



Australian Government  
Australian Sports Commission



# Rugby League lesson plans

Eight curriculum-aligned 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 the National Rugby League to develop 8 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 league 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 league.

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 league accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of students. 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.
- 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.

## 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.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- All activities are non-contact and tackling is not permitted.
- Do not allow students to dive for a try.



## 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 league. 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
---------------	---------------

At any year or band level, students are likely to demonstrate considerable differences in the fundamental movement skills 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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>



## 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 LEAGUE

## RULES

### Summary

Modified rugby league is a version of the game suitable for primary school-aged children. The game is played by the following rules:

- Opposing teams line up 5m apart facing each other.
- The game starts with a place kick.
- The attacking team has possession of the ball and the defending team forms a line across the field to stop them advancing.
- The student in possession can run with the ball, pass the ball backwards only or kick it.
- The defending team tries to intercept by tagging them.
- When a student is tagged, they must play the ball to a team mate and the defenders must stand back 5m until the ball is played.
- Defenders may not move forward until the first receiver catches the ball.
- After 6 tags, possession changes.
- A try is scored when the ball is grounded with downward pressure and control over a try line.
- After a try is scored, a place kick restarts the game.
- A try is worth 4 points.
- After a penalty, a tap kick (which is called a free kick restart) is used to restart play.

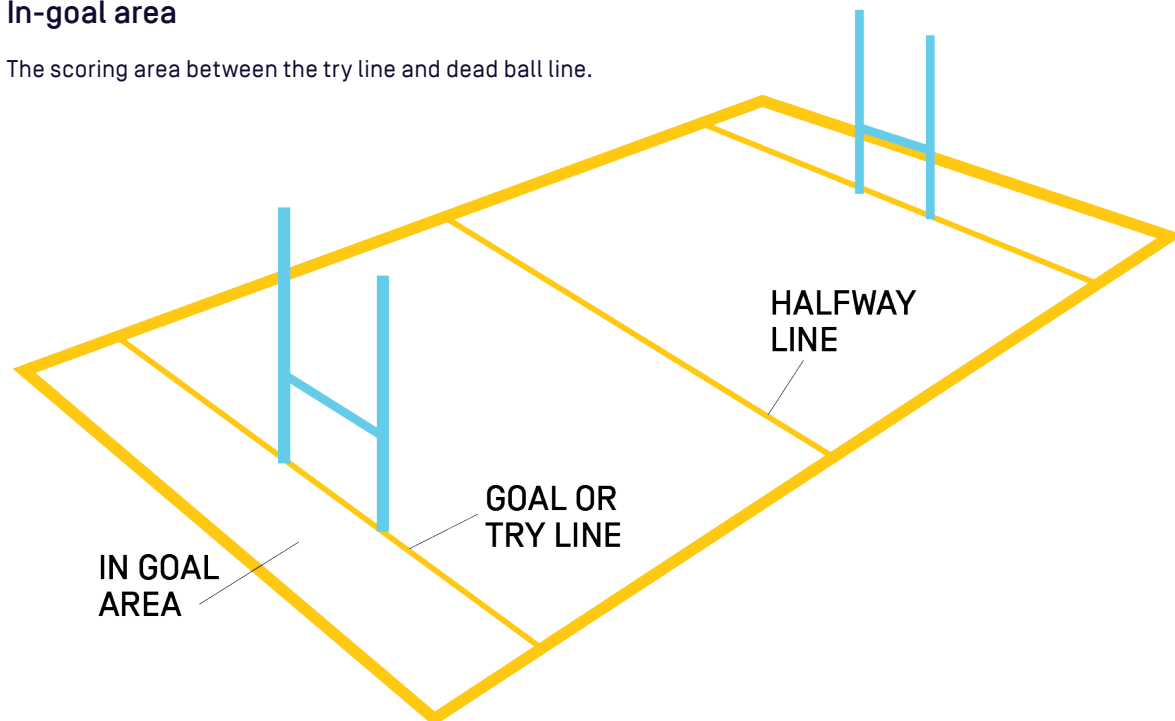
## PLAYING FIELD

### Field

The field is rectangular with a try line and goal posts at each end and a halfway line in the middle.

### In-goal area

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



# GETTING STARTED

## EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- size 4 footballs
- a variety of targets and goals
  - buckets
  - hoops
  - bases
  - bins
  - cricket wickets
  - large beach ball
- tape or chalk
- bibs or sashes.

# BASIC SKILLS

## MOVEMENT

Movement in rugby league involves:  
running with the ball, dodging and playing the ball.

Coach your students through the following movements:

### Running

When running with the ball, students:

- spread their fingers across the seam.
- carry it with 2 hands, holding it like a hamburger.



Running with the ball

### Dodging

When dodging, students:

- run straight towards the defender.
- change direction suddenly.
- move the ball to the outside arm, furthest away from the defender.
- brace the ball under the arm.



Dodging

## Playing the ball

To play the ball, students:

- first make sure the dummy-half (the student receiving the ball) is in position behind them
- place the ball on the ground and roll it with a foot to the dummy-half.

The dummy-half then passes the ball backwards to the first receiver.



Dummy-half

Marker

## PASSING AND CATCHING

Passing and catching in rugby league involves: basic pass, dummy pass and catching.

Coach your students through the following movements:

### Basic pass

To perform a basic pass, students:

- use 2 hands and look at the intended receiver
- swing the hands through an arc, keeping the elbows close to the body
- release the ball with a flick of the wrists and fingers
- bend the knees and stay low when passing from the ground.



Basic pass



Dummy pass

### Dummy pass

To perform a dummy pass, students pretend to pass to a team mate then continue onwards, still with the ball.

### Catching

To catch the ball from a basic pass, students:

- hold arms up and out in a cradle form
- hold both hands up like a target
- form a letter 'W' with fingers and thumb.

When catching a high ball, students catch the ball between the arms and chest.



Catching

## KICKING

Kicking in rugby league involves: tap kick, drop punt, chip kick, grubber kick and place kick

Coach your students through the following movements:

- Guide the ball onto their foot, using their kicking-side hand, with their arm extended.
- The hand on the kicking side is the last to leave the ball.

### Tap kick

To perform a tap kick, students:

- place the ball on the ground
- release it
- gently tap the ball with their foot
- pick up and run with the ball or pass it.

### Drop punt

To perform a drop punt, students:

- drop the ball from the hands and kick it on the full
- keep watching the ball until the kick is finished.

### Chip kick

To perform a chip kick, students:

- drop the ball onto the foot in an almost vertical position
- kick the ball with a straight leg into the air so it travels a short way.

### Grubber kick

To perform a grubber kick, students:

- drop the ball onto the foot in a horizontal position
- kick the ball with the foot close to the ground and with a bent knee
- kick the top part of the ball so it travels down into the ground.

### Place kick

To perform a place kick, students:

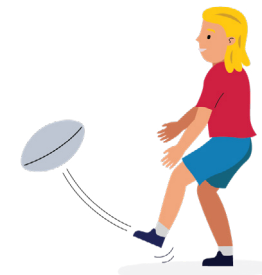
- place the ball on the ground in the centre of the halfway line
- kick it at least 10m to the opposing team.



Tap kick



Grubber kick



Drop punt



Place kick



Chip kick

# LESSON 1

# LESSON 1

## LEARNING INTENTIONS

To introduce the movement skills of passing, dodging and playing the ball.

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

To show respect towards team mates and opponents.

### Skill focus

- Movement
- Passing and catching

### Duration

60 minutes

### Area

Area the size of a netball or volleyball court.

### Equipment

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

### Activities

TUNNEL AND LAPS

STORK TAG

FORM A GROUP

GET THE BEAN BAG

4 SQUARE

WHAT'S AHEAD?

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# TUNNEL AND LAPS

## SUMMARY

A striker scores points by throwing a ball and running around team mates who are standing shoulder-to-shoulder. At the same time, the fielders make a tunnel to roll the ball through. Play with teams of 8 or more.

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One football per group

### CHANGE IT

- Change the type of ball used.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 or more: strikers and fielders.
- Teams go to positions as shown.

#### Strikers

- The striker throws a football into the field and runs around the team as many times as possible until a fielder calls, 'STOP!'

#### Fielders

- Fielders line up behind the student who fields the ball.
- They form a tunnel with legs apart.
- The original fielder rolls the ball through the tunnel.
- The last person in the tunnel gathers the ball, runs to the front and calls, 'STOP!'





# STORK TAG

## SUMMARY

Taggers chase runners. If runners are tagged, they freeze with their ball between their feet, until freed by a fellow runner by exchanging a basic pass. Play with 8 or more.

### Skill focus

- Movement
- Passing and catching

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One football per student
- Bibs

## CHANGE IT

- Change the type of pass.
- Change the 'freeze' position such as sitting with legs tucked and off the ground.
- Use tag-free zones and allow different amounts of time on the zone.
- Both runner and stork have to successfully throw and catch their football for the stork to be freed.

## What to do

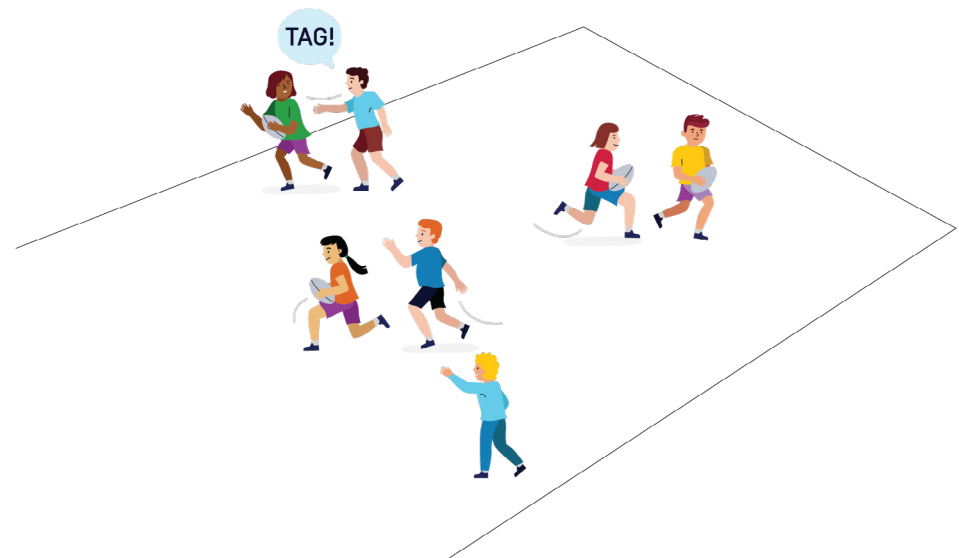
- Define the playing field using marker cones.
- Divide students into teams of 8 or more: taggers and runners.

