



## SCHOOL RESOURCES CARDS SECONDARY SCHOOLS KEY STAGES 3 & 4

# RESOURCES OVERVIEW

### LEARNING OBJECTIVES

- To progress curriculum fundamental movement skill competence (run, throw, catch, jump, balance, agility) through application of the Super 6 Skills of Touch Rugby
- To learn and apply the Super 6 Skills of Touch Rugby in a series of Skills Break Out Sessions and Progressive Games over 6 weeks
- To develop an understanding of the basic rules and tactics of Touch Rugby
- To improve interpersonal skills of teamwork, communication, spatial awareness, decision-making and sportsmanship

### ASSESSMENT

- Teacher observation of:
  - Super 6 Skill development
  - Interpersonal skill development
  - Game understanding (including tactics)
- Peer to peer review and feedback
- Assessment of skills in competition scenario

### EQUIPMENT

- Touch Rugby balls (size 4 rugby balls) *or any ball suitable for Touch Rugby (e.g. footballs, etc)*
- Cones (round marker cones to mark out playing areas plus optional pointy “witches hat” cones or different coloured cones to denote the Try Lines)
- Bibs (or other clothing) to identify different teams
- Whistle/hooter for officiating games
- Medical Bag/Supplies in the event of an injury (or access to the first aid room/first aider)

### EVALUATION

- Teacher evaluation of the lesson to inform future planning
- Children evaluate their own performance and identify strengths and areas for improvement
- Teacher to complete England Touch Association (ETA) survey following completion of the 6-week programme to inform the ETA's Growing the Game in Schools Strategy

### LESSON STRUCTURE

- Quick Activation Task to Start (physical/mental switch on) – 5 minutes max
- Break Out Skills Session 1 – Small Grids (10m by 10m)
- Break Out Skills Session 2 – Large Grids (30m by 30m)
- Progressive Games (30m by 50m – Super 6's)

**Aim is to keep intensity and work rate high but insert the following breaks as required:**

- Rehydration breaks
- Equipment/hand sanitisation breaks (recommended every 15 minutes currently)

### CONTACTS

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SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 1

# SUPER 6 SKILL 1: SCORING A TRY

## KEY POINTS

### What is a Try?

A method of scoring in Touch Rugby

### How many points per Try?

1 point

### Curriculum Fundamental Movement Skill:

Running

### Interpersonal Skill:

Competitiveness

## TECHNIQUE

- Place the ball on or over the Try Line (inside the In-Goal Area but not past the Dead Ball Line)
- With control and downward pressure
- Without being touched by a Defender

## COACHING

- Hold the ball securely
- Use both hands to start with
- Do not dive unless it is safe to do so (i.e. grass pitch) and with safe teaching points on diving

## ACTIVATION TASK

### Heads, Shoulders, Knees, Toes and Cone!

1. Organise children into pairs with 1 cone in between them
2. Both children take 1 big step back from the cone in between them and squat down
3. 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)
4. When the teacher calls out "cone!" both children must attempt to pick up the cone
5. The winner is the child with the cone (if they both grab it at the same time, it is a draw)
6. Remind the children to be careful not to bash heads when they do this (therefore diving for the cone is not allowed)
7. Repeat for approximately 5 rounds



CONT...



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 1

# SUPER 6 SKILL 1: SCORING A TRY

## BREAK OUT SESSION 1

### Small Grids – Try Time

See Diagram 1

1. Organise children into two single file lines at the bottom of the grid
2. Teacher stands slightly in front of both lines holding the ball
3. Teacher chooses a child to pass the ball to
4. The chosen child must catch the ball and run to the top of the grid and score a Try
5. The child in the other line who was not chosen, must chase the ball carrier and try and make a Touch calling "Touch!" before the ball carrier scores a Try
6. Progress to a child taking the teacher's role

## BREAK OUT SESSION 2

### Large Grids – Bulldog

See Diagram 2

1. Organise children into two teams (use bibs)
2. The Attacking Team have a ball and stand behind the line of cones at the bottom of the grid
3. The Defending team stand inside the grid approximately 10 metres back from the Attackers
4. The aim of the game is for the Attackers to run through the grid dodging Defenders and score a Try at the top
5. If a Defender manages to touch an Attacker, they must shout "Touch" and the Attacker now becomes a Defender and must throw their ball out of the side of the grid (not the top/bottom of the grid)
6. Once all of the Attacking Team have been caught (or after X minutes has expired) swap over roles: Attackers become Defenders and vice versa
7. Remind the children to look where they are running (and not at who is chasing them) to avoid collisions

## PROGRESSIVE GAME

### Basic Game Structure

See Diagram 3

(with new rules to be layered on each week)

1. Set up a Large Grid (approx. 30m by 30m)
2. Organise children into two teams (use bibs)
3. Team with the ball must run evasively to score a Try on the Defending Team's Try Line without being touched
4. If touched, the ball carrier must stop roughly where the touch occurred and pass to another Attacker (multi directional passing) and the game continues
5. Changeover of possession occurs if the ball carrier runs outside of the playing area, the ball is intercepted or a Try is scored

### Super Power:

Pick a player who can run and the first touch on them does not count

### Coaches Corner:

How could your team have scores more Tries today?

### Referee Rules:

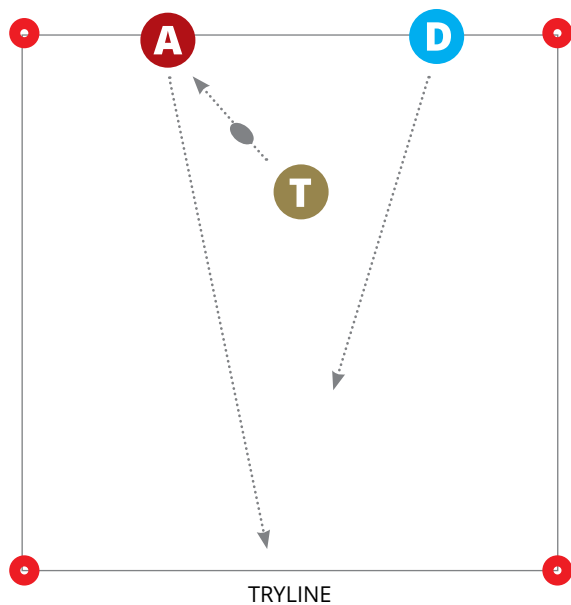
Was the Try grounded with control?

SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 1  
**SUPER 6 SKILL 1: SCORING A TRY**

**BREAK OUT SESSION 1**

Small Grids – Try Time

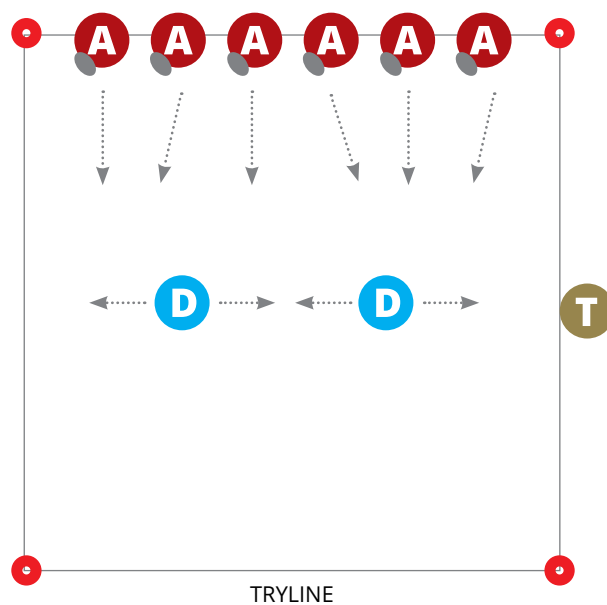
Diagram 1



**BREAK OUT SESSION 2**

Large Grids – Bulldog

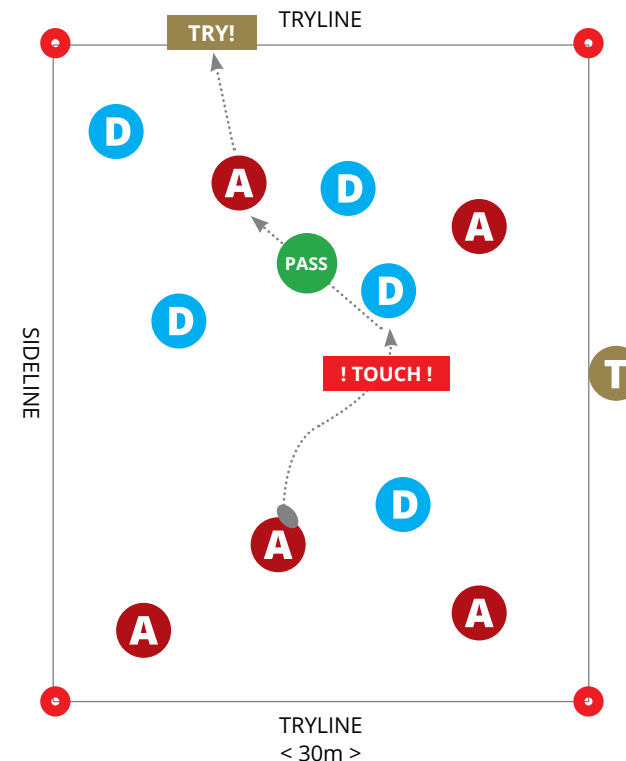
Diagram 2



**PROGRESSIVE GAME**

Basic Game Structure

Diagram 3



- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 2

# SUPER 6 SKILL 2: EVASIVE RUNNING

## KEY POINTS

### What is evasive running?

Running where you actively evade the touch of a Defender

### Curriculum Fundamental Movement Skill:

Agility

### Interpersonal Skill:

Communication

## TECHNIQUE

- Side Step – quick change in the direction of the run
- Swerve – running around the Defender

## COACHING

- Decelerate as you approach the Defender
- Step or swerve away from the Defender as you accelerate and change direction

## ACTIVATION TASK

### Cone Up / Cone Down

1. Organise children into 2 teams (use bibs)
2. Spread round marker cones around the grid with some up the right way (cone up) and some upside down (cone down)
3. Ask one team to try and make 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!)
4. After X minutes, tell the children to stop and raise their hands up in the air whilst the teacher counts the cones and determines the winning team
5. Progress to only using left or right hand to turn over cones or alternate hands



CONT...



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 2

## SUPER 6 SKILL 2: EVASIVE RUNNING

### BREAK OUT SESSION 1

#### Small Grids – 1 v 1 Stepping

See Diagram 1

1. Set out a small grid in a diamond shape
2. Organise one child at the top of the diamond (with a ball) and organise a line of children at the bottom of the diamond
3. The child at the top (Defender) should pass the ball to a child at the bottom (Attacker) who must then attempt to side step or swerve to evade the Defender and score a Try on the line to the left or right of the Defender.
4. After their turn, the Attacker becomes the Defender and takes the place at the top of the diamond and the previous Defender joins the back of the line of Attackers

### BREAK OUT SESSION 2

#### Large Grids – Jailbreak

See Diagram 2

1. Set out a small grid in each corner of the large grid and a halfway line of cones (put a set of balls – ideally 5+ – into the two corner grids which are diagonal to each other (these are the ball banks) and leave the other two corner grids empty (these are the jails)
2. Organise children into two teams (use bibs) and tell them to start the game inside the jail on their half of the pitch
3. The aim of the game is to run evasively and try to steal the balls from the other team's bank and return them to your bank without being touched by a player on the other team
4. You are safe in your own half and in the opposition team's ball bank
5. If you are caught by a Defender, you must go directly to the jail in the Defender's half of the pitch and call for your team mates to free you. Anyone who has not been touched by a Defender previously can run into the jail and free you shouting "JAILBREAK". Once Jailbreak happens, everyone in the jail is free to try and escape. The jail is not safe to stay in and Defenders can touch you and put you back in the jail if you fail to escape or get touched before you reach the safety of your own half (if a player is repeatedly in jail, the Teacher can free them)

### BREAK OUT SESSION 2 CONT...

6. After X minutes, the teacher will call a stop to the game and count up the number of balls in each bank. The winning team is the team with the most balls in their bank. The game also finishes if all the balls are stolen from one bank.

