



YEAR 7 UNIT OF WORK

TEACHER RESOURCE





RUGBY LEAGUE Y7 SOW



LESSON OVERVIEW

LESSON & CONTENT	ACQUIRING & DEVELOPING SKILLS	MAKING & APPLYING DECISIONS	DEVELOPING PHYSICAL & MENTAL CAPACITY	EVALUATING & IMPROVING	HEALTHY, ACTIVE LIFESTYLES
1 GRIPPING & CARRYING	Demonstrate correct technique for grip & carry. Perform skills under pressure. involvement in physical activity.	Select the right action to gain advantage over opponents.	P) Co-ordination. M) Confidence & communication.	Self, peer & teacher formative assessment of skills and performance in isolation and in a game.	Understand & explain the need to warm-up & cool down. Identify specific warm-ups for Rugby League.
2 PASSING & CATCHING	Demonstrate correct technique for pass & catch. Perform skills under pressure.	Improve pass selection. Correct movement off the ball to allow passes to be made backwards.	P) Co-ordination. M) Teamwork & communication.	Self, peer & teacher assessment of skills against given criteria.	Plan and lead individual & class warm-up and cool down sequences, on your own and as a group.
3 BALL RETRIEVAL	Demonstrate correct technique for retrieving a ball which is high, moving and stationary. Perform skills under pressure.	Select the right action to collect the ball securely in different situations.	P) Co-ordination, reaction-time & balance. M) Confidence & communication.	Compare and comment on skills, techniques and ideas used in their own and other's work. Improve on targets given by teacher.	Identify & explain the changes to the body that happen during exercise.
4 PLAY-THE-BALL, PROTECTIVE FALLING & DUMMY HALF PASS	Demonstrate correct technique for protective falling, a play-the-ball & dummy half pass. Perform skills under pressure.	Select the right action to gain advantage over opponents.	P) Flexibility & balance. M) Confidence & communication.	Set own targets to improve. Use the information above to improve performance.	Explain the benefits to physical and mental wellbeing of regular involvement in physical activity.
5 TACKLING	Demonstrate correct technique for front and side tackling. Perform skills safely and under pressure.	Select the right tackle technique to prevent opposition invading territory.	P) Co-ordination, power & muscular strength. M) Confidence, teamwork & communication.	Pupils should be challenged using questioning to help develop their evaluation and improvement.	
6 KICKING	Demonstrate correct technique for grubber kicks. Perform skills under pressure.	Select the right action to gain territorial or attacking advantage over opponents.	P) Co-ordination, power & muscular strength. M) Confidence, teamwork & communication.		
7 EVASION	Demonstrate correct technique for evasive running in attack. Perform skills under pressure.	Select the right action to gain advantage over opponents.	P) Agility, speed & balance. M) Confidence & communication.		
8 GAME PLAY	Demonstrate with accuracy and control individual skills learned within conditioned and non-conditioned games.	Select the right action to gain advantage over opponents. Pupils should be challenged using questioning on thought process and decision-making processes to consolidate learning.	P) Co-ordination, cardiovascular fitness, agility, reaction time, balance, speed. M) Leadership, confidence, teamwork & respect.		



WEEK 1 LESSON PLAN

GRIPPING & CARRYING





LESSON 1



LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Gripping and carrying	LEARNING OBJECTIVE: To develop an effective grip and carry the ball securely.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>STUCK IN THE MUD CARD.</p> <p>Two pupils have a ball and aim to catch all the other pupils by touching them with the ball.</p>	All pupils moving. Teacher or student led stretches to follow the activity.	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>GRIPPING AND CARRYING TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop pick up and carry while moving and turning. Add a try scoring action on return for grip.</p> <p>ACTIVITY 2: To develop movement matching a partner, in preparation for team organisation in attack and defence.</p>	<p>GRIPPING - two hands, centre of ball, thumb and index finger greater than 90° arched palms.</p> <p>CARRYING - centre of body, elbows out.</p>	
GAME	<p>TAKE THE HIT CARD.</p> <p>Test the grip and carry under pressure, and introduce the basic principles of attacking and defending in a line.</p>	<p>Ensure pupils know how to hold tackle shields correctly.</p> <p>If no shields available, play two-hand touch or 'hit to stop' variation. Focus on maintaining possession. Rewards for effective grip and carry technique.</p>	
COOL DOWN	Gentle jog and stretch. Pupils may carry a ball if desired.	Question understanding of grip and carry techniques and importance in game play.	



STUCK IN THE MUD

CORE SKILLS | GRIPPING AND CARRYING



1 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practise gripping and carrying of the ball and evasion skills.

ORGANISATION

Set up a 20m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

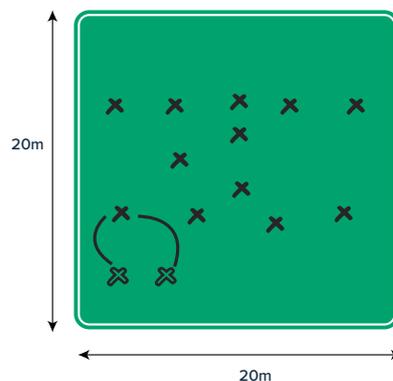
Gripping and carrying

EXPLANATION

- Two players (chasers) have a ball and have to touch the other players with the ball between the shoulder and waist, within the grid
- If the players without the ball step out of the grid they are classed as being touched
- The ball carrier must be holding the ball as the player is touched, for the touch to be effective
- When touched, the players stand with their arms out. The other players can get them back into the game by running underneath their arms from back to front
- When all players are touched, or the time limit set has elapsed, change the chasers

VARIATIONS

- **Easier (for the chasers)** - add more chasers, narrow the grid
- **Harder (for the chasers)** - remove a chaser, widen the grid
- Once a player has been touched they become the chaser, but they can't touch the player who's just touched them right away
- Once touched, players squat down and hold their hand up; they are released back into play by the players gently pulling down their arm
- If the surface allows, once players are touched they stand with their legs open and are allowed back in play when a teammate goes under their legs (back to front only)



1 - WARM UP

GRIPPING AND CARRYING

10 minutes

ACTIVITY OVERVIEW

SUGGESTED TIME
10 minutes

EQUIPMENT
Balls and cones

SET UP
20m x 20m grid

CORE SKILL
Gripping and carrying

COACHING POINTS - SKILL DEVELOPMENT

- Gripping - two hands, centre of ball, thumb and index finger greater than 90° arched palms
- Carrying - centre of body, elbows out

QUESTIONS

- Why is the Team A player successful?
- Can you see players who move away from the catchers?
- Can you see catchers who work together?

KEY

CONE

TEAM A LEADER

TEAM B LEADER

BALL

BALL TRAVEL

PLAYER DIRECTION OF TRAVEL

NO-GO AREA

GATE

ZONE

GRIPPING AND CARRYING

CORE SKILLS | GRIPPING AND CARRYING



1 - TECHNICAL CARD

AIM

To develop the grip and carry left and right.

Activity 1

Player 1 runs out, picks up the ball at B and runs around the far cone (C). On the return journey, the player places the ball down with 1 or 2 hands at B (thus scoring a try), before re-joining the line at A.

Progression - pick up one-handed carry right and one-handed carry left

Progression — pick up left two-handed carry — fend left and right at C. On the return journey, reload the ball at B before joining back of A.

NB — when the player uses a fend or a one-handed carry, check that the ball is still carried towards the centre of the body.

COACHING POINTS

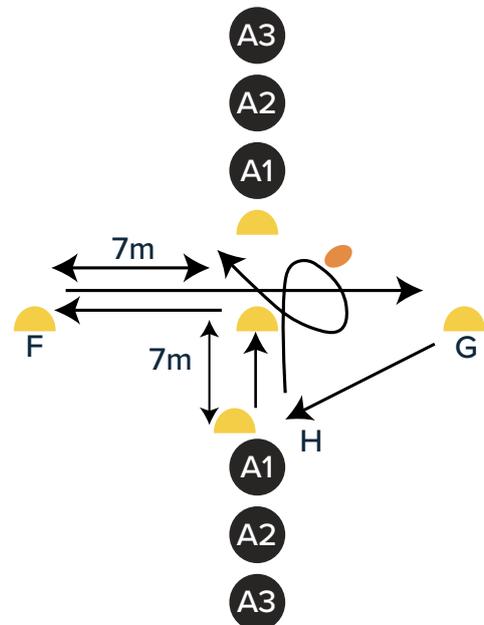
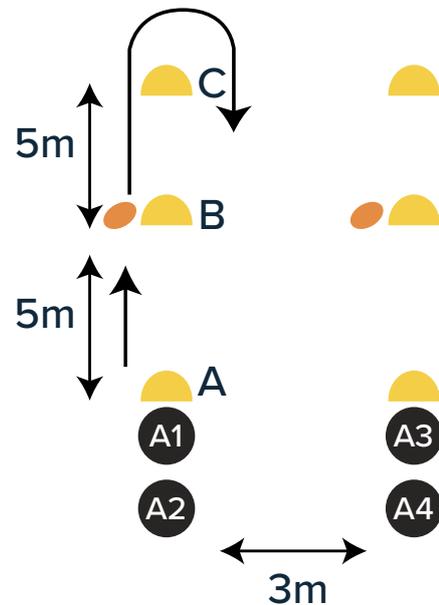
- | | |
|--|--|
| <ul style="list-style-type: none"> • Thumbs greater than right angle • Arched palms • Centre of ball • Elbows out • Centre of body • Two hands | <p>Traditional Method of Try Scoring</p> <ul style="list-style-type: none"> • Place the ball on the ground • Exert downward pressure with the ball and hand together |
|--|--|

Activity 2

- Groups of six players — A1s run out with a ball matching each other's movements
- They run backwards to F
- And then forwards to G
- They then sidestep to their respective start points at H

Variations

- As above at H, run forwards holding the ball in your right hand. Players meet in the middle and transfer the ball into their partner's left hand. Both players hold on to both balls, pushing with right hands to turn 180° anticlockwise
- Players now have their backs to the other team. They then turn and run forwards to rejoin that team and give the ball to A2
- Grip — relate to ball security
- Middle — centre body carry
- Two hands