### Taggers

- Start with 2 or more taggers who are wearing bibs.
- Taggers chase runners and try to tag them.

### Runners

- All runners carry a football.
- Runners who have been tagged must freeze on the spot and place their ball between their feet.
- Frozen runners can be freed by catching a basic pass from another student.
- The game stops after a set time or when all the runners are tagged.



# FORM A GROUP

## SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size. Finish with teams of 6.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- Students must form groups with new people each round.
- Students run to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Play with music. While the music plays, students move around. When the music stops, students form a group.

### What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
  - running
  - hopping
  - fast walking
  - other.
- Each round, have students form groups of various sizes.

#### GROUPS OF 3



# GET THE BEAN BAG

## SUMMARY

Students run to the other side to steal one ball at a time, running it back to their home base. Play with teams of 6 or more.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- 3 footballs per student

## CHANGE IT

- Play for a set time.
- Give a bonus point to the team that scores the first individual 5 points.
- Change the size of the playing area.
- Freeze-frame the activity to provide students the opportunity to discuss strategies for stealing the balls.
- Play with a 'no guarding' rule where students cannot stand in front of their balls.

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 6 or more.
- Students start on opposite ends of the playing field with 3 balls each.
- On your call, students start running to the opposite side to steal one ball at a time, running it back to their home base.
- Balls cannot be stolen if the owner is standing there.
- The first student to accumulate 5 balls wins.
- This can be played in teams with all the students on one end as a team.
  - When any one student collects 5 balls, the game stops.
  - All the balls on that side are tallied and the side with the most is the winner.



# 4 SQUARE

## SUMMARY

Attackers pass the ball to team mates in different zones, trying to avoid interception to score a try.  
Play with 2 teams of 8.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
15 minutes

### Equipment

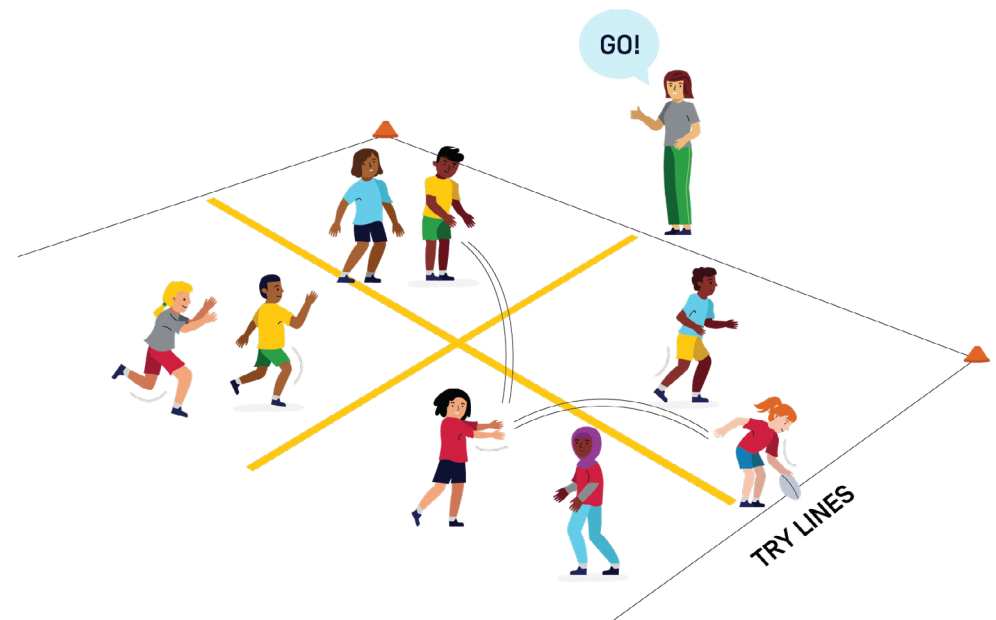
- Marker cones
- One football per group
- Bibs

## CHANGE IT

- Change the type of pass such as a left-side or right-side basic pass.
- Students don't have to ground the ball for a try. They score by running it across the goal line.
- Taggers run with one hand behind their back.
- Set a number of passes that must be made before a try may be scored.

## What to do

- Define the playing field into 4 with a try line at each end using marker cones.
- Divide students into 2 teams of 8: attackers and defenders.
- Both teams have a student go into and stay in each square.
- On your call, the attacking team starts passing between each other to score a try.
- If an attacker is tagged, possession changes through the tagged student playing the ball to the opposition student.
- If the defending team catches the ball or knocks it out of play, they take possession.
- All students can run with the ball but must stay in their square.
- If one team is dominating, you call, 'PLAY THE BALL!' to change possession.



## WHAT'S AHEAD?

### SUMMARY

Provide a brief explanation about the lessons to come.

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#### Details

Finishing up  
5 minutes

#### What to do

- Have students seated where they can all see and hear you.
- Share information about what to expect next time.
- Allow questions.



# WHAT DID YOU LEARN?

## SUMMARY

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

### Details

5 minutes

## What to do

In pairs, students discuss:

- How could you increase the distance when you pass the ball?
- How could you improve your speed when running with the ball? What other sports or games do you run with the ball in?

Ask the class:

- What did you enjoy in today's lesson?



# LESSON 2

# LESSON 2

## LEARNING INTENTIONS

To practise ballhandling and passing skills.

To introduce the skill of kicking the rugby ball.

To cooperate respectfully with team mates and opponents.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

Area the size of a basketball court.

### Equipment

- Marker cones
- One stopwatch
- 2 footballs per pair
- One target

### Activities

#### NAMES

ON-COURT, OFF-COURT,  
RAPID PASS

HOW MANY BEAN BAGS?

PAIRS PASSING

BEAT THE BUCKET

VIDEO REF

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)



# NAMES

## SUMMARY

Students in a circle pass a ball to other students in the circle. An interceptor inside the circle tries to intercept. Only the interceptor can move. Play with groups of 6 to 8.

### Skill focus

- Passing and catching

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One football per group

## What to do

- Define the playing field using marker cones.
- Divide students into groups of 6 to 8.
- Each group, except for one interceptor, forms a circle.
- Students in the circles can't move and use basic passes to pass the ball to each other, calling out the name of the receiver.
- The interceptor tries to take possession and if successful, changes place with the passer.
- If no interception, rotate the interceptor after 4 throws.



## CHANGE IT

- You call out the names.
- Use names of NRL teams.
- Change the type of pass.
- Change the number of interceptors.
- Students must pass immediately or within a set time.
- The interceptor must stand at least 1m from the thrower.
- Bonus — if passing to the student on either side is allowed and the ball is intercepted, this could give the interceptor a credit of one false call when in the throwing role.

# ON-COURT, OFF-COURT RAPID PASS

## SUMMARY

In teams of 8 or more, students practise passing and catching and avoiding being tagged.

### Skill focus

- Movement
- Passing and catching

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One football per pair

## CHANGE IT

- Create tag-free zones.
- Change the number of taggers.
- Change the type of pass.
- On your call, 'FREEZE!', taggers have to stand on the spot until you call, 'UNFREEZE!'.
- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping.

## What to do

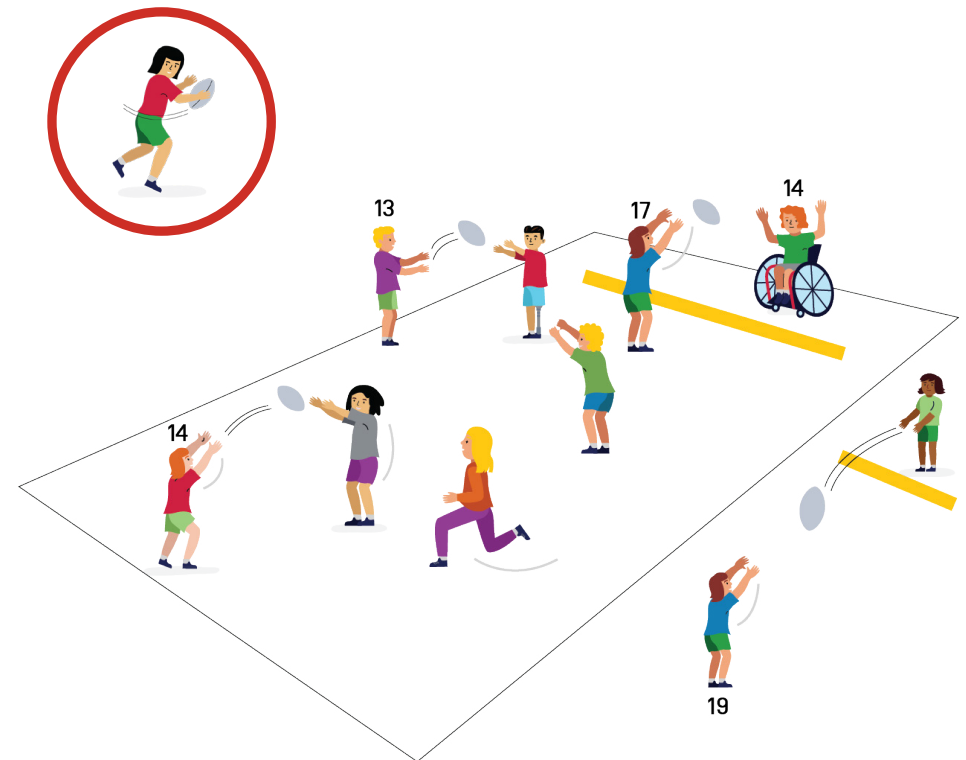
- Define the playing field using marker cones.
- Divide students into groups of 8 or more: 6 on-court students and 2 off-court students.
- Play for a set time, then change roles.
- 2 other students are taggers who try to tag a passer with the ball.
- If tagged, passers lose 2 points.

### Off-court students

- 2 students pass the ball to each other trying to reach a record total.

### On-court students

- 4 students pass the ball around, trying to receive as many passes as possible.



