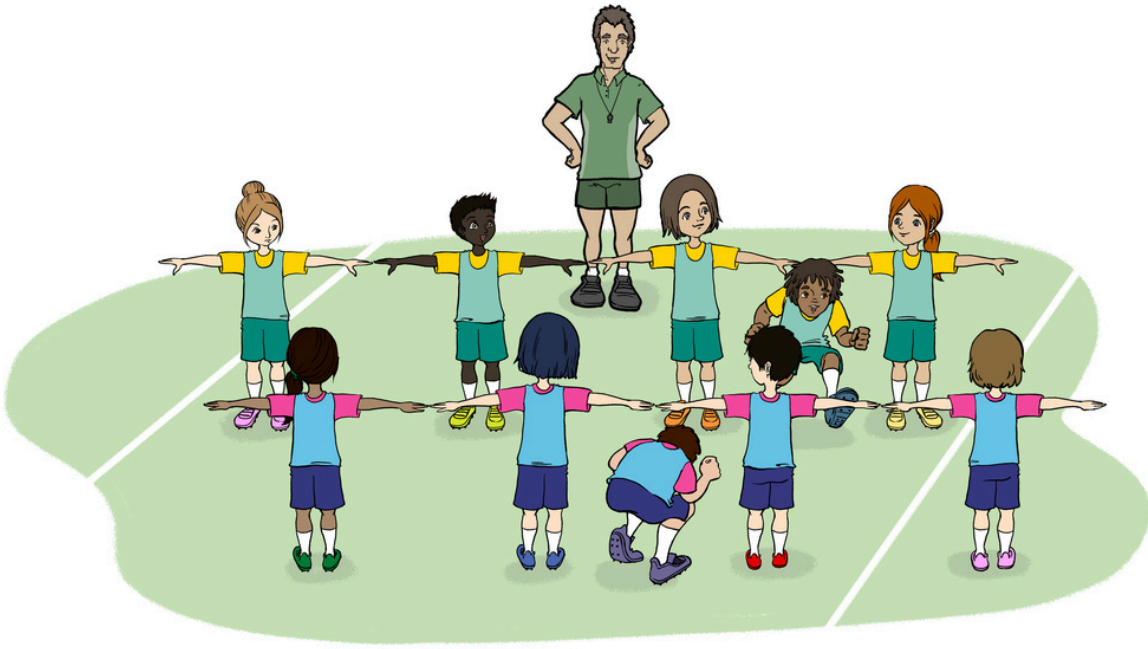
CHAIN RELAY

ACTIVATION

Description

Assemble participants in two opposing lines with th
arms extended in a 'T' shape so that their fingers ar
touching, forming a chain.

On the Coach's signal, the participant at the start of
line weaves their way through their teammates and
rejoins the end of the line. Upon reaching the end c
line, the next participant in line continues the proce
all participants have had a turn.



Equipment

No equipment needed

Learning Outcome

Participants develop their agility and teamwork in this fun activation game.

Stage

K	1	2	3

Click to view video

CHAIN RELAY

ACTIVATION

Check for Understanding

- Q What can we do with our feet to weave as quickly as possible?
- Q Which way should our hips be facing when weaving?
- Q Where do our eyes need to be looking when moving?

Change It

- Develop participants' ball familiarity by asking them to carry a ball when weaving through the chain.
- Alter the distance of how far the team needs to travel before the Activation concludes.

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030

Physical Literacy Elements

- Movement Skills
- Agility
- Coordination
- Stability/Balance
- Speed
- Perceptual Awareness

CONE GAME

ACTIVATION

Description

Group participants in pairs standing arms length apart with a marker cone placed at an equal distance between them on the ground.

Participants respond to the Coach's signal by touching the particular body part called out e.g. "*head*", "*shoulders*". On the call of "*cone*", participants must attempt to pick up the cone from the ground before their partner.



Equipment



1 x cone per 2 x participants

Learning Outcome

Participants learn to listen, anticipate, and react to coaching cues in this fun and competitive activation game.

Stage

K	1	2	3

Click to view video

CONE GAME

ACTIVATION

Check for Understanding

- Q What two skills do players need to use to be successful when playing the '*Cone Game*'?
- Q Why is listening and reacting important when playing Rugby?
- Q Who do we need to listen and react to?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048
3	ACPMP061, ACPMP065, ACPMP067

Change It

- Develop participants' ball familiarity by swapping the cones with balls.
- Incorporate the Activation '*Wallabies and Wallaroos*' into the game to further test participants' listening and reaction skills.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Coordination
- Speed
- Engagement & Enjoyment
- Stability/Balance

FOX AND CHICKEN

ACTIVATION

Description

Assemble participants in groups of four or more. Appoint one participant to be the '*Fox*'.

Ask the remaining participants to link hands and form a circle, with one participant appointed the '*Chicken*'.

On the Coach's signal, the '*Fox*' must move around the outside of the circle and attempt to tag the '*Chicken*'. The linked participants must work as a team to prevent the '*Chicken*' being tagged without letting go of one another's hands.



Equipment

No equipment needed

Learning Outcome

Participants learn to work as a team to achieve a shared outcome in this fun activation game.

Stage

K	1	2	3

Click to view video

FOX AND CHICKEN

ACTIVATION

Check for Understanding

- How can we make sure the '*Fox*' does not catch the '*Chicken*'?
- How do we let our teammates know which way we need to move to protect the '*Chicken*' from the '*Fox*'?
- Why is communicating important in Rugby?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048
3	ACPMP063, ACPMP065, ACPMP068

Change It

- Award a point each time the '*Fox*' catches the '*Chicken*'.
- Change the size of each group to make bigger circles for the '*Fox*' to move around.
- Include a time limit that the '*Fox*' has to catch the '*Chicken*' before swapping roles with a team mate.

Physical Literacy Elements


Movement Skills


Agility


Coordination


Speed


Engagement & Enjoyment


Stability/Balance

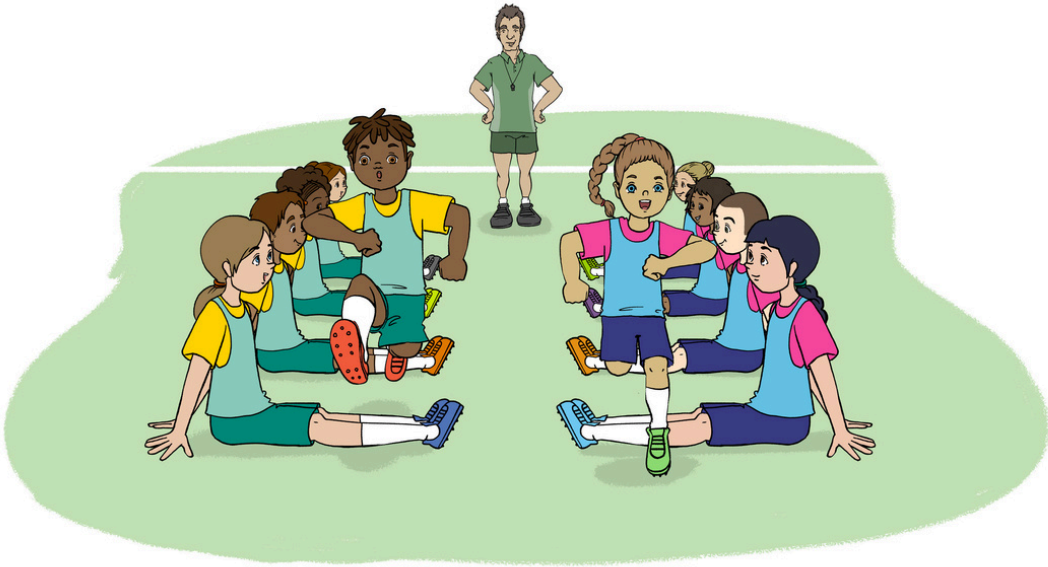
FRUIT SALAD

ACTIVATION

Description

Divide participants into two teams with participants seated opposite a partner with their feet touching, forming a tunnel. Assign each opposing pair a fruit name e.g. '*bananas*', '*apples*', '*pears*'.

When their fruit is called, participants must get to their feet and race down the tunnel, careful to step over the legs of their teammates, before looping around the back of their teammates and returning down the tunnel to their starting position.



Equipment

No equipment needed

Learning Outcome

Participants learn to listen, anticipate, react to coaching cues, and move confidently to avoid others in this fast-paced activation game.

Stage

K	1	2	3

Click to view video

FRUIT SALAD

ACTIVATION

Check for Understanding

- Why do we need to move in different ways when playing Rugby?
- In what ways do we move our bodies when playing Rugby?
- Why is listening and reacting important when playing Rugby?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030

Change It

- Develop ball familiarity by asking participants to carry a rugby ball in two hands.
- Alter the distance between between participants to create a longer or shorter tunnel.
- Change the fruit names to Super Rugby teams, players, or countries.

Physical Literacy Elements

- Movement Skills
- Agility
- Engagement & Enjoyment
- Speed
- Endurance
- Reaction Time

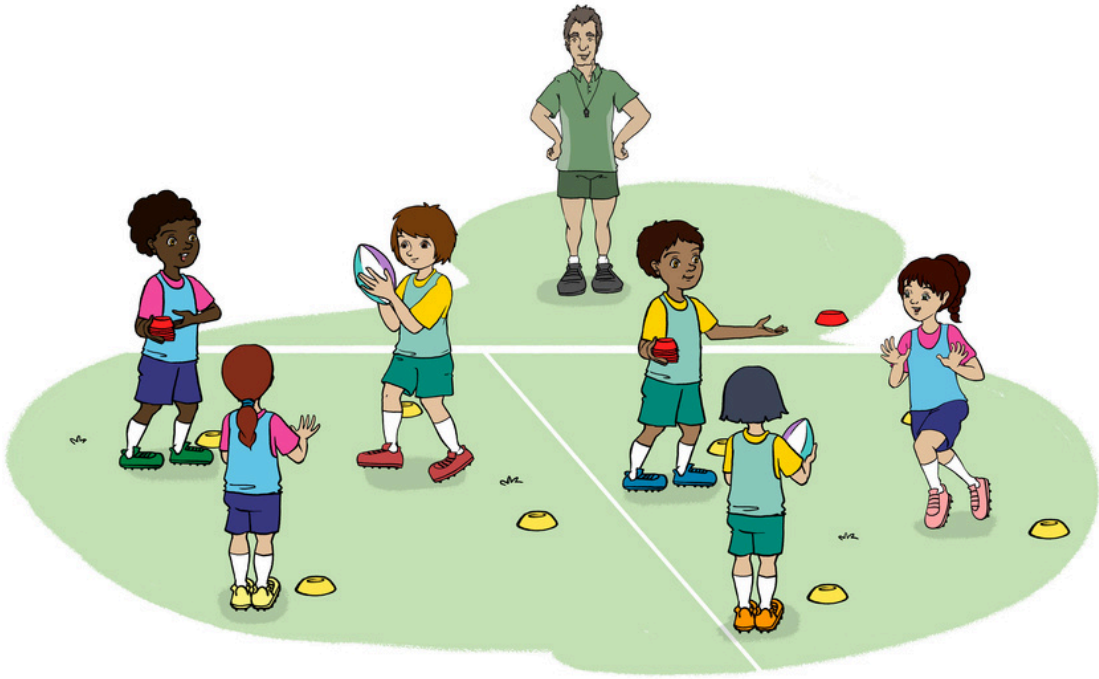
UFOs

ACTIVATION

Description

Assemble a small grid and divide participants into groups of four or more. Position one participant inside the grid with the remaining participants standing approximately two metres back with cones and a ball.

