

International League Touch Rugby Sport Education Season



RUGBY LEAGUE
INTERNATIONAL FEDERATION

Latest update: 3-30-2015.

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Captain

Team Manager

Fitness Coordinator

Festivities Coordinator

Official Representation

Sport Technique and Tactical Information



South Africa



Ireland



New Zealand



Argentina



Australia

Team Identity

		<i>Team Identity Features</i>	
<i>Team Name</i>			
<i>Team Color</i>			
<i>Team Motto</i>			
<i>Team Mascot</i>			
	Student Names	Alternate	
<i>Coach</i>			
<i>Captain</i>			
<i>Manager</i>			
<i>Fitness Trainer</i>			
<i>Official Rep</i>			
<i>Festivity Coord</i>			
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			

International League Touch Rugby Sport Education Season



RUGBY LEAGUE
INTERNATIONAL FEDERATION

International Touch Rugby Championship 2015



VS

Duty Team



Sportsperson _____

MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2							
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2				
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	
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Sportsperson _____

MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2				
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
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Game Official Rating Form

International Touch Rugby Championship 2015



VS

Duty Team



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
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Referee _____

Referee _____

Score/Time Keeper _____

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Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015



VS



Duty Team



Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Game Official Rating Form

International Touch Rugby Championship 2015



VS



Duty Team



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
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Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015



VS



Duty Team



Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2



Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Game Official Rating Form

International Touch Rugby Championship 2015



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5



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Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015



VS



Duty Team



Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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International Touch Rugby Championship 2015



VS



Duty Team



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Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015



VS



Duty Team



Sportsperson

MVP

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	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9



Sportsperson

MVP

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9

Game Official Rating Form

International Touch Rugby Championship 2015



VS



Duty Team



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5



Referee _____

Referee _____

Score/Time Keeper _____

Game Official Rating Form

International Touch Rugby Championship 2015



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5



Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5



Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015- Semi Final 1

1- _____ VS 4- _____ Duty Team 5- _____

1- _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

4- _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Game Official Rating Form

International Touch Rugby Championship 2015

1 VS 4 Duty Team 5

1

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

4

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

5

Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015- Semi Final 2

2- _____ VS 3- _____ Duty Team 5 - _____

2- _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3

3- _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	2	2	2	2	2	2	4	5	6	7	8	9	0	1	2	3

Game Official Rating Form

International Touch Rugby Championship 2015

2 VS 3 Duty Team 5

2

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

3

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

5

Referee _____

Referee _____

Score/Time Keeper _____

International Touch Rugby Championship 2015- Final

S1 - _____ VS S2 - _____ Duty Team TBA - _____

S1 - _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

S2 - _____ Sportsperson _____ MVP _____

Name	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Game Official Rating Form

International Touch Rugby Championship 2015

S1 VS S2 Duty Team 5

S1

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

S2

Was the referee fair and impartial?	Poor 1	2	Average 3	4	Excellent 5
Did the referee Know the Rules?	Poor 1	2	Average 3	4	Excellent 5
How would you rate the overall job of your officials?	Poor 1	2	Average 3	4	Excellent 5

TBA

Referee _____

Referee _____

Score/Time Keeper _____

1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10

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International League Touch Rugby Information

Game format & rules

Basic Format	Team size:	Min. of 6 player
	Actual players on field:	6 (3-4 indoors)
	Game length:	2 x 10 min
	Substitution:	Open indoors

No stop clock will occur.
Scorekeeper keeps track of time.

Game Rules

Rules will follow or be modified by the Sports Officials Committee as necessary from those developed by the Touch New Zealand 8th edition Rulebook.

Inappropriate behavior by any player results in a warning (CONSEQUENCE: Will be derived by Sports Commissioner(s) and as necessary in consultation with Sports Officials Committee.

1. Scoring: A touchdown will be awarded when a player places the ball on or over the score line prior to being touched. The Dummy Half is not permitted to score touchdowns.

2. Substitution Box: Teams may interchange players at any time. Players coming on to the field may not do so until the player being replaced has come off. Substitutions must occur at or within the team's substitution box.

3. Possession of the Ball: A change of possession shall occur when:—

The ball goes to ground.

The Dummy half is touched while in possession.

The Dummy half places the ball in the Touchdown zone.

The 6th Touch occurs.

The player in possession steps on or over the boundary of the field of play.

A roll ball is performed incorrectly.

A tap is performed incorrectly.

At a change of possession play is restarted with a roll ball.

4. Passing: A player may pass, knock, throw or otherwise deliver the ball to any onside player in the attacking team. Passing forward is NOT permitted.

5. The Tap: The tap is taken by placing the ball on the ground on the mark, releasing the ball from both hands, tapping the ball with the foot a distance of not more

than one metre and retrieving the ball cleanly. Any player from the attacking team may take the tap.

6. The Penalty: When a player/team is penalised the non offending team shall restart play with a tap. The tap is taken at the mark and the defending team must retire ten metres from the mark until the ball has been tapped. Play restarts with a tap when the following infringements occur;

- Forward Pass

- Touch and Pass

- Roll ball performed off the mark

- Performing a roll ball prior to a touch being made

- Defenders offside at the roll ball (5 metres)

- Defenders offside at the tap (10 metres)

- Deliberately delaying play

- More than six players on the field

- Incorrect substitution

- Falsely claiming a touch

- Using more than the minimum force to make a touch

- Misconduct

Roll ball: A means of restarting play. Players must perform the roll ball off the mark while facing their opponent's defending score line and rolling the ball backwards between their legs a distance of not more than one metre. Players must not delay performing the roll ball. Encourage children not to roll it as league players do – it is too difficult for the dummy half to pick up. They must not touch it when they step over it.

The Touch: Players from both teams are permitted to affect the touch. A touch is contact with any part of the body, ball, clothing or hair. A minimum of force is to be used at all times. The team in possession is entitled to 6 touches.

Touch and Pass: A player is not to pass the ball after a touch has been made.

The Dummy Half: The dummy half is the person who picks up the ball after a teammate has performed a roll ball.

Offside/Onside: After a touch has been made all defending players must retire 5 metres from the mark. Defenders cannot move forward until the dummy half has touched the ball.

Sideline: If a player with the ball touches or crosses the sideline s/he is deemed to be out of play and a change of possession occurs. Play restarts with a roll ball 5 metres in from where the player went out. If a touch is made before the player goes out, the touch counts.

Referee Whistle and Signals

Signals

Are a result of the referee using their hands arms and legs to signal different decisions to all concerned with the game.

The best approach is to keep the signals high enough for everyone to see.

Signals should not be rushed but performed with purpose so that the decision is clearly indicated.



Start of Play

One arm is raised high in the air with the fingers extended and the palm of the hand facing inwards.

A long blast of the whistle is given at the same time.



Fifth Touch

One arm is raised high in air with the palm facing to the front and the fingers and thumb outstretched.

The call "**Fifth Touch or Five**" is called.



Sixth Touch

One arm is raised in the air, as the Fifth Touch Signal.

At the same time, the other arm is raised vertically with one finger outstretched.

This action is preceded by a short blast of the whistle.



Play-On

Both arms are raised to chest height, away from the body with the hands open and palms facing the front. The hands are crossed, then separated to opposite sides of the body.

The call “**Play-On**” is announced.

Note: in confined situations, the arms should not be extended too far out to the sides where there may be a risk of coming into contact with players.

This signal must be performed in the field of play.

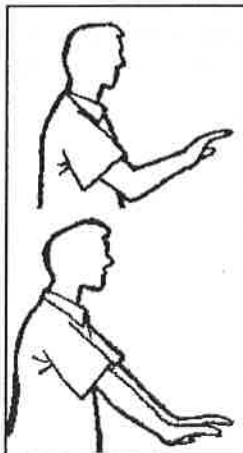


Half Caught

Both arms are crossed in front of the body with the arms at chest height, forearms vertical with elbows bent and fists clenched.

(Palms face towards body)

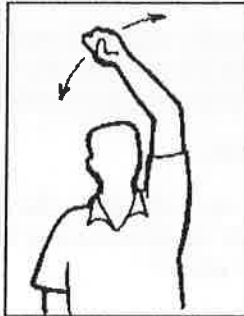
The call is “**Half Caught**” or similar.



Ball to Ground

Both hands are raised in front of the chest, elbows bent palms down, then two pushing motions are made in an oblique downwards direction. Usually, there is no need for a whistle.

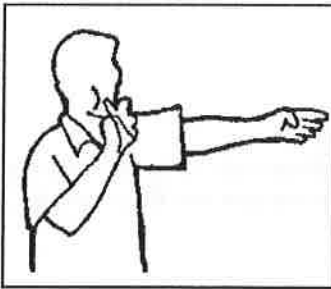
The call “**Ball Down**” or “**Ball Grounded**” is announced.



Ball Touched in Flight

One arm is raised high in the air with the fist clenched, and waved twice from side to side above the head. This action should resemble the dusting of a blackboard.

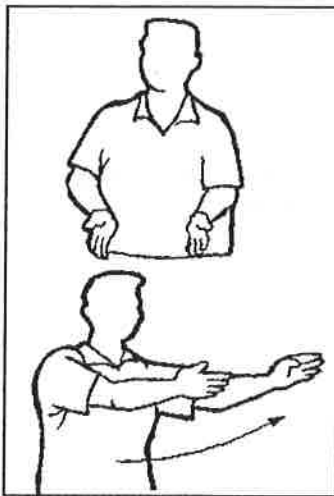
The call **“Six to Go”** or similar wording is announced.



The Penalty

As the whistle is blown, one arm is stretched in the direction of the non-offending team. The arm must be slightly higher than shoulder height with the hand vertical to the ground fingers tucked down.

This signal may be given facing the non-offending team or, when moving quickly to the mark, with the body facing the sideline.

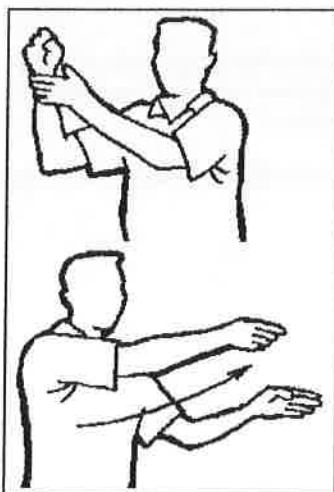


Forward Pass

A forward movement is made with both arms, indicating the flight of the ball in relation to the referees body.

The signal must commence with both hands on one side of the body and finish with both hands directly in front of the body, with both elbows straight at chest height.

