



# MIDDLE PRIMARY FIELD

*Field resources for Year 3 & 4 school teachers*

### **Acknowledgements**

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### **Disclaimer**

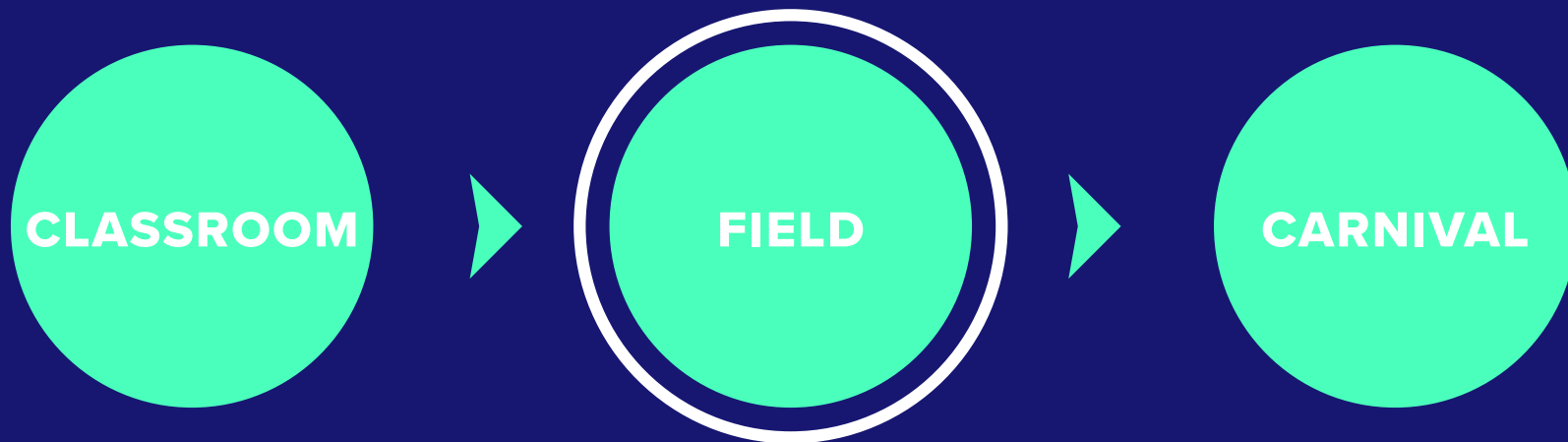
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# **FIELD RESOURCES**



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***

<b><i>WARM UP</i></b>	<i>Wallaby, Wallaby, Wallaroos</i>
<b><i>PASSING / CATCHING</i></b>	<i>Boundary Pass</i>
<b><i>EVASION</i></b>	<i>Tricky Try Lines</i>
<b><i>LINEOUT / KICKING</i></b>	<i>Lineout Island</i>
<b><i>TAG DEFENCE</i></b>	<i>Rugby Octopus</i>
<b><i>COOL DOWN</i></b>	

# WALLABY, WALLABY, WALLAROO!

THIS IS THE OLD FAVOURITE “DUCK DUCK GOOSE!” BUT WITH RUGBY TEAM NAMES I.E. AUSTRALIAN WALLABIES AND WALLAROOS. THIS GAME SEES ONE STUDENT TOUCHING STUDENTS ON THE HEAD CALLING THEM WALLABIES UNTIL FINALLY PICKING A STUDENT TO BE A WALLAROO. THEN IT’S A RACE BETWEEN THE PICKER AND THE WALLAROO TO SEE WHO CAN GET AROUND THE CIRCLE QUICKEST!



5 MINS

## SKILLS FOCUS

EVASION

## EQUIPMENT AND SET UP

1. 5-10 markers to help students position themselves in a circle
2. 1 Rugby ball

## 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 one (or two) large circle and get students to sit down.
2. Nominate one student as the ‘picker’ to stand up and walk around the back of the circle touching students lightly on the head chanting “Wallaby, Wallaby, Wallaby, Wallaby” until finally picking a student to be a “Wallaroo!”
3. When the picker says “Wallaroo”, the student “Wallaroo” whose head they touched, rises up and starts to chase the picker.
4. The picker aims to run around the circle and sit down in the spot of the “Wallaroo” student before being tagged.
5. If the picker succeeds, the “Wallaroo” is now the new picker and the process begins again.
6. If the “Wallaroo” succeeds in tagging the picker, the “Wallaroo” may return to sit in the previous spot and the “picker” resumes the process



## TEACHING TIPS

- Watch for the picker’s cues that they are going to pick someone.
- Think about how you can move quickly from a sitting position to a standing and chasing position

## VARIATIONS

- Instead of sitting in a circle, the students could do a slow jog on the spot.
- The picker could use a Rugby ball so that instead of touching students on the head and picking a Wallaroo, they place the Rugby ball behind the chosen student’s back.
- Change the movement around the circle to a hop, skip or jump

## QUESTIONS FOR UNDERSTANDING

- How can you increase your reaction time?
- What do you notice about your body after you’ve been physically active?

## FAIR PLAY OPPORTUNITIES

- Encourage students to take turns fairly at picking other students



# 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. 1 Rugby ball per pair
2. 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.

# TRICKY TRY LINES

ONE AT A TIME STUDENT "ATTACKERS" WITH A RUGBY BALL ENTER THE PLAYING AREA AND QUICKLY CHOOSE ONE OF TWO TRY LINES TO RUN OVER BEFORE BEING TAGGED BY A STUDENT "DEFENDER". STUDENTS CHANGE ROLES FREQUENTLY. PLAY IN GROUPS OF 8-12



10 MINS

## SKILLS FOCUS

EVASION  
TAG DEFENCE

## EQUIPMENT AND SET UP

1. 6 + Rugby balls
2. 6 marker cones to define the playing area (10m x 10m) and indicate the 'tunnel'

## 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 groups at diagonal points of the playing area.
2. Attackers line up behind a marker with a ball each.
3. One attacker at a time runs out between the 'tunnel' markers, then makes a decision to run towards try line "A" or "B".
4. A defender can only enter the playing area once an attacker has entered.
5. Attackers try to score a point by running over a try line "A" or "B" before being tagged by a defender.
6. An attacker and defender must quickly move out of the game as soon as the attacker is either tagged or runs over the selected line.
7. Swap roles when all attackers have had a turn



## TEACHING TIPS

- Look for role models who push hard off the foot to step and evade a defender.
- Remind defenders to keep their head to the side as they tag attackers.

