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Australian Sports Commission

Active After-school Communities

Helping kids and communities get active

Playing for Life — Try Rugby Sevens



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Disclaimer

This resource been designed for use with students aged 4 to 12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concern about such matters, the consent of the student's parent or guardian should be obtained before allowing participation.

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Contents

Introduction to Try Rugby Sevens 1

Playing for Life — what is it? 12

LESSON PLANS

Lesson 1 15

Lesson 2 22

Lesson 3 29

Lesson 4 36

Lesson 5 43

Lesson 6 50

Lesson 7 57

OTHER INFORMATION

Behaviour management 63

Where to from here? 67

Contacts 68



Introduction to Try Rugby Sevens

Did you know?

- Try Rugby Sevens is a minimal contact game where you tag a player instead of tackling them.
- A rugby tag consists of a two-handed tag on the shorts area only.
- Try Rugby Sevens encourages players to 'run at the space and not at the opponent'.
- A try is worth five points in all forms of the game of rugby including Try Rugby Sevens.

Rugby Sevens is an exciting, fast-flowing game played with seven players as opposed to the traditional rugby game of 15-a-side. It is less structured than the 15's format, meaning participants with minimal rugby experience can learn to play and enjoy the game in a short period of time. The sevens format of rugby has high interest and appeal across the world, as evidenced by its recent inclusion in the 2016 and 2020 Olympic Games for both men and women.

Try Rugby Sevens uses modified rules and a minimal contact format to meet the developmental needs of young children and the safety focus of the modern game of rugby. The aim is to provide players with more opportunities to carry the ball, catch, pass, run into space, support team-mates and score tries.

The primary goal for coaching junior rugby is to create an atmosphere that is an enjoyable and active learning experience. An easy way to remember this goal is the credo of REAL Rugby, which was developed by Australian Rugby:

R is for rugby

E is for enjoyable

A is for active participation

L is for genuine learning experience



Introduction to Try Rugby Sevens



Playing for Life — Try Rugby Sevens

This **Playing for Life — Try Rugby Sevens** coaching manual consists of seven sequential, game-based lessons suitable for primary school children of all abilities. The lessons are designed to assist teachers and coaches, with any level of understanding of Try Rugby Sevens, to deliver fun, inclusive games in line with the Playing for Life philosophy.

The lessons promote a facilitated approach to coaching. Games introduced by the coach can be replicated on a smaller scale so that groups of children can assist the coach to set up the playing areas and then manage the game themselves. This provides the coach with the opportunity to observe and ensure that all players are having fun, while being actively involved in a safe environment, and to provide discrete coaching where necessary.

Coaches and teachers are encouraged to match the game with the ability of the players and **'CHANGE IT'** or replace the game completely.

Each lesson is 60 minutes in length and consists of three sections:

Start out:

simple games to warm up the players and introduce a skill or movement.

Get into it:

more complex games to focus on skill development and replicate parts of the traditional game.

Finish up:

a low-intensity concluding activity, followed by a quick review, which allows the coach and players to discuss the lesson and provide feedback.

Introduction to Try Rugby Sevens



Tips for delivering Playing for Life — Try Rugby Sevens

- 1** Instruct players to ‘stop and tuck the ball under your arm’ when the signal is given, to ensure players listen without distractions.
- 2** Ensure that there is a maximum of seven players per team on the field during Try Rugby Sevens games.
- 3** To keep the number of turnovers to a minimum, call ‘play on’ or ‘tag, turn and pass’ for inexperienced players who pass the ball slightly forward or knock on.
- 4** Demonstrate games first and keep instructions as brief as possible, to ensure participants are quickly engaged in the activity.
- 5** Different team sizes, for example 4 v 3, can be used to equalise the effects of different player abilities.
- 6** Use games and quick activities to form groups and teams. Avoid nominating two players as captains to choose teams – no-one likes being the last person picked!
- 7** Duplicate games and circuits to provide maximum participation.
- 8** To ensure games are fully inclusive, avoid eliminating players from games.

Introduction to Try Rugby Sevens



Golden rules of safety

- 1** Ensure that the playing area is free of hazards and that it is a safe distance away from walls and fixed objects.
- 2** It is recommended that players score a try by simply running over the try line, rather than placing the ball on the ground, when playing on hard surfaces.
- 3** In tagging games where players are running in random directions, remind them to look out for others and look ahead.
- 4** Ensure there is a safe distance between groups of players.
- 5** Ensure all equipment is appropriate, safe and working correctly, and provide clear instructions for equipment use.
- 6** Most acts of contact or misconduct at this level are caused by lack of coordination, with no intent. In these cases try and give the advantage to the attacking team and continue play.
- 7** If you observe dangerous play, stop the activity and explain what is appropriate and expected.
- 8** Coaches and program coordinators have a legal responsibility to provide a duty of care to participants. This includes ensuring that players are directly supervised by a nominated staff member at all times.



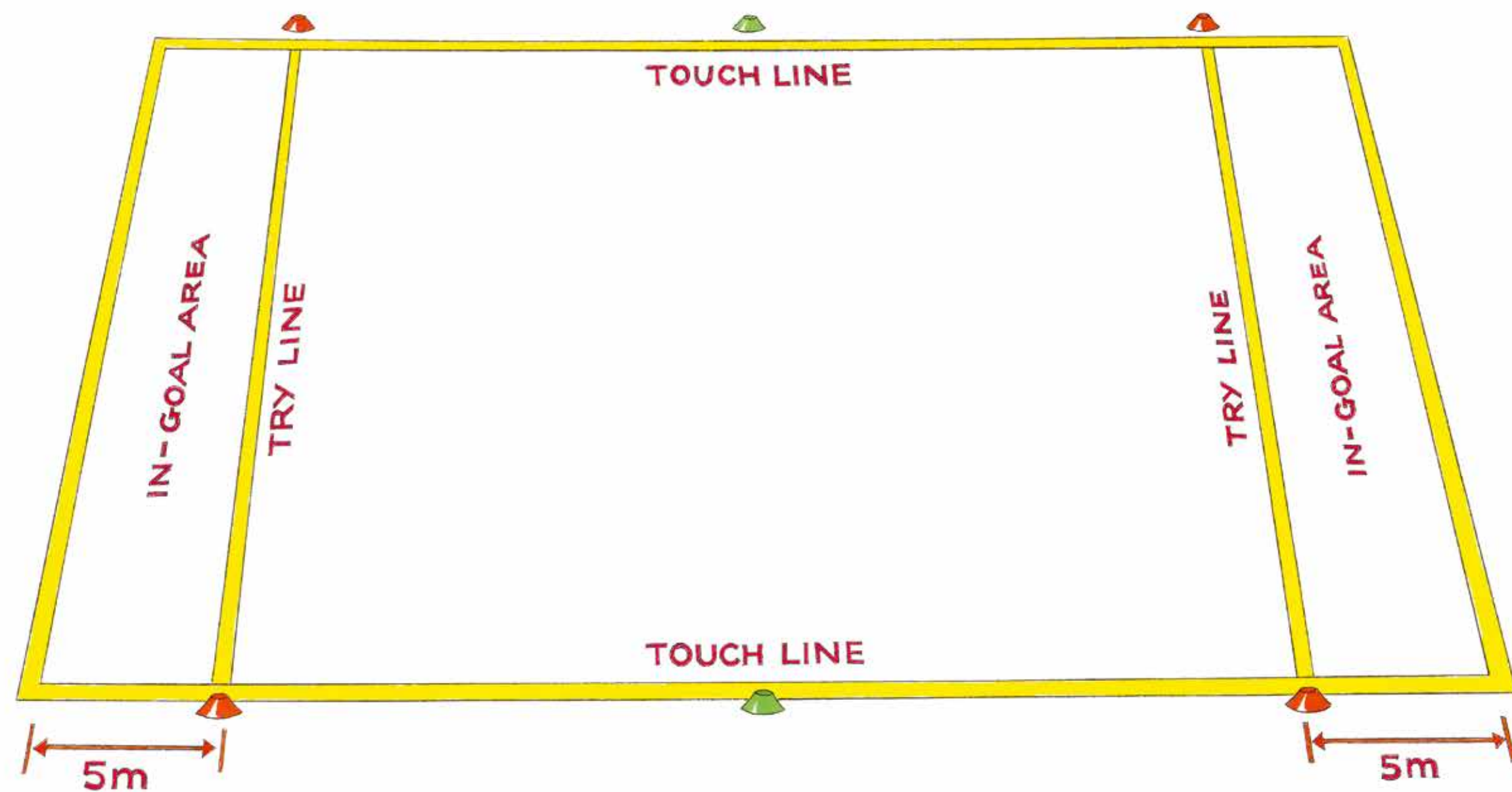
Playing for Life — Try Rugby Sevens



Modified rules and guidelines

Playing field

The playing field can be any size to suit player ability and the physical environment, but has a maximum area of 60 metres by 35 metres.



Teams

Teams consist of a maximum of seven players on the field, with up to three interchange players.

Start of play and re-start

A kick-off from the centre of the half way line commences play at the beginning of each half. The player kicking the ball may choose either a punt kick or a drop kick. Alternatively play may start with a tap re-start to cater for inexperienced players. All players must be in their own half of the field at the start of play. There is a five-metre exclusion zone around the player receiving the ball from the kick-off, and the opposition cannot enter this zone until the player has caught the ball.

After a try, the non-scoring team commences play with a tap re-start from the centre of the half way line. The defending team must be at least five metres back from the half way line.

Playing for Life — Try Rugby Sevens



Modified rules and guidelines

The ball

Size 2, 3 or 4 rugby balls are recommended for young players. For games that require every player to have a ball, any junior ball can be used to ensure maximum participation.

High-density foam balls are excellent for use indoors and to encourage young and less-able players to participate in mixed ability groups.

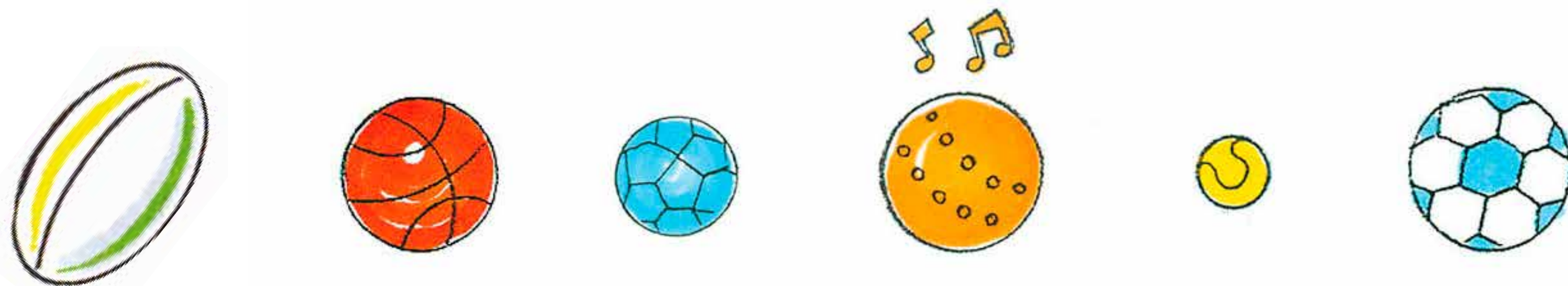
A bell ball or brightly coloured ball can be substituted to assist vision impaired players.

Duration of the game

Coaches can vary the playing time of games to suit the age and ability of players. A minimum of seven minutes and a maximum of 15 minutes per half of playing time is recommended for players under 12 years of age.

Forward pass and knock on

Coaches and referees are encouraged to be lenient when players are learning the game and call 'play on' unless the ball has clearly gone forward. When the pass is ruled forward, a player from the opposing team will perform a tap re-start where the forward pass occurred.



Playing for Life — Try Rugby Sevens



Modified rules and guidelines

Penalties and misconduct

A tap re-start is awarded to the opposing team for infringements such as kicking the ball in general play, tagging a player in a dangerous manner and undesirable behaviour. The defending team must be at least five metres away from the ball when the penalty tap re-start is taken.

Offside

There are no offside lines at a tag for the defence. The players of the team not in possession of the ball don't need to retreat to any line. This ensures game continuity and forward progress by removing a fully set line of defence. No opposition player may block or prevent the tagged ball carrier from passing the ball to a team-mate. To defend effectively, coaches can encourage players to retreat backwards so that they remain in front of the attacking team.



Playing for Life — Try Rugby Sevens



Try Rugby Sevens basic skills

Scoring a try

A try is scored when a player places the ball on the ground with control, on or over the try line and within the boundaries of the in-goal area. A player must be on their feet to score a try at all times, no diving is permitted in Try Rugby Sevens.

Main teaching points

- 1 Cross the try line.
- 2 Bend the knees and lower the body.
- 3 Use both hands to place the ball on the ground.

Passing the ball

The game of rugby requires the ball carrier to pass the ball to a team-mate who is beside or behind them. Players must learn to pass to both the left and right sides of the body.

Main teaching points

- 1 Hold the middle of the ball with thumbs on top and fingers underneath.
- 2 Use the wrists to tilt the tip of the ball slightly downwards.
- 3 Swing the ball across the body with both hands and elbows slightly bent.
- 4 Release the ball and follow through with the hands pointing in the direction of the pass.

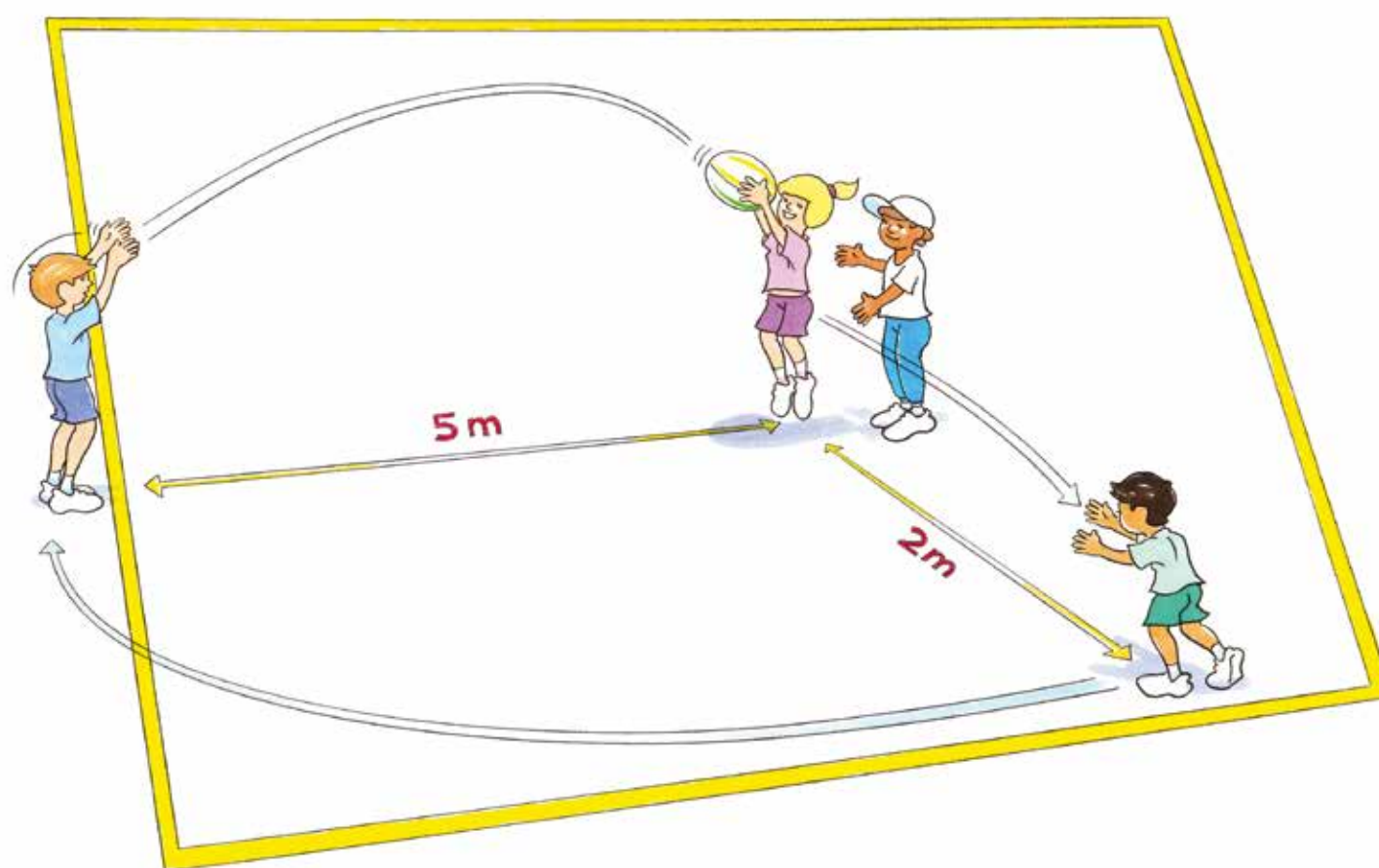
Playing for Life — Try Rugby Sevens



Try Rugby Sevens basic skills

The lineout

A lineout is unique to rugby and occurs after the ball has gone over a touch line. In Try Rugby Sevens only two players per team are involved in a lineout, with a third player standing behind the touch line to act as the thrower for the team who tries to win it. In Try Rugby Sevens there is no contest between teams in a lineout. The team that did not touch the ball last before it crossed the touch line throws the ball back in and must win it. The lineout is repeated if it is not completed correctly. All other players not involved in the lineout must be a minimum of five metres away.



Main teaching points

- 1 The thrower grips the ball with thumbs on top and fingers underneath.
- 2 The thrower then holds the ball overhead, steps forward and aims to throw above the catcher's head. (Allow underarm throws when learning.)
- 3 The catcher jumps to catch the ball, driving hands upwards and forwards.
- 4 The catcher pulls the ball tightly to the chest as they return to the ground.
- 5 The catcher must immediately pass the ball to the receiver (scrum-half) who is standing two metres from the lineout.
- 6 The receiver (scrum-half) cannot move until they have possession of the ball.

Playing for Life — Try Rugby Sevens



Try Rugby Sevens basic skills

The drop-punt

In Try Rugby Sevens a kick-off commences play at the beginning of each half. There are no kicks in general play or goal kicking. The drop-punt kick is the easiest kick to learn, and when kicked correctly it should spin backwards through the air.

Main teaching points

- 1 Grip the ball with fingers spread and the ball pointing towards the ground.
- 2 The ball is guided down from the hands and kicked on the full.
- 3 The bottom point of the ball contacts the foot along the laces of the shoe.
- 4 The kicking foot follows through in the direction the player intends the ball to travel.

Running with the ball

Carrying the ball in two hands enables players to more quickly pass or release the ball in either direction, allowing attacking players to better draw defenders prior to ball movement.



Main teaching points

- 1 Hold the middle of the ball with thumbs on top and fingers underneath.
- 2 Carry the ball in two hands in front of the body.
- 3 Run at the space and not at the opponent.

Playing for Life— Try Rugby Sevens



Try Rugby Sevens basic skills

Rugby tag

The rugby tag is a simultaneous two-handed tag on the shorts only. Tags are not permitted above the waist or on the legs. Once tagged, the ball carrier must stop as quickly as possible, turn and pass to a team-mate. They are not required to return to the mark where they were tagged. If the ball carrier is incorrectly tagged, they may continue running.

Main teaching points

- 1 Be positioned to one side of the ball carrier to reduce evasion options.
- 2 Look at the lower trunk of the ball carrier with head tilted to the side (away from the ball carrier).
- 3 Touch the ball carrier with two hands simultaneously on the shorts area.

Tap re-start

At a tap re-start the player can either tap the ball out of the hands or place it on the ground and kick it a visible distance before regathering the ball. The player must not hold the ball and tap with the foot without letting go.



Playing for Life — what is it?



Key concepts

Playing for Life is an approach to coaching that uses games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.

The game is the focus

Players develop sporting skills and tactics by playing fun games rather than traditional drills.

The coach is a facilitator

The coach sets challenges for the players to find solutions through games rather than instructing players on how to perform a skill.

Player role modelling

Coaches use players during the game to demonstrate good technique and skilful play.

Discrete coaching

Players needing extra assistance are discretely coached on the side in an unobtrusive way while the game is in progress.

Ask the players

Questioning players is a valuable strategy to engage them in changing the activity or providing feedback on whether the game is achieving desired outcomes.

Playing for Life — what is it?



CHANGE IT

Vary any one or more of the following game elements to maximise participation and better meet player needs and game objectives.

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

If it's not working ...
CHANGE IT!

C

Coaching style

I

Inclusion

H

How you score/win

T

Time

A

Area

N

Numbers

G

Game rules

E

Equipment

Overview of lessons

Lesson	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7
SKILL FOCUS	<ul style="list-style-type: none"> • Running with the ball • Evasion • Tag defence • Kicking • Scoring a try 	<ul style="list-style-type: none"> • Re-starts • Running with the ball • Passing and catching • Scoring a try • Lineouts 	<ul style="list-style-type: none"> • Running with the ball • Passing and catching • Evasion • Scoring a try • Lineouts 	<ul style="list-style-type: none"> • Running with the ball • Kicking • Lineouts • Evasion 	<ul style="list-style-type: none"> • Lineouts • Team defence • Try Rugby sevens match play 	<ul style="list-style-type: none"> • Passing and catching • Try Rugby sevens match play 	<ul style="list-style-type: none"> • Running with the ball • Try Rugby sevens match play
START OUT	<ul style="list-style-type: none"> • Partner rugby tag • Back-to-back passes 	<ul style="list-style-type: none"> • Re-start tag • Face-to-face pairs 	<ul style="list-style-type: none"> • Scatter tag • Spare square 	<ul style="list-style-type: none"> • Wallaby tag • Kick to kick 	<ul style="list-style-type: none"> • Shark attack • Lineout count 	<ul style="list-style-type: none"> • Flip it! • Form a team 	<ul style="list-style-type: none"> • Rock, paper, scissors • Boundary pass
GET INTO IT	<ul style="list-style-type: none"> • Super boot • Round the bend 	<ul style="list-style-type: none"> • Ball runner • Baseball rugby 	<ul style="list-style-type: none"> • Grid Island • Tricky try lines 	<ul style="list-style-type: none"> • Safe zone • Jailbird 	<ul style="list-style-type: none"> • Guard the castle • Team waves 	<ul style="list-style-type: none"> • Flying V • Buddy up 	<ul style="list-style-type: none"> • Round the bend • 7 v 7 round robin
FINISH UP	<ul style="list-style-type: none"> • Blind walk • Let's see it! 	<ul style="list-style-type: none"> • Lineout throw • Pack it up fun! 	<ul style="list-style-type: none"> • Circle dodge ball • Let's see it! 	<ul style="list-style-type: none"> • Step in, step out • What did you like? 	<ul style="list-style-type: none"> • Seated circle pass • What did you learn? 	<ul style="list-style-type: none"> • Names • What's ahead? 	<ul style="list-style-type: none"> • Where to from here?

Playing for Life — Try Rugby Sevens

1

SKILL FOCUS

- A** Running with the ball
- B** Evasion
- C** Tag defence
- D** Kicking
- E** Scoring a try

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per player; 1 marker cone set (30)

ACTIVITIES

- | | |
|-----------------------|------------|
| • Partner rugby tag | 10 minutes |
| • Back-to-back passes | 5 minutes |
| • Super boot | 15 minutes |
| • Round the bend | 15 minutes |
| • Blind walk | 10 minutes |
| • Let's see it! | 5 minutes |



[RETURN TO LESSON OVERVIEW](#)

Partner rugby tag

Players with a football try to avoid being tagged by their partners who chase them.

LESSON 1

- START OUT
- 10 MINUTES

SKILL FOCUS

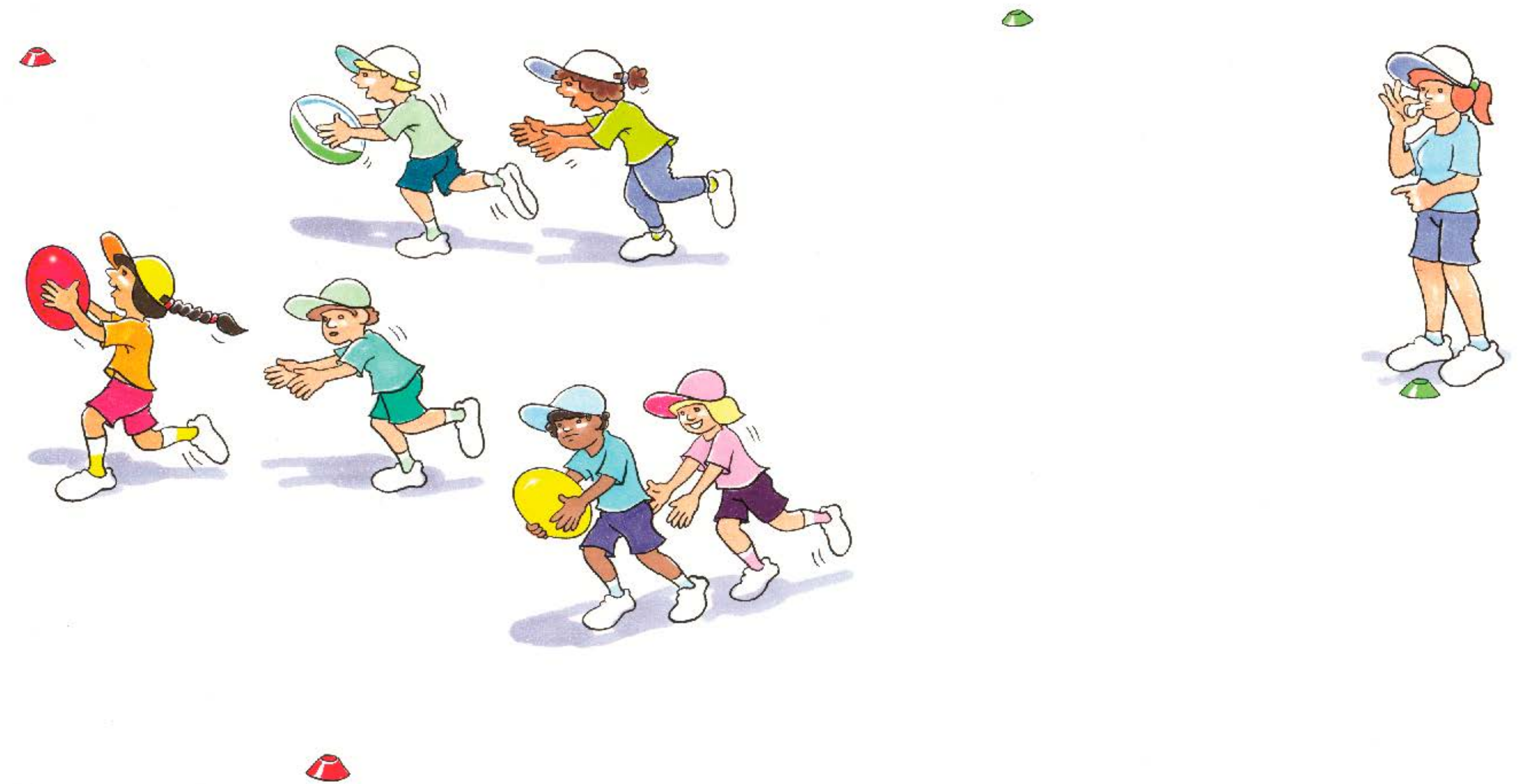
- Running with the ball
- Evasion
- Tag defence

EQUIPMENT

- 1 football per pair; marker cones to define a large playing area

What to do:

- Organise players into pairs with one ball per pair.
- Players without the ball start as the taggers. On your signal, taggers count to five to give their partners time to get away, and then try to tag them with two hands on the shorts only.
- Players with the balls try to avoid being tagged.
- When tagged, partners change roles and continue play.



Tips

- Rugby is predominantly a game of running with the ball. Carrying the ball in two hands enables players to pass or release it quickly in either direction.
- Remind players to look ahead when running with the ball.

Change it

- Players with the ball who are tagged must stop, turn and pass the ball to their partners before counting to five then attempting to tag them.

Back-to-back passes

In pairs, players experiment with different ways to pass the football to each other while standing back-to-back.

LESSON 1

- START OUT
- 5 MINUTES

SKILL FOCUS

- Ball handling

EQUIPMENT

- 1 football per pair

What to do:

- Organise players into pairs, with a ball, standing back-to-back.
- On your signal, pairs experiment with different ways to pass the ball.
- Once the signal 'Stop!' is given, pairs volunteer to demonstrate their ideas.
- After exploration of ideas, set a time limit for pairs to pass their ball in nominated ways.



Tip

- Remind players to be ready to pass and receive the ball.

Change it

- Pairs move apart and explore new ideas to pass the ball.
- Pairs can count how many passes they can complete in a set time, such as 30 seconds.
- Encourage groups to perform a routine of mixed passes that they share and others must follow.

