



Australian Government
Australian Sports Commission

RUGBY AU



Rugby union lesson plans

Eight curriculum-based lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Rugby Australia to develop eight curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 to 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in rugby union over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of rugby union.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make rugby union accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game and play movement.
- Be lenient when students are learning the game and call 'PLAY ON!' when appropriate to keep the number of turnovers to a minimum.
- You can also call 'TOUCH, TURN AND PASS!' when students pass the ball slightly forward or knock on to keep the game flowing.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure a safe distance from hazards, walls and other fixed objects. Ensure there is a minimum of 5m beyond all touch lines.
- Set a safe distance between groups of students during games and activities.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- When playing on hard surfaces, it is recommended that students score a try by simply running over the try line, rather than grounding the ball.
- Do not allow students to dive for a try.
- When a student is kicking, defenders must stay a minimum of 10m from the kicker's end line.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations (but can also include other skill-building activities).
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities (i.e. games, scenarios, or drills) that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills for rugby union. For each lesson, years 3 and 4, and years 5 and 6 have been identified and colour coded with, green representing years 3 and 4 and red representing years 5 and 6.

Years 3 and 4	Years 5 and 6
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At any year level, students are likely to demonstrate considerable differences in the skill and strategic proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M08

Apply rules and scoring systems to promote fair play when participating or designing physical activities

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

AC9HP6M09

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

INTRODUCTION TO RUGBY UNION

RULES

Summary

Touch 7s is a modified version of rugby union, specifically Rugby Sevens, for primary school-aged children.

The game is played by the following rules:

- Played between two teams of seven students, with touches only.
- Teams are allowed seven touches to score a try before handing the ball to the opposition.
- A turnover also happens if the attacking team drops the ball forward or passes forward.
- When touched, students can either pass to a team mate within two seconds or two steps, or do a ball place.
- During a ball place, defenders must stay five metres back.
- When the ball goes over the sidelines, a quick throw back in takes place.
- Kicking is allowed depending on the age group and skill level.
- A try is worth five points and is scored when a student places the ball on the ground with control, on or over the try line and within the boundaries of the in-goal area.

BASIC TERMS

Ball place

When a student who has been touched turns and faces their own try line and places the ball on the ground, often because an offload cannot be done safely.

Offload

When a student who has been touched passes the ball to a team mate within two seconds or two steps.

Knock-on

When a student knocks the ball forward when they are running with it or trying to catch it.

PLAYING FIELD

Field

The field is rectangular with a maximum area of 60m x 35m.

In-goal area

The scoring area between the try line and dead ball line.

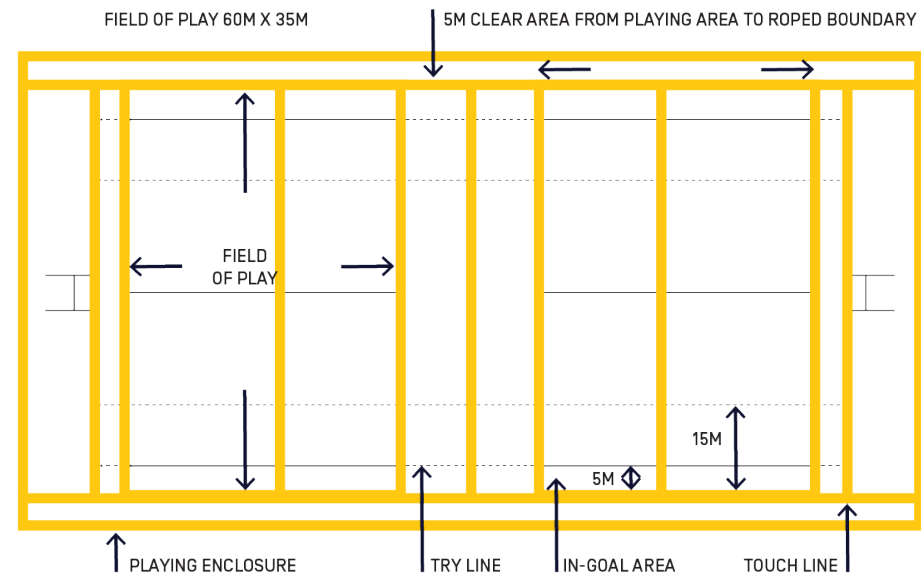
Touch line

The sidelines on either side of the field.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- size 2, 3 or 4 footballs
- bibs or sashes.



BASIC SKILLS

MOVEMENT

Movement in rugby union involves: running with the ball and touching.

Coach your students through the following movements:

- When running with the ball, students:
 - hold the middle of the ball with thumbs on top and fingers underneath
 - carry the ball in two hands in front of the body
 - look ahead
 - run at the space and not at the opponent.
- When making a touch, students:
 - position to one side of the attacking student
 - prepare to change direction if required or to step into making the touch
 - have feet as close as possible to the attacking student
 - touch below the shoulder with at least one hand.

BALL HANDLING

Ball handling in rugby union involves: passing, offloading and ball place.

Coach your students through the following movements:

- To pass the ball, students:
 - grip the ball in front of the body with fingers spread and hands above elbow height

- use the wrists to tilt the tip of the ball slightly downwards
- move the ball across the body with both hands and elbows slightly bent
- release the ball
- follow through by moving forward with hands finishing towards the target.
- To offload the ball once touched, students:
 - look left and right to see if a pass can be made to a supporting team mate
 - swing the ball across the body with both hands and elbows slightly bent
 - release the ball
 - follow through with the hands pointing in the direction of the pass.
- To perform a ball place, students:
 - stop, turn and face the goal line
 - use both hands to place the ball on the ground
 - return to the attacking line once the ball has been picked up and played by a team mate.
- Defenders must move back behind an offside line 5m from the mark of the ball place.
- Defenders cannot move forward until the ball is played by the supporting attacking student.

KICKING

Kicking in rugby union involves: the drop punt kick and tap restart.

Coach your students through the following movements:

- To perform a drop punt kick, students:
 - grip the ball with 2 hands and fingers spread, with the ball pointing towards the ground
 - guide the ball down and kick it on the full
 - contact the bottom point of the ball with the laces of their shoe
 - turn their hips towards the intended target
 - follow through the kick with the body in the intended direction
 - extend their kicking foot by pointing their toes at the intended target.
- To perform a tap restart, students:
 - kick the ball out of the hands or place the ball on the ground and then kick.

LESSON 1

LESSON 1

LEARNING INTENTIONS

To enable students to apply the movement skills of running with the ball, passing, catching and kicking.

To learn how to score a try.

To display self-control during the lesson.

Skill focus

- Movement
- Ball handling
- Kicking

Duration

60 minutes

Area

Indoor or outdoor space of 60m x 35m.

Equipment

- Marker cones
- One stopwatch
- One football per pair

Activities

PARTNER TAG

BACK-TO-BACK PASSES

SUPER BOOT

ROUND THE BEND

BLINK WALK

LET'S SEE IT

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

PARTNER TAG

SUMMARY

Students are paired off. On your call, the defender tries to tag their partner.

Details

Warm-up
5 minutes

Equipment

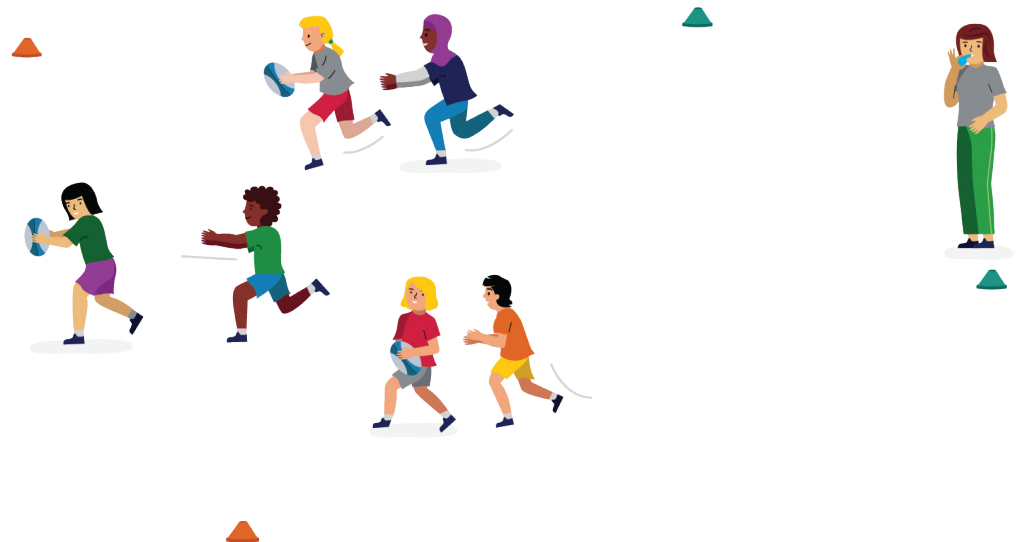
- Marker cones
- One football per pair

CHANGE IT

- Once tagged, students stop, turn and pass the ball to their partners before counting to 5 to continue play.

What to do

- Define the playing field using marker cones.
- Divide students into pairs and allow pairs to decide which one is the defender.
- On your call, the defender counts to 5 to give their partner time to get away.
- Partners carry a football.
- The defender tries to tag with two hands on the shorts only.
- When a student is tagged, roles swap – don't forget the count to 5!



BACK-TO-BACK PASS

SUMMARY

In pairs, students are back-to-back and pass a ball to one another.

Skill focus

- Ball handling

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per pair

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students stand back-to-back and explore different passes with the ball.
- Then, set a time limit for pairs to pass their ball in a specific way.



CHANGE IT

- Change positions and the distance between pairs.
- Students develop new challenges for each other to try.

SUPERBOOT

SUMMARY

Students score points by kicking over lines or at targets.
Play with groups of 4 to 6.

Skill focus

- Ball handling
- Kicking

Details

Skill development
15 minutes

Equipment

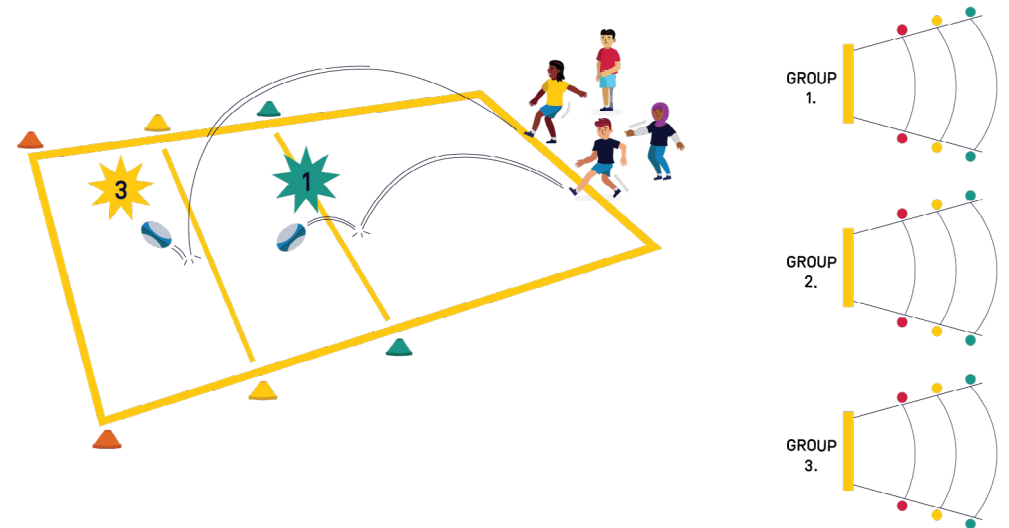
- Marker cones
- One football per student

CHANGE IT

- Play as teams or individuals and score to achieve a personal best.
- Students can perform a drop punt kick.
- Students can kick off a marker or cone.

What to do

- Define the playing field with different lines using marker cones.
- Divide students into groups of 4 to 6, with each group in a line facing the field, as shown.
- On your call, students take turns to kick their ball into the playing area.
- Students score their kick based on which line it lands over.



ROUND THE BEND

SUMMARY

Students carrying a football each attempt to score points by running over the try line without being tagged. Play with teams of 12 or more.

Skill focus

- Movement
- Ball handling

Details

Skill development
15 minutes

Equipment

- Marker cones
- 3 footballs per group

CHANGE IT

- Change the number of defenders.
- Play with only one ball and when touched, attackers must pass to team mates.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 12 or more.
- On your call, 3 attackers and one defender enter from opposite ends, as shown.
- The defender aims to tag the ball carriers while the attackers try to score a try.
- Attackers score one point for simply carrying the ball over the try line and 5 points for a try.