## VARIATIONS

- Enforce a time limit to speed things up e.g. 10 seconds to score!
- Increase the size of the playing area and get two attackers to go at a time.
- Another attacking student passes the ball to the attacker who then runs into the playing area.
- Attackers place the ball on the ground after running over the try line

## QUESTIONS FOR UNDERSTANDING

- What body actions can you perform to confuse a defender, create space and get around the defender?
- How can you safely score a try over the try line?

## FAIR PLAY OPPORTUNITIES

- Award 5 points to every student who carries the ball over the try line even after they are tagged by a defender.
- Acknowledge encouraging words used by all students

# LINEOUT ISLAND

THE ATTACKING TEAM AIMS TO DO LINE-OUT THROWS TO TEAM-MATES STANDING ON LINE-OUT ISLAND. DEFENDING TEAM PLAYERS WHO ARE SURROUNDING THE ISLAND ATTEMPT TO INTERCEPT OR KNOCK DOWN THE BALLS TO STOP THE ATTACKING TEAM SCORING POINTS. PLAY IN TEAMS OF 8-12



5-10 MINS

## SKILLS FOCUS

BALL HANDLING  
LINEOUT

## EQUIPMENT AND SET UP

1. 2+ Rugby balls per game
2. Team bibs or sashes
3. 8+ marker cones to define the grids

## 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 even teams with one team wearing bibs or sashes.
2. One team are the attackers and have two or more balls.
3. The attackers are divided into two areas, with half standing on Line-out Island and the remaining half spread out around the outer boundary.
4. All defenders surround Line-out Island and can move randomly in the area.
5. On 'Go!', players from the attacking team on the outer area attempt to do a line-out throw to their team-mates on the island.
6. If a team-mate on the island catches a ball a point is scored.
7. The ball is then returned to the players on the outer boundary.
8. Defenders attempt to knock the balls down or intercept them only when they are being passed from the outside in.
9. When 'Time!' is called, the attackers add up their points.
10. When both teams have had a turn as attackers, the team with the most points is declared the winner



## TEACHING TIPS

- Practice with one ball first.
- Encourage attackers on the island to call 'Mine!' to indicate to their team-mates that they intend to catch the ball.
- Rotate outside and inside players after a set period of time

## VARIATIONS

- Attackers can use any type of pass.
- Defenders have limits e.g. one arm behind them; only move one step etc
- Use lighter balls such as volleyballs or foam balls if players are having difficulty throwing and catching the footballs

## QUESTIONS FOR UNDERSTANDING

- What things can the line-out thrower do to trick/confuse the defenders?
- What things could help the attackers on Line-out Island get the ball?

## FAIR PLAY OPPORTUNITIES

- Acknowledge positive comments made by attackers or defenders.
- Ensure every attacker gets a chance to throw and attempt to catch the ball

# 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



10 MINS

## SKILLS FOCUS

EVASION  
TAG DEFENCE

## EQUIPMENT AND SET UP

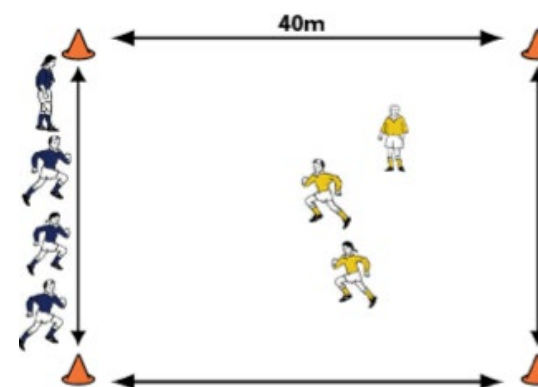
1. 4 x marker cones (any colour)
2. Grid can be as small as 10m x 10m up to 40m x 40m.
3. Rugby balls can be carried by student fish –depending on number of balls available

## 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

## 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

## 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?

## 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





# **SKILLS AND DRILLS**

## **OPTION 2**

## **THE GAMEPLAN OUTLINED**

<b>WARM UP</b>	<i>Agility Races</i>
<b>PASSING / CATCHING</b>	<i>Guard the Castle</i>
<b>EVASION</b>	<i>Funnel</i>
<b>LINEOUT / KICKING</b>	<i>Kick to kick</i>
<b>TAG DEFENCE</b>	<i>Bugs and Spiders</i>
<b>COOL DOWN</b>	

# AGILITY RACES

STUDENTS WORK ON THEIR AGILITY BY ZIG-ZAGGING AROUND MARKER CONES AND/OR AGILITY POLES IN THE GRID



5 MINS

## SKILLS FOCUS

WARM UP  
EVASION

## EQUIPMENT AND SET UP

1. 15-20 marker cones and agility poles if available  
Grid 20m x 30m
2. Marker cones/agility poles in zig-zag formation.
3. Rugby balls if 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:	Fundamental movement skills

## WHAT TO DO

1. Organise students into groups of three or four.
2. On "Go!" the first student in each line runs as fast as possible through the agility poles or marker cones in a zig-zag pattern to the end of the grid and back.
3. When they return to their starting spot, they tag hands with the next person in their team, who then begins running through the course.



## TEACHING TIPS

- Tell students that agility is the ability to change the body's position or direction efficiently.
- Accelerate in between markers or agility poles
- Use fast feet and smaller steps when changing direction

## VARIATIONS

- Run backwards on the way back through the course.
- Increase the number of marker cones or agility poles.
- Shorten or lengthen the grid.
- Turn it into a relay race

## QUESTIONS FOR UNDERSTANDING

- When do you need to be able to change your body's direction quickly in a game of Rugby?

