



NRL Sporting Schools Program.

The NRL School Program is an exciting series of activities utilising Learning Intentions to introduce students to Rugby League in a safe, non-competitive and fun environment.

The program equips students and teachers with the tools to play a modified version of Rugby League, the greatest game of all, in any setting while delivering important education, health and welfare messages. The NRL School Program program has been developed according to an age-appropriate learning approach.

Foundation – Year 2 activities use story based learning to assist young students to grasp the skills and concepts of Rugby League. Lessons have been designed alongside a story that builds on students' fundamental movement skills where they learn through active play and minor games in a fun and safe environment.

Year 3 - Year 6 activities, developed in partnership with Dr Greg Forrest from the University of Wollongong, are underpinned by an innovative games and sports teaching approach. Research findings suggest there is strong evidence that the PlayNRL In-School program improves game play understanding and is closely linked to higher levels of motivation, increased participation and more positive attitudes towards playing games and sports.

For more information on the NRL Sporting Schools program visit:

www.playrugbyleague.com/schools



SPORTING
Schools



Unit Plans

Foundation – Year 2

Australian Curriculum Links

This Foundation – Year 2 PlayNRL unit is aligned to the **Movement and physical activity** strand of the **Health and Physical Education** learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Foundation year, students are able to perform fundamental movement skills and solve movement challenges. By the end of Year 2, students can demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Focus Areas

- Fundamental movement skills
- Active play and minor games

Curriculum Content Descriptions

Content descriptions are listed below and content description codes are included on each activity card.

FOUNDATION:

Sub-Strand: Moving our Body

ACPMPO08 – Practice fundamental movement skills and movement sequences using different body parts.

ACPMPO09 – Participate in games with and without equipment.

Sub-Strand: Understanding movement

ACPMPO11 – Identify and describe how their body moves in relation to effort, space, time, objects and people.

Sub-Strand: Learning through movement

ACPMPO12 – Cooperate with others when participating in physical activities.

YEARS 1 & 2:

Sub-Strand: Moving our Body

ACPMPO25 – Perform fundamental movement skills in a variety of movement sequences and situations.

ACPMPO27 – Create and participate in games with and without equipment.

Sub-Strand: Understanding movement

ACPMPO29 – Incorporate elements of effort, space, time, objects and people in performing simple movement sequences.

Sub-Strand: Learning through movement

ACPMPO30 – Use strategies to work in group situations when participating in physical activities.

	ACTIVITY FOCUS		
LESSON	WARM UP	SKILL DEVELOPMENT	GAME CONCEPTS
Lesson 1 Skill focus: Locomotor movement	Buzzy Bees (Activity 1) Farmer chases the Dog (Activity 2)	Get past the Farmer (Activity 3)	
Lesson 2 Skill focus: Locomotor movement, teamwork, throwing, catching, tagging	Farmer chases the Dog (Activity 2) Stuck in the mud (Activity 4)	You're stuck, play the ball (Activity 5)	Pass the Biscuit (Activity 6)
Lesson 3 Skill focus: Running, tagging, teamwork, kicking, throwing, catching	Stuck in the mud (Activity 4)	Kick from the Kennel (Activity 7)	Pass the Biscuit (Activity 6)
Lesson 4 Skill focus: Locomotor movement, kicking, dodging, tagging	League Channels Warm Up (Activity 12)	Kick & Score (Activity 8)	Beat the Defender (Activity 15)
Lesson 5 Skill focus: Locomotor movement, tagging, dodging, spatial awareness	Maroons & Blues (Activity 14)	Here/There/ Everywhere (Activity 13)	Beat the Defender (Activity 15)



Unit Plans

Years 3 & 4

Australian Curriculum Links

This year 3 & 4 PlayNRL unit is aligned to the **Movement and physical activity** strand of the **Health and Physical Education** learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Year 4, students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Focus Areas

- Fundamental movement skills
- Active play and minor games
- Games and sports

Curriculum Content Descriptions

Content descriptions are listed below and content description codes are included on each activity card.

YEARS 3 & 4 :

Sub-Strand: Moving our Body

ACPMPO43 – Practice and refine fundamental movement skills in a variety of movement sequences and situations.

ACPMPO45 – Practice and apply movement concepts and strategies with and without equipment.

Sub-Strand: Learning through movement

ACPMPO48 – Adopt inclusive practices when participating in physical activities.

* Optional: Other activities that can be substituted for activities listed on the Year 3 & 4 unit plan include Here/There/Everywhere (Skill Development) Maroons & Blues (Warm Up/Skill Development) or Beat the Defender (Skill Development/Game concepts).

	ACTIVITY FOCUS		
LESSON	WARM UP	SKILL DEVELOPMENT	GAME CONCEPTS
LESSON 1 Skill focus: Locomotor movement, kicking, attacking, defending	League Channels Warm Up: Try Scoring (Activity 12)	Try Scoring (Activity 11)	Scramble (Activity 9)
LESSON 2 Skill focus: Locomotor movement, throwing, catching, kicking, teamwork, defending	League Channels Warm Up: Passing (Activity 12)	Partner Activities - Pass (Activity 16)	Pulyugge Traditional Indigenous Game (Activity 17)
LESSON 3 Skill focus: Locomotor movement, throwing, catching, kicking, teamwork, tagging	League Channels Warm Up: Play the ball & kicks League Channels (Activity 12)	Try Scoring with Kicks (Activity 10) Partner Activities - Play the Ball (Activity 16)	Buroinjin Traditional Indigenous Game (Activity 18)
LESSON 4 Skill focus: Locomotor movement, throwing, catching, teamwork, defending	League Channels Warm Up: Practice all skills (Activity 12)	Pass the Biscuit (Activity 6)	Kangaroos & Jillaroos (Activity 19)
LESSON 5 Skill focus: Locomotor movement, throwing, catching, teamwork, defending	League Channels Warm Up: Practice all skills (Activity 12)	Buroinjin Traditional Indigenous Game (Activity 18)	Kangaroos & Jillaroos (Activity 19)



Unit Plans

Years 5 & 6

Australian Curriculum Links

This year 5 & 6 PlayNRL unit is aligned to the **Movement and physical activity** strand of the **Health and Physical Education** learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Year 6, students perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Focus Areas

- Fundamental movement skills
- Games and sports

Curriculum Content Descriptions

Content descriptions are listed below and content description codes are included on each activity card.

YEARS 5 & 6 :

Sub-Strand: Moving our Body

ACPMP061 – Practice specialised movement skills and apply them in a variety of movement sequences and situations.

ACPMP063 – Propose and apply movement concepts and strategies with and without equipment.

Sub-Strand: Learning through movement

ACPMP069 – Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

* Optional: Maroons & Blues (Warm Up/Skill Development) can be substituted for any of the activities listed in the warm up column of the Year 5 & 6 unit plan.

	ACTIVITY FOCUS		
LESSON	WARM UP	SKILL DEVELOPMENT	GAME CONCEPTS
LESSON 1 Skill focus: Locomotor movement, attacking, defending, try scoring	League Channels Try Scoring (Activity 12)	Try Scoring (Activity 11)	Scramble (Activity 9)
LESSON 2 Skill focus: Locomotor movement, kicking, passing, teamwork, defending, try scoring	League Channels – Passing, play the ball & kicks (Activity 12)	Partner activities Try scoring with kicks (Activity 10)	Pulyugge Traditional Indigenous Game (Activity 17)
LESSON 3 Skill focus: Locomotor movement, attacking and defending	League Channels – practise all skills (Activity 12)	Scramble (Activity 9)	Kangaroos & Jillaroos (Activity 19)
LESSON 4 Skill focus: Locomotor movement, attacking and defending	League Channels – practise all skills (Activity 12)	Pulyugge traditional indigenous game (Activity 17)	Play NRL game (Activity 20)
LESSON 5 Skill focus: Locomotor movement, attacking and defending	League Channels – practise all skills (Activity 12)	Buroinjin traditional indigenous game (Activity 18)	Play NRL game (Activity 20)



Rugby League Coaching Points



Grip & Carry

1. The ball should be carried in two hands.
This gives you options. (run, pass, kick or dummy)
2. Use finger tips to grip the ball, not the palm of your hands.
This provides more ball security and control.
3. Spread fingers and thumbs wide and try to cover the four panels of the ball.
4. If you need to fend an opponent, keep the ball in the middle of your chest, maintaining good grip, and get two hands back on the ball.
5. When going into contact, bring the ball in tight to your body, and try and land on your front.



Rugby League Coaching Points



Catch & Pass

Catch

1. Put your hands up high around chin level, with your palms facing your team mate with the ball.
2. Spread your fingers and thumbs wide to make a big target.
3. Try to keep the ball off your chest as the ball lands in your hands, releasing the ball when hands are in line with the catcher.
4. Ensure you have a good grip on the ball.



Pass

1. Holding the ball in two hands, point the top of the ball at the ground.
2. Step forward with foot furthest from the catcher so your hips turn towards your target.
3. Swing the ball across your body, releasing the ball when your hands are in line with the catcher.
4. Try to throw a soft pass to make it easier for your teammate to catch.
5. Make sure the ball travels backwards!



Rugby League Coaching Points



Play the Ball

1. When getting tackled, try and land on your front so you can play the ball quickly.
2. Try and get to your feet as quickly as possible, ensuring to pick the ball up securely with two hands. The ball must leave the ground before you play it.
3. Place the ball on the ground in front of you, with the points of the ball pointing laterally (East to West).
4. Roll the ball backward, gently to the dummy half, with your foot from heel to toe.



Rugby League Coaching Points



Evasion

1. Side Step - As you approach the defensive line, shorten your steps to engage the defender, drawing them to the side to create space for you to run through. Transfer your weight from one foot to the other, and accelerate through the space left by the defender.

2. Fend - Start the same way as a side step, but as you step into the space, using a good grip transfer the ball into the hand furthest from the tackler, using your free hand to push yourself away from the would-be tackler with a flat palm.

Remember to ensure that contact is made under the armpits for players aged 15 years and under.

3. Dummy Pass - Holding the ball in two hands, shape to pass the ball to a teammate. When in range pretend to pass the ball. If the defender falls for the dummy pass, side step into the space they leave open, using a fend if required.



Rugby League Coaching Points



Scoring a Try

To score a try:

1. You must place the ball on the ground with downward pressure in the in-goal area.
2. You can also fall on the ball (in the in-goal area) and ground the ball with the front part of your torso (below the neck and above the waist).
3. The in-goal area is the area between on/over the try line through to (but not including) the dead ball line.
4. It is recommended that you hold the ball in two hands when attempting to ground the ball.
5. A try is worth four points in a game of Rugby League.





Rugby League Coaching Points



Kicking (punt, grubber, place)

Punt

1. Hold ball in two hands, with the bottom point of the ball pointing towards the ground over the kicking foot.
2. Point hips toward the target, and lean over the ball.
3. Step forward, and as the kicking foot swings forward, point toes toward the ground, drop the ball onto the foot and kick the bottom of the ball, making contact with the boot laces so that the ball travels through the air.
4. Follow through with kicking leg and chase the kick.

Grubber

1. Hold ball in two hands, with the bottom point of the ball pointing towards the ground over the kicking foot.
2. Point hips toward the target, and lean over the ball.
3. Step forward, and as the kicking foot swings forward, point toes toward the ground, drop the ball onto the foot and kick the bottom of the ball, making contact with the boot laces so that the ball rolls end over end across the ground.
4. Follow through and chase the kick.

Place Kick

1. Stand the ball upright on the kicking tee.
2. Place the non-kicking foot beside the ball and the kicking foot behind it, then take approximately five steps straight back and two to the side of the non-kicking foot. (This will vary for each player, everyone needs to find a position comfortable for them.)
3. Move towards the ball, place the non-kicking foot back beside the ball where it started. Keep your head down looking at the ball, with the non-kicking side arm out horizontally for balance. Extend the kicking leg through the ball, pointing at the target on the follow through.





