



# TEACHER WORKSHEET

CYCLE 2 • MORAL AND CIVIC EDUCATION

## RUGBY AND THE IMPORTANCE OF RULES

### OVERVIEW

#### EDUCATIONAL OBJECTIVES:

Foster the capacity to live side by side in an indivisible, secular, and democratic society.

#### SPECIFIC SKILLS IN MORAL AND CIVIC EDUCATION:

- Laws and rules: Principles for living with others.
  - Understand the reasons for obeying laws and rules in a democratic society.
  - Understand the principles and values of a democratic society.
- Sensitivity: Self and others.
  - Feel part of a community (i.e. a team).

#### INTERDISCIPLINARY SKILLS:

##### PE:

Lead and manage an interindividual or team play.

- Engage in an individual or team play while following the rules of the game.
- Manage one's motor and emotional engagement to successfully perform simple actions.
- Understand the aim of the game.
- Recognize one's partners and opponents.

##### English:

Writing: Write rules and defend one's choices.

#### SCHEDULE FOR SESSIONS:

- Launch project.
- Share current knowledge about the rules of rugby as a class.
- Read text aloud as a class or describe an image.
- Do activities in pairs or individually.
- Share with class and review.
- Extend activity.

#### DURATION:

- 3 sessions (3 × 45 minutes).

#### ORGANIZATION:

- Class, group, and individual work.



#### OLYMPIC GAMES KEYWORDS:

FAIR PLAY • RULES AND REGULATIONS • COMMITMENT • TEAM GAME • RUGBY • ATHLETES



## CONCEPTS ADDRESSED

### THE PURPOSE OF RULES

The aim is to have children understand that the rules of rugby provide a framework which allows all players to participate together, while adhering to the same rules. For that to happen, students must be familiar with the concept and necessity of rules and understand their usefulness. It is also about learning to anticipate the consequences of one's actions.

Rules are useful in community life—they allow us to live together peacefully. They therefore enable us to live with others and guarantee equality for all.

### RUGBY: A TEAM SPORT

Rugby sevens originated in Scotland and developed in the second half of the 20th century in the English-speaking world (namely South Africa, New Zealand, Australia, and the United Kingdom), and later in France.

Rugby sevens is a variation of rugby union. The basic difference is the number of players per team; in rugby sevens, there are seven players on the field (plus substitutes) instead of fifteen in rugby union. Most of the rules are the same as in rugby union: two teams try to get the ball into the opposing team's in-goal area.

The ball is oval-shaped. The ball used to be made of leather, but nowadays it is usually made of synthetic material.

The ball should always be moving forward, using the hands (passes) or feet (kicks).

Players must execute tackles and score points either with a drop goal or try. The team with the most points wins.

### FUN FACT!

On October 9, 2009, rugby sevens was added to the 2016 Olympic Games in Rio de Janeiro, Brazil, 92 years after rugby had last been played at the Olympic Games!

### FUN FACT!

At the 2016 Olympic Games in Rio, Fiji won gold in the men's rugby sevens tournament, while Australia won in the women's tournament.



## STUDENT WORKSHEET OVERVIEW

### VOCABULARY:

Referee, in-goal, match, half-time, pack.

### ACTIVITIES:

#### ► ACTIVITY 1: INTRODUCTION TO THE RULES OF RUGBY, AN OLYMPIC SPORT

6-7 yr | 7-8 yr | 8-9 yr

- Materials: – Text  
– Student worksheet

Resources: Photocopies or interactive whiteboard.

Skills: Understand that the rules of rugby provide a framework which allows all players to participate together, while adhering to the same rules.

#### Part 1:

Read a story/conversation to understand the rules.

**The text that describes the rules of rugby sevens should either be projected or photocopied.**

- Individual followed by group reading exercise or by teacher for students 6–7 years old.
- The class lists rules identified from reading and the rules are explained. The teacher makes note of student guesses, guides explanations, highlights what students already know, and answers questions.



## Part 2:

Find the rules of rugby sevens.

- Reread the rules of rugby union and note the differences in rules.
- Write the rules that are different on the board.
- Each child fills in the rules of rugby sevens on his or her worksheet. One worksheet will be photocopied to make a laminated poster for the gymnasium.

