**Rugby – Day One**

Grade/Subject: Physical Education Grade 10 Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Work together in a game of Ultimate Rugby | **Observation** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Develop physical skills through rugby games | **Observation** |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **Perform and create a variety of activities to improve personal performance** | Develop and maintain rugby related skills to perform physical skills in rugby games. | **Observation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **None** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **- Rugby balls**  **- Cones** | | |
| **PROCEDURE** | | |
| **Introduction** (\_\_min.)**:** | | |
| *Attention Grabber:* A rugby related warm up game or Jogging, arm circles, bear crawls, crab walks, inch worms, toe touches, squats, lunges, side lunges, arm stretches, etc. **(5 min)**  *Assessment of Prior Knowledge:* As we are stretching - Who has played, or watched rugby before? What do you know about it?  *Connection to Curriculum:* Developing skills in relation to rugby, demonstrating fair play and etiquette, promoting health and wellness through activity.  *Expectations for Learning and Behavior:* Paying attention, following instructions, working together, and helping each other, ask questions if you are un sure about something.  *Advance Organizer/Agenda:* Work them up to playing a game of touch outside – passing backwards  *Transition to Body:* Talking about skills related to rugby – teaching passing skills and rules of the game | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** Star drill – (separate them into two groups – boys and girls? Find a partner with the same beginning letter of their name as you and one partner goes to this group and the other partner goes to this side.) We will have two separate drills going at the same time – four cones – the cross through the cones and pass in the middle, we hold the ball up and down and we want the person we are passing to to also catch it that way, start with walking, switch sides, then jogging, this is called a pop pass – I will stop and make adjustments – see if we can start passing sideways or behind us – in rugby you have to pass the ball backwards, see if you can do that in this drill. **(7 min)**  Then we will do ball up and ball down – go to the cone across from you and put the ball down, make sure we are putting the ball down properly with our hard parts showing – explain that this is how you score in rugby, ball has to be nice and controlled you can’t spike it or the point wont count. **(4 min)**  *Assessments/Differentiation:* Are they holding the ball properly, can they under hand pass it  *Motivation:* Introduction to rugby balls and passing  ***Learning Activity #2:*** ULTIMATE RUGBY – we will have four teams – Get into a group of four on your own - (either subs or two games going at once depending on the class), pinnies and non-pinnies will split the class up. The Rules: You are trying to score on the opposite end, you score by putting the ball down over the try line, pass underhand to your teammates just as we did in the star drill, two hand touch, once you are touched you have three seconds to pass and the person that touches you has to back away from you, if you knock the ball on (the ball goes forward) then it is the other teams ball, you can’t grab it out of each others hands. – Let them play and get this sorted out for a little bit, it always starts kind of slow and then gets going. **(10 minutes)**  *Assessments/Differentiation:* Are they underhand pop passing like we did in the star drill, are they moving to space?  *Motivation:* Learning new skills and working towards a rugby game.  ***Learning Activity #3:*** Stop ultimate – leave their pinnies on we are going back to Ultimate rugby – We will line up at one end of the gym and practice passing backwards – but now we are going to do a push pass, you will hold the ball the same way, step towards your target and push the ball using your wrists towards your teammate – I will demonstrate – we are passing backwards! So make sure if you don’t have the ball you are always behind it – the first person will walk out a couple of steps and pass it to the next player who will also be walking and we will continue down the line and back until the end of the gym. This is the hardest part of rugby to get used to – get everyone to try this for one length, giving him or her cues along the way. Person catching the ball needs to have their hands up – we will try jogging and passing backwards and see if we can pick up the pace. **(10 minutes)**  *Assessments/Differentiation:* can they pass backwards, while still moving forwards?  *Motivation:* Working up to a full rugby touch game  **ULTIMATE RUGBY:** Rule changes – you have to pass backwards – that means if you have the ball you should be in front of everyone – this will be tricky at first but we can do it, forward passes are turn over, and is a knock on, I will be ref and I will let the kids try this out for a while.  MODIFICATION – offside line- the ball, if you are on defense then you can’t be behind the ball, on offense you should always be behind the ball anyways. \*\*Every group is different and will need cues in different places and adjustments to the game. | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Tell your neighbor one thing you learned about rugby today – then ask individual students one thing that they learned.  *Feedback From Students:* What did they get from this lesson?  *Feedback To Students:* What I saw – what we did really well, and what we need to work on in order to play a real game.  *Transition To Next Lesson:* We will play touch rugby and we will learn about some of the rules as well. | | |

