



# Rugby Schools Week



## INTRODUCTION TO RUGBY

Primary school Teacher Resource Pack

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## A welcome from Saltire Energy

Saltire Energy is proud to support Scottish Rugby Schools Week. Since launching in 2021, the initiative has engaged tens of thousands of pupils and in 2025 welcomed an incredible 20,100 young people from across Scotland.

With the Guinness Six Nations now underway, and following outstanding wins over England and Wales, it's the perfect time to inspire the next generation. We strongly believe in the power of sport to motivate, empower and bring young people together. Our goal is to help bolster a love for rugby, ensuring the game remains inclusive, accessible and continues to grow across Scotland.

Whether you're playing or teaching for the first time, returning to the game, or simply joining in the fun, we hope you enjoy the week!

Yours sincerely

**Mike Loggie**

**Saltire Energy Founder and Chief Executive**



*Founded by Mike Loggie in 1986, Aberdeen-headquartered Saltire Energy is a highly successful family business and one of the leading oilfield equipment rental suppliers across the global energy sector. Its partnership with Scottish Rugby draws on the company's proud Scottish roots and a desire to reinforce this through support for the development of rugby in young people across the communities in which it operates.*

## Welcome back, from Scottish Rugby

I'm pleased to officially kick off Saltire Energy Rugby Schools Week on behalf of the Rugby Development team at Scottish Rugby.

It's an exciting time of year for the hundreds of schools who get involved and create a schedule of events throughout the week. It's inspiring to see growing appetite for rugby within Scottish schools and the strength of the partnerships supporting it.

Saltire Energy Rugby Schools Week aims to champion rugby's impact by creating opportunities for more young people to step outside the classroom, experience the many benefits of rugby, and enjoy a sport that welcomes everyone, regardless of gender, ability or fitness level.

Thank you to you and your pupils for being part of this year's Saltire Energy Rugby Schools Week. We look forward to supporting you and creating memorable experiences for everyone.

Yours sincerely

**Gavin Scott**

**Director of Rugby Development**



**RUGBY SCHOOLS WEEK**  
**Primary School Teachers Pack**



# Introduction

Rugby is a sport for all and provides significant physical, mental and social benefits for participants. The 'Spirit of Rugby' driven by Scottish Rugby's core values of **Leadership, Respect, Engagement, Enjoyment and Achievement** ensures that rugby is an inclusive, safe, and enjoyable game.

All activities within this resource are:

- Non-contact
- Active/Informative
- Transferable to other sports
- Enjoyable

## Aims of Resource

- Provide teachers with some background information on what Rugby is and where it can fit within Physical Education
- Provide ideas for games and activities to allow teachers to deliver some Rugby activity within their environment
- Ensure teachers and pupils are confident with simple and safe rugby practices

Resource developed with Primary School pupils in mind but all activities can adapted via STEP to account for:

- Rugby Experience
- Combined Group
- Extra Curricular clubs

## Curriculum for Excellence

Sport, and rugby in particular, is an ideal vehicle for developing young people. By delivering rugby both in curriculum time and as an extra-curricular sport within your school and community, you will be providing each child with opportunities to develop across the four capacities - successful learners, confident individuals, responsible citizens and effective contributors. Rugby offers opportunities not only to develop the learner within curriculum subjects (by assisting you to achieve your selected health and wellbeing outcomes) but also across disciplines, within the ethos and life of the school.

Rugby offers significant opportunities for personal development and learning through community engagement. As such, Scottish Rugby encourages schools to build partnerships with local rugby clubs and development officers. More information regarding support for clubs and schools can be found here: [scottishrugby.org/clubs-and-schools](http://scottishrugby.org/clubs-and-schools)

These partnerships will enable your school to create pathways which link your physical education and physical activity programmes to school and community based rugby. Partnerships will also provide opportunities to recognise and value, capture and encourage the learning coherence and progression that occurs beyond the classroom and may also offer up further opportunities such as the effective use of facilities or coaching support.

# Introduction to Rugby

## What is Rugby?

Rugby is an invasion and evasion team sport. Key skills and techniques include: catching and passing (hand-eye motor skills), running with and without the ball (agility, balance, co-ordination), spatial awareness (moving into space, awareness of others, working in a marked area), teamwork and problem solving (collaboration).

## Who can take part?

Rugby is Everyone's Game! Any pupil at your school from P1 to S6.

## Do pupils need to have any rugby experience?

There are formats of rugby suitable for pupils of all ages.

## Do teachers need any rugby experience?

Previous rugby knowledge isn't necessary. Scottish Rugby will equip teachers with a range of resources and support to assist in help plan a great rugby activity for delivery during the week.

## Does rugby need to involve tackling?

Rugby can be delivered in a variety of formats including non-contact, touch, tag and tackle. Delivering contact rugby sessions during this week isn't necessary. Teachers can access a number of FREE online modules to help develop their knowledge, including:

- RugbyRight e-learning - available by registering on the Scottish Rugby SCRUMS system here - [scrums.scottishrugby.org/login](https://scrums.scottishrugby.org/login)
- Rugby Ready e-learning - available here [world.rugby/the-game/training-education/elearning](https://world.rugby/the-game/training-education/elearning)

Teachers can also visit here to book onto one of Scottish Rugby coaching qualifications - [scottishrugby.org/clubs-and-schools/training-and-education/for-coaches](https://scottishrugby.org/clubs-and-schools/training-and-education/for-coaches)

## What are the transferable skills?

Rugby is a late specialisation sport and the skills involved can be developed through a wide variety of games and linked practices, many of which do not involve any contact. Participants that regularly play other sports such as Football (Evasion), Basketball & Netball (Hand eye), Hockey (Spatial Awareness & team work) as well as Athletics and Racket Sports or Wrestling/Judo; all have extremely transferable skills to enjoy Rugby.

## What is Gainline?

This year, we are delighted to launch our Schools & Teachers Support Hub on our online platform, Gainline. Gainline already provides hundreds of educational presentations, videos, and resources for coaches and match officials, and now, with the addition of our dedicated schools and teachers section, we are expanding our support even further. This new section will offer a range of valuable resources tailored for educators, alongside inspiring case studies and videos from previous Saltire Energy Rugby Schools Weeks. Whether you're looking for teaching materials or insights into successful school rugby initiatives, we hope this hub becomes a go-to resource for you.

