EdRugby Online Educational Resource

LESSON: Walla Ready 8

THEME: The game of Rugby



DESCRIPTION:

Students are introduced to physical skills, drills and game elements. They focus on ball familiarisation, passing and receiving, evasion and pursuit, Walla tag, ball take, line-out and scrum. 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.
- Demonstrates coordinated actions of the body by performing and modifying movement sequences.
- Devises and implements strategies in games, using and adapting a range of motor skills.

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 within 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.

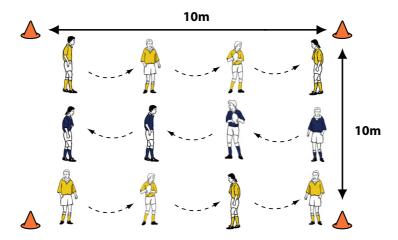


Use the following activity as part of the warm-up.

PASSING CHAIN (ball handling, passing and receiving)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Space out players in three rows of four within the grid. Players stand side by side.
- b. Using one ball per row, the players at the start of each row pass the ball to the left and down the line.
- c. At the end of the line the last player passes the ball to the right and back up the line.
- d. The ball must travel sideways or backwards.

Teaching points

- Swing hands and arms towards the target.
- Receiver reaches for the ball.
- Keep hands up.
- Pass to the hands (target).
- Use two hands to hold the ball.

Variations

These increase the skill level required.

- Spread players out and pass the ball down the line.
- Repeat the process while the lines of players are jogging on the spot.
- Lines race each other to send the ball down and back, holding it in the air when finished.
- Pass the ball down and back while the lines of players are jogging or running forwards.

Note that each row of players will have to be in their own grid.

Lesson: Walla Ready 8

3

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 covered

Recapping on skills and game elements learnt in previous lessons including walla tag, ball take and line-out and learning about another game element, the SCRUM. The scrum contains an element of contact between players, thus students should be encouraged to practise the skills in isolation after appropriate demonstrations, then in small groups, then in larger game situations.

Scrum:

Description

The Walla scrum is a non-contested method of restarting play. The team feeding the ball into the scrum will win it.

Three students from each team join to form a scrum. The middle player in each front row is the hooker, and the players on either side are the props.

- a. Binding for the front row
 - The hooker should initiate the binding sequence by putting both hands on the back of their head and crouching by bending knees and looking straight ahead putting their right foot in front of their left foot.
 - The loosehead prop (on the left of their hooker) must put their right arm around the hooker's waist, grab onto the hooker's jersey/shirt, put feet shoulder width apart pointing straight ahead.
 - The tighthead prop (on the right of their hooker) must put their left arm around the hooker's waist, grab onto the hooker's jersey/shirt, put feet shoulder width apart pointing straight ahead.
 - The hooker then binds to the loosehead and tighthead prop by gripping the prop's jerseys at the armpits.

The scrum has an engagement sequence that must be adhered to by both teams and communicated clearly by the referee.

- b. The Engagement Sequence: CROUCH, TOUCH AND HOLD, ENGAGE SLOWLY!
 - 'Crouch' This means that each front row bends at the hips and knees and stands 'offset' to their opposing front row. Offset means that each player in the front row has their head to the LEFT hand side of their opposing player.
 - 'Touch and Hold' Each prop reaches forward and places their outside hand on the upper arm of their opposite prop, this establishes a safe distance for engagement. Hold means to pause prior to the engage call from the referee, NOT to hold or grip the jersey of their opposition. While waiting they should look up and sight the space for their head during the engagement.
 - 'Engage Slowly' Each member of the front row places their head under the shoulder of their opposite player, keeping their head to the LEFT hand side of their opposing player, then looks up.
 - This ensures that the correct body positions are adopted and that players gently come to rest shoulder to shoulder with the opposition. Front rows should not crouch until the scrum-half has the ball and is ready to put it in. Each scrum must have three players in it at all times. During the scrum, each front row player's shoulders must not be lower than the hips. Players must adopt a normal stance, both feet on the ground, with the hooker having all weight firmly on one foot and in a position to hook the ball.

c. Putting the ball in:

The scrum half must stand on the left hand side of their own scrum, and roll the ball into the centre of the scrum tunnel. The opposing scrum half stands on the same side, and is not allowed to move past this area until the scrum has ended. The scrum ends when the scrum half puts their hands on the ball as it emerges from the scrum. If the team putting the ball into the scrum does not win the scrum, the scrum is reset.

d. Non-contested scrums:

In Walla Rugby only the hooker of the team feeding the scrum may strike for the ball. This maximises stability among the other players participating in the scrum.