### PROGRESSIVE GAME

#### Progress Basic Game Structure to:

See Diagram 3

Focus on calling "TOUCH" when the ball carrier is caught/touched

#### Super Power:

Pick a player who can run for 10 metres without having to stop even if they are touched

#### Coaches Corner:

Why do defenders have to shout "Touch" when they catch the ball carrier?

#### Referee Rules:

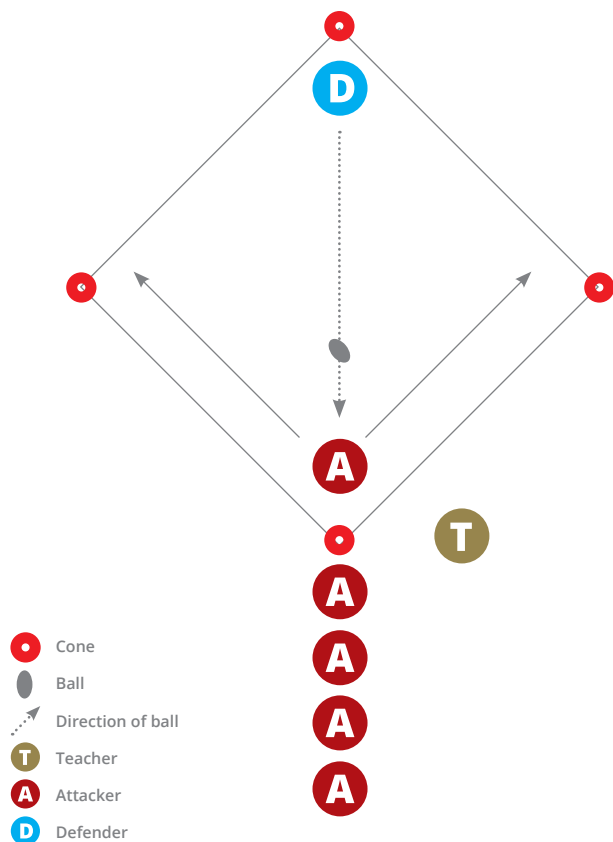
Did the touch use minimal force or was the touch too hard?

SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 2  
**SUPER 6 SKILL 2: EVASIVE RUNNING**

**BREAK OUT SESSION 1**

Small Grids – 1 v 1 Stepping

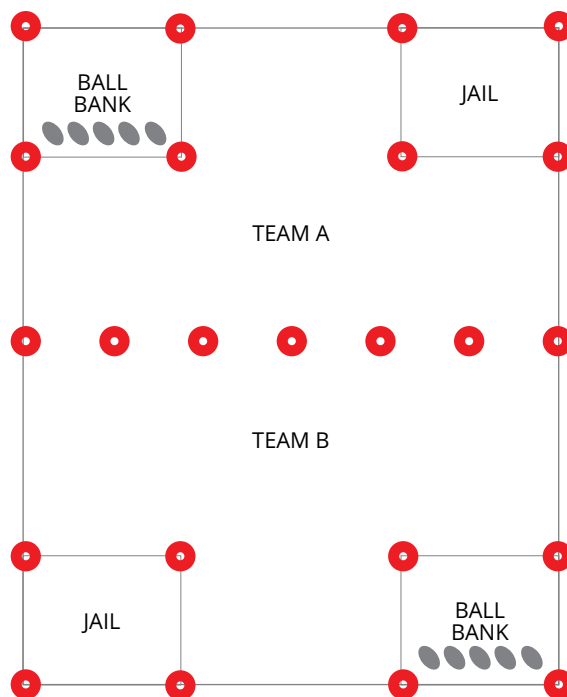
Diagram 1



**BREAK OUT SESSION 2**

Large Grids – Jailbreak

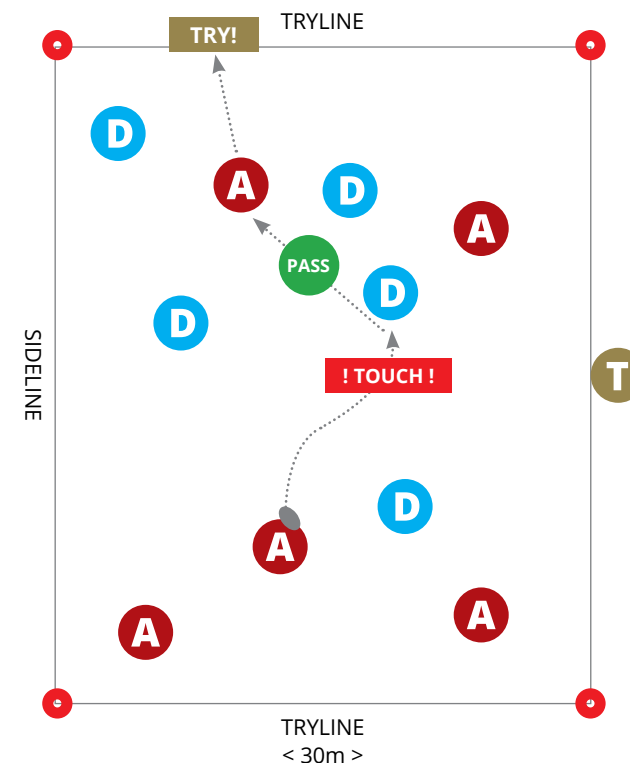
Diagram 2



**PROGRESSIVE GAME**

Basic Game Structure

Diagram 3



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 3

# SUPER 6 SKILL 3: CATCHING A BALL

## KEY POINTS

### Curriculum Fundamental Movement Skill:

Catching

### Interpersonal Skill:

Teamwork

## TECHNIQUE

- To catch the ball passed from both your left and right side (at almost any angle)
- To catch the ball whilst running without dropping the ball

## COACHING

- Look at the ball as it travels towards you
- Hands out pointing towards the ball with fingers spread out and elbows bent
- As you receive the ball into your hands, bring your hands back towards your body to soften/cushion the impact of the pass

## ACTIVATION TASK

### Rock, Paper and Scissors Gladiators

1. Set up a line of cones approximately 5 metres apart
2. Organise the children into pairs, each standing by one of the cones
3. The children must compete in a game of Rock, Paper, Scissors (best of 3 goes)
4. The winner progresses up the grid to the next cone and the loser moves down a cone
5. The aim is to be on the top cone after X minutes as the overall winner



CONT...



