



UPPER PRIMARY FIELD

Field resources for Year 5 & 6 school teachers

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Disclaimer

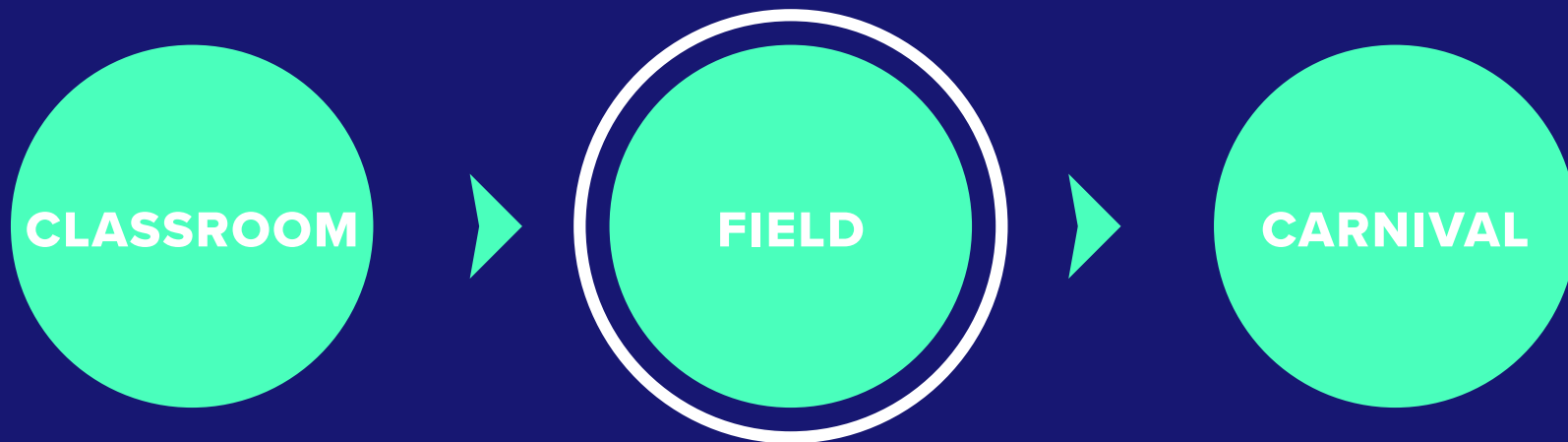
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FIELD RESOURCES



Get Into Rugby's field component gets the kids out of the classroom, and ideally is delivered outdoors.

The students learn the skills through fun activities, building their confidence and competence to be able to participate in a format of Rugby with their friends.

NEED HELP?
REQUEST A
GET INTO RUGBY
DELIVERER AT
[RUGBY.COM.AU/GET INTO RUGBY](https://RUGBY.COM.AU/GET-INTO-RUGBY)

SKILLS AND DRILLS

OPTION 1

THE GAMEPLAN OUTLINED

<i>WARM UP</i>	<i>Wallabies and Wallaroos</i>
<i>PASSING / CATCHING</i>	<i>Ball Handling Relays</i>
<i>EVASION</i>	<i>Scatter Tag</i>
<i>LINEOUT / KICKING</i>	<i>Lineout Throw Competition</i>
<i>TAG DEFENCE</i>	<i>Rugby End Ball</i>
<i>COOL DOWN</i>	

WALLABIES AND WALLAROOS

STUDENTS ARE EITHER WALLABIES OR WALLAROOS AND ON THE TEACHER'S SIGNAL THEY CHASE OR GET CHASED TO THE SAFETY MARKER ATTEMPTING TO EITHER TAG OTHERS OR AVOID BEING TAGGED!



5 MINS

SKILLS FOCUS

EVASION
TAG DEFENCE

EQUIPMENT AND SET UP

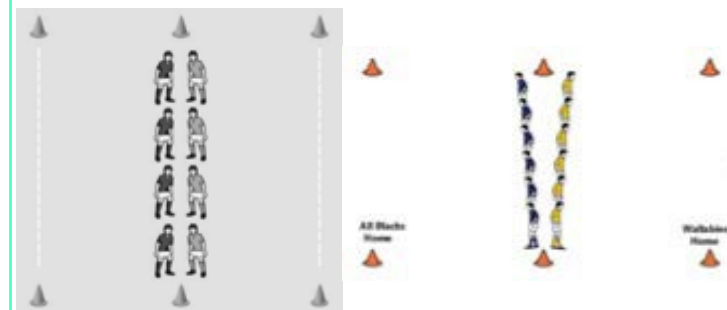
1. 6 marker cones
2. 20m x 20m or 30m x 30m grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Fundamental movement skills

WHAT TO DO

1. Divide students into two teams standing face to face or side to side in two single file lines midway across the grid.
2. Designate one team as the "Wallabies" and the other team as the "Wallaroos".
3. Remind students that these are the names of the Australian men's and women's national Rugby teams.
4. Tell the teams that where they are standing is the start line. The lines at either end of the grid are their safety lines.
5. Explain that when you call "Wallabies" the Wallabies must chase the Wallaroos.
6. The Wallaroos must try to reach their safety line without being tagged.
7. When you call "Wallaroos", the Wallaroos must chase the Wallabies towards their safety line.
8. After each go, the teams both return to the start line. If a player was tagged, the team that caught them gets a point. Points can be accumulated throughout the game.
9. The game continues as you call out team names in random order.



TEACHING TIPS

- Remind students to keep heads safely to the side of the student they are tagging.
- Tags should be on students' waists or below.
- React quickly to the call by accelerating forward to your home line

VARIATIONS

- Introduce a ball with Wallabies and Wallaroos passing to each other. When the teacher says "Go!" the player with the ball tries to run to their safety line without being tagged.
- Change the distance between the start and safety lines

QUESTIONS FOR UNDERSTANDING

- Why is reaction time important in Rugby and other sports?
- How can you make sure you're as prepared as possible to react quickly?

FAIR PLAY OPPORTUNITIES

- Applaud students who identify the rules and play fairly.
- Encourage positive encouraging words between teams

BALL HANDLING RELAYS

STUDENTS MOVE ACROSS THE GRID WITH A BALL IN THEIR HANDS AS THEY RACE AGAINST OTHER TEAMS IN RELAY



5 MINS

SKILLS FOCUS

PASSING/CATCHING
BALL HANDLING

EQUIPMENT AND SET UP

1. 5-10 marker cones to show students where to stand on grid
Grid approx (10m x 10m)

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Fundamental movement skills

WHAT TO DO

1. Divide students into groups of three or more with half of the group standing at one end of the grid and the other half at the other end of the grid.
2. Tell students that they are going to run across the grid carrying a ball in their hands.
3. After students have run across the grid with the ball, the student hands over the ball to their waiting teammate who then run back across the grid with the ball. This process continues until everyone is back in their starting position.
4. When the team is finished all team members sit down



TEACHING TIPS

- Use two hands to hold the ball.
- Control the ball with fingertips

VARIATIONS

- Students could carry the ball above their head, around their waists, or between their legs while moving across the grid.
- Place the ball half way across the grid. The next person runs out and picks it up. Repeat throughout the relay.
- Add a pass to the next player when about two metres away

QUESTIONS FOR UNDERSTANDING

- Why are two hands on the ball important?
- How does your body feel after doing that activity?

FAIR PLAY OPPORTUNITIES

- Encourage positive words between teams throughout relay.
- Invite students to reflect on their performance as a team member e.g. did they encourage others, use cooperative words etc?

SCATTER TAG

ONCE THE TEACHER CALLS “SCATTER!”
ATTACKERS RUN WITH A BALL AND TRY TO
CROSS A TOUCH LINE BEFORE BEING
TAGGED BY A DEFENDER



10 MINS

SKILLS FOCUS

EVASION
TAG DEFENCE
BALL HANDLING

EQUIPMENT AND SET UP

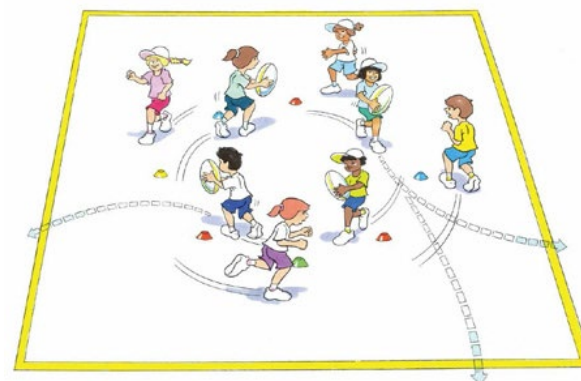
- 1 Rugby ball per attacking player
- 15+ marker cones to define an inner circle and an outer grid.