### ► **ACTIVITY 2: WHY ARE THERE RULES AND PENALTIES?** 6–7 yr | 7–8 yr | 8–9 yr

**Materials:** – Text excerpt  
– Student worksheet

**Skills:** Understand the concept and necessity of rules, and anticipate the consequences of one's actions.

## Part 1: Reading and discussion about a match excerpt

- Start by reminding students about the previous session.
- Then ask the children to list two or three things that players can do, based on the rules.
  - Identify those rights as a class. The teacher should then ask the question: "In rugby, players have a right to do some things, but can they do whatever they want?" Discuss as a class.
  - The teacher should end by pointing out that players can do some things, but that other things are not allowed.
- Students read the match excerpt on their worksheet individually. (For students 6–7 years old, read as a class.)
  - Students discuss the following question in small groups: "Why are some actions not allowed in rugby? What is the reason for that?"
  - Share ideas as a class.
  - At the end of the class discussion, have students write a small conclusion on the worksheet. E.g.: "Certain actions are not allowed to prevent misbehavior, so that players on both teams can play together and be shown respect."

## Part 2: Individual worksheet on what is not allowed

Use an individual activity worksheet for students. (Read instructions to students 6–7 years old.)

Instructions are read as a class. The children are given a short time to look at the exercises and ask questions. Those who wish to do so are then given the opportunity to do one or two examples on the worksheet for the whole class.

## Part 3: Summary

Correct the individual worksheet together.

- When a child gives an answer to a question, the teacher helps others interact by asking them to give their opinion.
- The objective is to show why certain actions are not allowed, and the consequences if the rules are broken. It is also an opportunity to stress that there are consequences for oneself and for others as well.
- Try to show in the answers that rules should be followed in rugby not for fear of punishment, but to make the game go as smoothly as possible.



### ▶ **ACTIVITY 3: WHY ARE THERE RULES IN DAILY LIFE AND ESPECIALLY IN THE CLASSROOM?**

6-7 yr | 7-8 yr | 8-9 yr

**Materials:** – Student worksheet  
– Class rules sign

**Skills:** Understand the need for rules, write rules, and defend one's choices.

#### **Part 1: Similarities between sports rules and community life**

- As a class, students answer the following questions asked by the teacher: “Are there only rules in sports?” Followed by, “Can you think of any rules we follow on a daily basis?”
- Students work in pairs to list the school's rules they know on their worksheet. They can be categorized as either things that are allowed or not allowed (such as jumping rope during recess, putting away their toys as soon they get to class, respecting school buildings and the playground, bathrooms, etc.).

#### **Part 2: Development of rules for living side by side**

- Students write down what is and what is not allowed in the worksheet table.
- Share with class.

#### **Part 3: Class work and written summary**

- Based on the rules the children have identified on their worksheet, go down the list and decide whether or not they apply to the classroom.
  - If the rule does apply, write it on the board for the class in the appropriate column.
  - If the rule does not apply, have students cross it out with a pencil on their worksheet.
- After the pre-selected rules have been copied, discuss as a class to see if students can think of other class rules.
  - Discuss whether each rule mentioned would be of interest to the class; too strict or too lenient; respectful of everyone; etc.
  - With each rule, the teacher can take the opportunity to have the class justify their choices by asking targeted questions: “Why would you like to introduce this rule?” “Why is it important to respect one another?” “Why shouldn't you interrupt another person?” “Why...”
- When the class rules poster is done, a written summary can be copied onto the student worksheet:  
E.g.: We all have rights and duties, just like athletes do in sports.  
There are things that are allowed, but other things are not allowed, and that is for everyone's good.  
There are rules to follow on a daily basis so that we can all live side by side as peacefully as possible.



## STUDENT WORKSHEET ANSWER KEY

### ▶ ACTIVITY 1: INTRODUCTION TO A FEW RULES IN RUGBY, AN OLYMPIC SPORT.

Let's note together on the board what changes from rugby union.

In this table, we are going to put together the rules of rugby sevens, based off of the rules of rugby union.

