# **EdRugby Online Educational Resource**

**LESSON: Walla Ready 7** 

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 and line-out. 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.

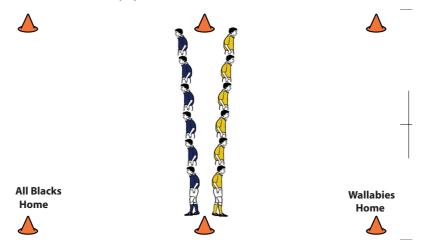
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## WALLABIES AND ALL BLACKS (evasion and pursuit)

## **Equipment and set-up**

Organise students and equipment as shown below:



## How to play

- a. Form two teams standing face to face in two single file lines midway across the grid.
- b. Designate one team as the 'Wallabies' and the other team as the 'All Blacks'.
- c. Tell the teams that where they are standing is the start line. The line at the end of the grid directly behind them is the try line.
- d. The teacher calls either 'Wallabies' or 'All Blacks' and the team called must try and run to the try line without being tagged by the other team.
- e. Both teams return to the start line. If a player was tagged, the team that caught them gets a point. Points can be accumulated throughout the game.
- f. The game continues and the teacher calls teams out in random order.

## **Teaching points**

- Keep your head safely to the side of the player you're tagging.
- Use a two-handed simultaneous tag on the player's shorts.
- React quickly to the call by accelerating forward to your home line.

### **Variations**

These increase the skill level required.

- Vary starting positions of the players e.g. side to side, back to back, on stomachs, one leg, in a push-up position.
- Decrease the distance between the two lines.
- Pick up a ball on the way back to the try line and score a try.

# 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**

Learning about several game elements required to participate in the modified game of Walla Rugby including Walla Tag, Ball Take, and Line-out. These skills contain 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.

## Walla Tag:

## **Description**

The defending team attempts to halt the running progress of the attacking team by 'tagging' the ball carrier. The Walla Tag introduces the concept of 'tackle' and teaches the correct preparatory position for a tackle.

To perform a Walla Tag, a player must contact the ball carrier with the open palms of both hands (simultaneously) below the waist and above the knee. The tagger's head position should be to the side of the ball carrier when tagging from the front or from behind; and behind the ball carrier when tagging from a side on position.

### **Game Management**

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

- taggers contact the ball carrier in the correct position e.g. 'Great twohanded tag below the waist!'
- taggers contact the ball carrier incorrectly and in the wrong position
  e.g. 'No tag must tag with two hands below the waist!'
- a tag is about to be made e.g. 'Keep your head to the side of / behind the ball carrier!'

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

## **Ball Take**

### **Description**

Once a Walla Tag has been performed, the ball carrier has two options, to pass the ball to another player or to set up a ball take. A pass is the preferred option so that the game flows smoothly.

To perform a ball take however, the following technique must be used:

- Presenting the ball When tagged the ball carrier turns to face their team, crouches slightly, widens stance and while 'presenting the ball', holds it close to their body. The first defender remains in contact with the ball carrier.
- Claiming the ball A support player moves to the ball carrier and places an arm behind the ball to 'claim the ball'. At this stage, if there is still only one defender in contact with the ball carrier, the ball carrier may move forwards maintaining contact with their support player. When a second defender joins and holds onto the first defender, forward movement must stop.
- Transferring the ball The ball is transferred from ball carrier to support player as the support player takes the ball from a shoulder to abdomen position then passes ball to another attacking player.

## **Game Management**

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

- ball carriers have been tagged e.g. 'Pass, pass, pass!' Passing should always be the preferred option thus the referee/teacher/manager can encourage this by clearly calling the pass, pass, pass option.
- ball Carriers choose to perform a ball take e.g.
  - 'Ok, ball carrier, back to the spot you were tagged, turn and face your team and present the ball.'
  - 'Where's a support player? Ok, support player claim the ball by putting your arm behind the ball. Now look for your attacking players – decide on your passing option and take the ball from the ball carrier and pass away!'
- defenders are involved in the ball take, e.g.
  - 'First defender keep in contact with the ball carrier. We need another defender to come in and stay in contact with the first defender.'
  - 'Defending team come back with me five metres from the ball take!'