Rugby League Coaching Points



Defensive Principles & Positions

1. Before each play the ball, the defending team should form one solid line, in line with the referee, and one or two players (depending on age of players) should stand in the marker(s) position.
2. The marker(s) stand directly in front of their opponent playing the ball.
3. When the attacking team have played the ball and begun their attack (Dummy Half or First Receiver runs, or there have been two passes), the markers can move, and the defensive line can progress forwards and attempt a tackle.
4. The aim for the defending team is to maintain a solid line, taking space away from the attacking team whilst ensuring there are no gaps in the line for their opponents to run through. If one player moves forward quicker or slower than their team mates, it creates a gap in the defensive line.
5. To ensure a solid line, it's important for the players to communicate, and be disciplined in staying in the line.
6. If an attacking player attempts to run through the line, the closest players effect a tackle. When the tackle is complete, the non-tackling players retreat to the referee, and the tackler(s) get to their feet to fill the marker(s) position.
7. This process is repeated until the set is complete.



Rugby League Coaching Points



Attacking Principles & Positions

1. The main attacking principles that should be taught to players are:

- Role of the Dummy Half & First Receiver
- Passing Backwards (toward own try line)
- Running forward (toward oppositions try line)
- Supporting the ball carrier (being ready to receive the ball)
- Identifying space (in the defensive line)
- Running into space (evading defenders)

The above principles are achieved by performing a series of technical core skills (grip, carry, evasion, catch, pass, play the ball etc.)

2. In the attacking team there are two key positions:

- **Dummy Half (DH).** This can be any player that positions themselves behind their team mate playing the ball, whose job it is to identify space in the defensive line, and decide whether to run with the ball or pass to a team mate.
- **First Receiver (FR).** This can be any player that positions themselves to receive the ball directly from the DH. Once they receive the ball, they need to identify space and decide if they should run or pass the ball.
- In Mini & Modified Games football, there are specific rules whereby the attacking team lose possession of the ball if they are tackled before passing unless there are wearing a DH or FR bib (Modified Games only.)



ACTIVITY FOCUS

Warm Up

Play Rugby League

Foundation - Year 2

ACTIVITY
1

Buzzy Bees.

› Learning Intention

Students will practise locomotor movement skills while moving around a playing area. Students will learn to be aware of space and game boundaries, and practise personal safety by avoiding running into other players.



› Players

You can split the class into **two groups** and have **two grids set-up**, **OR** have the **whole class** inside the one grid.

TEAM 1

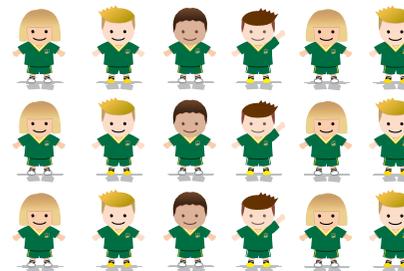


TEAM 2



OR

WHOLE CLASS



› Skill Focus

Locomotor movement.

› Equipment

Use a minimum of 4 markers, preferably use a large number of markers around the perimeter/grid boundary so the area is clearly marked out.



If possible have a football for **each student**



Whistle



Stopwatch

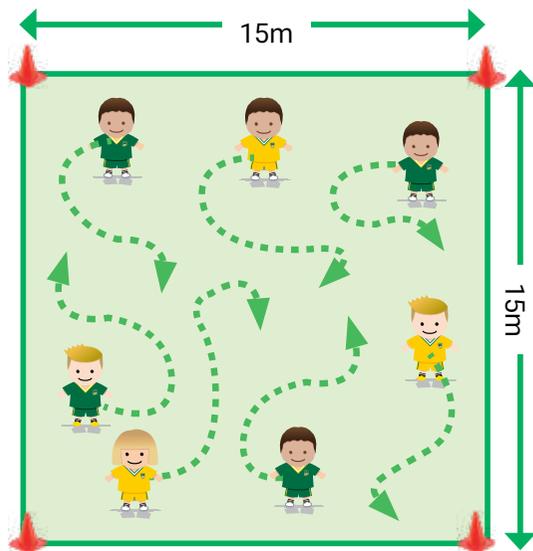




Buzzy Bees.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Sit the students down in a small area and read the first chapter of the story (Rugby League "Bluey & Red's new game") and ask some questions about the first chapter.

Show the class the grid, and explain to the students where the boundaries are.

The game starts with students walking quickly inside the grid, changing direction and making sure they do not bump into any other students.

Have students then perform other locomotor skills whilst inside the grid eg. Running, hopping, skipping and galloping.

Practise a movement like your favourite NRL player

Explain to the students that NRL players always practise their skills, ask students if they can name an NRL player that performs one of the following skills: side step or swerve.

› Scoring

There is no scoring in this game but praise students that are performing the skills learnt.

› Questions

1. What was the easiest movement to use in this activity? (possibly give options such as running, skipping or hopping). Why was this easy?
2. Could you move faster when you were skipping or hopping? Why?
3. Did you find one foot easier to hop on than the other?
4. What did you do to avoid running into others?

› Modifications

Have students all pick up a football, and explain to the students how to hold a Rugby League ball correctly.

Rugby League ball skills – Farmer wants his ball back

To start this activity, have students practise object control using a Rugby League ball, students can practise the following skills:

Student throws up in the air and attempting to catch the ball.

Student throws up in the air with a clap and attempting to catch the ball.

Have students practising running with the ball and attempting to throw the ball in the air and catch whilst running.

Student kicks by placing the ball on the ground and attempting a small kick.

Farmer wants his ball back game

Tell students the Farmer wants his ball back. Nominate a student to be the Farmer, who will roam around the playing space without a ball. The farm then tries to knock the ball out of students hands. If the students drop the ball, they had better get it back quick before the Farmer takes it.



Farmer Chases the Dog.

› Learning Intention

Students will practice running and moving around a playing area within a game that focuses on avoiding being touched or tagged and running into others.



› Players

You can **split the class into two groups** and **have two grids set-up**, or have the **whole class inside the one grid**.

FARMER



DOGS



› Skill focus

Locomotor movement.

› Equipment

Use a minimum of 4 markers, preferably use a large number of markers around the perimeter/grid boundary so the area is clearly marked out.



If possible have a football for **each student**



Whistle



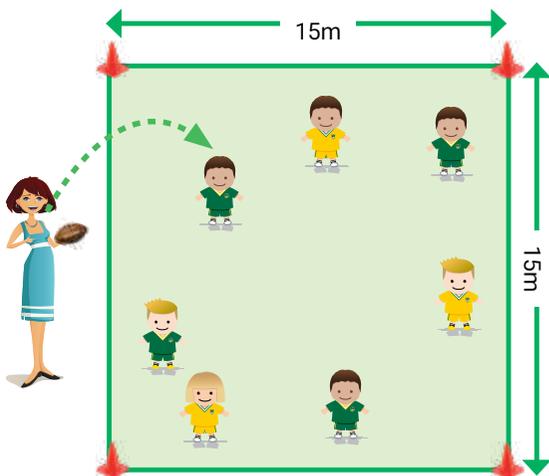
Stopwatch



Farmer Chases the Dog.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Have all **students inside the grid** without their footballs. The "Farmer" (teacher or nominated student) has the **ball in hand or a bib/vest on**.

Explain to the students that the Farmer is going to attempt to touch or tag the dogs with the football and **if they are touched or tagged, the student stops** as if they are **"stuck in the mud"**. The student then counts to **5 or 10** and then continues in the game.

The "Farmer" can not throw the ball at students, they must be holding the ball when touching.

If the students run outside the grid they are also **"stuck in the mud."**

That student stops, counts to **5 or 10** and then continues in the game.

› Modifications

The teacher starts by demonstrating "playing the ball" by putting the ball on the ground and rolling it backwards with their foot. Explain that in Rugby League, this happens after a "tackle". Give each student a ball and take the ball away from the "Farmer". Ask students "Instead of being stuck in the mud, what movement can you do using your ball when you are touched or tagged?"

The desired response is to "play the ball". This can be modified to having the students put the ball on the ground and hold it under their foot for 5-10 seconds and then continue the game.

Farmer's helpers:

Teachers to ask students "How can we change this game so that it is easier for the Farmer to catch the dogs, and harder for the dogs to avoid being touched or tagged?"

Desired response is to add more Farmers because they need help. The Farmer can then choose three or more students to be their helpers. The Farmer's helpers place their footballs outside the grid and become touchers

› Questions

1. Was it easier to balance when you were standing still (stuck in the mud), or when you had a ball under your foot? Why?
2. How did the game change when we added more Farmers/touchers or taggers? Did you have to move more? Was it harder to avoid being touched or tagged? Why?



Get past the Farmer.

› Learning Intention

On a command, students will perform locomotor movement skills with the goal of moving to the end of the playing space. Students will also engage strategies to avoid being touched or tagged.



› Players

Split the class in to **two teams** – **Blue** and **Red** teams.

TEAM (BLUE)



TEAM (RED)



› Skill Focus

Locomotor movement.

› Equipment

Markers - 4 blue, 4 red, 8-10 coloured markers for sidelines (min. 4 coloured markers for sidelines). 4-6 green markers for try line.



 If possible have a football for **each student**

Whistle

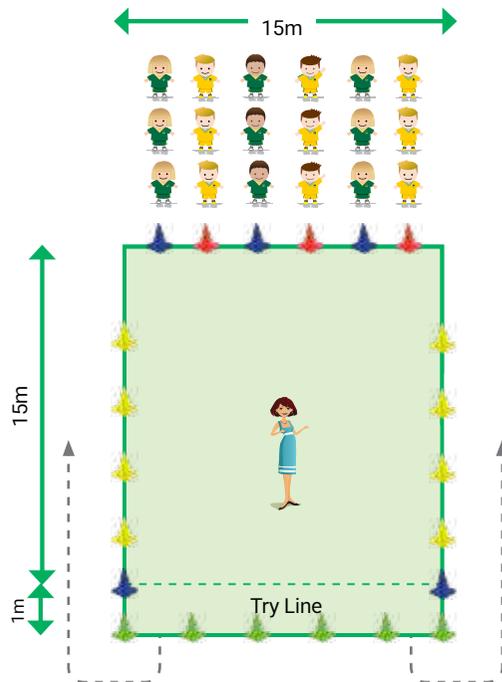
Stopwatch



Get past the Farmer.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Organise students into red and blue dogs (Red & Blue lines for students) and line them up evenly behind a relevant marker. Each student should have a Rugby League ball.

There should be no more than four students in each line to ensure high levels of activity.

When the teacher calls "Go Red" or "Go Blue" the first student in line of the corresponding coloured marker runs to the green grass markers and scores a try. A try is scored by the student/player running across the try line at the end of the playing area and placing the ball on the ground with downward pressure.

Repeat so all students get numerous turns of scoring a try.

The teacher can change the locomotor movement used, by calling the movement after the team name i.e. "Go red - side step". Use any locomotor movements already learnt. eg. Side step, Swerve.

Extra skills can also be introduced into the game. The teacher can demonstrate skills such as:

- Throw the ball into the air and catch it.
- Throw the ball into the air, clap once and then catch it.
- Place the ball on the ground at the start line, perform a small kick forward then pick the ball up.

› These skills can be performed by the students before they start moving through the playing space. The teacher will need to call a different command for each skill to perform at the start as well as the locomotor movement to use, for example "Go Blue - throw and catch, then run" or "Go Red - throw, clap, catch then swerve."

› Scoring

One point is awarded for each try successfully scored.

› Modifications

Get Past the Farmer:-

The Farmer (Teacher or student) starts in the middle of the grid and as the Farmer calls a colour, they run and try to touch or tag the dogs before they reach the other side and score a try.

Get past the Farmer, tagged & tap:-

If a dog is tagged, they place the ball on the ground under their foot for 3-5 seconds, then tap the football with their foot, pick the ball up and continue in the game and attempt to score a try (teacher to demonstrate this skill). Repeat so all students get numerous turns of scoring a try.

Farmer's helpers:

This is a progression where the Farmer (teacher or student) **needs some helpers** to catch the dogs (students). The Farmer chooses **3 or more students** to be the Farmers helpers. The Farmer's helpers place their footballs outside the grid and become touchers or taggers with the Farmer.

› Questions

1. What type of movement allowed you to get to the try line/green grass the quickest?
2. Where did you have to look when you were throwing the ball in the air and catching it?
3. Did you change the way you moved when a Farmer was trying to touch you? How?



ACTIVITY FOCUS

Warm Up

Play Rugby League

Foundation - Year 2

ACTIVITY
4

Stuck in the Mud.

› Learning Intention

Students will run around a playing space, trying to avoid being touched or tagged and work cooperatively in pairs to perform the Rugby League skill of playing the ball. Students will also practise the skill of touching.

› Players

You can split the class into **two groups** and have **two grids set-up**, **OR** have the **whole class** inside the one grid.

