



# Rugby Schools Week



**DEVELOPING RUGBY**  
Secondary 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**  
Secondary 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 and aspects of school life
- Provide ideas for games and activities to allow teachers to deliver some Rugby activity within their environment

## 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.

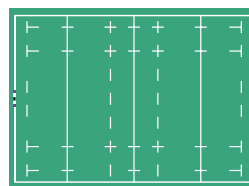
To access the platform, simply sign up to our SCRUMS database [here](#), and then click on the following link to explore Gainline: <https://gainline.scottishrugby.org/>.



# 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



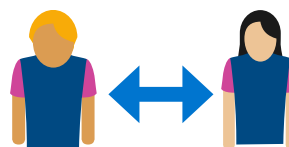
## EQUIPMENT

Alter equipment to change stimulus



## PEOPLE

Make teams uneven to increase or reduce the challenge



# Suggested STEP adaptations for SALS

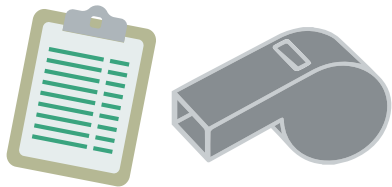
## Success Criteria

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 ( <b>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

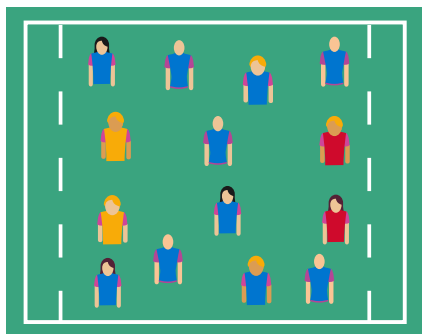
Parallel games (same game side by side)

Carousel of different games

Smaller sided games with teams resting/observing

Use of breakout activities

Encourage self managed games with simple rules



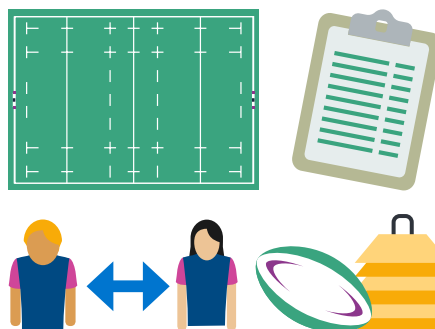
## LIMITED RUGBY EXPERIENCE

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

# Warm-ups – Adapted from Scottish Rugby’s Activate Programme



Warm-ups play a key part in preparing players for rugby activity and double up as an opportunity to develop physical fitness and competencies. Here is a suggestion for the first 10mins of a session taken from our ACTIVATE programme. ACTIVATE is a World Rugby researched based programme designed to develop physical competence and reduce potential for injury in youth rugby players. Further activities and ideas can be found in our ACTIVATE resource.

R.A.M.P PROCESS	SUGGESTED ACTIVITIES	
<b>RAISE</b> <b>RAISE THE HEART RATE AND WARM THE BODY</b>	<b>1. Small Sided Games</b>  <p>For the first 5 to 10 minutes of training, while players arrive use small sided games to get players moving, keep them warm and to act as a pulse raise exercise</p> <p>Groups should be no larger than 6 per side</p>	<b>2. Graduated Swerve Runs</b>  <p>Players line up on touch or try line and run in a channel 5m wide and 20m long</p> <p>Swerve run across full width</p> <p>Return using alternating backward skip</p> <p>Always face forwards</p> <p>Increase effort each rep; 30%, 50%, 70%</p>
	<b>3. Squat Stands</b>  <p>Feet hip width apart</p> <p>Squat as deep as possible</p> <p>Look forward lifting chest up</p> <p>Elbows inside knees</p> <p>Extend knees and repeat</p> <p>Maintain neutral spine</p> <p><b>1 set of 12 reps</b></p>	<b>5. Single Leg Balance Back Slaps</b>  <p>Keep both legs apart</p> <p>Slight bend in knee of stance leg</p> <p>Look forward</p> <p>Maintain balance</p> <p>Repeat both sides</p> <p><b>1 x 30 second balance each leg</b></p>
<b>ACTIVATE</b> <b>ACTIVATE LARGE MUSCLES, GET THEM FIRING</b>	<b>12. Jogging High Ball Jumps</b>  <p>Raise knee high above hips</p> <p>Reach maximally above head</p> <p>Look between hands (not at ground)</p> <p>Alternate leading leg</p> <p>Land softly looking forward</p> <p><b>2 sets of 5 reps in 15m channel</b></p>	<b>13. Side Sway Drill - Race</b>  <p>In a 5m x 15m channel</p> <p>Double side skip and touch the ground alternating left to right</p> <p>Finish in sideways lunge</p> <p>First to get to 15m wins</p> <p><b>2 sets of 5 touches in 15m channel</b></p>
	<b>15. 5m Shuttle: Repeated Sprint Conditioning</b>  <p>Mark out a straight course of 6 cones, each 5m apart</p> <p>Divide players into two groups (e.g., forwards / backs)</p> <p>Sprint to: 5m, 10m, 15m, 20m, 25m, 20m, 15m, 10m, 5m</p> <p>One groups completes neck strength exercises while one group runs</p>	
<b>POTENTIATE</b> <b>GET THE BODY UP TO SPEED</b>		

