

PRIMARY

# RUGBY LEAGUE



**2018 HANDBOOK**



# INTRODUCTION

The Primary Rugby League games programme is now firmly established and accepted as the vehicle to introduce children to the great game of Rugby League. During the past 10 years specialist coaching awards and programmes have been introduced that support children's development, and aim to ensure that each child realises their potential through learning and developing their skills in a logical and progressive manner.

Thanks are extended to the Primary Rugby League Management Group who strive to ensure that Primary Rugby League is about fun and enjoyment, and giving young children the best possible experience of Rugby League.

# ETHOS



# ETHOS

Primary Rugby League for most children is their first experience of Rugby League and is a step towards a lifelong involvement with the sport and physical activity.

Therefore it is vitally important we instil the correct ethos of fun, enjoyment and development. Primary Rugby League is a modified version of the game played by children up to 11 years of age, and is commonly known as grassroots.

Children's motivations for taking part in sport are very different from adults.

As adults we share a responsibility to cater for children's motivations to make the experiences FUN and ENJOYABLE for ALL children. This is at the heart of being a player-centric sport and encouraging as many children as possible to start, stay and succeed in Rugby League. There may be some differences in how clubs and leagues support the growth of the sport at this level. The guiding principle of Primary Rugby League is the common thread in all areas - ALL the players play ALL the time and there are no substitutes.

Primary Rugby League is modified to increase children's motivations and involvement in key areas of Rugby League like passing, catching, evading, tackling and scoring tries. Smaller sided games increase skill opportunities considerably and this is beneficial to the development of children.

## **MAKE IT A FUN AND ENJOYABLE EXPERIENCE FOR EVERY PLAYER**

### **FIRST EXPERIENCE...**

Research shows how important it is to give children a good first experience of sport if they are going to be physically active for life. For many children, Primary Rugby League is their first sporting experience, so ensuring these experiences are right for them is a vital first step for a lifelong involvement in Rugby League.

### **PROGRESSIVE APPROACH...**

Primary Rugby League is a progressive way of introducing the game to young players. At the same time it aims to capture the magic of Rugby League and deliver a game that is fun to play, enjoyable and stimulating to coach whilst promoting skill development and inclusive opportunities.

### **FUN FOR ALL...**

Fun, Enjoyment and Development are the three key themes of Primary Rugby League and they should be at the heart of every coach, teacher and parent's philosophy. Primary Rugby League's new format requires that ALL players play ALL the time with no substitutes allowed. This ensures that every player has the same opportunity regardless of race, religion, gender, size or ability.

### **SKILL DEVELOPMENT...**

Children having fun whilst learning and improving new skills is the key component behind an

enjoyable Primary Rugby League experience. In addition, friends are made whilst improving self-esteem, confidence, respect and teamwork. A by-product of fun, positive environments, inclusive participation and enhanced skill opportunities will be talented Rugby League players.

### **ADULTS' ROLE...**

Volunteers and Spectators play a vital role in ensuring that primary school aged children have a fun and enjoyable experience in our sport. Parents, team coaches, games coaches, officials and helpers do a marvellous job for the benefit of the children and this must not be forgotten when supporting your team from the touchline. Abuse or misconduct of any kind should not be tolerated. Together we can promote positive and encouraging touchlines and work together to stamp out bad behaviour and abusive and unpleasant language. Bad behaviour spoils what should be an enjoyable atmosphere, sets an awful example to children and ultimately puts children, and adults, off the game.

### **PRINCIPLES - FUN, ENJOYMENT, DEVELOPMENT**

Primary aged children taking part in Rugby League should:

- Have fun and enjoyment
- Feel included and have the same opportunities as other children
- Experience exciting parts of Rugby League; running, passing, evading, scoring tries
- Improve skills and develop through positive coaching
- Be encouraged and inspired by supportive adults
- Experience positive environments

### **Coaching primary aged children with the aim to DEVELOP first, not to WIN:**

There can be various development successes in every game including;

A CHILD	THE TEAM
Who is shy participates more	Played with smiles on the faces
Makes their own decisions	Showed progress when defending
Catches the ball more	Showed progress when attacking
Scores their first try	Showed sportsmanship
Show progress in passing	Passed the ball more frequently
Uses a range of evading techniques	Involved ALL players without prompting

### **Make a difference...**

# RATIONALE



# RATIONALE

## **ALL PLAYERS PLAY ALL THE TIME**

**INCLUSIVE NOT EXCLUSIVE - REGARDLESS OF RACE, RELIGION, GENDER, SIZE OR ABILITY.**

So that ALL children can play and enjoy Rugby League not just the best at that age

So that NO child is left standing with hands in pockets feeling excluded

Coach through a child's eye, aim to upskill all players and do not concentrate solely on the immediately talented players

Make every child feel like an equal member of the team

So that children are not victims of adult motivations of winning over development

**Because it's just a game and they are just children...**

*"Children develop emotionally, physically and mentally at different ages. An environment for ALL fosters fun, enjoyment and development. These are key ingredients for keeping children's motivations for playing Rugby League as high as possible so they remain playing this great game"*

## **SMALL SIDED GAMES**

**LESS PLAYERS = INCREASED INVOLVEMENT IN THE GAME**

**INCREASED INVOLVEMENT = MORE FUN AND GREATER DEVELOPMENT**

Children touch the rugby ball more often and become more skilful with it! (Individual technical development Carrying, Passing, Catching, Evading)

Children make more quality decisions through more involved playing time during the game! (Individual tactical development = More Involvement = More Decisions to make)

Children have more opportunities to play on both sides of the ball! (Experience Development - Children will be exposed to attacking and defending situations)

Children have more opportunities to score tries and do all the other fun things more! (Pure excitement)

## **SMALLER PITCHES**

So that children will be less likely to solely use speed to run around everyone to score.

So that children use a range of evading techniques like sidestep and swerve.

So that children learn to utilise fundamental skills of passing and catching.

So that children learn to make decisions other than just run fast. Do I sidestep or pass?

So that more games take place at once and everyone can play.

## **IDEALLY NO COACHES ON THE PITCH**

### **COACHING IS FOR PRACTICE. GAMES ARE FOR PLAYERS**

*“Decision Making is a key element of Rugby League. Children need to learn to make them”*

So that adult influence and involvement are kept to a bare minimum

So that children can make their own decisions.

So that children don't become reliant on their coaches

### **6 TACKLES REGARDLESS OF ERRORS OR TRIES**

As Primary Rugby League children are learning about the game we do not want to penalise a mistake.

When a mistake is made i.e. Running into touch or knocking on the child would return to the place of the mistake and Play The Ball (PTB).

The mistake would count as one of the tackles rather than be handed over to the other team. This is also the case when a Try is scored.

Together we can promote children's learning and help them to try new things without the fear of failure or reprimand from team mates, coaches or parents.

Naturally coaches would be encouraged to work on common mistakes in training in an informative but fun manner, i.e. catching practice if they witness several knock-ons.

### **TOUCH V TACKLE**

Tackling is a large part of playing Rugby League but it isn't the only part.

At U6, U7 and U8 age range touch is the recommended format, however if both coaches agree you can play tackle.

Where coaches can't agree on the format at U6, U7 and U8 age range they must play touch.

The rule is designed to encourage children to pass the ball to create try scoring opportunities and to create an even playing field for all children regardless of size, shape, or physical development.

In addition it offers the more physically developed child the chance to learn other skills like side step and swerve rather than just power and strength. As children develop over the years, the physical difference gets smaller so it is beneficial to all children to be able to have a range of evasion techniques.

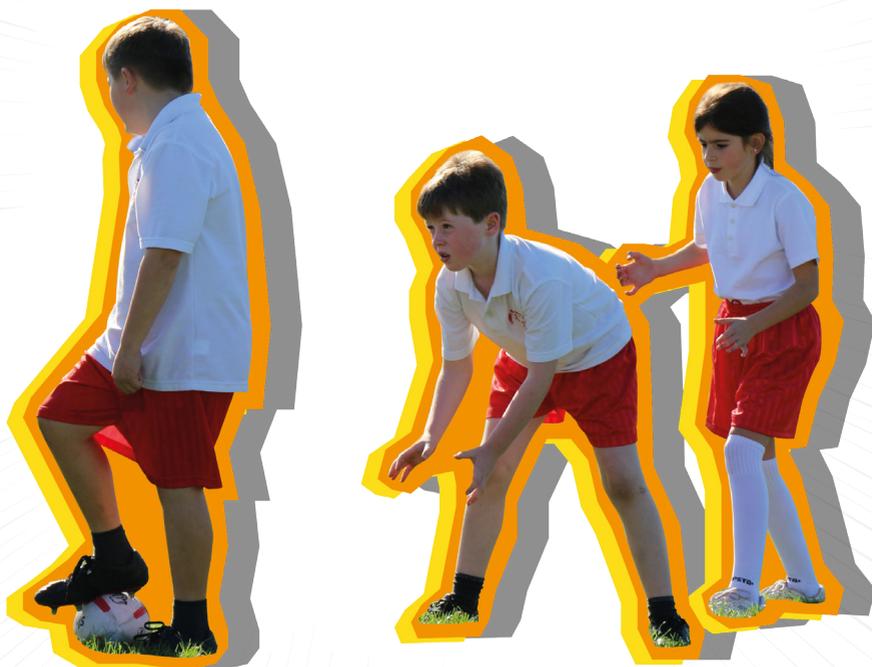
# RULES



# PRIMARY RUGBY LEAGUE AGE BANDINGS

Cubs Rugby to introduce Pre-School and Reception classes to FUNdamentals. Cubs are not permitted to play matches against other teams.

- Mini Primary Rugby League to be played by children in School Year 1 (at the start of the season) and up to under 9s. This incorporates school years 1, 2, 3 and 4.
- Mod Primary Rugby League to be played by children under 10 (School year 5).
- Mod Primary Rugby League transition game introduced at under 11s (School year 6).



# OVERVIEW

## THE PRIMARY RUGBY LEAGUE GAMES PROGRAMME OF ACTIVITY

	Primary RL Cub	Under 6s & Under 7s	Under 8s	Primary RL Mini Under 9s	Primary RL Mod Under 10s	Primary RL Transition U11
Ethos	Fun and Enjoyment Movement and Skills familiarisation	Fun and Enjoyment, Core Skill development			Fun and Enjoyment, understanding basic game principles 'go forward' simple strategies, basic team play	Fun and Enjoyment, understanding and further development of basic game principles, simple strategies and additional team play and organisation
Movement Literacy	Ability Balance Co-ordination etc Exploration & Fun Decision making	Ability Balance Co-ordination etc Fitness and Fun Introduction of basic skills			Development and mastery of basic sport skills, introduction of non-weight bearing games and exercises	
Game	No game	4v4 Recommended Touch	5v5 Recommended Touch	6v6 Recommended Tackle	11v11 Maximum	13v13 Maximum
Core Skills Focus	Throwing Catching Multi directional movement	Grip, Carry, Pass, Catch, Try Scoring, Play The Ball, Tackling, Evasion				
Kicking	No Kicking	Kicking				
Scrum	No Scrum				Passive Scrum (5)	Passive Scrum (5 or 6)
Structure	No Game	Passing and Handling Basic Skill Development			The addition of a little team structure	

# CUB PLAY

1. Cub play is for children in the Reception class at school or younger.
2. The purpose of Cub Play is to introduce children to Rugby League in a non-contact, fun, safe, and developmentally appropriate manner.
3. The focus of Cub Play sessions should be to develop children's movement skills to prepare them for a life in sport and physical activity.
4. The Level 1 Becoming CAPABLE qualification beginner level offers a range of activities that are suitable for Cub Play participants.
5. Clubs are not permitted to arrange Cub Play fixtures. Children develop at different rates and may not be psychologically, physically and socially ready to enter a competitive environment. A poor experience of Rugby League could put them off sport for life.
6. Coach Qualification - A minimum of a valid RFL UKCC Level 1 is required to coach at this level.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

# SAFE PLAY CODE

This Safe Play Code has been written in order to promote safety and good conduct within the Primary Rugby League versions of the game. It will provide the best possible on-field environment for the development of young Rugby League players, particularly in the areas of actively controlling undesirable actions and behaviour.

## Section 1 - The Tackle Zone

### The Code: Tackles above the armpits

When a ball carrier is advancing in an upright posture, any tackle by the defender in which contact is made above the armpits is deemed to be an infringement.

## Section 2 - Dangerous Tackles

### The Code: Tripping or throwing an opponent

It is an infringement if the tackler trips or uses his or her legs in anyway during a tackle. This applies even if the defender already has a hand on the ball carrier (i.e. the Cumberland throw).

### The Code: Lifting 1

Adopting a crotch hold is not permitted. Placing either the hand or arm in the crotch region at any time is an infringement.

### The Code: Lifting 2

Vertical lifting is an infringement. Should a referee anticipate this is going to happen in a tackle he or she should blow the whistle immediately to prevent it from occurring.

### **The Code: Lifting 3**

The ball carrier cannot be lifted and driven. A tackle in which the ball carrier is lifted and remains off the ground for two or more steps is an infringement. However, this should not be confused with a driving tackle when the ball carrier is knocked off his or her feet.

### **The Code: Shoulder charge**

Defenders are not allowed to shoulder charge the ball carrier in order to effect a tackle. A defender who runs at a ball carrier and makes no attempt to tackle, grab or hold the ball carrier, but merely makes an attempt to effect the tackle by the use of the shoulder shall be deemed to have committed an infringement.

### **The Code: Flopping**

A defender cannot drop or fall on a prone player. If the ball carrier is prone or stationary on the ground it is an infringement to drop, dive or fall on that player. The tackle will be deemed complete by the defender simply putting a hand on the ball carrier.

### **The Code: Slinging**

The use of the ball carrier's arm or jersey to sling a player to the ground is not permitted. Any defender who uses the arm or jersey of the ball carrier to complete a tackle is committing an infringement.

## **Section 2 - Hand-off or Fend**

### **The Code: Dangerous use of the hand**

An attacking player cannot thrust out his or her arm and contact a defender above the shoulder. Any player that hands off or fends above the shoulder will be deemed to have infringed.

## **Section 3 - Scrums**

### **The Code: Forming, pushing and rotating**

No pushing, or rotating of the Primary Rugby League scrum is permitted. All scrums are passive, any team attempting to push or rotate the scrum shall be deemed to have infringed. Referees should instruct the teams at the scrum to crouch, engage and hold.

## **Section 4 - Verbal abuse and foul language**

### **The Code: Unacceptable language**

The use of obscene, threatening, racist, denigrating and abusive language is not permitted. There is a zero tolerance approach to unacceptable language and behaviour based on individual's gender identity, race, age, disability, faith or sexual orientation. Any form of verbal abuse, threatening language or sledging will be deemed an infringement.

# UNDER 6s & UNDER 7s RULES

1. The game is to be called Primary Mini Rugby League and is a modified version of Rugby League and must be played under the Safe Play Code rules.
  2. Every child must play all of the time. There should be no substitutes. (The only time a player should not be on the field of play is if they are injured)
  3. The recommended number of players per team shall be four, with a maximum of five and a minimum of three. To ensure every child plays teams can be flexible, for example two teams of four and one of five.
  4. No player should be allowed to play for more than a total of 30 minutes in any one day. The recommended playing time is three games of 10 minutes.
  5. Size of the playing area is 25m x 12m.
  6. The game will be played with a size three standard Rugby League ball.
  7. Touch is the recommended format for this age group. If both coaches agree then the game can be played as tackle. If both coaches cannot agree on the format then it must revert to touch.
  8. The six play rule applies. This means that every team must complete a full set of six plays including errors or a Try being scored. The coaching ethos behind this rule is to allow players to execute the skills of the game without experiencing any fear of failure and to give every team the opportunity to play a full set of six each time. This rule also allows for each player to get an equal amount of time attacking and defending.
  9. At the beginning of each game and at the start of each attacking set, the game will commence with a Play the ball (PTB) 5m from the attacking teams try line.
  10. After each touch or tackle all defending players must retire four metres prior to the PTB restart. The tackled player should restart the game by a PTB. The defending side cannot move until the ball is passed by the acting halfback and the Games Coach shouts 'GO'.
- The minimum distance the ball is played from the try line is 5m. (i.e. If a tackle is made closer to the opponents try line then move the player back 5m mark to PTB, this is to give the attacking team more space).
11. Grubber kicks only, are allowed on the last touch or tackle. No fly kicking or secondary kicks are permitted.
  12. A try is scored in the normal way by placing or touching the ball down on or over the opponents

try line.

