

ERASMUSRUGBY



UNIT 1 : RESPECT

Aim

Fostering respect in young players is essential for their growth as individuals and as athletes. This value teaches them to recognize the dignity of others, accept differences, value authority, and act with empathy.



- Building relationships based on trust, listening, and cooperation. Helping to develop self-control, frustration tolerance, and a sense of justice .



KM

- Respect is earned and demonstrated through actions.
- Respect is not about agreeing, it's about accepting and valuing the other person.
- Without respect there is no rugby.
- Being respectful is not a sign of weakness, but of maturity and strength.



- Lead by example: the coach must be the first role model of respect.
- Immediately correct any disrespect, explaining why it is not tolerated.
- Praise respectful attitudes in a visible and public manner.
- Create a code of conduct with the players.
- Using language as an educational tool: always clear, firm and respectful.



- Duration of this learning unit: 3h 20'

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UNIT 1: RESPECT

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

	TO	D
Children pay attention to new things and concepts		
The children listen to the coach's instructions.		
The children follow the coach's instructions.		
The children maintain the positions and alignments established by the coach.		
The children complete the tasks indicated for accident prevention		

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

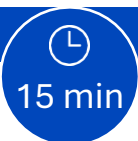
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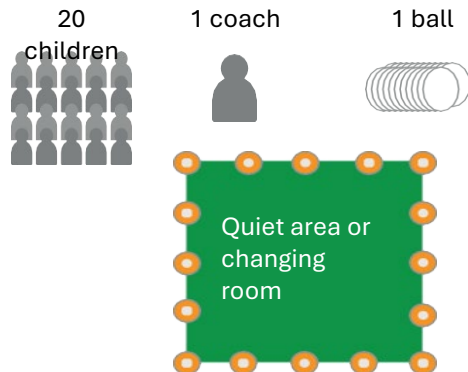


UNIT 1: RESPECT

Activity 1.0 | Circle of Praise - Learning



Resources and planning



KP

- Capturing the players' attention
- Verbalize with the help of the coach if necessary
- Empathy with other colleagues

Tips

- All instructions for the minor categories plus the new instructions may apply to the major categories.

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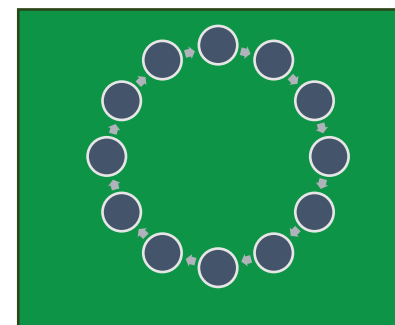


UNIT 1: RESPECT

Activity 1.0 | Circle of Praise - Learning

Procedure | Keep in mind the mileage of the unit

- **Description:** In a circle, each player must say something positive about the partner to their right (it can be an attitude, an action or a quality).
 - The coach begins with an example.
 - A ball can be passed to signal the turn.
 - Emphasize that praise should be sincere and specific.
 - Finally, reinforce the importance of seeing the good in others as a form of respect.

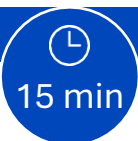


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UNIT 1: RESPECT

Activity 1.1 | Reverse Role - Learning

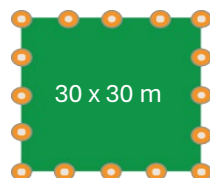


Resources and planning



1 coach

Blackboard and



KP

- Focus on coach and visual guidelines.
- An exercise in appreciation and respect.
- Try to put yourself in the coach's shoes

Tips

- Ages 12 and up. For younger children, roles should be adapted with the help of the coach.

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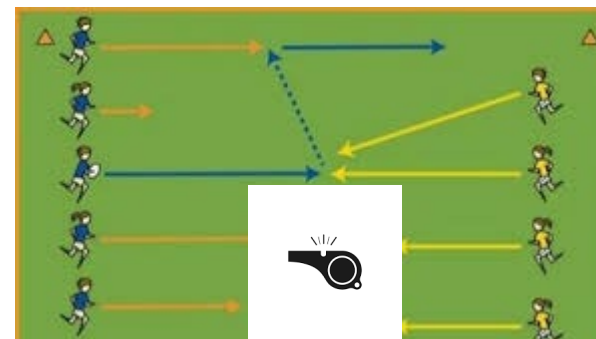
UNIT 1: RESPECT

Activity 1.1 | Reverse Role - Learning

Procedure | Keep in mind the mileage of the unit

- **Description:** In a simulated activity, one group of players takes on the role of coach or referee while the others participate as players. They must referee a play or lead an exercise and then reflect on how they felt and how they were treated by their teammates.

1. Assign clear roles.
2. The coach supervises to ensure that respect is maintained during the simulation.
3. At the end, have a group discussion: How did you feel as a referee/coach? Were you respected? Would you do things differently?



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UNIT 1: RESPECT

Activity 1.2 | **Positive Card** - Learning

Resources and planning

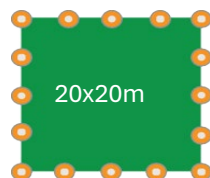
15 min

20
children

1 coach

5 balls

16 cones



KP

- Effective and positive communication
- Basic game skills
- Reaction to communication
- Be a participant, not a spectator; encourage and praise the positive aspects of your colleague.

Tips

- All instructions for the minor categories plus the new instructions may apply to the major categories.

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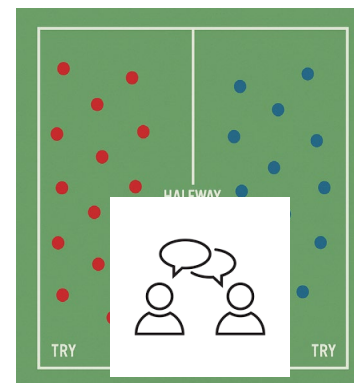


UNIT 1: RESPECT

Activity 1.2 | **Positive Card** - Learning

Procedure | Keep in mind the mileage of the unit

- 1) We defined a playing area of 20x20 meters.
- 2) We organized 2 balanced teams
- 3) We played a simulated match with no contact or medium contact
 - The important thing in the exercise is positive communication.
 - The coach values who helps their teammate in decision-making and who praises them after a good play.
 - We correct negative communication and how to direct that communication of a technical-tactical failure, thus reinforcing self-esteem.
 - The coach awards a "positive card" to players who demonstrate a clear act of respect. These cards are displayed in a visible location and briefly discussed at the end of the session.



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UNIT 2 : FELLOWSHIP

Aim

Teamwork is a core value in rugby because it fosters cooperation, mutual support, and the building of positive relationships within the team. From the age of six, players must learn to act as part of a group, share the ball, help teammates, and celebrate team achievements over individual ones.



- The team should be a space where every player feels supported and valued, regardless of their level.
- to understand that true camaraderie goes beyond the field: it involves empathy, shared responsibility, and generosity

KM

- To foster relationships of trust and mutual support among players, generating a positive and cooperative team environment.



- The team is above individual achievements.
- Encouraging teammates is just as important as scoring a try.
- Sharing the ball is a concrete example of camaraderie.
- Each player is valuable to the group, regardless of their skill level.