KEY



CONE



PLAYER



BALL



PLAYER DIRECTION OF TRAVEL



TAKE THE HIT

CORE SKILLS | GRIPPING AND CARRYING

1 - GAME CARD

AIM

To test the grip and carry under pressure

ORGANISATION

Set up a 40m x 15m grid

EQUIPMENT

Balls, cones and shields

CORE SKILLS

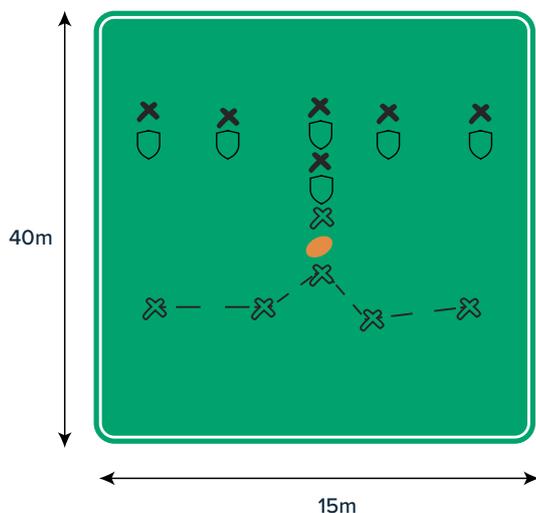
Gripping and carrying

EXPLANATION

- Defence with shields - retreat 5m from play-the-ball
- Attack has six plays to advance up field starting from own in goal
- Every player to touch ball at least once - think how to avoid contact
- Defenders to try and put shot on with pads
- 'Hit' player to restart play with a tap on the foot or play the ball
- Teacher to control the play-the-ball and get players inside
- Points awarded for each time ball is kept secure in contact
- Extra points for scoring a try

VARIATIONS

- **Easier (for the attack)** - widen the grid
- **Harder (for the attack)** - narrow the grid
- Add more defenders with shields
- Award extra points for successful offloads, tips or push throughs
- Reward the defenders for forcing the error on the attackers
- Give the attackers a set time period to gain points and then rotate with the defenders



1 - GAME CARD

GRIPPING AND CARRYING

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and shields



SET UP
40m x 15m grid



CORE SKILL
Gripping and carrying

COACHING POINTS - SKILL DEVELOPMENT

- Gripping - two hands, centre of ball, thumb and index finger greater than 90° arched palms
- Carrying - centre of body, elbows out

QUESTIONS

- What are you doing to avoid contact?
- How do you keep the ball secure?
- When should you carry the ball in one hand?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD



GRIPPING AND CARRYING



CORE SKILLS | TO DEVELOP THE GRIP & ONE-HANDED CARRY LEFT & RIGHT

1 - MOVEMENT CARD

STABILITY | BALANCING, TWISTING, TURNING, DECELERATING AND STOPPING

SYMPTOM

Player is off balance when trying to grip and carry the ball.

SOLUTIONS

Player establishes a firm base when stationary, with feet spread evenly, shoulder width apart. Player strides evenly with and without use of arms and can change direction fluently.

SYMPTOMS

Player has restricted movement and is unable to protect the ball during the carry. Player finds it difficult to adjust the body effectively enough to either take the tackle or offload.

SOLUTIONS

Develop core stability, sufficient flexibility and strength in player to rotate upper body in both directions, and resist force applied by opponents.

OBJECT CONTROL - GRIPPING AND CARRYING

SYMPTOM

Player often loses control of the ball.

SOLUTIONS

Develop strength and flexibility in fingers, wrists, elbows and shoulders to allow player to be able to grip and carry effectively.

GRIPPING AND CARRYING



Allow the player to develop a better 'feel' for the ball by

- using a variety of objects that demand different styles of grip and carry (tennis balls, footballs, basketballs, balloons)
- questioning the player as to which is the most appropriate way of gripping and carrying the different objects

- reducing the parts of the body used to grip - one-handed, two finger control to illustrate the importance of how the hands oppose each other during the grip, and fingers squeeze for extra support

Move the ball around the body with eyes closed

LOCOMOTION - RUNNING AND SIDESTEPPING

SYMPTOM

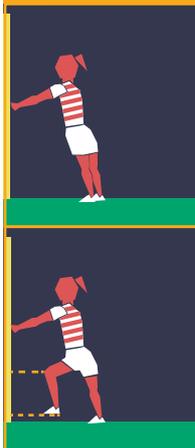
The player loses control of the ball during the carry.

SOLUTIONS

Check player's ability to walk effectively:

- Arms swing opposite to forwards foot and stay outside of body line
- Feet planted just either side of a straight line
- Relaxed, upright body position
- Little vertical lift
- Heel-toe contact

RUNNING AND SIDESTEPPING



Check player's ability to run effectively:

- 'Drive' leg extends fully
- Recovery thigh is parallel to ground
- Recovery leg and foot are in line with body
- Arms bent at right angles and swing backwards and forwards from the shoulder (opposite arm to leg)
- A point when both feet are off the ground
- Develop the player's ability to run without using the arms for additional force in a straight line

Running drill against a wall, body with slight lead forwards and support leg straight. Drive leg reaching thigh parallel and foot with toe up. Practise running activities with arms behind and beside the body, and stationary at chest height without the ball, concentrating on even and consistent stride length and foot placement, irrespective of the restriction placed on arms.

Introduce sidestepping and other evasive movements after the player has mastered the correct technique for gripping and carrying during straight line running.



WEEK 2

LESSON PLAN

CATCHING & PASSING





LESSON 2



LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Catching and passing	LEARNING OBJECTIVE: To be able to catch the ball confidently and pass to both sides.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>COUNT THE PASSES CARD.</p> <p>Two players act as defenders to intercept passes in a grid. Time allowed dependant on 2 pupils outside the grid reaching 25 passes.</p>	<p>All pupils involved.</p> <p>Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>CATCHING AND PASSING TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop correct 6 o'clock pass technique and catch off the chest.</p> <p>ACTIVITY 2: To develop catch and pass under pressure.</p> <p>ACTIVITY 3: To reinforce using a backward pass, including the player movement off the ball needed for correct positioning.</p>	<p>CATCHING - shoulders rotated towards the ball, hands out, early catch away from shirt.</p> <p>PASSING - wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock, follow through with arms.</p>	
GAME	<p>PASSING CHALLENGE CARD.</p> <p>Reinforce correct technique for pass and catch with 4 play game of touch, handover for incorrect techniques or handling errors.</p>	<p>Lots of verbal feedback to reinforce technique and correct errors.</p> <p>Slow pace if needed to develop good technique.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of catch and pass techniques and importance in game play.</p>	



COUNT THE PASSES

CORE SKILLS | CATCH AND PASS



2 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise.
To practise catching and passing, communicating with their team and becoming aware of pass selection

ORGANISATION

Set up a 15m x 15m grid

EQUIPMENT

Balls and cones

CORE SKILLS

Catching and passing

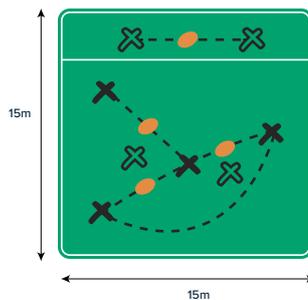
EXPLANATION

- Groups of eight split into 2 teams of four
- Six players - four from Team A and two from Team B start inside a 15m x 15m grid playing four attackers v two defenders
- Two players from Team B are outside the grid passing the ball to each other
- The four players from Team A inside the grid pass the ball to each other in any direction as many times as possible
- The ball carrier cannot run with the ball
- The two defenders attempt to intercept passes made by the four attackers
- The two players outside the grid make 25 passes without dropping the ball and then shout 'STOP'
- Teams change over
- The team in the centre of the grid that makes the most passes wins

VARIATIONS

- **Easier (for the passers)** - increase the size of the playing area
- Defenders can only walk
- Play with no defenders, with the group inside the area trying to complete as many passes as possible
- Play with one defender
- **Harder (for the passers)** - reduce the size of the playing area

- Reduce distance between passers outside the area
- Pass the ball from the waist only
- Touch the corner of the area after a pass
- Have more than one group in the area competing to complete as many passes as possible against each other
- Play three v two in the square with three outside passing the ball



2 - WARM UP

CATCH AND PASS

10 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes



EQUIPMENT
Balls and cones



SET UP
15m x 15m grid



CORE SKILL
Catch and pass

COACHING POINTS - SKILL DEVELOPMENT

- Catching - shoulders rotated towards the ball, hands out, early catch
- Passing - wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock, follow through with arms

QUESTIONS

- When would we use a short pass? How could this benefit the team?
- When would we use a long pass? How could this benefit the team?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



CATCHING AND PASSING

CORE SKILLS | CATCHING AND PASSING

2 - TECHNICAL CARD

AIM

To develop the 6 o'clock pass and early catch

Activity 1

Players A1 and A2 working in a 5m grid walk up and then down the area delivering passes from either side

COACHING POINTS

The Pass

- 6 o'clock
- Ball pointing down
- Shoulders rotated
- Pass over the correct foot (inside)
- Wrist and hands follow through

The Catch

- Shoulders rotated
- Target hands up
- No shirt
- No adjust

Activity 2

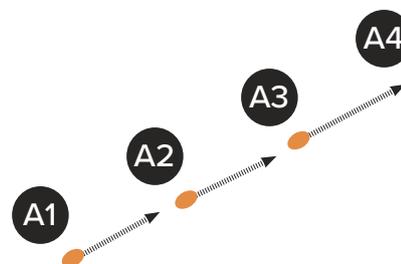
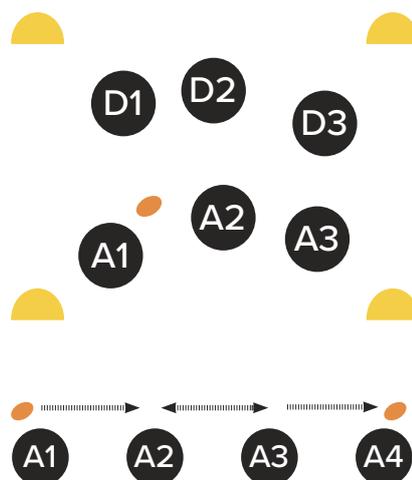
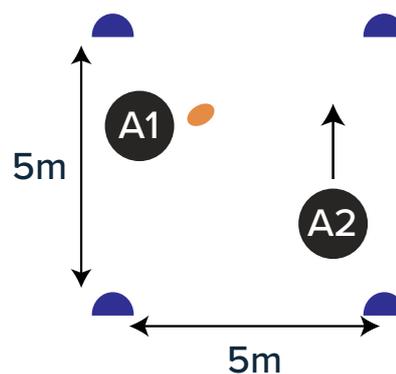
Passing and Catching Game

- Groups of three — attackers v defenders
- How quick can the attackers make 10 passes?
- A cumulative count (ie mistake on four — next time begin at four)
- First to 10 passes
- Rotate attackers and defenders
- All gripping, carrying, passing and catching points apply:
 - Support runners identify good space
 - Defenders can only block/intercept ball
 - No contact

Activity 3

Development 1— Passing Backwards

- Groups of four in a flat line practise passing along the line while static
- Competition — pass along the line and back three times (as figure, right)
- Stagger the line and repeat the practice with no forward passes, remembering to realign the group. Competition — pass along the line and back three times (as figure, below right)
- Repeat the practice, walking, jogging and then running. Start the ball from both left and right and interchange position as well. When the ball has been passed to the end of the line, encourage the players to adjust their speed and position to realign, so the ball can be passed back