TEAM 1



TEAM 2



OR

WHOLE CLASS



› Skill Focus

Running, touching and team work

› Equipment

Use a minimum of 4 markers, preferably use a large number of markers around the perimeter/grid boundary so the area is clearly marked out.



If possible have a football for **each student**



Whistle



Stopwatch

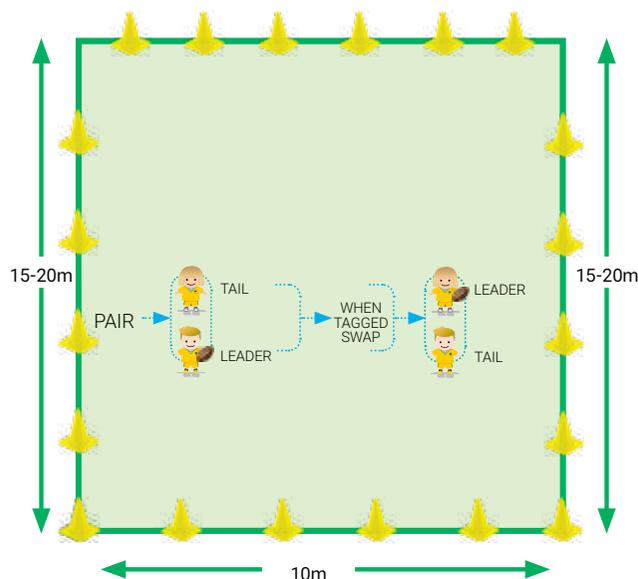


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Stuck in the Mud.

› Playing Area

Use a designated area approximately **15 - 20m x 10m** or larger per grid.



› Game Play

Sit the students down in a small area and read the second chapter of the story (Rugby League "Bluey & Red's new game") and ask some questions about the chapter.

Show the class the grid, and explain to the students where the boundaries are.

Have students **find a partner** and explain they are going to play a **touch or tag game**.

Explain to the students the **person with the ball is the leader** and **their buddy is their tail**. Remind the tail to stay **behind the leader** and follow them wherever they go.

The teacher chooses two students to be the "Farmers". Farmers do not have a ball. Explain to the students that the **Farmer is going to attempt to touch or tag the dogs with the football**. If they are touched or tagged, the student stops as if they are **"stuck in the mud"**.

When the Farmer touches the leader the tail yells out **"You're stuck, play the ball."**

The **leader then plays the ball by placing the ball on the ground and rolling it back with their foot to the tail** who picks up the ball and **becomes the new leader**, whilst the partner **now becomes the tail**.

› Modifications

Set up Stuck in the mud with the Farmers helpers:

This is a progression where the Farmer (teacher or student) needs some helpers to catch the dogs (students). In order to increase the intensity of the game an extra pair can be chosen to place the ball outside the playing area and become Farmers.

› Questions

1. How did you and your partner work together when playing the ball?
2. Why is it important to talk to your partner when you are working in pairs?
3. When you were the tail and following your leader, how did you stay close to them? Did you say anything if they got too far away from you?
4. When you were tagging, how did you decide who to chase? Did the farmers work together to tag someone?



ACTIVITY FOCUS

Warm Up & Skill Development

Play Rugby League

Foundation - Year 2

ACTIVITY
5

You're Stuck Play the Ball.

› Learning Intention

Students will run through a playing space in pairs with a goal of getting to the other end of the field without being touched or tagged.



› Players

Split the class in to **two teams** – **Blue** and **Red** teams.

TEAM 1 (BLUE)



TEAM 2 (RED)



› Skill Focus

Running and team work

› Equipment

Markers - 4 blue, 4 red, 8-10 coloured markers for sidelines (min. 4 coloured markers for sidelines). 4-6 coloured markers for try line.



 If possible have a football for **each student**

Whistle



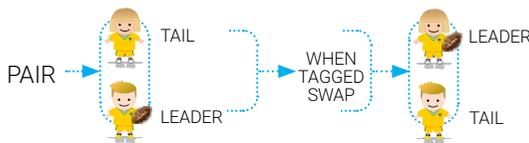
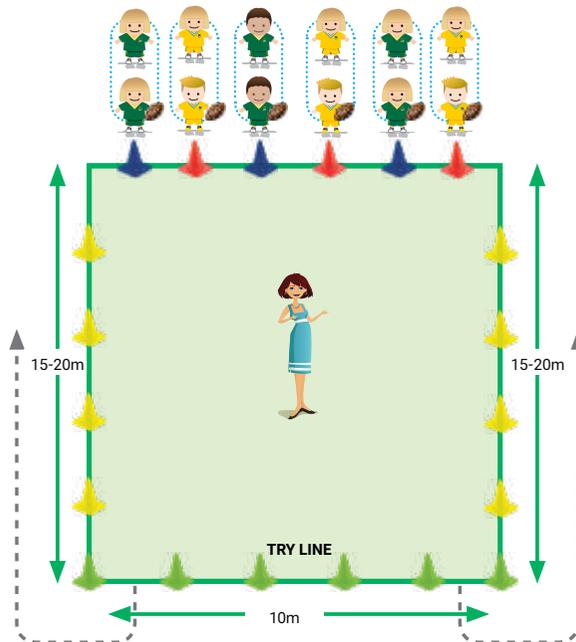
Stopwatch



You're Stuck Play the Ball.

› Playing Area

Use a designated area approximately **15 - 20m x 10m** or larger per grid.



› Game Play

Organise students into red and blue dogs (Red & Blue lines for students) and line them up evenly behind a relevant marker.

In each line **put students in pairs**, and have them **lined up one behind the other**. Give each pair a football with the **front person with the ball**. No more than two pairs behind each marker.

Explain to the students the **person with the football is the leader** and **their buddy is their tail**. Remind the **tail to stay behind the leader** and follow them wherever they go. The teacher will call a command for each team, eg. "Go Red" or "Go Blue". On this command, the first pair in the corresponding colour team aims to run across the try line at the other end of the playing area without the leader being tagged. They then score a try by placing the ball on the ground with downward pressure.

Explain to the students that the **Farmer is going to attempt to touch or tag the dogs with the football** and if they are touched or tagged, the student stops as if they are **"stuck in the mud"**. The teacher **can substitute** being a toucher or tagger by **blowing a whistle**.

When the Farmer touches the **leader, the tail yells out, "You're stuck play the ball."** Or if the teacher is using a whistle, when the teacher blows the whistle, the **tail yells out "You're stuck, play the ball."**

The leader then **places the ball on the ground and rolls it back with their foot to the tail, who picks up the ball** and becomes the **new leader**, whilst the partner **now becomes the tail**.

› Scoring

If a player is able to run past the try line and place the ball down with downward pressure, **one point is awarded** to their team.

› Modifications

You're stuck play the ball with the Farmers helpers:

This is a progression where the Farmer (teacher or student) needs some helpers to catch the dogs (students). The Farmer chooses 2 or more students to be the Farmer's helpers. The Farmer's helpers place their footballs outside the grid and become touchers or taggers with the Farmer. If the Farmer calls go without saying a team colour, every pair at the start of the line must run to the try line.

› Questions

1. When you were the tail, how did you communicate with your partner to let them know where you were when you played the ball?
2. When you were the leader, did you do anything to make it easier for your tail to follow you?



ACTIVITY FOCUS

Skill Development & Game Concepts

Play Rugby League

Foundation - Year 4

ACTIVITY
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Pass the Biscuit.

› Learning Intention

Students will use throwing and catching skills and work as a team to create opportunities to touch or tag opposition players with the ball.



› Players

Have 6 players in each square.
4 attacking players and 2 defenders.
Approximately five squares for a class of 30 students.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Throwing, catching, touching and team work.

› Equipment

Use a minimum of 4 markers per grid.



1 x football per grid.



5 x **Bibs** for **each team**



Whistle



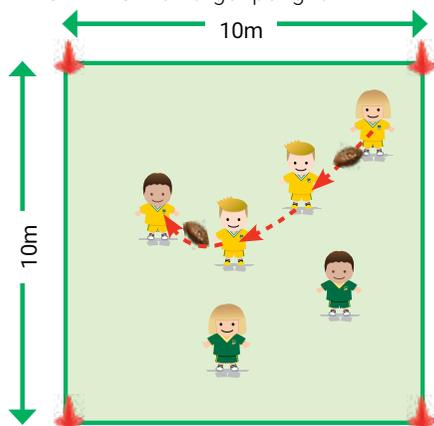
Stopwatch



Pass the Biscuit.

› Playing Area

Use a designated area approximately **10m x 10m** or larger per grid.



› Game Play

Divide the class up into groups, within each square have e.g. **4 attackers vs 2 defenders**.

The aim of this game is for the **attacking players to touch or tag players from the opposite team** with the football. The attacking team needs to work together to **pass the ball to teammates** and attempt to touch or tag the defenders with the ball.

The **attacking player** who **has the ball** can **run** with the ball.

The opposing team have to **attempt to avoid being tagged**.

If an **attacking player touches or tags** one of the opposing players **they are out of the game** (and can stand on the outside of the grid) **or** the attacking team **receives a score**, the **tagged player than remains in the game**.

Players of the opposing (defending) team **cannot** intercept or knock down the ball.

No physical contact is allowed and the ball should **not be punched** (safety rule).

If the ball is dropped or knocked to the ground it can be **picked up by the attacking team** and play continues. Nb. The **defending team cannot pick up the ball if it is on the ground**.

There is **no diving** on the ball, on the ground or contacting it with any part of the body.

Have all games going at once. Rotate one team from each field after an allocated time.

› Questions

1. How did you communicate with your partner/ team mates when you wanted them to pass you the ball?
2. If you wanted your team mate to pass you the ball, where did you position yourself to give your team the best chance to tag or touch a defender?
3. Was the game harder when you had to do a running pass? What did you do differently when passing the ball from the standing pass to a running pass?
4. How did you work as a team to try to tag or touch a defender?

› Scoring

A **team scores** when an attacking player **touches or tags one of the opposing players**, the opposing player is **then out of the game** (and can stand on the outside of the grid) **or** the attacking team **receives a score** once tagging a player who then remains in the game.

› Modifications

The **attacking player** with the ball can only take a **limited amount of steps** and then **has to pass the ball** e.g. 5 steps and then pass. This encourages more players in the team to get involved.

The attacking player with the ball **cannot run with the ball**, once they **catch the ball** they have to **pass to another player in their team**. All players without the ball can still run around the grid.



Kick from the Kennel.

› Learning Intention

Students will practise the skill of kicking and retrieving the ball in a Rugby League setting.

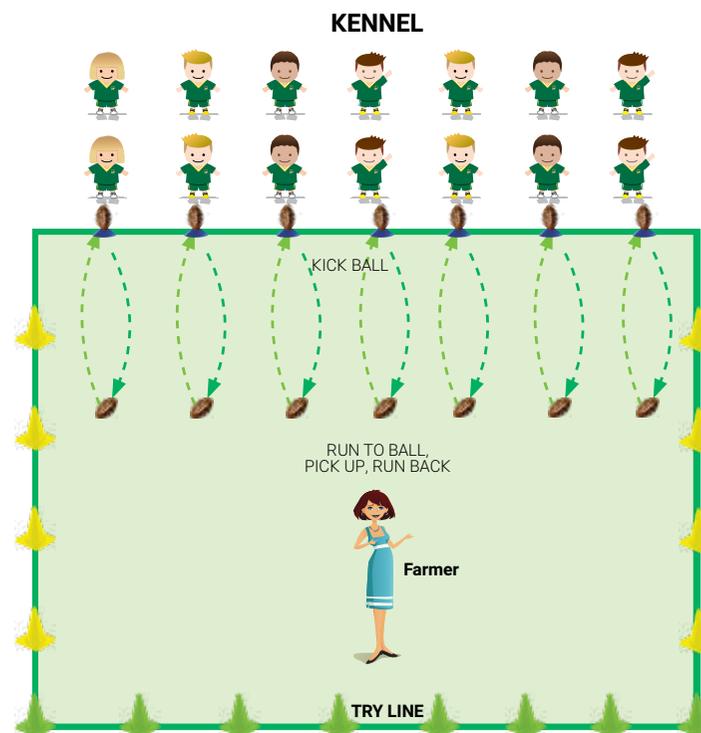


› Players

There will need to be one ball per line, and only the students first in the line will kick on the Farmer's first cue. No more than four students per line.