# Game Cards

The following activities and 'game cards' are aimed at secondary school pupils, specifically at the health & wellbeing benchmarks 3 and 4. The activities are designed to progressively increase in complexity in terms of challenging pupils.

This progressive approach takes the players from multi-directional invasion games to those which use the more rugby specific 'run forward - pass backwards' approach.

By adapting the activities with STEP, Learning Intentions can be adapted/identified and Success Criteria can be achieved.

All games are non-contact, meaning they can be played on any surface, with the emphasis being placed on evasion/invasion principles and developing cooperative passing skills.

All games are essentially 'touch' variations of rugby

Key Focusses for touch

2 handed touch below the shoulders

No over aggressive touches

Always encourage the player in possession to 'evade' by attacking space

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## Game Card Contents:

Game 1. Hawick Ball

Game 2. Break the walls

Game 3. Money Ball

Game 4. Table Football

Game 5. Bannockburn

Game 6. Drop down Game

Game 7. Multi direction Game

Game 8. Wide Channel Game

# Game 1. Hawick Ball

## SETUP/EQUIPMENT:

Mark 2 scoring zones at each end of a pitch

Split the group into 2 even teams



CONES



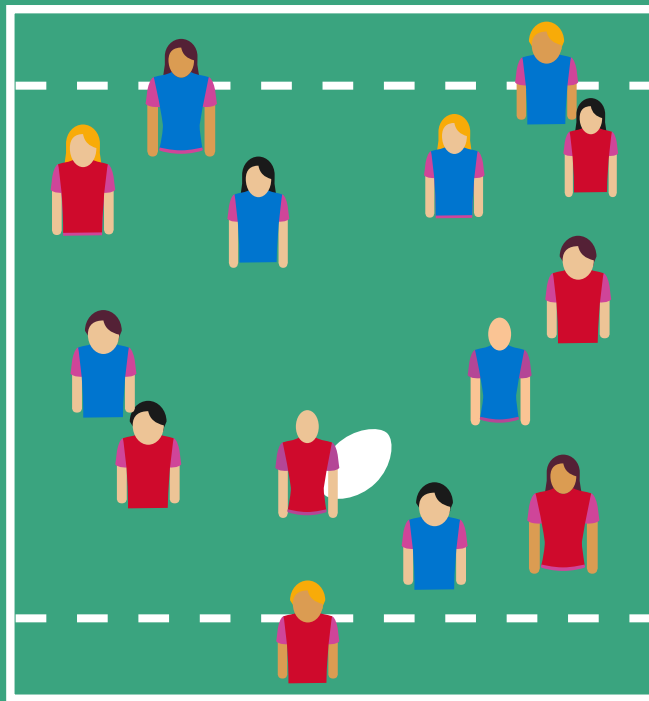
BIBS



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
- Passes made before a touch is worth 2 points
- After a touch of the ball, introduce backwards passing - can be passed forwards before a touch
- 3-2-1 scoring system, first score from a specific player is worth 3, next score is worth 2 and so on - this will encourage team work