# HOW MANY BEAN BAGS?

## SUMMARY

In pairs, one student runs to a central point, collects a ball, passes it to their team mate at base and tags the next student. The aim is to collect the most number of balls.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
15 minutes

### Equipment

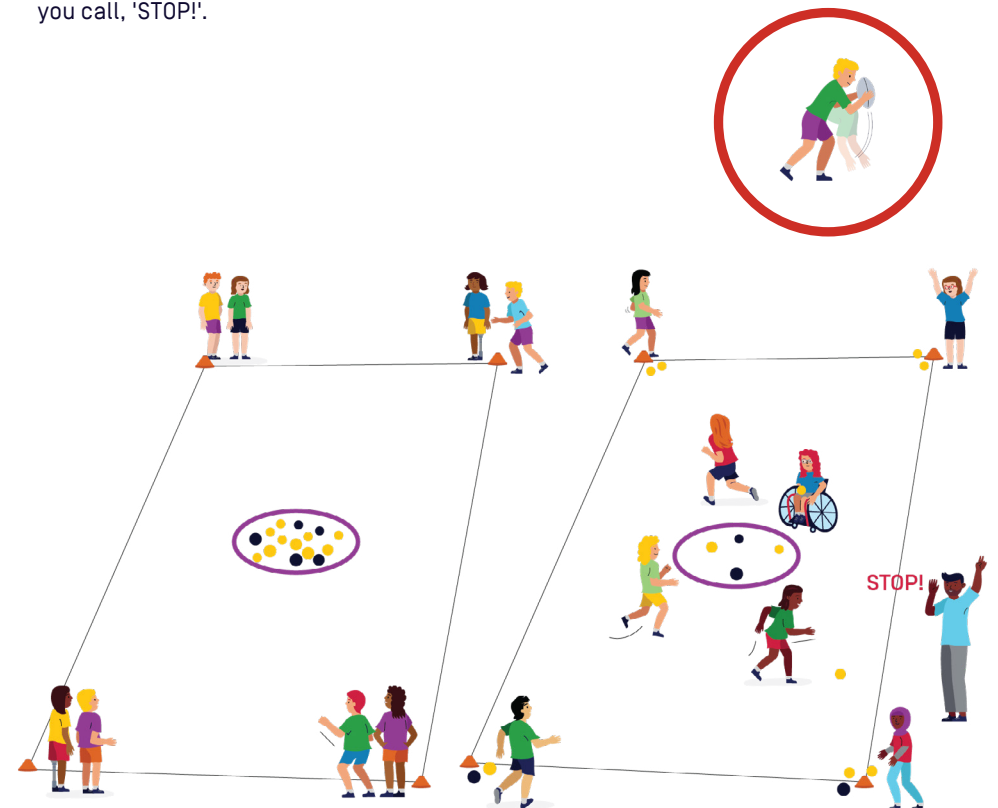
- Marker cones
- 2 to 3 footballs per pair

### CHANGE IT

- Change the way of holding the ball such as carrying it under the armpit or above the head.
- Students do a fun activity before returning to home base such as doing a figure of 8 with the ball between the legs.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student runs to a central point, collects a ball, runs back and passes to their team mate who then takes their turn.
- Use basic passes and pass from the ground.
- Play for a set time.
- The aim is to collect the most balls.
- When all the balls have been removed from the centre, you call, 'STOP!'.



# PAIRS PASSING

## SUMMARY

In pairs, students practise a basic pass to try and score a try.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- Stopwatch
- One football per pair

## What to do

- Define the playing field with a try line at both ends using marker cones.
- Divide students into pairs.
- On your call, pairs must run and pass the ball to one another to score a try at either end.
- Play for 30 seconds.
- On your call, the student with the ball moves to form a new pair.
- Play starts again.



## CHANGE IT

- Students must run and pass through 2 to 4 gates before scoring a try.
- Students use left-side or right-side only basic passes or grubber kicks.

# BEAT THE BUCKET

## SUMMARY

The attacker kicks 3 balls into the field and then attempts to run around 4 markers before the defenders place all 3 balls in a bucket and call 'STOP!'. Play in groups of 6 or 7 with one attacker and 5 to 6 defenders.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- Stopwatch
- 3 footballs per group

## CHANGE IT

- Change the distance between bases.

## What to do

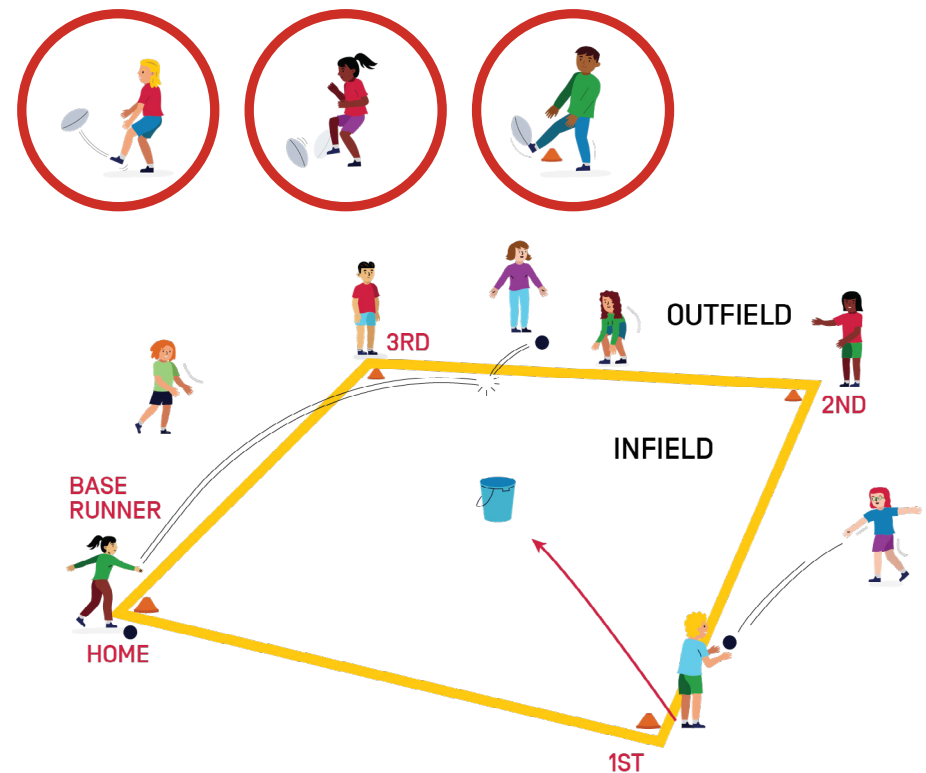
- Define the playing field with 4 bases and a bucket using marker cones.
- Divide students into groups of 6 or 7.
- The attacker changes places with someone in the field and play restarts at home base.

### Attacker

- The attacker kicks 3 balls into the field, alternating legs with each kick.
- The attacker runs to first base as soon as the third ball is kicked and continues on until a fielder calls 'STOP!'.

### Defenders

- Defenders gather balls, use a basic pass to pass the ball and run them to the bucket.
- When all 3 balls have been returned, a fielder calls 'STOP!'.



## 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

5 minutes

## What to do

In pairs, students discuss:

- 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?

Ask the class:

- How did you show respect to your classmates today?



# LESSON 3



# LESSON 3

## LEARNING INTENTIONS

To practise ballhandling skills of passing and catching while stationary and on the run.

To introduce and practise intercepting the ball.  
For students to self assess their passing skills [see the student self assessment tool on page 42 and 43].

### Skill focus

- Movement
- Passing and catching

### Duration

60 minutes

### Area

Area the size of a netball court

### Equipment

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

### Activities

BASE RUN

BOUNDARY PASS

5-POINT PLAYER

FIND THE GOAL LINE

PUPPETEER

GREAT WORK

WHAT DID YOU LEARN?

### Links to curriculum

Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# BASE RUN

## SUMMARY

The attacker tries to reach a goal at either end of a playing area without getting tagged with 2 defenders with the ball.

### Skill focus

- Movement
- Passing and catching

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One football per group

## CHANGE IT

- Change the size of the playing area.
- Change the size of the goals.
- Change the type of ball used.
- Change the number of attackers and defenders.

## What to do

- Define the playing field using marker cones about 10m apart.
- Divide students into groups of 3.
- Start with one ball between the 2 defenders on opposite bases.

### Attacker

- The attacker starts on the base next to the defender without the ball.
- The attacker tries to run between the bases without being tagged.
- If the attacker wins, one of the defenders becomes the new base runner.
- Rotate so each student has a chance to be the base runner.

### Defenders

- Defenders pass the ball to one another, using basic passes, aiming to tag the attacker with the ball.
- Defenders can do dummy passes to confuse the attacker.
- Defenders can change position but cannot run without the ball.



# BOUNDARY PASS

## SUMMARY

In pairs, students try to make as many passes to each other as they can in 60 seconds.

### Skill focus

- Movement
- Passing and catching

### Details

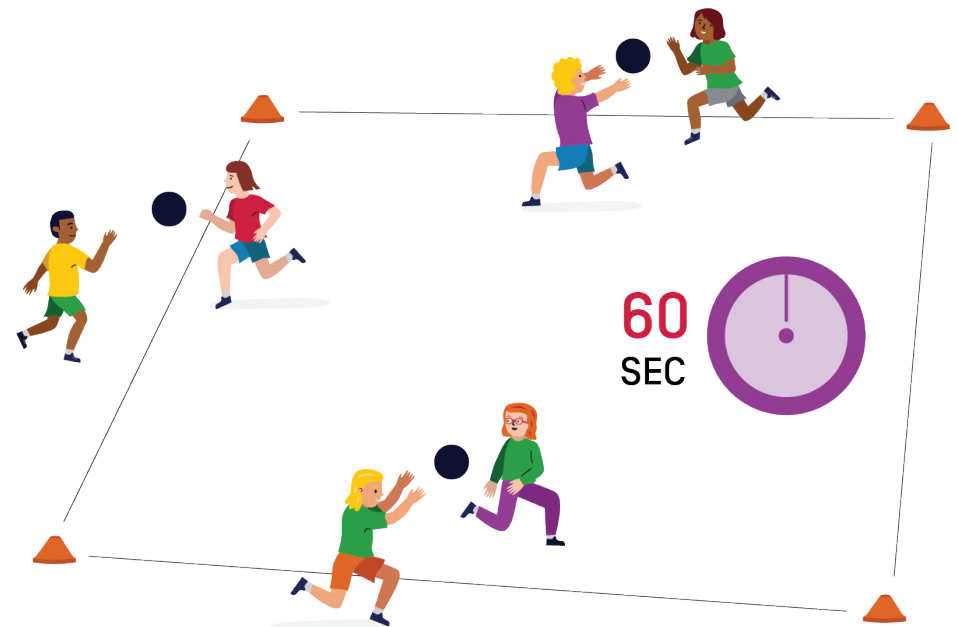
Warm-up  
5 minutes

### Equipment

- Marker cones
- One football per pair

## What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students practise passing to each other, backwards only, as they run along the playing field's boundary lines.
- All students move in the same direction.
- Each pass has to be over a different boundary line.
- Play for 60 seconds, then change partners.
- On your call, students play the ball over the boundary line and the activity continues.