› Playing Area

Use a designated area approximately **15m x 20m or larger** per grid.



› Skill Focus

Kicking.

› Equipment

Use a minimum of 4 markers, preferably use a large number of markers around the perimeter/grid boundary so the area is clearly marked out.



If possible have a football for **each student**



Kicking Tee or Marker



Whistle



Stopwatch



Kick from the Kennel.

› Game Play

Explain a **“place kick”** and demonstrate kicking off the marker (refer to Coaching Points Cards). Place the ball on the marker with one point of the football in the centre of the marker, with the football facing upright. Students take three to five steps back from the marker and slowly jog in and attempt to kick the ball high into the Farmer’s paddock (rectangle playing area). When the Farmer blows the whistle, students collect their ball and run it back to the marker for another kick.

The Farmer can try to touch or tag the students when they are inside the paddock.

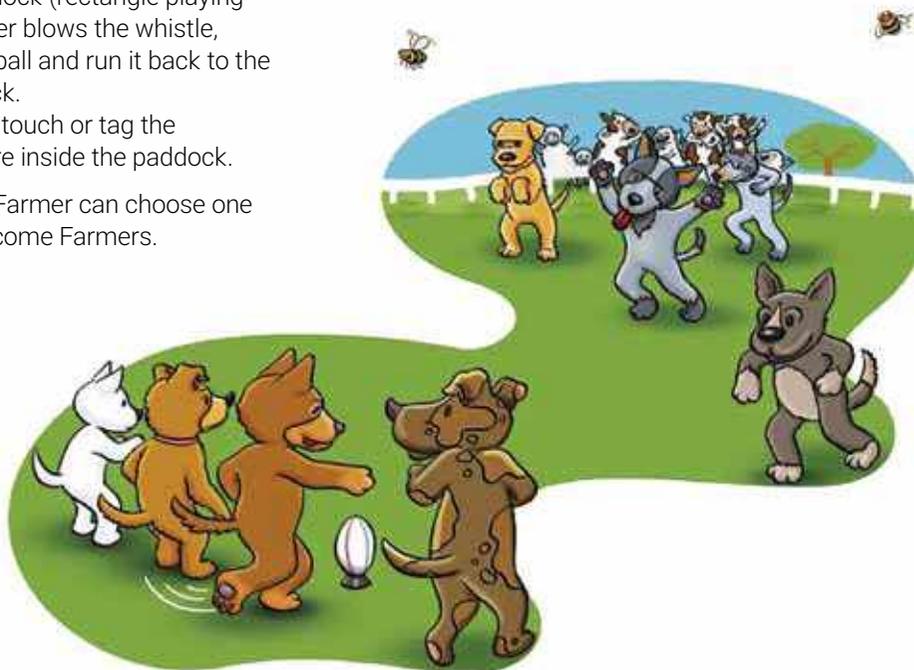
After a few turns, the Farmer can choose one or two students to become Farmers.

› Modifications

Grubber Kick

Explain and demonstrate what a **“grubber” kick** is (refer to Coaching Points Cards).

On the Farmer’s (Teacher’s) cue, **“GO”**, children **kick the ball out of the kennel** and on the Farmer’s instruction (**maybe a whistle**), children **collect the ball and run it back** to the kennel for another kick.



The Farmer can chase them as they try to get back to the kennel.

Scoring a Try

Once children have kicked their football into the paddock, they then retrieve the football and attempt to score a try at the other end of the paddock. A try is scored by running past the try line and placing the ball on the ground with downward pressure.

Adding a Tail

In their lines, put the students in pairs with the front partner being the leader and the back partner being the tail. The leader kicks their football into the paddock, the leader and the tail run into the paddock with the tail retrieving the ball, who then attempts to score a try at the other end of the paddock. Students swap roles for their next turn.

› Questions

1. Where should you be looking as you kick the ball?
2. What do you do differently with your kicking leg when you want the ball to go high compared to when you want it to go along the ground? Possibly choose a student to demonstrate this.



Kick & Score.

› Learning Intention

Students will practise kicking a ball with techniques used in Rugby League with the aim of landing it in a playing area.



› Players

Split the class into **two teams** – **Blue** and **Red** teams.

TEAM 1 (BLUE)



TEAM 2 (RED)



› Skill Focus

Kicking.

› Equipment

Have a marker for each student to kick off. For the grid use 5 x Blue markers, 5 x Red markers plus blue and red markers for fly lines.



Markers x 5 Blue
Markers x 5 Red



Whistle

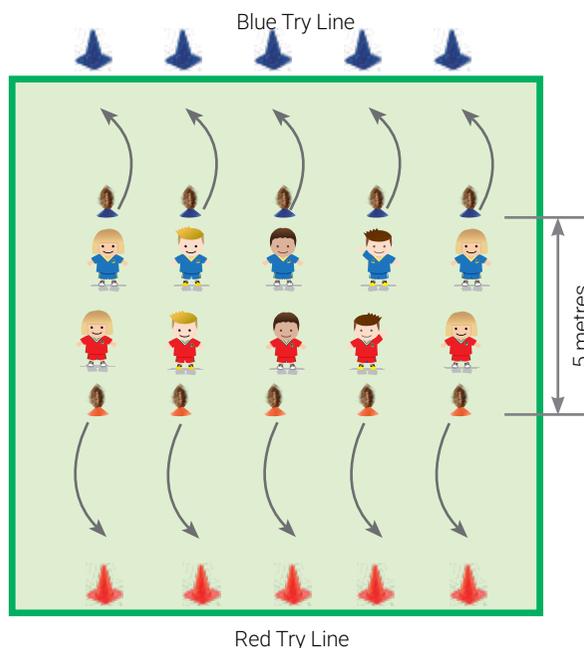
Stopwatch



Kick & Score.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Mark out **one line of 'blue' markers** across the "paddock" and **one line of 'red' markers** about 5 metres apart. Split the children into **2 teams** (red team and blue team). Have the blue team sit at the blue markers with a ball, and the red team sit at the red markers with a ball.

Explain and demonstrate a **"place kick"** by placing the ball on the marker with one point of the football in the centre of the marker and the football facing upright (refer to Coaching Points cards). Take three to five steps back from the marker and slowly jog in and attempt to kick the ball high into the Farmers paddock (square playing area).

On the teacher's call, both teams stand up, place their balls on their markers, and take 3 steps backwards. When the teacher says "GO", both teams kick their footballs, trying to keep them within the 'paddock'. They must then **chase and find their ball, pick it up** and **race** to their coloured try line to **score** a try. A try is scored when the student runs across the try line at the end of the "paddock" and places the ball on the ground with downward pressure.

When they have **scored a try**, they **must run back to their middle markers and hand the ball over to someone on their team** who move forward to the markers, and repeat.

› Questions

1. Is it easier to kick the ball when it's on a marker or when you drop it onto your foot? Why?
2. If you want to kick a long way, do you need to swing your leg more or less?

› Modifications

Grubber Kick

Explain and demonstrate what a **"grubber"** kick is. Students can then perform a grubber kick instead of a place kick when kicking the ball into the paddock.



ACTIVITY FOCUS

Skill Development & Game Concepts

Play Rugby League

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9

Scramble.

› Learning Intention

Students will practise Rugby League attacking and defending skills. Attackers will be able to retrieve a ball and attempt to score a try while avoiding being touched or tagged by defenders.



› Players

Two teams, 2-20 players in each team.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Running, touching, attacking and defending.

› Equipment

16 x markers
(4 markers minimum)



4 x footballs **per grid**



Whistle



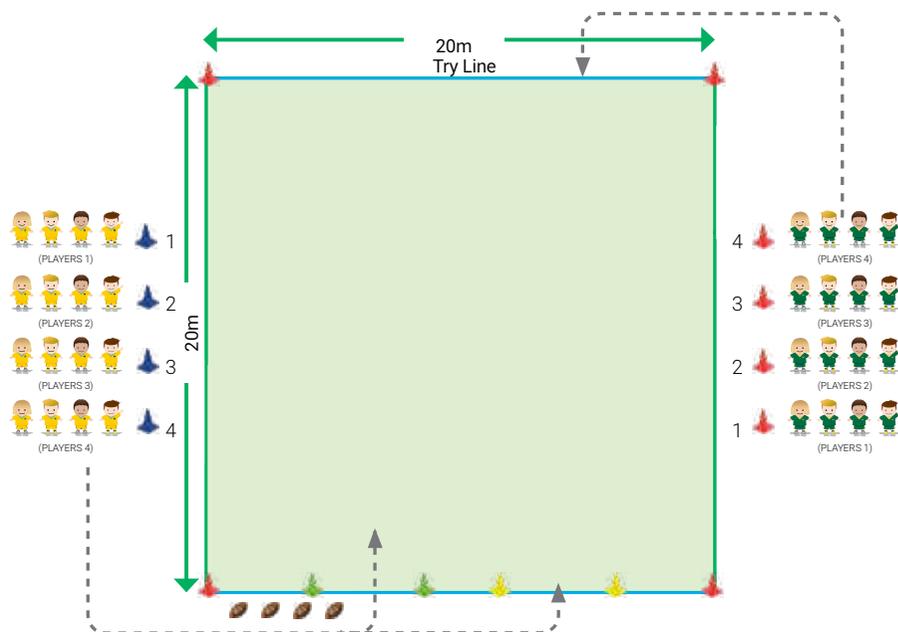
Stopwatch



Scramble.

› Playing Area

Use a designated area approximately **20m x 20m** or larger per grid.



› Game Play

Divide the class up into **8 equal groups** and have the groups line up behind the 8 markers (eg. 4 Blue markers, 4 Red markers).

Nominate a name/colour for the two teams eg. "Red Team/Blue Team or Blues/Maroons"

Number each group **1 – 4 in the Red Team** and **1 – 4 in the Blue Team**

Teacher calls out a number eg. No. 1, all the number ones in the blue team run down to the bottom markers "gates" and pick up a football with two hands. At the same time all the number ones in the red team run to the try-line to be ready to be a defender.

The blue number ones then run and attempt to score a try. A try is scored by a player running across the try line and placing the ball down with downward pressure. At the same time, the red number ones have to try and stop them from scoring by touching a blue player.

Repeat for all the numbers so that all players have the opportunity to attempt to score a try

Once all blue players have had an opportunity to score a try and the red team members have had the chance to defend, swap roles and allow the red team the opportunity to score a try and the blue team to become defenders.

› Scoring

If a player is able to run past the try line and place the ball down with downward pressure, one point is awarded.

› Modifications

To make this a team activity, place only one ball at the bottom markers. When the teacher calls the number, eg. "Number 1", all number 1s from the attacking team run to the bottom gates and the number 1s from the defending team run to the try line. One attacking player picks up the ball. All 4 attacking players aim to score a try without the person holding the ball getting touched or tagged.

The defending side work as a team to touch or tag the player holding the ball before the attacking team can score a try. The teacher can state how many passes the attacking team must pass.

› Questions

1. Why should you pick up the ball with two hands?
2. What did you do to avoid being touched or tagged?
3. How did you work as a team to create opportunities to score a try?
4. How did you work as a team to stop the other team scoring a try?



Try Scoring with Kicks.

› Learning Intention

Students will be able to perform Rugby League skills including kicking and try scoring.



› Players

Two teams, 2-20 players in each team.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Kicking, running and try scoring.

› Equipment

16 x markers if possible
(4 markers minimum)



8 x footballs **per grid**



Whistle

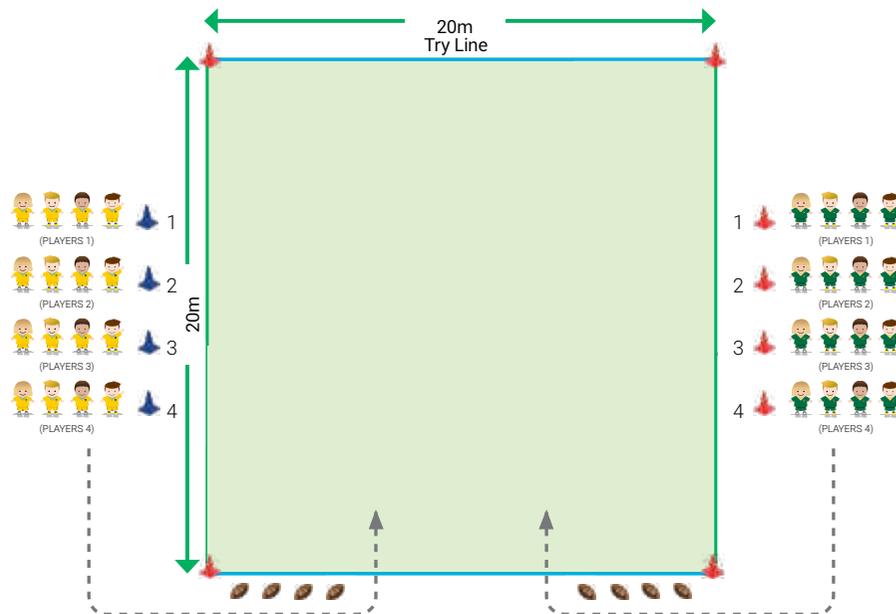
Stopwatch



Try Scoring with Kicks.

