WHAT TO DO

1. Divide students into pairs and depending on space and equipment, send one or more pairs to each grid
2. A student attacker begins at the narrow end and a student defender begins at the wide end of the grid.
3. The student attacker aims to gain as much ground as they can and even score a try without getting tagged by the student defender. Students can use a coloured marker cone to indicate how much ground they gained before being tagged.
4. Repeat activity twice and then swap roles

TEACHING TIPS

• The student who reaches the ‘gain line’ first will gain a space advantage.
• Run at the defender i.e. “fix”, then change direction and run to space
• Use fast feet
• Remind students when tagging to keep their heads safely to the side or behind the attacker

VARIATIONS

• Get attacker and defender to start on their stomachs or backs before calling “Go!”.
• Add a second attacker and/or defender.
• Increase the size of the funnel grid

QUESTIONS FOR UNDERSTANDING

• How could the attacker create space to avoid being tagged by the defender?
• Where should the defender position themselves to have the most chance of tagging the attacker?

FAIR PLAY OPPORTUNITIES

• Acknowledge students who encourage other students to perform their best

EQUIPMENT AND SET UP

1. 6 marker cones per grid
2. Grid 5m x 5m opens to a 10m wide grid (funnel)
3. 1 Rugby ball per grid

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA: Health and Physical Education
STRAND: Movement and physical activity
SUB-STRAND: Moving our body, Learning through movement
FOCUS AREAS: Active play and minor games, Fundamental movement skills