## FAIR PLAY OPPORTUNITIES

- Support positive and encouraging words between students throughout the activity



# GUARD THE CASTLE

GUARDS IN A LINE MOVE SIDWAYS AS THEY TRY TO PROTECT THE CASTLE FROM INVASION. INVADERS ATTEMPT TO SLIP THROUGH GAPS IN THE GUARDS' DEFENCE TO LEAVE AS MANY FOOTBALLS AS THEY CAN INSIDE THE CASTLE WITHIN TWO MINUTES



5 MINS

## SKILLS FOCUS

TAG DEFENCE  
EVASION  
BALL HANDLING

## EQUIPMENT AND SET UP

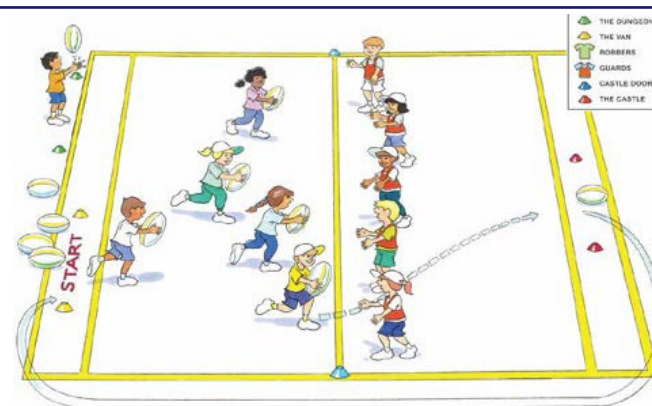
- 5-10 marker cones to show students where to stand on grid.
- Grid approx 10m x 10m

## AUSTRALIAN CURRICULUM LINKS

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

## WHAT TO DO

- Organise players into even teams of invaders and castle guards.
- Instruct castle guards that they can only move sideways on their line.
- The invaders have two minutes to attempt to get past the castle guards and into the castle without being tagged.
- Once in the castle, the invader places their ball on the ground then returns (outside of the playing field) to collect a new ball.
- The guards attempt to rugby tag the invaders to send them to the dungeon.
- To be released from the dungeon, invaders must throw their ball in the air, clap and catch it five times, then return to their starting position.
- When 'Time!' is called, the invaders add up how many balls they left in the castle.
- Once both teams have had a turn as invaders, the team with the highest score of balls in the castle wins



## TEACHING TIPS

- Castle guards must communicate with each other to ensure gaps in their line are covered, similar to a game situation

## VARIATIONS

- Guards can only take one step to the side.
- Guards have to jump, skip or hop while invaders run.
- The playing area is increased.
- The time for invaders to get to the castle is either increased or decreased.

## QUESTIONS FOR UNDERSTANDING

- What things can the guards do to ensure the invaders don't get past?
- What things can the invaders do to ensure they get past the invaders?

## FAIR PLAY OPPORTUNITIES

- Encourage positive team talk by the guards as they communicate to keep the invaders out.
- Acknowledge good sportsmanship and any core Rugby skills demonstrated

# 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

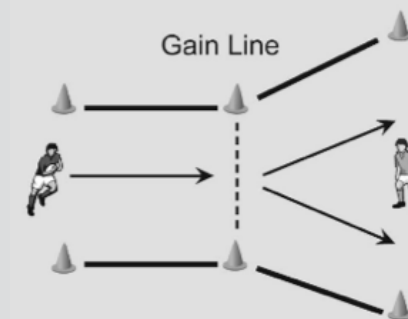
1. 6 marker cones per grid
2. Grid 5m x 5m opens to a 10m wide grid (funnel)
3. 1 Rugby ball per grid

## 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

# 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 Rugby ball per pair
- 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

# BUGS AND SPIDERS

STUDENT BUGS TRY TO ESCAPE PAST THE STUDENT SPIDERS AND CROSS THE TRY LINE BEFORE BEING TAGGED



10 MINS

## SKILLS FOCUS

TAG DEFENCE  
EVASION

## EQUIPMENT AND SET UP

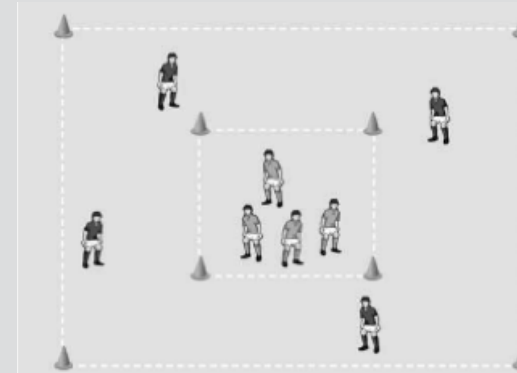
1. 8 marker cones
2. One small grid (2m x 2m)
3. One larger grid (10m x 10m)
4. 5-10 Rugby balls

## 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 two groups, the "bugs" and the "spiders".
2. The bugs stand within the smaller grid and the spiders outside it, within the larger grid.
3. On "Go!" all bugs try to escape from the smaller grid to run over the try line of the larger grid without being tagged by the spiders.
4. If tagged, the bugs join the spiders. If the bugs cross the try line of the larger grid, they return to the inner grid to try and beat the spiders again.
5. When all students have been tagged, the groups swap roles



## TEACHING TIPS

- Reach both arms in front to tag.
- Remind students to position their head safely to the side or behind the person they are tagging.
- Keep head up to watch for other students.
- Move to space or close down space.
- Use fast feet
- Change direction.

## VARIATIONS

- Set a time for the bugs to escape.
- Increase the size of the larger grid.
- Get the bugs to carry a ball each and score a try if they cross the try line.

## 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.
- Acknowledge students who used cooperation to work as a team



# SKILLS AND DRILLS

## OPTION 3

## ***THE GAMEPLAN OUTLINED***

<b><i>WARM UP</i></b>	<i>Rugby Octopus</i>
<b><i>PASSING / CATCHING</i></b>	<i>Passing circle chase game</i>
<b><i>EVASION</i></b>	<i>Safety Zone</i>
<b><i>LINEOUT / KICKING</i></b>	<i>Lineout Jump &amp; Land</i>
<b><i>TAG DEFENCE</i></b>	<i>4 v 4 Touch 7s</i>
<b><i>COOL DOWN</i></b>	

# 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



10 MINS

## SKILLS FOCUS

EVASION  
TAG DEFENCE

## EQUIPMENT AND SET UP

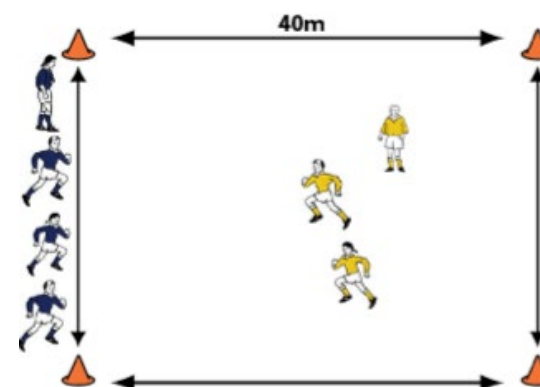
1. 4 x marker cones (any colour)
2. Grid can be as small as 10m x 10m up to 40m x 40m.
3. Rugby balls can be carried by student fish –depending on number of balls available

## AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:	Health and Physical Education
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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

## 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

## 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?

## 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



# PASSING CIRCLE CHASE GAME

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

CATCHING/ PASSING

## EQUIPMENT AND SET UP

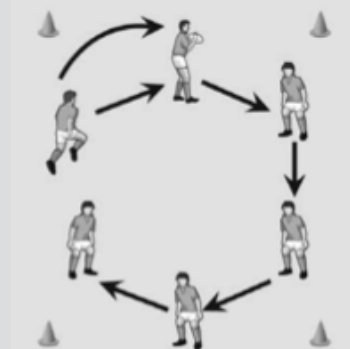
1. 4 marker cones per group
2. 10m x 10m grid per group
3. 1 Rugby ball per group

## AUSTRALIAN CURRICULUM LINKS

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

## WHAT TO DO

1. Organise students into one or more circles.
2. Students stand facing inwards and spaced 2m apart.
3. When instructed one student with the ball begins by passing the ball to the student on their left, then exits the circle running clockwise around it.
4. Once the ball is caught the pass is repeated clockwise around the circle until it is back to the start.
5. The passing circle chase is then repeated for each player.



## TEACHING TIPS

- When catching the ball, turn the head and shoulders towards the target and reach out for the ball with soft fingers.
- When passing, turn the head and shoulders towards the receiver and transfer the ball across the body towards the receiver in a pendulum motion

## VARIATIONS

- Get the student to run around the 4 marker cones and challenge the passing team to pass the ball around the circle twice in that time.
- Add another ball so that the first student passes one ball to the left and one to the right.

## QUESTIONS FOR UNDERSTANDING

- Why is it beneficial to practice 'pressure' situations like racing against the passing circle?
- How can you ensure the passers are all effective in their roles?

## FAIR PLAY OPPORTUNITIES

- Discuss the impact of using positive and encouraging words while passing the ball – particularly if someone drops the ball.
- Identify and acknowledge students encouraging the runner to get back to their spot before the ball.

# 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



10 MINS

## SKILLS FOCUS

BALL HANDLING  
KICKING  
EVASION

## EQUIPMENT AND SET UP

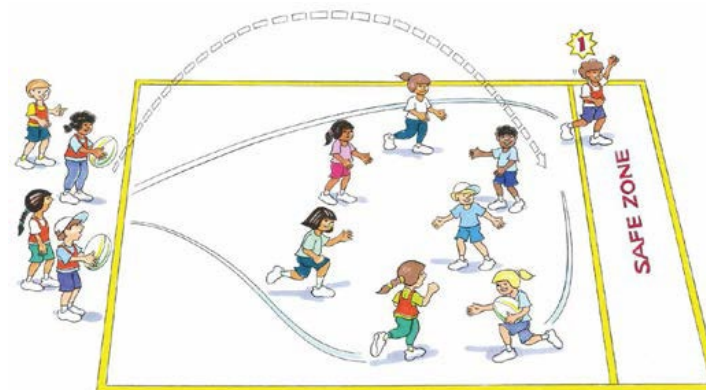
- 1 Rugby ball per attacking pair
- 6 marker cones to define the playing field (approx 30m x 30m)

## 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.

# LINEOUT JUMP & LAND

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.



5 MINS

## SKILLS FOCUS

CATCHING  
LINEOUT

## 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 to spread out in the grid so they have their own space.
2. Tell students about the lineout and how they might have to jump and land in a lineout during a Rugby game in order to gain possession of the ball.
3. On "Go!" students bend their knees and raise their hands upwards to chest height before springing up into the air, then land with bent knees.
4. This is repeated a set number of times.



## TEACHING TIPS

- Students should aim to jump and land on the same spot.
- Students should bend their knees to soften the landing.

## VARIATIONS

- Walk around the group and throw a ball to various students.
- Pair students up and practice lineout throws and catches.

## QUESTIONS FOR UNDERSTANDING

- When should you time your jump in a lineout?
- What do you notice happens to your body during and after this activity?

## FAIR PLAY OPPORTUNITIES

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

# 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

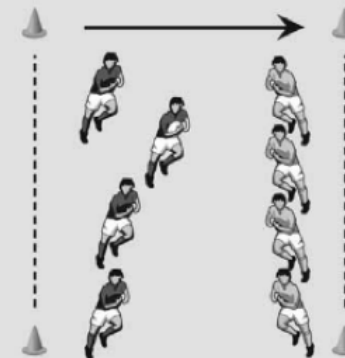
- 4 marker cones per grid - Grid 20m x 20m
- 1 Rugby ball per grid

## 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

- Organise students into teams of four attackers and four defenders and send them to a grid.
- Students play each other in a game of VIVA7s
- The student attackers attempt to score a try
- Defenders try to tag the attackers
- The attackers only have four tags before possession of the ball changes
- Once tagged, an attacker has two options:
  - To pass the ball to a teammate within two seconds and two steps; or
  - 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
- 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**

<b>WARM UP</b>	<i>Rob the Nest</i>
<b>PASSING / CATCHING</b>	<i>Passing Chain</i>
<b>EVASION</b>	<i>Round the bend</i>
<b>LINEOUT / KICKING</b>	<i>Lineout Count</i>
<b>TAG DEFENCE</b>	<i>Buddy Up</i>
<b>COOL DOWN</b>	

# 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

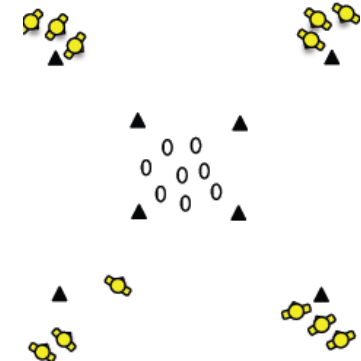
## AUSTRALIAN CURRICULUM LINKS

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.