13. No scrums.

14. If the ball goes into touch the restart will take place opposite the entry point, 5m from the side line and 5m from the try line with a PTB.

15. a) When an attacking player is held up in their opponents in goal area, play will be restarted by a PTB restart 5m from the try line in line with where the player was held up, unless it is on the handover tackle where the restart will be a PTB, 5m from the try line, for the side that has just defended.

b) Any player tackled and forced into their own in goal area will result in a PTB re start 5m infield from the try line opposite to where the player was tackled and it is counted as one of the six tackles.

16. No ball stealing

17. Any act of foul play that contravenes the Safe Play Code, will result in the coach stopping the game and explaining the offence to all players. Following this, play will continue.

18. Sin Bin does not apply. However, coaches are encouraged to give players guilty of foul play a timeout where required.

19. Coach Qualification - A minimum of a valid UKCC Rugby League Level 1 is required to be an Assistant Coach at this level. A lead coach must hold a valid licence, which means the coach must have obtained an RFL Level 2 Children's Award or a UKCC Rugby League Level 2 Certificate.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

NB. These rules recognise the custom and practice of some playing leagues to allow coaches on the field of play during games to facilitate the development of inexperienced players.

Coach to develop not to win

**Coach to DEVELOP not to win**

# UNDER 8s RULES

1. The game is to be called Primary Mini Rugby League and is a modified version of Rugby League and must be played under the Safe Play Code rules.
  2. Every child must play all of the time. There should be no substitutes. (The only time a player should not be on the field of play is if they are injured)
  3. The recommended number of players per team shall be five, with a maximum of six and a minimum of three. To ensure every child plays teams can be flexible, for example two teams of four and one of five.
  4. No player should be allowed to play for more than a total of 30 minutes in any one day. The recommended playing time is three games of 10 minutes.
  5. Size of the playing area is 25m x 15m.
  6. The game will be played with a size three standard Rugby League ball.
  7. Touch is the recommended format for this age group. If both coaches agree then the game can be played as tackle. If both coaches cannot agree on the format then it must revert to touch.
  8. The six play rule applies. This means that every team must complete a full set of six plays including errors or a Try being scored. The coaching ethos behind this rule is to allow players to execute the skills of the game without experiencing any fear of failure and to give every team the opportunity to play a full set of six each time. This rule also allows for each player to get an equal amount of time attacking and defending.
  9. At the beginning of each game and at the start of each attacking set, the game will commence with a Play the ball (PTB) 5m from the attacking teams try line.
  10. After each touch or tackle all defending players must retire four metres prior to the PTB restart. The tackled player should restart the game by a PTB. The defending side cannot move until the ball is passed by the acting halfback and the Games Coach shouts 'GO'.
- The minimum distance the ball is played from the try line is 5m. (i.e. If a tackle is made closer to the opponents try line then move the player back 5m mark to PTB, this is to give the attacking team more space).
11. Grubber kicks only, are allowed on the last touch or tackle. No fly kicking or secondary kicks are permitted.
  12. A try is scored in the normal way by placing or touching the ball down on or over the opponents try line.
  13. No scrums.

14. If the ball goes into touch the restart will take place opposite the entry point, 5m from the side line and 5m from the try line with a PTB.

15. a) When an attacking player is held up in their opponents in goal area, play will be restarted by a PTB restart 5m from the try line in line with where the player was held up, unless it is on the handover tackle where the restart will be a PTB, 5m from the try line, for the side that has just defended.

b) Any player tackled and forced into their own in goal area will result in a PTB re start 5m infield from the try line opposite to where the player was tackled and it is counted as one of the six tackles.

16. No ball stealing

17. Any act of foul play that contravenes the Safe Play Code, will result in the coach stopping the game and explaining the offence to all players. Following this, play will continue.

18. Sin Bin does not apply. However, coaches are encouraged to give players guilty of foul play a timeout where required.

19. Coach Qualification - A minimum of a valid UKCC Rugby League Level 1 is required to be an Assistant Coach at this level. A lead coach must hold a valid licence, which means the coach must have obtained an RFL Level 2 Children's Award or a UKCC Rugby League Level 2 Certificate.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

NB. These rules recognise the custom and practice of some playing leagues to allow coaches on the field of play during games to facilitate the development of inexperienced players.

**Coach to DEVELOP not to win**

# UNDER 9s RULES

1. The game is to be called Primary Mini Rugby League and is a modified version of Rugby League and must be played under the Safe Play Code rules.
2. Every child must play all of the time. There should be no substitutes. (The only time a player should not be on the field of play is if they are injured)
3. The recommended number of players per team shall be six, with a maximum of seven and a minimum of three. To ensure every child plays teams can be flexible, for example two teams of six and one of five.
4. No player should be allowed to play for more than a total of 40 minutes in any one day. The recommended playing time is three games of 10 minutes.
5. Size of the playing area is 30m x 18m.
6. The game will be played with a size three standard Rugby League ball.
7. Tackle is the recommended format for this age group.
8. The six play rule applies. This means that every team must complete a full set of six plays including errors or a Try being scored. The coaching ethos behind this rule is to allow players to execute the skills of the game without experiencing any fear of failure and to give every team the opportunity to play a full set of six each time. This rule also allows for each player to get an equal amount of time attacking and defending.

There is some flexibility with this rule. Where experience at U9s, Leagues may wish to permit turning the ball over following one or two errors in any one set. Remembering the ethos of PRL around a progressive approach to player development and fun and inclusion.

9. At the beginning of each game and at the start of each attacking set, the game will commence with a Play the ball (PTB) 5m from the attacking teams try line.
10. After each touch or tackle all defending players must retire four metres prior to the PTB restart. The tackled player should restart the game by a PTB. The defending side cannot move until the ball is passed by the acting halfback and the Games Coach shouts 'GO'.

The minimum distance the ball is played from the try line is 5m. (i.e. If a tackle is made closer to the opponents try line then move the player back 5m mark to PTB, this is to give the attacking team more space).

11. Grubber kicks only, are allowed on the last touch or tackle. No fly kicking or secondary kicks are permitted.
12. A try is scored in the normal way by placing or touching the ball down on or over the opponents try line.

13. No scrums.

14. If the ball goes into touch the restart will take place opposite the entry point, 5m from the side line and 5m from the try line with a PTB.

15. a) When an attacking player is held up in their opponents in goal area, play will be restarted by a PTB restart 5m from the try line in line with where the player was held up, unless it is on the handover tackle where the restart will be a PTB, 5m from the try line, for the side that has just defended.

b) Any player tackled and forced into their own in goal area will result in a PTB re start 5m infield from the try line opposite to where the player was tackled and it is counted as one of the six tackles.

16. No ball stealing

17. Any act of foul play that contravenes the Safe Play Code, will result in the coach stopping the game and explaining the offence to all players. Following this, play will continue.

18. Sin Bin does not apply. However, coaches are encouraged to give players guilty of foul play a timeout where required.

19. Coach Qualification - A minimum of a valid UKCC Rugby League Level 1 is required to be an Assistant Coach at this level. A lead coach must hold a valid licence, which means the coach must have obtained an RFL Level 2 Children's Award or a UKCC Rugby League Level 2 Certificate.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

NB. These rules recognise the custom and practice of some playing leagues to allow coaches on the field of play during games to facilitate the development of inexperienced players.

**Coach to DEVELOP not to win**

# UNDER 10s MOD RULES

1. The game shall be called Primary Rugby League Mod. Primary Rugby League Mod is a Modified version of Rugby League.
2. To be played by all children at Years 5 primary school, which is under the age of ten years at midnight on the 31 August (at the start of each season).
3. The number of players per team is eleven with as many substitutes as is needed but each player must play at least half a whole game. Should one team not have eleven players the game must be played with two teams comprising equal numbers. Coaches are encouraged to pool players in order to maximise participation.
4. The game will be played in two halves. The maximum length of each half to be 20 minutes with a 5 minute half time interval.
5. The pitch dimensions should be 80 metres in length and 50 metres in width maximum, and a minimum of 60 metres in length and 40 metres in width. The goal posts should be padded and situated outside the field of play.
6. Size of the ball: The game will be played with a Mod League Rugby ball or size 4 standard Rugby League ball.
7. The 6 tackle rule applies.
8. The game will commence with a place kick off from the centre line at the beginning of each half by: (a). At the start of the first half the team who loses the toss of a coin for choice of playing ends. (b). At the start of the second half, by their opponents. All starts and restarts, other than at the commencement of each half will be with a play the ball as described in rule nine.
9. All defending players must retire 8 metres at the play the ball except for a single marker who must be square to the play the ball without interfering. The tackled player should restart the game by way of a play the ball. The ball must be played backwards in the correct manner and where the tackle occurred. The ball is in play once the acting half touches the ball (the acting half cannot delay touching the ball).
10. At Primary Rugby League Mod the acting half back can run without penalty, if caught in possession the normal International rules apply.
11.
  - a) Kicking is allowed after a try has been awarded. The kick at goal should be taken no more than 10 metres from each side of the posts. No player is allowed a second kick at goal until every other player in the team has had an attempt.
  - b) Kicking in open play from the hands e.g. punt, chip, grubber is allowed.
  - c) Fly kicking - dribbling is not allowed and will result in a handover to the non-offending team.
12. A try is scored in the normal way by placing or touching the ball down on or over the

opponents' try line.

13. A passive scrum shall be formed by no more than 5 players from each team. The scrum shall be formed no nearer than 10 metres from all touch lines or the try lines after the following situation:
  - If the ball goes out of play in touch (not touch in goal) the scrum to form 10 metres in from touch opposite where the ball last made contact with the field of play or a player (but no nearer than 10 metres to the goal line)
  - The team not responsible for the first or only infringement or making the ball go out of play will have the head and feed
  - The ball must enter the tunnel of the scrum and both scrum halves must retire behind their forwards' rear feet
  - The scrum half must feed the ball in the correct manner, it is then struck (won) by the hooker of the feeding team, to enable the ball to leave the scrum through a legitimate route and according to the rules of the game
  - The scrum shall be formed. No pushing is allowed and the team without the feed of the ball cannot strike for the ball.
14. All other infringements (knock on, forward passes, off side etc.) will result in a hand over to the non-offending team and they will resume play using a play the ball restart which will not count as part of the six tackle count.
15. a) When an attacking player is held up in their opponents in goal area, play will be restarted by a 10m play the ball to the attacking side, unless it is on the handover tackle where the restart will be a play the ball on the 10m line for the side that has just defended. (b). Any player tackled and forced into their in goal area will result in a 10m scrum restart head and feed to the non-offending team. (c) .If the defending side receive the handover within their own 10 metre area, then the restart should advance to the centre of the 10 metre line and resume with a play the ball.
16. No ball stealing
17. Any act of foul play will result in an 8 metre advance up the field of play to the non-offending side. The game will recommence with a play-the-ball restart 10m infield from the nearest touchline.
18. Sin Bin does not apply. However coaches are encouraged to temporarily substitute players guilty of foul play.
19. Coaches must remain in the technical area (a marked out 10m x 5m square situated adjacent to the half way line) during play. They are not allowed onto the field of play. A maximum of four officials plus substitutes are allowed in the technical area.
20. Any rule not covered will be as per international rules.

21. Coach Qualification - A minimum of a valid UKCC Rugby League Level 1 is required to be an Assistant Coach at this level. A lead coach must hold a valid licence, which means the coach must have obtained an RFL Level 2 Children's Award or a UKCC Rugby League Level 2 Certificate.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

**Coach to DEVELOP not to win.**

# UNDER 11s MOD TRANSITION RULES

1. The game shall be called Primary Rugby League Mod Transition, and is a modified version of Rugby League.
2. To be played by all children at Years 6 primary school which is under the age of 11 years at midnight on the 31 August (at the start of each season).
3. The maximum number of players per team is 13 with as many substitutes as is needed, but each player must play at least half a whole game. equal numbers on each side. There is no limit on the number of substitutes or substitutions, but each player must play at least half a whole game. Should one team not have 13 players the game must be played with two teams comprising equal numbers. Coaches are encouraged to pool players in order to maximise participation.
4. The game will be played in two halves. The maximum length of each half to be 20 minutes with a five minute half time interval.
5. The game should be played on a pitch of full dimensions. (Where the number of players in either one team or both teams falls to the minimum number of eleven it is recommended that the mod field dimensions are used). This being the case, the goal posts should be padded and situated outside the field of play.
6. Size of the ball: The game will be played with a Primary Rugby League Mod ball or size four standard Rugby League ball.
7. The six tackle rule applies.
8. The game will commence with a place kick off from the centre line at the beginning of each half by:
  - a) At the start of the first half the team who loses the toss of a coin for choice of playing ends.
  - b) At the start of the second half, by their opponents. All starts and restarts, other than at the commencement of each half will be with a play the ball as described in Rule 9.
9. The ball must be played backwards with the foot. The team in possession must retire behind the acting half-back. One active marker to be present at the ruck restarts. The ball is in play once it is played backwards (there can be no delay in playing the ball backwards once the player has placed the ball on the ground).
10. Dummy half can run - without forfeiting possession if tackled.
11. Kicking in general play is allowed (no drop goals).

- Goal kicks only to be taken after a try as been scored
  - Teams may nominate a kicker.
12. A try is scored in the normal way by placing or touching the ball down on or over the opponents try line.
  13. A passive scrum shall be formed with a maximum of six players or a minimum five players from each team. The scrum shall be formed no nearer than 10 metres from all touch lines or the try lines after the following situation:
    - If the ball goes out of play in touch (not touch in goal) the scrum to form 10 metres in from touch opposite where the ball last made contact with the field of play or a player (but no nearer than 10 metres to the goal line).
    - The team not responsible for the first or only infringement or making the ball go out of play will have the head and feed.
    - The ball must enter the tunnel of the scrum and both scrum halves must retire behind their forwards' rear feet.
    - The scrum half must feed the ball in the correct manner, it is then struck (won) by the hooker of the feeding team, to enable the ball to leave the scrum through a legitimate route and according to the rules of the game.
    - The scrum shall be formed. No pushing is allowed and the team without the feed of the ball cannot strike for the ball.
  14. All other infringements (knock on, forward passes, off side etc.) will result in a hand over to the non-offending team and they will resume play using a play the ball restart which will not count as part of the six tackle count.
  15.
    - a) When an attacking player is held up in their opponents in -goal area, play will be restarted by a 10 metre play the ball to the attacking side, unless it is on the handover tackle where the restart will be a play the ball on the 10 metre line for the side that has just defended.
    - b) Any player tackled and forced into their in goal area will result in a 10 m scrum restart head and feed to the non-offending team.
    - c) If the defending side receive the handover within their own 10 metre area, then the restart should advance to the centre of the 10 metre line and resume with a play the ball.
  16. No ball stealing
  17. Any act of foul play will result in a 10m advance up the field of play to the non-offending side. The game will recommence with a play-the-ball restart 10m infield from the nearest touchline.
  18. Sin Bin does not apply. However coaches are encouraged to temporarily substitute players

guilty of foul play.

19. Coaches must remain in the technical area (a marked out 10m x 5m square situated adjacent to the half way line) during play. They are not allowed onto the field of play. A maximum of four officials plus substitutes are allowed in the technical area.
20. Any rule not covered will be as per international rules.
21. Coach Qualification - A minimum of a valid UKCC Rugby League Level 1 is required to be an Assistant Coach at this level. A lead coach must hold a valid licence, which means the coach must have obtained an RFL Level 2 Children's Award or a UKCC Rugby League Level 2 Certificate.

Coaches must hold a RFL enhanced DBS and hold the Safeguarding and Protecting Children Certificate.

**Coach to DEVELOP not to win**

# OTHER MODIFIED VERSIONS

## Tag Rugby League playing guidelines

1. Tag Rugby League is a small sided non-contact version of Rugby League.
2. The game is suitable for children in the primary sector.
3. The maximum number of players per team shall be seven. However, the game can be played by any number beginning at 4 v 4 and culminating in the prescribed maximum (7 v 7). Any use of additional players (substitutes/replacements) should be encouraged with all involved children playing at least a minimum of half a game.
4. The pitch dimensions should begin (4 v 4) as a grid area of 20m x 12m and be adjusted accordingly to accommodate players up to a maximum of 7 v 7 or 25m x 18m.

These dimensions are only approximations. Consideration must be given to the children having adequate space to play in an enjoyable manner with further consideration also being given to any safety aspects.