- Duration of this learning unit: 3h 20'

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UNIT 1: FELLOWSHIP

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

	TO	D
Children pay attention to new things and concepts		
The children listen to the coach's instructions.		
The children follow the coach's instructions.		
The children maintain the positions and alignments established by the coach.		
The children complete the tasks indicated for accident prevention		

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:

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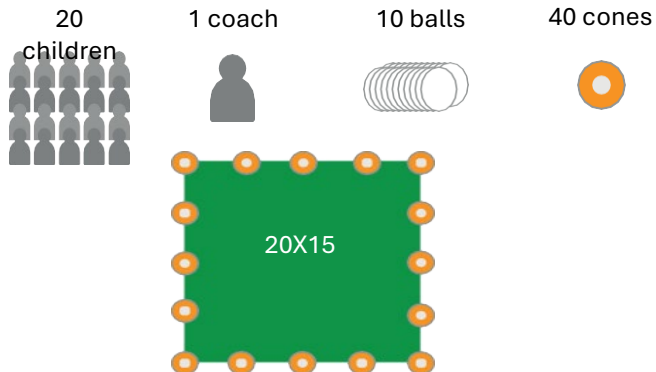


UNIT 2: FELLOWSHIP

Activity 2.0 | "Inseparable Couples" - Learning



Resources and planning



KP

- Promote coordination and reinforce the need to adapt to the partner, respecting their pace and making decisions together.
- Strengthen the relationships between participants and their interaction
- Motor coordination to

Tips

- All the instructions for the lower categories plus the new instructions can be applied to the higher categories, increasing the difficulty of the circuit.

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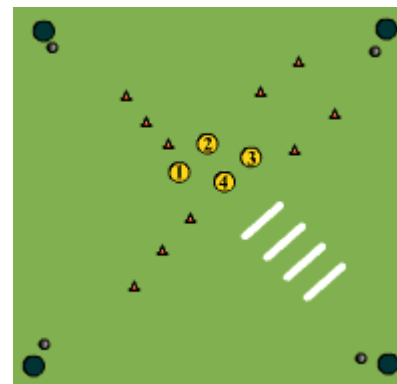


UNIT 2: FELLOWSHIP

Activity 2.0 | "Inseparable Couples" - Learning

Procedure | Keep in mind the mileage of the unit

- The players form pairs connected by a ribbon, a short rope, or simply by holding hands. Each pair must navigate a course of cones carrying a ball between them, either with their hands, their bodies, or by passing it in a coordinated manner. They can only advance if they move together and cooperate. If the ball falls or they separate, they must return to the starting point.
 1. Form the pairs on a rotating basis to mix up the group.
 2. Value communication between colleagues.
 3. Encourage respect for the other person's pace.
 4. Avoid one "pulling" the other: they must adapt to each other.



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UNIT 2: FELLOWSHIP

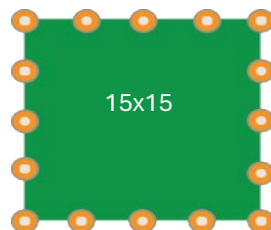
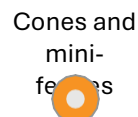
Activity 2.1 | "Run and help" - Learning



Resources and planning



1 coach



KP

- The focus is on a collaborative attitude.
- constant support between colleagues throughout the entire dynamic.

Tips

- Reward the act of helping more than speed.
- Do not force individual competitiveness.
- To make visible the value of waiting for the other.
- Verbally reinforce helping gestures.

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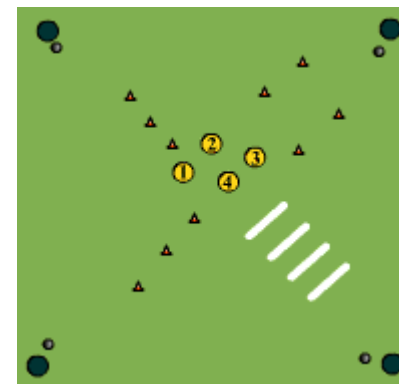


UNIT 2: FELLOWSHIP

Activity 2.1 | "Run and help" Learning

Procedure | Keep in mind the mileage of the unit

- Each player must complete a short obstacle course (for example, weaving between cones, jumping through a hoop, balancing a ball). Once finished, they must run back and help the next teammate complete their course, encouraging them, accompanying them, or physically assisting them if necessary. The group that finishes with all its members together wins.



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UNIT 2: FELLOWSHIP

Activity 2.2 | "Go forward and shout their name" - Learning



Resources and planning



12
children



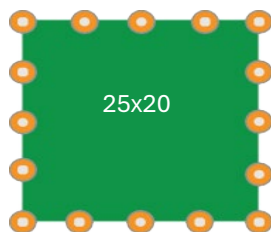
1 coach



4 balls



bibs



25x20

KP

- recognize and include all team members.
- to foster positive communication, better understanding between them, and a sense of belonging
- inclusion of the shyest or least participative players.

Tips

- Encourage everyone to participate equally.
- Change the pairings or formations to avoid always having the same roles.
- Congratulations to the players who include the shyest ones.
- Emphasize the importance of enthusiastically naming your partner.

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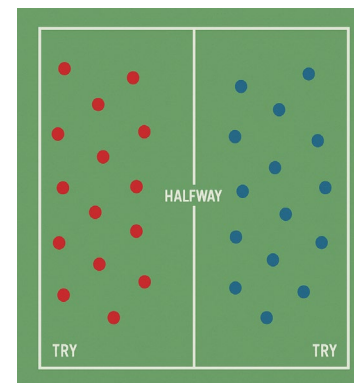


UNIT 2: FELLOWSHIP

Activity 2.2 "Come in and shout their name" Learning

Procedure | Keep in mind the mileage of the unit

- Two teams of 6 players are formed. During the game (passing, unopposed attack, or mini-match), each player can only pass the ball if they call out their teammate's name before doing so. If they don't, the pass is lost.
 - Change of possession attack – defense if the teammate's name is not stated
 - Look before you pass
 - Perimeter visual control





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UNIT 3: DISCIPLINE

Aim

Discipline is the ability to act in an orderly and persevering manner to achieve a good result. It requires organization to reach desired goals more quickly, enduring the inconveniences that this entails.



- To help develop and maintain self-control, respect for others, and socially acceptable behavior.



KM

- Try to beat yourself, not others.
- Sometimes we shouldn't do what we want in the moment in order to achieve what we want in the long term.
- Listen to the coach/assistant and your teammates, avoid distractions.



- LITERACY:** area-specific vocabulary and expressing oneself appropriately.
- PHYSICAL LITERACY:** knowledge of the body and its motor skills, acquiring the habit of practicing physical activity, hygiene and body care.
- ACTIVE CITIZENSHIP:** Using physical activity to facilitate relationships, integration, and respect for agreed-upon rules. Teamwork, cooperation, and responsibility.



- Duration of this learning unit: 3h 20'



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UNIT 3: DISCIPLINE

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO D

TO	D

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GRADES:

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UNIT 3: DISCIPLINE

Activity 3.0 | Getting to know the ball - Learning



Resources and planning

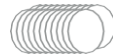
20 children



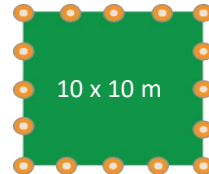
1 coach



20 balls



16 cones



KP

- Pay attention to sound and visual signals
- Ball skills
- High reaction speed
- Avoid colleagues in the designated area

Tips

- All instructions for the minor categories plus the new instructions may apply to the major categories.