In addition, you will also be able to access our School Rugby Champion E-Learning Course, designed to support School Rugby Champions with various aspects of rugby activity within your school environment. This course provides guidance, best practices, and practical tools to help enhance rugby participation and development in schools.

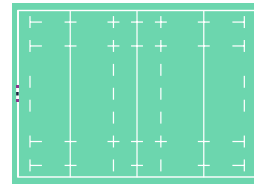
To access the platform, simply sign up to our SCRUMS database [here](#), and then click on the following link to explore Gainline: <https://gainline.scottishrugby.org/>.



# Alter the focus of the session with STEP

## SPACE

Change the size and shape of the area



## TASK

Make a new rule or change the scoring system e.g. resilience



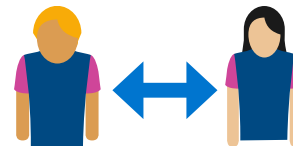
## EQUIPMENT

Alter equipment to change stimulus



## PEOPLE

Make teams uneven to increase or reduce the challenge



# Suggested STEP adaptations for SALS

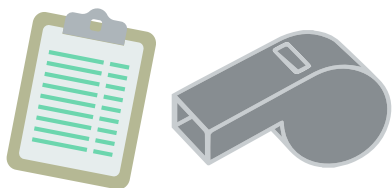
## Success Criteria

SALS	COGNITIVE SKILLS	PHYSICAL COMPETENCIES	PERSONAL QUALITIES	PHYSICAL FITNESS
Space	Less/More time for <b>Decision Making</b>	Less/more space to avoid opponents ( <b>Balance and Control</b> )	Challenge <b>Communication</b> in smaller congested spaces	Running distance, increased changes of direction within smaller spaces ( <b>Strength</b> )
Task	Rule change = opportunity for <b>Creativity &amp; Problem Solving</b>	Introduce extra activities e.g. <b>Balance</b> on 1 leg if tagged	Incentivise positive behaviour within games through points e.g. <b>Respect</b>	Tasks based on learning Intentions e.g. length of activity to develop <b>Stamina</b>
Equipment	Avoid/exploit certain areas marked on the field ( <b>Focus &amp; Concentration</b> )	Different shape ball to alter stimulus of catch/pass ( <b>Gross/Fine Motor Skills</b> )	Progress from smaller to larger ball to increase <b>Self esteem/ Confidence</b>	Add cones for participants to run round or areas to perform specific exercises ( <b>Core Stability</b> )
People	Different roles for some players within the game e.g. some players have 2 touches before having to pass ( <b>Creativity</b> )	Alter tasks for individuals to challenge specific aspects e.g. <b>Disco Tig (Rhythm &amp; Timing)</b>	Give individuals specific roles e.g. captain, motivator or referee ( <b>Respect</b> )	Less defenders than attackers = more space to defend defence must run faster to cover space ( <b>Speed</b> )

# Example Physical Education SALS



# Solutions to help common challenges



## NON PARTICIPATING PUPILS

Scorers

Feedback

'Coaches'

Referee (Time keeper)

Opposition Spies (watch the other team)



## LARGE NUMBERS SMALL SPACE

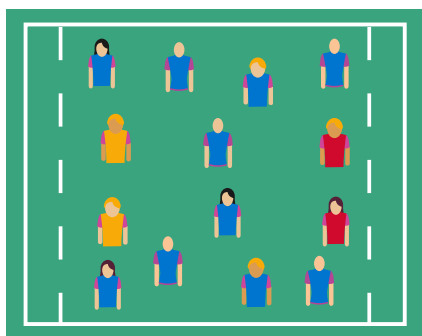
Parallel games (same game side by side)

Carousel of different games

Smaller sided games with teams resting/observing

Use of breakout activities

Encourage self managed games with simple rules



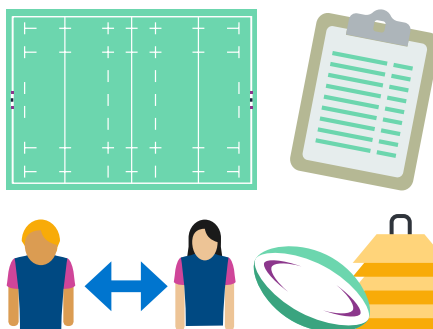
## LIMITED RUGBY EXPERIENCE

Keep tasks simple

Use equipment/games the participants can associate with (e.g Football to catch)

Clear success criteria of games (e.g get into end zone, evade)

Utilise/manage individuals with prior rugby experience (challenge)



## ENGAGEMENT

Competition and keeping score

Challenges to encourage problem solving/improvement

Early activity to get attention

Allow players to choose or create the game format

Pupils can adapt the games themselves via STEP

# Game Cards

The following activities and 'game cards' are aimed at Primary School Pupils, specifically at the Health & Wellbeing Benchmarks 0, 1 and 2. The activities are designed to progressively increase in complexity in terms of challenging pupils.

The 'Game card' activities can also be utilised for less experienced or new rugby players in order to familiarise them with the sport.

By adapting the activities with STEP, learning intentions can be adapted/identified and success criteria can be achieved.

