OZ TAG

Queensland

UNIT PLAN

EARLY SECONDARY

(YEARS 7-9)

2016 - 2018

Qld Oztag would like to thank

Tyler Lyon and Sean Bradford

(Yr 10 Meridan College 2013)

For their contribution in writing this document

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Unit Summary

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Overview

Title:	Oztag for Early Secondary Age Students
Unit Overview:	This unit aims to provide students with an experience in the game of Oztag. As well as teaching basic rules, tactics and game play, the unit is designed to give students an understanding and appreciation of the skills fundamental to Oztag, in particular those that make Oztag unique. It is also designed to help students improve their abilities in similar sports such as touch football, rugby league and rugby union through use of skills also used in these sports.
Duration:	The unit duration for each year level is: • Six weeks • One double lesson per week • One lesson plan = 80 minutes (2 x 40 minutes) • Total unit duration = 480 minutes (6 x 80 minutes)
Year Levels:	Early secondary i.e. years 7 - 9

Unit Outcomes:	The key unit outcomes offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:
	• Developing concepts and skills for physical activity:
	  ○ Catching
	  ○ Ball handling – running with the ball
	  ○ Passing
	  ○ Kicking
	  ○ Playing the ball
	  ○ Applying game tactics
	  ○ Attacking moves
	  ○ Defensives skills
	  ○ Unique Oztag skills – tagging, twisting and spinning
	• Enhancing personal development:
	  ○ Communication
	  ○ Decision making
	  ○ Team work
	  ○ Leadership
	  ○ Self confidence
	  ○ Following instructions

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Implementation

Lesson Plans:	Lesson plans contained within the unit address specific needs of years 8 and 9. Lesson plans allow for a double lesson (i.e. 2 x 40 minutes) Physical Education lesson. Teachers should allocate more time to participating / practicing and less on explaining / demonstrating. Whilst correcting technique is the goal, more focus should be placed on the participation and enjoyment of the skills used.
Lesson Plan Structure:	The following structure has been applied to the six lesson plans: • Lesson 1 = Introduction of key Oztag skills • Lesson 2 = Revising, refining and expansion of Attacking Oztag skills • Lesson 3 = Revising, refining and expansion of Attacking Oztag skills • Lesson 4 = Revising, refining and expansion of Defending Oztag skills • Lesson 5 = Introduction of kicking and associated rules • Lesson 6 = Refining and expansion of Defending Oztag skills, application of all skills, and Assessment

Resources:	Materials and resources required for the unit:
	• Oztag School Development Kit
	  ○ Ball
	  ○ Rule book
	  ○ Tags
	  ○ Belts
	• Markers/Witches hats
	• Whistle
	• Field space
	
	Additional resources that can assist in the unit's implementation:
	• Qld Oztag You Tube Channel - www.youtube.com/user/OZTAGQLD
	• Qld Oztag Teachers Information manual
	• Qld Oztag Website – www.qldoztag.com
	• Local Oztag Venue Managers – consult the Qld Oztag website for contact details
	• Oztag shorts are also available to be purchased via Qld Oztag. Shorts are used in replace of the Oztag belts

Assessment:	A generic assessment sheet is provided to be used for each year's plan. The assessment sheet provided is a starting point for developing the specific criteria based assessment relevant to your school and year level curriculum plans.

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Lesson Summary

Lesson Plan	Focus Areas
1	• Placing on and taking off Oztag belts and tags • Defensive skills – tagging • Attacking skills – twisting and spinning • Attacking skills – draw and pass • Defensive skills – defensive line drill
2	• Attacking skills – spinning and twisting • Defensive skills – tagging • Attacking skills – overs and unders • Attacking skills – using overs and unders during a game
3	• Attacking skills – wrapping • Attacking skills – X • Attacking skills – XY • Using Attacking skills (wrap, X, XY) in a game
4	• Attacking skills – XY • Attacking skills – wraps • Defensive skills – line speed • Defensive skills – line defence
5	• Attacking skills – kicking in general play • Attacking skills – kick-offs and drop outs • Attacking skills – kick regathering
6	• Defensive skills – 1 on 1 tagging • Defensive skills – X • Defensive skills – wrap • Applying all skills in a game • Assessment of skills

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Oztag Assessment Sheet

Level	Skills	Game Rules and Tactics	Participation
1	Demonstrates a very limited ability	Displays zero knowledge	No involvement
2	Demonstrates a limited ability	Attempts to use tactics, basic knowledge of rules	Little involvement
3	Demonstrates a sound ability - Performed accurately	Uses basic tactics, moderate knowledge of rules	Moderate involvement
4	Demonstrates a high ability - Performed accurately at speed	Successfully selects tactics to use, high knowledge of rules	High involvement
5	Demonstrates a very high ability - Performed consistently accurate at speed	Consistently and successfully selects tactics to use, very high knowledge of rules	Very high involvement

Student	**Level**								
	Passing	**Catching**	**Tagging**	**Tag Evasion**	**Kicking**	**Playing the ball**	**Game Rules and Tactics**	**Participation**	**Total**
1.									
2.									
3.									
4.									
5.									
6.									
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Lesson Plans

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Lesson Plan 1

Focus Areas: Introduction of key Oztag skills:

- Placing on and taking off Oztag belts and tags
- Defensive skills – tagging
- Attacking skills – twisting and spinning
- Attacking skills – draw and pass
- Defensive skills – defensive line drill

Learning Outcomes: At the completion of this lesson students will be able to:

- Explain the attacking and defensive skills that make Oztag Unique
- Demonstrate correct technique for making a tag
- Demonstrate correct technique for evading a tag – twisting and spinning
- Demonstrate correct technique for drawing and passing
- Demonstrate correct technique for moving up in a straight defensive line

Duration: 80 minutes

Section	Activity	Resources
Introduction (2 minutes)	<u>Activity 1 – Putting on a Belt and Tags</u> • Have students sitting as a group • Explain how to put on a belt and tags and demonstrate • Have students place on their own belts • Allocate students into two different groups (reflective of the two different colour tags). Key Teaching Points: • Furry side of the belt to the outside • Oztag logo on the belt to the front and middle	Oztag Belts Tags

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	• Have the belt wrap around your waist • Tags to sit on either side of your waist and hanging straight down • Special Oztag shorts can be used and if you play - at a competition level you will have to play in a pair	
Body (3 minutes)	<u>Activity 2 – Tagging</u> • Demonstrate to the students how to make a tag – use a student as a volunteer • Ask students to pair off and practice tagging on each other Key Teaching Points: • Use two hands – it's easier to make the tag • Use the palm of your hands NOT fingers – just like swatting a mosquito • Step forward to the attacker - stay on your toes, do not step backwards on your heels • When you make the tag just throw it on the ground – make sure you throw it straight down not away from where you are standing • STRESS: Zero contact including the attacker - is not allowed to push the defenders hands away • No jumping by the attacker in avoiding being tagged	Oztag Belts Tags

Body
(2 minutes)
	<u>Activity 3 – Twisting and Spinning Introduction</u>
	• Stress the two key differences in attack between Oztag and other football sports is the use of spinning and twisting hips
	• Demonstrate how to do both twisting and spinning without defenders
	• Demonstrate with students as defenders – use 2 students creating a channel approximately 1m wide
	• Have students practice each skill
	Key Teaching Points:
	• Ensure key teaching points for spinning:
	  ○ Spinning of left foot:
	  1. Plant left foot inside shoulder of the right hand side defender
	  2. Look over right shoulder and spin
	  3. Be sure not to raise elbows so not to collide with defenders
		Oztag Belts
		Tags

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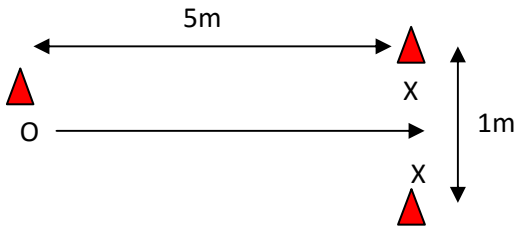
	4. Be sure not to jump 5. Do not spin too early ○ Spinning of right foot: As above but opposite • Ensure key teaching points for twisting hips: ○ You want to try and get your hips perpendicular to the defenders as you cross the line of defence ○ Move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender ○ Easiest method is to slightly lift the front foot as moving forward through the line of defence ○ Try to do this at speed ○ Be sure not to jump ○ Think of doing the twist (rock and roll dancing) ○ Do not do the twist too early	
Body (13 minutes)	<u>Activity 4 – Spinning and Twisting</u> • 2 people standing beside each other 1 metre apart • The remainder of the class line up 5 metres away from the 2 taggers • Run through between the taggers one at a time • Avoid being tagged by either twisting or spinning • Once every student has run through, get 2 new taggers out the front  	Oztag Belts Tags Markers

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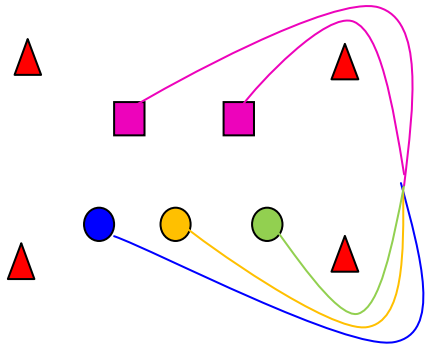
	Key Teaching Points:
	• Correct tagging technique:
	  ○ use both hands when tagging
	  ○ step forward when making tag
	  ○ use palms
	• Correct tagging evasion technique:
	  ○ Time hip movements to react to defenders attempts at tagging
	  ○ Use movement at the line, not before the line
	  ○ Correct technique for twisting - move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender
	  ○ Correct technique for spinning – plant foot and look over opposite shoulder to tag the right tag, then the attackers should move that hip away from the defender	