Super boot

Players score points by kicking over lines or at targets in a defined area.
Play in groups of 4 to 6.

LESSON 1

- START OUT
- 15 MINUTES

SKILL FOCUS

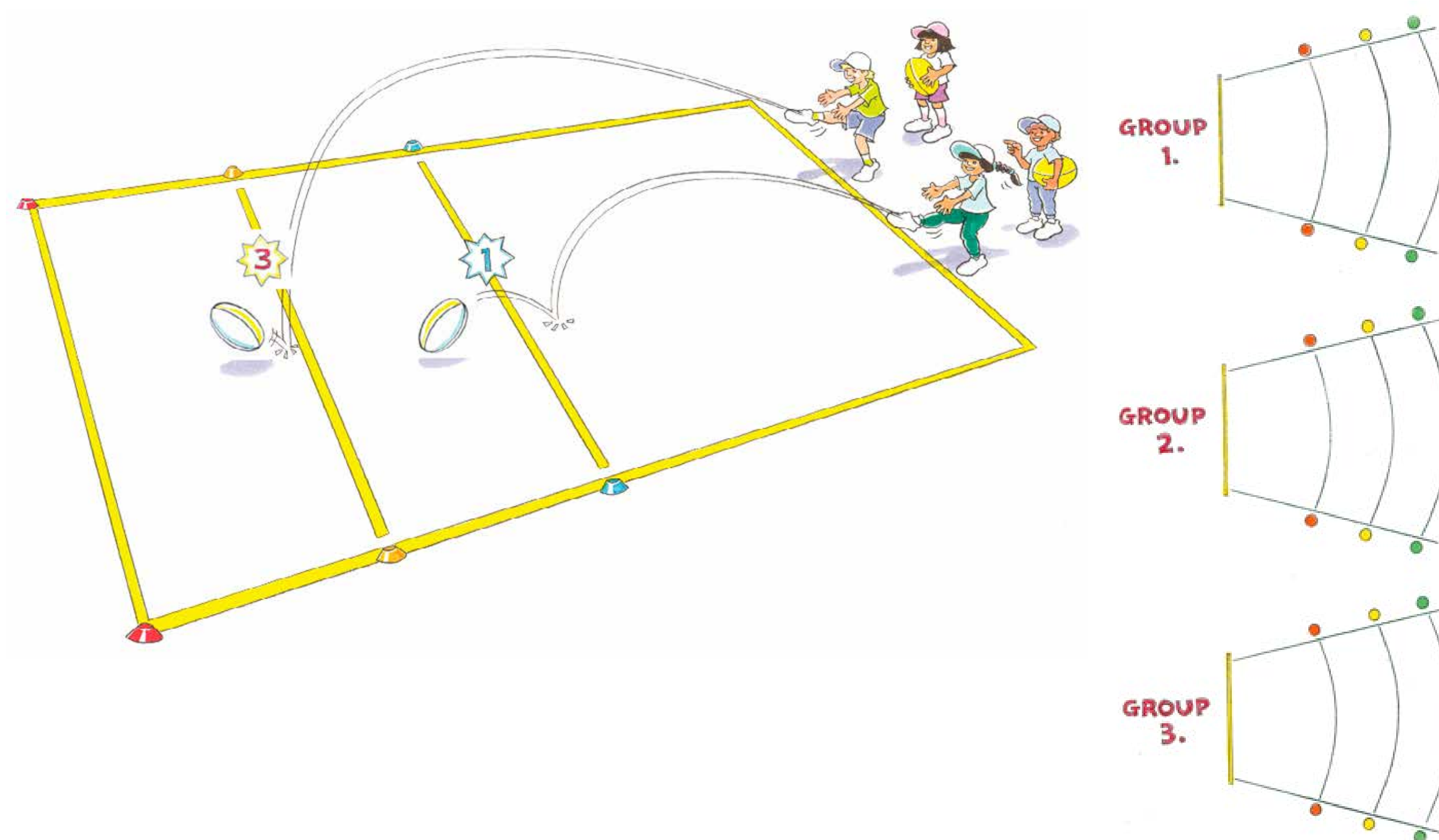
- Kicking

EQUIPMENT

- 1 football per player; marker cones

What to do:

- Organise players into groups parallel to each other facing the field.
- Call 'Kick!' and one or two players in each group kick the ball into the playing area.
- Players score their kick based on which line it lands over.
- The remaining players in each group kick their balls and note their score.
- In mixed ability groups, more able players must kick further to achieve the same points as other players.
- Call 'Collect!' to instruct all players to collect their ball and the next round begins after all team members are behind the starting line.



Tips

- Encourage players to hold the ball with the bottom point ready to drop onto the top of their shoe laces.
- Encourage players to extend their foot by pointing their toes at a target.

Change it

- Groups or individuals score their kicks to achieve a personal best.
- Players can choose to perform a drop-punt or a drop-kick.
- If players are having difficulty, they can kick the ball off a marker cone.

Round the bend

Players carrying a football each attempt to score points by running over the try line without being tagged. Play in groups of 12 or more.

LESSON 1

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

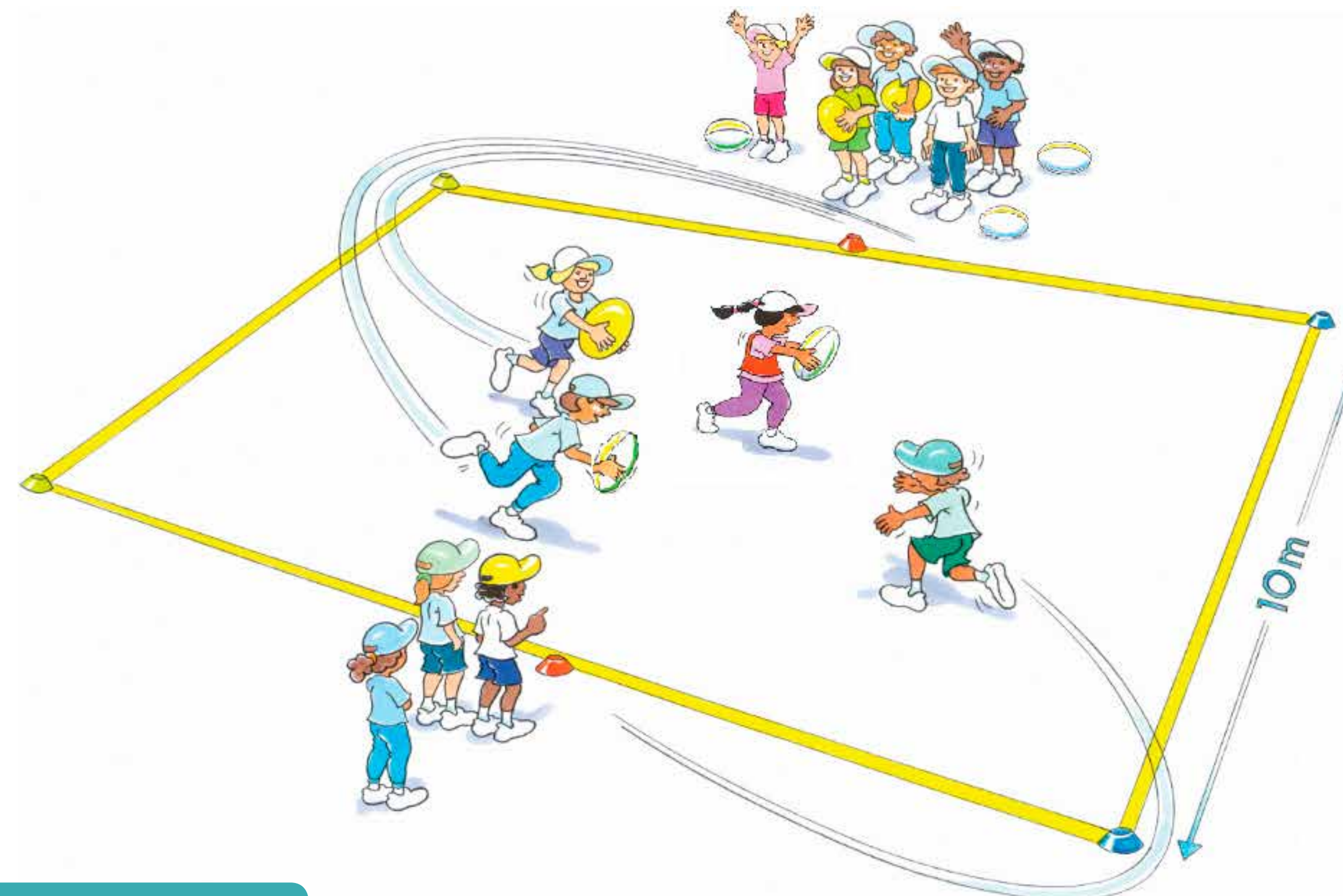
- Running with the ball
- Evasion
- Tag defence
- Scoring a try

EQUIPMENT

- 9 footballs; marker cones to define the playing area

What to do:

- On your signal, three ball carriers and one defender enter from opposite ends of the playing area.
- The defender aims to perform a rugby tag on one or more of the ball carriers while the ball carriers try to score a try.
- Five points = score a try by grounding the ball on or over the try line.
- One point = carry the ball over the try line.
- Change defending and attacking players regularly.



Tips

- A player must be on their feet when scoring a try. Diving is not permitted.
- Playing 3 v 1 ensures the ball carriers will have a high rate of success in scoring points.

Change it

- Play with three ball carriers and two defenders.
- Only one attacking player has the ball and must turn and pass it to a team-mate when tagged with two hands by a defender.

Blind walk

A player with eyeshades, or eyes closed, holds a football in two hands and moves through a corridor of team-mates. They place their ball on the ground where they judge the try line to be. Play in groups of 8 to 12.

LESSON 1

- FINISH UP
- 10 MINUTES

SKILL FOCUS

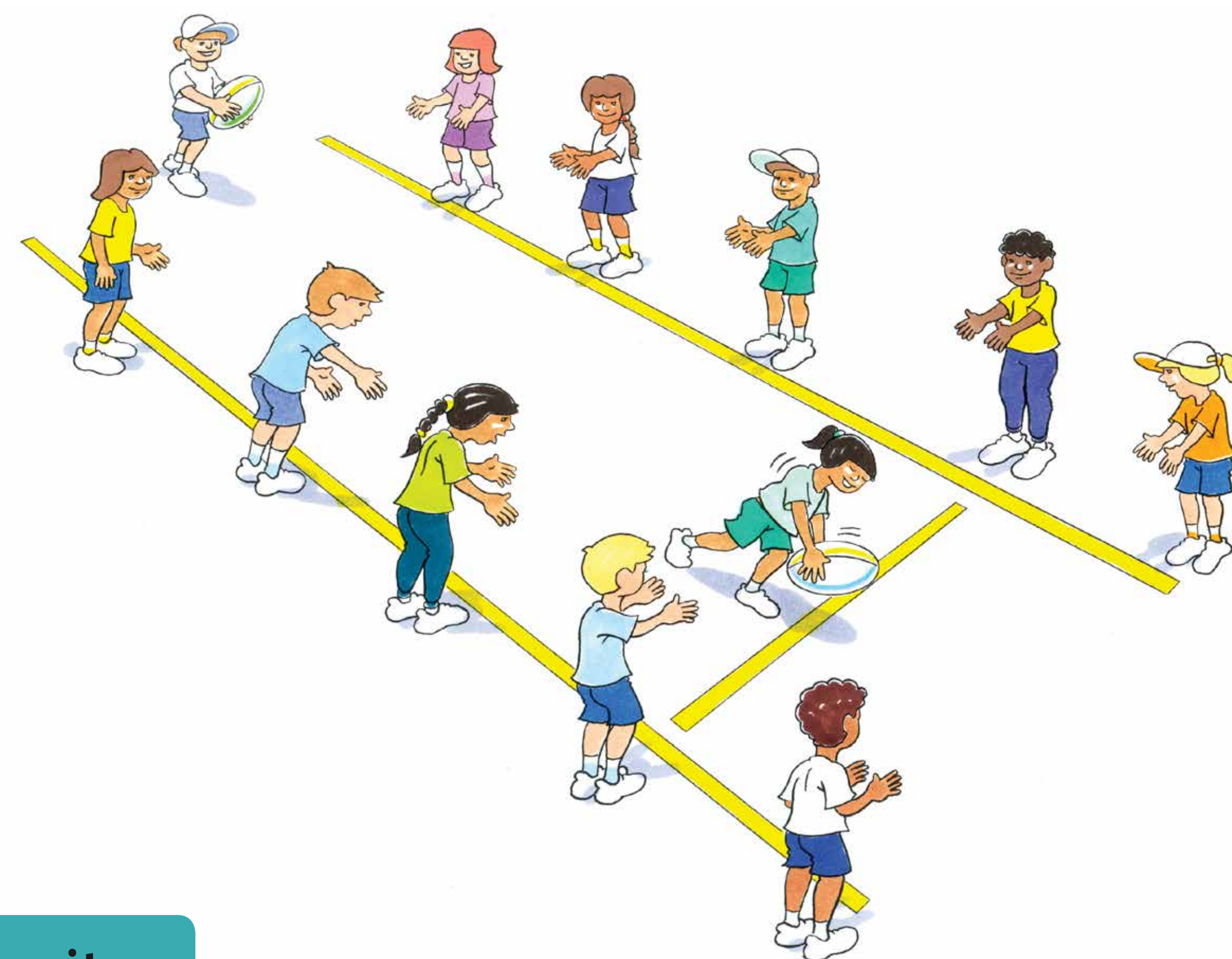
- Holding the ball in two hands
- Scoring a try

EQUIPMENT

- 1 football; marker cones to define the corridor; blindfolds (optional)

What to do:

- Form a corridor of players who are facing each other three metres apart.
- One player holds a ball in two hands and starts at one end of the corridor.
- On 'Go!' the player walks through the corridor with their eyes closed (or wearing a blindfold), and places their football on the ground where they judge the try line to be situated.
- The player opens their eyes to see if they reached the try line.
- If the 'blind' player veers too close to a corridor player, the corridor player claps twice to guide them back to the middle (no talking).
- A new player has a turn and the game is repeated.



Tips

- Players at the end of the corridor can gently tap the person on the shoulder and call 'Stop!'
- This game provides empathy and understanding of the challenges facing vision impaired players when participating in sports activities.

Change it

- Two players at a time pass through the corridor.
- The 'blind' player can jog through the corridor carrying the ball.

Let's see it!

The coach selects role models to demonstrate good ball carrying, kicking and rugby tag techniques. They can ask questions of the group about the demonstrations.

LESSON 1

- FINISH UP
- 5 MINUTES

Coach asks:

- Why is it best to hold the ball in two hands when running?
- When are you allowed to kick the ball in Try Rugby Sevens tag?
- What will the referee call out to the ball carrier if a defender incorrectly tags you with one hand only?
- What do you have to remember to do to make a safe kick in rugby?
- How many points is a try worth in Try Rugby Sevens?



Playing for Life — Try Rugby Sevens

2

OBJECTIVE

- A** Re-starts
- B** Running with the ball
- C** Passing and catching
- D** Scoring a try
- E** Lineouts

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per player; 1 marker cone set (30)

ACTIVITIES

- | | |
|----------------------|------------|
| • Re-start tag | 10 minutes |
| • Face-to-face pairs | 5 minutes |
| • Ball runner | 10 minutes |
| • Baseball rugby | 20 minutes |
| • Lineout throw | 10 minutes |
| • Pack it up fun! | 5 minutes |



[RETURN TO LESSON OVERVIEW](#)

Re-start tag

All players carrying a football attempt to tag other players. When tagged, players must exit the playing area and perform a tap re-start before rejoining the game.

LESSON 2

- START OUT
- 10 MINUTES

SKILL FOCUS

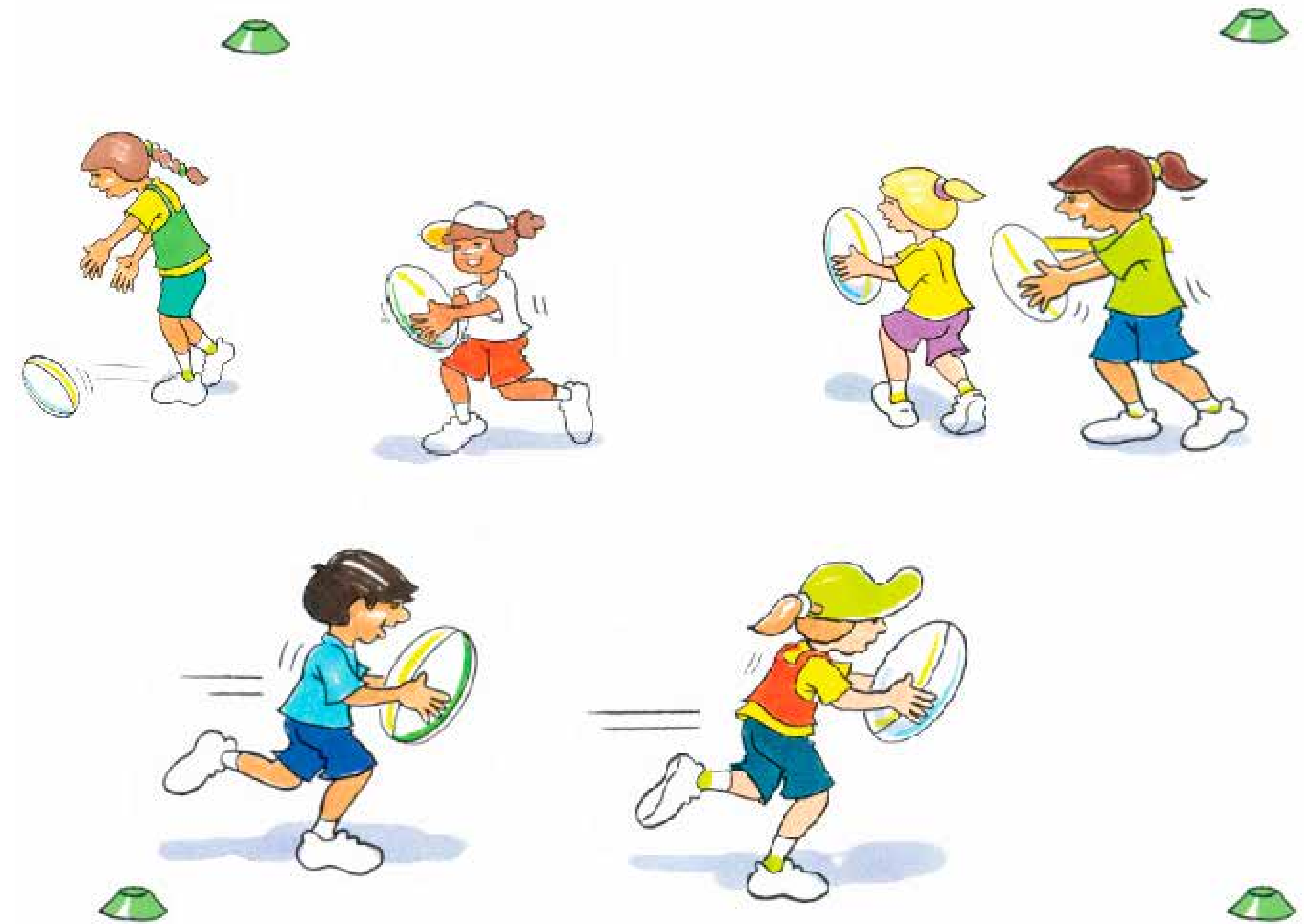
- Tap re-start
- Evasion
- Running with the ball

EQUIPMENT

- 1 football per player; 4 marker cones to define the playing area

What to do:

- All players have a ball and find a space in a large playing area.
- On your signal, players run around trying to tag others with their ball held in both hands while they avoid being tagged themselves.
- Players who have been tagged must exit the playing area and perform a tap re-start before rejoining the game.



Tips

- At a tap re-start the ball must either be kicked out of the hands, or put on the ground and kicked a visible distance and regathered by the player.
- Remind players to look up when running with the ball to avoid collisions.

Change it

- One or two players are taggers and do not carry a ball.

Face-to-face pairs

The coach randomly calls the actions of 'Face-to-face!' and 'Back-to-back!' Players must form pairs corresponding to the action before the coach calls 'Freeze!'

LESSON 2

- START OUT
- 5 MINUTES

SKILL FOCUS

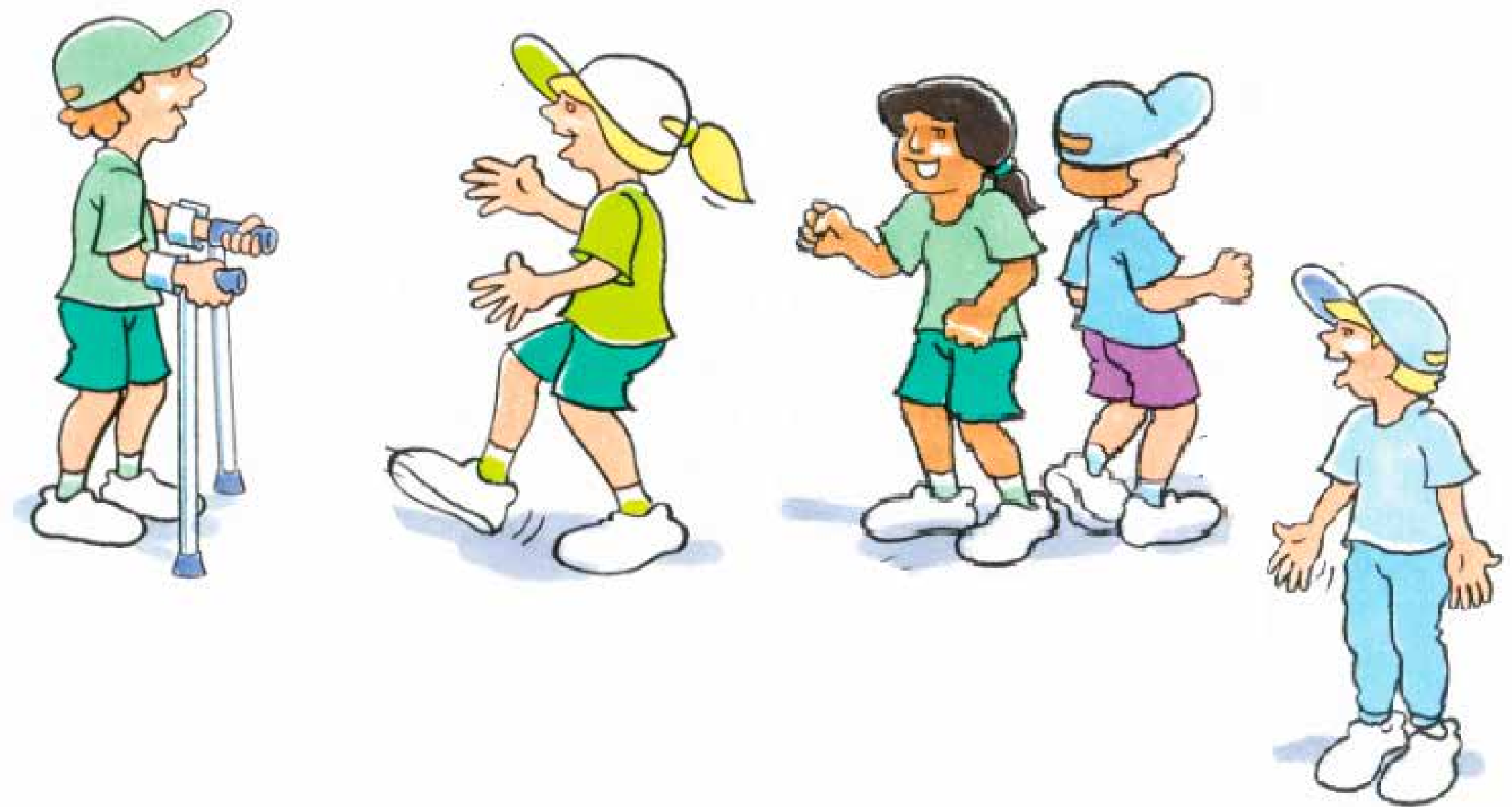
- Teamwork

EQUIPMENT

- None

What to do:

- All players randomly stand about one metre apart.
- Call 'Face-to-face!' All players quickly face one other person before you call 'Freeze!'
- Call 'Back-to-back!' All players must quickly find a different person and stand back-to-back before you again call 'Freeze!'
- Call the actions several times before calling 'Freeze!'
- Players who can't find a partner before 'Freeze!' is called are not eliminated, they merely join back in the game when it resumes.
- On the last face-to-face call, inform players that the person they are now facing will be their partner for the next game (or the next five minutes if more appropriate).



Tip

- Ask the players, 'Who didn't get caught without a partner today?' to create a minor game outcome.

Change it

- When an action is called, all players must run and touch a touch line before finding a face-to-face/back-to-back partner.

Ball runner

Players in pairs pass a football back and forth in the centre of a playing field. When the coach calls 'Ball!', the player who has the ball must run to their end and score a try. Play in groups of ten or more.

LESSON 2

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

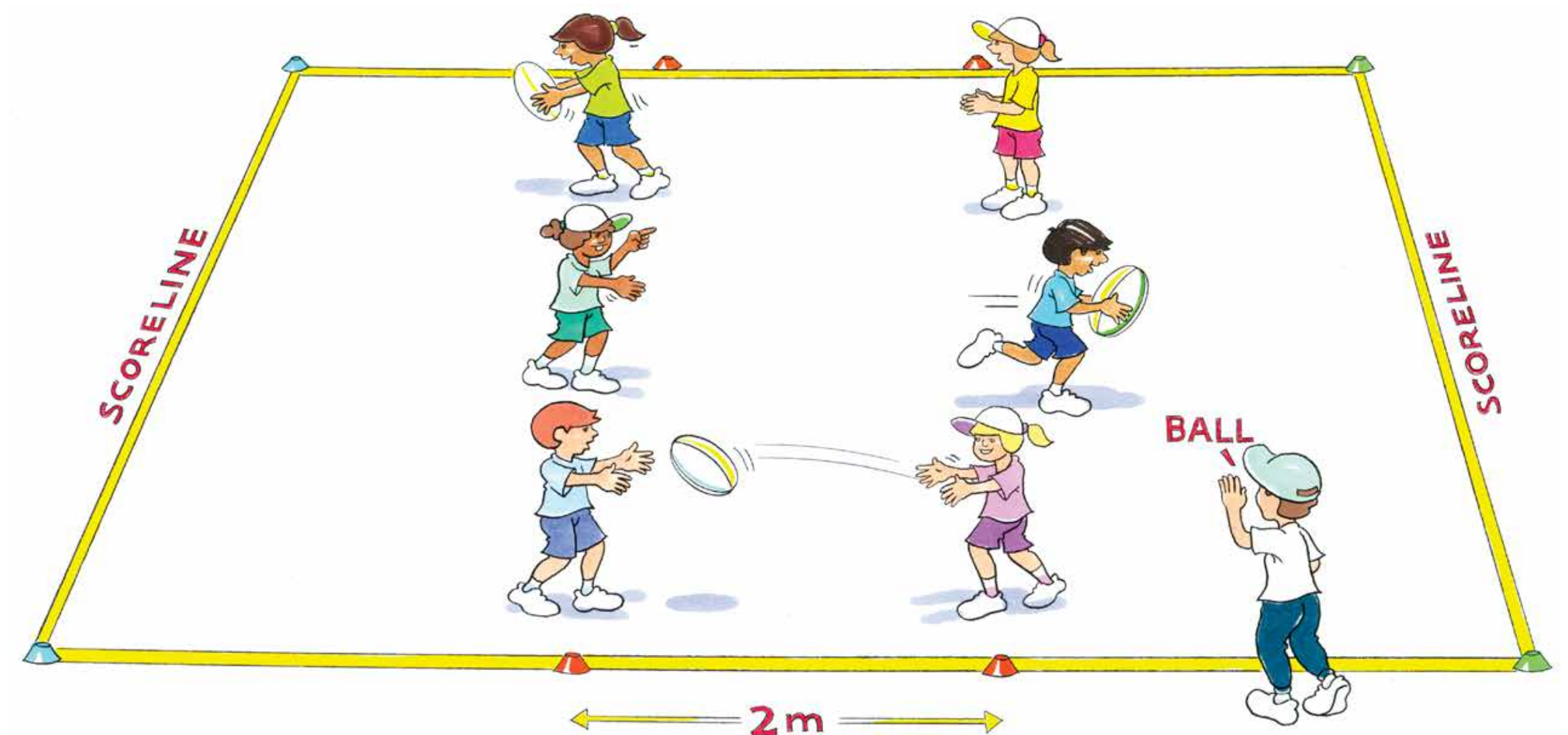
- Lateral pass (static)
- Catching
- Scoring a try

EQUIPMENT

- 1 football per pair of players; 6 marker cones to define a playing area

What to do:

- Organise players into pairs with one ball per pair.
- Pairs line up side-on and two metres apart in the centre of the playing field and pass the ball back and forth to each other.
- When you call 'Ball!', the player with the ball (or about to receive the ball) must run with it and score a try.
- After scoring a try they return to the centre and resume passing.