5. The duration of each game is a consideration for the coach in charge with 2 x 15 minute halves being the norm for 7 v 7.
6. The game should be played with a size three standard Rugby League ball for players up to the age of 9 years. Thereafter a size four should be used.
7. When playing Tag Rugby League all players must wear a 'tag belt' that has two ribbons (tags) attached to Velcro. The belt must be worn around the waist with all loose clothing tucked in. The tags are positioned on either side of the hips with teams being distinguished by the colour of tags they wear.
8. The team in possession has the ball for a total of six tags, regardless of errors.
9. A try is scored in the normal way by placing or touching the ball down on or over your opponents' try line. NB Players will not be allowed to dive over the try line in the act of scoring a try.
10. Only the player in possession of the ball can be tagged. A tag is simply the removal by a defender of one of the two ribbons from the ball carrier. The ball carrier cannot fend off or guard/shield the tags in any way. When a defender has removed the tag, he/she stands still at the point at which the tag was removed, holds the tag above their head and shouts 'tag' for all to hear. The attacker returns to where the defender is holding the tag and restarts the game by 'playing' the ball backwards in the correct manner. Immediately following the play-the-ball, the defender must present the 'tag' back to the tackled player. Neither the defender nor the 'tagged' player can take any further part in the game without both 'tags' properly in

place on their belts. If the acting half back is 'tagged' in possession of the ball it will result in a handover of possession to the opposition and a play-the-ball restart.

11. The person controlling the game will implement a five metre rule in defence but will also have discretion to adjust the distance should player safety become an issue.
12. There will be no kicks allowed including conversion attempts.
13. The game will commence with a play-the-ball, centre field at the beginning of each half by:
  - a) At the start of the first half by the team who loses the toss of a coin for choice of playing ends.
  - b) At the start of the second half, by their opponents.
14. After a try has been scored the non-scoring team will restart with a play-the-ball, centre field, five metres from their own try line. All starts and restarts will be with a play-the-ball, whatever the situation.

### **Two Handed Touch Rugby League**

1. Two handed touch is a modified version of Rugby League.
2. The game is suitable for children in the primary sector.
3. It is a small sided non-impact version of Rugby League.
4. The maximum number of players per team shall be seven. However the game can be played by any number beginning at 4 v 4 and culmination in the prescribed maximum.
5. Any use of additional players (substitutes/replacements) should be encouraged with all involved children playing at least a minimum of half a game.
6. The pitch dimensions should begin (4 v 4) as a grid area of 20m x 12m and be adjusted accordingly to accommodate players up to a maximum of 7v7 or 25m x 18m.
7. These dimensions are only approximations. Consideration must be given to the children having adequate space to play in an enjoyable manner with further consideration also being given to any safety aspects.
8. The duration of each game is a consideration for the coach in charge with 2 x 15 minute halves being the norm for 7 v 7.
9. The size of the ball. The game should be played with a size three standard Rugby League ball for players up to the age of nine years. Thereafter a size four should be used.
10. The team in possession has the ball for a total of six two-handed touches.
11. A try is scored in the normal way by placing or touching the ball down on or over your opponents' try line.

12. After each two handed touch all defenders must retire five metres prior to the play-the-ball restart. The attacking player should restart the game by way of a play the ball. The ball must be played backwards in the correct manner and where the two-handed pass occurred. The defending side cannot move until the ball has been played and is in the hands of the acting half back.
13. If the acting half back is caught in possession it will result in a turnover of possession to the opposition.
14. The person controlling the game will implement a five metre rule in defence but will also have discretion to adjust the distance should player safety become an issue.
15. No ball stealing.
16. All infringements will result in a handover to the non-offending team at the place the infringement occurred and play restarted with a play-the- ball.
17. There will be no kicks allowed including conversion attempts.
18. The game will commence with a play-the-ball, centre field at the beginning of each half by:
  - a) At the start of the first half by the team who loses the toss of a coin for choice of playing ends.
  - b) At the start of the second half, by their opponents.
19. After a try has been scored the non-scoring team will restart with a play the ball on the half way line, five metres from their own try line.
20. All starts and restarts will be with a play-the-ball, whatever the situation.

# ROLES



# COACHES' ROLE

The Aim for coaches of Primary Rugby League should be to offer children appropriate development activities in a FUN and ENJOYABLE environment and in many cases this means putting children's needs before adults motivations.

## TIPS FOR COACHES

Adopting a philosophy that encourages participation, fun and enjoyment over winning is more likely to keep children playing our sport.

An inclusive approach should be adopted when organising games so that all players regardless of maturity, get fun and enjoyment out of playing Rugby League and continue to play the sport.

Children should never be singled out on the basis of their current or potential ability.

Remember, children develop at different rates and it's impossible to predict who will be a star performer in the future.

Children should be encouraged to work things out for themselves as they are more likely to remember the skills they have learned.

Children play Rugby for the enjoyment of playing the sport and the friendships it creates and should not witness or be exposed to parental behaviour which ruins their experience.

# COACHES' COURSES

It is important that coaches working with Primary Rugby League children have an understanding of a range of age- and stage-appropriate activities. Physical literacy is the foundation for lifelong activity and forms a significant part of Primary age coaching sessions. **Physical literacy can be described as the motivation, confidence, competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity.** By enabling children to be physically literate, we can support their development as competent, confident and healthy movers.

Coaches wanting to be involved with Rugby League for primary aged children need to be qualified. Coaches providing children with age appropriate activities would need to study their UKCC Level 1 Coaching Certificate in Rugby League and upon gaining this qualification the coach would be able

to ASSIST the delivery of activity under the supervision of a Level 2 qualified coach. To lead a team and be able to coach independently at primary rugby league age (Age range 7-11) coaches must have either the Primary Rugby League Coach (Level 2 Award) or the UKCC Level 2 Certificate in Coaching Rugby League. The Rugby Football League Coaching department is here to help all clubs and coaches to access coaching courses, content and other opportunities.

### **Level 1 Coaching Certificate in Rugby League**

#### **Who is it for/ Course Pre-requisites:**

The Level 1 Certificate in Coaching Rugby League (L1ACRL) is designed for people (over 16 years of age) who are looking for an introduction to working with groups of children, junior Rugby League teams, or for parents of children in junior Rugby League teams who want to get more involved. The course is suitable for parents, volunteers and those with limited experience of the game and coaching. It is recommended that if you are going to coach children you attend this course. You do not have to have Rugby League experience and this course is suitable for parents, players, or students in further or higher education studying a sports-related qualification. This vocational qualification is seen as the first rung on the coaching ladder. Level 1 coaches will require a DBS.

#### **Why should I study?**

- To help both children and young players develop their Rugby League skills correctly and safely.
- To introduce good coaching practices
- To provide an introduction to coaching Rugby League
- To develop your core skills of the game.

### **Primary Rugby League Coach (Level 2 Award)**

#### **Who is it for/ Course Pre-requisites:**

The Primary Rugby League Coach (Level 2 Award) is the minimum NGB award for coaches wishing to be licensed to operate in the modified forms of the game (age range 7-11), or coaches who have worked as a level 1 coach who now wish to progress. The course is suitable for those with some experience of Rugby League and the requirements of coaching. The course develops some of the principles of coaching outlined in the Level 1 Coaching Award and focuses on the competency to supervise activity.

#### **Why should I study the Primary RL Coach (Level 2 Award)?**

It forms part of a structured and progressive programme of sports coaching and other related qualifications, offering you access and involvement in introducing others to the sport of Rugby League. It allows you to lead the team, to coach independently and supervise activity at primary rugby league age (Age range 7-11).

#### **What do I need to do to pass the course?**

- Complete the online learning
- Submit 2 completed session plans
- Successfully complete a practical coaching assessment which will involve delivery and review of one of your planned coaching sessions.

Once completed, you may become a Level 2 licensed coach (for players aged 7-11) subject to completing a Safeguarding and Protecting Children course, completing the Coaches' Code of Conduct and holding a current DBS.

## PARENTS' ROLE

A Parent's' role is to be a role model and enhance children's involvement in Primary Rugby League through encouragement and support.

Sport is pivotal for their children's physical development because participation in sport and physical activity is fundamental to the health and development of children.

### RESULTS OR PROGRESS?

Parents, knowingly or unknowingly, create a motivational climate for their child by placing emphasis on either results or personal progress.

Winning and results are inevitably a feature of sport but research demonstrates that a focus on personal progression is more effective.

Psychologists have found that generally children whose parents place a greater emphasis on winning often develop low self-esteem, anxiety and the tendency to drop out of sport.

Children whose parents encourage them to focus on their own progression show greater well-being and self-determination.

The most liberating words parents can speak to their children are quite simple.

Based on psychological research, the three healthiest statements mums and dads can make as they perform are:

Before the competition	After the competition
Have Fun	Did you have fun?
Play Hard	I'm proud of you
I love you	I love you

**Six simple words... "I Love to watch you play"**

# SPECTATORS' ROLE

Spectators play a pivotal role in ensuring that a Primary Rugby League festival is a fun and enjoyable experience for children.

Parents, coaches, games coaches and helpers do a marvellous job for the benefit of the children and this must not be forgotten when supporting your team from the touchline.

Abuse of players, other spectators, games coaches and coaches will, quite simply, not be tolerated and everyone should work together to stamp out bad behaviour

Bad behaviour by spectators spoils what should be an enjoyable atmosphere, sets an awful example to children and ultimately puts people off the game.

Spectators should be reminded at festivals that children are not adults and the game they witness the children play will not be like what they watch on TV.

The product will be different and so are the outcomes. It is vitally important that adults conduct themselves sensibly and in line with the Primary Rugby League ethos.

**Spectators are encouraged to CHEER;**

**Care** for children and their needs by supporting and not criticising.

**Help** player motivations by supporting good individual and team performances for both sides.

**Enjoy** the game and praise development not the final score.

**Encourage** every player irrespective of their ability and whichever team they play on.

**Respect** the decision of the games coach.

## PLEASE REMEMBER

The Players are **CHILDREN**

The Coaches are **VOLUNTEERS**

The Games Coach deserves **RESPECT**

This is Primary Rugby League not **SUPER LEAGUE**

We are here so that children can have **FUN & ENJOYMENT**

# GAMES COACH ROLE

Games Coach is the Primary Rugby League term for a referee.

The role of the Games Coach is to support the children through the games.

This role is crucial to providing children with positive experiences of sport and also ensure all children have the same opportunity to run with the ball.

## Five Simple Instructions are;

1. **Held** - To signal the tackle is complete
2. **Come To Me** - Encourage defending team to retreat to Games Coach
3. **Wait** - To Indicate to the defence not to move
4. **Play The Ball** - Prompt attacking team to restart play
5. **Go** - Indicate to the defence to move from the defensive line

## Top Tips

1. Ensure all children get equal opportunity during the games.
2. Encourage effort, not just performance.
3. Encourage the players to solve problems themselves
4. Offer praise when they move well, make a good pass etc.
5. If players struggle, it's OK to suggest they look for space, or who they can pass to.
6. Make sure you support and encourage both teams equally.
7. Do not tolerate any bad or inappropriate language from the players.
8. Encourage the players to support and encourage each other with positive language

## Top Tips for Language

1. Keep language positive. Remember children are sensitive and throw away comments can easily put them off sport.
2. Keep instructions short and simple and avoid jargon.
3. Don't be afraid of silence. Telling children what to do all the time removes the decision making process and can demotivate children.
4. Using questions is better than making statements. Some examples are below;
  - How can you work together to stop them scoring?
  - How can you work together to score more try's?
  - How can you involve all the players to create space?

Remember, it is about developing them as people as well as young players.

## Hydration

During exercise players mainly lose fluid through sweating and in the air that they breathe out. If they don't keep their fluid levels topped up, they will quickly become dehydrated, which can affect their health and ability to continue exercising. Ensure that you encourage players to drink plenty of water before, during and after games, especially on warm days.

# FESTIVAL GAME DAY



Primary Rugby League festivals provide all children with the opportunity to take part in developmentally appropriate games in a safe and secure environment.

Festival is the Primary Rugby League term for game day and is synonymous with fun, enjoyment and development. The term festival encourages a family atmosphere and sets the tone for children to have fun and parents and coaches to watch for and encourage development over a win at all costs mentality.

Festivals will more than likely have more than one game running at the same time to fit into the small sided Primary Rugby League format. To run a festival there are some considerations and planning required to ensure it runs smoothly.

# FESTIVAL ORGANISATION

**Primary Rugby League festivals are run in four stages;**  
**A/ Pre Planning Stage B/ Set up C/ Delivery D/ Take down**

Game Day Festival organisation when played against one club should be started one week before the fixture. A larger festival involving multiple clubs will require more time to organise and requires earlier planning and organisation.

## A. Pre Planning Stage - Guidelines Checklist

**Festival Date** \_\_\_\_\_

ONE WEEK BEFORE		TICK
Away Team/s Contact to discuss and provide the relevant festival organisation details	Address, Parking, Postcode, Facilities Available, Kick Off Time.	
	Number of Games Coaches they can provide.	
	Discuss playing numbers in each club.	
	Discuss and agree rules i.e. touch/tackle format.	
Parents	Contact Parents with all details of the festival.	
Volunteers	Contact volunteers and designate roles such as - Pitch Set up, Games Coach, Refreshments, Open/Close Facility.	
Games Coach	Work out the number of Games Coaches required.	

Pitches	Confirm a Touchline Manager for the pitches.	
	Check and agree pitch space with clubs fixtures secretary.	
	Work out the number of pitches required.	
Equipment	A) Cones, B) Balls, and C) Bibs Ensure they are available.	
	First Aid is available and up to date	
	Playing kit has been washed and dried.	
Fixtures	Complete fixture rotations where necessary.	
Confirmation	Final email sent to all involved parties confirming details	
Promotion	A) Schools B) Local paper C) Local pro club - Press Release.	
Social Media	Use social media to promote the festival (include @PrimaryRL for a retweet)	

<b>ONE DAY BEFORE</b>		<b>TICK</b>
Away Team/s	Contact to confirm attendance & other agreed details	
Pitch	Check pitch is still available and that all the equipment is available	
Weather	Check weather conditions & pitch to ensure festival can take place.	
Social Media	Use social media to promote the festival (include @PrimaryRL for a retweet)	
<b>ONE HOUR BEFORE</b>		<b>TICK</b>
Pitch	Check the pitch is clear of any foreign objects.	
	Start setting up the pitches and rope off a spectator area.	
Players	Check all the players' cards.	
	Confirm the number of players and complete final fixture list.	
Games Coach	Confirm GC from both teams and allocate to the relevant pitch.	

Central Point/ Safe Zone	A club member to meet and greet arriving coaches, parents, and players. (Maybe have a reference point at a central location)	
	A tent with First Aid trained Person available along with a phone & first aid kit.	

### B. Set Up - Guidelines Checklist

PLAYING AREA		TICK
Warm Up Area	Warm up activities are set up.	
Pitch	Enough pitches set up for all the teams.	
Spectator Area	A designated spectator area is clearly marked out.	
Timekeeper	A timekeeper is allocated and positioned centrally.	
Festival Brief	A festival brief is delivered to all the coaches on their pitch, explaining the timings, start positions, fixtures, and rotations.	

### C. Delivery - Guidelines Checklist

DURING THE FESTIVAL		TICK
Teams	Allocated to the relevant pitch. (Children to keep water bottle with them).	
Warm Up	Warm up activities delivered – Prepare Children for exercise.	
Warm Up	Warm up activities taken down – Clear area for safety	
Games Start	Indicated by the timekeeper. One Horn/Whistle starts all games	
Rotations	Managed as per festival fixture list.	
Half Time Entertainment	Have entertainment half way through festival to spread it out like skills, stalls or activities to keep children entertained.	

#### D. Take Down - Guidelines Checklist

AFTER THE FESTIVAL		TICK
Pitch	Children and volunteers collect cones.	
Players	Coaches bring kids to a central area.	
	Ask children what they enjoyed and congratulate the children.	
	Line up and go through the tunnel / High 5 parents.	
Evaluation	In Club house talk with all volunteers and other coaches to share best practice of the festival for future learning and understanding.	

