

## SESSION THREE

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### IMPORTANT PREPARATION

This session includes Values activities that may cover sensitive topics. As a coach, your preparation is essential.

> **Review activities 2, 4 and 7** to understand your vital role in facilitating these meaningful discussions.

> **Refer to the Values document** for key guidance and best practices.

> **Be aware of safeguarding procedures** and know who to contact for further support if needed.



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

# STEALTH PLAY

Challenging the players to score against only a few defenders but without speaking!

## YOU SAY

- Split into two teams (max 6-a-side).
- Stand attackers at one end of the box facing away.
- Put the defenders on different coloured cones.
- Shout out a colour and the defenders on those cones stay, the rest leave.
- In the meantime, the attackers turn.
- Throw the ball to the attackers. At the same time, the remaining defenders come forward.
- The attackers aim to score at the far end without the ball carrier being tagged or leaving the box.
- The ball carrier can run and pass in any direction BUT NONE OF THE ATTACKERS ARE ALLOWED TO SPEAK.



[WATCH THE SESSION VIDEOS HERE](#)



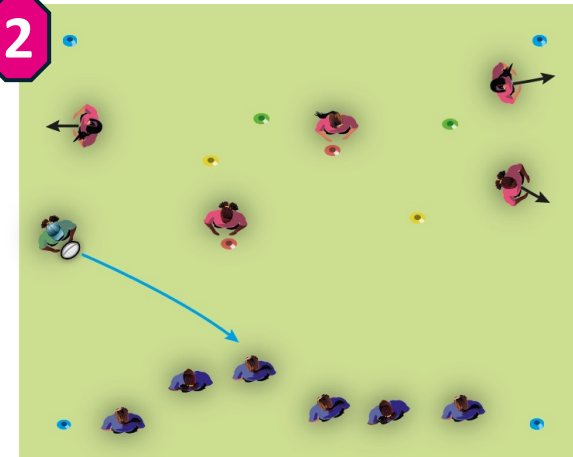
LINKS TO SPEAKING UP VALUE

## SESSION 3: ACTIVITY 1

1



2



## YOU DO

- Stop if an attacker speaks. They may well find this hard.
- Keep swapping around players.

## PROGRESSIONS

- Add in more defenders.
- Spread out the cones, with some nearer and some farther away from the attackers.

## SPEAKING UP

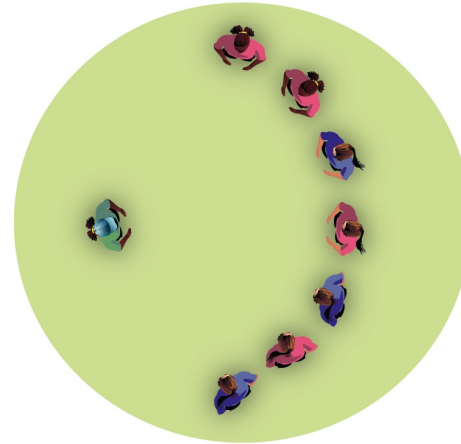
### INTEGRITY

- Ground rules
- Speaking up

### YOU SAY

- Let's split into pairs.
- Why was the game difficult?
- I will give you 20 seconds to think about this.
- Let's share what you thought.
- Let's now think about this: "Silence can lead to misunderstanding, not being able to share a goal".
- It can also lead to some being hurt. As a community, we should be able to speak when we need to speak.
- In pairs, share with each other someone you feel a friend of yours could talk to.

## SESSION 3: ACTIVITY 2



### YOU DO

- Form a semi-circle around the coach. Can everyone see?
- Split them into pairs.
- Ask question. Circulate and listen
- Don't pick on anyone to answer, wait for discussion
- If you have time, consider this:
- Being able to speak allows us to understand when something might be wrong because someone can tell us if it is wrong, even if we don't think so.

### LINKS TO STEALTH PLAY

# RIP AND PASS GAME

Learning how to perform a rip and pass after a touch-tackle

## YOU SAY

- Let's split into groups of three or four with a ball.
- Stand at one end of the box.
- When I say go, race to the end of the box.
- When you reach the cone, the ball carrier has to stop and turn.
- The next player has to "rip" the ball from the ball carrier and pass backwards to another player in the team.
- Then continue to run forward until I say tackle again.
- Don't worry if you drop the ball, just pick it up and play on.

1

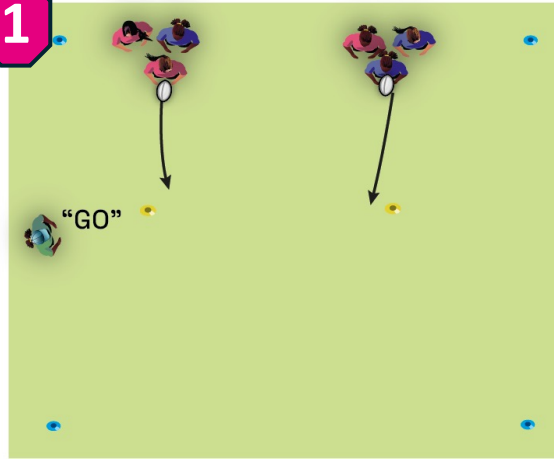
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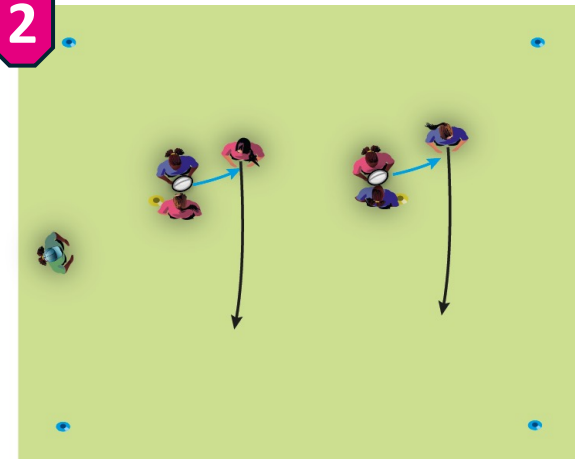


## SESSION 3: ACTIVITY 3

1



2



## YOU DO

- Before you start the game, use a group to demonstrate what a rip and pass looks like.
- At the end of a couple of runs, swap around players between teams.