› Playing Area

Use a designated area approximately **20m x 20m** or larger per grid.



› Game Play

Divide the class up into **8 equal groups** and have the groups line up behind the 8 markers (eg. 4 Blue markers, 4 Red markers).

Nominate a name/colour for the two teams eg. "Red Team/Blue Team or Blues/Maroons"

Number each group **1 – 4 in the Red Team** and **1 – 4 in the Blue Team**

When the teacher calls out a number eg. "Number 1", all the number ones run down to the bottom markers, pick up a football with two hands and **attempt a grubber kick** towards the try line (refer to Coaching Points cards for grubber kick). Students then pick up the ball, run to the end of the grid and score a try over the try line by placing the ball down with downward pressure.

Repeat for all the numbers.

› Questions

1. How was your body positioned for your grubber kick?
2. What did you have to do to get your grubber kick to land in the field?
3. What movements did you use to chase your grubber kick?

› Scoring

If a player is able to run past the try line and place the ball down with downward pressure, one point is awarded.

› Modifications

Teacher calls out a number eg. Number 1 all the number 1's run down to the bottom markers and pick up a football with two hands. The students then run and attempt a nominated kick from the list below, they then score a try.

- › The students can perform a **punt kick** instead of a **grubber kick** (refer to Coaching Points cards for punt and grubber kicks) then score a try.
- › Have only one football per group. When the teacher calls out a number, eg. "Number 1", all the number 1's run down to the bottom markers. One person picks up the football and kicks it down the field, all the other students chase the ball and the **first person** to pick up the football **scores the try**.



ACTIVITY FOCUS

Skill Development

Play Rugby League

Year 3 - Year 6

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11

Try Scoring.

› Learning Intention

On a command, students will practise different Rugby League attacking skills including locomotor movement and ball control skills while moving through a playing area towards the try line.

› Players

Two teams, 2-20 players in each team.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Locomotor movement and try scoring.

› Equipment

16 x markers
(4 markers minimum)



8 x footballs **per grid**



Whistle



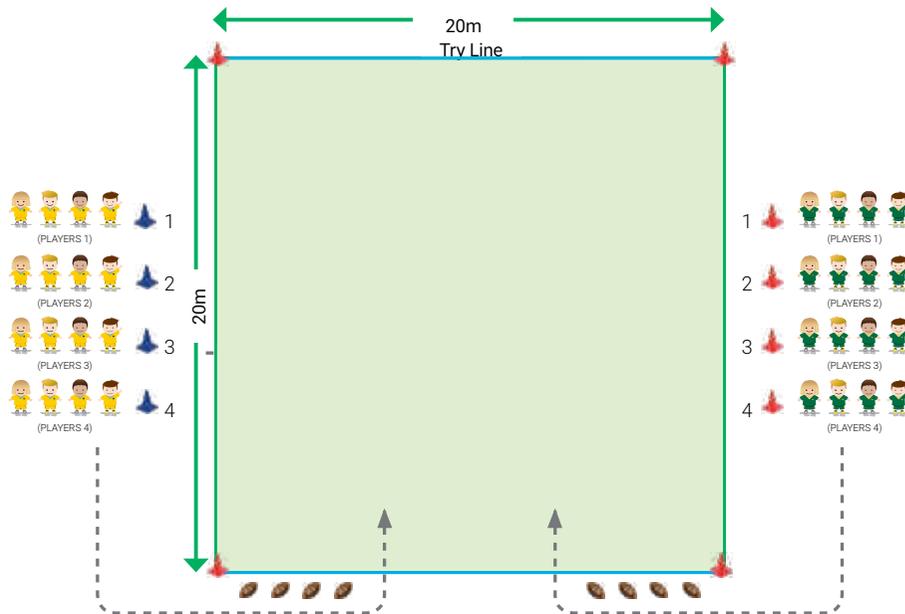
Stopwatch



Try Scoring.

› Playing Area

Use a designated area approximately **20m x 20m** or larger per grid.



› Game Play

Divide the class up into **8 equal groups** and have the groups line up behind the 8 markers (eg. 4 Blue markers, 4 Red markers).

Nominate a name/colour for the two teams eg. "Red Team/Blue Team or Blues/Maroons"

Number each group **1 – 4 in the Red Team** and **1 – 4 in the Blue Team**

Teacher calls out a number eg. "Number 1", all the number ones run down to the bottom markers and pick up a football with two hands, run to the opposite end of the grid and score a try over the try line.

Repeat for all the numbers so that all players have the opportunity to score.

› Scoring

If a player is able to run past the try line and place the ball down with downward pressure, one point is awarded for each try successfully scored.

› Modifications

To further challenge the students, the teacher can call out a number followed by one of the skills listed below. Students will then run to the bottom markers, pick up the ball with two hands, and perform this skill before they can score a try. The teacher will need to demonstrate each individual skill as they introduce them (refer to Coaching Points cards).

- › Side step and then score a try
- › Hit and spin, then score a try
- › Dummy pass then score a try
- › Fend and then score a try
- › Roll then score a try
- › Obstacle course then score a try
- › Try with a celebration
- › Roll a ball then score a try

› Questions

1. How did you carry the ball while running down the field?
2. What are the benefits of carrying the ball in two hands?
3. What other movements or skills could you use on the way to scoring a try?



ACTIVITY FOCUS

Warm Up

Play Rugby League

Foundation - Year 6

ACTIVITY
12

League Channels.

› Learning Intention

Students will be able to perform different locomotor movements while holding a Rugby League ball with the aim of moving to the end of a playing area to score a try.



› Players

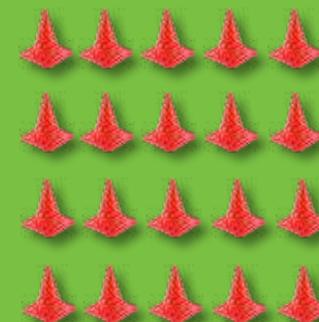
Approximately **four teams** for a class of **32 students. 8 players in each team** depending on size of class/group of students.

› Skill Focus

Locomotor movement.

› Equipment

20 x markers **per grid**



1 x football **per channel**



Bibs for each team

Whistle



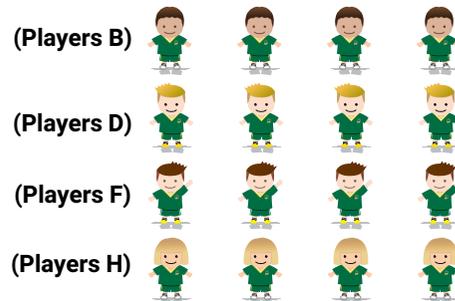
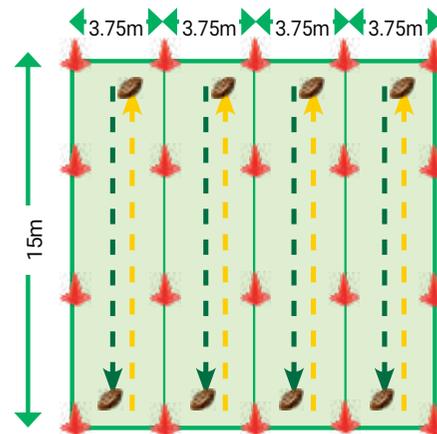
Stopwatch



League Channels.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid. Divide the grid into 4 channels per grid (**15m x 3.75m** per channel).



› Warm Up & Game Play

Divide the class up into equal groups. Within each grid have **4 teams with 8 players per team/channel**.

In each channel have **4 team members lining up** in one straight line at each end of the channel.

There is **one football per team**, with the warm up activity similar to a shuttle relay.

Explain to the class that a **Rugby League Ball is held correctly when you use 2 hands** and a **try is scored by running over the try line and placing the ball on the ground** with downward pressure.

The player (**Player A**) with the ball starts by running with the ball up to the other end of the channel and scores a try by placing the ball down correctly.

Player A joins the end of the line behind Player H. Player B picks up the ball, begins to run to the other end of the channel and scores a try.

Player B joins the end of the line behind player G. All players repeat steps.

Teachers can challenge the students within this activity eg. the teacher times the activity for 2 minutes, each teams aim is to score as many tries in the 2 minutes as possible. Give teams another 2 minutes to see if they can beat their score.

› Modifications

Using the existing grid setup, have players perform different locomotor skills while moving through the channel including side stepping, swerving and dodging (explain each skill).

To further challenge students, introduce skills listed below into the activity (explanation of each skill is required, refer to Coaching Points cards);

- Passing and catching
- Kicking - chip kicks and grubber kicks
- Play the Ball
- Defenders - you can start to introduce a defender and have players attempt to score a try using the above skills to evade a defender. Defenders have to attempt to touch or tag the attacking player (one defender per two grids).



Here/There/Everywhere.

› Learning Intention

Students will learn about spatial awareness, how to hold a football correctly, and how to score a Rugby League try.



› Players

Approximately **four groups** for a class of 32 students. **8 players** in grid depending on size of class/group of students.

TEAM 1



TEAM 2

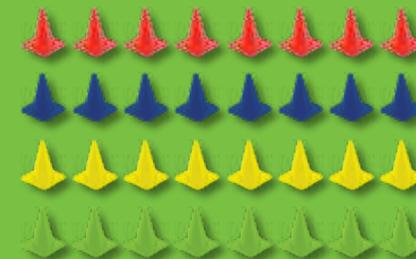


› Skill Focus

Locomotor movement, spatial awareness.

› Equipment

4 sets of 8 different coloured markers eg. 8 blue, 8 green, 8 yellow and 8 red markers



Whistle



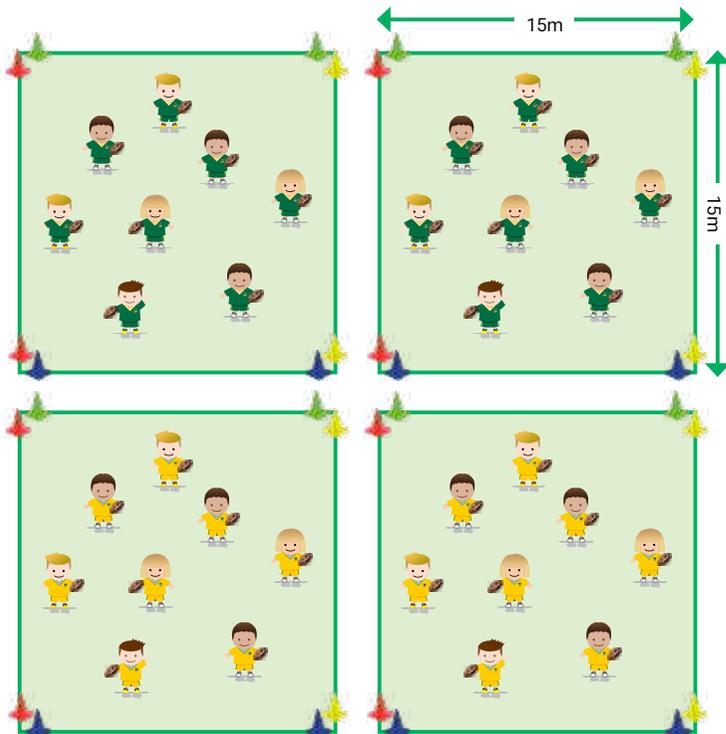
Stopwatch



Here/There/Everywhere.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Sit the students down in a small area and read the third chapter of the story (Rugby League "Bluey & Red's new game") and ask some questions about the chapter. (Foundation – Year 2 students only.)

Show the class the grid, and explain to the students where the boundaries are.

Show students how to hold a football correctly and how to run around in the square using space. A Rugby League ball is held correctly when you use 2 hands (refer to Coaching Points cards).