KEY

BALL DIRECTION OF TRAVEL

CONE

PLAYER

BALL

PLAYER DIRECTION OF TRAVEL



PASSING CHALLENGE

CORE SKILLS | CATCHING AND PASSING



2 - GAME CARD

AIM

To develop passing, including selection, and catching

ORGANISATION

Set up a 40m x 30m grid

EQUIPMENT

Balls and cones

CORE SKILLS

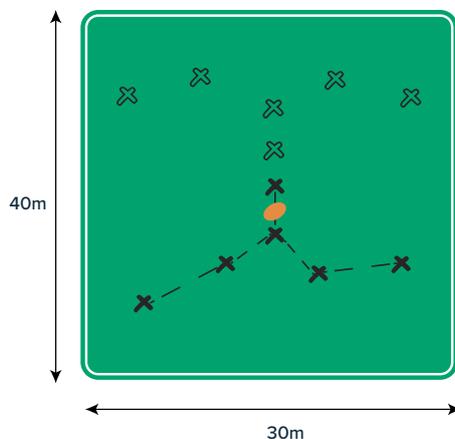
Catching and passing

EXPLANATION

- Attack has four plays to score
- Two-handed touch
- Players should execute a 6 o'clock pass and the receiver must catch the ball early (no shirt contact)
- If the ball touches the shirt, the possession goes to the other team
- The ball is also turned over to the other side for a knock on, forward pass or if the ball touches the ground
- Teams attack the opposite end when a try is scored
- Award points for each completed pass and for any tries scored
- Play for a set time period

VARIATIONS

- Reduce or increase the number of plays (ie three or six plays to score)
- Easier (for the attack) - widen the grid
- Harder (for the attack) - narrow the grid
- Use a variety of different sized and shaped balls
- Vary the time period
- If a 6 o'clock pass isn't used, possession goes to the other team
- Play contact



2 - GAME CARD

CATCHING AND PASSING

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
40m x 30m grid



CORE SKILL
Catching and passing

COACHING POINTS - SKILL DEVELOPMENT

- Catching - shoulders rotated towards the ball, hands out, early catch
- Passing - wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock, follow through with arms

QUESTIONS

- How do you decide where to attack?
- What made it a successful attack?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD



SHIELD



WEEK 3

LESSON PLAN

BALL RETRIEVAL





LESSON 3

LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Ball retrieval	LEARNING OBJECTIVE: To be able to catch a high ball and pick up a low ball.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>UPS AND UNDERS CARD.</p> <p>Small or large teams, with players aiming to flip cones over to 'their' side while their opponents are flipping them the opposite way.</p>	<p>All pupils involved. Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>BALL RETRIEVAL TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop low moving ball retrieval skills and confidence. Ball can be fed out of hands or kicked.</p> <p>ACTIVITY 2: To develop high ball retrieval skills and confidence. Ball can be fed out of hands or kicked.</p>	<p>Eyes on ball, move quickly towards ball;</p> <p>LOW - straddle the ball, chest over the ball, pick up with two hands.</p> <p>HIGH - Arms stretched up and out, fingers spread, cradle the ball, trap against the chest, elbows together.</p>	
GAME	<p>DEFUSE THE SITUATION CARD.</p> <p>Combination of passing play and kicks to consolidate learning so far. 3 play attack with a kick at the end. Points awarded for successfully fielding the kicks and scoring tries.</p>	<p>Remind about the kick on play 3 rule.</p> <p>Put extra conditions in place if teams are scoring tries before getting to kicks. Celebrate defused kicks.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of ball retrieval techniques and importance in game play.</p>	



UPS AND UNDERS

CORE SKILLS | BALL RETRIEVAL



3 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practise picking up a ball and scoring a try

ORGANISATION

Set up a 20m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

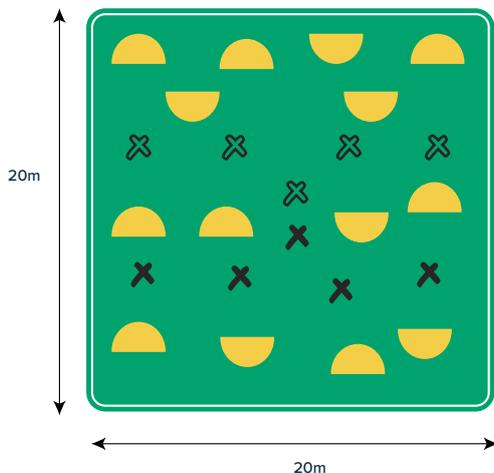
Ball retrieval

EXPLANATION

- Two teams of six
- Start off with all cones/markers placed randomly around an area facing upwards and downwards
- One team must try to get all cones/markers the correct way up (Ups) and at the same time the other team are turning them over (Unders)

VARIATIONS

- Amend the width and length of the grid
- Award points for the most cones turned up or over
- Replace cones/markers with balls, pick up the ball and put it down elsewhere in the grid
- Use two colours of cone, pick up ball and place it down on your team's cone colour. Count up the balls on different coloured cones at the end of the game. If the ball is not picked up with two hands, the coach is to call and the player must place the ball on the opposition coloured cone.



4 - WARM UP
UP AND UNDERS
10 minutes

ACTIVITY OVERVIEW

SUGGESTED TIME
10 minutes

EQUIPMENT
Balls and cones

SET UP
20m x 20m grid

CORE SKILL
Ball retrieval

COACHING POINTS - SKILL DEVELOPMENT

- Eyes on ball or cone, move quickly towards ball or cone, straddle the ball or cone, chest over the ball or cone, pick up with two hands

QUESTIONS

- How did you decide who picked up which ball?
- What helped you secure the ball effectively?

KEY	CONE	TEAM A LEADER	TEAM B LEADER	BALL	BALL TRAVEL	PLAYER DIRECTION OF TRAVEL	NO-GO AREA	GATE	ZONE
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BALL RETRIEVAL

CORE SKILLS | BALL RETRIEVAL

3 - TECHNICAL CARD

AIM

To develop effective ball retrieval low and high

ACTIVITY 1

Moving Ball

In pairs, facing one another, player A executes a grubber kick towards player B, who moves towards the ball and picks it up

COACHING POINTS

- Lean the body close to the ground (you may wish to emphasise chest parallel to the ground)
- Extend the hands
- Be prepared to catch the ball if it bounces up
- Emphasise that it may be necessary to get the ball under control using other parts of the body (hands/ chest) and to keep hands out of the way until the player feels they have sufficient control
- To secure possession of a moving ball, it may be necessary to fall on the ball. Please refer coaches to safe falling, which was covered during the tackling module



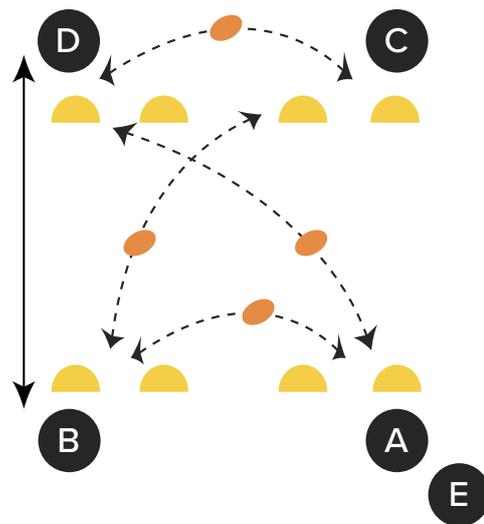
ACTIVITY 2

High Ball Retrieval

- Player A executes a kick to player B who catches it and kicks it to player C. Player C catches the ball and kicks it to player D who repeats and kicks to player E

COACHING POINTS

- Keep eyes on the flight of the ball
- Move quickly into position (anticipate expected landing point)
- Arms should be held out and upwards in a searching manner with fingers spread
- Allow ball to land in the cradle formed by the hands, forearms and chest
- Trap the ball as high as possible on the chest with the hand and forearm
- At the point of catching the ball, round the shoulders, keep elbows together, bend the knees and turn side into opposition, thus giving self-protection and ensuring any dropped ball is in a backwards direction



KEY



CONE



PLAYER



BALL



PLAYER DIRECTION OF TRAVEL



DEFUSE THE SITUATION



CORE SKILLS | BALL RETRIEVAL - HIGH BALL, MOVING BALL, STATIONARY BALL

3 - GAME CARD

AIM

To effectively retrieve the ball from different types of kick

ORGANISATION

Set up a 30m x 30m grid

EQUIPMENT

Balls and cones

CORE SKILLS

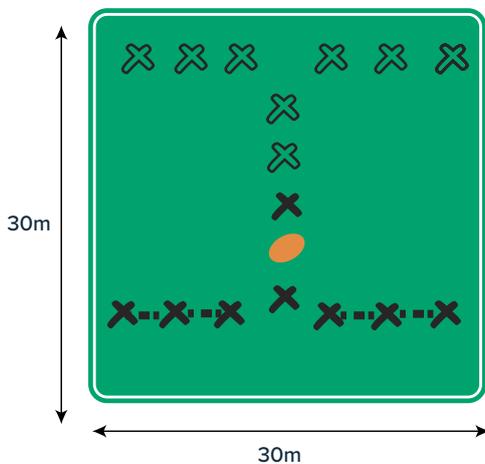
Ball retrieval - high ball, moving ball, stationary ball

EXPLANATION

- Number of players: eight in each group
- Eight attackers and eight defenders
- Attacking team start on the 30m line and attack the try line
- Attacking team have three plays
- Attacking team must kick on the last play
- Rotate attack and defence after each set of three plays
- Points are awarded to the defence for catching a high kick, chip kick or retrieving a grubber kick
- The team that scores the most points wins

VARIATIONS

- Easier (for the attackers) - increase the size of the playing area
- Harder (for the defenders) - reduce the size of the playing area
- Allow kicks on any play
- Award extra points if the ball is diffused within the in goal area or the ball is retrieved within the in goal area and brought back out into the field of play
- After a kick has been defused, continue with the defence now becoming the attack, and play out a game with six plays for each side



KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

4 - GAME CARD

DEFUSE THE SITUATION

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
30m x 30m grid



CORE SKILL
Ball retrieval - high ball, moving ball, stationary ball

COACHING POINTS - SKILL DEVELOPMENT

- Stationary ball - eyes on ball, move quickly towards ball, straddle ball, chest over the ball, pick up with two hands
- Moving ball - get in position quickly, eyes on ball, readjust position as necessary on approach, both hands out towards the ball (ball could be controlled with other body parts as well)
- High ball - move towards the ball, eyes on the ball, arms outstretched towards the ball, turn palms of your hands towards you, guide ball into your body
- Overhead - move towards the ball, eyes on the ball, arms outstretched towards the ball, catch the ball with two hands above your head

QUESTIONS

- When defending, where do you position yourself for the kick?
- When would you change your position?