The call **“Forward Pass”** is announced

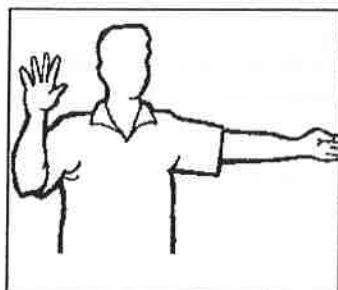


Late Pass

One arm is raised to in front of the body at shoulder height with the forearm held vertically.

The other hand then indicates a tapping of that forearm, then follows on across the body with a backwards passing movement by both arms.

The call "Late Pass" or similar wording is announced.

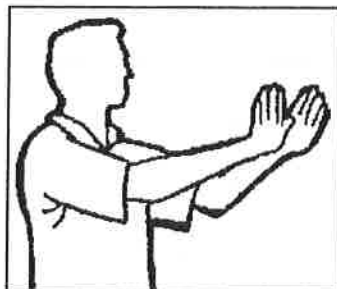


Off Side at the Five

One hand is raised towards the offending player with the fingers and thumb outstretched.

A waving movement is then made with either arm indicating a backward direction.

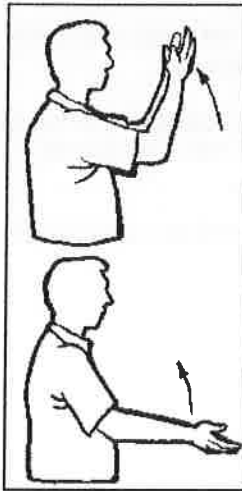
The call "**Five Meters, Please**", "**Off Side**" or similar wording is announced.



Off Side at the Ten

Both hands are raised towards the offending player with all fingers and thumbs outstretched. This is followed by a pushing back motion by both arms, and an indication of the location of the line judges or "buddy referees".

The call "Ten Meters Please" or similar wording is announced.



Voluntary Rollball

With fingers outstretched and palms facing upwards, a lifting movement is indicated with both arms raised to head height bending the elbows as it is performed.

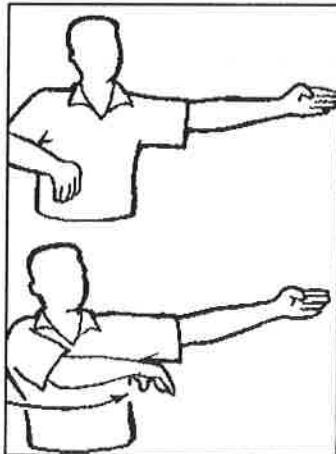
The call "**Voluntary Rollball**" or similar wording is announced.



Running on After Being Touched

As both hands are raised in front of the body with elbows bent and fingers outstretched, a forward rolling motion is performed.

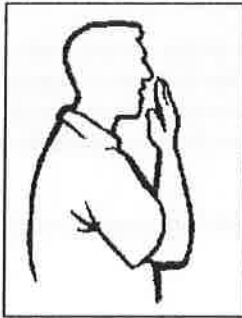
The call "**Running On**" is announced.



Obstruction

Whilst indicating the direction of the penalty with one arm, the other arm moves in an arc like motion around the body on no more than two occasions.

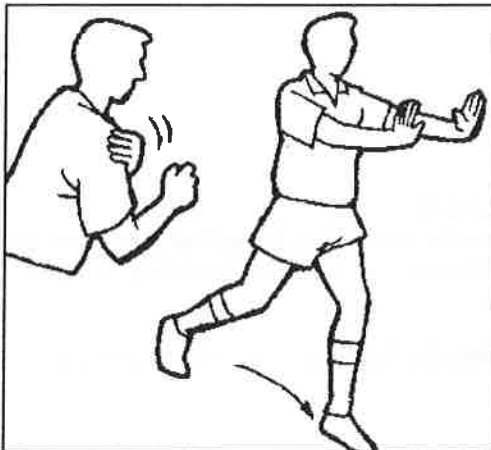
The call "**Obstruction**" is announced.



Disputing Decisions/Verbal Abuse

One hand is raised to the mouth with the fingers outstretched.

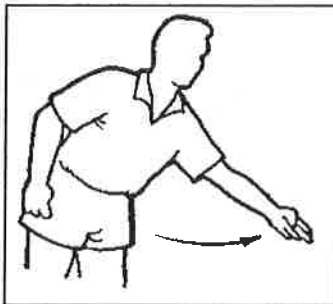
The call “**Disputing Decisions**” or “**Verbal Abuse**” is announced.



Excessively Physical Play

This signal may be demonstrated by indicating a shoulder charge, showing an over-exuberant stiff arm movement, trip, or whatever is appropriate in the circumstances.

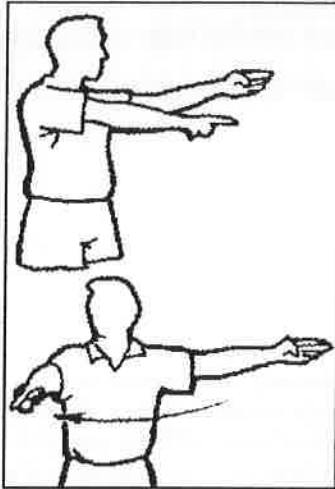
The call “**Rough Play**” or similar wording is announced.



Throwing/Kicking Ball Away

The relevant action is demonstrated by a single underarm movement with one arm or a kicking movement with one leg. (The mark for this penalty is ten metres forward of the former mark.)

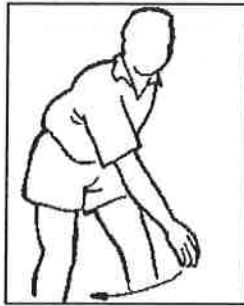
The call “**Throwing the Ball Away**” or similar wording is announced.



Rollball off the Mark

Whilst indicating the direction of the penalty with one arm, the other hand indicates the location of where the rollball was performed, then the correct mark is indicated with the same hand to illustrate the differing locations of the two marks.

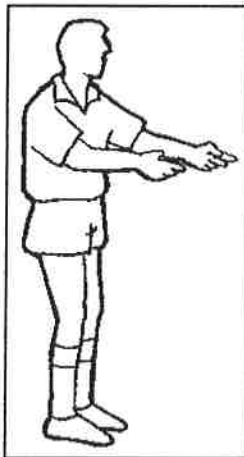
The call "**Rollball off the Mark**" or similar wording is announced.



Delaying the Rollball

The correct action for performing the rollball is made by the referee bending forward and indicating the rolling of the ball between the legs.

The call "**Delaying the Rollball**" or similar wording is announced.

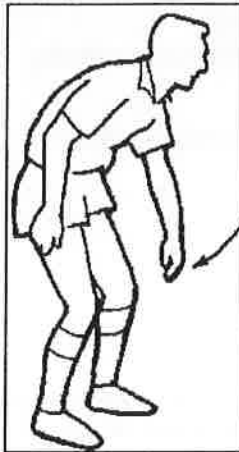


Incorrect Rollball- Player Not Facing Scoreline

The incorrect position adopted by the player is demonstrated, followed by the correct position for a rollball.

Use both arms to indicate the direction faced by the offending player is quite effective.

The call "**Incorrect Rollball**" or similar wording is announced.

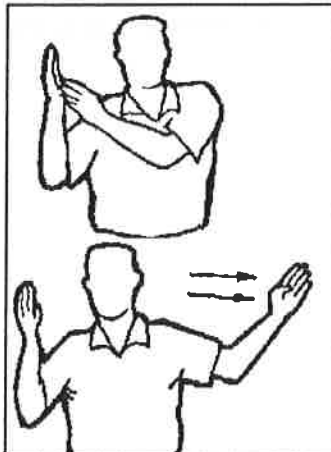


Incorrect Rollball - Ball Not Rolled Between Legs

The incorrect method adopted by the player is demonstrated, followed by the correct action for a rollball.

The use of one arm to indicate the incorrect movement of the ball outside the legs, then the correct movement must be shown.

The call "**Incorrect Rollball**" or similar wording is announced.

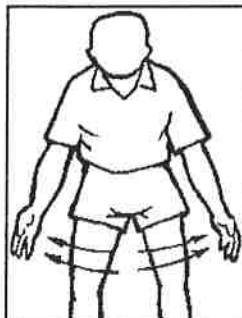


Rollball more than One Metre

One hand is held forward to one side of the face with the fingers outstretched in a vertical fashion.

The other hand comes in contact with the first hand and is then moved away, on no more than two occasions, to indicate the distance the ball was rolled.

The call "**Rolled more than One Metre**" or similar wording is announced.



Penalty Tap Ball Not Released

Both hands are held down in front of the body, with the hands open and are drawn apart in two quick actions.

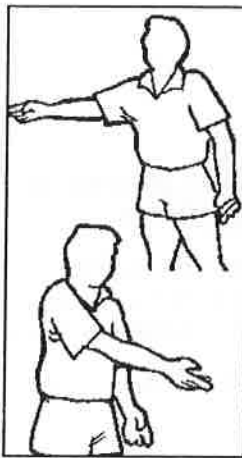
The call "**Ball Not Released**" or similar wording is announced.



Penalty Tap - No Contact with the Foot

One foot is raised in front of the body and tapped with the opposite hand.

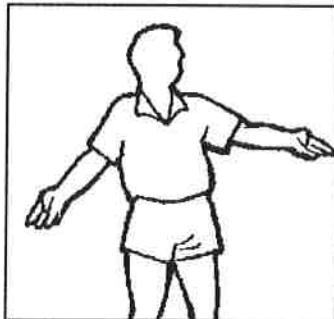
The call “**No Contact with Foot**” or similar wording is announced.



Penalty Tap - Not Performed on Mark

The location of where the tap was performed is indicated with one hand, then the correct mark is indicated with the same hand, to illustrate the differing locations of the two marks.

The call “**Penalty Tap Performed off the Mark**” or similar wording is announced.



Penalty Tap - Attacker Offside

The location of where the tap was performed is indicated with one hand, and the location of the offside attacker is indicated with the other hand, to illustrate that the attacker was forward of the player performing the tap.

The call “**Attacking Player Offside**” or similar wording is announced.



Touchdown

The referee takes up a position behind where the player has grounded the ball and looks -

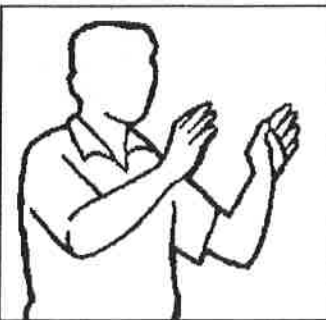
- a) to line judges for confirmation;
- b) up field for any claimed touches;
- c) to ensure the relevant line is the scoreline

A long blast of the whistle is then performed at the same as the arm is extended obliquely downwards at an angle of 45 degrees in front of the body towards the mark with the palm facing upwards.



