





SESSION SIX

1	OUTS THEN INS	
2	VALUES: GENDER RESPECT	
3	CAT AND MOUSE	
4	VALUES: GENDER RESPECT	
5	BREAK THE PANE	
6	T1 RUGBY NEARLY	
7	VALUES: GENDER RESPECT	



 [WATCH VIDEOS
FOR ACTIVITIES
1,3,5 & 6 HERE](#)

OUTS THEN INS

Learning when and how to form a line and then throwing into it

YOU SAY

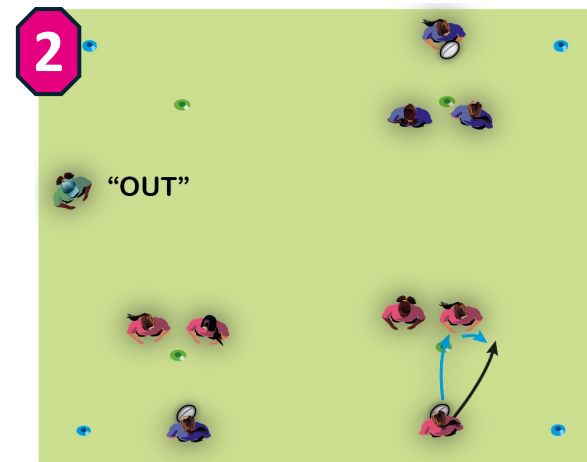
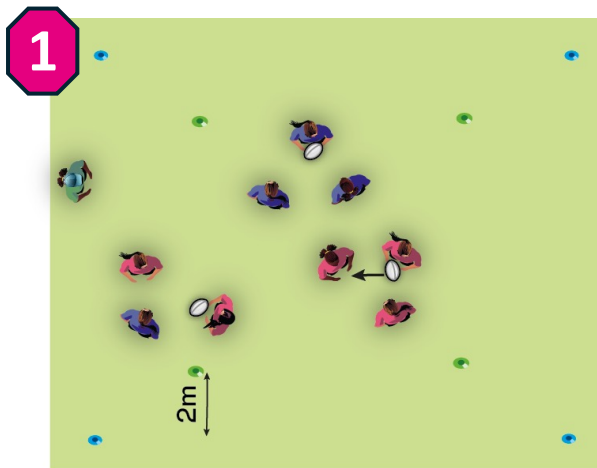
- Let's play Outs Then Ins.
- When the ball or a player holding the ball goes outside the edge of the pitch, we have a throw-in to a lineout.
- In this game, a lineout has one thrower, and one player from each team standing 2m in from the sideline.
- Split into groups of three with a ball.
- Run around inside the box, passing the ball. If a player or ball goes outside the box, or I shout "out", everyone must form a lineout.
- When I blow my whistle, throw the ball in (see rules) and every successful team gets a point.
- A different player must throw in each time.

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LINKS TO GENDER RESPECT

SESSION 6: ACTIVITY 1



YOU DO

- Don't make the box too big.
- Use cones to help players set up at the right distance.
- Ideally, the ball goes over the cone (as if thrown down the middle of a lineout).

PROGRESSIONS

- Can the throw get the ball to the second catcher?
- After the throw, can the catcher pass the ball to the thrower as they run around?

GENDER RESPECT

RESPECT

- Male and female
- Violence

YOU SAY

- Split into pairs, but let's first think about this as a group.
- Choose a film or TV series that you think is for boys and one that is for girls.
- Let's share some examples.
- In your pairs, why do you think that film was for boys or girls?
- Gender is society's set of expectations, standards and characteristics about how boys and girls are supposed to act.
- In pairs, what do you think society thinks boys should do at work or in the home? What should girls do?
- Where do you think we learn about these roles?