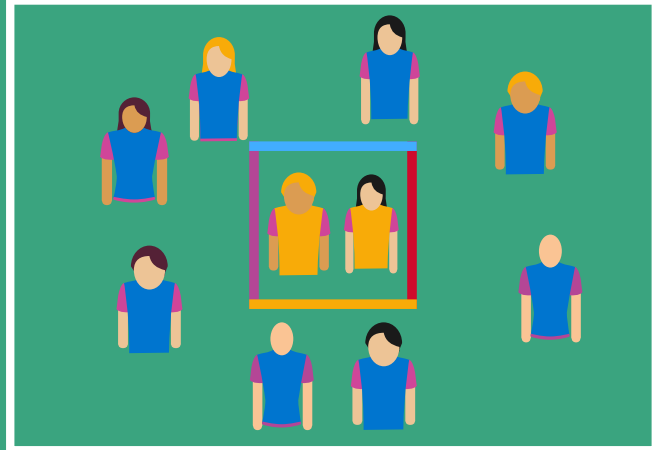
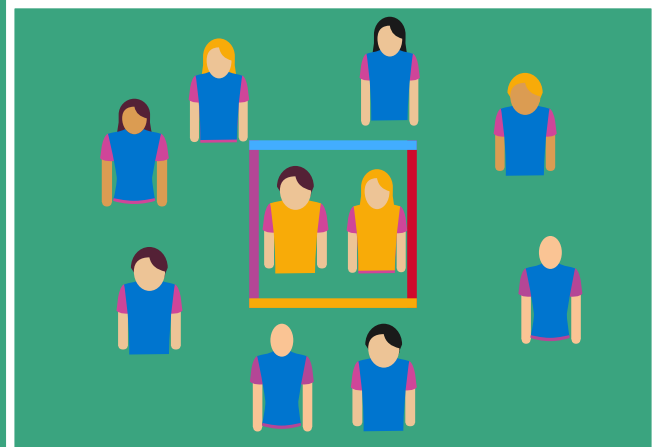
# Game 2. Break the walls

## 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 with different coloured cones marking each side



## 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) the must pass to a team mate
- Attackers can also score a point by passing to a team mate before being touched
- 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 3. Money Ball

## SETUP/EQUIPMENT:

Set up 2 equal size pitches and 4 teams 5v5 or 6v6.

Smaller space would increase the challenge of this game



CONES



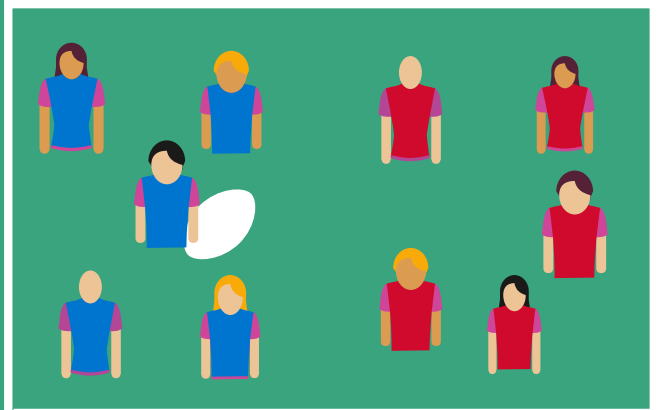
BIBS



BALLS

## TASK

- Aim is to bank 20 passes of the ball
- Passes can be any direction
- Players can run with the ball
- Each pass is worth 1 point
- Team in possession can choose to 'bank' the number of passes they have made by placing the ball on the ground and shouting 'bank'
- If the team without possession makes a touch on a player in possession then they lose any passes they have accumulated
- If a touch is made then it is a turnover to the other team
- From a 'bank' or 'turnover' the team in possession has 5s where they can't be touched so they can find space and make passes



## S.T.E.P

- Increase pitch size
- Minimum of 2 or 3 passes before a 'bank' is allowed
- Have 1 or 2 players who always attack
- Some players allowed 2 touches before turnover