Demonstrate how to score a try. A try is scored when students run across the try line and place the ball down with downward pressure (refer to Coaching Points cards). In this game, there are four try lines, one along each boundary, these are marked out by the red, yellow, blue and green cones.

To start the game, students run/jog inside their grid, dodging other students inside the grid. The teachers call out a colour e.g. "Blue"

Students all run and attempt to score a try over and between the nominated (blue) coloured markers. Repeat many times calling one of the four colours at random.

Students can perform different locomotor skills as they move around the space eg. side stepping and skipping.

› Modifications

Here There/Everywhere with touch or tag

Have one student as a "defender" in each grid, all other students are still "attackers". Have all students running/jogging inside their grid, dodging and stepping other students. When the teacher calls out a colour eg. "blue" the attackers have to try and score over and between the (blue) markers whilst the defender attempts to touch or tag as many attackers as they can.

To progress the game, you can add more defenders to increase the difficulty for attackers attempting to score.

› Questions

1. What did you do to avoid running into others as you were moving around the space?
2. Choose a student to demonstrate how to correctly hold a Rugby League ball. How does holding a ball like this make it easier to score a try?



ACTIVITY FOCUS

Warm Up & Skill Development

Play Rugby League

Foundation - Year 6

ACTIVITY
14

Maroons & Blues.

› Learning Intention

Students will practise attacking skills including running with the ball and try scoring. Students will also practise defending skills including chasing and touching.

› Players

Students work in pairs with one partner on the Maroons team and one partner on the Blues team. Up to four (or five) pairs to play in each grid.

TEAM (MAROONS)



TEAM (BLUES)



› Skill Focus

Running and touching.

› Equipment

4 markers **per grid**



1 x football **per student**



Bibs for each team



Whistle



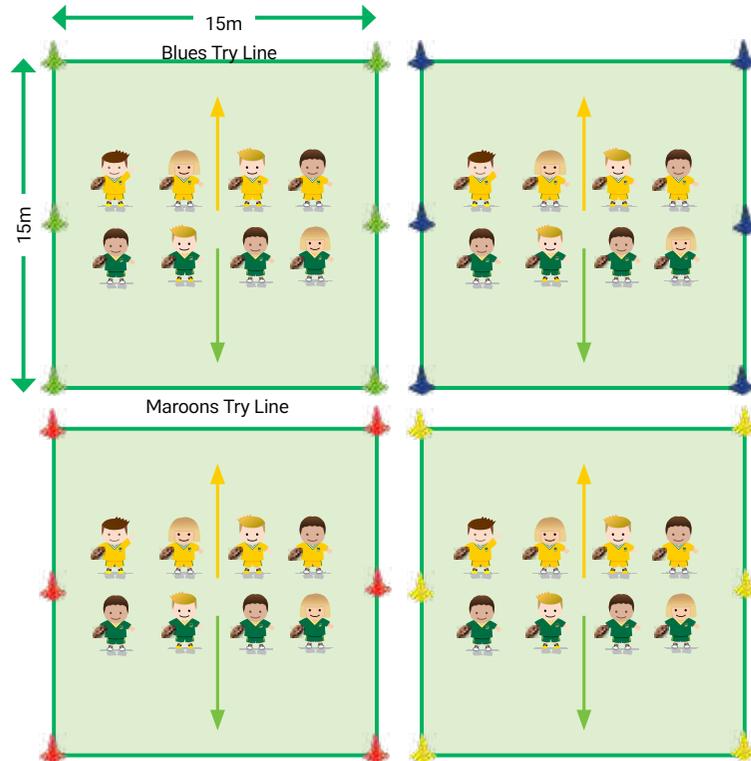
Stopwatch



Maroons & Blues.

› Playing Area

Use a designated area approximately **15m x 15m** or larger per grid.



› Game Play

Divide students equally into the playing grids with no more than 8 (or 10) students per square. Have students pick a partner.

Each pair sit back to back, one metre apart, along the line in the centre of the grid. All students sitting on one side are called "Maroons", and all students sitting on the other side are called the "Blues".

Explain that in Rugby League State of Origin, NSW team are called the "Blues", and the Queensland team are called the "Maroons".

Each student has a ball, explain that each team has a try line at the end of the playing grid in which they are facing.

The teacher calls out a team name, either "Blues" or "Maroons".

If the teacher calls out "Blues", all the students in the Blues team run with their ball to their try line and attempt to score a try by running

the ball over the line and placing the ball down with downward pressure before being touched or tagged by their Maroons partner. The Maroons player chases their Blues partner and attempts to touch or tag them using the football.

If the teacher calls "Maroons", all the students in the Maroons team run to their try line and attempt to score a try before being touched or tagged. The Blues have to chase and attempt to touch or tag their Maroons partner before they get to their try line.

Repeat numerous times giving equal chances to both teams.

› Modifications

To further challenge the students, the teacher can call out one of the skills listed below. Students will then perform this skill before they can score a try. The teacher will need to demonstrate each individual skill as they introduce them (refer to Coaching Points cards).

- › Side step and then score a try
- › Hit & spin then score a try
- › Dummy pass then score a try
- › Fend and then score a try
- › Roll then score a try
- › Try with a celebration
- › Roll a ball then score a try



ACTIVITY FOCUS

Skill Development & Game Concepts

Play Rugby League

Foundation - Year 4

ACTIVITY
15

Beat the Defender.

› Learning Intention

Students will learn to score a try by evading a defender with the defender aiming to make the touch or tag.



› Players

Approximately **eight teams** for a class of **32 students**. **4 players in each team** depending on size of class/group of students.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Running, evasion and touching.

› Equipment

9 markers **per grid**



2 x footballs **per grid**



4 x **Bibs** for **each team**



Whistle



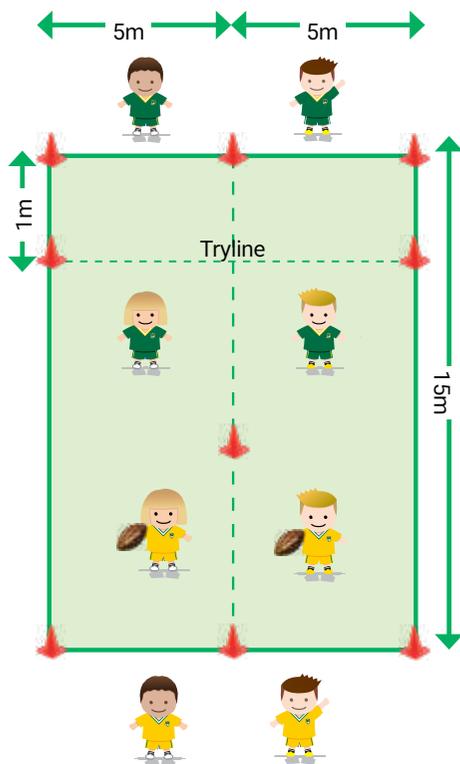
Stopwatch



Beat the Defender.

› Playing Area

Use a designated area approximately **15m x 10m** or larger per grid. **Divide the grid in half** so you have **2 channels** per grid, **15m x 5m** per channel.



› Game Play

Divide the class up into equal groups. Within each grid have e.g. **4 attackers** vs **4 defenders**. Have **2 attackers** and **2 defenders** in **each channel** of the grid. With **2 players** lining up **behind** each end line of the grid.

The Learning Intention is for the **attacker to evade the defender** and **score a try**, whilst the **defender** has to make the touch or tag. To start, play **1 attacker vs 1 defender**, and rotate turns.

On teachers signal "GO", the **attacking players** with the ball **attempt to score a try**. A try is scored when students run across the try line and place the ball down with downward pressure. Players of the opposing (**defending**) team **attempt to touch or tag the attackers before they get to the try line**.

If the ball is **dropped** or **knocked** to the ground it can be **picked up** by the **attacking team** and play continues.

Nb. The defending team **cannot** pick up the ball if it is on the ground. There is **no** diving on the ball on the ground.

Swap roles after an allocated time so the attacking team become defenders and the defenders become attackers.

Have all games going at once. Rotate one team from each field after an allocated time.

› Scoring

The **attacking player** receives a point **if they score a try**.

› Modifications

Running in traffic - Take away the middle markers in each grid and have **two attackers** (each player with a football) and **two defenders**. Defenders attempt to touch or tag their opposing attackers. **One defender** may touch or tag **both the attacking players**. Give students an opportunity to devise strategies and then put them into practise. Allow both attacking players time to discuss how they can work as a team to create scoring opportunities at the same time and allow both defending players time to discuss how they can work as a team to stop the attackers from scoring.

To progress this activity students from the attacking team can only use one football to attempt to score a try.

› Questions

1. What did you do to avoid being touched or tagged?
2. As a defender, what did you do to touch or tag the attackers before they got to the try line?
3. Attackers, what strategies did you and your partner use to give you the best chance to score? Did they work?
4. Defenders, how did you work as a team to try to touch or tag the attackers? Did your strategies work?



Partner Activities.

› Learning Intention

Students will cooperate with a partner to perform Rugby League attacking skills including passing, kicking and playing the ball.



› Players

Two Teams, 2-20 players in each team

TEAM 1



TEAM 2



› Skill Focus

Passing, catching, kicking and team work

› Equipment

16 x markers



4 x footballs per grid



Whistle



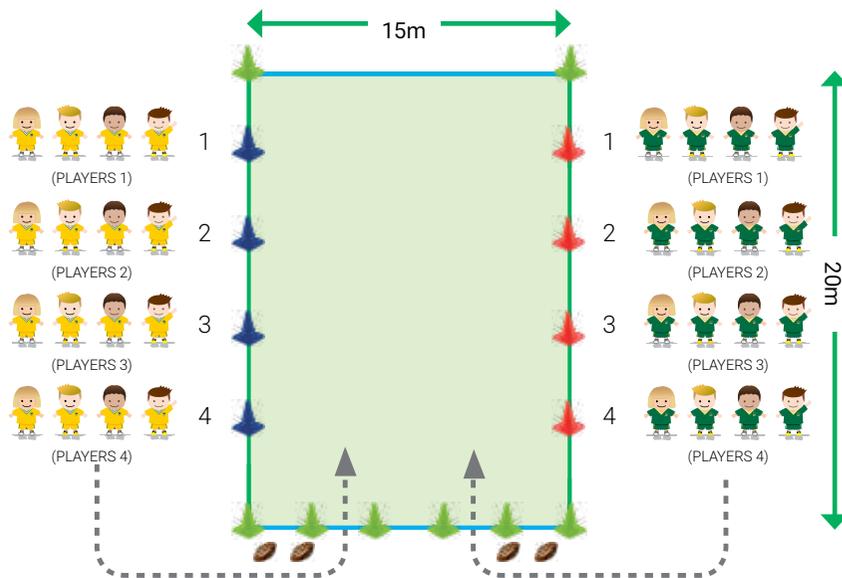
Stopwatch



Partner Activities.

› Playing Area

Use a designated area approximately **15m x 20m** or larger per grid.



› Game Play

Divide the class up into **8 equal groups** and have the groups line up behind the 8 markers (eg. 4 Blue markers, 4 Red markers).

Nominate a name/colour for the two teams eg. "Red Team/Blue Team or Blues/Maroons"

Number each group 1 – 4 in the Red Team and 1 – 4 in the Blue Team.

Explain to the students that the first two players in each line are partners and the next two players in their line will also be partners (teachers need to be aware that each line has to have an even number of students and that students understand who their partner is).

Teacher calls out a number eg. Number four, all the number fours run down to the bottom "gates" (markers).

Each pair pick up a football from the bottom of the grid (one football per pair).

Partners will attempt a skill that was nominated by a teacher. Eg. Students practise passing back and forth with their partner using a backwards pass (refer to Coaching Points cards).

Partners advance up the grid passing back and forth, when they reach the try-line one partner scores a try.

Repeat for all the numbers so that all players have the opportunity to score a try.

› Scoring

Partners advance up the grid performing the nominated skill. If a pair is able to run past the try line, and score a try by placing the ball down with downward pressure, one point is awarded.

› Modifications

There are a number of ways we can use our partner to score a try. To incorporate different Rugby League skills into the game, the teacher can call out a number followed by a skill. For example, the teacher can call, "Number one, play the ball". The number one's would then run to the bottom markers where one partner would pick up the football with two hands and play the ball to their partner who would run down and attempt to score a try.