Action	Rugby union	Rugby sevens
<b>Number of players</b>	15 (7 substitutes).	7 (3-5 substitutes).
<b>Duration</b>	80-minute game divided into two 40-minute halves.	14-minute game divided into two 7-minute halves.
<b>Scrum</b>	Group of forwards made up of 8 players from each team (3 in the first row, 2 in the second, and 3 in the third).	3 players, who are the 3 forwards.
<b>Throw forward</b>	When a player who holds the ball drops it in front of him- or herself, causing it to go forward, a foul that results in loss of possession of the ball.	When a player who holds the ball drops it in front of him- or herself, causing it to go forward, a foul that results in loss of possession of the ball.
<b>Tackle</b>	A move that involves wrapping ones arms around an opposing player to stop or bring him or her to the ground, possibly causing the opposing player to lose the ball. Tacklers are allowed to tackle an opposing player by grasping any area between the ankles and shoulders. The tackler must continue holding the opposing player until he or she is on the ground. Otherwise the tackle is considered dangerous and the tackler's team may be penalized.	A move that involves wrapping ones arms around an opposing player to stop or bring him or her to the ground, possibly causing the opposing player to lose the ball. Tacklers are allowed to tackle an opposing player by grasping any area between the ankles and shoulders. The tackler must continue holding the opposing player until he or she is on the ground. Otherwise the tackle is considered dangerous and the tackler's team may be penalized.
<b>Try</b>	One way to score points, by grounding the ball in the opponent's in-goal area. A try is worth 5 points.	One way to score points, by grounding the ball in the opponent's in-goal area. A try is worth 5 points.
<b>Conversion</b>	When a team scores a try, it has an opportunity to "convert" the try by kicking the ball over the crossbar between the posts. A successful conversion is worth 2 points.	When a team scores a try, it has an opportunity to "convert" the try by kicking the ball over the crossbar between the posts. A successful conversion is worth 2 points.
<b>Drop goal</b>	A drop goal involves dropping and kicking the ball over the crossbar of the opposing team's goal; the ball must first hit the ground before being kicked (known as a drop kick). A drop goal is worth 3 points.	A drop goal involves dropping and kicking the ball over the crossbar of the opposing team's goal; the ball must first hit the ground before being kicked (known as a drop kick). A drop goal is worth 3 points.



► **ACTIVITY 2: WHY ARE THERE RULES AND PENALTIES?**

Let's read this match excerpt together.

1) Based on the text, what are players allowed to do?

- Put the ball back in play when the other team gets it out of play.
- Throw the ball when our team puts the ball back in play.
- Jump as high as possible to catch the ball.

2) Why are some actions not allowed in rugby? What is the reason for that?

The rules of rugby provide a framework which allows all players to participate together.

3) Cross out the sentences that you think are incorrect:

- The rules of rugby help players to play well together.
- ~~The referee can ban one team from doing something and not the other.~~
- ~~A team can change the rules.~~
- If there were no rules, players would do what they want.
- ~~Players are allowed to make forward passes.~~
- ~~Some rules in rugby are there just to annoy players.~~
- ~~Rules are good in sports, but pointless for us.~~
- There are rules and restrictions to keep order.
- Some actions are not allowed to help us to respect others.
- ~~A player can commit a foul as long as nobody sees him or her do it.~~
- Doing things that are not allowed on the sly makes no sense!
- ~~At school, some things are not allowed just to annoy us.~~

4) Explain the following sentences which describe actions that are not allowed:

- In class, you cannot talk out loud whenever you want to.

Why? Because it would bother other students and distract them.

- When you enter the classroom, you don't rush past everyone to be the first one inside.

Why? So you don't risk hurting anyone.

- I mustn't damage other people's belongings.

Why? Because we respect our neighbors and their belongings as we would like them to respect us and our belongings.

- I have a right to do some things in the classroom, but I cannot do whatever I want.

Why? Because if everyone did what they wanted, there would be a lack of respect!

► **ACTIVITY 3: WHY ARE THERE RULES IN DAILY LIFE AND ESPECIALLY IN THE CLASSROOM?**

Work in pairs to make a list of school rules that you know and fill in the table.

