

Skills handbook

learning
with
league



Skills handbook



Skills handbook



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ISBN 9780731385881
SCIS 1354312

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Lower Primary

Focus:

Passing

Warm up

Chain tag

- Place students in groups of four. Three players form a chain by holding onto the person in front's waist.
- The fourth student is the ball carrier. They stand in front facing the first person in the chain. The object is for the ball carrier to tag the last person in the chain with the ball.
- The chain can block the ball carrier and must stay together at all times.
- Change positions when tagged.

Equipment

Six footballs, four markers, one hoop

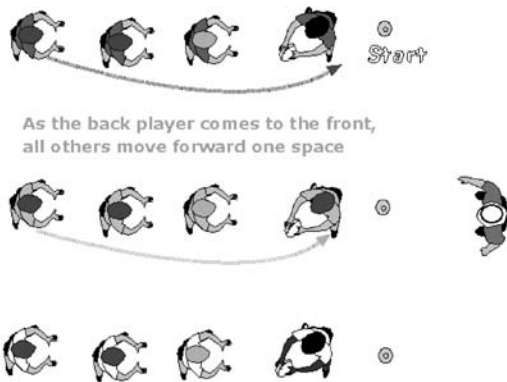
Skill development

Up and down the river

- Organise students into four lines, evenly spaced (close enough to hand each other the ball).
- On the teacher's whistle send 'boat' (ball) up and down the river (ie pass along the line).
- Change direction to pass it high/low/around body depending on skill level.

Variation:

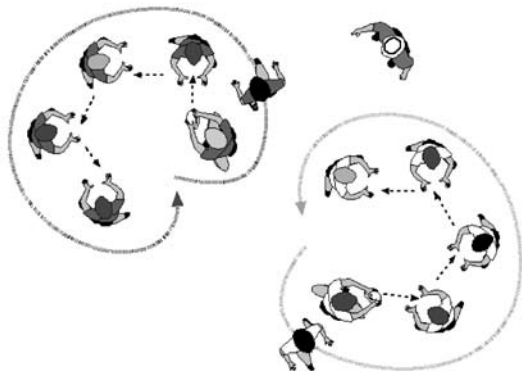
- Place a marker 10 metres away.
- Students pass the ball up and down the river but on the teacher's signal the student with the ball runs to the marker in a race against the other teams.



Game application

Beat the ball

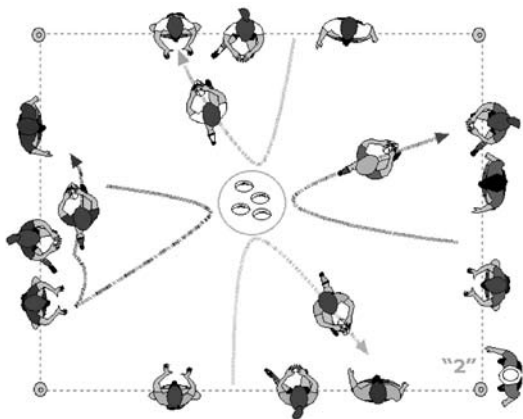
- Place students in circles of five or six players.
- One student tries to beat the ball home by running around the outside of the circle while the others pass the ball around the circle.
- Change direction.
- Continue until all students have had a turn.



Game application

Star wars

- Divide class into four groups. Position each group along the sides of a 10m x 10m grid.
- Students in each group are given individual numbers.
- Four balls are placed inside a hoop in the centre of the grid.
- When the teacher calls a number, that student collects a ball from the centre and runs from one end of the group to the other tagging each person's upturned hand with the ball before putting the ball back in the middle of the grid in the hoop.
- The teacher continues to call numbers until each student has had a turn.



Questions for understanding

Following the activities, ask students questions such as:

- Was it easiest to pass the ball from your left side or right side? Why?
- What is the best way to hold the ball when you pass? Why?

Lower Primary

Focus:

**Running with
the ball**

Warm up

Grip the football

- Introduce the grip for the football. i.e. 'Thumbs on top, fingers underneath.
- Ask students to:
 1. Circle the ball around the chest, waist, knees, around one leg.
 2. Weave the ball through legs at knee height.
 3. Throw the ball up and catch.
 4. Throw – clap – catch. Throw the ball into the air, clap several times and catch the ball as it comes down.
 5. Throw the ball from one side of the body to the other from hand to hand.
 6. Hold the ball between feet – jump it up to catch it in your hands.

Whenever the call 'hold the ball' is made, students adjust their hands into the good grip position.

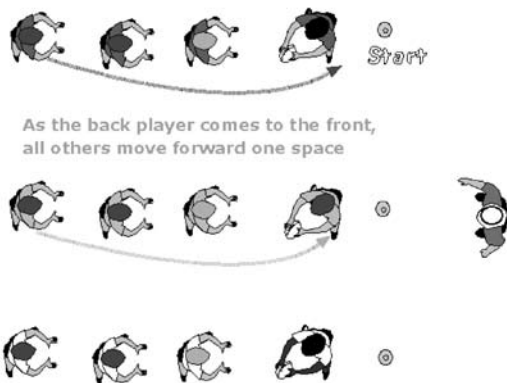
Equipment

Class set of footballs,
five hoops, nine markers

Skill development

Relays

- Divide students into four relay teams.
- Begin with relays where the students perform different locomotor skills eg walk, run, skip – no ball.
- Using the football, students run a shuttle relay and hand the ball to each other. When the next student has the ball they run to the next team member. Students must run with the ball in front of them, holding it with two hands.