BLIND WALK

SUMMARY

A student, with a blindfold on or eyes closed, holds a football in 2 hands and moves through a corridor of team mates. They place their ball on the ground where they judge the try line to be. Play in teams of 8 to 12.

Skill focus

- Movement
- Ball handling

Details

Finishing up
10 minutes

Equipment

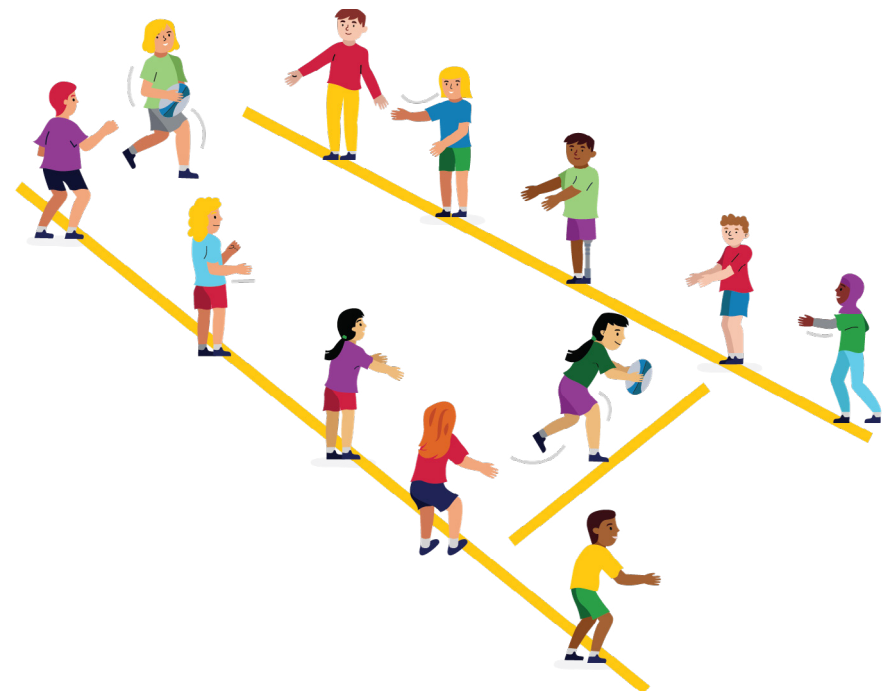
- Marker cones
- One football per group
- Blindfolds [optional]

CHANGE IT

- Change the number of blindfolded students.
- The blindfolded student jogs through the corridor, carrying the ball.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 to 12.
- Students form a corridor, facing each other, 3m apart.
- One student, with a blindfold on or eyes closed, holds a ball in 2 hands and starts at one end of the corridor.
- On your call, they walk through the corridor and place their football on the ground where they judge the try line to be.
- If the blindfolded student comes too close to a corridor student, the corridor student claps twice to guide them back to the middle.



LET'S SEE IT

SUMMARY

Highlight a skill or tactical play by having students demonstrate.

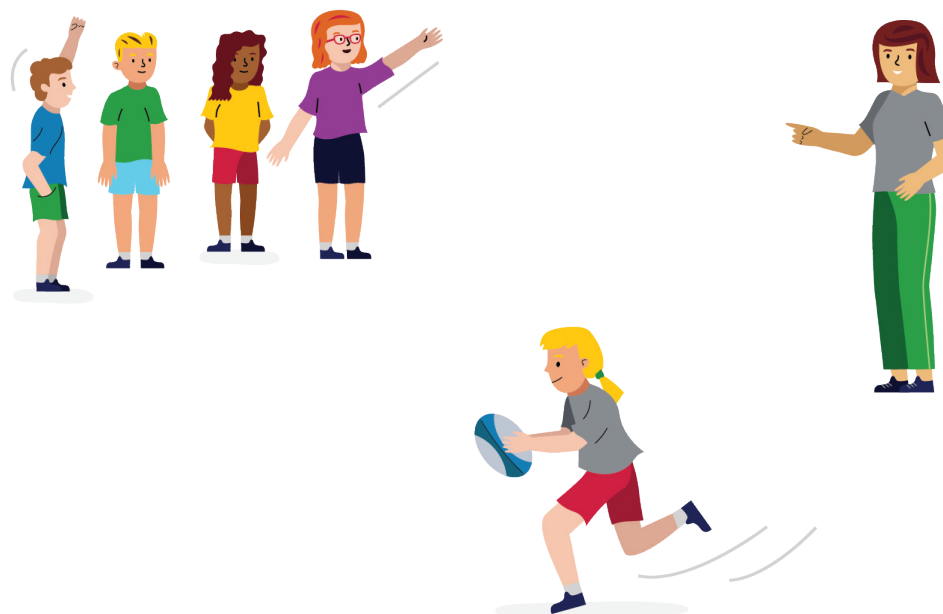
Details

Finishing up

5 minutes

What to do

- Gather students together.
- Have one student or a group of students demonstrate a skill or tactical play, for example:
 - good ball carrying skills
 - kicking techniques.
- Emphasise one key skill from the lesson point and keep it short.



WHAT DID YOU LEARN

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- What should you do to ensure you keep control of the ball while running with it?
- How could you improve your speed when running with the ball? What other sports or games do you run with the ball in?
- What did you enjoy in today's lesson?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To practise and refine movement, ball handling and passing skills.

To introduce and practise the skill of the tap restart kick.

To resolve any disagreements during the lesson peacefully.

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Indoor or outdoor space of 60m x 35m.

Equipment

- Marker cones
- One stopwatch
- One football per student

Activities

[RESTART TAG](#)

[FACE-TO-FACE PAIRS](#)

[BALL RUNNER](#)

[BASEBALL RUGBY](#)

[OVERHEAD THROW](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

RESTART TAG

SUMMARY

Students carry a football and try to tag each other. When tagged, students must exit the playing area and perform a tap restart to rejoin.

Skill focus

- Movement
- Kicking

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Only one or 2 students are taggers and they do not carry a ball.

What to do

- Define the playing field using marker cones.
- All students have a ball and spread out.
- On your call, students run around trying to tag others with their ball held in both hands, avoiding being tagged themselves.
- If tagged, students must exit the playing area and perform a tap restart to rejoin the game.



FACE-TO-FACE PAIRS

SUMMARY

Students move according to your calls of, 'FACE-TO-FACE!', 'BACK-TO-BACK!' and 'FREEZE!'.

Details

Warm-up
5 minutes

Equipment

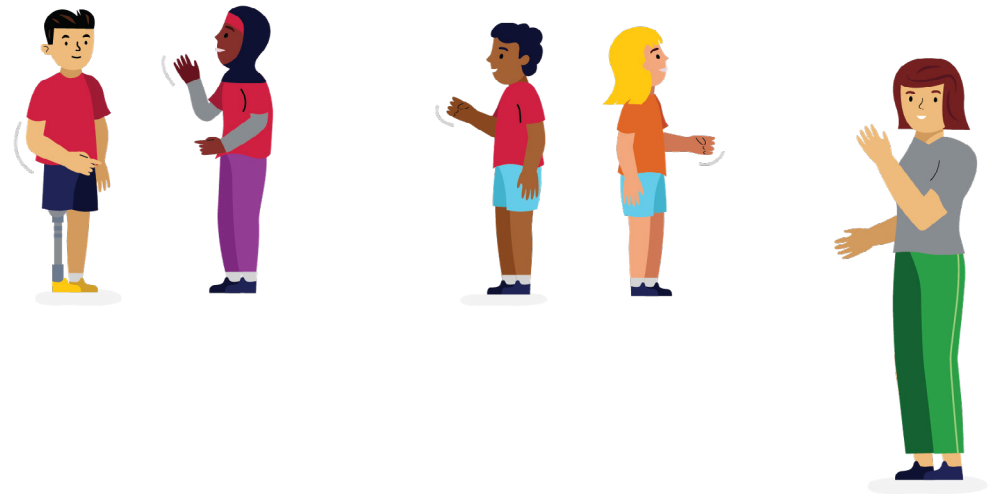
- Marker cones

CHANGE IT

- All students must run and touch a touch line before finding a partner.

What to do

- Define the playing field using marker cones.
- Students spread out, standing 1m apart.
- When you call 'FACE-TO-FACE!' students quickly face one other person before you call 'FREEZE!'
- When you call 'BACK-TO-BACK!' students quickly find another to stand back-to-back to before you call 'FREEZE!'
- Call several different actions before calling FREEZE!'
- On the last 'FACE-TO-FACE!' call, tell students that the person they are now facing will be their partner for the next activity.



BALL RUNNER

SUMMARY

Pairs pass a ball in the middle of the field. On your call, the student who has the ball must run to their end and score a try. Play in groups of 10 or more.

Skill focus

- Movement
- Ball handling

Details

Skill development
10 minutes

Equipment

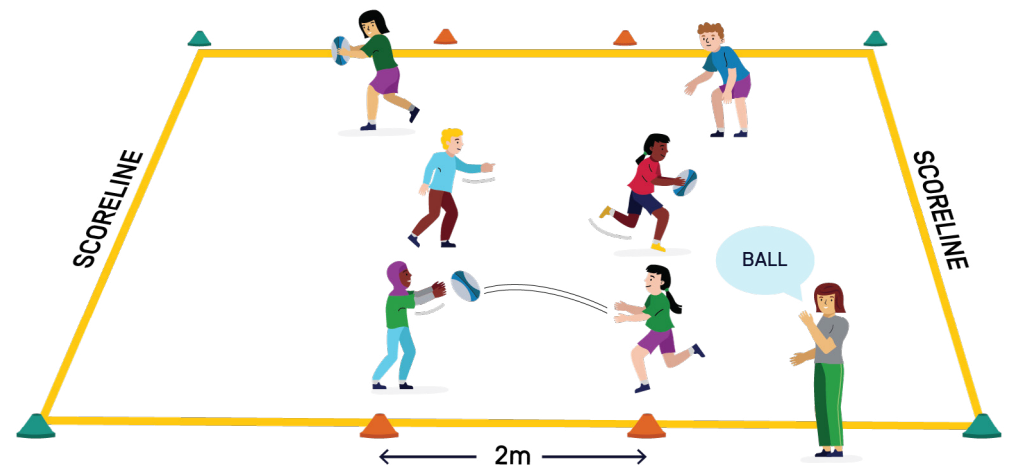
- Marker cones
- One football per pair

CHANGE IT

- Students swap sides to practise passing and catching from both sides of the body.
- Partners chase their team mates trying to score a try.
- Students score one point for making it to the try line without being tagged.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Pairs line up 2m apart in the middle of the field, side-on.
- Pairs pass the ball back and forth to each other.
- When you call, 'BALL!', the student with the ball runs and scores a try.
- They then return to their partner and continue passing.



BASEBALL RUGBY

SUMMARY

A student kicks a football into the field and then runs around the bases to score points. Fielders collect the ball and line up on cones to pass it back to home. Play in groups of 6 to 10.

Skill focus

- Movement
- Ball handling
- Kicking

Details

Skill development
20 minutes

Equipment

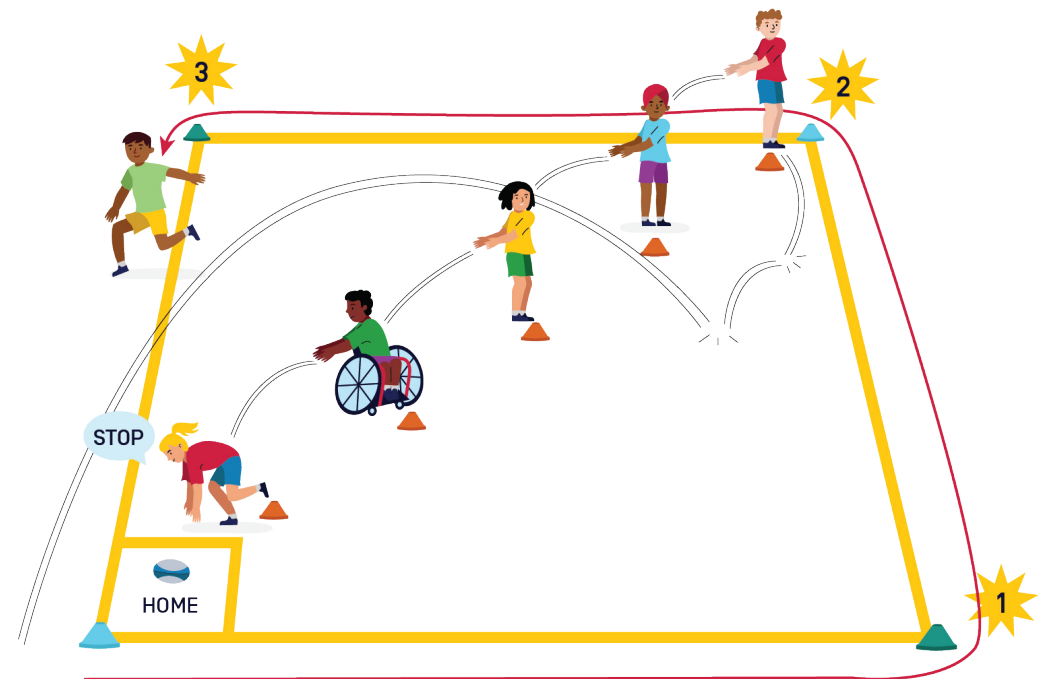
- Marker cones
- One football per group

CHANGE IT

- Add bonus goals inside the field for the kicker to aim at to score extra points.
- Students can kick off a marker.