## Game Card Contents:

### 1 Arrival Activity

1. Pass to a pal
2. Ball Familiarisation / Relay Races
3. Hand Tennis
4. 3 in a row

### 2 Games

1. Animal Tig
2. Chain Tig
3. Space Invaders
4. Corner Ball
5. Break the walls
6. Hawick Ball
7. Pass Back Game

# Arrival Activity 1. Pass to a pal

## SETUP/EQUIPMENT:

Players work in groups of 4, 4 on the outside of the square and 1 in the middle

Each group has 1 rugby ball



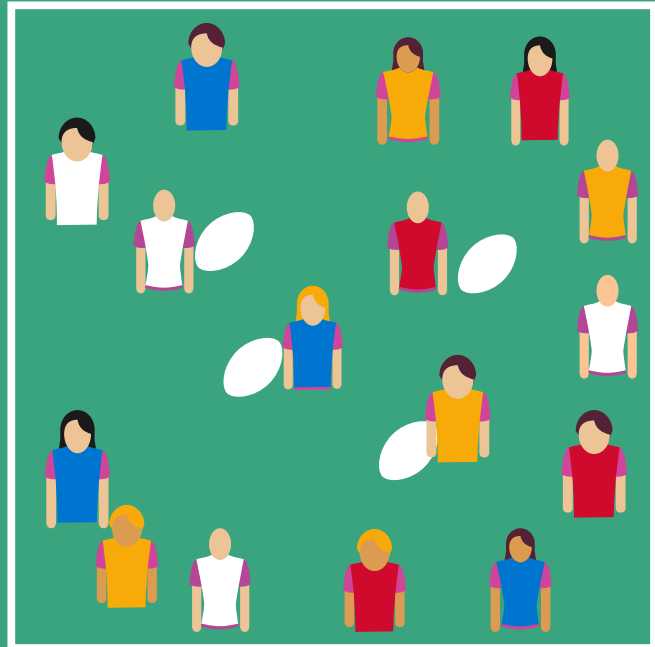
CONES



BIBS



BALLS



## TASK

- Player in the middle runs to a team mate and passes them the ball
- That player then runs across the square, avoiding any others and passes to another team mate
- The player in possession looks for another team mate in the same team

## S.T.E.P

- Race for the first team to pass to all their pals
- Change the size of the area, smaller = more evasion and chaos
- Introduce different equipment to catch and pass



# Arrival Activity 2.

## Ball Familiarisation / Relay Races

In order to allow the participants plenty opportunities to familiarise themselves with a ball in their hands, relay races can be used to allow each participant chances to handle a ball within a more structured, less pressurised environment.

Try to avoid long queues of players when delivering this activity as 'time on task' plus engagement can drop.

### SETUP/EQUIPMENT:

Cones to determine where to place the ball or run around

Ball for each player to hold or 1 per group



CONES



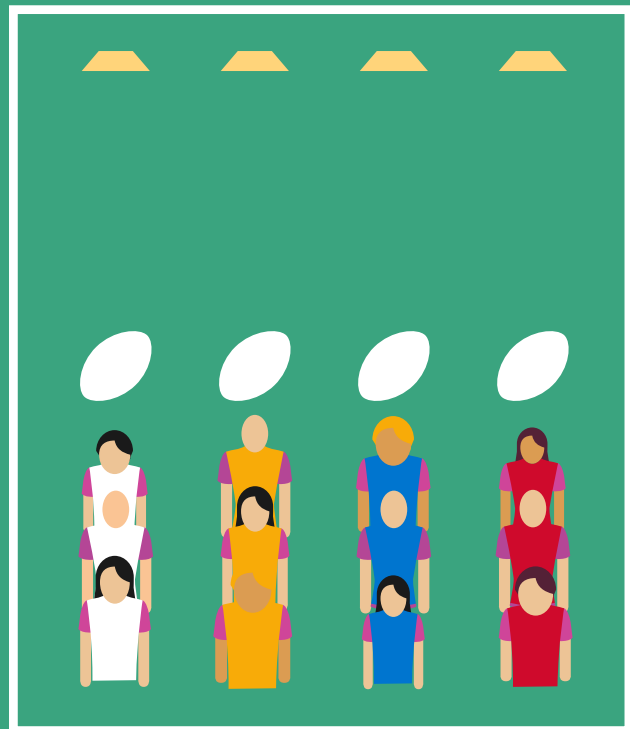
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BALLS

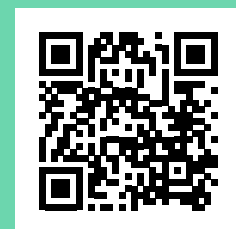
### TASK

- Player runs to a gap in 2 cones, scores a try then runs back and passes team mate the ball
- Throw up and catch
- Round the back
- Round the head
- Figure of 8



### S.T.E.P

- Various cones to weave in and out of
- Different colours require certain actions
- Add Animal movements
- Work in pairs



# Arrival Activity 3. Hand Tennis

## SETUP/EQUIPMENT:

In pairs, get a bib and a round ball each



BIBS



BALLS



## TASK

- Players hold on to an end of the bib with 1 hand, using it as a net
- With their free hand they must catch and drop the ball over the net
- Participants can choose to work with each other or compete against each other

## S.T.E.P

- Race to 20 shot rally
- Make groups of 3 with 2 bibs and explore
- Use a smaller ball
- Groups of 4 and play doubles



# Arrival Activity 4. 3 in a row

## SETUP/EQUIPMENT:

2 groups of 3 to arrange 9 cones in a 3x3 square, for smaller groups or as part of a rotation of activities

Ensure 1 group of 3 are wearing a different colour bib so they can identify their own team



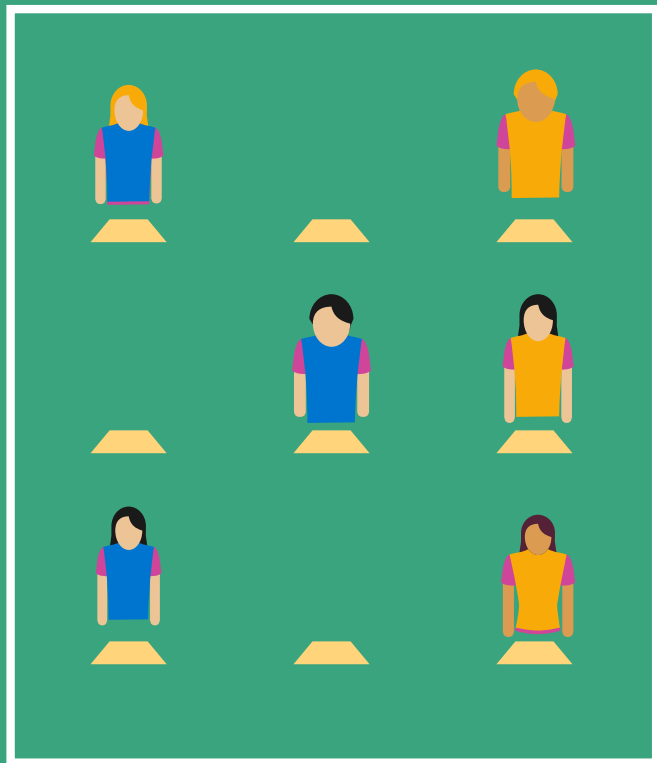
CONES



BIBS



BALLS



## TASK

- Activity starts with a 3-2-1 countdown from the middle cone (this could be one of the players or a whistle)
- First group to get 3 players in a row gets a point
- Reset after each point
- Players take it in turns to move to a free cone

Activity aimed at smaller group sizes or within a rotation of activities.