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise players into two teams i.e. attackers and defenders.
2. The attacking team players each hold a ball and jog clockwise inside a defined circle.
3. Defending team players (without a ball) jog around the outside of the circle in the opposite direction.
4. When you call 'Scatter!', all players from the attacking team run in any direction towards a touch line while the defenders chase them.
5. Defenders can score one point for each attacker that is tagged.
6. Attackers can score one point for each attacker that reaches a touch line without being tagged by a defender.
7. Each team has at least three turns as attackers.
8. Points are combined for the three rounds. The team with the highest score wins



TEACHING TIPS

- Ensure there is a minimum of five metres beyond the touch lines on all sides.
- Remind defenders to keep their head to the side when they tag another students.
- Remind all students to keep their heads up so they can be aware of other players

VARIATIONS

- Attacking team players have one or two balls only and randomly pass to each other before they scatter.
- Increase the playing area.
- Decrease the number of defenders.
- Change the locomotor activity for defenders e.g. hops, skips, jumps

QUESTIONS FOR UNDERSTANDING

- How can attackers create space to get around defenders?
- How could defenders work together as a team to tag as many attackers as possible?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments between attackers and defenders.
- Identify any unfair behaviour and propose strategies to address the behaviour

LINEOUT THROW COMPETITION

STUDENT PAIRS START A SHORT DISTANCE AWAY FROM EACH OTHER. THEY THROW A RUGBY BALL OVERHEAD TO EACH OTHER AND IF THEY CATCH IT ON THE FULL THEY BOTH STEP BACKWARDS ONE STEP. IF THEY DROP THE BALL, THEY RETURN TO THEIR STARTING DISTANCE APART. WHEN 'TIME!' IS CALLED, THE PAIR WHO IS THE GREATEST DISTANCE APART WINS



5 MINS

SKILLS FOCUS

BALL HANDLING
PASSING/CATCHING
LINEOUT

EQUIPMENT AND SET UP

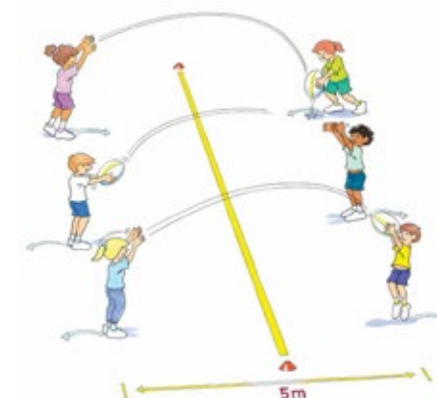
- 1 Rugby ball per pair
- 2+ marker cones

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise players into pairs with one ball per pair.
2. Pairs face each other five metres apart and parallel to other pairs.
3. On 'Go!' players pass the ball back and forth to their partner using a two-handed overhead throw.
4. If the ball reaches the catcher on the full, both players take one step backwards.
5. If the catch is dropped, both take a step forward.
6. When 'Time!' is called, the pair who is the greatest distance apart wins



TEACHING TIPS

- The thrower grips the ball with thumbs on top and fingers underneath.
- Throws from a lineout are two-handed and should be caught above the catcher's head.

VARIATIONS

- Student pairs attempt to improve their personal best distance without competition.
- Pairs take two steps backwards if the ball is caught above the catcher's head.
- The catcher can jump to catch the ball.
- Swap student pairs after a time limit so that students get to work with others.

QUESTIONS FOR UNDERSTANDING

- What things does your body (arms, legs, feet, hands etc) need to do to make a line-out throw go a long distance?
- How can you ensure your throw goes in a straight line to your partner?
- What should your eyes be doing as you go to catch the ball?

FAIR PLAY OPPORTUNITIES

- Encourage positive talk between students as they throw and catch the ball.
- Discuss positive and respectful words to use when congratulating other students for their effort

RUGBY END BALL

STUDENTS ADVANCE THE RUGBY BALL UP THE FIELD BY PASSING TO THEIR TEAM MATES IN ANY DIRECTION – BACKWARDS, FORWARDS, SIDE-ON. THE ATTACKING TEAM SCORES A POINT BY PASSING THE BALL TO SOMEONE FROM THEIR TEAM WHO IS STANDING IN THE SCORING ZONE



10 MINS

SKILLS FOCUS

BALL HANDLING
PASSING/CATCHING
EVASION
TAG DEFENSE

EQUIPMENT AND SET UP

1. 8 marker cones per field - Field 30m x 30m

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

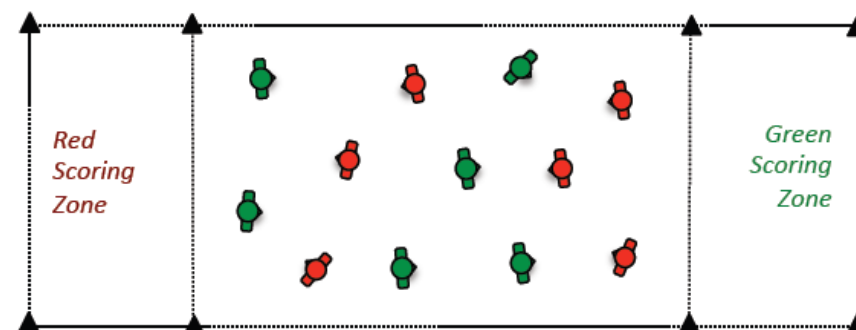
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Divide students into two teams of 6-8 per field.
2. Tell students the aim of the game is to pass the ball between team mates and advance the ball up the field so that the attacking team scores by passing the ball to someone from their team who is standing in the scoring zone. The defenders try to intercept the ball. The game does not include tagging.
3. Give one team the ball to start. The first pass must always go backwards but after that the ball can be passed in any direction.
4. If a student has the ball as an 'attacker' they can't run with the ball.
5. If an attacker drops the ball, the other team gets the ball.
6. After the attackers score, the game restarts with the other team from the middle of the field with the first pass being backwards



TEACHING TIPS

- Short passing and moving into space is much more effective than long passes that allow the defenders time to steal the ball
- Encourage students to support the ball carrier
- Students should attempt to move into space

VARIATIONS

- Students can run three steps with the ball once they catch the ball.
- Every team member must pass and catch the ball before throwing to someone in the scoring zone.
- Points don't count unless the whole team is past the midline of the field.

QUESTIONS FOR UNDERSTANDING

- Where do you need to position yourself to support players on your team who have the ball?
- How could attackers create space to avoid defenders intercepting the ball.
- Where should the defender position themselves to have the most chance of intercepting the balls?

FAIR PLAY OPPORTUNITIES

- Ensure all team members get to be involved by adding rules about scoring e.g. passing to everyone before a point can be scored; passing to at least one girl before a point can be scored.
- Encourage students to demonstrate fair play and respect for others including the teacher's decision





SKILLS AND DRILLS

OPTION 2

THE GAMEPLAN OUTLINED

<i>WARM UP</i>	<i>1 v 1 Tag</i>
<i>PASSING / CATCHING</i>	<i>Boundary Passes</i>
<i>EVASION</i>	<i>51% 1v1</i>
<i>LINEOUT / KICKING</i>	<i>Kick to kick</i>
<i>TAG DEFENCE</i>	<i>4 v 4 Touch 7s</i>
<i>COOL DOWN</i>	

1 V 1 TAG

ONE STUDENT ATTACKER ATTEMPTS TO SCORE A TRY AT THE END OF THE GRID WITHOUT GETTING TAGGED BY THE STUDENT DEFENDER. THE ATTACKER CAN GET TAGGED UP TO FOUR TIMES BEFORE POSSESSION CHANGES



5 MINS

SKILLS FOCUS

TAG DEFENCE
EVASION

EQUIPMENT AND SET UP

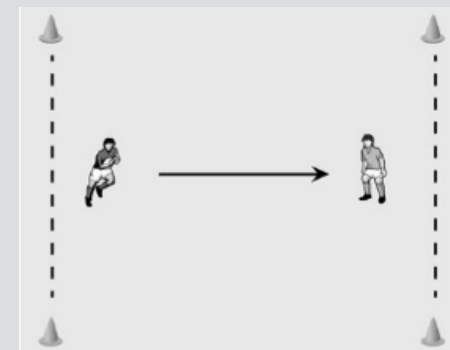
1. 4 marker cones per grid
Grid 10m x 10m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Fundamental movement skills

WHAT TO DO

1. Divide students into pairs and depending on students numbers and equipment, send one or more pairs to each grid.
2. In each pair one student is an attacker and one student is a defender.
3. The student attacker attempts to score a try from one end of the grid to the other within a four (or more) tags otherwise possession goes to the defender.
4. If an attacker is tagged they must perform a tap kick before moving forward again.
5. After making a tag, the defender has to move back 2m to an inside position before attempting to tag the attacker again



TEACHING TIPS

- The student attacker should quickly accelerate to go forward as far towards the try line as possible.
- After running as far forward as possible they should change their angle to run at space to avoid being tagged.
- The defender should track the attacker from one side to limit their attacking options

VARIATIONS

- Increase or decrease the number of tags before possession changes.
- Increase or decrease the size of the grid.
- Get attacker and defender to start on their stomachs or backs before calling "Go!"
- Add a second attacker and/or defender.

QUESTIONS FOR UNDERSTANDING

- How could the attacker create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging the attacker?

FAIR PLAY OPPORTUNITIES

- Acknowledge students who encourage other students to perform their best

BOUNDARY PASS

THIS IS A CLASSIC 'BEAT THE BALL' ACTIVITY WHEREBY ONE STUDENT STARTS A BALL BEING PASSED IN A CIRCLE THEN RACES AROUND THE CIRCLE TO BEAT THE BALL BACK TO THEIR SPOT!



5 MINS

SKILLS FOCUS

PASSING/CATCHING
BALL HANDLING

EQUIPMENT AND SET UP

- 1 Rugby ball per pair
- 4 marker cones to define the playing area (8m x 8m)

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA: Health and Physical Education

STRAND: Movement and physical activity

SUB-STRAND: Moving our body, Learning through movement

FOCUS AREAS: Fundamental movement skills

WHAT TO DO

1. Divide students into pairs and give them one ball.
2. Pairs spread out and stand opposite each other on one of the boundary lines (touch lines) of the 8m x 8m playing area.
3. On your signal, all pairs jog in the same direction and pass their ball.
4. Passes can only be made across a touch line.
5. Encourage players to pass backwards to their partner.
6. Pairs count how many passes they make in 60 seconds.
7. Pairs repeat in the opposite direction and attempt to beat their previous score



TEACHING TIPS

- Get two students to demonstrate the activity including how to pass the ball backwards and then slow down to allow their partner with the ball to run ahead to ensure the next pass is also backwards

VARIATIONS

- All passes must be backwards to count as a point.
- Challenge students to stand further apart.
- Increase the size of the playing grid.
- Lessen the challenge time from 60 to 30 seconds.
- Get students to change partners after each time challenge.