If there is confusion with the ball take procedure, repeat a demonstration and skills practise to ensure students' understanding, safety and the smooth flow of the game.

### Line-out

### **Description**

When one team sends the ball over the sideline or a player in contact with the ball goes over the sideline in a game of Walla Rugby, the other team restarts play with a line-out.

A line-out consists of a thrower (or hooker), who throws the ball in a straight line to their fellow teammates; two students (jumpers) standing 3m in from the thrower who jump for and catch the ball; and a waiting student (scrumhalf) standing alongside the line of jumpers who receives the ball from one of the jumpers. A line-out also includes two students from the opposition team, who stand in a line parallel to and one metre away from the line of jumpers.

In Walla Rugby, the opposition team does not contest the line-out, however, they must stand in the line-out to get used to the positions and timing required in a contested line-out. There is no supporting or lifting of jumpers in the Walla Rugby lineout.

## **Game Management**

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

- a lineout is method of restarting player e.g. 'Ok, Team A sent the ball over the line, so Team B now gets to perform a line-out'
- players need to stand in certain positions e.g. 'Team B thrower stand here (physically show position), Team B jumpers to stand in line facing the thrower here (physically show position), Team A jumpers stand here (physically show position). Team A scrumhalf you'll stand here (physically show position). Both teams should be ready for the ball in these positions (indicate with arms)
- the thrower is about to throw to the jumpers e.g. 'Remember just the Team
  B jumpers to go for the ball. Ready, and throw!'

If there is confusion with the line-out procedure, repeat a demonstration and skills practise to ensure students' understanding, safety and the smooth flow of the game.

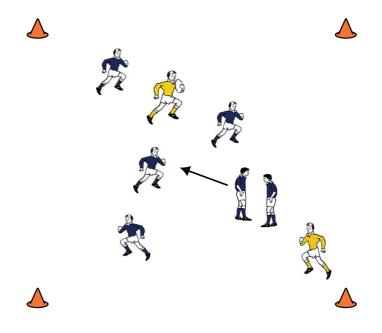


Develop the skills required to participate in the modified game of Walla Rugby. Choose from the following activities.

# **BALL-TAKE STUCK IN THE MUD (evasion and pursuit, pressure, support)**

## **Equipment and set-up**

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

Note: the team mate who takes the ball must pass it to another player and can't be tagged during the ball take.

## **Teaching points**

- Approach free-moving players from one side to reduce their attacking options.
- Position head safely to the side or behind a player when performing a tag.
- Reach arms in front to tag.
- Keep head up to watch for other players.
- Use two hands on students' shorts when making a tag.
- Use fast feet.

### **Variations**

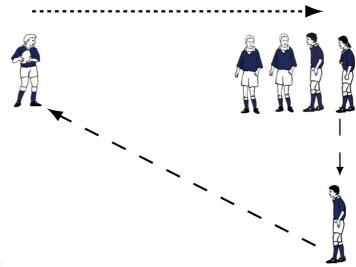
These increase skill level required.

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

# **LINE-OUT CAPTAIN BALL (game element)**

## **Equipment and set-up**

Organise students and equipment as shown below:



### How to play

- a. Demonstrate the line-out throw and help students practise in pairs, placing two hands either side of the ball.
- b. Form teams of five players and position one player per team, the captain, at a marker facing their team.
- c. Organise the teams into single file, facing the captain about three to five metres away. Position another player alongside each line to act as a scrum half.
- d. The captain throws a line-out throw to the first players in the line who catches it, passes it to the scrum half and the scrum half passes the ball to the captain. The captain then throws to the next player again.
- e. When all players have caught the line-out in the line, the captain joins the front of the line while the scrum half becomes captain and the back player moves to scrum half.

### **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.

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## **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, except the pass to the scrum half.

# 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.



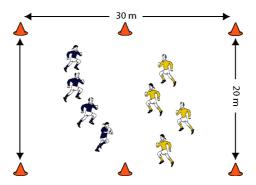
Play the following invasion game.

## **WALLA – WITH LINE-OUT (invasion game)**

Suggested time: 20 – 40 minutes (depending on class time available)

## **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 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)
  - Line-out (when ball goes over the sideline or a player 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.