BALL RETRIEVAL

CORE SKILLS | TO DEVELOP EFFECTIVE BALL RETRIEVAL LOW AND HIGH



3 - MOVEMENT CARD

STABILITY | STOPPING, BENDING, TWISTING, JUMPING AND STOPPING

SYMPTOM

Gets within close proximity of ball, but fails to get into position to stop the ball effectively enough

SOLUTION

Allow player to develop anticipation skills by:

- using balls of various shapes and sizes, starting with oversized balls
- feeding at varying speeds and from varying distances
- initially feeding slowly over a short distance repetitively

Use 'restricted view' (eg with back turned to receiver) feeds to hone the skill once some proficiency has been achieved, and reintroduce rugby ball

SYMPTOM

Is beaten to the high ball by the opposition

SOLUTION

Further develop anticipation skills as above and introduce different heights to the feed

Develop jumping skills further:

- Tilt head upwards with eyes focused on target
- Bend knee on take-off leg
- Extend hips, knees and ankles forcefully, with arms lifting upwards
- Turn shoulders to lift lead arm (opposite to take-off leg)
- Straighten body before catching
- Controlled landing (bent knees, feet shoulder width apart) as close to point take-off as possible



OBJECT CONTROL | COLLECTING, SCOOPING, GRIPPING AND CARRYING

SYMPTOM

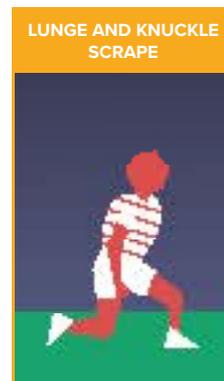
Has difficulty in completing the whole skill fluently

SOLUTIONS

Support player in concentrating on fluency of the various stages of movement within the skill:

- Adjusting the body to get into position, developing the correct footwork (through the development of sidestepping, hopping, skipping, stopping)

- Ensuring a stable base is formed (through the development of stooping, bending and twisting)
- Receiving the ball effectively using appropriate grip to gather the ball into the body (through the development of gripping and catching)



LOCOMOTION | RUNNING, SKIPPING, HOPPING AND SIDESTEPPING

SYMPTOM

Arrives within close proximity of ball unprepared in terms of body positioning

SOLUTION

Check player's ability to walk and run effectively (See Card 1 for more details)

Develop sidestepping, concentrating on:

- smooth, rhythmical action
- trailing leg lands next to lead leg
- both legs flexed at right angles in preparation for push

After push, there is a moment when both feet are off the floor. Feet remain close to the ground throughout



WEEK 4

LESSON PLAN

PLAY THE BALL, PROTECTIVE FALLING
& DUMMY HALF PASS





LESSON 4

LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Play the ball, protective falling and dummy half pass	LEARNING OBJECTIVE: To learn the correct technique for play the ball and protective falling, and develop awareness of the dummy half role.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>DYING FLY CARD.</p> <p>Two pupils are chasers and try to catch the others. When caught, pupils lie on their backs and wave arms and legs – if touched are released. Add progressions to simulate the falling action in a tackle followed by a play the ball (PTB).</p>	<p>All pupils involved. Teacher or student led stretches to follow the activity.</p> <p>Take time to go through the different progressions.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>PROTECTIVE FALLING AND PLAYING THE BALL TECHNICAL CARD.</p> <p>PROTECTIVE FALLING - ACTIVITY 1 & 2: To develop safe and correct body position and confidence when falling.</p>	<p>Secure ball in two hands, low to floor, tight tuck, chin to chest, neck and shoulders rounded, bent knees, land on pants (glutes/thigh area).</p>	
SKILL DEVELOPMENT	<p>PROTECTIVE FALLING AND PLAYING THE BALL TECHNICAL CARD.</p> <p>PLAYING THE BALL - ACTIVITY 1 & 2: To develop the correct technique to play the ball from all landing positions.</p>	<p>'Snap-Sweep-Touch' (snap knees to chest, sweep leg around and touch the ball with foot) If on back or side, roll onto the ball first.</p> <p>If already on forearms and knees, continue to 'sweep-touch'.</p>	
SKILL DEVELOPMENT	<p>PROTECTIVE FALLING AND PLAYING THE BALL TECHNICAL CARD.</p> <p>DUMMY HALF PASS - ACTIVITY 1: To develop correct dummy half positioning behind the PTB and passing from the ground.</p>	<p>Explain the meaning of 'dummy half'.</p> <p>Sit position on approach, nearest foot pointing to receiver, pass from ground in one movement, follow through fingers to target.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of PTB and protective falling techniques and importance in safety and game play.</p>	



DYING FLY

CORE SKILLS | PROTECTIVE FALLING, PLAYING THE BALL AND DUMMY-HALF PASS

4 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practise falling and playing the ball

ORGANISATION

Set up a 20m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

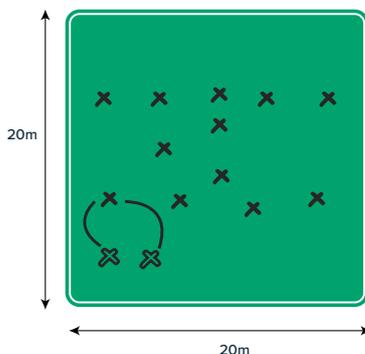
Protective falling, playing the ball and dummy-half pass

EXPLANATION

- Two players (chasers) have to touch the other players between the shoulder and waist, within the grid
- If the players step out of the grid they are classed as being touched
- When touched, the players lie on their back waving their arms and legs
- The other players can get them back into the game by touching either their arms or legs
- When all players are touched, or the time limit set has elapsed, change the chasers

VARIATIONS

- **Easier (for the chasers)** - add more chasers, narrow the grid
- **Harder (for the chasers)** - remove a chaser, widen the grid
- To get the touched players back into play, roll the players over on to their front
- Give all the players (except the chasers) a ball and when they are touched, they must crouch down and protective fall either forwards, sideways or backwards, depending on the coach's call
- Progress to the touched player falling then performing a play-the-ball and regaining their ball before rejoining the game
- In threes, one player plays the ball, one is the dummy half who passes to the third player who runs on to the ball and continues to find space in the grid



3 - WARM UP

PROTECTIVE FALLING, PLAYING THE BALL AND DUMMY-HALF PASS

10 minutes

ACTIVITY OVERVIEW

SUGGESTED TIME
10 minutes

EQUIPMENT
Balls and cones

SET UP
20m x 20m grid

CORE SKILL
Protective falling, playing the ball and dummy-half pass

COACHING POINTS - SKILL DEVELOPMENT

- Falling - secure ball in two hands, chin to chest, then fall (front, side and back)
- Playing the ball - if on forearms and knees - sweep leg around and touch the ball with foot
- If on back or side - roll to ball, snap knees to chest, sweep leg around and touch the ball with foot

KEY

CONE

TEAM A LEADER

TEAM B LEADER

BALL

BALL TRAVEL

PLAYER DIRECTION OF TRAVEL

NO-GO AREA

GATE

ZONE



PROTECTIVE FALLING & PLAYING THE BALL DUMMY-HALF PASS

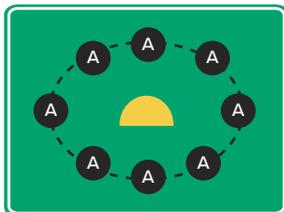


CORE | PROTECTIVE FALLING, PLAYING THE BALL

4 - TECHNICAL CARD

AIM

To develop safe falling technique and confidence when falling, and to develop correct play-the-ball



PROTECTIVE FALLING

Activity 1

Players start in a crouched position with ball gripped in two hands. Gently rock backwards until your balance is lost.

As you fall, curl your body into a ball, making sure to keep the head tucked forwards. A good visualisation is to have the player pretend they are a turtle going into its shell. Let the player fall as and when they wish. The coach can then call a player's name. Progress to working in pairs with partner 'pushing' player (should be controlled). Progress to extended crouch. Further progression could be from standing position with players falling on coach's call.

Activity 2

Start on your knees and let yourself fall forwards on to your forearms. Catch your weight with the forearms away from the body slightly. With the elbows bent, allow your forearms to touch the ground first. Try to resist reaching out towards the ground, or placing your hands out in front. As contact is made, absorb the fall with your arms. Progress as Activity 1 above.

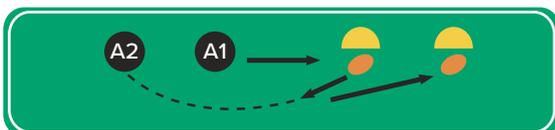
COACHING POINTS

- | | |
|---|--------------------------------|
| Must utilise all safety and coaching points | • Shoulders squeezed tight |
| • Low to floor | • Bent knees |
| • Tight tuck position | • Land on pants (bottom/thigh) |
| • Chin on chest | • Arms in tight |
| • Neck and shoulders rounded | • Hands on ball (grip) |

Activity 1

Playing the ball

In pairs, set up the practice as shown below. A1 runs to the first cone - goes to ground, plays the ball to the supporting A2 who repeats the process at the next cone. Vary the landing position of the attacker



COACHING POINTS

Back or side - four movements

- Roll to ball
- Snap knees to chest
- Sweep leg round
- Touch - play-the-ball

Forearms and knees - two movements

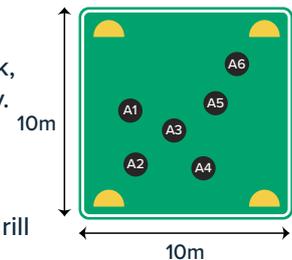
- Sweep leg round
- Touch - play-the-ball

Belly - three movements

- Snap knees to chest
- Sweep leg round
- Touch - play-the-ball

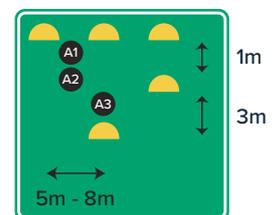
Activity 2

Players move around grid waiting for coach's call - back, side, forearms/knees or belly. They go to ground as per instruction regain their feet - play-the-ball and move on to recover any other ball. The drill continues in this manner



Activity 1 - Dummy-half Pass

A1 plays the ball. After the play-the-ball, the acting half-back (AHB) A2 passes from the ground to A3 who takes the ball on the run and runs to the cones. The AHB A2 then goes behind A3 and passes to A1 who has returned to the start. The practice is repeated. Rotate the AHB.



