



SUMMARY BOOKLET 2

- EXAMPLES OF SESSION PLANS

This booklet is a summary of the Examples for Session Plans, provided as a 'portable' resource for AusTouch Leaders. The booklet contains shortened descriptions of examples of Session Plans. Complete details of all Session Plans are contained as electronic material suitable for print-outs, on the AusTouch Leader CD-ROM.

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1

SESSION No 1

Objectives:

To introduce the AusTouch concept and 8 week program to participants and parents.
To excite participants and parents about their involvement in the program.
For participants to develop basic catch and pass and evasion skills

Introduction: *Duration: 10 minutes*

Safety rules
Size of playing area
Ball familiarization
Catch and pass
5 minute demonstration game

Warm-up: *Moderate intensity Duration: 5 minutes* Select a warm up game from the attached list.

Activity 1: Piggy in the Middle *Duration: 10 minutes*

3 on 1 piggy in the middle
3 on 2 piggy in the middle
4 on 3 piggy in the middle

Leader Questions

What did you have to think about if you were trying to pass the ball to your buddy?
Why was it harder to pass the ball when there were 2 or 3 defenders?
How did you decide which person to pass the ball to?

Activity 2: Catch & Pass, Scoring Touchdown *Duration: 15 minutes*

Ball starts at the end of the line. On go ball is passed to front, last person runs to scoreline and scores touchdown. The participant then takes the ball to the end of line, everyone moves forward one position and waits for signal to go again.

Activity 3: Touch Ball *Duration: 15 minutes*

2 teams of approximately 5 participants
1 team has possession (attacking team) and one team is without the ball
The attacking team attempts to "touch" an opposition team member with the ball (not pass the ball to hit the opposition)
The attacking team can move anywhere within the grid, but a person cannot move once they have the ball (as in netball)
Once a participant has been touched with the ball, the attacking team receive 1 point / or the touched player sits out
The attacking team has 2 minutes with the ball and then the teams roles are reversed

Advanced progression

If the attacking team drops the ball, a point is taken off their score, or a defending team participant returns to the game

Leader Questions

Did you need to work as a team to be successful?
How did you go about working as a team? Did you need to talk to each other?
Was it hard to see where all of the attacking participants were? How did you deal with this?
As a participant trying to get away from the attacking team, how did you do this? Did you need to evade them?

Warm-down: *Duration : 5 minutes*

Static stretch – see attached examples

Finish:

Ask the participants if they had fun
Ask if their were any injuries
Ask why they needed to learn about passing and catching the ball and about evading defending participants
Let them know about next week's session
Thank them for their efforts

SESSION No 2

2

Objectives:

Evasion with the ball
Passing backwards on the run
Scoring a touch down

Introduction: *Duration: 5 minutes*

Safety rules
Size of playing area
Intro to objectives of the session

Warm-up: *Moderate Intensity Duration : 10 minutes*

Lines of 3, passing the ball backwards whilst running
Catch and Pass from Angled Hats

Activity 1: Shoot-out *Duration: 10 minutes*

2 on 1 "shoot-out" (participants must place the ball to score)
3 on 2 "shoot-out"

Have a participant act as a referee to make decisions in relation to forward passes and if a touch was made. Rotate the referee.

Leader Questions

How did you decide when to pass the ball?
Did you ever pass the ball forwards? Why?
How can you make sure that the pass goes backwards?
As a defender, what were you trying to do?

Activity 2: “Clap Clap” - Breaking The Line *Duration : 10 minutes*

6 defenders defending the line
6 attackers attacking the line
No ball involved
The attacking team tries to confuse the defending team and get over the score line
When an attacking participant gets over the line, they clap their hands and run back into the attacking zone (10 metres into the field of play), to go again. Each attacker counts how many times they scored.
Defenders need to communicate, use peripheral vision and make a touch
Defenders are not to move forward more than 5 metres off the line
If a touch is made on an attacker, they are to retreat back 10 metres and then try again.

Leader Questions

Did you need to work as a team to be successful?
As an attacker, how did you evade the defender?
As a defender, was it hard to see where all of the attacking participants were? How did you deal with this? Did you talk to your teammates?
Why do Touch players need to be able to both defend and break the score line?

Warm-down: *Duration: 5 minutes*
Static stretch – see attached examples

Finish:

Ask the participants if they had fun
Ask if there were any injuries
Ask why they needed to learn about passing backwards, scoring a touch down and evading defenders
Let them know about next week's session
Thank them for their efforts

SESSION No 3

3

Objectives:

Effecting a Touch as an attacker
Rollball
Defending on-side
Introduction: *Duration: 5 minutes*
Safety rules
Size of playing area
Intro to objectives of the session

Warm-up: *Moderate intensity Duration: 5 minutes*

2 on 1 shoot-out
3 on 2 shoot-out

Activity 1: Angled Rucking *Duration: 10 minutes*

Groups of three angled rucking (half takes the next ruck), no defence
As above with 1 defender
Groups of 4 rucking (alternate sides of the roll ball) – no defence
As above with 1 defender

Leader Questions

Once you had passed the ball, what did you do next?
Why did you angle back in front of the roll ball?
Why did you place the ball, and not roll it?