Body (20 minutes)	<u>Activity 5 – Draw and Pass</u> • Mark out a square 10m x 10m and put a marker on each corner • Split the class into 2 lines - attack and defence • When the person in charge calls “go” 3 attackers and 2 defenders will run around the opposite markers • The 3 attackers are given the ball and must use draw and pass to get past the 2 defenders 	Markers Ball Oztag belts Tags

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	Key Teaching Points:
	• Ball Handling – two hands on the ball, thumbs on top, fingers wrapped underneath and ball out in front
	• Correct tagging technique:
	  ○ Use both hands when tagging
	  ○ Step forward when making tag
	  ○ Use palms
	• Correct tagging evasion technique:
	  ○ Time hip movements to react to defenders attempts at tagging
	  ○ Use movement at the line, not before the line
	  ○ Correct technique for twisting
	• Correct technique for spinning
	• Correct draw and pass technique:
	  ○ Do no pass ball too early or late
	  ○ Only pass if the defender comes to the ball carrier – do not force an pass
	  ○ Pass the ball off the back foot and rotating the shoulders towards the receiver
	  ○ Receiver to stay wide of the defender	

Body (20 minutes)	<u>Activity 6 – Defensive line</u> • Mark out a field of 40m x 20m and put a marker at each corner • Split class up into 3 groups - 2 groups start on the field 1 team defends the line and the other team attacks • The attacking team has to run over the try line without being tagged • The defending team can move off the line • Once tagged, attacking team member has to get there tag, go back to the start and try again • If an attacking team member makes it over the line they get 1 point and they go back to the start • After 5 min swap sides - the team with the least points swaps over with the “3rd” team sitting out	Markers Oztag Belts Tags Balls

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	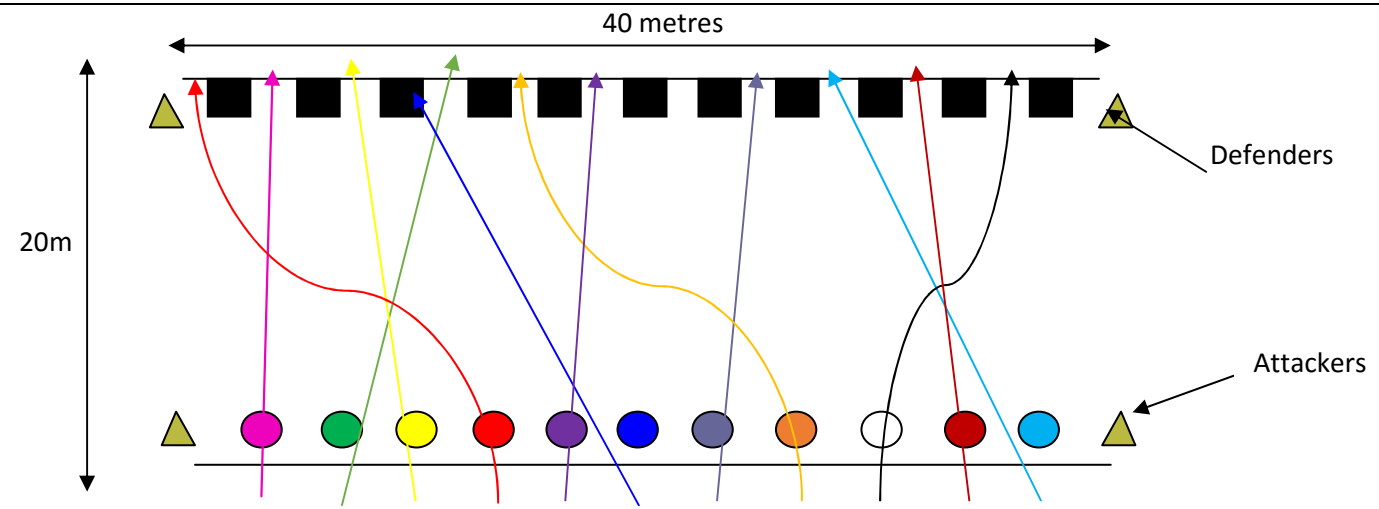	
Conclusion (20 minutes)	<u>Activity 7 – Game</u> • Mark out a field 50m x 70m • Split the class into 2 even teams • Play a game of Oztag with normal rules ○ Introduce rules as needed	Markers Oztag belts Tags Whistle

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Lesson Plan 2

Focus Areas: Revising, refining and expansion of key Oztag skills:

- Attacking skills – spinning and twisting
- Defensive skills – tagging
- Attacking skills – overs and unders
- Attacking skills – using overs and unders during a game

Learning Outcomes: At the completion of this lesson students will be able to:

- Demonstrate correct technique for spinning and twisting
- Demonstrate correct technique for tagging
- Demonstrate correct technique for overs and unders

Duration: 80 minutes

Section	Activity	Resources

Introduction
(5 minutes)
	<u>Activity 1 – Warm Up (Pass Clap)</u>
	• Have the class stand in a large circle – or alternatively divide the class into 2 smaller circles
	• All students to be jogging on the spot
	• Students must pass the ball between each other
	• Before receiving the ball a student must first clap his/her hands
	• A students is out if:
	  ○ She/he drops the ball
	  ○ Does not clap before catching the ball
	  ○ Claps without the ball being passed to him/her i.e. The “passer” fakes (dummy) passing the ball
	• Continue until there is a winner
	• Introduce a 2nd ball if needed
	• Once completed take students through a light stretch of different muscle groups
		Balls

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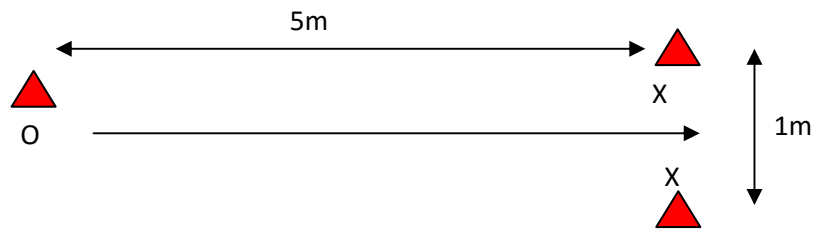
	Key Teaching Points: • Hands out in front to receive the ball • Correct passing technique	
Introduction (5 minutes)	<u>Activity 2 – Warm up (Tagging, Spinning and Twisting)</u> • 2 people standing beside each other 1 metre apart • The rest of the class line up 5 metres away from the 2 taggers • Run through between the taggers one at a time • Avoid being tagged by either twisting or spinning • Once every student has run through get 2 new taggers out the front  	Tags Belts Balls Markers
Body (15 minutes)	<u>Activity 3 – Overs lines w/ cones</u> • Place a marker where the play the ball will occur • Place a marker for the first receiver 5m behind and 2m • Then place another marker 1m behind and 2.5m across from the first receiver • Then place 3 markers 8m in front of the first receiver, another 8m in front of second receiver and the last one 2.5m away from the second 1 • First receiver starts to run while second receiver follows shortly after • 2m before the markers take a 45 degree angle to the right in between the markers • Dummy half then passes the ball to the first receiver, then just before the line the first receiver passes it to the second receiver	Markers Ball

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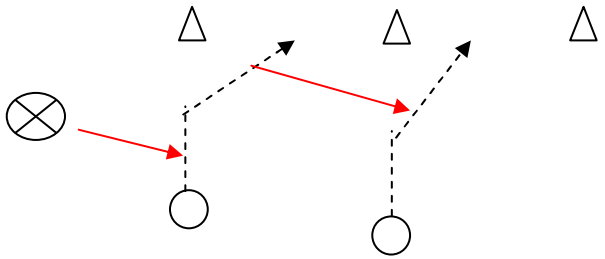
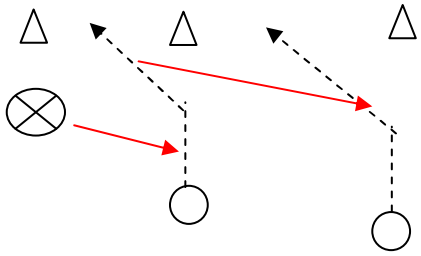
	 Key Teaching Points: • Ball Handling – two hands on the ball, thumbs on top, fingers wrapped underneath and ball out in front • Engage 2 defenders, do not pass to early • Change of pace required into the hole to make defenders react • Ensure support player maintains line on defender and then changes direction once defender has committed to ball carrier • Change of direction should be into the hole not across the face of the defender	
Body (15 minutes)	<u>Activity 4 – Unders line w/ cones</u> • As above but with the attackers running unders lines • 2m before the markers take a 45 degree angle to the left in between the markers 	Markers Ball
Body (10 minutes)	<u>Activity 5 – Overs lines w/ defenders</u> • As above but using defenders in replace of markers	Belts Tags Balls

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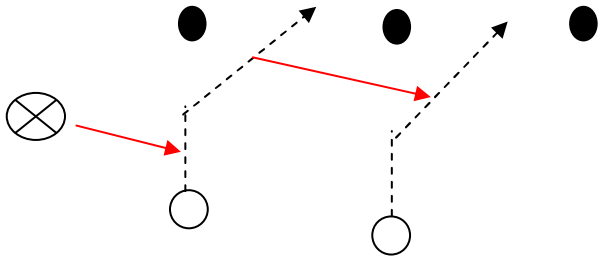
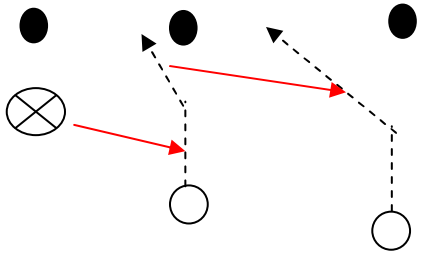
		Markers Whistle
Body (10 minutes)	<u>Activity 6 – Unders lines w/ defenders</u> • As above but using defenders in replace of markers 	Belts Tags Balls Markers Whistle