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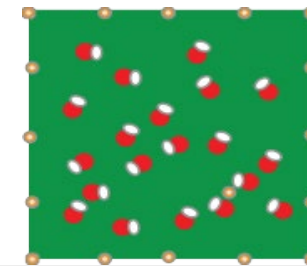


UNIT 3: DISCIPLINE

Activity 3.0 | Getting to know the ball - Learning

Procedure | Keep in mind the mileage of the unit

- 1) We defined a playing area of 10x10 meters.
- 2) Each participant has a rugby ball. At the coach's signal, all the children will run inside the marked field.
- 3) We started giving them new commands that they have to execute while running; all the commands from the younger categories plus the new commands can be applied to the older age groups:
 - M6 - Rotation of balls around the torso: On the signal, we turn our backs and get up as quickly as possible to continue running. On the signal, we jump and throw the ball slightly upwards to catch it.
 - M8 - On the signal, we do a knee bend. On the signal, we do a sit-up.
 - M10 - We walk with the ball between our legs, throwing the ball upwards with one hand and catching it with the other.
 - M12 - Try to steal the ball from other teammates, on the signal we do a push-up, on the signal kick the ball and catch it, on the signal exchange the ball with one of the teammates



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UNIT 3: DISCIPLINE

Activity 3.1 | Simon Says - Learning



Resources and planning

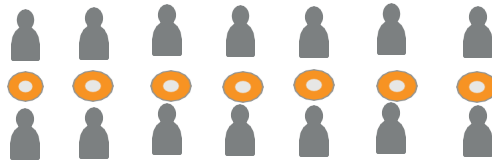
20 children



1 coach



20 cones



KP

- Focus on coach and visual guidelines.
- Reaction speed exercise .
- To be the fastest at processing orders

Tips

- It's a game that can be used in any category. We can gradually introduce more complex commands or those requiring more decision-making.

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UNIT 3: DISCIPLINE

Activity 3.1 | Reaction Speed - Learning

Procedure | Keep in mind the mileage of the unit

- 1) We define a playing area of 10 aligned cones
- 2) The children will be arranged in pairs facing each other with the cone in the middle.
- 3) We started giving them new commands that they have to execute while running; all the commands from the younger categories plus the new commands can be applied to the older age groups:
 - M6 - Knees, eyes, nose, random body parts that must be touched until the coach says CONE. At that moment, the players must grab the cone; whoever grabs the cone fastest wins. Once grabbed, we put it back on the ground and start again.
 - M8 - Just like before, and now we can add to the instructions, in addition to body parts, clapping or turning around.
 - M10 - We will proceed the same as sub 8, and we can implement it instead of with 1 cone per pair with 2 cones of different colors, and instead of the coach shouting CONE, he will say one of the 2 colors and in addition to the auditory stimulus they will respond to a visual stimulus.
 - M12 - Same as in under 10 and we can evolve it with the word change, which means that all participants move one position to the right, which leads us to play with another partner, or we can also introduce the instruction of right or left and it is to change with the player we have in front of us on the same cone either on the right side or on the left.

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UNIT 3: DISCIPLINE

Activity 3.2 | The Forest of Colors - Learning



Resources and planning

20 children



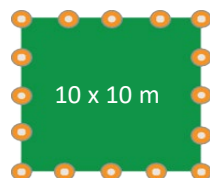
1 coach



20 balls



16 cones



KP

- Pay attention to sound and visual signals
- Ball skills
- High reaction speed
- Avoid colleagues in the designated area

Tips

- All instructions for the minor categories plus the new instructions may apply to the major categories.

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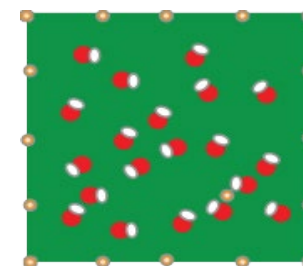


UNIT 3: DISCIPLINE

Activity 3.2 | Getting to know the ball - Learning

Procedure | Keep in mind the mileage of the unit

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 - M8 - On the signal, we do a knee bend. On the signal, we do a sit-up.
 - M10 - We walk with the ball between our legs, throwing the ball upwards with one hand and catching it with the other.
 - M12 - Try to steal the ball from other teammates, on the signal we do a push-up, on the signal kick the ball and catch it, on the signal exchange the ball with one of the teammates



ERASMUSRUGBY



UNIT 4 : EFFORT

Aim

Effort is the invisible engine of any player's growth. Through effort, limits are overcome, goals are achieved, and habits are built that last beyond the sport. In rugby, effort isn't measured solely in runs, tackles, or matches won, but in consistency in training, the attitude towards fatigue, and the ability to try one more time when everything seems uphill.



- Understanding that the effort is personal, but its fruits are collective.
- Giving your best doesn't mean comparing yourself to others, but striving to improve every day.

KM

- Promote a culture of hard work as a constant attitude to grow, improve and contribute to the team
- Value commitment beyond the result.



- Effort is about giving your best, not being the best.
- Those who strive today, improve tomorrow.
- Effort is evident in the small details, not just in the big achievements.
- We celebrate the attempt as much as the result.



- Duration of this learning unit: 3h 20'

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UNIT 4: EFFORT

Assessment

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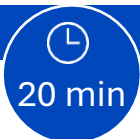
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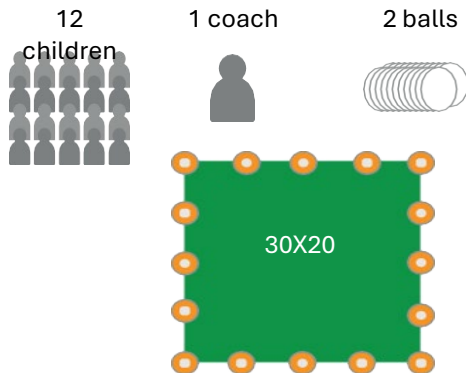


UNIT 4: EFFORT

Activity 4.0 | "Keep going until the end" - Learning



Resources and planning



KP

- Reinforce the attitude of not giving up and continuing to fight at a disadvantage.
- Defensive and support actions are valued.

Tips

- Notice who remains focused after a setback.
- He commends gestures of perseverance in defense.
- He talks about mental effort as much as physical effort.
- It conveys that what's important isn't the score, but not giving up.

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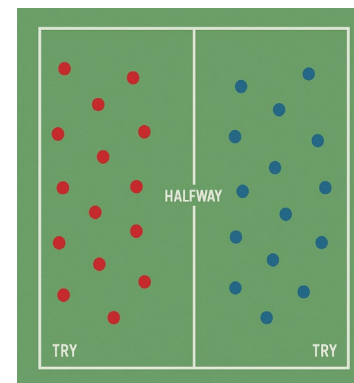


UNIT 4: EFFORT

Activity 4.0 "Keep going until the end" Learning

Procedure | Keep in mind the mileage of the unit

- Shortened game with one rule: the team that receives a try continues playing without pause for 1 more minute with one less player.
 - Playing from the beginning with a numerical disadvantage.
 - We can make variations such as playing with one less player if there is no communication.
 - change the role and attack, instead of defending, with one less player (if we want to work on defense).