Activity 2: 5-on-5 Touch *Duration: 15 minutes*

Teams get 6 touches with the ball
The defending team cannot “run up” to make a touch
If the attacking team drops the ball, they retain possession and the dropped ball counts as a touch
Have a participant fill the roll as referee to make basic rulings. Rotate the referee.

Leader Questions

How did you decide who went to half?
What happened if your teammates were in front of the half?
What happened in your team did not ruck the ball forward?
Once you made a touch, what did you have to do?

Warm-down: *Duration: 5 minutes*
Static stretching – see attached examples

Finish:

Ask the participants if they had fun
Ask if there were any injuries

Ask why they needed to learn about rucking the ball and getting on-side
Let them know about next week's session
Thank them for their efforts

4

SESSION No 4

Objective:

Defending
Communicating
Catch and pass
Running and evading
Making decisions

Introduction: Duration: 5 minutes

Safety rules
Size of playing area
Intro to objectives of the session

Warm-up: Moderate intensity Duration: 5 minutes

Choose from Warm up Games list
Remember "frequent drink breaks"

Activity 1: Chain Tag Duration: 15 minutes

"It" chases the free participants within a clearly defined space.
When a player is tagged they join hands with "It" and with their hands joined they continue to chase the free players.
As more participants are tagged they join on forming a chain. The chain must stay intact.
Only the participants on ends of the chain can tag with their free hand.
The game continues until all the free participants are caught or until the Leader calls a halt.

Activity 2: Scoring a Touchdown Duration: 10 minutes

Grid & Equipment – 15 metres x 15 metres, 4 cones, 1 ball
Divide the group into two teams at each of the marker hats A & B.
An attacker starts with the ball at A and a defender starts at B. The objective of the attacker is to run the length of the grid to D then return and score a touchdown, using evasion skills and speed. The objective of the defender is to run to marker hat C and effect a touch after running around the marker. The defender cannot make a touch before both participants have run around the markers at D and C.

On the command "go" both the attacker A and defender B start to run. Each team should have at least one opportunity to finish the task. The attackers and defenders then change. Change A with D and C with B.

Activity 3: Beach Touch Duration: 15 minutes

Beach touch (3 on 2), however, if the attacking team drops the ball or commits and infringement, they retain possession and the touch is counted.

Get participants to referee and rotate them. Progress to 4 on 3.

Leader Questions

Once you had passed the ball, what did you do next?
What happened if a participant was touched with no half nearby?
How did your team score touchdowns?

Warm-down: Duration: 5 minutes

Static stretching

Finish:

Ask the participants if they had fun
Ask if there were any injuries
Ask what they learnt
Let them know about next week's session
Thank them for their efforts

SESSION No 5

5

Objective:

Effecting a touch
Defending
Communicating
Catch and pass
Running and evading
Making decisions

Introduction: Duration: 5 minutes

Safety rules
Size of playing area
Intro to objectives of the session

Warm-up: Moderate intensity Duration: 5 minutes

Cross over hand-off grid
10 x 10m grid
Participants on each corner hat

1 ball being handed off between opposite corners and 1 on the other side of the grid. This allows participants to “cross over” in the middle of the grid.

Activity 1: Skill Circuit *Duration : 15 minutes*

Remember “frequent drink breaks”

Skill circuit (2 minutes at each station with 1 minute recovery between stations). Each station to have 6 participants.

Number of stations will depend on the size of the group. If group is smaller choose 2 or 3 stations.

Station 1: 2 on 1 shoot-out (rotate defenders)

Station 2: 3 person angle rucking (6 rucks)

Station 3: 3 on 2 shoot-out

Station 4: Stationary catch and pass drill (recovery). Participants stand at a comfortable distance away and pass the ball to their partner. Passes should be passed from the side of the body that the ball was received. i.e. if pass received on participant's left side, they pass from left to right.

Activity 2: Short Games *Duration: 15 minutes*

2 x 5 minute, 6 on 6 games, with 2 minutes recovery in between each game. The following rules apply:

No drop ball rule (Note: THIS RULE DEPENDS ON AGE OF GROUP)

If infringement occurs in attack, retain possession and the touch counts

Defenders cannot run up to make a touch (however they can jog)

Half cannot run

Use a participant as a referee where possible

Warm-down: *Duration: 5 minutes*

6 attackers jog up the field (no defenders) passing the ball, performing a rollball, inside pass, or any other skill. All participants must receive the ball in the 6 touches.

