

LIFT

League Integrated Fundamental Training





Rationale



LIFT

As a society we agree that inadequate academic development in young Australian's is unacceptable because it acutely impacts the development of a child and that child's future. Currently, we do not have the same concern about a child's ability and motivation to move and the impact this will have on their future.

Physical literacy is a concept that promotes health and physical activity as opposed to focussing on athleticism and highly competitive sporting environments. It encompasses the following ideas:

1. the ability to move effectively;
2. the desire to move;
3. the perceptual abilities that support effective movement;
4. the confidence and assurance to attempt movement challenges; and
5. the subsequent ability to interact effectively with their environment and other people.

(Getting Australia Moving: establishing a physically literate & active nation (Game Plan), University of Canberra, 2016)

The 'NRL League Integrated Fundamentals Training (LIFT)' program has the intention of providing opportunities for our junior high school students to participate in highly engaging and interesting physical movement patterns that promote an introductory understanding of physical literacy. Our program focuses on educating Australian teenagers about the importance of movement to enhance physical literacy.





Aim:

- » To encourage junior high school students to participate in activities that have a focus on fundamental human movements.
- » To establish a program that provides opportunities for young teenagers to engage in a physical literacy program focusing on fundamentals of sporting skills and social, emotional wellbeing.
- » Deliver a program that promotes physical activity among female students with low physical activity participation levels.



Brief:

The Sporting Schools program will be launching in secondary schools in Term 3, 2017 with current program funding.

‘To provide meaningful opportunity for sports in the secondary school environment that contribute to more young Australians participating in sport more often’.

The Commonwealth funding for the Secondary School program expressly requires a ‘focus specifically on young women 12-14, and schools where there is evidence of disadvantage or large cohorts of inactive students’.

Therefore, the program will seek to target participating schools in areas where there is evidence of disadvantage, and where female students in years 7 & 8 are present within the school population.

It is expected that programs delivered within the Secondary Schools program would be focused on engaging young women (aged 12-14) and inactive students.

NRL will roll out the LIFT program across Australian secondary schools. Game Development Officers will service schools identified right across Australia.

The average grant to schools participating in the Secondary Schools program will be \$2,200 (+GST where applicable) per term. This does not mean that all schools will have \$2,200 to spend each term – some may receive more, while some may receive less.

The proposed minimum delivery requirements for each program are:

- » 4 sessions delivered before, during, or after school;
- » 50 minutes per session;
- » Minimum 10 students involved in each session, with the same students participating in all sessions. Maximum of 30 students with a single deliverer. Minimum of 40 required for two deliverers.
- » Teacher delivery capabilities. If over 40 students and teachers want to assist with delivery, school will be charged for two separate packages – GDO delivered and teacher delivered.





LIFT Program:

This program will selectively draw content from existing programs that have a physical literacy emphasis. Drawing inspiration from current programs that have longitudinal data, quantified progress/results and supportive academic research is vital to the overall success of the program.

The utilisation of these current programs along with relevant modifications to selected activities tailor the NRL LIFT program to our target audience. Promoting success in the delivery is an essential engagement strategy when dealing with the junior secondary market and ensuring that all Game Development Officers have an in-depth knowledge of all facets of the program is pivotal.

Phase One Delivery:

- » Before school GDO delivery
- » After school GDO delivery
- » In-school GDO delivery
- » Teacher delivered option available

Resources for Game Development Officers will be produced in line with the Phase One program roll out, which will include delivery manuals. Teacher resources will also be developed in conjunction with this program for school and teacher directed roll out.

Phase Two Delivery:

- » Continuation of GDO run sessions
- » Online resourcing





LIFT Package Options



Package 1:

NRL LIFT Before/After School Program

- » Number of Sessions: 4-8 sessions NRL LIFT program
- » Delivery Mode: Coach Delivered
- » Number of participants: 10 students minimum, maximum 30 with single deliverer
- » Equipment/giveaway: NRL Steedan football (via redemption)
- » Cost:\$120 per session

Package 2:

NRL LIFT Coach delivered

- » Number of Sessions: 4-8 sessions NRL LIFT program
- » Delivery Mode: Coach Delivered
- » Number of participants: 10 students minimum, maximum 30 with single deliverer
- » Equipment/giveaway: NRL Steedan football (via redemption)
- » Cost:\$120 per session





LIFT Game Development Officer Pack

Item	Quantity
Field Markers	40
NRL High Bounce Balls	12
Referee Whistle	1
Hand Pump	1
Senior Bibs	16
International Balls	15
Speed Ladder	2
Teacher ambassador shirt	1
Heavy duty ball carry bag	1
Training hurdles	2
Spring loaded agility pole set	2
League Tag kit	1

NRL LIFT 'SPORTING SCHOOLS' PROGRAM

SESSION	CORE SKILL & SKILL BIASED GAME FOCUS	KEY COACHING POINTS	DURATION
1	Introduction and Team Building	<ul style="list-style-type: none"> • Reaction & listening to instructions • Team Building • Communication • Motivation 	60 minutes
2	Running, Evasion	<ul style="list-style-type: none"> • Body Position • Feet positioning • Posture • Reaction & listening to instructions 	60 minutes
3	Passing, Throwing, Catching	<ul style="list-style-type: none"> • Grasp the ball in one hand • Swing through—long arm at release • Body Position • Adjust your hand position (for catching) for the height of the ball: • Thumbs in for balls above the waist • Thumbs out for balls below the waist 	60 minutes
4	Kicking	<ul style="list-style-type: none"> • Looking at the ball through the kicking action • Holding the ball in preparation for release • Following through with kicking leg • Planting the non kicking foot to form a base • Releasing the ball over the kicking leg 	60 Minutes
5	Game Literacy	<ul style="list-style-type: none"> • Knowledge and comprehension that enables them to anticipate movement and patterns of play • The necessary fundamental movement (technical) skills • Tactical skills to deploy appropriate and imaginative responses 	60 Minutes



LIFT Activity and Skill Matrix

Program Delivery			Participation Principals				Physical Literacy Components																			
Sessions	Skill / Drill	Physical Literacy Coaching Focus	Safety	Maximum Participation	Maximum Enjoyment	Core Skills Focus	Sprint	Jog	Catch	Reach	Throw	Walk	Dodge	Hop	Skip	Leap	Kick	Team Build	Group	Self Esteem	Motivation	Respectf	Individual	Confidence	Communication	Self Expression
Session One: Introduction and Team Building	Numbers and Letters	Tead Building, Self Expression, confidence	✓	✓	✓							✓						✓	✓		✓			✓	✓	✓
	Spinning Tag	Team Building, Confidence, Self Expression	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓		✓	✓			✓	✓	
	Naughts and Crosses	Group Skills, Confidence, Communication	✓	✓	✓		✓	✓			✓								✓				✓	✓	✓	
	10 Pass	Team Building, Motivation, Communication	✓	✓	✓			✓	✓		✓		✓					✓	✓	✓	✓	✓			✓	
Session Two: Running and Evasion	Pizza Ball	Team Building, Motivation, Confidence	✓	✓	✓					✓		✓	✓					✓			✓	✓	✓	✓		✓
	Running and Evasion skills	Individual, Motivation, Confidence,	✓	✓	✓	✓	✓	✓				✓	✓						✓	✓	✓		✓		✓	
	Evasion Octopus	Group Dynamics, Respect, Self Expression	✓	✓	✓	✓	✓	✓					✓						✓	✓	✓	✓	✓	✓	✓	✓
	Mad Tag	Group Dynamics, Individual, Team building, Self Esteem	✓	✓	✓		✓	✓		✓		✓	✓					✓			✓		✓			

LIFT Activity and Skill Matrix

	Skill / Drill	Physical Literacy Coaching Focus	Safety	Maximum Participation	Maximum Enjoyment	Core Skills Focus	Sprint	Jog	Catch	Reach	Throw	Walk	Dodge	Hop	Skip	Leap	Kick	Team Build	Group	Self Esteem	Motivation	Respect	Individual	Confidence	Communication	Self Expression
Session Three: Passing, Throwing and Catching	10 Pass	Team Building, Motivation, Communication	✓	✓	✓			✓	✓		✓		✓					✓	✓	✓	✓	✓			✓	
	Throwing and catching skills	Individual, self esteem, confidence	✓	✓	✓	✓		✓	✓	✓	✓									✓		✓	✓	✓	✓	
	Protect the Trophy	Team Building, Motivation, Communication	✓	✓	✓		✓	✓	✓	✓	✓		✓					✓			✓	✓		✓	✓	
	Pass to the post	Individual, Confidence, Self Esteem	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓					✓	✓	✓	✓		
Session Four: Kicking	Pass to tag	Team Building, Motivation, Communication	✓	✓	✓		✓	✓	✓	✓	✓		✓					✓			✓	✓		✓	✓	
	Kicking Skills	Individual, Motivation, confidence	✓	✓	✓	✓						✓					✓			✓	✓		✓	✓	✓	
	Kicking Golf	Individual, motivation, Self Expression	✓	✓	✓							✓					✓			✓	✓		✓	✓		✓
	Kick Tennis	Group Skills, Confidence, Communication	✓	✓	✓			✓	✓			✓				✓	✓	✓		✓	✓	✓		✓	✓	
Session Five: Game Literacy	Rob the nest	Team building, motivation, communication	✓	✓	✓		✓		✓	✓	✓		✓				✓	✓			✓		✓	✓	✓	
	Spinning Tag, Transformer	Team Building, Confidence, Self Expression	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓
	Raiders Revenge	Team Building, Confidence, Self Expression	✓	✓	✓		✓	✓			✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓
	League Tag	Team Building, Confidence, Communication	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓		✓	✓	

SESSION ONE

Introduction and Team Building



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Fundamental Movement Skills					
Run	Jog	Catch	Reach	Throw	Walk

Training Session Outline					
Time	Skill/Drill Description	Physical Literacy Coaching Focus	Key Coaching Points	Optional Modifications	Supporting Information
0 – 10 min	Warm Up <ul style="list-style-type: none"> Number and Letters and/or Spinning Tag 	<ul style="list-style-type: none"> Team Building Motivation Confidence 	<ul style="list-style-type: none"> Reaction & listening to instructions Consider the shapes that a body can make What are the angles and body positions in letters Team work is needed to demonstrate letters Communication needs to be positive 	<ul style="list-style-type: none"> Groupings according to ability are important Allow students to select their own group If students and the environment does not allow for laying on the ground this game can be played upright Spell out whole words or complex numbers Make the circles smaller or larger 	<p>This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winner and no one is excluded. All key elements of teen involvement.</p> <p>Fun is the key ingredient to getting teens active and motivated to participate in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)</p>
10 - 25 min	Skill <ul style="list-style-type: none"> Running through traffic – Hop, run, catching and landing 	<ul style="list-style-type: none"> Group Dynamics Respect Self Expression 	<ul style="list-style-type: none"> Encourage communication Weight distribution for evasion Low body position Plant one foot and quickly change direction (plant and go) Step/lean one way, then go the other direction (fake) 	<ul style="list-style-type: none"> Modification required to ensure all students can meet the physical demands Ball in hand Make a race out of it with the group and lanes, split between 2. Run through traffic without ball then with ball 	<p>This activity is designed to ensure participants have an opportunity to develop skills in evasion. Coaching will provide fundamental skills development focussing on stepping off, moving in opposite direction to defenders and body position. Evasion is one of the fundamental reoccurring skills across many games.</p>
25 – 45 min	Experience <ul style="list-style-type: none"> Naughts and Crosses – Players run to the Naughts and Crosses grid to place an item onto the squares. Working as a team they use the 4 team items to make 3 in a row. 	<ul style="list-style-type: none"> Group Skills Confidence Communication 	<ul style="list-style-type: none"> Spatial Awareness Reaction and agility Encouragement of all is important Strategy and thinking about following moves is helpful 	<ul style="list-style-type: none"> Swap to one leg throw and/or jump Utilise a throwing point instead of placing it directly in the grid Enlarge or minimise the grid Add a movement or obstacle to the run 	<p>The development of fundamental movement skills and motor skills is critical to establishing the foundation for participation in many sports and physical activities. A child who has not had the opportunity to develop these basic motor skills experiences difficulties or barriers when participating in sport experiences or later school-based programs that involve more difficult skills. (Physical &Health Education Canada, Physical Literacy, Info. For parents,</p>
45– 60 min	Skill Biased Game <ul style="list-style-type: none"> 10 Pass 	<ul style="list-style-type: none"> Group Dynamics Individual Development Team building Self Esteem 	<ul style="list-style-type: none"> Consider where a target will be ahead of the throw Get a good base prior to throwing Consider hand placement on the ball Spinning as evasive technique Teamwork is very important to success in this game 	<ul style="list-style-type: none"> You can increase or decrease the field size. You can increase or decrease the amount of players that are stealing each time Modify the number of tags players are provided Modify the object being thrown, rolled up tag belt to football to high bounce ball Do not allow forward passes 	<p>This activity is designed to encourage students to apply the relevant coaching points involved in running and evasion in a game based scenarios. The skill of running includes jogging, sprinting, chasing, dodging and evading. All of these are important to many games (tag), sports (athletics) and everyday activities (running to get to school on time). (City of Richmond Community Services Department. 2015. Physical Literacy Program)</p>

