





## SESSION TWO

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WATCH VIDEOS  
FOR ACTIVITIES  
1,3,5 & 6 HERE

# TRY GAMES

Learning to be evasive and reactive

## YOU SAY

- Split into pairs with a ball.
- Stand inside the box. Each side of the box has a name.
- When I say “go”, jog around the box.
- When I call the name of a side, the ball carriers aim to score a try over that line without being tagged/touched by their partner.
- Swap roles.

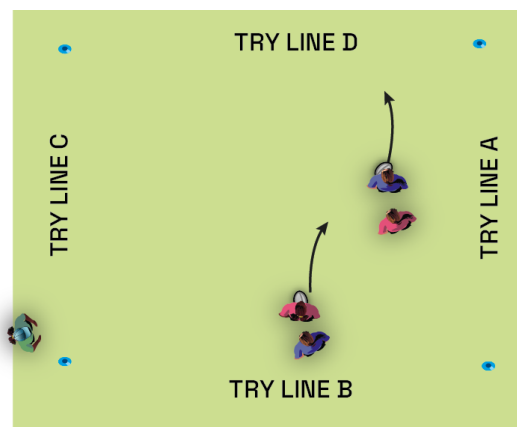
LINKS TO SOLIDARITY VALUE

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## SESSION 2: ACTIVITY 1

1



2



## YOU DO

- With an odd number, one group has three, with two chasers
- You can use colored cones for the sides or use a feature on the ground, like a tree or clubhouse
- In the first game, the winners are the individuals. The second the winners are the first team to score a try

## PROGRESSIONS

- New game: Now make up threes with one ball.
- With an odd number, one or two groups has four players, but still makes two passes
- Jog around again.
- When you call the name of a side, the three aim to make two passes and the last receiver has to score a try over that line.

# SOLIDARITY

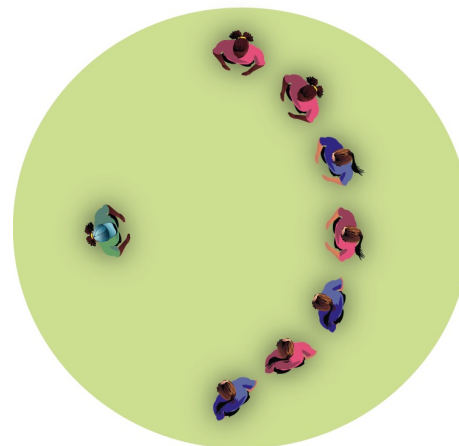
## SOLIDARITY

- Emotions
- Teamwork

## YOU SAY

- Let's split into pairs.
- How did you rate each game out of ten, in terms of whether you felt it was positive or negative, with -5 for really negative, and +5 for really positive?
- I will give you 20 seconds to think about this.
- Don't tell me what you scored each, game but give me a word or words which describes WHY you gave those scores.
- I will give you 20 seconds to think about this.
- Let's share some of these words.

## SESSION 2: ACTIVITY 2



## YOU DO

- Form a semi-circle around the coach. Can everyone see?
- Split them into pairs.
- Ask question. Circulate and listen.
- The scores give players a chance to picture how they feel, the words start to explain.