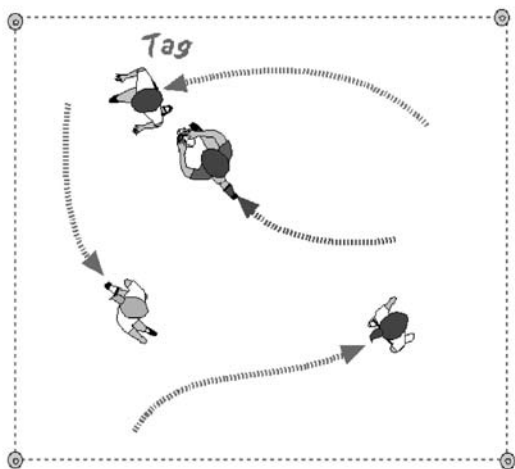


Game application

Grid tag

- Mark out four 6m x 6m grids and provide one ball per grid.
- Divide class into four groups.
- Staying within the confines of the grid, the player with the ball tries to tag the others with the ball. Count how many tags are made in a set amount of time eg one minute
- Swap taggers.

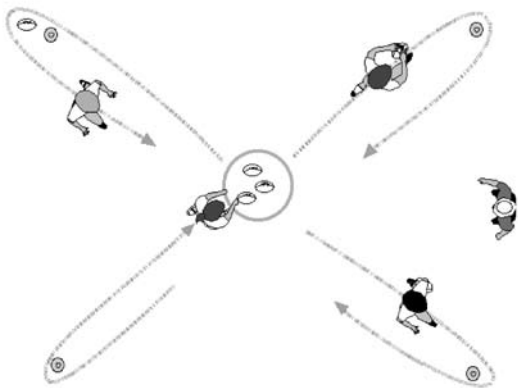
The ball must be in a player's hands to tag.



Game application

Rob the nest

- Divide students into four teams. Mark out a square 6m x 6m. Place a hoop at each corner and a hoop in the centre. Place footballs in the centre hoop with extras if available.
- Line up teams behind markers.
- On the signal, one player from each team runs in and picks up a football and takes it to their home hoop
- Each player has a turn. When all are gone from the middle, teams are allowed to rob from other players, only one ball at a time.
- The team with the most balls at the end of the game is the winner.



Questions for understanding

Following the activities, ask students questions such as:

- Is it easier to run with a ball or without one? Why?
- What are the important things to remember when you run?

Lower Primary

Focus:

Kicking

Warm up

Touch and go relay

- Divide class into relay teams. On the signal of “go”, the first student from each team runs to the turning line, touches it with the palm of their hand, then returns to their team and touches the hand of the next student (high five). This player then goes to the end of the line. This is repeated until all students have had a turn.

Variation:

- Students touch the line with other body parts, e.g. knee, elbow.
- Students perform other locomotor movements, e.g. hopping, side galloping, skipping.

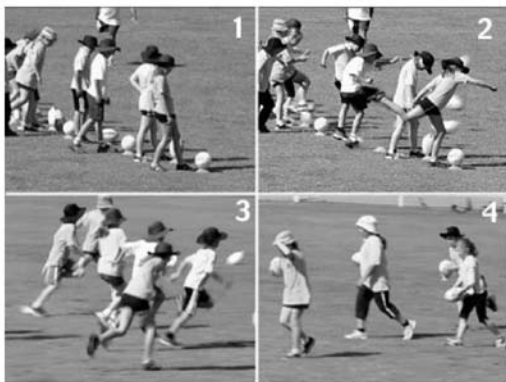
Equipment

Soccer balls or footballs (one between two students), bean bags or markers (one for each student)

Skill development

Ball on a tee

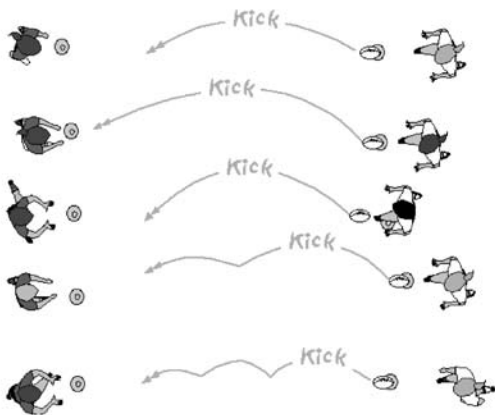
- Use either soccer balls or footballs. Place these on markers or bean bags for stability.
- Line students up behind balls.
- Students practice kicking the ball as far as they can.
- When performing the standing place kick, tell students to place their non-kicking foot beside the ball. Take the kicking foot back and try to touch their backside with the heel of the foot. Keep their eyes on the ball and extend their non-kicking side arm out and forward to balance.
- After the kick is made give a signal for the students to retrieve the ball and return to their original place.
- Continue until each student has had several turns.



