EdRugby Online Educational Resource

LESSON: Walla Ready 5

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.



Use the following activity as part of the warm-up.

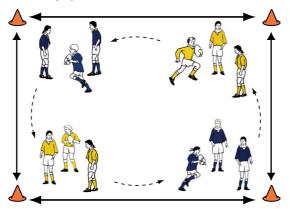
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PADDO'S COMPLEX (ball familiarisation)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Demonstrate skills of throwing, catching, rolling and picking up a ball, rolling a ball around the body, etc.
- b. Organise students into groups of two or three players. Give each group a ball and space them out within the grid at a safe distance from other groups.
- c. Call out the skill and all groups practise it while moving around the grid.
- d. Call out another skill for groups to practise. Keep changing the skill.

Teaching points

- Use two hands to hold the ball.
- Control the ball with fingertips.
- Use loose, flexible and relaxed hands.
- Demonstrate and practise each skill before playing.

Variations

These increase the skill level required.

- Players pair up to practise skills.
- Skills increase in difficulty.
- Change skill more quickly.
- Skills include:
 - place and pick up one player places the ball in a random spot within the grid, next player picks up the ball and places it somewhere else.
 - circle ball circle ball around body and pass to partner while jogging.
 - two players are to keep the ball away from the third player.
- tag ball players attempt to tag their team-mates with the ball; once a player is tagged, the ball is placed on the ground and the tagged player picks up the ball and tags someone else.
- let students suggest their own skills.

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.

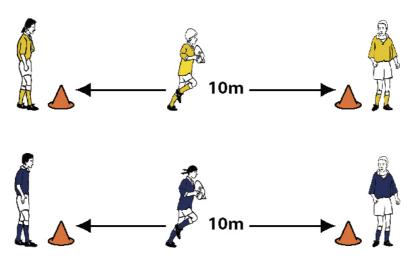
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BALL-HANDLING RELAY (ball handling, passing and receiving)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Organise students into groups of three or four players.
- b. A minimum of two players must commence on the starting side of the grid.
- c. On the 'go' command, send the first player across the grid, carrying the ball in two hands.
- d. The player hands the ball over to the waiting member of the team who runs back to the team, handing the ball to the next player.
- e. The first player waits on the opposite side of the grid until receiving the ball from the next player.

Teaching points

- Use two hands to hold the ball.
- Control the ball with fingertips.
- Use loose, flexible and relaxed hands.
- Limit the amount of force on the ball when passing.

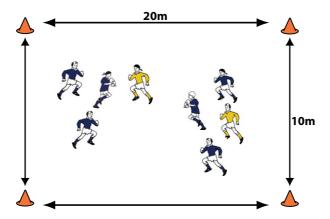
Variations

These increase the skill level required.

- Teams compete as relays.
- Carry the ball above your head, below your knees etc
- Place the ball half way across the grid, when running out, pick it up when running back.

BALL TAKE STUCK IN THE MUD (evasion and pursuit)

Organise students and equipment as shown below:



How to play

- a. Organise players into groups of six 'attackers' and two 'defenders'. Provide two balls to the attackers.
- b. Call out the 'go' command; attackers run around the grid passing the ball to each other and avoid being tagged by the defenders.
- c. Once an attacker with the ball is tagged they must remain stationary ('stuck'). To release a stuck attacker, a team-mate must complete a ball take. An attacker cannot be tagged while releasing a stuck attacker.
- d. Continue for a time or until all ball carriers are stuck. Swap the roles.

To complete a ball take, the stuck player must:

- turn to face their team mates
- hold the ball out from their body at chest height
- not release the ball until a team mate has a two handed grip of the ball
- the team mate who takes the ball must pass it to another player and can't be tagged during the ball take.

Teaching points

- Use two hands to tag the other team.
- Position head to the side when tagging.
- Reach arms in front to tag.
- Keep head up to watch for other players.
- Use fast feet.

Variations

These increase the complexity of the skill level required and are for more advanced students.

- Increase or decrease the grid size.
- Increase or decrease the amount of attackers and defenders.
- Increase or decrease time.

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.



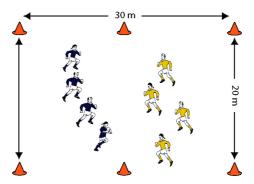
Play the following invasion game.

BALL TAKE WALLA (invasion game)

Suggested time: 20 - 40 minutes

Equipment and set-up

Organise students and equipment as shown below:



How to play:

- a. Form two equal teams of four to seven players each. Teams spread out across their half of the grid, facing the opposite team.
- b. Play starts with one team performing a kick-off (punt-kick) on the half way line of the grid. You may choose to get students to use a tap re-start as an option if you prefer.

Note: A tap re-start is taken by placing the ball on the ground, using the foot to propel the ball a small distance forward, then picking up the ball and continuing play.

c. The team that has possession of the ball is the attacking team whom attempt to run forward, pass the ball back to team mates, avoid being tagged by the defending team and score a try.

Note: A try is scored when a player from the attacking team grounds the ball over the tryline by forcing the ball onto the ground with their hands whilst staying on their feet .

- d. Defenders attempt to tag (Walla Tag) the attackers.
- e. When an attacker is tagged they MUST perform a ball take.
- f. The defending team must return to the 'on side' position (3 steps in front of the ball) each time there is a ball take.

Teaching points

For attacking players:

- Go forward with the ball.
- Use two hands to hold the ball.
- Run at 'spaces' not 'faces'.

- Keep head up to watch for oncoming players.
- Provide support for the ball carrier by staying close, performing a ball take, and/or getting into a space for a pass.

For defending players:

- Keep head positioned safely to the side of or behind the player being tagged.
- Arms should reach in front to make a tag.
- Tag the attacker with a wide foot base and a lead foot close to the player.
- Tags must be made with two hands below the waist.
- Keep head up to watch for oncoming players.
- Put pressure on the attacking team by establishing clear communication with your defenders, tracking attackers from the side, and making successful Walla tags.

Variations:

These increase skill level required.

 Challenge the attacking team to score a try within a set number of Walla tags.

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.