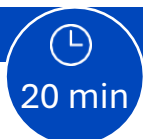


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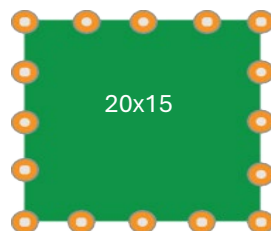


UNIT 4: EFFORT

Activity 4.1 "Beat your record" - Learning



Resources and planning



KP

- Appreciate the attempt at constant improvement.
- You don't compete against others, but against yourself.

Tips

- He enthusiastically measures and records every attempt.
- Praise every attempt at improvement, not just the best times.
- He explains that progress comes from repeated work.
- He uses phrases like "Faster than you!"

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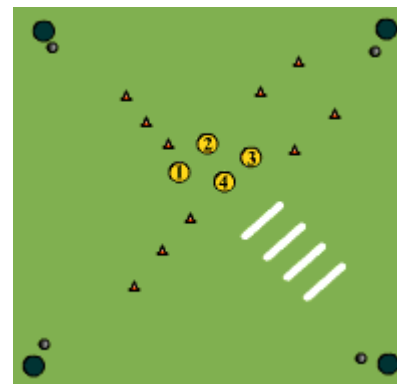


UNIT 4: EFFORT

Activity 4.1 "Beat Your Record" Learning

Procedure | Keep in mind the mileage of the unit

- Each child must run a short distance (10 meters), with the ball in their hands, and try to improve their time in three attempts.
 - Value the player who is getting better and better.
 - We can make variations of the running space
 - Introduce movement from the sport (not just running: quadrupedal movement, running technique, etc...)



ERASMUSRUGBY



UNIT 5: HUMILITY

Aim

Humility in rugby is recognizing that there is always something to learn, that the team is above personal ego, and that respect for others begins with knowing how to recognize our own limitations and mistakes.



- In this sport, neither victories are solely yours nor do defeats justify pointing fingers at others. Humility allows you to accept corrections, listen to advice, help teammates, and compete with greatness, regardless of who wins.

KM

- This unit aims to help players understand that being humble is not being weak, but rather being strong and having a sense of teamwork. A humble player acknowledges their successes without boasting and their mistakes without making excuses.



- Humility makes the team grow, not just the player.
- A good player accepts praise with gratitude and mistakes with responsibility.
- Listening, helping, and learning are acts of humility.
- Humility is demonstrated more through actions than words.



- Duration of this learning unit: 35 minutes

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UNIT 5: HUMILITY

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

TO D

- Children pay attention to new things and concepts
- The children listen to the coach's instructions.
- The children follow the coach's instructions.
- The children maintain the positions and alignments established by the coach.
- The children complete the tasks indicated for accident prevention

TO	D

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GRADES:



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UNIT 5: HUMILITY

Activity 5.0 | "Thank you, colleague"

Resources and planning



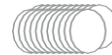
20 children



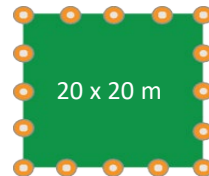
1 coach



5 balls



Cones



KP

- Reinforce the value of being grateful for every small gesture.
- Maintain eye contact
- Teamwork
- Make everyone feel part of the team

Tips

- Set an example by doing it yourself.
- Use appropriate phrases:
"Passing isn't just about throwing, it's about trusting someone else."



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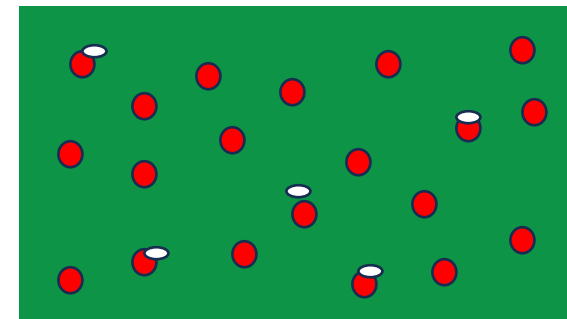


UNIT 5: HUMILITY

Activity 5.0 | "Thank you, colleague"

Procedure | Keep in mind the mileage of the unit

- 1) The players will be distributed in the 20x20m space
- 2) We will put 5 balls on the field and the players must pass them to each other.
- 3) Each time they receive a pass from a teammate, they should thank them with a "thank you" or a "good pass," and the person who made the pass should respond with a smile or a kind word in return.





ERASMUSRUGBY



UNIT 5: HUMILITY

Activity 5.1 | "Circle of praise"



Resources and planning

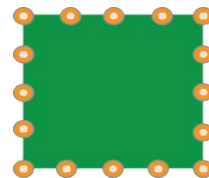
20 children



1 coach



Quiet space
at the end of training



KP

- Praise each other
- Teamwork
- Identify the successes of your partner.
- Focus on other people's achievements, not their failures.

Tips

- Avoid repetition so that everyone receives.
- Guide the group with an example.
- Reinforce praise for effort and camaraderie.
- Remember that valuing others helps us grow.



ERASMUSRUGBY

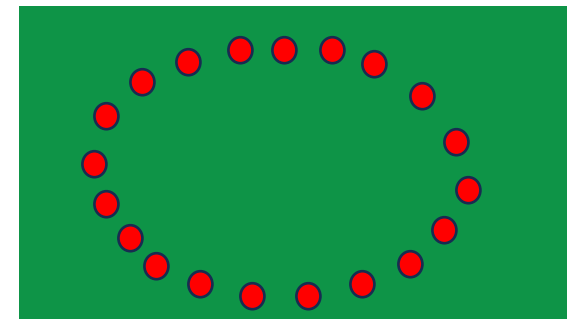


UNIT 5: HUMILITY

Activity 5.1 | "Circle of praise"

Procedure | Keep in mind the mileage of the unit

- 1) In a circle, each player says something positive about another teammate.
- 2) The goal is to foster mutual admiration, empathy, and recognition of others without envy or boasting. Emphasis is placed on praising attitudes, not just skills.





ERASMUSRUGBY



UNIT 5: HUMILITY

Activity 5.2 | "The minute of error"



Resources and planning

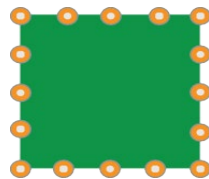
20 children



1 coach



Quiet space
at the end of training



KP

- Normalize errors
- Teamwork
- Honesty
- Trust

Tips

- Do not force participation
- Start by acknowledging your own mistake
- It strengthens the courage of the one who exposes



ERASMUSRUGBY

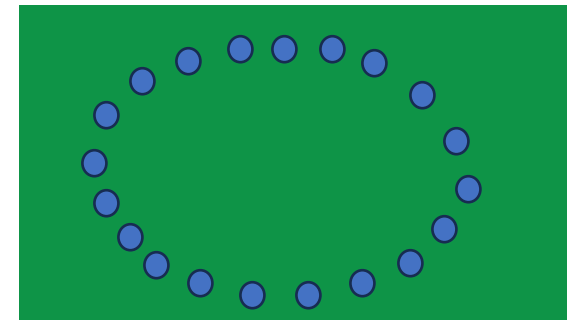


UNIT 5: HUMILITY

Activity 5.2 | "The minute of error"

Procedure | Keep in mind the mileage of the unit

- 1) Each player who wishes to do so can share a mistake they made in training or a match and what they learned from it.
- 2) There is no judging or criticism, only listening.
- 3) The goal is to normalize mistakes as a source of improvement and to practice humility by acknowledging them publicly.



