Preface

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IMPORTANT

The following points should be considered at all times:

1. TFA is the national sporting organisation and all affiliated clubs/associations are insured under the National Insurance Scheme.

2. It is essential that users of this document comply with all relevant laws, by-laws and regulations, and all due and reasonable precautions must be taken to prevent or mitigate losses.

3. The preparation of this document is in no way a commitment from TFA to provide funds or make any other contribution now or in the future.

4. TFA policies and procedures are living documents which reflect progress in administrative requirements and industry standards. As such, to maintain currency, policy and procedures are periodically reviewed and updated. It is important that readers ensure they are reading and using the most up to date version. To confirm the current version, please contact TFA at www.touchfootball.com.au.

5. TFA also welcomes suggestions or improvements to programs and resources.

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Version Control Register

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Material Type: Teaching Resource

Material Developed by (Authors): TFA Sport Operations Unit

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Health and Physical Education Curriculum

The following 6-10 week program ensures that all aspects of the Australian Curriculum- Health and Physical Education are met in relation to movement and physical activity.

The activities outlined in this resource combined with the Change It concept will see the following areas of the curriculum implemented.

<table>
<thead>
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Introduction

The Touch Football Australia (TFA) Schools Resource – Foundation Module has been developed as a component of the TFA Schools Resource series.

The Foundation Model has been structured to work in the school setting and follows on from the Play for Life – Touch Football resource. This resource is designed to assist teachers, with minimal understanding of the game of Touch Football, to develop and deliver a catered physical education program for their students. Within this resource, teachers will be provided with the information required to teach the foundation skills of Touch Football.

The TFA Schools Resource has a number of objectives that aim to ensure that positive, enjoyable and safe experiences are provided to children in the sport of Touch Football. These objectives include the following:

- Provide enjoyable experiences for all children so as to encourage lifelong participation.
- Provide supportive environments for participation through the development of skills, good sporting behaviour and respectful relationships.
- Provide the safest possible environment for participation and active involvement in the sport of Touch Football and related activities.
- Provide equal opportunities for children regardless of their gender, race, ability, cultural background, religion, geographic location or age.
- Encourage and actively cater for the development of talented children.
- Encourage, cater for and provide pathways for children to develop skills in refereeing, coaching, selecting, managing and administration.
- Provide a consistent and coordinated approach to all Touch Football programs in both the school and the community.

While all care has been taken in the preparation of this publication, TFA accepts that errors, omissions or inaccuracies may occur.

Acknowledgements

TFA would like to acknowledge the authors of the Sport Education in Physical Education Program (SEPEP), AusTouch and Play for Life – Touch Football resources which were referenced in the development of this resource.

Contacts

TFA and the sport’s associated state bodies have staff who are dedicated to the development of our youngest participants and future stars of the sport, as well as the growth of Touch Football throughout the country.

For more information regarding this resource, the sport of Touch Football or for information regarding your state office or closest affiliate competition, please contact TFA via touchfootball.com.au or (02) 6212 2800.

Coaching and Refereeing Accredited Courses

Accredited coaching and referee courses provide participants with an opportunity to expand their understanding of the game, as well as open the door to alternate participation pathways within the sport.

For more information regarding the Foundation Coaching Course or the Level 1 Referee Course, please contact TFA via touchfootball.com.au or (02) 6212 2800.

TFA Resources and Equipment

TFA produces a wide range of coaching resources, clothing for players and officials, and game equipment which are available for affiliates, members and the general public to purchase via the ‘Online Shop’ on the website - touchfootball.com.au.

Our Online Shop is an effective and efficient service that is provided to our members to view and purchase merchandise. View the merchandise catalogue, order form or a range of sponsor catalogues, by visiting touchfootball.com.au and locating the Online Shop tab at the top of the page.
About Touch Football

Touch Football is a sport that, in its nature, is conducive to participation, inclusiveness and development; factors that are essential for young children. The sport of Touch Football has continued to evolve since the 1960's when it was used as a method of training for Rugby League players to develop their skills and remove the anxiety of being injured in the process. As a minimal contact mixed gender sport that focuses on speed, agility and coordination, Touch Football is a very appealing sport for women, children and parents because it is a very safe and enjoyable sport. Without the requirement of goal posts, bats, helmets and other forms of elaborate equipment, the sport is also extremely easy to set up and to teach.

Touch Football is played by both boys and girls from as young as five years old through their entire childhood and adolescence. Children enjoy Touch Football because it’s a fast, easy to learn, safe and enjoyable sport to play. Children who participate in Touch Football have the opportunity to learn the importance of team work and team spirit; and it allows them to develop their communication and social skills. Touch Football also develops physical skills such as hand eye and motor skills, and instils the concepts of good fitness routines while maintaining enjoyment.

The TFA Schools Resource

The TFA Schools Resource is a series of resources that provide the student and teacher with progressive development tools that take them from game introduction to basic skill development through to game implementation. The TFA Schools Resource series incorporates the Play for Life – Touch Football, Foundation Module and Talent Module resources. These resources are applicable and may be utilised to teach students at both a primary and secondary school age.
**Play for Life – Touch Football**

The Australian Sports Commission (ASC) and TFA together have developed the *Play for Life – Touch Football resource*. This resource is a teacher’s aid to introduce the game to students through fun and active games that incorporate basic movement skills and game concepts. The program’s aim is to engage traditionally inactive children to participate in sport and other structured physical activities. Through a positive and fun experience, it also aims to develop a love of the sport that inspires them to join a local Touch Football club or competition.

**Foundation Module**

The Module has been structured to work in the school setting and follows on from the Play for Life – Touch Football resource; providing a transition toward the development of basic Touch Football specific skills, movements and concepts.

This resource is designed to assist teachers and students, with minimal understanding of the game of Touch Football, to develop and deliver a catered physical education program for their students. Within this resource, teachers will be provided with the information required to teach the foundation skills of Touch Football.

**Talent Module**

The Talent Module provides the next step in the student education pathway and focuses on progressing basic skills, as well as introducing higher level skills, movements and concepts.

This resource is designed to assist teachers in building upon their existing knowledge and skills base, providing them with the information and resources to teach the talent level skills of Touch Football.

**Terminology**

- **Affiliate** – A local entity that conducts and/or administers Touch Football competitions and which is a member of TFA.
- **ASC** – The ASC (Australian Sports Commission) is Australia’s primary national sports administration and advisory agency, and the cornerstone of a wide-ranging sports system. On behalf of the Australian Government, the ASC plays a central leadership role in the development and operation of the Australian sports system, administering and funding innovative sport programs and providing leadership, coordination and support for the sport sector.
- **Dartfish TV** – Touch Football Australia – Dartfish TV is a website containing collections of videos. The Touch Football Australia channel contains a number of coaching videos that teach the skills of the sport and provide drills and games that coaches can utilise. Most clips also contain a downloadable file that supplements the visual content.
- **Play For Life** – Play 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.
- **Sporting Schools** – The Australian Government’s Sporting Schools Program is a national initiative that provides primary school children with access to free sport and structured physical activity programs before, during and after school. The program aims to engage children in sport and other structured physical activities through a positive, fun experience and develop a love of sport that inspires them to join a local sporting club.
- **TFA** – TFA (Touch Football Australia) is the governing body for Touch Football in Australia. The central role of TFA is to provide national governance and administration, as well as to create the programs, policies and resources that assist in developing the sport for the benefit of its members.

**Age Qualification**

For age level, the ages indicated are to be taken as at 31st December of that year.

- **Juniors** - under 20 years – term for youth and children
- **Youth** - 13 to 20 years
- **Children** - 5 to 12 years
Game Terminology

**Attacking Team** – is the team in possession of the ball.

**Defending Team** – is the team without the ball.

**Field of Play** – the full size of a Touch Football playing field is fifty (50) metres wide and seventy (70) metres long (not including the sub box or the touchdown zone). It is bound by sidelines and scorelines, which extend five (5) metres past the scoreline. (See Figure 1). Players must stay within these confines. For children, the suggested size is thirty five (35) metres wide by fifty (50) metres long.

**Half** – is the first player to touch the ball following the rollball.

**Halfway Line** – is the line that divides the field into halves and the line which attackers must stand behind for the commencement of, or recommencement of, play.

**Halfway Mark** – is the point in the centre of the halfway line from where play is started or recommenced.

**Infringement** – is a breach of the rules of the game and is subject to possession being awarded to the non-offending team;

Some examples of infringements that are subject to the above actions are:

- Dropping the ball
- Passing the ball after being ‘touched’
- Stepping on or outside the sidelines
- Not performing the rollball at the mark where the ‘touch’ was made
- Passing the ball forward
- Obstruction
- Disregarding the sport’s Code of Conduct
- Not returning the ball to the ‘mark’ or handing it to the closest opponent when there is a change of possession
- A defender failing to effect a touch, (but claiming a touch)

**Mark** – the mark is the position on the field where the attacking player, in possession of the ball, is at the time the touch is affected. The mark is also the place on the field, indicated by the referee, where the attacking team will recommence play following an infringement.
Offside (in attack) – means being in front of your team mate who is in possession of the ball.

Offside (in defence) – means being within five metres of the play when the attacking player rolls the ball in defence or within ten metres of a tap (and not making an effort to retire to a point either in line or behind the referee).

Onside (in attack) – means being in line with or behind your team mate who is currently in possession of the ball.