Static stretching

Finish:

Ask the participants if they had fun

Ask if there were any injuries

Ask what they learnt

Let them know about next week's session

Thank them for their efforts

SESSION No 6

6

Objective:

Effecting a touch

Defending

Communicating

Catch and pass

Running and evading

Making decisions

Making subs in game like situation

Introduction: *Duration: 5 minutes*

Safety rules

Size of playing area

Intro to objectives of the session

Warm-up: *Duration: 5 minutes*

Moderate intensity

“Touchball” game (as with modified game 2 in session 1)

Activity 1: Sub-team Games *Duration: 20 minutes*

Remind “frequent drink breaks”:

5 on 4, with 3 touches (if a team drops the ball, is off-side, or passes the ball forward, they lose possession)

6 on 5, with 4 touches (as above)

Use participants as referees where possible

Progress to 6 on 6

Warm-down: *Duration: 5 minutes*

Static stretching

Ending:

Ask the participants if they had fun

Ask if there were any injuries

Ask what they learnt

Let them know about next week's session

Objective:

Effecting a touch
 Defending
 Communicating
 Catch and pass
 Running and evading
 Making decisions
 Playing full game rules

Introduction: *Duration: 5 minutes*

Safety rules
 Size of playing area
 Intro to objectives of the session

Warm-up: *Duration: 5 minutes*

Moderate intensity
 Choose from Warm Up games list

Activity 1: Full Game 1 *Duration: 30 minutes*

Remind "frequent drink breaks"

6 on 6 "full game rules" (2 x 10 minute halves). The referee can stop the game to assist its progress if required. No scores are kept. 5-10 minute half time break. Use participant referees where possible.

Warm-down: *Duration: 5 minutes*

Slow jog around fields with balls being passed between all participants
 Static stretch

Ending:

Ask the participants if they had fun
 Ask if there were any injuries
 Ask what they learnt
 Let them know about next week's session
 Thank them for their efforts

Objective:

Effecting a touch
 Defending
 Communicating
 Catch and pass
 Running and evading
 Making decisions
 Playing full game rules
 For parents to see their kids play
 For kids and parents to learn about their local affiliated competition
 To finish on a high

Introduction: *Duration: 5 minutes*

Safety rules
 Size of playing area
 Intro to objectives of the session

Warm-up: *Duration: 5 minutes*

Moderate intensity
 Walking touch, 5 on 5
 Jogging touch, 5 on 5

Activity 1: Full Game 2 *Duration: 30 mins*

Remind "frequent drink breaks"

6 on 6 "full game rules" round robin mini tournament. 7-minute games, to allow teams to play 3-4 games against new opposition. Teams of 10.

Warm-down: *Duration: 5 minutes*

Slow jog around fields with balls being passed between all participants
 Static stretch

Ending:

Ask the participants if they had fun
 Ask if there were any injuries
 Ask what they learnt
 Let them know about next week's session
 Thank them for their efforts
 Certificates of attendance
 Information about entering a local affiliated competition

Examples of Other Fun Activities

Introduction: Warm up Game (to be played first week)

Line Up

Straight line or lines depending on size of the group.

The leader calls out instructions to which the group must respond as quickly as possible.

Line up in alphabetical order using first names only

Line up according to birthdates, with January birthdates being at the head of the line

Line up according to school names alphabetically.

Line up according to hand size.

Line up according to suburb where they live.

Passing in a circle (1 person in the middle)

Zig zag relay with ball and hand off

Chain Tag

'It' chases the free participants within a clearly defined space. When a participant is tagged they join hands with 'It' and with their hands joined they continue to chase the free participants. As more participants are tagged they join on forming a chain. The chain must stay intact. Only the participants on the ends of the chain can tag with their free hand. The game continues until all the free participants are caught or until the leader calls a halt.

Dog and the Bone

Equipment – Ball

The participants, divided into 2 equal groups sit in two lines 3 metres apart facing each other. They number off down the line, beginning at the right hand side of each team. The bone (ball) is placed on the ground between the 2 groups. The leader calls out a number. Participants with this number on both sides dash forward and try to snatch the bone and get back to their spot without being tagged by their opponent.

Shadow Tag

A set area is established in which to play the game, and a catcher is selected to chase the others. A participant is caught when the catcher steps on the shadow of that participant.

Zig and Zag Circle Race

Two teams of equal numbers form a circle, with each team making up half of the circle. Participants stand 1 metre apart, and each team's participants are then numbered. When the leader calls out a number, the two participants that have that number run around the circle weaving in and out of the

players until they reach their original places. The one who arrives home first scores a point for that team.

Kangaroos and Wallabies

Children form 2 lines, 3 metres apart facing each other. Each has a home line 20 metres further back. One line is called Kangaroos and the other line is called Wallabies. The leader calls out either Kanagaroo or Wallaby and that line turns and races for home, with the other in hot pursuit. Those caught join the other line.

