

Developing Throwing and Catching

Circle Catch

Movement skills/concepts

Catching a ball approaching at different levels, angles and at different speeds, passing and throwing.

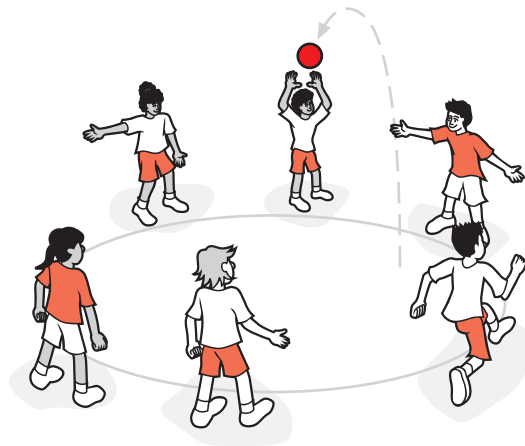
Set-up

A variety of small and large balls.

Each group of six–seven, with one ball, stands in a circle in a grass or hard area.

Activity 1: Throw and catch

The player with the ball throws it to anyone in the circle other than an adjacent player. The thrower then runs round the circle to the catcher's position while the catcher throws and runs.



Activity 2: Catchers against runners

The child with the ball throws it to one of the adjacent players, then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.

Activity 3: Your ball

The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player's name. That player moves into the circle and the thrower takes up the player's position outside the circle. The named player catches the ball, then throws it up while naming another player to catch. Continue.

Can you see ...?

- eyes on the ball
- catch with soft fingers
- fingers pointing up for a ball above the waist, pointing down to catch a ball below the waist
- getting under the ball to catch it

You could ask ...

How will you have your hands to catch a high ball?

Sometimes the ball pops out of our hands. How can you keep the ball in your hands?

Where should you position your body to receive a catch?

Ten Pin

Movement skills/concepts

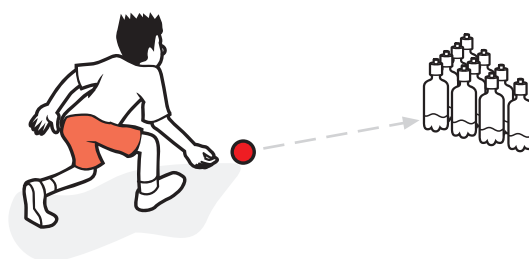
Rolling a ball to a stationary target, accuracy.

Set-up

Sets of 10 skittles (milk containers filled with sand, drink cans) and small balls.

Skittles are arranged in the ten pin formation on a smooth hard surface.

Each pair or group of four has a set of skittles and a ball.



Are children challenged?

Activity

One player rolls at the skittles, another replaces them as they are knocked over and calls the score.

Change roles after each turn.

Can you see ...?

- eyes on target
- stepping in to roll
- low release
- following through

You could ask ...

Where did you aim when all the targets were standing?

Did you vary the speed of your roll to knock down the targets?

Variations

Vary number: Decrease or increase the number of skittles.

Vary distance: Decrease or increase the distance of the skittles from the player.

Spider Ball

Movement skills/concepts

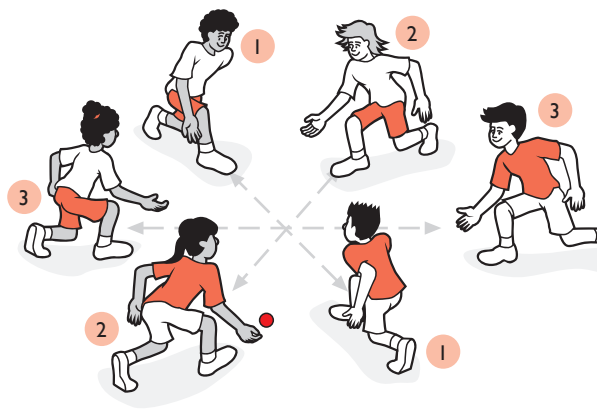
Rolling to a target, space awareness and relationships (with others).

Set-up

Balls.

Smooth surface.

Each group of six or eight stands in a circle about 4 metres in diameter. Opposite players are a pair: they have the same number and have one ball between them.



Activity

The player who has the ball rolls it across the circle to their partner, and then the other pairs of players do the same in quick succession. See how quickly they can complete this task.

Can you see ...?

- ball in fingers
- stepping and rolling
- following through

You could ask ...

What do you do to make your pass go quickly, smoothly and straight to your partner?

Variations

Change the order of the rolls: The sequence goes from the pair with the highest to the pair with the lowest numbers, or from odds to evens, or in random order.

Increase the number of balls: Every player has a ball, with partners rolling to each other at the same time.

Vary equipment and skills: For example, in soccer, kick pass or hockey push pass/hit.

Unders

Movement skills/concepts

Underarm throw for accuracy.

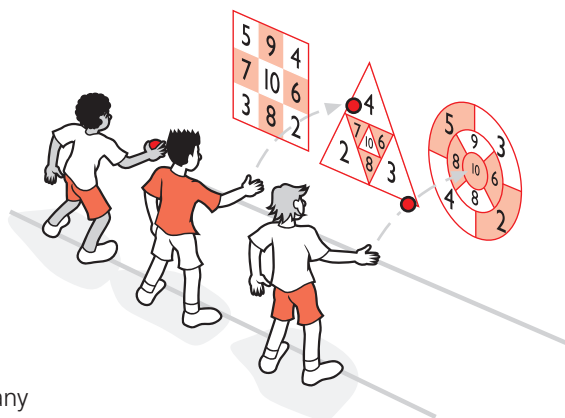
Set-up

Small balls, bucket/bin/box, targets on wall, ground targets like hoops, rope circles, bases, discs, markers as tees.