QUESTIONS FOR UNDERSTANDING

- Questions for understanding
- Why is it important to be aware of the boundary/touch lines in a game?

FAIR PLAY OPPORTUNITIES

- Fair play opportunities
- Emphasise how cooperation is required to successfully pass the ball back and forth to partner.
- Encourage lots of positive talk between pairs.

51% 1 V 1

ONE STUDENT ATTACKER TAKES ON ONE STUDENT DEFENDER AND ATTEMPTS TO GAIN AS MUCH GROUND AS POSSIBLE BEFORE BEING TAGGED AND EVEN SCORE A TRY!



10 MINS

SKILLS FOCUS

EVASION
TAG DEFENCE

EQUIPMENT AND SET UP

1. 7 marker cones per grid
Grid 10m x 10m
2. 2 Rugby balls per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

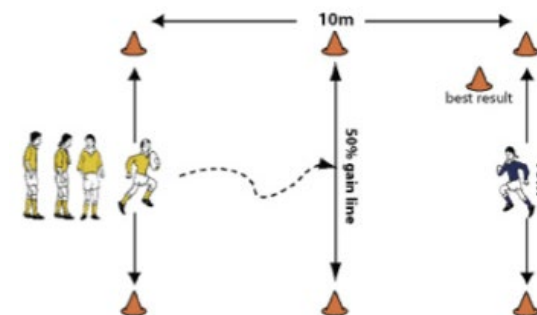
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into groups of five and send each group to a grid.
2. Within each group of five, get four attackers to line up on one end of the grid and the defender to stand at the opposite end of the grid.
3. The first student attacker aims to carry the ball and gain as much ground before being tagged by the defender. Getting past the 50% gain line would be a good challenge.
4. Ideally the attacker can score a try at the other end of the grid without being tagged by the defender.
5. The defender aims to tag the attacker who then stops and returns to the back of their line.
6. The activity is repeated with defenders and attackers swapping jobs



TEACHING TIPS

- Remind students when tagging to keep their heads safely to the side or behind the attacker.
- Keep heads up to watch for other players.
- Run at the defender i.e. "fix", then change direction and run to space
- Use fast feet

VARIATIONS

- Place a marker cone to indicate the best distance gained. Attackers can attempt to better their distance each time.
- A second attacker begins as soon as the first one is tagged and the defender must return to their start line before attempting to tag the attacker

QUESTIONS FOR UNDERSTANDING

- How could the attacker create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging the attacker?

FAIR PLAY OPPORTUNITIES

- Acknowledge students who encourage other students to perform their best

KICK TO KICK

IN PAIRS, STUDENTS TAKE IT IN TURNS TO KICK A RUGBY BALL, TRYING TO MAKE IT LAND IN THEIR PARTNER'S MARKED AREA



5 MINS

SKILLS FOCUS

BALL HANDLING
KICKING

EQUIPMENT AND SET UP

1. 1 Rugby ball per pair
2. 4 marker cones per pair

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

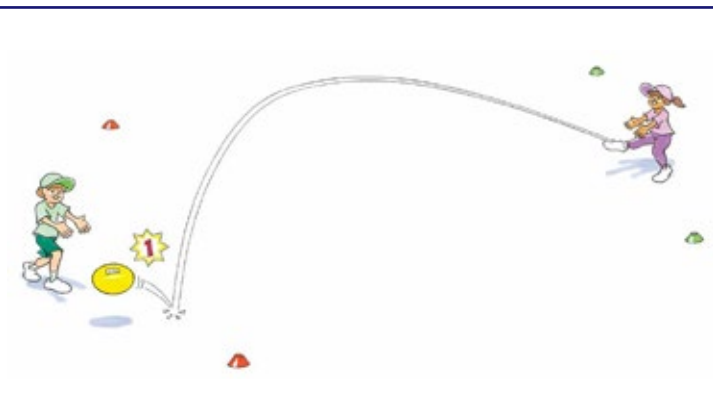
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise class into pairs of similar ability.
2. Each student collects two marker cones each i.e. four per pair.
3. Pairs then decide how far away they will stand from each other and set up their two marker cones each which become their 'kicking zones'.
4. Pairs challenge each other to kick the Rugby ball to land right in the middle of their kicking zone.
5. Students score one point each time they kick the ball to land in their partner's kicking zone.
6. The student with the highest score when 'Time!' is called wins.



TEACHING TIPS

- Remind players to watch the ball drop towards their foot as they kick it, and to use the top of their foot and not their toe to kick

VARIATIONS

- Pairs try a place kick.
- Award a bonus point to students who catch the ball on the full.
- Introduce one or two students in the middle who attempt to intercept the ball.

QUESTIONS FOR UNDERSTANDING

- What part of your foot is used when kicking the ball?
- If you kick the ball up the field, what things would help you decide where to aim the ball?

FAIR PLAY OPPORTUNITIES

- Acknowledge those students who demonstrate cooperation and positive talk with their partners during the activity.
- Encourage clapping, high-fives, and complimentary comments when partners kick the ball to the kicking zone

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED
GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

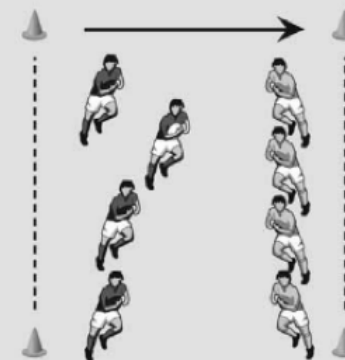
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
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WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort



SKILLS AND DRILLS

OPTION 3

THE GAMEPLAN OUTLINED

WARM UP

Flip It!

PASSING / CATCHING

Passing Chain

EVASION

Funnel

LINEOUT / KICKING

Lineout practice

TAG DEFENCE

4 v 4 Touch 7s

COOL DOWN

FLIP IT!

STUDENTS ARE DIVIDED INTO TWO TEAMS – WALLABIES AND WALLAROOS – AND GIVEN A MARKER CONE. ON A SIGNAL, PLAYERS RUN AROUND TRYING TO FLIP OVER THE OTHER GROUP'S MARKER CONES TO MATCH THEIR OWN.



5 MINS

SKILLS FOCUS

SPATIAL AWARENESS

EQUIPMENT AND SET UP

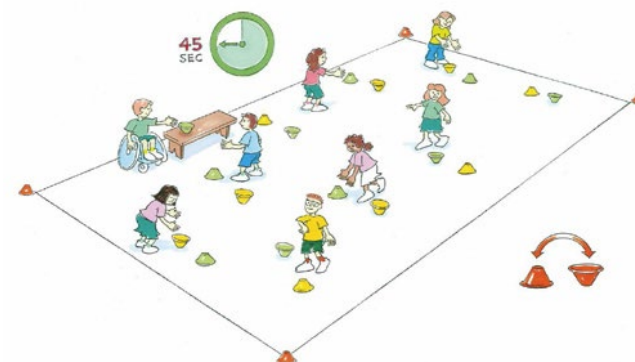
1. 1 x marker cone per player
2. 1 x stopwatch or clock

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Divide students into two teams – Wallabies and Wallaroos (or other Rugby team).
2. Give all students a marker cone and demonstrate that Wallabies need to place their marker cone in a DOME position (face down) and Wallaroos need to place their marker cone in a DISH position (face up).
3. Instruct students to place their marker cone randomly in the playing area according to their team allocation
4. Get students to stand somewhere on the edge of the grid, then on 'Go!', all students jog randomly around the playing area and flip marker cones over to match their team's shape.
5. After approx. 45 seconds, call 'Time!', and count how many marker cones are either dishes or domes to determine the winning team. More domes = Wallabies win; More dishes = Wallaroos win.
6. Play the best of three games.



TEACHING TIPS

- Remind students to keep an eye on other students when moving around the playing area to avoid unnecessary collisions.
- Encourage speed and agility to get around the playing area quickly and to be able to bend down to flip over marker cones

VARIATIONS

- Add Rugby balls so that any 'dome' or 'dish' that is carrying/supporting a Rugby ball gets a bonus point. Balls could be kept in a central location for all to use.
- Change the locomotor activity from jogging to walking, skipping, hopping, animal movement etc.
- Increase or decrease the size of the playing area.

QUESTIONS FOR UNDERSTANDING

- What skills can you practice to be more aware of players, space, and equipment? E.g. peripheral vision
- What strategies could you use as a team to ensure you had the most marker cones in the position you wanted?

FAIR PLAY OPPORTUNITIES

- Encourage students to suggest ways of making the game as fair as possible should any students be 'protecting' marker cones etc.
- Acknowledge those students who demonstrated positive talk with their own and other team.

PASSING CHAIN

STUDENTS PRACTICE THEIR PASSING AND CATCHING SKILLS BY ACTING LIKE LINKS IN A CHAIN AND SENDING THE BALL UP AND DOWN THE LINE.



5 MINS

SKILLS FOCUS

CATCHING/ PASSING
BALL HANDLING

EQUIPMENT AND SET UP

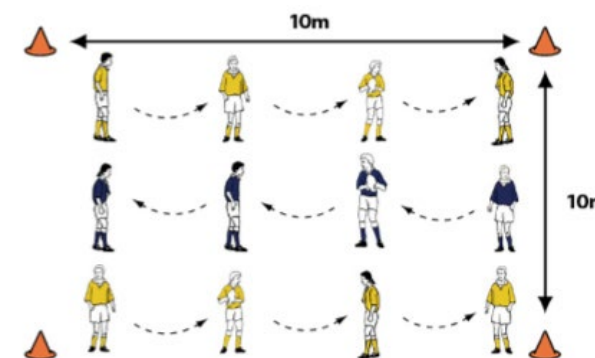
1. 4 marker cones
2. Grid 10m x 10m or 20m x 20m depending on student numbers
3. 5-10 Rugby balls

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Divide students into teams of four or five standing side by side approx 2m apart in single file lines across the grid.
2. Using one ball per team, the students at the start of each team pass the ball to the left and down the line.
3. At the end of the line the last student passes the ball to the right and back up the line.
4. Repeat the activity.