On the Coach's signal, the participant in the grid must sidestep and avoid cones flicked by their teammates. If at any time, a ball is passed to the participant in the grid, they must attempt to catch it. The activity concludes once all participants have had a turn.



Equipment

40 x cones

6 x balls

Learning Outcome

Participants develop their footwork, agility and vision in this fun activation game.

Stage

K	1	2	3

Click to view video

UFOs

ACTIVATION

Check for Understanding

- Why is evasion important in Rugby?
- Why is it important to have our eyes up and scanning what is in front of us?
- Why is it important to be on our toes?

Change It

- Alter the size of the grid so that participants have more or less room to move.
- Require that the participant in the centre of the grid pass the ball back once caught. Repeat the process until the participant drops the ball and then swap with a teammate.

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP046, ACPMP048
3	ACPMP065, ACPMP067, ACPMP068

Physical Literacy Elements

- Movement Skills
- Agility
- Object Manipulation
- Perceptual Awareness
- Coordination
- Reaction Time

WALLABIES AND WALLAROOS

ACTIVATION

Description

Assemble two '*try lines*' approximately 20 metres apart separated by a halfway line.

Divide participants into two teams: '*Wallabies*' and '*Wallaroos*', with both teams standing on the halfway line facing an opposing partner.

On the Coach's signal, either "*Wallabies*" or "*Wallaroos*" is called, with the relevant participants attempting to turn and run towards their '*try line*' before their partners can tag them.



Equipment



12 x cones

Learning Outcome

Participants learn to listen, anticipate, and react to coaching cues in this fun and competitive activation game.

Stage

K	1	2	3

Click to view video

WALLABIES AND WALLAROOS

ACTIVATION

Check for Understanding

- Q What two skills do participants need to be successful when playing *'Wallabies and Wallaroos'*?
- Q Why is listening and reacting important when playing Rugby?
- Q Who do we need to listen and react to?

Change It

- Develop ball familiarity by asking participants to carry a rugby ball and score a try.
- Alter the distance between the two opposing '*try lines*'.

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP065, ACPMP067, ACPMP068

Physical Literacy Elements

- Movement Skills
- Endurance
- Speed
- Reaction Time
- Engagement & Enjoyment
- Agility

GET INTO RUGBY SCHOOLS

SKILLS
CATCH & PASS

5 PASS COMPLETE

CATCH / PASS

Description

Assemble a grid and divide participants into two teams. The attacking team in possession of the ball must attempt to complete five successful passes without the ball being dropped or intercepted by the defending team.

Participants may move around the grid and pass the ball in any direction. If a ball is dropped, or intercepted, a change over occurs.



Equipment

9 x cones

1 x ball

1 x set of bibs

Learning Outcome

Participants learn to move and pass the ball into space, and avoid other players by using their vision and communication skills in this fun and competitive catch and pass game.

Stage

K	1	2	3

Click to view video

5 PASS COMPLETE

CATCH / PASS

Check for Understanding

- What should we do when a teammate has the ball?
- What can we do as a team when the opposition has the ball?
- What different skills can help us to be successful in this activity?

Change It

- Participants cannot pass the ball back to the player that they received it from.
- Assign '*double points*' to certain participants when they catch the ball.
- Increase the number of pass completions to ten.

Content Descriptors

K	ACPMP009, ACPMP011, ACPMP012
1	ACPMP025, ACPMP029, ACPMP030
2	ACPMP045, ACPMP047, ACPMP048
3	ACPMP065, ACPMP067, ACPMP068

Physical Literacy Elements

- Movement Skills
- Speed
- Object Manipulation
- Rules
- Agility
- Perceptual Awareness

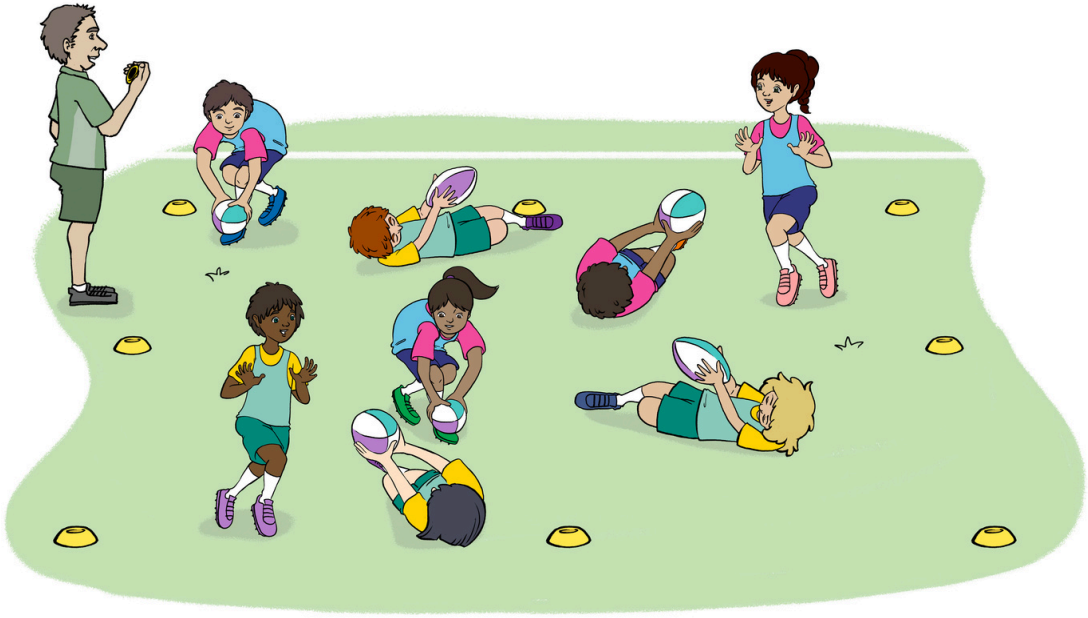
BALL FAMILIARISATION

CATCH / PASS

Description

Participants spread out within a grid with a ball each and begin to move around.

Responding to the Coach's signal, participants perform different skills and movements that incorporate a Rugby ball including place and pick up, passing in any direction to another participant, scoring a try, and pop passing.



Equipment



9 x cones



1 x ball per participant

Learning Outcome

Participants develop ball familiarity and control in this self-paced skill game.

Stage

K	1	2	3

Click to view video

BALL FAMILIARISATION

CATCH / PASS

Check for Understanding

- Q What different skills did we practice in the activity?
- Q How can these skills help us when playing Rugby?
- Q How can we make sure that we do not run into other players?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP029, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Incorporate more dynamic Rugby skills and movements e.g. '*prawn position*'.
- Alter the size of the grid so that participants develop their evasion and agility skills.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Object Manipulation
- Flexibility
- Coordination
- Endurance

BEAT THE FOOTY

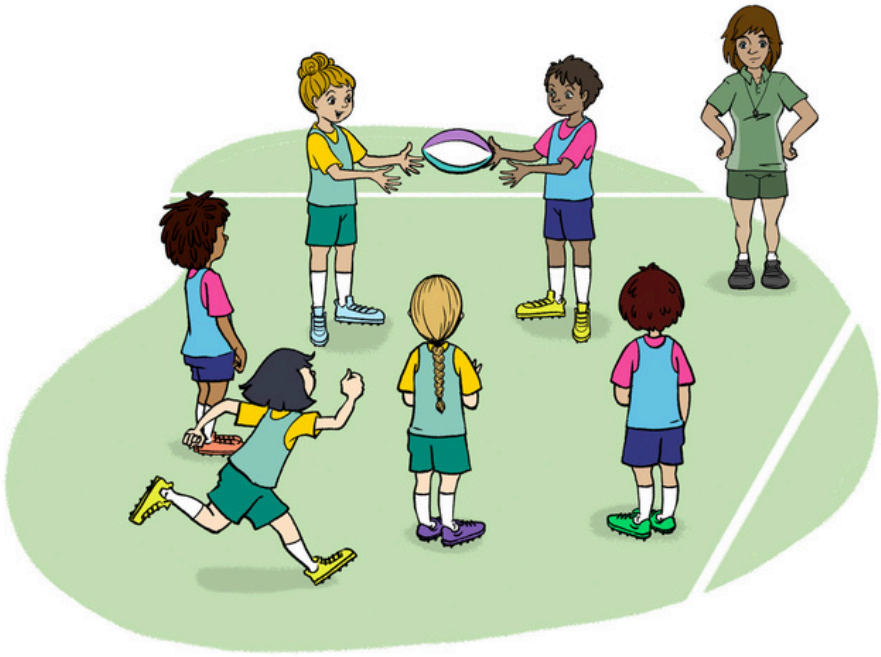
CATCH / PASS

Description

Group participants in circles of six or more.

Participants pass the ball in a clockwise direction around the circle. On the Coach's signal, one participant attempts to race the ball around the outside of the circle and back to their starting position.

The game concludes once all participants have had the opportunity to be the '*Chaser*'.



Equipment

1 x ball per circle

Learning Outcome

Participants learn that the ball travels quicker than the player whilst working as a team in this fast paced activity.

Stage

K	1	2	3

Click to view video

BEAT THE FOOTY

CATCH / PASS

Check for Understanding

- **Q** Where do our hands need to finish when we pass the ball?
- **Q** What shape do our hands need to make when catching the ball?
- **Q** Does the ball or player move faster around the circle?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP029, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Add a second ball to see if participants can work together to overtake the '*Chaser*'.
- On the signal, "*swap*", participants change directions.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Object Manipulation
- Speed
- Coordination
- Reaction Time

BOUNDARY PASS

CATCH / PASS

Description

Assemble a grid and group participants in pairs, with one participant standing inside the grid, and the other on the outside.

On the Coach's signal, participants move within and around the grid in a clockwise direction, passing the ball backwards to their partner.



Equipment

8 x cones

1 x ball per pair

Learning Outcome

Participants learn to form a '*W*' with their hands when catching the ball and to run forward and pass backwards in this fun catch and pass game.

Stage

K	1	2	3

Click to view video

BOUNDARY PASS

CATCH / PASS



Check for Understanding

- Where do our hands need to finish when we pass the ball?
- What shape do our hands need to make when catching the ball?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP029, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047

Change It

- Alter the size of the grid so that participants have further to move and a greater distance to pass.
- On the signal, "*swap*", participants change direction (clockwise to anti-clockwise).
- Set a time limit and see how many times pairs can complete a lap of the grid without dropping the ball.