# 5-POINT PLAYER

## SUMMARY

Attackers score points by passing to each other for 30 seconds. Defenders try to intercept the ball. Play with teams of 4 to 6.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One football per group
- Bib for roving 5-point player

## CHANGE IT

- Change the number of defenders allowed in the end zones.
- Change the type of pass.
- Change the length of play.
- Remove the end zone and have a roving 5-point player. Points are scored when this student catches the ball.
- All passes must go backwards.
- Play as teams without end zones and 2 roving 5-point players. Points are only scored when these students get the ball.

## What to do

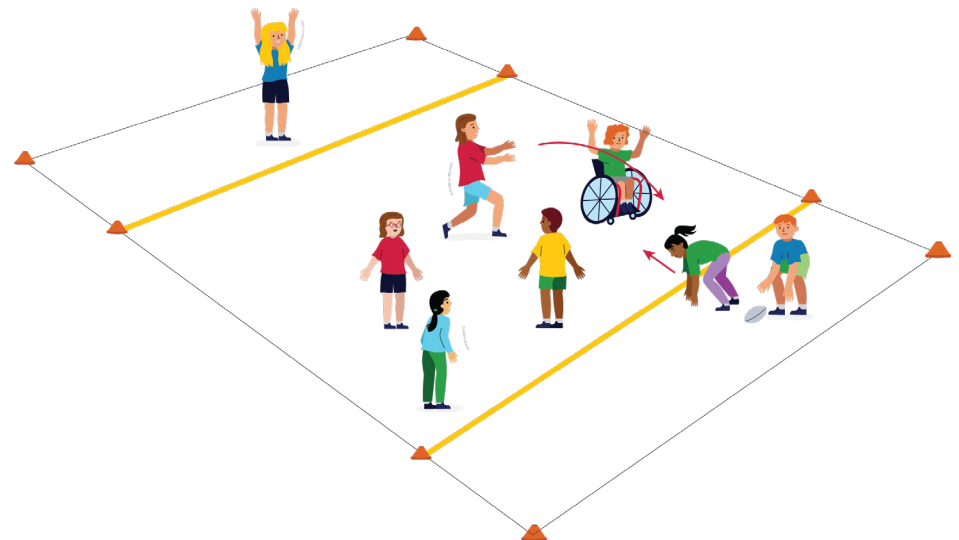
- Define the playing field with 2 end zones using marker cones.
- Divide students into 2 teams of 4 to 6: attackers and defenders.

### Attackers

- Attackers score points by passing to each other for 30 seconds until they reach the end zone.
- Only one attacker is allowed in the end zone and all students have a turn.
- The student in the end zone catches then plays the ball.
- The closest team mate enters the end zone, picks up the ball as the dummy-half and play continues until the timeframe elapses.

### Defenders

- If the defenders intercept the ball, it is placed on the ground for an attacker to resume play.
- No restriction on the number of defenders in the end zone.
- Play continues for attackers until 30 seconds elapses, then the ball changes over.



# FIND THE GOAL LINE

## SUMMARY

The attacking team tries to get the ball over their try line. All team mates must touch the ball at least once before the team scores. Running with the ball is not permitted. Play with teams of 6.

### Skill focus

- Movement
- Passing and catching

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One football per group
- Bibs

## CHANGE IT

- Attackers can run with the ball. When tagged, students must play the ball to a team mate.
- One backward pass or one play-the-ball must be completed before scoring.

## What to do

- Define the playing field with a goal zone at each end using marker cones.
- Divide students into 2 teams of 6: attackers and defenders.
- Students are distributed as shown.
- One student from each team should be within stepping distance of their goal line.

### Attackers

- The attacking team passes the ball without running.
- All team mates must touch the ball at least once before the team attempts a try.

### Defenders

- Defending team may run and must try to intercept the ball.



# PUPPETEER

## SUMMARY

Students become your puppets to demonstrate their learning.

---

## Details

Finishing up  
5 minutes

## What to do

- Students lie down on the ground.
- You pretend to be the puppeteer.
- Give clear directions for the puppets to follow.  
For example:
  - when you pull the string to students' right arm, students raise their right arm
- Gradually slow down the activity.



# 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.



# WHAT DID YOU LEARN?

## SUMMARY

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

## Details

5 minutes

## What to do

In pairs, students discuss:

- 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?

Ask the class:

- What are some of the things you did today to be a respectful team mate?





# 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

### Lesson 3 – Passing – Boundary pass

Movement skills	I can spread my fingers to hold the ball with two hands when I pass the ball.			
	I look at the team mate I am passing to.			
	I can release the ball smoothly.			
Strategy and tactics	I am beginning to plan when I need to pass the ball.			
	I am passing the ball to my team mate so that it is easy to catch.			
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

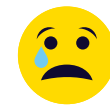
Circle the face that reflects how you feel about each of the statements below:



Always



Sometimes



Rarely

### Lesson 3 – Passing – Boundary pass

Movement skills	I lay my fingers along the seams and spread my fingers when I hold the ball with two hands when stationary or on the move.			
	I look at my team mate I am passing to and pass the ball in front of their chest.			
	I can release the ball with my hands pointing to the target on the follow through.			
Strategy and tactics	I can pick the person who is best placed to catch my pass during a game.			
	I can catch the ball with my fingers forming a 'W' and my hands in front of my chest.			
Personal and social responsibility	I appreciate and provide encouraging comments to all people in my group.			

# LESSON 4

# LESSON 4

## LEARNING INTENTIONS

To combine running with the ball and passing.

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

To persist when learning challenging skills and tactics.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

Area the size of a basketball court.

### 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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[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

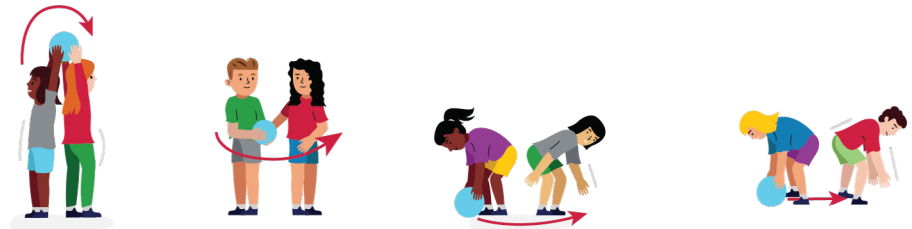
Warm-up  
5 minutes

### Equipment

- Marker cones
- One football per pair

## 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.



## 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.

# 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

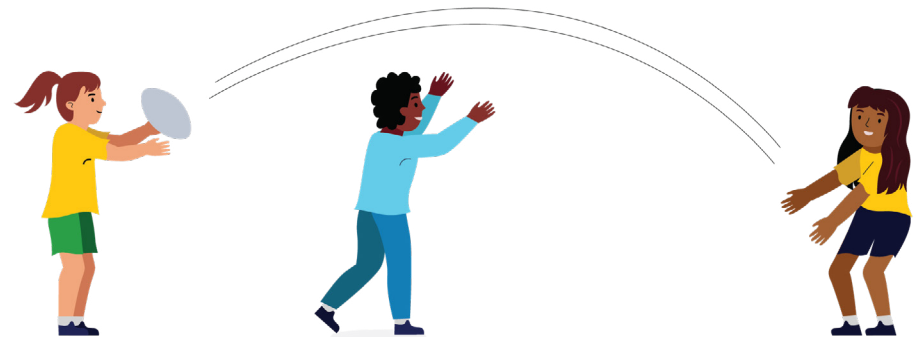
- Marker cones
- One football per group

## CHANGE IT

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

## 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.

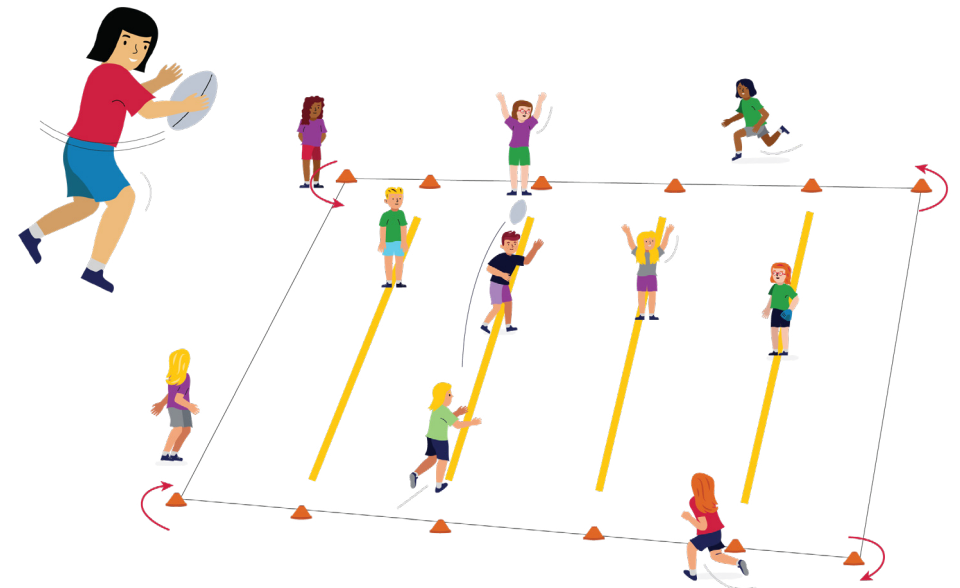
### Runners

- 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 scoring, for example:
  - one point for each base reached
  - kicker can run around bases more than once
- fielders get a point for beating the kicker
- kicker is out if the ball is caught on the full.