## LINKS TO TRY GAMES

# PASSING RACE

Learning to make than one pass and run to score

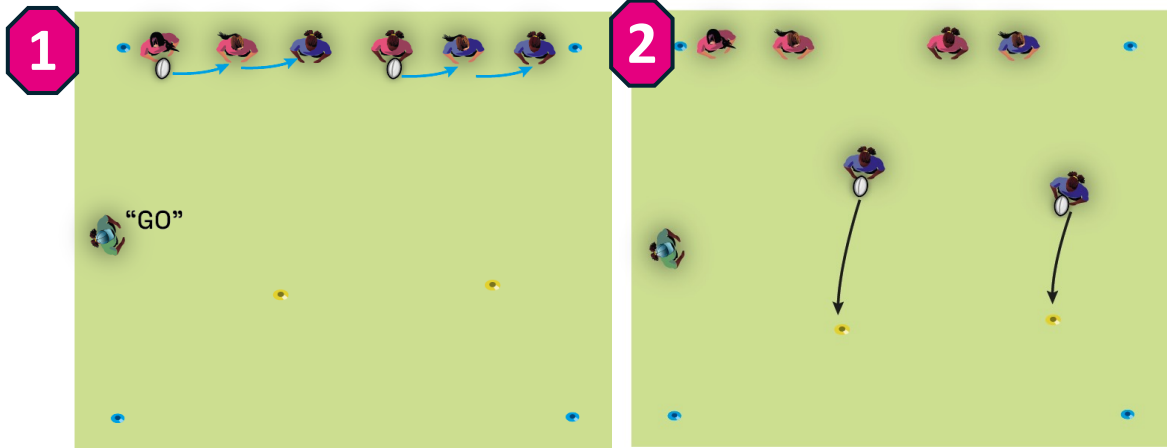
## YOU SAY

- Let's split into groups of three with a ball and three cones.
- Set up on halfway line (or a line on the pitch), facing up the pitch and 2m apart (use the cones to help).
- The ball carrier stands on the right in the group on the line.
- When I say "go", the ball carrier passes to the middle player who passes to the other player.
- The end player then races forward 10m to see if they can beat the other groups.
- Swap your position in the group.



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## SESSION 2: ACTIVITY 3



## YOU DO

- Some groups might have four, so one player keeps swapping in.
- Help the groups spread along the line for a quick start by walking along the line.
- Quicker groups can start a bit further back.
- You can challenge the groups to develop better ways to "win". Passes must not be forwards, but they might want to run onto the ball.

## PROGRESSIONS

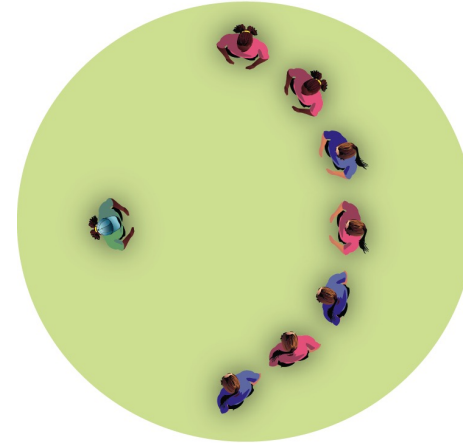
- Make the players stand further apart.
- Start better groups further back so they have to run further.

# SOLIDARITY PRESSURE

## YOU SAY

- Okay, we are going to start the passing race with this group starting 10m back and this group starting 15m back.
- The winners of this next race won't have to do the five-lap fitness challenge.
- Are we ready to play?
- "STOP!"
- How did that game make you feel?
- In pairs, share how you felt about the "new" rules, and if they were the same feelings as everyone else.
- Did your emotions change as the rules and games changed?

## SESSION 2: ACTIVITY 4



## YOU DO

- The first part of this activity is a "trick" to force a very negative emotion, without carrying out the threat.
- You need to explain that these are all emotions we are likely to feel at different times. This is normal.
- **We can have positive and negative feelings.** Some are hard to handle, some are hard to talk about, some suddenly appear and then go, and some stay for a long time.
- **We can't choose our feelings, but we can decide how we will behave when they arise.** Avoiding an emotion does not make it go away – it often just intensifies the feeling
- If we can identify and understand our emotions, it can help us, choose the best way to respond to or express them or get support. This can help us to live **in solidarity** with other members of our communities.

# RESCUE RANGERS

Learning to evade defenders and tag ball carriers

## YOU SAY

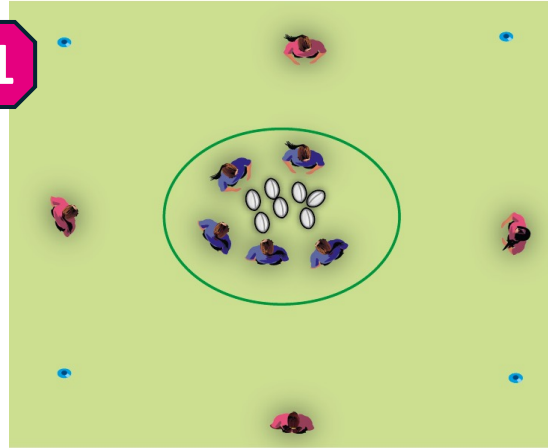
- Let's nominate four *dragons*. The rest of you are *rescue rangers*.
- The *rescue rangers* start in the middle circle, the *dragons* on the sides.
- The *rescue rangers* try to take as many balls to outside the box as they can.
- The *dragons* aim to tag a *rescue ranger* if they are carrying a ball. If they do, the *rescue ranger* must carry the ball above their head back to the circle.
- Play for two minutes to see how many balls are taken outside the box.
- Or play until all the balls are removed.



