Talent Schools Resource

Touch Football
AUSTRALIA

Talent Schools Resource
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</table>
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>
<tr>
<th>Foundation</th>
<th>Year 1/2</th>
<th>Year 3/4</th>
<th>Year 5/6</th>
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Not used

ACPMP108
ACPMP066
ACPMP085
ACPMP104
Introduction

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

The Talent Module has been structured to work in the school setting and follows on from the Foundation Module. This resource is designed to assist teachers, with an extension on the skills taught at the Foundation level, 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 talent 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 and good sporting behaviour.
- 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, Touch Football Australia accepts that errors, omissions or inaccuracies may occur.
**Important**

The following points should be considered at all times:

1. Touch Football Australia is the National Sporting Organisation and all affiliated clubs/associations are insured under the National Insurance Scheme.

2. It is essential that you comply with all relevant laws, by-laws and regulations. You must take all due and reasonable precautions to prevent or mitigate losses.

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

4. Touch Football Australia 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 readers ensure they are reading and using the most up to date version. To confirm the current version, please contact Touch Football Australia on 02 6212 2800.

5. Touch Football Australia also welcomes suggestions or improvements to our programs and resources.

**Version Control Register**

**Material Title:** TFA Schools Resource – Talent Module  
**Material Type:** Teaching Resource  
**Material Developed by (Authors):** Sport Operations Unit  
**Workplace for Use:** Schools and Community

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Release Date</th>
<th>Amendments Made (brief notes)</th>
<th>Authorised By</th>
<th>Archive Date</th>
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<tr>
<td>1</td>
<td>October 2017</td>
<td>New Resource</td>
<td>School and Junior Services Manager</td>
<td>11/10/2017</td>
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**Contacts**

Touch Football Australia and the sport’s associated state offices 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 Touch Football Australia via [touchfootball.com.au](http://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 coach and referees accreditation courses, please contact TFA via touchfootball.com.au or (02) 6212 2800.

TFA Resources and Equipment

Touch Football Australia 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.

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 very safe and enjoyable. 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 fun 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 coordination and motor skills, and instils the concepts of good fitness routines while maintaining enjoyment.
**TFA Schools Resource**

The TFA Schools Resource is a series of resources that provide the participant and coach 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 Australian Sports Commission (ASC) 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.

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**Play for Life – Touch Football**

The ASC and TFA together have developed the Play for Life – Touch Football resource. This resource is a teacher’s aide 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.

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**Foundation Module**

The Foundation Model 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, 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 participant 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 Touch Football Australia.

**ASC** – The ASC 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.

**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
- **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.

**Figure 1**

![Diagram of Touch Football field](image)

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

**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;

- and/or six touches being awarded;
- and/or a player being dismissed from the field.

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 roll ball at the mark where the ‘touch’ was made;
- Passing the ball forward;
- Obstruction;
- Disregarding the player’s code of behaviour;
- 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 where the attacking player is at the time a touch is effected or of greater advantage to the non-offending team at an infringement.

Offside – is being:-

- In front of your team mate who has the ball in attack;
- Not retiring 5 metres after an infringement in defence;
- Being inside 5 metres (and not making an effort to retreat) when the attacking player rolls the ball in defence.

Onside – means being in line with or behind a team mate who is legally able to participate in the game (e.g. back 5 metres in defence).

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 forward 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 1 metre).

Tap – is the act of placing the ball on the ground, releasing it and tapping the ball gently with the foot. It is used to commence or recommence play (at the start of the game and at the restart after half time, 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 of 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 6 on field players and up to 8 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 substitution can only be made from one side of the field. The interchange must take place from an ‘onside’ 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. 1 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 roll ball.

(vi) A team retains possession until six (6) touches have been effected or an infringement causes the ball to be handed over to the opposition. Play is then recommenced with a roll ball or tap in the instance of a penalty.

(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 acting 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.
The game is usually 40 minutes duration with two x 20 minute halves and a 5 minute half time break.

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. 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).
CHANGE IT

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 category. The Talent 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. 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
- 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

N – NUMBER OF PLAYERS
- highlight tactical plays
- make activity more inclusive

G – GAME RULES
- make it easier or harder
- highlight a skill or tactical aspect
- vary the game experience
- make it inclusive

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

I – INCLUSION
- player-centred coaching
- adapt or modify different aspects of the activity so that everyone is included

T – TIME
- vary the duration to impact 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 following table 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 performance. Dartfish TV incorporates both the AusTouch program, Foundation Coaching Resources and the Talent 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 Talent 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>
<thead>
<tr>
<th>Week</th>
<th>Session Focus</th>
<th>Session Overview</th>
<th>Session Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Movement</td>
<td>Teach students a progressed level of movement techniques and skills to play Touch Football.</td>
<td>During a six week program, the primary focus of teachers should be the progression of basic skills through game orientated drills and activities. A brief introduction and overview should start all sessions to engage the participants. 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 participants have also increased in the skill/drill based games.</td>
</tr>
<tr>
<td>2</td>
<td>Ball Skills</td>
<td>Teach students a progressed level of passing and ball skills to play Touch Football.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rollball</td>
<td>Teach participants the technique and positioning of the dynamic rollball and dump-split skill.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rucking</td>
<td>Teach students a progressed level of rucking techniques.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Attack</td>
<td>Teach students a progressed level of attacking skills.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Defence</td>
<td>Teach students a progressed level of defensive skills.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Game Concepts and Strategies</td>
<td>Teach students a progressed level of game concepts and strategies to play Touch Football.</td>
<td>An eight week period will allow the inclusion of Game Concepts and Athletic Performance to be taught, with the progression of students beginning to take ownership over their involvement in sessions.</td>
</tr>
<tr>
<td>8</td>
<td>Athletic Performance</td>
<td>Teach students the basic principles of nutrition and recovery to improve performance.</td>
<td></td>
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<tr>
<td>9</td>
<td>Skill Review</td>
<td>Revision of sessions 1-8, focusing on areas requiring further practice or refinement.</td>
<td>A full ten week period provides the opportunity to gauge the participant’s skill competency and concept comprehension, with the ability to review sessions to reinforce skills that participants are unsure of or spend a little longer on more complex skills. The ten week program should culminate with participants playing in a round robin competition. This will give participants the opportunity to put all of their skills together to play in a free flowing game.</td>
</tr>
<tr>
<td>10</td>
<td>Round Robin Competition</td>
<td>Structured games of Touch Football, implementing previously taught skills and refereed by students.</td>
<td></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 teacher needs to consider when constructing a session 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 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 participants. 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. Generally, 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! Many coaches neglect the cool-down at the end of a session, 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/dynamic 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
- 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:
This is an opportunity to seek feedback on the session (age appropriate) what students liked and learnt, and to reinforce key coaching points from the session.
**Skill Area - Movement**