Onside (in defence) – means being in line with or behind the referee at the time of the rollball or tap.

Opponent – is a player from the opposing team.

Pass – is the action of throwing or otherwise propelling the ball to a team mate who is beside (but not in front of you) or behind you.

Rollball – is the action of restarting play after a touch or after a changeover, performed by placing the ball on the ground and stepping over it or rolling the ball gently through the legs (not more than one metre).

Tap – is the act of placing the ball on the ground, releasing it and tapping the ball gently with foot. It is used to commence or recommence play (at the start of the game and at the restart after halftime, after a penalty, or after a touchdown has been scored).

Team – a Touch Football team may consist of as many as 14 players with six players on the field at any given time. Players are permitted to substitute unlimitedly with other members on their team. Local variances in competitions mean that team compositions may vary in regards to the numbers of players on the team or the number of players on the field.

Touch – is any contact on any part of the body, hair, clothing or ball and can be made by an attacking player or a defending player.

Touchdown – is the action of scoring when a player in possession places the ball on or over their opponent’s defensive scoreline, without being touched.

Team Mate – is a player from your own team.

Team Composition

(i) Both teams consist of a maximum of six on field players and up to eight substitutes.

(ii) Players not participating in the game are to remain behind the sideline in the interchange box until a team mate steps off the field.

(iii) The interchange can only be made from one side of the field. The interchange must take place from an ‘on side’ position, or after a touchdown, when players can substitute at will.

Mode of Play

(i) The objective is to score more touchdowns than the other team. (Each touchdown is counted singularly i.e. one point).

(ii) The referee will effect a ‘toss’ of a coin with both captains, with the winning team having first possession of the ball and choosing the direction which they will run.

(iii) The game is commenced, or recommenced after a touchdown is scored, by placing the ball on the centre of the halfway line by the team in possession performing a tap. The tap is taken in the latter case by the team scored against.

(iv) The ‘rollball’ must be taken on the mark, (where the touch was made), without delay. The player performing the rollball must stand parallel to the sidelines, roll the ball no more than one metre (between their legs) or step over it.

(v) If a ‘touch’ is effected on a player in possession, that player must return to the mark and perform a rollball.

(vi) A team retains possession until six touches have been effected or an infringement causes the ball to be handed over to the opposition. Play is then recommenced with a rollball or in the instance of a penalty, a tap.

(vii) The touch count is re-started if the ball is touched in flight deliberately by a defender and possession is regained by the attacking team.

(viii) The defending team may move forward to effect a touch as soon as the Half touches the ball.

(ix) A team in possession may score a touchdown by placing the ball on or over the score line (within the boundaries of the extended sidelines), without being touched.
(x) The game is usually 40 minutes duration with two x 20 minute halves and a five minutes halftime break.
(xi) The winner of the game is the team with the most touchdowns at the end of the game.

NB: The TFA Junior Development Framework provides guidelines for junior touch.

**Player Discipline**

All players should play within the TFA Responsibility Code

(i) Player misconduct is subject to a loss of possession and/or dismissal from the game.

Misconduct includes:

- Throwing the ball away at the change of possession
- Continual breach of the rules
- Fighting or using physical force in the game
- Deliberate tripping
- Swearing
- Any action considered by the referee to be inconsistent with the spirit of the game
- Any attack on an opponent

**Modified Game**

To effectively teach the game of Touch Football, the rules of the game should be taught alongside the skills. Within each ‘Skill Area’ there will be a rule consideration that applies to the skill.

The following game has been developed from the TFA Playing Rules 7th Edition with some changes drawn from the TFA Junior Development Framework, which apply specifically to junior competitions. Below you will find the junior modified rules and attached you will find the standard TFA playing rules. The variances in rules are designed to assist with learning the foundation competencies of the game.

**Modified Rules:**

- The attacking team maintains possession of the ball for six touches. All forward passes, dropped balls and late passes are to be counted as a touch
- The Half cannot run with the ball and they must pass it to another player before they can join in further play (stand and pass)
- The defending team cannot move until the first receiver has caught the ball
- For minor infringements the referee may allow a replay of the action (e.g. rollball infringements)
- No penalties are to be awarded. Instances including, kicking the ball, hard touches, etc. will result in a restart of the set of six (attacking team) or a change of possession (defending team)
The Play for Life – Touch Football resource introduces ‘CHANGE IT’; a concept that centres on the notion that we are all different. Play for Life doesn’t attempt to categorise players by physical, intellectual, medical or other categories. The Foundation Module adopts the ‘Change It’ philosophy and encourages teachers to modify and adapt their games and drills to ensure that an optimal learning environment is created for each student.

How do I know when to change it?

Ask yourself ‘What is the purpose of the activity?’ The answer will go to the heart of the activity and may include outcomes such as scoring more touchdowns or ensuring a greater level of participation.

If the primary outcome is not being met, e.g. touchdowns not being scored or only a few players touching the ball, then change it!

If children are successful in the challenge, allow the activity to continue to reinforce the positive results, and then consider CHANGE IT options to make it more challenging.

**C** COACHING
- facilitate player centred coaching
- modify your teaching to suit the needs of each player – instructions, demonstrations, feedback

**H** HOW TO SCORE
- vary How to Score so everyone can be included
- use it to make activity easier or harder

**A** AREA
- Modify the playing area to:
  - change the intensity of play
  - highlight tactical plays
  - make an activity easier or harder
  - make the activity safer

**N** NUMBER OF PLAYERS
- highlight tactical plays
- use CHANGE IT to make activity more inclusive

**G** GAME RULES
- Vary to:
  - make it easier or harder
  - highlight a skill or tactical aspect
  - vary the game experience
  - make it inclusive
  - see also ‘H’ and ‘N’

**E** EQUIPMENT
- Use different equipment to:
  - broaden the range of playing experience
  - make the activity easier or harder
  - suit the abilities of all the children

**I** INCLUSION
- Player-centred coaching using CHANGE IT.
- Adapt or modify different aspects of the activity so that everyone is included

**T** TIME
- Vary the duration to impact on the volume and intensity of the activity
Structure Overview

This resource provides teachers with session plans to cater for six, eight or ten week programs. The table on the following page provides a suggested session structure dependant on the number of weeks available to them, however teachers are encouraged to adapt and modify their session structure to suit the needs of their students.

Teachers are also encouraged to utilise the pool of additional resources available within Play for Life and Dartfish TV to tailor and develop their own session plans, as students’ skills progress. Dartfish is TFA’s resource library for Touch Football skills, drills, and tools to help coaches, athletes and referees improve their Touch Football knowledge. Dartfish TV incorporates both the AusTouch program and the Foundation Coaching Resources utilised throughout this resource, providing visual support to game and drill descriptions. A list of all games, skills and drills utilised within this resource may be found in Resource List.

Each session plan works on an approximate group size of 25 students and an estimated timeframe of 50 minutes per session. This is only an example and teachers are encouraged to adapt their sessions and alter the equipment and space required, based on the size of their class and time available.

Throughout this resource there will be a ‘Progression’ section added to some of the basic skills. To proceed to the ‘Progression’ stage, students must demonstrate that they can perform the basic skills competently and confidently.

The Foundation Development Checklist provides teachers with a guide in assessing the competency of the student in each of the skill areas. This resource may be utilised to determine if students are ready to advance to the ‘Progression’ section of each skill.
<table>
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<tr>
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<th>SESSION FOCUS</th>
<th>SESSION OVERVIEW</th>
<th>SESSION NOTES</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>MOVEMENT</td>
<td>Teach students the basic movement techniques and skill to play Touch Football.</td>
<td>During a six week program, the primary focus of teachers should be the introduction of basic skills through game orientated drills and skills. A brief introduction and overview should start all sessions to engage the students. The Skill Areas should be the main inclusion in these sessions with more skill/drill based Touch Football games, such as a 2 on 1 attacking drill, so that at the 6th week the progression has increased and the students have also increased in the skill/drill based games.</td>
</tr>
<tr>
<td>2</td>
<td>BALL SKILLS</td>
<td>Teach students the basic grip, correct passing and catching techniques to play Touch Football.</td>
<td>An eight week period will allow the inclusion of Game and Referee Concepts to be taught, with the progression of students beginning to take ownership over their involvement in sessions.</td>
</tr>
<tr>
<td>3</td>
<td>ROLLBALL</td>
<td>Teach students the Static Rollball technique with the aim of progressing to the Dynamic Rollball.</td>
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<td>4</td>
<td>RUCKING</td>
<td>Teach students basic rucking technique</td>
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<tr>
<td>5</td>
<td>ATTACK</td>
<td>Teach students basic attacking techniques</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DEFENCE</td>
<td>Teach students the basic defensive techniques</td>
<td></td>
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<tr>
<td>7</td>
<td>GAME CONCEPTS</td>
<td>Teach students basic game concepts and strategy techniques and skills to play Touch Football.</td>
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<tr>
<td>8</td>
<td>REFEREE AND GAME INTEGRATION</td>
<td>Teach students the basic refereeing signals and rules to officiate a Touch Football game.</td>
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<tr>
<td>9</td>
<td>SKILL REVIEW</td>
<td>Revision of sessions 1-7, focusing on areas requiring further practice or refinement</td>
<td>A full ten week period provides the opportunity to gauge the student’s skill competency and concept comprehension, with the ability to review sessions to reinforce skills that students are unsure of or spend a little longer on more complex skills. The ten week program should culminate with students playing in a round robin competition. This will give students the opportunity to put all of their skills together to play in a free flowing game.</td>
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<tr>
<td>10</td>
<td>ROUND ROBIN COMPETITION</td>
<td>Structured games of Touch Football, implementing previously taught skills and refereed by students.</td>
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Session Planning

Introduction
To improve your student’s performance there are many considerations to make such as:

- Creating a session plan
- Introductions to new skills and sessions
- Warm ups and cool downs
- Stretching
- Post session discussions

There are several things a teacher needs to consider when constructing a training plan:

- The skill focus area
- The time available and breakdown for each item
- The number of students you have
- Facility and equipment available

A standard training session may be divided up as follows:

- **Pre-training discussion** – discussion on what the teacher has planned for the session. It also provides an opportunity to identify anything the teacher needs to know; injury, illness, etc.