Description

- » The goal of this game is to tag a specific member of a circle
- » Remind players of the strategies of evasion » On the whistle students run around in a linked circle attempting to ensure the student targeted is always kept away from the tagger
- » When a player is tagged the game stops and a new tagger is released from the circle and the game starts again.
- » Focus on fun and participation and team participation.



Players
x6 (Minimum)

Equipment
Whistle



Research

- » This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winner and no one is excluded. All key elements of teen involvement. Fun is the key ingredient to getting teens active and motivated to participate in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)

Modifications

- » Groupings according to ability are important
- » Allow students opportunities to have input into groupings
- » Make the circles smaller or larger to challenge the chaser
- » Larger groupings make it easier for the groups to defend and the smaller groups make it easier for the tagger

Key Coaching Points

- » Ensure communication continues within the circle
- » Coach participants on how to work together
- » This game is about fun and involvement whilst building team skill

Description

- » The goal of this team game is to arrange participants of at least two teams into letters and numbers
- » The facilitator calls out a letter or number and the teams work together to form that using their body on the ground
- » This game is fast paced and is designed with fun in mind
- » The focus is on participation, team building and not winning



Players

x4 (Minimum)
x4 (Minimum)



Research

- » This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winner and no one is excluded. All key elements of teen involvement. Fun is the key ingredient to getting teens active and motivated to participate in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)

Modifications

- » Allow students to complete the letters whilst standing
- » Have groups spell out whole words or large numbers using one individual per letter
- » Groupings according to ability are important
- » Allow students opportunities to have input into groupings

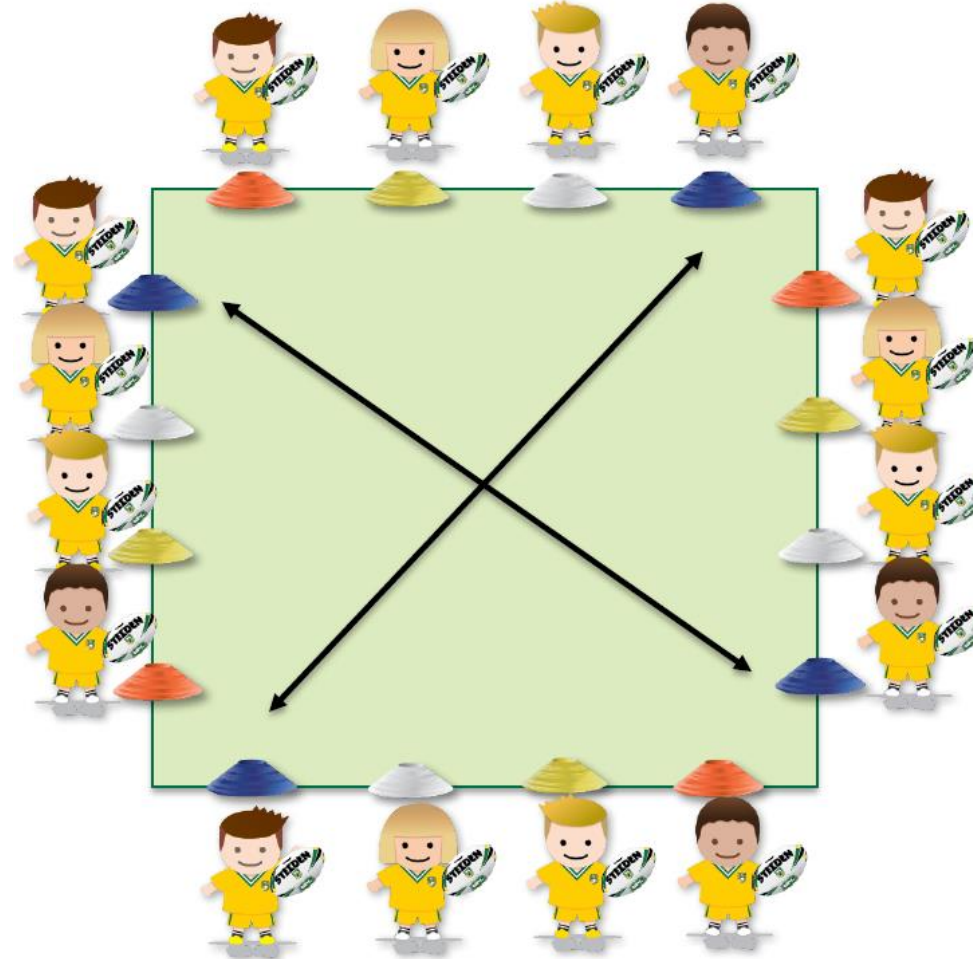
Key Coaching Points

- » Ensure communication continues within the group
- » This game is about fun and involvement whilst building team skills



Description

- » All players start on a marker with a football. » The coach then says a colour.
- » If the coach says 'blue', then all players on the blue markers run through the grid to the opposite blue marker.
- » Multiple colours can be called
- » If the coach calls 'Traffic' all players run to a new cone on the opposite side of the grid.
- » Partner up if there are not enough ball
- » Allow an opportunity to cross the playing zone hopping, throwing up a ball and catching it as they run through the grid



Players
x8 (Minimum)

Field Size
10m x 10m

Equipment
Markers x 16
Football x 8

Research

- » This activity is designed to ensure participants have an opportunity to develop skills in evasion. Coaching will provide fundamental skills development focusing on stepping off, moving in opposite direction to defenders and body position. Evasion is one of the fundamental reoccurring skills across many games.

Modifications

- » Use no ball to simplify
- » As the players become used to the activity, speed up how quickly you call colours.
- » Start calling multiple colours. » Instruct a running style, run side on, run backwards etc. to extend agile groups
- » GDO can stand in the middle to act as interference
- » Could be used as a communication and trust game where one player closes their eyes and is directed through traffic whilst walking

Key Coaching Points

- » Encourage communication
- » Weight distribution for evasion
- » Low body position
- » Plant one foot and quickly change direction (plant and go)
- » Step/lean one way, then go the other direction (fake)

Description

- » The goal of this team game is to get three markers in a row, vertically, horizontally or diagonally.
- » Each player runs to the grid and places a team marker into the grid
- » Players from each team then run back and swap with a new team mate and the process is repeated
- » After the fourth throw each team mate must remove their team marker from the grid before moving it to the new chosen square
- » The first team to get 3 items in a row wins
- » The focus is on participation, team building and not winning



Players

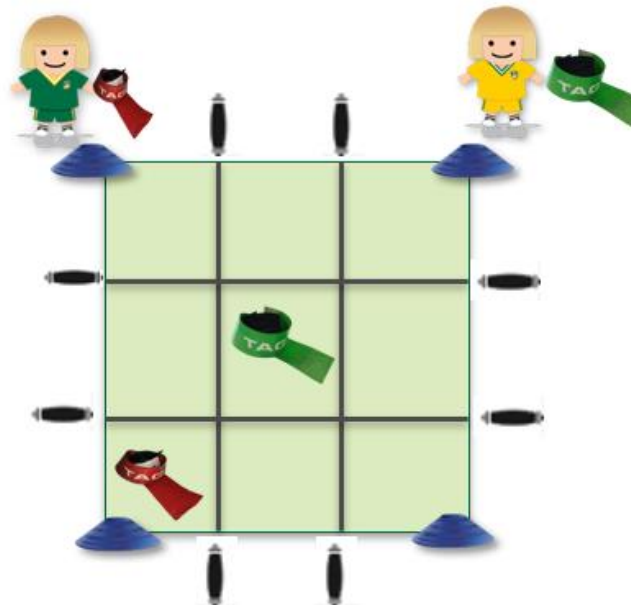
x4 (Minimum)
x4 (Minimum)

Field Size

3m x 3m

Equipment

Markers x 16
Tags x4 (of each colour)
Whistle



Research

- » The development of fundamental movement skills and motor skills is critical to establishing the foundation for participation in many sports and physical activities. A child who has not had the opportunity to develop these basic motor skills experiences difficulties or barriers when participating in sport experiences or later school-based programs that involve more difficult skills. (Physical & Health Education Canada, Physical Literacy, Info. For parents)

Modifications

- » Swap to one leg throw and/or jump
- » Utilise a throwing point instead of placing it directly in the grid
- » Enlarge or minimise the grid
- » Add a movement or obstacle to the run

Key Coaching Points

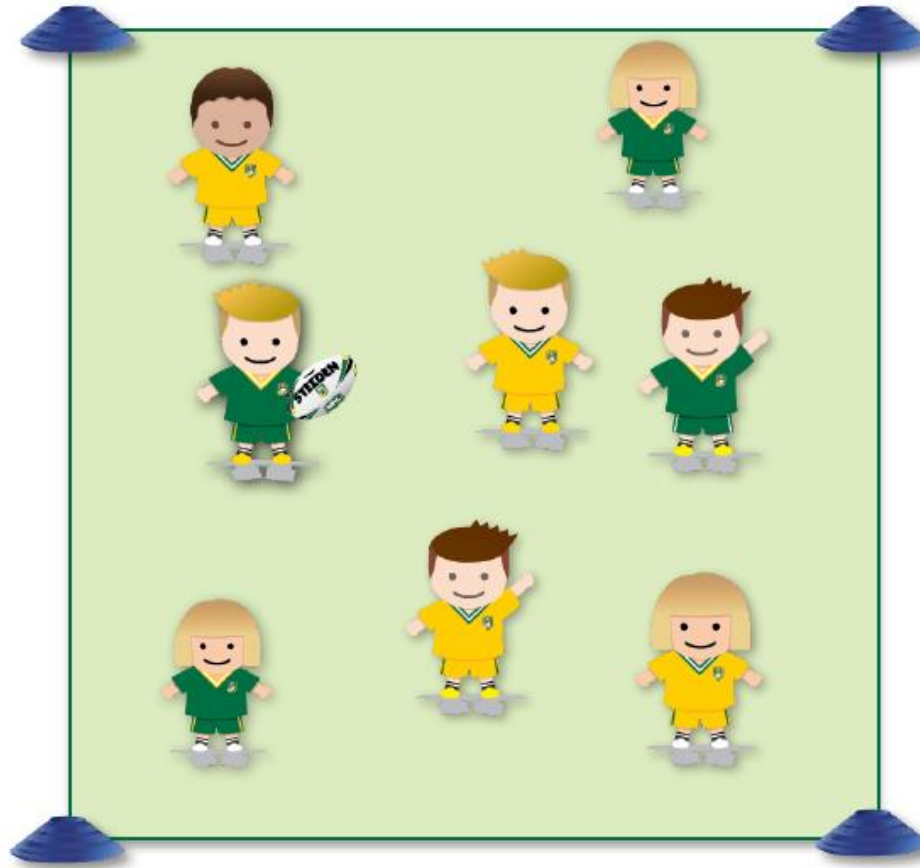
- » Encouragement of all is important
- » Strategy and thinking about following moves is helpful
- » Take your time when selecting where to place the item

10 PASS

Skill – Passing and Catching

Description

- » All players start in a 10m x 10m grid.
- » Players are split in 2 even teams. Try to keep a maximum of 4 v 4 or 5 v 5 in a 10m grid. Create multiple grids if you have more players.
- » One team attackers with the ball, the other defends.
- » Attackers try to accumulate 10 passes between themselves.
- » Defenders attempt to stop them without touching an attacker.
- » Attackers can either run when they have the ball, or they can stand still.