ERASMUSRUGBY



UNIT 6: TEAMWORK

Aim

Teamwork is the foundation of all team sports, but in rugby it takes on a unique dimension: no player can advance without the help of others. Learning to collaborate, to trust teammates, and to relinquish the spotlight when necessary develops key social skills and strengthens group cohesion.



- Promoting teamwork in childhood and adolescence helps to develop supportive, empathetic and committed individuals.

KM

- In rugby, each position has a specific role, but everyone depends on everyone else. The best teams aren't those with the most individual talent, but those that work best together.



- Nobody wins alone: every move requires multiple efforts.
- Working together makes us stronger, on and off the field.
- A good team takes care of all its members.
- Knowing how to listen, help, and trust are team skills.



- Duration of this learning unit: 55 minutes

ERASMUSRUGBY



UNIT 6: TEAMWORK

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

TO D

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO	D

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:



ERASMUSRUGBY



UNIT 6: TEAMWORK

Activity 6.0 | "The Human Bridge"



Resources and planning

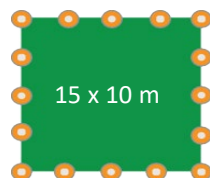
20 children



1 coach



Cones



KP

- Strengthen teamwork
- Fellowship
- Cooperation
- Trust

Tips

- Divide the team into groups of 5 to make it more dynamic.
- No talking allowed. Coordination with gestures.



ERASMUSRUGBY



UNIT 6: TEAMWORK

Activity 6.0 | "The Human Bridge"

Procedure | Keep in mind the mileage of the unit

- 1) The players must reach the blue zone without stepping on the grass.
- 2) They can only cross the field by stepping over their teammates, who are lying on the ground.
- 3) Verbal communication is prohibited. Only gestures.





ERASMUSRUGBY



UNIT 6: TEAMWORK

Activity 6.1 | "The cooperative pass"

Resources and planning

20 min

20 children

1 coach

Field broad

Rugby balls

KP

- Teamwork
- Inclusion
- Stake
- Effort

Tips

- Establish penalties if they skip over a teammate.
- Strengthen communication and decision-making.
- Reflect on the importance of including everyone.



ERASMUSRUGBY

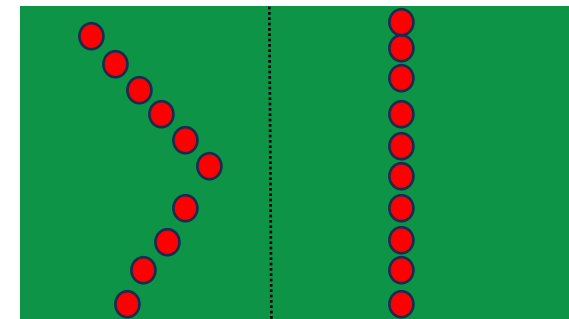


UNIT 6: TEAMWORK

Activity 6.1 | "The cooperative pass"

Procedure | Keep in mind the mileage of the unit

- 1) Both teams aim to score in the opposing team's half. But to do so, every member of the team must first have touched the ball.
- 2) If they score a try without everyone having touched the ball, the try will not count and possession of the ball will change to the opposing team.





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UNIT 6: TEAMWORK

Activity 6.2 | "Game without a star"

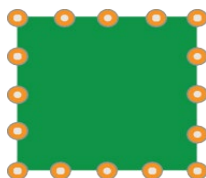


Resources and planning

20 children



1 coach

Field
broad

Rugby balls



KP

- Teamwork
- Inclusion
- Stake
- Effort

Tips

- Vary the rules according to level and age.
- Focus on teamwork and communication.
- Draw conclusions at the end of the exercise



ERASMUSRUGBY

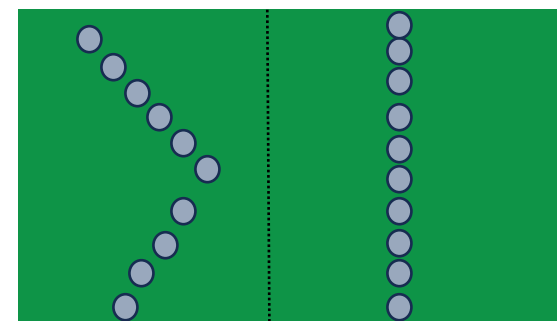


UNIT 6: TEAMWORK

Activity 6.2 | "Game without a star"

Procedure | Keep in mind the mileage of the unit

- 1) A small-sided game where players cannot pass to the player who scored in the previous play.
- 2) The goal is for everyone to participate.
- 3) There will come a time when only one person can rehearse. As the exercise progresses, they will realize it becomes more complicated because they have less and less teamwork, because fewer and fewer people can participate.



ERASMUSRUGBY



UNIT 7: COMMITMENT

Aim

Commitment teaches young people to be consistent, responsible, and persevering. In both sports and personal life, it means being present, giving your best, honoring agreements, and not giving up when things get tough.



- Commitment builds character and strengthens self-discipline, essential pillars for adult life.

KM

- In rugby, commitment is shown in every training session, in respecting attendance, in the effort to fulfill a role within the team, in being present and giving your best.



- Being committed is not about doing it only when you feel like it, but when it's necessary.
- Commitment means respecting the team, the coach, and yourself.
- Commitment is shown through actions, not words.
- When one fails, it affects everyone: we are part of something bigger.



- Duration of this learning unit: 55 minutes

ERASMUSRUGBY



UNIT 7: COMMITMENT

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

TO D

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO	D

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:



ERASMUSRUGBY



UNIT 7: COMMITMENT

Activity 7.0 | "Relay Challenge"



Resources and planning

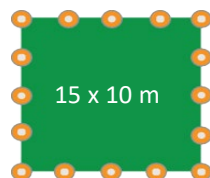
20 children



1 coach



Cones



KP

- Strengthen team commitment
- Fellowship
- Cooperation
- Effort

Tips

- Divide the team into groups of 5 to make it more dynamic.
- Adapt the activity to the observed level



ERASMUSRUGBY

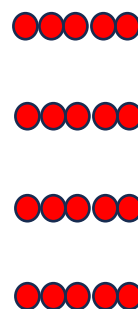


UNIT 7: COMMITMENT

Activity 7.0 | "Relay Challenge"

Procedure | Keep in mind the mileage of the unit

- 1) The players on each team must complete an activity and then pass the turn to the next teammate.
- 2) The team that does it fastest and without cheating will win.
- 3) If any player fails to complete it or cheats, the entire team starts over.