Physical Literacy Elements

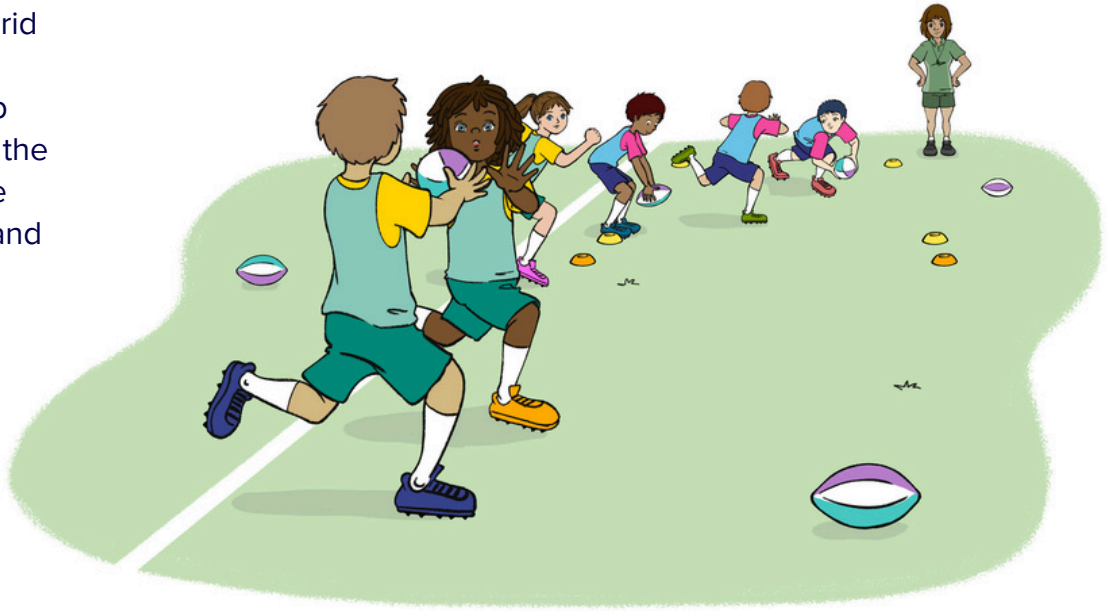
- Movement Skills
- Stability/Balance
- Object Manipulation
- Endurance
- Coordination
- Reaction Time

CONTINUOUS PASSING

CATCH / PASS

Description

Assemble a grid with three balls placed up one side of the grid approximately five metres apart and divide participants into groups of three. On the Coach's signal, participants move up the grid picking up each ball and passing it down the line to the other side of the grid where it is placed on the ground. Once the participants reach the end of the grid, they turn around and repeat the process, passing the ball down the line in the opposite direction to which they started.



Equipment

9 x cones

3 x balls per group

Learning Outcome

Participants learn to form a '*W*' with their hands when catching the ball, and to point their hands towards their target when passing in this fun catch and pass game.

Stage

K	1	2	3

Click to view video

CONTINUOUS PASSING

CATCH / PASS

Check for Understanding

- Where do our hands need to finish when we pass the ball?
- What shape do our hands need to make when catching the ball?
- What can we do to pass the ball a longer distance?

Change It

- Swap the direction in which participants pass the ball (e.g. from left to right, or right to left).
- Alter the distance between participants to focus on longer or shorter passes.

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Object Manipulation
- Flexibility
- Coordination
- Reaction Time

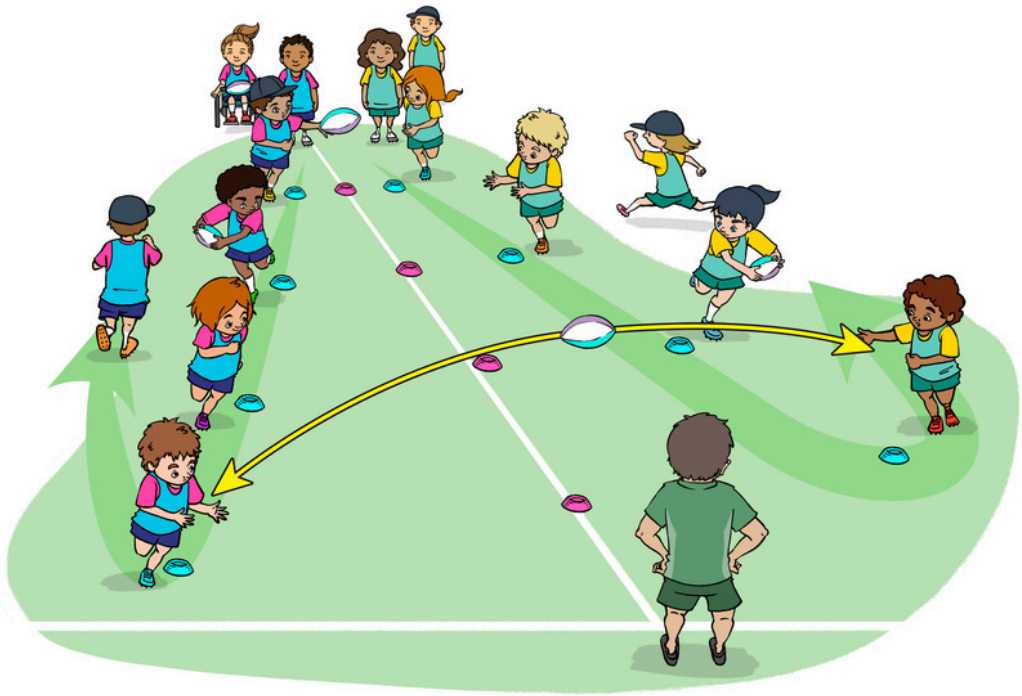
CROSS THE CREEK

CATCH / PASS

Description

Assemble two lines of cones in a '*V*' shape and group participants in pairs.

Each pair must make their way down their line passing the ball to one another. The further down the line that the pair progresses, the further apart they become, and the longer the pass that is required. If at any stage a ball is dropped, the pair must return to the beginning of the line and start again.



Equipment

10 x cones

1 x ball per pair

Learning Outcome

Participants learn to form a '*W*' with their hands when catching the ball, to point their hands towards their target when passing, and to use their bodies to generate momentum in this challenging catch and pass game.

Stage

K	1	2	3

Click to view video

CROSS THE CREEK

CATCH / PASS

Check for Understanding

- Q Where do our hands need to finish when we pass the ball?
- Q What shape do our hands need to make when catching the ball?
- Q What can we do to pass the ball a longer distance?

Content Descriptors

K	ACPMP008, ACPMP012, ACPMP014
1	ACPMP027, ACPMP030, ACPMP032
2	ACPMP045, ACPMP047, ACPMP050
3	ACPMP063, ACPMP065, ACPMP069

Change It

- Set a time limit and see how many times pairs can reach the end of the '*creek*' without dropping the ball.
- Assemble a '*creek*' that gets wider, then smaller, and wider again.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Object Manipulation
- Speed
- Coordination
- Rules

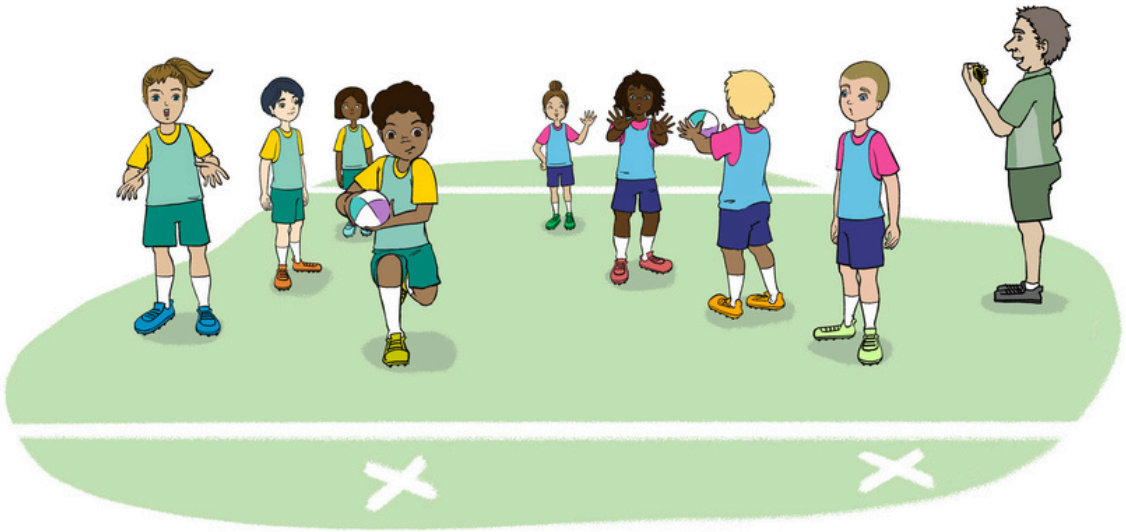
FLYING V

CATCH / PASS

Description

Divide participants into two lines and assemble them in the shape of a '*V*'. The two lines compete with the other to pass a ball down the line to the apex of the '*V*'.

Upon receiving the ball, the last participants in each line run forward and score a try. After scoring, the participants restart the activity at the head of their line, with all participants shifting down one place until everyone has had the opportunity to score.



Equipment

1 x cone per participant

2 x balls

Learning Outcome

Participants learn to form a '*W*' with their hands when catching the ball, and to point their hands towards their target when passing in this fun catch and pass game.

Stage

K	1	2	3

Click to view video

FLYING V

CATCH / PASS

Check for Understanding

- Where do our hands need to finish when we pass the ball?
- What shape do our hands need to make when catching the ball?
- How do we hold the ball when running with it?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP028, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP063, ACPMP065, ACPMP067

Change It

- Alter the distance between participants to focus on longer or shorter passes.
- Require participants to perform a '*kick and chase*' before scoring a try.
- Set a time limit and see how many tries each team can score before time runs out.

Physical Literacy Elements

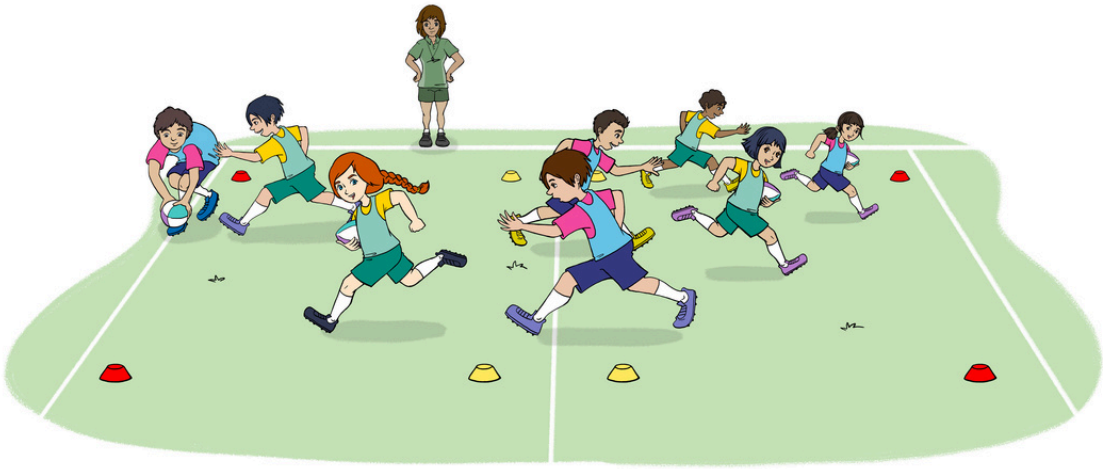
- Movement Skills
- Stability/Balance
- Object Manipulation
- Speed
- Coordination
- Reaction Time

HOT POTATO

CATCH / PASS

Description

Assemble two '*try lines*' approximately 20 metres apart separated by a halfway line. Group participants in pairs standing on the halfway line facing each other with one participant holding a ball. Participants quickly pass the ball back and forth with their partner. On the Coach's signal, the participant in possession of the ball must turn around and run towards their try line attempting to score a try before being tagged by their partner.



Equipment

9 x cones

1 x ball per pair

Learning Outcome

Participants learn to listen, anticipate, and react to coaching cues whilst developing their catching and passing skills in this fast-paced skill game.