Players

x4 (Minimum)
x4 (Minimum)

Field Size

10m x 10m

Equipment

Markers x 4
Football x 1
Whistle

Research

- » This activity is designed to encourage students to apply the relevant coaching points involved in running and evasion in a game based scenario. The skill of running includes jogging, sprint, chasing, dodging and evading. All of these are important to many games (tag), sports (athletics) and everyday activities (running to get to school on time. (City of Richmond Community Services Department. 2015. Physical Literacy Program)

Modifications

- » You can increase or decrease the field size
- » Modify the object being thrown, rolled up tag belt to football to high bounce ball
- » Do not allow forward pass
- » You can increase or reduce size of the teams or mismatch team numbers e.g. 6 v 4

Key Coaching Points

- » Consider where a target will be ahead of the throw
- » Get a good base prior to throwing
- » Consider hand placement on the ball
- » Spinning as evasive technique
- » Teamwork is very important to success in this game

SESSION TWO

Running and Evasion



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Fundamental Movement Skills

Run

Jog

Catch

Reach

Throw

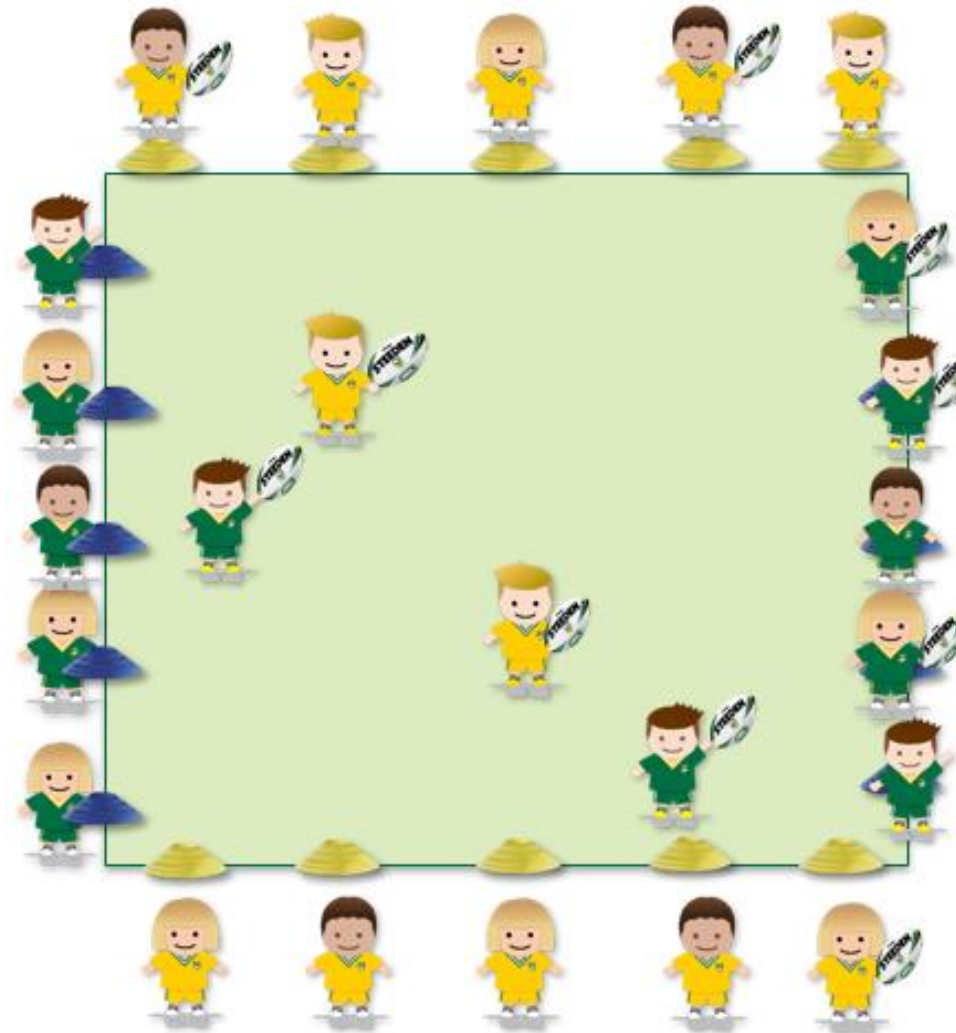
Walk

Training Session Outline

Time	Skill/Drill Description	Physical Literacy Coaching Focus	Key Coaching Points	Optional Modifications	Supporting Information
0 – 10 min	Warm Up <ul style="list-style-type: none"> Pizza ball— students all hold a ball out in front and move across a grid whilst attempting to knock other players ball out of their grip. 	<ul style="list-style-type: none"> Team Building Motivation Confidence 	<ul style="list-style-type: none"> Reaching to knock the ball down Reaction & listening to instructions Starting to expose students to grip Must hold ball from underneath like a pizza box Once ball is knocked down they leave the square run around it and join back in to the game. If everyone has a piece of equipment disregard lines and move around the grid randomly 	<ul style="list-style-type: none"> Groupings according to ability are important Allow students to select their own group Knockout game—no re-joining Use high bounce ball for experienced students, must have a flat hand 	<p>This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winner and no one is excluded. All key elements of teen involvement.</p> <p>Fun is the key ingredient to getting teens active and motivated to participate in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)</p>
10 - 25 min	Skills <ol style="list-style-type: none"> 2 lanes of Running with agility poles 2 lanes of running with ladder 2 lanes of Hurdles—lower than higher Running through traffic 	<ul style="list-style-type: none"> Individual Development Motivation, Confidence 	<ul style="list-style-type: none"> Head up, look forward Lean body forward Lift knees Bend arms at elbow, move backwards and forwards opposite to legs Land on heels Push off on balls of feet Coach on the run Push off outer leg, opposite to direction stepping into 	<ul style="list-style-type: none"> Modification required to ensure all students can meet the physical demands Ball in hand Make a race out of it with the group and lanes, split between 2. Run through traffic without ball then with ball 	<p>This activity is designed to ensure participants develop correct running technique ensuring encouragement and patience is displayed by the coach.</p> <p>Running is the foundation of physical preparation for many sports and is a competency that should be as proficient as possible. An individual's running skill can mature and continue to improve well into adulthood, but the sooner it's properly developed, the better (Sport for Life Society, 2017, Physical Literacy Assessment for Youth)</p>
25 – 45 min	Experience <ul style="list-style-type: none"> Evasion Octopus— Less focus on ball carry and more focus of planting feet to step around a defender 	<ul style="list-style-type: none"> Group Dynamics Respect Self Expression 	<ul style="list-style-type: none"> Encourage communication between taggers and octopus Players need to consider a low body position for evasion Plant one foot and quickly change direction (plant and go) Step/lean one way, then go the other direction (fake) Balance is key when acting as octopus 	<ul style="list-style-type: none"> Use no ball Do not allow octopus taggers to move their feet and body position to the direction of runners Increase shark numbers Increase/decrease field size 	<p>This activity is designed to ensure participants have an opportunity to develop skills in evasion. Coaching will provide fundamental skills development focusing on stepping off, moving in opposite direction to defenders and body position. Evasion is one of the fundamental reoccurring skills across many games.</p>
45– 60 min	Skill Biased Game <ul style="list-style-type: none"> Mad Tag—Everyone starts with a tag belt and two tags, inside a square or grid everyone runs around attempting to steal a tag from one another. If you loose a tag you continue to play. On stealing a tag you place it on the belt and continue. 	<ul style="list-style-type: none"> Group Dynamics Individual Development Team building Self Esteem 	<ul style="list-style-type: none"> Fatigue and communication Running, evasion Ask students to consider rules and new needed rules after each 5 minute round. Spinning as evasive technique 	<ul style="list-style-type: none"> You can increase or decrease the field size. You can increase or decrease the amount of players that are stealing each time Modify the number of tags players are provided 	<p>This activity is designed to encourage students to apply the relevant coaching points involved in running and evasion in a game based scenarios. The skill of running includes jogging, sprinting, chasing, dodging and evading. All of these are important to many games (tag), sports (athletics) and everyday activities (running to get to school on time). (City of Richmond Community Services Department. 2015. Physical Literacy Program)</p>

Description

- » The goal this game is to cross the grid as many times as a team can without getting their ball knocked out of their grid
- » Depending on numbers share the group in pairs along each side
- » When they reach the other side and earn their team a point they hand the ball to their team mate who then repeats the crossing of the grid
- » When crossing players attempt to knock the ball out of other players grid
- » Each ball carrier must start at their designated markers
- » Focus on fun and participation and not a winner
- » Use one hand or two handed grip



Players

x4 (Minimum)
x4 (Minimum)

Field Size

20m x 20m

Equipment

Markers x 20
Football x 1 (per line)
Whistle

Research

- » This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winner and no one is excluded. All key elements of keen involvement.