Activity 1: Frogs

Each group of two–three, with one ball, is spaced around a bucket.

Players take turns throwing the ball into the bucket. How many times can you throw the balls into the bucket?



Are the children thinking about what they are doing?

Activity 2: Underarm darts

In a group of two–three, each player has a ball and stands in front of a wall target (numbers in a square, or a circle with several rings, like a dartboard).

Throw underarm five times and count your score.

Activity 3: Underarm golf

Ground targets (holes) are arranged as a 'golf' course, positioned at varying distances from one another and with a marker (tee) near each one.

Players throw from the starting tee until they can land the ball on the full on the first target. They continue in this way round the rest of the course, following the correct sequence.

Can you see ...?

- eyes on target
- long arm swing
- stepping towards target
- following through

You could ask ...

If you increase the distance from the target, what happens to your arm swing?

To hit the target consistently, what do you need to focus on?

Variations

Increase difficulty: Increase the distance between tee and target.

Play with a partner: Have a competition to see who can score the most points with a limited number of throws.

Wall Guard

Movement skills/concepts

Catching a high ball, throwing a lob/high ball, running and dodging.

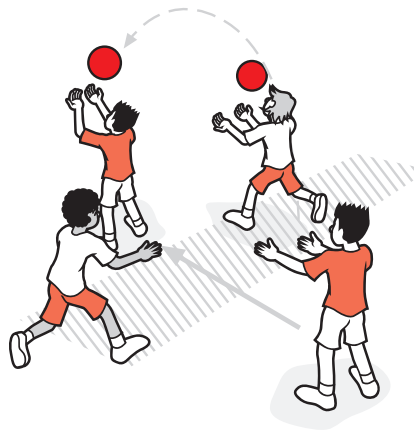
Set-up

Small/large balls.

A wall zone is marked across the centre of a defined grass or hard surface area.

Groups of five–seven: one guard stands in the wall zone and the other players are at one end with a ball each.

Are all the children succeeding?



Activity

Players must lob their ball over the wall zone and run across to catch it themselves without being tagged by the guard.

How many times can you catch the ball on the full without being tagged?

Can you see ...?

- eyes on the ball, all-round vision
- moving quickly under the ball
- fingers relaxed, out and up
- cushioning the catch

You could ask ...

How will you throw the ball so that you can catch it again?

Once the ball is in the air, where will you move to?

How will you position yourself to catch the ball?

Variations

Change player balance: Increase the number of guards.

Vary area: Change the width of the wall.

Reduce difficulty: Allow catches on the first bounce.

Vary equipment: Use other types of balls.

Wall Passing

Movement skills/concepts

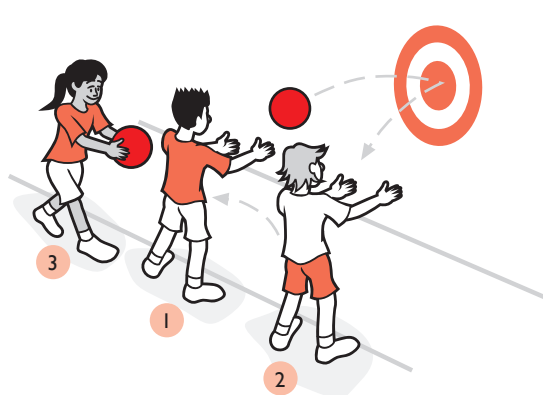
Passing to a stationary target, passing and catching a ball on the rebound, judging the flight path of the ball.

Set-up

Large or small round balls.

Open area next to a wall that is marked with a target.

Pairs and groups of three.



Activity

In groups of three

Player 1 stands between the other two players, who have a ball each.

Player 2 passes the ball to Player 1, who turns and passes at the target (Player 2 collects the ball). Player 3 passes to Player 1, who turns and passes at the target (Player 3 collects the ball).

Change the player in the centre after about five of these sequences.

In pairs

Players stand 1–2 metres from the wall. Player 1 passes against the wall, then Player 2 catches the ball and passes it back as fast as possible.

Challenge each other to complete as many passes as possible in a set time.

Can you see ...?

- fingers spread behind the ball
- balanced position
- eyes on the ball

You could ask ...

What can you do to pass as fast as you can?

How will you have your hands to catch the ball?

Variations

Vary distance: Players stand closer to or further from the wall.

Corner Spry

Movement skills/concepts

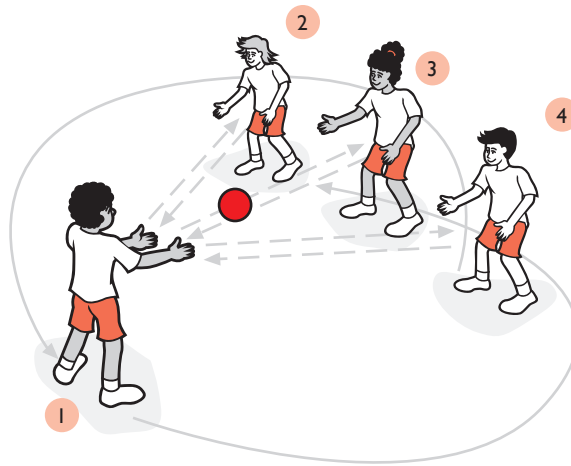
Quick passing, running, and reaction time, relationships (with others).