- **Warm Up** – The warm-up prepares the body for activity, as well as helping to prevent injury to muscles, which can be more susceptible to injury when cold. The ideal warm-up will depend on the sport, the level of competition and the age of the students. The warm-up should incorporate the muscle groups and activities that are required during training or competition. The intensity of the warm-up should begin at a low level and gradually build to the level of intensity required during training or competition. For most students, 5 to 10 minutes is enough. However in cold weather the duration of the warm-up should be increased.

The warm-up aims to:

- Prepare the body and mind for the activity
- Increase the body’s core temperature
- Increase heart rate
- Increase breathing rate.

There is now less emphasis on static-stretching during the warm-up, so stretches should move the muscle groups through the full range of movement required in the activity being performed (active or dynamic stretching). For more information please visit www.ausport.gov.au in the ‘Participating in Sport’ area.

Skill Session

- Demonstration of skill
- Basic drill to teach key components
- Progress drill to increase difficulty, or other elements
- Games for Understanding application – CHANGE IT, as required.

Cool Down
The cool-down helps the body clear lactic acid that builds up during any activity. Less lactic acid means less soreness and stiffness the next day! The cool-down at the end of a session is an aspect that is sometimes forgotten, however it is just as important as the warm up; especially after vigorous exercise because the body needs time to slow down and it is an important step in aiding recovery. The cool down should occur immediately after training activities and should last for five to ten minutes. The cool-down can be the same sort of exercise as the warm-up but with low intensity body movement such as jogging or walking substituted for running. Stretching after activity helps to maximise flexibility, relax the muscles, return them to their resting length and develop long-term attitudes to maintaining healthy lifestyles.
**Stretching**

Stretching activities can be included in the warm-up and cool down. Static stretching is still appropriate during the cool-down and can be used to improve flexibility. Some rules when stretching:

- warm-up the body prior to stretching
- stretch before and after exercise (active stretching during the warm up, static stretching during the cool down)
- stretch all muscle groups that will be involved in the activity
- stretch gently and slowly
- never bounce or stretch rapidly
- stretch gently to the point of mild discomfort, never pain
- do not hold your breath when stretching; breathing should be slow and easy.
- do not make stretches competitive.

**Post training discussion**

Opportunity to seek feedback on the session (age appropriate) what students liked, learnt, reinforce key teaching points from the session.
Movement

Basic running skills are essential to Touch Football. It is essential to teach these skills and reinforce them regularly before embarking on more advanced skills. The introduction to running forwards, running backwards and running with the ball is just as important as teaching ball skills.

Running – Sprinting

Running is used in elements of both attack and defence in Touch Football. Sprinting or the ability to run quickly, and increase an individual’s speed, is something which can be practiced and developed with the right coaching.

Activity: Under the Pump

Running - Backwards

Touch Football players are required to run backwards, that is keeping your body facing forwards, while moving backwards. Running backwards can often be a new skill for students, therefore teachers should dedicate time and activities to incorporate practicing this skill. The skill is used mainly in defence, when returning to an onside position, or if returning to be behind the ball carrier in attack.

Activity: Getting Onside

Running - With the Ball

Touch Football players are required to run at top speed whilst carrying the ball. Therefore, the way in which the ball is carried is important. The skill is used when the player is in possession. Running with the ball should be done primarily with two hands on the ball. Players should be able to transfer the ball from one to two hands and back, without impediment to their speed, during the game.

Activity: Flying V

Rule Consideration

A player in possession of the ball cannot run or move behind the referee or other players on their team to avoid being touched. This is classed as obstruction.

Basic Activities

<table>
<thead>
<tr>
<th>Figure 8 Around The World</th>
<th>Three-Way Passing Grids Dodge Ball Chain Defence Touchdown Game Sticky Glue Defence Drill Straight Line Red Rover</th>
</tr>
</thead>
</table>

*PROGRESSION*

Agility - Side Stepping

Touch Football is a game of evasion and side stepping is the ability to change direction when running forwards. The skill is used in attack, to change direction, to evade defenders, and run into space, and in defence it may be used in order to chase an attacker who has changed direction.

Activity: Touchdown Invaders With Ball
Agility - Side to Side Shuffling

Side to side shuffling is moving laterally (not forward) left or right, or a sequence of both, with minimal bouncing. The skill is mainly used in defence, to maintain a position within the team defensive line, and adjust in reaction to either an attackers movement, or the ball being passed.

Activity: 3 on 2 Positions

Agility - Swerving

Swerving is a component of Agility and is important in Touch Football in order to change direction more subtly than a side step. The swerve is a foundation level movement pattern for young players. It is used in many game related situations but predominantly within attacking situations where a slight change in direction can take an attacking player into space or away from a defender.

Activity: Tag Ball Progression

Rule Consideration

A player in an attacking team is ‘offside’ when they are in front of the player who is in possession of the ball.

Basic Activities

- Tap Dance
- Tag Ball Progression
- Under The Pump Progression
- Touchdown Invaders With Ball
- Cat And Mouse

- Getting Onside
- Shootout Progression
- Flag Race
- Defence Drill Triangle
- Passing And Catching
# SESSION PLAN – MOVEMENT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>SESSION OVERVIEW AND AIM</td>
<td>Teach students the basic movement techniques and skill to play Touch Football</td>
<td></td>
<td>Total Session Time 50 mins</td>
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<tr>
<td>LEARNING OUTCOMES</td>
<td>Students will be able to identify the correct description and teaching points of the movement skills.</td>
<td></td>
<td></td>
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<tr>
<td>GAME BASED WARM UP</td>
<td></td>
<td>2 x Touch Footballs and 20 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td>Game 1</td>
<td></td>
<td>5 x Touch Footballs and 15 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Drill 1</td>
<td></td>
<td>20-30 x agility poles or marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game 2</td>
<td></td>
<td>2 x Touch Footballs and 4 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game based cool down and stretching</td>
<td></td>
<td>4 x marker cones and 2-5 Touch Footballs</td>
<td>5 mins</td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All games, skills and drill resources can be found in Resource List.

To progress the skill try adding in an extra drill or more advanced skills e.g. Passing Drill Head Start 3v1, Defence Drill Triangle or Cat and Mouse.

NB This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Ball Skills

Basic ball skills are essential to Touch Football. It is essential to teach these skills and reinforce them regularly before embarking on more advanced skills. The introduction to ball grip, catching and stationary passing will teach students how to effectively catch and pass the ball.

Ball Grip

The correct grip of the touch ball is essential for all basic carrying and passing manoeuvres. It is essential to teach this skill and reinforce regularly before embarking on more advanced skills later. The skill is used to effect a basic carry of the ball in the first instance, as well as in preparation for passing. Poor passes are often a result of poor grip technique.

Activity: Passing Drill Grip Strength And Partner

Catching

At the foundation level, the ability to secure all manner of passes from team mates is critical to maintaining possession and subsequently applying pressure to defences. Players need to possess good technique in order to make the most of all attacking opportunities when they arise. The skill is used in most facets of the game and successful execution is critical in gaining advantages in a game. Players need to be able to ‘catch’ from both left and right sides.

Activity: Piggy In The Middle

Passing - Stationary

Although rarely do players pass from a stationary position in games (other than the Half pass) it is important to reinforce technique first before progressing to the running pass. There are many drills which can incorporate a stationary pass and it is recommended that time is spent developing a good pass from both sides of the body. The stationary pass is used in training to correct basic technique and in rare game situations where the player may be required to ‘stand and deliver’ the ball quickly.

Activity: Line Passing

Rule consideration

In passing, the person in possession of the ball can pass, flick, knock, throw or otherwise deliver the ball to any other onside player in the attacking team if propelled backwards.

Basic Activities

- Around The World
- Figure 8
- Tunnel Ball
- Yoyo
- Flying V
- Zig Zag Relay
- Tag Ball
- Under The Pump
- Touchdown Game
- Water Bottle Elimination
- Dodge Ball
- Three-Way Passing Grids

- Chain Defence
- Malcolm In The Middle
- Line Passing
- Clap Ball
- Piggy In The Middle
- 3 Piggies
- 5 – 20
- Passing Drill Stationary
- Passing Drill Grip Strength And Partner
PROGRESSION

Half pass
The Half pass is the pass performed after the rollball has been completed, where the Half will pass the ball to the receiver. It is important that students are capable of competently passing the ball both left and right. Being a frequently executed skill (as it requires students to bring the ball back into play after a touch has been effected), it is critical that all students are able to do so with the best possible technique. Poor and indecisive passing from the Half will stifle a team’s subsequent attacking options.