# Game 4. Table Football

## SETUP/EQUIPMENT:

Split group into 3 teams

One team must defend a line they have been placed on, they are not allowed to advance off the line



CONES



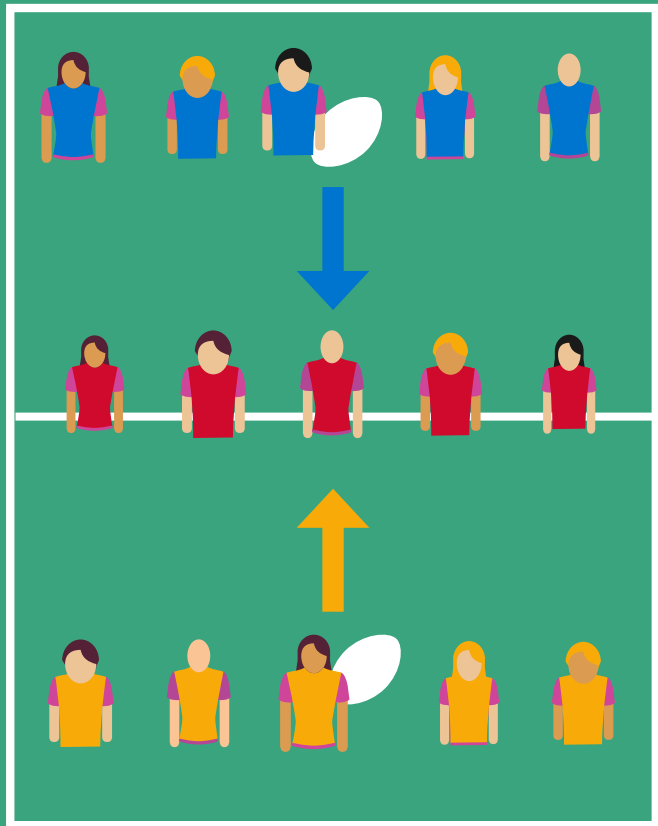
BIBS



BALLS

## TASK

- Defenders (Red) can only move along the line, not allowed to advance
- Aim for the attack is to get both feet over and back from the line before being tagged by a defender
- Only the player in possession of the ball is allowed to score and all passes must be backwards
- Defence must work together as they defend both sides at once



## S.T.E.P

- Add more/less defenders
- Increase the size of the scoring line
- Ask both attacking teams to try and attack the same areas
- Certain players scoring could be worth double points
- Introduce a football to change the passing technique