TEACHING TIPS

- Swing hands and arms towards the target.
- Receiver reaches for the ball.
- Keep hands up.
- Pass to the hands (target).
- Use two hands to hold the ball.
- Call for the ball.

VARIATIONS

- Spread players out and pass the ball down the line.
- Repeat the activity while the teams of players jog on the spot.
- Teams race each other to pass the ball down and back and hold the ball in the air when finished.
- Move the teams to a larger grid and get them to jog forwards and repeat the drill – this time making sure the passer is in front of the catcher i.e. the ball must be passed backwards.

QUESTIONS FOR UNDERSTANDING

- Does this activity replicate a game situation? If so, how? If not, how could it better mirror a game situation (e.g. players standing deeper and running on to the ball).
- Does this activity make your heart and breathing rate increase a lot?

FAIR PLAY OPPORTUNITIES

- Acknowledge students who encourage others who may drop the ball or over-run the ball etc.
- Emphasise cooperation needed to pass balls to others and listen for their call.

FUNNEL

ONE STUDENT ATTACKER STARTS FROM THE END OF A NARROW GRID AND AIMS TO SCORE A TRY AT THE END OF A WIDER GRID WITHOUT GETTING TAGGED BY A STUDENT DEFENDER



10 MINS

SKILLS FOCUS

EVASION
TAG DEFENCE

EQUIPMENT AND SET UP

1. 6 marker cones per grid
2. Grid 5m x 5m opens to a 10m wide grid (funnel)
3. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

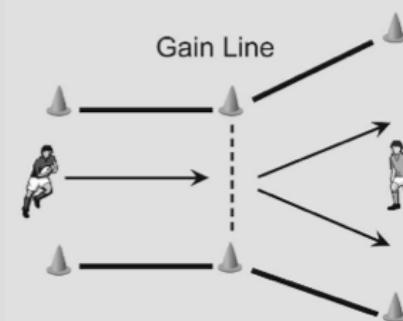
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Divide students into pairs and depending on space and equipment, send one or more pairs to each grid
2. A student attacker begins at the narrow end and a student defender begins at the wide end of the grid.
3. The student attacker aims to gain as much ground as they can and even score a try without getting tagged by the student defender. Students can use a coloured marker cone to indicate how much ground they gained before being tagged.
4. Repeat activity twice and then swap roles



TEACHING TIPS

- The student who reaches the 'gain line' first will gain a space advantage.
- Run at the defender i.e. "fix", then change direction and run to space
- Use fast feet
- Remind students when tagging to keep their heads safely to the side or behind the attacker

VARIATIONS

- Get attacker and defender to start on their stomachs or backs before calling "Go!".
- Add a second attacker and/or defender.
- Increase the size of the funnel grid

QUESTIONS FOR UNDERSTANDING

- How could the attacker create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging the attacker?

FAIR PLAY OPPORTUNITIES

- Acknowledge students who encourage other students to perform their best

LINEOUT PRACTICE

STUDENTS PRACTICE SETTING UP FOR A LINEOUT AND THE SKILLS INVOLVED INCLUDING THROWING, JUMPING, CATCHING AND PASSING



5 MINS

SKILLS FOCUS

CATCHING
LINE OUT

EQUIPMENT AND SET UP

1. 4 markers
2. Grid 10m x 10m
3. 1+ Rugby balls as desired

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

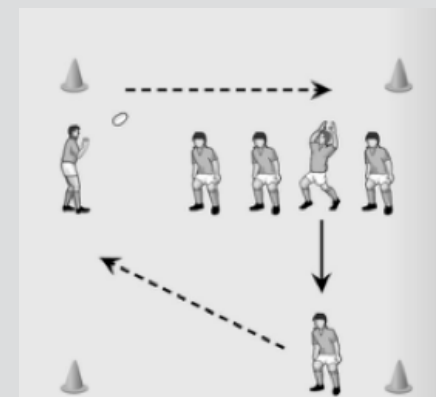
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into groups of five or six and send each group to a grid.
2. Students will practice the lineout throw, jump and catch, as well as the pass to the halfback.
3. Set students up so that one student is a thrower (hooker) on the edge of the grid, three or four students are jumpers/catchers standing two to three metres from the thrower and one student is the halfback ready to catch the ball two-three metres away from the jumpers/catchers.
4. All students practice throwing, jumping, catching and passing by rotating through all of the positions



TEACHING TIPS

- Thrower's arms and hands should follow through towards their target.
- Thrower steps forward on one foot to give power to their throw.
- Bend knees to help jump up high and bend knees upon landing

VARIATIONS

- Add another line of jumpers who aim to contest the lineout throw.
- Give points for each successful throw and catch.
- Add a time challenge e.g. See how many passes to the halfback in 30 seconds

QUESTIONS FOR UNDERSTANDING

- Why is it important in a game to use different calls for different lineout throws?
- How can the thrower ensure their pass goes towards their target?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments between students.
- Ensure everyone has a turn at all positions

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

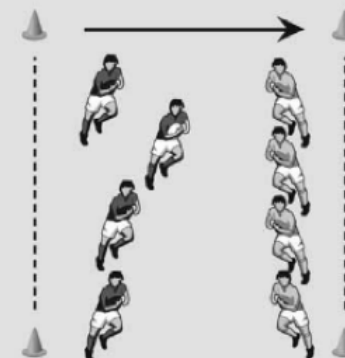
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort





SKILLS AND DRILLS

OPTION 4

THE GAMEPLAN OUTLINED

<i>WARM UP</i>	<i>Circle Dodgeball</i>
<i>PASSING / CATCHING</i>	<i>Flying V</i>
<i>EVASION</i>	<i>Round The Bend</i>
<i>LINEOUT / KICKING</i>	<i>Kicking Tennis</i>
<i>TAG DEFENCE</i>	<i>4 v 4 Touch 7s</i>
<i>COOL DOWN</i>	

CIRCLE DODGE BALL

PLAYERS ON A CIRCLE ROLL RUGBY BALLS ACROSS THE CIRCLE IN AN ATTEMPT TO CONTACT PLAYERS IN THE MIDDLE ON THE LEGS. ONCE CONTACTED BY A BALL, MIDDLE PLAYERS JOIN THE CIRCLE AND ATTEMPT TO ELIMINATE REMAINING PLAYERS. THE LAST PLAYER LEFT IS DECLARED THE WINNER



5 MINS

SKILLS FOCUS

BALL HANDLING
EVASION

EQUIPMENT AND SET UP

1. 10 + marker cones to define each circle
2. 2-4 Rugby balls (and/or other balls) per circle
3. Team bibs/sashes in 3 colours (optional)

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

Moving our body, Learning through movement

FOCUS AREAS:

Fundamental movement skills

WHAT TO DO

1. Divide class into groups of 10-15 students and send the groups to a circle of marker cones
2. Within each group, allocate each student a colour to form three different teams for example, red, blue, green, red, blue, green etc
3. Call 'Red!' to indicate the red team stand in the centre of the circle and explain that their job is to move around to avoid balls being rolled by the green and blue teams on the circle
4. Once hit on the lower leg/foot with a ball, students must join the circle and try to get the balls to make contact with the remaining players
5. The last player left in the middle is the winner
6. Swap team jobs so every team has a turn in the middle



TEACHING TIPS

- Encourage players on the circle to get in line with the ball as it rolls towards them and bend their knees to lower their body to scoop it up.
- Remind students in the middle of the circle to use their peripheral vision to keep an eye on their team members and the balls coming in all different directions

VARIATIONS

- Make everyone move by hopping, skipping or jumping only;
- Increase or decrease the size of the playing area
- Add a range of other sport balls e.g. netballs, foam balls, tennis balls
- Set a time limit for outside circle students to get all of the middle circle students

QUESTIONS FOR UNDERSTANDING

- What skills can you practice to be more aware of players, space, and equipment? E.g. peripheral vision
- What things might you hear and/or see when you're in the middle of the circle which tell you that a ball is about to be rolled toward you?

FAIR PLAY OPPORTUNITIES

- Acknowledge those students who demonstrate positive talk during the activity
- Get students to reflect on their ability to play within the rules e.g. rolling instead of throwing ball; aiming for legs instead of upper body; staying on the outside of the circle – and discuss reasons and impacts on others of certain behaviours

FLYING V

TWO TEAMS IN A V FORMATION RACE TO PASS A FOOTBALL DOWN THEIR LINE. THE LAST PLAYER IN EACH TEAM RUNS TO SCORE A TRY. TEAMS REPEAT PASSING THE BALL TO SCORE AS MANY TRIES AS THEY CAN IN 60 SECONDS.