Game application

Kick to a partner

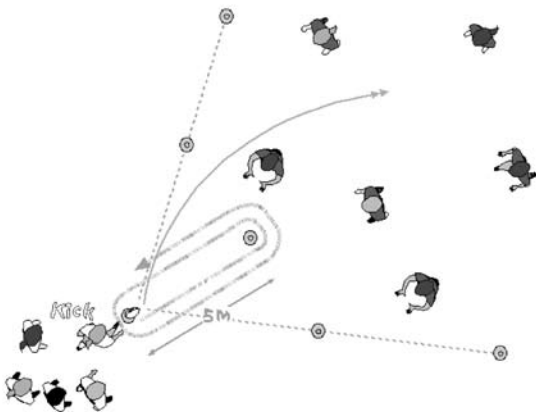
- Use a round ball or a football on a marker – one ball between two, one marker each.
- Students work in pairs and practise stepping to the ball and kicking it to their partner.
- Use the following teaching cues: Stand one step away from the ball. Look at the ball. Step with the non-kicking leg and place the foot next to the ball with the foot pointed towards your partner. Kick the ball with the top part of your foot (shoelace kick). Follow through in the direction of your partner, keeping the leg straight.



Game application

Line up ball

- Divide the class into two teams.
- The kicking team kicks the ball off the marker out in a forward direction and tries to run around two markers as many times as possible. Markers can be placed along a 'base line' or to the front.
- The fielding team has to get to the ball, and line up behind the person that fields the ball. The ball is passed back person to person until it gets to the last person in line who calls stop.
- The batter stops and the runs are tallied.



Questions for understanding

Following the activities, ask students questions such as:

- Was it easiest to kick with your right or left foot? Why?
- What do you need to remember when you are kicking a ball?

Lower Primary

Focus:

Tagging

Warm up

Panthers and Tigers

- Divide class into two teams, the panthers and the tigers. Teams stand with their backs to each other along lines about 20m apart. Each player has a braid tucked into the back of their shorts, skirt or pocket with at least half of the braid showing.
- Teacher gives a silent signal to one team eg. tigers who creep towards the panthers. When the tigers get close, the teacher calls 'The tigers are coming!' The panthers turn to give chase and try to tag the tigers by pulling their braid before they get back to their own line.
- Continue until both teams have had a few turns at tagging.

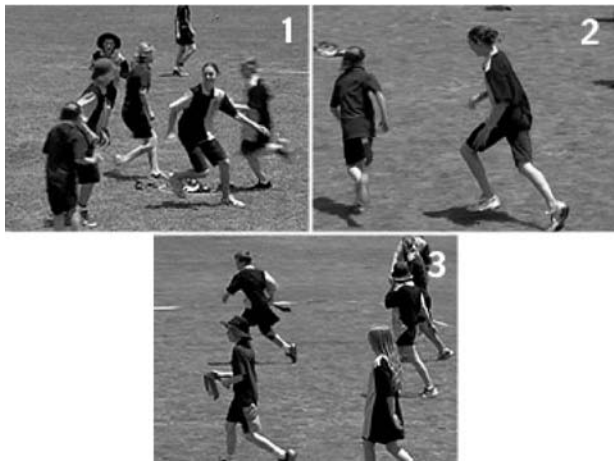
Equipment

Class set of tag belts or braids, two different coloured markers

Skill development

“Tag” tag

- Students move randomly around a 10m x 10m square wearing tag belts or braids tucked in their shorts, skirt or pocket. Two students are selected as defenders and try to tag as many students as possible in one minute. Two new students then become the defenders. If a student loses both of their tags they move outside the square.



Game application

Face the runner

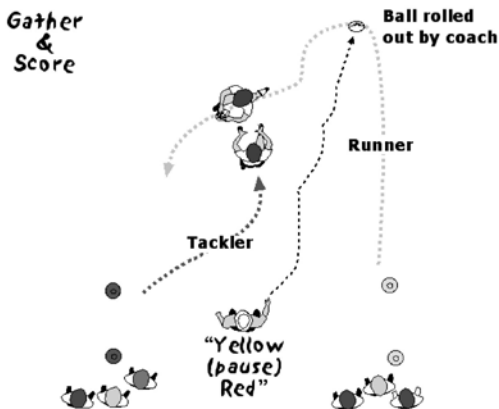
- Mark out six 5m x 5m grids. Four students are positioned at each corner wearing a tag belt or braids. One tagger stands in the middle.
- When the tagger faces and points to one of the corner students, they run to an adjacent corner along the perimeter of the square.
- The tagger tries to tag the student and then moves back to the middle of the grid and begins again.



Game application

Gather and score

- Divide the class into two groups. Each group lines up behind two different coloured markers, with one team wearing tag belts or braids.
- Roll a ball out and nominate one of the players as the runner. The runner retrieves the ball, turns and attempts to score a try between two markers placed between the two teams.
- When the first student has retrieved the ball, call a student from the other team to be the defender. Their job is to tag the student with the ball before they score a try.



Questions for understanding

Following the activities, ask students questions such as:

- What skills do you need to be able to tag easily?
- What skills do you need to be able to get away from someone trying to tag you?

Middle Primary

Focus:

**Running with
the ball**

Warm up

Tag bull rush

- Set up a designated playing space.
- Select two or more students as taggers. On the call, students rush the length of the playing area.
- Each tagger holds a ball and attempts to tag other students with it. A tag is made by touching a runner with the football.
- All students tagged take a ball and assist to tag all other children on the next rush.