SESSION 6: ACTIVITY 2



YOU DO

- For the choice of films, there might be some “obvious” choices, but the real question, what makes people think that might be, and does it matter.
- How society assigns roles can be quite sensitive, so allow players to express their own views without judgment.
- The ethical answer is that everyone should be able to choose what work they can do based on their skills, not their gender.
- However, while no one should feel bad that they are different, it is also okay to want to do “traditional” roles too.

LINKS TO OUTS THEN INS

CAT AND MOUSE

Learning how to evade and tag

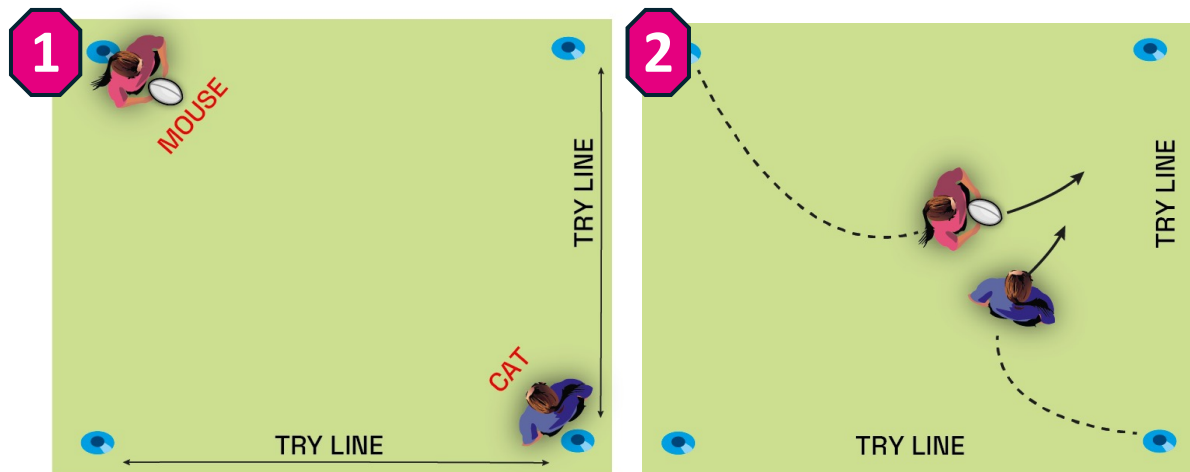
YOU SAY

- Split into groups of four or five with a ball.
- Mark out a 5m box for each group.
- One player is the cat, and one the mouse.
- The mouse starts with the ball (cheese!) in one corner of the box, the cat in the other. **1**
- The mouse aims to get over one of the lines attached to the cat's corner without being tagged. **2**
- The mouse gets two points for a try, and the cat one point if it tags the mouse.
- The cat stays the same until everyone has had one go, then swap the cat.

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SESSION 6: ACTIVITY 3



YOU DO

- Great for working on evasion
- The watching players can count down from six to pressure the mouse to go for the try line rather than run away from the cat!

PROGRESSIONS

- Make the try lines halfway along each line so there is less space to attack.
- Each mouse has a ball.

GENDER RESPECT

YOU SAY

- Let's get into pairs.
- Think about what it was like in your grandparents' time and what it is like now. What are the differences?
- When playing a sport, especially rugby, do you think there is a difference between boys and girls?
- We must not limit ourselves because someone else thinks we can't do it - just as girls and boys play rugby in this programme.
- We should always be respectful of everyone and their choices. Everyone has the right to be the way they want to be if it does not negatively impact on others.