Stage

K	1	2	3

Click to view video

HOT POTATO

CATCH / PASS

Check for Understanding

- What shape do our hands need to make when catching the ball?
- What can we do to be ready to score a try or to tag our partner?
- How do we score a try?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Require participants to perform a '*kick and chase*' before scoring a try.
- Alter the distance between the two '*try lines*'.

Physical Literacy Elements

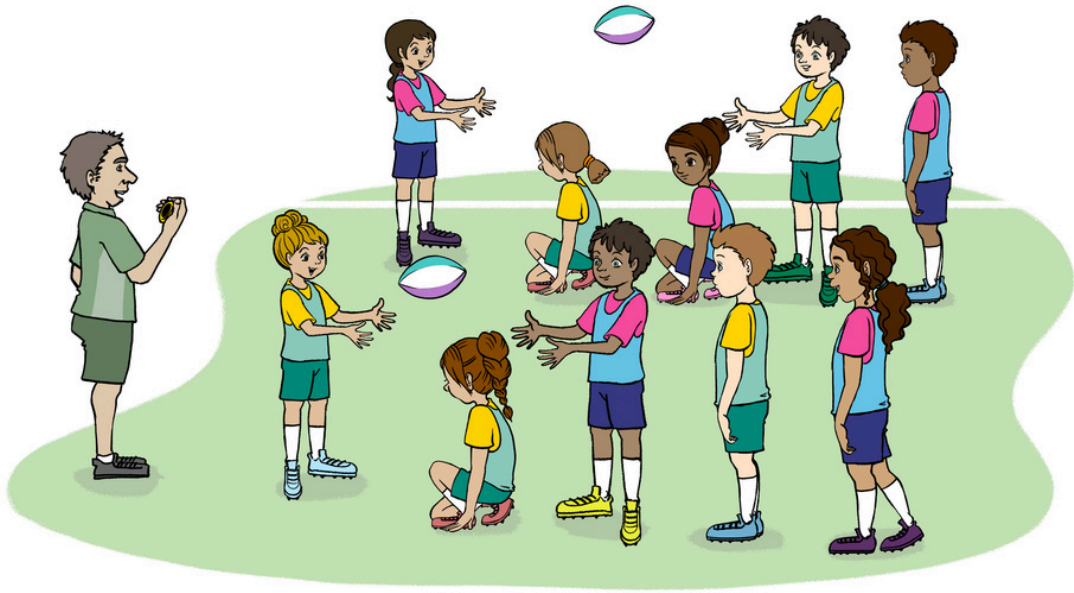
- Engagement & Enjoyment
- Movement Skills
- Object Manipulation
- Speed
- Coordination
- Reaction Time

PASS AND DUCK

CATCH / PASS

Description

Line up participants in groups of four or more, with one participant standing two steps in front facing the group and holding a ball. Upon the Coach's signal, the participant facing the group passes the ball to the first person in line. The receiver then returns the pass and ducks down. Participants continue passing the ball over each other's heads until the last person in line catches it, runs to the front, and begins the process again.



Equipment

6 x cones

1 x ball per group

Learning Outcome

Participants learn to form a '*W*' with their hands when catching the ball, to point their hands towards their target when passing, and to use their bodies to generate momentum in this fun catch and pass game.

Stage

K	1	2	3

Click to view video

PASS AND DUCK

CATCH / PASS

Check for Understanding

- Q Where do our hands need to finish when we pass the ball?
- Q What shape do our hands need to make when catching the ball?
- Q What can we do to pass the ball a longer distance?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP027, ACPMP029, ACPMP030
2	ACPMP045, ACPMP047, ACPMP049
3	ACPMP063, ACPMP065, ACPMP068

Change It



Alter the distance between participants to focus on longer or shorter passes.



When the ball gets to the end, the participant at the end of the line must run through and score a try prior to the activity restarting.

Physical Literacy Elements



Flexibility



Stability/Balance



Object Manipulation



Speed



Coordination



Reaction Time

PASSING OVERS AND UNDERS

CATCH / PASS

Description

Line participants up in groups of four or more. On the Coach's signal, the participant at the head of the line passes the ball over their head to the participant behind them who in turn passes the ball between their legs to the participant behind them.

This process repeats all the way through to the last participant in line, who then runs forward to the front of the line and restarts the process. The activity concludes when all participants have had a turn at the front of the line.



Equipment

6 x cones

1 x ball per group

Learning Outcome

Participants learn to catch and pass the ball in two hands, and work as a team in this fun and competitive catch and pass game.

Stage

K	1	2	3

Click to view video

PASSING OVERS AND UNDERS

CATCH / PASS

Check for Understanding

Q What can we do to move the ball as quickly as possible down the line?

Q When we catch the ball, what shape do our hands need to make?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP027, ACPMP029, ACPMP030
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP063, ACPMP065, ACPMP068

Change It

Develop participant ball familiarity and distribution by adding more than one ball.

On the signal, "*swap*", participants change movements, with those passing over, now passing under, and those passing under, now passing over.

Physical Literacy Elements

- Movement Skills
- Flexibility
- Object Manipulation
- Speed
- Stability/Balance
- Reaction Time

PIGGY IN THE MIDDLE

CATCH / PASS

Description

Assemble participants in groups of five within a grid, and assign one participant as the '*piggy in the middle*'. On the Coach's signal, participants pass the ball among themselves attempting to keep the ball from being intercepted by the '*piggy in the middle*'.

If the ball is intercepted or dropped, a new '*piggy in the middle*' is nominated with the activity continuing until all participants have had a turn.



Equipment

4 x cones per group

1 x ball per group

Learning Outcome

Participants learn to pass the ball into space, avoiding other players by using their vision and communication skills in this fun and competitive catch and pass game.

Stage

K	1	2	3

Click to view video

PIGGY IN THE MIDDLE

CATCH / PASS

Check for Understanding

- Where do our hands need to finish when we pass the ball?
- What shape do our hands need to make when catching the ball?
- What can we do to stop the '*piggy in the middle*' from intercepting the ball?

Change It

- Alter the size of the grid, with a smaller grid more challenging for participants.
- Add a second '*piggy in the middle*' to encourage greater teamwork and communication among participants.
- Assign a target number of pass completions e.g. ten.

Content Descriptors

K	ACPMP009, ACPMP012, ACPMP013
1	ACPMP027, ACPMP029, ACPMP030
2	ACPMP045, ACPMP047, ACPMP049

Physical Literacy Elements

- Engagement & Enjoyment
- Coordination
- Object Manipulation
- Agility
- Stability/Balance
- Reaction Time

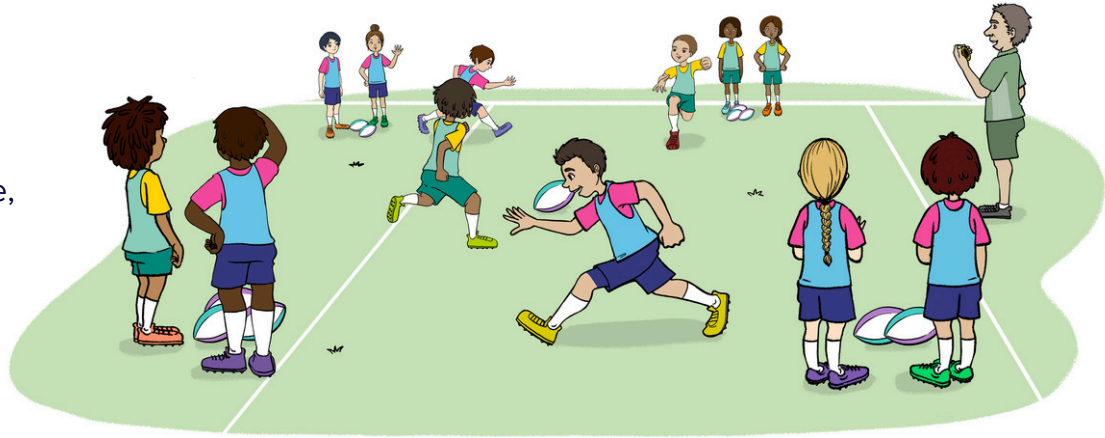
ROB THE NEST

CATCH / PASS

Description

Divide participants into four teams with each team positioned in the corner of a grid, and a '*nest*' of balls placed in the centre. On the Coach's signal, one member of each team runs forward and collects a ball from the '*nest*', and returns it to their corner, before the next member of the team runs forward and repeats the process.

Once all balls have been collected from the '*nest*', participants may steal balls from opposing teams. After a set period of time, the team with the most balls in their corner wins.



Equipment

8 x cones

16 x balls

Learning Outcome

Participants learn to carry the ball in two hands, use spatial awareness, and work as a team in this fun catch and pass game.

Stage

K	1	2	3

Click to view video

ROB THE NEST

CATCH / PASS

Check for Understanding

- How should we carry the ball?
- By carrying the ball in two hands, what does this allow us to do?
- How do we make sure that we do not run into other players?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP025, ACPMP027, ACPMP030
2	ACPMP043, ACPMP045, ACPMP048
3	ACPMP061, ACPMP063, ACPMP067

Change It

- Alter the size of the grid so that participants have further to move.
- Assign different point values to balls to encourage participant decision-making.
- Once collected, participants must pass the ball back to their corner. If the ball is dropped, it must be returned to the '*nest*'.

Physical Literacy Elements

- Movement Skills
- Agility
- Engagement & Enjoyment
- Coordination
- Stability/Balance
- Speed

SCORE THE TRY AND POP RACE

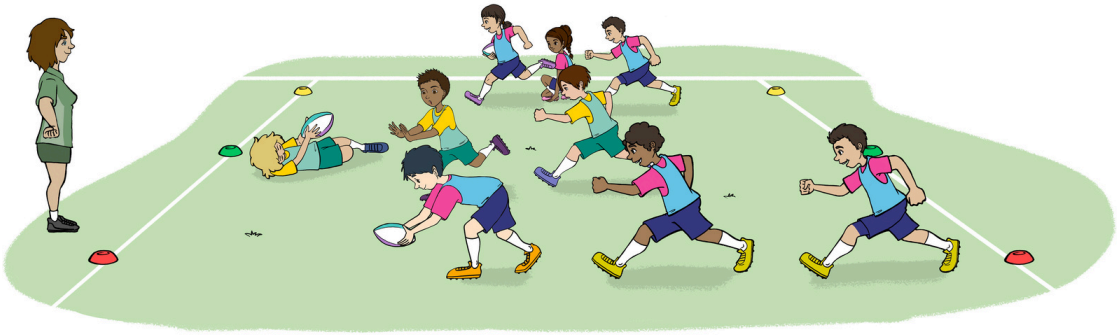
CATCH / PASS

Description

Set up two lines approximately 20 metres apart and assemble participants in groups of three.

The first participant from each group runs forward and on the Coach's signal, "*tackle*", fall to the ground and '*score the try*'. On the ground, the participant then pops onto their side and pop passes to the next participant who repeats the process.

The activity concludes once all three participants have '*scored a try*'.



Equipment

8 x cones

1 x ball per group

Learning Outcome

Participants develop ball control and distribution whilst working as a team in this fun skill game.

Stage

K	1	2	3

Click to view video

SCORE THE TRY AND POP RACE

CATCH / PASS

Check for Understanding

Q When we get tackled what do we need to do with our body?

Q What part of our teammate's body should we pop the ball to?

Q Why do we want to be close to our teammate when they are tackled?

Change It

Develop participants' communication skills by having them call “*drop*” when a participant falls to the ground and “*pop*” when receiving the ball.