The teacher can then repeat this step, choosing skills from the list below (refer to Coaching Points cards).

- › Play the Ball to a partner
- › Multiple Passes with partner
- › Kick for a partner
- › Set play with a partner
- › Bump pad and pass to a partner

› Questions

1. How did you cooperate with your partner?
2. How did you communicate when you were passing, kicking and playing the ball?
3. Why is it important to communicate clearly with your partner?



Pulyugge (Pul-yu-gee) - Traditional Indigenous Game.

› Background

Keep-away types of ball games were played in many parts of Australia. Pulyugge was played between selected teams of different groups in the Murray, Lake Alexandria and Lake Albert areas of South Australia.

› Learning Intention

Students will demonstrate attacking skills by working as a team to pass to each other and maintain possession of the ball. Students will also develop defending skills by putting pressure on the attacking team and attempting to intercept passes.

› Players

Approximately **eight teams** for a class of **32 students. 4 players in each team** depending on size of class/group of students.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Throwing, catching, team work and defending.

› Equipment

4 markers **per grid**



1 x football **per grid**



4 x **Bibs** for **each team**



Whistle



Stopwatch

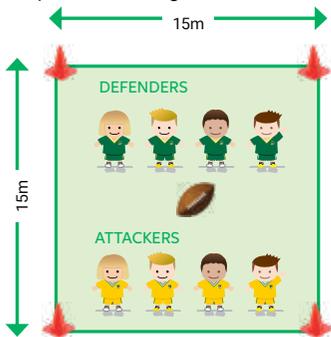


Pulyugge (Pul-yu-gee)

- Traditional Indigenous Game.

› Game Play

Divide the class up into equal groups and within each square have e.g. 4 attackers vs 4 defenders.



The aim is for the attacking team to **keep possession** of the ball and away from the other team within the grid, and achieve the score of (10) passes. The attacking team attempts to keep the ball among each other, passing & catching the ball whilst dodging or evading their opponents.

Players of the opposing (defending) team **attempt to intercept or "knock down" (to tap the ball down with an open hand) the ball.**

No physical contact is allowed and the ball should not be punched (safety rule). Players may only guard each other from 1 metre away.

If the ball is dropped or knocked to the ground it can be picked up by the attacking team and play continues. The defending team can not pick up the ball if it is on the ground. There is no diving on the ball on the ground.

Have all games going at once. Rotate one team from each grid after an allocated time.

After each rotation, encourage each team to get together in a huddle to discuss attacking and defending strategies they will use.

› Scoring

If a team is able to make 10 successful passes without the ball being knocked down or intercepted, they score 1 point. Teams can keep track of their score for the whole session, including when they rotate between grids and/or opposition teams. The team with the highest score at the end of the activity is deemed the winner.

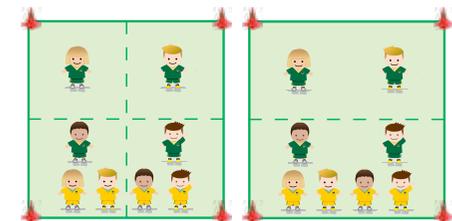
› Questions

1. When you wanted your team mates to pass the ball to you, what did you do?
2. Where did you run to if you wanted to receive a pass?
3. Why is it important to move into a space?
4. What attacking strategies did you use? Did they work? If not, how did you change this the next time?
5. What defending strategies did you use? Did they work? If not, how did you change this the next time?

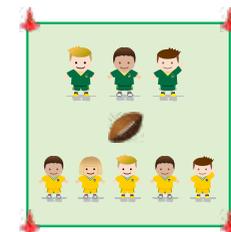
› Modifications

If students are finding this activity difficult, the teacher can make some changes to make this activity easier:

Grid Size - If the attacking team is finding it difficult to achieve the (10) passes have the defending team defend an area eg. Split the grid into 4 squares and have a defender in each square or split the grid in half and have 2 defenders in each half of the grid.



Defensive Numbers - If the attacking team is finding it difficult to achieve the (10) passes decrease the number of defenders and increase the number of attackers e.g. 6 attackers vs 2 defenders, 5 attackers vs 3 defenders.





Buroinjin (Bur-oin-jin)

Traditional Indigenous Game.

› Background

This was a ball game played by the **Kabi Kabi** people of **South Queensland**. The game was played with a **ball made of kangaroo skin**, which was called a **Buroinjin**. The ball, which was **smaller** than a **soccer ball**, was sewn with tendons and stuffed with grass. Teams from different groups played against each other. The game was often **played until sunset**. Spectators used to mark their applause by calling out **'Ei, ei'**.

› Learning Intention

Students will develop skills and concepts required for invasion games such as ball control, passing, catching, finding space and team work. Students will also need to engage tactics to effectively avoid being touched or tagged and provide scoring opportunities for their team.

› Language

The game is **named for the ball (Buroinjin)** used. Buroinjin is pronounced bur-oin-jin.

› Players

Approximately **eight teams** for a class of **32 students**. **4 players in each team** depending on size of class/group of students. **Minimum of 3 players per team** and a **maximum of 5 players per team**.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Catching, touching, throwing and team work.

› Equipment

4 markers **per grid**



1 x football **per grid**



4 x **Bibs** for **each team**



Whistle



Stopwatch

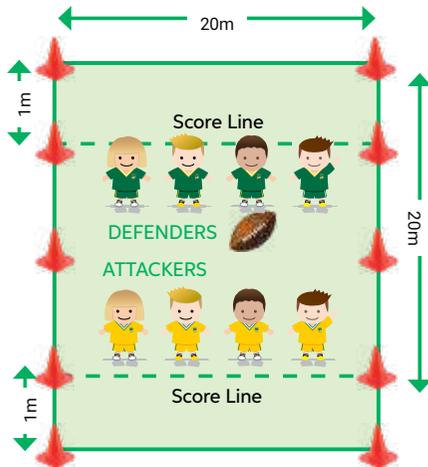


Buroinjin (Bur-oin-jin)

Traditional Indigenous Game.

› Play Area

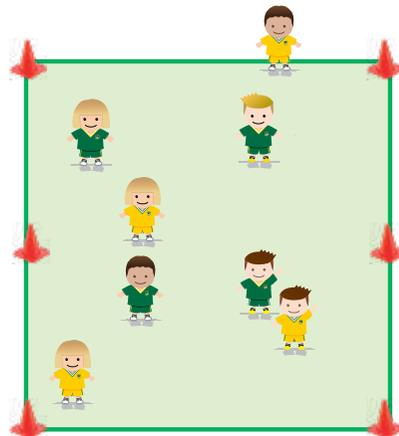
Use a designated area approximately **20m x 20m** or larger per grid. Setup a different grid for each game (i.e. one grid for every two teams).



› Game Play

The aim is for a player of one team to **run as far as possible with the ball and cross over a line at the other end of the field**. He or she attempts to do this **without** being touched or tagged by an opponent.

To start the game, the Buroinjin is **thrown into the air in the middle** of the playing area to begin the game. There are **no player positions or offside**, and the Buroinjin **can be thrown in any direction**. The Buroinjin **may be passed from player to player** but it **cannot be hit with the fist or kicked**.



The game is played by **running and passing** and **does not stop** if a player drops the Buroinjin. **Players may not dive on the Buroinjin** if it is on the ground – they must **bend over and pick it up**.

Immediately after a player with the Buroinjin is **touched or tagged**, it **has to be thrown up and away** (at least 2–3 metres in the air) **by that player**, for team-mates or the opposing players to attempt to pick up. The player who was touched or tagged **may not** catch the Buroinjin.

› Scoring

If a player is able run past the score line, **one point is scored**. The game is then restarted at the **halfway mark**.

› Questions

1. What did you do if you wanted your team mate to pass the ball to you?
2. Why is it important to move into space to receive a pass?
3. Which direction did you run to, in order to create scoring opportunities? Why?
4. When you were on the defending team, which player or players were you watching?
5. Why is it important to watch not only the player with the ball?
6. How did you work as a team to create scoring chances?
7. How did you work as a team to stop the other team from scoring?



Kangaroos & Jillaroos Game.

› Learning Intention

Students will work as a team when attacking and defending. Attackers will use passing and catching skills and learn to find space, while communicating with team mates in order to create scoring opportunities. Defenders will also work as a team to touch or tag opposition players and deny scoring opportunities.

› Players

Approximately **eight teams** for a class of **32 students**. **4 players in each team** depending on size of class/group of students. **Minimum of 3 players per team** and a **maximum of 5 players per team**.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



In Rugby League, the highest honour achievable is to represent your country via the Australian Kangaroos for our male players and the Australian Jillaroos for our female players. Both the Kangaroos and Jillaroos are current World Champions after winning the most recent World Cups held in England in 2013.



› Skill Focus

Throwing, catching, team work and defending.

› Equipment

14 markers **per grid**



1 x football **per grid**



4 x **Bibs** for **each team**



Whistle



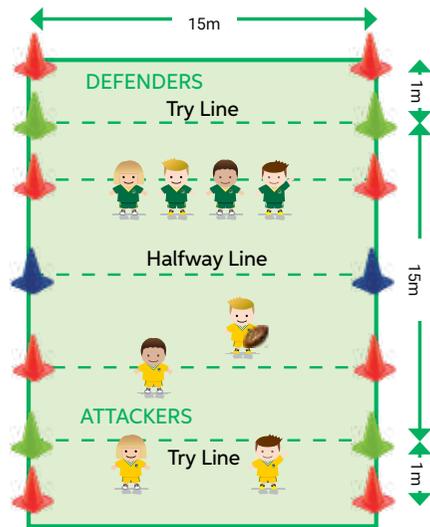
Stopwatch



Kangaroos & Jillaroos Game.

› Game Play

The **attacking team** have **six chances to score a "try"** by running over their designated try-line and placing the ball on the ground with downward pressure. Players can pass the ball in any direction.



The player with the ball can run. When they are **touched or tagged** by a defender **they have to stop** and complete a **"Play the Ball"** (player places the ball on the ground and rolls it back softly with their foot) to the **Dummy Half** (the attacking player who stands behind the player that was touched or tagged who is playing the ball.) The dummy half will pick up the ball.

The **dummy half** can run however if they are touched/tagged it will be a changeover (the dummy half cannot score a try).

The **attacking team** starts with a **tap off** (the player with the ball taps the ball with their foot) from their try line, the defensive team start behind a line nominated by the teacher (either quarter/halfway/try lines) and can **move forward** when the attacking team taps to start.

In this game there will be **offsides**. All players on the **attacking team** have to be **behind the touched or tagged player** when they play the ball. The touched or tagged player **must wait** for this to occur before they play the ball.

All defending players **must be behind a line** nominated by the teacher (either quarter/halfway/try lines) after each touch or tag.

Once the attacking team has been touched or tagged six times, the teams swap roles and the game continues. If there is a "knock on", (knock the ball towards the opponents' dead ball line with hand or arm, while playing at the ball) that is counted as one touch or tag/chance for the attacking team.

When teams swap roles, give each team a minute to gather in a huddle to discuss strategies they will use. Attackers need to discuss how to create scoring opportunities and avoid being touched or tagged. Defenders need to discuss how to cover the space and/or players and touch or tag the player with the ball.

› Modifications

- Implement **zone restrictions** on players so only certain players are allowed in certain areas. Example, nominate defenders to only be allowed in certain areas of the grid.
- If the attacking team are finding it difficult to score with only six chances, give them an unlimited number of touches to score a try.
- Time limits to **get back behind the player** playing the ball. Example, once a player is touched or tagged, attackers have five seconds to get back behind the player with the ball and defenders have five seconds to get back behind their nominated line.
- Give attacking players the option to kick as well as passing the ball.
- Can take a player **out of the line** (fullback) to be the verbal communicator. Example, one player from the defending team stands approximately five metres behind the rest of the defending players and communicates to the rest of the defending team.
- To make it easier for the attacking team, increase the number of attackers and **decrease** the number of defenders e.g. **6 attackers vs 2 defenders, 5 attackers vs 3 defenders, 4 attackers vs 4 defenders.**
- The **dummy half** can be touched or tagged.

› Questions

1. Give me an example of how you communicated with your team mates during this game?
2. Why is it important to communicate with your team?

Attackers

1. What strategies did your team use to keep possession of the ball?
2. What strategies did your team use to create an opportunity to score a try?

(After both questions above:) Did the strategy work? If not, what would you change the next time?