**'PLEASE SHARE GOOD PRACTICE AND IDEAS AMONGST EVERY FESTIVAL SO CHILDREN HAVE A PRIMARY RUGBY LEAGUE EXPERIENCE OF FUN, ENJOYMENT & DEVELOPMENT'**

## PLAYERS AND TEAMS

Total Player No.s	Team No.s	Total Teams	No. of Pitches Needed	No. of Coaches required	GAME ROTATIONS (G = Game) (P = Pitch)		PLAYING TIME
6	2 teams of 3	2	1	1		G1	15 minute half (Break) 15 minute half
					P1	A v B	
7	1 team of 3 1 team of 4	2	1	1		G1	
					P1	A v B	
8	2 team of 4	2	1	1		G1	
					P1	A v B	
9	1 team of 4 1 team of 5	2	1	1		G1	
					P1	A v B	
10	2 teams of 5	2	1	1		G1	
					P1	A v B	

Total Player No.s	Team No.s	Total Teams	No. of Pitches Needed	No. of Coaches required	GAME ROTATIONS (G = Game) (P = Pitch)			PLAYING TIME	
					G1	G2	G3		
11	1 team of 3 2 teams of 4	3	1	1	P1	A	A	B	10 minutes games.  (Repeat rotations twice)  Each team plays 40 minutes.
						v	v	v	
						B	C	C	
						C	B	A	
Teams on a break									
12	3 teams of 4	3	1	1	P1	A	A	B	
						v	v	v	
						B	C	C	
						C	B	A	
Teams on a break									
13	2 teams of 4 1 team of 5	3	1	1	P1	A	A	B	
						v	v	v	
						B	C	C	
						C	B	A	
Teams on a break									
14	1 team of 4 2 teams of 5	3	1	1	P1	A	A	B	
						v	v	v	
						B	C	C	
						C	B	A	
Teams on a break									
15	3 teams of 5	3	1	1	P1	A	A	B	
						v	v	v	
						B	C	C	
						C	B	A	
Teams on a break									

Total Player No.s	Team No.s	Total Teams	No. of Pitches Needed	No. of Coaches required	GAME ROTATIONS (G = Game) (P = Pitch)			PLAYING TIME	
					G1	G2	G3		
16	4 teams of 4	4	2	2		G1	G2	G3	10 minutes games. (Repeat rotations twice) Each team plays 40 minutes.
					P1	A v B	A v C	B v C	
					P2	C v D	B v D	B v C	
17	3 teams of 4 1 team of 5	4	2	2		G1	G2	G3	
					P1	A v B	A v C	B v C	
					P2	C v D	B v D	B v C	
18	2 teams of 4 2 teams of 5	4	2	2		G1	G2	G3	
					P1	A v B	A v C	B v C	
					P2	C v D	B v D	B v C	
19	1 team of 4 3 teams of 5	4	2	2		G1	G2	G3	
					P1	A v B	A v C	B v C	
					P2	C v D	B v D	B v C	
20	4 teams of 5	4	2	2		G1	G2	G3	
					P1	A v B	A v C	B v C	
					P2	C v D	B v D	B v C	

Total Player No.s	Team No.s	Total Teams	No. of Pitches Needed	No. of Coaches required	GAME ROTATIONS (G = Game) (P = Pitch)					PLAYING TIME			
21	4 teams of 4 1 team of 5	5	2	2	G1	G2	G3	G4	G5	4 X 10 minute games.  Have a Half Time break where appropriate.  Each team plays 40 minutes overall.			
					P1	A v B	A v E	A v D	A v C		B v D		
					P2	C v D	B v C	B v E	D v E		C v E		
						E	D	C	B		A		
Teams on a break					G1	G2	G3	G4	G5		4 X 10 minute games.  Have a Half Time break where appropriate.  Each team plays 40 minutes overall.		
22	3 teams of 4 2 teams of 5	5	2	2	P1	A v B	A v E	A v D	A v C			B v D	
					P2	C v D	B v C	B v E	D v E			C v E	
						E	D	C	B			A	
Teams on a break					G1	G2	G3	G4	G5			4 X 10 minute games.  Have a Half Time break where appropriate.  Each team plays 40 minutes overall.	
23	2 teams of 4 3 teams of 5	5	2	2	P1	A v B	A v E	A v D	A v C				B v D
					P2	C v D	B v C	B v E	D v E				C v E
						E	D	C	B				A
					Teams on a break								G1
24	3 teams of 4 2 teams of 5	5	2	2	P1	A v B	A v D	A v E	A v F				
					P2	C v D	C v F	C v B	C v E				
					P3	E v F	E v B	D v F	D v B				
					Teams on a break					G1			G2
25	5 Teams of 5	5	2	2	P1	A v B	A v E	A v D	A v C	B v D			
					P2	C v D	B v C	B v E	D v E	C v E			
						E	D	C	B	A			
					Teams on a break					G1	G2		G3

Total Player No.s	Team No.s	Total Teams	No. of Pitches Needed	No. of Coaches required	GAME ROTATIONS (G = Game) (P = Pitch)				PLAYING TIME	
					G1	G2	G3	G4		
26	4 teams of 4 2 teams of 5	6	3	3		G1	G2	G3	G4	4 X 10 minute games.  Have a Half Time break where appropriate.  Each team plays 40 minutes overall.
					P1	A v B	A v D	A v E	A v F	
					P2	C v D	C v F	C v B	C v E	
					P3	E v F	E v B	D v F	D v B	
27	3 teams of 4 3 teams of 5	6	3	3		G1	G2	G3	G4	
					P1	A v B	A v D	A v E	A v F	
					P2	C v D	C v F	C v B	C v E	
					P3	E v F	E v B	D v F	D v B	
28	2 teams of 4 4 teams of 5	6	3	3		G1	G2	G3	G4	
					P1	A v B	A v D	A v E	A v F	
					P2	C v D	C v F	C v B	C v E	
					P3	E v F	E v B	D v F	D v B	
29	1 team of 4 5 teams of 5	6	3	3		G1	G2	G3	G4	
					P1	A v B	A v D	A v E	A v F	
					P2	C v D	C v F	C v B	C v E	
					P3	E v F	E v B	D v F	D v B	
30	6 teams of 5	6	3	3		G1	G2	G3	G4	
					P1	A v B	A v D	A v E	A v F	
					P2	C v D	C v F	C v B	C v E	
					P3	E v F	E v B	D v F	D v B	

### **TOTAL PLAYER NUMBERS**

This section details the total playing numbers for the festival when you add ALL the teams playing numbers together.

i.e. Team A has 11 and Team B has 17 which = 28 Total Player Numbers.

### **TEAM NUMBERS**

This section is an example of how you split the 'total playing numbers' into teams. It may require you to make up a team using players from different clubs.

i.e. 28 player numbers can split into 2 teams of 4 and 4 teams of 5.

### **TOTAL NUMBER OF TEAMS**

This section details the total number of teams which are devised from the overall playing numbers, in line with the U7s format.

i.e. 2 teams of 4 and 4 teams of 5 = 6 Teams

### **TOTAL PITCHES NEEDED**

This section details how many pitches you need to accommodate the total number of teams. i.e. 6 teams will require 3 pitches.

### **GAMES COACHES REQUIRED**

This section details how many Games Coaches you will need so that all the games take place at the same time. i.e. 3 pitches will require 3 Games Coaches.

### **GAME ROTATIONS**

This section is an example of how to rotate the teams on the day. Game rotations can be devised to suit the requirements of the festival.

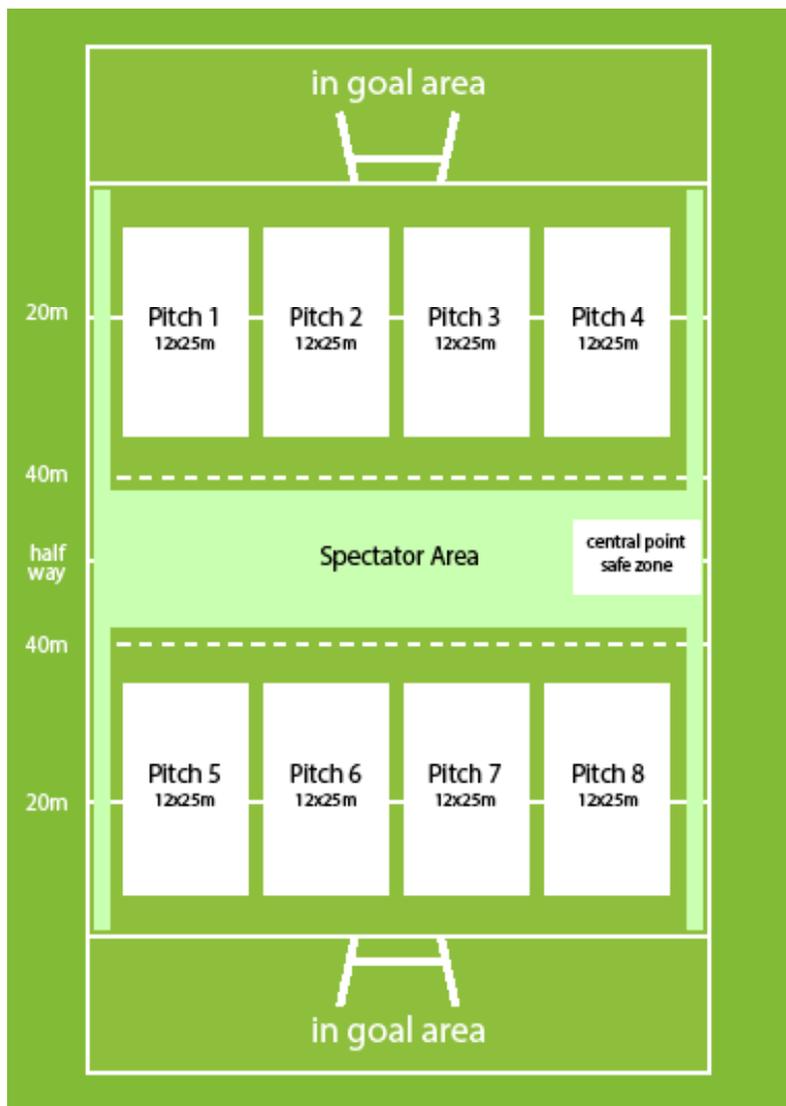
### **PLAYING TIME**

This section is an example of how to manage playing times. 10 minute games are recommended but shouldn't exceed the playing times outlined in the rules section of this handbook.

Player Numbers	Team Numbers	Total Teams	Pitches & Coaches Needed
31	4 teams of 4 3 teams of 5	7	3
32	8 teams of 4	8	4
33	7 teams of 4 1 team of 5	8	4
34	6 teams of 4 2 teams of 5	8	4
35	5 teams of 4 3 teams of 5	8	3
36	4 teams of 4 4 teams of 5	8	4
37	3 teams of 4 5 team of 5	8	4
38	2 teams of 4 6 teams of 5	8	4
39	1 teams of 4 7 teams of 5	8	4
40	8 teams of 5	8	4
41	9 teams of 4 1 team of 5	10	5
42	8 teams of 4 2 teams of 5	10	5
43	7 teams of 4 3 teams of 5	10	5
44	6 teams of 4 4 teams of 5	10	5
45	5 teams of 4 5 teams of 5	10	5
46	4 teams of 4 6 teams of 5	10	5
47	3 teams of 4 7 teams of 5	10	5
48	2 teams of 4 8 teams of 5	10	5
49	1 teams of 4 9 team of 5	10	5
50	10 teams of 5	10	5
51	9 teams of 4 3 teams of 5	12	6
52	8 teams of 4 4 teams of 5	12	6
53	7 teams of 4 5 teams of 5	12	6
54	6 teams of 4 6 teams of 5	12	6
55	5 teams of 4 7 teams of 5	12	6

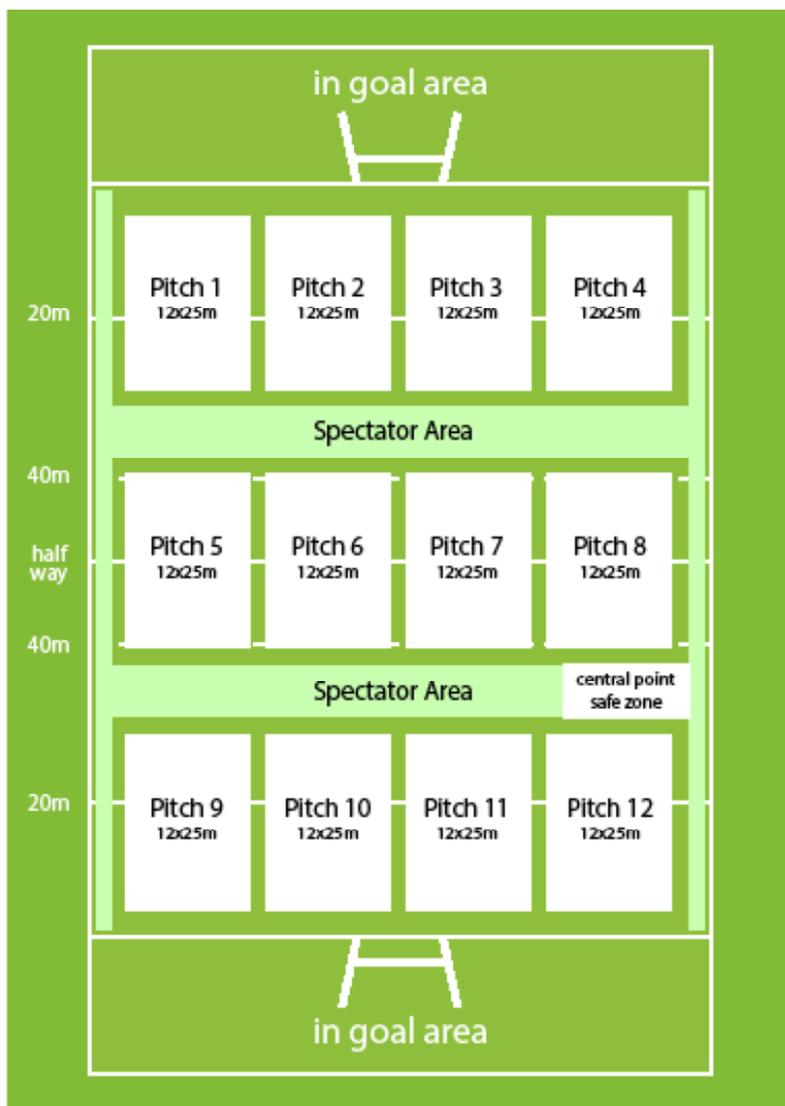
Player Numbers	Team Numbers	Total Teams	Pitches & Coaches Needed
56	4 teams of 4 8 teams of 5	12	6
57	3 teams of 4 9 teams of 5	12	6
58	2 teams of 4 10 teams of 5	12	6
59	1 teams of 4 11 team of 5	12	6
60	12 teams of 5	12	6
61	9 teams of 4 5 teams of 5	14	7
62	8 teams of 4 6 teams of 5	14	7
63	7 teams of 4 7 teams of 5	14	7
64	6 teams of 4 8 teams of 5	14	7
65	5 teams of 4 9 teams of 5	14	7
66	4 teams of 4 10 teams of 5	14	7
67	3 teams of 4 11 teams of 5	14	7
68	2 teams of 4 12 teams of 5	14	7
69	1 teams of 4 13 team of 5	14	7
70	14 teams of 5	14	7
71	9 teams of 4 7 teams of 5	16	8
72	8 teams of 4 8 teams of 5	16	8
73	7 teams of 4 9 teams of 5	16	8
74	6 teams of 4 10 teams of 5	16	8
75	5 teams of 4 11 teams of 5	16	8
76	4 teams of 4 12 teams of 5	16	8
77	3 teams of 4 13 teams of 5	16	8
78	2 teams of 4 14 teams of 5	16	8
79	1 teams of 4 15 team of 5	16	8
80	16 team of 5	16	8

# UNDER 6S & UNDER 7S 8 PITCH LAYOUT



An 8 Pitch Layout can accommodate 80 players

# UNDER 6S & UNDER 7S 12 PITCH LAYOUT



A 12 Pitch Layout can accommodate 120 players

# SAFEGUARDING



# CODE OF CONDUCT

Everyone in Rugby League has a responsibility to promote high standards of behaviour in the game. Rugby League prides itself on being a family game, which prioritises creating a safe, inclusive and respectful environment for all to enjoy and achieve their full potential.

## **Unacceptable behaviour we want to end includes:**

- Abuse of match officials
- Racism
- Sexism and homophobia
- Poor touchline behaviour of over competitive parents, spectators and coaches.

## **The positive behaviour we want to encourage, centres on the benefits the player gets from the game:**

- Self-esteem
- Fun and enjoyment
- Friendships
- Health and fitness.

A coach is an important role model and has the biggest single impact on a player's experience of the game. This Code of Conduct provides a framework and an opportunity for you to ensure all players have a positive and enjoyable playing experience.