What to do

- Define the playing field with 4 bases using marker cones.
- Divide students into groups of 6 to 10.
- One student starts as the kicker and all others are fielders.
- The kicker kicks the ball into the field and then runs around the bases to score one point per base.
- The fielder who retrieves the ball runs to the top marker cone.
- The remaining fielders go to other marker cones leading back to home base.
- Fielders pass the ball along and call 'STOP!' once they have grounded the ball at home base.
- Rotate so every student has a turn as kicker.



OVERHEAD THROW

SUMMARY

Pairs throw a football overhead to each other and step backwards if they catch it on the full.

Skill focus

- Ball handling

Details

Finishing up
10 minutes

Equipment

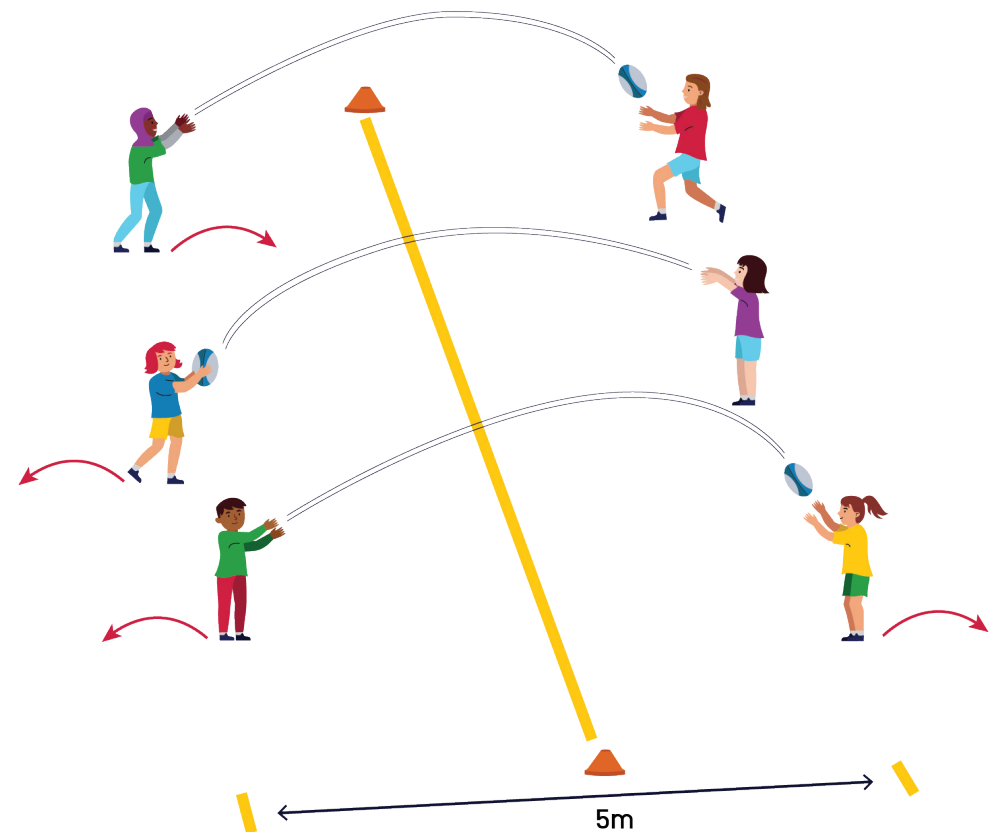
- Marker cones
- One football per pair

CHANGE IT

- Pairs work together to achieve a personal best.
- Pairs take 2 steps backwards if the ball is caught above the head.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Pairs face each other 5m apart and parallel to other pairs.
- On your call, students pass the ball back and forth to their partner using a 2-handed overhead throw.
- If caught on the full, both students step back.
- If dropped, both students step forwards.
- Play for a set time.
- The pair who is the greatest distance apart wins.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- Why do you think we use two hands when throwing a pass?
- How does looking at the intended receiver when passing help you to pass the ball?
- How did you show respect to your classmates today?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To continue to develop attacking and defending skills and strategies.

To practise ball handling skills of passing, catching and intercepting the ball while stationary and on the move.

To have students self assess their passing skills [see the printable student self assessment on page 39].

Skill focus

- Movement
- Ball handling
- Kicking

Duration

60 minutes

Area

Indoor or outdoor space of 60m x 35m.

Equipment

- Marker cones
- One stopwatch
- One football per student
- Bibs

Activities

[SCATTER TAG](#)

[SPARE SQUARE](#)

[GRID ISLAND](#)

[TRICKY TRY LINES](#)

[CIRCLE DODGEBALL](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

SCATTER TAG

SUMMARY

Defenders try to tag attacking students before they reach a touch line. Play with teams of 4 to 6.

Skill focus

- Movement
- Ball handling

Details

Warm-up
5 minutes

Equipment

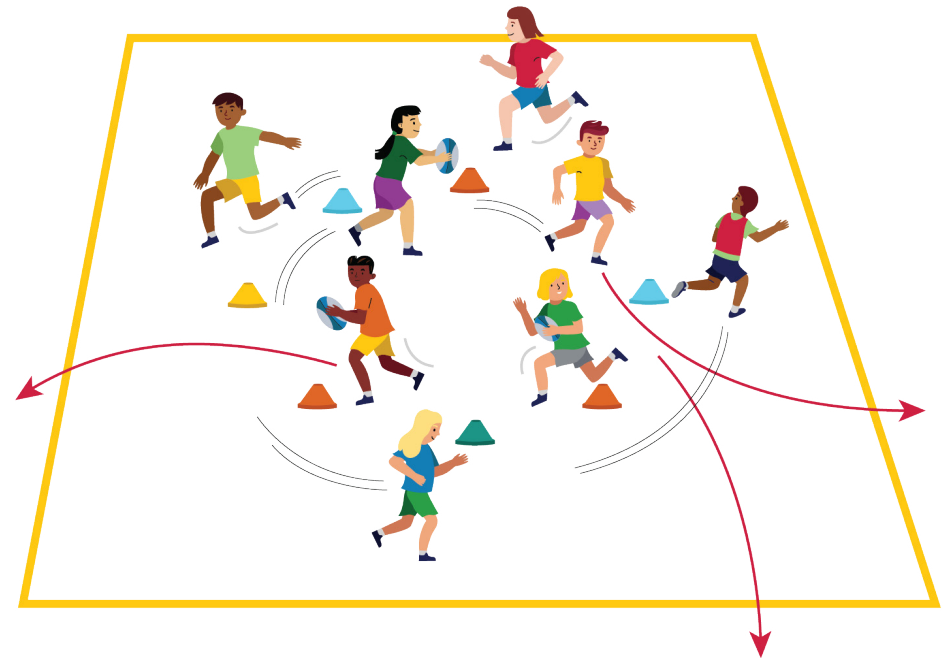
- Marker cones
- One football per attacker

CHANGE IT

- Attackers have one or 2 balls only and randomly pass to each other before they scatter. Two points are awarded to the team when an attacker carrying a ball makes it to a touch line untagged.

What to do

- Define the playing field with an inner circle and an outer boundary using marker cones, as shown.
- Divide students into teams of 4 to 6: attackers and defenders.
- Attackers each hold a ball and jog clockwise inside the defined circle.
- Defenders jog anticlockwise around the outside of the circle.
- When you call 'SCATTER!', all attackers run in any direction towards a touch line while the defenders chase them.
- One point is scored for each time an attacker gets to a touch line without getting tagged.
- Each team has 3 turns as attackers.
- Points are combined for the 3 rounds.
- The team with the highest score wins.



SPARE SQUARE

See the printable student self assessment on page 39.

SUMMARY

Three attackers on a square pass a football back and forth while a defender in the centre attempts to intercept the ball. Play in groups of 4.

Skill focus

- Movement
- Ball handling

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One football per attacker

CHANGE IT

- If a student passes the ball over shoulder height, they become the defender.

What to do

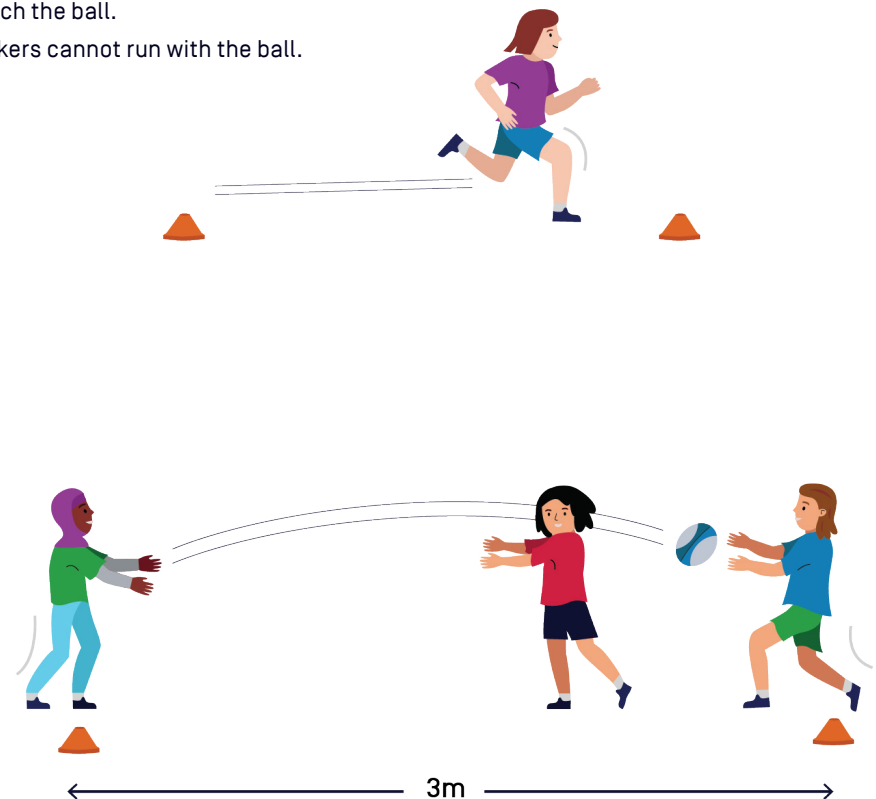
- Define the playing field using marker cones, with 3m x 3m squares.
- Divide students into groups of 4: 3 attackers and one defender.

Attackers

- 3 attackers stand at a marker and can only pass the ball to team mates next to them.
- Attackers can move to the spare marker to catch the ball.
- Attackers cannot run with the ball.

Defender

- The defender in the middle tries to intercept the ball or cause a fumble.
- When the ball is intercepted, the attacker who touched it last changes place with the defender.



GRID ISLAND

SUMMARY

Attackers pass footballs to team mates standing on Grid Island. Defenders surround the island and try to intercept or knock down the ball. Play with teams of 8 to 12.

Skill focus

- Movement
- Ball handling

Details

Skill development
15 minutes

Equipment

- Marker cones
- 2 footballs per group
- Bibs or sashes

CHANGE IT

- Change the number of balls played with.
- Change the type of ball used.
- Rotate outside and inside attackers after a set time.

