



SCHOOL RESOURCES CARD
SECONDARY SCHOOLS KEY STAGE 3 & 4

RULES & EXERCISE BOOKLET



SCHOOL RESOURCES CARD

SECONDARY SCHOOLS KEY STAGE 3 & 4

SCHOOLS TOUCH RUGBY FESTIVAL RULES



SCAN QR CODE TO WATCH VIDEO FOR MORE INFO AND EXAMPLES

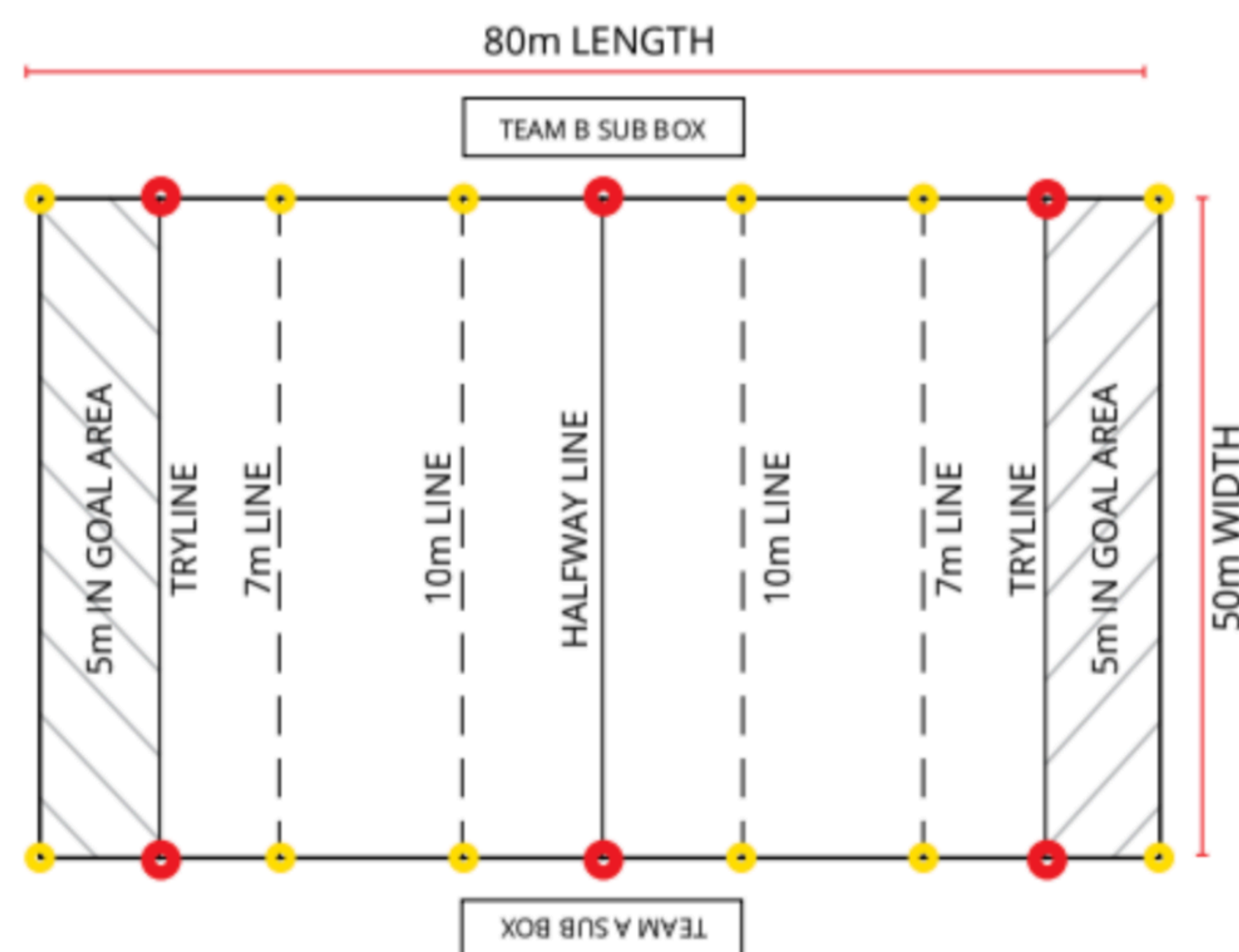
SET UP

Kit

- A ball, some marker cones and a set of bibs is required to play.

Pitch

- Set up as shown in the diagram below, however, you can also use a half of a rugby pitch, using the Side Lines of the rugby pitch as the Try Lines of a Touch Rugby pitch.
- The size of the pitch can also be adapted to the ages of those playing. The diagram below is of a full-size Touch Rugby pitch. However, younger players could play on a pitch 30m by 50m.



THE RULES

- Each game should have 2 teams of 6 players (although there can be more players in the sub boxes who can interchange at any time) and bibs should be provided to help them identify which team they are on. Sub boxes are on the Side Lines of the pitch between the 10m Lines.
- The team in possession of the ball are referred to as the **Attackers** and the team without the ball are referred to as the **Defenders**. Nominate a Team Captain on each team who competes in a game of Rock, Paper, Scissors to win possession of the ball and start the game as the **Attacking Team**.
- The aim of the game is to score a Try on or over the Try Line in the In-Goal Area. 1 Try equals 1 point.

Encourage children to place the ball down on or over the Try Line with control and downward pressure and not just drop the ball.

- Each team starts the game in their own half of the pitch. The Attacking Team start on the Half Way line, the Defending Team start on their 10m Line.

- To start the game, a player from the Attacking Team must perform a Tap Ball by placing the ball down on the Half Way Line, releasing it with both hands, tapping it with their foot and picking it up – the ball is now “live”. This is also how the game restarts following a Try being scored or when a Penalty is given.
- Once the ball is “live”, the ball carrier can run and try and dodge Defenders to get to the Try Line and score a Try or they can pass the ball sideways or backwards (not forwards) to another Attacker, who can also attempt to score a Try.
- To stop the ball carrier from scoring a Try, a Defender has to catch them (using a one-handed touch ideally aiming for the shoulder area) and call “Touch!” after they have caught them. Any touch on the ball carrier counts (including their body, clothing, bib, hair and even the ball).
- An Attacker cannot score a Try if they have been touched by a Defender prior to scoring a Try. The Attacker must stop running and return to the location on the pitch where the touch occurred (“**the mark**”) and place the ball on the ground between their feet and step over it (this is know as “**The Roll Ball**”).

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 SECONDARY SCHOOLS KEY STAGE 3 & 4
TOUCH RUGBY RULES

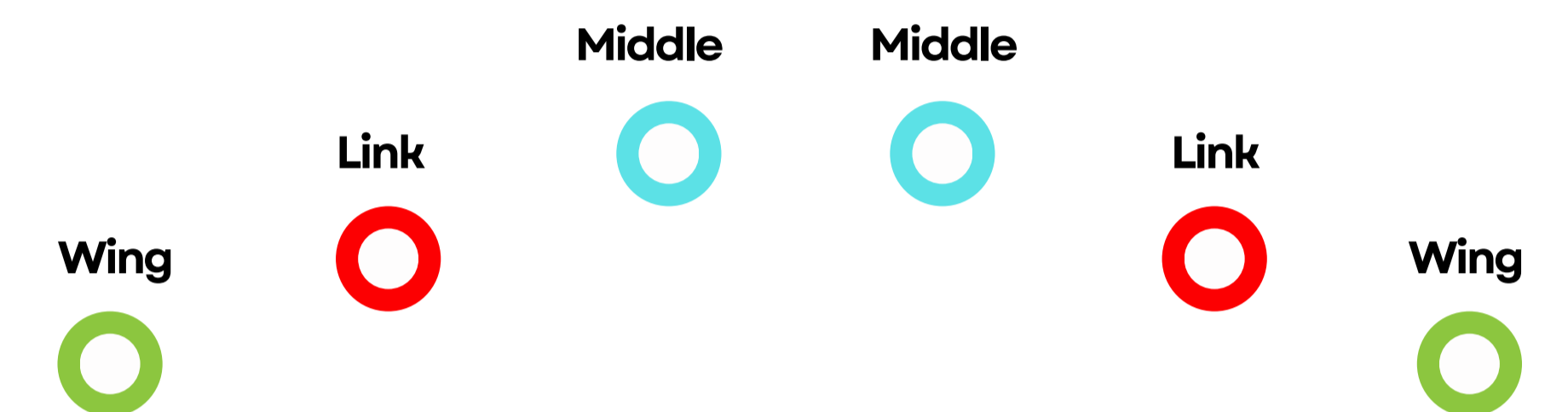
THE RULES; CONTINUED

- A player on the Attacking Team who is closest to the Roll Ball (“the Half”) should pick up and pass the ball sideways/ backwards to another Attacker and play continues. There are two special rules concerning the Half:
 - 1. They cannot score; and
 - 2. If they are touched in possession of the ball then it is a turnover (so it is best for beginner players to pass the ball from the ground immediately - this is known as a Half Pass).
- Once a Touch occurs, the Defender who made the touch AND the whole Defensive Team must retreat 7m (or 7 steps for younger children on a smaller pitch) back towards their Try Line from the mark (this is referred to as “getting onside”) and wait there until the Half touches the ball. If Defenders are not back onside, the referee will call them “offside” and “play on/play through”. Any touches made by an offside player will not count until they are back onside.

- Once the Attacking Team has used up all of their 6 touches, the ball is turned over to the other team and the game continues. Every change in possession requires a Roll Ball to restart the game unless a penalty is given.
- Changeovers in possession can also occur when the Defending Team intercept the ball (this restarts the touch count with the touch following the intercept counting as touch number zero) or the ball carrier runs outside of the playing area. In the event that the ball is knocked down to the ground by a Defender, there is no change in possession and the Attacking Team is awarded 6 more touches (the touch count is reset).
- The following infringements (which would normally result in a loss of possession in a standard game of Touch Rugby) will instead count as 1 of the Attacking Team’s 6 touches in School Festival Rules:
 - Dropped ball;
 - Forward pass (the referee will call play on for slightly forward passes to facilitate play);
 - Touch and pass (i.e. forgetting to do the Rollball);
 - Performing a Rollball “over the mark” (the referee can also just ask the player to bring the ball back to the mark rather than counting this infringement as a touch);
 - A touch made on the Half or a player scoring when they are Half (i.e. forgetting the Half can’t score).

- Festival games can be any length depending on the number of teams participating, however, 2 x 10-minute halves with a 2-minute half-time break or 15-minutes straight through is recommended.

Positions in Touch



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ACTIVATION TASKS

ACTIVATION TASK 1

Heads, Shoulders, Knees & Toes (and Cone!)

- Organise students into pairs with 1 cone in between them.
- Both students should take 1 big step back from the cone in between them and squat down.
- Teacher calls out different body parts and the children must touch the parts on their body which are called out (i.e. heads, shoulders, knees, toes, etc).
- When the teacher calls out “cone!” both students must attempt to pick up the cone.
- The winner is the student with the best reactions and picks up the cone first (if they both grab it at the same time, it is a draw).
- **Safety:** Remind the students to be careful not to bash heads when they do this (therefore diving for the cone is not allowed).
- Repeat for X rounds.
- **Progression:** to enhance cross-curricular learning, call out body parts in a different language or use anatomical terms.

ACTIVATION TASK 2

Cone Up/Cone Down

- Organise students into 2 teams (use bibs).
- Spread the cones around the grid with some up the right way (cone up) and some upside down (cone down).
- Ask one team to try and turn as many cones up as possible and the other team to try and make as many cones down as possible (they must move to a new cone once they’ve turned one over so that they are not stationary and guarding one cone!)
- After X minutes, the teacher tells the students to stop touching the cones and to raise their hands up in the air whilst they counts the cones and determine the winning team.
- **Progression:** students can only use their left or right hand to turn over cones or alternate hands (developing coordination in both hands).
- **Progression:** students must complete an exercise after each cone they turn before they can turn another one (e.g. star jump, burpee, run to the edge of the grid and back, etc).

ACTIVATION TASK 3

Rock, Paper, and Scissors Gauntlet

- Set up a line of cones approximately 5 metres apart.
- Organise the students into pairs, each standing facing each other with a cone in between.
- The children must compete in a game of Rock, Paper, Scissors (best of 3 goes)
- The winner progresses up the line of cones and the loser moves down a cone.
- The aim is to be on the top cone after X minutes and the overall winner.
- **Progression:** if students lose their game then they are eliminated from the game until there is one winner.

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ACTIVATION TASKS

ACTIVATION TASK 4

Noughts and Crosses

- Organise students into teams.
- Create grids which are 5m x 5m - using cones to create the typical nought and crosses shape #
- Use 3 (blue) colour cones for noughts and 3 (red) colour cones for crosses (or different coloured bibs) .
- 1 student from each team runs out and places one of their cones on one of the cones in the grid.
- Once they've placed the cone in the grid, they need to sprint back to their line giving a high-five to the next student in the line.
- The next student sprints out and repeats the process.
- Once all 3 noughts or crosses cones have been used in the game, each student next running out can move only one of their own colour cones before running back to their line.
- The aim of the game is to get 3 of the same colour cones in a row.
- Play X rounds to determine the winning team.
- **Progression:** to encourage more movement, make the grid bigger or increase the distance to run to the grid.

ACTIVATION TASK 5

Cheetahs & Gazelles (or any animals you like!)

- Organise students into pairs standing opposite each other in two lines. One line are the “cheetahs” and the other line are the “gazelles”.
- Place a cone 10m behind each student on both lines.
- Teacher should call out different dynamic movements (hop, jump, balance, skip, etc)
- After X seconds of doing dynamic movements, teacher should call “cheetahs” or “gazelles”. If cheetahs are called, the students in this line need to turn and run to the cone behind them before the gazelles chase and catch them (and shout “touch”). Vice versa if gazelles is called.
- Play X rounds changing the dynamic movements each time.
- **Progression:** if a student is caught before they reach the cone behind them, they are eliminated from the game. The winner is the last student to be caught by their partner.