Movement and running skills are essential in Touch Football as it is an evasive game played at high speeds. Running is used in both the attack and defence elements of the game. Sprint technique and increasing an individual’s speed should be continually practiced and refined with targeted technique training and drills.

It is an advantage to a player to be able to change direction rapidly whilst maintaining balance. In a game of Touch, players are required to accelerate, decelerate, move forwards, backwards and sideways. Being able to execute these movement patterns and change direction quickly is a key offensive and defensive advantage.

**Running – Sprinting Technique**

Running and sprinting are important elements of both attack and defence due to the fast-paced nature of Touch Football. The ability to run quickly, particularly over shorter distances, will allow for effective attacking plays and the ability to defend and chase defenders. Training the correct sprint technique will allow for an effective running style whilst maximising speed.

**Activity:** Under the Pump

**Agility – Stepping a Defender**

A side step is an attacking movement used to evade an attempt at a touch from a defensive player. Using various methods of deception through a combination of agility, shoulder positioning, body positioning and eye contact, the attacking player quickly changes direction away from the defender.

**Activity:** Stepping a Defender

**Agility – Forwards**

Forward agility is used anywhere on the field by both attackers and defenders. Attackers constantly use agility to either evade a touch or to achieve an effective rollball position. The ability to change direction whilst maintaining balance, momentum and speed is advantageous in Touch Football.

**Activity:** Zig Zag Relay

**Agility – Backwards**

A large part of Touch Football is spent running backwards, particularly when retreating to get into an onside position. The ability to quickly run backwards is a crucial aspect of defence, allowing a defender to get onside quickly to minimise potential attacking opportunities.

**Activity:** Getting Onside

**Agility - Sideways**

Sideways agility is used when defending the touchline, as defenders are generally required to slide across the field to cover space along the defensive line. As Touch Football is an agile sport, the ability to quickly change direction from side to side is important in many aspects of attack and defence.

**Activity:** Sticky Glue

**Rule Consideration:**

After effecting the touch, a defender must retreat to an onside position in a vertical line. Changing direction whilst getting back onside is classed as Shadowing, and will result in a penalty to the attacking team.
This is only an example session plan that you can use. Teachers and coaches are encouraged to develop their own session plans. You can find more activities in the Skill Area page.

<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>Teach participants a progressed level of movement techniques and skill to play Touch Football.</td>
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<td>50 mins (total)</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>
</tr>
<tr>
<td>Game based warm up</td>
<td><strong>Under the Pump</strong></td>
<td>2 x Touch Footballs and 6 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td>Activity 1</td>
<td><strong>Agility Step and Swerve</strong></td>
<td>3 x Touch Footballs and 4 x marker cones</td>
<td>10 mins</td>
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<tr>
<td>Activity 2</td>
<td><strong>Touchdown Invaders</strong></td>
<td>2 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 3</td>
<td><strong>Agility Slalom Defence</strong></td>
<td>2 x Touch Footballs and 5 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Activity 4</td>
<td><strong>Tag Ball</strong></td>
<td>1 x Touch Football and 8 x marker cones</td>
<td>5 mins</td>
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<tr>
<td>cool down and stretching</td>
<td></td>
<td></td>
<td>5 mins</td>
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<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
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</table>
Skill Area- Ball Skills

Ball skills are essential to Touch Football. It is important to ensure that students are competent with basic ball skills such as ball grip and basic passing techniques before progressing to the following skills.

Spiral Pass
A Spiral Pass is when rotational spin is applied to the ball for greater speed and distance of the pass. This pass is used when the ball needs to travel a greater distance (generally further than two or three metres) or when the ball needs to get to the intended target quickly and with less flight time.
Activity: Spiral Pass

Passing Left and Right
The ability to pass effectively to both sides is important in Touch Football. Players are required to deliver all manner of passes on the run, making it essential that they have good technique on both sides of the body.
Activity: Line Passing

Half Pass
A Half Pass is used by the half – the player who first touches the ball immediately following the rollball. Half passes vary depending on whether the intention is to drive forward quickly (short ball) or to spread the ball wide (long ball). Being a frequently executed skill, it is critical that all players 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.
Activity: Acting Half Pass Drill

Progression

Draw and Pass
The draw and pass technique is when an attacker forces a defender to commit to making a touch on themselves (draw) then passing to an open receiver. The draw and pass can be used anywhere on the field, but it is most commonly used during line attack to open space for the offence.
Activity: Draw and Pass

Dummy
A dummy is pretending to pass the ball to another attacking player. A dummy is used by the ball carrier when wanting to keep the defenders attention on another attacking player. This movement can prevent the defender from coming in to effect a touch, which creates space for the ball carrier to run through.
Activity: Decision Making 3 on 1

Wrap Pass
A wrap involves the ball carrier passing to a player on either side of them, then circling around behind the receiver to the far side to be in a position to receive a return pass. A wrap from half is commonly used when driving/rucking the ball downfield. It is effective in either creating an overlap or to deter the defence from shooting.
Activity: Wrap Drills
To progress the skill try adding in an extra drill or more advanced skills e.g. Decision Making 3 on 2, Middle Ball 3 on 2

This is only an example session plan that you can use. Teachers and coaches are encouraged to develop their own session plans.
**Skill Area- Rollball**

Being a frequently executed skill it is critical that all students are able to perform a rollball with the best possible technique. It is important to ensure that students are competent with basic rollball skills, such as the static rollball, before progressing to the following skills.

