



Australian Government
Australian Sports Commission

Active After-school Communities

Helping kids and communities get active

Playing for Life — Touch Football



ausport.gov.au



Acknowledgments

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the development and production of this resource:

Caron Williams (AASC) for her contribution in the following areas: game development, content review, editing and design of the resource

Kym McMahon (AASC) for her assistance in content review, design review and editing

Kitty Chiller (AASC) for her assistance in content review and editing

Teena Jackson (AASC) for her assistance in content review and editing

Laura Holden (AASC) for her assistance in content review and editing

Adam Raptis (TFA) for his assistance in content review

Gayle Rogers (ACHPER/Schools Network), Sue Cormack (ACHPER, Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

Disclaimer

This resource been designed for use with students aged 5–12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concern about such matters, the consent of the student's parent or guardian should be obtained before allowing participation.

While care has been taken in the preparation of this resource, the publisher and authors do not accept any liability arising from the use of this resource, including, without limitation, from any activities described in the resource.

© Australian Sports Commission 2013

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Australian Sports Commission. Requests and enquiries concerning reproduction should be emailed to copyright@ausport.gov.au

For general enquiries:

Tel: (02) 6214 1111

Fax: (02) 6214 1836

Email: asc@ausport.gov.au

Website: ausport.gov.au

For a complete listing of Australian Sports Commission publications, visit shop.ausport.gov.au

ISBN 978-1-74013-125-4

Unless otherwise specified, all images are the property of either the Australian Sports Commission or Touch Football Australia.

Cover illustrations by Kathryn Wright Design

Content illustrations by G. Robey Design

Design by Swell Design Group

Contents

Introduction to Touch Football 1

Playing for Life — what is it? 13

LESSON PLANS

Lesson 1 16

Lesson 2 23

Lesson 3 29

Lesson 4 36

Lesson 5 42

Lesson 6 49

Lesson 7 56

OTHER INFORMATION

Behaviour management 62

Where to from here? 66

Contacts 67



Introduction to Touch Football

Did you know?

- > All it takes to play Touch Football are some friends and a football.
- > Age is not a barrier in Touch Football — family members can play together in mixed teams in local competitions.
- > Touch Football was formally developed in the 1960s from a method of training for rugby league.
- > A 'National Championship Tournament and Exchange' is held every year and includes a 12-and-under division for primary school-aged children.



Touch Football is one of Australia's most popular social sports and is played in more than 40 countries around the world. It is played by two opposing teams, each attempting to score more touchdowns than the other by placing an oval-shaped football on the ground within the opposing team's touchdown zone. It is a minimal contact sport that encourages fitness, communication, team spirit and decision-making. It is fully inclusive, catering for both male and female participants of any age, and requires only a football to get a game started.

Playing for Life — Touch Football uses modified rules to meet the developmental needs of young Touch Football players. There are no set positions and the attacking team maintains possession of the ball for six touches, meaning errors by the attacking team are counted as a touch rather than losing possession of the ball. This ensures players develop confidence with the ball as they learn to run forward quickly to gain territory.

Introduction to Touch Football

Playing for Life — Touch Football



This **Playing for Life — Touch Football** coaching manual consists of seven sequential, game-based lessons suitable for primary school children of all abilities. The lessons are designed to assist people with minimal experience in Touch Football to deliver fun, inclusive games in line with the Playing for Life philosophy.

The lessons promote a facilitated approach to coaching. Games introduced by the coach can be replicated on a smaller scale so that groups of players can assist the coach to set up the playing areas and then manage the game themselves. This provides the coach with the opportunity to observe and ensure that all players are having fun while being actively involved in a safe environment, and to provide discrete coaching where necessary.

Coaches and teachers are encouraged to match the game with the ability of the players and **'CHANGE IT'** (see page 14).

Each lesson is 60 minutes in length and consists of three sections:

Start out:

simple games to warm up the players and introduce a skill or movement

Get into it:

more complex games to assist with skill development and replicate parts of the traditional game

Finish up:

a low-intensity concluding activity, followed by a quick review, that allows the coach and players to discuss the lesson and provide feedback.

Introduction to Touch Football

Tips for delivering Playing for Life — Touch Football



- 1** Instruct players to stop and place the ball on the ground when the signal is given, to ensure they can listen without distractions.
- 2** Ensure that there is a maximum of six players per team on the field during Touch Football games.
- 3** Call ‘Play on!’ or ‘Touch!’ for inexperienced players who pass the ball slightly forward rather than losing possession of the ball and causing a high number of turnovers.
- 4** Demonstrate games first and keep instructions as brief as possible, to ensure players are quickly engaged in the activities.
- 5** Use different team sizes, for example 4 v 3, to equalise the effects of different player abilities.
- 6** Use games and quick activities to form groups and teams. Avoid nominating two players as captains to choose teams — no-one likes being the last person picked!
- 7** Duplicate games and circuits to provide maximum participation.
- 8** Avoid eliminating players from games to ensure they remain completely inclusive.

Introduction to Touch Football



Golden rules of safety

- 1** Ensure that the playing area is free of hazards and that it is a safe distance away from walls and fixed objects.
- 2** Players can score a touchdown by simply running over the scoreline (without being touched) when playing on hard surfaces or indoors.
- 3** In tagging games, remind players to look out for others and look ahead.
- 4** Ensure there is a safe distance between groups of players.
- 5** Ensure all equipment is appropriate, safe and working correctly.
- 6** If you observe dangerous play, stop the activity and explain what is appropriate and expected.
- 7** Most acts of contact or misconduct at this level are caused by lack of coordination, with no intent. In these cases try and give the advantage to the attacking team and continue play.
- 8** Coaches and program coordinators have a legal responsibility to provide a duty of care to participants. This includes ensuring players are directly supervised by a nominated staff member at all times.



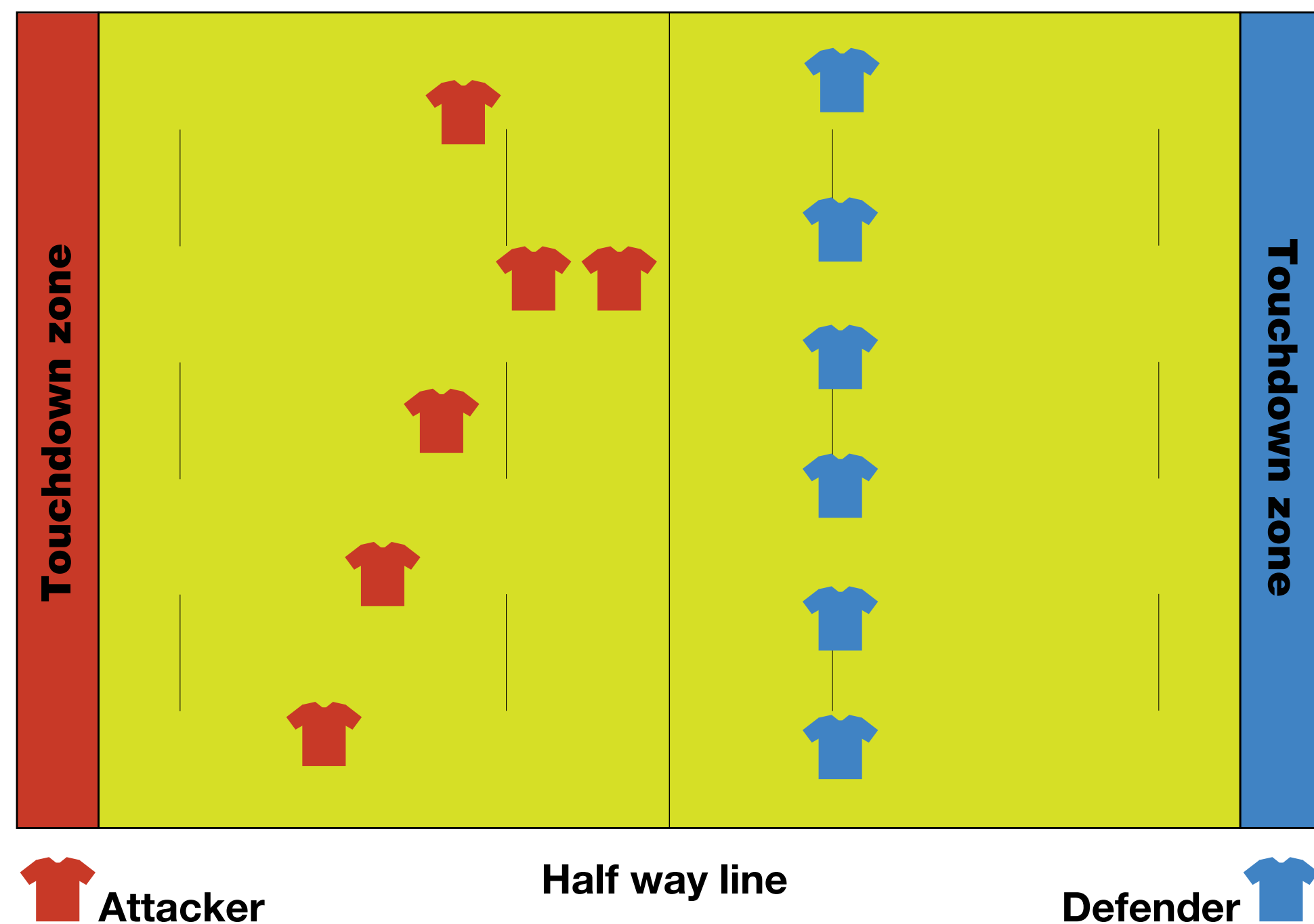
Playing for Life — Touch Football



Modified Touch Football rules and guidelines

The playing field

The playing field can be any size to suit player ability and the physical environment.



Teams

Touch Football is played with a maximum of six players on the field, although games can start with three or more players. An unlimited number of interchange players is allowed.

Starts and re-starts

All players must be in their own half of the field at the start of play. The defending team must be at least five metres away from the ball until it is in play.

Play commences with a tap from the middle of the half way line at the start of each half and after a touchdown is scored. The team that was scored against in the touchdown re-starts play. When performing a tap, the player must place the ball on the ground, release both hands from the ball ensuring contact with either foot and then retrieve the ball. The ball must not move a distance of more than one metre and may be tapped with the foot in any direction.

Playing for Life — Touch Football



Modified Touch Football rules and guidelines

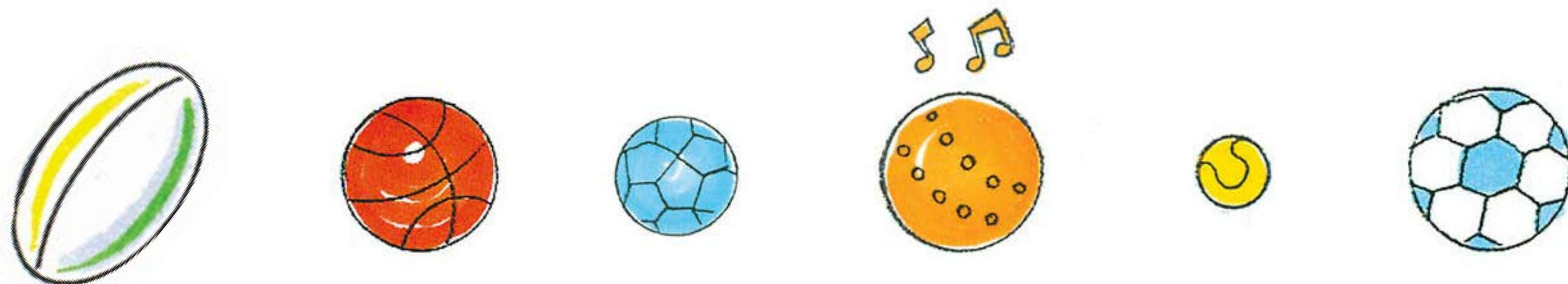
The ball

Any type of oval-shaped junior football is acceptable for young players. Many of the activities in the **Playing for Life — Touch Football** manual require every player to have a ball, therefore round balls can also be used to ensure maximum participation. High-density foam balls are excellent for use indoors, and to encourage young and less-able players to participate in mixed ability groups. A bell ball or yellow coloured ball can be substituted to assist vision impaired players.

The attacking team

The attacking team maintains possession of the ball for six touches. All forward passes, dropped balls and late passes are counted as a touch. Once six touches have been completed, the attacking team hands the ball over and becomes the defending team.

Players on the attacking team must be onside, that is, spread out behind the attacking player in possession of the ball.



Playing for Life — Touch Football



Modified Touch Football rules and guidelines

Offside

Defenders must retreat five metres for all facets of play including penalties. Once the acting half has released the ball, the defending team can move forward.

The acting half

The acting half is any player who takes possession of the ball after a rollball. The acting half must pass the ball immediately from the rollball; they can't run with the ball or score a touchdown. When this occurs, the attacking team will be instructed to replay the ball.

Penalties and misconduct

A re-start of six touches will be awarded to the opposing team for offside, kicking the ball and undesirable behaviour.



Playing for Life — Touch Football



Touch Football basic skills

Performing a rollball

A rollball is when a player places the ball on the ground while stepping forward over it. A team-mate (the acting half) picks up the ball and passes it to another team-mate. It is a part of almost every pattern of play in Touch Football. For developmental purposes, the rollball is used at the following times in **Playing for Life — Touch Football**:

- following a touch on the player with the ball
- following a change of possession
- for all penalties and infringements
- when the ball goes over the sideline
- when directed by the referee

Main teaching points

- 1 Position on the mark.
- 2 The player with the ball faces the opposing team's touchdown zone.
- 3 The ball is placed on the ground between the feet (preferably the ball is stationary, although it may roll backwards to a maximum of one metre).
- 4 The player steps over the ball.



Playing for Life — Touch Football



Touch Football basic skills

Passing the ball

The ball is to be passed to a team-mate who is either beside or behind the ball carrier (not forward of the ball carrier). Players must learn to pass to both the left and right sides of the body.

Main teaching points

- 1 Hold the middle of the ball with thumbs on top and fingers underneath.
- 2 Swing the ball across the body with both hands and elbows slightly bent.
- 3 The head leads the rotation of the upper body towards the receiver.
- 4 Release the ball and follow through in the direction of the pass.



Playing for Life — Touch Football



Touch Football basic skills

Running with the ball

Carrying the ball in two hands enables players to more quickly pass or release the ball in either direction.

Main teaching points

- 1 Carry the ball in two hands in front of the body.

Scoring a touchdown

A touchdown is worth one point and is made by the attacking team moving the ball by running and passing it backwards, past the defending team and placing it on the ground in the defending team's touchdown zone.

Main teaching points

- 1 Cross the scoreline.
- 2 Bend the knees and lower the body.
- 3 Use both hands to place the ball on the ground.



Playing for Life — Touch Football



Touch Football basic skills

Effecting a touch

A touch is defined as contact on any part of the body between a player in possession of the ball and a defending player. A player cannot pass the ball after a touch has been made; they must return to the mark and perform a rollball. All touches must be made with minimal physical force and include a ‘light tap’ on a player (including hair or clothing) or the ball.

Effecting a touch by a defender

Defending players should be encouraged to use their hands to make all touches on or below the shoulders. Attempted trips, pushing or using the legs to touch a player must be penalised immediately.

Main teaching points

- 1 Be positioned to one side of the ball carrier to reduce evasion options.
- 2 Look at the waist or lower trunk of the ball carrier.
- 3 Move towards the ball carrier and slow down slightly.
- 4 Touch the ball carrier with a ‘light tap’ and call out either ‘yes’ or ‘touch’.



Playing for Life — Touch Football



Touch Football basic skills

Effecting a touch by a player with the ball

Introduce the more advanced concept of effecting a touch by a player in possession of the ball only when players understand the basics of the game of Touch Football and how to effect a touch as a defender.

This involves the attacker with the ball moving close to and making light contact with a defender to make a touch. This move is normally followed by an immediate rollball. It is used for tactical purposes, including progressing the ball forward up the field at speed or to force the defending team into an offside position.



Playing for Life — what is it?



Key concepts

Playing for Life is an approach to coaching that uses games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.

The game is the focus

Players develop sporting skills and tactics by playing fun games rather than traditional drills.

The coach is a facilitator

The coach sets challenges for the players to find solutions through games rather than instructing players on how to perform a skill.

Player role modelling

The coach uses players during the game to demonstrate good technique and skilful play.

Discrete coaching

Allows players needing extra assistance to be discretely coached on the side in an unobtrusive way while the game is in progress.

Ask the players

Questioning players is a valuable strategy to engage the children in changing the activity or providing feedback on whether the game is achieving desired outcomes.

Playing for Life — what is it?



CHANGE IT

> Vary one or more of the following game elements to maximise participation and better meet player needs and game objectives.

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

If it's not working ...
CHANGE IT!

C

Coaching style

I

Inclusion

H

How you score/win

T

Time

A

Area

N

Numbers

G

Game rules

E

Equipment

Overview of lessons

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7
SKILL FOCUS	<ul style="list-style-type: none"> > Running with the ball > Rollball > Effecting a touch > Touchdowns 	<ul style="list-style-type: none"> > Space and player awareness > Passing and catching > Team defence > Touchdowns 	<ul style="list-style-type: none"> > Passing and catching > Evasion > Touchdowns 	<ul style="list-style-type: none"> > Passing and catching > Evasion > Line defence concepts > Teamwork 	<ul style="list-style-type: none"> > Touch Football match play > Passing and catching > Teamwork 	<ul style="list-style-type: none"> > Role of the acting half > Touch Football match play 	<ul style="list-style-type: none"> > Touch Football match play
START OUT	<ul style="list-style-type: none"> > Scoop tag > Coach says 	<ul style="list-style-type: none"> > Rock, paper, scissors > Ball runner 	<ul style="list-style-type: none"> > Face-to-face pairs > Boundary pass 	<ul style="list-style-type: none"> > Chain tag > Flying V 	<ul style="list-style-type: none"> > Scatter tag > Step in, step out 	<ul style="list-style-type: none"> > Tap tag > Mirror, mirror 	<ul style="list-style-type: none"> > All in tag > Form a team
GET INTO IT	<ul style="list-style-type: none"> > Tricky touchdowns > Jailbird 	<ul style="list-style-type: none"> > Spare square > Guard the castle 	<ul style="list-style-type: none"> > Giant's treasure > Back-to-back 	<ul style="list-style-type: none"> > Team waves 	<ul style="list-style-type: none"> > Warriors and dragons > Double defence 	<ul style="list-style-type: none"> > Double agent > Drop out, drop in 	<ul style="list-style-type: none"> > Team waves > Touch Football round robin
FINISH UP	<ul style="list-style-type: none"> > Circle dodge ball > What did you like? 	<ul style="list-style-type: none"> > Let's see it! 	<ul style="list-style-type: none"> > Blind walk > Pack it up fun 	<ul style="list-style-type: none"> > Back-to-back passes > Let's see it! 	<ul style="list-style-type: none"> > Seated circle pass > What did you like? 	<ul style="list-style-type: none"> > Untie the knot > What's ahead? 	<ul style="list-style-type: none"> > Where to from here?

Playing for Life — Touch Football

1

SKILL FOCUS

- A** Running with the ball
- B** Rollball
- C** Effecting a touch
- D** Touchdowns

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30); 3 x sets of team bibs or sashes

ACTIVITIES

- > Scoop tag **10 minutes**
- > Coach says **5 minutes**
- > Tricky touchdowns **15 minutes**
- > Jailbird **15 minutes**
- > Circle dodge ball **10 minutes**
- > What did you like? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Scoop tag

Taggers chase runners who are carrying a football. If runners are tagged, they must perform a rollball and then become a tagger. The tagger scoops the ball up and continues play as a runner. Play in groups of 15 or more.

LESSON 1

- > START OUT
- > 10 MINUTES

SKILL FOCUS

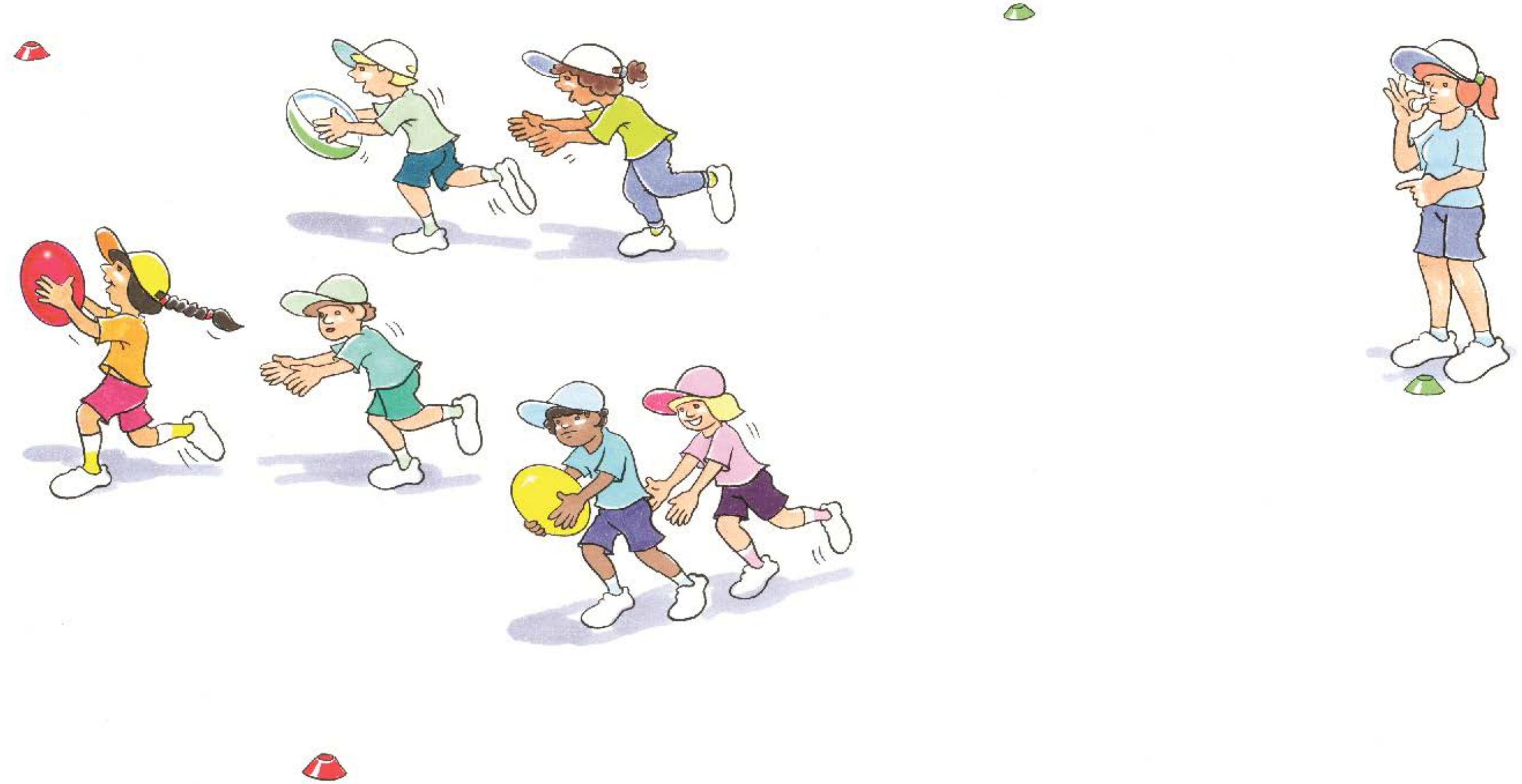
- > Running with the ball; effecting a touch; rollball

EQUIPMENT

- > 1 x football per runner; 4 x marker cones to define playing area

What to do

- > Nominate three or four players to start as taggers without a football.
- > All other players carry a ball and run randomly in an area evading taggers.
- > Taggers call out, 'Touch!' or 'Yes!' when they effect a touch on a runner.
- > The tagged player must immediately perform a rollball (place their ball on the ground between their feet and step over it), and become a tagger.
- > The tagger scoops the ball up and continues playing as a runner.