ACTIVATION TASK 6

Eyes Up, Eyes Down

- Organise students into a big circle and get them to jog or jump on the spot.
- Teacher will call “eyes down” and everyone must look down.
- When Teacher calls “eyes up” everyone must look up and at the eyes of someone else in the circle.
- If (when you look up) you look into the eyes of the same player looking at you, you are both eliminated from the circle.
- The winners are the last 2 students in the circle.



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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 1

PRIORITY 10 SKILL: MOVEMENT & GAME SKILLS

DIAGRAM 1

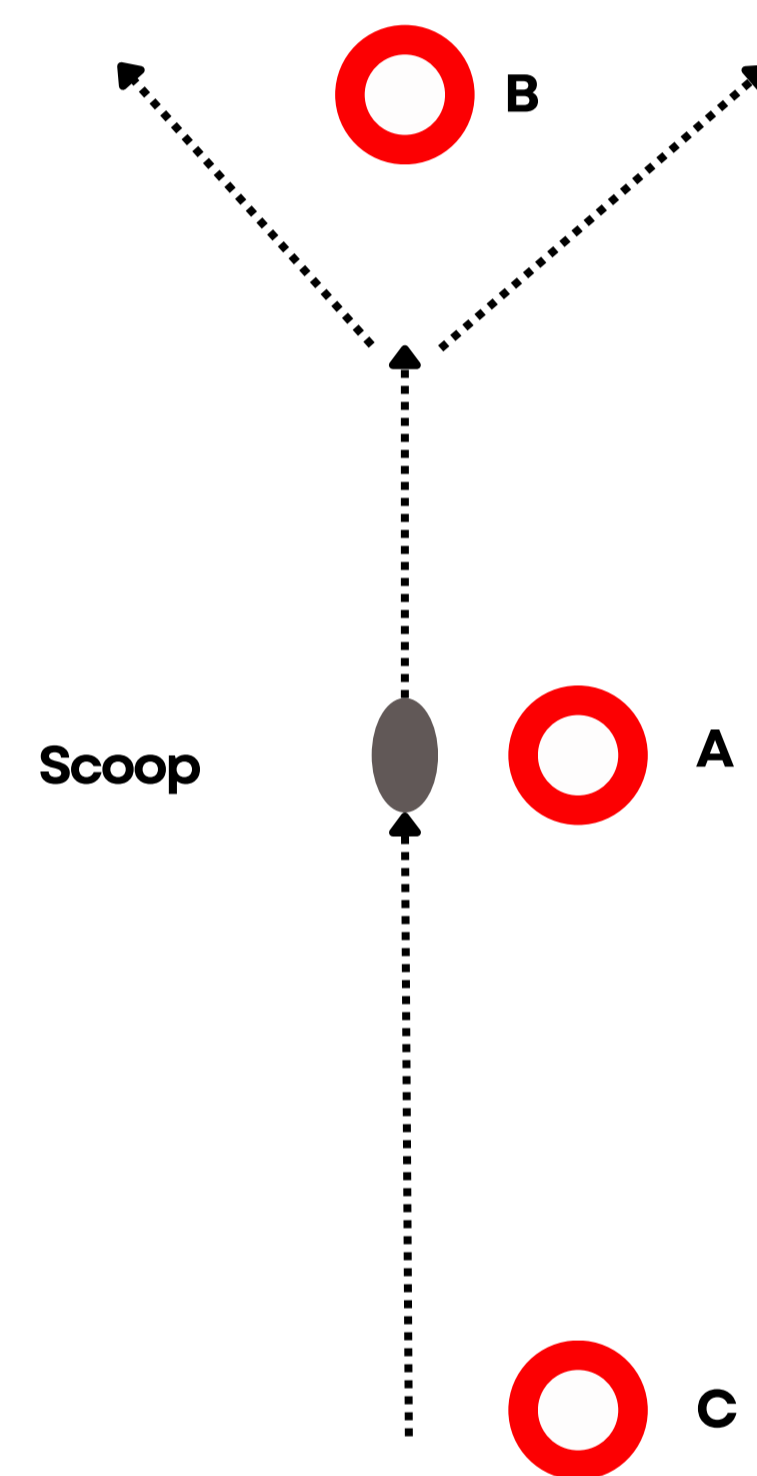
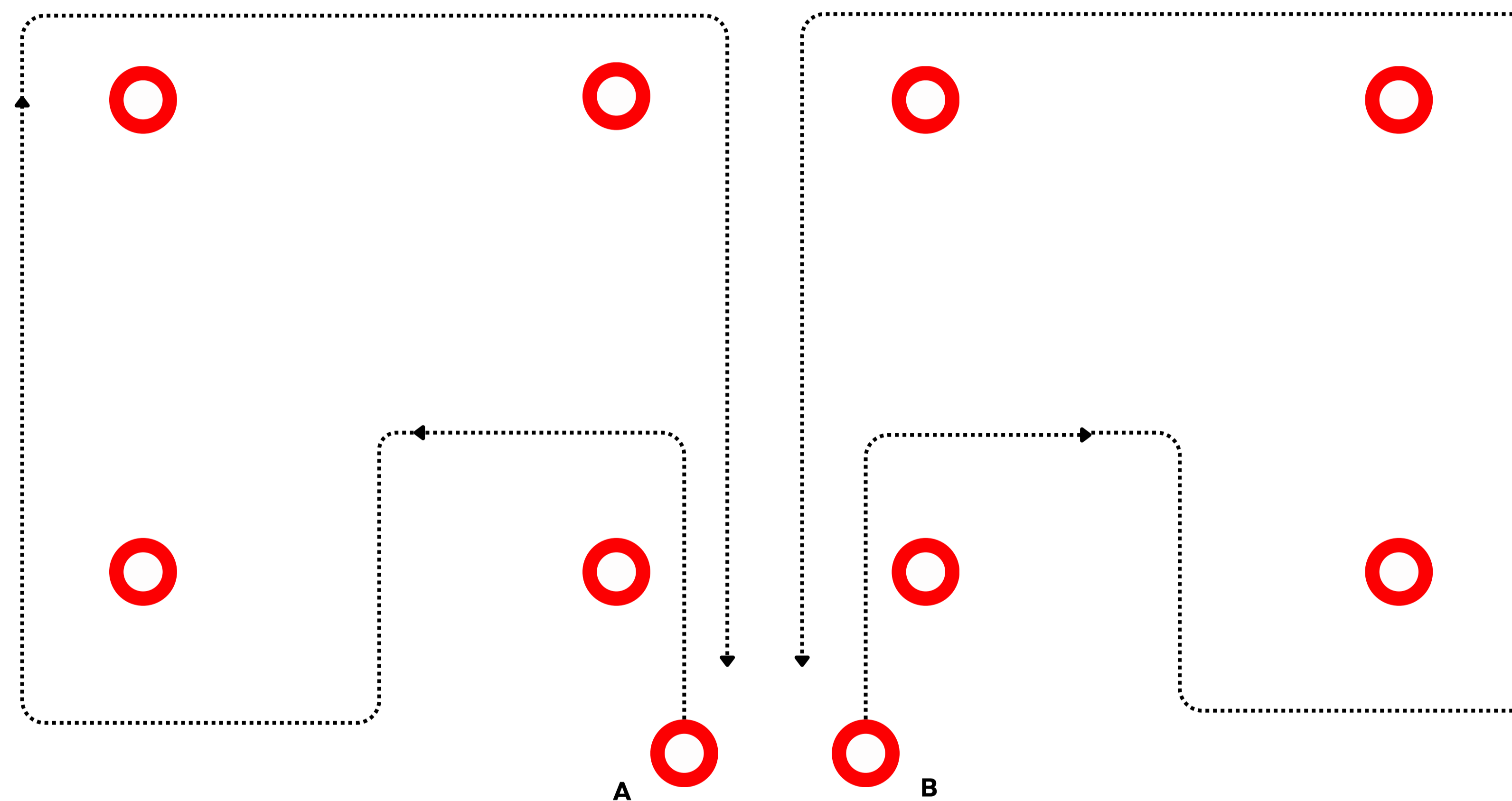


DIAGRAM 2



Half - Scoop Attack

Set Up & Execution:

- Drill set up as shown in the diagram - cones in a Y formation, all cones are 5m apart.
- Queue of players starts at Cone C.
- Player runs forward and **scoops** the stationary ball at Cone A.
- Accelerate forward and step either left or right before Cone B - return to the queue.
- Alternate stepping left or right.

Step & Swerve

Set Up & Execution:

- Set up as shown in the diagram - 2 grids (5m x 5m) with cones at each corner.
- Lines of players line up behind Cone A and Cone B.
- On the cue 'Go', players run forward and run in and out of the first two cones. Swerve around the back cones and then back to the start through the centre of both grids (as shown by arrows in the diagram).
- Pairs race each other and each player changes line on return to the queue so that they run in both directions.

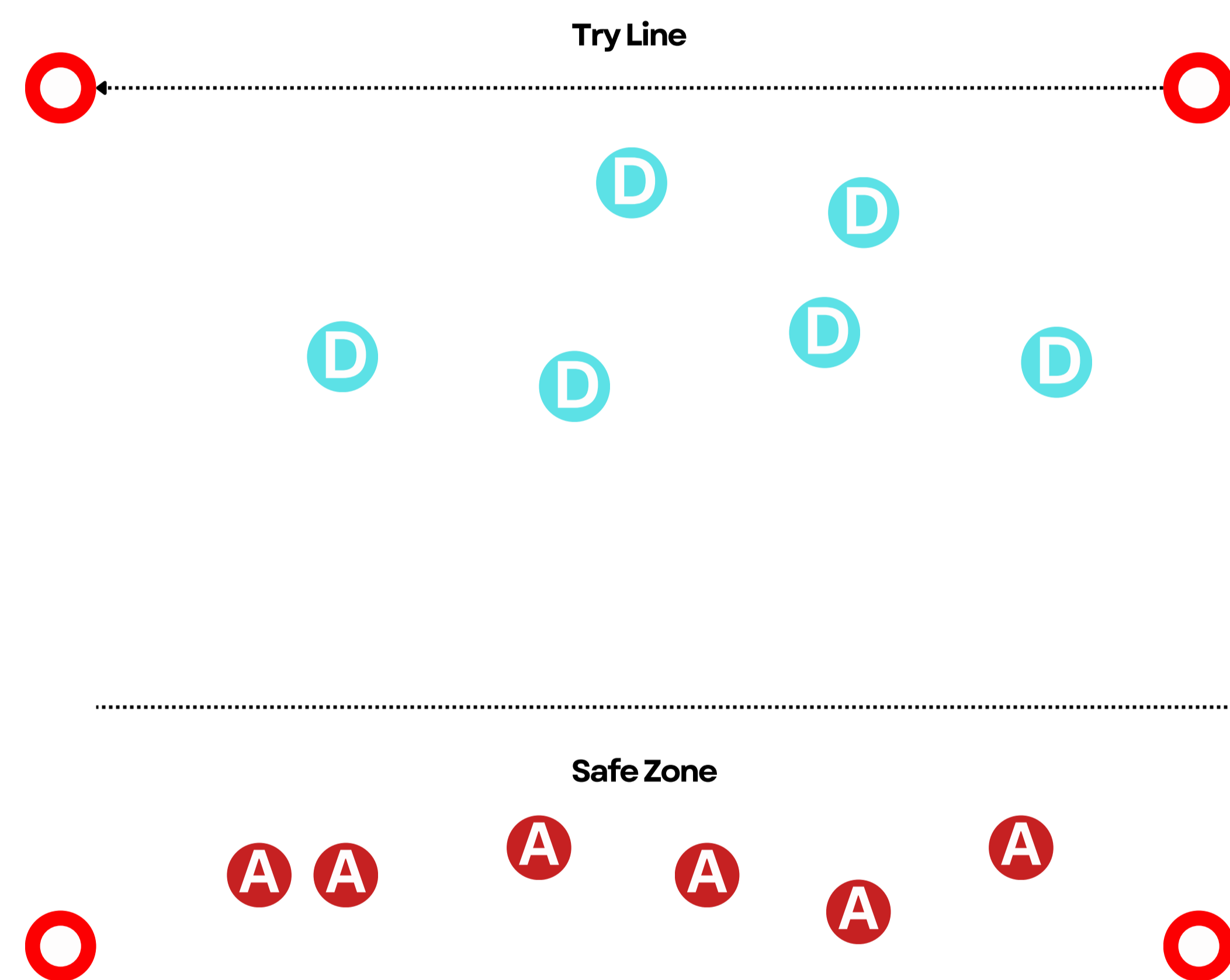
Rugby ball
 Cone
 Attacker
 Defender
 Direction of movement

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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 2