Penalty Touchdown

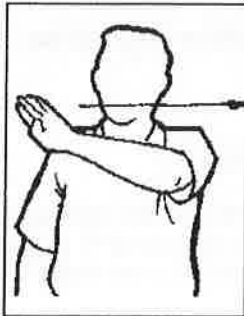
The referee takes possession of the ball, carries it over the scoreline and places it on the ground, then awards a touchdown in the usual manner.



Claimed Touch

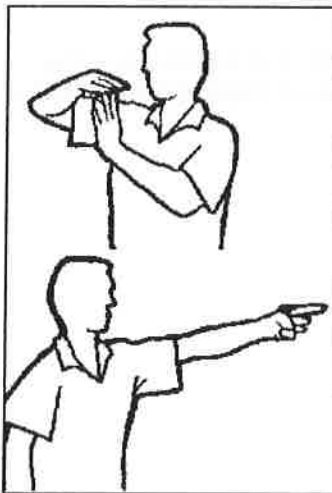
Both hands are raised in front of the body at eye level, with both palms facing each other and held in the direction of the offending player to indicate the distance by which the claimed touch was missed.

The call "**Missed by that Much**" or similar wording is announced.



Off-Field Referee in Agreement with Touchdown

The off-field referee, if in agreement with the touchdown being awarded, merely stands facing the controlling referee, raises one hand to eye level and moves it out to the side, with the palm facing outwards.

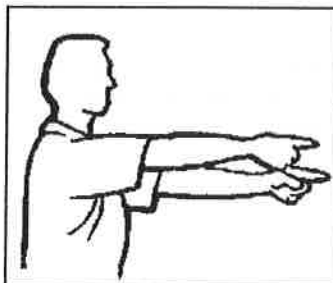


Dismissal for Period of Time

Both hands are brought in front of the body at shoulder height and form the letter "T".

The referee then points to an area at the end of the field, five (5) metres behind the middle of the oppositions defending scoreline.

The player's captain should be advised of the reason for this action.

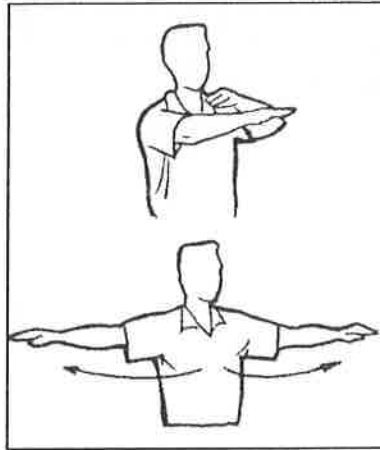


Dismissal Remainder of Game

One outstretched hand indicates the offending player followed by a pointing action with both hands in the direction of the sideline in the vicinity of the halfway line.

Play does not recommence until the player is at least ten metres past the sideline.

The players captain should be advised of the reason for this action.

**End of Play**

A long fluctuating blast of the whistle is performed then both arms are raised outstretched, in front of the body at shoulder height with palms facing downwards, crossed at the wrists and brought out to the sides in a slow and deliberate motion.



[The text in this section is extremely faint and illegible, appearing as a series of horizontal lines.]

Fair Play Points

What are Fair Play(FP) Points?

Teams earn “Fair Play” points” for exhibiting appropriate sport behavior both as a team and as individual participants.

Both the teams that are playing and the Duty Team can earn team points

Conversely, points can be deducted if inappropriate behavior is exhibited towards either teammate, opponents, duty team members and/or treatment of any equipment.

Who awards or deducts Fair Play points?

The Teacher.

What actions can earn you Fair Play Points?

Points can be earned either by individuals on a team or performance by the team as a whole. Some examples include:

1. Performing all standard duty team tasks appropriately, as noted in the section on Duty Teams’ Responsibilities (i.e., Scorekeeping; Refereeing; Statistician; and Equipment set-up).
2. Conducting productive practice sessions, as indicated by quick starts, focus, good work effort, cooperating with captain’s directions, etc.
3. Supportive/positive comments to your teammates, duty team members during and between games.
4. Congratulating the other team’s members and referees following the completion of the game.
5. Calling your own fouls.
6. Team binder is complete and kept up-to-date.
7. Team Reports are kept up-to-date (publicist).

What actions can result in the loss of Fair Play Points?

Fair Play points will be lost as a consequence of inappropriate conduct by the team as a whole or individuals within the team. Some examples include:

1. Arguing with the referee.
2. Trash-talking to opponents.
3. Trash-talking with teammates.
4. Any type of foul language.
5. Abusive behavior toward others and equipment (e.g., verbal putdowns)
6. (Repeated) excessive rough play.
7. Failure to congratulate the opponents (remember: without the opponent you would not have had a chance to play!!) and referee.

Duty Team

Role Descriptor

The success of each lesson starts and falls with the duty team's performance. Practice sessions and games will be of higher quality when all teams can be confident that all equipment is set up appropriately and efficiently, game scores are kept accurately, and that officials apply the rules effectively and fairly.

Tasks / Duties

- Set up all equipment in the appropriate locations.
- Ensure that all equipment is accounted for before storing.
- Ensure that all equipment is in safe working condition.
- Start and end games on time.
- Officials are ready and in position to start the games.
- Keep accurate scores for all games.
- Assist teams with equipment problems.
- Inform the teacher about any defective equipment.
- Perform minor repairs to equipment.
- Remind all players on the appropriate use of equipment.

What you need to know/be able to do

- Be efficient in completing equipment set-up/collection.
- Keep an equipment inventory.
- Be able to direct and assist other duty team members.
- Double-check and willingness to troubleshoot.

Game Official

Role Descriptor

As referee (umpire) your primary task is to ensure that all players perform within the boundaries of all the agreed upon game rules in the most impartial way possible. That is, officials should not be persuaded to favor one team over another at any point in time.

Tasks/Duties

- Learn the game rules inside out.
- Call teams/player together for pre-game routines.
- Determine pre-game decisions (i.e., who kicks off; who gets first serve, etc.).
- Provide decisive rulings on game events.
- Be firm and consistent in your calls.
- Briefly explain your “calls” using the correct signals.
- Be fair (i.e., impartial) to both teams.
- Communicate with the timekeeper and scorekeeper for your game.
- Actively monitor players for un-sportsperson-like conduct and report such behavior to your teacher.
- Maintain the flow of the game.
- Do your best (As a beginning official, you will make an error here and there . . .It’s OK).

Skills/Attributes you will need to demonstrate

- Be very familiar with all of the game rules in effect for games.
- Ability to focus on the action in the game for extended periods of time (i.e., not easily distracted).
- Demonstrate fairness toward all peers.
- Good communication skills.

Player/Performer

Role Descriptor

Sporting events reflect the opportunity to match your skills, knowledge and strategies with opponent, against time, or a standard. They allow us to find our limits, how good we are and good we can become. It is important to remember that the outcome of the match should be determined by these same skills, strategies, and chance.

Tasks/Duties

- Be present at every class and be ready to practice and play hard.
- Support and encourage all your teammates, regardless of skill or ability).
- Give your best effort.
- Respect your opponents and all others at all times (e.g., officials; scorekeepers, etc.).
- Exhibit good sports behavior.
- Play fair !

Skills/Attributes you will need to show

- Your willingness to play your best possible games, regardless of your previous experience.
- Take serious your role of encouraging ALL your peers.
- Take responsibility for your actions during all parts of the season.

Referee

Role Descriptor

As referee (umpire) your primary task is to ensure that all players perform within the boundaries of all the agreed upon game rules in the most impartial way possible. That is, you should not be persuaded to favor one team over another at any point in time.

Tasks / Duties

- Learn the game rules inside out.
- Call teams/player together for pre-game routines.
- Determine pre-game decisions (i.e., who kicks off; who gets first serve, etc.).
- Provide decisive rulings on game events.
- Be firm and consistent in your calls.
- Briefly explain your “calls” to players where appropriate/necessary.
- Be fair (i.e., impartial) to both teams.
- Communicate with the timekeeper and scorekeeper for your game.
- Actively monitor players for un-sportsman-like conduct and report such behavior to your teacher.
- Keep the flow of the game.
- Do your best (As a beginning referee, you will make an error here and there . . .It’s OK).

Needed Skills / Attributes

- Be highly familiar with all of the game rules that are in effect for games.
- Ability to focus on the action in the game for extended periods of time (i.e., not easily distracted).
- Demonstrate fairness toward all peers.
- Good communication skills.

Scorekeeper

Role Descriptor

In all sporting events athletes/team seek their best possible performance. This is reflected in the game or event results. As scorekeeper, your task is to ensure that a complete and accurate record is produced as the game unfolds. This record is then used to maintain team standings as well as team and individual player statistics.

Tasks/Duties

- Prior to the game, ensure that the score-sheet is filled in correctly (i.e., date; team names; player names).
- Note any player absences.
- Keeping an accurate record of scoring during games by each team.
- Compile the final results of the game immediately after the game.
- Following the game, provide the compiled results to each team's statistician and the teacher (and if applicable to the publicist).

Skills/Attributes you will need to demonstrate

- Know your game rules.
- Be familiar with how the game-scoring sheet should be filled out.
- Be accurate in recording the scoring by both teams.
- Basic Math skills.
- Ability to focus on the game (prevent being distracted by other non-playing peers).

Team Coach

Role Descriptor

As coach you are responsible for organizing your team practices so all teammates can practice skills, team strategies in preparing for upcoming games. Work with team mates (e.g., Team Captain and Team Scout) to find ways to best prepare for your games.

Tasks / Duties

- Devise daily practice plans that include time for team warm-ups, practice of techniques and tactics.
- Be present at every class and ready to lead your team's practices; decide on player positions for games.
- Keep teacher abreast about your team's performance during practices and games.
- Offer extra assistance to teammates who need it.
- Ensure that all team members get equal playing time.
- With your captain, resolve any problems that may arise.
- Ensure that all students are willing to offer ideas that might help team perform better.
- With the team's statistician, monitor your team performance.

Needed Skills/Attributes

- Good communication skills with all your players.
- Ability to motivate all your players to focus and perform to their best during practices and games.
- Be able to see team weaknesses and develop practice sessions that address these weaknesses.
- Know your sport.

From Complete Guide to Sport Education by Daryl Siedentop, Peter A. Hastie & Hans van der Mars, 2004, Champaign, IL: Human Kinetics.

Team Captain

Role Descriptor

Captains are the key persons in creating a unified group of players who all work together toward a common goal. They are leaders who push team members to “do their best”, motivate them to want to get better, and play well.

