



# #MoveWithMunster

A Fundamental Movement Resource for Primary School Teachers and Mini Rugby Coaches  
Munster Rugby March 2021

## **Munster Rugby #MoveWithMunster Series**

### *Developing Fundamental Movements through Games and Fun challenges*

This resource has been designed to support teachers and mini rugby coaches with the promotion and delivery of fundamental movement skills in young children. It can be used as a supplementary program within primary school curricula to help grow children's competencies and confidence in movement. It promotes FUN animal like dynamic movements coupled with FUN games, which can complement the movements being developed. It is hoped that these interactive resources can assist teachers and coaches with the development of children's understanding of physical activity and how to enjoy and benefit from the experience.

The recent Children's Sport Participation and Physical Activity study (CSPPA 2018), published in 2019, has again signalled concern with children activity levels. The study primarily focused on 10-18 year olds in both the Republic of Ireland and Northern Ireland. The sample included 1,103 primary school pupils from 5<sup>th</sup> and 6<sup>th</sup> class in the Republic and 446 in Northern Ireland. Only 17% of primary school pupils met the Department of Health and Children physical activity recommendations of at least 60 minutes daily of moderate to vigorous physical activity (MVPA).

Importantly children who met the guidelines had higher levels of cardiorespiratory fitness. Active children also reported higher levels of happiness (Source: Woods CB, Powell C, Saunders JA, O'Brien W, Murphy MH, Duff C, Farmer O, Johnston A., Connolly S. and Belton S. (2018). The Children's Sport Participation and Physical Activity Study 2018 (CSPPA 2018))

The World Health Organisation (WHO) guidelines on Physical Activity and Sedentary Behaviour (2020) also highlight the benefits of physical activity for general health outcomes including improved physical fitness, improved cardiometabolic health (blood pressure etc), bone health, cognitive outcomes and mental health. They recommend children doing at least 60 minutes per day of moderate to vigorous-intensity across the week and to include activities which can help strengthen muscle and bone at least 3 days per week.

Based on these and other studies of physical activity levels in children, we have tried to capture some ready-to-use games and movements which can support or complement other movement and physical development programs. Each movement is demonstrated by one of our Munster Senior Rugby players and comes with a short challenge. The resources provided focus on locomotor, stability and manipulative skills through animal like movements, challenges and FUN games.

The movements are also visually presented herein with some valuable teaching/coaching cues to help develop the child's competencies and understanding. We have collated some ready-to-go games to complement these movements in the school hall, school yard or on the rugby pitch. These are FUN all-inclusive games designed to help children develop their fundamental movements skills and develop their physical capacity.

We complete this resource with a five series HIIT program promoting 20 minute workouts. These can be done within a small space for the individual and incorporate the animal like movements into a moderate to vigorous activity. We hope you enjoy this resource and keep an eye out for more Fundamental Movement Resources and Rugby Skill Videos through YouTube and our website:

[www.munsterrugby.ie/domestic/coaching](http://www.munsterrugby.ie/domestic/coaching)

## Animal and Insect Movements with FUN Challenges

Use these animal movements to create FUN warm-ups and support the child's development of Fundamental Movement Skills (FMS). Start with some body awareness exercises also for a bit of FUN (See Appendix 1.0)