Tips

- This is a cooperative game to encourage players to pass, catch and score tries correctly without pressure of defenders or making errors.
- Remind players to cross their line before bending their knees and lower body to place the ball on the ground with two hands — no diving.

Change it

- Ask players to swap sides to ensure they learn to pass and catch from the right and left sides of the body.
- Partners chase their team-mates trying to score a try.
 - One point = player with the ball makes it to the try line without being tagged by their partner.

Baseball rugby

A 'kicker' kicks a football into the field and then runs around the bases to score points. Fielders collect the ball and line up on cones to pass it back to home. The fielders call 'Stop!' when the ball is grounded on home base and the kicker totals the score. Play in groups of 6 to 10.

LESSON 2

- GET INTO IT
- 20 MINUTES

SKILL FOCUS

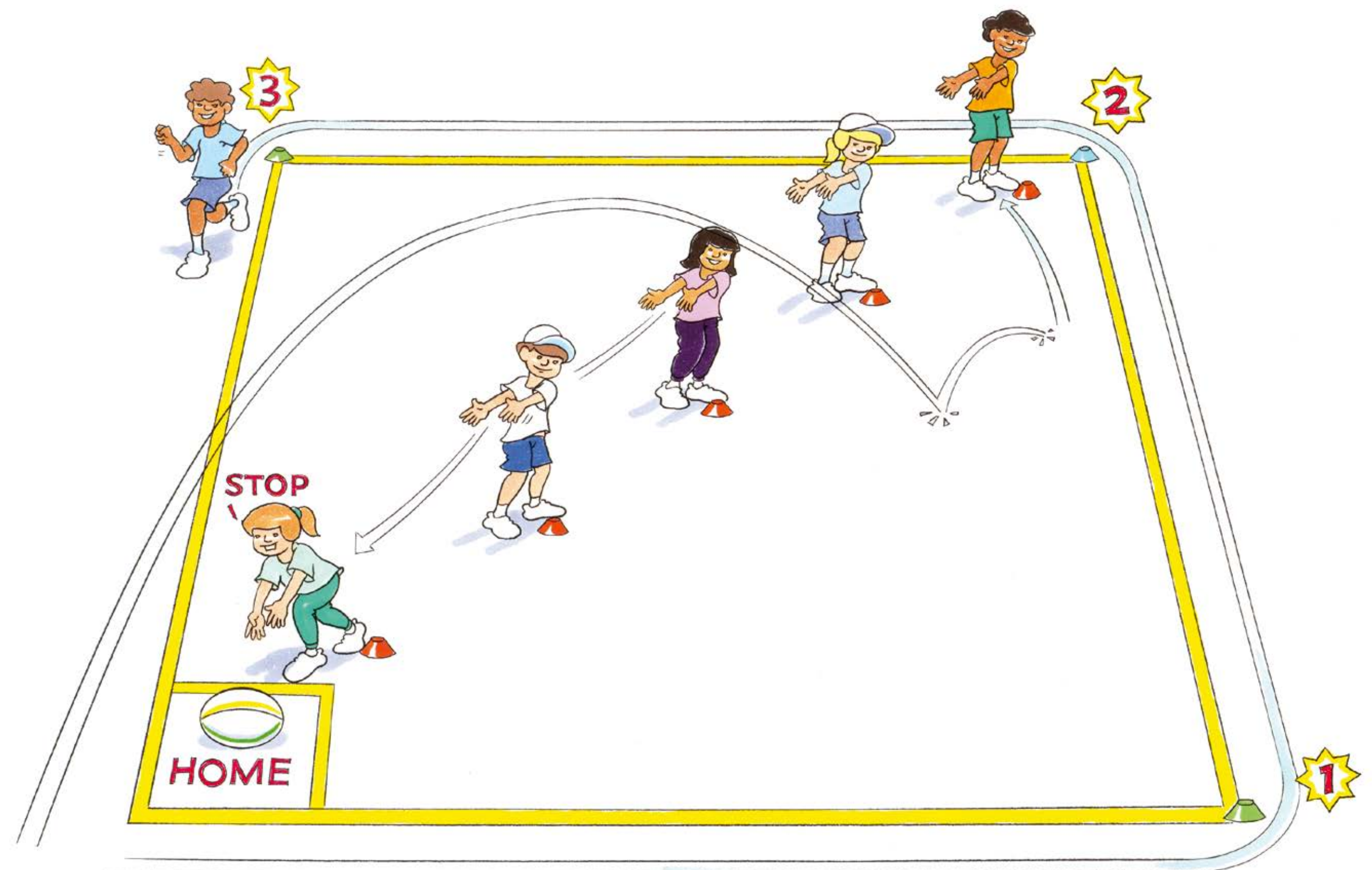
- Passing and catching
- Kicking

EQUIPMENT

- 1 football per game; marker cones to define the playing area

What to do:

- Organise players into groups of 6 to 10 per game.
- One player starts as the 'kicker', all other players are fielders.
- The kicker kicks the ball into the field and then runs around the bases to score individual points (one point per base).
- The fielder who retrieves the ball runs to the top marker cone with remaining fielders moving to other marker cones leading back to home base.
- Fielders call 'Stop!' when they have passed the ball along the line to home base and grounded the ball.
- The kicker totals the points for each marker they pass.
- Players then rotate positions until all have had a turn as the kicker.



Tip

- Ensure fielders are a safe distance from the kicker.

Change it

- Add bonus goals inside the field for the kicker to aim at to score extra points.
- The kicker can choose to perform a place kick off a marker.

Lineout throw

Pairs throw a football overhead to each other and step backwards if they catch it on the full. When 'Time!' is called, the pair who is the greatest distance apart wins.

LESSON 2

- FINISH UP
- 10 MINUTES

SKILL FOCUS

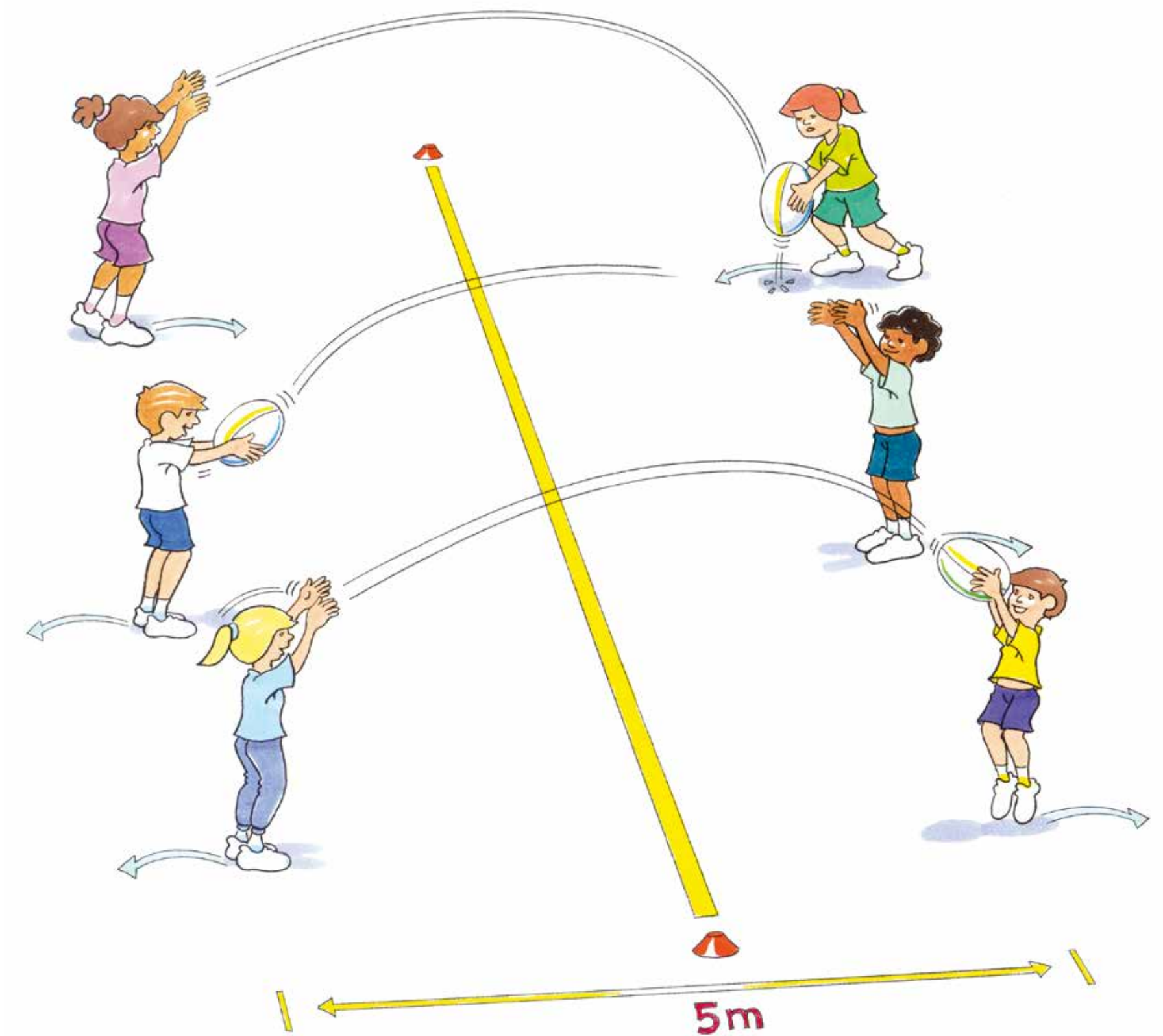
- Lineout throw
- Catching

EQUIPMENT

- 1 football per pair of players; marker cones

What to do:

- Organise players into pairs with one ball per pair.
- Pairs face each other five metres apart and parallel to other pairs.
- On 'Go!', players pass the ball back and forth to their partner using a two-handed overhead throw.
- If the ball reaches the catcher on the full, both players take one step backwards.
- If the catch is dropped, both take a step forward.
- When 'Time!' is called, the pair who is the greatest distance apart wins.



Tips

- The thrower grips the ball with thumbs on top and fingers underneath.
- Throws from a lineout are two-handed and should be caught above the catcher's head.

Change it

- Play is cooperative as pairs attempt to improve their personal best distance without competition.
- Pairs take two steps backwards if the ball is caught above the catcher's head.

Pack it up fun!

The coach or players suggest fun ways to pack away the equipment.

LESSON 2

- FINISH UP
- 5 MINUTES

What to do:

On your signal players can:

- place a ball between their feet and jump towards the storage bag
- stand side-by-side in lines of six and pass all the balls 'rugby style' to the storage bag
- stand five or more metres from the storage bag and see who can throw a ball to hit the bag and score a point
- attempt to collect the most marker cones in the playing area.



Playing for Life — Try Rugby Sevens

3

SKILL FOCUS

- A** Running with the ball
- B** Passing and catching
- C** Evasion
- D** Scoring a try
- E** Lineouts

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per pair of players; 1 marker cone set (30); team bibs or sashes

ACTIVITIES

- Scatter tag 10 minutes
- Spare square 10 minutes
- Grid Island 15 minutes
- Tricky try lines 15 minutes
- Circle dodge ball 5 minutes
- Let's see it! 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Scatter tag

Defenders try to tag attacking players before they reach a touch line.
Play with 4 to 6 per team.

LESSON 3

- STARTING OUT
- 10 MINUTES

SKILL FOCUS

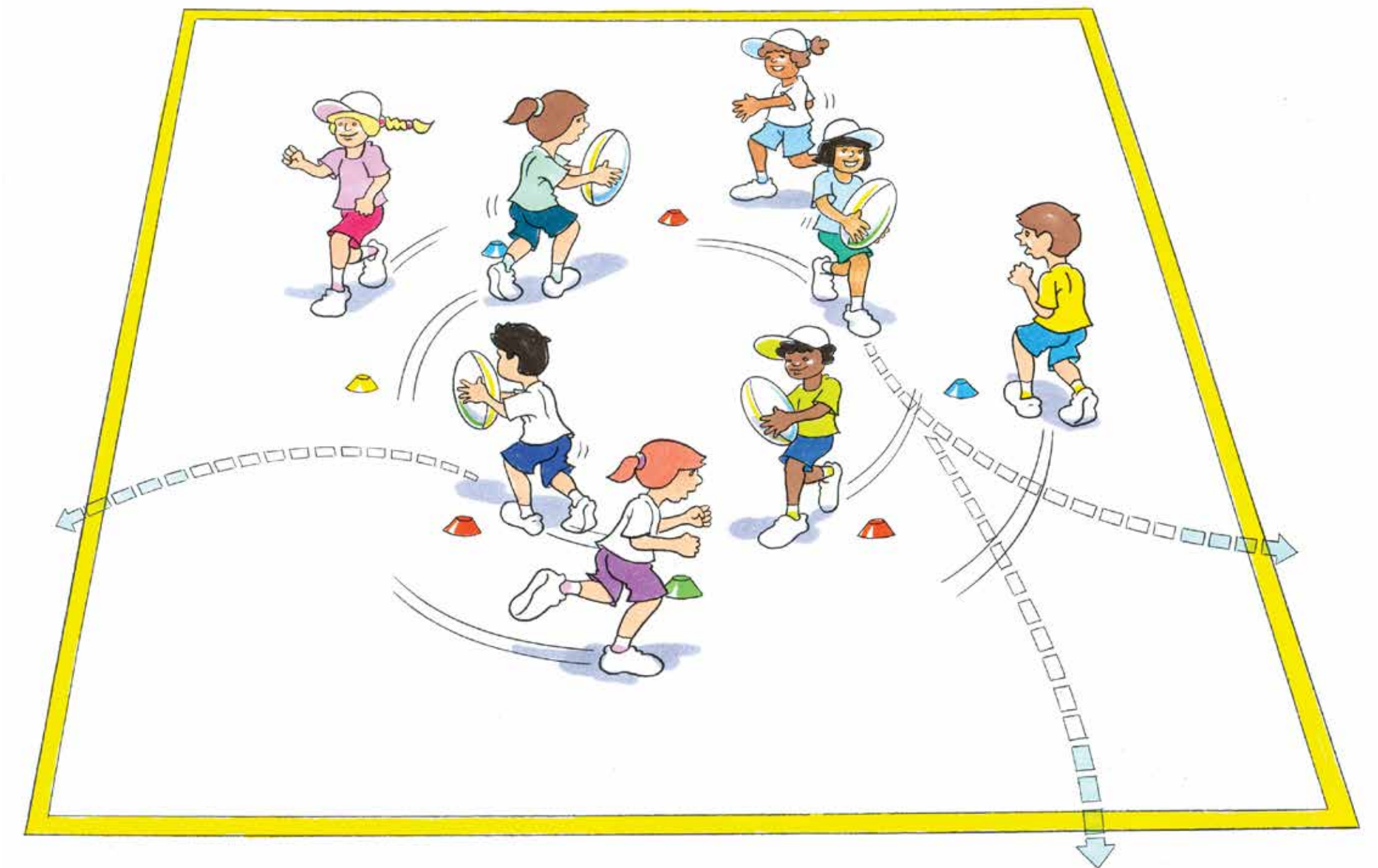
- Evasion
- Running with the ball

EQUIPMENT

- 1 football per attacking player; marker cones to define an inner circle and an outer boundary area

What to do:

- Organise players into two teams (attackers and defenders).
- Attacking team players each hold a ball and jog clockwise inside a defined circle.
- Defending team players (without a ball) jog around the outside of the circle in the opposite direction.
- When you call 'Scatter!', all players from the attacking team run in any direction towards a touch line while the defenders chase them.
- One point = attacking player reaching a touch line without being tagged by a defender.
- Each team has three turns as attackers.
- Points are combined for the three rounds. The team with the highest score wins.



Tips

- Ensure there is a minimum of five metres beyond the touch lines on all sides.
- Remind players about tagging with two hands on the shorts.

Change it

- Attacking team players have one or two balls only and randomly pass to each other before they scatter. Two points are awarded to the team when an attacker carrying a ball makes it to a touch line untagged.

Spare square

Three attacking players on a square pass a football back and forth while a player in the centre of the square attempts to intercept the ball. Attacking players can move to the spare marker cone to receive the ball. Play in groups of four.

LESSON 3

- STARTING OUT
- 10 MINUTES

SKILL FOCUS

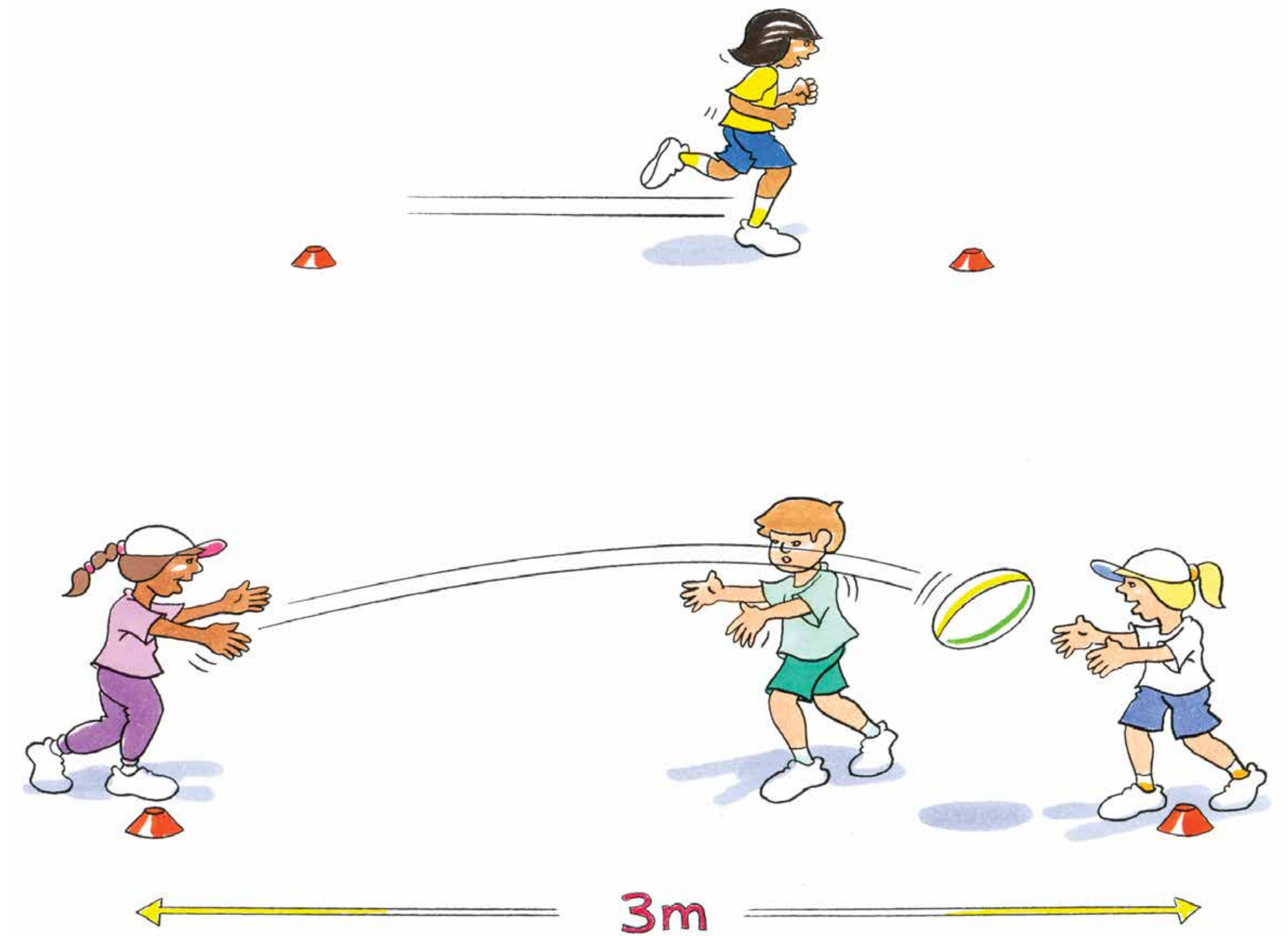
- Passing and catching

EQUIPMENT

- 1 football; 4 marker cones

What to do:

- Organise players into groups of four, with one ball, and set up a square 3 metres by 3 metres using marker cones.
- The three attacking players stand at a marker and can only pass the ball to players on each side of the square (not diagonally across the square).
- To receive the ball attacking players can move to the spare marker cone – they cannot run while holding the ball.
- A fourth player in the centre attempts to intercept the ball or cause a fumble.
- When the ball is intercepted, the attacking player who touched it last changes place with the interceptor.



Tip

- Practise without an interceptor first to ensure the attacking players do not move off the marker cone until they have passed the ball.

Change it

- If a player passes the ball over shoulder height, they become the interceptor.
- If a player holds the ball for more than three seconds, they change place with the interceptor.

Grid Island

The attacking team aims to pass footballs to team-mates standing on Grid Island. Defending team players who are surrounding the island attempt to intercept or knock down the ball to stop the attackers scoring points. Play in teams of 8 to 12.

LESSON 3

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

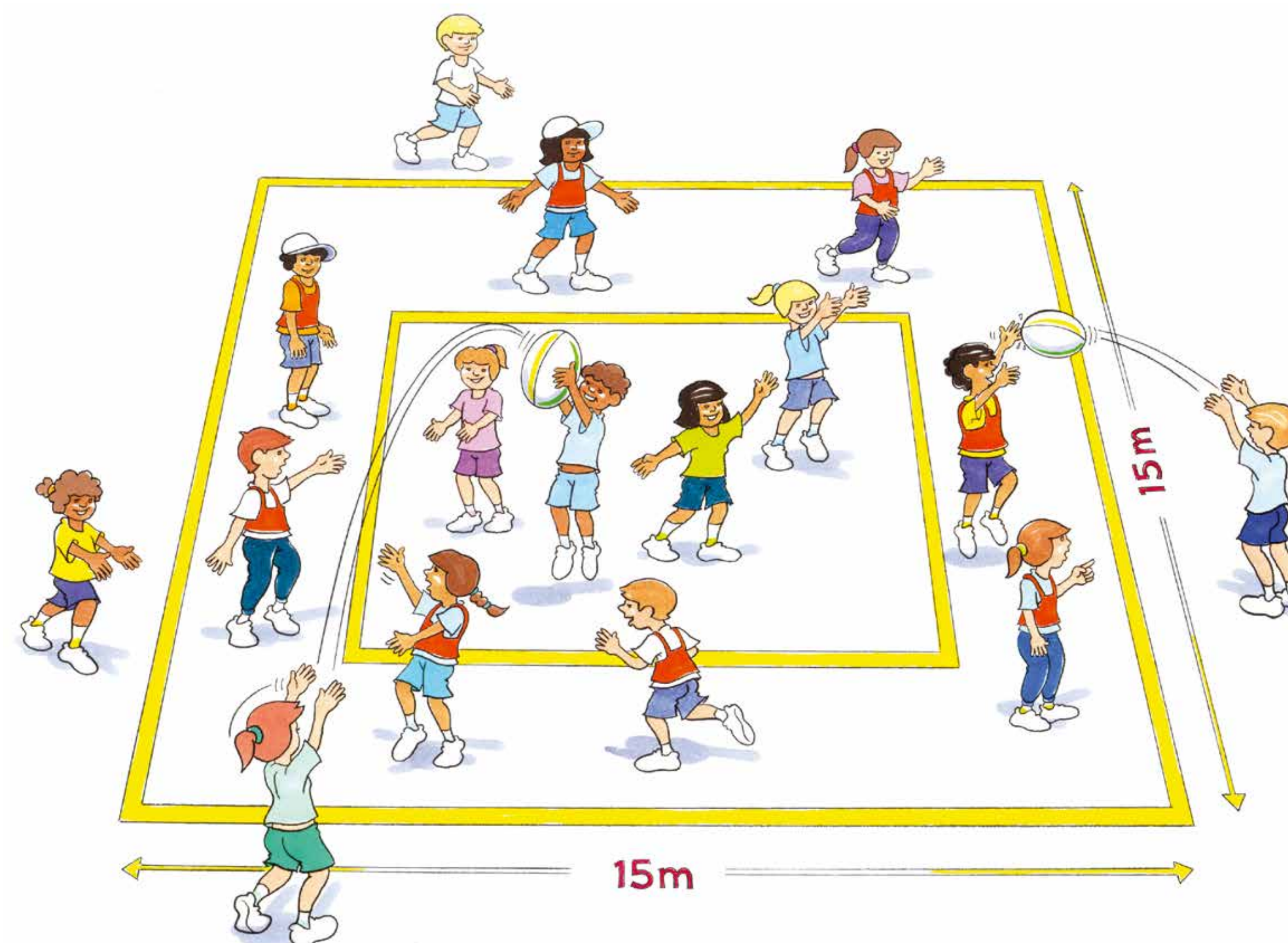
- Lineout throws

EQUIPMENT

- 2 footballs per game; team bibs or sashes; marker cones to define the grids

What to do:

- Organise players into two even teams with one team wearing bibs or sashes.
- One team are the attackers and have two balls.
- The attackers are divided into two areas, with half standing on Grid Island and the remaining half spread out around the outer boundary.
- All defenders surround Grid Island and can move randomly in the area.
- On 'Go!', players from the attacking team on the outer area attempt to throw the balls to their team-mates on the island.
- If a team-mate on the island catches a ball a point is scored.
- The ball is then returned to the players on the outer boundary.
- Defenders attempt to knock the balls down or intercept them only when they are being passed from the outside in.
- When 'Time!' is called, the attackers add up their points.
- When both teams have had a turn as attackers, the team with the most points is declared the winner.



Tips

- Practise with one ball first.
- Encourage attackers on the island to call 'Mine!' to indicate to their team-mates that they intend to catch the ball.

Change it

- Use lighter balls such as volleyballs or foam balls if players are having difficulty throwing and catching the footballs.
- Rotate outside and inside players after a set period of time.

Tricky try lines

One at a time attacking players with a football enter the playing area and quickly choose one of two lines to run over before being tagged by a defender. Players change roles frequently. Play in groups of 8 to 12.

LESSON 3

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

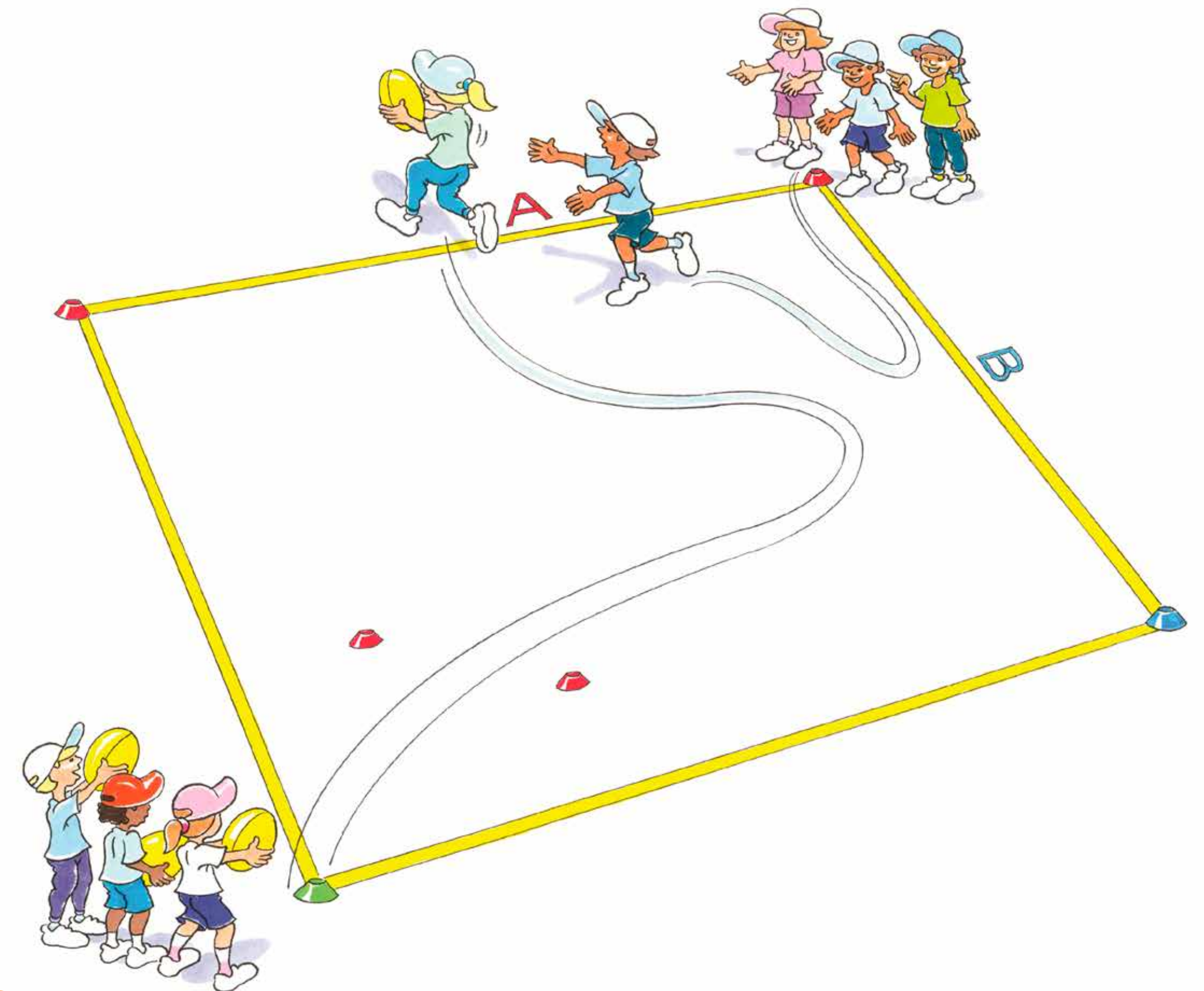
- Evasion (side step)
- Tag defence

EQUIPMENT

- 1 football per player on the attacking team; 6 marker cones

What to do:

- Organise players into two groups at diagonal points of the playing area.
- Attackers line up behind a marker with a ball each.
- A defender can only enter the playing area once an attacker has entered.
- Attackers try to score a point by running over a selected try line before being tagged by a defender.
- An attacker and defender must quickly move out of the game as soon as the attacker is either tagged or runs over the selected line.
- Swap roles when all attackers have had a turn.