# Game 5. Bannockburn

## SETUP/EQUIPMENT:

Set up an area with a scoring zone at each end

2 even teams with 2 different coloured bibs per team



CONES



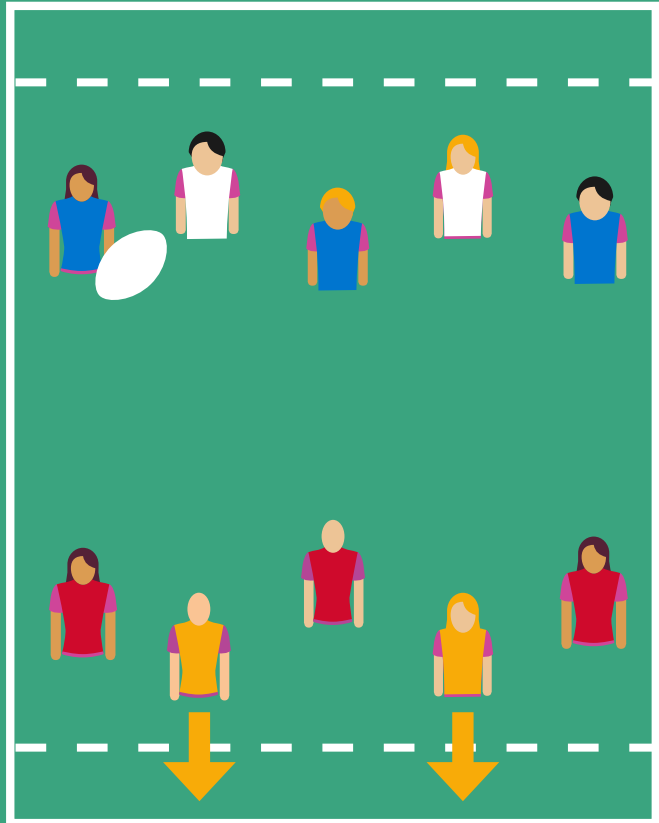
BIBS



BALLS

## TASK

- Aim is to score over the opposition's try line
- Ball must be passed backwards
- If a defending player makes a touch then they must drop to a knee until the ball is passed
- At any point, the team in possession can shout a colour to 'drop out'
- After a 'drop out' they have 3 touches to score or they lose possession and defend
- Create a task for the coloured team to do when 'drop out' is called - e.g. they all have to run to sideline, try line etc.



## S.T.E.P

- Make the pitch wider to allow more space to attack/defend
- Adjust the number of bibbed players on each team
- More points awarded for scoring without using 'drop out'
- Game could be played for 10mins, keeping score



# Game 6. Drop down Game

## SETUP/EQUIPMENT:

Set up a pitch with a scoring zone at each end

2 even teams, 7v7 or 6v6



CONES



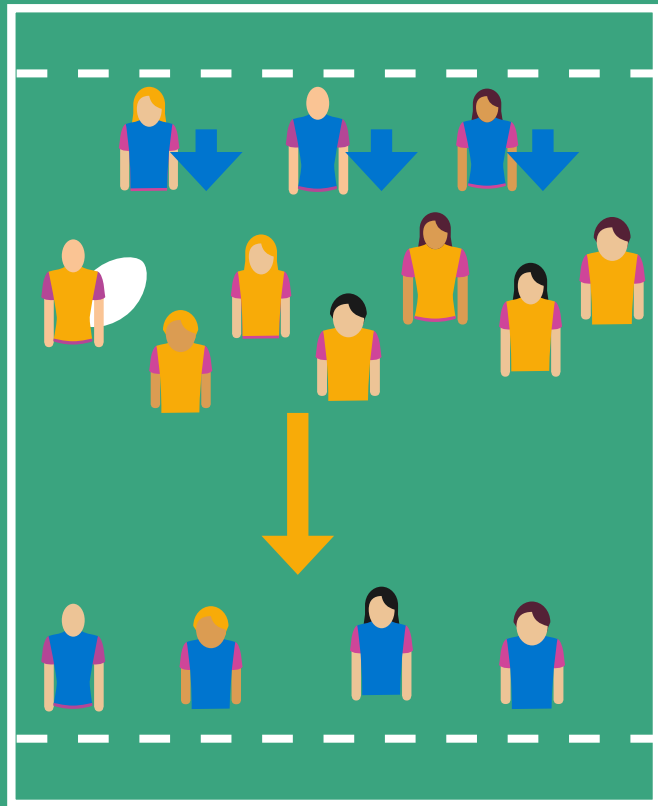
BIBS



BALLS

## TASK

- Aim is to score over the opposition try line
- Passes must be backwards
- Once a defender has made a touch, they must drop to one knee and are out the game until a score or a ball is dropped
- Once an attacker has been touched they must pass the ball to one of their team mates
- Aim is to score having used as few touches as possible
- If the attack score with fewer touches then they are awarded more points



## S.T.E.P

- Make the pitch wider/play length ways as opposed to long ways
- 7 pts for a score with no touches, 6pts after 1 touch, 5 pts after 2 etc
- Defence only have to take a knee for 10s then can re-join
- If 2 defenders both touch an attacker then they both drop down

# Game 7. Multi direction Game

## SETUP/EQUIPMENT:

Mark a pitch with different coloured edges  
2 even teams

If you don't have different coloured cones - give each side of the pitch different names (e.g. North, South, East, West) to see if the players can remember



