



Board/Authority Authorized Course: **Rugby 10**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number: SD79 Cowichan Valley #
Developed by: Brad Skene	Date Developed: June 13, 2018
School Name: Cowichan Secondary	Principal's Name: Alison Keple
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Rugby 10	Grade Level of Course: Grade 10
Number of Course Credits: 4	Number of Hours of Instruction: 100
Course Category: Leisure and Recreational Activities	Course Code: YLRA-0A

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Rugby balls, cones, field, on-line devices and internet access

Course Synopsis: This physical health and education course is centered on the sport of rugby

Goals and Rationale: By studying a specific sport, students will gain an appreciation for the complexity of sport at an elite level while developing knowledge and skills that will lead to a positive and healthy life

Indigenous Worldviews and Perspectives: Student centered learning based on indigenous teaching practices (self to unit to team) and analysis of the perspective of the sport from different cultures

BIG IDEAS

Finding enjoyable activities can motivate people, from different cultures, to participate more regularly in physical activity

Sport specific skill development can allow increased participation in a sport

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**

Personal fitness can be maintained and improved through regular participation in physical activities

Sport safety practices and fair play can serve the greater sport community

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Skill Development</p> <ul style="list-style-type: none"> • Develop skills that can be positively applied to the game of rugby • Demonstrate awareness of safe practices in rugby • Demonstrate and perform a pop, spin and scrum-half pass • Demonstrate and perform a punt, drop and penalty and goal kick • Demonstrate and perform catching a thrown and kicked ball • Demonstrate and perform a side-step and swerve • Demonstrate and perform safe and proper technique when jumping, boosting and throwing in a line-out • Demonstrate and perform safe and proper propping and hooking in a scrum • Introduced or continue the development of passing which includes several variations • Introduced or continue the development of kicking which includes several variations • Introduced or continue the development of catching a ball 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify the benefits of active living • Understand and apply the FITT principle • Identify and explain the effects of exercise on the body systems before, during and after exercise • Understand the relationship between rugby and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility • Understand recovery and revitalization techniques • Understand and explain the mechanics and forces of the scrum • Understand and explain the mechanics and forces of the line-out • Explain verbally and in writing positive and negative execution of a rugby skill

- Introduced or continue the development of evasive running skills and running support lines
- Introduced or continue the development of unit skills which include scrum and line-outs

Training Programs and Techniques

- Engage in **training programs and techniques**, which are based in **sport science**, that relate to rugby.
- Understand and recognize the **safe policies and procedures** of training in a variety of environments which may include the weight room, gym or field.
- Recognize and explain safety and **proper etiquette** when training in a weight room.
- Understand and demonstrated a variety of exercises and **movement patterns** when training in the weight room, gym or field.
- Demonstrate a willingness to participate
- Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to rugby

Technical and Tactical Knowledge

- Apply technical and tactical knowledge into **modified games** to ensure fair-play and safety in the sport of rugby.
- Demonstrate the ability to breakdown and to explain fundamental skills in the form of cues verbally and in writing.

Game-like Scenerios

- Apply skills and **strategies** in modified games which transfer to rugby.
- Apply and explain **Laws of Rugby** into modified games to ensure fair-play and safety in the sport of rugby.
- Identify, demonstrate and explain elements of positive rugby which include possession, territory and contest.
- Identify, apply and explain **mismatches** in offense and defense.

- Identify, explain and demonstrate positive and negative choices related to **skill selection** and use
- Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2
- Understand and explain the difference cultures and **styles of rugby** played throughout the world
- Recognize and explain that different regions and cultures of the world have contributed to different playing styles
- With a peer or during self-assessment describe verbally or in writing passing, catching, kicking
- Describe and perform a switch, fake switch, miss and a loop
- Apply rugby specific **motor skills** in game activities
- Select and apply rules, routines, and procedures of safety during rugby
- Demonstrate etiquette and fair-play
- Identify and demonstrate positive behaviors that show respect for individual's potential, interests and cultural back ground
- Participate and demonstrate rugby skills in modified **non-contact games** which lead into full rugby games
- Demonstrate and apply appropriate **defensive structure** in games
- Demonstrate and apply demonstrate a 2 v 1, 2 v 2 and 3 v 2
- Complete the **World Rugby** on-line module 'RUGBY READY'.