Passing on the run
The game of Touch Football will require students to deliver all manner of passes whilst on the run. Therefore, it is essential that students have good technique. Passing on the run is used throughout the entire attacking process.

Activity: Passing Drill On The Run

Rule consideration
If a ball is passed at or towards a defender, and the ball goes to ground, the attacking team shall lose possession. If however, the defending player attempts to play at the ball, the attacking team will receive a repeat set.

Basic Activities
- Tap Dance
- Scoop N Dump
- Tag Ball Progression
- Under The Pump Progression
- Touchdown Invaders With Ball
- Double Water Bottle Elimination
- Cat And Mouse
- 3 On 2 Positions
- Truck N Trail
- Altering Line Passing
- Magic Square
- Flag Race
- Half Pass Drill
- Catching Drill Basic
- Passing Drill Head Start 3v1
- Passing Drill On The Run
- Passing Drill Long Pass
## SESSION PLAN – BALL SKILLS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION OVERVIEW AND AIM</strong></td>
<td>Teach students the basic grip, correct passing and catching techniques to play Touch Football.</td>
<td></td>
<td>Total Session Time 50 mins</td>
</tr>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td>Students will be able to identify the correct description and teaching points of the ball skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GAME BASED WARM UP</strong></td>
<td>Piggy in the Middle</td>
<td>1 x Touch Footballs</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game 1</td>
<td>Tag Ball</td>
<td>1 x Touch Footballs, 4 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td>Drill 1</td>
<td>Passing Drill Stationary</td>
<td>2 x Touch Footballs and 2 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game 2</td>
<td>5-20</td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game based cool down and stretching</td>
<td>Water Bottle Elimination</td>
<td>1 x Touch Football, 1 water bottle and 1 x marker cone</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Comments/notes & Evaluation**

*All games, skills and drill resources can be found in Resource List.
To progress the skills try adding in an extra drill or more advanced skills
e.g. Flying V, Tag Ball Progression, Magic Square, Catching Drill Basic or Passing Drill Head Start 3v1.

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Rollball

The rollball is a part of almost every pattern of play in Touch Football. Being a frequently executed skill it is critical that all students are able to do so with the best possible technique. It is the most overlooked individual skill when teams train.

Static Rollball

A static rollball is used following:

- A touch
- A change in possession
- When a ball goes to ground
- At a penalty instead of a tap and;
- When possession changes due to an infringement by an attacking student at a tap.

Rule consideration

The ‘rollball’ must be taken on the mark (where the touch was made) without delay. The student performing the rollball must roll the ball no more than one metre (between their legs) or place it on the ground and step over it.

Basic Activities

Tunnel Ball
Yoyo
Malcolm In The Middle
Static Rollball
Rucking Drill Basic

PROGRESSION

Dynamic Rollball

The dynamic rollball (often referred to as a ‘dump’) differs from a static rollball in that it is executed on the run. The objective is to catch retreating defenders in an offside position. Using the dynamic rollball enables teams to advance the ball quickly up field and place them in a good scoring position. The dynamic rollball is often used when the attacking team is trying to advance the play at speed.

Rule consideration

A student must perform a rollball when:

- A touch has been effected,
- Possession changes or the referee directs the student to do so.

Basic Activities

Scoop N Dump
Getting Onside
# SESSION PLAN – ROLLBALL

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION OVERVIEW AND AIM</td>
<td>To teach students the static Rollball technique with the aim of progressing to the Dynamic Rollball.</td>
<td></td>
<td>Total Session Time 50 mins</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>Students will be able to identify the correct description and teaching points of the Rollball skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAME BASED WARM UP</td>
<td>Yo Yo</td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game 1</td>
<td>Tunnel Ball</td>
<td>1 x Touch Football and 3 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Drill 1</td>
<td>Rucking Drill Basic</td>
<td>3-4 x Touch Football and 4 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game 2</td>
<td>Malcolm in the Middle</td>
<td>4 x Touch Footballs and 16 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game based cool down and stretching</td>
<td>Getting Onside</td>
<td>2 x Touch Footballs and 5 x marker cones</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

*All games, skills and drill resources can be found in Resource List.

To progress the skill try adding in an extra drill or more advanced skills e.g. [Scoop N Dump](#), [Half Pass Drill](#).

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Rucking

Rucking is a skill that allows attackers to effectively progress the ball forward towards their attacking scoreline. It is a more advanced skill that involves combining the rollball, the Half pass and running with the ball into one continuous sequence. Before moving on to these skills, students should be able to display competent passing skills and the static rollball.

Rucking is regularly used following a change of possession and commences with a static rollball and involves a pass from the Half to the ‘first receiver’ who should accelerate and angle their run back towards the defender that has just made the touch. This is followed by deceleration at or before the pending touch. The ball carrier then ensures a touch is made either by or on the defender and completes a quick rollball to the Half and the procedure is repeated. The same Half may be used or as a combination of halves. The skill may be used as many times as necessary depending on the situation. This skill is used when close to your own (defensive) scoreline and when attempting to gain ground and field position.

Half Role
The role of the Half is to collect the ball off the ground from a rollball and deliver it with minimal delay to the next receiver. Along with the rollball the role and positioning of the Half is a part of almost every pattern of play in Touch Football. Without a thorough understanding of this frequently executed skill, the ability to perform most other aspects of the game can be affected.

First Receiver Role
The ‘first receiver’ is the player who receives the ball directly from the Half. The role of the first receiver is therefore vitally important in the progression of play up-field. The first receiver will determine not only the speed of play in rucking but also the direction the play travels and any subsequent set plays that may occur.

Rule Consideration
Any student on the attacking team, except the student who is performing the rollball, may receive the ball from the rollball and become the Half. The Half may pass or run with the ball but if touched the Half loses possession.

Basic Activities

Rucking Drill Basic
Getting Onside
Defence Drill Triangle
# SESSION PLAN – RUCKING

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td><strong>SESSION OVERVIEW AND AIM</strong></td>
<td>Teach students basic rucking technique</td>
<td></td>
<td>Total Session Time 50 mins</td>
</tr>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td>Students will be able to identify the correct description and teaching points of the rucking skill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GAME BASED WARM UP</strong></td>
<td><strong>Getting Onside</strong></td>
<td>2 x Touch Football and 5 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Game 1</strong></td>
<td><strong>Rucking Drill Basic</strong></td>
<td>3-4 x Touch Footballs and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Drill 1</strong></td>
<td><strong>Defence Drill Triangle</strong></td>
<td>1 x Touch Football</td>
<td>15 mins</td>
</tr>
<tr>
<td><strong>Game 2</strong></td>
<td><strong>Dynamic Rollball</strong></td>
<td>1 x Touch Football</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Game based cool down and stretching</strong></td>
<td><strong>Tunnel Ball</strong></td>
<td>1 x Touch Football and 3 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td><strong>Comments/notes &amp; Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
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</table>

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**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Attacking

This skill area is closely linked with the movement skill area. These continual progressions increase the student’s skills and ability to move around the field.

Running into space

Running into space refers to the idea that all attacking players, either the ball carrier or the supporting players, should at all times attack (run at) spaces in between defenders and not run directly at defenders. It involves attacking players trying to find either the space or gaps through the defence or overlaps on the outside of the defensive line. Running into space should be performed during all attacking situations by the ball carrier and supporting players to create forward progression of the ball, scoring opportunities, and to influence defensive decisions made by the opposition.

Activity: Guard The Castle (Refer to Play for Life Resource)

Scoring a Touchdown

A Touchdown is scored when an attacking player places the ball on the ground on or over the score line within the boundaries of the touchdown zone, and without being touched previously. The Half cannot score a touchdown.

Activity: Touchdown Game

The Tap

A tap is when the ball is placed on the ground, released from the hands, and touched with the foot, and picked up. The tap is the method of commencing or re-commencing the game after halftime and after a touchdown has been scored. It is also the method of recommencing play when a penalty is awarded.

Activity: Tap Dance

Rule Consideration

The ball cannot be kicked or played with the foot, except when taking a tap or when the Half controls the rollball.

Basic Activities

<table>
<thead>
<tr>
<th>Shootout</th>
<th>Touchdown Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under The Pump</td>
<td>Line Passing</td>
</tr>
<tr>
<td>Tap Dance</td>
<td>5 – 20</td>
</tr>
</tbody>
</table>

PROGRESSION

Effecting the touch in attack

Although at the foundation level most touches are made by defending players, touches can also be effected by the attacker in possession of the ball. The skill is used to ensure a minimum of disruption to the attacking team’s momentum when rucking the ball downfield, with the objective being to catch retreating defenders in an offside position.

Supporting the ball carrier

The individual carrying the ball should be supported at all times by their teammates. The teammates should be in a supporting position that enables the ball carrier to pass them the ball if they decide to do so to promote the ball further downfield.
Progressing the ball toward the scoreline

With each possession and utilising the touch count, the attacking individual or team should be attempting to progress the ball towards the score line.

Rule Consideration

After a touch has been effected, the player in possession must stop and perform a rollball. If the player has over run the mark they must return to the mark before performing the rollball.