Conclusion
(20 minutes)
	<u>Activity 7 – Game</u>
	• Mark outfield 50m x 70m put a marker on each corner and at half way
	• Special rules:
	  ○ 1 point when normal try scored
	  ○ 2 points when a try is scored off an unders or overs play
		Tags
		Oztag Belts
		Balls
		Whistle
		Markers

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Lesson Plan 3

Focus Areas: Revising, refining and expansion of key Oztag skills:

- Attacking skills – wrapping
- Attacking skills – X
- Attacking skills – XY
- Using Attacking skills (wrap, X, XY) in a game

Learning Outcomes: At the completion of this lesson students will be able to:

- Explain how to execute the wrap and X in an attacking situation
- Explain how to defend against the wrap and the X
- Use the wrap and X in a game situation
- Defend against the wrap and the X in a game situation

Duration: 80 minutes

Section	Activity	Resources
Introduction (5 minutes)	<u>Activity 1 – Warm up (Overs line w/ cones)</u> • Place a marker where the play the ball will occur • Place a marker for the first receiver, 5m behind and 2m across • Then place another marker 1m behind and 2.5m across from the first receiver • Then place 3 markers 8m in front of the first receiver, another 8m in front of second receiver and the last one 2.5m away from the second 1 • First receiver starts to run while second receiver follows shortly after • 2m before the markers take a 45 degree angle to the right in between the markers	Balls Markers

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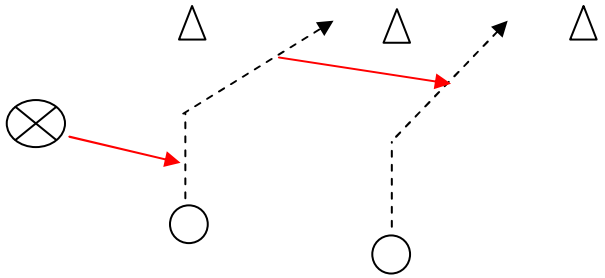
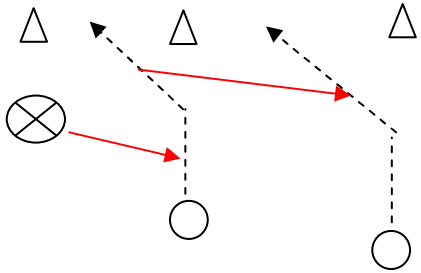
	• Dummy half then passes the ball to the first receiver then just before the line the first receiver passes it to the second receiver 	
Introduction (5 minutes)	<u>Activity 2 – Warm up (Unders line w/ cones)</u> • As above but with the attackers running unders lines • 2m before the markers take a 45 degree angle to the left in between the markers 	Balls Markers
Body (10 minutes)	<u>Activity 3 – X Play</u> • Explain principle of the 'X': ○ Person 1 moves forward and changes direction towards person 2 ○ Person 2 moves forward and changes direction towards person 1 ○ Person 2 runs underneath person 1 – creating an 'X' ○ Person 1 pass the ball to person 2 – ensure that they create a gap by drawing the defender	Balls Markers

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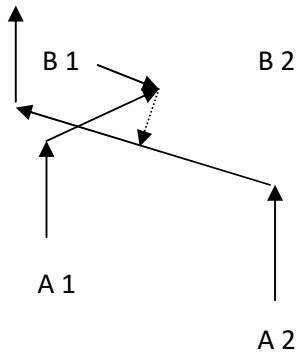
	• Demonstrate to the class • Have students practice in the grid set up – use 2 attackers and 2 defenders  Key Teaching Points: • Person A1 (Ball Carrier) must draw the defender (B1) to create the gap for the person doing the 'X' • A2 to hold line as long as possible so B1 and B2 have less time to react • A1 needs to accelerate into hole to engage defender • Accelerate into the hole not across the face of the defender • Ensure A2's line is not across the face of the defence but into the hole left by B1	
Body (10 minutes)	<u>Activity 4 – XY</u> • Explain principle of the 'XY": ○ Person 1 moves forward and changes direction towards person 2 ○ Person 2 moves forward and changes direction towards person 1 ○ Person 2 runs underneath person 1 – creating an 'X' ○ Person 1 dummies the ball to person 2 and passes it to the outside runner (person 3) • Demonstrate to the class • Have students practice in the grid set up – use 3 attackers and 2 defenders	Balls Markers

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	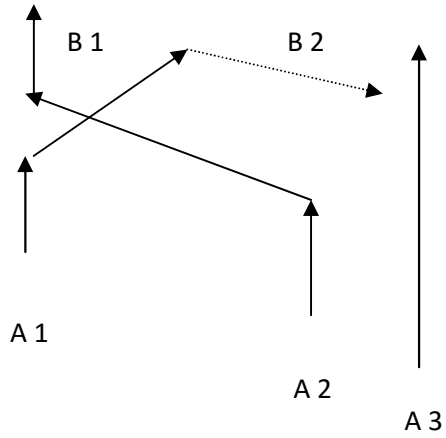 Key Teaching Points: • A2 player to make sure they do not leave to early • Hands must be up to look like they will receive the ball • A1 to ensure they hit the hole and do not run across the face of the defenders • A3 player to not leave early as they will over run the play	

Body
(10 minutes)
	<u>Activity 6 – Wraps</u>
	• Explain principle of the 'wrap':
	  ○ Person 1 passes the ball to person 2
	  ○ Person 1 then runs behind person 2
	  ○ Person 2 pass the ball to person 1 – ensure that they create a gap by drawing the defender
	• Demonstrate to the class
	• Have students practice in the grid set up – use 2 attackers and 2 defenders
		Balls
		Markers

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	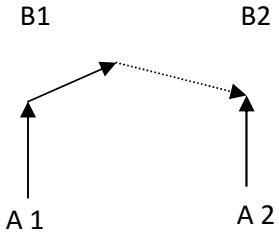 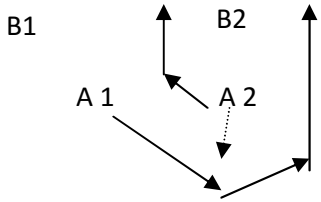 Key Teaching Points: • Stress that the wrapper creates the "3rd person" that they had in the 3 on 2 • Person 2 must draw the defender to create the gap for the person doing the wrapping • A1 to hold line before the commit to wrapping around the player this will hold defensive players in place • A1 to ensure they do not wrap to wide as this will engage outside defender	

Conclusion
(35 minutes)
	<u>Activity 7 – Game</u>
	• Mark outfield 50m x 70m put markers on each corner and at half way
	• Special rules
	  ○ 1 point normal try
	  ○ 2 points if try is scored off X, XY or a wrap
		Markers
		Tags
		Oztag Belts
		Ball
		Whistle

Conclusion
(5 minutes)
	<u>Activity 8 – Revise Key Points</u>
	• Once students roll up their belts have them sitting as a group ask students to call out answers to the following questions:
	  ○ How do you execute a wrap?
	  ○ How do you defend against a wrap?
	  ○ How do you execute an X?
	  ○ How do you defend against an X?
	  ○ Why is communication so important? Who needs to communicate...attackers or defenders?	

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Lesson Plan 4

Focus Areas: Introduction of game skills and rules:

- Attacking skills – XY
- Attacking skills – wraps
- Defensive skills – line speed
- Defensive skills – line defence

Learning Outcomes: At the completion of this lesson students will be able to:

- Tag in 1 on 1 situations
- Communicate to defend their own line
- Adjust and move while in a defensive line

Duration: 80 minutes

Section	Activity	Resources
Introduction (10 minutes)	<u>Activity 1 – Warm Up (Walk Tag)</u> • Set out a field roughly 30m x 30m • Split class into 2 halves • Play a game of Oztag but walking only • Any person caught running will be penalised • Once completed take students through a light stretch of different muscle groups Key Teaching Points: • Don't be strict on the Oztag rules – the idea is to get the student moving to warm up • Ensure that the quieter students receive the ball	Tags Belts Markers Ball

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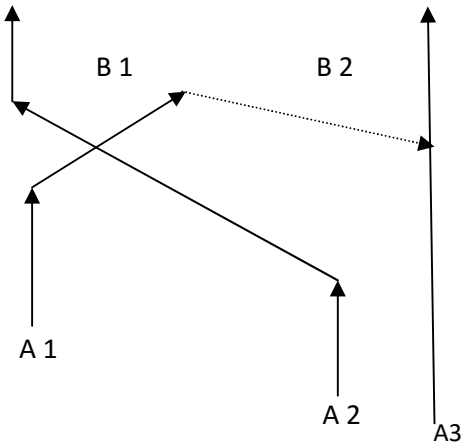
Body
(5 minutes)
	<u>Activity 2 – XY</u>
	• Revise principles of the 'XY":
	  ○ Person 1 moves forward and changes direction towards person 2
	  ○ Person 2 moves forward and changes direction towards person 1
	  ○ Person 2 runs underneath person 1 – creating an 'X'
	  ○ Person 1 dummies the ball to person 2 and passes it to the outside runner
	• Demonstrate to the class
	• Have students practice in the grid set up above – use 3 attackers and 2 defenders
	 