The rules below are obviously not exhaustive and simply give an idea of what students might say.

Allowed	Not allowed
Raising your hand to speak.	Chewing gum in school.
Saying that you didn't understand the instructions or an exercise.	Using bad language (swear words).
Etc.	Etc.

**Written summary:**

We all have rights and duties, just like athletes do in sports. There are things that are allowed, but other things are not allowed, and that is for everyone's good. There are rules to follow on a daily basis so that we can all live side by side as peacefully as possible.



## FIND OUT MORE

### DIGITAL RESOURCES

Understand the rules of rugby:

<http://education.francetv.fr/matiere/education-civique/ce1/video/c-est-quoi-les-regles-du-rugby-professeur-gamberge>

<https://www.ffr.fr/>

Rugby—an evolving sport:

<http://www.1jour1actu.com/sport/en-20-ans-quest-ce-qui-a-change-dans-le-rugby-67541/>

Learn more about the Olympic Games and rugby:

<http://www.lequipe.fr/llosport/Archives/Actualites/Les-regles-du-rugby-le-top-5-des-essentiels/744794>

<https://www.olympic.org/rugby>

<http://espritbleu.franceolympique.com/espritbleu/actus/2888-rugby—histoire-.html>

<https://www.ffr.fr>

Understand the spirit and intent of moral and civic education:

<http://eduscol.education.fr/cid92403/l-emc-principes-et-objectifs.html#lien2>

### FURTHER READING FOR STUDENTS

*Passion rugby* by Jean-Michel Billioud and Jérôme Brasseur, Nathan, 2015.

*Le rugby* by Stéphanie Ledu and Didier Balicevic, Éditions Milan, 2015.

*Le Rugby raconté aux enfants* by Richard Escot, Éditions de La Martinière Jeunesse, 2013.

And more ideas from Les Clefs de l'École:

<http://www.lesclefsdelecole.com/Clefs-des-champs/Listes-de-lecture/Sport-et-olympisme>

### ALL CNOSEF CYCLE 2 EDUCATIONAL FILES

PE: “Learn about water polo”

Examine the world: “Gymnastics”

French: “Olympic Games vocabulary in French”

Mathematics: “Perimeters and tennis”

Language studies/vocabulary: “Olympic Games vocabulary”



# STUDENT WORKSHEET

CYCLE 2 • MORAL AND CIVIC EDUCATION

## RUGBY AND THE IMPORTANCE OF RULES

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### VOCABULARY



**REFEREE:** The person who ensures the rules of the game are followed during a match.

**IN-GOAL:** In rugby, the part of the field marked by the goal line, the dead-ball line, and extending from the touchlines.

**MATCH:** A sports event in which two teams compete against one another.

**HALF-TIME:** The interval between two halves of a match.

**PACK:** A group made up of players known as “forwards” in rugby.

### ACTIVITIES

#### ▶ ACTIVITY 1: INTRODUCTION TO A FEW RULES IN RUGBY, AN OLYMPIC SPORT

“Dad, I don’t understand. Our teacher explained rugby’s rules, but watching the matches during the Rio Olympic Games, why were there only seven players per team on the field?”

“Well, Arthur, listen carefully. Rugby union was played at the Olympics for a few years. A French baron named Pierre de Coubertin had included the sport in the Olympic Games in 1900.

But it was withdrawn from the Olympics in 1924!”

“But why, Dad? That’s dumb...”

“Actually, the problem is that in rugby union it’s impossible to hold a two-week tournament, because it takes a week just to play two matches in a row! So that’s why in 2016, rugby sevens, which has shorter matches, was introduced at the Olympic Games in Rio de Janeiro, Brazil!”

“So, what’s different about the rules?”

“There aren’t a lot of things that change. The big difference is the number of players per team. In rugby sevens, there are 7 players, plus 3 to 5 substitutes.

Another difference is that if a player has been replaced, the player can be brought back into the game like in rugby union, unless he or she has an open or bleeding wound. And a scrum only has three forwards per side.

Like in rugby union, the players are organized by position:

– In the front row (the forwards), there are 2 props and 1 hooker who form the scrum.

