

EdRugby Online Educational Resource

LESSON: Walla Ready 3

THEME: The game of Rugby



DESCRIPTION:

Students are introduced to physical skills and drills. They focus on ball familiarisation, passing and receiving while exploring evasion and pursuit. The lesson concludes with students playing an invasion game.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

Health and Physical Education

- Performs and repeats linked movement sequences that display consistency and control.
- Demonstrates the linking of a series of motor skills, using equipment, in a game that requires communication, cooperation and rules.

SUGGESTED TIME:

40 minutes (this may be easily adapted to suit your own class situation)

WHAT YOU NEED:

- Rugby balls (one ball per three students)
- markers (ie witches hats, plastic domes)
- coloured braids
- refer to equipment and set-up in each activity for more details

PART 1 WARM UP

Suggested time: 5 minutes

Introduction

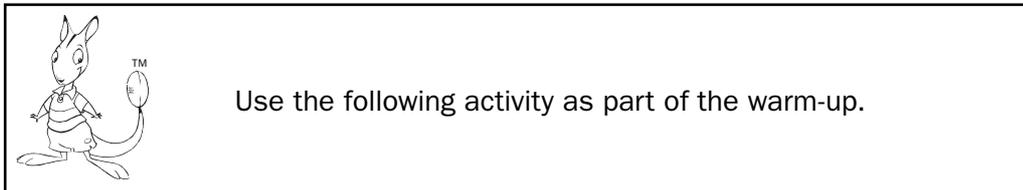
The warm up is designed to prepare muscles for action, stimulate the release of free fatty acids, increase the blood flow throughout the body, prepare the mind for action, prevent injury and increase the ability of muscles to slide freely about one another.

The warm up usually includes a general aerobic component, flexibility exercises, and some simple sport-specific exercises.

General aerobic components include walking, marching with high knees, jogging with changing directions.

Flexibility exercises include a range of stretches. Passive stretching helps to increase students' flexibility without the risk of muscle soreness. It involves students adopting a position of near maximum stretch for up to 15-20 seconds. Students should then relax and repeat the same stretch with greater stretch for 15-20 seconds. This procedure is best repeated three times for each of the joints relevant to a particular sport. Refer to the PE Teacher Reference for examples of passive stretching.

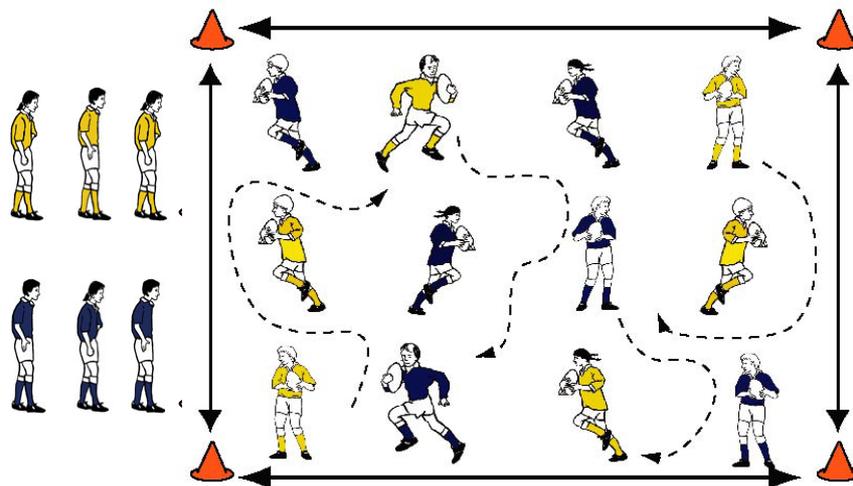
Sport-specific exercises include games such as the following activity.



PADDO'S SIMPLE (ball familiarisation)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- Demonstrate skills of throwing, catching, rolling and picking up a ball, rolling a ball around the body, etc.
- Give each player a ball and space them out within the grid at a safe distance from each other.
- Call out the skill and all players practise it.
- Call out another skill for players to practise. Keep changing the skill.

If there are insufficient balls, then group participants into teams of 2 or 3 and allow one to perform the skill for a set time frame (30 seconds) then swap roles.

Teaching points

- Use two hands to hold the ball.
- Control the ball with fingertips.
- Use loose, flexible and relaxed hands.
- Look at the ball.

Variations

These increase the skill level required.

- Players move around the grid performing the skill.
- Players pair up to practise skills.
- Skills increase in difficulty.
- Change the skill more quickly.

PART 2 DEVELOPING SKILLS

Suggested time: 15 minutes

This component is the core or focus of the lesson. Use this part of the lesson to:

- revise prior learnt skills (discussion, demonstration and/or short practice)
- introduce new skills (discussion, demonstration and/or short practice)
- practise new skills (short practice, with hands-on engagement).

Skills include:

- ball handling
- passing and receiving
- evasion and pursuit.

Work with the class to organise and run a selection of the activities featured below, ensuring a balance of skills from week to week. You may decide to focus on one skill per lesson, or mix and match a couple of skills per lesson.