	
		Markers
		Balls
		Tags
		Belts

Body
(5 minutes)
	<u>Activity 3 – Wraps</u>
	• Revise principles of the 'wrap':
	  ○ Person 1 passes the ball to person 2
	  ○ Person 1 then runs behind person 2
	  ○ Person 2 pass the ball to person 1 – ensure that they create a gap by drawing the defender
	• Demonstrate to the class
	• Have students practice in the grid set up – use 2 attackers and 2 defenders
		Markers
		Balls
		Tags
		Belts

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	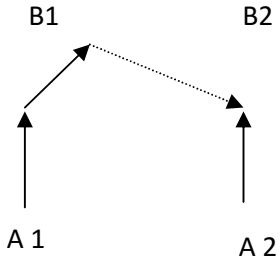 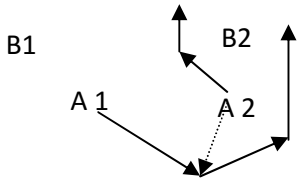 Key Teaching Points: • Stress that the wrapper creates the "3rd person" that they had in the 3 on 2 • Person 2 must draw the defender to create the gap for the person doing the wrapping	

Body
(10 minutes)
	<u>Activity 4 – Line Speed/Reaction</u>
	• Split class up into groups of 4 or 5 students
	• Set up the drill as illustrated by the diagram:
	  ○ Drill can be altered to have a static line defence or a staggered line defence
	  ○ Ensure a competition scenario is in place
	  ○ The first team back to the 7m line is deemed the winner
	• 2 opposing teams to line up on markers set out on teachers go they will proceed to the middle and retreat 7 m
	• A teacher will stand on the side of the drill and will call out Backwards, Forwards
	Note: It is important that if students are asked to run forward that they are still pointing towards the middle of the drill
	
	<u>Key Teaching Points:</u>
	• Students must keep the defensive line i.e. must stay as a group in a straight line
	• Ensure that you can always see the opposing team even when asked to run forwards
	  ○ Turn the upper body to view opponents
	• Communicate when changing direction i.e. forwards, backwards
		Markers
		Whistle

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	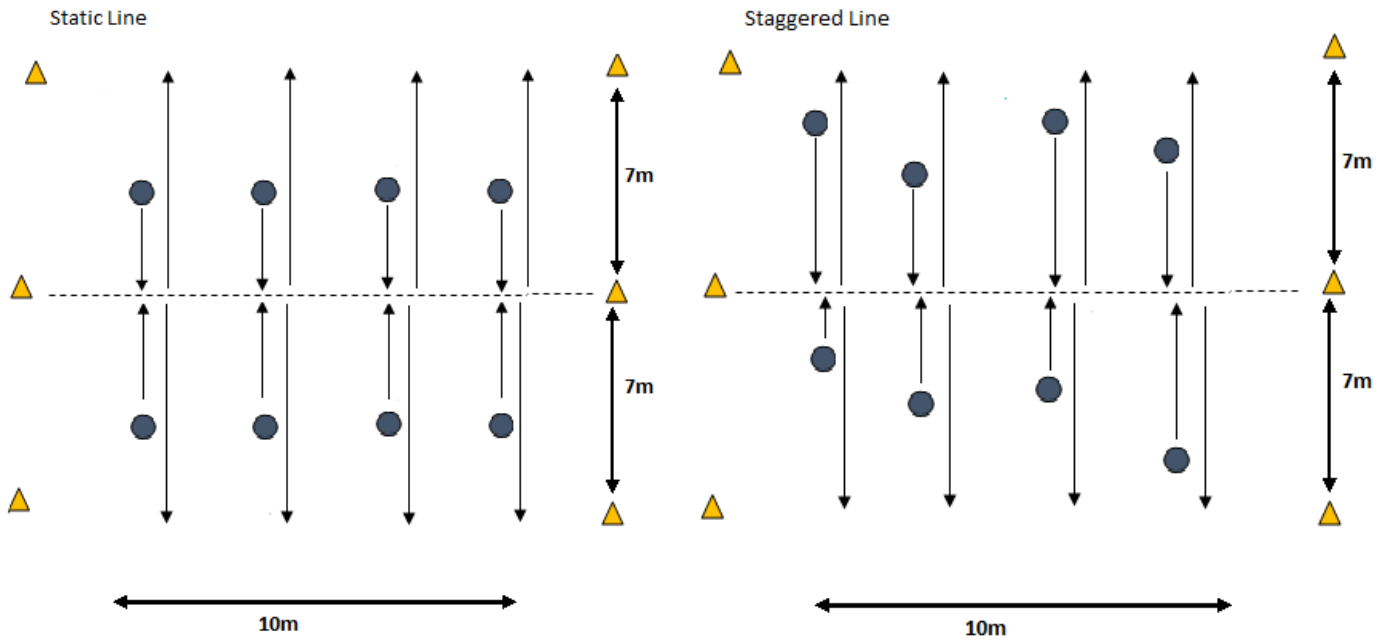	
Body (20 minutes)	<u>Activity 5 – Communication (Line Defence Drill)</u> • Stress the importance of communication – particularly in defence ○ Everyone must be talking – calling out who they are marking at the very least • Split the class into two teams – 1 team of attackers and 1 team of defenders • Set up a grid 50m wide and 10m long • Attackers start on the 10m markers and must attempt to score a try • Defenders stand on the try line and stop the attackers from scoring (making a tag) • Only have 1 tag to score • 10 attempts each team – highest score wins	Markers Balls Tags Belts

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	 <u>Key Teaching Points:</u> • Communication amongst attackers and defenders • Emphasis is on making the correct choice in attack i.e. choosing the correct player to pass the ball • Do not always need to pass the ball i.e. do not force an error • Use of unders, overs, wrap and X • Correct tagging technique • Correct tagging evasion technique	
Conclusion (30 minutes)	<u>Activity 6 – Game</u> • Mark outfield 50m x 70m put markers on each corner and at half way • Split the class into 2 even teams • Normal rules	Oztag belts Tags Ball Markers

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Lesson Plan 5

Focus Areas: Expansion and refining of game skills and rules, and assessment:

- Attacking skills – kicking in general play
- Attacking skills – kick-offs and drop outs
- Attacking skills – kick regathering

Learning Outcomes: At the completion of this lesson students will be able to:

- Explain kicking rules used in a game of Oztag
- Apply kicking skills to a game of Oztag

Duration: 80 minutes

Section	Activity	Resources
Introduction (10 minutes)	<u>Activity 1 – Warm Up (Timed Tagging Grid)</u> • Set up a square grid 6m x 6m – alternatively set up 2 and split the class • Have all students wearing belts and tags • Each student to take it in turns to tag the rest of the students – this is to be timed • Students must stay within the grid but can move in any direction to avoid being tagged • Fastest time wins • Once completed take students through a light stretch of different muscle groups Key Teaching Points: • Correct use of tagging • Use of spinning and twisting to avoid being tagged	Markers Ball

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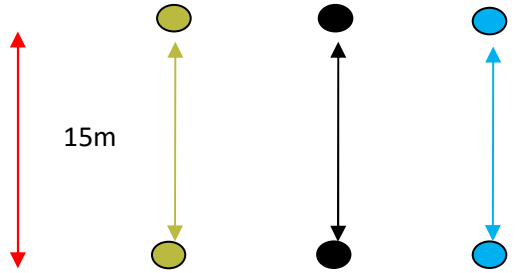
Body (10 minutes)	<u>Activity 2 – Kicking back and forth</u> • Students are to split up in groups of 2 • Students must stand 15m away from their partner • Practice grubbing to each other • A game can be made out of the activity by having students race to see how quickly 10 kicks can be completed  Key Teaching Points: • Head down over the ball • Don't lean back when kicking • Hold ball straight down so that it is vertical when you kick it – fingers running straight down the ball • Kick the top of the ball to make it roll end over end	Balls
Body (10 minutes)	<u>Activity 3 – Handling kicks</u> • Students form one line behind a marker • Have a teacher stand out the front around 10m away • Teacher must grubber the ball (or roll the ball) towards the students • Students must move towards the rolling ball and pick it up without dropping it 	Marker Ball

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Body (20 minutes)	<u>Activity 4 – Practicing kick-offs and drop outs</u> • Split the class up into the same pairs as they had before • Leave 20m in between the partners • Get students to practice drop kicks to each other for 10 minutes • After 10 minutes, get the partners to stand 10m away • Get students to place the ball flat on the ground with the point facing where they want to kick • Students are to practice kick-offs for 10 minutes	Balls

Body
(10 minutes)
	<u>Activity 5 – Kicking Relay</u>
	• Explain the rules surrounding kicking in Oztag
	  ○ Can only kick in general play on zero (not after a play the ball) 4 or 5
	  ○ Kicks have to be below referees shoulders during normal play but can go any height for kick restart and drop outs
	  ○ Attacking players cannot dive on the ball following a kick
	• Explain that for kicks during play it is best to do a grubber
	• Demonstrate how to do a grubber
	• Split class into 4 teams
	• Set up 4 channels 10m long – 1 per team
	• Students must grubber the ball to themselves, regather and pass on to the next player
	• Players must regather the ball and pass to the next player i.e. they cannot kick the ball direct to the next player
	• First team to go through whole teams wins
		Balls

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	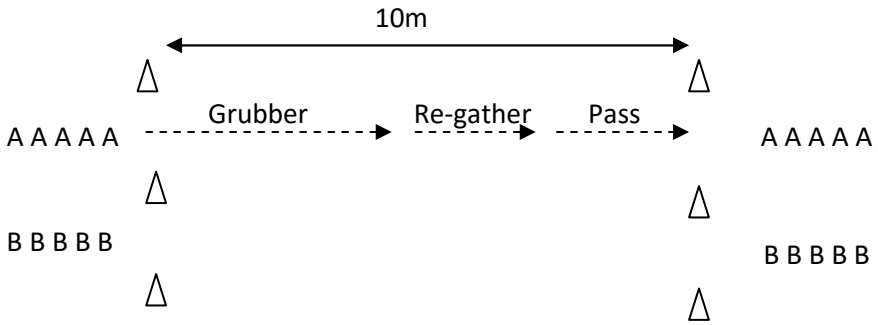	