What to do

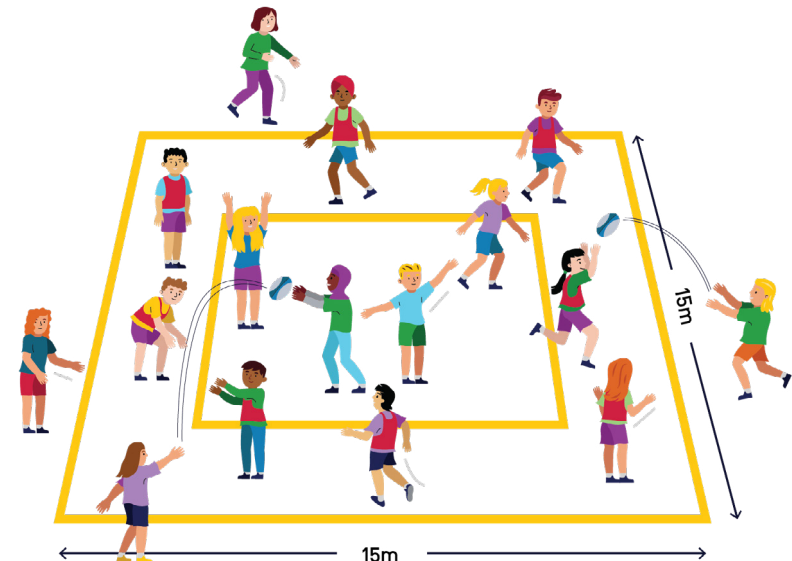
- Define the playing field using marker cones, with an island in the middle, as shown.
- Divide students into teams of 8 to 12: attackers and defenders.

Attackers

- Attackers wear bibs and have 2 balls.
- Half stand on Grid Island and the remaining half spread out around the outer area.
- On your call, attackers on the outer area throw the balls to their team mates on the island.
- If a team mate on the island catches a ball, a point is scored.
- The ball is then returned to the students in the outer area.

Defenders

- All defenders surround Grid Island and can move randomly in the area.
- Defenders attempt to knock the balls down or intercept them, only when they are being passed from the outside in.
- When 'Time!' is called, the attackers add up their points.
- When both teams have had a turn as attackers, the team with the most points is the winner.



TRICKY TRY LINES

SUMMARY

One at a time, attackers enter the playing area with a football and quickly choose one of two lines to run over before being tagged by a defender. Students change roles frequently. Play in groups of 8 to 12.

Skill focus

- Evasion (side step)
- Tag defence

Details

Skill development
15 minutes

Equipment

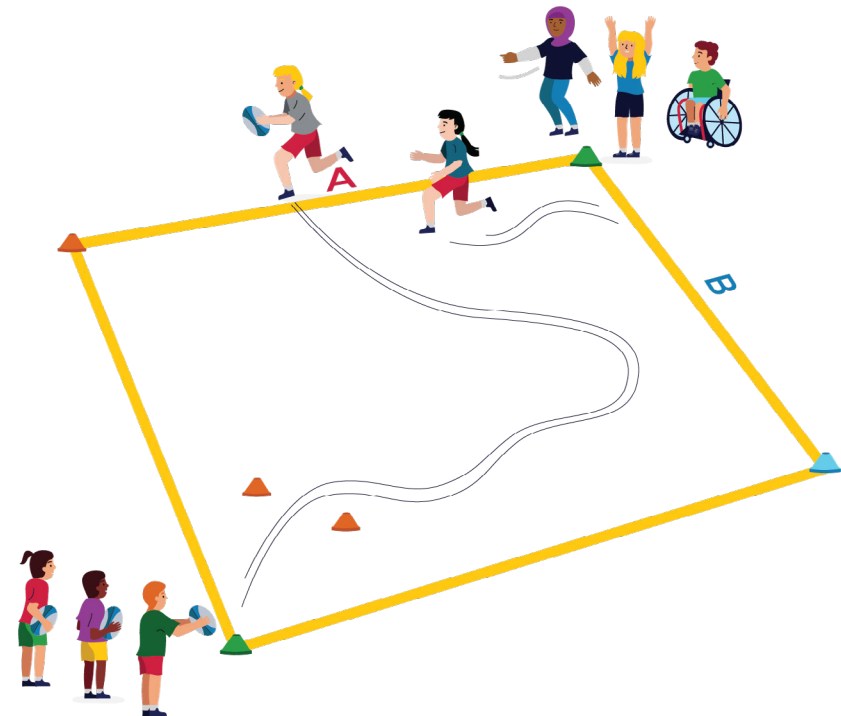
- One football per attacking student
- 6 marker cones

CHANGE IT

- Award students five points if they score a try by grounding the ball on or over the try line (even if they have been touched first).
- A feeder passes the ball to the attacker who then runs into the playing area.

What to do

- Organise students into two groups at diagonal points of the playing area.
- Attackers line up behind a marker with a ball each.
- A defender can only enter the playing area once an attacker has entered.
- Attackers try to score a point by running over a selected try line before being tagged by a defender.
- 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.
- Swap roles when all attackers have had a turn.



CIRCLE DODGEBALL

SUMMARY

Students in a circle roll footballs to tag students in the middle on the legs. Once contacted by a ball, the student joins the circle and attempts to eliminate remaining students. The last student left is the winner. Play in groups of 9 to 12.

Skill focus

- Ball handling
- Picking up a moving ball
- Evasion

Details

Finishing up
5 minutes

Equipment

- 2 to 4 footballs per game
- Team bibs or sashes in 3 colours [optional]
- Marker cones to define the circle [optional]

CHANGE IT

- Increase or decrease the size of the playing area.
- Use different sized and shaped balls to make it easier or harder to hit students.

What to do

- Form a circle with up to 12 students.
- Allocate each student a colour to form three different teams. For example, red, blue, green.
- Call 'Red!' to indicate the red team stand in the centre of the circle and move to avoid balls rolled by the green and blue teams on the circle.
- Once hit on the lower leg/foot with a ball, students must join the circle and try to hit the remaining student.
- The last student left in the middle is the winner.



LET'S SEE IT

SUMMARY

A practical, short and focussed demonstration of a skill or tactical play.

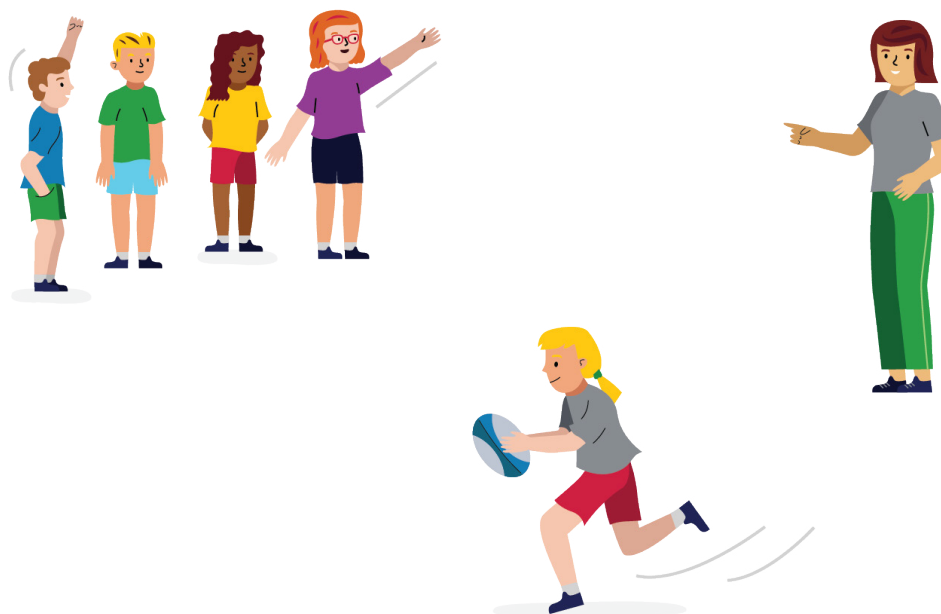
Details

Finishing up

5 minutes

What to do

- Who can show me how to hold the ball when performing a lineout throw?
- Where should you aim to throw the ball in a lineout throw?
- Who can tell me what it means to follow through with your arms after you have released the ball overhead?
- Why is it important to jump and catch the ball over your head in a lineout?



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- What are three things you should do when completing a pass?
- Which foot do you step forward with when throwing a pass backwards to a team mate?
- What are some of the things you did to be a respectful team member?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below



Always





















Sometimes



Rarely

Rugby union – Lesson 3 – Passing – Spare square

Movement skills	I can hold the ball with two hands when I try to pass the ball.			
	I look at the team mate I am passing to.			
	I can move into space to receive a pass from my team mate.			
Strategy and tactics	I am beginning to plan when I need to pass the ball.			
	I can run in support of the ball carrier.			
Personal and social responsibility	I respect others by including and listening to all people in my group.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that matches how you feel about each of the statements below



Always





















Sometimes



Rarely

Rugby union – Lesson 3 – Passing – Spare square

Movement skills	I hold the ball with two hands in front of my body when moving or passing.			
	I always look at the team mate I am passing to.			
	I can receive a pass in space and pass the ball with accuracy.			
Strategy and tactics	I can transition between moving to space, catching and passing without slowing down.			
	I can decide when to pass or run with the ball and pressure the ball carrier.			
Personal and social responsibility	I appreciate and provide encouraging comments to all people in my group.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To run with the ball and pass backwards, catch and kick while playing small-sided games.

To introduce and practise defending the ball carrier and intercepting passes.

To continue to try to improve movement skills and tactical decision making.

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Basketball court-sized space.

Equipment

- Marker cones
- One stopwatch
- 2 to 3 footballs per pair
- A variety of goals
- Bibs

Activities

[BACK-TO-BACK PASS](#)

[INTERCEPTOR](#)

[END TO END](#)

[PASS AND RUN](#)

[BEAT THE BALL](#)

[FREEZE FRAME](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

BACK-TO-BACK PASS

SUMMARY

In pairs, students are back-to-back and pass a ball to one another.

Skill focus

- Passing and catching

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per pair

CHANGE IT

- Change positions and the distance between pairs.
- Change partners.
- Change the direction of passing.
- Students develop new challenges for each other to try.
- Students can move their feet.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students stand back-to-back and explore different passes with the ball, which must completely change hands.
- Play for a set time or to a set number of passes.



INTERCEPTOR

SUMMARY

In groups of 3, 2 students pass to each other, avoiding interception.

Skill focus

- Movement
- Passing and catching

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- The interceptor must catch the ball.
- Change the type of pass.
- Create intercept-free zones for passers.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 3.
- The 2 passers try to keep possession of the ball.
- The interceptor tries to touch or catch the ball.
- Play for a set time or to a set number of points, with one point scored for each intercept.
- Rotate roles.



END-TO-END

SUMMARY

Students from 2 opposing teams are paired off and spread the length of the court. On your call, the student with the ball at one end passes to a team mate in the next zone. This continues until a goal is scored. Play with teams of 6.

Skill focus

- Movement
- Passing and catching

Details

Skill development
10 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- Students can pass forwards.
- Students can play in all zones.

What to do

- Define the playing field with a goal line at each end using marker cones.
- Divide students into teams of 6: attackers and defenders.
- Students are paired off from opposing teams and spread the length of the field.
- Attackers must pass backwards and may run with the ball.
- If an attacker is tagged, they must stop and play the ball.
- An attacker may run into one adjacent zone if they have possession of the ball.
- After entering another zone and passing or playing the ball, they must return to their original zone, and may not play outside their zone.
- A point is scored when a goal scorer grounds the ball over the try line.
- If the goal scorer is tagged before scoring a try, possession changes.
- The goal scorer may not act as a defender.



PASS AND RUN

SUMMARY

Runners run in parallel down opposite sides of the field, passing the ball to each other, avoiding interception. Play with teams of 8 or more.

Skill focus

- Movement
- Passing and catching

Details

Skill development
10 minutes

Equipment

- Marker cones
- 2 to 3 footballs per pair

CHANGE IT

- Allow grubber kicks.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 or more: runners and defenders.
- Arrange them as shown.
- Play for a set time or to an agreed number of points.