# FREEZE FRAME

## SUMMARY

Students freeze while performing rugby league 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 focussed 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

5 minutes

### What to do

In pairs, students discuss:

- What do you need to keep in mind when running with the ball and throwing a dummy pass or passing to a team mate?

Ask the class:

- 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.

To introduce and practise the tap kick.

To encourage and speak positively to your team mates.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

Area the size of a basketball court.

### 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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[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 focussed on learning to play safely in the presence of others.

## Details

Warm-up  
5 minutes

## Equipment

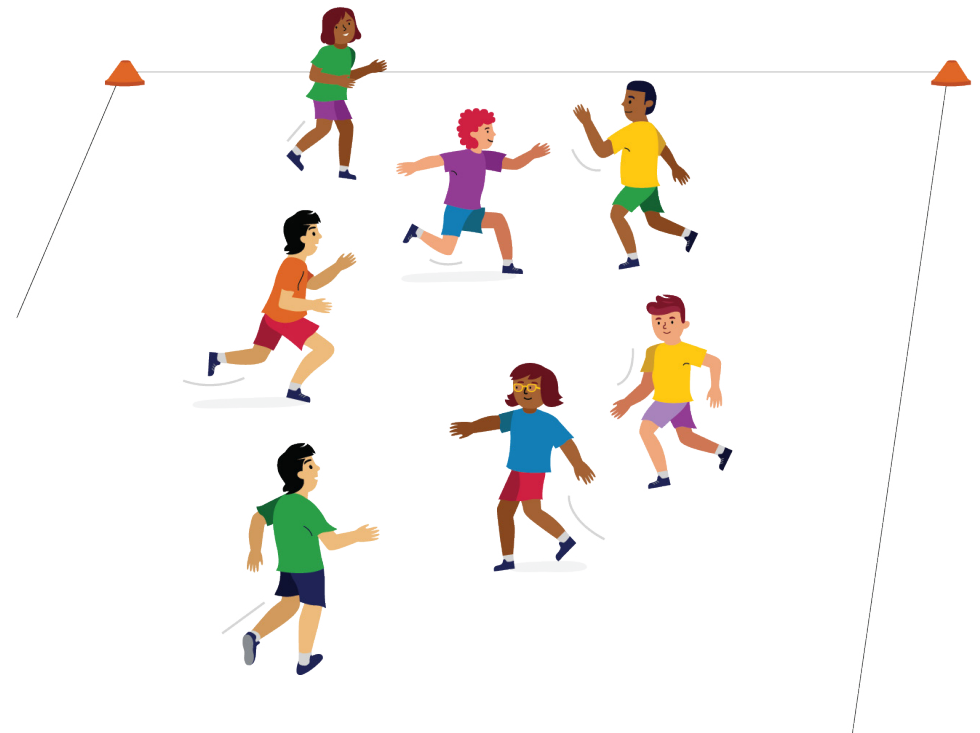
- Marker cones

## 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, "Ei, Ei!".

### 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.

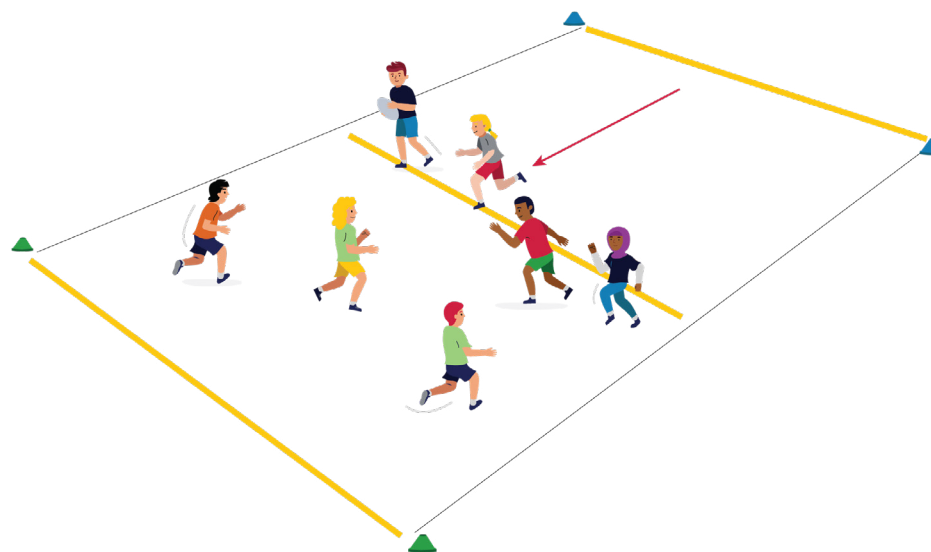
### Attackers

- 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  
20 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

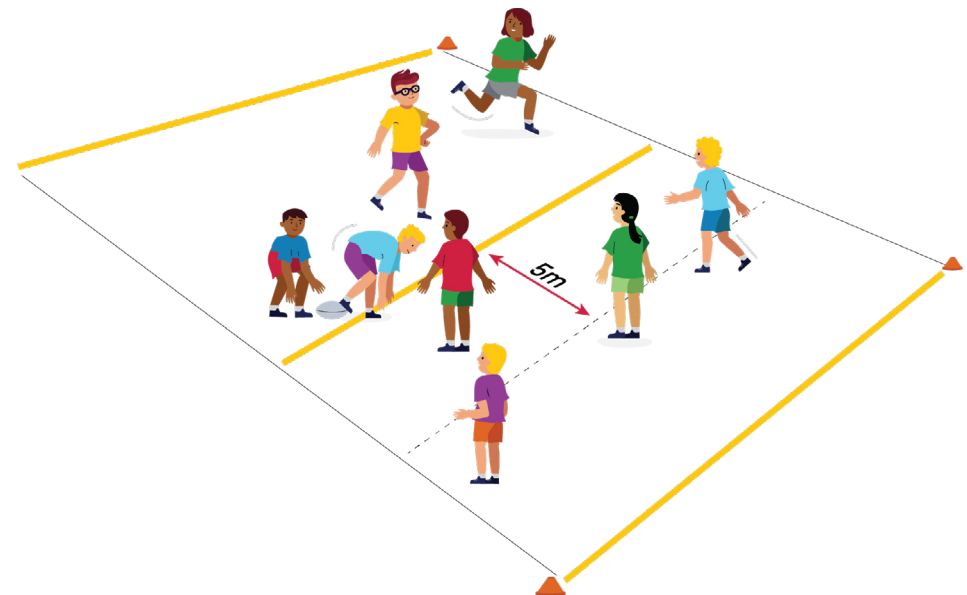
- Define the playing field using marker cones.
- Divide students into teams of 4: attackers and defenders.
- Play starts with a tap kick.

### 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

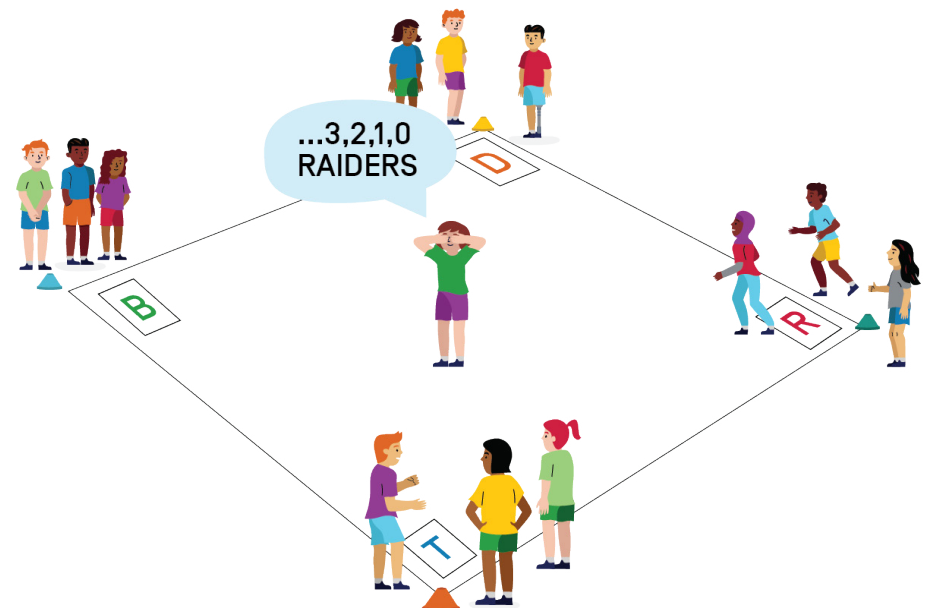
Finishing up  
5 minutes

### 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 LEARN?

## SUMMARY

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

### Details

5 minutes

## What to do

In pairs, students discuss:

- How is passing and catching the ball made more difficult when an opposing student defends you?
- When you have the rugby ball, what do you need to do to perform a tap kick?

Ask the class:

- What activity did you enjoy most in today's lesson?



# LESSON 6

# LESSON 6

## LEARNING INTENTIONS

To apply your new skills in a range of modified rugby league team activities.

To support the ball carrier when you do not have the ball.

For students to peer assess their passing skills while being defended (see the student peer assessment on page 70 and 71).

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

Area the size of a basketball court.