Equipment

Footballs – one for each student, 15 hoops

Skill development

Ball skills warm up

Provide each student with a ball. Each student participates in the following activities, following instructions.

- Figure of eight around legs. Students pass ball around and through the legs.
- Throw ball up, clap as many times as possible and catching the ball.
- One hand in front of legs, one behind, holding the ball between the legs. Throw it up slightly, tossing ball from front to back between the legs.
- Throw the ball just over the head and catch it behind the back

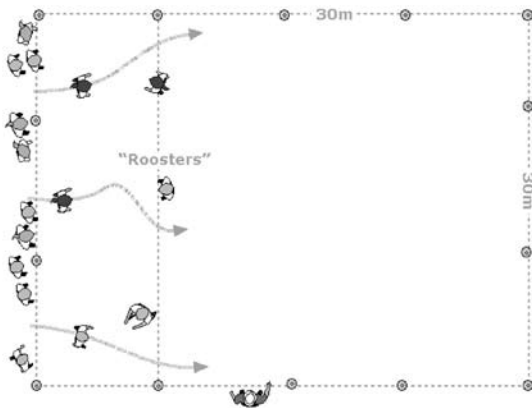
Emphasise correct grip for the football – Thumbs on top, fingers underneath.



Game application

Football tag

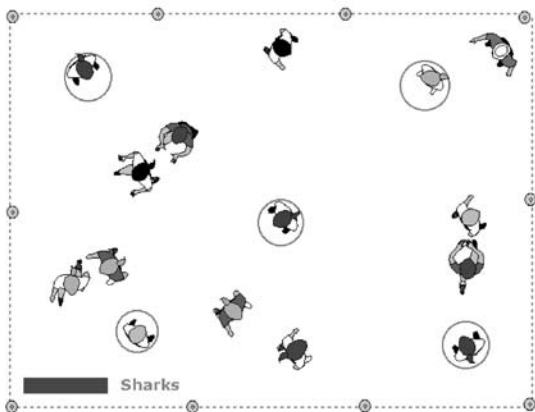
- Mark out an area 30m x 30m. Three students are selected to be in the middle. All other students stand along each edge, holding a football.
- Each student nominates a football club that they support.
- The students in the middle call one of the clubs. All the students who nominated that club try to cross the grid without being tagged. If caught, they join the middle.
- When most clubs have been called, students in the middle can call “grand final” and then all remaining players try to cross.



Game application

Sharks and islands

- Spread 15 hoops around a designated playing space so there are about 9 students without an island (hoop). Select three of those without hoops to be sharks. Sharks have to chase the other 'loose' players while carrying a football.
- If tagged with the football, the student bobs down. If a chased student runs into a hoop, the other student in there has to leave quickly and the game continues. A shark is not allowed into a hoop. A student cannot enter the same hoop twice in a row.



Questions for understanding

Following the activities, ask students questions such as:

- What skills do you need to be able to chase and catch someone?
- What is the best way to hold a football? Why?
- Is running with the ball different to running without the ball? In what way?

Middle Primary

Focus:

Passing

Warm up

Stuck in the mud

- Mark out a designated playing space.
- Select two or more chasers. Chasers try to tag the others by touching them.
- Provide half of the students with a football.
- The chasers can tag any player who is carrying a ball.
- Tagged players stop running and stand still with the ball. To continue playing they pass the ball to another player.
- Change chasers after a set time.

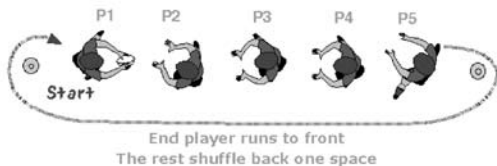
Equipment

15 footballs, markers

Skill development

Line relay

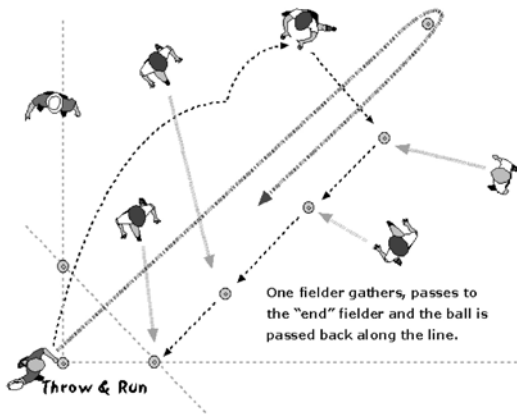
- Divide class into teams of five. Each team lines up along the line approximately one metre apart. A marker is placed at the beginning and end of each line.
- The ball is passed from student to student until it gets to the last student who then runs around another marker and back to the front of the line.
- All other players move up one place and repeat until all players have been through.
- When students are passing well, the distance between them can be increased.



Game application

Pass the line

- Mark out two playing areas (see diagram).
- Divide students into four teams. Two games can be played at once.
- A thrower from the batting team passes a football out to the playing space. They then have to run around a marker approximately 15m in front.
- A student from the fielding team gathers the ball and moves to the first marker. The other fielders position themselves along a straight line of markers and pass the ball down the line. The aim is to beat the batter back to the starting position.