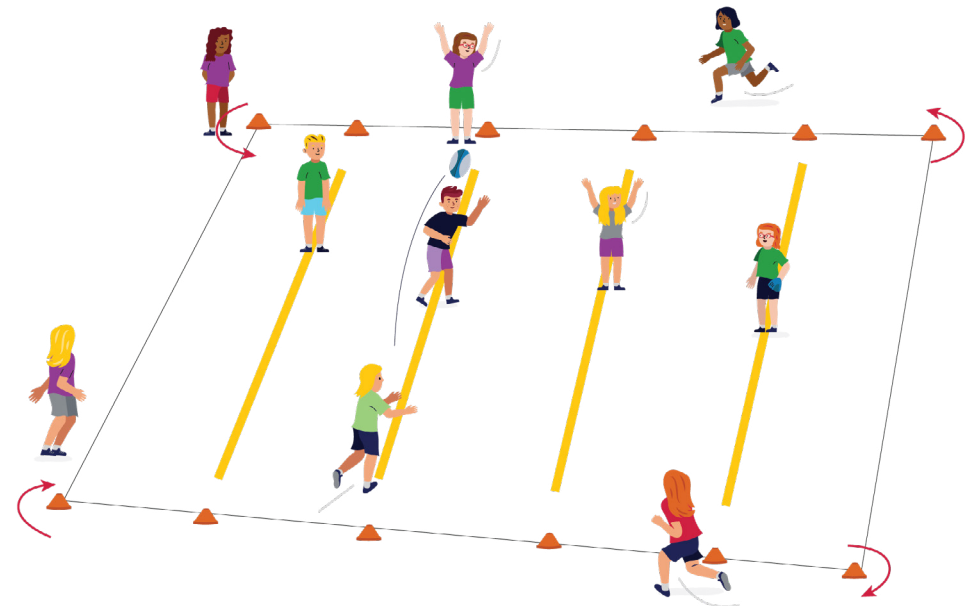
Runners

- Runners pass backwards only, catch and run with the ball to the other end of the field.
- They aim to score a try.

- They then jog around the outside back to the start.
- Start the second pair of runners as the first pair approaches the end of the field.

Defenders

- Defenders try to intercept without body contact.
- They can only move sideways along their line as shown.
- They return the ball to the nearest runner after intercepting.
- They score one point for each successful tag.



BEAT THE BALL

SUMMARY

Play with teams of 5 with a kicking team, a fielding team and 4 bases. A ball is kicked into the field. The kicker runs around the bases holding a ball while the fielders pass the ball around the bases in the opposite direction.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

- Marker cones
- 6 footballs per group
- 4 bases

What to do

- Define the playing field with 4 bases using marker cones.
- Divide students into teams of 5.
- The ball is kicked off a marker or drop punted.
- Fielders pass the ball clockwise around the bases using basic passes.
- All students in the kicking team run anti-clockwise around the bases while holding a ball each.
- Score a point for each kicker who beats the ball.

CHANGE IT

- Students can use standing grubber kicks.
- Change the rules, for example:
 - students score one point for each base reached
 - the kicker can run around bases more than once
 - fielders score a point for beating the kicker
 - the kicker is out if the ball is caught on the full.



FREEZE FRAME

SUMMARY

Students freeze while performing rugby union skills to demonstrate their learning.

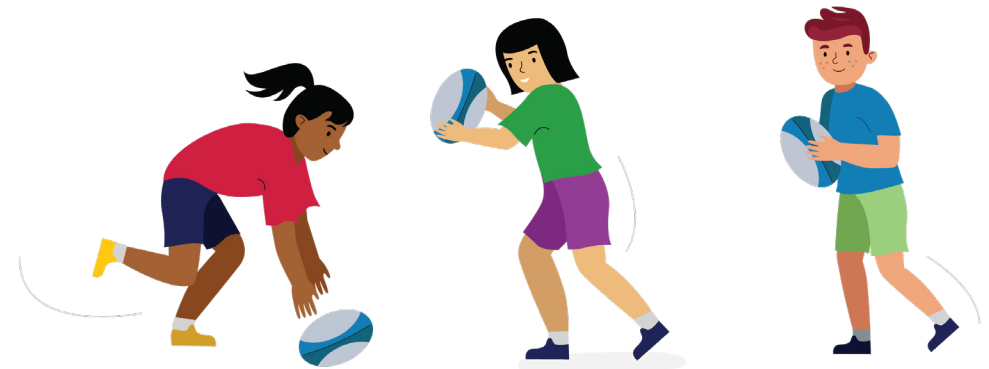
Details

Finishing up

5 minutes

What to do

- Ask students to perform:
 - passing
 - catching
 - kicking.
- Students perform the action until you call 'FREEZE!'
- Observe the students and provide feedback on their technique.



LET'S SEE IT

SUMMARY

A practical, short and focused demonstration of a skill or tactical play.

Details

Finishing up

5 minutes

What to do

- Have students seated where they can all see and hear you.
- Have individual students or groups be ready for a demonstration or one key skill or tactical play.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- What do you need to keep in mind when running with the ball and throwing a dummy pass or passing to a team mate?
- What did you enjoy about today's lesson?
- What challenged you today?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To refine and apply attacking and defending skills and tactics.

To introduce and practise the tap kick.

To get along with team mates and opponents.

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Basketball court-sized space.

Equipment

- Marker cones
- One stopwatch
- One football per student
- Bibs

Activities

LOOK OUT FOR OTHERS

TARGET RELAY

BUROINJIN

DEFENDERS ON THE LINE

FOUR CORNERS

WHAT DID YOU LIKE?

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

LOOK OUT FOR OTHERS

SUMMARY

Students run in random directions in a defined area.
Students are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Change the movement to:
 - walking
 - hopping
 - jogging
 - skipping
 - other.
- When you call 'FREEZE!', students have to balance – either one of their own choice or a nominated balance. Alter how long students hold the balances for.
- When you call a number, students quickly form groups of that size.
- When you call a number and body part, students come together with that part touching, such as '5 HANDS!'.

What to do

- Define the playing field using marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- On your call, students start running again.



TARGET RELAY

SUMMARY

In pairs, students kick a ball around the course, passing between each gate.

Skill focus

- Movement
- Kicking

Details

Warm-up
10 minutes

Equipment

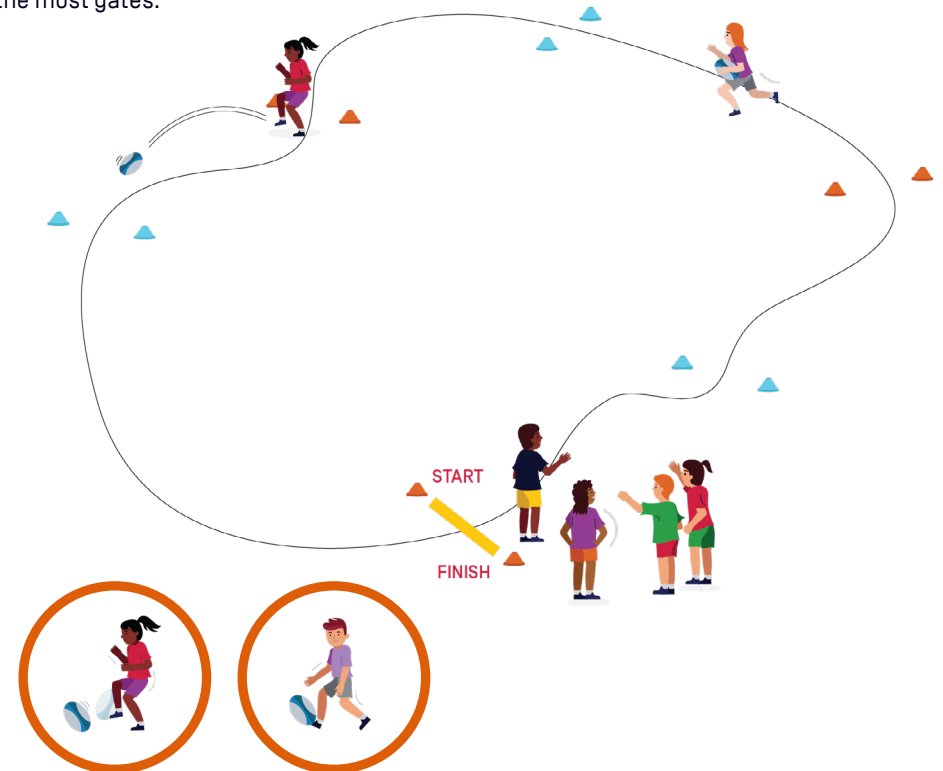
- Marker cones
- One football per student

CHANGE IT

- Change the type of ball used.

What to do

- Define the playing field with a number of gates using marker cones.
- Divide students into pairs.
- One student kicks the ball through the first gate.
- The second student runs alongside the ball, picks it up after it has passed through the gate and then kicks it through the next gate.
- Repeat this pattern through the course.
- Play for a set time.
- The winning team is the team that has passed through the most gates.



BUROINJIN

SUMMARY

Students pass the ball to one another in an attempt to run across a goal line and score a try, avoiding being intercepted or tagged. Play with teams of 3 to 6.

Buroinjin is a ball game that was played by the Kabi Kabi people in southern Queensland. The game was played with a ball made of kangaroo skin called buroinjin. The rules are simple, limited and easily understood which allows for a unique social cohesion to be formed through organised play. For those not taking part, spectating formed another important element, with onlookers marking their applause by calling, 'Eii, Eii!'

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- Add one or more 'wild card' students who can act as a defender or an attacker.
 - If a 'wild card' student receives the ball, they must pass to an attacker
 - Once they release the ball, they may become a defender again.
- Change the type of ball used.
- Students can kick.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 to 6: attackers and defenders.
- Play to a number of tags, points or for a set time.

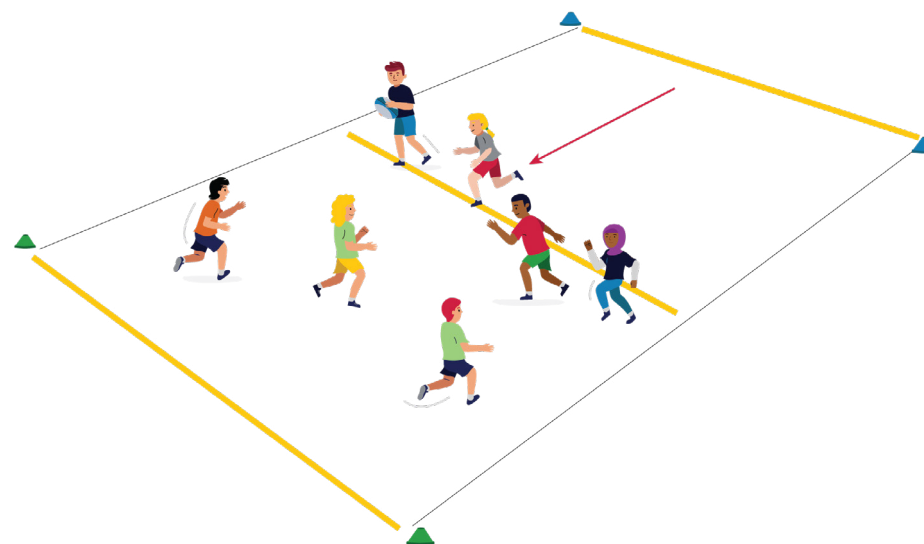
Attackers

- Start the game at the halfway mark.
- Attackers run and pass the ball with 6 basic passes before possession changes.

- If an attacker is touched by a defender while running with the ball, they must pass within 3 steps.
- If an attacker drops the ball, they can pick it up again provided they have not been touched.

Defenders

- Defenders call out 'touch' when they touch an attacker with the buroinjin.
- During a change of possession, defenders must stand back 3m until the pass is made.



DEFENDERS ON THE LINE

SUMMARY

Students aim to pass the ball over their try line in 3 minutes. Play with teams of 4.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

- Marker cones
- One football per student
- Bibs

CHANGE IT

- Change the type of ball used.
- Students can use grubber kicks.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4: attackers and defenders.
- Play starts with a tap kick.