Tips

- Look for role models who push hard off the foot to step and evade a defender.
- Each play between an attacker and defender should last no longer than ten seconds.

Change it

- Award players five points if they score a try by grounding the ball on or over the try line (even if they have been touched first).
- A feeder passes the ball to the attacker who then runs into the playing area.

Circle dodgeball

Players on a circle roll footballs in an attempt to contact players in the middle on the legs. Once contacted by a ball, the player joins the circle and attempts to eliminate remaining players. The last player left is declared the winner. Play in groups of 9 to 12.

LESSON 3

- FINISH UP
- 5 MINUTES

SKILL FOCUS

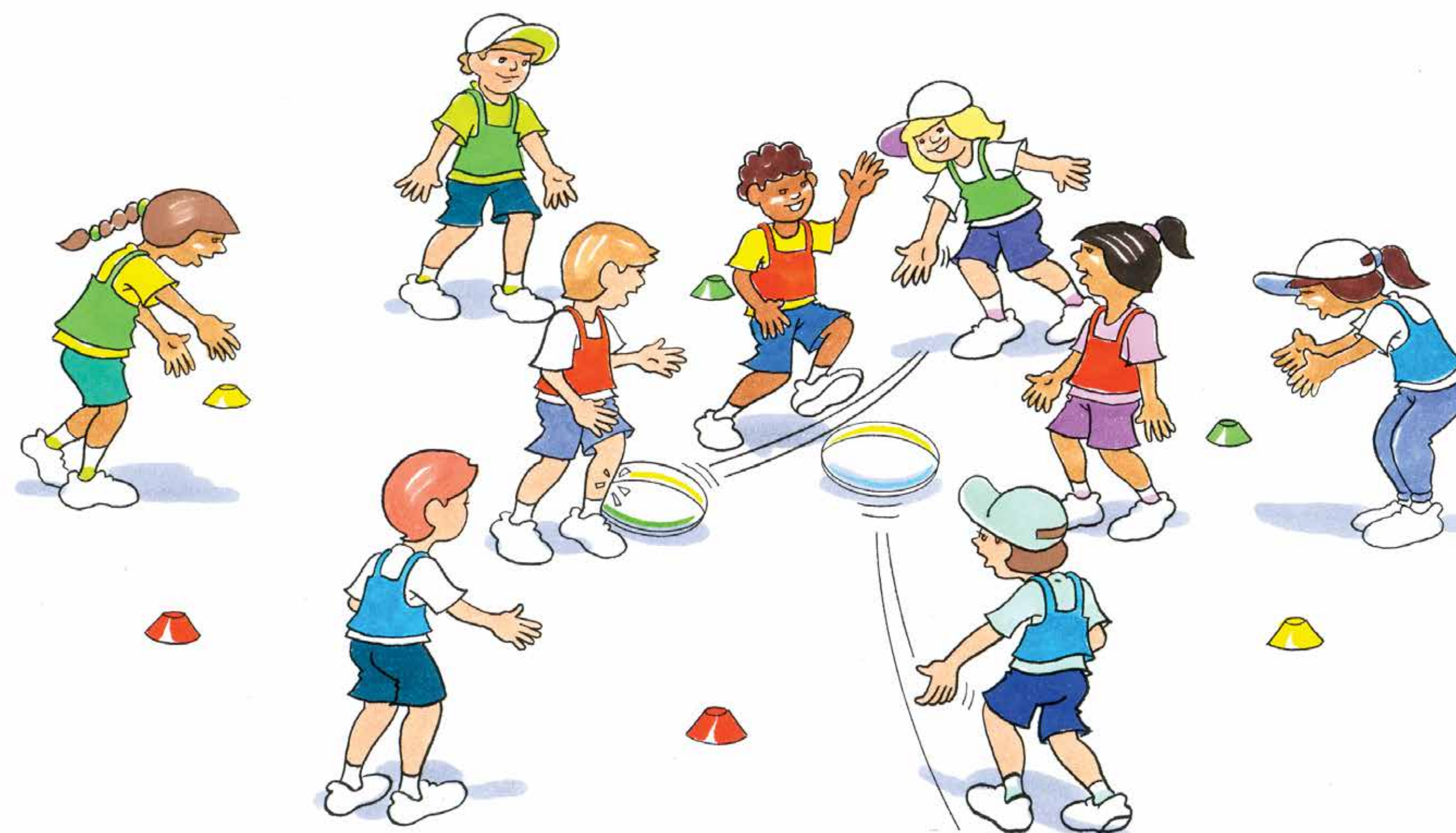
- Ball handling
- Picking up a moving ball
- Evasion

EQUIPMENT

- 2 to 4 footballs per game; team bibs or sashes in 3 colours (optional); marker cones to define the circle (optional)

What to do:

- Form a circle with up to 12 players.
- Allocate each player a colour to form three different teams for example, red, blue, green, red, blue, green.
- Call 'Red!' to indicate the red team stand in the centre of the circle and move to avoid balls rolled by the green and blue teams on the circle.
- Once hit on the lower leg/foot with a ball, players must join the circle and try to hit the remaining players.
- The last player left in the middle is the winner.



Tip

- Encourage players on the circle to get in line with the ball as it rolls towards them and bend their knees to lower their body to scoop it up.

Change it

- Enlarge or reduce the size of the playing area.
- Use different sized and shaped balls to make it easier or harder to hit players.

Let's see it!

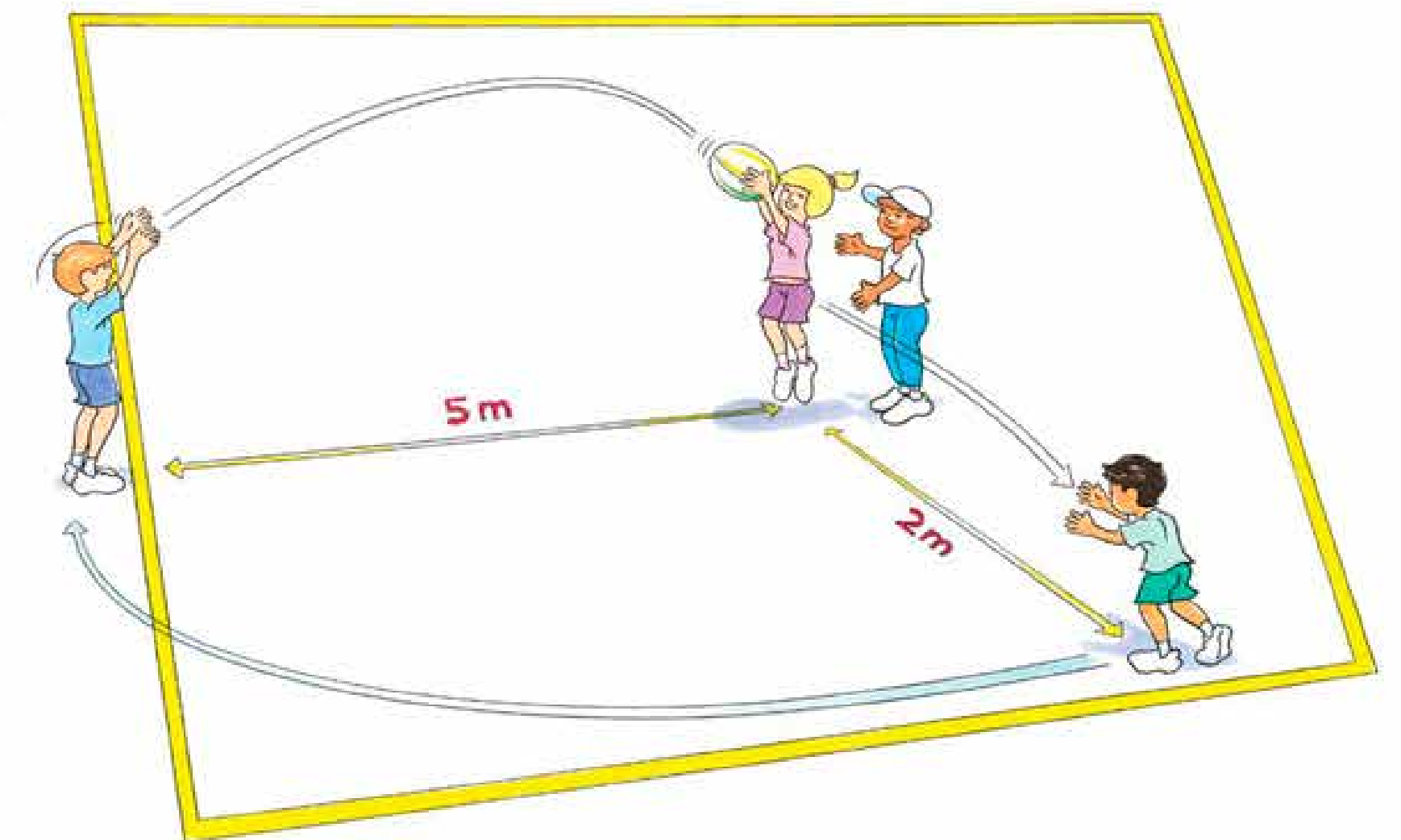
The coach selects role models to demonstrate an uncontested lineout. The coach can ask questions of the group about the demonstrations.

LESSON 3

- FINISH UP
- 5 MINUTES

Coach asks:

- Who can show me how to hold the ball when performing a lineout throw?
- Where should you aim to throw the ball in a lineout throw?
- Who can tell me what it means to follow through with your arms after you have released the ball overhead?
- Why is it important to jump and catch the ball over your head in a lineout?



Playing for Life — Try Rugby Sevens

4

SKILL FOCUS

- A** Running with the ball
- B** Kicking
- C** Lineouts
- D** Evasion

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per player; 1 marker cone set (30); 2 sets of team bibs or sashes

ACTIVITIES

- Wallaby tag 5 minutes
- Kick to kick 10 minutes
- Safe zone 15 minutes
- Jailbird 20 minutes
- Step in, step out 5 minutes
- What did you like? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Wallaby tag

A dragon attempts to tag wallabies who are carrying a football. When tagged, wallabies must exit the game to place their ball on the ground and return as a dragon. The game is over when only one wallaby remains. Play in groups of ten or more.

LESSON 4

- STARTING OUT
- 5 MINUTES

SKILL FOCUS

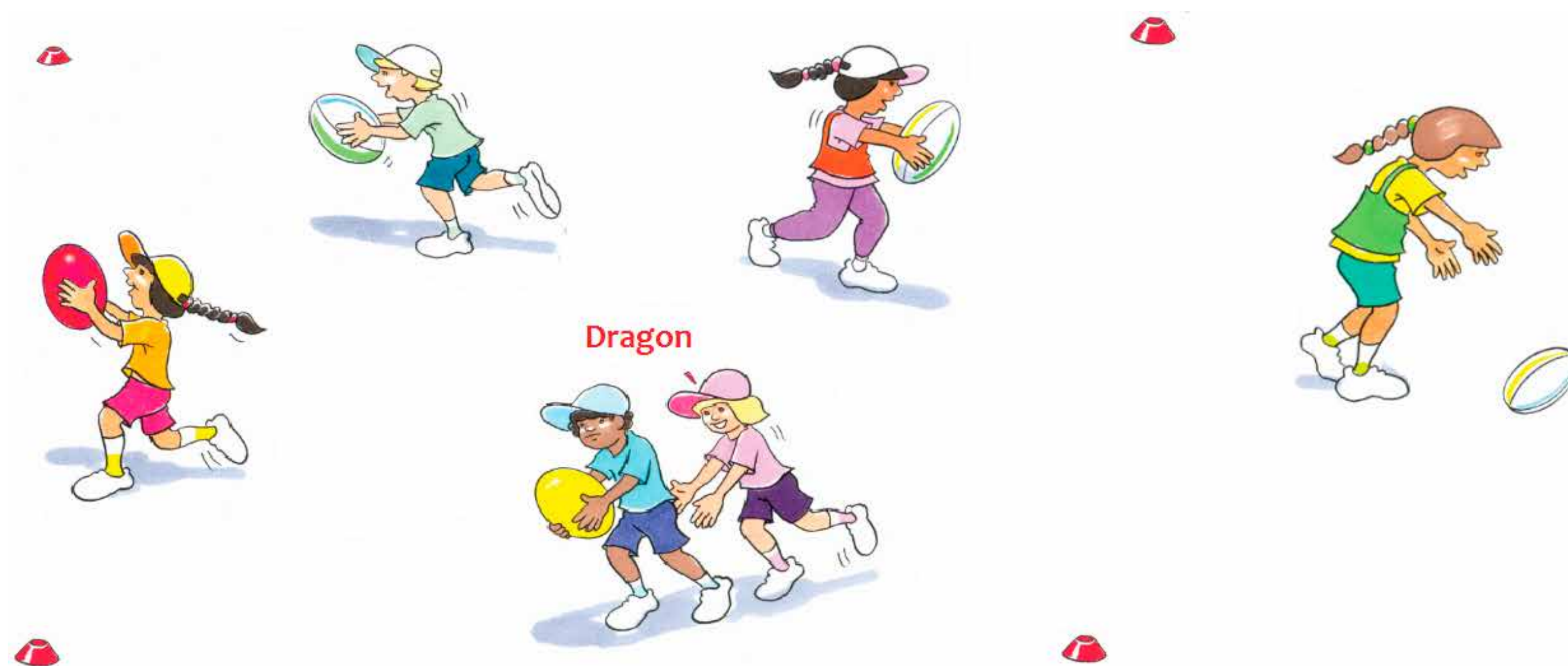
- Running with the ball
- Evasion

EQUIPMENT

- 9 footballs per group of 10 players; 4 marker cones to define a large playing area

What to do:

- One player starts as the dragon (without a ball).
- All other players are wallabies and are dispersed in a large playing area with a ball.
- On 'Go!', wallabies run to avoid being tagged on the shorts by the dragon.
- When tagged, the wallabies must exit the playing area to place their ball on the ground and return to the game as a dragon to tag the remaining wallabies.
- The game is over when only one wallaby remains.



Tip

- Remind players who are wallabies to look ahead and to carry their ball in two hands.

Change it

- Wallabies with a ball run from end to end to avoid the dragon.
- When the dragon tags a wallaby, the wallaby performs a tap re-start to continue in the game as a wallaby.

Kick to kick

In pairs, players take it in turns to kick a football, trying to make it land in their partner's marked area.

LESSON 4

- STARTING OUT
- 10 MINUTES

SKILL FOCUS

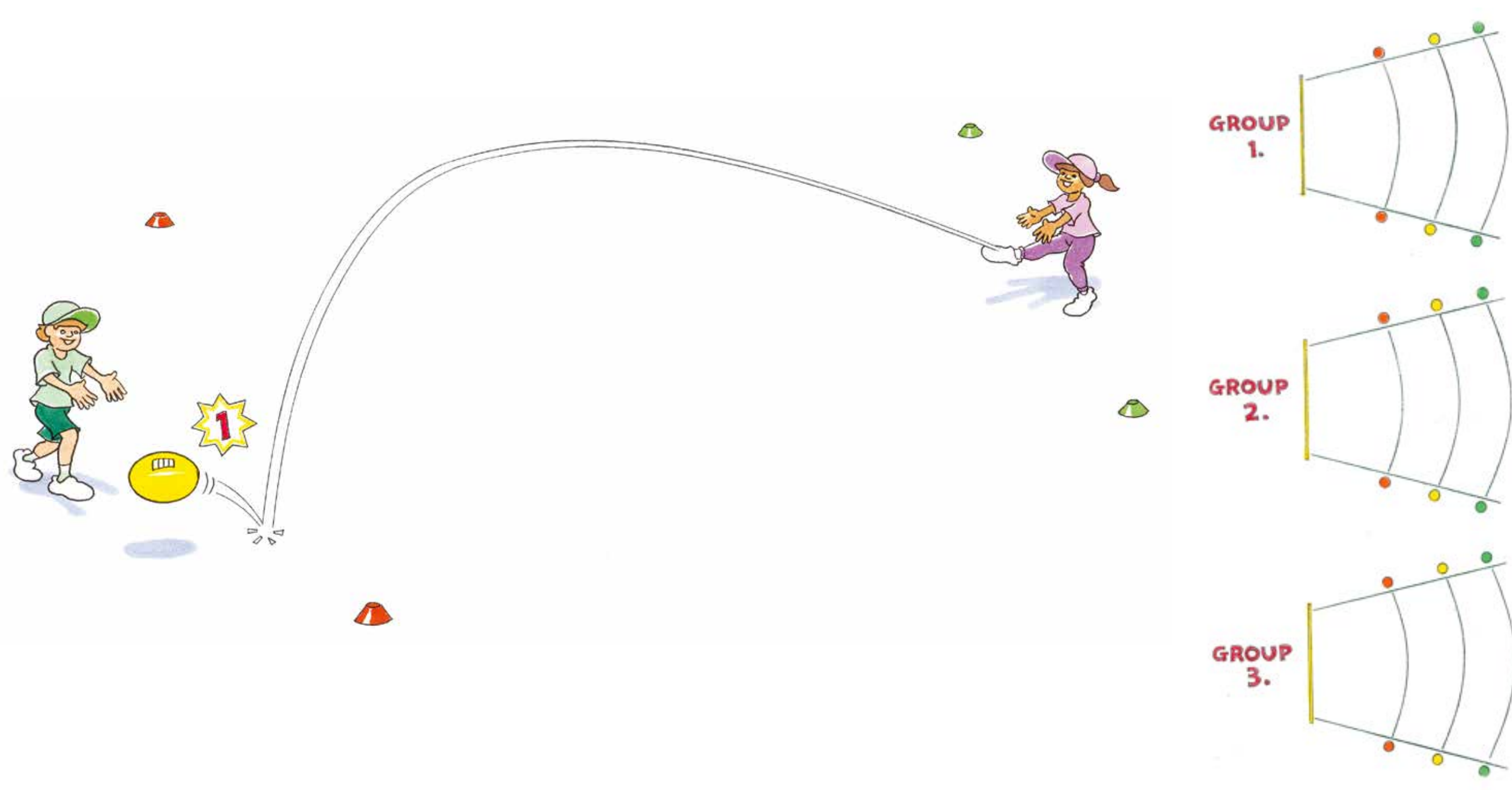
- Kicking (punt)
- Receiving

EQUIPMENT

- 1 football per pair; 4 marker cones per pair

What to do:

- Form pairs of similar ability.
- Pairs collect marker cones and decide/test how far apart they will place them.
- Players kick the ball to land inside their partner's area. Score one point for each ball landing inside that area.
- The player with the highest score when 'Time!' is called wins.



Tips

- Remind players to watch the ball drop towards their foot as they kick it, and to use the top of their foot and not their toe to kick.
- In the game of Try Rugby Sevens there is a five-metre exclusion zone around the player receiving the ball from the kick-off, and the opposition cannot enter this zone until the player has caught the ball.

Change it

- Award a bonus point to players who catch the ball on the full.
- Introduce one or two players in the middle who attempt to intercept the ball.

Safe zone

Attacking team players kick a football into the field and attempt to run through to the safety zone to score points before the defending team can tag them with the kicked ball. Play in teams of 6 to 8.

LESSON 4

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

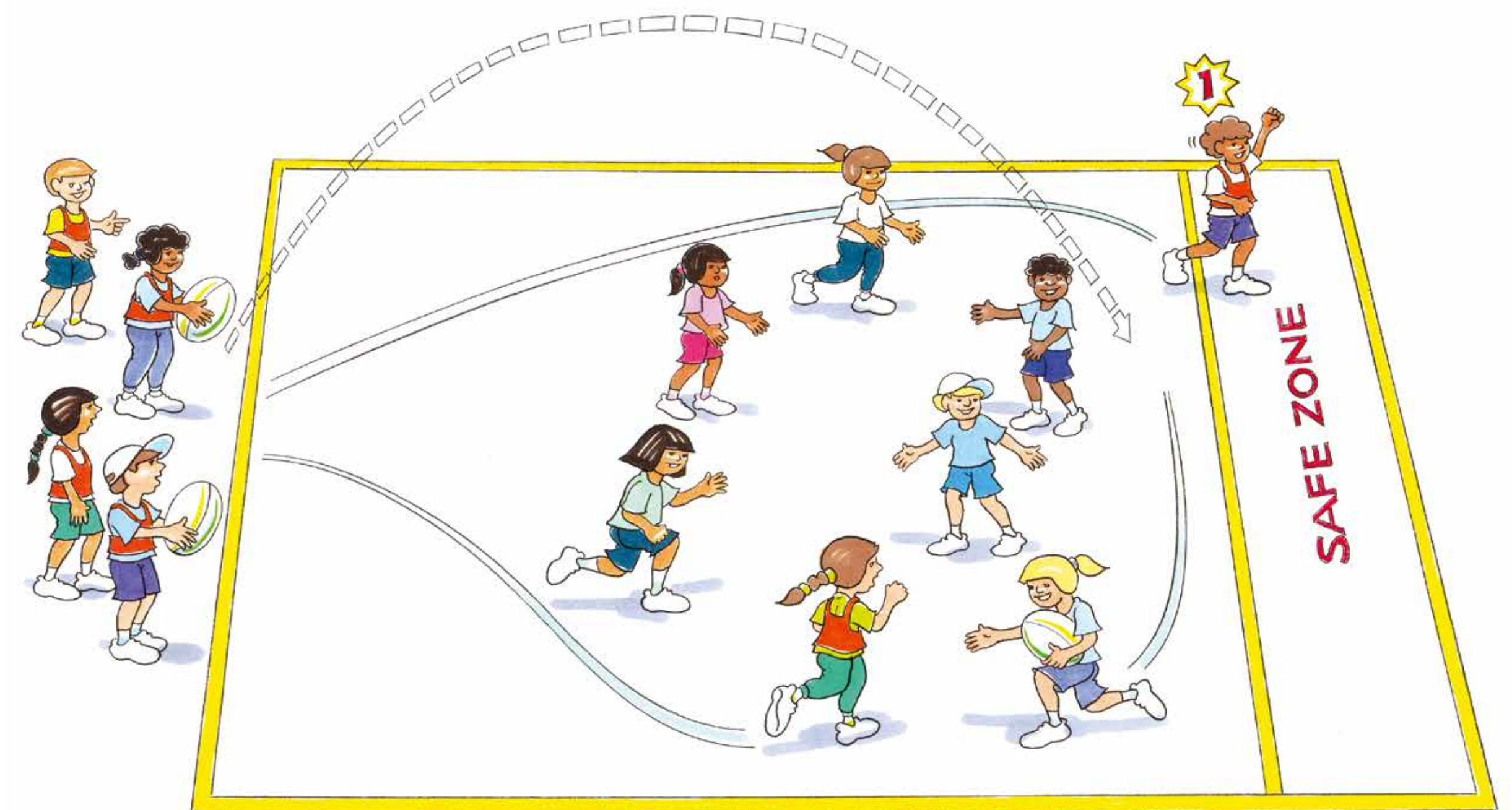
- Running with the ball
- Kicking
- Receiving

EQUIPMENT

- 1 football per attacking pair; 6 marker cones to define the playing field

What to do:

- Organise players into two even teams of attackers and defenders.
- Disperse defenders randomly in the playing field.
- Attacking pairs with a ball line up behind the end line.
- The first attacking pair kicks one ball into the field and then both players attempt to run through the field to the safety zone.
- Defenders gather the ball and attempt to tag the runners with the ball.
- Defenders can pass to team-mates or run with the ball when attempting to tag the attacking pair.
- One point = each attacker runs to the safety zone without being tagged.
- Once the attacking team completes two rounds (both players in each pair having kicked the ball), they total their score and change places with the defending team.



Tip

- Ensure defenders remain a minimum of ten metres from the kicker's end line.

Change it

- After kicking the ball, the attacking pair must carry a second ball through the field and complete a backwards pass before entering the safety zone.
- Pairs can kick two balls simultaneously into the field before running to the safety zone.

Jailbird

Players run into the opposing team's half to retrieve a football and return it to their try line. If tagged in the opposition's half, players must go to jail and wait to be rescued by team-mates. The team who collects all six balls, or has the most balls on their try line when 'Time!' is called, wins. Play in teams of 8 to 14.

LESSON 4

- GET INTO IT
- 20 MINUTES

SKILL FOCUS

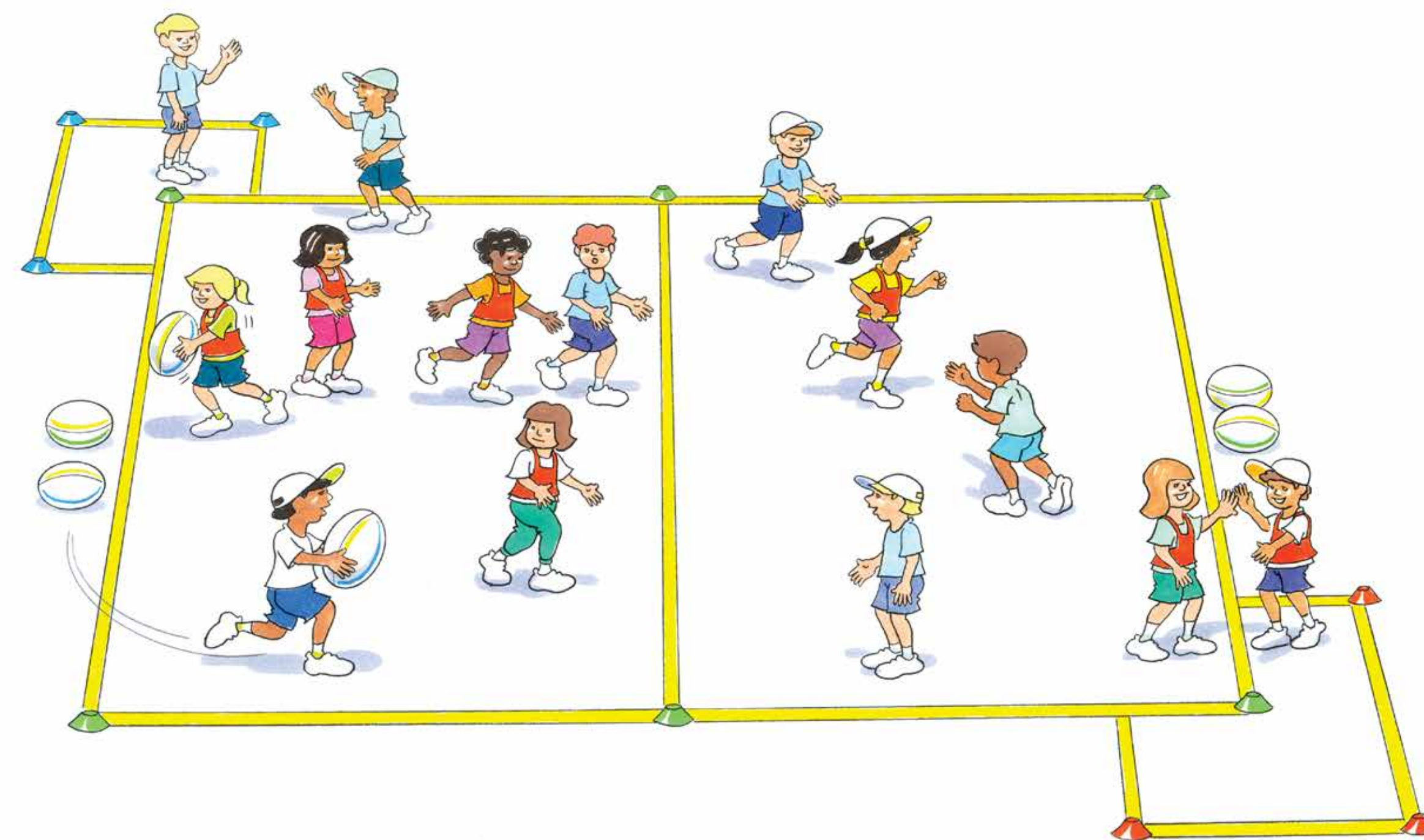
- Evasion
- Tag defence
- Teamwork

EQUIPMENT

- 6 footballs; marker cones to define a large playing area; 2 sets of bibs or sashes

What to do:

- Organise players into two even teams who start in their half of the playing area.
- Place three balls behind each team's try line.
- On 'Go!', players run into the opposing team's half in an attempt to retrieve a ball.
- If successful in retrieving a ball, the player runs back to place it on their try line (players with a ball can't be tagged).
- If a player is tagged in the opposition's half, they must go to jail.
- A player can be rescued from jail with a 'high five' action from a team-mate. Once released from jail, both players must walk around the outside of the area, back to their own half before rejoining the game.
- The winning team is the one who collects all six balls or has the most balls when 'Time!' is called.



