



## Board/Authority Authorized Course: Rugby 11

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number:</b> SD79 Cowichan Valley #
<b>Developed by:</b> Brad Skene	<b>Date Developed:</b> May, 2019
<b>School Name:</b> Cowichan Secondary	<b>Principal's Name:</b> Alison Keple
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Rugby 11	<b>Grade Level of Course:</b> Grade 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100
<b>Course Category:</b> Leisure and Recreational Activities	<b>Course Code:</b> YLRA-1A

**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**

**Healthy Choices** influence, and are influenced by, our emotional, and mental well-being

**Sport specific** skill development can allow increase participation in a sport

Knowledge of sport specific strategies can allow increase participation in a sport

Sport participation in activities and avoiding **injury** can sustain lifelong physical activity

Knowledge and application of sports laws create safe and **equitable competition**

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of <b>safe practices</b> in rugby</li> <li>• Develop skills that can be positively applied to the game of rugby</li> <li>• Demonstrate and perform a pop, spin and scrum-half pass</li> <li>• Demonstrate and perform offloading skills in controlled contact</li> <li>• Demonstrate and perform a punt, drop, penalty and goal kick</li> <li>• Demonstrate and perform catching a thrown and kicked ball</li> <li>• Demonstrate and perform a side-step and swerve</li> <li>• Demonstrate and perform a swerve</li> <li>• Demonstrate and perform safe and proper technique jumping, boosting and throwing in a line-out</li> <li>• Demonstrate and perform safe and proper technique propping and hooking in a scrum</li> <li>• Demonstrate etiquette and fair play</li> <li>• Demonstrate a willingness to participate</li> <li>• Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to rugby</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Identify the benefits of active living</li> <li>• Understand and apply the <b>FITT principle</b></li> <li>• Identify and explain the <b>effects of exercise</b> on the body systems before, during and after exercise</li> <li>• Understand the relationship between rugby and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility</li> <li>• Understand <b>recovery and revitalization techniques</b></li> <li>• Identify unsafe training practices and provide corrections or alternatives</li> <li>• Analyze a <b>personal nutritional plan</b></li> <li>• Analyze a <b>personal training program</b></li> <li>• Identify and analyze positive and negatives external factors which affect participation in sport</li> <li>• Identify and analyze how to achieve optimal mental focus within sport</li> </ul>

- Introduced or continue the development of passing level which includes several variations
- Introduced or continue the development of kicking which includes several variations
- Introduced or continue the development of catching a ball
- 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 on **sport science**, that relate to rugby.
- Recognize and demonstrate the safe policies and procedures of training in a variety of environments which may include the weight room, gym or field.
- Identify 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.
- Recognize the impact of mental health on performance.
- Identify and explain how healthy choices and an **active lifestyle** contribute to physical and mental well-being.

### Technical and Tactical Knowledge

- Apply and understand the **Laws of Rugby** as they apply to a regular game of rugby.
- Apply the laws of rugby into **modified games** to ensure fair-play and safety in the sport of rugby.
- Apply skills and strategies in modified games which transfer to rugby.
- Demonstrate the ability to breakdown and to explain fundamental skills in the form of cues verbally and in writing.
- Identify, explain and demonstrate positive and negative choices related to skill use and play selection.

- Understand and explain the **safe mechanics** and forces of the scrum
- Understand and explain the safe mechanics and forces of the line-out
- Demonstrate the ability to explain verbally and in writing positive and negative execution of a rugby skill
- Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2
- 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 when passing
- Students will recognize and explain mismatches in offense and defense
- Understand the use of **statistics** for game analysis
- Apply **rugby specific motor skills** in game activities
- Select and apply rules, routines, and procedures of safety during rugby
- 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
- Demonstrate and apply demonstrate a 2 v 1, 2 v 2 and 3 v 2
- Identify and verbally communicate positive opportunities in attack and on defense

### Game-like Scenarios

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

### Law Acquisition and Video Analysis

- Understand and explain the **World Rugby Charter of the Game**.
- Demonstrate and apply the Laws of Rugby by completing the **World Rugby** on-line 'Law Test'.
- Explain how laws in rugby contribute to a safe and **equitable** contest.
- Recognize and understand the elements of fair play.
- Identify and explain elements of positive rugby.