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP025, ACPMP027, ACPMP030
2	ACPMP043, ACPMP045, ACPMP048
3	ACPMP061, ACPMP063, ACPMP067

Physical Literacy Elements

- Movement Skills
- Coordination
- Object Manipulation
- Speed
- Stability/Balance
- Reaction Time

TRIANGLE PASSING

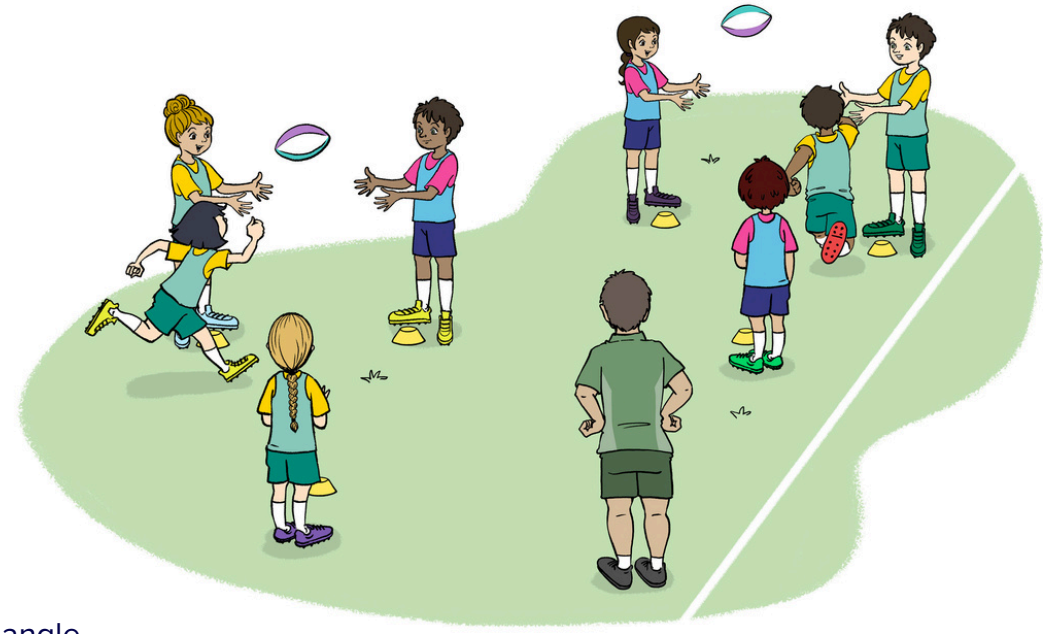
CATCH / PASS

Description

Assemble participants in groups of four with three of the participants positioned forming a triangle.

On the Coach's signal, a ball is passed in any direction around the triangle with the fourth participant attempting to tag the participant catching the ball before it can be passed on.

Rotate participants around the triangle until each have had the opportunity to be the '*Tagger*'.



Equipment

3 x cones per triangle

1 x ball per triangle

Learning Outcome

Participants learn that the ball travels quicker than the player whilst working as a team in this fast paced activity.

Stage

K	1	2	3

Click to view video

TRIANGLE PASSING

CATCH / PASS

Check for Understanding

- Q Where do our hands need to finish when we pass the ball?
- Q What shape do our hands need to make when catching the ball?
- Q Does the ball or player move faster around the triangle?

Change It

Alter the distance between participants to form smaller or larger triangles.

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047

Physical Literacy Elements

- Movement Skills
- Agility
- Object Manipulation
- Speed
- Stability/Balance
- Reaction Time

GET INTO RUGBY SCHOOLS

SKILLS EVASION

BUGS AND SPIDERS

EVASION

Description

Assemble a grid within a larger grid and divide participants into two teams, '*Bugs*' and '*Spiders*'. Group the '*Bugs*' within the small grid, and ask the '*Spiders*' to spread out within the larger grid.

On the Coach's signal, the '*Bugs*' must leave the smaller grid and attempt to exit the larger grid before being tagged by a '*Spider*'. If tagged, the '*Bug*' becomes a '*Spider*'.

Repeat the process until all '*Bugs*' have been tagged before swapping teams.



Equipment



12 x cones

Learning Outcome

Participants develop spatial awareness, agility and learn to move confidently in this fun and competitive evasion game.

Stage

K	1	2	3

Click to view video

BUGS AND SPIDERS

EVASION

Check for Understanding

- **Q** How can we avoid being tagged by the '*Spiders*'?
- **Q** What part of the body should we look at when trying to tag the '*Bugs*'?
- **Q** What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Develop ball familiarity by asking '*Bugs*' to carry a ball in two hands.
- On the signal, "*swap*", participants change roles with '*Spiders*' becoming '*Bugs*'.
- Alter the size of the grid.

Physical Literacy Elements

- Movement Skills
- Agility
- Engagement & Enjoyment
- Speed
- Perceptual Awareness
- Reaction Time

CIRCLE DODGE BALL

EVASION

Description

Assemble a large circle and divide participants into two groups, with one group positioned in the middle of the circle, and the other group positioned outside the circle.

On the Coach's signal, participants outside the circle must roll balls underarm and attempt to strike the participants within the circle below the knee. If a participant is hit below the knee by a ball they must join the participants outside the circle. The game continues until all participants in the circle have been eliminated.



Equipment

9 x cones

10 x balls

Learning Outcome

Participants develop their footwork, agility and vision in this fun evasion game.

Stage

K	1	2	3

Click to view video

CIRCLE DODGE BALL

EVASION

Check for Understanding

Q What skills can we use to avoid being hit by a ball?

Q How can these skills help us when playing Rugby?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Alter the size of the circle, with a smaller circle more challenging for participants.

On the signal, "*scatter*", participants in the middle of the circle must try to escape without being tagged.

Physical Literacy Elements

- Movement Skills
- Flexibility
- Agility
- Coordination
- Object Manipulation
- Reaction Time

COCKROACHES AND EXTERMINATORS

EVASION

Description

Assemble a grid and assign two or three participants to be '*Exterminators*', with the remaining participants known as '*Cockroaches'*.

On the Coach's signal, participants move through the grid with the '*Cockroaches*' attempting to avoid being tagged by the '*Exterminators*'.

Once tagged, participants drop to the ground and lie on their back kicking their legs in the air like a dying '*Cockroach*' until another participant rolls them back onto their feet.



Equipment



12 x cones

Coaching Outcome

Participants develop spatial awareness, agility, and teamwork in this evasion game.

Stage

K	1	2	3

Click to view video

COCKROACHES AND EXTERMINATORS

EVASION

Check for Understanding

Q What part of the body should we look at when tagging an opponent?

Q What can we do to ensure that we do not run into other participants?

Q What part of our body provides the power to roll our teammates back onto their feet?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Develop ball familiarity by asking participants to carry a ball in two hands.

Alter the size of the grid.

Once tagged, participants must drop to the ground in the '*prawn*' position.

Physical Literacy Elements

Movement Skills

Endurance

Agility

Coordination

Engagement & Enjoyment

Speed

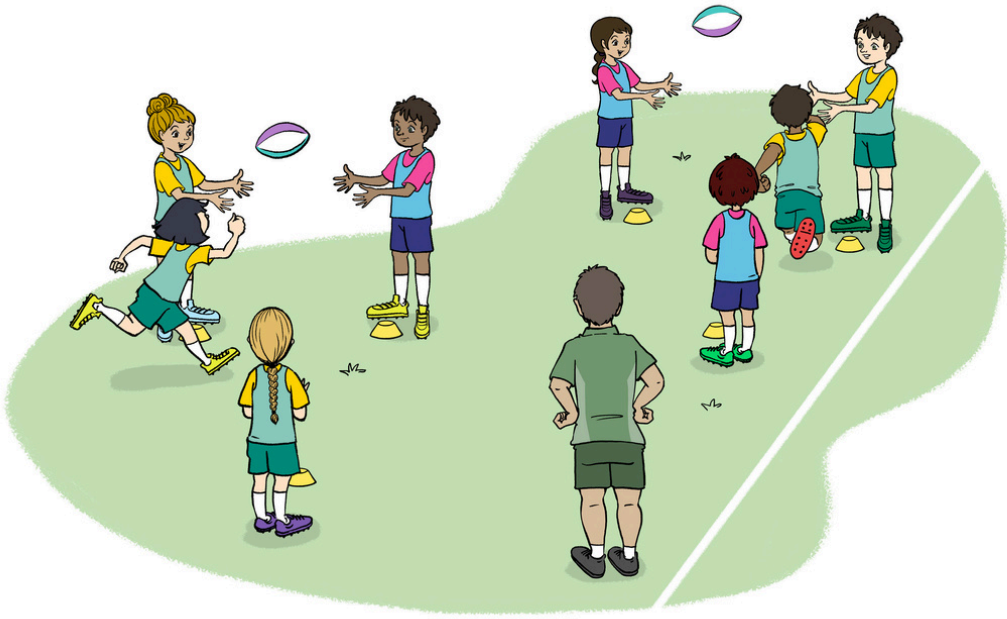
COLOUR TAG

EVASION

Description

Assemble triangles using three different coloured cones and in groups of three assign one participant to each cone. Near to each triangle, set up a '*try line*' using two more cones. On the Coach's signal, participants move in a clockwise direction around the triangle by performing different movements such as hopping, skipping, jumping or running.

When the coach yells out the colour of one of the cones, the participant nearest to that cone becomes the '*Tagger*' and must attempt to tag the other participants before they can cross the '*try line*'.



Equipment



3 x different coloured cones per triangle plus 2 x extra cones

Learning Outcome

Participants develop spatial awareness and agility, and learn to move confidently into space in this fun evasion game.

Stage

K	1	2	3

Click to view video

COLOUR TAG

EVASION

Check for Understanding

Q What part of the body should we look at when tagging an opponent?

Q What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Develop ball familiarity by asking participants to carry a ball in two hands and attempt to score a try before being tagged.

Swap the Coach's call so that the participant nearest to the colour cone called becomes the '*Attacker*' and must attempt being tagged by two '*Taggers*'.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Agility
- Coordination
- Speed
- Stability/Balance

FOOTY FLAGS

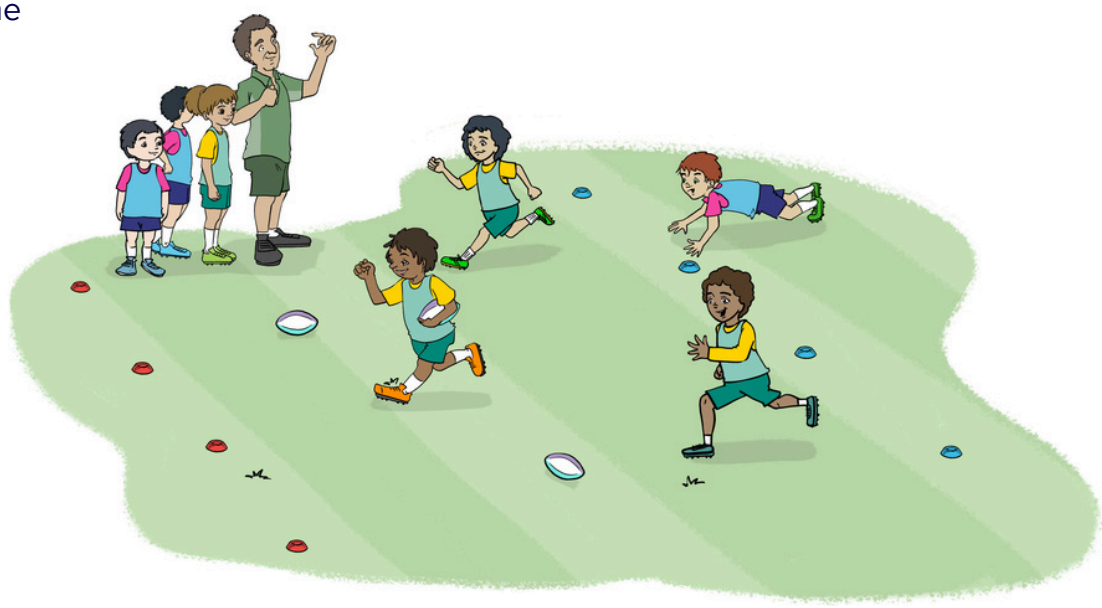
EVASION

Description

Assemble a grid with four different coloured lines of cones, and scatter balls throughout. Participants lie on their stomachs along one line of the grid.