**Dynamic Rollball**
A dynamic rollball is the technique of dumping the ball whilst driving or rucking downfield with speed and momentum. The dynamic rollball refers specifically to the fast play of the ball where downtime is to be minimised.
Activity: [Dynamic Rollball Drills](#)

**Progression**

**Roll Ball Positioning (Side of Defence)**
To maximise the advantage to the offensive team at the rollball, the attacker should attempt to complete the rollball to the side of the defender, not directly in front. The skill should be performed when executing every rollball as it will maximise the advantage to the attacking team because it increases the distance that the defender must retreat to get onside.
Activity: [Dynamic Rollball Drills](#)

**Dump and Split**
The Dump and Split is the fast execution of a rollball whereby the ball carrier dumps and moves sideways immediately following a touch being effected by a defender. This allows the player that just dumped the ball to be in a live attacking position where they can receive the ball (pass from the acting half) and attack the defender, before the defender is able to retreat to an onside position. This tactic is generally used during line attack (referred to as a ‘Quickie’) to attack the offside defender. The dump and split is often also used as a fast restart immediately following a turnover, so that the attacking team can maximise the advantage against the opposition if they are slow to react to the turnover.
Activity: [Buddy and Return](#)
This is only an example session plan that you can use. Teachers and coaches are encouraged to develop their own session plans. You can find more activities in the Skill Area page.
Skill Area - Rucking
Rucking is a common element of Touch Football in which teams attempt to progress the ball away from their own touchline. It is important to ensure that students are competent with basic rucking skills such as the half and first receiver roles before progressing to the following skills.

First Receiver Positioning
First receiver positioning refers to the position taken by the player about to receive the ball immediately following a rollball. This skill is most effectively used during a direct rucking pattern where it is important to maximise the pressure being exerted on the defenders who just made the touch. The position the first receiver receives the ball during this rucking can strongly influence the pressure that can be exerted on the defenders making the touch in the ruck.
Activity: Basic Rucking Drill

Rucking at pace
Rucking at pace refers to the speed at which the attacking team is performing their rucking toward their score line, meaning it is fast, yet controlled and with purpose to gain as much distance as possible with each ruck. Being able to perform a rucking pattern at pace or high speed can be vital to gaining momentum. The ability to effectively gain more metres downfield will allow a team to control field position and potentially create more opportunities to attack.
Activity: Basic Rucking Drill – Progression at speed.

Progression

Wrapping from Half
A wrap from half involves the acting half passing to a player to the side of them, then wrapping/circling behind and around to the far side of that player to be in position to receive a return pass. A wrap from half can be used at all times when in possession but is commonly used when rucking the ball downfield. It is effective in either creating an overlap or to deter the defence from shooting.
Activity: Half Pass Wrap Drill
**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>Session overview and aim</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 rucking skill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game based warm up</td>
<td><strong>Yo Yo</strong></td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 1</td>
<td><strong>Active Half Pass Wrap Drill</strong></td>
<td>1 Touch Football</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 2</td>
<td><strong>Malcolm in the Middle</strong></td>
<td>5 x Touch Footballs and 15 x marker cones</td>
<td>10 mins</td>
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<tr>
<td>Activity 3</td>
<td><strong>Defence Drill Triangle</strong></td>
<td>2 x Touch Footballs</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 4</td>
<td><strong>Scoop n Dump</strong></td>
<td>5 x Touch Footballs and 15 x marker cones</td>
<td>10 mins</td>
</tr>
<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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</tbody>
</table>

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

This is only an example session plan that you can use. Teachers and coaches are encouraged to develop their own session plans.
Skill Area - Attack
It is important to ensure that students are competent with basic attack skills utilised in the Foundation module before progressing to the following skills.

Slide Dive - Introduction
Diving to score is when the attacking player lowers their body position and launches themselves in an outstretched prone slide along the ground, in an attempt to score a touchdown. Diving is used when an attacking player needs to stretch themselves out to ground the ball over the score line, whilst avoiding an impending touch by a defender.

Switch
The switch pass changes the direction of attack. It involves a pass to a support player executing a change in direction. The move requires the player in possession to run slightly across the field at a 45 degree angle, and then pass to a player who has moved in towards and behind the player in possession who is running a 45 degree angle in the other direction, creating an X shape. The receiving player then accelerates through a gap which should have been created. The switch pass should be used to break up routine defensive patterns. The switch pass is commonly used when attacking the touchline, but can be used at any stage of the game and in any field position.
Activity: Switch Drills

Wrap
The wrap pass occurs when a player passes the ball to a teammate and then runs around the receiver, and receives the ball back again. The most frequent use for the wrap is from the half to the player who is the first receiver, but it can be used to create an overlap in most attacking plays.
Activity: Wrap Drills

Scoop
Scooping is the term given to the action whereby the acting half attempts to pick up the ball on the run. This is a different option from the usual half pass. The intent is often to take advantage of offside defenders who have just effected the touch and/or are yet to retreat to an onside position, and is most commonly used when attacking the touchline to break the defensive line and look for support.
Activity: Half Attack Drill 2 on 1

Progression
Decision Making – 2 on 1
Decision making skills are key in developing the ability to make the correct decisions. The ability of an attacker to draw a defender and execute a pass can create overlaps and attacking opportunities. When to draw and pass or dummy can often be determined by the positioning of the defender.
Activity: Decision Making 2 on 1 Drill

Attacking Space
With the ball, attacking space is the most common aspect in Touch Football. Engaging defenders and attacking the space, either by carrying the ball and running between two defenders or hitting a hole off the ball, are common tactics to create scoring opportunities. Attacking space can create options for the ball carrier and put the defence in two minds.
Activity: Decision Making 3 on 1
To progress the skill try adding in an extra drill or more advanced skills eg [Advanced Phase Play](#).