Basic Activities

- Passing And Catching Drill Middle Ball 3v2
- Shootout Progression
- Cat And Mouse
- 3 On 2 Positions
- Truck N Trail
- Magic Square
- Passing Drill Head Start 3v1
### SESSION PLAN – ATTACKING

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>SESSION OVERVIEW AND AIM</td>
<td>Teach students basic attacking techniques</td>
<td></td>
<td>Total Session Time 50 mins</td>
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<tr>
<td>LEARNING OUTCOMES</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GAME BASED WARM UP</td>
<td><strong>Touchdown Game</strong></td>
<td><strong>2 x Touch Footballs and 4 x marker cones</strong></td>
<td><strong>10 mins</strong></td>
</tr>
<tr>
<td>Game 1</td>
<td><strong>Under the Pump</strong></td>
<td><strong>1 x Touch Football and 5 x marker cones</strong></td>
<td><strong>10 mins</strong></td>
</tr>
<tr>
<td>Drill 1</td>
<td><strong>Line Passing</strong></td>
<td><strong>1 x Touch Football and 10 x marker cones</strong></td>
<td><strong>15 mins</strong></td>
</tr>
<tr>
<td>Game 2</td>
<td><strong>5 - 20</strong></td>
<td><strong>1 x Touch Football and 9 x marker cones</strong></td>
<td><strong>10 mins</strong></td>
</tr>
<tr>
<td>Game based cool down and stretching</td>
<td><strong>Shootout</strong></td>
<td><strong>1 x Touch Football and 4 x marker cones</strong></td>
<td><strong>5 mins</strong></td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
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<td></td>
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</tbody>
</table>

*All games, skills and drill resources can be found in Resource List.*

To progress the skill try adding in an extra drill or more advanced skills e.g. Passing Drill Head Start 3v1, Cat And Mouse, Passing And Catching Drill Middle Ball 3v2.

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Defence

This skill area is closely linked with the movement skill area. These are continual progressions that increase the student’s skills and ability to move around the field effectively.

Returning onside
Returning ‘onside’ refers to the movement a defender must complete after either they, or another member of their team, have effected a touch. It requires all defenders to return to the onside position in line with the referee. Returning onside occurs following every touch that is effected by a defender, except following the last touch and subsequent change of possession.
Activity: Getting Onside

Effecting the touch in defence
At the foundation level most touches are made by the defenders. Effecting the touch requires the defending player to make contact with the person in possession of the ball, or on the ball itself, using a minimum of force. The skill is used to prevent the attacking players from either scoring and or gaining territory by progressing down the field.
Activity: Chain Defence

Rule Consideration
All players of the defending team must retire, no less than, five metres from the mark of the rollball.

Basic Activities
- Under The Pump
- Touchdown Invaders
- Defence Drill Straight Line
- Getting Onside
- Shootout
- Chain Defence
- Touchdown Game
- Sticky Glue

PROGRESSION

Foundation ‘team’ defence
Foundation team defence refers to the concept that defending in Touch Football is most effective with all members of the team operating together in one defensive line. To be effective, the team must be correctly aligned in order to pressure the attacking team and deny them time and space in which to move. The defensive line should then move forward together in a straight line, not staggered and at the same pace.

Rule Consideration
Players in the defending team cannot obstruct or interfere with the attacking players supporting the player in possession of the ball. This is classed as obstruction.

Basic Activities
- Defence Drill Advanced 4v4
- Under The Pump Progression
- Touchdown Invaders With Ball
- Shootout Progression
- Defence Drill Half Defence
- Cat And Mouse
- 3 On 2 Positions
- Defence Drill Triangle
<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>EQUIPMENT</th>
<th>TIME</th>
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<tbody>
<tr>
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<td>Teach students the basic defensive techniques</td>
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<tr>
<td>LEARNING OUTCOMES</td>
<td>Students will be able to identify the correct description and teaching points of the defensive skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAME BASED WARM UP</td>
<td><strong>Touchdown Invaders</strong></td>
<td>4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Game 1 <strong>Sticky Glue</strong></td>
<td>4 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Defence Drill Straight Line</strong></td>
<td>20-30 x agility poles or marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Game 2 <strong>Chain Defence</strong></td>
<td>1 x Touch Football</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Cat and Mouse</strong></td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All games, skills and drill resources can be found in Resource List.

To progress the skill try adding in an extra drill or more advanced skills e.g. **Under The Pump Progression, Defence Drill Advanced 4v4, 3 on 2 Positions, Defence Drill Half Defence** or **Touch Down Invaders With Ball**.

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Game Concepts

Communication is a fundamental skill in any team sport, and is required in all aspects of Touch Football. This skill should be taught at all levels and in all skill areas.

Communication
Communication at the foundation level is primarily verbal. In defence, communication is vital in ensuring a team is working together to preventing touchdowns. In attack, good communication will help create and capitalise on attacking opportunities.

Basic understanding of rules
The TFA rule book is available to download free online via www.touchfootball.com.au. The ‘Basic Rules of Touch’ video also explains the rules and basic concepts of the game. For Junior participants there are often local competition variances in rules to help assist with learning the foundation aspects of the game.

Modified Game
- The attacking team maintains possession of the ball for six touches. All forward passes, dropped balls and late passes are to be counted as a touch
- The Half cannot run with the ball and they must pass it to another player before they can join in further play (stand and pass)
- The defending team cannot move until the first receiver has caught the ball
- For minor infringements the referee may allow a replay of the action (e.g. rollball infringements)

No penalties are to be awarded. Instances including violent behaviour, kicking the ball, etc. will result in a restart of the set of six (attacking team) or a change of possession (defending team).

The aim of this modified set of rules is to:
- provide equity of opportunity to participate and experience a feeling of success
- encourage optimum skill development and understanding of the game of Touch Football
- reduce the emphasis on “win-at-all-costs” and promote enjoyment
- promote a safe learning environment
- assist players in the transition from junior Touch Football to the adult game

Player Numbers
6 players on the field, with up to 3 substitutes (all players to play every position)

Equipment
1 junior Touch Football, 6 marker hats, whistles

Area
50m x 35m (half a full size Touch Football field)

Length of Game
2 halves of 15 minutes each way with a break of 5 minutes at halftime
General Notes
Actions against the nature and spirit of the game should be dealt with immediately.

Teachers Notes
Teaches may coach on the field at least 5 metres behind the team.
Accreditation Level recommended – Foundation Coach or higher.
Substitution of players should ensure that all players receive fair amount of game time. Rotating the players through positions is also a great way to learn new skills.

Basic Activities
Red Rover  Touch Football Round Robin
Touchdown Invaders  Tag Ball
Sticky Glue  Shootout
5 – 20

PROGRESSION
Once the students are fully engaged and have the basic knowledge of the rules and skills of Touch Football you may start to introduce positions.

Positions
There are six individuals from each team on the field during the game of Touch Football. There are three specific ‘positions’ in Touch Football; the Middle, Link and Wing. Player positions are demonstrated in the diagram (below).

Basic Activities
Tag Ball Progression  3 On 2 Positions
Shootout Progression  Magic Square
# SESSION PLAN – GAME CONCEPTS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION OVERVIEW AND AIM</strong></td>
<td>Teach students basic game concepts and strategy techniques and skills to play Touch Football</td>
<td></td>
<td>Total Session Time 50 mins</td>
</tr>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td>Students will be able to identify the correct description and teaching points of game concepts and strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GAME BASED WARM UP</strong></td>
<td><strong>Red Rover</strong></td>
<td>4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Game 1</strong></td>
<td><strong>Tag Ball- Progression</strong></td>
<td>1-2 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Drill 1</strong></td>
<td><strong>Shootout- Progression</strong></td>
<td>1 x Touch Football and 6 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Game 2</strong></td>
<td>Modified Game</td>
<td>1 x Touch Football, 6 x marker cones and 1 x set of bibs</td>
<td>15 mins</td>
</tr>
<tr>
<td><strong>Game based cool down and stretching</strong></td>
<td><strong>Sticky Glue</strong></td>
<td>4 x marker cones</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

*All games, skills and drill resources can be found in Resource List. To progress the skill try adding in an extra drill or more advanced skills e.g. Magic Square or a mini game.*

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
Referee and Game Integration

Developing respectful relationships is an important aspect of the game of Touch Football. One relationship that a player must develop is with the referee. This section of the resource builds on the students basic understanding of each of the Skill Areas, a focus on the role of the referee and basic rule signals may be introduced. Along with this information and the basic understanding of the skills and rules of the game, students are now ready to transition into full scale, self-officiated games.

It is important for a referee to:

- Provide an unbiased facilitation of the game by ensuring that the rules are upheld
- Enhance the enjoyment of new participants through the education of rules
- Use simple language
- Be consistent, courteous and helpful to all participants
- Be encouraging to all participants
- Discourage unsporting behaviour and promote respect for opponents.

Hand signals for the rules:

**Start of play:** One arm is raised in the air with the fingers extended and the palm of the hand facing inwards. A long blast of the whistle is given at the same time.

**Half Caught:** Both arms are crossed in front of the body with the arms at chest height, forearms vertical with elbows bent and fists clenched. The call is ‘Half caught’.

**Forward Pass:** A forward movement is made with both arms, indicating the flight of the ball in relation to the referees body. The signal must commence with both hands on one side of the body and finish with both hands directly in front of the body, with both elbows straight at chest height. The call ‘Forward pass’ is announced.

**Ball Touched in Flight:** One arm raised high in the air with the fist clenched, and waved twice from side to side above the head. This action should resemble the cleaning of a whiteboard. The call ‘Six to go’ is announced.