ERASMUSRUGBY



UNIT 7: COMMITMENT

Activity 7.1 | "Blind Route"

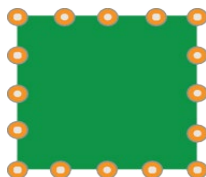


Resources and planning

20 children



1 coach

Field
broad

Rugby balls



KP

- Teamwork
- Commitment
- Trust
- Effort

Tips

- Establish penalties for cheating.
- Strengthen communication and decision-making.
- Reflect on the importance of each person's commitment



ERASMUSRUGBY

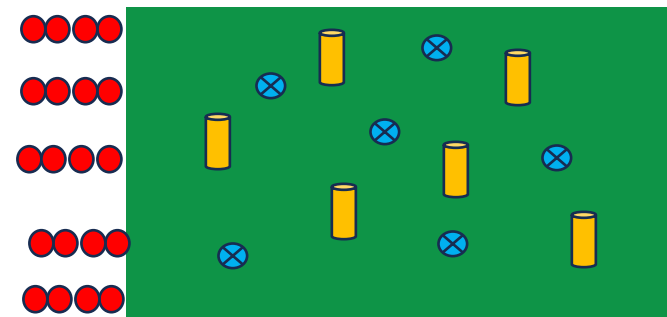


UNIT 7: COMMITMENT

Activity 7.1 | "Blind Route"

Procedure | Keep in mind the mileage of the unit

- 1) The teams are divided into pairs and the objective is to carry the ball from one point to another as quickly as possible while avoiding obstacles.
- 2) In each pair, one person will carry the ball blindfolded and the other must guide them without being able to touch it.





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UNIT 7: COMMITMENT

Activity 7.2 | "Bulldog"

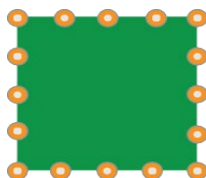


Resources and planning

20 children



1 coach

Field
broad

KP

- Teamwork
- Stake
- Effort

Tips

- Vary the space according to age and level.
- Focus on teamwork and individual commitment
- Draw conclusions at the end of the exercise



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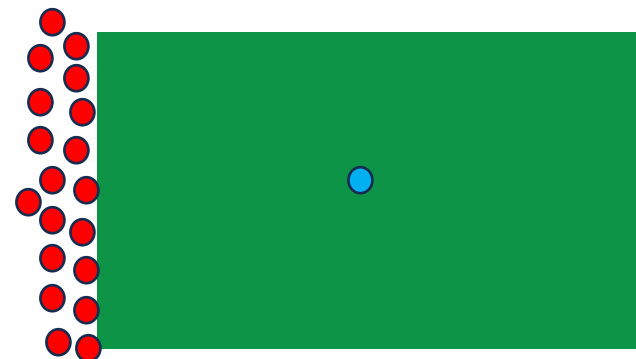


UNIT 7: COMMITMENT

Activity 7.2 | "Bulldog"

Procedure | Keep in mind the mileage of the unit

- 1) All players must cross from one side of the field to the other.
- 2) There will initially be only one player in the middle of the field.
- 3) When that player tackles a teammate on the path from one side of the field to the other, the tackled player will join the defense.
- 4) The number of tacklers will gradually increase, and the commitment of each one will be important to prevent the rest of the team from sneaking in .



ERASMUSRUGBY



UNIT 8: INTEGRITY

Aim

Integrity is a fundamental value that refers to the consistency between what a person thinks, says, and does, always acting with honesty, responsibility, and respect for ethical principles, even when no one is watching.



- People of integrity inspire trust in others because they act with honesty and consistency. This is key in personal, professional, and social relationships.



- It involves telling the truth, not deceiving, and acting transparently, even when no one is watching.
- Act in accordance with your values and principles, without contradictions between your words and your actions.
- Take responsibility for your actions and treat others with fairness, equity, and dignity.



- LITERACY: area-specific vocabulary and expressing oneself appropriately.
- PHYSICAL LITERACY: knowledge of the body and its motor skills, acquiring the habit of practicing physical activity, hygiene and body care.
- ACTIVE CITIZENSHIP: Using physical activity to facilitate relationships, integration, and respect for agreed-upon rules. Teamwork, cooperation, and responsibility.



- Duration of this learning unit: 3h 20'

ERASMUSRUGBY



UNIT 8: INTEGRITY

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO D

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:

ERASMUSRUGBY



UNIDAD 8: INTEGRIDAD

Actividad 8.0 | El juego del arbitro ciego

15 min

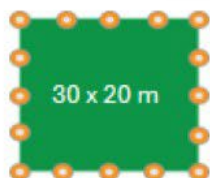
Recursos y planificación

20 niños

1 entrenador

5 balones

16 conos



KP

- Honestidad con las acciones
- Respeto a los rivales y compañeros
- Responsabilidad en el juego
- Juego limpio

Tips

- Escuchar a tus compañeros y rivales y confiar en ellos sobre las infracciones que has cometido

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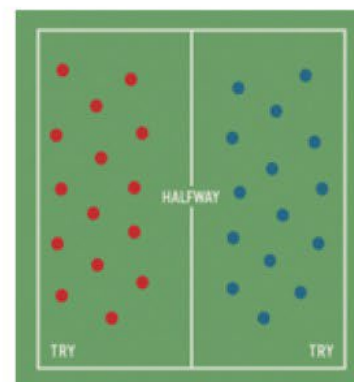


UNIDAD 8: INTEGRIDAD

Actividad 8.0 | El juego del arbitro ciego

Procedimiento | Ten presentes los KM de la unidad

- 1) Definimos un área de juego de 30x20 metros.
- 2) Se jugará un partido de rugby en el área de juego pero sin arbitro, son los propios jugadores dentro del área los que avisan y sancionan de las infracciones.
- 3) Realizaremos partidos de poca duración en las que el entrenador/a estará visualizándolo desde fuera y después al acabar cada partido el entrenador/a debatirá y preguntará el como y porque se han solucionado las infracciones que ha habido y también preguntará por las infracciones que no han sido detectadas.



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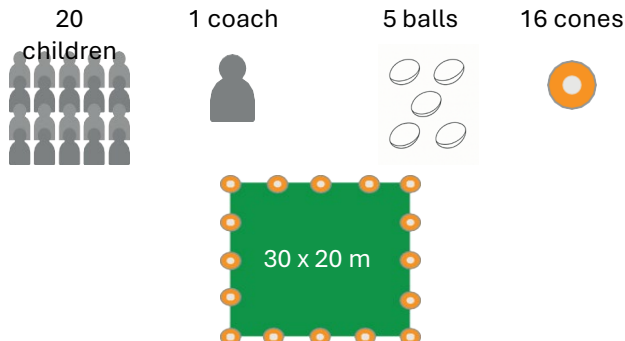


UNIT 8: INTEGRITY

Activity 8.0 | The Blind Referee Game



Resources and planning



KP

- Honesty in actions
- Respect for rivals and teammates
- Responsibility in gambling
- Fair

Tips

- Listen to your teammates and rivals and trust them about the infractions you have committed.