Set-up

Large round balls.

Grass or hard surface area.

Groups of four, with one ball per group: three players stand in a line side by side facing Player 1, who is 2–3 metres in front of them and holding the ball.



Activity

Player 1 passes the ball to each other player in turn.

When Player 4 receives the pass, they carry the ball round the back of the team and take Player 1's place in the front. At the same time, Player 1 chases Player 4 round the back but stops in what was Player 2's position, ready to take the first pass from Player 4. Players 2 and 3 become Players 3 and 4 respectively.

Can you see ...?

- eyes on the ball
- fingers spread
- quick catch and pass

You could ask ...

How can you use your fingers to keep the quick passes going?

Variations

Vary passing distance: Player 1 stands closer or further away.

Vary the type of pass: For example, players tap or bounce the ball.

Shuttle Passes

Movement skills/concepts

Passing and catching, carrying a ball, throwing and relationships (with others).

Set-up

Large round or oval balls,
cones for markers.

Hall (soft balls), or grass or
hard surface outside.

Groups of 3, with one ball
per group.

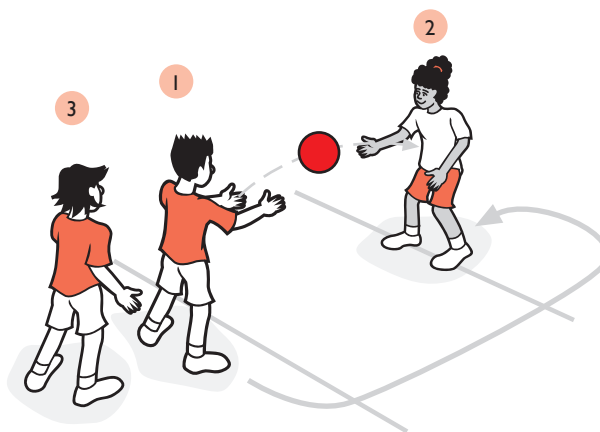
Activity 1: Pass and follow

Player 1 throws the ball
to Player 2, then follows
the ball and runs behind
Player 2.

Player 2 throws to Player 3 and runs behind Player 3.

Player 3 throws to Player 1 and runs behind Player 1.

Repeat this sequence several times.



Children
modify activity
to increase
challenge

Activity 2: Carry then throw

The three players stand in a line at the starting line, facing a boundary line. Player 1 stands at the front with the ball.

Player 1 runs with the ball to the boundary line, turns and throws to Player 2, then runs to the back of the line of players.

Player 2 runs to the boundary line, then turns and throws to Player 3 before running to the back of the line of players.

Can you see ...?

- fingers spread in pass
- stepping to pass
- passing from where they catch
- carrying ball in two hands

You could ask ...

To pass for distance instead of making a fast short pass, what adjustments do you make to your throwing technique?

Variations

Vary distance and type of pass: For example, pass the ball overarm.

Vary ball: Use a small ball or a rugby ball.

Tap and Pass

Movement skills/concepts

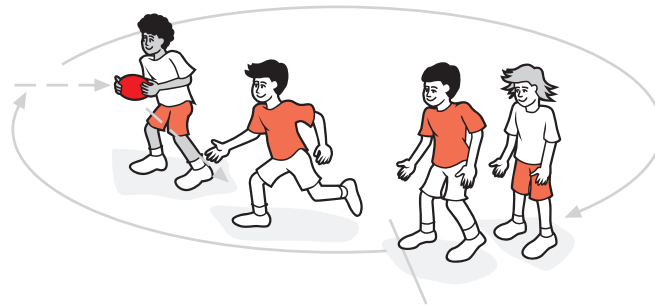
Tap and pass to a moving target, receiving a pass while moving.

Set-up

Rugby balls.

Grass or hard surface area.

Groups of four: three stand in a line, while Player 1 stands out in front and to one side with the ball; all face the same way.



Activity

When Player 1 taps the ball on the ground, Player 2 runs, takes a pass from Player 1, runs a few paces and returns the pass. Player 1 then taps for Player 3 to run, while Player 2 continues on to rejoin the line at the back.

Can you see ...?

- passing in front of the runner
- relaxed hands
- running onto the ball

You could ask ...

Where do you aim to pass the ball to the runner?

Variations

Increase difficulty: Players pass over a longer distance.

Vary equipment and skills: Use a different type of ball and pass.

Passing in Circles

Movement skills/concepts

Passing to a moving target, receiving a pass while moving.

Set-up

Large round or oval balls.

Groups of four–seven, with one ball per group: each group forms a circle in a grass or hard area.

Activity 1: Running circle pass

Player 1, standing in the centre with the ball, throws to three–five other players as they walk or jog around the circle, and each player returns the pass. Player 1 can change the direction of the jog or throw in any sequence.

Is everyone involved?