**Rugby – Day Two**

Grade/Subject: Physical Education Grade 10 Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **perform and create a variety of activities to improve personal performance** | Apply previous rugby skills to a touch rugby game, improving personal performance | **Observation – Formative Poll** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Play a touch rugby game, apply skills in a variety of situations. | **Observation – Formative Poll** |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Play touch rugby in teams, working together to improve performance and also to successfully play touch rugby. | **Observation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **N/A** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **- Rugby balls**  **- Cones** | | |
| **PROCEDURE** | | |
| **Introduction** (10 min.)**:** | | |
| *Attention Grabber:* International – Rugby staple fitness drill and a dynamic warm up  **(10 minutes)**  *Assessment of Prior Knowledge:* What do we remember from last day?  *Connection to Curriculum:* Developing skills in relation to rugby, demonstrating fair play and etiquette, promoting health and wellness through activity.  *Expectations for Learning and Behavior:* Paying attention, following instructions, working together, and helping each other, ask questions if you are un sure about something.  *Advance Organizer/Agenda:* A game of touch outside – passing backwards, with rules incorporated  *Transition to Body:* Touch game of rugby – and rules of the game | | |
| **Body:** | | |
| ***Learning Activity #1:*** Passing lines for passing backwards – but we will do it in shuttles this time: **(10 minutes)**  *Assessments/Differentiation:* Do they remember some of the points about passing – can they pass backwards while still moving forwards?  *Motivation:* Playing a rugby game, developing new skills  ***Learning Activity #2:*** (numbers? – two teams with subs? Split them in half quickly – 10 a side is a good number to have) - Touch Rugby – I will set up boundaries that are a bit smaller than a rugby field (soccer field) and I will be the ref. Run with the ball, try and pass before you are touched, if you are touched you have to put the ball down between your legs and a teammate has to come and pass it from the ground and we keep playing – we will demonstrate this – the defense has to be in front of the ball or they are offside – questions? I will walk through what it will look like and let the kids try and play. If we do have subs then when they come on high five the person you are taking off. **(10 minutes)**  ADDITIONS/MODIFICATIONS – Once the kids get going I’ll know what they need help on to keep the game going, but we can add kicking in, as well as prompting flat line defense, wrapping instead of touch? **(10 minutes)**  RULES – we will add in line outs - Compare to throw ins in soccer, when does a line out take place, how do we line up, this is where we lift people up into the air if anyone has seen that before, **(5 minutes)** talk about rucks and scrums, we can talk about binding and positions (props, hooker, second row, flankers and 8 man) depending on how they are doing. **(15 minutes)**  *Assessments/Differentiation:* Are they applying the skills we have developed? How is the game going? What are we missing, what are we doing well, who is participating and who is trying?  *Motivation:* Physical wellness and skill development | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* High five your teammates – Review of what we covered today – the rules and parts of the game, feedback from students, questioning, skills we developed – Who feels like they know lots about rugby now, raise your hand  1, 2 or 3 poll –1 - if you really didn’t enjoy our touch rugby, 2 – it was okay and 3 – I really liked it – turn to a neighbor told them what number you held up and why. Head back inside and change. **(5 minutes)**  *Feedback From Students:* Poll  *Feedback To Students:* What I saw – my champagne moment, what we did well and a review of what they learned.  *Transition To Next Lesson:* Our next progression would be to contact – tackling, rucking and scrumming | | |