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**Skill Area- Defence**

It is important to ensure that students are competent with basic defence skills such as returning onside and effecting the touch before progressing to the following skills.

**Ruck Defence**

Ruck defence involves moving forward to meet the attacker and getting in front to make the touch in an attempt to minimise the metres gained by the attacking team. Strong techniques in footwork and body position will maximise the defenders effectiveness in being able to control the ruck and minimise the ability of the opposition to attack the defender who is retreating to get onside. Controlling the rollball area and slowing down the attacking team’s ability to play the ball quickly allows the defensive team more time to retreat to an onside position and set their defence.

Activity: **Ruck Defence**

**Wrap Defence**

Wrap defence involves the defensive players changing their responsibility when attacking players perform a wrap. When a wrap is performed the defenders are required to identify and prepare to change their positional marking responsibility. The skill requires effective communication between defenders to ensure that a one-on-one marking situation is retained.

Activity: **Wrap Drills**

**Switch Defence**

Switch defence involves the defensive players adjusting their marking responsibility when attacking players perform a switch. When a switch is performed the defenders are required to identify and prepare to change their positional marking responsibility from one player to the other. The skill requires effective communication between defenders to ensure that a one-on-one marking situation is retained.

Activity: **Switch Drill**

**Progression**

**Defensive Space Awareness**

As Touch Football is a fast-paced sport, spatial awareness is vital, particularly in defence. Using peripheral vision to detect where defenders are positioned and/or running to will assist the defensive team to eliminate any potential holes and limit scoring opportunities.

Activity: **Touchdown Invaders**

**Body Positioning in Touch**

To maximise the advantage to the defensive team at the rollball, the defender should attempt to stay in front of the attacker and avoid ending up to the side of the rollball. This will minimise the distance that the defender must retreat to get onside, and potentially limit attacking or scoring opportunities.

Activity: **Ruck Defence**
Compressed/Shutdown defence
Shutdown defence requires the defensive player who is marking the ball carrier to align themselves slightly to the outside of this player, thereby forcing the ball carrier to attack the space on the inside where there are more defenders in support. This alignment effectively creates a compressed defensive line where defensive players are supporting one another. No one player is isolated as in a ‘man on man’ defence and this provides opportunities for beaten defenders to be covered by team mates. When executed effectively, shutdown defence takes time away from the attacking players and prevents the half from crossing the score line. However, the problem may arise when overlaps are created on the open side by defenders who have moved infield to shut down. This can be exploited by a long pass or recycling of the ball toward the overlap.
Activity: Chain Defence
# SESSION PLAN – DEFENCE

<table>
<thead>
<tr>
<th>Category</th>
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<td>Learning outcomes</td>
<td>Students will be able to identify the correct description and teaching points of the defensive skills.</td>
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<td></td>
</tr>
<tr>
<td>Game based warm up</td>
<td><strong>All in Taq</strong></td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
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<tr>
<td>Activity 1</td>
<td><strong>Agility Slalom Defence Drill</strong></td>
<td>3 marker cones/or agility poles</td>
<td>10 mins</td>
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<td>Activity 2</td>
<td><strong>Chain Defence</strong></td>
<td>1 x Touch Football and 4 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 3</td>
<td><strong>Touchdown Invaders</strong></td>
<td>4 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Cool down and stretching</td>
<td></td>
<td>4 x marker cones</td>
<td>5 mins</td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
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</table>

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Game Concepts and Strategies

Non Verbal Communication
Non-verbal communication is the process of communicating through sending and receiving non-verbal, usually visual, cues between team mates. This style of communication and its relevance is particularly evident during defensive situations in the game.

Non-verbal communication methods in a defensive situation can refer to the defender using hand gestures or pointing at the attacker they are marking up on. Hand gestures can also be used by a defender about to effect a touch that they indeed will be making the touch by raising their hand. In attacking situations hand gestures can also be used by ball carriers and support players in regards to the attacking line or space that they either will be attacking themselves or wish a support player to attack. A simple pointing of the finger to the space can be all that is needed in some situations for the correct option to be taken.

All these skills, like any skill need to be practiced and the teacher should be aware of these methods and ensure they are trained and practiced throughout any preparation.

Application of Rule Knowledge
It is important to understand local rule variations and different competition interpretations of the rules. This information will usually be found in tournament conditions. Once you are aware of any variations ensure you are simulating these in the training environment.

Examples may include:
- Sub-box configuration
- Drop-off procedure
- Period of time application
- Passing restrictions (two pass rule in junior touch)
- Half restrictions (cannot get touched with the ball)

A good way to ensure students are aware of the rules is to involve local referees in your training environment, to simulate match conditions or assist in a rule session or quiz with students.

Effective Substitution
A team consists of 14 players, no more than 6 of whom are allowed on the field at any time. Players may substitute at any time in accordance with the interchange procedure. There is no limit to the number of times a player may interchange.

Successful rucking patterns generally involve the transition of effective substitutions. Being able to substitute players whilst maintaining momentum is important to continue the pace of the game and get the defence on the back foot.
Guidelines for effective substitution may include:
- Players should sub reasonably regularly (coaches should be aware of players that stay on too long) e.g. for 14 players no more than 2-3 minutes of on-field effort.
- Players should only sub when their team has possession.
- Players should sub with another player in a similar position or role e.g. middle for middle.
- Ensure athletes do not enter the field until their team mate has entered the 'sub-box' or left the field after a touchdown.

Positional Differences
In essence there are three positions in Touch Football:

Middle – usually the most consistent, quickest reactions and the fittest players
Link - usually the most adept ball handlers and the most deceptive, evasive runners
Wing- usually the fastest players in the team

Whilst all three positions require different skill sets, all players should be taught the same Foundation and Talent skills. The only variations are the essential requirements for each of the positions. There is choice when deciding on the makeup of up to 14 players for the team, with the standard established mixture being five middles, five links and four wingers. However, there are many variations so players who can demonstrate versatility in their positional play are more sought after. Often a Utility role is required for a person that has the skills to play in different roles as needed.