# 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

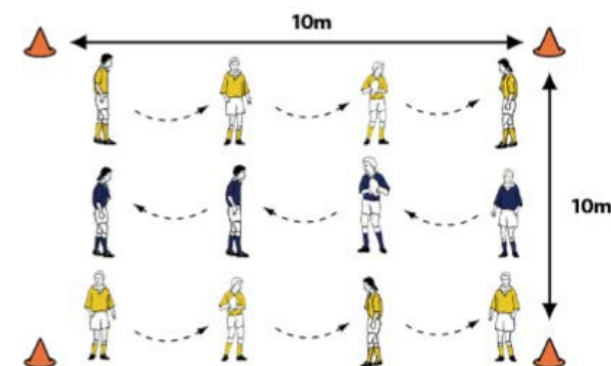
1. 4 marker cones
2. Grid 10m x 10m or 20m x 20m depending on student numbers
3. 3. 5-10 Rugby balls

## 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.

# 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 COUNT

PLAYERS IN TEAMS TAKE TURNS TO THROW, CATCH AND RECEIVE A RUGBY BALL IN A MODIFIED LINEOUT FORMATION. TEAMS COUNT HOW MANY LINEOUT THROWS THEY CAN COMPLETE IN 30 SECONDS. PLAY IN TEAMS OF 4-6



5 MINS

## SKILLS FOCUS

CATCHING/ PASSING  
LINEOUT

## EQUIPMENT AND SET UP

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

## AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

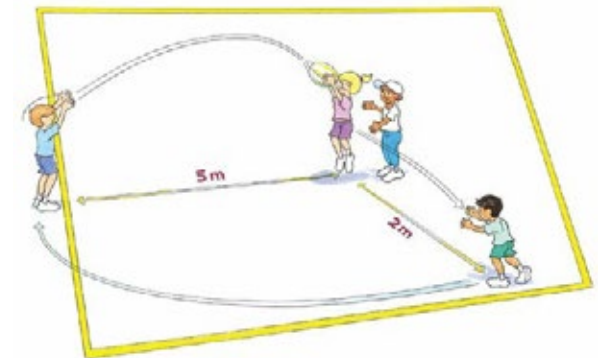
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,  
Fundamental movement skills

## WHAT TO DO

1. Organise students into teams of four to six with a ball.
2. One student starts as the thrower and has the ball.
3. Two (or more) students are catchers and line up in single file facing the thrower.
4. The last student, the receiver (scrum-half), stands two metres from the lineout and cannot move until they have possession of the ball.
5. On 'Go!', the ball is thrown to the front catcher who immediately passes it to the receiver.
6. The receiver runs with the ball to the thrower's position and all other students rotate.
7. Teams score one point for each throw they perform (regardless of whether it is caught).
8. When "Time!" is called, teams add up their scores.
9. Repeat the activity with teams attempting to beat their previous score.



## TEACHING TIPS

- Explain to students that a lineout occurs when the ball has gone over the touch line.
- The catcher must have arms up overhead as a target for the thrower to aim at.
- The receiver is also called a scrum-half in Non-Contact Rugby Sevens.

## VARIATIONS

- Bonus point = the catcher jumps and receives the ball successfully.
- Catchers can hand the ball to the receiver instead of passing it.
- Decrease the throwing distance for inexperienced players.

## QUESTIONS FOR UNDERSTANDING

- How can the lineout thrower ensure passes are straight and at their target?
- How important is communication between team members during the lineout?

## FAIR PLAY OPPORTUNITIES

- Make sure everyone has several turns at throwing, catching and receiving the ball.
- Discuss how cooperation is needed to hear what the thrower is saying.

# BUDDY UP

TEAMS PLAY A MODIFIED GAME OF TOUCH 7s. OPPONENTS ARE PAIRED UP AND CAN ONLY TAG WHEN THEIR 'BUDDY' I.E. THEIR OPPONENT HAS THE BALL. PLAY IN TEAMS OF 4-7



10 MINS

SKILLS  
FOCUS

MATCH PLAY

## EQUIPMENT AND SET UP

1. 1 Rugby ball per game
2. Marker cones to define the playing area
3. Team bibs or sashes

## AUSTRALIAN CURRICULUM LINKS

LEARNING AREA:

Health and Physical Education

STRAND:

Movement and physical activity

SUB-STRAND:

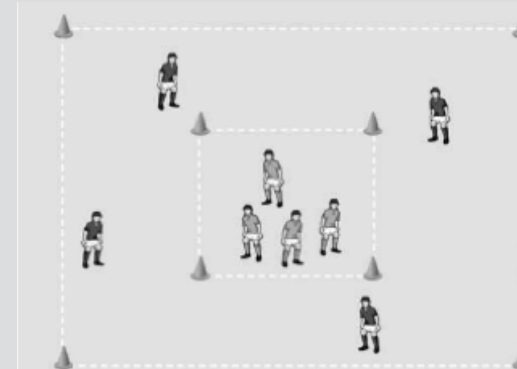
Moving our body, Learning through movement

FOCUS AREAS:

Active play and minor games,  
Fundamental movement skills

## WHAT TO DO

1. Organise students into two teams with each student paired with an opponent (of similar ability) to defend.
2. Play starts and re-starts from the half way line with a tap re-start.
3. The defending team must be at least five metres back from the half way line.
4. The ball carrier can only be tagged by their partner on the opposite team.
5. The ball carrier must stop, turn and pass to a team-mate when tagged.
6. The aim is to score tries over the try line i.e. the 'scoring zone'.
7. If the ball rolls over a touch line, an uncontested line-out will take place with the team that throws it back in always winning possession.
8. If the attacking team loses possession e.g. forward pass, a player knocks on or a try is scored, the opposition gets the ball and takes a tap re-start.



## TEACHING TIPS

- Once tagged, the ball carrier must stop as quickly as possible, turn and pass to a team-mate. They are not required to return to the mark where they were tagged, but they are not allowed to deliberately run forward to gain ground.

## VARIATIONS

- The attacking team only gets a set time to score a try e.g. 60 seconds
- The attacking team gets seven tags to score a try before the opposition gains possession of the ball.

## QUESTIONS FOR UNDERSTANDING

- Is playing against 'one buddy' the easiest way to defend against an attacking team scoring a try?
- How can attackers create space in this game?

## FAIR PLAY OPPORTUNITIES

- In mixed gender classes, at least two girls and two boys need to have caught the ball before a try can be scored.