**Ball to Ground:** Both hands are raised in front of the chest, elbows bent palms down, then two pushing motions are made in an oblique downwards direction. Usually, there is no need for a whistle. The call ‘Ball down’ or ‘Ball grounded’ is announced.

**Play-on:** Both arms are raised chest height, away from the body with the hands open and the palms facing the front. The hands are crossed, and then separated to opposite sides of the body. The call ‘Play-on’ is announced.

**Fifth Touch:** One arm is raised in the air with the palm facing to the front and the fingers and thumb outstretched. The call ‘Fifth Touch or Five’ is announced.

**Sixth Touch:** One arm is raised in the air, as in the Fifth Touch signal. At the same time, the other arm is raised vertically with one finger outstretched. This action is preceded by a short blast of the whistle.

**The Penalty:** As the whistle is blown, one arm is stretched in the direction of the non-offending team.

NB: This is just a brief overview of some of the most common signals. For more information please download the TFA rules located in the Rules and Policies section of the TFA website.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION OVERVIEW AND AIM</strong></td>
<td>Teach students the basic refereeing signals and rules to officiate a Touch Football game.</td>
<td></td>
<td>Total Session Time 50 mins</td>
</tr>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td>Student referees will be able to identify rule infringements and be able to communicate the infringements to the participants with correct hand signals and effective verbal communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GAME BASED WARM UP</strong></td>
<td><strong>Coach Says (Refer to Play for Life Resource)</strong></td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game 1</td>
<td><strong>Scoop Tag (Refer to Play for Life Resource)</strong></td>
<td></td>
<td>5 mins</td>
</tr>
<tr>
<td>Game 2</td>
<td><strong>Drop Out, Drop In (Refer to Play for Life Resource)</strong></td>
<td>1 x Touch Football, 10 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Game 3</td>
<td><strong>4v4 Touch Football game (groups of 9 with one student being the referee)</strong></td>
<td>1 x Touch Football, 6 x marker cones and team bibs</td>
<td>10 mins</td>
</tr>
<tr>
<td>Stretching</td>
<td></td>
<td></td>
<td>5 mins</td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All games, skills and drill resources can be found in Resource List.

These games may have already been played in previous sessions. For the purpose of this session there will be an added student to each playing group to take on the role of the referee. This refereeing duty will be rotated around the students so everyone has an opportunity to be involved.

**NB** This is only an example session plan that you can use. Teachers are encouraged to develop their own session plans. To progress the session, swap out Game 2 for another drill.
**Round Robin Competition**

For an event or competition to be successfully conducted, there are a number of roles and responsibilities that must occur behind the scenes. These tasks can include draw development to risk assessment through to promotion.

The following table provides information relating to roles and responsibilities and is a tool that can be utilised to divide and allocate tasks to students in order to allow them to develop their own competition.

Giving responsibility of the competition to students develops individual, team and leadership skills. By creating ownership it can foster a sense of accountability and self-worth, and it also offers an understanding of what is required to develop and manage a sporting event which will provide exposure to a number of life skills.

**Roles and Responsibilities**

There are a number of roles and responsibilities required for a game to take place. The table below provides an example of some of the roles and responsibilities which are essential to the running of a competition, along with a spare field for allocations.

<table>
<thead>
<tr>
<th>ROLES</th>
<th>RESPONSIBILITIES</th>
<th>SKILLS REQUIRED/LEARNT</th>
<th>STUDENTS RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Promotion</td>
<td>• Develop promotional material (posters, flyers, newsletter articles)</td>
<td>• Creative design</td>
<td></td>
</tr>
<tr>
<td>(1-3 People)</td>
<td>• Event promotion (handing out flyers, sticking up posters, submitting newsletter articles, talking at assembly)</td>
<td>• Creative writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Public speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Public relations</td>
<td></td>
</tr>
<tr>
<td>Registrations</td>
<td>• Create a registration form (can be online or hard copy)</td>
<td>• Basic computer skills (specifically word and excel programs)</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Create and manage a database of participant details</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Liaise with the Draw Developer to indicate participant numbers and team numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw Developer</td>
<td>• Develop the competition draw</td>
<td>• Problem Solving (developing a draw to suit team numbers, fields available, referees available, etc)</td>
<td></td>
</tr>
<tr>
<td>(1-3 People)</td>
<td>• Enter scores and record game stats</td>
<td>• Computer skills (specifically excel programs and/or competition management software)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Print and display draws, results and ladders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Assessor</td>
<td>• Development of a risk tick sheet</td>
<td>• Understanding of risks and risk mitigation</td>
<td>Teacher assistance may be required</td>
</tr>
<tr>
<td>(3 people)</td>
<td>• Development of a risk assessment template</td>
<td>• Report writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conducting risk assessment of playing fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mitigate or eliminate risks (removal of rubbish from fields, reporting large holes in surface, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grounds Manager</td>
<td>• Development of an incident report template</td>
<td>• Public relations</td>
<td></td>
</tr>
<tr>
<td>(1 Per Field)</td>
<td>• Monitor behaviour of players, officials and spectators</td>
<td>• Conflict management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete incident report template where applicable</td>
<td>• Report writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Officer</td>
<td>• Provide first aid to minor injuries and assistance where applicable</td>
<td>• First aid training</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Development of an injury report form</td>
<td>• Report writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete injury report form where applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLES</td>
<td>RESPONSIBILITIES</td>
<td>SKILLS REQUIRED/LEARNT</td>
<td>STUDENTS RESPONSIBLE</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Time Keeper</td>
<td>• Keep time for games ensuring all games begin and finish on time</td>
<td>• Time management skills</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Sound siren to start and finish games</td>
<td>• Multitasking</td>
<td></td>
</tr>
<tr>
<td>Announcer</td>
<td>• Commentate games</td>
<td>• Public speaking</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Announce scores to crowd</td>
<td>• Multitasking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide important messages to crowd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Manager</td>
<td>• Develop a list of all equipment required for games based on team and field numbers (footballs, cones, siren, etc)</td>
<td>• Organisational skills</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Set up fields on game day</td>
<td>• Time management skills</td>
<td></td>
</tr>
<tr>
<td>Referee Coordinator</td>
<td>• Organise referees to officiate games</td>
<td>• Organisational skills</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Ensure each game has enough referees and all referee are given enough of a break between games</td>
<td>• Leadership skills</td>
<td></td>
</tr>
<tr>
<td>Referees</td>
<td>• Officiate games providing an educative and fun experience for participants</td>
<td>• Self confidence</td>
<td></td>
</tr>
<tr>
<td>(1-3 Per Field)</td>
<td>• Ensure on field safety of participants (uphold fair play, check participants for jewellery, check fields for obstructions, etc)</td>
<td>• Sport specific knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communication and public speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Risk assessment</td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td>• Organise team for game day (positions, substitutions, etc)</td>
<td>• Leadership skills</td>
<td></td>
</tr>
<tr>
<td>(1-2 Per Team)</td>
<td>• Conduct team trainings</td>
<td>• Communication and public speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sport specific knowledge</td>
<td></td>
</tr>
<tr>
<td>Team Managers</td>
<td>• Organise teams for game day (sign on sheets completed, organise water, etc)</td>
<td>• Communication and public speaking</td>
<td></td>
</tr>
<tr>
<td>(1 Per Team)</td>
<td>• Provide information to team (game times and location, etc)</td>
<td>• Organisational skills</td>
<td></td>
</tr>
<tr>
<td>Community Liaison</td>
<td>• Research and contact local Touch Football Association to find out details about the local competition</td>
<td>• Researching skills</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Provide information to all participants about upcoming community competitions and opportunities</td>
<td>• Communication skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forward information to the Event Promotion Team who can promote competitions in the school newsletter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Round Robin Competition

The following tables and information below are provided to assist in the organisation of a competition draw for a various number of teams. Firstly, students need to be split in to evenly sized groups. Ideally, there would be eight to ten students in each team but if numbers are low, modify the amount accordingly.

Creating a Draw

To start a draw you need to know how many teams there are going to be as well as how many rounds are to be played. Below are a few sample draws for different amounts of teams:

Four teams:

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1v2</td>
<td>1v3</td>
<td>1v4</td>
</tr>
<tr>
<td>3v4</td>
<td>2v4</td>
<td>3v2</td>
</tr>
</tbody>
</table>

Five/Six teams:

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1v6</td>
<td>1v3</td>
<td>1v5</td>
<td>1v2</td>
<td>1v4</td>
</tr>
<tr>
<td>2v5</td>
<td>2v4</td>
<td>4v6</td>
<td>3v6</td>
<td>3v5</td>
</tr>
<tr>
<td>3v4</td>
<td>5v6</td>
<td>3v2</td>
<td>4v5</td>
<td>2v6</td>
</tr>
</tbody>
</table>

If there is an odd amount of teams change a number, for example number six, to a zero. The zero will be a bye round.

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1v0</td>
<td>1v3</td>
<td>1v5</td>
<td>1v2</td>
<td>1v4</td>
</tr>
<tr>
<td>2v5</td>
<td>2v4</td>
<td>4v0</td>
<td>3v0</td>
<td>3v5</td>
</tr>
<tr>
<td>3v4</td>
<td>5v0</td>
<td>3v2</td>
<td>4v5</td>
<td>2v0</td>
</tr>
</tbody>
</table>

To develop a round robin type of draw keep a number constant and rotate the others clockwise.