### 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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[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

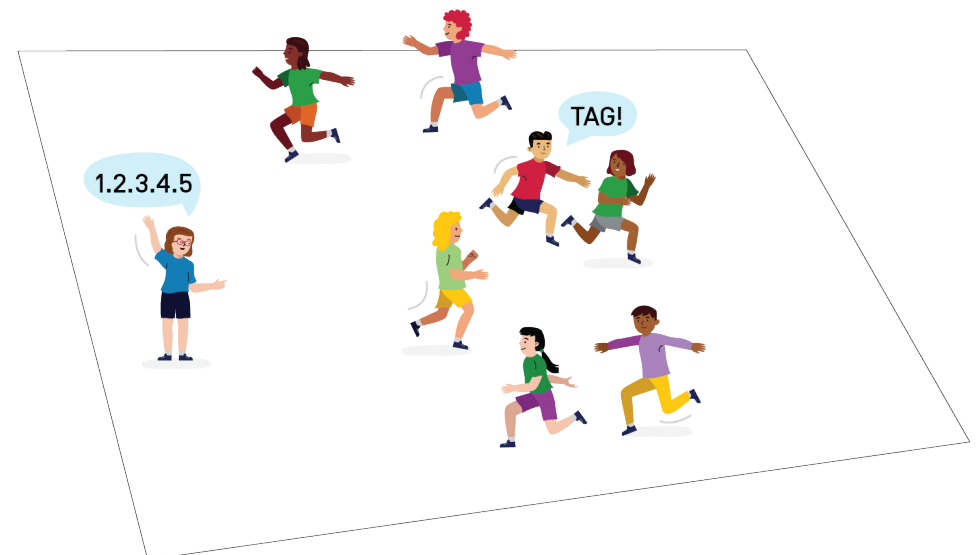
- Marker cones
- One football per pair

### 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 (2 feet on the ground or pretty close to it).



# 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

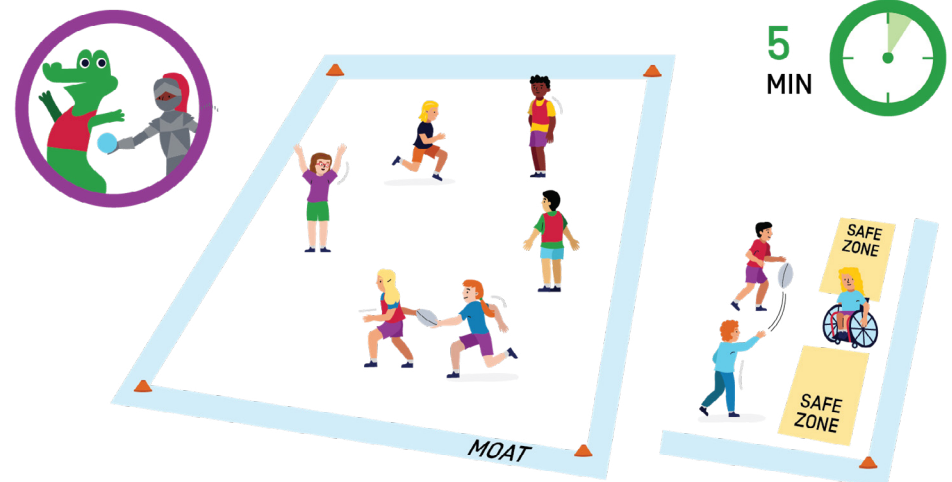
- Marker cones
- One glove per student
- One football per group
- Bibs for the Dragons

### 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.
- A moat surrounds the playing field.
- 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.
- Dragons cannot run into the moat.
- 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

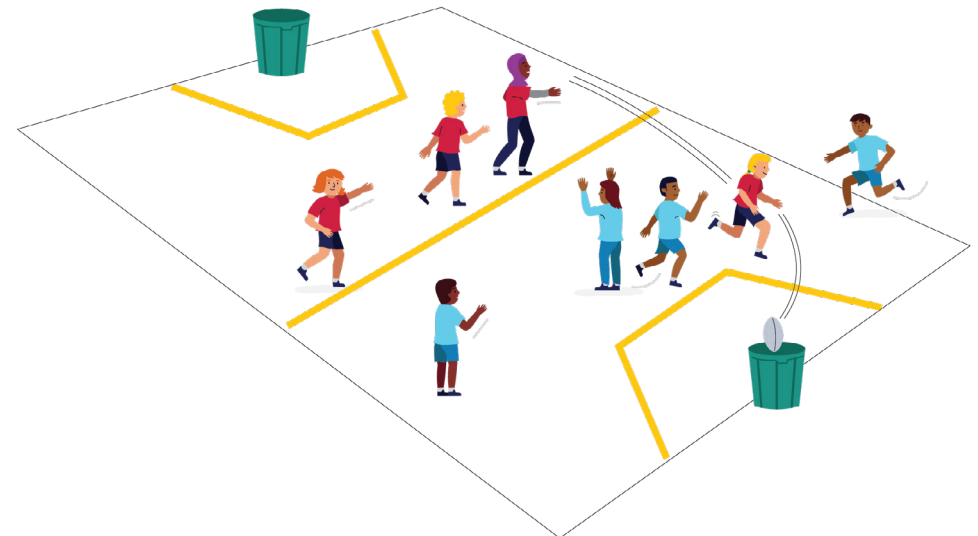
- Marker cones
- One football per group
- 2 targets such as bins

### 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 league 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

## 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

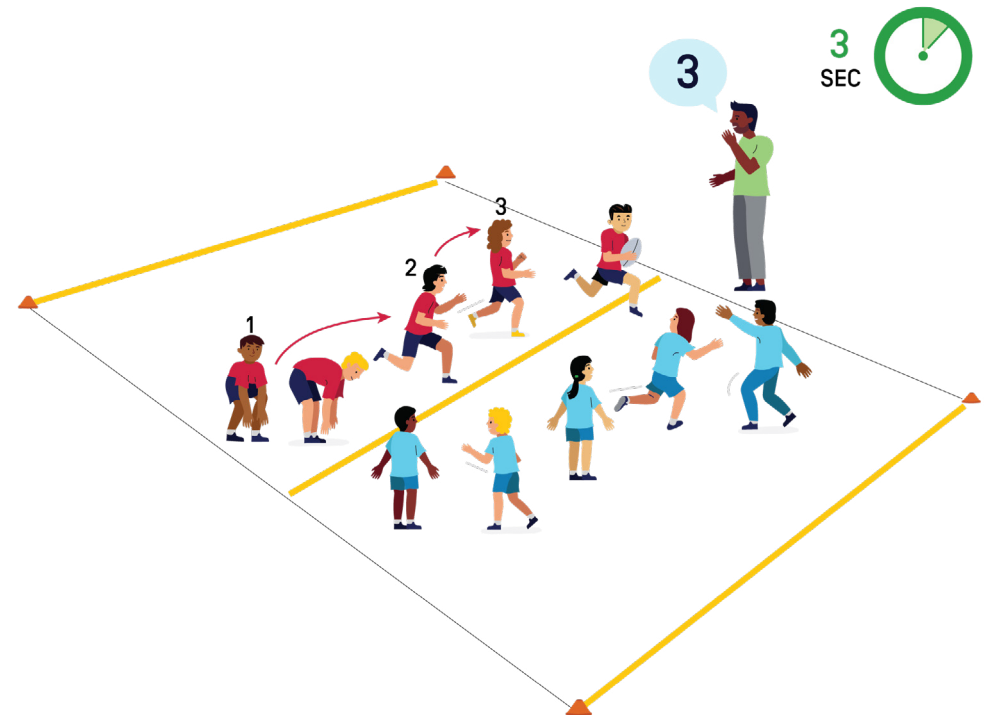
- Marker cones
- One football per group

## 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

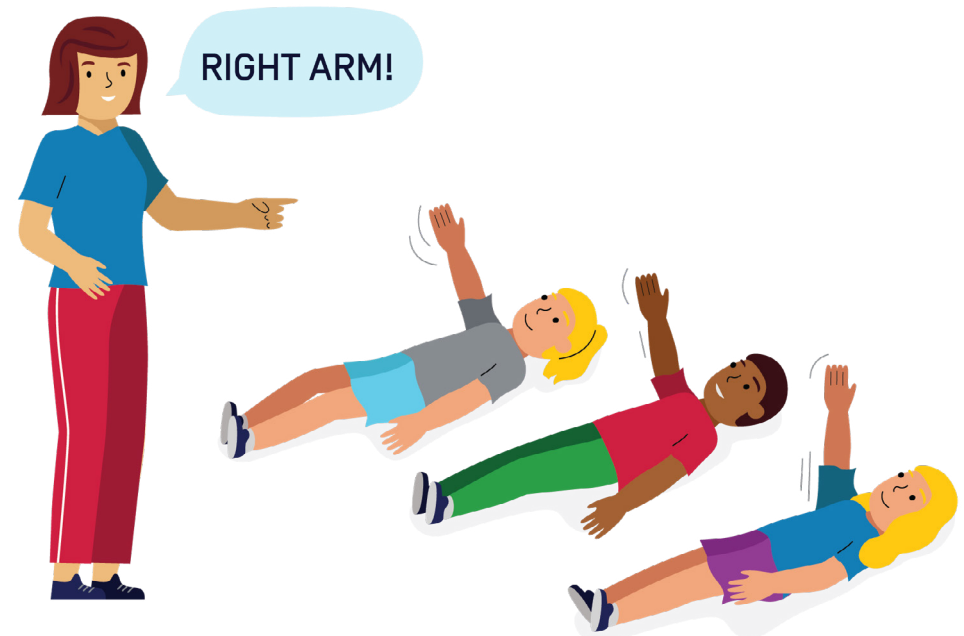
- Marker cones

### 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.

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#### 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

5 minutes

## What to do

In pairs, students discuss:

- What feedback from your partner was most useful when they assessed your passing?
- Was there anything that challenged you today?

Ask the class:

- 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 league – Passing while being defended  
Lesson 6 – Buroinjin

Any areas for improvement?

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### 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 and smoothly over short distances.			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Holds the ball with two hands and looks at receiver when passing.			
Swings their arms towards the receiver with their elbows close to the body.			
Releases the ball smoothly with a flick of the wrist and their fingers pointing to the target.			
Their hands and arms follow through towards the receiver once the pass is made.			

# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Unit focus: Rugby league – Passing while being defended  
Lesson 6 – Buroinjin

Any areas for improvement?

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### 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!
Lays fingers along the seams and spreads fingers when holding the ball with two hands when stationary or on the move.			
Looks at the team mate who is the target, passing the ball in front of their chest.			
Passes the ball accurately so it can be caught by a team mate over varying distances.			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Holds the ball with two hands and looks at the receiver when passing.			
Swings the hands in an arc towards the receiver, with their elbows close to the body.			
Releases the ball smoothly with a flick of the wrist or fingers.			
Bends their knees and stays low when passing from the ground.			

# LESSON 7



# LESSON 7

## LEARNING INTENTIONS

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

To pressure the ball carrier and guard an opponent.