# SKILLS AND DRILLS

## OPTION 5

## ***THE GAMEPLAN OUTLINED***

<b><i>WARM UP</i></b>	<i>Partner Rugby Tag</i>
<b><i>PASSING / CATCHING</i></b>	<i>Flying V</i>
<b><i>EVASION</i></b>	<i>4 v 2 Invasion Tag</i>
<b><i>LINEOUT / KICKING</i></b>	<i>Super Boot</i>
<b><i>TAG DEFENCE</i></b>	<i>Rugby End Ball</i>
<b><i>COOL DOWN</i></b>	

# PARTNER TAG

IN PARTNERS, ONE STUDENT BECOMES A TAGGER AND GIVES THEIR PARTNER FIVE SECONDS TO RUN FREE. THE PARTNER BEING CHASED HAS TO DODGE THEIR WAY AROUND THE GRID WITHOUT BEING TAGGED.



5 MINS

## SKILLS FOCUS

EVASION  
TAG DEFENCE  
BALL HANDLING

## EQUIPMENT AND SET UP

1. 4 x marker cones (any colour)
2. Grid 20m x 20m (or larger)
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. Tell students one person will be a tagger and the other person will be chased by the tagger.
2. On "Go!" taggers give their partners five seconds to get away before chasing them.
3. Everyone must stay in the grid which will encourage dodging and moving to space.
4. Taggers use a one or two-handed tag to tag their partners.
5. Swap roles once a partner has been tagged.



## TEACHING TIPS

- Remind all students to keep their heads up to watch for other players.
- Use fast feet to quickly change direction

## VARIATIONS

- The partner who is being chased carries a ball.
- Challenge partners with a ball to score a try over a grid line.
- Decrease the number of seconds before a tagger starts chasing.
- Increase the grid size.
- Change the movement from running to skipping, hopping, bounding etc

## QUESTIONS FOR UNDERSTANDING

- Where can partners move to avoid being tagged?
- What are the best parts of being physically active with your friends?

## FAIR PLAY OPPORTUNITIES

- Encourage positive talk between students when they have been tagged.
- Reinforce the importance of taking turns.



# 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

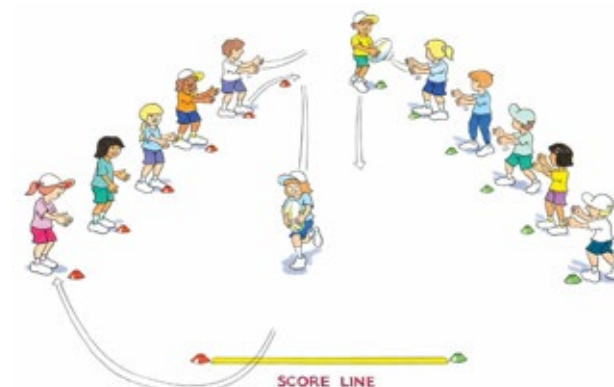
1. 1 Rugby ball per team
2. 6 + marker cones per team
3. 2 marker cones to form a try line

## 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.

# 4 V 2 INVASION TAG

FOUR STUDENT ATTACKERS AIM TO SCORE A POINT BY PASSING THE BALL TO ONE OF THEIR TEAMMATES STANDING ACROSS THE END LINE OF THE GRID. PASSES CAN GO IN ANY DIRECTION AND PLAYERS WITH THE BALL CANNOT RUN



10 MINS

## SKILLS FOCUS

TAG DEFENCE  
EVASION

## EQUIPMENT AND SET UP

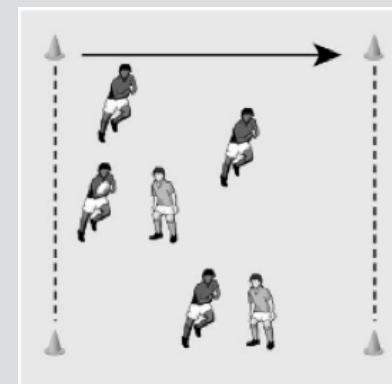
1. 4 marker cones per grid
2. Grid 10m x 10m
3. 1 Rugby ball per grid

## 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. Organise students into groups of six and send one group to each grid
2. Divide groups into four students are attackers and two students defenders
3. The four student attackers start with the ball at one end of the grid and aim to score a point by passing the ball to one of their team-mates standing across the end line on the opposite end of the grid
4. Student attackers can pass the ball in any direction, but cannot run when they have the ball
5. Student defenders try to intercept the ball or cause a fumble
6. After a set time-limit, change student roles, so everyone has a go at being an attacker and defender



## TEACHING TIPS

- Remind students to keep heads positioned safely to the side or behind the player to be tagged.
- The arms should reach in front to make the tag
- Student defenders should track student attackers from one side to reduce the attackers' options

## VARIATIONS

- Set a time limit of 30 seconds for the student attackers to score a point
- All passes need to be over arm throws as used for a lineout
- Increase grid space
- Increase number of defenders

## 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

- Identify students demonstrating fair play
- Reward students for using positive and encouraging words to their own team-mates and others

# SUPER BOOT

PLAYERS SCORE POINTS BY KICKING OVER LINES OR AT TARGETS IN A DEFINED AREA. PLAY IN SMALL GROUPS



5 MINS

## SKILLS FOCUS

KICKING

## EQUIPMENT AND SET UP

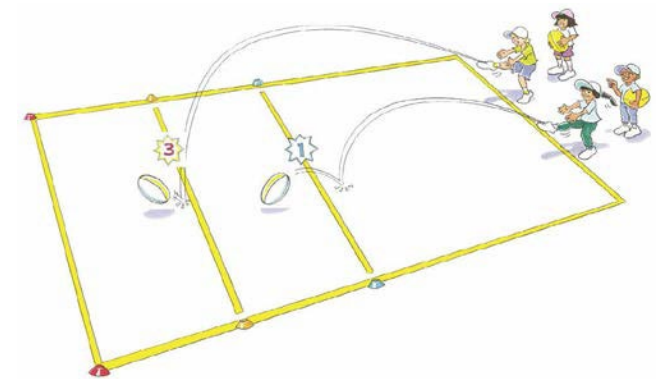
1. 10+ Rugby balls
2. 8+ marker cones to define the kicking area
3. Targets e.g. bags, bibs/sashes, hoops.

## 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 groups parallel to each other facing the field.
2. Call 'Kick!' and one or two players in each group kick the ball into the playing area.
3. Players score their kick based on which line it lands over or target they hit.
4. The remaining players in each group kick their balls and note their score.
5. Call 'Collect!' to instruct all players to collect their ball and the next round begins after all team members are behind the starting line.