**CLICK ON THE PLAYER PICTURE TO PLAY THE VIDEO**



**FLAMINGO STANCE**



**Matt Gallagher**



**CRAB WALKS**



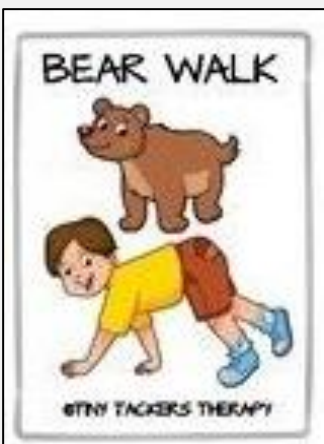
**Jeremy Loughman**



**INCH WORM**



**Dan Goggin**



**BEAR WALK**



**Enya Breen**

**STRAIGHT LEG BEAR WALK**



**Ciara Griffin**





### **FROG JUMPS**



**Alex McHenry**



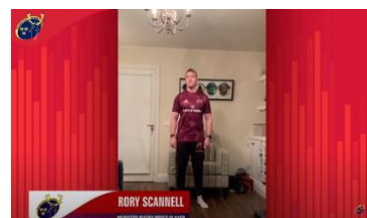
### **DUCK WALK**



**Joey Carbery**



### **GORILLA SHUFFLE**



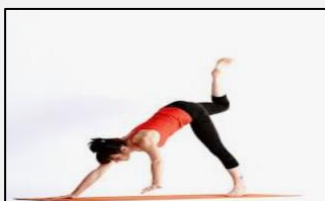
**Rory Scannell**



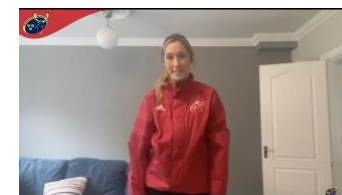
### **TIGER CRAWL**



**Jean Kleyn**



### **SCORPION WALK**



**Eimear Considine**

### **More Challenges**



**Wall Sit Challenge**



**FUN Challenges**



**FUN Movements**

*See Teacher/Coaching Cues and Explainer Videos in Appendix 2.0*

## FUNDamental Movement Games

### Game Card 1:

# GAME: RATS & RABBITS

A FUN game to develop player speed, agility, anticipation and evasion skills



## HOW TO PLAY

Create two lines of children 'Rats' and 'Rabbits'.

10-20m out from each line set up a "safe zone".

Each rat has a rabbit partner standing opposite them.

Call out different body awareness exercises.

Then call either Rats or Rabbits.

Whichever you call must turn and run to their safe zone without getting tagged by their partner

## GAME CONSTRAINTS

There are multiple adaptations and constraints

Regression – Remove chase, form one line, call safe zone lines 'Rats' and 'Rabbits'

Progression – Include balancing, animal movements.

## COACHING CUES

Focus on Running technique, quick turning and evasion ability e.g. side step, speed, swerve

Associated skill area: body awareness, reaction, running, agility

## COACHING REVIEW

Stop – Start – Continue

1. What worked well in this game?
2. What didn't work so well?
3. What will I do differently next time?

## Game Card 2:

### GAME: STUCK IN THE MUD

This is a FUN Warm up and Evasion Game to stimulate and activate players while developing their Evasion, Invasion & Communication Skills



### HOW TO PLAY

- \*Design a 20m x 20m Area (with cones)
- \*Two players with the ball are the taggers (increase if larger numbers)
- \*Their aim is to Tag the non-ball carrying players
- \*Once a player is tagged they must stand in a static position (stuck in the mud) with arms outstretched
  - \*They can only be released by another non-ball carrying player who runs under an outstretched arm
- \*Continue until all players are tagged or 5mins (whichever is sooner) then change the taggers

### GAME CONSTRAINTS

There are multiple adaptations and constraints available for this game:

1. Tagged players can only be released through their legs. Releasers must adopt a low 'bear crawl' position to release
2. Tagged players must hop on one leg whilst waiting to be tagged
3. Tagged players must lie on their back like an upside down beetle and wiggle their legs. Releaser must squat low and roll the tagged player over to their front to be released
4. Make pitch wider...make pitch narrower
5. Put a time limit on the catchers/taggers

### COACHING CUES

Fundamental Movement Cues:

- \* Squat
- \* Bear Crawl
- \* Hopping

### COACHING REVIEW

Stop – Start – Continue

1. What worked well in this game?
2. What didn't work so well?
3. What will I do differently next time?



### Game Card 3:

## GAME: GATES

This is a game used to develop the Player's Spatial Awareness, Vision, Communication, Catch Pass and Evasion skills.



*Click on Picture to Play*



### HOW TO PLAY

- \* Layout pairs of coloured cones (gates) randomly within your playing pitch
- \* Two equal teams
- \* Run and Pass in any direction
- \* To score a player in possession of the ball must run through a pair of cones (gate) without being touched
- \* If touched ball is turned over to the opposition
- \* When a point is scored the scoring player must stop and pass to the ball to a fellow teammate, he or she cannot score through the same gate twice in a row.

### COACHING CUES

- \* See Space, Attack Space
- \* "W" Catch early as you intend to pass it
- \* Punch and Point
- \* Transfer ball away from Defender
- \* Tuck the Tip, Tighten the Grip

### GAME CONSTRAINTS

Constraints can be used to increase or decrease pressure for the Attack and/or for the Defence

- Space gates further apart
- Increase or Decrease the amount of gate's
- Overload (numbers) Attack or Defence
- Ball must be carried in two hands, if not turnover
- Add an exercise (i.e. a burpee) to a player caught in possession