ERASMUSRUGBY

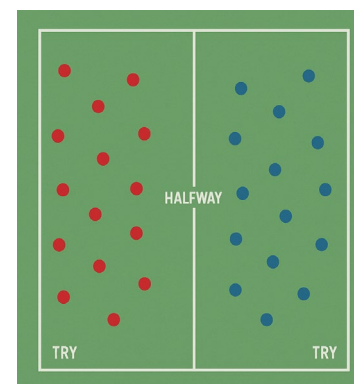


UNIT 8: INTEGRITY

Activity 8.0 | The Blind Referee Game

Procedure | Keep in mind the mileage of the unit

- 1) We defined a playing area of 30x20 meters.
- 2) A rugby match will be played in the playing area but without a referee; the players themselves, within the area, will report and penalize infractions.
- 3) We will conduct short matches in which the coach will be watching from the sidelines, and afterwards, at the end of each match, the coach will discuss and ask how and why the infractions that occurred were resolved, and will also ask about the infractions that were not detected.



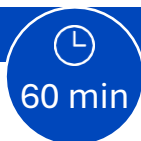


ERASMUSRUGBY



UNIT 8: INTEGRITY

Activity 8.1 | Captain of Values

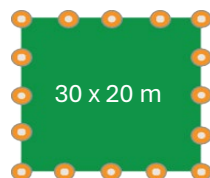


Resources and planning

20 children



1 coach



KP

- Honesty
- I respect the captain of that training session
- Responsibility

Tips

- The captain of that training session didn't observe the actions only from the player's point of view; he looked a little further.



ERASMUSRUGBY

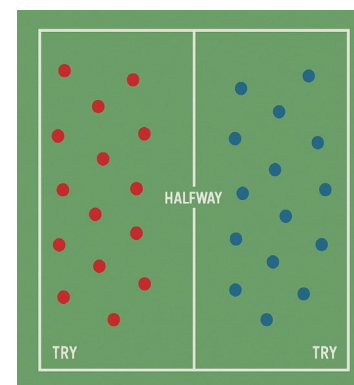


UNIT 8: INTEGRITY

Activity 8.1 | Captain of Values

Procedure | Keep in mind the mileage of the unit

- 1) We define a different captain in each training session.
- 2) The training session proceeds normally, and the captain observes and notes the participants' behavior, whether or not it is considered ethical.
- 3) At the end of the training session, the captain will discuss the behaviors observed within the group, how they benefit or harm the team, and how to improve them.



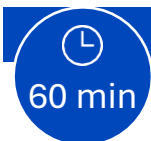


ERASMUSRUGBY



UNIT 8: INTEGRITY

Activity 8.2 | Rugby Court



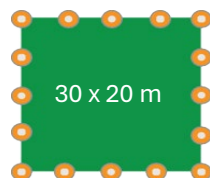
60 min

Resources and planning

20 children



1 coach



KP

- Honesty
- I respect the decisions of others .

Tips

- Answer honestly, not with the most ethical answer for the sake of being ethical.
- Moderate without judging the responses



ERASMUSRUGBY

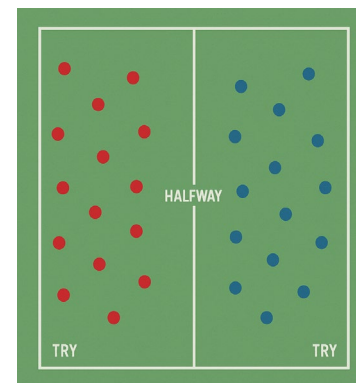


UNIT 8: INTEGRITY

Activity 8.2 | Rugby Court

Procedure | Keep in mind the mileage of the unit

- 1) We divided the team into different groups or pairs.
- 2) We present real or fictional game situations (e.g., the ball falls forward and nobody sees it). In groups, they must discuss what they would do in each situation and explain their actions and reasons to the others.
- 3) At the end we discussed the actions each of us would take, why, and what would be best.



ERASMUSRUGBY



UNIT 9: SOLIDARITY

Aim

Solidarity is a human value that involves helping and supporting others, especially in times of need, without expecting anything in return. It is a form of active empathy, where one not only understands the suffering or difficulties of others, but also acts to alleviate them.



- Solidarity helps you become more empathetic, strengthen relationships, and feel good about yourself by contributing to the well-being of others. It also creates a fairer and more humane environment around you.



KM

- It involves telling the truth, not deceiving, and acting transparently, even when no one is watching.
- Act in accordance with your values and principles, without contradictions between your words and your actions.
- Take responsibility for your actions and treat others with fairness, equity, and dignity.



- LITERACY: area-specific vocabulary and expressing oneself appropriately.
- PHYSICAL LITERACY: knowledge of the body and its motor skills, acquiring the habit of practicing physical activity, hygiene and body care.
- ACTIVE CITIZENSHIP: Using physical activity to facilitate relationships, integration, and respect for agreed-upon rules. Teamwork, cooperation, and responsibility.



- Duration of this learning unit: 3h 20'

ERASMUSRUGBY



UNIT 9: SOLIDARITY

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

TO D

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO	D

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:

ERASMUSRUGBY



UNIT 9: SOLIDARITY

Activity 9.0 | Mandatory pass



15 min

Resources and planning

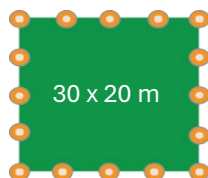
20 children



1 coach



5 balls



KP

- Support each other
- Teamwork
- Collective commitment
- To feel that they form something bigger than themselves

Tips

- Support all colleagues
- Perform the exercise thinking as a team, not just 10 individual players.

ERASMUSRUGBY

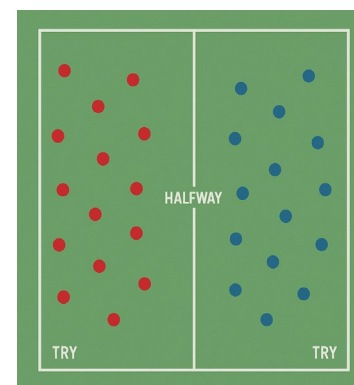


UNIT 9: SOLIDARITY

Activity 9.0 | Mandatory pass

Procedure | Keep in mind the mileage of the unit

- 1) We divided the team into two teams of 10 players.
- 2) We play short games in which the player with the ball can only advance when the ball has been passed to him by a teammate; the player with the ball can only advance 3 meters.
- 3) This exercise is designed so that all members of a team support their teammates and are close to their support so that together they can all move forward.



ERASMUSRUGBY



UNIT 9: SOLIDARITY

Activity 9.1 | Solidarity Chain



15 min

Resources and planning

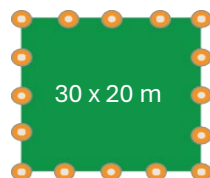
20 children



1 coach



1 string



KP

- Support each other
- Teamwork
- Collective commitment
- To feel that they form something bigger than themselves

Tips

- Support all colleagues
- Perform the exercise thinking as a team, not just 3 players together

ERASMUSRUGBY

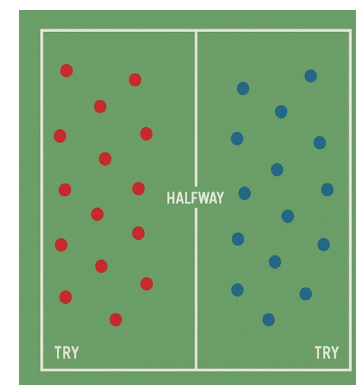


UNIT 9: SOLIDARITY

Activity 9.1 | Solidarity Chain

Procedure | Keep in mind the mileage of the unit

- 1) We divided the team into two teams of 10 players.
- 2) We play short games in which the player with the ball can only advance when the ball has been passed to him by a teammate; the player with the ball can only advance 3 meters.
- 3) This exercise is designed so that all members of a team support their teammates and are close to their support so that together they can all move forward.