## PROGRESSIONS

- Have defenders in front of the attacking groups to make it more realistic.
- Make the pass from the rip further.

## SPEAKING UP

### YOU SAY

- Okay, we are going to play **rip and pass** again but in a narrower box and half the teams are going to start at the other end.
- [AFTER THE GAME IN A NARROWER BOX] There were a few bumps in that game! In your pairs.
- In your pairs, discuss what is an acceptable “bump” and not acceptable “bump” in rugby.
- What did you think?
- Some bumps in life are inevitable, like accidents, but intentional bumps, whether physical or mental, are not acceptable.
- If someone suffers an unacceptable bump in life, what should they do?

## SESSION 3: ACTIVITY 4



### YOU DO

- There will be lots of “bumps” in this game if you make the area narrow enough (and probably a few laughs, too!).
- A bump is where a player accidentally knocks into another player. It is not intentional. It is like a bump on a crowded dancefloor or a busy street pavement.
- Speaking up about physical conflict and rough behaviour is a very difficult topic to discuss, and some of the players will be very sensitive to this.
- As a coach, you will need to know:
  - The club or organisation’s safety officer.
  - The procedure to follow as set out by the organisation.

# ONSIDES

Learning how to get onside after a touch-tackle

## YOU SAY

- Let's split into two teams, "ball" and "back".
- Everyone jog around inside the box.
- When I shout: "tackle", see where I am standing and facing.
- The "ball" team must spread out in line to the edges of the box, facing me and able to see the ball.
- The "back" must do the same, but able to see my back.
- The winners are the first time to be a line that spreads across the pitch.

1

3

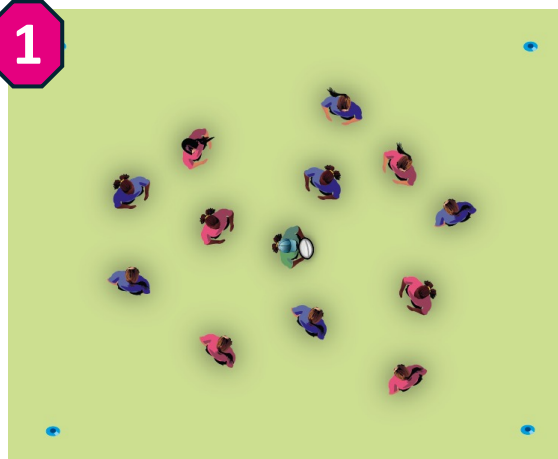
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## SESSION 3: ACTIVITY 5

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2



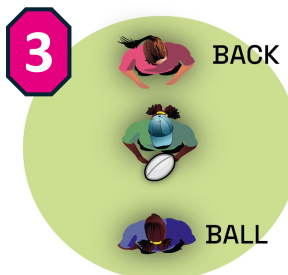
## YOU DO

- This game starts to help players understand the offside line, getting back onside and finally creating a defensive line.

## PROGRESSIONS

- Make the pitch a rectangle to increase the challenge.
- Throw the ball to the ball team for them to attack. Ask if it helped to be organised before the other team.

3



# BULLETBALL 3

Adding in tackling and onsides into the game

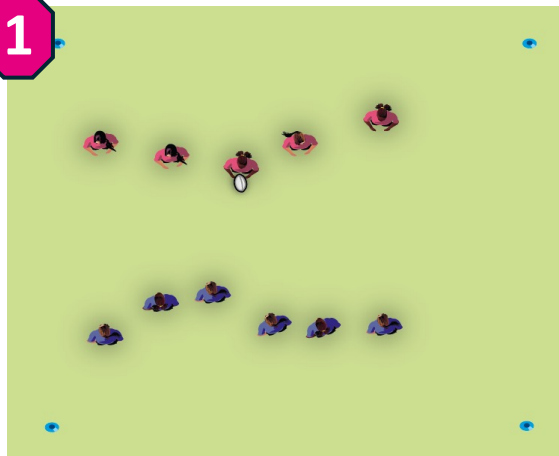
## YOU SAY

- 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 the next player must RIP AND PASS
- You must pass in backwards
- The attack has six lives. You lose a life by:
  - Going out of play
  - Being tagged
  - Breaking a ground rule
- The defending team can intercept a pass, but not stop a pass being made.

1

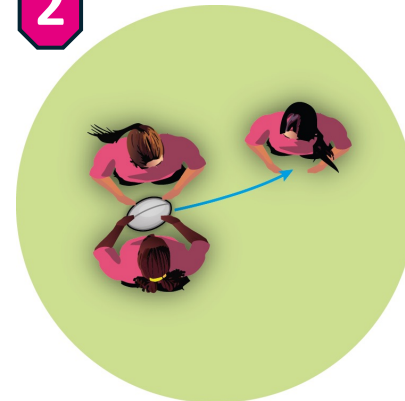
2

1



## SESSION 3: ACTIVITY 6

2



## 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.
- *You can try to get the players to be onside in this game, using the onsides game from the previous activity as a guide*



## SPEAKING UP 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. What would you tell a friend to do if they felt they were being subjected to "unacceptable bumps"?
  2. How does speaking up help us feel safe?

## SESSION 3: 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.