SESSION 6: ACTIVITY 4



YOU DO

- The word gender might not be helpful because it can be complicated to define, especially with social media creating lots of noise around the definitions
- Using the term “girls” and that we should be **respectful** of everyone's choices is a simple way to navigate this area

BREAK THE PANE

Learning to defend as a three

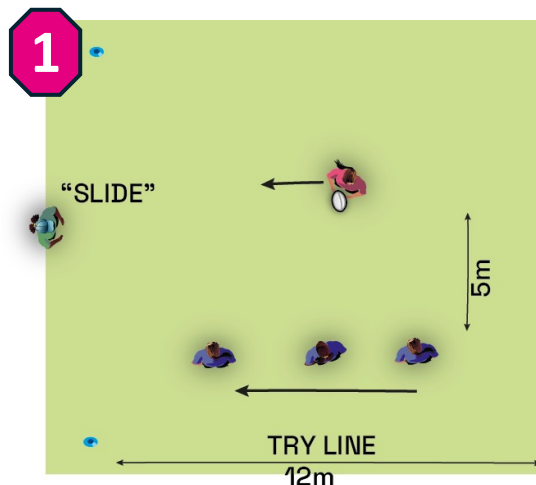
YOU SAY

- Split into groups of four or five (ideally four), with a ball.
- Put three (four) defenders about arms distance apart on a 12m line.
- Put a ball carrier about 5m away in front of the middle defender (defenders).
- When I say "slide", the ball carrier moves sideways to the left or right, and the defenders aim to match the movement.
- When I say "play", the ball carrier aims to score by going through or around the defenders without being tagged.
- The attacker scores one point for going around the defenders and three points for going in between.
- Rotate after each go.

1

2

SESSION 6: ACTIVITY 5



YOU DO

- You can use two or three boxes at the same time.
- You can make the attacker trigger the play when they run forward.

PROGRESSIONS

- Have two attackers passing the ball between them before one runs forward.
- Start the defenders further apart.



T1 RUGBY NEARLY

Now with lineouts, this is nearly the full game of T1 Rugby

YOU SAY

- Let's split into two teams.
- Run and pass backwards.
- Tag: RIP AND PASS.
- Defence has to be onside.
- The attack has six lives. You lose a life by:
 - Going out of play
 - Being tagged
 - Breaking a ground rule
- Scrum for forward pass or knock-on.
- Lineout for the ball going into touch.
- Teams can kick, but chasers must start behind the kick.

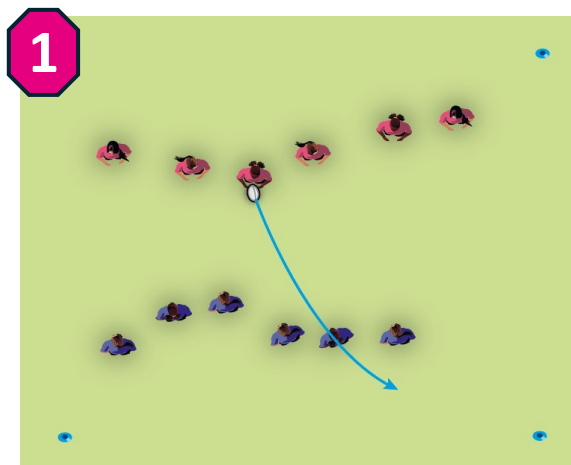
2

3

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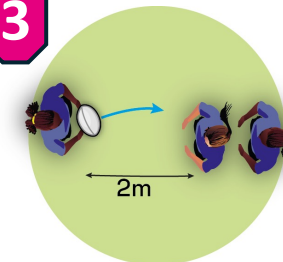
SESSION 6: ACTIVITY 6



2



3



YOU DO

- Start the game on the halfway line with a kick (any type).
- When all the lives are lost, the other team restart from the last infringement.
- *Show the players how a lineout is set up, with two players from each side in the lineout and the defences 5m back.*

1

GENDER RESPECT

YOU SAY

- Can you believe that's the end of the session already?
- Find a different person to pair up with.
- You have two questions to answer:
 1. What is the difference between a girl playing rugby and a boy?
 2. What is good, positive language to use about someone's choice?

SESSION 6: ACTIVITY 7



YOU DO

- Form a semi-circle around the coach. Can everyone see?
- Split them into pairs.
- Ask question. Circulate and listen.
- Ask the question again and pick out a good pair to answer.
- Ask another pair to compare and add.