On the Coach's signal participants get to their feet and race to collect a ball. The Coach will then call a colour, prompting participants with a ball to aim to score a try on the corresponding coloured line.

Participants that do not collect a ball become defenders and must attempt to tag those participants with a ball before they score a try.



Equipment

12 x cones

5 x balls

Learning Outcome

Participants learn to listen, anticipate, and react to coaching cues, and develop their evasion skills in this fun and competitive game.

Stage

K	1	2	3

Click to view video

FOOTY FLAGS

EVASION

Check for Understanding

- How do we get to our feet quickly?
- When lying on the ground, where should we be looking?
- Why is listening and reacting important when playing Rugby?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Alter the size of the grid, with a larger grid more challenging for participants.
- Change the colour call to test participants listening and reaction skills.
- Reduce the number of balls available within the grid.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Agility
- Coordination
- Speed
- Stability/Balance

MOVE IT OR LOSE IT

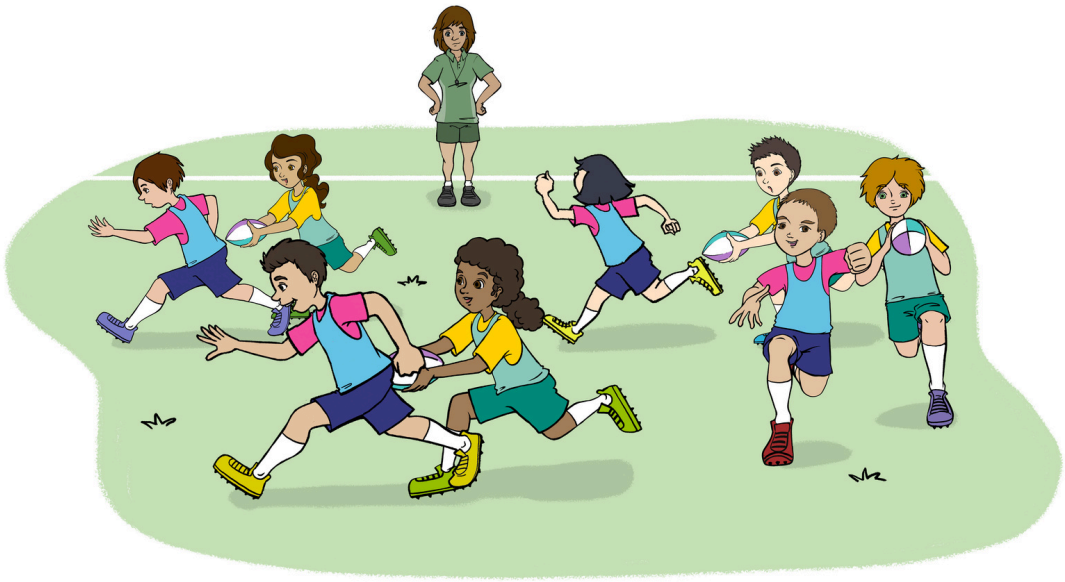
EVASION

Description

Assemble a grid and assign one or more participant as a '*Taggers*' with a ball.

On the Coach's signal, participants move through the grid attempting to avoid being tagged.

If tagged, the participant collects a ball and rejoins the game as a '*Tagger*'. The game continues until only one participant remains.



Equipment



12 x cones



1 x ball per participant

Learning Outcome

Participants develop spatial awareness, agility, and learn to move confidently into space in this fun evasion game.

Stage

K	1	2	3

Click to view video

MOVE IT OR LOSE IT

EVASION

Check for Understanding

Q What part of the body should we look at when tagging an opponent?

Q What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Alter the size of the grid.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Perceptual Awareness
- Agility
- Engagement & Enjoyment
- Speed

PARTNER TAG

EVASION

Description

Group participants in pairs within a grid, with one participant designated as the '*Ball Carrier*', and the other as the '*Tagger*'.

On the Coach's signal, the ball carrier must avoid being tagged by moving through the grid. Once tagged, participants swap roles and resume playing.



Equipment



8 x cones



1 x ball per pair

Learning Outcome

Participants develop spatial awareness, agility, and learn to move confidently in this fun and competitive evasion activity.

Stage

K	1	2	3

Click to view video

PARTNER TAG

EVASION

Check for Understanding

Q What part of the body should we look at when tagging our opponent?

Q What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It



Upon being tagged, require the ball carrier to drop to the ground and release the ball. Participants swap roles once the tagger picks up the ball.



Introduce different movement patterns e.g. skipping or hopping.



Alter the size of the grid.

Physical Literacy Elements



Movement Skills



Stability/Balance



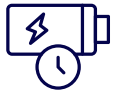
Perceptual Awareness



Agility



Speed



Endurance

RUGBY OCTOPUS

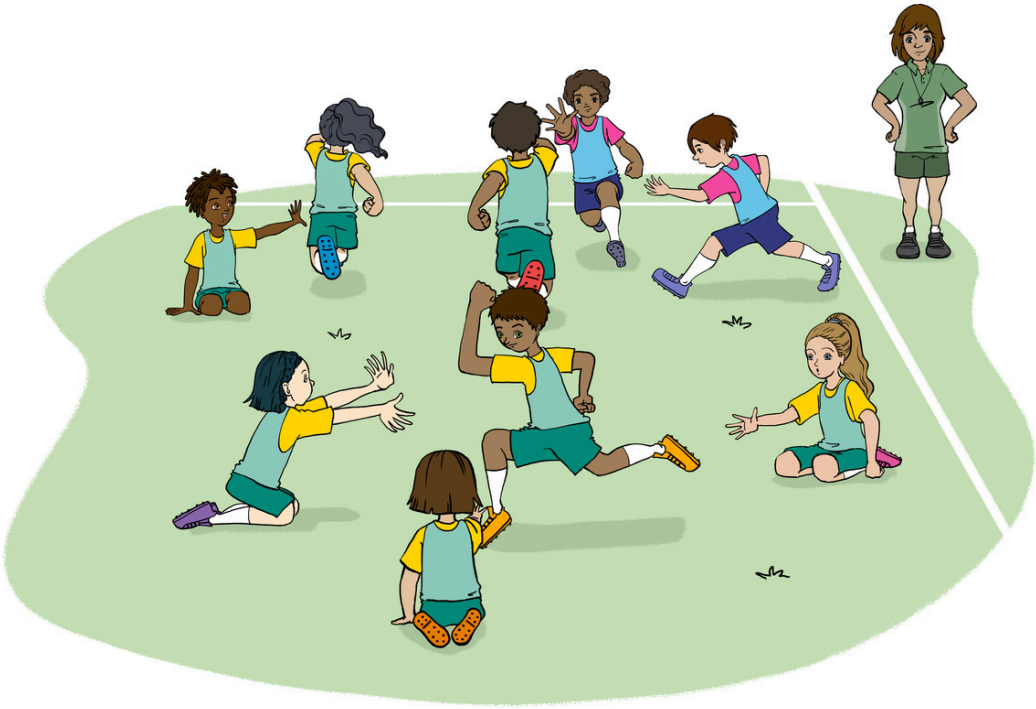
EVASION

Description

Assemble a grid and select up to three participants to be '*Octopus'*. The remaining participants line up along one line of the grid, and on the Coach's signal, must attempt to move through the grid without being tagged.

If tagged, a participant becomes '*Seaweed*' and must remain stationary, waving their arms and attempting to tag other participants as they run through the grid.

The game continues until all participants have been tagged.



Equipment



9 x cones



4 x balls

Learning Outcome

Participants develop spatial awareness, agility, and learn to move confidently into space in this fun evasion game.

Stage

K	1	2	3

Click to view video

RUGBY OCTOPUS

EVASION

Check for Understanding

Q What part of the body should we look at when tagging an opponent?

Q What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Develop ball familiarity by asking participants to carry a ball in two hands.

Alter the size of the grid.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Agility
- Perceptual Awareness
- Speed
- Reaction Time

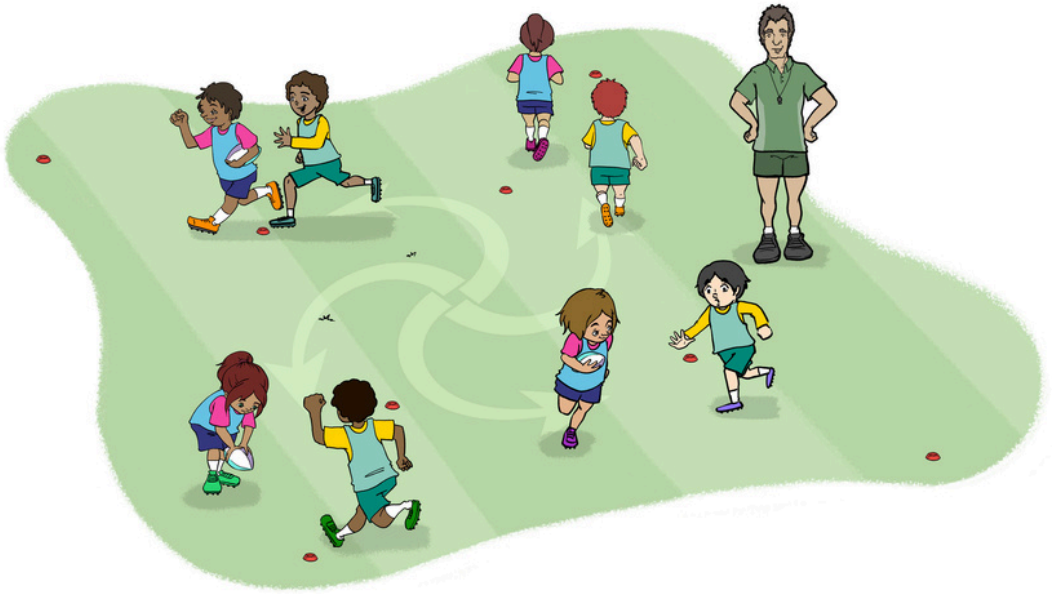
SCATTER TAG

EVASION

Description

Assemble a grid within a larger grid and divide participants into two teams, '*Attackers*' and '*Defenders*'. '*Attackers*' each carry a ball and jog clockwise within the smaller grid whilst the defending team jogs anti-clockwise around the outside of the larger grid.

On the Coach's signal, the '*Attackers'* must leave the smaller grid and attempt to score a try by exiting the larger grid before being tagged by a '*Defender'*. If tagged, the '*Attacker*' joins the '*Defenders'*. Repeat the process until all '*Attackers'* have been tagged before swapping teams.