COACHING POINTS

Approach

- Move into position (step to ball)
- Scan (opposition defence)
- Sit (knees bent, back straight and head up)
- Head and upper body towards the target
- Foot position (nearest foot to the receiver)

receiver pointing at the receiver)

Contact

- Pass from the ground in one movement

Finish

- Follow through with fingers pointing towards the target
- Alive - ready for the next action

KEY





PROTECTIVE FALLING / PLAYING THE BALL / DUMMY HALF PASS



CORE SKILLS | PROTECTIVE FALLING, PLAYING THE BALL AND DUMMY-HALF PASS

4 - GAME CARD

AIM

To develop protective falling and the play-the-ball technique

ORGANISATION

Set up a 30m x 20m grid

EQUIPMENT

Balls, cones

CORE SKILLS

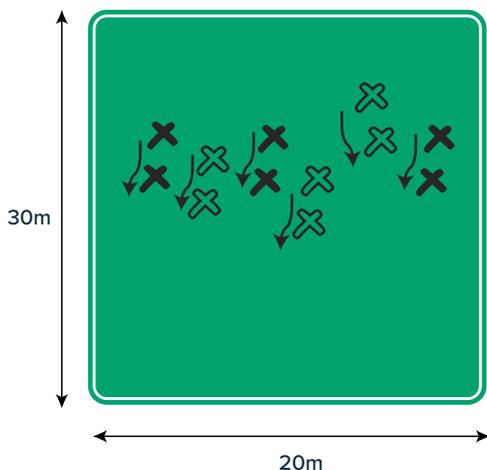
Protective falling, playing the ball and dummy-half pass

EXPLANATION

- Relay races with play-the-balls
- Race to one end - players finding the floor on teacher's call - playing the ball and then the dummy half runs two meters in front of their partner and plays the ball again
- Vary the play-the-ball position - front or back, side, or forearms and knees

VARIATIONS

- Amend the width and length of the grid
- Award points for each efficient play-the-ball
- In threes, introduce a dummy-half pass - one player plays the ball, one becomes the dummy half and the third receives the ball. Rotate positions, ensuring all players have played each position
- In fours, introduce shields. Player 1 holds the shield, player 2 plays the ball, player 3 is at dummy half and player 4 receives the dummy-half pass and hits the shield, then plays the ball. Players 2-4 rotate up the grid. Change player 1 at the end of the grid
- Deduct points for poor play-the-balls or dummy-half passes; alternatively, send the team back to the beginning to start again



KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL DIRECTION OF TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

3 - GAME CARD

PROTECTIVE FALLING, PLAYING THE BALL AND DUMMY-HALF PASS

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
30m x 20m grid



CORE SKILL
Protective falling, Playing the ball and Dummy Half Pass

COACHING POINTS - SKILL DEVELOPMENT

- Falling - secure ball in two hands, chin to chest, then fall (front, side and back)
- Playing the ball - if on fourarms and knees, sweep leg around and touch the ball with foot. If on back or side, roll to ball, snap knees to chest, sweep leg around and touch the ball with foot. If on belly, snap knees to chest, sweep leg around and touch the ball with foot.

QUESTIONS

- What was effective?
- Who had quick play-the-balls? Why?



PROTECTIVE FALLING/ PLAYING THE BALL



CORE SKILLS | TO DEVELOP SAFE FALLING TECHNIQUE & CONFIDENCE WHEN FALLING. TO DEVELOP CORRECT PLAY-THE-BALL

4 - MOVEMENT CARD

STABILITY | PUSHING, BLOCKING, FALLING ROLLING AND STANDING

SYMPTOM

Inability to position body effectively at point of contact to absorb tackle

Finds it difficult to regain footing effectively enough to be able to play-the-ball

SOLUTION

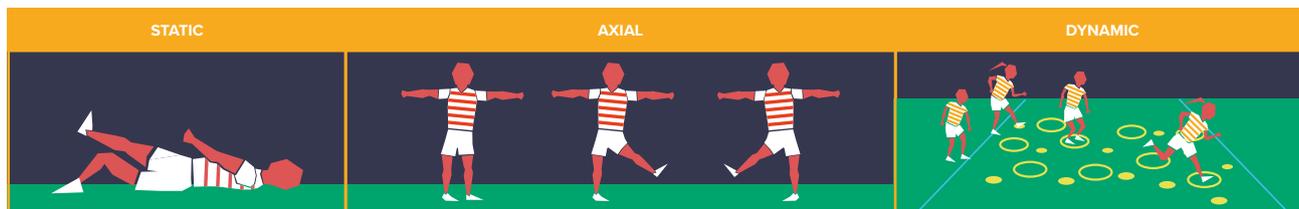
Firstly, check one-foot balance is developed

Balance with eyes closed:

- Change the use of arms and trunk in response to overbalancing to one side
- Lift and control non-supporting leg with knee fully bent and outside of body line
- 'Fix' on an object to assist balance
- Switch feet without loss of balance - using more demanding range of movement

Then improve the **three** different types of balance:

- **Static** balance through balancing on one foot and then the other for a sustained period of time - then progress on to object control development. Develop strength in legs to be able to sustain a wide base of support
- **Axial** balance through twisting, turning and bending on the spot or within the immediate reach of the body. Activities like twister are ideal for this. Progress on to receiving and passing a ball during this m
- **Dynamic** balance through walking, jogging, sidestepping along straight and then irregular lines. Use different levels of movement - high, medium, low-for players to understand the optimum position for a strong, stable position and movement from this. Progress on to object control development



OBJECT CONTROL | GRIPPING, CARRYING AND PLACING

SYMPTOM

Plays the ball inaccurately as a result of losing control of the ball

SOLUTIONS

Develop techniques from Card 1 on gripping and carrying

Use team-based activities and games that encourage a high volume of passing the ball between players in a variety of ways using a variety of balls

Try pairs games where one holds the ball while the other tries to grip and pull the ball free

LOCOMOTION | RUNNING AND SIDESTEPPING

SYMPTOM

Player slows down going into the tackle

SOLUTIONS

Accelerate into the tackle by driving legs more forcefully





WEEK 5 LESSON PLAN

TACKLING





LESSON 5



LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Tackling	LEARNING OBJECTIVE: To develop correct technique for approach to contact in front and side tackling.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>KNEE TAG CARD.</p> <p>One defender in the grid attempts to 'tackle' the other pupils by making a touch on their knees.</p>	<p>All pupils involved.</p> <p>Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>FRONT BLOCK AND SIDE TACKLING TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop safe and correct body position when performing a front block tackle.</p> <p>ACTIVITY 2: To develop safe and correct body position when performing a side tackle.</p>	<p>On approach, shorten steps, hands up, target thigh area, put head to side (front block) or head behind (side tackle), wrap arms around thigh area.</p> <p>IN BOTH ACTIVITIES, GO THROUGH PROGRESSIONS SLOWLY AND ONLY AS PUPILS FEEL COMFORTABLE WITH.</p>	
GAME	<p>DEFEND THE CHANNEL CARD.</p> <p>An introduction to full contact games, with defensive players only allowed in specific channels within the grid. Points awarded to defence for each tackle made.</p>	<p>Focus on rewarding defence over attack.</p> <p>LIMIT PACE OF MOVEMENT AND INCREASE SPEED OF PLAY / ADD PROGRESSIONS SLOWLY, ONLY AS PUPILS FEEL COMFORTABLE WITH.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of front block and side tackle techniques and importance of safety.</p>	



KNEE TAG

CORE SKILLS | FRONT AND SIDE TACKLING

5 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practice approach to contact.

ORGANISATION

Set up four 10m x 10m grids

EQUIPMENT

Balls and cones

CORE SKILLS

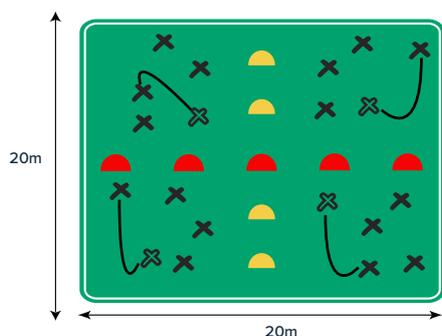
Approach to front and side tackling

EXPLANATION

- One player (defender) within each grid has to touch the other players (attackers) on their knee
- Each attacker has a ball
- If the players with the ball step out of the grid, they are classed as being touched
- When touched, the players stand with their arms out. The other players can get them back into the game by running underneath their arms from back to front
- When all players are touched, or the time limit set has elapsed, change the defenders

VARIATIONS

- **Easier (for the chasers)** - add more defenders, narrow the grid
- **Harder (for the chasers)** - widen the grid
- Once a player has been touched, they become the defender, but they can't touch the player who's just touched them right away
- Once touched, players squat down and hold the ball in one hand and hold their other hand up. They are released back into play by the players gently pulling down their arm
- If the surface allows, once players are touched, they stand with their legs open and are allowed back in play when a teammate goes under their legs (back to front only)
- Remove the yellow cones and combine two sides and play in a 20m x 10m grid
- Remove the red cones and combine all sides to play in a 20m x 20m grid



8 - WARM UP
KNEE TAG
10 minutes

ACTIVITY OVERVIEW

SUGGESTED TIME
10 minutes

EQUIPMENT
Balls and cones

SET UP
10m x 10m grid

CORE SKILL
Approach to front and side tackling

COACHING POINTS - SKILL DEVELOPMENT

- On approach, shorten steps, hands up
- Target thigh area
- Head to side (front block). head behind (side tackle)
- Arms around thigh area

COACHING OBSERVATIONS

- Observe how the defenders approach and try to tag the other attackers
- Can they sit? Are they close to the attacker?

KEY									
	CONE	TEAM A LEADER	TEAM B LEADER	BALL	BALL TRAVEL	PLAYER DIRECTION OF TRAVEL	NO-GO AREA	GATE	ZONE



FRONT BLOCK & SIDE TACKLING

CORE SKILLS | FRONT BLOCK & SIDE TACKLING

5 - TECHNICAL CARD

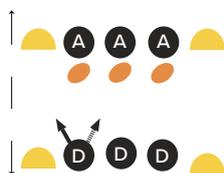
AIM

To develop a player's ability to perform front block and side tackle.

ACTIVITY 1

Front Block Tackling

In pairs and five metres apart, the coach introduces the session and explains that there is more than one type of tackle. This one uses the ball carrier's momentum.