- Understand the impact of **possession, territory, continuity** and the ability to **contest** for the ball in rugby
- Recognize and communicate in writing and verbally positive corrections in attack and defense
- Identify and explain positive and negative tactical choices
- Identify and explain positive and negative technical skills
- Understand and explain the difference cultures and **styles of rugby** played throughout the world
- Identify and explain strengths and weaknesses of teams
- Identify and explain **potential opportunities** for teams
- Understand and apply of the Laws of Rugby as a referee in either a modified game setting or a real game

## Big Ideas – Elaborations

**Healthy Choices:** An individual's lifestyle decisions related to nutrition and physical activity.

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

**Injury:** Damage to an athlete which results in time away from participation in a sport.

**Equitable Competition:** A sporting environment which is fair to all participants and organizations within in it.

## 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.

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

**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).

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

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

**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).

**Positive Rugby:** Playing rugby within the World Rugby's Charter of the Game and Laws of the game while promoting a creative and free flowing game (examples: There is a fair contest for the game, players do not intentionally break the laws and the ball and players move throughout the field during a game).

**Mismatches:** An imbalance or unequal situation within a game (example: 3 v 1 overlap or an isolated ball carrier).

**World Rugby Charter of the Game:** A guiding document aimed at preserving rugby's unique character and values (example: both teams and all players should have the opportunity to have possession of the ball and if they don't, they should have the opportunity to contest for the ball).

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

**Equitable:** A sporting culture which is fair to all participants and organizations within it.

## Content – Elaborations

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

**Effects of Exercise:** The changes in the circulatory system, respiratory system and muscles from exercise that effect the components of fitness (examples: body composition, muscle strength, resting heart rate).

**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).

**Personal Nutrition Plan:** An eating plan that gives the athlete's body the nutrients it needs every day. This plan is tailored to meet the needs and goals of individuals.

**Personal Training Program:** A detailed plan that includes a range of physical exercises and the amount of time each exercise should be performed. This plan is tailored to meet the needs and goals of individuals.

**Safe Mechanics:** The effects of different forces on the human body that if used incorrectly could result in injury to the participant or another athlete (example: lifting an opposing player in a scrum).

**Statistics:** The practice of collecting and analyzing data with the purpose of uncovering positive and negatives which can be converted into practice or game plans (example: number of rucks won or lost when one team began with possession).

**Rugby Specific 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).

**Positive Behaviors:** Actions that are considered acceptable within civilized society (example: inclusion for all).

## Content – Elaborations

**Possession:** A team or player having the ball in a rugby game.

**Territory:** Where the ball is on the field. It is advantageous in a game of rugby to have the ball closer to the opponents goal line and far away from yours.

**Continuity:** The ability to play the game of rugby without stoppages in play. In a dynamic game of rugby, the referee would minimally blow their whistle and the ball and players would move rapidly to all areas of the field.

**Contest:** The ability for the team and its players without the ball to attempt to regain possession of the ball (example: the ability in a line-out to jump and catch the ball if you were not the team throwing it in).

**Styles of Rugby:** 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).

**Potential opportunities:** The capacity of an athlete, within a game, to recognize the time and situation to apply a skill or strategy that will lead to a positive outcome (example: when to try and contest of a ball within a tackle compared to staying in a defensive formation).

### 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?

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

#### **Learning Resources:**

[www.worldrugby.org/?lang=en](http://www.worldrugby.org/?lang=en)

[www.worldrugby.org/welcome-to-rugby](http://www.worldrugby.org/welcome-to-rugby)

[www.worldrugby.org/training-and-education](http://www.worldrugby.org/training-and-education)

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

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

<https://laws.worldrugby.org/index.php?&language=EN>

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

[www.worldrugby.org/sevens/how-to-play](http://www.worldrugby.org/sevens/how-to-play)

[www.worldrugby.org/sevens/laws](http://www.worldrugby.org/sevens/laws)

**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.