Game management

To support and encourage players during a scrum, provide encouragement, positive feedback and/or educative comments when:

- the front row of each team is binding e.g. 'Hooker, hands on head and crouch, props bind to hooker, then hooker bind to your props!'
- the engagement sequence is underway e.g. 'Crouch, touch and hold, engage slowly!' 'No pushing, just a gentle touch!'

- specific parts of the engagement need to be outlined e.g. 'Props hold onto the opposing props' jerseys – heads go to the left of the other team!'
- the scrumhalf and hooker perform specialist roles throughout the scrum e.g. 'Scrumhalf, ready to roll ball in? Ok, roll right into the centre of the scrum – now move around to the back!' 'Hooker use your right foot and strike the ball to the back of your scrum'.

Be aware of the following safety considerations:

- At some stage either during training or in a game a scrum may collapse or 'go down'. It is important for all players to understand what to do when this occurs. The major emphasis is to keep 'spines in line and chest and chin through.' For more information on the ARU 'mayday call' procedure and other safety directives, go to http://www.rugby.com.au/ verve/_resources/SmartRugby_Booklet_Final_2004.pdf or contact EdRugby edrugby@rugby.com.au for a safety poster to be sent to your school.
- Children with long, thin necks are not suitable to play in the front row and must not be selected in these positions - even though the Walla scrum doesn't promote pushing.

If players are continually performing the Scrum incorrectly, repeat a demonstration and skills practise to ensure students' understanding, safety and the smooth flow of the game.



Develop the skills required to participate in the modified game of Walla Rugby. Choose from the following activities.

ANGRY CAT (balance and stability)

Equipment and set-up

Organise students and equipment as shown below:



How to play:

- a. Students are spread out in their own space within the grid.
- b. Students assume a good scrum body position on their hands and knees.
- c. When instructed, students alter the control of their trunk and pelvic muscles to change their body shape to that of an 'angry cat'.
- d. Students hold the 'angry cat' body position, until the teacher instructs them to relax and return to a good scrum body position.

Teaching points

A good scrum body position includes:

- head fully extended with no rotation
- back in its natural straight position
- shoulders and chest square
- abdomen and lower back stable
- upper thigh drops from the hips at right angles to the body, perpendicular to the ground
- knees bent at about 120°
- feet wider than shoulder width by about 15cm.

Variations

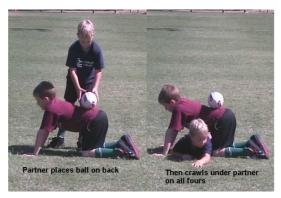
These increase skill level required:

 Explore other tight body postures that require control of trunk and pelvic muscles, e.g. animal positions, gymnastic static exercises, etc.

CRAWL UNDER SCRUM (balance and stability)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Organise students into teams of five in a single-file line with one ball per team.
- b. The first student is the leader and assumes a scrum position on hands and knees (as for the Angry Cat drill) perpendicular to their teammates.
- c. When instructed, the second student places the ball on their leader's lower back, then crawls under the leader. The remaining students crawl under the leader as well and aim to be the first team finished crawling under their leader.
- d. To successfully complete the drill, the leader must maintain their body position so that the ball does not move from their lower back. Once the drill is complete, a new student becomes leader.

Teaching points

A good scrum posture includes:

- head fully extended with no rotation
- back in its natural straight position
- shoulders and chest square
- abdomen and lower back stable
- upper thigh drops from the hips at right angles to the body, perpendicular to the ground
- knees bent at about 120°
- feet wider than shoulder width by about 15cm.