Here are some key common characteristics for each position:

<table>
<thead>
<tr>
<th>MIDDLE</th>
<th>LINK</th>
<th>WING</th>
<th>UTILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Organiser</td>
<td>- Good anticipation</td>
<td>- Sustained speed</td>
<td>- Positive attitude</td>
</tr>
<tr>
<td>- High work rate</td>
<td>- Run into gaps</td>
<td>- Good communicator</td>
<td>- Good all rounder</td>
</tr>
<tr>
<td>- Good defender</td>
<td>- Creative player</td>
<td>- Good finisher</td>
<td>- Good communicator</td>
</tr>
<tr>
<td>- Acceleration</td>
<td>- Speed and evasive skills</td>
<td>- Good hands</td>
<td>- Adaptable</td>
</tr>
<tr>
<td>- Fitness</td>
<td>- Passing variations</td>
<td>- Positional play</td>
<td>- Versatile</td>
</tr>
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</table>
**SESSION PLAN – GAME CONCEPTS AND STRATEGIES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Equipment</th>
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<tr>
<td>Session overview and aim</td>
<td>Teach students a progressed level of game concepts and strategy techniques and skills to play Touch Football</td>
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<td><strong>Touchdown Invaders</strong></td>
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<td>5 mins</td>
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<tr>
<td>Activity 1</td>
<td><strong>Communication Drill – 3 on 2</strong></td>
<td>1 x Touch Football and 6 x marker cones</td>
<td>10 mins</td>
</tr>
<tr>
<td>Activity 2</td>
<td><strong>Red Rover - Linked</strong></td>
<td>6 x marker cones</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game 2</td>
<td>Modified Game (Groups of 12-24)</td>
<td>1 x Touch Football, 6 x marker cones and 1 x set of bibs</td>
<td>15 mins</td>
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<tr>
<td>Cool down and stretching</td>
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<td></td>
<td>5 mins</td>
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</tbody>
</table>

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**Athletic Performance**
Warm up, mental preparation, nutrition and recovery are important components to improve performance in Touch Football. Being able to correctly structure and incorporate these practices into training and competition will ensure the students understand the individual advantages that are involved.

**Warm Up – Movement Specific**
An ideal specific warm up should prepare the body for activity. This includes incorporating and activating the appropriate muscle groups that will be used, gradually increasing heart rate and sport specific skills. Gradually increasing the intensity and activity-specific movements is important to effectively prepare the student for the session and minimise risk of injury.

A greater emphasis should be placed on dynamic stretching rather than static stretching in the warm up, as this will move the muscle groups through the full range of movement and provide a more suitable preparation to activate the muscles.

The warm up should be included as part of each session.

**Mental Preparation – Basic**
Mental preparation and psychology are important aspects of elite sport. Mental imagery can also assist a player’s preparation for performing a skill and to think about the critical elements involved, such as actions and emotions.

Basic goal setting using the S.M.A.R.T principle can provide clarity of purpose that an individual or team requires to reach their potential. Learning to cope with pressure, internal or external, is another aspect of performance which can be benefited by using mental preparation.

**Nutrition for Performance**
Nutrition plays a crucial role in athletic performance, particularly in endurance type events which can include Touch Football. Nutrients and fluids consumed prior, during and following activity can impact on performance in a number of ways. Complex carbohydrates are recommended prior (3-4 hours) to activity, for example pasta or fruit. Hydration is the most important factor during a game in order to replenish fluid stores and avoid dehydration. With the fast-paced nature of Touch Football and unlimited substitutions, players are given regular opportunities to rehydrate during a game, with a recommended level of at least 150-200ml of water every 15 minutes. Post game recovery should involve refuelling muscle glycogen stores through carbohydrates and replacing fluid and electrolytes lost in sweat, commonly through the consumption of sports drinks or water.

**Recovery – Stretching and Hydration**
Post-activity stretching should consist of mostly static stretches to assist in the recovery process. Static stretches can alleviate muscle soreness/stiffness and will not facilitate a strong reflex response, which ultimately promotes relaxation within the muscle.

As Touch Football is a fast-paced game, large amounts of fluid are generally lost through sweat. It is important to rehydrate following activity in order to prevent dehydration and replenish energy stores. Rehydrating immediately after activity is just as important as drinking before and during the exercise, with each individual encouraged to drink 1-1.5 litres for every kilogram of body weight lost. Drinks
containing carbohydrates, such as sports drinks, are beneficial for recovery in order to restore glycogen and energy levels.

<table>
<thead>
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<tr>
<td>Activity 1</td>
<td>Nutrition Worksheet</td>
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<tr>
<td>Activity 2</td>
<td>Goal Setting Worksheet</td>
<td></td>
<td>25 mins</td>
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<tr>
<td>Comments/notes &amp; Evaluation</td>
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</tbody>
</table>

**NB** This is only an example session plan that you can use. Teachers and coaches are encouraged to develop their own session plans.
**Nutrition Worksheet**

1. During a game of Touch Football, at least 150-200ml of water should be consumed every __________?
   
   a) 5 minutes  
   b) 15 minutes  
   c) 25 minutes  
   d) 45 minutes

2. Circle the items that would be suitable to pack in your bag for Touch Football. Justify your answers.

<table>
<thead>
<tr>
<th>Apple</th>
<th>Coca-Cola</th>
<th>Twisties Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banana</td>
<td>Mars Bar</td>
<td>Snack Chips</td>
</tr>
<tr>
<td></td>
<td>Sandwich</td>
<td>Allens Licorice</td>
</tr>
<tr>
<td></td>
<td>Powerade</td>
<td>Yoplait Strawberry</td>
</tr>
<tr>
<td></td>
<td>Pizza</td>
<td></td>
</tr>
</tbody>
</table>
3. List as many foods/items as you can think of that are appropriate before, during or after playing a game of Touch.