Modifications

- » Allow students to have an input into group selection
- » Knockout game – re-joining the team after having the ball knocked out only happens after a task like running around a tree in the proximity of the playing grid
- » Hold the ball on top of a flat open hand – no gripping the ball
- » Use high bounce ball for experienced students, must have a flat hand
- » Don't use a lanes, ensure everyone has a ball and move around within the grid randomly

Key Coaching Points

- » Start to expose students to grip
- » Hand and finger position down both sides of the ball
- » Hold the ball out in front
- » This is an activity to build motivation through fun and engagement

Description

- » The aim of these activities are to improve the fundamental skill of running through a coaching focus on body position, feet position and posture

Equipment

Agility poles x 8
Ladders x 2
Hurdles x 10

Activity One

2 lanes of running with agility poles



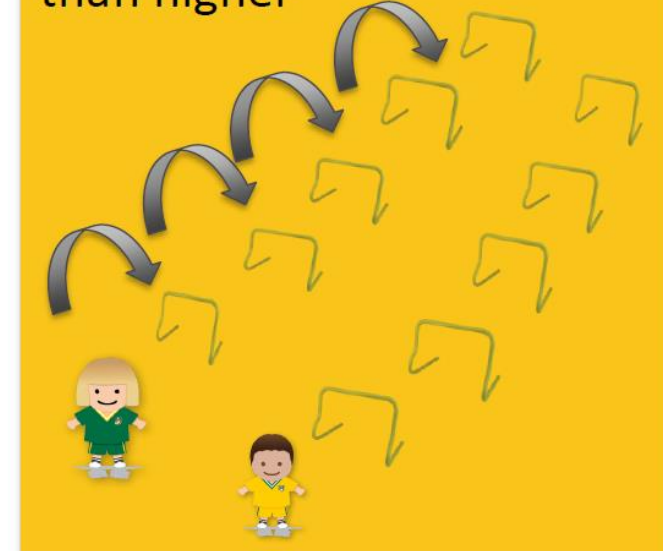
Activity Two

2 lanes of running with a ladder



Activity Three

2 lanes of hurdles – lower than higher



Research

- » This activity is designed to ensure participants develop correct running technique ensuring encouragement and patience is displayed by the coach. Running is the foundation of physical preparation for many sports and is a competency that should be as proficient as possible. An individual's running skill can mature and continue to improve well into adulthood, but the sooner it's properly developed, the better. (Sport for Life Society, 2017, Physical Literacy Assessment for Youth)

Modifications

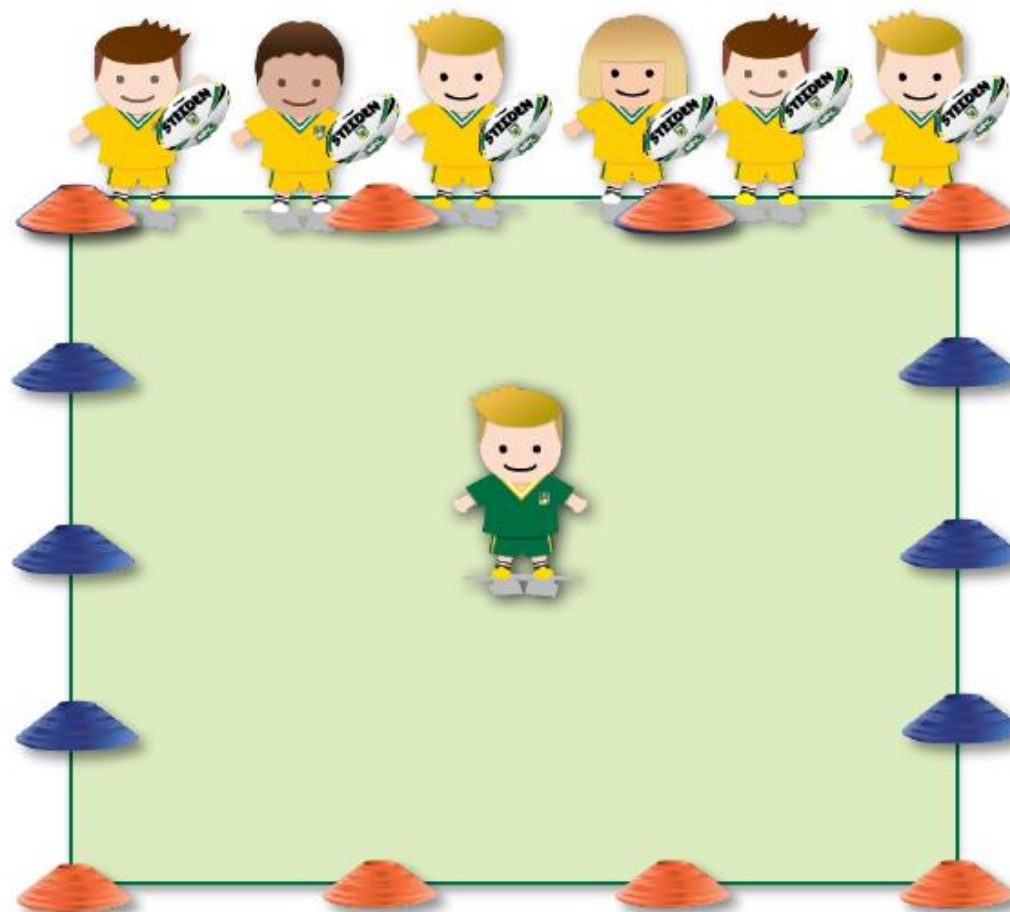
- » Limit the time at each station for advance groups
- » Ball in hand whilst working through stations
- » Make a race or relay out of it with the groups and lanes, split between 2

Key Coaching Points

- » Hand up, look forward
- » Lean body forward
- » Lift knees
- » Bend arms at elbows, move backwards and forwards opposite to legs
- » Land on heels
- » Push off on ball of feet
- » Push off outer leg, opposite to direction stepping into

Description

- » Minimum 6 attackers start with a ball
- » Multiple defenders start at the mid point of the activity
- » When the coach says go, the yellow players attempt to score at the other end, whilst the green defenders try to stop them
- » If an attackers is tagged by a defender, they must throw the ball away stand still where they were tagged
- » Tagged players then become defenders, however they can't move from their spot



Players
x3 (defenders)

Field Size
20m x 20m

Equipment
Markers x 14
Football x 6
Whistle

Research

- » This activity is designed to ensure participation have an opportunity to develop skills in evasion. Coaching will provide fundamental skills development focusing on stepping off, moving in opposite direction to defenders and body position. Evasion is one the fundamental reoccurring skills across many games.

Modifications

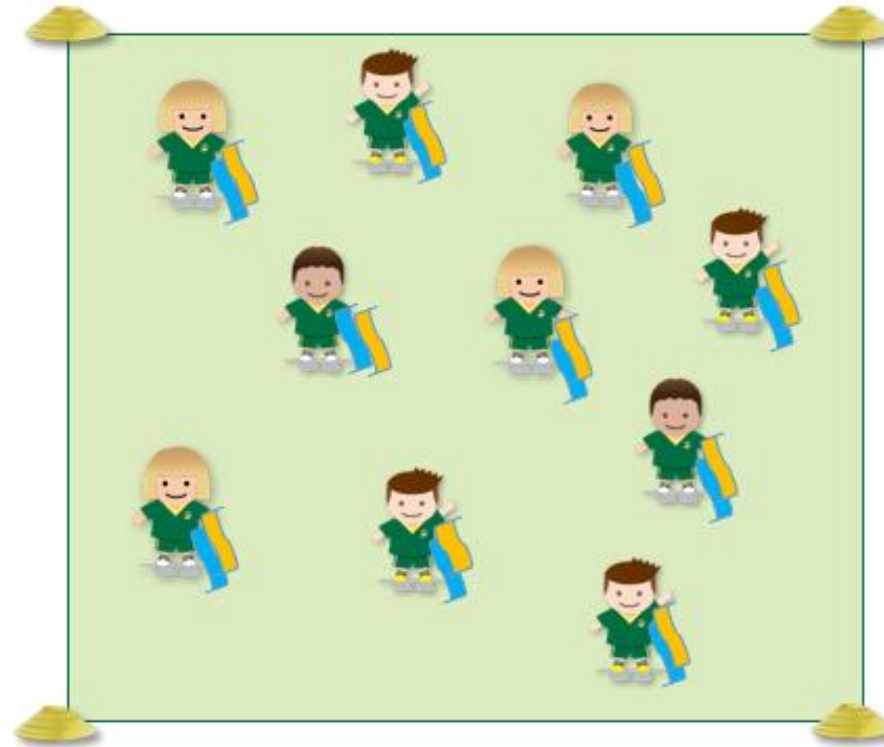
- » Increase or decrease the size of the field
- » Add or remove players per team
- » Allow the octopus tagger to make one step or turn around to face the oncoming runners

Key Coaching Points

- » Encourage communication between the taggers and octopus
- » Players need to consider a low body position for evasion
- » Plant one foot and quickly change direction (plant and go)
- » Step/lean one way, then go the other direction (fake)
- » Balance is key when acting as octopus

Description

- » Players all start with two 'tags' on around their waist
- » When the coach says go, players run around the grid attempting to remove a tag of another player
- » Have players accumulate tags, rather than be eliminated
- » Player's can't fend a defenders hand
- » When a player has stolen a tag they may kneel down to secure the tag to their tag belt. The player cannot be tagged during this time
- » Players continue in the game regardless of their number of tags



Players
x6 (Minimum)

Field Size
10m x 10m

Equipment
Markers x 4
Belts x 6+
Whistle

Research

- » This activity is designed to encourage students to apply the relevant coaching points involved in running and evasion is a game based scenarios. The skill of running includes jogging, sprint, sprint, chasing, dodging and evading. All of these are important to many games (tag), sports (athletics) and everyday activities (running to get to school on time). (City of Richmond Community Services Department. 2015. Physical Literacy Program)

Modifications

- » Make the grid bigger or smaller
- » Make it team based
- » Nominate a colour for each player to steal – this adds element of difficulty to the challenge

Key Coaching Points

- » Inform student to consider fatigue and communication
- » Running, evasion is key in this activity, draw on correct technique
- » Ask students to consider rules and new needed rules after each 5 minute round
- » Spinning is useful as an evasive technique