## S.T.E.P

- Introduce a ball to pass along the line once complete
- Rather than a straight line, participants must make a V
- 3 points back to back



# Tig Games

TIG GAME		HOW TO
 Toilet Tig	When tagged, the player must stand with their arm outstretched horizontally. To be freed, someone who has not been caught must 'flush' the player by pressing their horizontal arm down.	
 Banana Tig	When caught, the player must stand still with both arms above their head with their hands together, like a closed banana peel. To be freed, someone must peel their arms away as if peeling a banana.	
 High Ten/ Low Ten	If caught, hands held up for a 'high ten', to be freed, another player must give a 'high ten'. Low Ten, the player would squat down and to be freed, they must receive a low ten.	
 Disco Tig	If caught, the player must dance on the spot, to be freed, another player must copy their dance move	
 Chaos Tig	All players are catchers, attempting to be the last player running. Players have to freeze and kneel down if caught but are free if the person who caught them is caught.	
 Skydiver tig	When caught, the player must lie face down on the floor, raising their head arms and legs as if skydiving, they are free if a team mate pretends to pull their parachute by tagging them on their back	
 Roll the ball tig	If a player is caught they must stand and make a tunnel with their legs, a team mate must roll a ball between them to free them and pick the ball up afterwards	
 Additional	Any caught player can be allied to a physical competence exercise (e.g. animal walk) to create a new tig variation. Add in a certain amount of steps or perform the exercise before re-entering the game.	

# Animal Movements

ANIMAL WALK	HOW TO
<b>Bear Crawl</b>	On all fours, arms extended, player crawls forwards on feet instead of knees with back in straight position, hips above shoulders.
<b>Duck Walk</b>	Player puts hands behind head, squats down, and starts walking like a duck backwards and forwards.
<b>Monkey Walk</b>	Player walks around on two feet and only one hand. Alternates hands only when the walking hand gets fatigued.
<b>Cricket Walk</b>	Player squats down with arms between legs grabbing ankles. Player starts walking. Walks forward, backwards and side-to-side.
<b>Crab Walk</b>	Player reverses down on all four (so it looks like they are almost like a chair), stomach facing upwards, then moves left leg and left arm, and then right leg and right arm. Walks forward, backwards and sideways.
<b>Crocodile Walk</b>	Player lies on the floor to start then raises up on arms and feet. Chest as close to the floor as possible. Elbows high. Moves forward moving left arm and left leg simultaneously, then follows with the right leg just like a crocodile walks.
<b>Kangaroo Hop</b>	Player assumes a half squat position and jumps as high and as far as possible. On landing, lands in the half squat position and repeats.
<b>Monster Lunge</b>	Standing tall raise both arms shoulder width above head and make claws with hands. Lunge forward maintaining balance then repeat with other leg.
<b>Frog Jump</b>	Squat down as low as possible then jump as high as possible.

# Game 1. Animal Tig

## SETUP/EQUIPMENT:

Mark out a large space for activity to take place

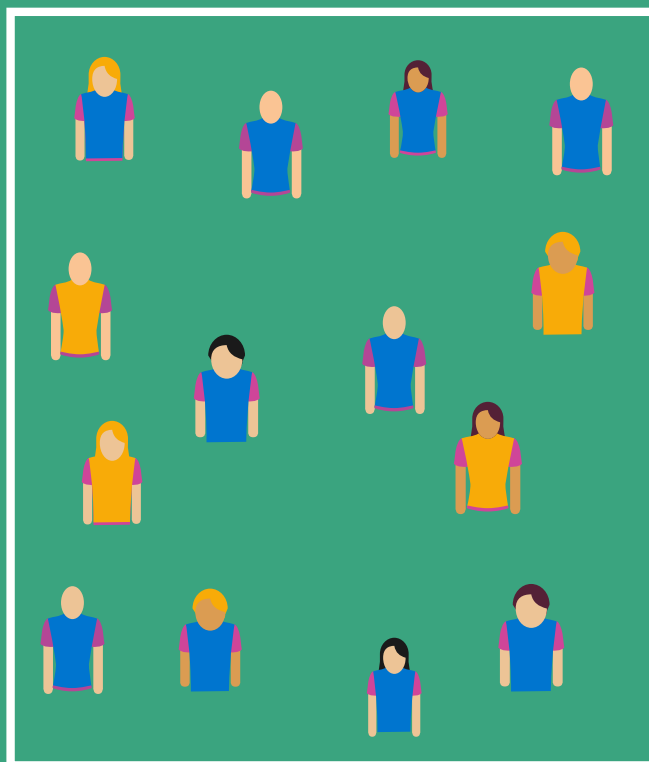
Use bibs to differentiate catchers



CONES



BIBS



## TASK

- If tagged by a catcher, individual must perform an animal movement before freeing themselves
- Monster Lunge
- Frog Jump
- Bear Crawl
- Kangaroo Hop
- Create separate 'activity zones' out with the main pitch

## S.T.E.P

- Make the area smaller to make it easier for the catchers to see more frequent animal movements
- Allow catchers a soft ball to throw at dodgers