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 3

# SUPER 6 SKILL 3: CATCHING A BALL

## BREAK OUT SESSION 1

### Large Grids – 10 Catches

See Diagram 1

1. Organise children into two teams (use bibs)
2. The children must pass the ball between their team and try and make 10 successful catches in a row to win 1 point *(or everyone on the team must catch the ball to engage everyone)*
3. The aim of the game is to be the first team to win 5 points
4. Children can run with the ball and pass in any direction *(can change to no running with the ball if there are a lot of dropped balls from children passing on the run)*
5. A team loses possession of the ball in the following situations:
  - The ball is dropped and regathered by a player from the other team
  - The ball is intercepted by a player from the other team
  - The ball carrier runs outside of the grid
  - A team does not lose possession if the ball is knocked down by the other team but the catch count must start again

## BREAK OUT SESSION 2

### Large Grids – Elimination

See Diagram 2

1. Organise children into 2 teams (use bibs)
2. Team 1 has possession of the ball and it is their aim to “eliminate” Team 2 from the grid in X minutes
3. Players are eliminated if they are touched by the ball, which has to be under the control of the ball carrier (the ball cannot be thrown at them)
4. Players cannot run with the ball so they have to move and position themselves next to someone in Team 2 when they receive a pass in order to touch them with the ball
5. When players from Team 1 are eliminated from the grid, they must jog around outside the grid until either Team 2 drops the ball (then it’s first player out, first player back in one by one) or until the whole of Team 1 are eliminated or time expire
6. Once Team 1 have had a go then Team 2 are given possession of the ball and the game re-starts. Team 2 then need to beat either Team 1’s time to eliminate everyone or the number of players eliminated at the point time expired

## PROGRESSIVE GAME

### Progress Basic Game Structure to:

See Diagram 3

Focus on stopping “on the mark” when the ball carrier is caught/touched

#### Super Power:

Pick a player who can win back possession for their team by making a touch

#### Coaches Corner:

What are the key elements of a successful catch?

#### Referee Rules:

Was the ball tapped “on the mark” after it was caught successfully?

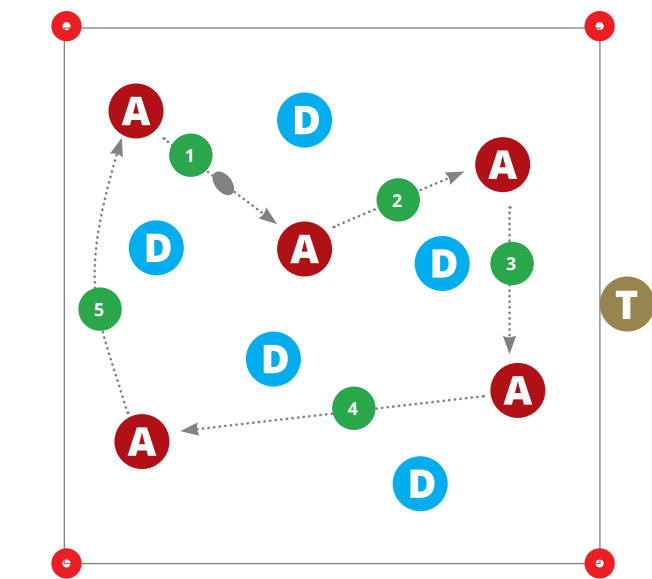
SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 3