Tip

- Call 'Time out!' to provide teams with an opportunity to plan strategies. For example, to determine who will release team-mates from jail and who will attempt to retrieve balls.

Change it

- Release players from jail with a 'freedom ticket' if they are in jail for too long or too often.
- In mixed ability groups, younger/less able players must be tagged by two different players in opposition territory before having to go to jail.

Step in, step out

Players in pairs hold hands and attempt to step over their linked arms to finish facing back-to-back.

LESSON 4

- FINISH UP
- 5 MINUTES

SKILL FOCUS

- Communication

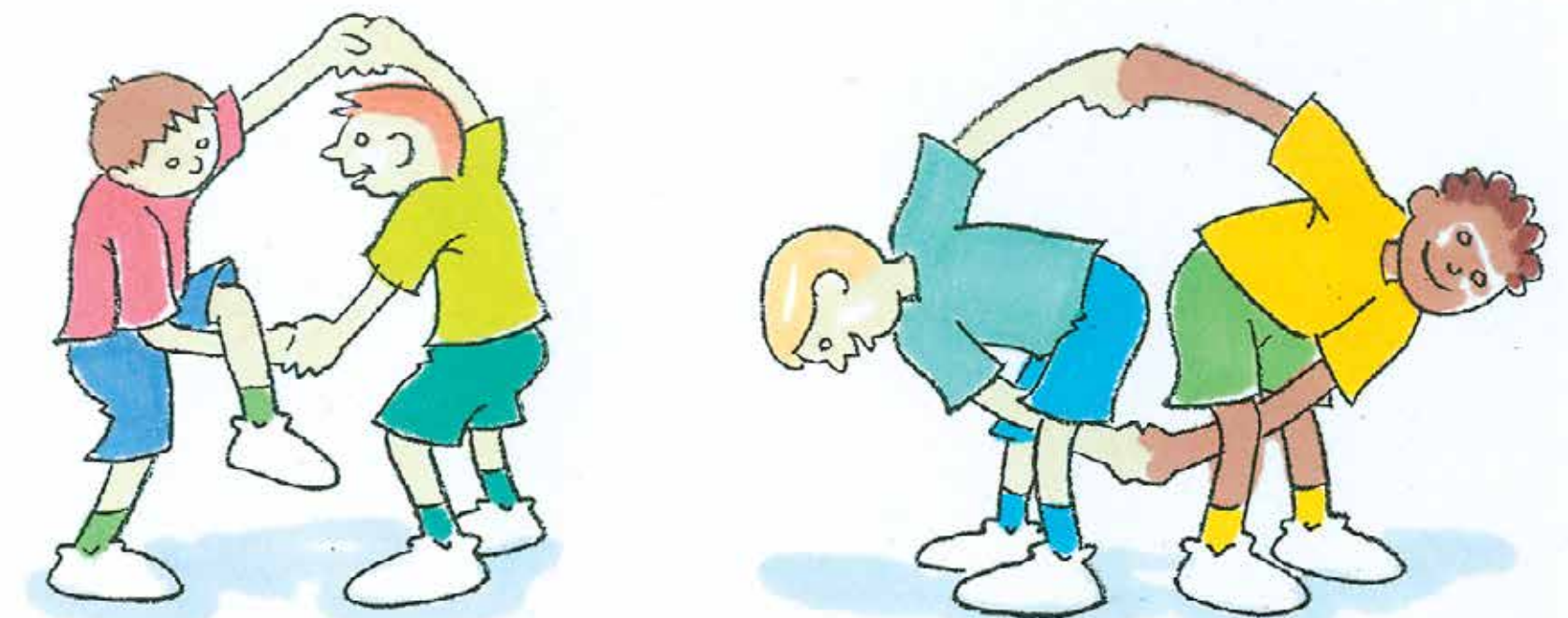
EQUIPMENT

- None

What to do:

- Players of similar size are paired and join hands (or hold team bibs/sashes).
- Pairs identify which linked hands they will step over (must be the same side).
- Both lift their leg that is furthest away from the joined hands they will step over — one player lifts the right leg and the other player the left leg.
- Pairs lift the remaining leg over the same set of hands to finish back-to-back.

STRETCH



STEP IN AND OUT



Tip

- The coach can physically touch hands of both players on the side they need to lift a leg over as players commonly attempt to lift in opposite directions.

Change it

- Ask players to explore how can they return to face the front without unlinking hands.
- Have a race to see which pair can step over to finish back-to-back the quickest.

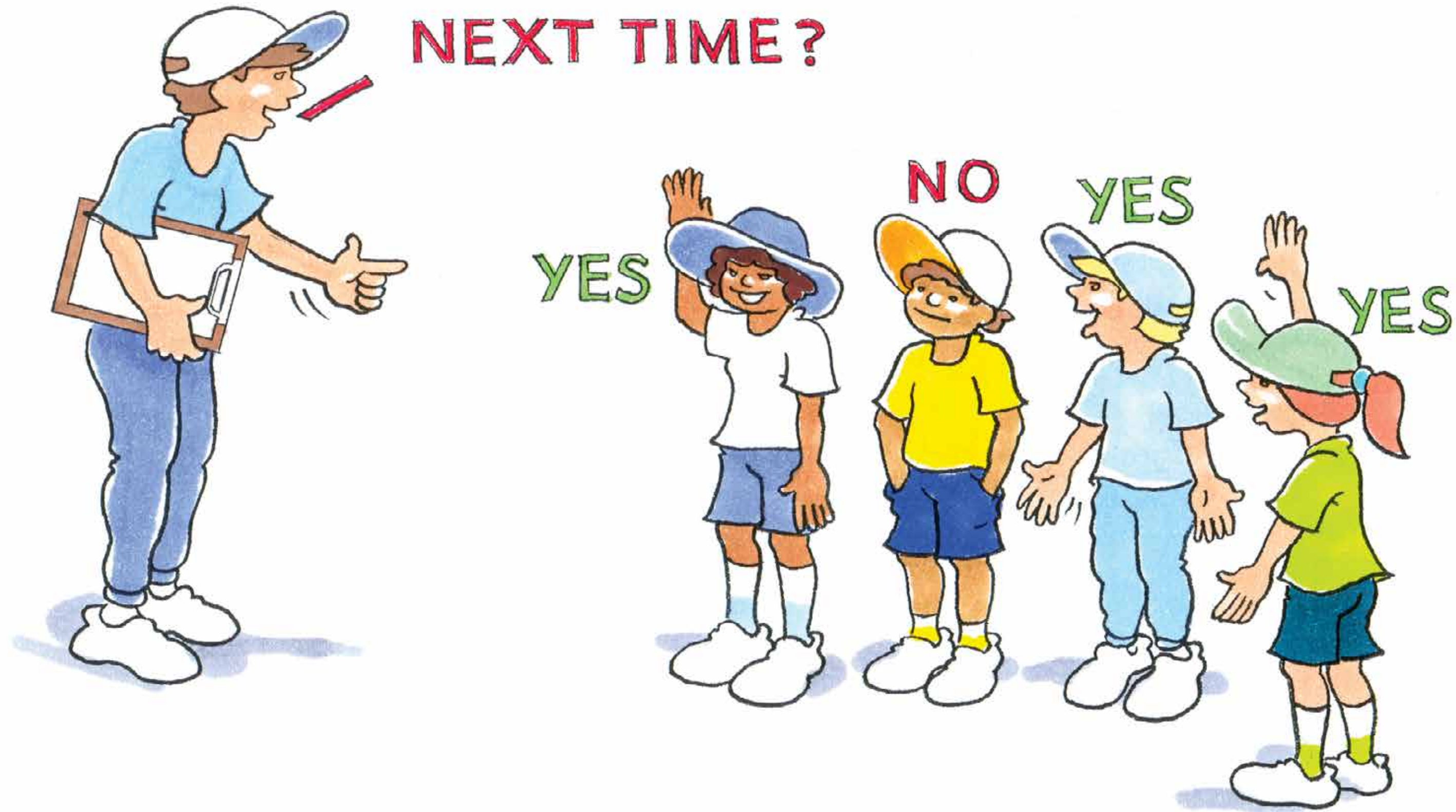
What did you like?

The coach asks players about the games to receive feedback.

LESSON 4

- FINISH UP
- 5 MINUTES

WHO WANTS TO
PLAY TODAY'S GAMES
NEXT TIME?



Playing for Life — Try Rugby Sevens

5

SKILL FOCUS

- A** Lineouts
- B** Team defence
- C** Try Rugby Sevens match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per player; 1 marker cone set (30); team bibs or sashes; 1 stopwatch or clock

ACTIVITIES

- Shark attack 10 minutes
- Lineout count 10 minutes
- Guard the castle 15 minutes
- Team waves 15 minutes
- Seated circle pass 5 minutes
- What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Shark attack

A shark attempts to tag fish who are carrying a football each. When fish are tagged, they must freeze on the spot and perform an action using their ball until the friendly whale releases them by a touch on the shoulder. Play with ten or more.

LESSON 5

- START OUT
- 10 MINUTES

SKILL FOCUS

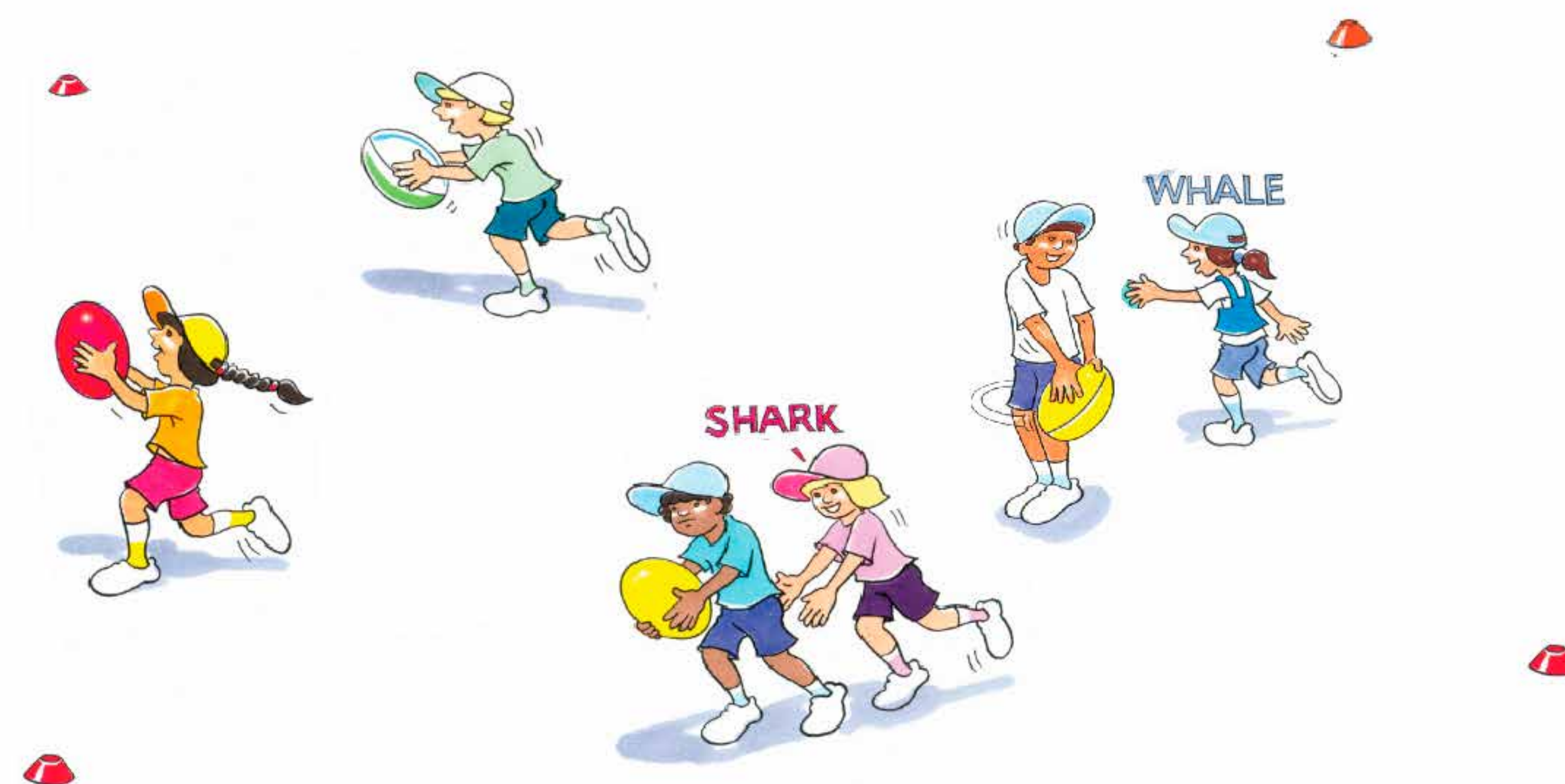
- Running with the ball
- Evasion

EQUIPMENT

- 1 football for each fish; field markers to define the playing area; team bib or sash to identify the shark and whale

What to do:

- Choose a shark and a friendly whale and identify them with a bib or sash.
- All fish have a ball and jog around the nominated area.
- The shark freezes players by performing a rugby tag with two hands.
- The whale unfreezes players by touching them on the shoulder.
- When frozen by the shark, the fish perform an action on the spot, for example circling the ball around the body, until they are unfrozen by the friendly whale.



Tip

- Ensure players are performing a slow jog or walk to avoid collisions.

Change it

- Ask players to suggest actions for the frozen fish to perform on the spot.
- Fish are in pairs with one ball per pair. The shark can only tag the fish carrying the ball. To avoid being tagged, the fish can pass the ball to their partner.

Lineout count

Players in teams take turns to throw, catch and receive a football in a modified lineout formation. Teams count how many lineout throws they can complete in 30 seconds. Play in teams of 4 to 6.

LESSON 5

- START OUT
- 10 MINUTES

SKILL FOCUS

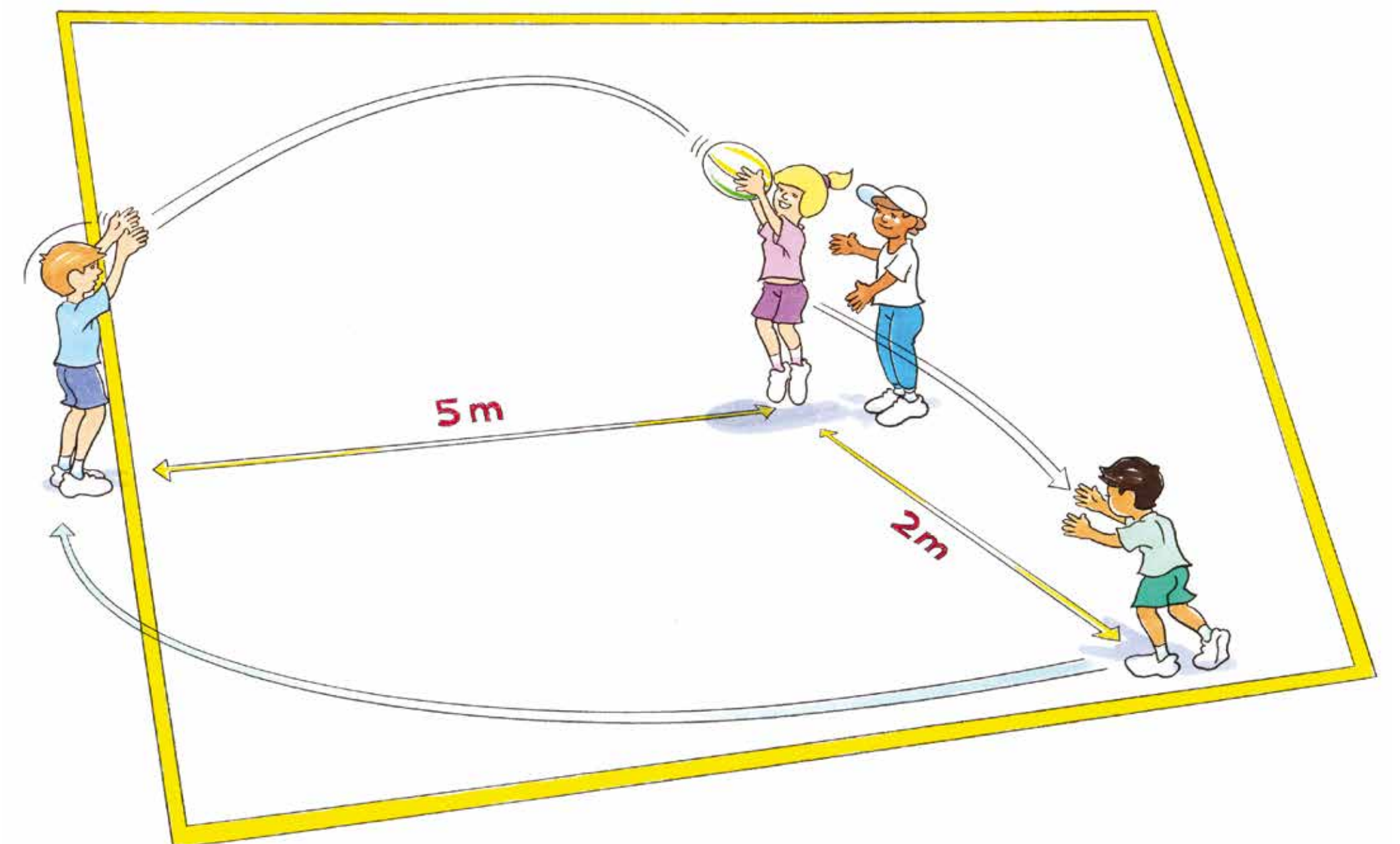
- Lineouts (modified)

EQUIPMENT

- 1 football per team; marker cones to define playing areas

What to do:

- Organise players into teams of four to six with a ball.
- One player starts as the thrower and has the ball.
- Two (or more) players are catchers and line up in single file facing the thrower.
- The last player, the receiver (scrum-half), stands two metres from the lineout and cannot move until they have possession of the ball.
- On 'Go!', the ball is thrown to the front catcher who immediately passes it to the receiver.
- The receiver runs with the ball to the thrower's position and all other players rotate.
- Teams score one point for each throw they perform (regardless of whether it is caught).
- When 'Time!' is called, teams add up their scores.
- Repeat the activity with teams attempting to beat their previous score.



Tips

- The catcher must have arms up overhead as a target for the thrower to aim at.
- The receiver is also called a scrum-half in Try Rugby Sevens.
- A lineout occurs when the ball has gone over the touch line.

Change it

- Bonus point = the catcher jumps and receives the ball successfully.
- Catchers can hand the ball to the receiver instead of passing it.
- Decrease the throwing distance for inexperienced players.

Guard the castle

Guards in a line move sideways as they try to protect the castle from invasion. Invaders attempt to slip through gaps in the guards' defence to leave as many footballs as they can inside the castle within two minutes. Play in groups of 10 to 12.

LESSON 5

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

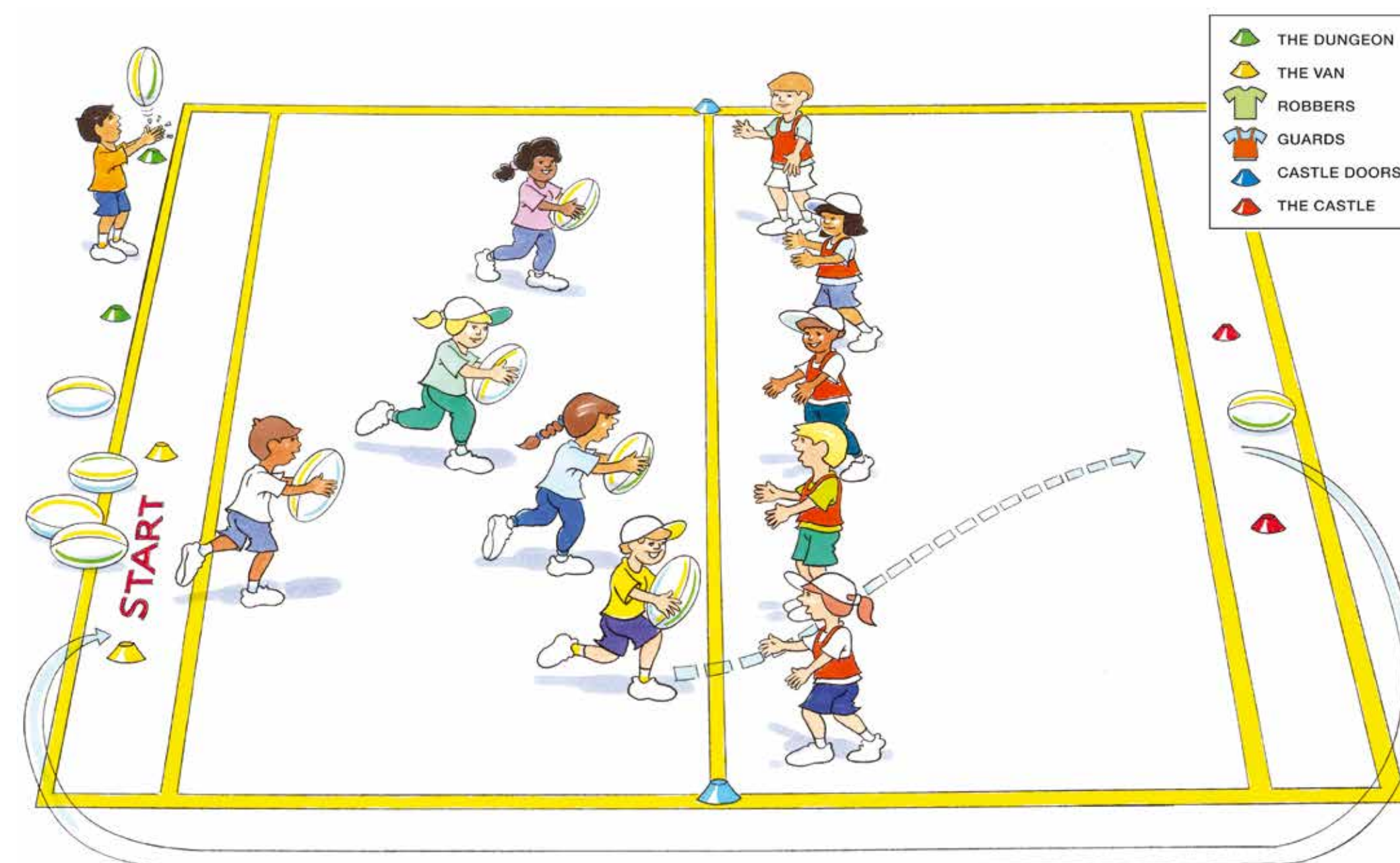
- Team defence and communication
- **Attacking:** creating and running through gaps in defence

EQUIPMENT

- 15 footballs; 8 marker cones (4 colours)

What to do:

- Organise players into even teams of invaders and castle guards.
- Instruct castle guards that they can only move sideways on their line.
- The invaders have two minutes to attempt to get past the castle guards and into the castle without being touched.
- Once in the castle, the invader places their ball on the ground then returns (outside of the playing field) to collect a new ball.
- The guards attempt to rugby tag the invaders to send them to the dungeon.
- To be released from the dungeon, invaders must throw their ball in the air, clap and catch it five times, then return to their starting position.
- When 'Time!' is called, the invaders add up how many balls they left in the castle.
- Once both teams have had a turn as invaders, the team with the highest score of balls in the castle wins.



Tip

- Castle guards must communicate with each other to ensure gaps in their line are covered, similar to a game situation.

Change it

- When a castle guard has tagged an invader, the guard must run through the castle doors before returning to their defence line. (This will create gaps in the guards' defence for the invaders to run through.)

Team waves

Attacking teams have 30 seconds each to advance a football down the field past the defending team and score a try. When their turn as attackers is completed, they become the new defending team. Play in teams of 4 to 7.

LESSON 5

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

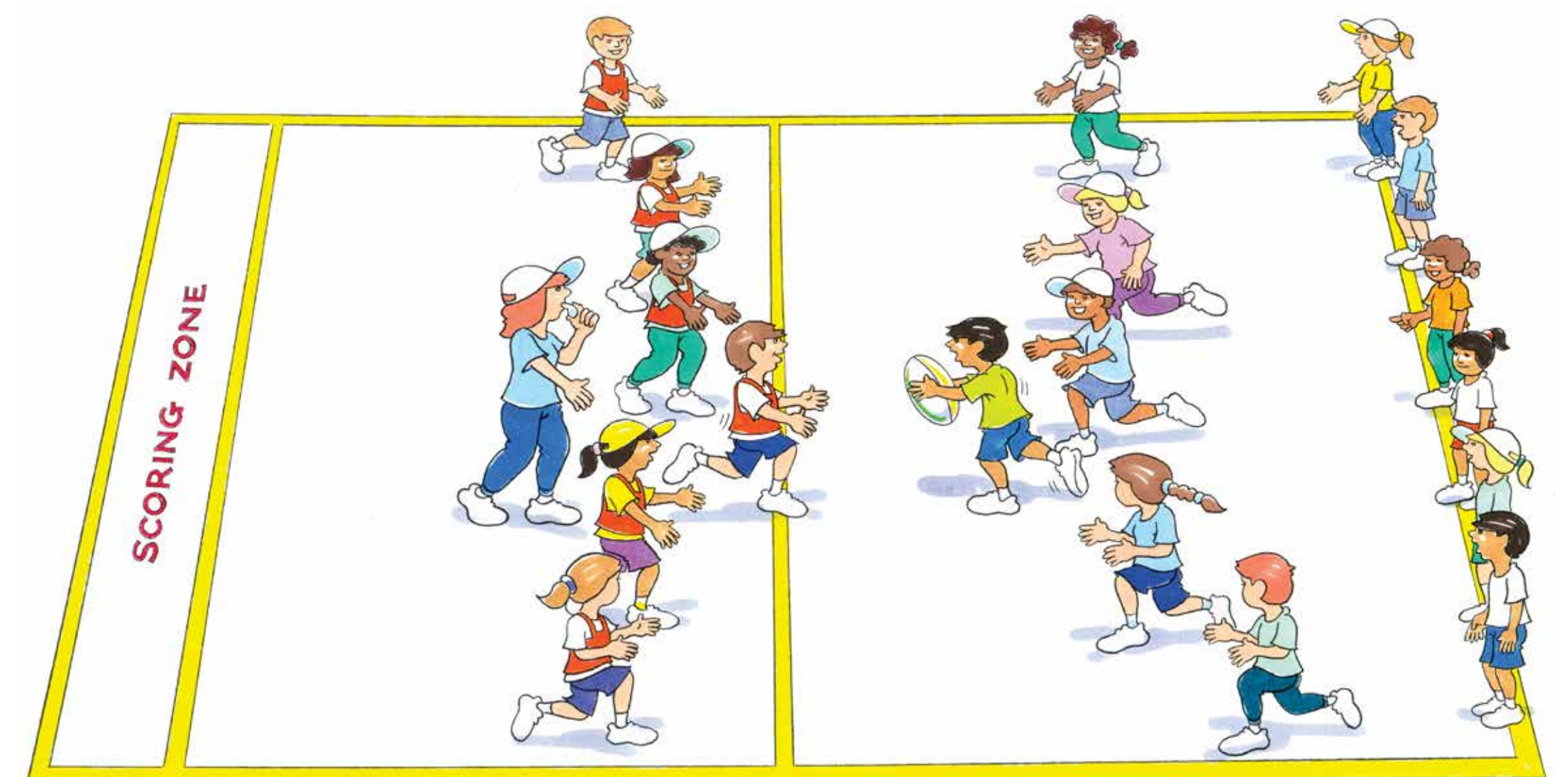
- Try Rugby Sevens match play

EQUIPMENT

- 1 football per team; marker cones to define the playing area; team bibs or sashes;
- 1 stopwatch or clock

What to do:

- One team starts as the defenders and spreads out across the half way line.
- All other teams are attackers and line up with a ball behind the end line.
- The first attacking team performs a tap re-start (or lineout throw) on the end line and maintains possession of the ball for 30 seconds.
- Call 'Tag, turn and pass!' when a defending player performs a rugby tag on the ball carrier or if the ball carrier makes an error.
- After 30 seconds, or if a try is scored, the attacking team rotates to become the defending team.
- One point = attacking team advances the ball to the try line in 30 seconds, but no try is scored.
- Five points = attacking team scores a try.