PRIORITY 10 SKILL: MOVEMENT & GAME SKILLS

DIAGRAM 5

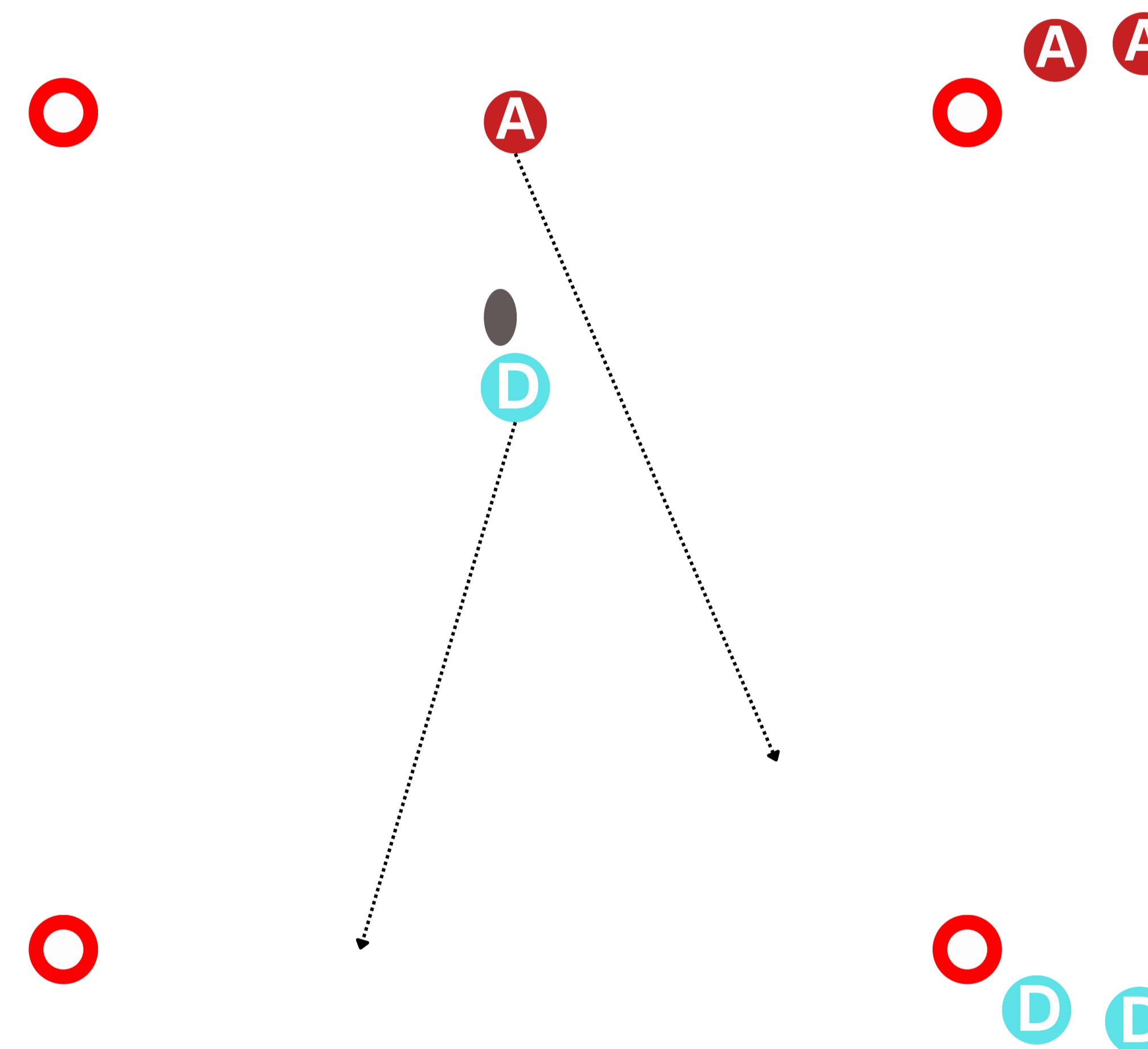


Rover

Set Up & Execution:

- Set up as shown in the diagram - using a grid which is 30m x 30m.
- Split players into two teams: Attackers and Defenders (usually around 6-10 attackers but only 6 defenders at one time).
- The aim of the Attackers is to run from one side of the grid to the other without being touched.
- Defenders can only operate in one half of the grid, with the other half being a safe zone for Attackers.
- Once touched an Attacker must return to the safe zone before rejoining the attack.
- Scores are calculated by the number of attackers who get across the try line in X minutes.

DIAGRAM 6



1 v 1 Attack & Defence (Scoop Race)

Set Up & Execution:

- Set up as shown in the diagram - using a grid which is 7m wide and 10m deep.
- Players queue behind each other at the top and bottom of the grid. One line of players will attack the other will defend.
- Defender (D) begins with the ball in the middle of the grid and runs towards Attacker.
- On arriving a metre in front of Attacker (A), Defender places ball on the ground in front of Attacker.
- Attacker can now start by scooping the ball and attempting to score a try at the other end of the grid.
- The Defender needs to get back to the 7m (explain the offside rule) before they can make a touch on the attacker.
- Change roles after a period of time.



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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 2

PRIORITY 10 SKILL: ROLL BALL

DIAGRAM 7

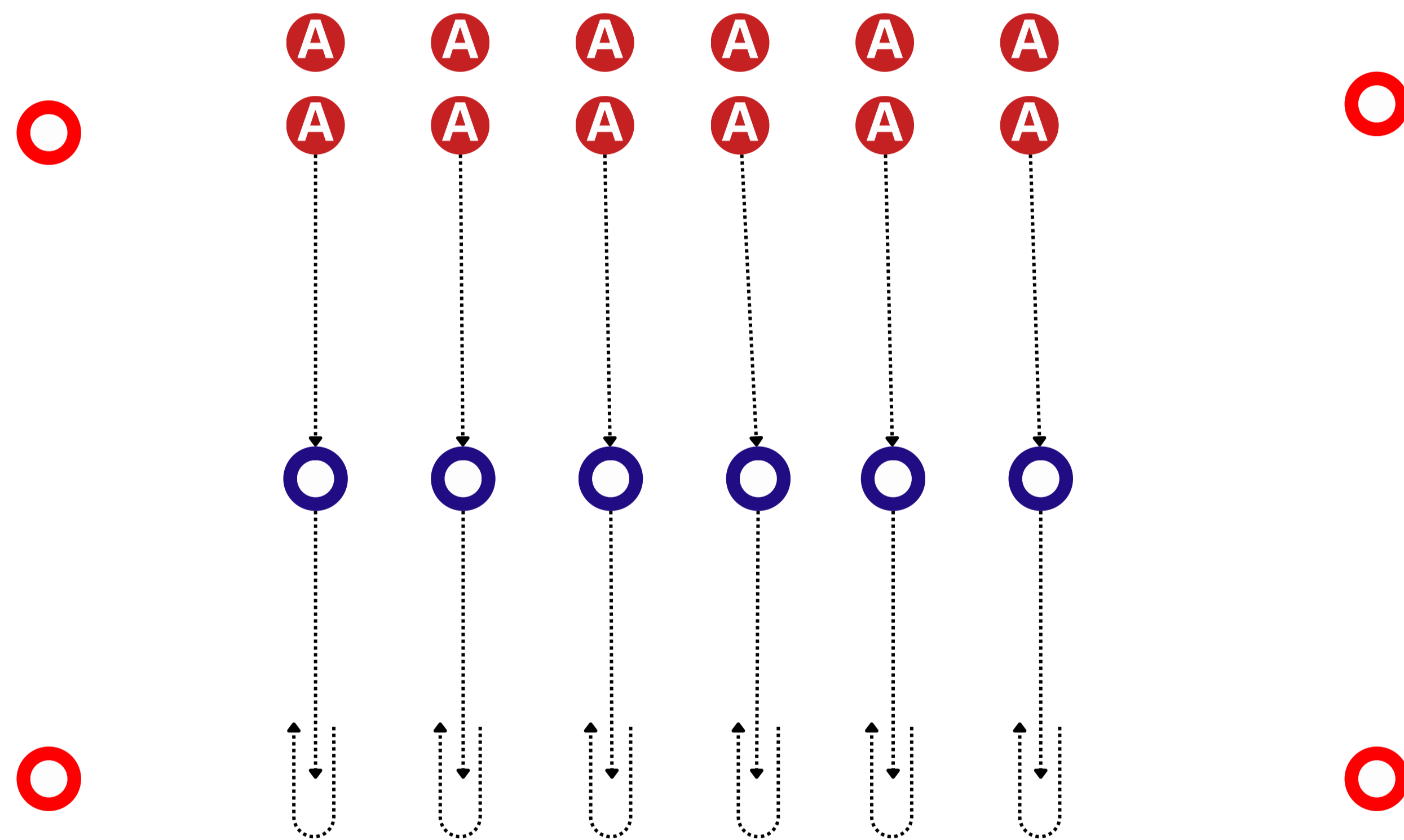
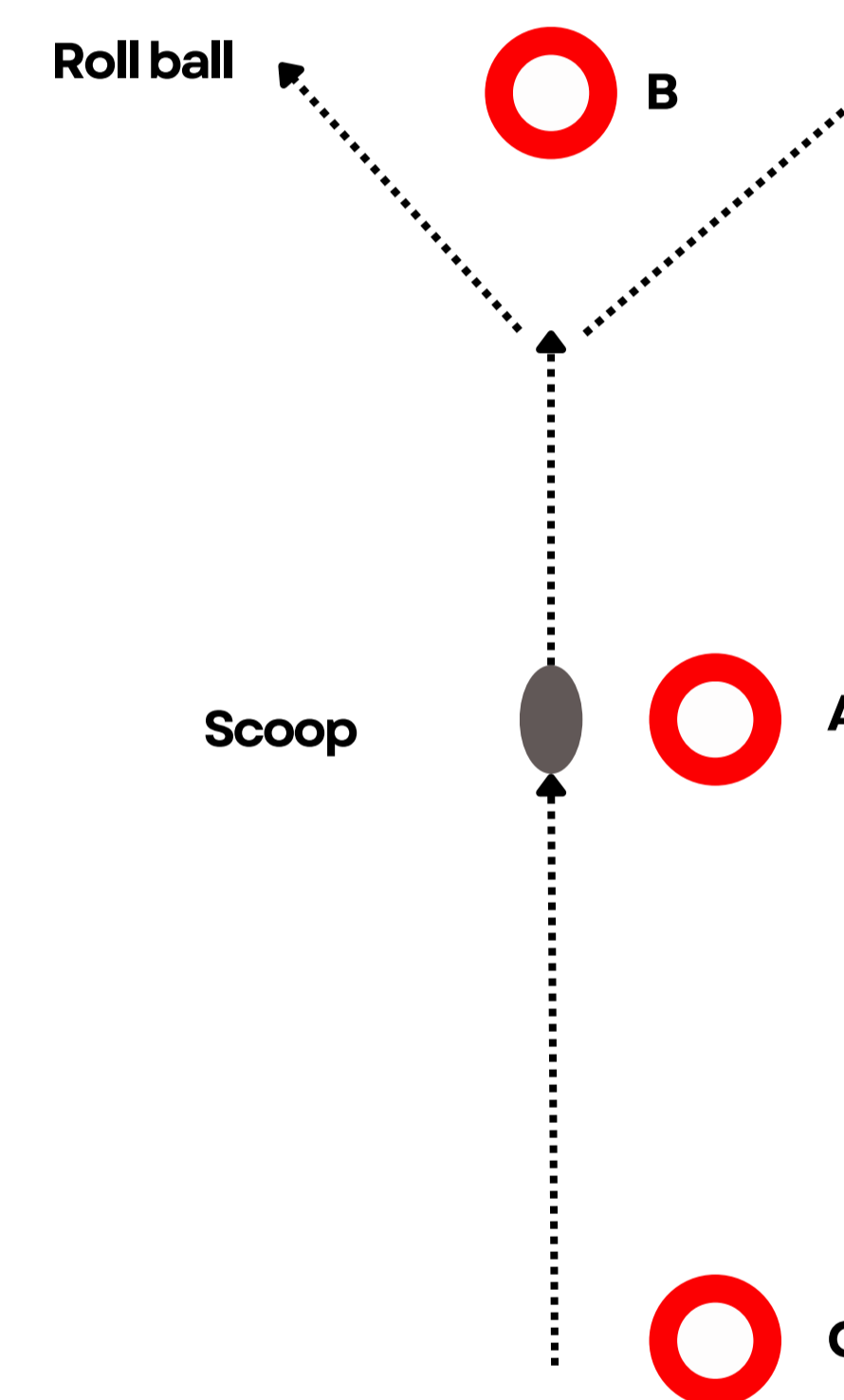


DIAGRAM 8



Basic Roll Ball Exercise

Set Up & Execution

- Set up as shown in the diagram - using an area to accommodate the number of players training.
- For more than 6 players, set up queues with players lined up behind each other.
- The grid should be 10 metres deep and as wide as needed for the players that you have.
- Demonstrate the roll ball action, i.e. place the ball on the ground between both feet and step over it.
- Each Attacker should carry a ball and on the cue 'GO', they should run forwards towards the cones and just before reaching them, step to the side and then execute a roll ball.
- Attackers should then run to the other end of the grid, turn around and run back scooping up the ball and passing it to the next Attacker lined up.

Y Exercise

Set Up & Execution:

- Set up as shown in the diagram - cones in a Y formation, all cones 5m apart.
- Players queue up behind Cone C and one at a time, they scoop the ball up from Cone A and, using evasive footwork, step either the left or right of Cone B and execute a roll ball next to it.