Tips

- > In Touch Football, a scoop takes place when the attacking player moves in a forward direction to pick up the ball from a rollball.
- > Remind players to look up to determine where their opponent is before scooping the ball off the ground to avoid collisions.

Change it

- > Once the tagger scoops up the ball, they immediately pass it back to the runner and continue chasing (they don't change places with the runner).

Coach says

Using the rules of 'Simon says' the coach calls out commands for players to perform various ball handling skills and fundamental motor skills.

LESSON 1

- > START OUT
- > 5 MINUTES

SKILL FOCUS

- > Introduction to basic Touch Football skills and terminology

EQUIPMENT

- > 1 x football per player; 4 x marker cones to define playing area

What to do

- > Each player has a football.
- > When you call out, 'Coach says...' with an action, players demonstrate the action. Examples include:
 - throw the ball in the air, clap and catch it
 - place the ball on the ground and step over it
 - place your ball on the ground and scoop up another player's ball.
- > Players freeze on the spot if you call an action without saying, 'Coach says...' first.



Tip

- > Players are not eliminated if they are 'tricked' by the coach. They can perform a skill such as scoring a touchdown at a nominated line before returning to the game.

Change it

- > Players walk or slowly jog from end to end in the playing area while performing actions.
- > Play in small groups with one player calling the 'Coach says...' actions.

Tricky touchdowns

One at a time attacking players with a football enter the playing area and quickly choose one of two possible lines to run over before being tagged by a defender. Players change roles frequently. Play with up to ten players per game.

LESSON 1

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

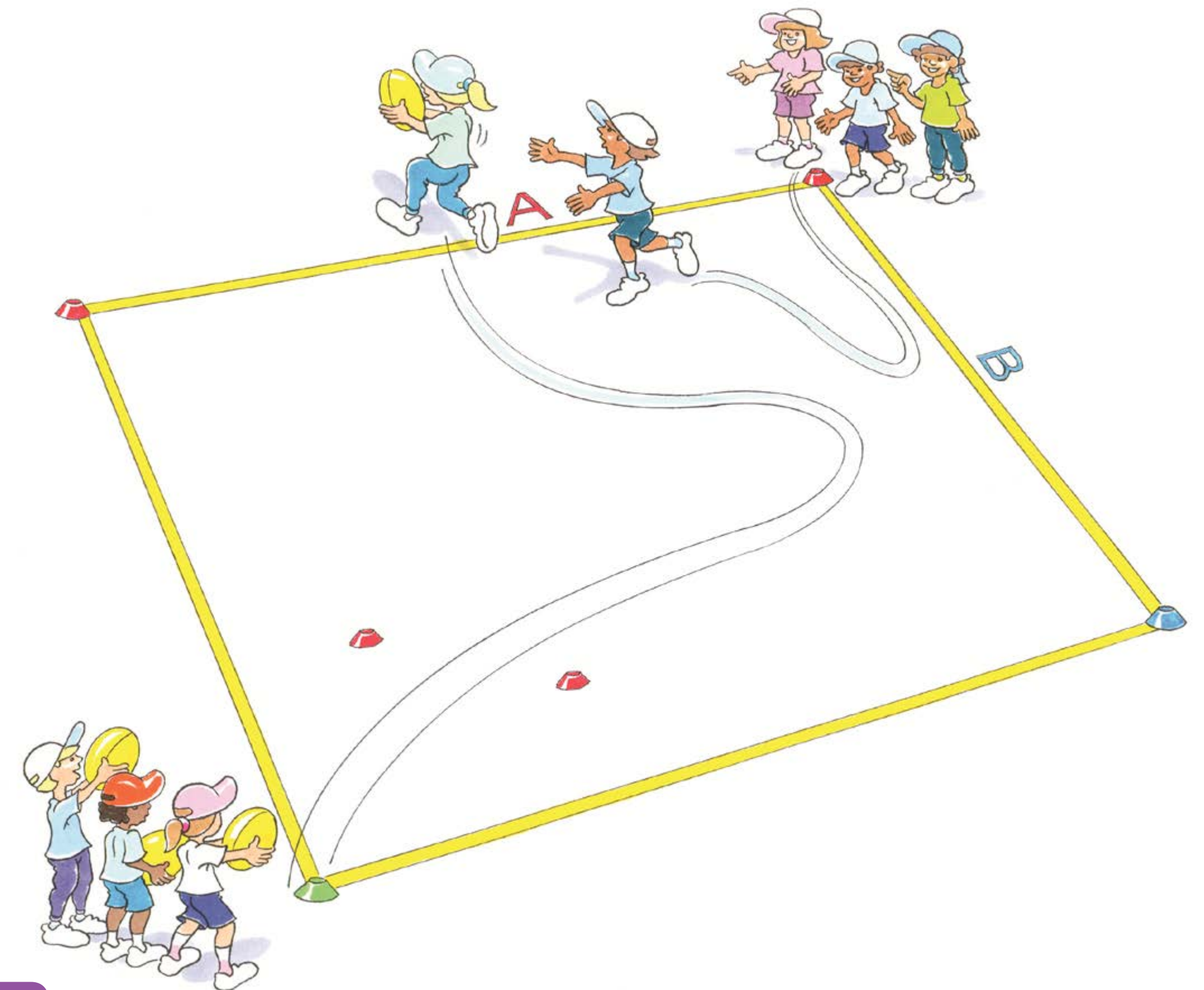
- > Evasion (side stepping); effecting a touch; touchdowns

EQUIPMENT

- > 1 x football per player on attacking team; 6 x marker cones

What to do

- > Organise players into two groups at diagonal points of the playing area.
- > Attackers line up behind a cone or marker with a football each.
- > A defender can only enter a playing area once an attacker has entered the area.
- > One point = attacker runs over a selected line without being touched.
- > An attacker and defender must quickly move out of the game as soon as the attacker is either touched or runs over the selected line.
- > Swap roles when all attackers have had a turn.



Tips

- > Each play between an attacker and defender should last no longer than ten seconds.
- > Look for role models who push hard off the foot to step and evade a defender.

Change it

- > Two points = attacker scores a touchdown by grounding the ball on or over the scoreline (even if they are touched as they place the ball down).
- > An acting half standing near the attackers can pass the ball to the attacker who then enters the playing area on the run.

Jailbird

Players run into the opposing team's half to retrieve a football and return it to their scoreline. If tagged in the opposition's half, players must go to 'jail' and wait to be rescued by team-mates. The team who collects all six balls or has the most balls on their scoreline when 'Time!' is called, is declared the winner. Play in teams of eight or more.

LESSON 1

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

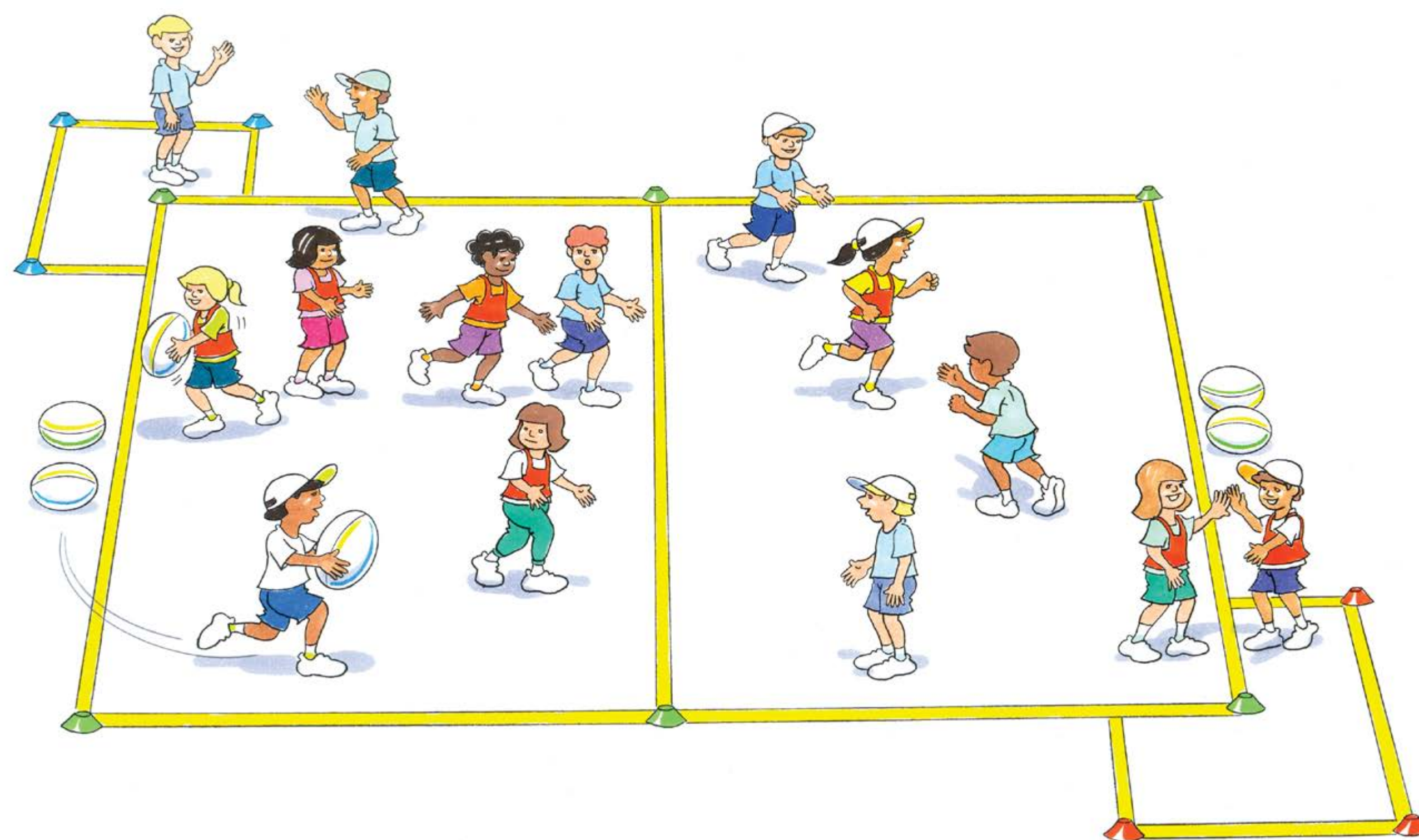
- > Evasion; effecting a touch; teamwork

EQUIPMENT

- > 6 x footballs; marker cones to define large playing area; 2 x sets of bibs or sashes

What to do

- > Players are split into two even teams and start in their half of the playing area.
- > Three footballs are placed behind each team's scoreline.
- > On your signal, players run into the opposing team's half in an attempt to retrieve a ball.
- > If successful in retrieving a ball, the player runs back to place the ball on their scoreline (players with a ball can't be tagged).
- > If a player is tagged in the opposition's half, they must go to jail.
- > A player can be rescued from jail with a 'high five' from a team-mate. Once released from jail, both players must walk back to their own half around the outside of the area, before rejoining the game.
- > The winning team is the one who collects all six balls or has the most balls when 'Time!' is called.



Tip

- > Call 'Time out!' to provide teams with an opportunity to plan strategies. For example, to determine who will release team-mates in jail and who will attempt to retrieve balls.

Change it

- > The coach can release players from jail with a 'freedom ticket' if they are in jail for too long or too often.
- > In mixed ability groups, younger/less able players must be tagged by two different players in opposition territory before having to go to jail.

Circle dodge ball

Players on a circle boundary roll footballs in an attempt to contact players in the middle on the legs. Once contacted by a ball, the player joins the circle boundary and attempts to eliminate the remaining players. The last player left is declared the winner. Play in groups of 9–12.

LESSON 1

- > FINISH UP
- > 10 MINUTES

SKILL FOCUS

- > Ball handling; evasion

EQUIPMENT

- > 2–4 x footballs per game; team bibs or sashes in 3 colours (optional); marker cones to define the circle (optional)

What to do

- > Form a circle with up to 12 players.
- > Allocate each player a colour to form three teams, for example, red, blue, green, red, blue...
- > Call 'Red!', indicating the red team stand in the centre of the circle and move to avoid footballs rolled by the green and blue teams on the circle boundary.
- > Once hit on the lower leg/foot with a ball, players must join the circle boundary and try to hit the remaining players.
- > The last player left in the middle is the winner.



Tip

- > Encourage players on the circle boundary to get in line with the ball as it rolls towards them and bend their knees to lower their body to scoop it up.

Change it

- > Enlarge or reduce the size of the playing area.
- > Use different sized and shaped balls to make it easier or harder to hit players.

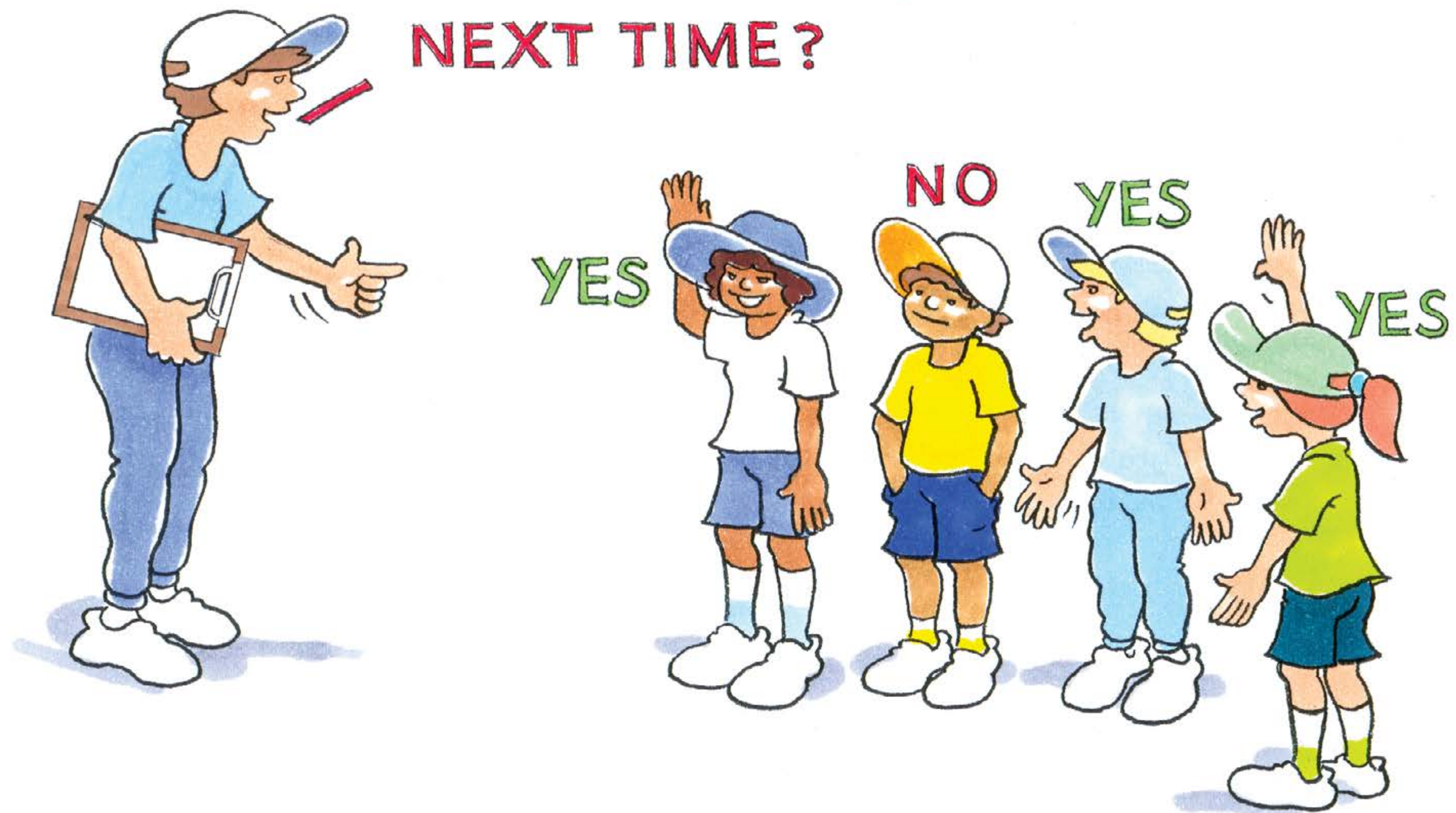
What did you like?

The coach asks players about the games to receive feedback.

LESSON 1

- > FINISH UP
- > 5 MINUTES

WHO WANTS TO
PLAY TODAY'S GAMES
NEXT TIME?



Playing for Life — Touch Football

2

SKILL FOCUS

- A** Space and player awareness
- B** Passing and catching
- C** Team defence
- D** Touchdowns

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

1 x football per player; 1 x set of marker cones (30)

ACTIVITIES

- > Rock, paper, scissors **10 minutes**
- > Ball runner **15 minutes**
- > Spare square **10 minutes**
- > Guard the castle **15 minutes**
- > Let's see it! **10 minutes**



[RETURN TO LESSON OVERVIEW](#)

Rock, paper, scissors

Players move randomly around a playing area. When the coach calls out 'Rock, paper, scissors', players run to face the nearest person and perform the actions to see who wins. Play in groups of ten or more.

LESSON 2

- > START OUT
- > 10 MINUTES

SKILL FOCUS

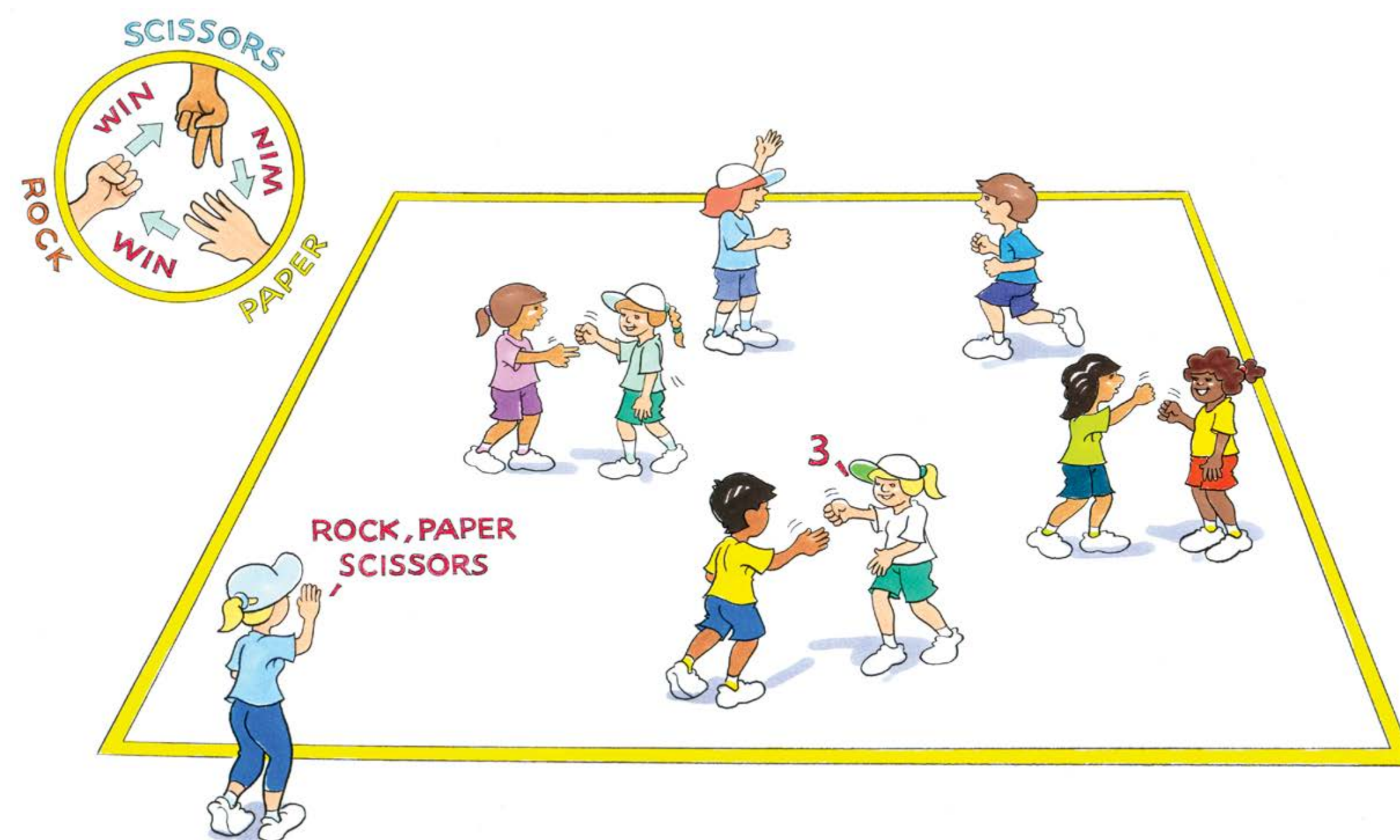
- > Space and player awareness

EQUIPMENT

- > 4 x marker cones to define playing area

What to do

- > Ask all players to hold up a hand and practise the three actions of rock, paper and scissors, and explain how points are won.
- > Players begin jogging randomly in a large playing area.
- > When you call 'Rock, paper, scissors!', players run to the nearest person and perform the actions to win points against their opponent. Continue playing games until you call, 'Play on!'
- > When you call 'Play on!', the player in each pair who won the most games scores a point, and all players continue to move randomly in the playing area.
- > When 'Time!' is called, players add up their total to determine the winners (no total score is also an option).



Tips

- > 'Rock, paper, scissors' can replace a coin toss to decide which team starts a game as attackers and which direction the team will choose to run.
- > The coach can use the game of 'Rock, paper, scissors' to create pairs for other activities.

Change it

- > Change the method of locomotion after each call of 'Play on!'
- > Players can carry a football in two hands as they move randomly and place it on the ground between their feet to play 'Rock, paper, scissors'.

Ball runner

Players in pairs pass a football back and forth in the centre of a playing field. When the coach calls 'Ball!', the player who has the ball must run to their end and score a touchdown. Play in groups of ten or more.