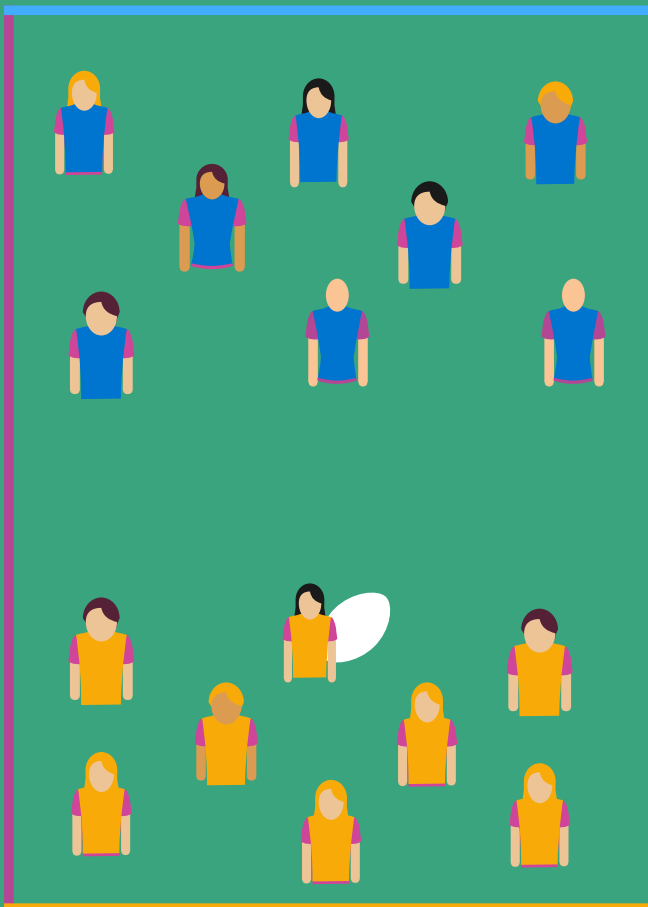
CONES



BIBS



BALLS



## TASK

- Aim is to score over the designated try line, all passes must be backwards
- The attack has 5 touches to score
- Defenders must freeze until the attacker has passed the ball after a touch
- At any point, the teacher can identify a new try line, challenging the attack and the defence
- If the ball is dropped or after 5 touches a new try line should be identified



## S.T.E.P

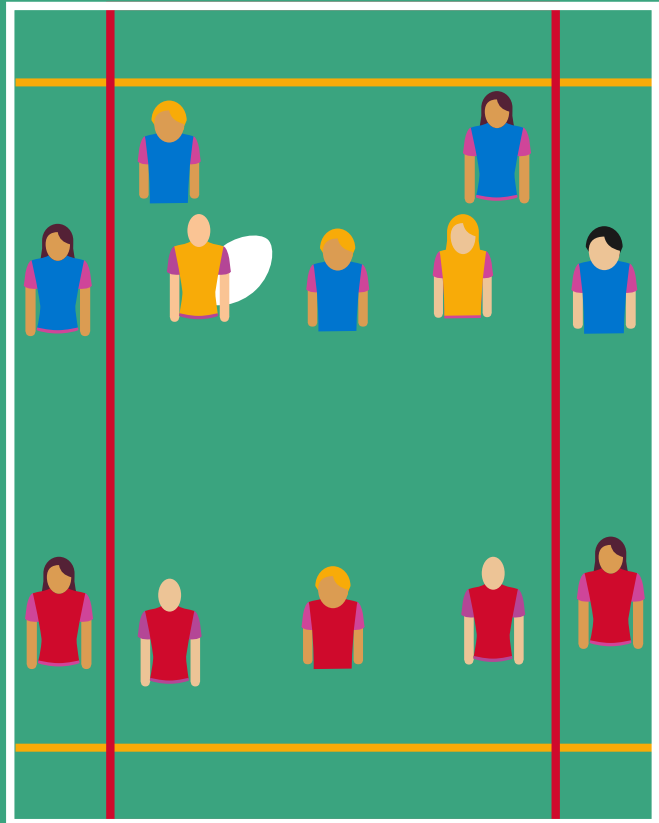
- Make the pitch longer or wider
- Allocate 1 or 2 players who always attack
- Freeze the defence for 3 seconds after a new try line is identified allowing the attack to get into position then play
- Some players allowed 2 touches