# Game 2. Chain Tig

## SETUP/EQUIPMENT:

Mark an area to work in, allow plenty space for evasion skills



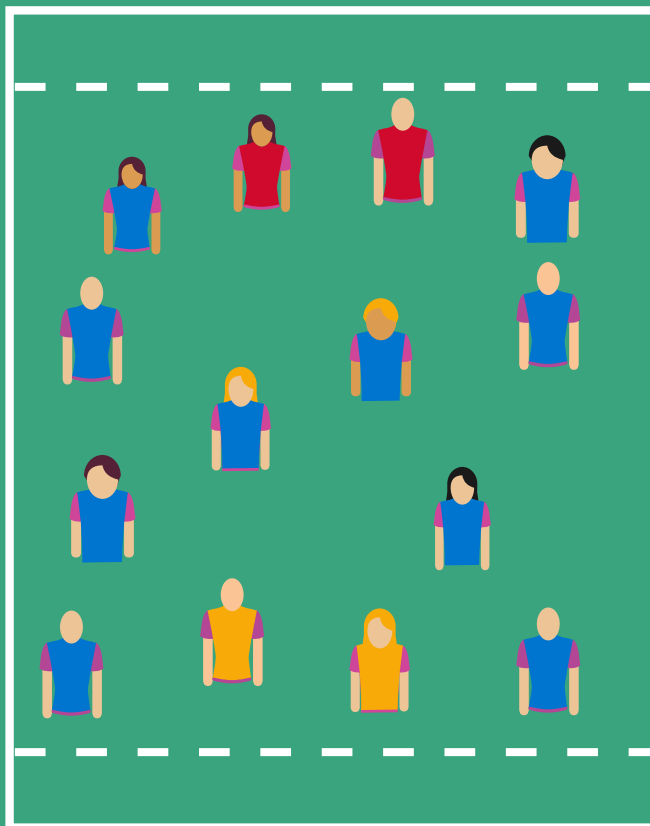
CONES



BIBS

## TASK

- Players to work in pairs, holding hands
- Aim is to tig the blue players without breaking the chain
- Once tagged, a blue player joins the chain
- Play for 60s then start with different pairs



## S.T.E.P

- Start with more pairs of catchers
- Once 4 in a chain they split into pairs
- Nominated players have 2 'lives' before joining chain
- Start activity on one end of the area and aim to run across
- Progress to end zones and to encourage Invasion



# Game 3. Space Invaders

## SETUP/EQUIPMENT:

Mark 4 or more squares around the pitch/hall

Defenders could be wearing bibs to differentiate them



CONES



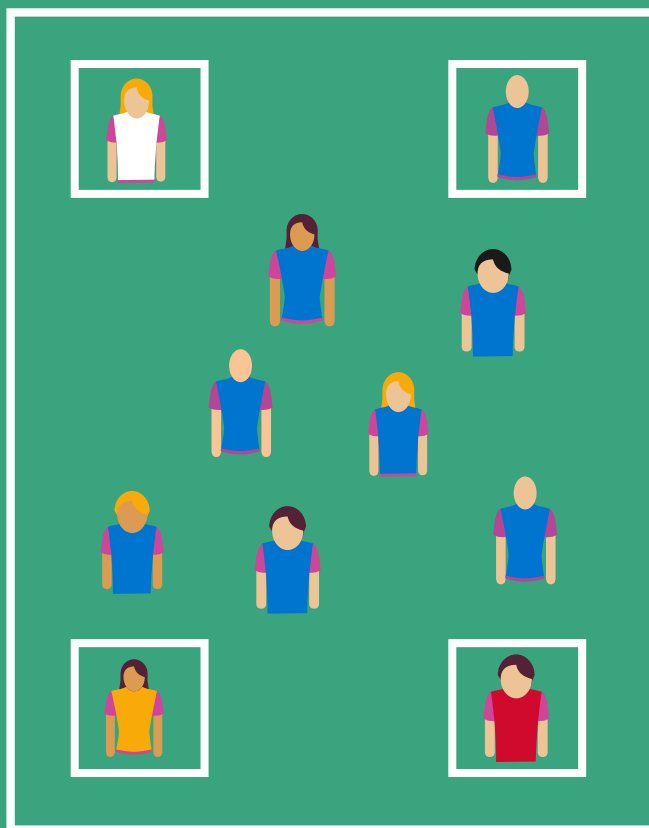
BIBS



BALLS

## TASK

- Attackers score a point for running through a defenders box without being 'tagged' on or below the waist
- Defenders must stay inside their box
- Play game for 90s then change defenders



## S.T.E.P

- Attackers score a point for running through a defenders box without being 'tagged' on or below the waist
- Defenders must stay inside their box
- Play game for 90s then change defenders



# Game 4. Corner Ball

## SETUP/EQUIPMENT:

Arrange catching players into groups of 3, a ball per each group

The rest of the participants (blue) are the evaders



CONES



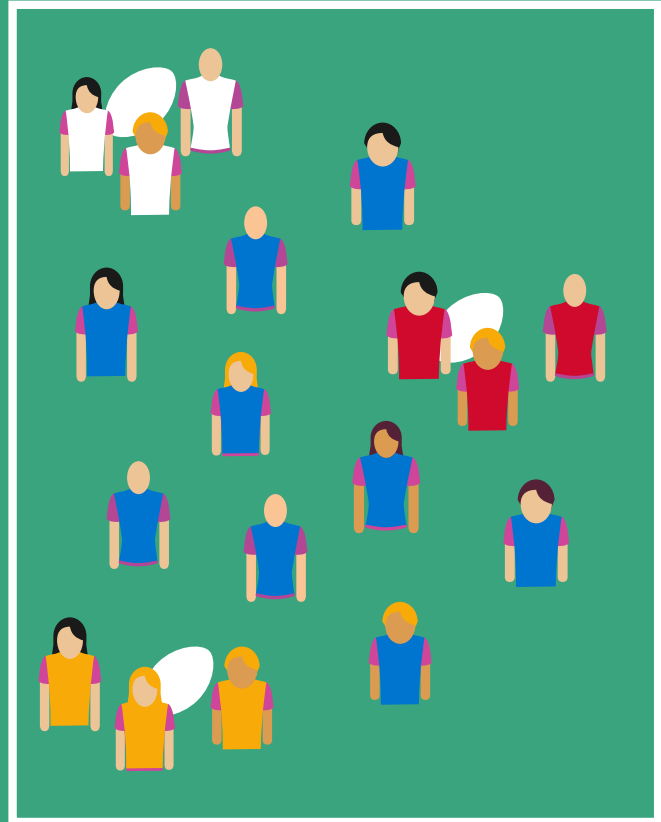
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BALLS

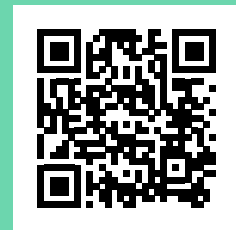
## TASK

- The aim of the catchers is to tag the evaders whilst holding the ball
- Ball carriers cannot run whilst in possession of the ball
- Aim is to work together in 3s to pass the ball and 'corner' the blue to tag them
- Advise the team in possession to work together to catch one opponent at a time
- Challenge the team in possession to catch as many opponents as possible in 60s
- Primarily a catching and passing game but also involves evasion