Game application

Number thunder

- Students are divided into four equal teams and are given a number. Teams are positioned along the sides of a 6m x 6m square.
- Each team has a football placed next to a marker in the centre of the square.
- The teacher calls a number. That player from each team runs out, picks the ball up and makes a pass to each member. When complete the player replaces the ball next to the marker and returns to their original position.
- The teacher then calls a different number and the game continues.
- Points could be given to the teams who return their ball to the marker first.



Questions for understanding

Following the activities, ask students questions such as:

- Is it easier catching the ball when you are behind the person passing it or in front of them?
- Should you be standing still to catch the ball or moving? Why?

Middle Primary

Focus:

Kicking

Warm up

Kicking poison ball

- Divide students into two groups. Group A forms a circle around group B. The object is for the students in the outside circle to kick the ball to hit the students below their knees. Students may only use their hands to protect themselves above the knees. If hit, they join the outside circle.
- Use large soft foam balls.

Equipment

Large soft foam ball, round balls – one per student or as many as possible, footballs – one between two students, markers

Skill development

Grubber practice

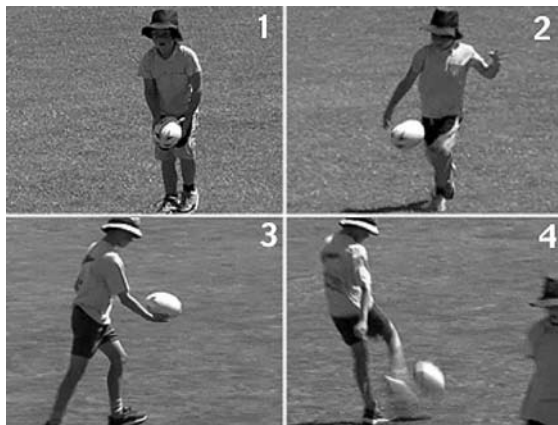
- A grubber kick is when the ball is kicked so that it travels end-over-end along the ground.
- Have the students stand still and take only one step to kick. To perform the grubber kick, make sure the ball drop is controlled so it does not wobble through the air onto the foot. The kicking foot makes contact with the ball close to the ball and slightly above the ground. Note that the knee is bent at impact. The toes are pointed and the ball should fit into the shape of the kicking foot.
- Divide class in half. Begin with students using a round ball. Position students in a straight line and have them kick and retrieve on the teachers signal.
- Advance to using a football. To begin, it is easier to hold the ball horizontally i.e. holding the ball at the ends rather than using the correct grip.



Game application

Run and grubber

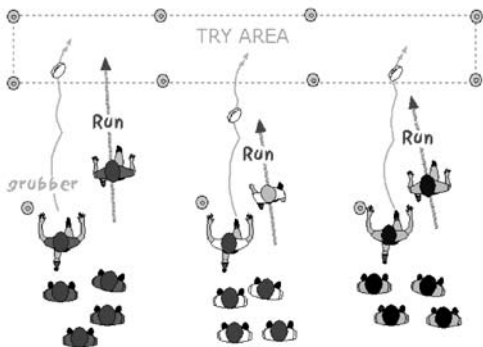
- Pair students with a partner. Students practise jogging forward a number of steps and perform a grubber kick to their partner.
- When on the run, the body should be upright with the head over the ball. The ball should be dropped close to the non-kicking foot.



Game application

Score a try

- Divide class into 4 groups. Line each group up behind a marker in pairs. Designate a try area approximately 10m from students.
- Student 1 moves forward with football to the marker and performs a grubber kick.
- Student 2 follows and chases the ball and tries to score a try. The first team to do so gets a point.
- The next pairs move forward for their attempt to score a try from the grubber kick.



Questions for understanding

Following the activities, ask students questions such as:

- Why is it important to watch the ball when you are kicking it?
- What is the best way to drop the ball onto your foot? Why?

Middle Primary

Focus:
Tagging

Warm up

Glue

- Students are in pairs, one is the attacker, the other is the defender.
- The attackers must free themselves from the defenders who follow as closely as possible.
- The teacher blows a whistle and all the students stop.
- Each defender then sees if they can touch the attacker within a certain number of steps.

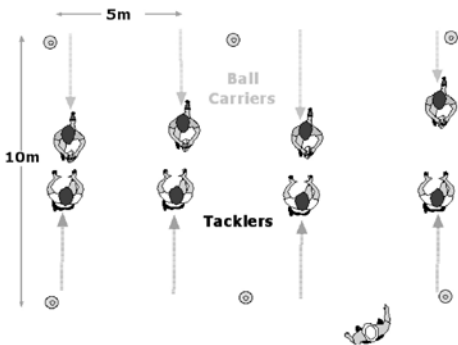
Equipment

Class set of belt tags or braids, one football between two students, markers

Skill development

Basic tagging – front on

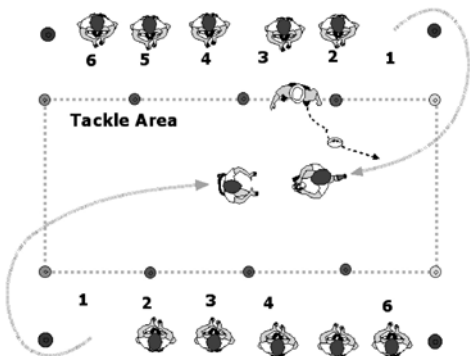
- Divide students into pairs. Nominate a tagger and a ball carrier (wearing tag belt or braid) in each pair. Encourage students to hold the ball in two hands. Refer to how to hold the ball in previous activities.
- Taggers and ball carriers form two lines 10m apart.
- The tagger and the ball carrier from each pair face each other.
- Students in each line are spaced at least 5m apart to avoid collisions.
- On a signal, students move towards each other with the tagger trying to remove a tag from the ball runner.
- Other instructions can be given such as run at half pace, no side stepping, no stopping, run to left.



