



## Board/Authority Authorized Course: **Rugby 12**

<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 12	<b>Grade Level of Course:</b> Grade 12
<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-2A

**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**

Physical activity is an important part of **overall health** and well-being

Safely participating in activities and avoiding **injury** can sustain lifelong physical activity

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

Preparation and organization helps people engage more regularly in physical activity

Coaching and leadership **practices** are influenced by the community, society and the media

**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>• Develop skills that can be positively applied to the game of rugby</li> <li>• Develop awareness of <b>safe practices</b> in 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 ‘Y-angle’ running line</li> <li>• Demonstrate and perform safe and proper technique jumping, boosting and throwing in a line-out</li> <li>• Demonstrate and perform <b>safe and proper technique</b> propping and hooking in a scrum</li> <li>• Continue the development of passing level which includes several variations</li> <li>• Continue the development of kicking which includes several variations</li> <li>• Continue the development of catching a ball</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Identify the benefits of <b>active living</b></li> <li>• Understand and apply the <b>FITT principle</b></li> <li>• Demonstrate a willingness to participate</li> <li>• Identify and explain the effects of exercise 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>• Participate in aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility programs as each relate to rugby</li> <li>• Understand <b>recovery and revitalization techniques</b></li> <li>• Identify unsafe training practices and provide corrections or alternatives</li> </ul>

- Continue the development of **evasive running skills** and **running support lines**
- 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 safe and proper etiquette when using a weight room.
- Demonstrate a variety of exercises and **movement patterns** when training in the weight room, gym or field.
- Recognize and explain positive choices related to exercise and nutrition contribute to a **healthy lifestyle**.
- Identify and explain the impact of **mental health** on performance.

### Technical and Tactical Knowledge

- Explain and apply the **Laws of Rugby** as they apply to a regular game of rugby.
- Explain the **World Rugby Charter of the Game**.
- Apply skills and strategies in **modified games** which transfer to rugby.
- Apply laws of the game into modified games to ensure fair-play and safety in the sport of rugby.
- Demonstrate the ability to breakdown and 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.

### Game Play

- Apply skills and strategies in modified games which transfer to rugby.

- Create and analyze a personal **nutritional plan**
- Create and analyze a personal **training program**
- Identify and analyze positive and negatives **external factors** which affect participation in sport
- Identify and analyze how to achieve **optimal mental focus** within sport
- Identify strategies and techniques to improve mental health and relieve stress
- Understand and instruct the **mechanics** and forces of the **scrum**
- Understand and instruct the mechanics and forces of the **line-out**
- Recognize and explain safe policies and procedures in a scrum
- Recognize and explain safe policies and procedures in a line-out
- Demonstrate the ability to explain verbally and in writing positive and negative execution of a rugby skill
- Demonstrate the ability to instruct **fundamental rugby skills**
- Understand, explain and demonstrate the difference between a 2 v 1, 2 v 2 and 3 v 2
- With a peer or on a self-assessment describe verbally or in writing passing, catching, kicking
- Describe and perform a switch, fake switch, miss and a loop when passing

- Apply laws of the game into modified games to ensure fair-play and safety in the sport of rugby.
- Identify and explain elements of positive rugby which include
- **possession, territory, continuity and contest.**
- Identify, explain and apply **mismatches** in offense and defense.
- Participate and demonstrate rugby skills in **modified non-contact games** which lead into full rugby games
- Demonstrate and apply corrective defensive actions

### **Coach Development and Leadership in Sport**

- Demonstrate an understanding of the principles of planning and application to rugby to create a safe and equitable environment.
- Identify and explain **ethical choices** in sport.
- Demonstrate and apply coaching skills and attributes such as planning, communication, critical thinking, analysis and feedback.
- Explain the application of the Laws of Rugby in a leadership role.
- Identify the knowledge, skills and personal attributes required to qualify for a specific career related to physical activity.

- Demonstrate the ability to instruct appropriate **defensive structure**
- 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 background
- Recognize and explain the contribution of different cultures and regions to the game of rugby and **styles of rugby**
- 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
- Demonstrate and apply re-start plays and patterns
- Recognize, explain and demonstrate different **defensive patterns**
- Understand the impact of possession, territory, continuity and the ability to contest for the ball in rugby
- Design and execute **practice sessions**, which are active and require a high degree of participation by all players, including game-like practice with the ball
- Develop an understanding of the need to develop players various **decision-making processes** (tactical – technical – psychological – social – ethical)

- Provide **instruction** to players the development of fundamental physical skills and technical knowledge
- Instruct players to produce **multi-phase rugby**, involving any and all members of the team.
- Identify and reinforce elements of fair play
- Identify and explain positive and negative technical skills
- Identify and explain positive and negative tactical choices
- Identify and explain strengths and weaknesses of teams
- Identify and explain potential opportunities for teams
- Demonstrate the use of **statistics** for game analysis
- Engage in a process of **ethical decision-making**, concerning the place of rugby in society, as well as specific issues particular to rugby, such as safety
- Complete World Rugby on-line modules 'Introduction to Coaching' and 'Concussion Management'.

## Big Ideas – Elaborations

**Overall Health:** A state of complete physical, mental and social well-being and not merely the absence of disease.

**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 it.

**Practices:** Behavior and behaviors that you choose to implement consciously every day (example: being on time and having a plan for participation).

## 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.

**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.

**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).

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

**Mental Health:** A person's condition with regard to their psychological and emotional well-being.

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

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

**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).

**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).

**Fundamental Skills:** Skills within the sport of rugby that are necessary to participate safely and effectively (example: carrying the ball, passing and catching).

**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 your goal line.

**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).

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

**Ethical Choices:** Making a difficult choice when faced within a situation where there is no clear right or wrong answer.

#### Content – Elaborations

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

**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).

**Personal Nutritional 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.



## Content – Elaborations

**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.

**External Factors:** Conditions outside an athlete's control that effect performance and training (example: a parent contributing critical feedback or a part-time job that includes a late-night shift).

**Optimal Mental Focus:** The ability to totally put your mind to the task that an athlete wants to accomplish.

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

**Fundamental Rugby Skills:** Skill are necessary for the safe participation in rugby (examples: passing, kicking and catching a rugby ball).

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

**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 of all athletes on a team).

**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).

**Modified 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 Patterns:** The organized action that a team uses to prevent an opponent from scoring (example: BLITZ defense vs DRIFT defense).

**Practice Sessions:** Training a group of athletes in preparation for competition.

**Decision-Making Process:** The ability for an athlete to make conscious choices (technically and tactically) during participation in a game of rugby.

**Instruction:** Providing athletes with direction and feedback in attempts to improve their skills and ability to work together.

## Content – Elaborations

**Multi-Phase Rugby:** When a team of players commit actions that allow them to keep possession of the ball and achieve continuity.

**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 started with possession).

**Ethical Decision-making:** Making a difficult choice when faced within a situation where there is no clear right or wrong answer.

### 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

### 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/>

<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)

<http://coaching.worldrugby.org/index.php?&language=en>

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

**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.