**Carbohydrates** (e.g. pasta)
_________________________________________________________________________________
_________________________________________________________________________________

**Protein** (e.g. fish)
_________________________________________________________________________________
_________________________________________________________________________________

**Fluid/Hydration**
_________________________________________________________________________________

4. Compare the two muesli bars (nutritional value etc)

<table>
<thead>
<tr>
<th></th>
<th>Special K Honey Nut</th>
<th>Woolworths Chewy Chocolate Chip</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Special K Muesli Bar" /></td>
<td><img src="image2.jpg" alt="Woolworths Muesli Bar" /></td>
<td></td>
</tr>
</tbody>
</table>
**Nutrition Worksheet - Answers**

1. During a game of Touch Football, at least 150-200ml of water should be consumed every ________?
   
   b) 5 minutes  b) 15 minutes  c) 25 minutes  d) 45 minutes

2. Circle the items that would be suitable to pack in your bag for Touch Football. Justify your answers.

   ![Circle the items suitable for Touch Football]
3. List as many foods/items as you can think of that are appropriate before, during or after playing a game of Touch.

**Carbohydrates** (e.g pasta)
- Fruits, vegetables, yoghurt

**Protein** (e.g fish)
- Lean meat (chicken, tuna), nuts, yoghurt

**Fluid/Hydration**
- Water, Powerade, Gatorade, milk (after)

4. Compare the two muesli bars (nutritional value etc)

<table>
<thead>
<tr>
<th>Special K Honey Nut</th>
<th>Woolworths Chewy Chocolate Chip</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 90 calories (377 kilojules)</td>
<td>- 574 kilojules (137 calories)</td>
</tr>
<tr>
<td>- High in fibre (3 grams)</td>
<td>- Zero fibre</td>
</tr>
<tr>
<td>- High in sugar (5 grams)</td>
<td>- 3 grams of saturated fat</td>
</tr>
<tr>
<td>- No saturated fat</td>
<td>- 5.1 grams of total fat</td>
</tr>
<tr>
<td>- 2 grams of total fat</td>
<td>- High in sugar (7.2 grams)</td>
</tr>
<tr>
<td>- 16 grams of carbohydrate</td>
<td>- High in carbohydrate (20.2 grams)</td>
</tr>
</tbody>
</table>
Basic Goal Setting

Much has been written on the effectiveness of goal setting either as an individual or as a team (on the field, or a wider group of referees working together to achieve an outcome). Clearly articulated goals can provide the clarity of purpose that an athlete or a team requires to reach their potential.

Goal setting at this level can come in the form of assisting in setting goals for an individual athlete to achieve or more commonly setting of goals for his/her team to achieve.

In setting of team goals it is important for the goals to be established with and communicated to all team members as early as possible. Often individuals/coaches make the mistake of assuming that individual athletes share the same goals as themselves and that everyone is aware of what the team's goals are. Rather than assume, coaches should work with the team to identify clear team outcome goals (i.e. the 'big picture' goals) and then discuss what process goals need to be set in order to achieve these objectives.

Basic rules when setting team goals include:

1. Goals should be specific and measurable. Coaches often make the mistake of allowing team goals to be vague and imprecise.
2. Goals should be challenging, yet realistic. Don’t set the team up for failure and disappointment with impossible goals.
3. Process goals (i.e. stepping-stone goals). Establish how the team is going to achieve these outcome goals through smaller, short-term goals.
4. Continually review these goals. Coaches often fall into the trap of setting team goals at the start of the season and then never getting the team to look at them again.

Having established team goals it is important for coaches to sit down with each athlete and set individual goals. Sometimes individual goal-setting is ignored within team sports as it is viewed as unnecessary. By establishing individual goals with team members, coaches are emphasising the importance of each athlete’s contribution to the overall team success. Additionally, individual goal setting allows goals to be set according to the ability level of each individual.

Some Individual goal setting principles the coach can follow are:

1. Keep the goals few in number
2. Write the goals down
3. Create an action plan for the goals and how it will be achieved.
4. Review the goals frequently
5. Ensure the goals are: Specific, Measurable, Actionale, Realistic, Time Bound
Activity – Goal Setting


a. List a short term individual or team goal for your performance in touch football – eg this term?
   __________________________________________________________________________________

b. List a medium term individual or team goal for touch football eg by the end of the year...
   __________________________________________________________________________________

c. List a longer term individual or team goal for touch football eg in the next few years
   __________________________________________________________________________________

   __________________________________________________________________________________

d. Who can help you with your goals? ________________________________

e. How can they help you with your goals? ________________________________

f. I will review these goals on ___________________________________(date)
Referee

The next section of this resource outlines the requirements surrounding the delivery of a round robin competition. An integral part of Touch Football competitions are the referees who ensure that games are played within the rules the Touch Football.

Refereeing provides a parallel or alternate path to playing and it a great way to become involved in the sport.

Refereeing assists in the development on key physical movements skills as well as vision, decision making, communication and team work.

While there are no specific session plans around the development of refereeing skills and knowledge with this resource, Touch Football Australia provides a national accreditation pathway for referees which provides training, education and upskilling to assist in a referee’s development and journey.

Touch Football Australia’s national accreditation pathway is outlined below.

Touch Football Australia encourages you to consider accrediting your students up to Level 2 referees, and encourage them to start refereeing at a local affiliate and see where it takes them!