## **On and off the field I will:**

- Show respect to others involved in the game including match officials, players, coaches, managers, parents, RFL staff and spectators
- Adhere to the playing laws, operational rules and spirit of the game
- Promote and adhere to RESPECT and Tackle it!
- Demonstrate high standards of coaching and personal behaviour
- Always respect the match officials decision
- Never engage in public criticism of the match officials
- Never engage in, or tolerate, offensive, insulting or abusive language or behaviour
- Adhere to Safeguarding and Protecting Children and Vulnerable Groups guidelines.

## **When working with players I will:**

- Place the physical and mental well-being, safety and enjoyment of each player above everything, including winning ensuring every player has an equal opportunity to take part in training and matches, within the rules of the playing competition
- Explain exactly what I expect of players and what they can expect from me

- Ensure all parents/carers of all players under the age of 18 understand these expectations
- Never engage in or tolerate any form of bullying
- Develop mutual trust and respect with every player to build their self-esteem
- Respect and value the diversity of players and endeavour to meet their individual needs
- Encourage each player to accept responsibility for their own behaviour and performance
- Ensure all activities and practices that I organise are appropriate for the players' ability, age and maturity to make the experience of players as enjoyable as possible
- Co-operate with others in Rugby League (e.g. officials, RFL staff, club staff,) to ensure the best interests of the players are met.

**I understand that if I do not follow the Code, any/all of the following actions may be taken by my Club, League or the RFL:**

- Required to apologise
- Required to meet with club, league or RFL staff
- Monitored by another coach
- Required to attend an RFL education course (s)
- Suspended by the club from attending matches/training sessions
- Suspended or fined by the League
- Required to leave the club
- Removal of coach licence to practise by the RFL including the removal of insurance cover
- Any memberships or benefits may be withdrawn.

I have read, understood and agree to abide by the terms of the RFL Coach Code of Conduct and that this forms part of the RFL Coach Licence scheme. I understand that failure to adhere to the Code of Conduct may result in further action being taken against me and the removal of my Coach Licence.

# THE COACHING ENVIRONMENT

## Confidentiality

The coach and performer must reach agreement about what is to be regarded as confidential information, within the boundaries of the safeguarding policy.

**Confidentiality does not preclude disclosure of information to persons who can be judged to have a right to know. For example:**

- Evaluation for selection purposes
- Recommendations for employment
- In matters of discipline within the sport
- In matters of disciplinary action by a sport organisation against one of its members
- Legal and medical requirements
- Recommendations to parents/family where the health and safety of performer might be at risk
- In pursuit of action to protect children and young persons from abuse

## Personal Standards

Rugby League Coaches within the coaching/playing environment must not attempt to exert undue influences and pressures in order to obtain personal benefit or reward.

**Coaches must display high personal standards that project a favourable image of Rugby League including:**

- Good personal appearance that projects an image of health, cleanliness and functional efficiency
- Coaches should never smoke when in the coaching environment
- Coaches should refrain from drinking alcohol prior to or whilst performing any session of Rugby League or whilst in the presence of young participants (Coaches' Code of Conduct).

## Competence

All coaches must be appropriately qualified as per the requirements of the RFL. Coaches should regularly seek ways of increasing their personal and professional development (CPD).

Coaches must be receptive to employing systems of evaluation that include self-evaluation and also external evaluation in an effort to assess the effectiveness of their work.

Coaches must be able to recognise and accept when to refer or recommend performers to other coaches or structures. It is the coach's responsibility as far as possible to:

- a. Verify the competence of the performer
- b. Verify the competence and integrity of any other persons or structure to whom they refer the performer

### **Safety**

#### **Within the limits of their control coaches have a responsibility to:**

- Establish a safe working environment
- Ensure as far as possible the safety of the players with whom they work
- Protect children from harm and abuse
- Fully prepare their players for the activities and make them aware of their personal responsibility in terms of safety
- Ensure all activities undertaken are suitable for the experience and ability of the performers and in keeping with the approved practices as determined by the RFL
- Communicate and co-ordinate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

### **Complaints Procedure**

#### **Any individual or organisation wishing to make a complaint against a Rugby League Coach, within the context of this code should follow the procedure below:**

- Report the matter to the employer of the sports coach and to the RFL member of staff or Club and Competition Manager responsible for that area of the game including the relevant junior playing league.

NB: (Employer in this instance refers to the organisation who commissioned the coach to do the coaching whether this is paid or unpaid employment).

- Complaints which refer to the protection of children should be dealt with in accordance with the procedures laid down in the Rugby League Safeguarding Policy.

### **Coaching**

- Children play for fun and enjoyment
- Be reasonable in your demands on children's time, energy and enthusiasm - remember they too, have other interests.
- Never ridicule or shout at a child for making mistakes at training or during games
- Avoid over playing the talented players. The average ones deserve equal time and attention. Time should be afforded to all.
- Always group players according to age, height, skill and physical maturity whenever possible
- Follow the advice of medical personnel when deciding if a player is fit to take part
- Teach your players the rules of the game
- Teach children to respect the judgment of officials

- The successful Coach invests more in the wellbeing and interests of players than in their own win-loss record
- Create an inclusive and welcoming environment for all children.

### **Officiating**

- Sportsmanship and fair play are not a set of rules - they are a code of living
- Condemn gamesmanship and emphasise respect for fair play
- Be consistent, objective and courteous when dealing with all decisions during a game
- Use common sense to ensure that the spirit of the game is not lost
- Compliment both teams on good play when such praise is deserved

### **Administrating**

- Strive for competent levels of planning and communication
- Make sure that venues and facilities meet the needs of the children
- Ensure all activities are supervised and appropriate for the players

# DBS CHECKS

Individuals are now able to complete and submit their DBS applications online.

Applicants can access the new system by going to the RFL website and searching for DBS. To begin the process you will need to enter the reference for your club, a list of which can be found by on the website along with the password rfl123.

Once you have submitted your application you will still need to visit an RFL approved verifier to have your identity checked. A list of verifiers can also be found on the website. Once your application has been verified it is automatically submitted to the RFL. It is then countersigned and sent to the DBS for processing.

Your disclosure certificate will now only need to be sent to The RFL if it contains information which requires us to carry out a risk assessment. We will be notified by the DBS of the disclosures we need to see.

Please note this only applies to applications submitted online, if you have completed a paper application your disclosure certificate still needs to be sent to The RFL regardless of whether it contains 'information' or not.

## **The Disclosure and Barring Service (formally the CRB)**

The Disclosure and Barring Service (DBS) checks help The RFL assess who may be unsuitable to work with children within Rugby League by looking at previous criminal convictions.

DBS checking plays a significant role in contributing to the safe and effective recruitment of volunteers. However, it must be stated that DBS checking is only part of an effective recruitment and selection process. It is important that clubs undertake references (forms available on the Downloads section) prior to employment/deployment and utilise ongoing performance appraisals.

Self-Declaration forms also play an important role in Safeguarding children. These are completed by the applicant themselves and gives them the opportunity to declare any convictions they may have had. It is therefore essential that clubs store this information sensitively before sending on to the RFL. Self-Declarations should be used in conjunction with DBS checks - they are not an alternative.

It must be noted that having a criminal record is not necessarily a bar on being able to work within Rugby League. For further details please see the RFL's Policy on the Recruitment of Ex-offenders, DBS Positive Disclosure FAQ and the Risk Assessment Policy.

For guidance about which volunteers should be DBS checked, please see the RFL Policy on who should be DBS checked. Voluntary positions at clubs receive DBS checks free of charge.

To obtain a DBS Application Form please visit [www.rugby-league.com/the\\_rfl/child\\_\\_player\\_welfare](http://www.rugby-league.com/the_rfl/child__player_welfare)

The RFL can provide any of the Safeguarding resources in audio format or Braille on request so please let us know if you need resources in either of these formats.

Also, if you require any of the RFL Safeguarding resources in another language, please contact the RFL Safeguarding team and we will endeavour to provide the resources in your chosen language.

## WHAT TO DO IF

There will be occasions within Rugby League where concerns emerge relating to the behaviour of individuals. Where a child or young person may be in immediate danger or needs medical attention, 999 should be called.

For serious concerns, issues can be reported to the Child Protection Units at the Local Police, or Children's Social Care Services (formerly Social Services) or the Local Safeguarding Children's Board.

The RFL recommend all Club Welfare Officers to have contact details for the above agencies.

The RFL encourage everyone in the game to report all concerns to the RFL (either directly or through a Club or Regional Welfare Officer) no matter how minor they may appear.

To report a concern to the RFL, please complete an Incident Report Form or call the Safeguarding team on 0844 477 7113 (option 6). The RFL's Reporting Procedures can be viewed on the RFL website.

The RFL has taken every care to ensure that this content is current and correct and it has been produced in good faith. However, The RFL cannot guarantee the correctness and completeness of the content and no responsibility is taken for any omissions or errors.

# CONTACTS AND LINKS



## **Performance and Development Department**

players@rfl.co.uk

## **Safeguarding Team**

Colette Eden - colette.eden@rfl.uk.com - Safeguarding Manager

Emma Rosewarne - emma.rosewarne@rfl.uk.com - Welfare Director

## **Operations**

Kelly Barrett - kelly.barrett@rfl.uk.com - Head of Operations

### **Rugby Football League - [www.rugby-league.com](http://www.rugby-league.com)**

The website of the National Governing Body of Rugby League.

### **RL CARES - [www.rugbyleaguecares.org](http://www.rugbyleaguecares.org)**

Rugby League Cares is the sports new charity dedicated to supporting the Rugby League family and its local communities. Our mission is to enhance and enrich people's lives through the power and positive influence of Rugby League.

### **UK COACHING - [www.ukcoaching.org](http://www.ukcoaching.org)**

UK coaching is committed to the development of coaches and coaching at every level in the UK.

They provide workshops and resources to guide the coaching of young players and safe and ethical sports practice.

### **GIVE BACK TO YOUR CLUB**

Give Back to Your Club is an initiative which aims to help improve club facilities in the community game. The basis of the programme is to inspire community clubs to bring together a volunteer workforce to hold an Action Event which will improve their club facility.

For more information on give back to your club please see here: [www.rugby-league.com/getinvolved/club\\_support/give\\_back\\_to\\_your\\_club](http://www.rugby-league.com/getinvolved/club_support/give_back_to_your_club)

# RESOURCES



# INSTRUCTIONS

## HOW TO USE YOUR CARDS

The RFL have developed a set of new and exciting resources to support the pilot Primary Rugby League playing format. The resources offer activities that support the physical literacy development of children and provide an innovative approach to the introduction of Rugby League through smaller sided games. The smaller sided games significantly increase the amount of opportunities children have to pass and catch, run with the ball, evade the opposition players, and score tries. Research shows that doing more skills has physical development, motivation and enjoyment benefits.

### How to use the cards

Coaches will be able to mix and match cards from the different series to put together unique and exciting sessions. For example, some children may need more help with movement skills and so a session would focus on these. Other children may really enjoy the warm up activities so two could be chosen for each session. Games should be a feature of every session so they can apply their new found skills and acquire others from game experience. The cards are colour-coded with warm up red, movement orange, games green, and top tips yellow to make them easy to find.

The resource is aimed at children aged 9 and under but activities can be adapted for under 10s and 11s. The resource is divided into a series of cards with a warm up card (**red**), a movement card (**amber**), a game card (**green**), and a festival warm up card as shown in the matrix below.

### Activity matrix

Activity	Warm up (A cards)	Game One (B cards)	Movement (SOL) (C Cards)	Game Two (D cards)
1	Mirror (Warm up 1a)	1v1 Hare & Hound (Game 1b)	Sporty Steps (SOL 1c)	Gladiators (Game 1d)
2	3v1 Piggy in the middle (Warm up 2a)	Target Pass (Game 2b)	Space Ball (SOL 2c)	Offside Touch (Game 2d)
3	Sense of Balance (Warm up 3a)	Rob the Nest (Game 3b)	Stopping Sumos (SOL 3c)	4v4 (Game 3d)
4	Traffic Lights (Warm up 4a)	Play-the-ball Challenge (Game 4b)	Animal (SOL 4c)	4v4 (Game 3d/4d)

# THE WARM UP CARDS

The warm up card describes a simple warm up activity. It lists:

- Your skill set: the main outcome of the activity
- What to do: a simple description
- Equipment
- Coaching advice: a guide on what to emphasise
- Personal challenge: to help children challenge themselves
- Variation of the activity through STEP: changing the Space, Task, Equipment and People can alter the challenge

# THE GAMES CARDS

The games cards offer enjoyable activities that bring young people into the world of invasion games and Rugby League. Progressive games from 1 v 1 through to 4 v 4 gradually build and increase game appropriate skills. The 4 v 4 game card prepares children to play in the festival format, providing them the opportunity to experience Rugby League in an inclusive and fun way. The games card offers the same structure as the warm up card with the exception of some organisational help listing the size of area needed.

# THE MOVEMENT CARDS (SOL)

The movement cards focus on three key elements of physical literacy.

**Stability (S):** is focused on maintaining and acquiring balance, both static and dynamic. It includes: static balance; dynamic balance (maintaining stability while moving); bending and curling, and turning for example.

**Object Control (O):** requires young people to control an object using their body or an implement. It includes: throwing, catching, kicking, striking and bouncing.

**Locomotion (L):** is moving the body from one place to another. It includes: walking, running, jumping, hopping and skipping for example. Progressions are offered for each of the activities, and the information on the back of the card is the same as the warm up card listing:

- Coaching advice: simple teaching/coaching points for the teacher and coach
- Personal challenge: to help children challenge themselves
- Variation of the activity through STEP (see Instruction Card 2)

Working through the movement activities will be immensely helpful to young people building from previous experience. It will give them a movement foundation for the games to be played and it will also give them a very valuable movement education. The fundamental movement skills of Stability, Object Control and Locomotion (S.O.L) will help the players develop and should be included in every session. They often provide activities that players can practise at home and coaches should encourage this.

# TOP TIPS

1. Encourage effort, not just performance.
2. Encourage the players to solve problems themselves and offer praise when they move well or make a good pass for example.
3. If players are struggling, it is OK to suggest they look for space, or for whom they can pass to.
4. Make sure you support and encourage both teams equally.
5. Do not tolerate any bad or inappropriate language from the players.
6. Encourage the players to support and encourage each other with positive language.

**Remember, it is about developing the young people as well as the young players.**



# TOP TIPS FOR LANGUAGE

1. Keep language positive, remember children are sensitive and throw-away comments can easily turn them off sport.
2. Keep instructions short and simple and avoid jargon.
3. Don't be afraid of silence. Telling children what to do all the time removes the decision making process and can demotivate children.
4. When a team is defending, encourage them to get onside by using the term 'come to me'.
5. Use a 'wait' call to let the defence know they cannot move.
6. Encourage the tackled player to pass the ball by using a 'pass' call.
7. Say 'go' when it is OK for the defending team to advance.
8. Using questions is better than making statements. Some examples are in the tinted box below.

- How can you work together to stop them scoring?
- How can you work together to score more tries?
- Where is the best place to attack? Why?
- How can you involve all the players to create space?
- When is the best time to pass the ball wide? Why?



# HOW TO USE THE FESTIVAL WARM UP CARDS

The warm up cards are designed to get your festival off to a great start, and prepare the children both physically and mentally for the forthcoming games. The cards directly correlate with the Primary Games resource to ensure a consistency of development.

Activity cards have been selected to provide a fun and inclusive warm up. If your festival has a large number of teams you can run the warm up on a "carousel" basis, with coaches from all participating teams allocated a card. A maximum of 10 stations can be used with between four and 10 players per station, stations should last no longer than five minutes with a total warm up time of 15 minutes. Not all players have to experience every warm up activity. It may be that they do activities 1-3 at the first festival and 4-6 at the second.

To provide children with opportunities to develop social skills they can mix with players from different clubs to undertake the warm up, before going back to their individual or mixed teams for the festival.

Activity	Warm up (A cards)
1	Piggy in the Middle (2a)
2	Sporty Steps (1c)
3	Traffic Lights (4a)
4	Animal (4c)
5	Hare and Hound (1b)
6	Target Pass (2b)
7	Play The Ball Challenge (4b)
8	Rob the Nest (3b)
9	Gladiators (1d)
10	Offside Touch (2d)

# FESTIVAL FORMAT

The smaller sided games are delivered through a festival format, allowing all players to experience the skills of Rugby League in a fun and inclusive way. The matrix below gives coaches and team managers guidance on how to administer the games for up to eight teams. If festivals have more than eight teams, games can be played in two groups, for example one group of four and one group of six. Please remember to provide children with festival warm up activities, this will prepare them physically and mentally for the activity ahead. Following the advice of the Top Tips card will help you create an environment that supports the child's development needs and creates an environment that is based on fun and enjoyment.