Variations

These increase skill level required.

 Team lines up behind the leader and performs a 'leap frog' action over the leader's back. Team members must push on the upper back of the leader during the 'leap frog' action.

SCRUM CLUSTERS (game element)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Instruct students to move freely within the grid until they hear the teacher call out the number 1, 2, or 3 at which time they'll have to perform a corresponding scrum position / cluster, as outlined below:
 - When No 1 is called, students individually perform the role of a HOOKER.
 - When No 2 is called, students find a partner and perform the roles of a LOOSEHEAD PROP and a hooker.
 - When No 3 is called, students form a group of three and perform the roles of the entire front row, i.e. Loosehead Prop, Hooker, and TIGHTHEAD PROP.

Teaching points

- As per the good scrum body position points described in previous drills.
- The hooker should initiate the binding sequence by putting both hands on the back of their head and crouching by bending knees and looking straight ahead putting their right foot in front of their left foot.
- The loosehead prop (on the left of their hooker) must put their right arm around the hooker's waist and grab onto the hooker's jersey/shirt.
 The hooker grabs onto the left armpit of the loosehead prop. The loosehead prop faces forward with head up and places their feet shoulder width apart pointing straight ahead.

Lesson: Walla Ready 8

9

The tighthead prop (on the right of their hooker) must put their left arm around the hooker's waist (once the loosehead prop has done the same) and grab onto the hooker's jersey/shirt. The hooker grabs onto the right armpit of the tighthead prop. The tighthead prop faces forward with head up and places their feet shoulder width apart pointing straight ahead.

Variations

These increase skill level required.

 Students participate in peer mentoring whereby they look at other students' scrum cluster formations and analyse their body positions, including asking other students questions.

SCRUM APPLICATION-1V1, 2V2, 3V3 (balance, stability, game element)

Equipment and set-up

Organise students and equipment as shown below:



How to play

- a. Organise students into pairs throughout the grid. Explain and demonstrate the scrum engagement sequence that students must adhere to when forming a scrum with the opposition, i.e. Crouch, Touch and Hold, Engage.
- b. Students position themselves for a 1 v 1 scrum engagement and call the engagement sequence in unison, i.e. Crouch, Touch and Hold, Engage.
- c. As a class, evaluate students' body positions and recap on the safety points and tight body postures required.
- d. Once students have tried the scrum engagement against one other, then extend the drill to include a 2 v 2 and/or 3 v 3 scenario.
- e. Add a scrum half to the 3 v 3 scrum and go through the roles of the scrumhalf and hooker including:
 - scrumhalf stands on the left of their front row to roll or 'feed' ball into the centre of the scrum
 - opposing scrumhalf stands alongside the scrumhalf but does not move past the midline of the scrum
 - hooker uses right foot to strike the ball to the back of the scrum
 - scrumhalf moves to the back of the scrum and uses two hands to retrieve the ball.

Teaching points

- As per the good scrum body positions described within this lesson.
- Communicate clearly with your own team mates and the opposition.

Variations

These increase skill level required.

 Include a team of students (approx 3 players) that must all crawl under the 1v1 scrum engagement, before the students are allowed to break up the 1 v 1 scrum engagement.

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 outline the skills to the students as they participate in the game.



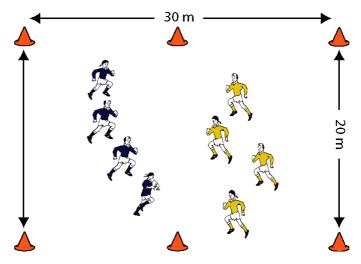
Play the following invasion game

WALLA - LINE-OUT AND SCRUM (invasion game)

Suggested time: 20 – 40 minutes

Equipment and set-up

Organise students and equipment as shown below:



- 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 in a number of ways:
 - Tap re-start (start of play after a try, when a penalty is given to a team, and prior to learning about the scrum and line-out).
 - Scrum (when a forward pass is made or ball is knocked on).
 - Line-out (when ball goes over the sideline or a player carrying the ball goes over the sideline).

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 Walla 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

Suggested time: 5 minutes

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.