Game application

Fruit

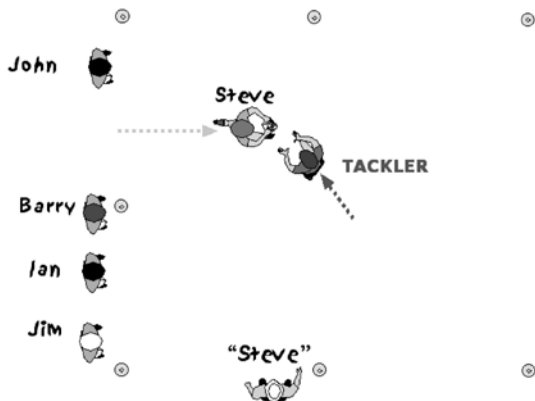
- Set up two grids 5m wide, with a marker at opposite ends of the grid.
- Divide students into four teams (play two games at a time). Give each student a number or a fruit and a tag belt or braid.
- The teacher calls a fruit and the student whose fruit is called runs around the back of their team and around their marker.
- This student then rolls a ball to the other end.
- One player has to collect the ball and score a try at the far end of the grid.
- The player from the other team must try to tag the player before they score a try.
- The remaining players sit along the edge of the grid for safety.
- Gradually include more players.



Game application

Continuous tagging

- Divide class into groups of four or five. Each group lines up with a ball and tag belt. Select a defender who faces the attackers from approximately 5m away.
- The first runner moves forward.
- The defender has to tag the player coming through.
- When the runner is tagged or has got past the defender the teacher calls the next runner to move.



Questions for understanding

Following the activities, ask students questions such as:

- What makes it difficult to tag someone?
- In what way do you utilise the skill of dodging when tagging?
- What is a good way to avoid being tagged?

Upper Primary

Focus:

**Running with
the ball**

Warm up

Running in traffic

- Mark a circle approximately 10m in diameter.
- Each student has a ball. Two students line up behind a marker. The opposite markers should be of the same colour. The more colours the better.
- On the call, the students in front must get to the opposite marker as quickly as possible. When they arrive the next student goes.
- There will be heavy traffic in the middle and students must avoid collisions by using good footwork.
- Measure the time it takes to end up with all students opposite or alternatively back on their original markers.

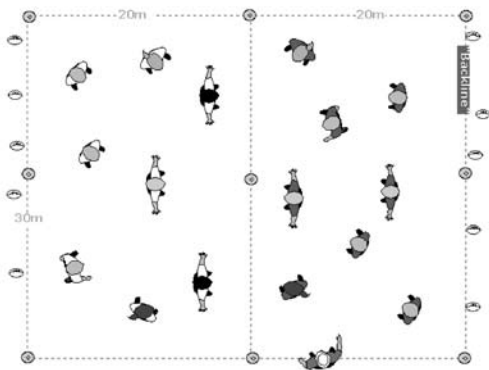
Equipment

Footballs – one for each student, markers

Skill development

Beat the team

- Mark out a playing space approximately 40m x 30m. Place four balls one metre behind the back line evenly spread out.
- Divide the class into two teams. Each team has half of the playing space.
- The object of the game is to get past the other team and past their backline to pick up a ball. If tagged before getting the ball, the student goes to a nominated point e.g. marker, post or tree before returning to the game. The marker should be 20 – 25m away.
- Once over the opponent's backline, players can't be tagged and are free to walk back with the ball.



Game application

Red Rover

- Mark out a playing space approximately 20m x 25m.
- Students have to cross from one side of the playing space to the other trying to avoid the tagger in the middle.
- Each tagger has a football. Students can only be tagged with a ball held by a tagger. When tagged, they get a ball and join the taggers in the middle.



Game application

Obstacle shuttle relay

- Divide class into four teams. Using a variety of markers, mark out a short obstacle course for each team which encourages students to sidestep (see diagram).
- Give each team a football. The first student runs holding the ball with two hands through the obstacle course and puts the ball at the feet of the next team member. This student then runs the obstacle course in the opposite direction.
- Continue until all team members have had a turn.

Questions for understanding

Following the activities, ask students questions such as:

- Did the obstacle course encourage you to dodge?
- What changes could be made to make the course more challenging?
- What are some important tips for dodging?

Upper Primary

Focus:

Passing

Warm up

Mini grid tag

- Divide class into groups of four or five. Mark out grids approximately 5m x 5m for each group. One football per group.
- Four players have control of the ball, trying to tag the extra player with the ball. A player can only be tagged if the chaser is holding the ball, not by having it thrown at them.
- Players in control of the ball can't run with the ball but can step and pass.
- The player being chased must stay within the grid to avoid being tagged.