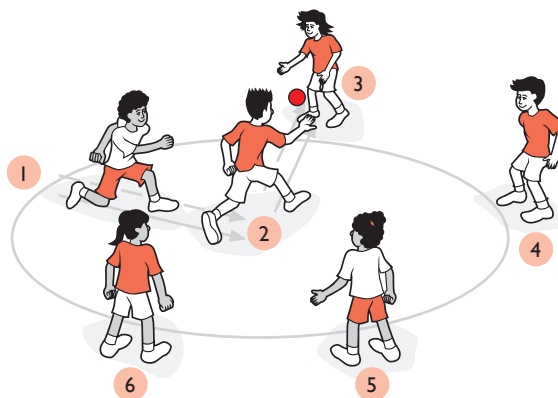
Activity 2: Circle gap passing

Player 1 stands in the centre with a ball, with five–six other players in a surrounding circle. Player 7 runs around the outside of the circle, receiving and passing back to Player 1 in each gap between two players. Change Players 1 and 7 regularly.

Activity 3: In and out

Player 2 stands in the centre, with five–six other players in a surrounding circle.

Player 1, starting with the ball, passes to Player 2, then runs to the centre. Player 2 passes to Player 3, then follows to Player 3's place. Player 3 passes to Player 1, then goes to the centre. Player 1 passes to Player 4, then goes to Player 4's place, etc.



Can you see ...?

- ball passed in front of the runner
- fingers spread
- following through
- continuous running

You could ask ...

Where do you aim to pass the ball when you are passing?

Variations

Vary equipment: For example, use soccer balls and kicking, hockey sticks and push passing.

Vary skills: Increase size of the circle.

Diagonal Running and Passing

Movement skills/concepts

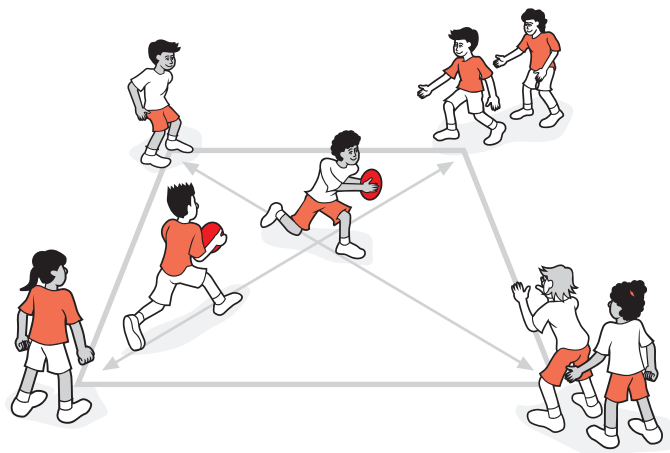
Running with the ball, passing and running into space.

Set-up

Large balls and markers.

Groups of eight: two players stand at each corner of a marked square; the front player in two of the corners (one from each of the diagonally opposite pairs) has a ball.

Children try something different



Activity

The first player in each pair with the ball runs diagonally across the grid while passing the ball to the first player in the opposite pair, who then runs with the ball back across the diagonal while passing to the second player in the pair that started.

Can you see ...?

- carrying the ball in two hands
- eyes on the ball, all-round vision
- safety when crossing the grid

You could ask ...

Why is it important to hold the ball in two hands when running?

Variations

Vary pass: Pass the ball at different heights (high/low) and speeds.

Increase number of balls: Play with a ball in each corner. Place the ball down and pick the partner's ball up while running across the grid.

Force Back

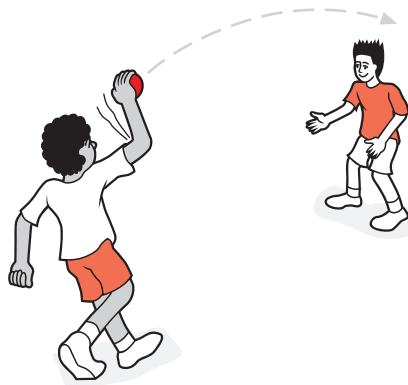
Movement skills/concepts

Overarm throwing for distance, and catching.

Set-up

Small balls.

Similarly skilled pairs, with one ball per pair. Each partner faces the other at an equal distance from a centre line in a large grass area.



Activity

One partner throws the ball as far as they can towards the other. The retriever catches or stops the ball and returns the throw from that spot. This continues until the stronger thrower has forced the other back to the end of the area.

Go back and start again.

Can you see ...?

- finger grip
- side on throw
- driving through hip, shoulder, arm, elbow, wrist, fingers
- following through

You could ask ...

How will you achieve maximum distance when throwing the ball?

How will you get into position to catch or stop the ball?

Variations

Vary equipment and skills: Use a rugby ball and punt, or a soccer ball and kick.

All Against One

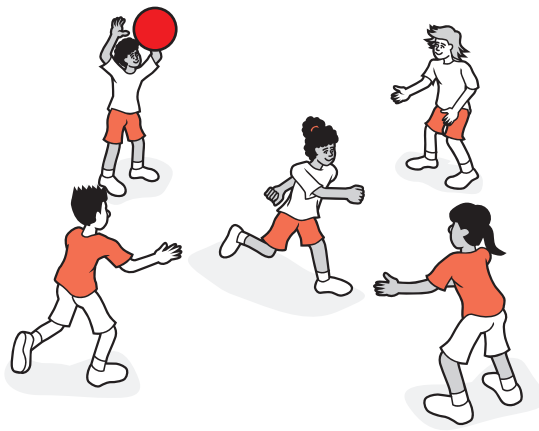
Movement skills/concepts

Throwing a ball at a moving target, passing, dodging, evading and space awareness.

Set-up

Large foam balls.

Each group of four–five has a ball in a marked grass or hard surface area; one player is the dodger, the others are throwers.