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1v2</td>
<td>1v3</td>
<td>1v5</td>
<td>1v6</td>
<td>1v4</td>
</tr>
<tr>
<td>3v4</td>
<td>5v2</td>
<td>6v3</td>
<td>4v5</td>
<td>5v3</td>
</tr>
<tr>
<td>5v6</td>
<td>6v4</td>
<td>4v2</td>
<td>3v2</td>
<td>2v6</td>
</tr>
</tbody>
</table>

If you require ten rounds you would just repeat Round One in Round Six, Round Two in Round Seven etc.

If you require a draw for ten teams, use the same concepts as above and add in additional numbers and rounds.
Additional Session Material

The following additional sessions may be utilised to support other elements of student learning by supplementing the other curricular subjects. Alternatively, they may be utilised as wet weather options, options for theory sessions or homework for the students to complete.

Wet Weather Activities
The wet weather activities can be used when there is bad weather or when a session has to be taken indoors, and can be done by non-active or injured students. A copy of the activity sheets should be printed off for each student.

An Answer Sheet has been provided below for teacher use.

As an activity, students should watch the Basic Rules of Touch video. The Basic Rules of Touch DVD provides a fantastic overview of the sport and the rules in a simplified video. Allow up to 20 minutes.

You Choose
The ‘You Choose’ template allows students to decide their own rules and guidelines for playing Touch Football. A blank template is provided within the Activity Sheet section. Once completed, students may then utilise their own playing rules to play Touch Football in school breaks or in their own time out of school. Teachers can also utilise this tool as an opportunity to engage students by allowing them to have a say in how the games within the sessions are played. The outcomes should still be enjoying and learning the basic fundamentals of Touch Football and playing within the modified rules.

Creating a Safe and Positive Environment
The safety section allows the students to think about personal and sport safety. Have students write down what safety means to them and list a number of safety measures in everyday life and in sport, and then discuss as a class or in smaller groups.
Wet Weather Activities

Complete the following games and challenges.

**Quiz and Find-a-Word**

Complete the sentences, then find the words in the ‘find-a-word’ puzzle below.

1. The player picking up the ball after the rollball is called the ________________.
2. When a player scores it is called a ________________.
3. You can pass a ball backwards but you can't pass it ________________.
4. You must listen to the ________________ otherwise you will be penalised.
5. When there is a penalty you must go back ___________ meters.
6. There are ___________ players per team allowed on the field at the one time.
7. One way of beating your opposite player is by using the ________________.
8. When you are touched with the ball you must perform a ________________.
9. You get the ________________ to other players by ________________ it.
10. The attacking team has six ________________ before the ball is handed over.
11. The Touchdown Zone is the area bounded by the ________________ and Touchdown Zone Line.
12. When you beat the defender you should ____________ as fast as you can to score a touchdown.

**Find-a-Word**

Find the words from the quiz above in the ‘find-a-word’ puzzle below.

```
T J K J E R Z E K W P N X J S
K E V Z L V V R H A L F G Z I
W L Q H B R C O O I O Q T N D
J Z I G E O E E O L B U W Z E
M H Q W D Y N Y E L L O M B L
V M S K I A I C G R D B A R I
F O O T B A L L F H E K A Y N
S H Z H G X E O C S O F L L E
E F Z X C P R U B I C L E A L
H N W V X W O B Y X T Y P R K
C L V H A T C P O Z W Z A T H
U Q J R E W S G N I S S A P N
O R D N O F A O M S U Z X O Q
T Q U M L I P O J A J I H Y S
W D I N C L J W B B M B A W B
```

FOOTBALL
FORWARD
HALF
PASSING
REFEREE
ROLLBALL
RUN
SCORELINE
SIDELINE
SIX
SWERVE
TEN
TOUCHDOWN
TOUCHES
Touch Football Knowledge Test

Part A

Fill in the missing word

1. The positions on a touch football field are middle, ___________________________ and wing.

2. When a player runs behind the referee or a team mate to avoid being touched,

it is referred to as an _____________________________.

3. Each team has ___________ touches while in possession before they have to hand the ball to the opposition.

4. The game of touch football is commenced with a ____________________________.

5. A rollball that is performed on the run is referred to as a ____________________________ rollball.

6. There are two teams in Touch Football, the attacking team and the ________________ team.

7. To score a touchdown you must ______________ the ball onto the ground without dropping it.

Part B

Write down three reasons why a penalty would be awarded against you.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

Part C

1. Why should you aim to perform a quick rollball?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Part D
True/false (circle the correct answer)

1. The Half is the person who picks up the ball after the rollball.
   TRUE  FALSE

2. A defender may push an attacker from behind.
   TRUE  FALSE

3. You are more likely to succeed as team if you encourage your teammates.
   TRUE  FALSE

4. The Half can score a Touchdown.
   TRUE  FALSE

Part E
Write down briefly what you enjoyed about Touch Football.
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Hangman word possibilities/ideas
This activity may be played by pairs, groups or an entire class.

Football  Speed  Rollball
Touchdown   Catch  Possession
Game      Passing  Scoreline
Team work  Practice  Sideline
Grass   Communication  Attack
Skills  Halftime  Defence
Strategy  Referee
Let’s Choose

Decide how you would like to play a game of Touch Football. Using the template on the following page, decide the rules and the objectives of your own game.

Begin by deciding what the main focus of your game should be (eg: no dropped balls, a set number of passes before scoring, etc), then follow the arrows to decide the format and rules for the game. The following grid may be used as a guide, but you may add as many sections and changes to the format as you can think of.
Touch Football Board Game

A game for two or more students. Each student takes a turn. Students follow the instructions in each square, with the winner being the first to reach the touchdown zone.

Game Requirements

- 1 dice
- One player piece per player (coins, buttons or scrunched up coloured paper may be used)
- Each player rolls the dice with the player rolling highest going first.
- Placers start on square 1 (at the centre of the board)
| 31 | 30 | 29 | 28 | 27 | 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2  | 1  | 0 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Great intercept | 30 | 29 | 28 | 27 | Defender knocks the ball down | 49 | Aggressive Touch | 48 | 47 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | 39 | 38 | 37 |
| Go forward 2 | | | | | Roll again | | | Miss a turn | | | | | | | | | | | | | | | | | | | | | | | 31 |
| 32 | 13 | 12 | 11 | 10 | Offside | | Go Back 3 squares | 48 | 47 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | 39 | 38 | 37 |
| Dropped the Ball | | Great Pass! | Roll again | | | | | | | | | | | | | | | | | | | | | | | 32 |
| Miss a Turn | | | | | | | | | | | | | | | | | | | | | | | | | 33 |
| 33 | 14 | 3 | 2 | 9 | Thrown Forward Pass | Miss a turn | | | | | | | | | | | | | | | | | | | | | | | 33 |
| | Thrown Forward Pass | Miss a turn | | | | | | | | | | | | | | | | | | | | | | | 34 |
| 34 | 15 | 4 | 1 | Tap off | 8 | 23 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | 39 | 38 | 37 | 36 |
| Missed touch | | | | | 1 | | | | | | | | | | | | | | | | | 35 |
| Go back 1 | | | | | | | | | | | | | | | | | | | | | | | | | 36 |
| 35 | 16 | 5 | 6 | Nice Side Step! | Go Forward 2 squares | 23 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | 39 | 38 | 37 | 36 |
| Missed touch | | | | | | | | | | | | | | | | | | | | | | | | | 37 |
| Go back 1 | | | | | | | | | | | | | | | | | | | | | | | | | 38 |
| 36 | 17 | 18 | 19 | 20 | Lovely Switch Play | Go Forward 2 squares | 44 | | You make a break down the wing | Go forward 4 squares | | | | | | | | | | | | | | | | | | | | | | | | 37 |
Answer Sheet

1. The player picking up the ball after the rollball is called the half.
2. When a player scores it is called a touchdown.
3. You can pass a ball backwards but you can't pass it forward.
4. You must listen to the referee otherwise you will be penalised.
5. When there is a penalty you must go back ten meters.
6. There are six players per team allowed on the field at the one time.
7. One way of beating your opposite player is by using the swerve.
8. When you are touched with the ball you must perform a rollball.
9. You get the football to other players by passing it.
10. The attacking team has six touches before the ball is handed over.
11. Touchdown zone is the area bounded by the sideline, scoreline and touchdown zone line.
12. When you get the ball in the clear you run as fast as you can to score a touchdown.

Word Search

T J K J E R Z E K W P N X J S
K E V Z L V V R H A L F G Z I
W L Q H B R C O O T O Q T N D
J Z I G O E E O L B U W Z E
M H O W D Y N Y E L I O M B L
V M S K I A I C G R D B A R I
F O O T B A L L P H E K A Y N
S H Z H G X E O C S O F L L E
E F Z X C P R U B I C L E A L
H N W V X W O B Y X T Y P R K
C L V H A T C P O Z W Z A T H
U Q J R E W S G N I S S A P N
O R D N O F A O M S U Z X O Q
T Q U M L I P O J A J I H Y S
W D I N C L J W B B M B A W B

(Over, Down, Direction)
FOOTBALL(1,7,E)
FORWARD(9,7,SW)
HALF(9,2,E)
PASSING(14,12,W)
REFEREE(14,10,NW)
ROLLBALL(8,2,SE)
RUN(2,13,SE)
SCORELINE(7,12,N)
SIDELINE(15,1,S)
SIX(10,8,S)
SWERVE(3,6,NE)
TEN(6,11,SW)
TOUCHDOWN(6,11,NE)
TOUCHES(1,14,N)
Touch Football Knowledge Test

Part A (fill in the missing word)
1. The positions on a touch football field are middle, link and wing.
2. When a player runs behind the referee or a team mate to avoid being touched, it is referred to as an obstruction.
3. Each team has six touches while in possession before they have to hand the ball to the opposition.
4. The game of touch football is commenced with a tap.
5. A rollball that is performed on the run is referred to as a dynamic rollball.
6. There are two teams in Touch Football, the attacking team and the defending team.
7. To score a touchdown you must place the ball onto the ground without dropping it.