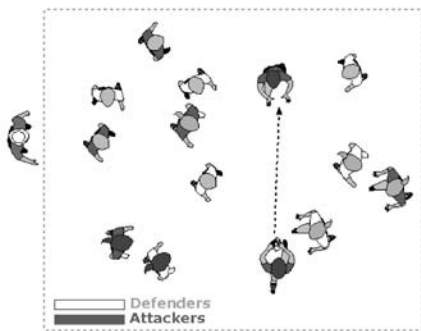
Equipment

Six footballs, markers, two chairs or milk crates

Skill development

10 passes

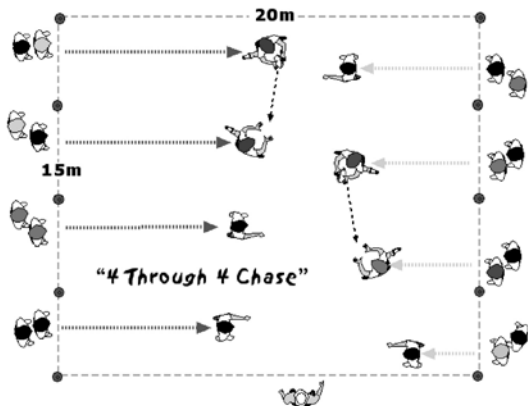
- Form two playing areas 12m x 12m. Select two teams of 6-8 per area.
- Students take up any formation in the playing area.
- Throw the football to one of the players who starts the game by passing to a team mate.
- The aim is to make 10 consecutive passes to score one point.
- The opposing team attempts to intercept, knock down the ball or make the other team drop it to gain possession. The other team then tries to make 10 consecutive passes.
- This is a non-contact game. The player with the ball can't run when in possession but can move their feet on the spot to get in a good position to pass.
- Ask students if they can think of a way to change to rules to make the game better.



Game application

Four through four chase

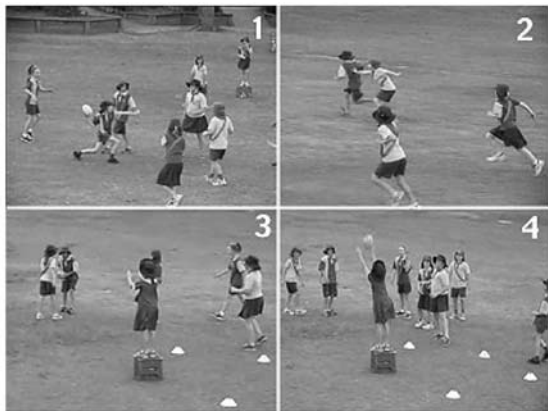
- Mark out a playing area 20m x 15m. Divide class into rows of four. Rows line up at each end of the playing area.
- Place one ball at each end of the grid in opposite corners.
- On the signal, the first row at each end jogs forward, passing the ball along the line.
- The two teams will pass through each other so they must be aware to avoid collisions.
- When the ball gets to the end of the line, it is passed to the first player in the next line who brings their line forward and the game continues.



Game application

Football netball

- Divide class into two teams. Set up a court using marker cones.
- Set up “netball goals” 40m apart. For a “netball goal”, stand a student on a chair or milk crate. Alternatively, a student with one foot on a marker can act as a goal.
- The aim is to score a goal as in netball. This is done by getting the ball to the person on the chair who must not fall off.
- A team may pass the ball amongst themselves as many times as they like before scoring a goal. The students may run with the ball, however, if tagged while running possession changes to the other team.



Questions for understanding

Following the activities, ask students questions such as:

- How could we change the rules of the games to make them easier or more challenging?
- How do these games help develop the skills needed in Rugby League?

Upper Primary

Focus:

Kicking

Warm up

Hand soccer

- Set up two playing spaces approximately 20m x 20m.
- Divide class into four teams. Play two games consecutively.
- Play a game of hand soccer using a football. The ball can only be patted along the ground with the hands.
- There are no goalies and students must stay outside the goal zone, other than a defender who retrieves the ball when required.

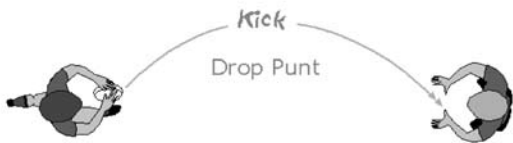
Equipment

Footballs – one between two students, markers

Skill development

Basic practice (drop punt)

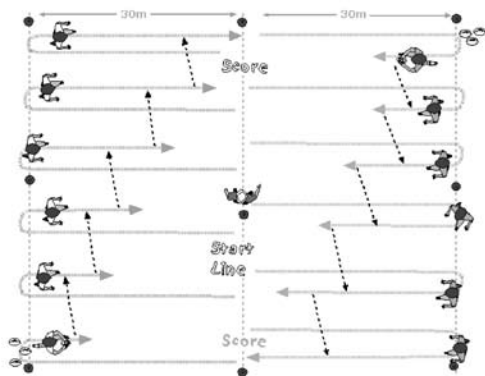
- Pair up students with one football per pair.
- The students punt kick to their partners who return the kick.
- Vary the kick – high, low, grubber, vary the distance.