SESSION THREE

Passing, Throwing and Catching



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LIFT

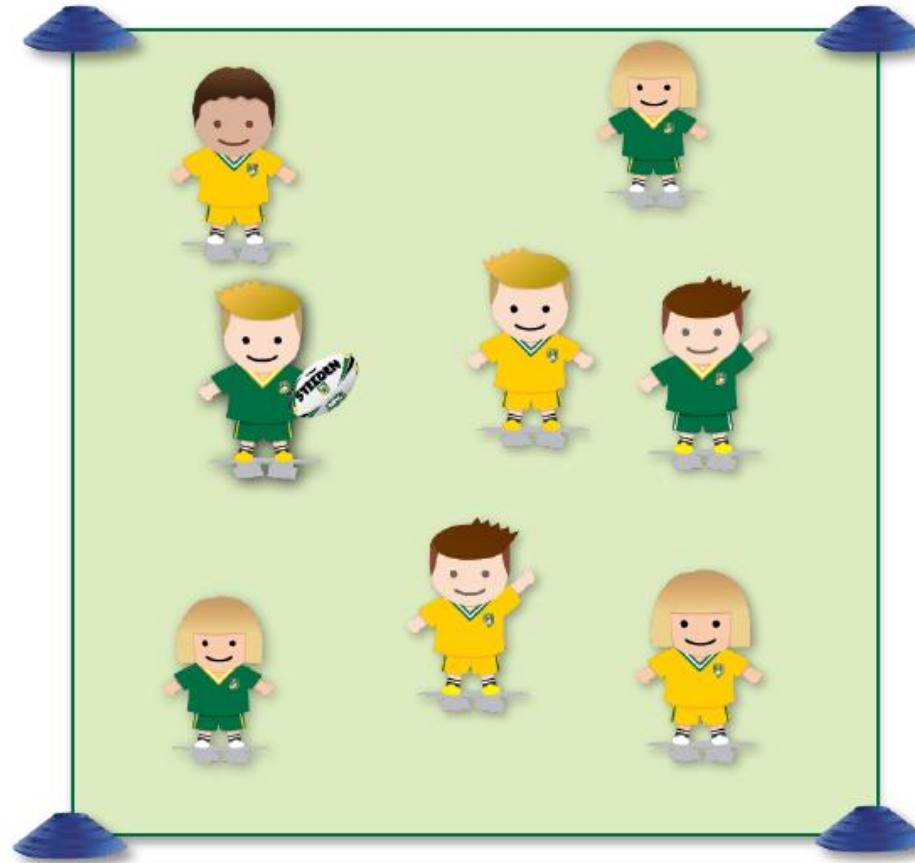


Run	Jog	Catch	Reach	Throw	Walk
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Training Session Outline					
Time	Skill/Drill Description	Physical Literacy Coaching Focus	Key Coaching Points	Optional Modifications	Supporting Information
0 – 10 min	Warm Up 10 pass game: This game has 2 teams of students moving within a grid in an attempt to pass the ball within their team 10 times without dropping it or having it intercepted. This game is not bound by correct passing rules, it may travel forward backward etc.	<ul style="list-style-type: none"> • Team Building • Motivation • Communication 	<ul style="list-style-type: none"> • Reaching to intercept whilst moving • Reaction & listening to instructions • No running with ball, 2 steps only • Finding open space • Predicting player movement 	<ul style="list-style-type: none"> • Use a different ball • Allow small groups • Do not allow them to talk—find other communication methods • For experienced players nominate the style of pass—below waist, above waist, • Use high bounce balls instead of league ball • Use tag belts to limit the amount of touches and to speed up the offloads 	This activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, spatial awareness, throwing and catching. This activity has no eventual winner and no one is excluded.
10 - 25 min	Skills <ul style="list-style-type: none"> • Partner throwing and Catching • Progress between three Activities: • • Over arm throw/ Low and High catch • • Rugby League pass / continuous catch and pass 	<ul style="list-style-type: none"> • Individual, • Self esteem • Confidence 	<ul style="list-style-type: none"> • Grasp the ball in one hand • Position yourself side on to target • Take your arm way back so that momentum builds for the throw • Step forwards with opposite foot towards target • Swing through—long arm at release • Follow through with your throwing arm—in the direction of the target • Swing through—long arm at release • Secure a wide base of support • Adjust your hand position (for catching) for the height of the ball: Thumbs in for balls above the waist, thumbs out for balls below waist 	<ul style="list-style-type: none"> • Split the class into ability levels to ensure they feel comfortable in their ability to achieve • Provide small goals such as: '6 passes without a drop or 5 catches in a row placed in the receivers correct catching zone' • Add a game element by having the each pair achieve a nominated amount without error or place time frames around activities 	Whilst catching and throwing is a skill found in nearly all sporting programs it remains a fundamental movement not mastered by many children. These skills are the "building blocks" for more complex and specialised skills that kids will need throughout their lives to competently participate in different games, sports and recreational activities. (ACT Government health, Good Habits for life: Kids at Play, Fundamental Movement Skills—accessed 31/5/17)
25 – 45 min	Experience Pass to tag game: This game is a throwing based game that incorporates evasion and running. Students in a tagging team will throw the balls to one another in an attempt to tag players with the ball.	<ul style="list-style-type: none"> • Group Dynamics • Individual • Team building • Self Esteem 	<ul style="list-style-type: none"> • Start with 3 balls in the grid— High bounce balls • Progress to league balls • If you are tagged you will leave the grid, move around a point and re-join the game • Encourage communication between the taggers • Players need to consider a low body position for evasion • Plant one foot and quickly change direction (plant and go) • Step/lean one way, then go the other direction (fake) 	<ul style="list-style-type: none"> • You can increase or decrease the field size. • Modify the tagging number to suit the level of each group • Introduce more balls for tagging • Reduce or increase the number of steps a tagger can take. 	This game allows students to utilise the skill of catching and throwing in a confined game situation. The strength of this game sits with its ability to be flexible to the level of player.
45– 60 min	Skill Biased Game Pass to the Post: Two teams pass a ball to one another to get into a position where they can throw and hit a post positioned at the end of a field. Many options can be added to ensure suitability for each group.	<ul style="list-style-type: none"> • Team Building • Motivation • Communication 	<ul style="list-style-type: none"> • Running to space • Ensure correct technique is used when the type of the ball is changed. • Encourage communication between the teams • Players need to consider a low body position for evasion • Plant one foot and quickly change direction (plant and go) • Consider correct passing or throwing technique, step into the pass, hands finishing at target • Hands up for catching a ball, creating a target for the thrower 	<ul style="list-style-type: none"> • Do not allow defenders to block within a metre of a ball carrier. • Vary the size of the ball—start large and move to a smaller ball • Lengthen the grid to include more players • Include more balls • Allow student input into teams but do not allow someone to be selected last • Consider a minimum set of passes before the team can score • Nominate a position on the field that is a scoring zone 	The NRL's own research into women in sport have shone a light on the importance our young players place on feeling comfortable and supported in learning a new skill.

Description

- » All players start in a 10m x 10m grid.
- » Players are split in 2 even teams. Try to keep a maximum of 4 v 4 or 5 v 5 in a 10m grid. Create multiple grids if you have more players.
- » One team attackers with the ball, the other defends.
- » Attackers try to accumulate 10 passes between themselves.
- » Defenders attempt to stop them without touching an attacker.
- » Attackers can either run when they have the ball, or they can stand still.



Players

x4 (Minimum)
x4 (Minimum)

Field Size

10m x 10m

Equipment

Markers x 4
Football x 1
Whistle

Research

- » This activity is designed to encourage students to apply the relevant coaching points involved in running and evasion in a game based scenario. The skill of running includes jogging, sprint, chasing, dodging and evading. All of these are important to many games (tag), sports (athletics) and everyday activities (running to get to school on time. (City of Richmond Community Services Department. 2015. Physical Literacy Program)

Modifications

- » You can increase or decrease the field size
- » Modify the object being thrown, rolled up tag belt to football to high bounce ball
- » Do not allow forward pass
- » You can increase or reduce size of the teams or mismatch team numbers e.g. 6 v 4

Key Coaching Points

- » Consider where a target will be ahead of the throw
- » Get a good base prior to throwing
- » Consider hand placement on the ball
- » Spinning as evasive technique
- » Teamwork is very important to success in this game

Description

» The aim of these activities are to improve the fundamental skills of throwing and catching through a coaching focus on grasping the ball in one hand, swinging through – long arm at release, body positioning and hand positioning for catching

Equipment

Markers x 8

Balls x 12

Football x 15

Activity One

Partner throwing and catching

> Over arm throw

Coaching Tips:

1. Hold the ball in one hand using your fingers to grip
2. Rotate shoulder/rotate hip
3. Accelerate elbow/accelerate wrist
4. Accelerate finger and ball

Low and High Catch:

1. Adjust your hand position (for catching) for the height of the ball: Thumbs in for balls above the waist, thumbs out for balls below waist
2. Secure a wide base of support

Activity Two

Rugby League pass – continuous catch and pass

Coaching Tips:

1. Hold the ball in both hands, using fingers to control it
2. Locate recipient of the ball and pass the ball by rotating your hip and swinging the ball in that direction across your body
3. Use the hand and arm furthest from the receiver to push the ball, just use the other hand to guide

Research

- » Whilst catching and throwing is a skill found in nearly all sporting programs it remains a fundamental movement not mastered by many children.

Modifications

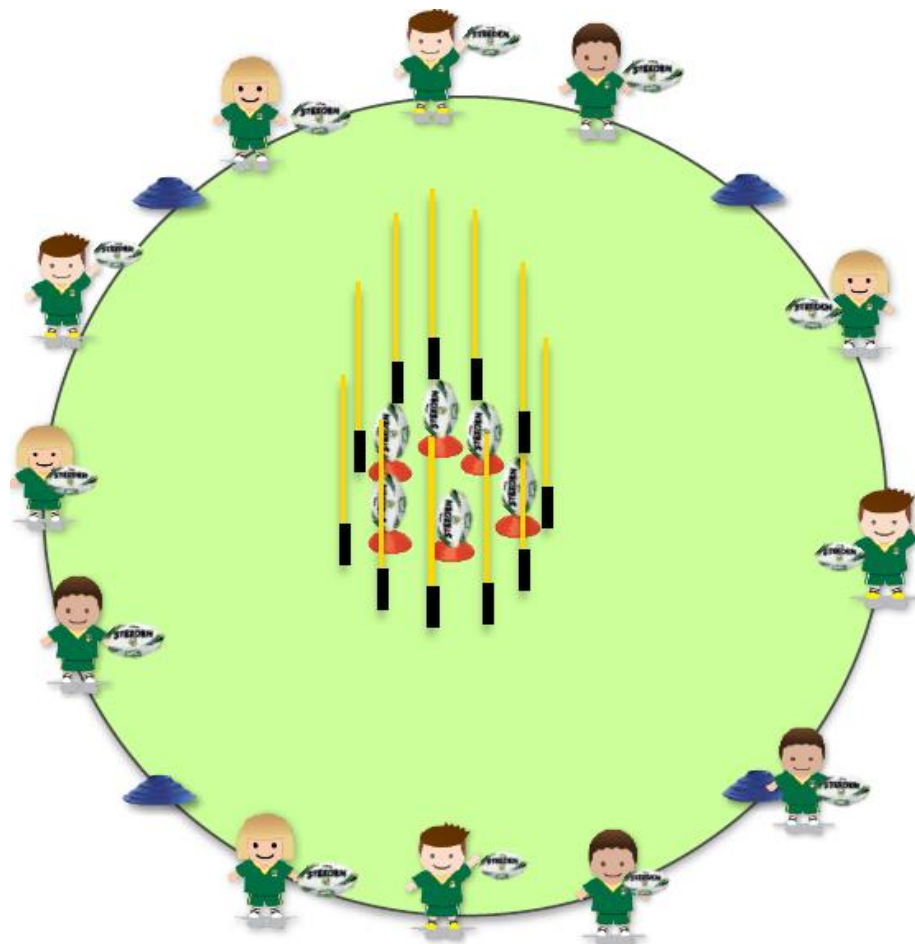
- » Split the class into ability levels to ensure they feel comfortable in their ability to achieve
- » Provide small goals such as: '6 passes without a drop or 5 catches in a row placed in the receivers correct catching zone'
- » Add a game element by having each pair achieve a nominated amount without error or place time frames around activities

Key Coaching Points

1. Locate recipient of the ball, step in direction of the pass, through extending the legs, back and arms
2. Maintain a balanced stance with feet shoulder width apart
3. Release the ball off the first and second fingers on both hands and follow through to finish up with the arms fully extended, fingers pointing at the catcher and palms facing the floor
4. To catch, find a good base, keep an eye on the moving target, place hands to form a 'W' when catching a small item

Description

- » The aim of this game is to knock over the targets in the middle of the playing field
- » A defending team protects the trophies (footballs) found inside a playing area
- » The attacking team throw a combination of high bounce balls and pass footballs at the trophies utilising the technique coached previously
- » The balls must be thrown from outside the circle
- » When all targets are knocked over or a specified time frame has elapsed, teams swap over



Players

x4 (Minimum)
x4 (Minimum)

Field Size

20m (diameter)

Equipment

Markers x 8
Balls x 12
Football x 15

Research

- » This game allows students to utilise the skill of throwing in a confined game situation. The strength of this game sits with its ability to be flexible to the level of player. The NRL's own research into women in sport have shone a light on the importance our young players place on feeling comfortable and supported in learning a new skill. Coaches will have time to work individually with each participant in this activity

Modifications

- » You can increase or decrease the field size
- » Modify the number of centre defenders to suit the level of each group
- » Introduce more or less balls to suit skill level
- » Change the ball that is thrown to suit the skill level of the group

Key Coaching Points

- » Encourage communication between the throwers
- » Players need to consider correct throwing and passing techniques
- » Assist individual participants to achieve correct technique
- » Working as a team defend the centre targets
- » Ensure all objects are targeted low and not at defenders

PASS TO THE POST

Description

- » The goal of this game is to pass the ball to team mates in an attempt to get to a position where they can throw the ball at an agility pole earning a point for their team
- » Start with two teams and one ball
- » Players from each team start at their defensive end before running and spreading out towards their scoring post at the opposite end
- » Pass the ball to team mated without dropping it or having it intercepted
- » With the ball in hand players may only take three steps in any direction
- » Scoring is achieved by hitting the ball on the team's post with a pass or throw
- » Turnovers occur with an intercept, score or when the ball hits the ground
- » The focus is on participation and technique, not winners!