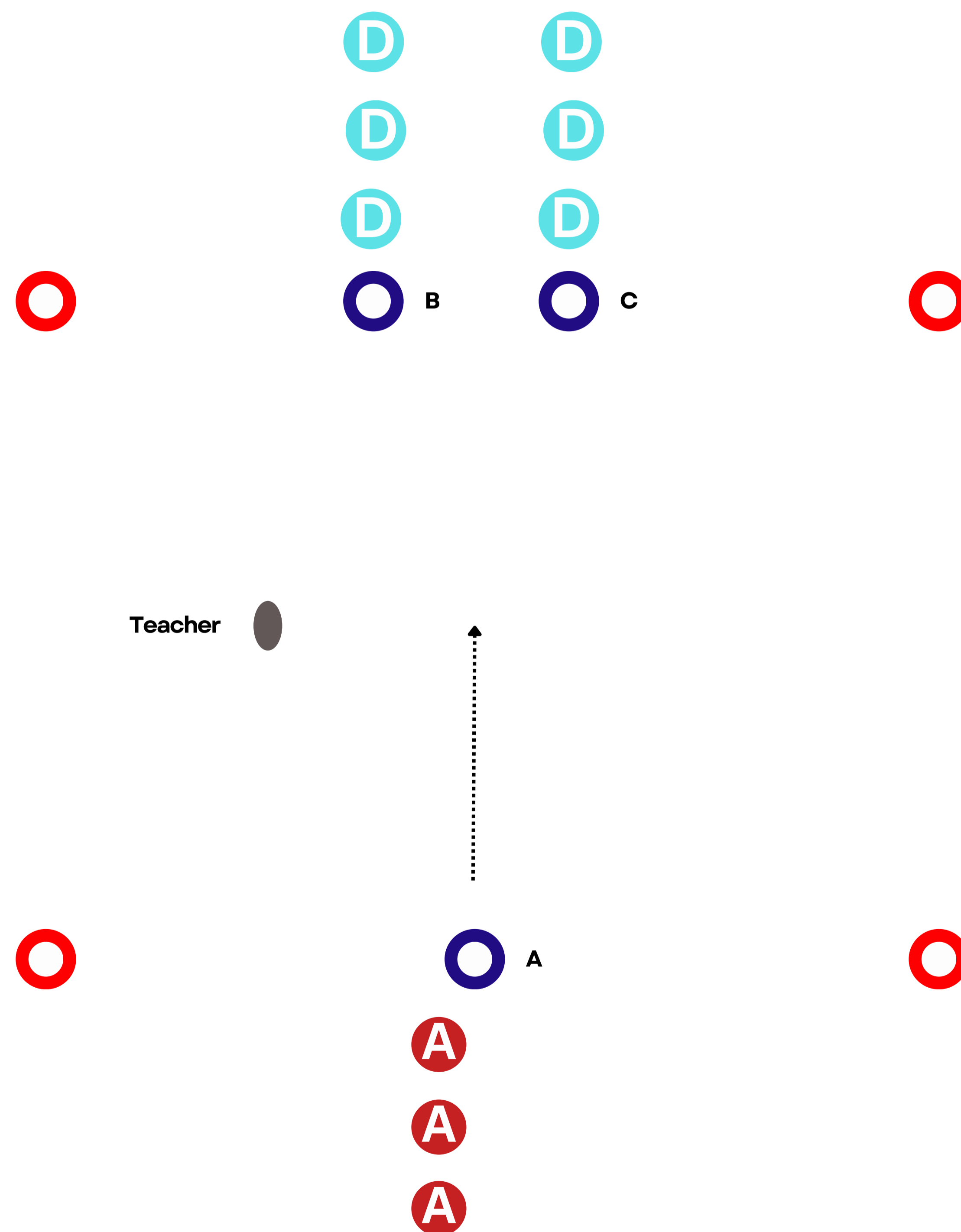


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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 2

PRIORITY 10 SKILL: ROLL BALL

DIAGRAM 8.1



Midfield Roll Ball Drill

Set Up & Execution:

- Set up as shown in the diagram - in a 10m x 10m grid.
- Attackers should line up behind Cone A and Defenders line up behind Cones B and C.
- Teacher stands half way between both lines of players with a bag of balls.
- On a cue given by the Teacher, an Attacker and a Defender run out from their cones.
- The lines of defenders choose between them who will come out and make a touch.
- The Attacker needs to catch the ball, and use evasive running to kick out to the correct side of the approaching defender, initiate the touch and execute a good roll ball.
- The skills being performed in this grid are as follows: the ability to catch the ball whilst running, quickly transfer the ball to the correct hand whilst also using evasive running to kick out to the correct side of the defender and execute a good roll ball.

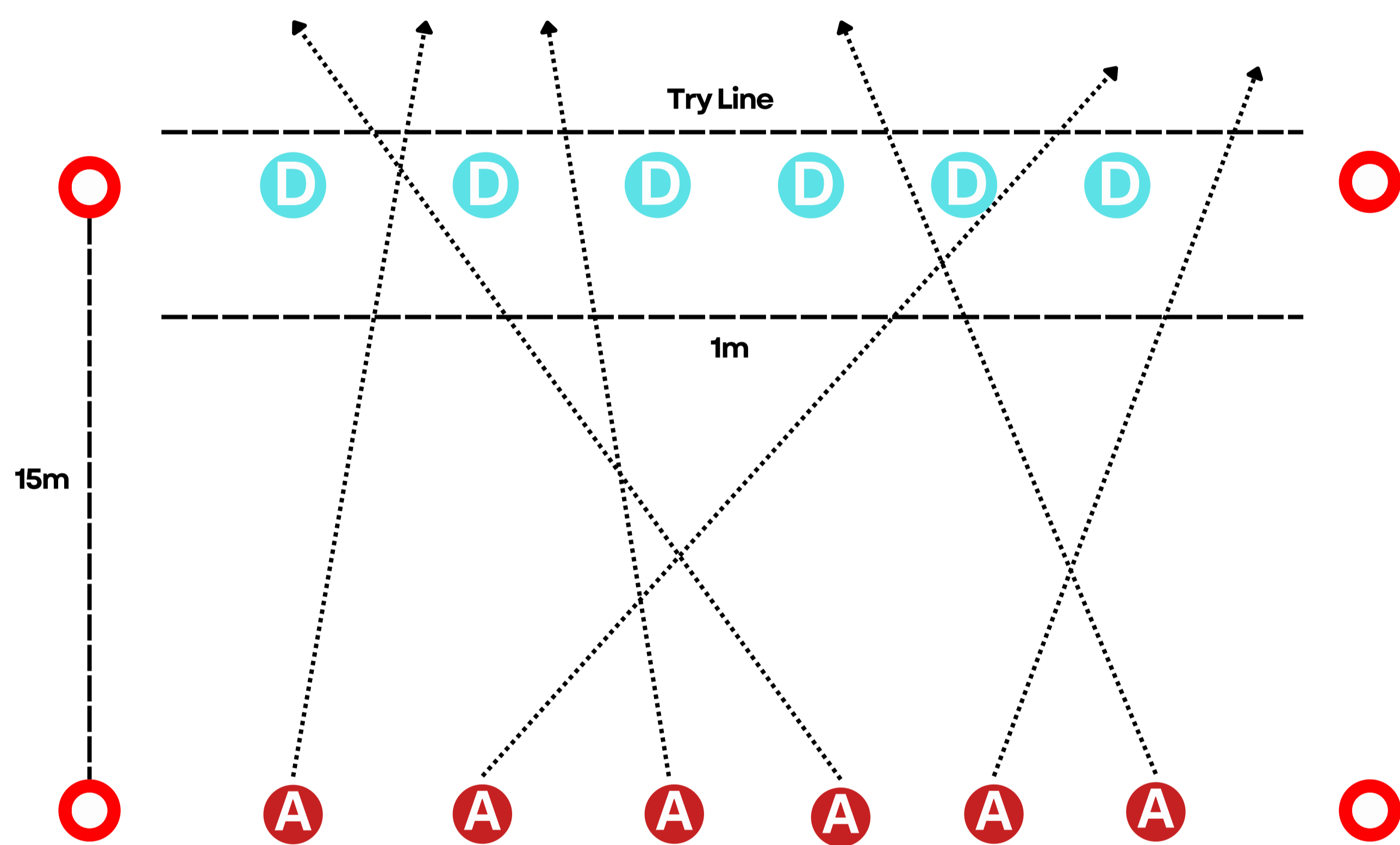


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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 3

PRIORITY 10 SKILL: DEFENDING AS A TEAM

DIAGRAM 9



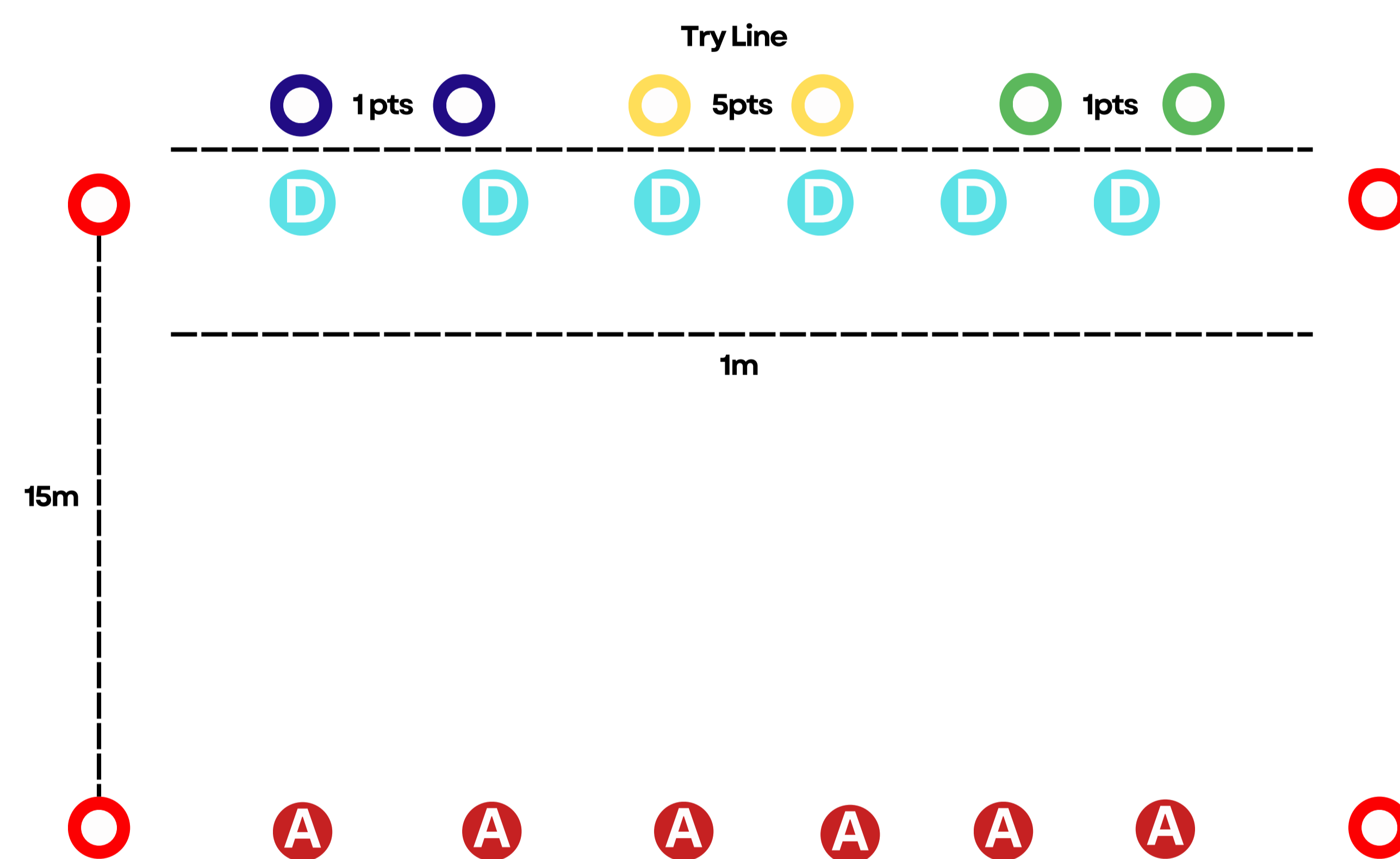
Close the Gap

Set Up & Execution:

- Set up as shown in the diagram - use one end of the try line i.e. 50m wide x 15m deep (the width can be changed depending on the number of players).
- Defenders start on the try line and cannot move more than 1m from it. Attackers start at the 15m line.
- The aim of the exercise is for the Attackers to get through the defenders and over the try line (a score results when both feet cross the try line) without being touched by any defender.
- If they are touched, they must return to the 15m out line and start again. Scorers stay in the in-goal area (past the try line) after scoring.
- Each team is given a 60 second period to get every attacker into the in-goal area.
- The team who scores the most tries wins.

*The direction of movement lines shown here are showcasing how some attackers might run.

DIAGRAM 9.1



Close the Gap - Progression

Set Up and Execution:

- Set up as shown in the diagram - use one end of the try line (50m wide x 15m deep).
- Designate scoring zones between cones. If attackers enter between cones, the try is worth 5 points.
- Defenders learn to cover the central area as a priority.