Equipment

16 x cones

1 x ball per attacker

Learning Outcome

Participants develop spatial awareness, agility and learn to move confidently in this fun and competitive evasion game.

Stage

K	1	2	3

Click to view video

SCATTER TAG

EVASION

Check for Understanding

- What part of the body should we look at when tagging an opponent?
- How should we hold the ball when running with it?
- What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP012
1	ACPMP025, ACPMP029, ACPMP030
2	ACPMP043, ACPMP047, ACPMP049
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Alter the size of the grid.
- On the signal, "*swap*", participants change direction.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Agility
- Endurance
- Engagement & Enjoyment
- Speed

STUCK IN THE MUD

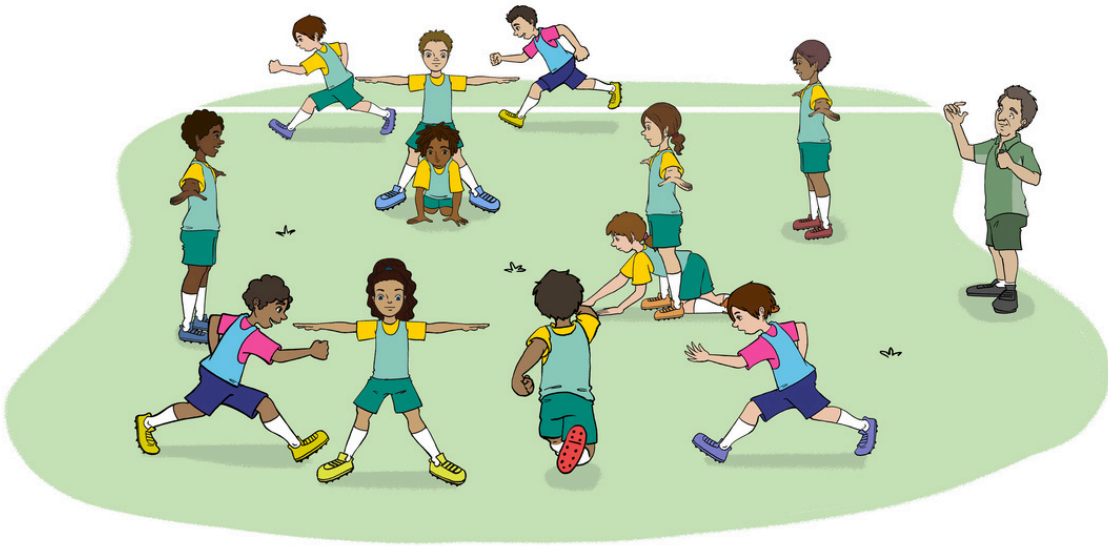
EVASION

Description

Assemble a grid and select up to three participants to be '*Taggers*'.

On the Coach's signal, participants must move from one end of the grid to the other without being tagged.

If tagged, the participant must remain '*stuck in the mud*' until another participant crawls through their legs and frees them.



Equipment



14 x cones

Learning Outcome

Participants develop spatial awareness, agility and learn to work as a team in this fun evasion game.

Stage

K	1	2	3

Click to view video

STUCK IN THE MUD

EVASION

Check for Understanding

Q What part of the body should we look at when tagging an opponent?

Q What can we do to ensure that we do not run into other participants?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMM027, ACMPM029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

Develop ball familiarity by asking participants to carry a ball in two hands.

Alter the size of the grid and the distance that participants need to move without being tagged.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Agility
- Coordination
- Speed
- Flexibility

TRY TIME RUGBY RUSH

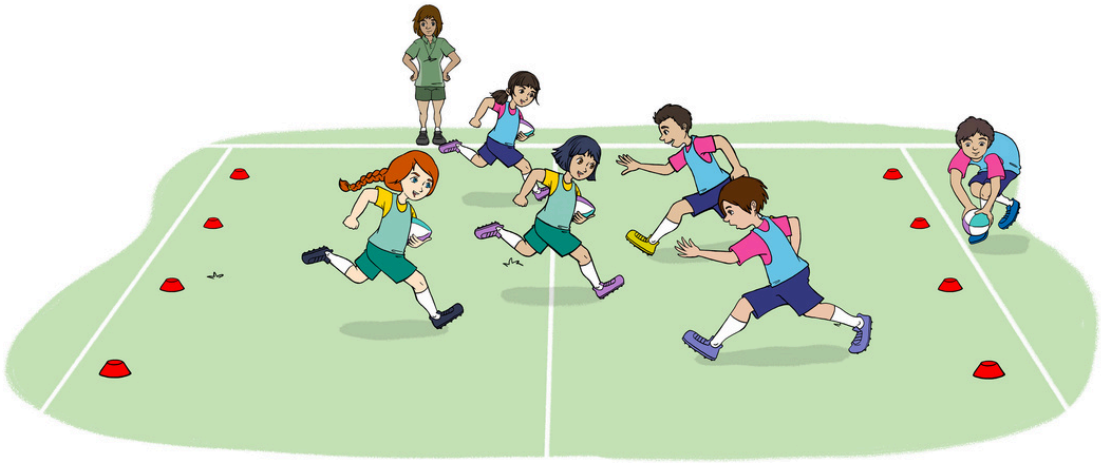
EVASION

Description

Assemble a grid and select up to three participants to be '*Taggers*'.

The remaining participants line up along one line of the grid with a ball, and on the Coach's signal "*Rugby Rush*", attempt to move through the grid and score a try without being tagged. If tagged, the participant loses their ball and joins as a '*Tagger*'.

The game continues until all participants have been tagged.



Equipment

12 x cones

1 x ball per participant

Coaching Outcome

Participants develop spatial awareness, agility, and learn to move confidently into space in this fun evasion game.

Stage

K	1	2	3

Click to view video

TRY TIME RUGBY RUSH

EVASION

Check for Understanding

- Q What part of the body should we look at when tagging an opponent?
- Q What can we do to ensure that we do not run into other participants?
- Q How do we score a try?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP011
1	ACPMP025, ACPMP027, ACPMP029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Each turn, give responsibility to one of the '*Taggers'* to call "*Rugby Rush*".
- Rather than running, introduce different movement patterns e.g. skipping or hopping.
- Alter the size of the grid.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Agility
- Coordination
- Perceptual Awareness
- Speed

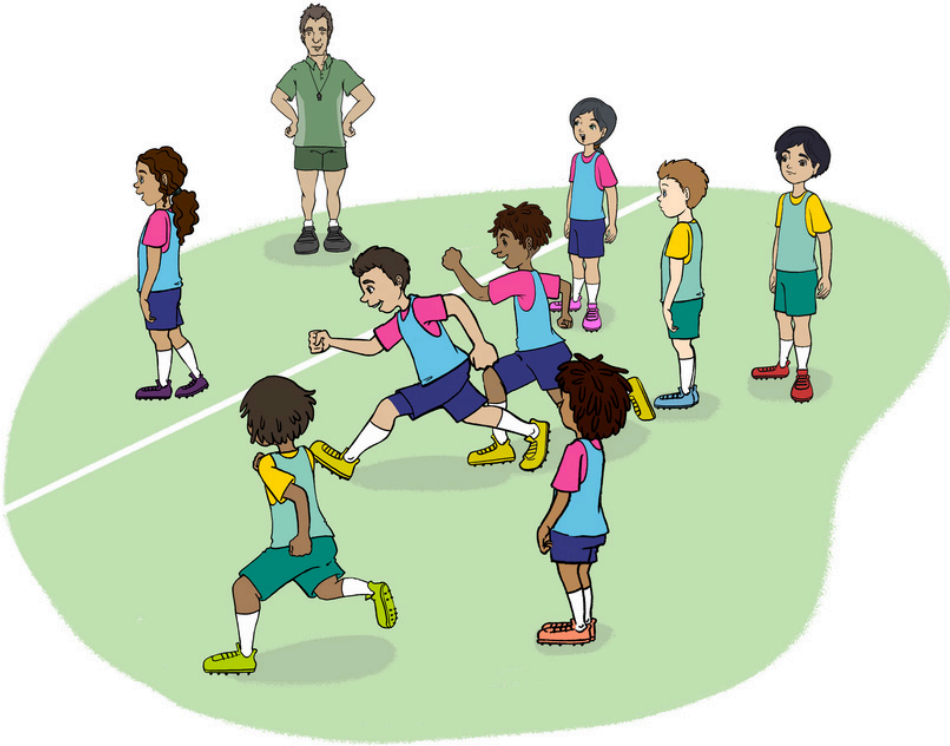
WHATS THE TIME MR WOLF?

EVASION

Description

Assemble a grid with all participants lined up along one line holding a ball. Assign one participant as '*Mr/Mrs Wolf*' and position them in the middle of the grid with their back to the other participants.

The game starts with the participants asking *"What's the time Mr/Mrs Wolf?"*. Reacting to the '*Wolf's'* response, participants must take that many steps forward e.g. *"seven o'clock"* (seven steps). The process is repeated with the participants moving closer and closer to the '*Wolf*'. When eventually the '*Wolf*' responds *"Try Scoring Time"*, participants must attempt to run past the '*Wolf*' and score a try before being tagged.



Equipment

1 x ball per participant

9 x cones

Coaching Outcome

Participants learn to listen, anticipate, and react to cues in this fun evasion game.

Stage

K	1	2	3

Click to view video

WHAT'S THE TIME MR WOLF?

EVASION

Check for Understanding

- What two skills do we need to use to be successful at this game?
- Why is listening and reacting important in Rugby?
- How do we score a try?

Content Descriptors

K	ACPMP008, ACPMP011, ACPMP014
1	ACPMP025, ACPMP029, ACPMP032
2	ACPMP043, ACPMP047, ACPMP050
3	ACPMP061, ACPMP065, ACPMP069

Change It

- Alter the size of the grid, with a smaller grid more challenging for participants.
- If tagged, participants must join the '*Wolf*'. Repeat the process until all participants have been tagged.
- Assign more than one participant to be a '*Wolf*'.

Physical Literacy Elements

- Movement Skills
- Stability/Balance
- Agility
- Reaction Time
- Engagement & Enjoyment
- Speed

GET INTO RUGBY SCHOOLS

SKILLS
KICKING

HOW TO KICK A DROP PUNT

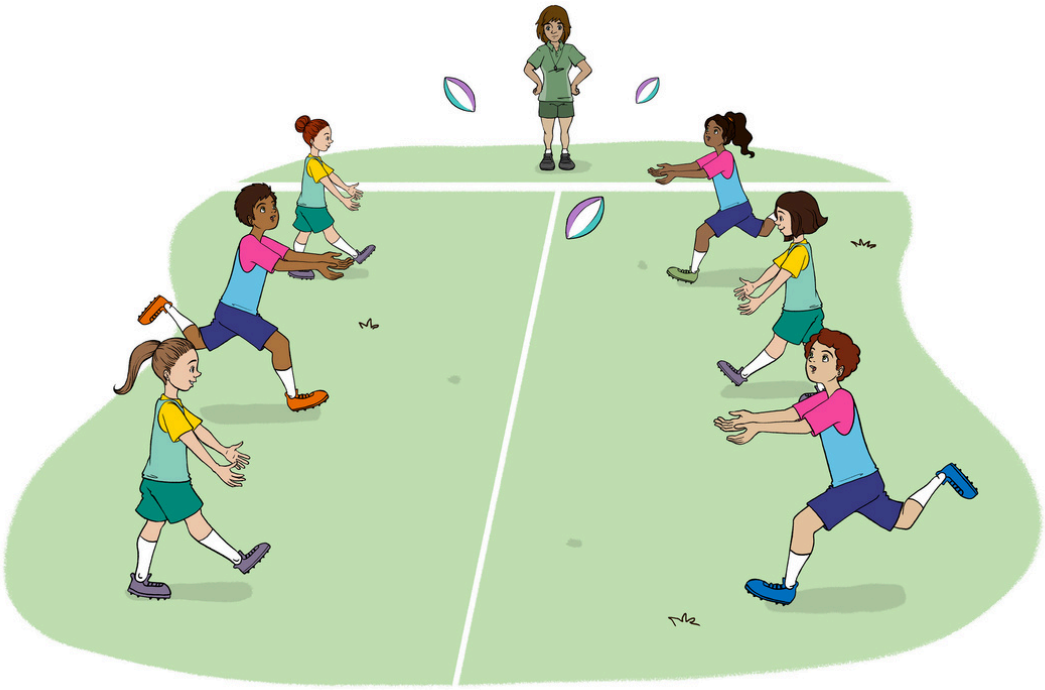
KICKING

Description

Ask participants to hold the ball like a '*rocket ship taking off*'. Participants take a step forward with their less dominant foot.