PROGRESSIONS

- | | |
|------------------|----------|
| Ball carrier | Tackler |
| • Walk, jog, run | • Crouch |
| • Walk, jog, run | • Stand |

Remember to tackle on both left and right shoulders and use the progressions mentioned depending on the stage of development of each individual player

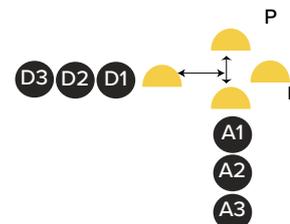
COACHING POINTS

- On approach, shorten steps, hands up
- Target thigh area
- Head to side
- Arms around thigh area
- Squeeze ball carrier towards you
- Finish on top
- After contact, regain feet and stand in marker position

ACTIVITY 2

Side Tackling

A1 and D1 set off together walking to point P when they meet D1 executes a side tackle. This process is repeated with all other players. When the tackle is executed, the defender and attacker change places. Repeat from point B to execute a right shoulder side tackle



PROGRESSIONS

BALL CARRIER

- Walk, jog, run
- Walk, jog, run

TACKLER

- Crouch
- Stand

Remember to tackle on both left and right shoulders and use the progressions above depending on the stage of development of each individual player

COACHING POINTS

- | | |
|--|---|
| • On approach, shorten steps, hands up | • Squeeze ball carrier towards you |
| • Target thigh area | • Finish on top |
| • Head behind | • After contact, regain feet and stand in marker position |
| • Arms around thigh area | |

KEY



CONE



PLAYER



BALL



PLAYER DIRECTION OF TRAVEL



DEFEND THE CHANNEL

CORE SKILLS | APPROACH TO FRONT AND SIDE TACKLING

5 - GAME CARD

AIM

To reinforce front block and side tackling technique

ORGANISATION

Set up a 20m x 30m grid, with 5m, 10m and 5m channels

EQUIPMENT

Balls and cones

CORE SKILLS

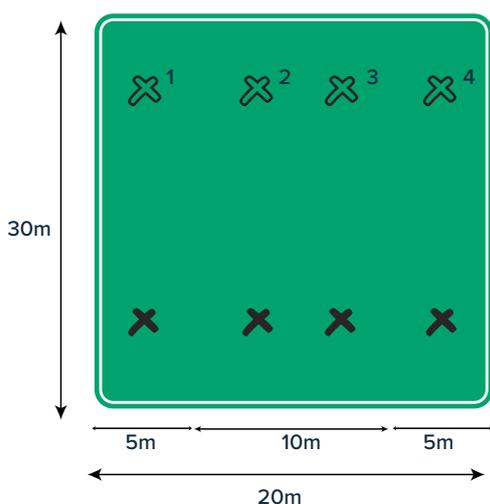
Approach to front and side tackling

EXPLANATION

- One team defends, one team attacks
- Team B's player 1 and player 4 must stay in their channel. Players 2 and 3 can go into any channel
- The defenders must select the correct technique for each tackle
- After every six tackles the roles are reversed
- If a try is scored, attackers restart on their try line
- Points are awarded to each team for each tackle executed

VARIATIONS

- **Easier (for the defenders)** - narrow the grid
- **Harder (for the defenders)** - widen the grid
- Points awarded to attackers for each line burst or try scored
- Progress to a game



8 - GAME CARD

Defend the channel

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
20m x 30m grid with
5m, 10m and 5m
channels



CORE SKILL
Approach to front
and side tackling

COACHING POINTS - SKILL DEVELOPMENT

- **Front block tackling** - on approach, shorten steps, hands up, target thigh area, head to side, arms around thigh area, squeeze ball carrier towards you, finish on top; after contact, regain feet and stand in marker position.
- **Side tackling** - on approach, shorten steps, hands up, target thigh area, head behind, arms around thigh area, squeeze ball carrier towards you, finish on top; after contact, regain feet and stand in marker position.

QUESTIONS

- What area are you targeting in the tackle?
- How do you get into position to tackle effectively?

KEY



CONE



TEAM A
LEADER



TEAM B
LEADER



BALL



BALL
TRAVEL



PLAYER DIRECTION
OF TRAVEL



NO-GO
AREA



GATE



ZONE



SHIELD



WEEK 6

LESSON PLAN

KICKING





LESSON 6



LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Kicking	LEARNING OBJECTIVE: To develop correct technique for attacking grubber kick.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>KICK TENNIS CARD.</p> <p>Two teams of 6 attempt to score points against opponents using grubber kicks in a tennis-style game.</p>	<p>All pupils involved.</p> <p>Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>GRUBBER KICK TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop correct power and technique for an accurate grubber kick.</p> <p>ACTIVITY 2: To develop grubber kick technique in a competitive situation.</p>	<p>Slight lean forwards, guide ball to foot, point toe towards ground, kick top half of the ball into ground.</p>	
GAME	<p>KEEP THE PRESSURE ON CARD.</p> <p>Combination of passing play and kicks to consolidate learning. 3 play attack with a grubber kick at the end. More points awarded for tries scored from kicks than passes.</p>	<p>Focus on rewarding kicking plays over running plays.</p> <p>Remind about the kick on play 3 rule.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of grubber kick technique and knowledge and use in play of other styles of kick.</p>	



KICK TENNIS

CORE SKILLS | KICKING



6 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practice grubber kicks and retrieving the ball

ORGANISATION

Set up a 20m x 20m grid with a 1m no-go area in the middle

EQUIPMENT

Balls and cones

CORE SKILLS

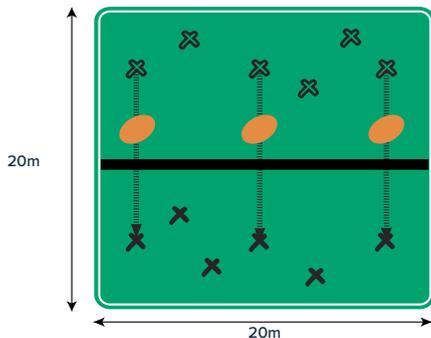
Kicking

EXPLANATION

- Play six v six
- One team kicks the ball to the other side
- Three balls are used
- There must be a minimum of two passes before the kick. The first pass must be backwards and the second pass into space
- A grubber kick must be used
- The kicking team gets a point for executing a grubber kick that clears the no-go area; an extra point is awarded if the ball finds space between the receivers and goes out of play
- Receivers are awarded points for stopping the ball going out of the grid
- If the ball lands out of the playing area, without bouncing, the receivers get a point
- If the ball does not clear the no-go area, the receivers get a point
- Play first to 11 points

VARIATIONS

- **Easier** - increase the size of the grid
- **Harder** - decrease the size of the grid
- Vary the type of kick that can be used
- Increase the number of passes to be made before the ball is kicked over to the other side
- Reward the receiving side with a point if they collect the grubber kick cleanly on or before the second bounce
- Two points are awarded if the ball is collected after the first bounce



KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE

7 - WARM UP

KICK TENNIS

10 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes



EQUIPMENT
Balls and cones



SET UP
20m x 20m grid



CORE SKILL
Kicking

COACHING POINTS - SKILL DEVELOPMENT

- **Grubber kick** - slight lean forwards, guide ball to foot, point toe towards ground, kick top half of the ball into ground
- **Punt kick** - guide ball to foot, round of ball sits in round of foot, follow through with foot towards target



GRUBBER KICK

CORE SKILLS | GRUBBER KICK



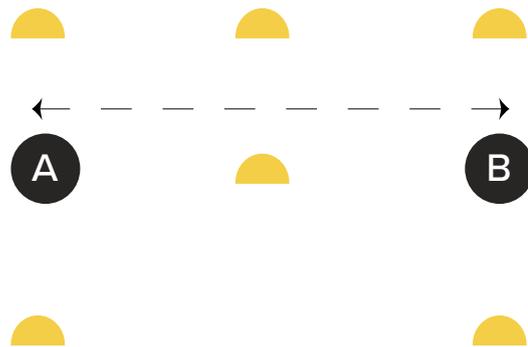
6 - TECHNICAL CARD

AIM

To develop an accurate and effective grubber kick

ACTIVITY 1

In pairs and facing each other, hold the ball as for passing and kick towards your partner. Players have two cones to make a gate and after both have successfully 'scored' through the gate, they reduce the gate size or distance between themselves

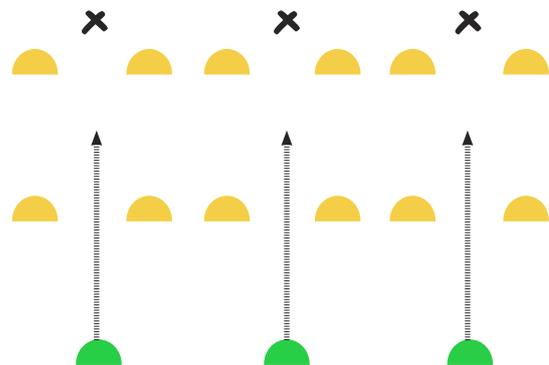


COACHING POINTS

- Slight lean forwards
- Guide ball to foot
- Point toe towards ground
- Kick top half of the ball into ground

ACTIVITY 2

- Players line up behind the green cones with a ball
- Their partner stands behind the cones at the point marked X
- Each player has to grubber kick the ball and land it between the cones
- Every time this happens a point is awarded to the kicker
- Their partner returns the ball after every kick
- First of the kicking players to five points wins the game
- Players rotate positions



KEY



CONE



PLAYER



BALL



BALL DIRECTION OF TRAVEL



KEEP THE PRESSURE ON

CORE SKILL | GRUBBER KICK



6 - GAME CARD

AIM

To build pressure using a grubber kick

ORGANISATION

Set up a 40m x 30m grid

EQUIPMENT

Balls and cones

CORE SKILLS

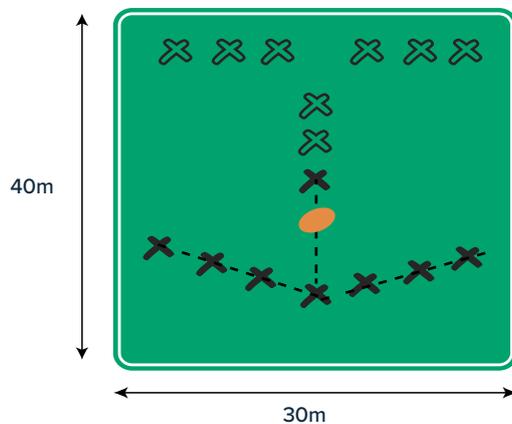
Grubber kick

EXPLANATION

- Number of players: eight in each group
- Eight attackers and eight defenders
- Attacking team start on the 30m line and attack the try line
- Attacking team have three plays
- Attacking team must execute a grubber kick on the last play
- Rotate attack and defence after each set of three plays
- Six points are awarded to the attack for them scoring off a grubber kick or forcing a back-to-back set; one point is awarded for a try scored off a pass instead of a kick
- The team that scores the most points wins

VARIATIONS

- **Easier (for the attackers)** — increase the size of the playing area
- **Harder (for the defenders)** — reduce the size of the playing area
- Allow kicks on any play
- Award extra points if the ball is diffused within the in goal area or the ball is retrieved within the in goal area and brought back out into the field of play
- After the three plays, continue the game, either by the defence now becoming the attack, or the defence dropping out from their try line. Continue and play out a game with six plays for each side over a given period of time
- Introduce transitions (in goal at both ends). When defenders secure possession, from turnover or kick retrieval, they become attackers



7 - GAME CARD

KEEP THE PRESSURE ON

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and Cones



SET UP
40m x 30m grid



CORE SKILL
Grubber Kick

COACHING POINTS - SKILL DEVELOPMENT

- **Grubber kick** — slight lean forwards, guide ball to foot, point toe towards ground, kick top half of the ball into ground

QUESTIONS

- How did you decide where to kick?
- Where should the kicker be positioned?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD



WEEK 7

LESSON PLAN

EVASION





LESSON 7



LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Evasion	LEARNING OBJECTIVE: To develop a range of techniques for evasive running in attack.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>OCTOPUS CARD.</p> <p>One catcher (the octopus) tries to tag other pupils as they run in the channel to add other catchers (tentacles) until all pupils caught.</p>	<p>All pupils involved.</p> <p>Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>EVASION TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop correct speed variations and footwork to swerve a defender.</p> <p>ACTIVITY 2: To develop correct speed variations and footwork to sidestep a defender.</p>	<p>Transfer of weight, head up, look for space, move into space using different footwork patterns (swerve and sidestep), acceleration and deceleration.</p>	
GAME	<p>TOUCH YOUR PARTNER CARD.</p> <p>Within a game of two-hand touch, you can only tackle your designated partner (on the opposite team).</p>	<p>Lots of verbal feedback to reinforce partner tackles only.</p> <p>Encourage pupils to think about positioning (in attack and defence) and avoid predictability.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of evasive running techniques and how to gain advantage over opposition.</p>	



OCTOPUS

CORE SKILLS | EVASION

7 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practice evasive movements

ORGANISATION

Set up a 20m x 20m grid

EQUIPMENT

Cones

CORE SKILLS

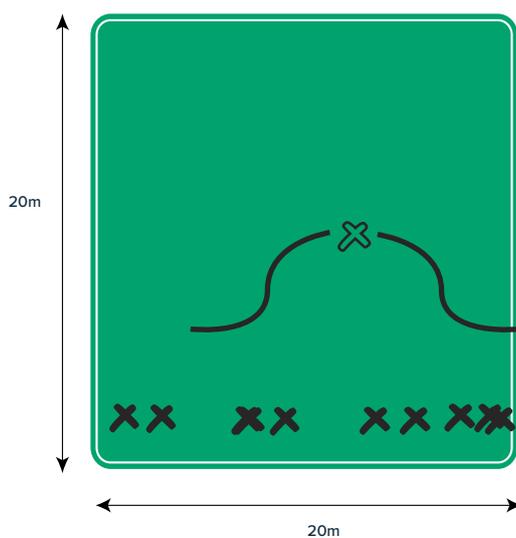
Evasion

EXPLANATION

- Players must run from one side of the grid to the other side without being caught (touched)
- One player is in the middle and they are the octopus
- The octopus can move anywhere in the grid
- When a player is touched by the octopus they become a tentacle
- The tentacles must remain on the spot where they were touched

VARIATIONS

- Increase or decrease the size of the grid
- Have two octopuses
- Allow the tentacles to move sideways
- Make the game contact



6 - WARM UP

OCTOPUS

10 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes



EQUIPMENT
Cones



SET UP
20m x 20m grid



CORE SKILL
Evasion

COACHING POINTS - SKILL DEVELOPMENT

- Weight on front of feet, head up, look for space and move into space using a variety of footwork patterns

QUESTIONS

- Why was the Team A player the last to be caught?
- What did they do?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



EVASION

CORE | EVASION

7 - TECHNICAL CARD

AIM

To develop the evasion skills of swerve and sidestep

ACTIVITY 1

The Swerve

COACHING POINTS

- Direction of approach
- Decelerate (a small decrease in speed on approach)
- Distance from defender is approximately 10-15 metres
- Veer inside/outside of defender
- Balance, transfer of weight
- Accelerate away

ACTIVITY 2

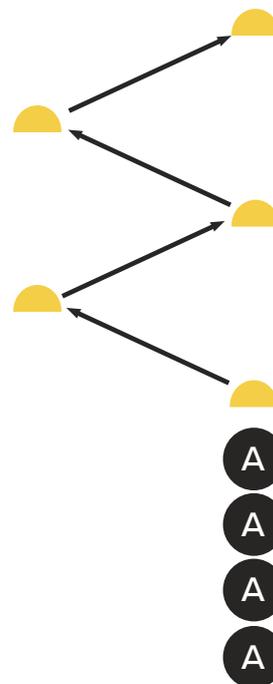
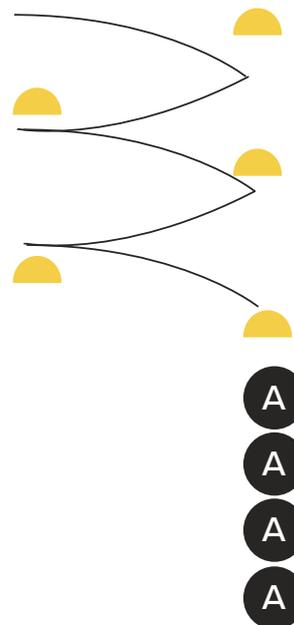
The Sidestep

COACHING POINTS

- Run to defender
- Push off either foot when one to two metres away
- Drive selected foot hard against ground and step away from defender into space
- Land on opposite foot with a slight lean forwards
- Accelerate into space to reach top speed
- Switch ball to opposite arm if necessary so you are in between the ball and the intended tackler

PROGRESSION

- Step off the left then the right foot before the cone (two-step), or right foot then left foot before the cone
- On both activities, coaches to vary the distance between the cones. Remove or add a ball as deemed necessary



KEY

BALL DIRECTION OF TRAVEL

CONE

PLAYER

BALL

PLAYER DIRECTION OF TRAVEL



TOUCH YOUR PARTNER

CORE SKILLS | EVASION

7 - GAME CARD

AIM

To develop ways of evading defenders

ORGANISATION

Set up a 40m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

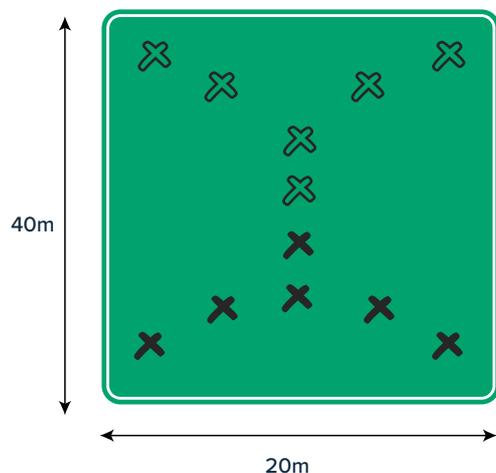
Decision making and support

EXPLANATION

- Six attackers v six defenders
- Players get in pairs, one player is an attacker and the other a defender
- Attack has four plays to score
- Two-handed touch
- You can only touch your partner
- The attack restart on their try line for any infringement (ie a knock-on, forward pass, or if the ball touches the ground)
- Play for a set time period

VARIATIONS

- Defenders can touch any player; however, if they touch a player they must make the next touch
- Reduce or increase the number of plays (ie three or six plays to score)
- Amend the width and length of the grid
- Reward the defence for forcing the attack to make errors
- Play contact
- Vary the time period



6 - GAME CARD

TOUCH YOUR PARTNER

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
40m x 20m grid



CORE SKILL
Decision making and support

COACHING POINTS - SKILL DEVELOPMENT

- Weight on front of feet, head up, look for space and move into space using a variety of footwork patterns.

QUESTIONS

- How did you evade the defence?
- Are there any other ways?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL DIRECTION OF TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD



WEEK 8 LESSON PLAN

GAME PLAY





LESSON 8

LESSON OVERVIEW

NO. OF PUPILS:	SEND:
TOPIC: Game play	LEARNING OBJECTIVE: To demonstrate individual skills in a game situation, developing both attacking and defensive structures.

ACTIVITY	DESCRIPTION / RESOURCE CARD	TEACHING POINTS	DIFFERENTIATION
WARM UP GAME	<p>FREEZE TAG CARD.</p> <p>Two sets of 'chasers', one with the ability to freeze players, and the other with the ability to 'unfreeze' them.</p>	<p>Encourage communication between pairs of chasers.</p> <p>Teacher or student led stretches to follow the activity.</p>	<p>S: Change the space available, using either bigger or smaller areas depending on the task and the need.</p> <p>T: Change the desired outcome for all / some pupils. E.g. rules of activity, number of touches, distance to cover, time allowed, how they are tackled.</p> <p>E: Use of different size rugby balls. Have soft options available.</p> <p>P: Change group sizes or roles within teams. Allow pupils to spend time working in pairs on skills rather than game play.</p>
SKILL DEVELOPMENT	<p>TEAM ORGANISATION - DEFENCE TECHNICAL CARD.</p> <p>ACTIVITY 1: To develop movement and teamwork in a defensive line.</p>	<p>Keep a cohesive line, maintain spaces, communication, reset efficiently, awareness of Opposition.</p>	
SKILL DEVELOPMENT	<p>TEAM ORGANISATION – ATTACK TECHNICAL CARD.</p> <p>ACTIVITY 2: To develop line passing, go forward and building momentum as an attacking line.</p>	<p>Recap of: Protective falling, play-the-ball, dummy-half pass. New: Positioning, depth of attacking line, angles of run.</p>	
GAME	<p>COMBINATION OF 'TERRITORY GAINER' AND 'STOP THE CHARGE' CARDS.</p> <p>8-a-side full contact games, with points awarded for both attacking and defensive successes, alongside scoring tries.</p>	<p>Lots of verbal feedback to reinforce organisation and positioning in attack and defence.</p> <p>Pupils can suggest their own scoring systems for the game.</p>	
COOL DOWN	<p>Gentle jog and stretch. Pupils may pass and catch in pairs if desired.</p>	<p>Question understanding of game play and how to gain / restrict territory.</p>	



FREEZE TAG

CORE SKILLS | TEAM ORGANISATION
- ATTACK

8 - WARM UP CARD

AIM

To raise the heart rate and prepare the body and mind for exercise. To practice evasion, communication and teamwork

ORGANISATION

Set up a 20m x 20m grid

EQUIPMENT

Balls and Cones

CORE SKILLS

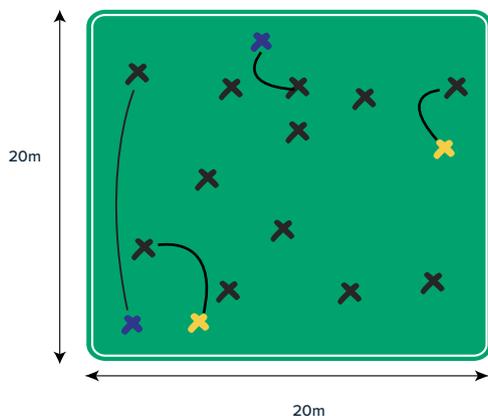
Gripping, carrying, decision making and evasion

EXPLANATION

- Four players (chasers), two players with a football and two players with a rugby ball
- The blue players (freezers), with a football, have to touch the other players with the ball between the shoulder and waist, within the grid, and they become frozen
- If the players without the ball step out of the grid, they are classed as being frozen
- When frozen, the players stand still. The yellow players (defrosters), with a rugby ball, can get them back into the game by touching them with the rugby ball and defrosting them
- The defrosted player then becomes the yellow ball carrier (defroster)
- Play for a certain amount of time or until all players are frozen

VARIATIONS

- **Easier (for the freezers)** - add more footballs, narrow the grid
- **Harder (for the freezers)** - add more defrosters, widen the grid
- Once players are frozen they squat down and hold their hand up. They are released back into play by the defrosters touching their arm with the ball



9 - WARM UP

FREEZE TAG

10 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes



EQUIPMENT
Ball and Cones



SET UP
20m x 20m grid



CORE SKILL
Gripping, carrying,
decision making and
evasion

COACHING OBSERVATIONS

- Are they using various methods to evade the freezer?
- Are the players communicating with the defroster?