Tasks/Duties

- Represent your team during the games toward the game officials.
- Be a leader during game play.
- Model the desirable sportsperson–like behaviors (i.e., effort; persistence & fair-play).
- Cooperate with all your peers.
- Encourage your teammates all times.
- Represent your team in all game rituals or ceremonies (e.g., ex-change banners, coin-toss).
- Lead your team in any post-game rituals (e.g., team cheers; shake hands with opponents).
- Thank all game officials after each game, regardless of outcomes.
- Contribute to solving any within-team problems (along with your team coach).
- During team discussions, ensure that all players can have their ideas/concerns heard.

Skills/knowledge you need to demonstrate

- Leadership skills such as setting the right example
- Treat all teammates equitably, even if you are not friends, or not like some of your teammates, and/or don't know them.
- Be able to communicate with clarity and inspiration.
- Willingness to assist your coach and your teacher.

Captain's and Team Contract

Team Name: _____ Sport: _____

Grade: _____ Class-/Homeroom Teacher: _____

As Team Captain I will lead by example in showing good **Sport Behavior** and **Leadership** in the following areas:

Fair Play – Play by the game rules and class rules.

Full effort – Work hard in all aspects of the class (i.e., practice; fitness; games)

Respect – Toward teammates; officials; opponents; teacher; & equipment.

Responsibility – Organize my players for practices and in prior to games.

Assistance – Get all my players to want to improve and assist them with that.

Specific duties:

1. Attendance
2. If necessary, call team meetings where concerns can be discussed.
3. Submit practice plan on daily basis.
4. Assist teacher with line-ups for games.
5. Act as spokesperson for the team.
6. Check for safe behavior by my own teammates and others.

Team Captain

Signature: _____ Date: _____.

Team Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Coach Fair Play Contract

The Fair Pay Promise for Coaches

Good sport is about positive attitude. As a coach you set the standards. Play your part to make each a game a success – play fair.

To the best of my ability I will

- 👍 **Set personal behavior standards for myself and those I coach to follow.**
- 👍 **Give each player the same amount of attention and time.**
- 👍 **Provide every player with the same opportunity to play the game.**
- 👍 **Never argue with the referee, encourage cheating or make excuses for losing.**
- 👍 **Always be positive. Never shout at or ridicule players.**
- 👍 **Respect players' efforts regardless of whether we have won or lost.**
- 👍 **Encourage respect for the opposition and officials.**
- 👍 **Keep winning and losing in perspective with personal challenge and enjoyment**

Name: _____

Signature: _____

Fair Player Agreement

For the Player

Agree to:

- Always play by the rules
- Never argue with an official
- Remember that I am playing because I enjoy the sport
- Work at achieving my personal best
- Show appreciation for good plays and good players
- Control my temper and not be a show-off
- Play fairly at all times

Signature

For the Teacher

Agree to:

- Remember that students play for fun
- Encourage my students and offer constructive criticism
- Instruct my students to follow both the letter and the spirit of the rules
- Teach student that officials are important parts of the game
- Encourage my students to be good sports
- Give every participant a chance to play and to learn the techniques
- Remember that my actions speak louder than my words

Signature

Fitness Specialist

Role Descriptor

Fitness specialists ensure that the team is properly prepared physically for active participation in team practices and games. Leads and demonstrates safe and appropriate exercises for the entire team.

Your Tasks / Duties

- Leads Team warm-ups as part of practice sessions.
- Incorporates exercises that target all fitness domains (i.e., CV/muscular strength and endurance/ flexibility).
- Provides leadership in developing team's conditioning schedule.

Needed Skills / Attributes

- Leadership skills.
- Familiarity with appropriate fitness tasks.
- Motivation of peers.
- Ability to demonstrate proper techniques of warm-up/fitness tasks.
- Dynamic and motivating style of interacting with peers.

From Complete Guide to Sport Education by Daryl Siedentop, Peter A. Hastie, and Hans van der Mars, 2004, Champaign, IL: Human Kinetics.

Players' Contract

We, the players on the team named _____ promise that we will show support for our captain by

- **Good sportsmanship and respect:** This includes our conduct toward teammates, any opposing players, any duty team members, and the teacher.
- **Fair play:** Know fully and play by the class and game rules at all times.
- **Cooperation:** We will assist ALL of our team members where needed at all times, both during practices, games and duty team tasks.
- **Hard work:** We will put forth good effort throughout the entire season.
- **Positive attitude:** We will work positively to encourage team members to try not to be afraid to "mess up".

Some examples of typical daily expectations:

1. Participate fully in our team's daily warm-up and practice session.
2. Follow directions from our coach/captain at all times.
3. Learn and follow the rules of the game.
4. When serving as a duty team member, fulfill such duties carefully and quickly.

DATE: _____

Player Names

Player Signatures

Team Practice Plan*Date:* _____*Team:* _____*Period:* _____*Problem(s) encountered during previous games:**Warm-up activities:**Today's Practice focus:**Skill Activity:**Organization:**Tactical Activity:**Organization:***Team Practice Plan***Date:* _____*Team:* _____*Period:* _____*Problem(s) encountered during previous games:**Warm-up activities:**Today's Practice focus:**Skill Activity:**Organization:**Tactical Activity:**Organization:*

Play Practice

**Engaging and Developing Skilled Players
From Beginner to Elite**

SECOND EDITION

**Alan G. Launder, MA
Wendy Piltz, MSc**



Human Kinetics

Teaching Rugby Codes

Touch, Rugby Sevens, and American Flag Football

Soccer is a game for gentlemen played by hooligans, rugby is a game for hooligans played by gentlemen, American football is a game for hooligans played by chess pieces and Australian Rules football is a game for hooligans played by hooligans.

Anonymous

Rugby union and rugby league are complex games in which games sense, especially the ability to use an understanding of the rules, is a critical element of skilled play. American football, which evolved from an early version of rugby union, is an even more complex game. However, coaches have done their best to simplify the game by eliminating the need for decision making and, therefore, the need for games sense on the part of the players.

The crucial thing about all of these games is that, unlike soccer, they are not much fun to play when played badly. Every time a mistake is made, the game stops. While this is not a problem for experienced players who understand the nature of these games, it can be a major issue with beginners. This means that play practices must be carefully structured to ensure progression and enjoyment. They must also reduce the complexity and thus simplify the challenges beginners face. Indeed, the one-on-one practices used to introduce these sports are the simplest form that any such game can take!

One of the major issues with all of them is that in the rugby codes, a player must actually take or receive the ball over the goal line. This means that agility, physical toughness, and resilience are critical factors in skilled play at the elite level. This clearly raises issues when these games are introduced to beginners, and the biggest problem is how to deal with the inevitable physical contact that can occur as ball players attempt to carry the ball over the goal line and defenders try to stop them.

For these reasons, it is inadvisable to move beyond the simple format offered here unless the teacher or coach has a thorough understanding of the real game and the time to teach all of the elements of skill related to tackling.

As suggested previously, the rules create tactically complex games in which well-developed games sense is often more important than technical ability. In the case of rugby union, for example, both the scrum and the lineout introduce complex tactical and technical issues that must be understood and mastered before the full game can be played. Therefore, the Play Practice approach is to reduce both rugby union and league to their simplest possible forms.

This means introducing the non-contact version of touch first and then progressing to rugby sevens. Input from John Davies (an experienced teacher and coach formerly of University of South Australia) for the development of the rugby sevens section is gratefully acknowledged. We begin with one-on-one games, where a ball carrier tries to advance the ball against a single defender, and then gradually expand the number of attackers. Next, we increase the number of defenders until youngsters can play modified

5v5, 6v6, and 7v7 versions of the game. It is important to note that touch is a popular game in its own right in Australia and not merely a lead-up to rugby sevens.

Although it has similar roots to the other rugby codes, American football has diverged so much from them that it must be given separate attention. The tactical complexity, potential for injury, and expensive equipment requirements all mean that it is not possible to introduce anything approaching the real game except in a highly structured coaching environment. In fact, teaching the real game of American football presents so many problems that it is rarely if ever taught in physical education programs, even in the United States. As a result, we recommend teachers aim to introduce flag football, a considerably modified version of the real game that is a very popular recreational activity in American universities.

Touch

Touch has grown rapidly in popularity in Australia since evolving from a training game for both rugby codes. It is now a major game in

its own right. This non-contact running game is safe, inclusive, and suitable for all ages. It can be played by single-sex or co-ed teams of 6 players. It is easy to organise since it requires little equipment and an open playing space. These characteristics have enabled touch to be marketed as a popular social game, providing fun and fitness for families and friends of all ages while also developing as a competitive sport.

The Play Practice approach to teaching touch was originally developed at the University of South Australia after it became clear that the traditional methods being used to introduce the game were based on a flawed analysis of the elements of skilled play. In essence, these approaches focused on the isolated practice of techniques instead of developing the more important element of games sense and especially an understanding of how the rules determine successful tactics.

The objective in touch is to score a touchdown by moving the ball through the defence. Since the ball cannot be thrown or kicked forwards, it is only possible to gain ground and to score by carrying the ball forward. So touch is fundamentally a running game, not a passing game.

Touch is a running game.



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An analysis of touch indicates that skilful play is based on the following:

- Agility, especially running in all its forms (forwards, backwards, diagonally), accelerating, stopping suddenly, varying speed, and changing direction to dodge opponents. It is an essential part in both attack and defence.

- Games sense, particularly a clear understanding of the rules and how they influence game play. In touch, more than in any other ball game, the rules determine successful tactics, although players must also quickly learn to assess their own abilities against opponents. Therefore, tactical possibilities are often only limited by the ability of individual players.

With this in mind, the ball player must first try to gain ground, while team-mates must provide support behind the ball carrier. Mobility with and without the ball is therefore important to create space and generate scoring options. Meanwhile, defenders must try to delay the forward movement of the ball while working as a team. They must maintain a consistent line to cover attackers across the field and continually adjust their positions as the attack develops. Clearly, communication between defenders is essential.

- Technical ability. While the ability to catch and deliver the ball is less important than traditional approaches to teaching the game have assumed, players do need to improve their ability to carry, throw, and catch the ball, often while moving at high speed.

One of the most important things for beginners to learn, especially if they have played other invasion games, is that it is often better for the player with the ball not to try to pass it to a team-mate. This is because any mistake such as a forward pass or a dropped pass turns the ball over to the opposition, while an intercepted pass often leads to an easy break-away touchdown for their opponents. In addition, players can also try to catch the defenders offside and so gain the 10-metre penalty that results from this mistake. They can do this by running hard at the defender, making a touch on them, and then quickly playing the ball and moving it forward before the defenders can retreat back 5 metres.