LESSON 2

- > START OUT
- > 15 MINUTES

SKILL FOCUS

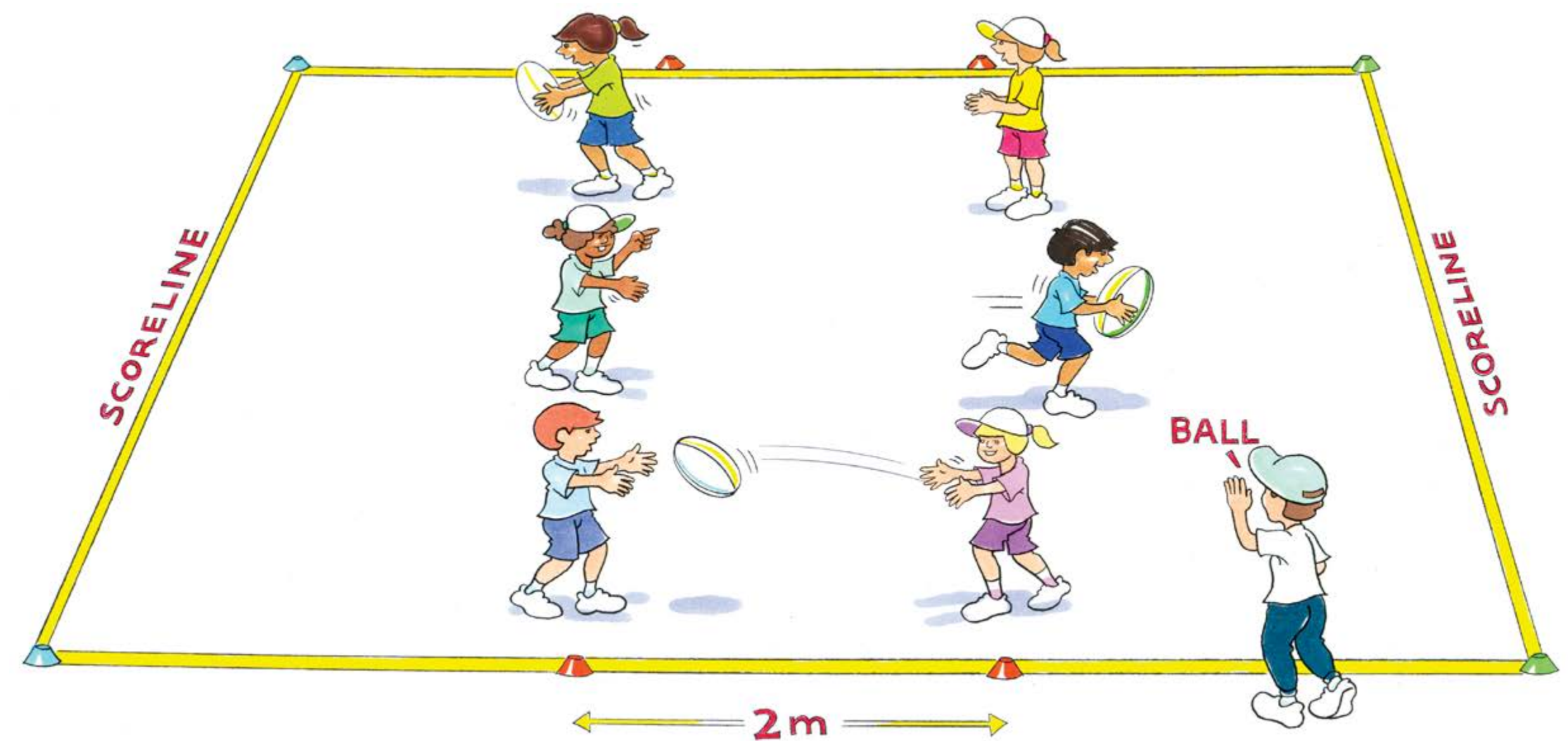
- > Lateral pass (static); catching; touchdowns

EQUIPMENT

- > 1 x football per pair of players; 8 x marker cones to define playing area

What to do

- > Organise players into pairs with one football per pair.
- > Pairs line up side-by-side two meters apart in the centre of the playing field and pass the ball back and forth to their partner.
- > When you call 'Ball!', the player with the ball (or about to receive the ball) must run with it and score a touchdown.
- > After scoring a touchdown they return to the centre and resume passing.



Tip

- > This is a cooperative game to encourage players to pass, catch and score touchdowns correctly without pressure of defenders or making errors.

Change it

- > Ask players to swap sides to ensure they learn to pass and catch from the right and left sides of their body.
- > One point = player with the ball makes it to the scoreline without being tagged by their partner.

Spare square

Three attacking players on a square pass a football back and forth while a player in the centre of the square attempts to intercept the ball. Attacking players can move to the spare marker cone to receive the ball. Play in groups of four.

LESSON 2

- > GET INTO IT
- > 10 MINUTES

SKILL FOCUS

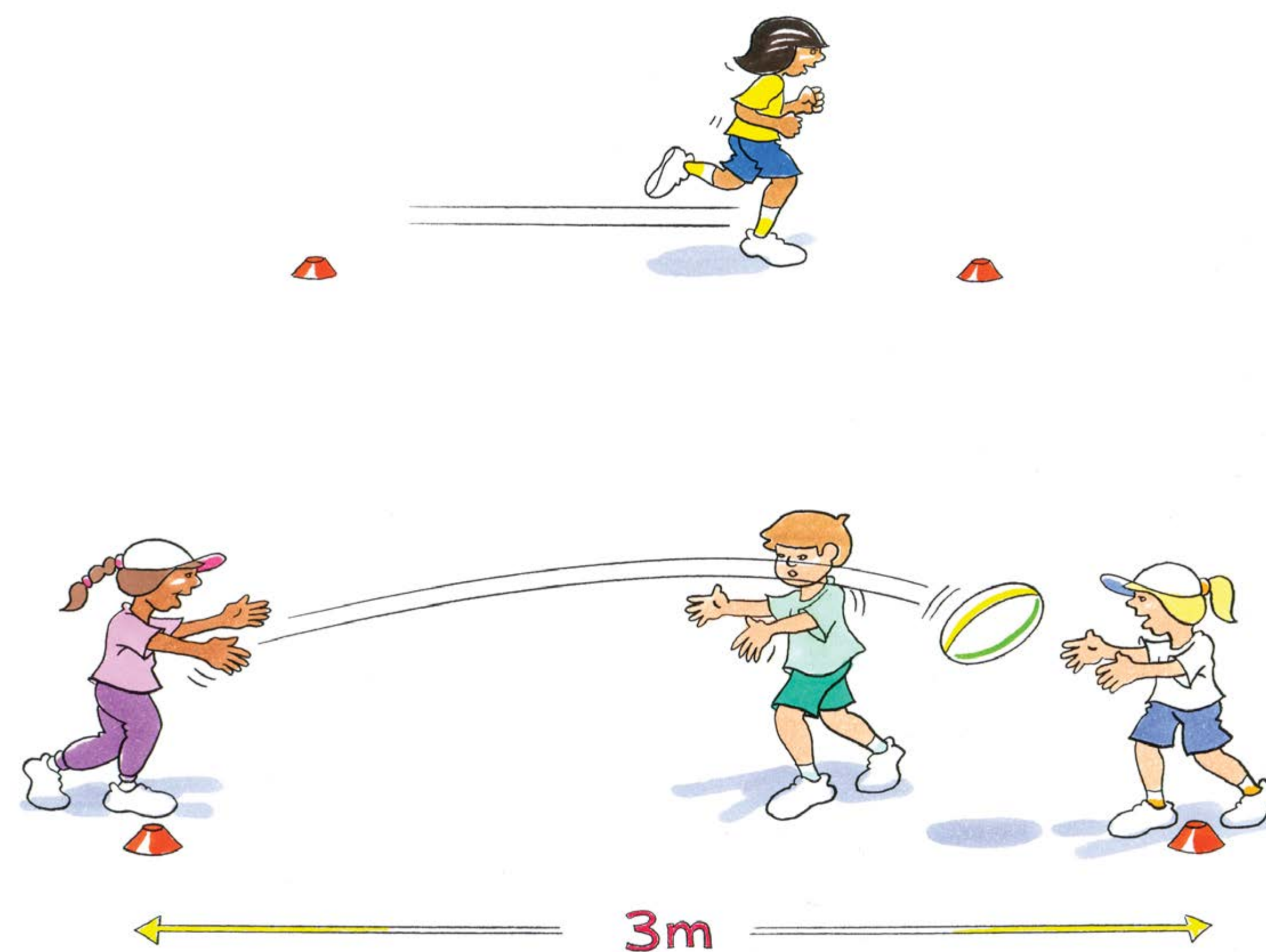
- > Passing and catching

EQUIPMENT

- > 1 x football; 4 x marker cones

What to do

- > Separate players into groups of four with one football, and set up a 3 metre x 3 metre square using marker cones.
- > The three attacking players stand at a marker and can only pass the ball to players on each side of the square (not diagonally across the square).
- > To receive the ball attacking players can move to the spare marker cone – they cannot run while holding the ball.
- > A fourth player in the centre attempts to intercept the ball or cause a fumble.
- > When the ball is intercepted, the attacking player who touched it last changes place with the interceptor.



Tip

- > Practise without an interceptor first to ensure the attacking players do not move off the marker cone until they have passed the football.

Change it

- > If a player passes the football over shoulder height, they become the interceptor.
- > If a player holds the ball for more than three seconds, they change places with the interceptor.

Guard the castle

Guards in a line move sideways as they try to protect the castle from invasion. Invaders attempt to slip through gaps in the guards' defence to leave as many footballs as they can inside the castle within two minutes. Play in groups of 10–12.

LESSON 2

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

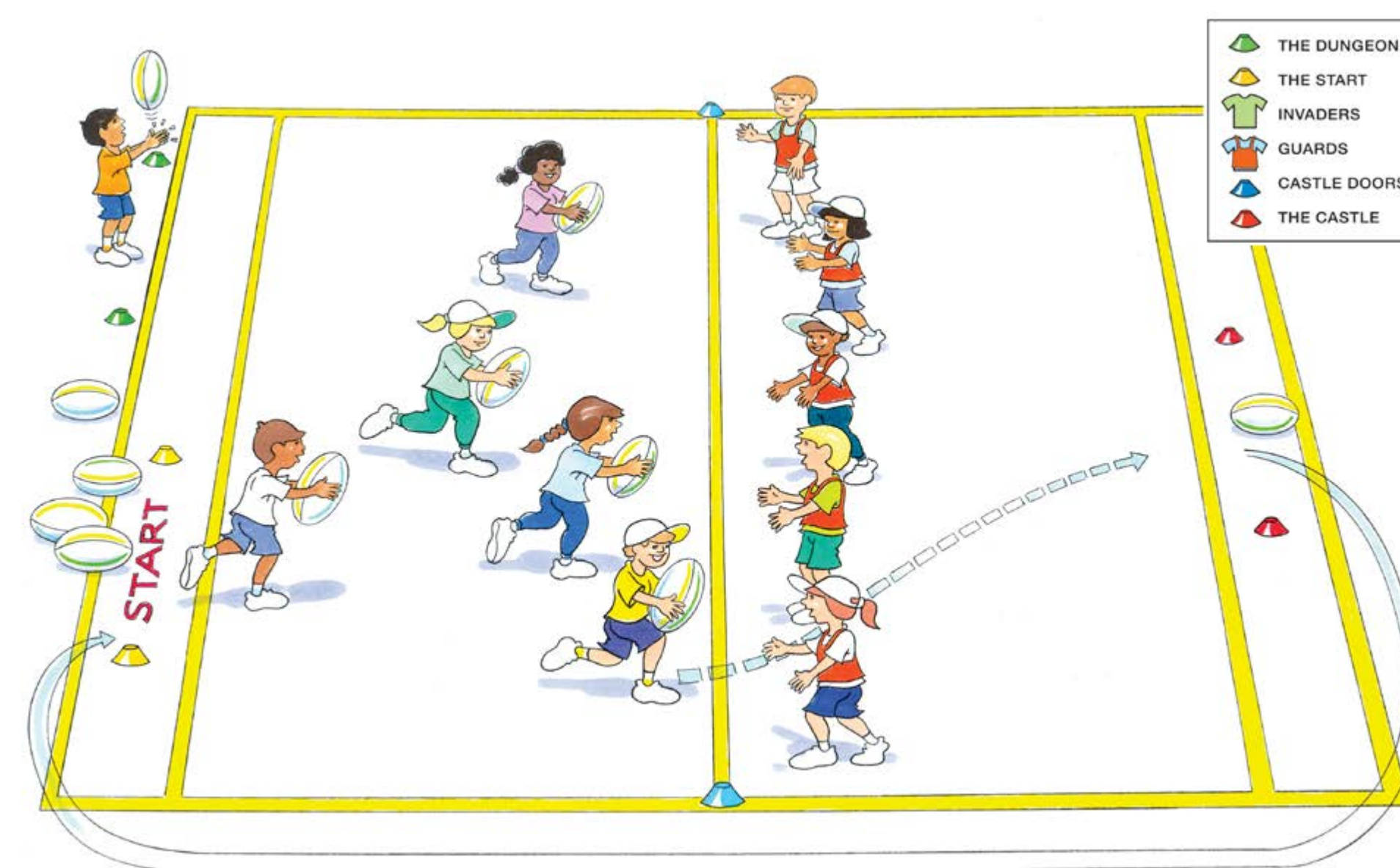
- > Team defence and communication; creating and running through gaps in defence

EQUIPMENT

- > 15 x footballs; 8 x marker cones (4 colours)

What to do

- > Organise players into even teams of invaders and castle guards.
- > The castle guards stand three metres apart and can only move sideways on their line.
- > The invaders have two minutes to attempt to get past the guards and into the castle without being touched.
- > Once in the castle, the invader places their football on the ground then returns to their position around the boundary lines to collect a new ball.
- > The guards attempt to effect a touch on the invaders to send them to the dungeon.
- > To be released from the dungeon, invaders must throw their ball in the air, clap and catch it five times, then return to their starting position.
- > When 'Time!' is called, the invaders add up how many balls they left in the castle.
- > Once both teams have had a turn as invaders, the team with the highest score of balls in the castle wins.



Tip

- > Castle guards must communicate with each other to ensure gaps in their line are covered, similar to a game situation.

Change it

- > When a castle guard has effected a touch on an invader, the guard must run through the castle doors before returning to their line. (This will create gaps in the guards' defence for the invaders to run through.)

Let's see it!

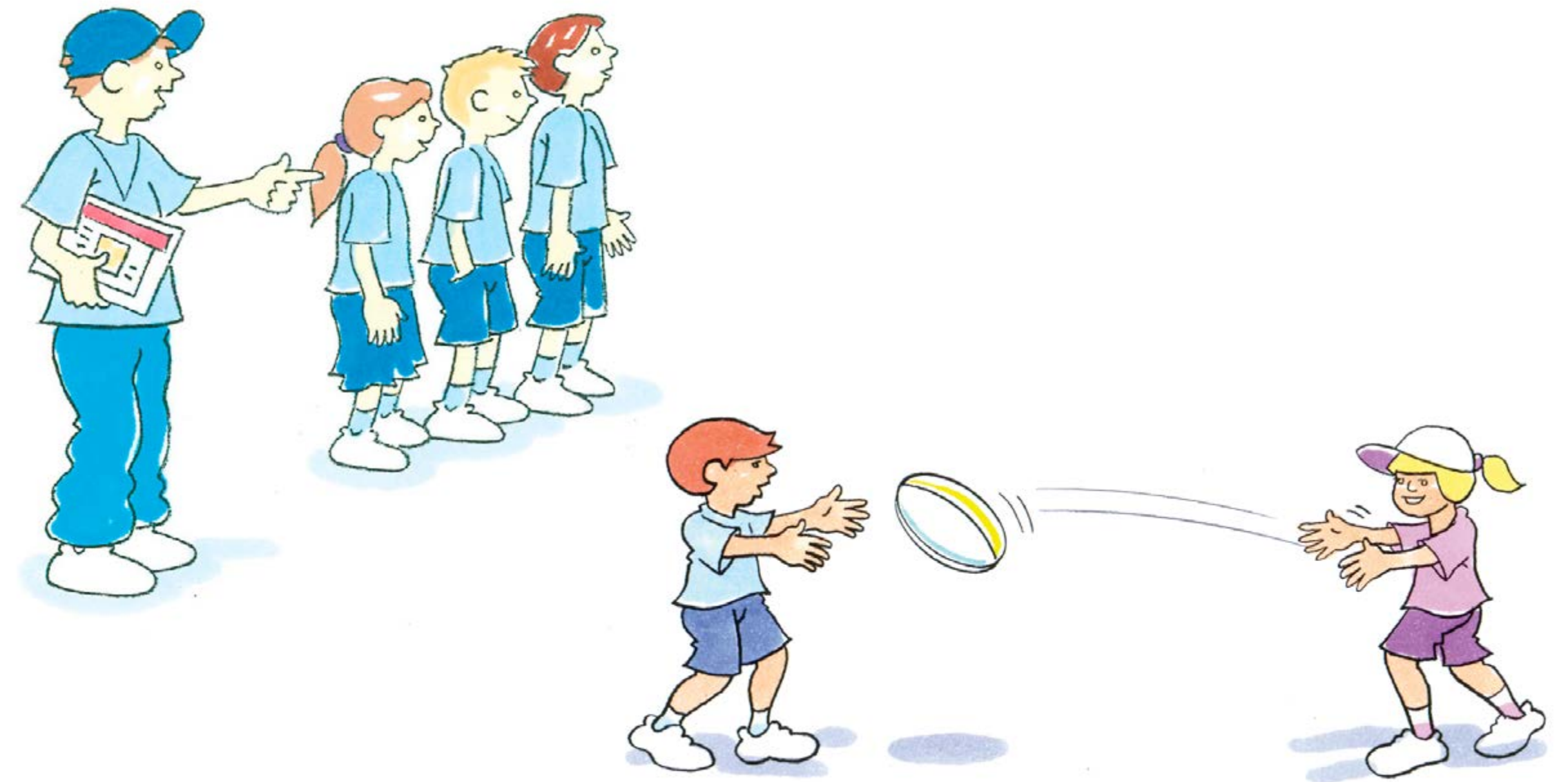
The coach selects role models to demonstrate passing and catching techniques. The coach can ask questions of the group about the demonstrations.

LESSON 2

- > FINISH UP
- > 10 MINUTES

Coach asks:

- > Everyone show me how to hold your hands when receiving a pass.
- > Who can show us how to pass and catch the football while running with their partner?
- > Why is it important to be able to pass to the right and to the left?
- > How many points is a touchdown worth in Touch Football?



Playing for Life — Touch Football

3

SKILL FOCUS

- A** Passing and catching
- B** Evasion
- C** Touchdowns

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 20 metres

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30); team bibs or sashes

ACTIVITIES

- > Face-to-face pairs **5 minutes**
- > Boundary pass **5 minutes**
- > Giant's treasure **15 minutes**
- > Back-to-back **20 minutes**
- > Blind walk **10 minutes**
- > Pack it up fun **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Face-to-face pairs

The coach randomly calls the actions of 'Face-to-face!' and 'Back-to-back!' Players must form pairs corresponding to the action before the coach calls 'Freeze!'

LESSON 3

- > START OUT
- > 5 MINUTES

SKILL FOCUS

- > Teamwork

EQUIPMENT

- > None

What to do

- > All players randomly stand about one metre apart.
- > When you call 'Face-to-face!', all players quickly face one other person before you call 'Freeze!'
- > When you call 'Back-to-back!', players must quickly **find a different person** and stand back-to-back before you again call 'Freeze!'
- > You can call the actions several times before calling 'Freeze!'
- > Players who can't find a partner to stand face-to-face or back-to-back with before you call 'Freeze!' are not eliminated, they merely join in the game when it resumes.
- > On the last face-to-face call, you inform players that the person they are now facing will be their partner for the next game (or the next five minutes if more appropriate).



Tip

- > The coach can ask the players, 'Who was caught without a partner today?', to create a minor game outcome.

Change it

- > Call a number and a position to get players working together. End on pairs for the next activity.

Boundary pass

In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different boundary line.

LESSON 3

- > START OUT
- > 5 MINUTES

SKILL FOCUS

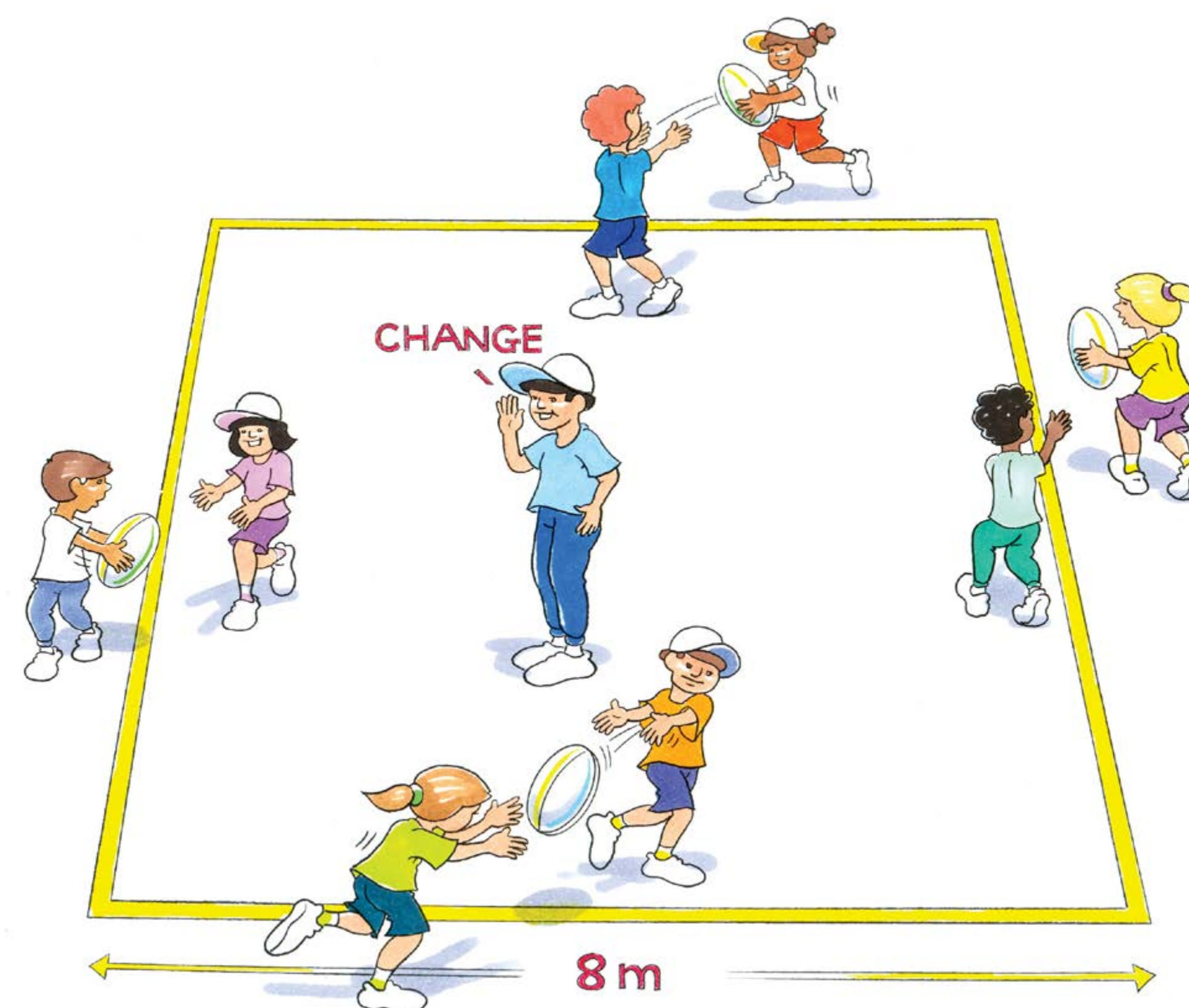
- > Passing on the run

EQUIPMENT

- > 1 x football per pair; marker cones to define boundary lines

What to do

- > Pairs, with a football, are dispersed over four boundary lines 8 metres x 8 metres.
- > On your signal, all pairs jog in the same direction and pass their ball.
- > Passes can only be made across a boundary line.
- > Each pass has to be over a different boundary line.
- > Encourage players to pass backwards to their partner.
- > Pairs count how many passes they made in 60 seconds.
- > Pairs repeat in the opposite direction and attempt to beat their previous score.



Tip

- > Look for role models to demonstrate how to pass the football backwards — how they slow down to allow their partner with the ball to run ahead to ensure the next pass is also backwards.

Change it

- > All passes must be backwards to count as a point.
- > Allow two or more passes across each boundary.
- > Call 'Change!', players must turn and run the other way.

Giant's treasure

Teams try to collect the most footballs from the giant's treasure before 'Time!' is called or before they are tagged by the giant who is protecting the treasure. Play in groups of eight or more.