### COACHING REVIEW

Stop – Start – Continue

1. What worked well in this game?
2. What didn't work so well?
3. What will I do differently next time?

## Game Card 4:

### GAME: SHARKS & FISH

This is a game used to develop: Spatial Awareness, Speed, Ball Control, Defensive Alignment, Communication, Work-Rate



Adapted from Bulldog – Click on Picture to Play



### HOW TO PLAY

- \*The pitch size will vary depending on the number of players on each team.
- \*Start with 1 or 2 'Sharks' in the middle of the Pitch.
- \* The 'Fishes' must line-up on one Try-line, carrying a Rugby ball.
- \* On 'GO..!' the 'Fishes' must get past the 'Sharks' to the safety of the other try-line. The Sharks must try and Tag the Fishes to add them to their team.
- \* The game continues until you have captured almost all the Fishes.

### COACHING CUES

- \* Carry the ball in 2 hands.
- \* Identify and attack the space.
- \* The Sharks must communicate to each other.
- \* The Fishes use speed and footwork.

### GAME CONSTRAINTS

There are multiple adaptations and constraints available for this game:

1. The Sharks can only shuffle from side to side..
2. The Pitch becomes smaller the more Sharks that there are.
3. The Sharks must perform a movement or exercise (e.g. A Press-up on the 'Go..!').
4. The game can be re-termed as an Attack Vs Defence game where the Sharks (Defence) try and fill all the space.
5. Make pitch wider...make pitch narrower etc.
6. Overload the Attack or Defence numbers

### COACHING REVIEW

Stop – Start – Continue

4. What worked well in this game?
5. What didn't work so well?
6. What will I do differently next time?



## Game Card 5:

### GAME: END BALL

This is a game used to develop catch pass and movement into space in attack. Also working on communication and work-rate in a defence



*Click on Picture to Play*



### HOW TO PLAY

- \* The pitch size will vary depending on the number of players on each team.
- \* You can start with 2 equal teams.
- \* One team attacks with the ball and their aim to pass the ball any direction (backwards, forwards, sideways) to score in the try zone. 5 touches to score.
- \* To turn the ball over the defending team must either intercept the ball, knock to the floor or get possession when the play ends with a score or the ball going out of play.

### COACHING CUES

- \* W up, catch as you intend to pass
- \* Punch and point at receiver
- \* Move off the ball into space
- \* Communicate to ball carrier

### GAME CONSTRAINTS

1. To challenge either the attack or the defence you can overload either one to challenge the other.
2. Smaller pitch will make it more challenging to the attackers and a bigger pitch will make it harder for the defence but also challenge the Attackers Catch Pass.
3. Attackers must stop and pass straight away when touched by a defender, defender must let attacker pass.
4. Attackers can't move when in possession, support players must work really hard to get into space.
5. Turnover if an attacker is touched in possession.

### COACHING REVIEW

Stop – Start – Continue

7. What worked well in this game?
8. What didn't work so well?
9. What will I do differently next time?

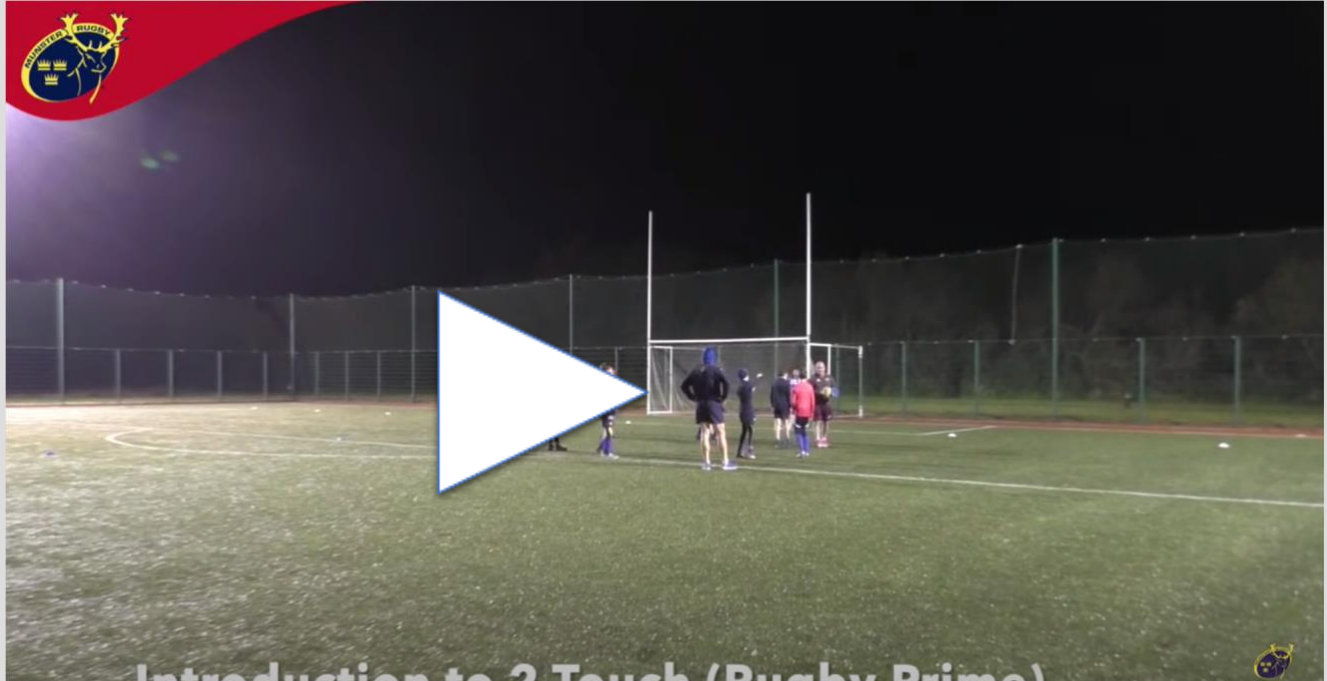
## Game Card 6:

### GAME: RUGBY PRIME

This is a Touch Rugby format of the game used to develop continuity and go forward play. Works on Evasion, Vision, Catch/Pass and Communication skills and encourages support play.



Click on Picture to Play



### HOW TO PLAY

- \* Pitch size - vary depending on the number of players on each team.
- \* Defending team must allocate one player as a sweeper to provide space for the Attack.
- \* The Sweeper comes into play when an Attacker breaks through the defensive line. They must then return to the Sweeper role for each stop and pass/restart.
- \* The Ball carrier must try to score without being touched, if touched once they can continue to run but cannot score (look to offload to support players).
- \* If touched a second time by a different defender then they must stop and pass
- \* 5 Touches = turn over. Allow to score on the last play.

### GAME CONSTRAINTS

- \* Options after being touched/tagged twice:
  - Ball carrier can Stop and Pass.
  - Roll the ball back between their legs.
  - Go to ground and present.
  - Pop and pass off the deck.
- \* Carry ball in two hands, if not turnover
- \* No lateral running, running across the pitch turnover. Use it to help encourage running forward using evasive footwork to beat the defender.
- \* Arriving player must pass at the breakdown
- \* Two-handed touch on the hips
- \* Turnover after 2 touches

### COACHING CUES

- \* Carry the ball in 2 hands.
- \* Identify and attack the space.
- \* The Sharks must communicate to each other.
- \* The Fishes use speed and footwork.

### COACHING REVIEW

Stop – Start – Continue

10. What worked well in this game?
11. What didn't work so well?
12. What will I do differently next time?

## Game Card 7:

### GAME: HUNTERS & PREY

This game develops players running, evasion, invasion, catch/pass. communication and teamwork skills



### HOW TO PLAY

- Outline a 20x20m square
- Hunters have 1 ball and must try tag the Prey with that Ball
- The Prey must evade and avoid being tag by a hunter with the ball
- The ball can be passed amongst the Hunters to try tag the nearest Prey
- Prey must go into a 'Prison' when they are tagged i.e. they are caught
- The game is over when all the Prey are caught

### GAME CONSTRAINTS

- Add another ball
- Reduce the size of the area
- Increase or decrease the number of Hunters and or Prey
- Put a time limit to catch the Prey

### COACHING CUES

Focus on:

- catch/pass skills – hands up with a W shape to receive the ball
- evasion skills – change direction, side stepping, swerving, accelerating

### COACHING REVIEW

Stop – Start – Continue

1. What worked well in this game?
2. What didn't work so well?
3. What will I do differently next time?



## Game Card 8:

### GAME: HUNTERS & PREY – VERSION 2

This game develops players running, evasion, invasion, catch/pass. communication and teamwork skills



#### HOW TO PLAY

- Outline a 15x15m square
- Hunters have 1 ball and must try tag the Prey with that Ball
- The Prey must evade and avoid being tag by a hunter with the ball
- The ball can be passed amongst the Hunters to try tag the nearest Prey, however the Hunters cannot run when in possession of the ball
- Prey become Hunters once they are caught
- The game is over when all the Prey are