NUMBER OF TEAMS IN THE FESTIVAL						TEAMS
3 Teams (1 pitch)	4 Teams (2 pitches)	5 Teams (2 Pitches)	6 Teams (3 Pitches)	7 Teams (3 Pitches)	8 Teams (4 Pitches)	
<b>GAME 1</b>						A=
A v B	A v B	A v B	Pitch 1 A v B	Pitch 1 A v B	Pitch 1 A v B	
	C v D	C v D	Pitch 2 C v D	Pitch 2 C v D	Pitch 2 C v D	B=
			Pitch 3 E v F	Pitch 3 E v F	Pitch 3 E v F	
					Pitch 4 G v H	
<b>GAME 2</b>						C=
A v B	A v C	A v E	Pitch 1 B v C	Pitch 1 A v G	Pitch 1 A v C	
	B v D	B v C	Pitch 2 A v F	Pitch 2 B v C	Pitch 2 E v B	D=
			Pitch 3 D v E	Pitch 3 D v E	Pitch 3 G v D	
					Pitch 4 H v F	
<b>GAME 3</b>						E=
B v C	A v D	D v E	Pitch 1 A v C	Pitch 1 F v G	Pitch 1 A v E	
	B v C	A v C	Pitch 2 B v F	Pitch 2 A v C	Pitch 2 G v C	F=
			Pitch 3 E v D	Pitch 3 B v D	Pitch 3 H v B	
					Pitch 4 F v D	
<b>GAME 4</b>						G=
A v B	A v B	B v D	Pitch 1 B v E	Pitch 1 E v G	Pitch 1 A v G	
	C v D	C v E	Pitch 2 C v F	Pitch 2 C v F	Pitch 2 H v E	F=
			Pitch 3 A v D	Pitch 3 A v D	Pitch 3 F v C	
					Pitch 4 D v B	
<b>GAME 5</b>						G=
B v C	A v C	A v D	Pitch 1 B v D	Pitch 1 B v G	Pitch 1 A v H	
#C v A	B v D	B v E	Pitch 2 C v E	Pitch 2 C v E	Pitch 2 F v G	G=
			Pitch 3 A v F	Pitch 3 A v F	Pitch 3 D v E	
					Pitch 4 B v C	

#To give all teams four games of eight minutes. A maximum of five games of eight minutes can be played during a festival. Primary aged players should not play more than 40 minutes in one day

# 1A MIRROR WARM UP

## Your skill set...

This card will help children:

- To accurately copy movements by transferring weight.

## What to do:

- Pair children and space them out with a two metre gap in the grid. Each pair is to number themselves one or two.
- Each child to have a different shaped ball.
- Child one moves randomly within the grid. Child two must mirror child one's movements. The teacher blows the whistle to make them swap roles after 30 seconds.
- Progress to one ball per pair, on the whistle, child one passes the ball to another child on another team and the ball is placed on the floor for their partner to pick up. Or, the ball is thrown in the air, caught and the game continues; at this point, child one stops and passes backwards to their partner.

## 1a Warm up Mirror

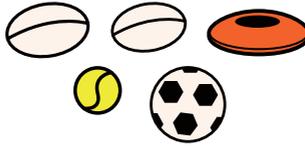
- Cones
- ✕ Player 1
- ✕ Player 2
- Ball

-----  
Direction  
of travel  
Pitch Size:  
25m x 20m



### Variety of balls:

- Cones.
- Size 3 or 4 rugby balls.
- Variety of different balls.



### Coaching advice:

- Encourage children to move **efficiently** from one movement to another by using **smooth** movements and by keeping in **balance**.

### Personal challenge:

- Try to combine as many movements as possible and stay in balance.
- Mirror your partner's movements as closely as possible.

### Variation of the activity and differentiation for individuals:

- S** Change the size of grid
- T** Vary how children move around the grid (e.g. hopping)
- E** Change the gap sizes between cones
- P** Change the number of children in each team



# 2A 3V1 - PIGGY IN THE MIDDLE WARM UP

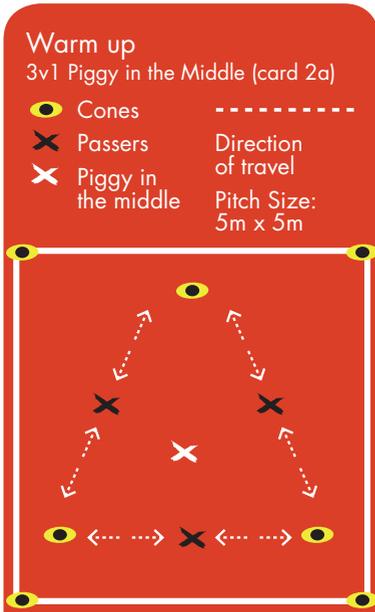
## Your skill set...

This card will help children:

- To throw and catch a ball by co-ordinating body movements.

## What to do:

- Place three cones in a triangle shape, the size of the triangle can be changed to suit the ability of children.
- Three children start in the triangle between the cones, with the child who is acting as piggy stood in the middle (Piggy in the Middle).
- All children can move.
- On the teacher's call, the children on the outside must pass the ball to each other while keeping it away from the child in the middle.
- The child in the middle must try and retrieve the ball from the three children on the outside.
- The child in the middle can be changed after a time limit or once they retrieve the ball.



### Variety of balls:

- Cones.
- Enough size 3 or 4 balls for one per group of four.



### Coaching advice:

- Encourage children to use **teamwork** and **communication** to avoid being caught by the 'Piggy'.
- Enable participants to think about **different** ways in which they can **perform** a variety of catches.

### Personal challenge:

- Try to anticipate the space that the catcher will move into.

### Variation of the activity and differentiation for individuals:

- S** Vary the size of the triangle
- T** Throwers cannot move
- E** Vary the object that is being thrown
- P** Change the number of 'Piggies'



# 3A SENSE OF BALANCE WARM UP

## Your skill set...

This card will help children:

- To work as a team to create a range of balances.

## What to do:

- Set grids big enough to allow the children to work freely within them.
- Put children into groups (minimum of three and maximum of five) and number them.
- On the call, all children must use movement skills to make a rugby shaped balance (e.g. passing, catching, tackling).
- Let the children explore different shapes and how to move into and hold a balance.
- Within the groups, all children must create a different balance (think about tall, short, wide, narrow or twisted).
- The teacher will now call out a number, the child whose number is called out will teach their balance to the others in the group.
- Everybody will teach their balance to the group.
- The teacher will now call out a sequence (e.g. three, one, two) and the group must perform all the balances in that order.
- Look for controlled and smooth movements.
- Progression - Complete the sequences more than once; complete the sequence at different speeds.



### Variety of balls:

- Cones.



### Coaching advice:

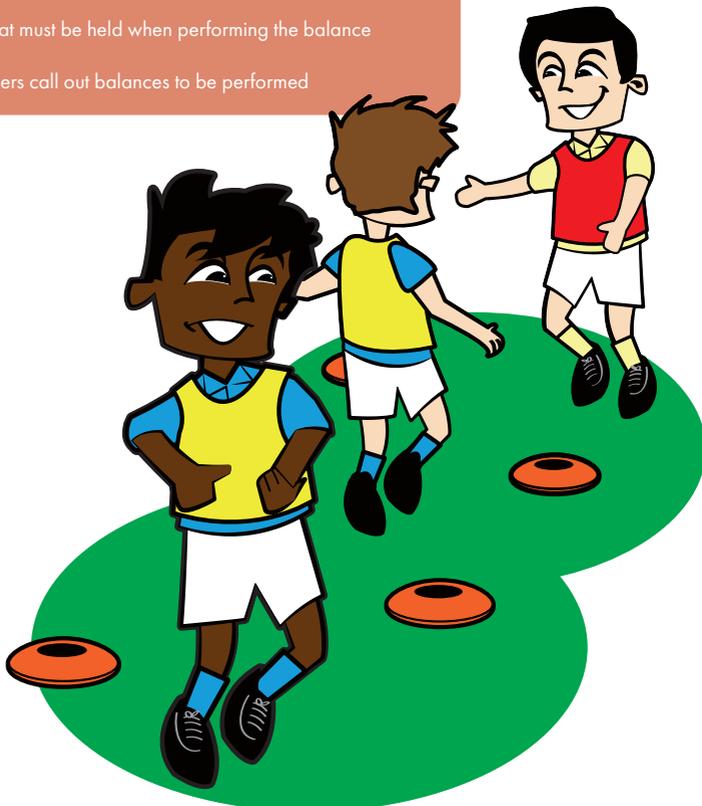
- Encourage children to use **teamwork** to **create** a series of **balances**.
- Ensure that children make **co-ordinated** and **rhythmic** movements, **transferring** weight smoothly from one shape to another. Make children aware of the need to be **in balance** at all times, even if they are in a seated position.

### Personal challenge:

- Try to think of a range of difficult balances and demonstrate these to your group to copy.
- Try to maintain balance and hold the shape for five seconds.

### Variation of the activity and differentiation for individuals:

- S** Can you fit your balances together so that you touch?
- T** The group perform the same balance to begin with
- E** Add a ball that must be held when performing the balance
- P** Group members call out balances to be performed



# 4A TRAFFIC LIGHTS WARM UP

## Your skill set...

This card will help children:

- To move around a grid and be able to balance on one leg.

## What to do:

- Children move freely around the grid; when they arrive at a green cone they hop on their left leg; a red cone they hop on their right leg; when they move to a blue cone, children must stand on their left leg and touch the cone with their right hand. When on the yellow cone stand on right leg and touch the cone with their left hand.
- Repeat the same as above but with a Rugby League ball in hand. If the teacher shouts change, then change the ball with the person closest to you.
- Repeat the same as above except on red cones children sidestep right; on green cones sidestep left; on yellow cones slow down; on blue cones speed up.



### Variety of balls:

- Cones.
- Enough size 3 or 4 balls.



### Organisation:

- 20m x 20m grids (or smaller grids to suit).

### Coaching advice:

- Encourage children to transfer their weight smoothly to enable them to stay in balance when alternating legs.
- Children should be encouraged to remain co-ordinated when balancing and passing the ball.

### Personal challenge:

- To make as many hops as possible and stay in balance moving around the grid.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the grid or number of smaller grids
- T** Change instructions on coloured cones
- E** Change the colour of cones
- P** Children to complete the activity in pairs



# 1C SPORTY STEPS SOL

## Your skill set...

This card will help children:

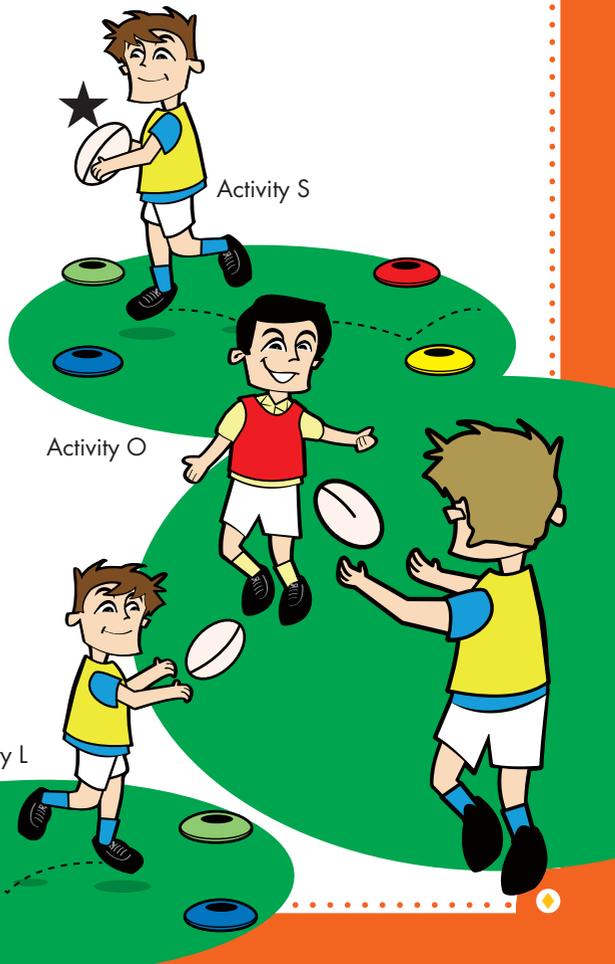
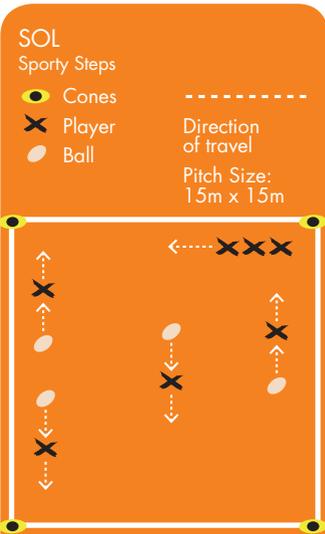
- Be able to use footwork to move from one point to another.

## What to do:

**Stability:** Walk around the edge of a grid and at each corner think of a new walking or running style that you could use to move to the next corner.

**Object control:** In pairs, with children facing each other (one walking forwards, the other walking backwards) pass the ball to each other and try to move around the grid without dropping it.

**Locomotion:** Now combine both of the above elements and move anywhere within the grid; for example, skipping while passing the ball.



### Coaching advice:

- Children should be advised that in order to complete this task they must **communicate** so that they can **turn** the corners and **negotiate** any obstacles.
- Children should move in a **co-ordinated** manner so that they do not **drop** the ball.

### Personal challenge:

- Avoid dropping the ball and think about making every pass a good one.
- Use as many different ways of moving as possible.

### Variation of the activity and differentiation for individuals:

- S** Have all the children in one large grid or individual smaller grids
- T** Alternate movement patterns to forward and reverse at each corner
- E** Vary the size and type of object being passed
- P** Add pairs together to make groups of four



# 2C SPACE BALL SOL

## Your skill set...

This card will help children:

- Pass a ball while squatting.

## What to do:

**Stability:** Stand face-to-face with a partner, holding a ball between each other; keep your head and shoulders up and heels on the ground, and perform a squat.

- Progression 1 - Hold the squat for five seconds.
- Progression 2 - Pass the ball in a figure of eight while in the squat position.

**Object control:** In pairs, facing each other half a metre apart, each child holds a ball in their right hand; squat and place the ball diagonally by your partner's right foot. Both children simultaneously squat, keeping head and shoulders up and ensuring that squats are performed correctly. The children stand up and retrieve the ball that their partner has placed next to them until the teacher blows the whistle and instructs the children to change hands.

**Locomotion:** The teacher places a start cone and a finish cone eight metres apart. One child sprints to the cone and tries to stop as quickly as possible. The child's partner places a cone at the point where the child stops.



## SOL

Squat, twist and movement patterns

- Cones
  - × Player 1
  - × Player 2
  - Ball
- Direction of travel  
Pitch Size:  
1.5m x 1.5m



### Coaching advice:

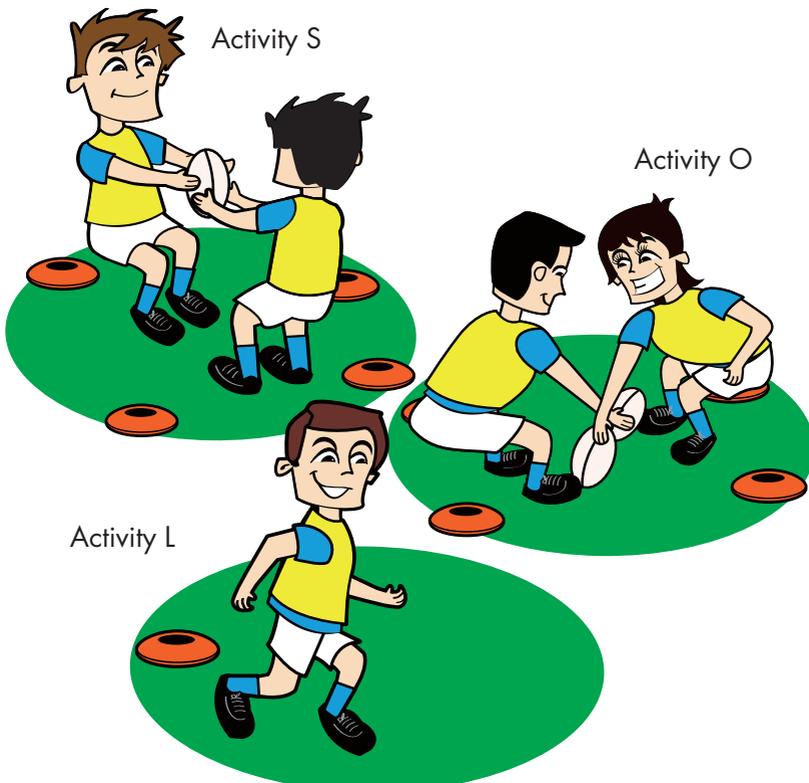
- Encourage children to assume a good squatting position to enable them to stay in balance when performing the activity.
- Ensure that children are negotiating when performing movements so that they stay balanced and co-ordinated.
- If children struggle to perform the activity try and get them to develop a solution to the problems they are having.