Defenders

1. How did you work as a team to stop the attacking team from scoring?
2. What strategies did you use as a team to make sure all the space was covered so the attackers couldn't get through?

(After both questions above:) Did the strategy work? If not, what would you change the next time?

NB The teacher can ask the attackers and defenders questions more than once to give students the opportunity to identify multiple strategies that they used.



Play Rugby League Game.

› Learning Intention

Students will work as a team when attacking and defending. Attackers will use passing and catching skills, learn to find space and communicate with team mates in order to create try scoring opportunities. Defenders will also work as a team to touch or tag opposition players and deny scoring opportunities. Students will identify and modify rules in order to create a fair and inclusive game.

› Players

Approximately **eight teams** for a class of **32 students**. **4 players in each team** depending on size of class/group of students. **Minimum of 3 players per team** and a **maximum of 5 players per team**.

TEAM (DEFENDERS)



TEAM (ATTACKERS)



› Skill Focus

Throwing, catching, team work and defending.

› Equipment

14 markers **per grid**



1 x football **per grid**



4 x **Bibs** for **each team**



Whistle



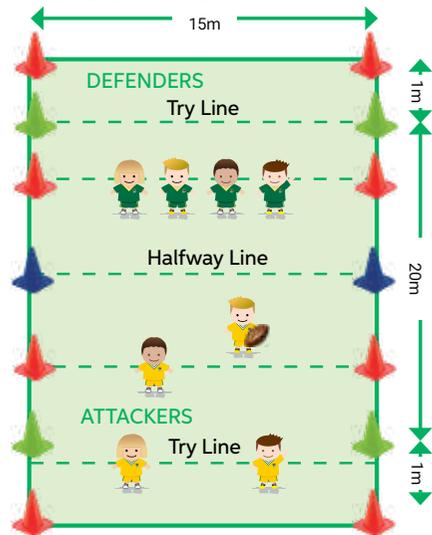
Stopwatch



Play Rugby League Game.

› Game Play

The **attacking team** have **six chances** to score a “try” over their designated try-line. **Passes can only travel backwards or to the side.**



The **player with the ball can run**, but when they are touched or tagged by a defender they have to **stop** and complete a “**Play the Ball**” (the player places the ball on the ground and rolls the ball back softly with their foot) to the **Dummy Half** (the attacking player who stands behind the player that was touched or tagged who is playing the ball).

The **Dummy Half** will pick up the ball. The **Dummy Half** can run **without being touched or tagged**, however the **dummy half can't score**.

The **attacking team** starts with a **tap off** (the player with the ball taps the ball with their foot) **from their try line**. The defensive team start on their try line or a line nominated by the teacher (either quarter/halfway/try line). Defensive team **can move forward** when the attacking team **taps off**.

In this game there will be an **offside**. All players on the **attacking team** have to be **behind the touched or tagged person** when they play the ball and the **tagged players must wait** for this to occur before they play the ball.

All defending players **must be behind a line** nominated by the teacher (either quarter/halfway/try lines).

Have students use the **PlayNRL Matrix** to negotiate other rules within the game (please use attached resource).

› Modifications

In order to modify the game, the teacher should encourage the students to identify new rules themselves.

Some examples of questions and potential rule changes are listed below. The teacher can choose which question to ask according to how the game is progressing (for further ideas to modify the game, refer to the PlayNRL matrix).

- If the playing area is too crowded, how can we modify the game so that players are spread out over the field? Possible change: Implement zone restrictions. For example a maximum of two defenders can be in a zone at once.
- If it is too difficult for the attacking team to score a try with only 6 chances, how can we make it easier? Possible change: Allow the attacking team to have a higher number of chances to score a try.
- How can we speed up the game so that play is started quicker after a touch or tag? Possible change: Add a time limit to get to starting positions. eg. once a player is touched or tagged, attackers have 5 seconds to get back behind the player with the ball and defenders have 5 seconds to get behind their nominated line.
- Give attacking players the option to kick as well as passing the ball.
- Take a player **out of the line** (fullback) to be the verbal communicator. Example, 1 player from the defending team stands approximately 5 metres behind the rest of the defending players and communicates to the rest of the defending team.
- If it is too difficult for the attacking team to get to the try line without getting touched, how can we change the numbers on each team to make this easier? Potential change: increase the number of attackers and decrease the number of defenders e.g. 6 attackers vs 2 defenders, 5 attackers vs 3 defenders, 4 attackers vs 4 defenders.
- The **dummy half** can be touched or tagged.

› Questions

1. Why is it important to have rules in Rugby League?
2. Why is it important to have penalties when rules are broken?
3. Attackers, how did you work as a team to create scoring opportunities?
4. Defenders, how did you work as a team to cover all the space/players and stop attackers from scoring?



PLAY RUGBY LEAGUE MATRIX



Must haves.

1. Objective is to **score a try** by pressing the ball down over the line.
2. Ball **cannot come forward** from the hands. (No forward passes or knock ons).
3. **Nominated** number of chances.
4. Defence **move back** at the **restart** of a chance.
5. If there is kicking – the **chaser must be behind** the **kicker**.
6. Ball **cannot** be fumbled forward and **knock-ons** are the **end of a chance** or a **changeover**.

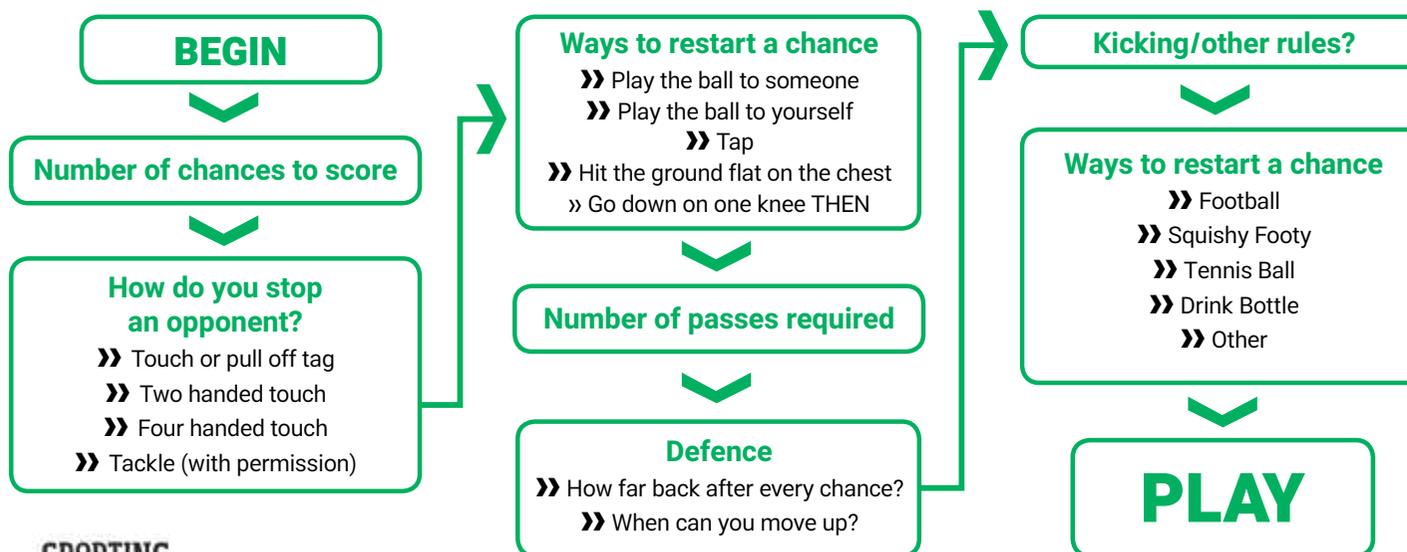
» Play Rugby League Game

The Play Rugby League game is a modified version of Rugby League that is played to conclude this program. The game is a fantastic way to play the game of Rugby League in a safe and fun environment.

Students should be divided into teams of approximately 4 players per team and teachers should use the Play Rugby League Matrix to discuss the “Must haves” and the “Lets choose” rules of the game. The “Must haves” are the non-negotiable rules that are fundamental to the game of Rugby League. Students then negotiate the “Lets choose” rules of the game using the Play Rugby League Matrix.

Schools and Teachers are encouraged to conduct intra-school gala days using the Play Rugby League Game, where students are divided into teams and play a series of games against other students. Games are encouraged to be non-competitive and focus on fun, fitness and friendship.

Let's Choose.....





GLOSSARY OF TERMS

ATTACKING TEAM - Is the team which at the time has a territorial advantage.

CONVERTING A TRY - Is the act of kicking a goal following the scoring of a try.

DEAD BALL - The ball is out of play.

DEFENDING TEAM - Is the team opposing the attacking team (see above).

DROP GOAL - Sometimes referred to as a Field Goal, is a goal scored by propelling the ball on the full, over the crossbar, by drop kicking it.

DROP KICK - Is a kick whereby the ball is dropped from the hands (or hand) and is kicked immediately as it rebounds from the ground.

DROP OUT - A drop kick from between the posts or from the centre of the 20m line when bringing the ball back into play.

DUMMY - Is the pretence of passing or otherwise releasing the ball while still retaining possession of it.

FIELD OF PLAY - Is the area bounded by, but not including, the touch lines and goal lines.

FORWARD PASS - Is a throw towards the opponents' dead ball line.

FULL TIME - The end of the game.

GENERAL PLAY - Refers to all aspects of play after a match has been started or re-started by a Place Kick, Drop-Out, Penalty Kick, Free Kick or Scrum.

GROUNDING THE BALL -

a) Placing the ball on the ground with hand or hands or

b) Exerting a downward pressure on the ball with hand or arm, the ball itself being on the ground or

c) Dropping on the ball and covering it with the part of the body above the waist and below the neck, the ball itself being on the ground.

HALF TIME - The end of the first half of the game.

HANDOVER - Is the surrendering of the ball to the opposition after a team has been tackled (touched or tagged) the statutory number of successive times.

IN-GOAL - Is the field section between the try line and the dead ball line.

IN POSSESSION - To be holding or carrying the ball.

KICK - Making contact with the ball with any part of the leg (except the heel) from knee to toe inclusive.

KICK OFF - Is a place kick from the centre of the halfway line.

KNOCK-ON - To knock the ball towards the opponents' dead ball line with hand or arm, while playing at the ball.

LOOSE BALL - Is when during play-the-ball is not held by a player and not being scrummaged.

OFFSIDE - As applied to a player means that he/she is temporarily out of play and may be penalised if he/she joins in the game.

ONSIDE - That a player is not offside.

OPTIONAL KICK - Is the kick to be taken from the 20m re-start. The kick can be taken in any manner and kicked in any direction. It is in play from the moment it is kicked.

PASS - Is a throw of the ball from one player to another.

PENALISE - Is to award a penalty kick against an offending player.

PENALTY KICK - Is a kick that is awarded to the attacking team once given a penalty.

PLACE KICK - Is to kick the ball after it has been placed on the ground for that purpose.

PLAYING AREA - Is the area enclosed by the fence, or other such line of demarcation, which prevents the encroachment of spectators.

PLAY THE BALL - A play the ball is done by lifting the ball clear of the ground, facing the opponent's goal line, placing the ball on the ground and making a genuine attempt to play the ball back with the foot.

PUNT KICK - Is a kick whereby the ball is dropped from the hand or hands and is kicked before it touches the ground.

RUCK - Is the area, at the play-the-ball, between the player playing the ball and the marker.

SCRUM - or Scrummage or Scrimmage (see Section 12). Where a team loses the advantages of the "Loose Head" and "Put-in" the scrum is said to be awarded against that team.

TACKLE - A player in possession may be tackled by an in possession opposing player or players. A player in possession is tackled:

a) **Grounded:** When he is held by one or more opposing players and the ball or the hand or arm holding the ball comes into contact with the ground.

b) **Upright:** When he is held by one or more opposing players in such a manner that he can make no further progress and cannot part with the ball.

TAGGING - Pulling a tag off an opponents shorts, shirt or belt.

TOUCHING - Touch any part of a person's body.

TRY - A try shall count for four points. A try is scored when:- A player first grounds the ball in his/her opponents' in-goal, provided that he/she is not in touch or touch in-goal or on or over the dead ball line.

ZERO TACKLE - Where a breach occurs and possession changes hands, the following tackle will be a zero tackle notwithstanding that the team gaining possession may have gained a territorial advantage.