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration/Format</strong></td>
<td>4 Hours face to face Workshop</td>
</tr>
<tr>
<td><strong>Pre-Requisite</strong></td>
<td>ASC Community Officiating General Principles</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>L1-Participant Information Outline</td>
</tr>
</tbody>
</table>
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 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, creates ownership which can foster a sense of accountability and self-worth, and 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></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>(1-3 People)</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</td>
<td></td>
</tr>
<tr>
<td>(1-2 People)</td>
<td>• Create and manage a database of participant details</td>
<td>(specifically Word and Excel programs)</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</td>
<td></td>
</tr>
<tr>
<td>(1-3 People)</td>
<td>• Enter scores and record game statistics</td>
<td>(developing a draw to suit team numbers, fields available, referees available, etc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Print and display draws, results and ladders</td>
<td>• Computer skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(specifically excel)</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td>Additional Skills</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Risk Assessor** (3 people)             | Development of a risk tick sheet  
- Development of a risk assessment template  
- Conducting risk assessment of playing fields  
- Mitigate or eliminate risks (removal of rubbish from fields, reporting large holes in surface, etc) | Understanding of risks and risk mitigation  
- Report writing                              |
| **Grounds Manager** (1 Per Field)         | Development of an incident report template  
- Monitor behaviour of players, officials and spectators  
- Complete incident report template where applicable | Public relations  
- Conflict management  
- Report writing                              |
| **First Aid Officer** (1-2 People)        | Provide first aid to minor injuries and assistance where applicable  
- Development of an injury report form  
- Complete injury report form where applicable | First aid training  
- Report writing                              |
| **Time Keeper** (1-2 People)              | Keep time for games ensuring all games begin and finish on time  
- Sound siren to start and finish games | Time management skills  
- Multitasking                                 |
| **Announcer** (1-2 People)                | Commentate games  
- Announce scores to crowd  
- Provide important messages to crowd | Public speaking  
- Multitasking                                 |
| **Equipment Manager** (1-2 People)        | Develop a list of all equipment required for games based on team and field numbers (footballs, cones, siren, etc)  
- Set up fields on game day | Organisational skills  
- Time management skills                       |
| **Referee Coordinator** (1-2 People)      | Organise referees to officiate games  
- Ensure each game has enough referees and all referees are given enough of a break between games | Organisational skills  
- Leadership skills                            |
| **Referees**                              | Officiate games providing | Self confidence                      |
The following tables and information below are provided to assist in the organisation of a competition draw for a various numbers of teams. Firstly, students are needed to be split into 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 is 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></th>
<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>
<td></td>
</tr>
<tr>
<td>2v5</td>
<td>2v4</td>
<td>4v6</td>
<td>3v6</td>
<td>3v5</td>
<td></td>
</tr>
<tr>
<td>3v4</td>
<td>5v6</td>
<td>3v2</td>
<td>4v5</td>
<td>2v6</td>
<td></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></th>
<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>
<td></td>
</tr>
<tr>
<td>2v5</td>
<td>2v4</td>
<td>4v0</td>
<td>3v0</td>
<td>3v5</td>
<td></td>
</tr>
<tr>
<td>3v4</td>
<td>5v0</td>
<td>3v2</td>
<td>4v5</td>
<td>2v0</td>
<td></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></th>
<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>
<td></td>
</tr>
<tr>
<td>3v4</td>
<td>5v2</td>
<td>6v3</td>
<td>4v5</td>
<td>5v3</td>
<td></td>
</tr>
<tr>
<td>5v6</td>
<td>6v4</td>
<td>4v2</td>
<td>3v2</td>
<td>2v6</td>
<td></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.
Quiz and Find-a-Word

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

1. Using agility and being able to change ______________ quickly will help to beat a defender.
2. Shutdown and squeezing is also known as ______________ defence.
3. Engaging the defenders and attacking the ______________ can create attacking options.
4. ______________ from half is a common element in basic rucking patterns.
5. The attacker should aim to dump the ball to the ______________ of the defender.
6. Dumping the ball at speed is known as a ______________ rollball.
7. A ______________ pass should be used when wanting to execute a long pass.
8. Pretending to pass the ball to another player is known as a ______________.
9. ______________ preparation can be just as important as physical preparation.
10. A player positioned on the side of the field is known as a ______________.

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

This activity may be played in pairs, groups or an entire class.

Agility                  Preparation
Communication          Preparation
Compressed              Preparation
Dumping                 Preparation
Dynamic                Preparation
Dumping                Preparation
Nutrition                Preparation
Positioning             Preparation
Positions              Preparation

Touch Football Knowledge Test

Part A

Fill in the missing word.

1. Post-activity stretching should consist of mostly ____________ stretches to assist in the recovery process.

2. The dump and split technique is often referred to as a ____________.

3. When executed effectively, shutdown defence takes ____________ away from the attacking players.

4. A team can consist of _____ players, no more than _____ of whom are allowed on the field at any time.

5. A large part of Touch Football is spent running ____________, particularly when retreating to get into an onside position.

6. If the acting half is touched with the ball, a ____________ will occur.

7. A switch is used to change the ____________ of the attack.

Part B

Write down three common qualities that are ideal for each position.

Middle - ____________________________________________

Link - ______________________________________________

Wing - _____________________________________________
Part C

Why is body positioning in the rollball important in both attack and defence?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Part D

True/False (circle the correct answer)

1. Attacking space will often engage defenders. T / F
2. A forward pass is allowed, only when performing an acting half pass. T / F
3. Players must enter the sub-box before a substitute can enter the field. T / F
4. Attacking players should aim to perform the rollball to the side of the defender. T / F
5. Spatial awareness is not important in defence. T / F

Part E

Name three skills that you think are important in Touch Football, and why.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Answer Sheets

1. Using agility and being able to change **DIRECTION** quickly will help to beat a defender.

2. Shutdown and squeezing is also known as **COMPRESSED** defence.

3. Engaging the defenders and attacking the **SPACE** can create attacking options.

4. **WRAPPING** from half is a common element in basic rucking patterns.

5. The attacker should aim to dump the ball to the **SIDE** of the defender.

6. Dumping the ball at speed is known as a **DYNAMIC** rollball.

7. A **SPIRAL** pass should be used when wanting to execute a long pass.

8. Pretending to pass the ball to another player is known as a **DUMMY**.

9. **MENTAL** preparation can be just as important as physical preparation.

10. The player positioned the widest on the field is known as the **WINGER**.
Touch Football Knowledge Test

Part A

1. Post-activity stretching should consist of mostly **static** stretches to assist in the recovery process.
2. The dump and split technique is often referred to as a **quickie**.
3. When executed effectively, shutdown defence takes **time** away from the attacking players.
4. A team can consist of **14** players, no more than **6** of whom are allowed on the field at any time.
5. A large part of Touch Football is spent running **backwards**, particularly when retreating to get into an onside position.
6. If the acting half is touched with the ball, a **turnover** will occur.
7. A switch is used to change the **direction** of the attack.