Body
(15 minutes)
	<u>Activity 6 – Gate Ball</u>
	• Mark out a field 30m x 30m
	• From half way point place 2 markers 10m apart (the gate)
	• Split the class into 2 even teams:
	  ○ Each team member takes it in turn to be the designated kicker
	  ○ Rest of the class will be "passers" spread out over the field
	• A designated kicker will attempt to grubber the ball through the gate:
	  ○ Kick to be taken from the kicking spot - at half way point on their back line
	• The gate will be protected by a gate keeper who's job is to catch the kick and stop a point from being scored
	• Once the kick is made the "passers" must pass the ball back to the kicking spot for the next designated kicker to grubber and attempt to score a point
	• Once the kicker kicks the ball she/he runs forward to become the gate keeper
	• Points are scored by:
	  ○ Grubbing the ball through the gate
	  ○ Catching a kick on the full
		Markers
		Ball

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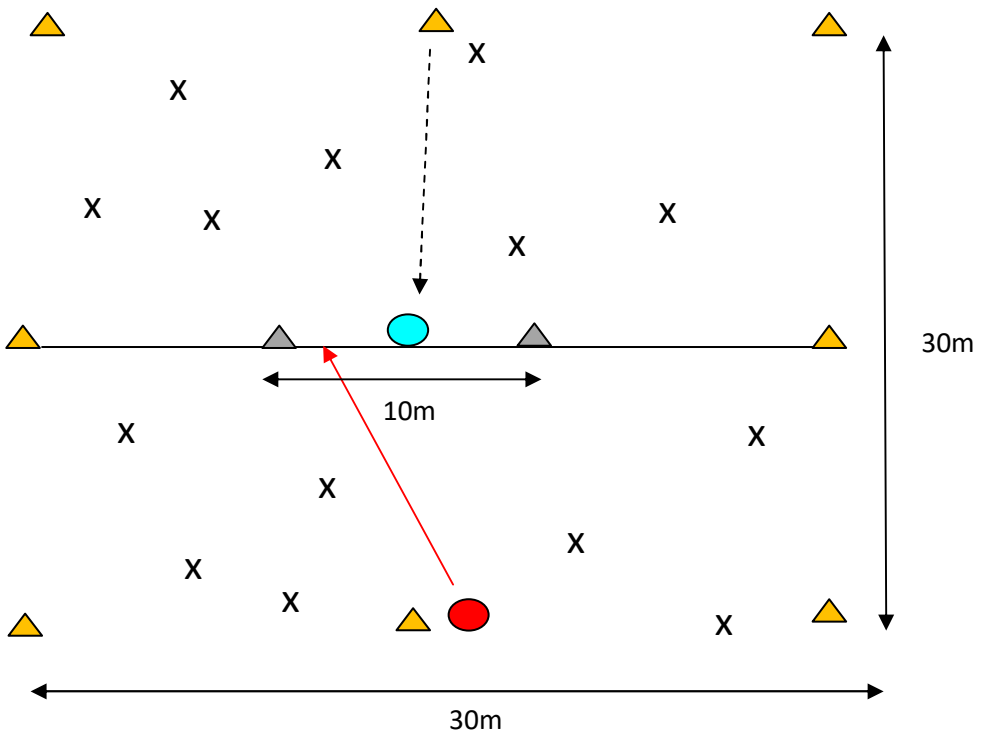
	• First to 15 points win  	
Conclusion (5 minutes)	<u>Activity 7 – Talk</u> • Review kicking in Oztag ○ Rules to kicking in Oztag ○ How kicking is used in Oztag	

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Lesson Plan 6

Focus Areas: Expansion and refining of game skills, rules and assessment:

- Defensive skills – 1 on 1 tagging
- Defensive skills – X
- Defensive skills – Wrap
- Applying all skills in a game
- Assessment of skills

Learning Outcomes: At the completion of this lesson students will be able to:

- Successfully demonstrate technique for making a tag 1 on 1
- Successfully demonstrate technique for X defence
- Successfully demonstrate technique for wrap defence

Duration: 80 minutes

Section	Activity	Resources
Introduction (5 minutes)	<u>Activity 1 – Warm Up (Walk Tag)</u> • Set out a field roughly 30m x 30m • Split class into 2 halves • Play a game of Oztag but walking only • Any person caught running will be penalised • Once completed take students through a light stretch of different muscle groups Key Teaching Points: • Don't be strict on the Oztag rules – the idea is to get the student moving to warm up • Ensure that the quieter students receive the ball	Tags Belts Markers Ball

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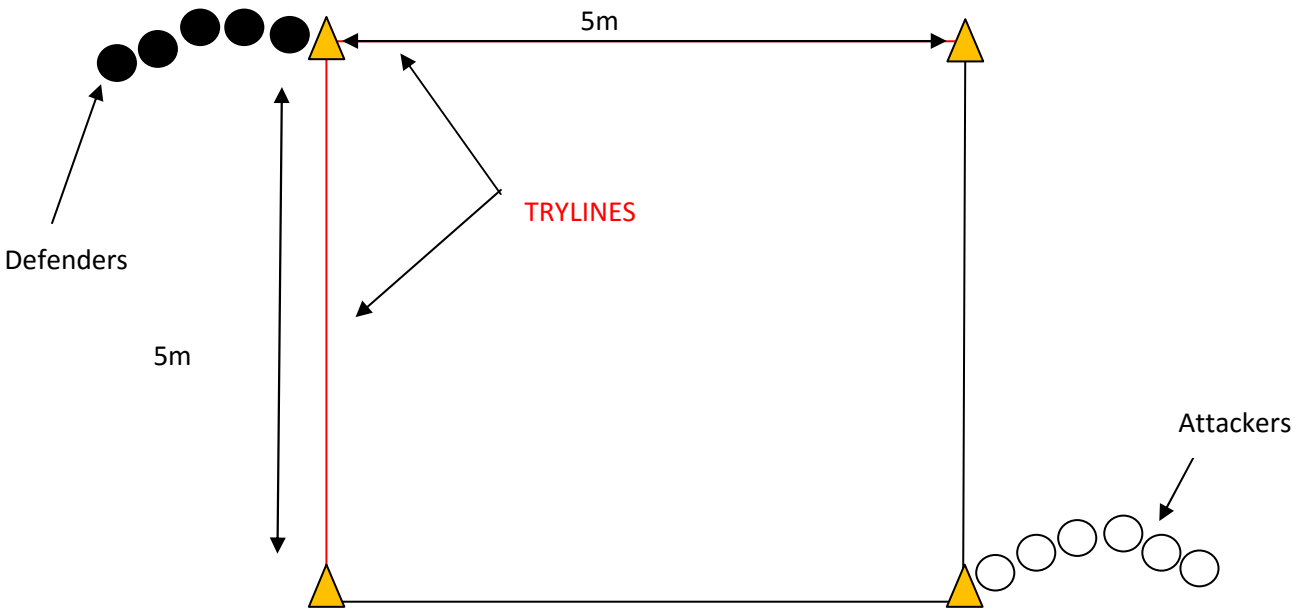
Body (10 minutes)	Activity 2 – 1 on 1 tagging • Set up square grid 5m x 5m • Split the class into two even groups (attackers and defenders) and put them at opposite corners • When the teacher says "go" one attacking student will try to avoid being tagged and put the ball over the try line. ○ Try lines are the either of the two opposite lines • The defending student will move up and try and tag the attacking student before she/he scores • Once students have either scored or been tagged they will pass the ball back to the attacking side  	Oztag Belts Balls Tags Markers

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Body (10 minutes)	<u>Activity 3 – X Defence</u> • Now going to show how to defend against the X • Defender 2 sees that attacker 2 is going to X • Defender 2 then yells at defender 1 to "push – you got the X", defender 1 then moves sideways to move to the gap that attacker 2 will move into and defender 2 slides to now defend against attacker 1 • Split class into 2 • Have students practice in a grid 8m x 7m Key Teaching Points: • Must communicate • The defence calls for the defenders to slide sideways – but must move forward at the defence first	Tags Belts Balls Markers
Body (10 minutes)	<u>Activity 4 – Wrap Defence</u> • Now going to show how to defend against the wrap • Defender 1 sees that attacker 1 has passed the ball to attacker 2 and began to wrap • Defender 1 then yells at defender to "push", defender 1 then moves sideways to attacker 2 and defender 2 moves to the gap that attacker 1 will move into • Split class into 2 • Have students practice in a grid 8m x 7m Key Teaching Points: • Must communicate • The defence calls for the defenders to slide sideways – but must move forward at the defence first	Tags Belts Balls Markers

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Body (40 minutes)	<u>Activity 5 – Full Game</u> • Play full game of Oztag with 8 v 8 • Field size field = 50m x 70m • Ensure subbing of players is frequent to involve all players	Belts Tags Balls Markers Whistle
	<u>Assessment</u> • As students are playing the game complete assessment sheet • Note: You will require another person to referee the game. Alternatively complete the assessment sheet post game being played	Assessment Sheet/s
Conclusion (5 minutes)	<u>Activity 6 – Re-Cap</u> • Talk about rules of Oztag • Attacking and defensive skills • Decision making in gameplay • Communication	