Tips

- Waiting teams practise passing the ball up and down their line.
- After three rounds, teams total their points to determine the winner.

Change it

- Ball carriers must be tagged twice by two different players before they turn and pass.
- Decrease the number of defenders to provide more opportunities for the attackers to score a try.

Seated circle pass

Players in teams sit and pass a football with their feet as many times as they can around the circle in 60 seconds. Play in teams of six or more.

LESSON 5

- FINISH UP
- 5 MINUTES

SKILL FOCUS

- Teamwork

EQUIPMENT

- 1 to 2 footballs per team

What to do:

- Groups, with a ball, form circles of six or more players.
- Players sit facing each other and on 'Go!' they pass the ball to the person next to them with their feet.
- Each pass counts as one point.
- When 'Time!' is called, teams add up their passes to determine the winners.



Tip

- Remind players to support themselves on the ground by placing their hands by their sides.

Change it

- Players can sit facing outwards and pass the ball with their feet.
- Introduce a second ball to try to catch up to the first ball.
- Players can stand facing inwards or outwards and pass the ball using their hands.

What did you learn?

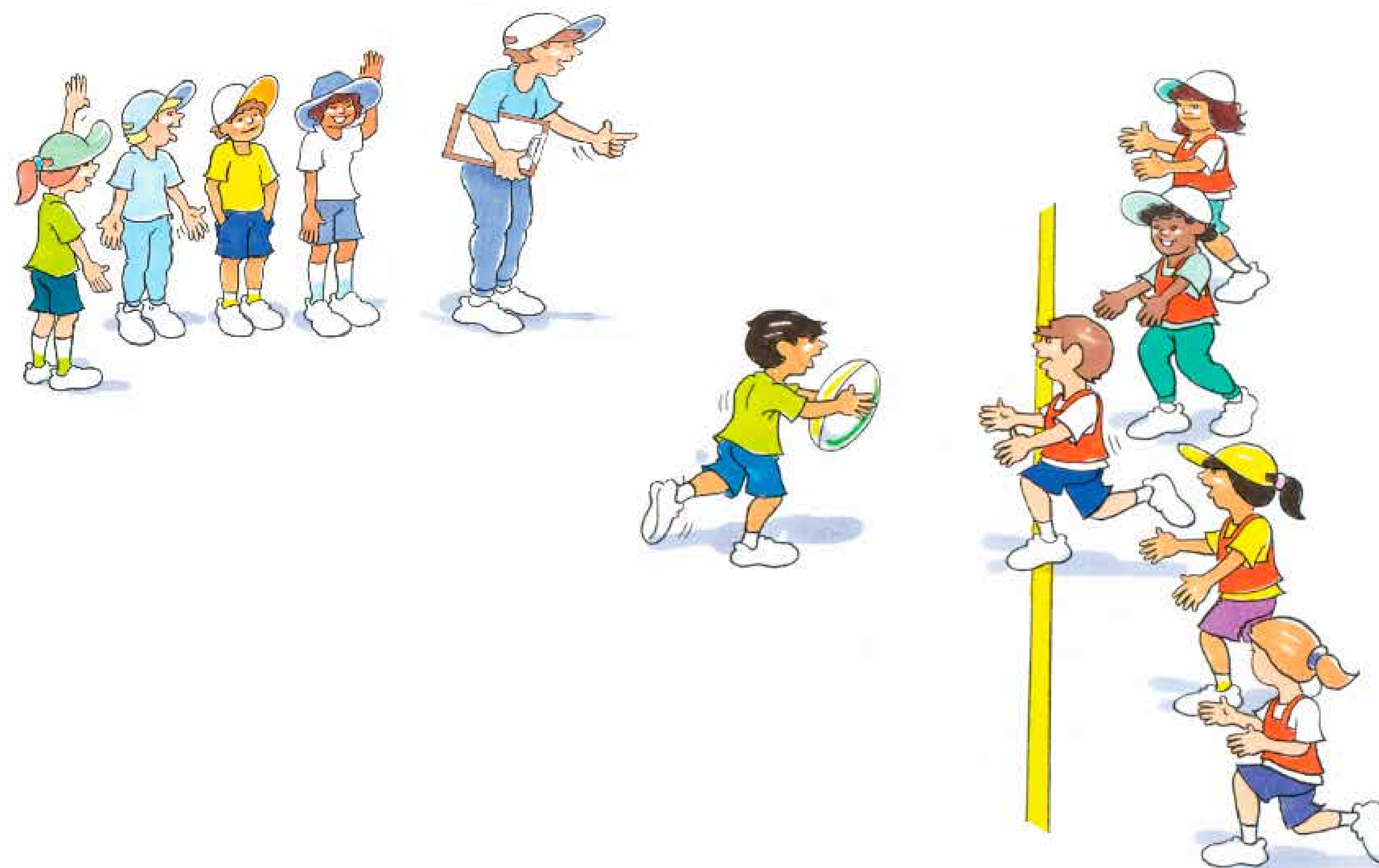
The coach selects role models to demonstrate good attacking and defending techniques. The coach can ask questions of the group about the demonstrations.

LESSON 5

- FINISH UP
- 5 MINUTES

Coach asks:

- When playing as an attacking team, what strategies did you use when attempting to score a try?
- In the game of Try Rugby Sevens, who can demonstrate how to score a try?
- What will the referee call out if the ball carrier is tagged incorrectly by a defender?
- How can you ensure no gaps are created when your team is defending?



Playing for Life — Try Rugby Sevens

6

SKILL FOCUS

- A** Passing and catching
- B** Try Rugby Sevens match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per player; 1 marker cone set (30); team bibs or sashes; 1 stopwatch or clock

ACTIVITIES

- Flip it! 10 minutes
- Form a team 5 minutes
- Flying V 15 minutes
- Buddy up 15 minutes
- Names 10 minutes
- What's ahead? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Flip it!

Players with a marker cone each are in two teams called Dishes and Domes. On a signal, players run around trying to flip over the other group's marker cones to match their own.

LESSON 6

- START OUT
- 10 MINUTES

SKILL FOCUS

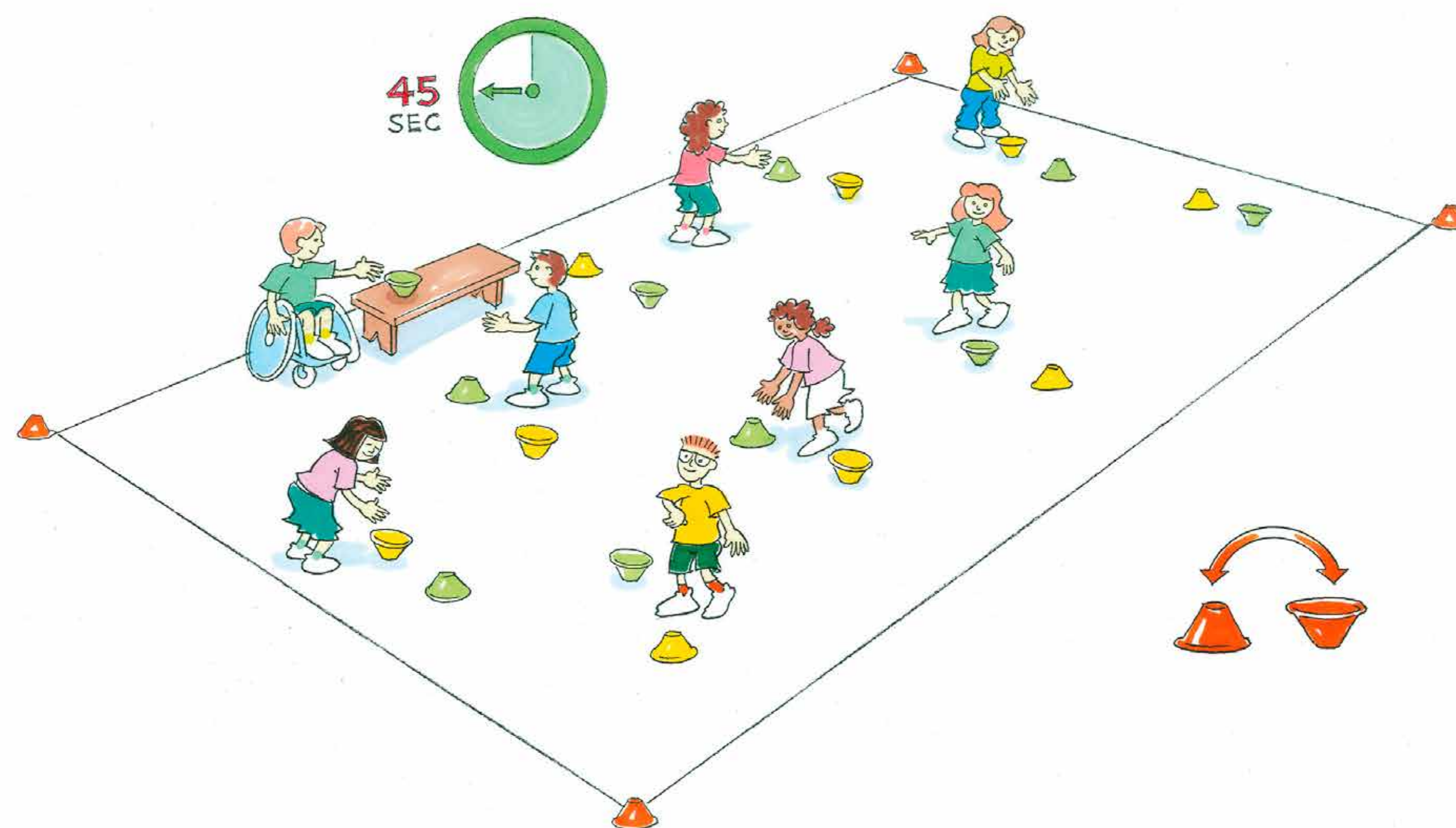
- Spatial awareness

EQUIPMENT

- 1 marker cone per player; 1 stopwatch or clock

What to do:

- Divide players into two teams – Dishes and Domes.
- All players have a marker cone.
- Instruct players to place their marker cone randomly in the playing area according to their team allocation.
- Dishes place their marker cones face up and Domes place their marker cones face down.
- On 'Go!', all players jog randomly around the playing area and flip marker cones over to match their team's shape.
- Call 'Time!', and count how many marker cones are either dishes or domes to determine the winning team.
- Play the best of three games.



Tip

- Observe and listen to the players during the first game. When completed, ask players for additional rules to ensure the next game is fair for everyone. Prompt players for rules such as:
 - players are not to carry the marker during play
 - players must move on once they have flipped over a marker cone.

Change it

- Increase or decrease the size of the playing area.
- Change the locomotion to walking or skipping.

Form a team

Players move around in random directions passing and catching footballs and avoiding body contact with others. The coach calls a number and players form groups of that size. Play in groups of 15 or more.

LESSON 6

- START OUT
- 5 MINUTES

SKILL FOCUS

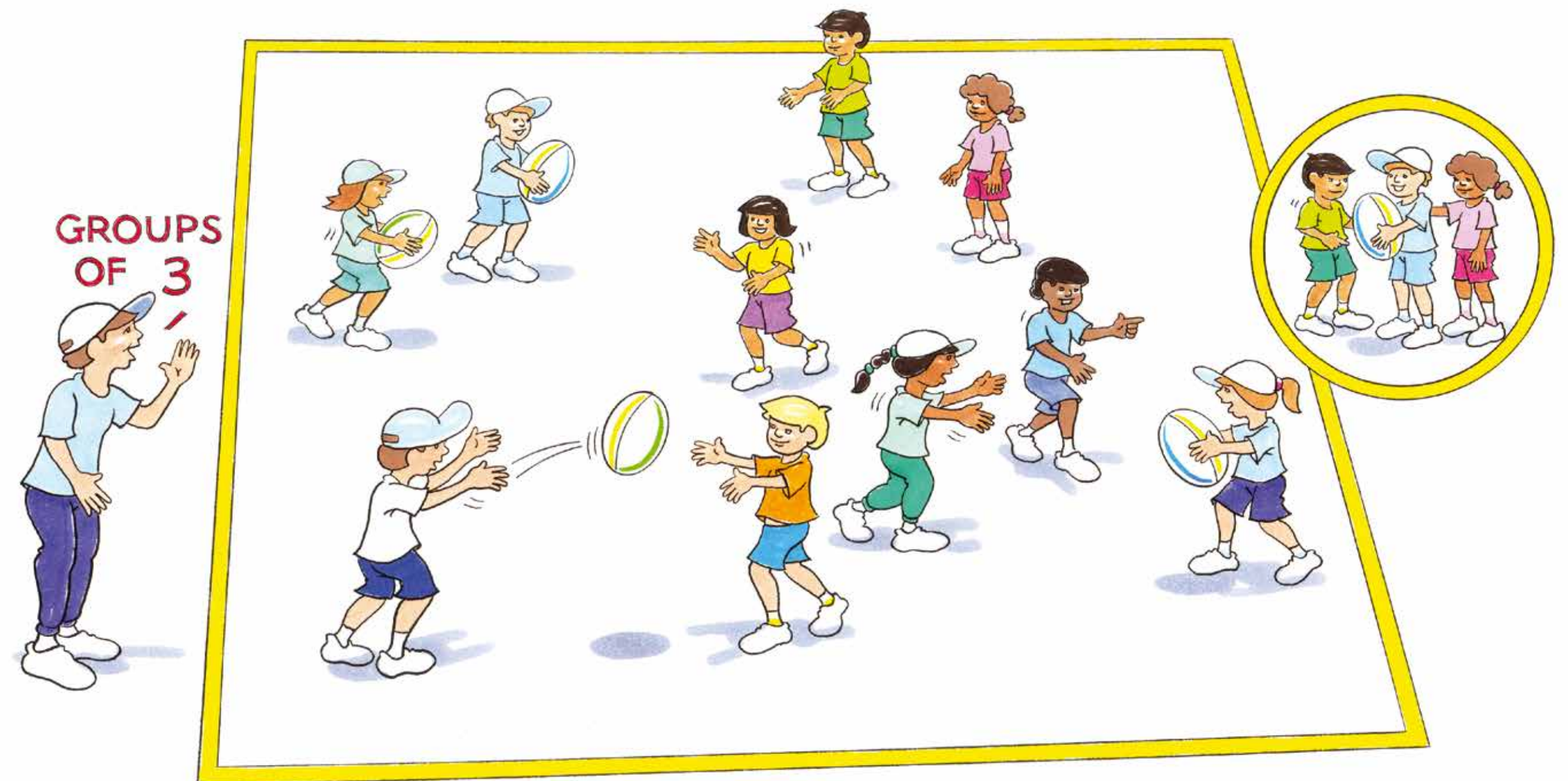
- Evasion
- Passing and catching

EQUIPMENT

- 4 footballs per group of 15 players; 4 marker cones

What to do:

- Four players start with a ball and all players are dispersed in a large area.
- Players begin moving randomly around the area while walking or jogging and softly passing the ball to each other.
- Vary group sizes and finish with the number required for the next activity. For example, start by calling 'Twos!', then 'Fours!', and finally the group size required.



Tips

- Look for role models who 'pop' the ball softly into the air at shoulder height for a player nearby to catch.
- Start out with players walking randomly and passing. Increase speed to a jog only if players are evading others safely.

Change it

- Play without the balls.
- Players hand the ball to each other instead of passing.
- Change players in teams to match abilities.

Flying V

Two teams in a V formation race to pass a football diagonally backwards down their line. The last player in each team runs to score a try. Teams repeat passing the ball to score as many tries as they can in 60 seconds. Play in teams of 5 to 7.

LESSON 6

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

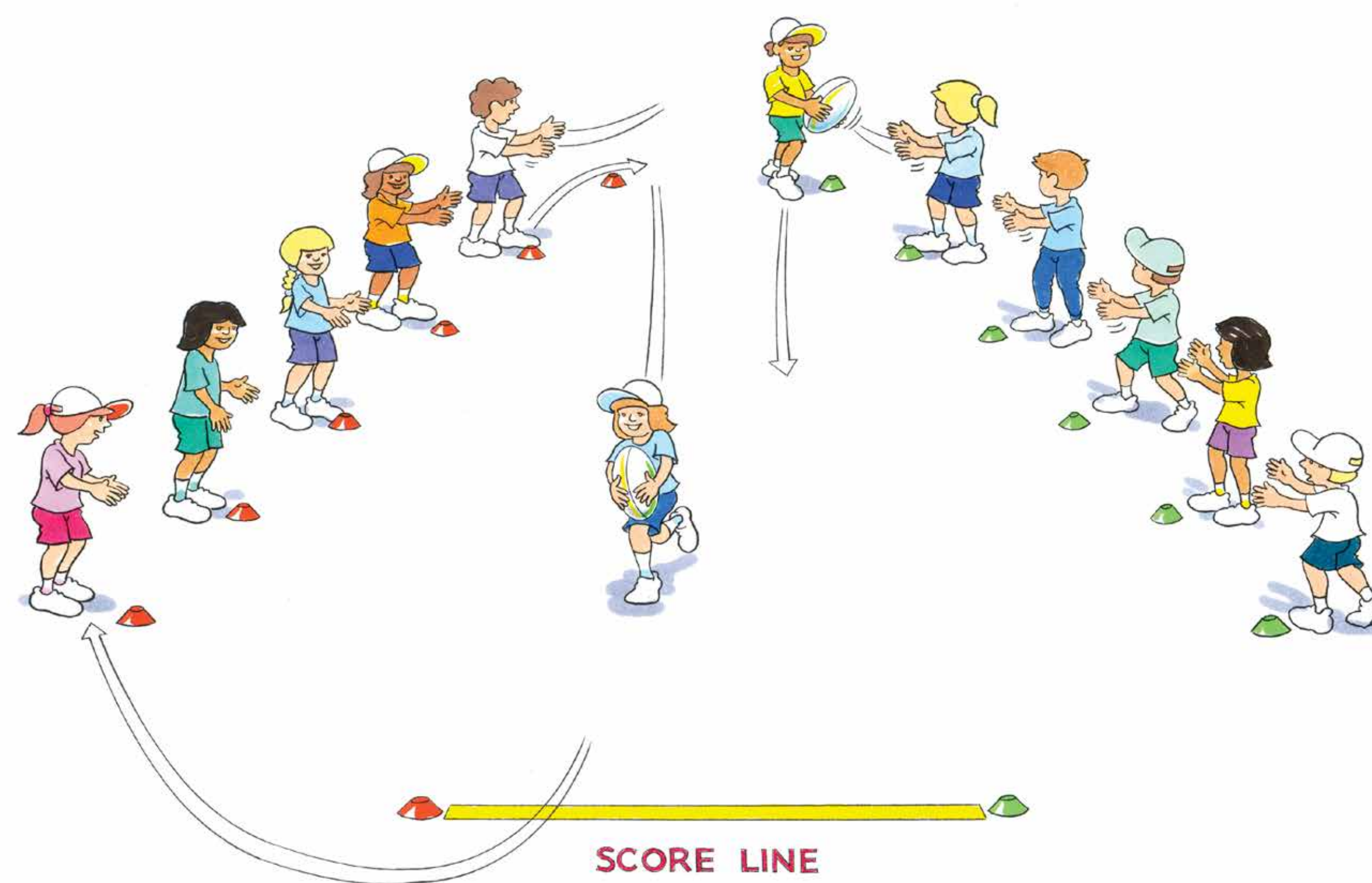
- Passing and catching (static)
- Scoring a try

EQUIPMENT

- 1 football per team; 6 marker cones per team; 2 markers to form a try line

What to do:

- Organise players into teams lined up diagonally to form a V as shown.
- The top player for each team starts with the ball.
- On 'Go!', teams pass the ball down the line to the last player who runs forward to score a try.
- After scoring a try, the player with the ball runs to the top position and all other players in the team move down to the next marker cone.
- Repeat passing and scoring tries until 'Time!' is called.
- Teams total their scores to determine the winner.



Tips

- Ask for one or two volunteers from each team to keep score of their team's tries.
- Remind players to hold both hands up in front of the chest with fingers spread when preparing to catch a pass.

Change it

- Teams swap sides in the V formation and attempt to beat their own team's previous score.
- Teams start at one end of a long playing field and pass the ball backwards to team-mates while jogging forwards.

Buddy up

Teams play a modified game of Try Rugby Sevens. Opponents are paired up and can only tag when their opponent has the ball. Play in teams of 4 to 7.

LESSON 6

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

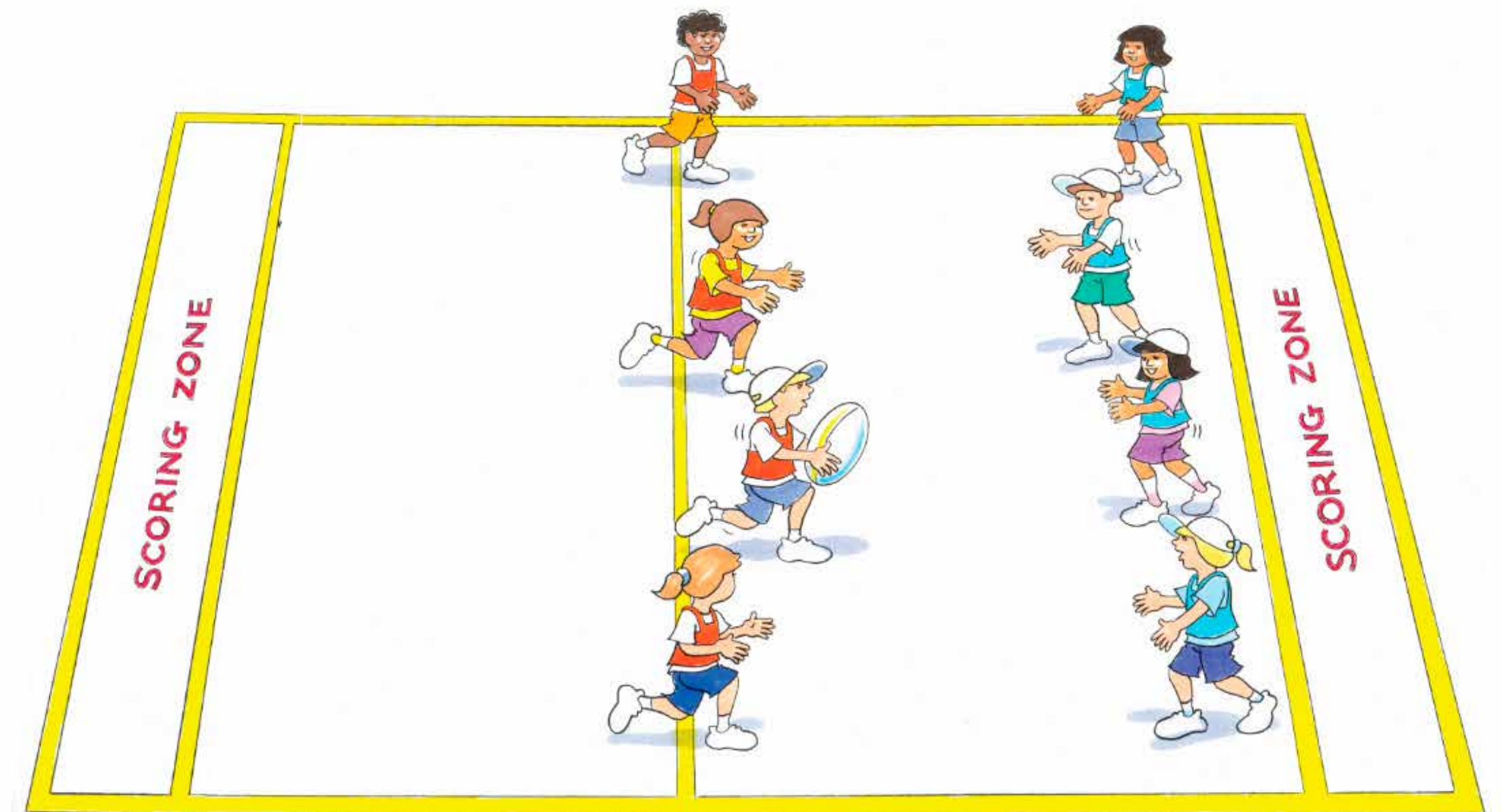
- Try Rugby Sevens match play

EQUIPMENT

- 1 football per game; marker cones to define the playing area; team bibs or sashes

What to do:

- Organise players into teams with each player paired with an opponent (of similar ability) to defend.
- Play starts and re-starts from the half way line with a tap re-start.
- The defending team must be at least five metres back from the half way line.
- The ball carrier can only be tagged by their partner on the opposite team.
- The ball carrier must stop, turn and pass to a team-mate when tagged.
- An uncontested lineout will occur when the ball rolls over a touch line with the team that throws it back in always winning possession.
- The attacking team will lose possession if a pass is ruled forward, a player knocks on or a try is scored.
- Other Playing for Life – Try Rugby Sevens rules can be applied as needed.



Tips

- Players' t-shirts and jerseys must be tucked in.
- Once tagged, the ball carrier must stop as quickly as possible, turn and pass to a team-mate. They are not required to return to the mark where they were tagged, but they are not allowed to deliberately run forward to gain ground.

Change it

- The ball carrier must be tagged twice by two different players before they stop, turn and pass the ball.

Names

Players in a circle pass a football to one another. An interceptor inside the circle tries to intercept the ball. Play in groups of 6 to 10.

LESSON 6

- FINISH UP
- 10 MINUTES

SKILL FOCUS

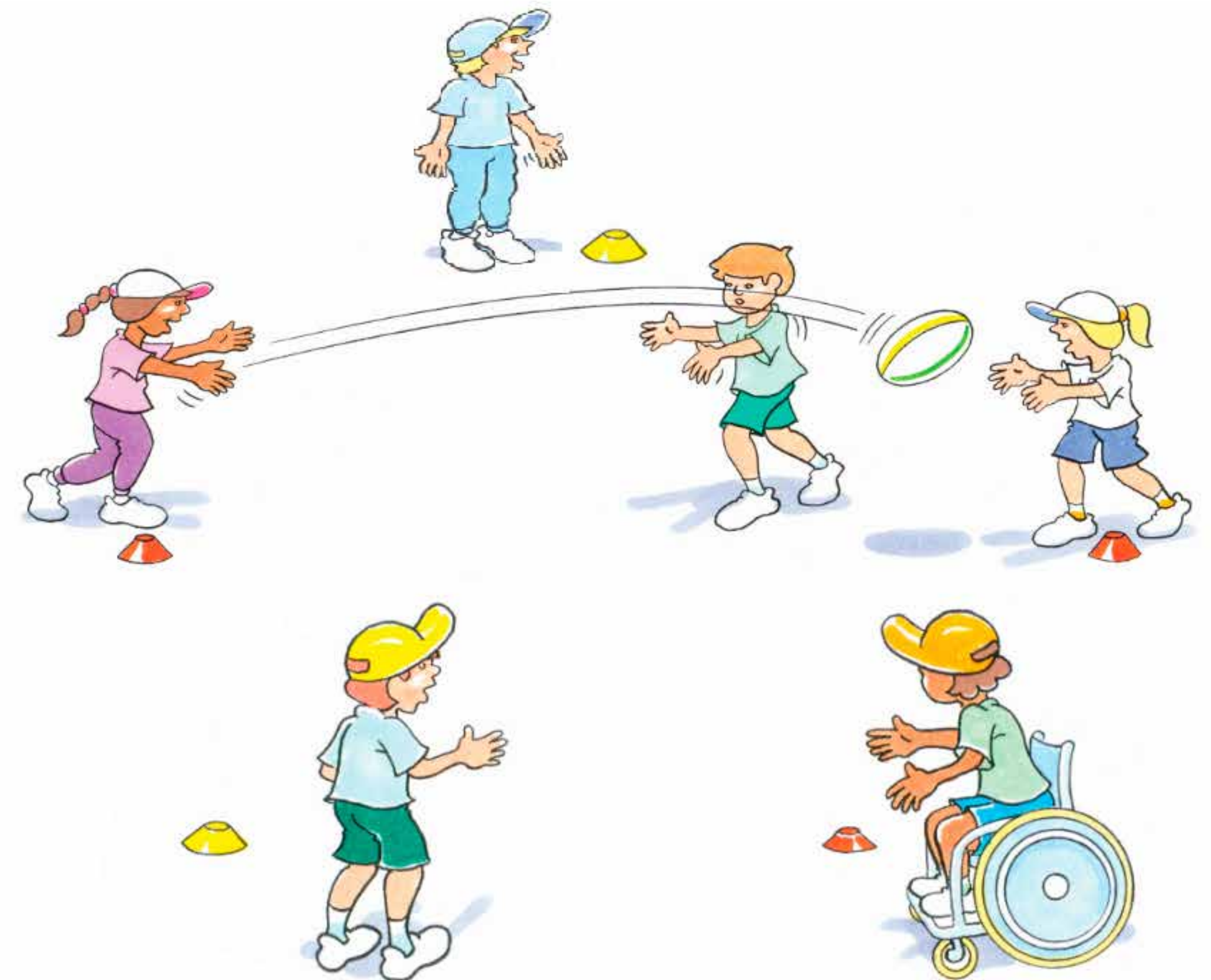
- Communication
- Passing and catching

EQUIPMENT

- 1 football per game; 6 to 10 marker cones to define a circle (optional)

What to do:

- Form circles with one ball per group.
- One player starts as the interceptor in the middle.
- On 'Go!', the player with the ball calls out another player's name (the receiver) and passes the ball to that player.
- If the ball is intercepted, the player who touched the ball last changes place with the interceptor.