– Behind them (the backs) are 1 scrumhalf, 1 flyhalf, 1 center, and 1 winger.

And you know, the field is the same as with 15 players. So there are fewer people on the field. That makes the game dynamic, and tries happen a lot more often.”

“Sure, but why does the game go faster?”

“Both halves last 7 minutes each, except in the final when they last 10 minutes!”

“Oh, that’s a lot faster! The halves are usually 40 minutes, Dad! //”



### TIPS & TRICKS



Professional athletes sign a contract with a club, which determines what is expected of them, and what they should or should not do. That avoids conflicts, especially between a player and the coach. You too can set up a contract with your parents about your school work, for example. You can write that you’ll do all your homework, study hard before a test, etc. Your parents can promise to help you if you have questions or have trouble getting organized. That way, there won’t be any disagreements between you. You won’t waste any more time arguing and you can use the extra time to do things together—go to the pool, play a board game, cook your favorite meal... You’ll see, it’s worth it!





After reading the text, let's note what changes from rugby union together on the board. In the table, let's put together the rules of rugby sevens, based off of the reading.

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**🔍 FIND OUT MORE:**

Discover the rich world of rugby in France (Top 14), in Europe (Six Nations Championship), and around the world (Rugby World Cup, The Rugby Championship... And now the Olympic Games).

**FUN FACT!** France won an Olympic gold medal in rugby... in 1900!



## ▶ ACTIVITY 2: WHY ARE THERE RULES AND PENALTIES?

Let's read this match excerpt together.

// Matthew caused the ball to go out of bounds... Then John, the referee, signalled touch!  
I was annoyed because the other team got to throw the ball back in. That's too easy!  
So the forwards on our team, Max, Kilian, and Gabe, lined up near where the ball went out, 5 meters from the touchline.  
The other team's forwards did the same thing on the other side. So, the thrower (for the opposing team) threw the ball between the two teams. Everyone jumped as high as they could get it and then...  
Gabe got it! Phew! //

1) Based on the text, what are players allowed to do?

- .....
- .....
- .....

2) Why are some actions not allowed in rugby? What is the reason for that?

- .....
- .....

3) Cross out the sentences that you think are incorrect:

- The rules of rugby help players to play well together.
- The referee can ban one team from doing something and not the other.
- A team can change the rules.
- If there were no rules, players would do what they want.
- Players are allowed to make forward passes.
- Some rules in rugby are there just to annoy players.
- Rules are good in sports, but pointless for us.
- There are rules and restrictions to keep order.
- Some actions are not allowed to help us to respect others.
- A player can commit a foul as long as nobody sees him or her do it.
- Doing things that are not allowed on the sly makes no sense!
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4) Explain the following sentences which describe actions that are not allowed:

- In class, you cannot talk out loud whenever you want to. Why?

.....

.....

.....

- When you enter the classroom, you don't rush past everyone to be the first one inside. Why?

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- I mustn't damage other people's belongings. Why?

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- I have a right to do some things in the classroom, but I cannot do whatever I want. Why?

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**► FIND OUT MORE:**

Think about the rules your parents have set for you. Do you understand them? Do you obey all of those rules? If not, why not?



► **ACTIVITY 3: WHY ARE THERE RULES IN DAILY LIFE AND ESPECIALLY IN THE CLASSROOM?**

Work in pairs to make a list of school rules that you know and fill in the table.

Allowed	Not allowed

**Written summary:**

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🔍 **FIND OUT MORE:**

Rugby sevens is very old game.

One day, some Scotsmen wanted to play, but there were only 14 of them. So they decided to make two teams of 7. They kept the same rules as rugby union and the same size field.

But in rugby sevens there are actually only two players for a line-out, only three in a scrum, and each half of the game lasts 7 minutes and 10 minutes in the final.



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## REVIEW

- The rules in rugby sevens are basically the same as those in rugby union, but there are a few differences.
- Players can do some things, but other things are not allowed. The same is true for us in daily life. There are things you have to do, and things you can do. (E.g. don't interrupt others in class.) If you don't obey those rules, it shows a lack of respect for others. So there might be a punishment.
- Some actions are not allowed to protect everyone, including you. For example, you aren't allowed to hit others, and they aren't allowed to hit you either! So that rule protects you.