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Additional Drills

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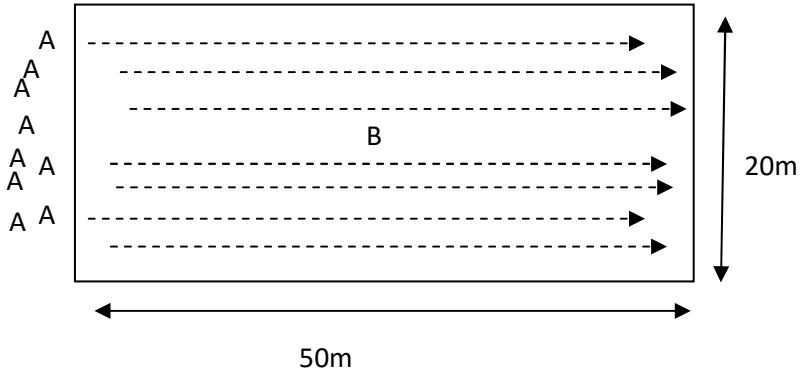
Tagging, Twisting and Spinning

Tag Bullrush

- Set up a rectangular field approximately 50m x 20m
- Place a marker at each corner of the rectangle
- One person starts in the middle
- When the person in the middle calls “bullrush” all of the other students in the class must run from one end of the rectangle to the other without being tagged or going out
- Last person to be tagged wins



4-Way Tagging

- Set up a square shape grid approximately 10m x 10m
- Each corner of the square has a different colour marker
- Split the class up into 4 equal groups
- Place 1 group on each colour marker (attackers) and 1 defender in the middle of the grid
- As the teacher calls out a colour (corresponding to a coloured marker) the attacker at the start of that line must run through to the diagonally opposite marker while trying to avoid being tagged and the defender must attempt to make the tags
- Go through whole class and switch defenders

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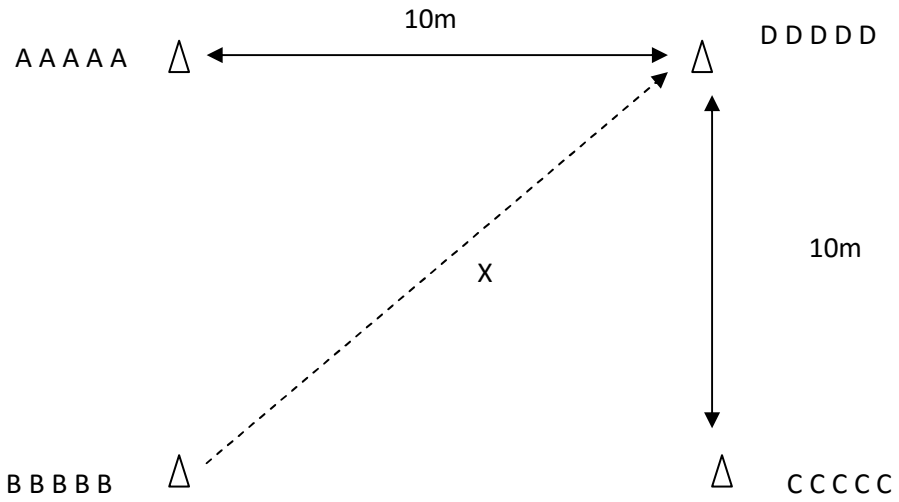
- Defender with most tags made, wins



Key Teaching Points:

- Attackers do not put on tags until the drill is complete – safety reasons
- Defenders to:
  - use both hands when tagging
  - step forward when making tag
  - use palms
- Attackers to:
  - Time hip movements to react to defenders attempts at tagging
  - Use movement at the line, not before the line
  - Correct technique for twisting, move hips away from attackers attempts e.g. if defender is attempting to tag the right tag, then the attackers should move that hip away from the defender
  - Correct technique for spinning – plant foot and look over opposite shoulder

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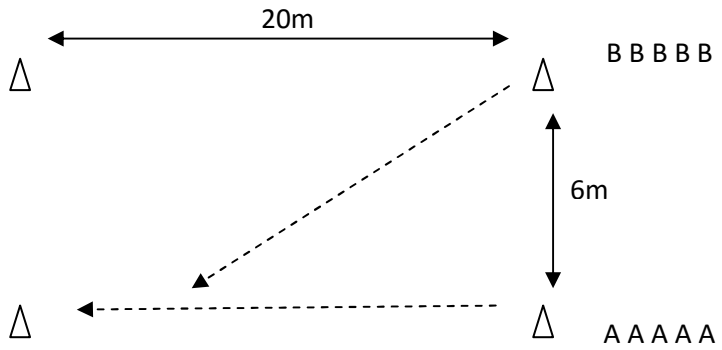
Cover Defence

- Set up a square shape grid approx 20m long x 6m wide
- Split class into two – attackers and defenders
- Attackers are to run straight up the 'line"
- Attackers to carry a ball
- Defenders are to run across and make the tag before they score
- Students to switch positions i.e. once they have been attacker they rejoin the defenders line
- Switch attackers and defenders positions i.e. move attacker from Left side to right etc



Key Teaching Points:

- Defenders cannot place hands on the attackers – only remove tags
- Defenders to:
  - use both hands when tagging
  - step forward when making tag
  - use palms
- Attackers to:
  - Time hip movements to react to defenders attempts at tagging

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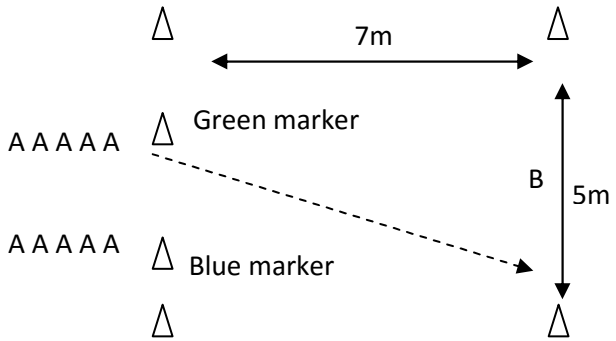
- Use movement at the line, not before the line
- Correct technique for twisting move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender
    - Correct technique for spinning – plant foot and look over opposite shoulder

<u>Oztag Core Drill 3 - Reaction</u>

- Set up two grids 7m long x 5m wide – one grid for each team
- At one end of the grid set up a marker 1m in from either end – each of the 2 markers a different colour
- Have all but 1 students lining up evenly on the colour markers (attackers)
- At the opposite end have 1 person (defender) standing on the line between the 2 makers (tryline)
- The object of this drill if for the defender to collect as many tags as possible from the defenders
- The teacher will call a colour (corresponding to a colour of one of the markers the attackers are standing on) and the student standing on that colour has to run to beat the defender using twisting and spinning
- The teacher calls out the two different colours until all students have run though
- Allow all students to have a turn as defender - highest tag count wins
- Increase difficulty by calling out the colours in quicker succession'



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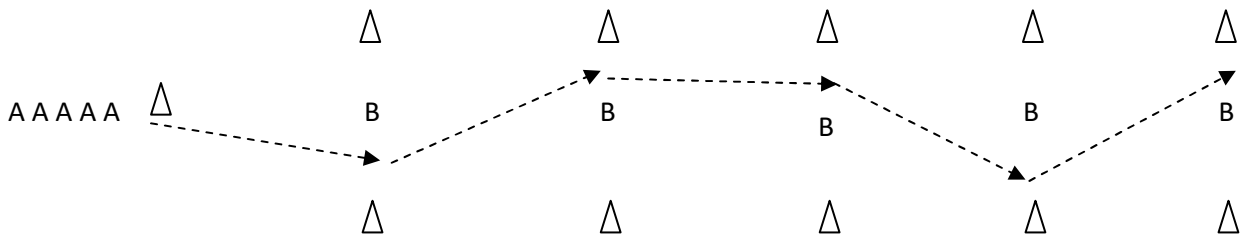
Key Teaching Points:

- Have the defender constantly move forward ie do not stay on the try line
- Correct tagging technique
- Correct tag evasion techniques

Tag Gauntlet (see diagram)

- 4 Teams of 5 – 7 players
- Use tag gauntlet to count number of tags removed.
- Team with most tags removed is the winner
- Defenders cannot move forward must only move laterally on line
- Team 1 attacks, Team 2 defends then swap
- Repeat as many times as needed
- Once completed take students through a light stretch of different muscle groups



Key Teaching Points:

- Correct tagging technique:
    - use both hands when tagging
    - step forward when making tag

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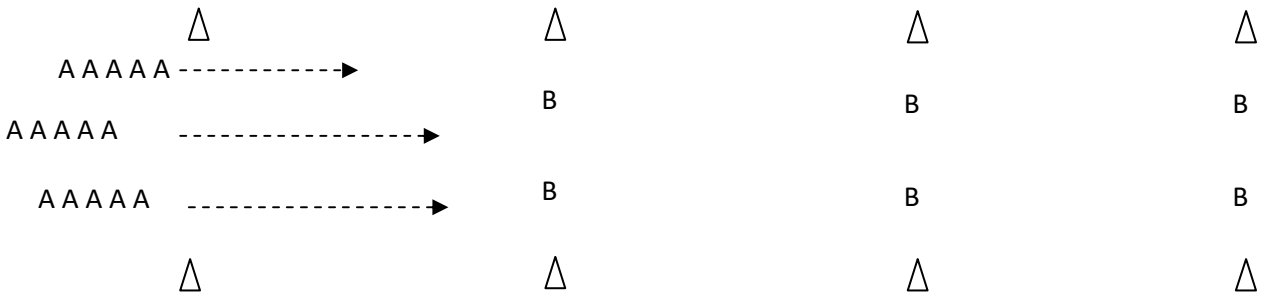
- use palms

