



TAG-RUGBY



Years 5 & 6

Lesson Week:	Lesson Topic:
Week 1	Tagging Skills
Week 2	Carrying the Ball and Tagging
Week 3	Passing and Scoring Try's
Week 4	Teamwork Skills
Week 5	Tag-Rugby Games
Week 6	Tag-Rugby Tournament

Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Tagging Skills. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To become familiar with evasion skills as an attacker. • To perform the role of defending through marking. • To learn the process of tagging and giving back. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Backwards, Vision, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion, 7v7.
Warm Up:	Differentiation:
<p>“Mirrors”</p> <ol style="list-style-type: none"> 1) Children work in pairs, one ball per pair. One child carries the ball and moves wherever they want looking for space. Partners try to stay as close as possible. Take it in turns to work on both skills. 2) Same exercise as 1, but this time, on the whistle the child with the ball puts it down on the floor then picks up another ball that has been placed on the floor. 3) Same exercise as 1, but this time, on the whistle the child with the ball passes backwards to their partner, they then swap roles. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Allow passes in any direction <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce races, competitions, target scores and time limits, etc.
Main Content:	Differentiation:
<p>“Tag Grab”</p> <ol style="list-style-type: none"> 1) Children work individually trying to tag as many children as they can. Each tag they steal, they stick onto their own belts to see how many they can collect. Children with the most tags wins. <p>“Tag Give”</p> <ol style="list-style-type: none"> 1) Same exercise as 1, but this time, the children do the opposite and try to stick as many tags onto other children’s belts as they can. Children with the fewest tags wins. <p>“Lord of the Tags (Fellowship of the Tag)”</p> <ol style="list-style-type: none"> 1) HOBBITS – Try not to lose any tags. If they lose both they’re stuck in the mud until given a tag back. Can hide in the bases (hobbit holes) for 3 seconds. 2) DWARVES – Try not to lose any tags. If they lose both they’re stuck in the mud until given a tag back. Have nowhere to hide so must evade as long as possible. 3) ORCS – Try to steal tags from ‘hobbits’ and ‘dwarves’ and place them on their belts. They can only steal one tag from the same person at a time. 4) ELVES – Try to give tags back to ‘hobbits’ and ‘dwarves’ by retrieving tags from the ‘orcs’ belts. They can only steal / carry one tag back at a time. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Allow longer time limit in the hobbit holes (“Lord of the Tags”). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Allow less time limit in the hobbit holes (“Lord of the Tags”).
Cool Down:	Assessment Opportunities:
<p>“Mirrors”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Carrying the Ball and Tagging. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To perform picking up and placing a ball on the ground. • To be able to carry a ball with two hands under control. • To become familiar with evasion skills as an attacker. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Vision, Backwards, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion
Warm Up:	Differentiation:
<p>“Live Ball”</p> <ol style="list-style-type: none"> 1) Choose a group of children to be attackers with a ball each. Attackers try to touch as many children as they can with their ball (touch, not throw at). When a child has been touched, they are out. When every child has been caught the game is over. Choose different groups of children to be attackers when starting new games. 2) Same exercise as 1, but this time, when a child is caught, they join the attacking team and they can then pass the ball between them. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area (attackers). 3) Increase the playing area (runners). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area (attackers). 3) Decrease the playing area (runners).
Main Content:	Differentiation:
<p>“Steal the Egg”</p> <ol style="list-style-type: none"> 1) Set up a pitch with an area in the middle (chicken coup) filled with rugby balls (eggs) and four areas (nests) spaced out at a distance around the coup. Split the group into four teams who stand in a line, one behind the other, at each nest (one team per nest). Children from each team take it in turns (one at a time) to run to the chicken coup, steal an egg (one only) and then take it back to their teams nest. The next player in line then does the same. Once several eggs have been taken, teams can then decide whether to steal eggs from the coup or from other team’s nests. <p>“Lord of the Rings (The Four Towers)”</p> <ol style="list-style-type: none"> 1) Set up a pitch divided into four quarters (lands) with a smaller area (towers) in the far corner of each area filled with rugby balls. Teams (4, one per land) try to invade another teams lands to reach the tower. Once in the tower they then steal a ball (one only) and try to get it back to their own land and place into their team’s tower. 2) Players are safe in their own lands, but when they enter another teams land, that team can steal their tags. If they are tagged before they reach the tower, they must go back to their own land and start all over again. 3) Players are safe in their opponent’s towers, but when they leave the tower, that team can steal their tags. If they are tagged before they reach their own land, they must give the ball back and go back to their own land and start all over again. Teams with the most balls wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Increase the size of the towers and lands (“Lord of the Tags”). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Decrease the size of the towers and lands (“Lord of the Tags”).