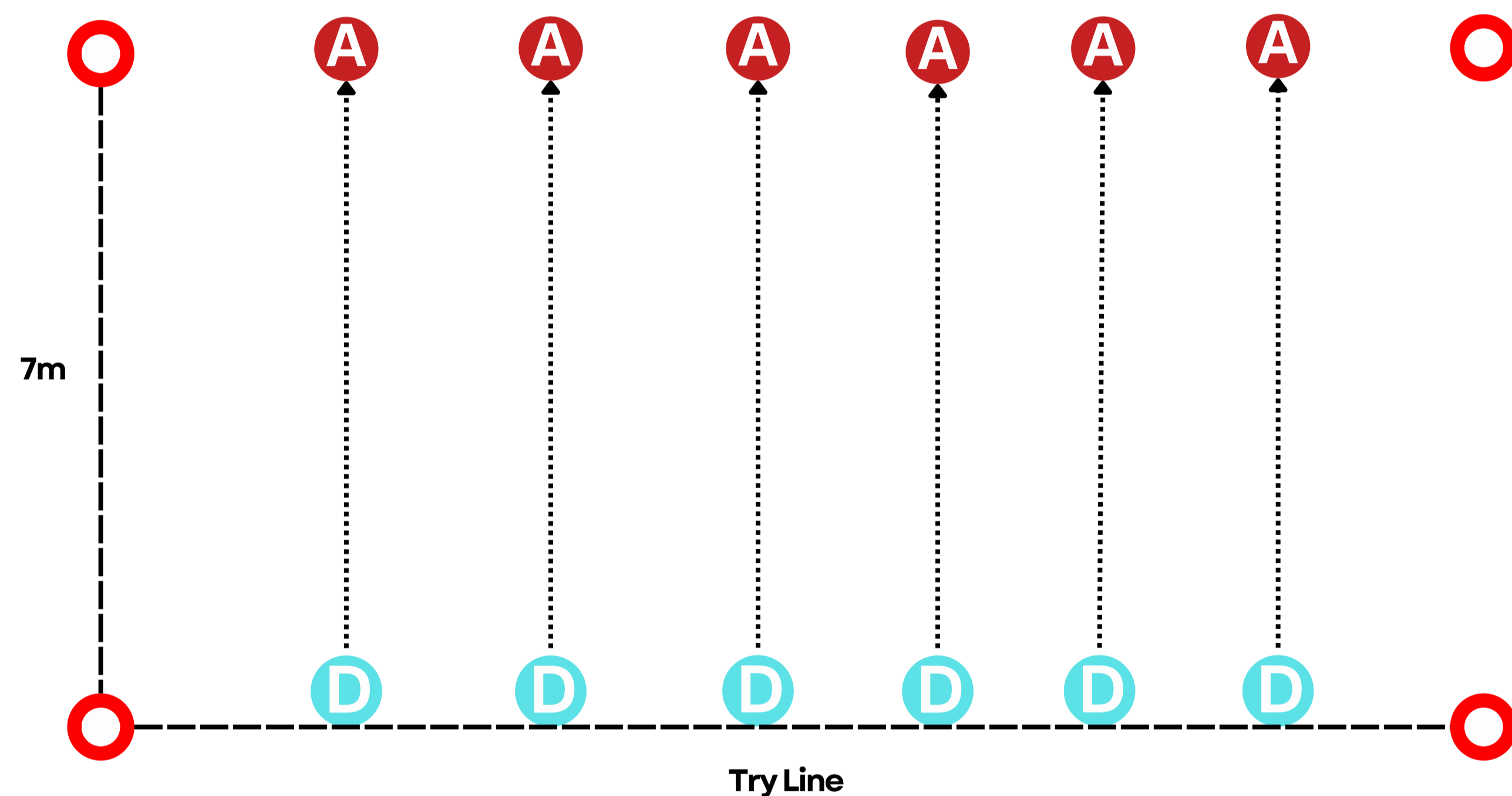


SCHOOL RESOURCES CARD

SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 3

PRIORITY 10 SKILL: DEFENDING AS A TEAM

DIAGRAM 10

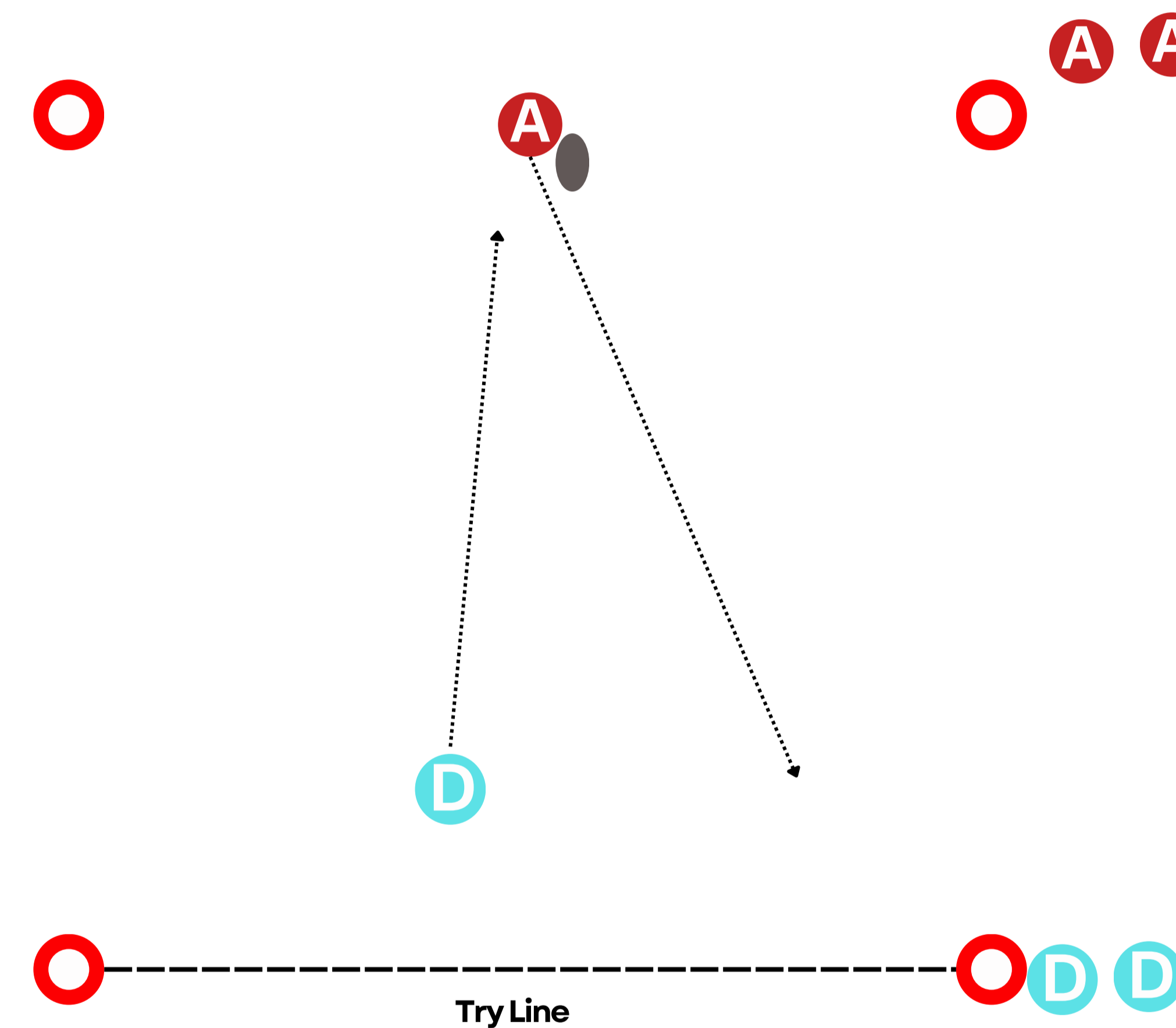


Basic Defensive Exercise

Set Up & Execution:

- Set up as shown in the diagram (grid of 25m wide x 7m deep - the width can be adjusted for the amount of players present).
- The Teacher instructs the Defenders to move out (as a referee would instruct defenders to advance forward off their own try line) and make a touch (only dropping back when the touch is “imminent”).
- As the Defenders approach the Attackers (who are passive to begin with, simply standing still) they can adjust both the approach angle and the hand making the touch.
- Once the touch has been made, defenders should exit from the touch and retreat inside, ensuring they keep their eyes on the ball at all times and try and identify the try line and if they are onside using their peripheral vision.

DIAGRAM 11



1 v 1 'Race to Onside'

Set Up & Execution

- Set up as shown in the diagram (10m x 10m grid - depending on numbers set up multiple grids).
- The Defender approaches the stationary Attacker at the top of the grid and make a touch.
- This touch then initiates the race to an onside position.
- The Attacker attempts to score a try on the try line before the defender retreats back onside and makes a valid touch on them.

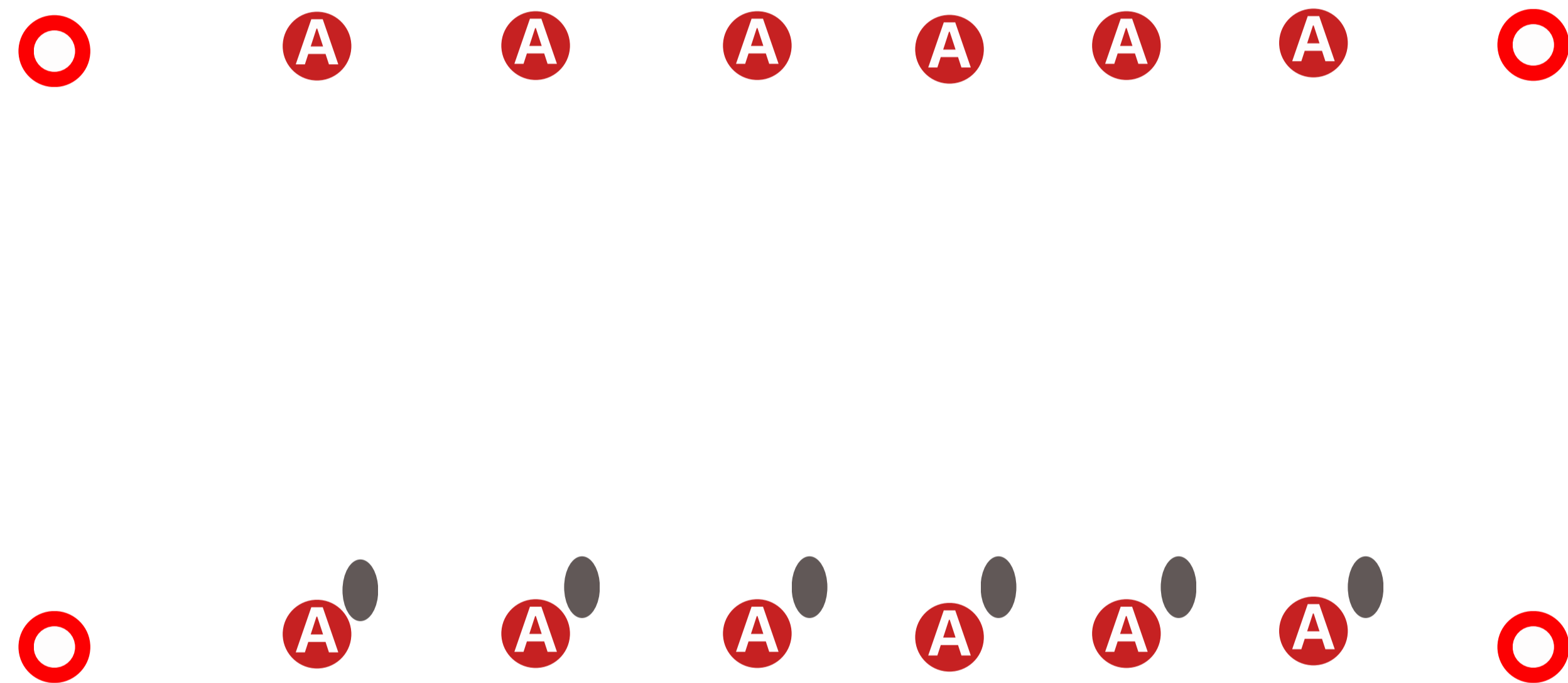


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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 4

PRIORITY 10 SKILL: PASSING FOR ADVANTAGE

DIAGRAM 12

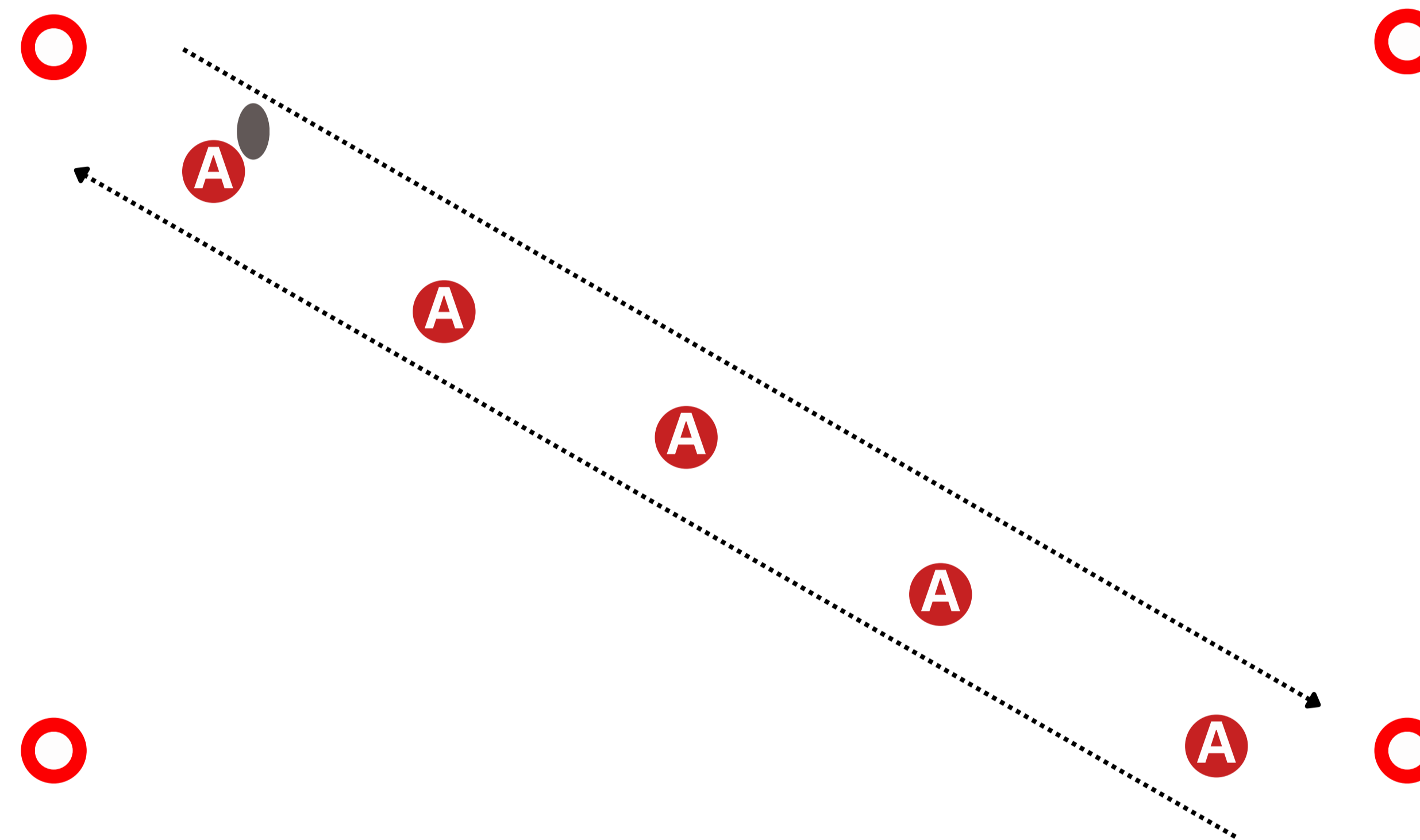


Partner Ball Grip Exercise

Set Up & Execution:

- Set up as shown in the diagram (25m wide x 5m deep - change the width of the exercise to accommodate the number of players).
- Give a ball to each player on one side of the line.
- The player with the ball then throws it into the air above them and catches it.
- Whilst securing the ball they are to rearrange their grip so as to have thumbs on top, fingers underneath, palms spread, etc, before passing the ball to the player standing opposite them.