LESSON 3

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

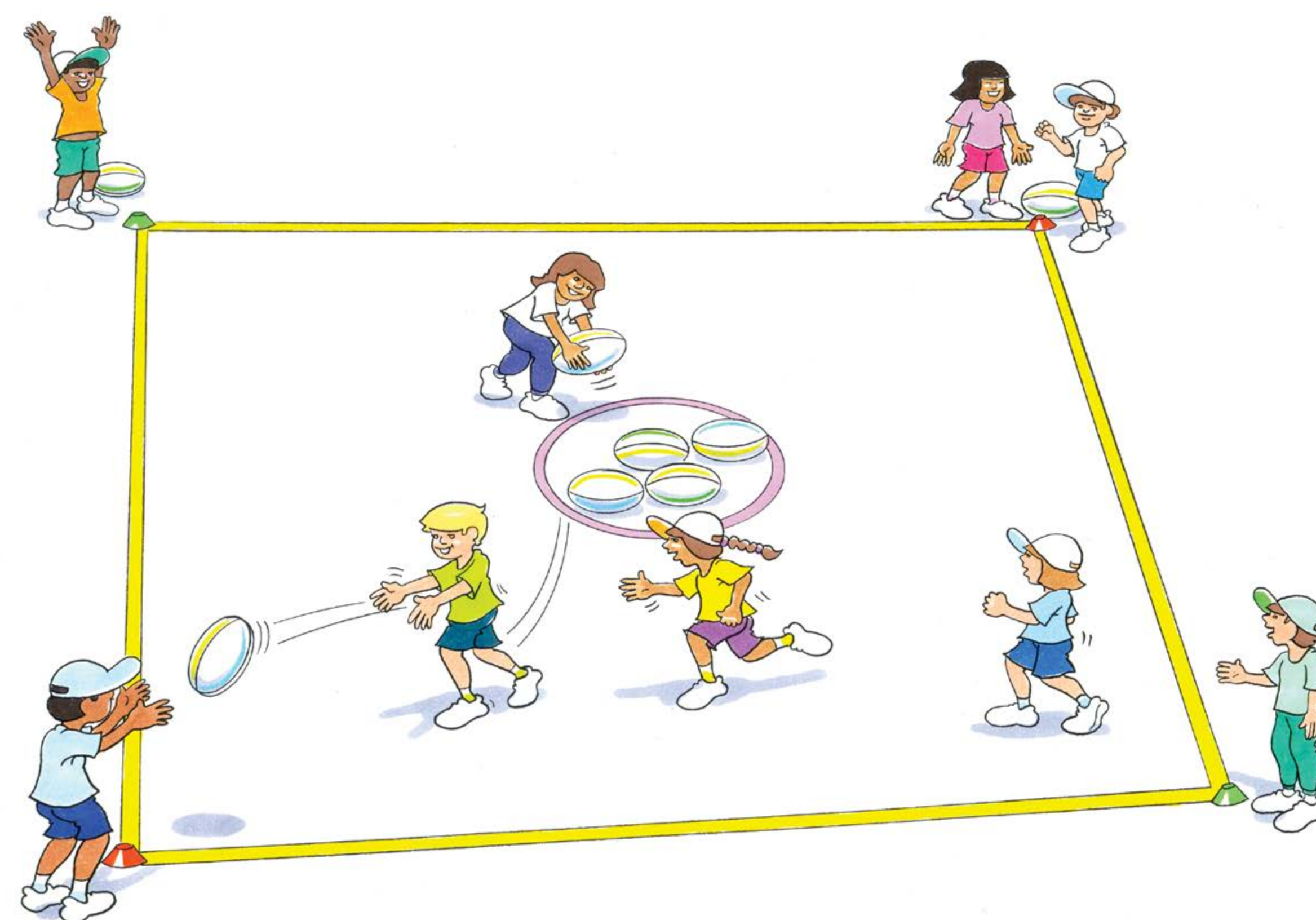
- > Passing; rollball; evasion

EQUIPMENT

- > 20 x footballs as the giant's treasure; 4 x marker cones; 1 x bib or sash to identify the giant; 1 hoop (optional)

What to do

- > Organise players into four groups.
- > An additional player is designated as the giant to guard the treasure.
- > The giant roams the space around the treasure.
- > All footballs are placed in the centre of the playing area.
- > When you call 'Go!', **one player** from each group attempts to steal **one ball** at a time and pass it back to their group.
- > Players tagged by the giant must stop and place their ball on the ground, step over it (perform a rollball) and return to their group.
- > When all balls in the centre are gone, players may attempt to take a ball from other groups, but must perform a rollball if tagged by the giant.



Tip

- > Players should be side on as they collect a ball from the giant's treasure to avoid head clashes with other players.

Change it

- > Play without a giant first and encourage correct Touch Football passes.
- > The coach can be the giant.

Back-to-back

On 'Go!' players standing back-to-back run around a marker on their scoreline. The player who scoops up the ball attempts to score a touchdown without being tagged by their opponent. Play in groups of 2-4.

LESSON 3

- > GET INTO IT
- > 20 MINUTES

SKILL FOCUS

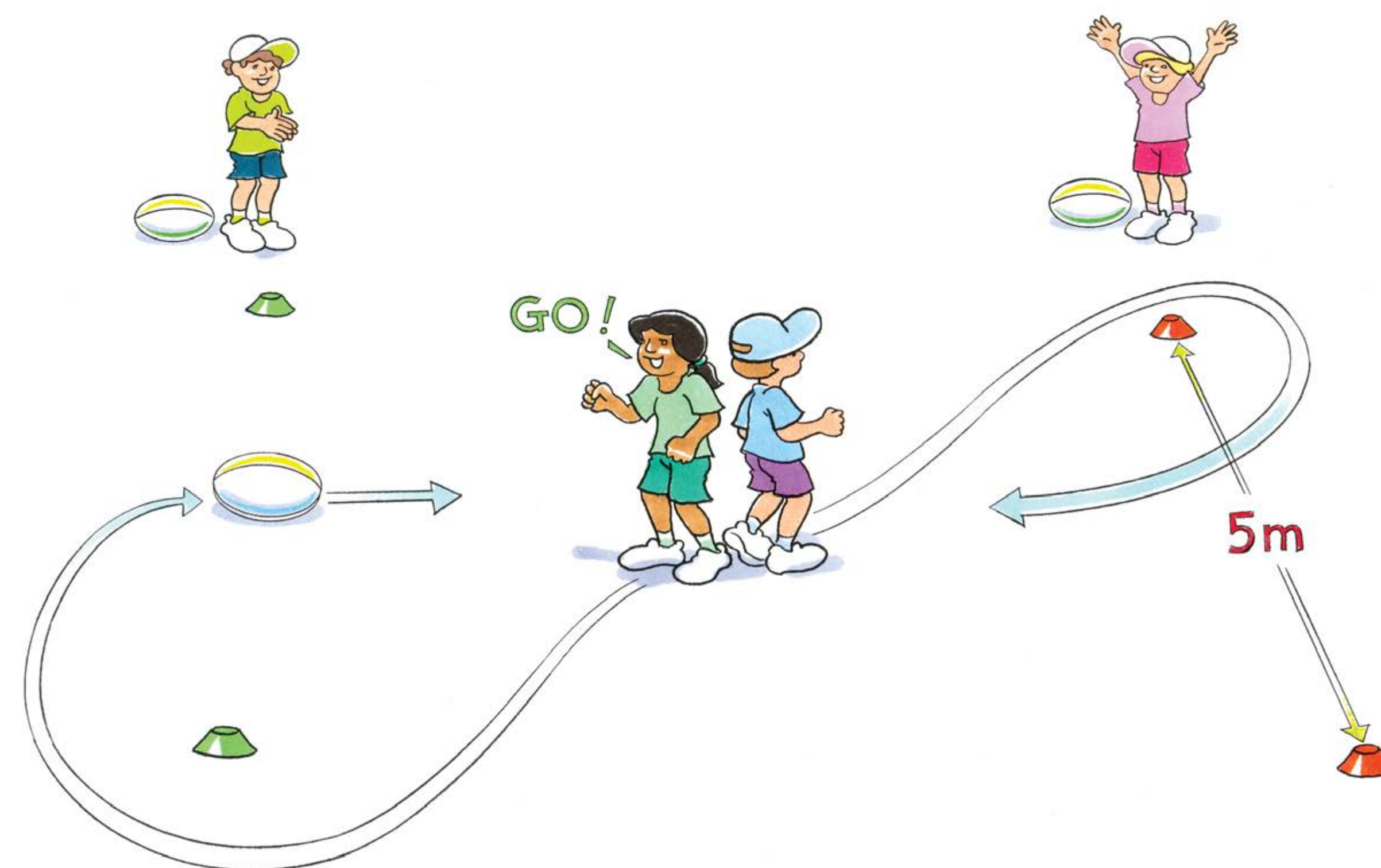
- > Running with the ball;
- evasion; effecting a touch;
- touchdowns

EQUIPMENT

- > 1 x football per game; marker cones to define scoreline

What to do

- > Pairs collect one football and four marker cones to create their playing area.
- > A ball is placed on a scoreline at one end of the area.
- > Pairs start back-to-back in the middle of the area.
- > When the player facing the ball calls out 'Go!', both players run to opposite ends of their area and around a marker cone.
- > The player who was facing the ball scoops it up and attempts to score a touchdown.
- > The play is completed when either a touch or a touchdown has occurred.
- > Players take turns facing the ball and calling 'Go!'
- > The pair observing act as referees and make calls such as, 'Touchdown', 'No touchdown' or 'Touch'.
- > Pairs swap roles.



Tips

- > A touchdown is awarded if a player is touched as they are scoring the touchdown.
- > Remind players to look up to determine where their opponent is before scooping the ball off the ground to avoid collisions.

Change it

- > Increase the area and play with two attackers against one defender. The attackers can pass or run themselves, or attempt a dummy pass.
- > Rotate pairs to other games to provide variety and challenge.

Blind walk

A player with a blindfold, or eyes closed, holds a football in two hands and moves through a corridor of team-mates. They place their ball on the ground where they judge the scoreline to be. Play in groups of 8–12.

LESSON 3

- > FINISH UP
- > 10 MINUTES

SKILL FOCUS

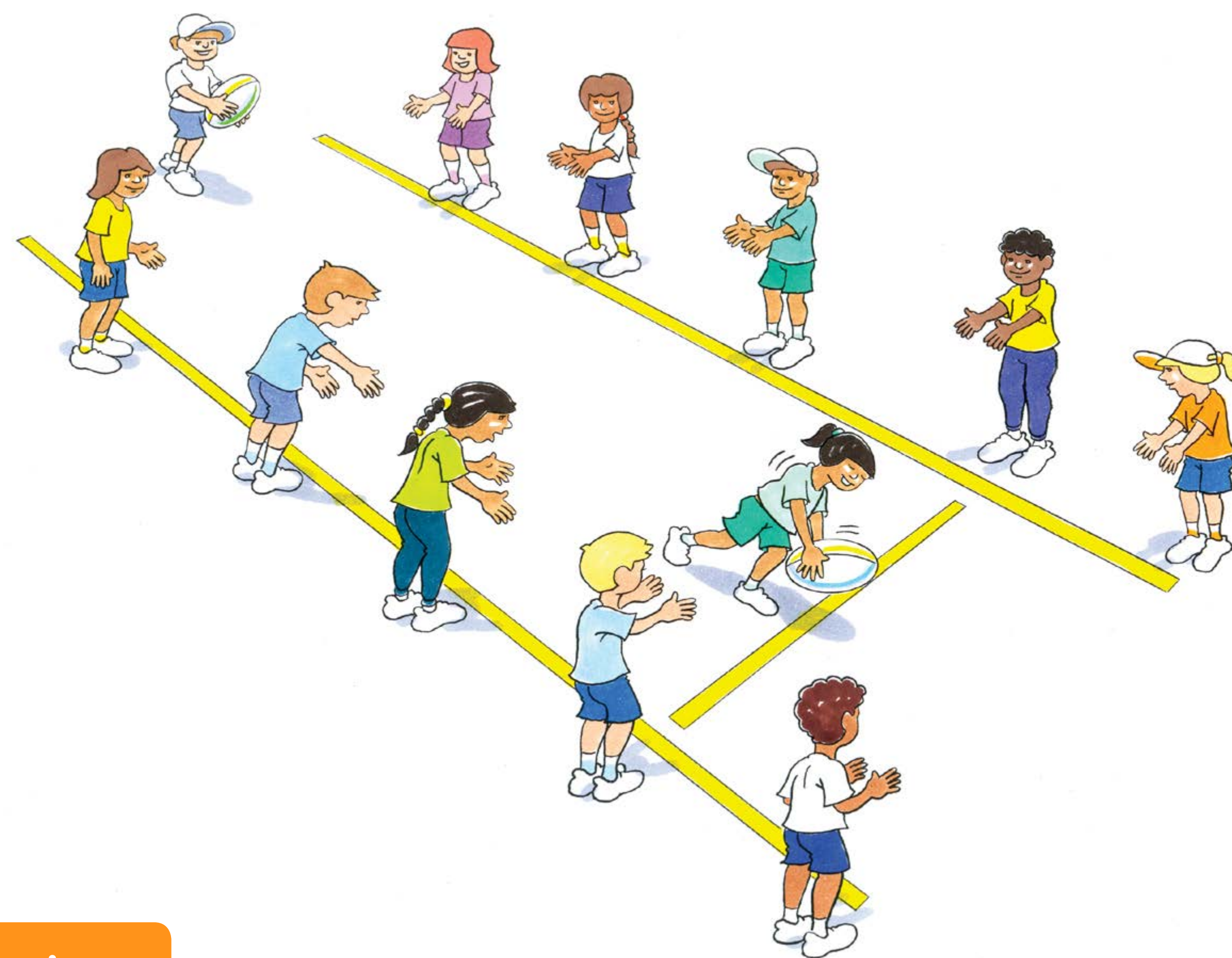
- > Holding the ball in two hands; touchdowns

EQUIPMENT

- > 2 x footballs; marker cones to define corridor; blindfolds (optional)

What to do

- > Form a corridor of players who are facing each other three metres apart.
- > One player holds a football in two hands and starts at one end of the corridor.
- > On 'Go!' the player walks through the corridor with their eyes closed and places their ball on the ground where they judge the scoreline to be situated.
- > The player opens their eyes to see if they reached the scoreline.
- > If the 'blind' player veers too close to a corridor player, the corridor player claps twice to guide them back to the middle (no talking).
- > A new player has a turn and the game is repeated.



Tips

- > Players at the end of the corridor can gently tap the person on the shoulder and call, 'Stop!'
- > This game is useful to provide empathy and understanding of the challenges facing vision impaired players when participating in sports activities.

Change it

- > Two players at a time pass through the corridor.
- > The player with the ball can jog through the corridor.

Pack it up fun

The coach or players suggest fun ways to pack away the equipment.

LESSON 3

- > FINISH UP
- > 5 MINUTES

What to do

- > On your signal players can:
 - Place a football between their feet and jump towards the storage bag
 - Stand side-by-side in lines of six and pass all the balls 'Touch Football style' to the storage bag
 - Stand five or more metres from the storage bag and see who can throw a ball to hit the bag and score a point
- > On 'Go!' players attempt to collect the most marker cones in the playing area.



Playing for Life — Touch Football

4

SKILL FOCUS

- A** Passing and catching
- B** Evasion
- C** Line defence concepts
- D** Teamwork

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30); team bibs or sashes

ACTIVITIES

- > Chain tag **10 minutes**
- > Flying V **15 minutes**
- > Team waves **20 minutes**
- > Back-to-back passes **10 minutes**
- > Let's see it! **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Chain tag

Runners attempt to cross the playing area and avoid being tagged by a defender. When tagged, the runner must link with the defender and attempt to tag other runners without breaking the chain. Play in groups of 8–12.

LESSON 4

- > START OUT
- > 10 MINUTES

SKILL FOCUS

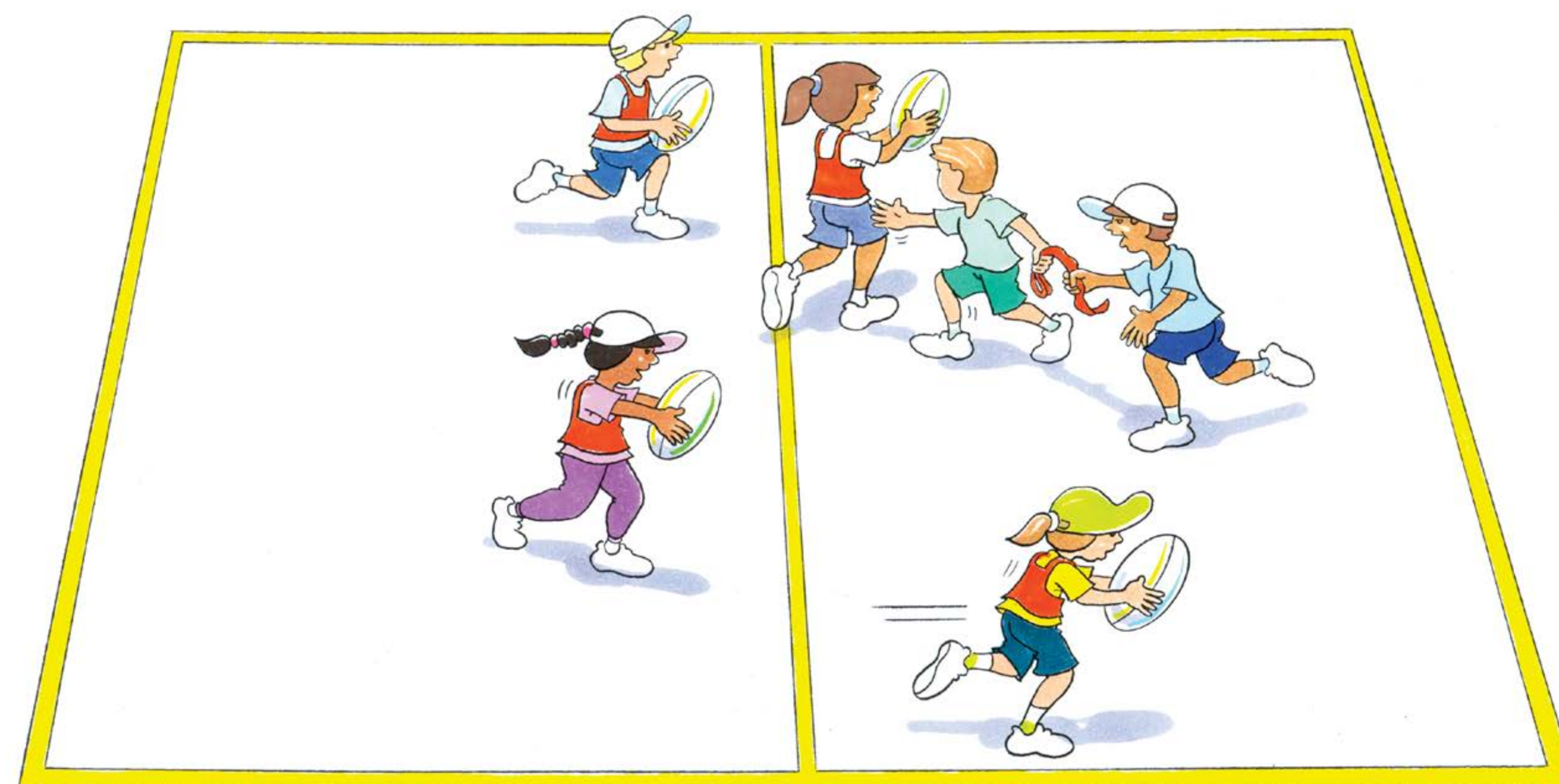
- > Evasion; line defence concepts

EQUIPMENT

- > 1 x football per runner; team bibs or sashes for all players;
- 4 x marker cones to define playing area

What to do

- > One player starts as the defender in the centre of the playing area.
- > All other players wear a team bib or sash and line up behind the end line.
- > When the defender calls 'Go!', the runners attempt to cross to the other side of the playing area.
- > When a runner is tagged they remove their team bib or sash and hold it to form a chain with the defender.
- > A runner can only be tagged when the chain is unbroken.
- > When the chain tags a sixth player, the game ends and any remaining runners are declared the winners.



Tips

- > To avoid collisions the runners must wait until everyone is behind the same end line before crossing the playing area again.
- > Using a team bib or sash instead of holding hands creates a more realistic line of defence for Touch Football and increases players' comfort zones.

Change it

- > All runners can carry a football in two hands. When tagged they throw it out of the playing area before joining the chain.
- > Increase or decrease the size of the playing area to challenge the runners.

Flying V

Two teams in a V formation race to pass a ball diagonally backwards down their line. The last player in each team runs to score a touchdown. Teams repeat passing the ball to score as many touchdowns as they can in 60 seconds. Play in teams of six.

LESSON 4

- > START OUT
- > 15 MINUTES

SKILL FOCUS

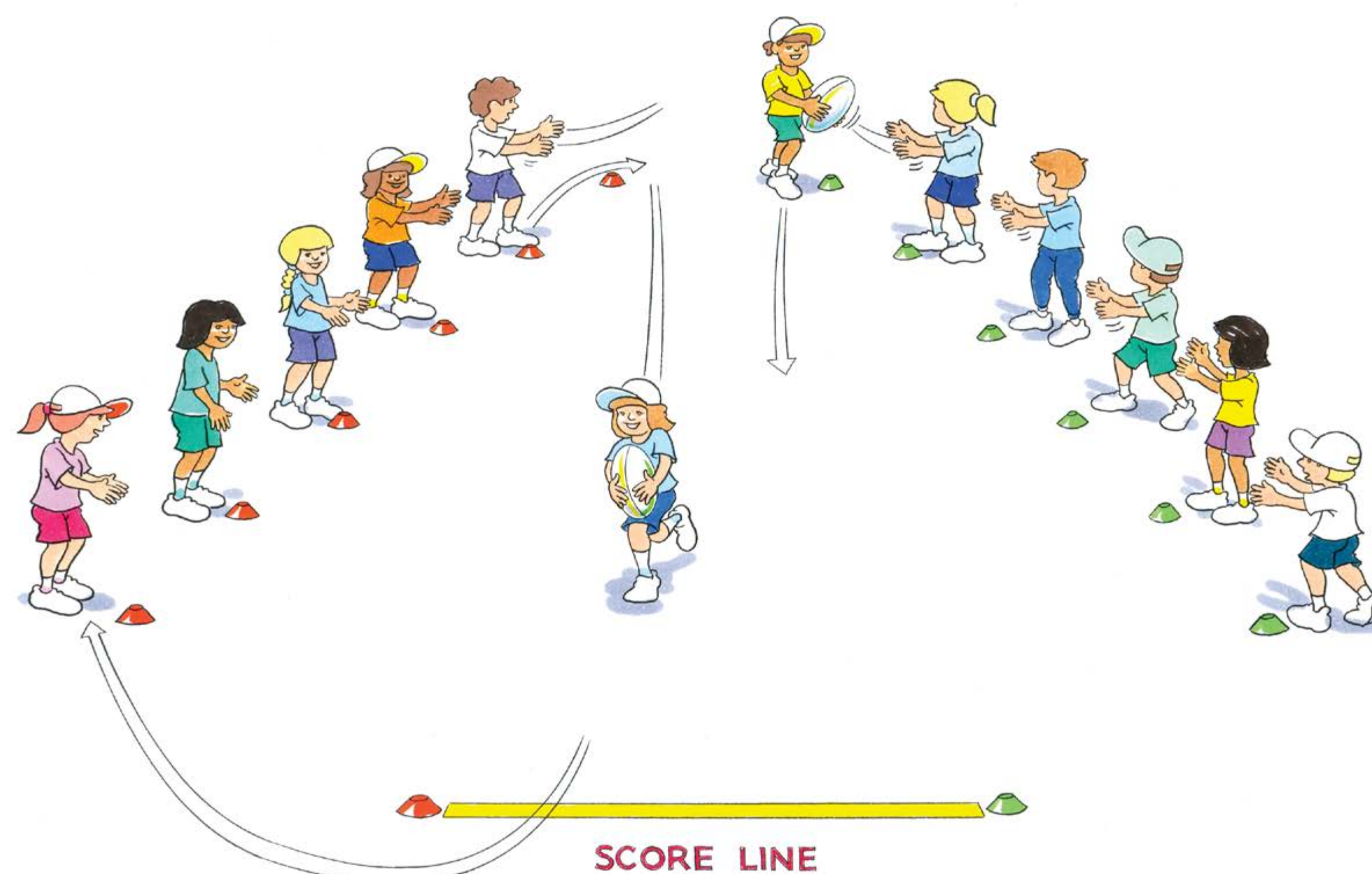
- > Passing and catching (static); touchdowns; running with the ball in two hands

EQUIPMENT

- > 1 x football per team; 6 x marker cones per team; 2 x markers to form scoreline

What to do

- > Organise players into teams of six lined up diagonally to form a V as shown.
- > The top player for each team starts with the football.
- > On your signal, teams pass the ball down the line to the last player who runs forward to score a touchdown.
- > After scoring a touchdown, the player with the ball runs to the top position and all other players in the team move down to the next marker cone.
- > Repeat passing and scoring touchdowns until 'Time!' is called.
- > Teams total their scores to determine the winner.