Big Ideas – Elaborations

Sport specific: Skill development that is necessary for the participation in a sport (examples: passing, kicking and catching a rugby ball).

Goals: A desired result or the aim of a person's ambition.

Personal fitness: A continuum of infinite possibilities for better or worse of physical or mental health.

Sport safety: Being prepared to participate in a sport by having the physical and skill development and knowledge of laws, techniques and tactics.

Curricular Competencies – Elaborations

Safe Practices: A series of specific steps that will guide a player to participate in a sport without injury to themselves or others.

Training programs and techniques: The physical conditioning program and the movements within the program used by athletes to increase proficiency in sport.

Sport science: A discipline that studies how the healthy human body works during exercise and how sport and physical activity promote health and optimal performance.

Safe policies and procedures: Guidelines that contain instructions with the goal to reduce the risk of injury to athletes (example: warming up before training).

Proper etiquette: Customary code of acceptable behavior among fellow athletes training together (example: wiping and cleaning a bench after use).

Movement patterns: Patterns that allow the body to be coordinated for basic motions, such as laterally, weight transfer, forward, up and down and coordination of upper and lower body (example: the weight transfer through the lower body to help a scrum-half throw a pass with force while maintaining accuracy).

World Rugby: The governing body for the sport of rugby union and rugby sevens.

Modified Games: Resembling and based on the sport of rugby but adapted to suit players' age, ability, skill and experience and to fit the context of the participation (example: End Ball or Flag Rugby).

Strategies: A plan for action within a game with the goal of being successful.

Laws of Rugby: The guiding rules for rugby which are interpreted and enforced by the referees (example: offside).

Mismatches: An imbalance or unequal situation with in a sport (example: 3 v 1 overlap or an isolated ball carrier).

Content – Elaborations

Active Living: A way of life that integrates physical activity into daily routines.

FITT Principle: Key components of an effective exercise program. These include Frequency, Intensity, Time and Type.

Recovery and Revitalization Techniques: The aspects of a training program that allows the body time to repair and strengthen itself between workouts (example: sleep duration or ice baths).

Mechanics: The effects of different forces on the human body. Linked to the field of biomechanics.

Skill selection: The ability of the athlete to make a purposeful decision on which skill to apply in varied situations within a game (example: a pop pass vs a spin pass).

Styles of play: The general behavior of the whole team to achieve the attacking and defensive objects in the game which will lead to the team's success (Example: Fujian 'chaos' rugby compared to English 'set piece' rugby).

Motor Skills: Voluntary and coordinated skills that are categorized so that they can be studied and applied (example: GROSS movements would include being a ball carrier in rugby while a FINE movement would be throwing in for a line-out).

Non-contact games: A modified game that resembles rugby but one in which it is nearly impossible for the participants to make physical contact during the game (example: End ball or Flag Rugby).

Defensive Structure: The organized pattern that a team uses to prevent an opponent from scoring (example: BLITZ defense vs DRIFT defense).

World Rugby: The governing body for the sport of rugby union and rugby sevens.

Recommended Instructional Components:

- Multiple environments: Off Field Instruction (classroom), On Field Instruction, Dryland training (Weight room and Speed, Agility, Quickness)
- Direct instruction
- Demonstrations
- Modeling
- Simulations
- Peer teaching

Recommended Assessment Components:

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following Principles of Quality Assessment will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to this course:

- Daily Five Point Scale assessment
- Self-Assessment
- Peer Assessment
- Journaling
- Oral Presentations
- Skills Assessment

- Quizzes and Exams

Learning Resources:

www.worldrugby.org/?lang=en

www.worldrugby.org/welcome-to-rugby

www.worldrugby.org/training-and-education

<http://sandc.worldrugby.org/>

<http://laws.worldrugby.org/>

www.worldrugby.org/sevens/how-to-play

www.worldrugby.org/sevens/laws

<http://passport.worldrugby.org/?page=beginners>

Additional Information:

Recommended that instructors of this course attain NCCP Community Sport (non-contact) and Community Sport (contact) qualification and Level 1 Referee qualification. This can be completed through the BC Rugby Union (BCRU) which offers regional courses and clinics.