Tip

- Before the ball is passed everyone takes a turn to call out their own name. (Hint: start with the person holding the ball and finish with the interceptor.)

Change it

- Only rotate interceptors on the coach's call, 'New interceptor!' This can be the person caught holding the ball. If it is someone who has been an interceptor then they can choose someone who hasn't had a turn.
- Play with no interceptor.

What's ahead?

After discussing preparations with supervising staff, the coach provides a brief explanation about the lesson to come.

LESSON 6

- FINISH UP
- 5 MINUTES

Coach asks:

- Next week is our last lesson and we are going to play a Try Rugby Sevens round robin. Who wants to invite someone to come along and watch the games?

OR

- Next week is our last lesson and we have visitors coming from the local junior rugby union club. Who wants to know how to join and play?

OR

- Next week we are going to the local rugby union club grounds to have some fun. Has everybody got a note to get signed so they have permission to attend?



Playing for Life — Try Rugby Sevens

7

SKILL FOCUS

- A** Running with the ball
- B** Try Rugby Sevens match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 60 metres by 35 metres

EQUIPMENT

1 football per pair; 1 marker cone set (30); team bibs or sashes; 1 stopwatch or clock

ACTIVITIES

- | | |
|-------------------------|------------|
| • Rock, paper, scissors | 5 minutes |
| • Boundary pass | 5 minutes |
| • Round the bend | 15 minutes |
| • 7 v 7 round robin | 25 minutes |
| • Where to from here? | 10 minutes |



[RETURN TO LESSON OVERVIEW](#)

Rock, paper, scissors

Players move randomly around a playing area. When the coach calls out 'Rock, paper, scissors!' players run to face the nearest person and perform the actions to see who wins. Play in groups of ten or more.

LESSON 7

- START OUT
- 5 MINUTES

SKILL FOCUS

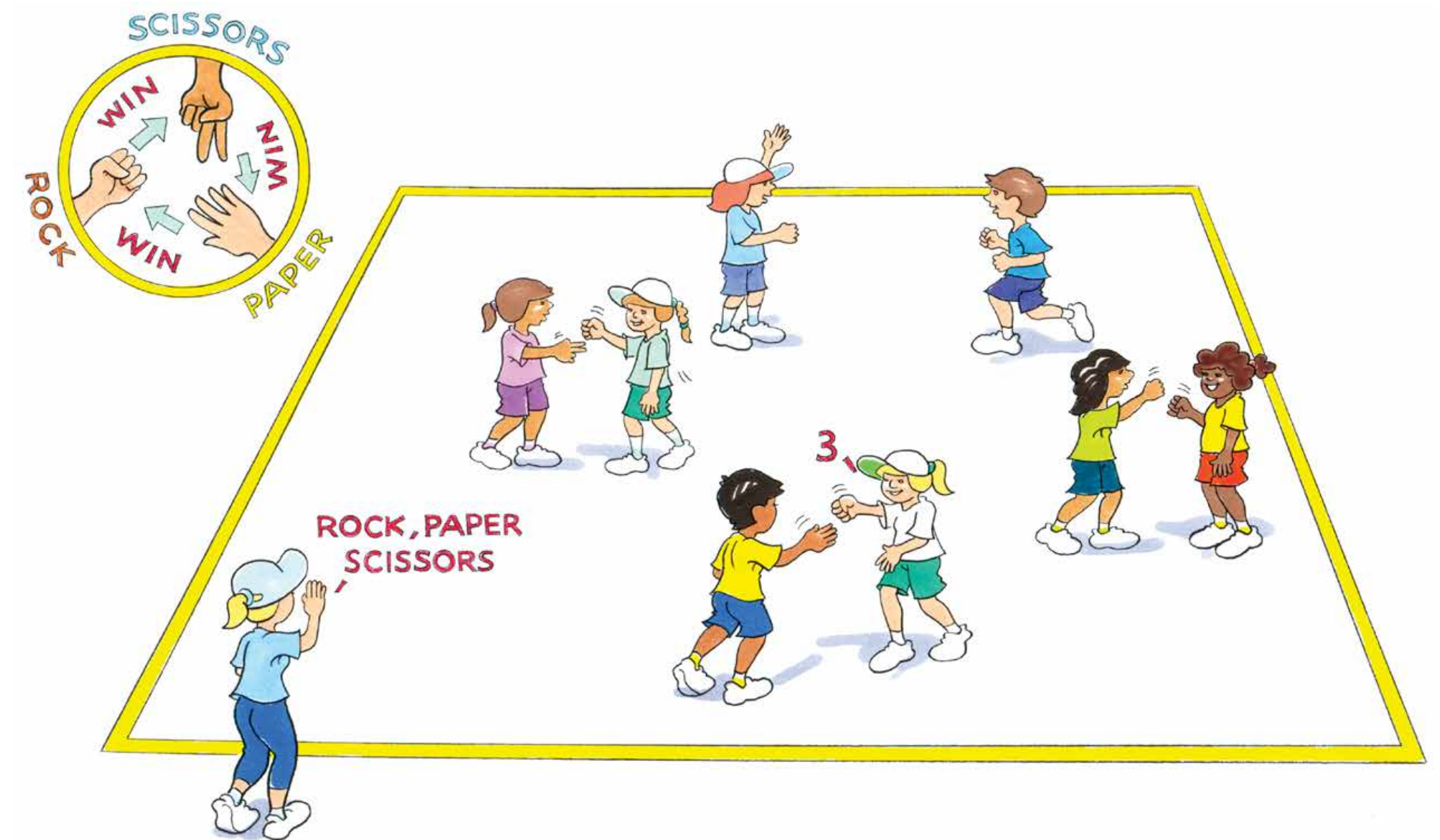
- Space and player awareness

EQUIPMENT

- 4 marker cones to define the playing area

What to do:

- Ask all players to hold up a hand and practise the three hand actions of rock, paper and scissors, and explain how points are won.
- Players begin jogging randomly in a large playing area.
- Call 'Rock, paper, scissors!' Players run to the nearest person and perform the actions to win the best of three games.
- Call 'Play on!' The player in each pair who won the best of three games scores a point and all players continue to move randomly in the playing area.
- When 'Time!' is called, players add up their total to determine the winner (no total score is also an option).



Tips

- Rock, paper, scissors can replace a coin toss to decide which team starts the game as attackers and which direction the team will choose to run.
- Use rock, paper, scissors to create pairs for other activities.

Change it

- Change the method of locomotion after each call of 'Play on!'
- Players can carry a football in two hands as they move randomly and place it on the ground between their feet to play rock, paper, scissors.

Boundary pass

In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different touch line.

LESSON 7

- START OUT
- 5 MINUTES

SKILL FOCUS

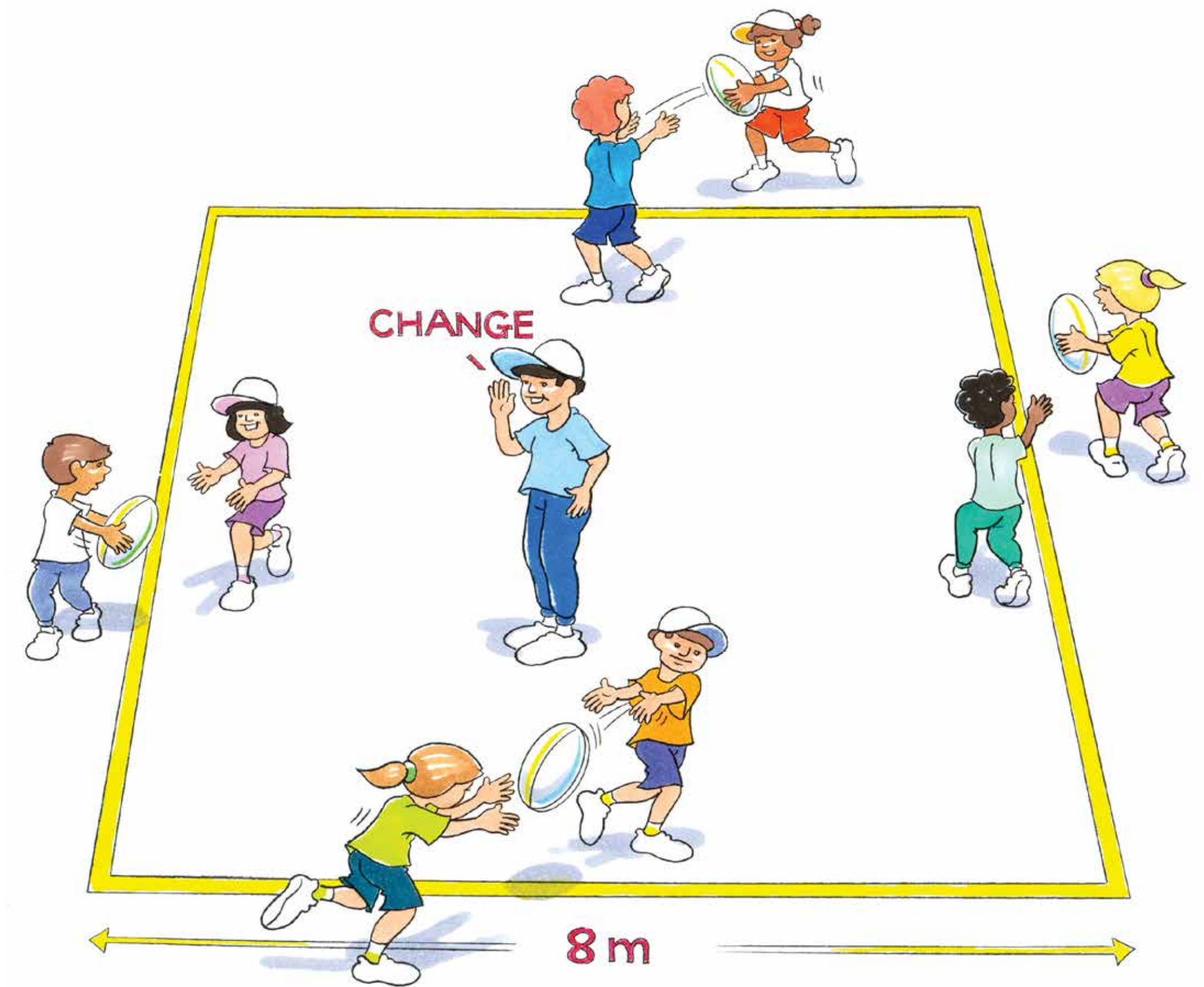
- Passing on the run

EQUIPMENT

- 1 football per pair; marker cones to define touch lines

What to do:

- Pairs, with a ball, are dispersed over the four touch lines 8 metres by 8 metres.
- On your signal, all pairs jog in the same direction and pass their ball.
- Passes can only be made across a touch line.
- Each pass has to be over a different touch line.
- Encourage players to pass backwards to their partner.
- Pairs count how many passes they made in 60 seconds.
- Pairs repeat in the opposite direction and attempt to beat their previous score.



Tip

- Look for role models to demonstrate how to pass the ball backwards and then slow down to allow their partner with the ball to run ahead to ensure the next pass is also backwards.

Change it

- All passes must be backwards to count as a point.
- Allow two or more passes across each touch line.
- Call 'Change!' Players must turn and run the other way.

Round the bend

Players carrying a football each attempt to score points by running over the try line without being tagged. Play in groups of 12 or more.

LESSON 7

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

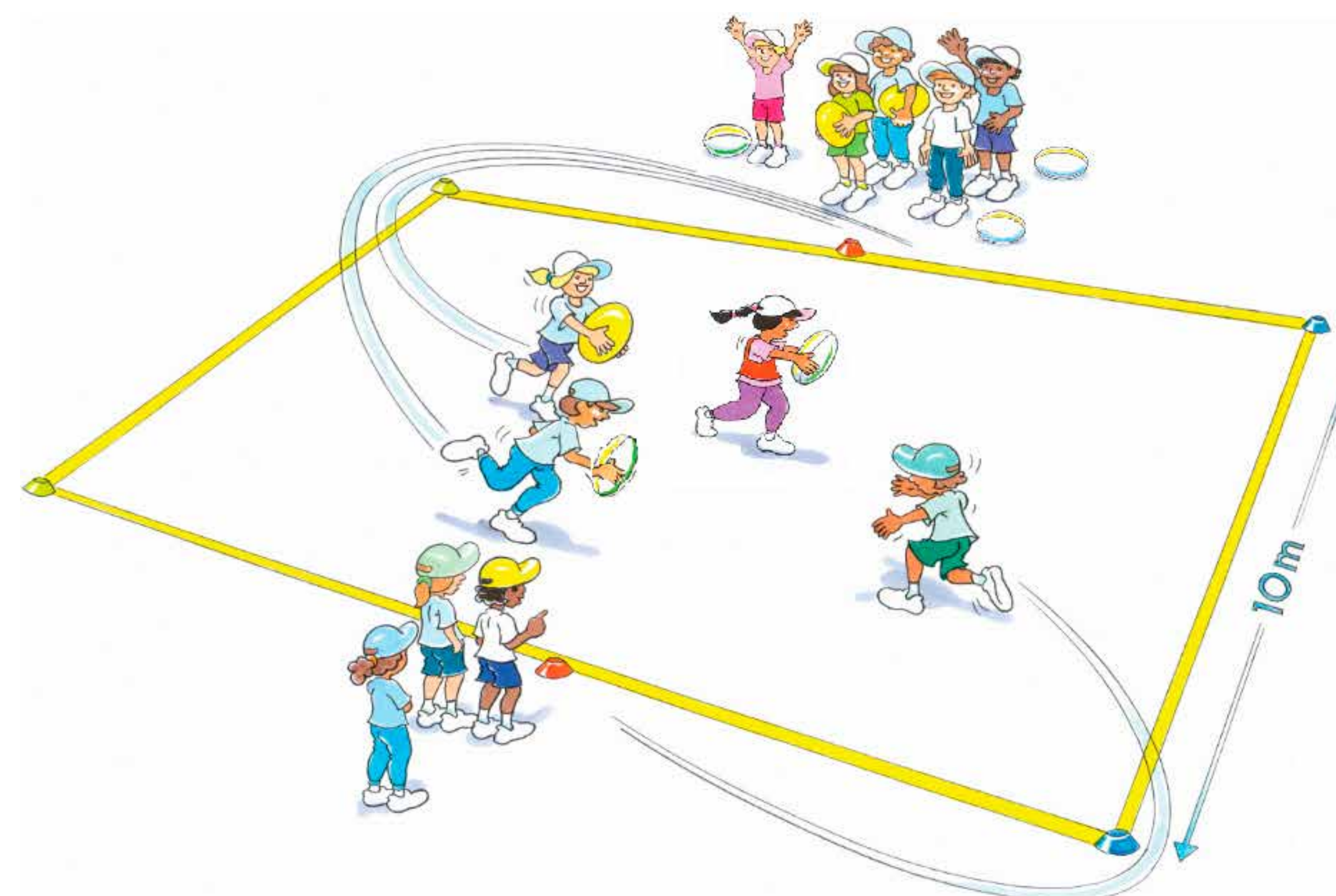
- Running with the ball
- Evasion
- Tag defence
- Scoring a try

EQUIPMENT

- 9 footballs; marker cones to define the playing area

What to do:

- On your signal, three ball carriers and one defender enter from opposite ends of the playing area.
- The defender aims to perform a rugby tag on one or more of the ball carriers while the ball carriers try to score a try.
- Five points = score a try by grounding the ball on or over the try line.
- One point = carry the ball over the try line.
- Change defending and attacking players regularly.



Tips

- A player must be on their feet when scoring a try. Diving is not permitted.
- Playing 3 v 1 ensures the ball carriers will have a high rate of success in scoring points.

Change it

- Play with three ball carriers and two defenders.
- Play 3 v 1 where only one attacking player has the ball and must turn and pass it to a team-mate when tagged with two hands by a defender.

7 v 7 round robin

Teams play a minimal contact game of Try Rugby Sevens. There are no set positions, no kicks in general play and no offside. After seven minutes, teams rotate to play a new team. Play in teams of seven.

LESSON 7

- GET INTO IT
- 25 MINUTES

SKILL FOCUS

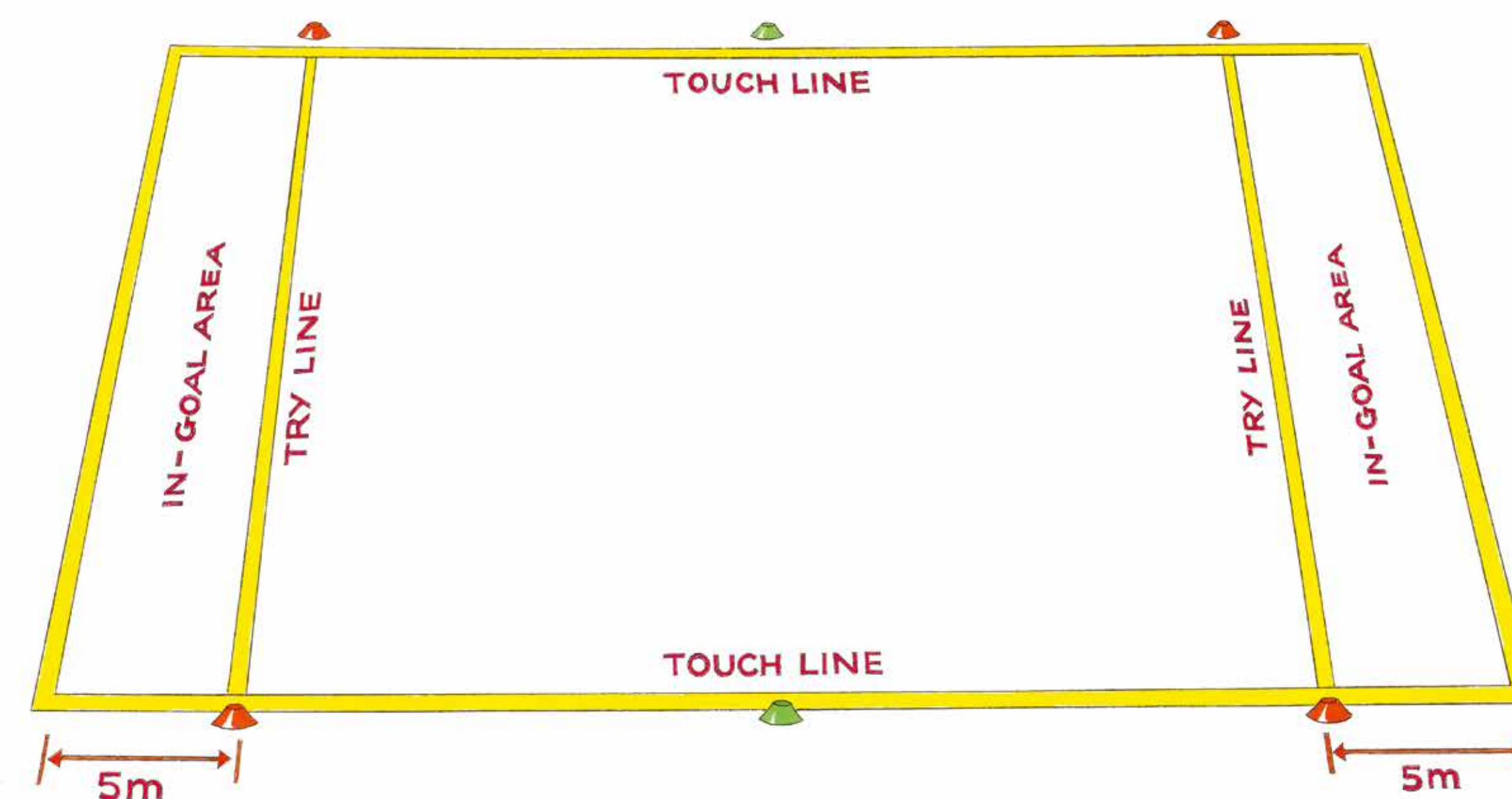
- Try Rugby Sevens match play

EQUIPMENT

- 1 football per game; 1 stopwatch or clock; marker cones to define the playing area; team bibs or sashes

What to do:

- Organise players into teams of seven players (interchange players are optional).
- Play starts from the half way line with a kick-off and the defending team at least five metres back from the half way line.
- The ball carrier must stop, turn and pass to a team-mate when correctly tagged with two hands on the shorts.
- Play re-starts with a tap kick after tries are scored or penalties awarded.
- When the ball rolls over a touch line, an uncontested lineout will occur.
- Other Playing for Life – Try Rugby Sevens rules can be applied as needed.
- Teams rotate and start a new game after seven minutes of play.



Tips

- Players' t-shirts and jerseys must be tucked in.
- Encourage teams to discuss strategies during drink breaks and between games.
- The coach can instruct to begin with a tap re-start instead of a kick-off.

Change it

- Ball carriers must be tagged twice by two different players before they stop, turn and pass the ball.
- Use different team sizes, for example 5 v 7, to equalise the effects of different player abilities.

Where to from here?

The coach provides a review of the Try Rugby Sevens lessons and invites any visiting representatives or the participants themselves to discuss benefits of joining a junior rugby union club or joining a school rugby team.

LESSON 7

- FINISH UP
- 10 MINUTES

Coach asks:

- What was your favourite Try Rugby Sevens activity we have played after school?
- Who would like to try out for the school Try Rugby team?
- Who knows where the nearest junior rugby union football club is?



Tip

- The coach or staff members may wish to hand out participation certificates and junior rugby union football information for players to take home.



Australian Government
Australian Sports Commission

Behaviour Management

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour

Inappropriate behaviour and/or a lack of interest and attention may be caused by:

- insufficient equipment for group size
- limited supervision and lack of interest shown by the coach
- activities which are slow to start, due to too much talking by the coach
- activities that run for too long
- children waiting in long lines for their turn
- activities that are boring and not challenging enough
- unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour

- Create a team atmosphere: be positive and encouraging and give feedback.
- Ensure children have a clear understanding of rules, routines and appropriate behaviour. Manage inappropriate behaviour as soon as it occurs.

- Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- Learn about any children with physical, behavioural, emotional or social problems.
- Look for good behaviour and reward through praise and privileges.
- Provide fun and variety, and high levels of activity.
- Challenge more experienced children and make discrete allowances for those less skilled.
- Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- Remember to use the CHANGE IT principle.
- Plan activities that follow on from each other, thus reducing waiting time.



How to manage misbehaviour

The following table provides a suggested routine for dealing with misbehaviour. Ensure you are consistent and patient in following the suggestions as some misbehaviour may need time to correct.

<p>Misbehaviour presents</p>	<p>Quietly correct</p> <p>Depending on the severity of the misbehaviour, it may be appropriate to address the behaviour in front of the group, to demonstrate the standards expected.</p>	<ul style="list-style-type: none"> • Do so without delay. • Non-verbal cues may be appropriate. • Join in and partner with the misbehaving child without comment. • Divert the child's attention. • Ask a skill-related question, such as: 'How is that serve coming along?' • Remind the child discretely of group rules and appropriate behaviour. • Address the behaviour of the child, not their character.
<p>Misbehaviour still an issue</p>	<p>The coach's next step...</p>	<ul style="list-style-type: none"> • Relate the problem back to team rules. • Explain how their behaviour is impacting others. • Ask the child: 'What are you doing?' and: 'Is this against the rules?'. Follow on with: 'What should you be doing?'
<p>Misbehaviour continues</p>	<p>Explain the consequences</p>	<ul style="list-style-type: none"> • Be polite, calm, brief and specific. • Do not use punishment, blame, shame, sarcasm or cause pain. • Do not ignore the child. • Forgive and forget. • Remove the child from the activity; use a time-out away from other children but close enough to supervise. • Provide an opportunity for the child to rejoin the group, if they agree to abide by the rules.
<p>Referral</p>		<ul style="list-style-type: none"> • If the problem is not rectified, refer the matter to an appropriate person.



Over Competitiveness

A desire to win at all costs may promote negative behaviours and discourage the cooperation and participation of others.

Identifying behaviours

Children may:

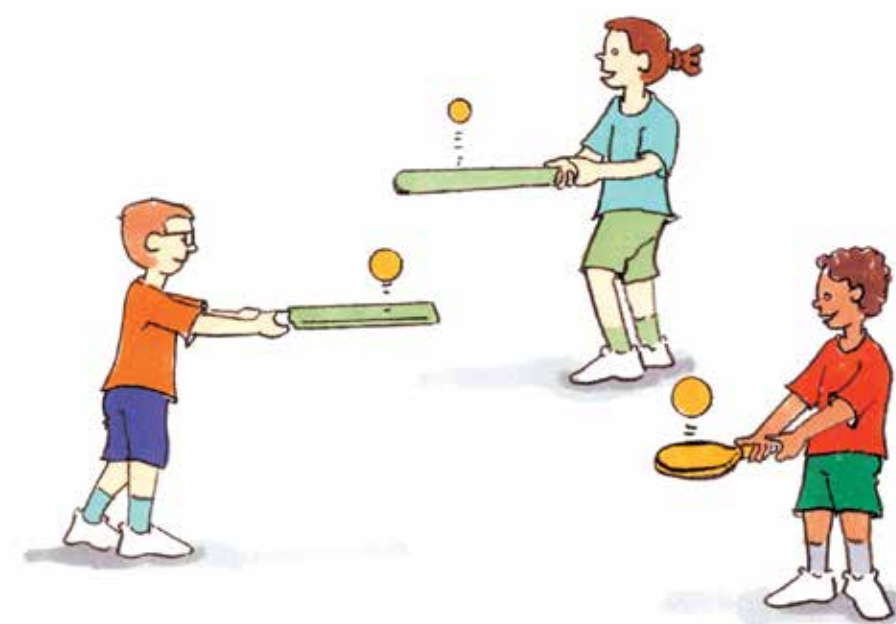
- Not cooperate during group activities
- Break rules to win the game
- Criticise other children and their abilities
- Disrespectfully celebrate a win

What you can do

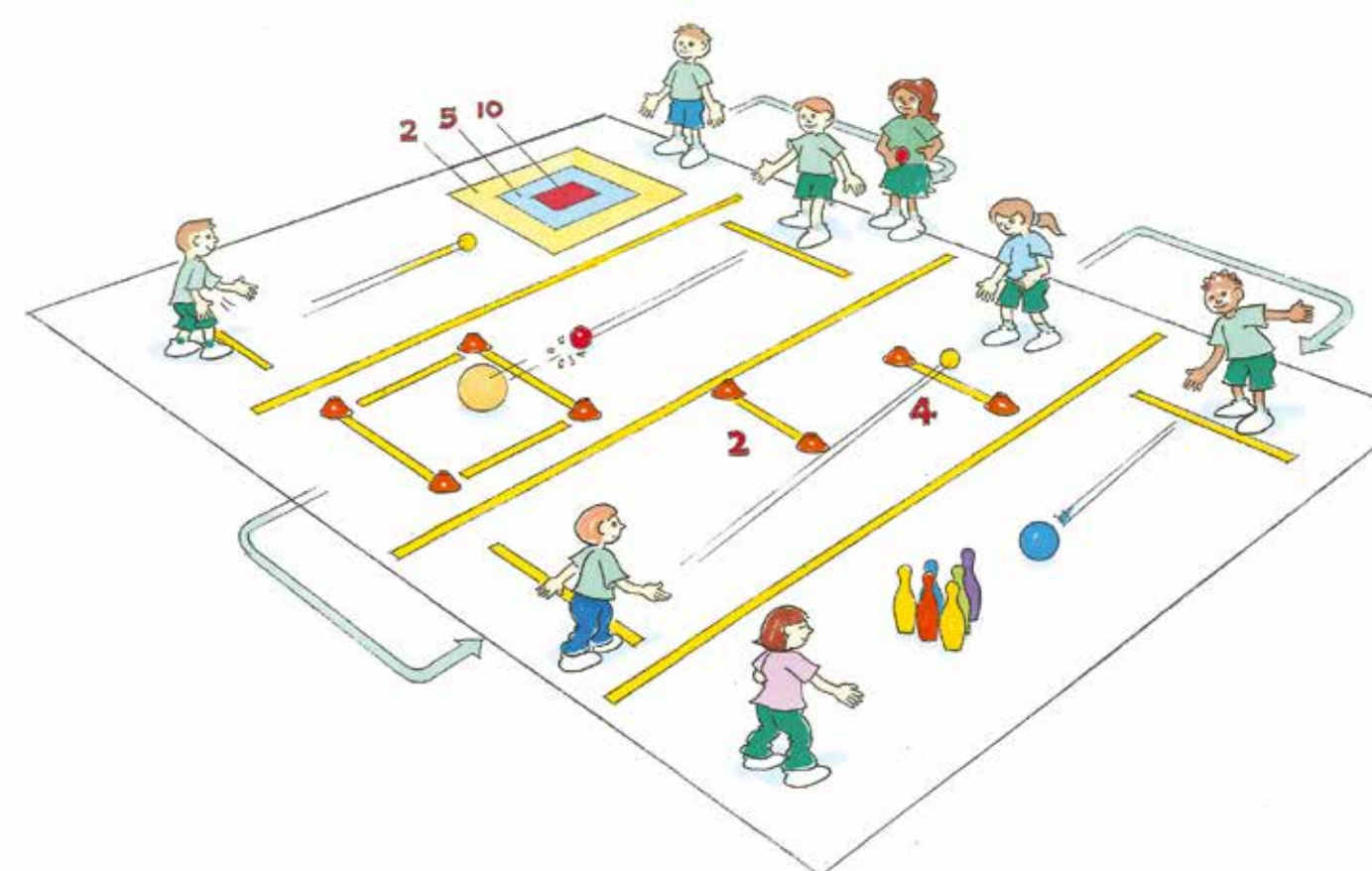
Simple changes to activities may help to address over competitive behaviours. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- Highlight examples of cooperative play and good sportsmanship. Issue bonus points to reward desirable behaviour.

- Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.



- Use activities in which personal bests can be achieved.
- Use small group activities, or circuits, to narrow children's attention to their own performance.



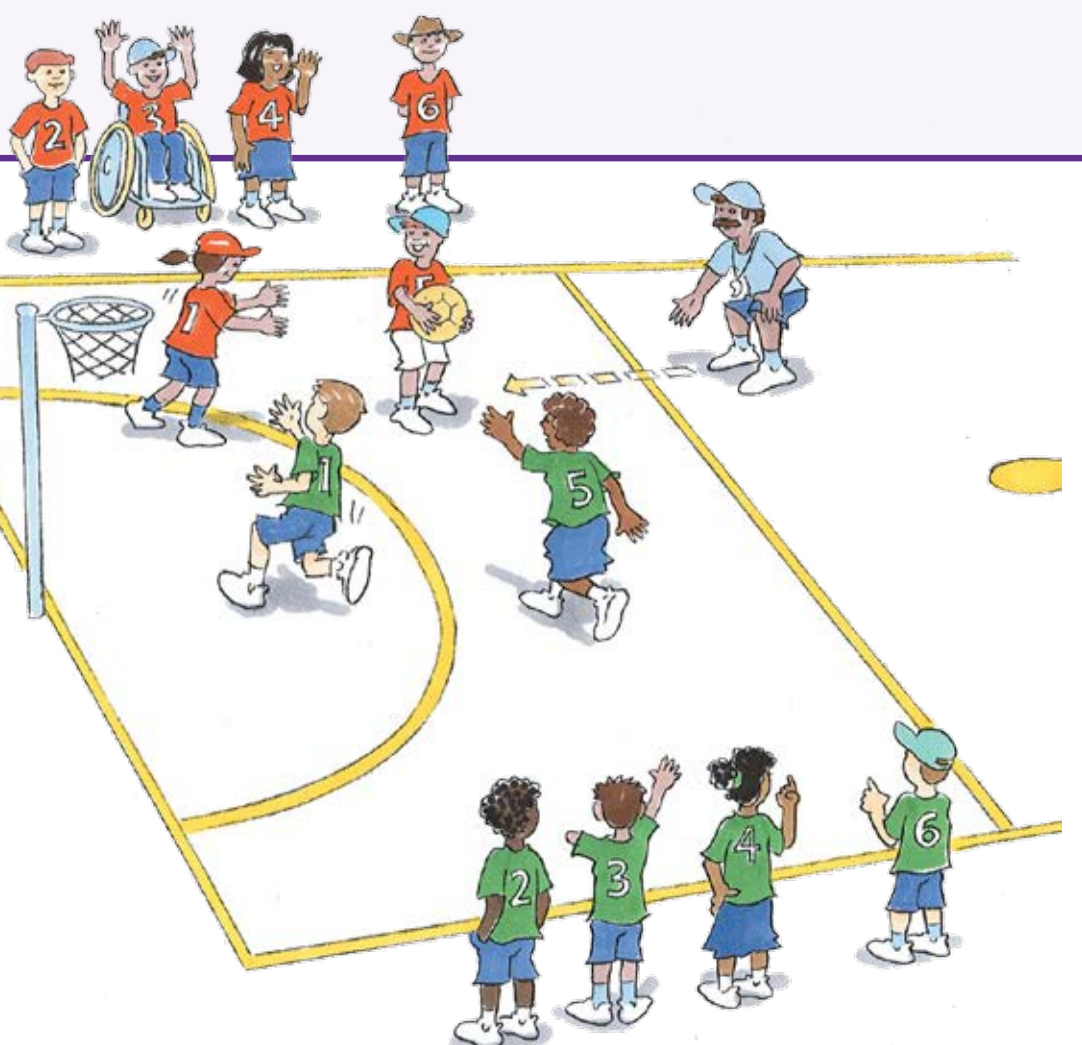
- Encourage team building routines, such as handshakes and three cheers at the end of the game.
- Select a 'spotter' who rewards sportsmanship.



Example:

During a netball game one of the players, Rachel, was becoming increasingly frustrated and yelling at her team-mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.

This behaviour escalated until the coach, Roger, decided to stop the game, and introduce a game of Numbers netball where the focus was on team work and cooperation.



Roger observed that Rachel was not offering any encouraging comments, but, when it was her turn to shoot, the other children gave plenty of encouragement. Roger strongly encouraged the team's supportive behaviour until, eventually, Rachel started providing positive comments, even when a player missed their shot. Roger then rewarded Rachel's behaviour through praise, and felt ready to try another game of netball.

Domineering Behaviour

All groups will include children of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the coach and affect the involvement of others.

Identifying behaviours

Children may:

- Assume team leader roles and direct other children
- Dominate discussions and questions by the coach
- Continually influence the pace and direction of activities
- Intentionally or unintentionally ignore those less skilled in the group
- Dominate the games or activities

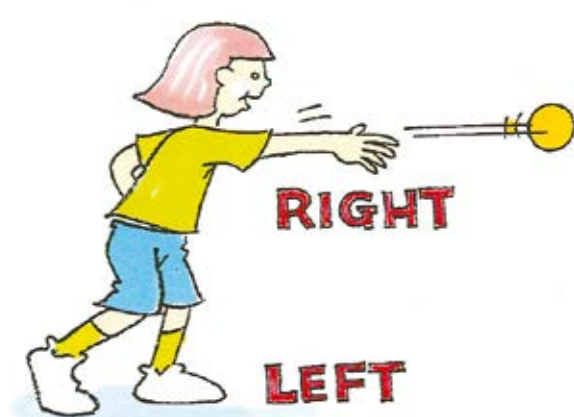
- Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.



What you can do

Simple changes to activities may help to address domineering behaviour in group activities. Remember to address a child's behaviour and not their character, and be a good role model at all times.

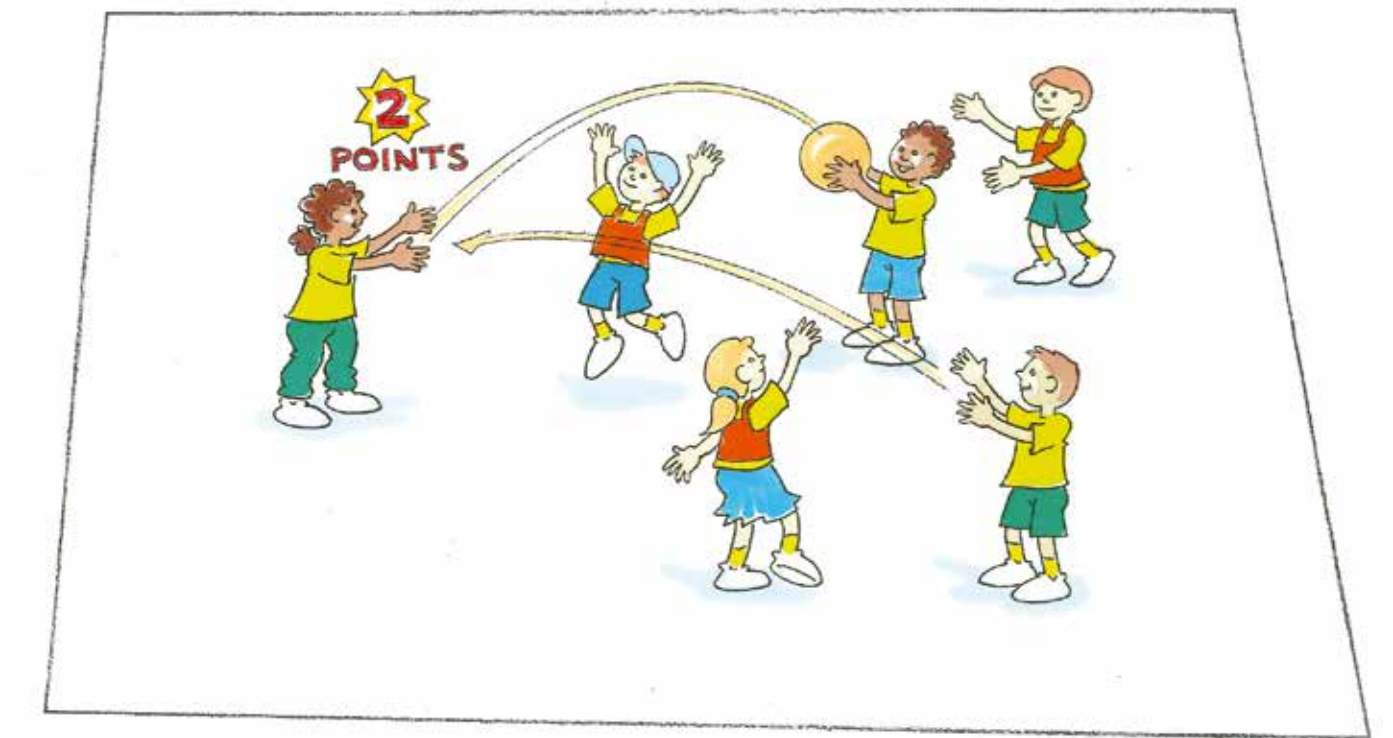
- Use smaller groups and evenly space out more experienced children between teams.
- Allow more experienced children to demonstrate a skill.



- Score in a way that allows children to individually challenge themselves to achieve success.
- When questioning children about changing an element of an activity, use responses such as: 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.



- Delegate extra roles to more experienced children as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.



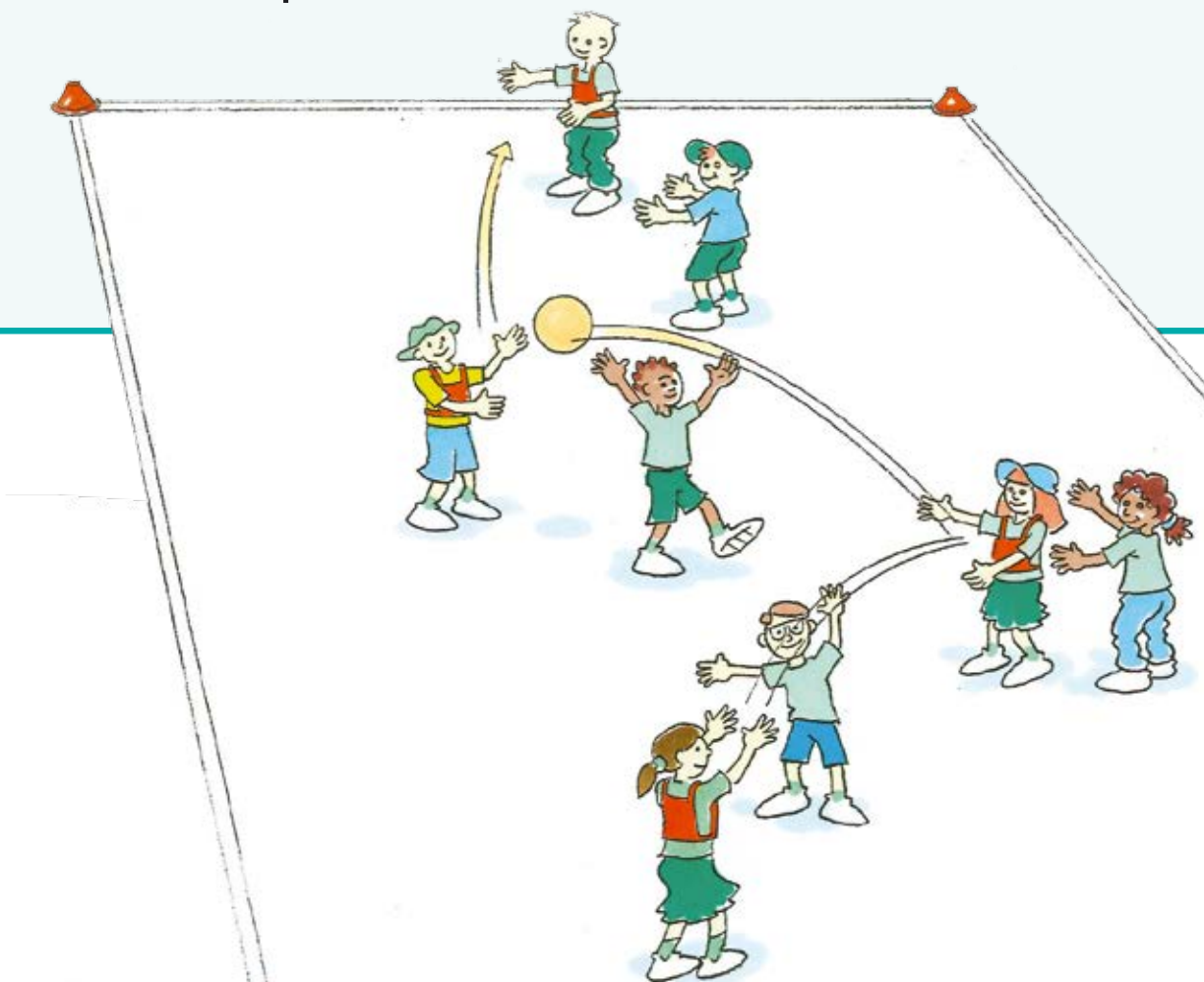
Example:

Susie decided that the children would play a game of hockey as part of the day's session. She knew that a couple of the children, Jodie and Ryan, had played for the school team and had a greater skill level than the others. Susie broke the group into two teams, with Jodie in one and Ryan in the other. As the session progressed, Susie observed children losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the

group what changes could be made, to ensure every player got to touch the ball. They decided if the ball was passed to three different team-mates before scoring, that team should receive bonus points.

Once the game started again Susie saw a big change: Jodie and Ryan were doing their best to include their team-mates in order to get those bonus points.

ALTERNATIVES



Non-participation

Children may not participate in activities for a number of reasons. As these reasons may not be obvious, understanding and patience are essential, to ensure all children feel they have an opportunity to get involved.

Identifying behaviours

Children may:

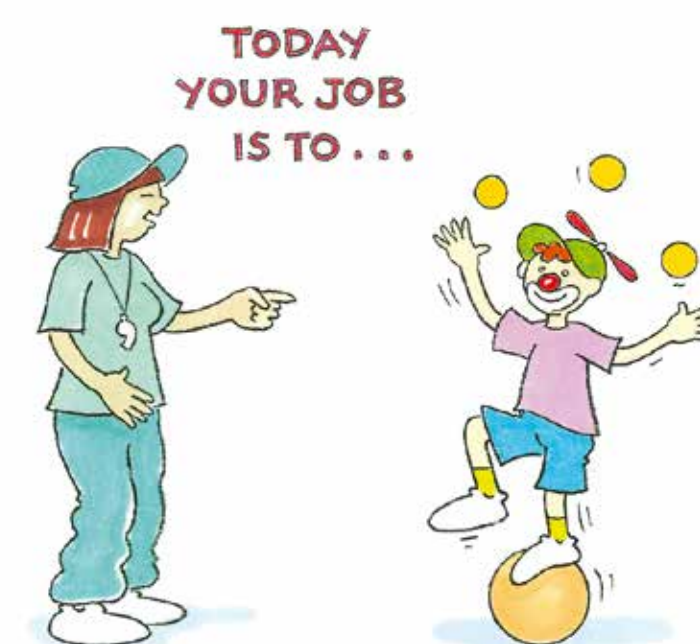
- Refuse to participate in activities
- Not agree to play certain roles as part of games
- Make no effort or attempt to engage with other children

What you can do

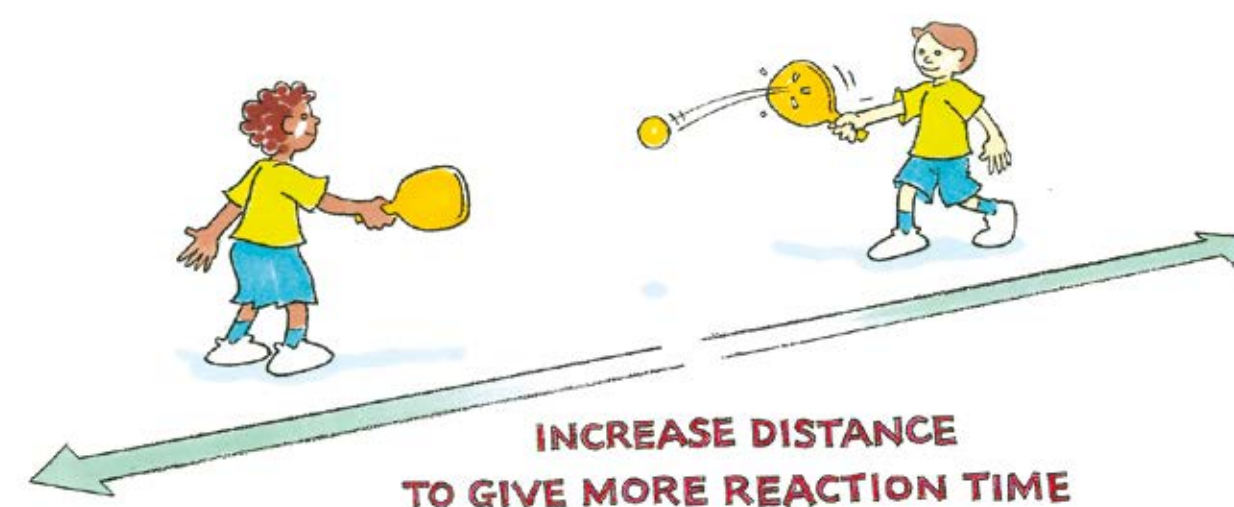
Once illness or injury or cultural considerations have been ruled out, simple changes to activities may help to encourage participation. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- Partner with the child to encourage their involvement in the activities.

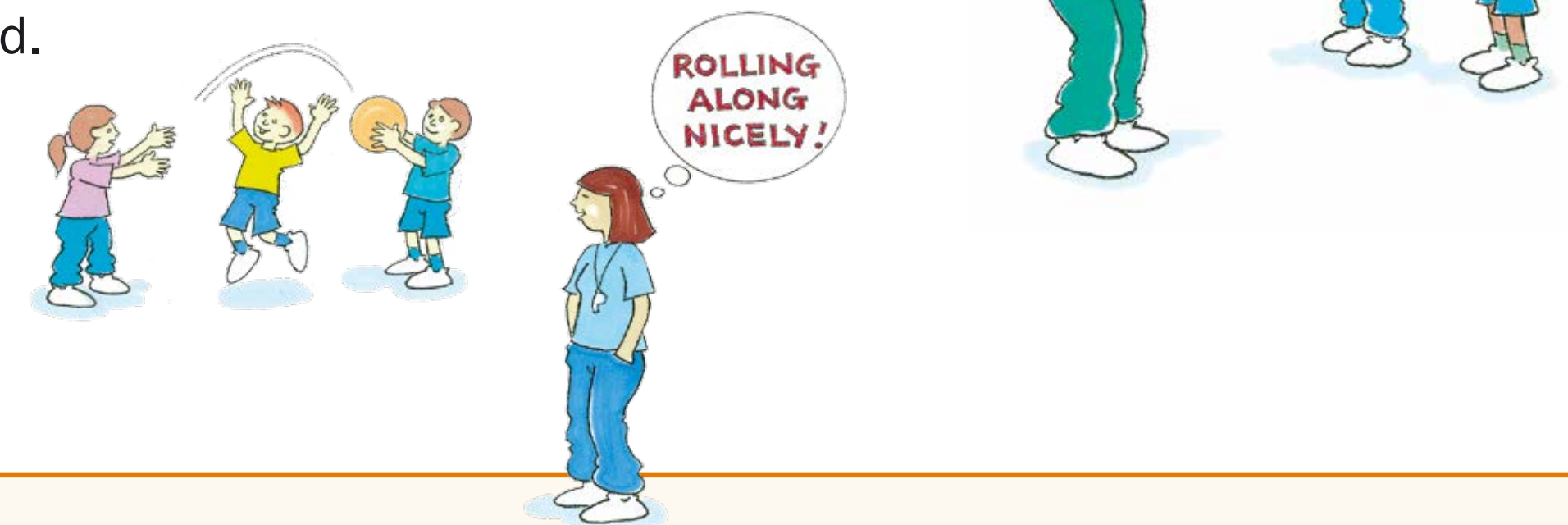
- Ask one of their friends, or a more experienced child from the group, to encourage their participation in the activities.
- Think of new and varied roles that can be played: for example, scorer or umpire.



- Look for signs of interest during the activities, to invite participation.
- Use changes that increase or decrease complexity of the activity to provide more opportunities for success.



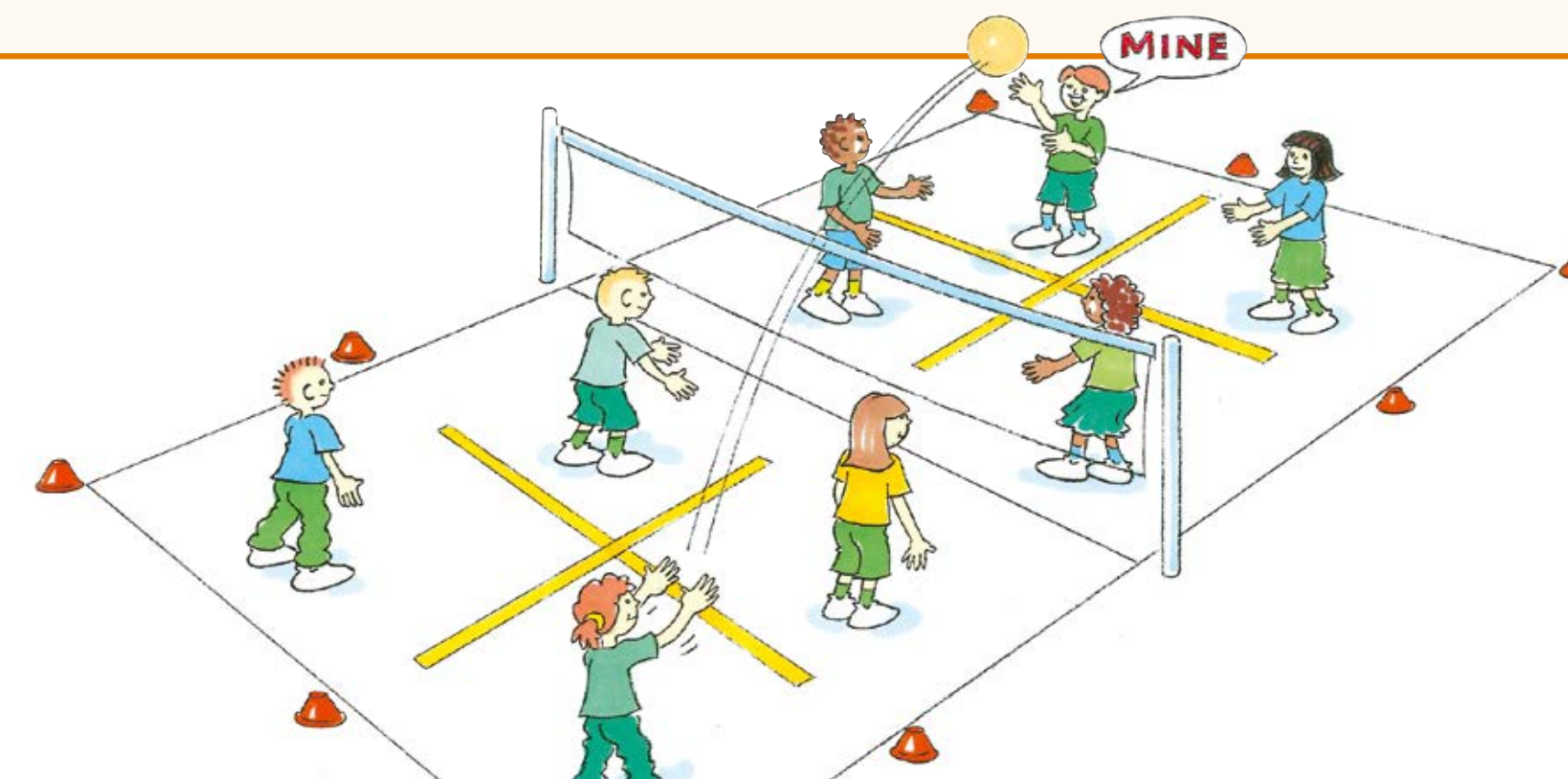
- Ensure the fun element is emphasised.
- Create ownership by asking the child for a suggestion on how to improve or change the activity.
- Provide encouragement once the child is involved.



Example:

After a five minute warm up, Sarah brought her group of children together to introduce the next activity: volleyball. Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'. The last time Peter played volleyball he was unable to serve the ball over the net, but the other children could. Peter wanted to avoid further embarrassment and so sat out.

After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow children to serve from different spots around the court. Sarah made the rule for the whole group, not just Peter, so all of the children could choose the spot they felt most comfortable with to make a serve. After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.



Where to from here?



Kids Rugby plays it safe

Teachers don't need to have had Rugby Union experience to help them grow and recognise participation in Rugby Union at their school. The Australian Rugby Union new Kids Pathway tackles any concerns a parent may have about the game that forges a lifelong passion for involvement at all levels on and off the field.

For starters, there's no tackling for ages under seven years, and winning comes a distant third to having fun and making new friends. So it doesn't matter whether they're big or small, boy or girl, any child can stand tall and have a ball.

Rugby Union is a fun and exciting way for young children to learn valuable life skills such as leadership, team work, courage, sportsmanship and friendship in a safe environment.

The Australian Rugby Union (ARU) TryRugby program introduces new players to the game through a series of age-specific modified rugby games in a controlled environment. Safety is the priority as the laws and level of contact are gradually introduced as players develop.

The aim of the new Kids Pathway for U6 to U12 players is to provide a series of age-specific modified rugby games. These games progressively develop the individual skills, fitness and team work of all players in accordance with their physical maturity and understanding of the game.

The philosophy is child-centred and ensures all players receive the greatest possible participation and enjoyment from playing the game of rugby.

The Kids Pathway has been developed to:

- increase activity levels for maximum participation and enjoyment
- meet the developmental needs of young rugby players in line with the safety focus of the modern game
- provide an integrated and consistent approach to the development of U6 to U12 players, coaches and referees across the country.

We've tackled all the safety issues

Each game style of the U6 to U12 TryRugby Kids Pathway has a developmental skills focus that takes into account the chronological age of the child and their capacity for safe and achievable rugby skill acquisition. The key aims are to:

- keep it simple, free flowing and enjoyable
- let the players develop skills with safety
- discourage any dangerous actions or unsafe practice
- adopt an educative, positive reinforcement approach
- ensure that players receive an equal chance to participate regardless of ability.

www.rugby.com.au/tryrugby/KidsRugby.aspx



Contacts

How to join a Club

Players who are not already involved in the game of rugby are encouraged to join a club. To find out more about getting involved in rugby go to

<http://rugby.com.au/tryrugby>

Resources and more information

For more information about these resources and other rugby programs, visit the TryRugby website at

www.rugby.com.au/tryrugby



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