## TEACHING TIPS

- Encourage players to hold the ball with the bottom point ready to drop onto the top of their shoe laces
- Encourage players to extend their foot by pointing their toes at a target

## VARIATIONS

- Groups or individuals score their kicks to achieve a personal best
- Players can choose to perform a drop-punt, drop-kick or place kick
- Use a range of targets e.g. hoops, baskets, bags, bibs/sashes, witches hats

## QUESTIONS FOR UNDERSTANDING

- What things does your body need to do to be able to kick your ball near a target?
- What can you do to help you kick for distance?
- When might you need to do a short kick or a long kick in a game?

## FAIR PLAY OPPORTUNITIES

- In mixed ability groups, more able players must kick further to achieve the same points as other players
- If players are having difficulty, they can kick the ball off a marker cone
- Encourage positive comments by all students

# 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

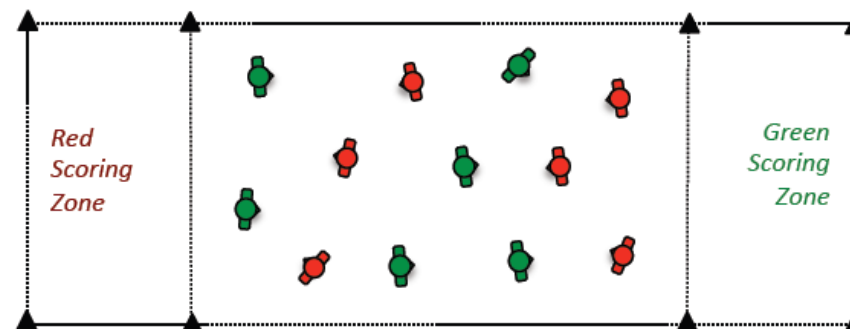
1. 8 marker cones per field - Field 30m x 30m

## 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 6**

## **THE GAMEPLAN OUTLINED**

<b>WARM UP</b>	<i>Wallabies &amp; Wallaroos</i>
<b>PASSING / CATCHING</b>	<i>Ball Runner</i>
<b>EVASION</b>	<i>Stuck in the Mud</i>
<b>LINEOUT / KICKING</b>	<i>Kicking End Ball</i>
<b>TAG DEFENCE</b>	<i>5 v 5 Ball Take</i>
<b>COOL DOWN</b>	

# 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 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



10 MINS

## SKILLS FOCUS

EVASION  
PASSING/CATCHING  
SCORING A TRY

## EQUIPMENT AND SET UP

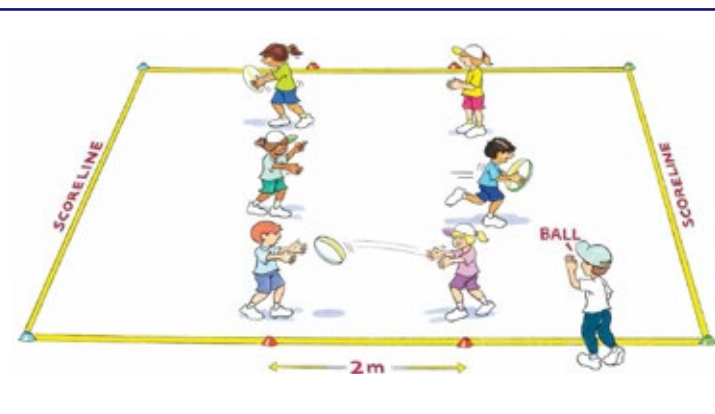
1. 1 Rugby ball per pair
2. 8 marker cones to define a playing area

## 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.

# STUCK IN THE MUD

STUDENTS MOVE AROUND IN A GRID TRYING TO EVADE THE TAGGERS. IF CAUGHT, THEY ARE STUCK IN THE MUD, UNTIL ONE OF THEIR TEAM MATES COMES TO RESCUE THEM!



10 MINS

## SKILLS FOCUS

EVASION

## EQUIPMENT AND SET UP

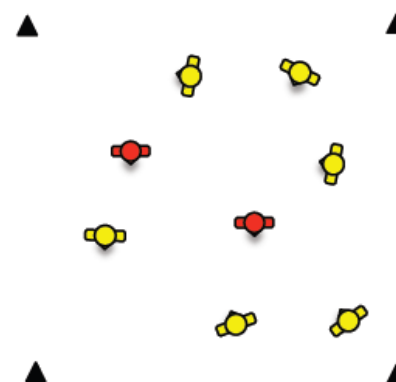
1. 4 marker cones
2. 10m x 10m grid

## 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 groups of 8-10. Send each group to a grid.
2. Within each group pick one or two students to be "taggers".
3. All of the other students must scatter around the grid.
4. On "Go!" taggers attempt to tag as many students as they can.
5. Once tagged, students must freeze as if they are 'stuck in the mud'.
6. The only way students can be freed is if one of their team mates crawls under their legs, during which time they are safe from being tagged.
7. The game ends after two minutes, or once everyone has been tagged.
8. New taggers can be chosen for the next game.



## TEACHING TIPS

- Remind students to keep their heads up to watch for other students in the grid.
- Use teamwork to free any tagged players

## VARIATIONS

- Change how students get freed, e.g. once caught get students to stand on one leg, put one hand under their leg that is free and hold their nose. Once they stand in that position for 10 seconds, they are free!
- Increase the number of taggers.
- Increase the grid space.
- Give runners two balls which they carry and use to free people e.g. roll ball under legs, pass ball to 'stuck in the mud' students etc.

## QUESTIONS FOR UNDERSTANDING

- When is the best time to 'free' a tagged team mate?
- What movements can you use to evade taggers/avoid being tagged?

## FAIR PLAY OPPORTUNITIES

- Encourage positive words between all students.
- Support and listen to team-mates then reflect on how you went with these two roles.