DIAGRAM 13



Static Line Passing Exercise

Set Up & Execution:

- Set up as shown in the diagram (20m wide x 20m long - change the width of the exercise to accommodate the number of players).
- Players pass down the diagonal line of players ensuring that the ball goes backwards toward the receiver and that each pass is executed correctly.
- Use cue words to reinforce good passing and catching actions: hands out, elbows bent and active grab to catch the ball off the chest, quickly transfer across the body, keeping the elbows high and passing the ball accurately with arms finishing in full extension pointing towards target.
- When the ball reaches the end of the line, players should turn and face the opposite direction and repeat the passing sequence back down the line.
- Practice should initially be slow (jogging) to ensure correct execution, but speed/distance can be increased or lines can race each other to create challenge.

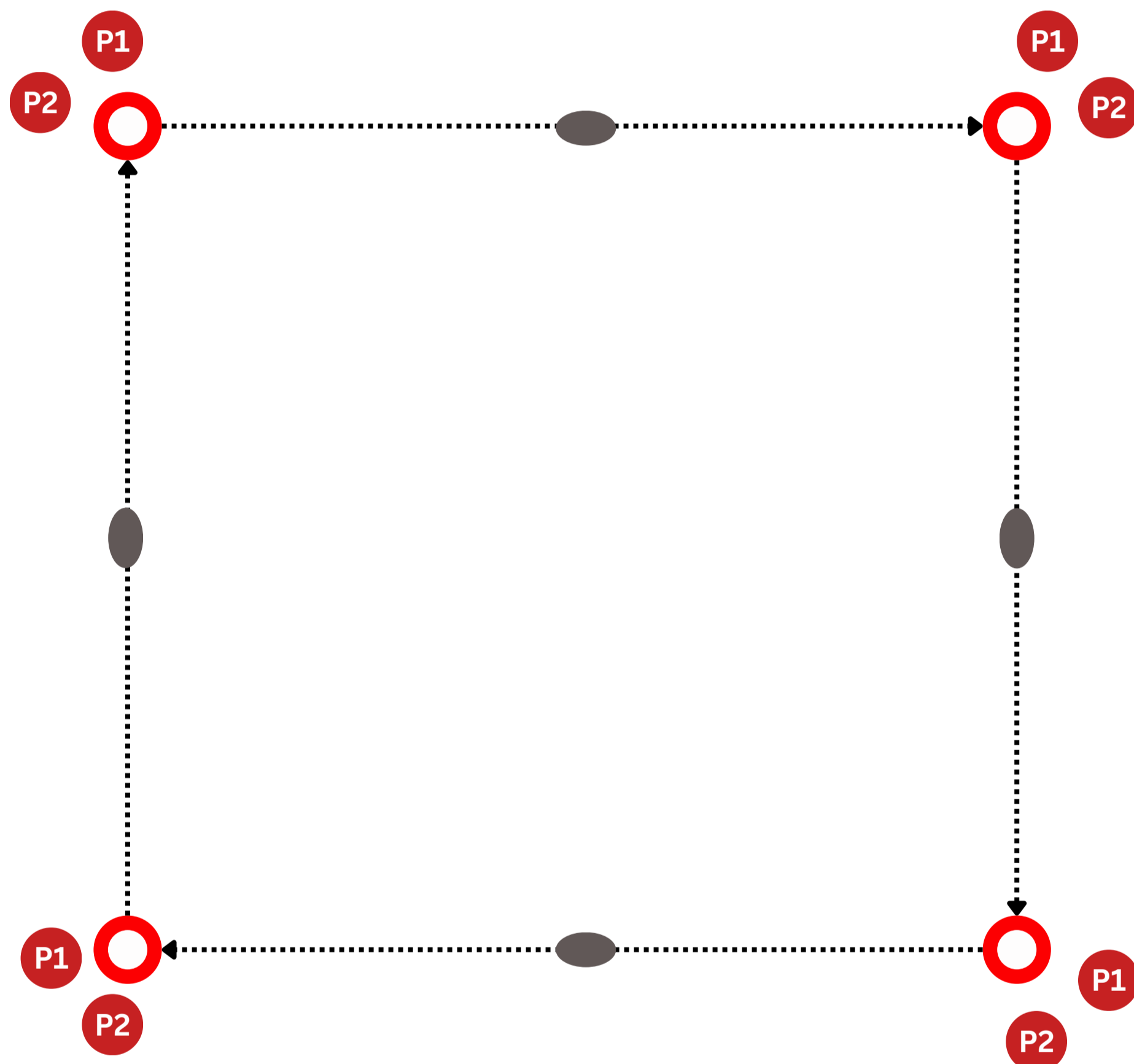


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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 4

PRIORITY 10 SKILL: PASSING FOR ADVANTAGE

DIAGRAM 14

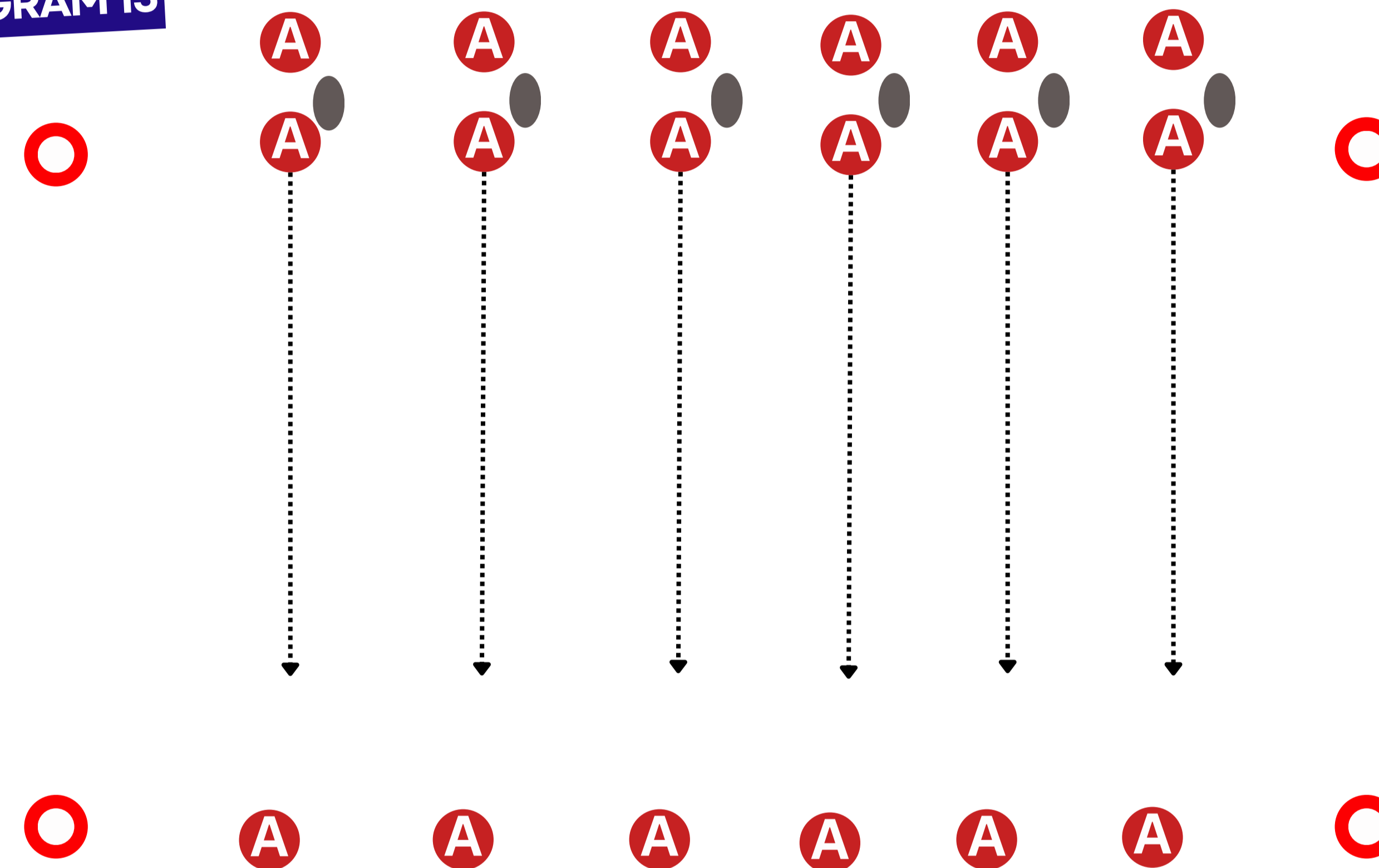


Acting Half Pass Exercise

Set Up & Execution:

- Set up as shown in the diagram (10m x 10m - 8 players per grid - set up more exercises to accommodate the number of players).
- On each corner of the grid, place 2 players. Player 1 will be acting half and pass from the floor, whereas player 2 will be catching the ball and performing a roll ball.
- In a clockwise rotation, get Player 2 to perform the roll ball for Player 1 to pass it to the next corner. The player catching the ball on the next corner will then perform a roll ball for their partner who will pass the ball from the ground to the next corner in the sequence.
- Change directions and the roles of the players.
- Ensure that the player performing the roll ball must face out of the square and all passes should go backwards.

DIAGRAM 15



Static Line Passing Exercise

Set Up & Execution:

- Set up as shown in the diagram (20m wide x 20m long - change the width of the exercise to accommodate the number of players).
- Players pass the ball down the line ensuring that it goes backwards toward the receiver and that each pass is executed correctly.
- Use cue words to reinforce good passing and catching actions.
- When the ball reaches the end of the line, players turn and face the opposite direction and repeat the passing sequence down the line.
- Practice should be slow (jogging pace) to start to ensure correct execution, but running speed and passing distance can be increased (and even races between lines of players can be done) to provide additional challenge for players.

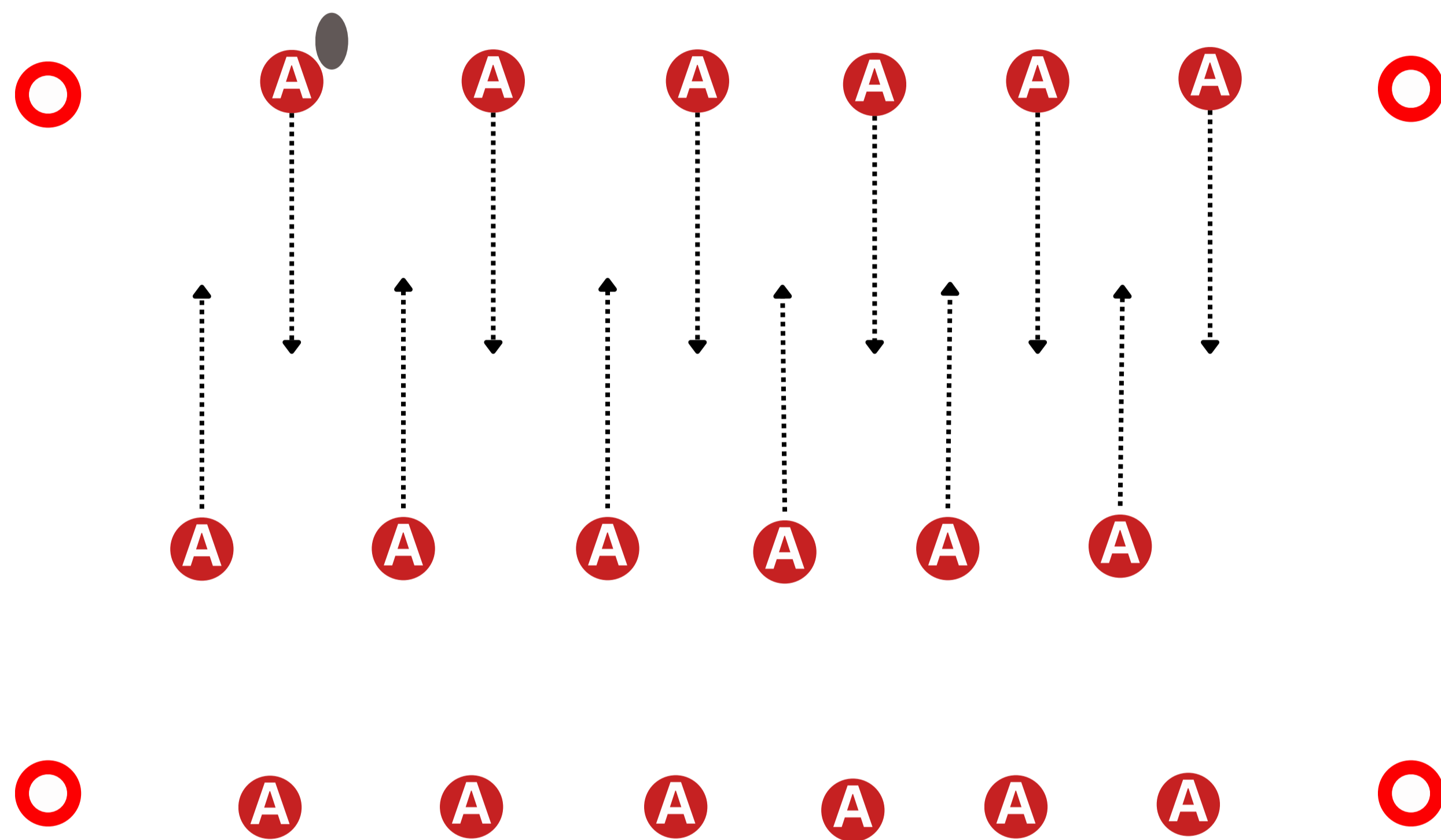


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SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 4