- Correct tagging evasion technique:
  - Time hip movements to react to defenders attempts at tagging
  - Use movement at the line, not before the line
  - Correct technique for twisting - move hips away from attackers attempts e.g. if defender is attempting to tag the right tag, then the attackers should move that hip away from the defender
  - Correct technique for spinning – plant foot and look over opposite shoulder to tag the right tag, then the attackers should move that hip away from the defender

<u>3 on 2 Gauntlet</u>

- Use tag gauntlet to count number of tags removed
- Team with most tags removed is the winner
- Defenders cannot move forward must only move laterally on line
- Team 1 attacks, Team 2 defends then swap
- Attackers to use the draw and pass, wrap, X, unders and overs
- Repeat as many times as needed



Key Teaching Points:

- Communication amongst attackers and defenders

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- Emphasis is on making the correct choice in attack i.e. choosing the correct player to pass the ball
- Do not always need to pass the ball i.e. do not force an error
- Use of attacking skills that have been practised
- Correct tagging technique:
    - use both hands when tagging
    - step forward when making tag
    - use palms
- Correct tagging evasion technique:
    - Time hip movements to react to defenders attempts at tagging
    - Use movement at the line, not before the line
    - Correct technique for twisting move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender
    - Correct technique for spinning – plant foot and look over opposite shoulder

Passing

Dodge Ball

- Set up a field 10m wide x 12m long – with a safety zone 1m either side of half way
- Split class into two teams
- Teams to spread out over their half
- Starting with 4 balls – 2 per team
- Teams must pass the ball into opposition players
- If the ball hits the opposition they are out
- If a players pass is caught by the opposition, the person passing is out
- The team with the last player/s remaining wins

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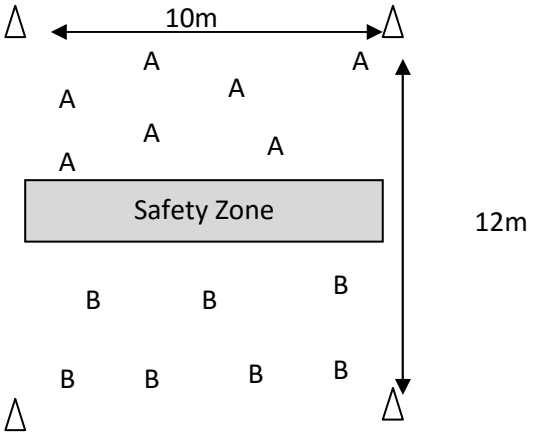

Key Teaching Points:

- Correct technique for passing
- Students not to enter the safety zone to catch, pass or pick up a ball

<u>Base tag (Passing)</u>

- Split class into 2 teams
- Set up a baseball field
- Play game of baseball however there is no ball pitched. The batter simply passes or kicks the ball into the field to constitute a hit
- Normal baseball rules apply:
    - 3 out, side away
    - Highest score wins
    - Tagging gates to be placed before bases 1 and 2
- How to get out:

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- If the ball makes it to a base before the runner
- If the ball is caught by a fielder
- If the runner is tagged before they get to a base. Taggers must get 2 tags
- Runners must have tags on at all times - they cannot proceed without tags on. If a tag falls off they must return to get the tag

Key Teaching Points:

- Correct technique for passing
- Depending on the age of the students the bases may need to be shorter in length given the passing may not be very far. This could also create an issue with defending students bunching up in the infield. Creating two games with smaller numbers can alleviate this issue.

Kicking

Drop Kick Competition

- Conduct a drop kick competition
- Set up different markers surrounding football posts
- Each student to receive 1 kick from each position
- The student with the most number of successful kicks wins
- Variations:
  - kicking for distance i.e. longest drop goal
  - create a 'money' ball from one of the positions – this ball is worth more points if the kick is successful

Key Teaching Points:

- Head down over the ball
- Don't lean back when kicking
- Hold ball straight down so that it is vertical when you drop it
- Ball should be dropped so that the point of it hits the ground

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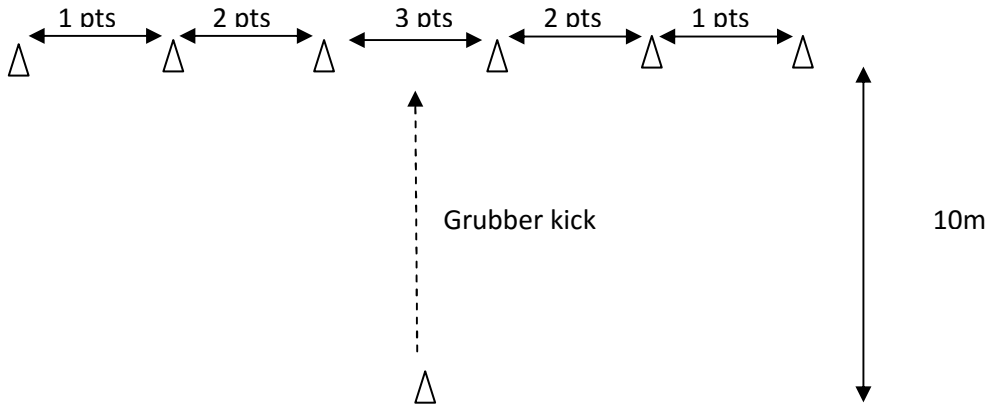
- Time the kick so that the ball is kicked, just as the ball bounces up from the ground
- Kick the bottom of the ball with the top of your foot

Bullseye

- Set up 6 markers 1m apart in a straight line
- Have the 7th marker 10m back from the middle of the line
- Students are to grubber kick for accuracy
    - In between the 1st two markers (them idle goal) = 3 points
    - The next goal to the right and left = 2 points
    - And the final goal to the right and left = 1 point
- Students receive 5 kicks each – highest score wins
- No points are relieved for kicking outside the goals or if the kick is not a grubber



Key Teaching Points:

- Head down over the ball
- Don’t lean back when kicking

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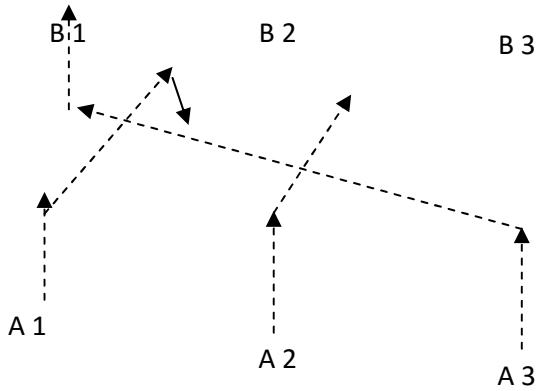
- Hold ball straight down so that it is vertical when you kick it – fingers running straight down the ball
- Kick the top of the ball to make it roll end over end

Attacking Moves

Drift

- Explain principle of the 'drift':
  - Attacker 1 (ball carrier) and attacker 2 (1st receiver) run diagonally forward with ball carrier looking to pass the ball to 1st receiver
  - Attacker 3 (2nd receiver) runs back underneath both ball carrier and 1st receiver
  - Ball carrier passes the ball to 2nd receiver
  - 2nd receiver straightens run into gap that has been created
- Demonstrate to the class
- Have students practice in the grid set up – use 3 attackers and 3 defenders



Key Teaching Points:

- 2nd receiver to run back inside late – if they leave too early than defence can react
- All attackers to run straight first - this commits defenders

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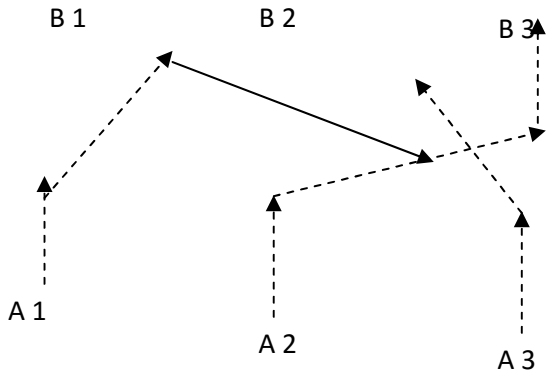
- Ball carrier to run to gap between defender 1 and 2
- Ball carrier to pass the ball facing the 2nd receiver i.e. do no pass the ball blind
- 2nd receiver to straighten run into gap that would have been created by defender 1
- The 1st receiver must also be ready to receive the ball

Block

- Explain principle of the 'block':
    - Attacker 3 (2nd receiver) acts as a decoy (block)
    - 2nd receiver runs towards gap in between defender 3 and 2
    - Attacker 2 (1st receiver) runs behind 2nd receiver towards gap created by defender 3
    - Attacker 1 (ball carrier passes the ball to 1st receiver
- Demonstrate to the class
- Have students practice in the grid set up – use 3 attackers and 3 defenders



Key Teaching Points:

- 1st receiver to run behind 2nd receiver late – if they leave too early than defence can react
- All attackers to run straight first - this commits defenders

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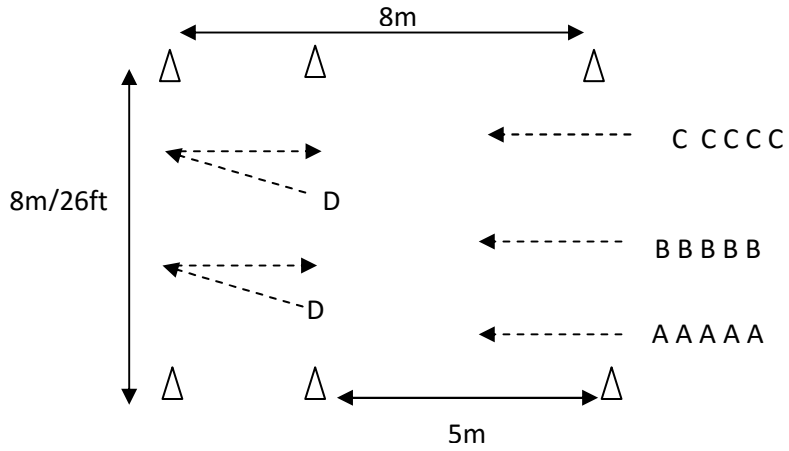
- Ball carrier to run to gap between defender 1 and 2
- 2nd reliever to run at gap in between 2nd and 3rd defender
- 1st receiver to straighten run into gap that would have been created by defender 3
- The 2nd reliever (block) must also be ready to receive the ball