5 MINS

SKILLS FOCUS

CATCHING/ PASSING
BALL HANDLING
SCORING A TRY

EQUIPMENT AND SET UP

1. 1 Rugby ball per team
2. 6 + marker cones per team
3. 2 marker cones to form a try line

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

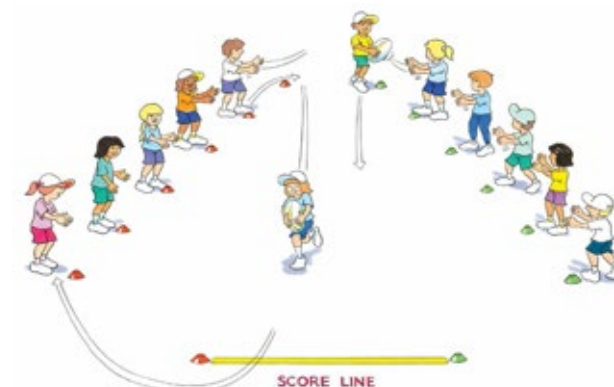
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into teams lined up diagonally to form a V as shown.
2. The top student for each team starts with the ball.
3. On 'Go!', teams pass the ball down the line to the last player who runs forward to score a try.
4. After scoring a try, the student with the ball runs to the top position and all other students in the team move down to the next marker cone.
5. Repeat passing and scoring tries until 'Time!' is called.
6. Teams total their scores to determine the winner.



TEACHING TIPS

- Ask for one or two volunteers from each team to keep score of their team's tries.
- Remind students to hold both hands up in front of the chest with fingers spread when preparing to catch a pass.
- Remind players who are about to score a try to cross their line before bending their knees and lowering their body to place the ball on the ground with two hands. Definitely no diving!

VARIATIONS

- Teams swap sides in the V formation and attempt to beat their own team's previous score.
- Teams line up across the Rugby field and do the same activity (passing ball behind them to the next player in line) across the field with the last player running forwards to score a try over the try line of the field.
- Students perform a second movement after they have caught and passed the ball e.g. star jump, burpee.

QUESTIONS FOR UNDERSTANDING

- How can you make sure you safely score a try?
- When there is a lot of noise around you and a time challenge, how can you try to stay focused?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments by all students.
- Emphasise cooperation used to pass the ball and listen to other students.

ROUND THE BEND

STUDENT 'ATTACKERS' CARRY A RUGBY BALL AND EACH ATTEMPT TO SCORE POINTS BY RUNNING OVER THE TRY LINE WITHOUT BEING TAGGED.



10 MINS

SKILLS FOCUS

TAG DEFENCE
EVASION
SCORING A TRY

EQUIPMENT AND SET UP

1. 3+ Rugby balls
2. 6 marker cones to define the playing area

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Divide students into groups of 'attackers' and groups of 'defenders' and get them to stand opposite each other at the half-way mark of a playing grid.
2. On your signal, three students attackers each carrying a Rugby ball and one student defender run from their starting position, round the bend, then enter from opposite ends of the playing area.
3. The defender aims to tag one or more of the attackers, while the attackers aim to score a try.
4. Playing 3 v 1 ensures the attackers will have a high rate of success in scoring points.
5. Attackers can score the following points:
Five points if they score a try by grounding the ball on or over the try line.
One point if they carry the ball over the try line.
6. Swap attackers and defenders regularly to give all students a go at each job.



TEACHING TIPS

- Attackers - 'find the space' to run to and explore evasive skills to try and get around the defender.
- Remind student attackers to be on their feet when scoring a try. Diving is not permitted.
- Remind student defenders to position their head safely to the side of the player they are tagging.
- Remind all students to keep their heads up to watch for other players.

VARIATIONS

- Increase the number of student defenders e.g. two defenders v three attackers
- Only one attacker carries a ball and if tagged must pass it to one of their team mates.
- Increase the playing size to increase the chance of attackers scoring tries.

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Discuss positive and respectful words to use when congratulating other students for their effort.

KICKING TENNIS

TWO EVEN TEAMS PLAY A GAME OF MODIFIED TENNIS ON THE RUGBY FIELD BY KICKING THE BALL BACK AND FORTH OVER THE “NET”. POINTS ARE SCORED WHEN THE KICKING TEAM KICKS THE BALL TO A SPACE ON THEIR OPPONENTS’ COURT AND THE BALL BOUNCES INSTEAD OF BEING CAUGHT.



5 MINS

SKILLS FOCUS

CATCHING/PASSING
EVASION
TAG DEFENCE

EQUIPMENT AND SET UP

1. 12 marker cones to set up ‘tennis court’
2. Tennis court 30m x 30m
3. 1 Rugby ball per tennis court

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

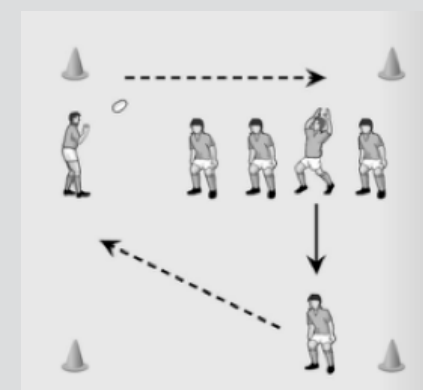
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into two teams of four to six players per ‘tennis court’ and send them to a court.
2. The tennis court is marked out by cones and the ‘net’ is defined by a 2m zone in the middle.
3. Teams serve (kick the ball) from the baseline into their opponents’ court.
4. Teams rally the ball back and forth by kicking the ball over the net or kicking to one of their players first.
5. Students must catch the ball on the full. If the ball bounces without being caught, the other team gets the point.
6. Each player gets a serve and the team with the most points wins.



TEACHING TIPS

- To grip the ball correctly, hold the ball out in front at waist height with thumbs together and fingers spread down the length of the ball. Keep the seam of the ball pointed downward.
- To kick the ball strongly, point the toe downwards and drop the ball onto the middle of your kicking foot. Keep the head directly over the ball.
- To strike the ball accurately, follow through with a straight leg in the direction of the target.

VARIATIONS

- Increase or decrease tennis court dimensions.
- Add another ball.
- Add or decrease player numbers.

QUESTIONS FOR UNDERSTANDING

- How do you make your kick accurately reach your target?
- Where should you kick to in a game?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to kick to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort.

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED
GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

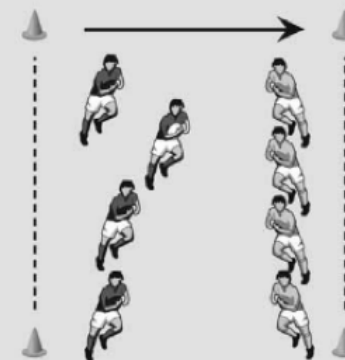
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort



SKILLS AND DRILLS

OPTION 5

THE GAMEPLAN OUTLINED

WARM UP

Back to Back Passes

PASSING / CATCHING

30 second Team Waves

EVASION

Round the Bend

LINEOUT / KICKING

Lineout Leader Ball

TAG DEFENCE

4 v 4 Touch 7s

COOL DOWN

BACK TO BACK PASSES

IN PAIRS, PLAYERS EXPERIMENT WITH DIFFERENT WAYS TO PASS THE FOOTBALL TO EACH OTHER WHILE STANDING BACK TO BACK



5 MINS

SKILLS FOCUS

BALL HANDLING

EQUIPMENT AND SET UP

1. 10-15 Rugby balls
one ball per pair/small group

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Fundamental movement skills

WHAT TO DO

1. Organise players into pairs, with a ball, standing back-to-back.
2. On your signal, pairs experiment with different ways to pass the ball.
3. Once the signal 'Stop!' is given, pairs volunteer to demonstrate their ideas.
4. After exploration of ideas, set a time limit for pairs to pass their ball in nominated ways.



TEACHING TIPS

- Remind players to be ready to pass and receive the ball

VARIATIONS

- Pairs move apart and explore new ideas to pass the ball.
- Pairs can count how many passes they can complete in a set time, such as 30 seconds.
- Encourage groups to perform a routine of mixed passes that they share and others must follow.

QUESTIONS FOR UNDERSTANDING

- How do you feel after participating in physical activity?
- What skills can you practice to be more aware of players, space, equipment? E.g. communication, peripheral vision
- Why is it an advantage to always have two hands on the ball?

FAIR PLAY OPPORTUNITIES

- Make sure every student is part of a pair or group of three.
- Encourage students to communicate positively with their partner.

30 SECOND TEAM WAVES

ATTACKING TEAMS HAVE 30 SECONDS EACH TO ADVANCE A RUGBY BALL DOWN THE FIELD PAST THE DEFENDING TEAM AND SCORE A TRY. WHEN THEIR TURN AS ATTACKERS IS COMPLETED, THEY BECOME THE NEW DEFENDING TEAM. PLAY IN TEAMS OF 4–7



SKILLS FOCUS

BALL HANDLING
EVASION
SCORING A TRY

EQUIPMENT AND SET UP

- 1 x football per team
- 6-10 marker cones to define the playing area (25m x 25m)
- Team bibs or sashes

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Divide students into teams of 4-7 players.
2. The defenders spread out across the half way line. All other teams are attackers and line up with a ball behind the end line.
3. The first attacking team performs a tap re-start (or lineout throw) on the end line and maintains possession of the ball for 30 seconds.
4. If an attacker gets tagged by a defender or drops the ball, call 'Tag, turn and pass!' or 'Pass!'
5. After 30 seconds, or if a try is scored, the attacking team rotates to become the defending team.
6. Teams score the following points:
1 point = attacking team advances the ball to the try line in 30 seconds, but no try is scored.
3 points = defending team prevents attacking team score a try.
5 points = attacking team scores a try



TEACHING TIPS

- Remind all students to keep their heads up to watch for other players.
- Remind attackers about finding space and communicating to team mates; and defenders about positioning head to the side when making a tag;
- Waiting teams practice passing the ball up and down their line.
- After three rounds, teams tally their points to determine the winner

VARIATIONS

- Attacking teams must pass the ball to each player on the team before a try is scored;
- Attackers must be tagged twice by two different defenders before they turn and pass.
- Once a defender has tagged a player they kneel down and make no other tags.
- Decrease the number of defenders to provide more opportunities for the attackers to score a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defenders?
- How can defenders use teamwork to make it hard for attackers to get past them?
- Why is talking to your team (tactics or encouragement) important?