Activity

Throwers try to hit the dodger below the knees with the ball. They may move freely except when in possession of the ball.

When the dodger is hit, name a new dodger.

Can you see ...?

- quick passing
- moving to receive a pass close to the dodger
- balancing the size of the area with the skill of the players

You could ask ...

Throwers: How will you work as a team to get in a position to hit the dodger with the ball?

Dodger: What strategies will you use to evade the throwers?

Variations

Vary type of throw and ball: Use an underarm/overarm throw and a small soft ball.

Change rules: In addition to not travelling with the ball, throwers can hold the ball for 3 seconds only.

Three Court Ball

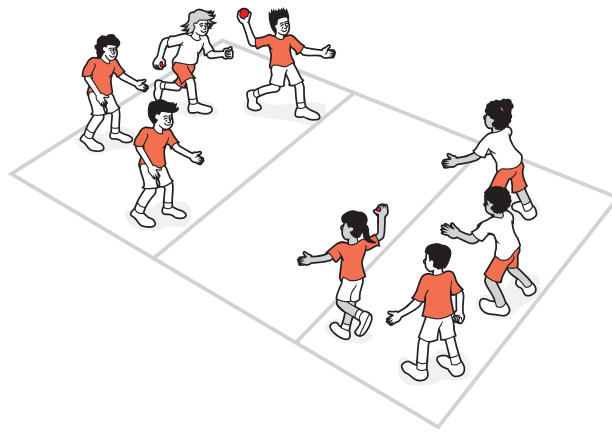
Movement skills/concepts

Throwing a ball for accuracy and distance, and fielding a thrown ball.

Set-up

Tennis balls.

Two even teams of six–eight, with three balls between them: each team occupies one end third of a netball court or similar area.



Activity

A player from one team attempts to bounce the ball in the centre third and make it cross the opponent's goal line to score a point. The opposing players try to intercept and bounce it back. Throwers may move to the line to throw but not into the centre court.

After a time, introduce a second and then a third ball.

Can you see ...?

- step, throw, follow-through
- wrist and finger flick
- covering space

You could ask ...

What helps you to get more force behind the throw?

How do you work as a team to stop the ball from crossing your goal line?

Variations

Vary skills: Roll the ball instead of bouncing it.

Long Chase Ball

Movement skills/concept(s)

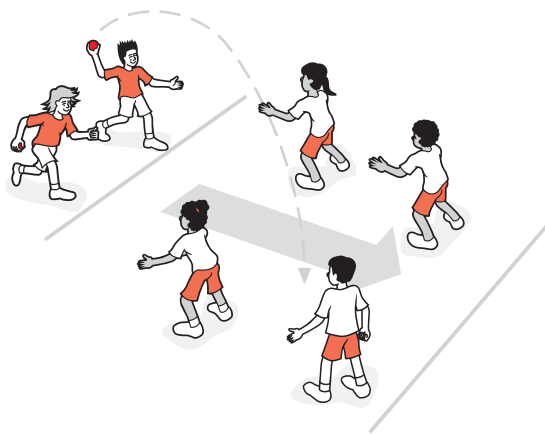
Passing and receiving, running and dodging to evade a throw.

Set-up

Large soft balls.

Two teams in a marked grass or hard area: the team of fielders is spread out in the area; the team of runners is lined up in pairs behind an end line, the front pair with the ball.

Children learn
by playing



Activity

The front pair of runners throw the ball into the area, then attempt to run to the end line and back without being hit on the legs with the ball.

Fielders may move freely without the ball but must keep one foot still when in possession. Runners who go up and back without being hit on the legs score a point for their team.

Can you see ...?

- quick passing
- moving to receive a pass
- passing to a fielder in front of the runner

You could ask ...

Fielders: How will you work together to tag the runners?

Runners: How will you work together to evade the fielders?

Variations

Modify rules: Make it a tag instead of a throw at the runners.

Allow the next pair to start running as soon as the first pair have both scored, are both tagged, or one is tagged and one has scored.

Consolidating Throwing and Catching

Catch It

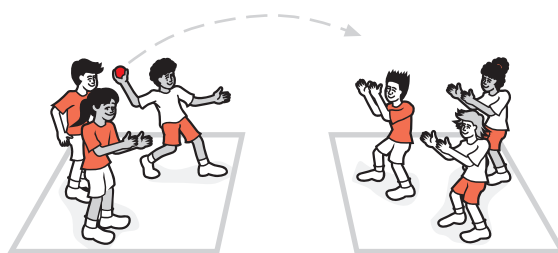
Movement skills/concepts

Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.

Set-up

Small balls.

Two teams of three each, one team with the ball; teams stand in marked zones (10 metres or more apart) of a grass or hard surface area.



Activity

A player in one team throws the ball in an attempt to hit the ground in the opponents' zone and score a point.

If an opposing player catches the ball on the full, they score a point.

Can you see ...?

- calling 'mine' when taking a catch
- covering a space (zone)
- positioning under the ball
- correct hand position

You could ask ...

How will your team work together to get into position to catch the ball?

Where will you aim to throw the ball to hit the ground?

Variations

Vary type of ball and throw: For example, use a soccer ball and kick.

Increase number of balls: Introduce a second ball.

Vary difficulty level: Increase or decrease the size and distance of zones to suit the skill level of the group.