Decision Making/Reaction

Retreat and Attack

- Split class into 3 equal groups
- Set up a grid 7m wide and 8m long – with additional markers at 5m long
- Allocate 2 students to be defenders standing on the line created by 5m makers
- The 2 groups are attackers and stand in 3 lines at the start of the grid
- On the whistle, the first 3 attackers move forward using any attacking moves and try to score a try, and the defenders must first run back to the 8m/26ft marker and then towards the attackers to make the tags



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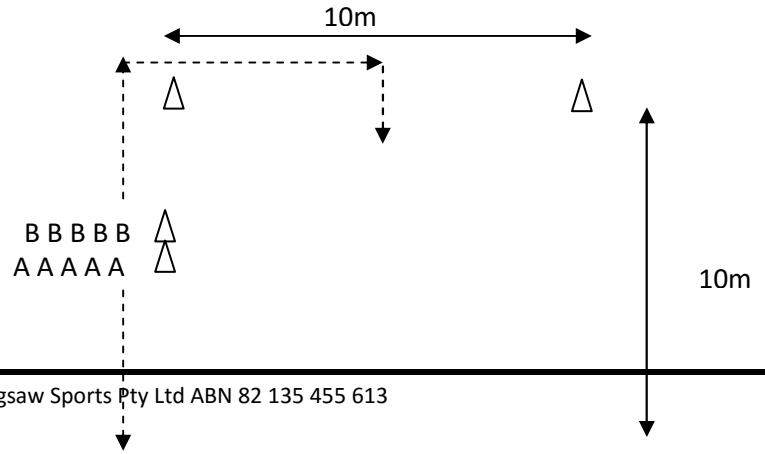
Key Teaching Points:

- Reaction to what is in front of them – for both the defenders and attackers
- Communication
- Correct tagging technique
- Correct tag evasion technique
- Defenders to turn and face the ball when retreating

<u>Reaction Drill</u>

- Just as important as actually talking in communication is listening – so you can react to what you have heard
- This drill will force you to listen but also use your decision making skills to react what is in front of you
- Set up square 8m x 8m
- Have half of the players in defence and half in attack – have all students in a line at the half way of the grid
- Students run from the half way around the end marker and begin attacking or defending
- The attackers receive the ball and attempt to score, defenders stop this by making a tag
- The teacher will call out a number - that number represents the number of attackers and defenders to be used. For example if 3 is called, the first 3 students from each line will run around the marker and it becomes 3 on 3
- Repeat as needed
- Ensure you swap the attackers with the defenders



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Key Teaching Points:

- Communication amongst attackers and defenders
- Emphasis is on making the correct choice in attack i.e. choosing the correct player to pass the ball
- Do not always need to pass the ball i.e. do not force an error
- Use of unders, overs, wrap and X
- Correct tagging technique:
    - use both hands when tagging
    - step forward when making tag
    - use palms
- Correct tagging evasion technique:
    - Time hip movements to react to defenders attempts at tagging
    - Use movement at the line, not before the line
    - Correct technique for twisting move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender
    - Correct technique for spinning – plant foot and look over opposite shoulder

<u>Ruck Plays</u>

- Set up a grid with 1 marker in the middle and 3 markers 2m back and spread out approximately 2m apart either side so that it resembles a ruck in the middle and 3 attackers either side
- Split the class up evenly so that there are students on each marker
- From the ruck the teacher calls out a specific move and the students must complete that attacking move

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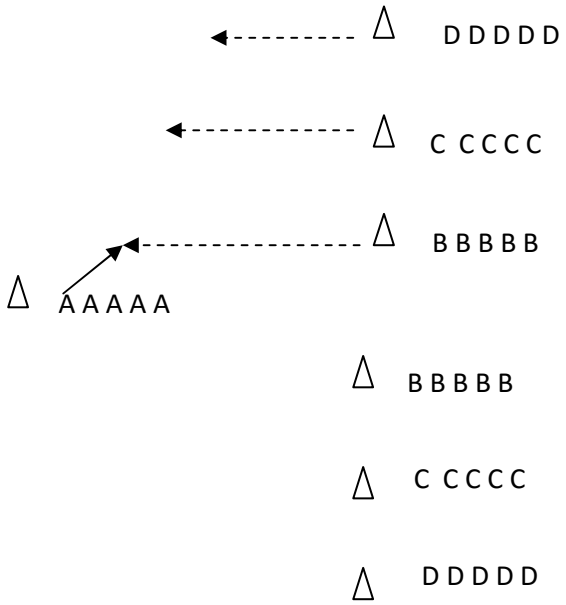
- Take it in turns passing ball from ruck to left and right side
- Introduce defenders if needed



Key Teaching Points:

- Ensure students rotate positions
- Don't stand too deep in attack
- Must be able to react to what the teacher calls immediately
- Support players running correct lines to draw defenders and create holes

Line Speed/Reaction

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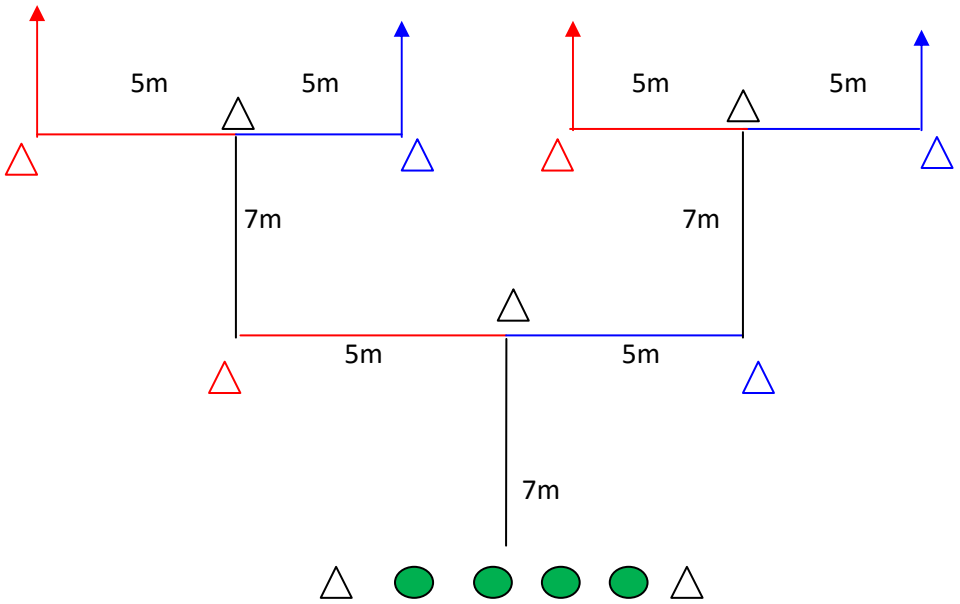
- Split class up into groups of 4 or 5 students
- Set up a course as illustrated by the diagram:
    - From a starting point place a marker 7m in front
    - Then from that mark place 1 red marker 5m to the left and 1 blue marker 5m to the right
    - Repeat on each side - Go 7m ahead and the again 5m to the left and right with red and blue markers
- Each group of four will start then proceed to move forward in a straight line then according to the instructions of the teacher move left or right
- A teacher will stand out the front and will call out either red or blue colours as the students are moving forward



Key Teaching Points:

- Students must keep the defensive line i.e. must stay as a group in a straight line
- When moving sideways the students are to “slide” i.e. keep facing forward but move sideways

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- Communicate when changing direction i.e. left, right, forward

Modified Games

Money Ball

- Four teams are positioned in two 30m x 20m grids
- Each team has to score a try by placing the money ball over the opposition's try line
- The money ball starts in the center of the field and the two teams at either end of the field
- On the whistle, 1 person from each team must run to collect the money ball
- There is no offside and forward passes are allowed to be thrown
- Once a player is tagged with the ball they are out of play and the ball is given to the opposition
- All players are allowed to move freely even when in possession of the ball
- Once the ball is dropped or an interception occurs then there is a changeover
- No kicking is allowed
- Once a team has scored all players come back on to the field
- Variation – make passes only able to go backwards

Key Teaching Points:

- Correct tagging technique:
    - use both hands when tagging
    - step forward when making tag
    - use palms
- Correct tagging evasion technique:
    - Time hip movements to react to defenders attempts at tagging
    - Use movement at the line, not before the line

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- Correct technique for twisting - move hips away from attackers attempts e.g. if defenders is attempting to tag the right tag, then the attackers should move that hip away from the defender
- Correct technique for spinning – plant foot and look over opposite shoulder to tag the right tag, then the attackers should move that hip away from the defender

- Attacking players moving to gaps to allow the ball carrier options to pass the ball
- Communication amongst players in attack and defence

<u>5 versus 5</u>

- Set up 2 fields 15m x 25m
- Split the two teams into two again (total of 4 teams)
- Play two games of 5 v 5

Key Teaching Points:

- As the game is progressing explain basic rules as needed e.g. kick off, knock on, 6 tags = changeover, no contact, no jumping, no forward passing
- Ensure draw and pass is used
- Defence cannot move forward until the 1st receiver has the ball
- Ensure attacking player moves forward and does not run backwards

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