COACHING POINTS

- Weight on front of feet, head up, look for space and move into space using a variety of footwork patterns
- Gripping - two hands, centre of ball, thumb and index finger greater than 90°, arched palms
- Carrying - centre of body, elbows out
- Communication

KEY



CONE



TEAM A
LEADER



TEAM B
LEADER



BALL



BALL
TRAVEL



PLAYER DIRECTION
OF TRAVEL



NO-GO
AREA



GATE



ZONE



ZONE

TEAM ORGANISATION - DEFENCE



CORE SKILLS | DECISION MAKING,
TACKLE SELECTION AND MARKER
DEFENCE

8 - TECHNICAL CARD

ACTIVITY 1

Building a defensive line

Lateral movement

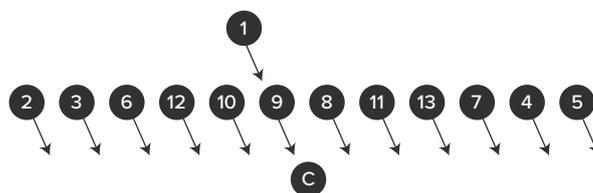
Set up a defensive line. The coach controls the movement of the line by using arm signals (eg forwards, backwards, slide)

The tackle is communicated by putting the ball on the floor. This will stop the line, which will then retreat 10m.

Repeat for six tackles

COACHING POINTS

- Keep a cohesive line, maintain spaces, communication, reset efficiently and always be aware of the opposition



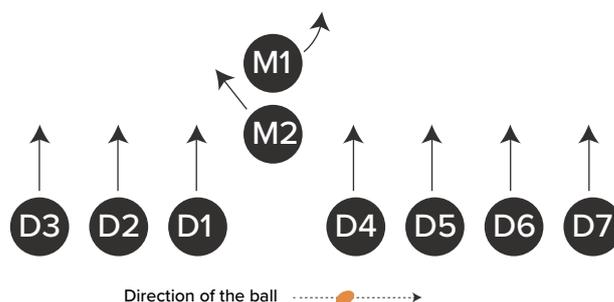
ACTIVITY 2

Unison movement

Marker instructions/direction/tying in
Begin by setting up the above situation — two markers with defenders either side of the play-the-ball. The coach rolls the ball and the team moves forward as a line, tying in the markers (no marker chase). Continue the practice by rotating all defenders until they have experienced every position (clockwise rotation) M1 to D7; D3 to M2

COACHING POINTS

- Communication, move out together (go forwards), cohesive line, move as a unit, forwards, and in the direction of the signal and advance to the level of the ball



QUESTIONS

- Whose responsibility is it to take the line forwards?
- What happens if the line isn't cohesive?

KEY



CONE



PLAYER



BALL



BALL DIRECTION OF TRAVEL

TEAM ORGANISATION -ATTACK



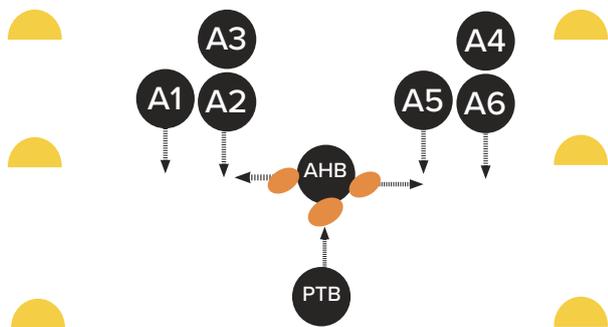
CORE SKILLS | TEAM ORGANISATION
- ATTACK

8 - TECHNICAL CARD

ACTIVITY 1

Ruck Plays

These are designed to advance the ball (establish good go forwards) against a strong defence and to create field position for a clearing kick. The coach can use this framework to develop and practise any variation of ruck play



- Play-the-ball (PTB) technique is important
- Good communication
- A flat pass so the receiver crosses the advantage line with the ball
- Dummy half calls for the play on the way to the ruck
- Optional runners look like they may be receivers
- Runners must work in teams and know what their role is

NB — Progression is to have players calling the plays and the dummy half responding

Basic Ruck Plays

Scout — run from dummy half with support (based on recognising a quick play-the-ball with defence not set)

Zero — one man taking the ball straight from acting half-back (AHB) with a support runner

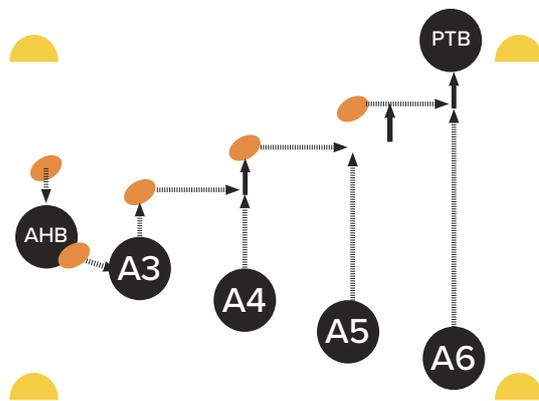
Again — two runners on one side: first runs through and angles into the markers; the second receives the pass

More — two runners on one side: AHB passes the ball across the front of the first runner, hitting the support runner with a flat pass

Practice these ruck plays to both sides with the AHB making the call initially, then develop to the runners calling

Progress to utilising plays off first receiver (all coaching points apply) including that the first receiver should carry the ball forwards to the advantage line or beyond

ACTIVITY 2



Line Passing

- Passing along the line with the same dummy half and first receiver
- In fives or sixes in a 40m x 20m channel
- Set up the practice as shown. The ball is passed along the line one way, a play-the-ball set up and passed back the other
- Dummy half and first receiver stay the same throughout

COACHING POINTS

- Protective falling, play-the-ball, dummy-half pass, catching, carrying, gripping, passing, depth of attacking line and angles of run

QUESTIONS

- Why is it important to time your run?
- Why is it important to run as an option runner?
- How can you recognise a quick play-the-ball?

KEY



BALL DIRECTION OF TRAVEL

CONE

PLAYER

BALL

PLAYER DIRECTION OF TRAVEL



STOP THE CHARGE

CORE SKILLS | DEFENCE

8 - GAME CARD

AIM

To develop a marker system and ruck defence

ORGANISATION

Set up a 60m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

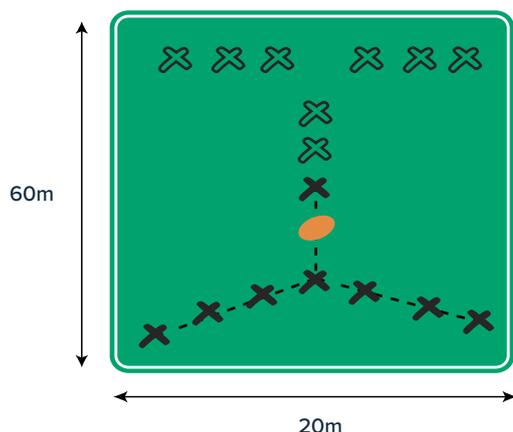
Front block and side tackling, decision making and marker defence

EXPLANATION

- Eight attackers v eight defenders - contact
- The defenders defend for a set period of time
- Any error that occurs, the attackers restart on their try line
- Points are awarded to the defence for territory not gained by the attack for each set of six plays. For example, a set completed with the attacking team getting over the advantage line four times would give the defence two points

VARIATIONS

- **Easier (for the defenders)** - narrow the grid. add more defenders
- **Harder (for the defenders)** - add more attackers. widen the grid
- Award points to the defence for numbers in the tackle stopping the offload and/or dominating the tackle
- Coach to control speed of the play- the- ball



10 - GAME CARD

STOP THE CHARGE

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
60m x 20m grid



CORE SKILL
Front block and side tackling, decision making and marker defence

COACHING POINTS - SKILL DEVELOPMENT

- Refer to front block and side tackling technical cards and team organisation - defence technical card

QUESTIONS

- Are you going to mark individuals or cover a space?
- How can you stop the offload?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL DIRECTION OF TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



ZONE



SHIELD



TERRITORY GAINER

CORE SKILLS | RUCK ORGANISATION



8 - GAME CARD

AIM

To develop organisation around the ruck and go forwards effectively

ORGANISATION

Set up a 60m x 20m grid

EQUIPMENT

Balls and cones

CORE SKILLS

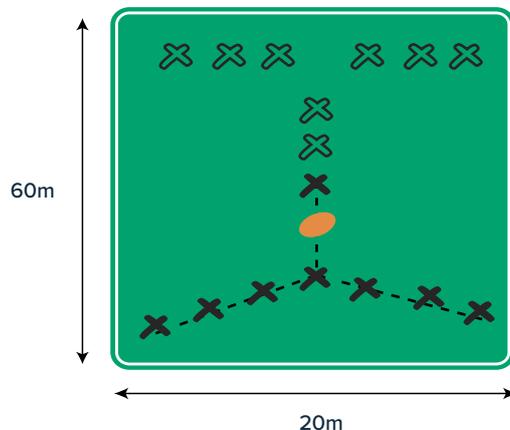
Playing the ball, dummy-half pass, gripping, carrying, catching, passing, decision making, evasion, protective falling and ruck organisation

EXPLANATION

- Eight attackers v eight defenders
- The attackers attack for a set period of time
- The attackers play unlimited tackles
- Any error that occurs, the attackers restart on their try line
- Points are awarded for territory gained from each set of six plays. For example, a set completed with four plays getting over the advantage line would score four points
- Points also awarded for any tries scored

VARIATIONS

- **Easier (for the defenders)** - narrow the grid, add more defenders
- **Harder (for the defenders)** - add more attackers, widen the grid
- Play six tackles and, after each set, the attack restart from various field positions as directed by the coach
- Award or deduct points if each play doesn't have any support runners available
- Reward the defence a point each time an error is



9 - GAME CARD

TERRITORY GAINER

20 minutes

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes



EQUIPMENT
Balls and cones



SET UP
60m x 20m grid



CORE SKILL
Playing the ball, dummy-half pass, gripping, carrying, catching, passing, decision making, evasion, protective falling and ruck organisation

COACHING POINTS - SKILL DEVELOPMENT

- Refer to gripping and carrying; catching and passing; protective falling, playing the ball and dummy-half pass; evasion; and decision making and support technical cards, and team organisation - attack technical card

QUESTIONS

- What do you do to gain territory?
- What do you need to do to create space?
- What can the defence do to prevent either of the above?

KEY



CONE



TEAM A LEADER



TEAM B LEADER



BALL



BALL TRAVEL



PLAYER DIRECTION OF TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