Tips

- > Ask for one or two volunteers in each team to keep score of their team's touchdowns.
- > Remind players to hold both hands up in front of the chest with fingers spread when preparing to catch a pass.

Change it

- > Teams swap sides in the V formation and attempt to beat their own team's previous score.
- > Teams start at one end of a long playing field and pass the ball backwards to team-mates while jogging forwards.

Team waves

Multiple attacking teams take turns playing a game with a maximum of three touches (chances) to score a touchdown. When their turn as an attacking team is completed, they become the new defending team. Play in two or more teams of 4–6.

LESSON 4

- > GET INTO IT
- > 20 MINUTES

SKILL FOCUS

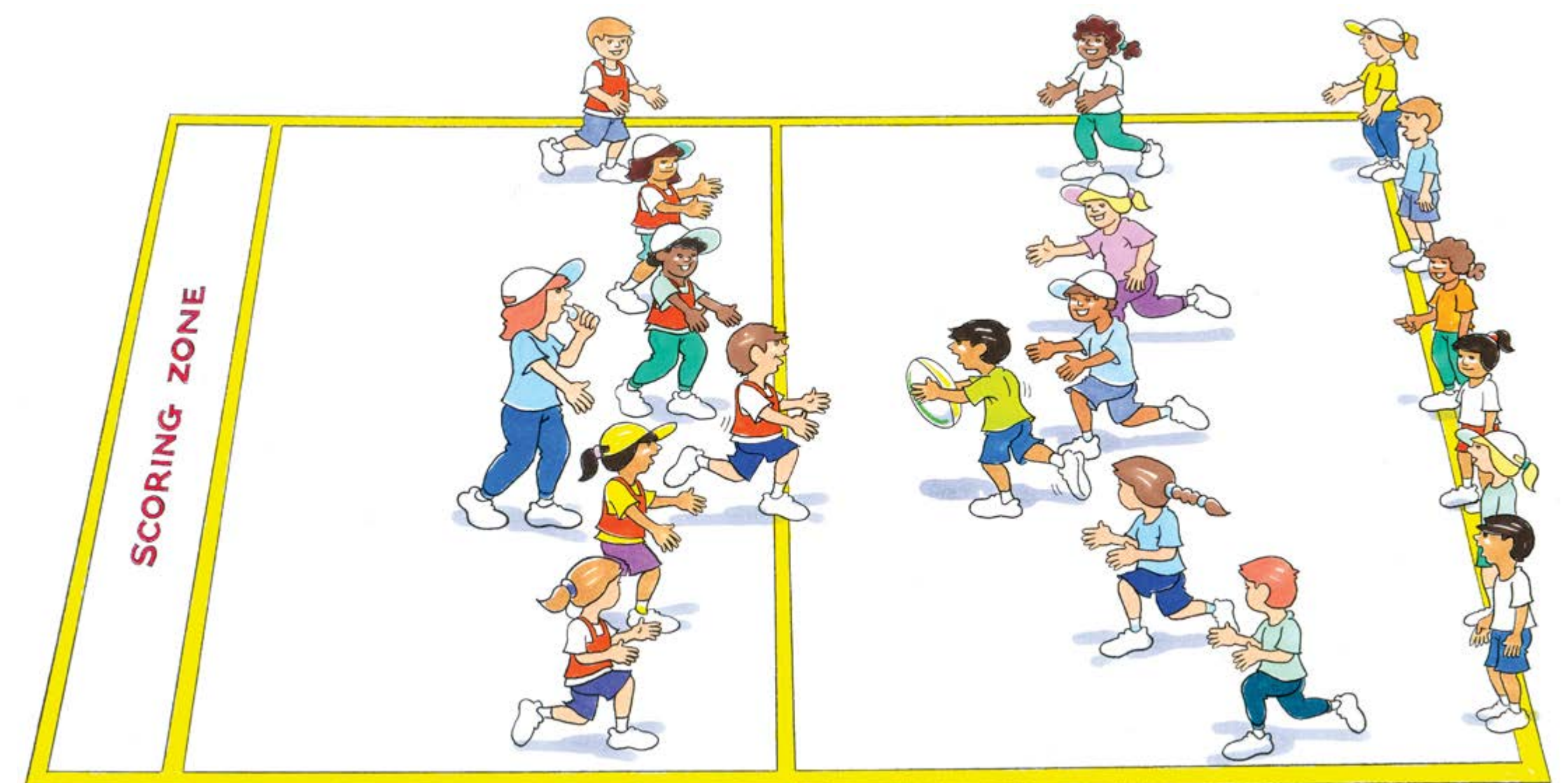
- > Touch Football match play

EQUIPMENT

- > 1 x football per game; marker cones to define playing area; team bibs or sashes

What to do

- > One team starts as the defenders and spreads out across the half way line in line with the coach, facing the attacking teams.
- > All other teams are attackers and line up behind the start line.
- > Play starts when the first attacking team performs a rollball on the start line.
- > The defending team (and the coach/referee) must retreat five metres back after each touch.
- > A touch will be counted when:
 - a defending player effects a touch on the football carrier
 - an error is made by the attacking team.
- > The attacking team has a maximum of three touches (chances) to score a touchdown.
- > After three touches, or if a touchdown is scored, the attacking team rotates to become the defending team and the previous defending team becomes attackers and lines up behind the start line.



Tips

- > The coach acts as the referee and stands with the defending team to ensure they retreat five metres before each rollball.
- > Defenders can point out the attacker in front of them they intend to defend to discourage them all chasing the ball carrier.

Change it

- > To create momentum and game flow, allow one pass to go forward at each play for inexperienced players (the coach/referee calls, 'Play on!' when this occurs).
- > Waiting teams practise passing the ball up and down their line.

Back-to-back passes

In pairs, players experiment with different ways to pass the football to each other while standing back-to-back.

LESSON 4

- > FINISH UP
- > 10 MINUTES

SKILL FOCUS

- > Ball handling

EQUIPMENT

- > 1 x football per pair

What to do

- > Organise players into pairs, with a football, standing back-to-back.
- > On your signal, pairs experiment with different ways to pass the ball.
- > Once the signal 'Stop!' is given, pairs volunteer to demonstrate their idea.
- > After exploration of ideas, set a time limit for pairs to pass their ball in nominated ways.



Tip

- > Remind players to be ready to pass and receive the ball.

Change it

- > Pairs move apart and explore new ideas to pass the ball.
- > Pairs sit on the ground and explore ways to pass the ball.
- > Join pairs together to form relay groups and perform races with nominated passes.
- > Encourage groups to perform a routine of mixed passes that they share and others must follow.

Let's see it!

The coach selects role models to demonstrate running and passing the football backwards. The coach can ask questions of the group about the demonstrations.

LESSON 4

- > FINISH UP
- > 5 MINUTES

Coach asks:

- > What does it mean to get back onside to receive a pass after you have passed the football?
- > Why should you hold your hands in front of your body, with your fingers spread, when running forward to receive a pass?



Playing for Life — Touch Football

5

SKILL FOCUS

- A Touch Football match play
- B Passing and catching
- C Teamwork

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

- > 1 x football per pair; 1 x set of marker cones (30); 1 x stopwatch or clock; team bibs or sashes

ACTIVITIES

- > Scatter tag **10 minutes**
- > Step in, step out **5 minutes**
- > Warriors and dragons **15 minutes**
- > Double defence **20 minutes**
- > Seated circle pass **5 minutes**
- > What did you like? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Scatter tag

Defenders try to tag attackers before they reach a boundary line.
Play with 4–6 per team.

LESSON 5

- > START OUT
- > 10 MINUTES

SKILL FOCUS

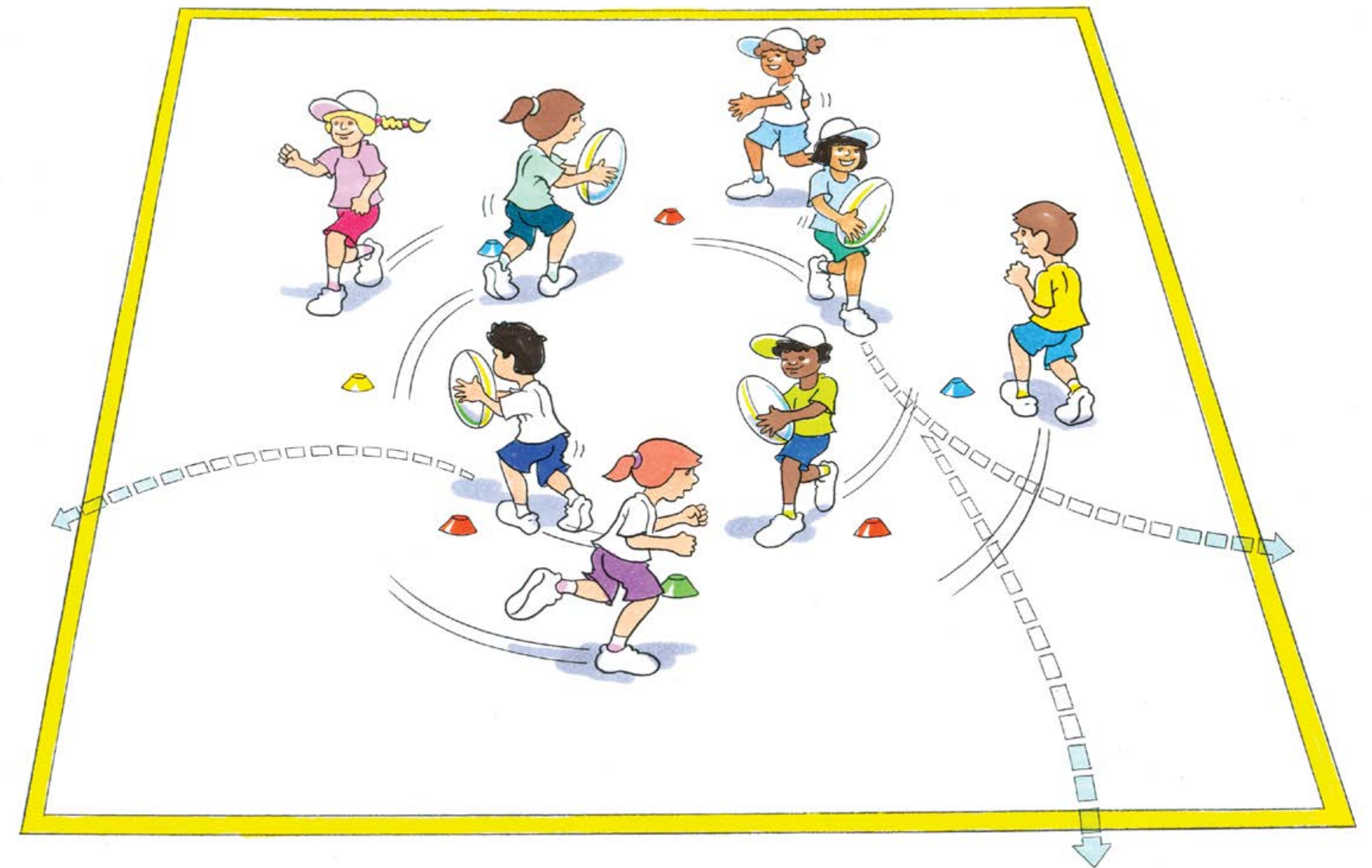
- > Evasion; running with the ball

EQUIPMENT

- > 1 x football per attacker; marker cones to define inner circle and outer boundary area

What to do

- > Organise players into two teams (attackers and defenders).
- > Attackers each hold a football and jog clockwise inside a defined circle.
- > Defenders (without a ball) jog around the outside of the circle in the opposite direction.
- > When you call 'Scatter!', all players from the attacking team run in any direction towards a boundary line while the defenders chase them.
- > One point = attacker reaches a boundary line without being tagged by a defender.
- > Each team has three turns as attackers.
- > Points are combined for the three rounds. The team with the highest score wins.



Tip

- > Ensure there is a minimum of five metres beyond the boundary lines on all sides.

Change it

- > Attackers have one or two balls only and randomly pass to each other before they scatter. Two points are awarded to the team when an attacker carrying a ball makes it to a boundary line untagged.

Step in, step out

Players in pairs hold hands and attempt to step over their linked arms to finish facing back-to-back.

LESSON 5

- > START OUT
- > 5 MINUTES

SKILL FOCUS

- > Communication

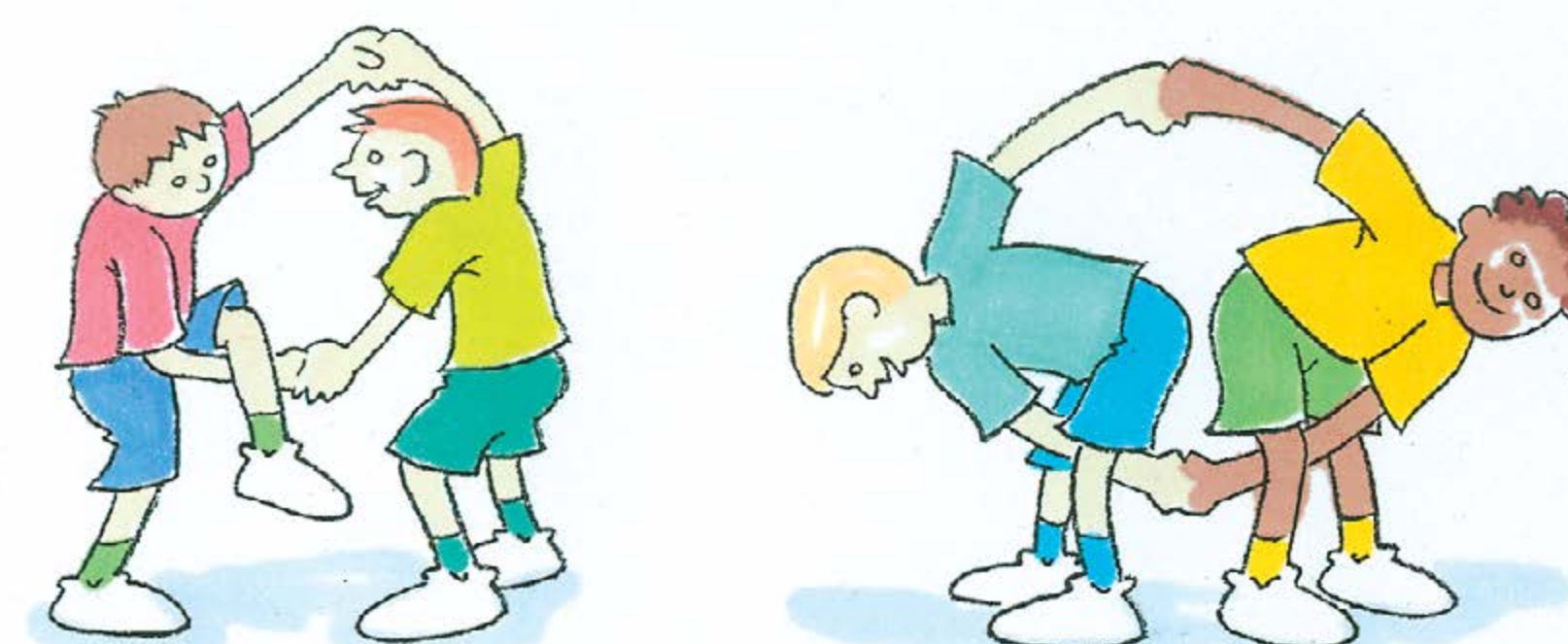
EQUIPMENT

- > Team bibs or sashes (optional)

What to do

- > Players of similar size are paired and join hands (or hold team bibs or sashes).
- > Pairs identify which linked hands they will step over (must be the same side).
- > Both lift their leg that is furthest away from the joined hands they will step over — one player lifts their right leg and the other player their left leg.
- > Pairs lift the remaining leg over the same set of hands to finish back-to-back.

STRETCH



STEP IN AND OUT



Tip

- > The coach can physically touch hands of both players on the side they need to lift a leg over, as players commonly attempt to lift in opposite directions.

Change it

- > Ask players to explore how can they return to face front without unlinking hands.
- > Have a race to see which pair can step over to finish back-to-back the quickest.

Warriors and dragons

Warriors pass a football to team-mates and score points when they tag dragons with the ball. After two minutes of play, the dragons become the taggers and attempt to beat the warriors' score. Play in teams of 5–8.

LESSON 5

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

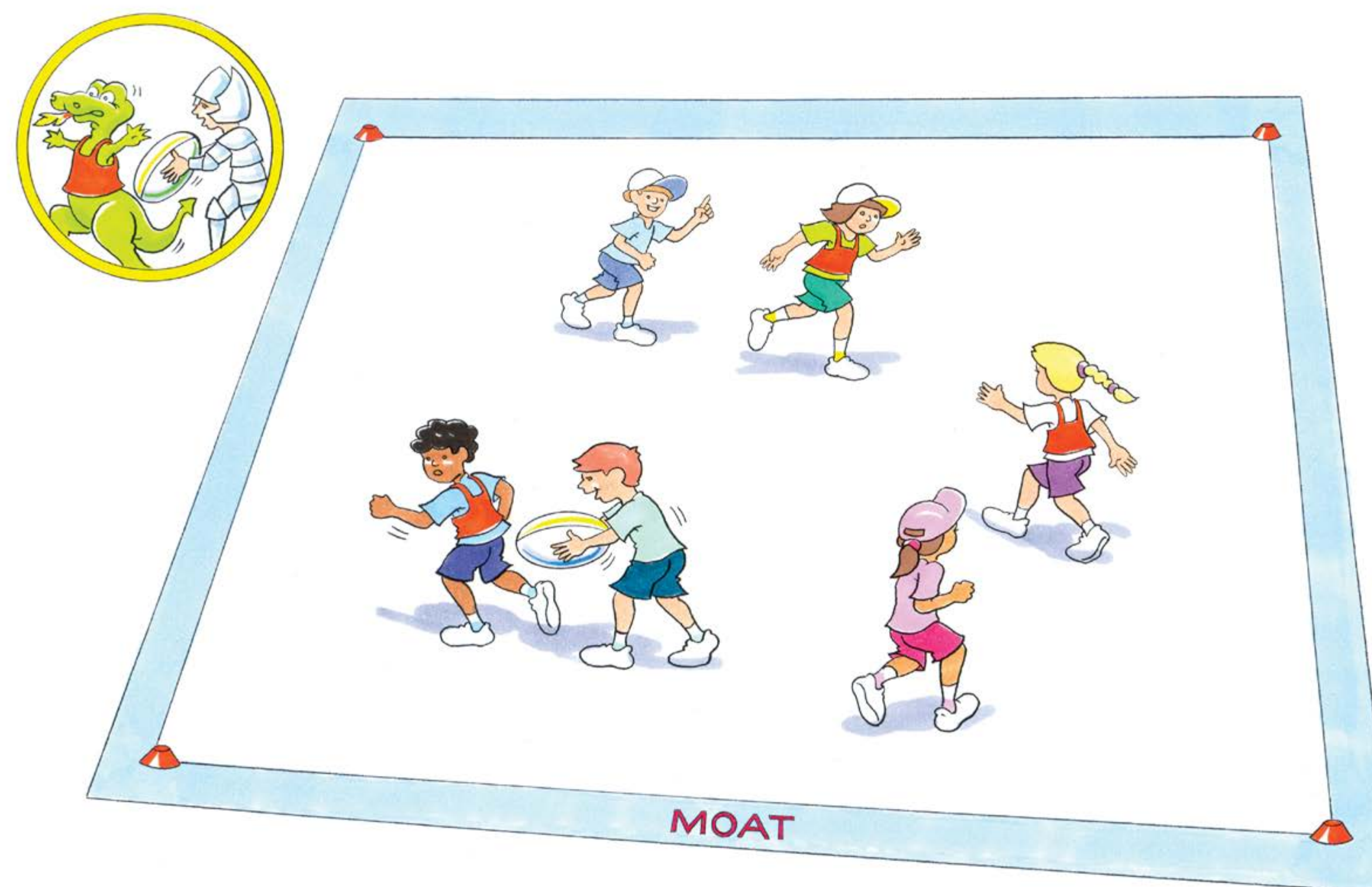
- > Passing and catching

EQUIPMENT

- > 1–2 x footballs per game; marker cones to define playing area; 1 x stopwatch or clock; team bibs or sashes for the dragons

What to do

- > Organise players into two even teams and disperse randomly in a playing area.
- > The warriors start with a football and do not wear a team bib or sash.
- > All dragons wear a team bib or sash and run to avoid being tagged.
- > Warriors can't run with the ball or throw it at the dragons.
- > Warriors without the ball can move close to dragons and call for the ball to tag them.
- > Warriors count tags out loud, adding each tag to total a score.
- > After two minutes, the dragons take possession of the ball and attempt to beat the warriors' score.



Tip

- > Once players understand the concept of the game, introduce a rule that all passes must be under shoulder height to encourage correct Touch Football passes.

Change it

- > When a warrior tags a dragon, the dragon removes their team bib and joins the warriors. The last dragon remaining is the winner.
- > Introduce a second football into the game.

Double defence

One team maintains possession of the football for three minutes. After three touches, the attacking team must turn around and attack the other end where another defensive team is waiting. Play in teams of 4–6.

