# EdRugby Online Educational Resource

## LESSON: Walla Ready 6

### 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.

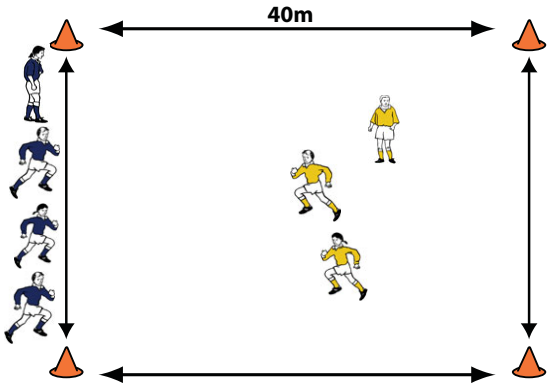
Sport-specific exercises include games such as the following activity.

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

# RUGBY OCTOPUS (evasion and pursuit)

## Equipment and set-up

Organise students and equipment as shown below:




## How to play

a. Organise three master taggers in the middle of the grid. Remaining players are 'runners' and stand on one side of the grid.

b. Call out 'rugby octopus' command. Runners run across the grid attempting to get to the other side while avoiding the master taggers. Once the runners get to the other side they are safe.

c. Master taggers attempt to tag players below the waist with two hands. When a runner is tagged, they stop running and drop to their knees to become assistant taggers (arms of the octopus), tagging with either hand.

d. These assistant taggers cannot move off their knees and should face the oncoming runners

## Teaching points

- Master taggers use two hands to tag the other team.
- Position head safely to the side when tagging, or behind player to be tagged.
- Reach arms in front to tag.
- Keep head up to watch for other players.

## Variations

These increase the complexity of the skill level required.

- Vary the 'rugby octopus' command to catch players out (eg 'go', 'octopop'). If players leave on this call they must drop to their knees as if tagged.
- Start with runners lying down and facing the goal-line.
- Start with runners lying down and facing away from the goal-line.
- Have runners carry a ball across the grid.
- All players tagged become master taggers.

## 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.

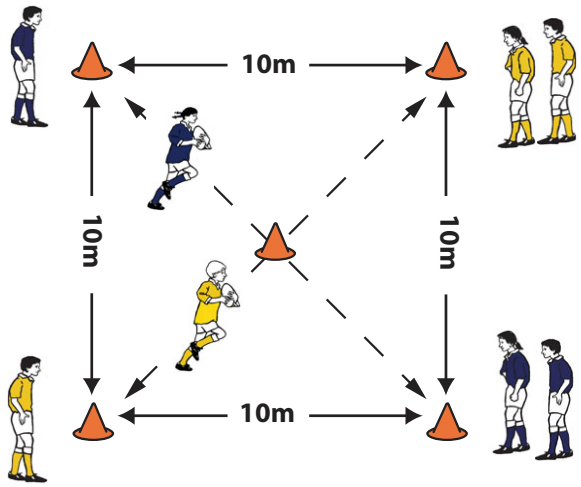
Work with the class to organise and run a selection of the activities featured below, ensuring a balance of skills from week to week. You may decide to focus on one skill per lesson, or mix and match a couple of skills per lesson.

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

## DIAGONAL PASSING (ball handling, passing and receiving)

### Equipment and set-up

Organise students and equipment as shown below:




### How to play

a. Place two players at each corner of the grid with one ball per pair on one side of the grid.

b. One player from the pairs with the ball runs across the grid diagonally and hands off to the waiting player in the opposite corner. The player must watch out for the other runner.

c. The player who has received the ball then runs diagonally back to the opposite corner and hands off to the remaining player, and so on.

d. Vary instructions such as sprint to the centre then roll the ball to the waiting player. Vary the distance of the pass to the waiting player, place the ball in front of the waiting player.

### Teaching points

- Keep hands up.
- Pass to the hands.
- Use two hands to hold the ball.
- Keep head up to watch for other players.