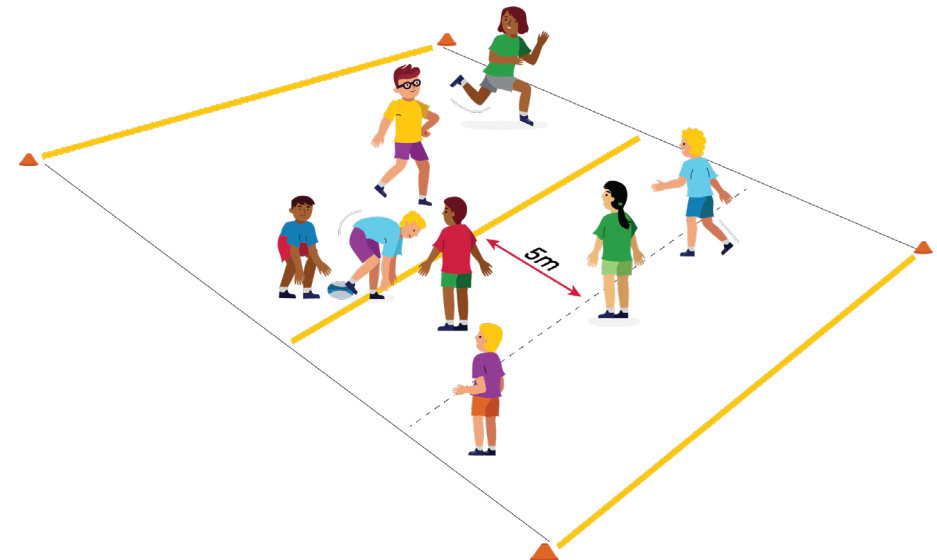
Attackers

- Attackers wear bibs.
- Attackers pass the ball and try to score a try.
- When tagged, attackers play the ball.

- There must be 2 backward passes after each play-the-ball.

Defenders

- Only one defender can mark the one playing the ball.
- Defenders cannot move for 3 seconds after each play-the-ball or until after the second backward pass has been made.
- Teams swap roles after 3 minutes.



FOUR CORNERS

SUMMARY

Students choose a corner to stand in and, as the game continues, must move to the middle.

Details

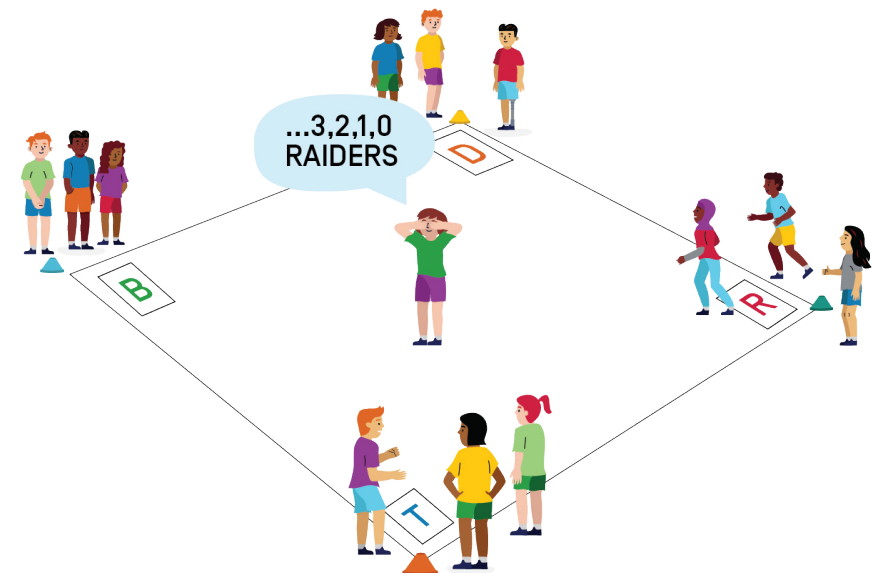
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Give names to each corner, such as Dragons, Raiders, Bulldogs, Titans.
- One student stands in the middle of the square with their eyes shut, counting down from 10.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
 - walking
 - hopping
 - skipping
 - other.
- When the counter gets to zero, they name one of the corners, such as Raiders.
- All students in that corner come into the middle and join in the counting.
- Continue until all students are in the middle.



WHAT DID YOU LIKE?

SUMMARY

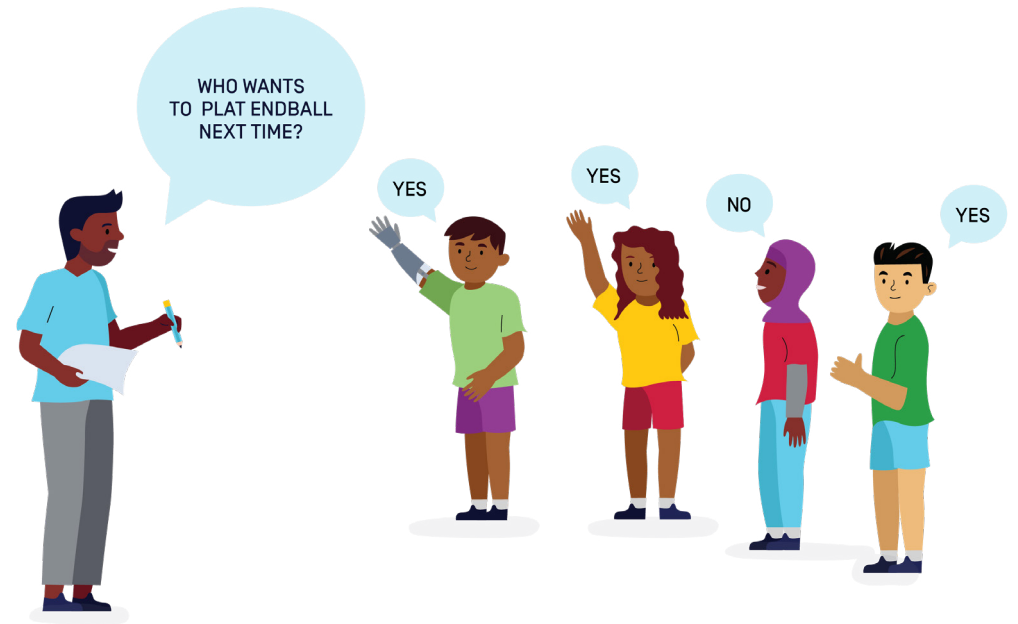
Ask students for feedback.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Ask students to answer the following questions:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Have students explain their answers.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- How is passing and catching the ball made more difficult when an opposing student defends you?
- What do you need to do for your team to keep possession when you have the rugby ball?
- What activity did you enjoy most in today's lesson?



LESSON 6

LESSON 6

LEARNING INTENTIONS

To provide an opportunity for students to apply their new rugby union skills in a range of modified team activities.

To continue to give your best effort when learning new and challenging movement skills and tactics.

To have students peer assess their passing skills while being defended (see the printable student peer assessment on page 69).

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Basketball court-sized space.

Equipment

- Marker cones
- One stopwatch
- One football per pair
- 2 targets
- Bibs

Activities

[PARTNER TAG](#)

[WARRIORS AND DRAGONS](#)

[D1 AND D2](#)

[BUROINJIN](#)

[LEFT OR RIGHT](#)

[VIDEO REF](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

PARTNER TAG

SUMMARY

Students are paired off. On your call, one student in each pair, the tagger, tries to tag their partner. Their partner uses different moves, such as leading and changing direction, to avoid being tagged.

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per pair

CHANGE IT

- Students can only move by:
 - hopping
 - jumping
 - other.
- Change partners.
- The student being chased tries to run to each boundary line before being tagged.
- Restrict mobility to equalise students with long walking steps followed by knee to chest.

What to do

- Define the playing field using marker cones.
- Divide students into pairs and allow pairs to decide which one is the tagger.
- On your call, the tagger counts to 5 to give their partner time to get away.
- Partners carry a football.
- When a student is tagged, roles swap – don't forget the count to 5!
- If space is restricted, or on the first occasion, restrict movement to a fast shuffle (with 2 feet on the ground).



WARRIORS AND DRAGONS

SUMMARY

One team, called Warriors, passes a ball to other Warriors and tries to tag another team called Dragons. If Dragons are tagged, they become Warriors. When all the Dragons are caught, the teams swap over.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Warm-up
10 minutes

Equipment

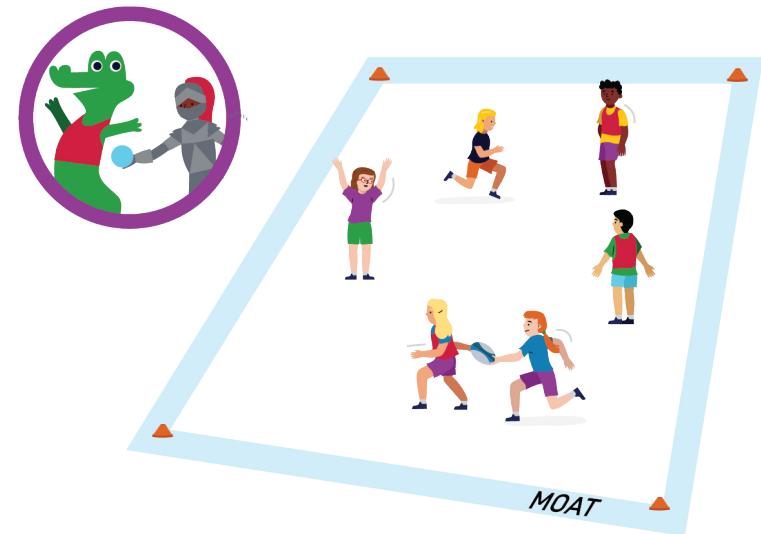
- Marker cones
- One football per group
- Bibs for the Dragons

CHANGE IT

- Play with uneven teams.
- Play with a second ball.
- Students cannot kick the ball.
- Students cannot run with the ball.

What to do

- Define the playing field using marker cones.
- Divide students into 2 even teams: Warriors and Dragons who wear bibs.
- Warriors use basic passes, grubber kicks and chip kicks to move around and try to tag Dragons.
- Warriors are not allowed to step with the ball or throw it at a Dragon.
- If Dragons are tagged, they become Warriors.
- When all the Dragons are caught, the teams swap over.



D1 AND D2

SUMMARY

Form 2 teams with a bin in a goal circle at each end. Students pass the ball until one team mate is near enough to a bin to pass or kick a goal. Play with teams of 4 to 6.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

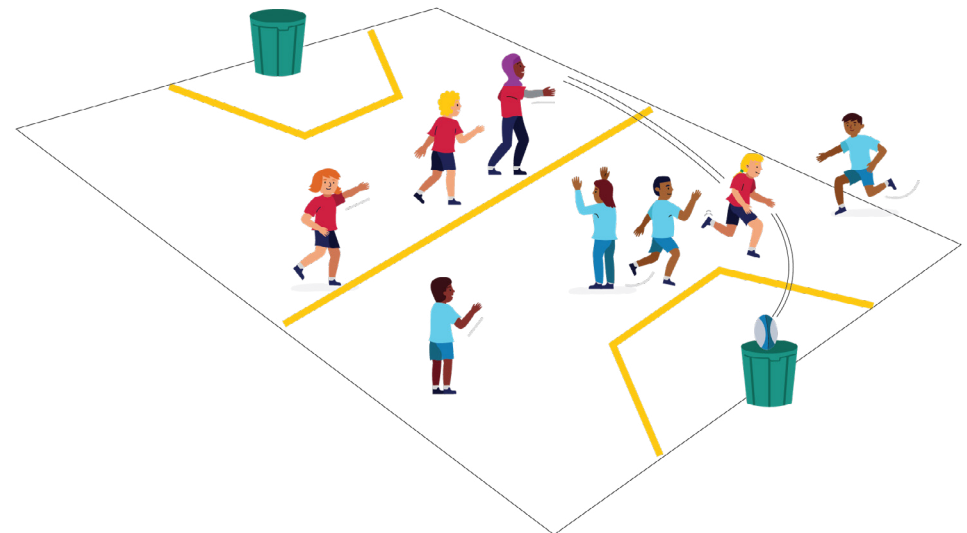
- Marker cones
- One football per group
- 2 targets such as bins

CHANGE IT

- Change the size of the playing area.
- Change the size or type of targets used.
- Change the size of the goal circles
- Change the type of ball used.
- Change the type of pass or kick.
- Students must pass immediately or within a set time.
- Add goal defenders.

What to do

- Define the playing field with a goal zone at each end using marker cones.
- Each goal zone has a target inside, as shown.
- Divide students into teams of 4 to 6.
- Play begins with a place kick from one team to the other.
- Team mates must be onside behind the kicker.
- Students use basic rugby union passes or kicks.
- Students must pass backwards only.
- There is no goal defender.
- When tagged, students play the ball.
- All team mates must touch the ball before having a shot at the target.



BUROINJIN

See the printable student peer assessment on page 69.