As they take the step, encourage participants to drop the ball so that the '*rocket ship does not fall over'*.

As the ball drops, participants kick through the ball, ensuring that their toes are pointing towards their target.



Equipment

1 x ball per participant

Coaching Outcome

Participants develop an understanding of how to perform a '*drop punt*'.

Stage

K	1	2	3

Click to view video

HOW TO KICK A DROP PUNT

KICKING



Check for Understanding

- How do we hold the ball when kicking a '*drop punt*'?
- Where should we be looking when kicking the ball?
- Where should our toes point when kicking the ball?

Content Descriptors

K	ACPMP008, ACPMP012
1	ACPMP025, ACPMP029
2	ACPMP043, ACPMP047
3	ACPMP061, ACPMP065

Change It

Set targets at various distances to encourage participants to practice and understand how far to kick the ball.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Object Manipulation
- Content Knowledge
- Coordination
- Stability/Balance

HOW TO KICK A GRUBBER

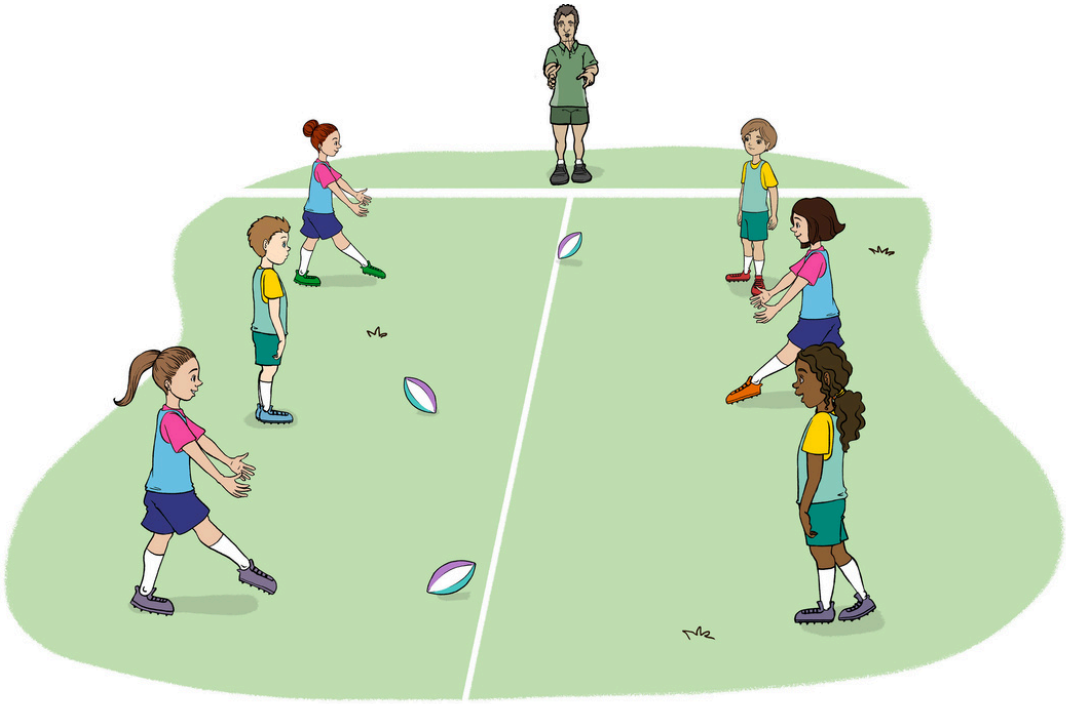
KICKING

Description

Ask participants to hold the ball like a '*rocket ship that is flying through space*'. Participants take a step forward with their non-dominant foot.

As they take the step, encourage participants to drop the ball so the '*nose of the rocket ship is pointing towards the ground*'.

As the ball drops, participants kick through the ball ensuring that their toes are pointing towards their target.



Equipment

1 x ball per participant

Learning Outcome

Participants develop an understanding of how to perform a '*grubber kick*'.

Stage

K	1	2	3

Click to view video

HOW TO KICK A GRUBBER

KICKING



Check for Understanding

- How do we hold the ball when kicking a '*grubber kick*'?
- Where should we be looking when kicking the ball?
- Where should our toes point when kicking the ball?

Content Descriptors

K	ACPMP008, ACPMP012
1	ACPMP025, ACPMP029
2	ACPMP043, ACPMP047
3	ACPMP061, ACPMP065

Change It

Set targets at various distances to encourage participants to practice and understand how far to kick the ball.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Object Manipulation
- Content Knowledge
- Coordination
- Stability/Balance

KICK CHASE

KICKING

Description

Assemble two lines of cones approximately 10 metres apart. Line participants up along one line with a ball each

On the Coach's signal, participants must perform a kick e.g. '*chip kick*', '*grubber kick*', collect the ball, and score a try. Encourage participants to experiment with different kick types.



Equipment

12 x cones

1 x ball per participant

Learning Outcome

Participants learn to perform different kick types and develop kick control and accuracy in this fun and challenging game.

Stage

K	1	2	3

Click to view video

KICK CHASE

KICKING



Check for Understanding

- What are the different types of kicks that we can do in Rugby?
- Why do we use different types of kicks when playing Rugby?
- Where should we be looking when kicking the ball?

Content Descriptors

K	ACPMP008, ACPMP009, ACPMP012
1	ACPMP025, ACPMP027, ACMPM029
2	ACPMP043, ACPMP045, ACPMP047
3	ACPMP061, ACPMP063, ACPMP065

Change It

- Alter the distance between the two lines, with a shorter distance more challenging for participants.
- Have participants perform multiple kicks e.g. a '*chip kick*' then a '*grubber kick*' before scoring a try.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Object Manipulation
- Content Knowledge
- Coordination
- Stability/Balance

KICK GOLF

KICKING

Description

Assemble a miniature '*golf course*' using cones to represent each hole.

Participants take turns kicking the ball towards the '*hole*' with the aim of reaching it in as few kicks as possible.

Encourage participants to experiment with different kick types each hole.



Equipment



4 x cone per hole



1 x ball per participant

Learning Outcome

Participants learn to perform different kick types and develop kick control and accuracy in this fun and challenging game.

Stage

K	1	2	3

Click to view video

KICK GOLF

KICKING



Check for Understanding

- Why do we use different types of kicks during a game?
- How can we control the accuracy of our kicks?
- Where should we be looking when kicking the ball?

Change It

- Alter the distance to the '*hole*', with a greater distance more challenging for participants.
- Assign a set kick type for each hole e.g. "*grubber kick only*".

Content Descriptors

1	ACPMP025, ACPMP027, ACPMP031
2	ACPMP043, ACPMP045, ACPMP049
3	ACPMP061, ACPMP063, ACPMP068

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Object Manipulation
- Content Knowledge
- Coordination
- Stability/Balance

KICK TENNIS

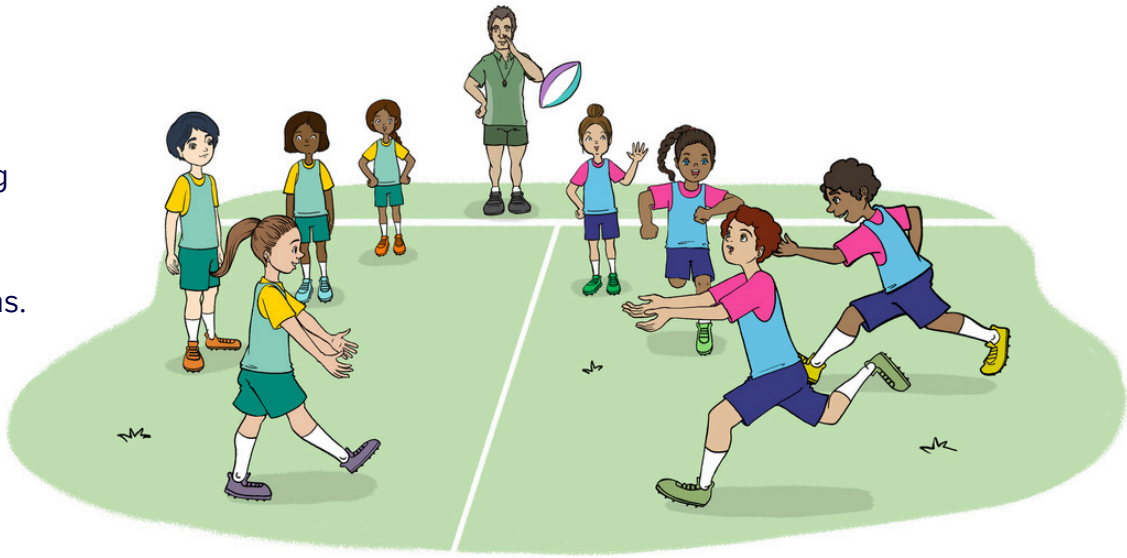
KICKING

Description

Assemble two opposing grids similar to a tennis court, and divide participants into two teams.

To earn a point, participants must kick the ball above shoulder height and attempt to land the ball in the opposing team's grid.

After a set period of time, the team with the most points wins.



Equipment

12 x cones

1 x ball

Learning Outcome

Participants develop their kicking accuracy, catching, and communication in this fun variation of tennis.

Stage

K	1	2	3

Click to view video

KICK TENNIS

KICKING



Check for Understanding

- Q Where does our toe need to point when kicking?
- Q Where should we be looking when kicking the ball?
- Q How do we catch the ball when it is falling from a height?

Content Descriptors

1	ACPMP025, ACPMP027, ACPMP032
2	ACPMP043, ACPMP045, ACPMP050
3	ACPMP061, ACPMP063, ACPMP069

Change It

- Swap points for elimination. If a participant drops a ball or a ball lands closest to them, they are eliminated. Each time a team catches a kick, one eliminated participant may return.
- Alter the size of the grid to encourage participant to look for space when kicking the ball.

Physical Literacy Elements

- Movement Skills
- Reaction Time
- Object Manipulation
- Perceptual Awareness
- Coordination
- Stability/Balance


GET INTO
RUGBY
SCHOOLS


BRUMBIES
RUGBY


northern territory
RUGBY


NSW
RUGBY UNION


QUEENSLAND RUGBY




RUGBY
UNION SA


RUGBY
VIC


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