Game application

Team challenge

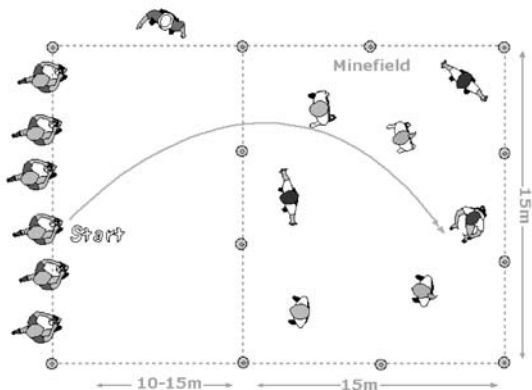
- Divide the class into two teams, 6m – 8m apart. Allocate a number to each student.
- Footballs are placed near a marker at the end of each team. The teacher calls a number. The nominated player runs around the end marker, picks up a football and tries to punt kick the ball into a designated area about 20m away.
- A student scores a point for a successful kick. Balls are collected by kickers, returned and placed back in their original position.
- The teacher nominates another number and the next student has a turn.
- There should be sufficient footballs to enable the game to continue without long breaks.



Game application

Minefield

- Set up playing spaces approximately 20m x 20m.
- Divide class into teams of 6 - 7. Each player in one of the teams has a ball and is a kicker. Play as many games as numbers allow.
- The kicking team has to try and land the ball in the minefield area of the opposing team.
- The ball must go over head height. If it lands on the ground before being touched, the batting team scores a point.
- Fielders gather balls that land inside the minefield and roll them back to the kickers. Balls that land outside the minefield must be retrieved by the kickers.



Questions for understanding

Following the activities, ask students questions such as:

- Why do we need to vary the way we kick the ball?
- How do these activities help the kicking skills needed to play Rugby League?

Upper Primary

Focus:

Tagging

Warm up

Continuous

two versus one

- Mark out grids 8m x 5m with a minimum of 5 students per grid and 3 footballs.
- A defender goes to the far end of the grid.
- Two players attempt to get past the defender to score a try. They have one ball between them and are wearing belt tags or braids.
- The defender tries to tag the player with the ball before they score a try. A tag is successful when a braid or tag is removed.
- Whatever occurs (try or no try) the defender moves through to become an attacker.
- The player who ends up with the ball carries it back to where the attackers are gathered and get ready for their next turn.
- The attacker who didn't end up with the ball becomes the next defender.

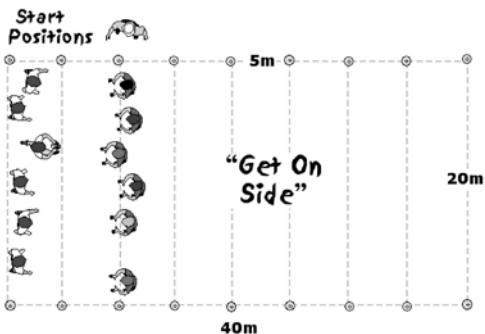
Equipment

Class set of belt tags or braids,
18 footballs, markers

Skill development

Get on side

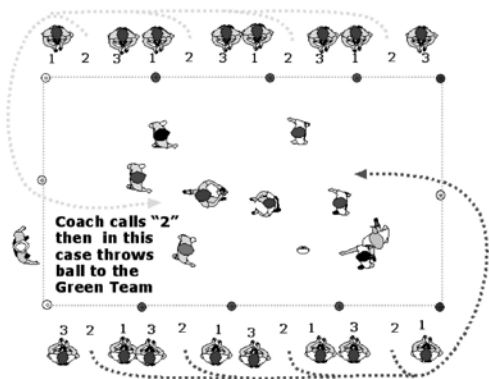
- Set up a 40m playing space with markers down each side every 5m. The width will vary depending on how many students there are.
- Divide the class into two teams, each wearing tag belts or braids.
- The attacking team start at one end of the grid. The defenders start in line with the markers 5m back.
- The attackers control the ball for 6 tags. Students can only be tagged when they have the football. Passes must be made backwards.
- The defence only has to retreat back (after a tag) to the next line (set of markers) so sometimes they may be defending as little as one metre.
- After 6 tags, mark how far the team got down the grid and swap roles.



Game application

Fruit salad

- Divide class into two even groups. Each player wears a tag belt or braid and is given the name of a fruit. They sit outside a 10m x 15m grid. Each team is allocated an end to run to.
- The teacher calls a fruit. All of those players run to their respective end and around a marker cone in the middle or the end before entering the grid.
- The teacher gives the football to either team and that team attempts to score a try before being tagged. After a try is scored or tag made, the players return to their position and the next fruit is called.



Game application

League tag

- Divide class into two teams. A maximum of 8 players are on the field at any one time.

Rules

- Defender must remove one tag to stop the attackers progress. He/she then holds up the tag and drops it to the ground marking where the play the ball should occur.
- There is a marker in the play the ball.
- A knock back is play on, knock on advantage rule applies - same as league.
- The game is non-contact – the attacker cannot deliberately bump into defender. A defender cannot change direction and move into the attackers path. Whoever initiates contact will be penalised. The onus is on the attacking player to avoid defender.
- The ball carrier is not allowed to protect his tag or fend off defenders.
- A try is awarded to the attacking team when they ground the ball on or over the try line.

Questions for understanding

Following the activities, ask students questions such as:

- What other rules are needed to make the game of League tag better for our class?
- What are the main skills we need to play League tag?