### Personal challenge:

- To stay balanced throughout the squat with heels on the ground.

### Variation of the activity and differentiation for individuals:

- S** Change the distance partners stand apart
- T** Vary the style of travel from the start to the finish cone
- E** Change the distance between the cones
- P** Change the number of children when performing the squat with the ball



# 3C STOPPING SUMOS SOL

## Your skill set...

This card will help children:

- To work as a pair and to successfully throw and catch a ball.
- To develop movement skills.

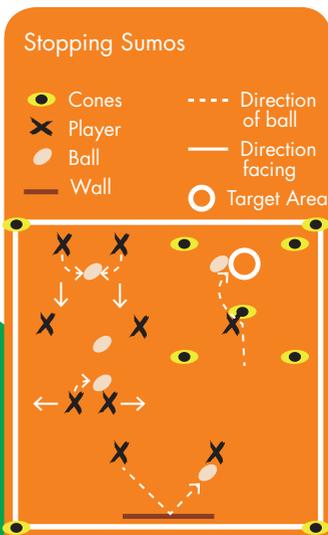
## What to do:

**Stability:** Facing your partner, holding a ball between you stand side-by-side and pass the ball to each other. The ball must be placed in each other's hands. See how far apart you can get while still being able to place the ball into each other's hands. Try the same game but stand back-to-back.

**Object control:** In pairs, one ball between two, throw the ball against the wall making it easy for your partner to catch.

**Locomotion:** From a starting point in the grid, the child runs forward towards a cone and then attempts to pass into a target zone. Their partner retrieves the ball and repeats the activity. cones sidestep left; on yellow cones slow down; on blue cones speed up.

Activity 5



### Coaching advice:

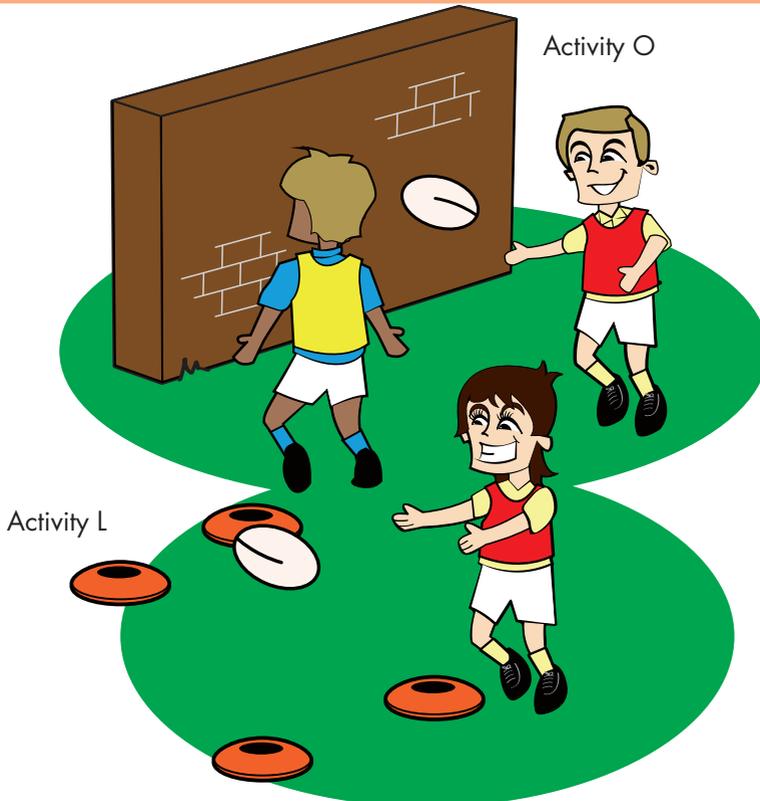
- Encourage children to work as a small team and using discussion effect a range of accurate throws and catches.
- Ensure that children think about the changing nature of the environments in which they are playing and the effect this might have on the activity.

### Personal challenge:

- Try to make each pass as accurate as possible either to your partner or to the target zone.

### Variation of the activity and differentiation for individuals:

- S** Change the distance between the starting point and the partner on the cone
- T** Walk towards the target zone and attempt a pass; make the target zone larger for more success
- E** Use a variety of ball types and sizes
- P** Add pairs together and pass two balls between four children without dropping



# 4C ANIMAL SOL

## Your skill set...

This card will help children:

- To be able to perform activities while remaining balanced and co-ordinated.

## What to do:

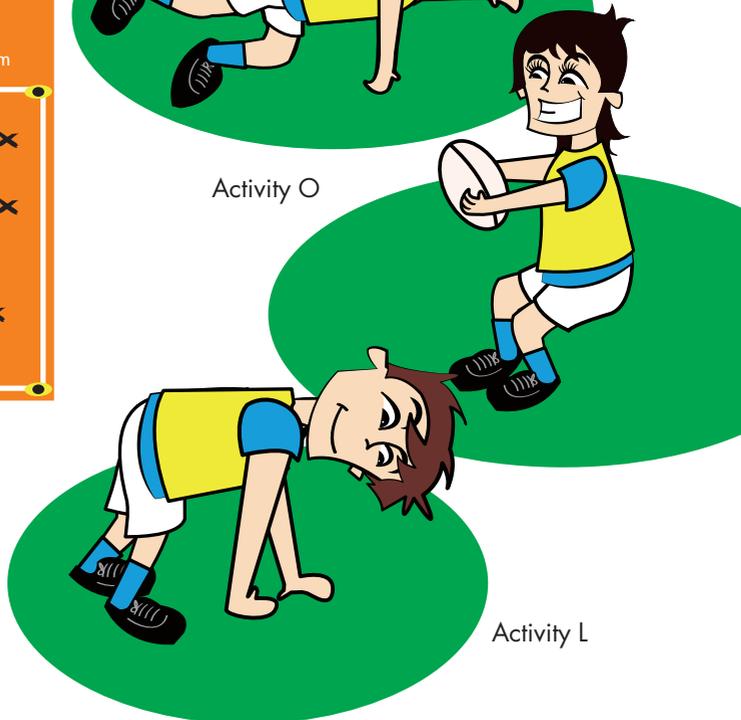
**Stability:** Start on all fours with knees at 90 degrees under the hips, and hands under shoulders. Raise opposite hand and foot attempting to keep the body in a straight line and perform five repetitions by returning hands and foot to starting position and change sides.

**Object control:** In pairs, the first child assumes the full squat position with heels flat on the ground and have a ball or bean bag in hand. Maintaining the full squat position see how far the child can walk like a gorilla. The partner tries to beat distance.

**Locomotion:** The child, with hands and feet on the floor, moves forward using opposite hands and legs; progress to move in any direction.



Activity O



Activity L

### The aim:

The child, in a press-up position, walks feet towards hands trying to get hips as high as possible and then walks hands away from feet.

### Coaching advice:

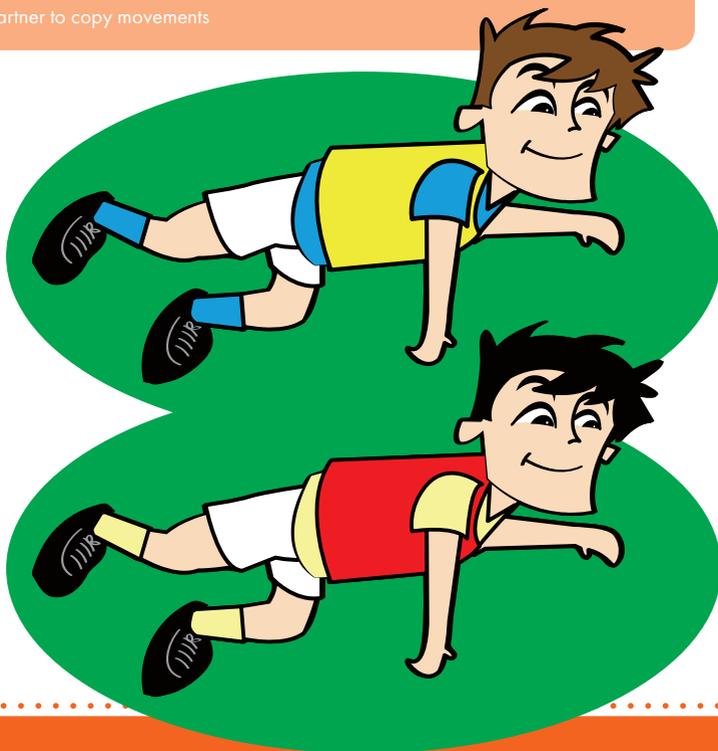
- Encourage children to keep in **balance** when performing activities ensuring that **weight** is transferred **efficiently**.
- Participants should be **encouraged** to ‘walk’ as far as they possibly can while assuming the positions.

### Personal challenge:

- Try to move around on all fours for as long as possible. Control your body and move at an even pace.

### Variation of the activity and differentiation for individuals:

- S** Children to work in their own space and progress towards their own level
- T** Vary the amount of repetitions
- E** Mark out a course using cones
- P** Partner to copy movements



# 1B 1V1 HARE AND HOUND GAME

## Your skill set...

This card will help children:

- Identify space and beat a defender by using agility and pace.

## What to do:

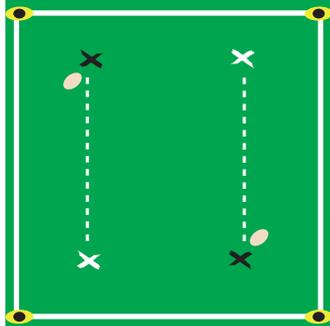
- Try to **beat** the **defender** and **score**, once the first pair has had a turn the second pair can start.
- Children **alternate** between **attacking** and **defending**.
- Once children are **aware** of how to perform the activity the game will **re-start** when the attacker **enters** the grid.

## Organisation:

- 10m long x 5m wide grids with scoring at either end.
- Mark out 6-10 grids.
- Four children per grid, with two playing at a time.

## Hare and Hound

- Cones
  - ✕ Player 1
  - ✕ Player 2
  - Ball
- Direction  
of travel
- Pitch Size:  
10m x 5m



### Variety of balls:

- Cones.
- A range of different size and shape balls.

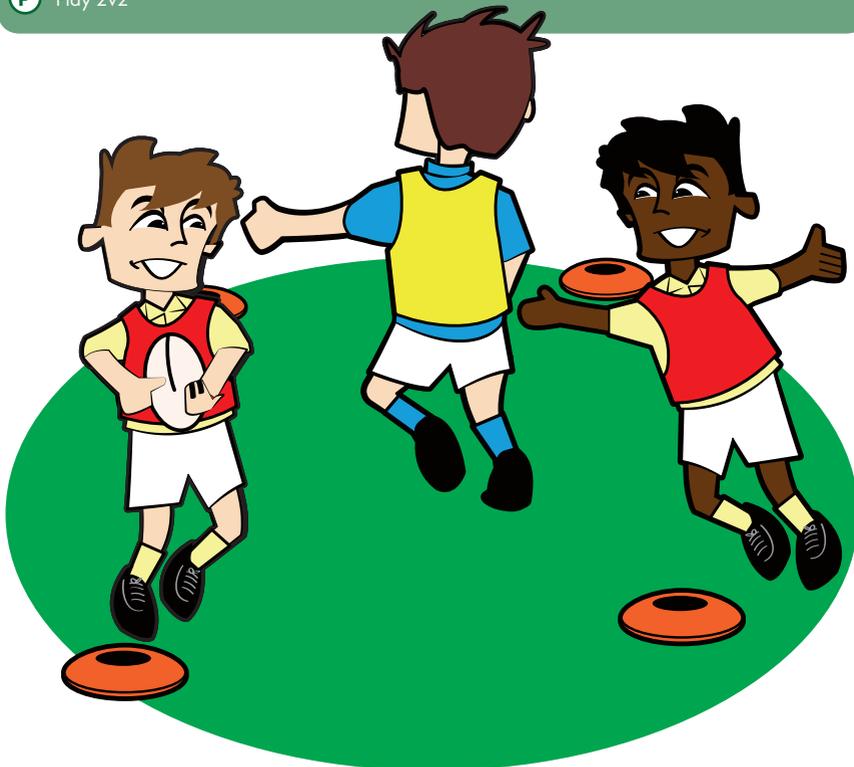


### Personal challenge:

- **Attacking** - Count how many times consecutively that you can beat the defender without being tagged.
- **Defending** - Count how many times consecutively that you can stop the attacker from scoring.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the playing grid (larger makes it easier for the attacker)
- T** Place the ball on the ground where tagged and swap over the attacker (who starts from this point)
- E** Change the size or type of ball
- P** Play 2v2



# 2B TARGET PASS GAME

## Your skill set...

This card will help children:

- To be able to pass and catch efficiently.
- To co-ordinate movement to throw and catch while moving.

## What to do:

- Children move freely around the grid passing the ball to their partner.
- On the whistle, with their partners, the children perform as many passes and catches as they can while moving.

## Organisation:

- 30m x 30m grid.



### Equipment:

- Cones to mark out the grid.
- One ball per two children.
- Bibs.



### Coaching advice:

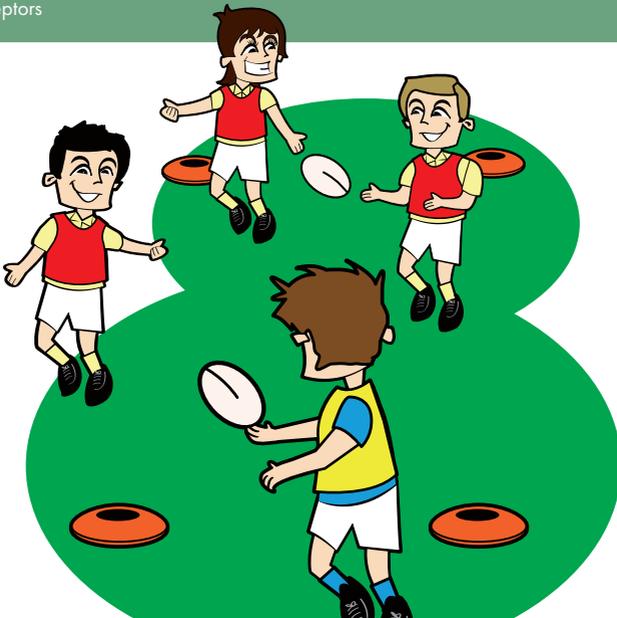
- Encourage children to use the **whole** of the grid by **negotiating** other children to **avoid** dropping the ball.
- Get children to **think** about how they can work as a small **team** to **promote** success with the activity.

### Personal challenge:

- **Passing** - See how far apart you can get and still make a successful pass.
- **Catching** - Count how many successful catches you can make without dropping the ball.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the playing grid to vary the difficulty of the game (smaller is harder and requires more concentration to find space)
- T** Pass either standing still or when moving around the grid
- E** Vary the size and type of ball used
- P** Add an interceptor(s) who can try to catch any ball; change the number of interceptors



# 3B ROB THE NEST GAME

## Your skill set...

This card will help children:

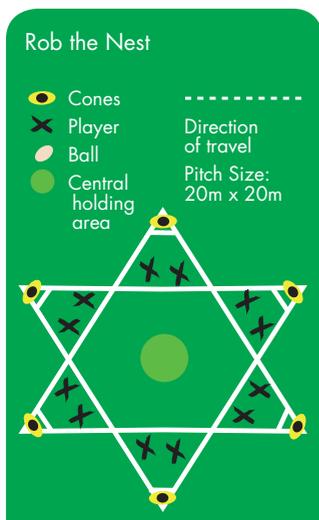
- To retrieve as many objects as possible in a given time.
- To collect objects by moving from one place to another.

## What to do:

- One child from each team runs out and collects a piece of equipment and then places the item in their grid.
- Once the equipment is placed in their grid the next child does the same.
- This is repeated until all objects are removed from the middle.