LESSON 5

- > GET INTO IT
- > 20 MINUTES

SKILL FOCUS

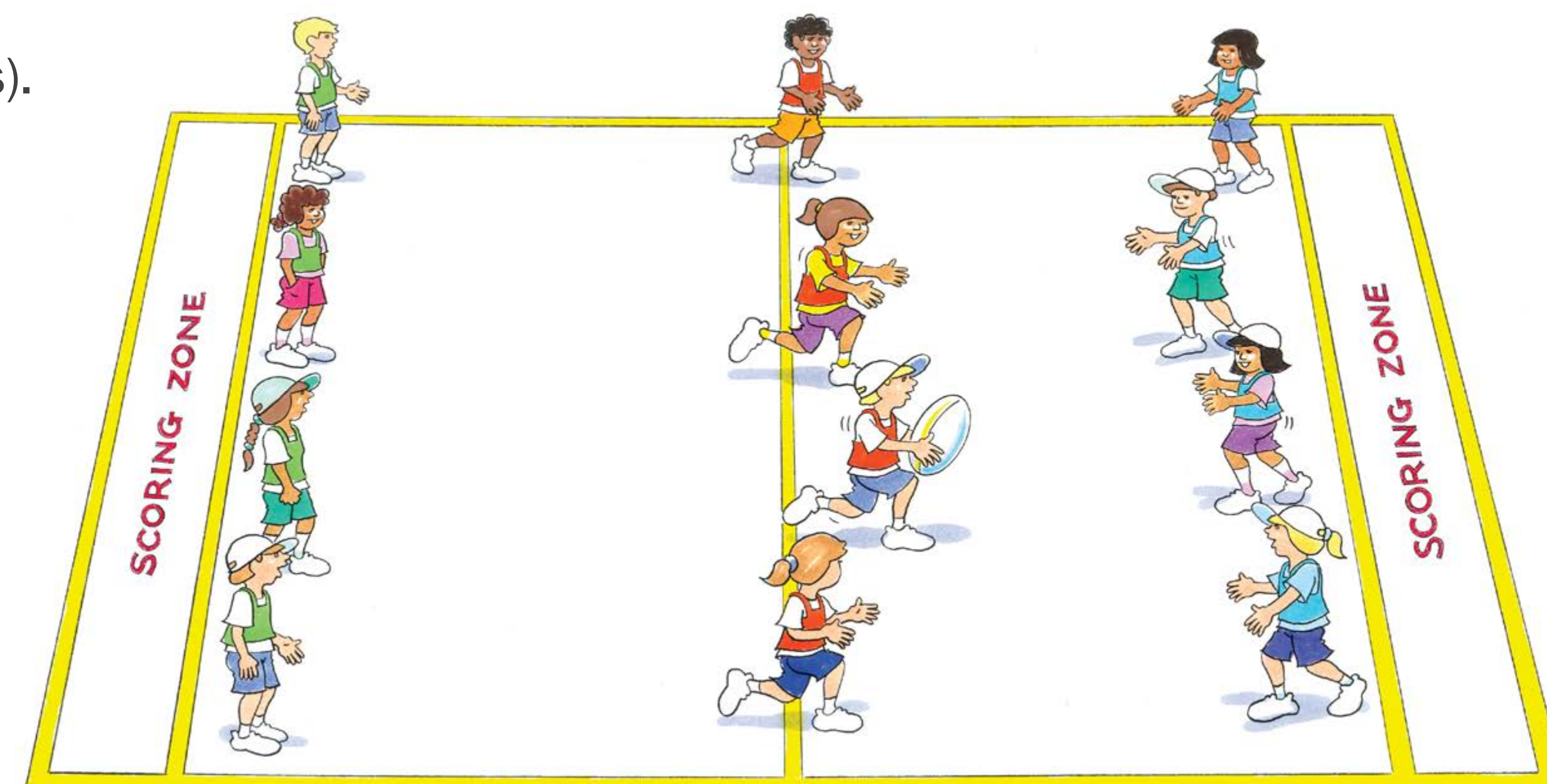
- > Touch Football match play

EQUIPMENT

- > 1 x football per game; 10 x marker cones per game; 2 x sets of team bibs or sashes

What to do

- > Organise players into three even teams (two teams wear bibs or sashes).
- > One team is the attacker and start the game with a tap from halfway.
- > The defending teams start on their scorelines.
- > After one defending team has effected three touches (or the attacking team scores a touchdown), they run backwards to stand on their scoreline.
- > The attacking team turns around to face the other direction, performs a rollball and runs towards the other defending team's scoreline.
- > After three minutes, 'Time!' is called and the attacking team changes places with one of the defending teams (all teams move clockwise).
- > When all three teams have had a turn as attackers, the team with the most touchdowns scored wins.



Tip

- > Any errors made by the attacking team, such as forward passes and dropped balls, are counted as touches.

Change it

- > Increase the number of touches allowed before the attacking team must about face.
- > Instead of a rollball after each touch, the attacking team can touch the ball on the ground and play on immediately (defenders do not need to retreat five metres).

Seated circle pass

Players in teams sit and pass a football with their feet as many times as they can around a circle in 60 seconds. Play in teams of six or more.

LESSON 5

- > FINISH UP
- > 5 MINUTES

SKILL FOCUS

- > Teamwork

EQUIPMENT

- > 1 x football per team

What to do

- > Groups, with a football, form circles of six or more players.
- > Players sit facing each other and on 'Go!' they pass the ball to the person next to them with their feet.
- > Each pass counts as one point.
- > When 'Time!' is called, teams add up their passes to determine the winners.



Tip

- > Remind players to support themselves on the ground by placing their hands by their sides.

Change it

- > Players can sit facing outwards and pass the ball with their feet.
- > Players can stand facing inwards or outwards and pass the ball using their hands.

What did you like?

The coach asks players about the games to receive feedback

LESSON 5

- > FINISH UP
- > 5 MINUTES



Playing for Life — Touch Football

6

SKILL FOCUS

- A Role of the acting half
- B Touch Football match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes; 1 x stopwatch or clock

ACTIVITIES

- > Tap tag **10 minutes**
- > Mirror, mirror **5 minutes**
- > Double agent **15 minutes**
- > Drop out, drop in **20 minutes**
- > Untie the knot **5 minutes**
- > What's ahead? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Tap tag

All players carrying a football attempt to tag other players. When tagged, players must exit the playing area and perform a tap before rejoining the game.

LESSON 6

- > START OUT
- > 10 MINUTES

SKILL FOCUS

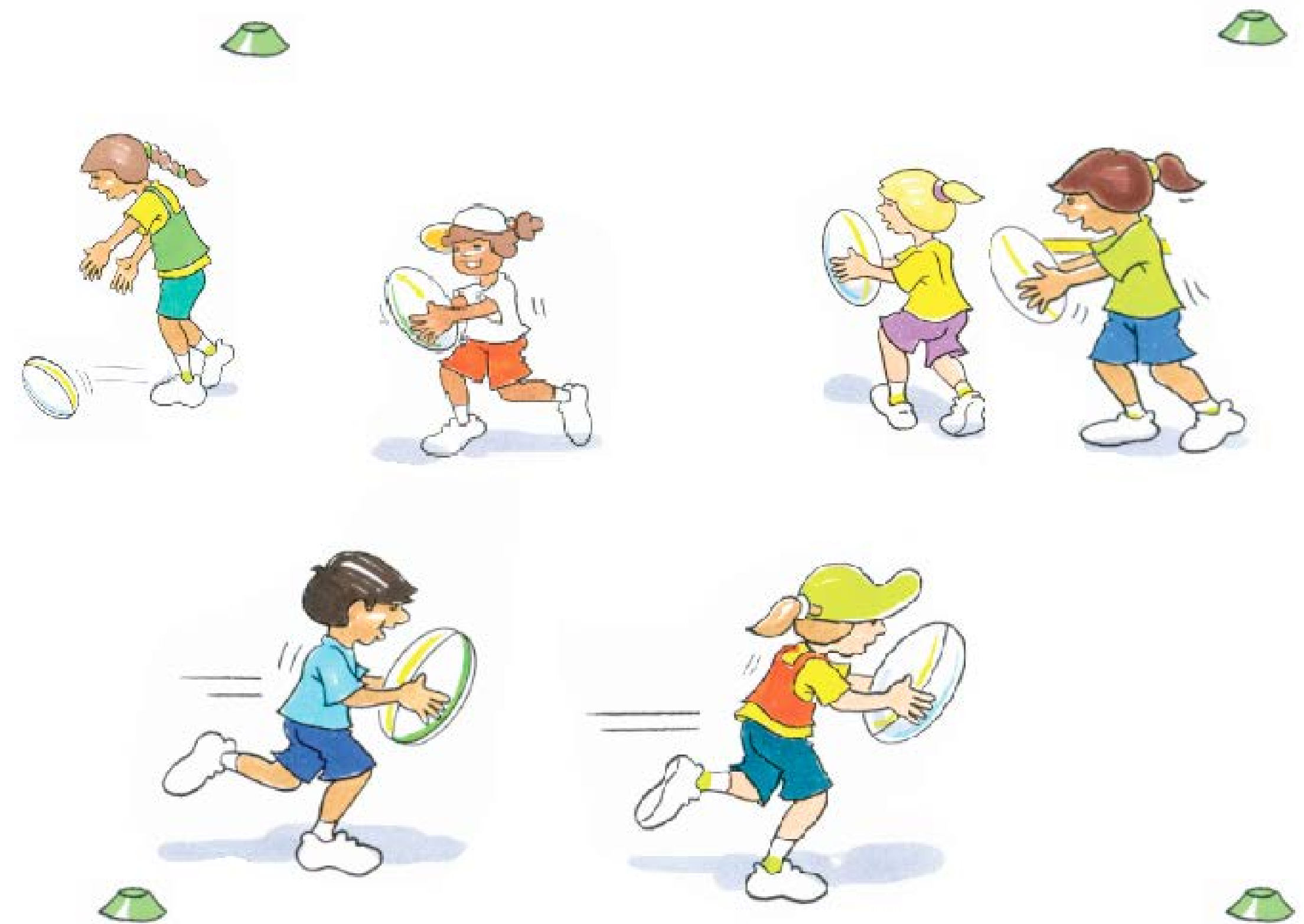
- > Tap; evasion; running with the ball

EQUIPMENT

- > 1 x football per player; 4 x marker cones to define playing area

What to do

- > All players have a football and find a space in a large playing area.
- > On your signal, players run around trying to tag others with their ball (held in both hands) while they avoid being tagged themselves.
- > Players who are tagged must exit the playing area and place their ball on the ground to perform a tap (of their foot on the ball) and re-gather the ball before joining the game.



Tip

- > In Playing for Life — Touch Football a 'tap' will be performed from the middle of the half way line for the start of each half and after a touchdown is scored.

Change it

- > One or two players are taggers and do not carry a football.

Mirror, mirror

Players with a football each face their partner. The leader performs a series of movements with the ball while the player, who is the 'mirror', copies the skills like a reflection.

LESSON 6

- > START OUT
- > 5 MINUTES

SKILL FOCUS

- > Ball handling

EQUIPMENT

- > 1 x football per player; 4 x cones or markers to define playing area; 1 x stopwatch or clock

What to do

- > Form pairs with one football per pair.
- > Leaders have 30 seconds to move the ball while their partner mirrors the actions.
- > After 30 seconds, players reverse roles and repeat the activity.



Tip

- > The coach can start as the mirror to provide players with ideas.

Change it

- > Play in groups of three or more with one player as the leader and all other players the mirror.

Double agent

Two neutral players are acting halves and play for the attacking team. There is no offside and the attacking team maintains ball possession until either the football is intercepted or a touchdown is scored. Play in groups of ten.

LESSON 6

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

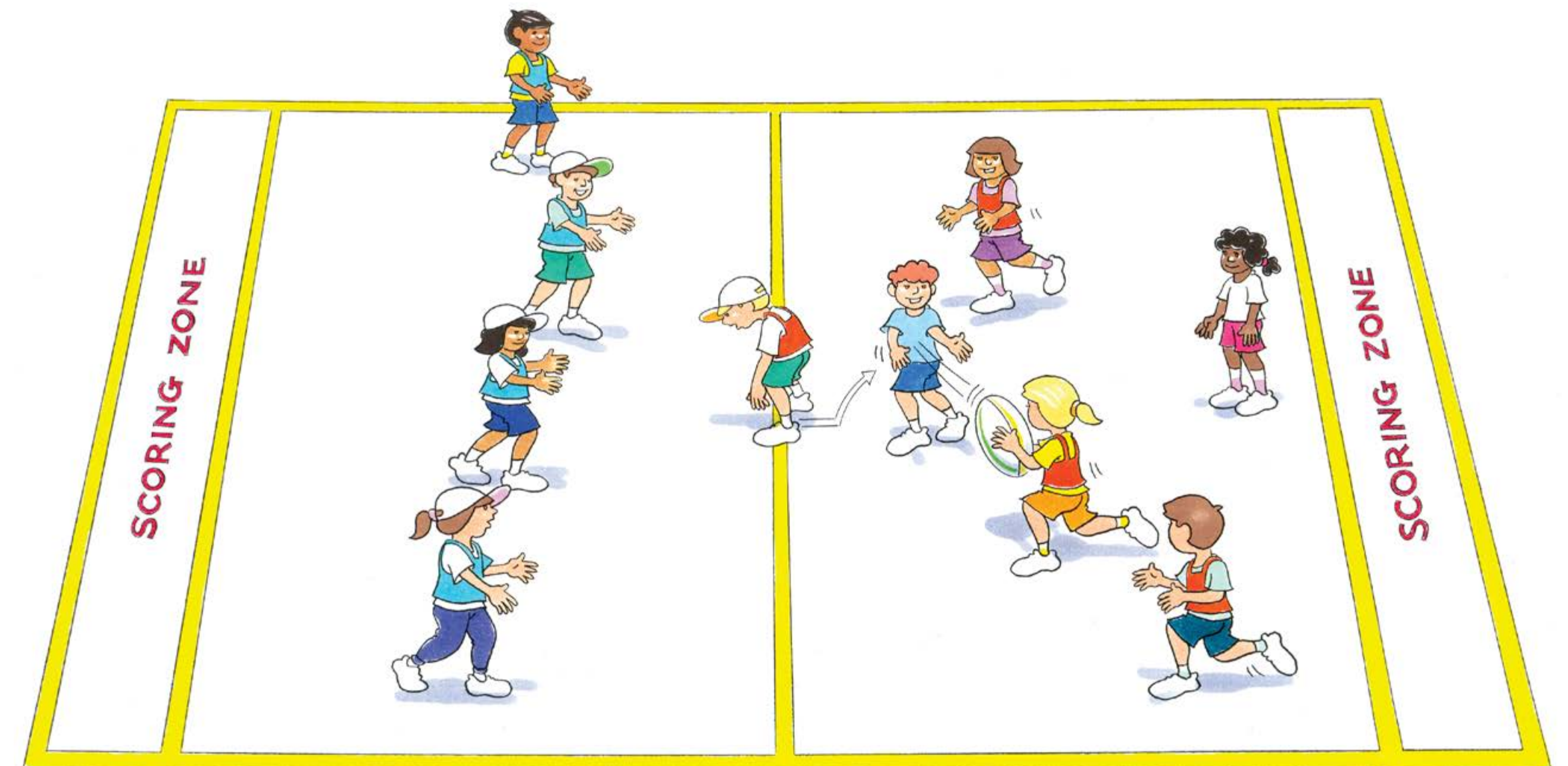
- > Role of the acting half; rollball; touchdowns

EQUIPMENT

- > 1 x football per game; 6 x marker cones per game; 2 x sets of team bibs or sashes

What to do

- > Organise two teams of four players with two extra players as neutral double acting halves.
- > The game starts and re-starts with a tap from half way.
- > One team starts as the attackers. They can pass the football in any direction and maintain possession until the ball is intercepted or a touchdown is scored.
- > The defending team can intercept the ball to win possession. They must stand still at a rollball until a neutral acting half has passed the ball backwards to an attacking player.
- > The neutral acting halves must only play for the team that has possession of the ball. They must always pass backwards at the rollball to an attacking player.
- > The neutral acting halves can't score a touchdown.



Tip

- > In Touch Football, the acting half is any player who takes possession of the ball after a rollball. The acting half must pass the ball immediately; they can't run with the ball or score a touchdown.

Change it

- > Rotate the neutral acting halves after a touchdown is scored.
- > Two passes must go backwards before a touchdown is scored.

Drop out, drop in

Teams play a modified version of Touch Football. When the ball carrier is touched, the defender who made the touch must exit the field and run around a marker cone before returning to the game. Play in teams of six.

LESSON 6

- > GET INTO IT
- > 20 MINUTES

SKILL FOCUS

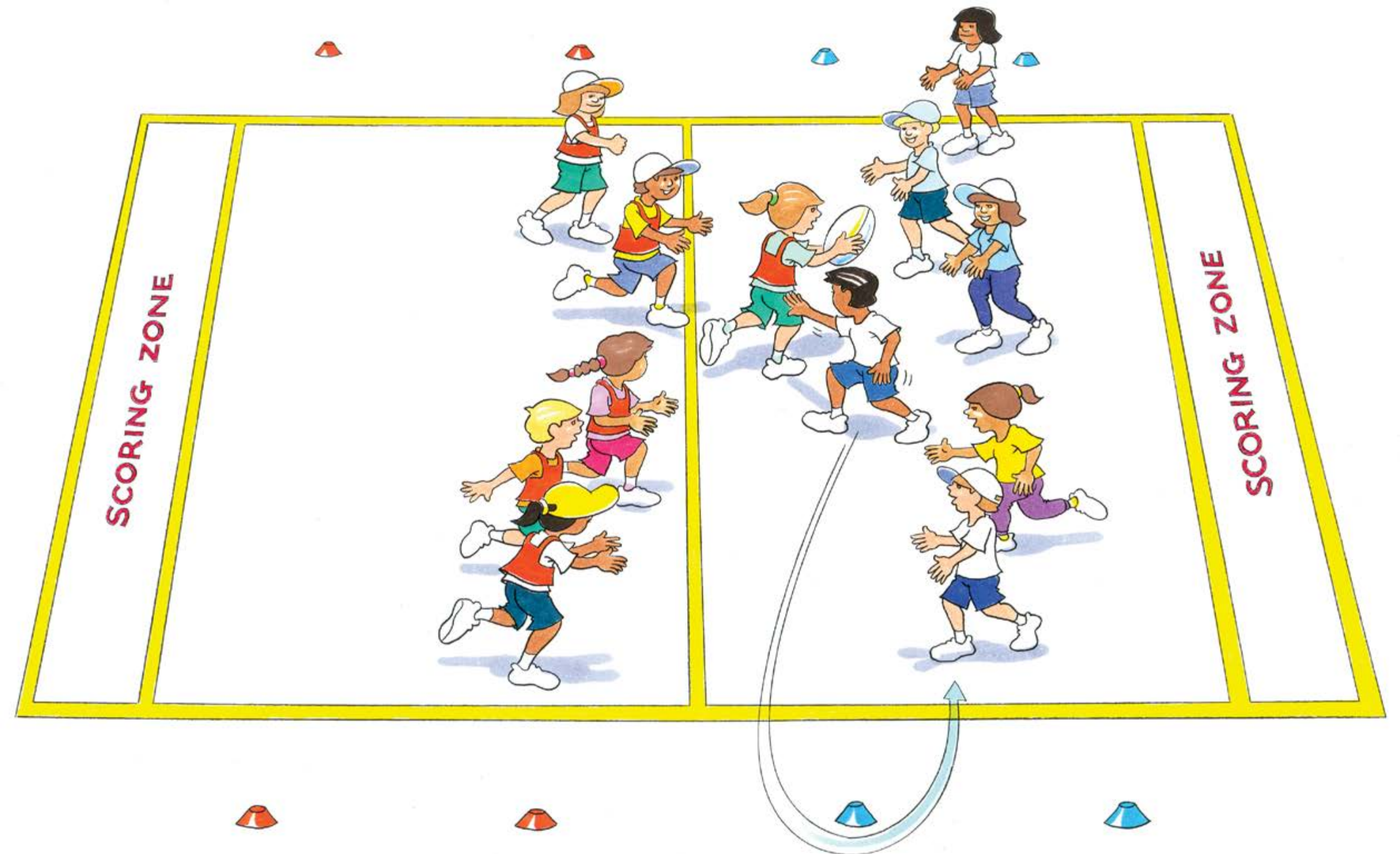
- > Touch Football match play; attacking play

EQUIPMENT

- > 1 x football per team; 10 x marker cones to define playing area; 1 x stopwatch or clock

What to do

- > Organise players into teams of six.
- > The attackers start the game with a tap on the half way mark.
- > The defenders must retreat five metres at all rollballs.
- > The attackers retain the ball for six touches (errors are counted as touches).
- > When a ball carrier is touched in the defending team's half, the defender who made the touch must exit the field and jog around the nearest marker cone.
- > The defender then returns to the field in an onside position.
- > All other Playing for Life – Touch Football rules apply (refer to 'Rules and guidelines').



Tip

- > Having a defender drop out of play momentarily allows space for the attacking team to gain ground.

Change it

- > Two different players must effect a touch before the ball carrier must stop to perform a rollball and both defending players must run around a 'defender marker'.
- > Defenders who exit the field perform an action with a ball such as 'throw, clap, catch' before returning to the game.

Untie the knot

Each player holds the hands of two different players. The aim is to untangle the knot without letting go. Play in groups of six or more.

LESSON 6

- > FINISH UP
- > 5 MINUTES

SKILL FOCUS

- > Communication; teamwork

EQUIPMENT

- > 10 x marker cones to define playing area; 1 x stopwatch or clock; team bibs or sashes

What to do

- > Players in groups of six or more stand in a circle.
- > Each player must hold hands with two different players (not a player beside them).
- > Players slowly move to untie their knot by stepping over and moving under their joined hands.
- > To ensure safety, the game should not be played as a race.



Tip

- > This game encourages communication and teamwork. It can also assist coaches to identify players who take on the role of lead communicator.

Change it

- > Players can hold a bib or sash each instead of holding hands.
- > Set a time limit, for example two minutes, to ensure players remain engaged.

What's ahead?

After discussing preparations with the supervising staff, the coach provides a brief explanation about the lesson to come.

LESSON 6

- > FINISH UP
- > 5 MINUTES

Coach asks:

- > Next week is our last lesson and we are going to play a Touch Football round robin. Who wants to invite someone to come along and watch the games?

OR

- > Next week is our last lesson and we have visitors coming from the local Touch Football association. Who wants to know how to join a club and play Touch Football?

OR

- > Next week we are going to the local Touch Football grounds to have some fun. Has everybody got a note to get signed so they have permission to attend?



Playing for Life — Touch Football

7

SKILL FOCUS

- A Touch Football match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor or outdoor area 30 metres x 50 metres

EQUIPMENT

- > 1 x football per pair; 1 x set of marker cones (30); team bibs or sashes; 1 x stopwatch or clock

ACTIVITIES

- > All in tag **5 minutes**
- > Form a team **5 minutes**
- > Team waves **10 minutes**
- > Touch Football round robin **35 minutes**
- > Where to from here? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

All in tag

Everyone tries to tag everyone else. Players who are tagged continue to tag others from a crouch position.

LESSON 7

- > START OUT
- > 5 MINUTES

SKILL FOCUS

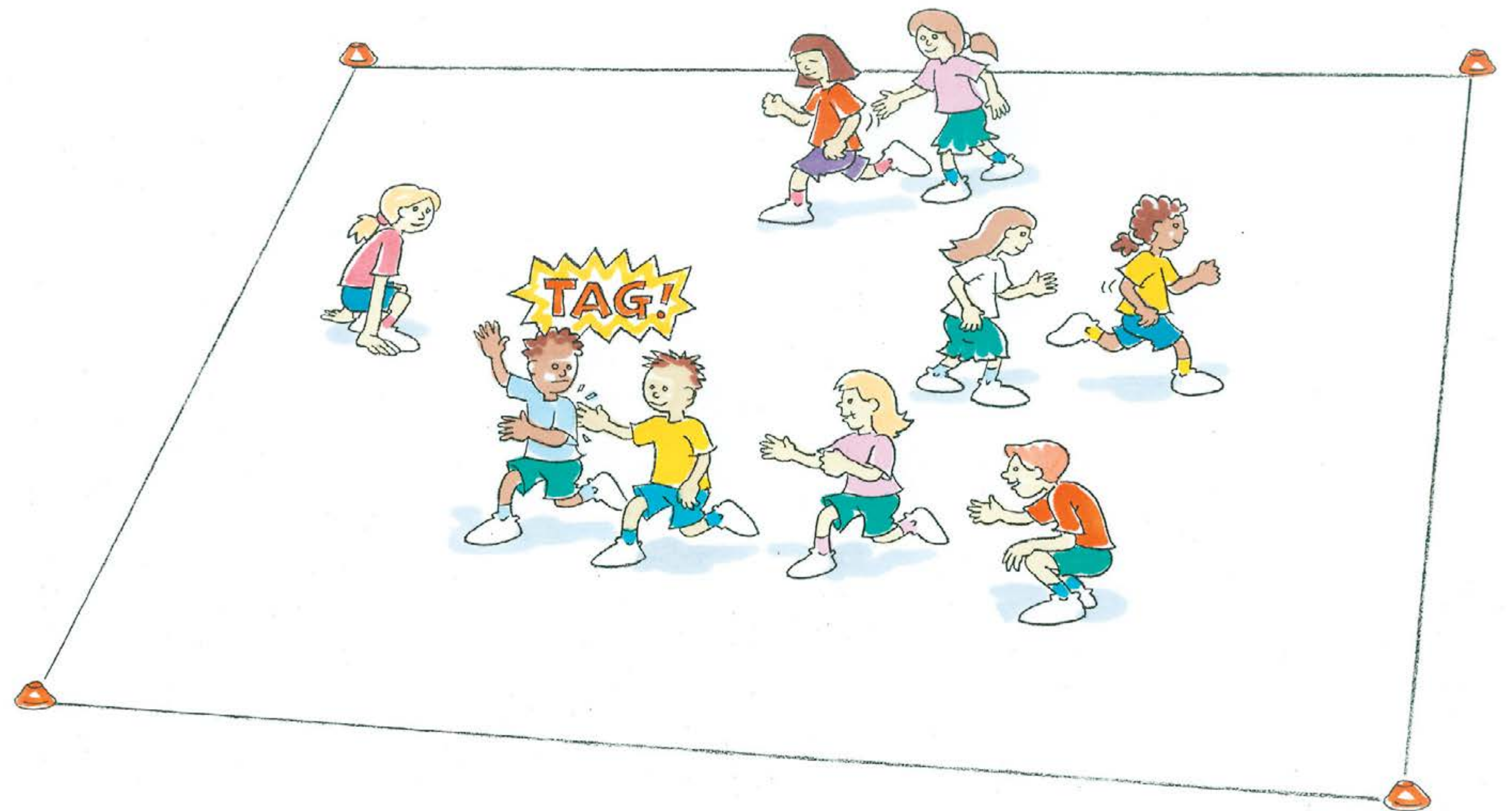
- > Space and player awareness

EQUIPMENT

- > 1 x set of marker cones (30)

What to do

- > Players are dispersed in a large playing area.
- > On your signal, players run randomly and attempt to tag whoever is nearest to them.
- > Tagged players crouch and continue to tag others from the crouched position.