## S.T.E.P

- Make the pitch smaller for shorter passes and less room to evade
- Regress by working in pairs to catch
- Progress to groups of 4 with a ball
- Add an exercise for any 'caught' players to perform to free themselves



# Game 5. Break the walls (P4 - P7 focus)

## SETUP/EQUIPMENT:

Mark out 2 squares with different coloured edges

Start with 2 defenders in bibs

Allow space around the outside of the coloured squares

Cones marking each side



CONES



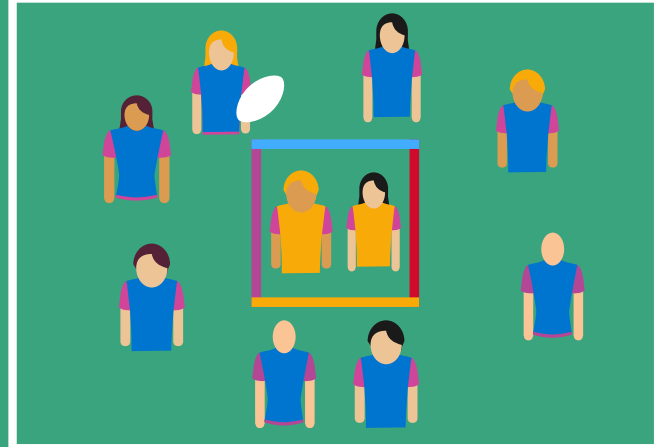
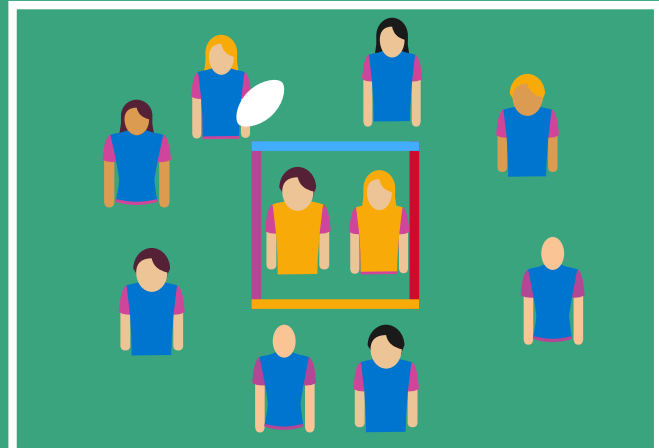
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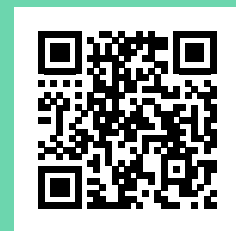
## TASK

- Attackers (in blue) must attempt to score a try by touching the ball down over each coloured line
- They can run with the ball but if touched by a defender (in yellow) pass to a team mate
- Alternate yellow defenders regularly



## S.T.E.P

- Add more defenders
- Increase the size of the scoring box
- Players must make 3 passes before they are allowed to score
- Make passes before a touch worth 2 points



# Game 6. Hawick Ball

## SETUP/EQUIPMENT:

Mark 2 scoring zones at each end of a pitch

Split the group into 2 even teams



CONES



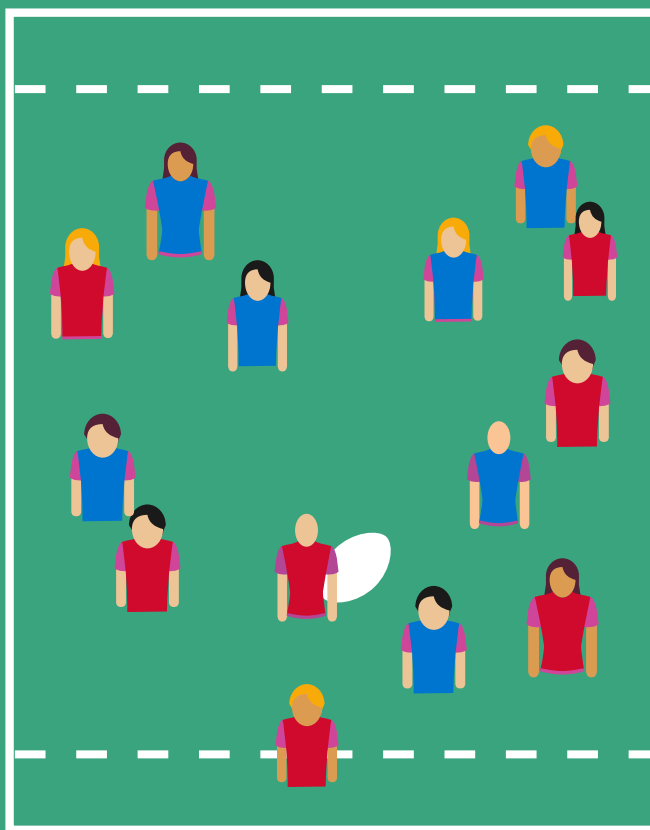
BIBS



BALLS

## TASK

- Players can run with the ball
- If they are touched by an opposing player they must pass to a team mate within 3 steps
- Ball can be passed any direction
- Aim is to run or pass the ball into the opposition end zone



## S.T.E.P

- Add more defenders
- Increase the size of the scoring box
- Players must make 3 passes before they are allowed to score
- Make passes before a touch worth 2 points



# Game 7. Pass Back Game

## SETUP/EQUIPMENT:

Mark 2 scoring zones at each end of a pitch

Split the group into 2 even teams

Nominate 2 extra players who always attack (red bibs)