Cool Down:	Assessment Opportunities:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Choose a leader to go in the middle of the working area and perform a cool down exercise. The other children have to copy the leader. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Passing and Scoring Try's. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To perform picking up and placing a ball on the ground. • To be able to pass a ball accurately and under control. • To be able to carry a ball with two hands under control. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Vision, Backwards, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion
Warm Up:	Differentiation:
<p>“Bobbing Beans”</p> <ol style="list-style-type: none"> 1) Set up two lines a certain distant apart. Children work in groups with one ball per group and line up behind a line. Children take it in turns to run with the ball and score a try (put ball on floor) midway between the two lines. They then run and touch the opposite line, then run back to pick up the ball and give it to the next child in line. 2) Same exercise as 1, but this time, the children carry the ball all the way to the opposite line, score a try, then bring the ball straight back to the next child in line. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce races, competitions, target scores and time limits, etc.
Main Content:	Differentiation:
<p>“Team Passing”</p> <ol style="list-style-type: none"> 1) Children work in groups, one ball per group, working in a specified area. Groups start side by side but staggered (each child slightly further back than the other). Children run forwards as a group passing the ball back to the child next to them as they move. When the ball reaches the last player, they turn around and do the same back. <p>“Lord of the Tags (The Four Towers)”</p> <ol style="list-style-type: none"> 1) Set up a pitch divided into four quarters (lands) with a smaller area (towers) in the far corner of each area filled with rugby balls. Teams (4, one per land) try to invade another teams lands to reach the tower. Once in the tower they then steal a ball (one only) and try to get it back to their own land and score a try into their tower. 2) Players are safe in their own lands, but when they enter another teams land, that team can steal their tags. If they are tagged before they reach the tower, they must go back to their own land and start all over again. 3) Players are safe in their opponent's towers, but when they leave the tower, that team can steal their tags. If they are tagged before they reach their own land, they must give the ball back and go back to their own land and start all over again. 4) This time teams may pass the ball to their team mates to avoid being tagged and losing the ball. If the ball is dropped before they reach their own land, they must give the ball back and go back to their own land and start all over again. Teams with the most balls wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Increase the size of the towers and lands (“Lord of the Tags”). 4) Allow passes after players with the ball have been tagged (“Lord of the Tags”). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Decrease the size of the towers and lands (“Lord of the Tags”). 4) Only allow passes in their opponents lands (“Lord of the Tags”).
Cool Down:	Assessment Opportunities:
<p>“Bobbing Beans”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Teamwork Skills. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To develop decision making and technical awareness. • To be able to pass a ball accurately and under control. • To perform footwork and running skills to attack space. • Communicate and work as part of a team. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Backwards, Vision, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion, 7v7.
Warm Up:	Differentiation:
<p>“Rainbow Relays”</p> <p>1) Set up two lines a certain distant apart. Children work in groups with one ball per group and each child has a different colour (yellow, red, blue, green, orange, purple, etc.) First child (colour) in line runs with the ball to the opposite line, scores a try, and then brings the ball back and passes it to the next child (colour) in line, who does the same. Teams must pass in colour order.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce races, competitions, target scores.
Main Content:	Differentiation:
<p>“Slalom Runs”</p> <p>1) Set up lines of cones with 1 metre between each cone. Children work in groups with one ball per group and take it in turns to run in and out of the cones to the end of the line, and then run in and out of the cones on the way back, and then give the ball to the next child in line.</p> <p>“Lord of the Tags (Return of the Kin)”</p> <p>1) Set up a pitch divided into four quarters (lands) with two small areas (towers / dungeons) in the far corner of each area, one filled with rugby balls, one without. Teams (one per land) try to invade another teams lands to reach the tower and steal a ball (one) and try to get it back to their own land and score a try into their tower.</p> <p>2) Players are safe in their own lands, but when they enter another teams land, that team can steal their tags. If they are tagged before they reach the tower, they have been caught and must stay in that team’s dungeon.</p> <p>3) Players are safe in their opponent’s towers, but when they leave the tower, that team can steal their tags. If they are tagged before they reach their land, they have been caught and must give the ball back and stay in that team’s dungeon.</p> <p>4) Teams may pass the ball to their team mates to avoid being tagged and losing the ball but if the ball is dropped before they reach their own land, they must leave the ball and go back to their own land and start again. Teams with the most balls wins.</p> <p>5) When players reach the towers, if they have any team mates captured in the dungeons, they can save/choose one to help them steal the ball (one ball only) back.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Increase the size of the towers and lands (“Lord of the Tags”). 4) Allow passes after players with the ball have been tagged (“Lord of the Tags”). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Decrease the size of the towers and lands (“Lord of the Tags”). 4) Only allow passes in their opponents lands (“Lord of the Tags”). 5) Can either save a captured team mate or steal a ball, can’t do both (“Lord of the Tags”).