FAIR PLAY OPPORTUNITIES

- In mixed gender classes, ensure that teams have passed the ball to girls and boys before attempting to score a try.
- Encourage teams to celebrate tries, but also discuss how to celebrate graciously i.e. without 'rubbing it in' to the opposition.

ROUND THE BEND

STUDENT 'ATTACKERS' CARRY A RUGBY BALL AND EACH ATTEMPT TO SCORE POINTS BY RUNNING OVER THE TRY LINE WITHOUT BEING TAGGED.



10 MINS

SKILLS FOCUS

TAG DEFENCE
EVASION
SCORING A TRY

EQUIPMENT AND SET UP

1. 3+ Rugby balls
2. 6 marker cones to define the playing area

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Divide students into groups of 'attackers' and groups of 'defenders' and get them to stand opposite each other at the half-way mark of a playing grid.
2. On your signal, three students attackers each carrying a Rugby ball and one student defender run from their starting position, round the bend, then enter from opposite ends of the playing area.
3. The defender aims to tag one or more of the attackers, while the attackers aim to score a try.
4. Playing 3 v 1 ensures the attackers will have a high rate of success in scoring points.
5. Attackers can score the following points:
 - Five points if they score a try by grounding the ball on or over the try line.
 - One point if they carry the ball over the try line.
6. Swap attackers and defenders regularly to give all students a go at each job.



TEACHING TIPS

- Attackers - 'find the space' to run to and explore evasive skills to try and get around the defender.
- Remind student attackers to be on their feet when scoring a try. Diving is not permitted.
- Remind student defenders to position their head safely to the side of the player they are tagging.
- Remind all students to keep their heads up to watch for other players.

VARIATIONS

- Increase the number of student defenders e.g. two defenders v three attackers
- Only one attacker carries a ball and if tagged must pass it to one of their team mates.
- Increase the playing size to increase the chance of attackers scoring tries.

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Discuss positive and respectful words to use when congratulating other students for their effort.

LINEOUT LEADER BALL

STUDENTS PRACTICE THE SKILL OF
THROWING AND CATCHING A LINEOUT
PASS IN A LEADER BALL GAME



5 MINS

SKILLS FOCUS

CATCHING/PASSING
LINEOUT
BALL HANDLING

EQUIPMENT AND SET UP

1. 10-15 marker cones
2. 5-10 Rugby balls

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

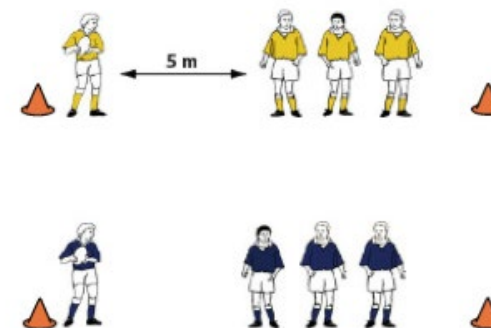
Moving our body, Learning
through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into groups of four, with one student (the leader) holding a ball and facing the other three students standing in a single-file line 5 metres+ away.
2. When instructed, the leader throws the ball to the first student in line. The type of throw can vary from underarm throw to over arm throw.
3. The first student in line jumps to catch the ball then runs around the back of the line of students, around the leader, and back to their original position. The student throws the ball back to the leader then kneels down.
4. The leader throws the ball to the next student in line who repeats the same process.
5. The activity continues until the leader has the ball and all students are kneeling down.
6. A new leader is then chosen to repeat the activity.



TEACHING TIPS

- Hold the ball in two hands.
- Step forward as you throw over arm.
- Follow through with your arms after you throw.
- Throw above the catcher's head.
- Swing your arms as you jump.
- Catch the ball above your head.

VARIATIONS

- All passes must be over arm.
- Extend the distance between the leader and the other students.
- Impose a time limit on students to finish the activity.
- Race against teams

QUESTIONS FOR UNDERSTANDING

- How can you make the ball go to where you are aiming?
- When should you jump up when someone throws a ball above your head?

FAIR PLAY OPPORTUNITIES

- Discuss the simplicity of these rules and how well people play by the rules.
- Discuss the impact of anyone breaking the rules

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED
GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

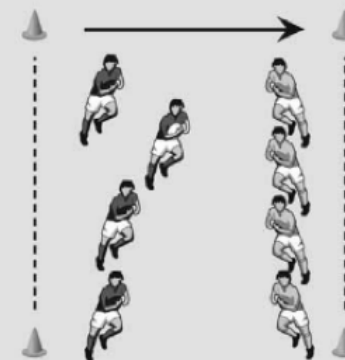
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort





SKILLS AND DRILLS

OPTION 6

THE GAMEPLAN OUTLINED

<i>WARM UP</i>	<i>Rob the Nest</i>
<i>PASSING / CATCHING</i>	<i>Ball Runner</i>
<i>EVASION</i>	<i>Rugby Rounders</i>
<i>LINEOUT / KICKING</i>	<i>Lineout Practice</i>
<i>TAG DEFENCE</i>	<i>4 v 4 Touch 7s</i>
<i>COOL DOWN</i>	

ROB THE NEST

STUDENTS AIM TO GET AS MANY BALLS IN THEIR NEST BY EITHER TAKING BALLS FROM THE MIDDLE OF THE GRID OR ROBBING OTHER STUDENTS' NESTS.



5 MINS

SKILLS FOCUS

BALL HANDLING

EQUIPMENT AND SET UP

1. 8 marker cones
2. 3 Hoops if available (one for the middle and one for each nest)
3. 6 or more Rugby balls
4. Grid 10m x 10m

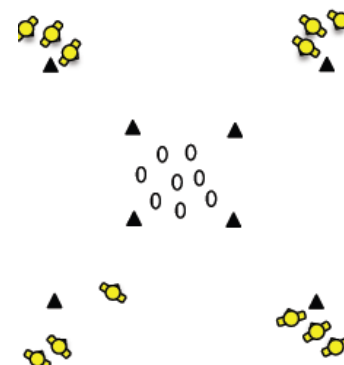
AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Fundamental movement skills

WHAT TO DO

1. Divide students into groups of three or more.
2. Place each group of students at one of the corner marker cones of the grid. This will also become the site of their 'nest'.
3. Place six balls in the middle of the square (using either markers or hoops around the balls).
4. On "Go!" the first student from each group runs into the middle of the square and takes one ball back to their 'nest' and tags the next player in their group.
5. The next player either runs into the middle of the square to get another ball or takes a ball from one of the other team's nests.
6. The aim of the game is to be the first to get three (or more) balls in your nest.

Rob the Nest



TEACHING TIPS

- Remind students to keep heads up and be aware of other students moving around.
- Be as quick as possible when it is your turn.

VARIATIONS

- Change the way students move from running to skipping, hopping, or bounding.
- Waiting students perform physical activity.
- Students could juggle ball above head or around waist while they run.
- Increase grid size.
- Make waiting students lie on their stomachs.

QUESTIONS FOR UNDERSTANDING

- How might this game be similar to situations in Rugby?

FAIR PLAY OPPORTUNITIES

- Promote fair play and be aware of any 'cheaters' who emerge and discuss as a class.

BALL RUNNER

STUDENT PAIRS PASS A RUGBY BALL BACK AND FORTH IN THE CENTRE OF A PLAYING FIELD. WHEN THE TEACHER CALLS 'BALL!' THE PLAYER WHO HAS THE BALL MUST RUN TO THEIR END AND SCORE A TRY



SKILLS FOCUS

EVASION
PASSING/CATCHING
SCORING A TRY

EQUIPMENT AND SET UP

1. 1 Rugby ball per pair
2. 8 marker cones to define a playing area

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

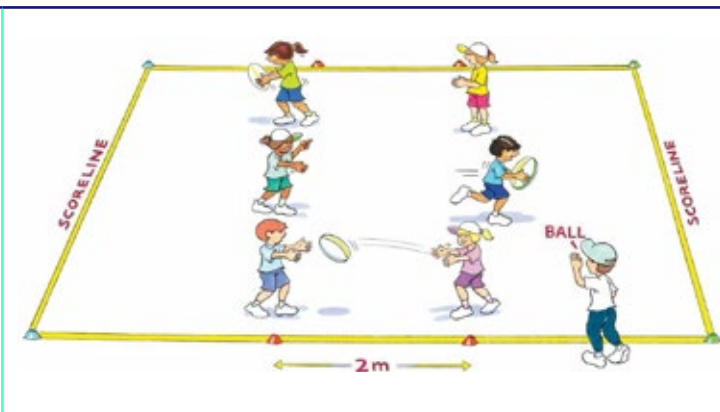
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into pairs with one ball per pair.
2. Pairs line up opposite each other two metres apart in the centre of the playing field and pass the ball back and forth to each other.
3. When you call 'Ball!', the student with the ball (or about to receive the ball) must run with it and score a try across the line behind them.
4. After scoring a try they return to the centre and resume passing.



TEACHING TIPS

- See "How to pass" (hyperlink to video)
- Get students to pass and catch the ball from the right and left sides of the body.
- Remind students that this is a chance to practice their passing, catching and score trying correctly without pressure of defenders.
- Remind players who are about to score a try to cross their line before bending their knees and lowering their body to place the ball on the ground with two hands. Definitely no diving!

VARIATIONS

- Partners chase their team-mate who is trying to score a try. One point = player with the ball makes it to the try line without being tagged by their partner.
- Increase the distance between pairs.
- Get students to perform a quick movement between passing and catching e.g. touch their toes, do a burpee, jump in the air.