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Skill – Running and Evasion



Players

x4 (Minimum)
x4 (Minimum)

Field Size

10m x 30m

Equipment

Markers x 4+
Football x 1
Agility poles x 2
Whistle

LIFT

Research

- » This game allows students to utilise the skill of catching and throwing in a confined game situation. The strength of this game sits with its ability to be flexible to the level of player. The NRL's own research into women in sport have shone a light on the importance our young players place on feeling comfortable and supported in learning a new skill.

Modifications

- » Addition of an exclusion zone around the post for safety
- » You can increase or decrease the field size
- » Modify the defensive team numbers to suit the level of each group
- » Introduce a player as a scoring option instead of a post, team passes to that player for a point
- » Reduce or increase the number of steps a player can take
- » For advanced groups, correct passing technique or it's a handover
- » Change the type of ball used

Key Coaching Points

- » Encourage communication between the teams
- » Plant on foot and quickly change direction (plant and go)
- » Step/lean one way, then go the other direction (fake)
- » Consider correct passing or throwing technique, step into the pass, hands finishing at target
- » Hands up for catching a ball, creating a target for the thrower
- » Ensure correct technique is used when the size/type of the ball is changed

SESSION FOUR

Kicking



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LIFT



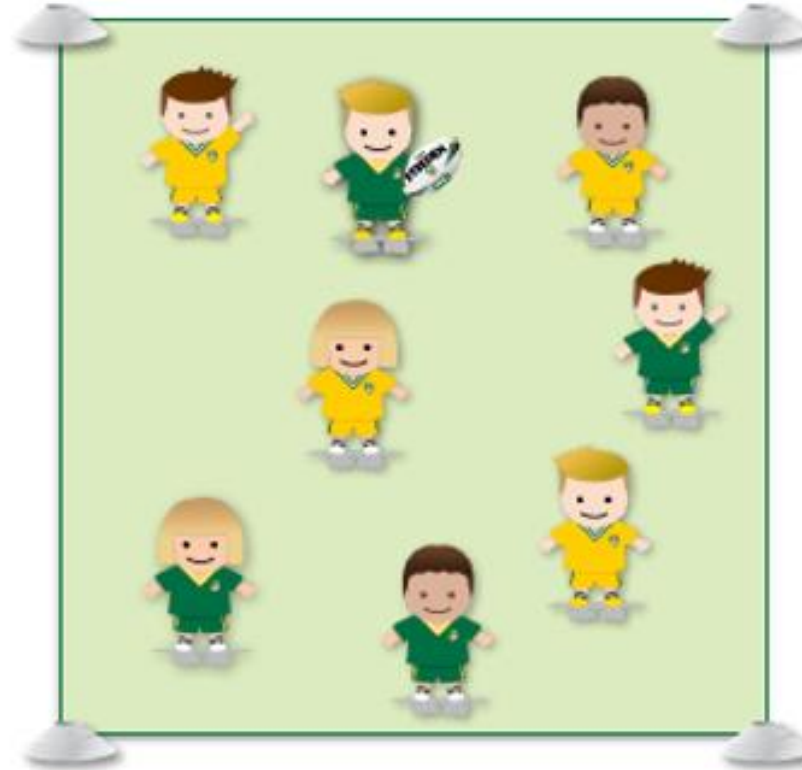
Run	Dodge	Catch	Hop	Skip	Leap
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Training Session Outline

Time	Skill/Drill Description	Physical Literacy Coaching Focus	Key Coaching Points	Optional Modifications	Supporting Information
0 – 10 min	Experience <ul style="list-style-type: none"> • Pass to tag game: This game is a throwing based game that incorporates evasion and running. Students in a tagging team will throw the balls to one another in an attempt to tag players with the ball. 	<ul style="list-style-type: none"> • Group Dynamics • Individual • Team building • Self Esteem 	<ul style="list-style-type: none"> • Start with 3 balls in the grid— High bounce balls • Progress to league balls • If you are tagged you will leave the grid, move around a point and re-join the game • Start with 4 steps after receiving the ball 	<ul style="list-style-type: none"> • You can increase or decrease the field size. • Modify the tagging number to suit the level of each group • Introduce more balls for tagging • Reduce or increase the number of steps a tagger can take. 	<p>As a Game Development Officer or teacher connections to your group are key to the delivery success. Allowing students to be themselves in a safe and supported environment is a key to ensuring students feel enjoyment.</p> <p>Another great way to help kids express themselves is through playful expression. Allowing children to safely and securely play with one another, whether through sports or other recreational pursuits, is a great way to help teach cooperation, relationship skills, and respect for others. (Scott, V. Children and Self –Expression Last Accessed on [13/06/17])</p>
10 - 25 min	Skills <ul style="list-style-type: none"> • Kicking with partner drills • punt kick • Grubber kick & Trapping a rolling ball • Place kick 	<ul style="list-style-type: none"> • Team Building • Confidence • Self Expression 	<ul style="list-style-type: none"> • Stand behind the ball and slightly to one side • Keep eyes on the ball • Step forward placing non-kicking foot next to the ball • Swing kicking leg back, bent at knee, and bring through fast to contact ball • Hit ball on the shoelaces for a low ball, with the toe for a high ball and with the inside of the foot for a ground ball • Follow-through in the direction of the target • Ensure clean grab after trapping • Use the inside of the foot when trapping • Head down, chin on chest 	<ul style="list-style-type: none"> • Skip specific drill based on level of competency of the participants • Add a level of competition to the kicks for competent participants • Have participants experiment with striking a ball in different positions to understand the movement of a rugby league ball (top point, lower point, left side, right side laying on its side) • Experimentation can utilise the grubber kick, place kick or across field punt 	<p>It is a common misconception that children 'naturally' learn the skills of kicking, catching and throwing but research shows they need to be taught and practiced.</p> <p>If a child has not mastered what you may call the building blocks of physical activities they will not have the skill or confidence to do them. This study shows that children lacking these skills have lower levels of overall cardio-respiratory fitness and are more likely to be overweight or obese, said Dr Louise Hardy from School of Public Health.</p>
25 – 45 min	Experience <p>Kicking Golf: Using marked out areas students keep their own score of how many kicks it takes them to get around a course. To finish each hole, students must kick the ball into one of 8 designated zones.</p>	<ul style="list-style-type: none"> • Individual, • Motivation • Self Expression 	<ul style="list-style-type: none"> • Correct kicking technique • No scores are shared • Strategy based on the style of kick to be utilised in a given situation • This game is about accuracy not speed • The course to be followed • Plant one foot and guide the ball onto the kicking foot 	<ul style="list-style-type: none"> • Specify certain kicks for specific holes • Start specific students at certain holes • Introduce a Par for specific students to try and beat. For example: Hole 2: Par3 (kick the ball into that hole with in 3 kicks), points are added to the score if they require more kicks • Reduce the number of holes if space does not allow and specify the types of kick to ensure there is a suitable challenge 	<p>In the NRL's own 'Female Rugby League Participation' document one of the recommendations states that a participation product should 'Focus on driving broad participation through introductory programs, in the first instance, rather than focusing on competition structures.</p> <p>The game of kicking golf is not focused on teaching the game of golf but the participation in kicking activities and experiences in a fun and engaging experience.</p>
45 – 60 min	Skill Based Game <p>Kick Tennis game</p> <p>A points based game where two teams kick the ball to each team within a grid. The object is to not kick the ball out or into 'no mans land' in the middle.</p>	<ul style="list-style-type: none"> • Group Skills • Confidence • Communication 	<ul style="list-style-type: none"> • Kicking techniques • Catching techniques. • Ball must stay in playing area • Across field punt kicks only • Teams to strategise before each 5 minute game 	<ul style="list-style-type: none"> • Optional second field for differing ability levels • Use a random whistle to signal player swaps or resetting of a team to ensure a singular player is not responsible for a teams success or failure. • Allow pick up after only once bounce • Use differing types of balls • Use two balls at the same time • Bombs can be included for capable student groups 	<p>The eventual success criteria of this program rests with in whether these participants have buy in with respect to the journey towards becoming physically literate.</p> <p>The physically literate person has the knowledge, skills, attitude, and motivation to fully use their capacity and potential for movement. (Whitehead, M. (2010). Physical Literacy throughout the Lifecourse. London: Routledge.)</p>

Description

- » One team (green) starts with the ball
- » Their goal is to tag a yellow player with the ball in two hands
- » The green team can not run with the ball, they must pass it between each other to reach a (yellow) player. If they don't have the ball, they may move around into position to receive a pass
- » The other team (yellow) can run around to avoid being tagged
- » Once a player is tagged, they must run around the grid before they can come back in
- » The goal is for the green team to tag as many players as possible in a period of time
- » After this period of time, swap the teams over



Players

x4 (Minimum)
x4 (Minimum)

Field Size

10m x 10m

Equipment

Markers x 4+
Football x 2
Whistle

Research

- » This game allows students to utilise the skill of catching and throwing in a confined game situation. The strength of this game sits with its ability to be flexible to the level of player. The NRL's own research into women in sport have shone a light on the importance our young players place on feeling comfortable and supported in learning a new skill.

Modifications

- » You can increase or decrease the field size
- » Modify the tagging number to suit the level of each group
- » Introduce more balls for tagging
- » Reduce or increase the number of steps a tagger can take

Key Coaching Points

- » Encourage communication between the teams
- » Players need to consider a low body position for evasion
- » Plant one foot and quickly change direction (plant and go)
- » Step/lean one way, then go the other direction (fake)

Description

» The aim of these activities are to improve the fundamental skills of kicking through a coaching focus on leg movement, leg motion, where to strike the ball and following through in the direction of the target. Working with a partner ensures participants can help coach each other

Across field drop punt

1. Hold the ball with both hands
2. Release ball with both eyes on the ball
3. Strike the ball with the instep of the foot still keeping both eyes on the ball
4. Follow through with the kicking leg, ending with the kicking leg extended high in the air, while still remaining balanced on one foot



Grubber kick

1. Holding the ball over the kicking leg, drop the ball down to the kicking foot
2. Strike the ball towards upper 1/3 of the ball to get it spinning towards the ground
3. Stab the ball into the ground with the instep of the foot while leaning forward
4. Avoid following through with the kick allow you to move forward quickly to grab another opportunity to collect the ball



Research

- » It is a common misconception that children 'naturally' learn the skills of kicking, catching and throwing but research shows they need to be taught and practiced. If a child has not mastered what you may call the building blocks of physical activities they will not have the skill or confidence to do them. This study shows that children lacking these skills have lower levels of overall cardio-respiratory fitness and are more likely to be overweight or obese, said Dr Louise Hardy from School of Public Health

Modifications

- » Skip specific drill based on level of competency of the participants
- » Add a level of competition to the kicks for competent participants
- » Have participants experiment with striking a ball in different positions to understand the movement of a rugby league ball (top point, lower point, left side, right side laying on its side). Experimentation can utilise the grubber kick, place kick or drop punt

Key Coaching Points

Catching and Trapping:

1. When catching steady yourself and form a solid base
2. Watch the ball as it comes into the hands
3. Extend hands with the fingers spread and thumbs behind the ball to form a butterfly or 'W'
4. Extend the arms to meet and grab the ball before bringing it towards the body controlling it with fingers and thumbs

KICKING GOLF

Description

- » The goal of this game is to kick the ball into each designated space known as the hole
- » Each group moves around the course counting the number of kicks it takes each player to get the ball to stop within the cones
- » Each player counts their score individually
- » Each group will start at a different tee on a different hole. The tee is the single marker where each group has their first kick
- » The total kicking count can continue as one total or can be played like traditional golf so each hole has a target number of kicks. Scores are then allocated above or below that target
- » The game ends after all holes are finished
- » Students may use any kick to complete the course
- » The focus of this game is on enjoyment and team building