### Variations

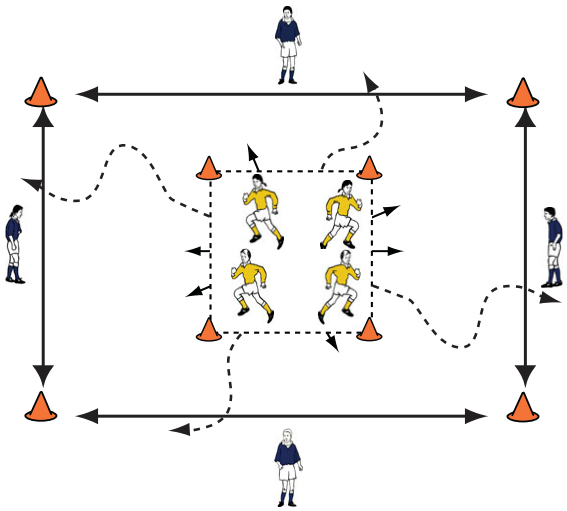
These increase the skill level required.

- Play the game with one ball per corner.
- Add more combinations of skills to practise across the grid.
  eg: pick and place, roll ball and pick up, grubber kick and pick up.

# BUGS AND SPIDERS (evasion and pursuit)

## Equipment and set-up

Organise students and equipment as shown below:



## How to play

a. Demonstrate effective tagging using two hands below the waist.

b. Organise two teams, the 'bugs' and the 'spiders'. The bugs stand within the smaller grid and the spiders outside it, within the larger grid.

c. Call out 'Go!'. All bugs try to escape from the smaller grid to beyond the larger one without being tagged by the spiders.

d. If tagged, the bugs join the spiders. If the bugs clear the larger grid, they return to the inner grid to try again.

e. When all players have been tagged, the teams swap roles.

## Teaching points

- Reach both arms in front to tag.
- Position head safely to the side or behind the player when tagging.
- Keep head up to watch for other players.
- Move to space or close down space.
- Use fast feet.
- Change direction.

## Variations

These increase the skill level required.

- Set a time for the bugs to escape.
- Increase the size of the larger grid.
- Get the bugs to carry a ball each.

## 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.

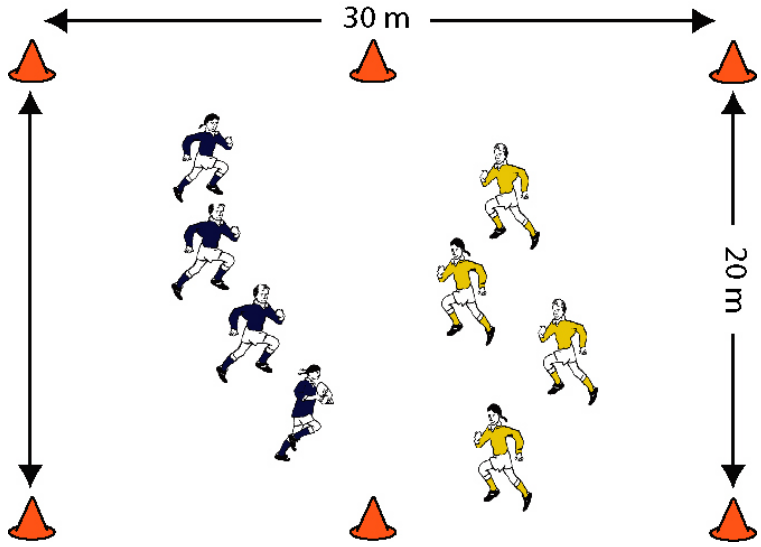
Play the following invasion game.

## WALLA – NO LINE-OUT OR SCRUM (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 can either pass the ball or set up 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.

Note: i) There is no 'on side' position if the ball is passed straight after a tag.
ii) The first option for the ball carrier should be to pass the ball, rather than a ball take option to keep the game free-flowing.

g. If play is stopped e.g. a forward pass is made, ball is knocked on, ball goes over the sideline, unsportsmanlike behaviour etc, play can be restarted with a tap re-start.

For additional information about the laws of Walla Rugby, refer to the *PE Reference Document.*

## 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.

- Reduce the time taken to execute a pass after a Wall tag e.g. speed up the call of 'Pass, pass, pass'!
- 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.

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.