# SUPER 6 SKILL 3: CATCHING A BALL

## BREAK OUT SESSION 1

Small Grids – 10 Catches

Diagram 1

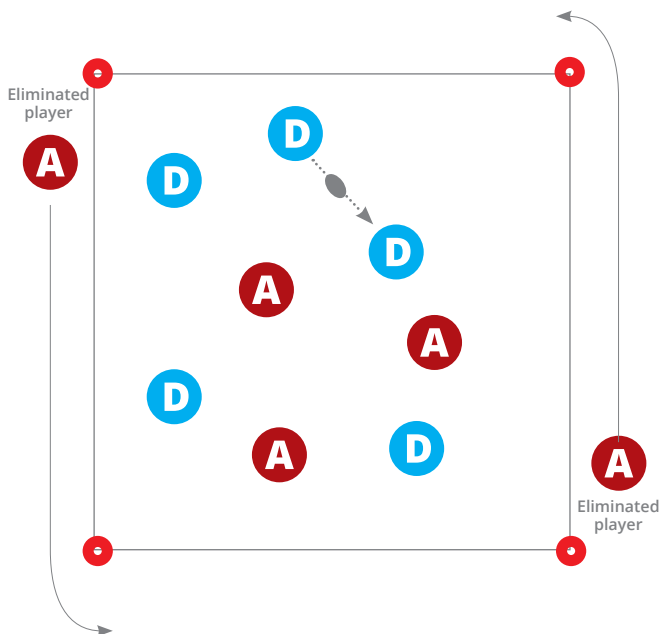


- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

## BREAK OUT SESSION 2

Large Grids – Elimination

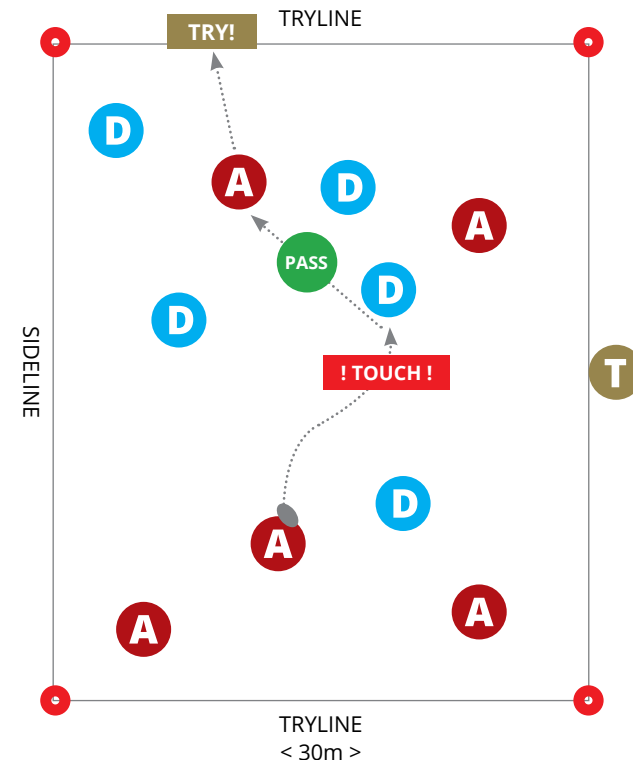
Diagram 2



## PROGRESSIVE GAME

Basic Game Structure

Diagram 3



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 4

# SUPER 6 SKILL 4: PASSING A BALL

## KEY POINTS

### Curriculum Fundamental Movement Skill:

Throwing

### Interpersonal Skill:

Decision-Making

## TYPES OF PASS

- Lateral pass – passing left or right whilst running
- Half pass – passing the ball from the ground

## TECHNIQUE

- To execute both lateral passes and half passes on both the left and right side accurately

## COACHING

- Hold the ball with 2 hands
- Look at player you are passing to
- Push the ball in a flat line towards the receiver
- Fully extend your arms and release the ball

## ACTIVATION TASK

### Push the Button

1. Organise children into pairs with a cone (the button) in between each of the pairs
2. Teacher to call different movements (jog on the spot, hop, jump, balance, skip, etc)
3. When the teacher blows their whistle/hooter or calls "Go!" the children must try to be the first one in their pair to "push the button"
4. Play 5 rounds changing the exercise each time



CONT...

SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 4

## SUPER 6 SKILL 4: PASSING A BALL

### BREAK OUT SESSION 1

#### Small Grids – Active Lines of 4

##### See Diagram 1

1. Set up 4 cones in a row approximately 5 metres apart facing another line of 4 cones
2. Organise 4 children on the top 4 cones and the rest of the children in single file lines before the bottom 4 cones (the ball starts with the players on the bottom 4 cones)
3. Player A runs forward and passes to Player B who runs forward and passes to Player C who runs forward and passes to Player D (all passes must go sideways/backwards)
4. Player D (end of the line) then passes the ball to the end player on the top 4 cones and they repeat the same drill
5. Progress to passing the ball down the line and back again before passing to the next 4 players (this will require each player to stop and go backwards (re-align) after passing the ball in order to receive further pass backwards within the grid)
6. Increase the speed of running, passing and distance between cones to challenge players

### BREAK OUT SESSION 2

#### Large Grids – Guard the Castle

##### See Diagram 2

1. Organise children into two teams (use bibs)
2. A team of Defenders (approximately 6 players) is placed along the length of the Try Line
3. A team of Attackers (each with a ball) must try and run through the line of Defenders and score a Try on the Dead Ball Line. 1 try = 1 point
4. If an Attacker is touched then they are out of the game until the next round (*Defenders must defend “table football” style and cannot swap places in the defensive line*)
5. Swop over and Defenders become attackers and vice versa for X number of rounds
6. Progress to only 2 Attackers with a ball. Scoring with the ball now counts as 5 points and each individual Attacker who gets through without a ball only counts as 1 point (*encourage passing the ball sideways/backwards into space*)
7. Remind Defenders to communicate which space they are marking so that there are no collisions

### PROGRESSIVE GAME

#### Progress Basic Game Structure to:

##### See Diagram 3

Focus on

- all passes must go backwards (limiting attacking space)
- progress to all Defenders must retreat back 7m towards their own Try Line after each touch (increasing attacking space)

#### Super Power:

Pick a player who can play for either team when they are in attack (Super Player)

#### Coaches Corner:

What are the key elements of a successful pass?

#### Referee Rules:

Did the pass go backwards?



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 5

# SUPER 6 SKILL 5: THE ROLLBALL

## KEY POINTS

### Curriculum Fundamental Movement Skill:

Balance

### Interpersonal Skill:

Problem-solving

## 2 TYPES OF ROLLBALL

- Static – controlled Rollball (restart new set of possession / good for beginners)
- Dynamic – Rollball at speed (advance the ball faster up the pitch / more challenging)



## TECHNIQUE

- Face opposition Try Line (hips square)
- Place the ball on the ground with control (like when scoring a Try) between your feet
- Step over the ball

## COACHING

- Ensure the ball is “on the mark”
- Ensure you are balanced and ball is under control



## ACTIVATION TASK

### Teacher Says

1. This is a game like “Simon Says” where the children have to follow the instructions of the teacher preceded by their name “Mr X or Miss X or Mrs X says”
2. If the teacher just gives an instruction and does not say “Mr X or Miss X or Mrs X says” then they Catch those children “out” and they have to do a quick physical challenge to get back in the game (e.g. 3 jumping jacks)
3. Examples of instructions are:
  - Jog on the spot
  - Touch a “red” cone
  - Hop on your left foot
  - 5 bunny hops
  - Do a funny dance

CONT...



SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 5

# SUPER 6 SKILL 5: THE ROLLBALL

## BREAK OUT SESSION 1

### Small Grids – Rollball Gauntlet (Active Defenders)

See Diagram 1

1. Set up a line of 4 cones approximately 7 metres apart (you may need a few different lines for a large group)
2. Organise a single file line of children on Cone 1 facing towards Cone 2 (Attackers)
3. Organise a different child on Cones 2, 3 and 4 (Defenders) each with a ball in their hands facing towards Cone 1
4. The child on Cone 2 passes the ball to the first child in the single file line who runs forward and attempts to perform a dynamic Rollball on the child on Cone 2 who passed the ball to them. The difference now is that the Defender is active and tries to make the touch on the Attacker before the Attacker bends down to initiate a touch on them and perform a Rollball. Once the Rollball has been completed, the Attacker moves to Cones 3 and Cones 4 and repeats this process
5. Once a dynamic Rollball has been performed, the child on Cone 2, 3 or 4 picks up the ball and passes it to the next person in the line
6. After X minutes, swap the Defenders and Attackers

## BREAK OUT SESSION 2

### Large Grids – Rollball & Half Pass Drill

See Diagram 2

1. Set up 4 cones in a square approximately 10 metres apart
2. Organise 1 child each on the top 2 cones (A & B – Defenders)
3. Organise the rest of the children into single file lines behind the bottom 2 cones (C & D - Attackers)
4. The Attacker on Cone C starts with the ball and runs forward to the Defender on Cone A and performs a dynamic Rollball on them
5. The Attacker behind the ball carrier on Cone C (the Half) follows them and after the Rollball has taken place, passes to the Attacker on Cone D and the process repeats from the other side
6. Children should alternate joining the single file line on Cone C and D so they are half passing left and right
7. Increase the challenge by increasing the passing distance and speed of play

## PROGRESSIVE GAME

### Progress Basic Game Structure to:

See Diagram 3

Focus on

- changing the tap on the ground to a Rollball after every touch
- The Half passing the ball from the ground to another Attacker (Half pass)

### Super Power:

Pick a player who has the power to freeze 1 other player on the other team for 10 seconds

### Coaches Corner:

Why is it an advantage if the Attacker runs forward, initiates a touch and performs a Rollball?

### Referee Rules:

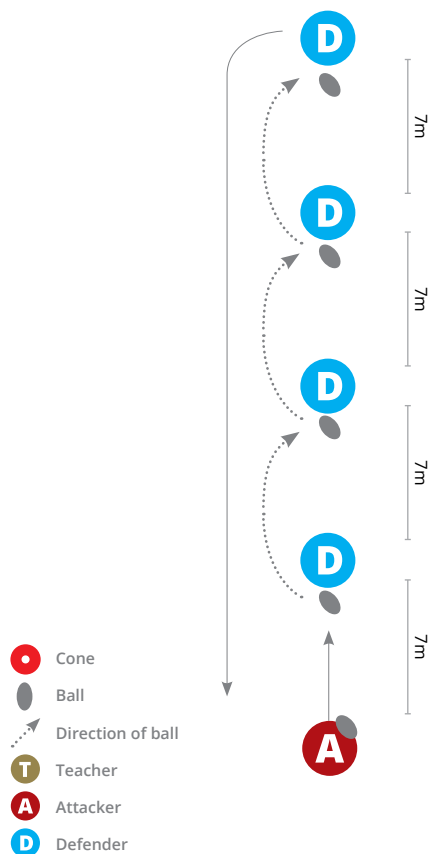
Did the ball carrier perform a Rollball after they had been touched or did they forget and tap or pass the ball?

SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 5  
**SUPER 6 SKILL 5: THE ROLLBALL**

**BREAK OUT SESSION 1**

Small Grids – Rollball Gauntlet (Passive Defenders)

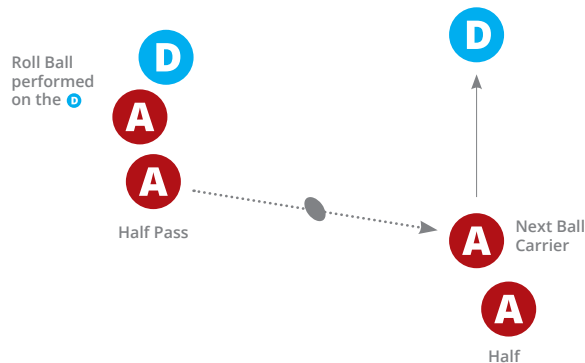
Diagram 1



**BREAK OUT SESSION 2**

Large Grids – Rollball & Half Pass Drill

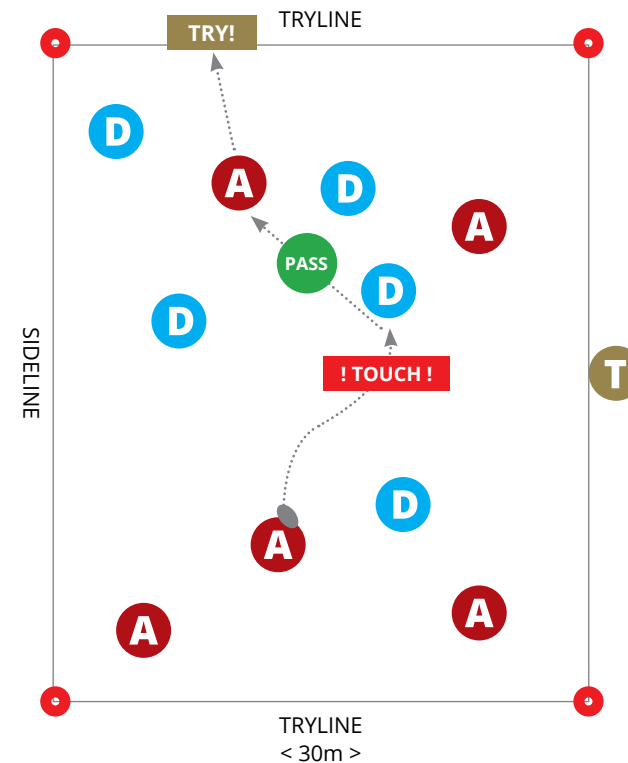
Diagram 2



**PROGRESSIVE GAME**

Progress Basic Game Structure

Diagram 3





SCHOOL RESOURCES CARDS  
SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 6

# SUPER 6 SKILL 6: MAKING A TOUCH

## KEY POINTS

### Curriculum Fundamental Movement Skill:

Jumping

### Interpersonal Skill:

Mentoring

## WHAT IS A TOUCH?

- A method of defending in Touch Rugby
- Any touch on the ball carrier counts (including their body, hair, clothing or the ball)
- 6 touches = turnover