Suggested 5v5 or 6v6 with 2 players always attacking



CONES



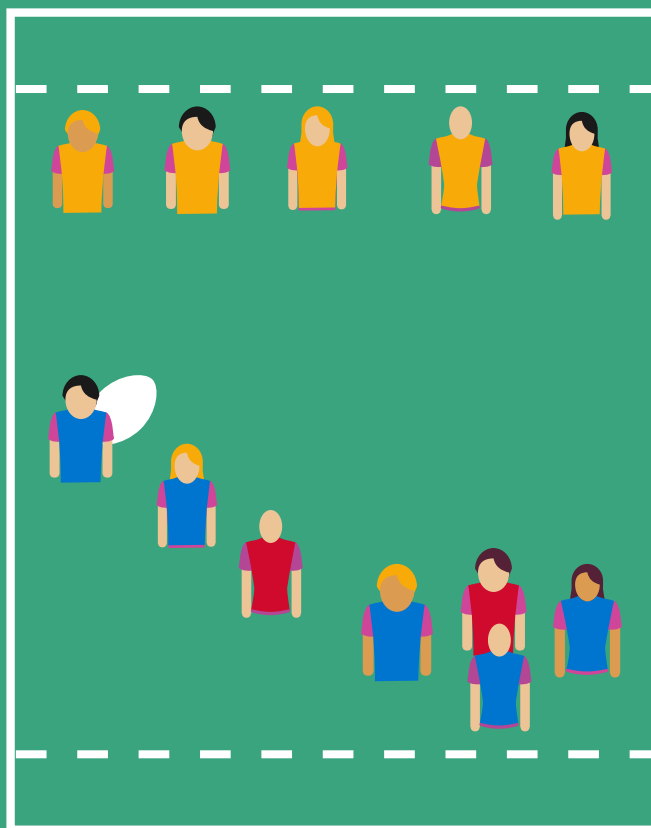
BIBS



BALLS

## TASK

- Players must run forward with the ball and try to evade the defenders
- If a defender makes a 2 handed touch then the player in possession must pass the ball backwards to a team mate
- Defenders are not allowed to 'intercept' passes after a touch and must drop back 'onside', to their team's side of the ball



## S.T.E.P

- Make the pitch wider/play length ways
- Add 3 players who always attack
- Defending team must drop back 2m from where the touch was made until the ball is passed



# Primary Review

Using QUESTIONING and FEEDBACK to make learning intentions explicit:

What PHYSICAL COMPETENCIES have been displayed?

How could COGNITIVE SKILLS be challenged?

Opportunities to reward PERSONAL QUALITIES?

PHYSICAL FITNESS focus?

## Pupil Reflection

I can statements linked to SALS

What does this look like for my class/group?

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# Reflection Activities

REFLECTION ACTIVITIES	DESCRIPTION
Roll the ball	In groups, sit down and roll the ball along the floor to each other
Static Passing Circle	In groups, stand in a circle and pass the ball round to each individual
Snake	In groups of 5, walking, follow the leader to pick up all the equipment
Static Animal Activities	Flamingo balance, tree pose, mouse (childs) pose – any activity that requires balance

# Example Session Plans

Please see the below session plan examples of how to link the 'Game Cards' and activities over a 6 week block of 40 minute lessons. These session plans can easily be adapted by extending time, adding other games or changing the games utilising STEP.

## SESSION PLAN 1

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up Tig Games/Pass to a Pal (10mins)	Ball in 2 hands Use Awareness of Space	I can move into space without colliding I can accurately pass and catch the ball over short distances I can perform a range of skills using a rugby ball I can move into space to receive a pass
Relay Races (10mins) Include a variety of skills and progressions	<b>Catch</b> <ul style="list-style-type: none"> <li>Eyes on the ball, hands up, fingers spread</li> <li>Reach for the ball in both with both hands</li> </ul> <b>Pass</b> <ul style="list-style-type: none"> <li>Transfer the ball across body towards the target</li> <li>Fingers Point after pass</li> </ul>	
Corner Ball (15mins)		
Reflection Activity (5mins) Roll the ball	Use Questions to check for understanding	

## SESSION PLAN 2

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up 3 in a row (5mins)	Use evasive running to get past defenders	I can defend successfully I can stay alert and move into space I can use balance and control to change direction I can use space to get past a defender
Tig Games (10mins)	<b>Look</b> <ul style="list-style-type: none"> <li>Where is the space?</li> </ul> <b>Evade</b> <ul style="list-style-type: none"> <li>Change direction by planting one foot and driving off in a different direction</li> </ul>	
Space Invaders (20mins) Utilise STEP		
Reflection Activity (5mins)	Use Questions to check for understanding	

## SESSION PLAN 3

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up Tig Games/Animal Walks (10mins)	<b>Balance and Control</b> <ul style="list-style-type: none"> <li>Maintain balance when completing animal movements</li> <li>Change Direction to avoid defender</li> </ul>	I can change direction when running
Space Invaders (10mins)		I can perform different movements
Break the walls (15mins) Utilise STEP		I can take on different roles within a team game
Reflection Activity (5mins) Snake	Use Questions to check for understanding	I can pass and move in different directions I can share space in a team game

## SESSION PLAN 4

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up/Arrival Hand Tennis/Chain tig (10mins)	Move into space off the ball Pass to others in space to score or catch opposition Focus on running into space with the ball Score in an end zone	I can stick to the rules of the game
Corner Ball (10mins)		I can pass and catch over differing distances
Hawick Ball (15mins)		I can pass to moving targets
Reflection Activity (5mins) Roll the ball	Use Questions to check for understanding	I can pass and move in different directions

## SESSION PLAN 5

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up/Arrival Tig Games (10mins)	Ball in 2 hands	I can move to space and call for the ball
Hawick Ball (10mins)	Use awareness of space	I can perform different movements
Pass Back Game (15mins)	Defenders to retreat after making a touch	I can make a successful touch on an attacker
Reflection Activity (5mins)	Develop Attackers ability to run forwards and pass backwards	I can understand where I should stand after making a touch
	Use Questions to check for understanding	

## SESSION PLAN 6

ACTIVITY	TEACHING POINTS	SUCCESS CRITERIA
Warm Up/Arrival Tig Games (5mins)	Use evasive running skills to avoid being caught	I can stay alert and move into space
Hawick Ball (10mins)	Attackers identifying space and running or passing the ball there	I can accurately pass and catch within a game setting
Pass Back Game (15mins)	Defenders to work together to fill spaces	I can explain the rules
Reflection Activity (5mins)	Use Questions to check for understanding	I can explain basic tactics within the game
		I can remember skills from previous sessions

