

Curriculum area	Topic	Year	Session Number	Skill
Invasion Games	Tag Rugby	3/4	#1	Using Tag Belts

Equipment

- Tag belts/bibs
- Cones

Learning Objective

- To understand how to wear and use a tag belt correctly
- To practice tagging safely and fairly
- To begin developing awareness of space when attacking and defending

Success Criteria

- I can wear my tag belt correctly with tags visible
- I can tag an opponent safely by removing one tag
- I can dodge and avoid my tags being removed

Key words

- Dodge
- Awareness
- Agility

Preparation Ideas/Warm Up

Chaos Tag

Everyone is on for this game. Aim of the game is to dodge and avoid others. If you are tagged, you sit out on the outside of the area. To get back into the game, the person who tagged you must have been tagged and out of the game, allowing you to return to the game.

If you tag someone at the same time as they tag you, you do rock paper scissors to find a winner. Winner stays in, loser goes out. You cannot be tagged when doing rock paper scissors.

Skill Development

Red or black

Children to be in pairs and given a tag belt each. They will line up on either side of a middle line with an end line 5-10m away on either side of them (depending on space available). One side is the red team, the other side is the black team. Whichever colour is called become the attacker and must retreat to their end zone line. At the same time, the other colour becomes the defender and must try to retrieve their opponents tag belt before they reach the end zone.

Progressions:

>For higher ability groups, place a rugby ball in the middle at the beginning of the game. The attacker must pick up the ball and then retreat to their end zone line. This makes it more difficult for them to keep their belts as they need to perform an extra action before retreating.

Foxes and rabbits

Choose 3-4 players to be the foxes. The rest of the class will be rabbits and will need to put on a tag belt. The job of the foxes is to grab as many tag belts from the rabbits as possible in the time allotted (2-3 mins). If a rabbit gets both tag belts removed, they are out of the game and have to stand to one side. The foxes with the most belts at the end of the game are the winners. We are looking for good spatial awareness from the rabbits to move into open spaces and avoid the foxes. We are looking for the foxes to have good agility and accuracy in grabbing the tag belts

Progressions:

>Ideally, you want two separate games going at the same time.

>The low ability group will continue with the same game, the only difference being that the space they are working in is smaller.

>For high ability groups, allow all of the class to become both the foxes and rabbits. Their job is to collect as many belts as possible in the allotted time (2-3 mins per game) and at the same time protect their own belts from being removed

Game

Cross My River

Choose 2-3 people to start in the middle of the area. Everyone else lines up on one side of the area. Their job is to make it to the other side of the area without having their tag belt removed by a player in the middle. Once their tag belts are removed, they become another player in the middle. This may become a safety concern depending on the space available to you. If there are too many players in the middle, you may rotate these players between each go with the others sitting out.

Progression:

>For higher ability groups you may want to make the space smaller to make it more difficult for them to cross. Naturally, the higher ability children will last longer in the game and as more players are added into the middle, the game becomes naturally more difficult.

>You may also want to only give certain children one belt (so they only have one chance) rather than two belts (which you may give to lower ability children for them to be given extra opportunities to stay in the game)

Teaching points

- Ensure the children put on the tag belts correctly and place a tag either side of their hip. We shouldn't have tags at the back or at the front.
- We are looking for the children to have good awareness. Can they be aware of what is around them as they are moving. To help, they need to keep their heads moving and constantly looking around them
- They also need to be able to change direction quickly. To help with this, explain to them they need a low centre of gravity (being closer to the floor). This can be achieved by slightly bending the knees and ensuring they are on the balls of their feet to move quickly across the floor
- The children cannot use their hands to protect their belts. They must allow a defender to be able to grab a belt from them.

Key Questions

- What do we mean by the terms dodge and avoid? How can we achieve good dodging and avoiding in today's session?
- What do we mean by awareness? What will help us to be aware of those around us?
- What do we mean by the term agility? How can we achieve good agility in the session?

National curriculum links:

- Using running in isolation and combination
- Develop control and balance through playing rugby
- Play competitive games against others applying principles for attacking and defending

Social and environmental skills:

- Developing good team work and collaboration skills (defenders during games working together)
- Showing fairness when playing games
- Being honest when playing games
- Improving listening skills and following instructions of games