# 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

## 5 v 5 BALL TAKE

FIVE STUDENT ATTACKERS PLAY AGAINST FIVE STUDENT DEFENDERS AND TRY TO SCORE A TRY BEFORE THEIR TEAM IS TAGGED FIVE TIMES. ONCE TAGGED, ATTACKERS CAN EITHER PASS THE BALL TO A TEAMMATE OR SET UP A BALL TAKE



10 MINS

### SKILLS FOCUS

EVASION  
CATCHING/PASSING  
TAG DEFENCE

### EQUIPMENT AND SET UP

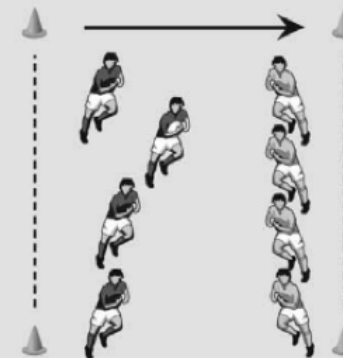
1. 4 marker cones per grid
2. Grid 20m x 20m
3. 1 Rugby ball per grid

### 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. Set up two grids for two games of 5 v 5 Rugby tag ball take. Divide the class into four teams of five and send two teams to each grid.
2. The aim of the game is for the attackers to score a try. Defenders try and tag the attackers to stop them scoring a try.
3. Remind students that when their team is attacking, they are only allowed to get tagged five times before possession changes
4. Possession also changes following a try, forward pass or knock-on
5. Remind students that once tagged, they must perform a pass or ball take



## TEACHING TIPS

- Remind students that when tagging, their head should be positioned safely to the side or behind the player to be tagged.
- After a tag, call "Tag, turn and pass" or Ball take.
- Support players should remain close to the ball carrier and also run or position in space as a passing option.
- When scoring a try, students should bend ankles, knees and hips to place the ball with both hands

## VARIATIONS

- Add a time limit for attackers to score a try
- Increase the field size and player numbers

## 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.
- Emphasise how cooperation is essential to ensure team maintains possession of ball.



# SKILLS AND DRILLS

## OPTION 7

## ***THE GAMEPLAN OUTLINED***

<b><i>WARM UP</i></b>	<i>Circle Dodgeball</i>
<b><i>PASSING / CATCHING</i></b>	<i>Rob the Nest</i>
<b><i>EVASION</i></b>	<i>30 second Team Waves</i>
<b><i>LINEOUT / KICKING</i></b>	<i>Lineout practice</i>
<b><i>TAG DEFENCE</i></b>	<i>4 v 4 Touch 7s</i>
<b><i>COOL DOWN</i></b>	

# 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

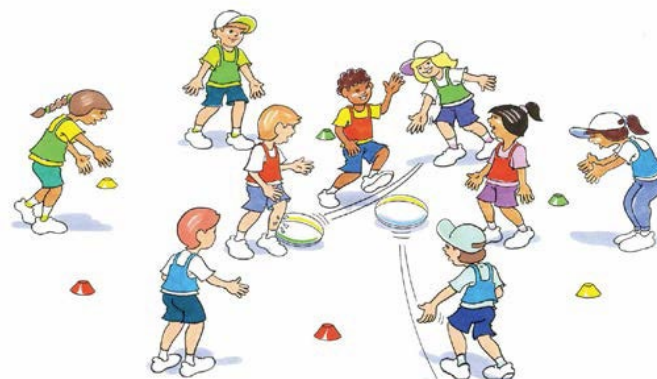
1. 10 + marker cones to define each circle
2. 2-4 Rugby balls (and/or other balls) per circle
3. Team bibs/sashes in 3 colours (optional)

## 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



# 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

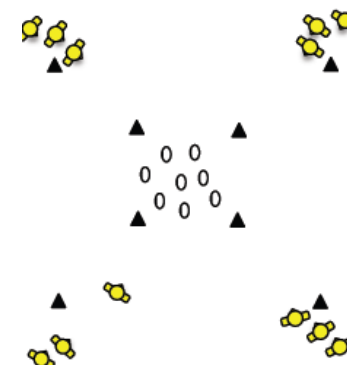
## AUSTRALIAN CURRICULUM LINKS

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.

# 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



10 MINS

## SKILLS FOCUS

BALL HANDLING  
EVASION  
SCORING A TRY

## EQUIPMENT AND SET UP

1. 1 x football per team
2. 6-10 marker cones to define the playing area (25m x 25m)
3. 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.

# 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:

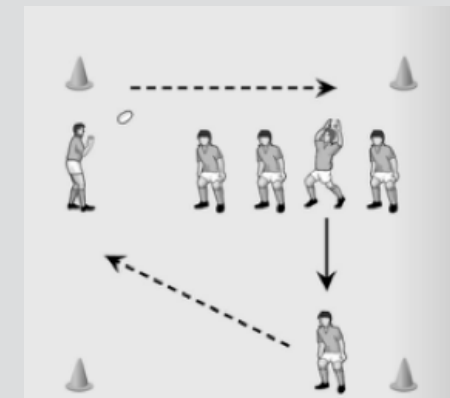
Moving our body, Learning through movement

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

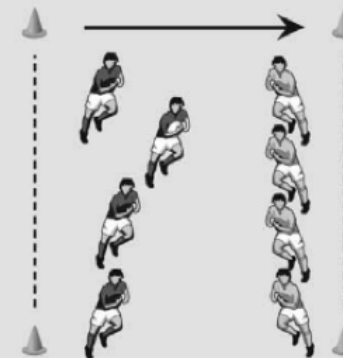
- 4 marker cones per grid - Grid 20m x 20m
- 1 Rugby ball per grid

## 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

- Organise students into teams of four attackers and four defenders and send them to a grid.
- Students play each other in a game of VIVA7s
- The student attackers attempt to score a try
- Defenders try to tag the attackers
- The attackers only have four tags before possession of the ball changes
- Once tagged, an attacker has two options:
  - To pass the ball to a teammate within two seconds and two steps; or
  - 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
- 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

*Run and dodge between marker cones (or agility poles) with a ball in two hands before placing the ball over a try line to 'score' a try.*

*Demonstrate movement concepts and strategies in small groups to get past defenders to score a try.*

### UNDERSTANDING MOVEMENT

- Review the *Australia's Physical Activity and Sedentary Behaviour Guidelines* and propose how you could meet the recommended physical activity guidelines through participating in modified Rugby games

- Demonstrate acceleration and deceleration of movement in games of Rugby Octopus and/or Rugby End Ball

### LEARNING THROUGH MOVEMENT

- Select a modified Rugby game such as "5 v 5 ball take" and outline how you could make changes (e.g. equipment, rules, space) to ensure everyone is included in the game

- Demonstrate negotiation skills when dealing with conflicts or disagreements in real or makebelieve Rugby activities

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