Five Catches

Movement skills/concepts

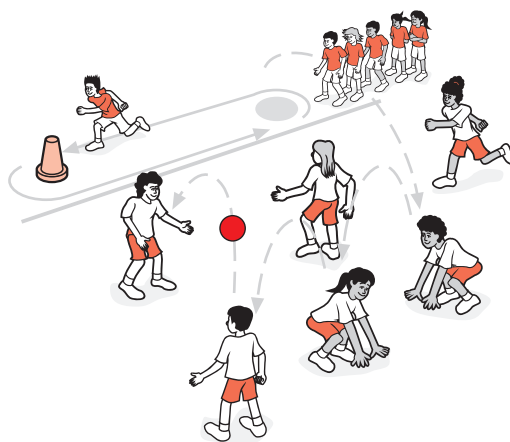
Throwing and catching, fielding a ball and running.

Set-up

Ball, marker, hoop.

Two teams of six players each: the throwing team is lined up behind a baseline; the fielding team is spread out across a grass or hard surface area.

A marker is placed 5–10 metres from a throwing base (hoop).



Activity

The first person in the throwing team throws the ball forward of the baseline and runs around the marker and back to the base. They continue running, counting each circuit as a run, until the fielding team calls 'Stop'.

The player who fields the ball throws to another team member, then bobs down. The ball continues to be thrown round the team in this way until all have made a successful catch (i.e. five catches in total).

The last fielder to receive the ball calls 'Stop'. The next thrower then throws.

Can you see ...?

- good hand position
- moving into the catch

You could ask ...

Fielders: How will you position yourselves to field the ball quickly? How will you speed up the throw–catch sequence?

Throwers: Where will you throw the ball to allow more time to score runs?

Variations

Vary type of ball and pass: Use a rugby ball and a punt kick.

Moving Target

Movement skills/concepts

Throwing at a moving target.

Set-up

Small balls, large ball (Swiss ball).

Four teams of approximately four–five players each: each team stands on one side of a large marked square in a hard flat area, with three or four small balls per team and a large ball in the centre of the square.



Is everyone involved?

Activity

Each team throws balls at the large ball and attempts to drive it over another team's line. Throwers must keep behind their line when throwing. They may go into the square to retrieve a ball.

Can you see ...?

- pointing at the target with non-throwing hand
- full arm action
- following through

You could ask ...

What kind of throw will you use to hit the ball?

How will you work as a team to move the ball across an opponent's goal line?

What strategies will you put in place to defend your goal line?

Variations

Change set-up: Instead of a square, play with two teams behind parallel lines.

Rolling Rounders

Movement skills/concepts

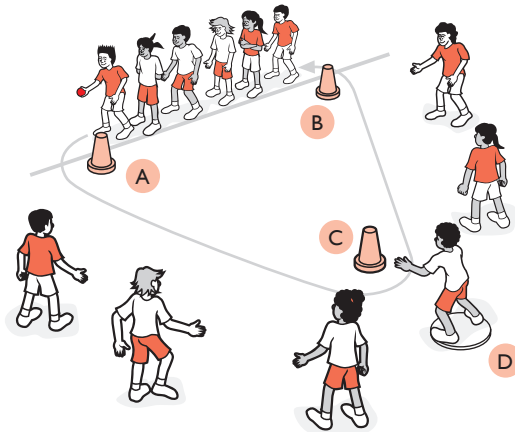
Rolling a ball into space, running as a team and fielding a ground ball.

Set-up

One ball, three markers and one base.

On a smooth surface area, two markers (A and B) are placed on a line, a third marker (C) forms a triangle; outside it is a base (D).

Two teams of six–eight each: the rolling team lines up between A and B; the fielding team spreads out in front, with one player on D.



Activity

The first player in the rolling team rolls the ball anywhere in front of the line, then leads the team, running in order round the markers A, C, B until the fielding team calls 'Stop'. Fielders field the ball and roll it to the player at D who calls 'Stop' when holding the ball with a foot on the base.

A point is scored for each member of the rolling team who passes B before 'Stop' is called. The next player then rolls.

Rules:

- fielders may not run with the ball
- the ball must be rolled at all times
- change over when all rollers have had a turn

Can you see ...?

- rolling into space
- field coverage

You could ask ...

Rollers: Where will you aim to roll the ball to give you time to run round the bases?

Fielders: How will you get the ball back quickly to the base?

Variations

Vary difficulty level: Change the size of the triangle to suit the skill level of the players.

Vary ball, pass and skill: For example, play with soccer kick, hockey hit, or softball tee shot and throw underarm back.

Noughts and Crosses

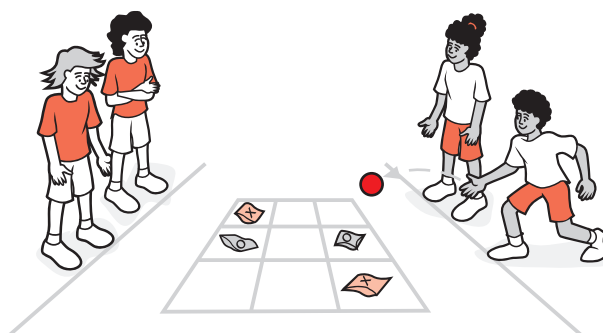
Movement skills/concepts

Underarm throw at a target, judging distance and strategy.

Set-up

Grids marked on hard area or wall, two small soft balls/beanbags per grid, five cross markers and five nought markers.