# Game 8. Wide Channel Game

## SETUP/EQUIPMENT:

Mark out a pitch with a scoring zone at each end

Split the group into 2 teams, one wearing bibs, 2 yellows will always attack



## TASK

- Aim is to score in the opposition end zone
- All passes must be backwards
- Only 2 touches per zone are allowed so encourages the attack to challenge the defence in wider areas Channel (see A, B or C)
- After a touch the defender must drop to a knee until the attacker has passed the ball
- If touched in possession the ball carrier must pass the ball to a team mate
- If more than 2 consecutive touches within a zone then the ball is given to the other team



## S.T.E.P

- Alter the width of the wide channels
- Split the pitch down the middle to only have 2 channels to attack
- Allow 3 touches in wide channels
- Give some players 2 touches before they must pass
- 3 players always attack
- Defending players to stay on a knee for 5s

# Scottish Rugby Blueprint

The Blueprint is the playing and coaching philosophy for Scottish Rugby, designed to improve the standard of rugby at all levels of the game. The Blueprint aims to support coaches to create amazing learning environments with the appropriate level of stretch and support to enable players to be more tactically adaptable.

To support the Blueprint a curriculum of resources is available to help players, coaches, referees, and parents in the youth game understand the focus areas at each age and stage. The curriculum information provides clarity on what should be focussed on during training and matches.

Click on the [video link](#) to hear John Fletcher, Head of Pathways and Elite Coach Development, chatting about the purpose of the Blueprint.

Please download the Boys and Girls specific resources below.

[Blueprint – Boys Youth Skills Curriculum](#)

[Blueprint – Girls Youth Skills Curriculum](#)



## Tackle Height Hub

This season Scottish Rugby introduced a new tackle height trial. To support this trial Scottish Rugby has created a Tackle Height Hub schools one-stop-shop for everything you need to know about the tackle height trials for the 2023/24 season can be found via the following link: [HERE](#).

An information booklet summarising the Tackle Height Law Trials and video examples can be found via the following links [HERE](#).

**Tackle Height**  
LAW TRIALS SEASON 2023/24

**Below Sternum**  
Tackle the belly  
Below the ball

The risk of concussion is 4.2 times higher when the tackler's head is above the ball carrier's sternum in the tackle\*

\*Data from 878 HIAs, ongoing World Rugby Research Studies as in Tucker et al/2017

# Secondary 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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# Session Plans

The following session planning documents are linked to SALS Success Criteria and could be used as a means to plan a block of Rugby activity within your school.

Aligning STEP adaptations to fulfil Success Criteria could also be linked to longer term objectives within your programme.

<b>PE LESSON PLAN</b>	<b>DATE:</b>		<b>TIME:</b>	
	<b>FACILITIES:</b>			
<b>CLASS:</b>			<b>TEACHER:</b>	
<b>LESSON INFO:</b>				
<b>Aims for Session:</b>				
<b>Warm Up Focus:</b>	<b>Cognitive:</b>			
	<b>Physical:</b>			
<b>Lesson Notes:</b>	<b>Success Criteria:</b>			
	<b>Cognitive Skills:</b>		<b>Personal Qualities:</b>	
	<b>Physical Competence:</b>		<b>Physical Fitness:</b>	
<b>Game Card and Activities:</b>				

<b>PE LESSON PLAN</b>	<b>DATE:</b>	<b>TIME:</b>
	<b>FACILITIES:</b>	
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<b>Aims for Session:</b>		
<b>Warm Up Focus:</b>	<b>Cognitive:</b>	
	<b>Physical:</b>	
<b>Lesson Notes:</b>	<b>Success Criteria:</b>	
	<b>Cognitive Skills:</b>	<b>Personal Qualities:</b>
	<b>Physical Competence:</b>	<b>Physical Fitness:</b>
<b>Game Card and Activities:</b>		