Players must therefore learn not only how to pass the ball but also when to pass it or—and

this is of critical importance—if they should pass it. More than any other invasion game, touch illustrates the vast gulf that exists between the tasks of mastering the simple techniques of throwing and catching the ball and developing the games sense needed to pass the ball effectively. Teachers and coaches must therefore teach passing in the context of game situations that simultaneously develop all the important elements of play, rather than through isolated throwing and catching practices or unrelated minor games.

Teachers and coaches can also use a teaching grid, where a 90-by-60-metre (300 by 200 feet) space can be separated first into three mini-fields and then into a series of corridors of varying width and length. They can then use these spaces for the progressive build-up games advocated in the Play Practice approach. The advantages of teaching and learning touch in this way include the following:

- The small numbers of players in each game promote positive participation and inclusivity and maximise the rate of learning. Small-sided games also enable differentiation and progression, based on individual needs, as well as evenly balanced teams for tournaments to further encourage purposeful play. The progressions gradually introduce players to the notion of taking and making a touch. This is crucial for youngsters whose past experience with contact sports may be limited. They will also grasp the principles of skilled play because all practice takes place in a game context, making the relationships among techniques, rules, and tactics easier to understand.

- The similarities and differences between touch and other invasion games can be considered within the game context, making it easier to minimise the problems of negative transfer from these games. For example, it is easy to show the importance of taking or effecting the touch to hold ground already gained, instead of running backwards away from the tackler, as participants may have learned to do in other invasion games.

- Players quickly learn the importance of carrying the ball forwards and of only delivering a pass when they are certain it will go safely to a team-mate. They also learn to retreat quickly in defence to avoid penalties.

- This approach to introducing touch gives all players the chance to take on officiating roles. This not only builds their understanding of the rules but also confirms the importance of officials in promoting fair play.

Rule Modifications

With Play Practice, teachers and coaches usually minimise or even eliminate either the tactical or the technical demands of a game to make it easier for beginners to understand and to play. The tactics of touch are virtually driven by the rules, so they must be modified if beginners are to have any chance of playing enjoyably. This is because in touch, the normal rules penalise errors in both attack and defence so heavily that play continually breaks down as a result of even simple mistakes. For example, in the real game, if a defender is offside, it can cost the team a 10-metre penalty, while a dropped ball by an attacker automatically turns the ball over to the other team.

As a result, the following rule modifications must be made in early play practices:

- Reduce the penalty for a dropped pass (along with other rules that would normally result in the loss of the ball) to the loss of two possessions from the six attempts normally allowed.
- Eliminate the offside penalty against defenders by ensuring that the ball cannot be played at the mark until they have retreated the required 5 metres. This slows the game for novices and allows both defending and attacking teams the time to get ready for the next phase of play.

These modifications still penalise errors but allow the game to flow without the continual turnovers caused by the simple but inevitable mistakes that beginners will make. Naturally, as players become more competent, the official rules and their penalties can be phased in. This will occur as players progress through the 3v2, 4v3, and 5v4 mini-games. The secondary rules can also be introduced when appropriate within the context of the game.

Teaching Progression

Tag games are an ideal introduction to any touch session. These games promote scanning, agility,

tagging, and fair play while ensuring enjoyment. Simple modifications such as carrying a ball add in the techniques of running with the ball, and this can be incorporated into a game of red rover to include scoring a touchdown.

Game 1: Run, Carry, and Make Ground

The Play Practice approach begins with a simple running game played in a 10-by-30-metre (35 by 90 feet) corridor, shown in figure 9.1. Coloured markers can be set up every 5 metres (15 feet) within the grid to help both players and referees judge this crucial distance.

The ball carrier (O) runs forward and tries to dodge a defender (D) to get to the score line. If D touches O, the spot is marked with a bib or flag. Players change roles, and the new ball carrier D tries to make more ground than O managed in her attempt. This 1v1 game continues until both players have had three attempts in each role, and then each player challenges a different opponent.

In this simple game, players learn the following:

- Ground can only be gained by the attacker carrying the ball forward.
- In defence, a touch stops the attacker's forward run.

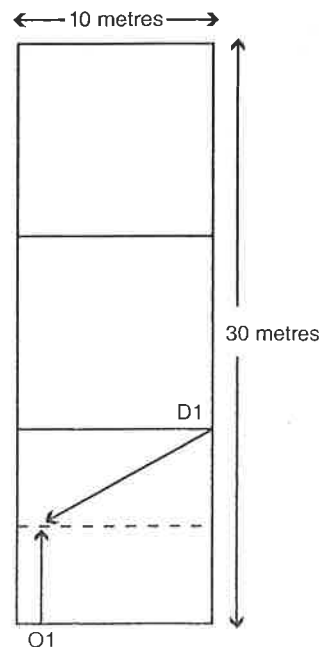


FIGURE 9.1 Running game in touch.

- The touch must be made safely.
- How to carry the ball safely.
- How to use a change of pace or direction to dodge the defender.

With a slight addition, this game leads into game 1b (see figure 9.2).

This game is identical to the first, except that after a touch, the attacker places the ball on the ground at the point where the touch was made (this point is known as *the mark*). The defender then moves back 5 metres from this mark. This retreat distance can be determined by the players and can vary from 5 to 10 metres to create a fair contest. Now the attacker picks the ball up from the mark and tries to run past the defender to the try line. Each attacker has five more attempts to gain ground and score. Meanwhile, the defender may only move forward to initiate the touch once the attacker has picked up the ball. After each touch, the defender must retreat the nominated distance.

After the sixth attempt or after a touchdown is scored, the attacker and defender change roles. So player D then becomes the attacker for six attempts and works to score a try or at least to gain more ground than O did. This game restates much of what was learned in game 1, but players also learn the following:

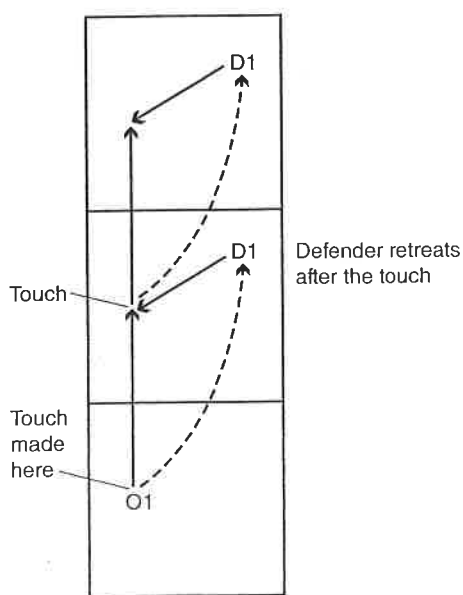


FIGURE 9.2 The defender retreats back from the gain line, and the attacker waits to play the ball.

- The rules and concepts associated with the touch, the try line, and the touchdown.
- The attacking sequence in which the ball is played at the mark after a touch.
- The attackers have a total of six attempts (possessions) to carry the ball forward or to score a touchdown.
- After the sixth attempt, attack and defence roles change. The ball is automatically turned over, and play commences at the mark where the final touch was made.
- After a touch is made, the defence must quickly move back 5 metres from the touch mark in order to be onside. Players who have not retreated the 5-metre distance are offside. They cannot interfere with the play until they are back at the correct distance. For beginners, the 5-metre offside distance may be increased to allow the attackers more time to get organised.

Game 2: 2v1 With Referee

In the second game, player numbers are increased so that attackers must now cooperate to make ground past a defender within the 10-by-30-metre (35 by 90 feet) corridor. The number of players can be further increased to 3v2 and 4v3. This game builds on previous learning and brings in the role of the supporting attacker.

O1 picks the ball up from the ground and passes it to O2, who is positioned on an angle behind O1. O2 receives the ball and runs it forward to try to beat defender D1 and reach the score line (figure 9.3a).

If a touch is made on O2 by the defender, O2 must stop and place the ball at the mark. The defender retires 5 metres, and then O2 restarts the play by picking the ball up and passing it to O1, who moves to carry it forward. This pattern continues as the attackers try to make ground in the six attempts or until they score. D2 acts as the referee, making sure that the attackers play the ball at the mark and that the defender retreats the correct distance (figure 9.3b).

Now the teams change roles after the sixth attempt or when a touchdown is scored. So D1 and D2 now become attackers, starting where the final touch was made on their opponents or at the try line if a touchdown was scored. O1 and O2 take up the roles of defender and referee.



The support attacker receives the ball wide and moves forward to gain ground.



FIGURE 9

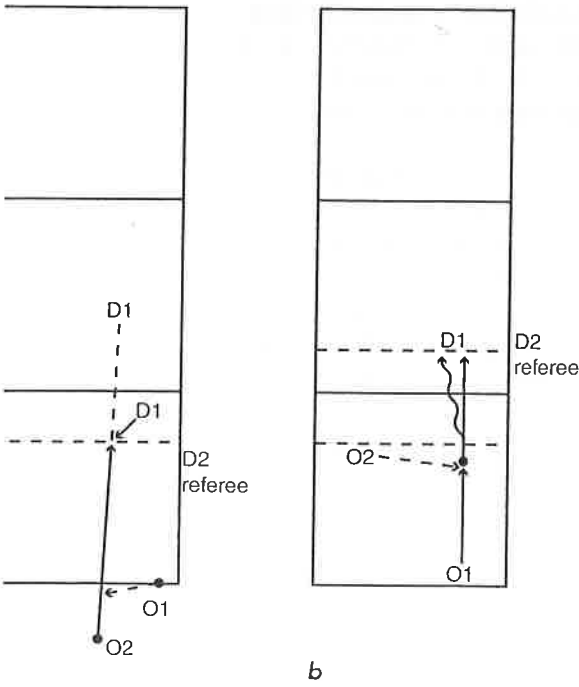


FIGURE 9.3 Second stage of touch played in a 30-by-1-metre corridor.

This game is aligned with touch and is shaped using play conditions to encourage success and progression for novice players in specific ways:

- The ball must be placed on the ground at the mark after each touch. This rule

ensures the attacker returns to the mark before playing the ball. Once in position, the ball is passed to the receiver, who moves to catch the ball and carries it forward. This encourages the attacker to return to the mark before playing the ball.

- The attacker must wait until the defender has retired the 5 metres (or a specified distance) before playing the ball. This allows all players to become familiar with this pattern of play, and it also gives supporting attackers time to reposition themselves behind the mark.
- The loss of possession rules are modified to give attackers more time with the ball and ensure greater continuity in play. So with novices, a dropped ball or a forward pass is only penalised by the loss of two possessions, not the loss of the ball, as is the case in the real game.