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Skill – Running and Throwing

Players

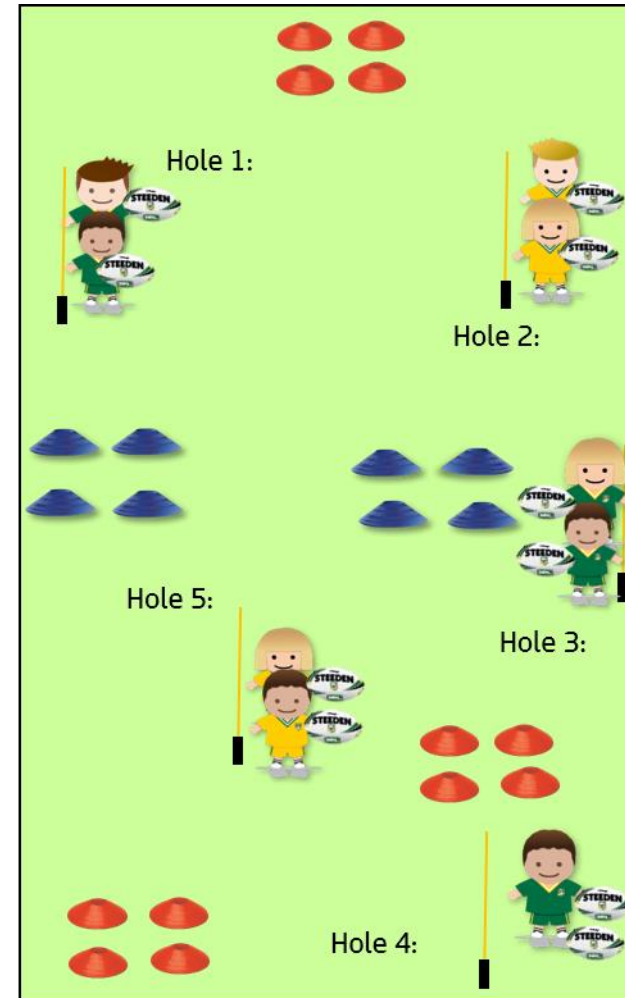
x4 (Minimum)

Field Size

Large space preferable, trees and obstacles add to the fun

Equipment

Markers x 40
Football x 10
Whistle



Research

- » In the NRL's own 'Female Rugby League Participation' document one of the recommendations states that a participation product should focus on driving broad participation through introductory programs, in the first instance, rather than focusing on competition structures. The game of kicking golf is not focused on teaching the game of golf but the participation on kicking activities and experiences in a fun and engaging experience.

Modifications

- » Specify certain kicks for specific holes
- » Start specific students at certain holes
- » Introduce a Par for specific students to try and beat. For example: Hole 2: Par 3 (kick the ball into that hole within 3 kicks), points are added to the score if they require more kicks
- » Reduce the number of holes if space does not allow and specify the types of kick to ensure there is a suitable challenge

Key Coaching Points

- » Plant one foot and guide the ball onto the kicking foot
- » Coach students to decide on type of kick to utilise for each hole
- » Coach students in considering the amount of power needed in each kick
- » This game is about accuracy not speed or power

Description

- » Split the team into two groups
- » Yellow starts with the ball and kicks it over the 'no mans land' in the middle
- » If green catches the ball on the full, they return the kick. If it bounces, they lose a point
- » If a team catches it on the full they receive a point
- » If the ball is kicked out of the playing area, that team loses a point
- » The focus is on friendly competition and not an eventual winner



Players

x4 (Minimum)
x4 (Minimum)

Field Size

20m x 10m

Equipment

Markers x 12
Football x 1
Whistle



Research

- » The eventual success criteria of this program rests with whether these participants have buy in with respect to the journey towards becoming physically literate. The physically literate person has the knowledge, skills, attitude and motivation to fully use their capacity and potential for movement. (Whitehead, M. (2010). Physical Literacy throughout the Lifecourse. London: Routledge.)

Modifications

- » Optional second field for differing ability levels
- » Use a random whistle to signal player swaps or resetting of a team to ensure a singular player is not responsible for a team's success or failure
- » Allow pick up after only once bounce
- » Use differing types of balls
- » Use two balls at the same time
- » Bombs can be included for capable student groups

Key Coaching Points

- » Plant one foot and guide the ball onto the kicking foot
- » Coach students to decide on type of kick to utilise in the game
- » Coach students in considering the amount of power needed in each kick
- » This game is about accuracy not speed or power

SESSION FIVE

Game Literacy



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LIFT

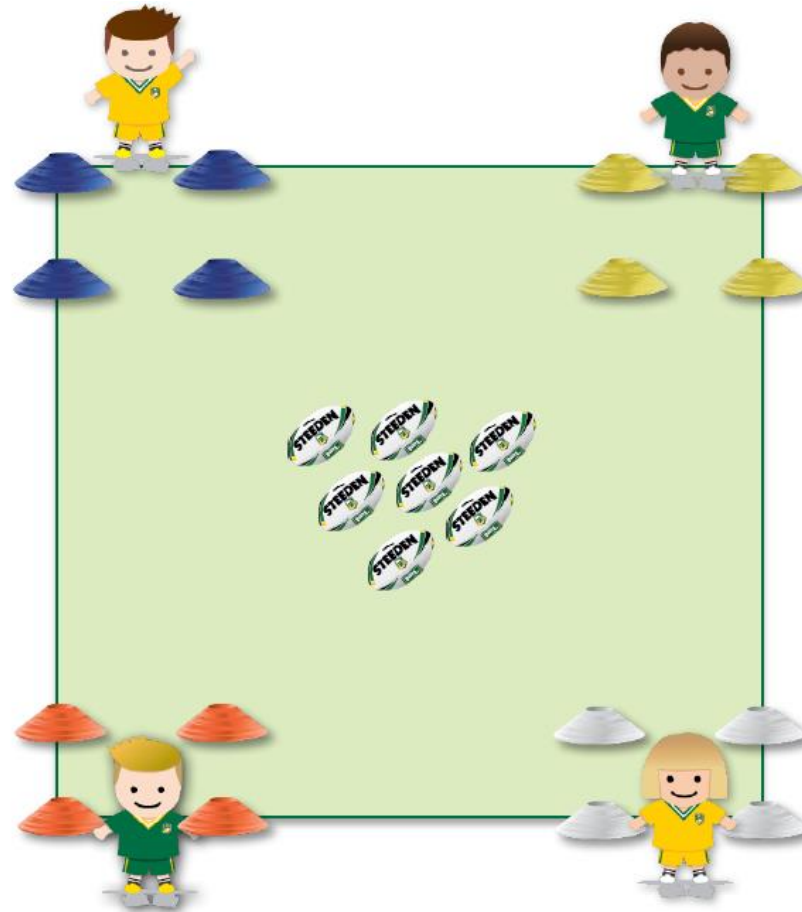


Fundamental Movement Skills					
Run	Dodge	Catch	Hop	Skip	Leap

Training Session Outline					
Time	Skill/Drill Description	Physical Literacy Coaching Focus	Key Coaching Points	Optional Modifications	Supporting Information
0 – 15 min	Warm Up <ul style="list-style-type: none"> • Rob the nest <p>Using a collection of equipment and small team bases, players run around removing equipment from other teams and the centre to bring back to their base. The object is to have the most equipment at the end of the designated period of time.</p>	<ul style="list-style-type: none"> • Team building • Motivation • Communication 	<ul style="list-style-type: none"> • Strategy and formulating a plan • Evasion skills when running in the playing field • Correct running technique • Correct ball carrying technique • Plant a foot and step in the opposite direction to evade a defender • Running at speed whilst bending down to pick an item up requires use of peripheral vision and bending at the knees 	<ul style="list-style-type: none"> • Increase or decrease the number of items to 'rob' • Introduce the pass to allow the items to get back to a zone quicker 	<p>The Program enables National sporting organisations to develop and deliver relevant and engaging sporting experiences for children and young people in schools, helping to engender in this age-group, positive health behaviours and life-long participation in sport.</p> <p>Australia's Physical Activity and Sedentary guidelines state: For health benefits, young people aged 13-17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day. (Aust. Department of Health. 2014. Australia's Physical Activity and Sedentary Behaviour Guidelines for young people 13-17 yrs)</p>
15 - 25 min	Skills <ul style="list-style-type: none"> • Spinning Wheel tag and/or Transformers <ul style="list-style-type: none"> • Anticipate movement and patterns of play • What elements of a game allow for strategy to be incorporated? • Does your team have any strengths you can work to? • How does teamwork assist you in this game? 	<ul style="list-style-type: none"> • Team Building • Confidence • Self Expression 	<ul style="list-style-type: none"> • Strategy and formulating a plan Offense <ul style="list-style-type: none"> • Ensure teams gather to formulate a plan as a group before the commencement of each round • Keep eyes on the opponent (s) Defence <ul style="list-style-type: none"> • Keep your head up • Know where the object/play is Strategy <ul style="list-style-type: none"> • Consensus amongst team • Communication • Planning • Trust 	<ul style="list-style-type: none"> • Jail Break • Break groups up to ensure suitable levels of groups • Allow students to select groups • Make it a walking game instead of running 	<p>Game literacy is a feature participants have experimented in throughout their lives, this session aims highlight the importance of strategy and team work.</p> <p>The physically literate person will be able to read the situation, predict and/or anticipate what is likely to happen next as the situation unfolds, and then be able to react through movement in an appropriate manner. (Whitehead, M. (2010). Physical Literacy throughout the Lifecourse. London: Routledge.)</p>
25 – 45 min	Experience <ul style="list-style-type: none"> • Raiders Revenge <p>Working as a team, Raiders gather as many items from within the playing field without being tagged by the defenders. If tagged they have to run to a designated point before re-joining the game.</p>	<ul style="list-style-type: none"> • Team Building • Confidence • Self Expression 	<ul style="list-style-type: none"> • Strategy and formulating a plan <ul style="list-style-type: none"> • Raiders stand on the outside of the rectangle • defenders stand inside the 20m x 12m playing area • Raiders use evasion skills to avoid getting tagged whilst stealing equipment • If tagged replace the item in the same vicinity • Strategise as a team both defenders and raiders • Running at speed whilst bending down to pick an item up requires use of peripheral vision and bending at the knees 	<ul style="list-style-type: none"> • 20m x 12 m field can be enlarged or shrunk • Once tagged in the playing area they run to designated point before joining their fellow raiders • Make the groups uneven depending on skill level • Shorten the distance required to travel before joining back in the game • Allow teams to kick the ball out 	<p>National Rugby League's own research focuses on the importance of participation within a safe and supported experience. It is valuable that there is a 'Focus on the ability to develop strength and resilience (both emotionally and physically) and fitness in a fun, uncompetitive way' (National Rugby League, 2016. Female Rugby League Participation; Maximising Participation in Female Rugby League)</p>
45– 60 min	Skill Biased Game <ul style="list-style-type: none"> • League Tag <p>A touch version of Rugby League with a focus on participation, not competition</p>	<ul style="list-style-type: none"> • Team Building • Confidence • Communication 	<ul style="list-style-type: none"> • Introduce play of the ball • Rules of League tag • Passing backwards • Encourage involvement • Everything is play on or a chance, the focus remains participation and not competition 	<ul style="list-style-type: none"> • Walking only to start • Allow students to select teams • Include a kick for advanced groups 	<p>The purpose of this program remains with the goal of creating a pathway for 'physically literate' adolescents. There is clear evidence that the development of fundamental movement skill will contribute significantly to future athletic development and life long participation, by equipping young people with the confidence to participate in sport and physical activity. (Quinn, S. 2010. Fundamental Skills & Physical Literacy)</p>