Two teams of two–three each: one is noughts, the other is crosses; one team stands on either side of the grid, or both teams face the wall.



*Have children
solved the
problem?*

Activity

Teams take turns to underarm throw a ball, aiming to hit one of the squares on the full. When a square is hit on the full, the throwing team places one of its markers on it.

The aim is to mark three squares across, down or diagonally.

Can you see ...?

- stepping towards target
- eyes on target
- long arm swing
- following through

You could ask ...

How will you decide which square to aim for?

What can you do to ensure that you land in the square that you want?

Corner Ball

Movement skills/concepts

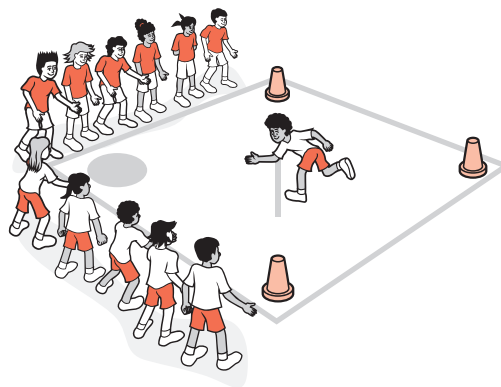
Throwing at a stationary target, passing and receiving while moving, running, dodging and moving into space.

Set-up

Large ball, hoop, team bands/bibs.

A marked hard surface area (one third of netball court) with a throwing line and a target area (hoop).

Two teams of six–eight each.



Activity

To start the game, the thrower attempts to land the ball on the full in the target area. If successful, that team's backstop takes possession. If unsuccessful, possession goes to the opposing backstop.

The teams then move onto the court and the team with possession attempts to tag (with the ball) a member of the other team. The player in possession may pivot, take one step and hold the ball for no longer than 3 seconds. Players who are not holding the ball may move freely but cannot go outside the area during play.

If the attacking team infringes any of these rules or if the ball touches the ground, the umpire calls 'Change' and possession is taken by the other team. The ball must be held when a tag is made.

The non-scoring team restarts the game with a toss into the hoop.

Can you see ...?

- accurate, rapid passing
- positioning to receive a pass

You could ask ...

Attacking team: How will you work together to tag a player?

Defending team: How can you avoid being tagged with the ball?

Variations

Vary implement and skill: Use soccer ball and passing, hockey stick and push pass, underarm/overarm throw and small ball.

Scatter Ball

Movement skills/concepts

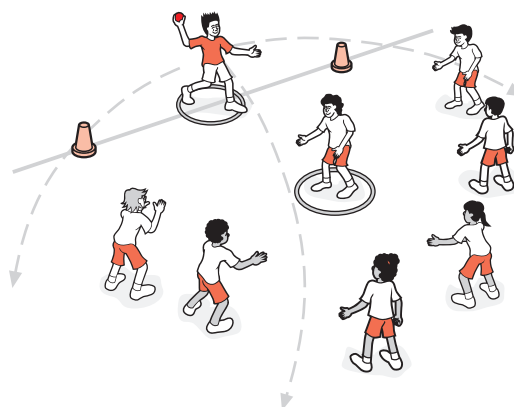
Overarm throws, fielding or catching a small ball and running.

Set-up

Three small balls, markers, two bases (hoops).

Markers along a line about 20 metres apart, with a home base in between them on the line and a retriever's base in front.

Two teams: a fielding team spread out with a player on the retriever's base; a throwing team behind the line with three balls.



Activity

The first thrower throws the three balls one after the other, then runs round the marker and home base until 'Stop' is called. Each time round the marker is a run.

Fielders return the balls to the retriever, who puts them on the retriever's base and calls out 'Stop' when all three balls are returned. A ball caught on the full can be carried to the retriever; otherwise it must be thrown in.

Can you see ...?

- finger grip
- throwing to space
- accuracy by the fielders

You could ask ...

Throwers: Where will you throw the ball to allow yourself more time to score runs?

Fielders: Where will you stand in the field? Why?

Variations

Vary equipment and skills: Use a soccer ball and kick, a softball bat, tee and strike, or a hockey stick and ball.

Two vs Two

Movement skills/concepts

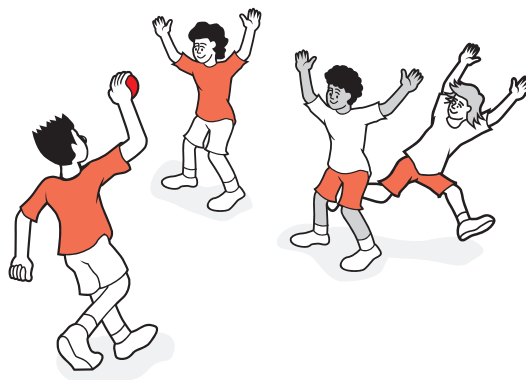
Passing a large ball to a moving target, passing into space, defending a pass, evading, intercepting and relationships (with others).

Set-up

Large balls.

Two teams of two each, with a ball in a defined grass or hard area.

Are children thinking while playing?



Activity

Players 1 and 2 pass to each other, seeing how many passes they can make before Players 3 and 4 intercept. Players 3 and 4 then see how many passes they can make. A player must keep one foot still when in possession.

Players can hold the ball for a limited time (3–5 seconds; adjust the time to the ability of the players).

Can you see ...?

- a quick change of position to take a pass
- passing to space
- a variety of passes – bounce, lob, etc.

You could ask ...