QUESTIONS FOR UNDERSTANDING

- What things does your body (arms, legs, feet, hands etc) need to do to make a line-out throw go a long distance?
- How can you ensure your throw goes in a straight line to your partner?
- What should your eyes be doing as you go to catch the ball?

FAIR PLAY OPPORTUNITIES

- Encourage positive talk between students as they throw and catch the ball.
- Discuss positive and respectful words to use when congratulating other students for their effort.

RUGBY ROUNDERS

TWO TEAMS COMPETE AGAINST EACH OTHER TO SEE HOW MANY PASSES THEY CAN MAKE, OR HOW FAST THEY CAN RUN AROUND THE GRID AREA



10 MINS

SKILLS FOCUS

BALL HANDLING
PASSING / CATCHING

EQUIPMENT AND SET UP

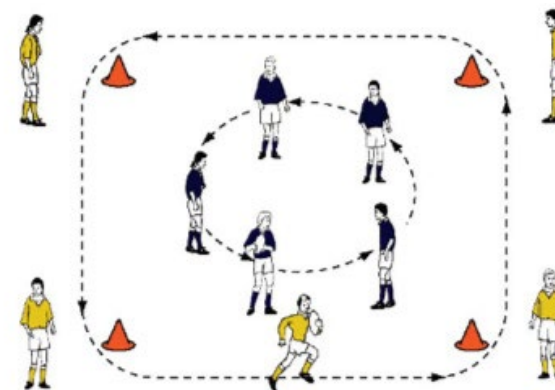
1. 4 markers
Grid 10m x 10m
2. 2 Rugby balls

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA: Health and Physical Education
STRAND: Movement and physical activity
SUB-STRAND: Moving our body, Learning through movement
FOCUS AREAS: Fundamental movement skills

WHAT TO DO

1. Divide students into two equal teams of five to seven players with one ball per team.
2. Form one team into a circle and place the other team at markers around the edge of the grid.
3. On "Go!" students in the circle pass the ball continuously around the circle and count the number of passes made.
4. At the same time, the other team runs a relay around the grid carrying a ball and handing it on to the next player.
5. When the running team completes one round of the relay, they all shout "Stop!"
6. The circle team must stop passing the ball and identify how many number of passes they made around the circle in that time. Write down this figure.
7. The teams change places and the scores for both teams are compared



TEACHING TIPS

- Have hands up
- Look at the ball
- Give a target

VARIATIONS

- Increase or decrease the size of the circle or grid and number of students.
- If the players in the circle drop the ball, take away points from their score.

QUESTIONS FOR UNDERSTANDING

- When should you time your jump in a lineup?

FAIR PLAY OPPORTUNITIES

- Make sure everyone gets a turn and look for examples of support and encouragement

LINEOUT PRACTICE

STUDENTS PRACTICE SETTING UP FOR A LINEOUT AND THE SKILLS INVOLVED INCLUDING THROWING, JUMPING, CATCHING AND PASSING



5 MINS

SKILLS FOCUS

CATCHING
LINE OUT

EQUIPMENT AND SET UP

1. 4 markers
2. Grid 10m x 10m
3. 1+ Rugby balls as desired

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

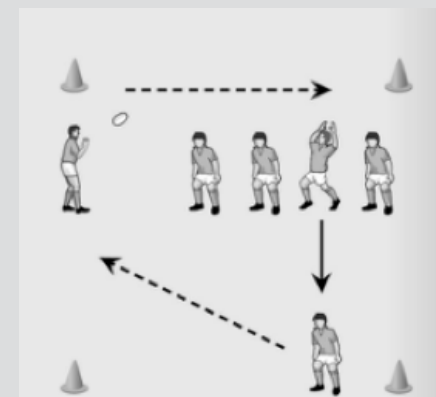
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into groups of five or six and send each group to a grid.
2. Students will practice the lineout throw, jump and catch, as well as the pass to the halfback.
3. Set students up so that one student is a thrower (hooker) on the edge of the grid, three or four students are jumpers/catchers standing two to three metres from the thrower and one student is the halfback ready to catch the ball two-three metres away from the jumpers/catchers.
4. All students practice throwing, jumping, catching and passing by rotating through all of the positions



TEACHING TIPS

- Thrower's arms and hands should follow through towards their target.
- Thrower steps forward on one foot to give power to their throw.
- Bend knees to help jump up high and bend knees upon landing

VARIATIONS

- Add another line of jumpers who aim to contest the lineout throw.
- Give points for each successful throw and catch.
- Add a time challenge e.g. See how many passes to the halfback in 30 seconds

QUESTIONS FOR UNDERSTANDING

- Why is it important in a game to use different calls for different lineout throws?
- How can the thrower ensure their pass goes towards their target?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments between students.
- Ensure everyone has a turn at all positions

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

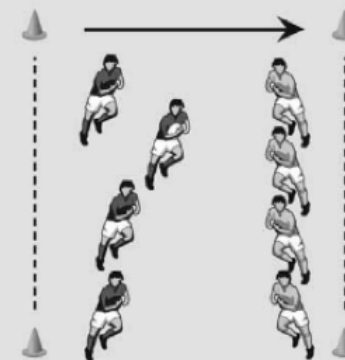
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort



SKILLS AND DRILLS

OPTION 7

THE GAMEPLAN OUTLINED

WARM UP

Rugby Octopus

PASSING / CATCHING

Flying V

EVASION

Safety Zone

LINEOUT / KICKING

Kicking End Ball

TAG DEFENCE

4 v 4 Touch 7s

COOL DOWN

RUGBY OCTOPUS

WHEN “RUGBY OCTOPUS” IS CALLED, THE ENTIRE CLASS OF STUDENT “FISH” MOVE QUICKLY ACROSS THE “OCEAN” GRID TO AVOID BEING CAUGHT BY TWO STUDENT “OCTOPUSES” WAITING IN THE MIDDLE. IF ANY STUDENT FISH ARE CAUGHT THEY BECOME STUDENT “SEAWEED” AND KNEEL DOWN ON THE OCEAN GRID FLOOR USING THEIR ‘SEAWEED’ ARMS TO HELP THE OCTOPUSES CATCH THE REST OF THE STUDENT FISH



SKILLS FOCUS

EVASION TAG DEFENCE

EQUIPMENT AND SET UP

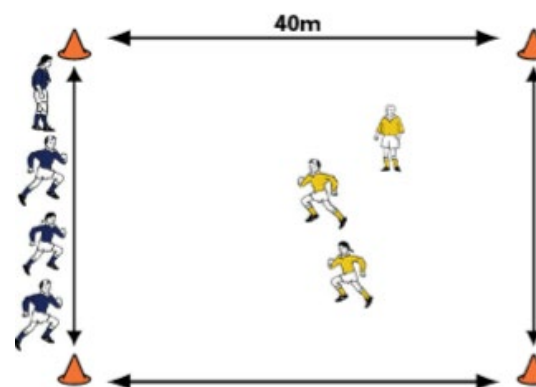
1. 4 x marker cones (any colour)
2. Grid can be as small as 10m x 10m up to 40m x 40m.
3. Rugby balls can be carried by student fish –depending on number of balls available

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise two student ‘octopuses’ to stand in the middle of the ocean grid. The remaining students are fish and stand on one side of the ocean grid.
2. Call out “Rugby Octopus”.
3. Student fish run across the ocean grid attempting to get to the other side while avoiding the two student octopuses.
If the student fish get to the other side, they are safe.
4. Student octopuses attempt to tag student fish below shoulder height with one or two hands.
5. When a student fish is tagged; they stop running and drop to their knees to become ‘seaweed’.
As seaweed they use their arms to help the octopuses tag remaining fish.
6. The student seaweed should not move off their knees and should face the oncoming student fish.



TEACHING TIPS

- Fish - Find the space to run to and evade the student octopuses and seaweed.
- Octopuses and seaweed to position their head safely to the side of the player they are tagging.
- Remind all students to keep their heads up to watch for other players.
- Student octopuses and seaweed can communicate to ensure there are no gaps in their defence

QUESTIONS FOR UNDERSTANDING

- How could student fish use teamwork to evade the octopuses?
- Where should student fish run if both student octopuses are in the middle of the grid? Either side of the grid?
- How do you feel after being active with your friends?

VARIATIONS

- If there are enough balls, have student fish carry a ball across the ocean grid.
- Use trick “Rugby Octopus” commands to catch students out e.g. “Rugby Octagon!”, “Go!”, “Octopop!”, “Rugby Octonaut”. If student fish leave on this trick command, they must drop to their knees and become seaweed.
- Start with student fish lying down and facing the opposite end or facing away from the opposite end

FAIR PLAY OPPORTUNITIES

- Encourage positive talk between students when they have been tagged.
- Congratulate student octopuses who tag all the student fish; and the last student fish in each game.
- Recognise any unfairness and propose strategies to overcome any issues

FLYING V

TWO TEAMS IN A V FORMATION RACE TO PASS A FOOTBALL DOWN THEIR LINE. THE LAST PLAYER IN EACH TEAM RUNS TO SCORE A TRY. TEAMS REPEAT PASSING THE BALL TO SCORE AS MANY TRIES AS THEY CAN IN 60 SECONDS.