#### GAME CONSTRAINTS

- Add another ball
- Reduce the size of the area
- Increase or decrease the number of Hunters and or Prey
- Put a time limit to catch the Prey

#### COACHING CUES

Focus on:

- catch/pass skills – hands up with a W shape to receive the ball
- evasion skills – change direction, side stepping, swerving, accelerating

#### COACHING REVIEW

Stop – Start – Continue

4. What worked well in this game?
5. What didn't work so well?
6. What will I do differently next time?

## 20 Minute High Intensity Interval Training (HIIT) Workouts

The following is a series of FMS Workouts which can be carried out to support physical activity levels, while having some FUN. Coach Dan takes us through a range of movements during these 20 minute sessions. Please alter appropriate to the age and capacity level of child.



**Session 1**



**Session 2**



**Session 3**

# #MoveWithMunster



**Session 4**



**Session 5**

## Appendices

### 1.0 Body Awareness Activities

*Click Picture to view an Example*

Body Awareness and Hand Eye Co-ordination Exercises:



Basic Movement Skills	Complex Movement Skills
Clap your hands twice	Put your left hand on your right toe
Cover your eyes	Put your left hand on your left toe
Touch your nose	Touch your right knee with your left hand
Put your feet together	Touch your left knee with your right hand
Touch one elbow	Touch one knee and one foot
Clap one time	Put your right hand on your left hip
Touch one shoulder	Put your left hand on your right hip
Put your hands on your head	Touch your toes with your arms crossed
Put your knees together	Put your head to the floor
Touch your heels	Clasp your hands behind your neck
Put your feet apart	Touch your nose with one hand and your knee with the other
Put your hands on your hips	Touch your right elbow off your left knee
Put your elbows together	Touch your left elbow off your right knee
Touch one shoulder	Cross your arms and place your palms together

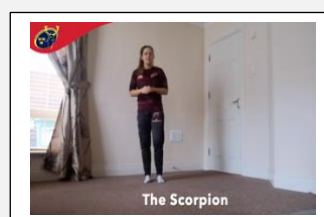
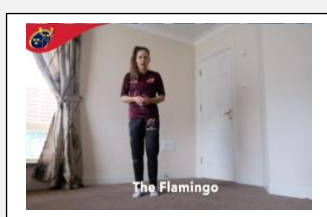
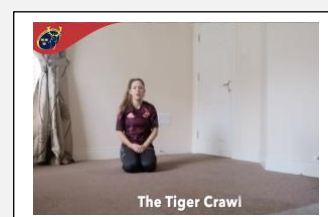
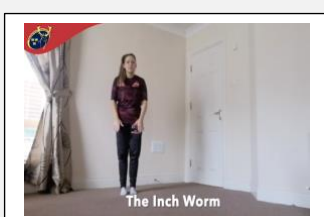
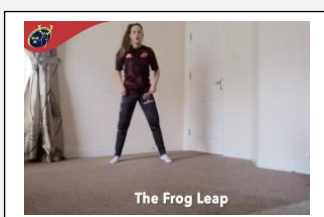
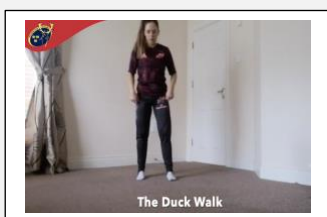


## 2.0 Teaching Cues and Explainer Videos

Teaching/Coaching Cues	
Exercise	Teaching Tips
Bear walk	On all fours, head low down looking ahead, back up high
Tiger Crawl	Hands and knees on the ground, stay low to the ground and move slowly like a creeping tiger
Crab Walk	Hands and feet on the ground, keep hips high like you're a table
Gorilla Shuffle	Hands and feet on ground, lean on hands to pull your feet forward then reach out again. Hands move together. Feet move together
Flamingo Stand	Stand on one foot, other knee in front, challenge by swapping feet quickly and 'freezing'
Frog Leaps	Sit like a frog and jump and reach as high as you can, land quietly back down on the ground

### Teaching and Coaching FMS Explainer Videos

*Click on Picture to View the Video*



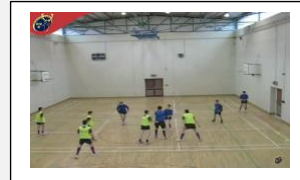
### 3.0 Further Rugby Resources:

(Click Picture to view Video)

Warm Up Example



Leprechaun Rugby (Touch Rugby Game)



Rugby PRIME Introduction (Touch Rugby Game)



End Ball Explanation Video



End Ball with added Constraints