Tips

- > Players can only tag with their hands.
- > Tags should be made below shoulder height.

Change it

- > Vary the locomotion according to the ability of the players (walk, shuffle, skip, jump).
- > When about half of the players have been tagged, the coach can call 'Statues!' and all the running players must freeze and crouch to tag while all the 'crouchers' become runners.

Form a team

Players move around in random directions avoiding body contact with others. The coach calls a number and players form groups of that size.

LESSON 7

- > START OUT
- > 5 MINUTES

SKILL FOCUS

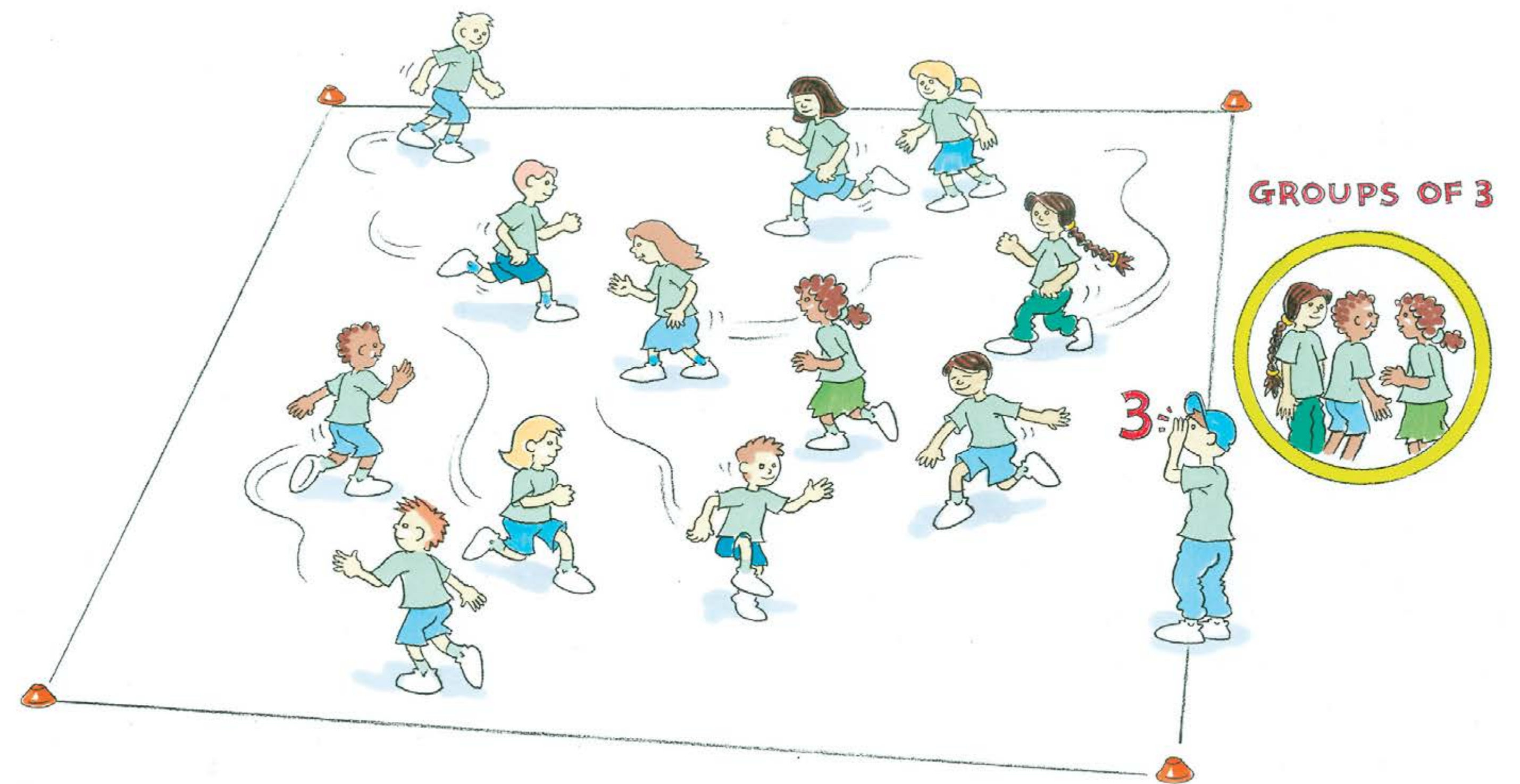
- > Teamwork

EQUIPMENT

- > 4 x marker cones to define playing area

What to do

- > All players are spread out in a defined playing area.
- > Players begin to jog randomly around the area.
- > Call several group sizes before finishing with the number required for the next activity. For example, start by calling 'Twos', then 'Fours' and finally the group size required such as 'Fives'.



Tips

- > Encourage players to try and form groups with new people.
- > Remind players to look ahead when running.

Change it

- > Several players start with a football and randomly pass or hand it to players as they approach.
- > Vary the locomotion, such as short bursts of running, hopping and fast walking, before calling a group size.

Team waves

Multiple attacking teams take turns playing a game with a maximum of three touches (chances) to score a touchdown. When their turn as an attacking team is completed, they become the new defending team. Play in two or more teams of 4–6.

LESSON 7

- > GET INTO IT
- > 10 MINUTES

SKILL FOCUS

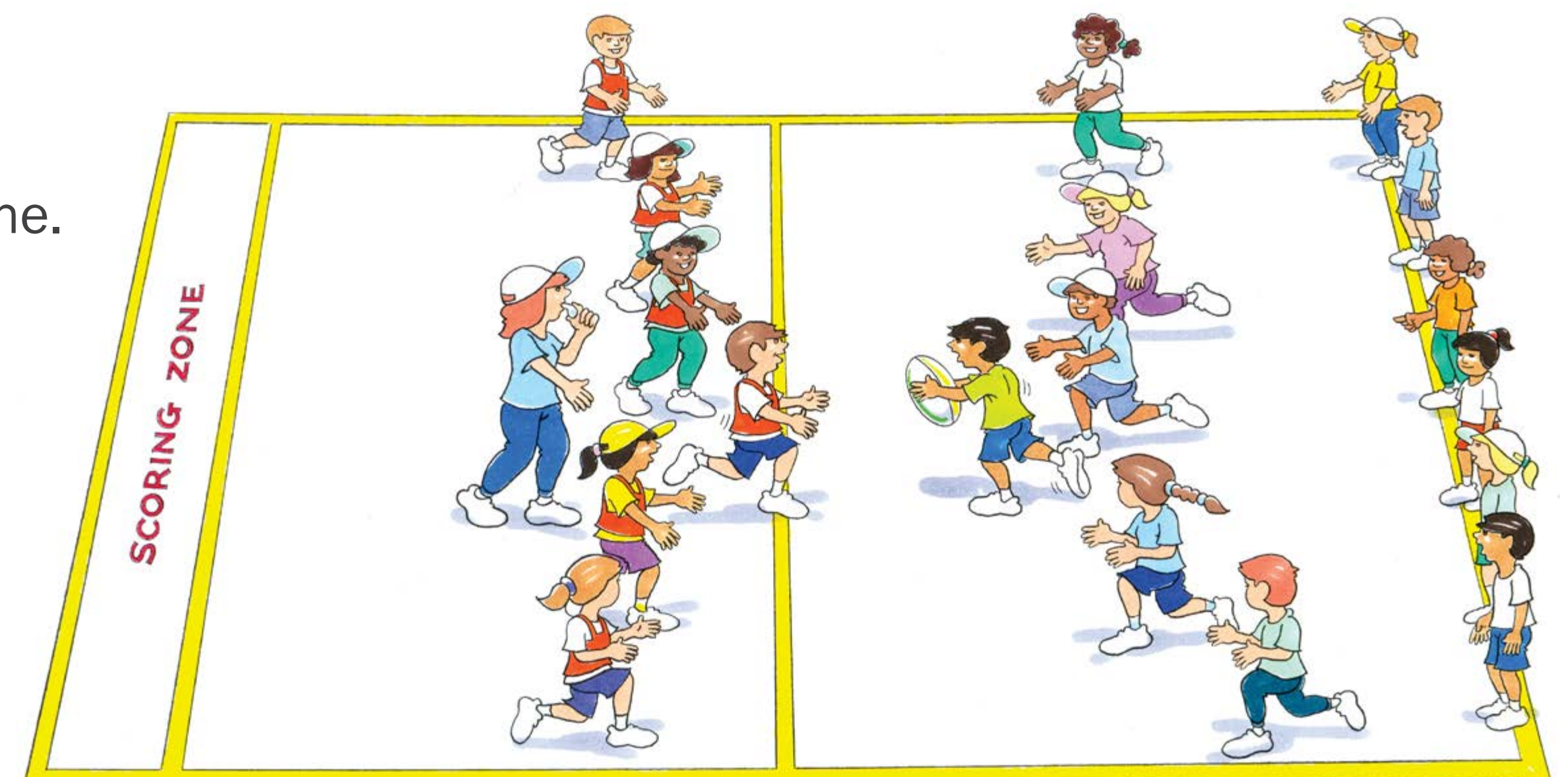
- > Touch Football match play

EQUIPMENT

- > 1 x football per game; marker cones to define playing area; team bibs or sashes

What to do

- > One team starts as the defenders and spreads out across the half way line in line with the coach, facing the attacking teams.
- > All other teams are attackers and line up behind the start line.
- > Play starts when the first attacking team performs a rollball on the start line.
- > The defending team (and the coach/referee) must retreat five metres back after each touch.
- > A touch will be counted when:
 - a defending player effects a touch on the ball carrier
 - an error is made by the attacking team.
- > The attacking team has a maximum of three touches (chances) to score a touchdown.
- > After three touches, or if a touchdown is scored, the attacking team rotates to become the defending team and the previous defending team becomes attackers and lines up behind the start line.



Tips

- > The coach acts as the referee and stands with the defending team to ensure they retreat five metres before each rollball.
- > Defenders can point out the attacker in front of them they intend to defend to discourage them all chasing the ball carrier.

Change it

- > To create momentum and game flow, allow one pass to go forward at each play for inexperienced players (the coach/referee calls, 'Play on!' when this occurs).
- > Waiting teams practise passing the ball up and down their line.

Touch Football round robin

Teams play a game of modified Touch Football. There are no set positions and the attacking team maintains possession of the ball for six touches. After ten minutes, teams rotate to play a new team. Play in teams of 4–6.

LESSON 7

- > GET INTO IT
- > 35 MINUTES

SKILL FOCUS

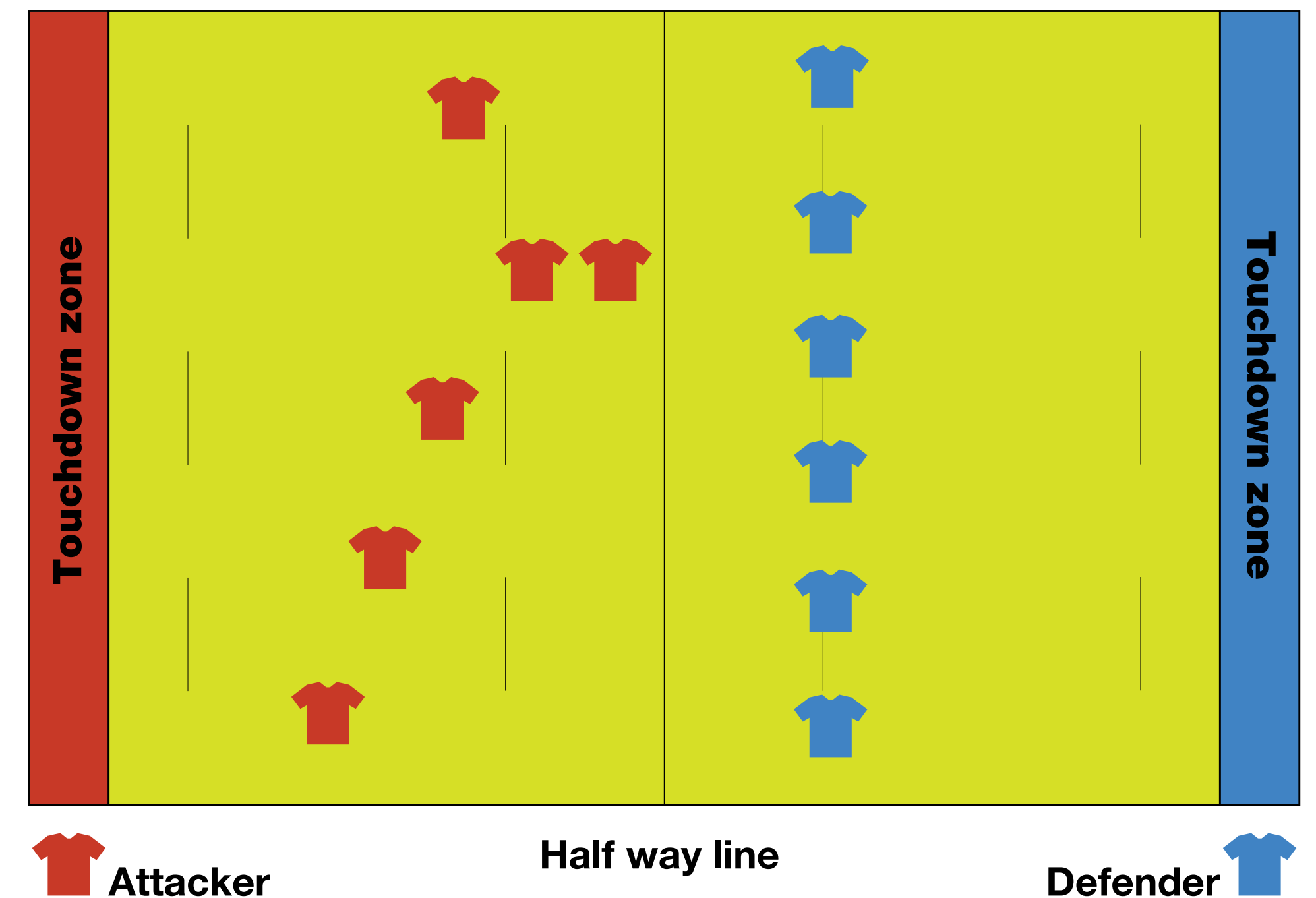
- > Touch Football match play

EQUIPMENT

- > 1 x football per game; 10 x marker cones per game; team bibs or sashes; 1 x stopwatch or clock

What to do

- > Create several Touch Football fields suitable for the area and ability of players.
- > Form teams of four to six players.
- > All players must be in their own half for the start and re-start of play.
- > A tap will commence play at the start of the game and after a touchdown.
- > Defenders must be five metres away from the football until it is in play.
- > The attacking team maintains possession of the ball for six touches (all errors are counted as a touch).
- > Call 'Time!' after ten minutes and teams rotate to play a new team.



Tips

- > Ensure all players have access to drinking water between games.
- > Encourage teams to discuss strategies before rotating to play a new team.
- > Remind players to include everyone in the team.

Change it

- > In mixed games, pair up opponents of similar age/ability and only their paired opponent can effect a touch on the player with the ball.
- > Ball carriers must be touched twice, by two different players, before they must stop to perform a rollball.

Where to from here?

The coach provides a review of the Touch Football lessons and invites any visiting representatives or the participants to discuss benefits of joining a Touch Football competition for their school or the local Touch Football association.

LESSON 7

- > FINISH UP
- > 5 MINUTES

Coach asks:

- > What was your favourite Touch Football activity we played after school?
- > Who would like to try out for the school Touch Football team?
- > Who knows where the nearest junior Touch Football association/club is?



Tip

- > The coach or staff members may wish to hand out participation certificates and junior Touch Football information for children to take home.



Australian Government
Australian Sports Commission

Behaviour Management

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour

Inappropriate behaviour and/or a lack of interest and attention may be caused by:

- > insufficient equipment for group size
- > limited supervision and lack of interest shown by the coach
- > activities which are slow to start, due to too much talking by the coach
- > activities that run for too long
- > children waiting in long lines for their turn
- > activities that are boring and not challenging enough
- > unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour


- > Create a team atmosphere: be positive and encouraging and give feedback.
- > Ensure children have a clear understanding of rules, routines and appropriate behaviour. Manage inappropriate behaviour as soon as it occurs.

- > Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- > Learn about any children with physical, behavioural, emotional or social problems.
- > Look for good behaviour and reward through praise and privileges.
- > Provide fun and variety, and high levels of activity.
- > Challenge more experienced children and make discrete allowances for those less skilled.
- > Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- > Remember to use the CHANGE IT principle.
- > Plan activities that follow on from each other, thus reducing waiting time.



How to manage misbehaviour

The following table provides a suggested routine for dealing with misbehaviour. Ensure you are consistent and patient in following the suggestions as some misbehaviour may need time to correct.

 <p>Misbehaviour presents</p>	<p>Quietly correct</p>	<ul style="list-style-type: none"> > Do so without delay. > Non-verbal cues may be appropriate. > Join in and partner with the misbehaving child without comment. > Divert the child's attention. > Ask a skill-related question, such as: 'How is that serve coming along?' > Remind the child discretely of group rules and appropriate behaviour. > Address the behaviour of the child, not their character.
<p>Misbehaviour still an issue</p>	<p>The coach's next step...</p>	<ul style="list-style-type: none"> > Relate the problem back to team rules. > Explain how their behaviour is impacting others. > Ask the child: 'What are you doing?' and: 'Is this against the rules?'. Follow on with: 'What should you be doing?'
<p>Misbehaviour continues</p>	<p>Explain the consequences</p>	<ul style="list-style-type: none"> > Be polite, calm, brief and specific. > Do not use punishment, blame, shame, sarcasm or cause pain. > Do not ignore the child. > Forgive and forget. > Remove the child from the activity; use a time-out away from other children but close enough to supervise. > Provide an opportunity for the child to rejoin the group, if they agree to abide by the rules.
<p>Referral</p>		<ul style="list-style-type: none"> > If the problem is not rectified, refer the matter to an appropriate person.



Over Competitiveness

A desire to win at all costs may promote negative behaviours and discourage the cooperation and participation of others.

Identifying behaviours

Children may:

- > Not cooperate during group activities
- > Break rules to win the game
- > Criticise other children and their abilities
- > Disrespectfully celebrate a win

What you can do

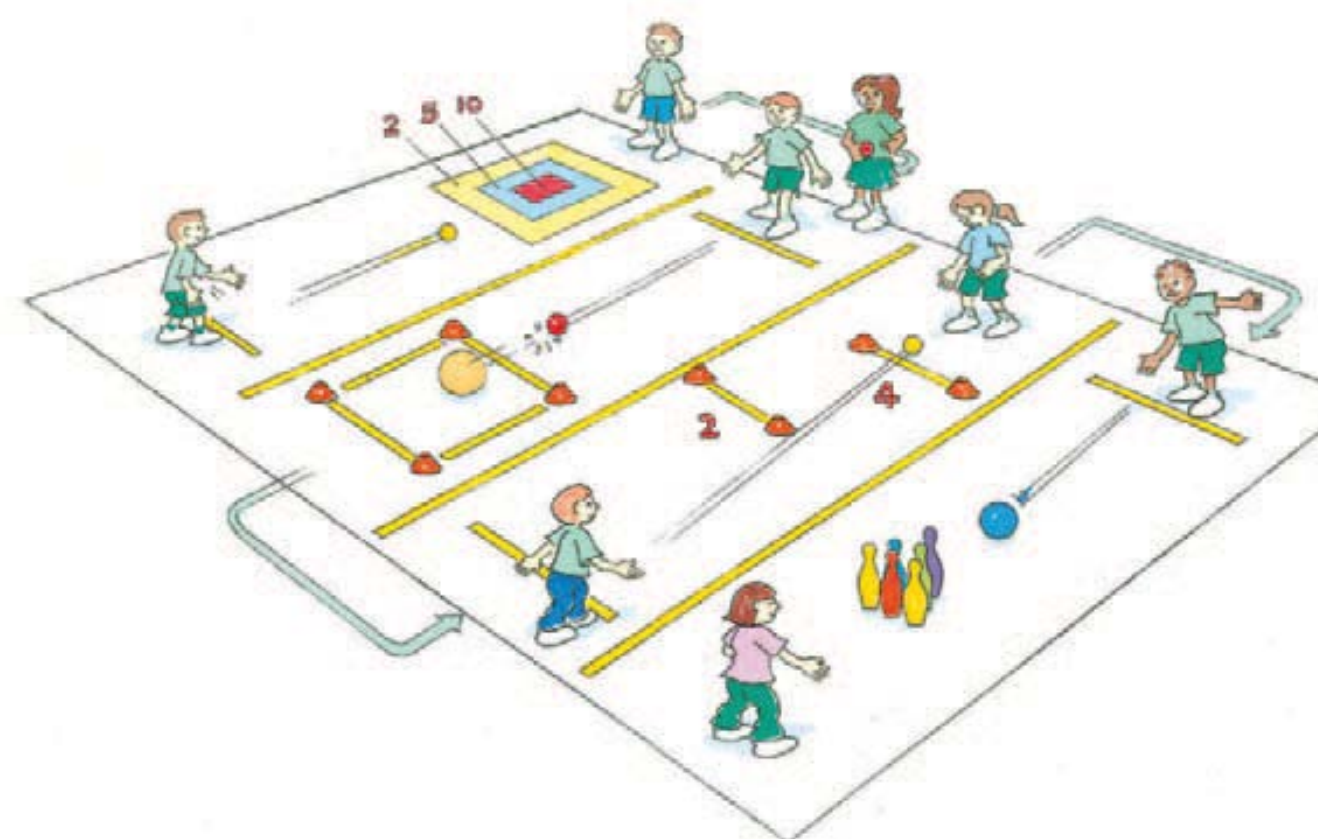
Simple changes to activities may help to address over competitive behaviours. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Highlight examples of cooperative play and good sportsmanship. Issue bonus points to reward desirable behaviour.

- > Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.



- > Use activities in which personal bests can be achieved.
- > Use small group activities, or circuits, to narrow children's attention to their own performance.



- > Encourage team building routines, such as handshakes and three cheers at the end of the game.
- > Select a 'spotter' who rewards sportsmanship.