PRIORITY 10 SKILL: PASSING FOR ADVANTAGE

DIAGRAM 16

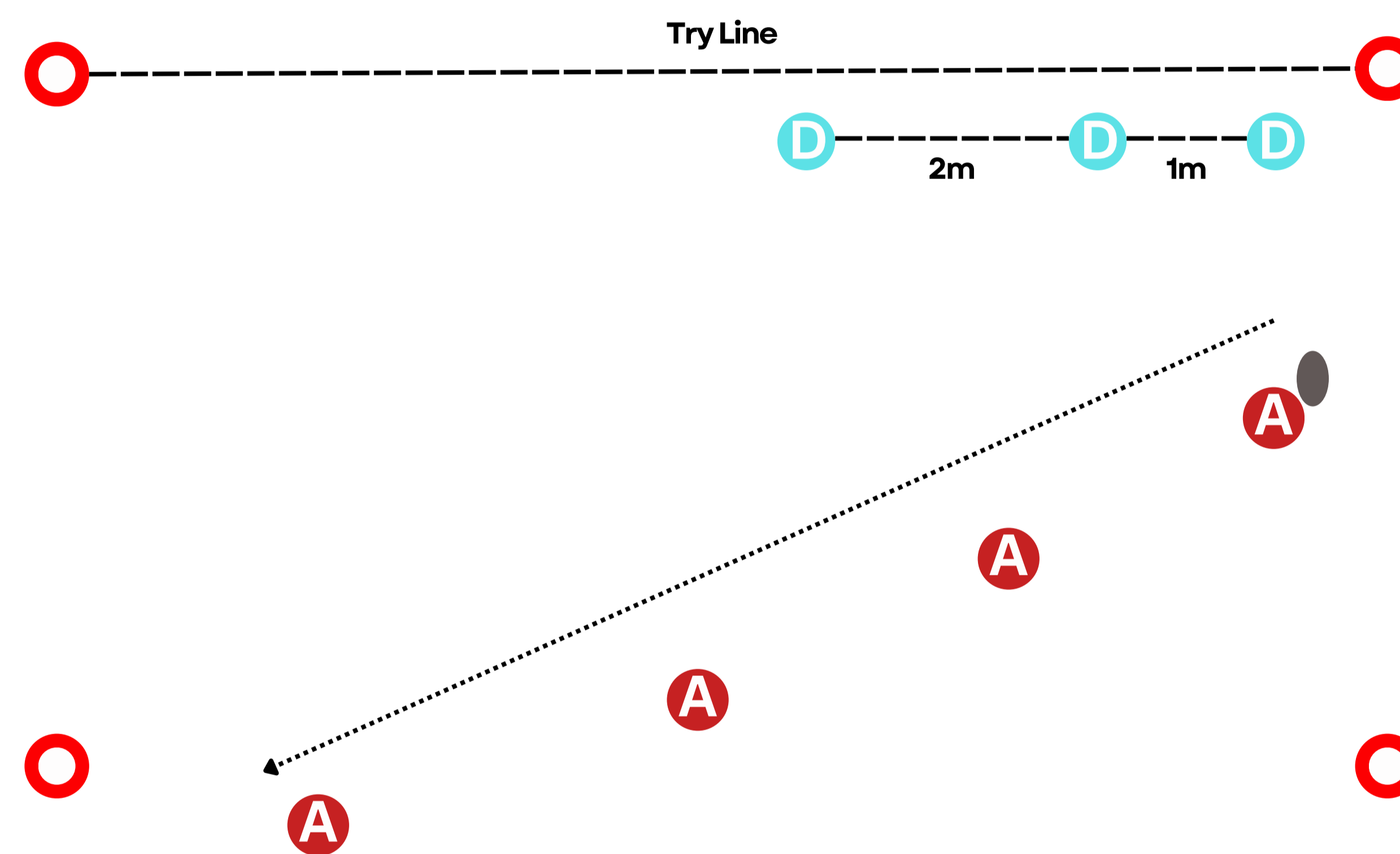


Catch & Pass "Weave" Exercise

Set Up & Execution:

- Set up as shown in the diagram (20m wide x 20m long - change the width of the exercise to accommodate the number of players).
- Players line up in queues behind each line and at both ends.
- The first line run out and pass backwards all the way to the end of the grid.
- Once they get to the end of the grid, the line turns around and does the same exercise except now under the added pressure of the next line having set off.
- The test now is that there will be other lines/groups coming toward them and they now need to weave in and out of the lines while executing the catch and pass skill.

DIAGRAM 17



Sliding Defence

Set Up & Execution:

- Set up as shown in the diagram - use the try line (50m wide) and start approx 20m out from the line.
- Numbers of Attackers v Defenders can vary - start with 4 v 3.
- This exercise requires Attackers to pass the ball to try to beat the sliding Defenders with quick passing first (no cut out balls or miss passes).
- Place Defenders at starting points as shown in the diagram.
- Attackers are always given a head start so as to simulate the compressed defensive line with defenders positioned on the inside their opponent.

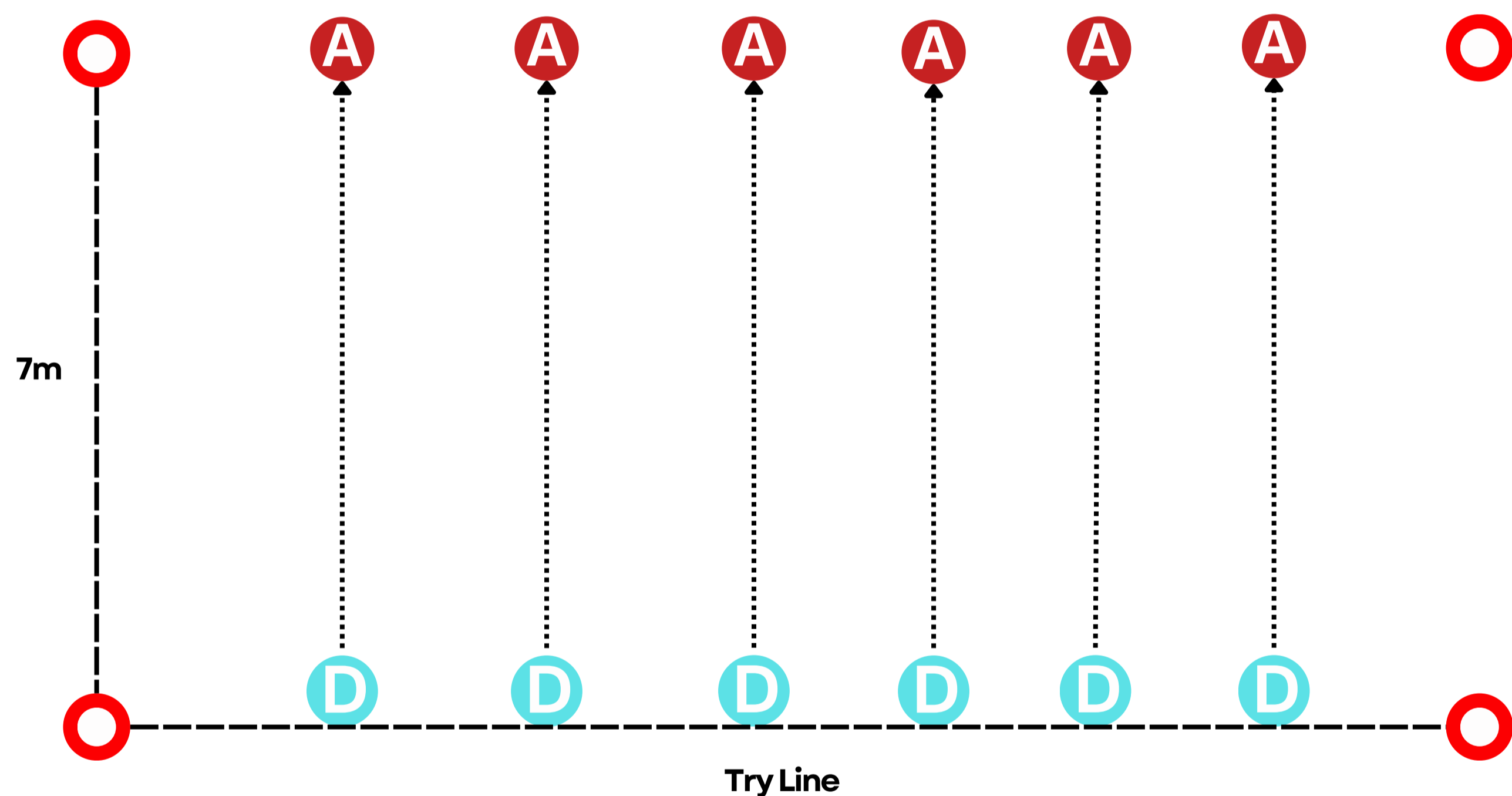


SCHOOL RESOURCES CARD

SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 4

PRIORITY 10 SKILL: DEFENDING AS AN INDIVIDUAL

DIAGRAM 18

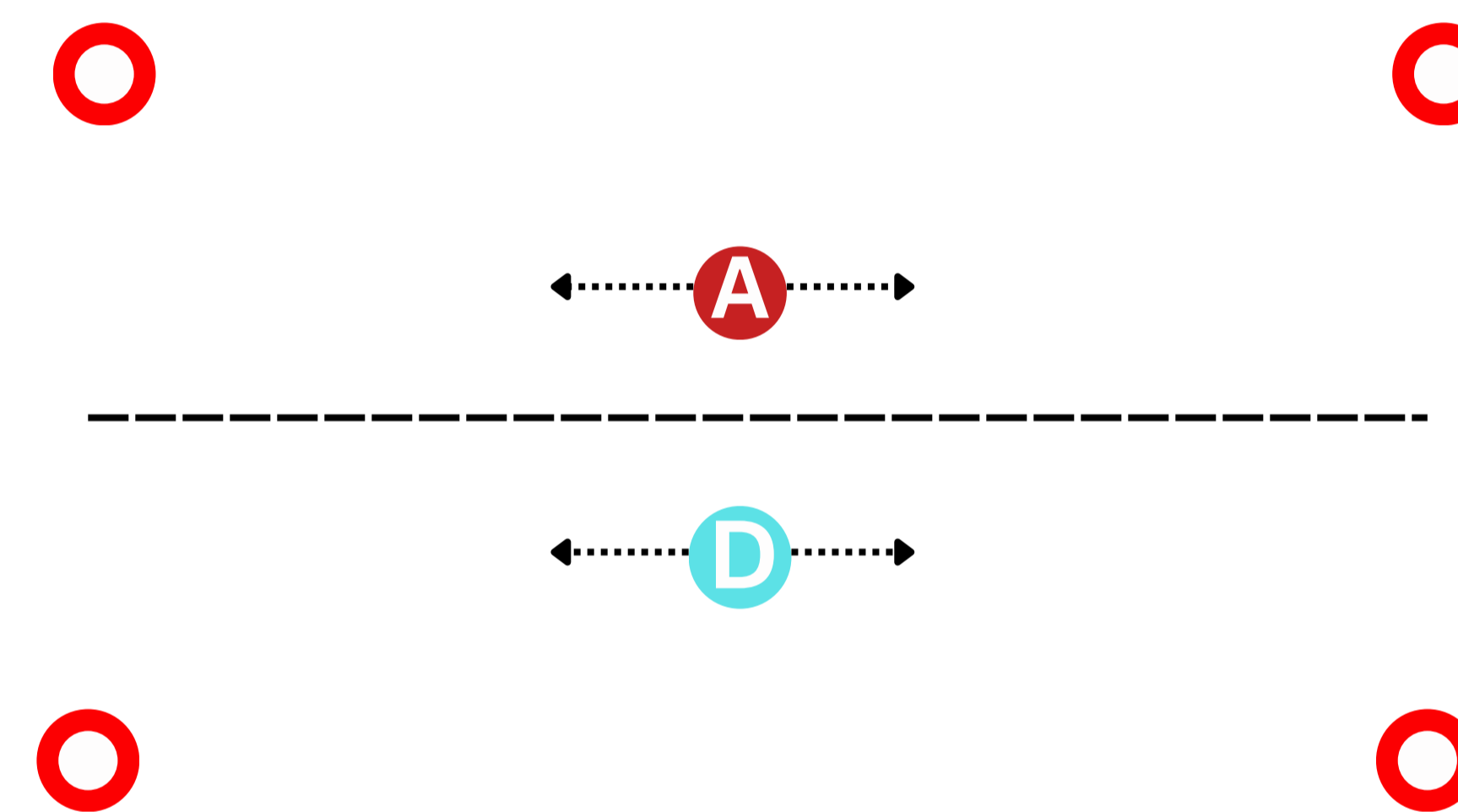


Profile Exercise

Set Up & Execution:

- Set up as shown in the diagram (7m x 20m - width of the exercise can be adjusted for the amount of players).
- Attackers line up opposite Defenders.
- The Teacher instructs Defenders to advance (as a referee would) and make the touch when it is "imminent".
- The Teacher will nominate the correct hand the Defenders should use.
- As the Defenders approach the Attackers (who are passive to begin with, simply standing still) they should adjust their defensive/body profile to make the required touch using the correct hand and hips turned slightly towards the space they are responsible for defending.
- If the Teacher calls "left", the defender raises their left hand and adjusts their body position to make the touch with the left hand. Vice versa if the Teacher calls "right".