## TECHNIQUE

- Position yourself in front of the ball carrier
- Decelerate and reach your hand out (palm up and elbow bent) to make a touch
- Aim to make a touch on the ball carrier's shoulder

## COACHING

- Be agile on your feet and use your footwork to get in front of the ball carrier
- Use minimal force when making a touch
- Retreat 7m backwards onside after making a touch



## ACTIVATION TASK

### Finger Count

1. Organise children into pairs
2. Ask children to run/jump/hop/balance on the spot
3. When the teacher blows their whistle/horn (or calls "show") the children must hold up their hands (deciding how many fingers they hold up on each hand)
4. The winner is the child who adds up and calls out the total number of fingers combined first
5. Play 5 rounds changing the exercise in between calling "show"

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**SCHOOL RESOURCES CARDS**  
**SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 6**

**SUPER 6 SKILL 6: MAKING A TOUCH**

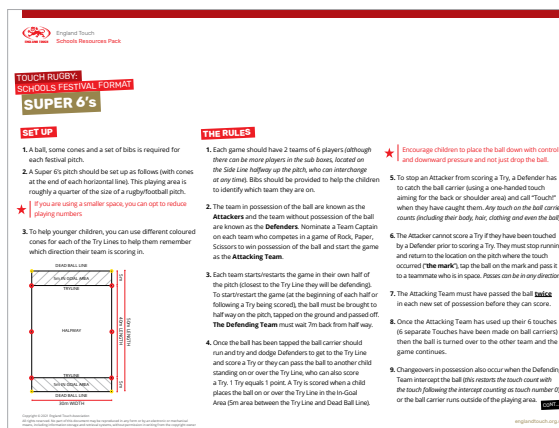
**BREAK OUT SESSION 1**

**Small Grids – Rollball Gauntlet (Active Defenders)**  
**See Diagram 1**

1. Set up a line of 4 cones approximately 7 metres apart (you may need a few different lines for a large group)
2. Organise a single file line of children on Cone 1 facing towards Cone 2 (Attackers)
3. Organise a different child on Cones 2, 3 and 4 (Defenders) each with a ball in their hands facing towards Cone 1
4. The child on Cone 2 passes the ball to the first child in the single file line who runs forward and attempts to perform a dynamic Rollball on the child on Cone 2 who passes the ball to them. The difference now is that the Defender is active and tries to make the touch on the Attacker before the Attacker bends down to initiate a touch on them and perform a Rollball. Once the Rollball has been completed, the Attacker moves to Cones 3 and Cones 4 and repeats this process
5. Once a dynamic Rollball has been performed, the Defender on Cone 2, 3 or 4 picks up the ball and passes it to the next Attacker in the line
6. After X minutes, swop the Defenders and Attackers

**BREAK OUT SESSION 2**

**Large Grids – Super 6's**  
**(see Super 6's Schools Festival Rules document)**



**TOUCH RUGBY SCHOOLS FESTIVAL FORMAT**  
**SUPER 6's**

**SET UP**

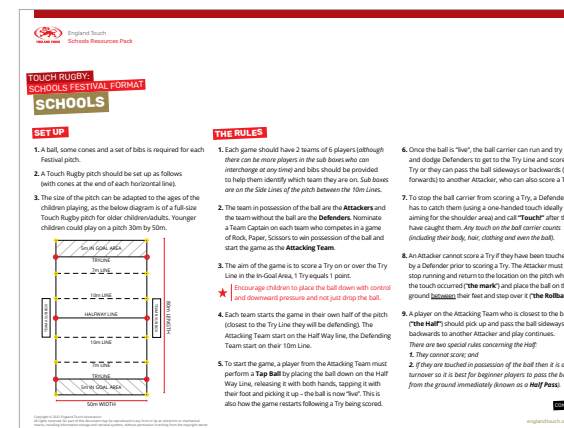
1. A ball, some cones and a set of bibs is required for each festival pitch.
2. A Super 6's pitch should be set up as follows (with cones at the end of each horizontal line). The playing area is roughly a quarter of the size of a rugby football pitch.   
 \* If you are using a smaller space, you can opt to reduce playing numbers.
3. To help younger children, you can use different coloured cones for each of the Try Lines to help them remember which direction their team is scoring in.

**THE RULES**

1. Each game should have 2 teams of 6 players (although there can be more players in the sub boxes, located on the Side Line Halfway up the pitch, who can interchange at any time). Bibs should be provided to help the children to identify which team they are on.
2. The team in possession of the ball are known as the **Attackers** and the team without possession of the ball are known 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**.
3. Each team starts/restarts the game in their own half of the pitch (closest to the Try Line they will be defending). To start/restart the game at the beginning of each half or following a Try being scored, the ball must be brought to half way on the pitch, tapped on the ground and passed off. **The Defending Team** must walk 7m back from halfway.
4. Once the ball has been tapped the ball carrier should run and try and dodge Defenders to get to the Try Line and score a Try or they can pass the ball to another child standing on or over the Try Line, who can also score a Try. 1 Try equals 1 point. A Try is scored when a child places the ball on or over the Try Line in the In-Goal Area (5m area between the Try Line and In-Goal Line).
5. **Encourage children to place the ball down with control and downward pressure and not just drop the ball.**
5. To stop an Attacker from scoring a Try, a Defender has to catch the ball carrier (using a one-handed touch aiming for the back or shoulder area) and call "Touch" when they have caught them. Any touch on the ball carrier counts (including their body, hair, clothing and even the ball).
6. The Attacker cannot score a Try if they have been touched by a Defender prior to scoring a Try. They must stop running and return to the location on the pitch where the touch occurred (**the mark**). Tap the ball on the mark and pass it to a teammate who is in space. Paper can be in any direction.
7. The Attacking Team must have passed the ball **back** in each new set of possession before they can score.
8. Once the Attacking Team has used up their 6 touches (6 separate Touches have been made on ball carriers) then the ball is turned over to the other team and the game continues.
9. Changeovers in possession also occur when the Defending Team intercept the ball (this resets the touch count with the touch following the next set counting as touch number 1) or the ball carrier runs outside of the playing area.