Part B
Write down three reasons why a penalty would be awarded against you.
1. Forward pass
2. Offside
3. Aggressive touch
4. A ‘Touch and pass’ or ‘late pass’ is committed – a pass after being touched
5. A player does not perform the rollball at the mark ‘overstepping’.
6. The ball is dropped
7. A player acts contrary to the rules or spirit of the sport
8. A defending player does not retreat in a straight line to an onside position

Part C
1. Why should you aim to perform a quick rollball?

By performing a quick rollball you are able to place defenders in an offside position and as such gain an advantage. You may either beat the defender who has not managed to retreat back five meters to the referee, or if they obstruct you or perform a touch while in an offside position you will receive a penalty.

Part D
1. The Half is the person who picks up the ball after the rollball. TRUE
2. A defender may push an attacker from behind. FALSE
3. You are more likely to succeed as team if you encourage your teammates. TRUE
4. The Half can score a Touchdown. FALSE
Creating a Safe and Positive Environment

It is important for students to learn about safety and creating a positive environment to play sport in. During this section we focus on safety in sport and what safety measures can be implemented around the school.

Activity
Answer the following questions about safety in our everyday lives and safety on the Touch Football field. Then discuss within a group or as a class.

Describe what safety means to you:
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

List three examples of safety measures applied in our everyday lives.
*E.g. speed limits on roads or wearing a helmet when riding a bike*

1. __________________________________________________________________________________________________
2. __________________________________________________________________________________________________
3. __________________________________________________________________________________________________

List three safety measures that are or could be implemented in Touch Football to create a safe environment. Think about certain rules or safety measures that are in place to protect the players, volunteers or spectators.
*Think about what players can wear or cannot wear, the environment and the playing surface*

1. __________________________________________________________________________________________________
2. __________________________________________________________________________________________________
3. __________________________________________________________________________________________________
Additional Information

The following appendices contain material that will assist you in the delivery of your program as well as promoting Touch Football to students and their parents and promoting alternate participation pathways in Touch Football, including coaching and refereeing.

Session Plan Template
This template provides teachers with the ability to create their own session plans.

Development Check List
This development checklist should be used to record the progress of the students. The check list is a detailed list of skills that can be graded on a scale. This is a great tool to use to gauge an individual but also a team.

Resource List
The resource list is a complete list of the games, drills and skills utilised in this resource.

Assistance Service
Touch Football Australia can offer a number of services to assist in the promotion and delivery of Touch Football. Please feel free to contact Touch Football Australia on 02 6212 2800 for information on:

- School Programs
- School Events
- Coaching and Referee Courses
- Representative Events
- School of Excellence Program
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION OVERVIEW AND AIM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION AND LEARNING OUTCOMES</td>
<td></td>
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</tr>
<tr>
<td>GAME BASED WARM UP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Game 1</td>
<td></td>
<td></td>
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<tr>
<td>Drill 1</td>
<td></td>
<td></td>
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<tr>
<td>Game 3</td>
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<tr>
<td>Game based cool down and stretching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## FOUNDATION SKILL DEVELOPMENT CHECKLIST

<table>
<thead>
<tr>
<th>SKILL</th>
<th>COMPETENCY STATEMENT</th>
<th>NOT OBSERVED</th>
<th>BELOW REQUIRED</th>
<th>WORKING TOWARDS</th>
<th>COMPETENT</th>
<th>HIGHLY COMPETENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOVEMENT SKILLS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Running – Spiritng</td>
<td>Controlled, smooth, coordinated, balanced, arms used</td>
<td></td>
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</tr>
<tr>
<td>Running – Backwards</td>
<td>Controlled, smooth, coordinated, balanced, arms used</td>
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<tr>
<td>Running – with ball</td>
<td>Excellent acceleration, footwork, and ball control</td>
<td></td>
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<tr>
<td>Side to side Shuffle</td>
<td>Controlled, smooth, coordinated, balanced</td>
<td></td>
<td></td>
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<tr>
<td>Swerving</td>
<td>Controlled, smooth, coordinated, balanced</td>
<td></td>
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<tr>
<td>Side Stepping</td>
<td>Controlled, smooth, coordinated, balanced</td>
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<tr>
<td><strong>BALL SKILLS</strong></td>
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<tr>
<td>Ball Grip</td>
<td>Gripped correctly at centre, good control</td>
<td></td>
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</tr>
<tr>
<td>Passing Stationary</td>
<td>Completes skill correctly (points below)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Swing</td>
<td>Swing controlled, smooth, coordinated</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Body position</td>
<td>Side on and balanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trajectory</td>
<td>Direct to target</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Half Pass</td>
<td>Stays low, passes from ground, listens for calls</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Catching</td>
<td>Completes skill correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hands</td>
<td>Outstretched, fingers apart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vision</td>
<td>Eyes on ball anticipates, focussed</td>
<td></td>
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<tr>
<td><strong>ROLL BALL</strong></td>
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<tr>
<td>Static Roll ball</td>
<td>Completes skill correctly (points below)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Initiate Touch</td>
<td>Identifies defender, initiates contact with hand</td>
<td></td>
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<tr>
<td>• Balance</td>
<td>Coordinated, feet apart</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Body Height</td>
<td>Low</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Ball Grip</td>
<td>Correct ball grip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic Roll ball</td>
<td>Completes basic components of skill correctly</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>RUCKING</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Half Role</td>
<td>Is in position at appropriate time</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>First Receiver Role</td>
<td>Position, timing, communication, catching, running</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>ATTACK SKILLS</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running into space</td>
<td>Identifies space and runs between defenders</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Effecting the Touch</td>
<td>Anticipates, makes touch with one hand</td>
<td></td>
<td></td>
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<tr>
<td>Supports ball carrier</td>
<td>Correct alignment, communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prog. ball toward scoreline</td>
<td>Runs forward, makes correct decisions when passing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Scoring Touchdown</td>
<td>Places ball on ground in controlled manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Tap</td>
<td>Completes skill correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>DEFENCE SKILLS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Returning Onside</td>
<td>Runs backwards, in line with referee, identifies opposition player to defend.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Effecting the Touch</td>
<td>Anticipates, makes touch with one hand</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foundation Team Defence</td>
<td>Understands and correctly demonstrates role in defensive line</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>GAME CONCEPTS &amp; STRATEGIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Communication</td>
<td>Confident, focussed, contributes, uses non verbal</td>
<td></td>
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</tr>
<tr>
<td>Understanding of Rules</td>
<td>Demonstrates application of basic rules</td>
<td></td>
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</tr>
<tr>
<td>Basis Positional understanding</td>
<td>Is aware of the three positions, and demonstrates correct field / player special awareness.</td>
<td></td>
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</tr>
</tbody>
</table>
RESOURCE LIST

PLAY FOR LIFE DRILLS

All In Tag
Back To Back
Back To Back Passes
Ball Runner
Blind Walk
Boundary Pass
Chain Tag
Circle Dodge Ball
Coach Says
Double Agent
Double Defence
Drop Out Drop In
Face To Face Pairs
Flying V
Giants Treasure
Guard The Castle
Jailbird
Let's See It
Mirror, Mirror
Rock Paper Scissors
Scatter Tag
Scoop Tag
Seated Circle Pass
Step In Step Out
Spare Square
Tap Tag
Team Waves
Touch Football Round Robin
Tricky Touchdowns
Untie The Knot
Warriors And Dragons

AUSTOUCH

 Participation Relay
Around The World
Caterpillar
Figure 8
Flying V
Scoop N Dump
Tap Dance
Tunnel Ball
Yoyo
Zig Zag Relay

Group Challenge
Chain Defence
Dodge Ball
Grid Layout
Red Rover

Tag Ball
Tag Ball Progression
Touchdown Invaders
Touchdown Invaders With Ball
Three-Way Passing Grids

Individual Challenge
Cat And Mouse
Getting Onside
Malcom In The Middle
Shootout
Shootout Progression
Sticky Glue
Under The Pump
Under The Pump Progression
3 On 2 Positions

Ball Handling
Alternating Line Passing
Clapball
Double Water Bottle Elimination
Flag Race
Line Passing
Magic Square
Piggy In The Middle
Truck N Trail
Water Bottle Elimination
3 Piggies
5-20

FOUNDATION

Attacking Skills
Passing Drill Head Start 3v1

Ball Skills
Half Pass Drill
Catching
Catching Drill Basic
Passing And Catching Drill: Middle Ball 3v2

Passing Ball Grip
Passing Drill Grip Strength
Passing Drill Long Pass
Passing Drill On The Run
Passing Drill Stationary
Passing Stationary

Defence Skills
Defence Drill Advanced 4v4

Movement Skills
Defence Drill Triangle

Rollball
Rucking Drill Basic
Static Rollball

Rucking
Rucking Drill Basic