Other rule infringements, such as not returning to the mark to play the ball, also result in the loss of two possessions, not loss of the ball.

This game focuses on the key concept of the gain line and how to make ground as the support attacker (figure 9.4).

The concept of the gain line is crucial in touch and in all the rugby codes. This imaginary line drawn horizontally across the field indicates the

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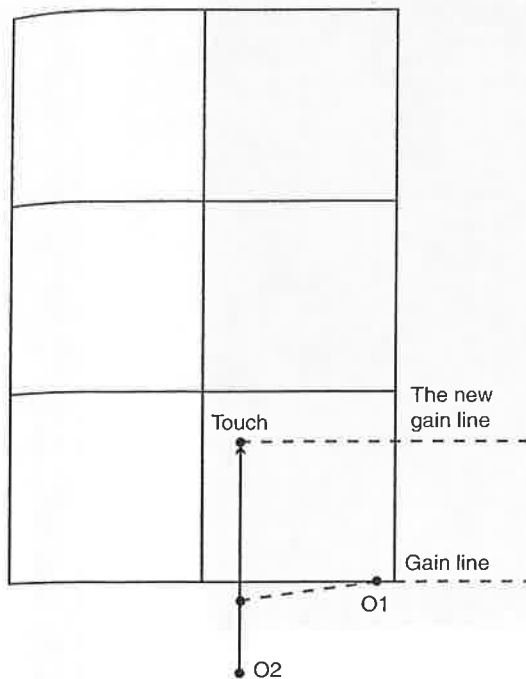


FIGURE 9.4 The gain line in rugby codes.

position of the ball at any instant, and in these games, the ball may not be passed forward of the gain line. This primary rule ensures that the ball can only be advanced safely by a ball carrier taking it forward, and this means the player with the ball and the potential receivers must work together to maximise the ground gained.

Clearly, the gain line continually moves forward and back with the position of the ball, so when a touch is made, players must return to the mark on the new gain line, where the touch was initiated. The ball is placed on the ground at this mark, and the new gain line extends through this mark across the width of the field.

Because the ball cannot be passed in front of the gain line, the ball carrier must quickly judge the position of a potential receiver and accurately time the delivery of the pass. Meanwhile, potential receivers should begin running from well behind the gain line to give themselves time to accelerate so that they can gain ground after receiving the ball. This requires good timing of the forward run to take the ball close to but not in front of the gain line. Verbal calls, such as 'on your left,' from the receiver to the passer will assist this process. The crucial concept here is that while the ball cannot be thrown forward, it should not be thrown backward (behind the gain line) any more than is necessary!

Co-operation is also required once the pass has been made, because the new supporting attacker must immediately reposition themselves to receive a possible return pass. This sequence of pass and support, repeated every time, is an important aspect of skilled play in touch. At any time, teachers and coaches can change the game's shape to make it more complex by increasing the number of players (3v2, 4v3) and the playing space (20 by 30 metres [70 by 90 feet] or 30 by 50 metres [90 by 165 feet]).

Game 3: Running the Ball Up + 3v2 With Referee

In this game, the corridor is extended to 20 by 30 metres and can be played with 3v2 and then with increased numbers (4v3 and 5v4). However, because it requires some specific techniques and several new rules and concepts, a simple practice situation is necessary before starting the game. The concept of rucking the ball as a specific tactic for running the ball forward with minimal risk of turnover can now be introduced together with key roles and then practised in the corridor (as shown in figure 9.5).

Teachers and coaches must explain the basis of this pattern of play and why it is important in the game. This will help players understand and establish an automatic pattern of taking the ball behind the gain line, running straight with the ball, initiating the touch, placing the ball quickly on the ground, and stepping forward over the ball, so the acting half can play it. The acting half then passes the ball to the receiver, who begins the sequence of taking the ball behind the gain line again. Players can gradually speed up the rucking and running process, using this quickness to gain ground and to increase the chances of catching defenders offside if they are not able to retire quickly to 5 metres. This is an ideal time to discuss the offside law and the penalty for infringements, because it provides a clear rationale for using the tactic described above. In this play, the first receiver takes the ball after one short pass and drives straight up the field as fast and far as possible without risking the ball by attempting a second pass. This allows the ball to be advanced quickly and safely away from a dangerous position near the opponent's score line. In addition, if attackers are quick, they can easily catch their opponents offside and gain 10 metres without risking the ball at all. This tactic

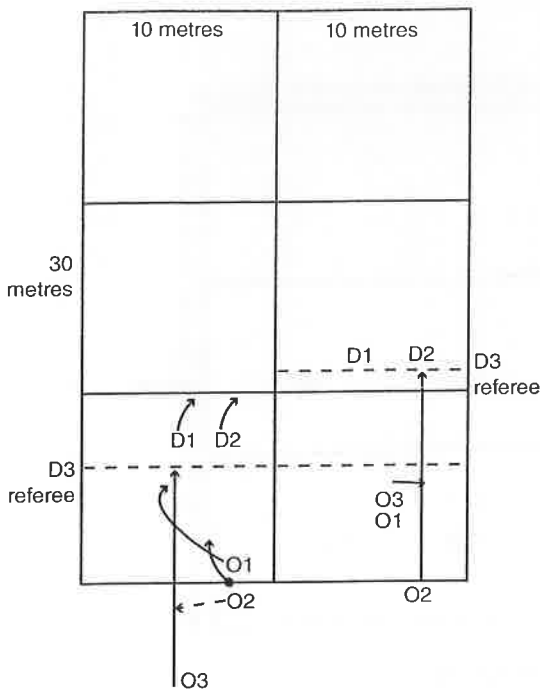


FIGURE 9.5 Running the ball up using a rucking pattern to gain ground.

can also be used to settle play after a change of possession or simply to safely gain distance towards the score line.

O1 executes a roll ball to O2, who is the acting half. The roll ball must be played at the mark by placing the ball on the ground and stepping forward over it. The ball may not roll over a 1-metre (3 feet) distance. The acting half (O2) makes a short pass to O3, who is set up diagonally behind the team. O3 then bursts forward, moving close to O2, to take the pass while still accelerating. As always, good timing is important in order to maximise the speed when receiving the ball close to the gain line.

Next, O3 runs the ball directly up the field to gain ground. If O3 cannot burst past the defender (D2), he may instigate the touch before quickly executing a roll ball to O1, who has again been trailing O3 in a good support position. O1, who is now the acting half, passes to O2, who has been moving into the support receiving position. Now O2 accelerates forward, takes another short pass, runs forward to gain as much ground as possible, and then quickly instigates the touch. In each case, the roll-ball player follows on to become the next acting half.

The rucking pattern is introduced into the 3v2 game, shown in figure 9.6, where the attacking

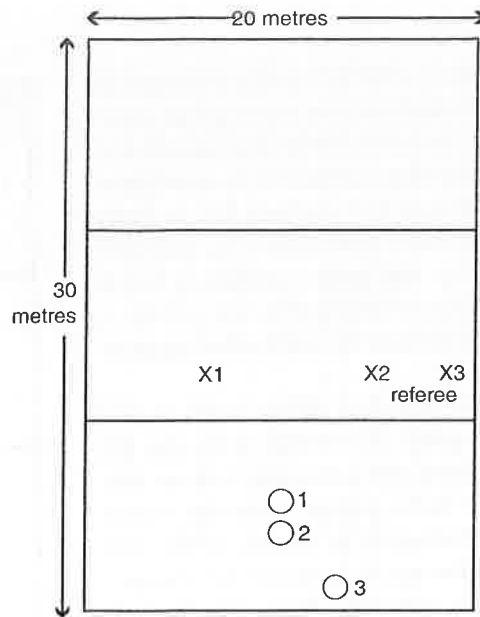


FIGURE 9.6 3v2 with referee.

team has six attempts to score a touchdown before turning the ball over to their opponents if they are unsuccessful. The referee now becomes increasingly important, focusing on the rucking pattern, observing the mark, and checking if the defence has retreated the correct distance.

In this play practice, players will learn the following:

- To ruck and run the ball efficiently so as to catch defenders offside
- The offside rule and the penalty
- The importance of not over-running the touch, since this wastes time coming back to the mark
- To roll the ball quickly
- To communicate with the acting half as the receiver

Players will also have many opportunities to practise the techniques they have previously learned.

Teachers and coaches can further shape these games to achieve specific outcomes—for example, by introducing a play condition restricting the movement of the acting half with the ball. This condition, which may be introduced for 4 to 5 minutes of play, forces the acting half to work on passing the ball to supporting team-mates rather than running with it before passing. This condition also encourages the support players to

position themselves in relation to the acting half and to time their movements to receive the pass. Another condition to consolidate the use of the rucking and running play pattern is to mandate that attackers must use this pattern for at least two attempts whenever possession is gained. Shaping the play by applying conditions for a certain length of time in the game is a productive way to focus attention on particular aspects of tactical play.

Figure 9.7 shows the 4v3 game (with a referee) played on a pitch 30 metres wide by 30 metres long. It follows the same pattern as the 3v2 game, but the extra player provides more opportunities for teamwork in attack, while the extra width may make scoring easier. As always, the object is to score a try by advancing the ball to the score line 30 metres away within the six allowed possessions. Now the 'real rules' can be introduced. For example, rather than simply imposing a loss of two possessions for an error in attack, referees must emphasize the actual rules, which now means any infringement results in either a loss of possession or a penalty. Referees play an increasingly important role in this game because they enforce the following rules:

- Defenders offside = Penalty: This is a tap taken from where the defender should have retired to, with all defenders moving back 10 metres.
- Passing after touch = Penalty
- Forward pass = Penalty
- Ball not played at the mark = Penalty
- Obstruction = Penalty
- Acting half touched with the ball = Loss in possession and the attack commences with a roll ball
- Dropped ball = Loss in possession and the attack commences with a roll ball
- Acting half fumbles the ball = Loss in possession and the attack commences with a roll ball
- Roll ball travels more than 1 metre = Loss of possession and roll ball to opponents

In this next game, the starting tap can be introduced. It is used when the game starts, after a touchdown is scored, and also after a penalty. Here, the player with the ball places it on the ground, taps it forward a short distance with the toe, then picks it up and carries it

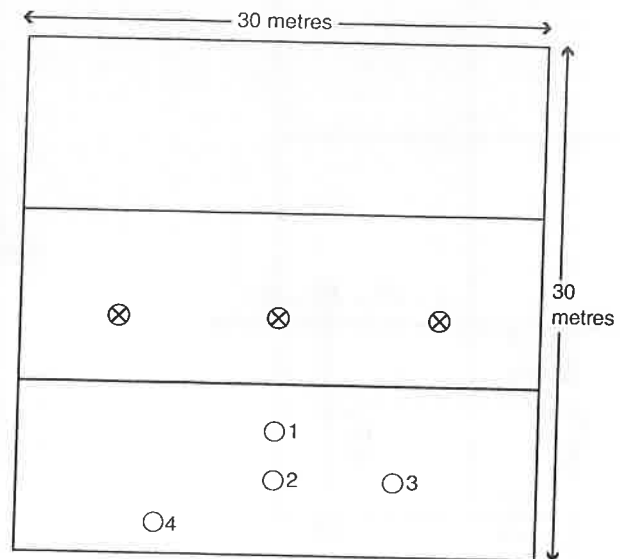


FIGURE 9.7 The 4v3 game.

forward. The defending team are positioned 10 metres back from the gain line where the tap is initiated. They may only move forward once the ball is tapped. In the 4v3 game, for example, when O1 has the ball, she begins play at the opposition score line with a tap.