To give your best effort during the lesson.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# RUN THE CIRCLE

## SUMMARY

Students form a circle and the ball is passed from one student 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

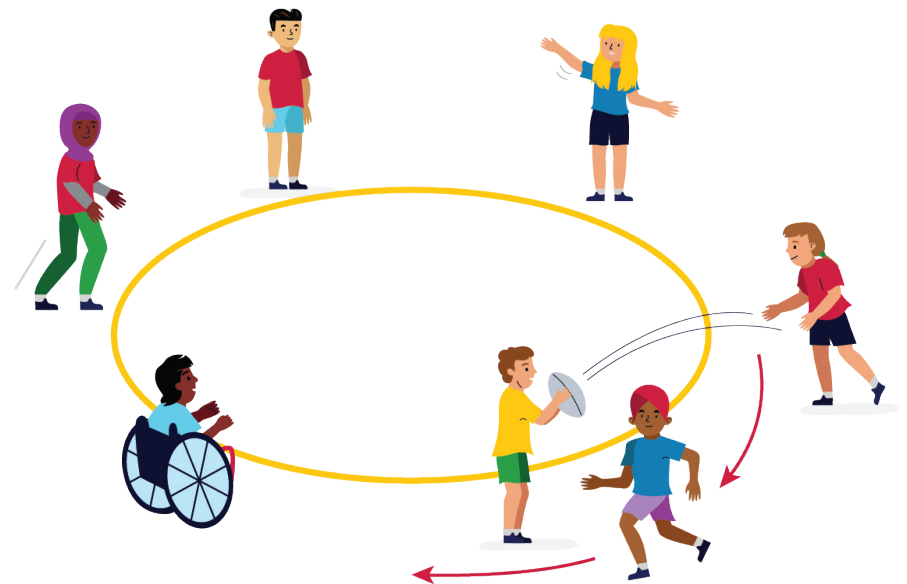
- Marker cones
- One football per group

## 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

## 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.



## CHANGE IT

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

# 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

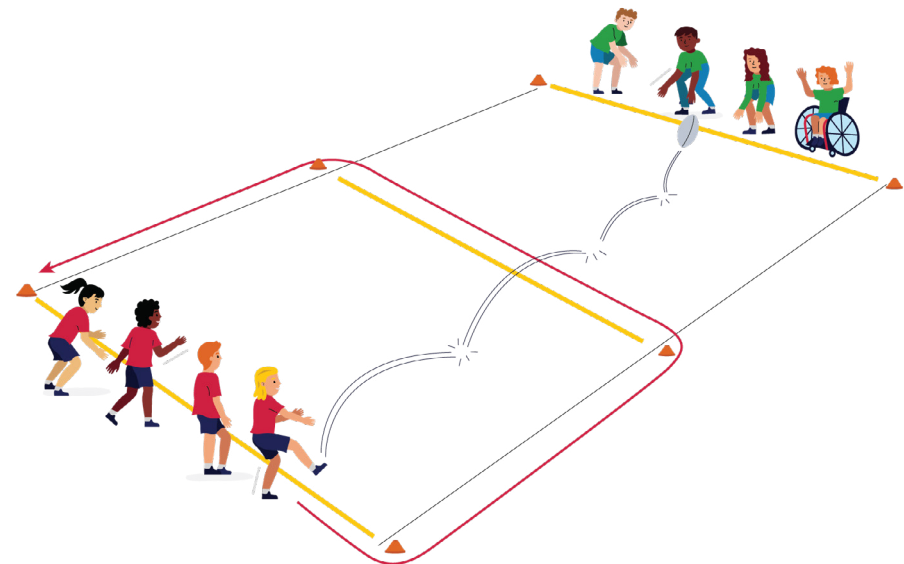
- Define the playing field using marker cones.
- Divide students into 2 teams of 4 or more: attackers and defenders.

### 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

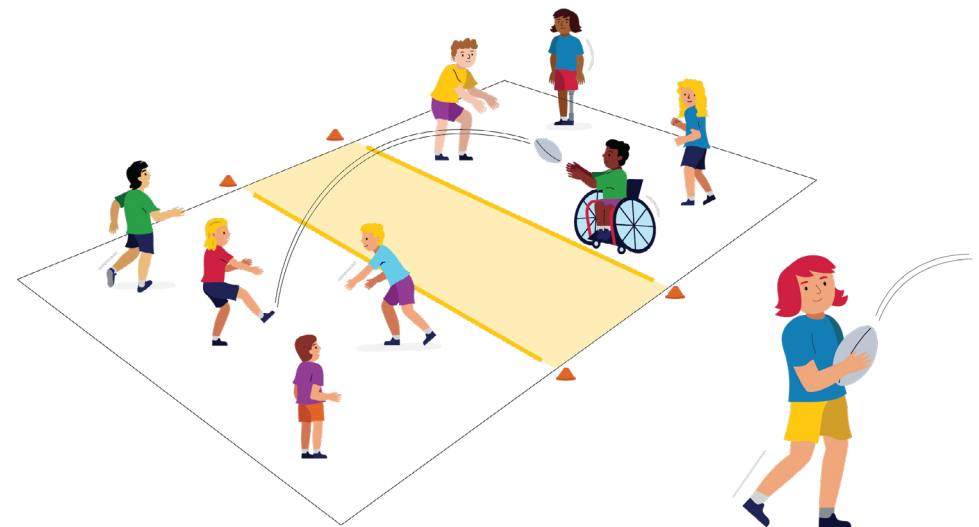
- Marker cones
- One football per group

### 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.

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### 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

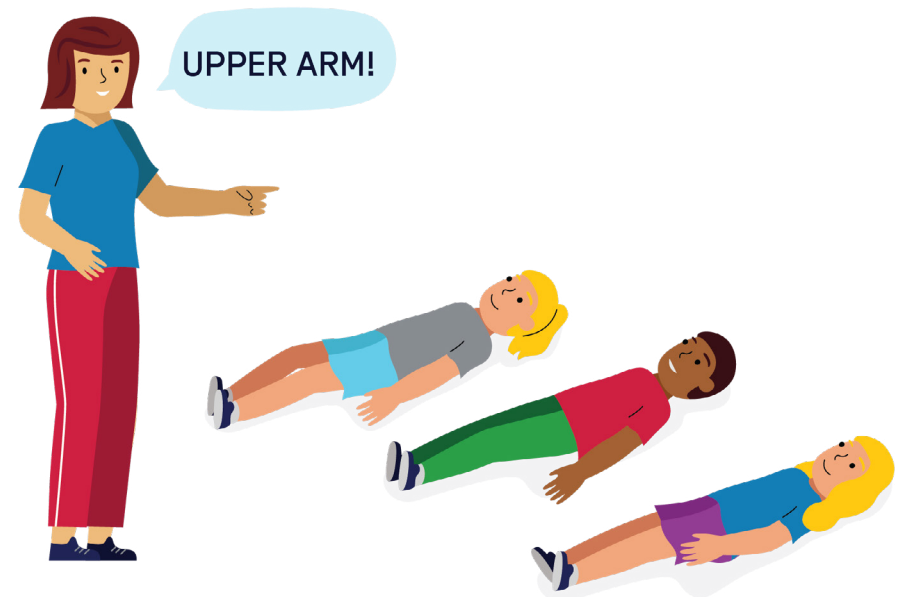
5 minutes

## 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 focussing 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.

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### Details

5 minutes

### What to do

In pairs, students discuss:

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

Ask the class:

- 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 league skills of passing and kicking in a range of modified team activities.

To use both attacking and defensive tactics when playing modified games of rugby league.

To provide an opportunity for teachers to observe and record student attainment [see the teacher assessment rubric on page 89 and 90].

### Skill focus

- Movement
- Passing and catching
- Kicking

### Duration

60 minutes

### Area

Area the size of a volleyball court 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	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4M08</a>
Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M02</a>
	<a href="#">AC9HP6M09</a>

[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

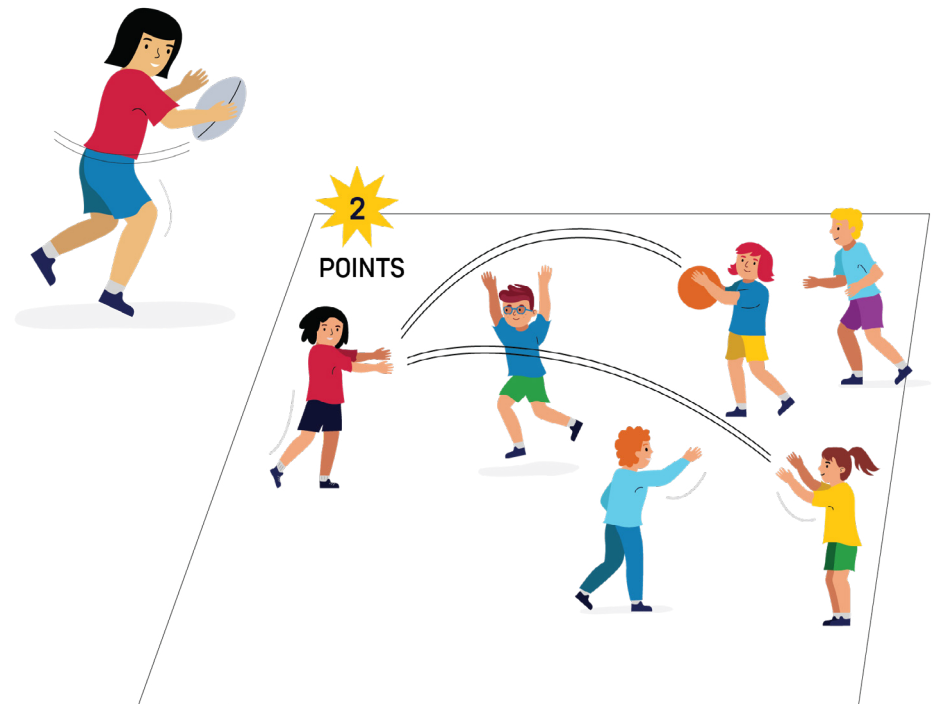
- Define the playing field using marker cones.
- Divide students into teams of 3: attackers and defenders.