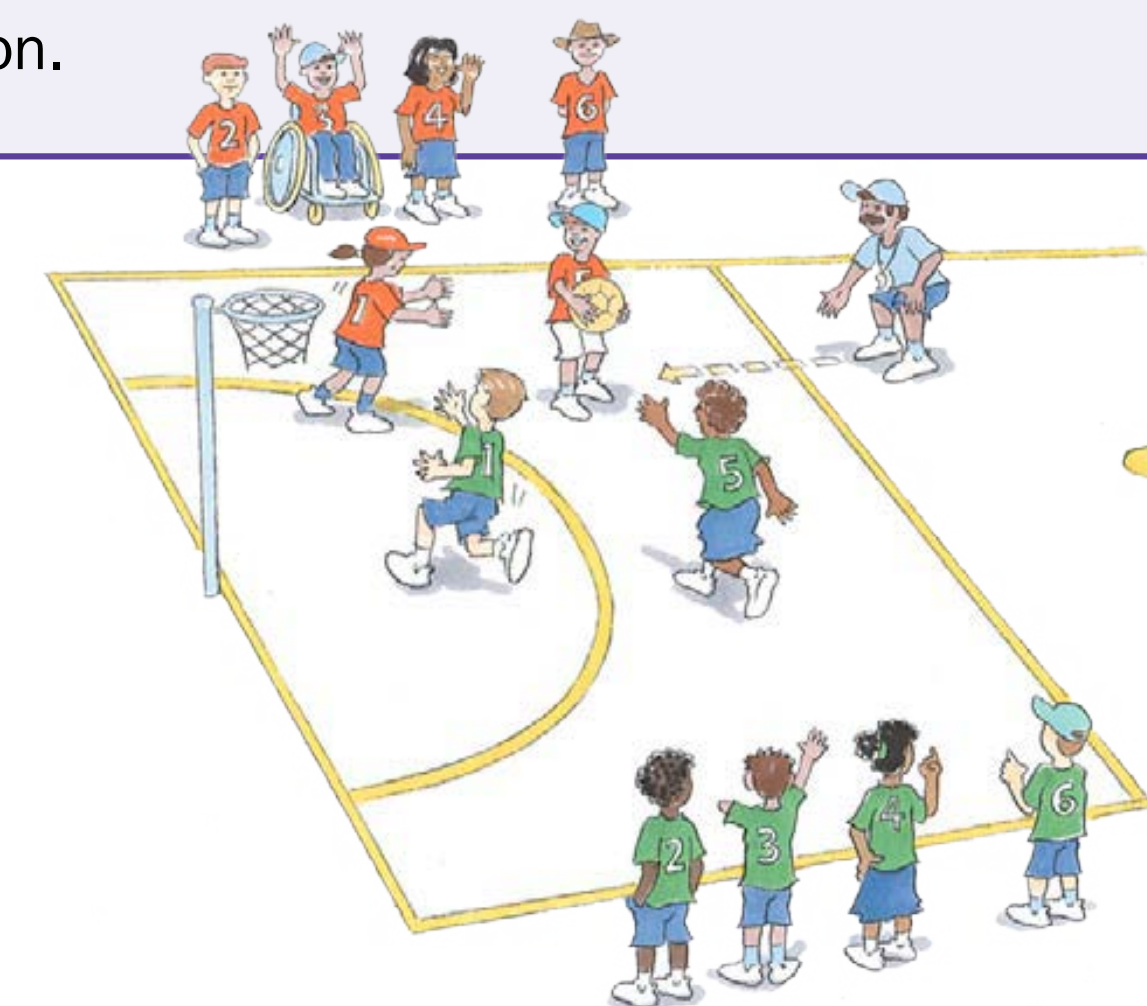


Example:

During a netball game one of the players, Rachel, was becoming increasingly frustrated and yelling at her team-mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.

This behaviour escalated until the coach, Roger, decided to stop the game, and introduce a game of Numbers netball where the focus was on team work and cooperation.

Roger observed that Rachel was not offering any encouraging comments, but, when it was her turn to shoot, the other children gave plenty of encouragement. Roger strongly encouraged the team's supportive behaviour until, eventually, Rachel started providing positive comments, even when a player missed their shot. Roger then rewarded Rachel's behaviour through praise, and felt ready to try another game of netball.



Domineering Behaviour

All groups will include children of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the coach and affect the involvement of others.

Identifying behaviours

Children may:

- > Assume team leader roles and direct other children
- > Dominate discussions and questions by the coach
- > Continually influence the pace and direction of activities
- > Intentionally or unintentionally ignore those less skilled in the group
- > Dominate the games or activities

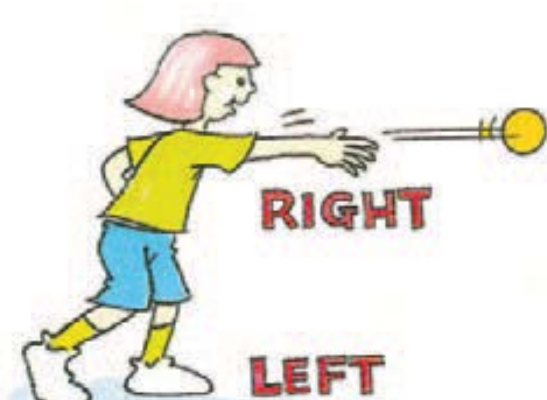
- > Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.



What you can do

Simple changes to activities may help to address domineering behaviour in group activities. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Use smaller groups and evenly space out more experienced children between teams.
- > Allow more experienced children to demonstrate a skill.

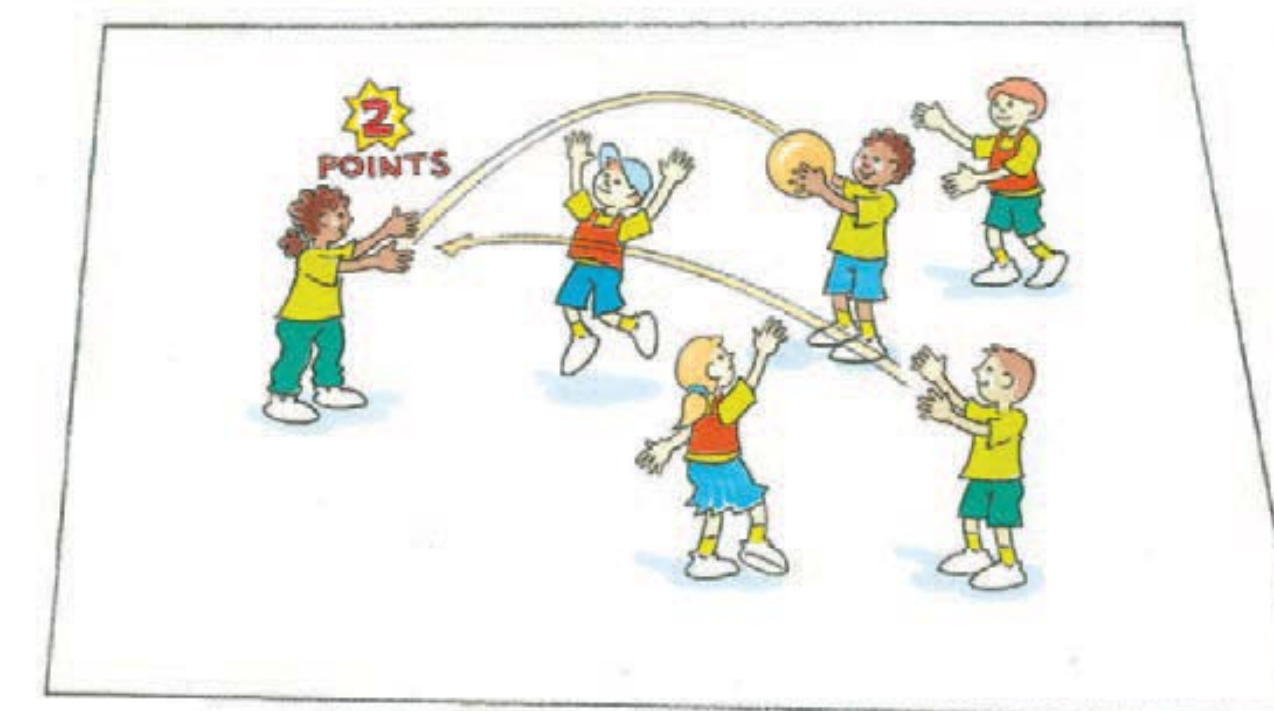


- > Score in a way that allows children to individually challenge themselves to achieve success.



- > When questioning children about changing an element of an activity, use responses such as: 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.

- > Delegate extra roles to more experienced children as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.

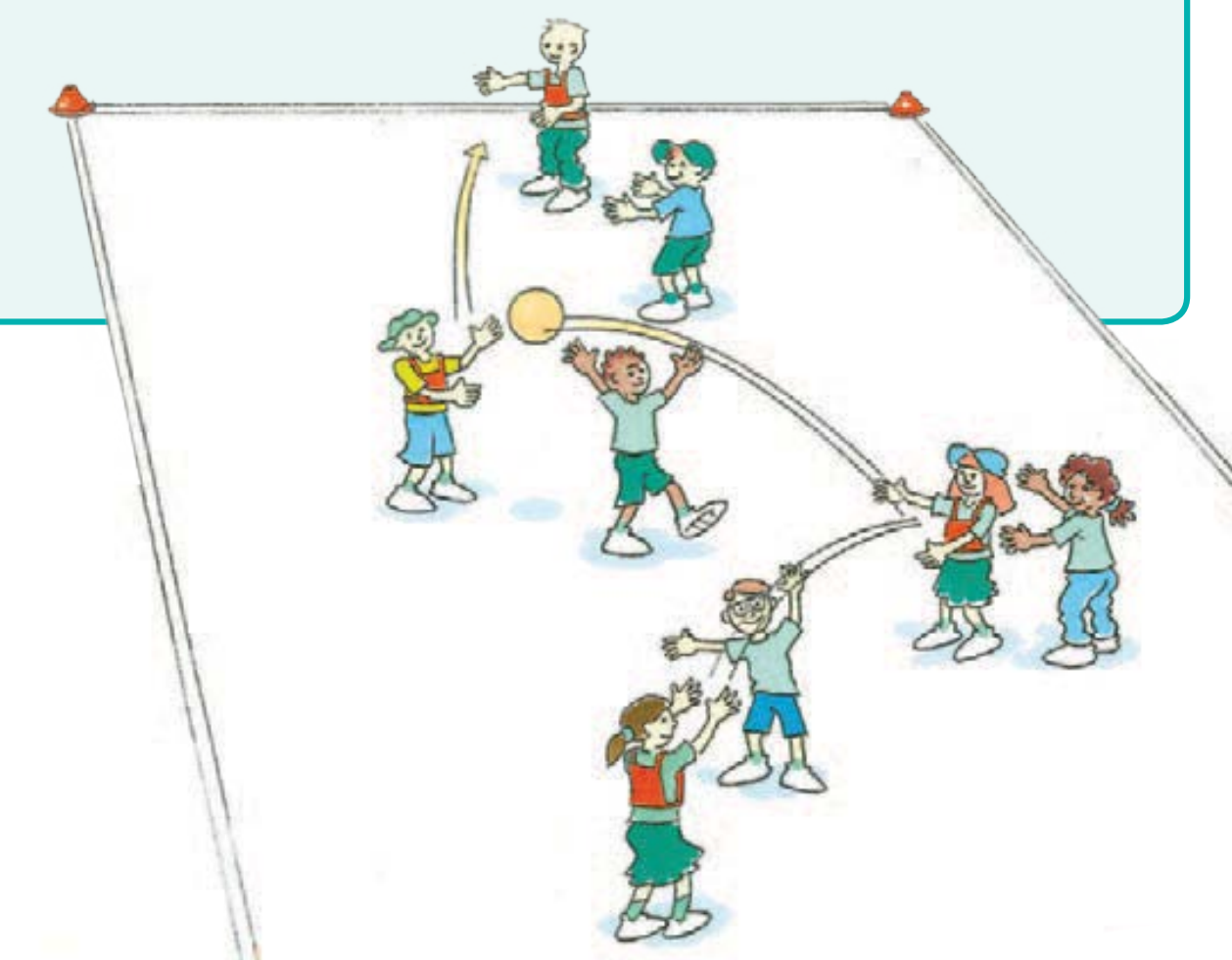


Example:

Susie decided that the children would play a game of hockey as part of the day's session. She knew that a couple of the children, Jodie and Ryan, had played for the school team and had a greater skill level than the others. Susie broke the group into two teams, with Jodie in one and Ryan in the other. As the session progressed, Susie observed children losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the

group what changes could be made, to ensure every player got to touch the ball. They decided if the ball was passed to three different team-mates before scoring, that team should receive bonus points.

Once the game started again Susie saw a big change: Jodie and Ryan were doing their best to include their team-mates in order to get those bonus points.



Non-participation

Children may not participate in activities for a number of reasons. As these reasons may not be obvious, understanding and patience are essential, to ensure all children feel they have an opportunity to get involved.

Identifying behaviours

Children may:

- > Refuse to participate in activities
- > Not agree to play certain roles as part of games
- > Make no effort or attempt to engage with other children

What you can do

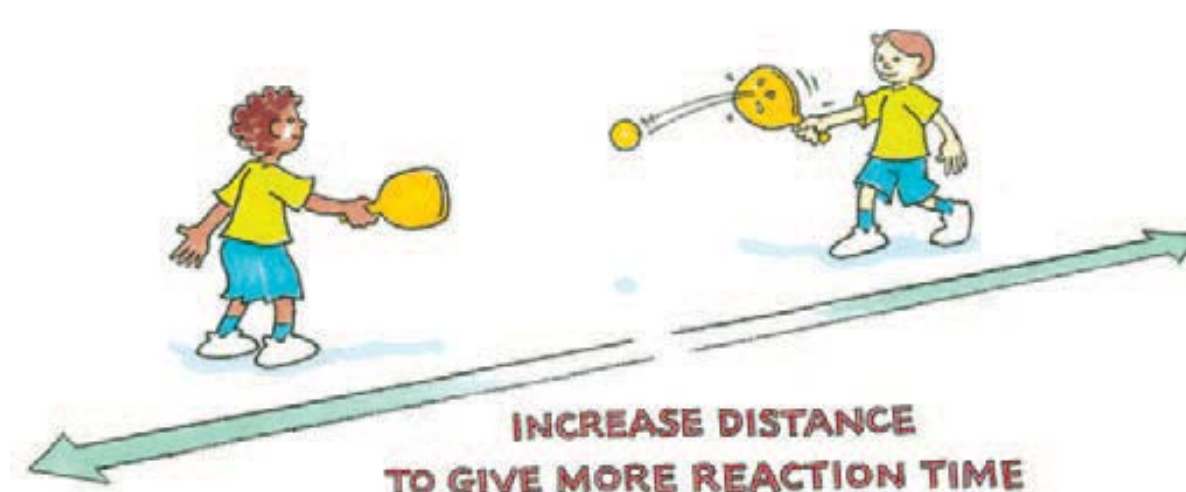
Once illness or injury or cultural considerations have been ruled out, simple changes to activities may help to encourage participation. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Partner with the child to encourage their involvement in the activities.

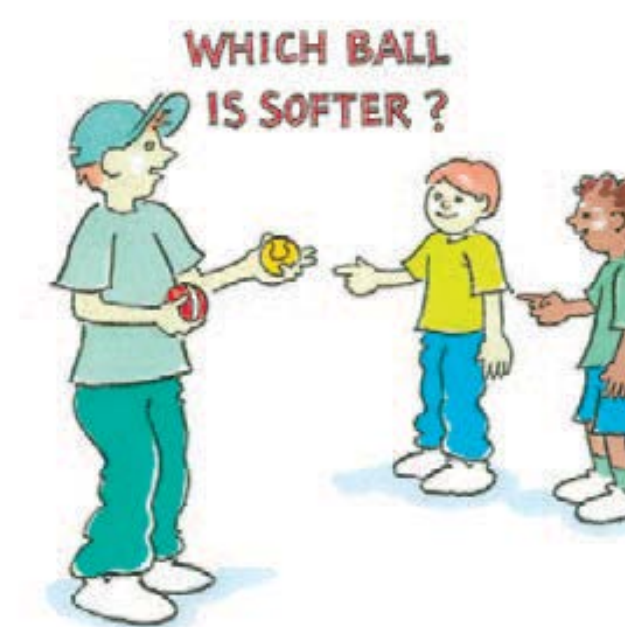
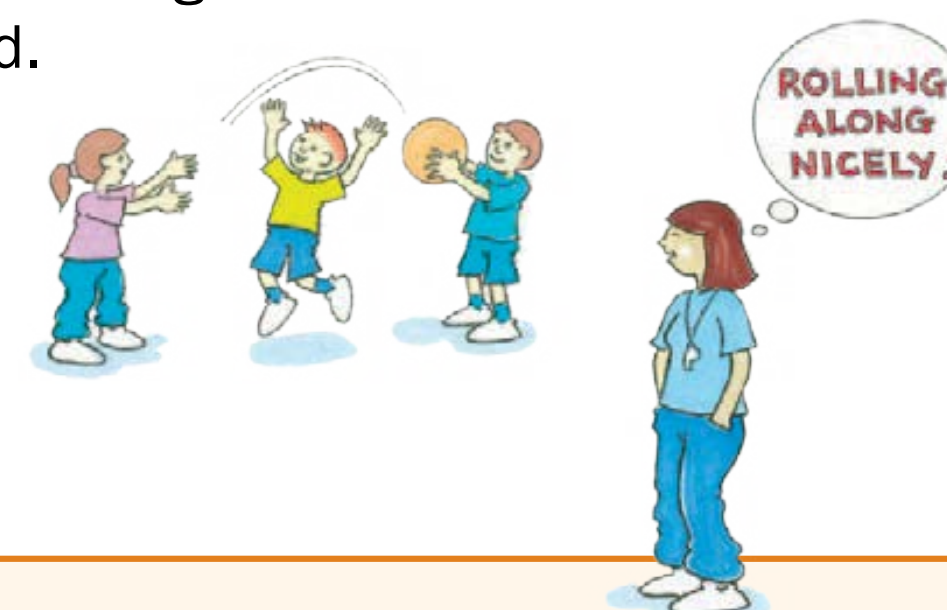
- > Ask one of their friends, or a more experienced child from the group, to encourage their participation in the activities.
- > Think of new and varied roles that can be played: for example, scorer or umpire.



- > Look for signs of interest during the activities, to invite participation.
- > Use changes that increase or decrease complexity of the activity to provide more opportunities for success.



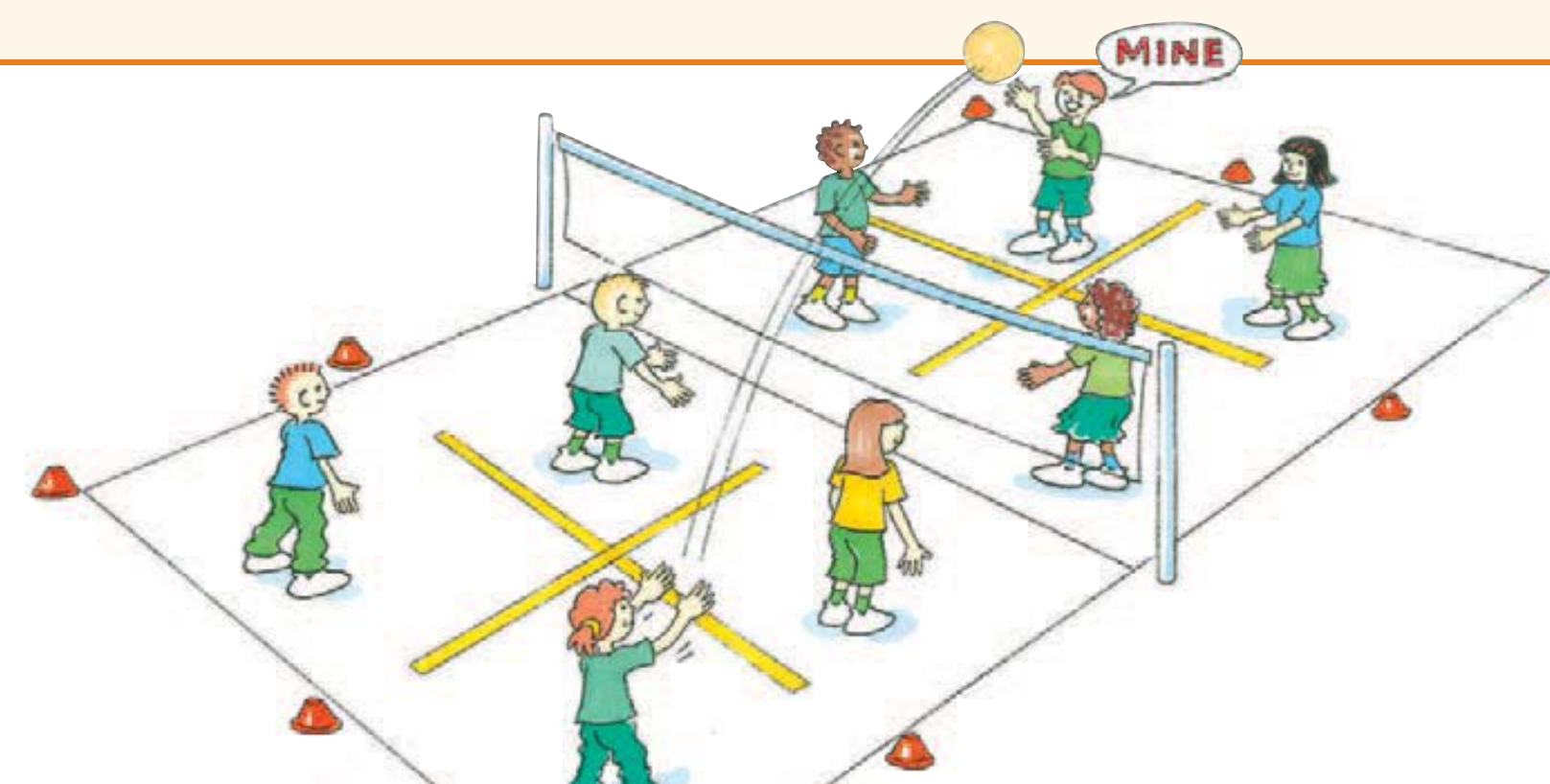
- > Ensure the fun element is emphasised.
- > Create ownership by asking the child for a suggestion on how to improve or change the activity.
- > Provide encouragement once the child is involved.



Example:

After a five minute warm up, Sarah brought her group of children together to introduce the next activity: volleyball. Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'. The last time Peter played volleyball he was unable to serve the ball over the net, but the other children could. Peter wanted to avoid further embarrassment and so sat out.

After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow children to serve from different spots around the court. Sarah made the rule for the whole group, not just Peter, so all of the children could choose the spot they felt most comfortable with to make a serve. After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.



Where to from here?



Touch Football participation pathway

Touch Football is a sport that people can enjoy at all ages in different forms. Children from as young as five can begin participating in Touch Football; adults enjoy it at a social or more competitive level; and families can also put teams together, with children, parents and grandparents enjoying a game in their local social competition.

The AusTouch program is the first stepping stone in the Touch Football player pathway, introducing kids to the basics of Touch Football in a fun and progressive program, which builds on the skills, concepts and rules over the sessions.

AusTouch is designed to be suitable for kids who have had limited or no past involvement in Touch Football; it can also be used to increase the skill level of older participants or of some of our youngest Touch Football participants, 5–8 year-old kids.

Once young players are confident in the basic skills and concepts, they are ready to play in a Touch Football competition. With more than 300 affiliated local competitions in Australia, Touch Football provides a community-friendly environment for the involvement of all participants.



Contacts



To find out how to become involved in Touch Football, please contact Touch Football Australia or your closest state association.

Touch Football Australia

P: (02) 6212 2800
W: www.austouch.com.au

Touch Football ACT

P: (02) 6212 2880
W: www.acttouch.com.au

NSW Touch Football

P: (02) 9558 9333
W: www.nswtouch.com.au

Touch Football Northern Territory

P: (08) 8941 2599
W: www.nt.mytouchfooty.com

Queensland Touch Association

P: (07) 3807 2000
W: www.qldtouch.com.au

Touch Football South Australia

P: (08) 8223 1617
W: www.touchsa.com.au

Touch Football Tasmania

P: (03) 6331 3852
W: www.tastouch.com.au

Touch Football Victoria

P: (03) 9681 3000
W: www.victouch.com.au

Touch Football Western Australia

P: (08) 9387 5753
W: www.touchwest.com