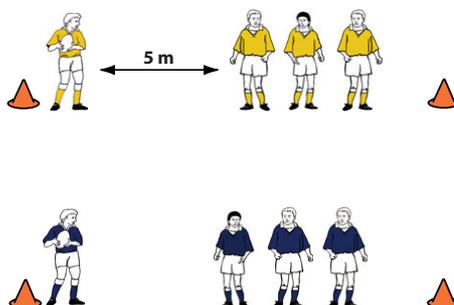


Develop a range of skills. Choose from the following activities.

LINE-OUT LEADER BALL (game element)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- Organise students into groups of four, with one student (the leader) holding a ball and facing the other three students standing in a single-file line.
- When instructed, the leader throws the ball to the first student in line. The type of throw can vary from underarm throw to overarm throw.
- The first student in line jumps to catch the ball then runs around the back of the line of students, around the leader, and back to their original position. The student throws the ball back to the leader then kneels down.
- The leader throws the ball to the next student in line who repeats the same process.
- The drill continues until the leader has the ball and all students are kneeling down. A new leader is chosen.

Teaching points

- Hold the ball in two hands.
- Step forward as you throw.
- Follow through with your arms after you throw.
- Throw above the catcher's head.
- Swing your arms up as you jump.
- Catch above your head.

Variations

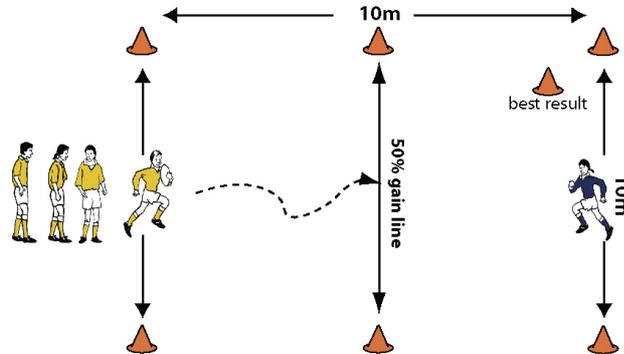
These increase skill level required..

- Impose a time limit on students to finish the drill and/or race against another team.
- Extend the distance between the leader and the other students.
- All passes must be overarm.

51% 1V1 (evasion and pursuit)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- Line up three to four attackers on one side of the grid and place the defender on the opposite side of the grid.
- One attacker attempts to carry the ball to the far grid line, getting past the defender without being tagged.
- The defender attempts to tag the attacker, who then stops.
- The attacker then returns to the back of the attackers' line.
- The next attacker attempts to get past the defender.
- Pause to ask players what they did and what the result was.

Teaching points

- Position head safely to the side or behind the player when tagging.
- Reach both arms in front to tag.
- Keep head up to watch for other players.
- Change direction.
- Go forward.
- Run at the defender ie. 'fix'.
- Run to space.
- Use fast feet.

Variations

These increase the skill level required.

- Place a marker to indicate the best distance gained. Attackers attempt to better the distance.
- A second attacker begins as soon as the first one is tagged and the defender must return to their start line before advancing.

PART 3 INVASION GAME

Suggested time: 15 minutes

Use the skills developed earlier in this lesson to play an invasion game. The invasion game reinforces the skills by replicating them into a game situation. Remember to reinforce tactical and technical concepts to the students as they participate in the game.

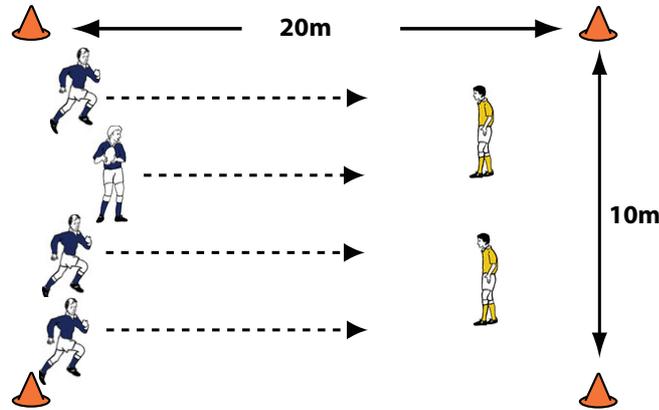


Play the following invasion game.

4v2 INVASION GAME (invasion game)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- Line up four attackers with one ball on one side of the grid and two defenders on the opposite side.
- The attackers attempt to cross the grid to score a try on the other side. They can pass the ball in any direction but the player in possession of the ball must stand still.
- The defender attempts to tag attacking players in possession.
- When a tag is made, play resumes with the new attackers making a pass.
- When a try is scored, swap roles, go back and start again.

Teaching points

- Position head safely to the side or behind the player when tagging.
- Reach both arms in front to tag.
- Keep head up to watch for other players.
- Go forward.
- Move to space.
- Close down space.

Variation

- All tags must be with two hands below the waist.
- Increase or decrease the time between the turnover in possession after a tag.
- Increase or decrease the size of the grid.
- Increase or decrease the amount of attackers or defenders

PART 4 WARM DOWN

Explain to students that an important aspect of any physical activity is cooling down and stretching.

This helps distribute wastes throughout the body, gradually return physiological responses to resting levels and reduce the sometimes-harmful impact of dramatic changes to the body's activity level.

The warm down activities should comprise of a slow whole body movement, e.g. jogging or walking, and mild stretching exercises.