Cool Down:	Assessment Opportunities:
<p>“Rainbow Relays”</p> <p>1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths.</p>	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Tag-Rugby Games. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To perform evasion skills as an attacker with the ball. • To perform the role of defending through marking. • To develop decision making and tactical awareness. • To perform footwork and running skills to attack space. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Backwards, Vision, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion, 7v7, Space.
Warm Up:	Differentiation:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Choose a leader to go in the middle of the working area and perform an exercise. The other children have to copy the leader. Let the leader choose a new leader after a specified time. 2) Same exercise as 1, but this time the leader plays ‘Leader says’ rules (identical to ‘Simon says’). If the leader doesn’t say and the children do the action they have to do 5 star jumps then join back in. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Play on the spot instead of moving around. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Playing the Game”</p> <ol style="list-style-type: none"> 1) Discuss the ‘Passing Backwards’ rule. Every pass must be in a sideward or backward direction, in relation to the direction a team is playing towards. 1) Discuss the ‘Tagging’ rule. Players are only allowed to tag the player with the ball. 2) Discuss the ‘Passing When Tagged’ rule. When a player with the ball is tagged, they have 3 seconds to make a pass to a team mate 3) Discuss the ‘Giving Back Tags’ rule. After a tag is taken, it must be returned before another tag can be taken. 4) Discuss the ‘No Contact’ rule. No touching others at all. 5) Discuss the ‘Off-Side’ rule. Defensive players are not allowed to intercept a pass after a tag has been taken. 6) Discuss the ‘No Hiding of Tags’ rule. Players are not allowed to hide or obstruct their tags at any time. <p>“Lord of the Tags (Battle of the Four Armies)”</p> <ol style="list-style-type: none"> 1) Set up a pitch with divided into two halves (lands) and with two try areas (castles), one at each end, and rugby balls scattered everywhere. Split the group into four teams (2 teams versus 2 teams). Teams take it in turns to be attackers and defenders. Attackers try to invade their opponents land and get as many rugby balls (bombs) in their opponent’s castles as possible. Defenders try to stop them by stealing their tags. 2) Players are safe in their own lands, but when they enter another teams land, the defenders can steal their tags. If they are tagged before they reach the castle, they must go back to their own land and start all over again. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Increase the size of the castles / end zones (“Lord of the Tags”). 4) Allow passes after players with the ball have been tagged (“Lord of the Tags”). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Decrease the size of the castles/ end zones (“Lord of the Tags”). 4) Only allow up to 3 passes in their opponents lands (“Lord of the Tags”).
Cool Down:	Assessment Opportunities:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the leader performs slower more controlled movements. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Tag Rugby Tournament. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tag Belts and Rugby Balls. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To perform evasion skills as an attacker with the ball. • To perform the role of defending through marking. • To develop decision making and tactical awareness. • To pass accurately while under pressure. • To perform footwork and running skills to attack space. 	<ul style="list-style-type: none"> • Run, Tag, Spread Fingers, Swinging, Backwards, Vision, Control, Speed, Hands, Position, Run, Balance, Attack, Defend, Invasion, Evasion, 7v7, Space.
Warm Up:	Differentiation:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Choose a leader to go in the middle of the working area and perform an exercise. The other children have to copy the leader. Let the leader choose a new leader after a specified time. 2) Same exercise as 1, but this time the leader plays ‘Leader says’ rules (identical to ‘Simon says’). If the leader doesn’t say and the children do the action they have to do 5 star jumps then join back in. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Play on the spot instead of moving around. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Playing the Game”</p> <ol style="list-style-type: none"> 1) Recap the ‘Passing Backwards’ rule. Every pass must be in a sideward or backward direction, in relation to the direction a team is playing towards. 2) Recap the ‘Tagging’ rule. Players are only allowed to tag the player with the ball. 3) Recap the ‘Passing When Tagged’ rule. When a player with the ball is tagged, they have 3 seconds to make a pass to a team mate 4) Recap the ‘Giving Back Tags’ rule. After a tag is taken, it must be returned before another tag can be taken. 5) Recap the ‘No Contact’ rule. No touching others at all. 6) Recap the ‘Off-Side’ rule. Defensive players are not allowed to intercept a pass after a tag has been taken. 7) Recap the ‘No Hiding of Tags’ rule. Players are not allowed to hide or obstruct their tags at any time. 8) 7 v 7 Tag-Rugby Tournament – As close to full rules as possible. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Increase the size of the end zones. 4) Allow as many passes as needed after players with the ball have been tagged. 5) Allow passes in any direction <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Decrease the size of the end zones. 4) Only allow up to 3 passes after players with the ball have been tagged. 5) Introduce time limits for holding the ball.
Cool Down:	Assessment Opportunities:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the leader performs slower more controlled movements. 2) Same exercise as in 1, but this time the leader performs static stretches covering all the muscle groups used starting from their head down to their toes. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.