**PROGRESSIVE GAME**

**Touch Rugby**  
**(see Touch Rugby Schools Festival Rules document)**



**TOUCH RUGBY SCHOOLS FESTIVAL FORMAT**  
**TOUCH RUGBY**

**SET UP**

1. A ball, some cones and a set of bibs is required for each festival pitch.
2. A Touch Rugby pitch should be set up as follows (with cones at the end of each horizontal line). The playing area is roughly a quarter of the size of a rugby football pitch.
3. The size of the pitch can be adapted to the ages of the children playing, as the below diagram is of a full-size Touch Rugby pitch for older children/adults. Younger children could play on a pitch 5m by 5m.

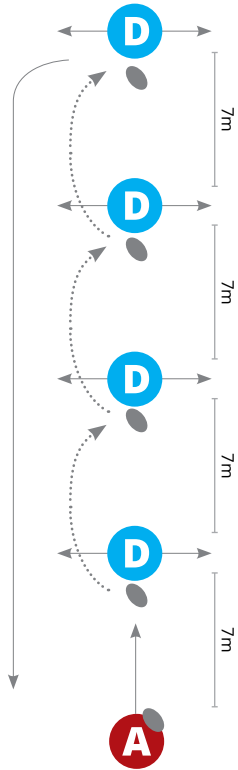
**THE RULES**

1. 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.
2. The team in possession of the ball are the **Attackers** and the team without the ball are 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**.
3. 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 with control and downward pressure and not just drop the ball.**
4. Each team starts the game in their own half of the pitch (closest to the Try Line they will be defending). The Attacking Team start on the Halfway line, the Defending Team start on their 10m Line.
5. To start the game, a player from the Attacking Team must perform a **Tap Ball** by placing the ball down on the Halfway 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.
6. 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 score a Try.
7. 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, hair, clothing and even the ball).
8. 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 (**back**) with their feet and step over it (**the Halfball**).
9. A player on the Attacking Team who is closest to the 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 as it is kept for longer players to pass the ball from the ground immediately known as a **Half Pass**.

# SCHOOL RESOURCES CARDS SECONDARY SCHOOLS KEY STAGES 3 & 4: CARD 6 SUPER 6 SKILL 6: MAKING A TOUCH

## BREAK OUT SESSION 1

### Small Grids – Rollball Gauntlet (Active Defenders) Diagram 1



- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

## BREAK OUT SESSION 2

### Large Grids – Super 6's (see Super 6's Schools Festival Rules document)

**TOUCH RUGBY SCHOOLS FESTIVAL FORMAT SUPER 6's**

**SET UP**

1. A ball, some cones and a set of bibs is required for each festival pitch.
2. A Super 6's pitch should be set up as follows (with cones at the end of each horizontal line). The playing area is roughly a quarter of the size of a rugby/football pitch.
3. To help younger children, you can use different coloured cones for each of the Try Lines to help them remember which direction their team is scoring in.

**THE RULES**

1. Each game should have 2 teams of 6 players (although there can be more players in the sub boxes, located on the Side Line halfway up the pitch, who can interchange at any time). Bibs should be provided to help the children to identify which team they are on.
2. The team in possession of the ball are known as the **Attackers** and the team without possession of the ball are known 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**.
3. Each team starts/restarts the game in their own half of the pitch (closest to the Try Line they will be defending). To restart the game at the beginning of each half or following a Try being scored, the ball must be brought to half way on the pitch, tapped on the ground and passed off. The **Defending Team** must walk 7m back from half way.
4. Once the ball has been tapped the ball carrier should run and try and dodge Defenders to get to the Try Line and score a Try or they can pass the ball to another child standing on or over the Try Line, who can also score a Try. 1 Try equals 1 point. A Try is scored when a child places the ball on or over the Try Line in the In-Goal Area (5m area between the Try Line and In-Goal Ball Line).

**Additional Rules:**

- ★ Encourage children to place the ball down with control and downward pressure and not just drop the ball.
- ★ To stop an Attacker from scoring a Try, a Defender has to catch the ball carrier (using a one-handed touch aiming for the back or shoulder area) and call "Touch" when they have caught them. Any touch on the ball carrier counts (including their body, hair, clothing and even the ball).
- ★ The Attacker cannot score a Try if they have been touched by a Defender prior to scoring a Try. They must stop running and return to the location on the pitch where the touch occurred (the mark). Tap the ball on the mark and pass it to a teammate who is in space. Paper can be in any direction.
- ★ The Attacking Team must have passed the ball **back** in each new set of possession before they can score.
- ★ Once the Attacking Team has used up their 6 touches (6 separate Touches have been made on ball carriers) then the ball is turned over to the other team and the game continues.
- ★ Changoovers in possession also occur when the Defending Team intercept the ball (this resets the touch count with the touch following the next stop counting as touch number 7) or the ball carrier runs outside of the playing area.

## PROGRESSIVE GAME

### Touch Rugby (see Touch Rugby Schools Festival Rules document)

**TOUCH RUGBY SCHOOLS FESTIVAL FORMAT SCHOOLS**

**SET UP**

1. A ball, some cones and a set of bibs is required for each festival pitch.
2. A Touch Rugby pitch should be set up as follows (with cones at the end of each horizontal line).
3. The size of the pitch can be adapted to the ages of the children playing, as the below diagram is of a full-size Touch Rugby pitch for older children/youths. Younger children could play on a pitch 30m by 50m.

**THE RULES**

1. 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.
2. The team in possession of the ball are the **Attackers** and the team without the ball are 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**.
3. 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 with control and downward pressure and not just drop the ball.
4. Each team starts the game in their own half of the pitch (closest to the Try Line they will be defending). The Attacking Team start on the Half Way line, the Defending Team start on their 10m Line.
5. 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.
6. 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 score a Try.
7. 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, hair, clothing and even the ball).
8. 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 (tap) with their feet and step over it ("the RollBall").
9. A player on the Attacking Team who is closest to the ball ("the Half") should pick up and pass the ball sideways/backwards to another Attacker and play continues.
10. 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 as it is kept by the nearest player to pass the ball from the ground immediately (known as a **Half Pass**).