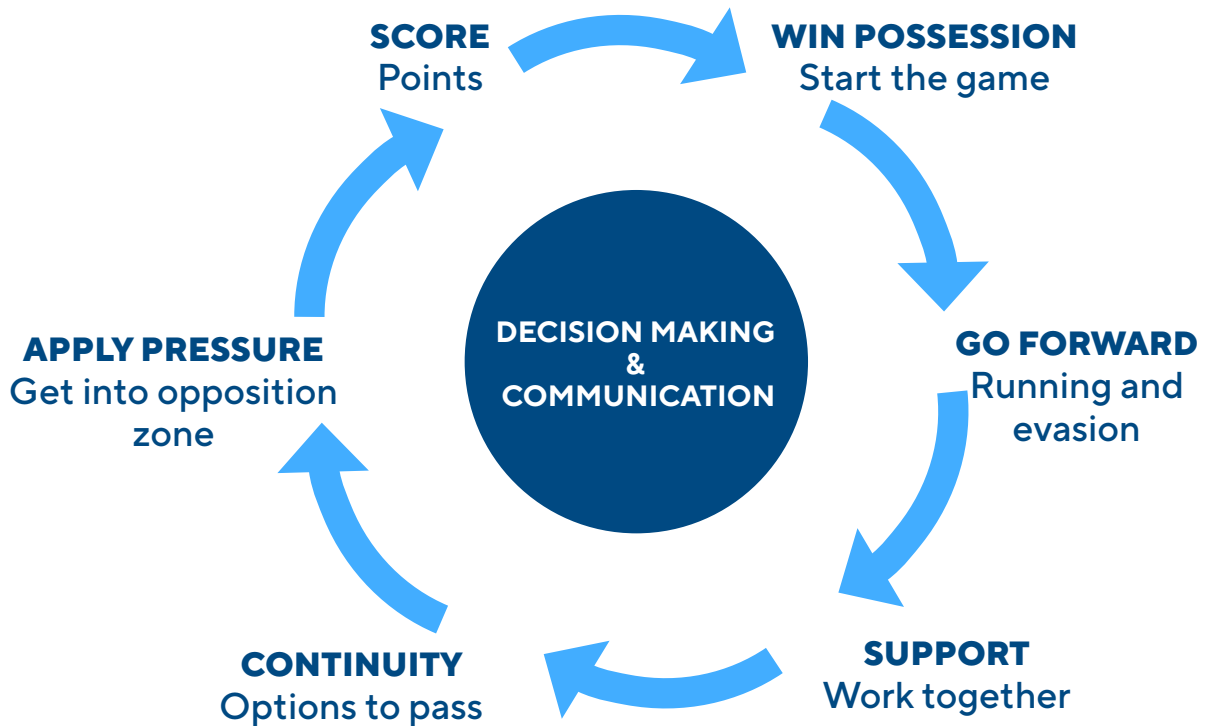
<b>PE LESSON PLAN</b>	DATE:		TIME:	
	FACILITIES:			
CLASS:			TEACHER:	
LESSON INFO:				
Aims for Session:				
Warm Up Focus:	Cognitive:			
	Physical:			
Lesson Notes:		Success Criteria:		
		Cognitive Skills:	Personal Qualities:	
		Physical Competence:	Physical Fitness:	
Game Card and Activities:				

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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**Local Authorities** - Angus, Clackmannanshire, Dundee City, Falkirk, Fife, Perth & Kinross and Stirling

## Caledonia North

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**Local Authorities** - Aberdeen City, Aberdeenshire, Comhairle nan Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands

## East

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**Local Authorities** - East Lothian, Edinburgh City, Midlothian, Scottish Borders and West Lothian

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

## Glasgow North

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## Glasgow South

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**Local Authorities** - Dumfries & Galloway, East Ayrshire, Inverclyde, North Ayrshire, Renfrewshire and South Ayrshire

# Resources

## Schools Week Documents

### Schools Week Videos

#### Warm Up Activities

[Game 1. Hawick Ball](#)

[Game 2. Break The Walls](#)

[Game 3. Money Ball](#)

[Game 4. Table Football](#)

[Game 5. Bannockburn](#)

[Game 6. Drop Down Game](#)

[Game 7. Multi Directional](#)

[Game 8. Wide Channel](#)




# 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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