5 MINS

SKILLS FOCUS

CATCHING/ PASSING
BALL HANDLING
SCORING A TRY

EQUIPMENT AND SET UP

1. 1 Rugby ball per team
2. 6 + marker cones per team
3. 2 marker cones to form a try line

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

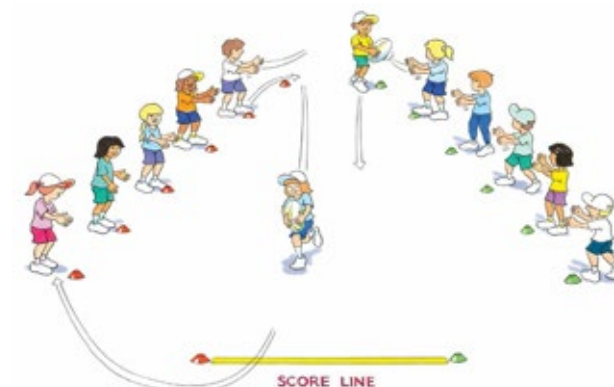
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Organise students into teams lined up diagonally to form a V as shown.
2. The top student for each team starts with the ball.
3. On 'Go!', teams pass the ball down the line to the last player who runs forward to score a try.
4. After scoring a try, the student with the ball runs to the top position and all other students in the team move down to the next marker cone.
5. Repeat passing and scoring tries until 'Time!' is called.
6. Teams total their scores to determine the winner.



TEACHING TIPS

- Ask for one or two volunteers from each team to keep score of their team's tries.
- Remind students to hold both hands up in front of the chest with fingers spread when preparing to catch a pass.
- Remind players who are about to score a try to cross their line before bending their knees and lowering their body to place the ball on the ground with two hands. Definitely no diving!

VARIATIONS

- Teams swap sides in the V formation and attempt to beat their own team's previous score.
- Teams line up across the Rugby field and do the same activity (passing ball behind them to the next player in line) across the field with the last player running forwards to score a try over the try line of the field.
- Students perform a second movement after they have caught and passed the ball e.g. star jump, burpee.

QUESTIONS FOR UNDERSTANDING

- How can you make sure you safely score a try?
- When there is a lot of noise around you and a time challenge, how can you try to stay focused?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments by all students.
- Emphasise cooperation used to pass the ball and listen to other students.

SAFETY ZONE

STUDENTS IN THE ATTACKING TEAM KICK A RUGBY BALL INTO THE FIELD AND ATTEMPT TO RUN THROUGH TO THE SAFETY ZONE TO SCORE A POINT BEFORE THE DEFENDING TEAM CAN TAG THEM WITH THE KICKED BALL



SKILLS FOCUS

BALL HANDLING
KICKING
EVASION

EQUIPMENT AND SET UP

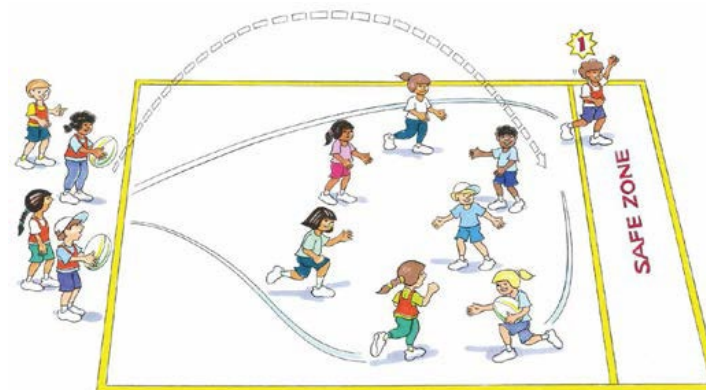
- 1 Rugby ball per attacking pair
- 6 marker cones to define the playing field (approx 30m x 30m)

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into two even teams of attackers and defenders.
2. Disperse defenders randomly in the playing field.
3. Attacking pairs with a ball line up behind the end line.
4. The first attacking pair kicks one ball into the field and then both players attempt to run through the field to the safety zone.
5. Defenders gather the ball and attempt to tag the runners with the ball.
6. Defenders can pass to team-mates or run with the ball when attempting to tag the attacking pair.
7. Attackers get 1 point if each attacker runs to the safety zone without being tagged.
8. Defenders get 1 point if they tag both the attackers before they get to the safety zone.
9. Once the attacking team completes two rounds (both players in each pair having kicked the ball), they total their score and change places with the defending team.



TEACHING TIPS

- Ensure defenders remain a minimum of 10 metres from the kicker's end line.
- Remind students to keep their heads up so they can keep an eye out for the ball and other players.

VARIATIONS

- Pairs can kick two balls simultaneously into the field before running to the safety zone.
- After kicking the ball, the attacking pair must carry a second ball through the field and complete a backwards pass before entering the safety zone.

QUESTIONS FOR UNDERSTANDING

- What ways can you evade a defender?
- As defenders how can you work together to tag an attacker?

FAIR PLAY OPPORTUNITIES

- Encourage positive comments by all students.
- Emphasise cooperation with own and other team members.

KICKING END BALL

IN TWO TEAMS, STUDENTS KICK THE BALL TO EACH OTHER IN ANY DIRECTION TO EVENTUALLY ADVANCE THE BALL TOWARDS THEIR 'IN-GOAL' AREA. A POINT IS SCORED IF THE BALL IS KICKED INTO THE 'IN-GOAL' AREA TO A CATCHER. KICKS MUST BE CAUGHT ON THE FULL OTHERWISE POSSESSION CHANGES



5 MINS

SKILLS FOCUS

KICKING
BALL HANDLING

EQUIPMENT AND SET UP

1. 10 marker cones per grid
2. Grid 30m x 30m
3. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,
Fundamental movement skills

WHAT TO DO

1. Divide the group into two teams of five or more Send two teams to each grid
2. One team starts with the ball and on "Go!" kicks the first ball back towards their team
3. After that the kicking team can kick in any direction to advance their ball toward their 'in goal'
4. When a student from the kicking team has the ball they cannot run with the ball
5. The kicking team need to kick the ball into their 'in goal' area to a catcher
6. The game restarts from half-way with the non-scoring team kicking off to their team- mates
7. Possession of the ball changes to the other team if:
The kicking team don't catch the ball on the full
The defending team intercepts the ball



TEACHING TIPS

- Remind all students to keep their heads up to watch for other players.
- Remind students of the key points of performing a drop-punt:
- To grip the ball correctly, hold out in front at waist height with thumbs together and fingers spread down the length of the ball. Keep the seam of the ball pointed downward.
- To kick the ball strongly, point the toe downwards and drop the ball onto the middle of your kicking foot. Keep the head directly over the ball.
- To strike the ball accurately, follow through with a straight leg in the direction of the target.

VARIATIONS

- Increase or decrease the size of the grid and/or in goal area.
- Add another ball to the game.
- Change the locomotor skills used e.g. skipping, bounding.

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid defenders intercepting the ball?
- What would be risky kicks to make in this game?

FAIR PLAY OPPORTUNITIES

- Discuss the need for cooperation to work with teammates to kick and catch the ball to each other and to listen to the words used among teammates

4 v 4 TOUCH 7s

STUDENTS PLAY A SMALL-SIDED
GAME OF TOUCH 7s



10 MINS

SKILLS FOCUS

EVASION
CATCHING/PASSING
TAG DEFENCE

EQUIPMENT AND SET UP

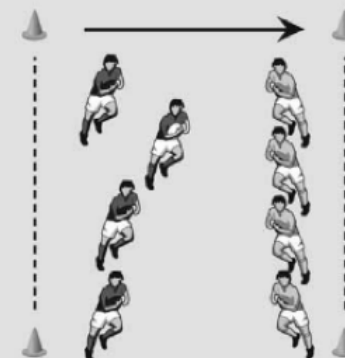
1. 4 marker cones per grid - Grid 20m x 20m
2. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
STRAND:	Movement and physical activity
SUB-STRAND:	Moving our body, Learning through movement
FOCUS AREAS:	Active play and minor games, Fundamental movement skills

WHAT TO DO

1. Organise students into teams of four attackers and four defenders and send them to a grid.
2. Students play each other in a game of VIVA7s
3. The student attackers attempt to score a try
4. Defenders try to tag the attackers
5. The attackers only have four tags before possession of the ball changes
6. Once tagged, an attacker has two options:
 - a) To pass the ball to a teammate within two seconds and two steps; or
 - b) To perform a "Ball Place" whereby the attacker turns towards their team and places the ball down on the ground for a team-mate to pick up and play on
7. Possession changes if the attacking team are tagged seven times, drop the ball or do a forward pass



TEACHING TIPS

- Once a student attacker is tagged, call "Tag, turn and pass" or "Ball place"
- Pass to targets and use space.
- Commit to a defender, fix, and change direction.
- When scoring a try bend at the ankles, knees and hips to place the ball with both hands

VARIATIONS

- Increase or decrease playing time.
- Increase or decrease playing field size.
- Teams must pass to every player before scoring a try

QUESTIONS FOR UNDERSTANDING

- How could attackers create space to avoid being tagged by the defender?
- Where should the defender position themselves to have the most chance of tagging one of the three attackers?

FAIR PLAY OPPORTUNITIES

- Encourage girls and boys to pass to each other.
- Discuss positive and respectful words to use when congratulating other students for their effort



ASSESSMENT IDEAS



AUSTRALIAN CURRICULUM LINKS

LEARNING AREA: Health and Physical Education

STRAND: Movement and physical activity

SUB-STRAND: Moving our body, Learning through movement

FOCUS AREAS: Active play and minor games, Fundamental movement skills

ASSESSMENT IDEAS LINKED TO SUB-STRAND

MOVING OUR BODIES

- Kick a Rugby ball during game play, chase after it and either pick it up or run or kick it again
- Design a sequence of passes between team-mates to maintain possession of the ball during a game of Non-Contested Sevens
- Demonstrate defensive and offensive play in modified Rugby games

UNDERSTANDING MOVEMENT

- Describe the health-related and skill-related components of fitness in relation to Rugby
- Develop strategies that exploit the playing space to create overlaps and extra attackers

LEARNING THROUGH MOVEMENT

- Demonstrate negotiation skills when dealing with conflicts or disagreements in real or makebelieve Rugby scenarios
- Propose changes to the rules of Non-Contact Sevens to create a more inclusive game and fairer contest

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