How will you get away from your defender?

How can you make it hard for your opponent to make a pass?

Variations

Increase number of players: Play three vs three.

Introduce end zone: Starting at one end of a space, the team tries to get the ball to the other end without the other team intercepting it. If they are successful or the ball is intercepted, the other team starts from the opposite end.

Skittle Ball

Movement skills/concepts

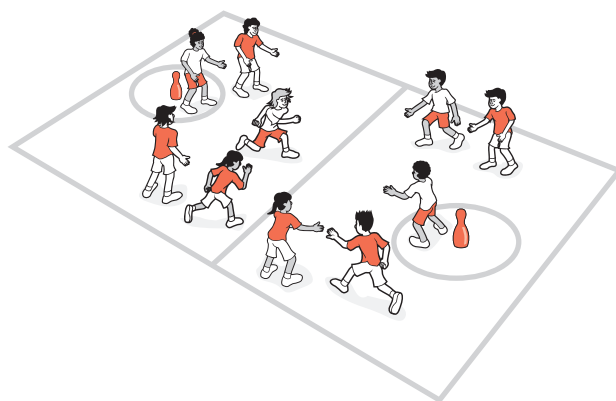
Passing a large ball, moving into space, defending, evading and relationships (with others).

Set-up

Large balls, skittles, team bands/bibs.

A defined hard surface area with a 3–5 metre circle marked at each end and a skittle in the centre of each circle.

Two teams of six–eight each: one player on each team is the guard and the others are rovers.



Activity

From a toss-up at the centre, the team with possession passes the ball and attempts to knock down the opponents' skittle.

Use netball and basketball rules as needed for stepping, ball holding, contact and obstruction. A free pass for infringements. Rovers may not enter the circle.

Can you see ...?

- using space, no crowding
- the right pass for the situation, e.g. bounce, lob
- fair play

You could ask ...

When will you pass the ball?

How can you stop your opponents from receiving the ball?

Variations

Change Set-up: Put in a centre line and restrict players to half of the court.

Increase number of balls: Introduce a second ball.

Aranga Touch

Movement skills/concepts

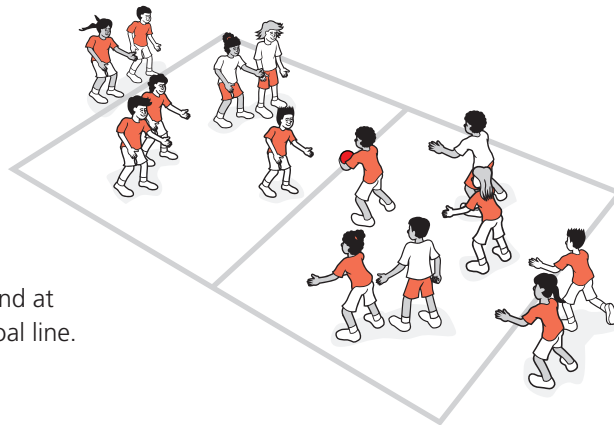
Passing and catching, moving into space, defending, passing for accuracy.

Set-up

Large ball.

Grass or hard surface area about the size of a netball court.

Two teams of about eight players each: a goaler from one team and a defender from the other stand at opposite ends behind the goal line.



Activity

On the signal, one team passes from the centre line and attempts to score by making a clear pass to their goaler. They may run anywhere on the court with or without the ball but a penalty pass is given to the opposition if they are tagged with both hands while holding the ball.

After a tag, all players must retire 3 metres from the player taking the penalty pass. A player must retire to the sideline until a goal is scored if the ball is kicked or an opponent is contacted in any way other than a light touch with both hands. If the ball is thrown or carried over the sideline, the opponents throw in.

The goaler and defender cannot enter the playing area. If a goaler drops a pass, no goal is scored and a free pass is given to the defender. A goal cannot be scored directly from a penalty pass. When a point is scored, the game is restarted at the centre.

Can you see?

- rapid passing
- passing and moving into space
- defending the ball
- defending a player off the ball
- getting free for the ball

You could ask ...

How can you get away from your defender?

How can you make it hard for the other team to make a pass (no contact allowed)?

How can you work together to stop a goal from being scored?

What can you do if you move into a space before your teammate is ready to pass?

Variations

Vary equipment and skills: Use a hockey stick and small ball, a soccer ball and push pass, striking with the hand.

Touch Tag

Movement skills/concepts

Passing and catching, running with the ball, passing and moving into space, faking and dodging.

Set-up

Large ball, team bands.

Two teams of up to 10 players each on a suitable grass or hard area (e.g. quarter or half of a rugby field).

Activity

A pass at the centre from either team starts the game, then, by running and passing, each team attempts to score a try by carrying the ball over the opponents' goal line without being touched by an opponent.

If touched while in possession, a player must immediately place the ball on the ground and retire 5 metres. A tap penalty goes to the opposing team (the ball is touched with the foot before passing). The referee calls 'Touch' when a touch is made.

Rules:

- all touches by the defenders must be made with two hands
- other than the tap penalty, no kicking is permitted
- forward passes are not permitted

The penalty for an infringement is a tap kick, with all players on the opposing team retiring 5 metres.

Can you see ...?

- creating and using space
- quick passing
- plant and go

You could ask ...

When will you decide to pass or run with the ball?

How will you get round a defender?

Variations

Vary rules: Allow five touches before the opposition takes possession.

*Children learn
by playing
the game*