## NOW, TAKE ACTION!

- **Understand that there are rules at home, too.** Some things are not allowed, and you have obligations towards your parents and siblings. For example, you have to keep your room clean so that others won't trip over your toys. Or you don't listen to loud music if your little brother is trying to sleep.
- **Help your parents set rules at home.** In order to follow the rules, you have to know what they are, so make a list with your parents. There are things you have to or cannot do in your family, and everyone—both young and old—has to respect those rules.



# CYCLE PROGRESS WORKSHEET

CYCLE 2 • MORAL AND CIVIC EDUCATION

## RUGBY AND THE IMPORTANCE OF RULES

The file is adapted to all ages in Cycle 2, with some variations in how activities are run for children 6–9 years old.

### Activity 1

Text

- Read by teacher for children 6–7 years old.
- Read individually and later as a class for children 7–9 years old.

Table

- Rules of rugby read by teacher with further explanations if needed for children 6–7 years old.
- Read individually and later as a class for children 7–9 years old.

### Activity 2

Text

- Match excerpt read as a class for children 6–7 years old.
- Match excerpt read individually on worksheet for children 7–9 years old.

Exercises

- Instructions read aloud for children 6–7 years old.

### Activity 3

A written summary of the rules identified as a class may be photocopied and handed out to children 6–7 years old.



## IT'S YOUR TURN!

CYCLE 2 • MORAL AND CIVIC EDUCATION

# RUGBY AND THE IMPORTANCE OF RULES

### PUT YOUR KNOWLEDGE TO THE TEST

**1 HOW LONG DOES A RUGBY UNION MATCH LAST?**

60 minutes

80 minutes

90 minutes

**2 HOW LONG DOES A RUGBY SEVENS MATCH LAST?**

60 minutes

80 minutes

14 minutes

**3 IN RUGBY, IT IS AGAINST THE RULES TO:**

Kick the ball

Make a backward pass

Make a forward pass

**4 HOW MANY POINTS IS A TRY WORTH?**

3

4

5

**5 WHAT IS A DROP KICK?**

When a player kicks the ball after it has touched the ground.

When a player grasps an opponent's legs and both players drop to the ground.

When a player kicks the ball from one side of the field to the other.

### TEST YOUR KNOWLEDGE FURTHER

**1 WHICH OF THE FOLLOWING TEAMS TAKE PART IN THE SIX NATIONS CHAMPIONSHIP?**

France

Spain

Italy

Ireland



**2 TO INTIMIDATE THEIR OPPONENTS BEFORE A MATCH, NEW ZEALAND'S NATIONAL RUGBY TEAM, THE "ALL BLACKS", PERFORM A DANCE WITH A WAR-LIKE CHANT. WHAT IS THE DANCE CALLED?**

.....

**3 WHICH COUNTRY WON THE GOLD MEDAL IN WOMEN'S RUGBY AT THE 2016 OLYMPIC GAMES?**

Australia

France

South Africa

England

**4 NAME THREE QUALITIES THAT YOU THINK ARE ESSENTIAL IN RUGBY.**

.....  
.....

**5 DO YOU KNOW THE NAMES OF ANY FAMOUS RUGBY PLAYERS?**

.....  
.....  
.....

## KICK OFF THE DISCUSSION... GIVE YOUR OPINION!

**IN YOUR OPINION, IS RUGBY A SPORT WHERE IT IS BETTER TO BE STRONG OR TO KNOW HOW TO PLAY AS PART OF A TEAM?**



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England

**4 NAME THREE QUALITIES THAT YOU THINK ARE ESSENTIAL IN RUGBY.**

Strength, speed, fair play, team spirit, resistance, etc.

**5 DO YOU KNOW THE NAMES OF ANY FAMOUS RUGBY PLAYERS?**

For example: Thierry Dusautoir, Jonny Wilkinson, Dan Carter, Fabien Galthié, Abdelatif Benazzi, etc.