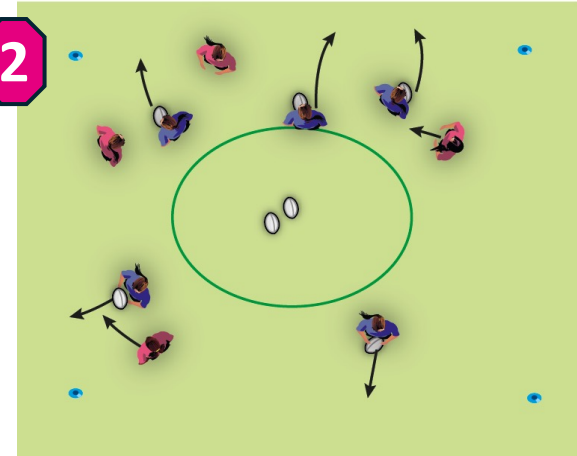
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## SESSION 2: ACTIVITY 5

1



2



## YOU DO

- Ideally have twice as many balls as *rescue rangers*.
- You can use bibs or other equipment if you don't have enough balls.
- The *rescue rangers* can wear tags.

# BULLETBALL 2

Introducing passing backwards into the game

## YOU SAY

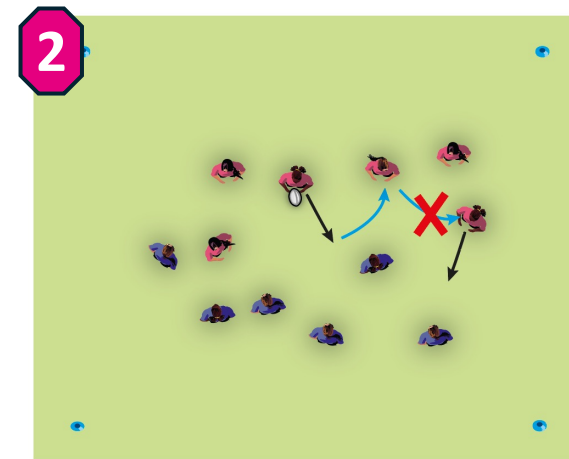
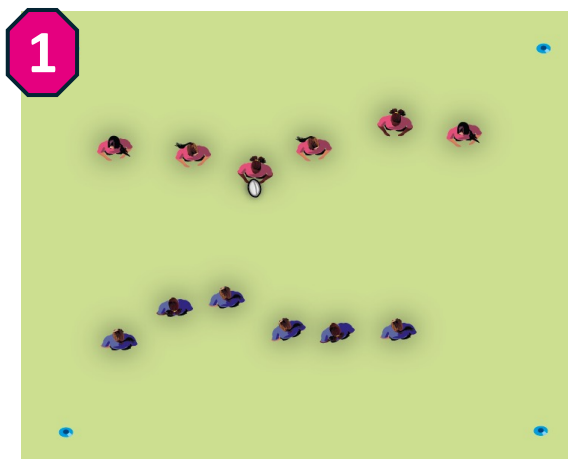
- Let's split into two teams.
- To score, you must run to score a try! And you can run with the ball.
- If you are tagged, then you must stop and pass to a team-mate.
- **You must pass backwards.**
- The attack has six lives. You lose a life by:
  - Going out of play
  - Passing forwards
  - Being tagged
  - Breaking a ground rule
- The defending team can intercept a pass, but not stop a pass being made.

2

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## SESSION 2: ACTIVITY 6



## YOU DO

- Start the game on the halfway line.
- If the ball is dropped, if the attack picks it up within 3 seconds, then play on.
- When all the lives are lost, the other team restart from the last infringement.
- *This is the next step towards playing rugby.*
- *Passing backwards is tough. Be lenient!*

## SOLIDARITY WRAP

### 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. Is it okay to have negative and positive thoughts?
  2. How do you deal with negative thoughts?

### SESSION 2: ACTIVITY 7



### YOU DO

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