SUMMARY

Students pass the ball to one another in an attempt to run across a goal line and score a try, avoiding being intercepted or tagged. Play with teams of 4 to 8.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

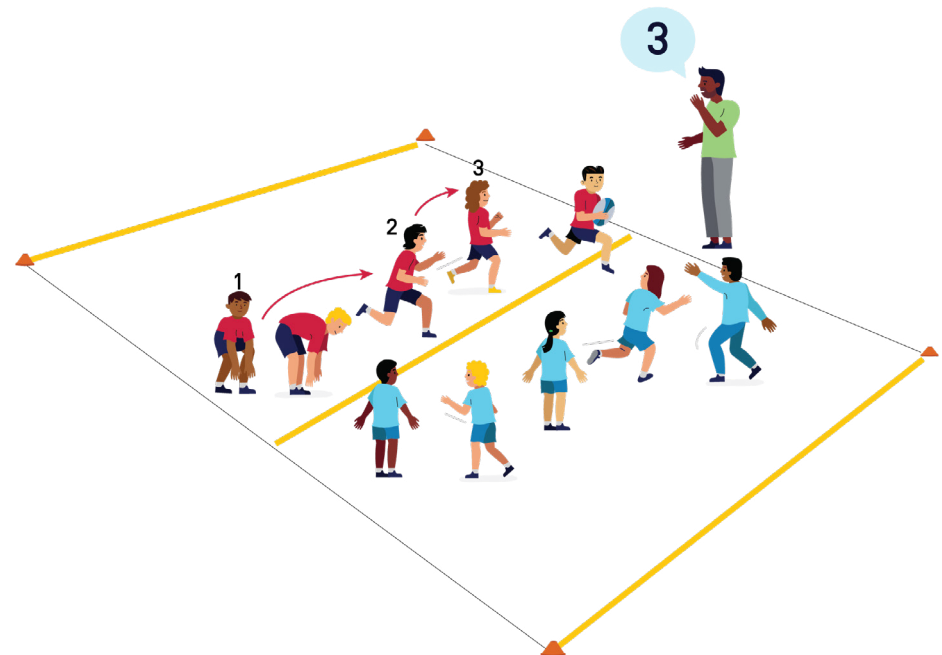
- Marker cones
- One football per group

CHANGE IT

- Change the size of the playing field.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4 to 8: attackers and defenders.
- Play to a number of tags, points or for a set time.
- Play begins with a tap kick.
- Attackers pass backwards only with basic passes and kick to advance the ball.
- Attackers play the ball when tagged.
- Attackers aim for at least one backward pass after the first play-the-ball, 2 backward passes after the second play-the-ball.
- Continue up to 6 play-the-balls.
- Attackers score one point for a try.
- Defenders cannot move for 3 seconds after the play-the-ball.



LEFT OR RIGHT

SUMMARY

Students lie on their backs and perform left or right limb movements following your call.

Details

Finishing up
5 minutes

Equipment

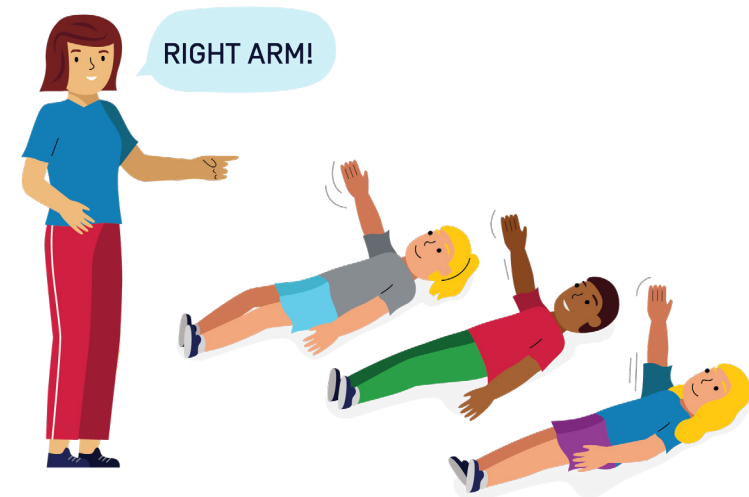
- Marker cones
- One football per group

CHANGE IT

- Have students repeat activities in slow motion to develop core strength and stability.
- Ask students to copy a student who is leading.

What to do

- Define the playing field using marker cones.
- Students lie on their backs and move their bodies as per your call, for example:
 - move right arm
 - move left leg
 - move right arm and left leg together
 - touch right hand to left knee.
- Repeat from different positions such as on the stomach or on the left side.



VIDEO REF

SUMMARY

Students mime specific sporting actions [running, passing, catching, kicking] in slow motion.

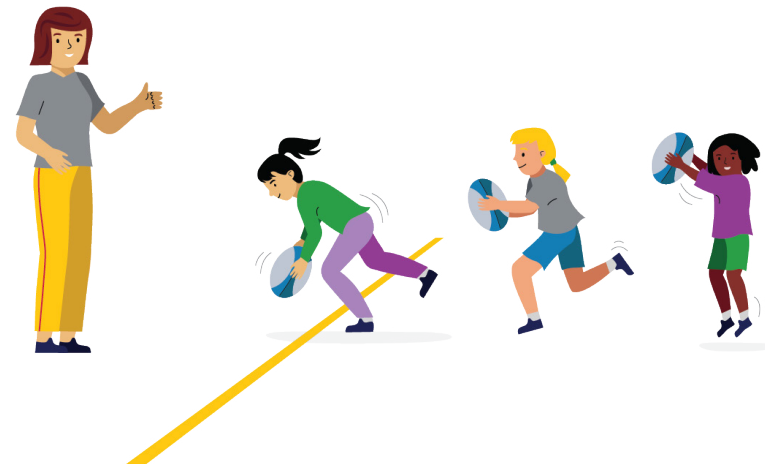
Details

Finishing up

5 minutes

What to do

- Make a TV square with your hands, as if asking for the video referee to review the play.
- Describe the scene, such as a student dodges a defender then breaks free and scores a try.
- Students then mime the scene in slow motion.
- Draw on an activity that has been played in this lesson.
- Ask students to choose a movement problem experienced during the session.
- Ask a student to explain what they are doing whilst performing the movement.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- What feedback was most useful when your partner assessed your passing?
- Was there anything that challenged you today?
- How did you feel before you came to PE? And how do you feel now?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus: Rugby union – passing while being defended – Lesson 6 – Buroinjin

Any areas for improvement?

Movement skills

Watch another student undertake multiple passes for 2 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Passes the ball using two hands.			
Passes the ball so it can be easily caught by a team mate.			
Passes the ball accurately over short distances.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Holds the ball in front of their body with thumbs on top and fingers underneath the ball.			
Can move the ball across the body with both hands and elbows slightly bent.			
Can release the ball following through with the hands pointing in the direction of the pass.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Unit focus: Rugby union – passing while being defended – Lesson 6 – Buroinjin

Any areas for improvement?

Movement skills

Watch another student undertake multiple passes for 2 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Passes the ball accurately using two hands.			
Passes the ball so it can be easily caught by a team mate.			
Passes the ball accurately over varying distances.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Holds the ball with two hands in front of their body and looks at the receiver when passing.			
Can move the ball across their body with both hands and elbows slightly bent.			
Can release the ball with a flick of the wrist or fingers to vary speed and accuracy of the pass.			
Can follow through with hands pointing in the direction of the pass.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To provide an opportunity for students to apply their new rugby union skills and strategies in a range of modified team activities.

To continue to persist when refining your movement skills and tactics.

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Approximately
30m x 30m per group
of 10 students.

Equipment

- Marker cones
- One stopwatch
- One football per student
- Bibs

Activities

RUN THE CIRCLE

THROW, THROW, THROW

RUNNERS V PASSERS

NO-GO

GREAT WORK

RELAXATION

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

RUN THE CIRCLE

SUMMARY

Students form a circle and the ball is passed from one to another after a play-the-ball. Play with groups of 6 or more.

Skill focus

- Movement
- Passing and catching

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- Play with 2 balls with students trying to overtake the ball in front.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 6 or more.
- Students form a circle.
- The student who receives the ball plays it to a dummy-half.
- The dummy-half passes to the student next to them in the circle.
- The student who played the ball runs behind the person next to them in the circle and becomes the next dummy-half.
- On your call, passing changes direction.



THROW, THROW, THROW

SUMMARY

In 2 teams, students throw balls over to the other side as quickly as possible.

Skill focus

- Passing
- Kicking

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Change the type of ball used.
- Students cannot kick.

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size.
- On your call, students use basic passes or grubber kicks to get their ball over a line in the direction of the opposing team.
- Play for a set time.
- After a set period, balls are counted to see who has the fewest.



RUNNERS V PASSERS

SUMMARY

Play with teams of 4 or more, with an attacking team and a defending team. The first attacker kicks the ball into the playing area and the entire team tries to run to a finish position before the defenders gather and pass the ball to each other.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- Students pass the ball or use standing grubber kicks to place the ball in the field.

What to do

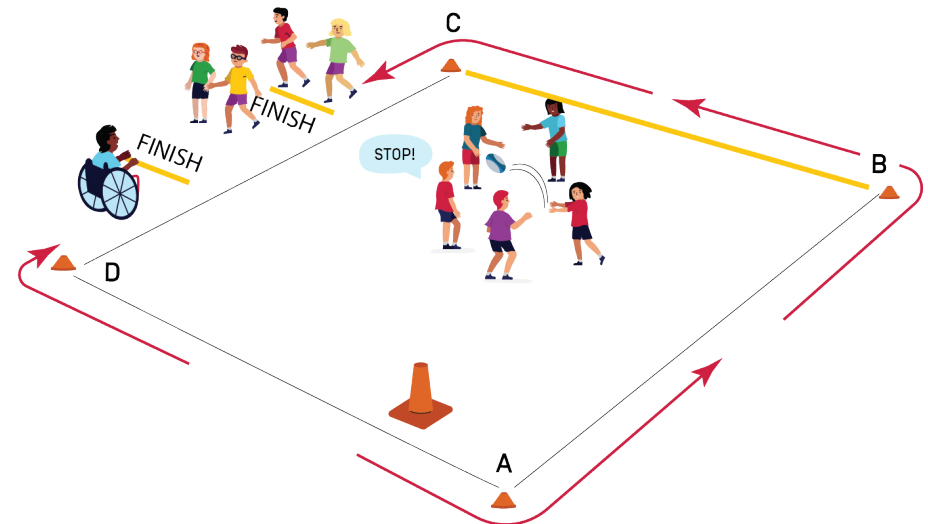
- Define the playing field using marker cones.
- Divide students into 2 teams of 4 or more: attackers and defenders.

Attackers

- The ball is kicked off a marker or punted.
- All kickers attempt to run as a group to the finish position before defenders call 'STOP!'.

Defenders

- Defenders pass the ball to everyone in their team using basic passes.
- Defenders must be at least 2m apart.
- The last defender to receive a pass calls 'STOP!'.
- The ball is passed to the next kicker.



NO-GO

SUMMARY

Students practise passing, catching and kicking the ball across a barrier. Play with teams of 4.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
20 minutes

Equipment

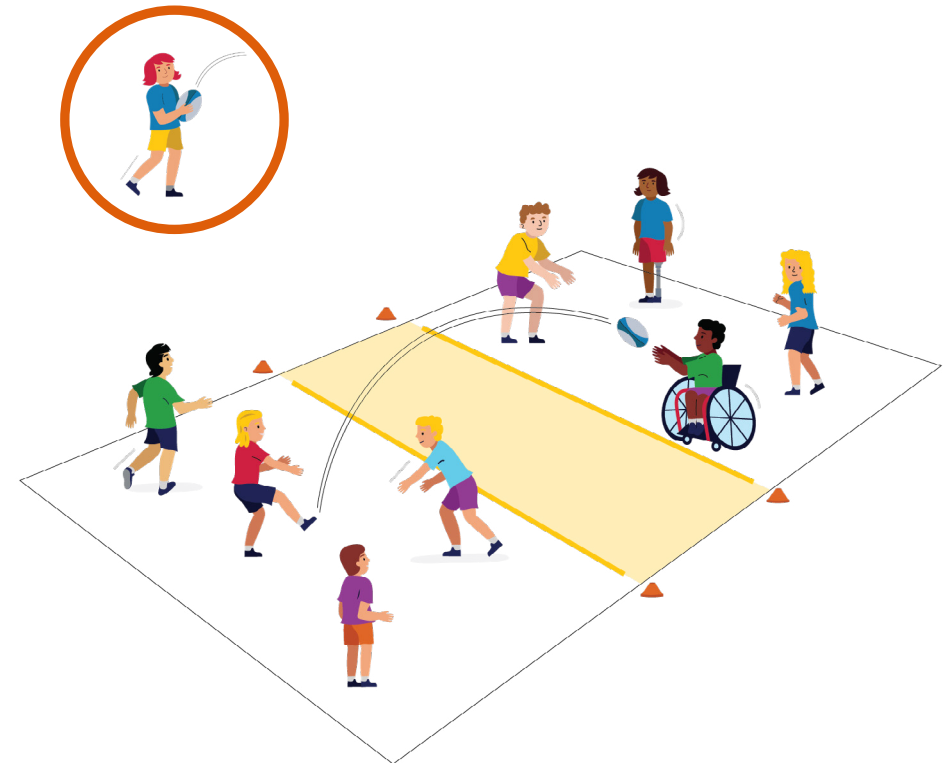
- Marker cones
- One football per group

CHANGE IT

- Students play the ball before the kick is taken.
- Change the type of ball used.
- Play with more than one ball.