DIAGRAM 19



Mirror Mirror on the Wall

Set Up & Execution:

- Set up as shown in the diagram (10m wide x 5m long grid - depending on numbers set up multiple grids).
- Attackers and Defenders face off either side of a line of cones.
- The Attacker can only move laterally.
- The Defender attempts to move laterally mirroring the Attacker's movements.
- If the Defender can make a touch with two hands on the chest/shoulders, they win a point, as they have "won the ruck".
- Change roles after each go.

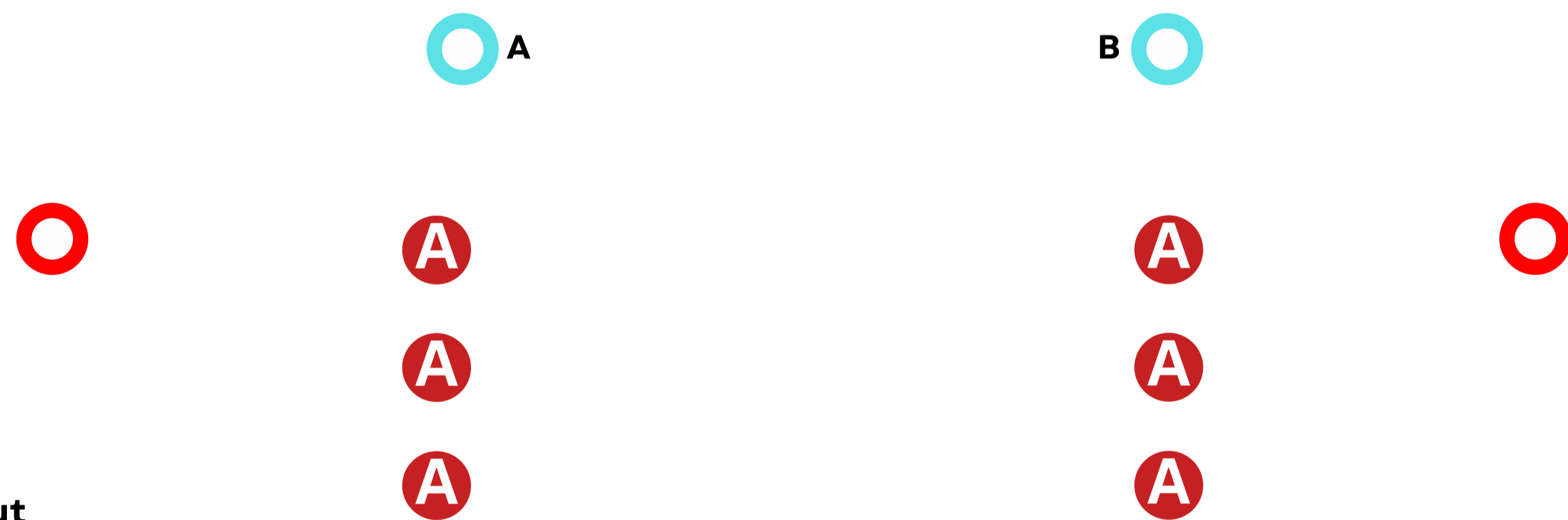


SCHOOL RESOURCES CARD

SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 6

PRIORITY 10 SKILL: ATTACKING SPACE

DIAGRAM 20

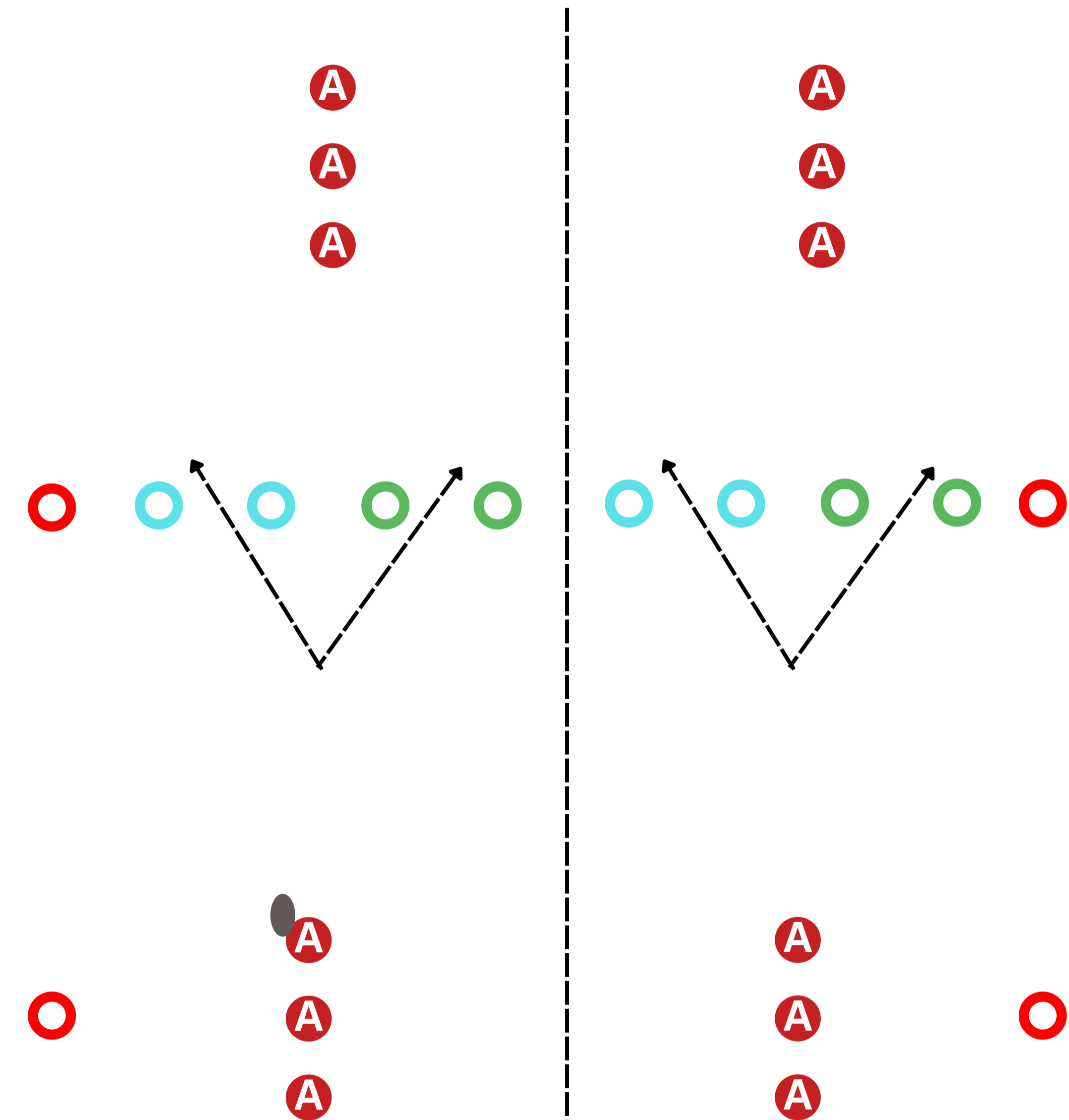


In & Out

Set Up & Execution:

- Set up as shown in the diagram (15x15m grid - for more players you can set up multiple grids).
- On one lines of the grid, set up 4 pairs of cones, roughly 2 metres apart.
- It would be useful to have paired cones of the same colour.
- Players line up in two queues opposite the cones.
- On the Teacher's cue, Attackers run from their cone, to Cone A or B and then change direction to run through the designated space as indicated by the coach - i.e. towards the "green" or "blue" cones, etc.
- Debrief students and explain that we run into a "space" rather than at or near a Defender.

DIAGRAM 21



In & Out Part 2

Set Up & Execution:

- Set up as shown in the diagram (a 30x15m grid - for more players you can set up multiple grids).
- Half way through the grid, set up 4 pairs of cones, roughly 2 metres apart.
- It would be useful to have paired cones of the same colour.
- Players line up in four queues opposite each other.
- Introducing a ball, 2 Attackers run out and pass the ball between them before the line of cones.
- The receiver must then run an **In** or **Out Line** to pass through the cones.
- The two Attackers then pass the ball to the next line of players, who run out and repeat the exercise.
- Make sure players switch the direction they are passing in so that they practice passing off both hands and changing the running lines.

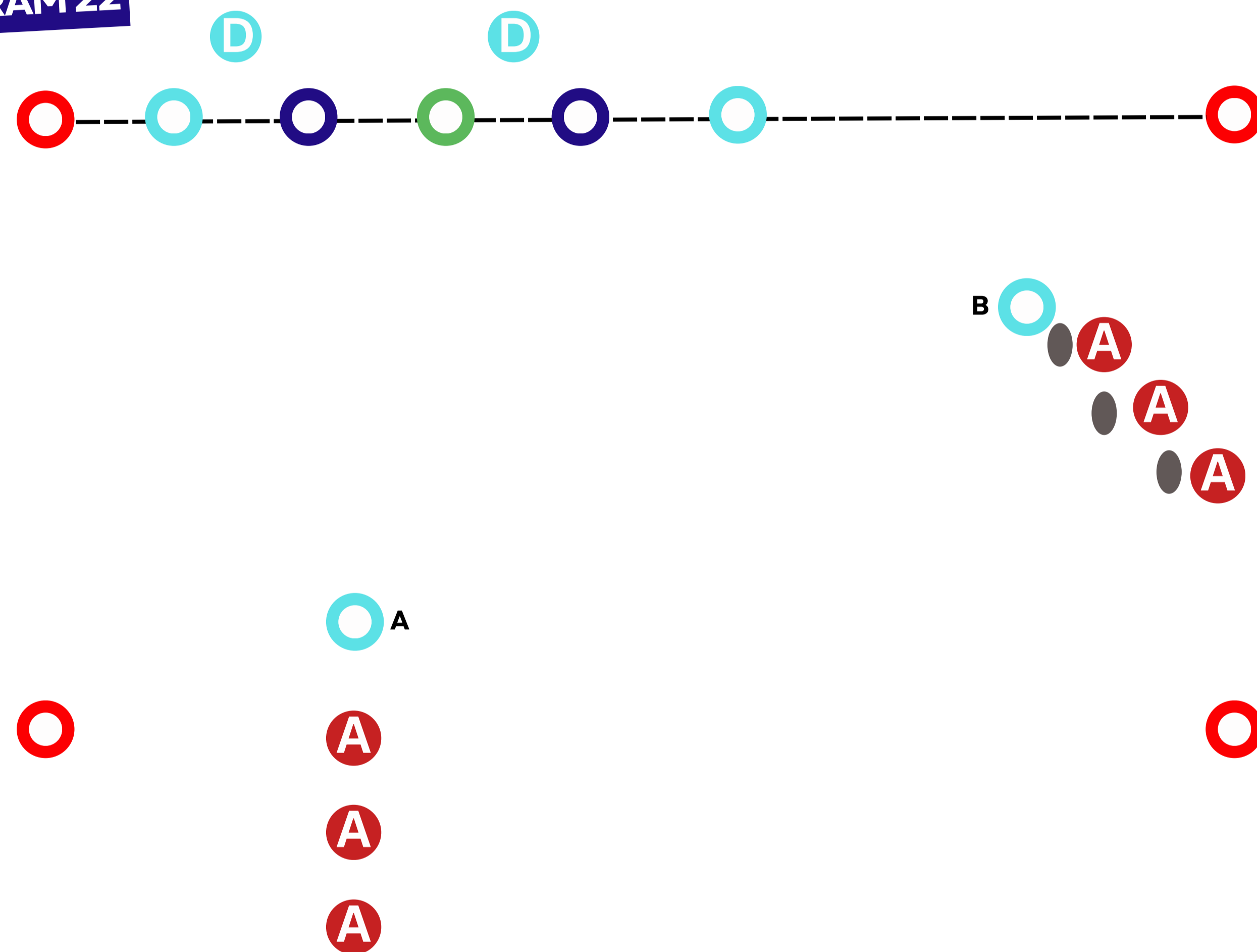


SCHOOL RESOURCES CARD

SECONDARY SCHOOLS KEY STAGE 3 & 4: LESSON 6

PRIORITY 10 SKILL: ATTACKING SPACE

DIAGRAM 22



Blocked

Set Up & Execution:

- Set up as shown in the diagram (15x15m grid - for more players you can set up multiple grids).
- On one line of the grid, set up 5 cones, roughly 2m apart.
- Two lines of players queue up behind Cone A and B. Players on Cone A will have a ball each whilst players on Cone B will start without ball.
- Two defenders stand behind the line of cones in the drill.
- On the cue 'go' from the Teacher, players on Cone A will pass the ball to the supporting players running out from Cone B.
- On the same cue 'go', Defenders fill 2 of the spaces between the cones - thereby blocking two of the channels.
- Attackers must catch the ball, read which channels are free and adjust their running lines to run through the channel with space.
- Ensure that players adjust the timing and distances of markers to ensure an effective trial.
- Change sides to practice both left and right hand passes as well. Also ensure passes are backwards and that players change their roles regularly.

Rugby ball
 Cone
 Attacker
 Defender
 Direction of movement