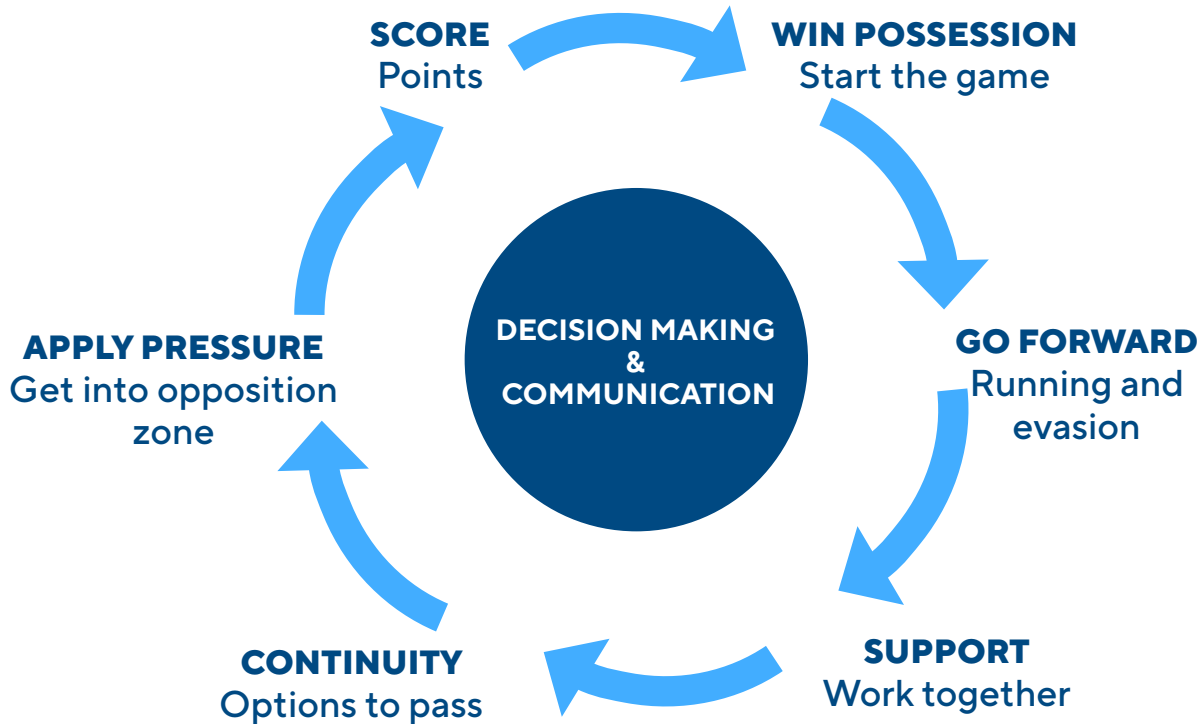


SHOW US HOW YOU'RE ENGAGING WITH RUGBY BY SHARING YOUR ACTIVITIES WITH US ON SOCIAL MEDIA USING THE HASHTAG **#EVERYONESGAME**

# Principles of Play

Rugby, like all sports, has core 'Principles of Play'. Using these principles allows coaches and teachers to focus on specific aspects of the game and develop players understanding.

Below are some simple statements that could be aligned to any activity within this resource.



# Regional Leads

## Caledonia Midlands

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If you have any questions. Please don't hesitate to get in touch!

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# Resources

## Schools Week Documents

### Schools Week Videos

[Arrival 1. Pass to a pal](#)

[Arrival 2. Ball Familiarisation](#)

[Arrival 3. Hand Tennis](#)

[Arrival 4. 3 in a row](#)

[Game 1. Animal Tig](#)

[Game 2. Chain Tig](#)

[Game 3. Space Invaders](#)

[Game 4. Corner Ball](#)

[Game 5. Break the Walls](#)

[Game 6. Hawick Ball](#)

[Game 7. Passback game](#)




# Glossary

WORDS	
<b>Attackers</b>	The team in possession of the ball during play.
<b>Defenders</b>	The team not in possession during play.
<b>Two Handed Touch Tackle</b>	Defending player touches an attacker with two hands between the shoulders and the waist.
<b>Try/Score</b>	With the ball in two hands, the ball is touched on the ground 'applying downward pressure', this is completed over the try line/designated scoring area.
<b>Turnover</b>	Attacking team loses possession and the ball is given to the defending team.
<b>Backwards Passing</b>	The attacking team must pass in the opposite direction to try line (Designated scoring area)
<b>Forward Pass</b>	The ball is passed towards the attacking team's try line. Attacking players should be encouraged to stand between the ball and the line they are defending.
<b>Offside</b>	When a tackle is made, all defenders must be between the ball and the try line they are defending, no defenders can stand between the player with the ball and the attackers.
<b>Start/Restart</b>	With the ball on the ground, an attacking player touches the ball with a foot, the ball is then passed to another attacking player. The defending team must be onside. Games can also be started with a simple pass.



# CONCUSSION | IF IN DOUBT, SIT THEM OUT.

## GRADUATED RETURN TO PLAY - PROTOCOLS

Age Group	G RTP Stage 1 MINIMUM Rest Period	 <b>CAUTION</b>  G RTP should only start if the player is symptom free and off medication that modifies symptoms of concussion	G RTP Stages 2-5	 <b>CAUTION</b>  Contact sport should be authorised only if the player is symptom free and off medication <b>MEDICAL CLEARANCE RECOMMENDED</b>	G RTP Stage 6 MINIMUM Return to play interval
18 and Under	14 Days		4 Stage G RTP progression every 48 hours, if symptom free		14 day rest + 8 day G RTP = Day 23 post injury
Adults	7 Days		4 Stage G RTP progression every 24 hours, if symptom free		7 day rest + 4 day G RTP = Day 12 post injury
 <b>CAUTION</b>		Any player with a second concussion within 12 months, a history of multiple concussions, players with unusual presentations or prolonged recovery should be assessed and managed by health care providers with experience in sport related concussions.			

## GRADUATED RETURN TO PLAY - OBJECTIVES

Stage	Rehab Stage	Exercise Allowed	% Max Heart Rate	Duration	Objective
1	Minimum rest period	Complete body & brain rest			Recovery
2	Light exercise	Walking, light jogging, swimming, stationary cycling. NO resistance training, jumping or hard running	<70%	<15mins	Increased heart rate
3	Sport specific exercise	Simple movement activities e.g. running drills. NO head impact activities	<80%	<45mins	Add movement
4	Non-contact practice	Progression to more complex training. MAY start resistance training. NO head impact activities.	<90%	<60mins	Exercise, coordination & skills/tactics
5	Full contact practice	Normal training activities e.g. tackling			Restore confidence & assess functional skills by coaching staff
6	Return to play	Player rehabilitated			Return to play



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