Part B

Write down three qualities that are ideal for each position.

Middle – leadership, ball skills, organiser, high work rate, quick reaction, acceleration, good defender

Link – evasive, speed, creative, passing variations, be able to set up the winger, run into gaps

Wing – sustained speed, good communicator, good finisher, good hands, evasive

Part C

Q - Why is body positioning in the rollball important in both attack and defence?

A - In attack, performing the rollball to the side of the defender will create more attacking opportunities as the defender needs to retreat further to get onside. The defender is aiming to eliminate this by staying in front of the rollball to minimise the momentum of the attack and be able to get onside quicker.

Part D

1. Attacking space will often engage defenders. **T**
2. A forward pass is allowed, only when performing an acting half pass. **F**
3. Players must enter the sub-box before a substitute can enter the field. **T**
4. Attacking players should aim to perform the rollball to the side of the defender. **T**
5. Spatial awareness is not important in defence. **F**
Additional Information

The following appendices contain material that will assist you in the delivery of your program.

Session Plan Template

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

Development Checklist

This development checklist should be used to record the progress of the students. The checklist 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.
<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>Learning outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game based warm up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool down and stretching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments/notes &amp; Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Talent Skill Development Checklist

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competency Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Running – Sprinting</td>
<td>Controlled, smooth, coordinated, balanced, arms used.</td>
</tr>
<tr>
<td>Agility - General</td>
<td>Controlled, smooth, coordinated, balanced, arms used.</td>
</tr>
<tr>
<td>Stepping a defender</td>
<td>Engages defender, transfer weight.</td>
</tr>
<tr>
<td><strong>Ball Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Passing – Long ball</td>
<td>Correct grip, hand position, rotation of hands.</td>
</tr>
<tr>
<td>Passing Left</td>
<td>Swing, balance, direct to target.</td>
</tr>
<tr>
<td>Passing Right</td>
<td>Swing, balance, direct to target.</td>
</tr>
<tr>
<td>Half Pass - Short</td>
<td>Body shape, feet, hips and shoulders, ball release.</td>
</tr>
<tr>
<td>Half Pass - Long</td>
<td>Body shape, feet, hips and shoulders, ball release.</td>
</tr>
<tr>
<td>Dummy Pass</td>
<td>Runs into space, two hand ball grip, and fake passing motion.</td>
</tr>
<tr>
<td>Draw and Pass</td>
<td>Runs into space, vision for defender and receiver, correct timing of release.</td>
</tr>
<tr>
<td><strong>Rollball</strong></td>
<td></td>
</tr>
<tr>
<td>Dynamic Rollball</td>
<td>Initiate touch, correct balance, ball grip, controlled at speed.</td>
</tr>
<tr>
<td>Rollball Positioning left</td>
<td>Rollball occurs to left side of defender.</td>
</tr>
<tr>
<td>Rollball Positioning right</td>
<td>Rollball occurs to right side of defender.</td>
</tr>
<tr>
<td>Dump – Split</td>
<td>Correct hand for rollball (furthest from defender), splits to side using cross over step.</td>
</tr>
<tr>
<td><strong>Rucking</strong></td>
<td></td>
</tr>
<tr>
<td>First Receiver Positioning</td>
<td>Deep (3-4m) and wide (1-1.5m), building speed running toward the half, receive pass, run at offside defender.</td>
</tr>
<tr>
<td>Rucking at pace</td>
<td>Depth first receiver, runs at speed to catch the half pass.</td>
</tr>
<tr>
<td>Wrapping from half – receiver</td>
<td>As receiver runs in-line toward the half, and at space between defenders, delivers ball back to half.</td>
</tr>
<tr>
<td>Wrapping from half</td>
<td>Wraps at speed, straightens upon receiving pass.</td>
</tr>
<tr>
<td><strong>Attack Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Scoring Touchdown – slide dive</td>
<td>Ball grip rear tip, bend at knees and hips, launch forward, outstretched.</td>
</tr>
<tr>
<td>Switch</td>
<td>Runs correct line and angle, rotates body when passing.</td>
</tr>
<tr>
<td>Wrap</td>
<td>Runs correct line, accelerates, and straightens through gap.</td>
</tr>
<tr>
<td>Scooping</td>
<td>Bends at waist and knees, foot close to ball, secure with one hand, accelerate from half.</td>
</tr>
<tr>
<td>Decision making 2v1</td>
<td>Run into space, see both defender and receiver, and correct timing of pass.</td>
</tr>
<tr>
<td>Attacking Space</td>
<td>Identifies nearest space, runs into correct space, and draws defenders.</td>
</tr>
<tr>
<td><strong>Defence Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Ruck Defence</td>
<td>In front of attacker, inside foot between attacker feet, bent elbows, touch on shoulders or chest.</td>
</tr>
<tr>
<td>Wrap Defence</td>
<td>Positional responsibility, communicates, makes touch.</td>
</tr>
<tr>
<td>Switch Defence</td>
<td>Positional responsibility, communicates, makes touch.</td>
</tr>
<tr>
<td>Space awareness</td>
<td>Communicates, makes touch early as lead, retreats to correct position in line.</td>
</tr>
<tr>
<td>Compressed/.shut down</td>
<td>Communicates, aligns to shoulder ball carrier, retreats to short side.</td>
</tr>
<tr>
<td><strong>Game Concepts &amp; Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>Non–verbal Communication</td>
<td>Utilises gestures to communicate.</td>
</tr>
<tr>
<td>Rule knowledge</td>
<td>Understand and applies rule knowledge under pressure.</td>
</tr>
<tr>
<td>Effective substitution</td>
<td>Subs with correct players, in attack, regularly.</td>
</tr>
<tr>
<td>Positional Differences</td>
<td>Understands positional roles middles, link, wing.</td>
</tr>
</tbody>
</table>
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