ERASMUSRUGBY



UNIT 9: SOLIDARITY

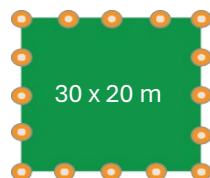
Activity 9.2 | The Invisible Partner



Resources and planning

20 children

1 coach



KP

- Support each other
- Commitment
- To feel that they form something bigger than themselves

Tips

- Support all colleagues
- Think about the other person

ERASMUSRUGBY

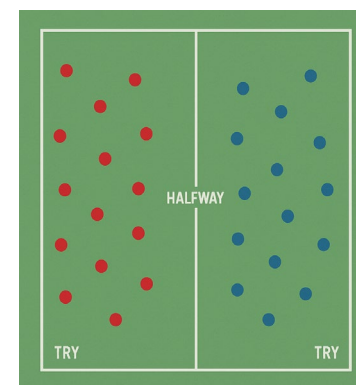


UNIT 9: SOLIDARITY

Activity 9.2 | The Invisible Partner

Procedure | Keep in mind the mileage of the unit

- 1) The coach secretly tells each player the name of a teammate.
- 2) During that week, each player has to support and encourage the teammate that the coach told them to, without the teammate knowing.
- 3) At the end of the week, each player is asked who they believe has been the person who has been encouraging and supporting them during this time.
- 4) Players need to recognize the satisfaction they feel when a teammate supports and encourages them, and foster this atmosphere within the team.



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UNIT 10: FUN

Aim

Fun is a experience subjective that is associated with the enjoy , the Entertainment and pleasure . It's what gives us does to feel good, us It distracts us from our worries and allows you to have a good time for a while . Maybe take many forms , depending on the tastes and personality of each person.



- Having fun helps reduce stress, improves mood, and strengthens social relationships. It also stimulates creativity and overall well-being. It's essential for a balanced and happy life.

KM

- It reduces stress and improves emotional well-being.
- It stimulates creativity and the mind.
- It strengthens social and personal relationships.



- LITERACY: area-specific vocabulary and expressing oneself appropriately.
- PHYSICAL LITERACY: knowledge of the body and its motor skills, acquiring the habit of practicing physical activity, hygiene and body care.
- ACTIVE CITIZENSHIP: Using physical activity to facilitate relationships, integration, and respect for agreed-upon rules. Teamwork, cooperation, and responsibility.



- Duration of this learning unit: 3h 20'

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UNIT 10: FUN

Assessment

Rate the following indicators about the group before (A) and after (D) the session from 1 to 4 points*, and compare them. If the group is new to you, only complete D.

TO D

Children pay attention to new things and concepts

The children listen to the coach's instructions.

The children follow the coach's instructions.

The children maintain the positions and alignments established by the coach.

The children complete the tasks indicated for accident prevention

TO	D

* Rating defined: 5 to 7 Points - Unsatisfactory | 8 to 14 Points - Needs improvement | 15 to 19 Points - Meets expectations | 20 Points - Exceeds expectations.

GRADES:

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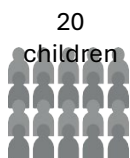


UNIT 10: FUN

Activity 10.0 | Rugby "without rules"



Resources and planning



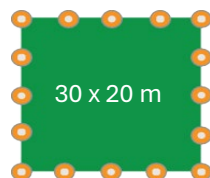
20

children

1 coach



5 balls



KP

- I respect
- Challenges appropriate to the level
- Active participation

Tips

- Knowing that the purpose of the exercise is purely for the enjoyment of all players

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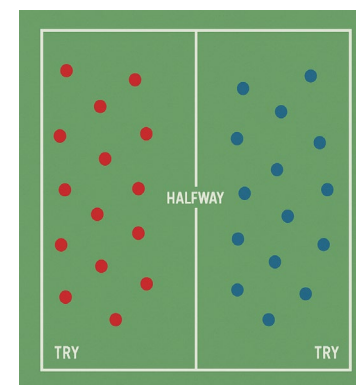


UNIT 9: FUN

Activity 10.0 | Rugby "without rules"

Procedure | Keep in mind the mileage of the unit

- 1) We will divide the group into 2 teams of 10 players.
- 2) Each team will set two rules for each game (e.g., only pass the ball under the legs). We will play short games in which the rules change each game to create a fun atmosphere.
- 3) The coach will encourage creativity and participation from all players and at the end will ask what was the most fun and why.



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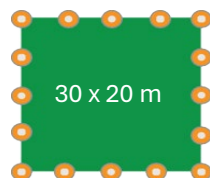
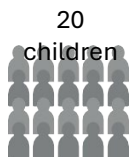


UNIT 10: FUN

Activity 10.1 | Skills Challenge



Resources and planning



KP

- I respect
- Challenges appropriate to the level
- Active participation

Tips

- Knowing that the purpose of the exercise is purely for the enjoyment of all players rather than competition

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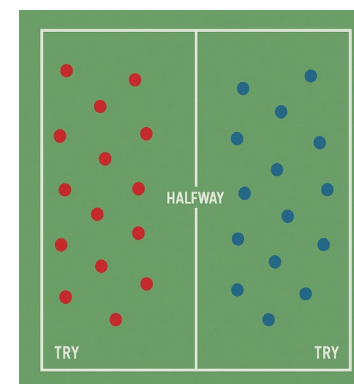


UNIT 9: FUN

Activity 10.1 | Skills Challenge

Procedure | Keep in mind the mileage of the unit

- 1) We will divide the group into pairs.
- 2) We will set up different stations with individual challenges such as passing to a target, kicking into a circle, running with a change of direction...
- 3) Players will compete against themselves, against their partner, and against other couples.
- 4) Competition helps players to have a goal and with the activities



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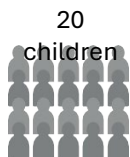


UNIT 10: FUN

Activity 10.2 | Rugby dice

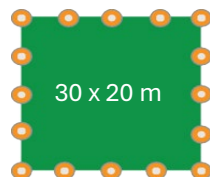


Resources and planning



1 coach

1 die



KP

- I respect
- Challenges appropriate to the level
- Active participation

Tips

- Knowing that the purpose of the exercise is purely for the enjoyment of all players rather than competition

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UNIT 9: FUN

Activity 10.2 | Rugby dice

Procedure | Keep in mind the mileage of the unit

- 1) We will divide the group into 2 teams of 10 players.
- 2) We played a game in which, in each phase of play, the coach would roll the die; each number was associated with an action that the attacking team would have to perform (1- one-handed passes, 2- kick, 3- sprint...).
- 3) This exercise fosters individual abilities on the field but above all the diversion through contrasting challenges according to the level that the players have.