What to do

- Define the playing field using marker cones with a no-go barrier.
- Divide students into teams of 4.
- Two teams are separated by a no-go barrier.
- The ball is kicked across the barrier.
- The ball can be passed around for up to 3 passes before a kick is taken.
- The opposing team must catch the ball and kick it back.
- Teams score points when:
 - the ball touches the ground twice on the opponent's side
 - the opponents send the ball out of field.
- Play to a set time or a set number of points.



GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up
5 minutes

What to do

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback.



RELAXATION

SUMMARY

Students concentrate on relaxed breathing and shifting this relaxation to different body parts.

Details

Finishing up

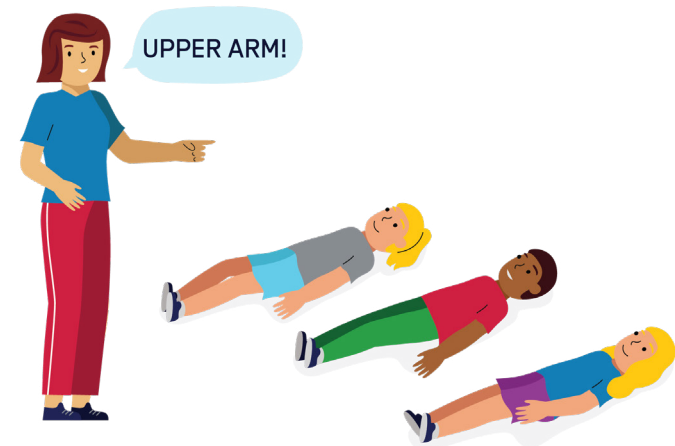
5 minutes

CHANGE IT

- Go outdoors. Instead of focusing on body parts, ask students to focus on parts of the environment they can see, feel, touch and smell.

What to do

- Guide students through shifting their awareness with relaxed breathing to body parts, starting on the right side.
- Then repeat on the left side.
- Ask reflection questions, for example:
 - How does focusing on your various body parts make you feel?
 - Ask students when and where else could you use this relaxation activity?



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- How could you and your team mates improve your ability to keep possession of the ball?
- What other games or sports do you have to learn to both attack and defend in?
- What did you do today to try your best?



LESSON 8

LESSON 8

LEARNING INTENTIONS

To provide an opportunity for students to apply their new rugby union skills in a range of modified team activities.

To respect the rules and the feelings of other students while playing the games during this lesson.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 88].

Skill focus

- Movement
- Passing and catching
- Kicking

Duration

60 minutes

Area

Volleyball court-sized space per group of 6 students.

Equipment

- Marker cones
- One stopwatch
- 2 footballs per student
- A variety of targets
- Bibs

Activities

KEEP THE BALL

BOMBARD

HIT 4 AND GO

HIT THE TARGET

STAY TUNED

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

KEEP THE BALL

SUMMARY

In 2 teams of 3, the attackers aim to make 5 passes between them without being intercepted by the defenders.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One football per group
- Bibs

CHANGE IT

- Play with uneven teams.
- Play for a set time with students trying to make the most number of passes.
- Students must pass immediately or within a set time.
- Students can kick.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3: attackers and defenders.

Attackers

- Attackers wear bibs.
- Attackers try to make 5 passes between team mates, then change possession.

- Travelling with the ball is limited to 2 steps.

Defenders

- If the defenders prevent 5 passes being made, they score one point and become the attacking team.



BOMBARD

SUMMARY

Students kick a football at a large target ball and try to move the target ball over the other team's goal line. Play with teams of 4 to 6.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Warm-up
10 minutes

Equipment

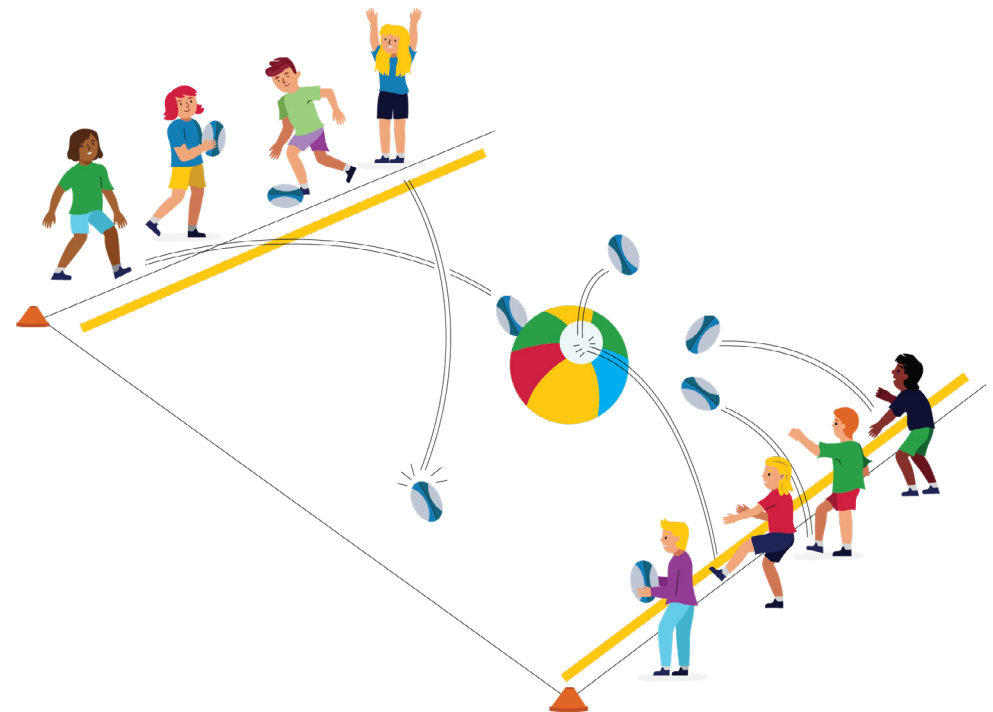
- Marker cones
- 2 footballs per student
- One large target ball per group

CHANGE IT

- Change the type of ball used.
- Change the number of balls each team has to throw or kick.
- Change the type of target ball.
- Students cannot kick.

What to do

- Define the playing field with a goal line at each end using marker cones.
- Divide students into teams of 4 to 6 with 2 teams facing each other and a large target ball in the centre.
- Students may roll, throw or kick their footballs at the target.
- Students use basic passes and grubber kicks.
- The goal is to move the target ball over the other team's goal line.
- Once all the balls have been thrown or kicked, you call 'STOP!' and all the balls are collected for another round.



HIT 4 AND GO

SUMMARY

An attacking student kicks 4 consecutive balls into the field and then runs between marker cones as many times as possible before defenders call 'STOP!'. Play with teams of 4 to 5.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
20 minutes

Equipment

- Marker cones
- 4 footballs per group
- One target per group

CHANGE IT

- Change the size of the no-go zone.
- Students cannot run with the ball. They must pass and kick to each other.

What to do

- Define the playing field with a no-go zone in the corner using marker cones.
- Inside the no-go zone is a target, such as a hoop or bin, as shown.
- Divide students into 2 teams of 4 to 5: attackers and defenders.

Attackers

- An attacking student kicks 4 consecutive balls into the field.
- They then run between marker cones as many times as possible before defenders call 'STOP!'.

Defenders

- Defenders must return all balls into the hoop or bin.
- Passes and kicks can only be taken outside a no-go area.
- Defenders receive bonus points if their pass or kick lands in the target on the full.
- Once all balls are in the target, defenders call 'STOP!'.



HIT THE TARGET

SUMMARY

Students score points by kicking a ball at the targets from a kicking line. Play with teams of 3 to 4.

Skill focus

- Movement
- Passing and catching
- Kicking

Details

Skill development
15 minutes

Equipment

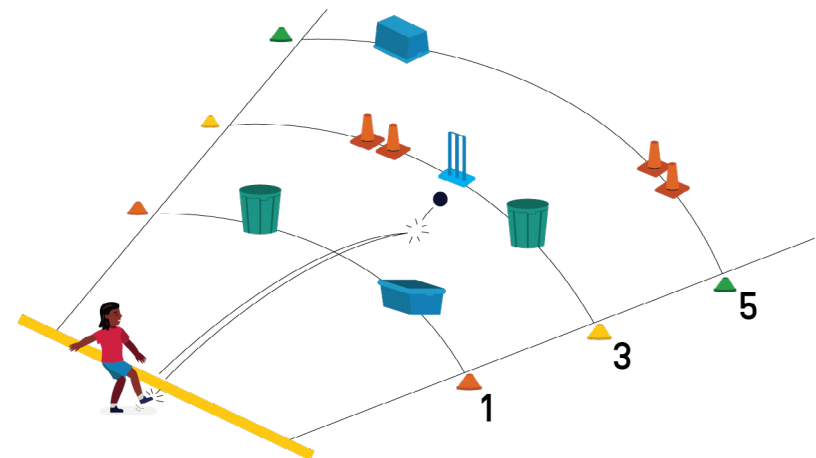
- Marker cones
- 2 to 3 footballs per group
- A variety of targets

CHANGE IT

- Change the distance between targets and the kicking line.

What to do

- Define the playing field using marker cones.
- Set up targets from a kicking line.
- Divide students into teams of 3 to 4.
- Students pass or kick a ball to hit or land in targets.
- Each student has a set number of attempts.
- Play is stopped to reposition targets that have been knocked over.



STAY TUNED

SUMMARY

This is your final opportunity to make short announcements and distribute handouts.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Distribute any information on key school dates and events.
- Make students aware of local opportunities to continue to participate in rugby union outside of this program.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- What rugby union skill and tactic do you think you have improved most?
- What rugby union skill and tactic are you going to continue to focus on?
- What was most fun when learning new rugby union skills?



RUGBY UNION ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student cannot apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student can apply most rules of games to promote fair play when participating in and designing physical activities.	The student can apply the rules of games respectfully to promote fair play when participating in and designing physical activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can pass, catch, kick and move around the pitch but is yet to apply these skills in games and activities.	The student can pass, catch, kick and move around the pitch and apply these skills in most games and activities during lessons.	The student can pass, catch, kick and move around the pitch and apply and adapts these skills in each game and activity during lessons.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student rarely applies and adapts movement strategies to achieve movement outcomes to improve their performance.	The student can apply and adapt movement strategies to achieve movement outcomes to improve their performance.	The student can transfer a range of movement strategies from other invasion games to achieve movement outcomes to improve their performance.

RUGBY UNION ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	At times, the student can participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student displays the ability to participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities in challenging situations.
Movement skill development	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student experiences difficulty when adapting and modifying movement skills of catching, passing, kicking and scoring a try in rugby union or similar activities.	The student can adapt and modify the movement skills of catching, passing, kicking and scoring a try in rugby union in a variety of activities.	The student can adapt, modify and transfer the movement skills of catching, passing, kicking and scoring a try in rugby union and other invasion games.
Strategy and tactical development	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student struggles to transfer familiar movement strategies to different movement situations in rugby union.	The student regularly transfers familiar movement strategies to different movement situations in rugby union.	The student always transfers familiar movement strategies to different movement situations in rugby union and other invasion games.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about rugby union?

Sharing information with parents is a great way to encourage students to join a community club. Rugby Australia has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach rugby union

Did you enjoy teaching rugby union?
Are you interested in coaching?

Visit australia.rugby/participate/coach



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts

PD3-10

Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM104

Apply basic rules and scoring systems, and demonstrate fair play when participating

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

VCHPEM117

Propose and apply movement concepts and strategies

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>