When the real rules are enforced, the attackers must ensure that they do not turn the ball over carelessly, because if they do, their opponents will take over at the point where the ball is lost. Attackers must also take care not to pass the ball after the touch is made, since this also leads to a turnover and a penalty. In turn, defenders must learn to move back quickly to avoid being caught offside and giving up easy ground through penalties. This forces them to consider how to solve the problem of moving forward to make the touch without being caught by the attackers, who run the ball quickly at them. Teamwork and good communication can be used to improve defensive cover in this situation.

If team O score, their opponents begin their offense from the score line, using a tap to start play. If attackers (team O) make a mistake that results in a turnover, their opponents (team D) begin their first attempt at the point of the turnover. If team O fail to score in the six attempts, team D gain possession and begin their attack at the mark of team O's final attempt. The new attackers can now choose to employ the rucking and running tactic with short passes to advance the ball safely away from the danger area close to the opposition's end zone. The extra player

in attack makes it easier to use intelligent running both with and without the ball to create an overload of attackers and so generate scoring opportunities by drawing defenders and then passing to the open player. In this situation, attackers must read the play and use mobility to either outflank the defence or cut through gaps as defenders respond to cover the width of attacking moves.

In this game, players will learn the following:

- An intercepted pass usually results in a score by the opposition.
- An unsuccessful interception that is knocked to the ground results in another six attempts by the attackers to score.
- A dropped or missed pass results in a change of possession turnover.
- Over-running the mark results in a penalty.
- An illegal roll ball results in a change of possession turnover.
- A pass after the touch results in a penalty.
- If the acting half is caught with the ball, it is a change of possession.
- Defenders who do not retire quickly and are caught offside will draw a penalty.

Clearly, understanding the rules is a critical part of effective play in touch, so the primary and secondary rules must be introduced at appropriate moments during play.

However, players will also have the chance to do the following:

- Improve their agility as they carry the ball forward using a change in pace or a change in direction to dodge and evade defenders
- Improve their passing skill, especially while moving into good support positions
- Learn how to read the play, move into space, and draw a defender before passing
- Learn how to fake a pass and continue running
- Improve the positioning, timing, and acceleration of the support run to receive a pass
- Learn how to use mobility to wrap around team-mates, creating overload situations
- Learn how to take defensive positions along the line and respond to attacking moves

Extending Game Play

Once the attacker team begins to score relatively easily, it is time to even up the numbers and play 4v4, 5v5, or 6v6 games. In these games, it is still possible to differentiate the shape of the game to cater for the diversity of individuals in the class.

While 4v4 or 5v5 games can be played on a 30-by-40-metre (90 by 130 feet) playing space, with the 6-a-side game, the playing area should be increased to 40 by 50 metres (130 by 165 feet). This ensures enough width to encourage a range of attacking moves to stretch the defenders and to create openings in the defensive line, as well as to make ground through the safer tactic of rucking and running the ball up field.

In these games, without the advantage of an extra player, attackers must learn to use tactics such as the overlap or wrap, the switch, reverse, and double overload to create—if only for an instant—a situation where the defender is faced with two attackers. The defenders must communicate with each other and move quickly to respond collectively to the mobility of the attack. This is a difficult task, since defenders must be aware of the position of attacking players and then shift cooperatively to cover any lateral movement of attackers. They also must work together when moving up as a line to help delay the ball, which ensures no easy spaces are left for the attack to easily cut through.

By using limited-time games and rotating teams, player motivation will be enhanced. Time between games can be allocated for reflection, coaching, clarification of rules, and also improving tactical understanding. Players can also design their own patterns of play and practice them before trying them out in the next game. At any point in time during the touch unit, teachers can revisit the earlier corridor practices but with a change in the focus of play. For example, the original 2v1 game played in a 10-by-30-metre (35 by 90 feet) corridor can be quickly extended into a 2v1v1 game by simply adding a second defender and allocating space for each defender. The first defender works in the first 15 metres; the second defender is located between 15 and 30 metres. The challenge is to see if the attacking pair can move the ball down the full length of the 30-metre corridor without being touched by the defenders. Attackers score a point for making it safely across each 15-metre zone without being

touched, and the defenders score 2 points for any touch they make. The attacking pair move up the corridor to the 30-metre line and then come back again. The score is then calculated by adding the attack points and subtracting the defenders' points. Attackers and defenders then change roles. This shaped game provides additional opportunity for the attackers to improve their games sense as they solve the problem of getting the ball past each defender by drawing the defender, then either faking and running with the ball or passing it to the support attacker, who then carries it forward.

This Play Practice approach to teaching touch is recommended as the basis for introducing both rugby union and rugby league.

Rugby Sevens

Rugby sevens, like touch, is primarily based on running with the ball and passing. However, in the former game kicking the ball forward is also permitted, which influences the tactics and strategy used in the game. When a stoppage occurs in rugby sevens, the game restarts with a set play. For example, if a handling error occurs, such as the ball being knocked to the ground or passed forward, a scrum is used to restart the play, with possession transferred to the non-offending team. The ball can also be kicked forward from within the defensive 25-metre zone into touch. If the ball lands in the field of play and then bounces out of bounds, play is restarted with a lineout at the spot where the ball crossed the sideline, with possession going to the team that did not kick the ball into touch. If the ball is kicked directly out of bounds, play is restarted with a lineout; however, this is now taken at the sideline in line with where the kick was initiated.

In rugby sevens, body contact is allowed in the form of tackling the opponent who has possession of the ball. Following a tackle, players from both sides may attempt to secure the ball in a *maul*, when the ball is held off the ground, or in a *ruck*, when the ball has come into contact with the ground.

Kicking tends to be a less significant skill in the game, but it can still be important. The game starts in each half with a drop kick from the centre. After each try, a drop kick is used to attempt to convert the try and add 2 extra

points to the score. Kicking directly to touch can be used from possession in the defensive 22 metres. In attack, a deep kick from outside the defensive 22 that bounces into touch can be used to gain an attacking position. In general play, an attacking team sometimes uses a variety of kicks to overcome an aggressive defence.

Set Plays

Teachers and coaches can introduce the scrum and lineout in small practice situations, emphasising technique and the role of the individual player or group in the set piece. This can progress from simplified partner challenges, building up gradually by increasing numbers towards the more complex pressure in the game.

Scrum

Players work in pairs to establish the correct body position. This is an ideal warm-up activity that can be expanded to a partner challenge once players have mastered good body position. Players position their feet wide apart to establish a solid base, flex their knees, flatten their back, and tuck their head under the shoulder of their partner. Both partners should hold on to each other's trunks. One partner pushes against the other, sharply extending the knees and attempting to move the stationary partner back. The other partner resists by splaying the feet and locking the legs in position (figure 9.8).

Instructors can build up this technique using a 2v2 practice, in which players bind their inside arms around their partner's trunk and their outside arms around an opponent.

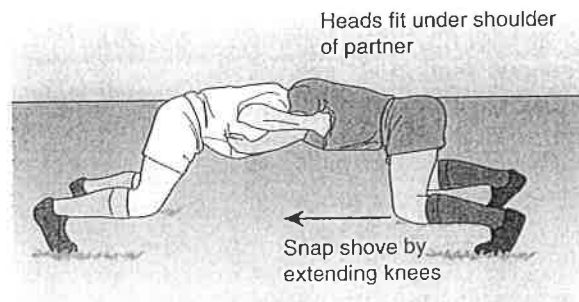


FIGURE 9.8 Scrum.

Teaching Cues for Sport Skills for Secondary School Students

THIRD EDITION

Hilda Ann Fronske
UTAH STATE UNIVERSITY



San Francisco Boston New York
Cape Town Hong Kong London Madrid Mexico City
Montreal Munich Paris Singapore Sydney Tokyo Toronto

Touch Rugby

INTRODUCTION

Touch rugby is a highly enjoyable running game with the objective of scoring tries. Developed in Sydney, Australia, in 1960, it is a noncontact version of the rugby league game that can be played anywhere by men and women of all ages and abilities. It is a great way to raise your level of fitness and improve your ball-handling skills, and besides all that, it's just a lot of fun. It's always coed, and unlike touch football, there is no specialization in positions. It's continuous; there's no stopping to make plays, so think while you're running. The faster you are able to get in position and move the ball, the greater the advantage you will have.

SKILLS LISTED WITH CUES

The cues in this chapter cover the fundamentals of the sport such as passing and catching. It also covers offense and defense, some basic strategies, and basic rules.

TIPS

Start by teaching players how to catch and pass. Then, run wings unopposed (this is called "all-blacks"). A wing is when players line up on a 45-degree angle approximately 3 to 5 meters apart. Players advance together, holding this formation until the ball is passed to them. Once they receive the ball, they pass it to the next player in the line and retreat behind the player who now has the ball to stay onside. When players can do this efficiently, it is time to split into teams and play a game.

EQUIPMENT TIPS

1. A rugby ball looks like a big football with rounded tips; they can be purchased on rugby Internet sites.
2. A touch rugby pitch (field) is 70 meters long \times 50 meters wide. There is a halfway line with two 10-meter lines on each side of the halfway line.
3. Pullover vests.

TEACHING IDEAS

1. Referee can limit the number of touches before the ball is turned over.
2. Generally played with 7 players on each team, but the game can be played with as few as 5 or as many as 10. Modify the field to account for more or less players.
3. If teams are uneven, the scrum-half (player who picks up the ball after the roll ball) on the short team can run with the ball.
4. A rule can be made that any dropped ball (even if it is knocked on by the defensive team) is a turnover.
5. Rules for kicking can be adapted for more advanced teams.