Dodge and Mark

Participants get into pairs, one is the attack the other is the defence. At a given signal, the attackers must try to get free and the defenders must follow them closely and try to keep within an arm's distance, so that when the whistle blows they can touch their opponents. The participants then reverse the position, so that both get a turn in covering their opponent.

Ship / Shore / Shank

3 parallel lines are marked out 10 metres between each. The three lines are named Ship, Shore, Shank. All participants line up on the middle line. The instructors call out either 'Ship, Shore or Shank' and participants have to sprint to the correctly named line. If they hesitate, go to the wrong line, or are the last participant to arrive at the correct line, they are all 'out'. Game continues until there is one person left.

Octopus

All participants line up at one end of a marked out square (approx 20 x 20 metres) with one person in the middle who is 'It'. On 'go' the participants attempt to get to the opposite line without being tagged by 'It'. Once tagged, the participant have to remain in the position where they were tagged and are only allowed to move their arms to attempt to tag other runners. Continue until everyone is tagged.

Partner Tag

Participants are divided into pairs, and numbered one and two, then spread out individually in a clearly defined space. On go every number one is 'it' and they chase the number twos around in an attempt to catch them. On the whistle everyone must stop where they are and jump in the air twice, then two chase ones. Participants who catch their partner before the whistle blows automatically change over.

Prisoner Tag

Participants divide into two groups in a confined area. A large circle is drawn in the centre which becomes prison. One group is given 20 seconds to scatter after this the other group chases them. If a participant is tagged on the escaping side, the participant is escorted back to prison. The participant

who is caught must remain there until released by one of their group by tagging the outstretched hand. Both groups take turn in chasing.

Crows and Cranes

Two teams face each other in lines about 1 metre apart. One team is the crows, the other the cranes. A line is drawn 5 metres behind each team, to mark that team's safety zone. The leader stands at one end and calls out crrrrrr...ows or crrrrrr...anes. The team whose name is called dashes for its safety zone where they may not be tagged. The other team attempts to tag as many of them as possible before they reach safety.

Hints and Tips for AusTouch Leaders

Bullying

Bullying has been identified as one of the major issues that face children, parents and communities - generating media attention & considerable public debate. It is estimated that one in six Australian children are bullied weekly. The Kids Help Line identifies bullying as one of the top three concerns for both boys and girls aged between 5 – 14 who call.

The AusTouch Program promoted as an out of school activity, is not immune to the issue of bullying and therefore Leaders should be aware it may exist when dealing with participants. Particularly if the participants may attend the same school or have other common places for interaction, often conflicts in these environments may spill into an AusTouch Session.

Bullying is identified as "deliberate psychological, emotional and/or physical harassment of one person by another or a group that may include exclusion from peer group, intimidation, extortion and violence." (Kids Help Line Info sheet 2004)

The reason for victimisation may include:

- Ethnicity
- Resistance to pressure to behave in a certain way
- Physical differences
- High achievement
- Being new
- Sexual orientation
- Socio-economic background

As a Leader the most important aspect relating to this issue is that it may exist. It is also important as an adult that we must make it clear that bullying is an act of violence and will not be tolerated in our sport. We have an obligation to ensure all participants are provided with a safe and positive environment.

Guidelines for effective action & reducing the incidence of bullying

Have a clear and acceptable definition of what bullying is and communicate this throughout the AusTouch Centre.

Recognise it may take many varying forms.

Make observations of other groups or age groups to assess if the behaviour is 'a normally accepted' or if it is in fact bullying. This may be done by an AusTouch Centre Coordinator.

Consult if necessary and make a plan for action.

In some instances your Centre may like to develop an Anti-bullying Policy. The policy should reflect the views and values of your participants in its own unique circumstance.

If your centre has a bullying issue, bring it into discussion will help the participants in small groups or as a whole centre. Using Questioning Techniques you can lead the participants to make their own decisions about what it is, how it makes people feel, how we can prevent it.

Adults involved with the centre need to promote positive behaviours between themselves and the participants. Deal with bullying incidents appropriately. Once this process is set-up any behaviour outside of the boundaries outlined, should be dealt with according to the developed policy. Provide avenues for children that might be victimised that may need help. This will range depending on personal judgement; sources of assistance could be the Kids Help Line, Schools or researching information available. Work constructively with parents. Parents maybe unaware of their child being bullied so sensitivity may be required. If as a Leader you do not have the confidence to deal with this, and then seek assistance of another Leader, Centre Coordinator or experienced person, such as a teacher.

Related websites for further information:

www.kidshelp.com.au

www.kidpower.org

www.bullywise.com

www.education.unisa.edu.au/bullying/

www.austouch.com.au



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