#### 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

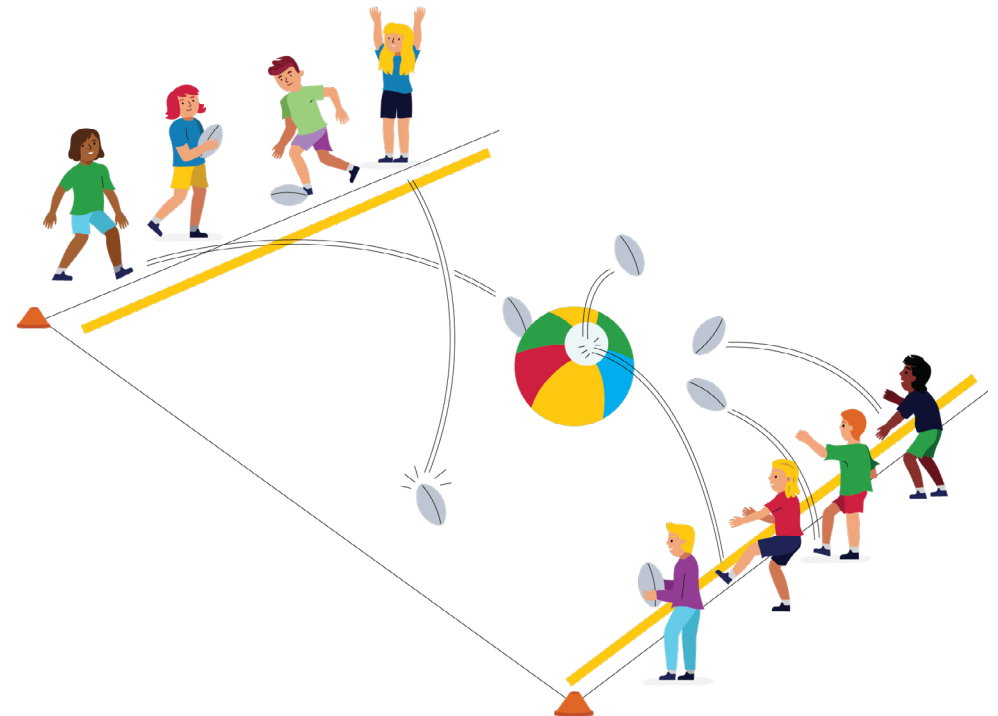
- Marker cones
- 2 footballs per student
- One large target ball per group

### CHANGE IT

- Change the type of ball used.
- Change the type of target ball.
- Change the number of balls each team has to throw or kick.
- 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  
15 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 groups of 3 to 4.

### Skill focus

- Movement
- Passing and catching
- Kicking

### Details

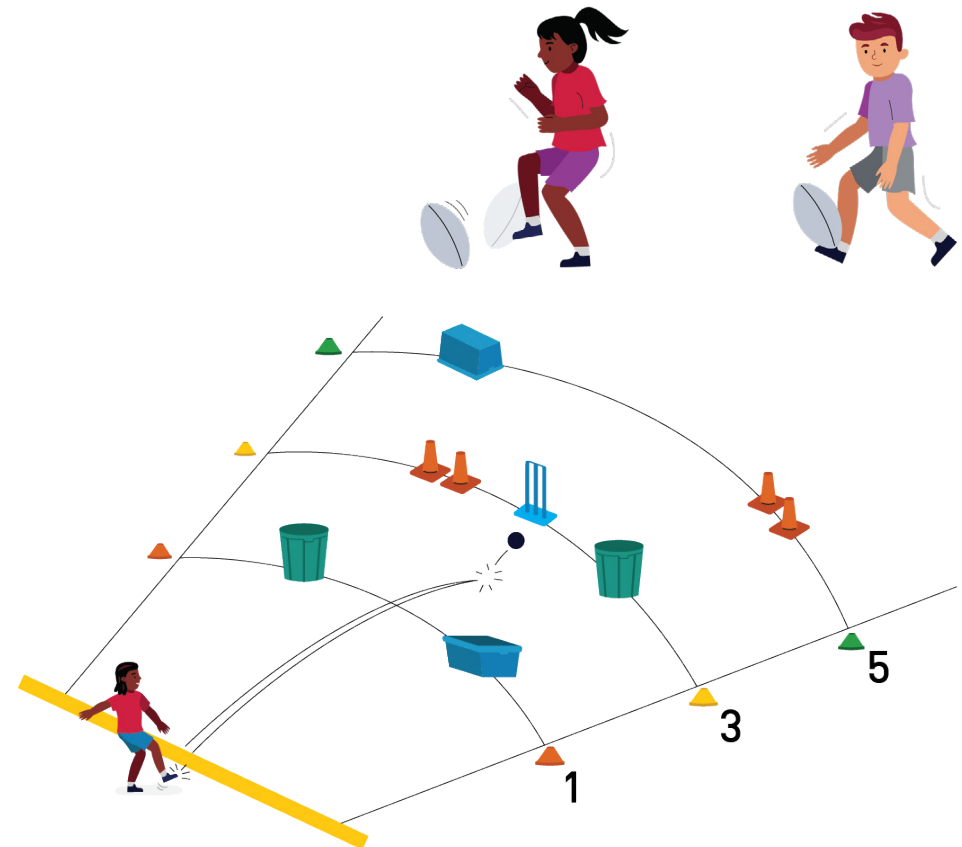
Skill development  
20 minutes

### Equipment

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

## What to do

- Define the playing field using marker cones.
- Set up targets from a kicking line.
- Divide students into groups 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.



## CHANGE IT

- Change the distance between targets and the kicking line.

# STAY TUNED

## SUMMARY

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

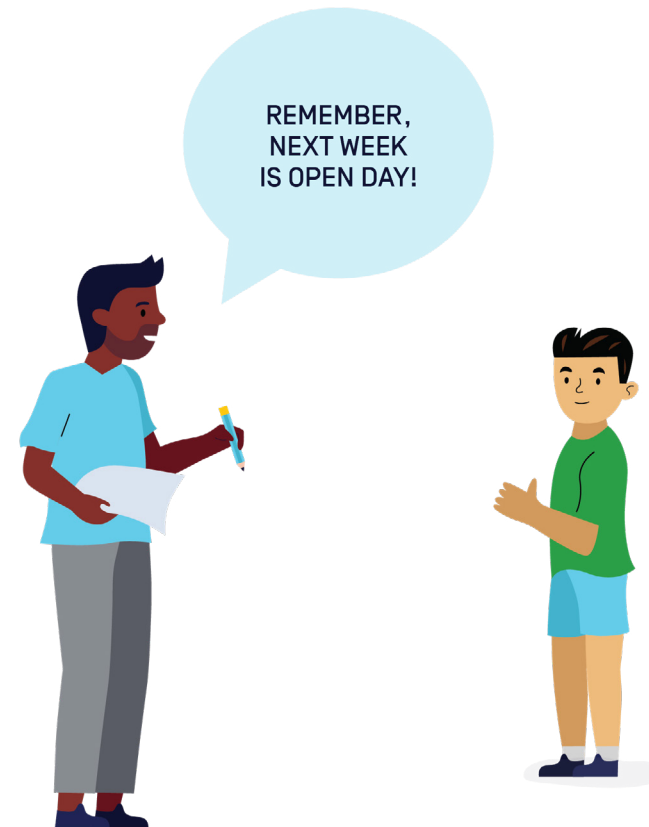
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## Details

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 league 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

5 minutes

## What to do

In pairs, students discuss:

- What rugby league skill and tactic do you think you have improved the most?
- What rugby league skill and tactic are you going to continue to focus on?

Ask the class:

- What was most fun when learning new rugby league skills?





# RUGBY LEAGUE ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student applies one or two 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 or designing physical activities.	The student can use all the rules of games to promote fair play when participating or designing physical activities.
<b>Movement skill development</b>	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can pass, catch and move around the pitch but is yet to apply these skills in games and activities.	The student can pass, catch and move around the pitch and apply these skills in most games and activities during lessons.	The student can pass, catch and move around the pitch transferring and applying these skills in all games and activities during lessons.
<b>Strategy and tactical development</b>	<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 offensive and defensive movement strategies to achieve movement outcomes to improve their performance.

# RUGBY LEAGUE ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<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 participates 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 participates positively in groups and teams in challenging situations by contributing to group activities, encouraging others and negotiating roles and responsibilities.
<b>Movement skill development</b>	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student can refine and apply one of the fundamental movement skills of catching, passing, kicking and moving with the ball in Rugby League.	The student can refine and apply the movement skills of catching, passing, kicking and moving with the ball in one or two modified games of Rugby League and other activities.	The student can refine and apply the movement skills of catching, passing, kicking and moving with the ball in three or more games of Rugby League and other activities.
<b>Strategy and tactical development</b>	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student sometimes transfers familiar movement strategies to different movement situations in Rugby League.	The student regularly transfers offensive and defensive movement strategies to different movement situations in Rugby League.	The student is always able to transfer familiar movement strategies to different movement situations in Rugby League and similar games.

## WHERE TO FROM HERE?

# Join a club

Did your students enjoy learning about rugby league?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit [www.playrugbyleague.com/play/](http://www.playrugbyleague.com/play/)



# 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

##### PD3-9

Applies and adapts self-management skills to respond to personal and group situations

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## 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

##### VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

# BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Over competitiveness</b></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"> <li>• Not cooperating during group activities</li> <li>• Breaking rules to win the game</li> <li>• Criticising other students and their abilities</li> <li>• Disrespectfully celebrating a win</li> </ul>	<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"> <li>• Highlight examples of cooperative play and good sportsmanship.</li> <li>• Issue bonus points to reward desirable behaviour.</li> <li>• Use small group activities, or circuits, to narrow students' attention to their own performance.</li> <li>• Encourage team building routines, such as handshakes and three cheers at the end of the game.</li> <li>• Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.</li> <li>• Select a 'spotter' who rewards sportsmanship.</li> </ul>	<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><b>Domineering behaviour</b></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"> <li>• Assuming team leader roles and direct other students</li> <li>• Dominating discussions and questions by the teacher</li> <li>• Continually influencing the pace and direction of activities</li> <li>• Intentionally or unintentionally ignoring those less skilled in the group</li> <li>• Dominating the games or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller groups and evenly space out more experienced students between teams.</li> <li>• Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.</li> <li>• Score in a way that allows students to individually challenge themselves to achieve success.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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><b>Non-participation</b></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"> <li>• Refusing to participate in activities</li> <li>• Refusing to play certain roles as part of games</li> <li>• Making no effort or attempt to engage with other students</li> </ul>	<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"> <li>• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.</li> <li>• Think of different roles that can be played, for example, scorer or umpire.</li> <li>• Look for signs of interest during the activities, to invite participation.</li> <li>• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.</li> <li>• Ensure the fun and the joy of movement are emphasised.</li> <li>• Engage students by: <ul style="list-style-type: none"> <li>– asking for suggestions on how to improve or change that activity, or</li> <li>– providing choices for how they may participate.</li> </ul> </li> <li>• Encourage students' efforts rather than focusing on the results once the student becomes involved.</li> </ul>	<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>