Description

- » Teams of at least 2 start at each coloured marker set
- » When the coach says go, one player from each team can run to the middle and collect one football to take back to their markers
- » Once the balls in the middle have all been removed, players can then steal a ball from another teams set of markers and take back to their own
- » Play for a period of time and whoever has the most balls at the end, wins
- » A partner at each station can help strategies as the game progresses
- » Students can take turns and work in teams or partnerships based at each corner of the grid



Players

x2 (Minimum)
x2 (Minimum)

Field Size

10m x 10m

Equipment

Markers x 16
Football x 10
Whistle

Research

- » The program enables National sporting organisations to develop and deliver relevant and engaging sporting experiences for children and young people in schools, helping to engender in this age-group, positive health behaviours and life-long participation in sport. Australia's Physical Activity and Sedentary guidelines state; "For health benefits, young people aged 13-17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day. (Aust. Department of Health. 2014. Australia's Physical Activity and Sedentary Behaviour Guidelines for young people 13-17 yrs)

Modifications

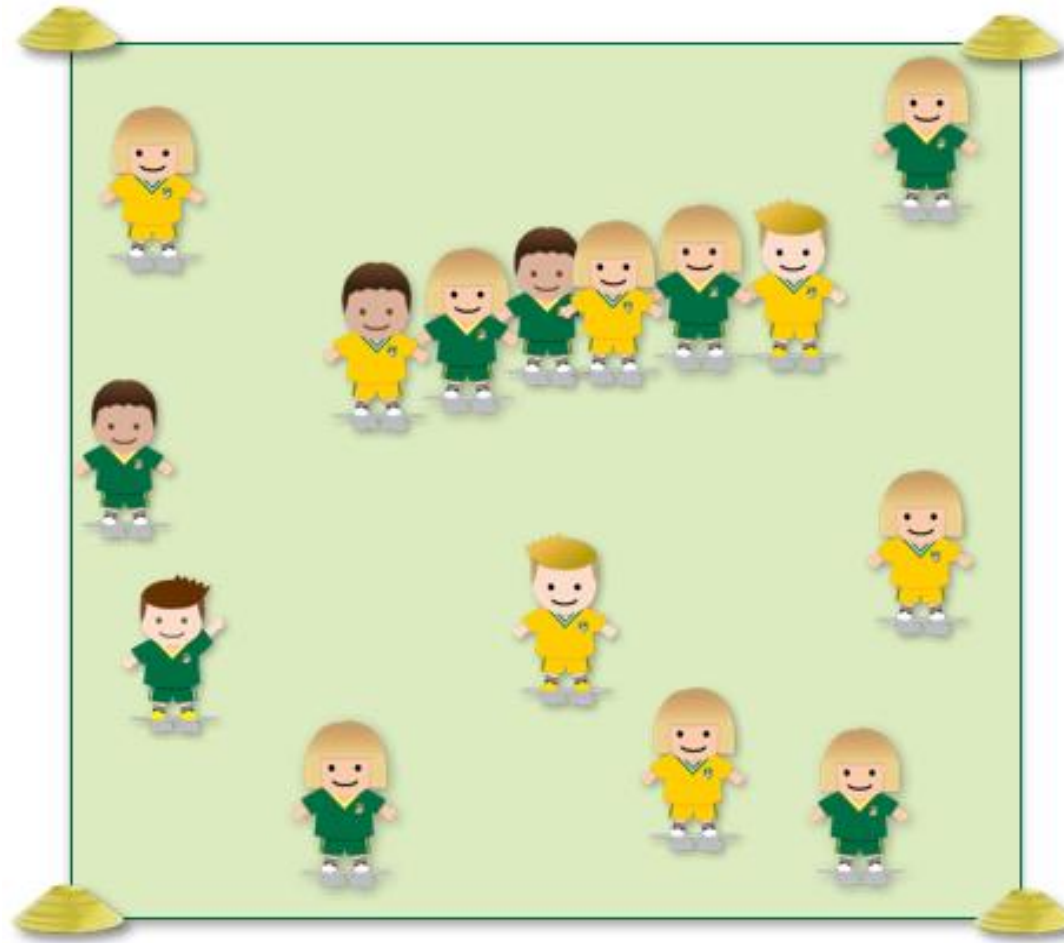
- » Increase or decrease the number of items to 'rob'
- » Introduce the pass to allow the items to get back to a zone quicker
- » Modify the field size to make it easier or harder according to your group
- » Do not allow guarding of items by the defenders

Key Coaching Points

- » Strategy and formulating a plan
- » Plant a foot and step in the opposite direction to evade a defender
- » Running at speed whilst bending down to pick an item up required use of peripheral vision and bending at the knees

Description

- » The goal of this game is to tag all the players
- » Start with a singular tagger in a grid
- » After each tag is made, the tagged players must link arms and form a growing chain of taggers
- » Only the lead and last player may tag other players
- » Ensure communication skills are utilised amongst the tagging chain
- » Focus on fun and team work, not a winner



Players
x8 (Minimum)

Field Size
20m x 20m

Equipment
Markers x 12
(minimum)
Whistle

Research

- » The activity is designed to encourage movement and ensure all participants are mobile and active. This warm up activity allow opportunity to engage in running, evasion and balance. This activity has no eventual winning and no one is excluded. All key elements of teen involvement. Fun is the key ingredient to getting teens active and motivated to participate in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)

Modifications

- » Groupings according to ability are important
- » Allow students opportunities to have input into groupings
- » Allow multiple taggers and chains to develop
- » Adjust the size of the grid

Key Coaching Points

- » Ensure communication continues within the circle
- » Coach participants on how to work together
- » This game is about fun and involvement whilst building team skills

RAIDERS REVENGE

Description

- » The goal of this game is to gather as many items as possible from the field of play without getting tagged by the defending team
- » Start with two teams, the defenders must stay inside the grid and the Raiders can move around and into the playing grip
- » Encourage both teams to strategies a plan
- » Raiders run in and out of the grid attempting to gather an item and place it in the teams one skipping rope scoring ring
- » If a Raider is tagged within the playing grid the item must be placed back in its position and they must run around a marker away from the playing grid before joining back in
- » Defenders should not continually stand over an item when defending
- » The play stops after a pre-determined time frame and the raiders and defenders swap
- » The focus is on strategy, participation and movement, not the winners



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Skill – Game Literacy



Players

x5 (Minimum)
x5 (Minimum)

Field Size

20m x 30m

Equipment

Markers x 12
Orange
markers x 5
High bounce
balls x 10
League tags x
20
Football x 10
Whistle

LIFT

Research

- » National Rugby League's own research focuses on the importance of participation within a safe and supported experience. It is valuable that there is a 'Focus on the ability to develop strength and resilience (both emotionally and physically) and fitness in a fun, uncompetitive way' (National Rugby League, 2016. Female Rugby League Participation; Maximising Participation in Female Rugby League)

Modifications

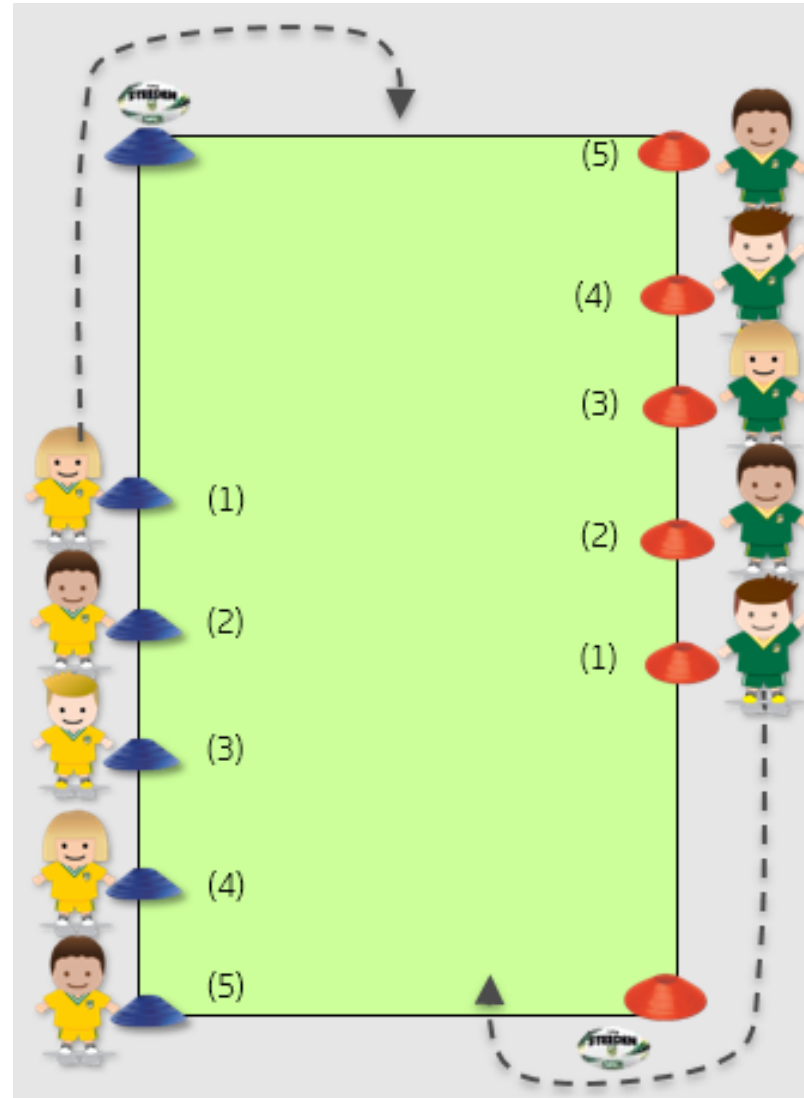
- » 30m x 20m field can be enlarged or shrunk
- » Make the groups uneven depending on skill level
- » Shorten the distance required to travel before joining back in the game
- » Allow teams to kick the ball out of the grid
- » Allow some participation in selection of groups

Key Coaching Points

- » Raiders use evasion skills to avoid getting tagged whilst stealing equipment
- » Strategies as a team both of defenders and raiders
- » Running at speed whilst bending down to pick an item up requires use of peripheral vision and bending at the knees

Description

- » The aim of this game is to score a try within a small group
- » Attackers and defenders are called in numbered groups
- » On go, attackers and defenders run around their corner and into the grid
- » Attackers pick up the ball and attempt to score a try by passing between the group
- » Defenders work as a team in attempt to stop them within a tag
- » Defensive groups can have less players than the attacking team
- » Attacking teams only have one chance



Players

x8 (Minimum)
x8 (Minimum)

Field Size

10m x 30m

Equipment

Markers x 16
(two different
colours)
Football x 2

Research

- » This activity is designed to encourage game literacy and ensure all participants are mobile and active. This activity allow opportunity to engage in running, evasion and team work. This activity has no eventual winner and one is excluded. All key elements of teen involvement. Fun is the key ingredient to getting teens active and motivated to participant in social activities. (Chris Hudson. 2015. The 7 Secrets of Motivating Teenagers)

Modifications

- » You can increase or decrease the field size
- » Modify the number of defenders to suit the level of each group
- » Introduce an extra ball to suit skill level
- » Allow multiple attacking opportunities

Key Coaching Points

- » Encourage communication between the attackers and defenders
- » Players need to consider evasion, team work and passing techniques
- » Working as a team to defend the attackers
- » Remind participants to consider strategy