BASIC RULES AND GAME PLAY

1. Officially, the game is divided into two halves of 25 minutes each. There is a 5-minute break at half-time, and teams change direction in the second half.
2. To start the game, the ball is tapped at the halfway mark. This consists of a player releasing the ball. The ball touches his or her foot and returns to the player's hands. The ball is then live. Defensive players must be 10-meters behind the halfway mark but can advance as soon as the ball is tapped. A tap is also used to recommence play after a try is scored and on penalties (Figure 25.1 on page 324.)
3. Offensive team forms wings and uses strategies to gain field advantage attempting to score tries.
4. Each team is allowed six touches before change of possession. A legal touch includes touching the ball, shoes, hair, shirt, etc. When the defense makes contact with the ball carrier they should stop, raise their hand, and verbally call out "touch." The offense must initiate the roll ball from that spot.
5. The defensive team marks players and attempts to cause the offensive team to make errors to receive possession of the ball.
6. Penalties are awarded in cases of shepherding (blocking), offside infringements, forward passes, and player misconduct. The defensive team must be back at least 10 meters on a penalty tap.
7. A roll ball is used to restart play after a player is touched (Figure 25.2 on page 324).
8. During a roll ball the defense is required to be five meters back.

VOCABULARY

1. *Pitch*: In rugby, the field of play is called a pitch.
2. *Touch Line*: This is the out of bounds line.
3. *Forward pass*: The ball is not passed backward or lateral; but it is passed to a teammate who is in front of the passer. This results in a penalty.



FIGURE 25.1 Tapping the Ball

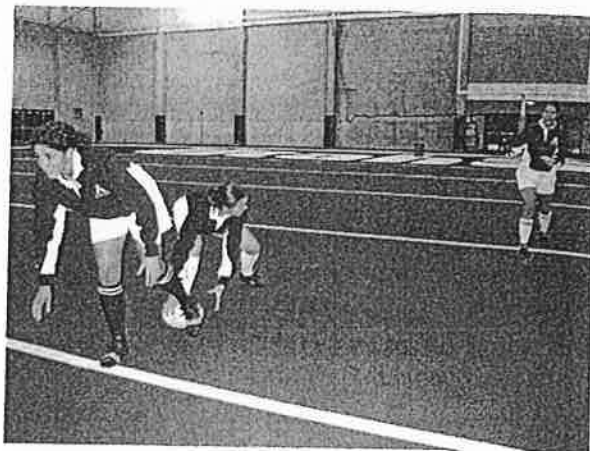


FIGURE 25.2 Roll Ball

4. *Dropped ball:* Anytime the ball is not caught it is considered a dropped ball. The result is a turnover.
5. *Try zone touch down:* This is similar to an end zone in football. To score, the player with the ball must cross into this zone and touch the ball under his or her control to the ground.
6. *Shepherding:* A player who is on offense and prevents a defensive player from tagging his or her teammate who has the ball is shepherding, and it is a turnover. No, this isn't football and you can't block. It results in a penalty and the defense must start back 10 meters.
7. *Roll ball:* Used to restart play after a player is touched or the ball is turned over.
8. *Offsides:* An imaginary horizontal line runs across the field where the ball is situated. Players must stay on his or her side of the line; if the line is crossed, the player is offsides. Interference with play from an offsides position is a penalty.
9. *Scrum-half/acting-half:* The player who picks up the ball after a roll ball is in the scrum-half/acting-half. This player role changes with each play depending on who is closest to the ball (the idea is to get the ball out quickly to catch the defense off guard). The scrum-half has the choice to run with the ball or pass the ball, but if this player gets touched, it is a turnover. Additionally, this player cannot score since at least one pass must be made to score.

FYI

For further information and special help, consult the following organization and resource.

ORGANIZATION

Australian Touch Association
 P.O. Box 9078
 Deakin, ACT 2600
 Australia

WEBSITE

www.touchrugby.com



CATCHING

SKILL	CUE	WHY	COMMON ERROR
Call for Ball Support	"With you" or "On your left/right," etc.	More likely to gain field advantage if your teammates know they can pass to you	Not letting your teammates know where you are
Hands Out (Figure 25.3)	Chest level	Give a target	Hands too big, ball slides through and bounces off chest
	Form trianglelike setting in volleyball (but in front of you instead of over your head)		Hands too small, jammed fingers, dropped balls
	Hands should be just a little wider than the ball and collapse easily around the ball as contact is made		

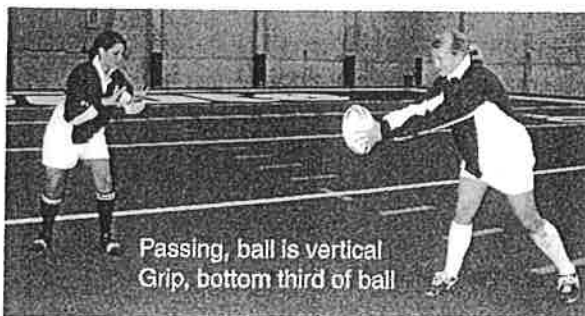


FIGURE 25.3 Catch, Call, and Release for the Ball

PASSING

SKILL	CUE	WHY	COMMON ERROR
Eye Contact	Make eye contact with the person the ball is going to	Make sure of recipient of pass	Passing without looking
Stance	Stand sideways	Use core muscles in rotation for greater power	Facing the target
Grip	Hold with both hands		
	Hold on bottom third of ball	Harder for opponents to knock ball from hands	Grabbing middle of ball
	Thumbs point toward sky, fingers wide and spread around ball	Ball is wobbly in the air and hard to catch	Ball not vertical at time of release
	Ball is vertical		
Leg Action	Short to medium step with leg closest to target	Inaccurate	Overstriding
	Rotate at hips	Less power	No rotation
Arm Action	Arms firm	More power and accuracy in pass	Using only 1 hand
	Swing like a pendulum or an elephant's trunk across body	Uses shoulder muscles instead of arm muscles	Arms too loose or too rigid
		Poor flight path	Trying to spin the ball (long passes will have a natural spin)
Release (Figure 25.3)	Underhand, sideways toss	Most accurate and controlled way to pass	Trying to pass like a basketball (forcing from chest rather than letting arms swing)
	Release right at the top of the pendulum swing		
	Ball must go backwards or lateral	If ball goes forward, it is a turnover	Trying to pass like a lateral pass in football
			Releasing too high or too low
			Passing forward



Roll B
(Figure 25.3)

Scrum
(Figure 25.3)

Wing



OFFENSE

SKILL	CUE	WHY	COMMON ERROR
Roll Ball (Figure 25.3)	The ball is placed on the ground and rolled between the legs with either the hands or foot	To restart play after a touch or a turnover	Too slow, allowing defense to get set
	All defensive players must be back 5 meters		
Scrum-Half Pass (Figure 25.2)	An offensive player picks up the ball after the roll ball and passes to another teammate (the person closest to the ball picks the ball up; this player is the scrum-half for that play)	Puts the ball in play; once the scrum-half has both hands on the ball or passes it, the ball is live and the defensive team can attack	The scrum-half cannot score off a roll ball; at least 1 pass must be made to score
	This player can run with the ball, but if touched, possession is lost		
Wings	Players line up on a 45° angle approximately 3-5 meters apart	To receive the ball, you must be behind the passer, lining up like this gives you the chance to catch the ball at full speed, and therefore you will advance further	Players lineup straight
	Players advance together, holding this formation until the ball is passed to them		
	They pass it on before they are tagged and retreat behind the player, who now has the ball to stay on sides		Passing the ball forward
			Catching the ball flat-footed
	Run straight up the field	Running across the field takes away field space from teammates	Running sideways, trying to cut corners

continued

OFFENSE, continued

SKILL	CUE	WHY	COMMON ERROR
Basic Strategies	<i>Loops</i> First player in wing passes the ball and then loops behind teammates to take a pass on the far side; this causes an overload	If you can get a player open on the end, you can gain field advantage with an overload	Shepherding
			Not communicating
	<i>Skips</i> Passing past the next player in the line to an open player; can skip 1 or more players	Get the ball to a player who can break through a hole	Getting ahead of the person with the ball; can't make a pass forward
			Receiver not ready to catch
<i>Cutting/Switching</i>	Making a sharp cut off the hip of the player with the ball	To hit a gap and break through the defensive line	Too far away from ball carrier
Scoring (Figure 25.4)	1 point is awarded when the ball carrier crosses into the tri-zone and touches the ball to the ground without losing control	Losing control of ball	Results in a turnover; not touching the ball to the ground; no point awarded; roll ball 5 meters from tri-zone; no turnover
			Dropped ball, turnover 5 meters from tri-zone



FIGURE 25.4 Try Zone/Touch Down

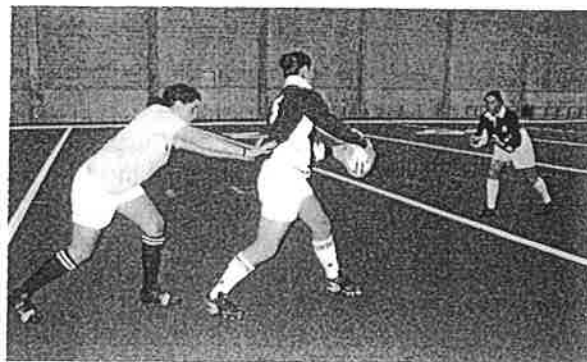


FIGURE 25.5 Legal Touch



DEFENSE

SKILL	CUE	WHY	COMMON ERROR
Tagging (Figure 25.5)	Touch the player with the ball; a legal touch includes contact with ball, shoes, hair, shirt, etc.	To stop advancement; forces the offensive team to reset; when tagged 6 times, the ball is turned over	Excessive force as called by the ref can result in a penalty
Marking	Pick a player; if that player moves, follow him or her; if he or she has the ball, tag him or her	Easier defense for beginners	Letting your man through a hole
	Watch the waist	Don't get juked/faked out	Watching the head, ball, or feet
Sliding	Zone defense rather than man	Physically easier; more fun	Not reacting fast enough
	If offensive player loops/cuts/switches, the defensive team slides to mark the new man	As in any sport, communication is very important; always let your team know where you are and who you are guarding	Not communicating effectively
	If you call the end, you always mark the offensive player who is on the end; if you call 2 in, you always mark the player second from the end		Offensive team develops overload or breaks through holes, thinking your teammate will make a tag that should be yours
Interception	If you catch a pass from the offensive team, the play continues in your possession	If you make a play from an off-sides positions, it is a penalty	You cannot hang out in the passing lane waiting for a pass; you must charge a pass from your line and catch it cleanly to gain possession
Offsides	Defensive players cannot be behind the ball; they must start 5 meters back from roll ball, then must remain even with the ball during play	Results in a penalty	Going too far forward