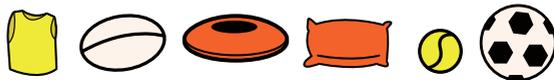
## Organisation:

- Arrange a grid into a hexagon shape with a circle in the middle full of a variety of equipment.
- Six teams in a marked area in each corner.



### Variety of balls:

- Cones.
- Beanbags.
- A range of different size and shaped balls.



### Coaching advice:

- Encourage children to work as a **team** to collect objects from a central station and return them to their own.
- Ensure that group members **transfer** their weight **effectively** when reaching down to pick up objects.
- Ensure that group members **negotiate** other children by changing **pace** where necessary.

### Personal challenge:

- Try to run as quickly as possible to the central station to retrieve as many objects as you can (one each time).
- Collect as many 'high value' items as possible.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the grid to vary the difficulty of the task (larger grids will encourage more running; a smaller grid will increase evasion).
- T** Run to the middle of the grid or take objects from other teams.
- E** Add or remove objects to increase or decrease the duration of the game and use a variety of balls of different shapes and sizes. Give Rugby League balls a value of three points while other equipment pieces are worth one point.
- P** Set up more stations so the groups are smaller and children are more active.



# 4B PLAY-THE-BALL CHALLENGE GAME

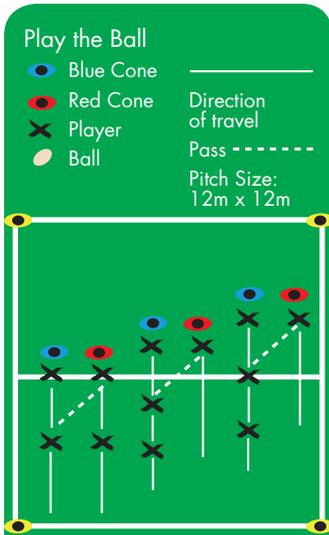
## Your skill set...

This card will help children:

- To perform Play-the-Ball successfully.

## What to do:

- Teams line up with two children on blue and red outside cones (see diagram).
- The first child with the ball runs to the Play-the-Ball line and plays the ball to the second child who will move forward behind child one and will pass the ball to first child in the next pair.
- This process is repeated until the ball reaches the last pair.
- To win the race the last child should hold the ball above their head.
- The coach also awards bonus points for each correct play-the-ball.
- On the way back swap roles.



**Equipment:**

- Cones.
- Balls.

**Coaching advice:**

- Ensure that children transfer their weight efficiently when performing the play-the-ball movement.
- Encourage children to stay co-ordinated and in balance when carrying out the activity.
- Partners should provide feedback and encouragement to each other.

**Personal challenge:**

- Try to increase and pass the ball as 'wide' as possible in a controlled manner.
- Try to pass the ball accurately to the receiver.

**Aim:**

- To move the ball up the line as quick as possible.

**Organisation:**

- 12 x 12m grid.
- One ball per group of four.
- Coloured cones arranged as per diagram.

**Variation of the activity and differentiation for individuals:**

- S** Make each player run five metres before playing the ball and passing
- T** Play-the-Ball players lie on their tummy before getting up
- E** Change the type and size of the ball
- P** Introduce third pair that run at the same time but to the opposite side of the Play-the-Ball.



# 1D GLADIATORS GAME

## Your skill set...

This card will help children:

- To use agility and change of pace to avoid being touched.
- Move across the grid without being touched.

## What to do:

- Catchers start across the centre of the grid.
- Gladiators, on the coach's command, must try to get to the other end of the grid without being touched.
- When a gladiator is caught they stand outside the grid and count how many times the other gladiators cross successfully.
- All children should experience being a catcher and a gladiator.
- After three rounds swap catchers.

## Organisation:

- Two grids 25m long x 15m wide.
- Approximately 13 players per grid.
- Three catchers and 10 gladiators.

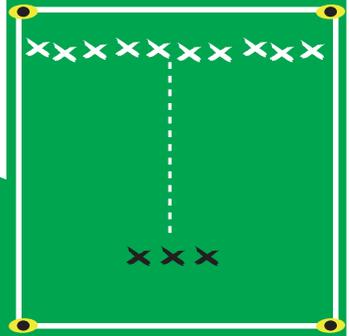


## Gladiators

- Cones
- ✕ Player 1
- ✕ Player 2
- Ball

-----  
Direction  
of travel

Pitch Size:  
25m x 15m  
(2 x Grids)



### Variety of balls:

- Cones.
- Bibs.



### Coaching advice:

- Encourage children to think about ways to find space by using agility and change of pace to beat gladiators.
- Reinforce that the aim of the game is to get from one side of the grid to the other by avoiding being touched.

### Personal challenge:

- To evade, the gladiator should vary speed and sidestep with both feet.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the grid
- T** When caught, gladiators become catchers
- E** Mark out areas within the playing grid that gladiators must avoid
- P** Change the number of catchers. At the start, play two games in smaller grids



# 2D OFFSIDE TOUCH GAME

## Your skill set...

This card will help children:

- To move around the grid using agility and change of pace.
- To score by passing to a teammate who is in the scoring zone.

## What to do:

- The game commences with a pass from the centre of the grid, the ball is allowed to be passed in any direction.
- Children may run with the ball and pass the ball in any direction.
- When the ball carrier is touched they must stand still and pass to a teammate.
- The attacking team is allowed four touches to score.

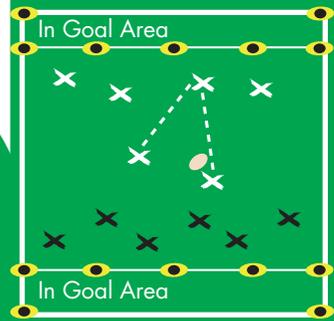
## Organisation:

- Grid 25m long x 20m wide with two scoring zones, one either end, five metres long
- Recommended teams of six or seven-a-side with two scoring zones, one either end, five metres long.



## Offside Touch

- Cones
  - ✕ Player 1
  - ✕ Player 2
  - Ball
- Direction of travel (person or ball)  
Pitch Size: 20m x 25m



### Variety of balls:

- Balls.
- Cones.
- Bibs.



### Coaching advice:

- Encourage children to use teamwork to move the ball from one end of the grid to the other and score.
- Ensure that children are aware of the need to be agile and use change of pace as a method of evasion.
- Children should also be encouraged to find space and take risks in order to help their team.

### Personal challenge:

- Try to play for as long as possible without being touched.

### Variation of the activity and differentiation for individuals:

- S** Change the size of the grid
- T** Pass the ball in any direction until touched, when the ball has to be passed back
- E** Vary the type and size of the object being passed
- P** Increase the number of attackers or defenders



# 3D AND 4D UNDER 7 4V4 GAME

## Your skill set...

This card will help children:

- To use teamwork to score and defend tries.

## What to do:

- The attacking team has six plays to score regardless of errors.
- The team in possession will run forwards with the ball and pass backwards to try to score.
- Defending children attempt to touch the child in possession (the touch must be made below the shoulder to encourage good habits once tackling is introduced at a later age).
- All children in the defending team, after each touch, must retreat two metres (no play-the-ball).
- The touched child stops and makes a pass as quickly as possible.
- If a try is scored, the coach collects the ball and returns it back to the start position with the defending team receiving the ball. Play is started with a pass.

## Organisation:

- Mark out a pitch 20m x 12m.
- Children are divided into teams of four. If there's an odd number of players teams can play down, for example 4 v 3 or 3 v 3. Every child must play.



### Variety of balls:

- Cones.
- Rugby League balls.
- Bibs.



### Coaching advice:

- Encourage children to use **teamwork** to attack and defend.
- Children should be urged to take **risks** and use **agility** and change of **pace** to help their team.
- Team members should be reminded that the **objective** of the game is to **score** and **defend** tries by moving around the grid.
- Children should consider how they **transfer** their weight when **defending** against or **evading** an opposition child and look to either **find** space when **attacking** or **close down** space when **defending**.
- The RFLs Player Development Framework recommends touch for this age group.

### Personal challenge:

- When defending, try to touch as many of the opposition as possible.
- When attacking, try to score and create as many tries as possible.

### Variation of the activity and differentiation for individuals:

**S** Change the size of the pitch



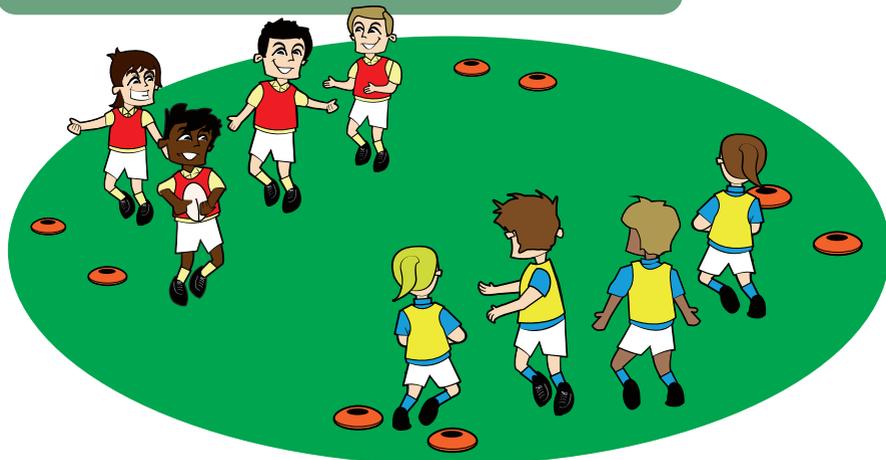
**T** Children pass the ball from the floor when touched



**E** Use cones to create scoring zones within the pitch area



**P** Use uneven numbers in teams to promote attacking or defending



# UNDER 8S 5 V 5 GAME CARD

## Your skill set...

This card will help children:

- To use teamwork to score and defend tries.

## What to do:

- The attacking team has six plays to score regardless of errors.
- The team in possession will run forwards with the ball and pass backwards to try to score.
- Defending children attempt to touch the child in possession (the touch must be made below the shoulder to encourage good habits once tackling is introduced at a later age).
- All children in the defending team, after each touch, must retreat two metres.
- The touched child stops and plays the ball.
- If a try is scored, the coach collects the ball and returns it back to the start position with the defending team receiving the ball. Play is started with a pass.

## Organisation:

- Mark out a pitch 20m x 15m.
- Children are divided into teams of five. If there's an odd number of players teams can play down, for example 5 v 4 or 4 v 4. Every child must play.



### Variety of balls:

- Cones.
- Rugby League balls.
- Bibs.



### Coaching advice:

- Encourage children to use **teamwork** to attack and defend.
- Children should be urged to take **risks** and use **agility** and change of **pace** to help their team.
- Team members should be reminded that the **objective** of the game is to **score** and **defend** tries by moving around the grid.
- Children should consider how they **transfer** their weight when **defending** against or **evading** an opposition child and look to either **find** space when **attacking** or **close down** space when **defending**.
- The RFLs Player Development Framework recommends touch for this age group.

### Personal challenge:

- When defending, try to touch as many of the opposition as possible.
- When attacking, try to score and create as many tries as possible.

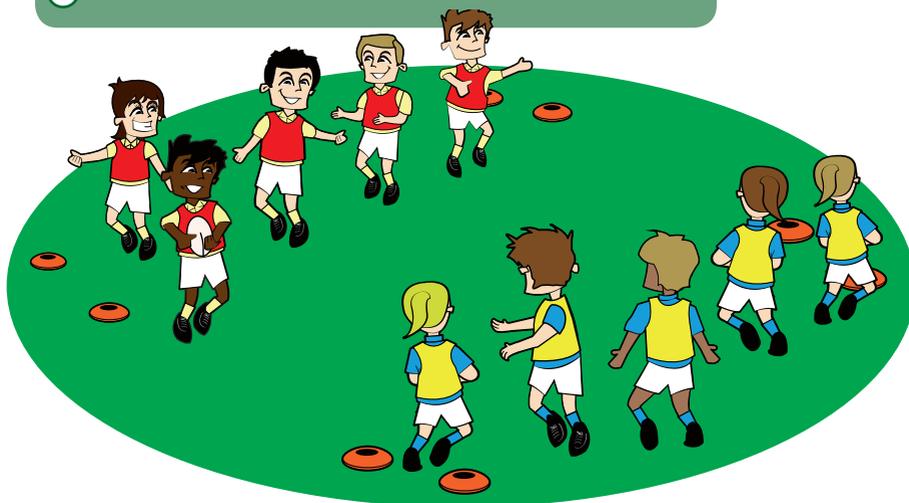
### Variation of the activity and differentiation for individuals:

**S** Change the size of the pitch

**T** Children pass the ball from the floor when touched

**E** Use cones to create scoring zones within the pitch area

**P** Use uneven numbers in teams to promote attacking or defending



# UNDER 9S 6 V 6 GAME CARD A

## Your skill set...

This card will help children:

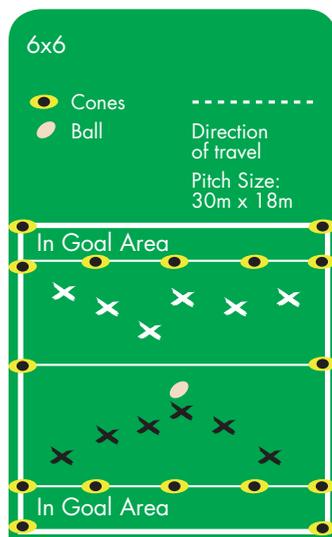
- To use teamwork to score and defend tries.

## What to do:

- The attacking team has six plays to score regardless of errors.
- The team in possession will run forwards with the ball and pass backwards to try to score.
- Defending children attempt to tackle the child in possession (the tackle must be made below the shoulders).
- Children in the defending team, after each tackle, must retreat four metres. The defending team have one passive marker.
- The tackled child must restart play with a play the ball.
- If a try is scored, the coach collects the ball and returns it back to the start position with the defending team receiving the ball. Play is started with a pass.

## Organisation:

- Mark out a pitch 30m x 18m.
- Children are divided into teams of six. If there's an odd number of players teams can play down, for example 6 v 5 or 5 v 5. Every child must play.



### Variety of balls:

- Cones.
- Rugby League balls.
- Bibs.



### Coaching advice:

- Encourage children to use **teamwork** to attack and defend.
- Children should be urged to take **risks** and use **agility** and change of **pace** to help their team.
- Team members should be reminded that the **objective** of the game is to **score** and **defend** tries by moving around the grid.
- Children should consider how they **transfer** their weight when **defending** against or **evading** an opposition child and look to either **find** space when **attacking** or **close down** space when **defending**.
- The RFLs Player Development Framework recommends touch for this age group.

### Personal challenge:

- When defending, try to touch as many of the opposition as possible.
- When attacking, try to score and create as many tries as possible.

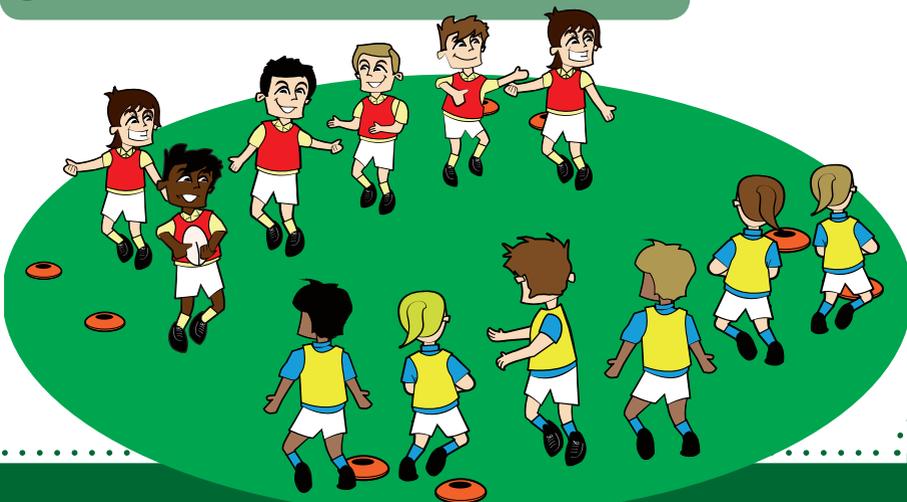
### Variation of the activity and differentiation for individuals:

**S** Change the size of the pitch

**T** Children pass the ball from the floor when touched

**E** Use cones to create scoring zones within the pitch area

**P** Use uneven numbers in teams to promote attacking or defending



# NOTES



